

## Table of Contents

Table of Contents .....	1
Policy 1 – Foundation Statements .....	1
Policy 2 – Role of the Board of Education.....	3
Policy 3 – Role of the Trustee .....	6
Policy 4 – Role of the Board Chair .....	8
Policy 5 – Role of the Vice Chair.....	10
Policy 6 – Trustee Code of Ethics .....	11
Policy 7 – Board Governance and Operations .....	12
Policy 7 – Board Governance and Operations .....	13
Policy 8 – Board Committees.....	26
Policy 9 – Board Representative .....	28
Policy 10 – Policy Formation and Review .....	29
Policy 11 – Role of the Superintendent.....	31
Policy 12 – Delegation of Authority .....	34
Policy 13 – Recruitment and Selection of Personnel .....	35
Policy 14 – Appeals Process (Bylaw 18) .....	37
Appendix 1 – Guidelines for Parents .....	42
Policy 15 – Student Code of Conduct .....	45
Policy 16 – Programs/Schools of Choice .....	48
Policy 17 – Conveyance of Students.....	50
Policy 18 – School Catchment Areas .....	53
Policy 19 – School Closure .....	56
Policy 20 – Disposal of Real Property .....	58
Policy 21 – Naming of School District Facilities/Property .....	59



## Policy 1 – Foundation Statements

The Board of Education believes that its core purpose is the improvement of student achievement and the attainment of student success. The Board also believes that as an innovative 21<sup>st</sup> Century learning organization, the first and highest priority is to maintain, improve and enhance the personalization of services to enhance educational choices and opportunities available for all students.

### Our Vision

A world-class, innovative and individualized educational experience for every student.

### Our Mission

Preparing and inspiring our students for a lifetime of success through Respect, Opportunity and Innovation.

### Our Values

- Respect
- Trust
- Integrity
- Communication
- Teamwork

## GUIDING PRINCIPLES

The Board of Education is committed to:

1. Maximizing the provision of high quality and innovative choice programs in the District.
2. Improving equity of access across our communities.
3. Seeking increased community input into planning processes.
4. Making decisions that are information based, principled and data driven.
5. Assessing impacts of plans on transportation needs and on other schools.
6. Considering efficiency of operations and impact on academic programs when undertaking new projects.

## Current Priority Areas

### Achievement Goals

1. To improve student achievement for all learners.
2. To improve the school completion rates of all students.

### Board Goals

1. Excellence in teaching;
2. Excellence in leadership;
3. Flexible access to programs and services;
4. Ethical and innovative use of technology;
5. Parental and community engagement.

### Logo

The Board of Education has approved the logos below as the official logos of the Abbotsford School District.



## Policy 2 – Role of the Board of Education

As the elected community representatives, the Board of Education is the corporate body responsible for the development of goals and policies to guide and oversee the provision of educational services in the District. The mandate and responsibilities of the Board are determined through the requirements of government legislation and in consideration of the values of the electorate.

Specific areas of responsibility are:

1. Accountability to the Provincial Government
  - 1.1 Act in accordance with all statutory requirements of federal and provincial legislation to implement educational standards and policies.
  - 1.2 Perform Board functions required by governing legislation and existing Board policy.
2. Accountability to the Community
  - 2.1 Make decisions that reflect Abbotsford School District's principles and belief statements, and represent the broad interests of the community.
  - 2.2 Establish processes and provide opportunities for public information sharing and community input.
  - 2.3 Report District results at least annually.
  - 2.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
  - 2.5 Model a culture that reflects the Board's *Code of Ethics* and shared community values.
  - 2.6 Provide for two-way communication between the Board and stakeholder groups.
  - 2.7 Meet as needed with municipal government and other governing authorities in educational/public service or business to assist in achieving educational goals.
3. Planning
  - 3.1 Provide overall direction for the District by establishing the mission, vision, values, planning principles, and strategic goals to be met.
  - 3.2 Approve the District's long term Strategic plan.
  - 3.3 Approve the District's annual Achievement Contract.
  - 3.4 Annually set district priorities and outcomes.
  - 3.5 Monitor and evaluate the progress of student achievement, intended outcomes and other desired results.
  - 3.6 Annually approve school improvement plans.
  - 3.7 Annually approve budget.
  - 3.8 Approve other plans as required by the [School Act](#).
  - 3.9 Annually develop a District Communication Plan.
4. Policy

- 4.1 Identify the reason and/or intended purpose before creating a new policy.
  - 4.2 Make the final decision regarding the approval of all policy statements.
  - 4.3 Evaluate policy impact to determine if policy has created the desired change or results.
  - 4.4 Establish policies that outline how the Board/school district will function.
  - 4.5 Delegate authority to the Superintendent and define commensurate responsibilities.
5. Board/Superintendent Relations:
- 5.1 Select the Superintendent.
  - 5.2 Provide the Superintendent with clear corporate (Board) direction.
  - 5.3 Delegate in writing, administrative authority and identify responsibilities subject to the provisions and restrictions in provincial legislations and regulations.
  - 5.4 Respect the delegated authority of the Superintendent to carry out executive action and support those actions which are exercised within the discretionary powers of the position.
  - 5.5 Evaluate the Superintendent and review the contract of employment.
6. Political Advocacy and Responsibility
- 6.1 Review a plan for advocacy. Consider the focus for such advocacy, key messages and advocacy mechanisms.
  - 6.2 Make all decisions regarding British Columbia School Trustee Association and British Columbia Public Sector Employees' Association.
  - 6.3 Advance board/district positions and priorities through local/community and provincial organizations and as deemed appropriate.
7. Board Development
- 7.1 Evaluate the Board's effectiveness in regards to District priorities.
8. Fiscal Accountability
- 8.1 Approve the annual budget.
  - 8.2 Approve the principles and decision-making criteria, for the creation of the annual budget.
  - 8.3 Approve the process and timelines for budget deliberations.
  - 8.4 Annually appoint the auditor and approve the terms of engagement.
  - 8.5 Annually review the audit report and management letter.
  - 8.6 Annually approve the Audited Financial Statement.
  - 8.7 Provide direction regarding the mandate for local employee negotiations.
  - 8.8 Ratify memoranda of agreement with bargaining units.
  - 8.9 Approve compensation levels for all excluded (out-of-scope) staff.
  - 8.10 Approve the acquisition and disposition of District land and buildings.
  - 8.11 Approve tender selection for contracts over one hundred and fifty thousand dollars (\$150,000).
  - 8.12 Approve construction projects in excess of five hundred thousand dollars (\$500,000).
  - 8.13 Annually approve the five-year capital plan and review facilities master plan.
  - 8.14 Regularly monitor fiscal management of the District.
9. Additional Responsibilities

- 9.1 Approve annual local school calendars in accordance with legislation.
- 9.2 Approve Board Authority Authorized Courses.
- 9.3 Hear appeals on the reconsideration of resource materials which are challenged.
- 9.4 Approve the process for and the naming of educational facilities, school district properties and portions thereof.
- 9.5 Approve school catchment areas.
- 9.6 Approve District partnerships and associated contracts.
- 9.7 Approve the purchase of Board memberships in non-educational associations.
- 9.8 Establish parameters for early retirement incentive plans.
- 9.9 Ensure that the office of the Superintendent is made aware of their whereabouts, for emergency contract purposes, when Trustees are absent from the District for an extended period.

## Policy 3 – Role of the Trustee

Trustees are elected in accordance with the Local Government Act.

The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its vision and goals consistent with the Strategic Plan. The oath of office taken by each trustee when he or she assumes office binds that person to work diligently and faithfully in the cause of public education.

The *School Act* gives no individual authority to trustees. As members of the corporate board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate board.

The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the District.

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans. New trustees are expected to attend orientation programs that will provide information on:

1. Role of the trustee and the Board;
2. Organizational structures and procedures of the District;
3. Board policy, agendas and minutes;
4. Existing District initiatives, annual reports, budgets, financial statements and long-range plans;
5. District programs and services;
6. Board's function as an appeal body; and
7. Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.

Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies and procedures.

The District will provide financial support for trustees to attend relevant professional development activities.

#### **Specific Responsibilities of Individual Trustees**

The trustee shall:

1. Become familiar with District policies and procedures, meeting agendas, and reports in order to participate in Board business.
2. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
3. Refer queries, issues or problems raised by a parent or community member about a school or school policy to the Principal and, where appropriate, inform the Superintendent or designate.
4. Keep the Board and the Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the District.
5. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
6. Attend meetings of the Board; participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of children within the District.
7. Support the decisions of the Board and monitor progress to ensure decisions are implemented.
8. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way.
9. Participate in Board/trustee development sessions so that the quality of leadership and service in the District can be enhanced.
10. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
11. Stay current with respect to provincial, national and international educational issues and trends.
12. Strive to develop a positive and respectful learning and working culture both within the Board and the District.
13. Act as a liaison to assigned schools.
14. Attend District or school functions when invited and when possible.
15. Become familiar with, and adhere to, the Trustee Code of Ethics.
16. Trustees absent from the District for an extended period shall, for emergency contact purposes, ensure that the office of the Superintendent is made aware of their whereabouts.

## Policy 4 – Role of the Board Chair

At its inaugural meeting following a general local election, and for the following three years, at the regular December meeting, the Board shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board.

The Board delegates to the Chair the following powers and duties:

1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the [School Act](#) and the policies and procedures as established by the Board and where those are silent, '[Robert's Rules of Order](#)'.
2. Prior to each Board meeting, confer with the Vice Chair, Superintendent and Secretary-Treasurer on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them.
3. Perform the following duties during Board meetings:
  - 3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
  - 3.2 Ensure that all issues before the Board are well-stated and clearly expressed;
  - 3.3 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration in order that individual opinions may be considered and a corporate decision reached;
  - 3.4 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when he/she is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question;
  - 3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Chair may speak to points of order in preference to other members.
  - 3.6 Extend hospitality to other trustees, officials of the Board, the press and members of the public.
4. Keep the Board and the Superintendent informed in a timely manner of all significant matters coming to his/her attention regarding the school district.

5. Keep informed of significant developments within the district.
6. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
7. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents, students or employees which may affect the administration of the District.
8. Bring to the Board all matters requiring a decision of the Board.
9. Act as the chief spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
10. Act as an ex-officio member of all committees of the Board.
11. Act as a signing officer for the District.
12. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
13. Provide leadership to ensure that the Board engages in regular assessments of its effectiveness as a Board.
14. Make committee appointments as necessary.

*Revised December 2015*

## Policy 5 – Role of the Vice Chair

The Vice-Chair shall be elected at the first meeting of the Board in December each year and shall take office immediately. The Vice-Chair shall hold office at the pleasure of the majority of the Board.

### **Specific Responsibilities of the Vice Chair**

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist and support the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

## Policy 6 – Trustee Code of Ethics

The Board commits itself and its members to ethical and appropriate conduct. It is expected that all personal interactions and relationships are characterized by mutual respect, which acknowledges the dignity and affirms the worth of each person.

Therefore, the Board has established the following Standards of Conduct to help provide the conditions necessary for effective Board operations.

Board members will:

1. Devote time, thought, and study to the duties of a trustee in order to be effective and provide credible service.
2. Consider information received from all sources and base personal decisions upon all available facts while maintaining confidentiality of privileged information.
3. Work with fellow trustees in a spirit of harmony and co-operation in spite of differences of opinion.
4. Recognize that authority over the organization is only vested in the Board when it meets in legal session.
5. Maintain the integrity of the Board and the position of the trustee when communicating and interacting with outside individuals and agencies. This includes full disclosure to participants when attending meetings as an ordinary citizen.
6. Respect the majority decisions of the Board.
7. Be loyal to the interests of public education and the Board.
8. Demonstrate discretion when making public statements that do not reflect the corporate opinion of the Board.
9. Maintain the highest standards of civility and respect accorded to public office through the absence of unwarranted criticism of fellow trustees, the Board, or employees, in or out of the Board room.
10. Deal appropriately with sensitive issues and respect the confidentiality of discussions that take place during in-camera sessions.
11. Trustees will not disclose the confidential business of the Board.
12. Represent the best interests of the entire District. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs, or acting as an individual consumer of the District's services.
13. Be mindful of legislation governing conflict of interest and avoid placing themselves in positions of conflict of interest. A trustee will not participate in, vote on, or exert influence on, any decision in which the trustee has any interest.

## Policy 7 – Board Governance and Operations

The Board operates and governs itself in a manner that models respect, opportunity and innovation, and strengthens relationships within the education community. Within this framework decisions will be made that serve to ensure quality learning opportunities and maximize learning outcomes for students of all ages.

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organizational design. In order to discharge its responsibilities to the electorate of the District, the Board shall hold meetings as often as is necessary. A quorum, which is a simple majority of the number of trustees holding office, must be present for every duly constituted meeting. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner. All powers of the Board must be exercised by either by-law or resolution of the Board.

The Board believes that its fundamental obligation is to preserve and enhance the confidence and public trust in the public education system. Consistent with its objective to encourage the general public to contribute to the education process, Board meetings will be open to the public. The Board will meet as often as necessary to transact business, but must meet not less than once every three months.

The Board believes there are times when public interest is best served by private discussion of specific issues in “in-camera” sessions. The Board has an obligation to protect individual privacy and the Board’s own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues such as those dealing with individual students, employees, land, labour, litigation or negotiation.

The Board believes public interest can be enhanced by having members of the public make presentations at Board meetings.

The Board believes that public information meetings dealing with specific educational topics can enhance communications and the effectiveness of the Board.

## Policy 7 – Board Governance and Operations

The Board operates and governs itself in a manner that models respect, opportunity and innovation, and strengthens relationships within the education community. Within this framework decisions will be made that serve to ensure quality learning opportunities and maximize learning outcomes for students of all ages.

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organizational design. In order to discharge its responsibilities to the electorate of the District, the Board shall hold meetings as often as is necessary. A quorum, which is a simple majority of the number of trustees holding office, must be present for every duly constituted meeting. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner. All powers of the Board must be exercised by either by-law or resolution of the Board.

The Board believes that its fundamental obligation is to preserve and enhance the confidence and public trust in the public education system. Consistent with its objective to encourage the general public to contribute to the education process, Board meetings will be open to the public. The Board will meet as often as necessary to transact business, but must meet not less than once every three months.

The Board believes there are times when public interest is best served by private discussion of specific issues in “in-camera” sessions. The Board has an obligation to protect individual privacy and the Board’s own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues such as those dealing with individual students, employees, land, labour, litigation or negotiation.

The Board believes public interest can be enhanced by having members of the public make presentations at Board meetings.

The Board believes that public information meetings dealing with specific educational topics can enhance communications and the effectiveness of the Board.

### 1. Meetings

#### 1.1 Inaugural

1.1.1 The inaugural meeting of the Board shall be held on the first Tuesday in December of an election year (every four years), except when December 1<sup>st</sup> falls on a Monday, whereby a special meeting will be held on the second Tuesday of December with the sole purpose being;

1.1.1.1 To make a prescribed oath of office, by oath or solemn affirmation, and

1.1.1.2 To elect the Chair and Vice-Chair of the Board.

1.1.2 The Secretary-Treasurer will give notice of the inaugural meeting.

1.1.3 Each trustee will take the oath of office immediately following the call to order of the inaugural meeting after a general election. Special provisions will be made for a trustee taking office following a by-election.

1.1.4 The Secretary-Treasurer shall act as Chair of the meeting until the election of Board Chair is completed.

#### 1.2 Organizational

1.2.1 The organizational meeting of the Board shall be held on the first Tuesday in December of every year (except the year of the inaugural meeting). When December 1<sup>st</sup> falls on a Monday, the meeting will be held on the second Tuesday of December. The sole purpose of the meeting being;

1.2.1.1 To make a prescribed oath of office, by oath or solemn affirmation, and

1.2.1.2 To elect the Chair and Vice-Chair of the Board.

1.2.2 The Secretary-Treasurer will give notice of the organizational meeting.

1.2.3 The Secretary-Treasurer shall act as Chair of the meeting until the election of Chair and Vice-Chair is completed.

#### 1.3 Regular

1.3.1 The purpose of the regular Board meeting is for the Board to conduct its business. All regular meetings will be open to the public.

1.3.2 Regular Board meetings are held according to a schedule approved by the Board each June. In a year of a general election, the schedule is set until December of the coming year only.

1.3.3 Notwithstanding the schedule noted above, the Board may, by motion, alter the schedule in such manner as it deems appropriate.

1.3.4 Meetings shall not exceed 11:00 p.m. unless a motion to extend the meeting is passed by 2/3 majority of trustees present.

#### 1.4 Closed (in-camera)

1.4.1 As per Section 69 of the [School Act](#), if, in the opinion of the Board, the public interest so requires, persons other than trustees may be excluded from a meeting. Notwithstanding this, the Secretary-Treasurer or designate must be present at the time that a decision of the Board is rendered and must record any decision.

1.4.2 Unless otherwise determined by the Board, legal, student, personnel and property issues, which require confidentiality, will be closed sessions.

1.4.3 The Agenda Setting Committee, consisting of the Board Chair, Vice-Chair, Superintendent and Secretary-Treasurer shall determine items on the agenda for each closed meeting, subject to Board approval.

1.4.4 The Board shall only discuss the matter which gave rise to the closed meeting. Board members and other persons attending the session are honor bound not to disclose the substance of deliberations at such sessions.

1.4.5 In accordance with Section 72(3) of the [School Act](#), the Board shall prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than trustees or officers of the Board, or both, were excluded.

#### 1.5 Special (Extra-ordinary)

1.5.1 Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

1.5.2 Unless deemed to be ‘closed’, all special meetings are open to the public.

1.5.3 A special meeting of the Board may be called by the Chair or, on written request by a majority of the trustees or the Superintendent in consultation with the Chair, provided all trustees have been notified forty-eight (48) hours in advance of the meeting.

1.5.4 No business other than that for which the meeting was called shall be discussed without unanimous consent of all of the trustees.

1.5.5 The Board may, by unanimous consent of all trustees, waive notice and hold a meeting at any time. Such consent shall be duly noted in the minutes of the meeting.

1.5.6 Whenever practicable, the notice of the meeting should contain an Agenda, as well as supporting documentation for items to be discussed.

### 1.6 Public Information

1.6.1 Public Information Meetings are open to the public and are called to seek input from, or provide information to the public. These meetings are scheduled on an as-needed basis. The agenda for such meetings is topic specific.

### 1.7 Working Sessions

1.7.1 The Board feels it is desirable to meet periodically in a working session environment. In this setting, trustees discuss matters relating to operation of the District. Such meetings are held as necessary throughout the year. At these working sessions, the Board shall take no actions that replace debate or actions at a public meeting.

## 2. **Agenda**

2.1 Items may be placed on the agenda in one of the following ways:

2.1.1 By notifying the Board Chair at least 7 days prior to the Board meeting.

2.1.2 By notice of motion at the previous meeting of the Board.

2.1.3 As a request from a committee of the Board.

2.1.4 As outlined in items 2.5 and 2.7.

2.2 If an in-camera meeting is required, it will be scheduled prior to the regular Board meeting.

2.3 The Agenda Setting Committee consisting of the Board Chair, Vice Chair, Superintendent and Secretary-Treasurer shall establish items on the agenda for each Board meeting. The agenda shall generally follow the order outlined below:

2.3.1 Approval of Agenda

2.3.2 Singing of 'O Canada'

2.3.3 Consent Items (minutes of previous meeting(s), correspondence)

2.3.4 Delegations/Presentations

2.3.5 Question Period

2.3.6 Report on Achievement/Results

2.3.7 Committee Reports

2.3.8 Reports by Representatives on External Organizations

2.3.9 New Business

2.3.10 Trustee Announcements

2.3.11 Question Period

#### 2.3.12 Adjournment

- 2.4 Two (2) public question periods will be held to a maximum of ten (10) minutes each. Questions that relate to agenda items at the meeting may be asked. Question periods are dedicated only for members of the public. School district staff will address the board only through the Superintendent's Report on Achievement/Results, as per Section 2.3.6 (above).
- 2.5 Issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 2.6 The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 2.7 During the course of the Board meeting, the majority of trustees present may request that the Board Chair place items before the Board for discussion. The Board may take action on such items.
- 2.8 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business which will come before the Board and will be of value to the Board in the performance of its duties.
- 2.9 The agenda information package, containing the agenda and supporting information, will be distributed to each trustee at least four days in advance of regular Board meetings.
- 2.10 The list of agenda items shall be posted on the District [website](#).

### 3. Minutes

- 3.1 The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions. The minutes shall record:
  - 3.1.1 Date, time and place of meeting;
  - 3.1.2 Type of meeting (regular, special or committee);
  - 3.1.3 Name of presiding officer;
  - 3.1.4 Names of those trustees and administration in attendance;
  - 3.1.5 Approval of preceding minutes;
  - 3.1.6 A brief summary of the circumstances which gave rise to the matter being debated by the Board;
  - 3.1.7 All resolutions, including the Board's disposition of the same, placed before the Board, should be entered in full;
  - 3.1.8 Names of persons making the motion;
  - 3.1.9 Points of order and appeals;

- 3.1.10 Appointments;
- 3.1.11 Summarized reports of committees; and
- 3.1.12 Trustee declaration pursuant to section 56, 57, or 58 of the [School Act](#).
- 3.2 The minutes shall:
  - 3.2.1 Be prepared as directed by the Secretary-Treasurer;
  - 3.2.2 Be reviewed by the Superintendent prior to submission to the Board;
  - 3.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
  - 3.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 3.3. The Secretary-Treasurer shall ensure, upon acceptance by the Board, that appropriate signatures are affixed to the concluding page of the minutes.
- 3.4 The Secretary-Treasurer shall establish and maintain a file of all Board minutes.
- 3.5 All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board.
- 3.6 Upon adoption by the Board, the minutes shall be open to public scrutiny at the Board office at all reasonable times.
- 3.7 Copies of the minutes adopted by the Board shall be added to the [School District Website](#), distributed to all trustees and other destinations as directed by the Board as soon as is practicable.
- 3.8 Individuals may make copies and extracts on payment of a fee set by the Board.

#### **4. Correspondence to the Board**

- 4.1 The Board believes that it is the delegated responsibility of administrative staff to act for the Board within the bounds of District/Board Policy. However, trustees are to be kept informed of non-routine items of business and are to be given the opportunity to seek further information on such matters.
  - 4.1.1 A list of all non-routine correspondence addressed to the Board or received by the Superintendent or designate acting in their official corporate capacities will be forwarded to all trustees in a timely fashion.
  - 4.1.2 A list of official correspondence received by the Board will be available at each regular meeting.
  - 4.1.3 All district related correspondence or material addressed to a trustee in name or as chair of a committee will be forwarded to the Superintendent.

### 5. Motions

#### 5.1 Notice of Motion

- 5.1.1 The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meetings and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

#### 5.2 General

- 5.2.1 All matters relating to the formal agenda for the Board meeting shall be by a motion which has been moved and seconded before formal debate. Before a formal motion is placed before the Board by a trustee, an opportunity will be provided for questions and clarification.
- 5.2.2 The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.
- 5.2.3 Motions shall be phrased in a clear and concise manner so as to express an opinion or to achieve a result. A preamble does not form part of a resolution when passed. The Chair or recording secretary may request that the mover put a motion in writing to ensure accurate recording of the motion in the minutes.
- 5.2.4 The presiding officer may divide a motion containing more than one subject if the Chair believes this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.
- 5.2.5 No motion other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration or rescinding process.
- 5.2.6 A motion to reconsider cannot be applied to action that cannot be reversed; for example, entering into a contract.
- 5.2.7 A motion to reconsider can only be made at the same meeting where the original motion was voted upon and by a member who voted on the prevailing side. No question can be reconsidered twice.
- 5.2.8 A motion to rescind will be considered only if notice has been given at the previous meeting or in the call for the present meeting. A motion to rescind may be moved by any trustee, regardless of his/her original vote.
- 5.2.9 A motion to table is not debatable other than as to propriety. (There is no set time limit.)

- 5.2.10 A motion to postpone is debatable. (It can be postponed indefinitely or to a certain time.)
- 5.2.11 A motion can be withdrawn or modified by the mover without the consent of anyone before the motion is stated by the Chair. Once the motion has been stated by the Chair, it belongs to the assembly and the mover must request permission to withdraw or modify it. If there is an objection, the Chair shall ask the meeting if the request should be granted and a majority vote is needed for withdrawal.
- 5.2.12 An amendment to a motion or resolution does not require notice. Only one amendment to an amendment shall be allowed and the same shall be dealt with before the original amendment is decided. An amendment may not change the intent of the original motion.
- 5.2.13 All motions to refer resolutions to the Canadian School Boards Association (CSBA), BC School Trustees Association (BCSTA), or branches thereof for endorsement or adoption, shall receive prior discussion in order to clarify intent and wording of the main resolution.
- 5.2.14 All motions to amend Board policy shall be submitted in writing to the Secretary-Treasurer and presented to the Board at the regular meeting immediately preceding the meeting at which they are to be discussed. (Notice of Motion). The written Notice of Motion to amend Board policy shall contain the proposed action and rationale.

#### **6. Debate**

- 6.1 Debate shall be strictly relevant to the question and the presiding officer shall warn speakers who violate this rule.
- 6.2 No person shall speak until recognized by the Chair.
- 6.3 Subject to the discretion of the Chair, no person shall speak more than twice to a question unless a motion to extend debate is carried, except the mover of the motion who will have the right to make a reply when all trustees who wish to speak have spoken. No trustee shall speak for a period in excess of five minutes at one time. The Chair may caution a trustee who persists in tedious and repetitious debate and may direct him/her to discontinue if he/she persists.
- 6.4 A matter of privilege (a matter dealing with the rights or interests of the Board as a whole or of a trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.
- 6.5 No trustee shall interrupt another trustee who has the floor except to raise a point of order or a point of privilege.

- 6.6 A motion must be made by a member who has obtained the floor, while no question is pending. The maker of the motion, if he/she desires may speak first.
- 6.7 Debate can be closed by a motion to end debate. This is not debatable, must have a seconder, and must be passed by two-thirds majority.
- 6.8 This policy shall govern points of order and procedures not provided for or specified by the [School Act](#). Where there is an inconsistency, the [School Act](#) shall apply. Where situations arise which are not covered by the [School Act](#) or policy, reference to '[Robert's Rules](#)' shall be in order.
- 6.9 An appeal may only be requested immediately after a ruling and before resumption of business. The appeal shall be decided without debate by a majority vote of trustees present. A successful appeal does not necessarily set a precedent.

#### 7. Voting

- 7.1 A quorum of the Board shall be four trustees.
- 7.2 All trustees present at a meeting are expected to vote; although, a trustee must abstain from voting in the event that he/she has a conflict of interest by reason of having a direct pecuniary interest in a vote (Section 58, [School Act](#)). A trustee may also abstain from voting if he/she states at the meeting her/his reasons thereon prior to a vote being taken.
- 7.3 Voting shall be conducted either by a show of hands or through any electronic means in use by the Board. Only the results will be recorded, unless a trustee requests that names be recorded. If a record of names is requested, only negative votes and abstentions shall be recorded. Upon request, where a conflict exists, the reason(s) for an abstention shall be recorded.
- 7.4 The Chair has the same right to vote and shall vote at the same time as the other members of the Board and, in the case of an equality of votes for and against a motion, (a tie), the question is resolved in the negative, and the Chair shall so declare.
- 7.5 All questions shall be decided by a majority of the votes of the trustees present (quorum) and voting save as otherwise provided by these rules or the [School Act](#).
- 7.6 Where an interpretation is required, the question at hand shall be deferred until the following meeting or, if emergent, to the end of the meeting to allow staff to research the appropriate interpretation based on '[Robert's Rules](#)'. The resulting interpretation may require a change to this policy and, if so, will be done by notice of motion. A notice of motion to update this policy will be made subsequent to the question at hand being dealt with.

#### **8. Delegations to Board Meetings**

- 8.1 The Board will receive representations and delegations on any subject pertinent to Board business provided the item has been placed on the agenda.
- 8.2 Requests to present shall be made in writing to the Secretary-Treasurer or designate seven (7) days prior to a regular Board meeting. In order to assist delegations with their presentations, “Guidelines for Delegations”, will be made available at the time the request to present is made. Delegations may be referred to ‘closed session’ if necessary. The Board reserves the right to limit the number of delegations appearing at a particular Board meeting.
- 8.3 The delegation shall identify a spokesperson who will present the information to the Board, and act as a contact person to whom the Board may direct a reply at a later date.
- 8.4 The delegation will be expected to limit any presentation to ten (10) minutes. The Board will ordinarily take the presentation under advisement and may take action after due deliberation.
- 8.5 Notwithstanding the above, and at the discretion of the Board, an individual or group may appear before the Board at a regular meeting without prior notice.

#### **9. Election of Chair and Vice Chair**

- 9.1 At its inaugural meeting following a general local election, and for each of the following three years, on the first Tuesday in December, or at another date determined by the Board, the Board shall elect one of its members to serve as Board Chair and one of its members to serve as Vice Chair.
- 9.2 Process for Election of Chair and Vice Chair:
  - 9.2.1 The secretary-treasurer will call three times for nomination for the position of Board Chair (seconding is not necessary).
  - 9.2.2 After all nominations have been received the secretary-treasurer will ask for a motion for nominations to cease.
  - 9.2.3 Nominees will be asked in alphabetical order if they accept their nomination.
  - 9.2.4 If there is more than one nomination, all nominees will be provided an opportunity to speak to their nomination for the position.
  - 9.2.5 The secretary-treasurer will conduct a vote by ballot (unless a nominee is acclaimed to the position of Chair).
  - 9.2.6 That person receiving a clear majority shall be elected Board Chair for the ensuing year.
  - 9.2.7 If no person receives a clear majority, further ballots shall be taken until the same is achieved or if after a second ballot, a tie shall occur, the election shall be decided by the drawing of lots.
  - 9.2.8 Upon completion of the voting for the Chair, the Chair will then continue with the same process for the election of Vice Chair.

9.2.9 A motion to destroy the ballots following any voting will be requested.

#### **10. Trustee Indemnity**

- 10.1 Under Section 71 of the [School Act](#), a Board may authorize the payment of remuneration (indemnity) to be paid to trustees. The [Income Tax Act](#) allows part of this indemnity to be declared as a tax-free expense allowance.
- 10.2 Trustee indemnities will be established by the Board in election years through the following process:
  - 10.2.1 An External Ad-Hoc Trustee Indemnity Committee will be established by the Board of Education, based on the recommendation of the Secretary-Treasurer.
  - 10.2.2 The Board will appoint a Chair and other members of the Committee at a Regular Board Meeting every January in the year of the General Local Election.
  - 10.2.3 The Trustee Indemnity Committee will be composed of a Chair and four (4) other members, comprised of any of the following individuals;
    - 10.2.3.1 One representative from University of the Fraser Valley
    - 10.2.3.2 One member from the District Parents Advisory Committee
    - 10.2.3.3 One representative from the Abbotsford Chamber of Commerce
    - 10.2.3.4 One Elected Official from the City of Abbotsford
    - 10.2.3.5 One member of the Abbotsford Police Commission
    - 10.2.3.6 One member of the Abbotsford Community Foundation
    - 10.2.3.7 One representative from the general public
  - 10.2.4 The Committee will provide their report to the Board of Education no later than the last Board meeting of June in the year of a General Local Election.
  - 10.2.5 The indemnity will be deposited to a financial institution of the trustee's choice.
- 10.3 Many conventions, conferences and seminars are of interest and value to trustees during their term of office. Travel, board, lodging, miscellaneous living expenses and registration fees will be paid by the Board when a trustee attends a conference, seminar or convention. A trustee shall not exceed his/her allowance without approval of the Board.
- 10.4 The Board shall establish an amount within the budget to cover expenses incurred by trustees related to their attendance at meetings, seminars, conventions and related events.

- 10.5 The budget designated by the Board for Trustee expenses shall be divided into two categories as follows:

Trustee Personal Pro-D & Community Engagement.

- 10.5.1 The Board will establish a four-year Personal Pro-D/Community Engagement Budget each election year. During their term, Trustees shall be entitled to one-seventh (1/7th) of this budget to allow an individual trustee at his/her discretion to participate in conferences, meetings or other events. The budget would be set as an equal amount for each trustee.

Board Related Expense Activity

- 10.5.2 Sufficient funds will be set annually to cover expenses where normally all trustees participate, such as BCSTA Annual Meetings, BCSTA Branch Meetings, Board Retreats, BCPSEA meeting, meetings with Ministry of Education, etc.
- 10.5.3 Trustees may expend funds as allocated to them within the allowance set by policy at their discretion to the maximum of their budget amount.
- 10.5.4 No trustee shall exceed his or her budgetary allotment without express approval of the Board.

## 11. Trustee Conflict of Interest

- 11.1 The trustee is directly responsible to the electorate of the District and to the Board.
- 11.2 Upon election to office, the trustee must accept a position of public trust and is expected to act in a manner which will enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.
- 11.3 Elected officials must not have financial interests, liabilities or appointments which place them in a position of conflict of interest or opportunity for personal gain while representing the District.
- 11.4 The Board's ability to discharge its obligations is dependent upon the confidence the residents of the District place in the Board and in its trustee members.
- 11.4.1 The trustee is expected to be conversant with Sections 55 to 60 of the [School Act](#).
- 11.4.2 The trustee is responsible for declaring himself/herself to be in perceived conflict of interest.
- 11.4.3 The trustee shall make such declaration prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest.

- 11.4.4 It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the [School Act](#) and ensure that his/her declaration and absence is properly recorded within the minutes.
- 11.5 The [Financial Disclosure Act](#) requires all trustees to disclose personal financial information as required under the Act and permits the Board of Education to designate employees to disclose the same. All trustees shall file disclosure forms under the [Financial Disclosure Act](#).

## **12. Board Self-Evaluation**

- 12.1 The Board will establish self-evaluation process that will complement the Superintendent evaluation process.

## Policy 8 – Board Committees

The Board may use standing or ad hoc committees to assist in governing the system in an effective and efficient manner.

All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board.

The Board Chair will make committee appointments annually at the Regular Board Meeting in December, or as necessary throughout the year. Committee appointments will be announced at a public board meeting.

All committee appointments will carry a term of one-year.

### 1. Board Committee of the Whole

#### 1.1 Purpose

1.1.1 To receive background information on a particular topic(s).

#### 1.2 Powers and Duties

1.2.1 To review the information presented.

1.2.2 To gather additional and/or supplementary information.

1.2.3 To refer the matter to a meeting of the Board of Education, if desirable.

#### 1.3 Membership

1.3.1 All trustees, Superintendent, Secretary-Treasurer or designate(s).

#### 1.4 Meetings

1.4.1 As required at the call of the Board Chair.

1.4.2 Meetings may be public or private.

### 2. Standing Committees

Standing Committees are established to assist the Board with work of an on-going or recurring nature.

#### 2.1 Finance and Facilities Committee and Policy Committee

##### 2.1.1 Purpose

2.1.1.1 To review background information and explore issues in greater detail.

##### 2.1.2 Powers and Duties

- 2.1.2.1 To review the information presented.
- 2.1.2.2 To gather additional and/or supplementary information.
- 2.1.2.3 To refer the matter to a meeting of the Board of Education, if desirable.

#### 2.1.3 Membership

- 2.1.3.1 Three (3) trustees
- 2.1.3.2 Superintendent, Secretary-Treasurer or designate(s)

#### 2.1.4 Meetings

- 2.1.4.1 As scheduled by the Board, or as required at the call of the Committee Chair.
- 2.1.4.2 Meetings may be public or private.

### 3. Ad Hoc Committees

- 3.1 The Board may establish Ad hoc committees to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established at the time of formation.

### 4. Resource Personnel

- 4.1 Resource personnel may be appointed to work with committees.

## Policy 9 – Board Representative

In response to requests from external organizations or agencies, the Board will give consideration to naming representatives to various external Boards or committees. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual interest. The Board believes that trustees will represent the school district's interests when participating in the work of external organizations or agencies as its appointed representative.

Matters designated as confidential by the Board will not be disclosed, disseminated, published or communicated in any manner by any trustee without the prior authorization of the Board.

### **Specifically:**

Representatives generally have the following terms of reference:

1. Purpose
  - 1.1 To represent the Board's positions and interests.
  
2. Powers and Duties
  - 2.1 To attend meetings.
  - 2.2 To provide input from the Board's perspective.
  - 2.3 To communicate to the Board and the Superintendent the workings of the body.
  - 2.4 To bring recommendations to the Board.
  
3. Membership
  - 3.1 Membership as determined by the Board.
  - 3.2 Appointment as determined by the Chair.

The Board will provide a list of trustee representatives to external organizations or agencies on the District [website](#).

## Policy 10 – Policy Formation and Review

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the District operates. Policies provide effective direction and guidelines for the action of the Board, Superintendent, staff, students, electors and the broader community. Policies also serve as sources of information and guidelines to all who may be interested in or connected with the operation of the school district. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board is guided in its policy making by the requirements to provide public education which is in compliance with the [School Act](#) and provincial legislation. The Board encourages interested groups and individuals to participate in the policy development process.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the District and the responsibility of the Superintendent to exercise professional judgment in the administration of the District.

The Board shall adhere to the following stages in policy development:

1. Planning  
The Board, in cooperation with the Superintendent, shall assess the need for a policy and identify its critical attributes.
2. Development  
The board may develop the policy or delegate the responsibility.
3. Implementation  
The Board is responsible for the implementation of its own governance policies. The Board and the Superintendent share the responsibility for implementation of policies relating to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of administrative procedures.
4. Review/Evaluation  
The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine whether or not it is meeting its intended purpose.

#### **Specifically**

Policy development, approval and review may occur as follows:

1. A proposal to adopt, amend or rescind a policy shall be initiated by a notice of motion at a regular meeting of the Board. Such notice of motion should include background information and recommendations for a consultative process.
2. At a subsequent meeting, trustees, staff, or other groups, may offer input and reactions towards a draft policy.
3. Once input has been received, the Board will give direction for a final draft policy to be presented at a regular Board meeting for:
  - 3.1 final approval, or
  - 3.2 referral for additional amendments
4. When appropriate, the Superintendent shall seek legal advice on the intent and the wording of the policy.
5. Approval of a policy shall be by Board motion.
6. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the District. Such decisions carry the weight of policy until such time as specific written policy is developed.
7. The Board may request the Superintendent to change an administrative procedure to a draft Board policy.
8. The Superintendent shall develop administrative procedures as specified in [Policy 12 – Delegation of Authority](#) and may develop such other procedures as deemed necessary for the effective operation of the District. These procedures must be in accordance with Board policies.
9. The Board may also repeal a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
10. The Superintendent must inform the Board of any changes to administrative procedures in a timely fashion.
11. Changes of a significant and/or material nature must be presented to the Board prior to implementation.
12. All Board policies and administrative procedures shall be posted on the District's [website](#).

## Policy 11 – Role of the Superintendent

The Board recognizes the need for one person to have the overall responsibility for the management of the school district in order to provide leadership and oversight. Therefore, the Board designates the Superintendent as the Chief Executive Officer and delegates to the Superintendent responsibility for overall administration of the District. The Superintendent is responsible for providing reports which focus on governance implications and is accountable to the corporate Board for the conduct, management and operation of the District, for providing leadership in administration and instructional programs and for ensuring compliance with legislative requirements and statutes. All Board authority delegated to the staff of the District is delegated through the Superintendent, except for matters that are delegated to the Secretary-Treasurer through legislation or the decisions of the board.

### Specific areas of Superintendent’s responsibility are:

1. Student Welfare
  - 1.1 Establish a safe caring and orderly learning environment that supports the general well-being of all students.
  - 1.2 Ensure the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation authorized by the School District.
  - 1.3 Ensure facilities adequately accommodate students.
  
2. Leadership
  - 2.1. Provide leadership in all matters relating to the operation of the District.
  - 2.2. Ensure students have the opportunity to meet the standards of education as set out by the Ministry of Education.
  - 2.3. Implement policies/directions established by the Ministry of Education and make the Board aware of pertinent legislative changes.
  - 2.4. Engage in professional development activities to ensure the excellence, efficacy, and relevance of current educational practice.
  
3. Fiscal Responsibility
  - 3.1. Ensure that the fiscal management by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board.
  - 3.2. Ensure the District operates in a fiscally ethically responsible manner, including adherence to generally accepted accounting principles.
  - 3.3. Ensure financial resources are expended in accordance with the annual budget approved by the Board, except in the event of an emergency.
  - 3.4. Provide the Board with a recommended annual operating and capital budget along with periodic statements of revenue and expenditure.

- 3.5. Ensure that procurement procedures in place are in compliance with public sector standards, and that they will minimize cost, consider local businesses and vendors and obtain competitive and fair prices and quality.
- 3.6. Ensure that insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.
4. Human Resource Management
  - 4.1. Have overall authority and responsibility for all personnel-related matters, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
  - 4.2. Promote a high standard of collaborative professional leadership, effective and respectful human relationships, in an environment of respect, opportunity and innovation throughout the district.
  - 4.3. Ensure a performance management system for the evaluation and improvement of all staff is in place.
5. Policy/Administrative Procedures
  - 5.1. Provide leadership and assistance in the planning, development, implementation and evaluation of Board policies and administrative procedures.
  - 5.2. Inform the Board of Education of changes to administrative procedures and seek approval of any changes made to administrative procedures associated with Board policy.
6. Superintendent/Board Relations
  - 6.1. Establish and maintain a positive and impartial, professional working relationship with the Board.
  - 6.2. Respect and honor the Board's rights, roles and responsibilities, and facilitate the implementation of that role as defined in Board policy.
  - 6.3. Keep the board informed and updated through educational and financial information reports, meetings and other forms of communication.
  - 6.4. Consult with the Board to develop and implement the District's orientation program for newly elected trustees.
7. Planning and Reporting
  - 7.1. Lead the District Performance Planning and Strategic Planning process and implement the plan as approved.
  - 7.2. Involve the Board appropriately in this process, including determining the process and timelines, Board identification of priorities, provision for Board input early in the process and final Board approval.
  - 7.3. Report regularly on results achieved.
8. Organizational Management

- 8.1. Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines.
  - 8.2. Report to the Minister of Education with respect to matters identified in and required by the [School Act](#).
  - 8.3. Define processes for gathering, analyzing and using data for decision making.
9. Communications and Community Relations
- 9.1. Ensure open, transparent, positive external and internal communications are developed and maintained.
  - 9.2. Develop and maintain positive and effective relations with provincial and regional government departments and agencies.
10. Leadership Practices
- 10.1 Practice leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board and the Minister.
  - 10.2 Model appropriate values, ethics and moral leadership.

## Policy 12 – Delegation of Authority

The [School Act](#) allows for the Board to delegate certain of its responsibilities and powers to others.

The Board exercises its authority by delegating specific and general administrative and management duties to the Superintendent of Schools, who is designate the Chief Executive Officer (CEO) of the School District. The Secretary-Treasurer acts as the Corporate Officer of the Board in accordance with provisions of the [School Act](#).

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, in accordance with provincial legislation, cannot be delegated.

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 provincial, regional or local obligations must be initially brought to the Board for discussion and determination of decision making authority.

The Superintendent is directed to develop an administrative procedure to fulfill Board obligations created by any federal legislation or provincial legislation.

In the absence of Board policy in cases where an immediate administrative response is required the Superintendent will:

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.
3. The action must be taken with regard for the tenor of the Board's foundational statements.

## Policy 13 – Recruitment and Selection of Personnel

The Board of Education believes that the recruitment and selection of school district personnel is a shared responsibility between the Board and the Superintendent.

The Board further believes strong leadership and administration at the District and school levels are essential for the effective and efficient operation of the school system.

### **Specifically**

A detailed job description and a position posting will be developed for all permanent vacancies and newly created positions. The responsibility for developing the job description and the position posting will rest with the senior manager responsible for the program or school in which the vacancy occurs. All job descriptions and position postings must be approved by the Superintendent and/or Secretary-Treasurer.

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume sole responsibility for initiating the recruitment process and will make every reasonable effort to ensure that all current district employees are made aware of staff vacancies.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
3. The following process will be followed for the Secretary-Treasurer and Assistant Superintendents.
  - 3.1 The Board and Superintendent shall constitute the selection committee.
  - 3.2 The selection committee shall be responsible for screening applicants, the creation of a short list of candidates and a selection process for these positions.
  - 3.3 The selection committee will attempt to achieve consensus.
  - 3.4 In the event consensus is not possible, the successful candidate must be supported by a majority unrecorded vote of the trustees and Superintendent. The Superintendent must be one of the votes in the majority.
  - 3.5 These positions shall have a role description and the person occupying each of the positions shall have a written contract of employment.
  - 3.6 The compensation package, including placement on the salary grid currently in effect, will be determined by the Superintendent in accordance with the parameters established by the Board.
4. The following process will be followed for all other excluded management and school based administrative positions:
  - 4.1 Selection committees for each position will be comprised as follows:

Director	Three Board representatives, Superintendent, Secretary-Treasurer or designate, one Assistant Superintendent (maximum 6)
Manager/Other Exempt Staff	Superintendent or designate, Secretary-Treasurer or designate, Director to whom the position reports
District Principal or Vice Principal	Two Board representatives, Superintendent or designate, one Assistant Superintendent, the Director to whom the position reports (maximum 5)
School Based Administrator	Two Board representatives, Superintendent or designate, two Assistant Superintendents
Communication Manager	Two Board representatives, Superintendent, Secretary-Treasurer
Executive Assistant – Superintendent/Secretary-Treasurer	Two Board representatives, Superintendent, Secretary-Treasurer

- 4.2 Once applications have been received, a long list of qualified applicants will be compiled by the senior manager responsible for the department in which the vacancy occurs.
- 4.3 The selection committee shall be responsible for the creation of a short list of candidates and a selection process for these positions.
- 4.4 The selection committee will attempt to achieve consensus.
- 4.5 In the event consensus is not possible, the successful candidate must be supported by a majority unrecorded vote of the Selection Committee.
- 4.6 Once the selection committee has reached a consensus, the Board shall be informed by the Superintendent, and the candidates may be informed of the outcome.
- 4.7 The compensation package, including placement on the salary grid currently in effect, will be determined by the Superintendent in accordance with the parameters established by the Board.
- 4.8 The Superintendent is delegated the authority to make all decisions regarding the term and/or continuing appointments of excluded management staff.
- 4.9 In the event of an unexpected or short-term vacancy, the Superintendent may appoint someone into an “acting” position without going through a formal selection process.
- 4.10 All offers of employment shall be conditional on the successful applicant providing a criminal records check that is acceptable to the Superintendent or designate.
- 4.11 A representative from the HR department will assist in managing the selection process.

## Policy 14 – Appeals Process (Bylaw 18)

WHEREAS Section 11 of the [School Act](#) provides that a parent/guardian and/or student in the School District may appeal a decision of an employee or employees of the Board if that decision significantly affects the education, health or safety of the student;

AND WHEREAS the Board wishes to enact its process for the conduct of such appeals;

NOW THEREFORE the Board enacts as follows:

1. School District No. 34 (Abbotsford) Appeal Procedure Bylaw 1997 is hereby repealed.
2. This bylaw may be cited as School District No. 34 (Abbotsford) Appeal Procedure Bylaw No. 18 (2008).
3. The definitions contained in the [School Act](#) shall apply to this bylaw.

### 1. Decisions Which May Be Appealed

The Board of Education recognizes the right of a student and/or parent of a student under Section 11 of the [School Act](#) to appeal a decision of an employee of the Board where such decision significantly affects the education, health or safety of the student.

The following decisions shall be deemed to significantly affect the education, health or safety of a student:

- 1.1 disciplinary suspension from school for a period in excess of five (5) days;
- 1.2 refusal to offer an educational program to a student who is sixteen (16) years of age or older;
- 1.3 requirement to complete all or part of an educational program by distributed learning as a disciplinary measure, where space and facilities are available in a school;
- 1.4 exclusion from school for a health condition;
- 1.5 failure to provide an IEP to a student with special needs;
- 1.6 failure to offer to consult with a parent regarding the placement or IEP of a student with special needs;
- 1.7 denial of an educational program by failure to take action in respect of a complaint of bullying, intimidation, harassment, or threat or use of weapons or violence by one or more students against another student; and

1.8 any other decision that, in the opinion of the Board, significantly affects the education, health or safety of a student.

A “decision” for the purposes of this bylaw includes the failure of an employee to make a decision. “Parent” is as defined in Section 1 of the [School Act](#).

## 2. Refusal to Hear Appeals

The Board may refuse to hear an appeal where:

- 2.1 the appeal has not been initiated within a reasonable time of the decision being appealed;
- 2.2 the student or parent appealing the decision has not first discussed the decision being appealed with any persons identified by the Board; or
- 2.3 the Board determines that the decision does not significantly affect the student’s education, health or safety.

## 3. Appeal Procedure

An appeal must be submitted to the Board in accordance with this Policy.

### 3.1 Before filing an appeal

Before an appeal is filed, it is the Board’s expectation that the student and/or parent will discuss the issue in dispute in a constructive manner with those responsible at the school or district level. In this regard, the Board expects, at a minimum, the following steps will be taken before an appeal is filed:

Step 1: The student and/or parent will discuss the issue with the principal where the decision was made at the school level, or the responsible administrator, where the decision was made at the district level; and

Step 2: The student and/or parent will discuss the issue with the Superintendent and/or administrator(s) appointed by the Superintendent.

#### 3.2 Time Limit for Filing Appeal

An appeal must be commenced within thirty (30) days of the date the student or parent was informed of the decision being appealed from, unless the student or parent initiating the appeal (the “Appellant”) can demonstrate that there are reasonable grounds to extend this time limit.

#### 3.3 Filing an Appeal

3.3.1 An appeal shall be initiated by filing a notice of appeal in writing with the Secretary-Treasurer to the Board.

3.3.2 The notice of appeal shall include the following information:

3.3.2.1 the name, address, email address (if applicable), and telephone phone number of the Appellant, including the student’s name, school, grade level, and home room teacher;

3.3.2.2 a description of the decision that is being appealed and its effect on the education, health or safety of the student;

3.3.2.3 the name of the employee who made the decision;

3.3.2.4 the date the Appellant was informed of the decision being appealed;

3.3.2.5 the grounds of the appeal and the action requested; and

3.3.2.6 the steps that the Appellant has taken to discuss the matter directly with the person who made the decision or with other school or district employees.

3.3.3 Where the Appellant is a student under the age of nineteen (19) years, the Board shall provide a copy of the notice of appeal to the parent(s) of the student.

3.3.4 Upon receiving the notice of appeal, the Secretary-Treasurer will notify the Board, the Superintendent and the employee whose decision is being appealed, of the appeal.

3.3.5 The Superintendent may appoint a person to be responsible for carrying out the responsibilities of the Superintendent under this Bylaw.

#### 4. Pre-Hearing Procedure

4.1 The Secretary-Treasurer or his/her designate is responsible for reviewing the notice of appeal and for communicating with the Appellant and others on matters related to the appeal.

4.2 Where, in the opinion of the Secretary-Treasurer, the appeal does not comply with the requirements for an appeal established under this Bylaw or Section 11 of the [School Act](#) (e.g. it is not a decision of an employee which significantly affects the student’s education, health or safety;

the appeal was not filed in a timely manner), the Secretary-Treasurer shall refer the preliminary matter to the Board for a determination.

- 4.3 The Board may ask for written submissions from the Appellant and/or the Superintendent on the preliminary matter.
- 4.4 The Board shall notify the Appellant and the Superintendent of any preliminary decision it may make, including a refusal to hear the appeal.
- 4.5 Where, in the opinion of the Secretary-Treasurer, there is no preliminary matter to be determined, arrangements will be made for the hearing of the appeal by the Board.
- 4.6 Prior to the date established for the hearing of the appeal, the Superintendent will provide a report to the Board regarding the matter under appeal. The Appellants and the employee whose decision is being appealed shall be entitled to a copy of this report.
- 4.7 The Board may provide directions for the hearing of the appeal.
- 4.8 The Board may, prior to the Board hearing the appeal or at any other time, require the Appellant discuss the decision being appealed with persons directed by the Board.
- 4.9 The Board may establish a committee of one or more persons who have not been involved in the decision under appeal, for the purpose of investigating an appeal and the committee shall report to the Board as directed.

## **5. Board Hearing**

- 5.1 The Board may hold an oral hearing in respect of the appeal and/or may decide the appeal based upon written submissions. Oral hearings will be held in a closed session.
- 5.2 The Board may make any interim decision it considers necessary pending the disposition of the appeal.
- 5.3 The Board shall advise the Appellant, the Superintendent and the employee whose decision is being appealed, whether the appeal will be determined based upon written submissions and/or an oral hearing and on any directions established for the hearing of the appeal, including the time frame for oral and/or written submissions.
- 5.4 Where the Board decides to hold an oral hearing, the Appellant, the Superintendent and the employee whose decision is being appealed, shall be provided with written notice of the date, time and location of the hearing.
- 5.5 The Board may ask questions of any person appearing at the appeal hearing.

- 5.6 The Board may adjourn the hearing at any time to obtain additional information where it considers such information would assist the Board in determining the appeal.
- 5.7 During the appeal process, the Appellant may be accompanied by an advocate, support person and/or interpreter/translator.

#### **6. Decision**

- 6.1 The Board shall make any decision that it considers appropriate in respect of the matter that is being appealed and any preliminary matters.
- 6.2 The Board shall decide the appeal based on the oral and/or written submissions presented to it and any other information obtained by the Board in accordance with this Bylaw.
- 6.2 The Board must make a decision within 45 days from the date the notice of appeal was received in an acceptable form.
- 6.4 The Board shall promptly notify the Appellant, the Superintendent and the employee whose decision was appealed of the decision of the Board and shall provide written reasons for the decision as soon as practicable.\*

*[\*An Appellant may have a right to appeal a decision of the Board made under this Bylaw. For more information contact the [Student Appeals Branch of the Ministry of Education.](#)]*

READ A FIRST TIME THE 7th DAY OF April, 2008.

READ A SECOND TIME THE 7th DAY OF April, 2008.

READ A THIRD TIME, RECONSIDERED AND FINALLY ADOPTED THE 7th DAY OF April, 2008

#### *Appendices*

[Appendix 1 – Guidelines for Parents](#)

## Appendix 1 – Guidelines for Parents

### 1. Before filing an Appeal

- 1.1 The parent/guardian and/or the student (Appellant) will discuss the issue in dispute in a constructive manner with those responsible at the school or at the district level. The following steps must be taken:
  - 1.1.1 The Appellant will discuss the issue with the principal at the school.
  - 1.1.2 The Appellant will discuss the issue with the Assistant Superintendent at the district level.

### 2. Filing an Appeal

- 2.1 An appeal must be filed within thirty (30) days of the date the Appellant was informed of the decision of the Assistant Superintendent unless the Appellant can demonstrate that there are reasonable grounds to extend this time limit.
- 2.2 An appeal is initiated by filing a notice of appeal in writing with the Secretary-Treasurer's office. The notice of appeal must include the following:
  - 1.1.3 The name, address, email address (if applicable), and telephone number of the Appellant, including the student's name, school, and grade level.
  - 1.1.4 A description of the decision that is being appealed and its effect on the education, health and safety of the student.
  - 1.1.5 The name of the Assistant Superintendent who made the decision.
  - 1.1.6 The date the Appellant was informed of the decision being appealed.
  - 1.1.7 The grounds of the appeal and the action requested.
  - 1.1.8 The steps that the appellant has taken to discuss the matter directly with the person at the school, the school principal, or with the Assistant Superintendent.

### 3. Pre-Hearing Procedure

- 3.1 The Secretary-Treasurer is responsible for reviewing the notice of appeal and for communicating with the Appellant and others on matters related to the appeal.
  - 3.3.1 Appeal does not comply with the requirements for an appeal
    - 3.3.1.1 If, in the opinion of the Secretary-Treasurer, the appeal does not comply with the requirements for an appeal, the Secretary-Treasurer will refer the matter to the Board to determine whether or not the matter will be heard.
    - 3.3.1.2 The Board may ask for written submissions from the Appellant and/or the staff on this preliminary matter.

3.3.1.3 The Board will determine whether or not the appeal will be heard by the Board.

3.3.1.4 The Secretary-Treasurer will notify all parties of the Board's decision to hear/or not hear the appeal.

3.3.2 Appeal complies with the requirements for an appeal

3.3.2.1 The Secretary-Treasurer will make arrangements for the Board to hear the appeal. Both the Appellant and the staff involved will be notified in writing regarding the date and time of the appeal.

#### **4. Board Hearing**

4.1 The Board may hold an oral hearing and/or may decide the appeal based upon written submissions. Oral hearings are strictly confidential.

4.2 Written submissions by both the Appellant and the staff will be copied and forwarded to both parties and to the Board.

4.3 Neither party may introduce new documents that the other has not had an opportunity to review prior to the hearing.

4.4 All parties will be present when reports are presented.

4.5 The staff/administration will first present their report. This presentation should be no longer than 20 minutes.

4.6 The Appellant will present their report. This presentation should be no longer than 20 minutes.

4.7 It is the Board's expectation that all parties will conduct themselves in a respectful and courteous manner. Failure to do so may result in the case being dismissed.

4.8 All parties will be excused from the boardroom except the Superintendent, the Secretary-Treasurer, the Trustees, and the recording secretary.

4.9 The Board will caucus to determine if there is any further information they require or any further questions they would like to ask.

4.10 The Chair may ask questions of both parties on behalf of the Board. The purpose of these questions is not for debate, but for ensuring clarity of the information presented.

4.11 The staff will summarize their position.

4.12 The Appellant will summarize their position.

4.13 At the conclusion of the hearing process, all parties will be excused except the Superintendent, the Secretary-Treasurer, the Trustees, and the recording secretary.

- 4.14 The Board will hold a formal in camera meeting and will attempt to reach a decision on the matter before them.
- 4.15 Only Trustees may vote in that meeting.
- 4.16 The decision will be communicated to both parties as quickly as possible, outlining the grounds for the decision.

## Policy 15 – Student Code of Conduct

The Board of Education has a responsibility to establish expectations of student conduct in schools as part of its governance role for the District. The Board believes that the responsibility for student behaviour and conduct in schools is shared among students, staff and parents in order to create a safe, caring and orderly learning environment. To support these aims, the Board has established a District Code of Conduct for Students that shall be followed in all schools.

### 1. Responsibilities

- 1.1 School staff are responsible for consistently supporting and applying the District's and School's Code of Conduct and establishing a positive climate in which structure, support and encouragement assist students in developing a sense of self-discipline and responsibility. School staff is required to inform volunteers and the school community about the Code of Conduct and its expectations.
- 1.2 Students are responsible for respecting the rights and dignity of others in learning environments free from discrimination as set out in the [BC Human Rights Code](#) and becoming actively and productively involved in their own academic learning and social growth.
- 1.3 Parents/Guardians and all other adults working with students are responsible for knowing and supporting the District's and School's Code of Conduct, and encouraging students to understand and follow these Codes of Conduct.

### 2. Conduct Expectations

- 2.1 The Board believes that acceptable behaviours and conduct are fostered in a positive climate in which:
  - 2.1.1 all students feel safe, valued and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation;
  - 2.1.2 all students feel supported without fear of retaliation in reporting unsafe conditions, actions or potential incidents;
  - 2.1.3 there is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
  - 2.1.4 appropriate behaviour is taught, encouraged, modeled, practiced, and acknowledged, thereby increasing student self-respect and positive social behaviours;
  - 2.1.5 disciplinary action, wherever possible, is preventative and restorative, rather than solely punitive;

- 2.1.6 expectations for student behaviour increase as they become older and more mature;
- 2.1.7 disciplinary action is considerate of students with special needs if these students are unable to fully comply with the code of conduct due to a diagnosed disability of an intellectual, physical, sensory, emotional or behavioural nature.

2.2 The Board believes that acceptable student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens.

To this end students are expected to:

- 2.2.1 be aware of and obey all school rules;
- 2.2.2 respect the rights of all persons within the school including peers, staff, parents and volunteers;
- 2.2.3 refrain from lying, cheating, stealing;
- 2.2.4 attend classes punctually and regularly;
- 2.2.5 work cooperatively and diligently at their studies and home assignments;
- 2.2.6 respect the legitimate authority of the school staff;
- 2.2.7 respect all school property, including buildings and equipment;
- 2.2.8 respect the diversity of our school community;
- 2.2.9 behave in a safe and responsible manner at all times;
- 2.2.10 refrain from any behaviour that would threaten, harass, bully\*, intimidate, assault or discriminate against, in any way, any person within the school community on or off school property (\*Bullying includes but is not limited to physical or verbal intimidation, verbal harassment and cyber bullying);
- 2.2.11 refrain from being in possession of or under the influence of drugs and/or alcohol in all school facilities or on school grounds or at school sponsored functions and activities;
- 2.2.12 refrain from being in possession of weapons of any kind in school or at school activities;
- 2.2.13 refrain from inappropriate computer usage and/or multi-media devices in accordance with Board policies (cell phones, cameras, Blackberries, etc.).

2.3 The Board believes that any breach of Code of Conduct behaviours or expectations would be considered unacceptable. Students are encouraged to inform a responsible adult when becoming aware of any infraction of the Code of Conduct.

### **3. Notification**

3.1 The Superintendent will ensure that each Principal, in consultation with staff, parents and, when appropriate, students, establishes a code of conduct for his/her school that is consistent with the District Student Code of Conduct and which reflects the provincial standards.

- 3.2 The school's Code of Conduct and a summary of the district's administrative procedures on Student Suspension (AP 333), Possession of Weapons and Explosives (AP 320), Drugs and Controlled Substance Abuse (AP 331), and Handheld Devices (AP 323) shall be communicated to all students annually.
- 3.3 Under the [\*Freedom of Information and Privacy Protection Act\*](#) and/or other relevant legislation, it may be necessary to advise other parties of serious breaches of the District Student Code of Conduct.

#### **4. Consequences**

- 4.1 Students will be disciplined in a timely and fair manner and such discipline shall be in accordance with AP 333 – Student Suspensions.
- 4.2 Students, while attending school, school sponsored functions and activities, shall be subject to the District Code of Conduct as well as the school's Code of Conduct. Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or elsewhere.
- 4.3 Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to a District Board of Review (Level Three suspension).

#### ***References***

[Safe, Caring and Orderly Schools: A Guide](#)

[School Act](#)

[BC Human Rights Code](#)

[Canadian Charter of Rights and Freedoms](#)

[Constitution Act](#)

[Multiculturalism Act](#)

[Official Languages Act](#)

[Youth Criminal Justice Act](#)

## Policy 16 – Programs/Schools of Choice

### 1. Establishment of Alternate Programs or Schools

- 1.1 The Board believes it has a responsibility to serve the diverse needs of students, as seen by parents, while recognizing the needs of the district as a whole.
- 1.2 The Board will consider the establishment of alternate programs or schools only when the following criteria and conditions have been met.
  - 1.2.1 A proposed program or school must meet the requirements of the [School Act](#) and Regulations, and the provincial and district prescribed curriculum.
  - 1.2.2 A proposed alternate program or school will have a statement of philosophy and objectives.
  - 1.2.3 A proposed alternate program or school will be open to application by any student in the district. Where selection of students is required because of the nature of the program or space limitations, criteria and a process will be approved as part of the program or school proposal.
  - 1.2.4 The constraints of regular planning timelines of the district (school calendar, budget planning processes, etc.) will determine the date of establishment for an alternate program or school.

### 2. Preliminary Assessment Required

- 2.1 Where a proposal to establish an alternate school is considered, a comprehensive assessment will be undertaken which will include the long-term viability of the proposed offering, which shall include considerations such as, but not limited to:
  - 2.2.1 the ability to maintain established minimum enrolment levels without the provision of special transportation assistance by the Board;
  - 2.2.2 the impact on the viability of other established programs or schools;
  - 2.2.3 compatibility with the aims and objectives of the school district as established by the Board;
  - 2.2.4 a housing assessment which considers the availability of suitable space, the impact on the viability of other district programs or schools, and the potential impact on future capital funding for the district;
  - 2.2.5 a financial assessment which considers the availability of supporting grants and operating funds, as well as the financial impact on a district wide basis in both the short and long-term.

### **3. Periodic Evaluation of Alternate Programs / Schools**

- 3.1 The Superintendent will ensure that an assessment mechanism for an alternate program or alternate school is established at the time of implementation. All alternate programs will be subject to periodic evaluations, with evaluation reports to be submitted to the Board.

#### *Reference*

AP203 – Establishment of Specialized Programs, Academies or Schools

## Policy 17 – Conveyance of Students

The Board may provide transportation services to students subject to the walk limits for catchment and out of catchment students. The Board has also established guidelines for student conduct, supervision, and discipline.

### 1. Eligibility for Transportation

1.1 The Board of Education will, where practical, transport students based on the following criteria:

- 1.1.1 Elementary and middle students living more than 4.0 kilometers from the nearest school (via the shortest possible road or maintained walkway) may be charged a fee.
- 1.1.2 Secondary students living more than 4.8 kilometers from the nearest school (via the shortest possible road or maintained walkway) may be charged a fee.
- 1.1.3 Students who choose to attend a school outside their catchment area may apply for bussing and will be charged a user fee.
- 1.1.4 If the District assigns a student to a school outside their catchment area, the District will provide transportation to another District school, up to a maximum of one school year. After the first year, the student will be provided transportation to their catchment school only, if applicable.

### 2. Students with Special Needs

- 2.1 Students placed in district programs will be given priority for available transportation.
- 2.2 Where recommended by the Director – Learning Support Services and the Transportation Manager, students with special needs will be given transportation to and from school. The Director – Learning Support Services, in consultation with the Transportation Manager, may consider deploying a Teaching Assistant to allow the student to be transported safely.
- 2.3 Where students with Special Needs cannot be transported safely due to medical and/or behavioural issues, parent(s)/guardian(s) will be asked to transport their child.
- 2.4 When, in the opinion of the Director – Learning Support Services and the Transportation Manager, a restraint device is required to ensure the safety of a student rider on the bus, written parental/guardian permission will first be obtained. Parent(s)/guardian(s) who do not grant permission in these circumstances will be asked to transport their child.

- 2.5 On the recommendation of the Director – Learning Support Services, a student who suffers from a severe physical handicap may be given transportation to and from school, where practical. Where not practical, the parent(s)/guardian(s) will be asked to transport their child.
- 2.6 Courtesy rides may be provided to siblings who accompany Special Education students attending a district program, if space and scheduling permit.

### **3. Student Conduct**

- 3.1 Rules of conduct for student riders are based on the need to ensure the safe transport of all students. All student riders will be advised early in the school year of expected behavior, as well as the restrictions that apply to carrying supplies and equipment. Students who violate the rules of conduct will be subject to disciplinary measures, including, ultimately, the suspension of riding privileges.

### **4. Supervision of Students**

- 4.1 Procedures governing the supervision of students and student behavior are based on the need to ensure the safety of all students, and to minimize exposure to risk of accident or injury. The driver is in full charge of the school bus at all times. Students must obey the bus driver promptly.
- 4.2 Except for extra-curricular trips, boarding and disembarking in locations other than a designated bus stop will not be permitted.
- 4.3 Loading and Unloading of Passengers – To ensure the highest possible degree of safety, the bus driver will ensure that passengers adhere to established practices for loading and unloading. The bus driver will also ensure that:
  - 4.3.1 the bus is not loaded beyond its licensed seating capacity.
  - 4.3.2 all riders receive instructions on the safest methods for loading and unloading.
  - 4.3.3 all riders are advised of required conduct with respect to seating and behavior while on the bus.
- 4.4 To ensure the safety of all passengers, riders will be advised of and be required to adhere to regulations for carrying over-sized or odd-sized equipment such as hockey sticks, musical instruments, ice skates, etc.
- 4.5 Standees are not permitted.

#### **5. Discipline of Students**

- 5.1 If, in the opinion of the bus driver, a student has violated the rules of conduct and has failed to respond in an acceptable manner to verbal warnings, the driver will summarize the student's conduct in a written report (AP307-1, School Bus Discipline Memo / AP307-2, School Bus Discipline Letter) and submit the report to the Transportation Manager who will then provide the details of the incident to the Principal. The Principal will inform the parent(s)/guardian(s) of the matter. The Principal and the Transportation Manager will determine remedial steps.
- 5.2 When riding privileges are suspended, a memo/letter will be filed in the Transportation office and the school office, and the parent(s)/guardian(s) will be informed both by telephone and in writing of the reason for, and the duration of, the suspension.
- 5.3 Under no circumstances will a driver ask any student to leave the bus en route to home or school, other than at their regular stop or school. Should a student's conduct/behaviour be such that it endangers the operation of the bus, the driver will park the bus and obtain instructions from the Manager of Transportation or designate. Suspension of privileges to ride for a period of longer than one week will be handled by the Principal, the Transportation Manager, and the Assistant Superintendent.
- 5.4 As set out earlier in this policy, the rules of conduct on buses will be distributed annually (early in the school year) to students who travel by bus.

#### **6. Responsibility of Procedures**

- 6.1 Procedures relating to this policy may be changed with the approval of the Superintendent of Schools and the Secretary-Treasurer.

#### *References*

AP307-1 School Bus Discipline Memo  
AP307-2 School Bus Discipline Letter

## Policy 18 – School Catchment Areas

The Board will establish school catchment areas and outline attendance provisions for neighbourhood schools, district-wide programs/schools, and the provisions for non-catchment attendance.

The Board is committed to long-range planning to establish school catchment areas that will minimize the need for boundary changes.

When establishing school catchment areas and school locations, primary consideration is given to:

1. minimizing walking distances and safety hazards;
2. using natural barriers and arterial roads for boundaries where possible;
3. the student capacities of each school and its neighbouring school with a view to minimizing the use of portables.

The Board also recognizes certain conditions may require a change to a school catchment area, which could include:

1. the opening of a new school or closing of an existing school;
2. an overcrowded or underutilized condition in an existing school;
3. the development of new residential areas;
4. a decline in population within an established area;
5. a change in the school grade configuration model used by the District;
6. establishment of a choice program or school.

The Board values the “neighbourhood school” and strives to maintain the integrity of student placement in neighbourhood schools.

However, the Board recognizes and provides for certain exceptions such as:

1. a student who has been accepted into a district-wide program and/or school;
2. a student whose catchment school does not have the capacity, necessary resources, or educational program to meet the student’s needs, as determined by the Superintendent of Schools or designate;

Note: The Board is not obligated to provide transportation services to students attending non-catchment schools or district programs.

### 1. Registration Priorities

Section 74.1 of the [School Act](#) establishes priorities for enrolment in public schools.

Parents are advised that acceptance into a non-catchment school is subject to annual approval based on the availability of space and facilities at the school.

The following priorities are in effect to determine the acceptance of students in a particular school or program.

- 1.1 Catchment area students who attended the school during the previous school year.
- 1.2 Catchment area students.
- 1.3 Non-catchment who attended the school during the previous school year
- 1.4 Non-catchment students
- 1.5 Non-district students – did not previously attend school in our district.

Provided application deadlines and other requirements have been met, priorities within the above categories will be by date and time of receipt of application.

## 2. Registration Dates

### 2.1 Neighbourhood Schools

If space and facilities are determined to be available, the following registration periods will apply.

#### 2.1.1 First Registration Period (Kindergarten only)

Registration for Kindergarten students will commence the third Monday of January until the end of the first week of the following school year. Seats will be assigned based on the registration priorities listed above.

#### 2.1.2 Second Registration Period

Registration applications will be received at the school between February 1st and the end of the first week of the following school year. Seats will be assigned based on the priorities under Registration Priorities.

#### 2.1.3 Third Registration Period

Applications received after the end of the first week of the school year will be accepted as they are received, if space, facilities and class composition are deemed appropriate.

### 2.2 District Programs and Schools

Programs/schools that are established by the Board as district programs, academies and/or schools, (e.g. Traditional Schools, Integrated Arts Schools), shall have the entire district as their catchment area.

#### 2.2.1 First Registration Period (Kindergarten only)

Registration for Kindergarten students will commence on the third Monday of January, until the end of the first week of the following school year. Seats will be assigned on February 1<sup>st</sup> on a proportional basis by catchment area, via a random selection process.

- 2.2.2 Registration for all other students will follow the registration periods outlined in Section 2.12.2.3 Application for Academies will commence on February 1<sup>st</sup>, and seats will be assigned on May 1<sup>st</sup>, based on the registration priorities in Section 2.1 and on the guidelines established by the program.

*Note: The French Immersion schools have defined catchment areas for each school.*

### **3. Placement of Students**

The district reserves the right to restrict and redirect student placement in a manner which limits inefficiencies in the use of space, resources and educational programs.

A student who is placed in a school other than their catchment school, may return to his/her catchment school as soon as circumstances (i.e., school capacity, program requirements) allow.

### **4. Out of Catchment Students**

Enrolment of students from outside their local catchment area will be subject to the availability of space and facilities at the school. The school district endeavors to provide facilities to meet the educational needs of catchment students. A school must not enrol out-of-catchment students unless there is sufficient capacity after reserving places for in-catchment students, taking into account siblings of current students, students who move into the catchment during the year and future enrolment growth.

## Policy 19 – School Closure

The Board believes that one of its major responsibilities is to strive to provide school facilities throughout the School District that will allow for operational efficiency and program effectiveness. In keeping with the intent of its philosophies and strategic objectives it may from time to time have to consider consolidation or closure of schools.

The Board may consider closure of a school due to declining or shifting enrolment or other relevant factors. Should the Board need to consider closing a school, they will endeavor to notify the school community as soon as possible and will ensure the completion of a public consultation process prior to making any final decision.

### Specifically

1. The proposal to close a school shall be raised, discussed and decided upon at a public meeting of the Board.
2. The Board shall take the following steps to ensure that an open, meaningful public consultation will take place.
  - 2.1 The Board shall make available, in writing, pertinent facts and information considered by the Board with respect to school closure, including but not limited to:
    - 2.1.1 reasons for the proposed school closure
    - 2.1.2 the specific school that is being considered for closure
    - 2.1.3 how the proposed closure would affect the catchment areas of affected schools
    - 2.1.4 the general effect on surrounding schools
    - 2.1.5 the number of students who would be affected, at both the closed school and surrounding schools
    - 2.1.6 the effect of the proposed closure on district-provided student transportation
    - 2.1.7 educational program/course implications for the affected students
    - 2.1.8 the proposed effective date for the closure
    - 2.1.9 financial considerations
    - 2.1.10 impact on the Board's capital plan
  - 2.2 The Board shall provide an opportunity for affected persons to submit written responses to the Board.
  - 2.3 The Board shall hold at least one public forum to discuss the proposed closure, summarize written submissions and listen to community concerns and proposed options.
  - 2.4 The time and location of the public forum shall be appropriately advertised to ensure adequate advance notification to affected persons or groups in the community. This will mean written notification to students and/or parents/guardians of students currently attending the school, a clearly visible notice in the local newspaper and electronic posting on the district's [website](#).

- 2.5 The Board will present the following at the beginning of the public forum:
  - 2.5.1 implications of the proposed closure
  - 2.5.2 implementation plans, including the timing of the proposed closure
  - 2.5.3 options that the Board considered as alternatives to the proposed closure
  - 2.5.4 assessment of projected growth in the area of the school
  - 2.5.5 summary of written submissions presented to the Board by members of the community
  - 2.5.6 possible future uses for the school building/property
- 2.6 Minutes will be kept of the public forum to record concerns or options raised regarding the proposed closure.
3. The Board shall, after giving fair consideration to all public input, make the final decision on a school closure by giving first, second, third and final reading of a bylaw at a public Board meeting.

## Policy 20 – Disposal of Real Property

The Board has the responsibility for the disposal of its real property, which includes lands, buildings and other improvements, leases, right-of-way, easements and land dedications. In accordance with the [School Act](#), the Board may, subject to the Orders of the Minister of Education (the “Minister”), dispose of land, improvements or both (a “Facility”).

When selling or leasing a Board facility, the Board will follow an open and fair process. In order to determine whether a School Board facility may be offered for lease and/or for sale, the following guidelines shall be used:

1. Each School Board facility shall be considered on its own merit.
2. No part of a Board facility shall be made available for rent or lease during regular school hours if it is felt that to do so would interfere with the District’s educational program being offered in the Board facility.
3. No consideration shall be given to the lease and/or sale of any Board facility or other property until staff has had an opportunity to review, with the Board, the current and future educational needs of the District and possible alternate uses. Community use of a facility shall also be considered, being mindful of Item 2 above.
4. When the Board has decided that a facility or other property is no longer required to serve the needs of the District, and will not be required for future educational purposes, the Board shall, through a public process:
  - 4.1 offer the facility for sale and/or lease,
  - 4.2 announce its intentions at a Regular Public Meeting,
  - 4.3 post a “for sale” or “for lease” sign on the site, visible from a public street, and
  - 4.4 place an advertisement in a local newspaper, for at least two (2) consecutive weeks.
5. Any purchaser or lessee must satisfy the Board that it has the ability to meet the financial obligation to the Board, and the Board must be satisfied that the disposition of the facility or other property is at fair market value.
6. The Facilities Booking Department shall be advised when the Board is proceeding with the lease or sale of any Board facility in order that an external user of the facility may make suitable arrangements should alternate space be required for their program.
7. The consent of the School District may be available for prospective purchasers for the purposes of text amendments or rezoning applications.

## Policy 21 – Naming of School District Facilities/Property

Naming facilities provides a unique opportunity to further develop an identity for the school district. The Board will ensure that the names of new facilities are supportive of the District's Mission, Vision and Values.

### 1. Process

- 1.1 The Board of Education shall approve the names of all facilities in the school district.
- 1.2 Prior to the construction of a new facility or when consideration is being given to the re-naming of an existing facility or naming a part of a facility and/or grounds, the Board shall establish an ad-hoc Facility Naming Committee.
- 1.3 The Committee shall:
  - a) Ensure schools and the community are informed of the opportunity, process and criteria for the submission of names for consideration.
  - b) Establish appropriate timelines for the collection of input.
  - c) Ensure there is broad based constituency consultation.
- 1.4 Submissions to the Committee may include a rationale of not more than one page in support of the name and meet the criteria outlined below.
- 1.5 The Naming Committee shall put forward a maximum of three options, in order of preference, for consideration by the Board.

### 2. Criteria

- 2.1 The Board shall approve facility names based on notable Canadian and international figures (eg. humanitarians, historians, government leaders, people involved in such fields as sports, sciences or the arts) or for people or places important to the local community or geographic area in which the facility is located.
- 2.2 Wherever possible, if the building is to be named in honour of a person, the consent of the individual shall be obtained. If it is to be named posthumously, except for a person of distinction, the close surviving relatives should approve.
- 2.3 Whenever appropriate, the Board may consider a specific naming recognition for part of a facility created by a significant donation to the facility's cost.

### 3. Naming Committees

#### 3.1 New Facilities (including partnership projects)

- 3.1.1 The process of naming a new facility will begin as soon as possible after contract documents have been executed and construction has commenced.
- 3.1.2 The Naming Committee shall consist of two Trustees, the Principal/Administrator of the school, the Communications Manager, and up to four other designates selected from the Parent Advisory Council (PAC), students, staff or community members.

- 3.1.3 The committee will follow the process outlined above.
- 3.2 Naming Part of a Facility (i.e.: library, gymnasium, wing of a facility, playing field)
  - 3.2.1 The Board of Education may name portions of facilities including, but not limited to, libraries, athletic fields, gymnasiums, multipurpose rooms or theatres.
  - 3.2.2 A proposal for naming part of a facility shall be submitted, in writing, to the Board. Following receipt of the proposal, the Board may establish an ad-hoc Naming Committee consisting of the Principal/Administrator of the school and up to four other designates selected from the Parent Advisory Council (PAC), students, staff or community members.
  - 3.2.3 The committee will follow the process outlined above.
- 3.3 Renaming existing Facility
  - 3.3.1 Only in exceptional circumstances and after thorough study would the Board of Education consider renaming an existing school or facility. Because of the history and tradition associated with the names given to school facilities and the cost of updating documents, brochures and other literature, the Board would only consider re-naming proposals in cases where the existing name is deemed to no longer be serving the need of the school population or community
  - 3.3.2 A proposal for renaming an existing school facility shall be submitted, in writing, to the Board. Following receipt of the proposal, the Board may establish an ad-hoc Naming Committee to review the proposal.
  - 3.3.3 The same process for naming a new facility shall be followed.