

**ADMINISTRATIVE MEMORANDUM**

**Meeting Place:**

Education Services Centre  
2121 Lonsdale Avenue  
Mountain View Room – Fifth Floor  
North Vancouver, British Columbia

**Format and Date:**

PUBLIC BOARD MEETING  
Tuesday, October 16, 2018 at  
7:00 pm

			Estimated Completion Time
A.	Call to Order		
A.1.	Chair Sacré's opening remarks	(no schedule)	7:00 pm
A.2.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	(no schedule)	7:00 pm
A.3.	Public Comment Period *		7:30 pm
A.4.	Approval of Minutes (that the minutes of the Public Meeting of September 25, 2018 be approved as circulated)	(no schedule)	7:35 pm
A.5.	Student Presentation – Lynn Valley Elementary		7:50 pm
B.	Action Items		
B.1.	Revised Policy 804: Use of Tobacco, Vapour Products and Cannabis on Board Premises		7:55 pm
B.2.	Revised Policy 506: Employee Code of Conduct		8:00 pm
B.3.	Squamish Nation Protocol Agreement – Communication and Collaboration		8:15 pm
B.4.	Trustee Handbook and Policy 104		8:30 pm
B.5.	Meetings		8:45 pm
B.6.	Special Needs Data		9:00 pm

\* Additional Community Presentations or Delegations are welcomed with advanced notice - see [Policy 104: Board of Education - Meetings](#) and its [Administrative Procedures](#).



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 Tuesday, October 16, 2018 at  
 7:00 pm

		Estimated Completion Time
	(continued)	
C.	Information and Proposals	
C.1.	Artists for Kids 2017/18 Annual Report	9:15 pm
C.2.	Administrative Procedures - Policy 108: Trustee Code of Ethics	9:25 pm
C.3.	Land Management Update	9:35 pm
C.4.	Tuesday, October 2, 2018 Standing Committee Meeting	9:40 pm
C.5.	Out of Country Field Trips - Secondary	9:40 pm
C.6.	Superintendent's Report	9:50 pm
C.7.	Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)	9:55 pm
C.8.	Trustees' Reports	10:05 pm
D.	Future Meetings	10:05 pm
E.	Public Question & Comment Period	10:25 pm
F.	Adjournment	(no schedule) 10:25 pm

**Note:** The completion times on this agenda are estimates intended to assist the Board in its pacing.

**Schedule A.3**  
**of the**  
**Administrative Memorandum**

**Meeting Date:**            October 16, 2018                     **Board**                     **Board, in camera**

**Topic (as per the Memorandum):**            **Public Comment Period**

**Narration:**

As per the motion passed on June 21, 2016 the Board will provide a twenty (20) minute public comment period relevant to the Board’s mandate on a trial basis. Speakers will be allocated a maximum of two (2) minutes each. An additional ten (10) minutes will be provided for Trustee questions of clarification.

Speakers are requested to place their name on a signup sheet in order to speak during the Public Comment Period. The signup sheet will be available in the Board Room from 6:50 – 7:00 pm prior to the meeting’s commencement. The Chair will invite those wishing to speak in the order that their name appears on the signup sheet.

When appearing before the Board, speakers are requested to state their name and address for the record.

During the Public Comment Period, as well as the Public Question and Comment Period at the end of the meeting, speakers may not speak disrespectfully of any Board Member, staff member, or any other person and must not use offensive words or gestures.

Speakers may speak only once at the Public Comment Period.

## School District No. 44 (North Vancouver)

Minutes of the Public Meeting of the Board of Education, School District No. 44 (North Vancouver) held in the Mountain View Room of the Education Services Centre at 2121 Lonsdale Avenue in North Vancouver, British Columbia, on Tuesday, September 25, 2018.

**PRESENT:** C. Sacré, Chair  
F. Stratton, Vice Chair  
B. Forward  
C. Gerlach  
M. Higgins  
S. Skinner  
J. Stanley

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### A. Call to Order

Chair Sacré called the meeting to order at 7:00 pm and welcomed those in attendance. The traditional territorial lands of the Squamish Nation and Tsleil-Waututh Nation were acknowledged. The Chair recognized Orange Shirt Day, World Teachers Day and World Mental Health Day.

### A.2. Approval of Agenda

A request was made to combine A.4., A.5. and A.6. and to move agenda item B.3. to B.1.

Moved by B. Forward

that the agenda be adopted as amended.

Seconded by J. Stanley

Carried

### A.3. Public Comment Period

The twenty minute comment period is intended to be relevant to the Board's mandate. The Chair requested that those wishing to speak should sign on the Public Comment Sign-Up Sheet.

Hamid, Markus Bellamy, Michelle Lee, Puna Arona, Sepahi Karimi, JJ Pistawka and Walter Mustapich, all spoke regarding the H.O.P.E. for Boys Leadership 11 course. Students shared their successes with the after school program, urging Trustees to pass the motion to make H.O.P.E. for Boys Leadership an offered course. The course would allow more boys to learn important and valuable lessons during school timetables.

Amanda Nichol, Chair of the North Vancouver Parent Advisory Council, shared her concerns regarding the Trustee Handbook. Ms. Nichol also noted that the agenda is particularly long, making it hard for parents to attend.

### A.4. Approval of Minutes

Moved by F. Stratton

that the minutes of the public meeting of June 19, 2018, June 20, 2018 and June 27, 2018 be approved as amended.

Seconded by B. Forward

Carried



**A.7. Student Presentation – Argyle Secondary School**

The Leadership course at Argyle provides a unique opportunity for senior high school students to give back to the North Vancouver community while learning important life skills.

Students Jamal Bala, Rigo Cely and Cloe Harris shared how the class operates, the roles they assumed, the workshops they attended and the events they helped run throughout the year. All three students noted how they developed peer-helping skills, practiced public speaking and took part in running school and community events.

Teacher Bryan Lockless has used the last decade to create a class for students to give back to the school and the community. For placements, Jamal and Rigo both coached basketball for elementary school students and Cloe attended a WeForShe Conference and coached an elementary school basketball team. These are just a few of the many different examples of placements and projects that allow these students to be leaders in the community.

On behalf of the Board, Chair Sacré and Superintendent Mark Pearmain thanked the students.

**B.3. H.O.P.E. for Boys Leadership 11**

Trustee Stratton introduced this agenda item noting that this course was first discussed on May 22, 2018. Since hearing about the course in May, the curriculum has been updated to align with the new redesigned Ministry curriculum. As was discussed in the presentation by Walter Mustapich, Vice Principal of Sutherland Secondary School, H.O.P.E. for boys Leadership 11 explores Aboriginal worldviews and perspectives and has a strong emphasis on the development of the individual through receiving intense support in the areas of Hope, Opportunity, Positive Mentorship and Education for boys ages 13-18.

By approving this course, it will allow students the security of having this course available to them by September 2019 and it will allow the planning process to commence.

Moved by F. Stratton

that the Board of Education approve the specific Ministry approved BAA called H.O.P.E for Boys Leadership 11, as currently offered in Abbotsford B.C., in the North Vancouver School District for introduction into the 2019/20 school year.

Seconded by C. Gerlach

Carried

**B.1. 2017/18 Surplus Utilization**

Secretary Treasurer Georgia Allison introduced this item sharing that the Executive Committee provided recommendations for the year-end appropriations to Trustees by email on September 7, 2018, and provided a conference call with Trustees on September 17, 2018. This process allowed the full Board to have an opportunity to be aware of the Executive Committee's recommendations prior to the Audit Committee meeting on September 19, 2018, as only three of the seven Trustees sit on the Audit Committee.

The Executive Committee recommended appropriations that fall within Policy 710 and that keep with past practice, such as the appropriation of Surplus to: balance the Preliminary Budget; provide for a Staffing Contingency; and fund the outstanding Purchase Orders as at June 30, 2018. Additional recommended appropriations reflected the input received during the Preliminary Budget consultation process in Spring 2018. These appropriations include: support to school capital projects; technology; and fleet vehicles; as well as professional development for NVSD staff who are supporting diverse learners.

Responding to Trustees' questions, Secretary Treasurer Georgia Allison and Superintendent Mark Pearmain clarified the use of funds towards the Argyle and Handsworth Secondary School Replacement Project; tuition to support teaching staff; staffing contingency funds; and student classroom technology needs.

**B.1. 2017/18 Surplus Utilization (continued)**

Moved by B. Forward

that the Board approve the appropriation of \$6,281,311 Accumulated Surplus at identified in the attached Appendix A: Executive Committee Recommendation on Proposed Accumulated Surplus Utilization.

Seconded by S. Skinner

Carried

**B.2. Audited Financial Statements for the Year Ended June 30, 2018**

Kristen Watson, Director of Financial Services, introduced the 2017/2018 Audited Financial Statements and shared that the meeting of the North Vancouver School District's Audit Committee was held at the beginning of September. Following a review of the Audited Financial Statements, the Audit Committee recommended that the Board approve the statements. Ms. Watson introduced Lenora Lee, Audit Partner from KPMG LLP.

Ms. Watson noted that management staff produced a detailed Management Discussion and Analysis Report for the 2017/18 year which provides detailed information and explanation of variances from budget with regards to School District Revenues and Expenses. This report has been produced for the first time this year, and is coming from a recommendation from the Financial Health Working Group that it be included every year as a companion document to the audited financial statements.

The following highlights were noted: results of operations included \$152,674,974 in Operating Revenue with \$147,981,725 in Operating Expenses; \$836,845 worth of Tangible Capital Assets was acquired within Operating funds, resulting in an operating surplus of \$3,856,404; and Total Expenditures in the Special Purpose Fund amounted to \$20,727,723 in expenses and \$1,210,136 worth of Capital Assets.

The most significant expenditures came from the costs attributable to the CEF funding, which was provided by the Ministry of Education to fund costs of restoration of class size and composition contract language.

The School District recorded \$5.9M in Deferred Capital Revenue, and recognized approximately \$9.7M in Amortization expense on its Tangible Capital Assets. Closing Accumulated Surplus Balance for the Fiscal Year is \$110,844,445, of which \$10,018,731 is represented by the Operating Surplus. The Board has placed internal restrictions totalling \$6,281,311 and \$3,737,420 is unrestricted.

In presenting the Auditor's report to the Board, Ms. Lee noted that the financial statements for the fiscal year ending June 30, 2017 have been completed and along with the auditor's report have been submitted with no qualifications to the Board for its approval. Ms. Lee noted that there were no adjustments to the audit, and thanked management and staff for their help during the audit process.

In response to Trustees' questions, Kristen Watson, Director of Financial Services and Secretary Treasurer Georgia Allison provided clarification regarding CEF and remedies of restored language; administrative costs; and, leases in the School District.

The Board thanked Ms. Lee for her report and extended thanks to Ms. Watson and staff for their work on the financial statements.

Moved by B. Forward

that the Board approve the Audited Financial Statements and the Auditors' Report to the Board of Education of School District No.44 (North Vancouver) for the Year Ended June 30, 2018 as presented in Schedule B.1.

Seconded by J. Stanley

Carried

A short break was observed.

#### **B.4. Trustee Handbook**

With a focus on supporting the incoming new Board of Education, a Trustee Handbook was developed by the current Board of Education as a single source document to support Trustees in their roles and as a quick reference to provide clarity on roles, responsibilities and guidelines to follow if any concerns arise.

Trustees discussed the Handbook at length and shared their concerns regarding language and consistency. Each Trustee made recommendations to the Handbook in order to address concerns and assist in further editing the document.

Moved by J. Stanley

to postpone the acceptance of the proposed Trustee Handbook to the October Board Meeting.

Seconded by S. Skinner

Carried

#### **Motion to Extend**

Moved by F. Stratton

to extend the meeting past 10:00 pm.

Seconded by S. Skinner

Carried

#### **B.5. Revised Policy 108: Trustee Code of Ethics**

As part of the review process for drafting the new Trustee Handbook, Trustees identified District Policies and Administrative Procedures requiring addition/revision. *Policy 108: Board of Education – Trustee Code of Ethics* requires updates to language and the addition of Administrative Procedures for dealing with infractions of the Trustee Code of Ethics.

Concerns from Trustees were raised regarding the Administrative Procedures, specifically the section with respect to conciliatory measures and sanctions.

Moved by C. Sacré

that the Board of Education approve *Proposed Revised Policy 108: Board of Education – Trustee Code of Ethics* and that the *Administrative Procedures* to be brought back to the board at the October Board Meeting.

Seconded by F. Stratton

Carried

#### **B.6. Trustee Stipends**

Secretary Treasurer Georgia Allison introduced this agenda item, noting that Section 71 of the *School Act* states that “a board may authorize annually the payment of remuneration to the chair, vice chair and other trustees, and...a reasonable allowance for expenses necessarily incurred by the trustees in the discharge of their duties.”

The Board of Education is asked to consider a proposed increase of 3.3% for the period of July 1, 2018 through June 30, 2019, based upon the annual change in the Vancouver CPI. Secretary Treasurer Allison provided examples of stipend amounts for neighbouring school districts and provided clarification regarding postponing the motion and tax changes to Trustees.

Moved by B. Forward

that the Board adopt new rates of Trustee remuneration rates per annum: Chair - \$27,352; Vice Chair - \$25,979; Trustee - \$25,201, effective July 1, 2018.

Seconded by J. Stanley

Carried

**B.7. Meetings**

Moved by J. Stanley

that the motion be postponed to the October Board Meeting.

Seconded by F. Stratton

Carried

**C.1. French Immersion Curriculum Update & France/Canada Connection**

In January 2016, the North Vancouver School District's *French Immersion Review Committee* was established. The committee, led by Dr. Joanne Robertson, Director of Instruction, includes elementary and secondary French Immersion teachers, administrators, as well as Canadian Parents for French and Trustee representatives.

Dr. Joanne Robertson, Julie Bertrand (District French Facilitator) and Laura Stewart (Windsor Secondary Teacher Leader) provided an overview of the new course development and implementation process during the first two years of the redesigned Secondary French Immersion program. Both Ms. Bertrand and Ms. Stewart shared stories from their recent trip to France to sign a partnership with Académie Orléans-Tours which allows a continued presence in France for North Vancouver School District students.

**C.2. Trustee Election Information**

Introducing this agenda item, Mark Pearmain, Superintendent of Schools, noted there is a total of 18 candidates running for School Trustee in the City and District of North Vancouver. Superintendent Pearmain noted upcoming meetings for candidates and thanked the candidates for putting their names forward.

**C.3. Land Management Update**

Superintendent Mark Pearmain updated the Board on the Argyle and Handsworth Secondary School Replacement Projects. A Project Development Report for Mountainside Secondary School is with the Ministry for review. Superintendent Pearmain noted that at the October 2, 2018 Standing Committee Meeting there would be an update on the Handsworth Secondary Replacement Project.

**C.4. Tuesday, September 11, 2018 Standing Committee Meeting**

Trustee Gerlach reported on the meeting that focused on the progress in 2017/18 and goals and activities planned for 2018/19.

**C.5. Out of Country Field Trips – Secondary**

Provided for their information, Trustees received in their agenda packages an overview of out of country field trips that are being planned for secondary students as follows:

- Seycove Secondary School – field trip to Portland, Oregon and Hanford, Washington, USA (October 3-6, 2018)
- Seycove Secondary School – field trip to Oregon Coast, USA (October 13-19, 2018)

**C.6. Superintendent's Report**

Superintendent Mark Pearmain shared highlights from his visits to Carson Graham Secondary School and Queen Mary Elementary school. Superintendent Pearmain acknowledged the North Vancouver High School Education Foundation Scholarship for hosting a Tea to recognize scholarship and bursary recipients. Special notice was provided to Phyllis Webstad, founder of Orange Shirt Day, for attending three events in the School District.

**C.7. Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)**

Trustee Gerlach shared that she attended the Canadian School Boards Association AGM which was held in Halifax.

There was no update on BCPSEA.

**C.8. Trustees' Reports**

Trustees submitted their reports on their activities on behalf of the Board as follows:

1. Meetings attended by Trustees included:
  - Audit Committee Meeting
  - Policy Review Committee
  - MLA/Superintendent/Secretary Treasurer Meeting
  - Advisory Planning Commission Meeting
  
2. Events attended by Trustees included:
  - Mountainside Graduation
  - Victory March

**D. Future Meetings**

<b>Date and Time</b>	<b>Event</b>	<b>Location</b>
Tuesday, October 2, 2018 at 7:00 pm	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, October 16, 2018 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, November 6, 2018 at 7:00 pm	Inaugural Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, November 20, 2018 at 7:00 pm	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver

**E. Public Question & Comment Period**

The Chair called for questions and/or comments from the public noting that in accordance with Board policy, questions relating to personnel, negotiations or litigation must not be dealt with in a public session.

Karen Nordquist, resident of North Vancouver, clarified the changing of special education designations.

**F. Adjournment**

The established agenda being completed, the Chair adjourned the meeting at 10:50 pm and thanked those who attended.

Certified Correct:

\_\_\_\_\_  
Georgia Allison  
Secretary Treasurer

\_\_\_\_\_  
Christie Sacré  
Chair, Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Schedule A.5**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** October 16, 2018                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Student Presentation – Lynn Valley Elementary**

**Narration:**

Student from Lynn Valley Elementary School will open the presentation with the singing of the Coast Salish Anthem led by Gord Dick - Tchilaqs7chila - Tseil-Waututh member and NVSD Indigenous Support Worker.

Following the introduction, Lynn Valley students will showcase how collaboration and teamwork on a Sphero robot coding challenge, can help build community, create a sense of belonging and raise student awareness of personal growth using the five core competencies of the CASEL framework: Self-awareness; Self-management; Social awareness; Relationship skills; and, Responsible decision-making.

**Schedule ...B.1...**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** October 16, 2018                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Proposed Revised Policy 804: Use of Tobacco, Vapour Products and Cannabis on Board Premises**

**Narration:**

On October 17, 2018 non-medical cannabis will be legal in Canada. In accordance with the BC Cannabis Control and Licensing Act the use of cannabis on school property is prohibited.

With the legalization of non-medical cannabis, updates to *Policy 804: Smoking and Vaping on Board Premises* are required as well as a change in the name of the Policy to reflect the ban on tobacco, vapour products and cannabis on school property.

Scott Stanley, Executive Director of Human Resources, will introduce Revised Policy 804: Employee Code of Conduct and the Administrative Procedures as attached to this Administrative Memorandum of October 16, 2018.

**Attachments:**

*Proposed Revised Policy 804: Use of Tobacco, Vapour Products and Cannabis on Board Premises*  
*Proposed Revised Policy 804: Use of Tobacco, Vapour Products and Cannabis on Board Premises – Administrative Procedures*

**RECOMMENDED MOTION:**

that the Board of Education approve *Proposed Revised Policy 804: Smoking and Vaping on Board Premises*, as attached to this Administrative Memorandum of October 16, 2018.



## **804 Use of Tobacco, Vapour Products and Cannabis on Board Premises**

Revised: September 25, 2001

Revised: December 12, 2007

Revised: February 17, 2015

Revised: November 15, 2016

Proposed Revised: October 16, 2018

### **Policy**

All School District properties are designated no smoking and no vaping allowed. The use of tobacco, vapour products and cannabis is banned on all public and private kindergarten to Grade 12 schools in British Columbia.

The ban extends to all school property 24 hours a day, 7 days a week, regardless of whether or not school is in session. The ban also includes vehicles, parking lots, sports fields, driveways, courtyards, private vehicles parked on school property and areas abutting school property.

The Board believes in providing welcoming, safe and sustainable facilities that enhance the learning and teaching environment and is committed to its fundamental responsibility of enforcing the ban on the use of tobacco, vapour products and cannabis on school property, as required under the legislation and this policy.

### **Administrative Procedures**

[Policy 804: Smoking and Vaping on Board Premises – Administrative Procedures](#)

## **POLICY 804: USE OF TOBACCO, VAPOUR PRODUCTS AND CANNABIS ON BOARD PREMISES ADMINISTRATIVE PROCEDURES**

### **Designation**

All School District property will be designated no smoking and no vaping allowed, with the use of tobacco, vapour products and cannabis on school property and areas abutting school property prohibited at all times for all employees, students and visitors. School property is defined as all school buildings, grounds and properties including School District offices and facilities and any properties owned or leased by, or operated under the authority of the Board. The use of tobacco, vapour products and cannabis will not be permitted in private vehicles on school property, in School District owned vehicles and equipment, and in any vehicle used to transport students.

### **Exercising Reasonable Care and Diligence**

All employees are expected to comply with the tobacco, vapour products and cannabis restrictions described in [Policy 804: Use of Tobacco, Vapour Products and Cannabis on Board Premises](#) and to assist with the enforcement of these restrictions. In accordance with the legislative requirements, the Superintendent and principals must demonstrate that reasonable care and diligence have been taken to prevent a contravention of the ban on the use of tobacco, vapour products and cannabis. In exercising due diligence, the Superintendent and principals will inform the public of Policy 804 and provide appropriate signage and website information. The policy will be communicated to existing and new employees.

### **Rentals**

Organizations and persons using, renting or leasing School District property shall not be permitted to use tobacco, vapour products or cannabis on that property or areas abutting school property. Adherence to *Policy 804*, the *Tobacco and Vapour Products Control Act* and the *Cannabis Control and Licensing Act* will be a condition of use, rental, or lease of the facility. It is the responsibility of the contract holder to inform any prescribed groups of [Policy 804: Use of Tobacco, Vapour Products and Cannabis on Board Premises](#).

### **Exceptions**

The following are exceptions to this policy:

- The ceremonial use of tobacco if approved by the Board and if performed in relation to a traditional Indigenous cultural activity.
- Exemptions from prohibition against consumption of cannabis on school property under the current legislation.

### **Resources**

[Tobacco and Vapour Products Control Act](#)  
[Cannabis Control and Licensing Act](#)

**Schedule ...B.2...**  
**of the**  
**Administrative Memorandum**

Meeting Date:           October 16, 2018                    Board                    Board, in camera

Topic (as per the  
Memorandum):           **Proposed Revised Policy 506: Employee Code of Conduct**

**Narration:**

On October 17, 2018 non-medical cannabis will be legal in Canada. In accordance with the *BC Cannabis Control and Licensing Act* the use of cannabis on school property is prohibited.

With the legalization of non-medical cannabis, updates to *Policy 506: Employee Code of Conduct* are required to address the expectation that employees will report to work not impaired by drugs and/or alcohol and will not use cannabis while at work.

Scott Stanley, Executive Director of Human Resources, will introduce *Revised Policy 506: Employee Code of Conduct* and the *Administrative Procedures* as attached to this Administrative Memorandum of October 16, 2018.

**Attachment:**

*Proposed Revised Policy 506: Employee Code of Conduct*

**RECOMMENDED MOTION:**

that the Board of Education approve *Proposed Revised Policy 506: Employee Code of Conduct* attached to this Administrative Memorandum of October 16, 2018.

## 506 Employee Code of Conduct

Adopted: November 26, 2008

Revised: June 23, 2010

Proposed Revised: October 16, 2018

### Guiding Principles

Each employee of the School District community has the right to interact in an environment that fosters positive growth and maximizes opportunities for success. To contribute to this positive environment, each employee is responsible for acting in a manner which is conducive to promoting the safety, comfort, well-being and dignity of all.

The *Employee Code of Conduct* is designed to provide a basic understanding of the Board's standards of conduct and accountability, which reflects the Board's core values as outlined in *Policy 106: Statement of Mission, Mandate and Core Values*.

Each employee is personally responsible for following the legal, professional and ethical standards that apply to his or her job function. Employees should make decisions consistent with the spirit and letter of these principles. Supervisors have the responsibility to ensure this policy is followed.

All employees of the Board have a responsibility to understand and act in accordance with the principles and procedures of this policy. There may be consequences including possible disciplinary action for any serious breaches of the *Employee Code of Conduct*.

### Relationships with Students

Employees are role models and need to exhibit the highest qualities of character, including honesty, integrity, trustworthiness and compassion. Employees must act in accordance with the privileged position of authority, trust and influence they hold with students. This policy supports and enhances professional codes of ethics applicable to employees.

### Working Relationships

The conduct and language of employees should meet acceptable social standards as in any professional business environment. In their working relationships, employees are expected to apply the principles of human rights, equity, dignity and respect. The workplace must also be free from discrimination and harassment as outlined in *Policy 505: Employee Welfare*.

### Conflict of Interest

Employees have the right to be involved in activities as citizens of the community; however, employees must keep their role as private citizens separate and distinct from their responsibilities as employees of the Board. Employees must avoid situations that could result in a conflict of interest.

#### *Acceptance of Gifts and Other Complimentary Items*

Employees shall not, either directly or indirectly, demand or accept for personal benefit a gift, favour or service from any individual, organization or corporation other than:

- The normal exchange of hospitality between persons doing business together
- Tokens exchanged as part of protocol (e.g., Christmas, retirement, appreciation)
- The normal presentation of gifts to persons participating in public functions.

Notwithstanding the above, an employee may not accept gifts or any other complimentary items valued in excess of \$200 without approval from his/her supervisor.

#### *Outside Remuneration*

Employees may not use vendors or their employment with the Board to achieve personal gain outside of the employee incentive programs that are communicated to all employees.

Employees may engage in remunerative employment with another employer, carry on a business, and receive remuneration from public funds for activities outside their position provided that:

- It does not interfere with the performance of their duties as an employee
- They do not have an advantage derived from their employment with the Board (e.g., tutoring students currently enrolled in their class)
- It does not involve the use of the Board's premises, services, equipment or supplies to which employees have access by virtue of their employment
- They are not on School District sick leave while working elsewhere.

#### **Dress Code**

Employees are expected to come to work wearing appropriate and professional attire. Common sense, reasonableness and good judgment should prevail when selecting work attire that is appropriate for the intended educational activity and in accordance with WorkSafe BC and other safety considerations.

Examples of inappropriate attire (not an exhaustive list):

- Clothing with offensive, threatening or inappropriate logos/words
- Provocative, revealing or suggestive attire
- Overly casual attire.

#### **Employee Attendance Guidelines/Tardiness**

Employees are expected to attend work on a regular and consistent basis. The Board will support programs and practices that promote employee wellness, aid in helping employees to return to work from an absence, and promote early intervention strategies to assist employees in improving their attendance.

#### *Definition of Absence*

Employees are absent if they have been scheduled to work and do not report to work. Approved leaves and vacation are excluded from this definition for the purpose of these guidelines.

Absenteeism may be separated into two classifications:

Non-Culpable absenteeism may be caused by illness or other occupational disabilities beyond the employee's control, and is usually for medical reasons

Culpable absenteeism is considered to be within the control of the employee. Examples may include chronic tardiness, being absent or leaving early without authorization, and invalid use of sick leave.

The Board is responsible for:

- Reviewing attendance with employees, discussing expectations and providing encouragement and support
- Showing concern for an employee's well being
- Encouraging a committed work ethic.

Employees are responsible for:

- Notifying the ADT (Absence Dispatch Tracking) system and their supervisor, if applicable, when they are not able to attend work because of illness/injury
- Maintaining timely and respectful communication with their supervisor
- Following their health practitioner's advice and considering early intervention services' recommendations, based on joint Board/Union processes
- Making every effort to schedule appointments or medical treatments at dates and times that do not conflict with the employee's work schedule.

## Alcohol and Drug Use

The Board accepts the responsibility to provide its employees with a safe, healthy and productive work environment. Employees have the responsibility to report to work capable of performing their tasks productively and safely. The use of illegal drugs and the inappropriate use of alcohol, cannabis and medications can have serious adverse impacts in the workplace and on others, in particular, students.

The following provisions apply to all employees while they are engaged in Board's business, working on Board property, and operating Board vehicles and equipment. Violations of these provisions will result in appropriate disciplinary action.

All employees are expected to perform their job in a safe manner consistent with established practices. In addition, it is expected that everyone:

- Will report to work not impaired by drugs and/or alcohol
- May be requested to undergo substance abuse testing if there is evidence, or reasonable suspicion, of drug or alcohol use while at work or if there is a safety incident
- Will cooperate with any work modification related to safety concerns
- Will seek advice and follow appropriate treatment if they have a current or emerging problem and follow recommended monitoring programs after attending treatment.

In accordance with Board protocols and the *School Act*, the safety and well-being of students is the primary concern. All Board employees have a shared responsibility for workplace safety and the safety of children. Employees are encouraged to be aware of other employees, contractors or visitors in terms of fitness for duty and safety. If an individual is on Board premises in an unfit condition whereby they may endanger themselves or others, employees are expected to take appropriate action and advise their supervisor or manager of the situation.

The *Employee Code of Conduct* strongly supports rehabilitation activities and opportunities by taking steps to investigate any violation of the standards set out under this policy and supporting employees who seek assistance. For example, the Board provides an *Employee and Family Assistance Program* (EFAP) for crisis counselling and supports time off for prescribed treatment.

## Whistleblower Protection

There is a shared responsibility between employees and the Board to prevent harm and injury. Employees who have information about potentially fraudulent, injurious, illegal or dishonest behaviour of any employee should bring such information to the attention of their supervisor, the Executive Director of Human Resources or submit an anonymous report as provided below.

Employees are required to come forward with any such information, without regard to the identity or position of the suspected offender, and are expected to cooperate in the investigation of reported violations. If an employee is uncomfortable making a report to their supervisor, an employee may

report anonymously any fraudulent, illegal or dishonest behaviour, activities or conflict of interest. To make an anonymous report, employees should phone the *Whistleblower Hotline* [see Resources].

The Board will treat the information in a confidential manner and will seek to ensure that no acts of retribution or retaliation will be taken against anyone for making a report in good faith.

To protect the privacy of the persons involved, the identity of anyone who reports a suspected violation or who participates in the investigation shall not be subject to disclosure unless there is a legal obligation to do so.

Failure to report criminal wrongdoing can itself be understood to condone the crime; we thus emphasize the importance of reporting.

### **Related Policies**

The following is a general description of key points in related policies. [Electronic links to policies provided on the website]

#### *Policy 611: Privacy*

As the custodian of both student and employee personal information, the Board has a legal obligation to protect personal information in its custody or control from unauthorized access, use, disclosure, and disposal. In fulfilling these responsibilities, the Board complies with the provisions of the *Freedom of Information and Protection of Privacy Act (FIPPA)* and the *School Act*.

#### *Policy 505: Employee Welfare*

In accordance with *Policy 505*, it shall be the responsibility of each employee to observe the Board's health and safety policies and procedures, to support the right of all employees to work in an environment free from discrimination and personal and sexual harassment, and to report any threatening statement or behaviour. Employees shall comply with the *BC Human Rights Code*.

#### *Policy 609: Communications Systems*

The Board manages a telecommunications system, a website and an e-mail and conferencing system which are provided in support of the delivery of educational programs and the management of the organization. The Board believes that all system users are responsible for ensuring that these communication systems are used effectively, lawfully and in a manner relevant to the operations of the School District.

This policy shall be subject to an annual review to assess its compliance with current laws and regulations

### **Resources**

Employees' Whistleblower Phone Number is posted in [www.sd44.ca](http://www.sd44.ca) > Employee Portal > District > Departments > Human Resources > HR Related Policies

[Policy 505: Employee Welfare](#)

[Policy 609: Information and Communication Systems and Resources](#)

[Policy 611: Privacy](#)

[Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#)

**Schedule B.3**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** October 16, 2018                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Squamish Nation Protocol Agreement – Communication and Collaboration**

**Narration:**

In February of 2017, the Board of Education and the Squamish Nation Chiefs and Council held a dinner meeting to discuss the genuine desire of both parties to work cooperatively and collaboratively together, in particular with regards to the implementation and use of the Aboriginal Education Enhancement Agreement (EA) signed by the parties in 2016, but also with respect to other possible joint actions or programs that may arise in the future.

To this end, they agreed to formalize a Protocol Agreement to guide communication and collaboration opportunities between the North Vancouver School District and the Squamish Nation as they work through the educational goals of the EA to support and nurture the academic achievement of those local indigenous students who self-identify as Squamish Nation.

Following the dinner meeting, the Board of Education, at their March 7, 2017 Public Meeting, directed school district staff to work with the staff of the Squamish Nation on a Protocol Agreement for Communication and Collaboration between the Squamish Nation and the North Vancouver School District. Meetings between staff to develop and refine a proposed Protocol Agreement have continued since that time.

Dr. Pius Ryan, Assistant Superintendent, and Brad Baker, District Principal for Indigenous Education, will review the drafted Protocol Agreement and the work undertaken to date to prepare the Agreement document. It is the intention that the Board of Education will finalize approval of the Protocol Agreement that has been jointly prepared by NVSD and Squamish Nation staff, with input from both Trustees of the Board of Education and the Chiefs and Council of the Squamish Nation.

**Attachment:**

Protocol Agreement for Communication and Collaboration Between Squamish Nation and School District No.44 (North Vancouver), dated September 25, 2018

**RECOMMENDED MOTION:**

that the Board of Education approve the Protocol Agreement for Communication and Collaboration Between Squamish Nation and School District No.44 (North Vancouver), dated September 25, 2018, as attached to the Administrative Memorandum of October 16, 2018.



## **PROTOCOL AGREEMENT for COMMUNICATION AND COLLABORATION**

### **BETWEEN:**

**SQUAMISH NATION**, as represented by its Council.

(“Squamish Nation”)

### **AND:**

**SCHOOL DISTRICT No. 44 (North Vancouver)** as represented by its Board of Education.

(School District No. 44 (North Vancouver))

(Each a “Party” and collectively, the ‘Parties”)

### **WHEREAS:**

- A. School District No. 44 (North Vancouver) is responsible for the delivery of public education throughout the City and District of North Vancouver, an area in which Squamish Nation students attend schools in School District No. 44 (North Vancouver).
- B. The Squamish Nation asserts that it has the inherent right to self-government, as protected under Section 35 of the *Constitution Act (1982)*, within its traditional territory. Through its Education, Employment and Training Department the Squamish Nation provides services to support members that are students in the provincial public education system.
- C. The Parties have met on several occasions regarding the delivery of education to Squamish Nation members in School District No. 44 (North Vancouver ) and on June 21, 2016, the Parties, the Ministry of Education and certain other Indigenous communities signed an Enhancement Agreement (“EA”) regarding the enhancement of Aboriginal education in SD #44.
- D. As per B.C. Ministry of Education, the EA establishes a collaborative partnership between the Indigenous communities, including the Squamish Nation, and School District No. 44 (North Vancouver) that involves substantive and meaningful collaboration and setting specific goals to meet the educational needs of Indigenous students, including the integration of Indigenous perspectives into learning experiences.
- E. As per BC Ministry of Education, Policy Document: K-12 Funding – Aboriginal Education, 2011, targeted funding requires the collaboration of boards of education and local Indigenous communities to develop and deliver Indigenous education programs and services that integrate academic achievement and Indigenous culture or language or both. This protocol agreement will be in relation to self-identified Squamish Nation students.
- F. The Parties wish to enter into a communication and collaboration protocol agreement to establish and maintain a cooperative relationship with respect to the implementation and use of the Enhancement Agreement for Squamish Nation students.
- G. Both parties agree the success of Squamish Nation Students is of the utmost importance.

## Administrative Procedures

**NOW THEREFORE** the Parties agree to enter into the following Protocol Agreement:

1. Purpose of this Agreement

- 1.1 The purpose of this agreement is to enter into an agreement between the Squamish Nation and School District No. 44 (North Vancouver) in order to establish and maintain a substantive and meaningful relationship that is cooperative and collaborative. Special attention will be paid to the implementation and use of the Enhancement Agreement for Squamish Nation students, but will not preclude other actions or programs from being developed or implemented.

2. Implementation Structure

- 2.1 School District No. 44 (North Vancouver) and the Squamish Nation acknowledge the importance of and commitment to developing an implementation structure for this agreement
- 2.2 The implementation committee will consist of equal representation from each party. This will include two representatives from each elected body, the School Board and Chiefs and Council, and two administrative representatives from each organization.
- 2.3 For the purpose of clarity the Superintendent is to be considered a representative of the School Board. The District Principal of Indigenous Education will be one of the administrative representatives for each party.
- 2.4 The committee will meet a minimum of three (3) times per year, or more if mutually agreed to and align with presentations to C&C and others. (August/January/May or June)
- 2.5 An agenda will be circulated before each meeting.
- 2.6 Meetings will be hosted in a rotating manner.

3. Shared Intent

- 3.1 The Parties commit to the following for the purpose of achieving success in the education of Squamish Nation students and achieving the goals of the EA.

The Board of Education of School District No. 44 (North Vancouver) will provide:

- a) The continued development of a plan that provides for the inclusion of Squamish Nation language, culture and history in the curriculum and courses offered in the schools located in School District No. 44 (North Vancouver). In particular, discussions will occur regarding the development of the curriculum and related resources (i.e. use of a Squamish Language IRP).

- b) the development of a collaborative process that allows for the timely revision, discussion and approval of Indigenous courses in School District No. 44 (North Vancouver). (See Appendix Schedule ‘A’);
- c) the continued development of restorative processes to deal with Squamish Nation students who may breach School District No. 44 (North Vancouver) or student conduct policy and school code of conduct policy. For more detailed information, refer to school’s code of conduct.
- d) the option of including an advocate(s) when meeting with a student at the school; the student may select one or more of the following: First Nations Support Worker, Indigenous Support Teacher, Indigenous Success Teacher, and/or family member as their advocate.
- e) the development and implementation of an Indigenous language and culture based program for all students in School District No. 44 (North Vancouver). Based on the Indigenous Ways of Knowing and Pedagogy, at the elementary and secondary levels. A work plan for the development and implementation to be set within 12 months of the signature of this document.
- f) the development of a collaborative process that will enable both Parties to meet school principals for an annual review of the delivery of Indigenous education relating to Squamish Nation students in School District No. 44 (North Vancouver)(See Appendix ‘A’);
- g) proactive engagement with Squamish Nation child and family and education services, when planning for support for a Squamish Nation student.
- h) a graduation transition meeting to review Squamish Nation students exit plans for post secondary, trades/apprenticeship, or work (See Appendix ‘A’);
- i) transition meetings between schools including Xwemélch’stn Etsímxwawtxw (Capilano Little Ones) (See Appendix ‘A’);
- j) a collaborative process with the Squamish Nation regarding the allocation of Targeted Aboriginal Education Funding in regards to students from Squamish Nation, specifically for how funds will be used in School District No. 44 (North Vancouver) “to develop and deliver Aboriginal education programs and services that integrate academic achievement and Aboriginal culture and/or language,” (BC Ministry of Education, Policy Document: K-12 Funding – Aboriginal Education, 2011); and

### 3.1.2 Squamish Nation will provide:

The Squamish Nation will provide:

- a) support ongoing communication between School District No. 44 (North Vancouver) staff and Squamish Nation families, regarding student attendance issues and overall student experience

- b) the enhancement of parental involvement in all School District No. 44 (North Vancouver) schools with Squamish Nation students;
- c) ongoing communication between School District No. 44 (North Vancouver) staff and the Squamish Nation,
- d) a list of Squamish Nation children entering kindergarten in the fall to School District No. 44 (North Vancouver) for transition by January 15<sup>th</sup> of the previous school year (See Appendix 'A'); and
- e) transition meetings between Squamish Nation pre-school services and School District No. 44 (North Vancouver) staff (See Appendix 'A').
- f) a presentation by Ayas Men Men (Children and Family Development) to School District No. 44 (North Vancouver) staff on the services available by this division and the process to access them.
- g) the option of including an advocate(s) when meeting with a student at the school (the student may select one or more of the following: Manager Advocacy, Support and Assessment (ASA), High School or Elementary advocate/counsellor.

#### 4. Communications and Consultation

- 4.1 The Parties recognize the success of the agreement will hinge upon open and transparent communication based on trust, respect, and mutual understanding.
- 4.2 It is the intention of the Parties to ensure consultation practices are exercised to increase the opportunities for collaborative decision-making on common areas of interest and responsibility in implementing and supporting the EA.
  - 4.2.1 All initial communication between parties will be held directly with the person involved. After an initial discussion, if a party disagrees with the other party's decision/conduct, they can communicate with the other party's immediate supervisor. If an issue is still unresolved, refer to flow chart and/or organizational chart. Further discussion on how we resolve items please see policy 406 from NVSD, regarding complaints about employees. Plus, SN HR process for complaints of SN staff.
- 4.3 The Parties acknowledge and recognize the communication and information sharing of initiatives set out in this agreement may be subject to Federal or Provincial privacy laws, and applicable work place laws, and the parties agree to comply with those laws.
- 4.4 The parties agree to timely sharing of a community and School District No. 44 (North Vancouver) events calendar.
- 4.5 All meetings to discuss/resolve potentially sensitive issues will include the following processes:
  - a) an agenda prior to meeting to be provided in a reasonable time frame;

- b) new agenda items are added by mutual consent;
- c) all people present are entitled to an advocate/representative;
- d) whenever possible, will include the District Principal, Indigenous Education; Director of Education, Employment and Training the manager(s); Advocacy, Support, and Assessment (ASA) and/or Employment and Training.
- e) Privacy and confidentiality of materials and discussions

5. Dispute Resolution Re: This Agreement

- 5.1 When a dispute arises between the Parties in relation to this Protocol Agreement, the Parties agree to engage in communication in an attempt to resolve specific issues.
- 5.2 Where a dispute between the Parties has not been resolved by the communications outlined in article 5.1, a Party may, upon reasonable notice, call a special meeting of the Parties. With agreed upon supports necessary to move forward; in the spirit of this agreement.
- 5.3 Nothing in this agreement will prevent the Parties from dealing with other implementation matters under this Agreement while an issue is being addressed in the dispute resolution process.
- 5.4 Nothing in this Protocol Agreement is intended to limit legal remedies available to a Party.

6. Term of the Agreement

- 6.1. The Parties agree this Protocol Agreement shall take effect upon the adoption by Board of Education and Squamish Nation Council.
- 6.2. The terms of the Protocol Agreement will remain in effect until June 30, 2024 unless terminated by a Party in accordance with article 6.4 of this Protocol Agreement.
- 6.3. Any Party may terminate this Protocol Agreement by providing sixty (60) days notice in writing, to be delivered by hand, facsimile, or registered mail to other Party.
- 6.4. Nothing in this Protocol Agreement is intended to nor shall be interpreted to alter or amend any other agreements between the Parties.
- 6.5. Nothing in this Agreement shall be construed as creating a partnership, joint venture or other legal entity of any kind, or as imposing upon either Party any duty, obligation or liability as a partner or joint venture. Neither Party shall have the ability to bind the other Party as agent or otherwise.
- 6.6. This Agreement shall be binding upon the parties here to and their respective successors and permitted assigns.

IN WITNESS OF the Parties have hereunto affixed their signatures on this  
\_\_\_\_\_ day of \_\_\_\_\_.

**SQUAMISH NATION**

\_\_\_\_\_  
Council Co-Chair

\_\_\_\_\_  
Council Co-Chair

**SCHOOL DISTRICT NO. 44 (North Vancouver)**

\_\_\_\_\_  
Christie Sacré, Board Chair  
School District No. 44 (North Vancouver)

\_\_\_\_\_  
Mark Pearmain, Superintendent of Schools  
School District No. 44 (North Vancouver)

# Appendix A

## Communications

It is recognized that there needs to be ongoing communication between the Squamish Nation and the School District No. 44 (North Vancouver) Board of Education where communication is a process of sharing and trust.

The School District No. 44 (North Vancouver) and the Squamish Nation agree:

1. Governance communication between Squamish Nation Council and School District No. 44 (North Vancouver) will be directly between Squamish Nation Council appointed Council representatives and Board chairperson and Superintendent of Schools.
2. That the contact person for the purposes of ongoing deployment of the EA and the protocol agreement obligations will be the District Principal, Indigenous Education and the Director, Education, Employment and Training.
3. The Parties agree this Protocol Agreement is a living document and may be subject to revision from time to time by mutual consent. The revisions must be agreed to in writing and any changes updated to Board of Education and Squamish Nation Council.
4. To meet on a regular basis during the school year for the purpose of ensuring ongoing communications. Significant decisions made with respect to the overall provisions of education for Squamish Nation students shall be discussed at on-going meetings, including but not limited to:

Note: This is the proposed calendar for the parties that may alter as agreed upon.

<b>Dates</b>	<b>Reference Section</b>	<b>Topic</b>	<b>Personnel</b>
October	4.6	Annual Report Presentation	Squamish Nation Council and School District No. 44 (North Vancouver) District Principal, Indigenous Education. See Appendix C for content framework
October	3.1.1 (h)	Graduation Transition	Squamish Nation's Employment/ Training and/or Post-secondary coordinators, School District No. 44 (North Vancouver) Indigenous Support Teachers and Secondary Principals (All schools with Squamish Nation graduates)
October 31	3.1.2 (g)	List of Squamish Nation children	Squamish Nation Education, Employment and Training

December	3.1.1 (b)	Aboriginal Courses	Principals (All schools with Squamish Nation students), and Indigenous Education Advisory Council
December	3.1.1 (f)	Annual Review with Secondary principals	Principals (All schools with Squamish Nation students), and Education, Employment and Training
December	3.1.1 (f)	Annual Review with Elementary principals	Principals (All schools with Squamish Nation students) and Education, Employment and Training
January 30	3.1.1 (h)	Graduation Transition to Post Sec	Squamish Nation's Employment/ Training and/or Post-secondary coordinators, School District No. 44 (North Vancouver) Aboriginal Support Teachers and Secondary Principals)
February	3.1.1 (j)	Based on projections	Meeting between SN Education, Employment and Training and School District No. 44 (North Vancouver) re: review distribution of targeted dollars for schools with SN students
April 30	3.1.1 (i)	Between Schools Transition	Education, Employment and Training and School District No. 44 (North Vancouver) Elementary/Secondary Principals
May 30	2.2	Review Protocol Agreement	Squamish Nation and School District No. 44 (North Vancouver)
May 30	3.1.2 (h)	Pre-School Transition	Squamish Nation Education, Employment and Training representative(s) and School District No. 44 (North Vancouver) District Principal, Learning Services, and Elementary Principals (Norgate, Westview, Lynnmour and Queen Mary)



# APPENDIX B

## 1. Definitions:

For the purposes of this Agreement the following definitions will apply:

- 1.1 “Aboriginal Education Programs and Services” are Aboriginal Language and Culture programs, Aboriginal Support Services, or other Ministry approved Aboriginal Programs. Such programs and services are articulated in Enhancement Agreements, developed collaboratively by the board of education and district Aboriginal communities.
- 1.2 “Aboriginal student” refers to students who have reported themselves as Aboriginal. Student can be First Nations, Metis or Inuit.
- 1.3 “Advocate” is one that pleads the cause for another; provides support; promotes the interests of another.
- 1.4 “Board” means the Board of Education of School District No. 44 (North Vancouver), a Board of School Trustees as defined in the School Act, RSBC 1996, c. 412 and regulations, all as amended from time to time.
- 1.5 “Council” means the duly elected Chief and Council of the Squamish Nation.
- 1.6 “Constitution” is the set of rules that define the political principles, the institutions, the powers and the responsibilities of Canada.
- 1.7 “Enhancement Agreement (EA)” means a working agreement between a school district, all local Aboriginal communities, and the Ministry of Education designed to enhance the educational achievement of Aboriginal students.
- 1.8 “School District” means the area constituted under the School Act as School District No. 44 (North Vancouver).
- 1.9 “Superintendent of Schools” means the Superintendent of Schools of School District No. 44 (North Vancouver).
- 1.10 “Targeted Funding” means the funding provided to School Districts by the Ministry for Aboriginal Education Programs, and is included in the Annual Operating Grant.
- 1.11 “BAA Course” BAA courses provide an opportunity for educators to explore content beyond the boundaries of Ministry curriculum. BAA courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students.
- 1.12 Collaboration: means “to work together to implement the Aboriginal Education Enhancement Agreement and other educational goals agreed upon by the Parties. The ultimate objective of this collaboration is to build consensus. Both parties recognize that consensus may not always being attainable; in such case, either Party may initiate the dispute resolution process under section 5 of this Agreement.”

- 1.13 Consultation: means “a process that is jointly developed by the Parties that provides the meaningful opportunity to discuss an issue to be decided on including, but not limited to, the early sharing of information related to the issue to be decided on and, if needed, the opportunity to request further information in order to make an informed decision on the issue and includes a reasonable timeframe to properly consider all information prior to a decision being made.”
- 1.14 Program means a range of learning opportunities from the development of a single activity up to a complete program of studies, i.e. Diploma/Dogwood.

# APPENDIX C

**Note: This appendix will be reviewed annually and revised accordingly.**

Content of report

Squamish Nation Student: (NO NAMES JUST DATA)

1. Graduation Rate
2. Grades 4, 7 and 10 - C+ or better in core academic courses
3. Primary year-end results - fully meeting or exceeding expectations
4. Core competencies reporting data
5. Representation in Special Education Categories
6. English 12 Provincial Exam Results =
7. Foundation Skills Assessment, Grade 4 and 7
8. Career Program Data
9. Grade to Grade Transition
10. Attendance Data
11. Demographic Data – Number, M/F, Grade, School
12. Provincial and District Scholarships – Qualified for/Received
13. Extra Curricular Involvement
14. Any good news
15. Communications 12 enrollment vs English 12
16. Math course enrollment in grades 10-12
17. Suspension Data
18. Educating the educator data
19. Sense of Belonging data
20. Student success stories
21. Success Booklet – Graduation plus grade level

**Schedule ...B.4...**  
**of the**  
**Administrative Memorandum**

**Meeting Date:**            October 16, 2018                             **Board**                             **Board, in camera**

**Topic (as per the Memorandum):**            **Proposed Revised Trustee Handbook**

**Narration:**

At the September 25, 2018 Public Board Meeting, the Board of Education discussed the Proposed New Trustee Handbook and postponed the acceptance of the Proposed New Trustee Handbook to the October 16, 2018 Public Board Meeting so that they would have the opportunity to meet as a Board of Education to further revise the Handbook.

As part of the review process for the Handbook, Trustees identified District Policies and Administrative Procedures requiring addition/revision.

At the Board's recommendation, *Policy 104: Board of Education – Meetings* requires updates to the Administrative Procedures for attendance as well as edits for consistency and accuracy.

Christie Sacré, Board Chair, will introduce the *Proposed Revised Trustee Handbook* and for information purposes, *Proposed Revised Administrative Procedures for Policy 104: Board of Education – Meetings* as attached to this Administrative Memorandum of October 16, 2018.

**Attachments:**

- Proposed Revised Trustee Handbook*
- Proposed Revised Administrative Procedures for Policy 104: Board of Education (for information only)*

**RECOMMENDED MOTION:**

that the Board of Education accept the *Proposed Revised Trustee Handbook* as attached to this Administrative Memorandum of October 16, 2018.



# Trustee Handbook

OCTOBER 2018

HANDBOOK

  
North Vancouver  
School District  
the natural place to learn®

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## 1.0 Introduction

Why do we have Boards of Education and locally elected school Trustees?

Democracy is founded on citizens giving informed consent to those who will govern them. Therefore, democracy cannot exist without an educated citizenry. Only education can empower the citizen to give informed consent. Not all citizens will attend post-secondary education so it is in K-12 schools where educated citizens are created. High school graduates must have acquired the knowledge, critical thinking, and related skills to be able as voters to wisely choose their elected representatives who will preserve their democratic constitution and thus protect their critical rights and freedoms.

Our Canadian Constitution delegates the governance of K-12 education to the provinces and their ministries of education.

In British Columbia, our Ministry of Education shares this power with Boards of Education composed of locally elected school Trustees. The existence of Boards of Education is recognition of the unique importance to democracy of education and an educated citizenry. Boards of Education are the only representative bodies whose members are elected by universal franchise that have their governance function solely directed at a singular sector: education.

The Ministry defines the public interest in education as viewed from the Province as a whole, whereas the Boards of Education define a complementary public interest as viewed from their unique community perspectives. These local perspectives are developed by school Trustees democratically elected by the residents themselves.

Trustees engage their communities in building and maintaining a school system that reflects local priorities, values and expectations. School trustees listen to their communities, guide the work of their school district and set plans, policies and the annual budget. Reflecting the strength of local representation, boards report back to their communities on how students are doing. Boards are directly accountable to the people they serve.

– BCSTA Website (<http://bcsta.org/about/about-trustees/>)



## In the North Vancouver School District:

In North Vancouver, the Board of Education's purpose is to enable each learner within the school district to develop to their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.



In accordance with the *School Act*, the Board is a corporate body with authority and responsibility to govern the local delivery of public education. As members of the corporate Board, trustees are accountable to the public for the collective decisions of the Board, and for the efficient and effective use of public money to improve student learning through quality educational programs and services.

<https://www.sd44.ca/Board/Pages/default.aspx>

## School Trustee Oath of Office:

1 (1) The following is to be used as the oath of office for persons elected or appointed to office as trustees under the School Act, with the necessary changes in form as applicable:

I,.....[name of person elected or appointed]....., do [swear] [solemnly affirm] that:

- I am qualified to hold office as a trustee in the.....[name of school district].....School District and meet the trustee qualification requirements set out in the School Act;
- I have not, by myself or any other person, knowingly contravened the School Act respecting vote buying, intimidation or other election offences in relation to my election as a trustee; [not applicable to persons who have been appointed]
- I will abide by the School Act and I will faithfully perform the duties of my office, and will not allow any private interest to influence my conduct in public matters;
- I will comply with the requirements of the School Act that relate to conflict of interest and, in particular, I will comply with the requirements relating to disclosure of pecuniary and indirect pecuniary interest in a matter.

*School Act, s. 175 (1)(i)*

## 1.1 Purpose of the Trustee Handbook

This Trustee Handbook is meant for the North Vancouver Board of Education to use as a resource for Trustees to become more familiar with their role.

## 1.2 BCSTA Learning Guide

Trustees are encouraged to review the BCSTA *Learning Guide* as a further reference. The BCSTA Learning Guide can be accessed here: [bcstahub.org](http://bcstahub.org) (requires a username and password).

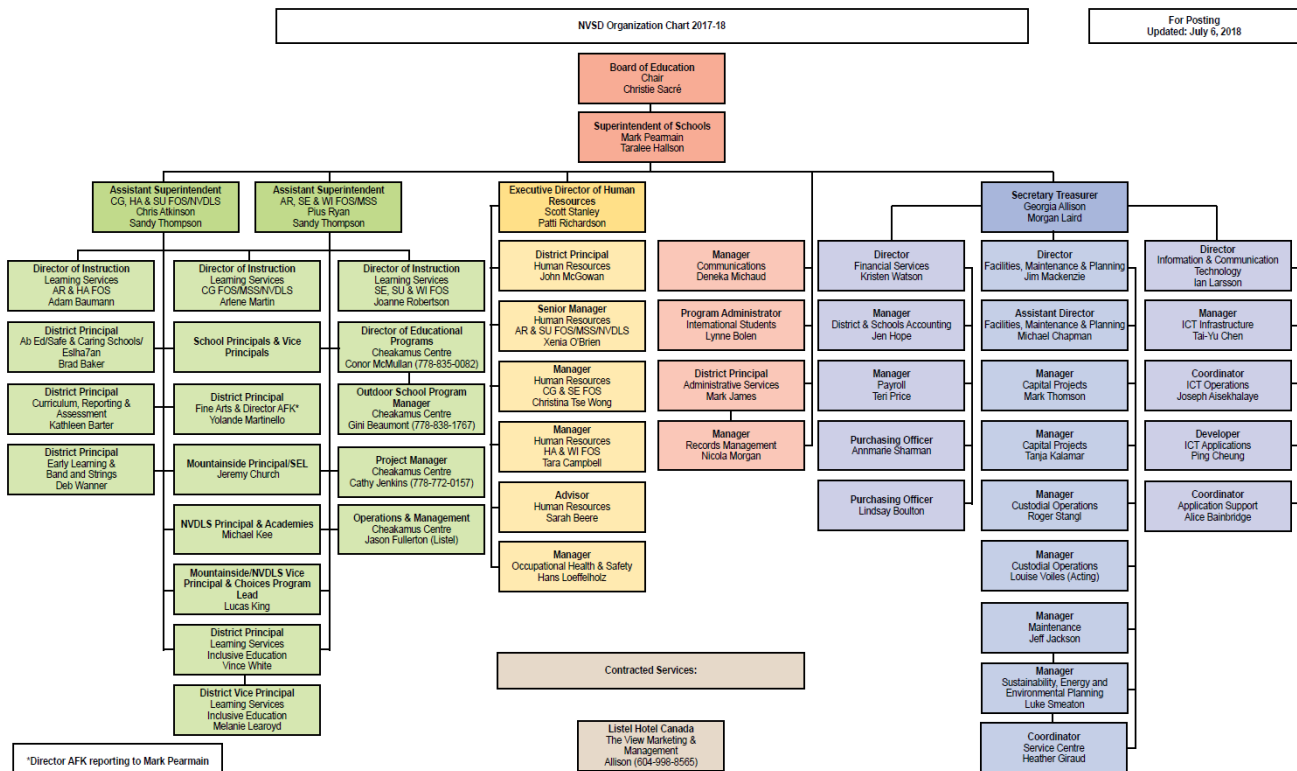
References to the BCSTA *Learning Guide* can be found throughout the Trustee Handbook.

# 2.0 About the NVSD

The North Vancouver School District is an urban school district with boundaries that encompass both the City of North Vancouver and the District of North Vancouver municipalities. Over 15,000 students are enrolled in 25 elementary and 7 secondary schools in our school district.

## 2.1 Organization Chart

(click image to enlarge)



This is updated throughout the year – please visit the [School District website](#) for the most recent version.

## 2.2 Statements of Mandate, Vision and Values

[See Appendix A, B, and C](#)

The North Vancouver School District takes pride in our statements of Mandate, Vision and Values.

<http://www.sd44.ca/Board/VisionValuesGoals/ValuesGoals/Pages/default.aspx>

Our Values and Goals documents are included in the Appendix section for your reference. We encourage you to be familiar with the NVSD high-level goals and plans – they are used to determine governance and guide budget decisions. They set the framework for what we do.

[Our Goals:](#)

Our six high-level goals take us above and beyond our mandate in the pursuit of the highest level of service we can provide to students and the community.

### **EXPAND**

the availability of best instructional practices and enriched curriculum

### **ENCOURAGE**

the growth of collaborative, adaptive and personalized learning environments

### **NURTURE**

an inspiring and healthy work environment

### **DEVELOP**

and promote innovative and sustainable programs

### **PROVIDE**

leadership in environmental education and sustainability practices

### **STRENGTHEN**

and expand reciprocal community relations

## 2.3 District Policies

[See Appendix D](#)

Among the significant roles of a school board is the development of clear policies to guide the operation of the school district. Policy development and review is completed through the Policy Review Committee. The Superintendent of Schools, to whom the Board of Education assigns responsibility for the implementation of its policies, Chairs the Policy Review Committee and develops administrative procedures to accompany District policies.

<http://www.sd44.ca/Board/PoliciesProcedures/Pages/default.aspx>

## 2.4 NVSD Partner Groups – Partners in Education (local)

The North Vancouver School District is fortunate to have highly engaged education partners that work in conjunction with the Board of Education to support learning.

Partner groups provide representation on various committees, attend Public Board Meetings, and provide feedback to the Board of Education on initiatives, policies and programs. They also have the opportunity to participate in joint advocacy.

As a whole, each group provides a unique perspective on the many, necessary considerations in managing the complexities of a school district.

### Employee Groups:

North Vancouver School District employees are represented by the following employee groups:



[Canadian Union of Public Employees \(CUPE\), Local 389](#) - support staff



[North Vancouver Teachers' Association \(NVTA\)](#) – teaching staff (our teachers are members of the British Columbia Teachers' Federation and represented locally by the North Vancouver Teachers' Association).



North Vancouver Administrators

North Vancouver Administrators (NOVA) - Principals and Vice Principals

### Student Representation:

District Student Leadership Council (DSLCL) – student representatives from each secondary school, sponsored by four Principals and Vice Principals. The DSLC hosts an annual student forum in the Spring.

### Parent Representation:



[North Vancouver Parent Advisory Council \(NVPAC\)](#), sometimes referred to as “District PAC” or “DPAC”

## 2.5 Other Partnerships

The North Vancouver School District also has partnerships with various bodies such as:

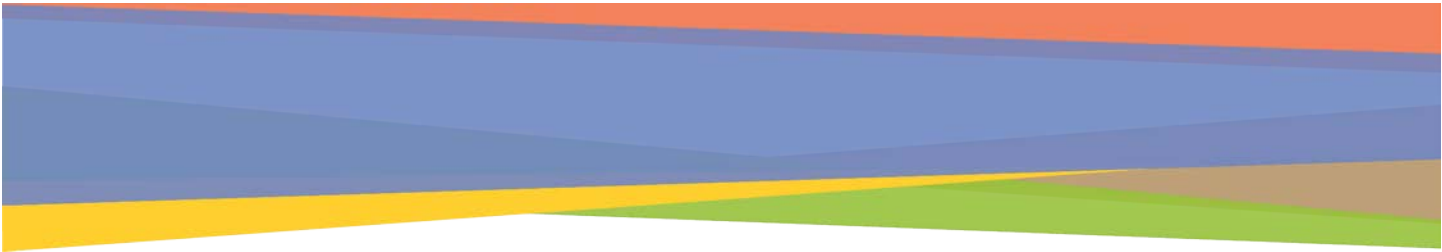
- Canadian Parents for French ([CPF](#))
- City of North Vancouver ([CNV](#))
- District of North Vancouver ([DNV](#))
- Squamish Nation ([SN](#))
- Tsleil-Waututh Nation ([TWN](#))

## 2.6 BC School Act

Through the [BC School Act](#), the Government of British Columbia delegates much of its authority for the governance of education to locally elected boards.

The *School Act* is the legislation in place that sets goals, roles and responsibilities for K-12 education. *School Act* Regulations are legal requirements that must be met by the Government of BC, school boards, teachers and parents. Boards of Education have a co-governance relationship with the provincial government “to achieve the goals and purposes established by the province for the public education system.” (BCSTA)

See also: [BCSTA Learning Guide](#)>Governance>Co-Governance with the Ministry of Education



## Frequently Asked Questions (FAQ) are organized below by topic.

When presented in a question/answer format, responses are provided in brief – please refer to [District Policies](#) and other resources listed for comprehensive information.

## 3.0 Frequently Asked Questions (FAQ)

### 3.1 FAQ about the [Board](#)

**Question: Who belongs to the Board or Board of Education (BOE)?**

Answer: The North Vancouver Board of Education is composed of seven elected trustees. They are the elected body that oversees the policy and governance of the North Vancouver School District. There are three elected representatives from the City of North Vancouver and four elected members from the District of North Vancouver.

Addressing the school district Senior Staff as the “Board” is quite common under Collective Agreements for historical reasons. For clarification, the “BOE” and “Board of Education” refers to the Trustees.

Collective Agreements use references to the “Board” and the “Employer” to mean the Board of Education, School District No. 44 (North Vancouver).

Resource(s): <http://www.sd44.ca/Board/BoardMembers/Pages/default.aspx>

**Question: What does “corporate Board” or “Board as a Collective” refer to?**

Answer: The North Vancouver Board of Education acts as one entity. Each member of the BOE has their own opinion and perspectives, and votes as an individual. A majority of votes determines the decision of the BOE and Trustees are expected to honour the decisions of the BOE.

In accordance with the *School Act*, the BOE is a corporate body with authority and responsibility to govern the local delivery of public education. Its authority and responsibility rest solely in the corporate BOE. Individual Trustees have no individual authority.

As members of the corporate BOE, trustees are accountable to the public for the collective decisions of the BOE, and for the delivery and quality of educational services. A trustee serves the community as an elected representative, but the trustee’s primary task is to act as a member of the corporate BOE.

Resource(s): [Policy 101: Board of Education – Role and Function](#); [Policy 108: Board of Education – Trustee Code of Ethics](#); [BCSTA Learning Guide](#)>Governance>Clarifying Roles and Responsibilities>Roles and Responsibilities of the Board; [School Act](#).



**Question: What is the distinction between Governance and Operations?**

Answer: Governance is the role of the Board of Education. Operations is the role of Senior Staff and deals with day-to-day functions of the School District. It is recommended that the boundaries be observed and respected. The BOE will be regularly updated on Operational challenges/issues/restrictions by the Superintendent and Senior Staff. If there are circumstances where the BOE or individual Trustees move into the Operational realm, the Superintendent will work with the Board Chair to ensure all Trustees are aware of the distinctions between these respective roles .

**Trustee Tip!**

Be mindful of our boundaries – the Board is responsible for governance and staff are responsible for operations. The Superintendent provides oversight of staff in fulfilling their duties and assignments. Remember that we need to be respectful of our role in the organization.

Resource(s): [BCSTA Learning Guide](#)>Governance>Building a Successful Board>Governance vs Operations – Where should the line be drawn; [Policy 101: Board of Education – Role and Function](#)>Administrative Procedures; [Policy 108: Board of Education – Trustee Code of Ethics](#); [School Act](#); [Statement of Education Policy Order \(Mandate for the School System\)](#).

**Question: I was supported and endorsed by a stakeholder and/or special interest group. Is this a problem?**

Answer: Individual Trustees are elected on a platform that is unique to them; however, once a Board of Education is formed, Trustees are responsible to all members of the community. Trustees are to conduct their business and to act as individuals who are not encumbered by or tied to any one particular group. Trustees need to consider what is in the best interests of the public and the students when making decisions. Their judgements should be independent of all parties affected by the decisions and not beholden to any sectors of the wider community or the school district. Trustees are accountable to the entire electorate, not the city/district they represent, nor any stakeholder or advocacy group that they may be supported by.

**Question: Do we create Board of Education Goals?**

Answer: There are two types of goals – Board of Education goals and the 10-Year Strategic Plan. Trustees actively support the NVSD’s [10-Year Strategic Plan](#). This plan was created with active public engagement and outlines our high-level goals and objectives. Please see the [FAQ about the 10-Year Strategic Plan](#).

The Board of Education may choose to create BOE Goals that direct its specific work for the year/term. This process would occur amongst Trustees with the support of staff. The BOE Goals will generally align with the 10-Year Strategic Plan. For example, a BOE Goal may be “to actively promote more public engagement in Standing Committees and Board meetings.” The BOE could then measure their progress with this goal.

### 3.2 FAQ about Roles and Responsibilities

**Question:** What should a [Trustee](#) do to be functioning in their role in North Vancouver?

**Answer:** The role of the Trustee is multi-faceted and diverse. Some examples of the role of Trustee in NVSD are as follows:

- Actively participating in understanding and connecting with the larger school district community.
- Creating connection with the community and actively promoting the values of the NVSD: Trust, Responsibility, Respect and Collaboration.
- Visiting their liaison schools and meeting with the Principal/Vice Principal, teachers and the PAC to understand the local context of their school’s successes and challenges. See [Appendix E](#) for suggested communications regarding visiting schools.
- Being actively involved in committee representation and promoting the NVSD with our community partners.
- Reading up on issues to be better informed to make well-balanced governance decisions.
- Engaging with parents/community members when concerns are raised and assisting them in connecting with the appropriate staff to manage the issue.
- Communicating information to the Superintendent (who may involve the management team or Senior Staff when required) as heard from the public and endeavour to see the public’s interests reflected in Board of Education decisions.

Resource(s): [Policy 101: Board of Education – Role and Function](#); [Policy 108: Board of Education – Trustee Code of Ethics](#); [BCSTA Learning Guide](#)>Governance>Clarifying Roles and Responsibilities>Roles and Responsibilities of the Board; [School Act](#).

### Question: What is a FOS? What does this stand for?

Answer: Each secondary school is considered a “family” with its surrounding feeder schools. The purpose of the Family of Schools (FOS) model is to build and maintain positive community within secondary school neighbourhoods, enhance staff collaboration, and optimize student supports. Each Trustee is assigned by the Board of Education to a FOS each year (see FAQ “What is a Trustee Liaison?” below)

### Question: What is a Trustee Liaison?

Answer: The function of the Liaison Trustee to a specific Family of Schools (FOS) is to ensure connection and awareness of local issues for Trustees as they perform their fiduciary and statutory duties. This important role of the Trustee illustrates to the general public, local school community and staff a commitment and interest of Trustees of the day-to-day affairs of the school district and to providing an opportunity for direct feedback.

#### Trustee Tip!

Trustees may choose to not be assigned as a liaison to their child’s school.

The assignment of a Trustee to a Family of Schools (FOS) aligns with the school year (September 1 to June 30). Following the Board of Education’s final meeting of each year, the Board Chair will assign each Trustee to a liaison area consisting of a secondary school and its surrounding elementary schools (Family of Schools, or FOS). Trustee Liaison assignments shall be rotated among Trustees each year.

Resource(s): [Policy 101: Board of Education – Role and Function](#); [Policy 102: Board of Education – Committees and Representation](#); [BCSTA Learning Guide](#)>Governance>Trustee Liaison and Representation.

### Question: How do I contact my liaison school? How do I visit my liaison school? What should we talk about?

Answer: Trustees can contact their liaison school directly through the school Principal by email/phone at any point in time during the school year. The school Principal will have all information/contact information for their PAC Chair. School Principals will invite Trustees to school-based events over the course of the year; however, Trustees are encouraged to reach out to the school Principal to set up visits/tours. It is not unreasonable for Trustees to request a time to meet. See [Appendix E](#) for suggested communications regarding visiting schools.

### Question: How are committee assignments determined?

Answer: The Board of Education shall review annually all Trustee representational assignments. Subject to approval of the BOE, the Board Chair may, for a calendar year, appoint Trustees to represent the perspective of the BOE to external organizations or agencies in those instances where the maintenance of external relationships is considered essential to BOE effectiveness or where representation is required by legislation or contract. These assignments may be discussed informally at a Trustee Seminar or working session. Following the BOE's meeting in November of each year, the Board Chair will assign each Trustee to represent the BOE on internal and external committees, organizations, or agencies.

Resource(s): [Policy 101: Board of Education – Role and Function](#); [Policy 102: Board of Education – Committees and Representation](#); [BCSTA Learning Guide](#)>Governance>Trustee Liaison and Representation.

### Question: What if I am not able to attend a Committee meeting?

Answer: If a Trustee is not able to attend a committee meeting please ask another Trustee to attend on their behalf.

Resource(s): [Policy 101: Board of Education – Role and Function](#); [Policy 102: Board of Education – Committees and Representation](#);

### Question: What if I am not able to attend a school event?

Answer: If a Trustee is not able to attend a school event, the Trustee may discuss with the school Principal to determine if an alternate is required/requested.

Resource(s): [Policy 101: Board of Education – Role and Function](#); [Policy 102: Board of Education – Committees and Representation](#);

### Question: I am a Trustee, but I am also a parent. Should I be aware of anything?

Answer: Trustees need to be mindful of their perceived influence resulting from their governance role in the district and be respectful in their communications at their children's school.

Resource(s): [Policy 101: Board of Education – Role and Function](#)>Administrative Procedures; [Policy 108: Board of Education – Trustee Code of Ethics](#); [BCSTA Learning Guide](#)>Governance>Trustee Liaison and Representation.

**Question: I am a newly elected Trustee and did not agree with decisions that the previous Board of Education made. How do I go about changing past decisions?**

Answer: Boards of Education are elected on a 4-year cycle and are 'new' Boards of Education each time an election occurs. Decisions made by the BOE are binding. Contracts/Agreements are legally binding and, while they may have 'out clauses', this can cause financial hardship to the school district. In an election of a new BOE, staff will update the new BOE on contracts/agreements/strategic plans/operational plans/budgets, legal cases and any strategic initiatives in the first year of their mandate. New Boards of Education can shift priorities and focus on other areas within the Strategic Plan but it is a general principle that Boards of Education do not overturn previous decisions unless the circumstances that affected the decision have substantially changed, rendering the decision either inoperable or inappropriate.

From [Policy 108: Board of Education – Trustee Code of Ethics](#): Trustees also recognize and uphold the integrity and merits of their predecessors' work and achievements.

**Question: How do Trustees choose a [Chair & Vice Chair](#)?**

Answer: Trustees vote each year at a Public Board meeting for the Chair and Vice Chair positions. Trustees need to agree for their name to go forward (i.e., accept the nomination) and then a vote is held during the Public Board meeting (usually in November). A secret ballot is held if more than one Trustee is nominated. Unless there is consensus or acclamation, the total number of ballots per person is not released, rather simply who has been elected. Ballots are destroyed by motion of the BOE after electing the Chair and Vice Chair.

Often, [BCSPEA](#) and [BCSTA](#) Trustee reps are elected at the same time.

**Question: What is the difference between [Trustees](#) and [Senior Staff](#) in North Vancouver?**

Answer: Trustees are locally-elected representatives of the public who form the Board of Education. The BOE sets the overall direction for the school district. Senior Staff include the Superintendent, Secretary Treasurer, Assistant Superintendents and Executive Director of Human Resources. They are highly educated and trained/experienced professionals who are responsible for the day to day operations and functioning of the school district. Items such as interpretation of Collective Agreements, allocation of staffing, placement of Principals/Vice Principals in schools are operational responsibilities and are the responsibility of Senior Staff.

### 3.3 FAQ about the [Strategic Plan](#) and [Operating Plan](#)

**Question: What is the NVSD 10-Year Strategic Plan?**

Answer: In the 2010/11 school year, the North Vancouver Board of Education developed a [10-Year Strategic Plan](#) in consultation with stakeholders. This plan supports the overarching Vision of the North Vancouver School District and priorities in pursuit of the highest level of service. The 10-Year Strategic Plan outlines six high-level strategic goals with various objectives to measure the success of the school district. The current 10-Year Strategic Plan ends June 2021. The Board of Education will be actively leading the development of the new Strategic Plan.

**Question: What is the NVSD 3-Year Operating Plan?**

Answer: The [3-Year Operating Plan](#) is an accompaniment to the 10-Year Strategic Plan, developed by Staff to provide strategies for the specific objectives identified in the 10-Year Strategic Plan. As this plan is “operational”, the Board of Education supports the 3-Year Operating Plan but is not involved in its development. Development of a new Strategic Plan beyond 2021 will form part of the work of the new BOE.

### 3.4 FAQ about [Trustee Stipend](#)

**Question: What is the Trustee Stipend? How do we claim expenses? Who determines the amount of the Trustee Stipend?**

In accordance with the provisions of the *School Act*, Trustees shall receive an annual stipend paid on a monthly basis, the amount of which shall be set annually by Board of Education resolution. Additional amounts, also set by BOE resolution, shall be paid to the Chair and Vice-Chair respectively. The annual stipend is currently adjusted annually, each July 1, in accordance with the increase in the Vancouver Consumer Price Index.

Resource(s): [Policy 107: Board of Education – Trustee Stipend, Resources, and Expenses](#)

**Question: Who determines the amount of the Trustee Stipend?**

The Board of Education determines the Trustee Stipend. Any change to the Stipend currently becomes effective July 1st of each year as approved by the BOE at a Public Board Meeting. Effective July 1, 2017, the stipends are: Chair - \$26,516; Vice Chair - \$25,188; Trustee - \$24,435.

Resource(s): [Policy 107: Board of Education – Trustee Stipend, Resources, and Expenses](#)

### Question: How do Trustees claim expenses?

Trustees may submit authorized expenditures for reimbursement on an Expense Reimbursement Form through the Executive Assistant for the Secretary Treasurer. The expenditures that qualify for reimbursement are outlined in [Policy 107: Board of Education – Trustee Stipend, Resources, and Expenses - Administrative Procedures](#).

Resource(s): [Policy 107: Board of Education – Trustee Stipend, Resources, and Expenses](#)

## 3.5 FAQ about Technology

### Question: Does the SD provide technology for Trustees?

Answer: The Board of Education believes that all Trustees require resources to effectively assist them in carrying out their duties and will provide such resources to Trustees during their term in office. Currently, the BOE has determined that these resources may include an iPad and a printer (including print cartridges and paper), School District e-mail service, business cards, lapel pin, and a communication allowance for home internet connection and personal cell phone. This allocation of resources has been determined by previous Boards of Education and the new BOE may choose to re-evaluate which resources may be required for Trustees to carry out their duties. The equipment provided by the District must be returned to the BOE upon termination of their role as Trustee.

Resource(s): [Policy 107: Board of Education – Trustee Stipend, Resources, and Expenses, Administrative Procedures](#)

### Question: What happens if your device breaks or is lost/stolen?

Answer: North Vancouver School District technology equipment that has been provided to a Trustee is to be utilized by the Trustee throughout the term of office. At the end of the term, the equipment will be returned to the School District, unless the Trustee has been re-elected to office for another term immediately following the current term. Should a Trustee find that the equipment does not work properly, the Trustee should contact the Executive Assistant to the Secretary Treasurer so that arrangements can be made for the equipment to be repaired or replaced. If the equipment is lost or stolen, the Trustee is to contact the Executive Assistant to the Secretary Treasurer to advise of the loss and determine viability and timeline for replacement.

Resource(s): [Policy 107: Board of Education – Trustee Stipend, Resources, and Expenses, Administrative Procedures](#)



### 3.6 FAQ about Meetings and Events

**Question: What is Board Planning?**

Answer: Board of Education Planning is a meeting held by the Superintendent, Secretary Treasurer, Board Chair and Vice Chair to plan each upcoming BOE meeting agenda. This meeting typically occurs two weeks prior to the Public Board Meeting.

**Question: How are [Public Board Meeting](#) agendas created? How are items added to the agenda?**

Answer: Agendas for the Public Board Meetings are created by the Chair, Vice Chair and Senior Staff based on operational needs at the District, policy updates, informational items and Board of Education request. Individual Trustees may add Motions to the agenda by making a Notice of Motion at the previous Public Board Meeting or by contacting the Board Chair or Secretary Treasurer at least one week in advance of the meeting with their request.

Resource(s): [Policy 104: Board of Education – Meetings, Administrative Procedures](#)

**Question: What are Trustee Reports?**

Answer: Trustees are provided an opportunity at the end of each Public Board Meeting to provide an update on their activities and committee work.

Resource(s): [Policy 104: Board of Education – Meetings, Administrative Procedures](#)

**Question: What is the process if I can't attend a meeting?**

Answer: If a Trustee is not available to attend a meeting, it is requested that they advise through email:

- Board Chair
- Superintendent
- Secretary Treasurer
- Executive Assistant to the Secretary Treasurer

Advanced notice is always appreciated.



**Question: Is meeting attendance made public?**

Answer: Meeting attendance for [Public Board Meetings](#) and [Standing Committee Meetings](#) will be taken and made public in September.

**Question: Who is my point of contact when I have questions related to agenda items for the Board meeting?**

Answer: The Board Chair and/or Superintendent are the point of contact for any questions regarding the agenda for Board of Education meetings.

**Question: What are Robert's Rules of Order?**

Answer: Robert's Rules of Order are rules for governing proceedings. They are established meeting guidelines to keep order and resolve issues in a fair manner.

As per the [Administrative Procedures of Policy 104: Board of Education – Meetings](#):

It is the intention of the Board of Education that its meetings be conducted in a dignified and efficient manner. Rules of order will be applied as a means of assisting the conduct of BOE business without providing undue formality or hindering useful discussion.

Except where otherwise provided in the *School Act* or in Board of Education policy, the procedures included in Robert's Rules of Order (Newly Revised) shall govern the conduct of meetings. The Secretary Treasurer will serve as parliamentarian, providing procedural advice to the BOE.

See also: <http://robertsrules.com/>

**Question: What constitutes having an [In-Camera meeting](#)?**

Answer: Any official Board of Education business that has to do with sensitive information that cannot be shared in public. In-Camera Meetings (closed/private BOE meetings) are held in response to items that pertain to issues that involve:

- Land
- Legal
- Personnel

Examples may include: the renewing of a lease for a vacant school property, the disciplining of a staff member, contract negotiations and/or any legal cases (lawsuit, Human Rights complaint, etc.) involving the school district.

Please refer to [6.3 Trustee In Camera Meetings](#)

Resource(s): [Policy 104: Board of Education – Meetings](#); [BCSTA Learning Guide](#)>Governance>Board Meetings>Closed or In-Camera Meetings.

**Question: I am unable to attend an [In Camera meeting](#) and will be calling in, how do I obtain any documents that may be pertinent to the meeting?**

Answer: In Camera meetings often contain sensitive materials (e.g. personnel matters, legal matters, contracts, etc.) that are provided by legal counsel or by Senior Staff. These materials may be collected back at the end of meeting for shredding, or placed in sealed envelopes for re-use at a subsequent In Camera meeting. As a result, it may not be appropriate to email or post documents on the NVSD Portal for remote access.

Documents from legal counsel are considered privileged and should be distributed and collected back in a controlled manner. This provides Trustees with confidence that matters are being treated in a confidential manner for the protection of privacy and interests of all parties. Documents created by consultants or outside groups for presentation(s) are not owned by the school district and therefore cannot be released prior to the meeting if not granted by the outside group. Release of documents will be determined by the Superintendent and Secretary Treasurer.

If a Trustee attended the In Camera meeting by teleconference, they may make arrangements to come in at a later date to read any documents that were discussed in the meeting.

Note: Trustees are expected to attend all scheduled meetings of the Board of Education. *Telephone or Electronic participation should be used sparingly and only under extenuating circumstances including, but not limited to, illness, family emergency, unavoidable travel, and extreme weather conditions.*

**Question: I am unable to attend an [In Camera meeting](#) and will not be calling in. How do I receive the outcomes of the meeting?**

Answer: When a Trustee is absent due to illness or personal business that prevents the Trustee from being present at an In Camera meeting, the Trustee will be required to advise the Chair as soon as possible. Following the meeting, the Chair will provide the absent Trustee with a brief overview of the topic(s), discussion, and any motions that were acted

upon by the Board of Education. The absent Trustee and the Chair must agree that any information provided to the absent Trustee will be kept in confidence, and with the same rigor, had the Trustee attended the meeting.

Minutes of an In Camera meeting are included with the subsequent In Camera Agenda and materials. The minutes of a meeting document the motions that were acted upon by the BOE. The Board Chair will not be required to provide motions that were acted upon to an absent Trustee prior to the minutes being approved by the BOE at the next In Camera meeting.

**Question: Why do we have [seminars](#)? Shouldn't all meetings be in the public?**

Answer: Trustee seminars are opportunities for Trustees to be informed/educated by staff on initiatives/challenges within the school district. Seminars are informal sessions where NO decisions or debate occur; rather, it is organized around opportunities for Staff to update Trustees on organizational and planning topics. Staff will also present to Trustees on timely or topical items during the school year.

Any formal decision of the Board of Education and debate on its decisions must occur in a public session unless it involves legal, land or personnel issues.

Please refer to [6.4 Trustee Seminars](#)

**Question: Why are the Public Board meetings [video recorded](#)? When did this start?**

Answer: At the [Public Board meeting of June 20, 2017](#), the North Vancouver Board of Education passed a motion for staff to research options for live streaming and archiving of Public Board Meetings to improve accessibility to its decision-making process and enhance the BOE's continued efforts to be transparent, accountable and open in its deliberations. The first video-recording by staff was at the [Public Board meeting of May 24, 2018](#).

### **3.7 FAQ about Communication and Advocacy**

**Question: Who is allowed to speak on behalf of the Board?**

Answer: In North Vancouver, the Board Chair may speak on behalf of the Board of Education. In their absence, the Vice Chair may be asked to step in.

Resource(s): [BCSTA Learning Guide](#)>Communications and Community Relations>Communicating Decisions of the Board.

### Question: What if I am contacted by the media and I am not the designated Board Spokesperson?

Answer: The Chair of the Board of Education speaks on behalf of the Board of Education. If a reporter contacts an individual Trustee they are speaking as an individual and not on behalf of the BOE.

See also: [BCSTA Learning Guide](#)>Communications and Community Relations>Communicating Decisions of the Board.

### Question: What if I disagree with the Board's position/decision, can I speak about that?

Answer: Yes. An individual Trustee is entitled to explain how they voted and why, but it is advisable to carefully choose when and how they do this. As members of the corporate Board of Education, Trustees have an obligation to ensure that BOE decision(s) are implemented even if that individual Trustee was not in favour.

Resource(s): [Policy 101: Board of Education - Role and Function](#)

See also: [BCSTA Learning Guide](#)>Communications and Community Relations>Communicating Decisions of the Board.

## 3.8 FAQ about Access to Information

### Question: I want to get information on a topic. How do I do this?

Answer: Trustees have a variety of ways of gaining information/asking questions. The [NVSD website](#) contains the majority of information required/requested to answer most questions posed by parents to Trustees.

Trustee Seminars provide Trustees an opportunity for questions to be asked of staff on any topic as well as staff to inform Trustees on detailed issues/topics. The seminar format has been created to provide 15 minutes "burning questions" opportunity for Trustees to ask top-of-mind questions. If staff cannot provide a detailed answer at that time, the topic will be brought back to a future Trustee Seminar for follow up. Staff also provide in-depth 30 minute updates on particular topics selected by the Superintendent for Trustee awareness/understanding.

Trustees can also email questions to the Superintendent at any time who will respond to all Trustees with the question and corresponding response (unless questions/comments are related to topics that have been addressed In Camera).

The Board of Education, by majority vote at a Public Board Meeting, can direct staff to create reports/research particular topics as required.

See also [FAQ on Decision Making](#)

**Question: What is the Portal? Why do Trustees need to access the Portal?**

Answer: The North Vancouver School District has a secure web portal for staff and Trustees, accessible with a login and password. The Portal is a repository of information, forms and documents. Trustees have access to a section on the Portal called “Trustees & Exec”. Trustee Resources, information from BCSTA and Draft Summary of Motions are posted here. As well, a calendar of important dates and events is located on “Trustees & Exec”. Materials for meetings are posted in the calendar for easy reference.

**Question: I want to read a contract or sensitive/confidential document. How do I go about doing this?**

Answer: Any information that is requested by an individual Trustee will be made available for all Trustees. Trustees may contact the Secretary Treasurer’s Office to make the request and to make an appointment to review the materials. Items such as contracts, leases, etc. can be viewed at the Education Services Centre in a private setting and are often under confidentiality restrictions. Trustees are to contact the Secretary Treasurer’s Office to request access to the documents and arrange a time to come in for review. Legal documents are not shared electronically. Employment contracts are available to any member of the public. See also [Statement of Financial Information \(SOFI\)](#).

**Question: When the Board passes a motion, how does the Board get updated on that motion over time?**

Answer: The Board of Education can receive updates on past motions by:

1. requesting an update at the Public Board Meeting;
2. receiving updates at Trustee seminars;
3. requesting an update from the Superintendent at any point in time.

New processes are being created to track and update Trustees on any motion(s) that have been passed during the term by the Board of Education.

### Question: What is a Freedom of Information (FOI) Request?

Answer: The Freedom of Information and Protection of Privacy Act (FOIPPA) gives members of the public the right to request and obtain copies of records held in the North Vancouver School District.

The Secretary Treasurer is the Privacy Officer for the NVSD. FOI Requests are directed to the Secretary Treasurer.

### 3.9 FAQ about Decision Making

#### Question: How are decisions by the Board of Education made?

Answer: Decisions by the Board of Education are made at a Public Board Meeting or an In-Camera meeting if it is related to Personnel, Land or Legal issues by voting, with majority rules.

Trustees are expected to come to Public Board Meetings prepared to debate/discuss to make their decision (and vote).

Information that is helpful for making a decision may have been provided through, but is not limited to:

- Standing Committee Meetings
- Trustee Seminars
- Asking Questions of the Superintendent (responses will be provided to all Trustees)
- Weekly Trustee Update (emailed by the Superintendent)
- Ad-hoc emails relevant to timely Ministry Announcements, critical events or specific questions
- NVSD Website
- Secure [Trustee Portal site](#) (includes Calendar, materials for Meetings, Trustee Resources)
- Emails/Updates from BCSTA, BCPSEA

#### Trustee Tip!

All communications (including @sd44 email and text messages on District cellphones as well as school-district messages on your personal cellphones are subject to FOI which means they are searchable and are public record. When communicating about a student, it is always good practice to use initials only. Trustee notes may be considered public record as well.

- Individual research conducted by the Trustee(s)
- Public input at Standing Committee Meeting, Public Board Meeting, District Representative Committees
- Recommendations from Committees
- Public presentation/delegation at Board Meetings
- An individual communication of Trustees with community members

See also [Access to Information](#)

### 3.10 FAQ about [Professional Development](#)

**Question:** What is the Professional Development program for Trustees (i.e., financial, Roberts Rules, policy development)?

Answer: Senior Staff will conduct ongoing professional development sessions for the elected Trustees. There are also professional development opportunities through the [British Columbia School Trustees Association](#) (BCSTA) and Trustees are encouraged to attend. The following is a sample of the opportunities provided (note, opportunities are not limited to the following list):

BCSTA Academy & AGM:

- Roberts Rules of Order
- Budgeting / Financials
- Governance

In-house (NVSD):

- Orientation
- Parliamentarian – conducting effective meetings (Robert’s Rules or Order)
- Legal – Role of a Trustee and governance mandate (e.g. Harris & Co)
- Budget – Finance & Facilities presentation

- Financial Reporting – Quarterly reporting, reading financial statements
- Board of Education Governance vs Self Governance
- Collective Agreements – understanding CA language (e.g. Restored Language)
- Employee Matters – HR, Labour Relations & Disciplinary examples (Executive Director of HR and/or legal counsel have made a presentation to Trustees in the past to explain the process for staff discipline)
- Employee Engagement Survey
- The structure of a school district and Who’s Who
- Roles of senior education positions in organization: Director of Instruction, District Principals, Principals/Vice Principals. What is their mandate and how do they assist in effective organizational management
- Roles of senior corporate services positions in organization: Executive Director of HR,
- Directors of ICT, Finance, Facilities & Planning. What is their mandate and how do they assist in effective organizational management
- Role of [BCPSEA](#), [BCSTA](#), [BCASBO](#), [BCSSA](#), [PSEC](#)
- Role of [NVTA](#), [CUPE](#), NOVA
- Exempt Employees – who are they, why are they exempt, how do they get funded, etc.

**Question: How much do I get for Professional Development? How do I access this?**

Answer: The amount is to be determined annually through the budget process by the Board of Education following Policy 107: Board of Education – Trustee Stipend, Resources, and Expenses - Administrative Procedures.

[Resource\(s\): Policy 107: Board of Education – Trustee Stipend, Resources, and Expenses](#)



### 3.11 FAQ about Code of Conduct

#### Question: What is Conflict of Interest?

Answer: A Trustee may have pecuniary or indirect pecuniary interest as per Sections 55, 56 and 57 of the School Act and as described in the BCSTA Learning Guide. Pecuniary interest refers to interest in a matter that could have monetary implications for the Trustee. Indirect pecuniary interest refers to interest in a matter when the Trustee is a shareholder, officer or employee of a firm with pecuniary interest in the matter. A Trustee could have conflict of interest with pecuniary and indirect pecuniary interest in matters such as but not limited to:

- Land (e.g. sale of school site)
- Employment (e.g. contract of employment or discipline matter)
- Child care (e.g. Board of Directors for Child Care Society)

Resources(s): [School Act; BCSTA Learning Guide](#)>Governance>Individual Trustees-Knowing Yourself>Conflict of Interest

#### Question: How could this affect a Trustee?

Answer: Often Trustees don't realize that they could be in a conflict of interest in the decision making process of the Board of Education. Because of this, it is not suggested that an individual determine on their own if they are in conflict. If a Trustee has a pecuniary interest in a matter it would be evaluated on an objective reasonable standard not simply on the Trustee's personal view. To help guide in this matter whether pecuniary or a personal matter there are resources for Trustees to refer to such as the BC School Act, BCSTA Conflict of Interest under the School Act document, and the BOE [Policy 101: Board of Education – Role and Function](#).

Resource(s): [Policy 101: Board of Education - Role and Function](#)>[Administrative Procedures; BCSTA Learning Guide](#)>Governance>Individual Trustees-Knowing Yourself>Conflict of Interest

#### Question: How do I deal with concerns raised by a community member or parent?

Answer: Trustees are conduits of information to staff. In the case of a concern raised by a community member/parent a Trustee can listen to the concern raised and advise the parent/community member which staff to connect with. They can also inform the Superintendent of the concern raised. Ultimately, all concerns raised by community members/parents should be directed to staff through the Superintendent. The

Superintendent will then redirect the concern to the appropriate staff member for follow up as per the Administrative Procedures of Policy 101.

Every effort should be made to resolve concerns at the earliest possible stage and as near the source as possible. With regards to a specific complaint from a parent, refer the parent to the school Principal as per Policy 406: Complaints Concerning Personnel, Programs or Procedures.

If the parent has reached out to you by email – forward the email to the Superintendent for follow up by the appropriate staff member.

When a Trustee brings forward a concern “on behalf” of a parent and/or acts as the intermediary, it could be perceived as a conflict of interest if the matter is appealed to the Board of Education under Bylaw 906: School Act Appeals. Trustees are always advised to direct parent complaints/concerns/questions to staff for response.

Resource(s): [Policy 101: Board of Education - Role and Function](#)>[Administrative Procedures](#); [Policy 406: Complaints Concerning Personnel, Programs or Procedures](#); [Bylaw 906: School Act Appeals](#)

**Question: Who do I contact if I have a concern about a staff member? Or another Trustee?**

Answer: The Superintendent is the main point of contact for any personnel concern relating to a staff member.

Under the NVSD Trustee Code of Ethics procedures, any concerns regarding another Trustee would initially go through the Chair/Vice Chair of the Board of Education. A clear defined process is to be followed should a dispute/concern arise. Supports will be provided to the BOE as required/requested.

Resource(s): [Policy 108: Board of Education - Trustee Code of Ethics](#)

### **3.12 FAQ about Other Organizations**

**Question: What is the BCSTA? What is our involvement with BCSTA?**

Answer: [British Columbia School Trustee Association](#). The BCSTA serves Boards of Education in BC in their work to improve student achievement. BCSTA provides resources and support such as professional development, legal counsel and advocacy. The North Vancouver Board of Education is a member of good standing in the BCSTA. Individual members of the BOE have served on committees within BCSTA over the years. NVSD has

also been active in utilizing the BCSTA Annual General Meeting for advancing advocacy causes through motions.

**Question: What are metro BCSTA meetings?**

Answer: Metro BCSTA meetings are monthly meetings held in the metro region for Trustees to discuss current issues/opportunities within the metro region. All Trustees are welcome.

**Question: What do the BCSTA provincial councillor and alternate do?**

Answer: Each year, between December 1st and the following January 15th, each member of the Board of Education elects one Trustee as its Provincial Councillor and one Trustee as its alternate. The Provincial Council Representative Trustee attends the three Provincial Council meetings held each year. The terms of the Provincial Council are outlined in the BCSTA Bylaws, however, the role of the Provincial Council includes approving the annual BCSTA budget, approving membership fees and other monetary expenditures, approving interim policies of the BCSTA between Annual General Meetings, and providing advice to the BCSTA Board of Directors. Included in the Provincial Council agenda are resolutions (motions) that have come forward that are considered emergent that need action if passed. The Provincial Council Representative Trustee is representative of the full Board of Education and acts/votes on behalf of the BOE.

Resource(s): [BCSTA Learning Guide](#)>Board Development and Leadership>the British Columbia School Trustees Association (BCSTA)>Structures to Support Provincial Leadership.

**Question: What is BCPSEA?**

Answer: [British Columbia Public School Employers' Association](#). The BCPSEA is the accredited bargaining agent for British Columbia's Boards of Education, for unionized teaching and support staff in the K-12 public education system in BC. BCPSEA provides human resources services. One Trustee is elected as a representative to the Board of Education. The BCPSEA representative needs to be aware of possible restrictions due to conflict of interest if a Trustee is a teacher or is married to an educator.

**Question: What is the Canadian School Board Association (CSBA)?**

Answer: [Canadian School Boards Association](#). The CSBA consists of members from provincial school boards across Canada. Their focus is on advocacy for educational success for every student. They promote the value of locally elected school boards. The CSBA holds an annual professional development conference ("Annual Congress"). Information about this event can be found at the following link:

<http://cdnsba.org/professional-development/csba-congress>

### 3.13 FAQ about Miscellaneous

#### Question: What is the SOFI Report?

Answer: The Statement of Financial Information (SOFI) is a report that is completed annually and submitted to the Ministry of Education by December 31st of each year. The report reflects the expenditures of a given fiscal year and it includes the Audited Financial Statements for the respective year. The SOFI report provides additional information beyond what the Audited Financial Statements provide, however the documents support each other. Contracts of employment for annual salaries above \$125,000 are available for public review. This would include all Senior Staff. Further, all salary information is published, as per Government mandate, on a yearly basis. If a Trustee would like to review a contract of a Senior Staff member they may contact the Secretary Treasurer.

The SOFI reports can be found on the School District website at:

<https://www.sd44.ca/Board/BudgetFinancialInformation/Pages/default.aspx>

#### Question: What is the Statement of Disclosure under the Financial Disclosure Act?

Answer: The Financial Disclosure Act requires elected officials and nominees to identify what areas of influence and possible financial benefit they might have by virtue of their office. Current Trustees and election candidates submit the completed Statement of Disclosure to the Secretary Treasurer by January 15<sup>th</sup> who will keep the forms on file. The information is available to the public.

Resource(s): <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/financial-disclosure>

# 4.0 Roles and Responsibilities

## 4.1 Board

School Boards have a duty to govern districts and their schools in accordance with specified powers in a fiscally responsible and cost effective manner. They have a responsibility to ensure that:

- Schools provide students with opportunities for a quality education
- To set education policies that reflect the aspirations of the community and that are consistent with overall provincial guidelines
- To provide leadership and encouragement to schools and the community
- To cooperate with the community and social service agencies in the delivery of non-educational support services to students, and
- To focus on the following areas of district concern:
  1. Implementation of provincial and local education programs
  2. School finance and facilities
  3. Student access and achievement
  4. Teaching performance
  5. Accountability to parents, taxpayers, the community, and to the Province.

Resource(s): [Policy 101: Board of Education – Role and Function – Administrative Procedures](#)

The Board of Education provides overall direction for the school district by establishing a vision, values and strategic priorities.

See also: [BCSTA Learning Guide](#)>Governance>Fundamental Board Roles and Responsibilities>Foundations: The Board’s Fiduciary Responsibilities

## 4.2 Trustees

A school trustee is a member of the Board of Education. As members of the corporate BOE, trustees are accountable to the public for the collective decisions of the BOE, and for the delivery and quality of educational services. A trustee serves the community as an elected representative, but the trustee's primary task is to act as a member of the corporate BOE.

Trustees shall:

- Become familiar with District policies and procedures, meeting agendas, and reports in order to participate in Board of Education business
- Refer queries, issues, or problems raised by a parent or community member about a school or school policy to the appropriate staff and, where appropriate, inform the Superintendent or designate
- Keep the Board of Education and the Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the School District
- Support the decisions of the Board of Education and monitor progress to ensure decisions are implemented
- Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity
- Stay current with respect to provincial, national, and international educational issues and trends
- Attend school and District functions when invited and when possible
- Act as a liaison to assigned schools. Advise the assigned Trustee if they plan to visit a school, in an official capacity, to which they are not assigned
- Fulfill ad hoc committee and representational assignments as appointed by the Board of Education
- Attend all scheduled meetings of the Board of Education and participate in debate and voting on motions; in the event of an unavoidable absence, trustees shall inform the Board Chair, Superintendent, Secretary Treasurer and Executive Assistant to the Secretary Treasurer.

Resource(s): [Policy 101: Board of Education – Role and Function – Administrative Procedures](#)

See also: [BCSTA Learning Guide](#)>Governance>Clarifying Roles and Responsibilities>Roles and Responsibilities of Individual Trustees

### 4.3 Board Chair and Vice Chair

The Board Chair presides at all meetings of the Board of Education and ensures that such meetings are conducted in accordance with the *School Act* and the BOE's policies and procedures, and where silent, Robert's Rules of Order.

Responsibilities for this role include but are not limited to:

- Conducting and Chairing the Board of Education meetings;
- Board of Education Planning
- Responding on behalf of the Board of Education to media enquiries;
- Representing the Board of Education at community and provincial events;
- Maintaining effective working relationships between Trustees;
- Ensuring that proper processes of Governance are followed
- Ensuring that policies/procedures related to the Code of Ethics are followed;
- Supporting Trustees in their role;
- When acting as Chair of the Board of Education, the Chair must represent the decisions and opinions of the seven Trustees as a collective, and not his or her own personal opinions.

The Board Vice Chair is responsible to support the Chair of the BOE in meeting their responsibilities. The Vice Chair will assume the role of Chair if the Chair is away or cannot conduct their role.

If a complaint or concern is raised by another Trustee about the Chair they will need to follow the complaints process.

Resource(s): [Policy 101: Board of Education – Role and Function – Administrative Procedures](#)

See also: [BCSTA Learning Guide](#)>Governance>Clarifying Roles and Responsibilities>Roles and Responsibilities of the Board Chair

#### 4.4 Superintendent

The Board of Education shall appoint a Superintendent of Schools for the School District as specified in the *School Act*. The Superintendent of Schools is the Chief Administrative and Executive Officer of the Board of Education, accountable to it for carrying out its objectives and management policies and for giving leadership in educational administration and instructional programming.

The Superintendent shall be responsible for the general organization, administration, supervision and evaluation of educational programs, the supervision of all employees of the BOE and the operation of schools in the School District. The Superintendent must also perform other duties set out in the *School Act* regulations.

The Superintendent is the main conduit of information for Trustees and supports the BOE in its governance role.

Resource(s): [Policy 602: Superintendent of Schools](#)

See also: [BCSTA Learning Guide](#)>Governance>Clarifying Roles and Responsibilities>Roles and Responsibilities of the Superintendent/CEO.

#### 4.5 Secretary Treasurer

The Secretary-Treasurer is responsible for the business operations of the school district and presides over official records of the school district. They are the chief Parliamentarian in support of the Board of Education, reporting directly to the Superintendent.

In accordance with the *School Act*, the attendance of the Secretary-Treasurer is required in order to conduct meetings of the BOE. No business can occur without the Secretary-Treasurer. If the Secretary-Treasurer is unavailable, an acting Secretary-Treasurer will be appointed for the meeting (short-term).

See also: [BCSTA Learning Guide](#)>Governance>Clarifying Roles and Responsibilities>Roles and Responsibilities of the Secretary-Treasurer.

#### 4.6 Staff/Senior Staff/District Management

School District Staff are the employees hired by the North Vancouver School District to carry out the assigned duties and functions of the operation that are delegated by the



Superintendent. The Superintendent is the sole employee who reports directly to the Board of Education.

Senior Staff refers to the Senior Executive Committee (Superintendent, Secretary Treasurer, Assistant Superintendents and Executive Director of Human Resources). District Management refers to Directors of Learning Services, Directors of Corporate Services and Management Staff who work at the Education Services Centre.

See also: [BCSTA Learning Guide](#)>Governance>Building a Successful Board>Governance vs Operations – Where should the line be drawn; [School Act](#).

## 5.0 The Board as an Employer

How the Board of Education fulfills its role and duty under the *School Act* as employer:

While Trustees hold no individual authority, the collective Board of Education is the Employer of all School District employees and manages this responsibility through delegation to its Superintendent and through governing policy development. Terms and conditions of employment are bound by various regulations and legislation and additionally, Trustees have a fiduciary duty of fidelity, obliging them to preserve and promote the image, reputation and integrity of the Employer. This includes an obligation to foster confidence by the general public in the School District and its services.

Examples of how the Board of Education acts as the Employer:

- Is Final Authority on locally bargained collective agreements (NVTU/CUPE)
- Is Final Authority with regards to employee termination (an employee has the right to come before the BOE to present their perspective regarding a discipline matter)

## 6.0 Meetings and Events

The School Act states that a Board of Education must meet as often as is necessary to transact its business and must establish procedures governing the conduct of its meetings. A written copy of those procedures must be available to the public.

### 6.1 Public Board Meetings

The Board of Education shall conduct regular or special meetings at which all formal and legal business of the BOE will be conducted. Regular meetings, scheduled in advance by the BOE, shall be held monthly during the school year, usually on the third or fourth Tuesday of the month. An additional special meeting may be held at any time with the consent of all Trustees present at a properly called meeting of the BOE, or if all Trustees holding office waive notice. Meetings will be held in July and August at the call of the Chair of the BOE for urgent business only.

[Policy 104: Board of Education – Meetings](#)

### 6.2 Standing Committee Meetings

The purpose of the Board Standing Committees is to provide increased opportunities to share and receive information and input, to review and consider matters, and to make recommendations to the Board of Education. Each Standing Committee shall have a Chair appointed by the BOE and hold public meetings in accordance to a schedule established annually by the BOE. All Trustees are members of each of the Standing Committees.

A representative of each of the Board of Education’s five partner groups and two student representatives of the Student Leadership Council (SLC) shall be invited by the Committee Chair to participate in the discussions of the Standing Committee. The partner groups include the North Vancouver Parent Advisory Council (NVPAC), the North Vancouver Teachers’ Association (NVTAs), the Canadian Union of Public Employees – Local 389 (CUPE), Secondary School Administrators and Elementary School Administrators. The Committee Chair may invite other employees and members of the community to participate in specific discussions. Meetings will be open to any interested persons and will be conducted in an inclusive and informal manner.

[Policy 102: Board of Education - Committees and Representation](#)

### 6.3 Trustee In Camera Meetings

Meetings of the Board of Education are open to the public unless, in the opinion of the BOE, the public interest so requires that persons other than Trustees should be excluded from a meeting. Such matters include those where privacy of employees, students, parents or others need to be respected or matters subject to negotiations (e.g., labour contracts, land matters) or litigation. The Secretary Treasurer or another employee designated by the BOE must be present at the time that a decision of the BOE is rendered and must record any decision. Minutes of such meetings shall be kept in the same manner as those of a regular meeting, but shall be approved or amended only in an in-camera session. Minutes of in-camera meetings shall be filed separately from those of regular meetings.

The BOE will prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at in-camera meetings. The record will be open for inspection by members of the public by appointment with the Secretary Treasurer.

[Policy 104: Board of Education – Meetings:](#)

See also: [BCSTA Learning Guide](#)>Governance>Board Meetings>Closed or In-Camera Meetings

### 6.4 Trustee Seminars

Trustee Seminars will be scheduled each month during the school year. Seminars will be of an informal discussion session with the Superintendent of Schools and the Board Chair setting the dates and agenda in consultation with Trustees. No minutes will be taken. Trustee Seminars are not open to the public. Information shared at Trustee Seminars is not confidential in nature and can be shared with the public while also maintaining and respecting privacy obligations.

[Policy 104: Board of Education – Meetings](#)

### 6.5 Board Events

Trustees can expect to attend the following Board of Education events:

- All Public Board Meetings, Board Standing Committee Meetings, In Camera Meetings and Trustee Seminars
- Representative Committee Meetings

- Indigenous Ceremonies
- School Remembrance Day Assemblies (November)
- Class Acts: A Celebration of Education in the North Vancouver School District (March)
  - 25-Year Service Employee Recognition
  - Trustee Reception
- Superintendent’s Luncheon (May)
- Board Retirement Dinner (June)
- Liaison School Graduation Ceremonies

## 6.6 Video Recordings – Things to consider

Trustees are viewed “in the public eye” and should be aware that their actions and behaviours may be scrutinized by the public and/or media.

In the North Vancouver School District, Public Board Meetings are video recorded and live streamed to the public. Comments during the meetings will be recorded, posted and archived.

Trustees may find the following tips helpful:

- speak clearly into the microphone;
- keep cellphone use to a minimum;
- if you are utilizing an iPad or computer be cognizant that the images on the screen may be picked up by the cameras;
- If you are attending the meeting by phone (remotely) and you are watching the livestream you must mute the livestream sound on your computer and listen through the phone line to avoid feedback;
- Editing to the recording that will be posted to the main NVSD does not occur. Staff will not edit out any comments made by Trustees during the meeting.

## 7.0 Advocacy

The Board of Education will often advocate, on behalf of the electorate for items that affect the educational programs within the NVSD. There are various methods of advocating for public education that the BOE uses. Some examples are:

1. [Joint Advocacy Letters](#) (letters that are created/signed by all stakeholder groups on a particular issue)
2. [BCSTA AGM Motions](#) (as well as emergent motions at Provincial Council)
3. [Board of Education Advocacy to Minister of Education](#)
4. BCSTA Metro
5. Meetings with Community Associations (Foundry, HOPE, etc.)
6. Meetings with Municipalities
7. Meetings with MLAs/MPs

Correspondence and Advocacy Letters are posted on the [District Website](#).

## 8.0 Access to Information

Staff provide information to Trustees so that they are educated, informed and understanding of the issue/topic that they are discussing/debating in Public Board meetings.

Information requested by an individual Trustee will be shared with all Trustees so that all members of the Board of Education have access to the same information.

Trustees' access to information include but are not limited to:

- Staff at Standing Committee Meetings
- Staff at Trustee Seminars
- Asking Questions of the Superintendent (responses are provided to all Trustees)
- Weekly Trustee Update (emailed by the Superintendent)
- Ad-hoc emails relevant to timely Ministry Announcements, critical events or specific questions
- NVSD Website
- Secure [Trustee Portal site](#) (includes Calendar, materials for Meetings, Trustee Resources)
- Emails/Updates from BCSTA
- Emails/Updates from BCPSEA
- Metro Meetings
- Canadian School Board Association
- Others

Requests for formal reports or detailed data should come from the Board of Education as a collective, through motion or direction. This could occur at Public Board meetings, In Camera meetings or Trustee Seminars.

## 9.0 Professional Development

Trustees represent the public interest in public education, acting as liaison between the community and the education system. The Board of Education recognizes that Trustees must remain informed and must continue to upgrade their skills. The BOE may include funds in the annual budget to cover Trustee expenses for attendance at provincial, national and international seminars, conferences, or workshops related to education.

Trustees are encouraged to take advantage of educational conferences, workshops, and training sessions made available by local, Provincial or Federal affiliations. Through participating in professional development opportunities, trustees can enhance their knowledge of trustee roles and responsibilities and become acquainted with current educational topics and trends.

Professional Development:

In order for Trustees to fulfill their role, Trustees may access professional development opportunities including:

- (i) Access to educational publications such as books, journals and newsletters;
- (ii) Participation in conferences, workshops and in-service activities at the local, provincial and national levels;
- (iii) Membership in BCSTA.

Trustees may choose to attend and participate in appropriate conferences, conventions, seminars, workshops and other programs that will contribute to their growth as a School Trustee. Professional development should reflect the goals of the Board of Education as well as the needs of the individual. Materials and information acquired should be shared with all members of the BOE.

Yearly Plan:

Policy 107: Board of Education – Trustee Stipend, Resources and Expenses – Administrative Procedures state that the Board of Education will include a provision in its annual operating budget for Trustees to attend other conferences in addition to those hosted by the BCSTA. In December of each year, the Secretary Treasurer, in consultation with Trustees, will create a master calendar of conferences for the coming year. This will coincide with new Trustee assignments following the election of the new Chair and Vice Chair each year. The BOE will review the calendar at a subsequent meeting and decide which Trustee(s) will attend each



conference. This may be revised quarterly as new conferences or activities are identified. The Board shall ensure that funds budgeted for Trustee professional development will be used in an equitable manner. The Board Chair will monitor the conference expenses of trustees and decide how to further allocate any unspent funds.

[Policy 107: Board of Education – Trustee Stipend, Resources and Expenses - Administrative Procedures](#)

[Policy 108: Board of Education - Trustee Code of Ethics](#)

## 10.0 Acronyms

The Education System is filled with acronyms specific to the sector. The following list is to provide a quick reference for the most commonly used acronyms in the Education sector and North Vancouver School District.

### 10.1 Provincial/Federal/General

ADM:	Assistant Deputy Minister
AFG:	Annual Facilities Grant
AGM:	Annual General Meeting
<a href="#">BCASBO:</a>	British Columbia Association of School Business Officials
<a href="#">BCCPAC:</a>	British Columbia Confederation Parent Advisory Council
BCCT:	British Columbia College of Teachers (See TRB)
<a href="#">BC CASE:</a>	British Columbia Council of Administrators of Special Education
<a href="#">BCPSEA:</a>	British Columbia Public Sector Employers Association
<a href="#">BCPVPA:</a>	British Columbia Principals/Vice Principals Association
<a href="#">BCSSA:</a>	British Columbia School Superintendents Association
<a href="#">BCTF:</a>	British Columbia Teachers' Federation
<a href="#">BCSTA:</a>	British Columbia School Trustees Association
BOE:	Board of Education
CA:	Collective Agreement
<a href="#">CEA:</a>	Canadian Education Association (EdCan Network)
<a href="#">CLBC:</a>	Community Living British Columbia
CRC:	Criminal Record Check

<a href="#"><u>CSBA:</u></a>	Canadian School Board Association
<a href="#"><u>CSF:</u></a>	Conseil scolaire francophone de la Colombie-Britannique
CPF:	Canadian Parents for French
<a href="#"><u>CUPE:</u></a>	Canadian Union of Public Employees
DM:	Deputy Minister of Education
DPA:	Daily Physical Activity
<a href="#"><u>FISA BC:</u></a>	Federation of Independent School Associations of BC
<a href="#"><u>FNESC:</u></a>	First Nations Education Steering Committee
FOIPPA:	Freedom of Information and Protection of Privacy Act
FSA:	Foundation Skills Assessment
GSA:	Gay-Straight Alliance
IEP:	Individual Education Plan
LEA:	Local Education Agreement
LGBT2Q+:	Lesbian, Gay, Bisexual, Transgender, Two-Spirit, Queer and Queer Questioning
LIF:	Learning Improvement Fund
LOA:	Letter of Agreement
<a href="#"><u>MCFD:</u></a>	Ministry for Children and Family Development
MOA:	Memorandum of Agreement
<a href="#"><u>MOE:</u></a>	Ministry of Education
MOU:	Memorandum of Understanding
MyEd BC:	MyEducation BC Student Information System
PAC:	Parent Advisory Council

<a href="#">PSA:</a>	Provincial Specialists' Association (under BCTF)
SEL:	Social Emotional Learning
SOGI:	Sexual Orientation and Gender Identity
SOFI:	Statement of Financial Information (report)
<a href="#">SWIS:</a>	Settlement Workers in Schools
TQS:	Teacher Qualification Service
<a href="#">TRB:</a>	Teacher Regulation Branch (was BCCT)
TTOC:	Teacher Teaching on Call

## 10.2 Local Agencies

<a href="#">CNV:</a>	City of North Vancouver
<a href="#">DNV:</a>	District of North Vancouver
<a href="#">NSEM:</a>	North Shore Emergency Management
<a href="#">NSMS:</a>	North Shore Multicultural Society
<a href="#">NSRJ:</a>	North Shore Restorative Justice
<a href="#">NVRC:</a>	North Vancouver Recreation and Culture Commission
<a href="#">NV RCMP:</a>	North Vancouver Royal Canadian Mounted Police
<a href="#">SN:</a>	Squamish Nation
<a href="#">TWN:</a>	Tsleil-Waututh Nation
<a href="#">VCH:</a>	Vancouver Coastal Health
<a href="#">WVSD:</a>	West Vancouver School District

### 10.3 NVSD

AbEd:	Aboriginal Education (Indigenous Education)
AFK:	Artists for Kids
AP:	Advanced Placement
ASW:	Autism Support Worker
BAA:	Board/Authority Authorized Courses
BSW:	Behaviour Support Worker
CSL:	Communicating Student Learning
<a href="#">CUPE Local 389:</a>	Canadian Union of Public Employees, Local 389
DL:	Distributed Learning
DMA:	Digital Media Academy
DPAC:	North Vancouver Parent Advisory Council (see also NVPAC)
DSLCL:	District Student Leadership Council
DOI:	Director of Instruction
DP:	District Principal
EA:	Education Assistant
ELL:	English Language Learner
ESC:	Education Services Centre
F&F:	Finance and Facilities
F&P:	Facilities and Planning
FI:	French Immersion
FOS:	Family of Schools

IB:	International Baccalaureate (PYP: Primary Years Programme) (MYP: Middle Years Programme) (DP: Diploma Programme)
ICT:	Information and Communications Technology
IdEd	Indigenous Education
KEV:	Kev Group (School Cash Online System)
LAC:	Learning Assistance
LST:	Learning Support Teacher
LSW:	Learning Support Worker
NOVA:	North Vancouver Association of Administrators
NVDLS:	North Vancouver Distributed Learning School
NVPAC:	North Vancouver Parent Advisory Council (see also DPAC)
NVSD:	North Vancouver School District
<a href="#">NVTA:</a>	North Vancouver Teachers' Association
POSR:	Position of Special Responsibility
SANGHA:	District Parent Communication System (Scholantis)
SBO:	School Board Office (see ESC)
SBRT:	School Based Resource Team
SD 44:	School District No. 44 (North Vancouver)
SL:	Summer Learning
ST:	Secretary Treasurer

SUP/SUPT: Superintendent  
TL: Teacher Leader  
ZAS: Zone Assistant Superintendent

## 11.0 Resources (who to contact?)

Mark Pearmain, Superintendent of Schools

604-903-3449

[mpearmain@sd44.ca](mailto:mpearmain@sd44.ca)

Concerns regarding school operations, government policy, school district policy, Educational initiatives; parent concerns (forwarding to Staff), concerns regarding staff.

Taralee Hallson, Executive Assistant to the Superintendent

604-903-3449

[thallson@sd44.ca](mailto:thallson@sd44.ca)

Trustees may receive messages (Trustee updates, critical incidents, etc.) from the Executive Assistant to the Superintendent on the Superintendent's behalf.

Georgia Allison, Secretary Treasurer

604-903-3452

[gallison@sd44.ca](mailto:gallison@sd44.ca)

Board of Education Governance, delegations, finance, budget, Capital Plan, facilities, land.

Morgan Laird, Executive Assistant to the Secretary Treasurer

604-903-3452

[mlaird@sd44.ca](mailto:mlaird@sd44.ca)

Trustee stationary supplies (District iPads), expense reimbursements, registrations for professional development, BCSTA events, BCPSEA events, minutes from meetings.



# 12.0 Appendix

## APPENDIX A - Vision, Values and Goals

Achieving progress by working together...

### Our Vision

We provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow.

### Our Values

Shared values set the tone for how we relate to one another in pursuing common goals. Our values guide us in working collaboratively to realize our Vision.

<p><b>Trust</b> We act with integrity. We are open and honest in our communication with one another.</p>	<p><b>Respect</b> We relate to each other with care and appreciation. We honour diversity and recognize the exceptional in everyone.</p>
<p><b>Responsibility</b> We are accountable for our actions. We support positive change, continuous improvement and the pursuit of excellence.</p>	<p><b>Collaboration</b> We develop relationships and affiliations to achieve shared goals and consider each other in our decisions and actions.</p>

### Our Goals

Our six high-level goals take us above and beyond our mandate in the pursuit of the highest level of service we can provide to students and the community.

<p><b>Expand</b> the availability of best instructional practices and enriched curriculum.</p>	<p><b>Develop</b> and promote innovative and sustainable programs.</p>
<p><b>Encourage</b> the growth of collaborative, adaptive and personalized learning environments.</p>	<p><b>Provide</b> leadership in environmental education and sustainability practices.</p>
<p><b>Nurture</b> an inspiring and healthy work environment.</p>	<p><b>Strengthen</b> and expand reciprocal community relations.</p>

North Vancouver School District  
the natural place to learn™

Vision - the North Vancouver School District's Vision was developed throughout the 2007/08 school year in collaboration with representatives from all our partner groups. The Vision represents an enduring picture of what we are working towards in all aspects of our operations. The Vision helps us to recognize the bigger picture, our place in it, how we are all connected in creating the very best educational environment possible, and how each of us contributes to a better world.

Values - a set of shared values sets the tone for how we relate to one another in pursuing common goals. Our values assist us in demonstrating consistent and fair leadership and guide us in working collaboratively and productively together to realize our Vision.

Goals - our six high-level strategic goals translate the Vision of the North Vancouver School District into clear priorities. Not only do they ground our decision-making, the goals communicate and inform everyone of where our focus will be during the next ten years. With goals in place, we are well positioned to realize our full potential. Our goals take us beyond our mandate in the pursuit of the highest level of service we can provide to students and the community. Our goals address our intentions for growth, innovation

and change, and to be achieved, they rely on continued collaboration with the community.

## APPENDIX B - 10-Year Strategic Plan

Throughout the 2010/11 school year, the North Vancouver Board of Education embarked upon a consultative process to develop a 10-Year Strategic Plan for the School District. The plan supports the over-arching Vision of the School District and our priorities in pursuit of the highest level of service we can provide to students and the community.



## APPENDIX C - 3-Year Operating Plan

The Operating Plan provides strategies for achieving specific objectives that are identified within the 2011-2021 Strategic Plan's Goals. Together, the Operating Plan and Strategic Plan serve as reference points for the future direction of the North Vancouver School District.



### 3 Year Operating Plan 2015 - 2018

## **APPENDIX D - NVSD Policies**

There are several [NVSD Policies](#) but listed below are those which are specific to Governance and Foundations:

[Policy 101: Board of Education – Role and Function](#)

[Policy 102: Board of Education – Committees and Representation](#)

[Policy 103: Board of Education – Policy Development](#)

[Policy 104: Board of Education – Meetings](#)

[Policy 106: Statements of Mandate, Vision, and Values](#)

[Policy 107: Board of Education – Trustee Stipend, Resources, and Expenses](#)

[Policy 108: Board of Education – Trustee Code of Ethics](#)

## APPENDIX E - Template Emails

Dear <Principal>,

As your FOS Liaison Trustee I am excited to get to know my schools and communities. I would like to meet with you to understand the local context of XXXXXX (insert name of school) community and to get your perspective on the following:

- implementation of the new curriculum;
- Implementation of new reporting practices;
- school plan and what specific goals are being worked on;
- success of Aboriginal student(s) in your school;

Please advise of a time that could work for us to meet. I would also appreciate an opportunity to touch base with the PAC chair and visit some classrooms!

Thanks!

(insert Trustee name)

Possible questions to ask when meeting the Principal:

### **School Plan:**

Tell me about your school plan and what is its focus?

Why and how did you come up with that focus for XXXX School?

How are you measuring your success?

What is the biggest challenge that the school is facing in fully implementing the school plan?

### **SEL:**

How are you supporting/teaching our students about SEL?

### **Indigenous Education:**

How many Indigenous students do you have in your school?

How are they doing (generally?)

What is the school doing to indigenize the curriculum? What is working? What is challenging?

**School Culture/Community:**

Tell me about your school community / culture?

How is your PAC – what are they focussed on?

**New Curriculum:**

How has the adoption of the new curriculum gone in XXXXX School?

What change(s) have you, as Principal, observed with the adoption?

What has been challenging for teachers in adopting this new curriculum?

What have you heard from your parent community?



## APPENDIX F – Example of Letter to Ministries



January 18, 2018

The Honourable Katrine Conroy  
Minister of Children & Family Development  
Parliament Buildings  
Victoria BC V8W 1X4

The Honourable Judy Darcy  
Minister of Mental Health & Addictions  
Parliament Buildings  
Victoria BC V8W 1X4

The Honourable Adrian Dix  
Minister of Health  
Parliament Buildings  
Victoria BC V8W 1X4

The Honourable Rob Fleming  
Minister of Education  
P.O. Box 9045, Stn. Prov. Govt.  
Victoria BC V8W 9E2

Dear Minister Conroy, Minister Darcy, Minister Dix and Minister Fleming,

**RE: Youth Mental Health**

The North Vancouver Board of Education would like to acknowledge the continued work and partnership that the ministries provide to schools within the province surrounding the importance of youth mental health issues. On behalf of the community, we thank and congratulate you on the opening of Foundry North Shore and the newly developed Ministry of Mental Health & Addictions.

Positive Mental Health is a cornerstone to engagement and learning. Highlighting and recognizing mental health concerns are first noticed at the school level and we continue to see a great need for supporting our schools in understanding children and youth with social emotional and mental health concerns. Integrated supports at the school level, like those available at Mountainside Secondary, remain a vital link to student success with mental health challenges. The Board of Education is concerned that with the Foundry North Shore opening, ministries will see this as the sole solution for youth mental health issues. While Foundry North Shore is a welcome component to address the mental health needs of youth, it is a service removed from the day to day functioning of students in schools.

The Board has made a significant commitment to the integration of school and community services and supports for positive mental health. In 2014, the North Vancouver Board of Education championed the following carried motion at the provincial BC School Trustees Association:

“that BCSTA urge the provincial government to adopt an ‘inter-ministerial’ approach to coordinating youth mental health services so that school districts and health authorities have the necessary support to deliver timely and seamless youth mental health services.”

The School District continues to support students with programs like “Choices”, found within each of our secondary schools, and increase awareness of mental health issues through new curriculum and programs to de-stigmatize mental illness and educate students with tools and resources to help. Augmenting school based support with the community based Foundry North Shore will surely add to the success of our young people, but there is always more that we need to do. It is also important to consider these supports for the full range of learners including students with low incidence developmental or learning disabilities.

–/2





Educating students and staff about mental health and supporting students who are struggling will also help to alleviate issues like bullying within our communities. The sooner we can recognize challenges, the sooner that we can provide the appropriate supports, benefitting the positive well being of society as a whole.

The North Vancouver Board of Education is proud to encourage ministries to continue their good work in creating a greater continuum of support systems within and across schools, while achieving success with Foundry North Shore.

We would be pleased to meet with any appropriate Ministry staff to address any ideas to enable continued support.

Yours truly,

NORTH VANCOUVER  
BOARD OF EDUCATION

A handwritten signature in black ink, appearing to read 'Christie Sacré'.

Christie Sacré  
Chair

cc Bowinn Ma, MLA North Vancouver-Lonsdale  
Ralph Sultan, MLA West Vancouver-Capilano  
Jane Thornthwaite, MLA North Vancouver-Seymour  
Board of Education, School District No. 44 (North Vancouver)

## APPENDIX G – Example of Joint Advocacy Letter



February 26, 2016

Eleanor Liddy  
Executive Director  
Student Information Services  
PO Box 9163 Stn Prov Govt  
Victoria, BC V8W 9H4

Dear Eleanor:

Re: Ongoing performance issues with MyEducation BC

On behalf of the North Vancouver School District, the North Vancouver Board of Education, the North Vancouver Parent Advisory Council, the North Vancouver Teachers' Association, the Canadian Union of Public Employees Local 389, and the North Vancouver Administrators' Association, we are writing to express our appreciation for the correspondence from Fujitsu America to our Board Chair in October 2015, acknowledging the concerns with the new MyEducation BC system. Executive Vice President Attal expresses an understanding of the sacred responsibility in supporting the education of children in British Columbia and a full commitment to seeing the program succeed. The letter closes with "we will not let you down".

We sincerely appreciate the sentiments and commitments expressed on behalf of Fujitsu. However, the implementation of the MyEducation BC student information software system has required our staff to work above and beyond to overcome the limitations and glitches experienced to date. Our staff is comprised of highly dedicated and skilled professionals with an exemplary record of effective software implementation and support. Our staff does indeed feel "let down" by the performance of MyEducation BC to date.

The overall end-user experience with the MyEducation BC product has been extremely disappointing, exhausting the tremendous goodwill demonstrated by staff in attempting to make the system workable. The experience of staff has created negativity towards the new student information system and has significantly impacted its effective implementation. We must share our extreme disappointment.

While progressing with the implementation process, our staff has expressed ongoing frustration with the limitations of the software, including the emergence of new challenges and the need for more fixes in working through the standard business cycle of operations. Please refer to the attachment for a representative sample of issues experienced to date and their impact on our operations.

We acknowledge that Fujitsu and Follett are working diligently every day to optimize system performance for MyEducation BC. We agree with the observation that more effort on Fujitsu's part is required to meet not only the standards of contractual commitments, but also in relation to the expectation of users.

.../2





Issues continue to be identified and communicated through the appropriate channels for resolution on a priority basis. However, the continued and ongoing challenges associated with system performance will require the dedication of additional resources by Fujitsu. Improved response time for the resolution of basic issues is essential, as well as timely response to requests for enhancements. We acknowledge that issues are being addressed and resolved on a priority basis, but new issues continue to surface as we move forward.

Our school district takes great pride in its capacity to effectively implement student information systems to enable us to focus our collective energy on the delivery of educational services to our students.

We anticipate the immediate dedication of additional resources to enable improved responsiveness related to required fixes and software enhancements. We look forward to improved support and effort by Fujitsu and Follett to "pick us back up". The implementation process will only succeed with the necessary supports being in place.

Sincerely,

NORTH VANCOUVER  
BOARD OF EDUCATION

Handwritten signature of Christie Sacré in black ink.

Christie Sacré  
Board Chair

NORTH VANCOUVER  
SCHOOL DISTRICT

Handwritten signature of John Lewis in black ink.

John Lewis  
Superintendent of Schools

NORTH VANCOUVER  
PARENT ADVISORY COUNCIL

Handwritten signature of Amanda Nichol in black ink.

Amanda Nichol  
NVPAC Chair

NORTH VANCOUVER  
ADMINISTRATORS

Handwritten signature of Adam Baumann in black ink.

Adam Baumann  
Co-Chair

NORTH VANCOUVER  
ADMINISTRATORS

Handwritten signature of Yolande Martinello in black ink.

Yolande Martinello  
Co-Chair

CANADIAN UNION OF PUBLIC  
EMPLOYEES LOCAL 389

Handwritten signature of Cindy McQueen in black ink.

Cindy McQueen  
President

NORTH VANCOUVER  
TEACHERS' ASSOCIATION

Handwritten signature of Carolyn Pena in black ink.

Carolyn Pena  
President

.../3

## APPENDIX H – Example of BCSTA AGM Motion



British Columbia  
School Trustees  
Association

### SUBSTANTIVE MOTION TO AGM SUBMISSION FORM

Deadline for submission: Sunday, February 25, 2018

#### TITLE

**FUND TECHNOLOGY IN SCHOOLS**

#### SPONSOR

Please select your Board, Branch, or Committee from the menu.

Please indicate if the proposed motion relates to an existing Foundational Statement or Policy Statement in [BCSTA's Policies](#).

- Relates to Foundational Statement No. [#] \_\_\_\_\_
- Relates to Policy Statement No. [#] \_\_\_\_\_
- Propose to make this resolution a new policy statement.
- This is an action resolution and does not change or contradict any existing Foundational or Policy Statement.

#### MOTION

THAT BCSTA ...

That BCSTA urge the Ministry of Education to directly fund technology (hardware and software) for use by students in schools. The funding should include consideration of the need for a hardware technology refresh on a 3 to 5 year cycle as equipment reaches its end of life.

#### RATIONALE

Provide a succinct description of why this motion is needed, plus any relevant background information.

This motion is needed because...

Technology is a vital part of 21st century learning. In the past, computers and tablets for students might have been thought of as an add-on or supplemental item; not necessary for the fundamentals of learning. Now, however, technology is an integral part of our lives and just as necessary for learning as textbooks were thirty years ago.

Our new curriculum is designed to focus on student-driven learning and to prepare our students for the future. Up-to-date hardware and software for students is necessary to achieve this objective. The addition of coding to the curriculum reinforces the need for up-to-date technology.

Currently, the North Vancouver School District relies on its Parent Advisory Councils (PACs) to fundraise in order to provide computers and tablets for student use in each school. Other

#### OPTIONAL REFERENCES

Provide references to additional background material, e.g., legislation, websites, etc. Please attach copies of any documents referenced.

Please send a word version of the completed motion submission form to [motions@bcsta.org](mailto:motions@bcsta.org)

Please visit <http://www.bcsta.org/content/legislative-committee> to see the [BCSTA Motion Checklist](#) and other resources regarding preparing motions for BCSTA's AGM and Provincial Council.

districts do the same. This creates a patchwork of equipment resourcing. Despite efforts by the district and the PACs themselves to equalize the resources amongst the various schools, significant variability remains. As a result, at schools where the PAC has a lesser ability to fundraise, the technology is outdated, underpowered, or non-existent.

Variability in student access to technology according to which school they attend is a serious problem. It exacerbates other disadvantages students may face, such as lower socioeconomic status, indigenous background, or status as a child in care of the Province. Reducing this variability for aboriginal children would be in line with Principles 4 and 5 from the Truth and Reconciliation Commission:

"Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Aboriginal peoples' education, cultures and languages, health, child welfare, the administration of justice, and economic opportunities and prosperity."

"Reconciliation must create a more equitable & inclusive society by closing the gaps in social, health, & economic outcomes that exist between Aboriginal & non-Aboriginal Canadians."

(What We Have Learned: Principles of Truth and Reconciliation, The Truth and Reconciliation Commission of Canada, 2015)

A primary goal of our public education system is to provide equitable access to education across regions, schools, and populations across the Province. Directly funding up-to-date technology for all students in British Columbia would do much to achieve this goal.

## **DRAFT POLICY 104: BOARD OF EDUCATION - MEETINGS**

### **ADMINISTRATIVE PROCEDURES**

#### *General Operating Procedures for Board Meetings*

#### **Notice of Meeting**

Notice of all meetings shall be posted on the School District website. Except for meetings called with less than 24 hours' notice, the notice shall be posted at least 24 hours in advance of the meeting.

#### **Time and Place of Meetings**

Regular meetings of the Board of Education shall be held in the Board Room and shall begin at 7:00 p.m., unless otherwise decided by the Board of Education. No regular or special meeting, nor combination thereof, shall remain in session longer than three (3) hours, except by resolution of the Board of Education.

#### **Meeting Agendas**

The Secretary Treasurer in consultation with the Board Chair and Vice Chair and the Superintendent of Schools shall prepare an agenda for each Board of Education meeting. The Secretary Treasurer shall endeavour to provide the agenda and supporting materials to each Trustee 96 hours in advance of the meeting and no later than 24 hours prior to each regular meeting. Delivery of an agenda shall constitute notice of meeting. The agenda package shall be made available to the public on the School District website once the package has been delivered to Trustees.

Trustees who wish to have items included on the Public Board agenda may make a Notice of Motion at the Public Board meeting or may request the addition of the item to the Board Chair or Secretary Treasurer at least one (1) week in advance of the meeting.

#### **Order of Business for Regular Meetings**

The order in which the Board of Education transacts its business at regular meetings shall be substantially as follows:

- Call to Order
- Adoption of Agenda
- Approval of Minutes
- Public Comment Period
- Action Items
- Information and Proposals
- Field Trips
- Superintendent's Report
- Trustee Reports
- Future Meetings
- Public Question and Comment Period
- Adjournment.

A change to the order of business may be proposed by any Trustee and shall require consent of those present without debate.

## Quorum

A quorum for all Public, Special and In-Camera Board meetings shall be a majority of Trustees holding office at that time. At the appointed time for commencement of a meeting, the Chair shall ascertain that a quorum is present before proceeding to the business of the meeting. No business of the Board of Education shall be conducted unless a quorum is present.

## Public Comment Period

After approval of the minutes, the Board of Education will provide a twenty (20) minute public comment period restricted to items on the Board of Education agenda. Speakers will be allocated a maximum of two (2) minutes each. The Board will not respond to comments made during comment period. Members of the public wishing to discuss their concerns with Trustees should contact them after the meeting, by telephone or e-mail.

## Rules of Order at Regular Meetings

It is the intention of the Board of Education that its meetings be conducted in a dignified and efficient manner. Rules of order will be applied as a means of assisting the conduct of Board of Education business without providing undue formality or hindering useful discussion.

Except where otherwise provided in the *School Act* or in Board of Education policy, the procedures included in *Robert's Rules of Order (Newly Revised)* shall govern the conduct of meetings. The Secretary Treasurer will serve as parliamentarian, providing procedural advice to the Board.

## Time Limits on Speech

Trustees speaking at a Board meeting shall adhere to the following rules:

- a) A Trustee may ask questions of clarification about the matter under consideration. Questions of clarification will not be counted in the time allotted for speaking to the question;
- b) A Trustee may speak to a question, or may speak in reply, for a maximum of three (3) minutes;
- c) After all other Trustees have had an opportunity to speak, Trustees may speak to a question, or may speak in reply for a second time for a further three (3) minutes;
- d) Trustees may only speak for a third time with the permission of the Chair of the meeting.

## Attendance

Trustees are expected to attend all scheduled meetings of the Board of Education. Meeting attendance for Public Board Meetings and Standing Committee Meetings will be taken and made public by September of each year. Attendance will be recorded as:

- Present
- Absent
- Absent – Illness
- Absent – Personal
- Absent – Leave of the Board of Education

## **Telephone and Electronic Participation**

In accordance with Section 67 (6) of the *School Act*, the Board of Education shall allow Trustees to participate in or attend a meeting of the Board of Education by telephone or other means of communication if all Trustees and other persons participating in or attending the meeting are able to clearly communicate with each other. The Board of Education believes that Trustees must be publicly accessible and accountable to the electorate. Therefore, this form of participation should be used sparingly and only under extenuating circumstances including, but not limited to, illness, family emergency, unavoidable travel, and extreme weather conditions. A Trustee participating in this way will be counted for the purposes of establishing a quorum.

## **Public Question and Comment Period**

A twenty-minute question period will be provided at the end of a regular Board of Education meeting during which attendees may provide comments or ask questions of the Board of Education on business conducted during that meeting or on any matter pertaining to the School District. The Chair may defer a response if a question cannot be answered at that time.

While the Board of Education believes that communication with the public is extremely important, the regular Board of Education meeting is the formally designated means of transacting Board of Education business and is not the appropriate setting for general discussion. The question and comment period is provided as a means for ensuring that residents present in the audience have an opportunity to obtain clarification concerning the meeting's proceedings, ask brief questions, or provide comments on other School District matters.

Residents who have more in-depth concerns or complex issues than cannot be suitably addressed during the comment and question period are encouraged to contact Trustees or staff individually or, if desired, to arrange a formal presentation on the Board agenda. In general, Board of Education policy indicates that questions or concerns are best handled as near the location of the issue as possible. Matters currently under negotiation, litigation, or related to personnel, will not be discussed in public session.

## **Delegations at Meetings**

As a vehicle for affirming its policy of open Board-community relations and the rights of citizens to make their views known to the Board of Education, delegations are welcome to express such views at regular Board of Education meetings or a Standing Committee meeting. Since issues can be considered and deliberated in more detail at the Committee level, whenever possible, the delegation will be requested to appear before the appropriate Standing Committee.

Requests for delegations at a regular Board of Education meeting should be made in writing at least two (2) weeks in advance to either the Board Chair or the Secretary Treasurer. Requests to Standing Committees should be sent to the attention of the Secretary Treasurer at least one (1) week in advance.

A written statement outlining the issues should be presented at the time of the request for an appointment. Each delegation will be requested to name a spokesperson that will present the information to the Board of Education or Standing Committee and act as a contact person to whom the Board of Education may direct a reply at a later date. The delegation will be expected to limit any presentation to ten (10) minutes, followed by questions and comments. The Board of Education will ordinarily take the presentation under advisement and may take action after due deliberation, usually at a subsequent meeting. If circumstances warrant, the Board of Education may receive such delegation "in-camera".

If a delegation has already presented its brief at a Board of Education and/or Standing Committee meeting, its request to appear again before the Board of Education and or 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.

### **Minutes of Board Meetings**

The Secretary Treasurer shall record proceedings of all Board of Education meetings and keep on file the official copy of the minutes as well as necessary associated background materials. The minutes will contain a record of official actions taken and the general nature of the discussions for background purposes only, but will not contain an account of comments or opinions expressed by individual Trustees. Wherever reasonable, Board of Education resolutions should include a complete record of recommendations acted upon or actions intended. A draft summary of motions will be posted on the School District website within three (3) days of the Board of Education meeting, whenever possible. Minutes of regular meetings will be available on the School District's website after they have been approved by the Board of Education (after the next Board of Education meeting) or may be viewed at the Board of Education's Administration Office by members of the public by appointment with the Secretary Treasurer. Copies may be obtained for an appropriate fee, in compliance with the *School Act*.

### **Audiovisual Recording of Regular and Special Meetings**

- a) Public meetings of the Board of Education may be recorded by any member of the public, provided that notice is given by the Board of Education in advance of the meeting. This notice must be included as a notation to the Board of Education agenda, and announced at the beginning of the meeting.
- b) Audiovisual recording (including live-streaming) is strictly limited to the Board of Education's proceedings.
- c) The filming of minors is not permitted unless prior consent, in accordance with the School District's procedures for student image release permissions and the protection of student personal information, has been secured.
- d) Personal recordings of board meetings are not the property or responsibility of the Board of Education. Any resulting audiovisual recording is not considered an official record of the meeting and the Board of Education is under no obligation to accept personal recordings as such.
- e) At no time may recording disrupt the view or hearing of attendees.
- f) At no time may recording disrupt the proceedings of the meeting.
- g) Requests made by an individual member of the public, who is not a Trustee, not to be recorded should be directed to the Chair in advance of the meeting. The Chair will communicate to the gallery accordingly. Where an advance request is not possible, the Chair will accommodate the request with appropriate direction as necessary.
- h) Staff of the North Vancouver School District who are invited to speak or present at a meeting do so with the understanding that they may be recorded.
- i) There shall be no recording of tablet screens or digital resources used at the Board of Education table, excluding public presentation materials.

- j) The Board of Education reserves the right to request that any recording that disrupts its proceedings or contravenes this, or any other Board of Education policy, be stopped immediately. The minutes of the meeting will record that such direction was given.
- k) Where a concern arises involving inappropriate recording or sharing of personally recorded audiovisual material, the Board of Education will review the use and may take action to request that the recording be deleted/destroyed.
- l) Any violations of these procedures are the sole responsibility of the individuals who make and distribute the recording and the Board of Education accepts no responsibility for the quality, completeness misuse, distortion, distribution, maintenance, access, preservation or destruction of such recordings.

**Schedule B.5**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** October 16, 2018                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Meetings**

**Narration:**

Trustees, as publicly elected representatives, are accountable to the public. Their decision making process should be available for public scrutiny. The ongoing practice of holding informational “seminar” meetings in private has proven to be problematic, despite the best intentions of keeping trustees informed. Holding seminars in private has reduced transparency, undermined the public trust, and potentially contributed to an environment in which problematic behaviour occurred (as noted in the Ministry of Education Consultant Report). That report recommended: “That the Chair and Superintendent cease holding any further closed meetings of trustees until the end of current trustee term of office (exceptions: official in-camera meetings as legally required).”

Our current meeting structure includes regular standing committee meetings on “Education and Programs”, “Finances and Facilities”, and “Towards the Future for Schools”. These standing committee meetings provide an opportunity to inform trustees and the public and offer an opportunity for participants to ask questions and seek clarifying information.

Whereas the North Vancouver School District’s (NVSD) Vision of Community Connections and Communications respectively state that we aspire to: “build strong, trusting relationships that develop the confidence and sensitivity needed to share ideas and create solutions within our schools, families of schools and school district” and “build trust, respect, and mutual understanding through open, proactive communications that convey the achievements and challenges of the school district.”;

Whereas NVSD’s Values which “set the tone for how individuals relate to each other..., support consistency and fairness in leadership, and guide us in working productively together to realize our vision” include Trust and Responsibility. The value of Trust states that “We act with integrity. We are open and honest in our communication with one another”. The value of Responsibility states that “We are accountable for our actions”;

Whereas NVSD Trustee Code of Ethics states, “In exercising their duties of governance, trustees understand the importance of mutual respect, transparency, and impartiality. Committed to ethical practice and principles, trustees shall act with integrity and be accountable for their actions and decisions”;

Whereas acting consistently with these Vision, Values, and Code of Ethics is particularly important for elected representatives. As elected representatives, School Trustees are entrusted by their community to ensure that the local community values are represented in the implementation of the education of their children in a public setting. Transparency and accountability are necessary for community members to be informed voters and elect the best people to represent their community interests.

**RECOMMENDED MOTION:**

that the North Vancouver Board of Education direct staff to present information and materials formerly presented in private seminars at public standing committee meetings wherever possible.

**Schedule B.6**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** October 16, 2018                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Special Needs Data**

**Narration:**

The North Vancouver Board of Education fully endorses North Vancouver School District's steadfast commitment to support full and meaningful inclusion of all students.

Province wide in BC there appears to be an increase in asking parents with special needs children to stay home, asked to take longer to transition, sent home early, being excluded from field trips and/or classes. These students are missing more hours of instruction than any other student and when parents receive their child's report card the reporting is not necessarily accurate. There are concerns around how parents are receiving information from various personnel and their ability and/or willingness to question whether or not it is appropriate and/or if there are alternatives.

Parents feel that this is the accepted practice and feel that they have to agree with the principal of the school for the decisions made. The impact that this has on the child, their classmates and the family increases stress levels and breaks down the home/school relationship.

Providing data for the Office of Inclusion will show trends and allow for appropriate resourcing. The Board of Education acknowledges that this information is confidential and may include context-specific details that will not be publicly accessed or shared in the interest of student privacy. The Board of Education requests a semi-annual report from the Office of Inclusive Education on patterns or trends that have been identified through its review of this collected data.

**RECOMMENDED MOTION:**

that the North Vancouver Board of Education request that the Superintendent of Schools require the Office of Inclusive Education to implement a reporting system by which the Directors of Instruction receive formal notification of instance in which a student's instructional day is being modified as a result of externalizing behaviour. This may include: being asked to stay home; dropped off late or picked up early; excluded from field trips; sent out of the regular classroom to a resource room, sensory room or any other space; or when parents keep their children home for any extended period of time; and,

that the Board direct the Superintendent to ensure all absences be recorded appropriately for all students with special needs, including absences as listed above.

**Schedule C.1.....**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** October 16, 2018  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Artists for Kids 2017/18 Annual Report**

**Narration:**

In accordance with reporting requirements set out in [Policy 105: Artists for Kids](#), the Management Committee is required to submit its Annual Report to the Board of Education in the fall of each year.

The *Artists for Kids 2017/18 Annual Report* covers the preceding financial year (July 1, 2017 to June 30, 2018) and includes:

1. Summary of programs and services provided to students and the community 2016/17
2. Statement of Financial Position as of June 30, 2017
3. Statement of Operations for the year ended June 30, 2017
4. Curatorial activities; acquisitions and editions published
5. Sales, marketing and promotion activities
6. 2016/17 development activities

Yolande Martinello, Director of the Artists for Kids and District Principal of Fine Arts, will introduce and summarize the *Annual Report* and respond to questions from Trustees.

**Attachment:**  
Artists for Kids 2017/18 Annual Report



2017 ~ 2018

ANNUAL  
REPORT

September 2018





## 2017 ~ 2018 Annual Report Contents

Introduction	Yolande Martinello
section one	Program Statistics
section two	Budget Summary
section three	Statement of Operations
section four	Curatorial Activities
section five	Sales, Marketing and Promotion Activities
section six	2018 ~ 2019 Development Activities
Appendix 'A'	Annual print sales report

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## Bringing Art to Life

AFK continues to thrive and we couldn't be prouder or more grateful of the people who have gotten us here.

Artists for Kids is a unique, self-sustaining art education venture operated by the North Vancouver School District in British Columbia. Our innovative partnership with more than 50 of Canada's most prominent artists, art educators and the community at large, provides inspiring, highly relevant educational experiences for thousands of young people annually. We have enhanced art education in schools, encouraged students to pursue their own artistic abilities, helped more people discover great Canadian art.

Over the last 6 years the sizeable permanent collection we have amassed from our artist-patrons has been open to the public with the support of the Smith Foundation and through ongoing print releases, we have nurtured an art collecting public. As a visual arts catalyst in the community, we contribute to the development of a rich cultural aesthetic.

The continued growth and development of our acclaimed program in North Vancouver provides substantial documentation that quality art education in schools taught by art specialist educators, can significantly transform young lives, shape programs in schools and ultimately shape a community in ways once thought unimaginable. It also clearly shows what can be accomplished in public education with commitment, understanding and engaged community support.

Artists for Kids continues to shine but without the support of our donors, our outstanding volunteers and the commitment of the Gordon and Marion Smith Foundation and its staff to work with us, we could not succeed. Our deepest thanks go out to them and all of our advocates and supporters.

Yolande Martinello  
Director



## 1. Programs Statistics and Budget Summary

### 24th Annual Paradise Valley Summer School of Visual Art

July 2017

- artists Andrea Taylor and Aimee Henny Brown, inspired all with their contributions
- instruction involved elementary and secondary teacher teams from North Vancouver
- 6 bursaries and 8 scholarships were awarded

*We continued to provide our Spring Break and Summer Day camp's for primary aged students.*

- 5 classes offered at AFK and Carson Graham enrolled 69 students
- 7 bursaries provided to students who could otherwise not attend



### AfK Academy

September 2017~ June 2018

- 21 Grade 10, 11 & 12 qualified students from all North Vancouver secondary schools and one private school were enrolled in the AfK Studio Art Academy course. The course is housed at Carson Graham Secondary and taught by Daylen Luchsinger
- field trips to art galleries and artist studios, master classes with local artists and a year-end exhibition in the Gordon Smith Gallery were value added components of the program

### Windows to Canadian Art ~ Gallery Program: memory • history • story

October 2017 ~ April 2018

- 47 groups of North Vancouver, 3 West Vancouver public and private schools and 1 Vancouver School participated in the Grade 5 full day programs reaching roughly 1,400 students
- Students participated in the carving of the Kayaktun now standing at the ELC
- Additionally 19 classes enjoyed self-guided tours and another 9 unique tours and workshops were provided to gifted and ELL groups reaching over 700 additional students and their teachers
- model art lesson instruction was provided to 52 teachers in this unique hands-on gallery experience

### Summer and Spring Exhibit Program

July, August 2017 and May, June 2018

- During the Summer of 2017, curator Patrik Andersen mounted the exhibition Art School High. With a multi-media component, guests looked at the unofficial curriculum of High School.
- In May, the gallery was host to 13 Ways to Summon Ghosts an exhibit curated by Kimberley Phillips. 17 classes participated in tours and workshops with many more joining in self-guided tours. This exhibition was enjoyed by the general public through to the end of August and was frequented by the students in the summer day camp programs.



## StART Strong Program

September 2017 ~ May 2018

- This program has been created for our youngest artists, *StART Strong* for Toddlers and their parent and is supported through the Ready Set Learn Program. Six sessions ran throughout the year.
- Held in the AfK Studio, classes were consistently at capacity with a total enrollment in the year of 60 tots.

## Outreach Programs

October 2017 ~ March 2018

- 26 classes participated in our Outreach Program, bringing art into schools. These two-hour hands on workshops offered students unique opportunities to explore materials and techniques
- Our AfK art teachers bring learning to the classroom and share the lesson with staff at lunch-time so that all teachers can benefit from the program
- This program consistently has a substantial waitlist

## Young Artist of the Week

July 2017 ~ June 2018

- 30 students from North Shore public and private schools were profiled in the popular North Shore News feature which illuminates their wonderful skills and abilities



## After•School•Art

October 2017~ June 2018

- 32 courses operated in North Vancouver schools and the Artists for Kids Studios
- provided *Teaching Assistant* work experience for a team of over 32 secondary students
- several bursaries were awarded to students from needy families
- each student's work was exhibited in a celebration in the AfK Gallery
- total enrolment: 475 students with represents a registration rate of over 90%

## Specialty Enrichment

*November 2017~ May 2018*

- In January and February 59 elementary students from North Vancouver schools explored mixed media work with M.E Sparks and a team of AfK teachers
- 41 senior students from North and West Vancouver took part in three separate enrichment programs; carving with Xwalacktun, painting with Lise Lemiex and photography with Mike Love. Headed by a team of master art teachers these students had experiences they won't soon forget thanks to a grant from the Ferry Building Gallery Friends Society
- work was exhibited in two celebrations in the AfK Gallery
- Through a grant from Coast Capital 45 students at Mountainside were able to work directly with artist Tania Gleave and Jud Beaumont on three unique enrichment workshops creating functional art.
- total enrolment: 145 students



## Teacher Professional Learning

*October 2017 ~ May 2018*

- a series of three ceramics workshops were offered to teachers which engaged 10 North Vancouver School District staff
- three schools were provided Professional Development workshops tailor made to their needs serving roughly 45 teachers
- a team of 10 Artists for Kids teachers attended the NAEA conference in Seattle to improve gallery practice and work through goals and team planning for the Windows on Canadian Art Exhibition tours and workshops
- 26 teachers received direct support and hundreds of teachers were provided with indirect support through AfK Outreach
- 67 teachers were provided direct support through the gallery program visits or self-guided gallery orientations

## Collaboration with Coho Society, Wild New Territories & Ron den Daas

*November 2017 ~ June 2018*

- Artists for Kids helped facilitate the Wild New Territories Project, 2017
- hundreds of North Shore elementary school students participated in a collaborative community art project that resulted in exciting banners celebrating the Annual Coho Festival and a mural project
- total enrolment: 279 students

## Direct Classroom Support

*September 2017 ~ June 2018*

- AfK program facilitator Daylen Luchsinger worked with many teachers providing model lessons and instruction in their classrooms to assist them in offering quality art education to their students
- resources were provided to teachers at multiple sites to support their classroom programming

## Scholarships

*June 2018*

- Three of the School District's finest Visual and Performing Arts graduates are honoured each year with \$1,000
- a private funder offered two \$400 scholarships to young recipients for our Paradise Valley Summer School of Visual Arts
- six partial scholarships were awarded to talented young artists to support their participation in Paradise Valley Summer School of Visual Arts. Scholarships were provided by the Beech Foundation, the Quan Family, Bentall Kennedy and Idea Partners; bursaries by the Lynn Valley Lions Club, the Rotary Club of Lions Gate and Cupe #389

## Art From 44 Student Art Exhibition

*May 2018*

- 38 schools (570 students) participated in last spring's annual School District Art Show in Capilano Mall. This show provides a colourful window to classrooms for the community at large
- AfK also invited schools to display outstanding work in the Education Services Centre Lobby with 5 schools sharing their work for a month each, making our lobby an extension of the Gordon Smith Gallery

## Reid Cultural Grant

*May 2018*

- Awarded to Cove Cliff School, led by principal Kathy Kee, with a completion date of June 2019.

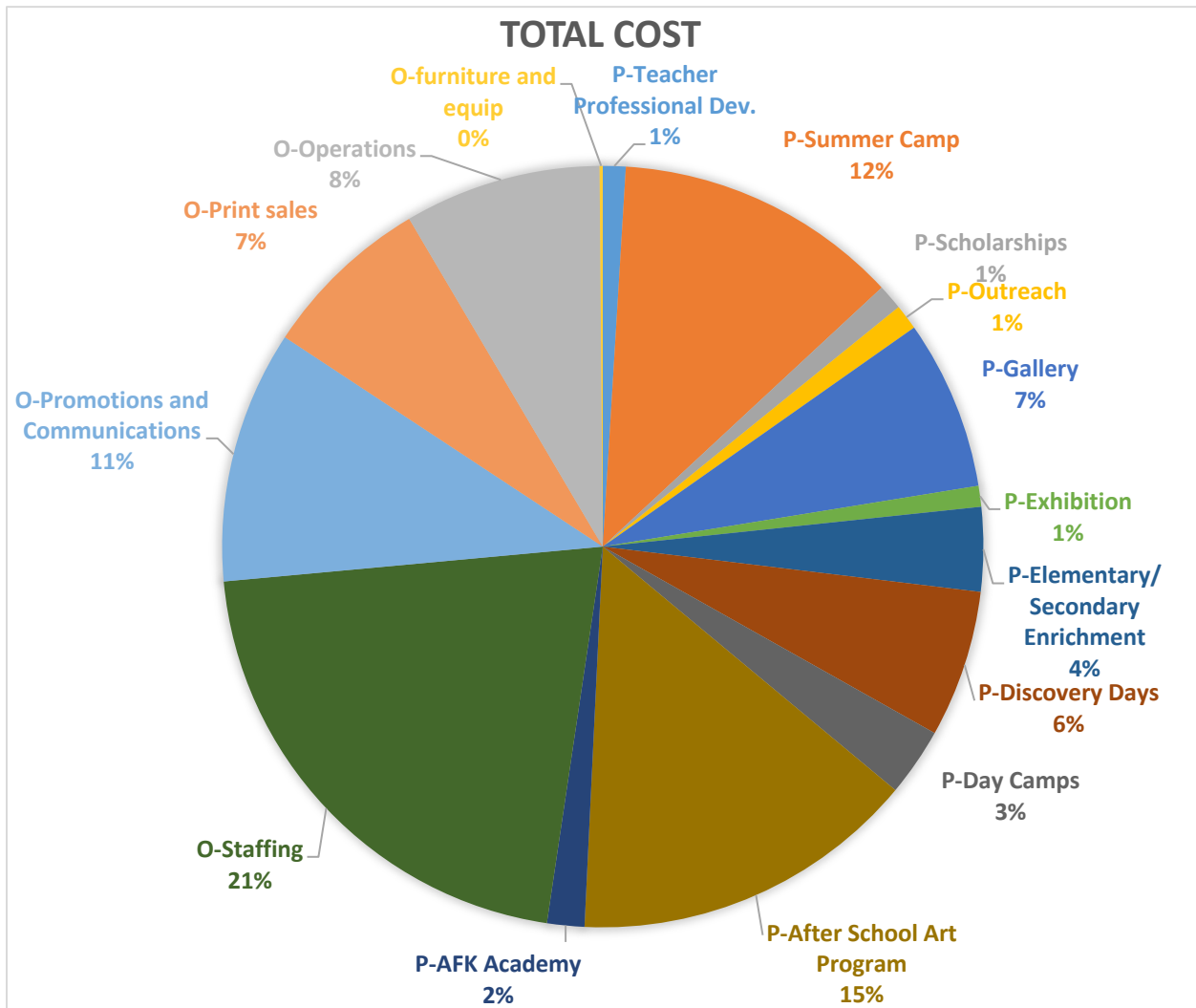
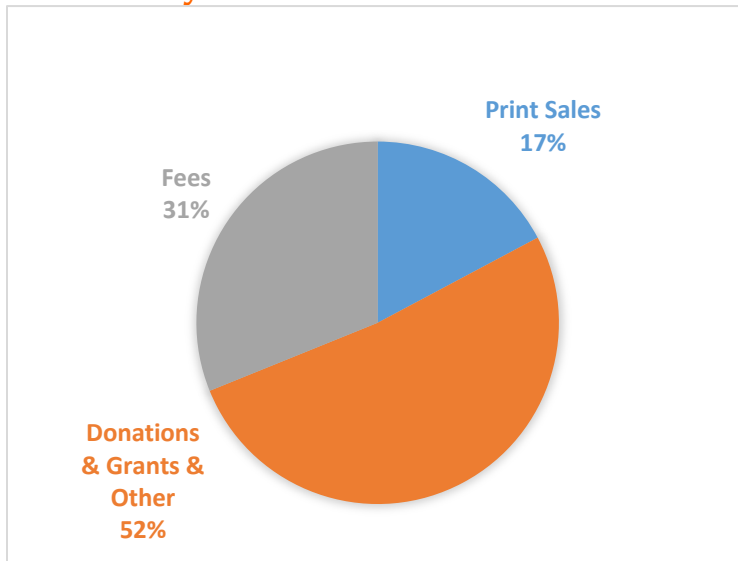
## Volunteers

*September 2017 ~ June 2018*

- Artists for Kids depends on our volunteers for so many of the little tasks that create pressure points at various times of the year. From gather data, following up with donors, preparing mailouts, supporting the set-up, take down and hosting of exhibitions and special events and being extra hands during inventory time, we couldn't do it without them.
- Over 550 hours of volunteer time was logged by a vibrant group of dedicated individuals this year.
- A very special thank you and a sad goodbye to key volunteer Pat Quan who independently logged over 200 volunteer hours. Pat has been with the organization for 25 years and is taking leave to focus on family.



## 2. Budget Summary



### 3. Financial Statements

Artists for Kids, as a program, falls within the North Vancouver School District's responsibility and therefore the financials are reported as part of the School District's operating budget and financial reports.

### 4. Curatorial Activities

Acquisitions for the Gordon Smith Teaching Collection of Canadian Art

Editions Published

Graham Gilmore

Additions to the Permanent Collection

Pierre Coupe

Sylvia Tate

Marianne Schmidt

### 5. Sales, Marketing and Promotion Activities

September – The Gallery played host to a number of events for culture days including the Laudate Singers and North Shore Chamber Orchestra

February – Print Launch of the Gilmore print Op Or Tunist

March – Education week provided an opportunity to showcase the gallery

May – entered into a collaboration with Lattimer galleries to market prints through their location

September to June – the gallery hosted a number of rental groups extending our audience

- see Appendix 'A' for a monthly sales activity report

**Gross Print Sales: \$ 81,411.00**

**Sponsorships**

- Smith Foundation
- Christopher Foundation
- TD Bank
- Summerhill Management
- The City of North Vancouver
- Lynn Valley Lions
- Rotary Club of Lions Gate
- North Shore Community Foundation
- The Paul & Edwina Heller Memorial Fund held at the Vancouver Foundation
- Art Starts In Schools
- Edith Lando Foundation
- Beech Foundation
- Polygon Homes
- RBC Foundation
- CUPE Local 389
- The District of North Vancouver

## Partnerships

- West Vancouver School District
- North Shore News
- City of North Vancouver
- The Idea Partner Marketing Firm
- Coho Society
- Opus Framing and Art
- Wild New Territories
- Cheakamus Centre

## Media

- North Shore News
- The Province
- The Outlook
- Vancouver Sun
- Preview Magazine

## 6. 2018 ~ 2019 Development Activities

### Honours and Celebrations

- continue scholarship awards for Paradise Valley Summer School of Visual Arts
- continue to highlight North Shore students as "Young Artists of the Week"
- continue the scholarship program for graduating North Vancouver School District students
- continue with the Bill Reid First Nations Cultural Grant of \$1,000
- continue student exhibitions each term
- continue to provide space and curatorial support to showcase school art programs

### Programs

- continue to develop a Secondary Gallery/Outreach program to connect with the secondary art curriculum
- enhance the Studio Art Academy program at Carson Graham Secondary School with added opportunities to engage with the local art community
- increase professional development activities for teachers, explore opportunities to align AfK/Art Education with other District programs as per District plans
- support talented elementary and secondary students with enrichment opportunities
- increase *K-12 After School Art* course offerings on the North Shore including contracting services to private schools
- develop digitally accessible curriculum resources to raise the profile of artist patrons in North Vancouver schools
- rebrand the summer camps to broaden appeal to students. Investigate extending the offerings through July.
- continue an outreach program to bring our collection to schools and reach more students
- develop a sustainability plan for AfK programs
- partner with Early Learning teachers to provide preschool programming

### Marketing

- increase on site programming
- develop curated AfK exhibitions for potential loan and travel throughout BC in collaboration with the Smith Foundation
- aggressively promote the sale of prints in school communities and to the community at large including establishing fresh approach to school based marketing and collaboration with commercial galleries
- enhance features for the web site to profile more regular news of events and activities
- increase media presence for the program regionally, provincially and nationally
- discount program has been reviewed and eliminated with new incentives being considered

## Revenue

- continue to expand the inventory of original prints for future releases
- create a commissioned sales position
- continue to provide leadership and support to the Gordon and Marion Smith Foundation
- pursue grants and donations from new corporate and community partners independent of the Smith Foundation and through collaboration with Smith Foundation Director of Development
- seek new high profile artist patrons to support the program
- actively seek new donors and enhance contribution of current donors

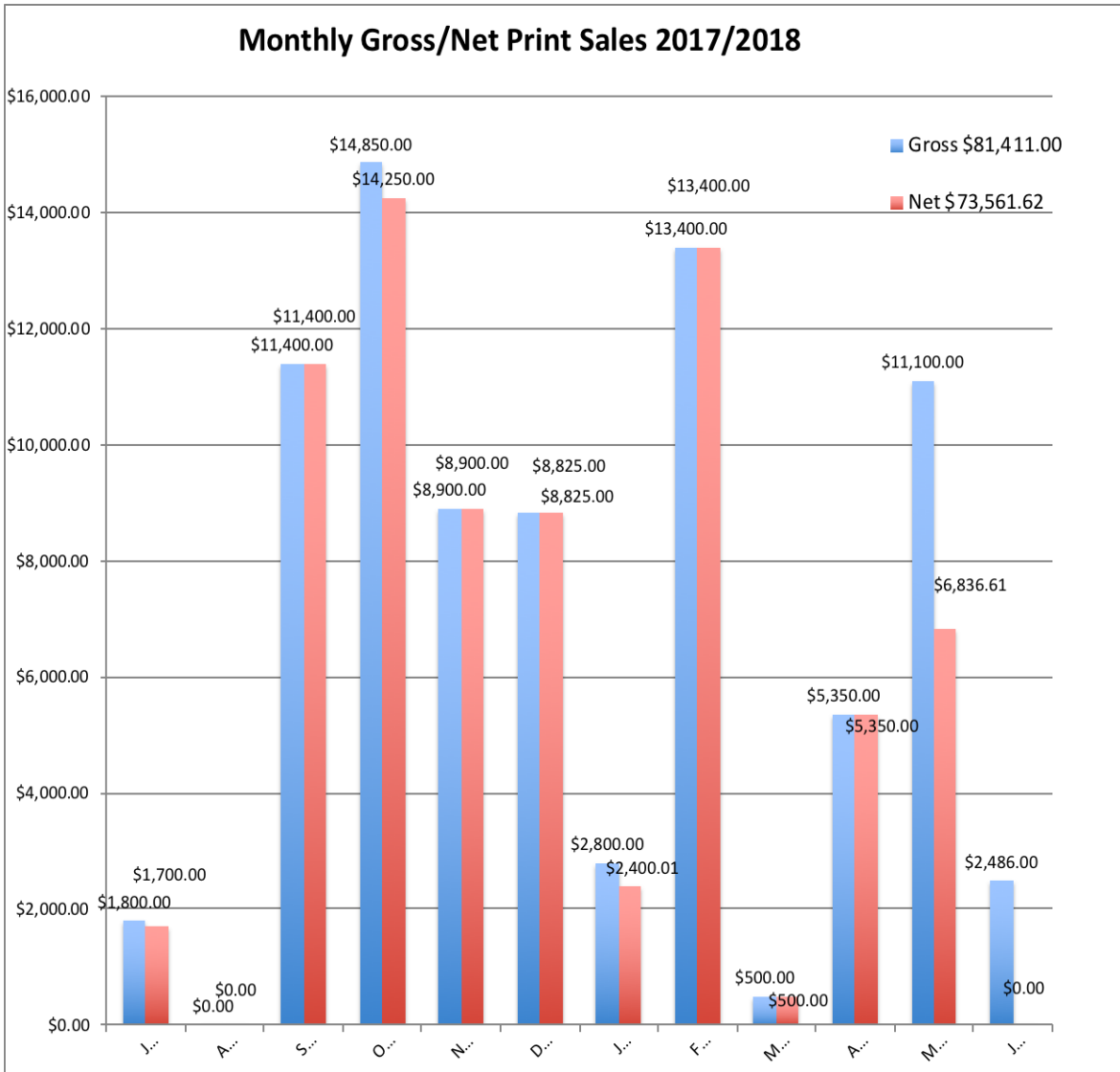
## Art Gallery Development

- develop collateral materials related to the teaching collection
- continue to profile the Permanent Collection as a community resource and source of pride
- develop a gallery satellite program at the Museum of Vancouver
- work with Smith Foundation to develop collaborative programming for the gallery

## Recent Print Publications

Recent Release	Greg Murdock	Etching, Nanoose, winter release 2017
New Release	Graham Gilmore	Etching, Op or Tunist, winter release 2018
Pre-production	Elizabeth McIntosh	Serigraph, anticipated February release 2019
Pre-production	Damian Moppet	Sculpture-anticipated February release 2020

## Appendix 'A'





**Submitted to the North Vancouver Board of Education**

**October 2018**

**on behalf of the Artists for Kids Management Committee**

**Chair**

Mark Pearmain

**Director**

Yolande Martinello

**Secretary**

Georgia Allison

**Management Committee Members**

Cyndi Gerlach

Paul Killeen

Daylen Luchsinger

Richard Savage

Nancy Roberts

Matt Burnett

Rick Chan

Raphael Choi

Deb Wanner

**Schedule ...C.2...**  
**of the**  
**Administrative Memorandum**

**Meeting Date:**           October 16, 2018                    **Board**                    **Board, in camera**

**Topic (as per the Memorandum):**           **Revised Policy 108: Board of Education – Trustee Code of Ethics – Administrative Procedures**

**Narration:**

At the September 25, 2018 Public Board Meeting, the Board of Education approved Proposed Revised Policy 108: Trustee Code of Ethics and asked that the Administrative Procedures be brought back to the Board of Education at the October 16, 2018 Public Board Meeting with further revisions.

Mark Pearmain, Superintendent of Schools, will introduce the *Proposed Revised Administrative Procedures for Policy 108: Board of Education – Trustee Code of Ethics* as attached to this Administrative Memorandum of October 16, 2018.

**Attachment:**

*Proposed Revised Administrative Procedures for Policy 108: Board of Education – Trustee Code of Ethics* (for information only)

**DRAFT POLICY 108: TRUSTEE CODE OF ETHICS  
ADMINISTRATIVE PROCEDURES**

Trustees are required to conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Ethics (the “Code”). The failure by Trustees to conduct themselves in compliance with the Code may result in the Board of Education instituting sanctions.

To assist the Board of Education in self-governance, Trustees who wish to report an infraction under the Trustee Code of Ethics may follow the processes below.

A Trustee who believes that a fellow Trustee has violated the Code is encouraged to seek resolution of the matter through the Informal Complaint Process when possible prior to commencing an official complaint under the Code.

**Informal Complaint Process**

It is recognized that a contravention of the Code may occur that is relatively minor, or committed inadvertently or due to an error of judgment made in good faith. In such instances the priority shall be to alert the offending Trustee to the violation and his/her obligations under the Code. Only serious and/or reoccurring breaches of the Code by a Trustee should be investigated following the official complaint procedure. Both the offending and offended Trustee shall seek resolution in an informal, cooperative fashion marked by mutual respect, seeking to understand with an openness to growth and improvement.

1. The Trustee who believes a violation has occurred will engage in an individual private conversation with the Trustee affected.
2. Failing resolution through the private conversation the parties will engage the Board Chair, Vice Chair or designate to gain resolution. If the concern is with the Board Chair, the concern should be raised with the Vice Chair.
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.

It is recognized that for reasons which may include the nature of the issue of concern or the manner in which it has come to a Trustee’s attention, informal measures may not be appropriate.

If resolution through the Informal Complaint Process is not possible, the Official Complaint Process will be followed.

Serious and/or reoccurring breaches of the Code by a Trustee should be investigated following the Official Complaint Process.

**Official Complaint Process**

1. A Trustee who wishes to commence an official complaint under the Code shall file a letter of complaint with the Board Chair within a reasonable period of time following the alleged event occurring or of knowledge of the same and indicate the nature of the complaint and the section or sections of the Code that are alleged to have been violated by the Trustee. The Trustee who is alleged to have violated the Code and all other

Trustees shall be forwarded a confidential copy of the letter of complaint as part of the confidential agenda materials for a closed (in-camera) meeting.

2. 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. Public disclosure of the complaint and any resulting decision taken by the Board of Education may be disclosed by the Board Chair only at the direction of the Board of Education, following the disposition of the complaint by the Board of Education at a Code hearing.
3. The Board Chair shall convene, as soon as is reasonable, a closed (in-camera) meeting of the Board of Education to allow for a hearing of the alleged violation of the Code. As with any Board of Education meeting, quorum must be established for the meeting to proceed. For efficiency purposes and due to the potentially limited number of individuals who are able to participate in a vote related to a complaint, all Trustees will make best efforts to attend such meetings of the Board of Education, even in circumstances where such individuals may be in a conflict of interest or may otherwise wish to abstain. Furthermore, a decision as to whether an individual will be permitted to attend a Board of Education meeting related to a Code complaint by telephone may be made in a meeting held in advance of the meeting in which a complaint will be considered.
4. At the closed (in-camera) meeting of the Board of Education, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted. Procedural fairness and the rules of natural justice shall govern the formal inquiry. Without limiting what appears below, the Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures, which may be adapted by direction of the Board of Education in order to address the circumstances of the complaint, provided that any deviation from this process is consistent with natural justice and procedural fairness:
  - a. The complaint shall be heard at a Code of Ethics hearing, at a closed (in-camera) Board of Education meeting convened for that purpose.
  - b. All preliminary matters, including whether adaption to the process for the hearing should be amended or whether one (1) or more Trustees may have a conflict of interest in making a decision regarding the complaint, shall be dealt with prior to any submissions about the complaint.

A conflict of interest is as defined in the Code and as may be determined by an individual or a majority of those Trustees present at a Code of Ethics hearing. A conflict of interest is ordinarily raised only in circumstances where a Trustee has a personal interest in the outcome. It would not typically be raised in circumstances where a Trustee has been a witness to conduct that is the subject matter of a complaint since it is expected that all Trustees will conduct themselves in accordance with the Code and in the interests of the School District. If it is determined that a Trustee is in a conflict of interest, the Trustee shall not participate in deliberations or vote in respect of any resolution however the Trustee shall be present as required in order to maintain quorum of the Board of Education.
  - c. The sequence of the Code of Ethics hearing shall be in keeping with the following which is intended to provide a fair opportunity for both parties to be heard and to

respond as appropriate. Neither party is obligated to make submissions or to respond to questions.

- i. The complaining Trustee shall provide a presentation which may be written or oral or both. The complaining Trustee may opt to rely on the written complaint in place of this presentation;
  - ii. The respondent Trustee shall provide a presentation which may be written or oral or both;
  - iii. The complaining Trustee shall then be given an opportunity to reply to the respondent Trustee's presentation;
  - iv. The respondent Trustee shall then be provided a further opportunity to respond to the complaining Trustee's presentation and subsequent remarks;
  - v. The remaining Trustees of the Board of Education shall be given the opportunity to ask questions of both parties;
  - vi. The complaining Trustee shall be given the opportunity to make final comments; and
  - vii. The respondent Trustee shall be given the opportunity to make final comments.
- d. 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 staff. The Board of Education may, however, in its discretion, call upon legal advisors to assist them on points of law or upon staff in respect of any points of information or to provide administrative direction or for assistance in the drafting of a resolution.
- e. 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 hearing to a later date.
- f. If an investigation by an external party is requested by a majority of Trustees taking part in the deliberations (the "Voting Trustees"), such investigation will be conducted in accordance with the procedures of natural justice and a report of the same will be made to the Board of Education upon the hearing reconvening, with an opportunity for submissions to be made by the parties in respect of the same. The Board of Education may, in its discretion, call upon legal advisors to assist them in the event an investigation is requested.
- g. The Voting Trustees in deliberation may draft a resolution(s) indicating what action, if any, may be taken regarding the complaint and any party.
- h. The presiding Chair shall reconvene the parties and any other Trustees to the Code of Ethics hearing.
- i. The presiding Chair shall call for a resolution(s) to be placed before the Board of Education and a vote will be conducted. Only the Voting Trustees shall be able to vote on any resolution(s). In the event that any of the Voting Trustees requests that the vote occur by secret ballot, the vote will proceed by secret ballot for all Voting Trustees with the exception of any Voting Trustees who participate by telephone. Any Voting Trustees who are permitted to participate

by telephone are deemed to waive the right to a secret ballot upon participating by telephone.

- j. The presiding Chair shall declare the closed (in-camera) Board of Education meeting adjourned.
- k. All documentation that is related to the Code of Ethics hearing shall be returned to the Superintendent or designate immediately upon adjournment or conclusion of the Code of Ethics hearing and shall be retained in accordance with legal requirements. This includes all notes taken by Trustees other than the parties in relation to the submissions or deliberations.
- l. In the case of an adjournment for any reasons, no discussion by Trustees whatsoever of the matters heard at the hearing may take place until the meeting is reconvened. Only those members present for all submissions made in a Code of Ethics hearing will be permitted to deliberate or vote in respect of any resolution of a complaint.
- m. If a party to a complaint does not attend a Code of Ethics hearing where appropriate notice has been provided, the matter will be adjourned in the first instance. If a complaining Trustee indicates they will not attend a Code of Ethics hearing or does not attend for the second Code of Ethics hearing where appropriate notice has been provided, the complaint will be deemed to be withdrawn. If a respondent Trustee indicates they will not attend a Code of Ethics hearing or does not attend for the second Code of Ethics hearing where appropriate notice has been provided, the Code of Ethics hearing will proceed in the absence of the respondent Trustee and the respondent Trustee will be deemed to have waived participation in the hearing.
- n. Any staff support that is necessary or requested under this process is administrative only.

## **Sanctions**

Sanctions for a violation of the Code should be imposed in a remedial and restorative manner, and should reflect the seriousness of the breach.

For example,

1. Having the offending Trustee write a letter of apology;
2. Having the offending Trustee participate in a restorative justice process;
3. Having the offending Trustee participate in specific training, coaching or counselling as directed by the Board of Education
4. Having the Board Chair write a letter of censure marked “personal and confidential” to the offending Trustee, on the approval of a majority of the Voting Trustees at the closed (in-camera) meeting of the Board of Education;
5. Having a motion of censure passed by a majority of the Voting Trustees at the closed (in-camera) meeting of the Board of Education;
6. Having a motion to remove the offending Trustee from one (1), some or all Board of Education committees or other appointments of the Board of Education passed by a majority of the Voting Trustees at the closed (in-camera) meeting of the Board of Education.

The Board of Education may, in its discretion and by resolution of the Voting Trustees, make public any outcomes(s) of the Official Complaint Process if it considered reasonable and appropriate to indicate publicly its disposition of the complaint.

### **Appeals Process**

Trustees who have been sanctioned or have had other measures imposed upon them by the Board of Education under this Policy can appeal those decisions through the legal system, at their own expense.

**Schedule C.3**  
**of the**  
**Administrative Memorandum**

**Meeting Date:**            October 16, 2018                     **Board**                     **Board, in camera**

**Topic (as per the Memorandum):**            **Land Management**

**Narration:**

Updates on the Board's Land Management have been provided at each of the monthly Public Board Meetings.

Mark Pearmain, Superintendent of Schools, will present the attached *Land Management Update* (October 2018).

**Attachment:**

Land Management UPDATE – October 2018



## **Land, Learning & Livability Community Engagement Update**

### **Argyle Secondary School: Replacement Update**

DGS Construction Company Ltd. has commenced construction of the new replacement Argyle Secondary School. The project commenced in June 2018 with a focus on site excavation and foundation work. The new school is scheduled for occupancy in the summer of 2020 with demolition of the existing school and construction of the new field commencing in the fall of 2020.

### **Handsworth Secondary School: Replacement Update**

KMBR Architects and Planners has commenced the conceptual design work of the new replacement Handsworth Secondary School. The project is currently in the Schematic Design Phase with construction anticipated to commence mid-2019. A Public Standing Committee scheduled for October 2, 2018 will update the public on: site massing, initial parking and transportation designs and internal connections within the school.

### **Mountainside Secondary School: Seismic Upgrade**

A Project Development Report is before the Ministry of Education for final review, prior to advancing to the Treasury Board for project funding request and approval in fall of 2018.

### **Braemar Elementary School: Parcel**

There has been no change in the status of the Braemar parcel.

### **Lucas: Status**

There has been no change in the status of the Lucas site.

### **Cloverley: Status**

Cloverley Elementary replacement is now the School Districts number one priority in our five-year capital plan, which was submitted to the Ministry. Feedback on the five-year capital plan is not anticipated until March of 2019.

**Schedule C.4**  
**of the**  
**Administrative Memorandum**

**Meeting Date:**            October 16, 2018                     **Board**                     **Board, in camera**

**Topic (as per the Memorandum):**            **Tuesday, October 2, 2018 Standing Committee Meeting**

**Narration:**

The Board will find attached a copy of the meeting summary from the October 2, 2018 Standing Committee Meeting.

Trustee Barry Forward will report on highlights of the meeting.

**Attachment:**

Meeting Summary – Board of Education Standing Committee, October 2, 2018

## **BOARD OF EDUCATION STANDING COMMITTEE**

### **NORTH VANCOUVER SCHOOL DISTRICT**

#### **Meeting Summary of October 2, 2018**

Meeting Summary of the Board of Education's Standing Committee Meeting held at the Education Services Centre, 2121 Lonsdale Avenue, North Vancouver, British Columbia, on Tuesday, October 2, 2018.

#### **Meeting Attendance:**

Trustees Forward, Gerlach, Higgins, Sacré, Stratton and Skinner were all in attendance.

#### **Call to Order:**

Standing Committee Chair Barry Forward called the Standing Committee Meeting to order at 7:00 pm, thanking those in attendance for coming to engage with the School District. The traditional territorial lands of the Squamish Nation and Tsleil-Waututh Nation were acknowledged.

#### **New School Design:**

Assistant Superintendent Atkinson walked the group through the mandate for the school system in BC, the goals of public education, the new BC Curriculum, desirable skills in today's workforce, and the increasing pace of change. All of these elements help us define the work of public education and the facilities that are required in order to provide appropriate learning environments for today and into the future.

Assistant Superintendent Chris Atkinson then presented the North Vancouver School District's Design Principles. Five key points were presented: 1. Maximum flexibility and adaptability for today and the future; 2. Healthy, sustainable and accessible environment; 3. School community connections; 4. Connections to the wider community; and, 5. Professional support. These five points helped direct KMBR Architects to design the new Handsworth Secondary School.

#### **Handsworth Replacement Project:**

KMBR Architects presented current design elements being used in modern school construction, as well as an update on the Handsworth replacement project. Showcasing different construction projects across the lower mainland, KMBR Architects shared how they designed the new Handsworth Secondary School Project.

The presentations can be found online: [Meetings & Minutes 2017/18](#)

#### **Next Meeting:**

November 20, 2018  
Mountain View Room

**Schedule C.5**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** October 16, 2018                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Out-of-Country Field Trips - Secondary**

**Narration:**

**Seycove** – a field trip to Florida, USA has been scheduled for November 29-December 8, 2018. The trip involves approximately 18 Grade 10 students in the Performance Learning Program. The students will be accompanied by three teacher supervisors.

Travel to Florida will be by air, and transportation on the ground will be by public transit and minivan. Students will be accommodated in hotels. The cost per student is approximately \$3,375, which will be paid by students.

The purpose of this extracurricular trip is to immerse students in the world of imagination and explore the physical manifestation of imagination by spending time in the most visited theme park complex in the world: Walt Disney World. Students will have unusual access and receive an up-close look at the artistry, technology, mechanics and backstage work involved in producing the Disney experience. Additionally, students will travel to the Kennedy Space Centre to tour the exhibits, historical locations, and control centers of the American space program.

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**Argyle/Handsworth/Windsor** – a field trip to France has been scheduled for March 13-23, 2019. The trip involves approximately 40 Culture et Communication 11 students in Grades 11-12, accompanied by two teacher supervisors.

Students will travel by air to Spain and France and by motor coach while they are there. They will be accommodated in hostels and hotels. The trip cost is approximately \$3,500 per student, which will be paid by the students.

The purpose of this extracurricular trip is for students to experience the French language, culture, food, music and fashion in an authentic setting. In addition to visiting historical and cultural sites in Normandy, Paris and Orleans, students will also spend part days in classrooms of French schools where they will be exposed to the learning environment and educational system of a foreign country.

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**Schedule ...C.6....**  
**of the**  
**Administrative Memorandum**

**Meeting Date:**            October 16, 2018                     **Board**                     **Board, in camera**

**Topic (as per the Memorandum):**            **Superintendent's Report**

**Narration:**

The Superintendent will provide an oral report on items of interest or concern to the Board not otherwise covered in the agenda.

**Schedule C.7...**  
**of the**  
**Administrative Memorandum**

**Meeting Date:**            October 16, 2018                     **Board**                     **Board, in camera**

**Topic (as per the Memorandum):**            **Report Out - BC School Trustees Association (BCSTA) and BC Public Schools Employers' Association (BCPSEA)**

**Narration:**

Trustees will provide an update on information related to BC School Trustees Association and BC Public Schools Employers' Association.

**Schedule C.8**  
**of the**  
**Administrative Memorandum**

**Meeting Date:**            October 16, 2018                     **Board**                     **Board, in camera**

**Topic (as per the Memorandum):**            **Trustees' Reports**

**Narration:**

The Chair will call for reports from Trustees on their activities on behalf of the Board.

**Schedule ...D.....  
of the  
Administrative Memorandum**

**Meeting Date:**            October 16, 2018                             **Board**                             **Board, in camera**

**Topic (as per the Memorandum):**            **Future Meetings**

**Narration:**

<b>Date and Time</b>	<b>Event</b>	<b>Location</b>
Tuesday, November 20, 2018 at 7:00 pm	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, December 11, 2018 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, January 22, 2019 at 7:00 pm	Public Board Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver
Tuesday, February 5, 2019 at 7:00 pm	Standing Committee Meeting	Education Services Centre 2121 Lonsdale Ave, N Vancouver

All meetings will take place on the 5th floor in the Mountain View Room, unless otherwise noted.  
 Pedestrian Access: Main West Entrance at 2121 Lonsdale Avenue, proceed by elevator to 5th Floor.  
 Vehicle Access: Parkade Entrance off West 21st Street and Lonsdale Avenue, park on Level P1 and proceed by elevator to 5th floor.



**Schedule .....E.....  
of the  
Administrative Memorandum**

**Meeting Date:**            October 16, 2018                     **Board**                     **Board, in camera**

**Topic (as per the  
Memorandum):**            **Public Question & Comment Period**

**Narration:**

In accordance with Board Policy 104: Board of Education – Meetings; twenty (20) minutes will be provided at the end of a regular Board meeting during which attendees may provide comments or ask questions of the Board on business conducted during that meeting or on any matter pertaining to the School District. The Chair may defer a response if a question cannot be answered at that time.

In accordance with Board policy, questions relating to personnel, negotiations or litigation must not be dealt with in a public session.