



**Vancouver
School Board**

DRAFT

BOARD POLICY HANDBOOK

VANCOUVER SCHOOL BOARD

September 6, 2018

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

1. Foundational statements which provide guidance and direction for all activities within the District;
2. Directions for how the Board itself is to function and how individual trustees are to conduct themselves; how Board committees and representatives are to function;
3. Statements as to how appeals and hearings will be conducted;
4. Non-delegable matters such as policy-making and school closures; and
5. Specific matters which the Board has chosen not to delegate to the Superintendent.

This Board Policy Handbook is intended to be supplemented by an Administrative Procedures Manual; the primary written document by which the Superintendent directs staff. The Administrative Procedures Manual must be entirely consistent with this Board Policy Handbook.

The development of two separate and distinct documents is meant to reinforce the distinction in the District between the Board's responsibility to govern and the Superintendent's executive or administrative duties.

It is to be noted that the electronic versions of both the Board Policy Handbook and the Administrative Procedures Manual as well as any other handbooks/manuals referenced are always the most current documents available.

Table of Contents

Policy 1 - Foundational Statements _____	1
Policy 2 - Role Of The Board _____	4
Appendix A - Board Annual Work Plan (Typical – Subject To Change) _____	9
Appendix B - Detailed Board Work Plan _____	14
Appendix C - Facilitated Board Self-Evaluation Process _____	35
Policy 3 - Role Of The Trustee _____	40
Appendix - Services, Materials And Equipment Provided To Trustees _____	43
Policy 4 - Trustee Code Of Conduct _____	44
Appendix - Trustee Code Of Conduct Sanctions _____	46
Policy 5 - Role Of The Board Chair _____	50
Policy 6 - Role Of The Vice-Chair _____	52
Policy 7 - Board Operations _____	53
Policy 8 - Board Committees _____	64
Policy 9 - Board Representatives _____	76
Appendix A - Trustee Representatives To Civic Committees _____	81
Appendix B - Administrative Committee Representation _____	82
Policy 10 - Policy Development _____	83
Policy 11 - Board Delegation Of Authority _____	86
Policy 12 - Role Of The Superintendent _____	87
Appendix A - Superintendent Evaluation Process Criteria And Timelines _____	89
Appendix B - Superintendent Performance Assessment Guide _____	92
Appendix C - Interview Guide Superintendent Leadership Practices _____	96
Policy 13 - Appeals Procedure _____	97
Policy 14 - School Closure _____	104
Policy 15 - Recruitment And Selection Of Personnel _____	108
Policy 16 - By-Law No. 3 (I) – Indemnification _____	110
Policy 17 - Sexual Orientation And Gender Identities _____	112
Policy 18 - Student Trustee _____	119
Appendix - Student Trustee Conflict Of Interest Guidelines _____	123
Policy 19 - Restricted And Non-Restricted Surplus Funds _____	124
Policy 20 - Disposal Of Land Or Improvements _____	125

FOUNDATIONAL STATEMENTS

Our Vision

We inspire student success by providing an innovative, caring and responsive learning environment.

Our Mission

To enable students to reach their intellectual, social, aesthetic and physical potential in challenging and stimulating settings which reflect the worth of each individual and promote mutual respect, cooperation and social responsibility.

Motto

Shaping our future, together.

Guiding Principles

Collaboration

We value strong relationships and open communication to promote the sharing of ideas and practice.

Engagement

We encourage and support the use of creative and innovative practices.

Excellence

We strive for excellence in everything we do.

Inclusion

We value and celebrate diversity by supporting the well-being of every individual, creating a sense of belonging.

Transparency

We are open, honest and accountable.

Goals

Goal 1:

Engage our learners through innovative teaching and learning practices.

- Enhance support for students with specific needs.
- Support the implementation of the curriculum.
- Enhance assessment and reporting strategies to support teaching and learning.
- Ensure Indigenous students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.
- Provide increased opportunities to connect students to their learning.

Goal 2:

Build capacity in our community through strengthening collective leadership.

- Support professional networking opportunities and collaborative practices for our staff.
- Encourage and appreciate the contributions made by our students, families, employee groups and community partners.
- Support professional development opportunities for staff in the implementation of the curriculum.
- Enhance and support opportunities for student voice.
- Enhance and support opportunities for parental engagement.

Goal 3:

Create a culture of care and shared social responsibility.

- Increase Indigenous students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- Increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school District learning communities.
- Encourage and enhance practices that support cultural, emotional, physical and mental well-being.
- Support effective, thoughtful transitions for all students at each stage of their development.
- Respect and celebrate all forms of diversity.
- Support collaborative relationships with community partners that enhance student learning and well-being.

Goal 4:

Provide effective leadership, governance and stewardship.

- Advocate for public education.
- Implement the recommendations of the Long Range Facility Plan.
- Effectively utilize school District resources and facilities.
- Support effective communication, engagement and community partnerships.
- Develop and implement a long term financial planning model.
- Implement the recommendations of the Sustainability Action Plan.

The Logo Design



Shaping our Future Together

The Vancouver School Board logo shall only be used by external organizations with prior approval of the Superintendent.

Legal Name

The Board of Education School District No. 39 (Vancouver)

The Vancouver School Board logo is the property of the Vancouver School Board and shall only be used by external organizations with prior approval of the Superintendent.

Operational name

Vancouver School Board or VSB

Legal Reference: Sections 65, 75, 85 School Act

ROLE OF THE BOARD

As the corporate entity established by provincial legislation and given authority by the School Act and attendant Regulations and the corporate body elected by the electors that support Vancouver School District No. 39, the Board of Education shall provide overall direction and leadership to the District. It is accountable for the provision of appropriate educational programs and services to enrolled students of the District to enable their success, in keeping with the requirements of government legislation.

The Board is therefore charged with the responsibility of providing an education system that is organized and operated in the best interests of the students it serves. It exercises this responsibility through setting of clear strategic direction and the wise use of resources in alignment with the strategic plan and District goals.

Specific Areas of Responsibility

1. Accountability to the Provincial Government

The Board shall:

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

2. Developing and maintaining a Culture of Student Learning

The Board shall:

- 2.1 Ensure board agendas reflect the Board's relentless commitment to improving student success.
- 2.2 Ensure the VSB strategic plan references student learning key results.
- 2.3 Ensure the Framework for Enhancing Student Learning and the Indigenous Education Enhancement Agreement are reviewed at least annually including identification of trends and issues.
- 2.4 Ensure resources for approved initiatives to improve student outcomes are included in the annual operating budget.
- 2.5 Ensure the effectiveness of the Superintendent's leadership in improving student outcomes is assessed annually.

3. Accountability to and Engagement of Community

The Board shall:

- 3.1 Make decisions that address the needs of the student population in the District.
- 3.2 Establish processes and provide opportunities for community engagement.
- 3.3 Report District outcomes including student outcomes to the community at least once annually.
- 3.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
- 3.5 Meet regularly with municipal and provincial government representatives and as required with other entities to achieve desired educational outcomes.
- 3.6 Model a culture of respect and integrity.

4. Strategic Planning

The Board shall:

- 4.1 Provide overall direction for the District by establishing foundational statements.
- 4.2 Annually set District priorities and key results to be included in the District's Strategic Plan.
- 4.3 Annually ensure evaluation of the effectiveness of the District in achieving established priorities and key results.
- 4.4 Approve the District's Strategic Plan and any adjustments thereto.

5. Policy

The Board shall:

- 5.1 Identify how the Board is to function.
- 5.2 Delegate authority to the Superintendent and define commensurate accountabilities.
- 5.3 Identify the purpose and the criteria for any new policies.
- 5.4 Make the final decision as to the approval of all policy statements.
- 5.5 Develop, assess, review and revise policies as required to ensure intended results are being achieved and that policies are consistent with legislation.
- 5.6 Ensure motions which are intended to have continuing effect are integrated into existing or new policy statements.

6. Board/Superintendent Relations

The Board shall:

- 6.1 Select the Superintendent.
- 6.2 Provide the Superintendent with clear Board direction.
- 6.3 Delegate in writing administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 6.4 Annually evaluate the Superintendent in accordance with a pre-established performance appraisal mechanism.
- 6.5 Annually review the Superintendent's compensation.
- 6.6 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
- 6.7 Ensure all Board members interact with the Superintendent in a respectful and professional manner.

7. Political Advocacy/Influence

The Board shall:

- 7.1 Make decisions regarding British Columbia School Trustees Association (BCSTA) and British Columbia Public Sector Employers' Association (BCPSEA) issues.
- 7.2 Advance District positions and priorities including through the BCSTA where applicable.
- 7.3 Act as an advocate for public education and the District.
- 7.4 Develop an annual plan for advocacy including focus, key messages, relationships and mechanisms.
- 7.5 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials including representation on municipal committees.
- 7.6 Arrange meetings with elected provincial/federal government officials to communicate and garner support for Vancouver School District priorities and directions.

8. Board Development

The Board shall:

- 8.1 Annually develop a Board development plan aligned with District priorities and Board evaluation outcomes.
- 8.2 Annually evaluate the Board's effectiveness.

9. Fiscal Accountability

The Board shall:

- 9.1 Approve budget process and timelines at the outset of the budget process.
- 9.2 In collaboration with the Superintendent, identify budget assumptions and draft priorities to be used in the creation of the draft annual operating budget.
- 9.3 Approve the annual budget and allocation of resources to achieve desired results.
- 9.4 Annually approve the District's updated Five-Year Capital Plan.
- 9.5 Annually appoint or reappoint the auditor and approve the terms of engagement.
- 9.6 Review annually the audit report and management letter and approve those recommendations to be implemented.
- 9.7 Make decisions regarding ratification of any memoranda of agreement in local bargaining matters.
- 9.8 Approve the acquisition and disposition of District land and buildings.
- 9.9 Approve the annual spending plan for the annual facilities grant.
- 9.10 Approve the amended annual budget.
- 9.11 Monitor the fiscal management of the District through receipt of quarterly variance analyses and year-end projections.
- 9.12 Approve borrowing for capital expenditures within provincial restrictions.
- 9.13 Approve transfer of funds to/from restricted and non-restricted surplus funds.

Additional Responsibilities

The Board Shall:

1. Approve annual District calendar in accordance with legislation and collective agreements and where applicable local school calendars.
2. Approve Board Authority Authorized Courses.
3. Provide direction at the commencement of a naming or renaming process and approve the naming or renaming of educational facilities and land.
4. Recognize students, staff and community members for significant accomplishments.
5. Approve contracts and agreements as required by legislation.
6. Review the student enrolment and staffing report.
7. Approve changes to student fee schedules.
8. Hear unresolved student or staff complaints of discrimination or harassment that cannot be heard by the Superintendent.

9. Approve the implementation and cessation of District programs and approve any changes in fees for programs that charge fees.
10. Approve parameters for negotiations after soliciting advice from the Superintendent and ratify Memoranda of Agreement with Bargaining units. (Note: "Whereas the extent of the role a trustee may play in negotiations will be limited to that of an observer, a trustee may on occasion, provided such action is approved by the Chair of the Board in consultation with the Superintendent of Schools, be authorized to act in some other capacity.")
11. Review and approve Board compensation and expense rates annually.
12. Approve catchment areas for schools and District programs.
13. Approve changes in grade configurations.
14. Approve the reopening of a closed school.

Legal Reference: Sections 65, 85 School Act

BOARD ANNUAL WORK PLAN (TYPICAL – subject to change)

September

Regular Board Meeting Agenda Items

- Review the audit report and management letter and Superintendent's internal report to ensure fiscal accountability quality indicators are met and assess Fiscal QI's re Policy 12
- Approve the audited financial statements
- Approve Trustee school liaison assignments
- Make Trustee appointments to committees and community liaison groups
- Approve Annual Board Work Plan (including schedule of meetings)
- Approve orientation program for trustees following the 2018 school board elections
- Swear in Student Trustee and approve annual honorarium
- Trustee compensation rates and expense reimbursement rates

Committees and Events

- Policy and Governance Committee meeting
- Facilities Planning Committee meeting
- Student Learning and Well-Being Committee meeting
- Personnel Committee meeting
- Finance Committee meeting
- Audit and Finance Committee meeting

October

Regular Board Meeting Agenda Items

- Approve Classroom Enhancement Fund Class Size Report and staffing report
- Approve Long-Range Facilities Plan for submission to BC Ministry of Education
- Review Personnel accountability report and assess Personnel QI's re Policy 12
- Review Q1 Financial Results
- Approve District submission to the Select Standing Committee on Finance and Government Services

Committees and Events

- Represent Board at BCPSEA Symposium
- Represent Board at BCSTA Provincial Council Meeting
- Recognize World Teachers' Day
- October 20, 2018 School Trustee Elections (four-year cycle)

November

Regular Board Meeting Agenda Items

- Review report on District enrollment
- Review Student Learning accountability report and assess Student Learning QI's re Policy 12 (Framework for Enhancing Student Learning)
- Assess the effectiveness of the Board's self-assessment plan utilized the past year and approve the Board self-assessment plan for the upcoming year
- In an election year commence orientation sessions

Committees and Events

- Attend BCSTA Academy
- Inaugural Meeting (election years)
- Attend Remembrance Day Celebrations
- Policy and Governance Committee meeting
- Facilities Planning Committee meeting
- Student Learning and Well-Being Committee meeting
- Personnel Committee meeting
- Finance Committee meeting

December

Regular Board Meeting Agenda Items

- Elect Chair/Vice-Chair
- Review Student well-being accountability report and assess student well-being QI's re Policy 12
- Review committee/representative appointments
- Review draft budget Development Process, including assumptions

Committees and Events

- Policy and Governance Committee meeting
- Student Learning and Well-Being Committee meeting

January

Regular Board Meeting Agenda Items

- Review progress on the Strategic Planning results
- Approve draft Budget Development Process and Circulate to stakeholders
- Provide direction through our Board representative to BCSTA Provincial Council Meeting regarding provincial policy matters
- Review Q2 financial results

Committees and Events

- Represent Board at BCPSEA AGM
- Facilities Planning Committee meeting

February

Regular Board Meeting Agenda Items

- Approve Final Amended Budget for Current Fiscal Year
- Approve policy positions for submission to BCSTA Annual General Meeting
- Approve motions to be submitted to BCSTA for consideration at the AGM
- Approve Board budget priorities

Committees and Events

- Policy and Governance Committee meeting
- Finance Planning Committee meeting
- Student Learning and Well-Being Committee meeting
- Personnel Committee meeting
- Audit and Finance Committee meeting

March

Regular Board Meeting Agenda Items

- Approve District calendar
- Nominate candidates for Premier's Award of Excellence and BCSTA Innovation Award

Committees and Events

- None

April

Regular Board Meeting Agenda Items

- Review Q3 Financial Results
- Approve Board Authority Authorized Courses
- Approve capital plan bylaw (from Ministry Capital Plan Response Letter)
- Approve budget for upcoming fiscal year (or May)

Committees and Events

- Attend and participate in BCSTA AGM
- Policy and Governance Committee meeting
- Facilities Planning Committee meeting
- Student Learning and Well-Being Committee meeting
- Personnel Committee meeting
- Finance Committee meeting
- Audit and Finance Committee meeting

May

Regular Board Meeting Agenda Items

- Complete Superintendent evaluation and Board evaluation
- Approve terms of engagement and appoint or reappoint auditor
- Approve school fees
- Approve budget for upcoming fiscal year (or April)
- Review Superintendent Compensation (Private Meeting)

Committees and Events

- Facilities Planning Committee meeting
- Personnel Committee meeting
- Finance Committee meeting

June

Regular Board Meeting Agenda Items

- Approve Board Development Plan
- Review Fiscal accountability report
- Approve Revised Long-Range Facilities Plan
- Approve Five-Year Capital Plan submission
- Acknowledge the work of the Student Trustee
- Recognize National Indigenous Day
- Approve proposed Trustee calendar for Board and Standing Committee meetings and related functions

Committees and Events

- Host employee Retirement Dinner Long Service/Retirement Recognition Awards Ceremony
- Policy and Governance Committee meeting
- Finance Committee meeting
- Student Learning and Well-Being Committee meeting
- Personnel Committee meeting
- Audit and Finance Committee meeting
- Conduct annual facilitated Board self-evaluation
- Attend graduation ceremonies

July

Committees and Events

- Facilities Planning Committee meeting

August

Regular Board Meeting Agenda Items

- No regular schedule meetings

Committees and Events

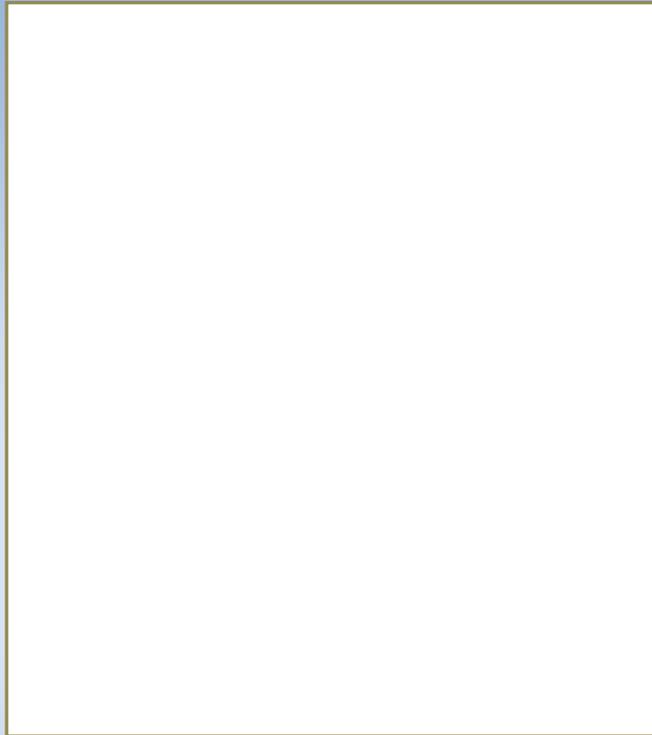
- Attend City of Vancouver Pride Parade

Ongoing

- Attend trustee development/orientation sessions
- Attend school functions (as invited) – especially liaison schools
- Review the District Strategic Plan
- Hear appeals as required
- Ratify memoranda of agreement with bargaining units
- Make disbursements from Capital Reserve Fund
- Approve tender selection for contracts
- Declare facilities surpluses to general school needs
- Approve disposition of real property (lands and buildings)
- Attend Board Liaison meetings as outlined in the Trustee calendar
- Advance Board positions through BCPSEA
- Represent Board at BCSTA Metro Branch Meeting
- Meetings with elected officials at other levels of government
- Attend District functions (as invited)

Legal Reference: Sections 65, 74, 74.1, 75, 75.1, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158
School Act

DETAILED BOARD WORK PLAN



Leroy

Chair: Janet Fraser
Vice-Chair: Joy Alexander
Fraser Ballantyne
Carrie Bercic
Ken Clement
Lisa Dominato
Estrellita Gonzalez
Allan Wong
Judy Zaichkowsky
Eugene Jeoung (Student Trustee)

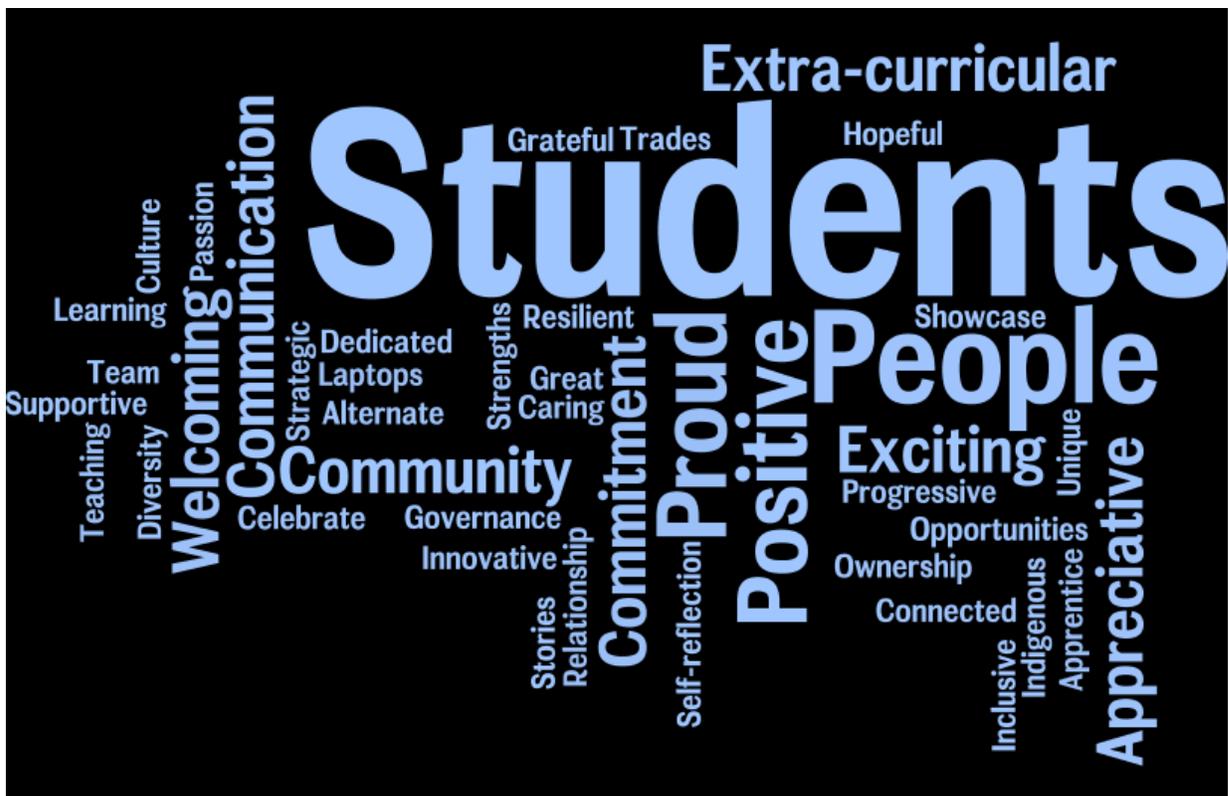
Overview	17
Long Range Facilities Plan and Capital Considerations (Strategic Plan Goal 4)	19
Recruitment, Retention and Succession Planning (Strategic Plan Goal 4)	21
Curriculum, Assessment and Reporting (Strategic Plan Goal 1)	23
Indigenous Student Outcomes, Reconciliation (Strategic Plan Goal 1)	25
Program Reviews (Strategic Plan Goal 1)	26
Cultural, Emotional, Physical and Mental Well-Being (Strategic Plan Goal 3)	27
Mentorship, Networking, Engagement (Strategic Plan Goal 2)	28
Communications (Strategic Plan Goal 4)	29
Financial Planning (Strategic Plan Goal 4)	30
Governance (Strategic Plan Goal 4)	31
Looking Ahead	33
Vancouver School Board	34

Overview

Organization and Content

The content of this Work Plan was created over time through working sessions with the Board of Education and the senior management team. The document reflects the priorities of stakeholders, the Board and staff as gathered at committee meetings, stakeholder engagement opportunities, communications from community members and feedback from community partners.

At a stakeholder dinner meeting, participants were asked to identify what were the strengths of the Vancouver School Board. The following Wordle captures the feedback that assisted with and influenced the content of this Work Plan.



The Plan is ambitious, but it does enable and support the efforts of both staff and the Board of Education to be aligned and student-focused.

Timeline

The Board began creating a Work Plan in January 2018. At the beginning of the new year, trustees shared their priorities, worked with staff to align their thoughts to the Strategic Plan (2021) and then, in March, refined the initial draft. Staff independently created their areas of focus and incorporated them into the Work Plan. This document reflects the areas of need and priorities, as identified by staff and the Board, to best support students, staff and school communities.

Looking Ahead

Many of the goals described in the Work Plan will be accomplished prior to the October 2018 municipal election. Some of the identified work will be to establish recommended priorities for the next elected Board of Education.

Long Range Facilities Plan and Capital Considerations (Strategic Plan Goal 4)

REVISION TO LONG TERM FACILITIES

The Board must approve the revisions to the Long-Range Facilities Plan (LRFP) by the end of June 2018. The revised LRFP will inform the District's Five-year Capital Plan submission to the Ministry of Education (MoE).

The revisions should:

- Address the MOE requirement to optimize available space
- Confirm the guiding principles
- Confirm the factors to be considered in implementing the Seismic Mitigation Plan (SMP)
 - Update the priorities in the SMP
 - Update the Temporary Accommodation Plan to support the SMP
 - Involves the future of Carleton Elementary
 - Informs a decision to dispose of a school site for use by the CSF
- Revise the factors for considering school closures
 - Begin to establish a plan for potential next steps

BOUNDARY REVIEW

Recommendations arising from the current boundary review (primarily Downtown, False Creek, Cambie Corridor) also need to be approved by the Board. The recommendation must be incorporated into the Long-Range Facilities Plan so that new catchment boundaries can be in place for September 2019.

CAPITAL PROGRAM

The submission of the Five-Year Capital Plan for 2018-2019 will be approved by the Board by June 30, 2018. Included in the development of the Five-Year Capital Plan will be the decision, to be made in either April or May to dispose of a site for the CSF.

ANNUAL FACILITIES GRANT

Approval of the 2018-2019 Annual Facilities Plan spending is required to be completed by the end of May 2018.

SEISMIC MITIGATION PROGRAM (SMP)

The updated SMP needs to be part of the revised Long-Range Facilities Plan and requires approval by the end of June 2018.

CAPITAL FUND REVENUE GENERATION

Considerations currently underway:

- Renegotiation of the 99-year lease of Kingsgate Mall
 - To dispose of an air parcel to support the development plans for the area
 - An update report will be brought to the Board in June
- BC Hydro Substation Proposal
 - To be considered by the Board in May and June

ALTERNATE EDUCATION PROGRAM CONSOLIDATION

The recent review (February 7th, 2018) of Alternate Education proposes a consolidation of some of the current 22 separate programs.

- For this to be in place for the 2018-2019 school year, considerations will come forward through the budget process

FOOD SERVICES

The recent review of food services programs in the District includes a three-year improvement plan. The review will be brought forward to the Board in the spring.

FLEET ROTATION

Staff will need to revise current analysis and explore using one-time only funds to replace current, larger operational vehicles and purchase them outright.

GRADE RECONFIGURATION

To address ongoing enrollment pressure at Norma Rose Point, it is necessary to examine grade configuration in University Hill Family of Schools.

BC HYDRO PROPOSAL

The District has been approached by BC Hydro regarding a possible sub-station at Roberts Annex site.

TIMELINE	
Description	Date
Boundary Review Report Update, Committee II	April 11, 2018
Update on Long Range Facilities Plan, Committee II	April 11, 2018
Budget Timeline Update, Committee V	April 18, 2018
Budget Update, Committee V	May 16, 2018
2018-2019 Annual Facilities Plan spending plan, Committee II	May 16, 2018
Revision to Long-Range Facilities Plan, Committee II	June 13, 2018
2019-2020 Five-year Capital Plan Submission, Committee II	June 13, 2018
Grade Reconfiguration, Committee II	June 13, 2018
BC Hydro, Committee II	June 13, 2018

Recruitment, Retention and Succession Planning (Strategic Plan Goal 4)

STAFFING

Staffing Updates are provided to Committee IV and school-based administration monthly:

- The Staffing Updates indicate very good progress on recruitment efforts and the number of vacant positions continues to decline.
- Employee Services recruits for teaching, administration and support staff positions.
- Recruitment teams have been to fairs provincially and nationally.

In the spring there were 233 student teachers in the VSB; plans are now underway to interview and hire for the remainder of this school year and for the start of the 2018 school year.

Retention

Presently, there is very little data about why people have resigned from the District.

- Resignations over the last year have more than tripled for teaching and SSA positions.

In February, Employee Services created an Exit Interview Form to elicit reasons why people have left the VSB.

- The department has shared the Exit Interview Form with key stakeholders and have (March 2018) begun implementation.

Employee Services has identified approximately 300 former teachers and SSAs dating back to 2016. Exit interview forms will be sent to these groups in late March. Going forward, the form will also be sent to all resignations.

- There is some data analysis regarding teachers who have resigned since last year. Two-thirds of teachers who have left home addresses located outside of Vancouver. 80% of teachers who have left have 5 years of service or more
- Once the District starts to receive information back from departing employees, there will be meetings as an employee services group to analyze data, consult with stakeholders and make recommendations

SUCCESSION PLANNING

The District currently has no formal succession planning program:

- Like many organizations, retirements will be happening over the next 5 – 10 years in key leadership areas

- A formal succession plan is a disciplined approach to identify leadership gaps, and to provide planned developmental opportunities for individuals
 - Succession planning was not listed as an objective in strategic planning
 - Planning is now in the early stages

TIMELINE	
Description	Date
Staffing Update, Committee IV	March 14, 2018
Staffing Update, Committee IV	April 18, 2018
Staffing Update, Committee IV	May 16, 2018
Succession Planning Update, Committee IV	June 13, 2018

Curriculum, Assessment and Reporting (Strategic Plan Goal 1)

Curriculum and Assessment

Work is ongoing in supporting curriculum implementation. K-9 implementation is now underway with Grade 10 implementation beginning in September 2018.

The following activities are underway:

- Create an outline of a Master Plan for curriculum implementation
- Develop a Career Life Education 10 working group
 - Partner representatives involved
 - Meeting to create 3-4 options for secondary schools to choose from
 - Continue to meet into the 2018-2019 school year
 - Look at strategies to implement the Career Life Connections course and the Capstone Project
 - Explore the potential of a District Resource Teacher: Career Education Support
- Explore possibilities that enhance communication structures to ensure awareness of curriculum updates.
 - Provide a reliable and consistent source of information for school administrators and stakeholder group leaders
 - Develop a newsletter 3-4 times a year regarding redesigned curriculum and assessment strategies for administrators to share with staff
 - Regular updates at Superintendent and Area meetings
 - Regular updates for Committee III and DPAC
 - Create parent-friendly information school administrators can use to share information at PAC meetings
 - Showcase indigenous content on the re-designed curriculum
- Develop a secondary administrator working group on curriculum implementation
- Create a template for schools/District plans ensuring alignment with the Framework for Enhancing Student Learning and support schools in the implementation of curriculum
- Explore opportunities to access open source materials
- Train teacher-librarians on new library automation system with links to “Destiny Collections” intended to support the new curriculum

REPORTING

There are currently 62 schools participating in the Communicating Student Learning pilot. Plans are now underway to expand to all elementary schools.

- Examine feedback from focus groups including teachers, parents and students
 - This feedback will be used to inform the expansion of the remaining elementary schools in 2018-2019
 - Develop professional development opportunities for teachers on topics such as E portfolios
- Provide a variety of ways to access knowledge such as in-service, out of school professional development, collaborative inquiry groups, webinars, and a website as a repository of
- Establish a working group of secondary teachers/admin to look at the possible implications with MyEd and schools
- Expand Communicating Student Learning pilot to grades 8 and 9 by establishing a working group with partner group representatives
- Develop a Reporting Policy in 2019-2020 based on the feedback from the pilot

TIMELINE	
Description	Date
Communicating Student Learning Update, Committee III	May 9, 2018
Curriculum Update, Committee III	June 6, 2018
Presentation of School Plans, Committee III	June 6, 2018
District Plan Framework, Committee III	October 2018

Indigenous Student Outcomes, Reconciliation (Strategic Plan Goal 1)

INDIGENOUS STUDENT OUTCOMES

Plans are underway in looking at supporting indigenous students at risk of not completing secondary school by enabling targeted support to take place. This would include such things as:

- Counselling support
- An ongoing review of the required coursework
- Dedicated individuals to follow up with each student indigenous student

RELATIONSHIPS WITH OUR INDIGENOUS COMMUNITIES

To fully support our indigenous students, and to help them connect to their culture, the District will build strong relationships with our indigenous communities and agencies working with those communities. The District will actively strengthen the relationship with the Musqueam Nation.

INFORM OUR PRACTICES THROUGH GOALS OUTLINED IN THE ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

The District understands that comprehensive support of Indigenous learners requires a multitude of strategies. As such, we will inform our implementation of strategies through information outlined in the Aboriginal Enhancement Agreement:

<http://www.vsb.bc.ca/sites/default/files/publications/aeaa-june8.pdf>.

- Throughout the Aboriginal Enhancement Agreement is a commitment to reconciliation
 - Staff is committed to working alongside our Indigenous community to further this important work

TIMELINE	
Description	Date
Indigenous Student Framework, Committee III	May 9, 2018

Program Reviews (Strategic Plan Goal 1)

FRENCH IMMERSION

A French Immersion Review is currently underway, including the creation of a French Immersion Working Group. When the review is complete, staff will share the report and bring forward to the Board and Stakeholders.

ALTERNATE EDUCATION

The plan to implement the strategies from the Alternate Education Review will be brought forward to Committee III. Significant recommendations included in the report include:

- The addition of 4.0 FTE in staffing
 - Including a District Vice-Principal position
- The consolidation of some of the current Alternate Education sites

Both recommendations have budget impacts, and as such they will need to be approved through the budget process. Other recommendations will be considered after the initial process is complete.

INCLUSIVE EDUCATION

The plan to implement the strategies from the Special Education Review will be brought forward to Committee III. Recommendations included in the report include both budgetary and non-budgetary items. The overall theme in the review is increasing inclusive practices within the District.

TIMELINE	
DESCRIPTION	DATE
Inclusive (Special Education) Framework, Committee III	May 9, 2018
French Immersion Program Review Update	June 6, 2018
Alternate Education Framework, Committee III	June 6, 2018

Cultural, Emotional, Physical and Mental Well-Being (Strategic Plan Goal 3)

Mental Health

Mental health and wellness of staff and students remain a central focus within the VSB. The District is looking for ways to improve and increase support in all areas of mental health and wellness. The District will continue to work closely with our community partners, including sitting at tables where innovative practices evolve. One example of this is a collaboration between VSB and Vancouver Coastal Health where there will be document provisions available in both agencies, and ways to build cohesive access to all the supports to best provide for youth in need.

TIMELINE	
Description	Date
Mental Health Update, Committee III	May 9, 2018

Mentorship, Networking, Engagement (Strategic Plan Goal 2)

Mentorship

Plans are currently underway to work with the teachers' unions to develop and implement a teacher mentorship program.

- A mentorship program for new principals and vice-principals is now in place
 - Continuing with training sessions for mentors as part of the program

Networking

Opportunities for networking are as follows:

- Metro Secondary Principal forum series on curriculum - twice a year
- BCSSA Pro D opportunities during the Summer Leadership Academy, Spring/Fall Conferences
- Opportunities for administrators to attend Coast Metro Pro-D Series
- A session with Ministry staff on the topics of curriculum, assessment, reporting, and inclusive teams

Engagement

The Board of Education and Senior Staff have been engaging with many of the partner groups. A dinner meeting provided feedback to the Board on the various partners' priorities. Ongoing conversations continue specifically aimed at engaging parents and how we can be more inclusive of their needs.

TIMELINE	
Description	Date
BCSSA Metro Retreat – Curriculum Implementation	April 12,13, 2018
BCSSA Spring Conference - Assessment	April 8,2018
BCSSA Summer Leadership Academy	August 14-17, 2018
Ministry of Ed Visit with Senior Staff	May 2018
Committee III Report – Mentoring Update	October 2018

Communications (Strategic Plan Goal 4)

COMMUNICATIONS TEAM

Staff has hired a Communications Director who started in early April 2018. The Communications Director will be tasked with hiring one additional staff member to complete the communications team.

COMMUNICATIONS PLAN

One of the first requests of the new Communications Director will be to create a comprehensive Communications Plan for the VSB. Staff will bring initial thoughts to trustees in June 2018. Some of the topics will include:

- Roles and responsibilities with respect to communication
- Be inclusive of the cultural needs of students and parents
- Address the needs of English as a Second Language families
- Focus on internal communication (staff to trustees, interdepartmental, etc.)
- Include an opportunity to share positive stories
- Modernize the overall look of communications coming from the VSB
- Have a mindfulness of eduspeak; use plain language
- New curriculum updates and information for parents

WEBSITE UPDATE

Over the past year, staff have been working on completing the update of the VSB website. It is intended that the website go live in June.

TIMELINE	
Description	Date
Hire communications director	March 2018
Fill final position for communications team	Spring 2018
Communications plan	September 2018
New website posted	June 2018

Financial Planning (Strategic Plan Goal 4)

FINANCIAL GOVERNANCE AND ACCOUNTABILITY

The Financial Health Working Group provided guidance to school Districts in 2017 with the expectation that supporting policies be in place by the end of June 2018.

2018-2019 ANNUAL BUDGET PROCESS

The annual budget process will be shared at a Plenary Committee III/Committee V Meeting.

2018-2019 ANNUAL BUDGET

First and Second readings to be conducted at the May 28, 2018 Board meeting and a third reading in June.

MOE FUNDING FORMULA REVIEW

There has been a District submission based on stakeholder feedback (to be shared at June Committee V meeting).

TIMELINE	
Description	Date
Plenary Budget Session, Committee III/V	April 18, 2018
Plenary Budget Session, Committee III/V	May 02, 2018
Plenary Budget Session, Committee III/V	May 16, 2018
Audit Committee Terms of Reference, Committee V	May 16, 2018
2018-2019 Annual Budget Bylaw – 1 st and 2 nd readings	May 28, 2018
MOE Funding Formula Review Update, Committee V	June 13, 2018
2018-2019 Annual Budget Bylaw – 3 rd reading	June 25, 2018
Financial Governance & Accountability, Committee V	April, May & June Meetings

AUDIT COMMITTEE

Staff will draft guiding principles and the roles and responsibilities for a potential audit committee.

Governance (Strategic Plan Goal 4)

GOVERNANCE

The BCSTA sees Governance as follows:

- The elected Board is responsible for the success of the organization in terms of its' purpose. It does this by providing oversight, direction setting and decision making through a governance process which includes defining roles, relationships, structures and processes.
- Governance embraces the highest levels of effectiveness and, for each trustee, it involves a commitment to ethical leadership, to continuous learning and to long-term development
- To be effective in focusing the organization to be successful, the elected Board plays four broad roles in authentic governance:
 - Covering the Basics: The Board's Fiduciary Role
 - Big Picture Thinking: The Board's Strategic Role
 - Continuous Improvement: The Board's Innovative Role
 - Promoting Community Engagement: The Board's Societal Role

The BCSTA's website (<http://www.bcsta.org/content/good-governance-boards-education>) has four resource modules:

- Module 1: Authentic Governance through Ethical Leadership
- Module 2: Relationships and Governance: Common Ground, Common Purpose
- Module 3: Authentic Governance for Student Achievement: Boards Matter!
- Module 4: Making the Connections for Students Success: Aligning vision, governance and finance

As part of good governance, the Board commits to completing a self-evaluation, overseeing the Superintendent's performance review and to completing a Board Work Plan.

ROLES AND RESPONSIBILITIES

The Board will provide support and clearly delineate and articulate roles and responsibilities of the Board and staff by September 2018.

POLICY MANUAL

Reviewing and potentially revising the Board's policy manual flows out of the governance structure as well as having clarity on roles and responsibilities.

ADMINISTRATIVE HANDBOOK

Completing a revised administrative handbook would follow the creation of a new policy manual.

DEVELOPMENT AND IMPLEMENTATION OF REVISED NAMING AND RENAMING

To update current policy and provide a new framework for schools and staff in choosing school names, the District will be revising the Naming and Renaming policies.

TIMELINE	
Description	Date
Staff discussions with Leroy Sloan	Fall 2017
Evening overview with Leroy Sloan	February 19, 2018
Phone calls with Leroy Sloan	Week of March 12, 2018
Update for Stakeholders, Committee I	April 4, 2018
Day session with Leroy Sloan	April/May 2018
Update for Stakeholders, Committee I	May 9, 2018
Update for Stakeholders, Committee I	June 6, 2018
Naming/Renaming Policy Development	Fall 2018

Looking Ahead

CHILDCARE SPACES

Suggestion: Create a comprehensive childcare review report that includes such things as the number and location of current childcare providers, the number of spaces in the program, the size of any waitlists and other pertinent information.

BOUNDARY REVIEW

Suggestion: Complete a comprehensive District-wide review, including the location of the District's choice programs.

BRANDING

Suggestion: Contemplate a rebranding of the District's logo.

FOUNDATION

Suggestion: Engage the Board of Education in a discussion about creating a School District Foundation.

SCHOLARSHIP DONATIONS ON WEBSITE

Suggestion: Explore the possibility of having a scholarship donation link on secondary school websites.

STUDENT LEADERSHIP

Suggestion: Engage students in a discussion regarding planning a Student Forum.

ADULT EDUCATION

Suggestion: Compile and review information previously collected on adult education. Complete an analysis and review of the programs.

Vancouver School Board

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Facilitated Board Self-Evaluation Process
School District No. 39 (Vancouver)

PROCESS

The annual externally facilitated Board self-evaluation process shall be completed subsequent to the Superintendent evaluation process described in the appendixes to Policy 12 and entitled, *Superintendent Evaluation Process, Criteria and Timelines*. The two evaluation processes are complementary in nature.

PURPOSE

The purpose of the facilitated Board self-evaluation is to answer the following questions:

1. How well have we fulfilled each of our defined roles as a Board during the evaluation period?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent?
4. How would we rate our Board-Superintendent relations?
5. How well have we adhered to our governance policies?
6. What have we accomplished this past year to improve student learning? How do we know? What else have we accomplished this past year?
7. What actions shall the Board take during the next year to become more effective?

The answers to these questions provide the data for the development of a positive path forward.

EVALUATION PRINCIPLES

The following principles form the basis for the Board self-evaluation process.

1. A learning organization is focused on the improvement of student learning.
2. A commitment to continuous improvement is a sign of organizational health.
3. An effective evaluation process provides for growth and accountability.
4. The annual Board evaluation process shall model the Board's commitment to principles 1-3.
5. A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board and fosters an excellent Board-Superintendent relationship.
6. An evidence-based approach provides objectivity to supplement the subjectivity involved in evaluation processes.

CONTEXT

The Board has chosen to retain the specific nine areas of responsibility and the additional responsibilities articulated in Policy 2 in order to carry out their governance role. The nine specific areas of responsibility include: Accountability to the Provincial Government, Developing and Maintaining a Culture of Student Learning, Accountability to and Engagement of Community, Strategic Planning, Policy, Board/Superintendent Relations, Political Advocacy/Influence, Board Development, Fiscal Accountability. The annual facilitated Board self-evaluation process is focused on Board performance in relation to these nine areas.

FACILITATED SELF-EVALUATION OF PERFORMANCE

Part 1: The Act provides the Board with significant authority including the authority to delegate. The Board must decide the authority it wishes to delegate and the authority to be retained. The Board is the only body in the District which can hold the Board accountable for performing its legally defined role.

With reference to Policy 2 Role of the Board, Policy 2 Appendix A Annual Board Work Plan and the minutes from Regular, Private, and Special meetings held during the evaluation period trustees will assess the Board's effectiveness relative to each role area. The objective is to identify areas of strength on which to build and specific changes the Board is committed to make during the next evaluation period.

Evaluation Tool: Collect, collate and analyze responses to a Role of the Board questionnaire completed by all trustees.

Part 2: The Board functions as a corporate entity. Individual trustees have only the authority granted them by the Board. Therefore the interpersonal working relationships between and among trustees is vital to the effective functioning of the Board.

Evaluation Tool: Collect, collate and analyze responses to a Board Interpersonal Working Relationships questionnaire completed by all trustees.

Part 3: The Board is elected for a four year term. One key role is to represent the electorate within the boundaries of the District and effectively communicate to the electorate between elections in a manner which creates accountability and builds confidence in the work of the Board.

Evaluation Tool: Collect, collate and analyze responses to a Communications/Representation questionnaire completed by all trustees.

Part 4: With reference to the functioning of the First Team during the evaluation period trustees will assess Board/Superintendent Relationships. In other words is the Board effectively performing its role to make the First Team effective?

Evaluation Tool: Collect, collate and analyze responses to a Board/Superintendent questionnaire completed by all trustees.

Part 5: The Board's Policy role is critical to provide direction for the District, to delegate to and hold staff accountable through the office of the Superintendent, and to promote and protect public education. Regular review of Board policies is required to ensure the currency and effectiveness of such policies.

Evaluation Tool: Review the schedule of policy review to ensure the entire Handbook is subjected to review and revision once per term of office, identify any lack of alignment of practice with policy (e.g. from review of minutes) and make revisions as required in policy or practice as deemed appropriate.

Part 6: Reviewing Board actions at least annually to determine perceived Board Strengths, Weaknesses, Opportunities and Threats (SWOT) can assist in defining a positive path forward and avoid repetition of less effective functioning.

Evaluation Tool: Conduct a SWOT analysis in light of Board minutes and direct Board observations.

Part 7: Board approves of the directions to be taken during the next evaluation period to strengthen Board functioning.

Part 8: Board assesses success or lack thereof addressing the positive path forward (PPF) approved as a result of the last evaluation and includes any required actions in the current PPF.

Part 9: Board reviews the process tools and process structure and identifies any changes desired for the next evaluation period.

Part 10: Board approves the Positive Path Forward (PPF) by formal motion.

Note in the second and subsequent years the evaluation process will commence with an accountability review of the previous year's PPF to ensure actions were taken as required and desired results achieved

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ROLE OF THE TRUSTEE

Trustees are elected in accordance with the Local Government Act and the Vancouver Charter. The British Columbia School Act prescribes eligibility requirements for running for the office of School Trustee.

The role of the Trustee is to contribute to the Board as it carries out its legislated mandate. The oath of office taken by each Trustee when he or she assumes office binds that person to work diligently and faithfully in the cause of public education. A Trustee must first and foremost be concerned with the interests of the school Board.

The Board of Education is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. The School Act gives no individual authority to trustees. As members of the Board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services. A Trustee must serve the community as an elected representative, but the Trustee's primary task is to act as a member of a Board. School Board trustees collectively and individually have a public duty to carry out their responsibilities and the work of the Board in good faith and with reasonable diligence. Trustees have one overarching responsibility – a shared public duty to advance the work of the school Board. A Trustee's fiduciary duties are owed to the school Board (not to themselves, their family or friends) which is, in turn, accountable to the electorate.

A Trustee who is given authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the Trustee are those of the Board, which is then responsible for them. A Trustee acting individually has only the authority and status of any other citizen of the District.

The Board shall indemnify a Trustee in accordance with Policy 16 Indemnification By-Law.

Specific Responsibilities of Individual Trustees

The Trustee shall:

1. Become familiar with District policies and procedures, meeting agendas and reports in order to participate in Board business.
2. Support a majority vote of the Board to advance the work of the Board and monitor progress to ensure decisions are implemented.
3. Refer governance queries, issues and problems not covered by Board policy to the Board for discussion and decision.

4. Refer administrative matters to the Superintendent.
5. Arrange personal contact with staff through the Superintendent, as applicable.
6. Upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member back to the teacher, Principal, or District Office personnel, as applicable, and will inform the Superintendent of this action.
7. Keep the Board and the Superintendent informed in a timely manner of all matters coming to their attention that might affect the District.
8. Provide the Superintendent with counsel and advice, giving the benefit of the Trustee's judgment, experience and familiarity with the community.
9. Attend meetings of the Board; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of students within the District.
10. Attend committee meetings or meetings as a Board representative, as assigned, and report to the Board in a timely manner.
11. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
12. Participate in Board/Trustee development sessions so that the quality of leadership and service in the District can be enhanced.
13. Strive to develop a positive and respectful learning and working culture both within the Board and the District.
14. Continue to carry out duties with integrity and responsibility during an election period.
15. Always adhere to the Trustee Code of Conduct.

Orientation

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate a smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and approved plans.

The Board believes an orientation program is necessary for effective trusteeship.

1. The District will offer an orientation program for all trustees following an election that provides information on:
 - 1.1 Role of the Trustee and the Board;
 - 1.2 Organizational structures and procedures of the District;
 - 1.3 Board policy, agendas, meetings and minutes;

- 1.4 Existing District initiatives, annual reports, budgets, financial statements and long-range plans;
 - 1.5 District programs and services;
 - 1.6 Board's function as an appeal body;
 - 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest; and
 - 1.8 Trustee remuneration and expenses.
2. The District will provide financial support for trustees, as part of their professional development allocation, to attend British Columbia School Trustees Association sponsored orientation seminars.
 3. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the District's orientation program for trustees. The Superintendent shall ensure each Trustee has access to the Board Policy Handbook and Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.

Legal Reference: Sections 49, 50, 52, 65, 85 School Act
Local Government Act

SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

Trustees shall be provided with the following:

1. A parking pass
2. A professional development allocation
3. An I-Pad or laptop
4. Reimbursement of cell phone costs
5. Compensation
6. Director and officers' liability insurance
7. A building entry fob and key to the trustee lounge
8. A VSB email account
9. Administrative support through the secretary-treasurer's office

TRUSTEE CODE OF CONDUCT

The Board has a strong commitment to ethical conduct. This includes the responsibility of trustees to properly use authority and to conduct themselves with appropriate decorum and professionalism.

Specifically

1. Trustees shall:
 - 1.1 Carry out their responsibilities as detailed in Policy 3 – Role of the Trustee with reasonable diligence.
 - 1.2 Keep confidential any personal, privileged or confidential information obtained in their capacity as a Trustee and not disclose the information except when authorized by law or by the Board to do so. Trustees shall not divulge the contents of private meetings, recognizing that a disclosure could seriously harm the Board's ability to conduct its business.
 - 1.3 Be fully conversant with Part 5 sections 55 to 64 of the School Act regarding a Trustee conflict of interest.
 - 1.4 Prior to discussion of any such subject matter at a public meeting declare any perceived conflict not take part in the discussion on the matter nor vote on it. In addition not discuss the matter outside the meeting with other trustees nor exert influence on the decision in which the Trustee has a conflict of interest.
 - 1.5 In addition to the requirements in 1.4 leave the meeting immediately if the subject matter to which the Trustee has a conflict of interest is discussed in a private meeting.
2. Although a Trustee is responsible for declaring a possible conflict of interest it is the fiduciary duty of all trustees and the Superintendent to protect the Board and the Board and Superintendent have a duty to point out any apparent, potential or perceived conflict of interest when it appears.
3. A Trustee may request guidance from other trustees, the Board or the Superintendent in regard to personal conflict of interest matters.
4. Any declaration of conflict of interest at a public meeting shall be recorded in the minutes of the meeting. Any declaration of conflict of interest at a private meeting shall be recorded in the minutes of the next public meeting.

5. A Trustee shall not use their influence to obtain employment within the District for family members or friends and will not use their position for personal advantage or the advantage of friends and/or family.
6. Trustees shall not attempt to exercise individual authority over the organization except as explicitly set forth in policies of the Board. Trustees' interaction with the Superintendent or with staff shall recognize the lack of authority vested in individual trustees except when explicitly authorized by the Board;
7. Only the Board as opposed to individual trustees shall exercise authority over the Superintendent. In particular, only the Board shall make judgments regarding the Superintendent's performance.
8. Trustees shall:
 - 8.1 Abide by the policies of the Board, all applicable legislation and regulations, in particular the School Act, and the Oath of Office.
 - 8.2 Respect and abide by the majority decisions made by the Board in legally constituted meetings.
 - 8.3 Endeavour to work with fellow Board members in a spirit of harmony and cooperation even when there are differences of opinion which may arise during debate.
 - 8.4 Ensure fiduciary responsibility to the Board supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs.
 - 8.5 Represent the Board in all Board-related matters with proper decorum and respect for others.
 - 8.6 Use discretion at all times to minimize the impression that the individual trustees' statements reflect the position of the Board.
 - 8.7 Ensure the use of electronic devices do not adversely affect the business of the meeting.
 - 8.8 Protect and enhance the reputation of the District and Board.
9. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions.

Legal Reference: Sections 49, 50, (Part 5 Sections 55-64), 65, 85, 94, 95 School Act

TRUSTEE CODE OF CONDUCT SANCTIONS

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.

Code of Conduct Sanctions other than a Failure of Security

2. A Trustee who believes that a fellow Trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
3. Conciliatory measures will normally include:
 - 3.1 The Trustee who believes a violation has occurred will engage in an individual private conversation with the Trustee affected.
 - 3.2 Failing resolution through the private conversation the parties will engage the Board Chair, Vice-Chair to gain resolution. If the concern is with the Board Chair, the concern is to be raised with the Vice-Chair.
 - 3.3 The Chair and at the Chair's option the Chair and Vice-Chair will attempt to resolve the matter to the satisfaction of the trustees involved.
4. A Trustee who wishes to commence an official complaint, under the Code of Conduct shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the Trustee. The Trustee who is alleged to have violated the Code of Conduct and all other trustees shall be forwarded a copy of the letter of complaint by the Board Chair, or where otherwise applicable in what follows, by the Vice-Chair, within five (5) business days of receipt by the Board Chair of the letter of complaint. If the complaint is with respect to the conduct of the Board Chair, the letter of complaint shall be filed with the Vice-Chair.
5. When a Trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all trustees; the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.

6. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other Trustee must provide to the Board Chair within three (3) days of the notice in writing of the complaint being forwarded to all trustees, a letter indicating support for having the complaint heard at a Code of Conduct hearing. Any Trustee who forwards such a letter of support shall not be disqualified from attending at and deliberating upon, the complaint at a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.
7. Where no letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The Board Chair shall notify all other trustees in writing that no further action of the Board shall occur.
8. Where a letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the Board Chair shall convene, as soon as is reasonable, a private meeting of the Board to allow the complaining Trustee to present their views of the alleged violation of the Code of Conduct.
9. At the private meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted.

Without limiting what appears below, the Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:

- 9.1 The Code of Conduct complaint shall be heard at a Code of Conduct hearing, at a private Board meeting convened for that purpose. All preliminary matters, including whether one (1) or more trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining trustee.
- 9.2 The sequence of the Code of Conduct hearing shall be:
 - 9.2.1 The complaining Trustee shall provide a presentation which may be written or oral or both;
 - 9.2.2 The respondent Trustee shall provide a presentation which may be written or oral or both;
 - 9.2.3 The complaining Trustee shall then be given an opportunity to reply to the respondent Trustee's presentation;
 - 9.2.4 The respondent Trustee shall then be provided a further opportunity to respond to the complaining Trustee's presentation and subsequent remarks;
 - 9.2.5 The remaining trustees of the Board shall be given the opportunity to ask questions of both parties;
 - 9.2.6 The complaining Trustee shall be given the opportunity to make final comments; and

- 9.2.7 The respondent Trustee shall be given the opportunity to make final comments.
 - 9.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution(s).
 - 9.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.
 - 9.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.
 - 9.6 The remaining trustees in deliberation may draft a resolution(s) indicating what action, if any, may be taken regarding the respondent Trustee.
 - 9.7 The presiding Chair shall reconvene the parties to the Code of Conduct hearing.
 - 9.8 All documentation that is related to the Code of Conduct hearing shall be returned to the Superintendent immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.
 - 9.9 The presiding Chair shall call for a resolution(s) to be placed before the Board.
 - 9.10 The presiding Chair shall declare the private Board meeting adjourned.
10. A violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:
 - 10.1 Having the Board Chair write a letter of censure marked “personal and confidential” to the offending Trustee, on the approval of a majority of those trustees present and allowed to vote at the private meeting of the Board;
 - 10.2 Having a motion of censure passed by a majority of those trustees present and allowed to vote at the private meeting of the Board;
 - 10.3 Having a motion to remove the offending Trustee from one (1), some or all Board committees or other appointments of the Board passed by a majority of those trustees present and allowed to vote at the private meeting of the Board.
 11. The Board may, in its discretion, make public its findings where the Board has not upheld the complaint alleging a violation of the Board’s Code of Conduct or where

there has been a withdrawal of the complaint or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

Failure of Security

12. The Trustee Code of Conduct requires that trustees shall respect the confidentiality appropriate to issues of a sensitive nature. Failure to comply with this requirement constitutes a failure of security. An individual Trustee may bring a suspected breach of security to the attention of the Board, at a private meeting of the Board. If by majority vote the Board agrees that a failure has occurred, the failure shall be recorded by the Board and the following procedure shall be invoked:
 - 12.1 The Board Chair shall request that the Superintendent (as head of the District under the Freedom of Information and Protection of Privacy Act), appoint an independent investigator to review this matter. This request may occur only after such a motion has been discussed and agreed to by a majority of trustees present at a private meeting of the Board. This decision shall immediately be approved in a public meeting of the Board.
 - 12.2 The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair and to the Superintendent.
 - 12.3 The Board Chair shall present at a private of the Board, the report of the independent investigator. At this time, the Trustee in question shall have an opportunity to present any additional, relevant information.
 - 12.4 If it is determined by a majority vote of the Board that a willful violation of security has occurred, for a first occurrence, a motion to write a letter of censure marked "Personal and Confidential" is required to be discussed and agreed upon by a majority of trustees present at a private meeting of the Board. This decision requires immediate approval by a majority vote of trustees at a public meeting of the Board.
 - 12.5 For subsequent occurrences, a motion of censure against the Trustee in question may be brought directly to a public meeting of the Board. This motion shall be approved by a majority vote of trustees present at such a meeting.

Legal Reference: Sections 49, 50, (Part 5 Sections 55-64), 65, 85, 94, 95 School Act

ROLE OF THE BOARD CHAIR

The Board of Education shall at its inaugural and each annual meeting elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board.

The Board entrusts to its Chair primary responsibility for safeguarding the integrity of the Board's processes and representing the Board to the broader community.

The Board acknowledges that the Chair exercises the same right as other individual members of the Board to offer recommendations/motions, to discuss questions and to cast a single vote thereon.

The Chair will recognize that no individual authority exists for the Chair to either make decisions beyond policy created by the Board or to supervise or direct staff.

The Board delegates and assigns to the Chair the following powers and duties:

1. Prior to each Board meeting, to confer with the Vice-Chair, the Superintendent and the Secretary-Treasurer on the items included on the agenda, and to become thoroughly familiar with them.
2. To preside over all Board meetings and ensure that such meetings are conducted in accordance with the School Act, the bylaws, policies and procedures as established by the Board, and, subject to the Bylaws, *Robert's Rules of Order*.
3. To perform the following duties during Board meetings:
 - 3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
 - 3.2 To ensure that issues being presented for the Board's consideration are clearly articulated and explained.
 - 3.3 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration in order that a board decision can be reached
 - 3.4 To direct the discussion by trustees to the topic being considered by the Board.
 - 3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair will speak to points of order in preference to other members.
 - 3.6 Determine disposition of each motion by a formal show of hands

4. To convey directly to the Superintendent any concerns or questions as are related to the Chair by trustees, parents, students or employees which may significantly affect the administration of the District.
5. To be in regular contact with the Superintendent to maintain a working knowledge of current issues and events within the District.
6. To bring to the Board all matters requiring a decision of the Board.
7. To act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies (except for those instances where the Board has delegated this role to another individual or group).
8. To act as an ex-officio member of all committees appointed by the Board.
9. To act as a signing officer for the District.
10. To serve as an officer of the Board authorized to witness the use of the Board's corporate seal.
11. To represent the Board, or arrange alternative representation, at Board events, meetings with other levels of government or other organizations or at hearings. When representing the Board at official meetings or in an official function, the Chair is limited to speaking for positions the Board has determined through passing motions. The Chair will bring back issues to the Board for consideration if the Board has not yet adopted motions on the matter or provided direction. The Chair will share with the board all information from meetings with other levels of government or external organizations at which the Chair attended as the Board's representative.
12. To ensure that the Board engages in regular assessments of its effectiveness as a Board.
13. To coordinate the process for Trustee appointments to standing committees, school liaison appointments and representatives to organizations and other Board committees.
14. Address inappropriate behaviour on the part of a Trustee as per Policy 4 sanctions.

Legal Reference: Sections 65, 67, 69, 70, 85 School Act

ROLE OF THE VICE-CHAIR

The Board of Education shall elect a Vice-Chair at the inaugural and each annual meeting to serve as Vice-Chair, to hold office at the pleasure of the Board.

Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. Prior to each Board meeting, the Vice-Chair will confer with the Chair, the Superintendent and the Secretary-Treasurer on the items included on the agenda and will become thoroughly familiar with items included on the agenda.
4. The Vice-Chair shall be an alternate signing officer for the District and may serve as an officer of the Board authorized to witness the use of the Board's corporate seal when the Chair is unavailable.

Legal Reference: Sections 65, 67, 85 School Act

BOARD OPERATIONS

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the District, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting. If a quorum is not present within fifteen minutes of the time appointed for the meeting, then the meeting shall stand adjourned.

The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. All points of procedure not provided for in this Policy Handbook shall be decided in accordance with Robert's Rules of Order.

The Board's fundamental obligation is to preserve and enhance, the public trust in public education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when public interest is best served by private discussion of specific issues in "private" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in private for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

The Board further believes public interest can be enhanced by having members of the public participate at Board meetings.

In order to carry out its responsibilities effectively, the Board will hold periodic meetings of several types. Formal meetings, at which all formal and legal business of the Board shall be done, may be designated as Inaugural, regular, special, or private. The Board may also hold informal meetings from time to time for the purposes of general discussion, meeting with other individuals or groups, or for information gathering and sharing.

No act or proceeding shall be valid or binding on the Board unless such act or proceeding shall have been adopted at a meeting called and held as herein provided.

The Board has adopted specific policy governing the conduct of its formal meetings.

1. Board Composition and Elections

1.1 Nine trustees are elected at large to the Board of Education for a four year term. In addition a non-voting student trustee also sits on the Board.

1.2 Elections are held the third Saturday in October in election years.

2. The inaugural and subsequent annual meetings of the Board

2.1 An inaugural meeting of the Board shall be held in November of the year of the election of trustees. Such meeting shall be held at the time, place and date as determined by the outgoing Board; and in the event that the Board shall not so determine, then such meeting shall be held at the hour of 19:00 in the Board Room of the Education Centre on the first Monday in November.

2.2 In accordance with the School Act Section 50, a person elected or appointed as a Trustee must make a prescribed oath of office by oath or solemn affirmation before taking their seat on the Board.

2.3 The Secretary-Treasurer, or, in their absence, the Acting Secretary-Treasurer, shall call the meeting to order and shall preside at such meeting until a Chair is elected. The presiding official shall proceed to read to the Board the returns of the election, if any, as certified by the Returning Officer or City Clerk and shall then report whether or not the trustees-elect, if any, have completed the declarations required by the School Act.

2.4 The presiding officials shall then call for nominations by ballot for the office of Chair. Any Trustee may be nominated for Chair. The presiding officials will then announce the names of trustees nominated by ballot and at that time any nominee may withdraw. If more than one nomination remains for the office of Chair, a vote by ballot shall be taken forthwith. All trustees present at the meeting shall vote. A clear majority of those present shall be required for election. If there is no clear majority on the first ballot, balloting shall continue until a clear majority is achieved.

2.5 If for the election of Chair, more than two nominations are received, and if at the first ballot no Trustee receives a clear majority, balloting shall continue until one Trustee shall have received a clear majority. At each successive ballot the name of the Trustee receiving the fewest votes at the previous ballot shall be dropped. If by reason of an equality of votes it is not possible to determine which name shall be dropped, then a special ballot shall be taken for that purpose.

2.6 An annual meeting of the Board shall be held in December of the year in which there is no election of trustees. Such meeting shall be the first regular meeting of the Board and the agenda, together with the regular business of the Board, may include a report from the retiring Chair and shall provide for the election of a Chair of the Board.

- 2.7 Following the Chair's report, should they provide a report, the Secretary-Treasurer, or, in their absence, the Acting Secretary-Treasurer shall take the Chair and forthwith proceed with the election of a Chair. The election of the Chair shall be conducted in accordance with subsections (3), (5) and (6) of Section I of By-Law No. 1.
 - 2.8 The term of office of the Chair shall be from the date of the election until the following inaugural or annual meeting unless the Chair resigns or a majority of the Board wishes to hold an election before the following inaugural or annual meeting date.
 - 2.9 The Vice-Chair shall be appointed by the Board. The appointment and the term of the Vice-Chair shall be on the recommendation of the Chair of the Board after the Chair has consulted with other trustees.
3. Regular Meetings of the Board
- 3.1 Meetings of the Board shall normally be held at least once during each month of the school year on a Monday at the hour of 19:00, or upon such other day or days during the month or at such other hour as the Board may order.
 - 3.2 The agenda, as well as supporting materials intended to brief trustees about items included on the agenda, are delivered on Friday afternoons prior to the Board meeting on the following Monday. The agenda and supporting reports are also made available to the public and the stakeholders by 16:30 hours on the Friday preceding the regular Board meeting.
 - 3.3 A quorum shall be a majority of trustees holding office at the time of the meeting.
 - 3.3.1 The Superintendent of Schools (except as provided for in section 5.5) and the Secretary-Treasurer (or their designates) shall be present at all meetings of the Board. The Board may excuse either or both of these officials during discussion of any matter, but no Board action shall be taken unless both officials are present except.
 - 3.3.1.1 If a portion of the meeting concerns the work performance or employment of the Superintendent of Schools, the Board may excuse the Superintendent of Schools from attending that portion of the meeting;
 - 3.3.1.2 If a portion of the meeting concerns the work performance or employment of the Secretary-Treasurer, the Board may excuse the Secretary-Treasurer from attending that portion of the meeting; and, if so, shall designate the Superintendent of Schools, or another employee of the Board, to attend the meeting in place of the Secretary-Treasurer to perform the duties of the Secretary-Treasurer at the meeting.
 - 3.4 If, fifteen minutes after the time appointed for the meeting of the Board, there should not be a quorum present, then the meeting shall stand adjourned to a

date to be fixed by the Chair, or, in default of the Chair's fixing the same, then until the next regular meeting. The Secretary-Treasurer shall record the names of the members present at the expiration of such thirty minutes.

3.5 The Board shall not remain in session for more than four hours.

4. Special Meeting

- 4.1 A special meeting of the Board may be called by the Chair or, upon written request of a majority of the trustees, may be called by the Secretary Treasurer. No business other than that for which the meeting is called, shall be conducted at the meeting.
- 4.2 Forty-eight hours' notice in writing shall be given of any special meeting of the Board, which notice must be given to each Trustee by delivery of the same at the place designated by each Trustee for notice, or failing any such designated place, then at their address as set out in their nomination paper.
- 4.3 Written notice of any special meeting of the Board may be waived provided that reasonable steps shall have been taken to notify all trustees of the meeting and that not less than the number of trustees required to make a quorum agree to the waiving of the written notice.

5. Private Session

- 5.1 Unless otherwise determined by the Board, the following matters shall be considered in private session:
 - 5.1.1 Matters pertaining to individual students, including but not limited to the conduct, performance, discipline, suspension or expulsion, attendance, enrolment or registration of individual students, or appeals of students or parents made pursuant to Section 11 of the School Act.
 - 5.1.2 Salary claims and adjustments, and the consideration of requests of employees and Board offers with respect to collective bargaining procedures.
 - 5.1.3 The conduct, efficiency, discipline, suspension, termination or retirement of employees.
 - 5.1.4 Medical examiner's reports, medical examination reports, and other medical reports.
 - 5.1.5 Staff changes, including appointments, transfers, resignations and promotions and demotions.
 - 5.1.6 Matters pertaining to the safety, security or protection of Board property or to individual safety.
 - 5.1.7 Accident claims, and other matters where Board liability may arise.
 - 5.1.8 Legal opinions respecting the liability or interest of the Board.

- 5.1.9 Purchases of real property, including the designation of new sites, consideration of appraisal reports, consideration of amounts claimed by owners, determination of board offers, and expropriation procedures.
- 5.1.10 Lease, sale or exchange of real property prior to finalization thereof.
- 5.1.11 Matters, the disclosure of which, would be harmful to Third Party
- 5.1.12 Business Interests.
- 5.1.13 Such other matters as the Board may decide, in keeping with legislative requirements.
- 5.2 No Trustee shall disclose to the public the proceedings of a private meeting, except as may be required by law, unless a resolution has been passed by the board to allow such disclosure.
- 5.3 Trustees wishing to raise issues concerning the appropriateness of a private meeting, or to seek the disclosure of information discussed in private session must, where possible, provide the Chair of the relevant meeting with reasonable advance notice of their intentions in this regard.
- 5.4 Where the Board meets in private pursuant to section 5.1 above, the minutes for the next public Board meeting shall reflect:
 - 5.4.1 The fact that the Board met in private session, and the dates of any such meetings;
 - 5.4.2 A general statement as to the nature of the matters discussed and the general nature of the decisions reached at the private meeting; and
 - 5.4.3 Any other information pertaining to the meeting whose release has been authorized by Board motion.
 - 5.4.4 In circumstances where the inclusion of the above information in the minutes of the next public meeting is not practicable, it shall be included in the minutes of a subsequent Board meeting.
- 5.5 Private meetings of the Board normally will not be held without the Superintendent in attendance unless the Superintendents contract is being discussed, the Board is meeting with the external auditor, or unless the Superintendent agrees, or unless the Board determines there are extenuating circumstances.

6. Minutes

- 6.1 The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.
- 6.2 The minutes shall record:
 - 6.2.1 Date, time and place of meeting;
 - 6.2.2 Type of meeting (inaugural, regular or special);

- 6.2.3 Name of the Chair;
 - 6.2.4 Names of those trustees and administration in attendance;
 - 6.2.5 Approval of preceding minutes;
 - 6.2.6 Only motions will be recorded in the minutes. Preamble, rationale, or discussions will not be recorded in the minutes, unless directed by the Board through resolution;
 - 6.2.7 Points of order;
 - 6.2.8 Appointments;
 - 6.2.9 Notices of motion;
 - 6.2.10 Recommended motions proposed by Committees; and,
 - 6.2.11 Trustee conflict of interest declaration pursuant to Section 58 of the School Act.
- 6.3 The minutes shall:
- 6.3.1 Be prepared as directed by the Superintendent;
 - 6.3.2 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
 - 6.3.3 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 6.4 The Superintendent shall ensure that, upon acceptance by the Board, appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the District are affixed to the concluding page of the minutes.
- 6.5 The Superintendent shall establish and maintain a file of all Board minutes and create a tracking system for resolutions which will:
- 6.5.1 Provide for ready identification as to the meeting at which it was considered;
 - 6.5.2 Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings.
- 6.6 All Standing Committees, unless otherwise directed, shall prepare and submit minutes or a report including any recommendations to the Board.
- 6.7 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board directs the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 6.8 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Superintendent is responsible to distribute and post the approved minutes.

6.9 Upon adoption by the Board, the minutes of meetings other than private meetings shall be open to public scrutiny.

7. Rules of Order

- 7.1 The Chair shall preside at all meetings of the Board. In the absence of the Chair, the Vice-Chair, or, in the absence of both the Chair and the Vice-Chair, some member of the Board to be appointed by the Board shall preside.
- 7.2 Should the Chair, during any meeting of the Board, desire to leave the Chair for the purpose of taking part in debate or for any other reason acceptable to a majority of the trustees present, the Chair shall call on the Vice-Chair to fill their place until the Chair resumes the Chair, or in the absence of the Vice-Chair, or some other member of the Board. Any member occupying the Chair temporarily shall discharge all the duties and enjoy the rights of the Chair.
- 7.3 The agenda setting committee consisting of the Secretary-Treasurer, Superintendent, Chair and Vice-Chair shall prepare and submit an Order of Business called an Agenda for each meeting. The order of the agenda shall be substantially as follows:
- 7.3.1 Indigenous Land Acknowledgment
 - 7.3.2 Program Highlights
 - 7.3.3 Adopt Minutes
 - 7.3.4 Superintendent's Update
 - 7.3.5 Student Trustee Report
 - 7.3.6 Standing Committee Reports
 - 7.3.7 Report on Private Session
 - 7.3.8 Reports from Trustee Representatives
 - 7.3.9 New Business
 - 7.3.10 Notices of Motion
 - 7.3.11 Public Question Period (Submitted in writing)
 - 7.3.12 Adjournment
- 7.4 No questions shall be determined by the Board unless upon motion of a Trustee, seconded by another Trustee.
- 7.4.1 At all meetings of the Board, all questions shall be decided by the majority of the votes of the trustees present.
 - 7.4.2 Every Trustee present at a meeting of the Board, when a question is put, shall vote thereon except that a Trustee may abstain from voting. The Chair shall have the right to vote, and must vote in the case of an equality of votes.

- 7.4.3 No Trustee shall have more than one vote on any question whether at a meeting of the Board or in Committee-of-the-Whole or any other Committee.
- 7.4.4 In the event of an equality of votes, the motion shall be deemed to be in the negative.
- 7.4.5 Notwithstanding section 7.5.2 above, every Trustee present at a meeting of the Board shall vote on all questions which by the provisions of the School Act or the Bylaws of the Board shall be decided by a vote of two-thirds of all the members of the Board.
- 7.4.5.1 The Chair shall declare the result of all votes; the names of those who voted for the question, the names of those who voted against the question and the names of those who abstained from voting shall be entered in the minutes.
- 7.4.5.2 When the Chair or other presiding officer is called on to decide a point of order to practice, the Chair shall give their decision and state the rule applicable to the case. An appeal from the ruling of the Chair shall be seconded and shall be decided by a majority of the members of the Board present. When the ruling of the Chair is appealed against, the Chair shall, without debate, put the question in the following words: "Shall the ruling of the Chair be sustained?" and the Chair shall have the right to state their reasons for the decision given.
- 7.4.5.3 No Trustee shall leave the Board meeting before the close of the session without notifying the Chair.
- 7.4.5.4 Under the order of "Public Question Period," questions may be put to the Chair, or through the Chair to any member or officials of the Board, relating to any matter connected with the business of the Board.
- 7.4.5.5 No question once decided by the Board shall be reconsidered or rescinded during the same calendar year in which the said question was decided unless:
- 7.4.5.5.1 By order of the majority of the votes of the members present and voting, and
- 7.4.5.5.2 The motion for any such reconsideration or rescission is brought by a Trustee who voted on the prevailing side when the motion was first adopted or rejected.
- Provided, however, that nothing in this section shall be construed as depriving any Trustee, who was not a Trustee at the time a decision was reached on a resolution from moving the reconsideration or

rescission of such resolution in the same calendar year.

- 7.4.5.6 Any documentary or oral information given or obtained, whether directly or indirectly, to or by a Trustee, and characterized by either the Chair of the Board, a Standing Committee or the Superintendent as being confidential, shall not be disclosed by any Trustee unless the Board authorizes disclosure of such information.

8. Procedures for Delegations to Board

- 8.1 A delegation wishing to appear must submit to the Secretary-Treasurer a request in writing stating the matters they wish to bring before the trustees and, if a brief is to be presented, a copy of the brief and the name of the spokesperson for the delegation.
- 8.2 The Agenda Setting Committee will determine if the delegation should appear before the Board or a committee and will set the time for the delegation to appear.
- 8.3 If the request is to appear before the Board, the request and all supporting material must be received by the Secretary-Treasurer (preferably electronically), prior to 16:30 hours on the Wednesday before the Board meeting.
- 8.4 If a delegation appears before the Board, the following procedures will be followed:
 - 8.4.1 The time allotted for the delegation's presentation will be five minutes;
 - 8.4.2 Board members may direct questions for clarification through the spokesperson for the delegation; however, the matter will not be debated;
 - 8.4.3 Normally, the matter will not be considered by the Board at the meeting at which the delegation appears.
 - 8.4.4 The Chair of the Board may waive the notice requirement and permit a delegation to appear before a Board meeting if the Chair of the Board considers the matter to be an urgent item.

9. Conflict of Interest

- 9.1 The Board of Education (the "Board") directs its members not only to adhere to all laws regarding conflicts of interest but also to be alert to situations that have the appearance of a conflict of interest and to avoid actions that might be detrimental to themselves or to the Board.
- 9.2 If a Trustee has any pecuniary interest in any matter and is present at a meeting of the Board at which the matter is considered, the Trustee:

- 9.2.1 Shall at the meeting disclose his or her pecuniary interest and the general nature of the pecuniary interest;
 - 9.2.2 Shall not take part in the discussion of or vote on any question in respect of the matter; and
 - 9.2.3 Shall not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.
- 9.3 If the meeting is not open to the public, in addition to complying with these requirements (see section 1.5 in Policy 4) the Trustee shall immediately leave the meeting or the part of the meeting during which the matter is under consideration.
- 9.4 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it shall be recorded in the minutes of the meeting. If the meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, shall be reported to, and recorded in the minutes of, the next meeting that is open to the public.

10. Audio/Video Recording Devices

- 10.1 Any use of recording devices shall not interfere with the conduct of the meeting and may be discontinued at the direction of the Chair.

11. Trustee Remuneration and Expenses

- 11.1 The Board, under the School Act Section 71, may: "...authorize annually the payment of remuneration to the chair, Vice-Chair and other trustees..."
- 11.2 The Board authorizes adjustments to the annual remuneration for Board members on September 1st of each year according to the change in the Vancouver consumer price index from the previous year (based originally on 1997-98 figures). The annual remuneration for trustees (including the Vice-Chair) was \$26,677 and for the Chair was \$28,899 as at September 2017.
- 11.3 The Board, under the School Act Section 71, may: "...authorize annually the payment of a reasonable allowance for expenses necessarily incurred by trustees in the discharge of their duties." Accordingly, the Board shall pay the cost of accommodation and economy air fare, verified by receipts, plus a per-diem allowance at a rate set by the Board to cover meals and miscellaneous expenses.
- 11.4 Vehicle mileage expenses incurred by trustees are not eligible for reimbursement.
- 11.5 The Board shall give annual approval to total trustee expenses for the current year, rather than approve expense claims instance by instance.

11.6 The Ministry of Education purchases blanket liability insurance to cover all school Districts, to indemnify the Board, Board members, and agents of the Board for their official actions in the service of the Vancouver schools. In addition, trustee indemnification is addressed in Policy 16 in the Indemnification Bylaw.

Legal Reference: Sections 49, 50, 56, 57, 58(1) 58(2), 59, 60(1) 60(2), 66, 67, 68, 69, 70, 71, 71(1), 72
School Act
School Act Regulation 382/93
Financial Disclosure Act
Income Tax Act

BOARD COMMITTEES

The Board may establish standing and ad hoc committees of the Board when necessary to assist it with governance functions. When a committee is established the Board shall define the committee's purpose, powers and duties, membership (up to four Board members) and meetings. Committees of the Board shall never interfere with the delegation of authority from Board to Superintendent. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the School Act.

The primary purpose of all committees of the Board shall be to act in an advisory capacity to the Board. Unless specific powers have been delegated by the Board the power of all committees shall be limited to making recommendations to the Board and shall not include that of acting on behalf of the Board unless specifically authorized by Board motion for individual issues.

The adoption of committee recommendations by the Board is not automatic. Committees can expect the Board to carefully examine and consider that their recommendations are well founded and thought out.

Standing Committees

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. It is the responsibility of the Chair of Standing Committee to see that decorum is maintained at Committee meetings so that:

- i. All members/delegates request to speak through the chair.
- ii. Stakeholder representatives and Trustees perspectives, participation and debate are encouraged. Civility towards others is necessary.
- iii. The Committee requires, acknowledges and appreciates staff reports. It is imperative that staff is able to submit objective reports without influence or pressure.
- iv. It is important to refrain from personal inflammatory/accusatory language/action.
- v. Committee Members, Trustees, representatives and /staff are to present themselves in a professional and courteous manner.

The Chair of a Standing Committee shall place all committee recommendations before the Board at a regular business meeting of the Board in the form of a proposed motion. Action of any Standing Committee shall not be binding until formally approved by the Board unless the Board by a majority vote gives the Standing Committee power to act.

Any member of the Board may attend standing committee meetings and participate in discussions, but only appointed members of the Standing Committee may vote.

Matters that the Board has directed to a Committee for action must take precedence over any other Committee business.

The Superintendent shall appoint resource personnel to work with committees and the Superintendent shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

The Superintendent shall keep the Chair of each of the Standing Committees informed of matters within the jurisdiction of the Standing Committee.

The Chair of a Standing Committee may make motions and speak to any question during committee meetings without leaving the Chair. Otherwise, the rules applying to regular or special meetings of the Board shall be observed.

Recommendations of Standing Committees may be proposed by any member of the Committee and do not require a seconder.

Any use of recording devices shall not interfere with the conduct of the meeting and may be discontinued at the direction of the Chair.

The Board invites the following to attend standing committee meetings:

- One representative of the following employee groups:
 - the Vancouver Elementary School Teachers' Association
 - the Vancouver Secondary Teachers' Association
 - the Vancouver Elementary Principals' and Vice Principals' Association
 - the Vancouver Association of Secondary School Administrators
 - the Professional and Administrative Staff Association
 - the Canadian Union of Public Employees, Local 407
 - the International Union of Operating Engineers, Local 963
 - the Canadian Union of Public Employees, Local 15/Vancouver Municipal Education and Community Worker;
- One representative of the following non-employee groups:
 - District Parent Advisory Council; and

- Vancouver District Students' Council.

1. Policy and Governance Committee

1.1 Purpose/Function:

- 1.1.1 To ensure the Board Policy Handbook is kept current.
- 1.1.2 To facilitate Board capacity building, continuous improvement, accountability, and effective working relationship with the Superintendent.
- 1.1.3 To facilitate the Board's effective advocacy/influence.
- 1.1.4 To review and provide recommendations to the Board in regard to assigned governance matters.

1.2 Powers and Duties:

- 1.2.1 Develop and recommend draft policy positions for submission to the BCSTA Annual General Meeting.
- 1.2.2 Ensure the annual facilitated Board Self Evaluation is carried out in a timely manner and in accordance with Policy. Subsequent to the annual evaluation monitor implementation of the agreed upon actions.
- 1.2.3 Annually develop an Advocacy/Influence Plan, recommend the plan to the Board and monitor the implementation of the agreed upon plan.
- 1.2.4 Annually make recommendations for building governance capacity of the Board and ensure approved actions are implemented.
- 1.2.5 On an ongoing basis identify motions which are intended to have continuing effect and ensure they are integrated into existing or new policy statements.
- 1.2.6 Ensure Board Policies are reviewed on a schedule such that all Policies in the Board Policy Handbook are reviewed at least once in a four year term. Make recommendations to the Board regarding policy revisions.
- 1.2.7 Policy or Governance Matters Referred to the Committee by the Board:
 - 1.2.7.1 Review matters referred and make recommendations as requested.

1.3 Membership (4)

- 1.3.1 The Chair of the committee and committee members shall be appointed by the Board on the recommendation of the Chair of the Board after the Chair of the Board has consulted with the other trustees.
- 1.3.2 If absent, the Chair of the Committee shall designate a member to act as Chair. Such appointee shall assume all powers and duties of the Chair when acting as such.
- 1.3.3 A quorum shall be a majority of the members.

1.3.4 The Chair of the Committee shall preside and may vote on all questions submitted.

1.4 Meetings:

1.4.1 1.4.1 The Committee shall meet six times per year unless items referred to the Committee by the Board necessitate additional meetings.

2. Facilities Planning Committee

2.1 Purpose/Function:

2.1.1 To review and provide recommendations to the Board in regard to assigned facilities planning matters.

2.2 Powers and Duties:

2.2.1 School Closures:

2.2.1.1 Review the materials provided by senior staff to the Board regarding a possible school closure and provide a recommendation to the Board as to whether the committee supports the possible closure advancing to the school closure public consultation process phase.

2.2.2 Naming and Renaming Schools:

2.2.2.1 Within the constraints of Board direction provided at the outset of any potential school naming or renaming process provide recommendations to the Board.

2.2.3 Student Enrolment:

2.2.3.1 Annually review enrolment and enrolment trends and the potential impact on capital planning, student accommodation and catchment changes.

2.2.4 Capital Planning:

2.2.4.1 Annually review and make recommendations regarding the draft five year capital plan for submission to the BC Ministry of Education.

2.2.5 Long Range Facilities Plan:

2.2.5.1 Annually review and make recommendations regarding the draft long range facilities plan for submission to the BC Ministry of Education.

2.2.6 Facilities Planning Matters Referred to the Committee by the Board:

2.2.6.1 Review matters referred and make recommendations as requested.

2.3 Membership (4)

- 2.3.1 The Chair of the committee and committee members shall be appointed by the Board on the recommendation of the Chair of the Board after the Chair of the Board has consulted with the other trustees.
 - 2.3.2 A quorum shall be a majority of the members.
 - 2.3.3 The Chair of the Committee shall preside and may vote on all questions submitted.
 - 2.3.4 If absent the Chair of the Committee shall designate a member to act as Chair. Such appointee shall assume all powers and duties of the Chair when acting as such.
- 2.4 Meetings:
- 2.4.1 The Committee shall meet six times per year unless items referred to the committee by the board necessitate additional meetings.

3. Student Learning and Well-Being Committee

3.1 Purpose/Function:

- 3.1.1 To review student learning and well-being indicators, and where warranted provide recommendations to the Board.

3.2 Powers and Duties:

- 3.2.1 Strategic Planning and Reporting: Annually review the Strategic Planning Accountability Report acknowledging accomplishments and if deemed appropriate recommend revisions to the plan.
- 3.2.2 Annually review the Student Learning Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.3 Annually review the Student Well-being Accountability Report, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.4 Annually review the Indigenous Education Enhancement Agreement, identify and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 3.2.5 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- 3.2.6 Student Learning or Student Well-Being Matters Referred to the Committee by the Board:
 - 3.2.6.1 Review matters referred and make recommendations as requested.
- 3.2.7 Review and make recommendations regarding the implementation and cessation of District programs and approve changes in fees for those programs that charge fees.
- 3.2.8 Review and make recommendations to the Board in regard to:
 - 3.2.8.1 the District calendar and
 - 3.2.8.2 Local school calendar proposals.

3.3 Membership: (4)

- 3.3.1 The Chair of the committee and committee members shall be appointed by the Board on the recommendation of the Chair of the Board after the Chair of the Board has consulted with the other trustees.
- 3.3.2 A quorum shall be a majority of the members.
- 3.3.3 The Chair of the Committee shall preside and may vote on all questions submitted.

3.3.4 If absent the Chair of the Committee shall designate a member to act as Chair. Such appointee shall assume all powers and duties of the Chair when acting as such.

3.4 Meetings:

3.4.1 The Committee shall meet six times per year unless items referred to the Committee by the Board necessitate additional meetings.

4. Personnel Committee

4.1 Purpose/Function:

4.1.1 To ensure ongoing, appropriate recognition, and acknowledgements are provided by the Board and a productive, and caring work environment permeates the District.

4.1.2 To provide a forum to provide for discussion of the unintended consequences associated with personnel related Administrative Procedures, and collective agreement clauses.

4.1.3 To provide a forum for discussion of personnel related issues such as, but not limited, to sick leave, attendance, staff turnover/retention patterns, recruitment issues and health and safety issues.

4.2 Powers and Duties:

4.2.1 Annually review the Superintendent's Personnel Accountability Report including trends and issues and directions.

4.2.2 Recommend worthy VSB candidates to be nominated for awards and recognition external to the District.

4.2.3 Review section 400 "Personnel and Employee Relations" Administrative Procedures and provide feedback when warranted.

4.2.4 Personnel Matters Referred to the Committee by the Board:

4.2.4.1 Review matters referred and make recommendations as requested.

4.3 Membership: (4)

4.3.1 The Chair and members shall be appointed by the Board on the recommendation of the Chair of the Board after the Chair has consulted with the other trustees.

4.3.2 A quorum shall be a majority of the members.

4.3.3 The Chair of the Committee shall preside and may vote on all questions submitted.

4.3.4 If absent the Chair of the Committee shall designate a member to act as Chair. Such appointee shall assume all powers and duties of the Chair when acting as such.

4.4 Meetings:

- 4.4.1 The Committee shall meet six times per year unless items referred to the Committee by the Board necessitate additional meetings.

5. Finance Committee

5.1 Purpose/Function:

- 5.1.1 To assist the Board in being fiscally responsible.

5.2 Powers and Duties:

- 5.2.1 Annually make recommendations to the Board regarding its submission to the Select Standing Committee on Finance and Government Services.
- 5.2.2 Provide input regarding the budget development process.
- 5.2.3 Make recommendations regarding school fees.
- 5.2.4 By reviewing quarterly financial reports make recommendations for increasing value for money including: reducing costs, increasing revenue, eliminating or reducing resource allocations where commensurate results are not being achieved, disposal of assets, and increasing benefits without increasing costs.
- 5.2.5 Fiscal Matters Referred to the Committee by the Board:
 - 5.2.5.1 Review matters referred and make recommendations as requested.

5.3 Membership: (4)

- 5.3.1 The Chair and members shall be appointed by the Board on the recommendation of the Chair of the Board after the Chair has consulted with the other trustees.
- 5.3.2 A quorum shall be a majority of the members.
- 5.3.3 The Chair of the Committee shall preside and may vote on all questions submitted.
- 5.3.4 If absent the Chair of the Committee shall designate a member to act as Chair. Such appointee shall assume all powers and duties of the Chair when acting as such.

5.4 Meetings:

- 5.4.1 The Committee shall meet six times per year unless items referred to the Committee by the Board necessitate additional meetings.

6. Standalone Audit Committee

6.1 Purpose

- 6.1.1 The purpose of the Committee is to assist the Board of Education in fulfilling its responsibilities in relation to:
 - 6.1.1.1 Overseeing the School District's financial reporting process and its internal control structure, and report its findings to the Board of Education. This task is facilitated by asking questions about the quality of work done by management, participating in the audit planning and reporting processes, understanding and reviewing the aspects of the operation that put the School District at risk, and the District's preparedness to face that risk. It summarizes its findings and recommendations so that the Board can make informed decisions.
 - 6.1.1.2 Maintaining direct lines of communications with the Superintendent and with the external auditors.
 - 6.1.1.3 Monitoring the scope and costs of the activity of the external auditors and assessing their performance.
 - 6.1.1.4 Recommending to the Board the terms of engagement for the external Auditor.

6.2 Powers and Duties

- 6.2.1 Review the audited financial statements and recommend approval of the audited statements by the Board.
- 6.2.2 Review the External Auditor's assessment of managements risk mitigation strategies and the appropriateness of internal controls with a focus on safeguarding District assets.
- 6.2.3 Review the "Auditor's Management Letter" with the Auditor and assess Management's action plan to address concerns and follow up on the implementation of the auditor's letter of recommendations including ensuring the Board directs by motion the recommendations to be implemented, and ensuring any deficiencies identified in the audit report and management letter are addressed in a timely manner to the satisfaction of the external auditor.
- 6.2.4 Review the nature and extent of other services provided by the auditor in relation to auditor independence and ensure the auditor presents information relative to those Fiscal Quality Indicators contained in Policy 12 which the audit committee determines can be best assessed by the external auditor.
- 6.2.5 Monitor the development of and changes to accounting principles and practices and financial reporting standards, and their impact on the School District's financial reporting.

- 6.2.6 Review proposed terms of engagement for the external auditor and make recommendations to the board regarding such terms of engagement. Oversee the engagement of external auditors including the terms of the audit engagement and appropriateness of proposed fees.
 - 6.2.7 At least once a year meet with the external auditors at a Private Meeting, without staff members present.
 - 6.2.8 Make enquires of the Auditor which members of the Committee believe are necessary to discharge its fiduciary responsibilities.
 - 6.2.9 Make recommendations to the Board regarding appointment of external auditor and review external audit services at least every three years.
 - 6.2.10 Make recommendations re the appointment of the District Banker and review banking services at least every three years.
 - 6.2.11 Review quarterly financial reports and related information.
 - 6.2.12 Review Budget assumptions and budget priorities that provide a framework for the preparation of the annual District budget and to be approved by the Board of Education in conjunction with senior administration.
 - 6.2.13 Review the draft District budget as prepared by the administration.
 - 6.2.14 As appropriate make policy recommendations to the Board related to the role of the audit committee.
- 6.3 Membership (4):
- 6.3.1 The Chair and members shall be appointed by the Board on the recommendation of the Chair of the Board after the Chair has consulted with the other trustees.
 - 6.3.2 The Committee Chair shall be one of the trustee members, appointed by the Chair.
 - 6.3.3 A quorum shall be a majority of the members.
 - 6.3.4 Resource personnel: Up to two members of the public with one such public member holding an accounting designation may be appointed as a resource to the audit committee. Public members will be appointed by the Board for a term of two years with the possibility of a second two-year term extension, at the will of the Board.
 - 6.3.5 Staff resources, though selected by the Superintendent, shall normally include the Superintendent, and Secretary Treasurer.
- 6.4 Meetings
- 6.4.1 The Committee shall meet at least four times a year.

Delegations to Standing Committee Meetings

Procedures for Delegations to Committee Meetings

- Delegations may be heard by a Standing Committees at the discretion of the committee Chair in consultation with the assigned staff resource person.
- A delegation wishing to appear must submit to the Secretary-Treasurer a request in writing stating the matter they wish to bring before the Committee and, if a brief is to be presented, a copy of the brief and the name of the spokesperson for the delegation. The Secretary Treasurer shall forward the request to the Chair of the committee who shall in consultation with the assigned staff resource determine whether the delegation request is accepted.
- The request and all supporting material must be received at the Education Centre at least three days prior to the regularly scheduled date of the Committee meeting. In exceptional circumstances the Chair in consultation with the assigned staff member may waive the three day notice requirement.
- If a delegation has already presented its brief to a Standing Committee meeting, its request to appear again before any Standing Committee may be denied unless the delegation has new information that is significantly different from the information already presented. Such information must be provided in writing to the Secretary-Treasurer.
- If a delegation is to appear before a Standing Committee of the Board, the following procedures will be followed:
 - The spokesperson of the delegation will be informed of the date and time of the meeting at which the response to their brief is to be discussed by the Committee, and copies of the response will be made available.
 - Time allotted for the delegation's presentation will be ten minutes; however, the Committee may extend this period if the Chair in consultation with Committee members feel that an extension of time is necessary in order to permit the delegation to give a complete outline of its position on the matter before the Committee.
 - The spokesperson should present the delegation's position to the Committee; however, comments from other members of the delegation will be welcomed.
 - Committee members may direct questions for clarification to the spokesperson for the delegation; however, the matter will not be debated (the Committee Chair may permit more detailed discussion than that permitted if the delegation was appearing before the Board).
 - The Committee may decide to defer its consideration of the matter to a future meeting; if the matter is deferred to a future Committee meeting and is to be considered in open session, the spokesperson for the delegation will be advised of the time and place of the Committee meeting and the Board meeting at which the committee report will be considered so that they or other

members of the delegation may attend the meeting(s), but it must be noted that the representative(s) may not enter into the debate.

- If the Committee decides to discuss the matter at the meeting at which the delegation was heard, the members of the delegation may remain but may not participate in the debate.
- A Committee Chair may waive the notice requirement (the request and all supporting material must be received at the Education Centre at least four days prior to the day of the Committee meeting) if the Committee Chair considers the matter to be an urgent item.
- The Board's communications staff in the Office of the Superintendent of Schools is available to advise delegations regarding presentation procedures.

Ad Hoc Committees

Ad hoc committees may be established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation. Such ad hoc committees shall cease to exist when the purpose has been achieved. The Chair of the Board shall appoint membership and the Chair of the ad hoc committee.

Resource Personnel

The Superintendent shall appoint resource personnel to work with committees and the Superintendent shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Legal Reference: Section 65, 85 School Act

BOARD REPRESENTATIVES

In response to requests from external organizations or agencies, the Board will give consideration to naming representatives to various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the District and other organizations.

The Board will determine the terms of reference for each representative. The Board shall be guided by the following principles when naming representatives to other organizations:

- The Board's decision-making role can be exercised only by the Board as a whole, not by an individual trustee or committee;
- The Board's function is primarily governance, rather than administration;
- Responsibilities placed on trustees are to be related to the Board's central role as per Policy 2.

The Superintendent may appoint resource personnel to work with the representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The following organizations/committees will have Board representation as identified normally at the annual Inaugural Meeting or alternatively at a subsequent meeting of the Board.

Representatives to External Committees. Organizations and Agencies

1. British Columbia School Trustees Association (BCSTA) Provincial Council

1.1 Purpose of the Provincial Council

- 1.1.1 Act as a forum for discussion of relevant, timely and emerging issues identified from individual boards, BCSTA Board of Directors, Ministry of Education and other sources.
- 1.1.2 Discuss, and/or develop, policy issues for submission at the Annual General Meeting.
- 1.1.3 Establish interim policies of the Association between general meetings.
- 1.1.4 Address matters as outlined in BCSTA bylaws, including Association budget approval.
- 1.1.5 Act on action requests from BCSTA Board of Directors.

- 1.2 Powers and Duties of the Board Representative
 - 1.2.1 Attend Provincial Council meetings.
 - 1.2.2 Represent the Board's positions and interests at the provincial level.
 - 1.2.3 Communicate to the Board the work of the Provincial Council.
 - 1.2.4 Bring recommendations to the Board as and when necessary.
 - 1.2.5 Build positive relationships.
- 1.3 Membership
 - 1.3.1 One (1) trustee; one (1) alternate.
- 1.4 Meetings
 - 1.4.1 As called by Provincial Council. (Usually 4 per year, one at the AGM)

2. British Columbia Public School Employers' Association (BCPSEA)

- 2.1 Purpose of the BCPSEA
 - 2.1.1 Act as the accredited bargaining agent for the BCSTA's members.
 - 2.1.2 Assist in carrying out any objectives and strategic directions established by the Public Sector Employers' Council.
 - 2.1.3 Coordinate collective bargaining objectives, benefit administration, human resource practices and out-of-scope compensation matters amongst members.
- 2.2 Powers and Duties of the Board Representative
 - 2.2.1 Attend the BCPSEA meetings as required.
 - 2.2.2 Represent the Board's positions and interests at BCPSEA meetings.
 - 2.2.3 Communicate to the Board the work of BCPSEA.
 - 2.2.4 Bring recommendations to the Board as and when necessary.
 - 2.2.5 Build positive relationships.
- 2.3 Membership
 - 2.3.1 One (1) trustee; one (1) alternate.
- 2.4 Meetings
 - 2.4.1 As called by BCPSEA.

3. Britannia Community Services Board

3.1 Purpose of the Britannia Community Services Center

- 3.1.1 To develop, coordinate and support a wide range of excellent programs and services for Grandview-Woodland and Strathcona, by working with community members, partners, and local agencies.
- 3.1.2 To be a catalyst for social connection, capacity building and integration of services in our community while celebrating diversity, and enhancing the life and well-being of everyone who lives, works, and plays in our community.
- 3.1.3 Coordinate collective bargaining objectives, benefit administration, human resource practices and out-of-scope compensation matters amongst members.

3.2 Powers and Duties of the Board Representative

- 3.2.1 Attend the Britannia Community Services Board meetings as required.
- 3.2.2 Represent the Board's positions and interests at Britannia Community Services Board meetings.
- 3.2.3 Communicate to the Board the work of the Britannia Community Services Board.
- 3.2.4 Bring recommendations to the Board as and when necessary.
- 3.2.5 Build positive relationships.
- 3.2.6 Working with other members of the Britannia Board of Management, set agency policies, approve budgets, determine the goals of the organization, monitor the use of physical and human resources, and negotiate with governmental bodies and community agencies in the funding, development and delivery of services to the community

3.3 Membership

- 3.3.1 One (1) trustee.

3.4 Meetings

- 3.4.1 As determined by the Britannia Community Services Board.

4. BCSTA E.L.L. Consortium

4.1 Purpose

- 4.1.1 Represent the Board's position and interests to the Consortium

4.2 Powers and Duties

- 4.2.1 Attend E.L.L. Consortium meetings and build positive relationships.
- 4.2.2 Represent the Board's positions and interests to the Consortium

- 4.2.3 Communicate to the Board the work of the E.L.L. Consortium
- 4.3 Membership
 - 4.3.1 One trustee;
- 4.4 Meetings
 - 4.4.1 As called by the E.L.L. Consortium, six times per year.

5. Trustee Representatives to Civic Committees

The Board seeks to have a mutually beneficial relationship with the City of Vancouver and to that end welcomes invitations to have District representation on civic committees.

If such civic committees deal only with administrative matters the VSB shall be represented by administrative staff selected by and reporting to the Superintendent. Where trustee representation is required, the terms of reference for the representative shall be as follows:

- 5.1 Purpose:
 - 5.1.1 Represent the Board's positions and interests to the committee
 - 5.1.2 To advise Council and City staff on matters of mutual interest.
- 5.2 Powers and Duties:
 - 5.2.1 Attend Civic Committee meetings
 - 5.2.2 Represent the Board's positions and interests to Civic Committees
 - 5.2.3 Communicate to the VSB Board the work of the committee
 - 5.2.4 Bring recommendations to the Board as and when necessary including any need for the Board to establish positions on specific issues.
 - 5.2.5 Build positive relationships which advance the interests of the VSB.
- 5.3 Membership:
 - 5.3.1 One trustee for each committee with a VSB liaison
- 5.4 Meetings :
 - 5.4.1 At the call of the committee Chair

A list of civic committees which have VSB representation together with the name of the VSB trustee representative is contained in the Appendix A to Policy 9.

Administrative Committee Representation

From time to time the Superintendent in consultation with the Board may request the Board to select a Board representative to an Administrative committee. A list of such

committees are contained in Appendix B. In such instances the Superintendent will determine the purpose of the committee.

The role of the Board representative in such instances shall be to: (1) provide visible Board support for advancing the purpose of the committee; and (2) act as the Board's eyes and ears relative to matters being discussed and bring to the Board's attention any related issues which fall within areas of Board retained authority as per the Board Policy Handbook for the Board's consideration and disposition. The Board representative has no decision making authority. Since these are Administrative Committees, the Superintendent shall bring any recommendations to the Board for the Board's consideration and decision.

The Administrative Committee structure shall be determined by the Superintendent with the proviso that the membership shall include one Board member selected by the Board. Committee meetings shall be at the call of the Superintendent.

School Liaison Trustee Role

The Board of Education will assign one trustee to each secondary school and the family of elementary schools related to it and to serve as a liaison trustee for those schools. School liaison responsibilities shall not inhibit or circumvent administrative authority or responsibility and shall not include any decision-making authority. In carrying out school liaison responsibilities, trustees shall represent the interests of all students in the District.

The role of liaison trustee is to provide visual support for school activities including but not limited to athletic competitions, fine arts performances and displays, school celebrations, and recognition events. The role allows trustees to become knowledgeable of public school events while keeping manageable the time demands should there not be some limiting of expectations for Board or trustee attendance at such public events

When senior management receives matters that are of substantial interest to a particular school, the school liaison trustee shall be informed of such matters.

Legal Reference: Sections 8.4, 8.5, 22, 65, 74, 85 School Act
Ministry of Education website

TRUSTEE REPRESENTATIVES TO CIVIC COMMITTEES

Name of Civic Committee	VSB Representative
Active Transportation Policy Council	Joy Alexander
Arts and Culture Policy Council	Estrellita Gonzalez
Children, Youth and Families Advisory Committee	Lisa Dominato
Chinatown Historic Area Planning Committee	Allan Wong
Civic Asset Naming Committee	Allan Wong
Cultural Communities Advisory Committee	Allan Wong
First Shaughnessy Design Panel	Judy Zaichkowsky
Food Policy Council	Joy Alexander
Gastown Historic Planning Committee	Janet Fraser
Joint Childcare Council	Estrellita Gonzalez
LGBTQ2+ Advisory Committee	Carrie Bercic
Persons with Disabilities Advisory Committee	TBA
Renters Advisory Committee	Estrellita Gonzalez
Seniors Advisory Committee	Carrie Bercic
Urban Aboriginal Peoples Advisory Committee	TBA
Vancouver City Planning Commission (VCPC)	Janet Fraser
Vancouver Heritage Commission	Judy Zaichkowsky
Vancouver Public Library	Judy Zaichkowsky
Women's Advisory Committee	Joy Alexander

ADMINISTRATIVE COMMITTEE REPRESENTATION

Name of Administrative Committee	VSB Representative
Active Transportation Committee	
District Parent Advisory Committee	
Indigenous Education (AEEAI&M)	
Diversity Advisory	
School Calendar	
Special Education Advisory	
Sustainability Advisory	
Vancouver District Student Council	

POLICY DEVELOPMENT

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the District will be operated and communicate the Board's values, beliefs and expectations. Policies provide effective direction and guidelines for the action of the Board, Superintendent, staff, students, electors and other agencies. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the District. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide high quality public education, compliance with the School Act and provincial as well as federal legislation.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the District and the role of the Superintendent to exercise professional judgment in the administration of the District.

The Board believes in the establishment and review of policy which reflects its values and perspectives.

The Board shall adhere to the following stages in its approach to policy making:

1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

The Board may develop the policy itself or delegate the responsibility for its development to Superintendent.

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of the other policies.

4. Evaluation

The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose.

Specifically

1. Any Trustee, standing committee, stakeholder group, employee group, community member, parent, student or Parent Advisory Council of the District may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The Superintendent will inform the Board of the request for policy development/ revision. The Board will determine the action to be taken.
3. At the direction of the Board the Superintendent will draft amendments to an existing policy or develop a new policy as the case may be.
4. The Superintendent may seek legal advice on the intent and the wording of the policy.
5. The policy draft is then brought by the Superintendent to the Board for review.
6. The Board acknowledges that in certain circumstances, stakeholders affected by a proposed policy may be involved in policy development.
7. Once a draft policy has been considered by the Board it may direct that the document be considered by the Policy and Governance Committee with an invitation for stakeholders to study the draft and to suggest modifications.
8. The Committee will provide feedback to the draft policy to the Superintendent who will advise the Board if a further draft is necessary or recommend the draft policy to the Board for final approval.
9. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
10. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the District. Such decisions carry the weight of policy until such time as specific written policy is developed. Those which have continuing applicability shall become part of an existing policy or become a free standing policy if directed by Board motion.
11. The Board may direct the Superintendent to change an administrative procedure to a draft Board policy and will provide the rationale for same.

12. The Superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the District. These must be in accordance with Board policies.
13. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
14. The Superintendent must inform the Board of any changes to administrative procedures. The Administrative Procedures number and title shall be referenced as an information item in a Board agenda. Tracked changes shall be made accessible on line to trustees for a period of one month following such a change.
15. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the District’s website, in a timely manner.
16. The Board shall review and revise its policies on a rotational basis which provides for all policies being reviewed at least once per term of office.

Legal Reference: Sections 65, 74, 85 School Act

BOARD DELEGATION OF AUTHORITY

The School Act allows for the Board to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated. This delegation of authority to the Superintendent specifically:

- Includes any authority or responsibility set out in the School Act and regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact Administrative Procedures required to carry out this authority; and also
- Includes the ability to sub-delegate this authority and responsibility as required.

Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.

Further, the Board requires that any significant new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically

1. The Board expressly delegates to the Superintendent and, at their discretion, a designate, the authority to discipline, suspend or dismiss an employee, subject to the limitations of legislation, collective or contractual agreements and Board policy. Any suspensions or dismissals shall be reported to the Board as soon as practicable.
2. The Superintendent is directed to develop an Administrative Procedure to fulfill Board obligations created by any federal or provincial legislation.

Legal Reference: Sections 22, 65(2)c, 74, 85 School Act

ROLE OF THE SUPERINTENDENT

Background

The Superintendent is the Chief Executive Officer of the District. The Superintendent reports directly to the Board and is accountable to the Board of Education for the conduct and operation of the District. All Board authority delegated to the staff of the District is delegated through the Superintendent.

Specific Areas of Responsibility

1. Student Learning
 - 1.1 Provides leadership in all matters relating to education in the District.
 - 1.2 Implements directions established by the Minister.
 - 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and positive citizenship.
 - 1.4 Reports annually on student results achieved.

2. Student Well-Being
 - 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.
 - 2.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District.
 - 2.3 Ensures the facilities safely accommodate District students.

3. Fiscal Responsibility
 - 3.1 Ensures the fiscal management of the District is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act or regulation.
 - 3.2 Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
 - 3.3 Prepares and presents the budget which reflects Board priorities.
 - 3.4 Ensures the Board has current and relevant financial information.

4. Personnel Management

- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

5. Policy/Administrative Procedures

- 5.1 Provides support to the Board regarding the planning, development, implementation and evaluation of Board policies.
- 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

6. Superintendent/Board Relations (“The First Team”)

- 6.1 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- 6.2 Provides the information and counsel which the Board requires to perform its role.
- 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

7. Strategic Planning and Reporting

- 7.1 Leads the development and implementation of the strategic planning process.
- 7.2 Involves the Board appropriately and collaboratively in the development of the Board’s Strategic Plan (Board identification of priorities and key results, and final Board approval of the plan in conjunction with the annual budget).
- 7.3 Reports at least annually on results achieved.

8. Leadership Practices

- 8.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

Legal Reference: Section 22, 85 School Act

SUPERINTENDENT EVALUATION PROCESS CRITERIA AND TIMELINES

Evaluation Process

Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written evaluation report will affirm specific accomplishments and identify growth areas where applicable. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the District's environment.

1. Provides for an annual written evaluation of the Superintendent's performance.
2. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies quality indicators (QI), which describe expectations in regard to each assigned role expectation (RE).
4. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy (Policy 12) is consistent with this evaluation document.
5. Is aligned with the District's Strategic Plan and the key results contained therein.
6. Sets out standards of performance. The quality indicators (QI) in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations include an assessment of the Superintendent's success in addressing growth areas identified in the previous evaluation.
8. Uses multiple data sources.

9. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
10. Ensures Board feedback is provided regularly. Such feedback will be provided annually, supported by specific examples and will focus on areas over which the Superintendent has authority. The Superintendent cannot be held accountable for areas over which they have not been given authority.

The Superintendent will maintain an electronic evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide evidence that the quality indicators identified in Appendix B have been achieved. Therefore, evidence will be organized in regard to the quality indicators.

The Board and the Superintendent will be present during the facilitated evaluation session. The Superintendent will ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent will only be absent from the room just prior to the evaluation and for the period when the Board constructs the conclusion section. The evidence examined will be in the form of internal reports or external reports. An external report is one from an external source such as an auditor or the consultant who would conduct Leadership Practices interviews. An internal report is one that comes through the Superintendent. A prime example would be a personnel Management accountability report. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Superintendent/Board Relations.

During the evaluation workshop, a written evaluation report will be facilitated by the external consultant, which will document:

- The evaluation process;
- Evaluation context;
- Assessments relative to the criteria (quality indicators) noted in Appendix B;
- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation;
- Identification of any growth goals if deemed appropriate for the coming year; and
- A "conclusion" section, followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect only the Board position. This report will be approved by Board motion. The actual report is a confidential document. A copy signed by the Board will be provided to the Superintendent and a

second signed copy will be placed in the Superintendent's personnel file held by the District.

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation "Leadership Practices", an external consultant will collect data relative to leadership practices by interviewing all principals and all "direct reports". "Direct reports" are defined to be those individuals who report directly to the Superintendent on the District's organizational chart.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent the performance expectations held by the Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted annually, commencing with the 2018-2019 year.

Legal Reference: Section 22, 85 School Act

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

1. Student Learning

Role Expectations:

- RE 1.1 Provides leadership in all matters relating to education in the District.
- RE 1.2 Implements directions established by the Minister.
- RE 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- RE 1.4 Reports annually on student results achieved.

Quality Indicators relative to Student Learning:

- QI 1.1 Annually conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- QI 1.2 Identifies trends and issues related to student achievement to inform the strategic planning process, including the implementation of innovative means to improve measurable student achievement.
- QI 1.3 There is measurable improved student achievement over time.

2. Student well-being

Role Expectations:

- RE 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.
- RE 2.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District.
- RE 2.3 Ensures the facilities safely accommodate District students.

Quality Indicators relative to Student well-being:

- QI 2.1 Develops measurements and monitors progress relative to providing a safe and caring environment.
- QI 2.2 Provides an annual student well-being accountability report.

3. Fiscal Responsibility

Role Expectations:

- RE 3.1 Ensures the fiscal management of the District is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.
- RE 3.2 Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- RE 3.3 Prepares and presents the budget which reflects Board priorities.
- RE 3.4 Ensures the Board has current and relevant financial information.

Quality Indicators relative to Fiscal Responsibility:

- QI 3.1 Ensures accepted (PSAB) accounting principles are being followed.
- QI 3.2 Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.
- QI 3.3 Ensures adequate internal financial controls exist and are being followed.
- QI 3.4 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 3.5 Ensures an internal audit process is developed and implemented in regard to school based funds and an annual report provided to the Board.
- QI 3.6 Provides the Board with quarterly financial accountability reports including tender approvals over \$1,000,000.
- QI 3.7 Ensures the Board is informed immediately regarding pending litigation.

4. Personnel Management

Role Expectations:

- RE 4.1 Has overall authority and responsibility for all personnel-related matters, except setting the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

Quality Indicators relative to Personnel Management:

- QI 4.1 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.
- QI 4.2 Models commitment to personal and professional growth.
- QI 4.3 Fosters high standards of instruction and professional improvement
- QI 4.4 Provides for training of administrators and the development of leadership capacity within the District.

5. Policy/Administrative Procedures

Role Expectations:

- RE 5.1 Provides support to the Board regarding the planning, development, implementation and evaluation of Board policies.
- RE 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, Regulations and procedures.

Quality Indicators relative to Policy/Administrative Procedures:

- QI 5.1 Appropriately involves individuals and groups in the administrative procedures development process.
- QI 5.2 Ensures system adherence to policies and administrative procedures.
- QI 5.3 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6. Superintendent/Board Relations (“The First Team”)

Role Expectations:

- RE 6.1 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- RE 6.2 Provides the information and counsel which the Board requires to perform its role.
- RE 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

Quality Indicators relative to Superintendent/Board Relations (“The First Team”):

- QI 6.1 Implements Board decisions with integrity in a timely fashion.
- QI 6.2 Interacts with the Board in an open, honest, proactive and professional manner.
- QI 6.3 Provides the Board with balanced, sufficient, concise information and clear recommendations.
- QI 6.4 Ensures Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate Trustee preparation for the meeting.
- QI 6.5 Keeps the Board informed on sensitive issues in a timely manner.
- QI 6.6 Ensures high-quality management services are provided to the Board.

7. Strategic Planning and Reporting

Role Expectations:

- RE 7.1 Leads the development and implementation of the Strategic planning process.
- RE 7.2 Involves the Board appropriately and collaboratively in the development of the Board's Strategic Plan (Board identification of priorities and key results, and final Board approval of the plan in conjunction with the annual budget).
- RE 7.3 Reports at least annually on results achieved.

Quality Indicators relative to Strategic Planning and Reporting:

- QI 7.1 Ensures key results identified by the Board are achieved.
- QI 7.2 Ensures the strategic planning process involves opportunity for stakeholder input.
- QI 7.3 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

8. Leadership Practices (Every second Year commencing with 2018-2019)

Role Expectations:

- RE 8.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

Quality Indicators relative to Leadership Practices:

- QI 8.1 Demonstrates a high commitment to meeting student needs.
- QI 8.2. Provides clear direction.
- QI 8.3 Provides effective educational leadership.
- QI 8.4 Establishes and maintains positive, professional working relationships with staff.
- QI 8.5 Unites people toward common goals
- QI 8.6 I trust the Superintendent.
- QI 8.7 Empowers others.
- QI 8.8 Effectively solves problems.

Legal Reference: Section 22, 85 School Act

INTERVIEW GUIDE SUPERINTENDENT LEADERSHIP PRACTICES

Perceptions of Principals and Superintendent “Direct Reports”

1. What evidence can you cite to support or refute the following:
 - 1.1 The Superintendent demonstrates a high commitment to meeting student needs?
 - 1.2 The Superintendent provides clear direction?
 - 1.3 The Superintendent provides effective educational leadership?
 - 1.4 The Superintendent establishes and maintains positive, professional working relationships with staff?
 - 1.5 The Superintendent unites people toward common goals.
 - 1.6 I trust the Superintendent?
 - 1.7 The Superintendent empowers others?
 - 1.8 The Superintendent effectively solves problems?

2. What does the Superintendent do, if anything, that helps you do your job effectively?

3. What does the Superintendent do, if anything, that makes doing your job more difficult to do effectively?

APPEALS PROCEDURE

Section 11 of the School Act reads in part:

Appeals:

- (1) In subsections (2) and (4), “decision” includes the failure of an employee to make a decision.
- (2) If a decision of an employee of a board significantly affects the education, health or safety of a student, the parent of the student or the student may, within a reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the board.
- (3) For the purposes of hearing appeals under this section, a board must, by bylaw, establish an appeal procedure.

This policy sets out the procedure to be followed by parents and students who wish to appeal under section 11 of the School Act.

Statement of Principle

The purpose of the appeal process is to provide a fair and expeditious means by which parents and students can seek a review of decisions that significantly affect the education, health or safety of a student.

The Board strongly encourages parents and students to work together with their teachers and with school and Board administration to resolve disputes in an open and constructive manner both prior to and during the appeal process. All participants in the appeal process are expected to act as role models, and will at all times maintain an atmosphere of mutual respect, co-operation and respect for the dignity of the individual participants.

Policy

Confidentiality

1. Section 11 appeals are confidential. Information and documents about appeals may only be disclosed in accordance with the School Act, *Freedom of Information and Protection of Privacy Act*, and applicable Board policy (such as this policy or Policy JO-R - Student Records).

Decisions which can be Appealed under Section 11

2. Appeals may only be brought of decisions which “significantly” affect the education, health or safety of a student.
3. The determination of whether a decision “significantly” affects a student’s education, health or safety must be made on a case-by-case basis.

Examples of decisions that will be deemed to significantly affect the education, health or safety of a student include:

- 3.1 Disciplinary suspension from school for a period in excess of five (5) consecutive instructional days;
 - 3.2 The transfer of a student from one school to another for disciplinary reasons;
 - 3.3 The exclusion of a student from school for a health condition;
 - 3.4 Significant decisions regarding placement in an educational program (this does not include classroom or teacher preference issues, except in exceptional circumstances);
 - 3.5 Grade promotion or graduation;
 - 3.6 Refusal to offer an educational program to a non-graduated student sixteen (16) years of age or older;
4. Board and District policies are not appealable under section 11.
 5. Where a parent or student challenges a decision of a Board employee that significantly affects the education, health or safety of a student, the parent or student should be advised of this policy.

Appeal Process

6. A parent or student bringing an appeal may be accompanied by a person of their choosing at any meetings held in connection with the appeal. Where an appeal is launched by the parent, a student who is the subject of the appeal, may with the consent of their parent attend any appeal meetings.
7. Where the person whose decision is appealed is a teacher, the teacher may attend any meeting in connection with the appeal with their union representative pursuant to Article E.33 of the teacher’s collective agreement and will be provided copies of any documents to be considered at the appeal seven days prior to that consideration. The teacher may respond to such material.

8. Where the person bringing the appeal requires assistance with communicating in English, the Board will make reasonable efforts to provide interpretive assistance at meetings under this policy through the use of Board employees conversant in the relevant language.

Notice of Appeal and Time Limits for Appeal

9. Appeals must be started within thirty (30) days of the time the decision was communicated to or known by the parent or student, unless good reasons are shown why the time should be extended.
10. An appeal is started by completing a Notice of Appeal form (Form 1) and by delivering it by mail, email or personal delivery to the office of the Associate Superintendent designated by the Superintendent to hear Level 1 appeals. The Notice of Appeal should provide all relevant information in relation to the appeal.

Appeal Procedure

11. If, in the opinion of the Associate Superintendent designated by the Superintendent to hear Level 1 appeals, the appeal
 - 11.1 Does not relate to a decision that significantly affects the education, health or safety of a student,
 - 11.2 Has not been commenced within 30 days from the date of the employee's decision to which the appeal relates, without reasonable explanation; or
 - 11.3 The student and/or parent has refused or neglected to discuss the decision under appeal as directed by the District;

The Associate Superintendent may refer the appeal to the Superintendent of Schools for a preliminary determination of that issue.

12. Prior to making a determination on that issue, the Superintendent may request a meeting with the person bringing the appeal, who must attend the meeting or the appeal will be dismissed.
13. If the Superintendent determines the appeal not to be of a decision that significantly affects the education, health or safety of a student, was commenced out of time without reasonable excuse, or the person bringing the appeal has refused or neglected to discuss the decision under appeal as directed by the District, the person bringing the appeal shall be advised by the Superintendent to follow the conflict resolution steps outlined in the *VBE Conflict Resolution Process for School Based Concerns*.
14. Where, in the opinion of the Associate Superintendent designated by the Superintendent to hear Level 1 appeals or the Superintendent, the decision does significantly affect the education, health or safety of a student, the appeal will be referred to a Level 1 meeting under this policy.

15. If the person bringing the appeal disagrees with the Superintendent's determination, that person may request the matter be referred to a quorum of the Board for a determination of that preliminary issue. The person requesting the Board determine this preliminary issue shall make that request in writing, delivered to the office of the Secretary Treasurer within 10 days of being advised of the Superintendent's decision.
16. Where the majority of the quorum of the Board determines that the decision in issue does not significantly affect the education, health or safety of a student, that the appeal was commenced out of time without reasonable excuse, or that the student and/or parent or guardian has refused or neglected to discuss the decision under appeal as directed by the District the appeal will be dismissed. That decision is final and may not be appealed. Where the quorum of the Board determines the appeal does involve a decision that significantly affects the education, health or safety of a student, was filed in time or with reasonable excuse, or that the person bringing the appeal did not fail to consult as directed by the District, the matter will be referred to a Level 1 meeting under this policy, unless the quorum of the Board determines to refer the matter directly to Level 2.

Level 1 – Associate Superintendent - Dispute Resolution

17. At Level 1 – Dispute Resolution, the Associate Superintendent designated by the Superintendent to hear Level 1 appeals will make a determination whether the decision under appeal should be upheld, reversed or varied.
18. Where the decision under appeal is a decision of the Associate Superintendent designated by the Superintendent to hear level 1 appeals, references to the Associate Superintendent designated by the Superintendent to hear Level 1 appeals shall be deemed to be replaced by "the Superintendent".
19. Upon a matter being referred to Level 1 the Associate Superintendent designated by the Superintendent to hear Level 1 appeals will, as soon as practicable, arrange a meeting which will be attended by:
 - 19.1 the person bringing the appeal, who may bring a representative if they so choose;
 - 19.2 the employee whose decision is being appealed; including if applicable, their union representative; and
 - 19.3 any other person the Associate Superintendent designated by the Superintendent to hear Level 1 appeals considers appropriate or necessary, including other District employees who have had prior involvement in making the decision being appealed, or who have special expertise in the subject matter of the appeal area being discussed. The Associate Superintendent will advise the person bringing the appeal who will be in attendance at the meeting, and the person bringing the appeal will advise the Associate Superintendent designated

by the Superintendent to hear Level 1 appeals if they are being accompanied at the meeting and if so by whom.

20. The person bringing the appeal shall provide the Associate Superintendent designated by the Superintendent to hear Level 1 appeals with all documents relevant to the appeal not less than seven days prior to the Level 1 meeting.
21. The Associate Superintendent will determine the appeal and will provide reasons for the decision to the person bringing the appeal and the person whose decision is under appeal.
22. If the person bringing the appeal does not accept the decision of the Associate Superintendent designated by the Superintendent to hear Level 1 appeals they may refer the matter to Level 2 by notifying the Office of the Secretary-Treasurer in writing that they wish to pursue the appeal to Level 2 within seven days of receiving the decision of the Associate Superintendent designated by the Superintendent to hear Level 1 appeals.

Level 2 - Board of Education

23. The Secretary-Treasurer shall forward the following materials to the Board for consideration:
 - 23.1 The Notice of Appeal.
 - 23.2 Any documents provided by any party to the appeal at the Level 1 meeting.
 - 23.3 Copies of any relevant VSB, Ministry or other policies or statutory requirements which bear on the issue raised in the appeal.
 - 23.4 The decision of the Associate Superintendent designated by the Superintendent to hear Level 1 appeals.

Appeal Level 2 - Hearing Procedure, Board of Education

24. Upon receipt of an appeal at Level 2, the Board shall establish a date for considering the appeal, which will be communicated to the parties by the Secretary-Treasurer.
25. The Board may be advised in private session by legal counsel and by the Secretary Treasurer in relation to the appeal provided they have not had prior involvement in the matter under appeal.
26. The Board may, in its absolute discretion, determine whether an appeal shall be considered on the basis of written submissions or an oral hearing. The Board may determine rules of procedure, including imposing limits on time for presentations, the ability to call or question witnesses, and the receipt of evidence, whether sworn or

unsworn, to facilitate the disposition of the appeal, and may adjourn the proceeding at the request of any party where there are reasonable grounds to do so.

27. The Board may establish a schedule for the exchange of documents or written submissions. At least seven (7) days prior to the date scheduled for the hearing of the appeal, or the exchange of initial written submissions in the cases of a written appeal, VSB staff and the appellant must provide each other with any documents or information they intend to rely on for the appeal, and which have not previously been exchanged.
28. The person bringing the appeal and the School District administration may make submissions in relation to the appeal.
29. The Board may make any interim decision it considers necessary pending the disposition of the appeal.
30. The Board may invite submissions from any person whose interests may be affected by the Board's decision on the appeal.
31. The parties will be promptly notified of the Board's decision. Written reasons will be provided to the parties as soon as practicable. In considering appeals of an employee's decision, the Board shall consider:
 - 31.1 Whether the decision significantly affects the education, health or safety of a student;
 - 31.2 Whether the decision appealed was reached through a process that was fair to the student;
 - 31.3 The evidence presented to the Board;
 - 31.4 Whether the decision is reasonable in circumstances; and
 - 31.5 Any special circumstances.
32. The Board's decision is final, subject to any rights to appeal under the School Act. The Board may reconsider its decision only:
 - 32.1 If it is satisfied that new evidence or information would have a material effect on the decision and that the failure to present that evidence or information at the original hearing is satisfactorily explained;
 - 32.2 The decision contravenes law; or
 - 32.3 A reconsideration is directed or requested in connection with an appeal of the Board's decision under School Act section 11.1.
33. Persons bringing appeals will be advised of the possibility of an appeal under School Act section 11.1 when they are notified of the Board's reasons for decision.

Legal Reference: Sections 6, 11, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 22, 26, 68, 85, 91 School
Act Regulation 24/08 – Appeals Regulation
Administrative Tribunals Act
Collective Agreement

SCHOOL CLOSURE

At times, the Board may consider permanent closure of schools.

Closing a school permanently means the closing, for a period exceeding twelve (12) months, of a school building used for the purposes of providing an educational program to students. The Board may decide to permanently close a school, following a school closure public consultation process, and must provide written notification to the Minister of Education.

The Board shall provide a public consultation process with respect to the permanent closure of a school prior to the Board making its final decision with respect to the closure of that school.

Following the consultation process, the Board will make a decision on the possible closure of the school.

Specifically

1. Senior Management may recommend to the Board at a public meeting consideration of schools for closure. Any such recommendation will also be communicated to the affected school communities.

Senior Management, in making a recommendation for consideration for closure may assess factors such as (some of which may not be applicable to a specific closure consideration):

- 1.1 Program offerings;
- 1.2 Space available in nearby schools;
- 1.3 Distances between schools
- 1.4 Traffic and travel patterns and safety of access for students being relocated;
- 1.5 Current and projected enrolment levels;
- 1.6 Class size;
- 1.7 Funding formula considerations;
- 1.8 Age of the building, physical plant maintenance and operating costs of the facility, including the need for seismic upgrades;
- 1.9 Potential re-uses of school facilities and sites;

- 1.10 Other factors that may be applicable in the circumstances.
2. The Board will consider the information provided by the Superintendent and either:
 - 2.1 Conclude that no action or further study is required, or
 - 2.2 Forward the information to the Facilities Planning Committee.
3. The Facilities Planning Committee shall review the materials and provide its recommendations to the Board.
4. The Board will review the recommendations from the Facilities Planning Committee and either
 - 4.1 Conclude that no action or further study is required, or
 - 4.2 Initiate a public consultation process by passing a motion at a public meeting of the Board.
5. The Superintendent will notify the Principal(s) and the Parent Advisory Council(s) in writing that the school has been identified for possible closure. The Board will notify the school community and the public about the school closure public consultation process through various means including parent newsletters and information posted on the District website.
6. The Board shall allow a period of at least sixty (60) days for public consultation process to take place.
7. The Board shall take the following steps to ensure that public consultation will take place:
 - 7.1 Make available, in writing, the rationale for the proposed school closure considered by the Board, including, but not limited to information with respect to the following factors:
 - 7.1.1 The number of students who would be affected, at both the school to be closed and surrounding schools;
 - 7.1.2 Enrolment trends and utilization for the school and surrounding area;
 - 7.1.3 Availability of space at receiving schools;
 - 7.1.4 Proximity to possible receiving schools and the routes to schools;
 - 7.1.5 Financial considerations including anticipated cost savings;
 - 7.1.6 Facility age and condition;
 - 7.1.7 District Choice and Special Education programs offered at the school;
 - 7.1.8 Impacts on surrounding schools;
 - 7.1.9 Impacts on community users operating in the schools offered at the school.

8. Once a school closure public consultation process has been initiated, at least one (1) public consultation meeting will be held to discuss the proposed closure.
9. The time and location of the school closure public consultation meeting(s) shall be advertised to notify the community at least 14 days in advance. This may include signage at the school, written notification to parents/guardians of students currently attending and registered to attend the school, notices to neighbouring schools, Parent Advisory Councils, employee groups and information posted on the District website and to social media.
10. The Board shall present the following at the beginning of the public meeting:
 - 10.1 Rationale for the proposed closure, including, but not limited to the pertinent facts and information related to the factors identified within the policy;
 - 10.2 The timing of the proposed closure and the implications for the placement of students;
 - 10.3 Possible alternative community use for all or part of the school.
11. Notes will be kept of the public meeting to record concerns or options raised regarding the proposed closure. Following the public meeting(s), the Board will give consideration to all input prior to making its final decision with respect to the school closure.
 - 11.1 The Board shall provide an opportunity for written responses to the Board regarding the proposed school closure. The Board will provide information and directions on how to submit the written responses. Written submissions will be summarized and will be acknowledged as received.
12. The final decision on a school closure will be made through the first, second, and third and final reading of a School Closure Bylaw at a public Board meeting. Following a decision to close a school, the Board will provide, without delay, written notification to the Minister of Education of its decision containing the following information:
 - 12.1 The school's name,
 - 12.2 The school's facility number,
 - 12.3 The school's address, and
 - 12.4 The date on which the school will permanently close.
13. Alternate use of a closed facility will be determined by the Board after receiving a recommendation from the Superintendent.

Legal Reference: Sections 73, 85, School Act
School Opening and Closure Order M194/08
Disposal of Land or Improvement Order M 193/08

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RECRUITMENT AND SELECTION OF PERSONNEL

The Board believes strong leadership and administration at the District and school levels are essential to the effective and efficient operation of the school system.

Specifically

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process and will make reasonable effort to ensure that all current District employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
3. In order to protect the Board from sudden loss of the Superintendent's services, the Superintendent shall ensure that staff is designated to perform the services of the Superintendent in the case of a short-term or prolonged absence, and that the Chair is advised of the delegation.
4. The following process will be followed for senior and District management positions including Directors, Associate Superintendent and Secretary-Treasurer positions:
 - 4.1 The Superintendent is delegated full authority to recruit and select staff senior and District management positions within the limitations of legislation, budget allocations and collective agreements
 - 4.2 These positions shall have a role description and the person occupying each of the positions shall have a written contract of employment.
 - 4.3 Compensation will be determined based on BCPSEA compensation guidelines.
5. The Superintendent is delegated full authority to recruit and select staff for all other District Office positions within the limitations of legislation, budget allocations, contracts and collective agreements.
6. The Superintendent is delegated full authority to recruit, select, assign and reassign staff for all school-based positions, including vice-principals and principals within the limitations of legislation, budget allocations, contracts and collective agreements.
7. The Superintendent is delegated full authority to recruit and select staff for all other staff positions, within the limitations of legislation, budget allocations and collective agreements.

8. All offers of employment shall be conditional on the successful applicant providing a criminal records check through the Criminal Records Review Program (Ministry of Public Safety and Solicitor General).

Legal Reference: Sections 15, 19, 20, 21, 22, 23, 24, 65, 85 School Act

BY-LAW NO. 3 (I) – INDEMNIFICATION

It is in the interest of a responsive and efficient public service that trustees, officers and employees be protected against a claim of damages arising out of the performance of their duties. None of these individuals should be placed in a position of personal liability for the performance of responsibilities vested in them by the School Act or assigned to them by the Board.

By-Law:

1. The Board will indemnify a Trustee, an officer or an employee of the Board
 - 1.1 Against a claim for damages against the Trustee, officer or employee arising out of performance of their duties; or
 - 1.2 Where an inquiry under Part 2 of the *Public Inquiry Act* or other proceeding involves the administration and conduct of the business of the School District and, in addition, the Board may pay legal costs incurred in proceedings arising out of the claim, inquiry or other proceeding.
2. The Board may, by affirmative vote of a majority of not less than 2/3 of all its members, pay
 - 2.1 Any sum required to indemnify a Trustee, an officer or an employee of the Board where a prosecution arises out of the performance of their duties with the Board; and
 - 2.2 Costs necessarily incurred;
But the Board shall not pay a fine imposed on a Trustee, an officer or an employee as a result of their conviction.
3. The Board shall not seek indemnity against a Trustee, an officer or an employee of the Board in respect of any action by the Trustee, officer or employee that results in a claim for damages against the Board except
 - 3.1 Where the claim for damages arises out of the gross negligence of the Trustee, officer or employee; or
 - 3.2 Where, in relation to the action that gave rise to a claim for damages against an officer or employee, the officer or employee willfully acted contrary to:
 - 3.2.1 The terms of their employment, or
 - 3.2.2 An order of a superior.

4. The Board's obligation to indemnify a Trustee, an officer or an employee in respect of matters occurring during their term of office or employment shall continue, notwithstanding that the term of office or employment, as the case may be, has ended.
5. Where the Board decides to pay legal costs incurred in proceedings out of a claim, inquiry under Part II of the *Public Inquiry Act* or other proceedings, the Board has the right to conduct the defense of the matter and, in its discretion, to compromise and/or settle the claim.
6. The Board shall not indemnify a Trustee, officer or employee against:
 - 6.1 Liability and legal fees incurred as a result of an action or other proceeding taken by the Board against the Trustee, officer or employee, or as a result of an action or proceeding taken by the Trustee, officer or employee against the Board;
 - 6.2 Liability to pay a fine, penalty or order imposed as a result of the conviction for an offence;
 - 6.3 Legal fees incurred as a result of a prosecution where the Trustee, officer or employee is convicted of an offence or obtains a conditional discharge;
 - 6.4 Legal fees incurred in an appeal of any conviction, sentence, judgment or order, unless the Board, by an affirmative vote of a majority of its members, so agrees;
 - 6.5 Liability and legal fees incurred by a Trustee where the Court determines that the trustee knowingly contravened the School Act;
 - 6.6 Liability incurred by a Trustee, officer or employee where the Court determined that the trustee, officer or employee knowingly permitted or authorized an expenditure not authorized by an enactment;
 - 6.7 Liability incurred by a Trustee as a result of any restitution ordered pursuant to Section 62 of the School Act; and
 - 6.8 Those matters for which the Board may seek indemnity from an employee pursuant to its authority under Section 95 of the School Act.
7. The Board may enter into individual indemnity agreements with its officers and employees not inconsistent with provisions of the School Act.

Legal Reference: Section 95, School Act

SEXUAL ORIENTATION AND GENDER IDENTITIES

The Board of Education (the “Board”) is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and working environment for all members of the school community, regardless of real or perceived sexual orientations, gender identities, and gender expressions, which includes lesbian, gay, bisexual, trans*, Two-Spirit, queer, and those who are questioning (LGBTQQ+).

The Board believes that all LGBTQQ+ students, staff and families have the right to have:

- Their confidentiality protected and respected;
- Self-identification and determination; and
- Their unique identities, families, cultures, and communities included, represented, valued, and respected within all aspects of the school environment.

The Board will promote pro-active strategies and guidelines so that all members of this diverse community are welcomed, respected, accepted and supported in every school and worksite.

The Board is committed to implementing measures that will:

- Define appropriate expectations, language, behaviours and actions in order to prevent discrimination and harassment;
- Ensure that complaints of discrimination or harassment based on sexual orientation, gender identity and/or gender expression are taken seriously and dealt with expeditiously and effectively through consistently applied policy and procedures;
- Raise awareness and improve understanding of the lives of people who identify as LGBTQQ+; and strive to eliminate the systemic inequities and barriers for members of the school community whose real or perceived identity is LGBTQQ+ and demonstrate accountability in leadership so that everyone is treated with fairness and respect.

1. Anti-Harassment

The Board will strive to prevent and to provide effective procedures to respond to any language or behaviour that degrades, denigrates, labels, or stereotypes students on the basis of their real or perceived sexual and/or gender identities and/or gender expression, or that incites hatred, prejudice, discrimination or harassment on such bases.

2. Leadership

The Board will consult with the Diversity Advisory Committee to ensure that policy directions, priorities and implementation of programs and services are consistent with the Sexual Orientation and Gender Identities policy.

There will be ongoing, constructive and open dialogue with LGBTTTQ+ communities to increase co-operation and collaboration among home, school and the community. Administrators, teachers, counsellors, and other staff and student leaders should consult with LGBTTTQ+ students and their designated support groups and take concrete actions to make schools more welcoming, inclusive and safer places. Staff will not refer students to programs or services that attempt to change a student's sexual orientation or gender identity.

3. Professional Development and Training

The Board will strive to ensure that professional development and training is provided for staff to develop the awareness, knowledge, skills and attitudes necessary to:

- Deliver an LGBTTTQ+ inclusive curriculum (including anti-homophobia and anti-transphobia education);
- Identify and address homophobic and transphobic discriminatory attitudes and behaviours; and
- Support and advocate for the needs of students whose real or perceived identity is LGBTTTQ+

4. Counselling and Student Support

The Board will ensure that:

- Counsellors are trained to respond competently to the needs of LGBTTTQ+ students as well as to the needs of students with LGBTTTQ+ family members;
- Counsellors and staff are provided with information, from the District, on support programs or services for students and families;
- Elementary and secondary schools appoint at least one staff person to be a Safe Contact who is able to act as a resource person for LGBTTTQ+ students, staff and families. (Note: School administrators will act as the Safe Contact if no one voluntarily steps forward.) School administrators will inform students and other staff about the location and availability of this contact person; and
- All secondary schools are supported in establishing and maintaining Gay or Queer/Straight Alliance clubs.

5. Curriculum Learning Resources

The Board is committed to:

- Ensuring that staff utilizes language and educational resources and approaches that are inclusive, developmentally appropriate, and respectful of diverse sexual orientations, gender identities, and gender expressions;
- Enabling all LGBTTTQ+ students and families to see themselves and their lives positively reflected in the curriculum, through the provision of library and other curricular resources;
- Creating or acquiring developmentally appropriate, current and relevant learning resources for sexual health education that are LGBTTTQ+ inclusive; and
- Providing learning resources in languages and in formats easily accessible to ELL students and their families, where possible.

6. Communications

The Board will:

- Acknowledge through its communication to students, staff, and the community that some students live in LGBTTTQ+ families and need to be positively recognized and included as such; and
- Ensure that school forms and communications reflect the diversity of sexual orientations and gender identities of students, staff and parents/guardians.

7. Gender Identity and Gender Expression

To support the safety, health, and educational needs of students whose real or perceived identity is trans*, staff shall adhere to the following practices:

7.1 Consultation

School staff are encouraged to consult with District staff, to review best practices for supporting trans* students.

7.2 Confidentiality and Privacy

7.2.1 A student's trans* status, legal name, or gender assigned at birth may constitute confidential personal information that will be kept confidential unless its disclosure is legally required or unless the student or the student's parent(s)/guardian have given authorization.

7.2.2 In situations where school staff or administrators are required by law to use or to report a trans* student's legal name or sex, such as for purposes of data collection, school staff and administrators will adopt practices to avoid the inadvertent disclosure of such information.

7.2.3 Students' rights to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share will be respected.

7.3 Names and Pronouns

Trans* students will be addressed by the names and pronouns prefer to use.

7.4 Official Records and Student Information

7.4.1 Whenever possible and permitted by law, requests made by a student, or the parent/guardian, to change the student's official record to reflect their preferred name and/or gender identity will be accommodated.

7.4.2 Whenever possible, at the request of a student or of a students' parent(s)/guardian, the student's preferred name and/or gender identity will be included on class lists, timetables, student files, identification cards, etc.

7.4.3 Unless the student or the student's parent/guardian has specified otherwise, communications between school and home shall use a student's legal name and the pronoun corresponding to the student's gender assigned at birth.

7.5 Dress

Students have the right to dress in a manner consistent with their gender identity or gender expression. This includes students who may dress in a manner that is not consistent with societal expectations of masculinity/femininity.

7.6 Sex-segregated Activities

Schools will reduce or eliminate the practice of segregating students by sex. In situations where students are segregated by sex, trans* students will have the option to be included in the group that corresponds to their gender identity.

7.7 Access to Physical Education and Sports

7.7.1 Where possible, students will be permitted to participate in any sex-segregated recreational and competitive athletic activities, in accordance with their gender identity. Due to issues of disclosure and safety, some students may wish to participate in a sex-segregated activity that is not aligned with their gender identity.

7.7.2 Trans* students shall be provided the same opportunities to participate in physical education as all other students, shall not be asked or required to have physical education outside of the assigned class time, and shall be permitted to participate in any sex-segregated activities in accordance with their gender identity if they so choose.

7.8 Washroom and Change Room Accessibility

7.8.1 The use of washrooms and change rooms by trans* students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration, ensuring the student's safety and comfort, minimizing stigmatization and providing equal opportunity to

participate in physical education classes and sports.

7.8.2 Trans* students shall have access to the washroom and change room that corresponds to their gender identity. Students who desire increased privacy will be provided with a reasonable alternative washroom and/or changing area. Any alternative arrangement will be provided in a way that protects the student's ability to keep their trans* status confidential.

7.8.3 The decision with regard to washroom and change room use shall be made in consultation with the trans* student.

7.8.4 The Board will strive to make available single stall gender-neutral washrooms at all school locations and worksites.

7.9 Student Transfers

Schools will aim to keep trans* students at their original school site, unless it is a student's wish to transfer. Should the student wish to transfer, it is not necessary to disclose the student's gender identity and/or gender expression as the reason for transfer.

7.10 Resolving Conflict

Disputes will be resolved in a manner that involves the trans* student and an adult ally (teacher, service provider, parent/guardian) in the decision-making process to maximize inclusiveness.

Glossary

Asexual: A person who is not sexually attracted to any gender or sex. Asexual people may still be romantically attracted to people of a variety of genders and sexualities and have romantic, non- sexual relationships.

Bisexual: A person who is attracted to both women and men.

Gay: A person who is attracted to someone of the same sex and/or gender as themselves. This word can be applied to all genders of relationships, but has primarily been used in reference to men.

Gender: A socially constructed concept of identity based on roles, behaviours, activities, and appearance such as masculine, feminine, androgynous, etc.

Gender expression: The ways a person presents their sense of gender to others (for example, through clothes, hairstyle, mannerisms, etc.).

Gender identity: A person's internal sense of being a man, a woman, genderqueer etc. This is not the same thing as a person's biological sex, and may not be consistent with how they are perceived by others.

Gender nonconforming: A term that often refers to children who express gender in ways that differs from societal expectations of the sex and gender assigned to them

at birth. For the purposes of this policy and accompanying regulations gender nonconforming children are included under the term trans*.

Homophobia: The fear, ignorance and mistreatment of people who are, or are perceived to be, lesbian, gay or bisexual. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of lesbian, gay or bisexual people. Homophobic bullying can also be targeted against any individual, regardless of perceived sexual orientation.

Intersex: Refers to people whose reproductive or sexual anatomy is not easily defined as male or female. There are a variety of ways someone can be intersex, ranging from having ambiguous genitalia to having mixture of XX and XY chromosomes. Intersex individuals have historically been mistreated in North American society (i.e. being forced to have “corrective” genital surgeries as infants). The term Disorders of Sexual Development is being used increasingly amongst medical professionals in reference to intersex conditions, however, this term has not been fully adopted by intersex communities at the time this policy is being written. The word hermaphrodite was historically used to describe intersex individuals, however, this term is considered highly offensive.

Lesbian: A woman who is attracted to other women.

LGBTQT+: An acronym that in this case stands for lesbian, gay, bisexual, trans*, Two-Spirit, and queer/questioning. There is a wide range of other terms often included in this acronym (often referred to by queer communities as “the alphabet soup”) such as asexual, and this acronym tends to vary depending on the source. The plus sign (+) indicates the inclusion of all sexual and gender identities.

Perceived as LGBTQ+: Refers to someone who is treated as if they are LGBTQ+ even if they do not identify as such.

Pronouns: The words one uses to refer to themselves (e.g. he/him/his; she/her/hers; they/them/theirs; xe, xem, xyr, etc.)

Queer: An umbrella term (often used in place of the LGBTQ+ acronym) used to describe individuals who identify as being part of sexual and gender diverse communities (e.g. lesbian, gay, transgender).

Sex: A biological classification based on physical attributes such as sex chromosomes, hormones, internal reproductive structures, and external genitalia. At birth, it is used to identify individuals as male or female. For those whose sex is not easily categorized as male or female see Intersex.

Sexual Orientation: Refers to a person’s attraction towards a particular gender or sex. Someone may identify as lesbian, gay, bisexual, queer, pansexual, etc. It is important to remember that sexual identity and gender identity are separate.

Trans*: (also Trans, Transgender, Transsexual) An umbrella term that can be used to describe people whose gender identity and/or gender expression differs from what they were assigned at birth. Some trans* people may choose to medically transition by taking hormones, having surgery. Some trans* people may choose to socially transition by changing their name, clothing, hair, etc.

Transphobia: Fear, ignorance and mistreatment of people who are, or are perceived to be, trans* or gender nonconforming. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of transgender or gender nonconforming people. Transphobic bullying can also be targeted against any individual, regardless of perceived gender expression.

Transition: A term most commonly used to refer to someone transitioning from one gender to another. Transition often consists of a change in style of dress, selection of a new name, and a request that people use the correct pronoun when describing them. Transition may, but does not always, include medical care like hormone therapy, counseling, and/or surgery.

Two-Spirit: An Indigenous term describing the embodiment of both masculine and feminine spirits. This identity is not limited to gender expression or sexuality, but encompasses them both while incorporating a spiritual element. It is a standalone identity, not an Indigenous term for gay or lesbian.

(These definitions are adapted from *Questions & Answers for Parents and Family Members of Gender Variant and Transgendered Youth* {Vancouver School Board, 2011}.)

Legal Reference Section 65, School Act

STUDENT TRUSTEE

The position of Student Trustee has been established by the Vancouver Board of Education (VBE) for the purpose of encouraging open communication between the student body and the Board, increasing student engagement in School District governance matters, and increasing student participation in District planning and policy and program development.

1. Role Description And Expectations

The Student Trustee:

- 1.1. Is not a member of the Board, is not entitled to vote on any matter before the Board or any of its committees, and does not have the statutory powers or duties of a School Trustee under the School Act.
- 1.2. Will attend all regular public meetings of the Board but is not entitled to be present at any meetings that are private.
- 1.3. May attend all meetings of the Board, including standing committee meetings, except private meetings or at which persons other than trustees are excluded.
- 1.4. Will participate with other trustees in discussions, and provide a student perspective on matters before the Board.
- 1.5. Will comply with the *Student Trustee Conflict of Interest Guidelines* in Appendix 1.
- 1.6. Is not entitled to move a motion, but may suggest a motion on any matter at a meeting of the Board or a committee on which the student trustee sits.
- 1.7. Shall have access to all information and resources provided to Board members (e.g.: reports, training sessions, etc.) with the exception of information related to matters which are being considered at a private meeting or from which persons other than trustees are excluded.
- 1.8. Will present a Student Trustee report at the first regular Board meeting of each month.
- 1.9. Will report regularly to the students of the VBE, through the Vancouver District Student Council (VDSC), the activities of the Board pertaining to public meetings of the Board and its committees.
- 1.10. Is encouraged to visit and meet with secondary school students in schools within the Vancouver School District.

2. Eligibility And Qualifications

- 2.1. To qualify to be nominated and hold the position of Student Trustee, the person must meet the following qualifications:
- 2.2. Be a student in regular attendance at a VBE secondary school.
- 2.3. Be 16 years of age or older by December 31 of the school year in which the student trustee holds office.
- 2.4. Have parental consent (if under 19 years of age).
- 2.5. Be a member of the Vancouver District Student Council (VDSC).

3. Election Of A Student Trustee

- 3.1. In order to elect a Student Trustee, the VDSC must follow the process outlined below.
- 3.2. Each member of the VDSC is eligible to be nominated as a candidate for the position of Student Trustee, subject to section 2 of this Regulation.
- 3.3. Candidates interested in election as a Student Trustee will provide members of the VDSC with a personal resume and/or a letter of intent at least forty-eight hours prior to the meeting of the VDSC to select the Student Trustee.
- 3.4. Student Trustee candidates will be provided the opportunity to make a five minute presentation to the meeting of the appropriate VDSC meeting.
- 3.5. Where there is more than one candidate, the VDSC will select, by secret ballot, the Student Trustee representative from among the candidates. Balloting will continue, dropping off the candidate with the fewest votes, until one candidate achieves a simple majority.
- 3.6. VDSC will notify the Secretary-Treasurer of the person elected as Student Trustee.
- 3.7. In the event that the Student Trustee leaves office before the completion of their term, the vacancy will be filled by a by-election.

4. Term Of Office

- 4.1. The Student Trustee will be elected in May/June for the following school year. The term of office of the Student Trustee shall be from September 1st of the year in which the student trustee is elected and ends June 30 of the following school year.
- 4.2. The term of office for the Student Trustee will be one school year. A Student Trustee may be re-elected by the VDSC and may serve a maximum of two years. The Student Trustee will be expected to serve during the school year only.

5. Disqualification Of Student Trustees

- 5.1. A Student Trustee will be disqualified from service if he or she:
 - 5.1.1. Ceases to be a student in School District 39 (Vancouver).
 - 5.1.2. Is absent from three consecutive regular meetings of the Board without permission of the Board.
 - 5.1.3. Is convicted of an offence under the Criminal Code of Canada or under the Youth Criminal Justice Act.
- 5.2. A student trustee may be disqualified from service if he or she:
 - 5.2.1. Breaches the confidentiality of the Board.
 - 5.2.2. Is suspended from school for a serious violation of the Code of Conduct or other Board policies or school rules.

6. Honorarium And Support For The Student Trustee

- 6.1. The Student Trustee will receive an honorarium as determined by the Board from year to year. This honorarium will be pro-rated if a Student Trustee does not serve for the full term.
- 6.2. The Student Trustee will be reimbursed for any appropriate receipted expenses incurred as a function of the role, including transportation costs in accordance with Board policies. Further, the Student Trustee will be supported in attending conference opportunities that relate to the role, with a budget for conference expenses to be approved by the Board.
- 6.3. The Student Trustee will be supported in attending one out of District conference opportunity per school year that relates to the role, if they so choose to attend, with a reasonable budget that aligns with Board conference expense guidelines.

7. Responsibilities Of The Board Chair And Superintendent Of Schools

- 7.1. To appoint one elected trustee to act as a mentor for the Student Trustee.
- 7.2. To meet with the Student Trustee at the beginning of the school year to discuss their responsibilities and participation.
- 7.3. To meet with the VDSC at the beginning of the school year to orient them to the role and expectations of Student Trustee to the Board and to encourage VDSC student representatives to attend VBE Standing and Advisory Committee meetings, and to support the Student Trustee at Board meetings throughout the school year.
- 7.4. To acknowledge the service of the Student Trustee to the Board during the second Board meeting in April of each school year.
- 7.5. To organize an annual liaison meeting between the Board and VDSC.

8. Other

- 8.1. The Student Trustee will not participate in BCSTA events in any formal manner. The Student Trustee may accompany elected trustees to appropriate BCSTA events or orientation and training purposes provided BCSTA does not object.

Legal Reference Section 85, School Act

STUDENT TRUSTEE CONFLICT OF INTEREST GUIDELINES

1. A Student Trustee must not participate in any Board discussion where the Student Trustee may have a conflict of interest or an apparent conflict of interest.
2. For the purposes of this policy and regulation, the Student Trustee has a conflict of interest when a Student Trustee or their parent(s), spouse, sibling or child has a direct or indirect financial interest in the matter being discussed at the Board or Committee meeting.
3. For the purposes of this policy and regulation, the Student Trustee has an apparent conflict of interest where a reasonable member of the public may believe that the Student Trustee's participation in a discussion at a Board or Committee meeting may have been affected by their private interest.
4. A Student Trustee who believes that he or she has a conflict of interest must declare the conflict to the Board or the Committee and withdraw from any further participation in the discussion of the matter that gave rise to the conflict.

RESTRICTED AND NON-RESTRICTED SURPLUS FUNDS

DISPOSAL OF LAND OR IMPROVEMENTS

When land or improvements owned by the Board (collectively "the Real Property") becomes surplus to the needs of the School District, the surplus property may be disposed of in accordance with the School Act, applicable Ministerial Orders and this Policy and related Regulations.

The Board has the responsibility for the disposal of its Real Property and may, after considering future educational needs and school space requirements for the School District, deem a property no longer required for further educational purposes or other Board purposes and determine to proceed to dispose of such property. In accordance with the School Act and applicable Ministerial Orders, the Board must not dispose of land or improvements by sale or transfer in fee simple or by way of lease of ten years or more unless such disposal is provided for in the Disposal of Land or Improvements Ministerial Order M193/08, or is approved by the Minister. The Board can dispose of land or improvements by way of lease, other than a lease of ten years or more, if such disposition is to an agency or organization for an alternative community use.

The procedure to dispose of Real Property by sale or transfer in fee simple or by way of lease of 10 years or more is as follows:

1.0 Determination of Ownership

1.1 Prior to initiating the disposal of any Real Property, the Board will conduct a title search to confirm that the property is registered in the name of the Board of Education of School District No. 39(Vancouver) with fee simple ownership. The title search should include a determination as to whether or not the Real Property is held in trust by grant from the Crown, or subject to any registered charges.

2.0 Consultation

2.1 Once ownership has been determined in accordance with 1 above, prior to disposing of Real Property, the Board shall undertake, with stakeholders, local governments, community organizations and/or the public, such consultations as the Board may consider appropriate with respect to the Real Property involved. This consultation process shall include:

2.1.1 Consideration of future enrolment growth in the School District, including K-12, adult programs and early learning;

2.1.2 Consideration of alternative community use of surplus space in school buildings and other facilities;

2.1.3 A fair consideration of the community's input and adequate opportunity for the community to respond to the Board's plan for the Real Property.

3.0 Disposal Process

3.1 Following consultation, if the Board passes a resolution declaring the Real Property surplus to the needs of the School District and instructing School District staff to proceed with the Real Property disposal process, the School District staff shall:

3.1.1 Where necessary, arrange for the preparation of a legal survey plan showing the boundaries of the property to be disposed of;

3.1.2 Initiate the disposal process in accordance with a public request for proposals or tender process, provided that if the disposition is:

- i) to a not-for-profit organization;
- ii) to a public authority;
- iii) to a person who, as part of the consideration for the disposition, will exchange land or an improvement with the Board;
- iv) to a person who is a party to a subsisting lease, option, right of first refusal, joint venture, coownership or collaborative land acquisition or development agreement that has been the subject of a process involving the solicitation of competitive proposals, regardless of whether the agreement has been amended or assigned subsequent to the completion of that process;
- v) a disposition of land to an owner of adjoining land for the purpose of consolidating the lands;

then the requirement for a public request for proposals or tender process shall only apply if the Board in its discretion so elects by resolution.

3.1.3 When required pursuant to the School Act and applicable Ministerial Order, apply to the Minister for approval of the disposal. The application will include:

- i) Verification that the school closure was completed in accordance with the provisions under the current or former School Opening or Closure Order, if applicable;
- ii) Description of circumstances giving rise to the Board request for Ministerial approval for the disposal of the property;
- iii) Confirmation that the property will not be required for future educational purposes;
- iv) Description of Board consultation as undertaken with respect to the proposed disposal;
- v) Description of how the property was first acquired for educational purposes by the Board if known;

vi) Confirmation that the property is owned by the Board and not the subject of Crown land grant as evidenced by one of the following documents obtained from the Land Title office:

- (1) State of Title Certificate (certified copy of title); or
- (2) Title search print including parcel identifier No.

vii) Address and legal description of the property;

viii) Site plan showing the subject property clearly outlined in bold or in colour;

ix) Property Appraisals by two licensed property appraisers. In situations where it is not practical to obtain two comprehensive appraisals, the latest property assessment notice will be provided as one of these appraisals; and

x) Statement of expected purchase price or rent.

3.1.4 Undertake necessary steps to subdivide the Real Property to be disposed of, if it is to be subdivided from a "parent" property to remain in the ownership of the Board.

4.0 Bylaw Requirement

4.1 Upon completion of the process outlined in #3 above, (and upon notification of Ministerial approval where applicable), the Board shall adopt a By-law (the "Real Property Disposal By-law") authorizing the disposal of the Real Property. The Real Property Disposal By-law will include:

- i) Confirmation that the Board will not require the land or improvements for future educational purposes;
- ii) The name and the facility number, if any; and
- iii) The address and legal description of the Real Property.

5.0 Notification to Minister of Education

5.1 Upon adoption of the Real Property Disposal By-law by the Board, the Board will provide without delay the following documentation to the Minister:

- i) A copy of the Board's Real Property Disposal By-law authorizing disposal of the property; and
- ii) Written notification of the disposition and allocation of the proceeds as required under section 100(2) of the School Act.

6.0 Transfer of Title

6.1 Where disposal is by sale or transfer, the transfer of title shall be completed in accordance with the terms of the agreement entered into with the purchaser.

7.0 Board of Education Restriction

7.1 That the disposal of the land procedure above shall be pursuant to the following VBE Board motion adopted on October 13, 2015:

That the VBE commit to not sell school lands but maintain or increase our current number of school sites to preserve neighbourhood sites for current and future educational and community use. This would not preclude land swaps or the sale of portion of school sites provided that educational programs could still be offered.

Reference: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act Ministerial Order M193/08