



## EDUCATION PARTNERSHIP COMMITTEE SCHOOL DISTRICT 10 (Arrow Lakes)

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### MINUTES

School Board Office

Date: Tuesday February 14, 2017  
6:00pm

#### PRESENT:

<b>MEMBERS:</b>	L. Brekke, Q. De Courcy, J. Struck, M. Teindl, R. Farrell, R. Bardati, R. Mcleod, B. McKay, P. Gajda (as ALELA)
<b>STAFF:</b>	T. Taylor, L. Newman, M. Grenier, S. Brenna-Smith
<b>REGRETS:</b>	CUPE, DPAC, J. Baron
<b>OTHER:</b>	J. Trainor, J. McMurray, C. Larder

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#### 1. CALL TO ORDER:

Board Chair L. Brekke called the meeting to order at 6:02pm

#### 2. ADOPTION OF AGENDA:

Moved by J. Struck seconded by M. Teindl that the agenda be adopted as presented.

**CARRIED**

#### 3. PRESENTATIONS:

- a) BAS Outdoor Education Entrepreneurship Update – Three students' shared experience highlights and video footage of the PASCO WA Business Week

#### 4. REPORTS:

- a) CUPE, Local 2450  
No report
- b) DPAC
  - DPAC Grant Applications have been disbursed
  - Next meeting is in March
- c) ALELA (P. Gajda)
  - Several winter field trips planned
  - Student reporting is underway
  - Collaborative discussion regarding participation in the Art Starts Program

- d) ALTA (R. Bardati)  
No report
- e) STUDENTS (B.Mckay and R. McLeod)
  - Jan 26-27 Successful field trip for two students to Chewela, WA
  - Feb 14 - Valentine heart exchange event
  - Book buying field trip was a big success – *‘a student library with books picked by students’*
  - Student council hosted anti-bullying bingo in collaboration with KSCU
  - Book drive has started – donations of EUC books will be donated to NES
  - Ski and Board team provincials Mar 1 -3 in Whistler

**5. SUPERINTENDENT/SECRETARY-TREASURER UPDATE: (T. Taylor):**

- a) Superintendent Report presented in detail (report attached)
  - i. Budget Consultation Timeline

**6. POLICY MATTERS:**

- a) Policies recommended for revision:
  - I. 421-Evaluation of Exempt Staff
  - II. 430-School Closure
  - III. 641-Disposal of Land or Improvements
  - IV. 680-Transportation Assistance

Copies of all revised policies are attached.

- b) Policies recommended for abandonment:
  - I. Policy 440 – Critical Incidents Protocol
  - II. Policy 450 – Computer’s, Internet, & BCeSIS Usage an Access to Electronic Information
  - III. Policy 642 – Capital Plan Preparation
  - IV. 649-Evaluating Existing Buildings, Capital Plan Budget and Schedule, and Participation in the Planning of Facilities
  - V. 670-School Bus Videotaping

A written summary document providing a rationale for the above recommendations for both revision and abandonment of policies, is attached for reference. This document also includes links to new district protocols including: [Video Surveillance](#) and [Acceptable Use of Electronic Systems](#).

- c) New policy:
  - i. Policy 671- Video Surveillance

**7. OTHER:**

- a) One Meeting Day/Month – Follow Up

The general consensus of the Education Partnership Committee is that having one meeting day per month is working well and that this format will continue.

**8. Recommendations to Regular Meeting:**

Nil

**9. ADJOURNMENT:**

The meeting was adjourned at 7:42pm.



World Class Learning in a Rural Environment

**February 14, 2017**  
**Superintendent/Secretary Treasurer Report**  
*Presented at the Education Partnership Committee,  
 and Regular Meeting of the Board of Education*

My Education BC: Student Enrollment Numbers														
As of:	Feb 6-17													
Grade:	Gr.K	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	TOTALS
BAS														0
DL	3	2	2	3	3	2	3	0	2	4	2	2	10	38
EES	1	1	1	1	8	3	4	3						22
LESS	8	3	11	5	9	9	5	5	6	8	5		6	80
NES	15	22	20	18	25	23	17	32						172
NSS									29	30	22	25	38	144
TOTAL Per Grade	27	28	34	27	45	37	29	40	37	42	29	27	54	
District Total														456

**1. Enrollment notes – Up 10 students overall since September 30<sup>th</sup> count of 446**

- Six refugee children will arrive February 23<sup>rd</sup>! Welcome the Abukar family to SD 10!
  - Abdirahman - Strong Start
  - Mohammed & Najma -- Grade 4/5/6, Ms. Sumrall's class
  - Biial & Ayub -- Grade 2/3, Ms. Jenkin's class
  - Qadar – Grade K/1, Ms. Lada's class

**2. January 23<sup>rd</sup> Pro-D Day Update**

- Kudos to our SD 10 teachers for contributing their expertise on this recent Pro-D day!
- Gary Parkstrom, Richelle Johnston, Leslie Leitch, Biz Tupper, Erika Momeyer, and Katrina Sumrall were all part of a panel sharing ideas on environmental education, field trip planning and risk assessment – they did an excellent job!
- Our external facilitator had unfortunately cancelled the day before – Sunday - due to illness and the astonishing teamwork to make the Pro-D day work was very much appreciated by all!
- Thanks especially to Erika Momeyer, for her collaboration in re-planning the day for our teachers!!
- Lorna Newman, Director of Learning, worked with our Education Assistants on the final lesson for CPI – Crisis Prevention Intervention, strategies to de-escalate conflict
- Bus Drivers and custodians attended First Aid training at Selkirk College

**3. February 24<sup>th</sup> Pro-D day Plans**

- Teachers are engaged in regional professional learning events in the Kootenays and Okanagan
- For Education Assistants, a day of Sensory Motor and Self-regulation skills training with our Occupational Therapist, Laura Munoz is offered
- First Aid Level 1 will again be offered for interested teachers and PVPs through Selkirk College in keeping with OH and S guidelines

**4. Priority Measures Funding – New Teachers Hired to the District**

- As a result of an initial “Priority Measures” agreement negotiated between the BCTF and the government regarding the Supreme Court decision, the district has hired a number of new teachers:
  - At NES, Tracey Wallis takes on a .6 FTE primary classroom support teacher role
  - At NES, Megan Martin is appointed to a .2 FTE intermediate classroom support teacher role
  - Emily Barber is the new .4 intermediate support teacher at Lucerne

- Lisa Bjarnason takes on the .43 role of teaching English 9 and Support Block at NSS, of which .2 is Priority Measures funding
- SD 10's total of the \$50 million funding was just over \$72,000 allowing us to hire 1.4 FTE
- Great collaboration between the ALTA and district is of note in this process! Thanks to ALTA President, Ric Bardati, for representing the needs of teachers at the schools in the district, and for working alongside the district to come up with positions of support that will best serve students
- Many thanks to our hard-working school Principals, Vice-Principal, and Director of Learning for conducting a scad of teacher job interviews in between FSAs, report cards, preparing for an enrolment audit and new secondary semesters!

#### **5. Rural Engagement - Feb 24 Revelstoke and March 10 Trail – 6 pm to 8 pm**

- The government and Ministry of Education continue their outreach to gather input on rural districts in a series of 9 “Rural Engagement” sessions
- The two sessions closest to SD 10 are in Trail on Friday, February 24<sup>th</sup> and in Revelstoke on Friday, March 10<sup>th</sup>
- All members of the school community – staff, parents and trustees are invited to attend:  
<http://engage.gov.bc.ca/ruraleducation/regional-open-houses/>

#### **6. Four Day Week Letter of Understanding**

- ALTA and the district continue to work towards agreement on an updated LOU – letter of understanding – for teachers who work in schools with a 4 day week
- There is only one outstanding item that the parties hope to resolve shortly

#### **7. Ski and Snowboard team head to Provincials at Whistler**

- Congratulations to the NSS Ski and Snowboard team who are once again, heading to compete in the Provincial Championship at Whistler March 1<sup>st</sup> - 3<sup>rd</sup>, 2017
- Coaches Barb Lewis, Taylor Aiechele, Matt McKee, Francis Swan, and Carly Cotton are to be commended for their efforts in supporting this team of winter athletes!

#### **8. BAS Field Studies in Action**

- Burton Academy School is just back from extensive field studies trips to the Vancouver, Seattle and Victoria Boat Shows over the past three weeks
- This dedicated group have again had great success marketing their Rolly Blade fishing flashers, EZ Lite kits and representing our community and school district across the Pacific Northwest
- Kudos to the enterprising and innovative entrepreneurs from BAS and giant thanks to Dorian Boswell, their fearless teacher and leader for his leadership and vision!

#### **9. Enrolment Audit - Feb 6-10**

- The Ministry of Education enrollment audit has now concluded. In all, three SD 10 schools – NSS, BAS and Lucerne were audited for enrolment procedures, student records and Aboriginal programs
- The auditors found our files and procedures to be very well-organized and very well-prepared with documentation to support claims for general student enrolment and Aboriginal student support programs
- A final report will be issued shortly by the Ministry of Education; initial report indicated reductions to FTE funding amounting to 5.625 FTE, due mainly to errors in course credit counts
- Preparation for an audit is very time-consuming and stressful as it takes place in December and January when schools are already intensely busy and goes back in time to September of the year
- Special thanks are due to Lorna Newman, our Director of Learning, to the two principals involved, Trish Hawkins and Peter Gajda, and to our Aboriginal Support teachers, Kristen Kipkie and Sheena Delong, our Work Experience teachers, Patti Sebben and Lindsay McGregor, and to our rockstar school secretaries, Chiyoko Reitmeier and Andrea Coates with assistance from Alice McKee
- Job well done, Team Audit!

#### **10. Winter Take Me Outside Day - Feb 9th**

- On February 9<sup>th</sup>, SD 10 classrooms joined with classrooms across the six Kootenay-Boundary school districts, to participate in the first seasonal KB Environmental Education *Take Me Outside Day* – at least an hour in the school day committed to learning outside
- Across the region, over 30% of students were engaged in learning out-of-doors, integrating learning with science, mathematics, language arts, and/or physical health and well-being, and embedding the core competencies of the new curriculum: communication, critical and creative thinking, and personal and social responsibility
- 150 students in our district participated – 35% of students!
- Outdoor learning is a match with our district's signature pedagogy (place-conscious learning). It
  - helps students self-regulate their learning,
  - improves both student and staff well-being (as is evident in current research on the positive role of environmental education, physical health and well-being to increased academic achievement)
  - and integrates powerful learning in the redesigned curriculum in relevant ways

#### **11. 3 Year Enrolment Projections**

- Attached is a copy of the enrolment projections recently submitted to the Ministry of Education as is required each February
- Trend over time continues to show a decrease in student enrolment overall and also a decrease in students with designated Special Needs and Aboriginal self-identification
- Our practice is to be conservative in our enrolment estimates based on actual data from schools, Strong Starts and pre-schools as well as Public Health
- Continuing to build a strong education system in our district for every learner, and to be well recognized for great teaching and learning and support for all students is critical to our success

#### **12. Agricultural Land Commission Update – Fauquier School**

- The district has been contacted by the ALC regarding our application for exclusion from the ALR for the Fauquier property
- The ALC has requested a site visit on their tour in late spring to the Southern Interior
- Site visit will be scheduled in April or May to review the property and discuss the district's application for exclusion
- ALR exclusion is the necessary first step in potential subdivision of the property into two parcels – one, designated for the community of Fauquier to include the current Fauquier School site, and the second, for sale at market value for district capital revenue

#### **13. 2017-18 Budget Consultation Process**

- It's the season again to consult widely with our partner groups seeking input on the 2017-18 budget
- Attached is the schedule of budget consultation meetings held at schools throughout the district and the series of three Finance Committee meetings
- This February and March, mark the fourth year that the district has engaged in an extensive budget consultation process, offering the board and district staff the opportunity to hear from our stakeholders and for us to share and present budget details and documentation
- Each year, the district faces increased costs and decreased funding as a result of numerous factors and coming out of Funding Protection (a reduction of 1.5% compounded each year)
- Running a small district has increased costs for transportation, travel, administration, and energy – to name a few pressures
- As a result, we continue to be strategic, finding cost-savings, while keeping student learning at fore



## 2016-17 Budget Consultation Process

### February to April 2017

Budget Consultation Components	Dates	Who's Involved
<b>Consultation Component 1:</b> <b>Leadership Team Consultations with Board of Education</b>	<b>Tuesday, February 14<sup>th</sup> 2017</b> 3:30 – 5 pm	Principals and Vice-Principals, trustees, Directors, Superintendent
<b>Consultation Component 2:</b> <b>Finance Committee Meetings</b> <ul style="list-style-type: none"> <li>- Consultations and Working Group</li> <li>- Budget Scenarios developed and discussed</li> </ul>	<b>#1 – Tuesday, February 28<sup>th</sup></b> 3:30 – 4:45 pm <b># 2 - Tuesday, March 7<sup>th</sup> (Reg)</b> 3:30 – 4:45 pm <b>#3 – Tuesday, April 11<sup>th</sup> (Reg)</b> 3:30 – 4:45 pm	2 DPAC parents 2 ALTA teachers 2 CUPE members 2 P/VPs All trustees Directors and Superintendent
<b>Consultation Component 3:</b> <b>Meetings with staff and with parents</b> <ul style="list-style-type: none"> <li>- One date at each school</li> <li>- Feedback shared at March 7<sup>th</sup> Finance Committee meeting</li> </ul>	<b>Wednesday, February 15<sup>th</sup> – EES</b> <b>Thursday, February 16<sup>th</sup> - Lucerne</b> <b>Tuesday February 21<sup>st</sup> - NSS</b> <b>Wednesday February 22<sup>nd</sup> - NES</b> <i><b>EES only:</b> Noon – 1 pm staff;            1 – 2 pm parents</i> <i><b>All other schools:</b>            3:30 pm – 4:30 pm (staff)            5:00 pm – 6:00 pm (parents)</i>	Trustee from each zone Principals and Vice-Principals Superintendent Director of Learning
<b>Budget By-laws Approved by Board of Education</b>	<b>Tuesday, May 2<sup>nd</sup> – 3:30 pm</b> Special Regular Board Meeting	Board of Education Superintendent/ST; Directors

**Data Collection of Estimated Enrolments for 2017/18, 2018/19 and 2019/20**

Version 1 - Revised 10/01/17

**Step 1:** Enter your school district number here: **10** **Arrow Lakes**  
 Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

**Step 2:** Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2016/17 Interim Base	Estimated Enrolment						Notes
		2017/18		2018/19		2019/20		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	0		0		0		0	
Summer Learning: Grades 8-9 Course Enrolment	0		0		0		0	
Summer Learning: Grades 10-12 Course Enrolment	0		0		0		0	
Grade 8 & 9 Cross-Enrolment Courses	0		0		0		0	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	414.6875	402.0000	410.0901	405.0000	399.9758	393.0000	398.1368	
Continuing Education FTE (School-Age)	0.0000		0.0000		0.0000		0.0000	
Alternate Schools FTE (School-Age)	0.0000		0.0000		0.0000		0.0000	
Distributed Learning FTE (School-Age)	27.3750	27.0000	27.3750	26.0000	27.3750	24.0000	27.3750	
Total Estimated School-Age Enrolment	442.0625	429.0000	437.4651	431.0000	427.3508	417.0000	425.5118	
Change from Previous Year		-13.0625	-4.5974	2.0000	-10.1143	-14.0000	8.5118	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	0		0		0		0	
Level 2 Special Needs FTE	16	15	17	15	19	13	21	
Level 3 Special Needs FTE	3	3	3	2	3	2	3	
English Language Learning FTE	0		0		0		0	
Aboriginal Education FTE	60	55	62	51	64	48	66	
Adult Education FTE (Non-Graduates only)	0.0000		0.0000		0.0000		0.0000	
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	0.0000		0.0000		0.0000		0.0000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	0.0000		0.0000		0.0000		0.0000	Include only new post-September enrolment activity
Distributed Learning FTE Grades 10-12 (School-Age)	0.0000		0.0000		0.0000		0.0000	
Distributed Learning FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	Do not include Graduated Adult enrolment
Level 1 Special Needs FTE Growth (All Schools)	0		0		0		0	
Level 2 Special Needs FTE Growth (All Schools)	0		0		0		0	
Level 3 Special Needs FTE Growth (All Schools)	0		0		0		0	
Newcomer Refugees FTE (Standard & Alternate only)	0.0000		0.0000		0.0000		0.0000	Include only new post-September enrolment activity
ELL FTE (applies to Newcomer Refugees only)	0		0		0		0	
May Enrolment Count - Continuing Education and Distributed Learning								
Continuing Education FTE - School-Age	0.0000		0.0000		0.0000		0.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	0.0000		0.0000		0.0000		0.0000	Include only new post-February enrolment activity
Distributed Learning FTE Grades 10-12 (School-Age)	0.0000		0.0000		0.0000		0.0000	
Distributed Learning FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	

**\*Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2016/17 operating grant autumn recalculation

Special Needs, ELL and Aboriginal Education have been estimated using five-year enrolment trends.

Continuing Education, Distributed Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2016/17 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2016/17 operating grant autumn recalculation.

**Step 3:** Enter estimates for the cause of your district's student movement for 2017/18. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

**September 2017 Enrolment Count - Estimated School-Age Enrolment Movement**



Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2017/18	Comments:
Net provincial in-migration		
Net international in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)		
<b>Total Estimated School-Age Enrolment Movement</b>	<b>0.0000</b>	

**Step 4:** Our district has considered all of the factors noted in the checklist provided in developing this estimate.

Yes: ☒ X No: ☐

**Step 5:** Please provide a contact for follow-up questions:

Name:   
 Title:   
 Email address:

**Step 6:** When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at:  
<mailto:Michael.Lebrun@gov.bc.ca?subject=SD 10 Enrolment Estimates Form> no later than Wednesday, February 15, 2017

**Re: Notice of Revision and/or Abandonment of Board Policies**

**Policies Recommended for Revision**

**1) Policy 421 – Evaluations of Principal/Vice Principals**

This policy has been renamed "Evaluation of Exempt Staff". This policy has been revised to encompass all exempt staff and to ensure compliance with PSEC regarding annual performance evaluations for all exempt positions.

**2) Policy 430 – School Closure**

This policy has been revised to ensure clear and current language and to ensure proper processes are in compliance with legislated requirements.

**3) Policy 641 – Disposal of Land or Improvements**

This policy has been revised to update the language and to ensure consistency with the requirements of the School Act and with [Ministerial Order 193](#).

**4) Policy 680 – Transportation Assistance**

Minor revisions to this policy to add clarity around when transportation assistance is available.

**Policies Recommended for Abandonment**

**5) Policy 440 – Critical Incidents Protocol**

This policy is highly procedural and is not governance. A district protocol has been developed and will be available to staff in the event of a critical incident. As guidelines around responding to Critical Incidents change (i.e. MOE guidelines, Safe Schools, ERASE Initiatives) so will the protocol be revised accordingly.

**SD10 Policy:** <http://sd10.bc.ca/wp-content/uploads/2016/11/440-5720-Critical-Incidents-Protocol.pdf>

**6) Policy 450 – Computer's, Internet, & BCeSIS Usage and Access to Electronic Information**

This policy is very outdated and references irrelevant student management software. This policy is procedural in nature and is not governance. An administrative protocol has been developed that is current, accurately references the new student software MyEd, and is more responsive to the changing nature of technology.

**SD10 Policy:** <http://sd10.bc.ca/wp-content/uploads/2016/11/450-Computers-Internet-and-BCeSIS-Usage-and-Access-to-Electronic-Information-Forms-removed.pdf>

**NEW SD10 Protocol:** <http://sd10.bc.ca/wp-content/uploads/2017/01/L-08-Acceptable-Use-and-Security-of-Electronic-Information-and-Sytems.pdf>

7) **Policy 642 –Capital Plan Preparation**

This policy is not needed. The Ministry of Education provides detailed instructions on plan preparation that school districts are required to adhere to. The requirements are also subject to change, potentially rendering policy irrelevant or not in compliance.

**SD10 Policy:** <http://sd10.bc.ca/wp-content/uploads/2016/11/642-Capital-Plan-Preparation.pdf>

**Ministry Policy:** [Capital Plan Instructions](#)

8) **Policy 649 – Evaluating Existing Buildings, Capital Plan Budget and Schedule, and Participation in the Planning of Facilities**

This policy is not needed. The Ministry of Education provides detailed instructions on project procurement that school districts are required to adhere to. In addition to potentially changing requirements from the MOE, the cycle and timelines are also subject to change, potentially rendering policy irrelevant or not in compliance.

**SD10 Policy:** <http://sd10.bc.ca/wp-content/uploads/2016/11/649-1-Evaluating-Existing-Buildings.pdf>

<http://sd10.bc.ca/wp-content/uploads/2016/11/649-2-Capital-Budget-Planning-Cycle.pdf>

<http://sd10.bc.ca/wp-content/uploads/2016/11/649-3-Participation-in-the-Planning-of-Facilities.pdf>

**Ministry Policy:** [Project Procurement](#)

9) **Policy 670 - School Bus Video Taping**

This policy has been substantially revised as it is operational in nature and is of a limited scope. The existing policy is being recommended for abandonment. A new policy on video surveillance as well as an administrative protocol have been developed in compliance with the School Act, MOE guidelines, and FOIPPA.

**SD10 Policy:** <http://sd10.bc.ca/wp-content/uploads/2016/11/670-School-Bus-Video-Taping.pdf>

**NEW SD10 Protocol:** <http://sd10.bc.ca/wp-content/uploads/2017/01/S-13-Video-Surveillance.pdf>

## **SCHOOL DISTRICT NO.10 (ARROW LAKES) POLICY MANUAL**

### **421 – Evaluation of Exempt Staff**

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#### **1.0 General**

- 1.1 The Superintendent/Secretary-Treasurer shall implement an annual evaluation process for all exempt staff.
- 1.2 Evaluations will be centered upon the expectations outlined in an employee's Job Description and their Professional Growth Plan. Discussions between the Superintendent and/or designate and the employee will focus on past and current performance, professional growth, and goal-setting.
- 1.3 Elements of the evaluation shall include:
  - 1.3.1 Clear criteria, process, and goals at the beginning of the evaluation cycle
  - 1.3.2 Clarity regarding how performance will be assessed.
  - 1.3.3 Regular discussions between the Superintendent and/or designate and the employee.

## **SCHOOL DISTRICT 10 ARROW LAKES POLICY MANUAL**

### **430 – School Closure and Reconfiguration**

#### **1.0 General**

- 1.1 The Board of Education has a responsibility to provide school facilities that promote efficacy of educational programs, operational efficiency, and health and safety of the occupants. Consistent with the intent of this responsibility, the Board may consider consolidation or closure of schools, in accordance with the School Act.
- 1.2 The Board may exercise its authority to close a school for reasons which include:
  - 1.2.1 declining student enrollment such that the school is no longer economically or operationally viable;
  - 1.2.2 restructuring of educational programs or consolidation of operations and relocation of students to other schools in the school district which results in the school being deemed surplus to the district's educational needs;
  - 1.2.3 the school is being replaced with a newly constructed school.
- 1.3 The permanent closure or reconfiguration of schools is a significant issue of public interest, and therefore, the Board will follow a process that provides adequate time and opportunity to consult with those who will be affected prior to any decision being made.

#### **2.0 Processes**

- 2.1 The reconfiguration or closure of schools will first be raised at a regular public meeting of the Board.
- 2.2 A process of public consultation will be undertaken to provide an opportunity for those who could be affected by a proposed reconfiguration or closure to participate in the process. Such participation should include, but not be limited to, trustees, parents, students, community members, district staff and school staff.
- 2.3 The process of consultation for school closure shall require at least 60 days commencing from the time when the Board provides public notice as to which school is being considered for closure.
- 2.4 The Board will give fair consideration to public input prior to making a final decision on any proposed closure of a school.
- 2.5 The Board should make available at public meetings, a full disclosure of all facts and information considered by the Board with respect to any proposed school

reconfiguration or closure, including the following information as relevant to the process:

- 2.5.1 which specific school is being considered;
  - 2.5.2 proposed effective date of the reconfiguration or closure;
  - 2.5.3 reasons for the proposed reconfiguration or closure;
  - 2.5.4 how the proposed reconfiguration or closure might affect the current catchment area for each school;
  - 2.5.5 any specific implications for the district of a proposed reconfiguration or closure;
  - 2.5.6 the number of students who would be affected at both the closed or reconfigured school and surrounding schools;
  - 2.5.7 five (5) year enrollment projections;
  - 2.5.8 education program/course implications for the affected students;
  - 2.5.9 financial and transportation considerations;
  - 2.5.10 impact on the Board's five year capital plan; and
  - 2.5.11 any anticipated use of the closed school including potential lease or sale.
- 2.6 The Board shall provide an adequate opportunity for affected persons to submit a written response to any proposed school reconfiguration or closure. Information and directions on how to submit a written response to the Board shall be articulated and should advise potential correspondents that their written response may be referred to at subsequent public forums, unless the correspondent specifically states in the written response that the correspondent wishes his or her name and address to remain confidential.
- 2.7 The Board shall hold a number of public meetings to ensure adequate opportunity for public input. At least one (1) public meeting shall be held in the community of the school designated for closure.
- 2.8 The Board will maintain records of all consultation, including: agendas, notes taken at the meetings, dates of consultations, working group and public community consultation meetings, copies of information provided at these meetings, names of trustees and district staff who attended these meetings, a record of written input, a record of questions asked and responses given.
- 2.9 The Board will make its decision in a public Board meeting.
- 2.10 The Board will ensure that a school closure or reconfiguration transition plan is developed and implemented and that parents, staff, students and the community are involved in the process, as appropriate.

## **SCHOOL DISTRICT NO.10 (ARROW LAKES) POLICY MANUAL**

### **641 – Disposal of Land or Improvements**

#### **1.0 General**

- 1.1 The Board recognizes that school facilities may become surplus to the Board's needs, and eligible for disposal.
- 1.2 In order to reduce operating costs and gain efficiencies, the Board will consider the sale or lease of its surplus properties provided that they will not be required for future educational and/or operational purposes.
- 1.3 The method of disposition of surplus properties will be through a public process; this may include:
  - 1.3.1 public advertising (newspapers and District website);
  - 1.3.2 public tender;
  - 1.3.3 public auction;
  - 1.3.4 request for proposals; and
  - 1.3.5 listing with real estate agencies.
- 1.4 The Board will apply the following criteria regarding disposals:
  - 1.4.1 The decision to sell or lease the property is consistent with Ministry policy and regulations.
  - 1.4.2 There is a supportable business case for selling the property that articulates highest and best use.
  - 1.4.3 Any dispositions will be at fair market value. Fair market value means the amount, price, consideration or rent that would be obtained by the Board in an arm's length transaction in the open market between willing parties acting in good faith.
  - 1.4.4 That considerations regarding market value, and highest and best use could be superseded if:
    - 1.4.4.1. The property could generate ongoing funding for the district through an educational partnership, or the property could generate ongoing funding, savings, or provide shared services to the district through partnership with other public bodies.
    - 1.4.4.2 The property has a history of a community relationship and past-use with a committed organization in the community.
    - 1.4.4.3 The property is the only public facility in the community that is suitable for community use.
    - 1.4.4.4 The planned use of the property would have significant positive effect on a large number of the citizens that could not be gained in other ways.

#### **2.0 Procedures**

- 2.1 Prior to requesting Ministerial approval for the disposal of surplus property, the Board will:

- 2.1.1 Engage in broad consultation regarding disposal and alternatives for local and community use.
- 2.1.3 Engage two independent Property Appraisals by licensed property appraisers.
- 2.1.4 Secure statements of environmental issues relating to the property.

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## **SCHOOL DISTRICT NO.10 (ARROW LAKES) POLICY MANUAL**

### **671 – Video Surveillance**

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#### **1.0 General**

- 1.1 The Board of Education recognizes that controlled video surveillance can contribute to the safety of students, employees and others on district premises and can be a valuable tool to deter destructive acts, theft and/or other criminal activities.
- 1.2 The Board recognizes its obligations to protect the privacy rights of individuals and that these rights must be balanced and respected as part of a video surveillance process.
- 1.3 It is the purview of the Board that video surveillance as a means of enhancing safety and/or enacting deterrence is implemented only after all other efforts to correct or address a pertinent situation or circumstance have been exhausted, and in accordance with the School Act and FOIPPA.

## **SCHOOL DISTRICT NO.10 (ARROW LAKES) POLICY MANUAL**

### **680 – Transportation Assistance**

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#### **1.0 General**

- 1.1 The Board will assist in the payment of transportation for students who live in School District No. 10 (Arrow Lakes) and who are further than 4 kilometres for Kindergarten to grade 3 students, and 4.8 kilometres for grade 4-12 students from a school bus route.
- 1.2 "Transportation" means daily transportation from the student's home to the appropriate school or nearest bus stop as per district approved daily bus routes.
- 1.3 Transition days to full-day Kindergarten in early September are covered under this policy.

#### **2.0 Regulations**

- 2.1 It is the intention of this policy to provide assistance to the cost of transportation, and not to pay the total cost of transportation.
- 2.2 In order to qualify for assistance each year, the student's parents must make application to the Secretary-Treasurer on the Transportation Assistance form.
- 2.3 The continued payment of the Transportation Assistance is dependent upon the student's regular attendance at school and satisfactory performance. Irregular attendance by the student or unsatisfactory performance may result in a discontinuation of payment.
- 2.4 Transportation Assistance rates shall be as approved by the Board of School Trustees. The reimbursement for Transportation Assistance will be for kilometres from home to the nearest school or bus stop, minus 4.0 kilometres for a kindergarten to grade 3 student, and 4.8 kilometres for a grade 4 to 12 student.
- 2.5 Full responsibility for safe transportation and insurance coverage rests with the vehicle owner.