

REGULAR PUBLIC BOARD MEETING – AGENDA

Tuesday, March 20, 2018

7 pm

PUBLIC BOARD MEETING

A. Call To Order

The Board of Education acknowledges that we are on the traditional territories of the K'omoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

1. **Assistant Superintendent Tom Demeo to be sworn in as Acting Secretary Treasurer for the regular public Board meeting, March 20, 2018**

Recommendation:

THAT Assistant Superintendent Tom Demeo be sworn in as Acting Secretary Treasurer for the regular public board meeting, March 20, 2018.

- B. **Adoption of Agenda**
Circulated earlier in draft form for Board approval.

Recommendation:

THAT the Board of Education adopt the March 20, 2018 Public Board Meeting Agenda.

Or:

THAT the Board of Education waive the 48-hour notice period required under the Procedural Bylaw in order to consider additions to the Agenda, and adopt the Agenda as amended, the amendments to consist of ...

- C. **Board Meeting Minutes**

- Page 5
1. **Adoption of the Regular Public Board Meeting Minutes – Tuesday, February 27, 2018**

Recommendation:

THAT the Board of Education adopt the Board Meeting Minutes of February 27, 2018 as circulated earlier for Board approval.

- D. **Report on In-Camera Meeting**

In-Camera Minutes of January 23, 2018

School Act Section 72 (3) In-Camera Meeting Record

- Finance
- Facilities and Properties
- Board Business

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E. **Old Business**

F. **Presentation or Delegation**

1. **Food Systems Education in the Comox Valley**

Maurita Prato, Executive Director, LUSH and Coordinator of the Vanier School Gardens; Arzeena Hamir, President, Mid Island Farmers Institute and Heidi Jungwirth, Teacher, Courtenay Elementary School

10 minutes

G. **Education Committee Meeting**

Committee Chair: Ian Hargreaves

Page 11 Minutes of Tuesday, March 13, 2018 Education Committee Meeting provided for Board information.

1. **Next Meeting:**

Date: Tuesday, April 10, 2018

Time: 6:30 pm

Location: Royston Elementary School

H. **Strategic Direction**

1. **Superintendent's Report**, Dean Lindquist

Page 12 a) **District News**

b) **District Blog**, Mary Lee, Communications Consultant

c) **Volunteer Recognition Banquet**

Wednesday, April 11, 2018

Florence Filberg Centre (Upper Hall)

5:30 pm to 7 pm

Board Information

Page 14 d) **Cross Boundary Information (Elementary + Lake Trail + Cumberland Community Schools)**, Briefing Note

Recommendation:

THAT the Board of Education direct administration to organize and facilitate a board-led consultation about cross-boundary benefits and barriers.

2. **Assistant Superintendent**, Tom Demeo

a) **2018/19, 2019/20 and 2020/21 School Calendars**, Verbal Update

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b) **Student Roundtables**

Board Information

3. **Acting Secretary Treasurer, Sheldon Lee**

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a) **Budget Timeline, Briefing Note**

Board Information

4. **Human Resources Report, Lynda-Marie Handfield, Director**

a) **Work 2 Wellness FUN-Raiser Event, Friday, March 9, 2018**

Page 19

b) **Retirements and Resignations**

Note: All retirees will be acknowledged at the District Retirement and Long Service Celebration:

DATE: Wednesday, June 20, 2018

TIME: 6:30 pm to 9:30 pm

LOCATION: Florence Filberg (Main Hall)

I. **Board Committee Reports**

A. **Facilities and Properties Committee**

Committee Chair: Ian Hargreaves

1. **Long Range Facilities Plan Community Information Sessions, Verbal Report, Ian Hargreaves, Board Vice-Chair/Committee Chair**

Board Information

B. **Policy Committee Meeting**

Committee Chair: Tom Weber

Page 20 Minutes of Wednesday, March 14, 2018 Policy Committee Meeting provided for Board information.

Page 45 1. **Policy 4-6 – Community Education and Community Schools Policy**

Recommendation:

THAT the Board of Education approve Policy 4-6: Community Education and Community Schools Policy.

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Recommendation:

THAT the Board of Education receive the Policy Committee Report.

J. Board Business / Correspondence

- Page 48** 1. **K-12 Regular Enrolment Audit**, Briefing Note, Dean Lindquist, Superintendent of Schools

Recommendation:

THAT the Board of Education bring forward a late motion to the BC School Trustees Association (BCSTA) AGM addressing their concerns regarding the K-12 Regular Enrolment Audit.

Recommendation:

THAT the Board Chair, Vice-Chair and Superintendent of Schools schedule a meeting with the Minister of Education to address concerns regarding the K-12 Regular Enrolment Audit of the district.

- Page 50** 2. **Meeting with Finance Minister Carole James**, Briefing Note, Ian Hargreaves, Board Vice-Chair / BCSTA Trustee Representative

Board Information

- Page 52** 3. **Vancouver Island School Trustees Association (VISTA) Spring Conference Report**, March 2-3, 2018, Ian Hargreaves, Board Vice-Chair

Board Information

4. **Funding Review**, Verbal Update, Janice Caton, Board Chair and Dean Lindquist, Superintendent of Schools

Board Information

- Page 54** 5. **Correspondence: Mark R. Isfeld Secondary School Salad Bar Program**

Board Information

K. Public Question Period

L. Adjournment

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7 pm

PUBLIC BOARD MEETING

A. Call To Order – 7 pm

The Board of Education acknowledges that we are on the traditional territories of the K'omoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

Present:

Trustees

Janice Caton, Board Chair
Ian Hargreaves, Vice-Chair
Sheila McDonnell
Vickey Brown
Peter Coleman
Tom Weber

Staff

Dean Lindquist, Superintendent of Schools
Tom Demeo, Assistant Superintendent
Sheldon Lee, Acting Secretary Treasurer
Candice Hilton, Director of Finance
Geoff Manning, Director of Instructional Services K-12
Esther Shatz, Director of Instruction (Student Services)
Ian Heselgrave, Director of Operations
Paul Berry, Director of Instruction (Health and Safety)
Josh Porter, Director, Information Technology
Debbie Page, Recording Secretary

Regrets:

Clifford Bold

Lynda-Marie Handfield

B. Adoption of Agenda

Circulated earlier in draft form for Board approval.

Recommendation:

THAT the Board of Education waive the 48-hour notice period required under the Procedural Bylaw in order to consider additions to the Agenda, and adopt the Agenda as amended, the amendments to consist of ...

F. Presentation / Delegation:

Mark R. Isfeld Secondary School Interact Club delegation moved to start of the public meeting.

CARRIED

C. Board Meeting Minutes

1. Adoption of the Regular Public Board Meeting Minutes – Tuesday, January 23, 2018

Recommendation:

THAT the Board of Education adopt the Board Meeting Minutes of January 23, 2018 as circulated earlier for Board approval.

CARRIED

REGULAR PUBLIC BOARD MEETING – Minutes

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7 pm

D. Report on In-Camera Meeting

In-Camera Minutes of January 23, 2018

School Act Section 72 (3) In-Camera Meeting Record

- Finance
- Facilities and Properties
- Board Business

E. Old Business

1. West Courtenay Schools Space Requirements Update, Briefing Note, Dean Lindquist, Superintendent of Schools

Recommendation:

THAT the Board of Education direct administration to continue with the implementation of Option 3 in West Courtenay schools and attendance areas through the 2019/20 school year.

CARRIED

F. Presentation or Delegation

Note: Moved to start of public meeting

1. Mark R. Isfeld Secondary School Interact Club

Kalyssa Heinrich, Gr. 12 student, Mark R. Isfeld Secondary School / Interact Club Class President

- Every year Rotary sponsors a video contest for Interact Clubs around the world – with a goal to inspire others to take action.
- For the 9th annual competition – the theme was: “People of Action”
- Entries were submitted by 140 Interact Clubs from 28 countries, including Mark R. Isfeld’s Interact Club video submission (produced, filmed and edited entirely by students).
- The Isfeld Interact Club won the competition due to their “creativity, teamwork and dedication to changing the world”.
- The Club will receive a \$1,000 donation that will be used to support one of their service projects.
- The Interact Club will be holding a Fund-Raising Gala Dinner w/Entertainment/Silent Auction – Thursday, March 8, 2018; Tickets \$25/Adults (available at Mark R. Isfeld School)
- The video entry can be viewed on the following link:

<https://www.youtube.com/watch?v=Bz38XGvBvg0&feature=youtu.be>

G. Education Committee Meeting

Committee Chair: Ian Hargreaves

Minutes of Tuesday, February 13, 2018 Education Committee Meeting provided for Board information.

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1. **Next Meeting:**
Date: Tuesday, March 13, 2018
Time: 6:30 pm
Location: Navigate / NIDES

H. Strategic Direction

1. **Superintendent's Report**, Dean Lindquist

a) District News

- Deans of Education Meeting re: Aboriginal Education/Indigenous Programs.
- *AA Basketball* – Highland – 5th place; *AAA Basketball* – Mark R. Isfeld – won the Island Championship; Vanier – 3rd place – both teams will now go to the provincial championships. Congratulations to all the participants.

March Calendar:

- **Long Range Facilities Plan – Public Information Sessions:**
 - Tuesday, March 6, 2018; 6 pm to 8 pm; Lake Trail School; Drama Room
 - Wednesday, March 7, 2018; 6 pm to 8 pm; Mark R. Isfeld Secondary School; Multi-Purpose Room
- **Regular Public Board Meeting** – Due to Spring Break Closure: Monday, March 26 to Friday, April 6, 2018 (inclusive) the Board of Education will hold its regularly scheduled public meeting: Tuesday, March 20, 2018
- **Stand Up Against Bullying – T-Shirt Day** ---
Wednesday, February 28, 2018
- **Raising Digitally Responsible Youth** – Parents of school-aged children are invited to attend a presentation: Thursday, March 8, 2018; 7 pm to 9 pm; Mark R. Isfeld Secondary School, Multi-Purpose Room – more information: www.sd71.bc.ca.
- **12 Schools Participated in the 5th Annual District Spelling Bee** – thank you to Brooklyn Elementary School for hosting the event, February 13, 2018.
- Congratulations to Will Thompson, Highland Secondary School -- 1st place at the Victoria FilmCAN competition for his short film: **Change**
<https://vimeo.com/groups/filmcan/> .

b) Protocol Presentation, Paul Berry, Director of Instruction, Health and Safety

Paul Berry reviewed the protocol / response of the active shooter incident, January 25, 2018. Paul recapped the timeline of events / debrief, looking at what worked (5 years of Hour Zero; threat assessment; RCMP – Safe Schools Plan, 7 years experience; and cooperation, to the best possible effect);

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What to continue to work on: communication – creating a more robust social media platform – that is pushed out from the district.

DPAC hosted an Emergency Procedures Information Session, February 22, 2018. The video, “Hour Zero School Emergency Program” slides and supporting discussion from Paul Berry is available: <https://www.facebook.com/Hour-Zero-School-Emergency-Program-99499184935/?fref=mentions>

More information on SD 71 emergency procedures is available on the school district website at: <http://www.sd71.bc.ca/parents/Pages/default.aspx>

c) **Graduation Rates**, Geoff Manning, Director of Instructional Services K-12

The Ministry of Education has a new website that looks at school district grad completion rates. The numbers for our district may not reflect an accurate graduation rate – due to DL students included in the overall numbers (many students take courses but do not graduate from our district.)

d) **Building Effective Communication in the Community**, Briefing Note, Mary Lee, Communications Consultant

Mary Lee spoke to the briefing note she provided for Board information.

e) **Chamber of Commerce Membership**, Briefing Note, Mary Lee, Communications Consultant

Mary Lee spoke to the briefing note she provided for Board information.

2. **Assistant Superintendent**, Tom Demeo

a) **2018/19, 2019/20 and 2020/21 School Calendars**, Briefing Note

Recommendation:

THAT the Board of Education accept the proposed changes to both the regular Calendar and Distributed Learning Calendar and post them on the district website for 30 days to serve as notification of said changes; AND THAT the 2019/20, 2020/21 calendars reflect the change of date of Family Day to the 3rd Monday in February. **CARRIED**

3. **Human Resources Report**, Lynda-Marie Handfield, Director

a) **Retirements**

Morris Shulman, Custodian, Arden Elementary School retired effective November 30, 2017 after 31 years of service with the district.

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b) Resignations

Lori Robillard, Administrative Assistant, Mark R. Isfeld Secondary School resigned effective February 15, 2018 after 5 years of service with the district.

Joanne Stanger, Sr. Administrative Assistant, Lake Trail School resigned effective February 27, 2018 after 3 years of service with the district.

i. Board Committee Reports

Finance Committee Meeting

Committee Chair: Peter Coleman

Minutes of Monday, February 19, 2018 Finance Committee Meeting provided for Board information.

Recommendation:

THAT the Board receive the Finance Committee Report.

CARRIED

Facilities and Properties Committee

Committee Chair: Ian Hargreaves

Minutes of Tuesday, February 20, 2018 Facilities and Properties Committee provided for Board information.

1. **Long Range Facilities Plan**, Presentation, Sheldon Lee, Acting Secretary Treasurer, Ian Heselgrave, Director of Operations and Keven Elder, Consultant

Sheldon Lee, Ian Heselgrave and Keven Elder presented the Long Range Facilities Plan for Board information.

2. **Statutory Right of Way (SRW) Town of Comox and Bylaw AGK-060586**, Sheldon Lee, Acting Secretary Treasurer

Recommendation:

THAT School District No. 71 (Comox Valley) Ecole Robb Road Right-of-Way Bylaw 2018 receive its first reading.

CARRIED

THAT School District No. 71 (Comox Valley) Ecole Robb Road Right-of-Way Bylaw 2018 receive its second reading.

CARRIED

THAT the Board unanimously agree to suspend the requirements of the School Act and Board's Procedural Bylaw 2017 to have the third reading of the Ecole Robb Road Right-of-Way Bylaw at a subsequent meeting.

CARRIED

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THAT School District No. 71 (Comox Valley) Ecole Robb Road Right-of-Way Bylaw 2018 receive its third and final reading. **CARRIED**

Recommendation:

THAT the Board receive the Facilities and Properties Committee Report. **CARRIED**

J. Board Business / Correspondence

1. **BC School Trustees Association (BCSTA) Provincial Council, February 16-17, 2018, Briefing Note, Ian Hargreaves, Board Vice-Chair / BCSTA Trustee Representative**

Board Information

2. **Ministry of Education Funding Model Review: Regional Trustee and Staff Working Session, Janice Caton, Board Chair**

Board information

K. Public Question Period

L. Adjournment – 8:45 pm

Education Committee Meeting—Minutes

Date: Tuesday, March 13, 2018

Location: Navigate/NIDES

Address: 2505 Smith Road, Courtenay, BC

6:30 pm

Members:

Committee Chair, Ian Hargreaves, Puntledge/Black Creek	✓
Board Chair, Janice Caton, City of Courtenay	✓
Trustee, Tom Weber, Lazo North	✓
Trustee, Sheila McDonnell, Baynes Sound (Denman/Hornby Islands)	✓
Trustee, Clifford Boldt, City of Courtenay	✓
Trustee, Peter Coleman, Town of Comox	✓
Trustee, Vickey Brown, Village of Cumberland	✓
Superintendent of Schools, Dean Lindquist	✓
Assistant Superintendent, Tom Demeo	✓
Director of Instructional Services (K-12) Geoff Manning	✓
Director of Instruction (Student Services) Esther Shatz	✓

AGENDA

Acknowledgements / Introductions

The Board of Education acknowledges that we are on the traditional territories of the K'omoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

1. Navigate / NIDES Report Marieke Haltkamp, Vice-Principal
& Dwayne Mills, Acting Vice-Principal
 - A NIDES evolution timeline was shared
 - An overview of all NIDES programs was shared and explained
 - Programs continue to grow locally, regionally and provincially
 - Working in collaboration with many BC Districts, focusing on implementing DL programs around the province
2. FAE Update Marieke Halkamp, Vice-Principal
 - Marieke gave an overview of the program
 - After the program review a key point was asked – No FAE program at the secondary level
 - A new FAE program brochure was presented
3. Heartwood Learning Update: Dwayne Mills, Acting Vice-Principal
 - Dwayne gave an overview of the program
 - Student enrollment is growing rapidly

Next Education Committee Meeting:

DATE: Tuesday, April 10, 2018

TIME: 6:30 pm

LOCATION: Royston Elementary School

School District No. 71 (Comox Valley)

Office of the Superintendent of Schools

District News

There are many, many things to celebrate daily in our schools. We encourage anyone with news to send items to debra.page@sd71.bc.ca so that monthly we can honour all that our schools do to support the community and world.



Begins on Monday, March 26, 2018 to Friday, April 6, 2018 (inclusive) – students return to school on Monday, April 9, 2018.

Skills Canada Regional Competition

G.P. Vanier, March 10, 2018

Students from the Comox Valley's three secondary schools were among 140 competitors taking part in a variety of skills competitions in the trades and technology fields.

Regional competitions allow students to showcase their talents in the skilled trades and technologies. Winners in each competition area are awarded gold, silver or bronze medals, with the majority of gold medal winners qualifying to compete in the annual provincial competition, taking place April 18, 2018 in Abbotsford, BC.



A list of medal recipients is available on the school district website: www.sd71.bc.ca.

Dean Lindquist, Superintendent of Schools



Comox Valley Regional Hospital Artwork by Queneesh Elementary School Students

K-7 students came together in a series of art making sessions facilitated by the Comox Valley Art Gallery Curatorial Staff to create artwork for the new Comox Valley Regional Hospital. 180 beautifully unique and colourful artworks are now on display in the hospital to offer hope and encouragement to all those in the hospital environment.

Jack's *Pi* Day Fundraiser 2018 – in numeric form *Pi* represents the ratio of the circumference of a circle to diameter. *Pi* is an irrational number that never ends... *Pi* Day is celebrated each year on March 14 or 3.14 – the first digits of *Pi*.

Congratulations to Mark R. Isfeld Secondary School student Jack Boan – Jack memorized 808 digits and raised \$1043.59 for YANA (*You Are Not Alone*). YANA offers support to families who need to leave the Comox Valley for the medical care of a child or pregnant mother.



School District No. 71 (Comox Valley)

Office of the Superintendent of Schools

607 Cumberland Road
Courtenay, B.C. V9N7G5
Fax (250) 334 4472
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Briefing Note – Cross-Boundary Information (Elementary + Lake Trail + Cumberland Community Schools)

March 20, 2018

Background

During the West Courtenay attendance area discussion in the spring of 2017, the board requested greater detail in the cross-boundary data for the district. The purpose of this briefing note is to bring this information to the board for two purposes – one being information for the board and the second to propose a recommendation to have a broader community discussion about the benefits and barriers of cross-boundary in exercising choice. This discussion would use AP6000 School Admission and School Choice as the conduit for the discussion.

This discussion is being proposed as the Choice Programs Program Review will begin in April. Through an early engagement opportunity, valuable information may benefit the work of the review and also enable the board to bring important information forward to the community.

In analyzing the data (included with this briefing) it illustrates that some schools are more effected than others by either inflow or outflow of students. For example, Arden has the greatest gain of 64 students, while Lake Trail has a reduction of 48 students. Note that this analysis does not provide the reasons for the inflow or outflow of students. To understand the full details in how cross-boundary requests are working for the board and community, a broader discussion should be enabled by the board.

Implications

Timing to conduct this work is very good as the district is about to begin its work on the Choice Program Review which will look at choice programs across the district. This review will also consider the cross-boundary procedure as part of its review.

The board can consider approaching the community discussion as an online survey and forum and or to hold an afternoon or evening consultation with interested community members. If a session is held, it is suggested that it be conducted prior to mid-May.

The consultation would consider policy elements from AP6000 and AP6000 MR1 as well as the application process to generate the discussion.

Recommendation

THAT the Board of Education direct administration to organize and facilitate a board-led consultation about cross-boundary benefits and barriers.

SD71 REVISED ENROLLMENT "IF NO CROSS BOUNDARY" - FOR 2017/18 REGULAR PROGRAM KINDERGARTEN TO GRADE 7

	KINDERGARTEN			GRADE 1			GRADE 2			GRADE 3			GRADE 4			GRADE 5			GRADE 6			GRADE 7			TOTAL					
	Current Enrollment	Net IN - OUT Flow	Revise Enrollment	Current Enrollment	Net IN - OUT Flow	Revise Enrollment	Current Enrollment	Net IN - OUT Flow	Revise Enrollment	Current Enrollment	Net IN - OUT Flow	Revise Enrollment	Current Enrollment	Net IN - OUT Flow	Revise Enrollment	Current Enrollment	Net IN - OUT Flow	Revise Enrollment	Current Enrollment	Net IN - OUT Flow	Revise Enrollment	Current Enrollment	Net IN - OUT Flow	Revise Enrollment	Current Enrollment	Net IN - OUT Flow	Revise Enrollment			
Airport	19	3	22	15	4	19	22	-1	21	17	2	19	0	19	14	11	25	17	10	27	139	33	172	17	10	27	33	172		
Arden	53	-12	41	60	-6	54	48	-15	33	54	-13	41	-4	44	52	-14	38	48	-4	44	0	0	0	0	0	0	0	0	315	251
Aspen	36	0	36	47	-8	39	25	3	28	41	-4	37	7	48	41	7	48	41	7	48	41	-1	40	60	-19	41	-23	341	318	
Brooklyn	25	2	27	38	-1	37	37	3	40	42	-1	41	-6	48	44	-6	38	39	-1	38	329	-18	311	39	-1	38	-18	329	311	
Courtenay	31	9	40	24	13	37	35	0	35	28	8	36	5	27	22	5	27	30	3	33	2	0	2	0	0	0	0	172	210	
Denman	10	-1	9	2	0	2	6	0	6	8	0	8	0	6	6	0	6	5	0	5	50	-1	49	5	0	5	-1	50	49	
Hornby	6	1	7	9	0	9	3	0	3	5	0	5	0	7	5	0	5	7	0	7	1	0	1	6	0	6	1	42	43	
Huband	57	-3	54	44	4	48	59	3	62	35	0	35	-4	35	39	-4	35	54	5	59	43	-7	36	48	-5	43	379	-7	372	
Miracle	32	0	32	29	-1	28	28	-2	26	26	4	30	-4	33	36	2	38	37	-4	33	26	4	30	20	1	21	234	4	238	
Puntledge Reg	16	0	16	26	-6	20	26	5	31	24	-4	20	1	30	26	7	33	29	1	30	0	0	0	0	0	0	0	147	3	150
Queneesh	62	-1	61	67	-6	61	64	6	70	45	4	49	6	56	50	6	55	50	6	56	49	1	50	49	5	54	439	17	456	
Robb Road		0	0	0	0	0		-4	-4		0	0	0	0		0	0		0	0		0	0	0	0	0	0	0	-4	-4
Royston	41	2	43	29	-2	27	39	5	44	33	1	34	2	36	34	-2	27	34	2	36	20	4	24		1	1	225	11	236	
Valley View	39	-3	36	50	3	53	35	-2	33	41	-2	39	-17	30	47	-17	38	51	-13	38	43	-6	37	43	-6	37	354	-38	316	
Cumberland	41	-1	40	48	-2	46	53	-4	49	50	2	52	-4	27	31	-4	31	31	-4	27	45	0	45	73	0	73	374	-11	363	
Lake Trail		3	3		8	8		1	1		3	3	9	9		7	7		9	9	86	7	93	74	10	84	160	48	208	
Other SD		1	1		0	0		2	2		0	0	2	2		2	2		2	2		0	0	0	4	4	0	11	11	
Total Inflows	468	0	468	488	0	488	480	0	480	449	0	449	0	465	465	0	465	486	0	486	430	0	430	434	0	434	3,700	0	3,700	

SD71 NET INFLOW MINUS OUTFLOW FOR 2017/18 - REGULAR PROGRAM KINDERGARTEN TO GRADE 7

	KINDERGARTEN			GRADE 1			GRADE 2			GRADE 3			GRADE 4			GRADE 5			GRADE 6			GRADE 7			TOTAL			
	Total In Flow	Total Out Flow	Net IN - OUT	Total In Flow	Total Out Flow	Net IN - OUT	Total In Flow	Total Out Flow	Net IN - OUT	Total In Flow	Total Out Flow	Net IN - OUT	Total In Flow	Total Out Flow	Net IN - OUT	Total In Flow	Total Out Flow	Net IN - OUT	Total In Flow	Total Out Flow	Net IN - OUT	Total In Flow	Total Out Flow	Net IN - OUT	Total In Flow	Total Out Flow	Net IN - OUT	
Airport	1	-4	-3	1	-5	-4	7	-6	1	1	-3	-2	-4	5	-9	-4	5	-5	0	2	-13	-11	4	-14	-10	26	-59	-33
Arden	14	-2	12	15	-9	6	21	-6	15	21	-8	13	14	21	-7	14	15	-11	4			0		0	107	-43	64	
Aspen	5	-5	0	11	-3	8	4	-7	-3	10	-6	4	1	9	-9	1	9	-16	-7	14	-13	1	27	-8	90	-67	23	
Brooklyn	3	-5	-2	5	-4	1	5	-8	-3	7	-6	1	8	15	-9	6	15	-9	6	13	-7	6	9	-8	71	-53	18	
Courtenay	3	-12	-9	3	-16	-13	8	-8	0	7	-15	-8	-5	9	-12	-3	9	-12	-3			0			38	-76	-38	
Denman	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Hornby	0	-1	-1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-1	-1
Huband	6	-3	3	4	-8	-4	1	-4	-3	4	-4	0	4	9	-5	4	5	-10	-5	11	-4	7	12	-7	52	-45	7	
Miracle	1	-1	0	2	-1	1	2	0	2	1	-5	-4	-2	5	-1	4	5	-1	4	1	-5	-4	3	-4	16	-20	-4	
Puntledge Reg	5	-5	0	14	-8	6	9	-14	-5	11	-7	4	-7	13	-14	-1	13	-14	-1			0			61	-64	-3	
Queeneesh	5	-4	1	9	-3	6	2	-8	-6	3	-7	-4	-2	2	-8	-6	2	-8	-6	4	-5	-1	6	-11	35	-52	-17	
Robb Road	0	0	0	0	0	0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	
Royston	0	-2	-2	5	-3	2	2	-7	-5	2	-3	-1	2	2	-4	-2	2	-4	-2	2	-6	-4	0	-1	16	-27	-11	
Valley View	6	-3	3	2	-5	-3	7	-5	2	8	-6	2	-2	18	-1	17	18	-1	17	17	-4	13	16	-10	80	-42	38	
Cumberland	2	-1	1	5	-3	2	8	-4	4	3	-5	-2	2	6	-2	4	6	-2	4	4	-4	0	3	-3	34	-23	11	
Lake Trail	0	-3	-3	0	-8	-8	0	-1	-1	0	-3	-3	-7	0	-9	-9	0	-9	-9	5	-12	-7	6	-16	11	-59	-48	
Other SD	0	-1	-1	0	0	0	0	-2	-2	0	0	0	-2	0	-2	-2	0	-2	-2	0	0	0	0	-4	0	-11	-11	
Total Inflows	52	-52	0	76	-76	0	80	-80	0	78	-78	0	93	-93	0	104	-104	0	73	-73	0	86	-86	0	642	-642	0	

School District No.71 (Comox Valley)



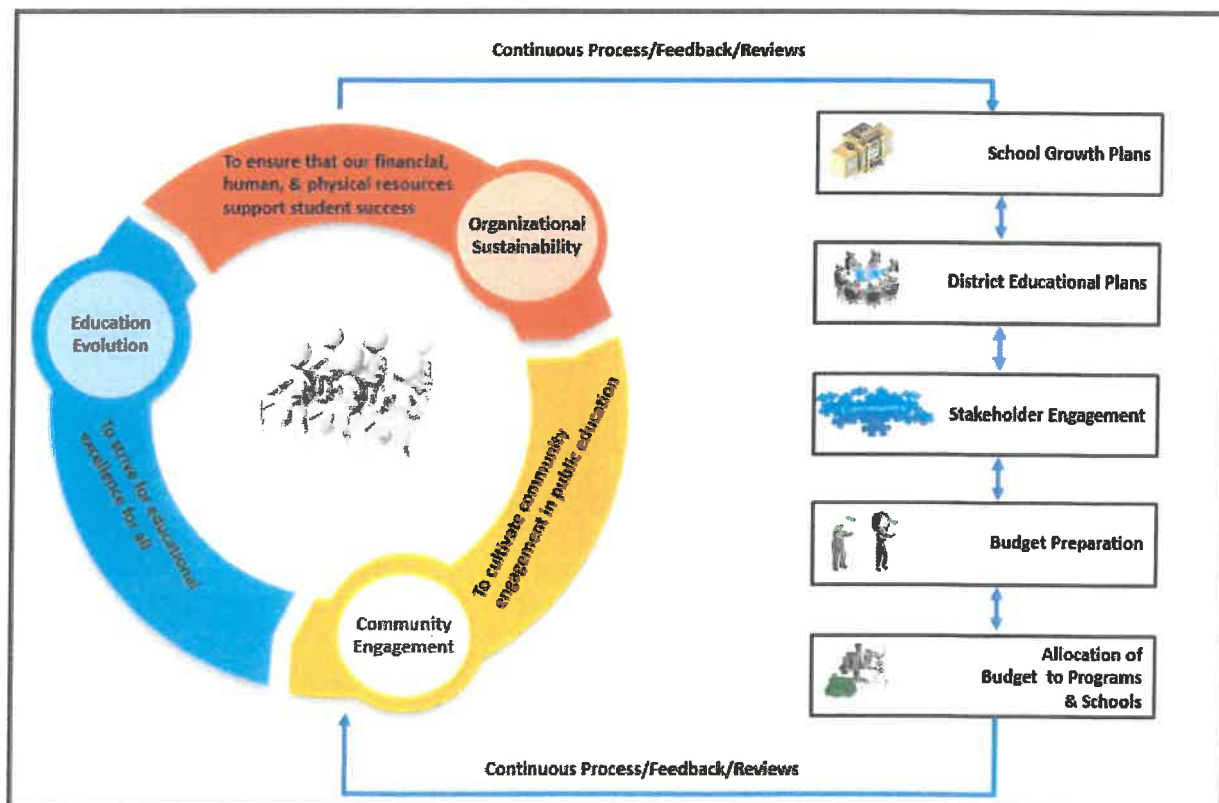
607 Cumberland Road
Courtenay, B.C., V9N 7G5
Fax: (250) 334-4472
Telephone: (250) 334-5521

Office of the Secretary Treasurer

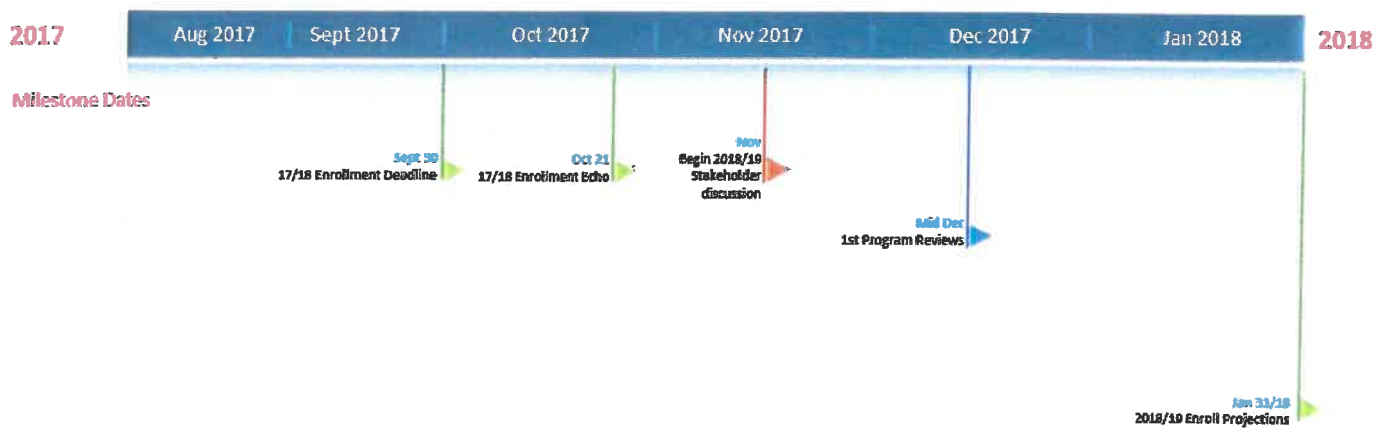
Date: March 13, 2018
To: Finance Committee for School District No.71 (Comox Valley)
From: Sheldon Lee, Acting Secretary Treasurer
Subject: **2018/19 Annual Budget Timelines**

1. Objectives

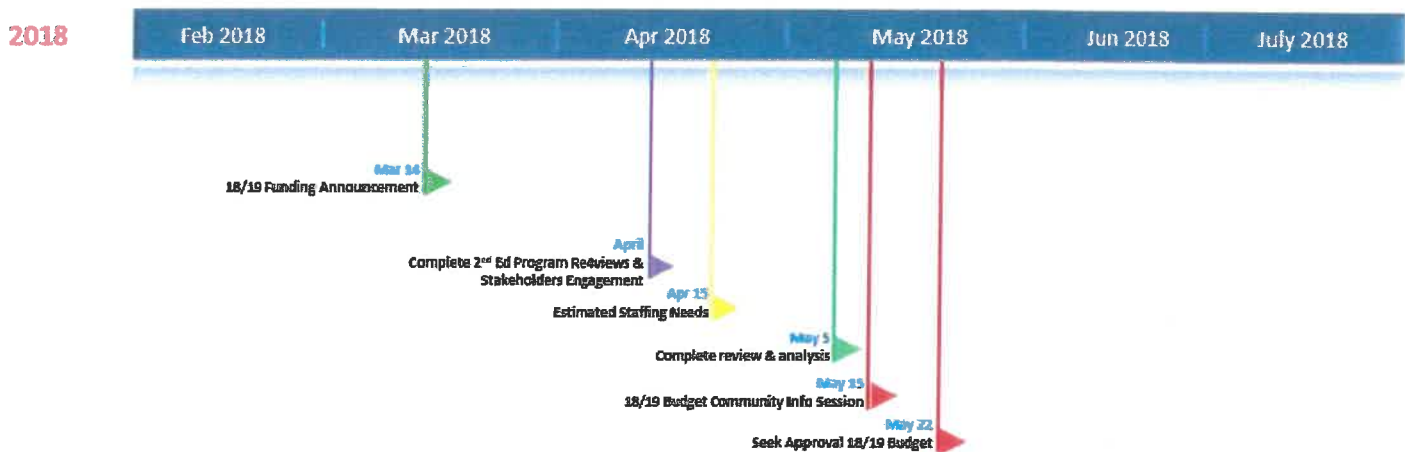
- To create a roadmap with specific timelines and deadline dates for various tasks for the purpose of completing the 2018/19 Annual (preliminary) budget.
- To maximize timeframe by consulting with the district's educational partner groups/stakeholders and the communities in order to align priorities with the district's strategic and educational goals.
- To create flexibility with accommodating current "Educational Programs Reviews" that will affect 2018/19 delivery of educational programs and budget allocations.
- To adhere to recommendations from the Office of the Auditor General with setting budget timelines and milestones for the 2018/19 Annual Budget process.



2. Summary to Timelines Deadline Dates



- Sept 30, 2017; Final 2017/18 Enrollment
- Oct 21; Finalize enrollment echo checks
- Nov/17 to Apr/18; target to complete Long Range Facilities Planning reporting
- Dec 2017; complete first stage of “Educational Program Reviews”
- Jan 31, 2018; complete 2018/19 enrollment projections



- Mar 14, 2018; Ministry announces 2018/19 Annual Budget funding
- Mid Apr; complete 2nd Education Program reviews, and all Education Stakeholders meetings
- Mid Apr – Mid May; complete information sharing with Stakeholders to status of 2018/19 Annual Budget (e.g. revenue, expenditures, what’s new)
- May 15; hold 2018/19 Budget Community Information session at the Board Office
- May 22, 2018; pass 2018/19 Annual Budget

Retirements:

Deborah Weston, Education Assistant, Cumberland Community School will retire effective June 28, 2018 after 17 years of service with the district.

Joanne Steven, Work Experience Program Worker, Mark R. Isfeld Secondary School will retire effective June 30, 2018 after 12 years of service with the district.

Donna De Castro, Teacher, Ecole Robb Road Elementary School will retire effective June 30, 2018 after 7 years of service with the district.

Sylvia Dakin, Teacher, Ecole Puntledge Park Elementary School will retire effective June 30, 2018 after 25 years of service with the district.

Resignations:

Jaimie Creamer, Administrative Assistant, Ecole Robb Road Elementary School resigned effective February 21, 2018 after 5 years of service with the district.

Rebecca Mohrs, Teacher, Ecole Robb Road Elementary School resigned effective March 1, 2018 after 4 years of service with the district.

Jody Lennox, Senior Administrative Assistant, Ecole Aspen Park Elementary School will resign effective June 30, 2018 after 14 years of service with the district.

Lisa Pedersen-Skene, Teacher, Ecole Puntledge Park Elementary School will resign effective June 30, 2018 after 19 years of service with the district.

Robert Laird, Teacher, G.P. Vanier Secondary School will resign effective June 30, 2018 after 10 years of service with the district.

Amber Lewis, Teacher, Ecole Puntledge Park Elementary School will resign effective June 30, 2018 after 7 years of service with the district.

Karen Reimer, Teacher, Valley View Elementary School will resign effective July 1, 2018 after 13 years of service with the district.

Lucia Little, Teacher, Queneesh Elementary School will resign effective August 31, 2018 after 10 years of service with the district.

MINUTES

Policy Committee

Meeting Date: Wednesday, March 14, 2018
Time: 4 pm
Location: School Board Office, Seminar Room

Committee Members:

Tom Weber, Trustee, Lazo North (Committee Chair)
Sheila McDonnell, Trustee, Baynes Sound, Hornby and Denman Islands
Peter Coleman, Trustee, Town of Comox
Dean Lindquist, Superintendent of Schools

In Attendance

✓
✓
Regrets
✓

AGENDA

1. Administrative Procedure 2002 -- ***Alignment and Coherence Cycle for Planning and Reporting***
 - ***Alignment and Coherence Cycle:***
Students, Teachers, School and System, Leadership, Board Governance
 - ***Alignment and Coherence Cycle:***
Principals, Teachers, and Support Staff Roles and Responsibilities, Role of the Parent and Student
2. Administrative Procedure 2003 – ***Planning, Reporting and Decision-Making***
 - *Organizational Chart*
3. Administrative Procedure 2004 – ***Administrative Positions Duties and Responsibilities***
 - AP 2004 MR1 – ***Assistant Superintendent***
 - AP 2004 MR2-- ***Director of Instruction: Student Services***
 - AP 2004 MR3 -- ***Director of Instructional Services K-12***
 - AP 2004 MR4 -- ***Roles and Responsibilities***
4. ***Policy 4-6 – Community Education and Community Schools Policy***

Recommendation:
THAT the Board of Education approve Policy 4-6 – Community Education and Community Schools Policy.
5. Administrative Procedure 8050 – ***Formation of a Community Education and Community School Agreement***

Administrative Procedure 2002

Alignment and Coherence Cycle for Planning and Reporting

Background

School District No. 71 (Comox Valley) believes that planning, reporting and delivery of kindergarten through grade 12 educational programs must be aligned and coherent in order to provide all students with an excellent educational program. The board further believes that this is accomplished through effective governance, system and school leadership, and involvement of parents and students.

The *Alignment and Coherence of Planning and Reporting Cycle* provides a structure for the school district and schools to focus the teaching/learning process on improving learning for all students.

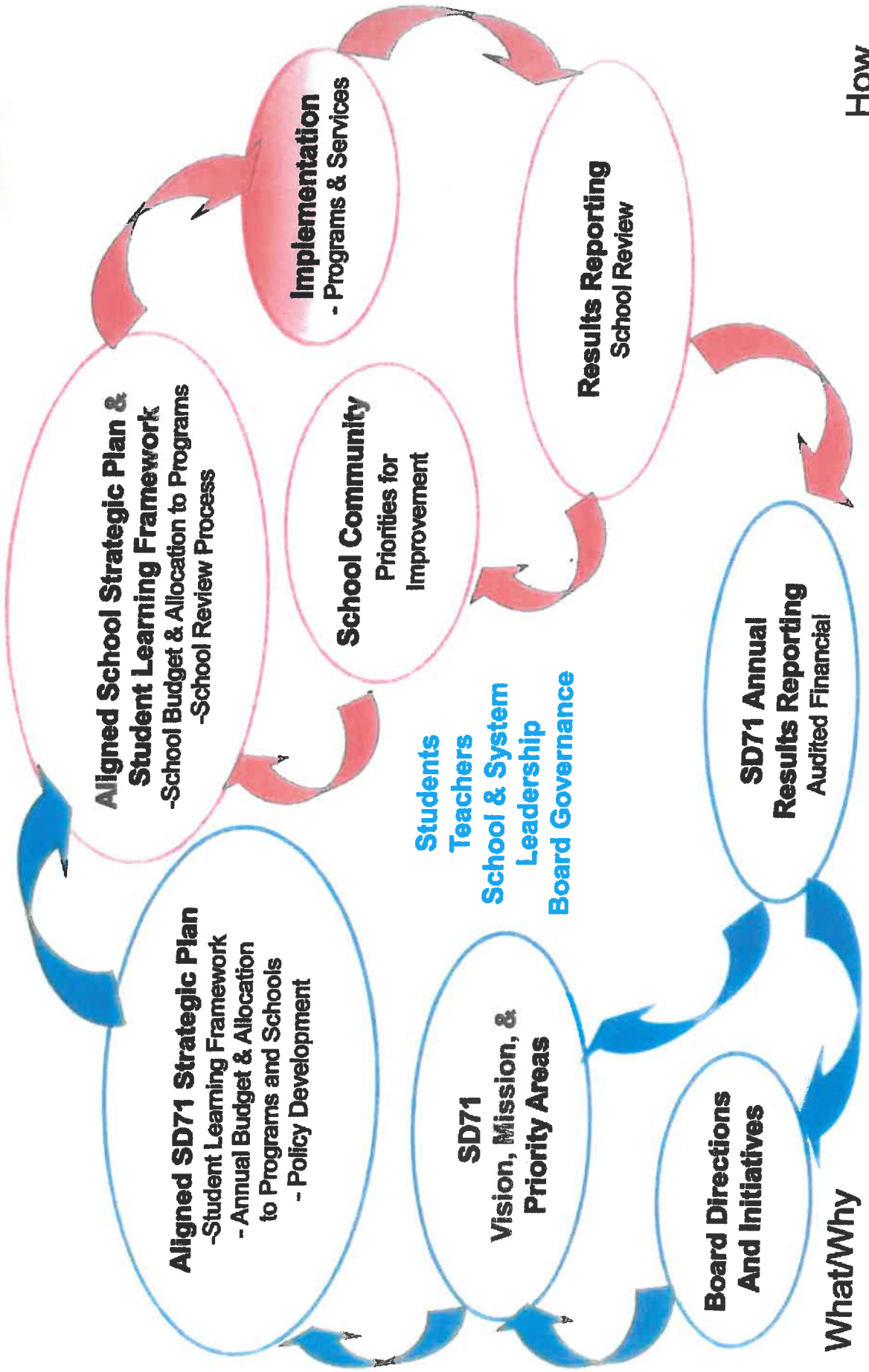
The achievement of the goals and outcomes detailed in the Strategic Plan and both district and school Student Learning Frameworks focus the efforts and energy of district teachers, support staff and administrators on student learning. To this end, the district believes that an acceptance of responsibility by all is essential to provide an excellent educational program for all students.

Procedures

1. The *Alignment and Coherence of Planning and Reporting Cycle* illustrates the many processes that district and schools incorporate throughout planning, implementation, and reporting.
2. District and school strategic plans, student learning frameworks and other plans will demonstrate alignment and coherence of staffing, resourcing and programming.
3. The cycle provides for involvement by trustees, district and school personnel, parents and students.
4. The district will build in collaborative review processes at both the district and school levels.
5. The board receives and approves district planning documents.
6. The principal, working with their school staff, present planning documents to their Parent Advisory Council (PAC) for both input and for information.

7. District and school data will be used to inform planning and reporting to the board and to the ministry.
8. Budget documents will support the attainment of strategic goals identified in both the strategic plan and student learning framework.

Alignment and Coherence Cycle for Planning and Reporting in K-12 Education in SD71



Alignment and Coherence Cycle for Planning and Reporting in K-12 Education in SD71 Schools



Administrative Procedure 2003

Planning, Reporting and Decision-Making

Background

School District No. 71 (Comox Valley) believes in an effective decision-making model that uses evidence and data in the decision-making process and ensures that decisions are aligned and coherent with district and school direction.

Implementing the decision-making model requires a number of principles be adopted by the district.

These are:

- decision-making must take into account district policies and by-laws, administrative procedures and its enterprise risk management model;
- decisions should be made at the level that is impacted most by the intended results of the decision;
- decision-making is a shared responsibility and wherever possible should involve a collaborative process;
- decision-making requires that individuals within the district possess the knowledge and skills required to make the decision;
- decision-making must take into account the impact it will have on the district and school; and
- decision-making will be informed and shaped by appropriate forms of data and evidence.

Procedures

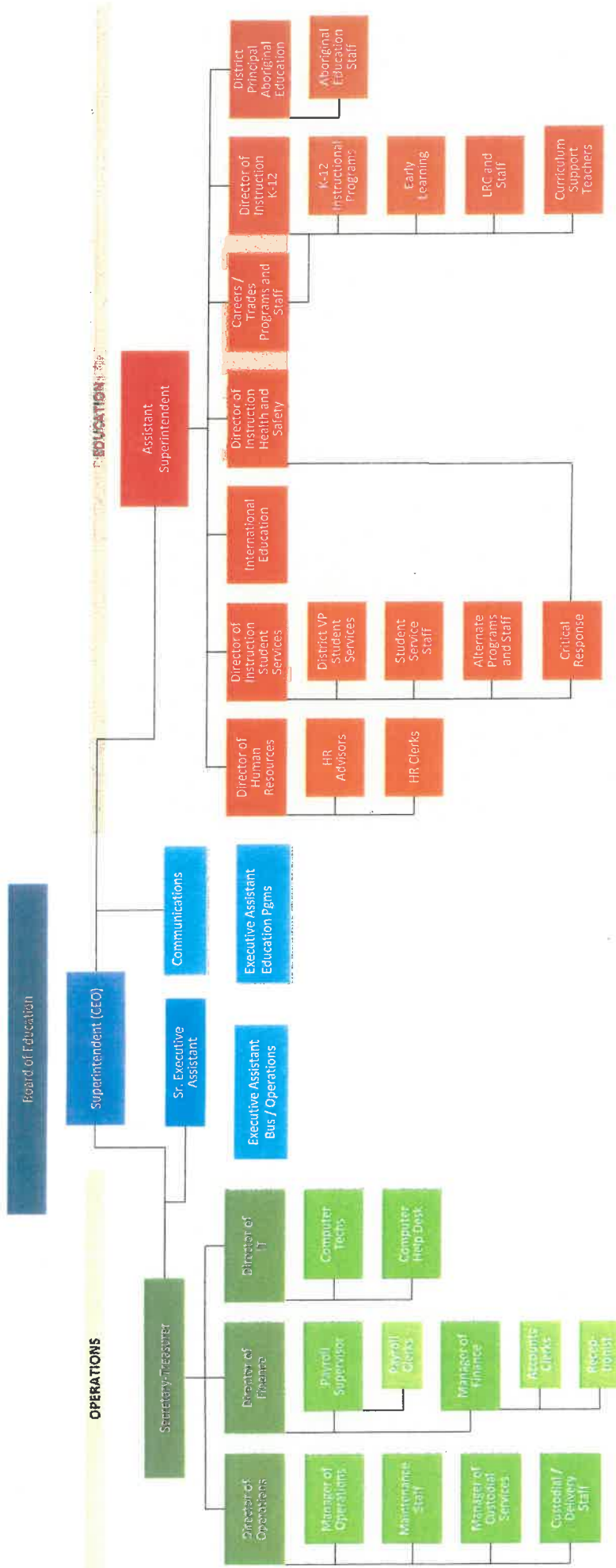
1. The establishment of a district organizational structure is essential for the successful development of a decision-making model that is aligned with roles, functions and responsibility of positions within the district.

- 1.1. The district's Organizational Chart (attached) provides an organizational structure that is consistent with and supportive of the district's decision-making model.
 - 1.1.1. The organizational structure requires people in roles to possess specific knowledge and skills to effectively fulfill the functions and responsibilities of that position.
- 1.2. The district's **Administrative Procedure 2002 – Alignment and Coherence Cycle for Planning and Reporting** provides direction with regard to responsibility for planning, reporting and communication.
- 1.3. Role and responsibility statements delineate where individuals possess responsibility for planning, reporting and decision-making.
2. Implementation of the decision-making model is dependent on a number of factors including knowledge, skills and training of the individuals within the organizational structure.
3. The provision of opportunities for the professional development of staff through in-service training is necessary for the successful implementation of aligned and coherent decision-making.
4. The determination of where the decision is made needs to take into account where the impact of the decision occurs. For example, if the impact of a decision rests solely on a school, wherever possible, the decision should be made at the school level.
5. Aligning decision-making with role function and responsibility maintains the reporting requirements identified in the organizational structure.
 - 5.1. As an example, principals, with input from staff and the Parent Advisory Council (PAC), shall have the responsibility to determine the personnel that may be required at schools and their roles in order to provide the necessary programs and services. In so doing, principals shall adhere to provincial statute and legal jurisprudence, existing Collective Agreements between the Board of Education and employee groups, board policies and administrative procedures. Similarly, the principal accepts responsibility and accountability for the decisions made that align to that position.
6. Appropriate resources and supports (e.g. budget, space, etc.,) are aligned with decision-making responsibilities. The district will have transparent processes in place for ensuring that resources are aligned with delegated roles and responsibilities.
7. Decision-makers will use appropriate evidence to make decisions.
 - 7.1. The continuous evaluation of decision-making is essential to ensure decisions made are aligned and coherent with the School District No. 71 (Comox Valley) mission, vision, policies and administrative procedures.
 - 7.2. The use of appropriate levels of consultation and collaboration are essential in effective decision-making.

8. The process of communicating information to stakeholders is an integral component of effective decision-making. For that reason, a communication or community engagement strategies should be established for the stakeholders affected.
9. The Superintendent of Schools is responsible for maintaining procedures concerning aligned and coherent decision-making and will modify such procedures as deemed appropriate.
10. In addition to existing board policies and administrative procedures which enable amendment of policy and procedures, individuals or groups may at any time bring forward proposals to amend board policy or administrative procedures, subject to all of the following conditions:
 - 10.1. the proposed amendment is required to facilitate the implementation of a new initiative arising from aligned and coherent decision-making, which current policy or procedure does not allow;
 - 10.2. the proposed amendment is not contrary to the *School Act and Regulation*, other provincial legislation or Collective Agreements currently in place between the board and employee groups;
 - 10.3. the proposed amendment is well researched and provided formally in writing, and in a timely manner with regard to implementation expectations, to the superintendent; and
 - 10.4. the superintendent shall forward any proposed policy amendments to the board for its consideration. The decision of the board is final.



School District #71 Organization Chart



Administrative Procedures 2004

Administrative Positions Duties and Responsibilities

In the best interest of the organization roles and responsibilities for each of its district administrative positions are established and periodically reviewed. The board believes role descriptions act as a guideline for the responsibilities of personnel. Leadership is a critical component of all district administrative positions and entails the ability to develop and communicate a vision, establish plans and set priorities, implement activities through a variety of means and monitor and review progress.

Management and administrative personnel support and communicate district policy and direction. In a rapidly changing environment staff are expected to maintain professional currency, advocate for public education, demonstrate flexibility and work cooperatively to fulfill the district goals and mission statement.

The Superintendent of Schools is the Chief Executive Officer of School District No. 71 (Comox Valley) and is accountable to corporate board. For reporting responsibilities for all other positions, refer to the school district's organizational chart.

All board authority delegated to the staff of the district is managed through the office of the superintendent of schools. Each individual, in discharging his/her duties shall adhere to the Guiding Principles adopted by the Board of Education. In addition, assigned areas of responsibility that individuals are responsible, may change from time to time.

Administrative Procedures 2004 – MR1

Administrative Positions Duties and Responsibilities

Assistant Superintendent

The Assistant Superintendent reports directly to the Superintendent of Schools, and is accountable for the day-to-day operation of the district including all educational programs and associated personnel.

Responsibilities of the assistant superintendent include the areas identified below. In addition, other duties may be assigned within specific policies and or by the superintendent of schools.

1. Student Well-Being

- a. Strives to provide each student with a safe and caring learning environment that fosters and maintains respectful and responsible behaviors.
- b. Assigns responsibilities to district personnel to monitor and or evaluate program areas for the purpose of program delivery, quality, safety and for any other matter deemed necessary.
- c. Ensures resources required to deliver the full range of programs and services are in place.
- d. Ensures all Ministry directives as related to educational programs are met and the district is in compliance.

2. Educational Leadership

- a. Provides leadership in all matters relating to education in the district.
- b. Ensures students in the district have the opportunity to meet the standards of education set by the Minister.
- c. Implements education policies established by the minister and the board.

3. Fiscal Responsibility

- a. Ensures the district operates in a fiscally responsible manner, including adherence to the districts budgets.
- b. Ensures that all areas under the supervision of the assistant superintendent are fiscally responsible and are operating within budget.

4. Personnel Management

- a. Assigns and coordinates personnel, services, and resources throughout the district in relation to the mission of the organization and the goals and policies of the Board of Education and the Ministry of Education.
- b. Provides for supervision and evaluation of “direct reports”.
- c. Establishes procedures to supervise, monitor, and evaluate educational programs.
- d. Supervises personnel throughout the district as outlined in the organizational chart.
- e. Supervises the recruitment of administrative personnel and advises the board on selection of such personnel.

5. Policy and Procedures

- a. Assist the superintendent in providing leadership in the planning, development, implementation and evaluation of board policies and administrative procedures.

6. Planning & Reporting

- a. Assists the board in organizational planning and developing organizational goals and policies.
- b. Supports the district’s strategic planning process through leadership or input into developing, implementing and monitoring plans for enhancing student learning (e.g. Framework for Enhancing Student Learning) as assigned by the superintendent.
- c. Establishes managerial and operational procedures within the district that are consistent with board policy, contractual obligations, statutory and government regulation.

- d. Participates in the planning process including the development of district goals, budget, facilities and transportation plans and leads plans as appropriate.
- e. Provides current information and analysis in advising the board in decision-making regarding personnel, resources, planning, and educational program development.
- f. Monitors and reports regularly on district and school programs.

7. Organizational Management

- a. Demonstrates effective organization skills resulting in district compliance with all legal, ministerial and board mandates and timelines.
- b. Coordinates appeals (Section 11) and grievances.
- c. Provides advice and support into negotiation of local collective agreements.

8. Communications and Community Relations

- a. Takes appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.
- b. Liaises with employee groups, community agencies, other school districts, educational organizations, and the Ministry of Education when appropriate.
- c. Acts as an advocate for public education and acts as the representative of the board and/or the Minister of Education at public and/or professional meetings as required.

9. Leadership Practices

- a. Practices leadership in a manner that is viewed positively and has the support of those with whom (s)he works most directly in carrying out the directives of the board and the minister.
- b. Assists and advises school administrators in school planning, operations, resource allocation, and decision-making in general.
- c. Develops and maintains positive and effective relationships with provincial and regional government departments and agencies.
- d. Works with the superintendent to implement strategies for leadership succession throughout the district.

Administrative Procedures 2004 MR3

Administrative Positions Duties and Responsibilities

Director of Instruction: Student Services

The Director of Instruction, Student Services reports directly to the Assistant Superintendent and is accountable for the direction and operation of Student Services of the school district as well as the Alternate Programs.

Responsibilities of the Director of Instruction: Student Services include:

1. *Student Well-Being*
 - a) Strives to provide each student with a safe and caring learning environment that fosters and maintains respectful and responsible behaviors.
 - b) Assigns responsibilities to district personnel to monitor and or evaluate program areas for the purpose of program delivery, safety and for any other matter deemed necessary.
 - c) Leads support services in the implementation of district-wide supports including areas such as critical response.

2. *Student Programs*
 - a. Develops, implements, monitors and maintains a continuum of district based services, school based services, programs and resources to support student learning.
 - b. Implements and monitors methods of identifying and assessing students and ensures the practice is consistent in all schools.

- c. Establishes, maintains and monitors a consistent designation process that meets district and provincial requirements.
- d. Develops, implements and monitor all specialized programs.
- e. Liaises with government and community, regional and provincial agencies to provide up-to-date and coordinated programming and support for students.
- f. Responds in a timely fashion to questions and concerns about student needs and services.

3. Educational Leadership

- a. Provides leadership in all matters relating to student services in the district.
- b. Ensures students in the district have the opportunity to meet the standards of education set by the Minister.
- c. Implements education policies established by the minister and the board.

4. Fiscal Responsibility

- a. Ensures the district operates in a fiscally responsible manner, including adherence to recognized accounting procedures for all areas pertaining to elementary education.
- b. Manages, supervises and monitors the fiscal and human resources required to deliver the full range of programs and services

5. Personnel Management

- a. Assigns, coordinates and supervises personnel, services, and resources throughout the district in relation to the mission of the organization and the goals and policies of the Board of Education and the Ministry of Education.
- b. Establishes procedures to supervise, monitor, and evaluate educational programs and personnel throughout the district pertaining to students with special needs.
- c. Plans and coordinates professional development and training related to inclusive education for personnel.

6. Policy and Procedures

- a. Provides leadership in the planning, development, implementation and evaluation of board policies and administrative procedures.
- b. Regularly reviews policies and procedures to ensure they are current with regard to special needs students.
- c. Reviews all confidential programming and student files to ensure they meet legislative and regulatory requirements.

7. Director of Instruction/ Board Relations

- a. Establishes and maintains positive, professional working relationships with the board.
- b. Respects and honors the board's role and responsibilities, and facilitates the implementation of that role as defined in board policy.
- c. Provides information which the board requires to perform its role.

8. Planning & Reporting

- a. Assists the board in organizational planning and developing organizational goals and policies.
- b. Establishes managerial and operational procedures within the district that are consistent with board policy, contractual obligations, statutory and government regulation.
- c. Facilitates the planning process including the development of district goals, budget, facilities and transportation plans and implements plans as approved.
- d. Provides current information and analysis in advising the board in decision-making regarding personnel, resources, planning, and educational program development.
- e. Monitors and reports regularly on results achieved, with particular emphasis on student learning.
- f. Participates in community-level planning with community partners, agencies and ministries in setting service priorities

9. Communications and Community Relations

- a. Takes appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.
- b. Liaises with employee groups, community agencies, other school districts, educational organizations, and the Ministry of Education when appropriate.
- c. Acts as an advocate for public education.

10. Leadership Practices

- a. Practices leadership in a manner that is viewed positively and has the support of those with whom (s)he works most directly in carrying out the directives of the board and the minister.
- b. Assists and advises school administrators in school planning, operations, resource allocation, and decision-making in general.

Administrative Procedures 2004 MR2

Administrative Positions Duties and Responsibilities

Director of Instructional Services K-12

The Director of Instructional Services reports directly to the Assistant Superintendent and is accountable for the direction and operation of K-12 in the district.

1. Student Well-Being

- a. Strives to provide each student with a safe and caring learning environment that fosters and maintains respectful and responsible behaviors.
- b. Assigns responsibilities to district personnel to monitor and or evaluate program areas for the purpose of program delivery, safety and for any other matter deemed necessary.

2. Curriculum and Instruction

- a. Ensures students in the district have the opportunity to meet the standards of education set by the Minister.
- b. Provides leadership and direction regarding district-wide assessment practices including tracking and communicating student learning.
- c. Supervises and monitors the development and implementation of appropriate instructional resources and programs.
- d. Monitors and reports regularly on results achieved, with particular emphasis on student learning within the context of the student learning framework.

3. Educational Leadership

- a. Provides leadership and direction in all matters relating to K-12 education in the district.
- b. Implements education policies established by the minister and the board.
- c. Participates at the regional and provincial level to support government and or other educational groups to support teaching and learning.

4. Fiscal Responsibility

- a. Ensures the district operates in a fiscally responsible manner, including adherence to recognized accounting procedures for all areas pertaining to K-12 education.
- b. Directs and monitors the operation of support departments including the Learning Resource Center and Print Shop.
- c. Develops, implements and monitors Federal French funding.

5. Personnel Management

- a. Assigns and coordinates personnel, services, and resources throughout the district in relation to the mission of the organization and the goals and policies of the Board of Education and the Ministry of Education.
- b. Establishes procedures to supervise, monitor, and evaluate educational programs and personnel throughout the district pertaining to K-12 education.
- c. Provides direction to schools regarding K-12 registration, enrollment, staffing and programming to address student learning needs, collective agreements, policy and regulations.
- d. Provides supervision, evaluation and supports to individuals reporting to this position including curriculum support teachers and elementary teacher librarians.

6. Policy and Procedures

- a. Provides leadership in the planning, development, implementation and evaluation of board policies and administrative procedures pertaining to Early Learning, K-12 and Programs of Choice.

- b. Regularly reviews policies and administrative procedures that pertain to K-12 education to ensure they are current in regard to provincial requirements.

7. Director of Instruction/ Board Relations

- a. Establishes and maintains positive, professional working relationships with the board.
- b. Respects and honors the board's role and responsibilities, and facilitates the implementation of that role as defined in board policy.
- c. Provides information which the board requires to perform its role.

8. Planning & Reporting

- a. Assists the board in organizational planning and developing organizational goals and policies.
- b. Establishes managerial and operational procedures within the district that are consistent with board policy, contractual obligations, statutory and government regulation.
- c. Provides current information and analysis in advising the board in decision-making regarding personnel, resources, planning, and educational program development.

9. Communications & Community Relations

- a. Takes appropriate actions to ensure open, transparent, positive external and internal communications are developed and maintained.
- b. Liaises with employee groups, community agencies, other school districts, educational organizations, and the Ministry of Education when appropriate.
- c. Takes a lead role in helping insure appropriate roll-out of the grade 10-12 new curriculum and communicating with board of education, employee groups, community agencies.
- d. Liaises with community agencies in the development, implementation and monitoring of Early Learning programs.
- e. Provides timely support to school, parent or community questions, concerns or issues regarding elementary education.
- f. Acts as an advocate for public education.

10. Leadership Practices

- a. Practices leadership in a manner that is viewed positively and has the support of those with whom (s)he works most directly in carrying out the directives of the board and the minister.
- b. Assists and advises school administrators in school planning, operations, resource allocation, and decision-making in general.

Administrative Procedures 2004 MR4***Administrative Positions Duties and Responsibilities*****Principals' and Vice-Principals' Roles and Responsibilities**

The responsibilities of school based Principals' and Vice-principals' are listed below. It is understood that schools, which have an administrative team, may distribute individual responsibilities compensatory with each team member's experience, skill set and administrative assignment. In addition, other duties may be assigned within specific policies and by the school districts' senior leaders.

1. *Vision Implementation*

- a. Builds and communicates a set of priorities based on an assessment of the school community.
- b. Develops, in consultation with stakeholders, strategies for accomplishment of a School Learning Plan.
- c. Supports alignment of the School Learning Plan with district and ministry initiatives.

2. *Leadership Education*

- a. Confers with district staff on matters of educational policy and practice.
- b. Ensures that student needs are correctly identified and that appropriate placement of students and teachers occurs to maximize learning.
- c. Supervises teachers regularly and provides detailed feedback to help them improve instructional skills and is highly visible in classrooms.
- d. Ensures staff apply current knowledge about learning and child development.
- e. Ensures that appropriate mechanisms for the assessment, evaluation and communication of student progress are in place
- f. Promotes and / or models a wide variety of teaching methods while providing support and resources for implementing new techniques, strategies and materials within curricula.

- g. Ensures that all educational staff are involved in continuous and appropriate curriculum development and evaluation.
- h. Evaluates teachers and support staff in accordance with provisions of the collective agreement and the *School Act*.

3. ***School Climate and Culture***

- a. Establish a climate which promotes high levels of understanding and engagement for staff, students and community.
- b. Maintains a positive and visible presence in the school.
- c. Works with staff and students to develop a positive, strong school culture that emphasizes a caring climate that gives staff, students and the greater community a sense of belonging.
- d. Supportive of a diverse range of programs /activities within and outside of the classroom that benefit the whole student and increase their sense of belonging.

4. ***Management and Decision Making***

- a. Oversees school operations and routines, ensuring alignment with school district policies, school act, collective agreement and school code of conduct.
- b. Effectively schedules student and staff activities.
- c. Promotes and monitors the school's extra-curricular program, school activities and events.
- d. Develops a plan and manages the effective use of school finances.
- e. Ensures the maintenance of records and files in accordance with district and provincial policy and procedures.
- f. Manages the use and care of the building, equipment and grounds.
- g. Ensures the provision of adequate health, safety and security measures.

5. ***Interpersonal Communication***

- a. Ensures that roles, duties, responsibilities and lines of communication for all school personnel are defined and understood
- b. Presents ideas clearly and concisely in written and oral communication.

- c. Celebrate accomplishments of students and staff.
- d. Listens to and demonstrates sensitivity to the problems faced by others and deals fairly with them in positive and appropriate ways.
- e. Responds positively to challenges and constructive criticism.
- f. Cultivates an atmosphere of openness, trust and mutual respect.

6. Community Relations

- a. Represents the board's interests when meeting with the public.
- b. Establishes effective procedures for communicating information to the community.
- c. Clarifies and promotes school vision within school and community when responding to parent and community concerns.
- d. Makes judicious and effective use of community resources.
- e. Encourages and facilitates the formation and operation of a Parent Advisory Council (PAC).
- f. Ensures that staff establishes a constructive dialogue with and provides information to parents.

7. Professional Development

Staff Development

- a. Ensures that staff are knowledgeable of district and other educational resources, including in-service opportunities.
- b. Encourages and facilitates staff participation in professional growth activities.
- c. Involves staff in developing in-service activities that support the School Goals and student learning, and that reflect the district's values and goal.
- d. Acts as a resource for instructional practices, new curricula and student learning.

Personal Professional Development

- e. Develop / Review / Revisit a personal plan that includes professional goals and objectives to meet the needs of the school and his / her own professional growth.
- f. Participates in professional development activities.

- g. Keeps informed and involved in current trends, practices and research in the educational field / professional field.
- h. Engages in and supports the professional development of colleagues.

Section 3 – System Direction 4 – 6

Community Education and Community Schools Policy

The Board of Education endorses and supports the concept of community education and supports the development of community schools in appropriate areas of the school district.

Community education is an educational process which serves all age groups in the community. Furthermore, community education utilizes the total resources of the community to provide programs and services for all members of the citizenry. Community schools extend availability of programs and services beyond the traditional school boundaries, where appropriate.

Goals of community schools should include the following:

- use of schools as lifelong learning centres,
- promote equitable and accessible educational opportunities for children, youth and adults,
- use school, district and community resources to enrich services to children, youth and adults,
- improve community relations and community development,
- strengthen inter-agency cooperation and coordination of supports, and
- recognize and respond to identified community needs.

When considering proposals for new community schools, the board of education will give consideration to factors including existing community amenities, alignment to board priorities, consideration of board finances and resources, along with input from the community.

Administrative Procedure 8050

Formation of a Community Education and Community School Agreement

The Board of Education acknowledges the important role that Community Education and Community Use Agreements serve in neighborhoods that lay in close proximity to school. As such, Administrative Procedure 8050 outlines the procedures that are required for an agreement between a Community Education and Community Use Society and the board.

This administrative procedure establishes the conditions for establishing an agreement. It is important to identify that this administrative procedure does not diminish other school board policies and administrative procedures that address community and municipal use of schools. (e.g. AP 8000 and AP 8000 MR1, MR2 and MR3)

Designation as a Community School is subject to the following procedures:

1. Formation of a Community Education and Community School Agreement will require board approval of a formal request made by a representative group of parents, community members, school staff and principal who are committed to the philosophy of Community Education and Community Schools.
2. The board requires that existing and newly developed programs support community need and do not conflict with businesses operating within the attendance boundary of the school. (e.g. weight room)
3. A maximum of a five (5) year designation as a Community School before reapplying.
4. A Community School Society that is registered under the *Societies Act* is established and acknowledges its accountability through the school principal to the board of education.
5. Establish an approved accounting system for the control of revenues and expenditures, and annually submit to the board a reviewed financial statement;
6. The Community School Society shall:
 - be registered under the I and is a Community School Society;
 - Accept responsibility for the expenditures made by the Society;

To the Board: March 20, 2018

- Adhere to all board policies and administrative procedures related to such areas as security, rental regulations, insurability, and supervision in its operation;
- possess insurance to a value acceptable to the school district's secretary-treasurer and shall indemnify and hold harmless the school district and any of its officers, employees, servants, agents, contractors and volunteers during the times that the Community Education and Community Schools Society is using the school for its activities, and
- ensure all board members, volunteers and employees of the society shall have criminal record checks completed if attending the school during periods of time when students are accessing the building.

7. The Board of Education shall:

- allocate an allotment from the school district resources to enable the Society to support Community Education and Community School initiatives;
- review annually the Society's financial statement and review the operations of the Community Education and Community School program one (1) year prior to expiration of the agreement; and
- develop a written agreement between the two (2) parties that outlines responsibilities and commitments of the Board and of the Society.

School District No. 71 (Comox Valley)

Office of the Superintendent of Schools

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Briefing Note – K-12 Regular Enrolment Audit

March 20, 2018

Background

On October 6, 2017 our district was notified that School District No. 71 (Comox Valley) was scheduled for a K-12 Regular Enrolment Compliance Audit of the 2017/18 school year data reported by your school district. The purpose of the audit is to:

follow up on the recommendations of the district's 2013/14 K-12 Regular Enrolment Audit Report (appended), and to provide assurance to the Ministry of Education and boards of education that ministry directives and policies are currently being followed.

When we received notification of the audit, concern was expressed to government about alignment issues between the 2002 Compliance Program Audit Policy and the 2017/18 K-12 Regular Enrolment Audit Program.

The audit occurred during the week of January 15 – 19, 2018. The auditor requested full cohort data from the district. The position taken was that if government wanted this information they could expand the breadth of the audit, but this information would not be released to the auditor as it was not in alignment with the auditor instructions in the 2017/18 K-12 Regular Enrolment Audit Program.

Upon denying access to cohort data, an email indicating that this information must be shared, and along with it the following remark was included:

This letter states very clearly that auditors are expected to go beyond the sample provided by the Ministry when an issue is identified which has a clear link to funding claims beyond the sample. The practice of submitting funding claims for 2-credit courses as 4-credit courses is a systemic practice and requires us to treat it as such.

Our district took offence to the accusatory phrase of systemic practice of submitting claims for 2-credit courses as 4-credit courses. The Director of Information Technology investigated the error identified by the auditor and the reason for this error.

Through this investigation, we found that government did not have a resolution for the 2-credit issue identified in the 1701 documentation, but rather in the *Trax* documentation. The issue was a software issue in how it rolled data up to the ministry. As such, I sent the following email response to the auditor, Deputy Minister and Director of the Compliance Branch:

This is an issue in the government's 1701 documentation as it does not provide any direction on how schools should proceed and furthermore, does not appear anywhere unless you dig into *Trax*. This issue was also identified by individuals who are responsible for assisting schools with their claims. As we have stated there was no information in the 1701 documentation and implementation manual which would have indicated that we were committing an "error". It is only through working with the *Trax* manual we were able to find a correction. To indicate that this "incorrect submission" was deliberate and planned is offensive and unjust. As was reported to us by an employee from the help desk last week when the error was identified, and I paraphrase "we need to do a better job of making the instructions clearer". This was clearly communicated with you last week.

Since this time, a significant number of other school districts have expressed similar concerns over the 2-credit issue and how government officials responded to boards with similar accusatory messaging.

On March 1, 2018, a detailed letter was sent to the Deputy Minister outlining the district's concerns. This was done in preparation for a March 2, 2018 meeting with the Deputy Minister and an Assistant Deputy Minister to discuss our concerns with how government managed this issue and also the policy alignment issue that currently exists. At this meeting, no formal agreement occurred except that this issue involved other districts and that the department would look into this matter.

Implications

It is evident that policy is outdated and does not align to current audit processes. Furthermore, the policies do not align to current transformational direction that is underway in the province.

A second implication is that the documentation is not in place to provide support for school board reporting. This is evidenced by the fact that many districts who use 2-credit courses and were audited, had this issue identified.

The third and perhaps most significant issue was the "power" position taken by staff in the department and the auditor. They were aware of this same issue in other districts and still took the position that districts were deliberately claiming 2-credit courses as 4-credit courses.

Recommendation:

THAT the Board of Education bring forward a late motion to the BC School Trustees Association (BCSTA) AGM addressing their concerns regarding the K-12 Regular Enrolment Audit.

Recommendation:

THAT the Board Chair, Vice-Chair and Superintendent of Schools schedule a meeting with the Minister of Education to address concerns regarding the K-12 Regular Enrolment Audit of the district.

School District No. 71 (Comox Valley)

Board of Education

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Briefing Note:

Meeting with Finance Minister Carole James

- Chair Caton and myself arrived early. Chair Caton had a chance to speak for a few minutes privately with the Finance Minister to highlight several points of concern/need for District 71.
- The Minister apologized for the short notice and pointed out it is one of the factors of being a minority government.
- She pointed out that her party, the NDP have actually only been in power as the new government for 7 months, however they have been very forward thinking in their policies and actions going forward.
- There have been a lot of expectations of the new government.
- She predicts a strong provincial economy for the next couple of years.
- They brought a budget update in, in September and now they have brought their first full budget in. Two budgets in 7 months. It is a balanced budget, with a surplus every year for the next 3 years. This is to provide for contingencies going forward.
- Some of the highlights of this new budget are
 - one time funding for the revitalization of Indigenous languages as in keeping with the Call to Action of the Truth and Reconciliation Commission.
 - A comprehensive housing plan, Foreign Buyers tax and a Speculation tax starting with the urban areas then moving out to the "cottage country" properties. If municipalities want to be part of this sooner, they can come forward to the Minister for discussion.
 - NIC is building residence for 200 student beds on their property.
- one of the areas of particular interest to the District and which Chair Caton addressed with the Minister was Child Care. The Minister has pledged to talk to the BCSTA and with Districts about Capital Resources for the program such as; repurposing portables "not being used in the District." Refurbishing school buildings "that are empty." Encouraging Districts to add Day Care space to plans to seismically renovate or build a new school depending on what Districts brought to the table. She did acknowledge that not everybody will have something to bring or even be able to come to the table.

- Another question Chair Caton raised with the Minister was MSP Premiums and the new employer/employee tax around that. The response was the government has given a year to talk to School Districts about the transition to getting rid of the MSP premiums by 2020.
- Other things that were highlighted by the Minister included; restoration of a 100% fare discount rate for Seniors Monday to Thursday, investing in the Fair Pharmacare program, looking at expansion of drug approval.
- Transit Costs and a Different Formula for policing costs were also raised.
- The Minister expressed her willingness to meet with Gordon Swan the President of the BCSTA and to work with Boards, Secretary Treasures and Senior Staff going forward. Overall a very positive meeting.
- For more information visit www.bcbudget.gov.bc.ca

School District No. 71 (Comox Valley)

Board of Education

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Briefing Note:
Vancouver Island School Trustees Association (VISTA)
March 2-3, 2018, Victoria, BC

Friday Session:

- Opening Presentation by Minister of Ed. - Rob Fleming

Saturday Session:

Inclusion through SOGI:

- Board Strategic Plan
- Missions statement
- Vision
- Learning Support Team
- Goal 1
- Goal 2
- Goal 3
- What is inclusion?
- How do you assess student inclusion? MDI and EDI
- Attendance, Achievement, and Assessment
- Gender Identity and Gender Expression - "they" think their policy is the best policy in the province, country ... world! Policy and Regulation 4305
- District SOGI Goals
- Inclusive School Communities

The Board's Strategic Plan: Equity Through Technology for Learning:

- Under this heading are the Five Goals of the Board
- Under that are the Working Plans of Senior Staff to help realize the Goals of the Board's Strategic Plan.
- Example the District's Technology For Learning Plan
- "Plan the work then work the hell out of the plan"
- "Nothing happens in Education until it happens for that student in that class."
- Equity is something they focus on all the time. Biggest single issue in their Dist.
- Inequity was growing across the District ... Vision ... Mission ... and then they operationalized it.

VISTA Business Meeting:

Reports:

- President's Reports
- Timing of Fall VISTA Business Meeting
- Professional Learning Committee report
- Aboriginal (soon to be Indigenous) Education Committee Report
- BCSTA Branch Update
- All Districts are concerned with how government sees Boards paying the new MSP/Employee tax; the need to continue to build relationship with the new government, help provide knowledge of "how things work."

District Round Table:

- Trustee Elections - Candidate Information/Post Election trustee Orientation - with the change in the election date, Boards need to check their Bylaws regarding when trustees are to be sworn in.
- Districts gave notice of motions being brought to the floor of the BCSTA AGM.

Upcoming Events:

- VISTA AGM at BCSTA AGM: April 25-28, 2018
- VISTA Fall Conference: TBD
- Municipal/Trustee Elections: October 20, 2017

School District No. 71 (Comox Valley)

Board of Education

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March 7, 2018

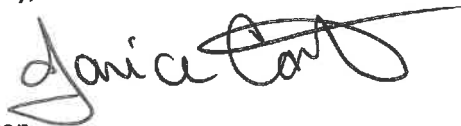
Ms. Lauren Lan
c/o Email: lan_lauren@yahoo.ca

Ms. Lan

RE: **Mark R. Isfeld Secondary School – Salad Bar Program**

Thank you for your email of February 26, 2018 regarding the Salad Bar Program at Mark R. Isfeld Secondary School. On behalf of the Board of Education, School District No. 71 (Comox Valley) this letter is confirmation that the Board is both aware of the salad bar program and supports the application going forward for the Farm to School Canada Grant.

Respectfully,



Janice Caton
Board Chair

:dp

Copy: Board of Education, School District No. 71 (Comox Valley)
Dean Lindquist, Superintendent of Schools
Tom Demeo, Assistant Superintendent of Schools
Geoff Manning, Director of Instructional Services K-12
Jeff Taylor, Principal, Mark R. Isfeld Secondary School

Debra Page

Subject: FW: Isfeld Salad Bar Program

From: Lauren Lan
Sent: February 26, 2018 7:58 PM
To: Sheila Mcdonnell >
Cc: Tom Mason >
Subject: Isfeld Salad Bar Program

Hi Shelia,

As you know, I am applying (Jeff Taylor as the lead applicant) for grants in an attempt to access funding to start a salad bar program at Isfeld. Things are progressing well. The next grant we are applying for is the Farm to School Canada grant due March 31st. One of the questions to be answered in the application asks if the School Board is aware and supportive of our application and indicates that a letter of support is as asset. I am wondering if you would please write a brief letter, ideally on SD71 school board letter head, confirming you are aware and are in support of our application?

Many thanks,
Lauren Lan