



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

Board of Education

Regular Public Board Meeting Minutes

**Tuesday,
September 27, 2022**

7:00pm

School District No. 71 (Comox Valley)
607 Cumberland Road, Courtenay, BC V9N 7G5
250-334-5500

A COMMUNITY OF LEARNERS - INNOVATIVE ♦ INQUISITIVE ♦ INCLUSIVE

Vision

An inclusive learning community that embraces diversity, fosters relationships and empowers all learners to have a positive impact on the world.

Mission

To inspire engaged, compassionate, resilient lifelong learners and cultivate a collaborative community together.

We Value and Believe In

Trusting relationships based on respect, integrity and ethical behaviour

A commitment to Truth and Reconciliation with Indigenous peoples

Equity, inclusion, dignity, and acceptance for all

Global awareness and environmental stewardship

Innovation, creativity, problem-solving, and critical thinking

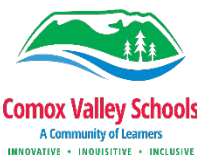
Accountability and shared responsibility

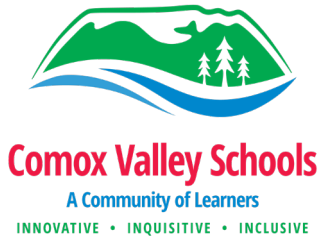
Open and engaging communication

Celebration of learning

Strategic Priorities

Educational Excellence
Community Engagement
Organizational Stability & Environmental Stewardship
Physical Health & Mental Well-Being





REGULAR BOARD MEETING MINUTES
Tuesday, September 27, 2022
7:00pm

Attendance In Person:

Trustees:

Tonia Frawley, Board Chair
Michelle Waite, Vice Chair
Sheila McDonnell, Trustee
Kat Hawksby, Trustee
Sarah Jane Howe, Trustee
Cristi May Sacht, Trustee
Janice Caton, Trustee

Staff:

Tom Demeo, Superintendent of Schools
Brenda Hooker, Secretary-Treasurer
Geoff Manning, Assistant Superintendent
Candice Hilton, Director of Finance
Ian Heselgrave, Director of Operations
Vivian Collyer, Director of Instruction
Jay Dixon, Director of Instruction
Sean Lamoureux, Director of Inclusive Education
Josh Porter, Director Information Technology
Craig Sorochan, Manager of Communications

Recording Secretary: Heidi Bell, Sr. Executive Assistant

1. Call to Order

Board Chair, Tonia Frawley called the meeting to order at 7:07 pm and acknowledged that the meeting is being held on the traditional territories of the K'ómoks First Nation.

2. Adoption of Agenda

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) adopt the September 27, 2022, Regular Public Board Meeting Agenda.

[Waite/May]

CARRIED

3. Board Meeting Minutes

Pages 1-11

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) adopt the June 21, 2022, Regular Board Meeting Minutes as presented.

[Howe/Caton]

CARRIED

4. Unfinished Business

None

5. Record of In-Camera Meetings / Reports

Page 12

- June 21, 2022 – Regular In-Camera Meeting
- June 21, 2022 – Special In-Camera Meeting
- August 25, 2022 – Special In-Camera Meeting

6. Board Chair’s Report

Board Chair, Tonia Frawley welcomed everyone back to the 2022/23 school year. Acknowledged that this is Truth and Reconciliation week and thanked Trustee Hawksby for initiating this motion last year. The Local Education Agreement has now been completed and signed as of August 31st and will be in place for the next 5 years. Trustees and senior staff were invited to a luncheon ceremony hosted at the First Nations Band Hall.

7. Presentations / Delegations

None

8. Education Committee Meeting – No Meeting in September

9. Strategic Direction

A. Superintendent

i. September School Restart Update

We have had an excellent start to this school year with lots of activity within our schools. The District is still hiring.

ii. Truth and Reconciliation Week

The Superintendent shared a list of activities, which the schools will be participating in during Truth and Reconciliation week. This list is available on the District website.

iii. District News

- Arden’s Active Travel is undertaking their 2nd Bike, Walk n’ Roll week, Oct 3rd to 7th.
- Cumberland Community School recently unveiled a beautiful new diversity mural located on the wall of the main school.
- Construction has begun on the new Cumberland Child Care Centre.
- Vice-Principal of Highland Secondary, Stephanie Baker, has been selected to participate in the Lifetouch Memory Mission project in Guatemala.

iv. District Student Advisory Council

The Districts 1st Student Advisory Council will meet Wednesday, September 28th at Mark R. Isfeld. The Superintendent invited all trustees to join.

Pages 13-14

v. Designated School Zone Speed Limits – Verbal Update

Last spring, the District held a meeting with municipal groups. The City of Courtenay has now changed the times of their school zone speed limits to: 8:00 am to 8:00 pm, Monday to Friday.

vi. Student and Family Affordability Grant – Verbal Update

The District has meet with partner groups to discuss the spending of the Student and Family Affordability Grant. We have asked schools to complete a questionnaire to gather feedback on their needs. Once the information has been submitted the partner groups will meet again to discuss next steps.

vii. Emergency Response Information Sessions

School Safety During an Emergency or Crisis: What Parents Need to Know Information session Wednesday, October 5th, 2022 @ 7 pm – GP Vanier. This session will be recorded and posted on the District YouTube channel.

<https://www.comoxvalleyschools.ca/school-emergencies-info-session-for-parents-october-5/>

B. Assistant Superintendent

i. School Start Up/Enrollment – Verbal Update

Rough enrollment numbers will be available Friday, September 30, 2022. We have gained a significant amount of student over last year's start up. We are seeing larger growth in the Lerwick corridor, as well as at Cumberland Community School and Royston Elementary.

ii. PVP New Assignments

With the growth of the District, we now have new PVP's. The Board was provided a list of Principals and Vice-Principles who are new to their assignment. We have had 14 changes in our PVP assignments.

Page 15

iii. Consent Week – September 19-23, 2022

SD 71 took part in Consent Awareness Week where students and staff learned how to foster a culture of consent in schools through programing, events, and discussions. Trustee Waite asked if the District Student Advisory Council (DSAC) could discuss and provide some feedback.

C. Secretary-Treasure

i. Cumberland Child Care

The Secretary-Treasurer advised the Board of the press release dated September 23, 2022, announcing the start of the construction on the Cumberland Child Care Facility.

Pages 16-17

D. Human Resources

i. Retirements and Recognition

Page 18

10. Board Standing Committee Reports

A. Audit Committee Board Report – September 14, 2022

Pages 19-100

i. 2021-2022 Financial Statement Audit Opinion – Lenora Lee, Audit Engagement Partner, KPMG & Candice Hilton, Director of Finance

Lenora Lee presented an overview of the Financial Statements Audit Opinion. The audit was a clean audit opinion, no changes were made after staff prepared the draft statement and there were no issues nor anomalies. The audit was conducted very smoothly.

The Director of Finance gave a slide show overview presentation of the 2021-2022 Year-End Financial Statement.

Staff responded to a lot of trustee questions.

The Board Chair thanked 2 public members of the Audit Committee, Jessica Peterson and Debra Oakman.

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) receive KPMG LLP's Report on the Financial Statement Audit for the year ending June 30, 2022.

[Caton/McDonnell]

CARRIED

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) approved the 2021-2022 Audited Financial Statements as presented.

[McDonnell/May]

CARRIED

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) receive the Audit Committee Board Report as presented.

[McDonnell/May]

CARRIED

B. Policy Committee Board Report – September 20, 2022

Based on the feedback from meetings regarding the drafts; minor revisions were made and reviewed by the Policy Committee who now brings forward the revised documents.

The Secretary-Treasurer and Trustee Caton spoke to the changes made in the Board Policy Manual and Terms of Reference, as well as the Board Procedural Bylaw.

Motion:

*THAT the Board Procedural Bylaw be given third and final reading.
[Caton/May]*

Motion to Amend the motion on the floor

THAT the Board Procedural Bylaw as presented be amended so that the clause relating to #1 – Meetings “Question Period” language in the previous version be retained and that the Board does not adopt the new language.

[McDonnell/Howe]

DEFEATED 6-1

The original motion is back on the floor.

Trustee May called the question on the original motion.

CARRIED 6-1 - Trustee McDonnell requested that her negative vote be recorded

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) extend this Regular Board Meeting to 9:30 pm.

[Caton/Hawksby]

CARRIED

Motion:

THAT the Board Policy Manual and Terms of Reference be given third and final reading.

[Caton/May]

CARRIED 6-1 - Trustee McDonnell requested that her negative vote be recorded

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) received the Policy Committee Board Report as presented.

[Caton/Waite]

CARRIED 6-1 – Trustee McDonnell requested that her negative vote be recorded

11. Board Business

A. VISTA Update – Trustee Caton

Last summer, VISTA Executives had a Zoom meeting with the Minister of Education discussing “Student Voice” and “Green Initiative”.

VISTA will be working with BCSTA and will be holding their Spring Branch meeting in March.

B. Select Standing Committee Report

<https://www.leg.bc.ca/content/CommitteeDocuments/42nd-parliament/3rd-session/fgs/budget-consultation/Budget-2023-Consultation-Report.pdf>

- C.** Due to Trustee elections, there will not be a business Board meeting in October 2022.

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) waive the requirement for a regular business meeting in October 2022.

[Waite/May]

CARRIED

12. Board Correspondence

None

13. Public Question Period

A public member acknowledged and thanked the Trustees for their hard work.

DPAC acknowledged and thanked Trustee McDonnell.

Trustee May thanked Trustee Frawley for all her hard work as the Board Chair.

The Superintendent thanked Trustee Frawley and trustee McDonnell for their years of service and hard work.

14. Meeting Adjourned – 9:35 pm

MOTION:

THAT the Board of Education adjourn this meeting.

[Caton/Howe]

CARRIED

Board Approved on:
November 29, 2022

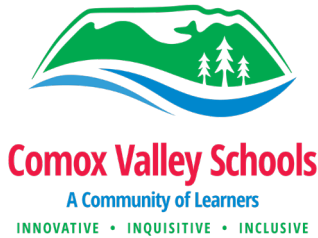
Certified Correct:



Brenda Hooker, CPA, CGA
Secretary-Treasurer



Michelle Waite
Board Chair



REGULAR BOARD MEETING MINUTES
Tuesday, June 21, 2022
7:00pm

Attendance In Person:

Trustees:

Tonia Frawley, Board Chair
Michelle Waite, Vice Chair
Sheila McDonnell, Trustee
Kat Hawksby, Trustee
Sarah Jane Howe, Trustee
Cristi May Sacht, Trustee
Janice Caton, Trustee

Staff:

Tom Demeo, Superintendent of Schools
Brenda Hooker, Secretary-Treasurer
Geoff Manning, Assistant Superintendent
Candice Hilton, Director of Finance
Ian Heselgrave, Director of Operations
Vivian Collyer, Director of Instruction
Jay Dixon, Director of Instruction
Josh Porter, Director Information Technology

Regrets: Sean Lamoureux, Director of Inclusive Education

Recording Secretary: Heidi Bell, Sr. Executive Assistant

1. Call to Order

Board Chair, Tonia Frawley called the meeting to order at 7:02 pm and acknowledged that the meeting is being held on the traditional territories of the K'ómoks First Nation.

2. Adoption of Agenda

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) adopt the June 21, 2022, Regular Public Board Meeting Agenda.

[Waite/Howe]

CARRIED

3. Board Meeting Minutes

Pages 1-7

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) adopt the May 24, 2022, Regular Board Meeting Minutes as presented.

[May/Howe]

CARRIED

4. Unfinished Business

- i. DPAC – Next Steps**

On May 16, 2022, SD71 Comox Valley DPAC (District Parent Advisory Council) sent School Board Trustees and Senior Administration a letter containing a request to make gender-based violence reform a district priority. At the May 24, 2022, Regular Board Meeting, DPAC made a presentation to the board.

Trustees discussed what next steps they would like to take regarding the topic of gender-based violence.

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) refer the DPAC presentation and their requests to the Superintendent and to bring back a report including next steps to the Fall Board meeting.

[Caton/Howe]

CARRIED (4 IN FAVOUR- 3 ABSTAINED)

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) establish an Ad Hoc committee to address the issue, to ensure that district policies and procedures are based on evidence, are grounded in current best-practices and are effective in ensuring that all students are safe from harassment and assault in our schools. The committee will include representatives from the board of trustees, senior administration, PVP, DPC, CDTA, CUPE, students and community agencies (RCMP Community-Based Victim Services, SV Family Services, IHA and others as appropriate). The committee will support the Superintendent and team in undertaking steps including, but no limited to those identified in Appendix A – Draft motion -in the letter sent to us on May 16, 2022. The committee will meet quarterly, at a minimum, for a two-year period to review and make recommendations on the district's progress on that issue, with a review in April 2024 to determine whether the committee should continue in its advisory role.

[McDonnell/Waite]

To Amend the Motion made by Trustee McDonnell:

That the Board of Education for School District No. 71 (Comox Valley) establish a district wide committee to address the issues of gender-based violence amongst students.

[Caton/May]

CARRIED (6 IN FAVOUR – 1 ABSTAINED) to vote on amending the motion

Motion as Amended:

THAT the Board of Education for School District No. 71 (Comox Valley) establish a district wide committee to address the issues of gender-based violence amongst students.

[Caton/Howe]

CARRIED UNANIMOUSLY to pass the amended motion

Recess at 7:50 pm

Continued at 7:57 pm

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) request the Policy committee to review our public presentation language and review our agenda setting timelines and report back recommendations to the board.

[Waite/Howe]

Motion as Amended:

THAT the Board of Education for School District No. 71 (Comox Valley) request that the appropriate committee review our public presentation language and review our agenda setting timelines and report back recommendations to the board.

[Waite/May]

CARRIED

The amended motion was deemed “friendly”, so it did not need a separate adoption.

5. Record of In-Camera Meetings / Reports

Page 8

- May 24, 2022 – Regular In-Camera Meeting
- May 24, 2022 – Special In-Camera Meeting

6. Board Chair’s Report

Board Chair, Tonia Frawley acknowledged that this is a month of celebration and a month of exhaustion. Events and celebrations that trustees have attended over the month are:

PAC Wrap Ups	MLA and Courtenay Elementary	Highland Grad at Filberg Park
NIDES Grad at Crown Isle	Isfeld Bursary Night	PVP Dinner Event
Highland Bursary & Award Night	BCPSEA Survey	VISTA Chair Meeting in Nanaimo
IEC Meeting and the Ni’noxola Recognition Lunch	Facilities, Audit & Finance Committee Meetings	Elected Official’s Emergency Tabletop Exercise
Nala’atsi Grad at K’omoks Band Hall	Isfeld Grad at Isfeld Gym	Standing Committee Presentation – Legislative Assembly
CDTA Retirement Gala at Crown Isle	Glacier View Grad at Simms Millennium Park	Vanier Grad at the Exhibition Grounds
Milestone Celebration Bus Tour	Trustee Elections Information Session	PVP Retirement Celebration
North Island College Grad	Cumberland Parade	

7. Presentations / Delegations

None

8. **Education Committee Meeting – No Meeting in June**

Pages 9-10

Next Education Committee Meeting:

TOPIC: TBD
DATE: October 2022
TIME: 6:30 pm
LOCATION: TBA

9. **Strategic Direction**

A. Superintendent

All District News can be found on our School District No.71 (Comox Valley) website:
<https://www.comoxvalleyschools.ca/newsletter/>

i. District News - Verbal Update

- Huge district wide celebration for Indigenous Day – June 21, 2022
- Highland Secondary took 16 students on an overnight canoe trip to Buttle Lake, which they unplugged for 2 days/30 hours.
- Isfeld Interact Club won a grant for \$5000 which will be matched by a donor allowing them to donate \$10,000 to the Comox Valley Foundry.
- SD71 rolled out a new way of communicating emergencies - Text notifications are now an option for all.
- Isfeld Ice Girls Rugby placed 2nd in BC.
- Vanier won Island Junior Boys Rugby Title.
- Glacier Newcomers Alumnae Association have donated \$7500 and numerous wagon loads of food to the district.
- Glacier View's Boys Club served up lunch for the school community.

ii. Manager of Communication 2022 Update - Presentation

The Manger of Communications, Craig Sorochan gave an overview of the events he has covered in his first 6 months with the district.

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) extend this Regular Board Meeting to 9:30 pm.

[Caton/Waite]

CARRIED

iii. Speed Limits in School Zones

At the April Regular Board Meeting the Board of Education made a motion:

THAT the Board of Education for School District No.71 (Comox Valley) request the Superintendent to initiate discussions with the CVRD, Town of Comox, City of Courtenay, Village of Cumberland, and the Minister of Transportation and Infrastructure to designate where possible school sites as "playgrounds" and

amend the limited speed zones for schools with the more comprehensive playground speed zone.

On Friday, June 17, 2022, Staff conducted their first meeting with local municipalities and the Ministry of Transportation and Infrastructure. All partners agree with a reduction of speed limits in school zones and further meetings will be held to discuss the logistics of this change.

iv. Fostering Environmental Stewardship/Climate Crisis – District Update Report

Director of Instruction, Vivian Collyer spoke to the Curriculum and Learning portion of the report. The Director of Operation, Ian Heselgrave spoke to the Climate Change Accountability report.

The district has placed an order for our first electric vehicle. The delivery time is unknown at this time.

Notice of Motion:

Trustee McDonnell announced that she will be bringing forward a motion in September around further work on our Environmental Sustainability.

v. Trustee Bylaw and Committee Structures

At the May Regular Board Meeting the Board of Education made the motion:

THAT the Board of Education for School District No. 71 (Comox Valley) direct the Superintendent to prepare a report on implementing a Committee of the Whole structure for consideration at the June 21st, 2022, Board meeting.

The Secretary-Treasurer spoke to the draft Board Procedural Bylaw, draft Policy Handbook, and draft Terms of Reference, which were shared with Trustees prior to the Regular Board Meeting.

The Secretary-Treasurer has received suggestions for minor amendments to the draft Board Policy Procedural Bylaw, draft Policy Handbook, and draft Terms of Reference. The Secretary-Treasurer clarified that the Board could consider passing the first two reading and still make revisions before final adoption.

Motion:

THAT the draft Board Procedural Bylaw be given first reading.

[Caton/Howe]

CARRIED 6-1 – Trustee McDonnell requested that her negative vote be recorded

Motion:

THAT the draft Board Procedural Bylaw be given second reading.

[Caton/Howe]

CARRIED – Trustee McDonnell requested that her negative vote be recorded

Motion:

THAT the draft Board Policy Manual and Terms of Reference be given first reading.

[Caton/Howe]

CARRIED 6-1 – Trustee McDonnell requested that her negative vote be recorded

Motion:

THAT the draft Board Policy Manual and Terms of Reference be given second reading.

[Caton/May]

CARRIED 6-1 – Trustee McDonnell requested that her negative vote be recorded

B. Assistant Superintendent

- i. Board Authority Authorized (BAA) Course – **Briefing Note**

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) approve the BAA Courses as presented.

[Howe/Caton]

CARRIED

- ii. School Fees – **Briefing Note**

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) approve the School Fees Schedule for the 2022-2023 school year as presented.

[Howe/Hawksby]

CARRIED

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) extend this Regular Board Meeting to 10:00 pm.

[McDonnell/Caton]

CARRIED UNANIMOUSLY

Trustee Hawksby voted in favour reluctantly as it is National Indigenous Day and she only attended due to the critical topics on the agenda.

C. Secretary-Treasurer

- i. **Policy 7 Board Operations – Briefing Note**

- 19. Trustee Remuneration

- 19.1 Recommendation

- 19.1.1 Effective January 1, 2019, trustee base remuneration shall be \$13,900 with an additional remuneration for the board chair to be

\$3,400; and the additional remuneration for the vice-chair to be \$1,700.

19.1.2 Annual adjustments of trustee remuneration shall be made July 1 of each year, based on the BC Consumer Price Index change from December 31 of the prior year.

The Secretary-Treasurer spoke to the Trustee Remuneration, which will reflect a 4.8% increase as per policy 7, unless Trustees pass a motion to vary or waive the Policy direction.

Motion:

*THAT the Board of Education for School District No. 71 (Comox Valley) suspend the July 1st, 2022, Trustee Remuneration until after the September Board Meeting.
[Waite/Caton]*

DEFEATED 6-1 - Trustee Waite requested that her vote in favour be recorded

- ii. **Trustee Information Night – June 28, 2022 @ 7 pm – School Board Office**

D. Human Resources

- i. **Retirements and Recognition**

Page 12

10. Board Standing Committee Reports

A. Facilities Committee Board Report – June 13, 2022

Pages 13-46

There was no discussion regarding the 2023-24 Capital Plan

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) approve the 2023/24 Major Capital Plan submission.

[McDonnell/Hawksby]

CARRIED

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) approve the 2023/24 Minor Capital submission.

[Caton/May]

CARRIED

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) approve the Building Envelope Program submission.

[Hawksby/Caton]

CARRIED

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) receive the Facilities Committee Board Report as presented.

[Howe/Waite]

CARRIED

B. Policy Committee Board Report – No Meeting in June

C. Finance Committee Report – May 16, 2022

Pages 47-48

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) acknowledge that staff will prepare the draft Financial Statements to account for previously approved allocations, budgets and projects based on the policies and rationale in the briefing note.

[May/Caton]

CARRIED

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) approve Staff to review the financial accounting policies and administrative procedures to ensure compliance with Ministry directives. The revisions will then be reviewed by the Policy Committee and to go to the Board for approval.

[Caton/Howe]

CARRIED

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) receive the Finance Committee Board Report as presented.

[May/Howe]

CARRIED

D. Audit Committee Board Report – June 13, 2022

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) receive the Audit Committee Board Report as presented.

[McDonnell/Hawksby]

CARRIED

11. Board Business

A. 2022-23 Board Meeting Schedule & Committee of the Whole Schedule – Briefing Note

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) waive the requirement for regular meetings in July and August 2022.

[May/Waite]

CARRIED

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) approve the 2022-23 Board Meeting Schedule as presented.

[Caton/Howe]

CARRIED

Approval of the Committee of the Whole schedule was deferred to a later date

B. Motion – Creating a District Student Council

Janice Caton, Trustee

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) have the Superintendent explore options and process for creating a District Student Council, which would have representation from all District High Schools; including NIDES/Navigate and Nala'atsi.

[Caton/Waite]

CARRIED

C. VISTA – Meeting Update

Trustee Caton, President of VISTA, publicly thanked Heidi Bell, Sr. Executive Assistant and Brenda Hooker, Secretary-Treasurer for all their support with VISTA work this year.

12. Board Correspondence

A. Correspondence: from District Parent Advisory Council (DAPC) to SD71 School Board Trustees and Senior Administration – Request to Make Gender-Based Violence Reform a District Priority.

B. Correspondence: from City of Courtenay to SD71 Board Chairperson – 55+ BC Games Application for 2024, 2025 or 2026

Director of Operations, Ian Heselgrave spoke to the application and to the possible use of the track and one soccer field in September 2024, 2025, or 2026.

Motion:

THAT the Comox Valley School District 71 support the jointly prepared application for the 2024, 2025 or 2026 55+ BC Games to be held in the Comox Valley and City of Campbell River.

[May/Caton]

CARRIED

Motion:

THAT the Comox Valley School District 71 will commit to providing in-kind support of services and facilities should the bid be successful.

[Waite/May]

CARRIED

13. Public Question Period

The below question was submitted by 4 different members of the DPAC Committee during the Regular Board Meeting.

Superintendent Demeo stated that he spoke with someone from McCreary this afternoon about the process around the *next* survey to be conducted (in 2023). Did he specifically ask for the 2018 survey results for SD71 to be released to him? (because we know McCreary will release a specific district's results at the request of the superintendent). And if so, will he share the results with the trustees? And will he share the results with DPAC representatives?

Answer:

The Superintendent advised that he requested and received the 2018 survey results. He is working with McCreary in terms of how to interpret the data as they present the data differently. This is part of the reason he suggested having them come and present. Yes, the data is here but it will not be released at this point in time as we just received it and working our way through it. He also reminded everyone that the data is confidential.

Trustee Waite thanked everyone in School District No.71 for their hard work.

Trustee Frawley thanked everyone in School District No.71.

14. Meeting Adjourned – 10:00 pm

MOTION:

THAT the Board of Education adjourn this meeting.

[May/Waite]

CARRIED

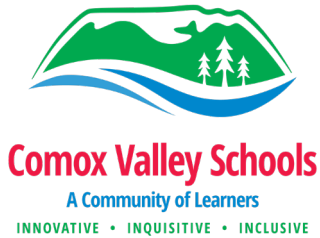
Board Approved on:
September 27, 2022

Certified Correct:

Brenda Hooker, CPA, CGA
Secretary-Treasurer

Tonia Frawley
Board Chair

DRAFT



Comox Valley Schools

School District No. 71
Office of the Secretary Treasurer

RECORD OF IN-CAMERA MEETINGS

TO: Board of Education **DATE:** September 27, 2022
FROM: Office of the Secretary-Treasurer
RE: Record of In-Camera Meetings

RECORD PURSUANT TO SECTION 72 OF THE *SCHOOL ACT*

Matters discussed and decisions reached at the Special and Regular In-Camera meetings held since the last such report:

June 21, 2022 – Special In-Camera Meeting

1. Receipt of and updates on no land/property matters
2. Receipt of and updates on no legal matters
3. Receipt of and updated on one other matters

The meeting was called to order at 5:34 pm and adjourned at 6:15 pm.

June 21, 2022 – Regular In-Camera Meeting

1. Receipt of and updates on one land/property matters
2. Receipt of and updates on one legal matter
3. Receipt of and updated on six other matters

The meeting was called to order at 6:23 pm and adjourned at 6:53 pm.

August 25, 2022 – Special In-Camera Meeting

1. Receipt of and updates on ono land/property matters
2. Receipt of and updates on no legal matter
3. Receipt of and updated on seven other matters

The meeting was called to order at 3:10 pm and adjourned at 5:27 pm.

DISTRICT STUDENT ADVISORY COUNCIL (DSAC)

School District No.71 recognizes the importance of student voices in matters which determine their educational future and the direction of our School District.

The DSAC is a student body, which represents each of our secondary and alternate schools.

Role of DSAC

- To provide a formal process for Comox Valley schools to express their ideas and concerns regarding district programming and future direction to senior staff and the Board of Education
- To provide input into district policies and administrative procedures.
- To provide the Superintendent of schools with feedback regarding district programs and operations
- To provide students with an opportunity to explore issues concerning youth in the community

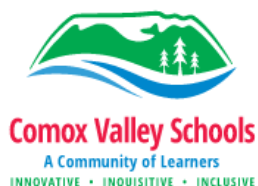
Membership *Each school will select its representation

- 3 students from each of the high schools (G.P. Vanier, Mark R. Isfeld and Highland)
- 2 students from Glacier View
- 2 students from NIDES/Navigate
- 2 students from Nala'atsi
- A mixture of students from a variety of grade levels, no more than one (1) grade 12 per school
- Students willing to meet as a school team with school-based administration
- Students willing to represent all student voices and opinions, not just their own
- Students who represent the various elements of their schools population
- Students willing to consult within the school, when appropriate, in order to bring an informed response and opinion to the district meeting

Meeting Frequency

- Meetings will be held on the following dates:

DATE	LOCATION	TIME
September 28, 2022	Ishfeld	1 – 2:30 pm
November 2, 2022	Highland	1 – 2:30 pm
December 7, 2022	Glacier View	1 – 2:30 pm
January 18, 2023	Vanier	1 – 2:30 pm
March 1, 2023	Ishfeld	1 – 2:30 pm
April 19, 2023	Highland	1 – 2:30 pm
May 24, 2022	School Board Office	1 – 2:30 pm

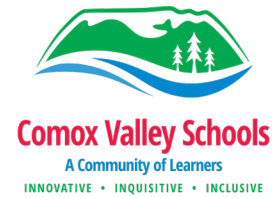
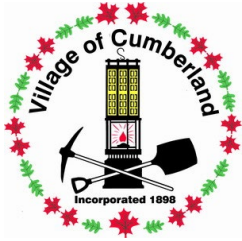


School District No. 71 (Comox Valley)

Principal / Vice-Principal Assignment and Liaison List 2022-2023

School	Principal	Vice-Principal	Sr. Leader
Airport	Tracey Croonen		Sean
Arden	Lucinda Wolter		Sean
Aspen	Lisa Scheck	Alexandria Sabell	Jay
Brooklyn	Lisa Pedersen Skene	Mireille Appelbe	Sean
Courtenay	Al Johnson	Andrew Ferneyhough	Vivian
Denman		Yolanda Lehton	Vivian
Puntledge	Noah Burdett	Christian Streit	Vivian
Robb Road	Cheryl Adebar	Michelle Mowbray	Vivian
Hornby		Judith Ayers	Vivian
Huband	Gracie MacDonald	Jennifer Hedican	Jay
Miracle Beach	Zale Darnel		Geoff
Queneesh	Jason Cobey	Deb Fullerton	Vivian
Royston	Warren Colegrave	Teresa Cameron	Tom
Valley View	Katy Doran	Darci Gilmore	Geoff
Lake Trail	Kyle Timms	Alissa Pratt	Sean
Cumberland	Erica Black	Dwayne Mills	Jay
		Daniel Mckee	
Glacier View	Karma Taiji		Sean
Highland	Dean Patterson	Stephanie Baker	Geoff
		Don Mcrae	
Mark Isfeld	Brian McAskill	Dave Miller	Tom
		Sherrie Martens	
Vanier	Julie Shields	Wayne Kuhnert	Jay
		Lee McKillican	
		Dave Mayert	
Navigate/NIDES	Gerald Fussell	Marieke Holtkamp	Jay
		Alison Kavaliunas	
		Meghan McMillen	
International	Greg Kochanuk		Jay
Indigenous Ed	Bruce Carlos		Tom
Student Services	Tracy Pederson		Sean

Bold = New to Position



For immediate release

September 23, 2022

Construction to begin on Cumberland Childcare Facility

Cumberland, B.C. – Starting on September 26, the contractor for the new Cumberland Child Care Centre will begin mobilizing and preparing the site.

Fencing will be installed along with signage, see below overview of project area. In order to construct this new facility, an un-official disk golf course has been removed and the equipment returned to the owners. In the near term, contractors will begin preparing the site, including select removal of trees in consult with a Project Arborist.

Once completed, the facility will provide much needed child care spaces for families in Cumberland. Funding for the centre is through the Ministry of Children and Family Development's ChildCareBC New Spaces Fund.

-End-

Media Contact

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Village of Cumberland
Phone: 250-400-9015
Email: KChambers@Cumberland.ca





Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

Comox Valley Schools
Board of Education of School District No. 71

BRIEFING NOTE

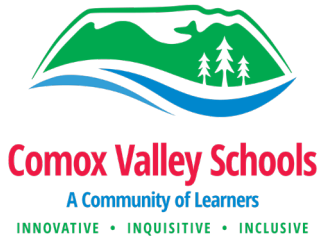
TO: Board of Education

DATE: September 27, 2022

RE: Human Resources - Retirements and Recognition

Retirements

Christine VanderRee, Principal, Royston Elementary, retiring effective August 31, 2022, after 29 years of service.



**AUDIT COMMITTEE
BOARD REPORT**

Date: Tuesday, September 13, 2022
Time: 3:00pm - 4:30pm
Venue: Zoom virtual meeting

Committee Members:

Sheila McDonnell, Chairperson
Cristi May Sacht, Trustee
Jessica Peterson, Public Member
Debra Oakman, Public Member
Brenda Hooker, Secretary-Treasurer

Tom Demeo, Superintendent
Geoff Manning, Assistant Superintendent
Candice Hilton, Director of Finance
Ian Heselgrave, Director of Operations

Guests:

Lenora Lee, KPMG LLP
Sarah Jane Howe, Trustee
Janice Caton, Trustee
Cathie Collins, Manager of Finance

Regrets:

Kat Hawksby, Trustee

Recording Secretary:

Marlene Leach, Senior Executive Assistant

A. WELCOME

Chair, Sheila McDonnell called the meeting to order at 3:03pm and acknowledged the traditional territory of the K'omoks First Nation.

B. INTRODUCTIONS

Chair, Sheila McDonnell acknowledged the members of the committee in attendance today.

C. ITEMS FOR DISCUSSION

1. 2021-22 Audited Financial Statements – Pg. 1

The Audit Committee Recommends:

THAT the Board of Education approve the 2021-22 audited financial statements as presented.

Candice Hilton, Director of Finance shared a PowerPoint presentation and provided an overview of the financial statements included in the Audit Committee agenda. The Director of Finance, Secretary-Treasurer and Director of Operations answered committee member questions.

2. 2020-21 Financial Statement Discussion and Analysis – Pg. 48

The Director of Finance noted that the Financial Statement Discussion and Analysis report prepared by the Secretary-Treasurer, is an expanded version of the financial statement notes and should be read in conjunction with the financial statements. The Secretary-Treasurer provided an overview of the companion report and reviewed the document with the committee. The Director of Finance and Secretary-Treasurer answered committee member questions.

3. Audit Findings Report for the Year Ended June 30, 2022 – Pg. 72

The Audit Committee Recommends:

THAT the Board of Education receive KPMG LLP's Report on the Financial Statement Audit for the year ending June 30, 2022.

Lenora Lee, Audit Engagement Partner of KPMG LLP reported on the progress of the audit (substantially complete upon approval of the financial statements from the Board) and provided an overview of each topic contained in the Audit Findings Report: Audit Highlights, Areas of Audit Focus, Audit Risks, Significant Accounting Policies and Practices, and Appendices.

The Secretary-Treasurer answered committee member questions and the committee members thanked the Finance team and KPMG for their valuable work.

D. ITEMS FOR INFORMATION

1. Multi-Year Comparison Analysis – Pg. 100

2. Year-End Variance Analysis 2022 – Pg. 102

The Secretary-Treasurer explained that the documents are included to provide additional information and to deliver full transparency on the district's financial position.

Tom Demeo, Superintendent thanked the finance team for their work. The Chair also thanked staff and KPMG for their work on the audit.

E. FUTURE AGENDA ITEMS

None

F. ADJOURNMENT

The meeting was adjourned at 4:17pm.

Audited Financial Statements of

School District No. 71 (Comox Valley)

And Independent Auditors' Report thereon

June 30, 2022

School District No. 71 (Comox Valley)

June 30, 2022

Table of Contents

Management Report	1
Independent Auditors' Report	2-4
Statement of Financial Position - Statement 1	5
Statement of Operations - Statement 2	6
Statement of Changes in Net Debt - Statement 4	7
Statement of Cash Flows - Statement 5	8
Notes to the Financial Statements	9-29
Schedule of Changes in Accumulated Surplus (Deficit) by Fund - Schedule 1 (Unaudited)	30
Schedule of Operating Operations - Schedule 2 (Unaudited)	31
Schedule 2A - Schedule of Operating Revenue by Source (Unaudited)	32
Schedule 2B - Schedule of Operating Expense by Object (Unaudited)	33
Schedule 2C - Operating Expense by Function, Program and Object (Unaudited)	34
Schedule of Special Purpose Operations - Schedule 3 (Unaudited)	36
Schedule 3A - Changes in Special Purpose Funds and Expense by Object (Unaudited)	37
Schedule of Capital Operations - Schedule 4 (Unaudited)	40
Schedule 4A - Tangible Capital Assets (Unaudited)	41
Schedule 4B - Tangible Capital Assets - Work in Progress (Unaudited)	42
Schedule 4C - Deferred Capital Revenue (Unaudited)	43
Schedule 4D - Changes in Unspent Deferred Capital Revenue (Unaudited)	44

School District No. 71 (Comox Valley)

MANAGEMENT REPORT

DRAFT

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 71 (Comox Valley) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 71 (Comox Valley) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a monthly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 71 (Comox Valley) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 71 (Comox Valley)

DRAFT

Signature of the Superintendent of Education _____ Date Signed _____
Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____



KPMG LLP
St. Andrew's Square II
800-730 View Street
Victoria BC V8W 3Y7
Canada
Telephone 250-480-3500
Fax 250-480-3539

INDEPENDENT AUDITORS' REPORT

To the Board of Education of School District No. 71 (Comox Valley), and
To the Minister of Education and Child Care, Province of British Columbia

Opinion

We have audited the financial statements of School District No. 71 (Comox Valley) (the Entity), which comprise:

- the statement of financial position as at June 30, 2022
- the statement of operations for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements of the Entity as at and for the year ended June 30, 2022 are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "**Auditors' Responsibilities for the Audit of the Financial Statements**" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to note 2 (a) to the financial statements which describes the applicable financial reporting framework and the significant differences between the financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.



Other Information

Management is responsible for the other information. Other information comprises:

- Information, other than the financial statements and the auditors' report thereon, included in the Financial Statement Discussion and Analysis document.
- Unaudited Schedules 1-4 attached to the audited financial statements.

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the Information, other than the financial statements and the auditors' report thereon, included in the Financial Statement Discussion and Analysis document and Unaudited Schedules 1-4 attached to the audited financial statements as at the date of this auditors' report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditors' report.

We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.



As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.
The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Victoria, Canada

DATE

School District No. 71 (Comox Valley)

Statement of Financial Position

As at June 30, 2022

	2022 Actual	2021 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents (Note 3)	31,970,281	30,834,542
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	894,884	1,415,579
Due from Province - Other	-	99,252
Other (Note 4)	439,487	640,131
Total Financial Assets	33,304,652	32,989,504
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Ministry of Education and Child Care	-	8,959
Other (Note 5)	10,945,117	13,666,917
Unearned Revenue (Note 6)	2,322,998	2,229,696
Deferred Revenue (Note 7)	1,961,911	1,853,793
Deferred Capital Revenue (Note 8)	133,325,941	126,040,567
Employee Future Benefits (Note 9)	3,988,054	4,049,278
Total Liabilities	152,544,021	147,849,210
Net Debt	(119,239,369)	(114,859,706)
Non-Financial Assets		
Tangible Capital Assets (Note 11)	169,249,390	163,086,356
Prepaid Expenses	1,073,069	925,803
Total Non-Financial Assets	170,322,459	164,012,159
Accumulated Surplus (Deficit) (Note 19)	51,083,090	49,152,453

Contractual Obligations (Note 15)

Contingent Liabilities (Note 16)

Approved by the Board

Signature of the Chairperson of the Board of Education	DRAFT	Date Signed
Signature of the Superintendent		Date Signed
Signature of the Secretary Treasurer		Date Signed

School District No. 71 (Comox Valley)

Statement 2

Statement of Operations
Year Ended June 30, 2022

	2022 Budget (Note 17) \$	2022 Actual \$	2021 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	112,717,134	113,491,638	111,494,482
Other	160,000	275,900	215,600
Tuition	2,842,450	2,959,945	1,623,154
Other Revenue	1,701,075	2,967,587	2,256,785
Rentals and Leases	68,000	62,125	28,527
Investment Income	170,300	215,895	213,465
Gain (Loss) on Disposal of Tangible Capital Assets			399,000
Amortization of Deferred Capital Revenue	4,770,845	4,912,708	4,345,125
Total Revenue	122,429,804	124,885,798	120,576,138
Expenses (Note 18)			
Instruction	99,584,053	96,557,584	92,017,371
District Administration	4,209,647	3,792,981	3,648,525
Operations and Maintenance	19,148,030	20,153,184	17,497,489
Transportation and Housing	2,281,703	2,451,412	1,985,702
Total Expense	125,223,433	122,955,161	115,149,087
Surplus (Deficit) for the year	(2,793,629)	1,930,637	5,427,051
Accumulated Surplus (Deficit) from Operations, beginning of year		49,152,453	43,725,402
Accumulated Surplus (Deficit) from Operations, end of year		51,083,090	49,152,453

School District No. 71 (Comox Valley)

Statement of Changes in Net Debt

Year Ended June 30, 2022

	2022 Budget (Note 17) \$	2022 Actual \$	2021 Actual \$
Surplus (Deficit) for the year	(2,793,629)	1,930,637	5,427,051
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(11,802,519)	(13,381,413)	(26,252,829)
Amortization of Tangible Capital Assets	7,172,580	7,218,379	6,187,826
Total Effect of change in Tangible Capital Assets	(4,629,939)	(6,163,034)	(20,065,003)
Acquisition of Prepaid Expenses		(1,073,069)	(925,803)
Use of Prepaid Expenses		925,803	637,198
Total Effect of change in Other Non-Financial Assets	-	(147,266)	(288,605)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(7,423,568)	(4,379,663)	(14,926,557)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(4,379,663)	(14,926,557)
Net Debt, beginning of year		(114,859,706)	(99,933,149)
Net Debt, end of year		(119,239,369)	(114,859,706)

School District No. 71 (Comox Valley)

Statement 5

Statement of Cash Flows
Year Ended June 30, 2022

	2022 Actual	2021 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	1,930,637	5,427,051
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	820,591	2,674,835
Prepaid Expenses	(147,266)	(288,605)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(2,730,759)	1,664,206
Unearned Revenue	93,302	630,301
Deferred Revenue	108,118	(10,343)
Employee Future Benefits	(61,224)	(14,593)
Loss (Gain) on Disposal of Tangible Capital Assets		(399,000)
Amortization of Tangible Capital Assets	7,218,379	6,187,826
Amortization of Deferred Capital Revenue	(4,912,708)	(4,345,125)
Total Operating Transactions	<u>2,319,070</u>	<u>11,526,553</u>
Capital Transactions		
Tangible Capital Assets Purchased	(13,109,550)	(8,805,785)
Tangible Capital Assets -WIP Purchased	(271,863)	(17,447,044)
District Portion of Proceeds on Disposal (Note 12)	-	399,000
Total Capital Transactions	<u>(13,381,413)</u>	<u>(25,853,829)</u>
Financing Transactions		
Capital Revenue Received	<u>12,198,082</u>	19,584,262
Total Financing Transactions	<u>12,198,082</u>	19,584,262
Net Increase (Decrease) in Cash and Cash Equivalents	<u>1,135,739</u>	5,256,986
Cash and Cash Equivalents, beginning of year	<u>30,834,542</u>	25,577,556
Cash and Cash Equivalents, end of year	<u>31,970,281</u>	30,834,542
Cash and Cash Equivalents, end of year, is made up of:		
Cash	<u>31,970,281</u>	30,834,542
	<u>31,970,281</u>	30,834,542
Supplementary Cash Flow Information (Note 22)		

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 1 AUTHORITY AND PURPOSE

The School District, established in 1946, operates under authority of the School Act of British Columbia as a corporation under the name of "The Board of Education of School District No. 71 (Comox Valley)", and operates as "School District No. 71 (Comox Valley)." A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care. School District No. 71 (Comox Valley) is exempt from federal and provincial corporate income taxes.

The COVID-19 outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. Under direction of the Provincial Health Officer, all schools suspended in-class instruction in March 2020 and the District remained open to continue to support students and families in a variety of ways. Parents were given the choice to send their children back to school on a gradual and part-time basis beginning June 1, 2020 and full-time beginning Sept 1, 2020 with new health and safety guidelines. The ongoing impact of the pandemic presents uncertainty over future cash flows, may have a significant impact on future operations including decreases in revenue, impairment of receivables, reduction in investment income and delays in completing capital project work. As the situation is dynamic and the ultimate duration and magnitude of the impact are not known, an estimate of the future financial effect on the School District is not practicable at this time.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the School District are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the School District are as follows:

a) Basis of Accounting

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except with regards to the accounting for government transfers as set out in Notes 2(e), 2(f) and 2(m).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in notes 2(e) and 2(m), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize non-capital restricted contributions into revenue in the fiscal period in which the restriction that the contribution is subject to is met and require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. Canadian public sector accounting standards would require these contributions, if they are government transfers, to be recognized into revenue immediately when received unless they contain a stipulation that meets the definition of a liability.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 2 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

b) Cash and Cash Equivalents

Cash and cash equivalents include cash in the bank, deposits in the Provincial Ministry of Finance Central Deposit Program, and highly liquid securities that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

c) Accounts Receivable

Accounts receivable are measured at amortized cost and shown net of allowance for doubtful accounts.

d) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods. Revenue will be recognized in that future period when the courses are provided.

e) Deferred Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 2 (m).

f) Deferred Capital Revenue

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the Statement of Operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 2 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

g) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing.

The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2022 and projected to March 31, 2025. The next valuation will be performed at March 31, 2025 for use at June 30, 2025. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

h) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District:
 - is directly responsible; or
 - accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

At this time the School District has determined there are no liabilities for contaminated sites.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 2 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

i) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement, or betterment of the assets. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise.

Estimated useful life is as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 2 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

j) Capital Leases

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incidental to ownership of the property to the School District are considered capital leases.

These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the School District's rate for incremental borrowing or the interest rate implicit in the lease.

All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

k) Prepaid Expenses

Payments for insurance, subscriptions, software, utilities, membership and maintenance contracts for use within the School District are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

l) Funds and Reserves

Certain amounts, as approved by the Board, are set aside in accumulated surplus for future operating and capital purposes. Transfers between various funds and reserves are adjusted in the respective fund and recorded. (see Note 19 – Accumulated Surplus).

m) Revenue Recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, the amounts are considered to be collectible and can be reasonably estimated.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 2 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

m) Revenue Recognition *(continued)*

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished.

Revenue related to fees or services received in advance of the fee being earned or the service is performed is deferred and recognized when the fee is earned, or service performed.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

n) Expenditures

Expenses are reported on an accrual basis. The cost of all goods consumed, and services received during the year is expensed.

Categories of Salaries

- Principals and Vice-Principals employed under a Principals and Vice-Principals contract are categorized as Principals and Vice-Principals.
- Superintendent, Assistant Superintendent, Secretary-Treasurer, Directors, Managers, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, expenditures are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and indigenous education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 2 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

o) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, and other liabilities.

Financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the Statement of Remeasurement Gains and Losses. Upon settlement, the cumulative gain or loss is reclassified from the Statement of Remeasurement Gains and Losses and recognized in the Statement of Operations. Interest and dividends attributable to financial instruments are reported in the Statement of Operations. There are no measurement gains or losses during the periods presented; therefore, no statement of remeasurement gains or losses is included in these financial statements.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the Statement of Operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

p) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in note 2 requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Areas requiring the use of management estimates relate to the potential impairment of assets, liabilities for contaminated sites, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 2 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

q) Future Changes in Accounting Policies

PS 3280 Asset Retirement Obligations issued August 2018 establishes standards for recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of tangible capital assets and is effective July 1, 2022. A liability will be recognized when, as at the financial reporting date:

- (a) there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- (b) the past transaction or event giving rise to the liability has occurred;
- (c) it is expected that future economic benefits will be given up; and
- (d) a reasonable estimate of the amount can be made.

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and accretion expense is included in the Statement of Operations.

A modified retroactive application has been recommended by Government. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

PS 3400 Revenue issued November 2018 establishes standards on how to account for and report on revenue and is effective July 1, 2023. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions".

Revenue from transactions with performance obligations should be recognized when (or as) the school district satisfies a performance obligation by providing the promised goods or services to a payor.

Revenue from transactions with no performance obligations should be recognized when a school district:

- (a) has the authority to claim or retain an inflow of economic resources; and
- (b) identifies a past transaction or event that gives rise to an asset.

This standard may be applied retroactively or prospectively. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 3 CASH AND CASH EQUIVALENTS

	2022	2021
School Generated Funds	\$ 793,177	\$ 799,972
District Funds	17,241,312	13,734,679
Restricted Funds - Teacher Salary Deferral Program	216,712	247,790
BC Ministry of Finance Central Deposit Program	13,719,080	16,052,101
	\$ 31,970,281	\$ 30,834,542

NOTE 4 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	2022	2021
Due from Federal Government	\$ 376,063	\$ 371,681
Other	63,424	268,450
	\$ 439,487	\$ 640,131

NOTE 5 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES - OTHER

	2022	2021
Trade payables	\$ 1,322,890	\$ 4,678,845
Salaries and benefits payable	3,097,723	2,804,541
Accrued vacation payable	468,778	509,783
Other	6,055,726	5,673,748
	\$ 10,945,117	\$ 13,666,917

NOTE 6 UNEARNED REVENUE

	2022	2021
Balance, beginning of year	\$ 2,229,696	\$ 1,599,395
Tuition fees received	3,053,247	2,253,455
Tuition fees recognized	(2,959,945)	(1,623,154)
Balance, end of year	\$ 2,322,998	\$ 2,229,696

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 7 DEFERRED REVENUE

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled.

	2022	2021
Balance, beginning of year	\$ 1,853,793	\$ 1,864,136
Grants received:		
Provincial Grants - Ministry of Education	13,758,332	15,642,551
School Generated Funds	2,214,899	1,452,179
Other	6,176	5,303
Subtotal	15,979,407	17,100,033
Revenue recognized:	(15,871,289)	(17,015,540)
Revenue recovered:	-	(94,836)
Subtotal	(15,871,289)	(17,110,376)
Balance, end of year	\$ 1,961,911	\$ 1,853,793

NOTE 8 DEFERRED CAPITAL REVENUE

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired.

	2022	2021
<u>Deferred capital revenue - subject to amortization</u>		
Balance, beginning of year	\$ 98,599,693	\$ 98,997,994
Provincial Grants - Ministry of Education	8,224,891	3,730,907
Transfer in from deferred revenue - WIP	27,139,874	215,917
Write off/down of Buildings and Sites		
Amortization of deferred capital revenue	(4,912,708)	(4,345,125)
Balance, end of year	\$ 129,051,750	\$ 98,599,693

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 8 **DEFERRED CAPITAL REVENUE (Continued)**

	2022	2021
<u>Deferred capital revenue - work in progress</u>		
Work in progress, beginning of year	\$ 27,139,874	\$ 10,908,747
Transfer in from deferred capital revenue - Unspent	271,863	16,447,044
Transfer to deferred capital revenue	(27,139,874)	(215,917)
Balance, end of year	\$ 271,863	\$ 27,139,874

	2022	2021
<u>Deferred capital revenue - unspent</u>		
Unspent deferred capital revenue, beginning of year	\$ 301,000	\$ 894,689
Provincial Grants - Ministry of Education	8,365,564	19,169,010
Provincial Grants - Other	3,832,518	99,252
Other		15,000
MEd Restricted Portion of Proceeds on Disposal		301,000
Transfer to deferred capital revenue	(8,224,891)	(3,730,907)
- subject to amortization		
Transfer to deferred capital revenue - work in progress	(271,863)	(16,447,044)
Balance, end of year	\$ 4,002,328	\$ 301,000

Total deferred capital revenue balance, end of year	\$ 133,325,941	\$ 126,040,567
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NOTE 9 **EMPLOYEE FUTURE BENEFITS**

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 9 **EMPLOYEE FUTURE BENEFITS (Continued)**

	2022	2021
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation - April 1	\$ 3,238,936	\$ 3,304,451
Service Cost	287,503	286,830
Interest Cost	83,548	76,515
Benefit Payments	(172,231)	(240,023)
Increase (Decrease) in obligation due to Plan Amendment	(141,960)	-
Actuarial (Gain) Loss	56,625	(188,837)
Accrued Benefit Obligation - March 31	\$ 3,352,421	\$ 3,238,936

	2022	2021
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation - March 31	\$ 3,352,421	\$ 3,238,936
Funded Status - Surplus (Deficit)	(3,352,421)	(3,238,936)
Employer Contributions after Measurement Date	12,926	38,048
Benefits Expense After Measurement Date	(104,232)	(92,763)
Unamortized Net Actuarial (Gain) Loss	(544,327)	(755,627)
Accrued Benefit Asset (Liability) - June 30	\$ (3,988,054)	\$ (4,049,278)

Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability (Asset) - July 1	\$ 4,049,278	\$ 4,063,871
Net Expense for Fiscal Year	85,886	223,081
Employer Contributions	(147,110)	(237,674)
Accrued Benefit Liability (Asset) - June 30	\$ 3,988,054	\$ 4,049,278

Components of Net Benefit Expense		
Service Cost	\$ 292,202	\$ 286,999
Interest Cost	90,318	78,272
Immediate Recognition of Plan Amendment	(141,960)	-
Amortization of Net Actuarial (Gain)/Loss	(154,674)	(142,190)
Net Benefit Expense (Income)	\$ 85,886	\$ 223,081

The significant actuarial assumptions adopted for measuring the School District's accrued benefit obligations are:

	June 30, 2022	June 30, 2021
Discount Rate - April 1	2.25%	2.25%
Discount Rate - March 31	3.25%	2.50%
Long Term Salary Growth - April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth - March 31	2.50% + seniority	2.50% + seniority
EARSL - March 31	9.3 years	8.3 years

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 10 CAPITAL LEASE OBLIGATIONS

Capital leases for the purchase of computer hardware with MacQuarie Equipment Finance are no longer outstanding as the remaining lease expired on June 30, 2020 and was not renewed.

Thus, there was no corresponding interest expense for the years ending 2021 and 2022.

NOTE 11 TANGIBLE CAPITAL ASSETS

Net Book Value:	June 30, 2022	June 30, 2021
Sites	\$ 14,800,889	\$ 14,151,889
Buildings	142,884,182	138,676,231
Furniture & Equipment	6,396,771	5,809,522
Vehicles	1,366,800	1,346,531
Computer Hardware	3,800,748	3,102,183
Total	\$ 169,249,390	\$ 163,086,356

June 30, 2022

Cost:	Balance at July 1, 2021	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2022
Sites	\$ 14,151,889	\$ 649,000	\$ -	\$ -	\$ 14,800,889
Buildings	234,391,861	37,358,584	865,546	(27,991,920)	242,892,979
Furniture & Equipment	6,780,078	1,199,654	-	123,909	8,103,641
Vehicles	2,037,537	229,823	113,827	-	2,153,533
Computer Hardware	4,758,503	1,812,363	191,390	-	6,379,476
Total	\$ 262,119,868	\$ 41,249,424	\$ 1,170,763	\$ (27,868,011)	\$ 274,330,518

June 30, 2022

Accumulated Amortization:	Balance at July 1, 2021	Additions	Disposals	Balance at June 30, 2022
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	95,715,630	5,158,713	865,546	100,008,797
Furniture & Equipment	970,556	736,314	-	1,706,870
Vehicles	691,006	209,554	113,827	786,733
Computer Hardware	1,656,320	1,113,798	191,390	2,578,728
Total	\$ 99,033,512	\$ 7,218,379	\$ 1,170,763	\$ 105,081,128

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 11 TANGIBLE CAPITAL ASSETS (Continued)

June 30, 2021

Cost:	Balance at July 1, 2020	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2021
Sites	\$ 14,151,889	\$ -	\$ -	\$ -	\$ 14,151,889
Buildings	213,314,938	4,266,355	531,133	17,341,701	234,391,861
Furniture & Equipment	4,217,913	2,672,739	-	(110,574)	6,780,078
Vehicles	1,721,803	346,273	30,539	-	2,037,537
Computer Hardware	3,294,393	1,736,335	272,225	-	4,758,503
Total	\$ 236,700,936	\$ 9,021,702	\$ 833,897	17,231,127	\$ 262,119,868

June 30, 2021

Accumulated Amortization:	Balance at July 1, 2020	Additions	Disposals	Balance at June 30, 2021
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	91,594,889	4,651,874	531,133	95,715,630
Furniture & Equipment	427,861	542,695	-	970,556
Vehicles	533,578	187,967	30,539	691,006
Computer Hardware	1,123,255	805,290	272,225	1,656,320
Total	\$ 93,679,583	\$ 6,187,826	\$ 833,897	\$ 99,033,512

NOTE 12 DISPOSAL OF SITES AND BUILDINGS

In the 2016-17 school year, the District entered into a tri-party agreement with the Corporation of the City of Courtenay and the Comox Valley Regional District involving a land swap and the sale of the existing School Board Office. Proceeds were recorded as \$600,000 cash and \$265,000 prepaid rent, resulting in a then gain on disposal. The sale of the School Board Office to the Comox Valley Regional District completed on June 18, 2021. In 2021, the District received proceeds of \$700,000, of which \$600,000 was recorded as cash, and \$100,000 as prepaid rent. The disposed office was funded by both Board and Ministry of Education funds. Thus, a portion of the cash proceeds were recorded in 2021 as Ministry of Education Restricted Capital in the amount of \$301,000. The Prepaid Rent began amortization in 2021/22 and will be recorded as such for the life of the 99-year lease agreement.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 13 **EMPLOYEE PENSION PLANS**

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trusted pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2021, the Teachers' Pension Plan has about 50,000 active members and approximately 40,000 retired members. As of December 31, 2021, the Municipal Pension Plan has about 227,000 active members, including approximately 29,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2020, indicated a \$1,584 million funding surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2018, indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

The School District paid \$8,185,836 for employer contributions to the plans for the year ended June 30, 2022 (2021: \$7,749,786).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2023. The next valuation for the Municipal Pension Plan will be as at December 31, 2021, with results available in 2022.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

NOTE 14 **RELATED PARTY TRANSACTIONS**

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 15 CONTRACTUAL OBLIGATIONS

The School District has entered into multiple-year contracts for the construction of tangible capital assets, specifically the structural seismic mitigation to Lake Trail Middle School. This contractual obligation will become a liability in the future when the terms of the contracts are met. The Lake Trail Middle School capital project funding agreement estimates the maximum potential project funding to be \$25,672,195 with an additional risk reserve of \$1,554,586. As of June 30, 2022, the project is considered “substantially complete” so \$21,385,362 was transferred from work-in-progress along with current year expenditures of \$4,139,391 for a total addition (to date) of \$25,524,753 into tangible capital assets. There is still work underway and the entire project is expected to be fully completed by December 31, 2022. A request will be made in the 2022/23 school year to the Ministry of Education and Childcare – Capital Branch for access to a portion of the risk reserve funding.

On May 23, 2017 the School District entered into a multiple-year contract for transportation services. This contract commenced September 1, 2017 for a minimum duration of five years. The District has extended the contract an additional 3 years including escalation. Contractual costs have been estimated and incrementally increased by a minimum of 5% annually based on the extended contract terms.

	2023		2024		2025
Transportation Contract	\$ 2,543,341	\$	2,670,508	\$	2,804,033

NOTE 16 CONTINGENT LIABILITIES

The School District, in conducting its usual business activities, is involved in various legal claims and litigation. In the event any unsettled claims are successful, management believes that such claims are not expected to have a material or adverse effect on the School District’s financial position.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 17 BUDGET FIGURES

Budget figures were approved by the Board through the adoption of an amended annual budget on February 22, 2022. Differences between the amended and original budget adopted May 25, 2021 are presented below:

	AMENDED			Change
	Annual Budget	Annual Budget		
Revenues				
Provincial Grants				
Ministry of Education	\$ 112,717,134	\$ 105,442,985		\$ (7,274,149)
Other	160,000	-		(160,000)
Tuition	2,842,450	2,707,450		(135,000)
Other Revenue	1,701,075	1,663,262		(37,813)
Rentals and Leases	68,000	36,000		(32,000)
Investment Income	170,300	132,800		(37,500)
Amortization of Deferred Capital Revenue	4,770,845	4,711,745		(59,100)
Total Revenue	\$ 122,429,804	\$ 114,694,242	\$	(7,735,562)
Expenses				
Instruction	\$ 99,584,053	\$ 90,833,935	\$	(8,750,118)
District Administration	4,209,647	3,878,859		(330,788)
Operations and Maintenance	19,148,030	18,936,789		(211,241)
Transportation and Housing	2,281,703	2,083,178		(198,525)
Total Expense	\$ 125,223,433	\$ 115,732,761	\$	(9,490,672)
Net Revenue (Expense)	\$ (2,793,629)	\$ (1,038,519)	\$	1,755,110
Budgeted Allocation of Surplus	5,019,694	828,338		(4,191,356)
Budgeted Surplus (Deficit) for the year	\$ 2,226,065	\$ (210,181)	\$	(2,436,246)

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 18 EXPENSE BY OBJECT

	2022	2021
Salaries and benefits	\$ 98,212,835	\$ 93,645,602
Services and supplies	17,523,947	15,315,659
Amortization	7,218,379	6,187,826
	\$ 122,955,161	\$ 115,149,087

NOTE 19 ACCUMULATED SURPLUS

The School District has established a number of funds to demonstrate compliance with legislation and to reflect the School District’s intentions to undertake certain future activities.

The Operating Fund accounts for the School District’s operating grants and other operating revenues. Legislation requires that the School District present a balanced budget for the Operating Fund, whereby budgeted expenditure does not exceed the total of budgeted revenue and any surplus in the operating fund carried forward from previous years.

The Capital Fund accounts for the School District’s investment in its existing capital infrastructure, including the existing buildings, furniture, vehicles, computers and equipment. It also reflects intentions to make future capital asset purchases.

The Special Purpose Funds account for grants and contributions received which are directed by agreement with a third party towards specific activities.

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2022, were as follows:

- \$1,029,394 was transferred from the operating fund to the capital fund for the purchase of capital assets;
- No funds were transferred from the special purpose fund to the capital fund for the purchase of capital assets;
- \$3,980,000 was transferred from the operating fund to local capital.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 19 **ACCUMULATED SURPLUS (Continued)**

	2022	2021
Operating Fund		
Restricted due to nature of constraints on funds		
Net School Surpluses	\$ 86,291	\$ 195,886
Teacher Mentorship	88,656	133,879
Anti-Racism in Early Care	6,429	-
Enhanced Cleaning & HVAC Upgrades	-	642,338
Pathways to Hope (ICY funding)	253,235	-
LEA Capacity Building Grant	-	6,840
Indigenous Education	291,105	299,678
Purchase Order Commitments	309,371	270,432
	\$ 1,035,087	\$ 1,549,053
Restricted for anticipated unusual expenses		
Childcare Facilities	200,000	-
Outdoor Classrooms	175,000	720,000
Accessibility/Entrance Renewals	-	300,000
School Fire Suppression project	300,000	700,000
Future Capital Project Pre-Engineering & Design	50,000	100,000
Board Office Project	2,000,000	500,000
	\$ 2,725,000	\$ 2,320,000
Restricted for operations spanning multiple school years		
District/Program Initiatives	242,999	74,945
Modulars/Furniture	676,019	550,000
Holdback Funds Learning Impacts & Mental Health	-	525,696
	\$ 919,018	\$ 1,150,641
Subtotal - Internally Restricted	\$ 4,679,104	\$ 5,019,694
Unrestricted Contingency Surplus	\$ 2,063,748	\$ 2,575,213
Total available for future operations	\$ 6,742,852	\$ 7,594,907
Capital Fund		
Invested in tangible capital assets	\$ 39,925,780	\$ 37,346,792
Local Capital	4,414,458	4,210,754
	\$ 44,340,238	\$ 41,557,546
Total Accumulated Surplus	\$ 51,083,090	\$ 49,152,453

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 19 **ACCUMULATED SURPLUS** *(Continued)*

The local capital surplus has been internally restricted by the Board for:

Board Office Project	3,195,584
Youth Trades Tools/Equipment Replacement	5,038
Furniture and Equipment	15,955
Fine Arts Equipment	10,888
Copier and Printer Fleet Replacement	37,797
Facility & IT Reserves	1,090,742
Classroom Renovations	58,455
	\$ 4,414,459

NOTE 20 **ECONOMIC DEPENDENCE**

The operations of the School District are dependent on continued funding from the Ministry of Education and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

NOTE 21 **RISK MANAGEMENT**

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, amounts receivable and investments.

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as most amounts' receivable are due from the Province and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in the Central Deposit Program with the Province and in recognized British Columbia institutions.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022

NOTE 21 **RISK MANAGEMENT (Continued)**

b) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management’s opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its investments. It is management’s opinion that the School District is not exposed to significant interest rate risk as they invest solely in the Central Deposit Program with the Province and in recognized British Columbia institutions.

c) Liquidity risk

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due. The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District’s reputation.

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2021 related to credit, market or liquidity risks.

NOTE 22 **SUPPLEMENTARY CASH FLOW INFORMATION**

Interest collected and paid during the year was as follows:

		2022		2021
Interest collected	\$	215,895	\$	213,465
Interest paid		-		-

School District No. 71 (Comox Valley)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2022

	Operating Fund	Special Purpose Fund	Capital Fund	2022 Actual	2021 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	7,594,907		41,557,546	49,152,453	43,725,402
Changes for the year					
Surplus (Deficit) for the year	4,157,339		(2,226,702)	1,930,637	5,427,051
Interfund Transfers					
Tangible Capital Assets Purchased	(1,029,394)		1,029,394	-	
Local Capital	(3,980,000)		3,980,000	-	
Net Changes for the year	(852,055)	-	2,782,692	1,930,637	5,427,051
Accumulated Surplus (Deficit), end of year - Statement 2	6,742,852	-	44,340,238	51,083,090	49,152,453

School District No. 71 (Comox Valley)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2022

	2022 Budget (Note 17) \$	2022 Actual \$	2021 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	98,969,544	99,840,808	95,951,648
Other	160,000	275,900	215,600
Tuition	2,842,450	2,959,945	1,623,154
Other Revenue	590,689	752,926	789,382
Rentals and Leases	68,000	62,125	28,527
Investment Income	142,000	131,128	182,591
Total Revenue	102,772,683	104,022,832	98,790,902
Expenses			
Instruction	85,119,004	81,237,021	76,670,560
District Administration	4,209,647	3,792,981	3,648,525
Operations and Maintenance	11,632,414	12,434,018	10,959,235
Transportation and Housing	2,226,312	2,401,473	1,983,798
Total Expense	103,187,377	99,865,493	93,262,118
Operating Surplus (Deficit) for the year	(414,694)	4,157,339	5,528,784
Budgeted Appropriation (Retirement) of Surplus (Deficit)	5,019,694		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(625,000)	(1,029,394)	(454,407)
Local Capital	(3,980,000)	(3,980,000)	(1,560,000)
Total Net Transfers	(4,605,000)	(5,009,394)	(2,014,407)
Total Operating Surplus (Deficit), for the year	-	(852,055)	3,514,377
Operating Surplus (Deficit), beginning of year		7,594,907	4,080,530
Operating Surplus (Deficit), end of year		6,742,852	7,594,907
Operating Surplus (Deficit), end of year			
Internally Restricted		4,679,104	7,594,907
Unrestricted		2,063,748	
Total Operating Surplus (Deficit), end of year		6,742,852	7,594,907

School District No. 71 (Comox Valley)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2022

	2022 Budget (Note 17)	2022 Actual	2021 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	97,243,597	98,580,744	92,492,731
ISC/LEA Recovery	(154,961)	(176,525)	(154,961)
Other Ministry of Education and Child Care Grants			
Pay Equity	451,831	451,831	451,831
Funding for Graduated Adults	135,000	165,990	230,034
Student Transportation Fund	421,375	421,375	421,375
Support Staff Benefits Grant	114,396	112,481	111,041
Teachers' Labour Settlement Funding			2,210,956
Early Career Mentorship Funding			170,000
FSA Scorer Grant	15,964	15,964	15,964
Equity Scan	3,000	3,000	-
Anti-Racism in Early Care	6,429	6,429	-
Integrated Child and Youth (ICY) Teams	253,235	253,235	-
Early Learning Framework	2,677	2,677	2,677
February 2022 Enrolment Count	477,001	-	-
Extreme Weather		3,607	
Total Provincial Grants - Ministry of Education and Child Care	98,969,544	99,840,808	95,951,648
Provincial Grants - Other	160,000	275,900	215,600
Tuition			
International and Out of Province Students	2,842,450	2,959,945	1,623,154
Total Tuition	2,842,450	2,959,945	1,623,154
Other Revenues			
Funding from First Nations	154,961	176,525	154,961
Miscellaneous			
Instructional Cafeteria	120,000	133,528	55,024
Miscellaneous	315,728	442,873	579,397
Total Other Revenue	590,689	752,926	789,382
Rentals and Leases	68,000	62,125	28,527
Investment Income	142,000	131,128	182,591
Total Operating Revenue	102,772,683	104,022,832	98,790,902

School District No. 71 (Comox Valley)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object
Year Ended June 30, 2022

	2022 Budget (Note 17) \$	2022 Actual \$	2021 Actual \$
Salaries			
Teachers	42,631,666	41,439,858	39,320,849
Principals and Vice Principals	5,444,087	5,383,773	5,270,358
Educational Assistants	7,277,588	6,519,542	5,921,174
Support Staff	9,017,775	8,906,698	8,127,471
Other Professionals	3,284,615	3,273,254	3,182,317
Substitutes	3,308,034	3,444,981	3,057,669
Total Salaries	70,963,765	68,968,106	64,879,838
Employee Benefits	16,725,069	16,358,646	15,447,539
Total Salaries and Benefits	87,688,834	85,326,752	80,327,377
Services and Supplies			
Services	4,290,906	3,552,736	3,139,062
Student Transportation	2,202,000	2,377,593	1,966,901
Professional Development and Travel	808,947	557,753	357,477
Rentals and Leases		144,588	
Dues and Fees	95,200	84,112	65,158
Insurance	240,800	214,770	199,811
Supplies	5,700,252	5,304,874	5,198,272
Utilities	2,160,438	2,302,315	2,008,060
Total Services and Supplies	15,498,543	14,538,741	12,934,741
Total Operating Expense	103,187,377	99,865,493	93,262,118

School District No. 71 (Comox Valley)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	33,322,141	744,466		63,774		2,666,645	36,797,026
1.03 Career Programs	626,591		206,065			10,698	843,354
1.07 Library Services	104,858			713,021		40,002	857,881
1.08 Counselling	1,707,100					1,390	1,708,490
1.10 Special Education	4,239,470	138,290	5,411,887	73,644	191,360	318,406	10,373,057
1.30 English Language Learning	161,388		27,717				189,105
1.31 Indigenous Education	341,903	141,968	806,075	164,772	61,055	8,866	1,524,639
1.41 School Administration		4,220,759		1,943,879		189,373	6,354,011
1.62 International and Out of Province Students	936,407	138,290		114,902	219,515	50,690	1,459,804
1.64 Other			67,798	100,368		3,354	171,520
Total Function 1	41,439,858	5,383,773	6,519,542	3,174,360	471,930	3,289,424	60,278,887
4 District Administration							
4.11 Educational Administration					970,555		970,555
4.40 School District Governance					180,703		180,703
4.41 Business Administration				371,054	973,090		1,344,144
Total Function 4	-	-	-	371,054	2,124,348	-	2,495,402
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					662,983		662,983
5.50 Maintenance Operations				4,882,514		155,557	5,038,071
5.52 Maintenance of Grounds				478,770			478,770
5.56 Utilities							-
Total Function 5	-	-	-	5,361,284	662,983	155,557	6,179,824
7 Transportation and Housing							
7.41 Transportation and Housing Administration					13,993		13,993
7.70 Student Transportation							-
Total Function 7	-	-	-	-	13,993	-	13,993
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	41,439,858	5,383,773	6,519,542	8,906,698	3,273,254	3,444,981	68,968,106

School District No. 71 (Comox Valley)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Actual	2022 Budget (Note 17)	2021 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	36,797,026	9,120,556	45,917,582	3,842,485	49,760,067	52,233,458	47,735,861
1.03 Career Programs	843,354	195,347	1,038,701	290,401	1,329,102	1,387,202	1,281,899
1.07 Library Services	857,881	206,577	1,064,458	341,876	1,406,334	1,586,445	1,443,956
1.08 Counselling	1,708,490	400,023	2,108,513	373	2,108,886	2,200,572	1,876,939
1.10 Special Education	10,373,057	2,381,078	12,754,135	147,387	12,901,522	13,784,803	12,229,029
1.30 English Language Learning	189,105	45,014	234,119	499	234,618	223,171	230,076
1.31 Indigenous Education	1,524,639	349,101	1,873,740	616,792	2,490,532	2,781,637	2,168,895
1.41 School Administration	6,354,011	1,426,170	7,780,181	596,207	8,376,388	8,197,674	8,051,314
1.62 International and Out of Province Students	1,459,804	341,381	1,801,185	394,374	2,195,559	2,354,153	1,324,638
1.64 Other	171,520	42,713	214,233	219,780	434,013	369,889	327,953
Total Function 1	60,278,887	14,507,960	74,786,847	6,450,174	81,237,021	85,119,004	76,670,560
4 District Administration							
4.11 Educational Administration	970,555	193,410	1,163,965	95,433	1,259,398	1,369,257	1,113,701
4.40 School District Governance	180,703	23,234	203,937	84,868	288,805	379,188	296,367
4.41 Business Administration	1,344,144	277,428	1,621,572	623,206	2,244,778	2,461,202	2,238,457
Total Function 4	2,495,402	494,072	2,989,474	803,507	3,792,981	4,209,647	3,648,525
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	662,983	133,623	796,606	417,205	1,213,811	1,314,594	1,073,176
5.50 Maintenance Operations	5,038,071	1,122,945	6,161,016	1,951,900	8,112,916	7,439,394	7,041,145
5.52 Maintenance of Grounds	478,770	97,392	576,162	228,814	804,976	717,988	836,854
5.56 Utilities	-	-	-	2,302,315	2,302,315	2,160,438	2,008,060
Total Function 5	6,179,824	1,353,960	7,533,784	4,900,234	12,434,018	11,632,414	10,959,235
7 Transportation and Housing							
7.41 Transportation and Housing Administration	13,993	2,654	16,647	7,233	23,880	24,312	22,609
7.70 Student Transportation	-	-	-	2,377,593	2,377,593	2,202,000	1,961,189
Total Function 7	13,993	2,654	16,647	2,384,826	2,401,473	2,226,312	1,983,798
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	68,968,106	16,358,646	85,326,752	14,538,741	99,865,493	103,187,377	93,262,118

School District No. 71 (Comox Valley)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2022

	2022 Budget (Note 17) \$	2022 Actual \$	2021 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	13,747,590	13,650,830	15,542,834
Other Revenue	1,110,386	2,214,661	1,467,403
Investment Income	5,500	5,798	5,303
Total Revenue	14,863,476	15,871,289	17,015,540
Expenses			
Instruction	14,465,049	15,320,563	15,346,811
Operations and Maintenance	343,036	500,787	350,428
Transportation and Housing	55,391	49,939	1,904
Total Expense	14,863,476	15,871,289	15,699,143
Special Purpose Surplus (Deficit) for the year	-	-	1,316,397
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased			(1,316,397)
Total Net Transfers	-	-	(1,316,397)
Total Special Purpose Surplus (Deficit) for the year	-	-	-
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		-	-

School District No. 71 (Comox Valley)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2022

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			757,644	776,744				59,650	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	343,036	327,360			160,000	39,200	185,519	611,364	1,471,710
Other			58,914	2,048,804					
Investment Income			5,797						
	343,036	327,360	64,711	2,048,804	160,000	39,200	185,519	611,364	1,471,710
Less: Allocated to Revenue	343,036	237,403	63,212	2,057,436	160,000	39,200	185,519	599,226	1,471,710
Deferred Revenue, end of year	-	89,957	759,143	768,112	-	-	-	71,788	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	343,036	237,403			160,000	39,200	185,519	599,226	1,471,710
Other Revenue			57,414	2,057,436					
Investment Income			5,798						
	343,036	237,403	63,212	2,057,436	160,000	39,200	185,519	599,226	1,471,710
Expenses									
Salaries									
Teachers							36,550		
Principals and Vice Principals							24,840		274,319
Educational Assistants		199,031							643,491
Support Staff	256,108				123,182	30,912		297,467	153,294
Substitutes					1,579		12,124		114,662
	256,108	199,031	-	-	124,761	30,912	73,514	297,467	1,185,766
Employee Benefits	57,099	38,372			34,777	6,277	15,344	70,587	285,944
Services and Supplies	29,829		63,212	2,057,436	462	2,011	96,661	231,172	
	343,036	237,403	63,212	2,057,436	160,000	39,200	185,519	599,226	1,471,710
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 71 (Comox Valley)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2022

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School / Restart: Health & Safety Grant	Federal Safe Return to Class / Ventilation Fund	Professional Development	CVCF Student Travel
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			2,891	71,457	17,018			131,706	36,683
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	9,875,840	116,150	56,507	120,482	25,000	227,515	157,751		
Other								83,367	23,814
Investment Income									379
	9,875,840	116,150	56,507	120,482	25,000	227,515	157,751	83,367	24,193
Less: Allocated to Revenue	9,875,840	109,040	49,939	145,166	14,295	227,515	157,751	75,011	24,800
Deferred Revenue, end of year	-	7,110	9,459	46,773	27,723	-	-	140,062	36,076
Revenues									
Provincial Grants - Ministry of Education and Child Care	9,875,840	109,040	49,939	145,166	14,295	227,515	157,751		
Other Revenue								75,011	24,800
Investment Income									
	9,875,840	109,040	49,939	145,166	14,295	227,515	157,751	75,011	24,800
Expenses									
Salaries									
Teachers	7,563,734			60,550					
Principals and Vice Principals									
Educational Assistants									
Support Staff						135,195			
Substitutes	325,295	66,814			9,139				
	7,889,029	66,814	-	60,550	9,139	135,195	-	-	-
Employee Benefits	1,986,811	13,396		15,096	1,774	32,320			
Services and Supplies		28,830	49,939	69,520	3,382	60,000	157,751	75,011	24,800
	9,875,840	109,040	49,939	145,166	14,295	227,515	157,751	75,011	24,800
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 71 (Comox Valley)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2022

	MHIS Resources	TOTAL
	\$	\$
Deferred Revenue, beginning of year		1,853,793
Add: Restricted Grants		
Provincial Grants - Ministry of Education and Child Care	40,898	13,758,332
Other		2,214,899
Investment Income		6,176
	40,898	15,979,407
Less: Allocated to Revenue	35,190	15,871,289
Deferred Revenue, end of year	5,708	1,961,911
Revenues		
Provincial Grants - Ministry of Education and Child Care	35,190	13,650,830
Other Revenue		2,214,661
Investment Income		5,798
	35,190	15,871,289
Expenses		
Salaries		
Teachers		7,660,834
Principals and Vice Principals		299,159
Educational Assistants		842,522
Support Staff		996,158
Substitutes		529,613
	-	10,328,286
Employee Benefits		2,557,797
Services and Supplies	35,190	2,985,206
	35,190	15,871,289
Net Revenue (Expense) before Interfund Transfers	-	-
Interfund Transfers	-	-
Net Revenue (Expense)	-	-

School District No. 71 (Comox Valley)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2022

	2022	2022 Actual			2021
	Budget (Note 17)	Invested in Tangible Capital Assets	Local Capital	Fund Balance	Actual
	\$	\$	\$	\$	\$
Revenues					
Investment Income	22,800		78,969	78,969	25,571
Gain (Loss) on Disposal of Tangible Capital Assets				-	399,000
Amortization of Deferred Capital Revenue	4,770,845	4,912,708		4,912,708	4,345,125
Total Revenue	4,793,645	4,912,708	78,969	4,991,677	4,769,696
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	7,172,580	7,218,379		7,218,379	6,187,826
Total Expense	7,172,580	7,218,379	-	7,218,379	6,187,826
Capital Surplus (Deficit) for the year	(2,378,935)	(2,305,671)	78,969	(2,226,702)	(1,418,130)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	625,000	1,029,394		1,029,394	1,770,804
Local Capital	3,980,000		3,980,000	3,980,000	1,560,000
Total Net Transfers	4,605,000	1,029,394	3,980,000	5,009,394	3,330,804
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		3,855,265	(3,855,265)	-	
Total Other Adjustments to Fund Balances		3,855,265	(3,855,265)	-	
Total Capital Surplus (Deficit) for the year	2,226,065	2,578,988	203,704	2,782,692	1,912,674
Capital Surplus (Deficit), beginning of year		37,346,792	4,210,754	41,557,546	39,644,872
Capital Surplus (Deficit), end of year		39,925,780	4,414,458	44,340,238	41,557,546

School District No. 71 (Comox Valley)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2022

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	14,151,889	206,268,751	6,763,314	2,037,537		4,758,503	233,979,994
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		7,429,168	795,723				8,224,891
Operating Fund		425,244	194,461	129,823		279,866	1,029,394
Local Capital	649,000	1,381,062	192,706	100,000		1,532,497	3,855,265
Transferred from Work in Progress		28,123,110	16,764				28,139,874
	649,000	37,358,584	1,199,654	229,823	-	1,812,363	41,249,424
Decrease:							
Deemed Disposals				113,827		191,390	305,217
Written-off/down During Year		865,546					865,546
	-	865,546	-	113,827	-	191,390	1,170,763
Cost, end of year	14,800,889	242,761,789	7,962,968	2,153,533	-	6,379,476	274,058,655
Work in Progress, end of year		131,190	140,673				271,863
Cost and Work in Progress, end of year	14,800,889	242,892,979	8,103,641	2,153,533	-	6,379,476	274,330,518
Accumulated Amortization, beginning of year		95,715,630	970,556	691,006		1,656,320	99,033,512
Changes for the Year							
Increase: Amortization for the Year		5,158,713	736,314	209,554		1,113,798	7,218,379
Decrease:							
Deemed Disposals				113,827		191,390	305,217
Written-off During Year		865,546					865,546
		865,546	-	113,827	-	191,390	1,170,763
Accumulated Amortization, end of year		100,008,797	1,706,870	786,733	-	2,578,728	105,081,128
Tangible Capital Assets - Net	14,800,889	142,884,182	6,396,771	1,366,800	-	3,800,748	169,249,390

School District No. 71 (Comox Valley)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2022

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	28,123,110	16,764			28,139,874
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw		140,673			140,673
Deferred Capital Revenue - Other	131,190				131,190
	<u>131,190</u>	<u>140,673</u>	<u>-</u>	<u>-</u>	<u>271,863</u>
Decrease:					
Transferred to Tangible Capital Assets	28,123,110	16,764			28,139,874
	<u>28,123,110</u>	<u>16,764</u>	<u>-</u>	<u>-</u>	<u>28,139,874</u>
Net Changes for the Year	<u>(27,991,920)</u>	<u>123,909</u>	<u>-</u>	<u>-</u>	<u>(27,868,011)</u>
Work in Progress, end of year	<u>131,190</u>	<u>140,673</u>	<u>-</u>	<u>-</u>	<u>271,863</u>

School District No. 71 (Comox Valley)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2022

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
Deferred Capital Revenue, beginning of year	\$ 93,736,477	\$ 4,848,404	\$ 14,812	\$ 98,599,693
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	8,224,891			8,224,891
Transferred from Work in Progress	27,049,874		90,000	27,139,874
	<u>35,274,765</u>	<u>-</u>	<u>90,000</u>	<u>35,364,765</u>
Decrease:				
Amortization of Deferred Capital Revenue	4,749,080	162,128	1,500	4,912,708
	<u>4,749,080</u>	<u>162,128</u>	<u>1,500</u>	<u>4,912,708</u>
Net Changes for the Year	<u>30,525,685</u>	<u>(162,128)</u>	<u>88,500</u>	<u>30,452,057</u>
Deferred Capital Revenue, end of year	<u>124,262,162</u>	<u>4,686,276</u>	<u>103,312</u>	<u>129,051,750</u>
Work in Progress, beginning of year	27,049,874		90,000	27,139,874
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	140,673	131,190		271,863
	<u>140,673</u>	<u>131,190</u>	<u>-</u>	<u>271,863</u>
Decrease				
Transferred to Deferred Capital Revenue	27,049,874		90,000	27,139,874
	<u>27,049,874</u>	<u>-</u>	<u>90,000</u>	<u>27,139,874</u>
Net Changes for the Year	<u>(26,909,201)</u>	<u>131,190</u>	<u>(90,000)</u>	<u>(26,868,011)</u>
Work in Progress, end of year	<u>140,673</u>	<u>131,190</u>	<u>-</u>	<u>271,863</u>
Total Deferred Capital Revenue, end of year	<u>124,402,835</u>	<u>4,817,466</u>	<u>103,312</u>	<u>129,323,613</u>

School District No. 71 (Comox Valley)

Changes in Unspent Deferred Capital Revenue
Year Ended June 30, 2022

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
Balance, beginning of year	\$	\$ 301,000	\$	\$	\$	\$ 301,000
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	8,365,564		3,832,518			12,198,082
	8,365,564	-	3,832,518	-	-	12,198,082
Decrease:						
Transferred to DCR - Capital Additions	8,224,891					8,224,891
Transferred to DCR - Work in Progress	140,673		131,190			271,863
	8,365,564	-	131,190	-	-	8,496,754
Net Changes for the Year	-	-	3,701,328	-	-	3,701,328
Balance, end of year	-	301,000	3,701,328	-	-	4,002,328

Financial Statement Discussion and Analysis

For the Year Ended June 30, 2022



Comox Valley Schools

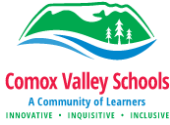
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School District No.71 (Comox Valley)

607 Cumberland Rd
Courtenay, BC V9N 7G5
www.comoxvalleyschools.ca

Prepared by the Secretary-Treasurer for
School District No. 71 (Comox Valley)



School District No. 71 (Comox Valley)

Financial Statement Discussion & Analysis

Year Ended June 30, 2022

Contents

Introduction	1
About BC School District Financial Statements	1
Composition of the Financial Statements	2
Statement of Financial Position (All funds)	3
Statement of Operations (All funds)	8
Operating Fund	9
Special Purpose Funds	14
Capital Fund	16
Risks and Uncertainties	21
Contacting School District Financial Management	22

INTRODUCTION

The following is a discussion and analysis of the School District's financial performance for the fiscal year ended June 30, 2022. The report is a summary of the School District's financial activities based on current known facts, decisions, or conditions. The results of the current year are discussions in comparison with the prior year, with an emphasis placed on the current year. The financial statements illustrate, in financial terms, how resources have been allocated and consumed during the School District's fiscal year ended June 30. This report should be read in conjunction with the School District's financial statements for the same period.

ABOUT BC SCHOOL DISTRICT FINANCIAL STATEMENTS

BC School District financial statements are prepared in accordance with section 23.1 of the Budget Transparency and Accountability Act of the Province of BC which requires that financial statements are prepared in accordance with Canadian public sector accounting standards with some exceptions as explained in Note 2 to the Financial Statements. Public sector accounting emphasizes accountability, not profitability. School District Financial Statements have a prescribed common format, and they are consolidated into the Provincial Financial Statements.

Further, Financial Statements of BC School Districts are reported as a consolidation of three separate funds: Operating, Special Purpose and Capital. In the financial statements, these three separated funds are reported collectively in statements 1 through 5 and separately in schedules 2 (Operating Fund), 3 (Special Purpose Funds) and 4 (Capital Fund). To gain a full understanding of statements 1 through 5, it is important to also review each of the funds separately.

COMPOSITION OF FINANCIAL STATEMENTS

The two key statements are:

- A **Statement of Financial Position** (page 5), which summarizes the assets and liabilities at June 30th. This provides an indication of the financial health of the District.
- A **Statement of Operations** (page 6), which summarizes the revenues received and expenses incurred during the twelve months between July 1 and June 30. This provides an indication of the funding received by the District and how the funding was spent.

The Statement of Changes in Net Debt, the Statement of Cash Flows and the notes to the financial statements provide further analysis of the District's finances.

The District manages its financial activities in three distinct areas, being the:

- Operating fund;
- Special purpose funds; and the
- Capital fund.

The schedules at the end of the notes to the financial statements are in a format prescribed by the Ministry of Education. These schedules provide more detail specific to each of these funds. The balances in these schedules are consistent, when combined, with the financial statements.

Schedule 1 (page 30) illustrates the sum of the funds.

Schedule 2 (page 31) provides detail on the **Operating Fund**.

The Operating Fund accounts for the District's operating grants and other operating revenues. Legislation requires that the District present a balanced budget for the Operating Fund, whereby budgeted expenditures do not exceed the total of the budgeted revenues and any surplus in the operating fund carried forward from previous years.

Schedule 3 (page 36) provides detail on the **Special Purpose Funds**.

The Special Purpose Funds account for grants and contributions that are directed by agreement with a third party towards specific activities. As these are targeted grants, any unspent funding is typically accounted for as deferred revenue, not as accumulated surplus.

Schedule 4 (page 40) provides detail on the **Capital Fund**.

The capital fund accounts for:

- The capital assets of the District, including sites, buildings, furniture & equipment, vehicles, computer software and computer hardware.
- Grants directed by agreement with a third party for the purchase of capital assets.
- Funds restricted by the Board for future capital asset purchases (local capital).

STATEMENT OF FINANCIAL POSITION (All funds)

Statement 1– page 5.

This statement summarizes the assets and liabilities at June 30, 2022. This provides an indication of the financial health of the school district.

	2021-22		2020-21		\$ Change	% Change
Financial Assets	\$	33,304,652	\$	32,989,504	\$ 315,148	1%
Non Financial Assets		170,322,459		164,012,159	6,310,300	4%
Total Assets		203,627,111		197,001,663	6,625,448	3%
Liabilities		152,544,021		147,849,210	4,694,811	3%
Accumulated Surplus	\$	51,083,090	\$	49,152,453	\$ 1,930,637	4%

Financial Assets

Financial assets are assets that can be used to discharge liabilities and provide working capital funds in the normal course of operations.

The 1% increase in financial assets of \$0.315 million from 2020-21 resulted from changes in the following accounts:

Cash and Cash Equivalents – Note 3

At June 30, 2022, the District held \$31.97 million in cash. Of this amount, \$13.72 million has been deposited in the Province’s Central Deposit Program, and District funds of \$18.25 million are made up of the local capital surplus, operating surplus, deferred revenue, and the teacher and support staff summer savings plan funds.

Cash and Cash Equivalents	June 30, 2022		June 30, 2021	
School Generated Funds	\$	793,177	\$	799,972
District Funds		17,241,312		13,734,679
Restricted Funds - Teacher Salary Deferral Program		216,712		247,790
BC Ministry of Finance Central Deposit Program		13,719,080		16,052,101
Total Cash and Cash Equivalents	\$	31,970,281	\$	30,834,542

Accounts Receivable – Note 4

Accounts receivable at June 30, 2022, include a GST receivable and other trade receivables.

Accounts Receivable	June 30, 2022	June 30, 2021
Due from Province - Ministry of Education	\$ 894,884	\$ 1,415,579
Due from Province - Other	\$ -	\$ 99,252
Due from Federal Government	\$ 376,063	\$ 371,681
Other	\$ 63,424	\$ 268,450
Total Accounts Receivable	\$ 1,334,371	\$ 2,154,962

Non-Financial Assets

Non-financial assets are tangible assets that are used in the operations of the District and are not readily converted to cash.

Tangible Capital Assets – Note 11

Tangible capital assets include land, buildings, furniture and equipment, vehicles, and computer hardware that are used in the operations of the District. These assets are amortized over their estimated useful lives to arrive at a net value of \$169.25 million as at June 30, 2022. The increase of \$6.16 million over the prior year is comprised of new assets purchased less amortization.

Capital activity during the year included the seismic work on Lake Trail Middle School and the childcare center, completion of the replacement school at Hornby Island, roof repairs at Mark Isfeld, Brooklyn Elementary boiler upgrade, installation of more outdoor classrooms, the accessible playground at Huband Park Elementary and the purchase of vehicles, laptops, computers and technology.

Prepaid Expenses

Prepaid expenses represent insurance, licenses, and materials that are for the following year and total \$1.073 million at June 30, 2022. Also included is \$0.361 million in prepaid rent that is associated with the sale of land adjacent to the School Board office to the Comox Valley Regional District which represents 98 years left of prepaid rent. The sale took place in 2016-17 and the prepaid rent began to be amortized in the 21-22 fiscal as the sale of a second parcel of land to the Comox Valley Regional District completed in June of 2021.

Financial Liabilities

Financial liabilities are obligations of the District to others arising from prior transactions, the settlement of which will require the use of current and future financial assets.

The increase in total liabilities of \$4.69 million from 2021-22 resulted from changes in the following accounts:

Accounts Payable and Accrued Liabilities – Note 5

The District's accounts payable and accrued liabilities represent expenses which have been incurred but not yet paid. The decrease of \$2.72 million from 2021-22 is mainly due to the release of holdbacks relating to the Lake Trail Seismic and Hornby school projects as well as COVID-19 related supply chain delays where items were ordered but not received by June 30th.

Accounts Payable and Accrued Liabilities	June 30, 2022	June 30, 2021
Trade and other amounts payable	\$ 1,322,890	\$ 4,678,845
Salaries and benefits payable	3,097,723	2,804,541
Accrued vacation payable	468,778	509,783
Accrued wages and benefits	626,831	492,273
Summer savings plan	3,336,029	3,194,172
Deferred salary leave	216,712	247,790
Deferred homestay revenues	1,471,150	1,333,797
Other accrued liabilities	405,004	405,716
Total Accounts Payable and Accrued Liabilities	\$ 10,945,117	\$ 13,666,917

Unearned Revenue – Note 6

The District receives payment of tuition fees for international students in advance of the student commencing their studies in the District. These fees are recognized as earned revenue when the program is provided to the student. The unearned revenue of \$2.3 million represents international student fees received prior to June 30, 2022, for tuition in the 2023-23 school year.

Deferred Revenue – Note 7

Deferred revenue represents the unspent portion of grants which are targeted for a specific purpose.

Deferred Revenue	June 30, 2022	June 30, 2021
School generated funds - amounts raised by schools for specific projects, such as class trips, school fees and other fundraising	\$ 768,112	\$ 776,744
Scholarships and bursaries - balances administered by the District and amounts awarded but not yet claimed	759,143	757,644
Professional development - contractual funds set aside for support staff, principals/vice-principals and exempt staff	140,062	131,706
Other unspent targeted funds	294,594	187,699
Total Deferred Revenue	\$ 1,961,911	\$ 1,853,793

Deferred Capital Revenue and Tangible Capital Assets – Note 8

The deferred capital revenue balance is closely linked to the tangible capital asset balance. Tangible capital assets are items owned by the District which have a lifespan of more than one year. This includes school buildings, sites, furniture and equipment, vehicles, and most computer equipment.

Most of the District's capital expenditures, such as the construction of new schools, is funded through specific grants provided by the Ministry of Education. Once an asset is built or acquired and is in use, the cost of that asset is amortized over the expected life of that asset. Any grants targeted towards the acquisition of that asset are also amortized over the expected life of that asset.

After allowing for amortization, the District has \$169.25 million of tangible capital assets. Of this, \$129.3 million (being the deferred capital revenue balance) of assets were purchased through targeted grants. The remainder was funded through operating grants and other non-targeted funding.

This inclusion of deferred capital revenue is not consistent with generally accepted accounting principles. The inclusion of this balance is a requirement of the Provincial Government. This is explained in more detail in Note 2 to the financial statements.

The capital fund section, included later in this document, provides a more detailed explanation of the accounting for capital assets and associated grants.

Employee Future Benefits – Note 9

The employee future benefits liability of \$3.98 million accounts for amounts or benefits owed to current employees as a result of past service. The liability amount is calculated by actuaries based on the District's number of employees, age, length of service, contract terms, and established actuarial assumptions.

Most of this amount accounts for retirement benefits earned by current employees. Support staff and certain members of school and district administration are entitled to a one-time payment from the District on their retirement. The amount of payment depends on years of service and final salary.

The District sets aside a liability each year to reflect expected future payments on retirement. The amount set aside during the year is reflected as an expense and is based on the service to date of employees. The liability is reduced when employees retire, and payments are disbursed.

The remainder of the employee future benefits liability is associated with overtime, accumulated sick time, and death benefits earned but not yet paid.

Net Financial Assets (Debt) – Statement 1

This is the difference between the District’s financial assets and liabilities at a point in time. It implies that the District has a net debt of \$119.24 million. This is heavily skewed by the deferred capital revenue liability of \$133.33 million. As there is no future cash flow associated with the deferred capital revenue balance, a more meaningful measure of net financial assets or debt excludes that balance, giving a revised figure of net financial assets of \$14.09 million.

Accumulated Surplus – Note 19

Accumulated surplus is represented by the accumulated surplus from operations which is made up of both unrestricted and restricted operating reserves. Also included in accumulated surplus are capital funds which include investment in capital funds and capital reserves (local capital) and Ministry restricted capital. Schedule 1 in the Financial Statements (Schedule of Changes in Accumulated Surplus (Deficit) by Fund) details the changes in each fund.

The operating fund surplus consists of internally restricted funds broken out into three subgroups:

- Restricted due to the nature of constraints on the funds
- Restricted for anticipated unusual expenses
- Restrictions for operations spanning multiple school years

Internally restricted operating surplus consists of school surpluses, district/program initiatives, grants received from external sources that are targeted for a specific use, funds held for future portables, furniture or project needs, outstanding purchase orders. Readers will note that these are new headings suggested by the Ministry of Education and Childcare with the intent of increasing accountability and transparency for restricted surpluses. The amount of internally restricted surplus is \$4,679,104. In addition, as per Board Policy, there is a 2% unrestricted contingency surplus of \$2,063,748.

Capital fund surpluses include amounts invested in tangible assets and local capital reserves. Invested in tangible capital assets represents the net book value of capital assets that have been paid from District revenues and have not been funded by the Province or external contributions. Local capital reserves have been set aside for future replacement of District assets and have not been funded by the Province or external contributions.

Accumulated Surplus	June 30, 2022	June 30, 2021
Operating Fund	\$ 6,742,852	\$ 7,594,907
Capital Fund - local capital (amounts available to spend on future capital asset purchases)	4,414,458	4,210,754
Capital Fund - invested in tangible capital assets (the cost of assets owned by the district, net of amortization and targeted grants)	39,925,780	37,346,792
Total Accumulated Surplus	\$ 51,083,090	\$ 49,152,453

STATEMENT OF OPERATIONS (All funds)

Statement 2 – page 6

The Statement of Operations is cumulative summarizing the revenues received and expenses incurred by the District during the twelve months between July 1 and June 30 for all three funds- Operating, Special Purpose and Capital.

Year Ended	June 30, 2022	June 30, 2021
Total Revenues	124,885,798	120,576,138
Total Expenses	122,955,161	115,149,087
Surplus for the year	\$ 1,930,637	\$ 5,427,051

Ministry of Education grant funding increased from 2021 by \$1.997 million. This is a result of increased per student funding, higher enrolment in NIDES and increased funding for the Classroom Enhancement Fund.

Expenses increased from 2021 by \$7.81 million as wage increases were implemented, and additional educational resources were allocated to support the additional students, planned spending to draw down surplus and ongoing self-funded COVID protocols.

Overall, the District's revenues exceeded its expenditures by \$1.93 million. Broken down by fund, this variance arises as follows:

Fund	Surplus / (deficit) for the year	Commentary
Operating Fund	\$ 4,157,339	See discussion and analysis in the Operating Fund section of this document.
Special Purpose Funds	-	There were no Tangible Capital Assets purchased from Special Purpose Funds this year
Capital Fund	\$ (2,226,702)	The cost of capital assets purchased during the year was greater than the net balance of asset amortization and amortization of deferred capital revenue. This essentially means that the District invested more in purchasing tangible capital assets during the year than it consumed through wear and tear of existing capital assets.
Total Surplus	\$ 1,930,637	

Revenues, expenses, and surpluses for each of the individual funds are discussed in more detail below.

OPERATING FUND

Overview

Operating fund transactions are reported in the following schedules in the financial statements. Columns with figures for the amended budget, year to June 30, 2022 and year to June 30, 2021 are shown.

Schedule	Page	Overview
2	31	Summarizes the revenues and expenses of the operating fund. Also indicates the amounts spent on capital assets and transferred to the Local Capital fund.
2A	32	Outlines in more detail the operating revenues earned by the District.
2B	33	Summarizes salaries by employee group and other operating cost categories.
2C	34-35	Provides the same information as in 2B, broken down in more detail to show each program the funds were spent on.

Revenues

Revenues are reported by type for the District. The following table compares actual revenues by category to the budget.

Revenue	2021-22 Actual \$\$	2021-22 Budget \$\$	Variance \$	Variance %
Provincial Grants - MOE	\$ 99,840,808	\$ 98,969,544	\$ 871,264	0.88%
Provincial Grants - Other	275,900	160,000	115,900	72.44%
Tuition	2,959,945	2,842,450	117,495	4.13%
Other Revenue	752,926	590,689	162,237	27.47%
Rentals and Leases	62,125	68,000	(5,875)	-8.64%
Investment Income	131,128	142,000	(10,872)	-7.66%
Total Revenue	\$ 104,022,832	\$ 102,772,683	\$ 1,250,149	1.22%

Provincial Grants – Ministry of Education

96.2% of the District's operating funding is from the Ministry of Education. Most of this funding is calculated based on student enrolment and certain identified special needs of those students. Enrolment has been increasing in the District for the last 5 years, resulting in additional operating grant revenues from the Ministry of Education.

The increase in Provincial Grants of \$0.87 million (0.88%) from what was budgeted was mainly due to higher-than-expected enrollment in NIDES for the February and May counts. The MOE grants are detailed on Schedule 2A.

Provincial Grants – Other

In the 20-21 Fiscal there was a presentation change from previous budgets and statements. The amount reflected here of \$0.28 million is the funding received from the Industry Training Authority for career and dual credit programming. Previously these amounts were included in the other revenue totals.

Tuition Fees - International Student Program

The District hosts an international program. International students live with homestay families in the region and attend District schools. The students pay a fee to the School District. The increase of \$0.12 million (4.13%) is due to more students actually attending than budgeted.

Other Revenue

Other revenue includes Local Education Agreement (LEA) funding from First Nations, Instructional Cafeteria revenue, and other miscellaneous revenues received during the year. The increase in other revenue of \$0.16 million (27.47%) from what was budgeted was due to nominal roll increases and an increase in print shop and cafeteria revenues.

Rentals and Leases

Rentals and leases revenue include rentals of facility space for external programs and operations such as childcare facilities and youth groups. The decrease from what was budgeted is due to COVID and not being able to open Facilities to user groups for the full fiscal.

Investment Income

Investment income is interest earned on operating revenue. The decrease is due to a decline in interest rates for the majority of the fiscal

Overall, the total revenue for the year was \$1.25 million (1.22%) more than what was budgeted, mainly due to increased enrolment.

The following table compares actual revenues for 2021-22 to actual revenues for the prior year.

Revenue	2021-22 Actual \$\$	2020-21 Actual \$\$	Variance \$\$	Variance %
Provincial Grants - MOE	\$ 99,840,808	\$ 95,951,648	\$ 3,889,160	4.05%
Provincial Grants - Other	275,900	215,600	60,300	27.97%
Tuition	2,959,945	1,623,154	1,336,791	82.36%
Other Revenue	752,926	789,382	(36,456)	-4.62%
Rentals and Leases	62,125	28,527	33,598	117.78%
Investment Income	131,128	182,591	(51,463)	-28.18%
Total Revenue	\$ 104,022,832	\$ 98,790,902	\$ 5,231,930	5.30%

Overall, the total revenues for the year were \$5.23 million (5.30%) more than the prior year. This is mainly due to increased enrolment which offset the decreases due to the COVID-19 pandemic.

Operating Expenditures

Expenditures are reported by function for the District. The table below summarizes total expense by function for the year to June 30, 2022.

Function	2021-22 \$\$	2021-22 % of total
Instruction	\$81,237,021	81.3%
District Administration	3,792,981	3.8%
Operations and Maintenance	12,434,018	12.5%
Transportation	2,401,473	2.4%
Total	\$99,865,493	100.0%

Instruction

This function incorporates all programs related to the instruction of students, including Regular instruction, Career Programs, Library Services, Counselling, Special Education, English Language Learning, Indigenous Education, School Administration, International Programs, and Other.

District Administration

This function incorporates the cost of all programs related to district governance and district administration of educational, business, human resource and labour relations activities.

Operations and Maintenance

This function incorporates all programs related to the district's responsibility for the operation, maintenance and safety of sites, buildings, furniture and equipment, and computer equipment. Also included is the cost of maintenance for vehicles used by employees.

Transportation

This function includes programs involving the transportation of students.

The following table compares actual expenditure by function to the amended budget.

Function	2021-22 Actual \$\$	2021-22 Budget \$\$	Variance \$\$	Variance %
Instruction	\$ 81,237,021	\$ 85,119,004	\$ (3,881,983)	-4.56%
District Administration	3,792,981	4,209,647	(416,666)	-9.90%
Operations and Maintenance	12,434,018	11,632,414	801,604	6.89%
Transportation	2,401,473	2,226,312	175,161	7.87%
Total	\$ 99,865,493	\$ 103,187,377	\$ (3,321,884)	-3.22%

Costs related to the Instruction function were \$3.88 million (4.56%) less than what was budgeted for, mainly due to COVID-19 and staffing holdback. The amended budget was cautious leaving full budgets in place knowing that COVID impacts would result in underspending. Thus, while substitute costs, utilities and transportation were higher than anticipated, staffing and benefit costs were down due to unfilled positions across all employee groups, Pro-D and Travel did not normalize, and supplies were down significantly due to ongoing supply chain issues.

Overall, the variance in expenditures from budget in 2021-22 is \$-3.3 million (-3.22%).

The following table compares actual expenditures for 2021-22 to actual expenditures by function for the prior year.

Function	2021-22 Actual \$\$	2020-21 Actual \$\$	Variance \$\$	Variance %
Instruction	\$ 81,237,021	\$ 76,670,560	4,566,461	5.96%
District Administration	3,792,981	3,648,525	144,456	3.96%
Operations and Maintenance	12,434,018	10,959,235	1,474,783	13.46%
Transportation	2,401,473	1,983,798	417,675	21.05%
Total	\$ 99,865,493	\$ 93,262,118	6,603,375	7.08%

Instruction expenses have increased over the prior year by \$4.57 million (5.96%) due to increased enrolment, increased teacher staffing, and wage increases for both teachers and support staff. As well, when enrollments increase the services and supplies required to support the students also increase. Expenses were volatile in 21-22 with some under expenses projections and others above due to world events.

District Administration has increased \$0.14 million (3.96%) due to the 2% wage increases and a payout of vacation balances that were not able to be drawn down due the COVID-19.

Operations and maintenance expenses have increased over the prior year by \$1.47 million (13.46%) due to salary increases, the extension of daytime custodians previously funded by targeted grants, utility and fuel expenses exceeding normal and increased supply costs to support the maintenance and upkeep of the facilities during COVID. Escalation in costs was noticeable across all service and supply categories and averaged 25%. To compensate, projects were canceled or scaled back where possible. This category also includes the one-time costs to relocate the Hornby modulars to the mainland.

Transportation expenses have increased over the prior year by \$0.42 million (21.05%) due to ongoing enhanced cleaning, fuel surcharges and one added route.

Overall, the variance in expenditures year over year from 2020-21 is \$6.6 million (7.08%).

Operating Surplus

The operating surplus for the year as at June 30, 2022 is \$6.74 million. This is calculated on Schedule 2, on page 31 of the financial statements.

The annual operating surplus is \$4.16 million, which is reduced by transfers during the year that were approved by the Board. These included a \$3.98 million transfer to Local Capital, and an additional \$1.03 million of operating funds that were used to purchase capital assets. This resulted in an annual operating deficit of \$0.85 million. The operating surplus at the beginning of the year was \$7.59 million, so the net effect at the end of the year is a total accumulated operating surplus of \$6.74 million.

Operating	2021-22 \$\$	2020-21 \$\$	Increase / (Decrease)
Revenues	104,022,832	98,790,902	5,231,930
Expenses	99,865,493	93,262,118	6,603,375
Operating Surplus for the Year	4,157,339	5,528,784	-1,371,445
Transfers	(5,009,394)	(2,014,407)	-2,994,987
Total Operating Surplus (Deficit) for the year	(852,055)	3,514,377	
Operating Surplus (Deficit) beginning of the year	7,594,907	4,080,530	
Operating Surplus (Deficit) end of the year	\$ 6,742,852	\$ 7,594,907	

SPECIAL PURPOSE FUNDS

Overview

Transactions within the special purpose funds are reported in the following schedules in the financial statements.

Schedule	Page	Overview
3	36	Summarizes the total revenues and expenses of all special purpose funds. Also indicates the amounts spent on capital assets and transferred to the Local Capital fund.
3A	37-39	Outlines, by each group of funds, the grants received and expenses for the year to June 30, 2022.

These schedules include funds received from the Ministry of Education or other sources that have been designated for a specific purpose.

Year Ended	June 30, 2022		June 30, 2021	
Total Revenues	\$	15,871,289	\$	17,015,540
Total Expenses		15,871,289		15,699,143
Tangible Capital Assets Purchased		-		1,316,397
Surplus for the year	\$	-	\$	-

Special Purpose Funds include School Generated Funds, Annual Facilities Grant, Learning Improvement Fund, Strong Start, Ready, Set, Learn, Official Languages in Education Protocol (OLEP), Scholarships and Bursaries, Community Link, First Nation Student Transportation, Mental Health in Schools, Changing Results for Young Children, Professional Development, The Provincial Safe Return to School/ Restart and Health and Safety Grant, the Federal Ventilation Fund, Comox Valley Community Foundation Student Travel, and the Classroom Enhancement Fund.

Classroom Enhancement Funds

The grants from the Classroom Enhancement Funds (three components) totalled \$11.46 million. These grants are intended to offset the additional costs associated with the restoration of historical collective agreement language regarding class size and composition.

Direct costs associated with required staffing levels that address class size and composition are accounted for within the ‘Classroom Enhancement Fund – Staffing’ fund. They include:

- 60.6 FTE additional enrolling teachers needed to offset the reduction in class sizes;
- 25.6 FTE additional non-enrolling teachers for additional support; and
- 3.93 TTOC wages and other remedy requirements of the restored language.

Indirect costs, or overhead, associated with these required changes are accounted for within the ‘Classroom Enhancement Fund – Overhead’ fund. They include:

- TTOC coverage for sick and other leaves for the additional teachers; and
- Additional support staff needed for the increased number of classes.

To receive the grants, the District must be able to demonstrate to the Provincial Government that the associated direct or indirect costs are the result of the restoration of the collective agreement language.

After best efforts have been applied, certain classes exceed the class size and composition limits outlined in the Collective Agreement. The District is required to provide remedy, typically in the form of additional preparation time or collaboration time to teachers of such classes.

The 'Classroom Enhancement Fund – Remedies' fund provides grant funding to cover the associated expense.

The Classroom Enhancement Funds, although new in the 2017-18 year, are a core part of the District's funding. They fund approximately 15% of the District's teachers.

CAPITAL FUND

Overview

The capital fund, including the local capital fund, accounts for assets owned by the District and the funds used to acquire them.

Provincial grants targeted for the purchase of assets – for example, a grant to renovate a school are recorded in the capital fund. If an asset is purchased using operating funds, then the cost of the asset is treated as a transfer from the operating fund to the capital fund.

Capital funding from the Province is recorded on a deferred basis meaning capital revenue is recorded in the financial statements over the life of the related asset and matched to the annual amortization expense. For example, if the District receives \$30 million to build a new school, that capital revenue is recorded over 40 years and offset by the depreciation of the new school.

The Province does not provide capital grants for asset acquisitions such as modulars, computer equipment, school furniture and equipment, vehicles, maintenance equipment, photocopiers, classroom renovations or district administration buildings. The only source of funding available for these assets is typically operating funds and is the type of expenses comprising the tangible capital assets purchased from operating. To set aside funds to allow the future purchase of major assets, the Board may transfer funds from the operating fund to the local capital fund.

Schedule	Page	Overview
4	40	Summarizes amortization, local capital balances, and transfers to the capital fund from other funds. Also shows the budgeted amounts and prior year amounts.
4A	41	Outlines: <ul style="list-style-type: none"> - the cost of assets acquired during the year; - the amortization of assets by asset class; - the original cost of assets owned by the District, by asset class; - the total amortization of each asset class. This is an estimate of the value of the wear-and-tear of assets over their lifetime; - the net book value of assets, being the cost less amortization.
4B	42	Outlines the costs to date on construction which is still in progress at June 30, 2022. Lake Trail seismic is substantially complete at June 30, 2022
4C	43	Accounts for sources of funding spent on the acquisition of capital assets.
4D	44	Accounts for funding received which is targeted towards capital asset purchases and which has yet to be spent.

Capital Assets

Schedule 4A summarizes the capital assets owned by the District.

Net book value (cost less amortization) of tangible capital assets – Note 11

Net Book Value	June 30, 2022		June 30, 2021	
Sites	\$	14,800,889	\$	14,151,889
Buildings		142,884,182		138,676,231
Furniture & Equipment		6,396,771		5,809,522
Vehicles		1,366,800		1,346,531
Computer Hardware		3,800,748		3,102,183
Total	\$	169,249,390	\$	163,086,356

The District has \$169.25 million of funds invested in its capital infrastructure. The majority of the District's capital assets are the school buildings (\$142.88 million).

The cost of the land that the District's schools are located on is \$14.80 million.

The District also has significant investment in vehicles, furniture and equipment (school furniture, shop equipment, etc.) and computer hardware, including servers and student and staff computers. The net book value represents the historical cost of the assets less the accumulated amortization of all District capital assets. It does not reflect current market value.

Deferred Capital Revenue

Schedule 4C accounts for grants received for capital asset purchases that have been spent throughout the year thus reflecting the net changes both in completed and ongoing projects. Schedule 4D shows the capital grants received for capital projects and whether the funds received were expensed on completed or ongoing projects or are unspent.

Schedule 4D illustrates that \$8.37 million of grants were received in the year to June 30, 2022 from the Ministry of Education in the form of bylaw capital. This includes the annual facilities capital grant. It also shows that \$301,000 from the sale of the Board office has been restricted and unspent as of June 30, 2022. Schedule 4D also reflects the Other Provincial and Other Capital funds received for the construction of the Cumberland, Arden and Glacier view childcare centers.

Schedule 4D shows a increase of \$8.224 million in bylaw capital that was then accounted for as deferred capital revenue on Schedule 4C –as Capital Additions. Deferred capital revenue balances are accumulated over the years and amortized over the estimated lifespan of the assets acquired with the grant money. Schedule 4C notes that the deferred capital revenue balance was reduced by \$4.91 million in the year to June 30, 2022 to reflect this amortization.

Historically, the Province has provided targeted funding for major school renovations and replacements. The Province does not typically provide targeted funding for any other capital assets, including the purchase of technology, classroom furniture and equipment, administrative buildings, and maintenance equipment.

The total deferred capital revenue balance at June 30, 2022 is \$129.3 million.

Capital Projects

During 2021-22, approximately \$8.496 million was spent on capital projects. Some of these projects include:

- Lake Trail Middle School seismic upgrade and childcare center – substantially complete
- Completion of Hornby Island Community School Replacement
- Boiler replacement at Brooklyn Elementary
- Annual Facilities Grant projects (roofing, paint, paving, flooring, lighting, fire/PA/phone upgrades)
- Outdoor classrooms
- Roofing project at Mark Isfeld

Local Capital

The Board's local capital fund is comprised of previous property sale transactions and transfers from operating funds which are approved by the Board through the preliminary and amended budget process. During the 2021-22 year, \$3.98 million was transferred for the following purposes:

	Amount \$	Purpose
\$	100,000	Vehicle fleet - replacement
	50,000	District copiers - replacement
	200,000	Modulars
	30,000	Trades tools and equipment - replacement
	750,000	School board office renovation/update
	950,000	Technology reserve
	80,000	Contingency Reserve
	35,000	District printer - replacement
	15,000	Custodial Equipment Replacement
	250,000	Mark Isfeld Entrance Renewal
	100,000	Huband Mechanical Access
	720,000	Outdoor Classrooms
	700,000	Arden Fire Suppression
\$	3,980,000	Total Transferred

The Local Capital balance as at June 30, 2022 of \$4.41 million represents the accumulated surplus in the Capital Fund over which the District has discretion for allocation to strategic capital projects. These projects include:

Purpose	Amount \$
Facility / Information Technology reserve	\$ 1,090,742
Youth Trades Tools/Equipment Replacement	5,038
Furniture and Equipment	15,955
Board Office project	3,195,584
Fine Arts Equipment	10,888
Classroom Renovations	58,455
Copier and Printer Fleet Replacement	37,797
Total Local Capital Surplus	\$ 4,414,459



RISKS AND UNCERTAINTIES

COVID-19

The COVID-19 outbreak was declared a pandemic by the World Health Organization in March 2020 and had a significant financial, market and social dislocating impact worldwide. Under direction of the Provincial Health Officer, all schools suspended in-class instruction in March 2020 and the District remained open to continue to support students and families in a variety of ways. Parents were given the choice to send their children back to school on a gradual and part-time basis beginning on June 1, 2020 with new health and safety guidelines.

The uncertainty from COVID-19 continued to have an impact throughout the 21-22 fiscal year. Significant impacts noted throughout this school year include:

- Revenues and expenses that fluctuated significantly from “normal” operations.
- Significantly higher enrollments in our Distributed Learning programs.
- Increased costs but significant reductions in COVID-19 funding from the Provincial and Federal governments.
- Supply chain issues

Another significant factor in the last quarter of 21-22 was the war in Ukraine. There was a significant rise in utility and transportation costs as well as escalation most notable impacting Operations and Maintenance.

The ongoing impact of the pandemic presents uncertainty over cash flows, may have a significant impact on future operations including decreases in revenue, inflation, and cost escalations and delays in completing capital work. As the situation is still dynamic and the ultimate duration and magnitude of the impact are not known, an estimate of the future financial effect on the District is not practicable at this time.

Enrolment and Staffing Growth

Student enrolment is the critical factor in the District’s operating funding from the Province. Accurate estimates of enrolment are key to staff and space capacity planning, as well as District budgeting.

Increasing enrolment in the District, combined with the implementation of the Memorandum of Agreement (MoA) resulting in smaller class sizes, a greater number of teacher full-time equivalents (FTE) have needed to be added than would previously have been required. As the district grows, additional classroom space needs to be created. This growth brings with it a financial risk in how to provide for these additional resources under the current Ministry of Education funding envelope.

Capital Projects

Due to their magnitude, capital projects have the potential to significantly impact the financial position of the district. There is no process to assess the risk of the entire capital program; individual project risk assessments must be done on a continuous basis.

Project agreements with the Ministry of Education and Childcare such as the new spaces projects are funded to current cost estimates but still contain a small financial risk. Smaller projects consider contingency requirements when building the overall project budget and are managed internally. This uncertainty is offset by the Facilities reserves allocated in the local capital reserves.

CONTACTING SCHOOL DISTRICT FINANCIAL MANAGEMENT

This report is designed to provide SD71 stakeholders with a general overview of SD71 finances and to demonstrate the District's accountability for the money it receives.

If you have questions about this report or need additional financial information, please contact the Secretary-Treasurer's office at 250-334-5500.



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

Multi - Year Comparison

	2020			2020/2021			2021-2022			2022-2023	% of Operating Expenses 2023 Preliminary	% of Operating Expenses 2022 Actual	Provincial % of Operating Expenses 2021	% of Function Expenses 2022 Actual	% of Function Expenses 2022 Amended
	Preliminary Budget	Amended Annual Budget	Actual - 2019/20 Financial Statements	Preliminary Budget	Amended Annual Budget	Actual - 2020/21 Financial Statements	2021-2022 Preliminary Budget	2021-2022 Amended Budget	Actual - 2021/22 Financial Statements	2022-2023 Preliminary Budget					
Operating Revenue	\$87,931,364	\$88,745,951	\$90,533,007	\$91,516,711	\$96,320,857	\$98,790,902	\$98,442,973	\$102,772,683	\$104,022,832	\$105,987,327					
Function 1 - Instruction															
1.02 Regular Instruction	41,297,760	42,835,321	41,203,578	45,057,252	49,985,594	47,735,861	48,841,476	52,233,458	49,760,067	52,672,426	51.0%	49.8%	49.4%	61.3%	61.4%
1.03 Career Programs	957,104	1,168,676	1,090,757	1,198,219	1,256,772	1,281,899	1,268,085	1,387,202	1,329,102	1,390,546	1.3%	1.3%	0.7%	1.6%	1.6%
1.07 Library Services	1,532,411	1,557,015	1,522,163	1,586,647	1,595,732	1,443,956	1,567,586	1,586,445	1,406,334	1,624,358	1.6%	1.4%	1.6%	1.7%	1.9%
1.08 Counselling	1,695,592	1,730,314	1,912,616	1,775,782	1,844,016	1,876,939	1,896,793	2,200,572	2,108,886	1,958,079	1.9%	2.1%	1.9%	2.6%	2.6%
1.10 Special Education	11,132,685	11,579,734	11,705,887	11,940,473	12,438,480	12,229,029	12,786,730	13,784,803	12,901,522	13,877,703	13.4%	12.9%	16.5%	15.9%	16.2%
1.30 English Language Learning	169,528	172,990	195,517	180,071	157,870	230,076	186,109	223,171	234,618	304,026	0.3%	0.2%	1.7%	0.3%	0.3%
1.31 Aboriginal Education	1,957,499	1,982,149	1,816,816	2,092,640	2,468,573	2,168,895	2,386,624	2,781,637	2,490,532	2,450,789	2.4%	2.5%	1.5%	3.1%	3.3%
1.41 School Administration	7,109,411	7,332,618	7,814,312	7,353,283	7,923,727	8,051,314	8,088,230	8,197,674	8,376,388	8,531,081	8.3%	8.4%	7.4%	10.3%	9.6%
1.62 International & Out of Province	4,300,849	2,420,070	2,299,938	1,680,517	1,647,674	1,324,638	2,291,879	2,354,153	2,195,559	2,339,960	2.3%	2.2%	1.5%	2.7%	2.8%
1.64 Other	366,700	356,586	311,412	359,210	359,659	327,953	361,551	369,889	434,013	369,161	0.4%	0.4%	0.2%	0.5%	0.4%
Total Function 1	\$70,519,539	\$71,135,473	\$69,872,996	\$73,224,094	\$79,678,097	\$76,670,560	\$79,675,063	\$85,119,004	\$81,237,021	\$85,518,129	82.9%	81.3%	82.8%		
Function 4 - District Administration															
4.11 Educational Administration	1,041,032	1,050,848	1,055,367	1,089,912	1,135,151	1,113,701	1,162,478	1,369,257	1,259,398	1,237,506	1.2%	1.3%	1.4%	33.2%	32.5%
4.40 School District Governance	407,340	353,582	270,133	362,386	356,720	296,367	374,007	379,188	288,805	411,487	0.4%	0.3%	0.3%	7.6%	9.0%
4.41 Business Administration	2,320,578	2,359,543	2,048,593	2,363,354	2,399,364	2,238,457	2,342,374	2,461,202	2,244,778	2,487,371	2.4%	2.2%	2.4%	59.2%	58.5%
Total Function 4	\$3,768,950	\$3,763,973	\$3,374,093	\$3,815,652	\$3,891,235	\$3,648,525	\$3,878,859	\$4,209,647	\$3,792,981	\$4,136,364	4.0%	3.8%	4.2%		
Function 5 Operations & Maint.															
5.41 Operations & Maintenance Administration	944,404	1,019,674	969,876	969,962	1,102,798	1,073,176	1,176,525	1,314,594	1,213,811	1,245,952	1.2%	1.2%	1.0%	9.8%	11.3%
5.50 Maintenance Operations	6,614,555	6,780,721	6,871,636	7,045,179	7,008,492	7,041,145	7,622,230	7,439,394	8,112,916	7,015,593	6.8%	8.1%	7.7%	65.2%	64.0%
5.52 Maintenance of Grounds	648,177	750,382	758,972	703,825	703,825	836,854	706,488	717,988	804,976	752,032	0.7%	0.8%	0.7%	6.5%	6.2%
5.56 Utilities	1,927,000	1,931,000	1,711,654	1,867,692	2,063,692	2,008,060	2,070,692	2,160,438	2,302,315	2,307,598	2.2%	2.3%	1.8%	18.5%	18.6%
Total Function 5	\$10,134,136	\$10,481,777	\$10,312,138	\$10,586,658	\$10,878,807	\$10,959,235	\$11,575,935	\$11,632,414	\$12,434,018	\$11,321,175	11.0%	12.5%	11.2%		
Function 7 Transport & Housing															
7.41 Transportation & Housing Admin.	22,614	23,025	21,077	23,345	23,835	22,609	24,312	24,312	23,880	24,659	0.0%	0.0%	0.1%	1.0%	1.1%
7.70 Student Transportation	1,926,125	2,028,255	1,864,455	2,056,962	2,056,962	1,961,189	2,056,962	2,202,000	2,377,593	2,202,000	2.1%	2.4%	1.7%	99.0%	98.9%
Total Function 7	\$1,948,739	\$2,051,280	\$1,885,532	\$2,080,307	\$2,080,797	\$1,983,798	\$2,081,274	\$2,226,312	\$2,401,473	\$2,226,659	2%	2.4%	1.8%		
Total Function 1-9	\$86,371,364	\$87,432,503	\$85,444,759	\$89,706,711	\$96,528,936	\$93,262,118	\$97,211,131	\$103,187,377	\$99,865,493	\$103,202,327					
Transfer from Operating to Assets		\$255,000	\$1,637,926	\$250,000	\$565,000	\$454,407	\$500,000	\$625,000	\$1,029,394	\$500,000					
Transfer from Operating to LCR	\$1,560,000	\$4,700,372	\$4,700,372	\$1,560,000	\$1,560,000	\$1,560,000	\$1,560,000	\$3,980,000	\$3,980,000	\$2,285,000					
Net Change for the Year		-\$3,641,924	-\$1,250,050	\$0	-\$2,333,079	\$3,514,377	-\$828,338	-\$5,019,694	-\$852,055	\$0					
Opening Operating Reserve		\$5,330,580	\$5,330,580	\$1,688,656	\$4,080,530	\$4,080,530	\$4,080,530	\$7,594,907	\$7,594,907	\$2,575,213					
Closing Operating Reserve		\$1,688,656	\$4,080,530	\$1,688,656	\$1,747,451	\$7,594,907	\$3,252,192	\$2,575,213	\$6,742,852						

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
OPERATING FUND - VARIANCE ANALYSIS FROM BUDGET
As at June 30, 2022

	2021-22 AMENDED ANNUAL BUDGET	2021-22 ACTUAL	VARIANCE from budget \$	VARIANCE from budget %	
OPERATING FUND					
REVENUE					
Provincial Grants					
Ministry of Education	99,129,544	100,116,708	987,164	1.00%	1
Tuition	2,842,450	2,959,945	117,495	4.13%	2
Other Revenue	590,689	752,926	162,237	27.47%	3
Rentals and Leases	68,000	62,125	(5,875)	-8.64%	4
Investment Income	142,000	131,128	(10,872)	-7.66%	5
TOTAL OPERATING REVENUE	102,772,683	104,022,832	1,250,149	1.22%	
EXPENSES					
Salaries					
Teachers	42,631,666	41,439,858	(1,191,808)	-2.80%	6
Principals/Vice-Principals	5,444,087	5,383,773	(60,314)	-1.11%	
Educational Assistants	7,277,588	6,519,542	(758,046)	-10.42%	7
Support Staff	9,017,775	8,906,698	(111,077)	-1.23%	8
Other Professionals	3,284,615	3,273,254	(11,361)	-0.35%	
Substitutes	3,308,034	3,444,981	136,947	4.14%	9
Total Salaries	70,963,765	68,968,106	(1,995,659)	-2.81%	
Employee Benefits	16,725,069	16,358,646	(366,423)	-2.19%	10
Total Salaries and Benefits	87,688,834	85,326,752	(2,362,082)	-2.69%	
Services and Supplies					
Services	4,290,906	3,552,736	(738,170)	-17.20%	11
Student Transportation	2,202,000	2,377,593	175,593	7.97%	12
ProD and Travel	808,947	557,753	(251,194)	-31.05%	13
Rentals & Leases	0	144,588	144,588	100.00%	14
Dues and Fees	95,200	84,112	(11,088)	-11.65%	15
Insurance	240,800	214,770	(26,030)	-10.81%	16
Supplies	5,700,252	5,304,874	(395,378)	-6.94%	17
Utilities	2,160,438	2,302,315	141,877	6.57%	18
Total Services and Supplies	15,498,543	14,538,741	(959,802)	-6.19%	
TOTAL OPERATING EXPENSES	103,187,377	99,865,493	(3,321,884)	-3.22%	
Surplus Appropriation	5,019,694		(5,019,694)	-100.00%	19
Transfer to Local Capital	(3,980,000)	(3,980,000)	0		
Tangible Capital Assets Purchased	(625,000)	(1,029,394)	(404,394)	64.70%	20
TOTAL OPERATING SURPLUS (DEFICIT), for the year	0	(852,055)	(852,055)		
OPERATING SURPLUS (DEFICIT), beginning of year		7,594,907			
OPERATING SURPLUS (DEFICIT), end of year		\$ 6,742,852			

Variations from budget greater than \$100,000 or 5% are explained on following page.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
OPERATING FUND - VARIANCE ANALYSIS FROM BUDGET
As at June 30, 2022

- 1** Ministry of Education - increase of \$987,164 - February and May Online Learning Enrolment Count increase, Train in Trades increased revenue and adjustments to Inclusive Education Enrolment.
- 2** Tuition -increases of \$117,495 International student enrollment exceeded projections
- 3** Other revenue - increases of \$162,237 - exceeded amended budget mainly due to the nominal roll count exceeding the original number of projected students, as well as cafeteria income and print shop revenues exceeded budgeted values.
- 4** Rentals and leases - decrease of \$5,875 due to COVID-19 - facility rentals cancelled for a portion of the school year.
- 5** Investment Income - decrease of \$10,872 due to a shift in where the revenue is reported as well as rate fluctuations. The investment income has increased for Local Capital.
- 6** Salaries - Teachers - decrease of \$1,191,808 due some unfilled positions during the year including holdback staffing positions, the ongoing delays with Pathway to Hope, and a variance between the average teacher salary we use to budget and the actual cost at year end.
- 7** Salaries - EA's- decrease of \$758,046 due to unfilled EA & ISW positions during the year, as well as the average versus actual salary costs. In addition, this budget is impacted by the number of daily unfilled EA replacement positions.
- 8** Salaries - Support Staff - decrease of \$111,077 due to unfilled IT, International, and Benefits clerical positions during the year. Also, inability to backfill when leaves occur.
- 9** Salaries - Substitutes - increase of \$136,947 due to COVID-19, STD/LTD's increased significantly during the year compounded by the new Employment Standards Act legislation.
- 10** Employee Benefits - decrease of \$366,423 - given that salaries decreased below budget, benefits decreased correspondingly.
- 11** Services - decrease of \$738,170 - accounts are typically assumed to be fully spent during the year, however, the trend prior to COVID19 is that not all of the budgets are spent, leaving surpluses in school and district accounts. Then COVID-19 impacted the ability to obtain services and as a result we have experienced significantly less expenses.
- 12** Student Transportation - increase of \$175,593 - Inflation and fuel prices have had a significant impact on costs, greater than was anticipated in the amended budget while enhanced cleaning was still necessary but not funded.
- 13** ProD and Travel - decrease of \$251,194 due to COVID-19 as out of District conferences and events have mostly been held virtually, put on hold or cancelled.
- 14** Rentals & Leases - this is a new category on our Financials so the expense reflects a 100% change.

- Dues & Fees - decrease of \$11,088 - some dues/fees were less than anticipated however some
- 15** may have been coded to another expense category. A review of this will occur prior to the amended budget process
 - 16** Insurance - decrease of \$26,030 - largely due to ICBC rebates
 - 17** Supplies - decrease of \$395,378 due to COVID-19 - supply accounts are typically mostly spent at year end but ongoing supply chain issues in 2022 pushed expenses into next fiscal.
 - 18** Utilities - increase of \$141,877 - partially due to COVID-19 - Overall utilities costs have been increasing as our energy consumption increases. COVID-19 has impacted our energy consumption levels as we work to increase natural ventilation in our facilities.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
OPERATING FUND - COMPARISON TO PRIOR YEAR
As at June 30, 2022

	2021-22 CURRENT YEAR	2020-21 PRIOR YEAR	VARIANCE from prior year \$	VARIANCE from prior year %	
OPERATING FUND					
REVENUE					
Provincial Grants					
Ministry of Education / Other Provincial	100,116,708	95,951,648	4,165,060	4.34%	1
Tuition	2,959,945	1,623,154	1,336,791	82.36%	2
Other Revenue	752,926	1,004,982	(252,056)	-25.08%	3
Rentals and Leases	62,125	28,527	33,598	117.78%	4
Investment Income	131,128	182,591	(51,463)	-28.18%	5
TOTAL OPERATING REVENUE	104,022,832	98,790,902	5,231,930	5.30%	
EXPENSES					
Salaries					
Teachers	41,439,858	39,320,849	2,119,009	5.39%	6
Principals/Vice-Principals	5,383,773	5,270,358	113,415	2.15%	7
Educational Assistants	6,519,542	5,921,174	598,368	10.11%	8
Support Staff	8,906,698	8,127,471	779,227	9.59%	9
Other Professionals	3,273,254	3,182,317	90,937	2.86%	
Substitutes	3,444,981	3,057,669	387,312	12.67%	10
Total Salaries	68,968,106	64,879,838	4,088,268	6.30%	
Employee Benefits	16,358,646	15,447,539	911,107	5.90%	11
Total Salaries and Benefits	85,326,752	80,327,377	4,999,375	6.22%	
Services and Supplies					
Services	3,552,736	3,139,062	413,674	13.18%	12
Student Transportation	2,377,593	1,966,901	410,692	20.88%	13
ProD and Travel	557,753	357,477	200,276	56.02%	14
Rentals & Leases	144,588	0	144,588	100.00%	15
Dues and Fees	84,112	65,158	18,954	29.09%	16
Insurance	214,770	199,811	14,959	7.49%	17
Supplies	5,304,874	5,198,272	106,602	2.05%	18
Utilities	2,302,315	2,008,060	294,255	14.65%	19
Total Services and Supplies	14,538,741	12,934,741	1,604,000	12.40%	
TOTAL OPERATING EXPENSES	99,865,493	93,262,118	6,603,375	7.08%	
Surplus Appropriation	0	0	0		
Transfer to Local Capital	(3,980,000)	(1,560,000)	(2,420,000)		20
Tangible Capital Assets Purchased	(1,029,394)	(454,407)	(574,987)		
TOTAL OPERATING SURPLUS (DEFICIT), for the year	(852,055)	3,514,377	(4,366,432)		
OPERATING SURPLUS (DEFICIT), beginning of year	7,594,907	4,080,530			
OPERATING SURPLUS (DEFICIT), end of year	\$ 6,742,852	\$ 7,594,907			

Variations between years greater than \$100,000 or 5% are explained on following page.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
OPERATING FUND - VARIANCE ANALYSIS FROM PRIOR YEAR
As at June 30, 2022

- 1** Provincial Grants - Ministry of Education - increase of \$4,165,060 (4.34 %) due to increased enrolment and a shift in reporting the ITA revenue from Other to Provincial Grants
- 2** Tuition Revenue - increase of \$1,336,791 (82.36%) as International students were now able to travel to Canada and student enrollment has returned to pre-covid levels.
- 3** Other Revenue - decrease of \$252,056 (25.08%) mainly due to a shift in where the ITA revenue is recorded.
- 4** Rentals and Leases - increase of \$33,598 (117.78%) due to previous COVID-19 impacts but facility rentals now available for most of the current year.
- 5** Investment Income - decrease of \$51,463 (28.18 %) due to COVID-19 and reduction in interest rates for the majority of the year.
- 6** Salaries - Teachers - increase of \$2,119,009 (5.39%) due to increased number of FTE in the current year (due to increased enrolment), as well as the increase in teacher wages.
- 7** Salaries - Principals/Vice-Principals - increase of \$113,415 (2.15%) due to salary/step increases in the current year.
- 8** Salaries - Educational Assistants - increase of \$598,368 (10.11%) due to the addition of new positions added in the current year, ability to full staff, as well as wage increases in the current year.
- 9** Salaries - Support Staff - increase of \$779,227 (9.59%) due to new positions funded through reserves, daytime custodians and wage increases.
- 10** Salaries - Substitutes - increase of \$387,312 (12.67%) due to COVID-19 STD/LTD and ESA sick days, TTOC assisting with NIDES enrollment increases and more replacements available for placement during vacancies.
- 11** Employee Benefits - increase of \$911,107 (5.90 %) - as employees go up, benefits increase which is consistent with increase in salaries of 6.30%.
- 12** Services - increase of \$413,674 (13.18%) as student enrollment increases, the cost of services for the students increase.
- 13** Student Transportation - increase of \$410,692 (20.88%) due to contractual increases, increased fuel cost and enhanced cleaning.

- 14** ProD and Travel - increase of \$200,276 (56.02%) as some travel and professional development occurred face to face.
- 15** Rentals & Leases - increase of \$144,588 (100.00%) - new category for expenses.
- 16** Dues and Fees - increase of \$18,954 (29.09%) - not, material, likely due to expenses being coded to incorrect accounts in the current year. Will review categories during amended budget.
- 17** Insurance - increase of \$14,959 (7.49%) insurance costs are increasing and added Optional SPP protection on previously uninsured buildings.
- 18** Supplies - increase of \$106,602 (2.05%). Again as students increase, the service and supplies to support the students increases.
- 19** Utilities- increase of \$294,255 (14.65%) Utilities costs have been increasing as our energy consumption increases. COVID-19 has impacted our energy consumption levels as we work to increase natural ventilation in our facilities. In addition, as our enrolment increases the Ministry charges more for access to digital services.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
OPERATING FUND - COMPARISON TO UPCOMING YEAR
As at June 30, 2022

	2021-22 CURRENT YEAR - FINALIZED	2022-23 PRELIMINARY BUDGET	VARIANCE (from fiscal year) \$	VARIANCE (from fiscal year) %
OPERATING FUND				
REVENUE				
Provincial Grants				
Ministry of Education / Other Provincial	100,116,708	102,477,616	2,360,908	2.36%
Tuition	2,959,945	2,736,750	(223,195)	-7.54%
Other Revenue	752,926	492,961	(259,965)	-34.53%
Rentals and Leases	62,125	120,000	57,875	93.16%
Investment Income	131,128	160,000	28,872	22.02%
TOTAL OPERATING REVENUE	104,022,832	105,987,327	1,964,495	1.89%
EXPENSES				
Salaries				
Teachers	41,439,858	43,362,976	1,923,118	4.64%
Principals/Vice-Principals	5,383,773	5,604,946	221,173	4.11%
Educational Assistants	6,519,542	7,152,543	633,001	9.71%
Support Staff	8,906,698	9,042,512	135,814	1.52%
Other Professionals	3,273,254	3,329,888	56,634	1.73%
Substitutes	3,444,981	3,040,518	(404,463)	-11.74%
Total Salaries	68,968,106	71,533,383	2,565,277	3.59%
Employee Benefits	16,358,646	17,607,755	1,249,109	7.64%
Total Salaries and Benefits	85,326,752	89,141,138	3,814,386	4.47%
Services and Supplies				
Services	3,552,736	3,776,937	224,201	6.31%
Student Transportation	2,377,593	2,202,000	(175,593)	-7.39%
ProD and Travel	557,753	797,480	239,727	42.98%
Rentals & Leases	144,588	0	(144,588)	-100.00%
Dues and Fees	84,112	92,700	8,588	10.21%
Insurance	214,770	189,800	(24,970)	-11.63%
Supplies	5,304,874	4,694,674	(610,200)	-11.50%
Utilities	2,302,315	2,307,598	5,283	0.23%
Total Services and Supplies	14,538,741	14,061,189	-477,552	-3.28%
TOTAL OPERATING EXPENSES	99,865,493	103,202,327	3,336,834	3.34%
Surplus Appropriation	0	0	0	
Transfer to Local Capital	(3,980,000)	(2,285,000)	(1,695,000)	
Tangible Capital Assets Purchased	(1,029,394)	(500,000)	(529,394)	
TOTAL OPERATING SURPLUS (DEFICIT), for the year	(852,055)	0		
OPERATING SURPLUS (DEFICIT), start of year	7,594,907	6,742,852		
OPERATING SURPLUS (DEFICIT), end of year	\$ 6,742,852	\$ 6,742,852		

**POLICY COMMITTEE
BOARD REPORT**

Date: Tuesday, September 20, 2022
Time: 2:30 – 3:30 pm
Venue: In Person, School Board Office

Committee Members:

Michelle Waite, Chairperson
Janice Caton, Trustee – via phone
Tom Demeo, Superintendent
Brenda Hooker, Secretary Treasurer

Regrets: Kat Hawksby, Trustee

Recording Secretary: Heidi Bell, Senior Executive Assistant

A. Welcome

The Chair welcomed the Policy Committee and called the meeting to order at 2:40 pm.

B. Items for Discussion

1. Board Policy Handbook and Board Procedural Bylaw Review

As a result of the Boards direction to investigate a Committee of the Whole structure, the Secretary Treasurer presented updates to the draft Board Policy Manual and Bylaw based on the feedback received from trustees. Staff answered committee questions regarding the changes and discussion, suggestions and changes were made and are highlighted on the drafts attached. Just changes between June 2022 and now are highlighted.

Presentations and delegations were not changed during this meeting. Discussions lead to this being an appropriate topic to bring to the Committee of the Whole, if approved.

For original revisions please refer to the June 21, 2022, board package.

The Policy Committee Recommends:

THAT the Board of Education pass the third and final reading of the Board Policy Manual and Terms of Reference, as well as the Board Procedural Bylaw as presented.

C. Next Meeting - TBD

D. Adjournment

The meeting was adjourned at 3:25 pm.

School District No. 71 (Comox Valley)

Board Procedural Bylaw

WHEREAS the *School Act* requires that the Board of Education establish procedures governing conduct of its meetings;

THEREFORE this Bylaw provides rules and regulations for governing the procedure at meetings of the Board of Education, School District No. 71 (Comox Valley) and matters relating thereto.

1. Definitions

For purposes of this Bylaw the words used shall have their ordinary meaning save and except the words following, which shall have the meaning herein set out, namely:

- | | |
|--------------------------------|---|
| “Act” | - shall mean the <i>School Act</i> and amendments thereto; |
| “Ad Hoc Committee” | - shall mean a committee created by the Board with a defined ending, to report directly to the Board on a specific matter. |
| “Advisory Committee” | - shall mean a committee created by the Board, to report to the Committee of the Whole on a specific subject. |
| “Board” | - shall mean the Board of Education of School District No. 71 (Comox Valley); |
| “Chairperson” or “Chair” | - shall mean the Chairperson of the Board, or the Chairperson of any committee of the Board; |
| “Closed” or “In-Camera” | - shall mean any meeting from which the public and the media are excluded as the matter(s) to be considered are of a confidential nature. |
| “Committee” | - shall mean Committee of the Whole, advisory committee or other sub-committee or ad hoc committee appointed by the Board. |
| “Committee of the Whole Board” | - shall mean any regular or closed meeting in committee format. The Committee of the Whole (COTW) format can include, but does not require, all 7 elected members of the Board of Education. The format is a meeting of the Board in an informal, deliberative capacity for the preliminary consideration of matters before direct referral to a regular meeting of the Board for action or adoption. |
| “Meeting” | - shall mean any regular meeting of the Board which is open to the public and media; |
| “Regulation” | - shall mean the School Regulation; |
| “Secretary Treasurer” | - shall mean the Secretary Treasurer of the Board; |

- “Special Meeting” - shall mean any meeting of the Board which is not a regularly scheduled meeting of the Board;
- “Superintendent” - shall mean the Superintendent of Schools for School District No. 71 (Comox Valley)
- “Senior Leadership” - shall mean the Superintendent of Schools (CEO), Assistant Superintendent, Secretary Treasurer, Director of Operations, Director of Finance, Director of Information Technology, Director of Human Resources, Director of Instruction (Inclusive Education), Director of Instruction (Secondary), Director of Instruction (Elementary & Early Learning)

Wherever the singular or masculine is used in this Bylaw, it shall be considered as if the plural or feminine has been used where the context so requires.

1. Meetings—Generally

Board Quorum—a Quorum of the Board shall be a majority of the trustees holding office at the time of the meeting.

Rules of Order—Where these Rules are silent and where not consistent with these Rules, the most recent edition of *Robert’s Rules of Order* shall apply to the conduct of meetings, provided, further, that where both these Rules and *Robert’s Rules of Order* are silent, the *School Act* shall apply over the Rule in question.

The board may adopt a procedural Rule for one or more meetings by resolution of a majority of two-thirds 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.

Under the order of “Question Period”, questions relating to any matter connected with the business of the current board agenda may be put to the chair. The chair may respond or redirect to another board member or executive officer of the board for response.

Meetings of the board shall be either regular meetings, committee of the whole meetings or special meetings. The Chairperson shall preside, when present, at all meetings of the board and generally shall fulfill the duties usually performed by a Chairperson. If the Chairperson is absent from the meeting, the Vice-Chair shall preside.

If both the Chairperson and the Vice-Chair are absent from the meeting, the members present at the meeting shall elect one of their number to act as Chairperson of the meeting.

Regular Meetings of the board shall be held on the fourth Tuesday of the month, provided that the board may, with two-thirds majority vote of members present at any meeting of the board, dispense with the holding of any regular meeting of the board or arrange for the holding of such regular meeting at some other time.

Annually the board will set the dates and times for the monthly meetings of The Committee of the Whole. The board may, with two-thirds majority vote of members present at any meeting of the

board, dispense with the holding of any Committee of the Whole or arrange for the holding of such committee meetings at some other time.

Special Meetings of the board may be called by the Chairperson or, in the absence of the Chairperson, the Vice-Chair, or by the Secretary Treasurer on request of a majority of the board. Only the business for which the meeting was called shall be conducted at the meeting. The secretary treasurer will be responsible for advising all members of the board and the public of date, time and location of special meetings. Special meetings can be regular, in-camera or committee of the whole meetings.

The board expects the Superintendent of Schools, Assistant Superintendent and Secretary Treasurer to attend all regular, committee of the whole and special meetings.

2. **Inaugural Meeting**

After the general local election of trustees in the school district, the Secretary Treasurer must 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. The first order of business shall be to elect a Chairperson and Vice-Chairperson of the board. During an election year the board will delay board elections until the completion of appeal timelines by using an extraordinary meeting for selection.

The inaugural meeting shall be convened by the Secretary Treasurer, who shall be interim Chairperson until such time as the board Chairperson has been elected.

The secretary treasurer shall call for nominations for board chair (seconding is not required) and conduct a vote by secret ballot in which that person receiving a clear majority cast shall be elected board chair for the ensuing year. If no person receives a clear majority, further ballots shall be taken until the same is achieved or, if after a third ballot a tie shall occur the Board shall recess and reconvene at a time of its choosing in order to conduct a fourth vote. If a tie still occurs after the fourth vote the decision shall be made by lot.

The newly elected board Chairperson shall assume the chair and call for nominations for the election of a board Vice-Chair in the same manner as for the election of the Chairperson.

3. **Regular Board Meetings and Committee of the Whole Meetings**

All regular In-Camera Board Meetings shall commence at the hour of 6:00 pm, with the public portion of the meeting to commence at 7:00 pm. All meetings shall stand adjourned at 9:00 pm or two (2) hours after their additional 30 mins by a majority vote by those present in favor of the extension. Meetings may continue past 9:30 pm or the 30 mins extension provided that all the members present at the meeting unanimously resolved continuation. No meeting shall continue past 11:00 pm.

Annually the board will set the dates and times for the monthly meetings of The Committee of the Whole. The schedule for rotating the Committee of the Whole chair will be set at the same time. **Meetings may continue to a specified or unspecified time, provided that the members present at the meeting unanimously resolve continuation.**

All regular portions of the Committee of the Whole shall be open to attendance by the media, partner groups and by the general public.

At least forty-eight (48) hours prior to the time of commencement of the regular meeting, the secretary treasurer shall provide all members of the board with the agenda. The agenda will include the following items:

- minutes of the previous meeting;
- minutes of any special meetings held since the previous regular meeting;
- copies of Senior Leadership Reports;
- copies of Committee of the Whole Reports;
- notice of which Board appointees to other bodies will be reporting;
- notice of items of new business to be considered;
- copies of correspondence to be considered.

The Order of Business—for any regular meeting of the Board shall be as follows, namely:

- Attendance
- Call to Order
- Adoption of Agenda
- Board Meeting Minutes
- Report of In-Camera Meeting
- Presentation/Delegation
- Committee of the Whole Meeting Report
- Strategic Direction (Senior Leadership Reports)
- Board Committee Reports
- Board Business / Board Appointees to Other Bodies / Correspondence
- Public Question Period
- Adjournment

provided that the board may, by resolution at any regular meeting, suspend the regular order of business or alter or vary the regular order of business.

New business shall not be considered at any regular meeting unless it arises directly out of correspondence, reports, or other matters arising during the regular order of business, provided that the members present at any regular meeting of the board may, by unanimous resolution, waive the giving of notice. New business may only be introduced by a member as provided herein through a *Notice of Motion*.

Referral to Committee of any matter arising during the course of any regular meeting may be made upon resolution of the meeting.

Committee of the Whole Board (Open / Closed) will occur monthly and can include committee members up to and including the entire Board. This meeting operates under the Committee of the Whole Terms of Reference (Policy 8 – Appendix) It is expected that the Superintendent of Schools, Assistant Superintendent and Secretary Treasurer shall also attend meetings of the Committee of the Whole Board. The board may invite other staff, persons, or presenters to attend all or part of a meeting of the Committee of the Whole Board.

The minutes of the Committee of the Whole shall be published in the next regular agenda package as per guidelines for public and in-camera minutes.

Unfinished business at the time of adjournment shall be dealt with by the board:

- at the next regularly scheduled meeting; or
- at a special meeting of the board called in the manner provided in this Bylaw.

4. **Special General (Open) and Special Confidential (Closed / In-Camera) Meetings**

Notice of, and the agenda for, special meetings shall be provided by the Secretary Treasurer to all members of the board at least forty-eight (48) hours in advance of the meeting. Should the matter be of an emergent nature, this requirement may be waived by a vote of a majority of all of the members of the board, which will be considered as the first item of business at the special meeting.

All special meetings of the board shall be called in accordance with this Bylaw, shall be limited to the purposes set out herein, and shall follow the procedures for regular meetings insofar as those procedures may be applicable.

Special general (open) meetings are called to consider matters that the Chairperson of the Board (or in the absence of the Chairperson, the Vice-Chair), or a majority of the board, consider desirable to be dealt with prior to the next regularly scheduled meeting. Such meetings are open to the public, and all the media normally receiving a copy of the agenda for regular board meetings will be advised.

Special confidential (closed / in-camera) meetings are meetings from which the public and the media are excluded as the matter(s) to be considered are of a confidential nature. No board member shall disclose to the public the proceedings of a confidential meeting unless a resolution has been passed at the confidential meeting to permit disclosure.

Unless otherwise determined by the board, the following matters shall be considered in a closed / in-camera session:

- salary claims and adjustments, and the consideration of requests of employees and board officers with respect to collective bargaining procedures;
- accident claims and other matters where board liability may arise;
- legal opinions respecting the liability or interest of the board;
- the conduct, efficiency, discipline, suspension, or termination of employees;
- medical examiners or examinations and medical reports;
- matters pertaining to individual students including the conduct, discipline, suspension, or expulsion of students, truancy, and indigent students;
- personnel matters of a sensitive nature;
- purchase of real property including the designation of new sites, consideration of appraisal reports, consideration of accounts claimed by owners, determination of board offers and expropriation procedures;
- lease, sale, or exchange of real property prior to finalization thereof;
- matters pertaining to the safety, security, or protection of board property;
- such other matters where the board decides that the public interest so requires.

5. Rules of Order

A Bylaw may be proposed at either a regular meeting of the board or at a special meeting called for the purpose of considering the Bylaw.

Resolutions may be proposed during the meeting for items properly included in the agenda, provided that any resolution proposed shall relate to the matter under discussion and consideration.

A member of the board shall provide a written Notice of Motion, which includes background information and the resolution wording, at the meeting prior to consideration of the motion. Notice of Motion is required to rescind a board motion, amend something previously adopted, to amend these Procedural Bylaws, to discharge a committee, or to postpone an event already scheduled. New business, which is not germane to an agenda item, may only be introduced by a member through written Notice of Motion, as provided herein, at the meeting prior to consideration of the new business. The board may suspend the Notice of Motion requirement by simple majority vote.

Notice of Motion, as provided herein, is the preferred method for a member to introduce new business. Notwithstanding that in some cases, new business may be added to the agenda provided forty-eight (48) hours notice has been provided through the Chairperson to members, and that members agree by simple majority vote to suspend the Notice of Motion requirement.

A resolution shall be presented by motion of a member of the board and shall be seconded by another member of the board before acceptance for discussion or vote.

Each member of the board shall normally be entitled to speak only once to any resolution proposed at any regular meeting, and every member of the board present at the meeting shall be entitled to speak before the question is called. The Chairperson shall allow each member of the board a maximum of five (5) minutes to speak per resolution.

Notwithstanding the foregoing, the mover of the resolution shall have the right to close debate.

The Chairperson shall put the vote when the question is called.

Any member who does not vote for or against the resolution when the vote is put shall be deemed to have abstained and shall not be counted for purposes of the vote.

The Chairperson has the same right to vote as the other members of the board; in the case of an equality of votes for and against a motion, the question is resolved in the negative, and the Chairperson shall so declare.

All motions are debatable except:

- a motion for adjournment of debate;
- a motion for adjournment of a meeting;
- a motion to recess;
- a motion to table;
- a motion to suspend rules;

- a motion to limit debate; and,
- a motion to go into Committee of the Whole or closed / in-camera session.

Reconsideration

A question previously dealt with will only be reconsidered if a board member gives Notice of Motion, as provided herein, that a motion to reconsider will be presented at the next regular meeting.

The Notice of Motion, complete with supporting documentation, must be given to all members of the board either in writing through the secretary treasurer four (4) days in advance, or with the agenda. A motion for the board to reconsider must be passed by having a majority of all its members cast an affirmative vote. Provided the motion to reconsider is approved, the original question can be dealt with forthwith.

No motion other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration process. A motion to rescind a duly approved resolution shall follow the reconsideration process.

Bylaws

Bylaws shall only be proposed when at least forty eight (48) hours notice of the intention to propose the bylaw has been given to all members of the Board, provided that the members present at a regular meeting of the board may, by unanimous resolution, waive the giving of notice.

A bylaw shall receive three (3) readings before being finally passed and adopted. A proposed bylaw shall not be considered for amendment until it has passed its first reading, and shall not be amended save and except by a new amending bylaw after it has been finally considered and adopted.

A bylaw may receive its three (3) readings at a single regular meeting or special meeting of the Board and shall be reconsidered and adopted or rejected at the regular meeting next following the meeting at which it passes its second reading, or at a special meeting called for that purpose, provided that the board may, by unanimous resolution of the members present at the regular or special meeting of the board at which it passes its second reading, suspend the requirements of this regulation and reconsider or adopt or reject the bylaw at the same regular or special meeting at which it passes its second reading.

Notwithstanding the foregoing, consideration of money bylaws in the form specified by the Minister of Education may receive all required readings and be reconsidered and adopted at the same meeting.

6. Policies (Formation and Revision)

The creation of any new policy must come at either the direction of the board or through a need identified by senior management as a result of the ongoing revision and review of policy.

A trustee wishing to recommend a new policy or an amendment to an existing policy shall give notice of motion for the new policy or amendment to policy for placement on a subsequent board meeting agenda.

Should any external agency or partner group wish to suggest a district policy, the request for the development of that policy should be in writing to the Board of Education. The request should be a brief statement of philosophy and direction which would enable the board to understand the need and adjustments required to district practice if the new policy was adopted. The board may refer the request to the Superintendent of Schools to consider the development of an administrative procedure, rather than a board policy.

7. Standing Committee

Standing committees of the board shall be established by the board Chairperson, following consultation with each board member and in compliance with the Committee's of the Board policy.

The Chairperson of the Board shall annually appoint such members of the board and management staff as he/she deems advisable to the standing committees of the board. The membership of such committees may be revised by the Chairperson of the Board, who will so inform the board at the next regular board meeting.

Each of the standing committees shall be under direct supervision of a Chairperson or responsible board member, and, where deemed advisable, a Vice-Chair may be appointed. The Chairperson of the board may attend meetings of standing committees of which he/she is not an official member, and shall not be entitled to vote at such meetings.

No standing committee, other than the Committee of the Whole shall include more than three (3) members of the board.

Committee meetings may be called at any time by the Chairperson of the committee for the purpose of dealing with the business of such committee, and the committee may adopt its own Terms of Reference for the dispatch of its business, provided that no resolution shall be passed at any committee meeting, but matters of recommendation for the board shall be brought from the meeting by way of report to a regular meeting for consideration and such action as is deemed advisable. No one other than committee members shall be entitled to attend such meetings without invitation of the Chairperson of the committee.

8. Reports and Records

Reports and recommendations shall be made to the board at regular meetings by:

- Senior leadership, or;
- for committee matters, the committee Chairperson or a member delegated.

All reports to the board for recommendation or action shall be accompanied by all relevant information. Reports for information only need not be complete.

Minutes of the meetings shall be in summary form and shall contain the form of the motion, the mover and seconder, and the results of the vote: Carried or Defeated. Discussion preceding the vote need not be recorded. In matters of general discussion or report where no vote is taken, a brief statement summarizing the purpose of the matter shall suffice unless the meeting otherwise directs.

9. **General**

This Bylaw is to be read in conjunction with the provisions of the *School Act* governing School Board meetings. In the event of conflict between this Bylaw and the *Act*, the *Act* shall take precedence.

Read a first time this _____ day of _____.

Read a second time this _____ day of _____.

Reconsidered, finally passed, and adopted this ___ day of _____.

Chairperson

Secretary Treasurer



Comox Valley Schools

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BOARD POLICY HANDBOOK

The Board of Education of School District No. 71 (Comox Valley)

June 21, 2022

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

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

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

The development of two (2) separate and distinct documents is meant to reinforce the distinction in this district between the board's responsibility to govern and the superintendent's executive or administrative duties.

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

TABLE OF CONTENTS

	<u>Page</u>
Policy 1 – Foundational Statements	1
Policy 2 – Role of the Board	4
Policy 2 – Appendix – Facilitated Board Self Evaluation Process	10
Policy 3 – Role of the Trustee	13
Policy 3 – Appendix – Services, Materials and Equipment provided to Trustees	17
Policy 4 – Trustee Code of Conduct	18
Policy 4 – Appendix – Trustee Code of Conduct Sanctions	21
Policy 5 – Role of the Board Chair	25
Policy 6 – Role of the Vice-Chair	27
Policy 7 – Board Operations	28
Policy 7 – Appendix – Trustee Elections Bylaw	43
Policy 8 – Board Committees	47
Policy 8 – Appendix	51
Policy 9 – Board Representatives	55
Policy 10 – Policy Making and Review	59
Policy 11 – Delegation of Authority	62
Policy 12 – Role of the Superintendent	63
Policy 12 – Appendix A – Superintendent Evaluation - Process, Criteria and Timeline	65
Policy 12 – Appendix B – Superintendent Performance Assessment Guide	66
Policy 13 – Appeals Bylaw	70
Policy 13 – Appendix Notice of Appeal – School Act Appeals	73
Policy 14 – Permanent School Closure	74
Policy 15 – Recruitment and Selection of Personnel	77
Policy 16 – Indemnification Bylaw	80
Policy 17 – Sexual Orientation and Gender Identity	82
Policy 17 – Appendix – Resources and Definitions	92
Policy 18 – Accumulated Operating Surplus and Internally Restricted Funds	96
Policy 19 – Indigenous Recognition and Indigenous Voice	97
Policy 20 – Communications and Community Engagement	98
Policy 21 – Community Education and Community Schools	102

Policy 22 – Provision of Menstrual Products to Students	103
Policy 23 – Physical Restraint and Seclusion of Students	104
Policy 24 – Equity and Non-Discrimination	106
Policy 25 – Child Care	108

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FOUNDATIONAL STATEMENTS

The Board of Education, in its role as governor and advocate for public education in our community, has developed the district's vision, mission, values and beliefs, and guiding principles to ensure students achieve their fullest potential. The guiding principles are meant to serve as lens which will guide the decisions and actions of every person in our district. The Universal Guiding Principles apply to every sector and person associated with our district, from board member to student. The Operating Guiding Principles provide more focused direction in regard to specific areas of district operations.

1. **Vision Statement**

An inclusive learning community that embraces diversity, fosters relationships and empowers all learners to have a positive impact on the world.

2. **Mission Statement**

To inspire engaged, compassionate, resilient lifelong learners and cultivate a collaborative community together.

3. **Motto**

A community of Learners: Innovative, Inquisitive, Inclusive

4. **Value and Belief Statements**

- 4.1 Trusting relationships based on respect, integrity and ethical behavior.
- 4.2 A commitment to Truth and Reconciliation with Indigenous peoples.
- 4.3 Equity, including, dignity, and acceptance for all.
- 4.4 Global awareness and environmental stewardship.
- 4.5 Innovation, creativity, problem solving, and critical thinking.
- 4.6 Accountability and shared responsibility.
- 4.7 Open and engaging communication.
- 4.8 Celebration of learning.

5. **Universal Guiding Principles**

For everything we decide and do, we will hold ourselves accountable and we will ask:
Does it support student success?

- 5.1 Will it promote, encourage, and foster learning for everyone?
- 5.2 Will it build trust and good relationships?
- 5.3 Do we engage our community in a meaningful way?
- 5.4 Is it the responsible thing to do now, and in the future?
- 5.5 Are we being open, fair and ethical?

6. Operating Guiding Principles

6.1 *Student Success*

- 6.1.1 Organization will develop and maintain an understanding of what constitutes student success.
- 6.1.2 An inclusive and respectful learning environment will support students to become responsible and compassionate citizens.

6.2 *Educational Programs (Instruction)*

- 6.2.1 Individual learning paths for each student will be accommodated.
- 6.2.2 Educational instructional strategies / methods will optimize student success.
- 6.2.3 Innovative educational programs will be developed to support the unique needs of every learner.
- 6.2.4 Learning partnerships will be developed and valued.
- 6.2.5 Programs will be reviewed to determine if intended results are achieved.
- 6.2.6 Where appropriate, technology will be used across all curricula.
- 6.2.7 Students will learn about environmental stewardship and sustainability.

6.3 *Human Resources*

- 6.3.1 Well-being of staff will be promoted.
- 6.3.2 Employment contracts will be honoured.
- 6.3.3 Decisions will be sustainable and demonstrate best practices.
- 6.3.4 Processes will be transparent.

6.4 *Financial Management*

- 6.4.1 Budgets shall be developed in consultation with the educational community.
- 6.4.2 Financial reserves will be established and maintained in a strategic manner.
- 6.4.3 Budget decisions shall be sustainable in future years.

6.5 *Facilities and Operations*

- 6.5.1 Facilities will be available for community use.
- 6.5.2 Joint use and partnership agreements will be considered.
- 6.5.3 Facilities shall be maintained at the highest standard possible.
- 6.5.4 Long-term facility planning will occur.
- 6.5.5 Transportation services will be coordinated efficiently and in a safe manner.

6.6 *External Partnerships*

- 6.6.1 Community stakeholders will be engaged in decision-making processes whenever possible.

6.6.2 External partnerships will be developed to enhance operations and services for students.

6.6.3 We foster community partnerships that enrich the lives of our learners.

7. Strategic Plan Priorities

7.1 Educational Excellence: Optimize innovative practices and learning opportunities.

7.2 Community Engagement: Deepen integration of Indigenous ways and knowing & Foster relationships with community, parents, and educational partners.

7.3 Organizational Sustainability & Environmental Stewardship: Optimize infrastructure to support learning & Foster environmental stewardship.

7.4 Physical Health & Mental Well-Being: Invest in the holistic well-being of our people.

8. The Logo Design and Use



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Our Logo represents our geographical location on Vancouver Island which is depicted by the ocean with its marine life, mountains and forest.

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

9. Legal Name

The Board of Education of School District No. 71 (Comox Valley).

10. Operational Name

Comox Valley Schools

Legal Reference: Sections 65, 75, 85 *School Act*
Order in Council #597, November 9, 2018

ROLE OF THE BOARD

The Board of Education, School District No. 71 (Comox Valley) is the corporate entity established by provincial legislation and is given authority by the *School Act* and attendant Regulations to provide overall direction and leadership to the district. It is accountable for the provision of appropriate educational programs and services to enrolled students of the district to enable their success, in keeping with the requirements of government legislation.

The board is charged with the responsibility for providing an education system that is organized and operated in the best interests of the students it serves. The *BC School Act* provides that the board is responsible for the improvement of student achievement in the school district. To that end the board shall make continual appraisals of the educational, administrative, and planning processes in light of the board's stated goals and objectives.

Specific Areas of Responsibility

1. *Accountability to the Provincial Government*

The Board shall:

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

2. *Developing and Maintaining a Culture of Student Learning*

The Board shall:

- 2.1 Ensure board agendas reflect the board's commitment to improving student success.
- 2.2 Ensure the district's Strategic Plan identifies student learning key results.
- 2.3 Ensure the Framework for Enhancing Student Learning and the Indigenous Education Enhancement Agreement (IEEA) are reviewed at least annually including identification of trends and issues.
- 2.4 Ensure resources for approved initiatives to improve student outcomes are included in the annual operating budget.
- 2.5 Ensure the effectiveness of the superintendent's leadership in improving student outcomes is assessed annually.

3. *Accountability to and Engagement of the Community*

The Board shall:

- 3.1 Assess community values and interests and incorporate them into the school system's foundational statements and engage staff, parents and the wider community in developing and supporting the district vision.
- 3.2 Make decisions that address the needs of all district students.
- 3.3 Establish processes and provide opportunities for community input and engagement.
- 3.4 Report district student learning outcomes at least once annually to the community.
- 3.5 Develop procedures for and hear appeals as required by statute and/or board policy.
- 3.6 Meet regularly with municipal government representatives, local provincial representatives and the Indigenous Education Council, and as required with other entities to achieve desired educational outcomes.
- 3.7 Model a culture of respect and integrity, openness and transparency.
- 3.8 Make decisions that reflect both individual community interests and values, and those of the entire school district.

4. *Strategic Planning*

The Board shall:

- 4.1. Provide overall direction for the district by establishing foundational statements which are developed in consultation with stakeholders.
- 4.2 Annually review district priorities and key results as indicated in the district's Strategic Plan.
- 4.3 Annually ensure evaluation of the effectiveness of the district in achieving established priorities and key results.
- 4.4 Approve district strategic plan and any adjustments thereto.

5. *Policy*

The Board shall:

- 5.1 Identify how the board is to function.
- 5.2 Delegate authority to the superintendent and define commensurate accountabilities.

- 5.3 Formulating policies and bylaws in conformity with this Act for the effective and efficient operation of schools in the school district.
- 5.4 Make the final decision as to the approval of all policy statements.
- 5.5 Develop, assess, review and revise policies as required to ensure intended results are being achieved and that policies are consistent with legislation.
- 5.6 Ensure motions which are intended to have continuing effect are integrated into existing or new policy statements.
- 5.7 Govern the district through board adopted policies and resolutions.
- 5.8 Monitor and evaluate the effectiveness of policies developed by the board in achieving the board's goals and desired outcomes.

6. *Board / Superintendent Relations*

The Board shall:

- 6.1 Select and hire the superintendent.
- 6.2 Provide the superintendent with clear board direction.
- 6.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 6.4 Annually evaluate the superintendent in accordance with a pre-established performance appraisal mechanism.
- 6.5 Annually review superintendent compensation.
- 6.6 Respect the authority of the superintendent to carry out executive action and support the superintendent's actions which are exercised within the delegated discretionary powers of the position.
- 6.7 Ensure all board members interact with the superintendent in a respectful professional manner.
- 6.8 In consultation with the superintendent, review and adjust the annual Board Work Plan.
- 6.9 Promote a positive working relationship with the superintendent.
- 6.10 Promote the professional growth of the superintendent in continuing to provide quality district leadership.

7. *Political Advocacy/Influence*

The Board shall:

- 7.1. Become or retain membership in the BCSTA.
- 7.2. Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public School Employers' Association (BCPSEA) issues.
- 7.3. Advance district positions and priorities including through BCSTA where applicable.
- 7.4. Act as an advocate for public education and the district through the development of an annual plan for advocacy including focus, key messages, relationships and mechanisms.
- 7.5. Arrange meetings with elected provincial / federal / municipal government officials to communicate and garner support for the district's priorities and directions.
- 7.6. Advocate for public education.
- 7.7. Develop an annual advocacy plan and review its effectiveness annually. The plan shall include the advocacy focus, key messages and mechanisms.
- 7.8. Participate in provincial and/or national school board associations as deemed appropriate.

8. *Board Development*

The Board shall:

- 8.1. Annually develop a board development plan aligned with district priorities and board evaluation outcomes.
- 8.2. Annually evaluate the board's effectiveness.
- 8.3. Complete a skills matrix within three (3) months of election that identifies the skills the board requires to provide effective governance, as well as an assessment of the collective skills that trustees possess.

9. *Fiscal Accountability*

The Board shall:

- 9.1. Ensure the fiscal integrity of the district.
- 9.2. Approve budget process and timelines at the outset of the budget process.
- 9.3. In collaboration with the superintendent, identify budget assumptions and draft priorities to be used in the creation of the draft annual operating budget.
- 9.4. Approve the annual budget and allocation of resources to achieve desired results, including strategic priorities.
- 9.5. Annually approve the district's updated Five (5) Year Capital Plan.

- 9.6. Annually appoint the auditor and approve the terms of engagement.
- 9.7. Review annually the audit report and management letter and approve those recommendations to be implemented.
- 9.8. Annually review and approve remuneration for excluded staff.
- 9.9. Approve the acquisition and disposition of district land and buildings.
- 9.10. Approve the annual spending plan for the annual facilities grant.
- 9.11. Approve amended annual budget.
- 9.12. Monitor the fiscal management of the district through receipt of at least quarterly variance analyses and year-end projections and updates on capital spending against the budget.
- 9.13. Approve borrowing for capital expenditures within provincial restrictions.
- 9.14. Approve transfer of funds to/from restricted and non-restricted surplus funds.
- 9.15. Approve transportation assistance rates.
- 9.16. Approve changes to student fee schedules.
- 9.17. Establish an Audit and Finance Committee of the board. Terms of Reference for this committee are outlined in the Policy 8 Appendix will include oversight of audit and financial reporting, including review and approval of quarterly and annual financial statements, transfer of surplus between funds, financial risk management and internal controls. At least one (1) member of this committee to include a financial expert.
- 9.18. Establish budget principles and budget priorities, ensure resources are allocated to achieve desired results, and adopt an annual budget.
- 9.19. For significant capital projects receive regular status reports that set out progress on spending against budget, achievement of key milestones and risks related to delivering the project on time, on budget and against project specifications.
- 9.20. Receive a listing of the tenders for contracted work.
- 9.21. Receive a listing of all leases and agreements.
- 9.22. Approve allocations of one (1) time exceptional funding.
- 9.23. Establish trustee honoraria and reimbursement.

Additional Responsibilities

The Board Shall:

1. Approve the naming or re-naming of schools and other district facilities.
2. Approve district calendar in accordance with legislation and collective agreements.
3. Approve Board Authority Authorized Courses.
4. Recognize students, staff and community members.
5. Approve contracts and agreements as required by legislation.
6. Review the student enrolment and staffing report.
7. Hear unresolved student or staff complaints of discrimination or harassment that cannot be heard by the superintendent.
8. Approval and cessation of academies and programs of choice and changes in fees.
9. Ratify Memoranda of Agreement with Bargaining units.
10. Review and approve district expense rates annually.
11. Review board compensation formula.
12. Approve catchment areas for schools and district programs.
13. Approve changes in grade configurations.
14. Approve the reopening of a closed school.

Legal Reference: Sections 65, 74, 74.1, 75, 75.1, 76.1, 76.3, 76.4, 77. 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158 *School Act*

Facilitated Board Self-Evaluation Process
School District No. 71 (Comox Valley)

DRAFT

PROCESS

The annual externally facilitated board self-evaluation process shall be completed subsequent to the superintendent evaluation process described in the appendixes to Policy 12 and entitled, *Superintendent/CEO Evaluation Process, Criteria and Timelines*. The two (2) evaluation processes are complementary in nature.

PURPOSE

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

1. How well have we fulfilled each of our defined roles as a board during the evaluation period?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent?
4. How would we rate our board / superintendent relations?
5. How well have we adhered to our governance policies?
6. What have we accomplished this past year to improve student learning? How do we know? What else have we accomplished this past year?
7. What actions shall the board take during the next year to become more effective?
8. Determine what board development has been accessed during the past year and what board development is planned for the coming year.

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

EVALUATION PRINCIPLES

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

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

CONTEXT

The board has chosen to retain the nine (9) areas of responsibility articulated in Policy 2 in order to carry out their governance role. These include:

1. Accountability to the Provincial Government
2. Development and Maintaining a Culture of Student Learning
3. Accountability to and Engagement of Community
4. Strategic Planning
5. Policy
6. Board / Superintendent Relations
7. Political Advocacy/Influence
8. Board Development
9. Fiscal Accountability

The annual facilitated board self evaluation process is focused on board performance in relation to these nine (9) areas.

ROLE OF THE TRUSTEE

Trustees are elected in accordance with the *Local Government Act*. The British Columbia *School Act* prescribes eligibility requirements for running for the office of school trustee. The Board of Education of School District No. 71 is a corporate body elected by citizens of the Comox Valley.

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

The Board of Education is a corporation. The decisions of the board in a properly constituted meeting are those of the corporation. The *School Act* gives no individual authority to trustees. As members of the corporate board, trustees are accountable to the public for the collective decisions of the board, and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate board. School board trustees collectively and individually have a public duty to carry out their responsibilities and the work of the board in good faith and with reasonable diligence. Trustees have one (1) overarching responsibility – a shared public duty to advance the work of the school board. A trustee's fiduciary duties are owed to the school board (not to themselves, their family or friends) which is, in turn, accountable to the electorate.

The trustee must balance the governance role with the representative role participating in decision making that benefits the whole district while representing the interest of their community.

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

Trustee Rights

Within the parameters of board policy and bylaws, trustees have a right to:

1. Voice opinions and perspectives in an open and respectful manner, and have such opinions and perspectives respected by fellow trustees and district staff;
2. Represent the interests of their constituents while maintaining a district-wide perspective;
3. Vote on issues free from pressure or lobbying by other trustees and/or district staff;
4. Receive remuneration and expense allowances as determined by the board and in compliance with the *School Act*;
5. Be provided with an orientation session when newly elected;

6. Request and receive information from the superintendent of schools or designate pertinent to district policy and operations; previous, current or pending board or board committee activities; and any other legitimate assistance pertaining to the role of the trustee or the business of the board; and,
7. Attend well-organized and purposeful meetings.

Trustee Roles and Responsibilities

Within the parameters of board policy and bylaws, trustees have a responsibility to:
Make a prescribed oath of office,

1. Attend meetings of the board; participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of children within the district. Those trustees interested will have the opportunity to Chair the open and closed Committee of the Whole meetings on a rotational basis.

Note: *The School Act* indicates, 52 (2) If a trustee is continuously absent from board meetings for a period of three (3) consecutive months, unless the absence is because of illness or with the leave of the board, the office of the member is deemed to be vacant and the person who held the office is disqualified from holding office as a trustee until the next general school election.

2. Be aware of and knowledgeable about the issues that require board decisions and attend orientation sessions for new trustees conducted by district staff and the B.C. School Trustees' Association (BCSTA).
3. Commit to the importance of the public education system in a democratic society.
4. Adhere to the direction of the chair of the board, and chair of a board committee, while attending meetings.
5. Adhere to confidentiality requirements regarding personnel and property issues as well as other matters discussed and determined at in-camera meetings.
6. Respect that the chair of the board or appropriate district staff communicate on behalf of the board, and when making statements to the media, PACs or employee groups make it clear that these are individual statements only and not necessarily the opinion of the board.
7. Become familiar with district policies, meeting agendas and reports in order to participate in board business.
8. Support a majority vote of the board to advance the work of the board and monitor progress to ensure decisions are implemented.
9. Refer governance queries, issues and problems not covered by board policy to the board for corporate discussion and decision.
10. Refer administrative matters to the superintendent.
11. Trustee contacts with staff shall be through the superintendent.

12. The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member back to the teacher, principal, or district office personnel and will inform the superintendent of this action.
13. Keep the board and the superintendent informed in a timely manner of all matters coming to their attention that might affect the district.
14. Provide the superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
15. Attend external committee meetings or meetings as a board representative, as assigned, and report to the board in a timely manner.
16. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
17. Participate in board/trustee development sessions so that the quality of leadership and service in the district can be enhanced.
18. Strive to develop a positive and respectful learning and working culture both within the board and the district.
19. Continue to carry out duties with integrity and responsibility during an election period.
20. Become familiar with, and adhere to, the Trustee Code of Conduct.

Trustee Orientation

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

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

1. The district will offer an orientation program for all trustees following an election that provides information on:
 - 1.1 Role of the trustee and the board;
 - 1.2 Organizational structures and procedures of the district;
 - 1.3 Board policy, agendas and minutes;
 - 1.4 Existing district initiatives, annual reports, budgets, financial statements and long-range plans;
 - 1.5 District programs and services;
 - 1.6 Board's function as an appeal body;

- 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest; and
- 1.8 Trustee remuneration and expenses.
2. The district will provide financial support for trustees to attend British Columbia School Trustees Association (BCSTA) sponsored orientation seminars.
3. The board chair and superintendent are responsible for ensuring the development and implementation of the district's orientation program for trustees. The superintendent shall ensure each trustee has access to the Board Policy Handbook and Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the board following a by-election.

Legal Reference: Sections 49, 50, 52, 65, 85 *School Act*
Local Government Act
A Guide for School Trustee Candidates 2018 BCSTA

SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

The following shall be made available to trustees upon their election to the board:

Equipment

- Ipad
- Cell phone or the option to use their own and receive a monthly phone allowance

Services

- Technology support

District equipment shall be considered the property of the district and shall be returned to the district at the conclusion of the term of office. Should the trustee wish to purchase the equipment at the end of their term this may be done at the discounted value.

TRUSTEE CODE OF CONDUCT

Trustees as members of the corporate Board of Education shall act prudently, ethically and legally, in keeping with the requirements of provincial legislation. This includes proper use of authority and appropriate decorum in terms of group and individual behaviour.

Guidelines and Procedures

1. *Integrity and Dignity of the Office*

Trustees of the Board Shall:

- 1.1 Discharge their duties loyally, faithfully, impartially and in a manner, that will inspire public confidence in the abilities and integrity of the board;
- 1.2 Act as a trustee of this district and work carefully to ensure that it is well maintained, fiscally secure, and operating in the best interest of those we serve;
- 1.3 Recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently in the best interests of students in the district;
- 1.4 Work together with fellow trustees to communicate to the electorate accurate information about the district and our schools;
- 1.5 Do their utmost to attend regular board meetings, committee of the whole, and meetings of the board committees to which they have been appointed, and meetings for which they have been appointed to serve as board representatives;
- 1.6 Provide leadership to the community through setting goals and policies for district operations and educational programs and by regularly evaluating to determine if intended results are achieved; and
- 1.7 Not use the position of trustee for personal advantage or to the advantage of any other individual apart from the total interest of the district, and resist outside pressure to so use the position.

2. *Compliance with Legislation*

Trustees of the Board Shall:

- 2.1. Observe bylaws and rules of order, the policies and procedures of the district, and the laws, rules and regulations governing education in British Columbia; and
- 2.2. Respect and understand the roles and duties of the individual trustees, board of education, superintendent of schools and the chair of the board.

3. *Civil Behaviour*

Trustees of the Board Shall:

- 3.1. Represent the board of education responsibly in all board-related matters and act with decorum at all times. (Decorum: behaviour that is controlled, calm, and polite);
- 3.2. Work with fellow trustees, the superintendent of schools and the district as a whole, in a spirit of respect, openness, harmony and co-operation, encouraging the free exchange of diverse views on any topic at all times and expressing any contrary opinions in a respectful and constructive manner;
- 3.3. Not make disparaging remarks in or outside board meetings, about other board members or their opinions, and be respectful of staff, students and the public;
- 3.4. Use social media responsibly, including an acknowledgment that opinions expressed are those of the individual not the board.

4. *Upholding Decisions*

Trustees of the Board Shall:

- 4.1. Base their decisions on all available facts, data and perspectives of an issue, respect the opinions of others and diligently pursue what they believe to be in the best interest of the students and others of the district;
- 4.2. Accept that authority rests with the board and that no trustee has individual authority to direct district staff other than that delegated by the board;
- 4.3. Uphold publicly the majority decisions of the board of education and the implementation of any board resolutions; and
- 4.4. Accept that the chair of the board is the spokesperson to the public on behalf of the board, unless otherwise determined by the board. No other trustee shall speak on behalf of the board unless expressly authorized by the chair of the board or board to do so. When individual trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the board.

5. *Respect for Confidentiality*

Trustees of the Board Shall:

- 5.1. Keep confidential any information disclosed or discussed at a meeting of the board or committee of the board, or part of a meeting of the board or committee of the board that was closed (in-camera) to the public, and keep confidential the substance of deliberations of a meeting closed (in-camera) to the public unless required to divulge such information by law or authorized by the board to do so;
- 5.2. Not use confidential information for personal gain or to the detriment of the board or district; and

- 5.3. Not divulge confidential information, including personal information about an identifiable individual or information subject to lawyer-client privilege that a trustee becomes aware of because of their position, except when required by law or authorized by the board to do so.

Legal Reference: Sections 49, 50, 55, 56, 57, 58, 59, 62, 65, 85, 94, 95 *School Act*

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TRUSTEE CODE OF CONDUCT SANCTIONS

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

Code of Conduct Sanctions other than a Failure of Security

2. A trustee who believes that a fellow trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
3. Conciliatory measures will normally include:
 - 3.1 The trustee who believes a violation has occurred will engage in an individual private conversation with the trustee affected.
 - 3.2 Failing resolution through the private conversation the parties will engage the board chair, vice-chair to gain resolution. If the concern is with the board chair, the concern is to be raised with the vice-chair.
 - 3.3 The chair and at the chair's option the chair and vice-chair will attempt to resolve the matter to the satisfaction of the trustees involved.
4. A trustee who wishes to commence an official complaint, under the Code of Conduct shall file a letter of complaint with the board chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the trustee. The trustee who is alleged to have violated the Code of Conduct and all other trustees shall be forwarded a copy of the letter of complaint by the board chair, or where otherwise applicable in what follows, by the vice-chair, within five (5) days of receipt by the board chair of the letter of complaint. If the complaint is with respect to the conduct of the board chair, the letter of complaint shall be filed with the vice-chair.
5. When a trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all trustees; the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the board may be disclosed by the board chair only at the direction of the board, following the disposition of the complaint by the board at a Code of Conduct hearing.
6. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other trustee must provide to the board chair within three (3) days of the notice in writing of the complaint being forwarded to all trustees, a letter indicating support for having the complaint heard at a Code of Conduct hearing. Any trustee who forwards such a letter of support shall not be disqualified from attending at and deliberating upon, the complaint at

a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.

7. Where no letter supporting a hearing is received by the board chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The board chair shall notify all other trustees in writing that no further action of the board shall occur.
8. Where a letter supporting a hearing is received by the board chair in the three (3) day period referred to in section 5 above, the board chair shall convene, as soon as is reasonable, a closed (in-camera) meeting of the board to allow the complaining trustee to present their views of the alleged violation of the Code of Conduct.
9. At the closed (in-camera) meeting of the board, the board chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted.

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

- 9.1 The Code of Conduct complaint shall be heard at a Code of Conduct hearing, at a closed (in-camera) board meeting convened for that purpose. All preliminary matters, including whether one (1) or more trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining trustee.
- 9.2 The sequence of the Code of Conduct hearing shall be:
 - 9.2.1 The complaining trustee shall provide a presentation which may be written or oral or both;
 - 9.2.2 The respondent trustee shall provide a presentation which may be written or oral or both;
 - 9.2.3 The complaining trustee shall then be given an opportunity to reply to the respondent trustee's presentation;
 - 9.2.4 The respondent trustee shall then be provided a further opportunity to respond to the complaining trustee's presentation and subsequent remarks;
 - 9.2.5 The remaining trustees of the board shall be given the opportunity to ask questions of both parties;
 - 9.2.6 The complaining trustee shall be given the opportunity to make final comments; and
 - 9.2.7 The respondent trustee shall be given the opportunity to make final comments.
- 9.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration, other than the continuing presence of the secretary treasurer, shall remain in compliance. The board may, however, in

its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution(s).

- 9.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.
- 9.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.
- 9.6 The remaining trustees in deliberation may draft a resolution(s) indicating what action, if any, may be taken regarding the respondent trustee.
- 9.7 The presiding chair shall reconvene the parties to the Code of Conduct hearing.
- 9.8 All documentation that is related to the Code of Conduct hearing shall be returned to the superintendent immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.
- 9.9 The presiding chair shall call for a resolution(s) to be placed before the board.
- 9.10 The presiding chair shall declare the closed (in-camera) board meeting adjourned.
10. A violation of the Code of Conduct may result in the board instituting, without limiting what follows, any or all of the following sanctions:
 - 10.1 Having the board chair write a letter of censure marked “personal and confidential” to the offending trustee, on the approval of a majority of those trustees present and allowed to vote at the closed (in-camera) meeting of the board;
 - 10.2 Having a motion of censure passed by a majority of those trustees present and allowed to vote at the closed (in-camera) meeting of the board;
 - 10.3 Having a motion to remove the offending trustee from one (1), some or all board committees or other appointments of the board passed by a majority of those trustees present and allowed to vote at the closed (in-camera) meeting of the board.
 - 10.4 Having a motion to remove the offending trustee from one (1), some or all board committees or other appointments of the board passed by a majority of those trustees present and allowed to vote at the public meeting of the board.
11. The board may, in its discretion, make public its findings where the board has not upheld the complaint alleging a violation of the Trustee’s Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

Failure of Security

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

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

ROLE OF THE BOARD CHAIR

The Board of Education shall at its inaugural meeting and subsequently at each annual meeting or at anytime determined by the board, *elect* one (1) of its members to serve as board chair, to hold office at the pleasure of the board.

The chair has no authority to either make decisions beyond policy created by the board or to supervise or direct staff.

Specific Responsibilities

The board delegates and assigns to the chair the following powers and duties:

1. Prior to each board meeting, meet with the vice-chair, the superintendent and secretary treasurer to determine the items to be included in the agenda, and to become thoroughly familiar with them.
2. To preside over all public board meetings and ensure that such meetings are conducted in accordance with the *School Act*, the bylaws, and policies as established by the board.
3. To perform the following duties during board meetings:
 - 3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
 - 3.2 Ensure that issues being presented for the board's consideration are clearly articulated and explained.
 - 3.3 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration in order that a board decision can be reached
 - 3.4 Direct the discussion by trustees to the topic being considered by the board.
 - 3.5 Decide questions of order and procedure, subject to an appeal to the rest of the board. The board chair may speak to points of order in preference to other members and shall decide questions of order, subject to an appeal to the board by any member duly moved. The chair shall conduct all meetings of the board according to the following rules of order firstly, ensuring compliance with the *School Act*; secondly, compliance with the board's own policies and lastly where the *School Act* or the board's own policies do not address the matter, Robert's Rules of Order shall govern the conduct of meetings, where applicable.
 - 3.6 Determine disposition of each motion by a formal show of hands.
 - 3.7 Extend hospitality to Trustees, officials of the board, the press and members of the public.

4. To convey directly to the superintendent any concerns or questions as are related to the chair by trustees, parents, students or employees which may significantly affect the administration of the district.
5. To be in regular contact with the superintendent to maintain a working knowledge of current issues and events within the district.
6. To bring to the board all matters requiring a corporate decision of the board.
7. To act as chief spokesperson for the board by stating positions consistent with board decisions and policies (except for those instances where the board has delegated this role to another individual or group).
8. To act as an ex-officio non-voting member of all committees appointed by the board.
9. To act as a signing officer for the district.
10. To represent the board, or arrange alternative representation, at board events, meetings with other levels of government or other organizations or at hearings. When representing the board at official meetings or in an official function, the chair is limited to speaking for positions the board has determined through passing motions. The chair will bring back issues to the board for consideration if the board has not yet adopted motions on the matter or provided direction. The chair will share with the board all information from meetings with other levels of government or external organizations at which the chair attended as the board's representative.
11. To ensure that the board engages in regular assessments of its effectiveness as a board.
12. Following consultation with trustees recommend to the board trustee appointments to:
 - 12.1 Standing committees
 - 12.2 School liaison appointments;
 - 12.3 Representative to organization; and
 - 12.4 Other board committees.
13. Address inappropriate behaviour on the part of a trustee as per policy 4 sanctions.
14. Assist with the board orientation program for new trustees.
15. Manage the CEO contract on the board's behalf by bringing any relevant matters to the boards attention in a timely manner. In addition, each month the chair shall sign off on the superintendent's expenses as well as vacation and sick leave, days earned, taken and accumulated.

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

Policy 6

ROLE OF THE VICE-CHAIR

The Board of Education shall at its inaugural meeting and subsequently at each annual meeting or at anytime determined by the board, *elect* one (1) of its members to serve as vice-chair, to hold office at the pleasure of the board.

Specific Responsibilities

1. The vice-chair shall act on behalf of the board chair, in the latter's absence and shall have all the duties and responsibilities of the board chair.
2. The vice-chair shall chair all In-Camera Meetings.
3. The vice-chair shall assist the board chair in ensuring that the board operates in accordance with its own policies and procedures and in providing leadership and guidance to the board.
4. Prior to each board meeting, meet with the chair, the superintendent and secretary treasurer to determine the items to be included in the in-camera agenda, and to become thoroughly familiar with them.
5. The vice-chair shall be an alternate signing officer for the district.

Legal Reference: Sections 65, 67, 85 *School Act*

BOARD OPERATIONS

The board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the district, the board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting.

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

The board's fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, board meetings will be open to the public. Towards this end, the board believes its affairs must be conducted in public to the greatest extent possible.

There are times when BC FOIPPA legislation requires or when the board determines that public interest is best served by private discussion of specific issues in "in-camera" sessions.

In order to carry out its responsibilities effectively, the board will hold periodic meetings of several types. Formal meetings, at which all formal and legal business of the board as a corporate body shall be done, may be designated as Inaugural, regular, or special meetings, or in-camera.

The board has adopted specific policy governing board operation and the conduct of its formal meetings.

1. Board Composition and Elections

1.1 The Board of Education for the school district is comprised of a total of seven (7) trustees selected from the following trustee electoral areas:

- 1.1.1 Two (2) trustees from Trustee Electoral Area 1, being the Corporation of the City of Courtenay;
- 1.1.2 One (1) trustee from Trustee Electoral Area 2, being the Town of Comox;
- 1.1.3 One (1) trustee from Trustee Electoral Area 3, being the Corporation of the Village of Cumberland
- 1.1.4 One (1) trustee from Area 4 – Electoral Area A, being from the Comox Valley Regional District.
- 1.1.5 One (1) trustee from Area 5 – Electoral Area B, being from the Comox Valley Regional District

- 1.1.6 One (1) trustee from Area 6 – Electoral Area C, being from the Comox Valley Regional District

2. Inaugural Meetings

- 2.1 After the general local election of trustees in the school district, the secretary treasurer must convene a first meeting of the board within thirty (30) days from the date that the new board begins its term of office. The first order of business shall be to elect a chairperson and vice-chair of the board.
- 2.2 The chair of the inaugural meeting shall be the secretary treasurer until such time as the board chair has been elected.
- 2.3 The secretary treasurer shall announce the results of trustee elections.
- 2.4 The secretary treasurer shall administer the two (2) oaths of office; the Declaration by Trustee and the Oath of Confidentiality before taking their seats on the board.
- 2.5 The secretary treasurer shall call for nominations for board chair (seconding is not required) and conduct a vote by secret ballot in which that person receiving a clear majority cast shall be elected board chair for the ensuing year. If no person receives a clear majority, further ballots shall be taken until the same is achieved or, if after a third ballot a tie shall occur the Board shall recess and reconvene at a time of its choosing in order to conduct a fourth vote. If a tie still occurs after the fourth vote the decision shall be made by lot.
- 2.6 The chair so elected shall assume the chair for the remainder of the meeting.
- 2.7 The board shall proceed to elect a vice-chair, BC School Trustees Association representative and alternate, and a BC Public School Employers' Association representative and alternate, in the same manner as the election of the chair.
- 2.8 Following the elections, the order of business shall be:
 - 2.8.1 Passage of banking resolutions and appointment of signing officers. These appointments may be amended at a regular board meeting as required.

3. Annual Election of Officers of the Board

- 3.1 In years when inaugural meetings are not necessary, the board shall meet at a time, place and location as determined by the board to elect the officers of the board. This will normally be done annually; however, the *School Act* allows an election at any time.
- 3.2 The chair of the meeting shall be the secretary treasurer until such time as the board chair has been elected.
- 3.3 The secretary treasurer shall call for nominations for board chair (seconding is not required) and conduct a vote by secret ballot in which that person receiving a clear majority cast shall be elected board chair for the ensuing year. If no person receives a clear majority, further ballots shall be taken until the same is achieved or,

if after a third ballot a tie shall occur the board shall recess and reconvene at a time of its choosing in order to conduct a fourth vote.

3.4 The chair so elected shall assume the chair for the remainder of the meeting.

3.5 The board shall proceed to elect a vice-chair.

4. **Regular Public Meetings**

4.1 Prior to the end of each school year, the board shall establish a schedule of regular public meetings of the board for the ensuing school year. A regular meeting shall be held at least once per month. Additional meetings shall be held as the board may decide.

4.2 A quorum of the board for a regular meeting shall be a majority of the trustees holding office at the time of the meeting.

4.3 At the appointed time for commencement of a meeting, the chair shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half (1/2) hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with this policy.

4.4 If, prior to the meeting, the chair and/or the secretary treasurer have received information suggesting there will not be a quorum, the meeting may be cancelled, and attempts will be made to contact all trustees.

4.5 Trustees may be allowed 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.

4.6 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 determining a quorum and voting.

4.7 The agenda will be set by the Agenda Setting Meeting, which consists of the board chair, vice-chair, superintendent and secretary treasurer, no later than the Monday of the week prior to the public meeting. Items for the agenda are to be submitted to the office of the secretary treasurer by 4:00 p.m. on the Tuesday of the week prior to the board meeting.

4.8 Written notice of each meeting, together with the proposed agenda, must be given at least forty-eight (48) hours in advance to each trustee by delivery to the place designated by him or her, or via email. Non-receipt by a trustee shall not void the proceedings.

4.9 The agenda will include the following items:

4.9.1 Minutes of the previous regular meeting

4.9.2 Summary of closed/in-camera meetings

4.9.3 Minutes of any special meetings held since the previous Regular meeting;

4.9.4 Board Committee and Committee of the Whole reports;

- 4.9.5 Briefing notes for any items requiring a decision;
 - 4.9.6 Copies of information items;
 - 4.9.7 Notice or items of new business to be considered;
 - 4.9.6 Copies of board correspondence to be considered.
- 4.10 The Order of Business at all regular board meetings, unless varied by motion, shall be as follows:
- 4.10.1 Call to Order
 - 4.10.2 Welcome and Acknowledgement of Traditional Territory
 - 4.10.3 Agenda – Changes/Additions
 - 4.10.4 Adoption of Agenda
 - 4.10.5 Adoption of Minutes/Reports of Prior Meetings
 - 4.10.6 Report on Closed/In-Camera Meetings
 - 4.10.7 Presentation/Delegation
 - 4.10.8 Announcements
 - 4.10.8.1 Board Chair
 - 4.10.8.2 Superintendent
 - 4.10.9 Standing Committee Reports
 - 4.10.10 Decision items
 - 4.10.11 Information items
 - 4.10.12 Board Business
 - 4.10.13 Correspondence
 - 4.10.14 Public Question Period
 - 4.10.15 Adjournment
- 4.11 A change to the prescribed order of business may be proposed by any trustee and shall require majority consent, without debate.
- 4.12 New business shall not be considered at any regular meeting unless it arises directly out of correspondence, reports, or other matters arising during the regular order of business, provided that the members present at any regular meeting of the board may, by unanimous resolution, waive the giving of notice. New business may only be introduced by a member as provided herein through a *Notice of Motion*.
- 4.13 Referral to a committee of any matter arising during the course of any regular meeting may be made upon resolution of the meeting.
- 4.14 Minutes shall be kept by the Secretary of the board of all proceedings of the board, with the minutes to be concise and to record decisions, but not the contents of speeches.
- 4.15 All meetings shall stand adjourned at 9:00 p.m. or two (2) hours after their commencement, whichever comes first. Meetings may be extended to 9:30 pm or an additional 30 mins by a majority vote by those present in favour of the extension. Meetings may continue past 9:30 pm or the 30 mins extension provided that all the members present at the meeting unanimously resolved continuation. No meeting shall continue past 11:00 pm.
- 4.16 All regular public meetings of the board shall be open to the public and to the media and no person shall be excluded except for improper conduct.

- 4.17 The presiding officer may expel and exclude from a board meeting, any person whom they consider has been guilty of improper conduct.
- 4.18 If, in the opinion of the board, the public interest so requires, the board may order a meeting or part thereof to be closed (in-camera) to the public to discuss topics pertinent to that meeting and may exclude persons other than trustees and officers.
- 4.19 Fifteen (15) minutes will be set aside on each regular Board Meeting Agenda to give members of the public an opportunity to ask questions to the board.
- 4.19.1 The primary purpose of the "Public Question Period" is to ask questions about items on the current agenda. The Question Period is not a platform for presentations or personal statements
- 4.19.2 The chairperson may refer the question to executive officers or fellow trustees. Whenever possible, the questions relating to the current agenda will be answered immediately. All other questions will be referred to staff for a response at a later date.
- 4.20 A review of board operations, procedures and policies will be conducted at a time and place to be determined by the board.

5. Public Participation

Preamble:

The board welcomes and provides for a variety of forms of public participation by members of the community. Public participation may be through presentations by a delegation, through formal question/comment periods in regular board meetings or in the form of written communications. Such opportunities shall not be used to address matters which must be dealt with in Closed (in-camera) meetings as noted elsewhere in this policy. For example, individual student matters must not be dealt with in a public setting. In addition, structures have been defined in legislation and collective agreements to deal with labour management issues. The public participation opportunities noted below are not to be used to deal with such matters. The board respects and honors employee groups' contracts and official representatives and will therefore deal with labour management issues through defined legislated and collective agreement processes.

5.1 Presentation

- 5.1.1 Requests to make a presentation before the board shall be submitted to the office of the secretary treasurer by 4:00 p.m. on the Monday of the week prior to the scheduled board meeting.
- 5.1.2 After the scheduled presentation, board members may ask questions. Except in extraordinary circumstances, no formal response will be given until a later date.
- 5.1.3 Presentations at regular meetings may include objective criticism of school operations and/or programs but may not include complaints about school personnel or other persons.
- 5.1.4 Speakers shall be allotted fifteen (15) minutes for a presentation, although

the time allotment may be extended up to an additional fifteen (15) minutes more by a majority vote of the board.

5.2 Delegations:

The following guidelines will govern groups or individuals wishing to be heard as a delegation.

- 5.2.1 A delegation is a group or individual requesting permission to appear before the board to speak on a matter relating to the business of the board. Requests to appear as a delegation must be submitted in writing six (6) calendar days prior to a scheduled meeting. The request must outline the purpose of the delegation.
- 5.2.2 Normally, a delegation representing a group previously heard on a topic will not be heard a second time unless the delegation presents, in advance, material or information not previously considered that is germane to any decision. A motion of the board to hear the delegation must be passed by having a majority of all its members cast an affirmative vote.
- 5.2.3 Delegations will be limited to five (5) minutes duration, with a brief question period available for trustees at the conclusion.
- 5.2.4 Any written material to be provided to trustees in conjunction with a delegation must be made available to the school board office by the Thursday afternoon preceding the meeting. Fifteen (15) copies are required. If the material provided must be returned following the meeting, this must be specified at the time it is provided.
- 5.2.5 Decisions on requests made by a delegation are not normally made at the meeting at which the delegation is heard. However, if the board believes the matter is emergent, it may consider the matter during the new business portion of the meeting.
- 5.2.6 Groups or individuals wishing to be heard as a delegation must be present at the meeting by 7:00 p.m. They may leave the meeting once their business is concluded but are welcome to remain should they so desire.

- 5.3 Any special arrangements required must be made at the time the request to appear is submitted.

5.4 Question Periods

During the Question Period section of the Agenda, individuals may ask a question and supplemental questions of the **chair on matters relating to the current agenda**. The total time for each question, including supplemental questions and the response is five (5) minutes.

6. Special Meetings

- 6.1 A special meeting of the board may be called by the chair, 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.
- 6.2 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 resolution, provided all reasonable steps have been taken to notify all trustees of the meeting.

7. **Closed (In-Camera) Meetings**

- 7.1 The board may convene a meeting without the public, or without the public and staff present, at which matters of a confidential nature shall be discussed. No trustee shall disclose to the public, the proceedings of a closed (in-camera) meeting unless a resolution has been passed at the closed meeting to allow disclosure.
- 7.2 Closed (In-Camera) meetings can occur in both a regular meeting and committee of the whole format
- 7.3 Minutes of a closed (in-camera) meeting shall be kept in the same manner as a regular meeting but shall be approved only by the board in a closed (in-camera) meeting and shall not be filed with the minutes of the regular meetings.
- 7.4 A general summary of matters discussed, and the nature of decisions made at in-camera meetings shall be prepared following each meeting and, after approval of the in-camera meeting minutes, this statement will be attached to the agenda of the regular meeting immediately following.
- 7.5 Unless otherwise determined by the board, the following matters shall be considered in a closed (in-camera) meeting:
 - 7.5.1 Student disciplinary cases;
 - 7.5.2 Information regarding appointment, employment or dismissal of an employee;
 - 7.5.3 Matters of collective negotiations with employees;
 - 7.5.4 Matters related to the purchase or sale of land;
 - 7.5.5 Matters of a personal nature that are subject to the Freedom of Information and Protection of Privacy Act;
 - 7.5.6 Such other matters where the board decides that the public interest so requires.

Notwithstanding any rule limiting reconsiderations of the agenda, a trustee may make a motion to move a matter from the agenda of a closed (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 in order for the matter to be considered in a closed (in-camera) meeting.

8. Presiding Officers

- 8.1 If the chair is absent, or unable to act, the vice-chair shall preside at meetings of the board. If the vice-chair is absent or unable to act, the members shall elect one (1) of their number to preside at the meeting.
- 8.2 The chair may vacate the chair in order to enter debate or propose or second a motion, in which case the vice-chair, if present or another member appointed by the chair shall preside until the issue is disposed of (which seldom should be done).
- 8.3 In the event that neither the chairperson nor the vice-chairperson are able or willing to take the chair, the presiding officer shall be such person as the board may elect for that meeting.
- 8.4 The chair shall rule on all points of order and shall state their reasons and the authority for ruling when making a ruling. The chair's ruling shall be subject to appeal to the board. An appeal may only be requested immediately after a ruling and before resumption of business.
- 8.5 In discussing matters with a delegation, the chair of the board shall act as spokesperson.

9. Rules of Order

- 9.1 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 Policy Handbook. Where there is an inconsistency between the *School Act* and this Policy Handbook, the *School Act* shall apply.
- 9.2 The board may adopt a procedural rule for one (1) meeting by resolution approved by majority vote of the trustees present at the meeting.
- 9.3 A rule other than the requirement for notice of meetings may be suspended for one (1) meeting by unanimous consent of the trustees' present.
- 9.4 This policy may be amended by resolution of at least majority vote of the entire board approving the amendment. Notice of intention to propose the amendment must be given at the previous meeting and Trustees must be given at least forty-eight (48) hours' notice.
- 9.5 The presiding officer's ruling on a point of order shall be based on rules of order as stated in s9.1.
- 9.6 An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of trustees' present. The challenger and the presiding officer have the right to state briefly the reason for their positions. When an appeal is successful it does not necessarily set a precedent.
- 9.7 A copy of the Board Policy Handbook shall be available for inspection at all reasonable times by any person.

10.0 Bylaw

- 10.1 The board shall not give a bylaw more than two (2) readings at anyone (1) meeting unless the members of the board who are present at the meeting unanimously agree to give the bylaw three (3) readings at that meeting. The following matters shall be dealt with only by bylaw:
 - 10.1.1 Adoption of the budget;
 - 10.1.2 A capital bylaw;
 - 10.1.3 The acquisition or disposal of property;
 - 10.1.4 Amendments to bylaws;
 - 10.1.5 Where required by the *School Act*.
- 10.2 Written notice of intention to propose a bylaw shall be given in the notice of the meeting where the bylaw is to be proposed.
- 10.3 Every bylaw shall be dealt with in the following stages:
 - 10.3.1 First reading – no debate or amendment;
 - 10.3.2 Second reading - discussion of the principle of the bylaw;
 - 10.3.3 Third reading – consideration of amendments and final decision.
- 10.4 The secretary treasurer shall certify on a copy of each bylaw, the readings and the times thereof and the context of any amendment passed.
- 10.5 A proposed bylaw or amendment may be withdrawn at any stage with unanimous consent of the board.

11. **Motions**

- 11.1 Unless expressly required to be exercised by bylaw, all powers of the board shall be exercised by resolution (motion).
- 11.2 A motion, when introduced, brings business before the meeting for possible action. A motion shall be worded in a concise, unambiguous and complete form and, if lengthy or complex, shall be submitted in writing.
- 11.3 The presiding officer may divide a motion containing more than one (1) subject and it shall be voted on in the form in which it is divided.
- 11.4 All motions shall be seconded.
- 11.5 All motions are debatable except the following:
 - 11.5.1 Motion to call the question;
 - 11.5.2 Motion for adjournment of debate or for adjournment of a meeting unless such a motion contains a time for recommencement of debate or for a new meeting;
 - 11.5.3 Motion to fix time for adjournment of a meeting;
 - 11.5.4 Motion to proceed to the next business;

11.5.5 Motion to go into closed (in-camera) session.

11.6 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 only be one (1) 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.

11.7 All motions shall be subject to amendment except the following:

11.7.1 Motion that the question be now put;

11.7.2 Motion for adjournment of debate or adjournment of a meeting;

11.7.3 Motion to table unless such a motion contains a date for further consideration of the matter tabled;

11.7.4 Motion to refer to committee;

11.7.5 Motion to proceed to next business.

12. **Reconsideration and Rescind**

12.1 A motion that has been defeated at a previous meeting can be moved again at a subsequent meeting only if the mover had previously voted on the prevailing side.

12.2 Motions to rescind a motion previously adopted can be considered only if notice has been given at a 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. There is no time limit for these motions, and they can be moved by any member. A majority vote is required for approval.

12. **Debate**

13.1 Debate shall be strictly relevant to the motion before the meeting and no trustee shall speak for more than five (5) minutes at one time. The presiding officer shall warn speakers who violate this rule or who persist in tedious or repetitious debate.

13.2 Speakers shall be recognized by the chair and shall address all remarks to the chair.

13.3 Each trustee has the right to speak twice on the same question on the same day but cannot make a second speech if any trustee who has not spoken on that question desired to speak.

13.4 A point of privilege (a matter 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.

13.5 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.

14. Voting

- 14.1 All trustees present at a meeting must vote on each issue unless they are in a conflict of interest or abstain.
- 14.2 If a trustee has a conflict of interest, they must abstain from voting and the quorum will not be affected.
- 14.3 Any declared conflicts of interest shall be recorded.
- 14.4 Voting shall be by show of hands unless otherwise provided in board policy.
- 14.5 All questions shall be decided by a majority of the votes of the trustees present and voting, save as otherwise provided for in Board Policy Handbook or the *School Act*.

15. Minutes

The board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

15.1 The minutes shall record:

- 15.1.1 Date, time and place of meeting;
- 15.1.2 Type of meeting (inaugural, regular or special);
- 15.1.3 Name of presiding officer;
- 15.1.4 Names of those trustees and administration in attendance;
- 15.1.5 Approval of preceding minutes;
- 15.1.6 Only motions will be recorded in the minutes. Preamble, rationale, or discussions will not be recorded in the minutes, unless directed by the board through resolution;
- 15.1.7 Points of order;
- 15.1.8 Appointments;
- 15.1.9 Recommended motions proposed by committees; and,
- 15.1.10 Trustee declaration pursuant to Section 56, 57 or 58 of the *School Act*.

15.2 The minutes shall:

- 15.2.1 Be prepared as directed by the superintendent;
- 15.2.2 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the; and
- 15.2.3 Upon adoption by the board, be deemed to be the official and sole record of the board's business.

15.3 The superintendent shall ensure that, upon acceptance by the board, appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the district are affixed to the concluding page of the minutes.

15.4 As part of its ongoing effort to keep staff and the public fully informed concerning its

affairs and actions, the board directs the superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all board meetings.

15.5 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The superintendent is responsible to post the approved minutes.

15.6 Upon adoption by the board, the minutes of meetings other than Closed (in-camera) meetings shall be open to public scrutiny.

16. **Correspondence**

16.1 Correspondence is at times sent to the board and at other times to individual trustees. Even when correspondence is addressed to an individual trustee the contents may be more appropriately addressed by the corporate board. Where correspondence is addressed to the board or its contents are more appropriately addressed by the corporate board the following processes shall be adhered to. The intended outcomes of these processes are: to ensure board correspondence is acknowledged in a timely fashion, the corporate board is aware of the public input provided and where required, a corporate response is provided in a timely manner.

16.1.1 Where non-routine correspondence is received that appears to require a formal board response, that correspondence shall be placed on the agenda of the next regular board meeting.

16.1.2 Where non-routine correspondence is received that does not appear to require a formal board response, that correspondence, together with any response issued by the superintendent, shall be circulated to the trustees.

16.1.3 Where an individual trustee receives correspondence that in the trustee's judgement is more appropriately a corporate board matter, the correspondence will be directed to the chair who will acknowledge the correspondence, and act in accordance with 16.1.1 or 16.1.2 above.

17. **Audio/Video Recording Devices**

17.1 The board requires that anyone wanting to use recording devices at a public board meeting must obtain prior approval of the board chair. This shall be communicated by the board chair at the beginning of the Regular or Special Meeting.

18. **Trustee Participation in Meetings through Electronic Means**

A Trustee may participate in a meeting of the board by electronic means or other communication facilities if the electronic means or other communication facilities enable the Trustees participating in the meeting and members of the public attending the meeting to hear each other.

18.1 Trustees participating in a meeting of the board by electronic means or other communication facilities are deemed to be present at the meeting.

- 18.2 The chair of the board may refuse to allow a Trustee to participate in a meeting by electronic means or other communication facilities where the required electronic equipment is not available or where Special meetings are held in private and or for the purpose of hearing appeals or conducting hearings related to employee matters, or any board matters which attract the principles of natural justice.
- 18.3 Notwithstanding the requirements of these procedures, a Trustee cannot attend more than three (3) consecutive Regular meetings of the board electronically without being authorized by resolution of the board to do so.
- 18.4 Trustees who connect to a meeting of the board by video conference, teleconference or other means of electronic transmission will be considered in attendance at the meeting and form part of the quorum.

19. Trustee Remuneration

19.1 *Recommendation*

- 19.1.1 Effective January 1, 2019, trustee base remuneration shall be \$13,900 with an additional remuneration for the board chair to be \$3,400; and the additional remuneration for the vice-chair to be \$1,700.
- 19.1.2 Annual adjustments of trustee remuneration shall be made July 1 of each year, based on the BC Consumer Price Index change from December 31 of the prior year.

20. Trustee Expense Reimbursement

Trustees shall use the prescribed trustee expense form when submitting expenses. This to be submitted to the secretary treasurer, board chair/vice chair for approval.

- 20.1 Reimbursement of expense rates for trustees shall be the same as provided to staff. Such expense rates shall be reviewed and if necessary, adjusted annually as part of the budget setting process.
- 20.2 Expense reimbursements for trustees representing the board on official business shall be handled as follows:

20.2.1 *Transportation*

20.2.1.1 The board will pay the following:

- | | | |
|-----|----------------------|--|
| (a) | Fares: | All out-of-pocket transportation costs, with air fare being “economy class” where available. |
| (b) | Taxis or bus: | Out-of-pocket expenses for taxis or bus to/from airport, hotel, train, etc. |

- (c) **Kilometrage:** The maximum amount claimable at current provincial government rates, plus parking costs necessarily incurred.
- (d) **Ferries:** Car and passenger fares at cost.

Although it is practical to travel by air, trustees or approved employee out of district travel may travel by personal vehicle, provided vehicle kilometrage and incidentally related costs do not exceed economy air fare and associated ground transportation expenses.

20.2.2 *Meals*

20.2.2.1 Each trustee will be reimbursed a per diem pursuant to the provincial government policy for Group 3 employees (refer to section 7 below).

20.2.2.2 This per diem includes gratuities and all other expenses such as dry cleaning, portage, and personal telephone calls.

20.2.3 *Accommodation*

20.2.3.1 The board will reimburse each trustee for the actual cost of reasonable hotel accommodation. Where private accommodation is used, the current provincial rate in lieu of commercial accommodation amount \$25.00 per day may be claimed.

20.2.4 *Registration*

20.2.4.1 The board will pay the travelling trustee any associated registration fees.

20.2.5 *Additional Allowances*

20.2.5.1 In any case not provided for in this regulation, the board may approve by resolution the payment of a special allowance for a special cause.

20.2.6 *Form of Claim*

20.2.6.1 Claims for reimbursement of expenses shall be made on the approved Travel & Expense Warrant—Trustees (Form 653), with receipts attached for other than kilometrage, per diem, and private accommodation.

20.2.7 *BC Provincial Government Travel Allowance*

20.2.7.1 http://www2.gov.bc.ca/assets/gov/careers/all-employees/pay-and-benefits/work-related-expenses-allowances/travel_allowances.pdf

21. **Trustee Development Form**

Trustees shall use the prescribed trustee development form, to be submitted to the secretary treasurer and or board chair/vice-chair for approval.

Legal References: 50, 56, 57, 58, 59, 66-71, 71(1), 72 *School Act*
Financial Disclosure Act
Income Tax Act

DRAFT

Policy 7 - Appendix

TRUSTEE ELECTIONS BYLAW **Board of Education** **School District No. 71 (Comox Valley)** **Trustee Elections Bylaw No. 1C**

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

In School District No. 71 (Comox Valley), under section 37 of the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the following authorities:

Trustee Electoral Areas	No. of Trustees	Authority
<i>Area 1 – Corporation of the City of Courtenay</i>	Two	Corporation of the City of Courtenay
<i>Area 2 – Town of Comox</i>	One	Town of Comox
<i>Area 3 – Corporation of the Village of Cumberland</i>	One	Corporation of the Village of Cumberland
<i>Area 4 – Electoral Area A, Comox Valley Regional District</i>	One	Comox Valley Regional District
<i>Area 5 – Electoral Area B, Comox Valley Regional District</i>	One	Comox Valley Regional District
<i>Area 6 – Electoral Area C, Comox Valley Regional District</i>	One	Comox Valley Regional District

Trustee elections which are the responsibility of the school board may be conducted by the school board directly or by a local government under an agreement with the school board made pursuant to section 38 (4) of the *School Act*.

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

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.

- “Election” means a trustee election including general school elections and by-elections.
- “Board” or “School Board” means the Board of Education of School District No. 71 (Comox Valley).

2. Application

This bylaw applies to elections carried out by the school board and by other authorities, except as otherwise indicated.

3. 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 conducting a lot in accordance with sections 45(1) and 46(4) of the *School Act* and section 151, of the *Local Government Act*.

4. Application of Local Government Bylaws

- 4.1 In Trustee Electoral Area 1, the election bylaws of the Corporation of the City of Courtenay, as they may be amended from time to time, apply to the trustee elections conducted by the Corporation of the City of Courtenay except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.
- 4.2 In Trustee Electoral Area 2, the election bylaws of the Town of Comox, as they may be amended from time to time, apply to trustee elections conducted by the Town of Comox except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.
- 4.3 In Trustee Electoral Area 3, the election bylaws of the Corporation of the Village of Cumberland, as they may be amended from time to time, apply to trustee elections conducted by the Corporation of the Village of Cumberland except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.
- 4.4 In Trustee Electoral Area 4, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after

judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.

4.5 In Trustee Electoral Area 5, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.

4.6 In Trustee Electoral Area 6, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.

5. **Public Access to Election Documents**

The board authorizes public access to the nomination documents of trustee candidates during regular office hours at the board's office and by posting of nomination documents of trustee candidates on the website of the Board of Education, School District No. 71 (Comox Valley) until 30-days after declaration of the election results.

The board authorizes, but does not require, chief election officers to post nomination documents of trustee candidates for public access on any or all of the websites: Corporation of the City of Courtenay, Town of Comox, Corporation of the Village of Cumberland and Comox Valley Regional District, until such time as established by the bylaws of the relevant local government up to a maximum of 30-days after declaration of election results.

6. **Minimum Number of Nominators**

For certainty, the minimum numbers of qualified nominators for a trustee candidate is two (2).

7. **Required Advance Voting Opportunities**

7.1 Unless the board is exempted from the requirement by Order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day.

7.2 Unless the board is exempted from the requirement for an additional advance voting opportunity by Order of the Minister of Education an additional advance voting opportunity will be held:

7.2.1 in Trustee Electoral Area 1, on the date specified in the bylaws of the Corporation of the City of Courtenay;

- 7.2.2 in Trustee Electoral Area 2, on the date specified in the bylaws of the Town of Comox; and
- 7.2.3 in Trustee Electoral Area 3, on the date specified in the bylaws of the Corporation of the Village of Cumberland.
- 7.2.4 in Trustee Electoral Areas 4, 5 and 6, for the general school elections, on the date specified in the bylaws of the Comox Valley Regional District as they may be amended from time to time; and for by-elections, 2 days before general voting day.

8. Additional Advance Voting Opportunities

The chief election officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date and the voting hours for these voting opportunities.

9. Order of Names of the Ballot

The order of the names of candidates on the ballot will be as follows:

- 9.1 For Trustee Electoral Area 1, the order of names on the ballot will be determined by lot.
 - 9.2 For Trustee Electoral Area 2, the order of names on the ballot will be determined by lot.
 - 9.3 For Trustee Electoral Area 3, the order of names on the ballot will be alphabetical.
 - 9.4 For Trustee Electoral Areas 4, 5 and 6, the order of names on the ballot will be alphabetical.
10. This Bylaw may be cited for all purposes as “Board of Education of School District No. 71 (Comox Valley) Trustee Elections Bylaw No. 1C.

11. Repeal

School District No. 71 Trustee Elections Bylaw No. 1B is hereby repealed.

Read a first time this _____ day of _____, 2018.

Read a second time this _____ day of _____, 2018.

Read a third time finally passed and adopted _____ day of _____, 2018.

Secretary Treasurer

Board Chair

BOARD COMMITTEES

As much as possible, the board's business of governance will be conducted by the full Board of Education in a Committee of the Whole structure. The board may establish additional Ad Hoc or standing committees of the board to assist it with governance functions. In addition, the board may hold its sub-committee meetings in a separate, stand-alone format, when necessary.

Committees of the board shall never interfere with delegation of authority from board to superintendent. The board may delegate specific powers and duties to committees of the board that are established by the board, subject to the restrictions on delegation in the *School Act*.

The primary purpose of all committees of the board shall be to act in an advisory capacity to the board. Unless specific powers have been delegated by the board the power of all committees shall be limited to making recommendations to the board and shall not include that of acting on behalf of the board unless specifically authorized for individual issues. The chair of the committee shall place all recommendations before the board at a regular business meeting of the board in the form of a proper motion. No action of any committee of the board shall be binding on the board until the action is formally approved by the board.

A quorum shall be a majority of the trustees appointed to the Ad Hoc committee or in the case of the Committee of the Whole, the trustees in attendance.

General Requirements

1. The board may establish Standing Committees and Ad Hoc Committees and shall prescribe their purpose, powers and duties, membership, and meetings.
2. The chair of the board shall be an ex-officio non-voting member of all board committees to which the chair has not been appointed. The board vice-chair may act as ex-officio in the absence of the board chairperson. The board chairperson may take the place of any trustee member or alternate who is absent to complete the committee quorum.
3. The chair of the board shall recommend, and the board shall appoint committee chairs and members of any standing or ad hoc committee. The only exception is that that the chair of the Committee of the Whole will rotate through interested trustees.
4. Committees shall provide written reports to the board on any matters discussed by the committee.

Predominately, the Standing Committees of the Board are conducted within the Committee of the Whole in a sub-committee format:

Standing sub-committees consist solely of trustees and are established to assist the board with work of an ongoing or recurring nature. Additional Standing Committees can be created as required, either within or out of the Committee of the Whole.

The number of trustees appointed to a committee, other than a Committee of the Whole, shall not constitute a quorum of the board.

On an annual basis, the Board shall approve the Committee of the Whole meeting and rotational chair schedule, ideally when approving its other regular meeting schedule. The chairperson of the committee may cancel regularly scheduled meetings for proper cause. Proper cause will include insufficient business to require a meeting of the committee. The chairperson of the committee may also call special meetings of the committee not included on the schedule. All board members will receive notification as well as the agenda for any regularly scheduled or special meetings of the committee.

The resource staff assigned to each committee by the superintendent shall keep notes of each committee meeting, prepare the agenda, and distribute material to be considered by the committee.

Committee of the Whole meeting minutes shall be distributed to all members of the board at the board meeting at which the committee report is given. The chairperson of the standing committee shall determine which portion of the report will be given In-Camera and which portion will be given in Public.

The Committee of the Whole agenda and accompanying material shall be distributed at least 48 hours before any regular meeting of the committee. A copy of each committee agenda shall be distributed to all members of the board. Items may be added to the committee agenda of any regular or special meeting of the committee at the beginning of each meeting with the consensus of those committee members present.

Committees' rules of order may be relaxed at the discretion of the committee chair to encourage open and in-depth discussion. Speakers must still be recognized, speak no longer than five (5) minutes at one time, stay relevant to the agenda item under consideration, and the chair shall offer speaking priority to those who have not yet participated in each discussion.

Committees shall make recommendations to the board in writing, with final wording agreed upon at the committee meeting. No recommendation of any committee shall be binding on the board until the action is formally approved by the board.

The Standing Sub-Committees included within the Committee of the Whole format include the committees outlined in Policy 8 – Appendix. Additionally, other topics, presentations and agenda items can be added to the Committee of the Whole as necessary.

1. Community Engagement Committee

- 1.1 Use responsive communication tools that provide public education stakeholders with information that is relevant to their interests
 - 1.1.1 Develop and implement diverse communications strategies that focus on preferred communications of the community and respond directly to the expressed interests and concerns of public education stakeholders.
 - 1.1.2 Evaluate the efficacy of communication efforts and apply learning about successes and challenges to future efforts to improve the communications work.

- 1.2 Re-structure its commitment to how it works with the community and makes decisions in collaboration with them
 - 1.2.1 Develop a Community Engagement and Planning (CEP) Task Force that can assist in the creation of a School District 71 Community Engagement Plan, with the understanding that the CEP Task Force will include Trustees, Staff, students, and community stakeholders. A Terms of Reference for the CEP Task Force will be developed and include, at a minimum, the following:
 - 1.2.1.1 A purpose statement for the CEP Task Force that can include a commitment to developing and fostering a culture of community engagement excellence within School District 71;
 - 1.2.1.2 A description of the specific types of activities it is charged to complete and the specific deliverables it will produce;
 - 1.2.1.3 A set of guiding principles that can include a commitment to evidence based practice, community voice, transparency in decision making, openness, diversity of representation and trust;
 - 1.2.1.4 A description of the relationship between the Board of Trustee's legislated decision making duties, the role of SD staff in decision making and supporting decision making, and the advisory support that the CEP Task Force will provide in service of staff and the Board's deliberations. In other words, the line that separates Board decision making authority from staff, advisory support and community input must be clearly drawn;
 - 1.2.1.5 An initial term of service for the CEP Task Force of 12 months (with possibility of renewal) based on Board approval.
- 1.3 Based on the Community Engagement Forum Summary Report and under the leadership of the CEP Task Force, develop the School District 71 Community Engagement Plan. The Plan will include, at a minimum:
 - 1.3.1 An illustrated diagram that explains the scope of possible involvement of a community stakeholder in receiving information and participating in dialogue and decision making on priority issues affecting the local public education system.
 - 1.3.2 A description and rationale for a limited number of 3-5 priority public education issues around which community engagement and planning activities need to take place in the short and medium term.
 - 1.3.3 A process model that explains how community input can be developed into future education system directions. The process model should attend to best practices in translating community voice into educational directions, which includes option modelling that involves evidence review, cost benefit analysis, and feasibility assessments. Any educational

direction that reaches the Board should go through such a process and be capped with a Board recommendation report from staff.

1.3.4 A detailed implementation strategy that outlines how community engagement and planning will happen in an ongoing way, during specified time frames, with required resources (to be determined) and in relation to a limited number of 3-5 priority public education issues.

1.4 Provide regular and relevant information to stakeholders on the work of developing the Community Engagement Plan and its implementation to show the commitment of the District Trustees and its Staff.

2. **Ad Hoc Committees**

Ad hoc committees may be established to assist the board on a specific project for a specific period of time and can either be open or closed meetings. The terms of reference for each ad hoc committee shall be established by board motion at the time of the formation of the committee. Such ad hoc committees shall cease to exist when the purpose has been achieved. The chair of the board shall recommend membership on ad hoc committees while the board retains authority to approve such appointments.

3. **Resource Personnel**

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

Legal Reference: Sections 65, 85 *School Act*

COMMITTEE OF THE WHOLE – TERMS OF REFERENCE

Policy Statement

The Committee of the Whole is the primary structure to conduct the work of the Board regarding Education, Governance, Policy, Operations and Finance in addition to other matters and issues within the board's area of responsibility.

The Committee of the Whole provides an opportunity for all members of the board to participate in discussion and debate that results in final recommendations to the board.

1. Mandate

- 1.1 The Committee of the Whole provides recommendations to the board and serves as the vehicle for regular reports to the board which will contain both informational and actionable items.

2. Composition and Term

- 2.1 The Committee of the Whole is comprised of all members of the board and members of the executive leadership staff as topics require. In addition, other staff or stakeholders can be included depending on the agenda items.
- 2.2 The term of the Committee of the Whole is four years, to coincide with the term of the board.
- 2.3 The Chair of the Committee of the Whole will be determined by the Board on a rotational basis. Those trustees interested will have the opportunity to chair the open and closed Committee of the Whole meetings on a rotational basis.

3. General Responsibilities

- 3.1 The Committee of the Whole shall be responsible directly to the board for all reports and presentations coming from Education, Strategic Direction, Policy, Facilities & Operations, Finance, Audit, and Budget Development.
- 3.2 Committee of the Whole meetings will be divided into closed and open meetings. The closed meetings are divided into four sections:
 - 3.2.1 Finance and Operations
 - 3.2.2 Policy
 - 3.2.3 Strategic Direction
 - 3.2.4 Governance

The open meetings are divided into five sections:

- 3.2.5 Education
- 3.2.6 Operations
- 3.2.7 Strategic Direction
- 3.2.8 Audit
- 3.2.9 Budget Development

3.3 All items appearing before the Committee of the Whole will be added to one section of the agenda by the secretary treasurer **in consultation with superintendent and the chair and vice chair of the Board.**

4. Delegated Authority

4.1 The superintendent and other staff members may be called upon by the board to conduct work and report back to the Committee of the Whole.

4.2 The Committee of the Whole may, without the board's approval, refer items back to the superintendent or defer items to another time. Direction which requires significant adjustments to existing workplans, however, may not proceed without board approval. The chair, in consultation with the superintendent and secretary treasurer, is responsible for determining when staff direction requires board approval.

4.3 In closed meetings the Committee the Whole may, without board approval, approve procedural matters and give direction to staff, officers, or agents of the district. Any such approvals or direction shall be in accordance with the School Act.

5. Operating Procedures

5.1 Reporting to the Board

5.1.1 The Committee of the Whole will report to the board with recommendations for approval.

5.2 Procedural Rules

5.2.1 The Procedural Bylaw shall govern the proceedings of Committee of the Whole meetings.

6. Open Committee of the Whole shall include but is not limited to:

6.1 The **Education** scope of responsibilities includes:

6.1.1 Educational Programs & Services

6.1.2 Framework for Enhancing Student Learning

and shall review and consider the governance of educational issues including curriculum, programs, student assessment, student welfare and student achievement.

6.2 The **Operations** scope of responsibility includes:

6.2.1 Operational items requiring consultation with the public e.g., boundary consultation, enrollment projections and transportation. Key responsibilities will be to annually review student enrollment for impacts on Facilities, Capital and catchments and to prepare the five-year capital plan.

6.2.2 Additional items may include updates to the Long Range Facilities Plan, Naming or Renaming of schools, and school closures

6.3 The **Strategic Direction** scope of responsibility includes:

6.3.1 Reports from the superintendent, assistant superintendent, and the secretary treasurer

6.4 The **Audit** scope of responsibilities includes:

- External Audit
- Financial Reporting & Accountability
- Reporting Responsibilities
- Annual Financial Statements
- Auditor Performance and Review
- Reporting Responsibilities
- Specific Audit Responsibilities

6.5 **External Audit**

6.5.1 Includes the committee and 2 members of the general public who have financial expertise.

6.5.2 Review the external auditor's proposed audit scope and approach, including coordination of audit effort with district staff.

6.5.3 Review with the secretary treasurer and the external auditors the result of the audit, including any difficulties encountered and all other matters required to be communicated to the Committee under Generally Accepted Auditing Standards.

6.5.4 Resolve any disagreements between district staff and the external auditors regarding financial reporting.

6.5.5 At the conclusion of the audit, consult with the external auditors, without the presence of district staff regarding internal financial controls, compliance and the fullness and accuracy of the district's financial statements.

6.5.6 Ensure the timely presentation of the external auditor's annual audit report to the board.

6.6 **Financial Reporting and Accountability**

6.6.1 Obtain regular updates from district staff and others (legal counsel, external auditors, etc.) regarding compliance with laws and regulations having a material impact on the financial statements including:

- tax and financial reporting laws and regulations;
- legal withholding requirements; and

- environmental protection laws and regulations.
- 6.6.2 Review bylaws and policies specifically regulating the conduct of members of the board, staff and suppliers.
- 6.6.3 Review the effectiveness of the systems established to ensure compliance.
- 6.6.4 Overall to assist the board to oversee and provide a more focused and ongoing board discussion of the district's financial accountability. The focus for fiscal accountability, shall include risk assessment and mitigation strategies, the external audit processes, and findings, and monitoring fiscal reporting format to ensure clear communication to the board and public accountability.

6.7 Reporting Responsibilities

- 6.7.1 Provide an open avenue of communication between the external auditor and the board.

6.8 Financial Statements

- 6.8.1 Review significant accounting and reporting issues, including complex or unusual transactions, highly judgmental areas and recent professional and regulatory pronouncements, and understand their impact on the financial statements.
- 6.8.2 Review the representation letter provided by management to the external auditor.
- 6.8.3 Prior to the presentation of the annual financial statements to the Board, review the financial statements and consider whether they are complete, consistent with information known to Committee and reflect appropriate accounting principles.
- 6.8.4 Recommend to the board the approval and distribution of the annual financial statements.

6.9 Auditor Performance and Review (closed meeting)

- 6.9.1 Review and confirm the independence of the external auditor by obtaining statements from the auditor on relationships between the auditor and the board, including non-audit services, and discussing the relationships with the auditor.
- 6.9.2 Direct and review the performance evaluation process for the external auditor.
- 6.9.3 Recommend changes to the external auditor's compensation for board approval.
- 6.9.4 Periodically determine whether a request for proposal should be issued to select an external auditing firm. The Auditor General recommends that the external auditor shall not be appointed for a term exceeding five (5) years.
- 6.9.5 Participate in the selection of an external auditing firm by reviewing the request for proposals and bids received, interviewing potential auditing firms and recommending the external auditor for final approval to the Board.

6.10 The Budget scope of responsibility includes:

- 6.10.1 Reviewing and developing the annual budget
- 6.10.2 Consulting with all partner groups, the Indigenous Education Council and stakeholders
- 6.10.3 In its development and approval of the school district budget, the Board shall ensure that the district's Strategic Plan and its priorities, generated to support all students, shall be central in budget decisions. The Board will also ensure alignment between District goals and those of the Ministry of Education.
- 6.10.4 Prepare the annual budget based on the Districts financial and accountability policies

6.11 Specific Budget Responsibilities include:

- 6.11.1 To advise the board on the allocation of the operating budget to various programs and services to best meet the needs of students;
- 6.11.2 To provide the board with representative advice on budget issues and implications of proposed changes;
- 6.11.3 To provide advice on new priorities and emerging opportunities, and to review past budget adjustments;
- 6.11.4 To provide a forum for open communication and understanding of the budget;
- 6.11.5 To assist in the effective and transparent communication regarding the school district's financial issues and decisions such that all members are aware and understand of the contents of the operating budget

7. Closed Committee of the Whole

- 7.1 The **Finance & Operations** scope of responsibility includes discussing and making recommendations to the board on financial matters and matters pertaining to facilities, maintenance, technology, and transportation.

Specific Finance and Operations Responsibilities include:

- 7.1.1 Review fiscal accountability reports to ensure they provide the board with any significant variances in relation to budget and expenditures, budget/expense projections, status of any significant fiscal administrative issues and identification of any fiscal governance issues and any recommendations.
- 7.1.2 Makes legal, and property recommendations regarding any matters referred to the committee by the board.
- 7.1.3 Monitor environmental initiatives and compliance requirements
- 7.1.4 Reviews risk management and mitigation of risk strategies relating to financial risks and the steps management has taken to identify, monitor, control and report such exposures. Risk Management Oversight means identifying and analyzing and managing risks that may prevent the district from achieving its objectives.

- 7.2 The **Policy** scope of responsibility includes planning, development, implementation, evaluation and presenting matters relating to policy and bylaws.

7.3 The **Strategic Direction** scope of responsibility will include reports from the superintendent, assistant superintendent and secretary treasurer which are deemed to be confidential in nature

7.4 The **Governance** scope of responsibilities includes ensuring that appropriate policies, principles, procedures, and roles are established to guide and enhance:

- Strategic Planning
- Enterprise Risk Management
- Accountability and Transparency
- Effective Corporate Governance
- Board Compensation
- Committee and Board Effectiveness

8. Specific Governance Responsibilities falling under the scope of 7.4 include:

8.1 Strategic Planning

- 8.1.1 Review and recommend governance principles, policies and guidelines with respect to strategic planning for board approval.
- 8.1.2 Ensure effective strategic planning and advise on necessary improvements.
- 8.1.3 Receive regular update reports on the status of priority initiatives to ensure appropriate progress.
- 8.1.4 Receive regular updates on key performance indicators related to the strategic plan.

8.2 Enterprise Risk Management

- 8.2.1 Understand and address risks that threaten the achievement of the board's objectives.
- 8.2.2 Assess risks in terms of likelihood and magnitude of impact.
- 8.2.3 Oversee the development of policies and appropriate response strategies to identify, prioritize and respond to risks.
- 8.2.4 Monitor progress on the effectiveness of policies and response strategies.

8.3 Accountability and Transparency

- 8.3.1 Receive and review recommendations for the development of policies and procedures with strengthen the accountability and transparency of the board.

8.4 Committee Performance Reporting

- 8.4.1 Regularly evaluate meeting effectiveness and incorporate improvements as appropriate in coordination with the district staff.

8.5 Effective Corporate Governance

- 8.5.1 Regularly review the board's governance principles, policies and procedures and make recommendations for improvements.

8.6 Board Compensation

- 8.6.1 Annually review and assess ongoing work requirements of the board.
- 8.6.2 Direct the development of recommendations regarding principles of compensation for the board's approval.
- 8.6.3 Recommend an appropriate compensation review process involving residents and stakeholders.
- 8.6.4 Review and recommend required updates to existing compensation policies.

8.7 Committee and Board Effectiveness

- 8.7.1 Regularly assess board effectiveness and solicit input on governance concerns to be addressed.
- 8.7.2 Recommend core elements of an orientation program for the following term of the board to address learning and knowledge requirements in a timely manner.
- 8.7.3 Periodically review the Procedural Bylaw and recommend any changes to the board.
- 8.7.4 Review and recommend changes to Committee of the Whole Appendix 8 as needed.

BOARD REPRESENTATIVES

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

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

1. The board's decision-making role can be exercised only by the board as a whole at regular board meetings, not by an individual trustee, committee of the whole or other committees;
2. The board's function is governance, rather than administration;
3. Responsibilities placed on trustees are to be closely related to the board's central role as per Policy 2.

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

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

External Committees

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

1.2 *Powers and Duties of the Board Representative*

- 1.2.1 Attend Provincial Council meetings.
- 1.2.2 Represent the board's positions and interests at the provincial level.
- 1.2.3 Communicate to the board the work of the Provincial Council.
- 1.2.4 Bring recommendations to the board as and when necessary.
- 1.2.5 Build positive relationships.

1.3 *Membership*

- 1.3.1 One (1) trustee; one (1) alternate.

1.4 *Meetings*

- 1.4.1 As called by Provincial Council. (Usually 3-4 per year, one (1) at the AGM)

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

2.1 *Purpose of the BCPSEA*

- 2.1.1 Act as the accredited bargaining agent for the BCSTA's members.
- 2.1.2 Assist in carrying out any objectives and strategic directions established by the Public Sector Employers' Council.
- 2.1.3 Coordinate collective bargaining objectives, benefit administration, human resource practices and out-of-scope compensation matters amongst members.

2.2 *Powers and Duties of the Board Representative*

- 2.2.1 Attend the BCPSEA meetings as required.
- 2.2.2 Represent the board's positions and interests at BCPSEA meetings.
- 2.2.3 Communicate to the board the work of BCPSEA.
- 2.2.4 Bring recommendations to the board as and when necessary.
- 2.2.5 Build positive relationships.

2.3 *Membership*

- 2.3.1 One (1) trustee; one (1) alternate.

2.4 *Meetings*

- 2.4.1 As called by BCPSEA.

3. **BCSTA Vancouver Island Branch**

3.1 *Purpose of the BCSTA Vancouver Island Branch*

- 3.1.1 Receive reports from the BCSTA Board of Directors.
- 3.1.2 Discuss and/or develop policy issues for submission at the Annual General Meeting.

- 3.1.3 Act as a forum for discussion of Vancouver Island Branch issues.
- 3.1.4 To provide trustee learning and development.

3.2 *Powers and Duties of the Board Representatives*

- 3.2.1 Attend BCSTA Vancouver Island Branch Committee Meeting; Branch Chairs Committee Meeting, Indigenous Education Representatives Meeting, Resolutions Committee Meeting, and Professional Learning Committee Meeting.
- 3.2.2 Represent the board's positions and interests at BCSTA Vancouver Island Branch meetings.
- 3.2.3 Communicate to the board the work of the BCSTA Vancouver Island Branch.
- 3.2.4 Bring recommendations to the board as and when necessary.
- 3.2.5 Build positive working relationships with other boards.

3.3 *Membership*

- 3.3.1 Any trustees may attend the Branch Meeting.

3.4 *Meetings*

- 3.4.1 Four (4) meetings per year or as called by VISTA as scheduled.

4. **Other Local Representation**

4.1 *Appointments:*

- 4.1.1 From time to time the board is invited to appoint representative(s) to committees or other entities external to the school district. Currently these include:

- Indigenous Education Council
- District Parent Advisory Council
- Professional Development Committee
- Teacher Mentorship / Peer Support Committee
- District Calendar Committee
- Indigenous Parent Club (IPAC)
- Tribune Bay Outdoor Education Society
- CVRD Comox Valley Sports Centre Commission
- CVRD Integrated Regional Transportation Select Committee
- Comox Valley Social Planning Society

4.2 *Purpose:*

- 4.2.1 The purpose of sending representatives to represent the board on such external committees or entities is to strengthen communication and

understanding with the external organization

4.3 *Powers and duties of the representative is to:*

- 4.3.1 Represent the board's positions and interests. If no board position has been determined the representative will refrain from expressing a personal opinion and will seek a board position.
- 4.3.2 Communicate to the board the work of the external entity and any opportunities which may exist for mutual benefit involving the board and the entity.
- 4.3.3 Build positive relations between the entity and the board corporate

4.4 *Representatives:*

- 4.4.1 Normally one (1) representative

4.5 *Meetings:*

- 4.5.1 As determined by the external committee or entity

- 4.6 The board shall review annually the efficacy of continued board representation on such committees or entities.

5. School Liaison Trustee Role

The chair shall after consultation with individual trustees recommend School Liaison assignments and these shall be ratified by the board.

School liaison responsibilities shall not:

- 5.1 Inhibit or circumvent administrative authority or responsibility
- 5.2 Include any decision-making authority

Parent Advisory Councils as per section 8 of the *School Act* may advise the board and the principal and staff of a school. At the invitation of the PAC the school trustee liaison may attend the PAC meetings. If the Parent Advisory Council wishes to advise the board corporate, that advice is to be sent to the board.

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

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

POLICY MAKING AND REVIEW

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

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

Board policies shall provide an appropriate balance between the responsibility of the board to develop the broad guidelines to guide the district and the opportunity for the superintendent to exercise professional judgment in the administration of the district.

The board may choose to utilize the Policy Committee in the closed Committee of the Whole in carrying out its policy role.

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

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

1. **Planning**

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

2. **Development**

The board may develop the policy itself or delegate the responsibility for its development to the superintendent.

3. **Implementation**

The board is responsible for the implementation of policies governing its own processes. The board and superintendent share the responsibility for implementation of policies relating to the board / superintendent relationship. The superintendent is responsible for the implementation of the other policies.

4. **Evaluation**

The board, in cooperation with the superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose. The board shall review its policies following a schedule that results in all policies in the Board Policy Handbook being reviewed at least once in a board term of office.

Specifically

1. Any trustee, employee, parent, student or other community member may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The superintendent will inform the board of the request for policy development/revision. The board will determine the action to be taken including the option of referring the matter to the Policy Committee agenda of the Committee of the Whole.
3. When appropriate, the superintendent shall seek legal advice on any policy matter.
4. Policy drafts shall be brought by the Committee of the Whole to the board for consideration and possible approval.
5. The board will determine whether further information or consultation is required.
6. If further consultation is required, comments and suggestions on the policy draft will be reviewed by the superintendent and the board.
7. Once comments have been considered and any information needs satisfied (if so determined), the policy will be recommended to the board for approval.
8. Only those policies which are adopted and recorded in the minutes constitute the official policies of the board.
9. In the absence of existing policy, the board may make decisions, by resolution, on matters affecting the administration, management and operation of the district. Such decisions carry the weight of policy until such time as specific written policy is developed.
10. If the board adopts a motion which has continuing applicability the board shall seek means to include the direction of such motion as part of an existing policy or to develop a free-standing policy to reflect the direction contained in the motion.
11. The board may request the superintendent to change an administrative procedure to a draft board policy and will in such an instance provide the rationale for same.
12. The superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the district.
13. The board may also delete a policy and subsequently delegate the superintendent authority over this area. The superintendent may choose to then develop an administrative procedure relative to this matter.

14. The superintendent must inform the board of any substantive changes to administrative procedures as an information item in a board agenda.
15. The superintendent shall arrange for all board policies and administrative procedures and subsequent revisions to be posted on the district's website, in a timely manner, for staff and public access.
16. The board shall review and revise its policies on a rotational basis which provides for all policies being reviewed at least once per term of office.

Legal Reference Sections 65, 74, 85 *School Act*

BOARD DELEGATION OF AUTHORITY

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

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

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

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

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

Specifically

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

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

ROLE OF THE SUPERINTENDENT

Background

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

Specific Areas of Responsibility

1. Student Learning

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

2. Student Well-Being

- 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.

3. Fiscal Responsibility

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

4. Personnel Management

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

5. Policy/Administrative Procedures

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

6. Superintendent/Board Relations

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

7. Strategic Planning and Reporting

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

Legal Reference: Section 22, 85 *School Act*

Updated: December 8, 2020

MONITORING SUPERINTENDENT PERFORMANCE

The purpose of the Annual Performance Review is to monitor the Superintendents performance relating to the Districts strategic priorities, organizational leadership, and Board support during the year and on the basis draw reasonable summative conclusions. In addition, the Board may assess the Superintendents performance related to the specific areas of responsibility as noted in Policy 12 and other criteria established jointly with and agreed to by the Board and the Superintendent.

The Board shall adhere to the following schedule and methods for the Superintendent Performance Review.

1. Schedule

- 1.1 The performance of the Superintendent is a formative ongoing process that correlates to the Strategic Plan.
- 1.2 A formal review evaluation shall occur at least once during the term of the Board (or length of the contract)

2. Method

- 2.1 The Superintendent shall provide the Board with a yearly report regarding the Districts progress on the Strategic Plan.
- 2.2 The Superintendent and the Board shall agree in writing on the Superintendents Review procedures and criteria based on Policy 12.
- 2.3 The Superintendents performance review process shall involve all Board members and the Superintendent, other individuals or stakeholders may be included in the performance review process as agreed to by the Board and the Superintendent.
- 2.4 Mutually agreed upon external facilitators may be used to conduct the performance review.
- 2.5 The purpose and methods of the performance review are intended to be growth orientated, promoting both ongoing learning and improved performance.
- 2.6 Notwithstanding the above schedule and methods, the Board and Superintendent shall continuously monitor the Superintendents performance and Board-Superintendent relations through private briefings and other methods as determined by the Board Chair and Superintendent.

Updated: December 8, 2020

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

1. Student Learning

Role Expectations:

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

Quality Indicators relative to Student Learning:

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

2. Student well-being

Role Expectations:

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

Quality Indicators relative to Student well-being:

- QI 2.1 Develops measurements and monitors progress relative to providing a safe and caring environment.
- QI 2.2 Ensures the safety and welfare of students while being transported to or from school programs on transportation provided or approved by the district.

QI 2.3 Ensures the facilities safely accommodate district students.

3. **Fiscal Responsibility**

Role Expectations:

RE 3.1 Ensures the fiscal management of the district is in accordance with the terms or conditions of any funding received by the board under the *School Act* or any other Act.

RE 3.2 Ensures the district operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

RE 3.3 Prepares and presents the budget which reflects board priorities.

RE 3.4 Ensures the board has current and relevant financial information.

Quality Indicators relative to Fiscal Responsibility:

QI 3.1 Ensures accepted (PSAB) accounting principles are being followed.

QI 3.2 Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.

QI 3.3 Ensures adequate internal financial controls exist and are being followed.

QI 3.4 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.

QI 3.5 Ensures an internal audit process is developed and implemented in regard to school based funds and an annual report provided to the board.

QI 3.6 Provides the board with quarterly financial accountability reports.

QI 3.7 Ensures the board is informed immediately regarding pending litigation.

4. **Personnel Management**

Role Expectations:

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

Quality Indicators relative to Personnel Management:

QI 4.1 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.

QI 4.2 Models commitment to personal and professional growth.

QI 4.3 Provides for training of administrators and the development of leadership capacity within the district.

5. Policy/Administrative Procedures

Role Expectations:

RE 5.1 Provides support to the board regarding the planning, development, implementation and evaluation of board policies.

RE 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with board policy and provincial policies, Regulations and procedures.

Quality Indicators relative to Policy/Administrative Procedures:

QI 5.1 Appropriately involves individuals and groups in the administrative procedures development process.

QI 5.2 Demonstrates a knowledge of and respect for the role of the board in policy processes.

6. Superintendent/Board Relations

Role Expectations:

RE 6.1 Respects and honours the board's role and responsibilities and facilitates the implementation of that role as defined in board policy.

RE 6.2 Provides the information and counsel which the board requires to perform its role.

RE 6.3 Attends all board meetings and makes recommendations on matters requiring board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

Quality Indicators relative to Superintendent/Board Relations

QI 6.1 Implements board decisions with integrity in a timely fashion.

QI 6.2 Interacts with the board in an open, honest, proactive and professional manner.

QI 6.3 Provides the board with balanced, sufficient, concise information and clear recommendations.

QI 6.4 Ensures board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.

QI 6.5 Keeps the board informed on sensitive issues in a timely manner.

QI 6.6 Ensures high-quality management services are provided to the board.

7. **Strategic Planning and Reporting**

Role Expectations:

RE 7.1 Leads the development and implementation of the Strategic planning process.

RE 7.2 Involves the board appropriately (board identification of priorities and key results, and final board approval of the plan in conjunction with the annual budget).

RE 7.3 Reports at least annually on results achieved.

Quality Indicators relative to Strategic Planning and Reporting:

QI 7.1 Ensures key results identified by the board are achieved.

QI 7.2 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the board.

Legal Reference: Section 22, 85 School Act

APPEALS BYLAW

1. Preamble

In the spirit of procedural fairness, School District No. 71 (Comox Valley) has established processes for parents to express their questions or concerns to the appropriate authority. As described in Section 11 of the *School Act*, School District No. 71 (Comox Valley) supports and recognizes the right of the student, parent or guardian to appeal an employee decision that significantly affects the education, health or safety of the student. The failure of an employee to make a decision shall be deemed a decision for the purpose of initiating an appeal under this bylaw.

Notwithstanding the above, School District No. 71 (Comox Valley) expects that prior to appeal, appropriate consultative and problem-solving discussions have taken place in accordance with established policy or procedures. It is also an expectation that the appeal has commenced within a reasonable amount of time from the date of the decision, and that it is free from malicious or veracious intent.

2. Examples of Issues that May Significantly Affect the Education, Health or Safety of Students

The following list is intended as a guide for parents/students/guardians and the board.

- 2.1 disciplinary suspension from school for a period in excess of ten (10) consecutive days;
- 2.2 disciplinary suspension that prohibits student opportunity to write government examinations or attend school commencement exercises;
- 2.3 placement or failure to place a student in a full-program alternative school setting;
- 2.4 full grade retention or promotion of a student;
- 2.5 refusal to provide an educational program for a student under sixteen (16) years of age;
- 2.6 suspension from school due to a health condition;
- 2.7 a substantive issue that affects the education, health or safety of the student.

3. Notice of Request for a Hearing

- 3.1 The person making the appeal shall complete *the Notice of Appeal* form (attached). Upon request or need, the superintendent or designate will provide assistance to the applicant or cause such assistance to be available.

- 3.2 Upon receipt of a request, the chairperson of the board, after consultation with the vice-chair and/or the superintendent of schools when appropriate, will cause a meeting to be organized to hear the appeal in a timely manner.

4. **Appeal Hearing**

- 4.1 The board shall call a special confidential meeting to hear any appeals and shall confine the deliberation to the decision being appealed. The applicant and the respondent (employee making the decision) may each have a support person present.

The board requires that the applicant and/or respondent provide, in writing, at least three (3) days before the meeting, the name and occupation of the support person who will be present and what role that person will play in the meeting. Any written documentation or other material to be provided at the hearing must be made available to the applicant and the respondent at least three (3) working days prior to the hearing.

- 4.2 The chairperson of the board shall begin the meeting by introducing all present, emphasizing the confidentiality of the meeting, reviewing the process to date on the issue, and explaining the process for the hearing. However, it is acknowledged that the board cannot require confidentiality of a member of the public appealing a decision.

The person making the appeal shall speak first, followed by the respondent. The respondent shall give the reasons for the decision, and may include contextual factors such as classroom, program, school or district, including impact on other children (although others shall not be named). The applicant and the respondent shall each have an opportunity to speak to what has been said by the other.

- 4.3 In most cases, the superintendent or designate shall be present to act as an advisor to the board. Should the decision being appealed be a decision made by the superintendent, the board shall appoint a member from the management staff indicating that, for the purposes of that meeting, they be the senior advisor to the board.

5. **Determination of Appeal**

The board shall include, but not limit itself to, the following when making a decision:

- 5.1 Was the employee decision within the scope of his/her mandate?
- 5.2 Did the employee follow board policy in making the decision?
- 5.3 Did the employee follow school, site or program policies and/or procedures when making the decision?
- 5.4 Was there a review of the original decision with a reasonable attempt at resolution?
- 5.5 Did the employee give fair and reasonable consideration of the information available?

- 5.6 Was due consideration given for attempting to achieve a balance between the needs and rights of the individual student and the needs and rights of other students in the school and/or program?
- 5.7 Was there any new information or new perspectives arising from the hearing?
- 5.8 Is there any other information that, in the board's view, is relevant to the issue?

The board, through the senior staff advisor, shall provide a written determination to the applicant and the employee in a timely manner. The senior advisor shall advise the applicant that they have a right to appeal the board's decision through the Office of the Ombudsman.

Legal Reference: Section 11 *School Act*

Policy 13 -Appendix

NOTICE OF APPEAL—SCHOOL ACT APPEALS
COMOX VALLEY SCHOOL DISTRICT No. 71

Pursuant to Section 11 of the *School Act* and Board Bylaw, the applicant (parent/student/guardian) is requested to complete this Notice of Appeal form.

NAME (Student) _____

NAME (Parent/Guardian) _____ Telephone _____

ADDRESS _____ Postal Code _____

SCHOOL _____ Grade _____

Description of decision being appealed _____

Date that the applicant was advised of decision _____

Name of employee who made the decision _____

Grounds for appeal and change(s) or remedy sought (attach additional pages if required)

Steps Taken to Date to Resolve the Issue:

Step 1: Parent/student/guardian contact(s) with employee _____

Date

Step 2: Parent/student/guardian meeting with school administration _____

Date

Step 3: Parent/student/guardian meeting with district administration _____

Date

Student's Signature

Parent/Guardian Signature

Copy to: Superintendent
Employee

NoticeofAppeal.0903

PERMANENT SCHOOL CLOSURE

A school may be identified for potential closure when an analysis indicates that the closure is worth considering from a demographic, fiscal, or educational perspective. When a school will potentially be closed, the Board of Education will provide a minimum of 60-days for the consultation process relating to the specific schools proposed for closure.

Public Board Meeting

Any proposed closure of a school will first be raised at a regular open meeting of the board. If a school is identified for closure, the closure process shall be guided by a Consolidation Working Committee which shall be formed at least 60-days prior to a final decision on school closure. The superintendent of schools will form a committee that will develop timelines for consultation.

The superintendent will invite participation from:

1. the secretary treasurer (or designate);
2. trustees;
3. the principal of the school being considered for closure;
4. another school principal;
5. district staff members as appropriate;
6. two (2) representatives from the school staff;
7. three (3) members of the school PAC;
8. one (1) representative from each of the CDTA, CUPE, and DPAC;
9. one (1) representative from the Indigenous Educational Council;
10. one (1) representative from each affected municipality; and
11. others as appropriate.

The committee's terms of reference shall include:

1. An analysis of demographic trends, facility status, and other relevant data related to the school being considered for closure;
2. Analysis of information presented at public meetings and a summary of information gathered and presented through community and municipal input;
3. Analysis of educational and fiscal implications of the proposed closure/consolidation; and
4. The preparation of a final report to the superintendent that includes recommendations. The recommendations shall include items for the superintendent to consider if the closure proceeds as considered.

Public Consultation

Public consultation will be undertaken by the board prior to making a final decision on any proposed closure of a school. The board will take the following steps to ensure that an open and meaningful public consultation has taken place:

1. Make available, in writing, a full disclosure of all facts and information considered by the board with respect to any proposed school closure, including but not limited to: detailed reasons for the proposed school closure;
 - 1.1 which specific school(s) are being considered for closure;
 - 1.2 the proposed new catchment areas for all schools proposed to be affected;
 - 1.3 the number of students who would be affected, at the school(s) being considered for closure as well as surrounding school(s);
 - 1.4 the effect of proposed closures on board-provided student transportation;
 - 1.5 educational program/course implications for the affected students;
 - 1.6 the proposed effective date of the closure(s);
 - 1.7 financial considerations, and
 - 1.8 impact on the board's five (5) year capital plan.
2. Provide an adequate opportunity for affected persons to submit a written response to any proposed school closure as well as providing information and directions on how to submit a written response to the board. The information and directions shall advise potential correspondents that their written response may be referred to at subsequent public forums respecting the closure, unless the correspondent specifically states in their written response that the correspondent wishes his or her name and address to remain confidential.
3. Hold at least one (1) public meeting to discuss the proposed closure, summarize written submissions, and provide a process for the community to outline their concerns and proposed options.

The public consultation process must include:

- 3.1 A fair consideration of the community's input and adequate opportunity for the community to respond to a board's proposal to close the school permanently;
- 3.2 Consideration of future enrolment growth in the district of persons of school age, persons of less than school age and adults; and
- 3.3 Consideration of possible alternative community use for all or part of the school.

Public Meeting

The time and place of the public meeting shall be appropriately advertised to ensure adequate advance notification to affected persons in the community. Generally, this will mean a letter to students and parents of students currently attending the school, and a clearly visible notice in a local newspaper and notification on the district and school web page.

The board shall also specifically notify, in writing, any potentially affected local governments and First Nations of the time and place of the public meeting.

Meeting Format

The meeting will be organized to have attendees seated at tables of ten to twelve (10-12) participants. Each table will have a facilitator to discuss and overview the following:

1. implications of the closure
2. implementation plans, including timing of the closure
3. options that the board considered as alternatives to closure;
4. possible future community growth in the area of the school; and
5. contents of written submissions presented to the board by members of the community.

At the conclusion of the group discussions facilitators will report back the information collected from the discussion group to all those in attendance. Information collected from the group discussions will form part of the meeting minutes.

The board shall keep minutes of the public meeting that include a record of options suggested or concerns expressed about the proposal.

Following the public meeting, the board shall give fair consideration to all public input prior to making its final decision with respect to any proposed school closures.

Final Decision

At the conclusion of the consultation process and after receiving the reports from each of the working committees of the schools considered for closure, the superintendent will provide a report to the board on the consultation process and the schools considered for closure.

The report to the board will identify the issues to be considered and will include recommendation(s) on whether or not to proceed with the closures as proposed. The report shall also include items for the board to consider regardless of the final decision on closures.

The board will make its final decision regarding the proposed school closure at an advertised public board meeting following the consultation process and receipt of the superintendent's report.

Legal Reference: Sections 73, 168(2)(p), 85, *School Act*
School Opening and Closure Order M320-02
Disposal of Land or Improvement Order M233/07

RECRUITMENT AND SELECTION OF PERSONNEL

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

Specifically

1. Any changes to the organizational structure shall be approved by the board prior to the commencement of recruitment and selection processes commence.

Superintendent

2. The board, in the case of the superintendent, or the superintendent, in all other instances, shall have sole responsibility for initiating the advertising process and shall make reasonable effort to ensure that all current district employees are made aware of staff vacancies.
3. The board has the sole authority to recruit and select an individual for the position of superintendent and anyone who is expected to act in the place of the superintendent for a period in excess of one hundred and eighty (180) days.
4. In order to protect the board from sudden loss of the superintendent's services, the superintendent shall ensure that staff are designated to perform the services of the superintendent in the case of a short-term or prolonged absence, and that the chair is advised of the delegation.

Non-School Based Positions

5. The following process shall be followed for the following senior district management positions Assistant superintendent and secretary treasurer positions:
 - 5.1 The superintendent is delegated full authority to recruit and select senior staff and district management positions within the limitations of legislation, budget allocations and collective agreements.
 - 5.2 The superintendent shall engage in a consultative process in order to assist in the development of an ideal candidate profile.
 - 5.3 These positions shall have a written role description and the person occupying each of the positions shall have a written contract of employment consistent with the board approved template contract.
 - 5.4 Compensation will be determined based on BCPSEA compensation guidelines.
 - 5.5 The superintendent shall invite trustees to sit on the interview panel for these positions. The authority to select the successful candidate, however is that of the superintendent alone.

6. The superintendent is delegated full authority to recruit and select staff for all other non-school based positions within the limitations of legislation, budget allocations, contracts and collective agreements.

Principal and Vice-Principal Positions

7. At the discretion of the superintendent and within the constraints of this policy, principal or vice-principal vacancies shall be filled through either: Principal and Vice-Principal mobility, selection from the Vice-principal hiring pool; or through competition for a posted vacancy.
8. *Principal and Vice-Principal Mobility*
 - 8.1 The Board of Education believes that changes in Principal and Vice-Principal assignments can be positive for professional growth and the strengthening of system leadership.
 - 8.2 The superintendent is delegated authority for determining such changes in assignment.
 - 8.3 Consideration for transfer may be initiated at the request of either the principal or the superintendent. Normally, such consideration shall be given after the principal has held an appointment for a reasonable period of time, and there is value to be gained by a transfer.
 - 8.4 Once mobility transfers have been completed the superintendent shall inform the board of these new assignments.
9. *Vice Principal Hiring Pool*
 - 9.1 The district shall maintain a Vice-Principal. (District Eligible Administrator Pool (DEAP)).
 - 9.2 Internal applicants may remain in the pool for two (2) years. External applicants remain in the pool for one (1) year. After one (1) year, the external applicants are reviewed and their references checked. Positive references may allow external applicants to remain in the eligibility pool for a second year.
10. *Competition for a Posted Vacancy for Principal of Vice-Principal Positions*
 - 10.1 The superintendent is delegated full authority for all aspects of the selection processes for the positions of Principal and Vice-Principal except as otherwise provided for in this policy. This delegated authority includes but is not restricted to: establishing and carrying out a consultation process, recruitment, advertising, reviewing applications, short-listing, developing interview processes, communications with candidates, chairing the interview process including directing the questions to the candidates and facilitating the panel's review of short-listed candidates, determining the preferred candidate, making the appointment, and ensuring appropriate contractual arrangements.

All Other School-Based Positions

11. The superintendent is delegated full authority to recruit, select, assign and reassign staff for all school-based positions, within the limitations of legislation, budget allocations, contracts and collective agreements.
12. The superintendent is delegated full authority to recruit and select staff for all other staff positions, within the limitations of legislation, budget allocations and collective agreements.
13. All offers of employment shall be conditional on the successful applicant providing a criminal records check acceptable to the superintendent or one provided through the Criminal Records Review Program (Ministry of Public Safety and Solicitor General).

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

INDEMNIFICATION BYLAW

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

By-Law:

1. The board will indemnify a trustee, an officer or an employee of the board
 - 1.1 Against a claim for damages against the trustee, officer or employee arising out of performance of their duties; or
 - 1.2 Where an inquiry under Part 2 of the *Inquiry Act* or other proceeding involves the administration and conduct of the business of the School District and, in addition, the board may pay legal costs incurred in proceedings arising out of the claim, inquiry or other proceeding.
2. The board may, by affirmative vote of a majority of its members, pay:
 - 2.1 Any sum required to indemnify a trustee, an officer or an employee of the board where a prosecution arises out of the performance of their duties with the board; and
 - 2.2 Costs necessarily incurred;

But the board shall not pay a fine imposed on a trustee, an officer or an employee as a result of their conviction.
3. The board shall not seek indemnity against a trustee, an officer or an employee of the board in respect of any action by the trustee, officer or employee that results in a claim for damages against the board except
 - 3.1 Where the claim for damages arises out of the gross negligence of the trustee, officer or employee; or
 - 3.2 Where, in relation to the action that gave rise to a claim for damages against an officer or employee, the officer or employee willfully acted contrary to:
 - 3.2.1 The terms of their employment, or
 - 3.2.2 An order of a superior.

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

Legal Reference: Section 95, *School Act*

SEXUAL ORIENTATION AND GENDER IDENTITY (SOGI)

The Board of Education recognizes and values the diversity found within its school communities and believes that each individual contributes to the strength of the district's culture. The board recognizes that each member of the school and district community must share the responsibility for supporting all students and employees in addressing and facing challenges and that the district is responsible for providing an educational system that is safe, welcoming, inclusive and affirming for all.

All members of the school district have the right to expect that its policies, procedures, and communications are inclusive and respectful, taking into consideration visible and invisible diversities including but not limited to sexual orientation, gender identity and expression, race, religion, ability, culture and socioeconomic status.

The Board of Education will strive to promote safe environments, free from fear, harassment and discrimination by adhering to a code of conduct that is educative, preventative and restorative in practice and response; will foster school cultures that are responsive to the diverse needs of individuals and groups; will recognize the injustices of marginalization, advocate for social justice and promote human rights as defined in the B.C. Human Rights Code and Canadian Charter of Rights and Freedoms, and will participate in the ongoing development of practices that promote fair and equitable treatment for all, cultivating mutual respect, civility and sense of belonging.

The board will not permit, encourage, nor tolerate any behaviours contrary to these beliefs whether by commission or by failing to act to bring such behaviours to an end and by providing support and assistance to those who may be intended or unintended targets of such behaviours.

Statement of Intent

The Board of Education will promote a safe environment, free from harassment and discrimination, and pro-active strategies and guidelines to ensure that lesbian, gay, transgender, two spirit, bisexual, queer and questioning (2SLGBTQ+) students, employees and families are welcome, included, and affirmed in all aspects of education and school life and treated with respect and dignity. This includes acknowledging individual preferences around privacy and individual ownership of process. This policy will ensure that all programs, activities and interactions are free from discrimination based on sexual orientation and/or gender identity.

The purpose of this policy is to:

- define appropriate language, behaviours and actions in order to create an environment free from discrimination and harassment;
- develop, promote and implement respectful, proactive strategies and guidelines to ensure that 2SLGBTQ+ members of the education community and their families are welcome in, and included in all aspects of education and school life and are treated with

respect and dignity; and to

- ensure that complaints about homophobia and transphobia are taken seriously and dealt with expeditiously and effectively through collaboration with the impacted person and in line with policy and procedures.

General Guidelines

When considering aspects of this document, it is important to keep in mind that gender is fluid and not binary. It is important to create an environment in which individuals have the knowledge, freedom, safety and support to make the right choices for themselves at the right time for themselves.

The school district has an obligation to ensure that members of the school community who are 2SLGBTQ+, and members of diverse family structures are respected, included and safe in the school communities and related activities.

Safety

1. Homophobic and transphobic comments, discrimination, and bullying are demeaning to all students, students' parents or guardians, and employees regardless of their actual and perceived sexual orientation or gender identity. These forms of harassment and discrimination are prohibited under the B.C. Human Rights Code.
2. Any language or behaviour that deliberately degrades, denigrates, incites hatred, prejudice, discrimination, or harassment towards students or employees on the basis of their real or perceived sexual orientation or perceived gender identification will not be tolerated. Schools shall include the prohibition of such language and behaviour in their student codes of conduct.
3. All employees have an obligation to intervene in any interaction involving the use of homophobic or transphobic epithets and slurs, and behaviours regardless of the speaker's intentions, and to convey that such comments are against Board policy and will not be tolerated in the educational community.

Belief Statements

School District No. 71 (Comox Valley) accepts the responsibility to create safe and caring environments and believes that:

1. the district is responsible for ensuring that school cultures are safe, welcoming, inclusive, and affirming for 2SLGBTQ+ people;
2. the role of educators in the district is critical in creating positive societal change to address the difficulties that 2SLGBTQ+ people often face;
3. 2SLGBTQ+ students and same-gender parented families have a right to be recognized and affirmed by school personnel and have equal access to services as do opposite-gender parented families;
4. 2SLGBTQ+ students, staff and same gender-parented families have the right to:
 - be free from harassment, discrimination and violence;
 - be treated fairly, equitably and with dignity;
 - self-identification and freedom of expression;
 - be included and to be represented and affirmed in a positive and respectful manner;
 - have avenues of recourse (without fear of reprisal) available to them when they are impacted by harassment, discrimination, and violence; and
 - have their families and communities valued and affirmed.
5. a role of education is to prepare young people to work and live in open, pluralistic and democratic societies, free of discrimination or violence based on sexual orientation and gender identity and expression;
6. equity through education will foster principles of inclusion and will support 2SLGBTQ+ individuals and families through eliminating homophobia, transphobia, heterosexism and cisgenderism as they operate in the school system and school culture; and that
7. the initiation of comprehensive anti-homophobia and anti-transphobia initiatives support equity for 2SLGBTQ+ students and educate our staff and community about homophobic and transphobic language and bullying.

Leadership

As leaders of School District No. 71 (Comox Valley), the Board of Education and senior management shall jointly ensure that all staff know it is their individual and collective responsibility to identify individual discriminatory attitudes and behaviours, as well as work to eliminate the systemic inequities and barriers to learning for students who identify themselves on the basis of sexual orientation or gender identity and demonstrate accountability for the removal of these inequities and barriers so that all students and employees are treated with fairness and respect.

All administrators, teachers, counsellors, and staff and student leaders will model respect for 2SLGBTQ+ employees, students and families and recognize that transition is not an event but a process that belongs to the individual that is transitioning. This recognition includes the

understanding that no person shall be “outed”. Communication about an individual’s identity, transition or sexual orientation shall only be personal initiative.

Privacy and Confidentiality

All persons have the right to privacy. This includes the right to have one’s gender identity and sex assigned at birth, and sexual orientation private at school and worksites. Disclosing this information to students, parents, or other third parties violates privacy laws, such as the *Freedom of Information and the Protection of Privacy Act* (FOIPPA) and the B.C. Human Rights Code. The district will ensure that all information relating to an individual’s sexual orientation and gender identity will be kept confidential in accordance with applicable district, municipal, provincial and federal policies and privacy laws, unless legally required to do so, or the student/parent or guardian has authorized such disclosure through the use of the district’s release of information form.

All persons have the right to discuss and express their gender identity and expression openly and to decide when and how much private information to share and with whom. Those decisions need to be respected by school personnel. An individual shall determine the name and pronouns used to refer to themselves in all communications including when school personnel contact parents or guardians.

Schools must balance the parents’ or guardians’ need to be informed about their child’s school experiences with individual’s right to live freely in their self-identified gender and sexual orientation. This can be complicated when there is a responsibility to communicate with the parent or guardian about any situation at school directly related to an individual’s gender identity and sexual orientation. In general, the older the student, the more ownership they should have in this process. School personnel should err on the side of using the individual’s preferred name and pronoun to protect the individual’s privacy and human rights.

Situations arising at school may make it difficult or impossible for the school to keep an individual’s status from parents or guardians. Schools can, in consultation with the individual, work with trained support providers to formally reveal the individual’s gender identity to the parent or guardian in the relatively safe confines of the school. It is important to address all the potential consequences of this approach by consulting with and/or working with trained personnel familiar with such situations, while respecting that the process is owned by the individual. Ensure that support services can be accessed if it becomes evident that the individual is no longer safe to return home after the meeting. Privacy concerns are not a reason to prevent an individual from living as their self-identified gender. Issues of confidentiality vs open, respectful discussion must be handled on an individual basis. Individuals who choose to be open about their gender identity, will be addressed by their chosen names and pronouns. Denying this is a violation of their rights to free expression and equal protection under the law.

Self-Identification

Every individual has the right to be addressed by a name and pronoun of their choice. A court-ordered name or gender change is not required, and the individual does not need to change their official records. When an individual has communicated their choices, it is the obligation of school personnel to use the chosen name and pronouns.

Schools are required, by law, to maintain a mandatory permanent record card which includes each students’ legal name and legal sex, yet have a great deal of latitude in how they handle student records in the day-to-day operations of the school. MyEd BC includes the ability for the

identification of “preferred name” and “preferred gender”, and in turn using the preferred name to populate any internally generated records such as:

- class;
- Parent Advisory Committee (PAC) or photographer’s lists;
- attendance sheets;
- report cards;
- diplomas;
- sibling records;
- student identification; and
- parent notifications.

For situations where a student’s legal name must be used, such as provincial assessments, schools have utilized “hand coding” to help preserve a student’s desired identification.

Official Records

Schools will maintain a mandatory permanent student record that includes a student’s legal name and legal sex. The school will change a student’s official record to reflect a change in legal name or sex upon receipt of documentation to which such change has been made by court order, or through amendment of provincial or federally issued identification. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or legal sex, such as for the purposes of standardized testing, school staff and administrators will adopt practices to avoid the inadvertent disclosure of such confidential information.

Washrooms, Locker and Change Rooms

All individuals have the right to safe and private washroom and changing facilities. They have the right to access washrooms, locker rooms and changing facilities that correspond to their gender identity. The individual’s self-identification is the sole measure of the individual’s gender. Schools may maintain separate washrooms, locker rooms or changing facilities for males and females, provided that individuals can access them based on their gender identity. Schools will designate gender-neutral facilities designed for use by one person at a time, accessible to all individuals, and to incorporate such single-use facilities into new construction or renovation. Any individuals who is uncomfortable using a shared facility while attending an off-site school-sponsored activity will be provided with a safe and private alternative. Individuals will not be required to use facilities that are inconsistent with their gender identity or personal needs.

Physical Education Classes, Curricular and Extra Curricular Activities

All students have the right to participate in physical education classes, curricular and extra-curricular sports/activities in a manner that respects and embraces their gender identity. Student’s will be given the option to decide which activities they feel more comfortable doing. A request may come directly from the student or from a parent or guardian. It is the school administrator’s responsibility to make the requested arrangements for these students to participate in school and extra-curricular activities and physical education. All requests/meetings/ decisions must be documented and maintained in a confidential file.

Other Gender-Based Activities, Rules and Practices

School personnel are required to evaluate all gender-based procedures, routines, activities, rules, and ceremonies to ensure inclusive language and purpose. Language used should be as gender neutral as possible in all cases. Newly written guidelines must be communicated to all staff, parents and students. Individuals have the right to expect that all policies, procedures, programs, and communications are appropriate, competent and respectful of gender diversity. Students will be permitted to participate in any activities consistent with their gender identity.

Billeting and Overnight Field Trips

Plans for billeting for sports teams and/or overnight school-based activities must provide accommodation for each student in a room where they will feel safe and accepted. The student can decide where they would feel most comfortable if they are staying in shared accommodations with other students and/or families. The school administrator or teacher in charge of the event will make any needed adjustments to support the student. When staying with a billet family discuss with the student or their parent or guardian whether the student requires the billet family to be informed of their sexual orientation or gender identity. Wherever possible, in a billet situation, a member of staff should be billeted along with the student to further ensure their feelings of safety.

Media and Community Communication

When the school district is communicating to the media or community about issues related to sexual orientation or gender identity, the school or district will designate a single spokesperson as the key contact person. All other district and school staff will direct community members and the media to the designated spokesperson. Protecting the privacy of 2SLGBTQ+ individuals is the top priority. All medical information is kept strictly confidential. Any violation of confidentiality of this information contravenes this administrative procedure and the privacy law *Freedom of Information and the Protection of Privacy Act* (FOIPPA).

Student Counselling and Support

School District No. 71 (Comox Valley) is committed to maintaining a safe learning and working environment which actively provides counselling and support to individuals who self-identify on the basis of sexual orientation or gender identity. School Counsellors and Youth and Family Support Workers are often the first point of contact for students seeking emotional support and will be specifically trained in culturally safe responses to 2SLGBTQ+ issues. School administrators have the primary responsibility for ensuring that all school staff, Parent Advisory Committees (PAC) and students are familiar with and understand the content of the Inclusion Policy and these procedures. The Board of Education is responsible for ensuring that employees who represent the district in other areas are equally as informed. Students can report incidents of harassment, bullying, intimidation and discrimination through the ERASE Bullying Website. Information regarding the website is available through the school administration. The district encourages and will facilitate in the formation of Gay-Straight Alliance and Gender-Sexuality Alliance clubs (GSAs) where students or staff have come forward requesting this opportunity. Schools are encouraged to appoint a minimum of two (2) members of staff to be safe contacts for 2SLGBTQ+ individuals. School administrators will inform students and other staff about the location and availability of these contact person.

Staff Development and Education

Education is the primary purpose of the district. Educational programs will include curricular topics and learning resources that promote the inclusion of all members of our community

regardless of sexual orientation or gender identity. In addition, staff will have resources and training available to help teach and promote the safe, caring and inclusive values of the district. Schools will conduct annual staff training for all staff members on their responsibilities under applicable laws, policies and administrative procedures. This will include teachers, educational assistants, administrators, counsellors and youth and family workers, and other staff as deemed necessary. Information regarding this administrative procedure shall be incorporated into information sessions for new school employees. All staff share the collective responsibility of creating safe, supportive, and inclusive learning environments for 2SLGBTQ+ individuals and their families.

Educators, Administrators, and school support staff will be expected to:

- be familiar with and know where to access the SOGI policy and prevention procedures;
- have a general understanding of definitions regarding sexual orientation and gender identity;
- develop appropriate communication strategies to interact with 2SLGBTQ+ individuals and their families;
- fully understand the concepts of protection of privacy for individuals and their families;
- be aware of strategies and procedures for intervening with issues, such as bullying, harassment and intimidation and/or discrimination, and have access to appropriate trained personnel;
- model and teach inclusive practices that honour and promote human rights;
- create inclusive and safe environments for 2SLGBTQ+ people and their allies.

Employees have an important role to play in teaching and modelling respect for gender diversity. It is expected that teachers will create classrooms and administrators will create schools where students can see a commitment to creating a safe, caring and discrimination free environment. Students need to see that adults are striving to promote an understanding of gender diversity beyond the binary of only two genders.

- addressing the class in non-gender ways (using inclusive language);
- seating and lining up students in non-gender groupings;
- creating mixed gender groups/teams;
- displaying signs, posters, safe place stickers, and books that depict a range of gender presentations;
- celebrating national and international days and events that raise awareness about gender identity;
- teaching students how to be allies for each other;

- avoiding making assumptions during health and career education instruction regarding sexual orientation and gender identity.

The board will establish a joint committee which includes both adult and student representatives from the 2SLGBTQ+ community to act in an advisory capacity in the implementation of staff development, in-service, and professional development.

The advisory committee will consider the following recommendations/beliefs.

The goals of ongoing staff development will be to support 2SLGBTQ+ people and families in the school district and to promote anti-homophobia and anti-cisheterosexism, and anti-transphobia initiatives.

- trustees, management and staff must model respect and affirmation of 2SLGBTQ+ individuals and families;
- in-service workshops and training on 2SLGBTQ+ issues will be provided for the benefit of trustees, management, and staff annually;
- trustees, management, and staff have the responsibility for addressing of homophobia, transphobia and cisheterosexism in the working and learning environment;
- teachers must be supported when they include positive images and accurate information about history and culture which reflects the accomplishments and contributions of 2SLGBTQ+ people;
- trustees, management and staff must facilitate safer school environments for people of all gender identities and expression and sexual orientations.
 - acknowledging that an acceptance of diversity is the starting point of respect;
 - treating everyone with respect;
 - using language that affirms all sexuality orientations and gender identities and expressions;
 - not using disparaging remarks or language that demeans 2SLGBTQ+ identities and families;
 - challenging staff, students and parents who behave in prejudicial ways towards 2SLGBTQ+ people;
 - encouraging teachers to sponsor and support 2SLGBTQ+ positive initiatives such as GSA's or Diversity Clubs;
 - supporting the right of 2SLGBTQ+ students to counselling that is supportive, affirming and free from efforts on the part of counsellors to try to change their sexual orientation and/or identity through the use of or the referral to aversion, reparative, or conversion therapies.

Employment Equity

1. The board believes in equitable treatment for all individuals regardless of race, colour, ancestry, ethnic origin, religion, socio-economic status, sex, sexual orientation, gender identity or expression, physical or mental ability, or political beliefs. The letter and spirit of the *Canadian Charter of Rights and Freedoms*, the *B.C. Human Rights Acts* and the Board's *Collective Agreements* shall be carefully observed, enforced, and supported, so that all members of the educational school community may work together in an atmosphere of respect and acceptance of individual differences.
2. The board will ensure the confidentiality of employees who are 2SLGBTQ+ and will give them the support they require to do their work in a safe and respectful environment.

School Community Involvement

The board is committed to ongoing, constructive, and open dialogue with 2SLGBTQ+ people and others who self-identify on the basis of sexual orientation or gender identity.

The board will support community partnerships that would enhance the board's commitment to 2SLGBTQ+ students, staff, teachers, and parents.

The board will encourage parent advisory councils to acknowledge and support the diversity of our school community. The board will acknowledge through the communication to students, staff and the community that 2SLGBTQ+ parents and family members need to be positively recognized and included as such.

Appropriate Intervention / Responding to Incident

All members of the SD #71 community have the right to expect a respectful and culturally safe environment free of discrimination, harassment, and bullying. In 2007, the Ministry of Education mandated that school districts establish procedures that align with the *Ministerial Order M2276/07*. Each school must, in consultation with staff, parents and students establish their own Code of Conduct based on the ministerial order and guidelines. Appropriate interventions are included in the Code of Conduct administrative procedures. School district personnel may also refer to the SD #71 Bullying and *Harassment Prevention Policy 3-8* as a guide in making intervention decisions.

Complaint Process

In the event that an incident occurs at a school site, refer the complaint, in writing, to the school administrator.

If a complaint is against the administrator, refer in writing to the Director of Instruction, Health and Safety.

A thorough investigation will be conducted.

The complaint process shall be communicated to all schools, partner groups, and contracted services and district administration is responsible to ensure that employees and contract providers are aware of the process.

Appeal Process

The Board of Education recognizes and respects the fact that students and/or parents or guardians may disagree with decisions made by employers. The *School Act* of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. The right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the board's appeal procedure and the formal appeal bylaw can be accessed on the District's website. (Management Relationship 2-5 Parent/Guardian/ Student Request for Review of Employee Decision). Prior to an appeal, it is expected that school administration, students and parents or guardians will try to resolve concerns at the school level.

Employees shall contact their respective unions for support and advice regarding appeals.

Legal Reference: Section 65, *School Act*

RESOURCES AND DEFINITIONS

SOGI 1 2 3

SOGI 1 2 3 shares proven SOGI-inclusive tools and resources in the areas of policy and procedures, inclusive environments and curriculum resources: www.sogieducation.org

BC Teachers Federation

The BCTF offers a variety of free workshops to teachers that aim to develop skills to interrupt, address, and challenge homophobia and transphobia within our classrooms and school communities.

<https://bctf.ca/SocialJustice.aspx?id=17988>

Education Resource Acquisition Consortium (ERAC)

ERAC provides a range of services including evaluation, licensing and acquisition of print, software, and digital learning resources. ERAC offers a curated catalogue of SOGI resources (see LGBTQ collection).

<http://www.bcerac.ca/index.aspx>

Out in Schools

Out in Schools presentations and Learning Hub provide youth with opportunities not only to learn, but to do. The presentations offer a chance to build participation in and creation of Queer Straight Alliances across the province. The Rise Against Homophobia Video Contest offers youth the chance to make media as a vehicle not only for personal expression, but to shape more inclusive school communities.

<http://outinschools.com/about/>

QMUNITY – BC’s Queer Resource Centre

QMUNITY is a non-profit organization based in Vancouver, B.C. that works to improve queer and trans lives. They provide a safer space for LGBTQ+/2S people and their allies to fully self-express while feeling welcome and included.

<http://qmunity.ca/>

Egale Canada Human Rights Trust

Founded in 1995, Egale Canada Human Rights Trust is Canada’s only national charity promoting lesbian, gay, bisexual, and trans (LGBT) human rights through research, education and community engagement.

<https://egale.ca/>

MyGSA

MyGSA.ca is Canada’s website for safer and inclusive schools for the lesbian, gay, bisexual, trans, queer and questioning (LGBTQ) community.

<http://mygsa.ca>

Trans Care BC

The Trans Care BC program aims to enhance to coordination of trans health services and supports across the province, bringing gender-affirming care closer to home wherever possible. <http://www.phsa.ca/our-services/programs-service/trans-care-bc>

Gay, Lesbian and Straight Education Network (GLSEN)

The leading national US-based education organization focused on ensuring safe and affirming schools for LGBTQ students: <http://www.glsen.org/>

Parents, Families and Friends of Lesbians and Gays (PFLAG)

PFLAG Canada is a national charitable organization, founded by parents who wished to help themselves and their family members understand and accept their non-heterosexual children. <http://pflagcanada.ca/>

Pride Education Network

The Pride Education Network of teachers, administrators, support staff, youth and parents strive to make the B.C. school system more welcoming and equitable for LGBTQ students and staff, and queer families: <http://pridenet.ca/>

Definitions

Bisexual:

People who have a bisexual orientation can experience sexual, emotional, and affectional attraction to both their own sex and the opposite sex. It also refers to an individual's sense of personal and social identify based on those attractions and the behaviours expressing them. It is one (1) of the three (3) main classifications of sexual orientation, along with a heterosexual and a homosexual orientation.

Discrimination:

The subordination of groups or individuals resulting from a distinction, preference or exclusion based on the grounds of race, religion, colour, ethnicity, place of origin, language, age, disability, socio-economic status, gender identity, gender expression, sexual orientation, sex, or any other difference. It includes harassment, any negative or adverse conduct, comment, gesture or contact, and systemic barriers based on the above grounds. This conduct is harmful and can create a working or learning environment that is known, or reasonably should be known, to be offensive.

Educational Community:

Includes all those who work, learn, or attend any School District No. 71 (Comox Valley) schools, alternative educational settings and facilities, worksites, or any district facility, and includes ancillary sites such as school buses, district meeting settings, etc.

Gay:

A person who is emotionally/romantically and physically attracted to persons of the same sex. Gay usually refers to males, but it is also used to include females. Gay can be used interchangeably with homosexual. Gay is most often the term preferred by the LGBTQ communities when referring to homosexual males.

Gender Identity:

Characteristics linked to an individual's intrinsic sense of self as a man or as a woman, which may not be the same identity as one's biological sex.

Homophobia:

The fear, and/or hatred, and/or repulsion of homosexuality and gender variance in oneself or in others, often exhibited by self-hatred, prejudice, discrimination, bullying or acts of violence. Homophobia is typically directed towards those who are openly LGBTQ or are perceived as such through gender cues that are not in accordance with societal norms about masculinity and femininity.

Gender Expansive:

Refers to a person who does not confirm to society's expectations of their gender role or gender expression. It is a broad term that includes boys who behave, dress and interact in feminine ways; girls who behave, dress and interact in masculine ways, in addition to trans students.

Gender Expression:

Refers to a way a person expresses one's gender, through dress, grooming habits, choice of name and pronoun, mannerism, activities, etc.

Heterosexism:

The assumption that everyone is or should be heterosexual and that heterosexuality is superior. Heterosexism can exist on a personal, interpersonal, institutional or cultural level.

Intersex:

Individuals who are born as "hermaphrodites", now an outdated term. Intersex is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male. Though intersex is referred to as an inborn condition, intersex anatomy doesn't always show up at birth. Sometimes a person isn't found to have intersex anatomy until they reach the age of puberty, or finds themselves an infertile adult, or dies of old age and is autopsied. Some people live and die with intersex anatomy without anyone (including themselves) every knowing. A significant issue is the practice of some parents and physicians decided which sex is desired and then making a decision in favour of "normalizing" surgery at or near birth.

Lesbian:

A female who is emotionally/romantically and physically attracted to other females. Lesbian is usually the term preferred by the LGBTQ communities when referring to homosexual females.

LGBTTTTIQQ or LGBT, LGBTQ, LBTTQ, LBTTQQ – and other variations:

Acronym used to refer inclusively to a wide group of individuals and incorporates lesbian, gay, bisexual, transgender, transsexual, two-spirit, intersex, queer, or questioning persons. For ease of reference in this policy the acronym LGBTQ has been adopted, but it is intended to be widely inclusive.

Queer:

A term used derisively to humiliate and demean LBGTQ individuals and groups. It is generally not viewed as an appropriate term for use outside, or in a manner directed towards the LGBTQ community because of the potential of its use in a contemptuous manner or with such intent, despite the fact that some students may identify themselves as "queer" in a positive way.

Questioning:

Adults and youth who are not personally certain about their own sexual identity or orientation and may be exploring, publicly or privately, their feelings in this area.

Sexual Orientation:

The emotional/romantic and physical attraction felt by an individual towards members of the same sex, the other sex or either sex. Actual sexuality is a private affair; however, expressions of sexuality (such as holding hands with one's romantic partner and putting a picture of her or him on one's desk) are public displays of sexual orientation. The public realm overwhelmingly privileges straight couples but lesbian or gay ones are often the target of stares, verbal violence, and sometimes physical violence.

Sexual Orientation Identities:

Lesbian, Gay, Straight, Bisexual and Questioning are ways that people identify themselves insofar as their romantic partnerships and family diversities are concerned.

Transgender:

A person whose gender identity (feeling of being either boy or man, girl or woman) does not match their physical/anatomical sex (male or female) and the gender roles assigned by mainstream society. Some describe it as being born into the wrong body. Increasingly, many transgender people refer to themselves as "trans."

Transsexual:

An individual who presents himself/herself and lives in the gender "opposite" to his/her genetic/physical gender at birth. A transsexual is someone who feels psychologically like the other sex and has somehow been trapped in the wrong body. Transsexuals may be heterosexual, bisexual or homosexual in their sexual orientation. Some transsexuals may undergo operations and hormone therapy in order to make their body fit what they feel is their true gender. These individuals are sometimes known as female-to-male, FTM, transmen or male-to-female, MTF, transwomen.

Two-Spirit:

This is a term that is used by some indigenous people to describe themselves in a way that reflects their cultural construct of sex/gender/sexuality. Many of the languages of indigenous nations of North America include specific terms for gender and sexual diversity; some indigenous people may use both the general term Two-Spirit and the culturally specific term from their own language to describe themselves.

ACCUMULATED OPERATING SURPLUS AND INTERNALLY RESTRICTED FUNDS

The Board of Education is responsible for ensuring the district is protected financially from extraordinary circumstances which would negatively impact school district operations and the education of students. To discharge this responsibility, the board will maintain an accumulated operating surplus which shall be used to mitigate any negative impact on students.

Specifically

1. In order to respond effectively to unanticipated cost pressures, the board shall endeavor to maintain a reserve fund of approximately 2% of the total operating budget of that year.
2. The board may vary from this budgeted reserve of 2% in order to address the following circumstances:
 - 2.1 The elimination of any deficit arising at the end of a fiscal year of operations;
 - 2.2 The incurring of new cost pressures in a fiscal year that were not known at the time of budget development;
 - 2.3 The payment of severances (wages and benefits) upon termination of employment;
 - 2.4 The settlement of any legal action that is not covered by insurance;
 - 2.5 Initial one (1) time cost outlays for new education programs;
 - 2.6 Coverage for disaster recovery expenditures;
 - 2.7 Extraordinary utilities cost pressures;
 - 2.8 Replacement of equipment deemed by the superintendent essential to the continuation of educational programming in schools or district facilities;
 - 2.9 To assist in balancing future years' budgets without reducing services.
3. The board directs that any funds restricted for a particular purpose will be expended for that purpose, and that operating funds will only be restricted when there is a clear requirement to do so. All transfers to and from internally restricted funds must be authorized by a specific board motion.
4. Any such transfers shall be considered by the board as part of the board's annual budgeting process. The board will not restrict funds with the intent of creating additional operating reserves beyond the 2% contemplated in this policy.

Legal Reference: Sections 65, 85.2, 110, *School Act*

Policy 19

INDIGENOUS RECOGNITION AND INDIGENOUS VOICE

Land Recognition

The board directs that the following statement be read at the commencement of each board meeting:

“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.”

Indigenous Education Council

The Board of Education, School District No. 71 (Comox Valley) recognizes that it operates on the traditional territory of the K’omoks First Nation.

Students of Indigenous ancestry must be provided with the opportunity to have an education that meets individual and community needs and includes their culture, heritage, language and self-government as Indigenous people.

The Indigenous community recognizes the importance of a shared responsibility for education between representatives of the Indigenous community, the Board of Education of School District No. 71 (Comox Valley), and the Ministry of Education.

The board recognizes the importance and right of people of Indigenous ancestry to participate in decisions affecting the educational programs of Indigenous children.

To support and acknowledge the importance of that shared responsibility, the school district will maintain an Indigenous Education Council (IEC).

In recognition of the shared responsibility to improve the quality of education of Indigenous students in School District No. 71 (Comox Valley), it is agreed that the terms and goals of the Indigenous Education Enhancement Agreement (IEEA) will enhance the basis of Indigenous education, programs and services of School District No. 71 (Comox Valley).

The IEC will have Terms of Reference governing its meetings and affairs, including representation and processes for electing representatives. These terms shall be shared annually with the Board of Education.

The Indigenous Education Council may advise the board on any matter pertaining to the education of Indigenous students.

Legal Reference: Section 65, *School Act*

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

The Board of Education is committed to balancing its fiduciary role with enhancing community involvement in the school district. As such, the board is committed to the principle of public involvement in education and endorses open, two-way communication with its internal and external partners.

The Board of Education recognizes the importance of effectively communicating and engaging with our community for the purpose of sharing information, receiving feedback and discussing important issues facing the school district.

As part of the process, the district will provide information about practices, programs, policies and provide opportunities to contribute opinions and perspectives on decisions pending or made by the board regarding the operation of the schools and school district.

The Framework for Communications and Community Engagement outlines procedures for operationalizing communications and community engagement in School District No. 71 (Comox Valley).

Communications and Community Engagement Framework Desired Outcomes

Desired outcomes of adopting the framework include:

1. Improve public education through effective communication and engagement.
2. Improve internal and external communications between the district, its schools, staff, parents, students and community partners.
3. Identify and increase opportunities for engaging the community in a manner that is meaningful, timely and appropriate.
4. Identify and increase opportunities to share district information and to gain community insights about our district.
5. Determine how best to engage with the various audiences.
6. Identify and increase opportunities for developing relationships with the media and using this medium effectively.
7. Use social media to deliver key aspects of the district's message and to receive information from the community.

Purpose of the Framework

The purpose of the *Framework* is to present a clear and concise direction for communicating with the school district's community. The plan primarily addresses two (2) types of school district audiences: internal (students, teachers, staff, unions, administration and school board) and

external (parents, businesses, civic groups, and other members of the district’s community) and considers the processes to be used to reach these audiences.

Through the development and implementation of this communications framework, the school district will:

1. *Inform*: Provide timely information about board and administrative decisions made, and activities and events across the division.
2. *Consult*: Increase the involvement of staff and community through consultative practices to obtain feedback on issues or decisions.
3. *Collaborate*: Partner with staff and or community in arriving at a solution.
4. *Foster* the exchange of information between the school district and the communities it serves.

Guiding Principles

The Board of Education believes that:

1. Meaningful decision-making and consultation processes are respectful of and use different ways to engage with our diverse educational partners.
2. District decision-making information are to be accessible, understandable, relevant and responsive to the needs of the community.
3. District-wide community engagement are to be authentic and meaningful.
4. Staff briefings to the board will include communication ideas and or recommendations (where appropriate).
5. The board will, as part of its deliberation process, consider if, when or how they will communicate or engage with the educational partners.

Engagement and Communications Continuum

Inform	Consult	Involve	Collaborate	Empower
Provide internal and or external public with information.	Obtain public feedback on a future decision coming to the board and or planning for the board.	Work directly with members of the public (internal and or external) throughout the entire process that culminates with a board decision.	Work with the public from the inception of a project to the final decision by the board.	Places final decision-making in the hands of the public.
e.g. newsletters, web-pages, blogs	e.g. public meetings, focus groups, surveys	e.g. advisory groups, public forums, public hearings	e.g. Workshops, design charrettes	e.g. Plebiscite, working committee

Identifying the Appropriate Engagement along the Continuum

1. Moving from left to right in the framework, the communication processes becomes increasingly participative and the engagement level of the public in the process increases.
2. As policy and operational issues arise, the board will give consideration to the most appropriate level of engagement and the related strategies to employ.
3. Briefings to the board shall include a recommendation communications plan to most effectively engage the public based on a balance between time and importance of gaining public feedback on the topic.
4. Data and or other information collected through the engagement process shall be shared by placing it on the district webpage.
5. The data will be analyzed by staff and will be shared with the board as part of the decision-making process.
6. The board's eventual decision will be made public through the public-school board meeting process.

Framework for Regular Engagement Activities

The Board of Education will:

1. Hold regular meetings of the board in an open manner before assembled public and press who shall have the benefit of a publicized schedule of meetings. In order to protect the legitimate interests of individuals and the community, "in camera" or closed meetings in private session shall be reserved to discuss matters as defined in legislation and board policy.
2. Hold regular Committee of the Whole Meetings of the board periodically in various locations in the district.
3. Hold public forums in the district on educational issues as the need arises.
4. Provide the public with an opportunity to address questions to the board at each regular meeting.
5. Welcome delegations of students, parents, teachers, and others at regular board meetings.
6. Post agendas of regular meetings to the school district webpage and send, where appropriate, agendas to the associations representing the board's employees, to parent organizations in the district, and to groups and individuals requesting such agendas.
7. Publicize the deliberation and decisions of board meetings by distributing, via the district webpage an approved report of meetings.
8. Develop and maintain a regular community relations and information program which informs the community of the district's activities.

9. Establish a regular means of assessing the publics', parents', and students' needs and concerns regarding the district.

Legal Reference: Section 65, *School Act*

DRAFT

Policy 21

COMMUNITY EDUCATION AND COMMUNITY SCHOOLS

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 include the following:

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

The board shall approve schools as designated community schools. When considering proposals for approval as a designated community school, the board shall give consideration to factors including: existing community amenities, alignment to board priorities, consideration of board finances and resources, and input from the community.

Legal Reference: Section 65, *School Act*

Policy 22

PROVISION OF MENSTRUAL PRODUCTS TO STUDENTS

The Board of Education is committed to providing menstrual products to students who may require them.

The Board will:

1. ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy;
2. provide for barrier free, easily accessible menstrual products at no cost to student;
3. make menstrual products available in school washrooms;
4. consider students feedback with respect to the provision of menstrual products

Legal Reference: Sections 85(2)(a), 88(1), and 168(2)(t) *School Act*

Adopted: November 26, 2019

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

The Administrative Procedures for the physical restraint and seclusion of students is aligned with the BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings. June 2015.

The Comox Valley Board of Education believes that access to an effective educational program is a basic right of each student. The board further considers positive educational/behavioural interventions, mental health supports and least restrictive approaches to the provision of students supports to be best practice. Respect for human rights, maintaining student dignity and the safety of all involved is paramount. The board believes that schools should be safe and caring places in which educational programs are carried out in positive and supportive learning environments. Every effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences, rather than punitive disciplinary ones. The board acknowledges that employees use a variety of educative, preventative and restorative interventions to respond to a range of disruptive student behaviours that compromise student safety. In exceptional circumstances when student behaviour presents an imminent danger of serious physical harm to self or others, including school personnel and where less restrictive interventions have proven to be ineffective in ending the danger or serious physical harm it may be necessary, as a last resort, for staff to use reasonable physical restraint or seclusion.

The decision to use reasonable physical restraint is guided by the professional judgement of staff. Staff will have the full support of the board in their efforts to maintain a safe learning environment to the extent that their actions comply with relevant legislation and district policy and procedures governing the physical restraint and seclusion of students.

The Comox Valley School Board does not support any form of physical restraint or seclusion as an on-going intervention. Any intervention that involves physical restraint or seclusion may be used only in cases of extreme emergency where they physical actions of the student threaten to cause harm to self or others.

Guiding Principles

1. Behavioural interventions for students must promote the rights of all students to be treated with dignity, honour and each student's right to feel safe.
2. Behavioural interventions for all students emphasize prevention and positive behaviour supports. Every effort must be made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.
3. Positive emotional and behavioural interventions and mental health supports are provided for all students who need them in a safe and least restrictive environments.

4. Effective implementation of school-side programs that support positive behaviour, such as Positive Behaviour Intervention Supports (PBIS), are linked to greater academic achievement among students, and to significantly fewer disciplinary problems, increased constructive instructional time, and to increased perception of safer teaching and learning environments (pg.2 Provincial Guidelines – *Physical Restraint and Seclusion in School Settings*.)
5. There is a continuum of interventions in the management of disruptive behaviour. Behavioural interventions address the underlying cause and purpose of potentially harmful behaviour.
6. For students whose pattern of behaviour impedes their learning or the learning of others, a functional behaviour assessment is recommended to inform the development of a behavioural intervention plan. These plans incorporate positive interventions and include instruction in appropriate behaviour and strategies that will help students to learn to regulate and de-escalate their behaviour. Opportunities for parents/guardians and where appropriate, students to be consulted in the development of these plans must be offered.
7. Physical restraint or seclusion is only used in exceptional circumstances where the behaviour of a student poses imminent danger or serious physical harm to self or others and where less restrictive interventions have been ineffective in ending danger or serious physical harm. Physical restraint or seclusion is discontinued once imminent danger or serious physical harm to self/and or others has dissipated.
8. It is expected that all staff working in situations that involves physical restraint or seclusion is trained in Non-Violent Crisis Intervention (CPI).
9. Students exhibiting behaviour that is compromising safety of self and/or students should be supported by appropriate documentation support (i.e. IEP and/or Behaviour Plan and/or Safety Plan and/or specialist consultation).
10. Parents/guardians of students who require physical restraint or seclusion will be informed as soon as possible when these interventions are used.
11. Recurring practice of physical restraint or seclusion is not common practice in any student's education program. If a student struggles to show safe behaviour and interrupts the learning of other consistently, educational programming may need to be reviewed with parents, outside agency and team. This review may include and is not exclusive to: an abbreviated school day, an alternate setting, alternate programming, home schooling, Distributed Learning until the student's behaviours have stabilized.

Adopted: November 26, 2019

EQUITY AND NON-DISCRIMINATION

1. The Board of Education is committed to inclusive, equitable treatment and opportunities for all individuals throughout the system. The letter and spirit of the Canadian Humans Rights Act, B.C. Human Rights Code and the B.C. Declaration on the Rights of Indigenous Peoples Act and the B.C. Multiculturalism Act, shall be observed, supported, and enforced, so that all members of the School District community may work together in an atmosphere of respect where differences are honoured.

The Board of Education acknowledges that Discrimination:

- Exists and takes many forms, including but not limited to racism, indigenized racism, sexism, misogyny, and homophobia.
 - Can be direct or indirect, overt or subtle (microaggressions), intentional or unintentional and exists at institutional and systemic levels.
 - Impacts people in different ways, each person's reaction to discrimination is unique, and some members of our school district community face multiple forms of discrimination.
 - Can have long term negative consequences on a person's sense of self and /or a person's ability to fully actualize. (*The legacy of residential schools*).
 - Has no one-size-fits-all solution. Different types of discrimination will require different approaches, strategies, and procedures to combat; and
 - Constitutes an infringement of a person's equality rights and acts as a barrier to full participation in the school district community and society at large.
2. The Board of Education is committed to creating an inclusive environment through the elimination of all forms of discrimination and the support of educational and employment equity for all who learn and work in Comox Valley Schools. It also recognizes and celebrates the diversity of the community it serves and believes that each individual contributes to the richness of the School District culture.
 3. The Board of Education also acknowledges that all members of the School District community, staff, students, parents, caregivers, and other stakeholders, share the responsibility for creating a responsive, compassionate, inclusive environment

which honours and respects everyone. The Board is committed to supporting all members in their efforts to create an environment where all individuals feel safe, cared for and a sense of belonging. The Board of Education expects each member of the District community to participate in the ongoing development of practices that promote fair and equitable treatment for everyone, cultivating mutual respect, civility and a sense of belonging, as we eliminate all forms of discrimination and address the effects of historic, organizational, systemic, and attitudinal discrimination of all forms.

4. The Board of Education is committed to:
 - a. Equity and inclusivity in all contexts, activities and places.
 - b. Supporting the education of how to act directly or as a bystander against all forms of discrimination.
 - c. Developing cross-cultural connections to create understanding, show respect for, and to honour racial, ethnic and cultural identity, religion and individual abilities.
 - d. Ensuring that school codes of conduct make explicit references to the prohibited grounds of discrimination as outlined in the B.C. Human Rights Code.
 - e. Supporting employment equity through the provision of effective process to recruit, retain and develop all staff acknowledging gender, sexual orientation, race, colour, disabilities, ancestry, national and ethno-cultural organization and religion.
 - f. Support educational equity through quality programs that celebrate diversity and welcome all learners recognizing gender identity, race, colour, disabilities, ancestry, national and ethno-cultural organization and religion.
 - g. Create an educational and workplace environment that promotes equality and welcomes and values diversity.

Adopted: January 25, 2022

CHILD CARE

Background

Bill 8, the Education Statutes Amendment Act, came into force on March 5, 2020. This amendment of the School Act by the provincial government enacts new provisions related to childcare facilities located on board of education property. It includes a prescriptive order from the Minister of Education with respect to the contents required in board policy to govern the establishment of childcare facilities. Order M326, the Child Care Order, further defines the role of boards of education with respect to the provision of childcare programs.

The Board of Education of School District 71 (Comox Valley) recognizes the value and importance of available childcare and quality early learning programs in the community. Effective early childhood programming (0-8 years) is an important service a society can offer to ensure that all children have the opportunity to reach their potential. It is critically important that these opportunities are offered at the earliest stages of a child's life when formative lifelong skills and abilities are being developed. Investment in quality programming during early childhood reaps significant long-term benefits for children, their families, and the community. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy and Administrative Procedure 553 – Child Care and Before & After School Programs.

Purpose

The purpose of this policy is to provide guidance with respect to how the Board will promote the use of board property for the provision of childcare programs between the hours of 7:00 a.m. and 6:00 p.m. on business days by either the Board or third-party licensees.

The use of board property by licensed childcare providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Definitions

In this policy, the terms “board property”, “business day”, “childcare program”, “educational activities” and “licensee” have meanings given to those terms in the School Act.

“Direct and indirect costs” include:

- a. Utilities;
- b. Maintenance and repair;
- c. Insurance;
- d. A reasonable allowance for the cost of custodial services;
- e. A reasonable allowance for time school administrators and other staff spending on matters relating to the use of board property by licensed childcare providers;
- f. Capital replacement costs.

Guiding Principles

The district will, on an ongoing basis, assess community need for childcare programs on board property, through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers, and existing childcare operators. The process for engagement will be reviewed on an ongoing basis and shall be conducted in a manner acceptable to the Board.

Prior to entering into or renewing a contract with a licensee other than the Board to provide childcare programming on board property, the Board will consider:

- a) Whether it is preferable for the Board to become a licensee and operate the childcare program directly;
- b) The availability of school district staff to provide before and after school care;
- c) Whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive childcare program and one that promotes Indigenous reconciliation in childcare.

If the Board decides to operate a childcare program, the Board will ensure that it is operated in a manner that:

- a) Fosters Indigenous reconciliation in childcare. In particular, the childcare program will be operated consistently with the following principles of the BC *Declaration on the Rights of Indigenous Peoples Act*: (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) “Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which will be appropriately reflected in education”; and
- b) Is inclusive and consistent with the principles of non-discrimination set out in the BC *Human Rights Code*.
- c) Is inclusive and consistent with the Early Childhood Educators of BC Code of Ethics.

Childcare programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the childcare program.

In selecting licensees other than the Board to operate a childcare program, district staff will give special consideration to the candidates’ proposals to: (a) provide inclusive childcare; and (b) foster principles of Indigenous reconciliation in childcare.

Fees for the use of board property by licensees to third-party operated programs will not exceed the direct and indirect costs the Board incurs in making board property available for the childcare program, as provided for in the School Act and set by the Secretary-Treasurer.

Any contract with a licensee other than the Board, to provide a childcare program on board property must be in writing and subject to review annually. The contract, which will be in the form of a Licensee to Occupy Agreement must contain:

- a) A description of the direct and indirect costs for which the licensee is responsible;
- b) An agreement by the licensee to comply with this Policy and its Administrative Procedures, and all other applicable policies of the Board;
- c) A provision describing how the agreement can be terminated by the Board and the licensee;
- d) An allocation of responsibility to ensure adequate insurance is in place to protect the interests of the district;
- e) A statement that the agreement can only be amended in writing, signed by the Board and the licensee;
- f) A requirement for the licensee to maintain appropriate standards of performance;
- g) A requirement that the licensee must at all times maintain the required license to operate a childcare facility;
- h) A requirement that the licensee must ensure that children have at all times immediate access to an employee who:
 - i. Holds a valid first aid and CPR certificate, provided on completion of a course that meets the requirements of Schedule C,
 - ii. Is knowledgeable respecting each child’s medical condition, if any, and

- iii. Is capable of effectively communicating with emergency personnel.
- i) A requirement that the licensee must have first aid kits that are readily accessible to all employees, including while care is provided off the childcare facility premises.
- j) An understanding that the licensee will work in cooperation with the Early Learning staff on professional development and in-service, as well as engage in information sharing opportunities that support children's successful participation in the program and at school as they arise.

Where the Board decides to change the use of board property that is being used for providing a childcare program, the Board must, without delay, provide the Minister with written notification of the decision in a form and with information specified by the Ministry.



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

BOARD POLICY HANDBOOK

The Board of Education of School District No. 71 (Comox Valley)

June 21, 2022

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

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

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

The development of two (2) separate and distinct documents is meant to reinforce the distinction in this district between the board's responsibility to govern and the superintendent's executive or administrative duties.

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

TABLE OF CONTENTS

	<u>Page</u>
Policy 1 – Foundational Statements	1
Policy 2 – Role of the Board	4
Policy 2 – Appendix – Facilitated Board Self Evaluation Process	10
Policy 3 – Role of the Trustee	13
Policy 3 – Appendix – Services, Materials and Equipment provided to Trustees	17
Policy 4 – Trustee Code of Conduct	18
Policy 4 – Appendix – Trustee Code of Conduct Sanctions	21
Policy 5 – Role of the Board Chair	25
Policy 6 – Role of the Vice-Chair	27
Policy 7 – Board Operations	28
Policy 7 – Appendix – Trustee Elections Bylaw	43
Policy 8 – Board Committees	47
Policy 8 – Appendix	51
Policy 9 – Board Representatives	55
Policy 10 – Policy Making and Review	59
Policy 11 – Delegation of Authority	62
Policy 12 – Role of the Superintendent	63
Policy 12 – Appendix A – Superintendent Evaluation - Process, Criteria and Timeline	65
Policy 12 – Appendix B – Superintendent Performance Assessment Guide	66
Policy 13 – Appeals Bylaw	70
Policy 13 – Appendix Notice of Appeal – School Act Appeals	73
Policy 14 – Permanent School Closure	74
Policy 15 – Recruitment and Selection of Personnel	77
Policy 16 – Indemnification Bylaw	80
Policy 17 – Sexual Orientation and Gender Identity	82
Policy 17 – Appendix – Resources and Definitions	92
Policy 18 – Accumulated Operating Surplus and Internally Restricted Funds	96
Policy 19 – Indigenous Recognition and Indigenous Voice	97
Policy 20 – Communications and Community Engagement	98
Policy 21 – Community Education and Community Schools	102

Policy 22 – Provision of Menstrual Products to Students	103
Policy 23 – Physical Restraint and Seclusion of Students	104
Policy 24 – Equity and Non-Discrimination	106
Policy 25 – Child Care	108

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FOUNDATIONAL STATEMENTS

The Board of Education, in its role as governor and advocate for public education in our community, has developed the district's vision, mission, values and beliefs, and guiding principles to ensure students achieve their fullest potential. The guiding principles are meant to serve as lens which will guide the decisions and actions of every person in our district. The Universal Guiding Principles apply to every sector and person associated with our district, from board member to student. The Operating Guiding Principles provide more focused direction in regard to specific areas of district operations.

1. **Vision Statement**

An inclusive learning community that embraces diversity, fosters relationships and empowers all learners to have a positive impact on the world.

2. **Mission Statement**

To inspire engaged, compassionate, resilient lifelong learners and cultivate a collaborative community together.

3. **Motto**

A community of Learners: Innovative, Inquisitive, Inclusive

4. **Value and Belief Statements**

- 4.1 Trusting relationships based on respect, integrity and ethical behavior.
- 4.2 A commitment to Truth and Reconciliation with Indigenous peoples.
- 4.3 Equity, including, dignity, and acceptance for all.
- 4.4 Global awareness and environmental stewardship.
- 4.5 Innovation, creativity, problem solving, and critical thinking.
- 4.6 Accountability and shared responsibility.
- 4.7 Open and engaging communication.
- 4.8 Celebration of learning.

5. **Universal Guiding Principles**

For everything we decide and do, we will hold ourselves accountable and we will ask:
Does it support student success?

- 5.1 Will it promote, encourage, and foster learning for everyone?
- 5.2 Will it build trust and good relationships?
- 5.3 Do we engage our community in a meaningful way?
- 5.4 Is it the responsible thing to do now, and in the future?
- 5.5 Are we being open, fair and ethical?

6. Operating Guiding Principles

6.1 *Student Success*

- 6.1.1 Organization will develop and maintain an understanding of what constitutes student success.
- 6.1.2 An inclusive and respectful learning environment will support students to become responsible and compassionate citizens.

6.2 *Educational Programs (Instruction)*

- 6.2.1 Individual learning paths for each student will be accommodated.
- 6.2.2 Educational instructional strategies / methods will optimize student success.
- 6.2.3 Innovative educational programs will be developed to support the unique needs of every learner.
- 6.2.4 Learning partnerships will be developed and valued.
- 6.2.5 Programs will be reviewed to determine if intended results are achieved.
- 6.2.6 Where appropriate, technology will be used across all curricula.
- 6.2.7 Students will learn about environmental stewardship and sustainability.

6.3 *Human Resources*

- 6.3.1 Well-being of staff will be promoted.
- 6.3.2 Employment contracts will be honoured.
- 6.3.3 Decisions will be sustainable and demonstrate best practices.
- 6.3.4 Processes will be transparent.

6.4 *Financial Management*

- 6.4.1 Budgets shall be developed in consultation with the educational community.
- 6.4.2 Financial reserves will be established and maintained in a strategic manner.
- 6.4.3 Budget decisions shall be sustainable in future years.

6.5 *Facilities and Operations*

- 6.5.1 Facilities will be available for community use.
- 6.5.2 Joint use and partnership agreements will be considered.
- 6.5.3 Facilities shall be maintained at the highest standard possible.
- 6.5.4 Long-term facility planning will occur.
- 6.5.5 Transportation services will be coordinated efficiently and in a safe manner.

6.6 *External Partnerships*

- 6.6.1 Community stakeholders will be engaged in decision-making processes whenever possible.

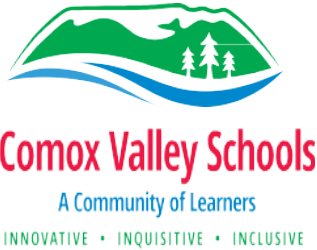
6.6.2 External partnerships will be developed to enhance operations and services for students.

6.6.3 We foster community partnerships that enrich the lives of our learners.

7. Strategic Plan Priorities

- 7.1 Educational Excellence: Optimize innovative practices and learning opportunities.
- 7.2 Community Engagement: Deepen integration of Indigenous ways and knowing & Foster relationships with community, parents, and educational partners.
- 7.3 Organizational Sustainability & Environmental Stewardship: Optimize infrastructure to support learning & Foster environmental stewardship.
- 7.4 Physical Health & Mental Well-Being: Invest in the holistic well-being of our people.

8. The Logo Design and Use



Our Logo represents our geographical location on Vancouver Island which is depicted by the ocean with its marine life, mountains and forest.

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

9. Legal Name

The Board of Education of School District No. 71 (Comox Valley).

10. Operational Name

Comox Valley Schools

Legal Reference: Sections 65, 75, 85 *School Act*
Order in Council #597, November 9, 2018

ROLE OF THE BOARD

The Board of Education, School District No. 71 (Comox Valley) is the corporate entity established by provincial legislation and is given authority by the *School Act* and attendant Regulations to provide overall direction and leadership to the district. It is accountable for the provision of appropriate educational programs and services to enrolled students of the district to enable their success, in keeping with the requirements of government legislation.

The board is charged with the responsibility for providing an education system that is organized and operated in the best interests of the students it serves. The *BC School Act* provides that the board is responsible for the improvement of student achievement in the school district. To that end the board shall make continual appraisals of the educational, administrative, and planning processes in light of the board's stated goals and objectives.

Specific Areas of Responsibility

1. *Accountability to the Provincial Government*

The Board shall:

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

2. *Developing and Maintaining a Culture of Student Learning*

The Board shall:

- 2.1 Ensure board agendas reflect the board's commitment to improving student success.
- 2.2 Ensure the district's Strategic Plan identifies student learning key results.
- 2.3 Ensure the Framework for Enhancing Student Learning and the Indigenous Education Enhancement Agreement (IEEA) are reviewed at least annually including identification of trends and issues.
- 2.4 Ensure resources for approved initiatives to improve student outcomes are included in the annual operating budget.
- 2.5 Ensure the effectiveness of the superintendent's leadership in improving student outcomes is assessed annually.

3. *Accountability to and Engagement of the Community*

The Board shall:

- 3.1 Assess community values and interests and incorporate them into the school system's foundational statements and engage staff, parents and the wider community in developing and supporting the district vision.
- 3.2 Make decisions that address the needs of all district students.
- 3.3 Establish processes and provide opportunities for community input and engagement.
- 3.4 Report district student learning outcomes at least once annually to the community.
- 3.5 Develop procedures for and hear appeals as required by statute and/or board policy.
- 3.6 Meet regularly with municipal government representatives, local provincial representatives and the Indigenous Education Council, and as required with other entities to achieve desired educational outcomes.
- 3.7 Model a culture of respect and integrity, openness and transparency.
- 3.8 Make decisions that reflect both individual community interests and values, and those of the entire school district.

4. *Strategic Planning*

The Board shall:

- 4.1. Provide overall direction for the district by establishing foundational statements which are developed in consultation with stakeholders.
- 4.2 Annually review district priorities and key results as indicated in the district's Strategic Plan.
- 4.3 Annually ensure evaluation of the effectiveness of the district in achieving established priorities and key results.
- 4.4 Approve district strategic plan and any adjustments thereto.

5. *Policy*

The Board shall:

- 5.1 Identify how the board is to function.
- 5.2 Delegate authority to the superintendent and define commensurate accountabilities.

- 5.3 Formulating policies and bylaws in conformity with this Act for the effective and efficient operation of schools in the school district.
- 5.4 Make the final decision as to the approval of all policy statements.
- 5.5 Develop, assess, review and revise policies as required to ensure intended results are being achieved and that policies are consistent with legislation.
- 5.6 Ensure motions which are intended to have continuing effect are integrated into existing or new policy statements.
- 5.7 Govern the district through board adopted policies and resolutions.
- 5.8 Monitor and evaluate the effectiveness of policies developed by the board in achieving the board's goals and desired outcomes.

6. *Board / Superintendent Relations*

The Board shall:

- 6.1 Select and hire the superintendent.
- 6.2 Provide the superintendent with clear board direction.
- 6.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 6.4 Annually evaluate the superintendent in accordance with a pre-established performance appraisal mechanism.
- 6.5 Annually review superintendent compensation.
- 6.6 Respect the authority of the superintendent to carry out executive action and support the superintendent's actions which are exercised within the delegated discretionary powers of the position.
- 6.7 Ensure all board members interact with the superintendent in a respectful professional manner.
- 6.8 In consultation with the superintendent, review and adjust the annual Board Work Plan.
- 6.9 Promote a positive working relationship with the superintendent.
- 6.10 Promote the professional growth of the superintendent in continuing to provide quality district leadership.

7. *Political Advocacy/Influence*

The Board shall:

- 7.1. Become or retain membership in the BCSTA.
 - 7.2. Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public School Employers' Association (BCPSEA) issues.
 - 7.3. Advance district positions and priorities including through BCSTA where applicable.
 - 7.4. Act as an advocate for public education and the district through the development of an annual plan for advocacy including focus, key messages, relationships and mechanisms.
 - 7.5. Arrange meetings with elected provincial / federal / municipal government officials to communicate and garner support for the district's priorities and directions.
 - 7.6. Advocate for public education.
 - 7.7. Develop an annual advocacy plan and review its effectiveness annually. The plan shall include the advocacy focus, key messages and mechanisms.
 - 7.8. Participate in provincial and/or national school board associations as deemed appropriate.
8. *Board Development*
- The Board shall:
- 8.1. Annually develop a board development plan aligned with district priorities and board evaluation outcomes.
 - 8.2. Annually evaluate the board's effectiveness.
 - 8.3. Complete a skills matrix within three (3) months of election that identifies the skills the board requires to provide effective governance, as well as an assessment of the collective skills that trustees possess.
9. *Fiscal Accountability*
- The Board shall:
- 9.1. Ensure the fiscal integrity of the district.
 - 9.2. Approve budget process and timelines at the outset of the budget process.
 - 9.3. In collaboration with the superintendent, identify budget assumptions and draft priorities to be used in the creation of the draft annual operating budget.
 - 9.4. Approve the annual budget and allocation of resources to achieve desired results, including strategic priorities.
 - 9.5. Annually approve the district's updated Five (5) Year Capital Plan.

- 9.6. Annually appoint the auditor and approve the terms of engagement.
- 9.7. Review annually the audit report and management letter and approve those recommendations to be implemented.
- 9.8. Annually review and approve remuneration for excluded staff.
- 9.9. Approve the acquisition and disposition of district land and buildings.
- 9.10. Approve the annual spending plan for the annual facilities grant.
- 9.11. Approve amended annual budget.
- 9.12. Monitor the fiscal management of the district through receipt of at least quarterly variance analyses and year-end projections and updates on capital spending against the budget.
- 9.13. Approve borrowing for capital expenditures within provincial restrictions.
- 9.14. Approve transfer of funds to/from restricted and non-restricted surplus funds.
- 9.15. Approve transportation assistance rates.
- 9.16. Approve changes to student fee schedules.
- 9.17. Establish an Audit and Finance Committee of the board. Terms of Reference for this committee are outlined in the Policy 8 Appendix will include oversight of audit and financial reporting, including review and approval of quarterly and annual financial statements, transfer of surplus between funds, financial risk management and internal controls. At least one (1) member of this committee to include a financial expert.
- 9.18. Establish budget principles and budget priorities, ensure resources are allocated to achieve desired results, and adopt an annual budget.
- 9.19. For significant capital projects receive regular status reports that set out progress on spending against budget, achievement of key milestones and risks related to delivering the project on time, on budget and against project specifications.
- 9.20. Receive a listing of the tenders for contracted work.
- 9.21. Receive a listing of all leases and agreements.
- 9.22. Approve allocations of one (1) time exceptional funding.
- 9.23. Establish trustee honoraria and reimbursement.

Additional Responsibilities

The Board Shall:

1. Approve the naming or re-naming of schools and other district facilities.
2. Approve district calendar in accordance with legislation and collective agreements.
3. Approve Board Authority Authorized Courses.
4. Recognize students, staff and community members.
5. Approve contracts and agreements as required by legislation.
6. Review the student enrolment and staffing report.
7. Hear unresolved student or staff complaints of discrimination or harassment that cannot be heard by the superintendent.
8. Approval and cessation of academies and programs of choice and changes in fees.
9. Ratify Memoranda of Agreement with Bargaining units.
10. Review and approve district expense rates annually.
11. Review board compensation formula.
12. Approve catchment areas for schools and district programs.
13. Approve changes in grade configurations.
14. Approve the reopening of a closed school.

Legal Reference: Sections 65, 74, 74.1, 75, 75.1, 76.1, 76.3, 76.4, 77, 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158 *School Act*

Facilitated Board Self-Evaluation Process
School District No. 71 (Comox Valley)

DRAFT

PROCESS

The annual externally facilitated board self-evaluation process shall be completed subsequent to the superintendent evaluation process described in the appendixes to Policy 12 and entitled, *Superintendent/CEO Evaluation Process, Criteria and Timelines*. The two (2) evaluation processes are complementary in nature.

PURPOSE

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

1. How well have we fulfilled each of our defined roles as a board during the evaluation period?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent?
4. How would we rate our board / superintendent relations?
5. How well have we adhered to our governance policies?
6. What have we accomplished this past year to improve student learning? How do we know? What else have we accomplished this past year?
7. What actions shall the board take during the next year to become more effective?
8. Determine what board development has been accessed during the past year and what board development is planned for the coming year.

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

EVALUATION PRINCIPLES

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

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

CONTEXT

The board has chosen to retain the nine (9) areas of responsibility articulated in Policy 2 in order to carry out their governance role. These include:

1. Accountability to the Provincial Government
2. Development and Maintaining a Culture of Student Learning
3. Accountability to and Engagement of Community
4. Strategic Planning
5. Policy
6. Board / Superintendent Relations
7. Political Advocacy/Influence
8. Board Development
9. Fiscal Accountability

The annual facilitated board self evaluation process is focused on board performance in relation to these nine (9) areas.

ROLE OF THE TRUSTEE

Trustees are elected in accordance with the *Local Government Act*. The British Columbia *School Act* prescribes eligibility requirements for running for the office of school trustee. The Board of Education of School District No. 71 is a corporate body elected by citizens of the Comox Valley.

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

The Board of Education is a corporation. The decisions of the board in a properly constituted meeting are those of the corporation. The *School Act* gives no individual authority to trustees. As members of the corporate board, trustees are accountable to the public for the collective decisions of the board, and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate board. School board trustees collectively and individually have a public duty to carry out their responsibilities and the work of the board in good faith and with reasonable diligence. Trustees have one (1) overarching responsibility – a shared public duty to advance the work of the school board. A trustee's fiduciary duties are owed to the school board (not to themselves, their family or friends) which is, in turn, accountable to the electorate.

The trustee must balance the governance role with the representative role participating in decision making that benefits the whole district while representing the interest of their community.

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

Trustee Rights

Within the parameters of board policy and bylaws, trustees have a right to:

1. Voice opinions and perspectives in an open and respectful manner, and have such opinions and perspectives respected by fellow trustees and district staff;
2. Represent the interests of their constituents while maintaining a district-wide perspective;
3. Vote on issues free from pressure or lobbying by other trustees and/or district staff;
4. Receive remuneration and expense allowances as determined by the board and in compliance with the *School Act*;
5. Be provided with an orientation session when newly elected;

6. Request and receive information from the superintendent of schools or designate pertinent to district policy and operations; previous, current or pending board or board committee activities; and any other legitimate assistance pertaining to the role of the trustee or the business of the board; and,
7. Attend well-organized and purposeful meetings.

Trustee Roles and Responsibilities

Within the parameters of board policy and bylaws, trustees have a responsibility to:
Make a prescribed oath of office,

1. Attend meetings of the board; participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of children within the district. Those trustees interested will have the opportunity to Chair the open and closed Committee of the Whole meetings on a rotational basis.

Note: *The School Act* indicates, 52 (2) If a trustee is continuously absent from board meetings for a period of three (3) consecutive months, unless the absence is because of illness or with the leave of the board, the office of the member is deemed to be vacant and the person who held the office is disqualified from holding office as a trustee until the next general school election.

2. Be aware of and knowledgeable about the issues that require board decisions and attend orientation sessions for new trustees conducted by district staff and the B.C. School Trustees' Association (BCSTA).
3. Commit to the importance of the public education system in a democratic society.
4. Adhere to the direction of the chair of the board, and chair of a board committee, while attending meetings.
5. Adhere to confidentiality requirements regarding personnel and property issues as well as other matters discussed and determined at in-camera meetings.
6. Respect that the chair of the board or appropriate district staff communicate on behalf of the board, and when making statements to the media, PACs or employee groups make it clear that these are individual statements only and not necessarily the opinion of the board.
7. Become familiar with district policies, meeting agendas and reports in order to participate in board business.
8. Support a majority vote of the board to advance the work of the board and monitor progress to ensure decisions are implemented.
9. Refer governance queries, issues and problems not covered by board policy to the board for corporate discussion and decision.
10. Refer administrative matters to the superintendent.
11. Trustee contacts with staff shall be through the superintendent.

12. The trustee, upon receiving a complaint or an inquiry from a parent, staff member or community member about operations, will refer the parent, staff member or community member back to the teacher, principal, or district office personnel and will inform the superintendent of this action.
13. Keep the board and the superintendent informed in a timely manner of all matters coming to their attention that might affect the district.
14. Provide the superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
15. Attend external committee meetings or meetings as a board representative, as assigned, and report to the board in a timely manner.
16. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
17. Participate in board/trustee development sessions so that the quality of leadership and service in the district can be enhanced.
18. Strive to develop a positive and respectful learning and working culture both within the board and the district.
19. Continue to carry out duties with integrity and responsibility during an election period.
20. Become familiar with, and adhere to, the Trustee Code of Conduct.

Trustee Orientation

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

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

1. The district will offer an orientation program for all trustees following an election that provides information on:
 - 1.1 Role of the trustee and the board;
 - 1.2 Organizational structures and procedures of the district;
 - 1.3 Board policy, agendas and minutes;
 - 1.4 Existing district initiatives, annual reports, budgets, financial statements and long-range plans;
 - 1.5 District programs and services;
 - 1.6 Board's function as an appeal body;

- 1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest; and
- 1.8 Trustee remuneration and expenses.
2. The district will provide financial support for trustees to attend British Columbia School Trustees Association (BCSTA) sponsored orientation seminars.
3. The board chair and superintendent are responsible for ensuring the development and implementation of the district's orientation program for trustees. The superintendent shall ensure each trustee has access to the Board Policy Handbook and Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the board following a by-election.

Legal Reference: Sections 49, 50, 52, 65, 85 *School Act*
Local Government Act
A Guide for School Trustee Candidates 2018 BCSTA

SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

The following shall be made available to trustees upon their election to the board:

Equipment

- Ipad
- Cell phone or the option to use their own and receive a monthly phone allowance

Services

- Technology support

District equipment shall be considered the property of the district and shall be returned to the district at the conclusion of the term of office. Should the trustee wish to purchase the equipment at the end of their term this may be done at the discounted value.

TRUSTEE CODE OF CONDUCT

Trustees as members of the corporate Board of Education shall act prudently, ethically and legally, in keeping with the requirements of provincial legislation. This includes proper use of authority and appropriate decorum in terms of group and individual behaviour.

Guidelines and Procedures

1. *Integrity and Dignity of the Office*

Trustees of the Board Shall:

- 1.1 Discharge their duties loyally, faithfully, impartially and in a manner, that will inspire public confidence in the abilities and integrity of the board;
- 1.2 Act as a trustee of this district and work carefully to ensure that it is well maintained, fiscally secure, and operating in the best interest of those we serve;
- 1.3 Recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently in the best interests of students in the district;
- 1.4 Work together with fellow trustees to communicate to the electorate accurate information about the district and our schools;
- 1.5 Do their utmost to attend regular board meetings, committee of the whole, and meetings of the board committees to which they have been appointed, and meetings for which they have been appointed to serve as board representatives;
- 1.6 Provide leadership to the community through setting goals and policies for district operations and educational programs and by regularly evaluating to determine if intended results are achieved; and
- 1.7 Not use the position of trustee for personal advantage or to the advantage of any other individual apart from the total interest of the district, and resist outside pressure to so use the position.

2. *Compliance with Legislation*

Trustees of the Board Shall:

- 2.1. Observe bylaws and rules of order, the policies and procedures of the district, and the laws, rules and regulations governing education in British Columbia; and
- 2.2. Respect and understand the roles and duties of the individual trustees, board of education, superintendent of schools and the chair of the board.

3. *Civil Behaviour*

Trustees of the Board Shall:

- 3.1. Represent the board of education responsibly in all board-related matters and act with decorum at all times. (Decorum: behaviour that is controlled, calm, and polite);
- 3.2. Work with fellow trustees, the superintendent of schools and the district as a whole, in a spirit of respect, openness, harmony and co-operation, encouraging the free exchange of diverse views on any topic at all times and expressing any contrary opinions in a respectful and constructive manner;
- 3.3. Not make disparaging remarks in or outside board meetings, about other board members or their opinions, and be respectful of staff, students and the public;
- 3.4. Use social media responsibly, including an acknowledgment that opinions expressed are those of the individual not the board.

4. *Upholding Decisions*

Trustees of the Board Shall:

- 4.1. Base their decisions on all available facts, data and perspectives of an issue, respect the opinions of others and diligently pursue what they believe to be in the best interest of the students and others of the district;
- 4.2. Accept that authority rests with the board and that no trustee has individual authority to direct district staff other than that delegated by the board;
- 4.3. Uphold publicly the majority decisions of the board of education and the implementation of any board resolutions; and
- 4.4. Accept that the chair of the board is the spokesperson to the public on behalf of the board, unless otherwise determined by the board. No other trustee shall speak on behalf of the board unless expressly authorized by the chair of the board or board to do so. When individual trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the board.

5. *Respect for Confidentiality*

Trustees of the Board Shall:

- 5.1. Keep confidential any information disclosed or discussed at a meeting of the board or committee of the board, or part of a meeting of the board or committee of the board that was closed (in-camera) to the public, and keep confidential the substance of deliberations of a meeting closed (in-camera) to the public unless required to divulge such information by law or authorized by the board to do so;
- 5.2. Not use confidential information for personal gain or to the detriment of the board or district; and

- 5.3. Not divulge confidential information, including personal information about an identifiable individual or information subject to lawyer-client privilege that a trustee becomes aware of because of their position, except when required by law or authorized by the board to do so.

Legal Reference: Sections 49, 50, 55, 56, 57, 58, 59, 62, 65, 85, 94, 95 *School Act*

DRAFT

TRUSTEE CODE OF CONDUCT SANCTIONS

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

Code of Conduct Sanctions other than a Failure of Security

2. A trustee who believes that a fellow trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
3. Conciliatory measures will normally include:
 - 3.1 The trustee who believes a violation has occurred will engage in an individual private conversation with the trustee affected.
 - 3.2 Failing resolution through the private conversation the parties will engage the board chair, vice-chair to gain resolution. If the concern is with the board chair, the concern is to be raised with the vice-chair.
 - 3.3 The chair and at the chair's option the chair and vice-chair will attempt to resolve the matter to the satisfaction of the trustees involved.
4. A trustee who wishes to commence an official complaint, under the Code of Conduct shall file a letter of complaint with the board chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the trustee. The trustee who is alleged to have violated the Code of Conduct and all other trustees shall be forwarded a copy of the letter of complaint by the board chair, or where otherwise applicable in what follows, by the vice-chair, within five (5) days of receipt by the board chair of the letter of complaint. If the complaint is with respect to the conduct of the board chair, the letter of complaint shall be filed with the vice-chair.
5. When a trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all trustees; the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the board may be disclosed by the board chair only at the direction of the board, following the disposition of the complaint by the board at a Code of Conduct hearing.
6. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other trustee must provide to the board chair within three (3) days of the notice in writing of the complaint being forwarded to all trustees, a letter indicating support for having the complaint heard at a Code of Conduct hearing. Any trustee who forwards such a letter of support shall not be disqualified from attending at and deliberating upon, the complaint at

a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.

7. Where no letter supporting a hearing is received by the board chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The board chair shall notify all other trustees in writing that no further action of the board shall occur.
8. Where a letter supporting a hearing is received by the board chair in the three (3) day period referred to in section 5 above, the board chair shall convene, as soon as is reasonable, a closed (in-camera) meeting of the board to allow the complaining trustee to present their views of the alleged violation of the Code of Conduct.
9. At the closed (in-camera) meeting of the board, the board chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted.

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

- 9.1 The Code of Conduct complaint shall be heard at a Code of Conduct hearing, at a closed (in-camera) board meeting convened for that purpose. All preliminary matters, including whether one (1) or more trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining trustee.
- 9.2 The sequence of the Code of Conduct hearing shall be:
 - 9.2.1 The complaining trustee shall provide a presentation which may be written or oral or both;
 - 9.2.2 The respondent trustee shall provide a presentation which may be written or oral or both;
 - 9.2.3 The complaining trustee shall then be given an opportunity to reply to the respondent trustee's presentation;
 - 9.2.4 The respondent trustee shall then be provided a further opportunity to respond to the complaining trustee's presentation and subsequent remarks;
 - 9.2.5 The remaining trustees of the board shall be given the opportunity to ask questions of both parties;
 - 9.2.6 The complaining trustee shall be given the opportunity to make final comments; and
 - 9.2.7 The respondent trustee shall be given the opportunity to make final comments.
- 9.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration, other than the continuing presence of the secretary treasurer, shall remain in compliance. The board may, however, in

its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution(s).

- 9.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.
- 9.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.
- 9.6 The remaining trustees in deliberation may draft a resolution(s) indicating what action, if any, may be taken regarding the respondent trustee.
- 9.7 The presiding chair shall reconvene the parties to the Code of Conduct hearing.
- 9.8 All documentation that is related to the Code of Conduct hearing shall be returned to the superintendent immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.
- 9.9 The presiding chair shall call for a resolution(s) to be placed before the board.
- 9.10 The presiding chair shall declare the closed (in-camera) board meeting adjourned.
10. A violation of the Code of Conduct may result in the board instituting, without limiting what follows, any or all of the following sanctions:
 - 10.1 Having the board chair write a letter of censure marked “personal and confidential” to the offending trustee, on the approval of a majority of those trustees present and allowed to vote at the closed (in-camera) meeting of the board;
 - 10.2 Having a motion of censure passed by a majority of those trustees present and allowed to vote at the closed (in-camera) meeting of the board;
 - 10.3 Having a motion to remove the offending trustee from one (1), some or all board committees or other appointments of the board passed by a majority of those trustees present and allowed to vote at the closed (in-camera) meeting of the board.
 - 10.4 Having a motion to remove the offending trustee from one (1), some or all board committees or other appointments of the board passed by a majority of those trustees present and allowed to vote at the public meeting of the board.
11. The board may, in its discretion, make public its findings where the board has not upheld the complaint alleging a violation of the Trustee’s Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

Failure of Security

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

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

ROLE OF THE BOARD CHAIR

The Board of Education shall at its inaugural meeting and subsequently at each annual meeting or at anytime determined by the board, *elect* one (1) of its members to serve as board chair, to hold office at the pleasure of the board.

The chair has no authority to either make decisions beyond policy created by the board or to supervise or direct staff.

Specific Responsibilities

The board delegates and assigns to the chair the following powers and duties:

1. Prior to each board meeting, meet with the vice-chair, the superintendent and secretary treasurer to determine the items to be included in the agenda, and to become thoroughly familiar with them.
2. To preside over all public board meetings and ensure that such meetings are conducted in accordance with the *School Act*, the bylaws, and policies as established by the board.
3. To perform the following duties during board meetings:
 - 3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
 - 3.2 Ensure that issues being presented for the board's consideration are clearly articulated and explained.
 - 3.3 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration in order that a board decision can be reached
 - 3.4 Direct the discussion by trustees to the topic being considered by the board.
 - 3.5 Decide questions of order and procedure, subject to an appeal to the rest of the board. The board chair may speak to points of order in preference to other members and shall decide questions of order, subject to an appeal to the board by any member duly moved. The chair shall conduct all meetings of the board according to the following rules of order firstly, ensuring compliance with the *School Act*; secondly, compliance with the board's own policies and lastly where the *School Act* or the board's own policies do not address the matter, Robert's Rules of Order shall govern the conduct of meetings, where applicable.
 - 3.6 Determine disposition of each motion by a formal show of hands.
 - 3.7 Extend hospitality to Trustees, officials of the board, the press and members of the public.

4. To convey directly to the superintendent any concerns or questions as are related to the chair by trustees, parents, students or employees which may significantly affect the administration of the district.
5. To be in regular contact with the superintendent to maintain a working knowledge of current issues and events within the district.
6. To bring to the board all matters requiring a corporate decision of the board.
7. To act as chief spokesperson for the board by stating positions consistent with board decisions and policies (except for those instances where the board has delegated this role to another individual or group).
8. To act as an ex-officio non-voting member of all committees appointed by the board.
9. To act as a signing officer for the district.
10. To represent the board, or arrange alternative representation, at board events, meetings with other levels of government or other organizations or at hearings. When representing the board at official meetings or in an official function, the chair is limited to speaking for positions the board has determined through passing motions. The chair will bring back issues to the board for consideration if the board has not yet adopted motions on the matter or provided direction. The chair will share with the board all information from meetings with other levels of government or external organizations at which the chair attended as the board's representative.
11. To ensure that the board engages in regular assessments of its effectiveness as a board.
12. Following consultation with trustees recommend to the board trustee appointments to:
 - 12.1 Standing committees
 - 12.2 School liaison appointments;
 - 12.3 Representative to organization; and
 - 12.4 Other board committees.
13. Address inappropriate behaviour on the part of a trustee as per policy 4 sanctions.
14. Assist with the board orientation program for new trustees.
15. Manage the CEO contract on the board's behalf by bringing any relevant matters to the boards attention in a timely manner. In addition, each month the chair shall sign off on the superintendent's expenses as well as vacation and sick leave, days earned, taken and accumulated.

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

Policy 6

ROLE OF THE VICE-CHAIR

The Board of Education shall at its inaugural meeting and subsequently at each annual meeting or at anytime determined by the board, *elect* one (1) of its members to serve as vice-chair, to hold office at the pleasure of the board.

Specific Responsibilities

1. The vice-chair shall act on behalf of the board chair, in the latter's absence and shall have all the duties and responsibilities of the board chair.
2. The vice-chair shall chair all In-Camera Meetings.
3. The vice-chair shall assist the board chair in ensuring that the board operates in accordance with its own policies and procedures and in providing leadership and guidance to the board.
4. Prior to each board meeting, meet with the chair, the superintendent and secretary treasurer to determine the items to be included in the in-camera agenda, and to become thoroughly familiar with them.
5. The vice-chair shall be an alternate signing officer for the district.

Legal Reference: Sections 65, 67, 85 *School Act*

BOARD OPERATIONS

The board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the district, the board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting.

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

The board's fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, board meetings will be open to the public. Towards this end, the board believes its affairs must be conducted in public to the greatest extent possible.

There are times when BC FOIPPA legislation requires or when the board determines that public interest is best served by private discussion of specific issues in "in-camera" sessions.

In order to carry out its responsibilities effectively, the board will hold periodic meetings of several types. Formal meetings, at which all formal and legal business of the board as a corporate body shall be done, may be designated as Inaugural, regular, or special meetings, or in-camera.

The board has adopted specific policy governing board operation and the conduct of its formal meetings.

1. Board Composition and Elections

1.1 The Board of Education for the school district is comprised of a total of seven (7) trustees selected from the following trustee electoral areas:

- 1.1.1 Two (2) trustees from Trustee Electoral Area 1, being the Corporation of the City of Courtenay;
- 1.1.2 One (1) trustee from Trustee Electoral Area 2, being the Town of Comox;
- 1.1.3 One (1) trustee from Trustee Electoral Area 3, being the Corporation of the Village of Cumberland
- 1.1.4 One (1) trustee from Area 4 – Electoral Area A, being from the Comox Valley Regional District.
- 1.1.5 One (1) trustee from Area 5 – Electoral Area B, being from the Comox Valley Regional District

- 1.1.6 One (1) trustee from Area 6 – Electoral Area C, being from the Comox Valley Regional District

2. Inaugural Meetings

- 2.1 After the general local election of trustees in the school district, the secretary treasurer must convene a first meeting of the board within thirty (30) days from the date that the new board begins its term of office. The first order of business shall be to elect a chairperson and vice-chair of the board.
- 2.2 The chair of the inaugural meeting shall be the secretary treasurer until such time as the board chair has been elected.
- 2.3 The secretary treasurer shall announce the results of trustee elections.
- 2.4 The secretary treasurer shall administer the two (2) oaths of office; the Declaration by Trustee and the Oath of Confidentiality before taking their seats on the board.
- 2.5 The secretary treasurer shall call for nominations for board chair (seconding is not required) and conduct a vote by secret ballot in which that person receiving a clear majority cast shall be elected board chair for the ensuing year. If no person receives a clear majority, further ballots shall be taken until the same is achieved or, if after a third ballot a tie shall occur the Board shall recess and reconvene at a time of its choosing in order to conduct a fourth vote. If a tie still occurs after the fourth vote the decision shall be made by lot.
- 2.6 The chair so elected shall assume the chair for the remainder of the meeting.
- 2.7 The board shall proceed to elect a vice-chair, BC School Trustees Association representative and alternate, and a BC Public School Employers' Association representative and alternate, in the same manner as the election of the chair.
- 2.8 Following the elections, the order of business shall be:
 - 2.8.1 Passage of banking resolutions and appointment of signing officers. These appointments may be amended at a regular board meeting as required.

3. Annual Election of Officers of the Board

- 3.1 In years when inaugural meetings are not necessary, the board shall meet at a time, place and location as determined by the board to elect the officers of the board. This will normally be done annually; however, the *School Act* allows an election at any time.
- 3.2 The chair of the meeting shall be the secretary treasurer until such time as the board chair has been elected.
- 3.3 The secretary treasurer shall call for nominations for board chair (seconding is not required) and conduct a vote by secret ballot in which that person receiving a clear majority cast shall be elected board chair for the ensuing year. If no person receives a clear majority, further ballots shall be taken until the same is achieved or,

if after a third ballot a tie shall occur the board shall recess and reconvene at a time of its choosing in order to conduct a fourth vote.

3.4 The chair so elected shall assume the chair for the remainder of the meeting.

3.5 The board shall proceed to elect a vice-chair.

4. **Regular Public Meetings**

4.1 Prior to the end of each school year, the board shall establish a schedule of regular public meetings of the board for the ensuing school year. A regular meeting shall be held at least once per month. Additional meetings shall be held as the board may decide.

4.2 A quorum of the board for a regular meeting shall be a majority of the trustees holding office at the time of the meeting.

4.3 At the appointed time for commencement of a meeting, the chair shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half (1/2) hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with this policy.

4.4 If, prior to the meeting, the chair and/or the secretary treasurer have received information suggesting there will not be a quorum, the meeting may be cancelled, and attempts will be made to contact all trustees.

4.5 Trustees may be allowed 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.

4.6 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 determining a quorum and voting.

4.7 The agenda will be set by the Agenda Setting Meeting, which consists of the board chair, vice-chair, superintendent and secretary treasurer, no later than the Monday of the week prior to the public meeting. Items for the agenda are to be submitted to the office of the secretary treasurer by 4:00 p.m. on the Tuesday of the week prior to the board meeting.

4.8 Written notice of each meeting, together with the proposed agenda, must be given at least forty-eight (48) hours in advance to each trustee by delivery to the place designated by him or her, or via email. Non-receipt by a trustee shall not void the proceedings.

4.9 The agenda will include the following items:

4.9.1 Minutes of the previous regular meeting

4.9.2 Summary of closed/in-camera meetings

4.9.3 Minutes of any special meetings held since the previous Regular meeting;

4.9.4 Board Committee and Committee of the Whole reports;

- 4.9.5 Briefing notes for any items requiring a decision;
 - 4.9.6 Copies of information items;
 - 4.9.7 Notice or items of new business to be considered;
 - 4.9.6 Copies of board correspondence to be considered.
- 4.10 The Order of Business at all regular board meetings, unless varied by motion, shall be as follows:
- 4.10.1 Call to Order
 - 4.10.2 Welcome and Acknowledgement of Traditional Territory
 - 4.10.3 Agenda – Changes/Additions
 - 4.10.4 Adoption of Agenda
 - 4.10.5 Adoption of Minutes/Reports of Prior Meetings
 - 4.10.6 Report on Closed/In-Camera Meetings
 - 4.10.7 Presentation/Delegation
 - 4.10.8 Announcements
 - 4.10.8.1 Board Chair
 - 4.10.8.2 Superintendent
 - 4.10.9 Standing Committee Reports
 - 4.10.10 Decision items
 - 4.10.11 Information items
 - 4.10.12 Board Business
 - 4.10.13 Correspondence
 - 4.10.14 Public Question Period
 - 4.10.15 Adjournment
- 4.11 A change to the prescribed order of business may be proposed by any trustee and shall require majority consent, without debate.
- 4.12 New business shall not be considered at any regular meeting unless it arises directly out of correspondence, reports, or other matters arising during the regular order of business, provided that the members present at any regular meeting of the board may, by unanimous resolution, waive the giving of notice. New business may only be introduced by a member as provided herein through a *Notice of Motion*.
- 4.13 Referral to a committee of any matter arising during the course of any regular meeting may be made upon resolution of the meeting.
- 4.14 Minutes shall be kept by the Secretary of the board of all proceedings of the board, with the minutes to be concise and to record decisions, but not the contents of speeches.
- 4.15 All meetings shall stand adjourned at 9:00 p.m. or two (2) hours after their commencement, whichever comes first. Meetings maybe extended to 9:30 pm or an additional 30 mins by a majority vote by those present in favour of the extension. Meetings may continue past 9:30 pm or the 30 mins extension provided that all the members present at the meeting unanimously resolved continuation. No meeting shall continue past 11:00 pm.
- 4.16 All regular public meetings of the board shall be open to the public and to the media and no person shall be excluded except for improper conduct.

- 4.17 The presiding officer may expel and exclude from a board meeting, any person whom they consider has been guilty of improper conduct.
- 4.18 If, in the opinion of the board, the public interest so requires, the board may order a meeting or part thereof to be closed (in-camera) to the public to discuss topics pertinent to that meeting and may exclude persons other than trustees and officers.
- 4.19 Fifteen (15) minutes will be set aside on each regular Board Meeting Agenda to give members of the public an opportunity to ask questions to the board.
- 4.19.1 The primary purpose of the "Public Question Period" is to ask questions about items on the current agenda. The Question Period is not a platform for presentations or personal statements
- 4.19.2 The chairperson may refer the question to executive officers or fellow trustees. Whenever possible, the questions relating to the current agenda will be answered immediately. All other questions will be referred to staff for a response at a later date.
- 4.20 A review of board operations, procedures and policies will be conducted at a time and place to be determined by the board.

5. Public Participation

Preamble:

The board welcomes and provides for a variety of forms of public participation by members of the community. Public participation may be through presentations by a delegation, through formal question/comment periods in regular board meetings or in the form of written communications. Such opportunities shall not be used to address matters which must be dealt with in Closed (in-camera) meetings as noted elsewhere in this policy. For example, individual student matters must not be dealt with in a public setting. In addition, structures have been defined in legislation and collective agreements to deal with labour management issues. The public participation opportunities noted below are not to be used to deal with such matters. The board respects and honors employee groups' contracts and official representatives and will therefore deal with labour management issues through defined legislated and collective agreement processes.

5.1 Presentation

- 5.1.1 Requests to make a presentation before the board shall be submitted to the office of the secretary treasurer by 4:00 p.m. on the Monday of the week prior to the scheduled board meeting.
- 5.1.2 After the scheduled presentation, board members may ask questions. Except in extraordinary circumstances, no formal response will be given until a later date.
- 5.1.3 Presentations at regular meetings may include objective criticism of school operations and/or programs but may not include complaints about school personnel or other persons.
- 5.1.4 Speakers shall be allotted fifteen (15) minutes for a presentation, although

the time allotment may be extended up to an additional fifteen (15) minutes more by a majority vote of the board.

5.2 Delegations:

The following guidelines will govern groups or individuals wishing to be heard as a delegation.

- 5.2.1 A delegation is a group or individual requesting permission to appear before the board to speak on a matter relating to the business of the board. Requests to appear as a delegation must be submitted in writing six (6) calendar days prior to a scheduled meeting. The request must outline the purpose of the delegation.
 - 5.2.2 Normally, a delegation representing a group previously heard on a topic will not be heard a second time unless the delegation presents, in advance, material or information not previously considered that is germane to any decision. A motion of the board to hear the delegation must be passed by having a majority of all its members cast an affirmative vote.
 - 5.2.3 Delegations will be limited to five (5) minutes duration, with a brief question period available for trustees at the conclusion.
 - 5.2.4 Any written material to be provided to trustees in conjunction with a delegation must be made available to the school board office by the Thursday afternoon preceding the meeting. Fifteen (15) copies are required. If the material provided must be returned following the meeting, this must be specified at the time it is provided.
 - 5.2.5 Decisions on requests made by a delegation are not normally made at the meeting at which the delegation is heard. However, if the board believes the matter is emergent, it may consider the matter during the new business portion of the meeting.
 - 5.2.6 Groups or individuals wishing to be heard as a delegation must be present at the meeting by 7:00 p.m. They may leave the meeting once their business is concluded but are welcome to remain should they so desire.
- 5.3 Any special arrangements required must be made at the time the request to appear is submitted.

5.4 Question Periods

During the Question Period section of the Agenda, individuals may ask a question and supplemental questions of the **chair on matters relating to the current agenda**. The total time for each question, including supplemental questions and the response is five (5) minutes.

6. Special Meetings

- 6.1 A special meeting of the board may be called by the chair, 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.
- 6.2 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 resolution, provided all reasonable steps have been taken to notify all trustees of the meeting.

7. **Closed (In-Camera) Meetings**

- 7.1 The board may convene a meeting without the public, or without the public and staff present, at which matters of a confidential nature shall be discussed. No trustee shall disclose to the public, the proceedings of a closed (in-camera) meeting unless a resolution has been passed at the closed meeting to allow disclosure.
- 7.2 Closed (In-Camera) meetings can occur in both a regular meeting and committee of the whole format
- 7.3 Minutes of a closed (in-camera) meeting shall be kept in the same manner as a regular meeting but shall be approved only by the board in a closed (in-camera) meeting and shall not be filed with the minutes of the regular meetings.
- 7.4 A general summary of matters discussed, and the nature of decisions made at in-camera meetings shall be prepared following each meeting and, after approval of the in-camera meeting minutes, this statement will be attached to the agenda of the regular meeting immediately following.
- 7.5 Unless otherwise determined by the board, the following matters shall be considered in a closed (in-camera) meeting:
 - 7.5.1 Student disciplinary cases;
 - 7.5.2 Information regarding appointment, employment or dismissal of an employee;
 - 7.5.3 Matters of collective negotiations with employees;
 - 7.5.4 Matters related to the purchase or sale of land;
 - 7.5.5 Matters of a personal nature that are subject to the Freedom of Information and Protection of Privacy Act;
 - 7.5.6 Such other matters where the board decides that the public interest so requires.

Notwithstanding any rule limiting reconsiderations of the agenda, a trustee may make a motion to move a matter from the agenda of a closed (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 in order for the matter to be considered in a closed (in-camera) meeting.

8. Presiding Officers

- 8.1 If the chair is absent, or unable to act, the vice-chair shall preside at meetings of the board. If the vice-chair is absent or unable to act, the members shall elect one (1) of their number to preside at the meeting.
- 8.2 The chair may vacate the chair in order to enter debate or propose or second a motion, in which case the vice-chair, if present or another member appointed by the chair shall preside until the issue is disposed of (which seldom should be done).
- 8.3 In the event that neither the chairperson nor the vice-chairperson are able or willing to take the chair, the presiding officer shall be such person as the board may elect for that meeting.
- 8.4 The chair shall rule on all points of order and shall state their reasons and the authority for ruling when making a ruling. The chair's ruling shall be subject to appeal to the board. An appeal may only be requested immediately after a ruling and before resumption of business.
- 8.5 In discussing matters with a delegation, the chair of the board shall act as spokesperson.

9. Rules of Order

- 9.1 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 Policy Handbook. Where there is an inconsistency between the *School Act* and this Policy Handbook, the *School Act* shall apply.
- 9.2 The board may adopt a procedural rule for one (1) meeting by resolution approved by majority vote of the trustees present at the meeting.
- 9.3 A rule other than the requirement for notice of meetings may be suspended for one (1) meeting by unanimous consent of the trustees' present.
- 9.4 This policy may be amended by resolution of at least majority vote of the entire board approving the amendment. Notice of intention to propose the amendment must be given at the previous meeting and Trustees must be given at least forty-eight (48) hours' notice.
- 9.5 The presiding officer's ruling on a point of order shall be based on rules of order as stated in s9.1.
- 9.6 An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of trustees' present. The challenger and the presiding officer have the right to state briefly the reason for their positions. When an appeal is successful it does not necessarily set a precedent.
- 9.7 A copy of the Board Policy Handbook shall be available for inspection at all reasonable times by any person.

10.0 Bylaw

- 10.1 The board shall not give a bylaw more than two (2) readings at anyone (1) meeting unless the members of the board who are present at the meeting unanimously agree to give the bylaw three (3) readings at that meeting. The following matters shall be dealt with only by bylaw:
 - 10.1.1 Adoption of the budget;
 - 10.1.2 A capital bylaw;
 - 10.1.3 The acquisition or disposal of property;
 - 10.1.4 Amendments to bylaws;
 - 10.1.5 Where required by the *School Act*.
- 10.2 Written notice of intention to propose a bylaw shall be given in the notice of the meeting where the bylaw is to be proposed.
- 10.3 Every bylaw shall be dealt with in the following stages:
 - 10.3.1 First reading – no debate or amendment;
 - 10.3.2 Second reading - discussion of the principle of the bylaw;
 - 10.3.3 Third reading – consideration of amendments and final decision.
- 10.4 The secretary treasurer shall certify on a copy of each bylaw, the readings and the times thereof and the context of any amendment passed.
- 10.5 A proposed bylaw or amendment may be withdrawn at any stage with unanimous consent of the board.

11. **Motions**

- 11.1 Unless expressly required to be exercised by bylaw, all powers of the board shall be exercised by resolution (motion).
- 11.2 A motion, when introduced, brings business before the meeting for possible action. A motion shall be worded in a concise, unambiguous and complete form and, if lengthy or complex, shall be submitted in writing.
- 11.3 The presiding officer may divide a motion containing more than one (1) subject and it shall be voted on in the form in which it is divided.
- 11.4 All motions shall be seconded.
- 11.5 All motions are debatable except the following:
 - 11.5.1 Motion to call the question;
 - 11.5.2 Motion for adjournment of debate or for adjournment of a meeting unless such a motion contains a time for recommencement of debate or for a new meeting;
 - 11.5.3 Motion to fix time for adjournment of a meeting;
 - 11.5.4 Motion to proceed to the next business;

11.5.5 Motion to go into closed (in-camera) session.

11.6 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 only be one (1) 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.

11.7 All motions shall be subject to amendment except the following:

11.7.1 Motion that the question be now put;

11.7.2 Motion for adjournment of debate or adjournment of a meeting;

11.7.3 Motion to table unless such a motion contains a date for further consideration of the matter tabled;

11.7.4 Motion to refer to committee;

11.7.5 Motion to proceed to next business.

12. **Reconsideration and Rescind**

12.1 A motion that has been defeated at a previous meeting can be moved again at a subsequent meeting only if the mover had previously voted on the prevailing side.

12.2 Motions to rescind a motion previously adopted can be considered only if notice has been given at a 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. There is no time limit for these motions, and they can be moved by any member. A majority vote is required for approval.

12. **Debate**

13.1 Debate shall be strictly relevant to the motion before the meeting and no trustee shall speak for more than five (5) minutes at one time. The presiding officer shall warn speakers who violate this rule or who persist in tedious or repetitious debate.

13.2 Speakers shall be recognized by the chair and shall address all remarks to the chair.

13.3 Each trustee has the right to speak twice on the same question on the same day but cannot make a second speech if any trustee who has not spoken on that question desired to speak.

13.4 A point of privilege (a matter 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.

13.5 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.

14. Voting

- 14.1 All trustees present at a meeting must vote on each issue unless they are in a conflict of interest or abstain.
- 14.2 If a trustee has a conflict of interest, they must abstain from voting and the quorum will not be affected.
- 14.3 Any declared conflicts of interest shall be recorded.
- 14.4 Voting shall be by show of hands unless otherwise provided in board policy.
- 14.5 All questions shall be decided by a majority of the votes of the trustees present and voting, save as otherwise provided for in Board Policy Handbook or the *School Act*.

15. Minutes

The board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

15.1 The minutes shall record:

- 15.1.1 Date, time and place of meeting;
- 15.1.2 Type of meeting (inaugural, regular or special);
- 15.1.3 Name of presiding officer;
- 15.1.4 Names of those trustees and administration in attendance;
- 15.1.5 Approval of preceding minutes;
- 15.1.6 Only motions will be recorded in the minutes. Preamble, rationale, or discussions will not be recorded in the minutes, unless directed by the board through resolution;
- 15.1.7 Points of order;
- 15.1.8 Appointments;
- 15.1.9 Recommended motions proposed by committees; and,
- 15.1.10 Trustee declaration pursuant to Section 56, 57 or 58 of the *School Act*.

15.2 The minutes shall:

- 15.2.1 Be prepared as directed by the superintendent;
- 15.2.2 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the; and
- 15.2.3 Upon adoption by the board, be deemed to be the official and sole record of the board's business.

15.3 The superintendent shall ensure that, upon acceptance by the board, appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the district are affixed to the concluding page of the minutes.

15.4 As part of its ongoing effort to keep staff and the public fully informed concerning its

affairs and actions, the board directs the superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all board meetings.

15.5 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The superintendent is responsible to post the approved minutes.

15.6 Upon adoption by the board, the minutes of meetings other than Closed (in-camera) meetings shall be open to public scrutiny.

16. **Correspondence**

16.1 Correspondence is at times sent to the board and at other times to individual trustees. Even when correspondence is addressed to an individual trustee the contents may be more appropriately addressed by the corporate board. Where correspondence is addressed to the board or its contents are more appropriately addressed by the corporate board the following processes shall be adhered to. The intended outcomes of these processes are: to ensure board correspondence is acknowledged in a timely fashion, the corporate board is aware of the public input provided and where required, a corporate response is provided in a timely manner.

16.1.1 Where non-routine correspondence is received that appears to require a formal board response, that correspondence shall be placed on the agenda of the next regular board meeting.

16.1.2 Where non-routine correspondence is received that does not appear to require a formal board response, that correspondence, together with any response issued by the superintendent, shall be circulated to the trustees.

16.1.3 Where an individual trustee receives correspondence that in the trustee's judgement is more appropriately a corporate board matter, the correspondence will be directed to the chair who will acknowledge the correspondence, and act in accordance with 16.1.1 or 16.1.2 above.

17. **Audio/Video Recording Devices**

17.1 The board requires that anyone wanting to use recording devices at a public board meeting must obtain prior approval of the board chair. This shall be communicated by the board chair at the beginning of the Regular or Special Meeting.

18. **Trustee Participation in Meetings through Electronic Means**

A Trustee may participate in a meeting of the board by electronic means or other communication facilities if the electronic means or other communication facilities enable the Trustees participating in the meeting and members of the public attending the meeting to hear each other.

18.1 Trustees participating in a meeting of the board by electronic means or other communication facilities are deemed to be present at the meeting.

- 18.2 The chair of the board may refuse to allow a Trustee to participate in a meeting by electronic means or other communication facilities where the required electronic equipment is not available or where Special meetings are held in private and or for the purpose of hearing appeals or conducting hearings related to employee matters, or any board matters which attract the principles of natural justice.
- 18.3 Notwithstanding the requirements of these procedures, a Trustee cannot attend more than three (3) consecutive Regular meetings of the board electronically without being authorized by resolution of the board to do so.
- 18.4 Trustees who connect to a meeting of the board by video conference, teleconference or other means of electronic transmission will be considered in attendance at the meeting and form part of the quorum.

19. Trustee Remuneration

19.1 *Recommendation*

- 19.1.1 Effective January 1, 2019, trustee base remuneration shall be \$13,900 with an additional remuneration for the board chair to be \$3,400; and the additional remuneration for the vice-chair to be \$1,700.
- 19.1.2 Annual adjustments of trustee remuneration shall be made July 1 of each year, based on the BC Consumer Price Index change from December 31 of the prior year.

20. Trustee Expense Reimbursement

Trustees shall use the prescribed trustee expense form when submitting expenses. This to be submitted to the secretary treasurer, board chair/vice chair for approval.

- 20.1 Reimbursement of expense rates for trustees shall be the same as provided to staff. Such expense rates shall be reviewed and if necessary, adjusted annually as part of the budget setting process.
- 20.2 Expense reimbursements for trustees representing the board on official business shall be handled as follows:

20.2.1 *Transportation*

20.2.1.1 The board will pay the following:

- | | | |
|-----|----------------------|--|
| (a) | Fares: | All out-of-pocket transportation costs, with air fare being “economy class” where available. |
| (b) | Taxis or bus: | Out-of-pocket expenses for taxis or bus to/from airport, hotel, train, etc. |

- (c) **Kilometrage:** The maximum amount claimable at current provincial government rates, plus parking costs necessarily incurred.
- (d) **Ferries:** Car and passenger fares at cost.

Although it is practical to travel by air, trustees or approved employee out of district travel may travel by personal vehicle, provided vehicle kilometrage and incidentally related costs do not exceed economy air fare and associated ground transportation expenses.

20.2.2 *Meals*

20.2.2.1 Each trustee will be reimbursed a per diem pursuant to the provincial government policy for Group 3 employees (refer to section 7 below).

20.2.2.2 This per diem includes gratuities and all other expenses such as dry cleaning, portage, and personal telephone calls.

20.2.3 *Accommodation*

20.2.3.1 The board will reimburse each trustee for the actual cost of reasonable hotel accommodation. Where private accommodation is used, the current provincial rate in lieu of commercial accommodation amount \$25.00 per day may be claimed.

20.2.4 *Registration*

20.2.4.1 The board will pay the travelling trustee any associated registration fees.

20.2.5 *Additional Allowances*

20.2.5.1 In any case not provided for in this regulation, the board may approve by resolution the payment of a special allowance for a special cause.

20.2.6 *Form of Claim*

20.2.6.1 Claims for reimbursement of expenses shall be made on the approved Travel & Expense Warrant—Trustees (Form 653), with receipts attached for other than kilometrage, per diem, and private accommodation.

20.2.7 *BC Provincial Government Travel Allowance*

20.2.7.1 http://www2.gov.bc.ca/assets/gov/careers/all-employees/pay-and-benefits/work-related-expenses-allowances/travel_allowances.pdf

21. **Trustee Development Form**

Trustees shall use the prescribed trustee development form, to be submitted to the secretary treasurer and or board chair/vice-chair for approval.

Legal References: 50, 56, 57, 58, 59, 66-71, 71(1), 72 *School Act*
Financial Disclosure Act
Income Tax Act

DRAFT

Policy 7 - Appendix

TRUSTEE ELECTIONS BYLAW **Board of Education** **School District No. 71 (Comox Valley)** **Trustee Elections Bylaw No. 1C**

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

In School District No. 71 (Comox Valley), under section 37 of the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the following authorities:

Trustee Electoral Areas	No. of Trustees	Authority
<i>Area 1 – Corporation of the City of Courtenay</i>	Two	Corporation of the City of Courtenay
<i>Area 2 – Town of Comox</i>	One	Town of Comox
<i>Area 3 – Corporation of the Village of Cumberland</i>	One	Corporation of the Village of Cumberland
<i>Area 4 – Electoral Area A, Comox Valley Regional District</i>	One	Comox Valley Regional District
<i>Area 5 – Electoral Area B, Comox Valley Regional District</i>	One	Comox Valley Regional District
<i>Area 6 – Electoral Area C, Comox Valley Regional District</i>	One	Comox Valley Regional District

Trustee elections which are the responsibility of the school board may be conducted by the school board directly or by a local government under an agreement with the school board made pursuant to section 38 (4) of the *School Act*.

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

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.

- “Election” means a trustee election including general school elections and by-elections.
- “Board” or “School Board” means the Board of Education of School District No. 71 (Comox Valley).

2. Application

This bylaw applies to elections carried out by the school board and by other authorities, except as otherwise indicated.

3. 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 conducting a lot in accordance with sections 45(1) and 46(4) of the *School Act* and section 151, of the *Local Government Act*.

4. Application of Local Government Bylaws

- 4.1 In Trustee Electoral Area 1, the election bylaws of the Corporation of the City of Courtenay, as they may be amended from time to time, apply to the trustee elections conducted by the Corporation of the City of Courtenay except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.
- 4.2 In Trustee Electoral Area 2, the election bylaws of the Town of Comox, as they may be amended from time to time, apply to trustee elections conducted by the Town of Comox except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.
- 4.3 In Trustee Electoral Area 3, the election bylaws of the Corporation of the Village of Cumberland, as they may be amended from time to time, apply to trustee elections conducted by the Corporation of the Village of Cumberland except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.
- 4.4 In Trustee Electoral Area 4, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after

judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.

4.5 In Trustee Electoral Area 5, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.

4.6 In Trustee Electoral Area 6, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.

5. **Public Access to Election Documents**

The board authorizes public access to the nomination documents of trustee candidates during regular office hours at the board's office and by posting of nomination documents of trustee candidates on the website of the Board of Education, School District No. 71 (Comox Valley) until 30-days after declaration of the election results.

The board authorizes, but does not require, chief election officers to post nomination documents of trustee candidates for public access on any or all of the websites: Corporation of the City of Courtenay, Town of Comox, Corporation of the Village of Cumberland and Comox Valley Regional District, until such time as established by the bylaws of the relevant local government up to a maximum of 30-days after declaration of election results.

6. **Minimum Number of Nominators**

For certainty, the minimum numbers of qualified nominators for a trustee candidate is two (2).

7. **Required Advance Voting Opportunities**

7.1 Unless the board is exempted from the requirement by Order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day.

7.2 Unless the board is exempted from the requirement for an additional advance voting opportunity by Order of the Minister of Education an additional advance voting opportunity will be held:

7.2.1 in Trustee Electoral Area 1, on the date specified in the bylaws of the Corporation of the City of Courtenay;

- 7.2.2 in Trustee Electoral Area 2, on the date specified in the bylaws of the Town of Comox; and
- 7.2.3 in Trustee Electoral Area 3, on the date specified in the bylaws of the Corporation of the Village of Cumberland.
- 7.2.4 in Trustee Electoral Areas 4, 5 and 6, for the general school elections, on the date specified in the bylaws of the Comox Valley Regional District as they may be amended from time to time; and for by-elections, 2 days before general voting day.

8. Additional Advance Voting Opportunities

The chief election officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date and the voting hours for these voting opportunities.

9. Order of Names of the Ballot

The order of the names of candidates on the ballot will be as follows:

- 9.1 For Trustee Electoral Area 1, the order of names on the ballot will be determined by lot.
 - 9.2 For Trustee Electoral Area 2, the order of names on the ballot will be determined by lot.
 - 9.3 For Trustee Electoral Area 3, the order of names on the ballot will be alphabetical.
 - 9.4 For Trustee Electoral Areas 4, 5 and 6, the order of names on the ballot will be alphabetical.
10. This Bylaw may be cited for all purposes as “Board of Education of School District No. 71 (Comox Valley) Trustee Elections Bylaw No. 1C.

11. Repeal

School District No. 71 Trustee Elections Bylaw No. 1B is hereby repealed.

Read a first time this _____ day of _____, 2018.

Read a second time this _____ day of _____, 2018.

Read a third time finally passed and adopted _____ day of _____, 2018.

Secretary Treasurer

Board Chair

BOARD COMMITTEES

As much as possible, the board's business of governance will be conducted by the full Board of Education in a Committee of the Whole structure. The board may establish additional Ad Hoc or standing committees of the board to assist it with governance functions. In addition, the board may hold its sub-committee meetings in a separate, stand-alone format, when necessary.

Committees of the board shall never interfere with delegation of authority from board to superintendent. The board may delegate specific powers and duties to committees of the board that are established by the board, subject to the restrictions on delegation in the *School Act*.

The primary purpose of all committees of the board shall be to act in an advisory capacity to the board. Unless specific powers have been delegated by the board the power of all committees shall be limited to making recommendations to the board and shall not include that of acting on behalf of the board unless specifically authorized for individual issues. The chair of the committee shall place all recommendations before the board at a regular business meeting of the board in the form of a proper motion. No action of any committee of the board shall be binding on the board until the action is formally approved by the board.

A quorum shall be a majority of the trustees appointed to the Ad Hoc committee or in the case of the Committee of the Whole, the trustees in attendance.

General Requirements

1. The board may establish Standing Committees and Ad Hoc Committees and shall prescribe their purpose, powers and duties, membership, and meetings.
2. The chair of the board shall be an ex-officio non-voting member of all board committees to which the chair has not been appointed. The board vice-chair may act as ex-officio in the absence of the board chairperson. The board chairperson may take the place of any trustee member or alternate who is absent to complete the committee quorum.
3. The chair of the board shall recommend, and the board shall appoint committee chairs and members of any standing or ad hoc committee. The only exception is that that the chair of the Committee of the Whole will rotate through interested trustees.
4. Committees shall provide written reports to the board on any matters discussed by the committee.

Predominately, the Standing Committees of the Board are conducted within the Committee of the Whole in a sub-committee format:

Standing sub-committees consist solely of trustees and are established to assist the board with work of an ongoing or recurring nature. Additional Standing Committees can be created as required, either within or out of the Committee of the Whole.

The number of trustees appointed to a committee, other than a Committee of the Whole, shall not constitute a quorum of the board.

On an annual basis, the Board shall approve the Committee of the Whole meeting and rotational chair schedule, ideally when approving its other regular meeting schedule. The chairperson of the committee may cancel regularly scheduled meetings for proper cause. Proper cause will include insufficient business to require a meeting of the committee. The chairperson of the committee may also call special meetings of the committee not included on the schedule. All board members will receive notification as well as the agenda for any regularly scheduled or special meetings of the committee.

The resource staff assigned to each committee by the superintendent shall keep notes of each committee meeting, prepare the agenda, and distribute material to be considered by the committee.

Committee of the Whole meeting minutes shall be distributed to all members of the board at the board meeting at which the committee report is given. The chairperson of the standing committee shall determine which portion of the report will be given In-Camera and which portion will be given in Public.

The Committee of the Whole agenda and accompanying material shall be distributed at least 48 hours before any regular meeting of the committee. A copy of each committee agenda shall be distributed to all members of the board. Items may be added to the committee agenda of any regular or special meeting of the committee at the beginning of each meeting with the consensus of those committee members present.

Committees' rules of order may be relaxed at the discretion of the committee chair to encourage open and in-depth discussion. Speakers must still be recognized, speak no longer than five (5) minutes at one time, stay relevant to the agenda item under consideration, and the chair shall offer speaking priority to those who have not yet participated in each discussion.

Committees shall make recommendations to the board in writing, with final wording agreed upon at the committee meeting. No recommendation of any committee shall be binding on the board until the action is formally approved by the board.

The Standing Sub-Committees included within the Committee of the Whole format include the committees outlined in Policy 8 – Appendix. Additionally, other topics, presentations and agenda items can be added to the Committee of the Whole as necessary.

1. Community Engagement Committee

- 1.1 Use responsive communication tools that provide public education stakeholders with information that is relevant to their interests
 - 1.1.1 Develop and implement diverse communications strategies that focus on preferred communications of the community and respond directly to the expressed interests and concerns of public education stakeholders.
 - 1.1.2 Evaluate the efficacy of communication efforts and apply learning about successes and challenges to future efforts to improve the communications work.

- 1.2 Re-structure its commitment to how it works with the community and makes decisions in collaboration with them
 - 1.2.1 Develop a Community Engagement and Planning (CEP) Task Force that can assist in the creation of a School District 71 Community Engagement Plan, with the understanding that the CEP Task Force will include Trustees, Staff, students, and community stakeholders. A Terms of Reference for the CEP Task Force will be developed and include, at a minimum, the following:
 - 1.2.1.1 A purpose statement for the CEP Task Force that can include a commitment to developing and fostering a culture of community engagement excellence within School District 71;
 - 1.2.1.2 A description of the specific types of activities it is charged to complete and the specific deliverables it will produce;
 - 1.2.1.3 A set of guiding principles that can include a commitment to evidence based practice, community voice, transparency in decision making, openness, diversity of representation and trust;
 - 1.2.1.4 A description of the relationship between the Board of Trustee's legislated decision making duties, the role of SD staff in decision making and supporting decision making, and the advisory support that the CEP Task Force will provide in service of staff and the Board's deliberations. In other words, the line that separates Board decision making authority from staff, advisory support and community input must be clearly drawn;
 - 1.2.1.5 An initial term of service for the CEP Task Force of 12 months (with possibility of renewal) based on Board approval.
- 1.3 Based on the Community Engagement Forum Summary Report and under the leadership of the CEP Task Force, develop the School District 71 Community Engagement Plan. The Plan will include, at a minimum:
 - 1.3.1 An illustrated diagram that explains the scope of possible involvement of a community stakeholder in receiving information and participating in dialogue and decision making on priority issues affecting the local public education system.
 - 1.3.2 A description and rationale for a limited number of 3-5 priority public education issues around which community engagement and planning activities need to take place in the short and medium term.
 - 1.3.3 A process model that explains how community input can be developed into future education system directions. The process model should attend to best practices in translating community voice into educational directions, which includes option modelling that involves evidence review, cost benefit analysis, and feasibility assessments. Any educational

direction that reaches the Board should go through such a process and be capped with a Board recommendation report from staff.

1.3.4 A detailed implementation strategy that outlines how community engagement and planning will happen in an ongoing way, during specified time frames, with required resources (to be determined) and in relation to a limited number of 3-5 priority public education issues.

1.4 Provide regular and relevant information to stakeholders on the work of developing the Community Engagement Plan and its implementation to show the commitment of the District Trustees and its Staff.

2. **Ad Hoc Committees**

Ad hoc committees may be established to assist the board on a specific project for a specific period of time and can either be open or closed meetings. The terms of reference for each ad hoc committee shall be established by board motion at the time of the formation of the committee. Such ad hoc committees shall cease to exist when the purpose has been achieved. The chair of the board shall recommend membership on ad hoc committees while the board retains authority to approve such appointments.

3. **Resource Personnel**

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

Legal Reference: Sections 65, 85 *School Act*

COMMITTEE OF THE WHOLE – TERMS OF REFERENCE

Policy Statement

The Committee of the Whole is the primary structure to conduct the work of the Board regarding Education, Governance, Policy, Operations and Finance in addition to other matters and issues within the board's area of responsibility.

The Committee of the Whole provides an opportunity for all members of the board to participate in discussion and debate that results in final recommendations to the board.

1. Mandate

- 1.1 The Committee of the Whole provides recommendations to the board and serves as the vehicle for regular reports to the board which will contain both informational and actionable items.

2. Composition and Term

- 2.1 The Committee of the Whole is comprised of all members of the board and members of the executive leadership staff as topics require. In addition, other staff or stakeholders can be included depending on the agenda items.
- 2.2 The term of the Committee of the Whole is four years, to coincide with the term of the board.
- 2.3 The Chair of the Committee of the Whole will be determined by the Board on a rotational basis. Those trustees interested will have the opportunity to chair the open and closed Committee of the Whole meetings on a rotational basis.

3. General Responsibilities

- 3.1 The Committee of the Whole shall be responsible directly to the board for all reports and presentations coming from Education, Strategic Direction, Policy, Facilities & Operations, Finance, Audit, and Budget Development.
- 3.2 Committee of the Whole meetings will be divided into closed and open meetings. The closed meetings are divided into four sections:
 - 3.2.1 Finance and Operations
 - 3.2.2 Policy
 - 3.2.3 Strategic Direction
 - 3.2.4 Governance

The open meetings are divided into five sections:

- 3.2.5 Education
- 3.2.6 Operations
- 3.2.7 Strategic Direction
- 3.2.8 Audit
- 3.2.9 Budget Development

3.3 All items appearing before the Committee of the Whole will be added to one section of the agenda by the secretary treasurer **in consultation with superintendent and the chair and vice chair of the Board.**

4. Delegated Authority

4.1 The superintendent and other staff members may be called upon by the board to conduct work and report back to the Committee of the Whole.

4.2 The Committee of the Whole may, without the board's approval, refer items back to the superintendent or defer items to another time. Direction which requires significant adjustments to existing workplans, however, may not proceed without board approval. The chair, in consultation with the superintendent and secretary treasurer, is responsible for determining when staff direction requires board approval.

4.3 In closed meetings the Committee the Whole may, without board approval, approve procedural matters and give direction to staff, officers, or agents of the district. Any such approvals or direction shall be in accordance with the School Act.

5. Operating Procedures

5.1 Reporting to the Board

5.1.1 The Committee of the Whole will report to the board with recommendations for approval.

5.2 Procedural Rules

5.2.1 The Procedural Bylaw shall govern the proceedings of Committee of the Whole meetings.

6. Open Committee of the Whole shall include but is not limited to:

6.1 The **Education** scope of responsibilities includes:

6.1.1 Educational Programs & Services

6.1.2 Framework for Enhancing Student Learning

and shall review and consider the governance of educational issues including curriculum, programs, student assessment, student welfare and student achievement.

6.2 The **Operations** scope of responsibility includes:

6.2.1 Operational items requiring consultation with the public e.g., boundary consultation, enrollment projections and transportation. Key responsibilities will be to annually review student enrollment for impacts on Facilities, Capital and catchments and to prepare the five-year capital plan.

6.2.2 Additional items may include updates to the Long Range Facilities Plan, Naming or Renaming of schools, and school closures

6.3 The **Strategic Direction** scope of responsibility includes:

6.3.1 Reports from the superintendent, assistant superintendent, and the secretary treasurer

6.4 The **Audit** scope of responsibilities includes:

- External Audit
- Financial Reporting & Accountability
- Reporting Responsibilities
- Annual Financial Statements
- Auditor Performance and Review
- Reporting Responsibilities
- Specific Audit Responsibilities

6.5 **External Audit**

6.5.1 Includes the committee and 2 members of the general public who have financial expertise.

6.5.2 Review the external auditor's proposed audit scope and approach, including coordination of audit effort with district staff.

6.5.3 Review with the secretary treasurer and the external auditors the result of the audit, including any difficulties encountered and all other matters required to be communicated to the Committee under Generally Accepted Auditing Standards.

6.5.4 Resolve any disagreements between district staff and the external auditors regarding financial reporting.

6.5.5 At the conclusion of the audit, consult with the external auditors, without the presence of district staff regarding internal financial controls, compliance and the fullness and accuracy of the district's financial statements.

6.5.6 Ensure the timely presentation of the external auditor's annual audit report to the board.

6.6 **Financial Reporting and Accountability**

6.6.1 Obtain regular updates from district staff and others (legal counsel, external auditors, etc.) regarding compliance with laws and regulations having a material impact on the financial statements including:

- tax and financial reporting laws and regulations;
- legal withholding requirements; and

- environmental protection laws and regulations.

6.6.2 Review bylaws and policies specifically regulating the conduct of members of the board, staff and suppliers.

6.6.3 Review the effectiveness of the systems established to ensure compliance.

6.6.4 Overall to assist the board to oversee and provide a more focused and ongoing board discussion of the district's financial accountability. The focus for fiscal accountability, shall include risk assessment and mitigation strategies, the external audit processes, and findings, and monitoring fiscal reporting format to ensure clear communication to the board and public accountability.

6.7 Reporting Responsibilities

6.7.1 Provide an open avenue of communication between the external auditor and the board.

6.8 Financial Statements

6.8.1 Review significant accounting and reporting issues, including complex or unusual transactions, highly judgmental areas and recent professional and regulatory pronouncements, and understand their impact on the financial statements.

6.8.2 Review the representation letter provided by management to the external auditor.

6.8.3 Prior to the presentation of the annual financial statements to the Board, review the financial statements and consider whether they are complete, consistent with information known to Committee and reflect appropriate accounting principles.

6.8.4 Recommend to the board the approval and distribution of the annual financial statements.

6.9 Auditor Performance and Review (closed meeting)

6.9.1 Review and confirm the independence of the external auditor by obtaining statements from the auditor on relationships between the auditor and the board, including non-audit services, and discussing the relationships with the auditor.

6.9.2 Direct and review the performance evaluation process for the external auditor.

6.9.3 Recommend changes to the external auditor's compensation for board approval.

6.9.4 Periodically determine whether a request for proposal should be issued to select an external auditing firm. The Auditor General recommends that the external auditor shall not be appointed for a term exceeding five (5) years.

6.9.5 Participate in the selection of an external auditing firm by reviewing the request for proposals and bids received, interviewing potential auditing firms and recommending the external auditor for final approval to the Board.

6.10 The Budget scope of responsibility includes:

- 6.10.1 Reviewing and developing the annual budget
- 6.10.2 Consulting with all partner groups, the Indigenous Education Council and stakeholders
- 6.10.3 In its development and approval of the school district budget, the Board shall ensure that the district's Strategic Plan and its priorities, generated to support all students, shall be central in budget decisions. The Board will also ensure alignment between District goals and those of the Ministry of Education.
- 6.10.4 Prepare the annual budget based on the Districts financial and accountability policies

6.11 Specific Budget Responsibilities include:

- 6.11.1 To advise the board on the allocation of the operating budget to various programs and services to best meet the needs of students;
- 6.11.2 To provide the board with representative advice on budget issues and implications of proposed changes;
- 6.11.3 To provide advice on new priorities and emerging opportunities, and to review past budget adjustments;
- 6.11.4 To provide a forum for open communication and understanding of the budget;
- 6.11.5 To assist in the effective and transparent communication regarding the school district's financial issues and decisions such that all members are aware and understand of the contents of the operating budget

7. Closed Committee of the Whole

- 7.1 The **Finance & Operations** scope of responsibility includes discussing and making recommendations to the board on financial matters and matters pertaining to facilities, maintenance, technology, and transportation.

Specific Finance and Operations Responsibilities include:

- 7.1.1 Review fiscal accountability reports to ensure they provide the board with any significant variances in relation to budget and expenditures, budget/expense projections, status of any significant fiscal administrative issues and identification of any fiscal governance issues and any recommendations.
- 7.1.2 Makes legal, and property recommendations regarding any matters referred to the committee by the board.
- 7.1.3 Monitor environmental initiatives and compliance requirements
- 7.1.4 Reviews risk management and mitigation of risk strategies relating to financial risks and the steps management has taken to identify, monitor, control and report such exposures. Risk Management Oversight means identifying and analyzing and managing risks that may prevent the district from achieving its objectives.

- 7.2 The **Policy** scope of responsibility includes planning, development, implementation, evaluation and presenting matters relating to policy and bylaws.

7.3 The **Strategic Direction** scope of responsibility will include reports from the superintendent, assistant superintendent and secretary treasurer which are deemed to be confidential in nature

7.4 The **Governance** scope of responsibilities includes ensuring that appropriate policies, principles, procedures, and roles are established to guide and enhance:

- Strategic Planning
- Enterprise Risk Management
- Accountability and Transparency
- Effective Corporate Governance
- Board Compensation
- Committee and Board Effectiveness

8. Specific Governance Responsibilities falling under the scope of 7.4 include:

8.1 Strategic Planning

- 8.1.1 Review and recommend governance principles, policies and guidelines with respect to strategic planning for board approval.
- 8.1.2 Ensure effective strategic planning and advise on necessary improvements.
- 8.1.3 Receive regular update reports on the status of priority initiatives to ensure appropriate progress.
- 8.1.4 Receive regular updates on key performance indicators related to the strategic plan.

8.2 Enterprise Risk Management

- 8.2.1 Understand and address risks that threaten the achievement of the board's objectives.
- 8.2.2 Assess risks in terms of likelihood and magnitude of impact.
- 8.2.3 Oversee the development of policies and appropriate response strategies to identify, prioritize and respond to risks.
- 8.2.4 Monitor progress on the effectiveness of policies and response strategies.

8.3 Accountability and Transparency

- 8.3.1 Receive and review recommendations for the development of policies and procedures with strengthen the accountability and transparency of the board.

8.4 Committee Performance Reporting

- 8.4.1 Regularly evaluate meeting effectiveness and incorporate improvements as appropriate in coordination with the district staff.

8.5 Effective Corporate Governance

- 8.5.1 Regularly review the board's governance principles, policies and procedures and make recommendations for improvements.

8.6 Board Compensation

- 8.6.1 Annually review and assess ongoing work requirements of the board.
- 8.6.2 Direct the development of recommendations regarding principles of compensation for the board's approval.
- 8.6.3 Recommend an appropriate compensation review process involving residents and stakeholders.
- 8.6.4 Review and recommend required updates to existing compensation policies.

8.7 Committee and Board Effectiveness

- 8.7.1 Regularly assess board effectiveness and solicit input on governance concerns to be addressed.
- 8.7.2 Recommend core elements of an orientation program for the following term of the board to address learning and knowledge requirements in a timely manner.
- 8.7.3 Periodically review the Procedural Bylaw and recommend any changes to the board.
- 8.7.4 Review and recommend changes to Committee of the Whole Appendix 8 as needed.

BOARD REPRESENTATIVES

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

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

1. The board's decision-making role can be exercised only by the board as a whole at regular board meetings, not by an individual trustee, committee of the whole or other committees;
2. The board's function is governance, rather than administration;
3. Responsibilities placed on trustees are to be closely related to the board's central role as per Policy 2.

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

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

External Committees

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

1.2 *Powers and Duties of the Board Representative*

- 1.2.1 Attend Provincial Council meetings.
- 1.2.2 Represent the board's positions and interests at the provincial level.
- 1.2.3 Communicate to the board the work of the Provincial Council.
- 1.2.4 Bring recommendations to the board as and when necessary.
- 1.2.5 Build positive relationships.

1.3 *Membership*

- 1.3.1 One (1) trustee; one (1) alternate.

1.4 *Meetings*

- 1.4.1 As called by Provincial Council. (Usually 3-4 per year, one (1) at the AGM)

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

2.1 *Purpose of the BCPSEA*

- 2.1.1 Act as the accredited bargaining agent for the BCSTA's members.
- 2.1.2 Assist in carrying out any objectives and strategic directions established by the Public Sector Employers' Council.
- 2.1.3 Coordinate collective bargaining objectives, benefit administration, human resource practices and out-of-scope compensation matters amongst members.

2.2 *Powers and Duties of the Board Representative*

- 2.2.1 Attend the BCPSEA meetings as required.
- 2.2.2 Represent the board's positions and interests at BCPSEA meetings.
- 2.2.3 Communicate to the board the work of BCPSEA.
- 2.2.4 Bring recommendations to the board as and when necessary.
- 2.2.5 Build positive relationships.

2.3 *Membership*

- 2.3.1 One (1) trustee; one (1) alternate.

2.4 *Meetings*

- 2.4.1 As called by BCPSEA.

3. **BCSTA Vancouver Island Branch**

3.1 *Purpose of the BCSTA Vancouver Island Branch*

- 3.1.1 Receive reports from the BCSTA Board of Directors.
- 3.1.2 Discuss and/or develop policy issues for submission at the Annual General Meeting.

- 3.1.3 Act as a forum for discussion of Vancouver Island Branch issues.
- 3.1.4 To provide trustee learning and development.

3.2 *Powers and Duties of the Board Representatives*

- 3.2.1 Attend BCSTA Vancouver Island Branch Committee Meeting; Branch Chairs Committee Meeting, Indigenous Education Representatives Meeting, Resolutions Committee Meeting, and Professional Learning Committee Meeting.
- 3.2.2 Represent the board's positions and interests at BCSTA Vancouver Island Branch meetings.
- 3.2.3 Communicate to the board the work of the BCSTA Vancouver Island Branch.
- 3.2.4 Bring recommendations to the board as and when necessary.
- 3.2.5 Build positive working relationships with other boards.

3.3 *Membership*

- 3.3.1 Any trustees may attend the Branch Meeting.

3.4 *Meetings*

- 3.4.1 Four (4) meetings per year or as called by VISTA as scheduled.

4. **Other Local Representation**

4.1 *Appointments:*

- 4.1.1 From time to time the board is invited to appoint representative(s) to committees or other entities external to the school district. Currently these include:

- Indigenous Education Council
- District Parent Advisory Council
- Professional Development Committee
- Teacher Mentorship / Peer Support Committee
- District Calendar Committee
- Indigenous Parent Club (IPAC)
- Tribune Bay Outdoor Education Society
- CVRD Comox Valley Sports Centre Commission
- CVRD Integrated Regional Transportation Select Committee
- Comox Valley Social Planning Society

4.2 *Purpose:*

- 4.2.1 The purpose of sending representatives to represent the board on such external committees or entities is to strengthen communication and

understanding with the external organization

4.3 *Powers and duties of the representative is to:*

- 4.3.1 Represent the board's positions and interests. If no board position has been determined the representative will refrain from expressing a personal opinion and will seek a board position.
- 4.3.2 Communicate to the board the work of the external entity and any opportunities which may exist for mutual benefit involving the board and the entity.
- 4.3.3 Build positive relations between the entity and the board corporate

4.4 *Representatives:*

- 4.4.1 Normally one (1) representative

4.5 *Meetings:*

- 4.5.1 As determined by the external committee or entity

- 4.6 The board shall review annually the efficacy of continued board representation on such committees or entities.

5. School Liaison Trustee Role

The chair shall after consultation with individual trustees recommend School Liaison assignments and these shall be ratified by the board.

School liaison responsibilities shall not:

- 5.1 Inhibit or circumvent administrative authority or responsibility
- 5.2 Include any decision-making authority

Parent Advisory Councils as per section 8 of the *School Act* may advise the board and the principal and staff of a school. At the invitation of the PAC the school trustee liaison may attend the PAC meetings. If the Parent Advisory Council wishes to advise the board corporate, that advice is to be sent to the board.

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

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

POLICY MAKING AND REVIEW

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

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

Board policies shall provide an appropriate balance between the responsibility of the board to develop the broad guidelines to guide the district and the opportunity for the superintendent to exercise professional judgment in the administration of the district.

The board may choose to utilize the Policy Committee in the closed Committee of the Whole in carrying out its policy role.

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

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

1. **Planning**

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

2. **Development**

The board may develop the policy itself or delegate the responsibility for its development to the superintendent.

3. **Implementation**

The board is responsible for the implementation of policies governing its own processes. The board and superintendent share the responsibility for implementation of policies relating to the board / superintendent relationship. The superintendent is responsible for the implementation of the other policies.

4. **Evaluation**

The board, in cooperation with the superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose. The board shall review its policies following a schedule that results in all policies in the Board Policy Handbook being reviewed at least once in a board term of office.

Specifically

1. Any trustee, employee, parent, student or other community member may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the superintendent. The proposal shall contain a brief statement of purpose or rationale.
2. The superintendent will inform the board of the request for policy development/revision. The board will determine the action to be taken including the option of referring the matter to the Policy Committee agenda of the Committee of the Whole.
3. When appropriate, the superintendent shall seek legal advice on any policy matter.
4. Policy drafts shall be brought by the Committee of the Whole to the board for consideration and possible approval.
5. The board will determine whether further information or consultation is required.
6. If further consultation is required, comments and suggestions on the policy draft will be reviewed by the superintendent and the board.
7. Once comments have been considered and any information needs satisfied (if so determined), the policy will be recommended to the board for approval.
8. Only those policies which are adopted and recorded in the minutes constitute the official policies of the board.
9. In the absence of existing policy, the board may make decisions, by resolution, on matters affecting the administration, management and operation of the district. Such decisions carry the weight of policy until such time as specific written policy is developed.
10. If the board adopts a motion which has continuing applicability the board shall seek means to include the direction of such motion as part of an existing policy or to develop a free-standing policy to reflect the direction contained in the motion.
11. The board may request the superintendent to change an administrative procedure to a draft board policy and will in such an instance provide the rationale for same.
12. The superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the district.
13. The board may also delete a policy and subsequently delegate the superintendent authority over this area. The superintendent may choose to then develop an administrative procedure relative to this matter.

14. The superintendent must inform the board of any substantive changes to administrative procedures as an information item in a board agenda.
15. The superintendent shall arrange for all board policies and administrative procedures and subsequent revisions to be posted on the district's website, in a timely manner, for staff and public access.
16. The board shall review and revise its policies on a rotational basis which provides for all policies being reviewed at least once per term of office.

Legal Reference Sections 65, 74, 85 *School Act*

BOARD DELEGATION OF AUTHORITY

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

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

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

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

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

Specifically

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

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

ROLE OF THE SUPERINTENDENT

Background

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

Specific Areas of Responsibility

1. Student Learning

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

2. Student Well-Being

- 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.

3. Fiscal Responsibility

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

4. Personnel Management

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

5. Policy/Administrative Procedures

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

6. Superintendent/Board Relations

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

7. Strategic Planning and Reporting

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

Legal Reference: Section 22, 85 *School Act*

Updated: December 8, 2020

MONITORING SUPERINTENDENT PERFORMANCE

The purpose of the Annual Performance Review is to monitor the Superintendents performance relating to the Districts strategic priorities, organizational leadership, and Board support during the year and on the basis draw reasonable summative conclusions. In addition, the Board may assess the Superintendents performance related to the specific areas of responsibility as noted in Policy 12 and other criteria established jointly with and agreed to by the Board and the Superintendent.

The Board shall adhere to the following schedule and methods for the Superintendent Performance Review.

1. Schedule

- 1.1 The performance of the Superintendent is a formative ongoing process that correlates to the Strategic Plan.
- 1.2 A formal review evaluation shall occur at least once during the term of the Board (or length of the contract)

2. Method

- 2.1 The Superintendent shall provide the Board with a yearly report regarding the Districts progress on the Strategic Plan.
- 2.2 The Superintendent and the Board shall agree in writing on the Superintendents Review procedures and criteria based on Policy 12.
- 2.3 The Superintendents performance review process shall involve all Board members and the Superintendent, other individuals or stakeholders may be included in the performance review process as agreed to by the Board and the Superintendent.
- 2.4 Mutually agreed upon external facilitators may be used to conduct the performance review.
- 2.5 The purpose and methods of the performance review are intended to be growth orientated, promoting both ongoing learning and improved performance.
- 2.6 Notwithstanding the above schedule and methods, the Board and Superintendent shall continuously monitor the Superintendents performance and Board-Superintendent relations through private briefings and other methods as determined by the Board Chair and Superintendent.

Updated: December 8, 2020

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

1. Student Learning

Role Expectations:

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

Quality Indicators relative to Student Learning:

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

2. Student well-being

Role Expectations:

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

Quality Indicators relative to Student well-being:

- QI 2.1 Develops measurements and monitors progress relative to providing a safe and caring environment.
- QI 2.2 Ensures the safety and welfare of students while being transported to or from school programs on transportation provided or approved by the district.

QI 2.3 Ensures the facilities safely accommodate district students.

3. **Fiscal Responsibility**

Role Expectations:

RE 3.1 Ensures the fiscal management of the district is in accordance with the terms or conditions of any funding received by the board under the *School Act* or any other Act.

RE 3.2 Ensures the district operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

RE 3.3 Prepares and presents the budget which reflects board priorities.

RE 3.4 Ensures the board has current and relevant financial information.

Quality Indicators relative to Fiscal Responsibility:

QI 3.1 Ensures accepted (PSAB) accounting principles are being followed.

QI 3.2 Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.

QI 3.3 Ensures adequate internal financial controls exist and are being followed.

QI 3.4 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.

QI 3.5 Ensures an internal audit process is developed and implemented in regard to school based funds and an annual report provided to the board.

QI 3.6 Provides the board with quarterly financial accountability reports.

QI 3.7 Ensures the board is informed immediately regarding pending litigation.

4. **Personnel Management**

Role Expectations:

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

Quality Indicators relative to Personnel Management:

QI 4.1 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.

QI 4.2 Models commitment to personal and professional growth.

QI 4.3 Provides for training of administrators and the development of leadership capacity within the district.

5. **Policy/Administrative Procedures**

Role Expectations:

RE 5.1 Provides support to the board regarding the planning, development, implementation and evaluation of board policies.

RE 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with board policy and provincial policies, Regulations and procedures.

Quality Indicators relative to Policy/Administrative Procedures:

QI 5.1 Appropriately involves individuals and groups in the administrative procedures development process.

QI 5.2 Demonstrates a knowledge of and respect for the role of the board in policy processes.

6. **Superintendent/Board Relations**

Role Expectations:

RE 6.1 Respects and honours the board's role and responsibilities and facilitates the implementation of that role as defined in board policy.

RE 6.2 Provides the information and counsel which the board requires to perform its role.

RE 6.3 Attends all board meetings and makes recommendations on matters requiring board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

Quality Indicators relative to Superintendent/Board Relations

QI 6.1 Implements board decisions with integrity in a timely fashion.

QI 6.2 Interacts with the board in an open, honest, proactive and professional manner.

QI 6.3 Provides the board with balanced, sufficient, concise information and clear recommendations.

QI 6.4 Ensures board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.

QI 6.5 Keeps the board informed on sensitive issues in a timely manner.

QI 6.6 Ensures high-quality management services are provided to the board.

7. **Strategic Planning and Reporting**

Role Expectations:

RE 7.1 Leads the development and implementation of the Strategic planning process.

RE 7.2 Involves the board appropriately (board identification of priorities and key results, and final board approval of the plan in conjunction with the annual budget).

RE 7.3 Reports at least annually on results achieved.

Quality Indicators relative to Strategic Planning and Reporting:

QI 7.1 Ensures key results identified by the board are achieved.

QI 7.2 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the board.

Legal Reference: Section 22, 85 School Act

APPEALS BYLAW

1. Preamble

In the spirit of procedural fairness, School District No. 71 (Comox Valley) has established processes for parents to express their questions or concerns to the appropriate authority. As described in Section 11 of the *School Act*, School District No. 71 (Comox Valley) supports and recognizes the right of the student, parent or guardian to appeal an employee decision that significantly affects the education, health or safety of the student. The failure of an employee to make a decision shall be deemed a decision for the purpose of initiating an appeal under this bylaw.

Notwithstanding the above, School District No. 71 (Comox Valley) expects that prior to appeal, appropriate consultative and problem-solving discussions have taken place in accordance with established policy or procedures. It is also an expectation that the appeal has commenced within a reasonable amount of time from the date of the decision, and that it is free from malicious or veracious intent.

2. Examples of Issues that May Significantly Affect the Education, Health or Safety of Students

The following list is intended as a guide for parents/students/guardians and the board.

- 2.1 disciplinary suspension from school for a period in excess of ten (10) consecutive days;
- 2.2 disciplinary suspension that prohibits student opportunity to write government examinations or attend school commencement exercises;
- 2.3 placement or failure to place a student in a full-program alternative school setting;
- 2.4 full grade retention or promotion of a student;
- 2.5 refusal to provide an educational program for a student under sixteen (16) years of age;
- 2.6 suspension from school due to a health condition;
- 2.7 a substantive issue that affects the education, health or safety of the student.

3. Notice of Request for a Hearing

- 3.1 The person making the appeal shall complete *the Notice of Appeal* form (attached). Upon request or need, the superintendent or designate will provide assistance to the applicant or cause such assistance to be available.

- 3.2 Upon receipt of a request, the chairperson of the board, after consultation with the vice-chair and/or the superintendent of schools when appropriate, will cause a meeting to be organized to hear the appeal in a timely manner.

4. **Appeal Hearing**

- 4.1 The board shall call a special confidential meeting to hear any appeals and shall confine the deliberation to the decision being appealed. The applicant and the respondent (employee making the decision) may each have a support person present.

The board requires that the applicant and/or respondent provide, in writing, at least three (3) days before the meeting, the name and occupation of the support person who will be present and what role that person will play in the meeting. Any written documentation or other material to be provided at the hearing must be made available to the applicant and the respondent at least three (3) working days prior to the hearing.

- 4.2 The chairperson of the board shall begin the meeting by introducing all present, emphasizing the confidentiality of the meeting, reviewing the process to date on the issue, and explaining the process for the hearing. However, it is acknowledged that the board cannot require confidentiality of a member of the public appealing a decision.

The person making the appeal shall speak first, followed by the respondent. The respondent shall give the reasons for the decision, and may include contextual factors such as classroom, program, school or district, including impact on other children (although others shall not be named). The applicant and the respondent shall each have an opportunity to speak to what has been said by the other.

- 4.3 In most cases, the superintendent or designate shall be present to act as an advisor to the board. Should the decision being appealed be a decision made by the superintendent, the board shall appoint a member from the management staff indicating that, for the purposes of that meeting, they be the senior advisor to the board.

5. **Determination of Appeal**

The board shall include, but not limit itself to, the following when making a decision:

- 5.1 Was the employee decision within the scope of his/her mandate?
- 5.2 Did the employee follow board policy in making the decision?
- 5.3 Did the employee follow school, site or program policies and/or procedures when making the decision?
- 5.4 Was there a review of the original decision with a reasonable attempt at resolution?
- 5.5 Did the employee give fair and reasonable consideration of the information available?

- 5.6 Was due consideration given for attempting to achieve a balance between the needs and rights of the individual student and the needs and rights of other students in the school and/or program?
- 5.7 Was there any new information or new perspectives arising from the hearing?
- 5.8 Is there any other information that, in the board's view, is relevant to the issue?

The board, through the senior staff advisor, shall provide a written determination to the applicant and the employee in a timely manner. The senior advisor shall advise the applicant that they have a right to appeal the board's decision through the Office of the Ombudsman.

Legal Reference: Section 11 *School Act*

Policy 13 -Appendix

NOTICE OF APPEAL—SCHOOL ACT APPEALS
COMOX VALLEY SCHOOL DISTRICT No. 71

Pursuant to Section 11 of the *School Act* and Board Bylaw, the applicant (parent/student/guardian) is requested to complete this Notice of Appeal form.

NAME (Student) _____

NAME (Parent/Guardian) _____ Telephone _____

ADDRESS _____ Postal Code _____

SCHOOL _____ Grade _____

Description of decision being appealed _____

Date that the applicant was advised of decision _____

Name of employee who made the decision _____

Grounds for appeal and change(s) or remedy sought (attach additional pages if required)

Steps Taken to Date to Resolve the Issue:

Step 1: Parent/student/guardian contact(s) with employee _____

Date

Step 2: Parent/student/guardian meeting with school administration _____

Date

Step 3: Parent/student/guardian meeting with district administration _____

Date

Student's Signature

Parent/Guardian Signature

Copy to: Superintendent
Employee

NoticeofAppeal.0903

PERMANENT SCHOOL CLOSURE

A school may be identified for potential closure when an analysis indicates that the closure is worth considering from a demographic, fiscal, or educational perspective. When a school will potentially be closed, the Board of Education will provide a minimum of 60-days for the consultation process relating to the specific schools proposed for closure.

Public Board Meeting

Any proposed closure of a school will first be raised at a regular open meeting of the board. If a school is identified for closure, the closure process shall be guided by a Consolidation Working Committee which shall be formed at least 60-days prior to a final decision on school closure. The superintendent of schools will form a committee that will develop timelines for consultation.

The superintendent will invite participation from:

1. the secretary treasurer (or designate);
2. trustees;
3. the principal of the school being considered for closure;
4. another school principal;
5. district staff members as appropriate;
6. two (2) representatives from the school staff;
7. three (3) members of the school PAC;
8. one (1) representative from each of the CDTA, CUPE, and DPAC;
9. one (1) representative from the Indigenous Educational Council;
10. one (1) representative from each affected municipality; and
11. others as appropriate.

The committee's terms of reference shall include:

1. An analysis of demographic trends, facility status, and other relevant data related to the school being considered for closure;
2. Analysis of information presented at public meetings and a summary of information gathered and presented through community and municipal input;
3. Analysis of educational and fiscal implications of the proposed closure/consolidation; and
4. The preparation of a final report to the superintendent that includes recommendations. The recommendations shall include items for the superintendent to consider if the closure proceeds as considered.

Public Consultation

Public consultation will be undertaken by the board prior to making a final decision on any proposed closure of a school. The board will take the following steps to ensure that an open and meaningful public consultation has taken place:

1. Make available, in writing, a full disclosure of all facts and information considered by the board with respect to any proposed school closure, including but not limited to: detailed reasons for the proposed school closure;
 - 1.1 which specific school(s) are being considered for closure;
 - 1.2 the proposed new catchment areas for all schools proposed to be affected;
 - 1.3 the number of students who would be affected, at the school(s) being considered for closure as well as surrounding school(s);
 - 1.4 the effect of proposed closures on board-provided student transportation;
 - 1.5 educational program/course implications for the affected students;
 - 1.6 the proposed effective date of the closure(s);
 - 1.7 financial considerations, and
 - 1.8 impact on the board's five (5) year capital plan.
2. Provide an adequate opportunity for affected persons to submit a written response to any proposed school closure as well as providing information and directions on how to submit a written response to the board. The information and directions shall advise potential correspondents that their written response may be referred to at subsequent public forums respecting the closure, unless the correspondent specifically states in their written response that the correspondent wishes his or her name and address to remain confidential.
3. Hold at least one (1) public meeting to discuss the proposed closure, summarize written submissions, and provide a process for the community to outline their concerns and proposed options.

The public consultation process must include:

- 3.1 A fair consideration of the community's input and adequate opportunity for the community to respond to a board's proposal to close the school permanently;
- 3.2 Consideration of future enrolment growth in the district of persons of school age, persons of less than school age and adults; and
- 3.3 Consideration of possible alternative community use for all or part of the school.

Public Meeting

The time and place of the public meeting shall be appropriately advertised to ensure adequate advance notification to affected persons in the community. Generally, this will mean a letter to students and parents of students currently attending the school, and a clearly visible notice in a local newspaper and notification on the district and school web page.

The board shall also specifically notify, in writing, any potentially affected local governments and First Nations of the time and place of the public meeting.

Meeting Format

The meeting will be organized to have attendees seated at tables of ten to twelve (10-12) participants. Each table will have a facilitator to discuss and overview the following:

1. implications of the closure
2. implementation plans, including timing of the closure
3. options that the board considered as alternatives to closure;
4. possible future community growth in the area of the school; and
5. contents of written submissions presented to the board by members of the community.

At the conclusion of the group discussions facilitators will report back the information collected from the discussion group to all those in attendance. Information collected from the group discussions will form part of the meeting minutes.

The board shall keep minutes of the public meeting that include a record of options suggested or concerns expressed about the proposal.

Following the public meeting, the board shall give fair consideration to all public input prior to making its final decision with respect to any proposed school closures.

Final Decision

At the conclusion of the consultation process and after receiving the reports from each of the working committees of the schools considered for closure, the superintendent will provide a report to the board on the consultation process and the schools considered for closure.

The report to the board will identify the issues to be considered and will include recommendation(s) on whether or not to proceed with the closures as proposed. The report shall also include items for the board to consider regardless of the final decision on closures.

The board will make its final decision regarding the proposed school closure at an advertised public board meeting following the consultation process and receipt of the superintendent's report.

Legal Reference: Sections 73, 168(2)(p), 85, *School Act*
School Opening and Closure Order M320-02
Disposal of Land or Improvement Order M233/07

RECRUITMENT AND SELECTION OF PERSONNEL

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

Specifically

1. Any changes to the organizational structure shall be approved by the board prior to the commencement of recruitment and selection processes commence.

Superintendent

2. The board, in the case of the superintendent, or the superintendent, in all other instances, shall have sole responsibility for initiating the advertising process and shall make reasonable effort to ensure that all current district employees are made aware of staff vacancies.
3. The board has the sole authority to recruit and select an individual for the position of superintendent and anyone who is expected to act in the place of the superintendent for a period in excess of one hundred and eighty (180) days.
4. In order to protect the board from sudden loss of the superintendent's services, the superintendent shall ensure that staff are designated to perform the services of the superintendent in the case of a short-term or prolonged absence, and that the chair is advised of the delegation.

Non-School Based Positions

5. The following process shall be followed for the following senior district management positions Assistant superintendent and secretary treasurer positions:
 - 5.1 The superintendent is delegated full authority to recruit and select senior staff and district management positions within the limitations of legislation, budget allocations and collective agreements.
 - 5.2 The superintendent shall engage in a consultative process in order to assist in the development of an ideal candidate profile.
 - 5.3 These positions shall have a written role description and the person occupying each of the positions shall have a written contract of employment consistent with the board approved template contract.
 - 5.4 Compensation will be determined based on BCPSEA compensation guidelines.
 - 5.5 The superintendent shall invite trustees to sit on the interview panel for these positions. The authority to select the successful candidate, however is that of the superintendent alone.

6. The superintendent is delegated full authority to recruit and select staff for all other non-school based positions within the limitations of legislation, budget allocations, contracts and collective agreements.

Principal and Vice-Principal Positions

7. At the discretion of the superintendent and within the constraints of this policy, principal or vice-principal vacancies shall be filled through either: Principal and Vice-Principal mobility, selection from the Vice-principal hiring pool; or through competition for a posted vacancy.
8. *Principal and Vice-Principal Mobility*
 - 8.1 The Board of Education believes that changes in Principal and Vice-Principal assignments can be positive for professional growth and the strengthening of system leadership.
 - 8.2 The superintendent is delegated authority for determining such changes in assignment.
 - 8.3 Consideration for transfer may be initiated at the request of either the principal or the superintendent. Normally, such consideration shall be given after the principal has held an appointment for a reasonable period of time, and there is value to be gained by a transfer.
 - 8.4 Once mobility transfers have been completed the superintendent shall inform the board of these new assignments.
9. *Vice Principal Hiring Pool*
 - 9.1 The district shall maintain a Vice-Principal. (District Eligible Administrator Pool (DEAP)).
 - 9.2 Internal applicants may remain in the pool for two (2) years. External applicants remain in the pool for one (1) year. After one (1) year, the external applicants are reviewed and their references checked. Positive references may allow external applicants to remain in the eligibility pool for a second year.
10. *Competition for a Posted Vacancy for Principal of Vice-Principal Positions*
 - 10.1 The superintendent is delegated full authority for all aspects of the selection processes for the positions of Principal and Vice-Principal except as otherwise provided for in this policy. This delegated authority includes but is not restricted to: establishing and carrying out a consultation process, recruitment, advertising, reviewing applications, short-listing, developing interview processes, communications with candidates, chairing the interview process including directing the questions to the candidates and facilitating the panel's review of short-listed candidates, determining the preferred candidate, making the appointment, and ensuring appropriate contractual arrangements.

All Other School-Based Positions

11. The superintendent is delegated full authority to recruit, select, assign and reassign staff for all school-based positions, within the limitations of legislation, budget allocations, contracts and collective agreements.
12. The superintendent is delegated full authority to recruit and select staff for all other staff positions, within the limitations of legislation, budget allocations and collective agreements.
13. All offers of employment shall be conditional on the successful applicant providing a criminal records check acceptable to the superintendent or one provided through the Criminal Records Review Program (Ministry of Public Safety and Solicitor General).

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

INDEMNIFICATION BYLAW

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

By-Law:

1. The board will indemnify a trustee, an officer or an employee of the board
 - 1.1 Against a claim for damages against the trustee, officer or employee arising out of performance of their duties; or
 - 1.2 Where an inquiry under Part 2 of the *Inquiry Act* or other proceeding involves the administration and conduct of the business of the School District and, in addition, the board may pay legal costs incurred in proceedings arising out of the claim, inquiry or other proceeding.
2. The board may, by affirmative vote of a majority of its members, pay:
 - 2.1 Any sum required to indemnify a trustee, an officer or an employee of the board where a prosecution arises out of the performance of their duties with the board; and
 - 2.2 Costs necessarily incurred;

But the board shall not pay a fine imposed on a trustee, an officer or an employee as a result of their conviction.
3. The board shall not seek indemnity against a trustee, an officer or an employee of the board in respect of any action by the trustee, officer or employee that results in a claim for damages against the board except
 - 3.1 Where the claim for damages arises out of the gross negligence of the trustee, officer or employee; or
 - 3.2 Where, in relation to the action that gave rise to a claim for damages against an officer or employee, the officer or employee willfully acted contrary to:
 - 3.2.1 The terms of their employment, or
 - 3.2.2 An order of a superior.

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

Legal Reference: Section 95, *School Act*

SEXUAL ORIENTATION AND GENDER IDENTITY (SOGI)

The Board of Education recognizes and values the diversity found within its school communities and believes that each individual contributes to the strength of the district's culture. The board recognizes that each member of the school and district community must share the responsibility for supporting all students and employees in addressing and facing challenges and that the district is responsible for providing an educational system that is safe, welcoming, inclusive and affirming for all.

All members of the school district have the right to expect that its policies, procedures, and communications are inclusive and respectful, taking into consideration visible and invisible diversities including but not limited to sexual orientation, gender identity and expression, race, religion, ability, culture and socioeconomic status.

The Board of Education will strive to promote safe environments, free from fear, harassment and discrimination by adhering to a code of conduct that is educative, preventative and restorative in practice and response; will foster school cultures that are responsive to the diverse needs of individuals and groups; will recognize the injustices of marginalization, advocate for social justice and promote human rights as defined in the B.C. Human Rights Code and Canadian Charter of Rights and Freedoms, and will participate in the ongoing development of practices that promote fair and equitable treatment for all, cultivating mutual respect, civility and sense of belonging.

The board will not permit, encourage, nor tolerate any behaviours contrary to these beliefs whether by commission or by failing to act to bring such behaviours to an end and by providing support and assistance to those who may be intended or unintended targets of such behaviours.

Statement of Intent

The Board of Education will promote a safe environment, free from harassment and discrimination, and pro-active strategies and guidelines to ensure that lesbian, gay, transgender, two spirit, bisexual, queer and questioning (2SLGBTQ+) students, employees and families are welcome, included, and affirmed in all aspects of education and school life and treated with respect and dignity. This includes acknowledging individual preferences around privacy and individual ownership of process. This policy will ensure that all programs, activities and interactions are free from discrimination based on sexual orientation and/or gender identity.

The purpose of this policy is to:

- define appropriate language, behaviours and actions in order to create an environment free from discrimination and harassment;
- develop, promote and implement respectful, proactive strategies and guidelines to ensure that 2SLGBTQ+ members of the education community and their families are welcome in, and included in all aspects of education and school life and are treated with

respect and dignity; and to

- ensure that complaints about homophobia and transphobia are taken seriously and dealt with expeditiously and effectively through collaboration with the impacted person and in line with policy and procedures.

General Guidelines

When considering aspects of this document, it is important to keep in mind that gender is fluid and not binary. It is important to create an environment in which individuals have the knowledge, freedom, safety and support to make the right choices for themselves at the right time for themselves.

The school district has an obligation to ensure that members of the school community who are 2SLGBTQ+, and members of diverse family structures are respected, included and safe in the school communities and related activities.

Safety

1. Homophobic and transphobic comments, discrimination, and bullying are demeaning to all students, students' parents or guardians, and employees regardless of their actual and perceived sexual orientation or gender identity. These forms of harassment and discrimination are prohibited under the B.C. Human Rights Code.
2. Any language or behaviour that deliberately degrades, denigrates, incites hatred, prejudice, discrimination, or harassment towards students or employees on the basis of their real or perceived sexual orientation or perceived gender identification will not be tolerated. Schools shall include the prohibition of such language and behaviour in their student codes of conduct.
3. All employees have an obligation to intervene in any interaction involving the use of homophobic or transphobic epithets and slurs, and behaviours regardless of the speaker's intentions, and to convey that such comments are against Board policy and will not be tolerated in the educational community.

Belief Statements

School District No. 71 (Comox Valley) accepts the responsibility to create safe and caring environments and believes that:

1. the district is responsible for ensuring that school cultures are safe, welcoming, inclusive, and affirming for 2SLGBTQ+ people;
2. the role of educators in the district is critical in creating positive societal change to address the difficulties that 2SLGBTQ+ people often face;
3. 2SLGBTQ+ students and same-gender parented families have a right to be recognized and affirmed by school personnel and have equal access to services as do opposite-gender parented families;
4. 2SLGBTQ+ students, staff and same gender-parented families have the right to:
 - be free from harassment, discrimination and violence;
 - be treated fairly, equitably and with dignity;
 - self-identification and freedom of expression;
 - be included and to be represented and affirmed in a positive and respectful manner;
 - have avenues of recourse (without fear of reprisal) available to them when they are impacted by harassment, discrimination, and violence; and
 - have their families and communities valued and affirmed.
5. a role of education is to prepare young people to work and live in open, pluralistic and democratic societies, free of discrimination or violence based on sexual orientation and gender identity and expression;
6. equity through education will foster principles of inclusion and will support 2SLGBTQ+ individuals and families through eliminating homophobia, transphobia, heterosexism and cisgenderism as they operate in the school system and school culture; and that
7. the initiation of comprehensive anti-homophobia and anti-transphobia initiatives support equity for 2SLGBTQ+ students and educate our staff and community about homophobic and transphobic language and bullying.

Leadership

As leaders of School District No. 71 (Comox Valley), the Board of Education and senior management shall jointly ensure that all staff know it is their individual and collective responsibility to identify individual discriminatory attitudes and behaviours, as well as work to eliminate the systemic inequities and barriers to learning for students who identify themselves on the basis of sexual orientation or gender identity and demonstrate accountability for the removal of these inequities and barriers so that all students and employees are treated with fairness and respect.

All administrators, teachers, counsellors, and staff and student leaders will model respect for 2SLGBTQ+ employees, students and families and recognize that transition is not an event but a process that belongs to the individual that is transitioning. This recognition includes the

understanding that no person shall be “outed”. Communication about an individual’s identity, transition or sexual orientation shall only be personal initiative.

Privacy and Confidentiality

All persons have the right to privacy. This includes the right to have one’s gender identity and sex assigned at birth, and sexual orientation private at school and worksites. Disclosing this information to students, parents, or other third parties violates privacy laws, such as the *Freedom of Information and the Protection of Privacy Act* (FOIPPA) and the B.C. Human Rights Code. The district will ensure that all information relating to an individual’s sexual orientation and gender identity will be kept confidential in accordance with applicable district, municipal, provincial and federal policies and privacy laws, unless legally required to do so, or the student/parent or guardian has authorized such disclosure through the use of the district’s release of information form.

All persons have the right to discuss and express their gender identity and expression openly and to decide when and how much private information to share and with whom. Those decisions need to be respected by school personnel. An individual shall determine the name and pronouns used to refer to themselves in all communications including when school personnel contact parents or guardians.

Schools must balance the parents’ or guardians’ need to be informed about their child’s school experiences with individual’s right to live freely in their self-identified gender and sexual orientation. This can be complicated when there is a responsibility to communicate with the parent or guardian about any situation at school directly related to an individual’s gender identity and sexual orientation. In general, the older the student, the more ownership they should have in this process. School personnel should err on the side of using the individual’s preferred name and pronoun to protect the individual’s privacy and human rights.

Situations arising at school may make it difficult or impossible for the school to keep an individual’s status from parents or guardians. Schools can, in consultation with the individual, work with trained support providers to formally reveal the individual’s gender identity to the parent or guardian in the relatively safe confines of the school. It is important to address all the potential consequences of this approach by consulting with and/or working with trained personnel familiar with such situations, while respecting that the process is owned by the individual. Ensure that support services can be accessed if it becomes evident that the individual is no longer safe to return home after the meeting. Privacy concerns are not a reason to prevent an individual from living as their self-identified gender. Issues of confidentiality vs open, respectful discussion must be handled on an individual basis. Individuals who choose to be open about their gender identity, will be addressed by their chosen names and pronouns. Denying this is a violation of their rights to free expression and equal protection under the law.

Self-Identification

Every individual has the right to be addressed by a name and pronoun of their choice. A court-ordered name or gender change is not required, and the individual does not need to change their official records. When an individual has communicated their choices, it is the obligation of school personnel to use the chosen name and pronouns.

Schools are required, by law, to maintain a mandatory permanent record card which includes each students’ legal name and legal sex, yet have a great deal of latitude in how they handle student records in the day-to-day operations of the school. MyEd BC includes the ability for the

identification of “preferred name” and “preferred gender”, and in turn using the preferred name to populate any internally generated records such as:

- class;
- Parent Advisory Committee (PAC) or photographer’s lists;
- attendance sheets;
- report cards;
- diplomas;
- sibling records;
- student identification; and
- parent notifications.

For situations where a student’s legal name must be used, such as provincial assessments, schools have utilized “hand coding” to help preserve a student’s desired identification.

Official Records

Schools will maintain a mandatory permanent student record that includes a student’s legal name and legal sex. The school will change a student’s official record to reflect a change in legal name or sex upon receipt of documentation to which such change has been made by court order, or through amendment of provincial or federally issued identification. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or legal sex, such as for the purposes of standardized testing, school staff and administrators will adopt practices to avoid the inadvertent disclosure of such confidential information.

Washrooms, Locker and Change Rooms

All individuals have the right to safe and private washroom and changing facilities. They have the right to access washrooms, locker rooms and changing facilities that correspond to their gender identity. The individual’s self-identification is the sole measure of the individual’s gender. Schools may maintain separate washrooms, locker rooms or changing facilities for males and females, provided that individuals can access them based on their gender identity. Schools will designate gender-neutral facilities designed for use by one person at a time, accessible to all individuals, and to incorporate such single-use facilities into new construction or renovation. Any individuals who is uncomfortable using a shared facility while attending an off-site school-sponsored activity will be provided with a safe and private alternative. Individuals will not be required to use facilities that are inconsistent with their gender identity or personal needs.

Physical Education Classes, Curricular and Extra Curricular Activities

All students have the right to participate in physical education classes, curricular and extra-curricular sports/activities in a manner that respects and embraces their gender identity. Student’s will be given the option to decide which activities they feel more comfortable doing. A request may come directly from the student or from a parent or guardian. It is the school administrator’s responsibility to make the requested arrangements for these students to participate in school and extra-curricular activities and physical education. All requests/meetings/ decisions must be documented and maintained in a confidential file.

Other Gender-Based Activities, Rules and Practices

School personnel are required to evaluate all gender-based procedures, routines, activities, rules, and ceremonies to ensure inclusive language and purpose. Language used should be as gender neutral as possible in all cases. Newly written guidelines must be communicated to all staff, parents and students. Individuals have the right to expect that all policies, procedures, programs, and communications are appropriate, competent and respectful of gender diversity. Students will be permitted to participate in any activities consistent with their gender identity.

Billeting and Overnight Field Trips

Plans for billeting for sports teams and/or overnight school-based activities must provide accommodation for each student in a room where they will feel safe and accepted. The student can decide where they would feel most comfortable if they are staying in shared accommodations with other students and/or families. The school administrator or teacher in charge of the event will make any needed adjustments to support the student. When staying with a billet family discuss with the student or their parent or guardian whether the student requires the billet family to be informed of their sexual orientation or gender identity. Wherever possible, in a billet situation, a member of staff should be billeted along with the student to further ensure their feelings of safety.

Media and Community Communication

When the school district is communicating to the media or community about issues related to sexual orientation or gender identity, the school or district will designate a single spokesperson as the key contact person. All other district and school staff will direct community members and the media to the designated spokesperson. Protecting the privacy of 2SLGBTQ+ individuals is the top priority. All medical information is kept strictly confidential. Any violation of confidentiality of this information contravenes this administrative procedure and the privacy law *Freedom of Information and the Protection of Privacy Act* (FOIPPA).

Student Counselling and Support

School District No. 71 (Comox Valley) is committed to maintaining a safe learning and working environment which actively provides counselling and support to individuals who self-identify on the basis of sexual orientation or gender identity. School Counsellors and Youth and Family Support Workers are often the first point of contact for students seeking emotional support and will be specifically trained in culturally safe responses to 2SLGBTQ+ issues. School administrators have the primary responsibility for ensuring that all school staff, Parent Advisory Committees (PAC) and students are familiar with and understand the content of the Inclusion Policy and these procedures. The Board of Education is responsible for ensuring that employees who represent the district in other areas are equally as informed. Students can report incidents of harassment, bullying, intimidation and discrimination through the ERASE Bullying Website. Information regarding the website is available through the school administration. The district encourages and will facilitate in the formation of Gay-Straight Alliance and Gender-Sexuality Alliance clubs (GSAs) where students or staff have come forward requesting this opportunity. Schools are encouraged to appoint a minimum of two (2) members of staff to be safe contacts for 2SLGBTQ+ individuals. School administrators will inform students and other staff about the location and availability of these contact person.

Staff Development and Education

Education is the primary purpose of the district. Educational programs will include curricular topics and learning resources that promote the inclusion of all members of our community

regardless of sexual orientation or gender identity. In addition, staff will have resources and training available to help teach and promote the safe, caring and inclusive values of the district. Schools will conduct annual staff training for all staff members on their responsibilities under applicable laws, policies and administrative procedures. This will include teachers, educational assistants, administrators, counsellors and youth and family workers, and other staff as deemed necessary. Information regarding this administrative procedure shall be incorporated into information sessions for new school employees. All staff share the collective responsibility of creating safe, supportive, and inclusive learning environments for 2SLGBTQ+ individuals and their families.

Educators, Administrators, and school support staff will be expected to:

- be familiar with and know where to access the SOGI policy and prevention procedures;
- have a general understanding of definitions regarding sexual orientation and gender identity;
- develop appropriate communication strategies to interact with 2SLGBTQ+ individuals and their families;
- fully understand the concepts of protection of privacy for individuals and their families;
- be aware of strategies and procedures for intervening with issues, such as bullying, harassment and intimidation and/or discrimination, and have access to appropriate trained personnel;
- model and teach inclusive practices that honour and promote human rights;
- create inclusive and safe environments for 2SLGBTQ+ people and their allies.

Employees have an important role to play in teaching and modelling respect for gender diversity. It is expected that teachers will create classrooms and administrators will create schools where students can see a commitment to creating a safe, caring and discrimination free environment. Students need to see that adults are striving to promote an understanding of gender diversity beyond the binary of only two genders.

- addressing the class in non-gender ways (using inclusive language);
- seating and lining up students in non-gender groupings;
- creating mixed gender groups/teams;
- displaying signs, posters, safe place stickers, and books that depict a range of gender presentations;
- celebrating national and international days and events that raise awareness about gender identity;
- teaching students how to be allies for each other;

- avoiding making assumptions during health and career education instruction regarding sexual orientation and gender identity.

The board will establish a joint committee which includes both adult and student representatives from the 2SLGBTQ+ community to act in an advisory capacity in the implementation of staff development, in-service, and professional development.

The advisory committee will consider the following recommendations/beliefs.

The goals of ongoing staff development will be to support 2SLGBTQ+ people and families in the school district and to promote anti-homophobia and anti-cisheterosexism, and anti-transphobia initiatives.

- trustees, management and staff must model respect and affirmation of 2SLGBTQ+ individuals and families;
- in-service workshops and training on 2SLGBTQ+ issues will be provided for the benefit of trustees, management, and staff annually;
- trustees, management, and staff have the responsibility for addressing of homophobia, transphobia and cisheterosexism in the working and learning environment;
- teachers must be supported when they include positive images and accurate information about history and culture which reflects the accomplishments and contributions of 2SLGBTQ+ people;
- trustees, management and staff must facilitate safer school environments for people of all gender identities and expression and sexual orientations.
 - acknowledging that an acceptance of diversity is the starting point of respect;
 - treating everyone with respect;
 - using language that affirms all sexuality orientations and gender identities and expressions;
 - not using disparaging remarks or language that demeans 2SLGBTQ+ identities and families;
 - challenging staff, students and parents who behave in prejudicial ways towards 2SLGBTQ+ people;
 - encouraging teachers to sponsor and support 2SLGBTQ+ positive initiatives such as GSA's or Diversity Clubs;
 - supporting the right of 2SLGBTQ+ students to counselling that is supportive, affirming and free from efforts on the part of counsellors to try to change their sexual orientation and/or identity through the use of or the referral to aversion, reparative, or conversion therapies.

Employment Equity

1. The board believes in equitable treatment for all individuals regardless of race, colour, ancestry, ethnic origin, religion, socio-economic status, sex, sexual orientation, gender identity or expression, physical or mental ability, or political beliefs. The letter and spirit of the *Canadian Charter of Rights and Freedoms*, the *B.C. Human Rights Acts* and the Board's *Collective Agreements* shall be carefully observed, enforced, and supported, so that all members of the educational school community may work together in an atmosphere of respect and acceptance of individual differences.
2. The board will ensure the confidentiality of employees who are 2SLGBTQ+ and will give them the support they require to do their work in a safe and respectful environment.

School Community Involvement

The board is committed to ongoing, constructive, and open dialogue with 2SLGBTQ+ people and others who self-identify on the basis of sexual orientation or gender identity.

The board will support community partnerships that would enhance the board's commitment to 2SLGBTQ+ students, staff, teachers, and parents.

The board will encourage parent advisory councils to acknowledge and support the diversity of our school community. The board will acknowledge through the communication to students, staff and the community that 2SLGBTQ+ parents and family members need to be positively recognized and included as such.

Appropriate Intervention / Responding to Incident

All members of the SD #71 community have the right to expect a respectful and culturally safe environment free of discrimination, harassment, and bullying. In 2007, the Ministry of Education mandated that school districts establish procedures that align with the *Ministerial Order M2276/07*. Each school must, in consultation with staff, parents and students establish their own Code of Conduct based on the ministerial order and guidelines. Appropriate interventions are included in the Code of Conduct administrative procedures. School district personnel may also refer to the SD #71 Bullying and *Harassment Prevention Policy 3-8* as a guide in making intervention decisions.

Complaint Process

In the event that an incident occurs at a school site, refer the complaint, in writing, to the school administrator.

If a complaint is against the administrator, refer in writing to the Director of Instruction, Health and Safety.

A thorough investigation will be conducted.

The complaint process shall be communicated to all schools, partner groups, and contracted services and district administration is responsible to ensure that employees and contract providers are aware of the process.

Appeal Process

The Board of Education recognizes and respects the fact that students and/or parents or guardians may disagree with decisions made by employers. The *School Act* of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. The right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the board's appeal procedure and the formal appeal bylaw can be accessed on the District's website. (Management Relationship 2-5 Parent/Guardian/ Student Request for Review of Employee Decision). Prior to an appeal, it is expected that school administration, students and parents or guardians will try to resolve concerns at the school level.

Employees shall contact their respective unions for support and advice regarding appeals.

Legal Reference: Section 65, *School Act*

RESOURCES AND DEFINITIONS

SOGI 1 2 3

SOGI 1 2 3 shares proven SOGI-inclusive tools and resources in the areas of policy and procedures, inclusive environments and curriculum resources: www.sogieducation.org

BC Teachers Federation

The BCTF offers a variety of free workshops to teachers that aim to develop skills to interrupt, address, and challenge homophobia and transphobia within our classrooms and school communities.

<https://bctf.ca/SocialJustice.aspx?id=17988>

Education Resource Acquisition Consortium (ERAC)

ERAC provides a range of services including evaluation, licensing and acquisition of print, software, and digital learning resources. ERAC offers a curated catalogue of SOGI resources (see LGBTQ collection).

<http://www.bcerac.ca/index.aspx>

Out in Schools

Out in Schools presentations and Learning Hub provide youth with opportunities not only to learn, but to do. The presentations offer a chance to build participation in and creation of Queer Straight Alliances across the province. The Rise Against Homophobia Video Contest offers youth the chance to make media as a vehicle not only for personal expression, but to shape more inclusive school communities.

<http://outinschools.com/about/>

QMUNITY – BC’s Queer Resource Centre

QMUNITY is a non-profit organization based in Vancouver, B.C. that works to improve queer and trans lives. They provide a safer space for LGBTQ+/2S people and their allies to fully self-express while feeling welcome and included.

<http://qmunity.ca/>

Egale Canada Human Rights Trust

Founded in 1995, Egale Canada Human Rights Trust is Canada’s only national charity promoting lesbian, gay, bisexual, and trans (LGBT) human rights through research, education and community engagement.

<https://egale.ca/>

MyGSA

MyGSA.ca is Canada’s website for safer and inclusive schools for the lesbian, gay, bisexual, trans, queer and questioning (LGBTQ) community.

<http://mygsa.ca>

Trans Care BC

The Trans Care BC program aims to enhance to coordination of trans health services and supports across the province, bringing gender-affirming care closer to home wherever possible. <http://www.phsa.ca/our-services/programs-service/trans-care-bc>

Gay, Lesbian and Straight Education Network (GLSEN)

The leading national US-based education organization focused on ensuring safe and affirming schools for LGBTQ students: <http://www.glsen.org/>

Parents, Families and Friends of Lesbians and Gays (PFLAG)

PFLAG Canada is a national charitable organization, founded by parents who wished to help themselves and their family members understand and accept their non-heterosexual children. <http://pflagcanada.ca/>

Pride Education Network

The Pride Education Network of teachers, administrators, support staff, youth and parents strive to make the B.C. school system more welcoming and equitable for LGBTQ students and staff, and queer families: <http://pridenet.ca/>

Definitions

Bisexual:

People who have a bisexual orientation can experience sexual, emotional, and affectional attraction to both their own sex and the opposite sex. It also refers to an individual's sense of personal and social identify based on those attractions and the behaviours expressing them. It is one (1) of the three (3) main classifications of sexual orientation, along with a heterosexual and a homosexual orientation.

Discrimination:

The subordination of groups or individuals resulting from a distinction, preference or exclusion based on the grounds of race, religion, colour, ethnicity, place of origin, language, age, disability, socio-economic status, gender identity, gender expression, sexual orientation, sex, or any other difference. It includes harassment, any negative or adverse conduct, comment, gesture or contact, and systemic barriers based on the above grounds. This conduct is harmful and can create a working or learning environment that is known, or reasonably should be known, to be offensive.

Educational Community:

Includes all those who work, learn, or attend any School District No. 71 (Comox Valley) schools, alternative educational settings and facilities, worksites, or any district facility, and includes ancillary sites such as school buses, district meeting settings, etc.

Gay:

A person who is emotionally/romantically and physically attracted to persons of the same sex. Gay usually refers to males, but it is also used to include females. Gay can be used interchangeably with homosexual. Gay is most often the term preferred by the LGBTQ communities when referring to homosexual males.

Gender Identity:

Characteristics linked to an individual's intrinsic sense of self as a man or as a woman, which may not be the same identity as one's biological sex.

Homophobia:

The fear, and/or hatred, and/or repulsion of homosexuality and gender variance in oneself or in others, often exhibited by self-hatred, prejudice, discrimination, bullying or acts of violence. Homophobia is typically directed towards those who are openly LGBTQ or are perceived as such through gender cues that are not in accordance with societal norms about masculinity and femininity.

Gender Expansive:

Refers to a person who does not confirm to society's expectations of their gender role or gender expression. It is a broad term that includes boys who behave, dress and interact in feminine ways; girls who behave, dress and interact in masculine ways, in addition to trans students.

Gender Expression:

Refers to a way a person expresses one's gender, through dress, grooming habits, choice of name and pronoun, mannerism, activities, etc.

Heterosexism:

The assumption that everyone is or should be heterosexual and that heterosexuality is superior. Heterosexism can exist on a personal, interpersonal, institutional or cultural level.

Intersex:

Individuals who are born as "hermaphrodites", now an outdated term. Intersex is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male. Though intersex is referred to as an inborn condition, intersex anatomy doesn't always show up at birth. Sometimes a person isn't found to have intersex anatomy until they reach the age of puberty, or finds themselves an infertile adult, or dies of old age and is autopsied. Some people live and die with intersex anatomy without anyone (including themselves) every knowing. A significant issue is the practice of some parents and physicians decided which sex is desired and then making a decision in favour of "normalizing" surgery at or near birth.

Lesbian:

A female who is emotionally/romantically and physically attracted to other females. Lesbian is usually the term preferred by the LGBTQ communities when referring to homosexual females.

LGBTTTTIQQ or LGBT, LGBTQ, LBTTQ, LBTTQQ – and other variations:

Acronym used to refer inclusively to a wide group of individuals and incorporates lesbian, gay, bisexual, transgender, transsexual, two-spirit, intersex, queer, or questioning persons. For ease of reference in this policy the acronym LGBTQ has been adopted, but it is intended to be widely inclusive.

Queer:

A term used derisively to humiliate and demean LBGTQ individuals and groups. It is generally not viewed as an appropriate term for use outside, or in a manner directed towards the LGBTQ community because of the potential of its use in a contemptuous manner or with such intent, despite the fact that some students may identify themselves as "queer" in a positive way.

Questioning:

Adults and youth who are not personally certain about their own sexual identity or orientation and may be exploring, publicly or privately, their feelings in this area.

Sexual Orientation:

The emotional/romantic and physical attraction felt by an individual towards members of the same sex, the other sex or either sex. Actual sexuality is a private affair; however, expressions of sexuality (such as holding hands with one's romantic partner and putting a picture of her or him on one's desk) are public displays of sexual orientation. The public realm overwhelmingly privileges straight couples but lesbian or gay ones are often the target of stares, verbal violence, and sometimes physical violence.

Sexual Orientation Identities:

Lesbian, Gay, Straight, Bisexual and Questioning are ways that people identify themselves insofar as their romantic partnerships and family diversities are concerned.

Transgender:

A person whose gender identity (feeling of being either boy or man, girl or woman) does not match their physical/anatomical sex (male or female) and the gender roles assigned by mainstream society. Some describe it as being born into the wrong body. Increasingly, many transgender people refer to themselves as "trans."

Transsexual:

An individual who presents himself/herself and lives in the gender "opposite" to his/her genetic/physical gender at birth. A transsexual is someone who feels psychologically like the other sex and has somehow been trapped in the wrong body. Transsexuals may be heterosexual, bisexual or homosexual in their sexual orientation. Some transsexuals may undergo operations and hormone therapy in order to make their body fit what they feel is their true gender. These individuals are sometimes known as female-to-male, FTM, transmen or male-to-female, MTF, transwomen.

Two-Spirit:

This is a term that is used by some indigenous people to describe themselves in a way that reflects their cultural construct of sex/gender/sexuality. Many of the languages of indigenous nations of North America include specific terms for gender and sexual diversity; some indigenous people may use both the general term Two-Spirit and the culturally specific term from their own language to describe themselves.

ACCUMULATED OPERATING SURPLUS AND INTERNALLY RESTRICTED FUNDS

The Board of Education is responsible for ensuring the district is protected financially from extraordinary circumstances which would negatively impact school district operations and the education of students. To discharge this responsibility, the board will maintain an accumulated operating surplus which shall be used to mitigate any negative impact on students.

Specifically

1. In order to respond effectively to unanticipated cost pressures, the board shall endeavor to maintain a reserve fund of approximately 2% of the total operating budget of that year.
2. The board may vary from this budgeted reserve of 2% in order to address the following circumstances:
 - 2.1 The elimination of any deficit arising at the end of a fiscal year of operations;
 - 2.2 The incurring of new cost pressures in a fiscal year that were not known at the time of budget development;
 - 2.3 The payment of severances (wages and benefits) upon termination of employment;
 - 2.4 The settlement of any legal action that is not covered by insurance;
 - 2.5 Initial one (1) time cost outlays for new education programs;
 - 2.6 Coverage for disaster recovery expenditures;
 - 2.7 Extraordinary utilities cost pressures;
 - 2.8 Replacement of equipment deemed by the superintendent essential to the continuation of educational programming in schools or district facilities;
 - 2.9 To assist in balancing future years' budgets without reducing services.
3. The board directs that any funds restricted for a particular purpose will be expended for that purpose, and that operating funds will only be restricted when there is a clear requirement to do so. All transfers to and from internally restricted funds must be authorized by a specific board motion.
4. Any such transfers shall be considered by the board as part of the board's annual budgeting process. The board will not restrict funds with the intent of creating additional operating reserves beyond the 2% contemplated in this policy.

Legal Reference: Sections 65, 85.2, 110, *School Act*

Policy 19

INDIGENOUS RECOGNITION AND INDIGENOUS VOICE

Land Recognition

The board directs that the following statement be read at the commencement of each board meeting:

“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.”

Indigenous Education Council

The Board of Education, School District No. 71 (Comox Valley) recognizes that it operates on the traditional territory of the K’omoks First Nation.

Students of Indigenous ancestry must be provided with the opportunity to have an education that meets individual and community needs and includes their culture, heritage, language and self-government as Indigenous people.

The Indigenous community recognizes the importance of a shared responsibility for education between representatives of the Indigenous community, the Board of Education of School District No. 71 (Comox Valley), and the Ministry of Education.

The board recognizes the importance and right of people of Indigenous ancestry to participate in decisions affecting the educational programs of Indigenous children.

To support and acknowledge the importance of that shared responsibility, the school district will maintain an Indigenous Education Council (IEC).

In recognition of the shared responsibility to improve the quality of education of Indigenous students in School District No. 71 (Comox Valley), it is agreed that the terms and goals of the Indigenous Education Enhancement Agreement (IEEA) will enhance the basis of Indigenous education, programs and services of School District No. 71 (Comox Valley).

The IEC will have Terms of Reference governing its meetings and affairs, including representation and processes for electing representatives. These terms shall be shared annually with the Board of Education.

The Indigenous Education Council may advise the board on any matter pertaining to the education of Indigenous students.

Legal Reference: Section 65, *School Act*

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

The Board of Education is committed to balancing its fiduciary role with enhancing community involvement in the school district. As such, the board is committed to the principle of public involvement in education and endorses open, two-way communication with its internal and external partners.

The Board of Education recognizes the importance of effectively communicating and engaging with our community for the purpose of sharing information, receiving feedback and discussing important issues facing the school district.

As part of the process, the district will provide information about practices, programs, policies and provide opportunities to contribute opinions and perspectives on decisions pending or made by the board regarding the operation of the schools and school district.

The Framework for Communications and Community Engagement outlines procedures for operationalizing communications and community engagement in School District No. 71 (Comox Valley).

Communications and Community Engagement Framework Desired Outcomes

Desired outcomes of adopting the framework include:

1. Improve public education through effective communication and engagement.
2. Improve internal and external communications between the district, its schools, staff, parents, students and community partners.
3. Identify and increase opportunities for engaging the community in a manner that is meaningful, timely and appropriate.
4. Identify and increase opportunities to share district information and to gain community insights about our district.
5. Determine how best to engage with the various audiences.
6. Identify and increase opportunities for developing relationships with the media and using this medium effectively.
7. Use social media to deliver key aspects of the district's message and to receive information from the community.

Purpose of the Framework

The purpose of the *Framework* is to present a clear and concise direction for communicating with the school district's community. The plan primarily addresses two (2) types of school district audiences: internal (students, teachers, staff, unions, administration and school board) and

external (parents, businesses, civic groups, and other members of the district’s community) and considers the processes to be used to reach these audiences.

Through the development and implementation of this communications framework, the school district will:

1. *Inform*: Provide timely information about board and administrative decisions made, and activities and events across the division.
2. *Consult*: Increase the involvement of staff and community through consultative practices to obtain feedback on issues or decisions.
3. *Collaborate*: Partner with staff and or community in arriving at a solution.
4. *Foster* the exchange of information between the school district and the communities it serves.

Guiding Principles

The Board of Education believes that:

1. Meaningful decision-making and consultation processes are respectful of and use different ways to engage with our diverse educational partners.
2. District decision-making information are to be accessible, understandable, relevant and responsive to the needs of the community.
3. District-wide community engagement are to be authentic and meaningful.
4. Staff briefings to the board will include communication ideas and or recommendations (where appropriate).
5. The board will, as part of its deliberation process, consider if, when or how they will communicate or engage with the educational partners.

Engagement and Communications Continuum

Inform	Consult	Involve	Collaborate	Empower
Provide internal and or external public with information.	Obtain public feedback on a future decision coming to the board and or planning for the board.	Work directly with members of the public (internal and or external) throughout the entire process that culminates with a board decision.	Work with the public from the inception of a project to the final decision by the board.	Places final decision-making in the hands of the public.
e.g. newsletters, web-pages, blogs	e.g. public meetings, focus groups, surveys	e.g. advisory groups, public forums, public hearings	e.g. Workshops, design charrettes	e.g. Plebiscite, working committee

Identifying the Appropriate Engagement along the Continuum

1. Moving from left to right in the framework, the communication processes becomes increasingly participative and the engagement level of the public in the process increases.
2. As policy and operational issues arise, the board will give consideration to the most appropriate level of engagement and the related strategies to employ.
3. Briefings to the board shall include a recommendation communications plan to most effectively engage the public based on a balance between time and importance of gaining public feedback on the topic.
4. Data and or other information collected through the engagement process shall be shared by placing it on the district webpage.
5. The data will be analyzed by staff and will be shared with the board as part of the decision-making process.
6. The board's eventual decision will be made public through the public-school board meeting process.

Framework for Regular Engagement Activities

The Board of Education will:

1. Hold regular meetings of the board in an open manner before assembled public and press who shall have the benefit of a publicized schedule of meetings. In order to protect the legitimate interests of individuals and the community, "in camera" or closed meetings in private session shall be reserved to discuss matters as defined in legislation and board policy.
2. Hold regular Committee of the Whole Meetings of the board periodically in various locations in the district.
3. Hold public forums in the district on educational issues as the need arises.
4. Provide the public with an opportunity to address questions to the board at each regular meeting.
5. Welcome delegations of students, parents, teachers, and others at regular board meetings.
6. Post agendas of regular meetings to the school district webpage and send, where appropriate, agendas to the associations representing the board's employees, to parent organizations in the district, and to groups and individuals requesting such agendas.
7. Publicize the deliberation and decisions of board meetings by distributing, via the district webpage an approved report of meetings.
8. Develop and maintain a regular community relations and information program which informs the community of the district's activities.

9. Establish a regular means of assessing the publics', parents', and students' needs and concerns regarding the district.

Legal Reference: Section 65, *School Act*

DRAFT

Policy 21

COMMUNITY EDUCATION AND COMMUNITY SCHOOLS

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 include the following:

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

The board shall approve schools as designated community schools. When considering proposals for approval as a designated community school, the board shall give consideration to factors including: existing community amenities, alignment to board priorities, consideration of board finances and resources, and input from the community.

Legal Reference: Section 65, *School Act*

Policy 22

PROVISION OF MENSTRUAL PRODUCTS TO STUDENTS

The Board of Education is committed to providing menstrual products to students who may require them.

The Board will:

1. ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy;
2. provide for barrier free, easily accessible menstrual products at no cost to student;
3. make menstrual products available in school washrooms;
4. consider students feedback with respect to the provision of menstrual products

Legal Reference: Sections 85(2)(a), 88(1), and 168(2)(t) *School Act*

Adopted: November 26, 2019

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

The Administrative Procedures for the physical restraint and seclusion of students is aligned with the BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings. June 2015.

The Comox Valley Board of Education believes that access to an effective educational program is a basic right of each student. The board further considers positive educational/behavioural interventions, mental health supports and least restrictive approaches to the provision of students supports to be best practice. Respect for human rights, maintaining student dignity and the safety of all involved is paramount. The board believes that schools should be safe and caring places in which educational programs are carried out in positive and supportive learning environments. Every effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences, rather than punitive disciplinary ones. The board acknowledges that employees use a variety of educative, preventative and restorative interventions to respond to a range of disruptive student behaviours that compromise student safety. In exceptional circumstances when student behaviour presents an imminent danger of serious physical harm to self or others, including school personnel and where less restrictive interventions have proven to be ineffective in ending the danger or serious physical harm it may be necessary, as a last resort, for staff to use reasonable physical restraint or seclusion.

The decision to use reasonable physical restraint is guided by the professional judgement of staff. Staff will have the full support of the board in their efforts to maintain a safe learning environment to the extent that their actions comply with relevant legislation and district policy and procedures governing the physical restraint and seclusion of students.

The Comox Valley School Board does not support any form of physical restraint or seclusion as an on-going intervention. Any intervention that involves physical restraint or seclusion may be used only in cases of extreme emergency where they physical actions of the student threaten to cause harm to self or others.

Guiding Principles

1. Behavioural interventions for students must promote the rights of all students to be treated with dignity, honour and each student's right to feel safe.
2. Behavioural interventions for all students emphasize prevention and positive behaviour supports. Every effort must be made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.
3. Positive emotional and behavioural interventions and mental health supports are provided for all students who need them in a safe and least restrictive environments.

4. Effective implementation of school-side programs that support positive behaviour, such as Positive Behaviour Intervention Supports (PBIS), are linked to greater academic achievement among students, and to significantly fewer disciplinary problems, increased constructive instructional time, and to increased perception of safer teaching and learning environments (pg.2 Provincial Guidelines – *Physical Restraint and Seclusion in School Settings*.)
5. There is a continuum of interventions in the management of disruptive behaviour. Behavioural interventions address the underlying cause and purpose of potentially harmful behaviour.
6. For students whose pattern of behaviour impedes their learning or the learning of others, a functional behaviour assessment is recommended to inform the development of a behavioural intervention plan. These plans incorporate positive interventions and include instruction in appropriate behaviour and strategies that will help students to learn to regulate and de-escalate their behaviour. Opportunities for parents/guardians and where appropriate, students to be consulted in the development of these plans must be offered.
7. Physical restraint or seclusion is only used in exceptional circumstances where the behaviour of a student poses imminent danger or serious physical harm to self or others and where less restrictive interventions have been ineffective in ending danger or serious physical harm. Physical restraint or seclusion is discontinued once imminent danger or serious physical harm to self/and or others has dissipated.
8. It is expected that all staff working in situations that involves physical restraint or seclusion is trained in Non-Violent Crisis Intervention (CPI).
9. Students exhibiting behaviour that is compromising safety of self and/or students should be supported by appropriate documentation support (i.e. IEP and/or Behaviour Plan and/or Safety Plan and/or specialist consultation).
10. Parents/guardians of students who require physical restraint or seclusion will be informed as soon as possible when these interventions are used.
11. Recurring practice of physical restraint or seclusion is not common practice in any student's education program. If a student struggles to show safe behaviour and interrupts the learning of other consistently, educational programming may need to be reviewed with parents, outside agency and team. This review may include and is not exclusive to: an abbreviated school day, an alternate setting, alternate programming, home schooling, Distributed Learning until the student's behaviours have stabilized.

Adopted: November 26, 2019

EQUITY AND NON-DISCRIMINATION

1. The Board of Education is committed to inclusive, equitable treatment and opportunities for all individuals throughout the system. The letter and spirit of the Canadian Humans Rights Act, B.C. Human Rights Code and the B.C. Declaration on the Rights of Indigenous Peoples Act and the B.C. Multiculturalism Act, shall be observed, supported, and enforced, so that all members of the School District community may work together in an atmosphere of respect where differences are honoured.

The Board of Education acknowledges that Discrimination:

- Exists and takes many forms, including but not limited to racism, indigenized racism, sexism, misogyny, and homophobia.
 - Can be direct or indirect, overt or subtle (microaggressions), intentional or unintentional and exists at institutional and systemic levels.
 - Impacts people in different ways, each person's reaction to discrimination is unique, and some members of our school district community face multiple forms of discrimination.
 - Can have long term negative consequences on a person's sense of self and /or a person's ability to fully actualize. (*The legacy of residential schools*).
 - Has no one-size-fits-all solution. Different types of discrimination will require different approaches, strategies, and procedures to combat; and
 - Constitutes an infringement of a person's equality rights and acts as a barrier to full participation in the school district community and society at large.
2. The Board of Education is committed to creating an inclusive environment through the elimination of all forms of discrimination and the support of educational and employment equity for all who learn and work in Comox Valley Schools. It also recognizes and celebrates the diversity of the community it serves and believes that each individual contributes to the richness of the School District culture.
 3. The Board of Education also acknowledges that all members of the School District community, staff, students, parents, caregivers, and other stakeholders, share the responsibility for creating a responsive, compassionate, inclusive environment

which honours and respects everyone. The Board is committed to supporting all members in their efforts to create an environment where all individuals feel safe, cared for and a sense of belonging. The Board of Education expects each member of the District community to participate in the ongoing development of practices that promote fair and equitable treatment for everyone, cultivating mutual respect, civility and a sense of belonging, as we eliminate all forms of discrimination and address the effects of historic, organizational, systemic, and attitudinal discrimination of all forms.

4. The Board of Education is committed to:
 - a. Equity and inclusivity in all contexts, activities and places.
 - b. Supporting the education of how to act directly or as a bystander against all forms of discrimination.
 - c. Developing cross-cultural connections to create understanding, show respect for, and to honour racial, ethnic and cultural identity, religion and individual abilities.
 - d. Ensuring that school codes of conduct make explicit references to the prohibited grounds of discrimination as outlined in the B.C. Human Rights Code.
 - e. Supporting employment equity through the provision of effective process to recruit, retain and develop all staff acknowledging gender, sexual orientation, race, colour, disabilities, ancestry, national and ethno-cultural organization and religion.
 - f. Support educational equity through quality programs that celebrate diversity and welcome all learners recognizing gender identity, race, colour, disabilities, ancestry, national and ethno-cultural organization and religion.
 - g. Create an educational and workplace environment that promotes equality and welcomes and values diversity.

Adopted: January 25, 2022

CHILD CARE

Background

Bill 8, the Education Statutes Amendment Act, came into force on March 5, 2020. This amendment of the School Act by the provincial government enacts new provisions related to childcare facilities located on board of education property. It includes a prescriptive order from the Minister of Education with respect to the contents required in board policy to govern the establishment of childcare facilities. Order M326, the Child Care Order, further defines the role of boards of education with respect to the provision of childcare programs.

The Board of Education of School District 71 (Comox Valley) recognizes the value and importance of available childcare and quality early learning programs in the community. Effective early childhood programming (0-8 years) is an important service a society can offer to ensure that all children have the opportunity to reach their potential. It is critically important that these opportunities are offered at the earliest stages of a child's life when formative lifelong skills and abilities are being developed. Investment in quality programming during early childhood reaps significant long-term benefits for children, their families, and the community. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy and Administrative Procedure 553 – Child Care and Before & After School Programs.

Purpose

The purpose of this policy is to provide guidance with respect to how the Board will promote the use of board property for the provision of childcare programs between the hours of 7:00 a.m. and 6:00 p.m. on business days by either the Board or third-party licensees.

The use of board property by licensed childcare providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Definitions

In this policy, the terms “board property”, “business day”, “childcare program”, “educational activities” and “licensee” have meanings given to those terms in the School Act.

“Direct and indirect costs” include:

- a. Utilities;
- b. Maintenance and repair;
- c. Insurance;
- d. A reasonable allowance for the cost of custodial services;
- e. A reasonable allowance for time school administrators and other staff spending on matters relating to the use of board property by licensed childcare providers;
- f. Capital replacement costs.

Guiding Principles

The district will, on an ongoing basis, assess community need for childcare programs on board property, through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers, and existing childcare operators. The process for engagement will be reviewed on an ongoing basis and shall be conducted in a manner acceptable to the Board.

Prior to entering into or renewing a contract with a licensee other than the Board to provide childcare programming on board property, the Board will consider:

- a) Whether it is preferable for the Board to become a licensee and operate the childcare program directly;
- b) The availability of school district staff to provide before and after school care;
- c) Whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive childcare program and one that promotes Indigenous reconciliation in childcare.

If the Board decides to operate a childcare program, the Board will ensure that it is operated in a manner that:

- a) Fosters Indigenous reconciliation in childcare. In particular, the childcare program will be operated consistently with the following principles of the BC *Declaration on the Rights of Indigenous Peoples Act*: (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) “Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which will be appropriately reflected in education”; and
- b) Is inclusive and consistent with the principles of non-discrimination set out in the BC *Human Rights Code*.
- c) Is inclusive and consistent with the Early Childhood Educators of BC Code of Ethics.

Childcare programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the childcare program.

In selecting licensees other than the Board to operate a childcare program, district staff will give special consideration to the candidates’ proposals to: (a) provide inclusive childcare; and (b) foster principles of Indigenous reconciliation in childcare.

Fees for the use of board property by licensees to third-party operated programs will not exceed the direct and indirect costs the Board incurs in making board property available for the childcare program, as provided for in the School Act and set by the Secretary-Treasurer.

Any contract with a licensee other than the Board, to provide a childcare program on board property must be in writing and subject to review annually. The contract, which will be in the form of a Licensee to Occupy Agreement must contain:

- a) A description of the direct and indirect costs for which the licensee is responsible;
- b) An agreement by the licensee to comply with this Policy and its Administrative Procedures, and all other applicable policies of the Board;
- c) A provision describing how the agreement can be terminated by the Board and the licensee;
- d) An allocation of responsibility to ensure adequate insurance is in place to protect the interests of the district;
- e) A statement that the agreement can only be amended in writing, signed by the Board and the licensee;
- f) A requirement for the licensee to maintain appropriate standards of performance;
- g) A requirement that the licensee must at all times maintain the required license to operate a childcare facility;
- h) A requirement that the licensee must ensure that children have at all times immediate access to an employee who:
 - i. Holds a valid first aid and CPR certificate, provided on completion of a course that meets the requirements of Schedule C,
 - ii. Is knowledgeable respecting each child’s medical condition, if any, and

- iii. Is capable of effectively communicating with emergency personnel.
- i) A requirement that the licensee must have first aid kits that are readily accessible to all employees, including while care is provided off the childcare facility premises.
- j) An understanding that the licensee will work in cooperation with the Early Learning staff on professional development and in-service, as well as engage in information sharing opportunities that support children's successful participation in the program and at school as they arise.

Where the Board decides to change the use of board property that is being used for providing a childcare program, the Board must, without delay, provide the Minister with written notification of the decision in a form and with information specified by the Ministry.

School District No. 71 (Comox Valley)

Board Procedural Bylaw

WHEREAS the *School Act* requires that the Board of Education establish procedures governing conduct of its meetings;

THEREFORE this Bylaw provides rules and regulations for governing the procedure at meetings of the Board of Education, School District No. 71 (Comox Valley) and matters relating thereto.

1. Definitions

For purposes of this Bylaw the words used shall have their ordinary meaning save and except the words following, which shall have the meaning herein set out, namely:

- | | | |
|--------------------------------|---|---|
| “Act” | - | shall mean the <i>School Act</i> and amendments thereto; |
| “Ad Hoc Committee” | - | shall mean a committee created by the Board with a defined ending, to report directly to the Board on a specific matter. |
| “Advisory Committee” | - | shall mean a committee created by the Board, to report to the Committee of the Whole on a specific subject. |
| “Board” | - | shall mean the Board of Education of School District No. 71 (Comox Valley); |
| “Chairperson” or “Chair” | - | shall mean the Chairperson of the Board, or the Chairperson of any committee of the Board; |
| “Closed” or “In-Camera” | - | shall mean any meeting from which the public and the media are excluded as the matter(s) to be considered are of a confidential nature. |
| “Committee” | - | shall mean Committee of the Whole, advisory committee or other sub-committee or ad hoc committee appointed by the Board. |
| “Committee of the Whole Board” | - | shall mean any regular or closed meeting in committee format. The Committee of the Whole (COTW) format can include, but does not require, all 7 elected members of the Board of Education. The format is a meeting of the Board in an informal, deliberative capacity for the preliminary consideration of matters before direct referral to a regular meeting of the Board for action or adoption. |
| “Meeting” | - | shall mean any regular meeting of the Board which is open to the public and media; |
| “Regulation” | - | shall mean the School Regulation; |
| “Secretary Treasurer” | - | shall mean the Secretary Treasurer of the Board; |

- “Special Meeting” - shall mean any meeting of the Board which is not a regularly scheduled meeting of the Board;
- “Superintendent” - shall mean the Superintendent of Schools for School District No. 71 (Comox Valley)
- “Senior Leadership” - shall mean the Superintendent of Schools (CEO), Assistant Superintendent, Secretary Treasurer, Director of Operations, Director of Finance, Director of Information Technology, Director of Human Resources, Director of Instruction (Inclusive Education), Director of Instruction (Secondary), Director of Instruction (Elementary & Early Learning)

Wherever the singular or masculine is used in this Bylaw, it shall be considered as if the plural or feminine has been used where the context so requires.

1. Meetings—Generally

Board Quorum—a Quorum of the Board shall be a majority of the trustees holding office at the time of the meeting.

Rules of Order—Where these Rules are silent and where not consistent with these Rules, the most recent edition of *Robert’s Rules of Order* shall apply to the conduct of meetings, provided, further, that where both these Rules and *Robert’s Rules of Order* are silent, the *School Act* shall apply over the Rule in question.

The board may adopt a procedural Rule for one or more meetings by resolution of a majority of two-thirds 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.

Under the order of “Question Period”, questions relating to any matter connected with the business of the current board agenda may be put to the chair. The chair may respond or redirect to another board member or executive officer of the board for response.

Meetings of the board shall be either regular meetings, committee of the whole meetings or special meetings. The Chairperson shall preside, when present, at all meetings of the board and generally shall fulfill the duties usually performed by a Chairperson. If the Chairperson is absent from the meeting, the Vice-Chair shall preside.

If both the Chairperson and the Vice-Chair are absent from the meeting, the members present at the meeting shall elect one of their number to act as Chairperson of the meeting.

Regular Meetings of the board shall be held on the fourth Tuesday of the month, provided that the board may, with two-thirds majority vote of members present at any meeting of the board, dispense with the holding of any regular meeting of the board or arrange for the holding of such regular meeting at some other time.

Annually the board will set the dates and times for the monthly meetings of The Committee of the Whole. The board may, with two-thirds majority vote of members present at any meeting of the

board, dispense with the holding of any Committee of the Whole or arrange for the holding of such committee meetings at some other time.

Special Meetings of the board may be called by the Chairperson or, in the absence of the Chairperson, the Vice-Chair, or by the Secretary Treasurer on request of a majority of the board. Only the business for which the meeting was called shall be conducted at the meeting. The secretary treasurer will be responsible for advising all members of the board and the public of date, time and location of special meetings. Special meetings can be regular, in-camera or committee of the whole meetings.

The board expects the Superintendent of Schools, Assistant Superintendent and Secretary Treasurer to attend all regular, committee of the whole and special meetings.

2. **Inaugural Meeting**

After the general local election of trustees in the school district, the Secretary Treasurer must 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. The first order of business shall be to elect a Chairperson and Vice-Chairperson of the board. During an election year the board will delay board elections until the completion of appeal timelines by using an extraordinary meeting for selection.

The inaugural meeting shall be convened by the Secretary Treasurer, who shall be interim Chairperson until such time as the board Chairperson has been elected.

The secretary treasurer shall call for nominations for board chair (seconding is not required) and conduct a vote by secret ballot in which that person receiving a clear majority cast shall be elected board chair for the ensuing year. If no person receives a clear majority, further ballots shall be taken until the same is achieved or, if after a third ballot a tie shall occur the Board shall recess and reconvene at a time of its choosing in order to conduct a fourth vote. If a tie still occurs after the fourth vote the decision shall be made by lot.

The newly elected board Chairperson shall assume the chair and call for nominations for the election of a board Vice-Chair in the same manner as for the election of the Chairperson.

3. **Regular Board Meetings and Committee of the Whole Meetings**

All regular In-Camera Board Meetings shall commence at the hour of 6:00 pm, with the public portion of the meeting to commence at 7:00 pm. All meetings shall stand adjourned at 9:00 pm or two (2) hours after their additional 30 mins by a majority vote by those present in favor of the extension. Meetings may continue past 9:30 pm or the 30 mins extension provided that all the members present at the meeting unanimously resolved continuation. No meeting shall continue past 11:00 pm.

Annually the board will set the dates and times for the monthly meetings of The Committee of the Whole. The schedule for rotating the Committee of the Whole chair will be set at the same time. **Meetings may continue to a specified or unspecified time, provided that the members present at the meeting unanimously resolve continuation.**

All regular portions of the Committee of the Whole shall be open to attendance by the media, partner groups and by the general public.

At least forty-eight (48) hours prior to the time of commencement of the regular meeting, the secretary treasurer shall provide all members of the board with the agenda. The agenda will include the following items:

- minutes of the previous meeting;
- minutes of any special meetings held since the previous regular meeting;
- copies of Senior Leadership Reports;
- copies of Committee of the Whole Reports;
- notice of which Board appointees to other bodies will be reporting;
- notice of items of new business to be considered;
- copies of correspondence to be considered.

The Order of Business—for any regular meeting of the Board shall be as follows, namely:

- Attendance
- Call to Order
- Adoption of Agenda
- Board Meeting Minutes
- Report of In-Camera Meeting
- Presentation/Delegation
- Committee of the Whole Meeting Report
- Strategic Direction (Senior Leadership Reports)
- Board Committee Reports
- Board Business / Board Appointees to Other Bodies / Correspondence
- Public Question Period
- Adjournment

provided that the board may, by resolution at any regular meeting, suspend the regular order of business or alter or vary the regular order of business.

New business shall not be considered at any regular meeting unless it arises directly out of correspondence, reports, or other matters arising during the regular order of business, provided that the members present at any regular meeting of the board may, by unanimous resolution, waive the giving of notice. New business may only be introduced by a member as provided herein through a *Notice of Motion*.

Referral to Committee of any matter arising during the course of any regular meeting may be made upon resolution of the meeting.

Committee of the Whole Board (Open / Closed) will occur monthly and can include committee members up to and including the entire Board. This meeting operates under the Committee of the Whole Terms of Reference (Policy 8 – Appendix) It is expected that the Superintendent of Schools, Assistant Superintendent and Secretary Treasurer shall also attend meetings of the Committee of the Whole Board. The board may invite other staff, persons, or presenters to attend all or part of a meeting of the Committee of the Whole Board.

The minutes of the Committee of the Whole shall be published in the next regular agenda package as per guidelines for public and in-camera minutes.

Unfinished business at the time of adjournment shall be dealt with by the board:

- at the next regularly scheduled meeting; or
- at a special meeting of the board called in the manner provided in this Bylaw.

4. **Special General (Open) and Special Confidential (Closed / In-Camera) Meetings**

Notice of, and the agenda for, special meetings shall be provided by the Secretary Treasurer to all members of the board at least forty-eight (48) hours in advance of the meeting. Should the matter be of an emergent nature, this requirement may be waived by a vote of a majority of all of the members of the board, which will be considered as the first item of business at the special meeting.

All special meetings of the board shall be called in accordance with this Bylaw, shall be limited to the purposes set out herein, and shall follow the procedures for regular meetings insofar as those procedures may be applicable.

Special general (open) meetings are called to consider matters that the Chairperson of the Board (or in the absence of the Chairperson, the Vice-Chair), or a majority of the board, consider desirable to be dealt with prior to the next regularly scheduled meeting. Such meetings are open to the public, and all the media normally receiving a copy of the agenda for regular board meetings will be advised.

Special confidential (closed / in-camera) meetings are meetings from which the public and the media are excluded as the matter(s) to be considered are of a confidential nature. No board member shall disclose to the public the proceedings of a confidential meeting unless a resolution has been passed at the confidential meeting to permit disclosure.

Unless otherwise determined by the board, the following matters shall be considered in a closed / in-camera session:

- salary claims and adjustments, and the consideration of requests of employees and board officers with respect to collective bargaining procedures;
- accident claims and other matters where board liability may arise;
- legal opinions respecting the liability or interest of the board;
- the conduct, efficiency, discipline, suspension, or termination of employees;
- medical examiners or examinations and medical reports;
- matters pertaining to individual students including the conduct, discipline, suspension, or expulsion of students, truancy, and indigent students;
- personnel matters of a sensitive nature;
- purchase of real property including the designation of new sites, consideration of appraisal reports, consideration of accounts claimed by owners, determination of board offers and expropriation procedures;
- lease, sale, or exchange of real property prior to finalization thereof;
- matters pertaining to the safety, security, or protection of board property;
- such other matters where the board decides that the public interest so requires.

5. Rules of Order

A Bylaw may be proposed at either a regular meeting of the board or at a special meeting called for the purpose of considering the Bylaw.

Resolutions may be proposed during the meeting for items properly included in the agenda, provided that any resolution proposed shall relate to the matter under discussion and consideration.

A member of the board shall provide a written Notice of Motion, which includes background information and the resolution wording, at the meeting prior to consideration of the motion. Notice of Motion is required to rescind a board motion, amend something previously adopted, to amend these Procedural Bylaws, to discharge a committee, or to postpone an event already scheduled. New business, which is not germane to an agenda item, may only be introduced by a member through written Notice of Motion, as provided herein, at the meeting prior to consideration of the new business. The board may suspend the Notice of Motion requirement by simple majority vote.

Notice of Motion, as provided herein, is the preferred method for a member to introduce new business. Notwithstanding that in some cases, new business may be added to the agenda provided forty-eight (48) hours notice has been provided through the Chairperson to members, and that members agree by simple majority vote to suspend the Notice of Motion requirement.

A resolution shall be presented by motion of a member of the board and shall be seconded by another member of the board before acceptance for discussion or vote.

Each member of the board shall normally be entitled to speak only once to any resolution proposed at any regular meeting, and every member of the board present at the meeting shall be entitled to speak before the question is called. The Chairperson shall allow each member of the board a maximum of five (5) minutes to speak per resolution.

Notwithstanding the foregoing, the mover of the resolution shall have the right to close debate.

The Chairperson shall put the vote when the question is called.

Any member who does not vote for or against the resolution when the vote is put shall be deemed to have abstained and shall not be counted for purposes of the vote.

The Chairperson has the same right to vote as the other members of the board; in the case of an equality of votes for and against a motion, the question is resolved in the negative, and the Chairperson shall so declare.

All motions are debatable except:

- a motion for adjournment of debate;
- a motion for adjournment of a meeting;
- a motion to recess;
- a motion to table;
- a motion to suspend rules;

- a motion to limit debate; and,
- a motion to go into Committee of the Whole or closed / in-camera session.

Reconsideration

A question previously dealt with will only be reconsidered if a board member gives Notice of Motion, as provided herein, that a motion to reconsider will be presented at the next regular meeting.

The Notice of Motion, complete with supporting documentation, must be given to all members of the board either in writing through the secretary treasurer four (4) days in advance, or with the agenda. A motion for the board to reconsider must be passed by having a majority of all its members cast an affirmative vote. Provided the motion to reconsider is approved, the original question can be dealt with forthwith.

No motion other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration process. A motion to rescind a duly approved resolution shall follow the reconsideration process.

Bylaws

Bylaws shall only be proposed when at least forty eight (48) hours notice of the intention to propose the bylaw has been given to all members of the Board, provided that the members present at a regular meeting of the board may, by unanimous resolution, waive the giving of notice.

A bylaw shall receive three (3) readings before being finally passed and adopted. A proposed bylaw shall not be considered for amendment until it has passed its first reading, and shall not be amended save and except by a new amending bylaw after it has been finally considered and adopted.

A bylaw may receive its three (3) readings at a single regular meeting or special meeting of the Board and shall be reconsidered and adopted or rejected at the regular meeting next following the meeting at which it passes its second reading, or at a special meeting called for that purpose, provided that the board may, by unanimous resolution of the members present at the regular or special meeting of the board at which it passes its second reading, suspend the requirements of this regulation and reconsider or adopt or reject the bylaw at the same regular or special meeting at which it passes its second reading.

Notwithstanding the foregoing, consideration of money bylaws in the form specified by the Minister of Education may receive all required readings and be reconsidered and adopted at the same meeting.

6. Policies (Formation and Revision)

The creation of any new policy must come at either the direction of the board or through a need identified by senior management as a result of the ongoing revision and review of policy.

A trustee wishing to recommend a new policy or an amendment to an existing policy shall give notice of motion for the new policy or amendment to policy for placement on a subsequent board meeting agenda.

Should any external agency or partner group wish to suggest a district policy, the request for the development of that policy should be in writing to the Board of Education. The request should be a brief statement of philosophy and direction which would enable the board to understand the need and adjustments required to district practice if the new policy was adopted. The board may refer the request to the Superintendent of Schools to consider the development of an administrative procedure, rather than a board policy.

7. Standing Committee

Standing committees of the board shall be established by the board Chairperson, following consultation with each board member and in compliance with the Committee's of the Board policy.

The Chairperson of the Board shall annually appoint such members of the board and management staff as he/she deems advisable to the standing committees of the board. The membership of such committees may be revised by the Chairperson of the Board, who will so inform the board at the next regular board meeting.

Each of the standing committees shall be under direct supervision of a Chairperson or responsible board member, and, where deemed advisable, a Vice-Chair may be appointed. The Chairperson of the board may attend meetings of standing committees of which he/she is not an official member, and shall not be entitled to vote at such meetings.

No standing committee, other than the Committee of the Whole shall include more than three (3) members of the board.

Committee meetings may be called at any time by the Chairperson of the committee for the purpose of dealing with the business of such committee, and the committee may adopt its own Terms of Reference for the dispatch of its business, provided that no resolution shall be passed at any committee meeting, but matters of recommendation for the board shall be brought from the meeting by way of report to a regular meeting for consideration and such action as is deemed advisable. No one other than committee members shall be entitled to attend such meetings without invitation of the Chairperson of the committee.

8. Reports and Records

Reports and recommendations shall be made to the board at regular meetings by:

- Senior leadership, or;
- for committee matters, the committee Chairperson or a member delegated.

All reports to the board for recommendation or action shall be accompanied by all relevant information. Reports for information only need not be complete.

Minutes of the meetings shall be in summary form and shall contain the form of the motion, the mover and seconder, and the results of the vote: Carried or Defeated. Discussion preceding the vote need not be recorded. In matters of general discussion or report where no vote is taken, a brief statement summarizing the purpose of the matter shall suffice unless the meeting otherwise directs.

9. **General**

This Bylaw is to be read in conjunction with the provisions of the *School Act* governing School Board meetings. In the event of conflict between this Bylaw and the *Act*, the *Act* shall take precedence.

Read a first time this _____ day of _____.

Read a second time this _____ day of _____.

Reconsidered, finally passed, and adopted this ____ day of _____.

Chairperson

Secretary Treasurer