



Wednesday, January 26, 2011
6:00 p.m.

**PUBLIC MEETING
OF THE BOARD OF EDUCATION**

District Education Office
22225 Brown Avenue
Boardroom

A G E N D A

"While we teach our children all about life, our children teach us what life is about"

A - OPENING PROCEDURES

1. Call to Order
2. Correspondence
 - i. Local Government Program Services, Union of BC Municipalities*
3. Ordering of Agenda

B- CONFIRMATION OF MINUTES

1. January 12, 2011*

C – PRESENTATIONS

1. Jamie Scoular – Use of Technology to Support Learning at
Thomas Haney Secondary (English 11/12)

D – DELEGATIONS

E – CHAIR REPORT

F – DEFERRED ITEMS

G – TRUSTEE MOTIONS

H – CHIEF EXECUTIVE OFFICER'S REPORT

1. Decision Items
 - a) Superintendent of Schools
 - i. Mt. Crescent and Riverside Elementaries Transition Letter*
 - b) Deputy Superintendent
 - i. Board Authorized Approved ("BAA") Courses*
 - c) Secretary Treasurer
 - i. International Education Fees*
2. Information Items
 - a) Superintendent of Schools
 - i. Learning for Tomorrow*
 - ii. Special Education Audit*
 - b) Deputy Superintendent
 - c) Secretary Treasurer

I – COMMITTEE BUSINESS

1. Committees of the Whole
 - a) 2010 – 2011 Finance
 - b) 2011 – 2012 Budget
2. Committee & Advisory Committee Reports
 - a) Education Committee
 - b) Human Resources Committee
 - c) Inclusive Education
 - d) Policy Advisory Committee
 - e) Aboriginal Education Committee
 - f) French Immersion Advisory Committee
 - g) Anti-Vandalism Advisory Committee
 - h) District Student Advisory Committee
 - i) Social Wellness Committee
 - j) Historical Committee
 - k) Advocacy Committee

J – QUESTION PERIOD

1. Trustee Questions
2. Staff Questions
3. Public Questions
4. DPAC Questions
5. Employee Group Questions

K – TRUSTEE REPORTS

1. Ridge Meadows Education Foundation
2. Joint Parks and Leisure Services
3. Social Planning Advisory
4. Municipal Advisory & Accessibility
5. Ridge Meadows Community Arts Council
6. BCSTA Provincial Council
7. District Parent Advisory Council
8. Tzu Chi Foundation
9. Youth Society Committee
10. External Representative Reports
11. Board Liaison Representative Reports
12. Other Trustee Reports
 - a) Good News Items
 - b) Public Disclosure of Closed Meeting Business*

L – OTHER BUSINESS

M – ADJOURNMENT



To: Board of Education

From: Board Chair
Ken Clarkson

Re: **CORRESPONDENCE**

Date January 26, 2011
(Public Board Meeting)

Information

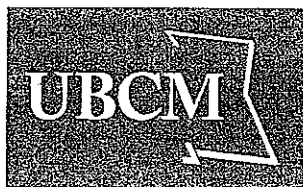
1. Local Government Program Services, Union of BC Municipalities

RECOMMENDATION:

THAT the Board receive the correspondence from the Union of BC Municipalities for information.

Attachment

JAN 18 2011



RECIPIENT RELEASE

January 17, 2011

TO: Chairs, Trustees & Superintendents
FROM: Local Government Program Services, Union of BC Municipalities
RE: **2010 UBCM Administered Funding Programs**

Since 2004, Local Government Program Services (LGPS) has managed a number of services and grant programs that support local governments, school districts and First Nations in BC. The programs have covered a wide range of local government interests, including community safety, tourism, First Nation relations and healthy communities.

In 2010, UBCM continued our partnership with the BC School Trustees Association and the Ministry of Education to offer the 2010 School Community Connections – Supporting Neighbourhood Learning Centres program. Two rounds of funding were offered and more than 170 applications were received for a variety of projects across the province.

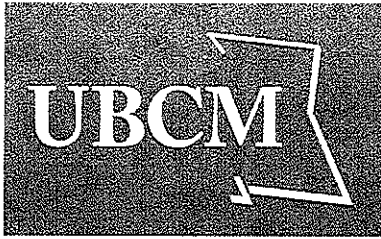
As a reminder, the final reports for all 2010 grants are due within 30 days of the completion of your project – as identified on the application form. July 1, 2011 is the final submission date for Round 1 and January 31, 2012 is the final submission date for Round 2.

The new UBCM website (www.ubcm.ca) has proven to be very helpful in sharing information about LGPS programs. If you have not already done so, please refer to the Funding Programs section of the website for information on current grant programs, reporting requirements, reports and summary materials for programs that are no longer accepting applications, and the general Terms & Conditions for all LGPS grants.

As we begin 2011, we are providing each grant recipient with a statement of the UBCM-administered grants that were active in 2010.

If you have any questions or comments about your statement, please contact:

Danyta Welch, Policy & Programs Officer
Local Government Program Services
Union of BC Municipalities
(250) 356-5134
lgps@ubcm.ca



Union of BC Municipalities – Local Government Program Services

SUMMARY OF ACTIVE GRANTS IN 2010

Maple Ridge-Pitt Meadows School District No. 42

The following is a summary of the grants that were active in 2010. This includes grants that had any activity in the year (i.e. approval, completion, payment or request for extension).

Important information about program deadlines, including deadlines for progress and final reports, is also included. Please note this report is accurate as of December 31, 2010.

Program Name	Status	Grant Amount	Deadline(s)
• 2005 School Community Connections – Phase 3	Completed	\$124,490.00	-
• 2008 School Community Connections – Round 1 (2 applications)	Completed	\$16,000.00	-

Grant Status Definitions:

Approved – application met the program guidelines/funding criteria and initial payment has been made.

Approved in Principle (AIP) – application met the general requirements for approval but requires additional information before full approval.

Closed – applicant did not meet final reporting requirements and application closed by LGPS with or without complete payment of the grant.

Completed – applicant completed project, submitted required reports and received complete payment.

Extended – received a formal extension to the application due date, project end date and/or report deadline.

On-going – applicant has not completed report requirements and has not applied for a formal extension.



To: Board of Education

From: Board Chair
Ken Clarkson

Re: **ORDERING OF AGENDA**

Date January 26, 2011
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Agenda be ordered as circulated.



To: Board of Education

From: Board Chair
Ken Clarkson

Re: **CONFIRMATION OF MINUTES**

Date: January 26, 2011
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the January 12, 2011 Public Board Meeting be approved as circulated.

Attachment



**PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, January 12, 2011 (6:00 PM)
DEO Board Room**

IN ATTENDANCE:

BOARD MEMBERS:

Board Chair – Ken Clarkson
Vice Chair – Eleanor Palis
Trustee – Susan Carr
Trustee – Mike Huber
Trustee – Dave Rempel
Trustee – Stepan Vdovine
Trustee – Kathie Ward

STAFF:

Superintendent – Jan Unwin
Secretary Treasurer – Wayne Jefferson
Deputy Superintendent – Laurie Meston
Manager, Communications – Seamus Nesling
Executive Assistant – Tracy Smith

A. OPENING PROCEDURES

Call to Order

The Chair welcomed and thanked everyone for attending. The meeting was called to order at 6:00 p.m.

1. Correspondence

Stephen Hansen – British Columbia School Trustee Association's Annual General Meeting and Provincial Council Motion Deadline.

2. Ordering of Agenda

Additions:

- Decision Item: H1.b) Deputy Superintendent – Local Government Program Services
- Decision Item: H1.c) Secretary Treasurer – Local Education Agreement with Katzie First Nations
- Committee Business I2.h) Communications Advisory – Trustee Carr

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Agenda be ordered as amended.

CARRIED.

B. CONFIRMATION OF MINUTES

1. December 8, 2010 Public Meeting Minutes

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Minutes of the December 8, 2010 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

Social Planning Advisory Committee ("SPAC")

- Shawn Matthewson, Coordinator of Social Planning and Child Services; and

- Christine DiGiamberardine, Recreation Coordinator, Neighbourhood Development.

SPAC provided a powerpoint presentation and handout regarding their mandate to enhance the well-being of present and future community residents by addressing social issues and initiating projects, such as working with the School District to develop community hubs and gardens. The Committee also works to bring individuals, groups and governments together to identify and address social issues by developing coordinated strategies to improve and sustain the overall quality of life for the community.

Municipal Advisory and Accessibility Committee ("MACAI")

- Petra Frederick, District of Maple Ridge Staff Liaison
- Greg Turnbull, Chair; and
- Manfred Wuensche, Vice-Chair.

MACAI, in existence since 1993, provided a powerpoint presentation sharing their past successes and current initiatives around dealing with accessibility issues in the community. It is the Committee's belief a community which is planned and designed to accommodate all of its citizens celebrates potential, quality of life, and diversity of ability. In 2009, the Committee received UBCM Community Excellence award for Best Practices – Leadership and Innovation.

The Committee has developed and promoted a book, "Plan and Design for Choice – Universal Design Guidelines for Outdoor Spaces" which ensures accessibility within communities including outdoor or natural areas which offer unique challenges. As part of the initiatives, the Committee has partnered with planners for the Golden Ears Bridge and Coast Mountain Bus Company identifying the need for accessible bus stops and side-walk improvements.

In addition, MACAI provides annual updates to the District of Maple Ridge and the City of Pitt Meadows, providing feedback to Parks and Leisure Services ensuring accessible trail systems and playgrounds.

MACAI has assisted with developing employment opportunities, developing promotional pamphlets and increasing participation of youth (13-19). As such, they are currently seeking a youth representative to join the Committee.

Discussion ensued regarding the accessibility at Westview Secondary School which at one time, Mr. Turnbull was unable to access and was pleased the District has facilitated the access to the field at the North parking lot by not only installing two handicap parking spots but also re-grading the access path and re-pouring concrete and correcting the setback for accessibility.

Discussion ensued regarding accessibility at PMSS. Mr. Turnbull will take note and report back to SPAC.

Maple Ridge Teachers' Association – George Serra – Local Bargaining

President George Serra made a presentation regarding local bargaining and provided a powerpoint presentation and detailed binder for each Trustee highlighting the desire for local bargaining due to many non-cost items that could be negotiated locally, benefiting students, improving teacher morale and contributing to positive relationships within the School District. The existing contract expires June 30, 2011 and expressed the current model is not working for teachers or kids. One area of concern is simply updating contract language to modern times. Mr. Serra further expressed interest in a contract being 'owned' by everyone with pride, fostering respectful relationships and maintaining positive and productive collaboration.

Comments were made regarding the timing and cost factors of local bargaining with some Trustees expressing support with the assistance of the right personnel to handle the bargaining garnering success and feel for the first time in a long time, that local bargaining may be attainable.

Comments were made regarding District teachers have had to suffer for past bargaining practices including benefit plans from 20 years ago. Trustees support the need for more conversation however opinions were provided indicating support for local bargaining as long as Provincial partners' involvement is kept at arm's length.

Dialogue continued regarding what a local bargaining committee could look like and the issues at hand.

With final comments, the Board Chair commented he fundamentally believes the people being affected by the decisions, are the best to make decisions. With local bargaining, communities are stronger and can prepare for the 21st century.

D. DELEGATIONS

E. CHAIR REPORT

1. Election of BC School Trustee Association ("BCSTA") Representative

Trustee Rempel nominated Trustee Ward who accepted the nomination. There being no further nominations, Trustee Ward was declared the BCSTA representative by acclamation for 2011.

Trustee Ward reminded the Board of the upcoming BCSTA motion deadline.

Nomination of BCSTA Alternate Representation

Trustee Vdovine nominated himself for BCSTA Alternate representative. There being no further nominations, Trustee Vdovine was declared the BCSTA Alternate representative for 2011.

2. Election of BC Public School Employers' Association ("BCPSEA") Representative

Trustee Vdovine nominated Trustee Palis who accepted the nomination. There being no further nominations, Trustee Palis was declared the BCPSEA representative by acclamation for 2011.

Nomination for BCPSEA Alternate Representation

Trustee Huber nominated Trustee Ward who accepted the nomination for BCPSEA Alternate representative. There being no further nominations, Trustee Ward was declared the BCPSEA Alternate representative for 2011.

The Board Chair called for a vote, THAT the Board elect the Trustees for BCSTA and BCPSEA representatives for 2011.

CARRIED

3. Adoption of Committee Representatives for 2011

The Board Chair provided a DPAC and DSAC rotation schedule and a list of Committee representatives for 2011.

Concerns were raised regarding the process of appointments indicating Procedural Bylaws had not been followed as such one of the Board members is not in support of the committee list.

Changes from 2010 to 2011 include representation at Ridge Meadows Education Foundation ("RMEF"). Dissention ensued regarding the representation. In particular, Trustee Rempel, having been involved since inception, would like to continue and plans to continue to work with the Committee.

The Chair reiterated his request for feedback since December whereby only six (6) members responded. It is the Board Chair's responsibility to determine final decisions. The Chair has not only spoken with Trustee Rempel via phone but has also met in person and it is his conclusion that process has been followed. The Chair further echoed at the last Board Work Day some members rushed away prior to finalizing conversations regarding committee work. In particular, the Board was requested to provide feedback regarding committee work.

Trustee Ward was 'saddened' at her removal from the Foundation commenting her relationships have been built within committees and offered a level of commitment which she still supports.

Trustee Vdovine supported the Board Chair avowing process has been ensuing since the beginning of December and there has been more than sufficient time for input and accordingly, is surprised at the reaction of his two fellow Trustees at this late stage; believes anyone at this table is able to do well at each of these committees and the process had been endorsed.

Moved: Trustee Palis

Seconded: Trustee Carr

THAT the Board bring the topic of committee appointments to the next Board Work Day on Wednesday, January 19, 2011.

Neither the Board Chair nor Trustee Vdovine will support this motion and provided independent justification. Trustee Huber denied support as he wants to move forward with the business of the meeting.

Ultimately, two Board members are vying for one position. Accordingly, it is the Board Chair who ultimately determines the final outcome.

After much discussion it was decided December is the wrong month to meet regarding Committee appointments.

Lastly, the Chair reminded the Board that on December 8th, the Board was requested to meet on December 15th where Committee representation was discussed and to which everyone agreed to do it the way it was carried out.

The Board Chair called for a vote.

MOTION DEFEATED (In Favour: Trustee Palis)

The list of Committee Representatives is now public knowledge and is provided as information.

F. DEFERRED ITEMS

G. TRUSTEE MOTIONS

H. CHIEF EXECUTIVE OFFICER'S REPORT

1. Decision Items

- a) Superintendent of Schools
- b) Deputy Superintendent

Deputy Superintendent Meston referred to the November 10, 2010 meeting, wherein the Board supported a joint partnership for a grant application. The Local Government Program Services has subsequently requested changes therefore, the School District is now re-submitting two separate grant applications: one focuses on the support of the development of a school neighbourhood garden at Eric Langton Elementary; the other focuses on school community connections in support of the "Glenwood Elementary School –

Neighbourhood Learning Centre Satellite Consultation". A key goal is the garden supplementing and supporting the community kitchen at Glenwood. The applications are being submitted on the understanding the Board of Education would provide written support.

Moved: Trustee Rempel

Seconded: Trustee Ward

THAT the Board approve the letters of support to the Local Government Program Services and authorizes the Chair to sign the letters on behalf of the Board.

CARRIED

c) Secretary Treasurer

The Secretary Treasurer announced after years of conversation and consultation, an agreement has been reached benefiting all students which has culminated into a proud moment for School District No. 42 and Katzie First Nations. Superintendent Unwin was pleased to report on the phenomenal amount of events and achievements this Board has celebrated with Katzie First Nations. Through extra efforts of positive partnership and collaboration, the School District wishes to continue fostering a positive relationship with the Katzie First Nations. Praise was given to the extraordinary members of the Aboriginal Education Department led by Principal, Doug Hoey.

Moved: Trustee Carr

Seconded: Trustee Palis

THAT the Board ratify the new Local Education Agreement dated January 11, 2011.

CARRIED

2. Information Items

- a) Superintendent of Schools
- b) Deputy Superintendent
- c) Secretary Treasurer

I. COMMITTEE BUSINESS

Trustee Carr provided a detailed background and history of the Communication Advisory Committee providing a written report of same.

Moved: Trustee Carr

Seconded: Trustee Palis

THAT the Board of Education supports the recommendation of the Communications Committee Chair to suspend the Communications Advisory Committee.

CARRIED

Moved: Trustee Carr

Seconded: Trustee Rempel

THAT as the Communications Officer answers to the Superintendent, the Board of Education direct the Communications Officer to keep the Board informed as appropriate of communication projects and strategies through the Superintendent's reports.

CARRIED

J. QUESTION PERIOD

K. TRUSTEE REPORTS

Trustee Palis is planning to attend the upcoming French Kindergarten information night at THSS.

A Member of the Public inquired into the process of the Committee appointments and the apparent displeasure of some Trustees. The Chair responded reminding her that process was followed by consulting with Trustees, assessing the Committees and ultimately appointing members.

Joint Parks & Leisure Services. Trustee Palis provided a verbal reported on a meeting recently attended. Few issues affected the School District and referred to an upcoming Spin-a-thon fundraiser for the Asante Centre at Pitt Meadows Recreation Centre on February 26th.

Trustee Ward reminded the Board of the upcoming BCSTA Provincial Council and Annual General Meeting. The deadline for BCSTA to receive Provincial Council motions: January 24, 2011.

Trustee Huber suggested each Committee be contacted to make a presentation to the Board.

The Chair requested the Executive Assistant to keep a running list of items for new Trustees regarding new Trustee orientation.

Trustee Rempel reported on Rotary's new Dare to Dream program. The Dream Team met with DSAC Executive in the DEO Boardroom and is working to 'package' the program for the School District funded by Rotary. The main focus is motivating and guiding students.

Trustee Carr asked if BCSTA Provincial Council motions can be received via email. Trustee Ward reminded the Board Provincial Council motions must be of an emergent nature. It was suggested BCSTA motions be a standing Agenda item. Trustee Carr proposed a motion to write a letter encouraging other Boards to consider bargaining locally.

L. OTHER BUSINESS

M. ADJOURNMENT

Moved: Trustee Huber

Seconded: Trustee Rempel

THAT the meeting of the Board be adjourned at 8:22 p.m.

CARRIED.

Ken Clarkson, Chair

Wayne Jefferson, Secretary Treasurer



To: Board of Education

From: Board Chair
Ken Clarkson

Re: **PRESENTATION**

Date January 26, 2011
(Public Board Meeting)

Information

1. Jamie Scoular – Use of Technology to Support Learning at
Thomas Haney Secondary School (English 11/12)

RECOMMENDATION:

THAT the Board receive the presentation for information.



To: Board of Education

From: Superintendent
Jan Unwin

Re: **MT. CRESCENT and RIVERSIDE
ELEMENTARIES TRANSITION LETTER**

Date: January 26, 2011
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

As part of the Board of Education's plan developed to support the students of both Mt. Crescent Elementary and Riverside Elementary following their closure last school year, the attached letter to parents is to gather information and feedback pertaining to the entire transition process for students and parents.

The Board of Education and senior staff want to use the data collected as a learning tool for future consideration, in the event another school closure process is needed.

The information is important to everyone and the feedback provided is invaluable for the future.

Every transition plan is unique to the circumstance at the time. The request for feedback from the parents will help us confirm or develop new processes to meet our guiding principles. The past experiences and knowledge will benefit everyone involved going forward.

RECOMMENDATION:

THAT the Board of Education approve the draft letter to parents of students who attended either Mt. Crescent Elementary or Riverside Elementary and direct the Board's Chairperson and Superintendent to execute the letter on behalf of the Board of Education.

January 26, 2011

To: Parents and Guardians of Riverside and Mount Crescent Students 2009/2010

From: Ken Clarkson – Board Chair, and Jan Unwin – Superintendent of Schools

We are now half way through the school year and your children have likely settled into whichever school you chose to send them to, following the unfortunate need to close Riverside and Mount Crescent Elementary Schools in June, 2010.

We felt it would be prudent at this time to check in and see how the kids are doing and while doing that, seek feedback from you on things we might have done differently or things you thought we did well.

Closing schools is never easy and we did our best to take care of students who were uprooted because of these closures. We have been in the schools where most of the students relocated and have spoken to many students who really like their new school and their new friends. However, there is always room for improvement and we would like to hear your thoughts should we or other Boards of Education ever have to go there again.

Thanks for taking the time to assist us and also thanks so much for all you did over the preceding year to help us deal with a very difficult situation and for working so hard to get your children settled and comfortable in a new environment.

Please take a few minutes to answer the following questions and return same to us in the self-addressed envelope.

School your child attended in 09/10: _____

School your child attends now (10/11): _____

List 3 things you think we did well while handling the school closure process:

- 1) _____
- 2) _____
- 3) _____

List 3 things you believe we could improve on in the future for school closure or any difficult situation that may come our way:

- 1) _____
- 2) _____
- 3) _____

Any other advice or feedback you would like to share to help us get to excellence:

Thank you for your time and for allowing us the opportunity to work with your child(ren) in our public education system.

Yours truly,

Ken Clarkson, Chairperson
Board of Education

Jan Unwin, Superintendent

cc: Board of Education



To: Board of Education

From: Deputy Superintendent
Laurie Meston

Re: **PROGRAM OPTIONS**

Date: January 26, 2011
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

To maximize the engagement of learners, we have the opportunity to offer courses beyond those prescribed by the Ministry. In School District #42, we break these into 3 distinct categories that include Board Approved Authorized Courses, Trades/Partnerships Programs, and Academies. Working through Proposing Program Options, there is agreement that all of these courses should be considered as additional opportunities for our learners.

One of these, the University Academic Partnership requires further investigation and is brought forward at this time seeking approval in principle. Once we are able to meet with representatives from Kwantlen Polytechnic University to craft an agreeable MOU, we will reconvene with our partner groups, and ensure student interest, before final Board Approval will be sought.

RECOMMENDATION:

THAT the Board approve the Board Authority Authorized courses called PE Leadership 11, European Languages & Cultures 11 and the Passport to Trades Program.

THAT the Board approve in principle, the University Academic Partnership.

BOARD AUTHORIZED COURSE DESCRIPTION

Board Authorized
Approval Date:

Date
Developed:

Developed
By:

School:

Principal:

Course
Name:

Grade
Level:

Number of
Credits:

Hours of
Instruction:

Course Description/Synopsis:

This course has been developed to support and encourage students to explore their personal abilities to lead activities and students in a recreational sports environment. Students are encouraged to seek out meaningful interaction with younger students "working" to improve the Physical Education "experience" for other younger students in the school. Theory and skill development is designed to support Physical Education goals of skill development, social and personal responsibility, and principles of athletic inclusion.

Students will learn and demonstrate skills that allow them to move through the process of developing as leaders, "teachers" and organizers in a recreational sporting environment.

Learning outcomes for the PE Leadership 11 course are grouped under the Curriculum Organisers of: Personal and Institutional Organisation, Analysis, Selflessness, and Creativity.

Prerequisite(s):

Facilities/Equipment
Required:

Resources
Required:

Approved:

☐ YES

☐ NO

Signature:

Date:

Board/Authority Authorized Courses: Requirements and Procedures:

Rationale:

Change is a modern reality. The education system is being challenged to adjust and adapt most every day and in every manner. The dynamic of change is moving beyond the control of the teachers, administrators and district administrators. We are approaching a time where the system will welcome support from within (Hargreaves, 1997). Students currently play primary roles in computer support, library aid, and peer counselling or mediation. These roles will only expand as the external pressures on schools grow. We need organized, skilled students to step to the forefront and take their place in educational leadership by supporting relevant educational reform (Townsend, 1994). Without the students in the reform process the speed of change is further restricted.

... Where innovations fail to take root in schools and classrooms, it may be because students are guardians of the existing culture, and as such represents a powerful conservative force... Unless we give attention to the problems that students face we may be overlooking a significant feature of the innovation process (Rudduck, 1980 as cited in Rudduck 1993).

Proactive student leadership programming sets in place a model that can provide support for new programs, new students, or any other errant issue in the school community. Well constructed, student leadership is the answer to many questions of today and problems of tomorrow.

PE Leadership is a program that gives students the chance to practice and develop skills allowing for a better shared, Physical Education environment. The Leadership students work to support instruction by working with students who may typically not be captured by teacher leadership. PE Leadership students are the future teachers, coaches, and recreation leaders of our community. This program gives these students an outstanding opportunity to begin the process of transition from athlete, to coach through a gradual process of education and mentorship.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Leadership; an Overview	20
Unit 2	Teaching and Coaching; an Overview	30
Unit 3	Teaching and Developing Skills	30
Unit 4	Managing and Organizing In a Recreational Environment	20
Unit 5	Integrated Theory and Practice	20
	Total	120

Unit/Topic/Module Descriptions:

Unit 1: Leadership an Overview

Time: 20 hours

Students will become familiar with the overall concept and workings of athletic leadership through an introduction to general coaching theories and styles. Students will analyze and understand the working of differing coaching models: both positive and negative. Ethics and Fair Play codes will be considered and adapted to the PE leadership Environment. Methods of communication supporting instruction or coaching style will be introduced.

Curriculum Organizer - Personal and Institutional organization

It is expected student will:

- Be able to evaluate their own self image and identity steps that could be taken to improve their self image
- understand the process of goal setting, personal and institutional
- develop a method of personal time and calendar management

Curriculum Organizer - Analysis

It is expected student will:

- increase their self esteem and self concept though a process of increasing self awareness
- understand differing leadership types including situational leadership
- understanding leadership in a recreational and competitive sport environments
- understanding the roles and responsibilities of a PE leadership student

Curriculum Organizer - Selflessness

It is expected student will:

- increase their self esteem and confidence in preparation for a leadership role
- identify real life leaders and role models
- demonstrate the importance of being a positive role model
- support the school student council and athletics community

Curriculum Organizer - Creativity

It is expected student will:

- develop formal public speaking skills
- develop organizational, supervisory and management skills
- develop an awareness of the need for flexibility and adaptation to a variety of situations

Unit 2: Teaching and Coaching; an Overview

Time: 30 Hours

Students will explore the wide variety of roles and responsibilities within the role of a coach or recreational leaders. This section of the course is intended to give an overview of coaching theory, skill development, growth and development, practice and seasonal planning, safety and risk management as well as career options. The conclusion of the unit will begin to focus on the PE Leadership student as a teacher of skills and skill development.

Curriculum Organizer - Personal and Institutional organization

It is expected student will:

- understand the planning process as related to the team practice, and seasonal or unit plan
- reassess their strengths, interests, aptitudes, and values
- increase their time management skills through skilled application of time management models
- set short-term goals and evaluate long-term goals, revising as necessary
- describe various approaches to planning for instruction
- understand and develop their ability to act in a leadership role

Curriculum Organizer - Analysis

It is expected student will:

- develop an understanding of skill development, stages of growth, safety, risk management, ethical coaching, sportsmanship, and social responsibility
- evaluate their effectiveness in a leadership role in an athletic or classroom setting

Curriculum Organizer - Selflessness

It is expected student will:

- develop an understanding leadership without reward
- seek opportunities for leadership / positive action without assured feedback

Curriculum Organizer - Creativity.

It is expected student will:

- understand the process of goal setting, personal and institutional

Unit 3: Teaching and Developing Skills Time: 30 Hours

Students will begin to develop methods for understanding the role of the coach or PE Leadership student in teaching skills. Time will be dedicated to the material of the National Coaching Certification Multi Sport Theory course; Sections A and B. The goal is to create students who are able to affectively plan and teach a small station activity, supporting the PE student in skill acquisition and, therefore, positive self esteem development

Curriculum Organizer - Personal and Institutional organization

It is expected student will:

- be able to lead student activities in team practice or physical education setting
- develop skills for effective student management

Curriculum Organizer - Analysis

It is expected student will:

- understand the process of group formation, and group dynamics
- understand and appropriately apply material related to coaching theory
- understand the importance of long term planning for student lead activities

Curriculum Organizer - Selflessness

It is expected student will:

- identify and understand the functional and non functional roles of each individual in the group dynamics
- act and recognize the above roles in a variety of situations

Curriculum Organizer - Creativity.

It is expected student will:

- Students will consider alternate methods for equipment modification, ie. teaching with a smaller ball

Unit 4: Managing and Organizing In a Sports Environment

Time: 20 Hours

Success in the area of recreational leadership or coaching is often a product of the planning process. This unit allows students to consider different types of planning. Planning for a season, summer program, drop-in youth program, recreational noon hour activities or other sport environment will be considered. Aspects of communication that relate to planning will also be considered.

Curriculum Organizer - Personal and Institutional organization

It is expected student will:

- develop skills of assertiveness through project planning and implementation
- understand aspects of the decision making process as it applies to project planning
- define the duties and responsibilities of people in a traditional organization
- understand necessity for agenda, minutes, and committee structure
- understand the resources necessary for project completion
- access resources to support projects; including, teachers, staff, on line, etc...

Curriculum Organizer - Analysis

It is expected student will:

- increase their awareness of self through a process of self evaluation
- learn strategies for maintaining group function
- identify and understand the functional and non functional roles of each individual in the group dynamics
- understand the need to reflect upon completion of a project
- learn strategies for maintaining group function

Curriculum Organizer - Selflessness

It is expected student will:

- support the school, student council community
- support the school athletics and "gym" community

Curriculum Organizer - Creativity.

It is expected student will:

- develop verbal communication skills including:, PA announcements, speeches, negotiating, and "I" statements
- develop formal writing skills, press releases, displays, posters, thank you notes

Unit 5: Integrated Theory and Practice

Time: 20 Hours

This is the summative unit of the course. Students will have the opportunity to work through the identification, planning, and implementation and evaluation process on a meaningful and appropriate project. Typically students are tasked to enhance their PE class, athletics community, or intramural environment through a well-engineered project.

Curriculum Organizer - Personal and Institutional organization

It is expected student will:

- be able to plan and carry out an event, including all organizational aspects

Curriculum Organizer - Analysis

It is expected student will:

- identify a need for a school or community improvement
- support the school, general student community

Curriculum Organizer - Selflessness

It is expected student will:

- develop self help skills in the area of coping through analysis of success / failure, praise / criticism

Curriculum Organizer - Creativity.

It is expected student will:

- use the planning process to develop a project to address an identified school or community need
- design, implement, assess, and evaluate a plan to promote personal, school, and community well-being

Instructional Component:

PE Leadership 11 is a combination of theory and action oriented projects. The individual teacher and school is encouraged to use this program to mesh with the existing Physical Education structure in a supporting and reinforcing role. PE Leadership 11 works well to support the PE 8 – 10 programs through the use of trained Sr. students. As well students will be provided opportunity to work with elementary schools in activities such as track meets, intramurals and competitive sport teams.

Assessment Component:

PE Leadership 11 evaluation reflects the course goals and intended learning outcomes.

Component (formative and summative)	Percent
Participation	50 – 60
Theory Assignment	30 - 40
Service / volunteer hours	20 – 30
Total	100

Learning Resources:

The British Columbia Student Advisors Association (BCSAA) produces a teacher's resource kit that provides information for both the teacher and the students. The National Coaching Certification Program NCCP offers resource information and certification opportunities for coaches and leaders in youth sport. CIRA provides a "Secondary Student Leadership manual" that can act as a supporting resource. This information is supported by a growing body of American leadership information, strong supported by the National Association of Secondary School Principals (NASSP) and additional resources weaned from the parallel realms of business and executive management. Authors such as Covey, Weiss, Belcastro, and DeBono become incorporated into the course plan through teacher adaptation and imagination. The established lessons are truly living and evolving, each school modifying the class format and course outline to fit the school and greater community needs.

SD #42 MAPLE RIDGE / PITT MEADOWS

Passport To Trades Program –PTT **(Junior Integrated Trades)** **Alouette River Campus**

Background

With the success of the Integrated Trades program there have been a number of requests to consider a similar program for younger students. There has been a recognition that some students are not being engaged at school and these students seem to do better with hands-on learning. We would call this new program **Passport to Trades (“PPT”) program** and it would be available to students going into grade 9 and would be offered at the Alouette River Campus on a fulltime basis. Upon successful completion of the program, students would be given priority placement in the **Integrated Trades** program or opt to return to their home school. The PTT program would be designed to allow participants extensive exposure to the trades with extensive hands-on learning and a variety of career related field trips. The program would assist students with access to the available trades and technical training programs available. All of the core curriculum and selected trades area would be taught with the learning outcomes met in an integrated format. Students would need to be academically capable and must commit to good attendance, exhibit a good work ethic and display a positive attitude.

This highly practical and relevant training program would prepare students to successfully enter and complete trades/technical training or seek apprenticeship opportunities in the future.

Preliminary Planning Phase

An integrated curriculum approach would provide relevancy to students and assist them in finding purpose in their school experience. The Alouette River Campus would provide a suitable learning environment with many of the typical school distractions removed thus focusing on the trades. Students would be able to relate to other students with similar interests and their talents as tactile learners would be encouraged and celebrated. The program would use existing applied skills curriculum delivered in an integrated approach. The teacher for this program would work closely with the Integrated Trades teacher to provide a team teaching environment.

Advantages of a Junior Integrated Trades Program

Engage student interests and skills at an earlier age

- Encourage students to stay in school
- Facilitate like minded students learning together
- Provide an environment where tactical skilled students are celebrated
- Provide career direction and focus for students
- Help build student confidence as they experience success
- Increase educational options for students across the district
- Motivate students to achieve their best with the skills and learning styles they have

Purpose

The purpose is to blend academic learning with hands-on skills to create an alternative educational option for students from across the district. It would create a positive learning environment that celebrates and encourages students interested in trades to excel. The PTT program would enhance academic success and increase graduations rates.

Proposal

It is proposed to begin a junior Integrated Trades program for September 2011 using a “passport” model to motivate student achievement. The goal would be a cohort of 20 students.

The program would be offered at the Alouette River Campus under the direction of Samuel Robertson Technical Secondary.

The Program

Students gain hands-on experience in approximately 9 (carpentry, joinery, electrical, plumbing, power mechanics, welding, metal fabrication, dry-walling, painting, cooking and tile setting) different trades as well as their core academics. The students in the program would have an opportunity to participate in existing trades programs as well as going on five career related field-trips. Students would have an opportunity to achieve competencies and be given “passport” stamps in the following:

- WCB CPR training
- Workplace Hazardous Material Information System (WHMIS)
- Power washing (safety and procedures)
- Ladder (safety and procedures)
- Food safe level one
- Basic painting skills
- Basic drywall applications
- Oxy/acetylene cutting (safety and procedures)
- Basic mig welding
- Chainsaw (safety and procedures)
- Portable power tool endorsement(s)
- Stationary power equipment endorsements
- Basic bicycle tune-up
- Basic tile setting

Core Academics

- English 9, Math 9, Science 9, Socials 9

Where can the program lead?

- Senior Integrated Trades program
- Return to home school with renewed confidence
- Trades Training program in their graduation year

What are the requirements for entry in to the program?

- Completion grade 8 and/or recommendation of counselor or administrator.

Assessment

- Students will receive instruction in a variety of ways
- Students will be assessed fairly, in a manner where they could best demonstrate their knowledge and skills
- Students will also be issued a “trades passport”

Credit

- Successfully complete all grade 9 required courses
- Receive 16 graduation level credits for their successfully completed electives

Funding

- Regular high school funding for supplies
- ACE-IT funding to support field trips and extra supplies required

Deadline

- Application April 30

Program Length

- Full-time September to June

Facilities

- Alouette River Campus
- Share existing space with the ITP (one classroom - one multi-purpose shop)

Time Line

- January - Board to approve the proposal
- February - Promotional material out to schools
- March - Promotional material home to parents and a recruitment ad goes into local paper
- April - Application deadline
- May – Final selection of students
- June - Letters home to students and parents with final details
- September 2011 - program to begin
- December – report to the Board

BAA European Languages & Cultures 11 Framework (Alternate name – Travel Languages & Culture 11)

District Name: Maple Ridge

District Number: 42

Developed by: Stephanie Hunter SD#23, adapted by Jennifer Wong, Maria Bruneau and Lesley Liversidge SD#42

Date Developed: 2005-12-15 date adapted 2009-01-30

School Name: Westview Secondary School

Principal's Name: Trevor Connor

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: European Languages and Cultures

Grade Level of Course: eleven

Number of Course Credits: four

Number of Hours of Instruction: 120 hours

Prerequisite(s): none

Special Training, Facilities or Equipment Required: periodic access to computer lab, LCD projector, mini stereo, television, DVD player, overhead projector

Course Synopsis:

This course has been developed to encourage students to explore three European languages and cultures. Students will learn basic Spanish, French and Italian vocabulary and phrases useful for travel. They will examine various aspects of Spanish, French and Italian culture such as history, geography, art and architecture, music, film, and cuisine. Students will be encouraged to use technology to present their research projects. This course is available to all grade levels.

Rationale: This course has been developed to introduce students to the languages and cultures of Spain, Latin America, France and Italy and increase awareness of their importance to Western Civilization. As their knowledge of these cultures increases, so does their ability to make observations about their own cultures. They will examine various aspects of culture through media such as the Internet, print material, movies and songs. They will have discussions, research, and give oral presentations utilizing technology.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Italian Language for Travel	20
Unit 2	Italy - Geography, History, Art and Media	20
Unit 3	French Language for Travel	20
Unit 4	France - Geography, History, Art and Media	20
Unit 5	Spanish Language for Travel	20
Unit 6	Spain and Latin America - Geography, History, Art and Media	20
	120	

Unit/Topic/Module Descriptions:

Unit 1: Italian Language for Travel

Students will learn useful words and expressions for travel. They will also study pronunciation. Emphasis will be on oral and aural proficiency. Some reading and writing will also be taught.

Unit 1 will be divided into the following curriculum organizers: greetings, numbers, time, meals and food, at the hotel, shopping, colours, clothing, sightseeing and transportation.

It is expected that students will:

- communicate information orally, using common expressions and vocabulary
- respond to and ask simple questions
- express likes and dislikes
- exchange information using familiar words and simple phrases
- use appropriate greetings and expressions of politeness
- make simple requests
- ask for simple information
- participate in short conversations
- participate, in Italian, in a variety of situations drawn from real life
- identify idiomatic expressions as they encounter them in Italian
- show cultural sensitivity in everyday situations through appropriate behaviours and language

Unit 2: Italy- Geography ,History, Art and Media

A) Curriculum Organizer: Regions of Italy

Students will study the geography of Italy through mapping activities and creating a guided tour on PowerPoint of a region highlighting points of interest

It is expected that students will:

- be able to identify the regions of Italy
- identify elements that contribute to the regional, cultural, and ethnic diversity of Italian society
- demonstrate an understanding of similarities and differences between the regions in Italy
- communicate effectively in written and spoken English
- gather and process information about an Italian region from a variety of sources, including the Internet
- employ technology to communicate independent research results

B) Curriculum Organizer: History

Students will be exposed to a survey of Italian history (early history, the Romans, Middle Ages, Renaissance, foreign domination and unification) and examine important historical figures such as Julius Caesar, the Borgias , the Medicis, Garibaldi.

It is expected that students will:

- be able to list the main events in Italy's history
- understand the key characteristics and significance of these periods
- gather and process information about Italian historical figures from a variety of sources, including the Internet
- employ technology to communicate independent research results
- communicate effectively in written and spoken English
- examine the importance of the various influential figures in Italian history

C) Curriculum Organizer: Art and Architecture

Students will examine the following periods in Italian Art and Architecture: Classical Antiquity, Byzantine, Romanesque, Gothic, Early Renaissance, High Renaissance and Baroque. They will study one artist or one architectural structure and present their research to the class using PowerPoint.

It is expected that students will:

- identify and apply basic analytical concepts in examining works of art as expressions of culture
- examine works of art created by Italian artists
- communicate effectively in written and spoken English
- gather and process information about an Italian artist from a variety of sources, including the Internet
- employ technology to communicate independent research results
- explore various Italian secular structures
- gather and process information about an Italian secular structure from a variety of sources, including the Internet
- analyse styles of Italian cathedrals and churches
- gather and process information about an Italian cathedral from a variety of sources, including the Internet

D) Curriculum Organizer: Media

Students will be exposed to a variety of Italian media such as films (e.g. Cinema Paradiso, La vita e bella, Il Postino), songs (e.g. Andrea Bocelli, Eros Ramazzotti, Il Divo, Umberto Tozzi), and books/magazines (on line and in print).

It is expected that students will:

- analyse and respond to Italian films
- identify how Italian films reflect the culture of the given period
- be exposed to a variety of Italian music
- demonstrate an appreciation of traditional and contemporary Italian music

Unit 3: French Language for Travel

Students will learn useful words and expressions for travel. They will also study pronunciation. Emphasis will be on oral and aural proficiency. Some reading and writing will also be taught.

Unit 3 will be divided into the following curriculum organizers: greetings, numbers, time, meals and food, at the hotel, shopping, colours, clothing, sightseeing and transportation.

It is expected that students will:

- communicate information orally, using common expressions and vocabulary
- respond to and ask simple questions
- express likes and dislikes
- exchange information using familiar words and simple phrases
- use appropriate greetings and expressions of politeness
- make simple requests
- ask for simple information
- participate in short conversations
- participate, in French, in a variety of situations drawn from real life
- identify idiomatic expressions as they encounter them in French
- show cultural sensitivity in everyday situations through appropriate behaviours and language

Unit 4: Francophone countries -Geography, History, Art and Media

A) Curriculum Organizer: Regions of French speaking countries.

Students will study the geography of French speaking countries through mapping activities and creating a guided tour on PowerPoint of a region highlighting points of interest

It is expected that students will:

- be able to identify the regions of French speaking
- identify elements that contribute to the regional, cultural, and ethnic diversity of French societies
- demonstrate an understanding of similarities and differences between the various regions
- communicate effectively in written and spoken English
- gather and process information about a French speaking region from a variety of sources, including the Internet
- employ technology to communicate independent research results

B) Curriculum Organizer: History

Students will be exposed to a survey of French history:

(Early Modern France / Louis XIV / The Revolution / The Napoleonic Era / The Restored Monarchy and the Second Empire / The Third Republic and the Belle Epoque)

It is expected that students will:

- be able to list the main events in France's history
- understand the key characteristics and significance of these periods
- gather and process information about the historical figures from a variety of sources, including the Internet
- employ technology to communicate independent research results
- communicate effectively in written and spoken English
- examine the importance of the various influential figures in these countries' history

C) Curriculum Organizer: Art and Architecture

Students will examine the following periods in French Art and Architecture: Baroque, Renaissance, Gothic, Colonial, Chateausque.

They will study one artist or one architectural structure and present their research to the class using PowerPoint.

It is expected that students will:

- identify and apply basic analytical concepts in examining works of art as expressions of culture
- examine works of art created by French artists
- communicate effectively in written and spoken English
- gather and process information about a French artist from a variety of sources, including the Internet
- employ technology to communicate independent research results
- explore various French secular structures
- gather and process information about a French secular structure from a variety of sources, including the Internet
- analyse styles of French cathedrals and churches
- gather and process information about a French cathedral from a variety of sources, including the Internet

D) Curriculum Organizer: Media

Students will be exposed to a variety of French media such as films songs, and books/magazines (on line and in print).

It is expected that students will:

- analyse and respond to French films or films reflecting French culture.
- identify how French films reflect the culture of the given period
- be exposed to a variety of French music
- demonstrate an appreciation of traditional and contemporary French music

Unit 5: Spanish Language for Travel

Students will learn useful words and expressions for travel. They will also study pronunciation. Emphasis will be on oral and aural proficiency. Some reading and writing will also be taught.

Unit 5 will be divided into the following curriculum organizers: greetings, numbers, time, meals and food, at the hotel, shopping, colours, clothing, sightseeing and transportation.

It is expected that students will:

- communicate information orally, using common expressions and vocabulary
- respond to and ask simple questions
- express likes and dislikes
- exchange information using familiar words and simple phrases
- use appropriate greetings and expressions of politeness
- make simple requests
- ask for simple information
- participate in short conversations
- participate, in Spanish, in a variety of situations drawn from real life
- identify idiomatic expressions as they encounter them in Spanish
- show cultural sensitivity in everyday situations through appropriate behaviours and language

Unit 6: Spain and Latin America - Geography, History, Art and Media

A) Curriculum Organizer: Regions of Spain and Latin America

Students will study the geography of these Spanish-speaking countries through mapping activities and creating a guided tour on PowerPoint of a region highlighting points of interest

It is expected that students will:

- be able to identify the major regions of Spain and Latin America
- identify elements that contribute to the regional, cultural, and ethnic diversity of Hispanic society
- demonstrate an understanding of similarities and differences between the Hispanic countries
- communicate effectively in written and spoken English
- gather and process information about a Hispanic region from a variety of sources, including the Internet
- employ technology to communicate independent research results

B) Curriculum Organizer: History

Students will be exposed to a survey of Hispanic history(e.g. Mexico-Mayan & Aztec periods, Spanish Conquest, Independence; Spain-Prehistory, Romans & Visigoths, Moorish Spain, The Empire, Civil War, Modern Spain) and examine important historical figures such as Che Guevara, Fidel Castro, Cortes, Ferdinand & Isabella, Phillip II, Franco)

It is expected that students will:

- be able to list the main events in Spanish and Latin American history
- understand the key characteristics and significance of these periods
- gather and process information about a Hispanic historical figures from a variety of sources, including the Internet
- employ technology to communicate independent research results
- communicate effectively in written and spoken English
- examine the importance of the various influential figures in Hispanic history

C) Curriculum Organizer: Art and Architecture

Students will examine the following periods in Spanish Art and Architecture: Romanesque, Moorish, Gothic, Renaissance, Baroque, Modern.

They will study one artist or one architectural structure and present their research to the class using PowerPoint.

It is expected that students will:

- identify and apply basic analytical concepts in examining works of art as expressions of culture
- examine works of art created by Hispanic artists
- communicate effectively in written and spoken English
- gather and process information about a Hispanic artist from a variety of sources, including the Internet
- employ technology to communicate independent research results
- explore various Hispanic secular structures
- gather and process information about a Hispanic secular structure from a variety of sources, including the Internet
- analyse styles of Hispanic cathedrals and churches
- gather and process information about a Hispanic cathedral from a variety of sources, including the Internet

D) Curriculum Organizer: Media

Students will be exposed to a variety of Hispanic media such as films (e.g. Like Water for Chocolate), songs (e.g. Il Divo, The Gypsy Kings), and books/magazines (on line and in print).

It is expected that students will:

- analyse and respond to Spanish films
- identify how Spanish films reflect the culture of the given period
- be exposed to a variety of Spanish music
- demonstrate an appreciation of traditional and contemporary Spanish music

Instructional Component:

direct instruction
indirect instruction
peer instruction
cooperative learning
brainstorming
multiple intelligences
analysis of film, music, art and print media
independent research and presentation

Assessment Component:

Students will receive instruction in a variety of ways. Students will be assessed fairly, in a manner where they could best demonstrate their knowledge and skills.

The course will be divided into three terms. One term for each Language of study.

Assessment will include:

Tests and quizzes	20%
Research projects and oral presentations	40%
Assignments and homework	20%
Oral participation and skits	20%

Learning Resources:

Textbook will not be required

Internet

Magazines (in print and on internet)

Examples of Book Resources:

Bonfante-Warren, Alexandra. The Louvre. Hugh Lauter Levin Associates: New York, 2000

de'Medici, Lorenza. Italy the Beautiful Cookbook. Collins Publishers: San Francisco, 1989

Eyewitness Travel Guides. Spain. Dorling Kindersley Ltd.: London, 2004

Fodor's, Exploring Italy. Fodor's Travel Publications: New York, 2000

Gast, Dwight V. A Portrait of Italy. Todtri Book Publishers: New York, 1999

Hartt, Frederick. Art-A History of Painting, Sculpture, Architecture Volumes I&II. Prentice-Hall: New York, 1976

Hoving, Thomas. Greatest Works of Art of Western Civilization. Artisan: New York, 1997

Insight Guides. Spain. Apa Productions: Hong Kong, 1987

Ivory Michael. National Geographic Traveler-Germany. National Geographic Society: Verona, 2004

Jacobs, Jay. Great Cathedrals. Horizon Magazine: New York, 1984

National Geographic Society. The Renaissance: Maker of Modern Man. National Geographic Society: 1977

Poli, Doretta. Arts and Crafts in Venice. Konemann: Cologne, 1999

Toman, Rolf. Romanesque Architecture Sculpture Painting. Konemann: Cologne, 1997

Songs
Films

SD No. 42 MAPLE RIDGE / PITT MEADOWS

"Graduation Plus"

SD No. 42 & Kwantlen Polytechnic University

University Concurrent Studies Academy

"Preparing students today for tomorrow"

Background

For the last year School District No. 42 ("SD 42") and Kwantlen Polytechnic University ("KPU") have been discussing student transition rates into post-secondary programs. Data shows that students attending post-secondary is lower in the Fraser Valley than many other regions in BC. It is widely recognized that post-secondary training and education is critical to students' future success. Accessibility, costs and transportation are often quoted as barriers for students wanting to attend post-secondary programs. A local **university academy program** is one way to assist these students. This would allow students to start taking university courses while they are still attending high school and receive high school graduation credits and university credits concurrently. Many school districts have started concurrent programs and Kwantlen University is interested in developing a partnership program with Maple Ridge / Pitt Meadows to assist students with their post-secondary plans and create a post-secondary presence in the community. The model that is being proposed is one that would allow students from across the district to take university courses on alternating days so students would do half time high school and half time university starting in grade 12. The students would not pay tuition fees for these courses as the Ministry of Education funds them if they are used for graduation credits. This program would allow students to extend their studies over two years if they choose to. The university credit courses would be fully transferable to other institutions and the courses would be taught locally in the school district. With the Golden Ears Bridge, Kwantlen University Langley campus is an attractive option for students wanting to continue their post-secondary studies. Kwantlen is developing its Langley campus to appeal to more students from the Fraser Valley and have worked with BC Transit to provide busing services. The district has a number of successful vocational post-secondary partnerships with Kwantlen University and this academic partnership would provide additional options for students. A survey of grade 11 students in December indicated a strong interest in the program, with over 200 students expressing interest from across the district. Like other partnership programs, students in the university academy would not pay any tuition fees but would still have to purchase books.

Preliminary Planning Phase

Kwantlen University would like to start a pilot program in September and limit the participation to 25-30 students and ensure all of the structures are in place to give students the best possible chance of success. The School District would identify students that had both the maturity and current grades to ensure the greatest potential for success. A memorandum of understanding would be developed outlining the various area of cooperation needed to make the program work, similar to the agreements in place for the other post-secondary programs operating in the district.

Advantages of a University Academy

- Allow students to choose a one or two year option depending on their transition planning
- Allow students to earn “dual” credits (graduation and university credits)
- Increase participation rates into post-secondary programs
- Establish a University presence in Maple Ridge/Pitt Meadows (phase 2 - open to the whole community)
- Gradual entry into university classes will increase success rates
- Help families that cannot afford tuition fees
- Allow students to try university that might not have the confidence to try
- Increase educational options for students across the district
- Attract outside students to the district to take advantage of this program
- Motivate students to achieve higher grades to qualify for entry into the program

Purpose

The purpose is to blend post-secondary education and high school graduation and increase educational options for students by providing a seamless transition into the post-secondary system. The program would allow young people to embark on their career path prior to graduation.

Proposal

It is proposed that SD 42 start a **University Concurrent Studies Academy** for September 2011 with a cohort of 25-30 students with the university courses offered in Maple Ridge – Pitt Meadows.

Why expand this educational option?

It is to increase participation rates in post-secondary programs for SD 42 students

The Program

The proposed program is a compilation of eight university courses (24 credits) currently instructed at KPU, and would provide program participants with dual credit. As courses are multi-disciplinary, students may enter KPU (or other institutions) with advanced standing in a number of different faculties.

Program participants may be currently enrolled in grade 12 and will complete co-requisites prior to continuance at KPU or may have already graduated from high school and have remained with SD 42 to complete an additional year of studies.

Where can the program lead?

- KPU and other colleges and universities
- Transfer to other KPU programs (general studies/university transfer – see KPU calendar)

What are the requirements for entry in to the program?

Course pre-requisites: Grade 11

- Math 11P or 11A (C+)
- English11 (B)
- Science 11 (C+)
- SS 11 (C+)

Students must have:

- Successfully completed Grade 11
- High degree of commitment and maturation

What are the costs?

- Students are responsible for the purchase of books
- No tuition fees for high school students
- Application fee: \$75.00

Grading

- Follow the Kwantlen University current policies
(Students in the program are considered both SD 42 students and KPU students and as such must follow the policies and guidelines of both institutions)

Dual Credit

- Students can earn up to 12 credits per year for secondary school graduation

Program Content for 1 or 2 Year Options
Sample Program / Timetable

Course Title		Credits
English 100	Year 1	3 Credits
Writing 12		4 credits
Sociology 100	Year 1	3 Credits
Geography 12		4 credits
Psychology 100	Year 1	3 Credits
Math 12		4 credits
Economics 100	Year 1	3 Credits
Science 12 elective		4 credits
GEOG 110	Year 2	3 Credits
En 12		4 credits
History 100	Year 2	3 Credits
Science 12 elective		4 credits
Business 100	Year 2	3 Credits
General elective 12		4 credits
Canadian Lit	Year 2	3 Credits
Grad Transition 12		4 credits
Writing for the Internet	Optional	

How does this program benefit students?

- Receive credit for post-secondary courses and secondary school graduation
- Complete first year of university and get direct entry to second year with no tuition fees
- Get up to 24 university credits without leaving Maple Ridge / Pitt Meadows

Recommended Characteristics of Potential Students:

- Ability to communicate effectively
- Ability to multi-task and study more than one subject at a time
- Maturity to enter a university level program

Program Faculty and Curriculum

- Faculty will provide instruction using the KPU curriculum
- Secondary courses taught by SD 42 staff

Deadline

- Student application April 30

Selection priority will be:

- All District secondary school students who meet qualifications
- Out-of-district secondary school students are eligible and may apply
- Adult fee payers, if there is space

Program Length

- One or Two year option, half-time, beginning in September 2011

Facilities

- Existing school district facilities (one classroom)

Time Line

- January - Board to approve the proposal
- February - Promotional material out to schools
- March - Promotional material home to parents and a recruitment ad in local paper
- April - Application deadline
- May 15- Interviews begin to recruit the 25 -30 students for the program
- May 30th - Final selection of students.
- June - Letters home to students and parents with final details
- September, 2011 - program to begin.
- October 31st, 2011 - program review
- December 15th, 2011 - Report to the Board

Summary

These University Concurrent Studies Academy will:

- *encourage greater post-secondary participation*
- *increase the number of students attaining post secondary training*
- *improve student transition to full-time college programs*
- *increase the variety of program offerings in SD No. 42*
- *respond to career and labour market demands*
- *develop a structure to facilitate educational program innovation*
- *develop greater articulation opportunities for **all** learners within SD 42*



To: Board of Education

From: Secretary Treasurer
Wayne Jefferson

Re: **INTERNATIONAL EDUCATION TUITION
AND OTHER RELATED FEE INCREASES**

Date: January 26, 2011
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

At the January 12, 2011 Finance Committee of the Whole Meeting, the Assistant Secretary Treasurer presented the report on the findings of tuition and other related fees of other school districts offering International Education programs. From the research, it has been determined the other school districts are increasing fees this coming school year. As part of the review, the Manager of International Education has worked with our agents to confirm the current environment and acceptance of fee increases by our clients. Each of the recommended new rates has been set after consideration of the increasing costs to deliver the services and to maintain a competitive rate to attract and retain existing and new clients.

The International Education program is continuing to contribute to the enrichment of the cultural part of education, as well as further financially supporting the delivery of the K-12 programs.

The rationale for each increase is as follows:

- The Provincial Government has recently raised the cost of the Medical Services Plan ("MSP") premiums and the International Education Department ("IED") wishes to pass on these direct costs to the students rather than subsidize them through the IED budget. Also, there have been additional administrative costs due to the increase in the headcount numbers of International Students requiring Student Guard and MSP coverage.

Consequently, the IED requests approval to increase MSP charges to \$80 per month from \$70 per month.

- Due to the increase in the number of program offerings and increased headcount, homestay administration costs have increased.

Therefore the IED requests approval to charge a \$100 homestay placement fee in order to offset the increased costs.

- It is becoming increasingly difficult to find a sufficient number of high quality homestay families for our increasing number of students. The payment to homestay families is designed to be a re-imbusement of expenses incurred by them. As we all know housing costs, utilities, gas and food have significantly increased over the years, without a requisite increase in the homestay family reimbursement.

Consequently, the IED is requesting approval to raise the fees for homestay to \$800 from \$700 per month. These increased fees will be paid to the homestay family.

- As previously mentioned, administrative costs are increasing as a result of increases in the number of International Education students. Specifically legal costs relating to certifying report cards and validating credentials with foreign ministries of education are becoming more prevalent.

The IED requests approval to levy a legal fee of \$100 per student to cover such costs.

- It is common practice for educational institutions to charge an airport pick-up fee, when such a service needed.

The IED requests approval to levy a modest \$60 charge for this service.

- Finally, the IED has charged the same ten (10) month tuition fee for International Students for at least eight (8) years. The IED is of the opinion that there is room to increase the tuition cost, and still be competitive.

Consequently, the IED requests approval to raise the ten (10) month tuition cost from \$11,000 to \$12,000 per student.

RECOMMENDATION:

THAT the Board approve the following tuition and other related fee increases, effective July 1, 2011:

SCHEDULE OF PROPOSED FEE INCREASES	
MSP Fee	\$800/year (\$80/mo.)
Homestay Placement Fee	\$100 (Flat Fee)
Homestay Fee	\$8,000/year (\$800/mo.)
Legal Fee	\$100 (Flat Fee)
Airport Pick-Up Fee	\$60 (Flat Fee)
Tuition Fees	\$12,000/year (\$1,200/mo.)



To: Board of Education

From: Superintendent of Schools
Jan Unwin

Re: **LEARNING FOR TOMORROW UPDATE**

Date: January 26, 2011
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

As you are aware, we have collected information from the 200 people who attended the Public Inquiry Forum on November 16, 2010 and have now put the synthesized version out for further response from those participants.

The next step of our plan is to take all of the findings and solicit feedback from the larger general public which will expand our knowledge and better serve us in moving forward as a School District.

Please find attached the strategic plan and timeline for taking this next step.

As we continue to move forward with the information we have gathered, it will become an invaluable alignment tool in order for the School District to do more with less over the coming years and offer our kids in this District the best opportunities possible to ensure their success.

RECOMMENDATION:

THAT the Board receive the 'Learning for Tomorrow' update for information.

Attachment

LEARNING FOR TOMORROW

A Community Conversation About The Future Of Education

School District 42 (Maple Ridge & Pitt Meadows)

Background

On November 16, 2010 more than 200 parents, students, teachers, school administrators and community members participated in a forum for the purpose of helping shape the future direction of learning in Maple Ridge/Pitt Meadows School District. The wide ranging discussions centered around three key questions and were captured in more than 750 responses that were posted by group recorders. Facilitator, Peter Drescher, analyzed and synthesized a large amount of information into some key themes and ideas that might serve to provide some direction for further action.

Gathering the data

Data for this project has been gathered as follows:

- Community forum (Nov 16/2010)
- Additional comments made by forum participants online (Nov 17/2010 to Jan 10/2011)
- Input from teachers and SEAs (Nov 30/2010)
- Input from MRPVPA (Oct 7/2010)
- Online survey (to be conducted in February/2011)

Key themes arising from the forum

Essential skills: Participants were asked what knowledge, skills and attributes will our children need. They responded that skills pertaining to social responsibility and social competence were essential, followed by creativity and innovation. Participants also identified literacy and numeracy as important skills, along with being good communicators, able to work with information, and able to think independently. Other attributes included collaboration, problem solving and flexibility.

What inspires learning: Participants were asked what conditions contributed to powerful learning experiences in their own school life. They cited passionate teachers, and practical, relevant lessons as key contributors. They also noted the importance of being free to pursue areas that engaged them personally, and positive social interactions and collaboration with their peers.

What should learning look like: Participants were asked what future learning should look like, and how might schools be organized. They noted that there needed to be essential skills with an emphasis on creative and critical thinking skills and problem-solving strategies. Certain essential content knowledge will need to be acquired in a number of ways. Learning is focused on the connections across curriculum areas. Students should be able participate in shaping their learning agenda which is personalized to address individual interests and needs.

Teachers are seen more as mentors, and facilitators of learning and learning experiences, and provide opportunities for students to establish effective working relationships with their peers and understand the value of teamwork. In this atmosphere students are challenged to exceed expectations but are given opportunities to take risks and try things without fear of failing.

Learning design needs to incorporate features that will engage today's learner, who is seen as having a greater tendency to be visual and auditory. The use of technology as a learning tool is an integral part of the learning process, but not the only form of learning.

What should school look like: On the subject of how schools should be structured, the main theme was to consider a variety of grouping arrangements as opposed to traditional age/grade grouping, and to look at more flexible scheduling arrangements and a rethinking of the school day and school year. Participants wondered how space should be configured if learning in the future is a blending of virtual and face-to-face interaction, that extends beyond the classroom. Other themes that came up were the need to consider the role of textbooks, ensuring choice of program options, taking advantage of connections beyond the classroom, and helping parents to understand the importance of their children's learning.

Issues and concerns: A wide ranging number of issues, concerns and queries surfaced in response to all of the questions posed at the community forum. Participants raised concerns around the use of technology: addressing disparity in terms of access to technology; ensure that the use of technology was safe and ethical; impact of technology on the personal, social, and emotional development of students. Participants also noted that success would be dependent on parents and teachers being fully engaged in the process.

Broadening the conversation – online survey

In order to validate the themes arising from the initial forum and to broaden the conversation to include the whole community, a survey will be conducted in February. It will mirror the format of the forum discussions and will ask respondents to rank the different themes that were identified.

Developing action plans

Survey data will be combined with the forum data and with input from teacher, support staff and school administrators. Peter Drescher will analyse the new data and generate a new report, identifying key themes that should form the basis of future action plans.

Specific action plans will be developed prior to the end of the school year so that some may be implemented in the new school year.



To: Board of Education

From: Superintendent of Schools
Jan Unwin

Re: **SPECIAL EDUCATION AUDIT**

Date: January 26, 2011
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

The Ministry of Education audited the September 30, 2010 Special Education enrolment data reported by School District No. 42. This audit occurred the week of January 17, 2011 and included a review of the students reported in the following categories:

- Physically Disabled or Chronically Health Impaired (D)
- Intensive Behaviour Interventions or Serious Mental Illness (H)

The purpose of the audit is to provide assurance to the Ministry and Boards of Education that Ministry directives and policies are being followed. The audits are based on Form 1701 *Student Data Collection, Completion Instructions for Public Schools*, Ministry policy/legislation and the Special Education Services *Manual of Policies, Procedures and Guidelines*, as detailed in the following links:

www.bced.gov.bc.ca/datacollections/september/public_school/pi1701.pdf

www.bced.gov.bc.ca/policy/policies/

www.bced.gov.bc.ca/specialed/

www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf

A team of specialists in the area of Special Education were contracted by the Ministry of Education to conduct the audits. Contracted auditors assigned to these compliance audits are authorized and entitled to have access to all school district records, and receive information and explanations necessary to perform the compliance audit in accordance with the Ministry's Compliance Audit Policy.

RECOMMENDATION:

THAT the Board receive the Special Education Audit Results as presented by the Ministry of Education Audit team for information.

Attachment



Special Education Compliance Audit Complete
Report to the Board of Education
January 26, 2011

The Special Education Audit Team finished reviewing all of the files of the 419 students registered in SD42 and ministry identified as category D and category H by 11:00 am Friday, January 21, 2011, and presented their findings to Senior Staff.

The team was extremely complimentary of our preparation for the audit as well as made many comments about the competency, the effort, and the accommodating behavior of every single School District 42 staff member that they came in contact with.

The tentative end result of this audit will result in less than \$100,000.00 being removed from our 1701 count.

Although there is always money lost when Audit Teams visit districts, this amount is much smaller than what many districts have encountered. It is due to the diligence of our people who work with Special Needs students, as well as the systems and structures that have been set up over the last few years around compliance that kept us from losing several hundred thousand dollars. So many people came together, worked tirelessly to get things ready and deserve huge accolades from the system as a whole.

From a learning perspective, we will be developing an action plan based on our learning from the audit process. We will take this information to help us continue our journey towards making all parts of our system excellent on behalf of all of our kids.

The exact monetary amount will be known to us in the near future, but we are very confident that it will be less than \$100,000.00. To put this amount into another perspective, the amount of money the 419 students generated is over \$5,000,000.00. Our results and our systems that we have in place for students were exemplary.

Jan Unwin
Superintendent of Schools

RECORD

2010-2011

Pursuant to provisions of 72 (1) of the *School Act*, the following report is a general statement of: (a) matters discussed and (b) the general nature of decisions resolved at the following meetings from which persons other than trustees or officers of the Board, or both were excluded:

January 12, 2011

Call to Order
Motion of Exclusion
Ordering of Agenda
Confirmation of Minutes – December 8, 2010
Chair Report
Committee Business
Motion to Extend the Meeting
Committee Reports
Adjournment

Meeting called to order at 4:18 p.m.
Approved
Approved as amended
Approved as circulated
Received for information
Received for information
Approved
Received for information
Approved and adjourned at 4:48 p.m.