



**PUBLIC MEETING
OF THE BOARD OF EDUCATION**

Tuesday, June 28, 2011
6:00 p.m.

District Education Office
22225 Brown Avenue
Boardroom

A G E N D A

"Excellent organizations and teams are experimenters supreme"

A - OPENING PROCEDURES

1. Call to Order
2. Correspondence
 - i. Fred Armstrong, Board Chair – Maple Ridge Pitt Meadows Arts Council*
 - ii. Sean Murphy, Director – Catholic Civil Rights League*
 - iii. Honourable Minister, George Abbott – Ministry of Education*
 - iv. Samantha Boutet, N.D.*
 - v. George Serra, President and Susan Croll, First Vice-President – Maple Ridge Teachers' Association*
3. Ordering of Agenda

B- CONFIRMATION OF MINUTES

1. June 8, 2011*

C – PRESENTATIONS

1. Ipod Touch Pilot Project – Lisa Jakeway
2. African Trip: Free the Children – Danielle Zagar

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. Achievement Contract 2010-2011
 - b) Deputy Superintendent
 - c) Secretary Treasurer
 - i. 2011 – 2012 Preliminary Operating Budget*
 - ii. Election Bylaw No. 1-2011*
 - iii. Capital Project Bylaw No. 126298*
 - iv. School District Policy Approval*
2. Information Items
 - a) Superintendent of Schools
 - i. Capital Plan / Catchment Review / Enrollment*
 - ii. Year in Review: 2010-2011

*Enclosure

**To Be Distributed

- b) Deputy Superintendent
 - i. Aldridge Acres Report*
- c) Secretary Treasurer
 - i. Report on Functional Improvements Costs –
Two School Closings – Annual Facility Grants*
 - ii. Proposed Board Meeting 2011-2012 Schedule*

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) Communications Advisory
 - i) District Student Advisory Committee
 - j) Social Wellness Committee
 - k) Historical Committee
 - l) 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. BC School Trustee Association 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

**Enclosure*

***To Be Distributed*



To: Board of Education

From: Board Chair
Ken Clarkson

Re: **CORRESPONDENCE**

Date: June 28, 2011
(Public Board Meeting)

Information

1. Fred Armstrong, Board Chair – Maple Ridge Pitt Meadows Arts Council
2. Sean Murphy, Director – Catholic Civil Rights League
3. Honourable Minister, George Abbott – Ministry of Education
4. Samantha Boutet, N.D.
5. George Serra, President and
Susan Croll, First Vice-President – Maple Ridge Teachers' Association

RECOMMENDATION:

THAT the Board receive all correspondence for information.

Attachments

June 2, 2011

Board of Trustees
School District #42
22225 Brown Avenue
Maple Ridge, BC
V2X 8N6

Dear School Board Trustees,

The Maple Ridge Pitt Meadows Arts Council has received representation from a number of citizens regarding the upcoming budget deliberations that include a plan to eliminate a position for a band teacher that provides education to children in elementary school, and which may also affect other arts programs.

While our Board understands the enormous budget constraints that you have to work under, we felt that it was necessary to offer our input on this proposed budget cuts as they reflect on the arts education capacity in our community.

Most of you are educators, or in the education field, so you know that in all areas of education, sports, music and even academic programs, that exposing children to a specific program, and in particular, passionate teachers, can have an enormous influence on future behavior by a student.

I know that the public discussion on this issue has been passionate. While this letter is endorsed by the Arts Council Board, they have given me some liberty in trying to capture the 'feelings' that we all share when it comes to the importance of arts education. My personal passion for visual arts and graphic design was planted by an elementary school teacher in grades 6 and 7 when I lived in Chatham, New Brunswick. This teacher (one of many that have a profound influence on my life) recognized that I had some skills in drawing and painting and nurtured this ability. Having these programs right in my school created an interest in arts and graphic design which have become a strong foundation in my education, career and life.

I also have a large number of friends who are musicians, and to a person, they all speak about their early experience in band class as planting the seed of their life-long love of performing. At almost every major community festival we see musicians on stage, often working as volunteers, whose passion for music was started playing the french horn or clarinet in the school band.

We understand that you are looking at maintaining programs at the High School level, but this proposed cut to the budget will have the unintended consequence of diminishing these programs over time. Unless you create a culture of music in the elementary schools, the children will not opt into these programs, not because they wouldn't enjoy and benefit from them, but because they have not been exposed to the joys of music until they are much further into their personal and educational development. If this program is cut there is a very valid fear that it will erode the participation in High School programs in coming years, and that this area will, eventually, become the place to look for budget relief in subsequent years.

Intuitively, we seem to understand that exposing children to physical education in schools at an early age will ignite their passion in sports and build the fundamental skills they require to be physically active, increasingly competent and possibly competitive as they get older. Yet there seems to be some disconnect that the same underlying principles apply to music and other forms of artistic expression. Music, visual arts, writing and performing arts all require the development of fundamental skills before a student's latent 'talents' can be fully realized.

I know that you have access to the significant body of research that shows that fostering creative skills and abilities improves overall student achievement in other subjects that are often thought to be the cornerstone of public education. Our interpretation is that students, who are involved in music and other forms of creative expression, do better overall in their schooling, and much of the research shows strong links to math skill improvement.

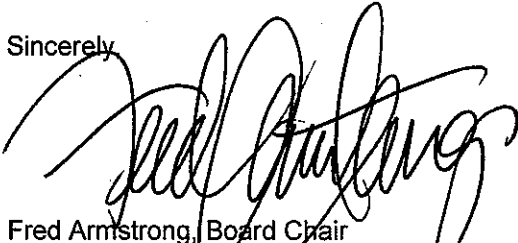
From the discussions our Board has had with our School District Liaison, we understand that you are looking to cut approximately \$2,000,000 from your annual operating budget. The cut to the band program represents 5% of the total budget cut you are looking for. One of the roles that the Arts Council has as part of its Mission is to advocate for the arts in our community, and like the School Board, the Arts Council has received a number of emails and representations on the implications of cuts to the program. On behalf of the Arts Council and the arts community we ask that you look very carefully at this program funding and the way that the program is delivered.

The SD#42 music program is very unique and very special, and should be preserved and built on so that the students that feed into the area High Schools see music education as an important part of their overall educational experience. Further, having the program delivered in the school environment where students enjoy all their other education is significant. While a solution of having children come to the local High School seems to preserve the program, in practical terms it takes students out of their environment, which in itself might end up having the effect of diminishing participation, as will resultant transportation issues.

Again, we understand the financial realities that you face in your deliberation, and we recognize the complex issues that are involved in this deliberation. The School District is an important partner in the delivery of arts in our community, and we hope that our comments help shape some of the discussion and debate and that you will be able to preserve this program for our young citizens.

Please contact us if you have further questions

Sincerely,

A handwritten signature in black ink, appearing to read 'Fred Armstrong', written over a horizontal line.

Fred Armstrong, Board Chair
Maple Ridge Pitt Meadows Arts Council



Catholic Civil Rights League Ligue Catholique pour les Droits de l'Homme

Executive Officers

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Most Rev. Adam Exner, OMI

President Emeritus

Tom Langan

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Regional Directors

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Mrs. Jean Morse-Chevrier

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3 June, 2011

School District 042 (Maple Ridge-Pitt Meadows)

22225 Brown Ave,
Maple Ridge, BC,
V2X 8N6

Dear Sir/Madam:

It has been about three years since the Catholic Civil Rights League was in touch with you about the Corren Agreement. In previous correspondence, we expressed concern about the adverse effects of the Agreement on freedom of conscience and religion.

We emphasized that, notwithstanding the Agreement, parents may withdraw their children from exercises and classes that violate their religious convictions. We also insisted that school districts have a duty to accommodate objecting families to the point of undue hardship, by such means as student exemptions and alternative delivery of curriculum if need be.

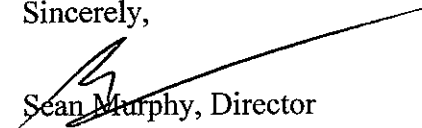
The enclosed article, "Breaking the Code," uses internal Ministry of Education to demonstrate that the League is correct in its assessment of the Agreement *vis-à-vis* the legal obligations of school districts. The article is available on line at

<http://www.ccrl.ca/index.php?id=5184>

The on-line version includes links to key internal Ministry documents.

On a related matter, I have included a copy of the League submission to School District 41 concerning a proposed policy on 'homophobia' and 'heterosexism' (on line at <http://www.ccrl.ca/index.php?id=5185>).

Sincerely,


Sean Murphy, Director
British Columbia Region

cc: District 042 DPAC

British Columbia Region

7120 Tofino St., Powell River, B.C. V8A 1G3 Tel: (604) 485-9765

E-mail: ccrl-west@shaw.ca

**Catholic Civil
Rights League**



<http://ccrl.ca>

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Breaking the code: deciphering the Ministry of Education's policy on "alternative delivery"

**Sean Murphy, Director
CCRL British Columbia**

Introduction: Documents obtained through access to information requests reveal the BC Ministry of Education's approach to the Corren Agreement. On the one hand, it affirms, without qualification, the validity of the restrictive provisions of the Agreement concerning alternative delivery. On the other, it distinguishes the "alternative delivery" limited by the Agreement to health and planning from the "accommodation" of freedom of conscience and religion. The latter may be effected through alternative delivery in the rest of the curriculum, the Corren agreement notwithstanding. This conclusion has been independently confirmed by a highly placed source and by an official and publicly available document.

The Corren Agreement

In April, 2006, the Ministry of Education signed a private agreement with two homosexual activists, Peter and Murray Corren.¹ The leading section of the Agreement originated in the Corren's frustration that they had been unable to impose pro-homosexual instruction on children over the objections of parents, who often remove their children from classes where homosexual conduct is promoted.²

"There's no point in us making the curriculum more queer-positive," said Peter Corren, "if people can take their kids out."³

Hence, to accommodate the Corren's determination to force students to participate in "queer-positive" learning despite parental objections, the Ministry of Education agreed to limit the authority of parents to "opt for alternative delivery of curriculum." That policy allowed parents to withdraw their children from classes that might be offensive to their moral, cultural or religious traditions, and allowed them to satisfy curriculum requirements by other means. While the policy originated decades ago as a response to parental concerns about sex education,⁴ school districts had frequently applied it to accommodate parental concerns in other subject areas - to the frustration of the Correns.

The most important element

Internal Ministry correspondence indicates that this was the most important element in the Corren Agreement: the revision of the "alternative delivery"

Breaking the code: deciphering the Ministry of Education's policy on "alternative delivery"

policy in order to limit parents' ability to withdraw their children from objectionable activities or classes.⁵

Thus, the Ministry agreed that parents would be allowed to withdraw their children only from classes involving so-called "sensitive" material in the health and career and planning curricula. At the same time, the Ministry promised to revise the entire school curriculum to reflect "inclusion and respect for diversity with respect to sexual orientation,"⁶ and it directed that all state school curriculum - beginning in Kindergarten - must reflect "the full range of gender identity and sexual orientation."⁷

Having satisfied the Correns with its promise to modify the entire curriculum and ensure that children could be forced to attend all but a handful of classes, the Ministry drafted what it officially called a "clarification" of the alternative delivery policy to conform to the Agreement. Internal correspondence confirms that, in revising published guidelines to reflect the "clarification," Ministry officials went beyond the terms of the Agreement. They also discussed the revisions with the Correns to ensure that they were satisfied with the changes.⁸

This most important provision was not mentioned in the news release that revealed the Agreement at the beginning of June, 2006. The Monday following the announcement, the Deputy Minister of Education and two of his officials joined the Correns for dinner.⁹ The Correns and Ministry officials continued their consultations in meetings, e-mails and phone calls through June, July and August.¹⁰

School boards, however, did not have the benefit of such consultation. They were not officially notified of new guidelines on "alternative delivery" until the middle of September.¹¹ By that time, the protests against the Corren Agreement were in full swing.¹²

Questions from Richmond

School District 38 in Richmond appears to have been one of the first to be confronted by concerned and angry parents. On 6 September the Chairperson of District 38, Linda McPhail, wrote urgently to Minister of Education requesting clarification of the yet-to-be-released alternative delivery guidelines. She asked if the policy revision would "eliminate the possibility that a local School Board may provide some form of alternative delivery option for any IRP other than the four specifically mentioned in the settlement agreement."

For many years we have made a range of common sense accommodation for parents that have strongly held beliefs that lead them to be concerned about their children's participation in various parts of the curriculum. . .

Ms. McPhail provided several examples of the accommodation of religious belief through alternative delivery of curriculum, noting that the suppression of its ability to continue such accommodation would be of great concern.¹³

On 19 September Ms. McPhail again wrote to the Minister, this time with questions about the internal review process and expressing concern that the participation of the Correns in the internal review process created "at least the appearance, and perhaps the reality, of 'privileged access.'"¹⁴ That night the Correns had what Peter Corren called "a very good meeting" with the Deputy Minister of Education.¹⁵

Breaking the code: deciphering the Ministry of Education's policy on "alternative delivery"

On 4 October, 2006, a Richmond MLA, probably pursuing the failure of the Minister of Education to respond to the Richmond School Board, put a series of questions to the Ministry concerning the Corren Agreement. One of them asked for an explanation of the alternative delivery policy:

3. Opting out only applies to three curricula. What does a school board do about, for example, a Muslim girl who cannot wear PE strip, such as shorts and t-shirt, but needs, due to religious beliefs, to wear a long gown and be covered. She cannot do the PE curricula, but she cannot opt out. It would seem with this agreement, the child could not opt out.¹⁶

The legal duty to accommodate

The questions from Richmond brought the central issue to the fore. School districts are legally obliged to accommodate freedom of religion to the point of undue hardship. To refuse accommodation would expose them to lawsuits and human rights complaints. Yet the agreement signed by the Ministry of Education with the Correns expressly forbade alternative delivery of curriculum in order to accommodate religious belief in any subjects other than health and planning.

The questions backed the Ministry of Education into a very awkward corner. Minister of Education Shirley Bond and Attorney General Wally Oppal - a former Supreme Court judge - were well aware of the legal obligations of school districts. In fact, the Ministry of the Attorney General had previously argued that schools and school districts - not the Ministry of Education - were responsible for accommodation of religious beliefs, and that schools and school districts - not the Ministry of Education - were liable for a failure to accommodate.¹⁷ Bond and Oppal knew very well that they could not relieve school boards of their legal duties imposed by human rights legislation and the *Charter of Rights and Freedoms*.

On the other hand, suppression of parental authority was central to the Corren Agreement. Lawyers for the government and the Correns had spent hours fine-tuning the wording in order to restrict "alternative delivery."¹⁸ To openly admit that students could be excused from classes or activities offensive to religious beliefs could be expected to generate a volcanic response from the Correns, with the likelihood of further litigation.

What could be done?

Writing in code

The Ministry's solution to the conundrum is set out in an internal document released only after its existence had been revealed by another document obtained through an access to information request.¹⁹ The solution is one of the classic responses of a bureaucracy caught in an embarrassing position: bafflegab.

The detailed response to the MLA's questions came from Nell Ross of the Ministry of Education's Diversity and Equity Unit. She affirmed that "there is no such thing as 'opting out' of any curriculum" and repeated the substance of the Corren-approved guidelines on alternative delivery; it was permitted only in health and planning curricula.

However, she then distinguished alternative delivery for health and planning (as per the Corren

Agreement) from "other accommodations" possible in the rest of the curriculum.

In the case of all other [subjects], school boards and schools are entrusted through the *School Act* with authority to decide how to best plan and organize the implementation and delivery of curriculum, taking into consideration *specific circumstances* along with the board's resources and capacities.²⁰

Ross went on to affirm that this would permit the accommodation of the religious convictions of a Muslim girl in a PE class. The reference to "specific circumstances" in the passage above is the Ministry's code for situations that trigger the duty to accommodate freedom of religion by exempting students from participation in activities.

This carefully constructed paragraph was included *verbatim* in Shirley Bond's eventual response to the Chair of the Richmond School Board on 13 October, but the Minister did not provide the key to the code by including Ross's explanation of accommodation.

Deciphering the code

Nonetheless, the Richmond School Board correctly deciphered the letter and concluded that they were free to continue to accommodate the religious beliefs of parents and students as they had in the past. Reporting on Bond's letter to the Board, *Channel M* Television stated, "parents have the right to opt out their child from sensitive courses."²¹ The manager of the Ministry of Education's Content & Achievement Standards Unit, commenting on the Channel M broadcast, called it "another gross misrepresentation of the letter that was sent to Richmond Board of Trustees."²²

However, no one from the Ministry of Education or the Ministry of the Attorney General attempted to correct what Gilbert characterized as a "gross misrepresentation." There were probably two reasons for this.

First: the *Channel M* report, while not entirely accurate, was, nonetheless, a close approximation of the Minister's carefully coded response.

Second: Stephanie Weinhold, who brought the *Channel M* report to the attention of Pierre Gilbert, was the same lawyer for the Ministry of the Attorney General who, in 1998, told the Human Rights Commission that schools and school districts - not the Ministry of Education - were responsible for accommodation of religious beliefs.²³

A two-track approach

The documents obtained through access to information requests reveal the Ministry of Education's approach to the Corren Agreement. On the one hand, it affirms, without qualification, the validity of the restrictive provisions of the Agreement concerning alternative delivery. On the other, when forced into a corner, it will distinguish the "alternative delivery" limited by the Agreement to health and planning from the "accommodation" of freedom of conscience and religion that may still be effected through alternative delivery in the rest of the curriculum.

As demonstrated by the Ministry's internal documents, this two-track approach (some might call it duplicitous) is difficult to recognize because it is obscured by coded language. Thus, one might

Breaking the code: deciphering the Ministry of Education's policy on "alternative delivery"

reasonably ask if it is certain that the code has been cracked. Can one be sure that the accommodation of religious belief in all subjects is possible through exemption from participation and alternative delivery?

Confirming the code

In conversation with the author, a highly placed source who was in a position to have personal knowledge of the government's policy on "alternative delivery" and "accommodation" has confirmed that this is the case. Since the identity of this source will not be disclosed (for obvious reasons), this confirmation will be greeted with scepticism in some quarters.

Fortunately, however, confirmation is also available in the form of a recently published official document that is available on the internet, courtesy Burnaby School District 41.

On 25 January, 2011, School District 41 adopted a policy of accommodating cultural, religious, or ethical objections to animal dissection by exempting objecting students from participation and offering the alternative delivery of that part of the science curriculum.²⁴ The policy demonstrates that Burnaby school trustees recognize their legal obligation to accommodate freedom of religion in all parts of the curriculum, no matter what the Corren Agreement might say. On that point, the Agreement is a dead letter.

Notes:

- Documents obtained through access requests are identified in alphanumeric series (A-000100, B-000129, etc.)
- Ministry officials identified in the documents:
 - Gilbert, Pierre: Manager, Content & Achievement Standards Unit, Min. Ed.
 - Gnidec, Adrienne: Education Officer, Content & Achievement Standards, Min. Ed.
 - Hunt, Catherine: Senior Legal Counsel, Min. AG.
 - Pamer, Monica: Lead Director, Achievement and Assessment Department, Min.Ed.
 - Ross, Nell: Coordinator, Diversity Safe Schools, Diversity and Equity Unit Accountability Dept., Min. Ed.
 - Thompson, Leslie: Coordinator, Health & Career Education K-10, Min.Ed.
 - Weinhold, Stephanie: Lawyer, Min. AG

1. *Settlement Agreement between Murray Corren and Peter Corren (Complainants) and Her Majesty the Queen in Right of the Province of British Columbia, as Represented by the Ministry of Education (Respondent)*, 28 April, 2006. (Hereinafter "*The Agreement*").

(<http://www.ccrl.ca/Documents/2006-04-28CorrenAgreement.pdf>) The agreement is to be reviewed jointly by the Correns and Deputy Minister of Education every six months to satisfy the Correns that the Ministry is complying with its terms. A mediator appointed through the BC Human Rights Tribunal will attempt to resolve disagreements before they are taken to the Supreme Court for adjudication.

2. "Ultimately, the most frequent reason for parents to opt their children out of classes had to do with any discussion of sexual orientation and gender identity and same-sex parents," Murray Corren said. "We felt it was extremely important for the ministry to delineate exactly where this

Breaking the code: deciphering the Ministry of Education's policy on "alternative delivery"

policy applies and where it doesn't." Smith, Charlie, "Correns unfazed by right-wing backlash." *Georgia Straight*, 9 November, 2006.
(<http://www.straight.com/article-49292/correns-unfazed-by-right-wing-backlash>) Accessed 2011-06-02.

3. Luymes, Glenda, "Hooky touted for anti-gay parents: Trustee claims Education Ministry policy on opting out takes away 'freedom'". *The Province*, 12 September, 2006.
4. Counsel representing the Ministry of Education in 1998 before the BC Human Rights Commission stated that the Ministry had "**always** offered alternate delivery of education regarding sensitive topics," specifically noting its application in 1987 to Family Life education, and in 1995-96 to Career and Personal Planning. Letter from Ministry of the Attorney General, Legal Services Branch, dated 20 February, 1998 to the British Columbia Human Rights Commission, p. 7-8 (emphasis added).
5. E-mail from Pierre Gilbert to Lise Archambault, 2006-10-11 | 10:17 am (A-000088-000089)

Original

... Cette Section, Alternate Delivery, est directement au centre du litige légal entre le ministère et le couple gay (Peter et Murray Correns) qui a confronté le ministère en cours en ce qui concerne la discrimination contre les gays et lesbiennes dans nos ERI...

... le texte sur Alternate Delivery qui apparaît dans les ERI ainsi que le texte de la Alternate Delivery Policy (ADP) ont été littéralement passés au peigne fin, depuis mars dernier, par les avocats des 2 parties et par les Correns qui, en bout de ligne (selon le règlement hors-cour), doivent approuver le texte final.

Depuis mai, donc, et jusqu'à tout dernièrement, nous avons dû changer moult fois l'une ou l'autre des versions toujours finale de ces textes parce que l'une ou l'autre des parties n'aimait pas ce mot, cette tournure de phrase, la position de tel paragraphe...

Machine Assisted Translation

... This Section, Alternate Delivery, is directly in the center of legal dispute between the Department and the gay couple (Peter and Murray Corren) that the Department currently faces with regard to discrimination against gays and lesbians in our IRP...

... the text that appears on Alternate Delivery in the IRP and the text of the Alternate Delivery Policy (ADP) were literally scrutinized since last March by the lawyers for the two parties and by the Correns who, ultimately (in accordance with the settlement out of court), must approve the final text.

Since May, then, and until recently, we had to change the final wording of one or the other of the always final versions of these texts because one or the other party did not like that word, this turn of phrase, the position of such paragraph...

6. Art. 2A, *The Agreement*. Emphasis added.

7. BC Ministry of Education, *Curriculum Development and Revision: Guidelines for Internal Ministry Review of Draft Curriculum* (Revised 22 November, 2006). (http://www.bced.gov.bc.ca/irp/irp_internal_review.pdf) Accessed 2007-01-26.
8. Email from Leslie Thompson to Monica Pamer, 2006-06-20 | 1:29 pm. (A-000306)
9. Email from Adrienne Gnidec to Pierre, 2006-06-02 | 08:14:38. (A-000010)
10. Documents note consultations on the following dates: 16 June (A-000208, A-000372); 19 June (A-000211, A-000209); 20 June (A-000210); 10 July (A-000042, 000043, 000212); 20 July (A-000215); 24 July (A-000216, 000217); 1 August (A-000220); 2 August (A-000226- 000228); 16 August (A-000230); 18 August (A-000229); 19 August (A-000231, 000220); 30 August (A-000264)
11. Letter to All School Board Chairs and All School Board Superintendents from Emery Dodsall, Deputy Minister of Education, dated 14 September, 2006. Ref. 114331. (A-000359-000360).
12. In the eight months from April to the end of November, 2006, the Ministry of Education accumulated about 8,500 pages of documents relating to the agreement, including 1,000 pages of petitions and about 5,000 pages of correspondence to and from individuals or groups. Letter to the CCRL from Ministry of Education, Privacy & Records Management Branch, dated 19 January, 2007. On 30 October, 2006, Monica Pamer advised the Correns that Ministry staff were "completely engaged in sorting through the volumes of correspondence that we have received regarding the settlement," and that a considerable volume was still arriving. Email from Monica Pamer to Peter & Murray Corren, 2006-10-30 | 6:10 pm (A-000264).
13. Letter to Shirley Bond, Minister of Education, from Linda McPhail, Chairperson, on behalf of the Board of School Trustees, School District No 38 (Richmond), dated 6 September, 2006. (A-000357-000358)
14. Letter to Shirley Bond, Minister of Education, from Linda McPhail, Chairperson, on behalf of the Board of School Trustees, School District No 38 (Richmond), dated 19 September, 2006. (A-000361).
15. Email from Peter Corren to Monica Pamer, 2006-09-19 | 9:17 pm. (A-000235).
16. Email from Lorraine MacDonald to Monica Pamer, 2006-10-04 | 18:13:40 (A-000086)
17. "The Ministry submits that . . . **it is the responsibility of the school to provide alternative delivery to accommodate the student.** It is the Ministry's position that it provides reasonable accommodation by permitting schools and parents to come to an arrangement for . . . alternative delivery. . . The Ministry emphasizes that it is not the Ministry that provides the educational program, but the individual school. Consequently, **it is the school's responsibility to have policies in place that allow for alternative delivery, i.e., to accommodate students.**" Letter from Ministry of the Attorney General, Legal Services Branch, dated 20 February, 1998 to the British Columbia Human Rights Commission, p. 11. The argument appears again in the

Breaking the code: deciphering the Ministry of Education's policy on "alternative delivery"

conclusion of the letter (p. 13): "The Ministry submits that it permits reasonable accommodation because it is flexible with regard to the arrangement for the alternative delivery . . . **The obligation is on school boards to develop policies for the alternative delivery in order to accommodate students.**" (Emphasis added)

18. See note 5.

19. The document cited in note 16 suggested the existence of the undisclosed records.

20. Email from Nell Ross to Monica Pamer, 2006-10-05 | 6:17 pm. (B-000004) (Emphasis added.)

21. E-mail from Stephanie Weinhold to Catherine Hunt, Pierre Gilbert and Nell Ross, 2006-10-27 | 8:51 am. (A-000138)

22. Email from Pierre Gilbert to Stephanie Weinhold, Catherine Hunt and Nell Ross, 2006-10-27 | 8:53 am (A-000138)

23. Letter from Ministry of the Attorney General, Legal Services Branch, dated 20 February, 1998 to the British Columbia Human Rights Commission, p. 13.

24. School District 41 Policy 5.40, *Student choice - animal dissection*.
(http://sd41.bc.ca/budgets_policies/pdf/policies/540.pdf) Accessed 2011-06-01

**Catholic Civil
Rights League**



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National Capital Region

Richard Bastien

Ontario Region

John Shea

Robert Baksi

Quebec Region

Nicholas Newman

Mrs. Jean Morse-Chevrier

Maritime Region

C. Joe MacLellan

Patrick Hanlon

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Submission to School District 41 (Burnaby)

Re: Draft Policy 5.45 (Homophobia/heterosexism)

Sean Murphy, Director

CCRL British Columbia

2 June, 2011

Burnaby School District's proposed Policy 5.45 on so-called "homophobia" and "heterosexism" is not morally neutral. It is intended to force the moral beliefs of its authors upon students and teachers, and to silence and punish those unwilling to conform.

This is implicit in its opening statement of policy, and explicit in its definitions and enforcement provisions. The policy's authors believe that homosexual, bisexual and other undefinable sexual inclinations, conduct and lifestyles are morally acceptable: that they are morally equivalent in every respect to natural heterosexual attractions and relationships. Constitutional lawyer Iain Benson has described such beliefs as sexual dogma: "the deepest beliefs a person might have" about sexuality.¹

Those who drafted and support Policy 5.45 may not be religious believers, but they are believers nonetheless. The policy expresses their deeply held moral beliefs about the human person and human society, human sexuality, and their beliefs about good and evil.² The development of this policy by School District 41 is an excellent example of what Professor Jay Budziszewski calls "bad faith authoritarianism . . . a dishonest way of advancing a moral view by pretending to have no moral view."³

Since the *School Act* prohibits the teaching of "religious dogma or creed" and requires schools to be conducted on "strictly secular and non-sectarian principles,"⁴ the authors might argue that the *School Act* permits them to impose their dogmatic sexual beliefs upon students and teachers because their beliefs are "non-religious." The argument fails, however, because it depends upon an inadequate understanding of the meaning of "secular."

The Supreme Court of Canada has unanimously held that the "secular" public square must include and accommodate religious belief. Chief Justice Beverly McLachlin, writing for the majority in a case originating in British Columbia, agreed that it is a mistake to hold that "secular" means "non-religious." On this point she accepted the reasoning of two dissenting justices, thus adopting it as the position of the full bench of the court in relation to the meaning of "secular":

[N]othing in the *Charter*, political or democratic theory, or a proper understanding of pluralism demands that atheistically

based moral positions trump religiously based moral positions on matters of public policy. I note that the preamble to the *Charter* itself establishes that "... Canada is founded upon principles that recognize the supremacy of God and the rule of law". According to the reasoning espoused by Saunders J., if one's moral view manifests from a religiously grounded faith, it is not to be heard in the public square, but if it does not, then it is publicly acceptable. The problem with this approach is that everyone has "belief" or "faith" in something, be it atheistic, agnostic or religious. To construe the "secular" as the realm of the "unbelief" is therefore erroneous. Given this, why, then, should the religiously informed conscience be placed at a public disadvantage or disqualification? To do so would be to distort liberal principles in an illiberal fashion and would provide only a feeble notion of pluralism. The key is that people will disagree about important issues, and such disagreement, where it does not imperil community living, must be capable of being accommodated at the core of a modern pluralism.⁵

At this point it is necessary to ask if Policy 5.45 in its present form would accommodate those who reject the moral views it seeks to impose. While such disagreement may arise from various ethical, philosophical and religious traditions, it is appropriate for the Catholic Civil Rights League to focus on the application of the policy to faithful Catholics.

The Catholic Church offers a comprehensive view of sexuality, marriage and family life that has a religious foundation consistent with the Catholic faith as a whole, and which is rationally defensible in terms of philosophy and public policy. Applying this to the present case, the Catholic Church holds that persons experiencing non-heterosexual inclinations "must be accepted with respect, compassion and sensitivity," and that "[e]very sign of unjust discrimination in their regard should be avoided." However, the authentic teaching of the Church also holds that non-heterosexual inclinations are oriented against and cannot serve the good of the human person and society.⁶ Non-heterosexual conduct is, for that reason, always intrinsically and gravely immoral.⁷ Personal moral culpability may be diminished by a variety of factors,⁸ but the personal and social harms that flow from such conduct remain nonetheless. It should be noted that such things can also be said of other kinds of sexual conduct, like adultery⁹ or sexual assault.¹⁰

It is immediately obvious that Policy 5.45, as written, is incapable of accommodating the expression of Catholic moral convictions about non-heterosexual inclinations and behaviour. On the contrary: it states that any "language or behaviour" by which Catholic belief on these points might be expressed "will not be tolerated," and demands that it be prohibited by Student Codes of Conduct. That activists define objectionable language to include words like "father" and "mother"¹¹ or "husband" and "wife"¹² demonstrates the Orwellian direction Policy 5.45 would likely take. To the extent that other people (religious or not) share Catholic convictions concerning non-heterosexual inclinations and behaviour, they will fall under the same ban. Moreover, not content with the suppression and punishment of outward expressions of Catholic belief, Policy 5.45 seeks the eradication of such beliefs by encouraging teachers to manipulate the curriculum so as to transform it into a framework for inculcating the policy's sexual dogma.

The policy of School District 41 on animal dissection demonstrates that the Board is well aware that it has a legal duty to accommodate freedom of conscience and religion to the point of undue

hardship.¹³ To say that Policy 5.45 merely ignores this duty hardly touches the real significance of the proposal. It amounts to an open attack on the manifestation of Catholic belief and an assault on fundamental freedoms guaranteed by the *Canadian Charter of Rights and Freedoms*. In fact, it would be reasonable to describe Policy 5.45 as a publication of an intention to discriminate, something prohibited by the *BC Human Rights Code*.¹⁴

The potential legal consequences and costs associated with this proposal will concern anyone who wants school taxes spent on education rather than litigation. However, what is more troubling is the Board's view that, in Burnaby schools, there must be room for the expression of differing religious, ethical or cultural beliefs about the treatment of dead animals, but no room at all for the expression of differing beliefs about the nature of man, intimate human relationships and the right ordering of society.

No one disputes that the authors of Policy 5.45 are free to believe what they will about sexual morality, free to express those beliefs and free to act upon them. Nonetheless, the Supreme Court of Canada has observed that the freedom to hold beliefs is wider than the freedom to act upon them. The freedom of the authors of Policy 5.45 to act on their beliefs does not extend so far that they are entitled to suppress the fundamental freedoms of those who disagree with them. This is especially true in the case of continuing controversies about public morality and public policy that are not less complex than animal dissection.¹⁵

It is regrettable that, despite their frequent references to "diversity," the authors of Policy 5.45 seem unfamiliar with genuine liberalism, which requires that people learn to live together with their disagreements as well as their personal differences.¹⁶ It is abundantly clear that this exercise is already causing serious divisions in Burnaby school communities. It has placed District 41, its school administrators and its teachers in an adversarial relationship with objecting parents. From all appearances, the problems will only grow worse if the policy is approved.

The Catholic Civil Rights League urges District 41 trustees to reject the authoritarian approach taken by the authors of this policy. Burnaby public schools should not adopt the failed paradigm of coercive moral and cultural assimilation. Instead, they should be administered in a manner consistent with civic friendship, principles of liberal democracy and honest pluralism.

Notes

1. Benson, Iain T., "Living Together with Disagreement: Pluralism, the Secular, and the Fair Treatment of Beliefs in Canada Today." *The Ronning Centre Forums II*. The Chester Ronning Centre for the Study of Religion and Public Life, 2010, p. 36-37.

(http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1654405) Accessed 2011-06-02

2. Benson, Iain T., "Unexamined faiths and the public place of religion: emerging insights from the law." 2011 *Acta Theologica Supplementum* 14:1-19

(http://www.millerthomson.com/assets/files/article_attachments/I-Benson_Unexamined-Faiths-and-the-Public-Place-of-Religion-Emerging-Insights-From-the-Law.pdf) Accessed 2011-05-31

3. "The question of neutrality has been profoundly obscured by the mistake of confusing neutrality with objectivity... neutrality and objectivity are *not* the same... objectivity is possible but neutrality is not. To be neutral, if that were possible, would be to have no presuppositions whatsoever. To be objective is to have *certain* presuppositions, along with the manners that allow us to keep faith with them." Budziszewski, J., "Handling Issues of Conscience." *The Newman Rambler*, Vol. 3, No. 2, Spring/Summer 1999, P. 4.
(<http://www.consciencelaws.org/issues-ethical/ethical007.html>)
4. *School Act*, [RSBC 1996] Chapter 412, Section 76 (1): "All schools and Provincial schools must be conducted on strictly secular and non-sectarian principles. (2) The highest morality must be inculcated, but no religious dogma or creed is to be taught in a school or Provincial school."
(http://www.bclaws.ca/EPLibraries/bclaws_new/document/LOC/freeside/--%20S%20--/School%20Act%20RSBC%201996%20c.%20412/00_Act/96412_06.xml) Accessed 2011-06-02
5. *Chamberlain v. Surrey Sch. Dist. No. 36*, (2002) 4 S.C.R. 710, 749 (Can.)
6. *Catechism of the Catholic Church*, 2358: "The number of men and women who have deep-seated homosexual tendencies is not negligible. This inclination, which is objectively disordered, constitutes for most of them a trial. They must be accepted with respect, compassion and sensitivity. Every sign of unjust discrimination in their regard should be avoided. . ." While the passage is discussing same-sex attractions, the same principles can be applied in analogous cases.
7. *Catechism of the Catholic Church*, 2357
8. *Catechism of the Catholic Church*, 1735
9. *Catechism of the Catholic Church*, 1756
10. *Catechism of the Catholic Church*, 2356
11. "Use inclusive spoken and written language (e.g. "parent" or "carer" rather than "mother" and "father"; "dominant" or "widespread" rather than "normal") wherever possible." Harding, Vicki, (Ed.) *Learn to Include Teacher's Manual: Teaching and learning about diverse families in a primary school setting*. Dulwich Hill, NSW, Australia: Learn to Include, 2005, p. 31
(http://www.hotkey.net.au/~learn_to_include/pdf/manual.pdf) Accessed 2011-06-02
- "Avoid heterosexism in language and assignments. Avoid language that assumes all students have a mother and a father, such as, "Bring this home to your mom and dad." Avoid materials that only portray families as having a mother and father." *Creating Safe, Welcoming and Inclusive Schools For Students With LGBT Parents*. Rainbow Families, Minneapolis, MN (2007)
(<http://www.rainbowfamilies.org/school/safeschoolseducators.pdf>) Accessed 2007-11-19
12. "... use inclusive language (e.g. 'partner' instead of 'husband or wife')." Recommendations to Charter for Public Education. Gay and Lesbian Educators of British Columbia (GALE BC) February 17, 2003 (<http://galebc.org/edchartergale.pdf>) Accessed 2011-06-02

13. Board of Education, Burnaby School District 41, Policy 5.40: Student choice - animal dissection. "The Board recognizes that students, with parent/guardian consent can choose not to participate in or observe animal dissections for cultural, religious or ethical reasons." (http://sd41.bc.ca/budgets_policies/pdf/policies/540.pdf) Accessed 2011-06-02

14. *Human Rights Code* [RSBC 1996] Chapter 210, Section 7. (http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96210_01) Accessed 2011-06-01)

15. "In *B. (R.)* and again in *Trinity Western* the court said that the right to hold a belief is one thing, the right to act on it in public another. This needs to be applied more consistently between religion and sexual orientation. As with the insistence that a person accept the beliefs of another in order to accord dignity, the idea that my conduct needs to be shown publicly and "affirmed" in a quest for "social recognition" asks too much of society, unduly pressures the scope of individual and group freedom, gives unrealistic expectations to certain other citizens, places unrealistic burdens upon the public sphere, and warps the proper role of the law. Benson, Iain T., "Living Together with Disagreement: Pluralism, the Secular, and the Fair Treatment of Beliefs in Canada Today." *The Ronning Centre Forums II*. The Chester Ronning Centre for the Study of Religion and Public Life, 2010, p. 37. Citing *B. (R.) v. Children's Aid Society of Metropolitan Toronto* [1995] and *B.C. College of Teachers v. Trinity Western University et al.* (2001) 199 DLR (4th) 1 (SCC). (http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1654405) Accessed 2011-06-02

16. "English philosopher John Gray . . . has identified what he describes as a version of "liberalism" that poses a threat to genuine liberalism because rather than endorsing living together with disagreement (which Gray calls "modus vivendi") there is a risk of moving towards "one size fits all" or convergence . . . Gray says that the future of genuine liberalism will involve turning its face away from the assumption that tolerance will eventually bring us all to agreement (using law as the means of effecting convergence)." Benson, Iain T., "Unexamined faiths and the public place of religion: emerging insights from the law." 2011 *Acta Theologica Supplementum* 14:1-19

(http://www.millerthomson.com/assets/files/article_attachments/I-Benson_Unexamined-Faiths-and-the-Public-Place-of-Religion-Emerging-Insights-From-the-Law.pdf) Accessed 2011-05-31



June 8, 2011

Ref: 145879

To: All Board Chairs
All Boards of Education

Re: Funding policy: Eligibility of students for operating grant funding

I would like to take this opportunity to share information with you about updates to Ministry policy regarding student eligibility for operating grant funding.

The "Funding policy: Eligibility of students for operating grant funding" (the "policy"), replaces a previous funding policy issued in 2001. It will promote consistent decision-making across districts by providing better guidance on how to determine whether a person is a BC resident and by clarifying the eligibility criteria for funded non-resident students. This is not a substantive change to the Ministry's funding policy; we will continue to fund school-aged BC residents, as well as certain categories of non-resident students. A copy of the policy is attached for your information.

The Ministry consulted with staff and superintendents in a number of districts and with the BCSTA during the drafting of this policy. I hope that it will assist your staff during the enrolment process. Ministry staff are in the process of developing a set of Frequently Asked Questions to provide additional guidance in the application of the policy.

All boards of education should review any district policies that address eligibility for provincially funded education to ensure that they are consistent with this policy. For more information, please contact the Funding & Compliance Branch by email (sdfr@gov.bc.ca) or by telephone (250-356-2606).

Yours truly,

George Abbott
Minister

Attachment

POLICY NAME	Funding Policy: Eligibility of students for operating grant funding
DATES	Issued May 25, 2011 and in effect May 25, 2011
STATUS	In effect
PROGRAM AREA	Funding
POLICY PURPOSE	This policy outlines the circumstances in which the Ministry of Education will provide operating grant funding to boards of education for enrolling students.
RATIONALE	<p>The Ministry of Education provides operating grant funding to boards of education that enrol:</p> <ul style="list-style-type: none"> • children who, along with their guardian(s), are ordinarily resident in British Columbia; • children who are deemed ordinarily resident in BC under the <i>School Regulation</i>; and • other children who meet criteria set out in this policy.
AUTHORITY	<p>See Section 82 of the <i>School Act</i> and section 16 of the <i>School Regulation</i>.</p> <p>Additional sources of authority include: the <i>Family Relations Act</i>, the <i>Infants Act</i>, the <i>Divorce Act</i> and the <i>Child, Family and Community Service Act</i>.</p>
BACKGROUND/ ADDITIONAL DEFINITIONS	<p>Ordinarily resident for funding purposes - Section 82(1) of the <i>School Act</i> states: "a board must provide free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the board, instruction in an educational program ..." Section 82(2) states "for the purposes of subsection (1), a student is resident in British Columbia if the student and the guardian of the person of the student are ordinarily resident in British Columbia."</p> <p>Guardianship - The term "guardian of the person" is defined in section 1 of the <i>School Act</i> when used in reference to a student or child to mean guardian of the person of the student or child within the meaning of the <i>Family Relations Act</i>. For the purposes of applying section 82 of the <i>School Act</i>, the following is an overview of how "guardian" is identified in the <i>Family Relations Act</i>. Boards may wish to seek legal advice if in doubt about guardianship in a particular case.</p> <ol style="list-style-type: none"> 1. Where the parents of a child are living together with the child, they are joint guardians of the child unless the parents have a written agreement which provides that one of them is the guardian of the person of the child, or a court otherwise orders. [Section 27 (1) and 28 of the <i>Family Relations Act</i>] 2. Where the parents of a child were married, or lived together and were joint guardians, but are now living separately and apart, the parent who has usual care and control of the child is the sole guardian of the person of the child unless the parents have a written agreement which provides that one of them is the guardian of the person of the child, or a court otherwise orders. [Section 27(2) and (3) and 28 of the <i>Family Relations Act</i>] 3. The mother is the sole guardian of the person of the child if the parents of the child were not married to each other during the life of the child or 10 months before the birth of the child, are living separate and apart, and do not share joint guardianship, unless the parents agree in writing that they are joint guardians, or a court otherwise orders. [Section 27(5) and 28 of the <i>Family Relations Act</i>. 4. Where, under the <i>Divorce Act</i>, the parents of the child are divorced, judicially separated, or the marriage has been declared null and void the person granted the custody order in the proceeding is sole guardian unless custody or

guardianship is transferred by court order to another person. [Section 27(4) of the *Family Relations Act*]

5. Where there is no court order, parents may provide in a written agreement which of them will be the guardian of the person of the child. [Section 28 of the *Family Relations Act*]
6. Persons who are not a child's parents can become that child's guardian either by court order under Section 30 of the *Family Relations Act* or by a will under Section 50 of the *Infants Act*.

POLICY

Ordinarily Resident: Boards of education must make the determination of whether an applicant falls within the definition of "ordinarily resident" for the purposes of s. 82 in a fair and even-handed manner. The term "ordinarily resident" is not defined in the *School Act*. However, the term has been interpreted by the courts to establish criteria for determining whether a person is ordinarily resident for the purpose of receiving free public education.

The courts have interpreted the term 'ordinarily resident' in this context by assessing whether the applicant has:

- a 'settled purpose' for taking up residence in the community; and
- sufficient continuity of residence, despite temporary absences.

To meet these requirements the applicant must show, on the basis of objective evidence, that they have established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences. It is not enough to qualify for free public education that the applicant has taken up residence for the 'settled purpose' that the children of the family receive public education.

Boards of education are entitled to scrutinize the purpose for which the person or family has established its residence in the community to prevent an abuse of the system under which higher fees may lawfully be charged for out of province/international students.

Consideration of the following indicia of 'ordinary residence' may assist boards in making the determination of whether a person is ordinarily resident in BC. While each of these indicators alone is not enough to establish residency for the purposes of s. 82, the larger the number of positive indicators as set out in the first list below, the more likely it is that the person will qualify as a resident of the province for the purpose of receiving free public education.

- Ownership of dwelling or long-term lease or rental of dwelling,
- Residence of spouse, children and other dependent family members in the dwelling,
- Legal documents indicating British Columbia residence,
- Provincial driver's licence,
- Employment within the community,
- Parent or guardian filing income tax returns as a BC resident,
- Provincial registration of automobile,
- Canadian bank accounts or credit cards,
- Links to community through religious organizations, recreational and social clubs, unions and professional organizations,
- Subscriptions for life or health insurance, such as MSP coverage, and
- Business relationships within the community.

Again, while none of the factors alone are sufficient, the larger the number of negative indicators as set out below, the more likely it is that a person will not qualify for free public education:

- For the school-aged child, residence of the parents and/or family home in another jurisdiction, even if the student has a BC guardian,
- Existence of another dwelling outside of BC where the person and/or their family regularly resides,
- Foreign bank accounts or credit cards,

- Parent or guardian's employment in another jurisdiction,
- Parent or guardian filing income tax return in another jurisdiction,
- Identification documents from another jurisdiction, and
- Substantial ties with former country or place of residence.

Immigration status is relevant but not determinative of ordinary residence. The determination of whether a person is ordinarily resident should never be based solely on the person's immigration status. A person need not be a Canadian citizen or permanent resident to be 'ordinarily resident' in BC for the purposes of s. 82. For example, persons who have applied for convention refugee status but not yet received a determination, and persons who have applied for permanent resident status from within Canada, are ordinarily resident in BC if there are other indicators of continuity with the community and residence for a settled purpose other than receiving free public education. On the other hand, a person who comes to Canada on a time-limited basis and has not taken steps to obtain permanent residence in Canada usually will not be ordinarily resident because he or she has no legitimate expectation of remaining in Canada.

Similarly, persons who have relocated from another Canadian province or territory are ordinarily resident if they show sufficient other indicators of continuity and settled purpose.

Deemed Resident: In addition to those who are ordinarily resident in British Columbia, students who belong to one of the categories of persons who have been deemed resident in section 16 of the School Regulation policy are entitled to free public education and eligible for provincial operating grant funding. These include:

- a youth who has entered into an agreement with the director under section 12.2 of the *Child Family and Community Services Act* (the guardian of the student is also deemed resident), and
- an inmate of a correctional centre under the *Correction Act* or a penitentiary under the *Corrections and Conditional Release Act (Canada)*.

Other classes of persons for whom the ministry will provide operating grant funding: In addition to those who have a clear entitlement to public education under section 82, the minister will provide operating grant funding for the school age students in the categories listed below if the board of education requests funding via Form 1701.

- A student who resides in British Columbia and:
 - o who has made a claim for refugee status in Canada and whose claim has not yet been determined, or
 - o who is detained in custody in a youth custody centre.
- A student who is in British Columbia with his/her guardian if the guardian meets one of the criteria set out below. Guardians must be able to provide documentation to substantiate that they meet these criteria:
 - o has been lawfully admitted to Canada for temporary residence and is authorised to work for a period of one year or more, and is or will be employed for at least 20 hours per week;
 - o has been lawfully admitted to Canada and is authorised to study for a period of one year or more, and is enrolled in a degree or diploma programme at a public post-secondary institution in British Columbia or in a degree programme at a private post-secondary institution in British Columbia
 - o has been lawfully admitted to Canada and is authorised to study for a period of one year or more and all of the following conditions apply:
 - Is enrolled in an English as a Second Language (ESL) program of up to a year in duration at an institution that has an Education Quality Assurance Designation (EQA). The ESL student will be deemed resident for up to one year only; beyond one year,

children of an ESL student will be considered international students and districts may charge international student fees;

- has been accepted to a degree or diploma programme at a public post-secondary institution in British Columbia, or a degree program at a private post-secondary institution; and
 - the acceptance is contingent upon the completion of an ESL program.
- o has been lawfully admitted to and is authorized to study in Canada, and has been awarded a multi-year scholarship that covers the cost of both tuition and living expenses for a post-secondary program that includes both an ESL component and a degree program component. The ESL component must be completed at an institution that has an Education Quality Assurance (EQA) designation.
 - o has been lawfully admitted to Canada and is participating in an educator exchange program with a public school in British Columbia
 - o is carrying out official duties under the authority of the *Visiting Forces Act* or as an accredited diplomatic agent, preclearance officer, consular officer or official representative in Canada of a foreign government with a consular post in British Columbia.

This policy is not intended to enable a person whose primary purpose for coming to BC is to attend a public school and who would normally be charged tuition fees to avoid paying those fees.

Boards are encouraged to seek their own legal advice should circumstances warrant.

PROCEDURES

1. Students who are ordinarily resident or deemed resident in British Columbia are entitled to provincial funding under section 82 of the *School Act*; boards may not charge fees for these students except in accordance with section 82 of the *School Act*. The ministry will also provide funding for other students who meet criteria set out in this policy; boards should not charge tuition fees for these students.
2. Students who are not eligible for provincial operating grant funding must be identified as "out of province/international students" on the Form 1701. Provincial education funding will not be provided for these students.
3. For exchange students – Boards receive funding only for the ordinarily resident student. During a one in/one out reciprocal and equal exchange, the non-resident student acts as a placeholder for the funded local student during that student's absence.
4. Student files should contain reference to the documentation used to support eligibility for funding. Boards of education must maintain accounts and audits in accordance with Part 8 of the *School Act*, and under section 165, the file must be available to Ministry auditors upon their request.
5. It is the responsibility of Boards of Education to ensure that the criteria for provincial education funding are met. Boards will be required to reimburse the Ministry if students who are not eligible for funding are claimed for funding purposes.

ACCOUNTABILITY

Director, Funding and Compliance Branch

ASSIGNED TAGS

Financial support, Educational Administration

STAKEHOLDERS

REFERENCES/ RESOURCES

CONTACT

If you have any questions relating to this policy, please contact
Education.FundingAllocationUnit@gov.bc.ca.

RELEVANT WEB LINKS/ REFERENCES/ RESOURCES

For information on international students related to independent schools, please refer to the resources available on the Ministry of Education's [Independent Schools](#) page.

For information on funding for adult students, please refer to the "Adult Funding" policy on the Ministry of Education's [Policy Site](#).

Other resources referred to in this policy include: the *School Act*, the *Family Relations Act*, the *Infants Act*, the *Divorce Act* and the *Child, Family and Community Service Act*, and Citizenship and Immigration Canada.

TRIM CLASSIFICATION

ATTACHMENTS

None

Samantha Boutet, N.D.
11659 River Wynd St.
Maple Ridge, B.C.
V2X 7G9
June 16, 2011

Maple Ridge School Trustees:

Ken Clarkson, Eleanor Palis, Susan Carr, Mike Huber, Dave Rempel, Stepan Vdovine,
Kathie Ward.

Maple Ridge School Superintendent:
Jan Unwin

Dear Sirs/Mesdames:

Please direct your attention to the new articles I have included for your information. Once again, I have highlighted information within the articles to make it less time consuming to read them.

The first is a paper by Don Maisch examining conflict of interest issues in the WHO's International EMF Project.

The second is concerning the removal of Anders Ahlbom from the WHO IARC panel prior to the new RF/EMR carcinogen classification.

The third is an article about Annie Sasco, a veteran IARC member, stating that industry funded research possibly interfered with the IARC giving RF/EMR an even stronger carcinogen classification.

The fourth article examines the funding set up for Canada's "independent" research into health issues related to wireless technologies.

While this conflict rages on, our children are caught in the middle. No one is protecting them. That is why I am asking this school board to act proactively and use precaution when exposing especially very young school children to this radiation.

The final article is a summary of the latest recommendations by the WHO (from a meeting on May 13, 2011) regarding the classification of Electrohypersensitivity as a legitimate physical illness. Please understand that the WHO will not re-evaluate this matter and be able to include EHS in the international classification of diseases until 2015, when it is again reviewed. In the meantime, many people, including children like my daughter, are suffering and receiving no form of help. At the end of this article, countries are urged to "recognize these diseases and include them in their ICE, independently of WHO". Can we afford to wait for the notoriously long process of having EHS officially recognized by our government? Would it not be more compassionate to simply make provision for children with EHS in the school system immediately?

I await your reply.

Sincerely,

 N.D.
Samantha Boutet, N.D.



Conflict of Interest & Bias in Health Advisory Committees: A case study of the WHO's Electromagnetic Field (EMF) Task Group

Don Maisch
EMFacts Information Service

... a number of independent researchers were involved in the preparation and review of the draft, but it was "highly unusual, if not unprecedented, for a WHO health document to be reviewed by so many with such strong ties to the affected industry"¹³

Introduction

The potential problem of conflicts-of-interest biasing outcomes in papers submitted to bio-medical journals, including papers published in journals by expert advisory bodies, was an issue addressed by the International Committee of Medical Journal Editors in November 2003. To quote from their "Uniform Requirements":

*"Conflict of interest exists when an author (or the author's institution), reviewer, or editor has financial or personal relationships that inappropriately influence (bias) his or her actions. . . The potential for conflict of interest, can exist whether or not an individual believes, that the relationship affects his or her scientific judgement. Financial relationships . . . are the, most easily identifiable conflicts of interest and, the most likely to undermine the credibility of, the journal, the authors, and of science itself."*¹⁴

This paper briefly examines this problem, using recent actions taken by the World Health Organisation's (WHO) International EMF Project and the International Commission on Non-Ionizing Radiation Protection (ICNIRP).

In both organisations the case is presented that maintaining independence from industry vested interests is essential for maintaining scientific objectivity and credibility in giving expert advice on public health matters.

At the May 2001 Australian Senate Inquiry into Electromagnetic Radiation, Michael Repacholi, head of the WHO's International EMF Project, informed the Senate Committee that the WHO had a firm policy against industry involvement in its processes. To quote:

*"The World Health Organization does not allow industry to participate in either standard setting or in health risk assessment. The WHO takes the view that there cannot be industry representation on standard setting working groups. There cannot be someone on the working group who is having an influence on health effects for an industry when they derive benefit from that industry."*²

ICNIRP clearly states on its website that all commission members are independent experts, in their respective scientific disciplines and do not represent either their countries or institutes, and specifically they cannot be employed by industry. In order to maintain this independence from industry or other vested interests it is stated:

*"Members are reminded frequently of the need to declare any interests detrimental to ICNIRP's status as an independent advisory body. . . ICNIRP also does not accept funding from industry."*¹⁵

These requirements were established so that ICNIRP's credibility of its advice and guidelines cannot be said to be influenced or biased by industry vested interests. Dr Ken Joyner, from Motorola, stressed the independence of ICNIRP from industry at the Australian Senate Inquiry into Electromagnetic Radiation in May 2001. Joyner stated:

*"If you want to look at one standards body that has specifically excluded any industry representatives, there is the ICNIRP body. You cannot be a member of the ICNIRP if you are part of industry. They exclude you from that process."*¹⁶

The ICNIRP website also explains that the scientific reviews carried out by ICNIRP members are combined with risk assessments done by WHO International EMF Project working groups with the resultant being the publication of ICNIRP's EMF exposure, guidelines. Therefore the claim that ICNIRP's scientific advice is value-free from industry influence must also include the same requirement for any WHO risk assessment task group. That was what Repacholi stated to the Australian Senate Committee in May 2001 (as previously quoted).

"There cannot be someone on the working group who is having an influence on health effects for an industry when they derive benefit from that industry."

The close working relationship between ICNIRP and the WHO's EMF Task Group evaluating power frequency research is seen in the makeup of the membership of the Task Group. Out of the 20 members from 17 countries⁵, we have Paolo Vecchia, the current ICNIRP Chairman, Anders Ahlborn, Larry Anderson, Rudiger Matthes as members of ICNIRP's main commission, with Ahlborn also on ICNIRP's Standing Committee on Epidemiology. Other ICNIRP Standing Committee members include Christoffer Johansen, Jukka Juutilainen, Alasdair McKinlay and Zhengping Xu. Eric van Rongen is a consulting expert for ICNIRP. In addition, Michael Repacholi, head of the WHO's

International EMF Project, is also Chairman Emeritus of ICNIRP.⁶

Including Repacholi, half of the official members of the WHO task group are also members of ICNIRP, so it is obvious that there are no secrets between ICNIRP and the Task Group.

Industry influence endemic in the decision making process

As reported by the New York based publication, *Microwave News*, on October 1, 2005, the 20 member WHO Task Group writing a new Environmental Health Criteria (EHC) document on power frequency EMFs included, at the request of Repacholi, representatives from the electrical utilities, or organisations with close ties with the industry. Their task was to both assist in writing the initial draft and review the completed draft.⁷ This is in clear conflict with what Repacholi stated in his testimony in the May 2001 Australian Senate Inquiry hearings. To quote again: "There cannot be someone on the working group who is having an influence on health effects for an industry when they derive benefit from that industry."

One of the central authors of the draft, and member of the EHC Task Group, Leeka Kheifets, was a former WHO assistant to Michael Repacholi. She disclosed in Sept. 2005 in a letter (declaring any potential conflicts of interest) to the British Medical Journal that she "works with the Electric Power Research Institute... and consults with utilities."⁸ Other power industry representatives who assisted Kheifets in preparing the draft were Gabor Mezei, from the EPRI, Jack Sahl from Southern California Edison (USA), and Jack Swanson from the National Grid (UK). When Repacholi sent a draft of the EHC out for review in early July 2005, the reviewers included representatives from the power industry bodies: The Federation of Electric Power Companies of Japan, Pacificorp (USA), Hydro-Quebec (Canada), the Utility Health Sciences Group (USA) and Exponent Inc.(USA).⁹ The question of liability must have also been on the agenda, as Exponent has described its business activities as follows:

"Exponent serves clients in automotive, aviation, chemical, construction, energy, government, health, insurance, manufacturing, technology and other sectors of the economy. Many of our engagements are initiated by lawyers or insurance companies, whose clients anticipate, or are engaged in, litigation over an alleged failure of their products, equipment or services."¹⁰

In addition to WHO staff, the only other observers that Repacholi invited to the WHO Task Group meeting in Geneva on 3 October to recommend exposure limits, were eight

representatives from the power industry. Members of the press were barred from attending.¹¹ In addition the meeting was not publicised on either the WHO web site meetings list or the Bioelectromagnetics Society Newsletter's conference calendar and very few members of the EMF scientific community, including important EMF epidemiologists, were even aware of the meeting.¹² Only industry representatives received invitations. Why were the epidemiologists who were directly involved in the research that the WHO's risk assessment



task group would evaluate, not also invited as observers and reviewers?

The *Microwave News* article points out that a number of independent researchers were involved in the preparation and review of the draft, but it was "highly unusual, if not unprecedented, for a WHO health document to be reviewed by so many with such strong ties to the affected industry."¹³

One example of an industry reviewer's viewpoint, seeking to downplay potential health hazards, is seen in the comments from Michel Plante, representing Hydro-Quebec:

"The whole section on cancer seems more like a desperate attempt to maintain some positive statistical association from epidemiological studies alive than a factual, and honest presentation of arguments both for and against carcinogenicity."¹⁴

Plante's role as a protector of his employer's interests in denying a cancer link with EMFs, was amply demonstrated in his involvement, as a Hydro-Quebec representative, in suppressing potentially damaging cancer data in a 1994 Hydro-Quebec funded epidemiological study by Dr Gilles Theriault et al. from McGill University. The initial analysis of the data collected from three electric utilities found that workers who had the greatest exposures to magnetic fields had twelve times the expected rate of astrocytomas, a type of brain tumour, based on a small number of cases.¹⁵

In a later re-analysis of the data¹⁶, this time looking at high frequency transients (HFT), the McGill University team found up to a 10-fold increased risk of developing lung cancer amongst highly exposed utility workers, with a "very clear" exposure-response relationship.¹⁷

When Gilles Theriault's McGill team wanted to further analyse the HFT data for other associations, Hydro-Quebec, which funded the \$3 million study, and therefore owned the collected data, refused further access to the data. Plante said at the time that "we have a contract problem that has to be resolved and there will be no new mandate until it is solved". Plante argued that by Theriault publishing the findings on HFT he had violated the contract with the utilities. Many senior EMF researchers and epidemiologists saw the HFT data as having important implications and needing further analysis by other researchers.¹⁸ As of October 2005 the Hydro-Quebec HFT data has continued to be suppressed from any further analysis by the scientific community, - and Plante, as Hydro-Quebec's man at the centre of that suppression, has now been asked by Repacholi to review the WHO's Environmental Health Criteria risk assessment.

It is not known if Plante was asked at the meetings about the "positive statistical association" seen in the Hydro-Quebec HFT data, but he could have replied that it is not important because it has not yet been replicated!

The Utility Health Sciences Group, another power industry group that Repacholi asked to review the EHC draft document, plainly indicated that they considered increased costs to industry should take precedence over health considerations when they proposed a change in the chapter on protective measures that stated:

"It should also be pointed out that redirecting facilities or redesigning electrical systems may be so expensive as to be inconsistent with the low-cost and no-cost steps typically viewed as prudent avoidance."¹⁹

The UHSG also proposed a statement be included in the summary:

"It would be useful for the summary to include a clear statement that the scientific research does not establish ELF EMF as a cause or contributing factor in any disease or adverse health effect, including cancer."²⁰

The Myth of not accepting funding from industry

It is stated on the ICNIRP web site that in order to protect its status as an independent advisory body, "ICNIRP also does not accept funding from industry."²¹ When it comes to the WHO's International EMF Project, however, no such restrictions apply. As Repacholi has stated, the:

"[EMF] Project can receive funding from any source through Royal Adelaide Hospital, an agency established through WHO Legal Department agreement to collect funds for the project."²²

Questions of a conflict-of-interest and even money laundering could be raised at this point when it was revealed by *Microwave News* that Repacholi, as head of the EMF Project, receives \$150,000 annually from the cellphone industry.²³ However, Repacholi could rightfully still claim that he does not receive any direct funding from industry sources since it is funneled through the Royal Adelaide Hospital. This arrangement may be in violation of a current WHO rule against employees and consultants accepting any "gift or remuneration" from external sources "incompatible" with their duties to WHO.²⁴

A Claytons oversight committee?

According to a fact sheet, *New Electromagnetic Fields Exposure Guidelines*, published by the European Commission in December 2005, an "International Advisory Committee" (IAC) has been set up to provide oversight to the WHO's International EMF Project. This committee consists of representatives of international organisations, independent scientific institutions and national governments who are supporting the Project.²⁵ In this case IAC oversight should essentially operate much the same as a judicial oversight committee where a judicial branch of the government watches or monitors what is going on or happening in a case or matter. In the judicial arena it is a form of checks and balances that operates to keep law officers from abusing their powers.²⁶ In the case of the WHO's EMF Project IAC oversight should operate to prevent WHO officials from abusing their powers - and this should include preventing the possibility of bias through conflict-of-interest. It would also be important for the IAC to maintain an arms-length distance from the project activities that it is supposed to monitor.

The question then needs to be asked of the IAC: Why have they failed to intervene in the case of blatant industry influence on the WHO's EMF Task Group?

Forgotten Lessons: Big Tobacco and Protecting the Integrity of WHO Decision Making

In July 2000 the WHO Committee of Experts on Tobacco Industry Documents released a 260-page report documenting the tactics used by the tobacco industry's strategies to undermine the work of the WHO.²⁷ At the same time the WHO issued a 15-page response document listing a detailed response to ensure that the WHO was never undermined again. Just a few of the 58 are worth quoting:

6. WHO should urge other UN organisations to investigate possible tobacco company influences on their decisions and programs, and to report their findings publicly.
7. WHO should advocate implementation and consistent enforcement of effective conflict

of interest and ethics policies throughout UN agencies.

8. WHO should urge Member States to conduct their own investigations of possible tobacco company influence on national decisions and policies, and to publish reports on their findings.
11. Appoint an ombudsman or other independent offices, outside the standard lines of reporting authority, with autonomy and clear authority for enforcing ethical rules.
12. Disseminate conflict of interest rules more broadly.
14. Introduce a formal process for vetting prospective employees, consultants, advisers, and committee members, to identify conflicts of interest.
19. Prohibit employees, consultants, advisers, and committee members from holding any substantial financial affiliation with the tobacco industry, including any employee or consulting relationship...

Such a blatant disregard for the fundamental principles of credible science as well as WHO's mission on protecting world health speaks of a desperation to bury independent science at all costs, even if that cost is the integrity of WHO.

20. Disqualify any professional services from performing work on behalf of WHO if the firm also provides a tobacco company with services likely to be adverse to the interest of public health...
21. Prohibit employees, consultants, advisers, and committee members from accepting any item of value from a Tobacco company or its affiliates...
35. WHO and IARC should take steps to educate their scientific investigators and collaborators about tobacco company efforts to undermine research and the need for special vigilance in protecting the integrity of tobacco-related research.²⁸

Although the above sample of WHO recommendations were in response to Big Tobacco's attempts to undermine WHO integrity, its direct relevance to other large industrial interests cannot be ignored, be it the power industry or telecommunications.

Unfortunately it seems that in this case at

least, WHO has forgotten the hard lessons learnt with its previous experiences with Big Tobacco. In the case of WHO's Task Group writing the new Environmental Health Criteria (EHC) for power frequency EMFs, a violation of the above recommendations urgently calls for an independent evaluation to protect both public health and WHO's integrity.

In Conclusion

It is acknowledged that in an ever increasingly globalized world the reliance on international organisations to set standards to protect public health is an irrefutable fact of modern life. It is also a fact that international organizations charged with this task need to be "eternally vigilant" to ensure that their organisations are not co-opted by vested interests groups - as exemplified by Big Tobacco and WHO.

However when it comes to non-ionizing radiation issues (in this case for power frequency health risk assessment) the evidence is clear that Michael Repacholi has used his standing in both WHO and ICNIRP to stack the WHO's Environmental Health Criteria Task Group for power frequency exposures with representatives of the power industry in contravention of WHO policy. This can only be to the detriment of the group's ability to evaluate the scientific literature in an unbiased way. This action can only be construed as being aimed at ensuring that industry involvement in determining the WHO Environmental Health Criteria will bias ICNIRP's risk assessment for power frequency exposure limits for years to come. This will conveniently provide economic protection for the industry against the need to spend enormous sums of money on upgrading distribution systems as well as risks of litigation. Such a blatant disregard for the fundamental principles of credible science, as well as WHO's mission on protecting world health, speaks of a desperation to bury independent science at all costs, even if that cost is the integrity of WHO.

The Author is not affiliated with any company supplying telecommunications services.

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IARC Drops Anders Ahlbom from RF-Cancer Panel - *Louis Slesin, PhD*

May 22, 2010... The International Agency for Research on Cancer (IARC) has removed Anders Ahlbom of the Karolinska Institute from its panel of experts which is set to evaluate the cancer risks posed by mobile phones. The committee will meet in Lyon, France, for a week beginning this coming Tuesday, May 24. In an e-mail sent out earlier today, Ahlbom wrote, "IARC has excluded me from the RF Working Group because of 'possible perception of conflict of interest'."

IARC moved quickly after learning that Ahlbom is a director of his brother's consulting firm, Gunnar Ahlbom AB. The company, which is based in Brussels, the European capital and a center for lobbyists, was established to help clients on telecom issues, with an emphasis on environmental and energy regulations. Ahlbom failed to mention this sideline in his "Declaration of Interests" that is required of all those who participate in IARC cancer assessments.

Apparently, IARC offered to allow Ahlbom to attend this week's meeting but only as a non-voting "invited specialist." Ahlbom declined to attend under those terms. He recently filed an amended declaration of his potential conflicts.

Mona Nilsson, a Swedish journalist who has written two books on mobile phones and health, unearthed Ahlbom's connection to his brother's company. She was about to post a press release on what she had found out when Ahlbom announced he would not be going to the IARC meeting after all. Nilsson says that this is good news. "Ahlbom absolutely should not be on the IARC expert group," she told *Microwave News*.

<http://www.microwavenews.com/>

Anders Ahlbom has been chair of the IARC for a long time. This may explain why in all the time he was chair, this group did not classify RF/EMR/EMF as any type of carcinogen. Now, immediately after the removal of this man with blatant ties to telecom lobbying activity, the IARC has finally acknowledged the link to cancer.

PRESS RELEASE 23rd May 2011 FROM MONA NILSSON:

ANDERS AHLBOM

<http://www.monanilsson.se/document/AhlbomConflictsIARCMay23.pdf>

INFLUENCE (excerpts)

EU: He chaired an important expert evaluation for the European Commission in 2007, SCENIHR, "Possible Effects of Electromagnetic Fields on humane Health[5] and he participated in a new SCENIHR expert group in 2009.

Sweden: Professor Ahlbom has chaired every single expert group on possible health risks with mobile telephony and electromagnetic fields 2003-2011. There have been yearly reports commissioned by the Swedish Radiation Protection Authority and the Swedish Council for Working Life and Social Research (FAS) during this period. [1], [2]

WHO: Anders Ahlbom has also been engaged as an expert by the WHO during the last decade. 11

8 Signalen nr 2/2009 page 33

<http://www.sosalarm.se/Documents/Nyheter%20och%20Media/Bibliotek/Tidningar/Signalen/Signalennr%20nr%202-09.pdf>

9 Aftonbladet 21 maj 1999 Svenska lobbyister satsar på EU-valet

<http://www.aftonbladet.se/nyheter/9905/21/eu.html>

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<http://www.aftonbladet.se/nyheter/9905/21/eu.html>

11 E.g. WHO EMF Meeting: WHO, ICNIRP and the US Military; April 2007 www.microwavenews.com; and

EU EMF-NET 2nd workshop in Stresa, Italy, 2-4 May 2007 web: <http://web.jrc.ec.europa.eu/eisemf/stresa2007.cfm>

ICNIRP: Anders Ahlbom was a member of ICNIRP (International Commission on Non-Ionizing Radiation Protection) 1998-2008. *The ICNIRP standards do not include possible long term effects, as cancer for example.*¹³ Professor Ahlbom is presently serving as a consulting expert to the organisation.

13 ICNIRP guidelines 1998: see "Basis for limiting exposure" page 3

<http://www.icnirp.de/documents/emfgdl.pdf>

14 <http://hudcancer.nu/Beslut.pdf>; Karolinska Institutet dnr 3753-2008-609

15 Låg risk att mobilen orsakar hjärntumör, FAS, Feb 2011 <http://www.fas.se/sv/Publicerat/Forskareberattar/Forskare-berattar-2011/Lag-risk-att-mobilen-orsakar-hjarntumor/>

Dr. Ahlbom was Chairman of the ICNIRP Standing Committee on Epidemiology until 2008 and has been an ICNIRP member from 1995 until 2008.

<http://www.icnirp.de/cm.htm>

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Scientists Confirm that Cell Phone Use Increases Risk for Brain Tumors

Published on Tue, Jun 14, 2011 by Soundbite Services

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LYON, France - Cell phones have revolutionized our communication, but after years of speculation, a new assessment of their risks raises the question, 'At what cost?' On Tuesday, the *World Health Organization's* International Agency for Research on Cancer (IARC) classified the radio frequencies (RF) emitted by cell phones as a 'possible human carcinogen,' known as Class 2B.

Dr. Annie Sasco, a cancer researcher at the University of Bordeaux, France, and a distinguished 20-year IARC veteran, feels an even higher classification is warranted: Class 2A, which indicates a 'probable' human carcinogen. She says the fact that much of the research was sponsored by the cell phone industry may have affected the classification.

"That may explain why there is not sufficient evidence in experimental animals, but that's not good enough for automatically going down to 2B. I, myself, feel it would have been appropriate to have a 2A classification."

The RF emitted by cell phones is believed to put people at increased risk for glioma, a type of brain tumor. Some 237,900 new brain cancer cases occurred worldwide in 2008.

Camilla Rees, founder of [ElectromagneticHealth.org](#) and co-founder of the *International EMF Alliance*, explains the RF risk from cell phones is an indicator of a far greater problem, because more and more of our technological devices operate using these frequencies.

"The elephant in the room is that radiation risks are not only from cell phones, but from all radiation emitting consumer devices. So, that means wireless routers and networks, portable phones, wireless baby monitors, wireless computer equipment and the so-called 'Smart' utility meters that emit radiation - and that will soon be communicating with home appliances, like washing machines and dishwashers - that will create radiation-emitting transmitters in people's homes. Then, of course, there are the cell towers in people's neighborhoods, adding an additional layer of exposure."

This radiation has biological effects well beyond brain tumors, adds Rees.

"We know radio frequency radiation is reducing sperm count 40 percent, damaging DNA, creating a myriad of symptoms of electro-sensitivity, impairing learning in children, creating heart irregularities, and leading to permeability in every cell membrane in the body, including the blood brain barrier. We need to address the issue of risks fully, and not just focus on warnings about cell phone risks."

This week's news is expected to instigate worldwide change in terms of how cell phones are used, as well as providing governments the first formal justification to change radio frequency exposure guidelines. The IARC is calling for more research into the dangers. It's estimated that there are five-billion cell phones in use around the world.

In February, international scientists called for nations to adopt greatly lowered exposure guidelines, as seen in the [Seletun Scientific Statement](#). Last week, the Council of Europe also called for major reductions to RF fields.

Content provided on behalf of [ElectromagneticHealth.org](#). Contact: orgn@aol.com, www.electromagnetichealth.org

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McLaughlin Centre & RFcom.ca both funded by Canadian Wireless Industry.

- ▲ Canada's McLaughlin Centre is the only country in the Interphone Study out of 13 countries that directly accepted funding (\$1 million) from the Wireless Industry (CWTA).
- ▲ WIRC.org = RFcom.ca = McLaughlin Centre
- ▲ Roger Poirrer: Project Staff of RFcom.ca

McLaughlin + RFcom.ca
NOT Independent

Sources: <http://www.cwta.ca/CWTASite/english/pressreleases.html#> look for date April 12, 1999, titled "Canadian Wireless Information Resource Centre", <http://www.rfcom.ca/about/index.shtml>, <http://www.cbc.ca/marketplace/pre-2007/files/health/larc/pagetwo.html>

Press Release - April 12, 1999

Canadian Wireless Information Resource Centre

Web site resource centre to provide research information and news on wireless health issues

Ottawa, Ontario - The Canadian Wireless Telecommunications Association (CWTA) today announced it is providing funding and other assistance for the formation of a new resource centre that will provide a comprehensive source of information on health issues in the wireless communications industry.

Scheduled to be launched this summer, the Wireless Information Resource Centre (WIRC) will assemble information and research focussed on health issues relating to wireless phones, base station antennas and other new wireless technologies.

Once established, the Centre will operate autonomously and provide impartial and objective information on health questions. WIRC will be operated and maintained by an independent staff of scientific experts and researchers, and supported by a group responsible for the technical aspects of the web site. CWTA is seeking partners to support the project, such as government organizations, academic institutions, consumer groups and other interested stakeholders.

"The Canadian wireless industry is committed to ensuring that the most up to date scientific information is made widely available to Canadians," said Roger Poirrer, President & CEO of CWTA. "WIRC is not a research lab; it will be an electronic source of information where the general public can obtain information on research already completed and underway in this area."

Synopses of recent research and expert panel studies, information on Canadian and international safety standards, and updates on international research projects such as the World Health Organization EMF project will be included in the WIRC web site. In addition, the web site will make available fact sheets on health issues, frequently asked questions, and provide links to other sites on wireless health and safety.

"The health and safety of our customers and the general public is, and always has been, of utmost concern to the Canadian wireless industry. We recognize that questions are being raised, and we want to encourage tangible steps toward answering these questions. There is an abundance of research and surveillance in the study of health and safety issues related to wireless technologies and this web site will be a valuable research tool for those who want to remain apprised of developments in this field," Poirrer added.

The Canadian Wireless Telecommunications Association (CWTA) is the voice of the wireless telecommunications industry in Canada. Its members include cellular, PCS, paging, mobile radio, LMCS and mobile satellite carriers, together with trade organizations that provide equipment and services to the industry.

For media information, contact: Marc Choma, Director of Communications, CWTA
(613) 233-4888 ext. 107

04.06.2011

SUMMARY OF THE MEETING AT THE WHO HEADQUARTERS GENEVA, MAY 13th 2011**Attendees:**

Dr. María Neira. Director of Public Health and Environment Department.

Dr. Annette Prüss-Ustün. Team Leader of Public Health and Environment Department.

Dr. Ivan D. Ivanov. Occupational Health, Public Health and Environment Department.

Dr. T. Bedirhan Üstün. Coordinator: Classifications, Terminology and Standards, Department of Health Statistics and Information.

Ms. Nada Osseiran. Communications Officer, Public Health and Environment Department.

Dr. Anunciación Lafuente. Professor of toxicology at the University of Vigo and Vice-President of the *Spanish Association of Toxicology (AETOX)*.

Dr. Julián Márquez. Clinical neurologist and neurophysiologist specializing in *Multiple Chemical Sensitivity* patients and *Electrohypersensitivity* patients.

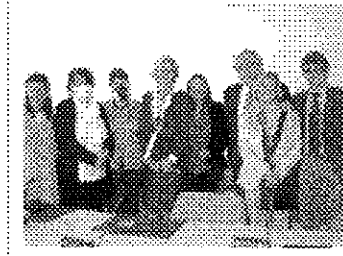
Mrs. Isabel Daniel. Nurse specializing in neurophysiology.

Mr. Jaume Cortés. Member of the *Ronda Lawyers Group*. A lawyer specializing in labor law and environmental illnesses (MCS and EHS) and member of the (Spain's) *National Committee for the Recognition of Multiple Chemical Sensitivity Syndrome*.

Ms. Sonia Ortiga. Lawyer specialized in environment.

Ms. Francesca R. Orlando. Vice-President of the Italian association *AMICA*.

Mrs. Francisca Gutiérrez. President of the Spanish association *ASQUIFYDE* and member of the (Spain's) *National Committee for the Recognition of Multiple Chemical Sensitivity Syndrome*.



Jaume Cortés opens the intervention by raising some basic questions to address the issue of Multiple Chemical Sensitivity (MCS) and Electrohypersensitivity (EHS).

a) MCS and EHS are real health problems:

b) There is evidence to confirm this statement:

- Medical diagnostics,
- Reports of work inspections establishing causality between exposure and disease.
- There are scientific studies that confirm its existence,
- There is a recognition by the European Parliament of these diseases, evidence that is provided in the dossier presented today.
- There are 200 judgments in favor in Spain that support this evidence,
- We are getting in Spain (economic) 'compensation' for patients.

c) We need to include these illnesses in the WHO International Classification of Diseases (ICD), because what makes it more difficult for legal recognition is precisely the lack of code for these diseases in the ICD.

Then, **Dr. Julián Márquez** intervened, expressing how one of the problems faced by patients is the lack of understanding of the medical staff because these pathologies are little known or are unknown.

Regarding MCS, the cause of the outbreak, in a very high percentage of cases, are organophosphate insecticides. In most patients there is no poisoning, since they do not have the conditions that correspond to a poisoning. Clinical manifestations begin with a exposure and disappear or improve when patients avoid the toxic origin.

MCS is a multisystem disease and in about 90% of cases it affects the nervous system. There is an important neurocognitive disorder with symptoms such as headaches, numbness, muscle weakness, dizziness; all accompanied by multisystem disorders, respiratory, cardiovascular, hormonal, etc. In women, there are common disorders of the menstrual cycle and in an important percentage, a large decrease in libido.

Dr. Márquez recalls that *Environmental Intolerance* is recognized by the WHO itself by saying that a small dose of a substance is not just annoying, but that it can cause a clinical problem: irritation, burning, headaches, etc.

The adverse reactions to chemicals or electromagnetic radiation vary in duration, according to each patient, and the manifestations differ too. When the patient is again exposed, symptoms usually worsen or result in the appearance of new symptoms.

The diagnosis, both in MCS and in the EHS is clinical. In the case of MCS it can be used a test that helps the clinician, which is the QEESI. Through this test there an attempt to objectify the patient's symptoms.

However, these diagnoses require a protocol which takes a trial run, a complete neurological examination, both central and peripheral, a neurophysiological examination (EEG, Visual Evoked Potentials, Acoustic Evoked Potentials of the brainstem, Somesthetic Potentials and Cognitive Potential P.300), neuroimaging studies (especially cranial and pituitary MRI and SPECT), specific analytical studies, hormone studies, etc. It is also of great interest to do a Neuropsychological study conducted by expert personnel in search of a frontal dysfunction, fronto-temporal, etc. as well as evaluating the degree of neuropsychological injury. The more serious the neuropsychological problem is, the higher the level of disturbance and therefore the data provided by the neurophysiological and neuropsychological examinations and, to a lesser degree, of Neuroimaging. It is necessary that such studies are conducted by experts in neurophysiology.

The process of these diseases (MCS and EHS) is chronic and the patient's situation is exacerbated if he/she lives in a toxic environment, such as near Tarragona petrochemical industry or subjected to electromagnetic radiation: emissions in the neighborhood, mobile phone antennas, etc. The patient has to avoid re-exposure.

It is essential that the patient has a clinical reference center where he/she can be diagnosed, to solve doubts and to provide counseling and social and labor help, and when he/she can obtain medical reports timely.

By the time constraints, Dr. Neira gave the floor to Dr. Üstün, coordinator of the ICD of the Statistics Department at WHO.

Since 1948, WHO is responsible for the international classification of diseases and every 10 years a review of this classification takes place. Currently the WHO is working on the next review that should be completed by the year 2015.

WHO is aware of the relationship that exists between certain diseases and environmental problems. At present, there is a strong debate on the inclusion/non inclusion of certain diseases, and WHO recognizes the controversy that is being generated.

The 2010 revisions are being made by a group of experts. Between 2001 and 2009 annual reviews are made by expert groups in the presence of the health ministries of the Member States. This model has been widely criticized since it was said that only national delegations could participate and the proposals did not correspond to real needs. We reviewed the methodology of work, while respecting the needs and allowing participation to the public through a virtual platform.

The ICD is an instrument of scientific evidence, following a methodology very specific about the scientific studies presented. Should be given several requirements: causality, etiology, diagnostic test, etc.

Dr. Neira intervenes to explain that the documentation provided by the *Committee of Representatives* (thus, our delegation) should follow this methodology.

Dr. Lafuente, from his experience in basic science, indicates that there are scientific literature that supports the appropriateness of both diseases to be recognized and included in the ICD.

Dr. Üstün explained that the revisions are being made by groups of scientific advisors. First, one must know which are the environmental illnesses and if they are occupational diseases and, second, to quantify the level of morbidity.

Francisca Gutiérrez asked Dr. Üstün how can it be that some countries like Germany, Japan, Austria and Luxembourg have recognized MCS, in their ICD, but the rest of the countries don't. This creates a situation of inequality between patients in different countries.

Dr. Üstün explained that the ICD is a global level, but nevertheless all countries, in exercise of its sovereignty, may exercise any necessary changes.

In the words of **Dr. Üstün**, on May 16th 2011, a very generic first draft of this review would take place, and in May 2012 they may have a much more detailed draft prepared. In 2015, during the *World Health Assembly*, they will announce the results.

In the course of the work, there will be a scientific debate about where to place these kind of diseases. This is a complex issue, because often there are no agreements regarding the medical specialty as to where to classify a concrete pathology, especially in the case of MCS and EHS, because they are multisystemic diseases.

The draft classification will be open and transparent, and information will be available on the WHO website.

Dr. Neira believes that it would be interesting for groups with these diseases (MCS and EHS) to get in contact with other working groups, such as those being developed in relation to REACH (REACH is the Regulation on "*Registration, Evaluation, Authorisation and Restriction of Chemicals*". It entered into force on 1st June 2007. It streamlines and improves the former legislative framework on chemicals of the European Union).

Both **Francisca Gutiérrez** and **Francesca R. Orlando** intervene to make it clear to Dr. Neira their full agreement that from the scientific evidence the organic and acquired origin of these pathologies are being shown, and that only through this evidence appropriate solutions could be found, and that is also useful to work on prevention, since these are preventable diseases.

Francisca Gutiérrez transmits to Dr. Neira the concern of patient associations by

the growing number of young people affected, including children; some also with school problems. Mrs. Gutiérrez explains that this issue is connected with the prevalence of gender in these diseases, the female reproductive function and the transmission of the toxic load that the mother has acquired throughout her life, and especially exposure during the pregnancy and breastfeeding.

Francesca R. Orlando asked the WHO officials if there is any WHO position paper on MCS and Dr. Neira and Dr. Üstün replied that, as far as they know, there isn't any document from their respective departments.

This looks quite important for those countries where the recognition of MCS was stopped by the quotation of a "presumed" IPCS-WHO position on the adoption of the definition of "Idiopathic Environmental Intolerance" or "IEI", which came out of the Berlin workshop in 1996.

Dr. Neira proposed that the associations concerned do establish contact with the various working groups of WHO all over the world that are working in the ICD 11.

Dr. Lafuente confirms the representatives of WHO that patients with MCS and EHS are hypersensitive individuals, as they respond to very low doses of xenobiotics to which most of the population do not react. That is to say, in the graphical representation of the relationship dose-response these patients are in the leftmost tail of the Gauss (bell) curve.

Francisca Gutiérrez explains to Dr. Neira, that what was explained by Dr. Lafuente does not mean a low number of affected people, but quite the opposite. We are facing very high numbers of people already diagnosed, and also between 12% and 15% of the population has some kind of disturbance in the presence of a chemical substance. In the EHS, figures of affected people are between 3 and 6% of the population, but these numbers are growing continuously.

Dr. María Neira, who always showed great kindness, and spent more time than expected, still accompanied us (the delegation) to the exterior of the building as she had to attend the next meeting. She told us that she remains at our disposal.

The Representatives Committee is thankful to Dr. Neira and her team for their kindness and attention, given the importance of the subject matter.

SOME FINDINGS OF THE COMMITTEE OF REPRESENTATIVES

1 - The rules to update the ICD changed. Before, only national health delegates could participate. Nowadays, there is more openness re: the participation to develop the new code through the virtual platform, which can be positive. From the "WHO Campaign 2011", working groups worldwide can be arranged to participate, in a coordinated way and with agreed criteria, for both diseases.

2 - We believe that there are enough scientific studies that show the existence of MCS and EHS, so to have an access code (ICD) like other countries that already have it, should not be too problematic. We have to systematize the information in accordance with WHO methodology to be evaluated positively.

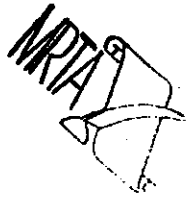
3 - Perhaps the most delicate aspect is the fact that MCS and EHS are multisystemic diseases and could be placed in different fields of classification (medical specialties), although we must not forget the great importance of the neurological symptoms. We need to establish a new medical paradigm that answers some questions referring to these emerging diseases, including their classification in the ICD.

4 - The WHO knows that these conditions exist.

5.- Within WHO the emergence of these diseases has generated a controversy, but the explanation of changes in the methodology of work for the development of the ICD for calendar 2015 and possible participation in working groups opens new possibilities for recognition.

6.- Each country can recognize these diseases and include them in their ICE, independently of WHO, since according to the WHO countries have sovereignty on this issue.

Maple Ridge Teachers' Association



Submission Re: Proposed Preliminary Board Budget

June 16, 2011

- Intermediate Class Ratio Change	(126,000)
- Secondary Class Ratio Change	(157,500)
- ESL Ratio Change	(112,500)
- Special Education	(180,000)

Total amount of cuts in the budget directly impacting students	(576,000)

The Maple Ridge Teachers' Association wishes to respond to the proposed preliminary budget put forward by School District #42 (Maple Ridge-Pitt Meadows) senior management. We find the rationale to justify the cuts to the special education portion of the budget, quite frankly, disturbing. Cuts that impact students and teachers directly, are in our minds, no matter how you slice them, unjust.

In our initial budget presentation, we argued there was no room in the special education budget for cuts and/or for any kinds of cuts that affect kids in the classroom – for example an increase in class size teacher-student ratios. The \$180,000 cut to support teacher time, at first glance, may appear of little significance in a total budget reduction of \$2.2 million and therefore not impact students. The fact is that \$180,000 allows for salaries for two support teachers, and we believe that the services provided to students by these teachers, notably those students who have distinct learning challenges, are worth their weight in gold. Our conversations with teachers, especially elementary teachers, tell us repeatedly, that more than ever, they need the overall assistance of support teachers in order for them to teach and for students to learn.

We simply have to look at the “sold out” registration for workshops regarding children, youth, and mental health during non-instructional days to see that teachers are hungry for information and for ways to work with students suffering with anxiety. In addition to anxiety, children and youth are diagnosed with a host of other illnesses and syndromes that classroom teachers, regardless of how experienced, skillful, and wonderful they may be, are telling us they are out of their collective depths when it comes to not only understanding their students, but also how to best work with them. In other words, classroom teachers are clamoring for more support and for more training. *It begs the question: how does a budget laced with cuts address needs, such as these?*

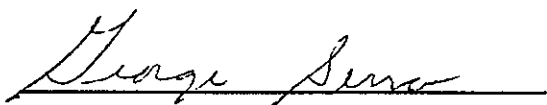
We are also told that teachers are reluctant to forward student concerns to itinerants, not because they have lost confidence in their colleagues, but because caseloads are out of hand. One counselor told us she/he has 140 student referrals from three separate schools; another reiterated she/he has a caseload of 100 students spread among three schools, and yet another tells of 60 students from one school alone. The time at their schools is scant and it is difficult for them to meet with teachers or attend school team or support meetings, let alone work with students.

ESL teachers have also seen their caseloads increase. In fact, their caseloads have crept up by 50% over the past five years. They’ve jumped from 1:34 to 1:45 in September ’07, and then to 1:50 in 2009, and now to 1:55 slated for 2011/12. As one ESL teacher explains, “We found that we were able to ‘manage/cope’ when our ratio increased to 45, but during the past two years, we have been stretched thin and have often felt that we have not been able to support the classroom teachers or our students as well, with caseloads of 50. We feel that things will further erode with the projected increase to 55.”

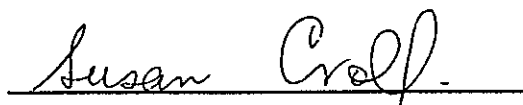
Tight budgets are also negatively affecting vision and hearing resource teachers. Their reaction to possible budget cuts to their departments can be summarized succinctly, "Already, my department is in the position that it is impossible to do an excellent job for these students. Doing a good job is almost out of reach."

Currently, there are two schools in the district unsuccessfully attempting to configure and build classes for next year. These teachers are relaying their frustration to the MRTA, as they know the classes they have tentatively configured are impossible teaching and learning situations, as there are too many students with identified needs in many of the classes. In past years, additional classes (divisions) were created to address the problem. The difference between past years and this year comes down to two words: ***budget cuts***.

We are asking you, the Board of Education, to reconsider the cuts that affect the realm of special education. We also understand that the budget shortfall is not of your making, but lies with the provincial government. Nonetheless, our most vulnerable students have the greatest need and consequently, deserve the best of service. We are also asking you to reverse classroom teacher-student ratios to that of last year. **Our students cannot learn to the best of their potential in crowded classrooms; furthermore, these crowded classrooms make the goals of personalized learning less achievable. Please amend your proposed preliminary budget.**



**George Serra, President
Maple Ridge Teachers' Association**



**Susan Croll, First Vice-President
Maple Ridge Teachers' Association**



To: Board of Education

From: Board Chair
Ken Clarkson

Re: **CONFIRMATION OF MINUTES**

Date: June 28, 2011
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the June 8, 2011 Public Board Meeting be approved as circulated.

Attachment



**PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, June 8, 2011 (6:00 PM)
DEO Board Room**

IN ATTENDANCE:

BOARD MEMBERS:

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

STAFF:

Superintendent – Jan Unwin
Secretary Treasurer – Wayne Jefferson
Assistant Secretary Treasurer – Peter Bullock
Communications/Community Relations – Seamus Nesling
Executive Assistant – Tracy Orobko

ABSENT:

Deputy Superintendent – David Vandergugten

A. OPENING PROCEDURES

Call to Order

The meeting was called to order at 2:33 p.m.

The Chair welcomed and thanked everyone for attending.

1. Correspondence

- Cassandre Winder, Project Coordinator – Ridge-Meadows Home Show
- Joy Haley, Grandparent – Elementary Band
- Samantha Boutet, N.D. – Council of Europe
- Samantha Boutet, N.D. – Cell Phone Radiation

Moved: Trustee Ward

Seconded: Trustee Palis

THAT the Board receive all correspondence for information

CARRIED

2. Ordering of Agenda

Moved: Trustee Ward

Seconded: Trustee Palis

Additions:

Samantha Boutet, N.D. Correspondence: Move to Chair Report – Trustee Ward

Superintendent Information Item: Final Distributed Learning Report

Secretary Treasurer Information Item: Holdback Funding

Secretary Treasurer Information Item: Changes to Draft Operating Budget

Moved: Trustee Rempel

Seconded: Trustee Ward

THAT the Agenda be ordered as amended.

CARRIED

The Chair opened the floor to others wanting to speak to the Agenda.

A member of the public read a statement regarding the risk of wireless devices as supplied in the Agenda package urging the Board to take early action to protect the children of Maple Ridge and Pitt Meadows.

B. CONFIRMATION OF MINUTES

1. May 25, 2011 Public Meeting Minutes

Moved: Trustee Rempel

Seconded: Trustee Ward

THAT the Minutes of the May 25, 2011 Public Board Meeting be approved as circulated.

CARRIED

Trustee Carr joined the meeting at 2:45 p.m.

C. PRESENTATIONS

Bruce Grady, District Principal – Community Literacy Plan

The Community Literacy Committee was formed in 2002 to promote and monitor literacy in Maple Ridge, Pitt Meadows and Katzie First Nation. With support from the Ministry of Education and 2010 Legacies Now, the group has been able to identify local needs, produce an action plan and hire three (3) Literacy Outreach Workers.

Mr. Grady introduced Jessie Hill, Pat Rorick, Elaine Yamamoto, Angie McLeod and Shanti Ang recognizing them for their work with literacy and libraries promoting various models of delivering literacy requiring collaboration between the community, the School District and the Fraser Valley Regional Library all of whom provide valuable resources.

Mr. Grady proceeded to review the handout provided, titled, "*Literacy Happens Here*" and opened the floor to questions. The committee has a sense of new hope and energy for the coming year and looks forward to demonstrating leadership in literacy.

D. DELEGATIONS

E. CHAIR REPORT

Trustee Ward requested the Board follow up on correspondence received from Samantha Boutet, N.D. and would like the new documents to be sent to the School District's Health and Safety Officer, Judy Dueck, for her review and to provide a report back in early September.

Moved: Trustee Ward

Seconded: Trustee Carr

THAT the Board send the new information to the Health and Safety Officer, Judy Dueck, for a full report for recommendations to come back in September.

Concerns were raised as to what the report content will contain given the complex matter and clarity was sought to understand what was being asked of staff as there has not been clear directions made from Health Canada which is the mandate the Board follows.

Support was provided to send the documentation to the Health and Safety Officer referring to it as "new additional" correspondence with the understanding that Ms. Dueck does not have the direction to make a decision of an assessment.

AMENDMENT:

Moved: Trustee Ward

Seconded: Trustee Huber

THAT the Board send the new additional correspondence to the Health and Safety Officer for a report to come back to the Board in September.

CARRIED

The Secretary Treasurer reminded the Board it has already reached out to both Federal and Provincial authorities. The report will be focused on the new information. Ms. Dueck would use those two organizations to see if the new additional information changes anything.

Moved: Trustee Vdovine

Seconded: Trustee Palis

THAT staff bring a job description of the Health and Safety Officer to the Board for review.

MOTION FAILED (In favour: Trustee Vdovine)

F. DEFERRED ITEMS

G. TRUSTEE MOTIONS

H. CHIEF EXECUTIVE OFFICER'S REPORT

1. Decision Items

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

Temporary Borrowing Resolution

Moved: Trustee Rempel

Seconded: Trustee Carr

THAT the Board approve the following borrowing resolution:

WHEREAS Section 139 of the *School Act* and Regulation 10, provides that a Board may by resolution, with the approval of the Minister, borrow from time to time for a period not exceeding six months for purposes other than capital expenditures, by way of a temporary loan, such sums as the Board may deem necessary to meet current operating and debt services expenditures:

THEREFORE BE IT RESOLVED, that in accordance with the provisions of Section 139 of the *School Act* and Regulation 10, the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) authorize the Secretary Treasurer to request the approval of the Minister of Education for the borrowing of an amount not to exceed \$6,500,000. These funds would be in the form of a \$2,500,000 line of credit and additional funds of \$4,000,000 if required to meet current operating and debt services expenditures, but all money so borrowed shall be repaid not later than the 30th day of November, 2011.

CARRIED

Proposed Draft Policies: Stakeholder and Senior Team Feedback

The Secretary Treasurer recommended the Board review the policies that are out for thirty (30) days as some changes have been made. The Secretary Treasurer agreed to advise the Board of the changes.

Moved: Trustee Ward

Seconded: Trustee Rempel

THAT the Board Policy Development Committee ("Committee") recommends policies 5701 and 6600, as presented to the Committee at its June 8, 2011 meeting be received by the Board for continuation with the consultation process; and

THAT the Board approve the policies for thirty (30) day public consultation on the School District website.

CARRIED

2. Information Items

a) Superintendent of Schools

The Superintendent was pleased to announce the original amount owed of \$73K has been reduced to \$44K.

When the verbal report was presented at the last Board meeting, there was a perception that the School District lost money due to a clerical error. The Superintendent stressed that it is important to clarify that this was not the case.

There are enormous aspects of a Ministry audit review and overall the audit team was extremely impressed with the work and service the School District provided, much of which is due to dedicated staff.

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Board receive the Superintendent's final Distributed Learning audit report for information.

CARRIED

b) Deputy Superintendent

c) Secretary Treasurer

Holdback Funding Announcement

The Secretary Treasurer provided a report on the recent funding announcement of \$15 per student.

Upon release of the announcement, there was a perception it was 'new' cash when in fact, the Ministry is simply giving School Districts their own funds to offset the School Protection Plan Premium cost increases which had already been factored into the amended budget. The School District will still have a small surplus by the end of June.

It was suggested the upcoming meeting with the Minister might be a great opportunity to express the matter of 'predictable funding' and/or discuss new models of delivering funding.

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Board receive the Secretary Treasurer's report on holdback funding for information.

CARRIED

Budget Changes

At the Budget Committee of the Whole ("Committee") meeting held earlier today, the Committee received feedback as provided by partner groups and the public. In accordance with feedback received, the Finance staff presented an amendment to the draft preliminary operating budget presented at the last meeting.

The changes will be incorporated into the June 28, 2011 presentation. The Secretary Treasurer was also pleased to report the finances are in order for the current year's finances.

The Board chair opened the floor to questions and comments.

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Board receive the Secretary Treasurer's report on the draft preliminary budget changes for information.

CARRIED

I. COMMITTEE BUSINESS

J. QUESTION PERIOD

The Secretary Treasurer was reminded of the expected school closure expenditure report timeline to which he confirmed the report will be provided at the June 28th meeting.

Staff was asked for an update to the Aldridge Acres program to which it was confirmed an update will be provided at the June 28th meeting.

Trustee Vdovine requested a job description of the Health and Safety Officer.

K. TRUSTEE REPORTS

Tzu Chi Foundation. Trustee Rempel reported on the recent successful celebration held on June 2nd. The School District has a strong relationship with the Foundation and recently received \$17K in funds for students. The Executive of the Foundation will be holding networking sessions with the School District's committee sometime between August 21 – 28.

Good News Items

Trustee Palis applauded the Grade 8 students at Pitt Meadows Secondary School who planned and organized a hockey game in the multi-purpose room displaying leadership and initiative.

Trustee Huber praised the organizers of the recent Aboriginal Education awards speaking to the success of child care/youth workers and teachers who have fostered strong connections.

Trustee Huber thanked the School District for acting as a resource to provide a bulletin regarding the free event showing the NHL hockey playoff game at the ACT and hopes to keep engaging kids and providing free opportunities students in the community.

Trustee Carr reminded everyone of the district track meet which commences Thursday and Friday this week at Maple Ridge Secondary School.

L. OTHER BUSINESS

M. ADJOURNMENT

Moved: Trustee Rempel

Seconded: Trustee Carr

THAT the meeting of the Board be adjourned at 3:27 p.m.

CARRIED



To: Board of Education

From: Board Chair
Ken Clarkson

Re: **PRESENTATIONS**

Date: June 28, 2011
(Public Board Meeting)

Information

1. Ipod Touch Pilot Project – Lisa Jakeway
2. African Trip: Free the Children – Danielle Zagar

RECOMMENDATION:

THAT the Board receive the presentations for information.



To: Board of Education

From: Superintendent
Jan Unwin

Re: **ACHIEVEMENT CONTRACT 2011**

Date: June 28, 2011
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The 2011 Achievement Contract was presented to the Board of Education in its entirety at a pre-meeting earlier today.

The Superintendent will provide an overview of the report at today's Public Meeting.

The Achievement Contract will be available on the website following approval.

RECOMMENDATION:

THAT the Board ratify the Superintendent's recommendation to approve the 2011 Achievement contract which is to be submitted to the Ministry of Education by July 15, 2011.



To: Board of Education

From: Secretary Treasurer
Wayne Jefferson

Re: **2011-2012 PRELIMINARY
OPERATING BUDGET APPROVAL**

Date: June 28, 2011
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The attached Bylaws are divided into three (3) parts to recognize the need to separate the approval process into the two distinct employee groups and other category to provide any conflict of interest concerns.

The Board again over several months held many meetings with staff, partners and public received feedback and input into the public consultative process to arrive at a balanced budget required by the *School Act*. These meetings, as well as, correspondence received by the Budget Committee of the Whole had positive impact on the consideration of options for change. The Board wishes to express its thanks to the staff, partners and public for their respectful way in which the matters were presented and discussed.

As the Board considers the budget bylaws tonight for approval for the 2011-2012 Preliminary Operating Budget, the Board is mindful of the need to continue to monitor the delivery of its educational programs and financial results over the coming months, as the Board in February 2012 will be required to submit to the Ministry of Education another budget for the balance of the fiscal year. The amended budget will give the Board another opportunity to make adjustments necessary to achieve its goal of excellence in education within a balanced budget.

Preliminary Annual Budget Bylaw No. 1 (Teachers)

IT IS THEREFORE RECOMMENDED:

1. THAT all decisions taken by the 2011/2012 Budget Committee during its deliberations regarding Teacher costs totaling \$77,820,803 and summarized in this report, be approved by the Board for implementation.
2. THAT pursuant to Part E, Bylaws and Resolutions, Section 3.01 subsection (d), the attached School District No. 42 (Maple Ridge – Pitt Meadows) 2011/2012 Preliminary Annual Budget Bylaw No. 1 (Teachers) be given three (3) readings at this meeting (vote must be unanimous).
 - (a) THAT the attached School District No. 42 (Maple Ridge – Pitt Meadows) 2011/2012 Preliminary Annual Budget Bylaw No. 1 (Teachers) be approved as read a first time
 - (b) THAT the attached School District No. 42 (Maple Ridge – Pitt Meadows) 2011/2012 Preliminary Annual Budget Bylaw No. 1 (Teachers) be approved as read a second time.
 - (c) THAT the attached School District No. 42 (Maple Ridge – Pitt Meadows) 2011/2012 Preliminary Annual Budget Bylaw No. 1 (Teachers) be approved as read a third time and finally adopted.

Preliminary Annual Budget Bylaw No. 2 (Unionized Support Staff)

IT IS THEREFORE RECOMMENDED:

1. THAT all decisions taken by the 2011/2012 Budget Committee during its deliberations regarding Unionized Support Staff costs totaling \$22,821,527 and summarized in this report, be approved by the Board for implementation.
2. THAT pursuant to Part E, Bylaws and Resolutions, Section 3.01 subsection (d), the attached School District No. 42 (Maple Ridge – Pitt Meadows) 2011/2012 Preliminary Annual Budget Bylaw No. 2 (Unionized Support Staff) be given three (3) readings at this meeting (vote must be unanimous).
 - (a) THAT the attached School District No. 42 (Maple Ridge – Pitt Meadows) 2011/2012 Preliminary Annual Budget Bylaw No. 2 (Unionized Support Staff) be approved as read a first time.
 - (b) THAT the attached School District No. 42 (Maple Ridge – Pitt Meadows) 2011/2012 Preliminary Annual Budget Bylaw No. 2 (Unionized Support Staff) be approved as read a second time.
 - (c) THAT the attached School District No. 42 (Maple Ridge – Pitt Meadows) 2011/2012 Preliminary Annual Budget Bylaw No. 2 (Unionized Support Staff) be approved as read a third time and finally adopted.

Preliminary Annual Budget Bylaw No. 3 (Other)

IT IS THEREFORE RECOMMENDED:

1. THAT all decisions taken by the 2011/2012 Budget Committee during its deliberations regarding all Other costs totaling \$27,647,130 and summarized in this report, be approved by the Board for implementation.
2. THAT pursuant to Part E, Bylaws and Resolutions, Section 3.01 subsection (d), the attached School District No. 42 (Maple Ridge – Pitt Meadows) 2011/2012 Preliminary Annual Budget Bylaw No. 3 (Other) be given three (3) readings at this meeting (vote must be unanimous).
 - (a) THAT the attached School District No. 42 (Maple Ridge – Pitt Meadows) 2011/2012 Preliminary Annual Budget Bylaw No. 3 (Other) be approved as read a first time.
 - (b) THAT the attached School District No. 42 (Maple Ridge – Pitt Meadows) 2011/2012 Preliminary Annual Budget Bylaw No. 3 (Other) be approved as read a second time.
 - (c) THAT the attached School District No. 42 (Maple Ridge – Pitt Meadows) 2011/2012 Preliminary Budget Bylaw No. 3 (Other) be approved as read a third time and finally adopted.

Respectfully submitted by:

Ken Clarkson
Committee Chairperson,
2011/2012 Budget Committee
(Committee-of-the-Whole)

PRELIMINARY ANNUAL BUDGET BYLAW No. 1 (Teachers) 2011/2012

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows) (called the "Board") to adopt the Preliminary Annual Budget of the Board for the fiscal year 2011/2012 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act* respecting the Preliminary Annual budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 42 (Maple Ridge – Pitt Meadows) Preliminary Annual Budget Bylaw No. 1 (Teachers) for the fiscal year 2011/2012.
3. From the attached "A" Schedules are included in the Preliminary Annual Budget of the Board for the fiscal year 2011/2012 the expenses shown in Category 110 (Teachers) in the amount of \$58,595,831, the Teachers Component of Category 140 (Substitutes) in the amount of \$3,468,471 and benefits costs in the amount of \$14,518,391.
4. The Preliminary Annual Budget Bylaw No. 1 (Teachers) and Category 120 (Support) \$1,176,460 and Category 340 Training/Travel in the amount of \$61,650 for the 2011/2012 fiscal year is in the total amount of \$77,820,803.

Read a first time the ____ day of June, 2011;

Read a second time the ____ day of June, 2011;

Read a third time, passed and adopted the ____ day of June, 2011.

[SEAL]

Chairperson of the Board

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 42 (Maple Ridge – Pitt Meadows) Preliminary Annual Budget Bylaw No. 1 (Teachers) 2011/2012, adopted by the Board the ____ of June, 2011.

Secretary-Treasurer

PRELIMINARY ANNUAL BUDGET BYLAW No. 2 (Unionized Support Staff) 2011/2012

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows) (called the "Board") to adopt the Preliminary Annual Budget of the Board for the fiscal year 2011/2012 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act* respecting the Preliminary Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 42 (Maple Ridge – Pitt Meadows) Preliminary Annual Budget Bylaw No. 2 (Unionized Support Staff) for the fiscal year 2011/2012.
3. From the attached "A" Schedules are included in the Preliminary Annual Budget of the Board for the fiscal year 2011/2012 the expenses shown in Category 123 (Educational Assistants) in the amount of \$8,307,995, Category 120 (Support Staff) in the amount of \$9,243,788, the CUPE component of Category 140 (Substitutes) in the amount of \$611,796 and benefits costs in the amount of \$4,652,948.
4. The Preliminary Annual Budget Bylaw No. 2 (Unionized Support Staff) for the 2011/2012 fiscal year is in the total amount of \$22,821,527.

Read a first time the ____ day of June, 2011;

Read a second time the ____ day of June, 2011;

Read a third time, passed and adopted the ____ day of June, 2011.

[SEAL]

Chairperson of the Board

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 42 (Maple Ridge – Pitt Meadows) Preliminary Annual Budget Bylaw No. 2 (Unionized Support Staff) 2011/2012, adopted by the Board the ____ day of June, 2011,

Secretary-Treasurer

PRELIMINARY ANNUAL BUDGET BYLAW No. 3 (Other) 2011/2012

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows) (called the "Board") to adopt the Preliminary Annual Budget of the Board for the fiscal year 2011/2012 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "*Act*").

1. The Board has complied with the provisions of the *Act* respecting the Preliminary Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 42 (Maple Ridge – Pitt Meadows) Preliminary Annual Budget Bylaw No. 3 (Other) for the fiscal year 2011/2012.
5. The "A" Schedules are adopted as the Preliminary Annual Budget of the Board for the fiscal year 2011/2012 with the exceptions of all expense items in Category 110 (Teachers), Category 123 (Educational Assistants), Category 120 (Support Staff), Category 140 (Substitutes) and Employee Benefits Costs in the amount of \$14,518,391 for Teachers and \$4,652,948 for Unionized Support Staff.
6. The Preliminary Annual Budget Bylaw No. 3 (Other) for the 2011/2012 fiscal year is in the total amount of \$27,659,130.

Read a first time the ____ day of June, 2011;

Read a second time the ____ day of June, 2011;

Read a third time, passed and adopted the ____ day of June, 2011.

[SEAL]

Chairperson of the Board

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 42 (Maple Ridge – Pitt Meadows) Preliminary Annual Budget Bylaw No. 3 (Other) 2011/2012 adopted by the Board the ____ day of June, 2011.

Secretary-Treasurer

SCHOOL DISTRICT No. 42 (Maple Ridge- Pitt Meadows)
2011/2012 ANNUAL BUDGET

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SCHOOL DISTRICT No. 42 (Maple Ridge- Pitt Meadows)
OPERATING FUND
ANNUAL BUDGET - REVENUE AND EXPENDITURE

Schedule A1

	2011/2012 ANNUAL BUDGET	2010/2011 AMENDED ANNUAL BUDGET
Ministry Funded School-Age FTE	13,860.000	14,048.000
Ministry Funded Adult FTE	110.000	133.750
TOTAL FTE	13,970.000	14,181.750
REVENUE (Schedule A2)		
620 Provincial Grants - Ministry of Education	\$ 114,628,630	\$ 114,788,395
641 Provincial Grants - Other	349,272	473,659
610 Federal Grants	150,000	148,000
640 Other Revenue	11,119,352	10,164,499
650 Rentals and Leases	356,328	321,328
660 Investment Income	250,000	250,000
Total Revenue	126,853,582	126,145,881
EXPENSE (Schedule A3)		
Salaries		
110 Teachers	58,940,831	59,385,520
105 Principals and Vice Principals	5,640,402	5,621,744
123 Educational Assistants	8,307,995	8,263,327
120 Support Staff	10,420,248	10,274,909
130 Other Professionals	2,767,475	2,899,541
140 Substitutes	4,080,267	4,154,916
Total Salaries	90,157,218	90,599,957
Employee Benefits	21,277,602	20,615,514
Total Salaries and Benefits	111,434,820	111,215,471
Services and Supplies	16,299,647	17,095,580
Total Expense	127,734,467	128,311,051
NET REVENUE (EXPENSE)	(880,885)	(2,165,170)
INTERFUND TRANSFERS		
Capital Asset Purchases	(250,123)	(250,123)
Local Capital	(316,870)	(499,655)
	(1,447,878)	(2,914,948)
BUDGETED PRIOR YEAR OPERATING SURPLUS APPROPRIATION	1,447,878	2,914,948
BUDGETED BALANCE	\$ -	\$ -
BUDGET BYLAW AMOUNT		
Total Expense	\$ 127,734,467	\$ 128,311,051
Interfund Transfers - Capital Asset Purchases	250,123	250,123
Interfund Transfers - Local Capital & Other	316,870	499,655
TOTAL BUDGET BYLAW AMOUNT	\$ 128,301,460	\$ 129,060,829

SCHOOL DISTRICT No. 42 (Maple Ridge- Pitt Meadows)
OPERATING FUND
ANNUAL BUDGET - REVENUE BY SOURCE

Schedule A2

	2011/2012	2010/2011
	AMENDED	AMENDED
	ANNUAL BUDGET	ANNUAL BUDGET
620 PROVINCIAL GRANTS - MINISTRY OF EDUCATION		
621 Operating Grant, Ministry of Education	\$ 112,955,526	\$ 113,124,986
627 LEA/INAC Recovery	(331,362)	(331,362)
629 Other Ministry of Education Grants (Specify)		
Pay Equity	1,874,966	1,874,966
Adult Education Guarantee	129,500	119,805
	<u>114,628,630</u>	<u>114,788,395</u>
641 PROVINCIAL GRANTS - OTHER	<u>349,272</u>	<u>473,659</u>
610 FEDERAL GRANTS	<u>150,000</u>	<u>148,000</u>
640 OTHER REVENUE		
644 Continuing Education	858,895	703,200
647 Offshore Tuition Fees	9,666,595	8,824,869
648 LEA/Direct Funding from First Nations	331,362	331,362
649 Miscellaneous (Specify)		
Revenue Generation	22,500	39,300
Central Stores	500	750
Partnership Programs (Ace-It)	100,000	100,000
High School Completion	40,000	40,000
Miscellaneous	99,500	93,895
School Community Connections		31,123
	<u>11,119,352</u>	<u>10,164,499</u>
650 RENTALS AND LEASES	<u>356,328</u>	<u>321,328</u>
660 INVESTMENT INCOME	<u>250,000</u>	<u>250,000</u>
TOTAL OPERATING REVENUE (Schedule A1)	<u>\$ 126,853,582</u>	<u>\$ 126,145,881</u>

SCHOOL DISTRICT No. 42 (Maple Ridge- Pitt Meadows)

Schedule A3

OPERATING FUND

ANNUAL BUDGET - EXPENSE BY OBJECT

	2011/2012	2010/2011
	ANNUAL BUDGET	AMENDED ANNUAL BUDGET
SALARIES		
110 Teachers	\$ 58,940,831	\$ 59,385,520
105 Principals and Vice Principals	5,640,402	5,621,744
123 Educational Assistants	8,307,995	8,263,327
120 Support Staff	10,420,248	10,274,909
130 Other Professionals	2,767,475	2,899,541
140 Substitutes	4,080,267	4,154,916
	<u>90,157,218</u>	<u>90,599,957</u>
EMPLOYEE BENEFITS	21,277,602	20,615,514
Total Salaries and Benefits	<u>111,434,820</u>	<u>111,215,471</u>
SERVICES AND SUPPLIES		
310 Services	6,200,759	6,954,513
330 Student Transportation	1,211,880	1,248,993
340 Professional Development and Travel	845,265	793,417
360 Rentals and Leases	453,253	305,613
370 Dues and Fees	249,216	273,330
390 Insurance	765,474	668,253
510 Supplies	4,423,774	4,686,255
540 Utilities	2,150,026	2,165,206
Total Services and Supplies	<u>16,299,647</u>	<u>17,095,580</u>
TOTAL OPERATING EXPENSE (Schedule A1)	<u>\$ 127,734,467</u>	<u>\$ 128,311,051</u>

OPERATING FUND
ANNUAL BUDGET - EXPENSE BY FUNCTION, PROGRAM AND OBJECT 2011/2012

FUNCTION	110 TEACHERS SALARIES	105 PRINCIPALS & VICE PRINCIPALS SALARIES	123 EDUCATIONAL ASSISTANTS SALARIES	120 SUPPORT STAFF SALARIES	130 OTHER PROFESSIONALS SALARIES	140 SUBSTITUTES SALARIES	TOTAL SALARIES
1 INSTRUCTION							
1.02 Regular Instruction	\$ 41,887,545	\$ 1,159,960	\$ 313,845	\$ 474,644	\$	\$ 2,559,868	\$ 46,395,862
1.03 Career Programs	2,452,601		423,167			123,754	2,999,522
1.07 Library Services	1,078,490					50,569	1,129,059
1.08 Counselling	1,285,453					70,773	1,356,226
1.10 Special Education	8,202,805	217,235	7,069,726	1,281,116		844,928	17,615,810
1.30 English as a Second Language	959,603					47,494	1,007,097
1.31 Aboriginal Education	268,878		489,687	41,680		26,272	929,913
1.41 School Administration		103,396		2,158,390		88,960	6,137,850
1.60 Summer School	99,254	3,890,500		628	71,020		111,882
1.61 Continuing Education	345,000	12,000		74,549	195,622		512,183
1.62 Off Shore Students	2,361,202	21,614	11,570	375,795	309,794		3,090,794
Total Function 1	58,940,831	5,525,695	8,307,995	4,406,802	266,642	3,838,233	81,286,198
4 DISTRICT ADMINISTRATION							
4.11 Educational Administration				100,318	758,498	12,607	871,423
4.40 School District Governance					138,984		138,984
4.41 Business Administration		114,707		493,553	852,780	33,589	1,494,629
Total Function 4	-	114,707	-	593,871	1,750,262	46,196	2,505,036
5 OPERATIONS AND MAINTENANCE							
5.41 Operations and Maintenance Administration				201,312	504,979	38,773	745,064
5.50 Maintenance Operations				4,878,630	213,060	147,140	5,238,830
5.52 Maintenance of Grounds				339,633		9,925	349,558
Total Function 5	-	-	-	5,419,575	718,039	195,838	6,333,452
7 TRANSPORTATION AND HOUSING							
7.41 Transportation and Housing Administration					32,532		32,532
Total Function 7	-	-	-	-	32,532	-	32,532
9 DEBT SERVICES (OPERATING)							
Total Function 9	-	-	-	-	-	-	-
TOTAL FUNCTIONS 1 - 9	\$ 58,940,831	\$ 5,640,402	\$ 8,307,995	\$ 10,420,248	\$ 2,767,475	\$ 4,080,267	\$ 90,157,218

OPERATING FUND
ANNUAL BUDGET - EXPENSE BY FUNCTION, PROGRAM AND OBJECT 2011/2012

FUNCTION	200		TOTAL SALARIES AND BENEFITS		300-500 SERVICES AND SUPPLIES		2011/2012 TOTAL BUDGET EXPENSE		2010/2011 AMENDED ANNUAL BUDGET	
	TOTAL SALARIES	EMPLOYEE BENEFITS	TOTAL SALARIES AND BENEFITS	TOTAL SALARIES AND BENEFITS	SERVICES AND SUPPLIES	TOTAL BUDGET EXPENSE				
4 INSTRUCTION										
1.02 Regular Instruction	\$ 46,395,862	\$ 10,635,496	\$ 57,031,358	\$ 2,901,336	\$ 59,932,694	\$ 60,604,611				
1.03 Career Programs	2,999,522	687,669	3,687,191	344,984	4,032,175	4,067,004				
1.07 Library Services	1,129,059	258,707	1,387,766	166,029	1,553,795	1,521,926				
1.08 Counselling	1,356,226	310,353	1,666,579	17,270	1,683,849	1,706,387				
1.10 Special Education	17,615,810	4,305,755	21,921,565	382,085	22,303,650	22,276,856				
1.30 English as a Second Language	1,007,097	230,688	1,237,785	32,500	1,270,285	1,313,996				
1.31 Aboriginal Education	929,913	213,636	1,143,549	147,549	1,291,098	1,314,031				
1.41 School Administration	6,137,850	1,556,117	7,693,967	566,207	8,260,174	8,368,220				
1.60 Summer School	111,882	20,934	132,816	9,724	142,540	142,540				
1.61 Continuing Education	512,183	72,876	585,059	292,075	877,134	975,661				
1.62 Off Shore Students	3,090,794	708,122	3,798,916	4,238,919	8,037,835	7,503,089				
1.64 Other	-	-	-	20,000	20,000	41,550				
Total Function 1	81,286,198	19,000,353	100,286,551	9,118,678	109,405,229	109,835,871				
4 DISTRICT ADMINISTRATION										
4.11 Educational Administration	871,423	245,611	1,117,034	170,898	1,287,932	1,402,174				
4.40 School District Governance	138,984	3,750	142,734	133,512	276,246	276,873				
4.41 Business Administration	1,494,629	387,067	1,881,696	1,078,931	2,960,627	3,308,962				
Total Function 4	2,505,036	636,428	3,141,464	1,383,341	4,524,805	4,988,009				
5 OPERATIONS AND MAINTENANCE										
5.41 Operations and Maintenance Administration	745,064	182,089	927,153	426,674	1,353,827	1,291,722				
5.50 Maintenance Operations	5,238,830	1,371,345	6,610,175	1,837,333	8,447,508	8,127,590				
5.52 Maintenance of Grounds	349,558	80,398	429,956	229,007	658,963	670,669				
5.56 Utilities	-	-	-	2,150,026	2,150,026	2,165,206				
Total Function 5	6,333,452	1,633,832	7,967,284	4,643,040	12,610,324	12,255,187				
7 TRANSPORTATION AND HOUSING										
7.41 Transportation and Housing Administration	32,532	6,989	39,521	5,962	45,483	45,158				
7.70 Student Transportation	-	-	-	1,148,626	1,148,626	1,186,826				
Total Function 7	32,532	6,989	39,521	1,154,588	1,194,109	1,231,984				
9 DEBT SERVICES (OPERATING)										
Total Function 9	-	-	-	-	-	-				
TOTAL FUNCTIONS 1 - 9	\$ 90,157,218	\$ 21,277,602	\$ 111,434,820	\$ 16,299,647	\$ 127,734,467	\$ 128,311,051				

SCHOOL DISTRICT No. 42 (Maple Ridge- Pitt Meadows)

OPERATING FUND

ANNUAL BUDGET - FTE EMPLOYEES BY FUNCTION, PROGRAM AND OBJECT 2011/2012

FUNCTION	110 TEACHERS	105 PRINCIPALS & VICE PRINCIPALS	123 EDUCATIONAL ASSISTANTS	120 SUPPORT STAFF	130 OTHER PROFESSIONALS	TOTAL STAFF
1 INSTRUCTION						
1.02 Regular Instruction	578,317	13,000	6,460	13,210		610,987
1.03 Career Programs	33,750		9,550			43,300
1.07 Library Services	14,841					14,841
1.08 Counselling	17,689					17,689
1.10 Special Education	112,878	2,000	140,040	18,680		273,598
1.30 English as a Second Language	13,205					13,205
1.31 Aboriginal Education	3,700	1,000	10,820	1,000		16,520
1.41 School Administration		36,700		46,710		83,410
1.60 Summer School	1,500	0,100		0,050		1,650
1.61 Continuing Education	6,000	0,200		2,000	1,000	9,200
1.62 Off Shore Students	30,445	1,100	0,300	6,830	2,000	40,675
Total Function 1	812,325	54,100	167,170	88,480	3,000	1,125,075
4 DISTRICT ADMINISTRATION						
4.11 Educational Administration				2,330	6,500	8,830
4.40 School District Governance					7,000	7,000
4.41 Business Administration		1,000		12,100	11,100	24,200
Total Function 4		1,000		14,430	24,600	40,030
5 OPERATIONS AND MAINTENANCE						
5.41 Operations and Maintenance Administration				5,000	6,000	11,000
5.50 Maintenance Operations				97,040	3,000	100,040
5.52 Maintenance of Grounds				7,440		7,440
Total Function 5				109,480	9,000	118,480
7 TRANSPORTATION AND HOUSING						
7.41 Transportation and Housing Administration					0,400	0,400
Total Function 7					0,400	0,400
TOTAL FUNCTIONS 1 - 7	812,325	55,100	167,170	212,390	37,000	1,283,985

**SCHOOL DISTRICT
ANNUAL BUDGET
FISCAL YEAR 2011/2012**

SCHOOL DISTRICT NUMBER 42	NAME OF SCHOOL DISTRICT Maple Ridge- Pitt Meadows	YEAR 2011/2012
OFFICE LOCATION		TELEPHONE NUMBER
CITY/PROVINCE		POSTAL CODE V2X 8N6
WEBSITE ADDRESS		
NAME OF SUPERINTENDENT Jan Unwin		NAME OF SECRETARY-TREASURER Wayne Jefferson

DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the Annual Budget of School District No. 42 (Maple Ridge- Pitt Meadows) for the year ended June 30, 2012.

SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION	DATE SIGNED
SIGNATURE OF SUPERINTENDENT	DATE SIGNED
SIGNATURE OF SECRETARY-TREASURER	DATE SIGNED



To: Board of Education

From: Secretary Treasurer
Wayne Jefferson

Re: **ELECTION BYLAW NO. 1-2011**

Date: June 28, 2011
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

As required under the *School Act* every three (3) years, the Board of Education is required to hold Trustee elections for the next term of office.

The Board again wishes to partnership with both the District of Maple Ridge and the City of Pitt Meadows to conduct its election process along with the municipal elections. The arrangement is the most efficient and cost effective way for the Board to hold its election and again, the Board acknowledges and thanks the two local governments for their assistance in this process.

RECOMMENDATION #1:

THAT pursuant to Board Procedural Bylaw Section B – Part E 3.01(d), the Board approve advancing Election Bylaw No. 1-2011 through all three reading stages at the meeting of the Board on June 28, 2011.

RECOMMENDATION #2:

THAT the Board approve first reading to Election Bylaw No. 1-2011.

RECOMMENDATION #3:

THAT the Board approve second reading to Election Bylaw No. 1-2011.

RECOMMENDATION #4:

THAT the Board approve third reading to Election Bylaw No. 1-2011.

Attachment

**TRUSTEE ELECTION BYLAW NO. 1-2011
BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42
(MAPLE RIDGE-PITT MEADOWS)**

A Bylaw to provide for the determination of various procedures for the conduct of general school elections, and other trustee elections.

WHEREAS, under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections and;

WHEREAS, the Board of Education wishes to establish various procedures and requirements under authority of the *School Act*, and;

WHEREAS, in School District No. 42 (Maple Ridge-Pitt Meadows), under Section 46 of the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the following authorities:

<u>Trustee Electoral Area</u>	<u>No. of Trustees</u>	<u>Authority</u>
Municipality of Maple Ridge	Five	Municipal Council of the Corporation of the District of Maple Ridge
City of Pitt Meadows, and electoral areas A & B of Dewdney – Alouette Regional District	Two	Municipal Council of the City of Pitt Meadows

WHEREAS, trustee elections which are the responsibility of the School Board may be conducted by the School Board directly or by a local government under an agreement with the School Board made pursuant to Section 37 and 38(4) of the *School Act*; and

WHEREAS, the Board is desirous of maintaining the long-standing arrangement whereby the municipalities contained in School District No. 42 conduct elections for school trustees on behalf of the School Board, and;

WHEREAS, the Board of Education wishes to establish various procedures and requirements, under the authority of the *School Act* for trustee elections consistent with the municipalities.

THEREFORE, the Board of Education, in an open meeting of the Board, **ENACTS AS FOLLOWS**:

1. Bylaw Name

This Bylaw shall be known as the School District No. 42 (Maple Ridge-Pitt Meadows) Electoral Bylaw No. 1-2011

2. Definitions

- (a) The terms used shall have the meanings assigned by the *School Act* and the *Local Government Act*, except as the context indicates otherwise.
- (b) "Election" means a trustee election including general school elections and by-elections. "Board" or "School Board" means the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows).

3. Application of Local Government Bylaws

- (a) Where the Board enters into an agreement with the Municipality of Maple Ridge and City of Pitt Meadows under which the municipalities conduct a trustee election for the Board of Education, or conducts a trustee election in conjunction with a local government election, the elections bylaws of the Municipality of Maple Ridge and City of Pitt Meadows, as they may be amended from time to time, apply to any trustee election carried out under that agreement, except for any bylaws determining the order of names on the ballot or the resolution of tie votes after judicial recount, or any other matter on which the local government bylaws may not by law apply to a trustee election.
- (b) Where the Board conducts an election in trustee electoral area (Maple Ridge-Pitt Meadows) at the same time as a local government election for (Maple Ridge-Pitt Meadows) is being conducted, the elections bylaws of (Maple Ridge-Pitt Meadows), as they may be amended from time to time, apply to that trustee election, except for any bylaws determining the order of names on the ballot or the resolution of tie votes after judicial recount, or any other matter on which the local government bylaws may not by law apply to a trustee election. (Reference: School Act s.38(4), s.45(8)-(10), s.46(4).

4. Additional Advance Voting Opportunities

The chief election officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date and the voting hours for these voting opportunities. (Reference: *School Act* s.45(1); *Local Government Act* s.98).

5. Additional General Voting Opportunities

The chief election officer is authorized to establish additional general voting opportunities for general voting day for each election and to designate the voting places and voting hours, within the limits set out in the Local Government Act, for such voting opportunities. (References: School Act s.45(1), Local Government Act s.96)

6. Special Voting Opportunities

In order to give electors who may otherwise be unable to vote an opportunity to do so, special voting opportunities are established for each election and the chief election officer is authorized to establish the location, date and voting hours, within the limits set out in the *Local Government Act*, for each special voting opportunity. (Reference: *School Act* s.45(1), *Local Government Act* s.99)

7. Mail Ballot Voting

- (a) Voting and registration may be done by mail for those electors who meet the criteria in 6 for each election;
- (b) As provided in the Local Government Act, only those persons who have a physical disability, illness or injury that affect their ability to vote at another voting opportunity may register to vote by mail and may vote by mail ballot;
- (c) The procedures for voting and registration will be established by the chief election officer within the limits set out in the Local Government Act for such voting opportunities. (References: *School Act* s.45(1), *Local Government Act* s.100).

8. Public Access to Election Documents

- (a) The Board authorizes posting of nomination documents of trustee candidates on the website of School District No. 42 (Maple Ridge-Pitt Meadows) until 30 days after declaration of the election results.
- (b) The Board authorizes but does not require chief election officers to post nomination documents of trustee candidates for public access on any or all of the websites of the Municipality of Maple Ridge and City of Pitt Meadows until such time as established by the bylaws of the relevant local government.
- (c) The Board authorizes posting of trustee candidates' campaign financing disclosure statements for public access on any or all of the websites of the Municipality of Maple Ridge and City of Pitt Meadows, until such time as established by the bylaws of the relevant local government.

9. Voting Divisions

The Board of Education authorizes the chief election officer to establish voting divisions for each election, subject to any requirements, limits and conditions

established by law. (References: *School Act* s.45(7), *Local Government Act* s.103).

10. Number of Scrutineers at Voting Places

The number of scrutineers for each candidate that may attend at an election is a maximum of one scrutineer for each ballot box in use. (References: *School Act* s.45(1), *Local Government Act* s.110).

11. Nomination Deposit

A nomination for the office of School Trustee must be accompanied by a deposit to be determined by the Chief Election Officer up to a maximum of \$100). (Reference: *School Act* 46(4), *Local Government Act* s.72.1).

12. Bylaw Amendments

For certainty, the minimum numbers of qualified nominators for a trustee candidate in trustee electoral areas of the Municipality of Maple Ridge and City of Pitt Meadows are as established by the bylaws of the Municipality of Maple Ridge and the City of Pitt Meadows respectively, or, if no number is established, is two. The minimum number of qualified nominators for a trustee candidate in trustee electoral area of Pitt Meadows is two.

READ a FIRST TIME on the 28th day of June, 2011, A.D.

READ a SECOND TIME on the 28th day of June, 2011, A.D.

READ a THIRD TIME on the 28th day of June, 2011, A.D.

RECONSIDERED, finally passed and adopted by the Board of Education, School District No. 42 (Maple Ridge-Pitt Meadows) this 28th day of June, 2011 A.D.

Seal

Chairperson, Board of Education

Secretary Treasurer



To: Board of Education

From: Secretary Treasurer
Wayne Jefferson

Re: **CAPITAL PROJECT BYLAW NO. 126298**

Date: June 28, 2011
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The School District is required to pass a Capital Project Bylaw for its 2011-2012 Annual Facilities Grant ("AFG") monies in order to access the funds.

The Ministry of Education currently uses a two (2) part process to provide much needed funds for maintenance and repairs of existing facilities and improvements of various other components of grounds, buildings and other structural areas of our school facilities.

The other funding for AFG programs comes as targeted funding within the funding grants issued for Special Purpose areas.

With tonight's approval of the Capital share of AFG, the School District receives \$2.4 million in total in two parts (Capital and Special Purpose).

RECOMMENDATION:

THAT the Board pass Capital Project Bylaw No. 126298 – Annual Facility Grant 2011-2012 at this meeting with three (3) readings, unanimously.

THAT the Board pass Capital Project Bylaw No. 126298 – Annual Facility Grant 2011-2012 as read a first time.

THAT the Board pass Capital Project Bylaw No. 126298 – Annual Facility Grant 2011-2012 as read a second time.

THAT the Board pass Capital Project Bylaw No. 126298 – Annual Facility Grant 2011-2012 as read a third time and finally adopted.

Attachment

CAPITAL BYLAW NO. 126298
2011-2012 Annual Facility Grant – Capital Portion

A BYLAW by the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) (hereinafter called the "Board") to adopt a Capital Project of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved Capital Project No. 126298.

NOW THEREFORE the Board agrees to the following:

- (a) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete the Project substantially as directed by the Minister;
- (b) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project; and,
- (c) maintain proper books of account, and other information and documents with respect to the affairs of the Project, as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board approved by the Minister and specifying a maximum expenditure of \$1,548,723 for Project No. 126298 is hereby adopted.
- 2. This Bylaw may be cited as School District No. 42 (Maple Ridge-Pitt Meadows) Capital Bylaw No. 126298.

READ A FIRST TIME THE 28TH DAY OF JUNE, 2011;
READ A SECOND TIME THE 28TH DAY OF JUNE, 2011;
READ A THIRD TIME, PASSED AND ADOPTED THE 28TH DAY OF JUNE, 2011.

Board Chairperson

Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 42 (Maple Ridge-Pitt Meadows) Capital Bylaw No. 126298 adopted by the Board the 28th day of June, 2011.

Secretary Treasurer



To: Board of Education

From: Secretary Treasurer
Wayne Jefferson

Re: **BOARD POLICY APPROVAL**

Date: June 28, 2011
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

In accordance with Board Policy Development Procedure 2500.1, the following attached policies, after having been presented to the Board for pre-reads and then to stakeholders and the public each for thirty (30) days, are now ready for Board approval:

- 2320: Board Committee & Trustee Representatives
- 2915: Board Chairperson: Elections, Roles, Responsibilities
- 2918: Vice-Chairperson: Elections, Roles, Responsibilities
- 2920: Trustee Honorarium
- 4203: Operating Budget

RECOMMENDATION:

THAT the Board approve policies 2320, 2915, 2918, 2920 and 4203.

Attachments



SD 42 POLICY: 2320

BOARD COMMITTEES & TRUSTEE REPRESENTATION

Generally, committees appointed by the Board shall be fact finding, deliberative and advisory rather than legislative or administrative. Such committees shall report and make their recommendations only to the Board.

Trustees will be expected to report to the Board at either Closed or Public Board Meetings on major topics discussed.

1. BOARD COMMITTEE OF THE WHOLE

The Board will have two (2) standing Board Committees of the Whole, although the Board may appoint standing District committees that include Trustees as members. The Board has established the Board Budget and Finance Committees of the Whole ("COTW") as its standing committees. The terms of references are as follows:

(a) Purpose

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

(b) Powers and Duties

To review the information presented

To gather additional information through questioning and discussion

To request supplementary information

To refer the matter to a regular meeting of the Board, if desirable

(c) Membership

All Trustees.

Superintendent, Secretary Treasurer and designate(s).

(d) Meetings

As required, at the call of the Board Chairperson.

(e) Reporting Out

The COTW will only report out to the Board.

Any necessary Board committees will be ad hoc committees established for specific purposes, and a specific length of time. When the Board establishes an ad hoc committee, it shall determine its membership, (comprised solely of Trustees) terms of reference and reporting our date at the formation of the committee. An ad hoc committee may be a Committee of the Whole Board, if approved as such. All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board. It is expected that reports will be included in the appropriate Agenda package.

2. AD HOC COMMITTEES

All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board. It is expected that reports will be included in the appropriate Agenda package.

3. TRUSTEE REPRESENTATION ON OTHER COMMITTEES AND BODIES

The presence of a Trustee(s) on a staff committee, a non-Board appointed District committee or a non-school District body, may be requested, expected or otherwise considered to be in the best interests of the Board of Education. Prior to appointments, the Chairperson will consult with each Trustee regarding committee appointments. The Board Chairperson shall appoint Trustees to existing committees or bodies as soon as possible following the inaugural meeting of the Board and each December following the inaugural meeting and advise the Board of such appointments at the first meeting subsequently. The need for appointments arising subsequent to the inaugural meeting shall also be met by the Board Chairperson with advice to the Board.

4. ROLE OF TRUSTEES & CONDUCT OF BUSINESS

4.1 Board Committees (COTW and Ad Hoc)

Although by nature, committees provide a forum for deliberation that is less formal than Board meetings permitting more latitude in discussion, it is expected that meetings will be conducted in accordance with *Robert's Rules of Order*. Only Trustees may vote. Minutes will be kept of the committee deliberations and administrative resource persons will participate as required. The Superintendent/Secretary Treasurer may assign a chief resource person to the committee. Any research and correspondence necessary for the work of the Board committee will be conducted by the resource person on direction of the committee.

4.2 Board Appointed District Committees

(Membership including Trustees, staff and/or others)

- (i) The Chairperson will always be a Trustee.
- (ii) The committee will report to the Board on its activities and outcomes (recommendations, etc.) through its Chairperson.
- (iii) Unless appointed by name to the committee by Board resolution, and given the right to vote, staff and others will act as resource persons.

- (iv) The Board Chairperson will be an ex-officio member of all committees, with full voting privileges.
- (v) The committee will function in a formal manner under *Robert's Rules of Order* – permitting the kind of free flowing discussion anticipated for committee work.
- (vi) The committee will appoint a recorder who shall keep minutes of the committee's deliberations and conduct any correspondence as directed by the committee.
- (vii) Decisions of these committees will always be in the form of recommendations to the Board.
- (viii) All Trustees will vote as they see fit when recommendations are dealt with by the Board.

4.3 Trustee Representation on Other Committees and Bodies

(a) Staff Committees

Trustees appointed as above. Staff members will be appointed by the Superintendent, Secretary Treasurer or other member of Management, if delegated, unless there is a specific position designated in procedures or an action by the Board.

- (i) Committee always chaired by a staff member.
- (ii) Meetings may be formal or informal. Variations might include:
 - Voting (majority decision);
 - Consensus (all agree);
 - Chair (staff member) makes all decisions subject to whatever higher authority governs.
- (iii) Trustees will act purely as observers and advisors, always reserving the right (and obligation) to speak and vote freely when matters arising from the committee are taken to the Board. A Trustee's commitment is, first and foremost, to the Board.
- (iv) Decisions of the committee must always be made within the authority given (specific) or delegated (general) by the Board. All actions require prior Board approval if outside the committee's mandate.
- (v) The committee Chairperson or staff member having responsibility makes reports to the Board through the established senior management structure.
- (vi) The committee Chairperson (staff):
 - Clarifies Terms of Reference;
 - Ensures notification of meetings are sent and appropriate notes are kept;
 - Provides all representatives with sufficient information to enable them to function as expected in their capacity as members of the committee;
 - When there is voting or consensus, minutes must be kept and circulated to all members.

(b) Other Committees & Bodies

Trustees appointed to other non-Board committees and, non-School District committees/bodies may or may not participate as voting members, depending upon the nature and purpose of their involvement. Their more common role will be as resource or liaison persons. Regardless of the nature of Trustees' participation, they do not have the authority to act on behalf of, or commit the Board.

(c) Resource Personnel

The Superintendent and Secretary Treasurer may appoint resource personnel to work with committees, and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

APPROVED:



SD 42 POLICY: 2915

BOARD CHAIR - ELECTIONS / ROLES / RESPONSIBILITIES

1. ELECTIONS

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

Each December, the Board will conduct an election for Chairperson and Vice-Chairperson for the coming year. The election procedure will be conducted at a Public Board Meeting as described in its supporting procedure.

A Trustee may not hold the office of Chairperson for more than three (3) consecutive terms of office. The position of Vice-Chairperson has no restriction on the number of terms a Trustee may hold this office.

2. ROLES

The Board entrusts to its Chair primary responsibility for safeguarding the integrity of the Board's processes and representing the Board to the broader community.

The Board also believes that a position of leadership must be selected in a fair and equitable manner, therefore, each year the positions of Chairperson and Vice-Chairperson will be elected from among the Trustees.

A Board Chair is an equal, with no more power or authority than any other Trustee outside the School Board setting. They do however, have an additional function and responsibility to speak for, and represent the positions and decisions of the School Board. The Chairperson's role is limited to speaking only for what the School Board has already decided, to receive input, or to bring matters to the School Board for consideration.

3. RESPONSIBILITIES

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

- (a) Prior to each Board meeting confers with the Vice-Chairperson, Superintendent and Secretary Treasurer on items included on the agenda, and becomes thoroughly familiar with them.

- (b) Presides over all Board meetings and ensures that such meetings are conducted in accordance with the *School Act*, the policies and procedures as established by the Board, and *Robert's Rules of Order*.
- (c) Performs the following duties during Board meetings:
 - i. Ensures that all issues before the Board are well stated and clearly expressed.
 - ii. Ensures that each Trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a corporate decision reached.
 - iii. Directs the discussion by Trustees to the topic being considered by the Board.
 - iv. Ensures that each Trustee presents votes on all issues before the Board.
 - v. Extends hospitality to Trustees, officials of the Board, the press, and members of the public.
- (d) Keeps informed of significant developments within the District.
- (e) Keeps the Board, Superintendent and Secretary Treasurer informed of all matters coming to his/her attention that might affect the District.
- (f) Is in regular contact with the Superintendent and Secretary Treasurer to maintain a working knowledge of current issues and events.
- (g) Conveys directly to the Superintendent and Secretary Treasurer, such concerns or questions as are related to him/her by Trustees, parents, students or employees which may significantly affect the administration of the District.
- (h) Brings to the Board, all matters requiring a corporate decision of the Board.
- (i) Acts as the chief spokesperson for the Board by stating positions consistent with Board direction and policies (except for those instances where the Board has delegated this role to another individual or group).
- (j) Acts as ex-officio member of all committees appointed by the Board.
- (k) Acts as a signing officer for the District as directed by Board Policy.
- (l) Serves as an officer of the Board authorized to witness the use of the Board's corporate seal, when required.

- (m) Represents the Board or arranges alternative representation at official meetings or other public functions.
- (n) Ensures the Board engages in regular assessments of its effectiveness as a Board.
- (o) Ensures the Board engages in a regular assessment of its Superintendent and Secretary Treasurer performance as required by their individual employment contract.
- (p) Sets out the effective process to deal with the business of the Board.
- (q) Creates a tone at the top to maintain public confidence in the management of the affairs of the Board.

APPROVED:



SD 42 POLICY: 2918

**VICE-CHAIRPERSON -
ELECTIONS / ROLES / RESPONSIBILITIES**

1. ELECTIONS

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

2. ROLES

The Vice-Chairperson shall act on behalf of the Board Chairperson, in the latter's absence and shall have all the duties and responsibilities of the Board Chairperson.

3. RESPONSIBILITIES

The Vice-Chairperson shall assist the Board Chairperson in ensuring the Board operates in accordance with the *School Act* policies and procedures, and Roberts' Rules of Order in providing leadership and guidance to the Board.

Prior to each Board meeting, confer with the Board Chairperson, Superintendent and Secretary Treasurer on items included on the agenda, and become thoroughly familiar with them.

The Vice-Chairperson may be assigned other duties and responsibilities by the Board Chairperson.

The Vice-Chairperson shall be an alternate signing authority for the District, if required.

APPROVED:



SD 42 POLICY: 2920

TRUSTEES' HONORARIUM

1. PHILOSOPHY

Trustees elected to serve on the Board of Education are to be provided with an honorarium for their work related to the business of the Board. The Board of Education believes the size and complexity of the school district can reasonably be compared to other school districts in the Lower Mainland and as such, annual remuneration should be similar to the duties of a Trustee in other comparable districts.

The *School Act* stipulates that a Board may authorize annually the payment of remuneration to the Chairperson, Vice-Chairperson and other Trustees; and authorize annually the payment of a reasonable allowance for expenses necessarily incurred by Trustees in the discharge of their duties.

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

2. METHOD OF CALCULATION

The Board of Education in determining remuneration shall be guided by the remuneration received by the average Trustee, Chair and Vice-Chairperson, in the following School Districts:

- School District No. 34 (Abbotsford)
- School District No. 35 (Langley)
- School District No. 36 (Surrey)
- School District No. 37 (Delta)
- School District No. 38 (Richmond)
- School District No. 41 (Burnaby)
- School District No. 43 (Coquitlam)
- School District No. 44 (North Vancouver)

3. PROCESS

Trustee remuneration shall be reviewed every three (3) years in the year prior to the general elections, and recommendations of the committee must be debated in an open Board meeting.

The review of Trustee remuneration will be carried out by the Secretary Treasurer assisted by a committee of a minimum of two (2) citizens from Maple Ridge and one (1) citizen from Pitt Meadows.

The committee may, in addition to the average remuneration of similar school districts, review any other data such as CPI, inflation rates, etc.

4. ANNUAL STIPEND CALCULATION

Trustee remuneration will be automatically adjusted for a cost of living adjustment on January 1st each year, based on the Metro Vancouver CPI differential comparing December 31st with December 31st of the previous year. The cost of living for adjustment will be capped at a maximum of 2% per year.

5. PAYMENT

Trustees' compensation will be paid on a bi-weekly basis and will be deposited directly into an account of a financial institution of their choice.

6. CHAIR AND VICE-CHAIR FINANCIAL RECOGNITION

The Board has resolved the honorarium paid to the Chairperson be set at \$3,000 per annum above the base rate and for the Vice-Chairperson, \$1,500 per annum above the base rate, for the added responsibilities of their respective roles.

APPROVED:



SD 42 POLICY: 4203

OPERATING BUDGET

PHILOSOPHY

The Board's annual operating budget is a financial plan reflecting the implementation and maintenance of the District's Educational and Operational Plan. The budget should reflect the objectives established by the Board for the school/fiscal year to which the budget applies. The objectives, in the budget should be consistent with the Board's mission and goals statements.

1. Budget Development

- (i) The Board is required by the *School Act* to develop an annual operating budget and submit it to the Ministry of Education in a prescribed form by prescribed dates.
- (ii) The Budget Committee should recommend a budget to the Board in a timely manner, ideally providing opportunities at two regularly scheduled Board meetings for the Board to deal with the recommendations.
- (iii) The budget document presented to the Board will contain estimates of revenue and expenditures, in a format that is consistent with that required by the Ministry.
- (iv) When the Budget Committee is in the process of developing or reviewing the budget, a detailed report by objects of revenue and expenditure will be prepared by the Financial Services Department, to be used as a working document.
- (v) The Budget Committee each year prior to the commencement of their meetings bring to the Board for approval; a plan of proposed meeting dates with expected meeting agenda topics for discussion and recommendation. The timelines outlined will also include the possible meeting invitees, their involvement and the process.
- (vi) Senior Team will, on an annual basis, review all and where appropriate, modify District used funding formulas for inclusion in the development of the preliminary or amended budget documents. Any items of a materiality nature of significance will be reported out to the Committee of the Whole.
- (vii) The annual operating budget will generally be developed by the Budget Committee of the Whole ("Budget Committee") which is assisted by senior School District administrative personnel. The meeting(s) will be chaired by the Board Chairperson and conducted as a Closed Meeting of the Board. An invitation is generally extended to employee and constituent groups as well as the general public to provide input to the Budget Committee during its deliberations at appropriate times.

- (viii) The budget approved by the Board, will be supported by specific staff complement approvals and based on the terms of continuing or time duration appointments. At the time of budget approval, the Board will determine whether the decisions taken by the Budget Committee in preparing the budget are to be implemented or presented separately for Board approval.
- (ix) Whether a preliminary or amended budget, once approved by the Board, for purposes of managing the District, they shall have the same effect and will be posted on the District's website.

2. Nature of the Budget

- (i) The budget is a "living" document that identifies the financial resources appropriated by the Board to provide the human and material resources necessary to meet the District's educational and operational objectives. To this end the Board, through policy, intends to provide appropriate flexibility in budget management to enable Senior Team to maximize the use of fiscal resources while exercising effective budget control.

3. Responsibilities for Managing Budget

- (i) Responsibility for the overall management of the educational and operational programs that are supported by the annual budget is that of the Superintendent and Secretary Treasurer. The Secretary Treasurer is specifically responsible for the financial management of the budget, and all financial reports.
- (ii) Each budget account shall be assigned to an Account Coordinator who will generally be a member of senior or middle management, (including Principals). The Account Coordinator for expenditure accounts will be responsible for ensuring that the funds are used for the purpose intended, and for monitoring expenditures to ensure they do not exceed funds allocated, without proper authority not to exceed total budget limits with the organizational unit. Account Coordinators for revenue accounts will monitor activity to ensure that revenue objectives are achieved.

4. Budget Management

- (i) Budget management and reporting will be conducted at a macro and micro level. Typically the Board and senior executives would receive reports and oversee the budget at a macro level, reviewing information presented by major objects of expenditure. Account Coordinators are expected to manage the budget at the micro level, reviewing information presented by function, program and objects of expenditure.
- (ii) Financial data to assist in the management of budgets will be provided by Financial Services, which is responsible for the proper coding of all revenues and expenditures, in accordance with the Chart of Accounts. Activity Based Budget and Accounting will be incorporated into the Budget development and reporting out systems.

- (iii) The implementation or maintenance of programs shall be carried out in accordance with the policies, decisions and directions of the Board, generally within the amount budgeted for them.
- (iv) It is recognized that the fiscal resources allocated may be greater or less than the cost of providing the service. All those involved in managing the budget are expected to at all times be governed by prudence, remembering that the object is to meet the District's educational and operational objectives. Any funds remaining after the objectives have been met will become reserved for general budget management purposes. Where funds are obviously insufficient, budget transfers or excess expenditures may be approved, in accordance with the provisions of this policy.
- (v) When contractual arrangements or targeted grants specify the appropriate use of carry forward funds, the year end balances remaining will be accounted for as per agreed language.
- (vi) It is understood as per Procedure 4203.1 an approved amount for budget management covering year end surpluses and deficits of a non-contractual or targeted nature will be approved for budget carry forwards.

5. Budget Transfers

- (i) The Secretary Treasurer or designate may authorize budget transfers within object codes and Ministry Function/Program, to facilitate meeting contractual obligations, statutory requirements, approved staffing complement, or approved educational/operational objectives.
- (ii) Budget transfers that would cause an over-expenditure in the account from which funds are transferred are not approved under any circumstances.
- (iii) Budget transfers made between one budget area to another budget area (transfers between Ministry function and/or major object code) will require prior approval from the Superintendent and Secretary Treasurer as this will affect the Board approved budget. Such transfers greater than \$10,000 will require the Board's approval.
- (iv) Where Activity Based Budget arrangements have been established for an organizational unit, total spending for the organizational unit is to be governed by the total budget. This provides Account Coordinators flexibility to allocate expenditures among objects of expenditure authorized in relation to the Parent account.

6. Requests for Change in Staff Complement

- (i) A position control document will be used to reflect the Board's approved staff complement, and to control the salaries and benefit costs.
- (ii) Should the staff complement need to be increased, reduced or altered by crossing Ministry defined function and/or employee group object code, prior Board approval will be required.
- (iii) Any request submitted by Senior Team to the Board that would result in additional cost, shall identify a funding source.

7. Excess Expenditures

- (i) It is recognized that some costs are “on demand” and therefore difficult to control. Examples include, teacher on call costs, payroll taxes, contractual benefit premiums, statutory and contractual obligations, utilities, debt services and uninsured losses. Senior Team is authorized to incur such unforeseen expenditures when transfers can be made in accordance with Section 5 above to accommodate the expense. The transfer must be made within the total budget envelope.
- (ii) When Senior Team has projected that the approved budget will be insufficient to accommodate the expense, and transfers in sufficient sums to provide for the expenditures cannot be made, the Board shall be notified and provided with options.
- (iii) Under the approval of the Secretary Treasurer, expenditure estimates may be exceeded where directly related revenue sources fully provide for the increased expenditure.

8. Reporting

- (i) Unless otherwise instructed by the Board, quarterly financial information shall be presented to the Board providing a “macro” status of the budget.

APPROVED:



To: Board of Education

From: Superintendent
Jan Unwin

Re: **CAPITAL PLANNING, CATCHMENT
REVIEW AND ENROLMENT UPDATE**

Date: June 28, 2011
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

Capital Planning

In past years, the Ministry of Education has announced individual school district's Capital Project approvals before the end of the school year. This year has been unusual in that the Ministry of Education has not announced any projects based on last year's submission nor have they requested a Capital Plan for the 2011-2012 school year.

Catchment Review

Due to the requirements for a holistic approach to the planning for student accommodation for next and future years, the work of catchment review is on hold at this time until the School District is made aware of any capital project approval.

The expectation is that draft catchment changes will be posted in the Fall following Board review.

Enrolment

The Fall enrolment reported as of September 30, 2011 will also form part of the facility review if and when the Ministry of Education makes the Capital Project announcement. The Board will be requested to approve its future capital plans when the projects are known.

RECOMMENDATION:

THAT the Board receive the Capital Planning, Catchment Review and Enrolment Update for information.



To: Board of Education

From: Superintendent
Jan Unwin

Re: **YEAR IN REVIEW: 2010/2011**

Date: June 28, 2011
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

The Year in Review report was presented to the Board of Education in its entirety at a pre-meeting earlier today.

The Superintendent will provide an overview of the report at today's Public Meeting.

The Year in Review will be available on the website.

RECOMMENDATION:

THAT the Board receive the Superintendent's Year in Review report for information.



To: Board of Education

From: Deputy Superintendent
David Vandergugten

Re: **ALDRIDGE ACRES REPORT**

Date: June 28, 2011
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

When the proposal for Aldridge Acres came to the Board several months ago, a request was made for a follow up report at the end of the year.

RECOMMENDATION:

THAT the Board receive the Deputy Superintendent's Aldridge Acres update for information.

Attachment

Public Board Meeting Aldridge Acres Report

June 28, 2011

Process:

1. Approximately 10 students expressed interest in being involved in the Aldridge Acres project
2. Connex Staff and Christian Cowley took a group of at least 10 kids for an Aldridge Acres tour.
3. Two students continued to participate in the Aldridge Acres project—(one was a morning attender and one was an afternoon attender, so the students attended separately)

What has occurred to date:

- Clearing and cutting back shrubs and vines
- Community volunteers cleared area near the house, and have planted four (4) rows of plants (potatoes, tomatoes, beans, lettuce, cucumbers and more)

Barriers:

- Weather
- Students felt overwhelmed by the scope of the responsibility (i.e. with respect to what needed to be cleared before they could begin planting).
- High student-to-staff ratio meant that Connex teacher focus was on academic achievement with respect to core courses (English, Math, Social Studies, and Science) with an emphasis on preparing for provincial examinations.
- Student focus was on what they perceived to be of greater importance with respect to meeting their achievement goals (i.e., "I can't go because I'm working on prepping for an English exam.")

Expectations for 2011/2012:

- Many of our most successful students transitioning to regular secondary school programs or the Outreach program at MRSS; with many new intakes, we anticipate that students will be more interested in hands on activities, as they settle into the program.
- We are hoping to have a life skills component that has a daily recreational/volunteer component that occurs as per the schedule.
- Staff is considering a scheduled "volunteer" requirement in order to fulfill the Graduation Transitions requirement; student volunteer work at Aldridge Acres would be one option.
- Open up the program to get more volunteers there (e.g., secondary youth care workers and/or SEAs and their students);
- Work on academics on site at Aldridge Acres
- Next to clear another space and repeat—they'll be able to see the result of their efforts (i.e., in the autumn, the potatoes will be there and the kids can dig them up—about 10 kid hours)
- Grad Transitions hours—formal sign up—Address, jobs, date and time—Christian can do the orientation, and then the kids can go from there.
- Involve Alan Millar and his Aboriginal Support workers who (a) examine what is native to the area; (b) locate these plants and plant them there.
- Student to make planting boxes—on Connex site, and transported
- Students to participate in building repairs

Stewart Sonne

Director of Secondary and Adult Education



To: Board of Education

From: Secretary Treasurer
Wayne Jefferson

Re: **REPORT ON FUNCTIONAL
IMPROVEMENTS COSTS -
TWO SCHOOL CLOSINGS -
ANNUAL FACILITY GRANTS**

Date: June 28, 2011
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the May 25, 2011 Public Board Meeting, the Superintendent and Secretary Treasurer reported out on the Mt. Crescent and Riverside Elementary School Closures transition covering two areas: Parent Feedback and Financial Impact.

The Board received the above report on the parent survey and operating budget savings for this year and beyond. The findings of both reports were confirmation of a successful change over.

At the meeting, a Trustee raised the matter of the work needed to convert both Mt. Crescent and Riverside Centre into changed uses and their respective costs.

As requested, the following amounts were spent from the Board's Annual Facility Grant of \$2.4 million to upgrade, enhance and prepare the various elementary teaching spaces into secondary teaching space at Mt. Crescent (\$91,668.85) and at Riverside (\$244,880.29) to create teaching and operational spaces for Continuing Education, Ridge Meadows College, International Education, the administration, teaching staff, non-teaching staff and the Learning Centre. All groups have welcomed the improved teaching and working space with excitement and celebration. It truly met many needs on many levels for those involved.

RECOMMENDATION:

THAT the Board receive the Secretary Treasurer's Report on the functional improvements to Mt. Crescent and Riverside Centre from the 2010-2011 Annual Facility Grant budgets for information.



To: Board of Education

From: Secretary Treasurer
Wayne Jefferson

Re: **PROPOSED BOARD MEETING
2011-2012 SCHEDULE**

Date: June 28, 2011
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

Each year, the schedule of Board Meetings is determined by the Board's Procedural Bylaws "B" Part A, Section 4.01 – Regular Closed Board Meeting.

The above procedure would have created the following schedule of meeting dates:

September	14, 28	February	8, 29
October	12, 26	March	14, 28
November	9, 30	April	11, 25
December	14	May	9, 30
January	11, 25	June	13, 27

In light of many other events impacting the upcoming year's Board activities, it is proposed the Board adopt an amended schedule to meet the Board's various obligations.

First day of school:	September 6
Trustee Elections:	November 19
Trustee Academy:	December 8 - 10
Two week Spring Break:	March 12 – 19
BCSTA AGM:	April 26 – 29

The proposed calendar will be as follows (* indicates a change):

September	7*, 21*	February	8, 22*
October	12, 26	March	7*
November	9, 23*	April	4*, 18*
December	7*	May	9, 30
January	11, 25	June	13, 27

RECOMMENDATION:

THAT the Board receive the Secretary Treasurer's proposed Board Meeting schedule for 2011-2012 for information.

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:

May 25, 2011

Call to Order
Motion of Exclusion
Ordering of Agenda
Confirmation of Minutes – May 25, 2011
Superintendent Information Item
Secretary Treasurer Decision Item
Adjournment

Meeting called to order at 12:34 p.m.
Approved
Approved as circulated
Approved as circulated
Received for information
Approved
Approved and adjourned at 1:17 p.m.