



The Board of Education of
School District No.5 (Southeast Kootenay)
AGENDA - REGULAR PUBLIC MEETING

May 13, 2014, 5:00 p.m.
Elkford Secondary School

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

1.2 Consideration and Approval of Agenda

M/S that the agenda for the regular public meeting of the Board of Education of [date] be approved as [circulated / amended].

1.3 Approval of the Minutes

4

M/S that the minutes of the regular public meeting of the Board of Education of [date] be approved as [circulated/amended].

1.4 Receipt of Records of Closed Meetings

10

M/S to accept the closed records of the in-camera meeting of the Board of Education of [date].

1.5 Business Arising from Previous Minutes

1.5.1 Budget Bylaw

1.6 Receiving of Delegations/Presentations

1.6.1 Sparwood Secondary's Innovation Project Presentation

1.6.2 Kates Noakes, FDTA President

2. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

2.1 Advocacy/Education Committee

11

Recommendation A

That the Board send the draft letter to the Prime Minister of Canada regarding the Future of the Canada Health Care Accord.

Recommendation B

That the Board give tentative approval for the Field Trip Application for MBSS to go to either Spain/Morocco or Turkey and Greece for spring break, 2015.

M/S that the Board accept the report of the Advocacy/Education Committee.

2.2 Policy Committee

26

Recommendation A

That the revised Policy 1.2 Procedural Bylaw be sent to the Board of Education for approval.

Recommendation B

That the revised Policy 3.1 Student Registration, Enrolment and Placement be sent to the Board of Education for approval.

Recommendation C

That the revised Policy 3.2 Creating Safe Schools be sent to the Board of Education for approval.

Recommendation D

That the Draft Policy Workplace Bullying and Harassment be sent to the Board of Education for approval.

M/S that the Board accept the report of the Policy Committee.

2.3 Finance/Operations/Personnel Committee

54

M/S that the Board accept the report of the Finance/Operations/Personnel Committee.

2.4 Student Services Committee

56

M/S that the Board accept the report of the Student Services Committee.

2.5	Communications/Media Committee	
	M/S to accept the report of the Communications/Media Committee.	
2.6	Mt. Baker Secondary School Building Replacement Committee	
	M/S to accept the report of the Mt. Baker Secondary School Building Replacement Committee.	
2.7	Legacy of Learning	
	M/S to accept the Legacy of Learning report.	
2.8	Trustee Reports	59
3.	SUPERINTENDENT'S REPORT TO THE BOARD	64
	M/S that the [date] Superintendent's Report to the Board of Education be accepted as presented.	
4.	CHAIRPERSON'S REPORT	
5.	NEW BUSINESS	
5.1	Business Arising from Delegations	
5.2	Board Authorized Local Courses	71
5.3	New Skills and Trades	90
5.4	Amended Calendar	
5.5	Election Bylaw	97
6.	TRUSTEE BOUQUETS	
7.	ITEMS FOR INFORMATION/CORRESPONDENCE	
8.	QUESTION PERIOD	
9.	ADJOURNMENT	
	M/S that the [date] regular public meeting of the Board of Education adjourn at [time].	
10.	LATE ITEMS	



**The Board of Education of
School District No.5 (Southeast Kootenay)
MINUTES - REGULAR PUBLIC MEETING**

**April 8, 2014, 5:00 p.m.
Board Office**

Present:

- Chairperson Lento
- Trustee Ayling
- Trustee Bellina (by teleconference)
- Trustee Besanger
- Trustee Brown
- Trustee Damstrom
- Trustee Helgesen
- Trustee Johns
- Trustee Whalen
- L. Hauptman, Superintendent of Schools
- R. Norum, Secretary Treasurer
- B. Reimer, Director of Instruction/Human Resources
- D. Casault, Director of Instruction/Student Learning
- D. Verbeurgt, District Principal/Student Services
- Corinne Burns (Recorder)

Regrets:

1. COMMENCEMENT OF MEETING

1.1. Call to Order

Chairperson Lento called the April 8, 2014 regular public meeting of the Board of Education to order at 5:00 pm.

1.2. Consideration and Approval of Agenda

MOTION R- 59

M/S that the agenda for the regular public meeting of the Board of Education of April 8, 2014 be approved as circulated.

CARRIED

1.3. Approval of the Minutes

Minutes of the Public meeting of the Board of Education of March 11, 2014.

MOTION R- 60

M/S that the minutes of the regular public meeting of the Board of Education of March 11, 2014 be approved as circulated.

CARRIED

1.4. Receipt of Records of Closed Meetings

MOTION R- 61

M/S to accept the closed records of the in-camera meeting of the Board of Education of March 11, 2014.

CARRIED

1.5. Business Arising from Previous Minutes

1.5.1. My Education BC

Diane Casault presented MyEducationBC update:

- Accepted for Wave One.
- Unsure which schools will be first.
- 51 Districts now signed on.
- Final Conversion will be post YET.
- Will not take as much Tech support.

1.6. Receiving of Delegations/Presentations

1.6.1. Mount Baker Choir

Evan Beuckert presented a slide show from the Mount Baker Choir trip to Vienna.

1.6.2. Jennifer Westcott - Child and Youth Mental Health

Superintendent Hauptman introduced Jennifer Westcott from Child and Youth Mental Health. Ms. Westcott explained that they cover 3 different school districts and are provincially funded.

What we do:

- Help children who suffer from things such as anxiety, behaviour problems, eating disorders, cutting behaviour has become very common.
- offer a range of services - risk reduction crosses over to the schools.

Treatment:

- Must be self-referred.
- Family intervention.
- Support kids individually and in groups.
- Use hospital as a last resort.

Programs:

- Friends - help kids learn what to worry about and what not to worry about.
- Roots of Empathy - Teaches empathy to students, research shows these students are less aggressive.
- Rock Solid - assisting students with the move from elementary to middle school.

2. COMMITTEE REPORTS/TRUSTEE REPRESENTATIVE REPORTS

2.1. Advocacy/Education Committee

Co-chair Trustee Brown reviewed the minutes of the April 1, 2014 meeting of the Advocacy/Education Committee.

MOTION R- 62

M/S that the Board accept the report of the Advocacy/Education Committee.

CARRIED

2.2. Policy Committee

Co-chair Trustee reviewed the minutes of the meeting of the Policy Committee.

No Meeting was held in April.

2.3. Finance/Operations/Personnel Committee

Co-chair Trustee Helgesen reviewed the minutes of the April 1, 2014 meeting of the Finance/Operations/Personnel Committee.

MOTION R- 63

M/S that the Board accept the report of the Finance/Operations/Personnel Committee.

CARRIED

MOTION R- 64

M/S that the Board of Education refer the writing of the letter to the Ministry regarding Community link Funding and including past correspondence back to the committee for further review.

CARRIED

2.4. Student Services Committee

Co-chair Trustee Besanger reviewed the minutes of the April 1 meeting of the Student Services Committee.

MOTION R- 66

M/S that the Board accept the report of the Student Services Committee.

CARRIED

2.5. Communications/Media Committee

Trustee Ayling distributed report and acknowledged former students Shannon Desrosiers and Matt Desrosiers in achieving the NCAA hockey title. It was noted this is the time to capture legacy of learning instead of trying to do in the future.

MOTION R- 66

M/S to accept the report of the Communications/Media Committee.

CARRIED

2.6. Mt. Baker Secondary School Building Replacement Committee

Trustee Johns delivered verbal report:

- Discovered the original grant they were hoping to apply for has been changed and we no longer qualify.

- Requested RDEK do 3 things
 - Give SD 5 letters of support for application for funding.
 - Consider contributing to the operating costs of Key City Theatre.
 - Set aside a reserve fund 2015 to replace Key City Theatre.

MOTION R- 67

M/S to accept the report of the Mt. Baker Secondary School Building Replacement Committee.

CARRIED

2.7. Legacy of Learning

Trustee Johns reported verbally that 31 years ago a time capsule was buried at Highlands, cannot find anyone that knows about it. They have also not been able to locate any School District No. 1 Trustee photos.

MOTION R- 68

M/S to accept the Legacy of Learning report.

CARRIED

2.8. Trustee Reports

Trustees reported on their activities for the month.

3. SUPERINTENDENT'S REPORT TO THE BOARD

Superintendent Hauptman's report of April 8, 2014 included:

- Superintendent's Activities-
- School planning meetings
- ERASE Student Advisory and Student Voice
- BC Case Meetings
- SD5 Sports teams, another successful year
- Finance/Operations Updates Update from Director of Instruction/Student Learning
- Update from Director of Instruction/Safety/Aboriginal Education
- Update from District Principal/Student Services
- Update from Director of Instruction/Human Resources
- Important Dates for Trustees
- Enrolment Report

Superintendent Hauptman is pleased to announce that Darcy Verbeurgt received the Youth Science Canada Distinguished Service Award.

Discussion included:

Mr. Reimer - Spring staffing upon us, as soon as he hears from Mr. Norum he will be looking at staffing. Still advertising for TTOC.

Mr. Verbeurgt advised it is Science Fair week, Friday competitive, Sat non-competitive.

MOTION R- 69

M/S that the April 8, 2014 Superintendent's Report to the Board of Education be accepted as presented.

CARRIED

4. CHAIRPERSON'S REPORT

Chairperson Lento mentioned that he would like the Board to think about having an Educational Summit. When was the last time we asked stakeholders what they thought of the education system?

5. NEW BUSINESS

5.1. Business Arising from Delegations

Nil

5.2. Budget Bylaw

MOTION R- 70

M/S That the Board of Education read a first time the 8th Day of April, 2014.

CARRIED UNANIMOUSLY

5.3. AFG Bylaw

MOTION R- 71

M/S to allow three readings of the Annual Facility Grant Bylaw - Project No. 126739, in the amount of \$1,124,996

CARRIED UNANIMOUSLY

MOTION R- 72

M/S read a first time the 8th day of April, 2014

CARRIED

MOTION R- 73

M/S read a second time the 8th day of April, 2014

CARRIED

MOTION R- 74

M/S read a third time, passed and adopted, the 8th day of April, 2014

CARRIED

6. TRUSTEE BOUQUETS

- Thank you to Trustee Ayling for all the work on media releases.
- Thank you to the RSA Committee for an excellent day.
- Thank you Mr. Verbeurgt for all your hard work with the science fair.
- Thank you Ms. Casault for all your work on the MyEducationBC. Thank you Mr. Norum for all the hard work on the budget.

7. **ITEMS FOR INFORMATION/CORRESPONDENCE**

8. **QUESTION PERIOD**

9. **ADJOURNMENT**

MOTION R- 75

M/S that the April 8, 2014 regular public meeting of the Board of Education adjourn at 6:55

CARRIED

10. **LATE ITEMS**

Frank Lento, Chairperson

Rob Norum, Secretary Treasurer



1.4. RECEIPT OF RECORDS OF CLOSED MEETINGS

In-camera Meeting April 8, 2014

- Finance/Operations/Personnel Committee report
 - Budget Discussion
- BCPSEA Representative Report
 - Labour Update
- Superintendent's Report
 - Legal and personnel issues
 - Social Media



Rob Norum
Secretary Treasurer



**The Board of Education of
School District No.5 (Southeast Kootenay)
Minutes - Advocacy/Education Committee**

**April 28, 2014, 9:00 a.m.
Board Office**

Committee Members
in Attendance: Co-Chair Trustee Bellina
Co-Chair Trustee Whalen
Trustee Brown
Trustee Johns

Board/District Staff in
Attendance: Trustee Ayling
Trustee Lento
Lynn Hauptman, Superintendent
Jason Tichauer, Director of Student Learning
D. Casault, Director of Instruction/Student Learning
Darcy Verbeurgt, District Principal
Brent Reimer, Director of Instruction
Gail Rousseau, Executive Assistant (Recorder)

1. COMMENCEMENT OF MEETING

1.1. Call to Order

The Advocacy/Education Committee Meeting of April 28, 2014 was called to order at 9:02 a.m. by Co-Chair Bellina.

**1.2. Approval of Agenda
ADV-2014-07**

M/S that the agenda of the Advocacy/Education Committee meeting of April 28, 2014 is approved as circulated.

1.3. Approval of Minutes

Correction - Doug McPhee was absent from the meeting and Jason Tichauer was present.

ADV-2014-08

M/S that the minutes of the Advocacy/Education Committee meeting of April 1, 2014 be approved as amended.

2. PRESENTATIONS

2.1. University of Victoria Teacher Program - Sandi Lavery

Sandi Lavery, Coordinator of the University of Victoria Teacher Program presented information to the Committee. Highlights included:

- history of 5 year program; currently 4 year program with options for 5th year
- high mentor teachers from School District 5 who are hired by University of Victoria; currently employ 2 faculty from University of Victoria and the rest are SD5 staff
- explanation of application process which includes an interview
- workshops held with presenters from current administration from SD5, Wildsite, Action Schools BC, etc., for 2nd, 3rd, and 4th year students; enables students to work together
- students have 3 practicums in program; year 2s have a 3 week practicum; year 3s have a 5 week practicum and year 4s have an 8 week practicum along with 7 observational days to get connection with SD5 students; spread out over a few months
- benefit of COTR rural program include: small class sizes, local faculty, community based, 98% employment rate over the last 4 years, students train for grades K-9 but they are getting jobs in middle and high schools, able to keep programs current because of size of program, ministry likes our rural program and our employability rate, still functioning within same budget as 1990, huge connection between our district and supervisors from University of Victoria
- some challenges include losing fantastic students to northern BC; accommodation when on practicum in Elk Valley
- students are just becoming aware of the 5th year special education program; some students are taking the 5th year through Thompson Rivers University; if 20 people register at COTR, University of Victoria can offer 5th year here at COTR

2.2. Parent Survey Results - Debbie Therrien

Debbie Therrien, DPAC Chair, presented the findings of the first ever DPAC Parent Study which was done in 2013. The parent survey was prepared to get a sense of what parents knew about PACs, to try and increase PAC participation in SD5 and to get responses, suggestions and ideas from parents on a variety of questions. Debbie reviewed the survey process, what worked well and not so well. 380 surveys were received with the majority of responses from parents who have never been involved in PAC. Results showed:

- too many questions on survey
- parents say more funding is needed for education
- traffic and safety concerns as well as snow removal issues
- parents are too busy that is why they are not coming to PAC meetings;

- need vehicle to get PAC information to parents
- elementary and secondary level parents are aware of drug/alcohol issues

Trustees will be given results to their individual schools.

Suggestions from DPAC included:

- encourage all schools to use email to send information to parents
- send links to website for newsletters and have hard copies available at schools; (newsletters on websites will save paper and will not clog the system);
- emails addresses could be included in registration paperwork
- please consider allowing PAC info to be sent to Principals to be forwarded to parents with an option for parents to opt out

A discussion included:

- refer to district management to investigate any implications
- all PAC reps have results and are now figuring out how to make it known in their own schools; DPAC chair can only attend a PAC meeting if she is invited

This item is referred to District Management to investigate further and bring back to the next Advocacy/Education Committee meeting in May.

3. ITEMS FORWARDED FROM PREVIOUS MEETING

3.1. Strategic Directions

Superintendent Hauptman will send Trustees a list of common values for Trustees to choose their top 10 until they can be agreed upon mutually as a Board. Other suggestions to include in this document were: U of Vic teaching program; science fair, speech arts festival; senior involvement, international program, relationships with DPAC, DSAC, unions, aboriginal principles of learning, LGBTQ, special education, french immersion

Discussion included:

- length of document
- omission is also bad if we miss something
- could include a lot of things under social awareness
- some things are covered in policy

- include a disclaimer statement about trustee commitment and that this reflects majority of things district does but in no way reflects everything SD 5 does

Changes will be implemented and brought back to the next Advocacy/Education Committee Meeting in May.

3.2. Health Accord - Draft Letter - Trustee Ayling

Trustee Ayling distributed a draft letter for Committee comments which was written to the Prime Minister.

Recommendation A - M/S that the Board send the draft letter to the Prime Minister of Canada regarding the Future of the Canada Health Care Accord.

3.3. Letter from SD8 - Select Standing Committee on Finance & Government Services

Trustee Johns distributed a Report on the Budget 2014 Consultations from the Select Standing Committee on Finance and Government Services for review/comments by the Committee. A discussion included:

The Board might want to look at all recommendations of the Select Standing Committee and bring back comments to the next meeting. A letter could be written at that time which would also tie into a media release which needs to be written on this topic.

This item is referred to the May Advocacy/Education Committee meeting.

4. CORRESPONDENCE AND/OR NEW ITEMS

4.1. DSAC Report

A copy of Trustee Bellina's report is included in the minutes.

4.2. DPAC Report

DPAC Minutes of the last meeting included:

- Legacy of Learning presentation at the next meeting in May; meeting will start at 6:30 p.m. to accommodate the presentation
- constitution changes
- BCCPAC conference and AGM held May 31-June 1; SD 5 can send up to 2 members

- Feedback on letter to minister - well received
- Feedback on social media letter – PACs have responded positively
- catchment areas is a huge issue for staff and parents at KO
- next meeting is May 14th at 6:30 p.m.

4.3. Field Trip Application - MBSS Spain, Morocco or Turkey and Greece Spring Break 2015

Recommendation B - M/S that the Board give tentative approval for the Field Trip Application for MBSS to go to either Spain/Morocco or Turkey and Greece for spring break, 2015.

4.4. Data Comparison

A discussion took place as to the disparity between the community link funding in our district compared to other rural districts of similar size. Discussion included:

- much more complex; quite a few variables; might help explain varying differences; funding allocation model - up to 18 years old; where are they getting their information from?
- Backgrounder is from 2003 - are they using current data?
- need to ask these questions; get further clarification

This item referred to Lynn Hauptman, Superintendent, for more clarification/information as to what the allocation is and how they arrived at their numbers. This item will be brought back to the next Advocacy/Education Committee meeting in May.

Trustee Brown to get the Ministry of Social Development's perspective on this issue as well.

5. BCSTA LETTERS

5.1. Stability for Student's Action Plan

Receive and file all letters.

5.2. Funding

Receive and file all letters.

5.3. Open Student

Receive and file all letters.

5.4. Capital Seismic Project Capital Cost Sharing

Receive and file.

6. ADJOURNMENT

The Advocacy/Education Committee meeting was adjourned at 10:22 a.m.



SCHOOL DISTRICT 5

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

April 8th, 2014

The Honourable Steven Harper, Prime Minister
Office of the Prime Minister
80 Wellington Street
Ottawa, ON K1A 0A2

Dear Mr. Harper,

Re: Future of the Canada Health Care Accord

Dear Mr. Harper,

As you are aware, on April 1st, 2014, the current Health Care Accord – the deal that sets funding and health care service delivery agreements between the federal and provincial and territorial governments – expired.

We understand that your Government has, at present, no intention to renegotiate this important Accord and that \$36 billion worth of health care transfer payment cuts to provinces and territories is expected to come into effect after the next federal election in 2015.

Therefore, in April, 2014, the School District 5 (SD5) Board of Education, Southeast Kootenay, BC adopted the following motion:

MOTION R - 14 - ###

M/S that the Board write to Prime Minister Harper urging his government to renegotiate a new Health Care Accord and to maintain or increase existing funding to the provinces/territories and that this letter be copied to all federal Shadow Cabinet Ministers, our local MP, the Premier, health and education ministers of BC, our local MLA, presidents of the BC School Trustees' Association (BCSTA), BC Teachers' Federation (BCTF), Canadian Union of Public Employees (CUPE), BC Canadian Parents Advisory Council (BCCPAC)(for distribution to their members), their local association chairs/presidents and to media

Our Board believes that this Accord must be renegotiated and that funding must be—at a minimum—maintained. Without adequate funding our most vulnerable students will be at further risk for increased poverty due to health related costs and/or suffer from untreated health issues. In either case, such outcomes can seriously impede a child's ability to learn effectively.

Canada is a rich nation with an abundance of resources, including our most valuable resource, human potential. Providing children with safe, healthy environments enables them to better learn, increasing the likelihood that they will grow up to become healthy, contributing adults of a thriving Canadian economy.

Adequate, sustainable funding for health care is vital to supporting both the physical *and* economic health of our country for the long term. We urge your government to reconsider your position on the Health Care Accord and health care funding. The health of our nation depends upon it.

Sincerely,

Frank Lento,
Chair, School District 5 Board of Education
East Kootenay, BC

Cc: The Honourable Rona Ambrose, Minister of Health, Canada
Libby Davis, NDP Health Critic
Hedy Fry, Liberal Health Critic
David Wilks, MP, Kootenay-Columbia
Dr. Georgina Wilcock, Green Party Health Critic
The Honourable Christy Clark, Premier of BC
Terry Lake, Minister of Health, BC
Peter Fassbender, Minister of Education, BC
Bill Bennett, MLA Kootenay East, BC
Teresa Rezasnoff, President, BCSTA
Jim Iker, President BCTF
Mark Hancock, President, CUPE
Terry Berting, President, BCCPAC
Local Association chairs
Media

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Olivia Besanger • Gail Brown •
Shaun Damstrom • Chris Johns • Curtis Helgesen • Patricia Whalen



Field Trip Application Checklist

Required for school trips *beyond the geographic boundaries of Canada or the Mainland of the United States*

BOARD APPROVAL (must be presented to the Education/Policy Committee, prior to parent/student contact, for Board approval at least 3 months in advance of trip) Please complete and email to gail.rousseau@sd5.bc.ca.

Date: MARCH 6 2014

School(s): MBSS Grade(s): 10-12

Sponsor Teacher(s): M. PARON L. JAKOBSEN C. OLSON (LMS)

Educational Objectives and Rational:
(attach separate sheet)

Departure Date: MARCH 2015 Return Date: MARCH 2015

Destination: SPAIN AND MOROCCO

Method of Transportation: BUS / PLANE

Cost Per Student: ~\$3000.00 - \$3500.00

Fundraising Opportunities for Students: (attach separate sheet)
(all students must be given an opportunity to participate)

BOARD APPROVAL: _____ **Date:** _____

Trip Details: Please attach supporting documents at least 30 days prior to departure for the following:

	For School Use Only (check when completed)	For District Use Only (check when completed)
Names of Students, Grade, Emergency Contact Numbers:		
Transportation & Accommodation Details: (include name of travel company)		
List of Chaperones: (minimum ratio 15:1) (attach Criminal Record Checks)		
# of Staff: _____		
# of Non-Staff: _____		
Schedule/Itinerary:	✓	✓
Insurance: (Health & Liability):	✓	✓
Safety/Worst Case Scenario Plan: (see example attached)	✓	✓

Teacher(s) Signature: [Signature] Date: MARCH 10 2014

Principal's Approval: [Signature] Date: MARCH 10 2014

Board (Chairperson) Approval: _____ Date: _____

Field Trip Application 2015

Mark Paron,
Teacher at MBSS
250-426-5241 (ext: 745)

This year Mount Baker Travel is considering one of two possible spring break trips for 2015: **Spain and Morocco**, or **Turkey and Greece**. We would like to select a trip that will appeal to the largest number of students so we are seeking Board approval for both trips even though we will only choose one.

Educational Objectives and Rational

Traveling abroad has several educational benefits for students:

1. The opportunity to experience the art, architecture and history of these ancient and culturally diverse countries.

Spain and Morocco: Spain has been heavily influenced by African cultures and conversely, Morocco has been influenced by European societies. Together these countries provide a wonderful opportunity for travelers to explore an ethnically varied part of the world, steeped in history and rich in culture.

Turkey and Greece: Turkey and Greece represent two of the world's most ancient civilizations. Their influences on western civilization in areas such as art, architecture, mathematics, science and literature are immeasurable. This trip would allow travelers to experience the history and geography of one of the most ancient inhabited regions on Earth.

2. To explore and experience another culture and language.
3. To become more experienced and confident travelers.
4. To gain a greater perspective of the world by seeing it first hand.
5. To gain insight into the lives of people in other countries.
6. To gain an appreciation for our own country and culture.
7. Students will have the opportunity to be ambassadors for Cranbrook and Canada.
8. To become more independent young adults.

Fundraising Activities

In order to facilitate travel for all students, various fundraising options are available to travelers, this includes but is not limited to:

1. Selling Grocery Gift Cards from Safeway and Save on Foods
2. Selling Purdy's Chocolate gift orders
3. Selling Panago Pizza Coupons
4. Conducting Bottle Drives
5. Selling coffee and cookie dough
6. Silk-screening clothing
7. Hosting a travelogue evening

Safety and Insurance

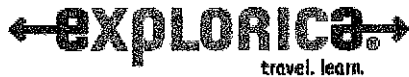
Explorica Tours is a well established international organization with more than enough resources to provide safe travel. As well, a worst case scenario response plan is included in this proposal.

Explorica Tours includes insurance as part of the cost of travel. Students can opt to have other insurance if they choose. Medical information will be collected at the beginning of the school year and will be kept on file. Parents / guardians are expected to update the information as changes occur.

Thank you for your consideration, if you have any questions regarding either of these trips please feel free to contact me at 250 – 426 – 5241 (Ext 745)



Mark Paron

Printable options: **Basic Itinerary** | Detailed Itinerary

TOUR ITINERARY

Day 1 Start Tour

Day 2 Hola Madrid

Meet your Tour Director and check into hotel
 Madrid city walk
 Puerta del Sol, Plaza Mayor, Plaza de España
 Prado visit

Day 3 Madrid landmarks

Madrid guided sightseeing tour
 Calle Mayor, Gran Vía, Cibeles Fountain, Alcala Gate, Columbus Square, Royal Palace visit
Optional Toledo guided excursion
 Toledo Cathedral, Church of Santo Tomé, St. Mary's Synagogue
 Tapas dinner

Day 4 Madrid--Costa Del Sol

Travel to Costa del Sol via Granada
 Guided visit of Alhambra

Day 5 Gibraltar

Gibraltar Excursion
 Rock of Gibraltar, Moorish Castle, The Tower of Homage

Day 6 Costa del Sol--Fes

Ferry to Tangiers
 Lunch
 Guided Sightseeing of Tangiers
 Travel to Fes

Day 7 Fes Landmarks

Fes Guided Sightseeing Tour
 Fes-Jdid Mellah, Royal Palace, Fes el Bali Medina, Kairouyne Mosque, University of Al-Karaouine, Medersa Bou Inania

Day 8 Fes--Casablanca

Volubilis Roman Ruins visit
 Meknes visit
 Travel to Casablanca via Rabat
 Rabat Guided Sightseeing Tour
 Mohamed V Mausoleum, Hassan Tower, Royal Palace

Day 9 End Tour

Fly Home from Casablanca

Day 10 End Tour

Total Fee:* \$3,146.00

Tour Quote Breakdown

The following fees apply to your full-paying participants:

Tour Fee* \$3,146.00

Total Fee* \$3,146.00

OR 10 monthly payments of \$295.10

After initial payment of \$195.00

* Tour Fee increases on Apr 1, 2014, tour fee will never change after sign-up.

Additional Adult Fees

The following additional fees apply only to full-paying participants 23 and older and are not included in the total price listed above.

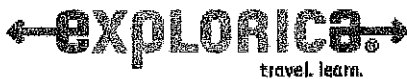
Adult Supplement \$130.00

Twin Room Upgrade \$245.00

Additional Adult Fee \$375.00

TOUR FEE INCLUDES:

- Round-trip airfare
- 7 overnight stays (9 with extension) in hotels with private bathrooms
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional Tour Director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Tapas Dinner
- Tour Diary™
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided

Printable options: **Basic Itinerary** | Detailed Itinerary

TOUR ITINERARY

Day 1 Start Tour

Day 7 Merhaba Istanbul

Meet your Tour Director and travel from Milan to Stresa
Istanbul City Walk
Blue Mosque visit

Day 8 Istanbul Landmarks

Istanbul Guided Sightseeing Tour
St. Sophia Museum visit
Topkapi Palace visit

Day 9 Istanbul--Bergama

Take the ferry to Canakkale
Travel to Bergama via Troy
Troy Guided Sightseeing Tour

Day 10 Bergama--Kusadasi

Travel to Kusadasi via Pergamon
Ruins of Pergamon visit
Pergamon Acropolis visit

Day 11 Ephesus

Ancient Ephesus Excursion
House of the Virgin Mary visit

Day 12 Aegean Cruise

Cruise for two days on the Aegean (Cruise departs on Saturdays only)
Optional Shore Excursions Available (purchased on tour)

Day 13 Aegean Cruise

Cruise

Day 14 Yassou Athens

Arrive in Athens
Athens Guided Sightseeing Tour
Parthenon, Visit Acropolis, Temple of Athena
Nike, Omonia Square, Syntagma Square, Olympic Site
Athens City Walk
Plaka district, Temple of Olympian Zeus, Hadrian's Arch

Day 15 End Tour

We are better able to assist you with a quote for your selected departure date and city over the phone. Please call 1.888.378.8845 to price this tour with your requested options.

TOUR FEE INCLUDES:

- Round-trip airfare
- 6 overnight stays (9 with extension) in hotels with private bathrooms
- 2 overnight stays in cabins on ferries
- 1 overnight stay on ferry on extension
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional Tour Director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Tour Diary™
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Cruise excursions not included

Worst-case scenarios: our response plans

A - Major accident: (we have seriously injured or dead students)

Immediately, we:

1. secure whoever isn't hurt: rally them, get them in a safe place, waiting for instructions
2. protect/signal the scene, so no further harm comes to people who are hurt
3. call police/hospital with: precise location of accident, number of injured or dead, whatever information we can give about injuries
4. only move injured people if we fear fire/explosion/further harm
5. attend to injured people, perform CPR on those who might need it, talk to them, reassure them

Once help has arrived, we:

1. leave a chaperon with people who need treatment at the hospital
2. get uninjured people to a hotel
3. arrange for psychological support

As soon as possible, we:

1. inform SD5
2. have them contact families with appropriate counselling support
3. contact Canadian Embassy in Paris, arrange for the safe return of unhurt students to Canada
4. decide who stays behind with injured people

B - Minor accident: (light injuries)

Immediately, we:

1. secure everyone: rally them, get them in a safe place, waiting for instructions
2. make sure hurt people are safe, help them relax while they wait for assistance
3. call doctor/hospital with: precise location of accident, number of injured, whatever information we can give about injuries
4. talk to injured people, comforting them as best we can

Once help has arrived, we:

1. leave a chaperon with people who need treatment at the doctor's/hospital
2. decide what to do with the group: probable change of immediate plans

As soon as possible, we:

1. inform SD5
2. have them contact families

C - Health concern: (aggression, dog bite, fight with a person from outside the group, ...)

Immediately, we:

1. call doctor/hospital for medical assistance
2. report incident to police, maybe ask Embassy for assistance

Once help has been provided, we:

1. leave a chaperon with people who need treatment at the doctor's/hospital
2. decide what to do with the group: possible change of immediate plans

As soon as possible, we:

1. inform SD5
2. have them contact families
3. (if parents want us to) arrange for early return of involved student(s)

D - Health concern: (sickness, food poisoning, allergic reaction, seizure, drug/alcohol abuse, ...)

Immediately, we:

1. call doctor/hospital for assistance

Once help has been provided, we:

1. leave a chaperon with people who need treatment at the doctor's/hospital
2. decide what to do with the group: possible change of immediate plans

As soon as possible, we:

1. inform SD5
2. have them contact families
3. (in case of drug/alcohol abuse, or if parents want us to) arrange for early return of involved student(s)

E - Incident: lost/missing student(s)

To prevent this, we:

1. gave students address/phone number of every hotel we'll stay at (and our guide should have a cell phone)
2. ordered them to stay in groups at all times
3. will always agree on a meeting point before splitting the group (usually, the bus)

Still, if it happens, we immediately:

1. call police for assistance
2. call hospitals to check if they have admitted our missing person(s)

Once help has been provided, we:

1. leave chaperon at previously discussed meeting point as long as there is hope to see people get back there
2. decide what to do with the group: possible change of immediate plans

If the person hasn't been found after a few hours, we:

1. contact Canadian embassy for guidance
2. inform SD5
3. have them contact families
4. leave chaperon at the local hotel as long as is deemed necessary

F - Incident: discipline issue (shoplifting/vandalism by one of our students, boy in a girl's room or vice versa, fight between students, rude/direspectful behaviour, absence at curfew, repeated lateness at meeting points, ...)

Immediately, we:

1. discuss the matter with involved student(s); try to settle it amicably
2. agree on appropriate sanction (from free time with a chaperon to return home at parents' expense)

If necessary, we:

1. inform SD5
2. have them contact families

G - Custom/airport issue (students held back by officials, whatever the reason)

1. A chaperon stays with the involved students as long as it takes, even if the rest of the group needs to move on
2. Chaperons may need to modify plans, depending on the delay



**The Board of Education of
School District No.5 (Southeast Kootenay)
MINUTES - POLICY MEETING**

**April 28, 2014, 10:00 a.m.
Board Office**

Committee
Members in
Attendance:

Co-Chair Trustee Brown
Trustee Ayling

Regrets:

Co-Chair Trustee Damstrom
Trustee Besanger

Board/District Staff
in Attendance:

Trustee Bellina
Trustee Johns
Chairperson Lento
Trustee Whalen
L. Hauptman, Superintendent of Schools
R. Norum, Secretary Treasurer
B. Reimer, Director of Instruction/Human Resources
D. Casault, Director of Instruction/Student Learning/Innovation
J. Tichauer, Director of Instruction/Student Learning/Abor. Educ.
D. Verbeurgt, District Principal/Student Services
J. Paetz, Executive Assistant (Recorder)

1. COMMENCEMENT OF MEETING

1.1. Call to Order

The Policy Committee meeting of April 28, 2014 was called to order at 10:29 a.m. by Co-Chair Brown.

**1.2. Approval of the Agenda
POL-2014-05**

M/S that the agenda for the Policy Committee meeting of April 28, 2014 be approved as circulated.

CARRIED

**1.3. Approval of the Minutes
POL-2014-06**

M/S that the minutes of the Policy Committee meeting of February 24, 2014 be approved as circulated.

CARRIED

2. POLICIES PASSED BY THE BOARD SINCE LAST MEETING

Policy 3.15 French Immersion

3. BUSINESS ARISING FROM PREVIOUS MEETING

3.1. Revised Policy 1.2 Procedural Bylaw

Partner group feedback was reviewed and discussed.

Recommendation A

"M/S that the revised Policy 1.2 Procedural Bylaw be sent to the Board of Education for approval."

3.2. Revised Policy 3.1 Student Registration, Enrolment and Placement

Partner group feedback was reviewed. Discussion included:

- add school locator link in the section regarding catchment areas
- waiting for new registration form from the new Student Information System (MyEducationBC)
- registration forms will be accessible on-line, but parents will still need to submit them in person
- all factors are considered when reviewing family requests for transfers.

Recommendation B

"M/S that the revised Policy 3.1 Student Registration, Enrolment and Placement be sent to the Board of Education for approval."

3.3. Revised Policy 3.2 Creating Safe Schools

Partner group feedback was reviewed. Discussion included:

- Threat Violence Reporting Flowchart still requires a few modifications
- more/better connection re near misses (connection between behaviour referrals to the office and safety of the staff - need to flag students before behaviour escalates to a threat/violence incident - staff need to feel they are supported when reporting these 'near misses' (CFTA)
- staff members are encouraged to come forth if they feel there has been a threat and/or the risk of a threat - comes from the Threat/Risk Assessment training the District has been engaged in over the last few years
- Mrs. Casault and Mr. Tichauer are currently reviewing protocols and procedures.

Recommendation C

"M/S that the revised Policy 3.2 Creating Safe Schools be sent to the Board of Education for approval."

3.4. Draft Policy Workplace Bullying and Harassment

- changes have been made as per recommendations by legal counsel
- Report Form - change alleged bully to respondent
- Discussion regarding Section 177 of the School Act. Currently there is no avenue for an appeal and no review required. (DPAC) This is currently under review by the Ministry.

Recommendation D

"M/S that the Draft Policy Workplace Bullying and Harassment be sent to the Board of Education for approval."

4. CORRESPONDENCE AND/OR NEW ITEMS

4.1. Revised Policy 3.10 Student Service Programs

Brief discussion on revisions.

The revised policy will now be sent to partner groups for feedback.

4.2. Revised Policy 7.8 British Columbia Student Information System

Brief discussion on whether or not the policy is needed.

The revised policy will now be sent to partner groups for feedback.

5. INFORMATION ITEMS

Nil

6. ADJOURNMENT

The meeting adjourned at 11:13 a.m.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY

POLICY

PROCEDURAL BYLAW

SECTION 1.2

1. MEETINGS

- 1.1 Trustees shall be notified in writing of all meetings, except in emergencies when time does not permit. In an emergency, when written notification of the meeting is not possible, staff shall make every effort to notify each Trustee by other means.
- 1.2 The Board may allow Trustees to participate in or attend a meeting of the Board by telephone or other means of communication if all Trustees and other persons participating in or attending the meeting are able to communicate with each other.
- 1.3 A standing invitation is extended to all official partner groups to attend regular and special public Board meetings, Board standing committee meetings and other public meetings, and to be heard during debate on any matter affecting their respective associations. It shall be at the discretion of the Chairperson at Board meetings. A Trustee may request the Chairperson to open the debate.
- 1.4 If a Trustee participates in or attends a meeting of the Board by telephone or other means of communication (as provided above), the Trustee is to be counted for the purposes of establishing a quorum.
- 1.5 Written notice of a special meeting and an agenda shall be given to each Trustee at least forty eight (48) hours in advance of the meeting. Delivery of a written notice and the agenda may be waived by a majority vote, provided all reasonable steps have been taken to notify all Trustees of the meeting.
- 1.6 Agenda
 - 1.6.1 All public Board and standing committee meeting agendas shall be posted on the district website. A copy of the regular and special public meeting agendas and attachments shall be forwarded to members of the public upon request only.
 - 1.6.2 If an agenda item scheduled for consideration at any meeting is tabled or referred to a later meeting before all presenters have been heard, the Board shall make every reasonable effort to hear the remaining presenters at the subsequent meeting.
 - 1.6.3 In the event that a Trustee believes an item requires immediate attention, the Chairperson of the Board shall allow the item to be added to the agenda, provided that no objection is raised by any Trustee in attendance. If an

objection is raised, the item shall be added if its addition is supported by a two-thirds majority vote of those Trustees in attendance.

1.7 Presentations

- 1.7.1 If community groups or individuals wish to address the Board on issues appropriate to the functioning of the Board, they should apply two weeks in advance of the meeting to enable the Secretary-Treasurer's office to include this on the agenda of a regular or in-camera meeting.
- 1.7.2 Trustees, by majority vote, may place on the agenda any presentation dealing with an urgent issue.
- 1.7.3 Authors of any written submissions shall assume personal responsibility for all statements in the submission to the Board.
- 1.7.4 The Board will allow up to two presentations at each meeting and each presenter or delegation will be limited to ten minutes, followed by questions and comments from Trustees.

2. INAUGURAL MEETINGS

- 2.1 After the general local election of Trustees (see Policy 1.15 Trustee Election Bylaw), the Secretary-Treasurer for the School District shall convene a first meeting of the Board as soon as possible, and in any event, within 30 days from the date that the new Board begins its term of office. [SA s.67(1)]
- 2.2 The Secretary-Treasurer shall announce the results of Trustee elections and confirms that all Trustees have taken the oath of office as required by the School Act, [SA s.50 (1)], or shall administer, or cause to be administered, the oath of office to Trustees present who have not taken it.
- 2.3 The Secretary-Treasurer shall call for nominations for Board Chairperson (seconding is not necessary) and conduct a vote by ballot in which that person receiving a clear majority shall be elected Board Chairperson for the ensuing year. If no person receives a clear majority (five or more votes) further ballots shall be taken until the same is achieved or, if, after a second ballot, a tie shall occur, the election shall be decided by drawing of lots. A vote by ballot will not be required if only one candidate is nominated for the position of Board Chairperson.
- 2.4 The Chairperson so elected shall assume the chair for the remainder of the meeting.

- 2.5 Following the elections, the order of business shall include:
- a) passage of banking resolutions and appointments of signing officers;
 - b) appointment of time and place for meetings.

3. REGULAR MEETINGS

- 3.1 A regular public meeting shall be held at least once a month, September to June, on the second (2nd) Tuesday of the month or upon such other day as the Chairperson may decide.
- 3.2 A quorum of the Board is a majority of the Trustees holding office at the time of the meeting [SA s.66]
- 3.3 At the appointed time for commencement of a meeting, the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meetings shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with this bylaw.
- 3.4 After a meeting has commenced, if notice is drawn to a lack of quorum, the presiding officer shall ascertain whether there is a lack of quorum and, if determined, adjourn the meeting to the next regular meeting date or to another meeting called in accordance with this bylaw.
- 3.5 The agenda and notice of meetings shall be prepared by the Secretary-Treasurer under the direction of the Chairperson who shall consult with the Superintendent. Written notice of each meeting, together with the proposed agenda, shall be given at least forty-eight (48) hours in advance to each Trustee by delivery to the place designated by him or her. Non receipt by a Trustee shall not void the proceedings. Whenever possible, Trustees wishing to have an agenda item or a motion placed on a Board meeting agenda shall submit their request to the Secretary-Treasurer's office.
- 3.6 The order of business at all regular meetings shall be:
1. Call to Order
 2. Consideration and Approval of Agenda
 3. Approval of Minutes
 4. Receipt of Records of Closed Meetings
 5. Business Arising From Previous Minutes
 6. Receiving of Delegations/Presentations
 7. Committee Reports/Rep Reports
 8. Chairperson's Report
 9. Superintendent's Report to the Board
 10. New Business
 11. Trustee Bouquets
 12. Information/Correspondence

13. Question Period

14. Adjourn

- 3.7 A change to the order of business may be proposed by any Trustee and shall require a minimum of a two-thirds majority vote.
- 3.8 Minutes of the proceedings of all meetings shall be legibly recorded in a minute book, certified as correct by the Secretary-Treasurer or another employee designated by the Board under Section 69(4) of the School Act, and signed by the Chairperson or other member presiding at the meeting or at the next meeting at which the minutes are adopted. [SA s.72 (1)(C)]
- 3.9 Except for minutes of a meeting or portion of a meeting from which persons other than Trustees or Officers of the Board, or both, were excluded, the minutes shall be open for inspection at all reasonable times by any person, who may make copies and extracts, on payment of a fee set by the Board [SA s.72(2)].
- 3.10 All meetings shall stand adjourned at three hours after their commencement unless a resolution is passed by a two-thirds majority vote to extend the hour of adjournment.
- 3.11 Meetings of the Board shall be open to the public unless, in the opinion of the Board, the public interest requires that persons other than Trustees be excluded. [SA s.69(2)]
- 3.12 The Secretary-Treasurer, or another employee designated by the Board if the Secretary-Treasurer is unable to attend the meeting or if the meeting concerns the work performance or employment of the Secretary-Treasurer, must be present at the time a decision of the Board is rendered and must record any decision. [SA s.69(3)]
- 3.13 The Chairperson or other members presiding at a meeting may expel from the meeting a person, other than a Trustee, that the Chairperson or other members presiding at the meeting, whose conduct is considered inappropriate. [SA s.70(1)] A majority of the Trustees present at a meeting of the Board may expel a Trustee from the meeting for improper conduct. (SA s.70(2)]
- 3.14 Question Period
- 3.14.1 At the beginning of each question period the Chairperson shall determine how many people wish to present a question(s). If the number is high, one question shall be taken from each person, after which each person may present subsequent questions in turn.
- 3.14.2 All questions shall be directed to the Chairperson, who may refer the question to the appropriate committee Chairperson, Superintendent of Schools or Secretary - Treasurer.

- 3.14.3 The response to a question will be made immediately, when possible, or deferred until a later date when information becomes available. If a Trustee wishes further debate on an issue, an appropriate opportunity will be scheduled by the Secretary-Treasurer's office.
- 3.14.4 Although the Board welcomes questions of a general nature during this part of the meeting, this forum is for questions regarding policies or operations.
- 3.14.5 Questions regarding specific personnel or students must be raised with the Superintendent privately.
- 3.14.6 Individuals addressing the Board shall assume personal responsibility for all statements made to the Board.
- 3.14.7 The Chairperson may use discretion to terminate any speaker's privilege or exclude a speaker from the meeting if, after due warning, the speaker persists with conduct or remarks which damage the character or reputation of any employee or member of the public.
- 3.14.8 Comments that are critical of either the Board or a Trustee's Board-related action shall be accepted within reasonable limits. The Chairperson shall use judgment to stop such comments when they are considered to be extreme or would be better discussed in a different forum.
- 3.14.9 If the Chairperson accepts, during a public presentation, comments which are accusatory or highly critical of an individual Trustee's action, the Trustee can choose to respond at the same meeting or at a future meeting.

4. SPECIAL MEETINGS

- 4.1 Special meetings of the Board, or a standing committee, either public or in-camera, may be called in addition to the regular meetings to deal with emergency issues or items requiring considerable time for debate.
- 4.2 A special meeting of the Board may be called by the Chairperson or, upon written request by a majority of the Trustees, shall be called by the Secretary-Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting.

5. IN-CAMERA MEETINGS

- 4.1 If, in the opinion of the Board, the public interest so requires, persons other than Trustees may be excluded from a meeting or from part of a meeting. The Secretary-Treasurer or other employee designated under Section 69(4) of the School Act must be present at the time that a decision of the Board is rendered and must record such decision. [SA s.69(2), (3) & (4)]

- 4.2 Regular in-camera meetings shall occur on the second (2nd) Tuesday of the month prior to the regular public meeting of the Board. Additional meetings shall be held at the call of the Chair.
- 4.3 No Trustee shall disclose to the public, the proceedings of a in-camera session unless a resolution has been passed at the in-camera meeting to allow such disclosure, except such as might be necessary to enforce the conflict of interest provisions of the School Act. (SA: Part 5)
- 4.4 The Board shall prepare a record containing a statement as to the general nature of the matters discussed at a meeting from which persons other than Trustees or Officers of the Board or both were excluded, and the record shall be presented at the next meeting of the Board open to the public and shall be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the Board. [SA s.72(3)]
- 4.5 All matters coming before the Board and its standing and ad hoc committees shall be considered public unless the public interest requires otherwise. Accordingly, the following matters shall be considered at an in-camera session unless the Board determines otherwise:
- a) Personnel matters including contract and collective agreement negotiations; matters pertaining to individual employees including medical matters, appointment, promotion, discipline, suspension, termination or retirement; grievances and requests of employees, Board officers or their bargaining agents or representatives; plans that relate to the management of personnel or other administration of the Board and that have not yet been implemented or made public;
 - b) Legal matters: accident claims and other matters where Board liability may arise; legal opinions and advice respecting the liability or interest of the Board or respecting any matter to be considered at an in-camera session; information or action regarding legal actions brought by or against the Board;
 - c) Matters pertaining to individual students including medical matters and the conduct, discipline, suspension or expulsion of students;
 - d) Acquisition and disposition of real property prior to finalization including: future site planning and designation; negotiations regarding purchase, lease, sale or exchange of real property; purchase of real property; consideration of appraisal reports and claims by owners; determination of Board offers; expropriation procedures;
 - e) Matters pertaining to the safety, security or protection of Board property;
 - f) Other matters where the Board decides that the public interest so requires.
- 4.6 Notwithstanding any rule limiting reconsideration of the agenda, a Trustee may make a motion to move a matter from the agenda of an in-camera meeting or session to the agenda of the open meeting, or the reverse. The motion requires a seconder, is

debatable and requires a simple majority to pass.

5. BOARD COMMITTEES

5.1 The Chairperson shall appoint the members to, and designate the Co-chairs of each standing committee at the first regular meeting of each calendar year or as soon thereafter as possible. The Chairperson may fill vacancies as they occur on any standing committee.

5.2 There may be the following standing committees:

- a) Policy
- b) Finance/Operations/Personnel
- c) Advocacy/Education
- d) Student Services

Standing Committees shall hold regular and in-camera meetings as often as is necessary to transact the business of the Board.

5.3 Trustees may attend meetings of any committee of the Board and may be allowed to take part in any discussion or debate, but may not vote.

5.4 The Chairperson of a committee may make recommendations and speak to any question during committee meetings without leaving the Chair.

5.5 The rules applying to regular or special meetings of the Board shall be observed in committee of the whole and in standing committees so far as they are applicable and not altered by the provisions of this bylaw.

5.6 Recommendations in committee need not be seconded and members are not limited as to the times of speaking. Speeches in committee of the whole must be strictly relevant to the item or clause under consideration.

5.7 Committees of Trustees or individual Trustees may not exercise the rights, duties and power of the Board. [SA s.65(3)]

5.8 On completion of deliberations, a committee shall report its findings to the Board and such report cannot be acted upon unless approved by the Board.

5.9 An ad hoc committee may be formed for a specific task or objective and is considered dissolved after the completion of the task or achievement of the objective.

6. ROLE OF CHAIRPERSON

6.1 The role of the Chairperson is to:

- a) Preside at all meetings in accordance with Board policy and, in the absence of

- policy, with Robert's Rules of Order;
- b) Be an ex-officio member of all standing and ad hoc committees;
- c) Provide, on behalf of the Board, appropriate public comment on Board actions when requested to do so (or when, in the Chairperson's judgment, comment will improve public understanding of Board action) and written correspondence passed as motions by the Board;
- d) Provide a monthly report at the Board's meeting;
- e) The Chairperson shall undertake all other responsibilities as set out in the School Act and/or in Board Policy, as well as generally fulfill duties of a Chairperson.

- 6.2 The Vice Chairperson shall carry out the functions of the Chairperson in their absence, or when asked to do so by the Chairperson.
- 6.3 A Chairperson shall be elected at the first meeting of the Board in December according to the procedure outlined in paragraph 2.3. The position of Vice Chairperson will be shared, on an alternating basis over the course of the year, amongst trustees wishing to act as Vice-Chairperson. The appointment and term of each Vice Chairperson shall be equitably determined by the Chairperson of the Board after the Chairperson has consulted with other Trustees.
- 6.4 The Chairperson of the Board shall preside at meetings of the Board and generally fulfill the duties usually performed by a Chairperson.
- 6.5 The Chairperson may vacate the Chair to enter debate or propose or second a motion in which case the Vice Chairperson, if present, or another member appointed by the Chairperson, shall preside.
- 6.6 If the Chairperson is absent or unable to act, the Vice Chairperson shall preside at meetings of the Board. If the Vice Chairperson is absent or unable to act, the members present shall elect one of the numbers present to preside at the meeting.
- 6.7 The Chairperson shall vote at the same time as the other members of the Board and, in the case of equality of votes for and against a motion, the question is resolved in the negative and the Chairperson shall so declare.
- 6.8 A majority of the Board may elect a new Chairperson or Vice Chairperson at any time. (SA s.67(4)]

7. ROLE OF TRUSTEE

- 7.1 To faithfully perform the duties of their office, abide by the School Act and not allow any private interest to influence their conduct in school matters.
- 7.2 It is an expectation that a Trustee shall attend all meetings of the Board and any Board committees (on which the Trustee sits) to the best of their ability.

- 7.3 To inform the office of the Secretary-Treasurer if unable to attend a Board or committee meeting.
- 7.4 When possible, subject to available Trustee Pro D funding, attend workshops, conferences, conventions, and Branch meetings within and out-of-District.
- 7.5 Trustees are encouraged to visit any school in order to:
 - a) Become knowledgeable with respect to its location, size, facilities, programs and services;
 - b) Represent the Board at school functions; and
 - c) Attend productions and special events.
- 7.6 Each Trustee will be assigned to one or more schools as the Trustee contact for the Board.

8. RULES OF ORDER

- 8.1 The current edition of Robert's Rules of Order shall govern points of order and procedures not provided for in the School Act or in this bylaw. Where there is an inconsistency between the School Act and this bylaw, the School Act shall apply.
- 8.2 The Board may adopt a procedural rule for one or more meetings by resolution approved by a two-thirds majority of the Trustees present at the meeting. A rule, other than the requirement for notice of meetings, may be suspended by unanimous consent of the Trustees present.
- 8.3 The rules contained in this bylaw may be amended by bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting and in the notice of the meeting.
- 8.4 The presiding officer's ruling on a point of order shall be based on rules of order as stated in paragraph 8.1. The ruling shall be subject to an appeal to the Board if requested by a Trustee immediately after the ruling and before resumption of business.
- 8.5 An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of the Trustees present. A successful appeal does not necessarily set a precedent.
- 8.6 A copy of the Board's procedural bylaw shall be available for inspection at all reasonable times by any person. (SA s.67(5))

9. BYLAWS AND MOTIONS

- 9.1 Unless expressly required to be exercised by bylaw, all powers of the Board may be exercised by bylaw or by motion.

- 9.2 The following matters shall be dealt with only by bylaw:
- a) adoption of the budget, [SA s.113(1)];
 - b) a capital bylaw, [SA s.143(1)];
 - c) the acquisition or disposal of property, [SA s.96(2)];
 - d) ordinary rules of procedure of the Board and rules relative to the organization of meetings of the Board;
 - e) amendment to bylaws;
 - f) where required by the School Act.

10. BYLAWS

- 10.1 Written notice of intention to propose a bylaw shall be given at the meeting prior to first reading and in the notice of the meeting where the bylaw is to be proposed.
- 10.2 Every bylaw shall be dealt with in the following stages:
- a) First reading: no debate or amendment;
 - b) Second reading: discussion of the principle of the bylaw;
 - c) Committee stage: if the question for second reading passes, the bylaw may be referred to the committee of the whole for detailed consideration unless a motion is passed for referral to a standing committee;
 - d) Third reading: consideration of amendments made in committee and final decision.
- 10.3 When a bylaw has been amended in committee, it shall be reprinted as amended and shall not be further proceeded with, except by a two-thirds majority vote, until the amended version has been distributed.
- 10.4 Subject to 10.5, at each of the three readings of a bylaw, the bylaw must be read in full. [SA s.68(2)].
- 10.5 A reading of a bylaw may, if a written or printed copy of a bylaw is in the possession of each Trustee and is available to each member of the public in attendance at the meeting at which the bylaw is to be read, consist of a description of the bylaw by (a) its title, and (b) a summary of its contents. [SA s.68(3)]
- 10.6 The Board shall not give a bylaw more than two readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the bylaw all three readings at the meeting. [SA s.68(4)]
- 10.7 The Secretary-Treasurer shall certify on a copy of each bylaw the readings and the times thereof and the text of any amendment passed in committee.
- 10.8 A bylaw may be withdrawn at any stage with unanimous consent of the Board.

11. MOTIONS

- 11.1 A motion, when introduced, brings business before the meeting for possible action. A motion should be worded in a concise, unambiguous and complete form and, if lengthy or complex, should be submitted in writing.
- 11.2 The Chairperson may divide a motion containing more than one subject and it shall be voted on in the form in which it is divided.
- 11.3 All motions shall be seconded except in committee.
- 11.4 An amendment is a motion to modify the wording of a pending motion. An amendment must be germane, i.e. closely related to or having a bearing on the subject of the motion to be amended. A motion can be amended more than once, however, there can be only one amendment on the floor at a time and it shall be dealt with before another amendment is presented or the motion is decided. An amendment to an amendment must be germane to the first amendment and cannot be amended.
- 11.5 A motion to reconsider a decision can be made the day on which the original motion was voted upon, by a member who voted on the prevailing side. It may be seconded by any member.

It is debatable if the motion proposed to be reconsidered is debatable and the debate can be on the merits of the original question. No question can be reconsidered twice.

- 11.6 Motions to rescind or to amend something previously adopted will be considered only if notice has been given at the previous meeting or in the call for the present meeting and if no action has been taken which it is too late to undo. Such motions are debatable and debate can go into the merits of the original question. There is no time limit for these motions and they can be moved by any member.
- 11.7 Motions to rescind or to amend something previously adopted for which notice has been given require a majority vote to pass. However, if the original motion required a two-thirds vote or a majority vote of the Board, the same vote is required on a motion to amend or rescind.

12. DEBATE

- 12.1 Debate shall be strictly relevant to the question before the meeting. The Chairperson shall warn speakers who violate this rule or who persist in tedious or repetitious debate.
- 12.2 Speakers shall be recognized by the Chairperson and shall address all remarks to the Chairperson.

- 12.3 Each Trustee has the right to speak twice on the same question on the same day but cannot make a second speech so long as any Trustee who has not spoken on that question desires to speak. No Trustee shall speak for more than five minutes at one time.
- 12.4 A matter of privilege (dealing with the rights or interests of the Board as a whole or of a Trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.
- 12.5 No Trustee shall interrupt another Trustee who has the floor except to raise a point of order, a point of privilege or to disclose a conflict of interest.

13. VOTING

- 13.1 It is expected that all Trustees present at a meeting will vote on each issue. However, a Trustee has a right not to vote on any question. If a Trustee has a conflict of interest, the Trustee must not vote and such an abstention shall be recorded. If a Trustee wishes to abstain for any other reason or to have a negative vote recorded, he or she must so request before or immediately after the vote is taken.
- 13.2 Voting shall be by show of hands and only the results recorded unless a member requests recording of names before the vote is taken. Where names are recorded, both positive and negative votes shall be recorded.
- 13.3 All questions shall be decided by a majority of the vote of the Trustees present and voting unless otherwise provided by the School Act.

14. CONFLICT OF INTEREST

- 14.1 If a Trustee has any pecuniary interest in any matter and is present at a meeting of the Board at which the matter is considered, the Trustee:
 - a) shall, at the meeting, disclose his or her pecuniary interest and the general nature of the pecuniary interest;
 - b) shall not take part in the discussion of or vote on any question in respect to the matter; and
 - c) shall not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter. [SA s.58(1)(C)]
- 14.2 If the meeting is not open to the public, in addition to complying with these requirements, the Trustee shall immediately leave the meeting or the part of the meeting during which the matter is under consideration. [SA s.58(2)]
- 14.3 If the pecuniary interest of a Trustee is not disclosed as required above by reasons of the Trustee's absence from the meeting, the Trustee shall disclose the pecuniary interest and otherwise comply with the requirements at the first meeting of the Board attended

by the Trustee after the meeting referred to above. [SA s.58(3)]

- 14.4 The requirements of paragraphs 14.1-14.3 do not apply to any pecuniary interest referred to by the School Act as exempt from the disclosure requirements of the School Act. [SA s.60]
- 14.5 “Pecuniary interest” means, with respect to a Trustee, an interest in a matter that could monetarily affect the Trustee and includes an indirect pecuniary interest referred to in section 56 of the School Act.
- 14.6 The pecuniary interest of a spouse or of a parent or child of the Trustee shall, if known to the Trustee, be deemed to be also a pecuniary interest of the Trustee. [SA s.55]
- 14.7 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it shall be recorded in the minutes of the meeting. If a meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, shall be reported to and recorded in the minutes of the next meeting that is open to the public. [SA s.72]

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)

REGULATIONS

STUDENT REGISTRATION, ENROLMENT AND PLACEMENT

SECTION 3.1R

This Regulation is intended to set out the administrative regulations and procedures regarding the School District's Policy on student registration, enrolment and placement.

Definitions

“School age” is defined in the *School Act* as a person who has or will have attained the age of five years on or before December 31 of that school year and who has not attained the age of 19 years before July 1, in the year of application.

“Ordinarily Resident” means the establishment of a permanent home and maintenance of an ongoing presence in the School District and **“guardian”** means a person who is so named by the Courts in accordance with the *Family Relations Act*. The onus is on the parents or guardians to demonstrate that they and the student meet the definition of the term **“ordinarily resident”**.

“Catchment Area” is the boundary determined by the Board for each school, which may be adjusted periodically based on the number of school age children residing in the area surrounding a school, space, resources, and facilities. (Click here for the [School Locator](#), which will show your catchment area school.)

“Catchment Area Child” means a person of school age, who is a resident in the School District, and is ordinarily a resident within the Catchment Area of the school.

“Non-Catchment Area Child” means a person of school age, who is a resident in the School District, and not a resident in the Catchment Area of the school.

The place of residence at the time of application determines the status of the applicant as a catchment area or non-catchment area child.

Student Registration

Beginning on the first school day of February, in any given year, registration and enrolment application forms shall only be accepted by the catchment area school commencing on the first school day in February. Each application will be date and time stamped. All such applications will be dealt with on a first-come, first serve basis at each of the priority levels as stated below. The Board may establish enrolment dates for different grades, educational programs, or categories of applicants. **A birth certificate or other legally acceptable document, along with proof of B.C. residency (i.e. mortgage statement, rental agreement, utility bill) must be provided at the time of registration. The child will not be registered until such documentation is made available.**

Determination of Available Space and Facilities

Section 74.1 of the *School Act* establishes priorities for enrolment to apply if the Board determines space and facilities are available in a school.

Space and facilities are available in a school for the purposes of Section 74.1(6) and (7) of the School Act if there is excess capacity, taking into account both physical and instructional resources, after reasonable enrolment projections have been made to allow for accommodation of students returning from prior years, students enrolling in the District programs, students incoming from designated feeder schools, and children enrolling in kindergarten who live in the catchment area for the school.

The Board hereby delegates to the Superintendent of Schools or his/her Designate, the decision-making power as to whether space and facilities are available in individual schools and educational programs in the School District for the purposes of Section 74.1(6) and (7) of the *School Act*.

Priorities

If it is determined that space and facilities are available in a school, a person whose application was received by the Board by the date established under these Regulations, is entitled to enrol in that educational program in the following descending order of priority:

1. A catchment area student who, in the previous school year, attended the school at which the educational program is made available;
2. A catchment area student whose sibling attends the school;
3. A catchment area student;
4. Non-catchment area student who attended the previous year;
5. Non-catchment area student whose sibling attends the school;
6. A non-catchment area student;
7. A non-school district student.

Family Requests

Parents who wish that their child/children be permitted to attend a school outside their catchment area will submit a completed Family Request for Student Placement form to the School Board Office. These completed forms shall only be accepted by Board Office staff commencing on the first school day in February, and for the purpose of Section 74.1 of the *School Act*, received no later than the last school day in February. Each application will be date and time stamped. All such applications will be dealt with on a first-come, first serve basis.

The Superintendent or designate will review the requests by June 1st and will be responsible for determining final acceptance or denial of the parental request. The decision will be based upon the availability of space, facilities, resources and the ability to provide an appropriate educational program for the transferring student.

Parents and/or guardians of students transferring to a school outside of their catchment area will be responsible for their own transportation arrangements to and from the school.

If a parent or guardian has been offered a place at a school location for which they have applied, they must make the decision to accept the position in a timely fashion. Although circumstances may vary, generally the parent and/or guardian will be given 24 hours in which to make the decision. Failure to accept a placement offer within the time specified by the Board will result in the space being allotted to another student, and the name of the student who was originally offered the space being removed from the waiting list of that school.

Note: Even if a student attains acceptance to a school outside their catchment area, their classification for transportation shall remain as a “courtesy rider” for the remainder of their time at that school.

The Superintendent and/or his or her Designate are authorized to enter into reciprocal agreements with other School Districts to review waiting lists and enrolment information in order to enforce this policy.

Waiting List

Those not accommodated through the initial application process will be placed on a wait list in the category and date/time order received, for consideration in September when actual enrolments are known. Parents/guardians of students placed on a wait list for September will be contacted as soon as possible following the start of school in September if space exists for their child’s transfer. Any applications received after the application deadline will also be placed on the wait list.

Notification of Policy

Prior to January 15th of each school year, Principals will ensure that parents are aware of the Student Registration Enrolment and Placement Policy, procedures and regulations as well as recommended dates for application for enrolment to the School District for the upcoming year. This will include:

- a) an article to be inserted in all school newsletters prior to the enrolment application deadline;
- b) information being available in the main offices to be picked up by parents/guardians; and
- c) ensuring that reception staff are clear on the policy and procedures for application for enrolment at the school.

Related Bylaws, Policies, Contracts and Regulations:

Bylaw 1.3 Appeal Procedure Students/Parents/Guardians

Policy 3.1 Student Registration, Enrolment and Placement

Received at Board Office

Date: _____

Time: _____

School District 5 (Southeast Kootenay)

FAMILY REQUEST FOR STUDENT PLACEMENT FORM

To be submitted to School District Board Office between the 1st school day in February and the last school day in February

PLEASE COMPLETE A SEPARATE FORM FOR EACH STUDENT (please print)

Name of Student: _____ Date of Birth: _____

Address: _____ Year Requested: _____

_____ Present Grade: _____ Grade in Sept. _____

Postal Code: _____ Phone: _____ Date of Application: _____

Name of Parent(s)/Guardian(s): _____

Catchment Area School: _____

Current School: _____

Requested School: _____

Circumstances/Reason for Request: (please attach another page if more space is needed)

The parent has been informed of Policy 3.1 and has been provided with a copy.

Parent/Guardian Signature: _____

Upon being signed by the parent/guardian, this application must be submitted to either the Principal of the school the student is currently attending or the School District Board Office.

The parent or guardian will be contacted by phone and/or a letter with the out of catchment decision. (If any special conditions apply they will be stated below.)

Approved Declined

Comments: _____

Superintendent or Designate Signature: _____ Date: _____

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)

POLICY

STUDENT REGISTRATION, ENROLMENT AND PLACEMENT

SECTION 3.1

The Board of Education recognizes that there is an obligation to provide educational programs and services for eligible students who live within the geographical boundaries of the school district. It is in the best interest of students that enrolment in schools and assignment to programs occur in a systematic, equitable and educationally beneficial fashion. Eligibility for student registration, enrolment and placement is subject to the terms set out in the *School Act*, School District Policy and Regulations.

While the Board encourages students to attend their Catchment Area schools, it also recognizes the desire of students and parents to choose the school and educational programs which best meet the students' educational needs. Students will be enrolled in schools and assigned to programs pursuant to Section 74, 74.1 and Section 75 of the *School Act* with respect to age, school catchment area, residence location, statutory entitlement, program suitability, the availability of space, facilities, and instructional resources. Parents or guardians may request a transfer for their child or students may be required to transfer to another school.

Registration into district programs such as Late French Immersion, in which seats may be oversubscribed, will be decided by random selection draw rather than by time of application.

Related Bylaws, Policies, Contracts and Regulations:

School Act - http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/96412_00
Regulations 3.1 Student Registration, Enrolment and Placement

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)

POLICY

CREATING SAFE SCHOOLS (Non-Violence Policy)

SECTION 3.2

School District No. 5 (Southeast Kootenay) staff and students have the right to work and learn in an environment that is protected from violence or the threat of violence.

Violence shall be defined as, “the attempted or actual exercise by a person, of any physical force so as to cause injury to any person and includes any threatening statement or behaviour which gives a person reasonable cause to believe that he/she is at risk of harm – to include, but not restricted to direct physical or direct emotional injury or indirect, collateral emotional injury.”

Abusive behaviour including harassment and intimidation may cause harm to students or staff. Such behaviour will not be tolerated. All incidents of violence and/or threats of violence that involve staff and students shall be reported and investigated.

Mandatory Response to Violence in Schools

It is mandatory that staff respond without delay when incidents or situations involving violence or potential violence threaten the safety and security of staff, students, schools, workplaces and the larger school community. Mandatory Response **does not include placing yourself or others at risk**. The emergency procedures outlined in the Emergency Procedures Handbook define the appropriate level of response.

Minor incidents that involve strictly students may be dealt with at the school level if the Principal/Vice-Principal determines that the incident presents no threat of escalation or repetition.

Related Bylaws, Policies & Regulations:

Threat Violence Reporting Form

Threat Violence Reporting Flowchart

Statutory and Contractual References:

WorkSafeBC

Incident Investigation Reference Guide (52E40 Incident Investigation Report)

<http://www.worksafebc.com/forms/assets/PDF/52E40Guide.pdf>

Online 52E40 Reporting Form

<http://www.worksafebc.com/forms/assets/PDF/52E40.pdf>

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)

INVESTIGATION REGULATIONS

WORKPLACE BULLYING AND HARASSMENT

SECTION 2.2R

1. How and When Investigations Will Be Conducted

Most investigations will be conducted internally. In complex or sensitive situations, an external investigator might be hired.

Investigations will:

- be undertaken promptly and diligently, and be as thorough as necessary, given the circumstances
- be fair and impartial, providing both the complainant and respondent equal treatment in evaluating the allegations
- be sensitive to the interests of all parties involved, and maintain confidentiality
- be focused on finding facts and evidence, including interviews of the complainant, respondent, and any witnesses
- incorporate, where appropriate, any need or request from the complainant or respondent for assistance during the investigation process.

2. What Will Be Included

Investigations will include interviews with the complainant, the respondent, and any witnesses. If the complainant and the respondent agree on what happened, then the investigator will not investigate any further, and will submit their findings to the Superintendent who will determine what corrective action to take, if necessary.

The investigator will also review any evidence, such as emails, electronic communications, handwritten notes, photographs, or physical evidence like vandalized objects.

3. Roles and Responsibilities

The District Health and Safety Officer is responsible for ensuring workplace investigation procedures are followed.

Workers are expected to cooperate with investigators and provide any details of incidents they have experienced or witnessed.

Assigned investigator(s) will conduct investigations and provide a written report with conclusions to the Superintendent of Schools

4. Follow-up

The respondent and complainant will be advised of the investigation findings by the District Health and Safety Officer.

Following an investigation, the District Health and Safety Officer will review and revise workplace procedures to prevent any future bullying and harassment incidents in the workplace. Appropriate corrective actions will be taken within a reasonable time frame.

In appropriate circumstances, workers may be referred to the Employee and Family Assistance Program or be encouraged to seek medical advice.

5. Recordkeeping Requirements

School District 5 expects that workers will keep written accounts of incidents to submit with any complaints. The District Health and Safety Officer will keep a written record of investigations, including the findings.

6. Annual Review

These procedures will be reviewed annually. All workers will be provided with a copy as soon as they are hired, and copies will be available on the School District website (www.sd5.bc.ca).

Related Bylaws, Policies, Contracts and Regulations:

Article E.2 Harassment/Sexual Harassment (CFTA)

Article XVIII, Section 3 No Discrimination/Sexual and Personal Harassment (CUPE)

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)

REPORTING REGULATIONS

WORKPLACE BULLYING AND HARASSMENT

SECTION 2.2R

All observations or complaints of bullying and harassment must be reported. All complaints of bullying and harassment shall be investigated in accordance with due process.

Informal Resolution

A worker who believes he or she has experienced, or has observed, bullying or harassment contrary to this policy is encouraged to bring the matter directly to the attention of the person who is responsible for the conduct. The worker should inform the other person that the conduct is unwelcome and request that it cease. The worker may wish to document the unwelcome conduct and any informal resolution for future reference, but is not required to do so.

If the worker does not feel comfortable approaching the other person on their own, the worker may seek the assistance of his or her Principal/Supervisor in approaching the other person to resolve the matter informally.

If the conduct in question does not stop or if the worker does not wish to use the informal resolution process, the worker must file a formal complaint or witness report following the procedures below.

Formal Complaint/Witness Report

1. How to Report

A formal complaint or witness report of bullying or harassment should be made to the District Health and Safety Officer either in writing using the Report Form, or verbally by calling 250-426-4201. When reporting verbally, the reporting contact, along with the complainant will fill out the Report Form.

2. When to Report

Incidents or complaints should be reported as soon as possible after experiencing or witnessing an incident. This allows the incident to be investigated and addressed promptly.

3. Reporting Contact

Incidents or complaints should be directed to the immediate supervisor or the District Health and Safety Officer. If the above named contact(s) is the person(s) engaging in bullying and harassing behaviour, contact the Superintendent of Schools.

4. What to Include in a Report

Provide as much information as possible in the report, such as the names of people involved, witnesses, where the events occurred, when they occurred, and what behaviour and/or words led to the complaint.

Attach any supporting documents, such as emails, electronic communications, handwritten notes, or photographs. Physical evidence, such as vandalized personal belongings, should also be submitted.

5. Employee and Family Assistance Program

The program provides professional guidance in the form of counselling, information and referral with any problems that affect you, your family, or your work at no cost to the worker.

6. Annual Review

These reporting procedures will be reviewed on an annual basis.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY)

POLICY

WORKPLACE BULLYING AND HARASSMENT

SECTION 2.2

The Board of Education recognizes that students, district workers, volunteers, parents and trustees have the right to a positive, safe and secure environment free from bullying, harassment and intimidation and accepts that it has a duty to promote tolerance and respect for the rights of all who attend its schools. This policy deals specifically with the bullying and harassment of School District 5 workers in the workplace. Policies that pertain to the other groups mentioned above are referenced below. Bullying and harassment will not be tolerated in this workplace.

Workplace bullying and harassment:

1. includes any inappropriate conduct or comment by a person towards an worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated, but
2. excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.

Examples of conduct or comments that might constitute bullying and harassment include verbal aggression or insults, calling someone derogatory names, harmful hazing or initiation practices, vandalizing personal belongings, and spreading malicious rumours.

Workers must:

1. not engage in the bullying and harassment of other workers
2. report if bullying and harassment is observed or experienced
3. apply and comply with the employer's policies and procedures on bullying and harassment.

This policy statement will be reviewed on an annual basis and all workers will be provided with a copy.

Additional resources and an explanation of legal duties can be found at www.worksafebc.com/bullying/.

Related Bylaws, Policies, Contracts and Regulations:

[Policy 1.9 - Protocol for Official and Written Outside Complaints/Concerns Re: School Personnel](#) (Parents and Students)

[Policy 3.2 - Creating Safe Schools](#) (Employees and Students)

[Policy 3.7 - Code of Conduct](#) (Students)

[Policy 6.3 - Volunteers](#) (Parents and/or Community Members)

Article E.2 Harassment/Sexual Harassment (CFTA)

Article XVIII, Section 3 No Discrimination/Sexual and Personal Harassment (CUPE)



School District 5 (Southeast Kootenay) Workplace Bullying and Harassment Report Form

This form is to be used by workers to report incidents or complaints of workplace bullying and harassment and submit to the employer.

Name and contact information of complainant

Name(s) of respondent(s)

Personal Statement

Please describe in as much detail as possible the bullying and harassment incident(s), including:

- the names of the parties involved
- any witnesses to the incident(s)
- the location, date, and time of the incident(s)
- details about the incident(s) (behaviour and/or words used)
- any additional details that would help with an investigation.

Attach any supporting documents, such as emails, electronic communications, handwritten notes, or photographs. Physical evidence, such as vandalized personal belongings, should also be submitted.

--

Signature

Date

Upon completion, please forward a copy to:

Your Supervisor/Principal,
District Health and Safety Officer, School Board Office, and if you wish,
Your Association Representative (CFTA, CUPE, PVPA, if applicable)



**The Board of Education of
School District No.5 (Southeast Kootenay)
MINUTES - FINANCE/OPERATIONS/PERSONNEL COMMITTEE (PUBLIC)**

**April 28, 2014, 12:30 p.m.
Board Office**

Committee
Members in
Attendance: Co-Chair Trustee Johns
Trustee Bellina
Trustee Whalen

Regrets: Co-Chair Trustee Helgesen
Trustee Damstrom
Trustee Besanger

Board/District Staff
in Attendance: Trustee Ayling
Trustee Brown
Chairperson Lento
Secretary Treasurer, R. Norum
Superintendent, L. Hauptman
Director of Instruction/Human Resources, B. Reimer
Director of Instruction/Student Learning D. Casault
Director of Student Learning/Aboriginal Education, Jason Tichauer
District Principal/Student Services, D. Verbeurgt
(Recorder) Corinne Burns

1. COMMENCEMENT OF MEETING

1.1. Call to Order

The public Finance/Operations/Personnel Committee meeting of April 28, 2014 was called to order at 12:34 pm by Co-chair Trustee Johns.

**1.2. Approval of the Agenda
MOTION FOP-P 2014 - 7**

M/S that the agenda of the public Finance/Operations/Personnel Committee meeting of April 28, 2014 be approved as circulated.

CARRIED

**1.3. Approval of the Minutes
MOTION FOP-P 2014 - 8**

M/S that the minutes of the public Finance/Operations/Personnel Committee meeting of April 1, 2014 be approved as circulated.

4. NEW BUSINESS

4.1. Election Update - Bylaw amendment

Mr. Norum presented a verbal report:

- Amended Bylaw will be ready for the May meeting.
- Waiting for package from City on voting machines.
- Will speak with lawyer regarding our Bylaw and voting machines.
- New guidelines regarding Trustee statements.

5. ITEMS FOR INFORMATION

5.1. Safety Report

Nil

6. QUESTION PERIOD

A thank you to the board for writing and submitting a letter to the Ministry of Education stating the importance that education be funded correctly.

7. ADJOURNMENT

The public Finance/Operations/Personnel Committee meeting of April 28, 2014 adjourned at 12:45 pm.



**The Board of Education of
School District No.5 (Southeast Kootenay)
MINUTES - STUDENT SERVICES MEETING**

**April 28, 2014, 11:00 a.m.
Board Office**

Committee Members
in Attendance: Co-Chair Trustee Johns
 Trustee Ayling
 Trustee Whalen

Regrets: Co-Chair Trustee Besanger

Board/District Staff in
Attendance: Trustee Bellina
 Trustee Brown
 Chairperson Lento
 L. Hauptman, Superintendent of Schools
 D. Casault, Director of Student Learning
 D. Verbeurgt, District Principal/Student Services
 J. Paetz, Executive Assistant (Recorder)

1. COMMENCEMENT OF MEETING

1.1. Call to Order

The Student Services Meeting of April 28, 2014 was called to order at 11:15 a.m. by Co-Chair Johns.

**1.2. Approval of the Agenda
SS-2014-07**

M/S that the agenda for the Student Services Meeting of April 28, 2014 be approved as circulated.

CARRIED

**1.3. Approval of the Minutes
SS-2014-08**

M/S that the minutes of the Student Services meeting of April 1, 2014 be approved as circulated.

CARRIED

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1. Presentation - Janice Reid (Autism)

Ms. Reid is the Coordinator of the EK Behaviour Intervention Program (sponsored by Community Connections Society of Southeast BC), which is

housed within the EK Supported Child Development Centre.

She gave a brief outline on some of the resources that are available at the newly created Autism Resource Library (small portion of the full Child Development Centre Resource Library). Resources include general parent information, pre and post diagnosis, curriculum, some furniture, and specialized equipment (schools can also access these resources). Resources are not all evidence based (requires studies), but vetted by professionals/parents as to what works well.

Best Practices handout (from Ministry of Children and Family Development)

EK Behaviour Intervention Program:

Incredible Flexible You – new social skills program (amazing feedback)

Trustees Brown and Whalen congratulated Ms. Reid on the completion of her Masters. She is working towards a Board Certification as a Behaviour Analyst (consultant). She will be able to train others in the area of Applied Behaviour Analysis.

Simone Bourassa is Ms. Reid's counterpart in the Elk Valley.

Co-Chair Johns thanked Ms. Reid for her presentation.

3. CORRESPONDENCE AND/OR NEW ITEMS

3.1. Cross-Agency Cooperation Update

- Mr. Verbeurgt provided a list of items that we are currently working on to-date
- add Child Development Centre to list
- will provide updates on projects and relationships under Information Items on future agendas
- districts and agencies are working better together
- Mr. Verbeurgt will contact the city to see if there is any need for cross consultation between the district and city (i.e. curb access, wheel chair accessibility, etc.).

4. INFORMATON ITEMS

4.1. News from BC CASE Meetings

Mr. Verbeurgt advised that nothing was presented as far as increase in funding or change in the funding model. Some districts are starting to look at different models on their own (Nelson & Revelstoke).

4.2. Additional Items

Trustee Johns asked for a progress report on the feedback from the Student Service Teachers' moral survey and working with CFTA to resolve the issues. This will be handled through Summit meetings, however due to other

priorities; it has not been on the agenda thus far.

Chairperson Lento inquired about the Future Directions for Support Services document by Bill Standeven. The Ministry of Education has not moved forward due to lack of funding in their division. There has been change in the funding formula which is a big part of moving forward. We haven't made wholesale changes to our funding formula, but minor changes are allocating funds better.

Trustee Brown requested a presentation by the TREKK OT and PT staff on their caseloads. Trustee Brown will forward the names of the OT/PT to Mr. Verbeurgt. The presentation will be scheduled for the May meeting. Mr. Verbeurgt advised there was a blurring between school district funding and MCFD funding to TREKK and he is trying to sort out consultation vs. direct service priorities.

5. ADJOURNMENT

The meeting was adjourned at 11:55 a.m.

Trustee Bellina

March 11 - Board Meeting

March 12 - Sparwood Secondary Grad fundraising event

March 18 - District of Sparwood - Official Community Plan - Trustee input re Education section

March 25 - Bargaining conference dall

April 1 - Committee Meetings (replacing March 31st meeting - during Spring Break)

April 3 - Early Childhood Development meeting

April 8 - Board Meeting

April 14 - Frank J. Mitchell PAC meeting

April 22 - Tour of Sparwood Secondary School with Minister of Education Fassbender
- Dinner at Board office with Minister Fassbender

April 24-27 BCSTA AGM

April 28 - Board Committee Meetings

April 30 - Sparwood Secondary PAC

Trustee Report: Gail Brown

February 11, 2014 to May6 2014

February

- 11 Retirement luncheon for Jean Skerik and Doug McPhee
- 11 School Board Meeting, Cranbrook
- 12 French Language Meeting
- 17 Curriculum Meeting, SD 5
- 17 Gordon Terrace Elem. School PAC meeting
- 18 Meeting with SD#5 legal counsel
- 18 Disability Consultation forum
- 19 Pinewood Elem. School PAC meeting
- 20 Administration hiring process
- 24 SD #5 Committee meetings
- 25 Provincial Child Care Council Meeting, Vancouver

March

- 4 Safe Communities Cranbrook meeting
- 4 Early Childhood Development/Early Years meeting
- 5 TM Roberts Elementary School PAC meeting
- 10 Suicide Prevention Protocol forum
- 11 SD #5 Board Meeting, Fernie
- 12 Cranbrook Thrives, social planning forum
- 21 Early years webinar

April

- 1 SD#5 Committee Meetings
- 2 TM Roberts Elementary School PAC meeting

3. TM Roberts Ktunaxa flag ceremony
7. RSA Day
8. Board Meeting, SD #5
10. TM Roberts Elementary School Science Fair
11. Regional Science Fair
14. Gordon Terrace Elementary School PAC meeting
15. Principal interviews, MBSS
16. Pinewood Elementary School PAC
24. BCSTA Academy, Vancouver
25. BCSTA Academy, Vancouver
26. BCSTA Academy, Vancouver
28. SD #5 Committee Meetings
30. Poem Assembly, Pinewood Elementary School

May

2. Kindergarten presentation, Highlands School
5. Music Monday, Tamarack Mall
6. Safe Communities Cranbrook Meeting
9. BC Child Care Council Meeting, Vancouver
10. Kootenay Children's Festival
13. SD #5 Board meeting, Elkford

Communications Committee Report

Sent Media release(s):

- Presentation to RDEK
- Dr. Martin Brokenleg
- Internet Safety presentations
- Husband-wife coaching duo Shannon Desrosiers and Matt Desrosiers celebrate winning NCAA hockey title (to Fernie press only)
- Minister's Tour
- Darcy's Award
- New MBSS Principal hire

Media release(s) for distribution:

The following letters will be sent to media, pending Board motions:

- Letter to Minister Fassbender re: CommunityLINK funding (April)
- Letter to Prime Minister Harper re: Health Act Accord (May)

Media Releases in the works:

Education funding recommendations from All Party Select Standing Committee on Finance tied to SD5 upcoming budget process

Published/Media-Related Activities:

- Letter to the Editor, Daily Townsman re: recipients of Woman of the Year Award
- SD5/KCTS presentation to RDEK was written by Sally MacDonald and printed prior to my receiving partner group feedback. Very good article; media release was printed in Kootenay Advertiser, Elk Valley Herald and e-know online news
- Dr. Martin Brokenleg in Cranbrook Townsman, Kootenay Advertiser & e-know online news
- Internet Safety presentations –Personal Protection Systems Blog, Kootenay Advertiser & e-know online news
- Minister's Tour; article by Cranbrook Townsman on school tour; media release in Cranbrook Townsman, Kootenay Advertiser & e-know online news
- Darcy's Award in e-know online news
- MBSS Principal Hire in Cranbrook Townsman & e-know online news

Trustee Report

- DPAC mtg –April 8
- Internet Safety Presentation, MBSS –April 11
- Science Fair –April 12
- KO PAC –April 14

- MBSS interviews –April 15
- MBSS/Minister tour & dinner w/ Minister –April 22
- BCSTA –April 24 – 26
- Committee meetings –April 28
- Humanities Network –May 1
- Highlands Kindergarten Facebook demonstration –May 2
- Review of P/VP positions –May 5
- BCPSEA regional meeting –May 8
- AW PAC –May 12
- KO PAC –May 12



School District No. 5
From the Office of the Superintendent

To: Trustees
From: Lynn Hauptman
Date: May 13, 2014
Re: Monthly Report to the Board

Purpose of this Report:

As the Board's Chief Executive Officer, the Superintendent of Schools is accountable for the day-to-day operations of the school district and for ensuring that the Board is aware of how the school district is doing in all areas of its operations.

Superintendent's Activities

Our District hosted the Minister of Education Peter Fassbender along with our local MLA Bill Bennett on April 22, 2014 when they visited Mount Baker Secondary School in Cranbrook, Isabella Dicken Elementary School in Fernie and Sparwood Secondary School in Sparwood.

Key on the agenda was the replacement of Mount Baker as a Neighbourhood Learning Centre which would bring the educational services and the community resources of Key City Theatre together in one high school. Joining us on the student-led tour were trustees, school and district administration, DPAC and PAC chairs. There was no doubt that the minister heard the need for replacement by all involved!

Isabella Dicken Elementary is also on our list of replacement schools and the Ministers were able to see the end of the day congestion as we arrived just in time to hear the Kindergarten students' songs and have a brief tour as school was being dismissed.

An interesting discussion was held at Sparwood Secondary School about the possibility of expanding Trades Training opportunities into the Elk Valley utilizing school facilities. We look forward to further possibilities now that the Trades Training Initiative to better align with BC jobs was recently announced.

College of the Rockies/Transitions

Further to the topic of Trades, Jason Tichauer and I had the opportunity to meet with College of the Rockies Acting Vice President Education Marilyn Peterson to explore some possibilities of opening up greater opportunities both in the Trades and other dual credit options both in Cranbrook and the Elk Valley. Further conversations will be happening involving industry.

We also are pleased to continue to have the services of Brian Conrad as the Transitions Coordinator.

Music Monday

I am writing this prior to Music Monday that takes place on Monday, May 5th but I know it will be fabulous and I have the privilege of being the MC. This year the venue has been moved indoors to the Tamarack Mall to ensure better acoustics (and avoid bad weather!) A “freeze mob” starts off the production that picks up all of the elementary choirs from the Cranbrook schools. Individual songs will also be performed by the elementary choirs along with Jazz Bands from Highlands and Gordon Terrace, Laurie Middle School and Mount Baker! Music is alive and well in School District 5! Once again, huge kudos go out to our dedicated music and band teachers of the district. You rock!

Travel

I also had the opportunity to attend the Provincial **Changing Results for Young Readers Conference** in Vancouver with a very enthusiastic team that included 7 teachers, 1 administrator and Diane Casault. What a fantastic day that included reading expert Pat Johnson who has written the well-known book Catching Readers Before They Fall. On the same trip I also attended the BCSSA day with Ron Berger of Expeditionary Learning. He shared with us his journey in working in schools that transformed through student-engaged assessment. The stories and strategies he shared were very inspirational and I had a chance to share them with our administrators at our meeting the following week!

Attending the BCSTA Conference and AGM with 5 of our trustees was also a highlight. Great speakers, wonderful presentations and deep discussions about educational issues abounded. Being introduced to a new restaurant by the trustees was also fun!

Enrolment report – see attached

Finance/Operations Updates:

- Personnel issues
- Posting Assistant Manager of Operations – Fernie Shop
- CUPE Bargaining Plan prep
- Joint Use Agreement meetings – City of Cranbrook
- Election By-law prep
- Audit prep
- Budget bylaw prep for May 13th

Update from the Director of Instruction/Student Learning

StrongStart

SD 5 & 6 worked in partnership with the Ministry of Education to provide the Early Childhood Educators (StrongStart facilitators) in our Region with access to relevant professional development. A regional day was hosted by SD 6 on Tuesday April 29th at Copper Point in Invermere. Catherine Jensen (BC Ministry Early Years Coordinator) reviewed: the Program Reflective Tool, the Early Learning Framework and then a discussion around Self-regulation and social emotional learning ended the day. At this time there is a continued commitment to support existing StrongStarts but no plans to add others.

Alternate Review

The review of all alternate programs in SD 5 is wrapping up with a document to be presented at the June board meeting (STRIVE, APEX, KES, 2 Junior Alternates and Gauge). Thanks to all who have dedicated their time to this year-long process.

Technology update (PLN, MyEducationBC)

LMS Completed the IBM Rollout

IDES Completed the IBM Rollout

RMES Completed the IBM Rollout

FLC Completed the IBM Rollout

HES They should be completed by end of April or early May. We have had some trouble with the switches but the tech department has managed to get the old switches working and are returning the new ones for ones that work. They should arrive soon. The HES staff is being trained this week and Joanne will be spending time in HES next week to make sure the transition goes well.

This summer we will be completing PMS, TMRES and we hope to include the Cranbrook Board Office as well.

Upgrades to the Provincial Learning Network (PLNet) will be happening in the near future. Details have not been released yet on a time frame for the upgrade but we are ensured that all public schools will have access to very fast broadband as soon as possible. (K-12 Next Generation Broadband Network (NGN).

Imaging of repurposed computers is taking place and then they will be deployed where needed in the district. This is a slow process but we should be able to complete this before we go forward with MyEducationBC. This way the teachers will have the equipment to work with on the new system.

MyEducationBC

Train-the-trainer is set for May. The District Implementation Team has scheduled meetings with various stakeholders to continue developing the plan and to organize for wave one implementation.

Update from the District Principal/Student Services

The Alternate Program review document is being prepared and will return to stakeholders this month. The final report will be provided to the Board in June.

There has been a continued focus on the budget for next year. We have accounted for adjustments in the student population and support for those with unique needs. Budget preparation continues around planning for special populations programs, such as ESL and autism services.

Numerous information and planning meetings were attended this month: Allied Services with Interior Health Authority, and The Child and Youth Mental Health and Substance Use Collaborative Action Team.

Off the corner of my desk:

Science Fair was a great success. Eight SD5 schools sent a total of 107 students presenting 78 projects.

Website development continues with all schools.

Update from the Director of Instruction/Human Resources

Staffing processes for the coming school year is now under way. Necessary District initiated teacher transfers of continuing teaching staff to meet budgetary requirements will be completed shortly. Once that has been completed, teacher initiated transfer requests will be considered. Following, the post and fill process for available teaching vacancies will begin starting May 16 or sooner. We anticipate 3 rounds of teacher postings by the end of the first week of July.

CUPE staffing processes will begin in the middle of May. The District will first issue any necessary layoff notices for budgetary reasons. Postings for available positions in schools will follow.

Qualified TTOCs, Educational Assistants and casual custodial position interviews are on-going. We will continue to advertise for more qualified personnel until we are able to eliminate replacement shortages.

We have several administrator vacancies that have opened this year due to principals and vice principals retiring. We will be looking to fill these positions shortly and would like to thank Keith Regular, Shirley McGale, Wendy Hogg and Mike Taylor for their many years

of dedicated service to students and staff of School District 5. Good luck in your retirement!

Update from the Director of Student Learning and Aboriginal Education:

Skills Training

On March 7th, the College of the Rockies hosted the Regional Skills Canada event. Fifty Students from both the East and West Kootenays participated in a number of competitions! These included Cabinetmaking, Carpentry, TV/Video Production, Welding, CAD-Architectural, and CAD-Mechanical. The competitions were visited by over 300 elementary students from Cranbrook who participated in hands-on events including: Robotics, Blacksmithing, Designing a vehicle to safely transport an egg down a ramp, Worksafe BC, and Spaghetti Bridge Design contest. This event helped promote trades and technology to students.

The winners of the Regional competitions, along with two Robotics teams from Mount Baker Secondary advanced to the Provincials that were held in Abbotsford on April 9, 2014. The Robotics teams both finished in the top 3 of the province!

Aboriginal Education

This month we brought all Aboriginal Education Support Workers together to discuss cultural and curricular resources. We have been working on standardizing the grade and class level of specific resources to maximize resources and avoid duplications. A new permanent Aboriginal Education Support Worker was hired for both schools in Elkford!

Also, I attended a LEA workshop put on by FNEESC and hosted by St. Eugene's. There were representatives from SD 5, 6 and 8, as well as independent band school representatives. This was a very informative day centered on the development of LEAs, with examples given from other districts.

As well, the First Peoples Principles of Learning was shared with Principals and Vice Principals at the leadership meeting in April. This important document will help shape how aboriginal education initiatives are engrained in the new K-9 curriculum.

Safe Schools Coordinator

The Directors of Student Learning are meeting to talk about the Indefinite Suspension Process, with discussions ranging from Code of Conduct additions, the purpose of the suspension hearing, the form of the suspension hearing, the role of Violence/Threat Risk Assessment in Codes of Conduct, and purpose behind alcohol or drug indefinite suspensions.

As well, a new safety 'one pager' produced to simplify communication with school based personnel was presented at the leadership meeting to Principals and Vice Principals.

Important Dates for Trustees:

BCPSEA Regional Meeting – May 8
Committee Meetings – May 26

Lynn Hauptman
Superintendent

School District 5 Enrolment - May, 2014

School	Student Funded FTE Feb.01.14	Student FTE May 1.14	Difference
Amy Woodland Elementary	247	256	9
Elkford Elem/Secondary	162.75	161.5	-1.25
Fernie Secondary	295	298.5	4
Frank J. Mitchell Elementary	344	353	9
Gordon Terrace Elementary	282	281	(1)
Highlands Elementary	241	244	3
Isabella Dicken Elementary	349	350	1
Jaffray Elem. Junior Secondary	169	165	-4
Kootenay Discovery School	32.12	10	(22)
Kootenay Educational Services	59	64.375	5.375
Kootenay Orchards Elementary	229	227	(2)
Laurie Middle	302	297	-5
Mount Baker Secondary	862.25	846.875	(15)
Parkland Middle	467.76	468.75	0.99
Pinewood Elementary	113	116	3
Rocky Mountain Elementary	233	234	1
Sparwood Secondary	249.62	246	(4)
Steeple Elementary	142	133	-9
T.M. Roberts Elementary	357	356	(1)
Total District	5136.5	5108	-29

Board/Authority Authorized Course Form
Please complete, print, sign, scan and e-mail to: EDUCSCB@gov.bc.ca

PART A: BAA COURSE VERIFICATION STATEMENT

To be completed by district Superintendent or Independent School Principal

Prior to submitting the attached BAA Course Framework to the Board/Authority for approval, I **Representative** verify that I have reviewed the BAA Course: to ensure that it is fully compliant with the *School Act* (if offered by a Board), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures*, and for ELL courses the ELL Guidelines: *Template for BAA Language Acquisition/Culture Courses*.

Specifically, I verify that the BAA Course:

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- does not significantly overlap with current provincial curriculum
- name reflects the subject area and includes the grade level
- assigned grade level reflects the appropriate level of instruction
- credit value appropriately reflects the length and scope of the course
- synopsis clearly outlines what a student has gained when the course is completed
- rationale outlines the reasons for wanting to offer opportunities to study the course
- organizational structure outlines the specific topics, units or modules which include the learning outcomes, instruction and assessment components, and time allotments
- learning outcomes are assessable and observable and can be understood by students and parents
- instructional component clarifies learning outcomes and provides a range of pedagogical opportunities
- assessment component provides formative and summative opportunities to assess student achievement
- learning resources are age appropriate, support learning outcomes and diversity of learning rates and styles.

Full Course Name

Robotics 11

Grade 11

Choose...

School District Choose...

SD5

Independent School

Number

District Superintendent/Independent School Principal

Signature _____

Date

PART B: BAA COURSE AUTHORIZATION STATEMENT

To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted for Ministry records by e-mail to EDUCSCB@gov.bc.ca The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request.

I declare that this BAA course is approved by the Board/Authority.

Board/Authority Chair or Designate

Signature _____

Date

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

PART C: FOR INDEPENDENT SCHOOLS ONLY: BAA INSPECTOR CONFIRMATION

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit.

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*.

Inspector of Independent Schools or Designate

Signature _____

Date

(Educational Standards Order, M41/91, s. 5(2)(c))

Robotics 11

Course Outline

Teacher: B Walker (Tel. 426 5241 ext, 662)

Robotics Level 1 (YIA -1A)

This course uses the Lego Mindstorms system to teach students to design and build a variety of task specific robots. Students will learn how to build remotely controlled and autonomous wheeled, tracked, and multi-legged mobile robots and learn how to program them to interface with different electronic sensors and motors. Time is spent designing mobile robots that will compete in several robotic competitions. The lectures will focus on motors, sensors, robot programming and control.

Learning Outcomes

It is expected that students will:

Know and explain the definition of a robot

Know and explain the difference between an autonomous and a remote control robot

Know and explain how robots can be beneficial to society

Know the definition of engineering

Know the definition of programming

Know and demonstrate what an electronic sensor is and how it can be used to automate processes

Build and program simple robots to complete specific tasks

Know the definition of a system

Prepare, assess, and apply knowledge and skills to manage a project

Solve problems using a blend of mechanical and programming skills

Maintain and use materials and equipment in a safe and respectful manner

The robotics classes have led interested students into the Mount Baker Robotics Club which has won one national and four provincial medals in the last 4 years.

Marks:

60% completion of class assignments (all work must be demonstrated for full credit).

30% Unit or Chapter tests and projects (all work must be demonstrated for full credit).

10% Shop safety and practices

Board/Authority Authorized Course Form
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- learning outcomes are assessable and observable and can be understood by students and parents
- instructional component clarifies learning outcomes and provides a range of pedagogical opportunities
- assessment component provides formative and summative opportunities to assess student achievement
- learning resources are age appropriate, support learning outcomes and diversity of learning rates and styles.

Full Course Name Robotics 12 Grade 12 Choose...
School District Choose... SD 5
Independent School _____ Number _____
District Superintendent/Independent School Principal _____
Signature _____ Date _____

PART B: BAA COURSE AUTHORIZATION STATEMENT

To be completed by Board/Authority Chair or Designate

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I declare that this BAA course is approved by the Board/Authority.

Board/Authority Chair or Designate

Signature _____ Date _____

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

PART C: FOR INDEPENDENT SCHOOLS ONLY: BAA INSPECTOR CONFIRMATION

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Inspector of Independent Schools or Designate

Signature _____ Date _____

(Educational Standards Order, M41/91, s. 5(2)(c))

Robotics 12

Course Outline

Teacher: B Walker (Tel. 426 5241 ext, 662)

Robotics Level 2 (YIA-2A)

Prerequisite: Robotics Level 1

This course builds on the skills and knowledge gained in Robotics Level 1 and enables students to build more complex robotics systems. Because students will be expected to work somewhat independently, a certain degree of self-direction is necessary for success in this course. Along with the Mindstorms robotic sets, students will be given the opportunity to build robots using the Vex robotics systems.

Robotics 12 students will be given more complex problems to solve. They will need to write more complex programs. The robots will require multiple sensors in order to function. There is a big emphasis on problem solving. Grade 12 students may be asked to be team leaders and oversee robotic projects. Students will be expected to mentor grade 11 robotics students.

Learning Outcomes

It is expected that students will:

- Design, build and program complex robots to complete specific tasks
- Identify, read and design complex systems
- Prepare, assess, and coordinate knowledge and skills to manage projects
- Solve problems using a blend of mechanical and programming skills
- Cooperate and collaborate to complete projects
- Maintain and use materials and equipment in a safe and respectful manner

Marks:

- 60% completion of class assignments (all work must be demonstrated for full credit).
- 30% Unit or Chapter tests and projects (all work must be demonstrated for full credit).
- 10% Shop safety and practices

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- learning resources are age appropriate, support learning outcomes and diversity of learning rates and styles.

Full Course Name

Astronomy [YPLS-1A]

Grade **11** Choose...

School District Choose...

Independent School

Number

District Superintendent/Independent School Principal

Signature _____

Date

PART B: BAA COURSE AUTHORIZATION STATEMENT

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I declare that this BAA course is approved by the Board/Authority.

Board/Authority Chair or Designate

Signature _____

Date

(Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

PART C: FOR INDEPENDENT SCHOOLS ONLY: BAA INSPECTOR CONFIRMATION

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Inspector of Independent Schools or Designate

Signature _____

Date

(Educational Standards Order, M41/91, s. 5(2)(c))

COURSE OUTLINE

I. Introduction (2-3 weeks)

a. Scale

- i. Our place in the universe, cosmic address
- ii. Distance measurements
- iii. Scientific notation

b. Light

- i. Speed of light
- ii. Types of electromagnetic radiation
- iii. Doppler effect, red and blue shift
- iv. Wavelength and frequency relationship
- v. Difference between flux, luminosity and brightness
- vi. Types of spectra

II. Cosmology (3 weeks)

a. Composition of the universe

- i. Dark matter, light matter, dark energy, gravity
- ii. Elements

b. Structure of the universe

- i. Big Bang
- ii. Geometry (open, closed, flat)
- iii. Filaments, voids, superclusters, Great Attractor

c. Expansion of the universe

- i. Hubble's Law
- ii. CMBR
- iii. Red Shift

d. End of the universe

- i. Critical density

e. Theories

- i. Multiple dimensions
- ii. Branes
- iii. Strings

f. Performance assessment: model of the universe

III. Galaxies (2 weeks)

a. Milky Way

- i. Our location
- ii. Number of arms
- ii. Collision with Andromeda
- b. Structure**
 - i. Disk, nucleus, halo, etc.
- c. Classification**
 - i. Hubble's Scheme
 - ii. Relative ages
 - iii. Locations of galaxies on filaments and superclusters

IV. Stars (2-3 weeks)

- a. Structure of stars**
 - i. Layers
 - ii. Fusion
- b. Characteristics as data**
 - i. Color
 - ii. Temperature
 - iii. Magnitude
 - iv. Stage/age
- c. Evolution**
 - i. HR Diagram
 - ii. Low mass stars
 - iii. High mass stars

V. Solar System (2 weeks)

- a. Formation**
 - i. Nebular theory
 - ii. Gravity, mass/weight/distance
- b. Structure**
 - i. Sun
 - ii. Terrestrial planets
 - iii. Jovian planets
 - iv. Dwarf planets
 - v. Kuiper Belt
 - vi. Oort Cloud
 - vii. Heliosphere, heliopause
- c. Exploration**

VI. Astrobiology (2 weeks)

- a. Characteristics of Life**
 - i. 6 traits
 - ii. Extremophiles

- iii. Silicon based life
- b. Search for life in solar system**
 - i. Moons and planets that are suitable for life
- c. Search for life outside of solar system**
 - i. SETI
 - ii. Exoplanets

VII. Observational Astronomy Menu (2 weeks)

a. Required

- i. Using a starfinder
- ii. Circumpolar constellations
- iii. Precession and astrology
- iv. Rotation and revolution of the earth

b. Optional

- i. Absolute and apparent magnitude systems
- ii. Celestial sphere
- iii. Movements of planets in the sky, retrograde and prograde
- iv. Light pollution

REQUIRED MATERIALS

Bring these to class everyday

- 3 ring binder or folder specifically for this class
- Pencil and dark colored pen
- Loose leaf paper, calculator, colored pencils
- Jeffco Public Library card
- Recommended: ruler, glue stick, markers

We do not use a textbook for this class since the science of astronomy is continuously updated with new research and discoveries. To stay current on new information, required readings will come from a variety of online content. Below are links to some online astronomy texts. Use these as extra resources if you need further explanation or want to learn more about a topic we study

in class.

Astronomy Notes

Seligman's Online Astronomy Text

Astronomy Wikibook

CLASSROOM RULES

1. You may engage in behaviors that do not create problems for you or anyone else.
2. If you find yourself with a problem, you may solve it by any means that does not cause a problem for anyone else.

ATTENDANCE & ASSIGNMENTS

- Many of the assignments we do are considered “practice”...which is necessary for you to learn the material and do well on the assessments. Assignments will be checked off, graded or not graded.
- Your presence in this class is critical for your success. For excused absences, the district attendance policy (two days allowed for makeup work for each day of absence) will be followed.
- It is your responsibility to check what was missed after an absence using the class website. You may download work from the class website or retrieved from the file cabinet in the classroom.
- Late work will be accepted, with reduced value, until the unit test. All late work will require the student to pass a verbal quiz during Resource to earn points. If an emergency

arises, please communicate with me so that we may make arrangements for your assignments.

EVALUATION

It is the student's responsibility to keep up with assigned work.

Approximate point values (exact point values will be announced in class)

Assignments = 10 pts

Projects = 20-50 pts

Approximate final course grade breakdown

40% = Participation (includes video notes)

60% = Content Knowledge

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- assessment component provides formative and summative opportunities to assess student achievement
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Full Course Name Yearbook 10

Grade 10 Choose...

School District Choose...

Independent School

Number

District Superintendent/Independent School Principal

Signature _____

Date

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Board/Authority Chair or Designate

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Date

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PART C: FOR INDEPENDENT SCHOOLS ONLY: BAA INSPECTOR CONFIRMATION

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*.

Inspector of Independent Schools or Designate

Signature _____

Date

(Educational Standards Order, M41/91, s. 5(2)(c))

BAA [Yearbook 11] Framework

District Name: Southeast Kootenay

District Number: 5

Developed by: Regional Team: Christie Johnson, MBSS

Date Developed: December 14th, 2004

School Name: Mount Baker Secondary

Principal's Name: Darrell Goss

Board/Authority Approval Date: May, 2005

Board/Authority Signature: 

Course Name: Yearbook

Grade Level of Course: 11

Number of Course Credits: 4 credits

Number of Hours of Instruction: 120 hours

Recommended Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Course Synopsis: This 4-credit course is available to students in grades 11 or 12. Students are responsible for the layout and production of the school yearbook. Students may be assigned to work in the areas of digital photography, still photography, writing and editing, page layout, advertising and/or distribution. The yearbook is produced using a desktop publishing program (*Adobe Pagemaker 7.0*) in cooperation with a Canadian publisher.

- Rationale:** The Yearbook 11 course will:
- a. enable students to explore the use of digital photography, graphic design and as a medium to self-expression and collaborative efforts
 - b. enable students to demonstrate how effective photography and graphic design effectively communicates to people and/or evoke emotion
 - c. expose students to and give responsibility to students to meet real world deadlines for completing work for publication and presentations
 - d. give students the basic practical and theoretical tools to help students achieve four of the six areas needed to demonstrate in their graduation portfolio
 - Art and design (1.1, 1.2, 1.3, 1.4)
 - Community involvement and social responsibility (2.2, 2.4)
 - Information technology (5.1, 5.2, 5.3, 5.4)
 - Employability skills (4.2, 4.3, 4.4)

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Introduction – Yearbook Theory	
Unit 2	Layout Principles and Utilization of Desktop Publishing	
Unit 3	Photography	
Unit 4	Journalism	
Unit 5	Advertising and Marketing	
Unit 6	Book Construction - Working with a Publisher	
Total Hours		

Unit/Topic/Module Descriptions:

Unit 1: Introduction – Yearbook Theory

It is expected that the student(s) will:

- a. Understand the purpose of creating a school yearbook
- b. Understand the key elements of what a yearbook theme is
- c. Display their concept of theme for the current year's yearbook
- d. Understanding yearbook terminology
- e. Develop skills with information technology

Unit 2: Layout Principles and Utilization of Desktop Publishing

It is expected that the student(s) will:

- a. Understand the basic principles of layout and design
- b. Demonstrate competency and familiarity with Desktop Publishing Program
- c. Create a dummy double page spread demonstrating the principles of layout and design
- d. Explore artistic features of Desktop Publishing Programs

Unit 3: Photography

It is expected that the student(s) will:

- a. Understand the basic operation of a SLR and digital camera
- b. Demonstrate artistic photography techniques
- c. Demonstrate skill in a variety of photo subject environments
- d. Demonstrate proficiency with scanners and digital enhancement and manipulation

Unit 4: Journalism

It is expected that the student(s) will:

- a. Understands copyright, libel, and defamation
- b. Show awareness of a journalistic writing style
- c. Demonstrates effective interviewing skills
- d. Demonstrate proper copy writing technique
- e. Displays editing skills

Unit 5: Advertising and Marketing

It is expected that the student(s) will:

- a. Demonstrate understanding the principles of customer relations, sales and marketing skills
- b. Display proper etiquette, ethics, and perseverance in pursuing advertising dollars in the business community
- c. Demonstrate advertisement design and layout
- d. Maintain accounting records for revenue and sales

Unit 6: Book Construction - Working with a Publisher

It is expected that the student(s) will:

- a. Understand the importance of meeting deadlines
- b. Ensure that technical requirements have been met for plant-processing
- c. Assign and accept responsibility for different components of the publishing process

Instructional Component:

- Direct Instruction:** Instructor will use hand-held equipment, computer technology and software, digital projector screen and other resources to assist instruction.
- Peer Instruction:** Students learn from partner(s) how to solve theoretical and practical problems while working on their page layouts.
- Peer Analysis:** Students will edit and critique their peers on technical and aesthetic qualities in their work.
- Self Analysis:** Students will evaluate their own projects based on criterion referencing ie performance rubrics and on-going journal entries

Assessment Component:

Assessment will be based on criterion referencing rubrics for each project to ensure students are meeting the minimum learning outcomes prescribed for the course. Students will also complete checklists for peer and self-assessments/editing with room for comments.

Learning Resources:

Yearbook Publisher and Representative
Technical Support
Industry reference material
Manuals for equipment and software

Yearbooks created by other schools
Yearly evaluation of yearbooks
Yearbook workshops
Teacher created resources
Websites

Additional Information:

BAA [Yearbook 12] Framework

District Name: Southeast Kootenay

District Number: 5

Developed by: Regional Team

Date Developed: December 14th, 2004

School Name: Mt. Baker Secondary

Principal's Name: Darrell Goss

Board/Authority Approval Date: May, 2005

Board/Authority Signature: 

Course Name: Yearbook

Grade Level of Course: 12

Number of Course Credits: 4 credits

Number of Hours of Instruction: 120 hours

Recommended Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Course Synopsis: This 4-credit course is available to students in grade 12. Students are responsible for the mentoring of Yearbook 10 and 11 students with regards to layout and production of the school yearbook. Students will take on a leadership role and editorial responsibilities. Students may be assigned to assist in the management of the following: digital photography, still photography, writing and editing, page layout, advertising and/or sales. The yearbook is produced using a desktop publishing program (*Adobe Pagemaker 7.0*) in cooperation with a Canadian publisher.

Rationale:

The Yearbook 12 course will:

- a. enable students to explore the advanced use of digital photography, graphic design as a medium to self-expression and collaborative efforts
- b. enable students to develop leadership skills through senior editor roles on the yearbook staff
- c. enable students to assume the role of various editorial positions (copy, photography, marketing, layout) within a yearbook staff
- d. enable students to take initiative and responsibility for meeting real world deadlines to complete work for publication and presentations
- e. give students the basic practical and theoretical tools to help students achieve four of the six areas needed to demonstrate in their graduation portfolio
 - Art and design (1.1, 1.2, 1.3, 1.4)
 - Community involvement and social responsibility (2.2, 2.4)
 - Information technology (5.1, 5.2, 5.3, 5.4)
 - Employability skills (4.2, 4.3, 4.4)

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Yearbook Theory, Layout and Desktop Publishing	
Unit 2	Photography	
Unit 3	Journalism	
Unit 4	Advertising and Marketing	
Unit 5	Book Construction - Working with a Publisher	
Total Hours		

Unit/Topic/Module Descriptions:**Unit 1: Yearbook Theory, Layout and Desktop Publishing**

It is expected that the student(s) will:

- a. Demonstrate an advanced understanding of yearbook terminology and theme development
- b. Demonstrate a mastery of using a Desktop Publishing Program
- c. Demonstrate advanced layout skills using Desktop Publishing Programs
- d. Assume the role of various editorial positions (copy, photography, marketing, layout)
- e. Understand and demonstrate competency in editorial and management positions within a yearbook staff

Unit 2: Photography

It is expected that the student(s) will:

- a. Demonstrate advanced operation of a SLR and digital camera
- b. Demonstrate advanced artistic photography techniques
- c. Demonstrate expertise in a variety of photo subject environments
- d. Demonstrate mastery with scanners and digital enhancement and manipulation
- e. Oversee, evaluate, and edit submitted materials

Unit 3: Journalism

It is expected that the student(s) will:

- a. Monitor copyright, libel, and defamation
- b. Proof submissions
- c. Edit proofs
- d. Ensure the editorial policy is maintained
- e. Provide a leadership role within the yearbook staff

Unit 4: Advertising and Marketing

It is expected that the student(s) will:

- a. Record and monitor advertising within a database
- b. Maintain accounting records for revenue and sales
- c. Mentor Yearbook staff in solicitation of sources of revenue
- d. Mentor Yearbook staff in organization of fundraising activities

Unit 5: Book Construction - Working with a Publisher

It is expected that the student(s) will:

- a. Take a leadership role in the monitoring and meeting of deadlines
- b. Assign and accept responsibility for a leadership role in the publishing process

Instructional Component:

- Direct Instruction:** Instructor will use hand-held equipment, computer technology and software, digital projector screen and other resources to assist instruction.
- Peer Instruction:** Students learn from partner(s) how to solve theoretical and practical problems while working on their yearbook projects.
- Peer Analysis:** Students will edit and critique their peers on technical and aesthetic qualities in their work.
- Self Analysis:** Students will evaluate their own projects based on criterion referencing ie performance rubrics and on-going journal entries

Assessment Component:

Assessment will be based on criterion referencing rubrics for each project to ensure students are meeting the minimum learning outcomes prescribed for the course. Students will also complete checklists for peer and self-assessments/editing with room for comments.

Learning Resources:

Yearbook Publisher and Representative
Technical Support
Industry reference material
Manuals for equipment and software
Yearbooks created by other schools
Yearly evaluation of yearbooks
Yearbook workshops

Teacher created resources
Websites

Additional Information:

Opportunity for Independent Directed Studies (IDS) credit is available to students who have shown exceptional levels of commitment to the learning outcomes of Yearbook 12.



NEWS RELEASE

For Immediate Release
2014JTST0028-000545
April 29, 2014

Ministry of Jobs, Tourism and Skills Training and
Responsible for Labour
Ministry of Advanced Education
Ministry of Education

B.C. launches Skills for Jobs Blueprint to re-engineer education and training

VICTORIA – The Government of British Columbia today unveiled a comprehensive strategy to re-engineer B.C.'s education and apprenticeship systems, entitled "B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training".

The announcement was made at the B.C. Parliament Buildings in a celebration that brought together students, educators and employers to profile skilled trades that will soon be in high demand.

British Columbia currently invests more than \$7.5 billion annually in education and training. Re-engineering B.C.'s education and training system means targeting more of these resources to meet labour market priorities. Beginning this fiscal year, over \$160 million will be allocated to re-engineering education and training in B.C. In four years, this will reach nearly \$400 million annually. And over the span of the Province's 10 Year Plan, this represents about \$3 billion redirected toward training for high-demand occupations.

B.C.'s Skills for Jobs Blueprint lays out a major shift to a data-driven system where training dollars and programs are targeted to jobs in demand. This system will also be outcome focused. Success will be measured and funding and programs adjusted as the economy evolves.

The Blueprint delivers on the throne-speech promise to give young people a seamless path from school through to the workplace. Anchored by a strong emphasis on labour needs throughout the province, including those of the liquefied natural gas (LNG) sector, B.C.'s Blueprint sets out three overarching objectives to maximize the potential of B.C.'s workforce:

1. A head-start to hands-on learning in our schools.
2. A shift in education and training to better match jobs in demand.
3. A stronger partnership with industry and labour to deliver training and apprenticeships.

These objectives are supported by key actions designed to put British Columbians first in line to fill the one million job openings expected by 2022. The plan also prioritizes the education and training needs of British Columbia's Aboriginal people with the goal of significantly increasing their participation in the workforce.

As part of the launch of B.C.'s Skills for Jobs Blueprint, government is also releasing the final results of the Industry Training Authority (ITA) review. The final report sets out a further 29 recommendations to strengthen B.C.'s trades training system and increase the number of apprentices and certified tradespeople in priority sectors like LNG.

B.C.'s Skills for Jobs Blueprint will be implemented in partnership with government, education, industry, labour and Aboriginal stakeholders throughout the province.

Quotes:

Shirley Bond, Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour –

“Our Blueprint is also our commitment – a commitment to re-engineer our apprenticeship system through a refocused ITA, to deliver the skilled workforce B.C.’s growing LNG and other sectors need, and to create the opportunity for long-term, well-paying jobs that strengthen our families and communities.”

Amrik Virk, Minister of Advanced Education –

“The shift aligning education and training to occupations that our economy needs is just one of the ways that our government is making sure that B.C. is ready and that our students and workers are first in line for B.C. jobs.”

“Transitioning from learning to earning is the goal for many students. We’re making sure this is a possibility by assisting students through the life cycle of their education and training.”

Peter Fassbender, Minister of Education –

“We want to give young British Columbians in our K-12 school system a head-start to hands-on learning. This includes giving students more hands-on learning experiences while in school and more apprenticeship opportunities in the workplace.”

“We’ll all benefit as more of today’s students pursue rewarding skilled trades and technology careers that will also help us better meet the labour needs of a growing and increasingly prosperous British Columbia.”

Rich Coleman, Deputy Premier and Minister of Natural Gas Development –

“We have an unprecedented opportunity to create jobs and economic growth by developing a liquefied natural gas export industry. We are taking action to ensure British Columbians have the skills they need to get jobs, while making sure industry has the workforce required to plan development without delay.”

John Rustad, Minister of Aboriginal Relations and Reconciliation –

“We want Aboriginal people to be part of the local, skilled labour force when it comes to filling the million job openings expected by 2022. B.C.’s Blueprint includes funding for community-based delivery of training to ensure that Aboriginal people are positioned to take advantage of those job openings.”

Quick Facts:

- By 2022, B.C. is expecting one million job openings in B.C created by retirements and our growing economy.
- More than 78% of jobs will require some form of post-secondary education, and 43% will need skilled trades and technical workers.

- Based on a scenario with five LNG plants constructed in B.C. between 2015 and 2024, the LNG sector has the potential for \$175 billion in industry investment over the next decade and up to 100,000 jobs (58,700 direct and indirect construction jobs, 23,800 permanent direct and indirect jobs for operations, and thousands more of induced jobs as a result of households having more income).
- At peak construction in 2018, the LNG sector will require 58,700 workers.

Learn More:

For more information on B.C.'s Skills for Jobs Blueprint, visit: www.workbc.ca/skills

To find out more about the ITA review, visit: www.gov.bc.ca/ITAreview

To find out more about the BC Jobs Plan, visit: www.bcjobsplan.ca

Media Contact:

Media Relations
Ministry of Jobs, Tourism and Skills Training
and Responsible for Labour
250 387-2799

Connect with the Province of B.C. at: www.gov.bc.ca/connect



BACKGROUND

For Immediate Release
2014JTST0028-000545
April 29, 2014

Ministry of Education

Giving students a head-start to hands-on learning

The Ministry of Education is committed to expanding choices and supports for students in our K-12 system because we know the better prepared they are, the more successful they will be in finding meaningful jobs and careers.

Our Blueprint for action includes:

- **Doubling the number of ACE-IT spaces to 5,000 over the next two years** will not only increase student choices but also encourage more students to pursue skills and trades training.
- **Expanding dual credits in our schools to get students trained quicker** so they can move into post-secondary studies or the workplace faster with the skills they need.
- **Reforming Grade 10-12 graduation requirements to allow personalized graduation plans** so students have more options and have the skills as well as knowledge they need to better find the right fit after high school.
- **Applied Skills Curriculum in grades K-9 should excite and prepare students** for the full range of career options they can pursue after school, with more information about skilled trades and improved school district capacity to support as well as deliver these programs.
- **More teachers qualified to teach skills foundation courses in high school** through innovative ways to encourage teachers to upgrade their existing skills.
- **Suggest making it faster and easier for qualified tradespeople** to earn teaching certificates so they can use their work experience and skills to improve school programs.
- **Increasing scholarships for skills training by 25%** to help students facing financial barriers to skills training.
- **Expand WorkBC website and web-tools to focus on youth**, including a dedicated section which will feature success stories to show how young people can overcome the challenges of finding work and achieving job satisfaction.
- **Providing students with the most current and accessible information** on waitlists and vacant seats available in post-secondary institutions for programs for high-demand jobs.
- **Informing students about the broadest range of career options** from professional and management to skilled and semi-skilled technicians and trades.
- **Informing and engaging parents, teachers and counselors** about training and labour market information so they can help students make the right career choices.
- **Involving education sector leaders in a skills outreach strategy**, which will include the work of the new Superintendent of Careers and Student Transitions to support and promote skills and trades in the B.C. school system.
- **Funding for apprenticeship trades ambassadors** who will promote trade careers and provide first-hand information and examples to students in various schools and

communities.

- **Encouraging partnerships between school districts and industry using** incentives and tool kits so they can create new programs for students to get into high-demand jobs.

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BACKGROUND

For Immediate Release
2014JTST0028-000545
April 29, 2014

Ministry of Advanced Education

B.C. to shift education and training to better align with B.C. jobs

Aligning funding to training for high-demand occupations:

Currently, about 10% of provincial operating grants provided to public post-secondary institutions are targeted for medicine, nursing and other health related programs. Government plans to target an additional \$40 million in 2014-15 of provincial operating grants to target high-demand occupations as well as programs for Aboriginal people, and programs for people with a disability.

By 2017-18, total targeted funding will be increased by \$270 million annually to about 25% of operating grants. Funding may be redirected if institutions are unable to provide seats in high-demand areas.

Supporting students to study for jobs our economy needs:

Student financial assistance grant programs worth an estimated \$40 million a year will be refocused to align with labour market priorities. A comprehensive suite of programs will target high-demand occupations by providing grants to encourage British Columbians to enrol in high-demand programs, complete their studies and work in under-served or designated communities.

The BC Access Grant for Labour Market Priorities will be expanded to provide up-front money to cover the costs of relocation for training and tools for students who enrol in targeted priority programs at specific public post-secondary institutions.

The BC Completion Grant will replace the Loan Reduction Program to better reflect the program's purpose of rewarding students who complete a year of study in a program of two years or longer, with a focus on programs that are in high demand.

The Loan Forgiveness Program will also be refocused to make sure that it aligns with jobs that meet our economy needs. The program currently forgives 100% of the B.C. portion of a student's loan over a three-year period when eligible graduates agree to work in an under-served or designated B.C. community.

Together, the BC Completion Grant, BC Access Grants and the BC Loan Forgiveness Programs will make it easier for students to get out of debt faster by reducing or forgiving their loans.

Increasing trades training seats:

Through the Ministry of Advanced Education, government is providing an additional \$6.6 million this year for critical trades seats – a 10% increase over the current Industry Training

Authority funding to public institutions. This funding will significantly reduce wait lists by adding spaces starting September 2014 for the jobs needed in our economy such as: heavy equipment operators, heavy-duty equipment mechanics and electricians.

Providing better information on training space availability:

The Ministry of Advanced Education will publish information online so students can see where training spaces are available rather than waiting for spaces to open up. Currently, high demand, particularly for foundation courses, at some institutions primarily in the Lower Mainland has resulted in lengthy wait lists while there are no wait lists at other institutions elsewhere in the province.

Investing in new and expanded trades training facilities and equipment:

Over the next three years, government will invest \$185 million in trades and skills infrastructure and equipment projects. This includes a number of projects underway including the new Centre for Trades Education and Innovation at Camosun College and the trades expansion and renewal project at Okanagan College. A number of new capital projects throughout the province will be announced in the coming months.

Connecting Aboriginal people with post-secondary education and skills training:

Community-based skills training will focus on building partnerships between Aboriginal communities and public post-secondary institutions to increase access to employment-related training and education in Aboriginal communities. Funding will be available for programs to provide Aboriginal community members with post-secondary education and training in their communities that will lead to employment; support Aboriginal community needs and priorities, including responding to new economic opportunities and industry needs for a local skilled labour force; and provide recognized credentials or credits that are portable or transferable.

Supporting persons with disabilities to access trades and technical training:

Persons with disabilities may encounter unique challenges in accessing technical and trades training. Public post-secondary institutions will receive funding to pilot training and initiatives that can increase the success of persons with disabilities in programs with a high labour market demand.

Media Contact:

Media Relations
Ministry of Jobs, Tourism and Skills Training
and Responsible for Labour
250 387-2799

Connect with the Province of B.C. at: www.gov.bc.ca/connect

TRUSTEE ELECTION BYLAW 2011

**BOARD OF EDUCATION
OF
SCHOOL DISTRICT NO. 5 (SOUTHEAST KOOTENAY)**

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

Preamble

Under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 5 (Southeast Kootenay) trustee elections are held in the following trustee electoral areas:

<u>Trustee Electoral Area</u>	<u># of Trustees</u>	<u>Trustee Electoral Area Description</u>
Trustee Electoral Area 1	1	The Corporation of the City of Fernie
Trustee Electoral Area 2	1	District of Sparwood
Trustee Electoral Area 3	1	District of Elkford
Trustee Electoral Area 4 (Electoral Area B of the RDEK)	1	Regional District of East Kootenay
Trustee Electoral Area 5 (Corporation of the City of Cranbrook and Electoral Area C of the RDEK)	5	The Corporation of the City of Cranbrook and the Regional District of East Kootenay

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

[References: School Act, s.37, s.38(4)]

The Board of Education, in an open meeting of the Board, enacts as follows:

1. Definitions

The terms used shall have the meanings assigned by the *School Act* and the *Local Government Act*, except as the context indicates otherwise.

'Board or Board of Education' means the Board of Education of School District No. 5 (Southeast Kootenay).

'By-election' means a trustee election to fill a vacancy on the school board.

'Election' means a trustee election.

'General Voting Day' means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

'Minister' means the Minister of Education.

'Regional District' means the Regional District of East Kootenay.

2. **Application**

This bylaw applies to both general elections and by-elections, except as otherwise indicated.

3. **Order of Names on Ballot**

The order of names of candidates on the ballot will be alphabetical.

[References: School Act s. 46(4), Local Government Act s. 107]

4. **Resolution of Tie Votes After Judicial Recount**

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

5. **Number of Nominators Required**

As per Section 71(1)(a) of the *Local Government Act*, the minimum number of qualified nominators for a trustee candidate in School District No. 5 (Southeast Kootenay) is two.

6. **Website Access to Candidate Nomination Documents and Campaign Financing Disclosure Statements**

The Board of Education does not authorize the posting of nomination documents of trustee candidates on the website of School District No. 5 (Southeast Kootenay) or on any or all of the websites of the City of Fernie, the District of Sparwood, the District of Elkford, the Regional District of East Kootenay, and/or the City of Cranbrook.

The Board of Education does not authorize the posting of trustee candidates' campaign financing disclosure statements and declarations and supplementary statements and declarations on the website of School District No. 5 (Southeast Kootenay) or on any or all of the websites of the City of Fernie, the District of Sparwood, the District of Elkford, the Regional District of East Kootenay, and/or the City of Cranbrook.

7. **Trustee Elections Conducted by Local Governments**

7.1 For a trustee election conducted by a local government (the City of Fernie, the District of Sparwood, the District of Elkford, the Regional District of East Kootenay and/or the City of Cranbrook) as part of a general election under an agreement with the Board of Education as authorized by the *School Act*, the elections bylaw of the local government, as amended from time to time, applies to the trustee election, except as otherwise provided in sections 3 through 6 of the bylaw and Section 45 (8) of the *School Act*.

7.2 Section 7.1 also applies where a local government (the City of Fernie, the District of Sparwood, the District of Elkford, the Regional District of East Kootenay and/or the City of Cranbrook) is conducting a trustee election other than as part of a general trustee election under an agreement with the Board of Education and the agreement provides that the local government bylaws apply to the elections.

[References: School Act s. 37(1), s. 38(4)-(5), s. 45(8)-(10), s. 46(4)]

8. **Title**

This bylaw may be cited as 'School District No. 5 (Southeast Kootenay) Trustee Election Bylaw 2011'.

Read a first time the 14th day of June, 2011

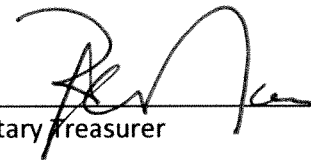
Read a second time the 14th day of June, 2011

Read a third time, passed and adopted the 14th day of June, 2011



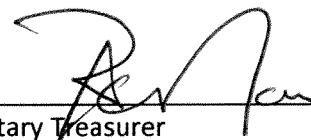
Chairperson of the Board

Corporate Seal



Secretary/Treasurer

I hereby certify this to be a true and original copy of School District No. 5 (Southeast Kootenay) Trustee Elections Bylaw adopted by the Board on the 14th day of June, 2011.



Secretary/Treasurer