



PUBLIC MEETING OF THE BOARD OF EDUCATION

Wednesday, February 8, 2017
Time: 1:00 p.m.

District Education Office
22225 Brown Avenue
Maple Ridge BC V2X 8N6

"To improve is to change; to be perfect is to change often." Winston Churchill

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Correspondence
 - F. Lento, School District No. 5 (Southeast Kootenay)
 - B. MacFarlane, School District No. 19 (Revelstoke)
 - BC Public School Employers' Association Newslink 2017-01
3. Approval of Agenda
4. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.*

B. APPROVAL OF MINUTES

1. January 18, 2017 ITEM 2

C. PRESENTATIONS - *Individuals and groups invited by the Board to make presentations. Time limits for individual presentations will be established to allow all speakers to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

1. Curriculum ITEM 3

D. DELEGATIONS - *Registered delegations can make presentations to the Board. Time limits for individual delegations will be established to allow all registered delegations to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

1. Parks, Recreation and Culture Community Consultations: Don Cramb ITEM 4

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
3. Secretary Treasurer
- a) Budget Process ITEM 5
4. Board Committees
 - a) Budget
 - b) Finance
 - c) Board Policy Development
 - i. Revised Policy 4410: Travel Expenses ITEM 6
 - ii. Policy 4600: Purchasing Goods and Services ITEM 7
 - iii. Policy 8912: Independent Directed Studies ITEM 8
 - iv. Policy 9500: Suspension and Exclusion of Students from School ITEM 9

- d) Education
- e) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Superintendent's Update ITEM 10
3. Secretary Treasurer
 - a) Enrolment Projections ITEM 11
4. Board Committees & Advisory Committee Reports
 - a) Finance
 - b) Budget
 - c) Board Policy Development
 - i. Draft Policy 3901: Maintenance of Order in Schools ITEM 12
 - ii. Draft Policy 9325: Education Programs for Non-Residents ITEM 13
 - iii. Draft Policy 9801: Fees – Hardship ITEM 14
 - d) Education
 - e) Aboriginal Education
 - f) Inclusive Education
 - g) French Immersion Advisory
 - h) District Student Advisory
 - i) Round Table with Partners
 - j) Facilities Planning

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

1. BC School Trustees Association Provincial Council
 - a) Motions to BCSTA Annual General Meeting ITEM 15
2. District Parent Advisory Council
3. Municipal Advisory & Accessibility
4. Maple Ridge-Pitt Meadows Arts Council
5. Ridge Meadows Education Foundation
6. Social Planning Advisory:
<http://www.mapleridge.ca/AgendaCenter/Social-Planning-Advisory-Committee-10>
7. Tzu Chi Foundation
8. City of Maple Ridge Active Transportation
9. Other Board Liaison Representative Reports
10. Good News Items

J. QUESTION PERIOD – Questions, with the exception of Trustee questions, will be limited to one question per person with one follow-up clarification question, if necessary. Question period will be restricted to questions only – statements and debate will not be permitted. This agenda item has a time limit of 10 minutes; extension is at the discretion of the Board.

K. OTHER BUSINESS

1. Public Disclosure of Closed Meeting Business ITEM 16

L. ADJOURNMENT

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **OPENING PROCEDURES**

Date: February 8, 2017
(Public Board Meeting)

Information/Decision

1. *CALL TO ORDER*
2. *CORRESPONDENCE (Information Item)*
 - F. Lento, School District No. 5 (Southeast Kootenay)
 - B. MacFarlane, School District No. 19 (Revelstoke)
 - BC Public School Employers' Association Newslink 2017-01

RECOMMENDATION:

THAT the Board receive all correspondence for information.

Attachments

3. *APPROVAL OF AGENDA (Decision Item)*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

4. *INVITATION FOR PUBLIC INPUT TO MATTERS ON THE AGENDA - Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. The agenda item has a time limit of 10 minutes.*



SCHOOL DISTRICT 5

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

January 5th, 2017

The Honorable Linda Larson
Parliamentary Secretary
Box 998 – 6369 Main Street
Oliver, BC V0H 1T0

RE: Request for Input Regarding the Rural Education Review Process

Dear Ms. Larson,

The School District 5 (SD5), Southeast Kootenay Board of Education recently learned of the government's Rural Education Strategy Review Process and, while we were surprised by the extremely tight deadline for input of January 9th, our Board scheduled working-group sessions to discuss this important issue, despite the busy holiday season preceding your short deadline for input.

Below we have outlined our input regarding the four "discussion questions" for "conversation" as outlined on the government's website, followed by some questions of our own.

What is your definition of a rural school, remote school and rural school district?

The *School Act* defines a "rural area" as "that part of a school district not within the boundaries of a municipality" and a "rural school district" as "a school district no part of which is in a municipality".

Statistics Canada defines rural and small town areas as being "municipalities with urban populations of 1,000 to 9,999" and "rural areas where less than 50 per cent of the employed individuals commute to the urban core of a municipality with more than 10,000 inhabitants". This is the definition used by then-Minister of Education, Christy Clark, in her 2003 *Report of the Task Force on Rural Education*.

It is much more difficult to find an inclusive definition for "remote". While actual distances and populations are not specified, as part of its mandate, *Make a Future* established criteria to guide the selection process for their *Application – Remote Recruitment and Retention Allowance*, which is considered in conjunction with any supplementary information provided, as:

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• Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen

- Driving distance from Major Centre (inclusive of ferry travel)
 - From Calgary, Vancouver, Victoria or Edmonton
 - From a British Columbia community of over 20,000
- School location only accessible by ferry, rail or air travel
- Population Factor
 - Based on the population in the community
- Emergency Services Factor
 - Proximity to Major Medical Community (defined as Kamloops, Kelowna, Nanaimo, Vancouver, Victoria, Abbotsford and Prince George)

Our board has been defined as both a rural and urban school district. However, we believe it is not the definition, as determined by population or distances to major urban centres, but the factors of **accessibility** that is important when discussing rural education.

From an education perspective, the following, while not a complete list of considerations, outlines areas of **accessibility** that require special attention, and often additional funding, when considering the delivery of equitable education to our rural communities:

- Recruitment and retention of qualified educators/support staff
- Access to technology (equipment as well as broadband/connectivity)
- Access to needed student and mental health supports (special needs teachers, counselors, psychiatrists, assessment experts etc.)
- Reasonable travel time for bussing students
- Availability of extracurricular activities –at a reasonable cost to students/schools (especially when compared to costs for urban centres)
- Access to trades training (ie: prohibitive cost of bussing for our rural community students to attend Ace-it, dual credit programs at the College of the Rockies in Cranbrook)
- Aboriginal Education resources and access to elders/traditional ways of learning
- Access to employment (employment factors in a small community can impact our District's enrolment and class configurations and increase the need for breakfast programs and other educational resources)

What are the positive impacts in the community (of rural/remote education)?

There are a number of positive contributions that rural/remote schools provide to the people and communities they serve.

While there is much research available on-line, outlining the benefits to students, staff and communities of small/rural schools, our Board has included a list of modified benefits, experienced in our District:

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- Children feel safer and have a greater sense of belonging
- Increased personal and academic student engagement, responsibility and work ethic resulting in higher:
 - Attendance
 - Student achievement
 - Graduation rates
- Significantly higher participation rates in extracurricular activities
- Multi-age/grade classrooms promote personalized learning, mentorship and positive social interactions.
- Multiple grades accommodated in fewer school facilities mean less anxiety experienced by students over “transitioning” to a new school.
- Decreased violence and drug/alcohol abuse
- Positive attitudes and greater work satisfaction of teachers, administrators and support staff
- Increases in innovative and creative teaching strategies, solutions and collaboration amongst teachers, consistent with the revised curriculum (brought about by the challenges of rural education)
- More active involvement of parents and the community in the education of their children and the decisions made on their behalf by the Board of Education
- Elected Trustees are more accessible to parents, teachers and students in rural (or small urban) communities.
- Students graduate with the skills to secure employment in or near the community in which they are raised

How are schools being used?

Research indicates that greater social and emotional importance is given to the community school by the residents of rural/remote communities when compared to the residents of urban school communities. Our District believes that there is a direct correlation between the social and emotional investment of a community into its school, and how that community utilizes the school.

Typically, schools are utilized by all segments of a rural/remote community –as a gathering place or meeting hall for clubs, organizations, self-help groups etc., as a recreational and extracurricular facility for sports, arts, lectures and higher learning initiatives, and as a library. Rural/remote schools are often the only “government presence” left in remote communities and the only shelter facility large enough to house its citizens in emergency situations for both rural and remote communities.

While the BC School Trustees’ Association (BCSTA) in their December 30th, 2016 submission to you, has indicated that “school districts must not be required or expected to utilize funding and resources...to subsidize other community functions”, they also specify the “value of integrated services and facilities” to these rural/remote communities.

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SD5 already employs **joint-use agreements** with our communities and would like to point out the cost-effectiveness of such arrangements, in addition to the numerous benefits to the community members who utilize these school facilities.

Share your rural education story

The positive impacts and uses of the rural schools in our District as outlined above encompass much of our District's "rural education story". An important –and ongoing-- aspect of our story however, stems from our District's past history of amalgamation and school closures. Recently however, anxiety regarding future school district amalgamations has resurfaced and intensified in recent years.

While amalgamation of rural communities with our one urban community initially created an attitude of "separateness" and a "fear of inequity" between urban and rural communities, our Board has worked hard over a number of years to ensure that our District now feels united and resources are shared equally, based on need.

Past school closures in our District and the vast number of school closures that have –and continue to take place across the province since 2002 however, continue to perpetuate a high level of anxiety and fear that school closures in their communities, may happen in the future. This ongoing anxiety, and the exponential increase, by percentage, of funding to private schools, continues to foster diminishing faith in the provincial government's commitment to public education in general, and rural/remote schools in particular.

It is the view of our Board –and our communities—that equal access to services, such as public education, are the responsibility of government based on the rights of the individual and not the location from which they derive their livelihood and/or choose to raise their families.

Questions from our Board

Having reviewed the *Rural Education Review Process* website, our Board found it odd that there was no question included regarding challenges or improvements to rural/remote school communities, given that, at present, our rural/urban students are at a decided disadvantage with regard to (but not inclusive of) the following:

- Broadband access/connectivity
- Dual Credit courses/funding
- Teacher recruitment for specialty subjects and electives
- Professional development costs for rural employees
- StrongStart and other learning initiatives
- School replacement
- Etc.

Therefore, our Board asks for a timely response to the following questions:

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• Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen

1. What is the background/purpose of your Rural Education Review Process?
2. What necessitates the tight, two-month consultation timeline, over one of the busiest times of the year for parents, students, trustee and other stakeholders?
3. Why was there no discussion question on funding of rural/remote schools/districts?
4. Why was there no discussion question on challenges experienced by rural/remote schools/districts?
5. What are the “educational practices” referred to on your website?
6. Will your draft report be formally submitted to school boards for review, for discussion, for input, and for suggestions in order to exercise the vigilance that is not only necessary, but essential in the process of our public expectations of elected trustees?

We would like to take this opportunity to point out that locally elected school trustees are not stakeholders, as suggested throughout the website. We are the democratically elected representatives and the educational authority in our communities within the BC public education system.

In closing, we would like to thank you for the opportunity to provide some feedback to government on the important issue of rural/remote education. We look forward to receiving a response to our questions as outlined above, reviewing the draft discussion paper expected in winter/spring 2017, receiving the dates and locations of –and taking part in– the Parliamentary Secretary’s series of regional meetings and of receiving the final report, prior to the completion of the 2016 – 2017 school year.

Sincerely,



Frank Lento, Board Chair,
SD5

Cc*: Mike Bernier, Minister of Education
 Bill Bennett, MLA Kootenay East BC
 John Horgan, Leader, BC New Democratic Party
 Rob Fleming, Education Critic, BC New Democratic Party
 Teresa Rezanoff, President, BCSTA
 BCSTA for distribution to member Boards of Education
 Mike Lombardi, Chair, Former Vancouver School Board
 Glen Hansman, President BC Teachers’ Federation
 John Bird, President, BCCPAC
 Shelley Balfour & Christina Smith, CFTA Co-Chairs
 Debbie Therrien, DPAC Chair

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Jacqueline Blumhagen • Gail Brown
 • Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen

Aaron Thorn, President, SD5 Administrators' Association
Charley Beresford, Columbia Institute
Catherine Shaw, FACE BC Vancouver
Media

*This correspondence is public and transparent. Please feel free to share and/or respond with comment.

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Jacqueline Blumhagen • Gail Brown
• Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen

940 Industrial Road #1, Cranbrook BC, V1C 4C6 • Tel: 250.417.2055 • Fax: 250.489.5460 • www.sd5.bc.ca

December 16th, 2016



School District 19
(Revelstoke)

The Honourable Mike de Jong
Minister of Finance
PO Box 9045, Stn Prov Govt
Victoria, BC V8V 9E2

Dear Minister de Jong:

RE: BC School Trustees Association Letter of November 25th, 2016

At the December 14th, 2016 meeting of the Revelstoke Board of Education, the Board passed the following motion:

“THAT the Revelstoke Board of Education provide a letter to The Honourable Mike de Jong, Minister of Finance, supporting the November 25th, 2016 letter of the BC School Trustees’ Association.”

The Revelstoke Board of Education fully supports the specific expectations for the continuation of funding to school districts set out in the letter which includes:

- The \$25 million added to the provincial education budget in March 2016
- The \$2 million provided to specific school district to help ensure rural schools could be kept open and viable.
- The \$15 million provided to specific school district to defer parent fees for bussing.
- The \$6 million provided to school districts to assist with the implementation of new education programs regarding coding.

Our Board also supports the seven specific policy change recommendations made by the BCSTA which are:

1. Sustainable, stable and predictable funding of our K-12 public education system.
2. Clear policy guidelines and reporting measures regarding appropriate financial reserves for school districts.

3. Implementation of common financial management measurements and terminology across the Ministry of Finance, Ministry of Education and school districts.
4. Resourcing of a professional learning program for school trustees and senior management official to address areas of focus identified by the Office of the Auditor General, as well as other K-12 system audits.
5. Appropriate funding for exempt staff compensation increases.
6. The immediate dissolution of the public administrator position overseeing the BC Public School Employers' Association and the return of a co-governance model with school trustees overseeing their own employers' association.
7. Review of the current Ministry of Education funding formula with specific attention to the distribution model for school districts in funding protection.

It is our Board's belief that government should be prioritizing budget decisions based on the importance of sustaining the quality education system of which we are so proud.

Sincerely,



Bill MacFarlane, Chairperson
Revelstoke Board of Education

cc: Board Correspondence File
BC School Boards (through BCSTA)
Norm Macdonald, MLA

2017-01 January 31, 2017

By E-mail: Two Pages

Conference Report: Annual General Meeting

The 23rd Annual General Meeting of the BC Public School Employers' Association (BCPSEA) was held on Friday, January 27, 2017 at the Coast Coal Harbour Hotel, 1180 West Hastings Street, Vancouver, BC.

This one-day event opened with reports from BCPSEA Public Administrator Michael Marchbank and CEO Renzo Del Negro, as well as greetings from BC School Trustees Association President Teresa Rezansoff.

During the business session, the assembly considered the 2015-2016 audited financial statements as well as the appointment of the auditors, and carried the following motion:

BE IT RESOLVED that KPMG be appointed auditors to the British Columbia Public School Employers' Association for the 2016-2017 fiscal year.

Carried

The members then moved into a Representative Council for review of the proposed 2017-2018 BCPSEA budget:

BE IT RESOLVED that the membership approve the proposed BCPSEA budget for April 1, 2017 through March 31, 2018 as presented.

Carried

The assembly moved back into the AGM business session with debate of the following proposed resolutions:

BE IT RESOLVED that the BC Public School Employers' Association members direct the BCPSEA Public Administrator to write a letter to the Minister of Finance requesting that the association be released from the direction of the Public Administrator and that the Trustee Directors be reinstated to the BCPSEA Board of Directors.

Carried

BE IT RESOLVED that the BC Public School Employers' Association members direct the BCPSEA Public Administrator to write a letter to the Minister of Education requesting that costs incurred by boards of education from the exempt staff compensation changes be fully funded with new money by the provincial government.

Carried

BE IT RESOLVED that the BC Public School Employers' Association members direct the BCPSEA Public Administrator to provide an annual tracking report on the disposition of motions passed at previous Annual General Meetings.

Carried

BE IT RESOLVED that the BC Public School Employers' Association members direct the BCPSEA Public Administrator to request that the BCPSEA Bargaining Committee bargaining with the BC Teachers' Federation on the class size and composition language ensure that any settlement reached is fully funded on an ongoing basis by the provincial government.

Carried

BE IT RESOLVED that the BC Public School Employers' Association members direct the BCPSEA Public Administrator to write a letter to the Minister of Education to request that assistance be provided to rural districts to address recruitment and retention issues arising from the Supreme Court of Canada decision.

Carried

The AGM program included a panel presentation by Dave Byng, Deputy Minister of Education, Christina Zacharuk, President and CEO, Public Sector Employers' Council Secretariat, and Eric Harris, Partner, Harris Workplace Law and Advocacy. Delegates also attended a presentation on Bargaining Preparation 2019 presented by Renzo Del Negro, Janet Stewart and Graeme Norton from BCPSEA.

A closing thank you was provided to all delegates for their engagement and participation in the day's events, and appreciation expressed for the members' support for the ongoing work of BCPSEA.



ITEM 2

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: February 8, 2017
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the January 18, 2017 Public Board Meeting be approved as circulated.

Attachment

IN ATTENDANCE:

BOARD MEMBERS:

Chairperson – Mike Murray
Vice Chairperson – Susan Carr
Trustee – Lisa Beare
Trustee – Korleen Carreras
Trustee – Ken Clarkson
Trustee – Dave Rempel
Trustee – Eleanor Palis

STAFF:

Superintendent – Sylvia Russell
Secretary Treasurer – Flavia Coughlan
Executive Assistant – Karen Yoxall

ABSENT:

Deputy Superintendent – Laurie Meston

A. OPENING PROCEDURES

1. Call to Order

The meeting was called to order at 6:00 p.m. The Chairperson welcomed and thanked everyone for attending. The Chairperson acknowledged that this meeting is taking place on the traditional territory of Katzie First Nation and Kwantlen First Nation.

2. Correspondence

Moved/Seconded

- D. Byng, Deputy Minister of Education
- G. Farkas, Assistant Deputy Minister of Education
- P.R.W. Kendall, Provincial Health Officer
- T. Rezansoff, President, BCSTA
- B. MacFarlane, Chairperson, School District No. 19 (Revelstoke)
- M. Baxter, Chairperson, School District No. 23 (Central Okanagan)
- G. Jackson, Chairperson, School District No. 28 (Quesnel)
- T. Cable, Chairperson, School District No. 57 (Prince George)
- E. Loring-Kuhanga, Chairperson, School District No. 61 (Greater Victoria)
- S. Wilson, Chairperson, School District No. 72 (Campbell River)
- L. Dolen, Chairperson, School District No. 81 (Fort Nelson)

THAT the Board receive the correspondence for information.

CARRIED

3. Approval of Agenda

Moved/Seconded

THAT the Agenda be approved as circulated.

CARRIED

4. Invitation for Public Input to matters on the Agenda

B. APPROVAL OF MINUTES

1. December 14, 2016

Moved/Seconded

THAT the Minutes of the December 14, 2016 Public Board meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

1. Aboriginal Education: Diane Graves

Moved/Seconded

Diane Graves, Principal, Aboriginal Education, provided an update on Aboriginal Education including the Aboriginal Enhancement Agreement and staffing.

THAT the Board receive the presentation on Aboriginal Education by Diane Graves, for information.

CARRIED

2. Youth Wellness Clinic: Sherri Skerratt and Vicki Kipps

Moved/Seconded

Sherri Skerratt and Vicki Kipps presented information on the Youth Wellness Centre explaining the unique model, who the center provides services to, goals, successes to date and looking ahead.

THAT the Board receive the presentation on the Youth Wellness Clinic by Sherri Skerratt and Vicki Kipps, for information.

CARRIED

D. DELEGATIONS**E. DEFERRED ITEMS****F. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools
3. Secretary Treasurer

- a) Capital Project No. 116188 Thomas Haney Secondary School

Moved/Seconded

The Secretary Treasurer reported that the Ministry of Education have approved the building envelope remediation program at Thomas Haney Secondary School and that in order to access funding for this project a capital project bylaw must be adopted by the Board.

THAT the Capital Project Bylaw No. 116188–be given three (3) readings at this meeting. (vote must be unanimous)

CARRIED

Moved/Seconded

(2) THAT the Board of Education of School District No. 42 (Maple Ridge–Pitt Meadows) Capital Project Bylaw No. 116188 be:

Read a first time on the 18th day of January, 2017;

Read a second time on the 18th day of January, 2017;

Read a third time, passed and adopted on the 18th day of January, 2017.

CARRIED**Moved/Seconded**

(3) THAT the Board authorize the Secretary Treasurer to execute and submit the Building Envelope Project Funding Agreement to the Ministry of Education on behalf of the Board of Education.

CARRIED

b) Capital Project No. 116189 Maple Ridge Elementary School

Moved/Seconded

The Secretary Treasurer reported that the Ministry of Education have approved the building envelope remediation program at Maple Ridge Elementary school and that in order to access funding for this project a capital project bylaw must be adopted by the Board.

THAT the Capital Project Bylaw No. 116189–be given three (3) readings at this meeting. (vote must be unanimous)

CARRIED**Moved/Seconded**

(2) THAT the Board of Education of School District No. 42 (Maple Ridge–Pitt Meadows) Capital Project Bylaw No. 116189 be:

Read a first time on the 18th day of January, 2017;

Read a second time on the 18th day of January, 2017;

Read a third time, passed and adopted on the 18th day of January, 2017.

CARRIED**Moved/Seconded**

(3) THAT the Board authorize the Secretary Treasurer to execute and submit the Building Envelope Project Funding Agreement to the Ministry of Education on behalf of the Board of Education.

CARRIED

c) Alouette River Campus

Moved/Seconded

The Secretary Treasurer reported that the District's Strategic Plan identifies new schools as the priority to accommodate increased enrolment. The Secretary Treasurer further reported that under Section 5.4 sites were identified that could be reviewed to see how they fit with the districts future requirement and that Alouette River Camp is identified as one of those sites. The site was acquired in 1960 through a private site, housed Alouette Elementary School until its closure in 1983 and is not listed on the Ministry of Education's school sites registry.

The Secretary Treasurer reported that the disposal of land or improvements ultimately requires the approval of the Minister of Education and outlined the key steps in the disposal process.

THAT the Board authorize the Secretary Treasurer to initiate the potential disposal process for Alouette River Campus.

CARRIED

4. Board Committees

- a) Budget
- b) Finance

i. Appointment of Auditors

Moved/Seconded

The Secretary Treasurer reported that the selection and appointment of financial statement auditors was the responsibility of the Board of Trustees.

THAT The Board approve the appointment of KPMG LLP as auditors for 2016/2017 and direct the Secretary Treasurer to promptly notify the auditor and the Minister of Education of the appointment.

CARRIED

- c) Board Policy Development
- d) Education Committee
- e) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson

a) Rural Education Study Input

Discussion ensued on input to the Rural Education Study and attendance at the upcoming regional meeting.

2. Superintendent of Schools

a) IT Plan Update

Moved/Seconded

The Director of Instruction and Manager of Information Technology provided an update on the IT Plan reporting on: MyPortfolio deployment, Security and Encryption, MyClass, District Telephony Upgrade, SD42 Website, Parent Portal, Hardware and software upgrades of 22 elementary school servers. Staff and students, SD42 resource landing page, Purchase Requisition Web and support for the new ADST and coding curriculum.

THAT the Board receive the IT Plan Update for information.

CARRIED

b) Superintendent's Update

Moved/Seconded

The Superintendent reported on school activities and professional learning opportunities.

THAT the Board receive the Superintendent's Report, for information.

CARRIED

3. Secretary Treasurer
4. Board Committees & Advisory & Advisory Committee Reports
 - a) Finance
 - b) Budget
 - c) Board Policy Development
 - d) Education
 - e) Aboriginal Education

Trustee Carreras reported that the Aboriginal Education committee had recently met and that visions for aboriginal education moving forward were discussed.

- f) Inclusive Education
- g) French Immersion Advisory
- h) District Student Advisory
- i) Round Table with Partner Groups
- j) Facilities Planning

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

BC School Trustees Association Provincial Council

Trustee Carreras reported that the Maternity/Paternity Leave Committee meeting had recently met and discussed the motion submitted to the 2016 Annual General Meeting.

Maple Ridge-Pitt Meadows Arts Council

Trustee Rempel reported on the items discussed at the recent Maple Ridge-Pitt Meadows Arts Council meeting including: culture day, aboriginal education, fine arts opportunities with the school district and after school arts programs.

Social Planning Advisory

The Board Chairperson reported that the Social Planning Advisory committee had recently met and reported that dialogue was continuing on the homelessness situation.

Good News Items

Trustees reported on the January 11th meeting with the Board and students at Pitt Meadows Secondary School..

L. QUESTION PERIOD

A question was posed regarding the potential disposal of Alouette River Campus.

M. OTHER BUSINESS

N. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 8:03 p.m.

Mike Murray, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 3

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **CURRICULUM**

Date: February 8, 2017
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the presentation on Curriculum by Jovo Bikic, Director of Instruction, for information.



ITEM 4

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **PARKS, RECREATION AND CULTURE -
COMMUNITY CONSULTATIONS: DON
CRAMB**

Date: February 8, 2017
(Public Board Meeting)

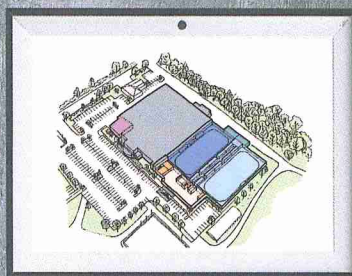
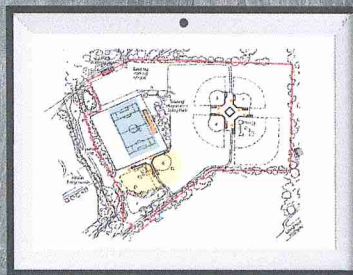
Information

RECOMMENDATION:

THAT the Board receive the presentation on the Parks, Recreation and Culture – Community Consultations by Don Cramb for information.

Attachment

COMMUNITY FACILITIES CONVERSATION



**HAVE OPINIONS?
JOIN THE CONVERSATION.**

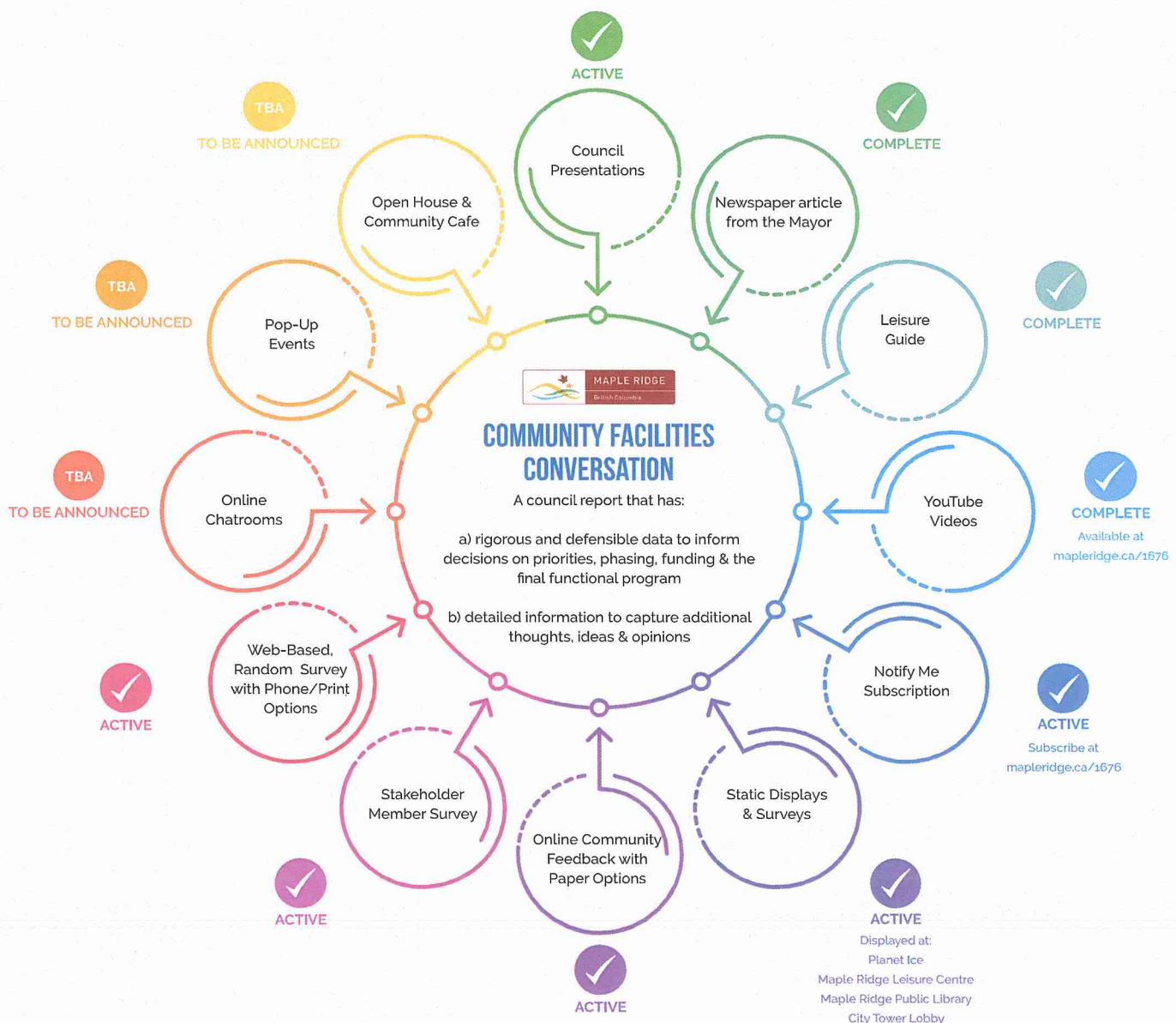
Use or download a QR Code app on your mobile device and scan this square.



Visit mapleridge.ca/1676 for more information.
Email us at facilitytalk@mapleridge.ca with your questions.

COMMUNITY FACILITIES CONVERSATION

Our Community-Focused Process



COMMUNITY FACILITIES CONVERSATION

Your feedback is important to us and will help shape the future of our community facilities.

Please complete our community survey:
www.surveymonkey.com/r/Facility_Talk_Open_Feedback



MULTI-USE WELLNESS FACILITY

WITH AN AQUATIC CENTRE & CURLING FACILITY

Visit mapleridge.ca/1676 for more information.

Email us at facilitytalk@mapleridge.ca with your questions.

OVERVIEW

The proposed program for this facility gathers a new aquatic centre and various fitness, multi-purpose and gymnasium spaces in one building along with the relocated curling club. The facility would have a wellness focus, and it is intended to complement, not compete against the existing recreation facilities already in operation in Maple Ridge. At the time of this report, a location had not yet been identified for this project and so the concept drawings are generic with respect to site considerations. During the stakeholder engagement process, the following considerations/comments were raised:

GENERAL

- High degree of support from all stakeholders for a wellness focused facility that promotes healthy, active living, an inclusive atmosphere and multi-generational interaction.
- Strong desire to connect to nature and outdoor activity (Note: to encourage this, an outdoor spray pad, picnic and tournament staging area and patio spaces were added to the program).
- Connection to transit was important (especially for senior's programming and the curling club).
- Youth and children's programming was important (Note: this resulted in the addition of youth lounge and childminding space to the program).
- High degree of support for a lobby space that promotes social uses.



**HAVE OPINIONS?
JOIN THE CONVERSATION.**

Use or download a QR Code app on your mobile device and scan this square.



1

AQUATICS

- Concern over the proposed 6-lane, 25m tank configuration was raised by competitive swim organizations (Note: to address this concern, 2 additional lanes and deck space to accommodate 500 spectators were added to the program. This allows greater flexibility of the pool tank to support both short course competitive use and leisure use.)
- No support for diving.

CURLING CLUB

- Curling Club supports being co-located in the facility because of increased exposure to their sport, shared resources (kitchen, meeting spaces etc.) and because of energy (operational) savings.
- Would like to downsize their ice surface, but maintain the current size of their existing social and support spaces, which contribute strongly to their identity as a tournament centre in the Lower Mainland.

GYMNASIUM, EVENT SPACE + INDOOR RUNNING TRACK

- High demand for gym space in Maple Ridge.
- Strong support for both leisure and training use of an indoor running track.

FITNESS + MULTIPURPOSE SPACES

- Lack of group fitness space in Maple Ridge – more multi-purpose rooms will allow for a broader range of programming.
- Fitness spaces need to balance the need for privacy and oversight/visual connection.

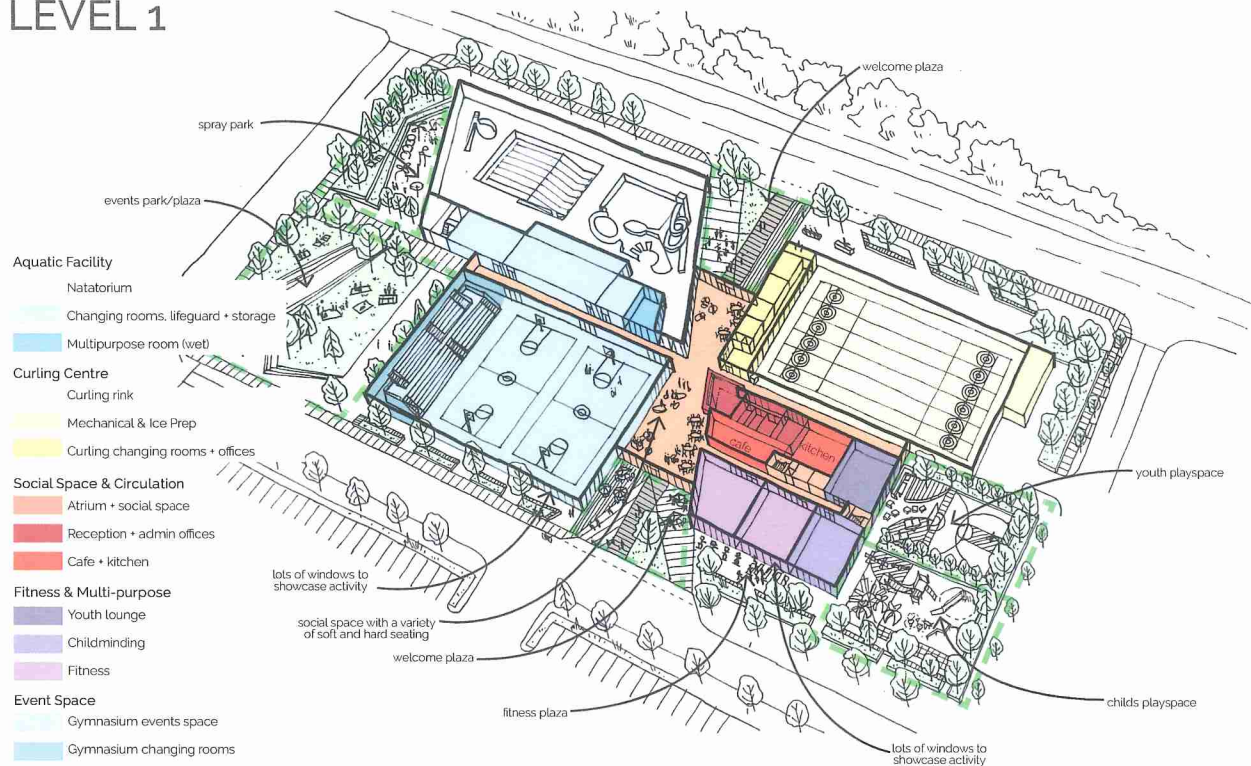
PRECEDENTS



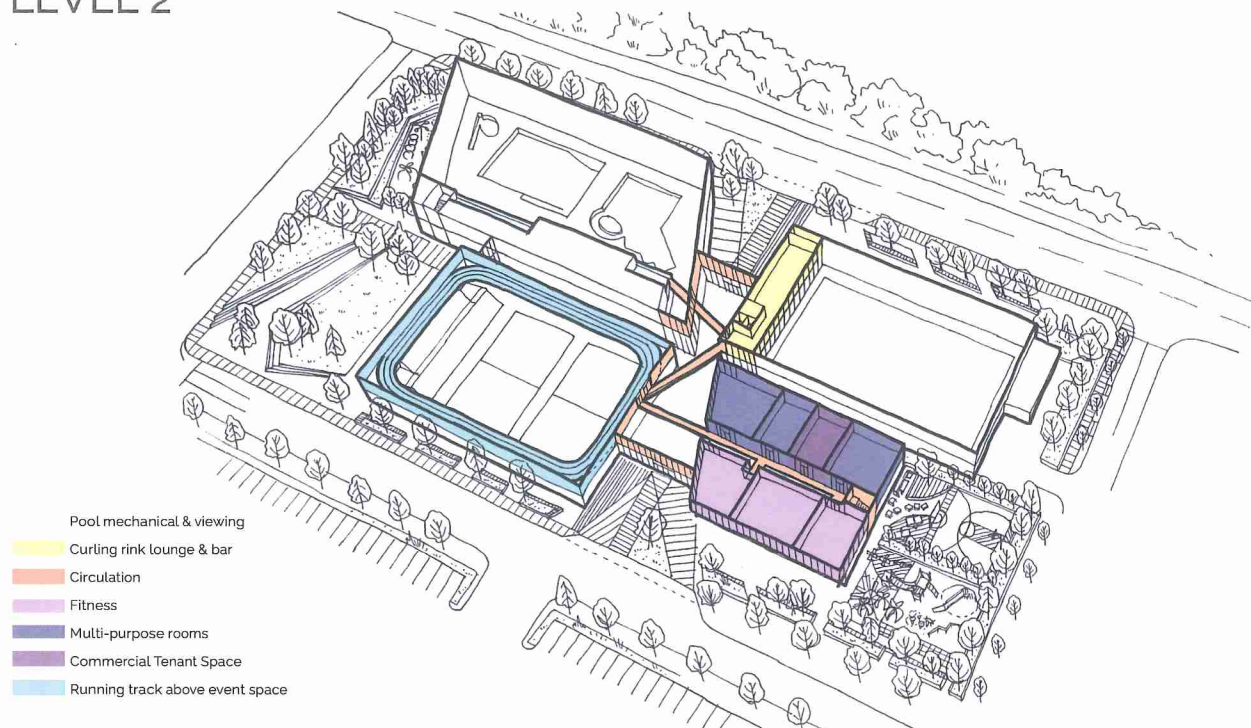
MULTI-USE WELLNESS FACILITY

3D SITE PLANS

LEVEL 1



LEVEL 2



SYNTHETIC SPORT FIELD & COVERED STADIUM

Visit mapleridge.ca/1676 for more information.

Email us at facilitytalk@mapleridge.ca with your questions.

2A | Albion Sport Field Conversion

2B | Maple Ridge Secondary Track Facility Upgrade

2C | 5000 Capacity Stadium

OVERVIEW

The original program brief for this project called for a 5,000 seat spectator facility at the Albion Sports Complex site. A closer review of the Albion site identified that space for parking was a significant issue for any future development. Discussions with stakeholders also identified other, more immediate needs related to existing facilities at Albion and Maple Ridge Secondary School [MRSS.] Additionally, organizers involved with large events currently hosted at the Albion Fairgrounds did not see a covered, 5,000 seat venue as supporting these events.

In response to this feedback and site constraints, this project has been presented as 3 different options. Option 2a provides seating, synthetic surface, field house and lighting upgrades to the Albion site that will allow for expanded use of the site by sports groups, and will increase the ability of the site to host tournaments. Option 2b provides lighting, seating, washroom and field upgrades at the MRSS site and an improved "throws" area to accommodate discus and hammer throw. These upgrades will allow athletics organizations to host larger scale meets and to train year round at this site. Option 2c describes the requirements for a 5,000 seat stadium, and assumes this would be located at a different site.



**HAVE OPINIONS?
JOIN THE CONVERSATION.**

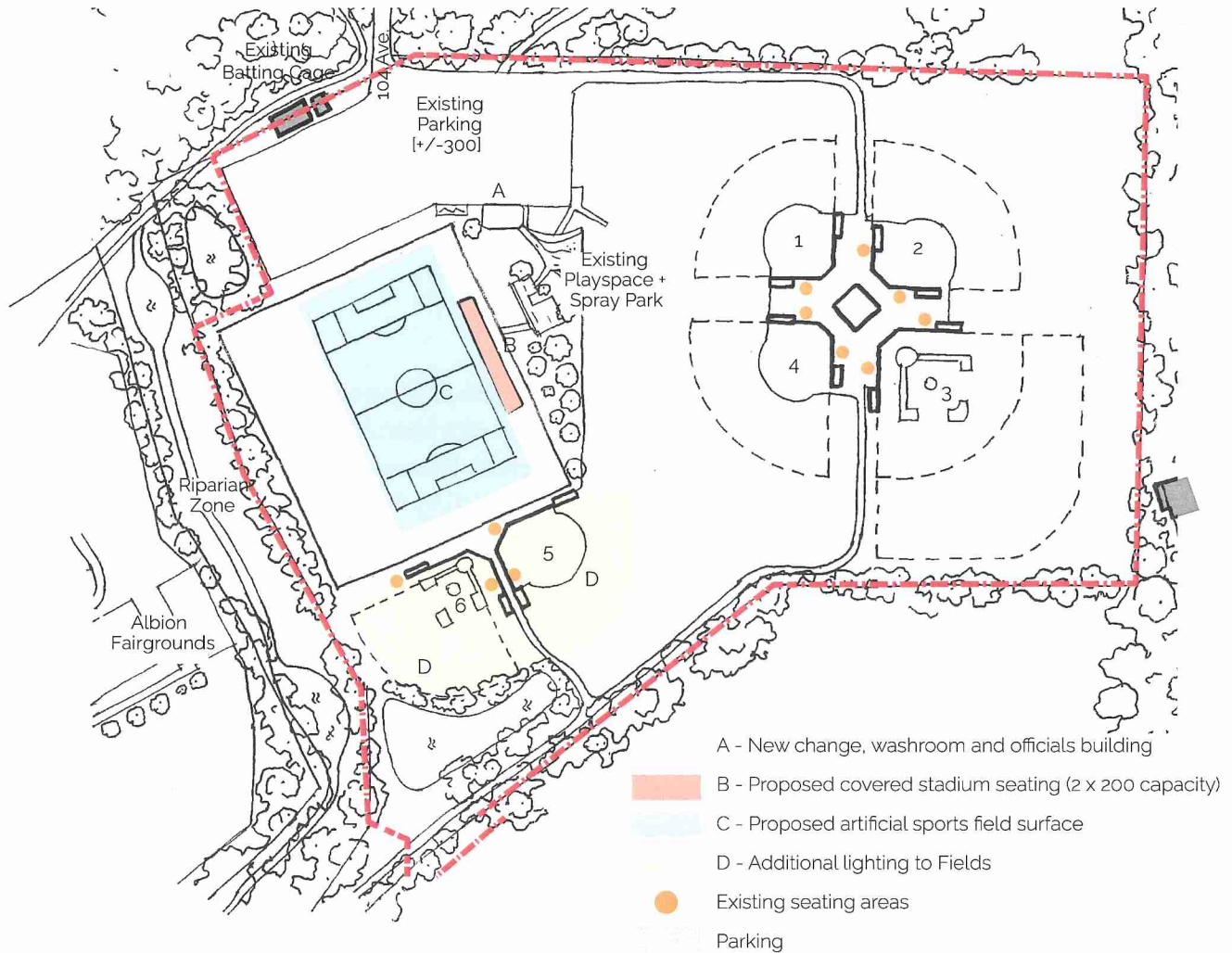
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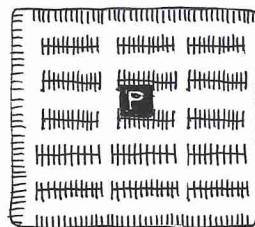
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ALBION SPORT FIELD CONVERSION PLAN

Upgrades include new change, washroom and officials building, 2 x 200 covered seating, one synthetic soccer pitch and additional lighting.

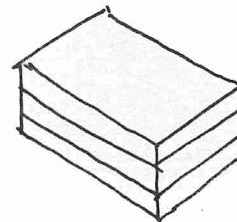


Additional parking is needed to support the spectator capacity. Similarly the loss of overflow parking for events through the upgrade of the soccer pitch to synthetic surface will need to be considered.



Surface Parking
 +/- 500 stalls (17,500sm/187,500sf)
 for spectator seating (100 stalls) and
 replacement parking from conversion of
 soccer fields to synthetic surface (+/-400
 stalls)

or



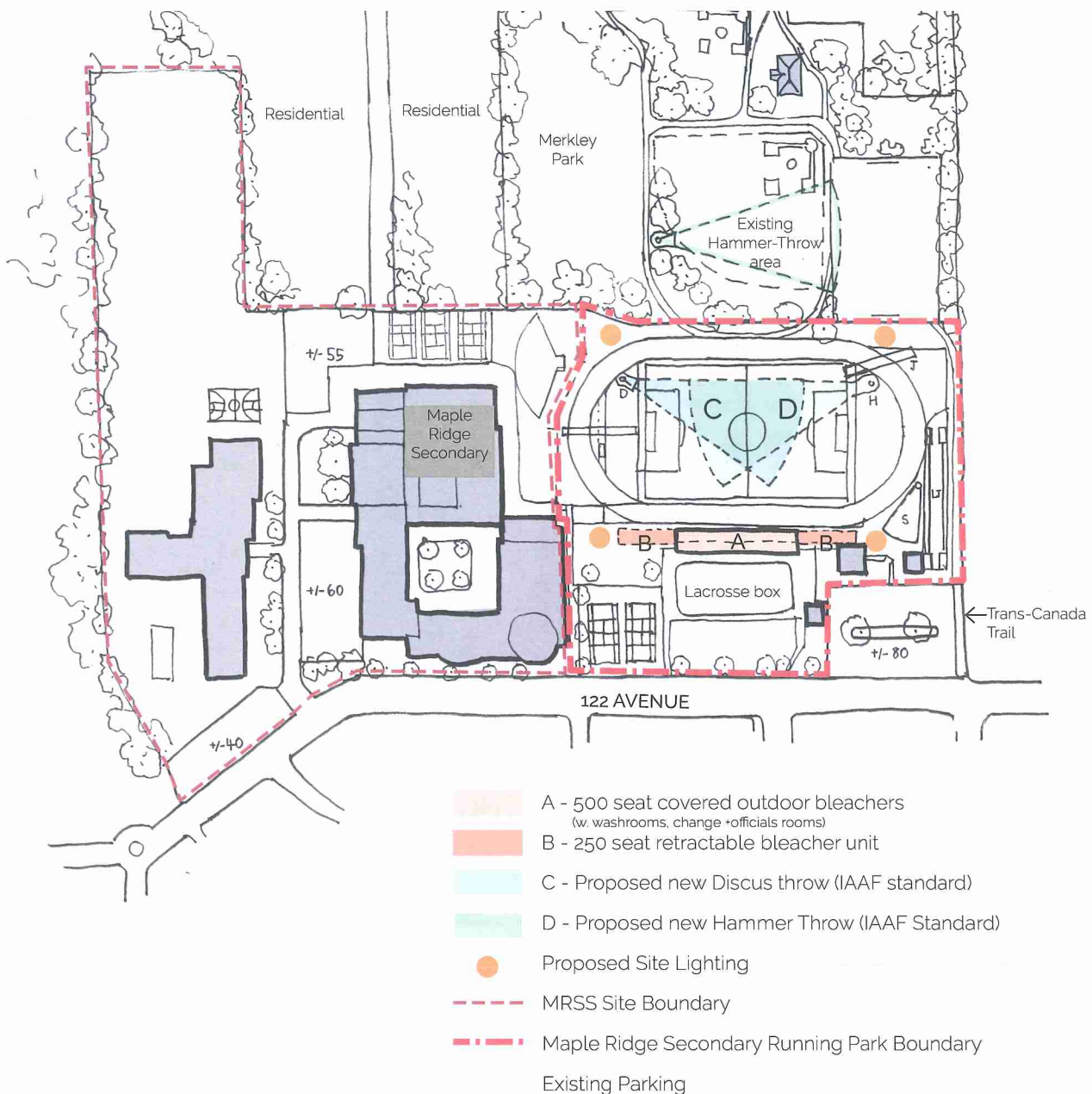
**Above grade
 structured parking**

ALBION SPORT FIELD CONVERSION

2A

MAPLE RIDGE SECONDARY TRACK FACILITY UPGRADE PLANS

Upgrades include new change, washroom and officials building, 500 covered bleacher seating, 2 x 250 temporary bleacher seating, new discus and hammer throw areas and site, track & field lighting.

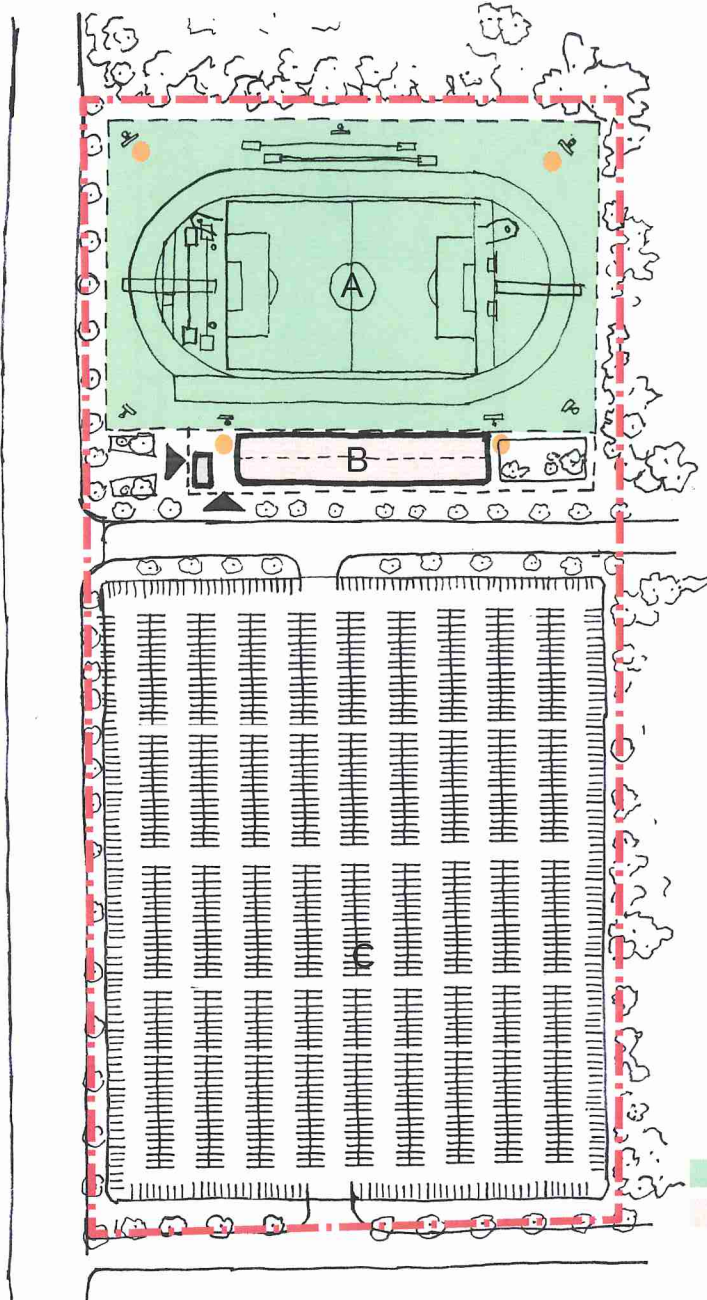


MAPLE RIDGE SECONDARY TRACK FACILITY UPGRADE

2B

5000 CAPACITY STADIUM PLANS

New 5000 capacity stadium with IAAF competition and training standard track, jumping, throw areas and multi-use sport field for soccer and football. Facilities would also include changing, washroom, officials, administration offices, ticketing and concessions building, as well as surface parking.



Above: Precedent images of IAAF standard Athletic and Sports Field Facilities & Stadium

- A - Sports Field Area
- B - Stadium w. fixed, covered seating
(w. washrooms, change + officials rooms, offices + concession beneath)
- C - Required Parking Area
- Site Landscaping
- Proposed Site Lighting

5000 CAPACITY STADIUM

2C

ICE FACILITIES EXPANSION

Visit mapleridge.ca/1676 for more information.

Email us at facilitytalk@mapleridge.ca with your questions.

OVERVIEW

This project converts the existing curling club facility to a third NHL sized arena, and adds a fourth ice sheet, as well as adding a new lobby and entry to the building. Additional change rooms, office space and viewing areas are provided to support the expanded ice use. The project team met with most of the current users and operator (including minor hockey, lacrosse, speed skating, figure skating, ringette, the Home Show and Agricultural Fair organizers). Key comments included:

- Currently a lack of time available to service demands (primarily by hockey and lacrosse).
- Ridge Meadows Hockey and Maple Ridge Burrards lack enough dedicated office space.
- Current change room layout doesn't support co-ed teams and privacy needs.
- The current skate lobby is too small to support public skate events.
- Large dry-floor events like the Home Show and Agricultural Fair are currently limited in capacity because of the space available.

It should be noted that the expansion of the ice facility will require additional parking area. The site plan suggests areas of the site that could be converted to parking, however these have not yet been reviewed by other stakeholders who occupy the site.



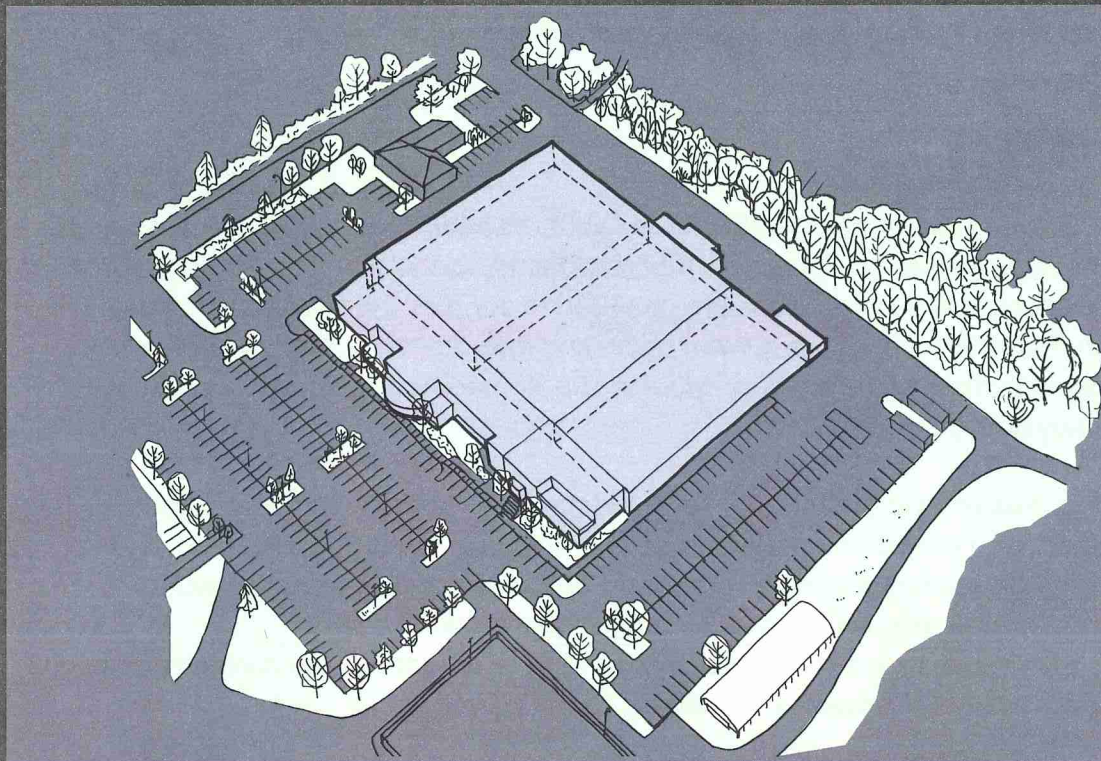
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JOIN THE CONVERSATION.**

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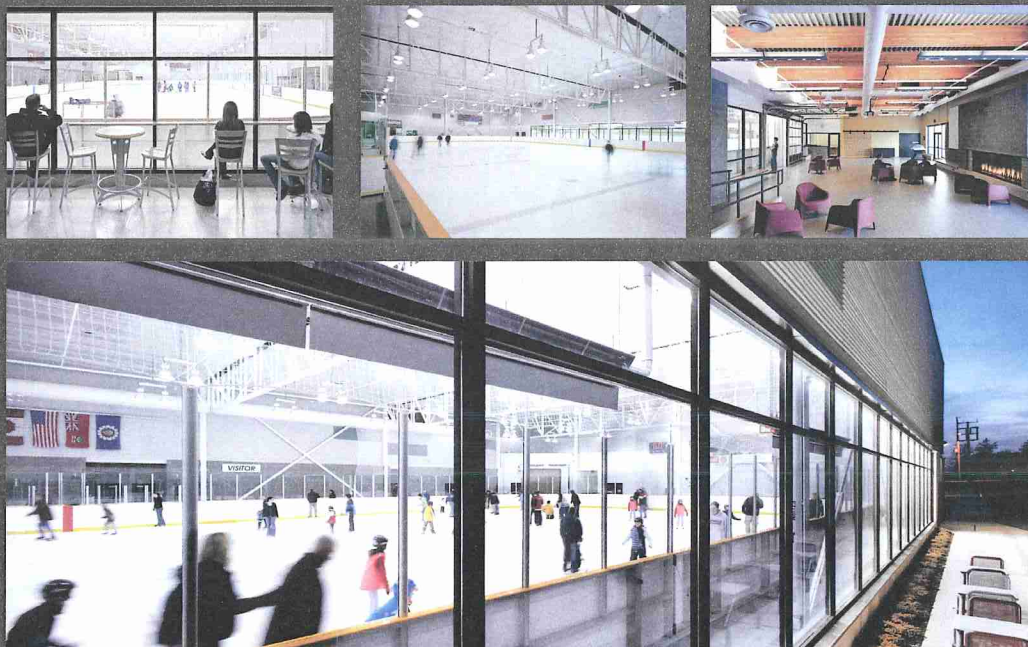


3

EXISTING FACILITY



PRECEDENTS

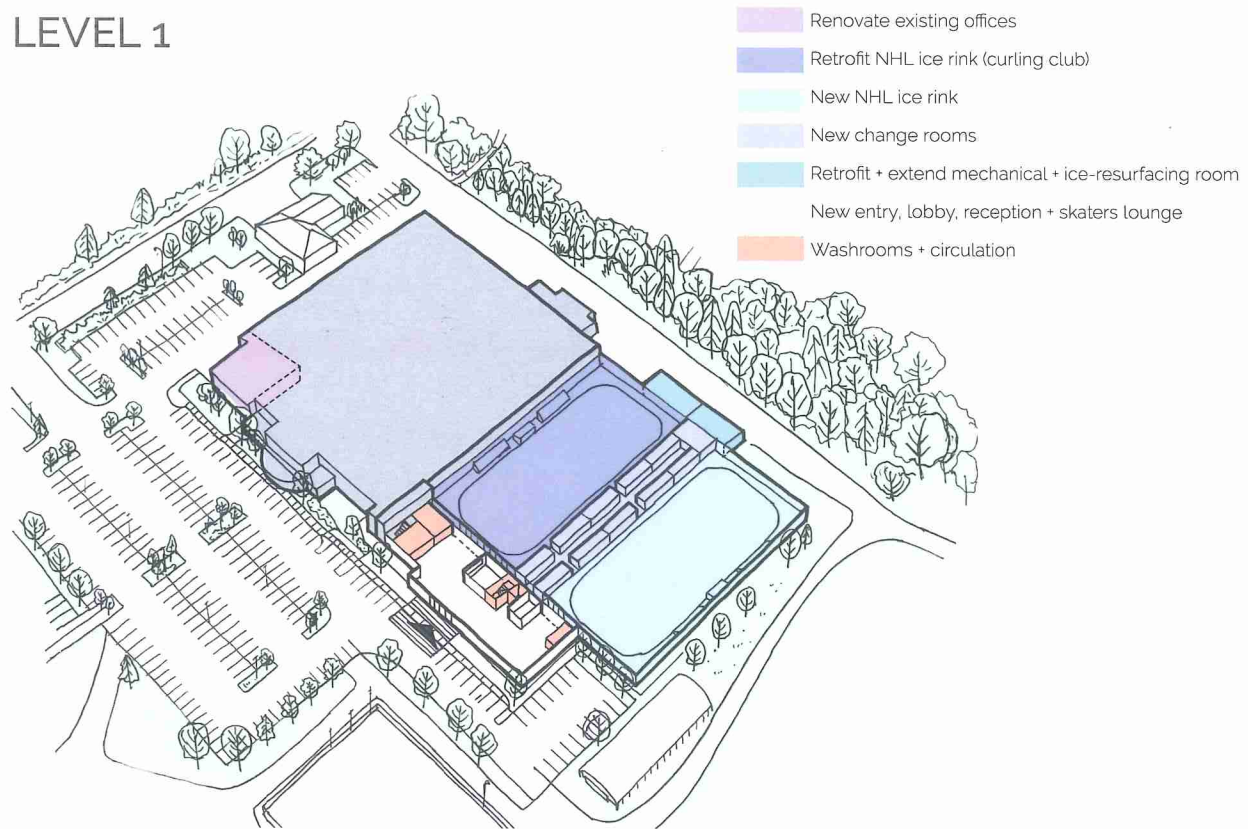


ICE FACILITIES EXPANSION

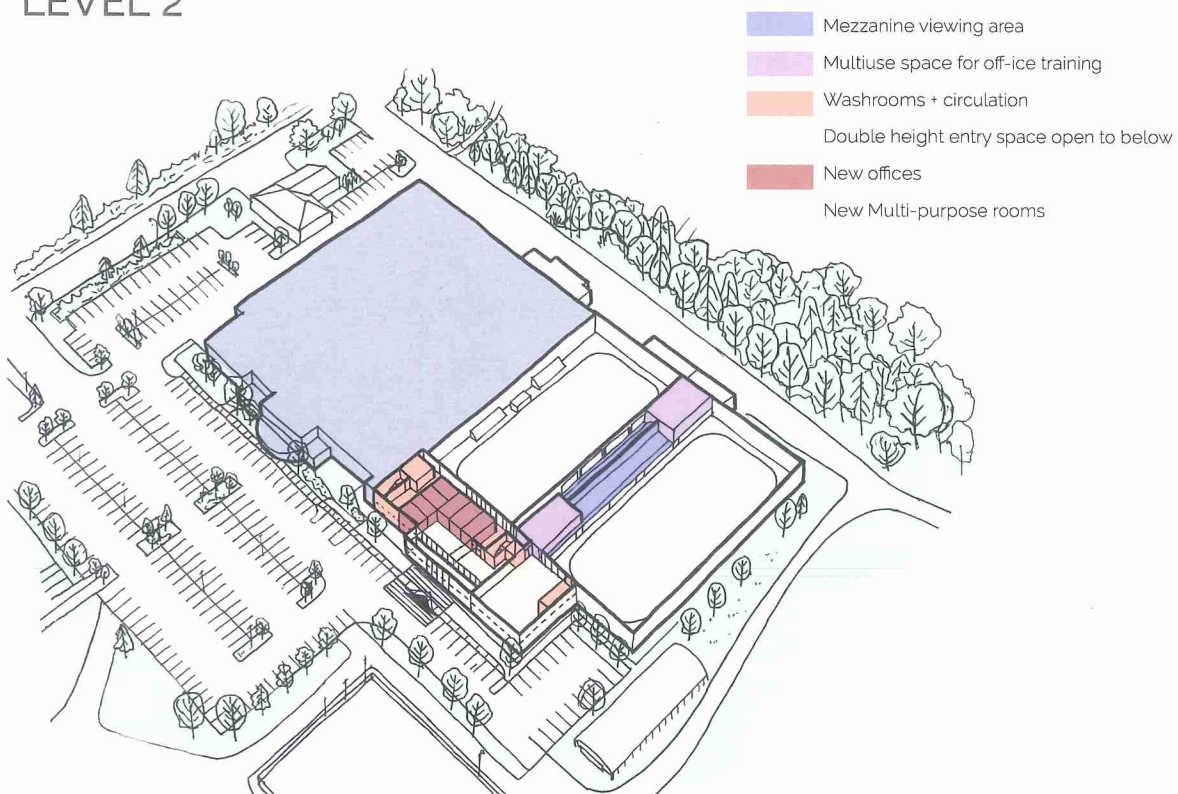
3

3D SITE PLANS

LEVEL 1



LEVEL 2



NEIGHBOURHOOD AMENITIES

Visit mapleridge.ca/1676 for more information.

Email us at facilitytalk@mapleridge.ca with your questions.

4A | Silver Valley Neighbourhood Gathering Places

4B | Hammond Community Centre Improvements

4C | Ridge Canoe & Kayak Improvements

4D | Albion Neighbourhood Learning and Community Centre



**HAVE OPINIONS?
JOIN THE CONVERSATION.**

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4

SILVER VALLEY NEIGHBOURHOOD GATHERING PLACES



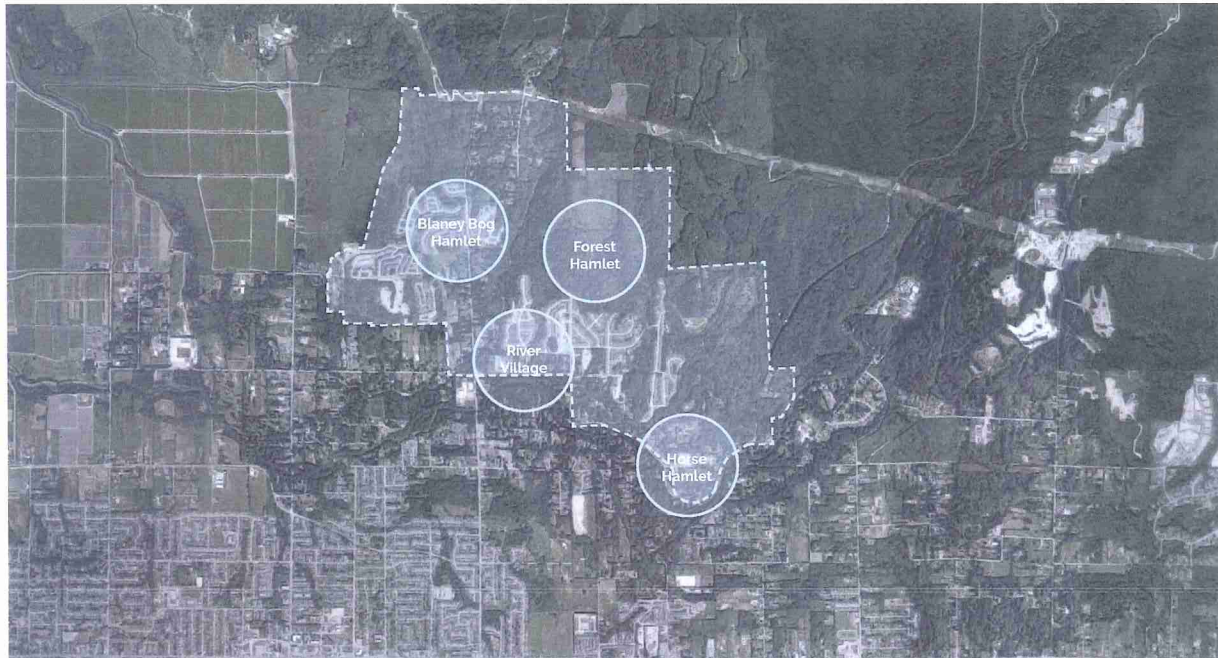
OVERVIEW

The Silver Valley Area lies at the outskirts of Maple Ridge, and is comprised of two larger, rapidly growing communities. To support growth in the area, and to connect these communities to Maple Ridge and each other, a series of amenity options were explored through a stakeholder workshop. The range of options included trail development, spray parks, community halls and park development. Key feedback from the workshop included the following:

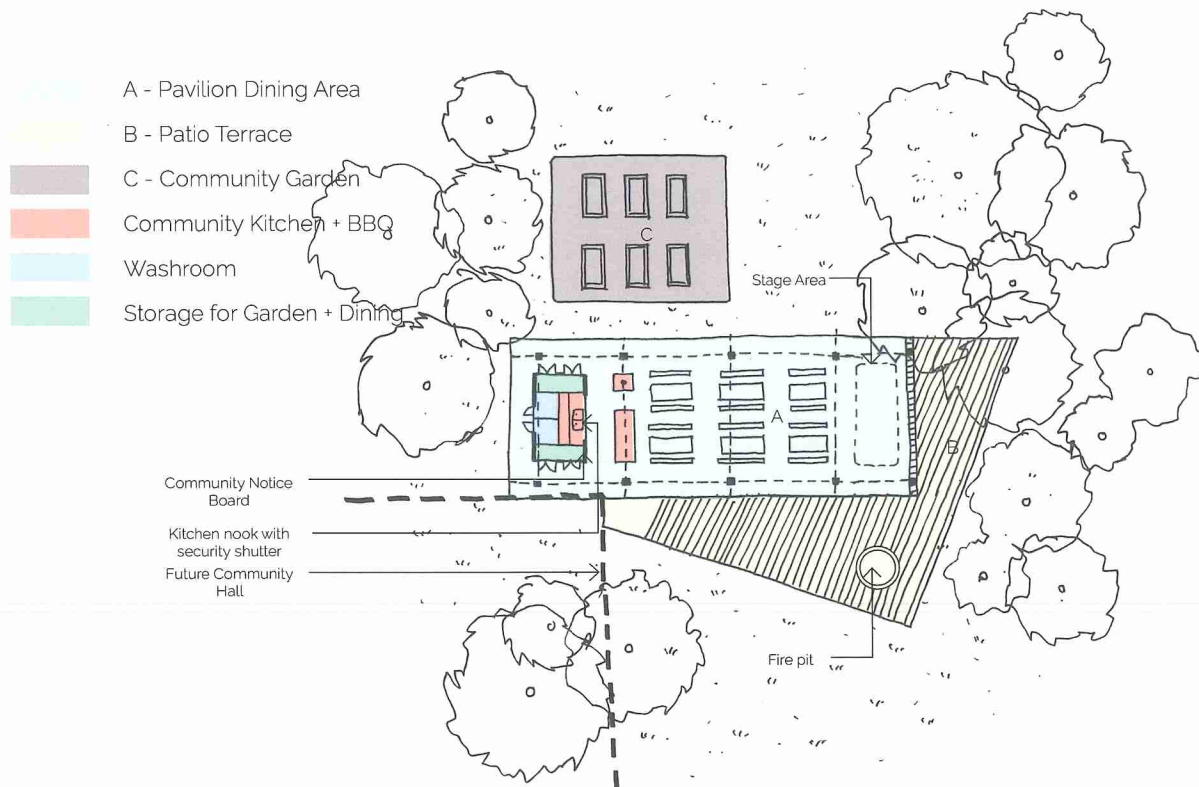
- The two primary communities (Forest and Blaney) are unique, and separated by a small valley. While connected by a trail, it would not be feasible to expect an amenity located in one community to serve both.
- The community wants to avoid a destination amenity (like a spray park or large playground) that would attract outside users to their neighbourhood and create increased demand on an already congested road system.
- Community members expressed a strong desire for a place to gather that was connected to an outdoor space, and could serve as a community hub.

The workshop and discussions with staff resulted in a concept for two outdoor pavilions (one in each community), that would become a social heart for the community and would encourage BBQ's, community gardening, outdoor performances and gatherings. Each pavilion would be designed so that a multi-purpose community hall could be added at a later date.

SILVER VALLEY NEIGHBOURHOODS



GATHERING PLACES SITE PLAN



SILVER VALLEY NEIGHBOURHOOD GATHERING PLACES

4A

HAMMOND COMMUNITY CENTRE (HCC)

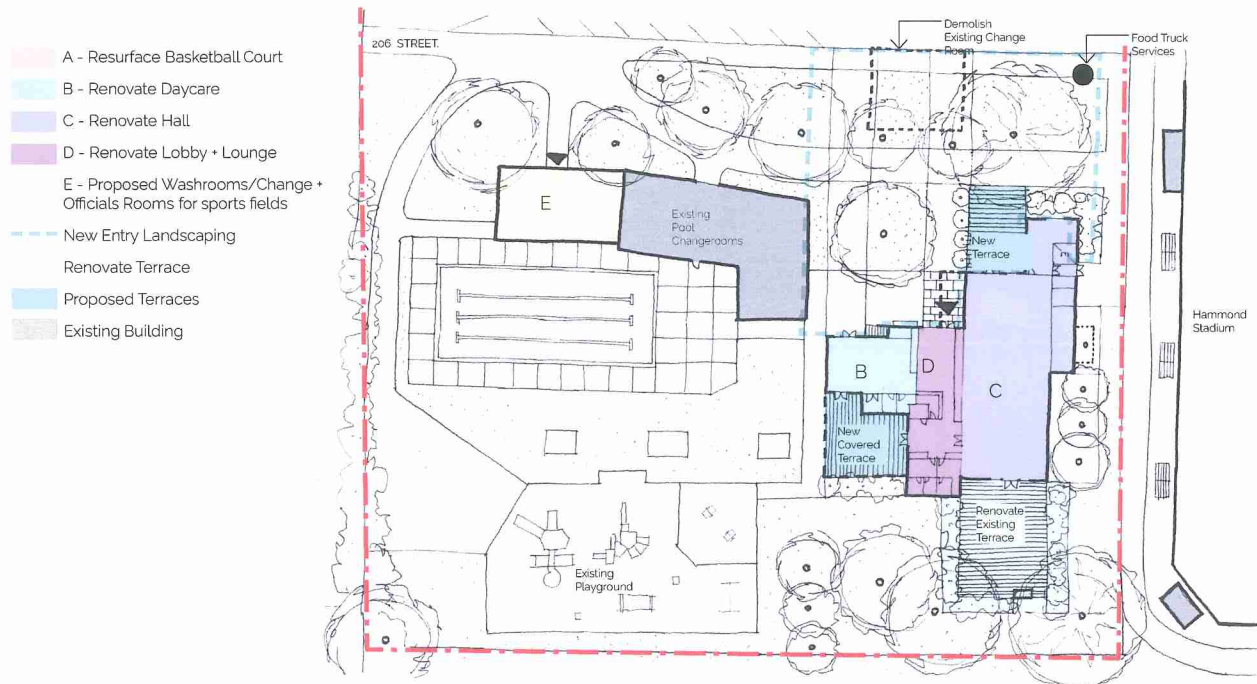


OVERVIEW

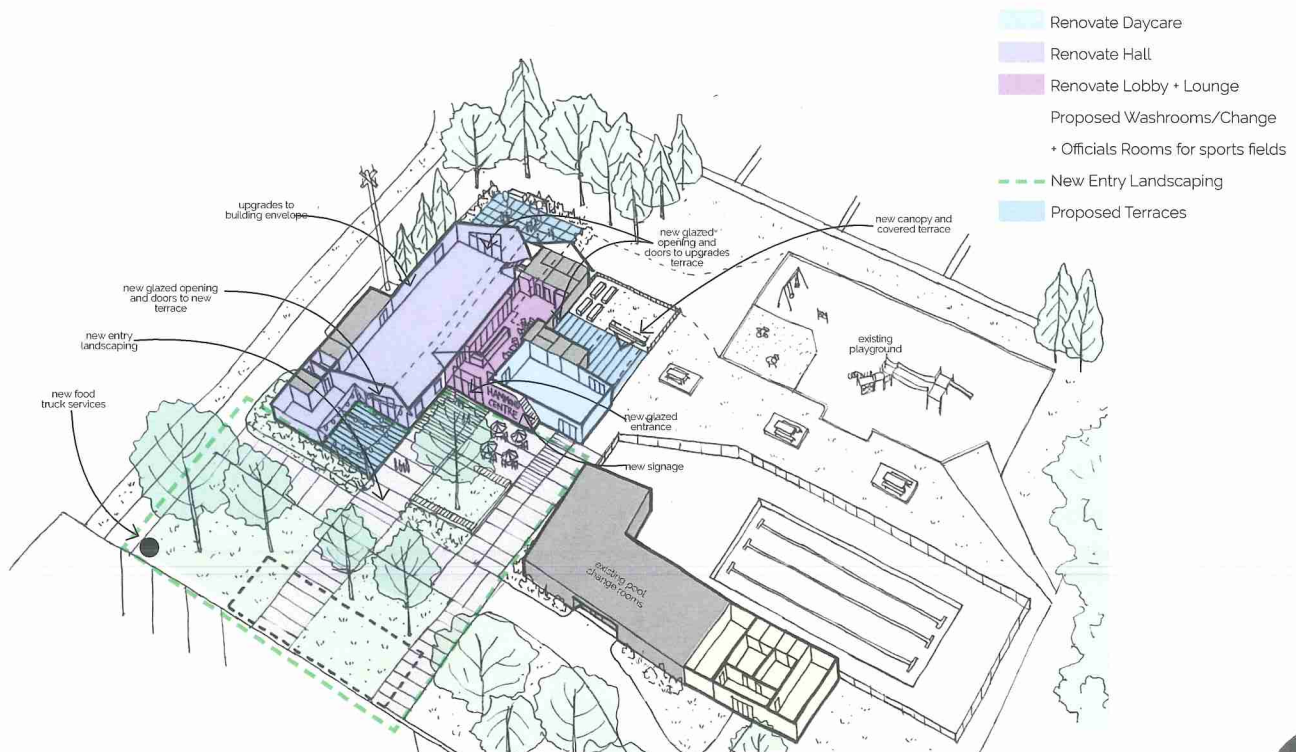
The Hammond Community Centre (HCC) is a well-used and well-loved part of the Hammond Neighbourhood. The Hall shares a site with the outdoor pool, and the adjacent ball fields are in high demand and bring many users to the site. Discussions with users and caretakers, as well as a review of the Hall itself, suggest that a variety of upgrades to this facility could increase functionality and extend the life of the Hall. The upgrades suggested are intended to make Hammond Hall more attractive to existing and potential users, deal with aging infrastructure, and allow the Hall to continue to serve the community and be a gathering place.

Upgrades for the existing HCC include renovation of the hall, daycare, lobby and envelope upgrades. New entry landscaping, 2 x terraces, canopy, as well as a new washroom/ changing/officials building for Hammond Sport Fields and the resurfacing of the existing basketball court will also be provided.

HCC IMPROVEMENTS SITE PLAN

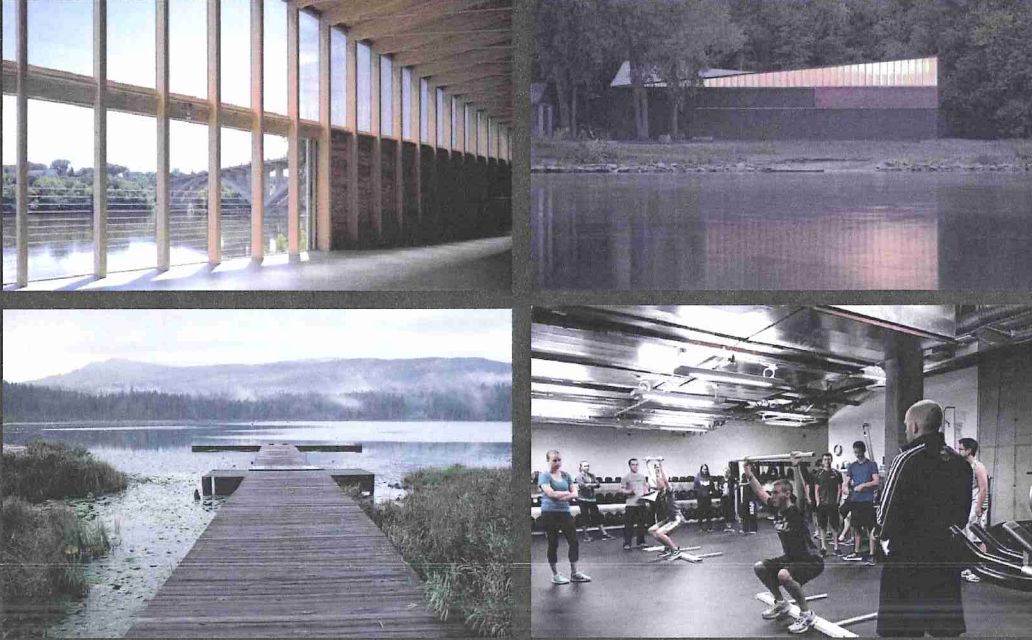


HCC IMPROVEMENTS VISUAL OVERVIEW



HAMMOND COMMUNITY CENTRE IMPROVEMENTS

RIDGE CANOE & KAYAK IMPROVEMENTS



OVERVIEW

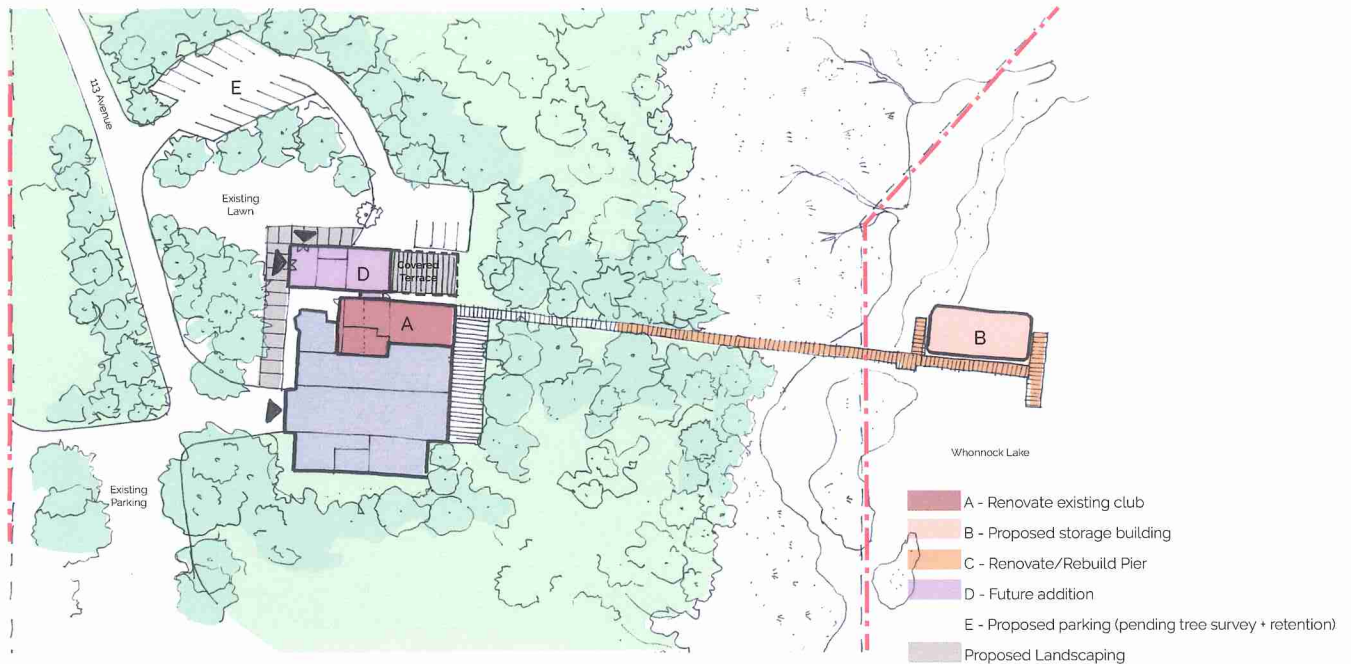
The Ridge Valley Canoe and Kayak Club (RCKC) currently shares a facility with the Whonnock Lake Hall. These two organizations work closely together to coordinate their activities and minimize disruption on the site. RCKC is a growing club with a strong school outreach program. Their current facility does not meet the needs of the club, primarily in terms of space required. Discussions with the club yielded the following comments:

- Primary concern is boat storage and distance to the water of the storage facility.
- Training space needs are inadequate, as are the spaces for changing and team gathering.
- Facility does not physically reflect the aspirations or the identity of the club.
- Wayfinding to the facility entrance is confusing, especially for first-time users.
- The dock is in poor condition.

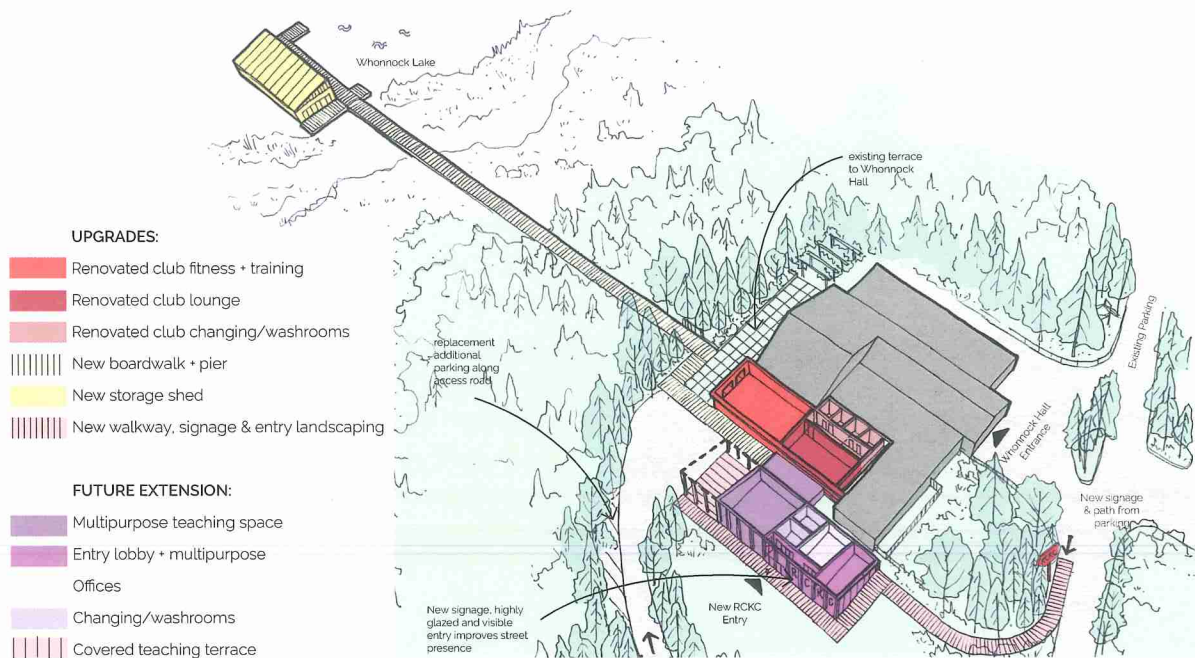
Based on this feedback, this project proposes to renovate the entirety of the existing space (interior only), replace the dock and alleviate space needs by providing a new boat storage shed at the water's edge. This would allow the existing area allocated for boat storage to be converted for training purposes. The project also suggests that a second phase could feature a stand-alone addition (connected to the existing building) which would allow the club to expand, create enhanced identity and a more visible front entry.

RIDGE CANOE & KAYAK IMPROVEMENTS

SITE PLAN

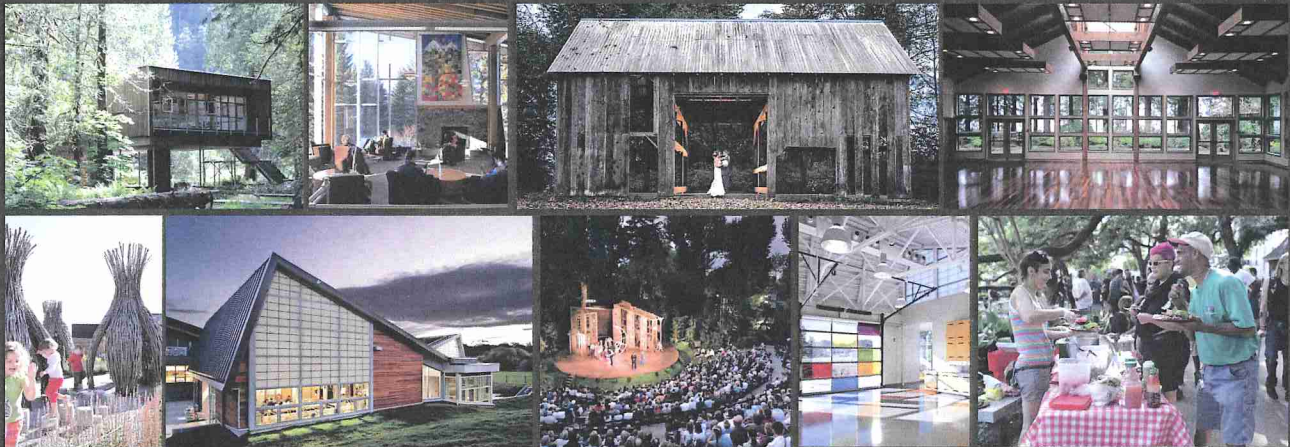


VISUAL OVERVIEW



RIDGE CANOE & KAYAK IMPROVEMENTS

ALBION NEIGHBOURHOOD LEARNING & COMMUNITY CENTRE



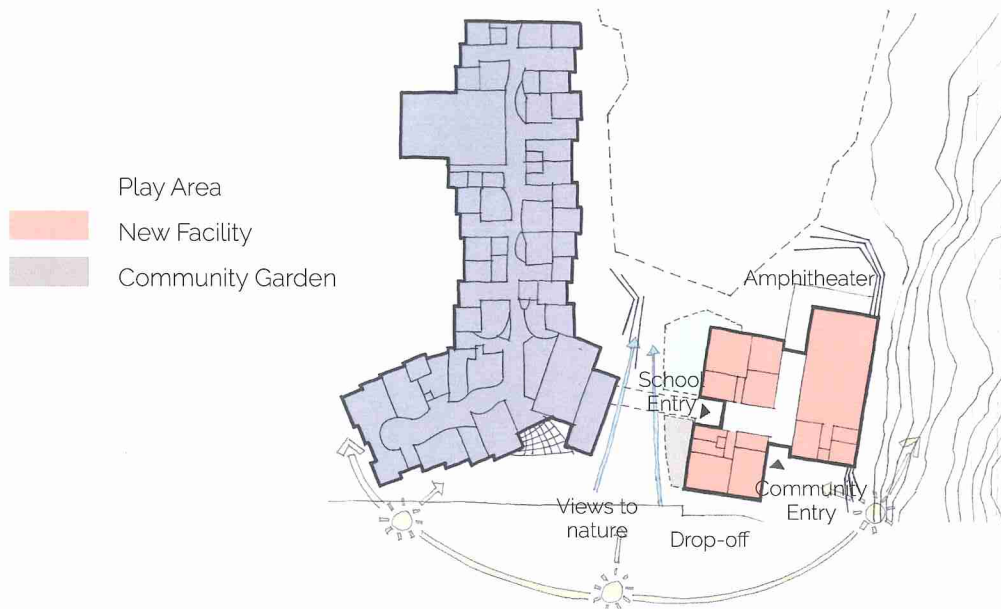
OVERVIEW

This project proposes a new community gathering space to replace the original Albion Hall that was demolished several years ago. Co-located on the same site as a proposed elementary school, the vision for the Albion Neighbourhood Learning and Community Centre is for a facility that fosters connection to the forested site, existing trails and wetland, and provides complementary uses to the adjacent school.

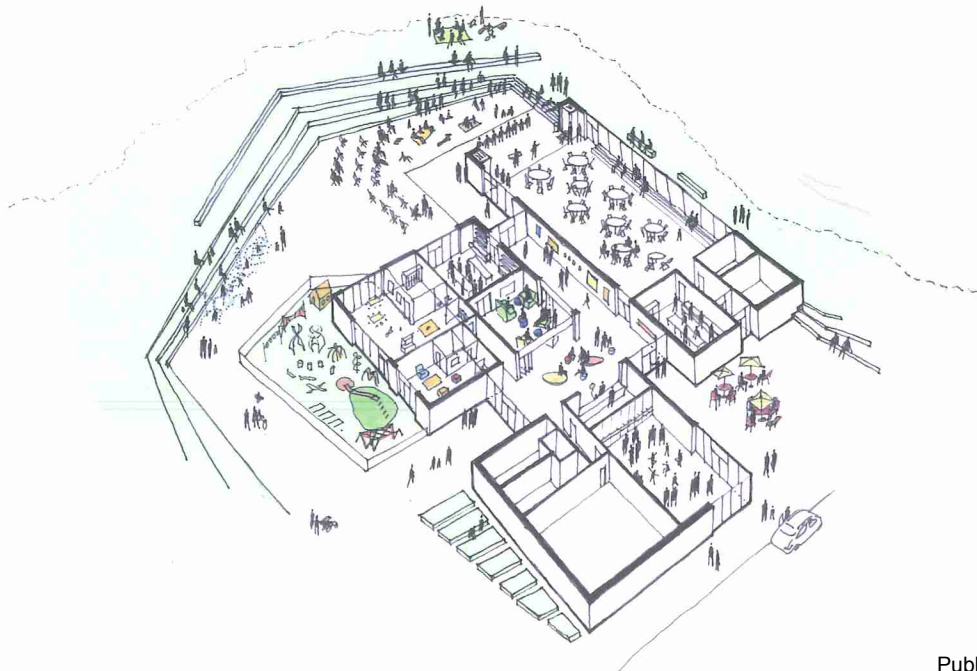
As part of the consultation process, the design teams for both the School and the Community Centre met to consider the way in which the Community Centre should interface with the School. For operational, phasing and budgeting reasons it was decided to keep the Community Centre as a stand-alone building, but to ensure that the space between the Centre and the School was carefully designed to support programming that would benefit both students and the community.

As part of the design process, several public open house events were held to solicit feedback on the proposed designs and identify key issues and values (see adjacent diagram). These key values have been captured in the concept design, which also features a physical form that recalls the gable roof form of the original hall and other traditional buildings in the area.

ALBION NEIGHBOURHOOD LEARNING & COMMUNITY CENTRE SITE PLAN



ALBION NEIGHBOURHOOD LEARNING & COMMUNITY CENTRE 3D PLAN



ALBION NEIGHBOURHOOD LEARNING & COMMUNITY CENTRE

4D

CIVIC & CULTURAL FACILITY

INCLUDING A MUSEUM, ARCHIVES & POST-SECONDARY EDUCATION SPACE

Visit mapleridge.ca/1676 for more information.

Email us at facilitytalk@mapleridge.ca with your questions.

OVERVIEW

- New building completes civic precinct on corner of 224th Street and Haney Place.
- New Civic Facilities would include Assembly Rooms, Museum, Education campus, Cafe and Commercial spaces.
- New public Plaza created between existing Leisure Centre and new Civic building.
- New public washrooms along south edge of Plaza for community events and festivals
- Additional parking in parkade expansion below new civic building with access ramp on south edge for museum deliveries and loading.
- Upgrades to Leisure Centre leisure pool, mechanical rooms and new chemical storage room building.
- New Youth Wellness Centre to provide much-needed additional health services to Maple Ridge youth.
- Potential for additional development above new civic building, along 224th Street, that could be used for offices, hotel or seniors housing.



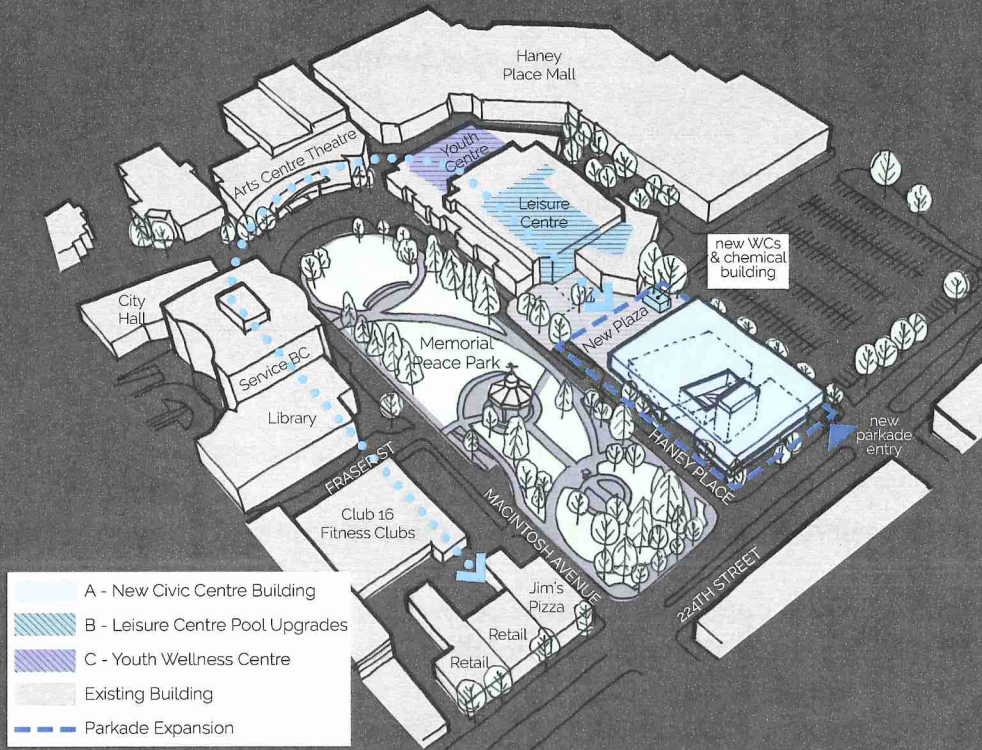
**HAVE OPINIONS?
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5

CIVIC & CULTURAL FACILITY SITE DIAGRAM



PRECEDENTS

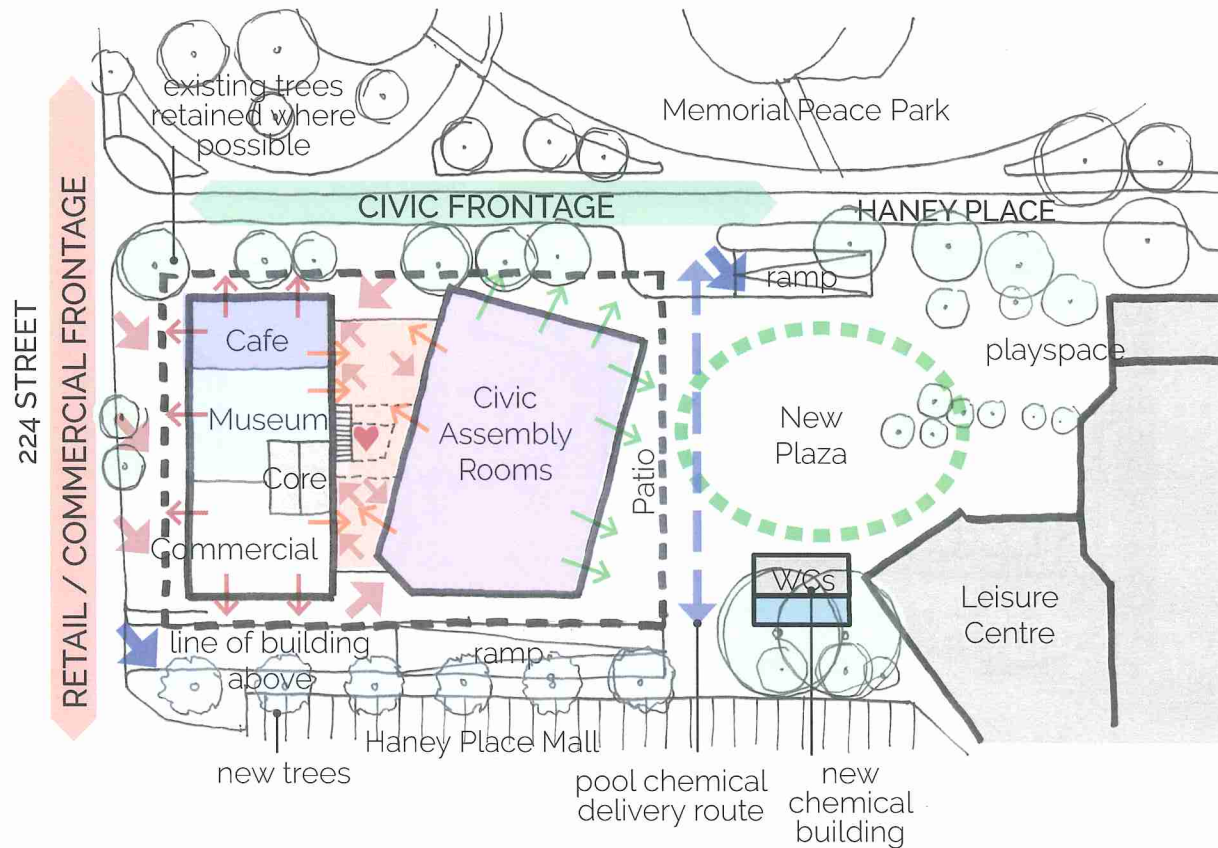


CIVIC & CULTURAL FACILITY

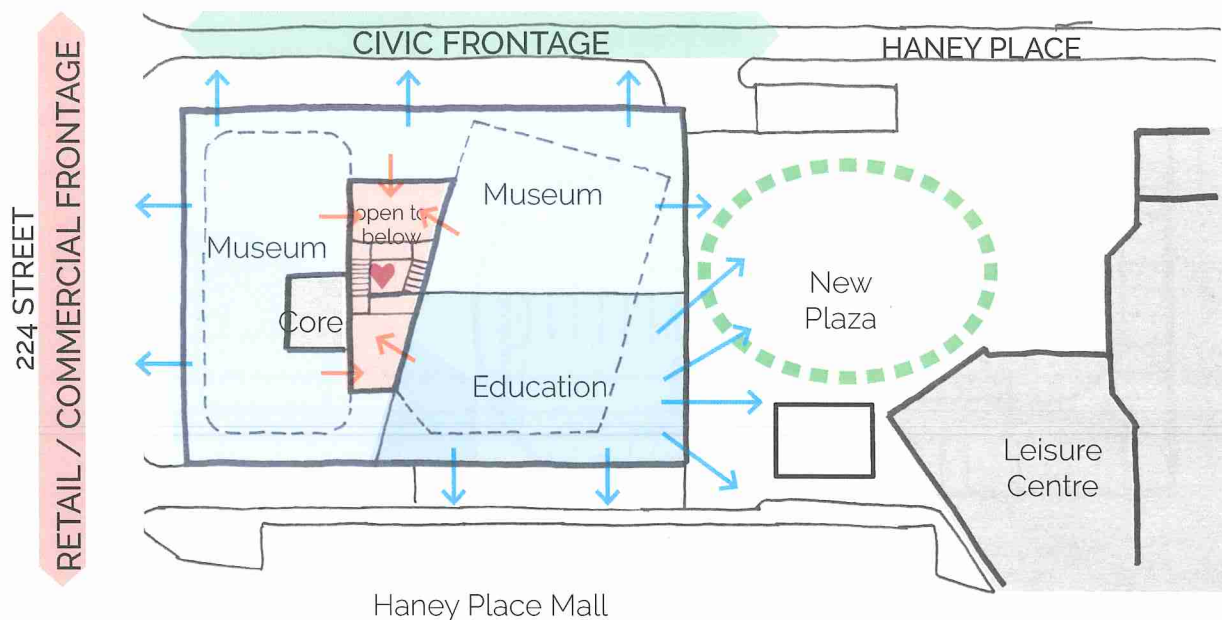
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CIVIC & CULTURAL FACILITY SITE PLAN

LEVEL 1



LEVEL 2

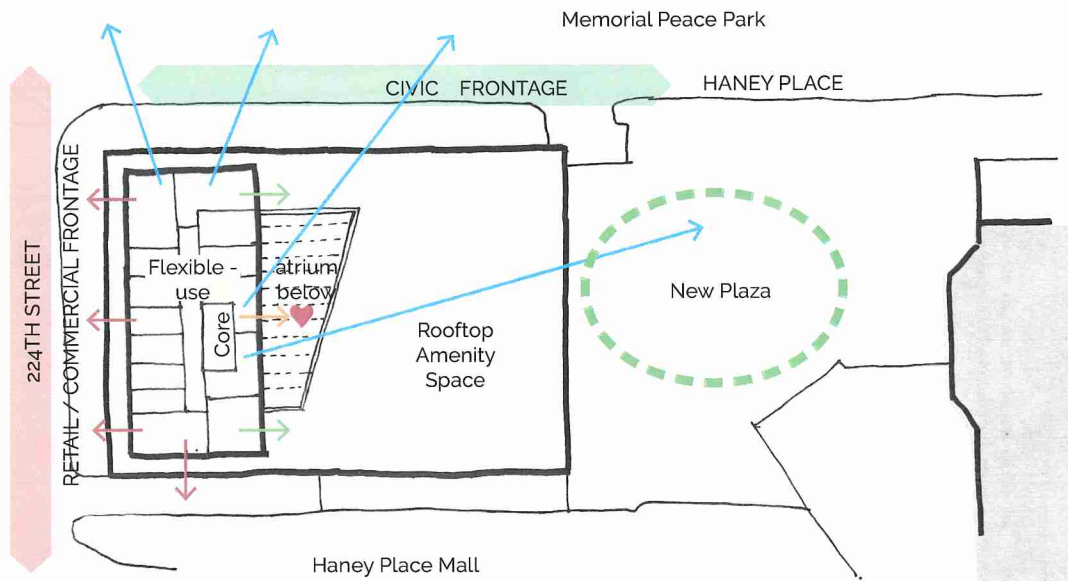


CIVIC & CULTURAL FACILITY

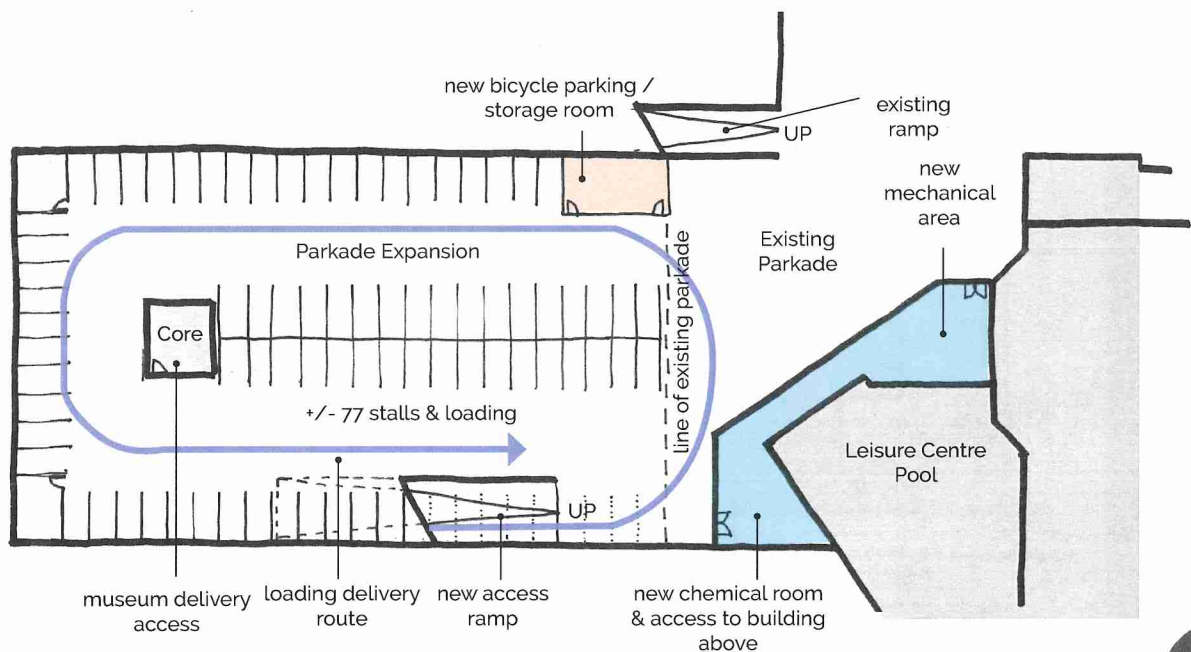
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CIVIC & CULTURAL FACILITY SITE PLAN

LEVEL 3-6



PARKADE



CIVIC & CULTURAL FACILITY

5



ITEM 5

To: **Board of Education**

From: Secretary Treasurer
Flavia Coughlan

Re: **BUDGET PROCESS**

Date: February 8, 2017
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

In accordance with the School Act, school districts in the province must approve a balanced budget and submit it to the Ministry of Education by June 30, 2017.

School District No. 42 (Maple Ridge – Pitt Meadows) will finalize base budget estimates for 2017/18 after the 2017/2018 Operating Grant is announced by the Ministry of Education on or before March 15, 2017.

The attached proposed 2017/2018 Preliminary Budget Process Timeline shows the proposed schedule of meetings dedicated to sharing the Board's budget information with partner groups and the public as well as receiving budget balancing proposals and feedback on proposed budget balancing options.

RECOMMENDATION:

THAT the Board approve changing the April 12, 2017 start time to 4 p.m.;

And Further;

THAT the Board approve the proposed 2017/2018 Preliminary Budget Process Timeline.

Attachment

2017/2018 Preliminary Budget Process Timeline

Wednesday, February 8, 2017 DEO 6:00 pm	Board Meeting <ul style="list-style-type: none"> • Presentation and approval of the Proposed Budget Process/Timeline • Presentation of Projected Enrolments for 2017/18, 2018/19, 2019/20
Wednesday, February 22, 2017 DEO 6:00 pm	Board Meeting <ul style="list-style-type: none"> • Presentation and Board Approval of the 2016/17 Amended Annual Budget
Wednesday, March 8, 2017 DEO	Budget Committee of the Whole <ul style="list-style-type: none"> • Presentation of the 2017/18 preliminary budget to partner groups
Wednesday, March 29, 2017 DEO	Budget Committee of the Whole <ul style="list-style-type: none"> • Partner groups presentation of the 2017/18 budget balancing options
Wednesday, April 12, 2017 THSS 4:00 pm	Board Meeting <ul style="list-style-type: none"> • Presentation of the Proposed 2017/18 Preliminary Budget
Tuesday, April 18, 2017 Rotunda, THSS 6:00 pm	Budget Committee of the Whole <ul style="list-style-type: none"> • Public and partner group input on the Proposed 2017/18 Preliminary Budget
Wednesday, April 26, 2017 DEO 6:00 pm	Board Meeting <ul style="list-style-type: none"> • Approval 2017/18 Budget Balancing Proposals
Wednesday, May 17, 2017 DEO 6:00 pm	Board Meeting <ul style="list-style-type: none"> • Adoption of 2017/18 Preliminary Budget Bylaw



ITEM 6

To: **Board of Education**

From: Board Policy Development
Committee

Re: **REVISED POLICY**
4410:TRAVEL EXPENSES

Date: February 8, 2017
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board Policy Development Committee (the "Committee") has followed the appropriate consultation requirements as outlined within Policy 2500 and is recommending that the Board approve Revised Policy: 4410 Travel Expenses.

Input received from education partners and the public was considered and responses were provided.

RECOMMENDATION:

THAT the Board approve Policy: 4410 Travel Expenses.

Attachment



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.

Authority

The Board authorizes the Superintendent and the Secretary Treasurer to develop and implement all procedures related to travel expenses.

Guiding Principles

District issued credit card and direct billings to the District should be used to pay for school district expenses whenever possible. Travel miles or other points earned on travel or other expenses are to be utilized for school district business only.

When choosing the means and route of transportation the most direct or cost effective option should be chosen.

Travel advances may be requested for items that cannot be paid for with a district issued credit card or through direct billing to the District. The approval of the supervisor is required.

All expense claims must be submitted in a format prescribed by the school district immediately following the trip or no later than monthly.

Automobile Travel

1. Employees required to travel by automobile will be reimbursed for travel at the rate of \$0.54/business 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 \$0.54/business 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 \$0.54/business 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. Business Kilometres shall be calculated for travel between school district workplaces or for travel to an alternative workplace or for travel to meetings or other events required by the school district. When an employee is required to respond to an after regular business hours emergency situation at a school district site other than their regular place of work, business kilometers shall be calculated between the employee's home and the district site they were called out to. Travel to/from home from/to the employees' regular place of work will not be reimbursed. For travel outside the school district business kilometers shall be calculated from the point of origin or the District Education Office whichever is closest to the destination.
5. 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 charged to a district issued credit card. Rentals not charged to a district issued credit card must be pre-approved by the Secretary Treasurer or designate.

Automobile Insurance

6. Employees and trustees who utilize their private vehicles for Board of Education business must obtain business insurance with \$1 million third party liability.
7. 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

8. 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.
9. Airline tickets must be billed directly to the school district or purchased through a district issued credit card.
10. 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

11. Hotel accommodation must be booked in hotels that offer a government rate. The choice of hotel and room must be safe, economical and in close proximity to where the employee is travelling for business. Exceptions related to unavailability of government rate accommodation require the approval of the immediate supervisor.
12. Hotel costs should be billed directly to the school district or a district issued credit card must be used.
13. 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 school 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 school district.

Meals

14. While on travel involving school district 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.
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 may be claimed without receipts if the employee/trustee is entitled to claim the meal. The meal must not have been included as part of a course, meeting or other event. Meal allowances are as follows:

	Travel Within Canada	International Travel	
Breakfast	\$10 CAD	\$10 US	Claim if travel starts before 7 am or ends after 7 am
Lunch	\$14 CAD	\$14 US	Claim if travel starts before 12 noon or ends after 12 noon
Dinner	\$30 CAD	\$30 US	Claim if travel starts before 6 pm or ends after 6 pm

17. Meal costs and meal allowances for international travel will be reimbursed in Canadian dollars at the exchange rate established by the Secretary Treasurer or designate.

Miscellaneous Expenses

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. Extended stays for personal reasons may be attached to trips. However, these require the approval of the supervisor, must be reported as vacation days, must not add additional cost to the District, and must not be charged to a school district credit card.

APPROVED:



ITEM 7

To: **Board of Education**

From: Board Policy Development Committee

Re: **POLICY: 4600**
PURCHASING GOODS AND SERVICES

Date: February 8, 2017
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board Policy Development Committee (the "Committee") has followed the appropriate consultation requirements as outlined within Policy 2500 and is recommending that the Board approve Policy 4600: Purchasing Goods and Services.(Attachment A).

The following procedures are also included for information:

Procedure 4600.1 Purchasing – Methods to Obtain Goods and Services (Attachment B)
Procedure 4600.2 Purchasing – Product Standards (Attachment C)
Procedure 4600.3 Purchasing – Obtain Vendor Pricing (Attachment D)
Procedure 4600.4 Purchasing – Competitive Bidding Process (Attachment E)
Procedure 4600.5 Purchasing – Selection of Vendor Bids and Proposals (Attachment F)

Input from education partners and the public was considered and responses were provided.

It is proposed that the following policies now be rescinded:

DJC: Purchasing Policy and Procedures (Attachment G)
DJCA: Purchasing Procedures – Purchases and Activities Resulting in Property Improvements (Attachment H)
DJFB: Purchasing Procedure – Personal Purchases (Attachment I)

RECOMMENDATION:

THAT the Board approve:

Policy 4600: Purchasing Goods and Standards

And Further;

THAT the Board receive for information:

Procedure 4600.1 Purchasing – Methods to Obtain Goods and Services
Procedure 4600.2 Purchasing – Product Standards
Procedure 4600.3 Purchasing – Obtain Vendor Pricing
Procedure 4600.4 Purchasing – Competitive Bidding Process
Procedure 4600.5 Purchasing – Selection of Vendor Bids and Proposals

And Further:

THAT the Board rescind the following policies:

DJC: Purchasing Policy and Procedures

**DJCA: Purchasing Procedures - Purchases and Activities Resulting in Property
Improvements**

DJFB: Purchasing Procedure – Personal Purchases

Attachments

**SD 42 POLICY: 4600**

PURCHASING GOODS AND SERVICES

1. PHILOSOPHY OF PURCHASING

The Board values the district purchasing department's contribution to educational and operational programs through:

- Application of specialized professional knowledge
- Development of district-wide standards
- Utilization of public purchasing standards
- Efficiency of acquisition service
- Realization of best value in acquiring goods and services

The Board believes the school district should cooperate with other public authorities when appropriate.

The Board provides direction for purchasing activities through the principles of purchasing outlined below.

The Board recognizes that professional judgement must be exercised in order to achieve an appropriate balance between the Board's principles of purchasing, and assigns to the Secretary Treasurer responsibility for those judgements. The Board states that its overriding purchasing objective is to satisfy the operational needs of the school district while realizing overall best value for the school district.

2. CONDUCT AND CONFLICT OF INTEREST

The school district's procurement activities must be conducted with integrity and the highest standards of ethical conduct. All individuals involved in the school district's procurement activities must act in a manner that is consistent with the principles and objectives of this policy and in accordance with *Policy 7213: Conflict of Interest – District Staff*.

3. PRINCIPLES OF PURCHASING

Obtain maximum value by considering the life cycle cost of purchases.

Conduct purchasing in an efficient and cost effective manner. Administrative effort and cost are to be commensurate with value of the purchase.

Provide purchasing discretion and flexibility for the school district, schools and departments within the granted authority and subject to optimizing best value for the school district as a whole.

Establish and renew standardization of goods where appropriate to disseminate experiential base and realize best life cycle value.

Procure goods and services without compromising a healthy, safe, relevant and aesthetically acceptable learning and working environment.

Provide reasonable opportunities for qualified suppliers and contractors to seek the school district's business.

Document rationale for purchases made other than lowest price bidder.

Select vendors through processes that are open, competitive and ethical.

Procure goods and service with due regard to our environment.

Utilize accepted professional practices for public sector buying.

Ensure that single and sole source exemptions align with the relevant trade treaties.

Utilize purchasing resources for the benefit of the school district.

4. AUTHORITY

The Board authorizes the Secretary Treasurer to commit the school district to purchase within the scope of this policy and to create all procedures required to support the implementation of this policy.

5. SCOPE OF POLICY

The scope of purchasing addressed by this policy is to include all goods and services except for:

- Major construction contracts where the Board has appointed an architect or consultant to manage the procurement process in accordance with applicable legislation and relevant trade treaties.
- Contracts which the Board specifically approve travel expenditures pursuant to Board *Policy 4410: Travel Expenses*.

APPROVED:



SD 42 PROCEDURE 4600.1

PURCHASING – METHODS TO OBTAIN GOODS AND SERVICES

1. AUTHORITY TO INITIATE EXPENDITURES

The Board, pursuant to its *Policy 4203: Budget Planning and Reporting*, establishes budgets and delegates to the Secretary Treasurer and the Superintendent the authority to incur expenditures pursuant to those budgets.

Administration through its management structure and allocation of budgets to operational activities delegates to Budget Managers authority to initiate expenditures.

The Board, through its *Policy 4410: Travel Expenses* has defined certain types and amounts expenditures to be prohibited, restricted or require special processing or approval to incur.

2. PURPOSE OF THIS PROCEDURE

The purpose of this procedure is to provide an overview of the parameters for expending Board funds on goods and services and the methods for doing so.

3. METHODS TO ACQUIRE GOODS AND SERVICES

Board Contracts and Appointments

The Board may specifically approve major construction contracts and the appointment of professional advisors including architects, auditors and lawyers. The applicable departments coordinate the use of these services.

Consumption-Driven Services

Certain services are contracted district-wide then utilized and charged to sites based upon consumption such as multifunctional devices and printers.

Cost-Recovered Internal Services

District departments provide a wide range of services to schools and departments without charge. However, some services are operated on a cost recovery basis. In these cases, the form requisitioning the service initiates the charge against the Budget Manager's account.

Request for Information

A Request for Information (RFI) may be used by the Purchasing Department to solicit information on new products and services. This process may be initiated before issuance of a Request for Proposals, Tender or Request for Quotation to determine specifications, scope of work, and requirements. An RFI may or may not request

market prices, however, in no circumstance will an RFI result directly in a contract award.

Request for Proposals

A Request for Proposals (RFP) may be used by the Purchasing Department to solicit both price proposals and information on products and services. Standard RFP documentation is utilized which outlines award criteria, general terms and conditions, specifications and specific or individual requirements.

Maintenance Service Contracts

Maintenance service contracts are utilized where unit rates are specified and usage is authorized by defined district staff. The total value of each of these arrangements is subject to pricing activity requirements defined in *Procedure 4600.3: Obtain Vendor Pricing*.

Blanket Purchase Orders

Blanket purchase orders are issued with a maximum dollar limit to facilitate the acquisition of larger volumes of small dollar value purchases. This enables the vendors to invoice the school district. Blanket purchase orders must not be used to circumvent pricing activity requirements noted in *Procedure 4600.3: Obtain Vendor Pricing*.

Supply Contracts

Supply contracts have been negotiated with a number of vendors where vendor provides a range of goods at discount prices. Information on these and additional arrangements are available through the Purchasing Department.

Purchase Requisitions

- For purchases not addressed by the foregoing, the user is to complete and authorize a purchase requisition for action by the Purchasing Department. When completing a Purchase Requisition, users may specify unique product requirements; or specify standard product published in district catalogues.
- Budget Managers are encouraged to utilize the knowledge in the Purchasing Department when seeking unique products as they may have been previously researched.
- Purchasing is to ensure product standards are acceptable, terms of business are appropriate and required pricing activities are conducted before Purchase Orders are issued.
- Purchase Orders may be issued as either regular Purchase Orders or Blanket Purchase Orders (which enable a series of purchases to be made; but must not circumvent requirements for pricing activity).

RECEIVED FOR INFORMATION:



SD 42 PROCEDURE 4600.2

PURCHASING – PRODUCT STANDARDS

1. OBJECTIVES

The school district needs product standards to:

- Benefit from district-wide experience and knowledge
- Enable efficient acquisition by schools and departments
- Minimize the administrative cost of purchasing processes
- Create economies of scale for vendors to minimize prices paid
- Minimize costs and down-time for maintenance and repair
- Facilitate movement of personnel and resources between sites
- Apply consistent high standards of safety consideration in selecting products

Product standards are to be developed in a manner which seeks to achieve balance between the needs influencing the selection of standards.

Product standards are intended to satisfy a large portion of purchases which have common usage. Non-standard products are appropriate for use in unique circumstances.

2. RESPONSIBILITY

The development of district product standards may originate with the Purchasing Department or district departments with relevant responsibilities.

The primary responsibility of the management of district product standards process rest with the Purchasing Department.

The determination of the district product standard is a collaborative process involving the Purchasing Department and the appropriate district department or end users.

The final determination of district product standards will rest with the appropriate district department or product selection committee.

The adherence to the district product standards is the joint responsibility of the Purchasing Department and the appropriate district department.

3. COMMUNICATION

The development of district standards may include the use of committees which incorporate end users.

The development of district product standards may include demonstrations, evaluation units and testing.

Product standards selected will, where there is broad application in the school district, be communicated through the publication of catalogues or memorandum.

Observations on product performance are invited and encouraged to be communicated to both the Purchasing Department and the appropriate district department. This will enable standards to evolve and adapt to both the changing needs and experiences of the school district, and new developments in the marketplace.

4. DEMONSTRATION/LOANER PRODUCTS & EQUIPMENT

Vendors may supply demonstration/loaner products and equipment to the school district for evaluation purposes. In order to ensure the vendor does not develop unwarranted expectation of a sale, the terms and conditions of such an arrangements are to be documented in writing by the Purchasing Department where the value of the equipment, or products, or potential risk of damage to school district property exceeds \$2,500.

RECEIVED FOR INFORMATION:

SD 42 PROCEDURE 4600.3

PURCHASING –OBTAIN VENDOR PRICING

1. OBJECTIVES

Vendor pricing is to be obtained in a manner which is consistent with the Board's Principles of Purchasing enunciated in *Policy 4600: Purchasing Goods and Services* by simultaneously achieving an appropriate balance between four objectives:

- Servicing operational requirements
- Obtaining maximum value for expenditures
- Processing purchase transactions in an efficient and cost effective manner
- Providing vendors reasonable opportunities to seek business

Balance between these objectives is realized primarily, but not exclusively, by varying the extent and formality of price acquisition activity based on the estimated order value.

2. ORDER VALUE CRITERIA FOR PRICING ACTIVITY

The extent and formality of price acquisition activity is based on values as follows:

Less than \$25,000 At the discretion of the Manager, Purchasing or as delegated to the Senior Contracts Administrator

\$25,000 to \$75,000 Minimum of three (3) written quotations from vendors

Order over \$75,000 Tender call or Request for Proposals to be posted on BC Bid which provides open access to all interested vendors

The foregoing are stated as minimum actions to be taken and do not prohibit more extensive price acquisition activity.

3. VARIATIONS TO PRICING ACTIVITY

When pricing has been established by another government body or purchasing consortium by competitive processes, the Purchasing Department may apply the resulting prices to school district purchases.

When it is known that there are fewer than the minimum number of vendors (3) who could reasonably be expected to satisfy the need, the number of quotations may be reduced by the Manager, Purchasing.

In the case of a sole source of supply, the Secretary Treasurer may authorize a negotiated purchase from the one vendor source after it has been documented that one of the four exceptions to soliciting bids has been met and the requesting department or school has completed the sole source justification report in the format prescribed by the Secretary Treasurer or designate.

The four exceptions to soliciting bids are as follows:

- (a) the need is one of a pressing emergency in which delay would be injurious to the school district.
- (b) the product or service directly interfaces with or attach to equipment of the same manufacture, and no other manufacturers products will correctly and effectively interface with existing equipment.
- (c) the product is to supplement existing equipment for use and operation. The product must exactly match the existing equipment to provide uniformity for instructional purposes. Uniformity should provide a significant instructional benefit.
- (d) if the main purpose for acquiring equipment, supplies or services is to replicate specific outcomes, using the exact products that produced the original results may be necessary.

To facilitate pilot projects, negotiated pricing may be authorized by the Secretary Treasurer.

Where a purchase is funded by a Parent Advisory Council (PAC) and they have made their own selection of product that meets the district's standards and terms of business, the purchase may proceed. If the selection is non-standard products, approval process will be required.

PACs are encouraged to contact the Purchasing Department when contemplating the purchase of equipment, supplies or services in order to gain the benefit of district experience and economies of scale in purchasing and to minimize the PAC's efforts required to accomplish the purchase.

4. EXCEPTIONS TO PRICING ACTIVITY PARAMETERS

When the order value criteria for pricing activity does not achieve an appropriate balance, the Secretary Treasurer or designate may authorize appropriate actions, in writing, to suspend normal pricing activity in a specific circumstance in favour of alternative measures to realize the primary objectives. This procedure is not considered to be a preferred practice, although necessary in specific circumstances.

RECEIVED FOR INFORMATION:



SD 42 PROCEDURE 4600.4

PURCHASING –COMPETITIVE BIDDING PROCESS

1. OBJECTIVES

Request for Proposals (RFP), Request for Tenders (RFT) and Request for Quotations (RFQ) are formal competitive bidding documents and processes used for larger dollar value purchases where it is considered to be in the school district's interest to incur the additional time and cost involved to:

- Access value added offers from qualified vendors
- Support fair and open bidding competition
- Utilize quantitative, qualitative and objective analysis for vendor selection and award

Each document and associated process has individual legal implications and are used in accordance to these requirements. Assessment of which document and process to be used rests solely with the Purchasing Department.

2. CONDUCT AND CONFLICT OF INTEREST

All participants in a procurement process, including any outside consultants or other service providers participating on behalf of the school district, must sign a conflict of interest declaration stating any perceived, possible or actual conflicts of interest.

All evaluation team members must sign a conflict of interest declaration stating that they have no conflicts of interest in respect of the procurement process, as well as a non-disclosure agreement agreeing to keep the content of bids and proposals confidential.

3. CONTENT OF COMPETITIVE BIDDING DOCUMENTS

RFPs, RFTs and RFQs provided to potential vendors will include, but are not limited to:

- a) General information, profile of the district, vendor submission process and instructions, evaluation and award criteria and, where feasible, timelines of completion and definitions and terminology related to the particular RFP;
- b) Description of the goods or services to be purchased referred to as the scope and requirement, including historical information, the current description of the service required, proposed term of the contract and specific objectives that are to be met
- c) Mandatory requirements;
- d) Notation of special conditions applicable to the particular requirement;
- e) Terms and conditions of the contract being contemplated;

- f) A Vendor Proposal Questionnaire that would include questions to support the evaluation and award criteria for corporate strength, financial, technology/quality/service and an opportunity for the vendors to include value added offers;
- g) Vendor proposed terms and conditions summary, conflict of interest, 3rd party purchased or piggyback option, and the vendor acceptance form. A checklist may be provided for the vendor to ensure all sections are noted and is provided to assist with their submission preparation to support a complete and higher quality response;
- h) Appendices which may include but are not limited to:
 - Vendor receipt confirmation
 - Standard terms and conditions
 - Pricing documents
 - Attachments (diagrams, maps or samples)

4. SOLICITATIONS OR ISSUANCE OF COMPETITIVE BIDDING DOCUMENTS

Originators complete and submit a requisition indicating the budgeted amount that will be committed for the requirement. Originators must be reasonably sure a contract award will occur.

Originators complete an Evaluation Criteria document that reflects the importance of weightings to be applied to the requirement. This process is conducted in consultation with the Purchasing Department.

Solicitations shall be posted on BC Bid inviting all interested vendors to submit bids for the contract.

A vendor pre-qualification process may be used, at the discretion of the Manager, Purchasing to ensure a competitive market is available for the requirement.

5. RECEIPT OF SOLICITATIONS

All formal solicitations will only be received at the Main Reception Desk at the District Education Office.

All solicitations received by the closing date and time specified will be date and time stamped.

Acceptance of facsimiles will be at the discretion of the Purchasing Department and in accordance to each requirement.

All solicitations received after the closing date and time specified are considered "late" and will not be accepted. Envelopes containing late tenders are to be time and date stamped. The Purchasing Department will return late submissions, unopened, to the sender with an accompanying letter.

6. OPENING OF VENDOR SUBMISSIONS (RPFs, RFTs AND RFQs)

All submissions received by the closing date and time will be opened and checked for mandatory compliance requirements. The Manager, Purchasing, may waive minor inconsistencies.

Public openings will be conducted in accordance to instructions included in the solicitation. Determination if a solicitation will be a public opening rests solely with the Purchasing Department and is usually reserved for Request for Tenders (RFTs) of high dollar value and where the requirements are very specific and clearly defined.

All solicitations will be opened, recorded and reviewed for compliancy by the Purchasing Department.

When Purchasing identifies that a submission does not appear to include mandatory requirements or complete documentation, Purchasing will:

- a) Double check the vendor's submission and its contents. Make an initial identification, subject to finalization, that the submission may not be accepted;
- b) Document the anomaly;
- c) Meet with the originator, to reach a conclusion with respect to the concern;
- d) Communicate any submission rejection to the vendor with a written notice.

7. QUALIFICATION OF BIDS AND EVALUATIONS

Compliant submissions will be evaluated in accordance to the weighted evaluation and award criteria. Consultation with the originator to review analysis will be conducted. If a disagreement or a concern is present and an agreement is not reached, the Manager, Purchasing, shall be consulted. Further analysis will be completed to ensure all processes have been conducted in accordance to the Competitive Bidding Law, applicable treaties, and the school district's policies.

All vendor submissions must include the vendor acceptance signed by the bidder.

8. SOLICITATION AWARD

All awards will be documented with an Approval of Award that may include the dollar value of the award without taxes, the award rationale, vendor rating, proposal summary, financial summary, quality statements, savings or revenue opportunities and follow-up dates. Signatures from the originator or users and authorized district personnel in accordance to their designated authority levels are required.

If the lowest bid or the highest rated vendor is not chosen, supporting documentation must be provided by the originator or authorized delegate.

All notifications or award will be issued by the Purchasing Department. No internal or external communications associated with the award are permitted until after the award documentation has been issued to the winning proponents and such communication should only be conducted by Purchasing.

All vendor debriefings will be directed and conducted by Purchasing with confirmed appointments. Vendor debriefing documents will be filed with the original solicitation.

District solicitations are subject to the *Freedom of Information and Privacy Act*. All requests are to be received in writing and directed to the Manager, Purchasing, in cooperation with the school district's Communications Department.

All paper documents will be filed in the Purchasing Department and will be retained pursuant to the requirements of *Policy 5701: Records and Information Management* and audit requirements.

RECEIVED FOR INFORMATION:

SD 42 PROCEDURE 4600.5

PURCHASING –SELECTION OF VENDOR BIDS AND PROPOSALS

1. OBJECTIVES

The primary objective in selecting vendor bids and proposals is to service the operational requirements of the school district in a manner which realizes best overall value for the school district.

As secondary, but important, objective is to award business to vendors through processes which are open, competitive and ethical.

2. ANALYSIS AND SELECTION

The Purchasing Department will prepare a spreadsheet summary of all bids and proposals where written competitive pricing is required pursuant to *Procedure 4600.3: Obtain Vendor Pricing*. The spreadsheet summary will summarize the key factors in considering a decision.

The Principles of Purchasing defined in *Policy 4600: Purchasing Goods & Services* are to be applied in selecting a bid as the draft recommendation. Factors to be included in this consideration consist of:

- Best value for the school district;
- Compliance with plans and specifications;
- Availability of service or goods;
- Included or extra warranty;
- Service and facilities;
- Value-added services provided by vendor;
- Delivery Date;
- Vendor reputation;
- Vendor performance record;
- Administrative cost of conducting business;
- Life cycle cost.

The school district does not have a local purchase preference.

The Purchasing Department may meet with the requestor seeking the acquisition or the pre-established acquisition team to review the bid/proposal summary and determine an award recommendation. Where the acquisition is routine and straightforward, of a small scale, or there is not a single requestor or an acquisition team to consult with, the foregoing consultation is not practical and Purchasing shall make a determination of award.

The school district, at all times, reserves the right, to reject bids and proposals on any item or items, whether because of price consideration or for any other reason that would appear to make it inadvisable to buy under the term of the bid or proposal submitted or to conclude any agreements without going out to tender.

3. AWARD

Decisions on awards after the consultant will be documented on an Approval of Award form and made according to the dollar value of the award by persons delegated authority, subject to the sections below.

The Board may require, by request made prior to the award being made, or the Secretary Treasurer may decide, that the decision with respect to the awarding of the tender be made by the Board.

When a tender is proposed to be awarded to other than the lowest bidder, Purchasing shall ensure supporting documentation is provided, for approval by the Secretary Treasurer.

Unsuccessful vendors shall be informed of the fact in writing. School district personnel are not obligated to provide information other than through a pre-arranged vendor debriefing.

RECEIVED FOR INFORMATION:

DJC
October 29, 2003

PURCHASING POLICY AND PROCEDURES

The Board recognizes the importance of realizing the best possible value for goods and services procured through the process of purchasing in a public office using tax dollars. In this regard, it is equally relevant that a firm but workable bidding policy be developed for the day-to-day use by all personnel involved, subject to coordination by the purchasing department. Such a procedure will be developed by the Secretary Treasurer as regulation.

The following regulations shall establish basic categories for bidding requirements for goods and services:

- 1.00 Orders for goods and services up to \$5,000 may be placed with suppliers whose past performance has established an unquestionable proven record for reliability and integrity.
- 1.01 Suppliers for orders of goods and services in the \$5,001-\$15,000 category are to be selected through formal bid method, i.e., at least three firms should be contacted and prices and other pertinent data tabulated. Bids must be in writing.
- 1.02 An advertisement will be placed in the local and provincial papers as well as made available electronically through Bids BC, offering the opportunity to quote to "one and all". Bids will be opened in a public session. In addition, a group of not less than five vendors, selected from the tender list, are to be formally invited to submit quotations for orders from \$15,000-\$50,000 in sealed envelopes. All bids are available for inspection by participating parties upon request.
- 1.03 For orders of goods and services over \$50,000 the invitation to tender, or Request for Proposal is to be published in newspapers or advertised electronically through Bids BC, offering the opportunity to quote to "one and all". Bids will be opened in a public session.
- 1.04 All orders for goods and services in excess of \$50,000 must be either offered for tender in the public or be publicly expressed in a Request for Proposal. The Board will be notified prior to the issuance of all tenders and Request for Proposals over \$50,000 to enable them to determine the extent of its involvement.

This procedure will be followed for all purchases of goods and services with the exception of items/services encompassed within a pricing/purchasing arrangement by the Government of British Columbia, or other instances where goods and services are obtained as part of a larger educational sector initiative or consortium.

DJCA
10/08/96

**PURCHASING PROCEDURES - PURCHASES AND ACTIVITIES RESULTING IN
PROPERTY IMPROVEMENTS**

The Board of School Trustees generally supports and encourages joint venture projects with PAC's, business interests, individuals, community groups or organizations that involve improvements to School District properties such as playground installations, etc., school grounds such as track & field, baseball diamond, soccer pitches or to District facilities.

Approval for such joint venture improvements will consider matters such as consistency with school needs, long-term maintenance implications, exposure to risk and liabilities, safety and building code requirements, financial and other such considerations.

Prior to commencement of any purchases or activities resulting in property improvements, Board approval will be required.

This policy and its regulation also apply to projects which are initiated by the School itself.

The following regulation shall establish the requirements for undertaking these activities.

- 1.00 The District shall create a purchasing guideline in accordance with Policy DJB, Purchasing Guidelines, to outline the guidelines for capital improvement projects.

Attachments to this policy:

1. Purchasing Guidelines for Capital Improvement Projects
2. Project Improvement Request Form
3. Guidelines for Playgrounds

PURCHASING GUIDELINES FOR CAPITAL IMPROVEMENT PROJECTS

1. The District has created a "Property Improvement Request Form" (PIRF) which outlines the nature of the proposed project and monitors its progress through the approval process.
2. A properly completed PIRF is required on the following types of Property Improvement projects:
 - a. The item will either be permanently attached or will result in changes to the building or property, i.e. playgrounds, site grading, removal of walls, etc., initial request to be forwarded through the Properties Department
 - or
 - b. The item is a major appliance, tool or piece of equipment for which the District has established standards, i.e., computers; initial request to be forwarded through the Purchasing Department
 - or
 - c. The item is a major appliance, tool or piece of equipment which when operational will affect the buildings electrical, mechanical or other systems or requires permanent physical space or support staff time, i.e., kilns, exterior garbage cans; initial request to be forwarded through Maintenance Department
3. The proposed Property Improvement is to be developed, approved and carried out in accordance with the terms and conditions set out in the current "Policy and Procedures Guidelines" for each category of project outlined in section 2.
4. The school Principal will be the "initiator" of the project and will be responsible for ensuring that all requirements stipulated by the approving parties are strictly followed.
5. The initiator of the project will be responsible for assembling all support information.
6. The Board requires that all contracts for the purchase of materials, services and any other contracts be processed through the District Purchasing Department.
7. All parties are to note that where the source of funds for Purchases is not the Ministry then that item is not insured against loss or damage. Refer to "Policy and Procedures Guidelines" item "f" - sharing of Maintenance & Insurance costs.
8. Copies of "PIRF" approvals shall be maintained by the following departments:
 - Purchasing Department - all projects
 - Properties Department - projects identified in 2.a above
 - Maintenance Department - projects identified in 2.c above

SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
PROJECT IMPROVEMENT REQUEST FORM

No. _____

SECTION A:

Project Title: _____

School Name: _____

Project Responsibility: _____

Sponsoring Party: _____

(if other than Ministry funding) i.e. PAC

Telephone: _____

Name of Prime Contact in Sponsoring group:

Support documents attached:

PRELIMINARY

FINAL

- | | | | |
|---|--------------------------|---|--------------------------|
| • Brief description of proposed project | <input type="checkbox"/> | • Detailed description of proposed project | <input type="checkbox"/> |
| • Site plan showing proposed development location | <input type="checkbox"/> | • Site plan showing proposed development location | <input type="checkbox"/> |
| • Preliminary Project Budget | <input type="checkbox"/> | • Detailed Project Budget | <input type="checkbox"/> |
| • Proposed Source of funds | <input type="checkbox"/> | • Documentation showing all sources of funding | <input type="checkbox"/> |
| • Proposed Project Schedule | <input type="checkbox"/> | • Project Schedule | <input type="checkbox"/> |

Note: If circumstances warrant, additional documentation may be required.

PRELIMINARY APPROVAL

FINAL APPROVAL

School Administrator _____

Manager of Facilities _____

Supervisor of Accounting _____

Supervisor of Purchasing _____

Capital Program Manager _____

Secretary Treasurer _____

Board Approval _____

Date

Date

GUIDELINES FOR PLAYGROUNDS

The Ad Hoc Policy and Procedures Committee was formed to review the process involved when approving Capital Improvement Projects, in light of the perceived bureaucracy and length of time taken to plan, develop and approve projects, in particular those involving PAC groups [i.e. playgrounds].

Committee members comprised of stake holders from School PAC groups, District PAC, Administrative Officers and District Administration [see attached list of committee members], who were given the mandate to assess the current procedures and, if possible, develop a more efficient and streamlined approval process. The terms of reference were as follows:

1. Review and recommend changes to Policy DJCA-Purchasing Procedures-Purchases & Activities Resulting In Property Improvements.

Projects involve those that are of a joint venture nature involving school, school district and PAC's.

2. Review and recommend procedures and practices regarding the application of project process.
3. Review and recommend methods by which the process can be changed in such a way that efficiencies can be made without compromising safety and liability considerations.
4. Review the merits of standardization of playground and other improvements with a view to implementation.
5. Review and recommend the matter of resource support to joint venture projects and the matter of financing total project costs.
6. Review and recommend guidelines regarding assessment of and responsibility for maintenance budgets involving approved projects.
7. Recommend other changes that may arise from the review of the above terms of reference.

JOINT VENTURE PROJECTS INVOLVING PAC GROUPS, SCHOOLS & DISTRICT

The Board of School Trustees supports and welcomes the contributions made by parents and volunteers in raising the much needed funds to construct additional facilities (playgrounds, sport courts, etc.), as well as volunteering their time. However, it must also be realized that once these projects are completed they become the District's property and as such, it is the District's legal responsibility to supervise and maintain these structures.

Many different types of projects fall into this category, but the one which creates the most problems is the planning and building of new playgrounds. The present system is quite cumbersome in terms of process, with the onus for the planning and approval on the PAC groups and Administrative Officers. The new process will attempt to give assistance to these groups, as it is realized that not all PAC groups or AO's have the required expertise in these areas. It was also suggested that 2 or 3 standard playgrounds be designed by Maintenance and Properties, with basic equipment for those schools who do not have either the experience, time or funds to develop customized playgrounds.

In order to minimize the costs associated with both the capital investment and upkeep of these structures, it is proposed that some form of standardization needs to take place. Some of the suggestions include:

- a) pre-qualification of suppliers and types of equipment
- b) procedures and responsibilities
- c) tender and award
- d) standardized base installation
- e) installation of equipment
- f) sharing of maintenance costs and insurance

a) Pre-qualification of Suppliers & Types of Equipment

A list of approved manufacturers [three] will be prepared following a review by Maintenance, Purchasing and Properties of existing suppliers.

The criteria for selection will be based on:

- past performance
- length of time in business
- equipment meets CSA standards
- quality and durability of product
- ease of maintenance
- Canadian content
- company can provide complete installation service
- company is prepared to bid using labour / materials donated by PAC Groups; refer to item "e"
- company is insurable, in good standing with WCB and can provide either a bond, letter of credit or certified cheque

Following this selection process, the School and PAC groups would be able to select the type of playground equipment they require from the approved manufacturers catalogues which would be kept in Purchasing. Obviously, as the contract will be supplied and installed as a complete package, only equipment from one supplier can be chosen.

b) Procedures and Responsibilities

The "Project Improvement Request Form" [PIRF] is required to be completed and approved on each of the following property improvements:

- The item will be permanently attached to the property or building, i.e. playgrounds
- The work will result in changes to the building or property, i.e., site grading or building wall removal
- The item is a major appliance, tool or piece of equipment for which the District has established standards, i.e., computers
- The item is a major appliance, tool or piece of equipment which when operational will affect the building electrical, mechanical or other systems or requires permanent physical space or support staff time, i.e., kilns, exterior garbage cans

The school Principal, who is the designated project initiator, is responsible for ensuring that the requirements of the PIRF are followed, including the assembling of all support documentation and approvals by the respective department heads, and will also act as liaison between the PAC groups and the District.

The process of obtaining the required preliminary and final approvals has been streamlined; the number of approvals will be reduced from nine to five at the preliminary stage and from

nine to seven at final approval and will be facilitated through the Properties Department. See attached copies of revised "Project Improvement Request Form".

Preliminary Project Approval

In the past it was difficult or impossible at the conceptual stage to provide the level of detailed information that was required in order to obtain the necessary approvals from the respective department heads to allow the project to proceed.

The revised process would require the Project Initiator to request, through the Capital Program Manager, a short meeting to review their proposed project with the four department heads indicated on the "PIRF" form. In order to speed up the process, the following documents should be forwarded to all of the parties at least one week in advance of the meeting, to give them the opportunity to familiarize themselves with the project:

- Brief description of the proposed project
- Site plan showing the proposed development location
- Preliminary project Budget
- Proposed Source of Funds
- Project Schedule

School site plans, etc., can be obtained through the Properties Department.

Providing all of the above documentation is in order and there are no conflicts, etc., the "PIRF" form will be signed off at the conclusion of the meeting by the respective managers and the project can proceed to the planning and final approval stage.

Fund Raising and Planning

Fund raising activities will be the responsibility of the individual PAC groups, however, the District will co-sign the BC21 application if this is being applied for.

With respect to planning, again this will be the PAC groups responsibility, but assistance will be given by the Properties Department if clarification on technical or code issues is required.

Final Project Approval

The steps involved in obtaining final approval will be similar to those at the preliminary stage; the Project Initiator will request a meeting through the Capital Program Manager and a complete set of documents is to be sent to all department heads at least one week in advance of the meeting as follows:

- Detailed description of the proposed project, i.e. identify all pieces of equipment, quantities, reference number if applicable, etc.
- Site plan showing the proposed development location and size
- Detailed project budget
- Documentation showing all sources of funding
- Project Schedule

Choosing Equipment: To enable PAC Groups to prepare a detailed layout and estimate of the proposed playground, manufacturers catalogs will be available in our Purchasing Department for review.

Once a preliminary layout has been decided, budget estimates should be obtained, however, as noted in item "c", you **must** advise the manufacturer that the project will be tendered.

Following approval of the above documentation, the Purchasing and Properties Departments will prepare all necessary tender documents and tender the project on behalf of the PAC group; refer to item c) for full details.

c) Tender and Award

In order to ensure competitive pricing, it is strongly recommended that the School District tender the project to all of the pre-qualified manufacturers and as such, if the PAC groups are discussing proposals directly with any one manufacturer or installer, they must advise them "up-front" that the project will be tendered.

The tender process will ensure that the supplier is bidding in full compliance with the contract documents and has included all of the required bond / letter of credit, insurance, etc. This will still allow the PAC group, in conjunction with Purchasing, to review all quotations and be in a position to make an informed decision based on price and quality and they will have the flexibility to establish and set the value of each of the criteria which will be used for supplier selection.

Prior to award of contract all funds must be transferred to the Board.

A standard letter signed by the PAC Group authorizing the Board to enter into a contract with a supplier is also required:

Re: New at School

The _____ PAC Group wishes to make a donation to School District No. 42 of a _____

Accordingly, we request that the Board enter into a contract with _____ on our behalf in the sum of \$ _____; as per tender documents dated _____

We are enclosing our cheque in the amount of \$ _____ which is to cover the above tender award.

d) Standardized Base Installation

The installation of concrete curb surround, pea gravel and drainage are to be in accordance with the attached standard detail SK-1 and meet all current CSA & code requirements.

The supply and installation of the base will be included in the tender documents issued to all bidders.

e) Installation of Equipment

In order to reduce the risk of future liability and failure of equipment, it is preferred that the installation be carried out by the supplier using their own forces. The design and installation would have to meet all applicable CSA standards and authorities having jurisdiction.

A second option on projects where the PAC Group has proposed to donate labour, materials or equipment and has the approval of the supplier / contractor, the tender documents should request the following:

- Price for the supply and installation of the entire project as outlined in the tender documents

- Price for the supply and installation of the entire project, including the supervision, insurance, etc., of all labour, materials and equipment donated by the PAC Group

NOTE: The supplier / contractor must carry all applicable insurance, bonds and WCB clearances as if the donated portion of the work were his own forces.

f) Sharing of Maintenance Costs

In the past Maintenance have covered all costs associated with both the regular maintenance and repairs [vandalism, deterioration, etc.] of all playgrounds. Unfortunately with the increasing number of playgrounds being installed, together with budget and manpower reductions, they are no longer in a position to take on this responsibility without additional assistance.

In view of this, the Committee recommends that the costs be shared between the School and Maintenance Department on the following basis:

- Maintenance Department will be responsible for labour costs associated with the quarterly and annual inspections, general maintenance and repairs due to vandalism.
- Schools, through their equipment budget will be responsible for the costs of materials required to maintain and repair the playground equipment. The respective PAC's could also be approached by the school to see if any financial assistance could be given when there is a major expenditure involved.

The consequences of not receiving this assistance could be that the District would have no choice but to close down the playground until such time as the funds became available to make the necessary repairs.

INSURANCE

Another fact that is not generally know and which has an operational cost impact is insurance. Projects and equipment that are not funded through the Ministry are exempt from their insurance policy and, unless a separate policy is taken out to cover these items, they remain without insurance.

The cost of obtaining insurance is approximately \$28.50 per \$10,000 with a \$2,500 deductible, however, in most cases the costs of repair do not exceed the deductible.

In view of the above, the Committee sees no benefit in obtaining insurance unless the deductible is lowered to \$500 and without a significant premium rate increase.

SAFETY and LIABILITY ISSUES

The safety of the children using these playgrounds is of paramount importance. This aspect is looked after in two separate ways, the first is the supervision of students using these facilities at recess and lunch breaks, and the second is to ensure that the equipment is maintained in a safe and satisfactory condition.

In order to mitigate the amount of damages in any legal actions taken against the District the Schools Protection Program recommends that the following supervision and inspections procedures are implemented:

Supervision

The School Act requires that Districts act as a "prudent parent" during normal school hours. This entails as a minimum that all areas of school grounds where children play are adequately covered every few minutes by a "supervisor".

In view of the liability issues involved and a recent case in B.C. where both the school and teacher / supervisor were found negligent [see attached copy of "Is your school yard supervision adequate"] the Board should consider reviewing our existing supervision coverage and prepare a formalized training process for these supervisors.

After school hours the "Occupiers Liability Act" comes into effect. The District must take all reasonable steps to ensure that the premises are safe and hazard free at all times.

Inspections

An inspection of all playground equipment should take place on a daily basis by District staff [principal, noon hour supervisor or designated parent, etc.] and a more thorough inspection carried out by Maintenance staff every two weeks. All of these inspections should be signed-off in a log book kept at the school; the log should be kept for a minimum of five years.

Once every year the District Safety Officer, in conjunction with the Maintenance Department, should perform a complete audit of playground equipment based on the CAN/CSA-Z614-M90 Standards and the Schools Facilities Building Manual. This audit should address all aspects of the playground and should form the basis of the maintenance schedule.

However with the limited resources available, Grant Davidson has advised that Maintenance is unable to carry out the inspections on this basis unless someone is assigned full time to this position.

The Act does not require perfection, but it does require that you do the best you can with the resources available. In view of this, the Board has approved an "inspection procedure policy" which limits the frequency of inspections to once every three months.

DJFB
4/10/90

PURCHASING PROCEDURES - PERSONAL PURCHASES

Except with the express prior written consent of the Secretary Treasurer, personal purchases made through the purchasing department or with the advantage of the District's purchasing power are not permitted.



ITEM 8

To: **Board of Education**

From: Board Policy Development Committee

Re: **POLICY**
8912: INDEPENDENT DIRECTED STUDIES

Date: February 8, 2017
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board Policy Development Committee (the "Committee") has followed the appropriate consultation requirements as outlined within Policy 2500 and is recommending that the Board approve Policy 8912 Independent Directed Studies (Attachment A) and receive for information. Procedure 8912:1 Independent Directed Studies. (Attachment B).

Input received from education partners and the public was incorporated in this policy.

RECOMMENDATION:

THAT the Board approve Policy 8912: Independent Directed Studies and receive for information Procedure 8912:1 Independent Directed Studies.

Attachments

SD 42 POLICY: 8912

INDEPENDENT DIRECTED STUDIES

The Board recognizes that students learn in a variety of ways, some of which take place outside of the regular secondary school program. Independent Directed Studies are important learning opportunities for students who wish to pursue learning outcomes beyond those normally taught in the classroom, and to acquire credit for students who did not or could not meet the learning outcomes of an entire course.

Authority

The Board authorizes the Superintendent to develop and implement all procedures related to Independent Directed Studies.

Guiding Principles

IDS credits shall be awarded to students who have successfully completed independent work based on a subset of learning outcomes of Grade 10, 11 or 12 Ministry developed courses or Board Authorized courses. A student may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course.

APPROVED:

**SD 42 PROCEDURE 8912.1****INDEPENDENT DIRECTED STUDIES**

Independent Directed Studies (IDS) is defined as an area of study in an educational program undertaken by a student under the general supervision of a teacher.

IDS provide students who have an interest or passion in a particular subject with the unique opportunity to pursue this subject in greater depth and receive grade 10, 11 or 12 credits towards graduation. IDS are an extension of one or more learning outcomes already identified in an existing course. They must be rigorous and developed through a consultative process involving the student and the teachers with standards designed to maintain a high level of quality in the work undertaken.

1. Assessment and Reporting

- 1.1 Documentation must be kept in the student file that includes the Student Plan approved by the principal, the hours of successful study completed by the student, and the credit(s) awarded.
- 1.2 IDS must be reported on the report cards with the IDS code identifying the Related Ministry developed courses or Board Authorized (BAA) courses.
- 1.3 For reporting and transcript purposes schools must assign all credits received from an IDS a letter grade and percentage.

2. Program Planning and Delivery

- 2.1 A student may study one or more learning outcomes in depth, or study a variety of learning outcomes from a single course.
- 2.2. Students must apply for IDS using an IDS Student Plan approved by the school district.
- 2.3 The IDS Student Plan must be developed by a teacher and a student and approved by the principal.

3. Course Credits

- 3.1 In accordance with Ministry of Education policies, schools may award credits to students who have successfully completed independent work based on a subset of learning outcomes of Grade 10, 11, or 12 Ministry Developed courses or Board Authority Authorized courses.
- 3.2 The number of credits a student earns for IDS will be set out in an IDS Student Plan developed by the student and a teacher, and approved by the principal.
- 3.3 An IDS can be one, two, three, or four credits. IDS can only count toward the 28 elective credits needed to meet graduation requirements. IDS at the grade 12 level can be used to satisfy the minimum number of Grade 12 level credits needed to meet graduation requirements.
- 3.4 IDS credits do not count in the Adult Graduation Program.

RECEIVED FOR INFORMATION:



ITEM 9

To: **Board of Education**

From: Board Policy Development Committee

Re: **POLICY:**
9500 SUSPENSION AND EXCLUSION OF
STUDENTS FROM SCHOOL

Date: February 8, 2017
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board Policy Development Committee (the "Committee") has followed the appropriate consultation requirements as outlined within Policy 2500 and is recommending that the Board approve Policy 9500: Suspension and Exclusion of Students from School. (Attachment A).

Input received from education partners and the public was incorporated in this policy.

It is being proposed that the following policy be rescinded:

JGD Student Suspension (Attachment B)

RECOMMENDATION:

THAT the Board approve Policy 9500: Suspension and Exclusion of Students from School.

And Further;

THAT the Board rescind Policy JGD Student Suspension.

Attachments

**SD 42 POLICY: 9500****SUSPENSION AND EXCLUSION OF STUDENTS FROM SCHOOL**

SUSPENSION OF STUDENTS FROM SCHOOL

The goals of all interactions with students should be focused on learning. Therefore, disciplinary action, whenever possible, will be preventative, restorative, and educational rather than solely corrective or punitive in nature. The school's responses to Code of Conduct violations will be rational, consistent, and fair. The administration will take into account factors such as the severity and frequency of the offence(s), as well as the age, maturity, and ability of the student(s) in question. Consequences for inappropriate behavior such as written warnings, detention, in-school suspension, written learning packages, and out of school suspension may be appropriate and necessary. However, the focus of intervention should include strategies that also focus on increasing positive/pro-social behavior such as: functional behavior assessment, the development of a positive behavior support plan, teaching of lagging skills/calming techniques, teaching replacement behaviors, restitution, mediation, restorative actions, community service, reflective journaling, etc.

Contraventions of the Criminal Code (such as involvement with drugs and alcohol, violence, threats of violence, possession of a weapon or replica, vandalism, theft, causing a false emergency alarm etc.), as well as violations of the B.C. Human Rights Code, may involve suspension, and, if applicable, a Re-Entry Plan paired with a focus on increasing positive/pro-social behavior as referred to above, a referral to appropriate community agencies and support from school based personnel e.g. child/youth care workers. In addition, illegal activities require the involvement of the police.

Sections 26 and 85 (2) of the School Act give the Board, the principal, the vice-principal, the director of instruction, or the Superintendent of Schools authority to suspend a student from attendance at a school in certain circumstances. For example, the School Act authorizes the principal or vice-principal of any school to suspend a student whose conduct has been judged to be in serious conflict with a safe and caring learning environment, the school's Code of Conduct and / or district policies, or when the school's progressive interventions have failed to -change inappropriate behaviour.

School District 42 Policy: 9410 Safe, Caring and Healthy Schools should be considered and referenced as part of the Suspension process.

Parents should be actively included in all interventions and the School District appeal process will be shared with parents.

Guidelines for Suspensions

- A student is subject to the disciplinary authority of a principal throughout the school day, while at the school, on the way to and from school, and at school-sponsored activities both at the school or elsewhere, or in any other circumstances where engaging in an activity negatively affects the teaching and learning environment or reputation of the school, or the learning or welfare of one or more students and staff.

- A principal or vice-principal may suspend a student for a period not to exceed five (5) days without prior consultation with the Superintendent or designate.
- When such suspension occurs, the principal or vice-principal, in accordance with due process, shall:
 - Report the circumstances in a timely manner, in person or by telephone, to the parent or guardian
 - Confirm the telephone or personal contact in writing and retain a copy of the written correspondence on file in the school.
 - Consult with the student, appropriate district or outside agency personnel as necessary, and review the matter with the parent or guardian with the purpose of resolving the problem and preventing future infractions.
 - Ensure that parents are aware of the appeal process.
 - Provide an educational program for the students while on suspension.
 - Advise the student and parent of the expectations that the school has for the student upon re- admission to the school. These expectations may take the form of a Re-Entry Plan.
 - Implement at least one of the corrective strategies focused on teaching appropriate pro/social behavior.
 - In some instances, a transfer to another school or program may be considered. This should be done in consultation with the Superintendent or designate.

Note: If a Violent Threat Risk Assessment (VTRA) has been implemented as part of the process to address the concerning behaviour, refer to the Procedure for Developing Student's Education Plan during a VTRA.

EXCLUSION OF STUDENTS FROM SCHOOL

Under Section 85 of the *School Act*, the Board may refuse to offer an educational program to a student 16 years or older if that student has refused to comply with the code of conduct and / or other rules and policies of the Board or school, or has failed to apply ~~himself or herself~~ **themselves** to ~~his or her~~ **their** studies.

Exclusion of a student under Sections 85 of the *School Act* is considered a final step in a series of consultations and progressive interventions with a student and ~~his/her~~ **their** parents.

The Board may exclude a student from attendance at any school district school under the provisions of Section 85 (3) of the *School Act* provided that:

- the student is at least 16 years of age;
- the parent or guardian is informed as soon as possible of the circumstances leading to the exclusion and of the avenues for review of the decision to exclude;
- an attempt is made to contact the parent by telephone or by personal interview and telephone or personal contact is later confirmed by letter, or if contact is not possible, by registered letter.

Section 91 of the *School Act* also gives a principal, vice-principal, director of instruction or the Superintendent of Schools the authority to exclude a student because of health issues, physical or mental, that would endanger students or staff at school. The student may be excluded from school until a certificate is obtained from the school medical officer permitting the student to return to the school. If a student is removed or excluded from school the Board must continue to make available an educational program for that student. If a principal or vice principal is considering using Section 91 of the School Act consultation must occur with the Superintendent or designate.

APPEALS PROCESS

Appeal procedures for suspensions or exclusions of students are cited in the Board Bylaw- Appeals Policy and Procedures Bylaw (Approved – 2008).

APPROVED:

JGD
10/28/97

STUDENT SUSPENSION

It is the policy of the Board to authorize the school principal to suspend a student for just cause in accordance with the **School Act**. Any one suspension in excess of five days for elementary students and ten days for secondary students must be referred to the Board. The suspension shall be referred to the District Suspension Review Committee which in turn shall be responsible for making recommendations to the Superintendent for the Boards' consideration.

This policy applies to any student who is on school property, who is in attendance at school or at any school sponsored activity or whose conduct at any time or any place interferes with or obstructs the missions or operations of the school district or the safety or the welfare of students or employees.

A. Suspensions of five days or less (Elementary Students) and ten days or less (Secondary Students)

Proceed as follows:

- 1.00 Carefully document all details leading to the need for suspension.
- 1.01 If appropriate, a school or district counsellor should be involved with the student in an attempt to seek a solution to the problem.
- 1.02 Prepare a letter of suspension and send to the parent, a copy of which must be filed with the Superintendent's office. Included in the letter must be a clear statement of:
 - the reason for suspension
 - re-entry process and entry date
 - that school work will be made available for the student during the suspension

B. Suspensions of more than five days (Elementary Students) and more than ten days (Secondary Students)

Proceed as follows:

- 1.00 Carefully document all details leading to the need for suspension.
- 1.01 If appropriate, a school or district counsellor should be involved with the student in an attempt to seek a solution to the problem.
- 1.02 A letter of suspension must be forwarded to the parents or legal guardian and a copy must be filed with the Superintendent's office and with the Board, and included in the letter must be a clear statement of the reason for suspension. School work will be made available for the student during the suspension.

- 1.03 The Superintendent shall immediately refer the matter to the Suspension Review Committee.
- 1.04 After due deliberation, the Suspension Review Committee shall make recommendations to the Superintendent regarding continued suspension or expulsion or procedures for re-admittance to school and will also be responsible for calling to the attention of the Superintendent other viable solutions.
- 1.05 Unless the Suspension Review Committee recommends, the student and/or the parents shall not be required to come before the Board. In any recommendation involving either continued suspension or expulsion, the student and/or parents shall have the right to appear before the Board.
- 1.06 The Board shall convene and, in consultation with the Superintendent, take such action as is appropriate and in accordance with the **School Act** and its Regulations.



ITEM 10

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: February 8, 2017
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the Superintendent's Verbal Update, for information.

**ITEM 11**

To: **Board of Education**

From: Secretary Treasurer
Flavia Coughlan

Re: **ENROLMENT PROJECTIONS**

Date: February 8th, 2017
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

Every year, the Ministry of Education requests school districts to provide three year enrolment projections for the purpose of projecting operating grant requirements. The Enrolment Projections Committee has prepared and will submit to the Ministry the attached enrolment projections for the years 2017/18, 2018/19 and 2019/20 (Attachment A).

The three-year headcount enrolment projections for students enrolled in regular K-12 schools were prepared using the following data:

- enrolment projections from the Baragar system;
- three year average (grade-to-grade) transition rates; and
- local knowledge of recent and historical enrolment trends.

For grades 10 to 12 the estimated enrolment headcount is converted into FTE by applying a combination of 2016 SD42 conversion rates and two year average conversion rates.

For 2017/18 it is estimated that regular school age student full time equivalent (FTE) will increase by 39 FTE (from 13,942 FTE in 2016/17 to 13,981 FTE in 2017/18). Summer Learning Grades 1 – 7 is not expected to change, while Summer Learning Grades 8 – 9 and Grades 10 – 12 are expected to decrease (41 FTE and 43 FTE). District Alternate is anticipated to decrease slightly (4.0 FTE) and Distributed Learning is anticipated to increase slightly (2 FTE).

For students with special needs, no change is projected for Level 1, an additional 25.0 FTE is projected for Level 2 and an additional 4.0 FTE is projected for Level 3 special needs. English Language Learners enrolment is projected to increase by 60.0 FTE students and Aboriginal Education enrolment is estimated to decrease by 108.0 FTE students.

While February and May enrolment counts are difficult to predict at this time, it is anticipated that February overall Continuing Education enrolment will increase by 10.0 FTE while Distributed Learning will decrease by 12.0 FTE in February and increase by 8 FTE in May.

For 2018/19 an enrolment increase of 183 FTE school age regular student FTE is projected, continuing to increase by another 221 in 2019/20.

Not included in the attached submission are the projections for Graduated Adults enrolment which is estimated to decrease by 28 FTE and for International Education enrolment which is projected to increase of 8 FTE for 2017/18.

These enrolment projections will form the base for Ministry estimated Operating Grants for 2017/18 which will be announced no later than March 15, 2017. Also, staff will be using these projections in the building of the 2017/18 Preliminary Operating Budget.

RECOMMENDATION:

THAT the Board receive the Secretary Treasurer's report on Enrolment Projections for information.

Attachment

Data Collection of Estimated Enrolments for 2017/18, 2018/19 and 2019/20

Version 1 - Revised 10/01/17

Step 1: Enter your school district number here: **42** **Maple Ridge-Pitt Meadows**
Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

Step 2: Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

		Estimated Enrolment						Notes
	2016/17 Interim Base	2017/18		2018/19		2019/20		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	498	498	498	498	498	498	498	
Summer Learning: Grades 8-9 Course Enrolment	261	220	261	220	261	220	261	
Summer Learning: Grades 10-12 Course Enrolment	443	400	443	400	443	400	443	
Grade 8 & 9 Cross-Enrolment Courses	4	4	4	4	4	4	4	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	13,942.7500	13,981.4593	13,970.8482	14,164.7691	14,086.2517	14,386.4054	14,232.7640	
Continuing Education FTE (School-Age)	16.3750	16.0000	16.3750	16.0000	16.3750	16.0000	16.3750	
Alternate Schools FTE (School-Age)	249.0000	245.0000	249.0000	245.0000	249.0000	245.0000	249.0000	
Distributed Learning FTE (School-Age)	44.7500	47.0000	44.7500	47.0000	44.7500	47.0000	44.7500	
Total Estimated School-Age Enrolment	14,252.8750	14,289.4593	14,280.9732	14,472.7691	14,396.3767	14,694.4054	14,542.8890	
Change from Previous Year		36.5843	28.0982	183.3098	115.4035	221.6363	-151.5164	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	13	13	13	13	13	13	13	
Level 2 Special Needs FTE	564	589	589	600	615	630	642	
Level 3 Special Needs FTE	196	200	196	205	196	205	196	
English Language Learning FTE	530	590	607	640	695	690	796	
Aboriginal Education FTE	1,208	1,100	1,236	1,150	1,265	1,125	1,295	
Adult Education FTE (Non-Graduates only)	45.8750	40.0000	45.8750	40.0000	45.8750	40.0000	45.8750	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	10.5000	5.0000	10.5000	5.0000	10.5000	5.0000	10.5000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	25.0000	40.0000	25.0000	40.0000	25.0000	40.0000	25.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	0.0000	5.0000	0.0000	5.0000	0.0000	5.0000	0.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	34.0000	20.0000	34.0000	20.0000	34.0000	20.0000	34.0000	Include only new post-September enrolment activity
Distributed Learning FTE - Non-Graduate Adults	5.0000	2.0000	5.0000	2.0000	5.0000	2.0000	5.0000	Do not include Graduated Adult enrolment
Level 1 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Level 2 Special Needs FTE Growth (All Schools)	5	5	5	5	5	5	5	
Level 3 Special Needs FTE Growth (All Schools)	5	5	5	5	5	5	5	
Newcomer Refugees FTE (Standard & Alternate only)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Include only new post-September enrolment activity
ELL FTE (applies to Newcomer Refugees only)	0	0	0	0	0	0	0	
May Enrolment Count - Continuing Education and Distributed Learning								
Continuing Education FTE - School-Age	25.0000	20.0000	25.0000	20.0000	25.0000	20.0000	25.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	35.0000	40.0000	35.0000	40.0000	35.0000	40.0000	35.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	0.0000	5.0000	0.0000	5.0000	0.0000	5.0000	0.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	16.0000	20.0000	16.0000	20.0000	16.0000	20.0000	16.0000	Include only new post-February enrolment activity
Distributed Learning FTE - Non-Graduate Adults	3.0000	2.0000	3.0000	2.0000	3.0000	2.0000	3.0000	

***Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2016/17 operating grant autumn recalculation

Special Needs, ELL and Aboriginal Education have been estimated using five-year enrolment trends.

Continuing Education, Distributed Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2016/17 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2016/17 operating grant autumn recalculation.

Step 3: Enter estimates for the cause of your district's student movement for 2017/18. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2017 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2017/18	Comments:
Net provincial in-migration		
Net international in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)		
Total Estimated School-Age Enrolment Movement	0.0000	

Step 4: Our district has considered all of the factors noted in the checklist provided in developing this estimate.

Yes: ☒ No: ☐

Step 5: Please provide a contact for follow-up questions:

Name: Flavia Coughlan
Title: Secretary Treasurer
Email address: flavia_coughlan@sd42.ca

Step 6: When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at: <mailto:Michael.Lebrun@gov.bc.ca?subject=SD 42 Enrolment Estimates Form> no later than Wednesday, February 15, 2017



ITEM 12

To: **Board of Education**

From: Board Policy Development
Committee

Re: **DRAFT POLICY**
3901: MAINTENANCE OF ORDER IN
SCHOOLS

Date: February 8, 2017
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), Draft Policy 3901: Maintenance of Order in Schools (Attachment A) is presented to the Board for information. Draft Procedure 3901.1: Maintenance of Order in Schools (Attachment B) is also attached for information.

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy before it is again presented to the Board for approval on April 12, 2017.

RECOMMENDATION:

THAT the Board receive for information and continuation with the consultation process:

Draft Policy 3901: Maintenance of Order in Schools
Draft Procedure 3901.1: Maintenance of Order in Schools

Attachments

**SD 42 POLICY: 3901****MAINTENANCE OF ORDER IN SCHOOLS**

The Board of Education is responsible for ensuring the maintenance of order in schools, on school property, and at school district events. The safety of students, staff and others in the school community is paramount, and to that end, authorized individuals may make orders in accordance with the procedures set out below pursuant to section 177 of the *School Act* to prevent and address any disturbance, disruption or interruption of a school.

Background

Section 177 of the *School Act* addresses the preservation of order on school premises, including ordering a person to leave and calling in police help if necessary. Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. It provides authority to principals and other administrators or designated individuals to ensure the orderly operation of schools and school programs and to ensure the protection of students, staff and property. This section creates two offences: (1) it is an offence for a person to "disturb or interrupt the proceedings of a school or an official school function"; and (2) it creates an offence for failing to follow a direction of a principal, other school administrator or person authorized by the Board to direct a person to leave school property, and from returning without prior approval of the principal, administrator or other designated person. It also enables the principal or administrator to call for assistance from law enforcement if necessary.

The full text of section 177 of the *School Act* is provided below:

Maintenance of order

- 177** (1) A person must not disturb or interrupt the proceedings of a school or an official school function.
- (2) A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the board to make that direction
- (a) must immediately leave the land and premises, and
 - (b) must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.
- (3) A person who contravenes subsection (1) or (2) commits an offence.
- (4) A principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

Section 1 of the *School Act* defines "school" as follows:

"school" means

(a) a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction,

(b) the teachers and other staff members associated with the unit, and

(c) the facilities associated with the unit,

and includes a Provincial resource program and a distributed learning school operated by a board.

Orders under Section 177 may be used in a variety of circumstances, including preventing strangers who present a threat to the safe and efficient operation of a school from accessing school property, addressing circumstances involving disruptive, threatening or unruly parents, students, staff or volunteers or taking steps to address harassment (of parents, students or staff) within a school or the school community. Section 177 orders may be made whether the conduct that is disturbing or interrupting the operation of the school occurs on or off school property. Section 177 orders should not be made except in unusual circumstances without first attempting to remedy the problem with other approaches.

APPROVED:

MAINTENANCE OF ORDER IN SCHOOLS

- 1. The following individuals may issue orders pursuant to section 177 of the *School Act*:**
 - a. Superintendent of Schools
 - b. Deputy Superintendents of Schools;
 - c. Directors of Instruction;
 - d. Principals and Vice Principals; and
 - e. Law enforcement officials designated by the Superintendent (such as School Liaison Officers).
- 2. Orders under section 177 of the *School Act* may be issued when the actions of an individual:**
 - a. pose a risk to the safety of students, staff or others in the school community;
 - b. present significant and/or ongoing disruption to the operation of a school, a school function, or an educational program.
- 3. Where practicable, before issuing an order pursuant to section 177:**
 - a. the responsible school official should first attempt to resolve the situation without issuing such an order; and
 - b. should communicate to the Superintendent of Schools or designate the intention to issue an order pursuant to section 177.
- 4. For clarity, the responsible school official may issue a section 177 order without first completing the process outlined in subsections 3(a) and (b) if in the opinion of the responsible school official, it is not practicable to complete the process outlined in 3(a) and 3(b) in the circumstances.**
- 5. Where a person refuses to leave school district property after being directed to do so pursuant to section 177, or where there is reason to believe an individual may pose a threat to themselves, others, or to property, the responsible school official shall call for assistance from a peace officer.**
- 6. The responsible school official shall confirm any order issued pursuant to section 177 of the *School Act* in writing. The notice shall include the following:**
 - a. The name and address of the school or school district property from which the person is to be excluded;
 - b. The name of the person excluded from the school or school district property, with contact information if known;
 - c. A summary of the circumstances giving rise to the issuance of the order, including, as applicable, the date, time and location of any incident or incidents, witnesses to the incident, and a general statement as to the nature of the disruption to the school, school function or educational program.
 - d. The name and title of the person issuing the order and preparing the written notification of it;
 - e. The duration of the order (if applicable);

- f. The date by which the order will be reviewed; and
- g. A statement that the order pursuant to section 177 may be appealed and the process for such appeal.

7. Where an order is issued pursuant to section 177, the responsible school official shall inform the Superintendent of Schools or designate without delay. The Superintendent or designate will retain copies of the section 177 orders that have been issued within the school district.

8. An order issued pursuant to section 177:

- a. may be appealed within 30 days of its issuance, unless the responsible individual or panel considering the appeal considers a further period is appropriate.
- b. where the order issued pursuant to section 177 of the *School Act* may significantly affect the education, health or safety of a student, the student or the student's parent(s) may appeal the decision pursuant to section 11 of the *School Act* in accordance with the Board's appeal bylaw (Appeals Policy and Procedure Bylaw, Approved 2008)
- c. where the order may not significantly affect the education, health or safety of a student, the order may be appealed to the next level of administration issuing the order (i.e., an order of a principal may be appealed to a director of instruction; an order of an assistant superintendent may be appealed to the Superintendent of Schools; an order of the Superintendent of Schools may be appealed to the board).
- d. the board may establish procedures for the conduct of each appeal to ensure fairness and that the excluded individual has the opportunity to fairly respond to the decision to grant the order, including whether the appeal shall be conducted in writing or whether an oral hearing will be granted;
- e. an appeal will normally be heard within thirty (30) days of being filed, unless such time limit is extended on reasonable grounds;
- f. A decision on the appeal shall be rendered in writing, with reasons, within 14 days of the hearing of the appeal.
- g. a decision on the appeal is final and may not be appealed further, except that decisions appealed pursuant to section 11 may, if permitted by the *School Act* and Appeals Regulation be appealed to the Superintendent of Appeals;

9. Any information in relation to a section 177 order will only be collected, used or disclosed in accordance with the provisions of the *Freedom of Information and Protection of Privacy Act*. Such information may be collected to:

- a. maintain a safe, orderly and effective educational environment at schools and on school district property;
- b. to facilitate an appeals process.

RECEIVED FOR INFORMATION:



ITEM 13

To: **Board of Education**

From: Board Policy Development
Committee

Re: **DRAFT POLICY**
9325: EDUCATION PROGRAMS FOR
NON-RESIDENTS

Date: February 8, 2017
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), Draft Policy 9325: Education Programs for Non-Residents is presented to the Board for information. Draft Procedures 9325.1: Education Programs for Non-Residents (Attachment B) and Draft Procedure 9325.2: Education Programs for Non-Residents – Homestay Families (Attachment C) are also attached for information.

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy before it is again presented to the Board for approval on April 12, 2017.

RECOMMENDATION:

THAT the Board receive for information and continuation with the consultation process:

Draft Policy 9325: Education Programs for Non-Residents

Draft Procedure 9325.1: Education Programs for Non-Residents

Draft Procedure 9325.2: Education Programs for Non-Residents - Homestay Families

Attachments

**SD 42 POLICY: 9325****EDUCATION PROGRAMS FOR NON-RESIDENTS**

The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) promotes and values the attendance of Board authorized fee paying International and Out of Province students to fulfill the following objectives:

- To offer opportunities to graduate with a British Columbia “Dogwood” Diploma and gain entrance to university
- To promote awareness of and appreciation in our communities for other cultures
- To offer opportunities to participate in the learning and social environments of our communities
- To generate revenue to enhance educational services and/or programs by levying fees, charges for services, including any refunds, in a manner that ensures the financial resources needed to operate a cost effective and efficient program for the benefit of all students in the School District
- To add to the rich educational environment within the School District
- To provide these services to international students with minimal impact of the resident students with respect to space or additional instructional support

Section 82(1) of the School Act requires the District to provide resident students with an educational program free of charge. Under the *School Act*, a student is resident in British Columbia if the student **and** the guardian of the student are ordinarily resident in British Columbia.

If a student is not resident in British Columbia, the Board may charge fees for the provision of an educational program. The Board reserves the right to grant or refuse admission to any individual.

Authority

The Board authorizes the Superintendent to establish procedures that will guide the implementation of this policy.

APPROVED:

SD 42 PROCEDURE 9325.1

EDUCATION PROGRAMS FOR NON-RESIDENTS

Purpose

Section 82(1) of the School Act requires the District to provide resident students with an educational program free of charge. Under the *School Act*, a student is resident in British Columbia if the student **and** the guardian of the student are ordinarily resident in British Columbia.

If a student is not resident in British Columbia, the Board may charge fees for the provision of an educational program.

The purpose of this Procedure is to provide guidelines for:

- Accepting and dismissing non-resident students who are not entitled to a free educational program under section 82; and
- Establishing fees and charges for non-resident students

Definitions

Non-Resident Student – Students who are required to pay fees in order to receive an educational program in the District. These students may be International or Out of Province students.

International Students - Students who are neither Canadian citizens nor have permanent residence status are considered International students. The British Columbia Ministry of Education does not provide funding for International students. Fees are charged to cover costs of education.

Out of Province Students – Students who have Canadian citizenship permanent resident status but are either not ordinarily resident in British Columbia, or have guardians who are not ordinarily resident in British Columbia.

Exchange Students - International student exchanges are sponsored by the School District or private organizations sanctioned by the Board whereby international students are admitted to the school district in exchange for similar services being provided to our students abroad. An “exchange” student is one involved in a reciprocal exchange, (there are equal numbers in-coming and outgoing School District students). The school district receives funding for this student and tuition fees are not charged.

Fee Exempt Students

Students may be enrolled in district schools without having to pay student fees if they are eligible for Operating Grant Funding under Ministry of Education policy – “Eligibility of Students for Operating Grant Funding”.

Admission requirements

Non-resident students may be enrolled in the Non-Resident Student Program as full-time students at both elementary and secondary levels for a fee if they are accepted following an application process and are prepared to meet the following conditions:

1. Live in an approved homestay, or with their parent(s) or custodian who will maintain appropriate adult (over twenty-five (25) years of age) supervision throughout the study period
2. Comply with the requirements of Citizenship and Immigration Canada
3. Submit payment of the appropriate fees for the program
4. In instances where a non-resident student requires specialized services other than ELL, an assessment will be conducted, a learning plan developed and additional fees for service will be assessed and paid in full before commencement of the program
5. In instances where a non-resident student participates in a district program where additional costs are associated to cover supplies, examinations, etc. (eg. International Baccalaureate) additional fees for service will be assessed paid in full before commencement of the educational program
6. Secondary students shall provide documented proof of satisfactory academic standing in their country of origin
7. Secondary students who wish to register in the academic program leading to BC graduation must demonstrate a level of proficiency in English, appropriate to this objective

Placement of students in schools, programs, and homestays shall be the prerogative of the School District.

School and program placement shall be based upon school district assessment of student aspiration, academic records, demonstrated academic competence, English proficiency, age, and space within our Elementary and Secondary Schools.

Application Process

To apply for admission to the program, unless otherwise arranged, students must:

1. Apply from their country of residence
2. Complete an application form, with supporting academic transcripts and supporting documentation
3. Submit a non-refundable application fee
4. Be accepted in writing by School District No. 42
5. Make their own visa and study permit arrangements Agree to the school district's custodian arrangements
6. Make their own travel arrangements to Vancouver International Airport
7. Submit a signed student and homestay agreement (student and parent)

All non-resident student applications will be submitted to the School District's International Education program office for approval in accordance with this and related School District policies.

Where, because of extraordinary circumstances, a student is unable to comply with these procedures, application for admission may be dealt with by Board resolution, upon the recommendation of the Superintendent and/or Designate.

School District No. 42 Non-Resident Education Programs

District and school-based administrators will recognize, support and make the necessary arrangements to offer the following educational programs to non-resident students:

- Secondary school program of studies, through the regular full daytime program. Students wanting to graduate with a BC Dogwood must meet graduation criteria:
<http://www2.gov.bc.ca/gov/topic.page?id=A5A3644D456F42F2AACC76BF38EA459B>
- Elementary school program of studies through the regular full daytime program
- Elementary and Secondary short term cultural /cross cultural and language training

- Elementary short term programs promoting cross cultural understanding, language training and student integration into the Canadian culture mosaic through various programs including orientation, curricular, and extra-curricular activities
- Summer programs (grades 5-12)

Tuition and Medical Fees

1. Non-Resident tuition fees are set annually by the school district and are payable directly to same when the student is accepted into the program.
2. All tuition and associated expenses must be paid prior to the start of any program.
3. Students who withdraw (or are withdrawn) from the program shall receive tuition refunds according to the following:
 - A full refund (less the application fee) will be paid to students who show proof that Immigration, Refugees and Citizenship Canada has refused their application for a study permit
 - A 50% refund of the tuition fee will be paid to students who withdraw prior to the start of the program
 - No refund will be paid to students who withdraw after their program begins, nor will a refund be paid to students who are removed from the program at any time due to a violation of school or program rules or otherwise violate the terms of their student or homestay agreement
 - Students who are forced to withdraw from the program due to unforeseen circumstances, such as death in the immediate family, illness, or other circumstances deemed valid by School District No. 42, shall receive a pro-rated refund upon submitting proof supporting their reasons to leave
 - International students who become permanent residents during their term of study will not receive reimbursement of fees beyond the stated policy

Scholarships

International students are not eligible to write Provincial scholarship examinations and may not compete for local scholarships other than the school district's International Education Program scholarships.

Recruitment of Students

The School District will actively solicit International student registrations. Expenses will be funded from the fees collected from these students.

1. Only those recruiters with written agreements with the School District may be paid a commission.
2. Upon the discretion of the Manager of Marketing and Recruitment of International Education in consultation with the Superintendent and/or Designate, recruiters may be granted permission to propose registration of international students in the school district.
3. Commissions for registered/approved recruiters vary. Commissions will be paid to a recruiter from funds actually received, after thirty (30) days of commencement of the educational program. Registrations that are refunded will not be commissionable or in any way count towards earning of commissions. In order to remain competitive, commissions

will be negotiated periodically based on performance of the agent and global market conditions.

4. No trustee or individual employed by the School District in a position outside of the bargaining unit, or employed in a bargaining unit position having any connection with administration of the International Student Program, is eligible to be a recruiter, or to receive commissions. This applies equally to firms, syndicates and corporations in which such individuals have any legal or beneficial interest.
5. The Superintendent and/or Designate, in consultation with the Manager of Marketing and Recruitment, can propose changes to fees/services negotiated with individual agents.

Acceptance

Parents and students new to the program will be informed of:

1. The school district's rules and regulations regarding non-resident students
2. The dismissal process
3. The refund policy
4. The School district's policy on Safe, Caring and Healthy Schools No. 9410

Non-Resident Education Rules and Regulations

Participation in the Non-Resident Education program is a privilege; and students are required to accept and follow the rules of the program, including specific program rules, school rules/school codes of conduct and reasonable homestay rules. Students are required to:

1. Make a reasonable effort to achieve academic success while in the program;
2. Obey the terms and conditions described on any study permit, as issued by IRCC);
3. Abide by the laws of Canada and British Columbia.

If a student violates any of the above, he/she may be dismissed from the program.

Dismissal Process

1. Students may be dismissed from the program or their invitation to renew may be withheld if the student:
 - Has demonstrated less than satisfactory academic performance due to lack of effort or attendance;
 - Is unable or unwilling to comply with International Education, school or program rules and regulations;
 - Has been involved in a number of minor rule infractions;
 - Has broken the law;
 - Has committed a serious violation of a school rule/school code of conduct affecting the safety of others;
 - Has had several homestay families and/or, in the opinion of program staff, is unable to sustain an academic program due to mental or physical health;
2. Dismissed students and those who have not been invited to return will be notified of the district's decision in writing. This correspondence will outline the reasons for the decision.
3. A student who violates a minor rule will be advised of such in person. A verbal warning will be issued outlining the violation and outline the expected behaviour. The student will be given appropriate assistance to achieve such behaviour. Should rule violations persist after a verbal warning, the student will be advised in writing of the violation, the expectations for

correction, appropriate timelines for correction and the parents of the student and the homestay parents will also be informed.

4. Parent(s)/guardian(s) and the student shall be given the opportunity to respond to the concerns, to propose remedies or to provide additional information.
5. Letters of dismissal will be forwarded to the parent or official guardian
6. When a student is dismissed, timely arrangements will be made with the parent(s)/guardian(s) to:
 - Remove the student from the school
 - If applicable, remove the student from the homestay
 - Make travel arrangements for the student to return their country of origin
7. Where applicable, copies of Letters of Dismissal for Cause shall be made available to Immigration, Refugees and Citizenship Canada.
8. If possible, the district will make recommendations for alternate non SD42 programs of study.
9. Students and their parent/guardian(s) may appeal this decision to the Board of Education, under the school district's Appeal Procedures policy.

RECEIVED FOR INFORMATION:



SD 42 PROCEDURE 9325.2

EDUCATION PROGRAMS FOR NON-RESIDENTS – HOMESTAY FAMILIES

Purpose(s)

1. To provide guidelines for Temporary Custodians of Students.
2. To provide guidelines for Maple Ridge – Pitt Meadows School District Homestay families.

Definitions

Custodian - A Canadian aged twenty-five (25) and over who assumes care, support and responsibility for a minor in place of the parent.

Homestay – Homestay allows students to live in a Maple Ridge-Pitt Meadows home as a member of the family, sharing meals, family experiences and learning first-hand how Canadians live. Homestay includes friendly guidance from the host family to help the student to adjust to life in Canada. Homestay parents may also act as hosts for Out of Province students, under the same rules and guidelines applicable to International Students.

Temporary Custodian Responsibilities

1. Parents of all fee paying non-resident students will provide a statement specifically identifying who is to assume the role of custodian while their son or daughter is studying in the school district.
2. Where applicable, Maple Ridge – Pitt Meadows School District Custodians are approved as per the rules and regulations set out by Immigration, Refugees and Citizenship Canada.
3. Custodians identified by parents will provide a statement stating they will accept and fully discharge the required responsibilities throughout the course of the student's studies in the school district. These include but are not limited to:
 - Handle all communication with the International Education Program and/or school of the Maple Ridge-Pitt Meadows School District including report cards, parent-teacher interviews and any disciplinary action.
 - Ensure student maintains proper medical coverage pertaining to the District policy, and is prepared to make decisions relating to medical emergencies and any costs incurred for emergency care.
 - Provide contact names and addresses for medical emergencies.
 - Monitor the student's health and medical care.
 - (done by the recruiter) Monitor the student's attendance, punctuality and academic performance.
 - Encourage the student to take full advantage of the educational system and ensure that they attend regularly and complete all of their assignments.
 - Monitor the student's behaviour as defined by the School District and the School District Code of Conduct.
 - Ensure that the student is at all times supervised by a responsible adult over the age of twenty-five (25) in a home environment which is safe and supportive of learning.
 - Take an interest in the student's activities and friends.
 - Foster opportunities for the student to take part in activities that will increase awareness of Canadian culture.
 - Inform the school and student's parents of any concerns regarding the student.

- Notify the International Education Program in writing immediately in the event this custodianship is terminated with the notification of termination from the parent(s).

Homestay

1. Unless otherwise approved by the Superintendent and/or Designate, all students in the International Education program are required to stay in a Maple Ridge – Pitt Meadows School District approved homestay. Students not residing in a Maple Ridge – Pitt Meadows School District Homestay must complete an Exemption form and provide a copy of a custodial agreement.
2. The International Education Program office is responsible for the recruitment, vetting and assessment of Maple Ridge – Pitt Meadows School District Homestay Families.
3. Prospective homestay families must submit a formal application to the International Education Program before being considered for approval.
4. The homestay family will agree to and follow all the provisions contained in the Homestay guidelines and Host Family Agreement.
<http://inted.sd42.ca/information-for-host-families/>
http://inted.sd42.ca/wp-content/uploads/2012/03/HostFamily_Handbook_20131.pdf
5. All members of the homestay families over the age of nineteen (19) are required to undergo criminal record checks and must be present at a home visit to ensure student safety.
6. Homestay families must provide references who can speak to the suitability of the family to participate in the Homestay program.
7. Homestay families must attend at least one orientation session annually. Orientation sessions will instruct host families in such matters as:
 - Program goals and policies
 - Supervision needs of students
 - Safety requirements
 - Medical requirements
 - Discipline procedures.
 - Appropriate family activities and trips
8. Homestay fees are reviewed yearly by the Manager of International Education and approved by the Secretary Treasurer and/or Designate.
9. The student will not be charged any fees in addition to those expressly provided in the agreement during the student's stay with the homestay family, unless otherwise authorized by the Secretary Treasurer and/or Designate.
10. The Board reserves the right to terminate a homestay family at its sole discretion.

RECEIVED FOR INFORMATION:

APPENDIX 1

INTERNATIONAL EDUCATION FEES 2017/18

	Application Fee	Tuition Fee Annual	Homestay Registration or Placement Fee	Homestay Fee	Medical Insurance
Maple Ridge- Pitt Meadows	\$200	\$12,500	\$100	\$8,000	\$900



ITEM 14

To: **Board of Education**

From: Board Policy Development
Committee

Re: **DRAFT POLICY**
9801: FEES - HARDSHIP

Date: February 8, 2017
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), Draft Policy 9801: Fees – Hardship (Attachment A) is presented to the Board for information. Draft Procedures 9801.1: Fees – Hardship – Low Income Waiver (Attachment B) is also attached for information.

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy before it is again presented to the Board for approval on April 12, 2017.

RECOMMENDATION:

THAT the Board receive for information and continuation with the consultation process:

Draft Policy 9801: Fees - Hardship

Draft Procedure 9801.1: Fees – Hardship – Low Income Waiver

Attachments

**SD 42 POLICY NO: 9801****FEES – HARDSHIP**

POLICY STATEMENT

The Board believes that no student should be denied access to programs, events or field trips that are essential to meet prescribed learning outcomes of the BC Curriculum.

GUIDING PRINCIPLES

1. Hardship funding may be available for those occasions when a student or students are unable to attend programs, events or field trips.
2. **Fees shall be waived for families with combined gross household income at or below the low income thresholds established by Statistics Canada.**
3. Individual dignity and respect must remain paramount in handling these matters.
4. The student body must not be assessed a fee to cover hardship funding.
5. Care must be taken to ensure that the viability of programs, events, and field trips are not jeopardized through the over use of hardship payments.
6. Extra-curricular trips that are not part of the educational program (even if they are planned to include an educational component and to have a relationship to the curriculum) are not “field trips” for the purposes of this policy and fees may be charged for such activities. In those circumstances, fees are not limited to expenses and this hardship policy need not apply.
7. Each school must communicate the availability of hardship funding to parents.

APPROVED:

SD 42 PROCEDURE: 9801.1

FEES – HARDSHIP – LOW INCOME WAIVER

For fees over \$200, please complete this waiver and return to your School Principal.

You are eligible to submit a waiver for fees, when the combined gross household income is at or below the thresholds presented in the table below.

Statistics Canada Low Income Thresholds						
Household Members	2	3	4	5	6	7 or more
Gross income under	\$29,004	\$35,657	\$43,292	\$49,102	\$55,378	\$61,656

Applicants for waiver of student fees must provide proof of residency (e.g. driver's license) and the most recent Tax Return Summary supplied by Revenue Canada for all adults (19+) living in this home at the time of application.

Applicant and Student Information

Parent/Guardian

Last Name

First Name

*Middle Name
(Initial)*

Student(s)
Name(s)

School

Address:

Street Address

*Unit
No.*

City

*Postal
Code*

Home
Phone:

Alternate
Phone:

List all household members at the above address, including applicant.

Household Member Name	Birth Date	Age	Income	Tax Return Summary Attached

I, _____ declare that my combined household income is
\$ _____ per year.

Signed: _____ Date: _____

Personal Information Declaration: The information on this form is collected under the authority of Section 26(c) of the Freedom of Information and Protection Privacy Act. The information provided will be used to determine eligibility for a hardship fee waiver.

School District Review and Approval	Approved <input type="checkbox"/>	Denied <input type="checkbox"/>
<i>Name and Position</i>	<i>Signature</i>	<i>Date</i>



ITEM 15

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **MOTIONS TO BCSTA ANNUAL
GENERAL MEETING**

Date: February 8, 2017
(Public Board Meeting)

Decision

The deadline for the submission of extraordinary motions to BCSTA's 113th Annual General Meeting, which takes place from April 20 – 23, 2017 in Richmond, is February 9, 2017.

**ITEM 16****RECORD**

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:

December 14, 2016 Closed

Call to Order
Motion of Exclusion
Approval of Agenda
Approval of Minutes
Superintendent Information Items
Secretary Treasurer Information Item
Board Committees
Question Period
Adjournment

Meeting called to order at 2:53 p.m.
Approved
Approved as circulated
Approved as circulated
Received
Received
Received
Received
Meeting adjourned at 4:24 p.m.