



**BOARD OF EDUCATION  
of  
SCHOOL DISTRICT NO. 36 (SURREY)**

**REGULAR BOARD MEETING**

**AGENDA**

**MEETING DATE:** 2014-01-16

**TIME:** 7:00 p.m.

**MEETING PLACE:** School District No. 36 (Surrey)  
District Education Centre  
Main Boardroom – Room #2020

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1. **CALL TO ORDER**

- (a) "O Canada"- *Woodward Hill French Immersion*
- (b) Approval of Agenda

2. **DELEGATIONS**

- a) Communities and Coal – Steven Faraher-Amidon

3. **ACTION ITEMS**

- (a) Adoption of Minutes of Regular Board Meeting Held 2013-12-12
- (b) Annual Review of Kilometrage Reimbursément Rate
- (c) Superintendent's Annual Report on Student Achievement
- (d) Policy Development & Review Project – Completed Segments

4. **INFORMATION & PROPOSALS**

- (a) Trustee Reports
- (b) Progress Report – Active Capital Projects
- (c) Board Committees / Trustee Representation Appointments – 2014 (to be distributed)
- (d) Incoming Correspondence

*Cont'd...*

REGULAR BOARD MEETING  
**AGENDA**

MEETING DATE: 2014-01-16

TIME: 7:00 p.m.

MEETING PLACE: **School District No. 36 (Surrey)  
District Education Centre  
Main Boardroom - Room #2020**

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5. **FUTURE BUSINESS**

- (a) Items for Future Discussion
- (b) Future Meetings

6. **QUESTION PERIOD**

An informal question period of up to 30 minutes will be provided immediately following the conclusion of the meeting.

7. **ADJOURNMENT**

***Mission Statement***

***"We engage our students in developing the knowledge, skills and attitudes necessary to build a healthy, democratic and diverse society."***

**O Canada!  
Terre de nos aïeux,  
Ton front est ceint de fleurons  
glorieux.**

**Car ton bras sait porter l'épée,  
Il sait porter la croix.**

**Ton histoire est une épopée,  
Des plus brillants exploits.**

**Et ta valeur, de foi trempée,  
Protégera nos foyers et nos droits.**

**Protégera nos foyers et nos droits.**

Board of Education  
of  
School District No. 36 (Surrey)

**THE PURPOSE OF 'QUESTION PERIOD'**

The Board asks that you respect the intent of Question Period.

**Question Period is intended:**

- to enable members of the community to obtain information or clarification from the Board that cannot be provided by staff.
- to ask a question of the **Board**, not individual Trustees.
- to be limited to one question per person and must be presented in writing on the form provided.

**Question Period is NOT intended:**

- to be used as a political forum.
- for making speeches or bringing forward a delegation.
- to deal with matters that should properly be dealt with through other channels, such as liaison committees.

We again, respectfully request that questioners be mindful of the Board's policy.



**BOARD OF EDUCATION  
of  
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 1(b)  
of the**

**ADMINISTRATIVE MEMORANDUM  
(Regular)**

**MEETING DATE: 2014-01-16**

**TOPIC: APPROVAL OF AGENDA OF REGULAR BOARD MEETING**

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**IT IS RECOMMENDED:**

THAT the agenda of the Regular Board meeting be approved as circulated.

Enclosures:

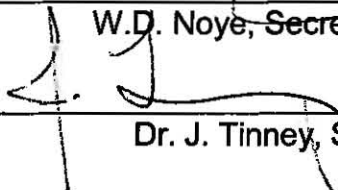


Submitted by:

Approved by:



W.D. Noye, Secretary-Treasurer



Dr. J. Tinney, Superintendent

**BOARD OF EDUCATION  
of  
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 3(a)  
of the**

**ADMINISTRATIVE MEMORANDUM  
(Regular)**

**MEETING DATE: 2014-01-16**

**TOPIC: ADOPTION OF MINUTES OF REGULAR BOARD MEETING  
HELD 2013-12-12**

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**IT IS RECOMMENDED:**

THAT the Minutes of the Regular Board meeting held 2013-12-12 be adopted as circulated.

Enclosures:

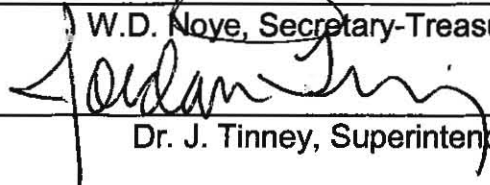
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Submitted by:



W.D. Noye, Secretary-Treasurer

Approved by:



Dr. J. Tinney, Superintendent

**MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 36 (SURREY) HELD IN ROOM #2020 OF THE DISTRICT EDUCATION CENTRE ON THURSDAY, DECEMBER 12<sup>th</sup>, 2013 at 7:00 P.M.**

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**IN ATTENDANCE**

**Trustees**

S. Wilson, Chairperson  
L. Larsen, Vice Chairperson  
T. Allen  
C. Dobie  
R. Masi

**Staff**

M. McKay, Superintendent  
W. D. Noye, Secretary-Treasurer  
J. Tinney, Deputy Superintendent  
  
K. Botsford, Executive Assistant

**Absent**

P. Glass  
L. McNally

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**[1] CALL TO ORDER**

Chairperson Wilson called the meeting to order at 7:00 p.m.

Chairperson Wilson reported that Trustee McNally and Trustee Glass are absent due to illness.

**Presenters & Staff:**

In addition to the Table Officers named above, the following staff and presenters were in attendance at the meeting:

Simon Ayres, Director Fiscal Management Services, Patti Dundas, Assistant Secretary-Treasurer; Jennifer Janzen, Administrative Assistant; Kerry Magnus, Associate Director Business Management Services; Chris Pocock, Social Studies Teacher, Fraser Heights; Doug Strachan, Communications Manager; Bruce Yantz, Volunteer.

**(a) "O Canada"**

Trustees, Administration and the audience sang "O Canada", accompanied by a recording by David Brankin Elementary.

**(b) Approval of Agenda of Regular Board Meeting**

Agenda was amended to include: Schedule 4(i) Superintendent's Report: Traditional Schools in Surrey.

It was moved by Trustee Allen seconded by Trustee Dobie:

THAT the agenda of the Regular Board Meeting be approved as amended.

CARRIED

Note: 7:09 pm Trustee Larsen left the meeting.  
7:15 pm Secretary-Treasurer, Wayne D. Noye left the meeting  
7:15 pm Assistant Secretary-Treasurer, Patti Dundas assumed the role of Secretary-Treasurer.

(c) Recognition: Bruce Yantz

The Board recognized Bruce Yantz for his dedication and support to the Foundations Program for at risk students. He has volunteered countless hours over the past four years, and has a passion for helping students find their career path. He was instrumental in introducing industry tours and helped to develop the Foundations' "Introduction to Trades" program.

Mr. Yantz was presented a pin and certificate in appreciation of his dedication to the Foundations Program. Mr. Yantz thanked the Board for their recognition. He shared that his approach is to be respectful of the students, thereby encouraging trust.

Note: 7:18 pm Trustee Larsen returned to the meeting  
7:18 Wayne D. Noye returned to the meeting

(d) Recognition: Mike McKay Superintendent

The Board publicly thanked Mike McKay for his eight and half years of service to the Board, Trustees and the District. Chairperson Wilson noted that Mike's record in the district—whether around student performance, educational goals and innovation, operational efficiency, partnerships, community support and more, is something the Board is intensely proud of and one that has set a benchmark in many ways. Mike has been successful because of his passion for education and his belief in the importance and the difference educators make in supporting, shaping and preparing the young minds destined to lead us. For Mike it's about helping children explore then realize their potential while thoroughly enjoying the journey. His mantra every child, every chance, every day, will be remembered.

Chairperson Wilson presented Mike McKay with a certificate and pin in appreciation of his legacy of success and his exceptional leadership and support for the students, staff and Board of the Surrey School District.

Mike McKay responded by thanking the Board for their support, for challenging him, and for their encouragement over the years. He also extended his best wishes to Dr. Jordan Tinney as he assumes the position of Superintendent.

Mike McKay thanked the dedicated educators who he has had the privilege to work with and in addition to educators; he thanked Wayne Noye for his support during his tenure. Mr. McKay also expressed his appreciation for the support from the community and from the various partnerships supporting the students and the district.

[3] **ACTION ITEMS**

(a) **Adoption of Minutes of Regular Board Meeting Held 2013-11-14**

It was moved by Trustee Allen, seconded by Trustee Dobie:

THAT the Minutes of the Regular Board meeting held 2013-11-14 be approved as circulated.

**CARRIED**

(b) **Election of Board Chairperson & Vice Chairperson - 2014**

It was moved by Trustee Larsen, seconded by Trustee Allen:

THAT the Board proceed to elect a new Chairperson and Vice Chairperson in accordance with Policy #2915 – Trustee Elections – Chairperson & Vice Chairperson and its Regulation #2915.1.

**CARRIED**

Chairperson Wilson passed the gavel to Wayne Noye, Secretary-Treasurer, at 7:30 p.m.

**Election of Chairperson**

Mr. Noye called for nominations for the office of Chairperson for 2013/2014. Trustee Larsen nominated Trustee Wilson. Trustee Wilson accepted the nomination.

Mr. Noye called twice more for nominations for the office of Chairperson for 2013/2014 and hearing none, declared Trustee Wilson elected by acclamation as Chairperson of the Board of Education of School District No. 36 (Surrey), for a one year term of office.

### Election of Vice Chairperson

Mr. Noye called for nominations for the office of Vice Chairperson for 2013/2014. Trustee Allen nominated Trustee Larsen. Trustee Larsen accepted the nomination.

Mr. Noye called twice more for nominations for the office of Vice Chairperson for 2012/2013 and hearing none, declared Trustee Larsen elected by acclamation as Vice Chairperson of the Board of Education of School District No. 36 (Surrey), for a one year term of office.

Mr. Noye congratulated Chairperson Wilson and Vice Chairperson Larsen on their elections.

Mr. Noye returned the gavel to Chairperson Wilson at 7:33 p.m.

The newly elected Chairperson and Vice Chairperson thanked the Board for their support. Chairperson Wilson formally thanked the Board for their support. Trustee Larsen also thanked the Board and excused herself from the meeting at 7:34 p.m. for health reasons.

(c) Annual Statement of Financial Information (SOFI) for the Period Ended 2013-06-30

It was moved by Trustee Allen seconded by Trustee Masi:

THAT the Board approve the statements and schedules included in the Statement of Financial Information for the Year Ended 2013-06-30, as required under Section 2 of the *Financial Information Act*; and

THAT the report be submitted to the Ministry of Education.

CARRIED

(d) Bylaw #231, RE: Sunnyside Elementary – Site #202 – Statutory Right of Way British Columbia Hydro and Power Authority and Telus Communications Inc.

It was moved by Trustee Allen, seconded by Trustee Dobie:

THAT Bylaw #231, Re: Sunnyside Elementary – Site #202 – Statutory Right of Way British Columbia Hydro and Power Authority and Telus Communications Inc. be given three (3) readings at this meeting (vote must be unanimous).

CARRIED

It was moved by Trustee Allen, seconded by Trustee Dobie

THAT Bylaw #231, Re: Sunnyside Elementary – Site #202 – Statutory Right of Way – British Columbia Hydro and Power Authority and Telus Communications Inc. be approved as read a first time.

CARRIED

It was moved by Trustee Masi, seconded by Trustee Dobie:

THAT Bylaw #231, Re: Sunnyside Elementary – Site #202 – Statutory Right of Way – British Columbia Hydro and Power Authority and Telus Communications Inc. be approved as read a second time.

CARRIED

It was moved by Trustee Dobie, seconded by Trustee Allen:

THAT Bylaw #231, Re: Sunnyside Elementary – Site #202 – Statutory Right of Way – British Columbia Hydro and Power Authority and Telus Communications Inc. be approved as read a third time and finally adopted.

CARRIED

[4] **INFORMATION & PROPOSALS**

(a) **Trustee Reports**

Trustees reported on their activities since the last Board meeting.

(b) **Progress Report Active Capital Projects**

Trustees received a progress report regarding active capital projects.

(c) **Superintendent's Annual Report on Student Achievement**

Mike McKay, Superintendent and Jordan Tinney, Deputy Superintendent, provided Trustees with information regarding the *Superintendent's Annual Report on Student Achievement* for the 2012/2013 school year. The report highlights the progress being made in attaining student achievement goals including: completion rates, students at risk, Aboriginal students, early learners, skills and trades and attendance management. This report will be brought to the Board for approval in January and will be submitted to the Ministry.

(d) 2014-2015 Board Authorized Courses

Chris Pocock, Social Studies teacher, provided Trustees with information regarding the proposed Board Authorized Course for the 2014/2015 school year – Global Citizenship, Travel and Inquiry 12.

It was moved by Trustee Masi, seconded by Trustee Dobie:

THAT the 2014-2015 Board Authorized Course be moved to action.  
CARRIED

It was moved by Trustee Dobie, seconded by Trustee Masi:

THAT the 2015-2015 Board Authorized Course. Global Citizenship, Travel and Inquiry 12 be approved.  
CARRIED

(e) Student Information System

Dr. Tinney, Deputy Superintendent, provided the Board with a verbal update on the transition from BCeSIS to the new student information system stating that Administration was reviewing the Memorandum of Agreement between SD#36 and the Ministry of Education before seeking approval from the Board.

(f) Trustee Compensation

Trustees received a report on a survey of Trustee Honorariums for various School Districts.

It was moved by Trustee Allen, and seconded by Trustee Masi:

THAT the Board accept the report as submitted.  
CARRIED

(g) Proposed Policy Development & Review Project – Completed Segments Revisions

Trustees received an update on the proposed Policy Development & Review.

(h) Board Committees / Trustee Representation Appointments – 2014

Trustees were requested to advise the Chairperson of particular committees they wished to serve on for 2014, by 2013-12-31. The 2014 Board Committees and Trustee Representation appointments will be brought to a future meeting for information, when completed.



(i) Superintendent's Report, Traditional Schools in Surrey.

Superintendent McKay provided the Trustees with a confidential report on the Traditional School Program in Surrey. The report will be shared with the Traditional School Advisory Committee.

(j) Incoming Correspondence

There were no correspondence items requiring Trustees' attention.

[5] **FUTURE BUSINESS**

(a) Items for Future Discussion

The Trustees noted topics requiring discussion by the Board in the future, outlined on the agenda administrative memorandum schedule.

(b) Future Meetings

Trustees made note of future meetings outlined on the agenda administrative memorandum schedule.

[6] **QUESTION PERIOD**

An informal question period of up to 30 minutes will be provided immediately following the conclusion of the meeting.

[7] **ADJOURNMENT**

It was moved by Trustee Dobie seconded by Trustee Allen:

THAT the Regular meeting of the Board be adjourned at 8:24 p.m.

CARRIED

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S. Wilson  
Chairperson

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W. Noye  
Secretary-Treasurer

## **SECTION 72(3) REPORT**

### **BOARD OF EDUCATION of SCHOOL DISTRICT NO. 36 (SURREY)**

#### **REPORT OF SPECIAL (IN-CAMERA) “A” BOARD MEETING**

**2013-11-14**

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##### **Trustees Present:**

S. Wilson, Chairperson  
L. Larsen, Vice Chairperson  
T. Allen  
L. McNally  
R. Masi  
P. Glass

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##### **Decisions Made by the Board Included:**

1. Teacher disciplinary matter.

## **SECTION 72(3) REPORT**

### **BOARD OF EDUCATION of SCHOOL DISTRICT NO. 36 (SURREY)**

#### **REPORT OF SPECIAL (IN-CAMERA) "B" BOARD MEETING**

**2013-11-14**

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#### **Trustees Present:**

S. Wilson, Chairperson  
L. Larsen, Vice Chairperson  
T. Allen  
C. Dobie  
L. McNally  
R. Masi  
P. Glass

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#### **Decisions Made by the Board Included:**

1. Adoption of Minutes and Public Records of the Special (In-Camera) Board Meetings Held 2013-10-10 "A" and 2013-10-10 "B"
2. Ratification of Acting Vice Principal Appointment-Bear Creek Elementary
3. Approval of Elementary Principal Pool and Elementary Vice Principal Pool
4. Appointments of Elementary Principals and Elementary Vice Principals

#### **Matters Discussed by the Board Included:**

1. Property Matters

## **SECTION 72(3) REPORT**

### **BOARD OF EDUCATION of SCHOOL DISTRICT NO. 36 (SURREY)**

#### **REPORT OF SPECIAL (IN-CAMERA) BOARD MEETING**

**2013-11-26**

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#### **Trustees Present:**

S. Wilson, Chairperson  
L. Larsen, Vice Chairperson  
T. Allen  
C. Dobie  
R. Masi  
L. McNally

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#### **Decisions Made by the Board Included:**

1. Approval of Secondary Principal Pool and Elementary Vice Principal Pool
2. Ratification of Acting Principal Appointments
3. Teacher Disciplinary Matter

**SECTION 72(3) REPORT**

**BOARD OF EDUCATION  
of  
SCHOOL DISTRICT NO. 36 (SURREY)**

**REPORT OF SPECIAL (IN-CAMERA) BOARD MEETING**

**2013-12-02**

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**Trustees Present:**

S. Wilson, Chairperson  
L. Larsen  
T. Allen  
C. Dobie  
L. McNally  
R. Masi

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**Decisions Made by the Board Included:**

1. Secondary Principal, and Vice Principal Appointments & Assignments

**BOARD OF EDUCATION  
of  
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 3(b)  
of the**

**ADMINISTRATIVE MEMORANDUM  
(Regular)**

**MEETING DATE:** 2014-01-16

**TOPIC:** **ANNUAL REVIEW OF KILOMETRAGE REIMBURSEMENT RATE**

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Policy #4410 – *Travel Expense Reimbursement*, requires an annual review of the kilometrage reimbursement rate which has traditionally been conducted in January of each year.

The kilometrage reimbursement rate is used to reimburse Trustees and employees when they travel by automobile on school district business.

Other large governmental agencies have maintained their current rates since the district's last review with the exception of City of Surrey, BCSTA and ICBC. Lower Mainland school districts and a selection of business and large government agencies were surveyed; the results appear below:

<b>Organization</b>	<b>Per Km</b>
BCPSEA	\$0.52
BC Public Service Agency	\$0.50
BCSTA	\$0.54
City of Surrey	\$0.57
Department of Finance, Canada	\$0.54
Insurance Corporation of BC	\$0.52
BC Pension Corporation	\$0.51
<b>Average</b>	<b>\$0.53</b>

*continued ...*

MEETING DATE: 2014-01-16

SCHEDULE: 3(b)

TOPIC: ANNUAL REVIEW OF KILOMETRAGE REIMBURSEMENT RATE

Nine Metro School Districts	Per Km
High:	\$0.54
Low:	\$0.50
<b>Average:</b>	<b>\$0.52</b>

In December of each year, the Department of Finance of the Government of Canada reviews and announces the prescribed rates for the automobile operating expense benefit that will apply for the coming year. For 2014 the rate remained at \$0.54 per km. The Department of Finance uses this rate as the limit on the deduction of tax-exempt allowances paid by employers to employees for kilometrage reimbursements. If an employer pays a higher rate than \$0.54 per km. in 2014, the entire amount of the kilometrage reimbursement rate must be reported as a taxable benefit for the employee.

In January 2003, the Board approved a motion indicating that the Kilometrage Reimbursement Rate be set annually at a level not to exceed the annually prescribed rate established by the Department of Finance, Government of Canada, to avoid tax implications.

In accordance with the Board's long standing practise of setting the Kilometrage Expense Reimbursement rate one cent below the rate prescribed by the Department of Finance, Government of Canada, it is recommended that the Kilometrage Expense Reimbursement rate of \$0.53 per km. be maintained.

#### IT IS THEREFORE RECOMMENDED:

THAT the Board maintain the Kilometrage Reimbursement Rate at \$0.53 per km., effective 2014-02-01.

Enclosures:

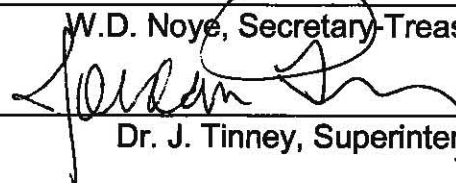


Submitted by: \_\_\_\_\_



W.D. Noye, Secretary-Treasurer

Approved by: \_\_\_\_\_



Dr. J. Tinney, Superintendent

**BOARD OF EDUCATION  
of  
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 3(c)  
of the**

**ADMINISTRATIVE MEMORANDUM  
(Regular)**

**MEETING DATE:** **2014-01-16**

**TOPIC:** **SUPERINTENDENT'S ANNUAL REPORT ON STUDENT ACHIEVEMENT**

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Section 22 of the School Act requires that the Superintendent of schools must, on or before December 15 of a school year, prepare and submit to the Board a report on student achievement in that district for the previous year. The Board, in turn, submits the report to the minister no later than January 31 of the school year in which the board receives the report and, as soon as practicable, makes the report available to the public.

The annual report on student achievement is intended to serve two main purposes:

- Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and,
- Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels as school plans and district achievement contracts are developed.


The *Superintendent's Annual Report on Student Achievement* for the Surrey School District is attached and is hereby submitted for the Board's approval.

**IT IS RECOMMENDED:**

THAT the Board approve the *Superintendent's Annual Report on Student Achievement*; and

THAT the report be submitted to the Ministry of Education.

Submitted by: \_\_\_\_\_

  
Dr. J. Tinney, Superintendent

Enclosure(s): ☒



# Superintendent's Report on Student Achievement 2013/2014

- Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and
- Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

*Districts may report additional areas of student achievement arising from the most recent achievement contract.*

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

## The Superintendent's Report

- ☐ Should be brief and to the point.
- ☐ Should be focussed on results and evidence of acquired results.
- ☐ Should be a useful point of departure for future planning.
- ☐ Must be submitted to the Board of Education by December 15.
- ☐ Must be submitted by email by January 31.

## Ministry of Education School Act

*Section 22 of the School Act states the following:*

"A board must appoint a superintendent of schools for a school district who, under the general direction of the board..., (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year.

*Section 79.3 goes on to say:*

"On receipt of a report submitted by a superintendent of schools under Section 23 (1)(b.1), the board must, on approval of the report,

- A) Immediately, and in any event no later than January 31<sup>st</sup> of the school year in which the board receives the report, submit that report to the minister, and
- B) As soon as practicable, make the report available to the public."

*Please use this form to insert the required elements of the Superintendent's Report.*

*The completed report will be published on the Ministry website, as a PDF document.*

## Questions and/or concerns

Direct questions and/or concerns to the Ministry by email: [EDUC.Achievement@gov.bc.ca](mailto:EDUC.Achievement@gov.bc.ca)

## Submission

Submit your document, by January 31, to the Ministry by email: [EDUC.Achievement@gov.bc.ca](mailto:EDUC.Achievement@gov.bc.ca)

School District No: 36

School District Name: Surrey

## 1. Improving Areas of Student Achievement and what evidence confirms this improvement?

Every year, over 69,000 diverse learners in Surrey receive an education in over 130 schools and programs. Our goal is to improve educational outcomes for all students as they progress from Kindergarten to grade 12 and for every student to graduate with dignity, purpose and options.

*More students are able to complete school in a reasonable time (defined as successfully completing within six years of beginning grade eight for the first time)*

- In 2012/13, completion rates for all students were the highest ever at 86.1%, a gain of 3.4% over 2008/09.
- Completion rates varied by gender: Girls had higher completion rates (88.8%) than boys (83.6%). However, the completion rate for boys has improved by nearly 5% over 2008/09. To place these figures in context, Surrey was above the 2012/13 provincial completion rate for girls (85.4%) and for boys (81.9%).

*Eligible to graduate Graduation rates remain high for all groups*

- In 2012/13, over 90% of students who have enrolled in sufficient courses to graduate that year graduated. This was the case even when disaggregated into girls, boys, Aboriginal, ELL and Special Needs students.

*More students graduate from our schools with a good level of success*

- In 2012/13, 45% of all graduates were honours graduates, a gain of 5% over 2008/09. An honour standing is defined as obtaining a greater than 3.0 grade point average.

*Student achievement is recognized*

- In 2011/12, graduates won 1018 examination scholarships and 329 district awards, more than double the total awarded in 2007/08.

*Increased attention to transitions, especially where learners may be vulnerable*

- In 2012/13, most students (91%) made a successful transition from grade 10 to 11. The rate for all students has remained stable over five years, gaining 1% in five years. However, some important gains were made: 82% of Aboriginal students successfully progressed from grade 10 to 11, a gain of 16% over 2007/08.

## 2. Challenging Areas

What trends in student achievement are of concern to you and what is the evidence for this?

*Outcomes for Aboriginal students remain worrisome, despite a strength based approach.*

- In 2012/13, the Aboriginal completion rate was under 50% for the second year out of five, compared to over 86% for all students. Aboriginal completion rates (48.2%) were above 2008/09 by 6.7%, but lower than last year (52.1%). A new Aboriginal Education Enhancement Agreement was signed in June 2013 and is expected to improve outcomes.

*Learning loss from absenteeism*

- In 2012/13, most grade seven students (83%) have good attendance and a few (3%) have perfect attendance. Good attendance is defined as missing less than 10% of instructional time. Attendance is an excellent habit to begin and for those students (17%) who miss a lot of class time, learning loss may contribute to problems later on. At grade 7, an absenteeism rate of about 6% represents a loss of over 51,000 instructional days for the just under 5,000 students in a year with 180 days that a school is in session. Making attendance a priority is important.

*Extending the length of time students need to graduate from grade 12*

- In 2012/13, most (81%) of all students and half of Aboriginal students (64%) graduated the first time that they were in grade 12. If we include those students who take more time to finish the graduation requirements, then 92% of all students and 91% of Aboriginal students were eligible to graduate if they passed their courses. The difference between the two rates suggests a need to support students who need additional time to meet graduation requirements to make sure these students complete successfully.

*Low student fitness*

- The district contributes to the dialogue to better understand student fitness. Researchers with UBC/BC Children's Hospital are testing a game called MobileKids Monster Manor in schools to find solutions to health problems that face today's youth. Evidence of the need to know more about student fitness comes from ABC Fit, an assessment developed in Surrey as a quick way to measure fitness progress. Physical fitness is the gateway to other aspects of wellness and there is a relationship between improved fitness and behavior and positive attitudes towards school.

### 3. Programs / Performance / Results & Intervention

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

Making improvements sometimes means finding new insights in teaching and learning. Our district has made inquiry a priority practice across all goal areas. Inquiry is a spiral strategy for professional learning which looks at what is going on for learners, how we know it and collecting and testing evidence of what will make a difference.

*A focus on inquiry into areas that demand deeper understanding including:*

- Supporting teachers and classroom visits for early numeracy with a focus on Aboriginal learners.
- Professional learning around formative assessment to ignite gains for students in classrooms.
- New ways to organize learning such as team teaching and innovative schedules.
- Thirteen schools, including five secondary and one Learning Centre are part of the Aboriginal Enhancement Schools Network. This is a provincially organized inquiry group that meets to fuel curiosity for learning and action.

Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?

*Attendance Matters*

Attendance Matters is a strategic intervention program that directly supports vulnerable learners by monitoring instances of absence, identifying barriers to attendance and mitigating potential negative outcomes by introducing timely school based support. Recognizing that absenteeism is an indicator for negative educational outcomes in the future, the program targets primary students who have either been identified as chronically absent or are on a trajectory on becoming chronically absent. Interventions are targeted and timely, supporting both the student and their family and encourage development of positive attendance habits. This year we will conduct an impact evaluation of the program that will report on the following key indicators:

- Statistical change in absences for case load students per school, grade and across program.
- Most effective intervention strategies.
- Demographic distribution of students accessing the program.
- Demographic distribution of program impact.

This information will inform the intentional growth and expansion of effective strategies, and services to best utilize resources.

*Better insights from data from several sources*

- In 2012/13, over 85% of Kindergarten students were not at risk in May, as measured by a phonemic awareness test (ELPATS).
- The 2012/13 EDI results indicate that a third of Kindergarten students are vulnerable on one of five scales including, physical health, social competence, emotional maturity, language and cognitive skills, communication skills and general knowledge prior to school entry.
- The EDI is an early development inventory given to all students in Kindergarten across the province.
- The district is looking at a new EDI partnership focusing on entry into kindergarten.

Other Achievement programs implemented in addition to previous years goals and targets and their results.

- A district inquiry team was organized with members from outside and within the Aboriginal Department to model broad responsibility for improving Aboriginal educational outcomes. Our inquiry will explore the transition of Aboriginal students from elementary to

secondary school. Our goal is to look at barriers and facilitators to success as this group begins grade 8 and moves forward to graduation.

- A district data team was convened to look for innovative ways to use evidence of learning to promote better practice.

## 4. Targets (Summarize the targets set out in your Achievement Contracts)

I.) Literacy: Identify your district's target(s) for literacy. State the specific evidence and measures of student achievement in literacy and the results that have been realized.

*Increase percentage of students achieving a C+ or better in English 10 and 12 compared to the provincial result by 5% over the next three years. The C+ or better rate includes the letter grades of C+, B, or A which indicate a good level of achievement.*

- In 2012/13, most students (70%) achieved a C+ or better in English 10 compared to 62% (2008/09), a gain of 8% over five years.
- The rate for Surrey was below the provincial rate over the past five years by 2 to 4%, but was the same as the provincial rate in 2012/13.
- In 2012/13, most students (72%) achieved a C+ or better in English 12 compared to 65% (2008/09), a gain of 7% over five years.
- The rate for Surrey was below the provincial rate over the past five years by 1 to 2%, but within 1% of the provincial rate in 2012/13.

## II.) Completion Rates:

*Improve the six year completion rate for all learners by 2% over the period 2010/11 to 2012/13*

*The six year completion rate is the percent of students who complete within six years of beginning grade eight for the first time.*

- In 2012/13, most students successfully completed (86.1%) compared to 82.7% (2008/09), a gain of 3.4% for all students.
- Looking at results by gender, girls (88.8%) completed at a higher rate than boys (83.6%), a difference of 5.2%. Gender differences are not seen in the first time grade 12 graduation rate, girls (81%) and boys (81%), suggesting that both boys and girls who persist to grade 12 are able to succeed at the same rate.

## III.) Aboriginal Education:

Targets for Aboriginal achievement are set out in the Aboriginal Education Enhancement Agreement. This is a working agreement between the school district, local Aboriginal communities and the Ministry of Education to improve outcomes for Aboriginal students. A second agreement was signed June 2013 following extensive consultation with stakeholders and students.

*Increase the percent of Aboriginal learners meeting expectations on the FSA Reading at Grade 4 and 7 by 2% each year. The Foundation Skills Assessment is a measure of core skills in grade 4 and 7 and is written by all students across the province.*

- In 2012/13, most students (54%) were meeting to exceeding expectations in Reading at Grade 4 compared to 47% (2008/09), a gain of 7%.
- In 2012/13, most students (54%) were meeting to exceeding expectations in Reading at Grade 7 compared to 57% (2008/09), a decline of 3%.

*Increase the percent of Aboriginal students making a successful transition from grade 10 to 11 by 2% per year. The transition rate is an indicator of the percent of students who make a successful progression to a higher grade.*

- In 2011/12, most students (82%) made a successful transition from grade 10 to 11 compared to 66% (2007/08), a gain of 16%.

*Improve the six year completion rate for Aboriginal learners by 2% over the period 2010/11 to 2012/13. The completion rate rolls up the transition rate at six years from beginning grade eight for the first time.*

- In 2012/13, half of Aboriginal learners (48.2%) successfully completed compared to 41.5% (2008/09), a gain of 6.7%.
- In 2012/13, the Aboriginal rate (48.2%) was below the all student rate (86.1%), a gap of 37.9%.
- The completion rate for Aboriginal learners has been above 50% in three of the last five years.

*Increase knowledge of Aboriginal culture, history and traditions for all learners*

- In 2012/13, over 1,700 cultural presentations were made to all learners, Aboriginal and non-Aboriginal.

## 5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

What categories of Children in Care have been successfully identified and are being monitored?  
What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

Improving the educational outcomes for children in care who attend school in Surrey is a priority. Children in care may be under a Continuing Custody Order (CCO) or they may need the protection of a Temporary Custody Order (TCO) and return to their family. A snapshot of CCOs from the Ministry of Education provides information that is the basis for monitoring these vulnerable students who are in our district. Students with a TCO may move in and out of care and for these students, the principal's knowledge of families at the school is the best resource for support.

The school principal acts as a point of contact to know the child in care and to advocate on their behalf. An educational monitoring plan is created to support collaboration between teachers and social workers and increase understanding of how being in care affects learning.

In 2012/13, a joint school district/MCFD research study looked at how evidence from these plans could help us go beyond ordinary insights and practices of working with children in care to new actions and deeper awareness. Results will inform our work as we move past deficit models to sites of hope and tangible actions for staff involved.

*Areas for further exploration identified by the study:*

- Increase the usefulness of plans through further consultation with teachers and social workers.
- Broaden the definition of success to overcome a lack of educational data, particularly for primary students and those with IEPs who do not receive report card letter grades.
- Attention to reducing disruptions from changes to care placements or moving schools.
- Reduce learning loss from absenteeism.

*Achievement Results*

- In 2012/13, half of all children in care (50%) successfully completed school compared to 26% (2008/09), a gain of 24%.
- In 2012/13, a third of Aboriginal children in care successfully completed school (34%) compared to 31% (2008/09), a gain of 3%.
- This completion rate for Aboriginal children in care has not reached 50% over the past five years and is lower than the completion rate for all students (86.1%) and all Aboriginal students of 48.2%.
- In 2012/13, nearly two thirds of all children in care (60%) have a special needs designation.
- Slightly more than half of children in care (57%) self-identify as Aboriginal. Research based and community strategies for improving outcomes identified through the Aboriginal Education Enhancement Agreement may have a positive effect on the Children in Care group.
- From the snapshot, 46% of children under a CCO were meeting to exceeding expectations on the FSA Reading at Grade 4.
- The CCO meeting to exceeding rate for FSA Reading 4 was lower than the 2012/13 rate for all students (69%), a gap of 23% and 8% below the Aboriginal rate (54%).
- From the snapshot, 43% of children under a CCO were meeting to exceeding expectations on FSA Reading at grade 7.
- The CCO meeting to exceeding rate for FSA Reading 7 was lower than the 2012/13 rate for all students (67%), a gap of 24% and 11% below the Aboriginal rate (54%).

## 6. Early Learning

What strategies are in place to address the needs identified in Early Learning?

The focus of early learning is on providing rich experiences that support intellectual development, social skills and the transition from home to school. Particular attention is paid to groups that may need additional help to start school on an even par with their age mates.

*Early learning opportunities include a variety of play based programming.*

- StrongStart Centre
- PALS (Parents as Literacy Supporters)
- WTK (Welcome to Kindergarten)



- RSL (Ready Set Learn)
- Skipping into Kindergarten
- PCL (Play Connect Learn)

*Numerous community support partnerships that support vulnerable children and their families:*

- First Steps – wraparound model of support for refugee families involving Surrey Schools, MCFD, Fraser health, Options, Umoja, DIVERSEcity

*School-aged early learning includes targeted interventions:*

- Early literacy support for vulnerable learners at 25 inner city schools. This collaborative model of strategic, in-class support focuses on oral language development at the Kindergarten and grade one level. Goals include reducing the number of students at-risk on the ELPATS assessment described earlier.
- Early numeracy support for vulnerable learners at 13 inner city schools. Similar to the Early Literacy teachers work, the focus is on developing early number concept (e.g. subitizing, partitioning and patterning). Goals include reducing the number of students at risk on the What Do They Know? Assessment tool.
- Changing Results for Young Readers. This inquiry driven strategy is in place in 11 schools. Teams of teachers at each site along with Early Literacy Teachers focus on improving results using a number of measures of reading achievement.

## 7. Other Comments

For example: education transformation, student wellness, ERASE, skills training

### *Education Transformation*

- Innovative Learning Designs projects are in place in schools across the district. The fourth phase will begin spring 2014. The focus is on empowering transformative learning using innovative technology as the catalyst.
- Inquiry is recognized as a district priority practice to generate new knowledge and shift practice.

### *Student wellness*

- Students with challenging behavior were involved in a project to incorporate vigorous, physical activity into their day to encourage positive behavior and improve educational outcomes. An underlying belief is that fitness improves results in education, inspires individual thinking, and promotes wellness. Results are being explored with a view to better understanding the relationship between fitness and achievement.
- In 2012/13, five schools participated in an inquiry project focused on applying the principles of self-regulation to support students' self-awareness and success. Viewing self-regulation as a way of seeing children through a new lens, one that attends to environmental, emotional, and biological needs, teams of teachers engage in ongoing professional dialogue and focused observations of individual learners. In April 2013 the initiative expanded to include three secondary schools and this fall the self-regulation inquiry work began in 32 additional elementary schools.

*ERASE (Expect Respect and a Safe Education). ERASE is an anti-bullying strategy that will help ensure that every child feels safe, accepted and respected, regardless of their gender, race, culture, religion, or sexual orientation.*

Surrey has taken action to foster a safe school culture and prevent bullying through effective messaging and innovative programming.

- The Surrey School District continues to provide training for school administration and staff through the BC Ministry of Education's ERASE Bullying Prevention and Intervention Strategy, building on the work of the BC Ministry of Education's Safe, Caring and Orderly Schools Strategy (2004) to develop schools where students are free from harm, where clear expectations of acceptable behaviour are held for all members of the school community and where there is a sense of connectedness. Since the beginning of this school year, September 2013, there has been 95 school administrators and staff trained in both Level 1 & 2 ERASE.
- The Surrey Wraparound Program (Wrap), a partnership between the Surrey School District, RCMP and the City of Surrey positively attaches youth displaying gang associated behavior, or a high level of risk factors that are predictive of gang involvement, to their school, community and home by building a trusting and positive relationship. Parents, caregivers and/or guardians are included in goal setting while assisting the program's objective in building a positive lifestyle and self-worth for youth. This school year, 17 new students have been referred to the program, bringing Wrap's total client case load to over 60. Our continuum of services include an Alumni program for stabilized Wrap clients who continue to receive support in helping them attach to school, home and the community.
- The AS-IR3 Alternative Suspension is a partnership program between Surrey Schools and the YMCA of Greater Vancouver, serving Surrey School district students in grades 6-9. The program is based on five approaches: Prevention, Intervention, Suspension, Secondary Prevention, and School Transfer Support. AS-IR3 engages students who are displaying worrisome behaviour at school and guides them through a process of self-reflection with the intention of identifying the underlying cause of the troubling behaviour,

and connecting the student with school and community-based supports. The Reintegration Meeting, an important component of the program, provides an opportunity for students, program staff, parents and school staff to discuss the incident and the student's success while attending the program, to ensure they have the support they need at school. Since September 2013, forty students have completed the program.

- The board's anti-homophobia stance was emphasized in a policy update that was developed by a team that included a wide membership.

### *Skills Training*

- Surrey has continued successful ACE IT partnership programs with post-secondary institutes. The ACE IT program is a partnership between ITA (Industry Training Authority) and the BC Ministry of Education which allows high school students to take first level technical training that gives them dual credit for high school courses and apprenticeship or industry training programs.
- This year, piloted a very successful and well received Trades Exploration 10 summer learning program.
- This program is in alignment with the upcoming Skills Trades Exploration 10, 11 and 12 ministry program.

### *Knowledge Mobility*

- In April 2013, Surrey School District presented a research paper to the American Educational Research Association about dropping the deficit model and searching for factors that improve Aboriginal student success. Following this, the district successfully made a proposal to have surveys created in the district to measure attitudes, gauge satisfaction and measure interest in overarching goals for improvement accepted at the same conference in 2014. District surveys done in support of the Aboriginal Education Enhancement Agreement will be the subject matter for an expert panel of scholars. This group will discuss the surveys in advance and bring their response to an audience of researchers who specialty is survey design and implementation for discussion. Feedback from this will improve the quality of evidence that we collect.
- A district data team has been convened to look at translating education evidence into specific actions to improve what we do in classrooms, schools and across the district.

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## 8. Board approval date:

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**BOARD OF EDUCATION  
of  
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 3(d)**

**of the  
ADMINISTRATIVE MEMORANDUM  
(Regular)**

MEETING DATE: 2014-01-16

TOPIC: **POLICY DEVELOPMENT & REVIEW PROJECT – COMPLETED  
SEGMENTS**

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The Board established review of Board policies and regulations for currency and completeness, as one of its Financial Management and System Accountability Goals and Objectives for the 1998/99 school year. This goal remains a very high priority for the Board in its role of governance.

The Board continues to conduct policy review on an annual basis as an essential part of governance to ensure the effective, efficient and economical delivery of educational and administrative programs and services to students. Trustees and many administrative staff members have contributed to this necessary and essential review.

Draft revisions and proposals for policies were reviewed by Trustees at an in-service session on 2013-11-26. Trustees continue to work with senior administration and constituency groups to review and update policies for appropriateness, currency and completeness. This process continues to provide valuable insights and wisdom for the improvement of the policy development process and the renewal of existing policies.

The attached policies were presented to Trustees for information on 2013-12-12.

**RECOMMENDATION:**

THAT the Board approve the following revised policies and regulations:

- |                  |   |
|------------------|---|
| (a) Policy #1050 | Mission Statement and Guiding Principles            |
| (b) Policy #2902 | Board Member Conflict of Interest                   |
| (c) Policy #4910 | School/Student Fundraising                          |
| (d) Policy #7210 | Workplace Discrimination or Bullying and Harassment |

*Cont'd...*



MEETING DATE: 2014-01-16

SCHEDULE: 3(d)

TOPIC: **POLICY DEVELOPMENT & REVIEW PROJECT  
COMPLETED SEGMENTS**

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- (e) *Reg. #7210.1* *Workplace Discrimination or Bullying and Harassment*
- (f) Policy #10400 Community Use of Facilities and Grounds Outside of School Hours
- (g) Policy #10420 Community Use of Facilities and Grounds During School Hours
- (h) Policy #10810 School Fundraising By/For External Agencies

Enclosures:

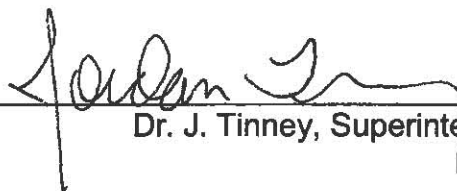


Submitted by:



W.D. Noye, Secretary-Treasurer

Approved by:



Dr. J. Tinney, Superintendent

WDN/jj

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# **SCHOOL DISTRICT NO. 36 (SURREY)**

**No. 1050**

## **POLICY: MISSION STATEMENT & GUIDING PRINCIPLES**

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The Board assumes its responsibility to provide leadership and direction to the school district. In so doing, the Board subscribes to the following statements of beliefs and guiding principles.

### **1. MISSION STATEMENT**

We engage our students to develop the knowledge, skills and attitudes necessary to build a healthy, democratic and diverse society.

### **2. BOARD GOALS**

In its role as system governor, the Board of Education commits to maintaining and enhancing:

- operating efficiencies that prioritize resources that directly support students
- relationships with public and private sector partners to broaden and augment opportunities for students
- district environmental stewardship
- advocacy for appropriate facilities and resources
- positive, safe and welcoming school and workplace environments.

### **3. VISION, VALUES AND BELIEFS**

The Board works in partnership with staff, parents and the community to ensure focus on core educational competencies through:

- support quality education in every school and program
- developing socially responsible citizens
- engaging Aboriginal learners
- preparing graduates for the future
- helping parents support their child's learning
- promoting broader community involvement
- building professional capacity.

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**POLICY: MISSION STATEMENT & GUIDING PRINCIPLES**

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The Board particularly values programs and services enabling students to become:

- creative thinkers, innovators and problem solvers
- effective communicators and collaborators
- literate and numerate
- skillful at accessing, evaluating, synthesizing and presenting information
- socially responsible
- flexible and able to adapt to change
- committed to physical and mental health.

The Surrey Board of Education believes:

- schools are for learners
- education is a shared responsibility among home, school and community
- learner and staff successes must be celebrated
- learners should be positive citizens and community members
- diversity is a strength
- dynamic leadership at all levels of the organization is an essential element for success.

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# **SCHOOL DISTRICT NO. 36 (SURREY)**

**No. 2902**

## **POLICY: BOARD MEMBER CONFLICT OF INTEREST**

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The Board expects all Trustees to adhere to The School Act and applicable legislation regarding conflicts of interest, and to be alert to situations that have the appearance of a conflict of interest.

Accordingly:

1. A Trustee is expected to avoid conflict or potential conflict of interest in the exercise of the Trustee's fiduciary responsibility. They will not:
  - a) Disclose or use confidential information acquired during the performance of official duties as a means to advance his/her personal financial interests or the interests of his/her family or friends;
  - b) Accept, directly or indirectly any compensation, gratuity gift or reward in connection with any contract which would improperly influence a reasonable person.
2. If a Trustee has a personal or private interest in any matter before the Board, the Trustee will:
  - a) not attempt before, during and after the Board has dealt with the issue, to influence the decisions of the Board members;
  - b) at In-Camera meetings, a Trustee will declare his/her conflict of interest and will remove themselves from the room for the duration of the item;
  - c) not discuss, debate or vote on the matter.

Revised: 1994-03-10  
Adopted: 1992-09-24

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# SCHOOL DISTRICT NO. 36 (SURREY)

No. 4910

## POLICY: SCHOOL/STUDENT FUNDRAISING

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### 1. SCOPE

- 1.1 This policy applies to all fundraising for curricular and extra-curricular activities conducted through schools or in the name of schools whether or not students are involved.
- 1.2 This policy does NOT apply to fundraising conducted by a Parents' Advisory Council in its own name; unless students are involved (see 3.1).
- 1.3 This policy does NOT apply to fundraising for external agencies. Fundraising for external agencies is governed by *Policy #10810 – School Fundraising By/For External Agencies*.

### 2. PHILOSOPHY

- 2.1 The Board believes that school/student fundraising can contribute to the advancement of education in the school district.
- 2.2 The Board believes all local funds generated by school/student fundraising are public funds entrusted to the Board through school Principals and must be administered as a public trust.
- 2.3 The Board believes the types of fundraising undertaken, the conduct of the activity, the management of funds realized and financial accountability should be ethical, in harmony with the goals of public education and utilizing sound financial and business management practices. Accordingly, the Board has enunciated principles of fundraising which it believes satisfy this intent.

### 3. AUTHORITY

- 3.1 The Board assigns each school Principal primary responsibility for and authority to conduct school/student fundraising done in the name of the school. Any fundraising utilizing students must be approved by the school Principal.
- 3.2 The Secretary-Treasurer shall, primarily through internal audits, ensure local funds realized from school / student fundraising are accounted for in accordance with Policies # 4900 – *Management of Site Based Funds* and #4910 – *School/Student Fundraising* and their regulations.

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**POLICY: SCHOOL/STUDENT FUNDRAISING**

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**4. PRINCIPLES OF FUNDRAISING**

- 4.1 Purpose. Fundraising may be conducted only for the purposes of the general welfare, education or morale of the students in the school. The purpose for which funds are raised must be clear and, in addition, should preferably be for enhancements of curricular and extra-curricular activities.
- 4.2 Communication of Purpose. The specific purpose of a fundraising project must be known to all of the organizers, workers and persons from whom support is sought.
- 4.3 Volunteers. Fundraising is to be accomplished by voluntary not-for-profit efforts unless the Board approves otherwise.
- 4.4 Activities. Fundraising activities and their conduct must be consistent with the goals of public education, in good taste and comply with the law. Incentives which encourage student competition in fundraising should be discouraged.
- 4.5 Commercially-Oriented Activities. Fundraisers, before proceeding should evaluate vendors, products, service and commercial terms. Potential purchasers must be informed that:
- the school district does not warrant or guarantee products, services or vendor performance;
  - the product or service is not endorsed to parents as a part of their child's education program; and
  - the sale is being solicited to realize benefits and indicate how the benefit will be utilized.
- 4.6 Location. For elementary school students, the raising of money is generally to be limited to functions at the school or those sponsored by the school at other locations. House-to-house canvassing and solicitation at business establishments and shopping centres is strongly discouraged for student safety reasons.
- 4.7 Instructional Resources. The use of instructional time and resources for fundraising is to be avoided.
- 4.8 Project Administration. Projects shall be administered in conformity with good business practice, including sound accounting procedures. Required taxes must be collected and remitted on such sales.

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**POLICY: SCHOOL/STUDENT FUNDRAISING**

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- 4.9 Expenditures. Funds raised are to be expended for the purpose for which they were raised.
- 4.10 Accountability. Each fundraising activity or set of common activities shall be separately accounted for pursuant to district standards. Those involved in fundraising are to be informed how funds were expended.
- 4.11 Funds Accumulation. Funds raised are to be directed to the benefit of students and are not to be accumulated other than for specific projects.
- 4.12 Refund of Parent Contribution. Where a combination of fundraising and parent contributions exceeds the financial requirement of a function, surplus funds may be:
- retained by the school for application to other student activities; or
  - refunds provided to parents to the maximum of their cash contributions.
- 4.13 Refund of Public Contribution. Where public fundraising exceeds the financial requirements of a particular project, the balance of funds remaining are to be utilized for a similar project or for a similar group of students. Contributions are not refundable unless an escrow arrangement was established at the time of receipt of funds.

Revised: 2001-06-28  
2000-10-12  
1999-07-08  
1995-05-25  
Adopted: 1990-08-30

X-Ref: Policy #4900  
Policy #10303  
Policy #10805  
Policy #10810

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# **SCHOOL DISTRICT NO. 36 (SURREY)**

**No. 7210**

## **POLICY: WORKPLACE DISCRIMINATION OR BULLYING AND HARASSMENT**

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The Board of Education is committed to ensuring a respectful workplace, free from Discrimination or Bullying and Harassment.

Discrimination or Bullying and Harassment is not acceptable or tolerated in this workplace. All workers will be treated in a fair and respectful manner.

WorkSafeBC requires that workers must report if bullying and harassment is observed or experienced in the workplace, and that the employer initiate an investigation.

### **Responsibilities**

The School District will take reasonable steps to prevent where possible, or otherwise minimize workplace Discrimination or Bullying and Harassment.

Supervisors have a duty to take all reasonable steps to ensure the health and safety of workers under their supervision, and as a result, a supervisor must take all reasonable steps to prevent where possible, or otherwise minimize workplace bullying, harassment and discrimination.

A worker has a duty to take reasonable care to protect the health and safety of themselves and other persons, and as a result, a worker must take all reasonable steps to prevent where possible, or otherwise minimize workplace bullying, harassment and discrimination.

### **Application**

This policy statement applies to all workers, including permanent, temporary and casual. It applies to interpersonal and electronic communication.

Revised:  
Approved: 1996-04-25

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# **SCHOOL DISTRICT No. 36 (SURREY)**

**No. 7210.1**

## **REGULATION: DISCRIMINATION AND BULLYING AND HARASSMENT: REPORTING AND INVESTIGATION PROCEDURES**

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WorkSafeBC requires that workers must report if bullying and harassment is observed or experienced in the workplace, and investigation will then be conducted internally, in most situations.

### **1. Definitions**

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

Examples of conduct or comments that might constitute Bullying and Harassment include verbal aggression or insults, calling someone derogatory names, harmful hazing or initiation practices, vandalizing personal belongings, and spreading malicious rumours. This also includes conduct through electronic communication.

- 1.2. Complainant: a worker who believes he or she has been subjected to or observed Discrimination or Bullying and Harassment in the workplace.
- 1.3 Discrimination: defined by the B.C. Human Rights code and is specific to race, colour, ancestry, place of origin, religion, marital or family status, physical or mental disability, sex, sexual orientation, age (19 years and over), criminal conviction (in employment), political belief (in employment).
- 1.4 Person: includes any individual, whether or not they are a workplace party. This means that a 'person' could be a workplace party such as an employer, supervisor, or co-worker, or a non- workplace party such as a member of the public, a student, or anyone a worker comes into contact with at the workplace.
- 1.5 Respondent: a person in the workplace against whom a complaint of Discrimination and/or Bullying and Harassment has been made.

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**REGULATION: DISCRIMINATION AND BULLYING AND  
HARASSMENT: REPORTING AND  
INVESTIGATION PROCEDURES**

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**2. Responsibilities**

2. 1 The School District will take reasonable steps to prevent where possible, or otherwise minimize workplace Discrimination or Bullying and Harassment by:

- Developing a policy statement with respect to workplace Discrimination or Bullying and Harassment not being acceptable or tolerated;
- Taking steps to prevent where possible, or otherwise minimize, workplace Discrimination or Bullying and Harassment;
- Developing and implementing procedures for workers to report incidents or complaints of workplace Discrimination or Bullying and Harassment including how, when and to whom a worker should report incidents or complaints. Included must be procedures for a worker to report if the employer, supervisor or person acting on behalf of the employer, is the alleged bully and harasser;
- Developing and implementing procedures for how the employer will deal with incidents or complaints of workplace Discrimination or Bullying an Harassment;
- Informing workers of the policy statement;
- Training supervisors and workers on:
  - Recognizing the potential for bullying, harassment and discrimination;
  - Responding to bullying, harassment and discrimination; and
    - Procedures for reporting, and how the employer will deal with incidents or complaints of Discrimination or Bullying and Harassment.
- Annually reviewing the policies and procedures;
- Not engaging in Discrimination or Bullying and Harassment of workers and supervisors;
- Applying and complying with the school district's policies and procedures on bullying, harassment and discrimination.

2. 2 A supervisor has a duty to take all reasonable steps to ensure the health and safety of workers under their supervision, and as a result, a supervisor must take all reasonable steps to prevent where possible, or otherwise minimize workplace bullying, harassment and discrimination.

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**REGULATION: DISCRIMINATION AND BULLYING AND  
HARASSMENT: REPORTING AND  
INVESTIGATION PROCEDURES**

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A supervisor's obligation to ensure health and safety of workers includes:

- Not engaging in Discrimination or Bullying and Harassment of workers, other supervisors, the employer or persons acting on behalf of the employer; and
- Applying and complying with the school district policies and procedures on Discrimination or Bullying and Harassment;
- Ensuring staff at their school/site have received the Discrimination or Bullying and Harassment training and are aware of the requirements to comply with these policies and procedure;
- Liaising with Human Resources to undertake and participate in investigations.

2.3 A worker has a duty to take reasonable care to protect the health and safety of themselves and other persons, and as a result, a worker must take all reasonable steps to prevent where possible, or otherwise minimize workplace bullying, harassment and discrimination.

A worker's obligation to take reasonable care to protect the health and safety of themselves or others includes:

- Not engaging in Discrimination or Bullying and Harassment of other workers, supervisors, the employer or persons acting on behalf of the employer;
- Reporting if Discrimination or Bullying and Harassment is observed or experienced in the workplace; and
- Applying and complying with the school district policies and procedures on Discrimination or Bullying and Harassment

**3. False accusations or vexatious complaints**

Sometimes individuals make allegations about situations that are not Discrimination or Bullying and Harassment. The accusation might be vexatious in intent, or a person might not understand the definition of workplace Discrimination or Bullying and Harassment. False accusations can have a negative effect on the accused and the workplace overall. Complaints that are viewed to possibly be vexatious may be formally investigated as an act of misconduct.

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**REGULATION: DISCRIMINATION AND BULLYING AND  
HARASSMENT: REPORTING AND  
INVESTIGATION PROCEDURES**

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**4. Reporting an Incidence of Discrimination and Bullying or Harassment**

Employees at Surrey Schools can report incidents or complaints of workplace bullying and harassment verbally or in writing. When submitting a written complaint, please use the school district workplace bullying and harassment complaint form. When reporting verbally, the reporting contact, along with the complainant, will fill out the complaint form.

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

Workers should report any incidents or complaints to their Principal/Supervisor. The Principal/Supervisor will contact the Executive Director, Human Resources for assistance and in order to initiate investigation, with Human Resources involvement.

If the employer, the complainant's supervisor, or the reporting contact identified above, is the person engaging in bullying and harassing behaviour, workers should contact the Superintendent of Schools.

Provide as much information as possible in the report, such as the names of people involved, witnesses, where the events occurred, when they occurred, and what behaviour and/or words led to the complaint. Attach any supporting documents, such as electronic communication, handwritten notes, or photographs. Physical evidence, such as vandalized personal belongings, can also be submitted. All reports will be forwarded to the Principal/Supervisor or alternate reporting contact outlined above.

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**REGULATION: DISCRIMINATION AND BULLYING AND  
HARASSMENT: REPORTING AND  
INVESTIGATION PROCEDURES**

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**5. Conduct of Investigations**

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

Investigations will:

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

Investigations will include interviews with the alleged complainant, the alleged bully, and any witnesses. If the alleged complainant and the alleged bully agree on what happened, then the School District will not investigate any further, and will determine what corrective action to take, if necessary. The investigator will also review any evidence, such as electronic communication, handwritten notes, photographs, or physical evidence like vandalized objects.

The Executive Director, Human Resources is responsible for ensuring workplace investigation procedures are followed.

The Principal/Supervisor will liaise with Human Resources to undertake and participate in investigations.

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

If external investigators are hired, they will conduct investigations and provide a written report with conclusions to the Director of Human Resources or designate.

The alleged bully and alleged complainant will be advised of the investigation findings by the Director of Human Resources or designate.

**REGULATION: DISCRIMINATION AND BULLYING AND  
HARASSMENT: REPORTING AND  
INVESTIGATION PROCEDURES**

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Following an investigation, the Manager Health Safety & Wellness will review and revise if necessary, workplace procedures to prevent any future bullying and harassment incidents in the workplace.

Appropriate corrective actions will be taken within a reasonable time frame. In appropriate circumstances, workers may be referred to the employee assistance program.

The School District expects that workers will keep written accounts of incidents to submit with any complaints. The Human Resources Department will keep a written record of investigations, including the findings.

6. **Review of Procedures**

These procedures will be reviewed annually.

All workers will be provided with a copy at the new worker orientation training session. Electronic copies are available on the School District website.

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# **SCHOOL DISTRICT NO. 36 (SURREY)**

**No. 10400**

## **POLICY: COMMUNITY USE OF FACILITIES & GROUNDS OUTSIDE OF SCHOOL HOURS**

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### **1. INTENT**

Under the *School Act*, the Board is obligated to provide facilities and grounds sufficient to conduct K-12 education programs. The conduct of such programs is recognized as the primary purpose of all district facilities and properties.

The Board recognizes, however, that all taxpayers contribute to the cost of constructing and maintaining local facilities and grounds through provincial taxation. Furthermore, it recognizes that taxpayers should not be required to pay further for the construction of additional facilities or grounds. The Board agrees, therefore, to extend to the public the privilege of having access to schools and grounds currently used for K-12 programs. In the event of a violation of this privilege, the Board reserves the right to cancel the use of any school facility, grounds or equipment. Such access, however, is granted provided that community use of school buildings and grounds does not interfere with regular curricular and extra-curricular programming, and that rental charges be assessed as per regulation.

### **2. SCOPE**

District Theatres and the District Education Centre are exempt from this policy and are covered by other policies and regulations. In addition, all use of schools during school hours is exempt from this policy and is covered by other policies and regulations.

Guidelines both in this policy and in other pertinent policies shall set out appropriate obligations to govern usage outside of school hours. Generally, the Board agrees that facilities and grounds will be rented for a variety of recreational and meeting uses in accordance with the spirit and intent of the Canadian Charter of Human Rights and Freedoms. Where there is a reasonable expectation that a confrontation between opposing groups might occur as a result of a rental, however, administration is vested with the authority to approve or deny access to school facilities and grounds.

The Board reserves the right to enter into reciprocal agreements with the City of Surrey (on behalf of Surrey Parks, Recreation & Culture) and with the City of White Rock (on behalf of White Rock Leisure Services) with respect to joint site acquisition, development and maintenance. In addition, the Board reserves the right to enter into agreements with those agencies respecting the cooperative use of facilities and grounds for conducting courses and programs. Financial arrangements for such agreements will be negotiated separately between the participating agencies.

Cont'd...

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**POLICY: COMMUNITY USE OF FACILITIES & GROUNDS  
OUTSIDE OF SCHOOL HOURS**

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3. **AUTHORITY**

The Board assigns the responsibility for the Community Use of Facilities & Grounds policy to the Secretary-Treasurer.

4. **PRIORITY FOR USE**

Allotment of school district facilities and grounds shall be made on the basis of the following priorities:

1. Regular school curricular and organized extra- curricular activities.
2. Adult and continuing education credit course programs, including those co-sponsored by other publicly funded educational institutions.

Where feasible, education programs under the second priority will be held in designated centres.

3. Historical user groups, which are defined as those who held a Rental License of a facility or grounds in the year immediately preceding a current application for use. Historical groups have right-of-first refusal for the same area, day and time, provided such group submits a renewal application within district booking deadlines.
4. Surrey Parks, Recreation & Culture and White Rock Leisure Services courses and programs.
5. All other outside groups including non-profit and commercial or "private" ventures.

The above priorities apply, except where a Board approved agreement requires otherwise.

Despite historical rights, any user may be bumped from a particular time, day or facility or grounds based on the above noted priority.

5. **NEW AND RENEWAL APPLICATIONS**

All new and renewal applications must be made on the appropriate form, and must be submitted to the Facility Rentals Department for Rental License arrangements as per regulation. The Facility Rentals Department will secure the necessary approvals of the Principal/Building Manager for each Facility/Grounds license request.



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**POLICY: COMMUNITY USE OF FACILITIES & GROUNDS  
OUTSIDE OF SCHOOL HOURS**

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The Facility/Grounds Rental License is not valid until approved by the appropriate signing authorities of the Board and the user group and the appropriate payment has been received.

The Facility Rental Department may revoke approval of a Facility/Grounds Rental Contract where the user is unable to satisfy concerns expressed by the Principal/Building Manager. Claims of unreasonably revoked approval shall be adjudicated by the Secretary-Treasurer.

**6. USER FEES**

User fees are comprised of five parts: (a) facility and/or grounds rental charges; (b) custodial charges; and (c) security charges; (d) carbon surcharge/taxes and (e) other fees.

User groups will be assessed rental charges as per regulation. Rental charges are set periodically after regular review by the district to reflect community standards in other Lower Mainland public organizations and school districts. The charges are designed to help offset costs of heat, light and water, regular maintenance, administration, and depreciation through use as well as compensating the site for facilitating the access. The portion of the rental charge that is directed to the site for facilitating the access is as per regulation.

Rental rates and charges for custodial and security will vary according to the type of group, its activity, and the facility or grounds used. Rental charges and charges for custodial and security shall be agreed to in writing by the renter(s) before authorization or access is permitted. Where payment is required, it shall be in advance and may include a security deposit.

Failure by user groups to submit appropriate payment may result in the immediate cancellation of facility and/or grounds usage privileges.

**7. WAIVER OF RENTAL FEES**

Where a rental group has donated in cash, or in kind, to the school district or a school, or a program, fifty percent (50%) of said donation may be applied as a credit to a rental contract. Note that the rental credit does not apply to that portion of a donation for which an official donation receipt for tax purposes was issued by the school district.

Rental fees may be waived where there is a pre-existing agreement with the school district, the guidelines for which can be found in Regulation #10400.1.

**POLICY: COMMUNITY USE OF FACILITIES & GROUNDS  
OUTSIDE OF SCHOOL HOURS**

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A request for the waiving of rental fees must be submitted in writing to the Facility Rentals Department for consideration.

**8. CONSUMPTION OF ALCOHOLIC BEVERAGES**

External user groups may request to serve alcohol at an event where an approved License for Use has been obtained from the Facility Rentals Department. Requests to serve alcohol must be approved by the Secretary Treasurer or designate, in writing, before the rental date. Alcohol may not be served by district, school, PAC or other internal school district user groups.

In addition to approval from the Secretary Treasurer, the Liquor Control and Licensing Act requires users to obtain a Special Occasion License from the RCMP.

Revised:		
Revised:	2012-06-21	
Revised:	2007-06-28	
Revised:	2005-06-30	X-Ref: Policy #6512
	2004-05-13	Policy #6802
	2003-06-30	Policy #10410
	1995-05-25	Policy #10415
	1994-09-22	
	1991-10-10	
	1991-08-29	(Effective 1991-09-01)
	1989-10-12	
	1988-03-10	
	1986-07-03	(Effective 1986-07-01)
	1986-02-27	
	1979-02-19	
Approved:	1975-12-01	

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# **SCHOOL DISTRICT NO. 36 (SURREY)**

**No. 10420**

## **POLICY:       EXTERNAL USE OF FACILITIES & GROUNDS                   DURING SCHOOL HOURS**

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### **1.     INTENT**

Under the *School Act*, the Board is obligated to provide facilities and grounds sufficient to conduct K-12 education programs. The conduct of such programs is recognized as the primary purpose of all district facilities and properties. In addition, the Board has high expectations for personal conduct and care of facilities because of the presence of children.

The Board recognizes, however, that all taxpayers contribute to the cost of constructing and maintaining local facilities and grounds through provincial taxation. Furthermore, it recognizes that taxpayers should not be required to pay further for the construction of additional facilities or grounds. The Board agrees, therefore, to extend to the public the privilege of having access to surplus facility and ground space during school hours that is not otherwise being used for K-12 curricular and extra-curricular programs. In the event of a violation of this privilege, the Board reserves the right to cancel the use of any school facility, grounds or equipment. Such access, however, is granted provided that external use of school facilities and grounds during school hours does not interfere with regular curricular and extra-curricular programming, and that, to ensure non-erosion of the district's operating K-12 funding, rental charges be market-driven focused and assessed as per regulation.

The Board also understands that the allocation of limited available surplus school hour space, must be conducted by a process that is transparent, fair and consistent.

The Board does not endorse or represent any external group that rents its facilities or grounds.

### **2.     SCOPE**

Guidelines both in this policy and in other pertinent policies shall set out appropriate obligations to govern school hour usage of facilities and grounds. Generally, the Board agrees that facilities and grounds will be rented for a variety of external activities in accordance with the guidelines set out in policy and regulation.

District Theatres and the District Conference Centre are exempt from this policy and are covered by other policies and regulations.

*Cont'd...*

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**POLICY:       EXTERNAL USE OF FACILITIES & GROUNDS  
                  DURING SCHOOL HOURS**

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**3.     AUTHORITY**

The Board assigns the responsibility for the External Use of Facilities & Grounds During School Hours' policy to the Secretary-Treasurer.

**4.     PRIORITY FOR USE**

Allotment of school district facilities and grounds shall be made on the basis of the following priorities:

1.     First Priority:       Regular school curricular, school district program-related and organized extra-curricular activities.
2.     Second Priority:    Adult and continuing education credit course programs, including those co-sponsored by other publicly funded educational institutions.  
  
Where feasible, education programs under the second priority will be held in designated centres.
3.     Third Priority       Historical user groups, which are defined as those who held a Rental License of a facility or grounds in the year immediately preceding a current application or use. Historical groups have right-of-first refusal for the same area, day and time, provided such group submits a renewal application within district booking deadlines.
4.     Fourth Priority:     Surrey Parks, Recreation & Culture and White Rock Leisure Services courses and programs.
5.     Fifth Priority:       All other outside groups including, but not limited to, non-profit, educational, daycare, and preschool.

**POLICY:           EXTERNAL USE OF FACILITIES & GROUNDS  
                      DURING SCHOOL HOURS**

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**5.     IDENTIFYING SURPLUS SCHOOL HOUR SPACE**

Surplus space will be identified and confirmed annually using a multi-leveled approach. First, the Board's Business Management Services Department will submit to the Facility Rentals Department a list, based on statistics maintained in that department, of all surplus facility space in the district. This list will be supplied upon finalization of enrollment numbers at the commencement of each school year. The Facility Rentals Department will then contact the Principal at each school that is identified as having surplus school hour space and will determine, in conjunction with the Principal, if such space is appropriate for school hour rental. The Principal will contact stakeholders at the school, as deemed appropriate, to determine the potential impact of school hour rentals. Final approval for use of school hour surplus space must be provided by the Principal to Facility Rentals in writing.

The Board gives individual Principals the right to deny rental access to daytime users where it can be shown that having the daytime user in the school will cause unreasonable disruption to the school's educational programs or compromise student/staff safety. Where the Principal is withholding external access to surplus space during school hours and no "unreasonable disruption" can be shown, the Secretary-Treasurer, in consultation with appropriate staff and concerned parties, may provide final approval for external access to surplus space. Such requests must be submitted in writing by the Facility Rentals Department to the Secretary-Treasurer for consideration.

Revised:

Adopted:     2004-05-13

XRef:

Policy   #6512

Policy   #6802

Policy   #10400

Policy   #10410

Policy   #10415

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**BOARD OF EDUCATION**  
of  
**SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 4(b)**

of the  
**ADMINISTRATIVE MEMORANDUM**  
(Regular)

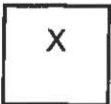
MEETING DATE: **2014-01-16**

TOPIC: **PROGRESS REPORT - ACTIVE CAPITAL PROJECTS**

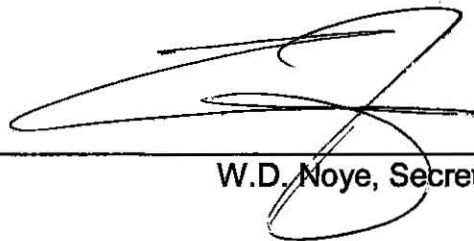
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The attached report is submitted in accordance with Board direction given on 1992-02-27.

Enclosures:

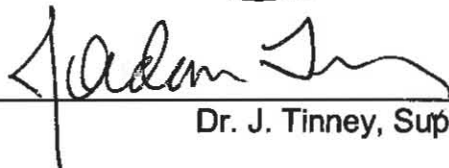


Submitted by: \_\_\_\_\_



W.D. Noye, Secretary-Treasurer

Approved by: \_\_\_\_\_



Dr. J. Tinney, Superintendent

# **BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 36 (SURREY)**

## **PROGRESS REPORT - ACTIVE CAPITAL PROJECTS**

***As of January 16, 2014***

Please note that the completion/occupancy dates showing are target dates, based on known circumstances. These dates may well change if they prove to be unrealistic.

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### **Site #001 – Hjorth Road Elementary (Seismic Upgrade)**

- Planning Funds were approved by the Ministry of Education in 2005/2006 to determine viability of a structural seismic upgrade;
- 2007-01-09 Bush, Bohlman & Partners appointed Prime Consultant;
- 2007-09-18 Covered Play Area – Completed.

### **Site #032 – Panorama Ridge Secondary (Addition & NLC)**

- 2011-10-31 BC Government announced funding;
- 2011-11-10 Board appointed Grant & Sinclair Architects Ltd. to prepare a Project Definition Report (PDR);
- 2012-03-29 Board appointed Grant & Sinclair Architects Ltd. as Project Architect;
- 2012-05-17 Board approved sketch plans and Capital Project Funding Agreement (CPFA);
- 2012-05-25 Ministry of Education approved CPFA;
- 2012-11-15 Bid closing date;
- 2012-11-22 Board approved contract award to Preview Builders International Inc.;
- 2014-04 Anticipated Completion.

### **Site #034 – J.T. Brown Elementary (Structural Seismic Resistance Upgrade)**

- 2007-11-05 Bush, Bohlman & Partners appointed Prime Consultant;
- 2013-06-25 Seismic Project Identification Report (SPIR) approved by Ministry of Education;
- 2013-10-15 Project Definition Report (PDR) submitted to Ministry of Education;
- 2013-11-14 Board approved Capital Project Funding Agreement (CPFA);
- 2013-12-20 Ministry of Education approved CPFA.

### **Site #059 – Riverdale Elementary (Seismic Upgrade)**

- Planning Funds were approved by the Ministry of Education in 2005/2006 to determine viability of a structural seismic upgrade;
- 2007-01-09 Bush, Bohlman & Partners appointed Prime Consultant;
- 2007-09-18 Covered Play Area – Completed;
- Ministry mandated Feasibility Study completed.

*Cont'd...*

**Site #140 – Martha Jane Norris Elementary (Addition)**

- Planning Funds were approved in the 2003/2006 Capital Plan for an addition to increase capacity from 80K + 425 to 80K + 550 student spaces in year 2 (2004-05);
- Phase I of a 2 phase Ministry mandated Feasibility Study underway;
- 2004-08-24 the Board approved an amendment to the Ministry 2004-2008 Five Year Capital Plan approving that the funding year for the addition to Chimney Hill Elementary (from year three 2006/2007 to year one 2004/2005) and the funding year for the addition to Martha Jane Norris (from year one 2004/2005 to year three 2006/2007) be changed.

**Site #141 – Fraser Heights Secondary (Addition & NLC)**

- 2011-10-31 BC Government announced funding;
- 2011-11-10 Board appointed Grant & Sinclair Architects Ltd. to prepare a Project Definition Report (PDR);
- 2012-03-29 Board appointed Grant & Sinclair Architects Ltd. as Project Architect;
- 2012-05-17 Board approved sketch plans and Capital Project Funding Agreement (CPFA);
- 2012-05-25 Ministry of Education approved CPFA;
- 2012-11-08 Bid closing date;
- 2012-11-22 Board approved contract award to Envoy Construction Services Ltd.;
- 2014-03 Anticipated Completion.

**Site #153 Adams Road Elementary (Addition)**

- 2013-02-14 Board appointed KMBR Architects & Planners to prepare a Project Definition Report (PDR).

**Site #177 Grandview Area Secondary (New School)**

- 2013-02-14 Board appointed Craven Huston Powers Architects to prepare a Project Definition Report (PDR).

**Site #187 District Education Resource Centre (New Facility)**

- 2013-10-10 Board appointed Craven Huston Powers Architects as Project Architect;
- 2013-11-14 Board approved sketch plans.

**Site #189 Rosemary Heights Elementary (Addition)**

- 2013-02-14 Board appointed Grant + Sinclair Architects to prepare a Project Definition Report (PDR).

**Site #201 – Katzie Elementary (New School & NLC)**

- 2011-10-31 BC Government announced funding;
- 2011-11-10 Board appointed Craven Huston Powers Architects to prepare a



- Project Definition Report (PDR);
- 2012-03-29 Board appointed Craven Huston Powers Architects as Project Architect;
- 2012-05-17 Board approved sketch plans and Capital Project Funding Agreement (CPFA);
- 2012-05-25 Ministry of Education approved CPFA;
- 2012-09-20 Bid closing date;
- 2012-09-27 Board approved contract award to Pro-Can Construction Group Corp.;
- 2014-03 Anticipated Completion.

**Site #211 – Goldstone Park Elementary** (New School & NLC)

- 2011-10-31 BC Government announced funding;
- 2011-11-10 Board appointed Craven Huston Powers Architects to prepare a Project Definition Report (PDR);
- 2012-03-29 Board appointed Craven Huston Powers Architects as Project Architect;
- 2012-05-17 Board approved sketch plans and Capital Project Funding Agreement (CPFA);
- 2012-05-25 Ministry of Education approved CPFA;
- 2012-09-25 Bid closing date;
- 2012-09-27 Board approved contract award to Olivit Construction Ltd.;
- 2014-02 Anticipated Completion.

**Site #215 Clayton North Area Secondary** (New School)

- 2013-02-14 Board approved KMBR Architects & Planners to prepare a Project Definition Report (PDR);
- 2013-02-15 BC Government announced funding;
- 2013-02-28 Board appointed KMBR Architects & Planners as Project Architect.

**BOARD OF EDUCATION  
of  
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 4 (c)  
of the**

**ADMINISTRATIVE MEMORANDUM  
(Regular)**

**MEETING DATE: 2014-01-16**

**TOPIC: BOARD COMMITTEES / TRUSTEE REPRESENTATION  
APPOINTMENTS - 2014**

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Board Policy #2320 - *Board Committees and Trustee Representation*, states:

"... The Board Chairman shall appoint trustees to existing committees or bodies as soon as possible following the inaugural meeting of the Board and advise the Board of such appointments. The need for appointments arising subsequent to the inaugural meeting shall also be met by the Board Chairman with advice to the Board."

Attached hereto is a list of the 2014 Board Committees and Trustee Representation appointments, for information.

Enclosures:

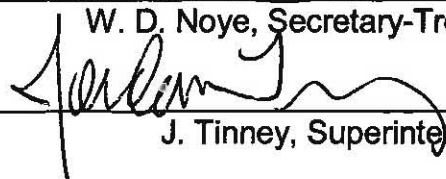


Submitted by:



W. D. Noye, Secretary-Treasurer

Approved by:



J. Tinney, Superintendent

**BOARD OF EDUCATION  
of  
SCHOOL DISTRICT NO. 36 (SURREY)**

**2014 BOARD COMMITTEES & TRUSTEE REPRESENTATION**

(Revised 2014-01-07)

<b>BOARD COMMITTEES</b>		
<b>BUDGET COMMITTEE 2014/2015</b>	Chair:	T. Allen
Executive Committee attends all meetings.	COMMITTEE:	ALL TRUSTEES
<b>TRANSPORTATION COMMITTEE</b>	Chair:	T. Allen
Membership: Trustees (2), Secretary-Treasurer & Manager of Transportation Services. Meets only when there are specific requests for transportation services. Mostly active in September and October.	Trustee:	R. Masi

<b>STAKEHOLDERS &amp; ELECTED OFFICIALS LIAISON MEETINGS</b>		
Meetings are held at least annually with the groups identified below. The planned meetings permit the groups to meet collectively with Trustees and senior management informally to discuss issues and concerns having a district-wide interest. You are referred to Policy #2680 - <i>Stakeholders &amp; Elected Officials Liaison Meetings</i> for additional information.		
<b>BOARD / CITY COUNCIL LIAISON</b>	COMMITTEE:	ALL TRUSTEES
- Surrey	Trustee:	S. Wilson
- White Rock	Trustee:	L. McNally
<b>BOARD / CUPE LIAISON</b>	COMMITTEE:	ALL TRUSTEES
<b>BOARD / DPAC LIAISON</b>	COMMITTEE:	ALL TRUSTEES
<b>BOARD / EPEG LIAISON</b>	COMMITTEE:	ALL TRUSTEES
<b>BOARD / SPVPA LIAISON</b>	COMMITTEE:	ALL TRUSTEES
<b>BOARD / STA LIAISON</b>	COMMITTEE:	ALL TRUSTEES
<b>BOARD / ABORIGINAL COMMUNITY</b>	COMMITTEE:	ALL TRUSTEES
<b>BOARD / CHAMBERS OF COMMERCE LIAISON</b>	COMMITTEE:	ALL TRUSTEES
<b>BOARD / ETHNIC COMMUNITIES</b>	COMMITTEE:	ALL TRUSTEES
<b>BOARD / RCMP LIAISON</b>	COMMITTEE:	ALL TRUSTEES

## ADVISORY COMMITTEES FOR DISTRICT PROGRAMS

District program advisory committees meet at least three times each year to discuss program needs, enrolment, location, facilities and other relevant issues, and make recommendations to the Board. Membership includes:

- Trustee (1)
- Management Committee representatives (1-2)  
(Director of Instruction or Assistant Superintendent)
- Principal(s) of the schools involved
- DPAC representative (1)
- Parent Representatives (1-2)
- STA representatives (2) (usually teachers in the program)

<b>DISCOVERY SCHOOL PROGRAMS</b> Discovery Elementary	Trustee:	S. Wilson
<b>EAST KENSINGTON HERITAGE SCHOOL</b> East Kensington Elementary School	Trustee:	L. McNally
<b>FRENCH IMMERSION PROGRAMS</b> Crescent Park Elementary Henry Bose Elementary Jessie Lee Elementary K.B. Woodward Elementary Laronde Elementary Martha Currie Elementary Peace Arch Elementary Riverdale Elementary Simon Cunningham Elementary Sunrise Ridge Elementary Woodward Hill Elementary Earl Marriott Secondary Kwantlen Park Secondary Lord Tweedsmuir Secondary Panorama Ridge Secondary	Trustee:	S. Wilson
<b>INTEGRATED STUDIES</b> Elgin Park Secondary Johnston Heights Secondary	Trustee:	C. Dobie
<b>INTENSIVE FINE ARTS PROGRAMS</b> David Brankin Elementary White Rock Elementary	Trustee:	L. McNally
<b>INTER-A PROGRAM (INTEGRATED ACADEMICS)</b> Kwantlen Park Secondary	Trustee:	L. Larsen
<b>INTERNATIONAL BACCALAUREATE PROGRAM</b> Semiahmoo Secondary	Trustee:	R. Masi
<b>MONTESSORI PROGRAMS</b> Mountainview Montessori Elementary Sunnyside Elementary	Trustee:	R. Masi
<b>TRADITIONAL SCHOOL PROGRAMS</b> Cloverdale Traditional School McLeod Road Traditional School Surrey Traditional School	Trustee:	C. Dobie

## DISTRICT COMMITTEES

### ABORIGINAL EDUCATION COUNCIL

Trustee:

L. Larsen

The Aboriginal Advisory Council meets at least twice each year to discuss program needs, enrolment, location, facilities and other relevant issues, and make recommendations to the Board.

Membership includes:

- District Senior Management representative (Chair)
- Trustee (1)
- Representative(s) from:
  - Semiahmoo First Nation & Katzie First Nation (2)
  - Nova Metis Heritage Assn. & Metis Family Services (2)
  - Kla-how-eya Aboriginal Centre of SACS (1)
  - Keginow Native Housing Society & Aboriginal Child & Family Develop. (2)
- District Principal for Aboriginal Education (1)
- CUPE, SPVPA, STA representatives (1 each)
- Parents, Aboriginal community. (5)
- Post Secondary representative(1)
- Aboriginal Elder. (1)

### BUSINESS DEVELOPMENT EDITORIAL ADVISORY COMMITTEE

Trustee:

P. Glass

The BDEAC will review publications directed to parents that promote external agencies in which the school district supplies multi-departmental content, to ensure the materials are appropriate for inclusion and consistent with Board policies and the goals and objectives of the school district. Membership includes:

- Trustee (1)
- Secretary-Treasurer (Chair)
- Assistant Superintendent\*
- Manager, Business Development\*
- Manager, Communication Services\*
- DPAC & SPVPA representatives (1 each)
- \* Denotes also a member of the EDCOM Working Group

### EDUCATION BUSINESS COMMUNITY PARTNERSHIP ADVISORY COMMITTEE

Trustee:

T. Allen

Trustee:

R. Masi

This committee meets several times per year to discuss possible partnership and revenue generation opportunities that would be beneficial to both the school district and the business or community group sponsoring the activity. Membership includes:

- Executive Committee member (Chair: Secretary-Treasurer)
- Trustees (2)
- Management Committee representative
- Manager, Business Development
- CUPE, DPAC, SPVPA, STA representatives (1 each)
- Student representatives (2)
- Surrey Board of Trade (1)
- White Rock Chamber of Commerce (1)

## DISTRICT COMMITTEES / cont'd.

### IDEAS 36 Committee

Trustee: C. Dobie

This committee includes student representatives from each secondary school and focuses on Student Leadership matters.

### PRINCIPAL & VICE PRINCIPAL SELECTION COMMITTEES

Elementary Vice Principals (2)	Trustee:	As required
	Trustee:	As required
Elementary Principals (2)	Trustee:	As required
	Trustee:	As required
Secondary Vice Principals (2)	Trustee:	As required
	Trustee:	As required
Secondary Principals (2)	Trustee:	As required
	Trustee:	As required
Learning Centre & Continuing Education	Trustee:	As required
	Trustee:	As required
District Vice Principal	Trustee:	As required
	Trustee:	As required
Summer School Principals	Trustee:	As required

### PUBLIC RELATIONS COMMITTEE

Chair: S. Wilson  
Trustee: T. Allen  
Trustee: P. Glass

Involved in school naming, review of employee recognition initiatives.

Membership includes:

- Trustees (3)
- Executive Committee (1) (Deputy Superintendent)
- Manager, Communications
- CUPE, DPAC, EPEG, STA, & SPVPA representatives (1 each)
- Student representatives (3)

### SCHOOL MEAL ADVISORY COMMITTEE

Chair: L. Larsen

Reviews policy and makes recommendations regarding the schools to be served by the program and levels of service provided. Membership includes:

- Trustee (1)
- Manager, Food Services
- DPAC representative (1)
- PAC Members at Large from participating schools (2)
- Community representatives at Large (2)
- Community Nutritionist or rep. from Fraser Health Authority (1)
- Elementary Principal (1) & Secondary Principal (1)
- STA representative (1)
- CUPE representative (1)

### SOUTH FRASER TRADES ADVISORY COMMITTEE

Trustee: T. Allen

Co-chaired by two Career Education Coordinators.

## TRUSTEE REPRESENTATION ON EXTERNAL COMMITTEES

<b>BC Public School Employers Association (BCPSEA)</b>	Trustee:	T. Allen
<b>BC School Trustees Association (BCSTA)</b> Provincial Council Representative	Trustee: Alternate:	L. McNally S. Wilson
<b>BCSTA, Carbon Offset Advisory Panel</b>	Trustee:	S. Wilson
<b>BCSTA, Metro Branch - Lower Mainland E.S.L. Consortium</b>	Trustee:	C. Dobie
<b>BCSTA, Teacher Qualification Service Board</b> (3 year term appointment by BCSTA - ends 2014)	Trustee:	L. McNally
<b>BCSTA Teacher Supply and Demand Committee</b>	Trustee:	L. Larsen
<b>BOARD OF TRADE (Surrey)</b>	Trustee:	R. Masi
<b>CENTRE FOR CHILD DEVELOPMENT OF THE LOWER MAINLAND</b>	Trustee:	C. Dobie
<b>CITY OF SURREY - Diversity &amp; Inclusion Advisory Com.</b>	Trustee:	L. Larsen
<b>CITY OF SURREY - Parks, Recreation &amp; Culture Commission</b>	Trustee:	T. Allen
<b>CITY OF SURREY - School Travel Planning</b>	Trustee:	C. Dobie
<b>DISTRICT PARENTS' ADVISORY COUNCIL LIAISON</b>	Trustee:	R. Masi
<b>DPAC ADVOCACY ADVISORY COMMITTEE</b> Committee meets twice yearly to review progress of the Parent Advocacy project.	Trustee:	R. Masi
<b>LEARNING DISABILITIES ASSOCIATION OF BC - Fraser South Chapter</b>	Trustee:	C. Dobie
<b>MAKE CHILDREN FIRST</b> (Surrey/White Rock Community Partnership)	Trustee:	L. McNally
<b>SURREY/WHITE ROCK FOOD ACTION COALITION</b>	Trustee:	L. Larsen

## TRUSTEE REPRESENTATION ON EXTERNAL COMMITTEES (Optional Attendance)

<b>CITY OF SURREY - Council (Land Use)</b>	* Trustee:	T. Allen
<b>KWANTLEN UNIV. POLYTECHNIC BOARD LIAISON</b>	* Trustee:	S. Wilson
<b>SURREY ASSN. for COMMUNITY LIVING</b>	* Trustee:	C. Dobie
<b>SURREY FAMILY YMCA</b>	* Trustee:	T. Allen
<b>WHITE ROCK MUSEUM</b>	* Trustee:	L. McNally

\* Note: Trustee contacts marked by an asterisk above will not be responsible for attending meetings on a regular basis, but can be contacted by the association when his/her assistance is required.

## Trustee Responsibilities as Board Representatives

1. Report out on committee activities at public board meetings.
2. Where committee minutes are available, arrange to have them put into the Trustees' Information Bulletin.
3. Refer to Board Policy #2320 - *Board Committees & Trustee Representation* for additional guidance.

**BOARD OF EDUCATION  
of  
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 4(d)  
of the**

**ADMINISTRATIVE MEMORANDUM  
(Regular)**

**Date: 2014-01-16**

**TOPIC: INCOMING CORRESPONDENCE**

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**CATEGORY #3**  
(Requiring Board action)

<b>NUMBER</b>	<b>FROM</b>	<b>SUBJECT</b>
No items.		



**BOARD OF EDUCATION  
of  
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 5(a)  
of the**

**ADMINISTRATIVE MEMORANDUM  
(Regular)**

**MEETING DATE: 2014-01-16**

**TOPIC: ITEMS FOR FUTURE DISCUSSION (REGULAR)**

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1. First Response to Student Accident – staff to prepare a report examining the suitability and effectiveness of the Board's policy and procedures regarding first responses to student accidents by 2014-02-01 (ref: 2013-10-10).

Enclosures:

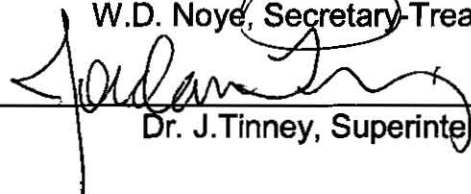


Submitted by:

Approved by:



W.D. Noye, Secretary-Treasurer



Dr. J. Tinney, Superintendent

**BOARD OF EDUCATION  
of  
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 5(b)  
of the**

**ADMINISTRATIVE MEMORANDUM  
(Regular)**

**MEETING DATE: 2014-01-16**

**TOPIC: FUTURE MEETINGS**

<b>DATE</b>	<b>TIME</b>	<b>PLACE</b>	<b>EVENT</b>
Thursday, February 13, 2014	7:00 pm	District Ed. Centre	Regular Board
Thursday, February 27, 2014	7:00 pm	District Ed. Centre	Regular Board
Thursday, March 13, 2014	7:00 pm	District Ed. Centre	Regular Board
Thursday, April 10, 2014	7:00 pm	District Ed. Centre	Regular Board
Thursday, May 15, 2014	7:00 pm	District Ed. Centre	Regular Board
Thursday, June 5, 2014	7:00 pm	District Ed. Centre	Regular Board
Thursday, June 19, 2014	7:00 pm	District Ed. Centre	Regular Board
Thursday, August 28, 2014 (*)	7:00 pm	District Ed. Centre	Regular Board

(\*) If necessary

Enclosures:

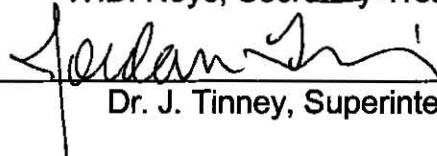
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Submitted by:

Approved by:



W.D. Noye, Secretary-Treasurer



Dr. J. Tinney, Superintendent