



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BOARD MEETING AGENDA

Date: Tuesday, July 10, 2018
Time: 1:00 p.m.
Venue: District Education Support Centre

A copy of the Agenda with attachments is available on the School District website at:
<https://sd83.bc.ca/board-meetings/> Board Meeting Agendas.
Alternatively, copies are available on request from the Executive Assistant to the Secretary-Treasurer.

Item	Description
1.	CALL TO ORDER
2.	WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY
3.	AGENDA – CHANGES / ADDITIONS
4.	ADOPTION OF BOARD MEETING MINUTES A. Regular Board Meeting Minutes – June 19, 2018
5.	ANNOUNCEMENTS A. Mike McKay, Official Trustee B. Peter Jory, Superintendent
6.	DELEGATIONS NONE
7.	EDUCATION COMPONENT A. Field Trip Request – District Me to We – Tanzania B. Field Trip Request – A.L. Fortune Secondary - Quebec
8.	BUSINESS ARISING NONE
9.	DISCUSSION ITEMS A. Special Advisor Recommendations B. Board/Authority Authorized Courses C. Trustee Remuneration

Item	Description
10. REPORTS	NONE
11. POLICY	<ul style="list-style-type: none"> A. Policy – Roles and Responsibilities of the Board – Third and Final Reading B. Policy – Board Delegation of Authority – Third and Final Reading C. Policy – Monitoring Board Performance – Third and Final Reading D. Policy – Trustee Attendance – Third and Final Reading E. Policy – Trustee Code of Conduct – Third and Final Reading F. Policy – Trustee Conflict of Interest – Third and Final Reading G. Policy – Trustee Remuneration and Expenses – Third and Final Reading H. Policy – Trustee Professional Development - Third and Final Reading I. Policy – Accumulated Operating Surplus (Reserve) – Third and Final Reading J. Policy – Budget Monitoring and Reporting – Third and Final Reading
12. INFORMATION ITEMS	<ul style="list-style-type: none"> A. Regulation – Roles and Responsibilities of the Board B. Regulation – Board Delegation of Authority C. Regulation – Monitoring Board Performance D. Regulation – Trustee Attendance E. Regulation – Trustee Code of Conduct F. Regulation – Trustee Conflict of Interest G. Regulation – Trustee Remuneration and Expenses H. Regulation – Trustee Professional Development I. Regulation – Accumulated Operating Surplus (Reserve) J. Regulation – Budget Monitoring and Reporting
13. QUESTION PERIOD	<p><i>The Board welcomes questions of a general nature, but the primary purpose of the "Public Question Period" is to ask questions about the Board's policies or operations. Question Period is not a platform for presentations or personal statements.</i></p>
14. UPCOMING DATES / EVENTS	Regular Board Meeting – September 11, 2018 – 6:00pm (DESC)
15. ADJOURNMENT	

**The Board of Education of School District No. 83
(North Okanagan-Shuswap)**

Minutes of the Regular Board Meeting of the Board of Education of School District No. 83 (North Okanagan-Shuswap), held at the District Education Support Centre on Tuesday, June 19, 2018.

Present:	M. McKay	Official Trustee
	P. Jory	Superintendent
	N. Bittante	Secretary-Treasurer
	C. Cooper	Director of Instruction – Curriculum & Innovation
	D. Ballance	Director of Instruction – Student Learning
	R. Brennan	Director of Instruction – Human Resources

EMPLOYEE RECOGNITION

Employees that have worked in the district for 20 years and 30 years were recognized.

1. CALL TO ORDER

The Meeting was called to order at 6:24 p.m. by Official Trustee Mike McKay.

2. WELCOME AND ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Official Trustee McKay opened the meeting with the acknowledgment that the Board holds its meeting on the traditional territory of the Secwepemc people.

3. AGENDA ADDITIONS / CHANGES

None

4. ADOPTION OF BOARD MEETING MINUTES

A. Regular Board Meeting Minutes of May 22, 2018

The Minutes of the Regular Board Meeting of May 22, 2018 were accepted as presented.

5. ANNOUNCEMENTS

A. Mike McKay, Official Trustee

B. Peter Jory, Superintendent

6. DELEGATION

None

7. EDUCATION COMPONENT**A. Wellness Centre Update**

Wellness Centre Co-ordinator Monica Kriese and Dr. Richard Currie provided an update on the Wellness Centre at Salmon Arm Secondary – Sullivan Campus.

B. PVSS ITA Hairstyling Training Program – Level 2

Verbal presentation provided by Reid Findlay, District Career Supervisor, on the potential for PVSS to become an ITA approved Hairstyling Level II training facility.

8. BUSINESS ARISING

None

9. DISCUSSION ITEMS**A. Special Advisor Recommendations**

Mike McKay, Official Trustee, gave a brief update on progress.

073/2018 CARRIED B. Board/Authority Authorized Courses

"That the Official Trustee approve the following Board/Authority Authorized Courses as presented:

- *Leadership 10/11/12*
- *Psychology 12A/12B*
- *Peer Tutor 10/11/12*
- *Teaching Assistant 10/11/12*
- *Introduction to Fitness 10*
- *Hockey Academy 10/11/12*
- *Local Politics 11/12*
- *Cosmetology 10."*

074/2018 CARRIED C. 2018-19 Annual Budget Bylaw

"That the Annual Budget Bylaw for the 2018-19 fiscal year be given three readings, and further that, the 2018-19 Annual Budget Bylaw be passed and adopted on the 19th day of June, 2018."

075/2018 CARRIED D. 2018-19 School Fees

"That the Official Trustee approve the 2018-19 School Fees as presented."

076/2018 CARRIED E. 2018-19 Board Meeting Schedule

"That the Official Trustee approve the 2018-19 Regular Board Meeting Schedule as presented."

077/2018 CARRIED F. 2019-20 Five Year Capital Plan

"That the Official Trustee approve the 2019-20 Five Year Capital Plan submission to the Ministry of Education."

10. REPORTS

None

11. POLICY

078/2018 A. Policy 8060 – Education of Indigenous Students – First Reading
CARRIED *"That the Official Trustee approve the first reading of revised Policy 8060 – Education of Indigenous Students."*

079/2018 B. Policy – Employee Hiring Practices – Third and Final Reading
CARRIED *"That the Official Trustee approve the third and final reading of Policy – Employee Hiring Practices."*

080/2018 C. Policy – Field Trips and Travel – Third and Final Reading
CARRIED *"That the Official Trustee approve the third and final reading of Policy – Field Trips and Travel."*

081/2018 D. Policy – Student Suspensions – Third and Final Reading
CARRIED *"That the Official Trustee approve the third and final reading of Policy – Student Suspensions."*

12. INFORMATION ITEMS

- A. Operating Fund Projection – May**
Received for information.
- B. Enterprise Risk Management Assessment**
Received for information.
- C. Organizational Structure**
Superintendent/CEO Peter Jory spoke to the report.

13. QUESTION PERIOD

The Board welcomes questions of a general nature, but the primary purpose of the "Public Question Period" is to ask questions about the Board's policies or operations. Question Period is not a platform for presentations or personal statements.

Questions were received and answered about the organizational structure.

14. UPCOMING DATES / EVENTS

Regular Board Meeting – July 10, 2018 – 1:00pm (DESC)

15. ADJOURNMENT

The meeting was adjourned at 7:32 p.m.

Certified Correct:

Mike McKay
Official Trustee

Nicole Bittante, CPA, CA
Secretary-Treasurer

DRAFT



**The Board of Education of
School District No. 83 (North Okanagan-Shuswap)**

BRIEFING NOTE

TO: Official Trustee, Mike McKay
FROM: Superintendent of Schools/CEO Peter Jory
RE: Field Trip Approval Request

DATE: July 10, 2018

Background

Teacher Lisa Coombs-Smith is seeking approval for a secondary student trip to Tanzania in March 2019. This trip is part of the **ME to WE** Initiative and students from all district secondary schools may attend.

Recommendation

That the Official Trustee approve the trip as outlined in the attached documents.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

SCHOOL DISTRICT #83 (NORTH OKANAGAN-SHUSWAP)

FIELD TRIP INFORMATION FORM
(To be completed by Teacher/Sponsor)

- To be completed for activities as referred to in *Field Trip Regulation & Handbook*.
- Check appropriate notice and approval requirements:

- ☐ By principal – day trip – 1 week notice
- ☐ By superintendent or designate – overnight within the province – 2 weeks notice
- ☐ By Board – overnight out of province, in North America – 2 months notice to Superintendent
- ☒ By board – out of North America – 6 months notice to Superintendent

Departure date of trip:

Spring Break 2019
dd / mo / year

Return date of trip:

Spring Break 2019
dd / mo / year

SCHOOL: All district secondary schoolsDESTINATION: TanzaniaORGANIZING TEACHERS: Lisa Coombs / Wendy WoodhurstIDENTIFY GROUP OR CLASS OF STUDENTS: By application - LeadershipGRADE (s): 9-12 TOTAL NUMBER OF STUDENTS: 9TOTAL NUMBER OF SUPERVISORS: 2CURRICULUM PURPOSE: see attachedACTIVITIES: see attached

For a co-educational overnight field trip and both male and female supervisors will accompany the students on this field trip:

☒ Yes
SUPERVISOR(s): Teacher(s): Lisa Coombs 1 MaleParent(s): Wendy Woodhurst 1 Female Me to We FacilitatorsTRANSPORTATION: ☒ School Bus ☒ Plane ☐ Private Vehicle

Other (eg: foot or bike):

ACCOMMODATION: Me to We CampFunding Source: Parents, Students + Fundraising ☐ or see attachedTeacher: Wendy Woodhurst / Lisa Coombs Date: June 15, 2018Principal: Woodhurst Date: June 15, 2018Superintendent / Designate: [Signature] Date: June 19, 2018

Me to We Service Learning Tour (Changed from Nicaragua to Tanzania)

As per SD 83 Regulation 8030.06R, we are requesting Board of Education approval within the timeline of six months prior to the date of the anticipated trip. All families are on board with the change in destination. This decision was made by Me to We and EF Tours due to current unrest in Nicaragua.

a) Relationship to curriculum



Students in our district have travelled on similar trips to Ghana, rural China and Ecuador. Our district has worked closely with WE CHARITY and ME to WE. Through our annual Toonie Tuesday fundraiser we have raised over \$130,000 to support both local and global projects.

Each of the Core Competencies in the renewed curriculum are experienced through service learning. The leadership sessions offered by facilitators in the evening focus on students' positive personal and cultural identity, personal awareness and responsibility and social responsibility.

“Personal and Social - Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.”

b) Students involved in the trip and expectations

All school and district expectations apply. We have nine students from our district enrolled at this time.

c) Costs

The cost at this time is \$5,100. Fundraising ideas were shared at our May meeting. Students choose the amount of fundraising they wish to do. On past trips, some students fundraised the entire portion over two years, others about half, and some families chose to pay the entire fee. Our experience is that those students who fundraise to offset the cost are the students for whom the trip is most meaningful.

d) Transportation

Flights are arranged from Kelowna airport. On ground transportation is by bus.

e) Supervision

Lisa Coombs-Smith, Teacher at HPE and Wendy Woodhurst, Principal at SMS are the supervisors to and from as well as during the trip. Once we arrive, both a male and female Me to We facilitator add to the supervision.

f) Involvement of parents

We have had our first meeting and will meet several times prior to the trip. Me to We notifies the parents when we land and sends several updates throughout the trip with photos. Students are not allowed the use of cellphones, so all contact is through Me to We by email, unless there is an emergency.

g) School Work
n/a as we are travelling at Spring Break

h) Emergency Planning

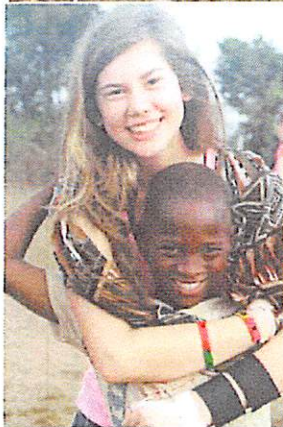
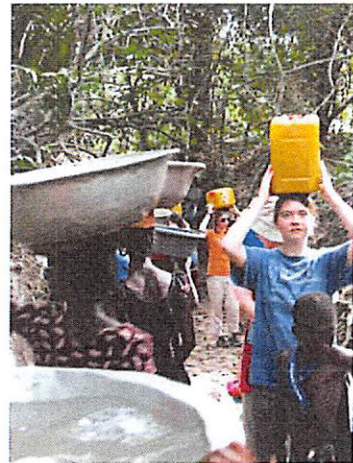
EF Tours and Me to We handle all emergent situations. We experienced this first hand in Ecuador when a number of students fell ill with food poisoning. A doctor was brought to camp within hours and all students were wanting to be back at the build site in the morning (we made them rest for a few hours!). Health and dietary concerns will be addressed on an individual basis.

EF Tours and Me to WE are extremely safety conscience. Families are prepared that if is necessary to change destinations (we could not travel a second time to Ghana due to the ebola virus and switched to rural China) we will do so. The service learning component which is the main reason for travel can take place in any Me to We village. Safety is first.

i) Travel.Medical and Trip Cancellation Insurance
All covered through EF Tours

j) Student Permission to Travel

All students will have a notarized letter of "student permission to travel" completed prior to the trip.



Mixing cement for the school in Ecuador, water walk and enjoying the kids in Ghana, building a goat pen for 1,000 goats in rural China.



Educational Tours



COMMUNITY DEVELOPMENT IN TANZANIA

in or 14 days

MEANINGFUL. SUSTAINABLE. UNFORGETTABLE.

Just a short distance northwest of the mighty Mount Kilimanjaro lies the Arusha region, where you will spend the majority of your service work while in Tanzania. There, you'll work with locals to build and restore the region's overcrowded and outdated schools, providing more children than ever with the chance to learn.

20

Estimated
service hours

YOUR SERVICE PROJECT THEMES

We work with the award-winning WE Charity to better understand the needs of each community and then focus projects on those issues.

Themes include:

- Education
- Health
- Clean water and sanitation
- Alternative income and livelihood
- Agriculture and food security

COMMUNITY DEVELOPMENT IN TANZANIA

11-14 days, estimated 20 service hours, 25 with extension

What to expect on this Service Learning Tour

MEANINGFUL SERVICE

Working side by side with locals, you'll gain insight into the challenges they face and build lasting solutions to help empower the community.

Projects include:

- Assisting with library construction and building and restoring projects in school communities so local students have a safe place to learn
- Digging latrines and building hand-washing stations

CULTURAL IMMERSION

Live near the communities you serve—celebrating customs and forming lasting connections with locals.

Activities include:

- Experiencing a village water walk and meeting with locals
- Participating in Swahili language lessons
- Playing local sports and games with the community
- Beading with village "Mamas"

LEADERSHIP DEVELOPMENT

Your Field Director takes your global service experience even further, developing and strengthening leadership skills through activities and workshops.

Exercises include:

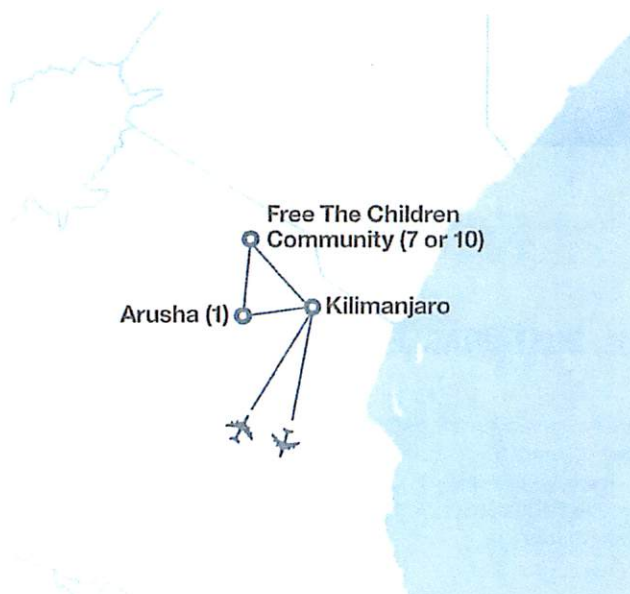
- Investigating global issues, exploring social justice and building leadership skills
- Contextualizing the day's events through thoughtful discussion and group dialogue
- Reflective journaling to deepen the service experience

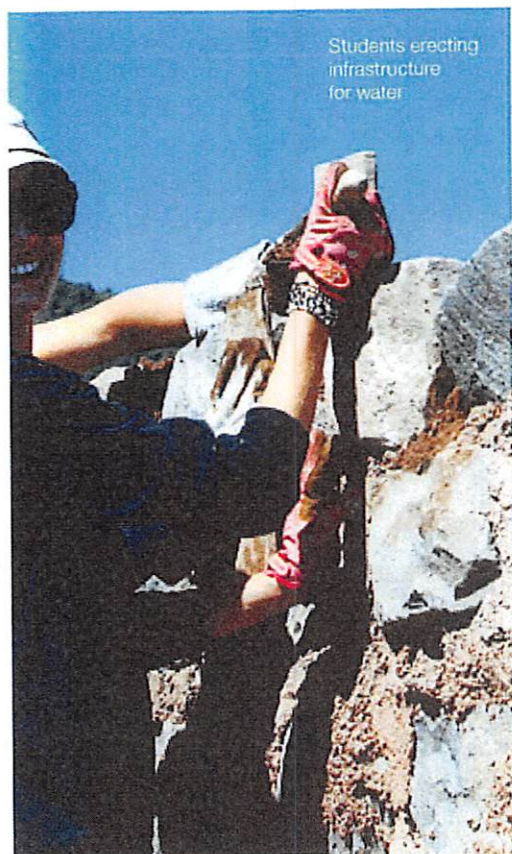
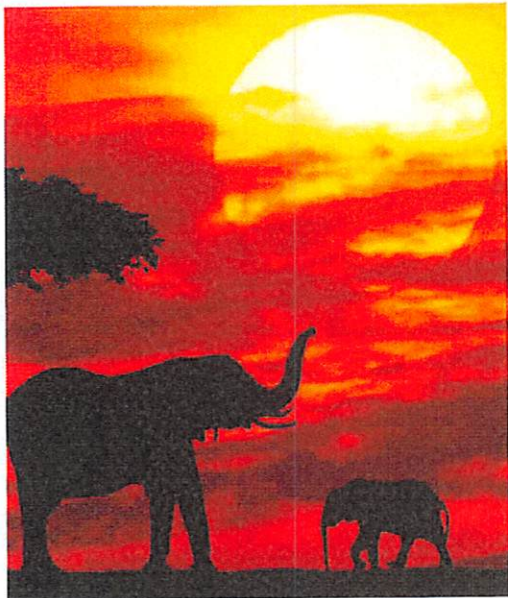


Students working to install water pipelines



African elephants taking in the sunset





Students erecting infrastructure for water

11-DAY ITINERARY

Day 1: Fly overnight to Kilimanjaro

Day 2: Arrive in Kilimanjaro
Meet your Field Director at the airport and transfer to your accommodations.

Day 3: Travel to the WE Charity community

Transfer to the Arusha Region where your service project will take place.
– Participate in a community orientation and safety overview.

Days 4–7: Service project—WE Charity community

As communities evolve so do their needs. That's why we work closely with WE Charity to better understand the local challenges. Since projects are determined closer to your actual tour date, here's a glimpse at what a day might look like.

- Each morning you'll practice Swahili.
- Work side by side with locals to build or restore schools.
- Participate in activities that acknowledge local culture like water walks and talks with locals.
- Evenings are a chance to reflect, discuss events as a group, and draw connections between the day's work and relevant global issues.

Day 8: National Park

- Travel to a national park and explore the region's diverse habitats and rich density of wildlife.
- Go on a safari for the chance to see the "Big 5" game animals, along with giraffes, zebras, warthogs, gazelles and hyenas.
- Travel back to the WE Charity community.

Day 9: Service project—WE Charity community

Continue working on your service project.

Day 10: Transfer to Kilimanjaro

– Enjoy a local meal before transferring to the airport.

Day 11: Arrive home

Days 10–14: WE Charity community

- Extend your service project in the WE Charity community, and get ready to create your own change when you return home.



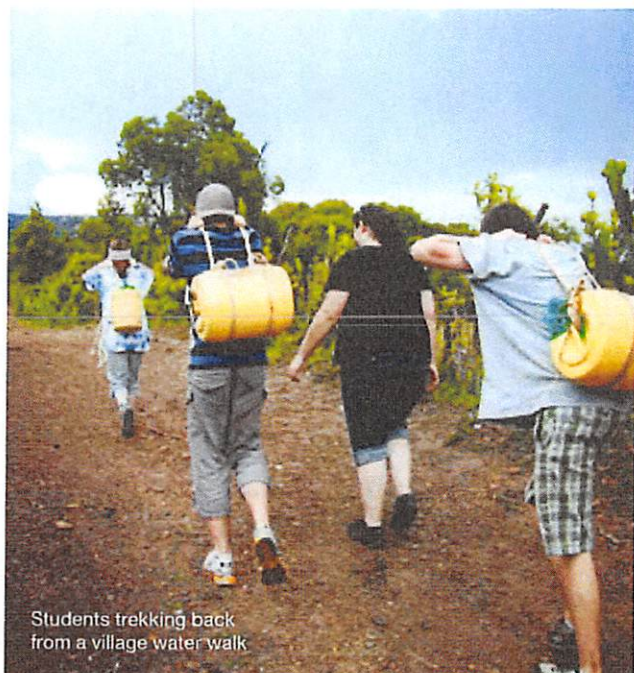
LOCAL INSIGHT AND SUPPORT

Your Field Director deepens your connection to the land, people and culture. With local perspective on community challenges and skilled training in service leadership, they'll provide insight and global context, as they:

- Lead skill-building workshops and meaningful group reflections
- Facilitate group orientation and safety training
- Handle all on-tour details, from meals to transportation



Your experience includes: 8 overnight stays or 11 with extension; round-trip flights on major carriers; daily breakfast, lunch, and dinner; local ground transportation; full-time Field Director; sustainable service project with WE Charity; sightseeing tours led by expert guides



Students trekking back from a village water walk



Lake Manyara Park



Student adding to the growing community centre

Your partners in global education

EF EDUCATIONAL TOURS

For over 50 years, EF has worked with educators across the world to help millions of students become citizens of the world through one global mission: Opening the World Through Education. With more than 500 schools and offices in over 50 countries, our staff can respond in person wherever you are, 24 hours a day.

ME TO WE

ME to WE is an innovative social enterprise that provides people with better choices for a better world. It measures the bottom line—not by annual dollars earned, but by the number of lives changed and the positive social and environmental impact made. Half of ME to WE's annual net profit is donated to WE Charity, and the remainder is reinvested to further the social mission of their enterprise.

START PLANNING

To enrol on this tour, ask your teacher for the tour number and visit eftours.ca/enrol or call 1-800-263-2606



**The Board of Education of
School District No. 83 (North Okanagan-Shuswap)**

BRIEFING NOTE

TO: Official Trustee, Mike McKay
FROM: Superintendent of Schools/CEO Peter Jory
RE: Field Trip Approval Request

DATE: July 10, 2018

Background

A.L. Fortune Vice-Principal Pam Chudiak is seeking approval for a student trip in March 2019. Students will travel to Ottawa, Quebec City, and Montreal.

Recommendation

That the Official Trustee approve the field trip as outlined in the attached documents.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

SCHOOL DISTRICT #83 (NORTH OKANAGAN-SHUSWAP)

FIELD TRIP INFORMATION FORM
(To be completed by Teacher/Sponsor)

- To be completed for activities as referred to in *Field Trip Regulation & Handbook*.
- Check appropriate notice and approval requirements:

- ☐ By principal – day trip – 1 week notice
- ☐ By superintendent or designate – overnight within the province – 2 weeks notice
- ☒ By Board – overnight out of province, in North America – 2 months notice to Superintendent
- ☐ By board – out of North America – 6 months notice to Superintendent

Departure date of trip:

17 03 19
dd / mo / year

Return date of trip:

27 03 19
dd / mo / year

SCHOOL:

A. L. Fortune

DESTINATION:

Ottawa, Montreal + Quebec City.

ORGANIZING TEACHERS:

Sherri Field

IDENTIFY GROUP OR CLASS OF STUDENTS:

GRADE (s):

TOTAL NUMBER OF STUDENTS:

15-20

TOTAL NUMBER OF SUPERVISORS:

2

CURRICULUM PURPOSE:

To be immersed in Canadian Culture + history

ACTIVITIES:

Parliament buildings, Museums, Château Frontenac

For a co-educational overnight field trip and both male and female supervisors

will accompany the students on this field trip:

☐ Yes unknown.

SUPERVISOR(s):

Teacher(s):

Sherri Field

Parent(s):

TRANSPORTATION:

☐

School Bus

☐

Private Vehicle

Other (eg: foot or bike):

Plane, bus, subway, coach

ACCOMMODATION:

Quality Inn + Suites, Auberge Royal Versailles, Hôtel Palace Royal by Iaro

Funding Source:

Students pay their own way.☐

or see attached

Teacher:

Sherri Field

Date:

June 25/18

Principal:

Date:

Superintendent
/ Designate:

Date:



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Official Trustee, Mike McKay
FROM: Superintendent of Schools/CEO, Peter Jory
RE: Board/Authority Authorized Courses

DATE: July 10, 2018

Background

Presented with revised Ministry expectations regarding Renewed Curriculum, School District No. 83 staff conducted a review of BAA course offerings to:

- Determine which BAA courses should be retired as they no longer meet requirements or are now redundant due to additional Ministry course offerings
- Revise remaining BAA courses to reflect the new "Know-Do-Understand" curriculum model

District staff used a number of updated Ministry documents to guide them in their work. These included the BAA Courses Requirements and Procedures Guidebook 2017, a revised BAA Course Form, and new BAA Framework Templates. The BAA course being presented for approval incorporates these new forms and templates.

Auto Body 10 is part of the first wave of BAA revisions as the only requirement for this year was to focus on Gr. 10 courses. All remaining Gr. 11 and 12 BAA courses being considered for use in September 2019 will be brought forward for Board approval next school year.

Recommendation

That the Official Trustee approve Board/Authority Authorized Course, *Introduction to Auto Body 10*, as presented.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO



Board/Authority Approved Course

Introduction to Auto Body 10

School District/Independent School Authority Name: A L Fortune Secondary School	School District/Independent School Authority Number: SD83
Developed by: Dennis Deschamps	Date Developed: June 11 2018
School Name: A L Fortune	Principal's Name: Gene Doray
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introduction to Auto Body 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

The course requires a Theory/Classroom, Lab/Shop space to perform the many aspects of Auto Collision.

Course Synopsis:

This course is an introductory course in Auto Collision offered to Grade 9 and 10 students. Skills and activities that are introduced include: welding, panel and dent repair, surface preparation, painting, auto detailing, automotive skill set checklists, and plastic and paint labs. Once the introductory skills sets have been taught, students will have an opportunity to bring in their own smaller projects upon approval by the instructor, or work on a larger designated vehicle project.

Goals and Rationale:

This course will be taught in a semester timetable. The class will run Monday to Friday at 60 minute blocks on a 3-day schedule. That is a total of 360 minutes a week of instructional time.

There is an approximate 19 weeks of instructional time in the semester timetable during the 2018-2019 school calendar year. The modules will be grouped under 7 units each requiring different instructional hours. Please see table included in *Elaborations* for detailed units/topics.

Aboriginal Worldviews and Perspectives:

This course employs many attributes found within the Aboriginal Connectedness and Relationship Document. Foremost, this is an experienced based course, with 80 percent of the content being hands-on knowledge and skill development and exploration (*Experiential Learning*). There are opportunities for students to explore their own creative design (*A Positive Learner-Centred Approach*), for example students can utilize cultural symbols within the class; such as using a stencil design on their fender project. Within the structure of the course, peer mentorship is encouraged through verbal communication, often with senior students who have taken this course before (*Flexibility- scheduling, program/course configuration, grouping*). Although this is a classroom/shop based course – there is an open discussion and reflection on the impact and changes to the transportation industry on the world. Topics may include alternative energy vehicles and alternate substrates used to reduce the weight of vehicles to improve fuel mileage, as in the new F150 truck bed.

BIG IDEAS

Social, ethical, and sustainability considerations impact design.

Complex tasks require the sequencing of skills.

Complex tasks require different technologies and tools at different stages.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Applied Design</p> <ul style="list-style-type: none"> Engage in a period of research and empathetic observation in order to understand design opportunities <p>Defining</p> <ul style="list-style-type: none"> Choose a design opportunity Identify potential users and relevant contextual factors Identify criteria for success, intended impact, and any constraints <p>Ideating</p> <ul style="list-style-type: none"> Take creative risks in generating ideas and add to others' ideas in ways that enhance them Screen ideas against criteria and constraints Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures Choose an idea to pursue, keeping other potentially viable ideas open <p>Prototyping</p> <ul style="list-style-type: none"> Identify and use sources of inspiration and information 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> General shop safety and orientation Use of proper safety equipment (Respirator with proper particle and vapor cartridges), safety goggles, and hear protection. WHMIS (Workplace Hazardous Materials Information System) Orientation and evaluation. Basic hand and power identification. Basic measurement skills in imperial and metric systems that related to Auto Collision. Basic fasteners in imperial and metric systems in relationship to the Auto Collision industry. Proper set up and shut down procedures for oxy-acetylene welding, M.I.G and T.I.G. Welding equipment. Produce different weld types (Butt, Edge, Lap) Identification of types of materials or substrates (including steel, aluminum, plastic and glass). Auto Body terminology in basic dent repair. Auto Body terminology in refinishing.

- Choose a form for prototyping and develop a plan that includes key stages and resources
- Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability
- Prototype making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

Testing

- Identify sources of feedback.
- Develop an appropriate test of the prototype.
- Conduct the test, collect and compile data, evaluate data, and decide on changes.
- Iterate the prototype or abandon the design idea.

Making

- Identify and use appropriate tools, technologies, materials, and processes for production.
- Make a step-by-step plan for production and carry it out, making changes as needed.
- Use materials in ways that minimize waste.

Sharing

- Decide on how and with whom to share their product and processes.
- Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology.
- Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment.
- Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space.

- Historical and potential future impact of energy, power, and transportation systems on society and the environment.

- Identify new design issues.

Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments.
- Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed.

Applied Technologies

- Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks.
- Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

Big Ideas – Elaborations

Unit/Topic	Title	Time
Unit 1	Safety (Basic Shop Safety, Shop Orientation, WHMIS)	5 hours
Unit 2	Basic hand tool/power tool use and safety, Measurement, New Driver Curriculum	5 hours
Unit 3	Gas Welding (Oxy/Acetylene)	15 hours
Unit 4	Basic Fender Repair and Refinishing	35 hours
Unit 5	Basic Auto Body and Automotive Checklist	15 hours
Unit 6	M.I.G Welding and T.I.G Welding	10 hours
Unit 7	Personal Projects	15 hours
	Total Hours	100

Unit 1:

Safety (Basic Shop Safety, Shop Orientation, WHMIS)

- General shop safety
- Introduction of proper safety equipment (Respirator with proper particle and vapor cartridges), safety goggles, and hearing protection.
- Shop Orientation to allow students to become familiar where supplies are kept and potential hazards.
- WHMIS (Workplace Hazardous Materials Information System) Orientation and evaluation.

Unit 2:

Basic hand tool/power tool use and safety, Measurement, New Driver Curriculum

- Students will gain the knowledge of basic hand and power tool safety and identification.
- Students will learn basic measurement skills in imperial and metric systems that relate to Auto Collision.

- Students will gain knowledge of basic fasteners in imperial and metric systems in relationship to the Auto Collision industry.

Unit 3:

Gas Welding– Oxy-Acetylene (Statue Project)

- Safety orientation and testing (Proper set up and shut down procedures)
- Students will first develop fusion welding and brazing skills on welding coupons.
- Students will practice three main gas welds (butt, lap, and edge)
- Students will practice one main braze welds (lap weld)
- Students will first develop welding and brazing skills necessary to design and build their own sculpture using new or re-cycled materials. This is achieved by having students practice welding and brazing on small pieces of steel sheet metal.
- Students are shown samples of past projects made by students and shown samples of sculptures and images found online.
- Students are introduced to different types of materials used and what is available to them (ferrous & non-ferrous metals).
- Students develop ideation sketches that are submitted to teacher for feedback and direction
- *Plan and Material Preparation:* Students will develop a production plan and material list for the project (submitted to teacher for feedback and direction)
- Students craft sculpture and adapt as required to refine the finished product.
- Student provide final product self-evaluation and reflection on what went well

Unit 4:

Basic Fender Repair and Refinishing

- Students are introduced to the project and shown past samples of work done by past students
- Students learn the basic steps to finishing a fender from analyzing body damage to final prep and paint.
- Student learn basic body repair techniques (Body on and off hammering Techniques) First in and last out.
- Students learn basic grinding, and proper light weight filling techniques.
- Students learn to apply a urethane primer.
- Student learn the proper sanding techniques before base coat is applied.
- Students learn to properly mix paint from a formula to apply to their fender.
- Students will apply a base coat to their fenders as shown by the teacher.
- Students will apply a design to their fender from an image that is either drawn by them or taken from an online source.
- Students will cut out and mask off their final design and apply paint to their design.

- Students will apply clear coat.
- Student will complete a final polish and finish to their fender.
- Student provide final product self-evaluation and reflection on what went well and challenges met.

Unit 5:

Basic Auto Body and Automotive Checklist

- Students will learn how to use specific automotive tool and equipment
- Students will learn to complete a basic vehicle inspection
- Students will learn how to properly wash and detail a vehicle
- Students will learn how to remove a door panel and reinstall it.
- Students will properly learn how lift a vehicle with a floor jack and secure it properly
- Students will learn how to properly remove a tire from a vehicle and re install it.
- Students will learn how to properly balance a tire.
- The teacher will evaluate each student as they complete each competency.

Unit 6:

Mig. Welding (Metal Inert Gas Welding) Tig. Welding (Tungsten Inert Gas Welding)

- Students will learn to setup and shut down a Mig and Tig setup properly with proper safety equipment.
- Students will conduct a series of weld beads on welding coupons for practice.
- Students will learn to weld a lap, butt, and plug weld.

Unit 7:

Personal Projects

- Students will be given personal projects that are assigned by the teacher.
- Students will use their learned skills to complete these projects.
- Student provide final product self-evaluation and reflection on what went well.

Curricular Competencies – Elaborations

- research: seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres
- empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
- Defining: setting parameters
- constraints: limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
- Ideating: forming ideas or concepts
- sources of inspiration: may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
- plan: for example, pictorial drawings, sketches, flow charts
- iterations: repetitions of a process with the aim of approaching a desired result
- sources of feedback: may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
- appropriate test: consider conditions, number of trials
- technologies: things that extend human capabilities
- share: may include showing to others, use by others, giving away, or marketing and selling
- product: for example, a physical product, a process, a system, a service, or a designed environment

Content – Elaborations

- non-fuel vehicle repair: battery or hybrid
- Structural terminology: relating to fundamentals of operation; classification and types of Vehicle structure
- Repair Techniques: for example, Dolly on and off hammering
- Refinishing: for example, Spot repair and blending
- Automotive Substrates repair techniques: for example, Steel, plastic, aluminum, and fiberglass

Recommended Instructional Components:

Theory
Demonstrations
Labs (Skills sets) in shop
Discussions
Research Designs

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Each project and competency is assessed individually and usually in conjunction with the student by including a self-reflection and peer assessment component. Progress is assessed by taking into consideration the starting skill level of the student. In addition to a mark for project work, students are also given credit for various other aspects of achievement and assessment in class. The following areas are used in overall assessment of the student in this class:

- **Skill development:** Students are assessed on a daily and weekly basis on how they are improving their skills within the shop.
- **Final Product:** The quality and content of required production techniques are used for assessment purposes. Special consideration is taken in regards to whether a project was methodically worked on versus being rushed and whether the production techniques were done in the appropriate manner. (Example A)

Where the assessment of practical projects can be based completion or the quality can be assessed the following assessment rubric can be used.

Example A (out of 10)

Work Not Attempted	0
Project Completed but contain 6+ safety/work quality items	5
Project Completed but contains 4 to 5 safety/work quality items	6
Project Completed but contains 3 safety/work quality items	7

Project Completed but contains 2 safety/work quality items	8
Project Completed but contains 1 safety/work quality items	9
Project Completed and contains no safety/work quality items	10

- **Social & Career Responsibility:** Students are expected to ‘pull their weight’ when cleaning up and helping to maintain the Auto Body shop. Students are also expected to conduct themselves in a safe, respectful and effective manner that translates into an atmosphere of treating the shop as one would treat a workplace. Part of their overall grade in the course is derived from these considerations and is arrived through a consultation process with the student and a self-evaluation. (Example B)

(Example B)

Term 1 Self Evaluation

Name: _____

Assessment Scale: 0 = Not meeting expectations 10 = Exceeds expectations. Try to be realistic and accurate with your self-assessment. If I find that your assessment is far away from what I have concluded we should have a discussion. ***Circle the number that you feel you deserve.***

Work Ethic & Attitude: Are you coming prepared and ready to work in class. Do you have a plan with what you are going to work on each day and are you able to work independently?

1 2 3 4 5 6 7 8 9 10

Classroom engagement: When you are learning something new in this class, are you actively engaging with the activity and trying to see how it might be useful to you in the future or is it just some ‘tool thing’

1 2 3 4 5 6 7 8 9 10

Productivity: How effective do you use class time. Would you hire someone who has your work ethic? Are you using your phone or socializing more than you are working?

1 2 3 4 5 6 7 8 9 10

Skill Development: Are you using the time offered in class to try and get better at developing skills or are you just trying to get an assignment finished? For example: how many welding samples did you try? Have you tried to improve your sanding technique or are you just ‘getting it done’?

1 2 3 4 5 6 7 8 9 10

Final Product: How is your final product and project work? Is it something you are proud of and want to take home and keep?

1 2 3 4 5 6 7 8 9 10

Please provide some more information about your final product work. If it is something you have taken home and are proud of, what did you do with it. If it is not something you are proud of, what can we do differently to have you engage in a meaningful way a create something that you care about in this class?

- **Theory:** Students do have tests which are focused on safety, tool identification, production path needed to complete their fender project.
- **Research:** Students have the opportunity to do a self-directed project which could be done after all skill developments are complete. They can take their learned knowledge and apply it to their personal project to help them engage in a deeper more meaningful way. For example: If a student has demonstrated maturity and a willingness to go ‘above and beyond’ the scope of this course, they are able to research and engage in more advanced project work, as in their own car.

Learning Resources:

There is no formal textbook to accompany this course. Course material will be composed from Vancouver Community College Auto Collision Dept., various Auto Body text books, compiled Auto Body video’s and you tube clips.

Additional Information:

A L Fortune School is one of two schools that offer Auto Collision in the Province. The Grade 11/12 program offers an opportunity for students to participate in a Career Prep program or carry on with a Youth in Trades program in conjunction with Vancouver Community College. They receive their first year of apprenticeship training when finished.

If you have any more questions related to the Introduction to Auto Body 10 or the senior programs, please do not hesitate to contact me either by email at ddescham@sd83.bc.ca or at A L Fortune High School 250-838-6431 ext.231



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Official Trustee, Mike McKay **DATE:** July 10, 2018
FROM: Nicole Bittante, Secretary-Treasurer
RE: **New Board of Education: Trustee Remuneration**

Purpose

This briefing note is to request approval of the trustee remuneration amounts for the new board of education, to be elected in October 2018.

Background

Trustee remuneration in School District No. 83 has not been reviewed in the last 4 years. With a new board of 5 trustees being elected in October 2018, remuneration should be reviewed and approved prior to the trustees taking office.

Analysis

A survey of trustee compensation was completed by the BC School Trustees Association in December 2017. In order to determine a reasonable amount of remuneration for trustees in School District No. 83, 17 similar sized districts (enrolment between 4,000 and 10,000 students) were used as comparators, with 2 anomalies being removed (West Vancouver and New Westminster) as they pay their trustees in excess of \$20,000.

069	Qualicum	\$13,842
075	Mission	16,392
022	Vernon	15,215
027	Cariboo-Chilcotin	12,500
048	Sea to Sky	12,000
060	Peace River North	15,325
063	Saanich	10,928
067	Okanagan Skaha	10,866
071	Comox Valley	13,550
072	Campbell River	11,474
079	Cowichan Valley	10,000
082	Coast Mountains	11,304
091	Nechako Lakes	11,000
093	Conseil scolaire francophone	15,000
005	Southeast Kootenay	13,520

The average of these similar sized districts is \$12,861.

For further comparison, local councillor stipend amounts were also analyzed.

City of Salmon Arm	Councillor	\$22,100	average
City of Armstrong	Councillor	12,784	
City of Enderby	Councillor	8,500	average
District of Sicamous	Councillor	10,254	
Town of Spallumcheen	Councillor	13,506	

The average of the local councillor stipends is \$13,429.

Based on this analysis, and factoring in the geographic spread/diversity of the district, it is reasonable to recommend \$13,500 as the base rate of remuneration for trustees.

Additional remuneration paid to the Board Chair is recommended at \$3,000 per annum above the base rate, and the remuneration paid to the Vice-Chair is recommended at \$1,500 per annum above the base rate. These amounts are also consistent with other school districts of similar size.

It is recommended that trustee remuneration be reviewed annually and an adjustment be made to the base remuneration only, effective December 1st of each year (with the exception of December 1, 2018). The adjustment will reflect the BC Consumer Price Index change.

Recommendation

It is recommended:

1. THAT the Official Trustee approve the base remuneration for trustees, effective November 1, 2018, to be \$13,500; the additional remuneration for the Board Chair to be \$3,000; and the additional remuneration for the Vice-Chair to be \$1,500.
2. THAT the Official Trustee approve the annual adjustment of trustee remuneration, effective December 1st of each year (exception – December 1, 2018), based on the BC Consumer Price Index change from the prior year.

Respectfully submitted,

Nicole Bittante

Nicole Bittante
Secretary-Treasurer



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Official Trustee, Mike McKay
FROM: Superintendent of Schools/CEO Peter Jory
RE: Draft Policy – Roles and Responsibilities of the Board

DATE: July 10, 2018

Background

This draft policy was approved for second reading at the May 22, 2018 Board Meeting. The policy was circulated for public feedback until June 23, 2018 and returned to Policy Committee for final review on June 27, 2018.

Recommendation

That Draft Policy – Roles and Responsibilities of the Board, be approved for final reading by the Official Trustee.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

NORTH OKANAGAN-SHUSWAP SCHOOL DISTRICT NO. 83 POLICY	DRAFT
	Adopted:
<div data-bbox="308 459 1310 504" data-label="Section-Header"> <h2 style="text-align: center;">ROLES AND RESPONSIBILITIES OF THE BOARD</h2> </div> <div data-bbox="198 552 1412 625" data-label="Text"> <p>The Board of Education of School District No. 83 (North Okanagan-Shuswap) is governed by an elected Board of Education. The Board is composed of five locally elected trustees.</p> </div> <div data-bbox="198 659 1417 770" data-label="Text"> <p>The rights, powers, duties, and liabilities of the Board rest only with the legally constituted Board, and not with committees of trustees or individual trustees. Unless expressly required to be executed by law, all powers of the Board may be exercised through bylaws or resolutions.</p> </div> <div data-bbox="198 806 1367 882" data-label="Text"> <p>As a corporate body, the Board may transact business only with a quorum present during a regular or special meeting called in conformity with the <i>School Act</i>.</p> </div> <div data-bbox="198 915 675 953" data-label="Text"> <p>The Board expects that trustees will:</p> </div> <div data-bbox="198 989 1424 1318" data-label="List-Group"> <ol style="list-style-type: none"> 1. Assist the Board to fulfill its functions and responsibilities as outlined in the corresponding regulation; 2. Conduct themselves ethically in accordance with the Trustee Code of Conduct; 3. Participate fully in Board activities, honouring the principles of honesty, integrity, and leadership; and 4. Seek out learning opportunities related to their roles, duties, and responsibilities. </div>	



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Official Trustee, Mike McKay
FROM: Superintendent of Schools/CEO Peter Jory
RE: Draft Policy – Board Delegation of Authority

DATE: July 10, 2018

Background

This draft policy was approved for second reading at the May 22, 2018 Board Meeting. The policy was circulated for public feedback until June 23, 2018 and returned to Policy Committee for final review on June 27, 2018.

Recommendation

That Draft Policy – Board Delegation of Authority, be approved for final reading by the Official Trustee.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

BOARD DELEGATION OF AUTHORITY

The *School Act* allows Boards of Education to delegate certain responsibilities and powers.

The Board of Education of School District No. 83 (North Okanagan-Shuswap) designates the Superintendent as its Chief Executive Officer and delegates to the Superintendent the authority and responsibility to manage the operations of the district. The Board authorizes the Superintendent to exercise any power that the Board may have, except those matters which cannot be delegated in accordance with provincial legislation and the corresponding regulation.



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Official Trustee, Mike McKay
FROM: Superintendent of Schools/CEO Peter Jory
RE: Draft Policy – Monitoring Board Performance

DATE: July 10, 2018

Background

This draft policy was approved for second reading at the May 22, 2018 Board Meeting. The policy was circulated for public feedback until June 23, 2018 and returned to Policy Committee for final review on June 27, 2018.

Recommendation

That Draft Policy – Monitoring Board Performance, be approved for final reading by the Official Trustee.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

POLICY

Adopted:

MONITORING BOARD PERFORMANCE

The Board of Education of School District No. 83 (North Okanagan-Shuswap) is committed to continuous improvement through regular review of its performance.

In accordance with this policy and the corresponding regulation, the Board will undertake an annual goal-setting process and, once developed, will circulate these goals throughout the educational community. Using a strengths-based approach, the Board will review its performance annually to ensure its proper discharge of responsibilities to the community.



**The Board of Education of
School District No. 83 (North Okanagan-Shuswap)**

BRIEFING NOTE

TO: Official Trustee, Mike McKay
FROM: Superintendent of Schools/CEO Peter Jory
RE: Draft Policy – Trustee Attendance

DATE: July 10, 2018

Background

This draft policy was approved for second reading at the May 22, 2018 Board Meeting. The policy was circulated for public feedback until June 23, 2018 and returned to Policy Committee for final review on June 27, 2018.

Recommendation

That Draft Policy – Trustee Attendance, be approved for final reading by the Official Trustee.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

NORTH OKANAGAN-SHUSWAP SCHOOL DISTRICT NO. 83 POLICY	DRAFT
	Adopted:
<div data-bbox="560 457 1063 504" data-label="Section-Header"> <h2 style="text-align: center;">TRUSTEE ATTENDANCE</h2> </div> <div data-bbox="207 550 1414 657" data-label="Text"> <p>The Board of Education of School District No. 83 (North Okanagan-Shuswap) recognizes the importance of trustee attendance at all board meetings. The Board expects trustees to attend all board meetings, and any committee meetings where they act in an official capacity.</p> </div> <div data-bbox="207 695 1414 768" data-label="Text"> <p>Trustees will adhere to the guidelines and expectations for attendance in accordance with this policy and the corresponding regulation.</p> </div>	



The Board of Education of School District No. 83 (North Okanagan-Shuswap)

BRIEFING NOTE

TO: Official Trustee, Mike McKay
FROM: Superintendent of Schools/CEO Peter Jory
RE: Draft Policy – Trustee Code of Conduct

DATE: July 10, 2018

Background

This draft policy was approved for second reading at the May 22, 2018 Board Meeting. The policy was circulated for public feedback until June 23, 2018 and returned to Policy Committee for final review on June 27, 2018.

Recommendation

That Draft Policy – Trustee Code of Conduct, be approved for final reading by the Official Trustee.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

NORTH OKANAGAN-SHUSWAP SCHOOL DISTRICT NO. 83 POLICY	DRAFT
	Adopted:
<div data-bbox="490 462 1127 504" data-label="Section-Header"> <h2 style="text-align: center;">TRUSTEE CODE OF CONDUCT</h2> </div> <div data-bbox="198 552 1385 661" data-label="Text"> <p>The Board of Education of School District No. 83 (North Okanagan-Shuswap) requires that each trustee commit to the highest ethical standards in their dealings with fellow trustees, the school community, and all members of the district.</p> </div> <div data-bbox="198 697 1422 844" data-label="Text"> <p>Therefore, it is important that the Board and its individual members operate in an ethical and business-like manner. This commitment includes proper use of authority, appropriate decorum in individual and group behavior, and fair and respectful treatment of students, parents, staff, members of the community and other Board members.</p> </div> <div data-bbox="198 879 1367 953" data-label="Text"> <p>The Board has established a Trustee Code of Conduct in its regulations to help provide the conditions necessary for effective Board operations.</p> </div>	



**The Board of Education of
School District No. 83 (North Okanagan-Shuswap)**

BRIEFING NOTE

TO: Official Trustee, Mike McKay
FROM: Superintendent of Schools/CEO Peter Jory
RE: Draft Policy – Trustee Conflict of Interest

DATE: July 10, 2018

Background

This draft policy was approved for second reading at the May 22, 2018 Board Meeting. The policy was circulated for public feedback until June 23, 2018 and returned to Policy Committee for final review on June 27, 2018.

Recommendation

That Draft Policy – Trustee Conflict of Interest, be approved for final reading by the Official Trustee.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

NORTH OKANAGAN-SHUSWAP SCHOOL DISTRICT NO. 83 POLICY	DRAFT
	Adopted:
<div data-bbox="438 457 1179 501" data-label="Section-Header"> <h2 style="text-align: center;">TRUSTEE CONFLICT OF INTEREST</h2> </div> <div data-bbox="198 548 1360 695" data-label="Text"> <p>The Board of Education of School District No. 83 (North Okanagan-Shuswap) recognizes that every trustee is legally and ethically bound to comply with conflict of interest requirements of the <i>School Act</i>, Board of Education policy, common law, and other applicable laws.</p> </div> <div data-bbox="198 728 1409 877" data-label="Text"> <p>A trustee is subject to the highest standard of good faith and undivided loyalty to the Board. A trustee is required to act at all times in the best interests of the Board as a whole, without regard to their personal interests. A trustee must avoid personal conflicts of interest, and must avoid using their position for personal benefit.</p> </div>	



**The Board of Education of
School District No. 83 (North Okanagan-Shuswap)**

BRIEFING NOTE

TO: Official Trustee, Mike McKay **DATE:** July 10, 2018
FROM: Superintendent of Schools/CEO Peter Jory
RE: Draft Policy – Trustee Remuneration and Expenses

Background

This draft policy was approved for second reading at the May 22, 2018 Board Meeting. The policy was circulated for public feedback until June 23, 2018 and returned to Policy Committee for final review on June 27, 2018.

Recommendation

That Draft Policy – Trustee Remuneration and Expenses, be approved for final reading by the Official Trustee.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

NORTH OKANAGAN-SHUSWAP SCHOOL DISTRICT NO. 83 POLICY	DRAFT
	Adopted:
<div data-bbox="352 459 1266 504" data-label="Section-Header"> <h2 style="text-align: center;">TRUSTEE REMUNERATION AND EXPENSES</h2> </div> <div data-bbox="198 552 1386 625" data-label="Text"> <p>The Board of Education of School District No. 83 (North Okanagan-Shuswap) believes that trustees should be compensated for their work related to the business of the Board.</p> </div> <div data-bbox="198 659 1399 772" data-label="Text"> <p>In accordance with the provisions of the <i>School Act</i>, a Board may authorize, through a Board resolution, the payment of remuneration and reasonable allowance for expenses incurred by trustees in the discharge of their duties.</p> </div>	



**The Board of Education of
School District No. 83 (North Okanagan-Shuswap)**

BRIEFING NOTE

TO: Official Trustee, Mike McKay
FROM: Superintendent of Schools/CEO Peter Jory
RE: Draft Policy – Trustee Professional Development

DATE: July 10, 2018

Background

This draft policy was approved for second reading at the May 22, 2018 Board Meeting. The policy was circulated for public feedback until June 23, 2018 and returned to Policy Committee for final review on June 27, 2018.

Recommendation

That Draft Policy – Trustee Professional Development, be approved for final reading by the Official Trustee.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

POLICY

Adopted:

TRUSTEE PROFESSIONAL DEVELOPMENT

The Board of Education of School District No. 83 (North Okanagan-Shuswap) believes that its responsibilities require that trustees remain informed and continually develop their skills. Trustees are expected to participate in conferences, conventions, workshops, and seminars related to effective trusteeship, leadership, education and learning.

Accordingly, trustees attending appropriate professional development shall have all related expenses paid by the school district consistent with budgeted funds and provided the Board gives prior public approval.



**The Board of Education of
School District No. 83 (North Okanagan-Shuswap)**

BRIEFING NOTE

TO: Official Trustee, Mike McKay **DATE:** July 10, 2018
FROM: Superintendent of Schools/CEO Peter Jory
RE: Draft Policy – Accumulated Operating Surplus (Reserve)

Background

This draft policy was approved for second reading at the May 22, 2018 Board Meeting. The policy was circulated for public feedback until June 23, 2018 and returned to Policy Committee for final review on June 27, 2018.

Recommendation

That Draft Policy – Accumulated Operating Surplus (Reserve), be approved for final reading by the Official Trustee.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

POLICY

Adopted:

ACCUMULATED OPERATING SURPLUS (RESERVE)

The Board of Education of School District No. 83 (North Okanagan-Shuswap) recognizes the importance of ensuring that 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 establish a restricted portion (contingency reserve) from available operating surplus which would be used to mitigate any negative impact such circumstances might cause.

The Board will be publicly transparent when allocating any surplus funds.



**The Board of Education of
School District No. 83 (North Okanagan-Shuswap)**

BRIEFING NOTE

TO: Official Trustee, Mike McKay
FROM: Superintendent of Schools/CEO Peter Jory
RE: Draft Policy – Budget Monitoring and Reporting

DATE: July 10, 2018

Background

This draft policy was approved for second reading at the May 22, 2018 Board Meeting. The policy was circulated for public feedback until June 23, 2018 and returned to Policy Committee for final review on June 27, 2018.

Recommendation

That Draft Policy – Budget Monitoring and Reporting, be approved for final reading by the Official Trustee.

Respectfully submitted,

Peter Jory
Superintendent of Schools/CEO

BUDGET MONITORING AND REPORTING

The Board of Education of School District No. 83 (North Okanagan-Shuswap) recognizes its responsibility for the effective use of public funds in providing the best possible education to the students in the communities it serves. The Board has a duty to govern the district in a fiscally responsible manner, while carrying out the strategies required to achieve its goals.

The annual operating budget is a financial plan reflecting the implementation and maintenance of the Board's educational and operational objectives and should be consistent with the district's Strategic Plan.

The Superintendent and Secretary-Treasurer are delegated responsibility for the overall management of the educational and operational programs that are supported by the annual budgets. The Secretary-Treasurer is specifically responsible for the financial management of the budget, and all financial reporting and monitoring.

NORTH OKANAGAN-SHUSWAP SCHOOL DISTRICT NO. 83	DRAFT
	Adopted:

REGULATION

ROLES AND RESPONSIBILITIES OF THE BOARD

It is the role of the Board to:

1. Govern in a manner that is responsive to its entire community;
2. Act in the interests of all learners in the district;
3. Advocate actively for students, their learning and their well-being in the Board's work with the community, the municipality and the province; and,
4. Promote confidence in publicly-funded education through its communications about the goals and achievements of the Board.

The Board is responsible for setting the overall direction for the school system. This is done through:

1. Strategic Planning

The Board sets the overall direction for the district through a multi-year strategic planning process that is reviewed annually. Through the strategic plan, the vision, mission, values and beliefs are revisited and strategic priorities or goals are determined.

2. Board Policy

The Board also provides direction through its policy processes. These include planning, developing, implementing and evaluating policy.

3. Annual Budget

The annual budget also reflects the approved directions of the Board in the way resources are allocated to schools and programs.

The Board, through the Superintendent, holds the system accountable for achieving the results established through its planning process. It does this by establishing a monitoring and evaluation system whereby reports are made to the Board on a regular basis. The Board then reports to the public and the province about system and school performance.

**NORTH OKANAGAN-SHUSWAP
SCHOOL DISTRICT NO. 83**

DRAFT

REGULATION

Adopted:

Boards have a dual accountability: they are accountable to the public who elected them; and they are accountable to the Ministry of Education. Various sections of the School Act set out the duties and powers of boards. These provisions are very specific and cover such matters as the duty to provide special education programs and services or the duty to establish a parent advisory council for each school.

ROLES AND RESPONSIBILITIES OF THE BOARD CHAIR

The role of the Board Chairperson is critical both in ensuring effective meeting processes and in setting the tone of the Board. The Chairperson is also most often the appointed public face of the Board, serving as its primary communicator. When trustees elect the Board Chairperson, they are choosing not only the person who will conduct their official meetings, but the person who will represent them to their education partners and the general public.

The Chairperson presides over the Board's deliberations, enforces appropriate procedures and parliamentary processes and often acts as the spokesperson for the Board. The Board Chairperson is an equal, with no more power or authority than any other trustee; however, the members of the Board, as a whole, in electing one of their peers to be the Chairperson of the board confer on them a leadership role.

Although the Chairperson assumes a leadership role, they must adhere to the Board's directions and may not act unilaterally. The Chairperson has a responsibility to set the agenda for meetings in consultation with the Superintendent, the Secretary-Treasurer, and with input from other trustees. The Chairperson works closely with the Superintendent to ensure that the wishes of the Board are understood; and works with the Board to present and clarify any concerns of the administration.

The Chairperson most often has an additional role to speak for, and represent the decisions of the Board. The Board Chairperson also most often serves as the Board's representative at events, hearings and meetings with other governing bodies and organizations. Here again, the Chairperson's role is largely limited to speaking only for what the Board has already decided, to receive input, and to bring matters back to the Board for consideration.

Common responsibilities for this role include, but are not limited to:

- Presiding over meetings of the Board;

**NORTH OKANAGAN-SHUSWAP
SCHOOL DISTRICT NO. 83**

DRAFT

REGULATION

Adopted:

- Conducting the meetings in accordance with the Board's procedures and practices for the conduct of board meetings;
- Establishing agendas for board meetings, in consultation with the Superintendent, the Secretary-Treasurer, and with input from other trustees;
- Ensuring that members of the Board have the information needed for informed discussion of the agenda items;
- Acting as the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board;
- Conveying the decisions of the Board to the Board's Superintendent;
- Providing leadership to the Board in maintaining the Board's focus on the district's Strategic Plan, Mission and Vision; and
- Assuming such other responsibilities as may be specified by the Board.

ROLES AND RESPONSIBILITIES OF INDIVIDUAL TRUSTEES

A school trustee is a member of a team – the Board of Trustees. Only the Board has the authority to make decisions or to take action; individual trustees in and of themselves do not have this authority. The role of the trustee includes assisting the board to fulfill its duties under the Act.

A trustee's community representative role is not directly a governance role. Governance is at its most effective when it embraces the community perspectives brought by the individual trustees. Indeed, proactive community participation is a crucial part of good governance by the board. The key is achieving a balance between the governance authority of the board as a whole, and the individual representative role each trustee also fulfills. While members of the board act as representatives of their constituency, their primary job is to participate in policy-making and strategic planning that are in the interests of all of the district's students and are grounded in promoting student achievement and well-being.

A trustee's job is to maintain a focus on student achievement and well-being and to participate in making decisions that benefit the entire district while representing the interests of their constituents. Trustees must also interpret the views and decisions of the board in reporting back to their constituents. It is important that trustees are aware of the support and advice available from the superintendent and senior staff, and are familiar with board policies that may apply to issues under discussion between the trustees and their constituents.

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REGULATION

Adopted:

The job description of the board sets out the responsibilities that a trustee, as a member of the collective board, is required to undertake. The following further clarifies the responsibilities of the individual trustee as a board member:

- Carry out their responsibilities in a manner that assists the Board in fulfilling its duties under the School Act, and under related regulations and guidelines;
- Attend and participate in meetings of the Board, including meetings of board committees of which they are a member;
- Attend and participate in education and in-service sessions provided by senior staff;
- Consult with parents, students, employees, and community members on the Board's multi-year plan;
- Bring concerns of parents, students and supporters of the Board to the attention of the Superintendent or, when appropriate, the Board directly;
- Uphold the implementation of any Board resolution after it is passed by the Board;
- Entrust the day-to-day management of the district to its staff through the Superintendent;
- Maintain focus on student achievement and well-being; and,
- Comply with the Board's Code of Conduct.

WORKING RELATIONSHIP BETWEEN THE BOARD AND SENIOR STAFF

The other members of the school district governing team can include assistant superintendents, directors and executive assistants. Trustees need to remember that no one trustee, not even the chairperson, has the authority to direct district staff. The Superintendent reports to the Board as a whole; all other staff report to the Superintendent or their designated supervisor.

Under the School Act, both the Superintendent and Secretary-Treasurer have specific responsibilities to the Board, and either or both may be required to report to the Minister of Education at the Minister's request. In addition, at the district level, senior education administrators must maintain the respect and loyalty of the other district staff, yet follow policy directions mandated by the Board, as well as the Ministry of Education.

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<p style="text-align: center;">BOARD DELEGATION OF AUTHORITY</p> <p>The School Act allows for the Board to delegate certain of its responsibilities and powers to others.</p> <p>The Board delegates the Superintendent as its Chief Executive Officer and delegates to the Superintendent the authority and responsibility to manage the operations of the District. The Board authorizes the Superintendent to do any act or thing or exercise any power that the Board may do, or is required to do or exercise, except those matters which are outlined in this policy or which, in accordance with provincial legislation, cannot be delegated.</p> <p>In addition, the Board shall:</p> <ol style="list-style-type: none"> 1. Support the Superintendent in fulfilling the legislated responsibilities of the Superintendent. 2. Hold the Superintendent accountable for achieving and complying with the operational expectations and for supporting the Board in achieving and complying with the governance and management policies that apply to the Board. 3. Review, amend as needed, and approve annual targets proposed by the Superintendent for achieving the district goals established by the Board. 4. Permit the Superintendent to delegate authority and responsibility and to provide resources to other staff, and to hold them accountable. 5. Alter the authority and responsibility delegated to the Superintendent by changing its policies. 6. Direct the Superintendent only through decisions made as a corporate body. <p>In the absence of Board policy in cases where an immediate administrative response is required, the Superintendent will:</p> <ol style="list-style-type: none"> 1. If time permits, consult with the Board Chair. 2. Inform the Board as soon as is practicable and at the next regular meeting of the action taken and the nature of the emergent issue and where warranted, the need for policy in the event of future occurrences. 	

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	<p>3. The action must be taken with regard for the intention of the Board’s strategic direction.</p> <p>Notwithstanding the above, the Board also reserves to itself the authority to make decisions on specific matters requiring Board approval in accordance with Board policies. Further, the Board requires that any new, significant provincial, regional or local strategic initiatives must be initially brought to the Board for discussion and determination of decision making authority.</p>

NORTH OKANAGAN-SHUSWAP SCHOOL DISTRICT NO. 83 REGULATION	DRAFT
<p style="text-align: center;">MONITORING BOARD PERFORMANCE</p> <p>The Board shall adhere to the following schedule and methods for goal-setting and self-review.</p> <p>1. SCHEDULE</p> <ul style="list-style-type: none"> a) During the August/September period, the Board and the Senior Leadership Team will meet, in retreat format, to formally evaluate performance over the past year in terms of the Board goals. b) The Board will also revise and develop goals for the upcoming year. This information will be shared with school district stakeholders for their input and feedback. <p>2. METHOD</p> <ul style="list-style-type: none"> a) Governance and District policies shall be monitored using reports provided by the Superintendent, external sources such as auditors, or by direct review by the Board. b) The methods used shall include use of an assessment tool or other documents as determined by the Board and Secretary-Treasurer as the criteria for assessment of Board performance. c) The process shall involve all Board members and the Senior Leadership Team. d) The Board shall assess itself as a whole. e) The methods of evaluation shall be structured so that they lead to strengthening communications and relationships among Board members, with the Senior Leadership Team, and stakeholders. f) Self-review sessions are to be facilitated by the Board Chair and assisted by the Secretary-Treasurer. g) Provision may be made for engaging an external facilitator to conduct sessions when the Board perceives a need or benefit arising from third-party assistance. h) Notwithstanding the above schedule and methods, the Board shall continuously monitor its performance through post-meeting debriefings and other methods on the determination of the Board Chair or Board. 	

NORTH OKANAGAN-SHUSWAP SCHOOL DISTRICT NO. 83 REGULATION	DRAFT
<p style="text-align: center;">TRUSTEE ATTENDANCE</p> <p>Trustees shall receive proper notice of, and are expected to attend, all regular and special board meetings and the committees on which they serve.</p> <p>A Register of Trustee Attendance at regular board, special board, and committee meetings will be established and maintained by the Secretary-Treasurer. This register will be available to the public on request. Attendance records for all meetings shall record instances where trustees are required to arrive late or leave prior to adjournment. Meeting minutes shall note when trustees have advised the Board Chair of their inability to attend a meeting (e.g. illness, work commitment, approved Board business).</p> <p>A trustee that is absent from a meeting while acting on approved Board business or while serving as an officer of a Trustee Association will be granted credit for attendance at the meeting(s).</p> <p>The Board Chair may excuse the absence of trustees in special situations and the absence will be so recorded.</p> <p>The Chair and Vice-Chair will periodically review the attendance records and will discuss any attendance problems with the trustee(s) concerned.</p> <p>Continuing attendance problems will be brought to the attention of the Board.</p> <p>The importance of regular attendance is reflected in the School Act, whereby “If a trustee is continuously absent from board meetings for a period of 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.”</p>	

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REGULATION	Adopted:

TRUSTEE CODE OF CONDUCT

The Trustee Code of Conduct requires that each Trustee commit to the highest ethical standards in their dealings with fellow trustees, the school community, and all members of the district.

Specifically:

INTEGRITY

- All decisions will be based on putting students first;
- Trustees will carry out their responsibilities in accordance with the School Act, Regulations and Board Policy;
- Trustees will make all decisions based on available facts and their independent judgment and shall refuse to surrender that judgment to individuals or special interest groups; and,
- Trustees will act with the highest standards of professional integrity and in a manner that inspires public confidence in the Board.

RESPECT

- While trustees can express individual opinions on issues under consideration by the Board, in doing so they will respect the differing points of view of colleagues, staff and the public and thereby enhance public confidence in the work of the Board; and,
- Trustees will carefully review all information packages in preparation for discussion at all scheduled meetings of the Board and its committees.

CONFIDENTIALITY

- Trustees will maintain confidentiality of privileged information, including information discussed in closed sessions.

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<p>RESPONSIBILITY</p> <ul style="list-style-type: none"> • Once the Board has voted, trustees are bound by the majority decision and will publicly uphold the Board’s decisions; and, • Trustees will recognize that the expenditure of Board funds is a public trust and will ensure effective and transparent stewardship of the Board’s resources in the best interests of the students. <p>CONFLICT OF INTEREST</p> <ul style="list-style-type: none"> • Trustees will voluntarily and immediately declare any pecuniary conflict of interest (direct, indirect or deemed) in matters before the board or a committee of the board. <p>RELATIONSHIPS</p> <ul style="list-style-type: none"> • Trustees will speak as the voice of their entire community (including people who do not have children in the school system or people outside of their direct constituency) at the Board table; • Trustees will work with other trustees in a spirit of respect, openness, courtesy and cooperation in spite of differences of opinion that may arise during debate. Trustees will refrain from gossip; and, • Trustees will refrain from any negative commentary (public or private) about the Superintendent or any members of district staff. 	

References: Draft Policy – Trustee Code of Conduct, Draft Policy – Trustee Conflict of Interest, BCSTA Learning Guide, BC School Act

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REGULATION	Adopted:
<p style="text-align: center;">TRUSTEE CODE OF CONDUCT SANCTIONS</p> <ol style="list-style-type: none"> 1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct. The failure by trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions. 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. 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. 4. 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. 5. 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. 	

References: Draft Policy – Trustee Code of Conduct, Draft Policy – Trustee Conflict of Interest, BCSTA Learning Guide, BC School Act

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REGULATION	Adopted:
<p>6. 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.</p> <p>7. 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 his/her views of the alleged violation of the Code of Conduct.</p> <p>8. 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:</p> <p>8.1 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.</p> <p>8.2 The sequence of the Code of Conduct hearing shall be:</p> <p>8.2.1 The complaining trustee shall provide a presentation which may be written or oral or both;</p> <p>8.2.2 The respondent trustee shall provide a presentation which may be written or oral or both;</p> <p>8.2.3 The complaining trustee shall then be given an opportunity to reply to the respondent trustee's presentation;</p> <p>8.2.4 The respondent trustee shall then be provided a further opportunity to respond to the complaining trustee's presentation and subsequent remarks;</p> <p>8.2.5 The remaining trustees of the Board shall be given the opportunity to ask questions of both parties;</p> <p>8.2.6 The complaining trustee shall be given the opportunity to make final comments; and</p> <p>8.2.7 The respondent trustee shall be given the opportunity to make final comments.</p>	

References: Draft Policy – Trustee Code of Conduct, Draft Policy – Trustee Conflict of Interest, BCSTA Learning Guide, BC School Act

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<p>8.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution(s).</p> <p>8.4 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.</p> <p>8.5 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.</p> <p>8.6 The remaining trustees in deliberation may draft a resolution(s) indicating what action, if any, may be taken regarding the respondent trustee.</p> <p>8.7 The presiding Chair shall reconvene the parties to the Code of Conduct hearing.</p> <p>8.8 All documentation that is related to the Code of Conduct hearing shall be returned to the Superintendent or designate immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.</p> <p>8.9 The presiding Chair shall call for a resolution(s) to be placed before the Board.</p> <p>8.10 The presiding Chair shall declare the closed (in-camera) Board meeting adjourned.</p> <p>9. A violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:</p> <p>9.1 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;</p>	

References: Draft Policy – Trustee Code of Conduct, Draft Policy – Trustee Conflict of Interest, BCSTA Learning Guide, BC School Act

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<p>9.2 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;</p> <p>9.3 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.</p> <p>10. The Board may, in its discretion, make public its findings where the Board has not upheld the complaint alleging a violation of the Board's Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.</p> <p>Legal Reference: Sections 49, 50, 55, 56, 57, 58, 59, 62, 65, 85, 94, 95 School Act</p>	

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<p style="text-align: center;">TRUSTEE CONFLICT OF INTEREST</p> <p>The Board of Education recognizes that every trustee is legally and ethically bound to comply with conflict of interest requirements of the School Act, Board of Education policy, common law, and other applicable laws.</p> <p>The School Act includes a special part on trustees' conflict of interest, and all trustees should be familiar with its content. It applies to trustees who have contracts or interests in contracts with the Board of Education, including trustees with immediate family members employed by the Board, when matters affecting those contracts come before the Board for debate and for decision.</p> <p>Part 5 of the School Act requires a trustee who has such an interest in a matter before the Board to declare that interest – and to not take part in the discussion, vote or attempt in any way to influence the outcome. Further, the declared interest must be recorded in the Board meeting minutes. Should a trustee knowingly not declare an interest, the courts may declare the trustee's office vacant and require financial restitution.</p> <p>PECUNIARY INTEREST</p> <p>A pecuniary interest means a trustee with an interest in a matter that could monetarily affect the trustee. Included is a deemed pecuniary interest, where the trustee knows that their spouse, parent or child has a pecuniary interest in the matter. Also included is an indirect pecuniary interest where the trustee is a shareholder, officer or employee of a firm with a pecuniary interest in the matter (sections 55, 56, and 57 School Act).</p> <p>DUTY TO DISCLOSE</p> <p>A trustee with a pecuniary interest in a matter, including a deemed interest or an indirect interest, and who is present at a board meeting at which the matter is considered, must:</p> <ul style="list-style-type: none"> a) At the meeting disclose the general nature of the interest; b) Refrain from any discussion or vote on the matter; and, c) Not attempt in any way before, during or after the meeting to influence any vote relating to the matter. 	

References: Draft Policy – Trustee Code of Conduct, Draft Policy – Trustee Conflict of Interest, BCSTA Learning Guide, BC School Act

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These requirements also apply to committee meetings. And, should the committee or board meeting not be open to the public, the trustee shall “immediately leave the meeting or the part of the meeting during which the matter is under consideration”.

i. Trustee Absent from the Meeting

If the trustee is absent from the meeting at which the matter is considered, they shall disclose the interest at the next board meeting that they attend, and shall otherwise comply with b) and c) above.

ii. General or Insignificant Interests

The duty to disclose does not apply, however, where the pecuniary interest is of a general or widespread nature (member of a credit union, for example), or where the pecuniary interest “is so remote or insignificant in its nature that it cannot reasonably be regarded as likely to influence the trustee” (section 59 School Act).

ESTABLISHING A RECORD OF DISCLOSURE

The general nature of every disclosure made at a board or committee meeting open to the public shall be recorded in the minutes of the meeting. If the meeting was closed to the public, the fact that a disclosure was made, but not the general nature of the interest, shall be recorded in the minutes of the next open meeting (section 60 School Act).

GETTING MORE INFORMATION OR ADVICE

As there are many individual considerations and variations when considering issues of conflict of interest, individual trustees or Boards of Education may wish to seek external legal advice on such matters. In many situations, the individual circumstances must be considered before a determination of conflict can be made.

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TRUSTEE REMUNERATION AND EXPENSES

TRUSTEE REMUNERATION

Amount

Trustees' annual remuneration shall be as follows, effective November 1, 2018:

Chairperson of the Board	\$16,500
Vice-Chairperson of the Board	\$15,000
Trustees	\$13,500

Payment

Trustee remuneration will be paid on a monthly basis.

In accordance with the Income Tax Act, two thirds (2/3) of the Trustee remuneration will be treated as taxable remuneration, and one third (1/3) will be treated as a non-taxable allowance for expenses necessarily incurred by Trustees in the discharge of their duties.

Review

Trustee remuneration will be reviewed annually and an adjustment shall be made to the base remuneration amount only, effective December 1st of each year. The adjustment will reflect the BC Consumer Price Index change (change from previous year).

TRUSTEE EXPENSES

Trustees are understood to incur Board-related expenses in an amount equal to 1/3 of the remuneration paid to each trustee. As such, 1/3 of the remuneration is considered to be reimbursement for the expenses of holding office and therefore is non-taxable. Those Board related expenses include mileage to and from regularly scheduled Board and Committee meetings and general expenses such as the portion of residential or cellular phones, internet costs and computer related costs related to Board business.

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<p>Trustees shall be entitled to reimbursement of travel expenses in accordance with Regulation 4020.04 – Travel and Related Expenses District Personnel.</p> <p>TRUSTEE EQUIPMENT</p> <p>The Board will provide the necessary equipment to enable trustees to effectively perform their duties and responsibilities (i.e. laptops, tablets, etc.).</p>	

References: Regulation 4020.04 – Travel and Related Expenses District Personnel, Draft Policy – Trustee Code of Conduct, BCSTA Learning Guide, BC School Act

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	<p style="text-align: center;">TRUSTEE PROFESSIONAL DEVELOPMENT</p> <p>For the purposes of the Policy, the following guidelines are provided:</p> <ol style="list-style-type: none"> 1. The trustee travel and professional development budget will be established annually through the budget process, and each trustee shall be allocated 1/5 of this budget. 2. Within this annual budget allocation, trustees shall have the option of attending the following, which are part of the Board's normal expectations of all trustees. <ul style="list-style-type: none"> • BCSTA Annual General Meeting – all trustees • Okanagan Branch Meetings – all trustees • New Trustee Seminars – new trustees • Advanced Trustee Seminars – all trustees • Provincial Chairpersons Meeting – Board Chair • BCPSEA, BCSTA, and other Council Representatives – appointed trustee • Trustee Working Session – all trustees 3. Subscriptions and publications deemed appropriate for Board use shall be approved by the Board Chair and become the property of the School District. 4. Reimbursement of costs involved in attendance at appropriate meetings shall be consistent with mileage and per diem expenses as per Board Regulation 4020.04 – Travel and Related Expenses District Personnel. 5. Trustees attending conferences or workshops should make a written report to the Board within one month of attending the conference/workshop, and any relevant conference or workshop materials shall be made available upon request. 6. During an election year, budgets will be pro-rated between the period prior to and after the election. Prior to the election, trustees will receive a maximum of 5/12 of their annual professional development budget to November 30. The remaining 7/12 shall be retained for the new board.

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REGULATION	Adopted:

ACCUMULATED OPERATING SURPLUS (RESERVE)

The School District's objectives in terms of its accumulated operating surplus is set out in this regulation and accompanying policy. Through a clear understanding of its operating surplus objectives, and by continually measuring progress towards achieving those objectives, the School District can attain greater fiscal stability and better support educational goals.

One of the key indicators of the financial health of a school district is the accumulated operating surplus. The accumulated surplus (or deficit) is comprised of all of the past operating surpluses and/or deficits.

It is important to note that although accumulated surpluses can be a source of cash for spending, it cannot sustain on-going services. The ability to carry forward unspent operating funds helps school districts budget and spend their annual operating grants more effectively.

INTERNALLY RESTRICTED OPERATING SURPLUS

Unique to other organizations in the public sector, school districts are permitted to incur annual deficits as long as they have sufficient accumulated surplus to cover the annual deficit. An accumulated surplus indicates that a school district has net resources that can be used to provide future services. It is achieved by spending less than the revenue it earns.

The Board may approve restrictions on the spending of the surplus. Boards of Education are required by legislation to prepare balanced annual operating budgets, which may include use of (appropriation of) prior year accumulated surplus.

The following categories of internally restricted operating surplus have been established for the purposes(s) identified:

Operations Spanning Future School Years

To support effective planning, there will be situations where monies will need to be carried over to future years. These could be for the following categories:

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- Future years' operations/budget (not beyond the next two fiscal years)
- Schools and department surplus/carry-forwards (not beyond the next two fiscal years);
- Operating projects in progress;
- Technology, utilities, equipment, and Capital projects (includes amounts to be transferred to Local Capital, but have not yet been identified for specific initiatives);
- Purchase order commitments; and,
- Distributed learning, International Program.

The amount of Accumulated Operating Surplus restricted for operations spanning future school years at the end of a fiscal year should be a minimum of 1.5% and a maximum of 3.0% of actual operating expenses of that fiscal year.

Anticipated Unusual Expenses Identified

To support effective planning, there will be situations where senior management has identified unusual/non-recurring expenses anticipated to be spent in the upcoming fiscal year that will not be funded by revenues of that year. These could be for categories such as:

- Staffing, labour relations, employee benefits, severance
- Implementation of new curriculum

The amount of Accumulated Operating Surplus restricted for anticipated unusual expenses identified at the end of a fiscal year should be a minimum of 0.5% and a maximum of 1.0% of actual operating expenses of that fiscal year.

Nature of Constraints on the Funds

In recognition of some monies having constraints as to how they can be spent, funds may need to be internally restricted at the end of the fiscal year. Funds with external restrictions are to be included in Special Purpose Funds. These internal restrictions could be for categories such as:

- Contractual obligations (i.e. professional development)
- Indigenous Education
- School Generated Funds (not externally restricted)

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- Education Plan
- Donator named funds (not restricted by the donor)

The amount of Accumulated Operating Surplus restricted for nature of constraints on the funds at the end of a fiscal year cannot be quantified as a range of minimum to maximum.

CONTINGENCY RESERVE

To support effective planning, there will be situations where contingency funds need to be available for unexpected increases in expenses and/or decreases in revenues. Budgeted annual operating expenses should be reflective of actual estimated costs or, where applicable, contractual expenditure requirements. The contingency reserve mitigates the risk of actual costs being greater than estimated. These could be for categories such as:

- For major emergent operating issues – the School District is exposed to major non-reoccurring costs related to various emergency events or situations, e.g. inclement weather, forest fires, etc. These emergent situations cannot be anticipated and budgeted for and may not be feasible to absorb the cost of such events in other budget areas in any given year.
- For one-time and intermittent projects – the School District undertakes certain one-time and/or intermittent projects that are larger in terms of costs. If these projects were funded from annual per-pupil based operating grants from the Ministry of Education, annual fluctuations in educational service levels may result; therefore, it is not prudent to fund these projects from current annual per-pupil based operating grants from the Ministry of Education.
- To offset unrealized revenues – some of the School District's revenue sources, e.g. off-shore student enrolment, rentals, etc., are cyclical in nature and thus are subject to downturns in the economy. The School District tries to anticipate economic downturns by budgeting for a base dollar amount of these revenues in its general operations. Despite its best efforts, the School District is exposed to the possibility of unrealized revenues and/or to declines in base revenues from year to year.
- The amount of Accumulated Operating Surplus restricted for Contingency Reserves at the end of a fiscal year should be a minimum of 0.5% and a maximum of 1.0% of actual Operating Expenses of that fiscal year.

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UNRESTRICTED OPERATING SURPLUS

The School District will maintain Unrestricted Operating Surplus balances for working capital purposes, i.e. to provide for operating expenditures before operating grants from the Ministry of Education are received. Maintaining minimum working capital levels eliminates or reduces the need to borrow externally and/or internally for operations.

The School District may require emergency funds from time to time, from its Unrestricted Operating Surplus balance, for unforeseen costs. When this occurs the School District needs to rely upon sufficient balances being available.

Also included in the Unrestricted Operating Surplus are funds that may be used in budget years beyond the next two fiscal years.

The amount of Unrestricted Operating Surplus at the end of a fiscal year should be a minimum of 0.5% and a maximum of 1.5% of actual Operating Expenses of that fiscal year.

INCREASES TO RESTRICTED SURPLUS

Annual and/or periodic increases to the restrictions on the Accumulated Operating Surplus shall be specific to each category of restriction, as approved by the Board through the School District's annual financial planning/budgeting process.

RESPONSIBILITIES

The School District's Secretary-Treasurer shall be responsible for:

- Recommending the necessary increases/decreases and transfers so that the School District's Restricted Operating Surplus and Unrestricted Operating Surpluses are maintained in accordance with this Policy;
- Conducting an annual review of all restricted Operating Surplus balances, and Unrestricted Operating Surplus balances including comparing actual levels with the established minimum and maximum levels within this Policy and with other school district and jurisdiction benchmarks, and publicly reporting the results of such a review to the Board of Education;
- Recommending any revisions or amendments to this Policy, as may be required from time to time, as a result of changes in applicable Ministry of Education directives, accounting standards, economic conditions, etc.

NORTH OKANAGAN-SHUSWAP SCHOOL DISTRICT NO. 83	DRAFT
REGULATION	Adopted:
<p data-bbox="237 426 1276 457">RESTRICTION INCREASES/DECREASES AND TRANSFER OF FUNDS</p> <p data-bbox="237 499 1360 604">Increases/decreases in Internally Restricted Operating Surplus in excess of \$20,000 will be considered by the appropriate Standing Committee and approved publicly by the Board of Education.</p> <p data-bbox="237 646 1369 751">The Secretary-Treasurer has the authority to approve increases/decreases in Internally Restricted Operating Surplus up to and including \$20,000. Any such increases/decreases will be reported to the Finance Committee.</p> <p data-bbox="237 793 1357 898">Any transfer of funds between the Operating Fund and Capital Fund not included in the Annual Budget, or Amended Annual Budget, will be considered by the Finance Committee and approved publicly by the Board of Education.</p> <p data-bbox="237 940 1365 1119">It is expected that the annual operating budget will allow transfers to local capital which are sufficient to allow efficient replacement or acquisition of assets consistent with the School District's capital plan. Transfers to local capital should be authorised through the budget bylaw or by separate board motion at a public board meeting. They should be supported by a planned use of the local capital balance.</p>	

NORTH OKANAGAN-SHUSWAP SCHOOL DISTRICT NO. 83	DRAFT
REGULATION	Adopted:
<p style="text-align: center;">BUDGET MONITORING AND REPORTING</p> <p>The School Act requires the Board of Education to prepare an annual operating budget in the form, and containing the content, specified by the Minister of Education. The Board will adhere to all statutory and contractual requirements in the preparation of the budget.</p> <p>The Board of Education authorizes the Superintendent and Secretary Treasurer to develop and monitor the annual budget. The Superintendent and the Secretary Treasurer are delegated responsibility for the over all management of the educational and operational programs that are supported by the annual budget, with the Secretary Treasurer being specifically responsible for the financial management of the budget and all financial reporting.</p> <p>The annual budget shall be developed in a planned, collaborative, open and transparent manner with consultations and discussions with all district stakeholders.</p> <p>Communication, implementation, and monitoring of the Board approved budget is the responsibility of the Superintendent and Secretary Treasurer. The Board provides appropriate flexibility to enable management to maximize the use of fiscal resources while exercising effective budget control.</p> <p>Management will present to the Board, monthly financial reports that provide a summative status of performance against budget. Reports will include an analysis of budget variances with an explanation of any variance in excess of 10% of budget amount.</p>	