

Wednesday, February 3, 2016
Time: 6:00 p.m.

District Education Office
22225 Brown Avenue
Maple Ridge BC V2X 8N6

"Few things help a child more than to place responsibility on him, and let him know he is trusted" Booker T. Washington

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Correspondence
 - Frank Lento, Chairperson, School District No. 5 (Southeast Kootenay)
 - Bill MacFarlane, Chairperson, School District No. 19 (Revelstoke)
 - Moyra Baxter, Chairperson, School District No. 23 (Central Okanagan)
 - Edith Loring-Kuhanga, Chairperson, School District No. 61 (Victoria)
 - Keesha Rosario, Co-Chair of Youth Services and the Ridge Meadows Youth Impact Summit
3. Approval of Agenda
4. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.*

B. APPROVAL OF MINUTES

1. January 20, 2016 ITEM 2

C. PRESENTATIONS - *Individuals and groups invited by the Board to make presentations. Time limits for individual presentations will be established to allow all speakers to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension*

1. Helping Teachers, Learning Services ITEM 3

D. DELEGATIONS - *Registered delegations can make presentations to the Board. Time limits for individual delegations will be established to allow all registered delegations to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Horticulture Program ITEM 4
3. Secretary Treasurer
 - a) Budget Process ITEM 5
4. Board Committees
 - a) Budget
 - b) Finance
 - c) Board Policy Development
 - d) Education
 - i. Board Authorized Approved Courses ITEM 6

- e) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Autobody Collision Program ITEM 7
 - b) Fine Arts Program ITEM 8
 - c) My Education BC Update ITEM 9
 - d) Superintendent's Update ITEM 10
3. Secretary Treasurer
 - a) 2016/17 Carbon Neutral Capital Program – Project Proposal ITEM 11
 - b) Enrolment Projections ITEM 12
4. Board Committees & Advisory Committee Reports
 - a) Finance
 - b) Budget
 - c) Board Policy Development
 - i. Proposed Draft Policy: 4204 Contingency Reserve ITEM 13
 - ii. Proposed Draft Policy: 8801 Course Challenge ITEM 14
 - iii. Proposed Draft Policy: 8901 Field Trips (Including Extra Curricular Activities) ITEM 15
 - iv. Updated Policies ITEM 16
 - d) Education
 - e) Aboriginal Education
 - f) Inclusive Education
 - g) French Immersion Advisory
 - h) District Student Advisory
 - i) Round Table with Partners
 - j) Facilities Planning

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

1. BC School Trustees Association Provincial Council
2. District Parent Advisory Council
3. Joint Parks and Leisure Services
4. Municipal Advisory & Accessibility
5. Maple Ridge-Pitt Meadows Arts Council
6. Ridge Meadows Education Foundation
7. Social Planning Advisory:
<http://www.mapleridge.ca/AgendaCenter/Social-Planning-Advisory-Committee-10>
8. Tzu Chi Foundation
9. Other Board Liaison Representative Reports
 - a) Good News Items

J. QUESTION PERIOD - *Questions, with the exception of Trustee questions, will be limited to one question per person with one follow-up clarification question, if necessary. Question period will be restricted to questions only – statements and debate will not be permitted. This agenda item has a time limit of 10 minutes; extension is at the discretion of the Board.*

K. OTHER BUSINESS

1. Public Disclosure of Closed Meeting Business

ITEM 17

L. ADJOURNMENT

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **OPENING PROCEDURES**

Date: February 3, 2016
(Public Board Meeting)

Information/Decision

1. *CALL TO ORDER*
2. *CORRESPONDENCE (Information Item)*
 - Frank Lento, Chairperson, School District No. 5 (Southeast Kootenay)
 - Bill MacFarlane, Chairperson, School District No. 19 (Revelstoke)
 - Moyra Baxter, Chairperson, School District No. 23 (Central Okanagan)
 - Edith Loring-Kuhanga, Chairperson, School District No. 61 (Victoria)
 - Keesha Rosario, Co-Chair of Youth Services and the Ridge Meadows Youth Impact Summit

RECOMMENDATION:

THAT the Board receive all correspondence for information.

Attachments

3. *APPROVAL OF AGENDA (Decision Item)*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

4. *INVITATION FOR PUBLIC INPUT TO MATTERS ON THE AGENDA - Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. The agenda item has a time limit of 10 minutes.*



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

January 12th, 2016

Honourable Christy Clark
Premier, Province of British Columbia
PO Box 9041 Stn Prov Govt
Victoria BC V8W 9E1

Honourable Michael De Jong
Minister of Finance and Government House Leader
PO Box 9048 Stn Prov Govt
Victoria BC V8W 9E2

Honourable Mike Bernier
Minister of Education
PO Box 9045 Stn. Prov. Govt
Victoria BC V8W 9E2

Dear Premier Clark and Ministers De Jong and Bernier:

RE: Report on the Select Standing Committee on Finance and Government Services Report on the Budget 2014, 2015 and 2016 Consultations.

Once again the School District 5 (SD5) Board of Education was pleased to see the *Select Standing Committee on Finance and Government Services* (SSCFGS) recognize the need for government to adequately address the educational funding needs as presented in their *Report on the Budget 2016 Consultations*.

We were further pleased to note that submissions regarding K-12 education constituted a significant portion of the public input on Budget 2016, that no other area of expense exceeded K-12 education as a public spending priority and that, according to the SSCFGS, **"By properly investing in this sector, the Committee suggests that economic and community goals have a better chance of being realized"**.

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Jacqueline Blumhagen • Gail Brown
• Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen

We have been disappointed however that government continues to ignore these recommendations and to date, the Ministry of Finance has failed to respond to our Board's letters dated October 27, 2014, February 11th, 2015 and March 10th, 2015 requesting a progress update on Recommendations 24 – 40 from *the Report on the Budget 2014 Consultations from the Select Standing Committee on Finance and Government Services (SSCFGS)*, (see attached)

Accordingly, our Board carried the following motions at our January 12th, 2016 public Board meeting:

That the Board of Education write a letter to the Premier of BC, Minister of Finance and Minister of Education, with a copy to the usual stakeholders, requesting a progress update on Recommendations 24 – 40 from the Report on the Budget 2014 Consultations from the Select Standing Committee on Finance and Government Services (SSCFGS) and recommendations 22 – 36 from the Report on the Budget 2015 Consultations from the SSCFGS

And

*That the Board of Education include an endorsement for recommendations 1 – 3 from the Report on the Budget 2016 Consultations from the Select Standing Committee on Finance and Government Services in the letter outlined in **Motion R-16-10** (see above)*

Our District, along with many other Districts in BC, continues to experience the eroding effects of insufficient funding that does not address inflationary cost increases, ageing and inefficient school building upkeep and replacement, new initiatives such as trades and technology, increasing demands in the areas of special needs and literacy or adequate administrative staff compensation. Our Board therefore fully endorses recommendations 1 – 3 from the Report on the Budget 2016 Consultations from the Select Standing Committee on Finance and Government Services.

We sincerely hope you will begin implementing the recommendations of the SSCFGS *Report on the Budget 2016 Consultations* regarding education and make it the priority that, according to public input, it is and that you will provide our Board with a progress update on the 2014 and 2015 SSCFGS recommendations regarding education.

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Jacqueline Blumhagen • Gail Brown
• Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen

To that end, we thank you in advance for your prompt response to our requests regarding this important issue.

Sincerely,



Frank Lento,
Board Chair, SD5

Cc: Wm. Scott Hamilton, Select Standing Committee on Finance & Government Services
Bill Bennett, MLA Kootenay East, Minister, Energy and Mines
John Horgan, Leader New Democratic Party (NDP)
Carole James, Finance Critic, NDP
Rob Fleming, Education Critic, NDP
Wayne Stetski, MP Kootenay - Columbia
City of Cranbrook Mayor and Council
Regional District of East Kootenay (RDEK) Board
BCSTA, for distribution to all Boards of Education
BC Teachers' Federation
Shelley Balfour & Christina Smith, Cranbrook Fernie Teachers' Association Co-presidents
Deb Therrien, President, District Parents' Advisory Committee
Media

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Jacqueline Blumhagen • Gail Brown
• Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

October 27, 2014

Honourable Michael De Jong
Minister of Finance and Government House Leader
PO Box 9048 Stn Prov Govt
Victoria BC V8W 9E2

Dear Minister De Jong:

We were pleased to see the *Select Standing Committee on Finance and Government Services* recognizes the need for government to adequately address the educational funding needs as presented in their *Report on the Budget 2014 Consultations*.

These recommendations –and their implementation—are vital to the restoration and preservation of a high-quality education system in BC.

To that end, at the October public Board meeting the School District 5 (SD5) Southeast Kootenay Board of Education carried the following motion:

“That the Board of Education send a letter to the Minister of Finance with a copy to the usual stakeholders requesting a progress update on Recommendations 24 – 40 from the Report on the Budget 2014 Consultations from the Select Standing Committee on Finance and Government Services.”

Our District, along with many other Districts in BC, continues to experience the eroding effects of insufficient funding that does not address inflationary cost increases, ageing and inefficient school building upkeep and replacement, new initiatives such as trades and technology and increasing demands in the areas of special needs and literacy.

Government continues to request feedback from stakeholders across this province and that feedback has consistently been for sufficient education funding to address a variety of areas that many believe are underfunded.

Our Board would like to know what specific actions the government – and your Ministry in particular—has taken since the 2014 Select Standing Committee report to address these sixteen important recommendations to restore education funding to a level that supports the basic needs of public education in BC.

Thank you in advance for your prompt response to this important issue.

Sincerely,



Frank Lento,
Board Chair, SD5

Cc: Select Standing Committee on Finance & Government Services
Christy Clark, Premier
Bill Bennett, MLA Kootenay East
BCSTA, for distribution to all Boards of Education
BC Teachers' Federation
Shelley Balfour & Christina Smith, CFTA Co-presidents
Deb Therrien, President, DPAC
Media

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Olivia Besanger • Gail Brown •
Shaun Damstrom • Chris Johns • Curtis Helgesen • Patricia Whalen



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

February 11th, 2015

Honourable Michael De Jong
Minister of Finance and Government House Leader
PO Box 9048 Stn Prov Govt
Victoria BC V8W 9E2

Dear Minister De Jong:

Re: Progress Update on Recommendations 24 – 40 from the Report on the Budget 2014 Consultations from the Select Standing Committee on Finance and Government Services

On October 27th, 2014 our Board sent you a letter as per our October 2014 motion:

“That the Board of Education send a letter to the Minister of Finance with a copy to the usual stakeholders requesting a progress update on Recommendations 24 – 40 from the Report on the Budget 2014 Consultations from the Select Standing Committee on Finance and Government Services.”

To date we have not received a response from your Ministry. Our Board is once again requesting a progress update on Recommendations 24 – 40 from the Report on the Budget 2014 Consultations from the Select Standing Committee on Finance and Government Services as per our January 2014 motion:

“That the Board of Education write a follow-up letter to the Minister of Finance with a copy to the usual stakeholders requesting a progress update on Recommendations 24 – 40 from the Report on the Budget 2014 Consultations from the Select Standing Committee on Finance and Government Services (SSCFGS) and urging government to take action as regards recommendations 22 – 36 from the Report on the Budget 2015 Consultations from the SSCFGS.”

As you are aware, the Select Standing Committee on Finance and Government Services continues to recognize the need for government to adequately address the educational funding needs as presented in their Report on the Budget 2015 Consultations, which cites K-12 and post-secondary education as the most important program and spending areas by participants in the budget consultation process.

These recommendations –and their implementation—are vital to the restoration

and preservation of a high-quality education system in BC.

Our District, along with many other Districts in BC, continues to experience the eroding effects of insufficient funding that does not address inflationary cost increases, ageing and inefficient school building upkeep and replacement, new initiatives such as trades and technology and increasing demands in the areas of special needs and literacy.

Government continues to request feedback from stakeholders across this province and that feedback has consistently been for sufficient education funding to address a variety of areas that many believe are underfunded.

Our Board would like to know what specific actions the government –and your Ministry in particular—has taken since the 2014 Select Standing Committee report to address these sixteen important recommendations to restore education funding to a level that supports the basic needs of public education in BC.

Once again we thank you in advance for your prompt response to this important issue.

Sincerely,



Frank Lento,
Board Chair, SD5

Cc: Select Standing Committee on Finance & Government Services
Christy Clark, Premier
Rob Fleming, Education Critic, BC New Democratic Party
Bill Bennett, MLA Kootenay East
BCSTA for distribution to member Boards of Education
BC Teachers' Federation
Shelley Balfour & Christina Smith, CFTA Co-presidents
Nicole Makohoniuk, President, BCCPAC
Deb Therrien, President, DPAC
Media

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Jacqueline Blumhagen • Gail Brown
• Chris Johns • Curtis Helgesen • Doug McPhee • Patricia Whalen



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

March 10th, 2015

Honourable Michael De Jong
Minister of Finance and Government House Leader
PO Box 9048 Stn Prov Govt
Victoria BC V8W 9E2

Dear Minister De Jong:

RE: Request for Progress Report on the Select Standing Committee on Finance and Government Services Report on the Budget 2015 Consultations.

Once again School District 5 Board of Education was pleased to see the *Select Standing Committee on Finance and Government Services* (SSCFGS) recognize the need for government to adequately address the educational funding needs as presented in their *Report on the Budget 2015 Consultations*.

We were heartened to note that education was the 2015 top priority according to this year's report.

Each year the SSCFGS solicits valuable public input from across the province in order to make recommendations to government. While each year's report is easily accessible, information on actions developed to address these recommendations –if indeed such actions are developed—is not.

Our Board wrote you on October 27th, 2014 requesting a progress update on the 2014 SSCFGS. On February 11th, 2015 our Board once again requested a progress update and urged government to take action as regards recommendations 22 – 36 from the *Report on the Budget 2015 Consultations* from the SSCFGS.

To date we have received no response and can only assume one is forthcoming.

In keeping with these letters, at the February public Board meeting School District 5 (SD5) Southeast Kootenay Board of Education carried the following motion:

"That the Board of Education write a follow-up letter to the Minister of Finance with a copy to the usual stakeholders requesting a progress update on recommendations 22 – 36 from the Report on the Budget 2015 Consultations from the SSCFGS."

Our District, along with many other Districts in BC, continues to experience the eroding effects of insufficient funding that does not address inflationary cost increases, ageing and inefficient school building upkeep and replacement, new initiatives such as trades and technology and increasing demands in the areas of special needs and literacy.

As we see nothing in the 2015 provincial budget that appears to address any of the SSCFGS recommendations, our Board would like to know what specific actions the government –and your Ministry in particular—has developed to address these fifteen important recommendations to restore education funding to a level that supports the basic needs of public education in BC.

Thank you in advance for your prompt response to this important issue.

Sincerely,



Frank Lento,
Board Chair, SD5

Cc: Select Standing Committee on Finance & Government Services
Christy Clark, Premier
Peter Fassbender, Minister of Education
Bill Bennett, MLA Kootenay East
John Horgan, Leader New Democratic Party (NDP)
Carole James, Finance Critic, NDP
Rob Fleming, Education Critic, NDP
David Wilks, MP Kootenay - Columbia
City of Cranbrook Mayor and Council
Regional District of East Kootenay (RDEK) Board
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Co-presidents
Deb Therrien, President, District Parents' Advisory Committee
Media

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Jacqueline Blumhagen • Gail Brown
• Chris Johns • Curtis Helgesen • Doug McPhee • Patricia Whalen

January 14th, 2016



School District 19
(Revelstoke)

The Honourable Mike Bernier
Minister of Education
PO Box 9405, Stn Prov Govt
Victoria, BC V8W 9E2

The Honourable Mike de Jong
Minister of Finance
PO Box 9045, Stn Prov Govt
Victoria, BC V8V 9E2

Dear Minister Bernier and Minister de Jong:

RE: Report of the Select Standing Committee on Finance and Government Services

At the January 14th, 2016 meeting of the Revelstoke Board of Education, the Board passed the following motion:

“THAT the Revelstoke Board of Education provide a letter to the Ministers of Finance and Education supporting three specific recommendations made in the November 2015 Report of the Select Standing Committee on Finance and Government Services which are to:

1. Provide adequate capital funding to school district for facility improvements, seismic upgrades and additional schools in rapidly-growing communities.
2. Provide stable, sustainable and adequate funding to enable school districts to fulfill their responsibility to continue to provide access to quality public education, with recognition of the increased costs that school districts have incurred.
3. Review the Ministry of Education funding formula for programs and services, as well as administrative staff compensation levels to ensure adequate and competitive compensation.”

It is our Board's belief that government should be prioritizing budget decisions based on the importance of sustaining the quality education system of which we are so proud.

Sincerely,



Bill MacFarlane, Chairperson
Revelstoke Board of Education

cc: Board Correspondence File
BC School Boards (through BCSTA)
Norm Macdonald, MLA



BOARD OF EDUCATION

SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN)

1940 Underhill Street, Kelowna, B.C. V1X 5X7
Tel. 250-860-8888 Fax 250-860-9799
Website: www.sd23.bc.ca

"Together We Learn"

January 21, 2016

The Honourable Mike Bernier
Minister of Education
PO Box 9045, STN PROV GOVT
Victoria, BC V8W 9E2

The Honourable Michael de Jong
Minister of Finance
PO Box 9048, STN PROV GOVT
Victoria, BC V8W 9E2

Dear Minister Bernier and Minister De Jong:

RE: Principals and Vice-Principals – Approved Compensation Increase

At the January 13, 2016 Public Board Meeting, the Central Okanagan Board of Education passed the following Motion:

THAT: The Board of Education send a letter to the Minister of Education and the Minister of Finance expressing the District's outrage that the government is not funding the approved differentiated compensation increase for Principals and Vice-Principals.

One of the recommendations of the 2016 Report of the Select Standing Committee on Finance and Government Services is:

"Provide stable, sustainable and adequate funding to enable school districts to fulfil their responsibility to continue to provide access to quality public education, with recognition of the increased costs that school districts have incurred."

A number of compounding items have occurred which will result in significant future budget pressures. These include:

- No Additional Holdback Distribution for 2015/2016;
- Administrative Savings Reductions;
- Increasing Employee Benefit Costs; and,
- Provincial Upgrading and Enhancing of Internet Connections to all Schools (Next Generation Network) at a cost to each school district.

Board of Education - Trustees

Moyra Baxter
Christopher L. Gorman

Deb Butler
Lee Mossman

Rolli Cacchioni
Lee-Ann Tiede

Julia Fraser

It is inconceivable that, in a time of continuing, ever-increasing budget pressures for school districts, the government would expect districts to absorb the costs for reasonable compensation increases for Principals and Vice-Principals as well.

If the provincial government wishes to continue to ensure the excellence of public education within the Province of British Columbia, it must provide school districts with adequate funding, and it must recognize that all staff deserve adequate, provincially-funded, compensation.

Yours sincerely,

A handwritten signature in black ink that reads "Moyra Baxter". The signature is written in a cursive, flowing style.

Moyra Baxter
Board Chair

copy: Central Okanagan Board of Education Trustees
The Honourable Christy Clark, Premier of British Columbia
Dan Ashton, MLA
The Honourable Norm Letnick, MLA
The Honourable Steve Thomson, MLA
Central Okanagan Teachers' Association
CUPE Local 3523
Central Okanagan Parent Advisory Council
Central Okanagan Principals' and Vice-Principals' Association
All BC Boards of Education c/o BCSTA

January 20, 2016

The Honourable Rich Coleman
Deputy Premier and Minister of Natural Gas Development
and Minister Responsible for Housing
PO Box 9052 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Coleman:

RE: My Place Transitional Home

There has been recent media coverage related to the My Place Transitional Home that has opened across the street from Central Middle School. The school district has estimated that it could face sudden and unplanned costs of \$43,950 over the next four months because of the homeless shelter being housed in the previously vacant Boys and Girls Club facility. As a result, The Greater Victoria Board of Education is requesting that the Provincial Government and the City of Victoria provide funding to offset these unrelated educational costs.

In the Times Colonist article on January 6, 2016 you are quoted as saying *"If there are any additional costs, they should be covered from the contingency funds that school districts like Victoria set aside as part of their annual budgeting. As of June 30, 2015, the Victoria school district had an operating surplus of close to \$22 million."* This statement causes confusion for the public at a time when our school district is facing a deficit for the coming school year. Our Board would like to provide clarifying information with respect to the referenced \$22 million.

There is a distinction between "surplus" cash which is unencumbered and cash committed but not yet spent. The accounting principles that must be followed when preparing the financial statements do not permit outstanding commitments of any kind at the end of the school year to be included in the expenditure total; however all revenue sources must be included. Consequently, the unspent amounts set aside to fund these commitments result in a positive cash position at the end of the school year. As reported in the Greater Victoria School District audited financial statements for the year ending June 30, 2015, the operating fund had an ending balance of \$21,775,666. This money is committed for the following:

• Secondary, Middle and Elementary Student Supplies Funds	\$ 6,108,287 (Note A)
• Planned Budgeted Surplus to be used in 2015-2016	\$ 8,300,000 (Note B)
• Unspent Aboriginal Targeted Funding	\$ 142,195
• Collective Agreement Contractual Obligations (Pro-D)	\$ 276,351
• Department Carry Forward Funds for On-going Projects	\$ 854,897 (Note C)
• Unspent Grants Dedicated to Specific Purposes	\$ 1,306,413
• Outstanding Purchase Orders	\$ <u>682,969</u> (Note D)
Total Internally Restricted Funds	\$17,671,112
Total Unrestricted Funds	\$ <u>4,104,554</u> (Note E)
Total Operating Fund Ending Balance	<u>\$21,775,666</u>

Note A: To ensure the efficient utilization of school budgets, unspent funding at the school level at year end is carried forward into the next year's operating budget. This gives schools the opportunity to accumulate balances for new textbooks for curriculum changes; equipment replacement/improvements (eg. teaching kitchens, technology for use in the classroom, shop equipment); and also avoids "year-end buying frenzies".

Note B: In order to mitigate the budget reductions required to balance the 2015-2016 budget, the planned budget surplus was approved in the 2015-2016 Annual Budget Bylaw. This money is required to fund expenditures during the 2015-2016 school year, and is currently committed.

Note C: Departments that carry forward funding is earmarked to complete unfinished projects. For example, schools send requests to the Facilities Department to have work done at their schools. Funding to complete the work is transferred from the schools to the Facilities Department and is carried forward for any work that is not completed by June 30.

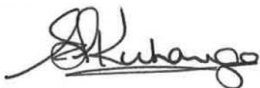
Note D: As of June 30, there are outstanding purchase orders for which goods and services have not been received. The budgeted funds for the commitment are carried forward to pay for the goods and services when they are received in the next school year.

Note E: The unrestricted funds have been approved by the Board to be applied against the 2016-2017 budget shortfall.

We understand the budget challenges that the Province and school districts continue to face. The Greater Victoria Board of Education continually strives to maximize programs and services for students. Over the past ten years, this Board has closed schools, reduced staffing, cut discretionary budgets, participated in shared services initiatives and worked to develop additional sources of revenue. Our district is carrying a structural deficit of \$8.5 million for the 2016/2017 school year due to the impact of declining enrolment and the fact that funding increases provided by the Ministry of Education have not kept pace with cost pressures. A key strategy for our Board in minimizing the budget and service reductions required to balance the 2016/2017 budget is to apply any cost savings and additional revenues from the current year to help offset the funding shortfall.

I hope that you will agree with us that based on the above explanation, the school district does not have "surplus" cash available in the operating budget. As a governing body entrusted with educating students, we cannot commit our limited funds to unrelated costs.

Yours truly,



Edith Loring-Kuhanga
Board Chair

cc Board of Trustees

Honourable Minister of Education, Mike Bernier
Piet Langstraat, Superintendent of Schools
All BC Boards of Education, c/o BCSTA
Carole James, MLA Victoria-Beacon Hill
Rob Fleming, MLA Victoria-Swan Lake
Maurine Karagianis, MLA Esquimalt-Royal Roads
Dr. Andrew Weaver, MLA Oak Bay-Gordon Head
John Horgan, MLA Juan de Fuca
Lana Popham, MLA Saanich South
Victoria Confederation of Parent Advisory Councils
GVSD Unions and Associations
Media



The Ridge Meadows Youth Impact Summit

P.O. Box 32112, Maple Ridge, BC V2X 0G9 www.rmyouth.com

January 18, 2016

Dear Chair of School District 42 Mr. Mike Murray and School District Trustees of SD42:

Re: Request of 2-3 Representatives

Place: Loon Lake Lodge and Retreat, Silver Valley Drive, Maple Ridge BC

Date: Sunday March 6th from 1-3:30 pm

The Rotary Club of Haney and the Founders Cup Charity Foundation are hosting the Ridge Meadows Youth Impact Summit at Loon Lake Lodge and Retreat on March 4-6th 2016.

Last year we had this event at a different location, and the students were empowered by your past involvement. Many of the students continued to volunteer in the community and participate in International Exchange and other key community initiatives.

This year once again, the Grade 9-12 Students will be tasked at the conclusion of the summit to present to a panel of Mayors, Councilors and School District 42 Trustees/Representatives. The students had to come up with a community issue that was deemed important by the students with suggested solutions to present to the panel.

As part of this panel, you will be listening to the presentations and asking questions of clarification and provide feedback you have on their ideas, research, solutions presented and how they can possibly take action on this as students in the community.

The Legacy Project review will be held on Sunday, March 6th at Loon Lake Lodge & Retreat Centre from 1:00am to 3:00pm.

The students will be presenting their "legacy" project ideas to impact the community and would like to formally invite the new and returning mayors and city council members to Loon Lake Lodge Retreat for this event. The local youth of Pitt Meadows and Maple Ridge will share their project ideas with you.

We would ask that all RSVP responses are submitted by February 15th at 4pm.

We are holding a variety of activities, keynote speaker sessions and project planning throughout the weekend. The event is sponsored by the Founders Cup and Rotary Club of Haney. Lunch will be served to those attending.

March 4- 6th 2016



The Ridge Meadows Youth Impact Summit

P.O. Box 32112, Maple Ridge, BC V2X 0G9 www.rmyouth.com

Thanks to funding from the Founders Cup Charity Foundation and the organization by the Rotary

Club of Haney, we are able to impact over 50 students from grades 9 through 12 to unlock their leadership potential and catapult their strengths to better serve our community! The Youth Impact Summit concept was founded and developed by myself, Keesha Rosario, Chair of the Youth Services of the Rotary Club of Haney and Jennifer Baillie, Youth Program Coordinator at the Greg Moore Youth Centre for the District of Maple Ridge. We have local youth on the board and planning committee between the ages of 17-30 who have been impacted by Rotary Programs and currently participate within Rotaract or Community Volunteerism. They have worked with us on the planning of this event since May of 2015.

Participants are asked to apply on our website that includes information on this event. Event details can be found at: [Home - Ridge Meadows Youth Impact Summit \(RMYS\)](http://www.rmyouth.com)
www.rmyouth.com

Applications are open to youth to participate in this summit. If there are students you feel would benefit from this program, please encourage them to apply online to participate.

Transportation by bus has been organized to transport participants on Friday March 4th and return them back Sunday March 6th evening. This event will offer participants with accommodations, food, communication and leadership activities, debriefing in addition to incredible keynote speakers at no cost to the students. We hope to impact youth to be the best individuals they can be while helping each other within the schools and communities they live.

You are welcome to join us for lunch from 12-1pm with RSVP; please stipulate dietary restrictions in advance.

We look forward to your confirmation of your attendance and the list of attendee names. If you have any questions or need additional information, please do not hesitate to contact me.
Thank you!

Keesha Rosario
Co-Chair of Youth Services and the Ridge Meadows Youth Impact Summit (RMYS)
keesha.rosario@yahoo.ca / haneyrotary@gmail.com
Phone: 778-858-0476

cc: Michelle Broughton, President of the Rotary Club of Haney, Jennifer Baillie Co-Chair of Ridge Meadows Youth Summit
cc: Rotary Club of Meadowridge
cc: Ron Jones and Scott Jones of The Founders Cup Charity Foundation

March 4- 6th 2016



ITEM 2

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: February 3, 2016
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the January 20, 2016 Public Board Meeting be approved as circulated.

Attachment

IN ATTENDANCE:

BOARD MEMBERS:

Chairperson – Mike Murray
Vice Chairperson – Susan Carr
Trustee – Lisa Beare
Trustee – Korleen Carreras
Trustee – Ken Clarkson
Trustee – Eleanor Palis
Trustee – Dave Rempel

STAFF:

Superintendent – Sylvia Russell
Deputy Superintendent – Laurie Meston
Secretary Treasurer – Flavia Coughlan
Executive Assistant – Karen Yoxall

A. OPENING PROCEDURES

1. Call to Order

The meeting was called to order at 6:00 p.m. The Chairperson welcomed and thanked everyone for attending. The Chairperson acknowledged that this meeting is taking place on the traditional territory of Katzie First Nation and Kwantlen First Nation.

Trustee Rempel joined the meeting at 6:04 p.m.

2. Correspondence

Moved/Seconded

- Frank Lento, Chairperson, School District No. 5 (Southeast Kootenay)
- Lenora Trenaman, Chairperson, School District No. 8 (Kootenay Lake)
- Moyra Baxter, Chairperson, School District No. 23 (Central Okanagan)
- Tony Goulet, Chairperson, School District No. 28 (Quesnel)
- Betty Baxter, Chairperson, School District No. 46 (Sunshine Coast)
- Doug Skinner, Chairperson, School District No. 47 (Powell River)
- Tony Cable, Chairperson, School District No. 57 (Prince George)

THAT the Board receive all correspondence for information.

CARRIED

3. Approval of Agenda

Moved/Seconded

THAT the Agenda be ordered as circulated.

CARRIED

4. Invitation for Public Input to matters on the Agenda

B. APPROVAL OF MINUTES

1. December 9, 2015

Moved/Seconded

THAT the Minutes of the December 9, 2015 Meeting be approved as circulated.

CARRIED**C. PRESENTATIONS****D. DELEGATIONS****E. DEFERRED ITEMS****F. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools
 - a) 2016-2017 and 2017-2018 Proposed District School Calendars

Moved/Seconded

The Deputy Superintendent reported that in order to provide families and the District more opportunity to plan ahead, Senior Team is proposing calendars for both 2016-2017 and 2017-2018. Both of these calendars meet the required minutes of instruction.

The Superintendent reported that the 2017-2018 proposed district school calendar may require amendment due to the unknown dates for provincial exams.

The Deputy Superintendent reported that the 2017-2018 Kanaka Creek School Calendar may require further amendment.

THAT the Board of Education receive for information the attached proposed District School Calendars and Kanaka Creek School Calendar and approve that the calendars be shared with the public in order to receive public feedback.

CARRIED

3. Secretary Treasurer
4. Board Committees
 - a) Finance
 - b) Budget
 - c) Board Policy Development
 - d) Education Committee
 - e) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools

a) Middle Years IB Program**Moved/Seconded**

The Superintendent reported that staff were directed in the Strategic Facilities Plan to complete an in depth review of the viability of expanding the International Baccalaureate Program hosted at Garibaldi Secondary School.

Darren Rowell, Principal and Tom Levesque, Vice Principal, Garibaldi Secondary School presented a review of the Middle Years IB Program including the financial implications, a summary of discussions that have occurred at the school level, a review of other schools who run the IB program and feedback from Bob Poole, Regional IB Director.

Discussion ensued on Career Path courses and costs associated with the IB program.

THAT the Board receive the Middle Years IB Program report for information.

CARRIEDb) IT Budget Review – Quarterly Review Report**Moved/Seconded**

The Director of Instruction and Manager of the IT Department presented the IT Budget Review – Quarterly Review Report. Assets Deployment and Infrastructure Upgrades, Learning Commons Support, District Data Solution, E Report Template, IT Projects and Infrastructure Budget Analysis were explained.

Discussion ensued on student owned laptops and issues with accessibility, lync phones, encryption, e-portfolio and staffing.

THAT the Board receive the School District No. 42 IT Budget Review – Quarterly Review Report for information.

CARRIEDc) Superintendent's Update**Moved/Seconded**

The Superintendent reported on a video from Harry Hooze Elementary regarding media, an entrepreneurial fair at Albion Elementary, congratulated wrestlers from Maple Ridge Secondary School on recent accomplishments, reported on activities of the Outdoor Club at Samuel Robertson Technical Secondary School and of a Youth Philanthropy Initiative.

THAT the Board receive the Superintendent's update for information.

CARRIED

3. Secretary Treasurer
4. Board Committees & Advisory & Advisory Committee Reports
 - a) Finance
 - b) Budget
 - c) Board Policy Development

- d) Education
- e) Aboriginal Education
- f) Inclusive Education
- g) French Immersion Advisory
- h) District Student Advisory
- i) Round Table with Partner Groups

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

1. Draft Motion to BC School Trustees Association: Adult Graduated Student Grant

Moved/Seconded

THAT the Board approve the submission of the following motion to the BC School Trustees Association for consideration:

That the BCSTA approach the Ministry of Education and the Ministry of Advanced Education to request that Boards of Education be included on the list of approved institutions able to offer Adult Upgrading Grants.

CARRIED

2. Draft Motion to BC School Trustees Association: School Site Acquisition Charge

Moved/Seconded

THAT the Board approve the submission of the following motion to the BC School Trustees Association for consideration:

THAT the BCSTA approach the Ministry of Education and other Ministries involved in administering the School Site Acquisition Charge legislation to review and amend the maximum allowable school site acquisition charges established in the legislation to reflect current property acquisition costs.

CARRIED

3. Draft Motion to Local Action Team: Letter of Support For An Integrated Youth Health Centre

Moved/Seconded

THAT the Board direct the Board Chairperson to submit a Letter of Support for an Integrated Youth Health Centre in Maple Ridge-Pitt Meadows.

CARRIED

I. TRUSTEE REPORTS

Maple-Ridge-Pitt Meadows Arts Council

Trustee Rempel reported on cultural planning, motions, a Christmas Open House and the hiring of a new recording secretary.

Social Planning Advisory

Grant submissions were discussed at the recent meeting.

Ridge Meadows Education Foundation

Trustee Rempel reported on a seminar planned for February 18, 2016.

Good News

Trustees reported on school visits to Albion Elementary and Samuel Robertson Technical Secondary School.

J. QUESTION PERIOD

A question was posed regarding the Infrastructure Budget Analysis contained in the IT Budget Review – Quarterly Review Report.

A question was posed regarding increased enrolment at Garibaldi Secondary School and the discontinuation of school bussing.

K. OTHER BUSINESS

L. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 7:51 p.m.

Mike Murray, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 3

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **HELPING TEACHERS, LEARNING
SERVICES**

Date: February 3, 2016
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the presentation by the Helping Teachers, Learning Services, for information.



ITEM 4

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **HORTICULTURE PROGRAM**

Date: February 3, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

On October 14, 2015 the Board of Education approved the Strategic Facilities Plan and recommended that staff work with post-secondary institutions and community partners on determining the feasibility of creating a new horticulture trades program, and make recommendations regarding the program to the Board by February 2016.

The opportunity for local employment in horticulture is substantial. There is strong support in the community for a horticulture trades program as evidenced by feedback received from parents in the school district during the strategic facilities planning process.

In response to the recommendation in the Strategic Facilities Plan we have explored a partnership with KPU to offer interested students access to the KPU Langley Campus for Level One Technical Training in Horticulture: Common Core Landscape & Production for the 2016/2017 Academic Year.

Level One Technical Training in Horticulture: Common Core Landscape & Production is the common core that all high school students must complete in order to begin their Industry Training Authority (ITA) recognized technical training leading to Red Seal Landscape Horticulturist Certification or a Production Horticulturist Certificate of Qualification. These three and four year apprenticeship programs are a combination of technical training and work-based training.

We plan to have interested grade 12 students join the February 2017 Common Core Landscape & Production cohort at KPU's Langley Campus to complete their level one technical training. The program will run for six weeks during February and March of 2017.

Students will be required to have a high degree of maturity, motivation, physical ability to do work required and the academic drive to keep up with the demands of the program.

Ideally students would be in grade 12 (mature grade 11 students may be accepted).

Students will be screened by Partnership Program staff and be interviewed by KPU faculty.

Estimated Revenue

Students in the horticultural program would be registered in 2 PSI courses

Projections Of Enrollment:

	MOE	Ace It	Fee Payer/Student	Total Revenue
6 MOE - additional funded courses @ \$ 894.75/course * 2	10,737			10,737
6 ITA/Ace It enrolment (\$1,200)		7,200		7,200
6 Application Fee (\$75/student)			450	450
6 Textbooks (\$400/Student)			2,400	2,400
	10,737	7,200	2,850	20,787
3.6 - upon successful completion assuming 60% pass		3,600		3,600
Estimated Total Revenue				24,387

Estimated Costs

Kwantlen Tuition Costs

6 Tuition (\$699/student)	4,194	
6 Textbooks (\$400/student)	2,400	
Total Tuition Costs		6,594

Other Program Costs

Taxi - up to 6 students (125/day * 30 days)	3,750	
Total other costs		3,750
Estimated Total Program costs		10,344

Summary

Estimated Total Revenue	24,387
Estimated Total Costs	10,344
Estimated Net Budget Impact (assumes 60% Ace It successfully completed)	14,043

* Students would be responsible for supplying their own rain and safety gear (approx \$250)

- 1) KPU already has the facility in Langley so infrastructure expenses for this program option are limited to transportation.
- 2) KPU Horticulture program highly regarded and facility is well equipped.
- 3) Program is with KPU - an ITA recognized Technical Training Provider (TTP) so we are able to give students 2 PSI courses (post-secondary dual course credits) – 8 credits that will not only move students closer to graduation but help offset costs of the program (tuition and transportation).
- 4) Program receives ITA funding to help cover off costs of tuition and transportation.
- 5) Horticulturalists are in demand (e.g.golf courses, landscaping, food production) and there are many opportunities for employment in local community and for Secondary School Apprenticeship (SSA) placements.

RECOMMENDATION:

THAT the Board approve the Horticulture Program Partnership with Kk Ubh`Yb`Dc`nh`Wb]W I b]j Yfg]mZcf`h`Y`2016/2017 academic year.



ITEM 5

To: **Board of Education**

From: Secretary Treasurer
Flavia Coughlan

Re: **BUDGET PROCESS**

Date: February 3, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

School District No. 42 (Maple Ridge – Pitt Meadows) is estimating that it will be facing a budget funding shortfall for 2016/2017. The precise magnitude of the shortfall cannot be accurately determined before the 2016/2017 Operating Grant is announced by the Ministry of Education on or before March 15, 2016.

In accordance with the School Act, school districts in the province must approve a balanced budget and submit it to the Ministry of Education by June 30, 2016.

The attached proposed 2016/2017 Preliminary Budget Process Timeline shows the proposed schedule of meetings dedicated to sharing the Board's budget information with partner groups and the public as well as receiving budget balancing proposals and feedback on proposed budget balancing options.

In order to follow the attached 2016/2017 Preliminary Budget Process Timeline it is also proposed that the April 6, 2016 Public Board Meeting be moved to April 13, 2016.

RECOMMENDATION:

THAT the Board approve changing the April 6, 2016 Public Board Meeting to April 13, 2016 starting at 4 p.m.;

And further;

THAT the Board: approve the proposed 2016/2017 Preliminary Budget Process Timeline.

Attachment

2016/2017 Preliminary Budget Process Timeline

Wednesday, February 3, 2016 DEO 6:00 pm	Board Meeting <ul style="list-style-type: none"> Presentation and approval of the Proposed Budget Process/Timeline Presentation of Projected Enrolment for 2016/17, 2017/18, 2018/19
Wednesday, February 24, 2016 DEO 6:00 pm	Board Meeting <ul style="list-style-type: none"> Presentation and Board Approval of the 2015/16 Amended Annual Budget
Wednesday, March 9, 2016 DEO	Budget Committee of the Whole <ul style="list-style-type: none"> Presentation of preliminary estimates to partner groups
Wednesday, March 30, 2016 DEO	Budget Committee of the Whole <ul style="list-style-type: none"> Partner groups presentation of the 2016/17 budget balancing options
Wednesday, April 13, 2016 THSS 4:00 pm	Board Meeting <ul style="list-style-type: none"> Presentation of the Proposed 2016/17 Preliminary Budget
Wednesday, April 20, 2016 THSS 6:00 pm	Budget Committee of the Whole <ul style="list-style-type: none"> Public and partner group input on the Proposed 2016/17 Preliminary Budget
Wednesday, April 27, 2016 DEO 6:00 pm	Board Meeting <ul style="list-style-type: none"> Approval 2016/17 Budget Balancing Proposals
Wednesday, May 18, 2016 DEO 6:00 pm	Board Meeting <ul style="list-style-type: none"> Adoption of 2016/17 Preliminary Budget Bylaw



ITEM *

To: **Board of Education**

From: Education Committee

Re: **BOARD AUTHORIZED APPROVED COURSES:** Date: February 3, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

As per the *School Act*, Boards of Education must approve Board authorized courses, academies, trade and partnership programs proceeding their implementation.

The Education Committee has met, reviewed, approved, and recommends implementation of the attached courses:

- Athletic Leadership 11 (Attachment A)
- Athletic Leadership 12 (Attachment B)
- Outdoor Education Fly Fishing 10 (Attachment C)
- Outdoor Education Advanced Fishing 11 (Attachment D)

RECOMMENDATION:

That the Board approve the following Board Authorized Approved Courses:

- **Athletic Leadership 11**
- **Athletic Leadership 12**
- **Outdoor Education Fly Fishing 10**
- **Outdoor Education Advanced Fishing 11**

Attachments

Athletic Leadership 11

BAA APPLICATION

Prepared by: Kira Sinow

Maple Ridge Secondary School
School District 42

January 19, 2016

BAA [Athletic Leadership 11] Framework

District Name: Maple Ridge School District

District Number: SD #42

Developed by: Kira Sinow

Date Developed: January 16, 2016

School Name: Maple Ridge Secondary

Principal's Name: Trevor Connor

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Athletic Leadership 11

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120hrs

Prerequisite(s): Recommended

Special Training, Facilities or Equipment Required: Gym, Fields, Lacrosse box, PE equipment, Classroom

Course Synopsis:

LEADERSHIP IN SPORTS AND ATHLETICS 11. "If your actions inspire others to dream more, learn more, do more and become more, you are a leader". This quote by John Quincy Adams expresses the essence of this leadership course in which students will learn how to inspire, motivate and build community through athletics and sport. The goal of this course is to provide an avenue in which students can make a positive difference at MRSS. Students will have the opportunity to discover their leadership potential and learn how to effectively utilize their leadership skills in different settings. Students should expect a fun, engaging, self-directed, collaborative, but challenging experience that is infused with technology. Students are encouraged to sign up with friends and teammates as the course provides the opportunity for many cooperative group challenges. Students will have the freedom to explore their own passions and to develop and carry out their own initiatives.

Rationale:

In today's world it is important for youth to be assertive and develop strong leadership skills. Athletic Leadership 11 students will learn how to plan, promote and manage both small and large events in the school setting. Students will work in a supported environment from peer mentors in Athletic Leadership 12. These students will model and teach what they have learned in the previous year. This class will provide students with the knowledge and necessary practical real life experiences required to successfully build on their leadership skills and become strong confident student leaders.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Leadership qualities	15 hours
Unit 2	Event Management and Fall Sports (Sept –Nov)	30 hours
Unit 3	Communication Skills and Winter Sports (Dec-Feb)	30 hours
Unit 4	Conflict Resolution and Spring Sports (March-June	35 hours
Unit 5	Leaders Challenge	10 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:

Unit 1: Leadership Qualities

*What is a Leader?

It is expected students will:

- Describe the qualities of a leader
- Understand these qualities can be learned and are skill based
- Understand that each leader brings' a variety of qualities to the leadership group
- Explore motivation of self and others

***Managers and Leaders**

It is expected students will:

- Differentiate between what managers do and what leaders do

***Cooperative Leadership**

It is expected students will:

- Define cooperative leadership

Unit 2: Event Management and Fall Sports

***Plan**

It is expected students will:

- Distinguish between short term, long term and event planning
- Identify all aspects for organizing an event
- Produce and event timeline

***Act**

It is expected students will:

- Know how to implement an event

***Evaluate**

It is expected students will:

- Use objective and subjective methods to evaluate an event

***Fall Sports**

It is expected students will:

- Support and promote Volleyball, Field Hockey, Boys Soccer, Cross Country and Swimming

Unit 3: Communication Skills and Winter Sports

***Communication Concepts**

It is expected students will:

- Define the communication process
- Describe verbal and non-verbal communication
- Identify barriers to communication

***Interpersonal Communication**

It is expected students will:

- Understand effective ways to communicate one on one and within groups
- Practice verbal, non-verbal and active listening communication skills

***Group Dynamics**

It is expected students will:

- Define group dynamics
- Identify types of participants and participant behaviour
- Understand group cohesiveness

***Winter Sports**

It is expected students will:

- Support and promote Basketball, Field Lacrosse, Wrestling

Unit 4: Conflict Resolution and Spring Sports

***Conflict**

It is expected students will:

- Define conflict
- Outline sources of conflict
- Investigate impacts of conflict

***Resolution**

It is expected students will:

- Describe strategies for resolving conflict
- Practice methods for resolving conflict

***Spring Sports**

It is expected students will:

Support and promote Rugby, Track and Field, Girls Soccer and Badminton, Ball Hockey

Unit 5: Leader's Challenge

The Challenge:

It is expected students will:

- Identify a personal challenge
- Complete the challenge contract
- Engage in the personal challenge
- Present an overview of the challenge to the class

Instructional Component:

1. Direct instruction
2. Interactive instruction
3. Individual and group activities
4. Independent instruction
5. Peer instruction

Assessment Component:

1. Student portfolios
2. Project and assignments
3. Service record
4. Evaluation interview

Learning Resources:

Covey, Stephen R *Principle-Centered Leadership*. New York: Summit Books, 1990:

Bryson, John M. and Crosby, Barbara C *Leadership for the Common Good*. Jossey-Bass, 1992.

Fevgas,Vasilios.*Eight Tips for Successful Team Leadership*. Tech.Learning. 2003

Athletic Leadership 12

BAA APPLICATION

Prepared by: Kira Sinow

Maple Ridge Secondary School
School District 42

January 19, 2016

BAA [Athletic Leadership 12] Framework

District Name: Maple Ridge School District

District Number: SD #42

Developed by: Kira Sinow

Date Developed: January 16, 2016

School Name: Maple Ridge Secondary

Principal's Name: Trevor Connor

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Athletic Leadership 12

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120hrs

Prerequisite(s): Recommended

Special Training, Facilities or Equipment Required: Gym, Fields, Lacrosse box, PE Equipment, Classroom

Course Synopsis:

LEADERSHIP IN SPORTS AND ATHLETICS 12. Students will continue to build on how to inspire, motivate and build community through athletics and sport. The goal of this course is to provide an avenue in which students can make a positive difference at MRSS. Students will have the opportunity to build on their first year of athletic leadership and on their leadership potential and learn how to effectively utilize their leadership skills in different settings. This course is ideal for students who are looking for potential careers in physical education, personal training, coaching, advertising/marketing, sports broadcasting or in recreation.

Rationale:

The challenges of the future are unquestionably great ones, bringing widespread recognition of the need for effective leaders in all sectors of society. Although all people have some leadership potential, the skills necessary to be leaders do not necessarily emerge in the natural course of one's life. Athletic Leadership 12 will provide opportunities for students with leadership potential to further develop, refine, and practice those skills. Athletic Leadership 12 students will lead in planning, promoting and managing events in the school setting. Students will work in a mentoring role with Athletic Leadership 11 students. These students will model, teach and build upon what they have learned in the previous year.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Leadership qualities	15 hours
Unit 2	Event Management and Fall Sports (Sept –Nov)	30 hours
Unit 3	Communication Skills and Winter Sports (Dec-Feb)	30 hours
Unit 4	Conflict Resolution and Spring Sports (March-June	35 hours
Unit 5	Leaders Challenge	10 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:

Unit 1: Leadership Qualities

***What is a Leader?**

It is expected students will:

- Describe the qualities of a leader
- Understand these qualities can be learned and are skill based
- Understand that each leader brings' a variety of qualities to the leadership group
- Explore motivation of self and others

***Managers and Leaders**

It is expected students will:

- Differentiate between what managers do and what leaders do

***Cooperative Leadership**

It is expected students will:

- Define cooperative leadership

Unit 2: Event Management and Fall Sports

***Plan**

It is expected students will:

- Distinguish between short term, long term and event planning
- Identify all aspects for organizing an event
- Produce and event timeline

***Act**

It is expected students will:

- Know how to implement an event

***Evaluate**

It is expected students will:

- Use objective and subjective methods to evaluate an event

***Fall Sports**

It is expected students will:

- Support and promote Volleyball, Field Hockey, Boys Soccer, Cross Country and Swimming

Unit 3: Communication Skills and Winter Sports

***Communication Concepts**

It is expected students will:

- Define the communication process
- Describe verbal and non-verbal communication
- Identify barriers to communication

***Interpersonal Communication**

It is expected students will:

- Understand effective ways to communicate one on one and within groups
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***Group Dynamics**

It is expected students will:

- Define group dynamics
- Identify types of participants and participant behaviour
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***Winter Sports**

It is expected students will:

- Support and promote Basketball, Field Lacrosse, Wrestling

Unit 4: Conflict Resolution and Spring Sports

***Conflict**

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- Outline sources of conflict
- Investigate impacts of conflict

***Resolution**

It is expected students will:

- Describe strategies for resolving conflict
- Practice methods for resolving conflict

***Spring Sports**

It is expected students will:

Support and promote Rugby, Track and Field, Girls Soccer and Badminton, Ball Hockey

Unit 5: Leader's Challenge

***The Challenge**

It is expected students will:

- Identify a personal challenge
- Complete the challenge contract
- Engage in the personal challenge
- Present an overview of the challenge to the class

Instructional Component:

1. Direct instruction
2. Interactive instruction
3. Individual and group activities
4. Independent instruction
5. Peer instruction

Assessment Component:

1. Student portfolios
2. Project and assignments
3. Service record
4. Evaluation interview

Learning Resources:

Covey, Stephen R *Principle-Centered Leadership*. New York: Summit Books, 1990

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Fevgas,Vasilios.*Eight Tips for Successful Team Leadership*. Tech.Learning. 2003

Outdoor Education: Fly Fishing 10

An educational & sustainable connection to the natural world

*Is it proper that the wilderness and its
creatures suffer because we came ~
Richard Louis Proenneke*

The Human Brain is “set up for an agrarian, nature-oriented existence that came into focus five thousand years ago” (Gurian 2006). The way students of today understand & experience nature has drastically changed in a negative way over the last 50 years. “Direct exposure to nature is essential for healthy childhood development and for the physical and emotional health of children as well as adults” (Richard Louv 2006). Student memories of the adventures we’ll have together in nature, will always exist because kids don’t remember their best day of television or gaming.



Outdoor Education: Fly Fishing 10

An educational & sustainable connection to the natural world

Course Synopsis:

This course has been designed to have students relate to, explore and make better use of the natural world. This will be done in a safe and respectful manner. Students will be taught ethical decision making skills, animal identification skills, conservation efforts, wildlife management, fly tying skills, knot tying skills, practical equipment building skills, history of fishing techniques in British Columbia, water safety and wilderness first aid/survival skills and a variety of fishing techniques.

Rationale:

This course has been developed not only to have the students learn about the outdoors but nurture a connection & understanding to the need for this sustainable resource. Through personal experience create a sharing with family & community of the skills and attitudes toward direct interaction with nature. Of course, all interactions with the natural world will be done in a safe & respectful manner.

The Objectives of Outdoor Education 10 are:

- To teach and familiarize the student in wildlife identification, management and conservation
- To familiarize and experience the outdoor recreation potential which is available to the public in our province of British Columbia
- To emphasize the students' responsibilities to landowners, the public at large, wildlife and the environment
- To teach the student to build equipment for indoor/outdoor use as well as proper care, safety and handling of this equipment
- To teach practical skills that will make the students' use of the outdoors more pleasurable and safe



District Name: Maple Ridge/Pitt Meadows

District Number: SD #42

Developed By: Stephen Hussey, David McIntosh, Philip Brekkaas

Date Developed: April 27th 2015

School Name: Thomas Haney Secondary

Board/Authority Approved Date: To Be Decided

Course Name: Outdoor Education: Fly Fishing 10

Grade Level of Course: 10

Number of Course Credits: 4
Elective Credits (Applied Skill)

Number of Hours of Instruction: 110

Prerequisite(s): None

Outdoor Education: Fly Fishing 10 Course Outline

Unit	Topic	Hours
1	History of Fishing and methods	5
2	Trout Biology and management	15
3	Outdoor Ethics	5
4	Constructing a Wooden Fly Box & Net	20
5	Fresh Water Environment and Ecosystems – Lakes, Rivers & Streams	15
6	Entomology	10
7	Fly Tying	10
8	Knot Tying and Casting Basics	15
9	Planning and preparing for an outdoor adventure	15
	TOTAL:	110

Unit Descriptions:

Unit	Description	Hours
1	History of Fishing and Methods It is expected that the student will learn: <ul style="list-style-type: none"> • Traditional First Nation methods of fishing for Salmonidae • The history of the equipment used in different fishing methods • The history of important figures/pioneers of techniques of fishing • The history of the development of fishing tourism • An appreciation for this natural resource 	5
2	Trout Biology and Management It is expected that the student will learn: <ul style="list-style-type: none"> • Salmonidae anatomy, physiology and behaviour • Biodiversity of Salmonidae and their geographical distribution • About conservation efforts of Salmonidae • The importance of Salmonidae to the environmental tourism industry of the region 	15
3	Outdoor Ethics It is expected that the student will learn: <ul style="list-style-type: none"> • Their responsibilities to landowners, the public at large, wildlife and the environment • Wildlife management and conservation • To familiarize themselves with provincial and regional fishing regulations by utilizing the Provincial Angling Synopsis • The importance of natural world interactions to their own personal mental and physical development 	5
4	Constructing a Wooden Fly Box & Net It is expected that the student will learn: <ul style="list-style-type: none"> • Practical skills that will make the interaction with the outdoors more pleasurable and safe • To build equipment to use while interacting with the natural world and to demonstrate proper care, safety and handling of all equipment • Safety in the woodshop through tests and practical applications 	20

	<ul style="list-style-type: none"> The design and construction process in making projects applicable to this course and outdoor recreation 	
5	<p>Fresh Water Environment and Ecosystems – Lakes, Rivers & Streams</p> <p>It is expected that the student will learn:</p> <ul style="list-style-type: none"> Safe practices for participating in water craft on lakes and moving in rivers & streams To read topographic maps and bathometric charts to understand the freshwater ecosystem To research freshwater systems for their wildlife content and identify wild or stocked populations The value of freshwater systems and their role in the water cycle Ecology flora and fauna that depend on the freshwater systems The effects of illegally introduced alien species on a freshwater ecosystem (i.e. milfoil, shiners, carp, bass, bullfrogs etc...) To research unique freshwater recreational outdoor opportunities in British Columbia (i.e. hike in lakes, fly in only access etc...) 	15
6	<p>Entomology</p> <p>It is expected that the student will learn:</p> <ul style="list-style-type: none"> How to use tools and processes that will aid in the identification of insect species and their different life cycle stages The life cycle stages of insects and their importance in seasonal food chains pertaining to a fresh water environment (lake, river or stream) To chart hatch information from various resources, including personal observation To recognize various species of insect, their life stage and seasonal importance to the fresh water ecosystem To identify the anatomical parts of insects at their larval, nymph, pupal and adult stages 	10
7	<p>Fly Tying</p> <p>It is expected the student will learn:</p> <ul style="list-style-type: none"> To use the proper tools and equipment to aid with creating fly hook imitations To replicate the patterns of various insects using traditional as well as modern fly-tying techniques & practices To create personal, unique patterns based on inquiry of materials and use of other similar patterns To tie patterns not based on imitation patterns, but based on Salmonidae behaviour to certain synthetic and natural material combinations 	10
8	<p>Knot Tying and Casting Basics</p> <p>It is expected that the students will learn:</p> <ul style="list-style-type: none"> Practical skills that will make the use of the outdoors more pleasurable and safe The art of fly casting and its uniqueness among other fishing methods The various knots necessary in successful fly-fishing process (i.e. arbor, nail, surgeons, loop and improved clinch knots) Practical physical activities to promote a healthy lifestyle 	15

9	Planning and preparing for an outdoor adventure It is expected that the students will learn: <ul style="list-style-type: none"> • Responsibilities to landowners, the public at large, wildlife and environment • Necessary nutritional requirements of the human body based on outdoor activity participation • How to plan an outdoor adventure pertaining to safety, food, shelter and all necessary equipment • To research and become familiar with the outdoor recreation potential which is available to the public in the province of British Columbia • The importance of preparing/"building up" for a trip, to recognize personal limits and goal setting • Teamwork and planning skills in goal setting and achievement/flexibility of these goals 	15
	TOTAL:	110

Instructional Components:

The instructional component of this course includes the use of practical skills, physical activity, applied technologies, as well as scientific concepts and methodologies to achieve the outcomes of each of the course units. It involves using literature, practical knowledge of the instructors and volunteers, indoor and outdoor facilities and various applicable demonstrations to meet the various learning styles of students and deliver a curriculum through activities and lessons.

Assessment Components:

Participation and real time demonstration of learning & skill development	70%
Activity log	5%
Tests	10%
Projects	15%
Total	100%

Learning Resources:

- Shop classrooms
- Science classrooms
- Outdoor equipment – provided by school and some built/constructed by students of the course
- Guest speakers/teachers (Todd Oishi, Paul Davidson, Ross Davies: KEEPS, Fraser Valley Trout Hatchery, Kanaka Creek Hatchery, Matt Jennings: BC Fishing Resorts & Outfitters Association, Randy Morgan: Hatch Match'r, Carla VanderPauw, Guy: Angler Management Fishing Charters, various outdoor organizations)
- Video
- Internet
- Books and Magazine Articles

Outdoor Education: Advanced Fishing 11

An educational & sustainable connection to the natural world

*Is it proper that the wilderness and its
creatures suffer because we came ~
Richard Louis Proenneke*

The Human Brain is “set up for an agrarian, nature-oriented existence that came into focus five thousand years ago” (Gurian 2006). The way students of today understand & experience nature has drastically changed in a negative way over the last 50 years. “Direct exposure to nature is essential for healthy childhood development and for the physical and emotional health of children as well as adults” (Richard Louv 2006). Student memories of the adventures we’ll have together in nature, will always exist because kids don’t remember their best day of television or gaming.

Outdoor Education: Advanced Fishing 11



An educational & sustainable connection to the natural world

Course Synopsis:

This course has been designed for students who have already taken Outdoor Education: Fly Fishing 10 as well as to encourage students to explore and make better use of the outdoors, in a safe and respectful manner. Students will be taught ethical decision making skills, fish/animal/bird identification skills, conservation initiatives and laws, wildlife management, fly tying , practical equipment building skills, boat safety and . All of these skills put together will help students to become more familiar and take advantage of the huge outdoor recreation potential available to the public in the province of British Columbia.

Rationale:

This course has been developed not only to have the students learn about the outdoors but nurture a connection & understanding to the need for this sustainable resource. Through personal experience create a sharing with family & community of the skills and attitudes toward direct interaction with nature. Of course, all interactions with the natural world will be done in a safe & respectful manner.

The Objectives of Outdoor Education 11 are:

- To teach and familiarize the student in wildlife identification, management and conservation
- To familiarize and experience the outdoor recreation potential which is available to the public in our province of British Columbia
- To emphasize the students' responsibilities to landowners, the public at large, wildlife and the environment
- To teach the student to build equipment for indoor/outdoor use as well as proper care, safety and handling of this equipment
- To teach practical skills that will make the students' use of the outdoors more pleasurable and safe



District Name: Maple Ridge/Pitt Meadows

District Number: SD #42

Developed By: Stephen Hussey, David McIntosh, Philip Brekkaas

Date Developed: Dec 7th 2015

School Name: Thomas Haney Secondary

Board/Authority Approved
Date: To Be Decided

Course Name: Outdoor Education: Fishing 11

Grade Level of Course: 11

Number of Course Credits: 4
Elective Credits (Applied Skill)

Number of Hours of Instruction: 110

Prerequisite(s): None



Outdoor Education: Fly Fishing 10 Course Outline

Unit	Topic	Hours
1	Outdoor Ethics and Conservation initiatives	10
2	Constructing a Wooden Fly net	15
3	Lake and Stream Biology and Management	5
4	Manufacturing a Graphite fly rod OR Paddles	15
5	Entomology (the study of insects) Advanced	15
6	Fly Tying (advanced)	10
7	Tying Knots and Casting Advanced	10
8	Advanced Fishing methods and boating	15
9	Lake and Stream Environment and Ecosystems Advanced	15
	TOTAL:	110

Unit Descriptions:

Unit	Description	Hours
1	<p>Outdoor Ethics and Conservation Initiatives</p> <p>It is expected that the student will learn:</p> <ul style="list-style-type: none"> to emphasize the students responsibilities to landowners, the public at large, wildlife and the environment to teach and familiarize the student in wildlife management and conservation. This includes identification and habitat of wildlife species. to familiarize themselves with provincial and regional fishing regulations, catch quotas and responsibilities through the study of the Provincial Angling Synopsis to research various agencies or societies that act in direct protection or reclamation of our environment and resources. This can be a study of Conservation officers, Park Wardens, Ducks Unlimited, Freshwater Fisheries Society, Grassland Community etc. to recognize and become active participants in the above initiatives 	10
2	<p>Constructing a Wooden Fly Net</p> <p>It is expected that the student will learn:</p> <ul style="list-style-type: none"> practical skills that will make the student's use of the outdoors more pleasurable and safe to build equipment for outdoor use as well as proper care, safety and handling of all outdoor equipment safety in the wood shop through tests and practical applications the design and construction process in making a project applicable to this course and outdoor recreation various wood identification as well as uses advanced woodworking skills, steaming, laminating and bending and using waterproof glues. 	15
3	<p>Lake and Stream Biology and Management</p> <p>It is expected that the student will learn:</p> <ul style="list-style-type: none"> wildlife management and conservation. This includes identification and habitat of wildlife species. biodiversity of trout and char species and their geographic distribution about stocking programs, hatcheries and wild populations of trout and char importance of trout to the environmental tourism industry of the region the importance of trout and char to public recreation as well as health and wellness the purpose of both government and public initiatives in the creation and maintenance of managed fisheries throughout the region. Ex. Stream diversions and aeration projects purpose of the Freshwater Fisheries Society of BC and their various initiatives 	5

4	Manufacturing a Graphite Fly Rod OR Paddles It is expected that the student will learn: <ul style="list-style-type: none"> • practical skills that will make the student's use of the outdoors more pleasurable and safe • to build equipment for outdoor use as well as proper care, safety and handling of all outdoor equipment • safety in the metal shop through tests and practical applications • the design and construction process in making a project applicable to this course and outdoor recreation • to make a fly rod and associated tools (rather than buying them), and to be innovative and creative 	15
5	Entomology (the study of insects) Advanced It is expected that the student will learn: <ul style="list-style-type: none"> • wildlife identification, management and conservation. This includes identification and habitat of wildlife species • the life cycles of insects and their importance in seasonal food chains pertaining to a lake environment • to chart hatch information from various resources (articles, video, internet) including personal observations • to recognize various species of insect, their life stage and seasonal importance to a lake ecosystem • to identify the anatomical parts of insects in their larval, nymph, pupal, and adult stages • to focus on advanced tying techniques. Including whip finishing, using various other materials, furs, feathers as well as an emphasis to take their skills and try developing their own unique patterns. • to be creative and make use of any variety of material that can be used to obtain the desired effect they want in building a fly pattern. • compare tied flies to real insects in the field 	15
6	Fly Tying (advanced) It is expected that the student will learn: <ul style="list-style-type: none"> • to build equipment for outdoor use as well as proper care, safety and handling of all outdoor equipment • practical skills that will make the student's use of the outdoors more pleasurable and safe • to replicate the patterns of various insects using traditional as well as modern fly-tying practices • to respect this "art form" as well as the methods and ideals presented to them from professional volunteer speakers/teachers who are going to teach them how to do it • the various uses of exotic feathers and furs in fly tying • the ethical use of these various exotic materials such as polar bear fur • the use of plastics, metals and ceramics in modern fly tying. 	10
7	Tying Knots and Casting Advanced It is expected that the student will learn: <ul style="list-style-type: none"> • practical skills that will make the student's use of the outdoors more pleasurable and safe • to build equipment for outdoor use as well as proper care, safety and handling of all outdoor equipment • the art of fly casting and its uniqueness among other fishing methods • to "double haul" while casting to obtain a smoother and longer cast • the various knots necessary in successful fly-fishing process • to design and custom build their own tapered leaders for varying applications using advanced knots such as the "blood knot" • practical physical activities to promote a healthy lifestyle 	10

8	Advanced Fishing Methods and Boating It is expected that the student will learn: <ul style="list-style-type: none"> • to emphasize the students responsibilities to landowners, the public at large, wildlife and the environment • about the developing eco-tourism potential of this region pertaining to fly-fishing • the history of resorts and lodges and of important figures/pioneers of this recreation • to take advantage of the outdoor recreation potential which is available to the public in the Lower Mainland, Merritt & Kamloops area • safe boating practices, as everyone is required to have a safe boating license • proper care of boats and outdoor equipment • rowing, paddling and trolling techniques • anchoring techniques and systems in shallow and deep water • angling ethics and etiquette while in the field • small motor maintenance and care 	15
9	Lake and Stream Environment and Ecosystems Advanced It is expected that the student will learn: <ul style="list-style-type: none"> • wildlife identification, management and conservation. This includes identification and habitat of wildlife species. • to read topographic maps and bathometric charts to further understand lake and lake ecosystems • to understand the importance of lakes on the interior plateau and their role in an ecosystem • to understand the importance of streams and rivers and their role in the ecosystem • to research lakes and streams for their wildlife content and identify wild or stocked populations of wildlife • the value of lakes and streams pertaining to fresh water content and their role in the water cycle • lake and stream ecology and the flora and fauna that depend on them for existence • the effects of illegally introduced alien species on an ecosystem (ie: milfoil, shiners, carp, bullfrogs etc.) • to research and find the locations of hard to reach hike in lakes that offer unique outdoor recreation activities • to identify the similarities and differences of insect and fish ecology between moving and still waters. • the symbiotic relationship between trout, char and and the seasonal/cyclical migration of salmon into the ecosystem. 	15
	TOTAL:	110

Instructional Components:

The instructional component of this course includes the use of practical skills, physical activity, applied technologies, as well as scientific concepts and methodologies to achieve the outcomes of each of the course units. It involves using literature, practical knowledge of the instructors and volunteers, indoor and outdoor facilities and various applicable demonstrations to meet the various learning styles of students and deliver a curriculum through activities and lessons.

Assessment Components:

Participation and real time demonstration of learning & skill development	70%
Activity log	5%
Practical Tests	10%
Projects	15%
Total	100%



Learning Resources:

- Shop classrooms
- Science classrooms
- Outdoor equipment – provided by school and some built/constructed by students of the course
- Guest speakers/teachers (Todd Oishi, Paul Davidson, Ross Davies: KEEPS, Fraser Valley Trout Hatchery, Kanaka Creek Hatchery, Matt Jennings: BC Fishing Resorts & Outfitters Association, Randy Morgan: Hatch Match'r, Carla VanderPauw, Guy: Angler Management Fishing Charters, various outdoor organizations)
- Video
- Internet
- Books and Magazine Articles

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **AUTOBODY COLLISION PROGRAM**

Date: February 3, 2016
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

On October 14, 2015 the Board of Education approved the Strategic Facilities Plan and recommended that staff explore working with post-secondary institutions and community partners on determining the feasibility of creating a new Autobody Collision Repair program, and make recommendations regarding the program to the Board by February 2016.

The opportunity for employment in this trade is significant and earning potential is excellent. There is a high demand for trained autobody collision technicians and there is significant support from the community, as evidenced by the proposed financial support for the acquisition of shop equipment from the Ed Coates Memorial Foundation. Additionally, the community has a large number of autobody collision repair shops and this creates the possibility of many apprenticeship opportunities locally for students enrolling in this program.

We are exploring partnership opportunities with BCIT and VCC to offer Level One Technical Training in Autobody Collision Repair for the 2017/2018 Academic Year.

This is an Industry Training Authority (ITA) recognized technical training program leading to a Red Seal Certification as an Automotive Collision Repair Technician. This apprenticeship program is a combination of technical training and work-based training.

We anticipate offering the Level One Technical Training in School District 42 Maple Ridge – Pitt Meadows. In addition, in collaboration with post-secondary partners, we anticipate that there will be opportunities for student placements in practicums and apprenticeships in the community with local businesses.

We are in the process of negotiating with Post-Secondary Partners and Community Partners regarding equipment costs and will report back to the Board on this topic. In addition, we are still assessing program placement and overall program set-up and ongoing costs.

- Proposed Partners: BCIT/VCC/Ed Coates Memorial Foundation
- Possible Locations: GSS/PMSS
- Enrollment: 16 – 18 Students
- Proposed Program Start Date: September 2017
- Instructor: BCIT/VCC
- Finalizing details of partnership: currently discussing options with both BCIT & VCC for best fit

- Yet to be determined: outfitting of shop, coordinating details and accounting for additional costs to upgrade facility in consultation with the Director of Facilities, ensuring that shop facility meets health & safety standards in consultation with District Health & Safety Coordinator

Estimated Revenue

Students in the autobody program would be registered in 8 PSI courses

	MOE	Ace It	Fee Payer/Student	Total Revenue
16 MOE - additional funded courses @ \$ 894.75/course * 8	114,528			114,528
16 ITA/Ace It enrolment (\$1,200)		19,200		19,200
16 Application Fee (\$75/student)			1,200	1,200
16 Textbooks (\$600/Student)*			9,600	9,600
	114,528	19,200	10,800	144,528
9.6 - upon successful completion assuming 60% pass		9,600		9,600
Estimated Total Revenue				154,128

Estimated Costs

BCIT/VCC

16 Tuition (\$4500/student)	72,000		
16 Textbooks (\$600/student)	9,600		
Total Tuition Costs		81,600	

One-time set up costs - to be determined

Equipment
Upgrades to facilities

Total One-time Costs	-	-	
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Other Costs - to be determined

Consumables/Supplies

Total other costs	-	-	
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Estimated Total Program costs		81,600	
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Summary

Estimated Total Revenue	154,128
Estimated Total Known Costs**	81,600
Estimated Net Budget Impact (assumes 60% Ace It successfully completed)	72,528

* Students would be responsible for supplying their own safety gear (approx \$250)

** - Start up and other costs are still be investigated. Proposal will be represented once all cost are know.

RECOMMENDATION:

THAT the Board receive the Autobody Collision Program Report for information.



ITEM ,

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **FINE ARTS PROGRAM**

Date: February 3, 2016
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

On October 14, 2015 the Board of Education approved the Strategic Facilities Plan and recommended that staff explore the feasibility of post-secondary partnerships in the area of Fine Arts programming in secondary schools and make recommendations about next steps and possible timelines to the Board by March 2016.

At this time we have begun initial conversations with Kwantlen Polytechnic University and Douglas College. We are exploring dual credit fine arts program options which would make it possible for students to receive post-secondary credit while completing secondary school fine arts courses.

RECOMMENDATION:

THAT the Board receive the Fine Arts Program update for information.



ITEM -

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **MY EDUCATION BC UPDATE**

Date: February 3, 2016
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

School District No. 42 has recently converted from BCeSiS to the MyEdBC student information system. Ongoing training is being provided to all employee groups throughout 2015-16, and includes secondary timetabling training that will occur in the spring of 2016.

Teachers

We are working with the MRTA Teacher Committee for MyEducationBC to explore the Family Portal Module. The committee will review the features and benefits of the module to recommend implementation strategies and teacher training needs for the spring of 2016.

Currently, the MyEdBC Team is working with Learning Services to develop a training plan for SD42 Support Teachers. Support teachers have a unique role in MyEdBC that requires further support and training. We are also providing advanced training for the clerical staff at Learning Services.

The MyEdBC Team worked with Learning Services regarding the IEP functionality in MyEdBC. It was determined that the MyEdBC IEP template and process for creating an IEP in MyEdBC does not match our district's current collaborative and inclusive practice and documentation needs. This functionality will not be implemented at this time.

After completion of training in the fall of 2015, all teachers are taking attendance online with minimal issues reported. The MyEdBC mobile site is now available. We expect the availability of the mobile site to make attendance taking even more convenient for teachers.

In December, all Secondary School teachers posted their grades, work habits and comments using MyEdBC. Some teachers also used the MyEdBC Grade Book to enter assignments and calculate marks and others chose to use the program just for posting term marks. Apart from some usability issues with the comment bank, the process went relatively smoothly. Additional GradeBook support from the MyEdBC Team was conducted on a weekly basis at the DEO. We also conducted school visits at each secondary school to provide drop-in support.

Clerical and Administration Training Schedule

All secondary school schedulers are receiving training and support sessions on secondary scheduling using the MyEdBC platform. These sessions should be completed by the end of April. So far, as a district we have come up with a common language across secondary schools which has allowed us to standardize the course catalogue. While we are in the early stages of training, the initial feedback from the schedulers is positive.

The Clerical staff got off to a difficult start with MyEdBC this fall as the system responsiveness made working in MyEdBC difficult. Fall Ministry of Education reports were difficult to complete due to the conversion of BCeSIS data into MyEdBC. The secondary records clerks attributed many hours of additional time to MyEdBC system slowdowns and a multitude of data cleanup tasks required due to the data conversion process. To ensure data integrity, the MyEdBC Steering Committee granted additional clerical hours to each school.

Clerical staff have been receiving on-going, as required, assistance and training. An additional short term, temporary clerical assignment was added to the MyEdBC district team to help the clerical staff by answering Web Helpdesk tickets and assisting where required. District wide 1701 and TRAX meetings were held where issues were addressed and resolved. A well-attended clerical professional development event was held in October with very positive feedback. Another event is planned in February for elementary and secondary clerical users. In addition to scheduling tasks, clerical staff is also focussing their attention on enrolling next year's new Kindergarten students and preparing for the end of year rollover of the student data.

System Responsiveness

There have been no significant issues with System Responsiveness since October of 2015.

Project Costing

The Board has allocated \$0.50 million to support the implementation of MyEdBC. Total implementation expenses to date are \$0.33 million. This investment has supported two full time teacher trainers, a full time project manager as well as MyEdBC training release time for all SD42 teachers and clerical training and overtime for MyEdBC implementation. The entire remaining budget of \$0.17 million is required to fund two teacher trainers and the project manager until June 30, 2016.

In order to provide release time for teachers for the implementation of the MyEdBC family portal an additional one-time allocation of \$60,000 is required.

The increased implementation costs to date are related to funding a teacher position for an additional 3 months, higher than projected TTOC costs due to higher than estimated number of teachers trained, and additional clerical hours to support school startup using MyEdBC.

RECOMMENDATION:

THAT the Board receive the My Education BC Update for information.



ITEM 1\$

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: February 3, 2016
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the Superintendent's Verbal Update, for information.



ITEM 1%

To: **Board of Education**

From: Flavia Coughlan
Secretary Treasurer

Re: **2016/17 CARBON NEUTRAL CAPITAL
PROGRAM – PROJECT PROPOSAL**

Date: February 3, 2016
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

On December 4, 2015, the Ministry of Education issued a call for projects for the 2016/17 Carbon Neutral Capital Program (Attachment A). Each school district is allowed to submit a maximum of three proposals.

As part of the Board approved Energy Management Plan, the Maple Ridge – Pitt Meadows school district engaged Quantum Lighting Inc. and SES Consulting Inc. to perform energy analysis of the District's 34 buildings. The energy assessments identified several buildings that have the greatest potential for energy savings: Thomas Haney Secondary, Samuel Robertson Technical and Garibaldi Secondary School. The Thomas Haney retrofit project has wrapped up and the Samuel Robertson Technical retrofit project is underway. The next building with the greatest energy saving potential is Garibaldi Secondary School. The control projects portion of the Garibaldi Secondary School retrofit project was previously approved by the Board as part of the Energy Management Program.

Project Overview:

The Garibaldi Secondary School retrofit project will reduce greenhouse gas emissions for the school by 41 tCO₂e or 23% annual emissions reduction from 173 tCO₂e for 2015 to an estimated 132 tCO₂e after project completion. The greenhouse gas emissions reductions will be realized by an annual reduction in natural gas consumption of 794 GJ and in electrical consumption of 101,400 kWh. (Attachment B)

The energy conservation opportunities identified in the consultant's report will reduce the building's energy footprint while maintaining or improving occupant comfort. Reducing the current schedule to more closely match the buildings occupancy, implementing an optimal start and weather predictor program, optimizing the night set back point and installing occupancy sensors in the gym and music air handling unit will reduce unnecessary conditioning of the building when it is unoccupied. Optimizing the operation of the geo-exchange and hot water system pumps, make up air equipment and fan coils will allow equipment to run only when it is required. Recommissioning the geo-exchange system / main boiler plant will shift a portion of the gas heating requirements to the more efficient heat pumps. Mechanical projects including installing CO₂ sensors and variable frequency drives on air handling unit 1 (AHU-1) will reduce outdoor air heating requirements and reduce the fan consumption of this unit. Isolating the second boiler bank in the main boiler plant will reduce heat loss from the system.

Project Business Case Analysis:

Project Costs:		Project Funding by Source:	
\$27,500	Control Projects	\$87,000	CNCP Ministry Contribution
\$76,000	Mechanical Projects	\$27,500	SD42 Local Capital – Energy Management Program
\$36,000	Consulting costs	\$25,000	BC Hydro and FortisBC Incentive
\$139,500	Total Cost	\$139,500	Total Funding

If all our recommendations are implemented, we expect this facility to reduce its energy footprint by 16% and greenhouse gas emissions by 23%. With these improvements, Garibaldi Secondary would be among the most efficiency schools in our region with comparable performance to newly built LEED certified facilities.

RECOMMENDATION:

THAT the Board receive the proposed Garibaldi Secondary School retrofit project that will be submitted to the Ministry of Education as part of the 2016/17 Carbon Neutral Capital Program, for information.

Attachments



December 4, 2015

Ref: 185210

To: All Superintendents and Secretary-Treasurers
All School Districts

Re: Carbon Neutral Capital Program (CNCP) – 2016/17 Call for Projects

I am inviting you to submit your proposal for the Carbon Neutral Capital Program for the 2016/17 fiscal year. This program was implemented to recognize the cost of carbon offsets paid annually by the public education system.

Funding will again be allocated to school districts on a 'call for projects' basis. All of the 2016/17 funding will be allocated to projects that will help reduce the amount of carbon offset charges paid by school districts.

School districts should not expect to receive CNCP funding every year. However, the goal for the program is to ensure that, over several years, each school district will receive project funding at least equivalent to the cost of carbon offsets over the years. Please refer to the attached **CNCP Five-Year Project Funding Tracking** spreadsheet to determine your eligibility and potential access to funding.

The submission requirements are listed below:

- All project proposals must be received by Capital Delivery Branch by **Friday, February 5th, 2016**.
- All project proposals must be **emailed** by the Secretary-Treasurer or delegate to the attention of your Planning Officer.
- Submit Project Data Sheets in Excel format (see attached); PDF format will not be accepted.
- Submit Supporting Reports in PDF format (VFA Report and Engineering Reports).
- Submit up to 3 (three) individual project proposals by completing a separate Project Data Sheet for each proposed project. Smaller projects for a number of various schools, as part of a wider school district carbon-reduction project, may be grouped to form a single project proposal.
- Projects submitted must be completed by March 2017.

The primary considerations in evaluating submitted project proposals will be the measurable emissions reductions and operational cost savings expected as a result of the completed project. Other considerations include the VFA renewal period of the proposed project; the contributions to be made towards the cost of the proposed project by the school district and funding received so far.

If you have any questions about the 2016/17 CNCP call for projects, please contact your Planning Officer.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'N. Fraser'.

Nicole Pharand-Fraser
Director of Construction and Routine Capital
Capital Management Branch

Attachments

pc: Renee Mounteney, Executive Director, Capital Management Branch
Regional Directors, Capital Management Branch
Planning Officers, Capital Management Branch

CNCP Five-Year Project Funding Tracking (2013/14 to 2017/18)

SD #	SD Name	5-Year Offsets Estimate	Total 13/14 CNCP Project Funding	Total 14/15 CNCP Project Funding	Total 15/16 CNCP Project Funding	Total 16/17 CNCP Project Funding	Total 17/18 CNCP Project Funding	Aggregate Funding 2013/14 to 2014/15	Balance
05	Southeast Kootenay	\$ 343,625	\$ 9,765	\$ 131,687				\$ 141,452	\$202,173
06	Rocky Mountain	\$ 190,000	\$ 209,765	\$ 10,093				\$ 219,858	-\$29,858
08	Kootenay Lake	\$ 257,469	\$ 216,765	\$ 10,093				\$ 226,858	\$30,610
10	Arrow Lakes	\$ 35,313	\$ 9,765	\$ 10,093	\$ 49,826			\$ 69,685	-\$34,372
19	Revelstoke	\$ 45,250	\$ 9,765	\$ 10,093	\$ 75,000			\$ 94,859	-\$49,609
20	Kootenay-Columbia	\$ 230,875	\$ 9,765	\$ 306,593				\$ 316,358	-\$85,483
22	Vernon	\$ 338,406	\$ 84,765	\$ 95,093	\$ 157,000			\$ 336,858	\$1,548
23	Central Okanagan	\$ 626,125	\$ 9,765	\$ 219,553	\$ 159,960			\$ 389,278	\$236,847
27	Cariboo-Chilcotin	\$ 436,000	\$ 9,765	\$ 10,093	\$ 416,142			\$ 436,001	-\$1
28	Quesnel	\$ 202,313	\$ 9,765	\$ 10,093				\$ 19,859	\$182,454
33	Chilliwack	\$ 287,406	\$ -		\$ 287,000			\$ 287,000	\$406
34	Abbotsford	\$ 524,938	\$ 450,000		\$ 110,000			\$ 560,000	-\$35,063
35	Langley	\$ 661,313	\$ 164,000		\$ 180,000			\$ 344,000	\$317,313
36	Surrey	\$ 2,541,719	\$ 250,000	\$ 239,000	\$ 565,500			\$ 1,054,500	\$1,487,219
37	Delta	\$ 470,906	\$ 47,000					\$ 47,000	\$423,906
38	Richmond	\$ 903,500	\$ 500,000	\$ 342,500	\$ 66,595			\$ 909,095	-\$5,595
39	Vancouver	\$ 2,162,438	\$ 100,000	\$ 180,000	\$ 344,200			\$ 624,200	\$1,538,238
40	New Westminster	\$ 256,469	\$ 259,765	\$ 10,093				\$ 269,858	-\$13,390
41	Burnaby	\$ 785,313	\$ -	\$ 180,000				\$ 180,000	\$605,313
42	Maple Ridge	\$ 479,406	\$ 9,765	\$ 10,093	\$ 461,330			\$ 481,189	-\$1,782
43	Coquitlam	\$ 1,307,875	\$ -	\$ 168,218	\$ 175,000			\$ 343,218	\$964,657
44	North Vancouver	\$ 586,563	\$ -	\$ 102,100	\$ 480,000			\$ 582,100	\$4,463
45	West Vancouver	\$ 208,250	\$ 9,765	\$ 210,093				\$ 219,858	-\$11,608
46	Sunshine Coast	\$ 158,875	\$ 9,765	\$ 210,093				\$ 219,858	-\$60,983
47	Powell River	\$ 135,844	\$ 9,765	\$ 10,093	\$ 52,000			\$ 71,859	\$63,985
48	Sea to Sky	\$ 226,688	\$ 9,765	\$ 250,093				\$ 259,858	-\$33,171
49	Central Coast	\$ 44,688	\$ 9,765	\$ 10,093				\$ 19,859	\$24,829
50	Haida Gwaii	\$ 87,219	\$ 9,765	\$ 10,093	\$ 84,000			\$ 103,859	-\$16,640
51	Boundary	\$ 106,094	\$ 9,765	\$ 10,093	\$ 86,235			\$ 106,094	\$0
52	Prince Rupert	\$ 130,438	\$ 22,330	\$ 135,093				\$ 157,423	-\$26,986
53	Okanagan-Similkameen	\$ 90,063	\$ 29,765	\$ 10,093				\$ 39,858	\$50,204
54	Bulkley Valley	\$ 131,031	\$ 9,765	\$ 10,093				\$ 19,859	\$111,173
57	Prince George	\$ 831,875	\$ 9,765	\$ 171,093	\$ 320,227			\$ 501,085	\$330,790
58	Nicola-Similkameen	\$ 122,438	\$ 9,765	\$ 130,093				\$ 139,858	-\$17,421
59	Peace River South	\$ 366,844	\$ 400,000					\$ 400,000	-\$33,156
60	Peace River North	\$ 373,219	\$ 9,765	\$ 10,093				\$ 19,859	\$353,360
61	Greater Victoria	\$ 774,656	\$ 197,265	\$ 310,093	\$ 237,500			\$ 744,858	\$29,798
62	Sooke	\$ 310,938	\$ -	\$ 220,000				\$ 220,000	\$90,938
63	Saanich	\$ 231,625	\$ 200,000	\$ 10,093				\$ 210,093	\$21,532
64	Gulf Islands	\$ 28,344	\$ 9,765	\$ 10,093				\$ 19,858	\$8,485
67	Okanagan Skaha	\$ 224,813	\$ 111,265	\$ 117,093				\$ 228,358	-\$3,546
68	Nanaimo-Ladysmith	\$ 527,156	\$ 312,500					\$ 312,500	\$214,656
69	Qualicum	\$ 222,844	\$ 9,765	\$ 260,093				\$ 269,858	-\$47,014
70	Alberni	\$ 182,969	\$ 9,765	\$ 10,093				\$ 19,858	\$163,110
71	Comox Valley	\$ 302,344	\$ 45,000	\$ 67,093	\$ 90,000			\$ 202,093	\$100,251
72	Campbell River	\$ 285,219	\$ -	\$ 58,000	\$ 50,000			\$ 108,000	\$177,219
73	Kamloops-Thompson	\$ 607,500	\$ 284,565	\$ 235,838				\$ 520,403	\$87,097
74	Gold Trail	\$ 110,813	\$ 66,765	\$ 10,093				\$ 76,858	\$33,954
75	Mission	\$ 245,344	\$ 9,765	\$ 10,093	\$ 225,485			\$ 245,343	\$0
78	Fraser-Cascade	\$ 116,469	\$ 54,765	\$ 10,093				\$ 64,858	\$51,610
79	Cowichan Valley	\$ 320,938	\$ 217,375	\$ 50,000				\$ 267,375	\$53,563
81	Fort Nelson	\$ 80,969	\$ 9,765	\$ 39,783	\$ 60,000			\$ 109,548	-\$28,579
82	Coast Mountains	\$ 328,375	\$ 209,765	\$ 10,093				\$ 219,858	\$108,517
83	North Okanagan-Shuswap	\$ 314,656	\$ 244,765	\$ 108,093				\$ 352,858	-\$38,202
84	Vancouver Island West	\$ 24,938	\$ 9,765	\$ 40,093				\$ 49,858	-\$24,921
85	Vancouver Island North	\$ 84,219	\$ 9,765	\$ 160,093				\$ 169,858	-\$85,639
87	Stikine	\$ 57,186	\$ 9,765	\$ 10,093				\$ 19,859	\$37,327
91	Nechako Lakes	\$ 315,563	\$ 38,625	\$ 10,093	\$ 267,000			\$ 315,718	-\$156
92	Nisga	\$ 12,281	\$ 9,765	\$ 10,093				\$ 19,859	-\$7,577
93	Conseil Francophone	\$ 272,219	\$ 9,765	\$ 10,093				\$ 19,859	\$252,360
		\$ 22,669,154	\$ 5,000,000	\$ 5,000,000	\$ 5,000,000	\$ -	\$ -	\$ 15,000,000	\$ 7,669,155



Ministry of Education
Planning and Major Projects Division

Submission Date (yyyy-mm-dd)

School District Ref. No.

Project Priority

1

16/17 CNCP Project Data Sheet

(Complete one Project Data Sheet per project and attach supporting documentation)

Long Range Facility Plan

How many years will this facility be active, as per the Long Range Facility Plan for the School District?

Over 20 Years

Project Identification

School District No.

42

School District Name: Maple Ridge - Pitt Meadows

Facility Name

Garibaldi Secondary School

Project Contact

Name: Rick Delorme

Phone: 604-466-6154

Email: rick_delorme@sd42.ca

Project Type

HVAC

Project
Benefits

The implementation of the proposed measures will have a 16% reduction in total energy use and a 23% reduction in GHG emissions.

If "Other" please describe:

DDC optimization

Project Description

Mechanical projects: domestic hot water downsize, main boiler isolation, AHU VFD. Control projects: weather predictor, scheduling/optimal start and security integration, gym occupancy sensor, AHU-1 occupancy sensor, night setback optimization, pump control optimization, heat pump/main boiler optimization, MUA optimization, fan coil cooling loop optimization.

Project Cost

Total Project Cost (A)

\$139,500

CNCP Funding

\$87,000

62%

School District Funding *

\$27,500

20%

Third Party Funding *

\$25,000

18%

Total Project Cost (B)

\$139,500

100%

Variance (B-A)

\$0

0%

* Sources of Other Funding

Third Party Funding: BC Hydro and FortisBC

Stationary GHG Emissions

2015 SmartTool Emissions (TCO2e)

173

Energy and Emission Reductions

Fuel Type

07. Natural Gas

Annual Fuel Usage Reduction (GJ)

794

Annual Avoided Emissions (TCO2e)

40

Electricity Supplier

03. BC Hydro

Annual Electricity Usage Reduction (kWh)

101,400

Annual Avoided Emissions (TCO2e)

1

Total Annual Avoided Emissions (TCO2e)

41

Annual Emissions Reduction from 2015

23%

Annual Avoided Carbon Offsets

\$1,013

Payback Period (years)

10

Project Schedule

Start Date

(yyyy-mm-dd)

2016/04/04

Completion Date

(yyyy-mm-dd)

2016/09/01

Current Project Phase

Concept

If "Other", please describe

Energy Cost Savings

Annual Fuel Cost Savings (\$)

\$6,455

Annual Electricity Cost Savings (\$)

\$6,185

Total Annual Energy Cost Savings (\$)

\$12,641

Consultant Reports

Energy Study Date

(yyyy-mm-dd)

2016/01/29

Attached

Yes

Mechanical Study Date

(yyyy-mm-dd)

2016/01/29

Technology

Technology Industry-Proven? (Y/N)

Yes

Technology Previously Used by SD? (Y/N)

Yes

VFA Facility Condition Assessment

Is this a VFA requirement?

No

If yes what priority is the requirement?

VFA 1-page report attached

Proposal Prepared by:

Name: Alexandra Tudose

Phone: 604-466-6157

Email: alexandra_tudose@sd42.ca

To: **Board of Education**

From: Secretary Treasurer
Flavia Coughlan

Re: **ENROLMENT PROJECTIONS**

Date: February 3, 2016
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

Every year, the Ministry of Education requests school districts to provide a three year enrolment projection for the purposes of projecting operating grant requirements. The Enrolment Projections Committee has prepared and will submit to the Ministry the attached enrolment projections for the years 2016/17, 2017/18 and 2018/19 (Attachment A).

The three-year headcount enrolment projections for students enrolled in regular K-12 schools were prepared using the following data:

- enrolment projections from the Baragar system;
- three year average (grade-to-grade) transition rates; and
- local knowledge of recent and historical enrolment trends.

For grades 10 to 12 the estimated enrolment headcount is converted into FTE by applying 2015 SD42 conversion rates.

After an unanticipated province wide enrolment growth in 2015/16 it is projected that school age enrolment will decline in 2016/17 with enrolment starting to grow starting in 2017/18.

For 2016/17 it is estimated that regular school age student full time equivalent (FTE) will decline by 34 FTE (from 13,744.06 FTE in 2015/16 to 13,710.06 FTE in 2016/17). At this time there is no projected enrolment change for Summer School, Continuing Education, Distributed Learning and District Alternate.

For students with special needs, a decrease of 1.0 FTE is projected for Level 1, an additional 11.0 FTE is projected for Level 2 and no change for Level 3 special needs. English Language Learners is projected to increase by 17.0 FTE students and Aboriginal Education is estimated to decrease by 26.0 FTE students.

There are no other enrolment changes projected.

For 2017/18 an enrolment increase of 94 FTE school age regular student FTE is projected.

Not included in the attached submissions are the projections for Graduated Adults enrolment which is estimated to remain stable. Also not included in the submission is International Education which is projecting a decrease of 15 FTE for 2016/17.

These enrolment projections will form the base for Ministry estimated Operating Grants for 2016/17 which will be announced no later than March 15, 2016. Also, staff will be using these projections in the building of the 2016/17 Preliminary Operating Budget.

RECOMMENDATION:

THAT the Board receive the Secretary Treasurer's report on Enrolment Projections for information.

Attachment

Data Collection of Estimated Enrolments for 2016/17, 2017/18 and 2018/19

Version 4 - Revised 12/01/16

Step 1: Enter your school district number here: **42** **Maple Ridge-Pitt Meadows**
 Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

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

		Estimated Enrolment						Notes
	2015/16 Interim Base	2016/17		2017/18		2018/19		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	446	446	446	446	446	446	446	
Summer Learning: Grades 8-9 Course Enrolment	235	235	235	235	235	235	235	
Summer Learning: Grades 10-12 Course Enrolment	387	387	387	387	387	387	387	
Grade 8 & 9 Cross-Enrolment	4	4	4	4	4	4	4	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	13,744.0625	13,710.0625	13,729.2073	13,804.0625	13,795.6164	13,915.0625	13,863.5761	
Continuing Education FTE (School-Age)	20.3750	20.3750	20.3750	20.3750	20.3750	20.3750	20.3750	
Alternate Schools FTE (School-Age)	252.0000	252.0000	252.0000	252.0000	252.0000	252.0000	252.0000	
Distributed Learning FTE (School-Age)	11.6250	11.6250	11.6250	11.6250	11.6250	11.6250	11.6250	
Total Estimated School-Age Enrolment	14,028.0625	13,994.0625	14,013.2073	14,088.0625	14,079.6164	14,199.0625	14,147.5761	
Change from Previous Year		-34.0000	-14.8552	94.0000	66.4091	111.0000	-51.4864	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	13	12.0000	13	12	13	12	13	
Level 2 Special Needs FTE	539	550	554	560	573	570	592	
Level 3 Special Needs FTE	200	200	200	200	201	200	202	
English Language Learning FTE	448	465	476	485	507	505	538	
Aboriginal Education FTE	1,170	1,144	1,188	1,150	1,213	1,155	1,238	
Adult Education FTE (Non-Graduates only)	66.6250	66.6250	66.6250	66.6250	66.6250	66.6250	66.6250	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	10.5000	10.5000	10.5000	10.5000	10.5000	10.5000	10.5000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	25.0000	25.0000	25.0000	250.0000	25.0000	25.0000	25.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	34.0000	34.0000	34.0000	34.0000	34.0000	34.0000	34.0000	Include only new post-September enrolment activity
Distributed Learning FTE - Non-Graduate Adults	5.0000	5.0000	5.0000	5.0000	5.0000	5.0000	5.0000	Do not include Graduated Adult enrolment
Level 1 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Level 2 Special Needs FTE Growth (All Schools)	5	5	5	5	5	5	5	
Level 3 Special Needs FTE Growth (All Schools)	5	5	5	5	5	5	5	
Newcomer Refugees FTE (Standard & Alternate only)	0.0000		0.0000		0.0000		0.0000	Include only new post-September enrolment activity
ELL FTE (applies to Newcomer Refugees only)	0		0		0		0	
May Enrolment Count - Continuing Education and Distributed Learning								
Continuing Education FTE - School-Age	25.0000	25.0000	25.0000	25.0000	25.0000	25.0000	25.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	35.0000	35.0000	35.0000	35.0000	35.0000	35.0000	35.0000	Do not include Graduated Adult enrolment
Distributed Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Distributed Learning FTE Grades 10-12 (School-Age)	16.0000	16.0000	16.0000	16.0000	16.0000	16.0000	16.0000	Include only new post-February enrolment activity
Distributed Learning FTE - Non-Graduate Adults	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	

*Notes: Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2015/16 operating grant autumn recalculation

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

Continuing Education, Distributed Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2015/16 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2015/16 operating grant autumn recalculation.

Step 3: Enter estimates for the cause of your district's student movement for 2016/17. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2016 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2016/17	Comments:
Net provincial in-migration		
Net international in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)		
Total Estimated School-Age Enrolment Movement	0.0000	

Step 4: When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at:
<mailto:Michael.Lebrun@gov.bc.ca?subject=SD 42 Enrolment Estimates Form> no later than Friday, February 15, 2016



ITEM 13

To: **Board of Education**

From: Board Policy Development
Committee

Re: **PROPOSED DRAFT POLICY
4204: CONTINGENCY RESERVE**

Date: February 3, 2016
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), the following draft policy is presented to the Board for information:

Policy 4204: Contingency Reserve (Attachment A)

Over the past three years the Board has followed a practice of maintaining a 1% minimum contingency reserve and minimizing the use of reserves to fund ongoing expenditures. The draft policy has been developed based on current practice and the recommendations regarding threshold targets for Net Accumulated Surpluses (contingency reserves) included in the 2015 Ernst and Young's Report on the Special Advisor's Review of the Vancouver Board of Education (School District 39). Ernst and Young is of the view that a threshold target for contingency reserves of 2% to 3% of school district operating expenses would be reasonable. The attached draft policy reflects these recommendations.

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy before it is again presented to the Board for approval on March 9, 2016.

RECOMMENDATION:

THAT the Board receive for information and continuation with the consultation process:

Policy 4204: Contingency Reserve

Attachment

**SD 42 POLICY: 4204****CONTINGENCY RESERVE**

The Board of Education is responsible for ensuring the district is protected financially from extraordinary circumstances which would negatively impact school district operations and the education of students. To discharge this responsibility, the Board will establish a contingency reserve from available operating surplus which would be used to mitigate any negative impact such circumstances might cause.

The Board shall maintain a contingency reserve of at least 1% of operating expenditures and not exceeding 3% of operating expenditures.

The Board may approve the use of the contingency reserve under the following circumstances:

- The elimination of any deficit arising at the end of a fiscal year of operations;
- The funding of new cost pressures in a fiscal year that were not known at the time of budget development;
- The payment of severances (wages and benefits) upon termination of employment;
- The settlement of any legal action that is not covered by insurance;
- Initial one-time cost outlays for new education programs;
- Coverage for disaster recovery expenditures;
- Extraordinary unknown utilities cost pressures;
- Replacement of equipment essential to the continuation of educational programming in schools or district facilities;
- To assist in balancing future years budgets.

In recognizing that the use of the contingency reserve represents a one-time source of funding, the Board will incorporate into its future budget planning processes, strategies to re establish the contingency reserve. Such strategies may be implemented over a period of two years.

APPROVED:



ITEM 14

To: **Board of Education**

From: Board Policy Development
Committee

Re: **PROPOSED DRAFT POLICY:**
8801 COURSE CHALLENGE

Date: February 3, 2016
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), the following draft policy and procedure is presented to the Board for information:

Policy 8801: Course Challenge (Attachment A)
Procedure 8801.1: Course Challenge (Attachment B)

The policy and procedure have been developed based on Ministry of Education guidelines and current school district practice.

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy and procedure before they are again presented to the Board for approval on March 9, 2016.

RECOMMENDATION:

THAT the Board receive for information and continuation with the consultation process:

Policy 8801: Course Challenge
Procedure 8801.1: Course Challenge

Attachments

**SD 42 POLICY: 8801****COURSE CHALLENGE**

The Board of Education supports the principles of learning that affirm that individuals learn in different ways and at different rates and that learning is both an individual and social process. Credit for learning that has been achieved outside the formal structure of the school or classroom will be recognized through a course challenge procedure.

The Board of Education believes that a student should be able to obtain credits for Grade 10,11, and 12 courses when students can demonstrate that the necessary learning outcomes have been acquired. The student will need to provide compelling evidence that he or she will likely succeed in the challenge. The challenge process is intended to be rigorous. It is not the intent of the challenge process to be the means of improving course marks or of replacing the established re-examination processes available to students.

Authority

The Board authorizes the Superintendent to establish procedures that will guide the implementation of this policy.

APPROVED:

**SD 42 PROCEDURE: 8801.1****COURSE CHALLENGE****BACKGROUND:**

Students may earn credit toward graduation in a variety of ways. In addition to earning credits by successfully completing courses, students may earn credits through challenge.

All students enrolled in the school district are entitled to undertake a free challenge process to assess their prior learning for any Ministry of Education authorized graduation program course offered by any school board in the Province that school year, as well as any Board Authorized (BAA) course taught in the school district that school year, provided the student has not already completed the course through previous enrolment.

International students must comply with the challenge procedures set out in the Ministry of Education International Student Graduation Credit Policy.

GENERAL CONDITIONS:

A successful challenge will award students a letter grade and percentage mark. Credit awarded through challenge is measured by the same standards used for students who have taken the course through enrolment. A challenge is considered successful what a student has achieved at least a C- and 50%.

Students challenging a provincially examinable course will be awarded the school mark portion only in the challenge procedure, and where applicable, must write the Provincial Exam during a regularly scheduled exam session.

There is no limit to the number of courses that students may challenge; however, students may only challenge a course once and the challenge must apply to the entire course.

STUDENT ELIGIBILITY:

1. A student can challenge courses if he or she:
 - a. Is currently enrolled or registered as a home schooler in the school district.
 - b. Has not completed the course or its equivalent learning outcomes through previous enrolment.
 - c. Can give compelling evidence that he or she will succeed in the challenge.
2. Prior to engaging in a challenge process, principals or designates must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency. Refer to Ministry of Education Policy,

Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies.

3. Students must be able to demonstrate their readiness to challenge a course based on factors such as recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. School staff, in consultation with students and parents, is to make the decision about readiness.
4. Principals or designates must document the challenge assessment delivered to each student, including a pre-Challenge Equivalency review. Examples of assessment strategies that could be used in a challenge process include such things as hands on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work.

RECEIVED FOR INFORMATION:

To: **Board of Education**

From: Board Policy Development
Committee

Re: **PROPOSED DRAFT POLICY:
8901 FIELD TRIPS (INCLUDING
EXTRA CURRICULAR ACTIVITIES)**

Date: February 3, 2016
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), the following draft policy and procedure are presented to the Board for information:

Policy 8901: Field Trips (Including Extra Curricular Activities) (Attachment A)
Procedure 8901.1: Field Trips (Including Extra Curricular Activities) (Attachment B)
Attachment to Procedure 8901.1: Out of Country Field Trip Checklist (Attachment C)

The policy and procedure have been developed based on current school district practice and other BC school district policies.

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy and procedure before they are again presented to the Board for approval on March 9, 2016.

RECOMMENDATION:

THAT the Board receive for information and continuation with the consultation process:

Policy 8901: Field Trips (Including Extra Curricular Activities)
Procedure 8901.1: Field Trips (Including Extra Curricular Activities)
Attachment to Procedure 8901.1: Out of Country Field Trip Checklist

Attachments



SD 42 POLICY NO: 8901

FIELD TRIPS (INCLUDING EXTRA CURRICULAR ACTIVITIES)

Policy Statement

The Board recognizes the value of educational experiences that may be offered at locations other than the school. Students will not be excluded from curricular field trips due to financial hardship.

Authority

The Board authorizes the Superintendent to establish procedures that will guide the implementation of this policy, approval levels for field trips, district practices and standards for the conduct of students during field trips; and assign responsibility and authority to oversee student field trips.

Guiding Principles

1. The following guiding principles apply to Curricular Field trips:
 - are aligned to and enhance the BC Curriculum;
 - occur at a location other than the school;
 - the learning needs of students who remain at the school are considered;
 - students with special needs must be provided with appropriate safety equipment and transportation;
 - adequate supervision is ensured;
 - are approved by an individual authorized by the Superintendent;
 - require the consent of parents.

2. The following guiding principles apply to Extra-Curricular activities:
 - are related to clubs, teams or groups that represent the school;
 - occur at a location other than the school;
 - adequate supervision is ensured;
 - are approved by an individual authorized by the Superintendent;
 - require the consent of parents.

APPROVED:



SD 42 PROCEDURE: 8901.1

PROCEDURE FOR FIELD TRIPS (INCLUDING EXTRA CURRICULAR ACTIVITIES)

Purpose(s)

To provide guidelines for Principals and teachers when planning field trips and extra-curricular activities.

Definition

1. A **field trip** is an activity that supports and enhances the B.C. curriculum in which students participate outside of their own school during the course of the day, or beyond the normal school day, or over one or more nights.
2. **Level 1 field trips** are for one day, stay within the Lower Mainland and do not involve high risk activities, or overnight stays, and requires Principal pre-approval. Examples include, but are not limited to:
 - Community visits to the local fire hall, police station etc.
 - Traveling to local destinations such as, other schools, Vancouver/Fraser Valley points of interest, etc.
 - On-going activities such as sporting events, skating and supervised swimming instruction (Note: lifeguard supervision is required for a recognized instructional program).
3. **Level 2 field trips** include one or more of the following characteristics: are for more than one day (overnight), involve high risk activities, involve travel outside of the Lower Mainland, and requires Director pre-approval. Examples include, but are not limited to:
 - Out-of-province travel and/or international travel
 - Wilderness trips, camping, cycling, canoeing, windsurfing, skiing and snowboarding, outdoor rock climbing, horse-back riding, scuba diving, sailing.
4. **Approval** – Authority for the approval of Level 1 field trips is delegated to school Principals. Authority for the approval of Level 2 field trips is delegated to Directors of Instruction. Approval must be obtained before a proposed field trip is presented to students and parents.
5. **Informed Consent** – Once Principal or Director pre-approval is obtained, parents and guardians must be provided with comprehensive detailed information regarding the date, location, arrangements, level of supervision and potential inherent risks in order to meet informed consent requirements. Failure to provide complete information jeopardizes the legal requirement for "Informed Consent."
6. **Inherent Risk** – Included in the permission form for all field trips must be a comprehensive list of dangers and risks associated with the specific activity or trip. In order to provide parents with sufficient information to make an informed decision about each field trip this list it must be written with the details of each trip in mind.

Guidelines for All Field Trips (Level 1 or 2)

1. Responsibility:

- a. The Principal is assigned primary responsibility and authority to oversee field trips.
- b. Planning and supervision for the field trip is the shared responsibility of the Principal, the teaching staff, parents and students.

2. Principals will ensure that:

- a. The field trip is aligned to and enhances the BC Curriculum and is appropriate for the student's age and maturity.
- b. Director approval is obtained when required according to specified time requirements.
- c. All documentation is received at the school office including list of participants and volunteers, medical and emergency contact information, itinerary, transportation arrangements, etc.
- d. This list is on file, ready for timely use in the event of an emergency.
- e. Information is provided to the parents explaining the purpose, supervision, itinerary and potential risks involved in the trip using district forms.
- f. Informed parent consent is filed at the school office prior to the trip.
- g. Adequate qualified supervision is provided for the trip considering the age of the students and the nature of the activity.
- h. Volunteer supervisors have been informed of their responsibilities and requirements.
- i. All fund raising activities comply with district guidelines and have approval.
- j. Prior to any international trip, the Government of Travel and Tourism site has been consulted. Only trips with an "exercise normal security precautions" will be considered.
- k. Attendance at field trips is not mandatory and will not affect course grades.

3. Teachers will ensure that:

- a. The field trip is aligned to and enhances the BC Curriculum and is appropriate for the student's age and maturity.
- b. Purpose(s) for the trip are established early in the planning process. Thorough class preparation and follow-up is conducted.
- c. Principal, and where applicable, the designated senior staff person, approval is secured prior to making commitments.
- d. All forms have been completed well in advance.
- e. All invoices are paid through the school and not applied to personal credit cards.
- f. Where appropriate, special training is conducted, equipment and supply preparations are completed and all safety rules and rules of conduct are reviewed with students and volunteers.
- g. Information is provided to the parents/guardians explaining the purpose, supervision, itinerary and potential risks involved in the trip using the district's form.
- h. Informed consent is received from parents/guardians. Meetings are held when required to provide information.
- i. Appropriate supervision is provided at all times. Responsibilities have been communicated to all volunteers.
- j. An appropriate educational program and supervision is provided for students not attending the field trip or for class(es) of a teacher involved on a trip.

- k. All documentation is filed at the school office including list of participants and volunteers, medical and emergency contact information, itinerary, transportation arrangements, etc. before departure. Emergency medical information and contact numbers will be taken on the trip by the person in charge.
- l. All fund raising activities comply with district policies, procedures and guidelines and are approved.
- m. For high risk Level 2 field trips safety procedures and a contingency plan are provided at the time of application. These are to include:
 - purpose(s) for the trip including rationale for major activities and trip components;
 - itinerary including accommodation plans and transportation arrangements;
 - level of supervision that will be provided;
 - a phone "check-in" schedule if deemed necessary, that will be followed;
 - emergency contact numbers for the group while on the trip;
 - first aid contingency plans;
- n. When directed by the Principal, for international trips, all trip participants are registered with DFAIT (www.voyage.gc.ca) prior to departure and the local Canadian consulate is contacted upon arrival to activate registration.

4. Students will ensure that:

- a. All forms and arrangements have been completed according to timelines provided.
- b. They have demonstrated a pattern of responsible behaviour.
- c. Rules of conduct and safety for the trip are understood and followed and behaviour is consistent with the school's Code of Conduct.
- d. Personal preparations for the trip have been made.
- e. They understand the supervision process for the trip and the consequences for non-compliance.

5. Parents/Guardians will ensure that:

- a. They are fully informed on all aspects of the trip, have attended the parent information meeting (if scheduled), have read and understand the itinerary and any inherent risks involved.
- b. The school is informed of any changes to the medical profile of their child and have contacted the teacher if any medical condition exists that may require intervention.
- c. Personal preparation for the trip is complete.
- d. They understand the rules of conduct and safety specified for the trip, including the School Code of Conduct, and have discussed these with their son/daughter.
- e. Have provided health and hospital insurance coverage for the duration of the trip as required by the school Principal.

6. Participation:

- a. Any student may take part in field trips sanctioned by the Principal, subject to the criteria and guidelines of the activity. The Principal shall have the final word on the eligibility of a student's participation.
- b. When behaviour of a student on a field trip, in the opinion of the supervisors, compromises safety of self or others and does not adhere to previously established expectations, that student will be returned home at the expense of the parents/guardians. Parents will be notified of such action prior to the student being sent home.

- c. Non-participation in a field trip will not affect a student's standing or letter grade for the course.

7. Volunteers:

- a. The Principal will approve the participation of each volunteer with the understanding that teachers may delegate supervisory responsibilities to these volunteers.
- b. Principals must select and screen volunteers in accordance with the Volunteer policy and procedure, and volunteers may be required to submit a criminal record check.
- c. Supervisors must have the appropriate skills and knowledge to participate in the field trip.

8. Transportation:

- a. Drivers for all modes of transportation, commercial or volunteer, must ensure they have liability insurance. This must be documented as part of the planning process for all drivers.
- b. Volunteer drivers must provide an official Driver's Abstract to the Principal, along with a completed Volunteer Driver Application, for consideration/approval.
- c. Separate passenger lists for each vehicle used for the trip must be prepared and a copy left at the school.
- d. Transportation arrangements involving flights, ferries, trains should include details such as schedules, flight number, etc.

9. Timing and Financing:

- a. When coordinating field trips, the Principal and teachers will consider factors such as the timing, frequency of trips per student/staff member, the amount of time missed from classes, and the age of students related to the length of trip. They must also be sensitive to the financial cost to students and families, and have contingency arrangements.
- b. A summary of financial arrangements shall be completed by the sponsor teacher and submitted to the Principal within two weeks of the completion of the field trip. The responsibility for expenses of field trips is with the school.
- c. All fund-raising activities to support field trips will be done in accordance with relevant Board policies, procedures and guidelines, and applicable legislation.
- d. All costs, including TTOC costs if needed, may be covered through fund-raising activities or charged to a school budget.
- e. All invoices and trip related expenses must be paid by the school with a school credit card or cheque.

10. Trip Files:

- a. School Office: The following documents will be kept in a visible and designated location known by all staff:
 - Trip itinerary including anticipated return time.
 - Sample of informed consent form.
 - Passenger list of students and adults on the trip.
 - Transportation arrangements (e.g. Bus company or passenger lists for volunteer drivers).
- b. On the trip the sponsor teacher will carry:
 - Health information sheets for students.

- Emergency contact information for students.
- School contact information for emergencies.
- Passenger list of students and adults on the trip.
- Trip itinerary and contact lists.

11. Emergencies:

- In the event of an emergency situation, the sponsor teacher or designate will notify the school Principal as soon as is practical. The Principal or designate will then contact parents/guardians to provide them with information regarding the status of the situation.
- The magnitude of the event may also deem it necessary for the Principal to contact the Superintendent or other members of Senior Staff who will notify trustees and others as appropriate.

12. Approval Process:

In circumstances where the field trip does not clearly fall within Level 1 or 2, the Principal will consult with the Director of Instruction to determine approval authority.

Level 1 Field Trips (low risk)

- Require approval by the Principal only.

Level 2 Field Trips (high risk) require approval by the Principal and the Director of Instruction.

1. Local level 2 trip approval in principle is required:

- one month prior to departure for local trips.
- three months prior to departure for trips outside of the province but inside Canada or in the U.S.A.
- one year prior to departure for trips involving international travel, other than the USA.

2. The Principal and sponsor teacher will ensure that:

- The **Field Trip Approval Request Form** is completed by the sponsor teacher and submitted to the Principal for approval prior to submission to the Director.
- The Principal has a copy of the **Trip File** available in the school office.
- The sponsor teacher has a copy of the Trip File in their possession.
- A cellular phone is provided for all Level 2 trips if a telephone is not immediately accessible at the destination point; if cell phone service is not available arrangements must be made for alternate forms of communication.
- Safety procedures and contingency plans are prepared and included with the request form.
- A Parent/Guardian Information Meeting is held if deemed necessary by the Principal or assistant superintendent
- The Director may seek out expert advice concerning safety procedures and contingency plans and would consider the recommendations in the approval process.

Level 2 Field Trips: Extended / International

1. International field trips involve additional risks and accordingly, additional caution must be exercised:

- a. Has a substantive educational rationale: clear and direct curriculum connections between the itinerary of the trip and the course of study taken by each of the students participating.
- b. Has a duration and number of days absent from school, which is reasonable.
- c. Appears to be a safe activity for the planned group and has an appropriate safety procedures and contingency plan.
- d. Canada's travel advisory must be consulted. <http://travel.gc.ca/travelling/advisories> and only trips to countries with an advisory of "exercise normal precautions" will be approved.
- e. Has an appropriate travel and activity arrangement.
- f. Has established criteria for appropriate access and eligibility.
- g. Has established appropriate arrangements including travel contracts, insurance coverage and cancellation losses responsibility.
- h. Has an adequate student supervision plan.
- i. Provides appropriate communication to parents/guardians of responsibilities and expectations of student and adult participants.
- j. Has the Out of Country Field Trip Checklist completed and submitted to the Principal.
- k. Has provided all participants with travel insurance that includes full insurance coverage for district cancelled field trips.

2. Supervision:

- a. The selection of supervisors for extended field trips will consider the following:
 - distance from home for a lengthy period of time
 - supervision of students is a 24 hour responsibility "in loco parentis"
 - activities and surroundings which are unusual
 - language, custom and cultural differences
 - living in areas with a different social infrastructure
 - first aid
 - knowledge of international travel
 - gender
- b. The Principal must convene a meeting with all trip supervisors to:
 - Indicate who is in charge, that the Principal will make the final determination on volunteer supervisors, and define the roles of volunteers.
 - Communicate that supervisors are role models and to inform volunteers of supervision and leadership techniques.
 - Indicate that supervision is required 24 hours a day including sleep time and unscheduled time.
 - State that the use of alcohol by students, staff, and volunteers is prohibited regardless of circumstance, or local laws or customs.
 - Discuss the issue of smoking and provide clear expectations.
 - Review code of conduct for both students and supervisors and possible consequences for inappropriate behaviour.
 - Discuss any potential risks and plans to minimize those risks, and define a critical incident plan to deal with emergencies

- c. It is also required that a similar meeting be held with parents prior to giving consent for their child to attend the field trip. All behaviour expectations should be provided to parents in writing.

Financial Matters

Before any parent or student financial contributions are accepted, parents must be notified, in writing, that should the travel have to be cancelled for any reason the district is not responsible for any costs incurred.

Financial arrangements for staff and volunteer costs must be transparent, including the use of any "free" tickets and the accruing of travel benefits earned from the group's travel.

Funds raised by all participants will first be used to benefit the students and secondly for the benefit of the other participants.

Teacher-On-Call expenses must be clearly described.

Hardship procedures for required curricular travel must be considered.

RECEIVED FOR INFORMATION:

SD42 OUT OF COUNTRY FIELD TRIP CHECKLIST
(In accordance with Policy No. 8901 and Procedure No. 8901.1)

School	Date of Trip:
	Destination:
Organizer	Grades participating:
	Number of students participating:

Y/N	GENERAL MATTERS
	Is this is a curricular field trip?
	Do the education benefits outweigh any potential safety risk? - Please provide details
	Is the proposed field trip suitable to the age and maturity of the students? - Please provide age of students and details
	Has adequate supervision been arranged for? - Please describe supervision details
	Have volunteer supervisors attended an orientation meeting?

Y/N	CUSTOMS & PRACTICES
	<p>What is Canada's travel advisory for the country you intend to visit? http://travel.gc.ca/travelling/advisories</p> <p>Note: If advisory is other than "Exercise normal security precautions", trip preparations should be halted – trip insurance may be invalidated</p> <ul style="list-style-type: none"> - Has this been checked before the trip planning stage? - Has this been re-checked at a time before departure, where refunds are still available from service providers? - Has this been re-checked at departure time?
	<p>What is the destination country's travel advisory? (check high commission and embassy re: security concerns and advisories of the destination location)</p> <p>Note: If advisory provides for other than normal security cautions, trip preparations should be halted – travel insurance may be invalidated</p> <ul style="list-style-type: none"> - Has this been checked before the trip planning stage? - Has this been re-checked at a time before departure, where refunds are still available from service providers? - Has this been re-checked at departure time?

Y/N	CUSTOMS & PRACTICES cont'd
	<p>Have current school district level travel restrictions been checked for countries, regions and time periods not currently supported for field trips?</p> <ul style="list-style-type: none"> - Has this been checked before the trip planning stage - Has this been re-checked at a time before departure, where refunds are still available from service providers? - Has this been re-checked at departure time?

Y/N	TRAVEL DETAIL
	<p>Have the following identification requirements been verified for the trip?</p> <ul style="list-style-type: none"> - Passports - Parental permission slips - Sworn parental affidavit for travel abroad (especially where special parenting arrangements are in effect)
	<p>Has the school asked parents/guardians for and received proof of valid travel insurance for their child (out of province medical benefits)?</p> <ul style="list-style-type: none"> - Has it been confirmed that the entire date period of trip is covered? - Has the travel insurance been verified as covering the appropriate trip circumstances and refund conditions?
	<p>Has the travel agency refund policy been checked for coverage re:</p> <ul style="list-style-type: none"> - Natural disasters - Terrorism threats - Trip cancellation by school district - Are parents/guardians aware of the trip cancellation cost? <p>Please provide details:</p>
	<p>What is the contingency plan of the school and contractors involved in organizing the trip? Provide details.</p> <ul style="list-style-type: none"> - Flight cancellations - Destination accommodation inaccessibility - Need for early departure - Food or drink contamination - Health epidemic - Airport/border closure
	<p>Are the contractors involved in organizing the trip insured against liability?</p> <ul style="list-style-type: none"> - Travel Agent - Accommodation organizations - Museums and other event organizers
	<p>Have parents attended a pre-trip meeting?</p> <ul style="list-style-type: none"> - At the parent pre-trip meeting, have notes been taken? - At this meeting have waiver and consent forms been signed? <p>Have students attended a pre-trip meeting?</p> <ul style="list-style-type: none"> - At the student pre-trip meeting, have notes been taken? - Have the following topics been covered: behaviour, responsibility for own safety, clothing and equipment etc.?

	Are contact names, telephone numbers, email addresses on file for parents/guardians?
	<p>Have waivers and consent forms been prepared and signed? Do the forms:</p> <ul style="list-style-type: none"> - Clearly state full description of the trip dates and duration, travel arrangements, accommodation, activities? - State number of students attending and supervision arrangements, ratio of supervisors to students? - State what to bring for luggage, clothing, etc.? - Provide a detailed description of all conceivable risks? - Explain the need for travel medical insurance and what to look out for in obtaining it? - Are parents/guardians aware that trip attendance is voluntary? - Are parents/guardians aware that the District's obligation of care to its students may cause it to cancel the trip if it perceives that the risk of travel is too great and that parents may not be reimbursed for costs paid? - Are parents/guardians aware that as a result of erring on the side of safety, the District may employ contingency plans that could result in additional costs to parents (i.e.: trips being ended prematurely, student relation to safer accommodation, etc.)? - Have parent/guardians been made aware of the Districts limit in liability? - Have parents been advised from whom to seek answers if they have questions? - Has the waiver/consent form been reviewed by Director of Instruction/SPP?



ITEM 16

To: **Board of Education**

From: Board Policy Development
Committee

Re: **UPDATED POLICIES**

Date: February 3, 2016
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), the following policies have been updated:

Policy 2400: School Board Meeting Proceedings (Attachment A)

- Updated to reflect the change in election dates.

Policy 2915: Board Chairperson – Elections/Roles/Responsibilities (Attachment B)

- Updated to reflect the change in election dates and trustee term of office.

Policy 5400: Transportation of Students with Special Needs (Attachment C)

- Updated to reflect the April 29, 2015 Board approval of the discontinuation of regular student transportation services effective September 2016.

RECOMMENDATION:

THAT the Board receive for information:

Policy 2400: School Board Meeting Proceedings

Policy 2915: Board Chairperson – Elections/Roles/Responsibilities

Policy 5400: Transportation of Students with Special Needs

Attachments



SD 42 POLICY: 2400

SCHOOL BOARD MEETING PROCEEDINGS

No act or proceeding shall be valid or binding on the Board of Education (“Board”) unless such act or proceeding shall have been adopted at a meeting called and held as provided by the *School Act* or by Board policy.

1. AGENDA PREPARATION

The Board delegates responsibility for establishing the order of business (“Agenda”) for meetings of the Board to the Agenda Preparation Committee. The Agenda Preparation Committee shall be comprised of the Board Chairperson and Vice-Chairperson, the Secretary Treasurer, and the Superintendent. The Secretary Treasurer, under the direction of the Superintendent shall prepare and submit to the Board the Agenda for each regular, closed and special meeting.

2. PROCEEDINGS

In all cases where the School Act and this Policy are silent, the current edition of Robert’s Rules of Order Newly Revised shall apply to procedures at meetings of the Board and its committees.

3. AGENDAS - REGULAR AND CLOSED MEETINGS

Except as otherwise indicated, the Agenda of each public and closed meeting, unless varied by motion, shall be presented as follows:

Opening Procedures

1. Call to Order
2. Correspondence
3. Approval of Agenda
4. Invitation for Public Input —members of the public can provide input on items on the Agenda. Speaker’s time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.

Approval of Minutes

Presentations — individuals and groups invited by the Board to make presentations. Time limits for individual presentations will be established to allow all speakers to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.

Delegations — registered delegations can make presentations to the Board. Time limits for individual delegations will be established to allow all registered delegations to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.

Deferred Items — Decision items only

Decision Items

Chairperson

Superintendent

Secretary Treasurer

Board Committees Budget, Finance, Board Policy Development, etc.

Information Items

Chairperson

Superintendent

Secretary Treasurer

Committee Business Budget, Finance, Board Policy Development, Advisory Committee Reports, etc.

Trustee Motions and Notices of Motion – trustee motions introduced during a meeting shall require two-thirds vote to be considered at that meeting.

Trustee Reports

1. External Representative Reports
2. Board Liaison Representative Reports
3. Other Trustee Reports

Question Period

Questions, with the exception of Trustee questions, will be limited to one question per person with one follow-up clarification question, if necessary. Question period will be restricted to questions only – statements and debate will not be permitted. This agenda item has a time limit of 10 minutes; extension is at the discretion of the Board.

Other Business

Public Disclosure of Closed Meeting Business

Adjournment

4. OTHER AGENDA NOTES

Reports, unfinished business, new business and enquiries shall be listed on the Agenda under the appropriate officer/committee heading.

Written reports or brief verbal highlights will be provided.

5. SPECIAL MEETINGS

Except as otherwise indicated, the Agenda for each Special Public and each Special Closed meeting, unless varied by motion, shall be as follows:

- a) Call to Order
- b) Motion of Exclusion (Closed only)
- c) Business Item(s)
- d) Adjournment

6. NOTICE OF MEETINGS

Forty-eight hours' notice in writing shall be required either to reschedule a regular meeting or to call a special meeting of the Board. Notice must be given to each Trustee in electronic form followed by verbal confirmation of receipt by phone, via Board Chairperson or Executive Assistant, by delivery of same at the place designated for notice.

Notice of any rescheduled meetings or of any Special Meeting of the Board may be waived provided reasonable steps have been taken to notify all Trustees. No less than the number of Trustees required to form a quorum must agree to the waiving of the notice.

7. DISTRIBUTION OF AGENDAS

The proposed regular Agenda must be electronically delivered by the Friday proceeding the next Board meeting and no less than 48 hours in advance of Board meetings to each Trustee, Superintendent, and Secretary Treasurer.

Public Agendas will be provided to the general public no later than 48 hours in advance of each Public meeting as posted to the School District website.

A change or addition to the Agenda including Trustee motions for which no notice has been given may be introduced by a Trustee and shall require a two-thirds vote to be considered.

8. MINUTES OF MEETINGS

Minutes shall be kept by the Secretary Treasurer of the Board of all proceedings passed at each Board meeting. Such minutes are to record decisions of the Board but not the contents of speeches. Movers and seconders of motions shall not be recorded in minutes.

Verbal reports made by Trustees, shall not be recorded in the minutes of Board meetings unless the Board takes action as a result of such reports.

A copy of the Public Board meeting minutes shall be made available on the School District website. All board meeting minutes shall be made available to the Board appointed auditors for review.

9. ELECTRONIC MEETINGS

The Board recognizes there may be circumstances where it is practical or necessary to hold a meeting through electronic means, except for Inaugural Meetings. Accordingly, at the call of the Chairperson, Board meetings may be held using electronic arrangements providing that such arrangements be in accordance with the following:

- (a) It is practical to hold a meeting of the Board and its Officers using electronic means to deal with matters that require immediate attention, have significant time constraints, are straight forward or procedural in nature, emergencies that are more efficiently handled using electronic means.
- (b) A trustee is only able to attend a regular Board meeting through electronic means.

- (c) Electronic meeting arrangements include video conferencing, telephone or other such technology, and will only be made where it is practical to do so. All Trustees and Officers of the Board attending or participating in the meeting are able to communicate with each other.
- (d) For purposes of determining a quorum, at the start of an electronic meeting or during an electronic meeting, the Chair shall count as present any trustees who are connected to the meeting by electronic means.
- (e) In the absence of pre-circulated material, the Board Chair and Officers of the Board as required, shall brief the meeting regarding the matter, or matters before it and shall read the resolution requiring Board consideration and voting.
- (f) Voting shall occur by each Trustee identifying him/herself and indicating their vote either for or against the resolution.
- (g) Minutes of the Board shall indicate that the meeting was held pursuant to this provision, indicate which Trustees and Officers were connected electronically and in which manner the electronic meeting was held.

10. REGULAR BOARD MEETINGS – DAY, TIME AND LENGTH

The Board shall hold regular meetings on the second and last Wednesday of each month except that:

- No regular meeting shall be held on Statutory Holidays or during the Winter/Spring school breaks.
- No regular meeting shall be held during the month of July.
- No regular meeting shall be held during the first three weeks of August.
- An August meeting may be held on the last Wednesday of the month.

Regular closed meetings will typically commence no earlier than 1:00 p.m. and no later than 3:30 p.m. unless determined to be required by the Agenda Preparation Committee. Regular closed meetings held on the second and last Wednesday of each month shall conclude no later than 4:30 p.m., unless there is majority vote of the members to extend the meeting no longer than 15 minutes. A second extension requires unanimous approval.

Regular Public meetings will commence at 6:00 p.m. unless the Board decides to vary the start time.

All regular public Board meetings shall stand adjourned at three hours after their commencement at 9:00 p.m. However adjournment may be extended by 15 minutes by majority vote. With a unanimous vote of all Board members present, the normal adjournment time may be extended by a maximum of one hour or until 10:00 p.m., whichever comes first.

11. ADDITIONAL MEETINGS

The Board may hold additional meetings on such days and at such hours as the Board may decide by majority vote.

A special meeting, either public or closed, may be called by the Chairperson, or upon special written request of the majority of the Trustees, may be called by the Secretary Treasurer. No business other than that for which the meeting was called upon shall be conducted at that special meeting.

12. STAFF ATTENDANCE AT MEETINGS

The Superintendent and Secretary Treasurer shall have the right to be present at all Board meetings where decisions are made. With a two-thirds vote, the Board may request that any one of the Board's officers not be present at a Board meeting. However, at least the Superintendent or Secretary Treasurer must be present at all Board meetings where decisions are made.

13. BOARD QUORUM

A quorum of the Board shall be a majority of the Trustees holding office at the time of the meeting.

Thirty minutes after the time appointed for the meeting of the Board, should a quorum not be present, the meeting shall stand adjourned to a date to be fixed by the Chairperson or, in default of the Chairperson fixing a meeting date, until the next regular meeting.

After a meeting has commenced, if there ceases to be a quorum, the presiding officer shall adjourn the meeting to a time certain or the next regular meeting date, at the Chairperson's discretion.

The Secretary Treasurer shall record the names of the members present at the expiration of the 30 minute period, or at the point where it is found there has ceased to be a quorum.

14. PUBLIC AND CLOSED SESSIONS

Except as provided in this policy, all meetings of the Board shall be open to the public.

If in the Board's opinion the public interest so requires, the Board may order a meeting or part thereof to be closed and may exclude persons other than Trustees and officers as provided for in this policy.

Unless otherwise determined by a two-thirds majority vote, the following matters shall be considered by the Board in closed session:

- a) Labour matters dealing with personnel or collective bargaining matters.
- b) Law matters dealing with any litigious items involving the Board, staff or the community.
- c) Land dealings of purchase, swap or disposals.
- d) Such other matters where the Board decides that the public interest so requires, including matters of a confidential, sensitive or preliminary nature.

No Trustee or Board employee shall disclose to the public, the proceedings of a closed meeting or any materials or information pertaining thereto, unless a Resolution has been passed at a closed meeting to allow disclosure.

15. CONFLICTS OF INTEREST

Conflicts of interest must be handled in the manner prescribed in the *School Act*.

16. INAUGURAL AND ANNUAL ORGANIZATIONAL MEETING OF THE BOARD

The inaugural and organizational meeting of the Board shall be held in the Boardroom on the second Wednesday of ~~December~~ **November** concurrent with the regular open meeting of the Board commencing at 6:00 p.m.

In the year of a general election of Trustees, the Inaugural and Organizational meeting shall be held on the first Wednesday in ~~December~~ **November** commencing at 4:00 p.m. and shall be held exclusively for that purpose.

Items of Business

The business of the inaugural (I) and annual (A) meeting shall be comprised of:

- a) The installation of any newly elected Trustees. (I)
- b) At the direction of the Chairperson Pro Tem, the Secretary Treasurer, who shall be Chairperson, will report upon the returns of the election of school Trustees, as certified by the returning officers of the two municipalities. (I)
- c) The Secretary Treasurer then shall administer to each Trustee, or have administered by another person duly qualified for this task, the Declaration and Oath of Allegiance required by the *School Act*. (I)
- d) The annual report of the immediate past Board Chairperson under policy 2918. (I)(A)
- e) The election of Board Chairperson and Vice-Chairperson as per Board policy 2915. (I)(A)
- f) Such items of ordinary business as the Board otherwise may approve as being in order for the annual meeting. (I)(A)

APPROVED: June 25, 2014



SD 42 POLICY: 2915

BOARD CHAIRPERSON - ELECTIONS / ROLES / RESPONSIBILITIES

1. ELECTIONS

At its inaugural meeting following a general local election, and for the following ~~two~~ **three** years, at the regular ~~December~~ **November** 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~~ **November**, 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)~~ **two (2)** 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 Chairperson 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 Chairperson 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 Chairperson 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 become 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: October 10, 2012



SD 42 POLICY: 5400

STUDENT TRANSPORTATION OF STUDENTS WITH SPECIAL NEEDS

1. PHILOSOPHY

The Board of Education ("Board") believes that it is their responsibility to ensure that appropriate student transportation is provided for eligible students **with special needs** to their catchment area school.

2. AUTHORITY

The day to day administration and enforcement of this Policy rests with the Manager of Transportation as authorized by the Board.

Eligible Students With Special Needs

Transportation will be provided by the Board to eligible students as defined below.

- ~~Primary Students (Grades K – 3) if they live further than the walk limit of 4 kilometers to their catchment area school.~~
- ~~All Other Students (Grades 4 – 12) if they live further than the walk limit of 4.8 kilometers to their catchment area school.~~
- Students with special needs (Ministry categories: A - Physically Dependent; B - Deafblind; C - Moderate to Profound Intellectual Disability; D - Physical Disability or Chronic Health Impairment; E - Visual Impairment; F - Deaf or Hard of Hearing; G - Autism Spectrum Disorder):
 - who live within the catchment area for their school but who are unable to independently walk to school or use public transportation.
 - who are required by the District to attend a specialized program and are unable to walk to school or use public transportation.

Eligibility for Courtesy Rides

The Board, at its discretion, may provide bus service for ineligible students. The provision of additional bus service would be made after considering the following factors:

- The amount of available seating space on the bus;
- That there is no modification of the existing bus route;
- **Siblings of eligible students with special needs will have greater priority;**
- Distance from school on the basis that students who live furthest from the catchment school will have the greater priority;
- The age of the student on the basis that younger students will have the greater priority.
- ~~Students who are out of catchment or out of district.~~

Parents or guardians, who obtain approval to transfer their children to a school other than the catchment area school, are responsible for providing their own transportation.

General Terms for School Bus Service

The Board recognizes that there is no requirement within the *School Act* to provide student school bus transportation service to and from school.

Buses will only run on public roads maintained by the Ministry of Highways or the Municipalities and will stop in the safest places regardless of possible inconvenience to individual students.

Bus transportation will not be provided when roads are unsafe due to poor weather or other conditions.

Parents **of eligible students with special needs** will apply for transportation service for their children annually. Application forms in hard copy or on-line will be made available.

The Board acknowledges that certain information regarding the student is required to be available to the bus driver. Parents shall provide student's name, address, phone numbers, emergency contacts, and a description of conditions which may present a risk to their child or others in an emergency situation.

Transportation is provided from the stop nearest to an eligible student's home address. Transportation may be provided to the stop nearest to either a daycare provider or a family member at a residence different than their home address if designated by the parent or guardian only on an ongoing basis.

School Bus Discipline

The Board requires that Bus drivers maintain appropriate discipline on the buses.

The student discipline procedure is as follows:

If, in the opinion of the bus driver, a student has violated the rules of conduct and has failed to respond in an acceptable manner to verbal warnings, the driver will summarize the student's conduct in a written report (School Bus Discipline Report). The report will be given to the student for the parent to review and sign. A copy will be forwarded to the Transportation Manager and School Administrative Officer.

If the violations continue after the written warning a suspension of riding privileges may occur in consultation with the School Administrative Officer.

When a suspension is issued:

- The first suspension shall normally be two days, to take effect the day after the offense takes place.
- The second suspension shall normally be for a period of 5 days.
- The third suspension will normally be for the remainder of the school term (terms: September to December, January to March, April to June).
- The fourth suspension will result in a discontinuation of transportation services for whatever period of time is deemed necessary.

Transportation Assistance

The Board may provide assistance for transportation of eligible students **with special needs** who reside in the catchment area but outside of established bus routes. Rates will be reviewed on an annual basis by the Board.

APPROVED: June 12, 2013

AMENDED: April 29, 2015



RECORD
2015-2016

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:

December 9, 2015

Call to Order
Motion of Exclusion
Approval of Agenda
Approval of Minutes
Superintendent Decision Items
Chairperson Decision Item
Superintendent Decision Item
Superintendent Information Items
Committees
Adjournment

Meeting called to order at 3:02 p.m.
Approved
Approved as amended
Approved as circulated
Approved
Approved
Approved
Received for information
Received for information
Adjourned at 4:02 p.m.