Wednesday, February 7, 2018
Time: 6:00 p.m.

_____

*"It must be remembered that the purpose of education is not to fill the minds of students with facts, it is to teach them to think, if that is possible, and always to think for themselves." -Robert Hutchins*

**A G E N D A**

**A.     OPENING PROCEDURES**                                                     ITEM 1

1.     Call to Order
2.     Correspondence

- G. Jackson, Chairperson, School District No. 28 (Quesnel)
- B. Bidlake, Chairperson, School District No. 67 (Okanagan Skaha)

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 24, 2018                                                         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 is at the discretion of the Board.*

1.     New Graduation Program Implementation Update                           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.*

1.     Occupational Therapy Department                                        ITEM 4

**E.     DEFERRED ITEMS**

**F.     DECISION ITEMS**

1.     Chairperson
2.     Superintendent of Schools

a)     Non-Resident Fees 2019/20                                        ITEM 5

b)     IT Plan Update                                                   ITEM 6

3.     Secretary Treasurer
4.     Board Committees

a)     Budget
b)     Finance
c)     Facilities Planning
d)     Board Policy Development

i.     Rescission of Policies                                       ITEM 7

e) Education

      i.     Specialty Academies            ITEM 8

f) Aboriginal Education
g) Roundtable with Partners

## G.    INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools

    a)     Superintendent's Update         ITEM 9

3. Secretary Treasurer

    a)     Enrolment Projections         ITEM 10

4. Board Committees & Advisory Committee Reports

    a) Budget
    b) Finance
    c) Facilities Planning
    d) Board Policy Development
    e) Education
    f) Inclusive Education

      i.     Inclusive Education Committee Update    ITEM 11

    g) French Immersion
    h) Aboriginal Education
    i) Round Table with Partners

## H.    TRUSTEE MOTIONS AND NOTICES OF MOTIONS

## I.    TRUSTEE REPORTS

1. BC School Trustees Association

    a)     Motions to BCSTA Provincial Council    ITEM 12

2. BC Public School Employers Association
3. Student Voice
4. District Parent Advisory Council
5. Municipal Advisory & Accessibility
6. Maple Ridge-Pitt Meadows Arts Council
7. Ridge Meadows Education Foundation
8. Social Planning Advisory
9. City of Maple Ridge Active Transportation
10. Other Board Liaison Representative Reports
11. 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 13

**L.     ADJOURNMENT**

To: **Board of Education**          From:    Chairperson
                                             Mike Murray

Re:   **OPENING PROCEDURES**        Date:    February 7, 2018
                                             (Public Board Meeting)

**Information/Decision**

*1.     CALL TO ORDER*

*2.     CORRESPONDENCE (Information Item)*

- ∉     G. Jackson, Chairperson, School District No. 28 (Quesnel)
- ∉     B. Bidlake, Chairperson, School District No. 67 (Okanagan Skaha)

**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.*

January 24, 2018

BY EMAIL

The Honourable Rob Fleming
Minister of Education
PO Box 9045
STN PROV GOVT
Victoria, B.C.  V8W 9E2

Dear Minister Fleming:

Re:     Rural Education Enhancement Fund

The Board of Education of School District No. 28 (Quesnel) has asked that I communicate to you the importance of a continued "Rural Education Enhancement Fund". The Board is grateful that such a fund has been established and cannot over-emphasize the critical importance this funding means for a small district that annually struggles through the annual budget setting process.

Upon receipt of this fund two rural elementary schools remain open; as a result the communities they serve are very positive about the educational opportunities for their children.

To be specific, for financial reasons, both Kersley and Parkland Elementary Schools were on the brink of closure two years ago.  The implementation of the REEF fund did save these schools from closure; therefore, we believe the fund is meeting its prime objective and these schools have been able to continue to provide a strong rural education for its students.

The Board also believes that in order to preserve a continued existence of the "fund" it should not be a stand-alone grant but be imbedded into the funding formula.  This would preserve the intent of the fund and provide a predictable amount of funding to achieve the needs of small rural schools.

I would be pleased to discuss this issue with you and can be contacted at 250-255-4319.

Yours sincerely,

BOARD OF EDUCATION
QUESNEL SCHOOL DISTRICT

Gloria Jackson
Chairperson

GJ/tr

Together
We Can.

c:      Trustees – School District No. 28 (Quesnel)
        The Honourable Carole James, Minister of Finance
        BC School Trustees Association – for all other School Boards

**SD67**
Okanagan Skaha

**BOARD OF EDUCATION**
**SCHOOL DISTRICT NO. 67 (OKANAGAN SKAHA)**
425 Jermyn Avenue
Penticton, BC, Canada  V2A 1Z4

Telephone:  250-770-7700
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E-mail:  lvanalphen@summer.com
Website:  www.sd67.bc.ca

**Office of the Chair of the Board**

File No.:  00480-20
OPR:  SECTR

January 4, 2018

The Honourable Rob Fleming
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

The Honourable Carole James
Minister of Finance
PO Box 9048, Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Fleming and Minister James,

***Re: Rural Education Enhancement Funding – Reporting and Criteria Changes***

At the regular meeting of the Board of Education of School District No. 67 (Okanagan Skaha) held on December 18, 2017, the Board discussed the Rural Education Enhancement Funding and noted two important adjustments that are needed.

First, the Board requests that the Rural Education Enhancement Funding be included in Ministry revenue as a line item similar to the Unique Geographic Factors supplement, incorporating this funding into operations revenue.  It is necessary in order to keep this funding as targeted funds.

Also, the Board requests that, should the criteria change in the future, those schools currently receiving REEF funding be grandfathered to continue to receive the grant.  The continued operation of these schools depends on this funding in order to remain open to serve their students and communities.

Both of these items have been submitted as a motion to Provincial Council and the Board would sincerely appreciate your attention to these matters.

Yours truly,

Bill Bidlake
Chair
Board of Education

c. Boards of Education

U:\SBO-ST-Data\SECTR JULY 2014\00100-00999 Administration\00300 Board of Education General\00300 Board Correspondence\2017-18 Correspondence\2018-01-04 Letter to MoE MoF re REEF reporting grandfather.docx

*"Working Together for Student Success"*

Public Agenda Page 3

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: February 7, 2018
(Public Board Meeting)

**Decision**

## RECOMMENDATION:

**THAT the Minutes of the January 24, 2018 Public Board Meeting be approved as circulated.**

Attachment

**IN ATTENDANCE:**

BOARD MEMBERS:
Chairperson – Mike Murray
Vice Chairperson – Susan Carr
Trustee – Ken Clarkson
Trustee – Korleen Carreras
Trustee – Eleanor Palis
Trustee – Dave Rempel

STAFF:
Superintendent – Sylvia Russell
Secretary Treasurer – Flavia Coughlan
Senior Manager, Communications – Irena Pochop
Executive Coordinator – Karen Yoxall

## A. OPENING PROCEDURES

1. <u>Call to Order</u>

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.

2. <u>Correspondence</u>

**Moved/Seconded**

- ∉ B. MacFarlane, Chairperson, School District No. 19 (Revelstoke)
- ∉ B. Narang, Vice Chairperson, School District No. 41 (Burnaby)
- ∉ G. Swan, BC School Trustees Association
- ∉ S. Oxley, Ministerial Enquiries Division, Ministry of Education, Refugees and Citizenship

THAT the Board receive the correspondence for information.
**CARRIED**

3. <u>Approval of Agenda</u>

**Moved/Seconded**

THAT the Agenda be approved as circulated.
**CARRIED**

4. <u>Invitation for Public Input to matters on the Agenda</u>

**B. APPROVAL OF MINUTES**

1. December 6, 2017

**Moved/Seconded**

THAT the Minutes of the December 6, 2017 Public Board meeting be approved as circulated.
**CARRIED**

**C. PRESENTATIONS**

1. Secondary Transitions

**Moved/Seconded**

Gary Lozinski and Elena Digiovanni presented on the secondary transition process for students with diverse abilities.

THAT the Board receive the Secondary Transitions presentation by Elena Digiovanni, and Gary Lozinski, District Helping Teachers for information.
**CARRIED**

**D. DELEGATIONS**

**E. DEFERRED ITEMS**

**F. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools

   a)    2018/2019 and 2019/2010 Proposed District School Calendars

**Moved/Seconded**

The Superintendent reported that in order to provide families and the District more opportunity to plan ahead, district school calendars for both 2018/2019 and 2019/2020 are being proposed. Both of these calendars meet the required minutes of instruction.

THAT the Board of Education receive for information the attached proposed district school calendars and approve the calendars to be shared with the public in order to receive public feedback.
**CARRIED**

`       b)    Grade 8 Place-Based Learning Pod Program

**Moved/Seconded**

The Superintendent reported that a Place-Based Learning Pod Program is being proposed for one Grade 8 class at Thomas Haney Secondary School and will be taught by a Thomas Haney Secondary School teacher who will teach all areas of the BC curriculum.  Learning will happen at Thomas Haney

Secondary School and at various places throughout Maple Ridge including in nature and in community locations like the museum and the library.  Students from the Place-Based Learning Pod will transition into the regular grade 9 THSS program.

THAT the Board approve the proposed Grade 8 Place-Based Learning Pod Program for the 2018-2019 School Year;

AND FURTHER;

THAT the Board approve the one-time allocation of $10,000 from operating surplus to fund the start-up costs for this program.
**CARRIED**


   3.  Secretary Treasurer

      a)     Disposal of Real Property Bylaw No. 2017/18-001

The Secretary Treasurer reported that on December 6, 2017 the Board authorized the Secretary Treasurer to advertise the proposed disposal of a portion of land on the South Albion site to the City of Maple Ridge as contemplated in the public consultation process completed in March 2016. The proposed disposal was advertised on the district website.  No feedback was received.

**Moved/Seconded**

1) THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) Disposal of Real Property Bylaw No. 2017/18-001 be given three (3) readings at this meeting. (vote must be unanimous)
**CARRIED**

**Moved/Seconded**

2) THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) Disposal of Real Property Bylaw No. 2017/18-001 be:

   Read a first time on the 24th day of January, 2018;
   Read a second time on the 24th day of January, 2018;
   Read a third time, passed and adopted on the 24th day of January, 2018.
**CARRIED**

      b)     Budget Process

**Moved/Seconded**

The Secretary Treasurer reported that the 2018/2019 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.

THAT the Board approve the proposed 2018/2019 Preliminary Budget Process Timeline**.**
**CARRIED**

4. Board Committees

   a) Budget
   b) Finance

      i. Appointment of Auditors

**Moved/Seconded**

The Secretary Treasurer reported that the school district financial statements will continue to be audited by an auditor appointed by the Board for the fiscal years ending June 30, 2017 to June 30, 2020. The Secretary Treasurer noted that the OAG is planning to increase their involvement with the audit of the financial statements to an oversight level.

An Audit Services Request for Proposal was issued on November 6, 2017 and closed on November 27, 2017. The Audit Services Request for Proposal Evaluation Committee is recommending that the Board appoint BDO Canada LLP as financial statements auditors for 2017/2018.

THAT the Board: appoint BDO Canada LLP as auditors for the Board for 2017/2018 and direct the Secretary Treasurer to promptly notify the auditor and the Minister of Education of the appointment.
**CARRIED**

   c) Facilities Planning
   d) Board Policy Development

      i. Policy 4101: General Banking. Policy 4105: Investment, Policy 4110: Revenue Generation, Policy 4910: Financial Reporting and Administration – School Based Funds

**Moved/Seconded**

The Secretary Treasurer reported that no feedback had been received.

THAT the Board approve the following Policies:

Policy: 4101 General Banking
Policy: 4105 Investment
Policy: 4110 Revenue Generation
Policy: 4910 Financial Reporting and Administration – School Based Funds

And Further;

THAT the Board rescind the following Policies:

Policy: DFA Revenue Investments
Policy: DFCA District Wide Generation Activities
Policy: DICA Financial Reporting and Administration – School and Donated Funds
Policy: IGDF Fund Raising Activities
**CARRIED**

ii.     Policy 5705: Surveillance

**Moved/Seconded**

The Secretary Treasurer reported that no feedback had been received.

THAT the Board approve Policy 5705: Surveillance.

And Further;

THAT the Board receive for information the following:

Procedure 5705.1: Video Surveillance
Surveillance Systems Access Log
**CARRIED**

iii.    Policy 8330: Board/Authority Authorized Courses

**Moved/Seconded**

The Secretary Treasurer reported that no feedback had been received.

THAT the Board approve Policy 8330: Board Authority/Authorized Approved Courses.

And Further;

THAT the Board receive for information Procedure 8330.1: Board Authority/Authorized Approved Courses.

And Further;

THAT the Board rescind Policy IGAK: Locally Developed Courses.
**CARRIED**

iv.     Policy 9705: Student Records

**Moved/Seconded**

The Secretary Treasurer reported that no feedback had been received.

THAT the Board approve Policy 9705: Student Records.

And Further;

THAT the Board receive for information Procedure 9705.1: Student Records.

And Further;

THAT the Board rescind Policy JO: Student Records.
**CARRIED**

    e)      Education
    f)      Aboriginal Education
    g)      Roundtable with Partners

## G. INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools

    a)      <u>Superintendents Update</u>

**Moved/Seconded**

The Superintendent reported on school and district activities.

THAT the Board receive the Superintendent's Verbal Update, for information.
**<u>CARRIED</u>**

3. Secretary Treasurer
4. Board Committees & Advisory Committee Reports

    a)      Budget
    b)      Finance
    c)      Facilities Planning
    d)      Board Policy Development
    e)      Education
    f)      Aboriginal Education
    g)      Round Table with Partner Groups

## H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

## I. TRUSTEE REPORTS

<u>BC Public School Employers' Association</u>
Trustee Clarkson reported on a conference call regarding the upcoming Annual General Meeting.

<u>District Parent Advisory Council</u>
Trustees reported that the next meeting will discuss grade 8 registration.

<u>Municipal Advisory & Accessibility</u>
The Chairperson reported that there was a presentation on improvements to the 232nd area.

<u>Maple Ridge-Pitt Meadows Arts Council</u>
Trustee Rempel reported that there was a presentation on the open government portal.

Trustee Carr reported on a recent meeting of the Opiod Working Group.

Good News Items
Trustees reported on a new crosswalk at Airport Way in Pitt Meadows and a recent school visit.

**L. QUESTION PERIOD**

**M. OTHER BUSINESS**

**N. ADJOURNMENT**

**Moved/Seconded**

THAT the Board adjourn the meeting.
**CARRIED**

The Public Board meeting adjourned at 7:32 p.m.

_____          _____
Mike Murray, Chairperson                              Flavia Coughlan, Secretary Treasurer

| To: | **Board of Education** | From: | Chairperson |
|-----|------------------------|-------|-------------|
|     |                        |       | Mike Murray |

| Re: | **NEW GRADUATION PROGRAM IMPLEMENTATION UPDATE** | Date: | February 7, 2018 (Public Board Meeting) |
|-----|--------------------------------------------------|-------|------------------------------------------|

**Information**

**RECOMMENDATION:**

**THAT the Board receive the New Graduation Program Implementation Update presentation by Vicci Halabi, District Helping Teacher, for information.**

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **OCCUPATIONAL THERAPY DEPARTMENT**

Date: February 7, 2018
(Public Board Meeting)

**Information**

**RECOMMENDATION:**

**THAT the Board receive the presentation on the Occupational Therapy Department by Jessica Apedaile, Julie Brown, Christelle Lyon and Alex Thompson, for information.**

# School District 42
## Maple Ridge & Pitt Meadows
### Learning Today, Leading Tomorrow

| To: | **Board of Education** | From: | Superintendent Sylvia Russell |
|---|---|---|---|
| Re: | **NON-RESIDENT FEES 2019/20** | Date: | February 7, 2018 (Public Board Meeting) |

## Decision

## BACKGROUND/RATIONALE:

A survey of BC school district tuition fees for non-resident students was completed by the International Education department.

The following table shows current SD42 fees compared with fees of neighbouring school districts surveyed. Fees charged are based upon a 10 month program as of January 2018.

| | Application Fee | Annual Tuition Fee | Homestay Registration or Placement Fee | Homestay Fee | Custodian Fee | Airport Fee | Medical Insurance | Refund Processing Fee | Other Fees |
|---|---|---|---|---|---|---|---|---|---|
| Langley | $200 | $13,500 | $350 | $9,000 | $100 | $175 | *Included with tuition fee* | $200 | $0 |
| Surrey | *Included with tuition fee* | $13,500 | *As per private provider* | *As per private provider* | $0 | $0 | *Included with tuition fee* | $500 | $0 |
| New Westminster | $200 | $14,000 | $500 | $9,000 | $0 | $50 | $500 | $0 | $0 |
| Coquitlam | $300 | $15,000 | $300 - $350 | $10,000 | $500 | $0 | *Included with tuition fee* | $0 | $0 |
| Mission | $250 | $13,200 | $250 | $8,500 | $100 | $150 | *Included with tuition fee* | $0 | $270 |
| Maple Ridge-Pitt Meadows | $200 | $13,000 | $200 | $8,000 | $100 | $100 | $900 | $0 | $0 |

It is proposed that the following fees for non-resident students be approved for the 2019/20 school year. This represents a $1,000 increase in homestay fees, a $1,000 increase in annual tuition fees for elementary students, a $500 increase in annual tuition fees for secondary students, and distinct airport fees of $100 and custodian fees of $100.

| | Application Fee | Annual Tuition Fee | Homestay Registration or Placement Fee | Homestay Fee | Custodian Fee | Airport Fee | Medical Insurance |
|---|---|---|---|---|---|---|---|
| Maple Ridge-Pitt Meadows | $200 | Elementary $14,000 Secondary $13,500 | $200 | $9,000 | $100 | $100 | $900 |

## RECOMMENDATION

### THAT the Board approve the following fees for the non-resident students for 2019/20:

| | Application Fee | Annual Tuition Fee | Homestay Registration or Placement Fee | Homestay Fee | Custodian Fee | Airport Fee | Medical Insurance |
|---|---|---|---|---|---|---|---|
| **Maple Ridge-Pitt Meadows** | **$200** | **Elementary $14,000 Secondary $13,500** | **$200** | **$9,000** | **$100** | **$100** | **$900** |

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **IT PLAN UPDATE**

Date: February 7, 2018
(Public Board Meeting)

**Information/Decision**

## BACKGROUND/RATIONALE:

The IT Plan update is a transparent mechanism that allows the school district IT department to share with the Board information on major project milestones and associated technology hardware and infrastructure expenditures. The attached report provides an update on technology initiatives, and IT capital budget needs.

## RECOMMENDATION:

**THAT the Board receive the IT Plan Update for information.**

**And Further;**

**THAT the Board approve the allocation of $190,000 from contingency reserve to support the transition to the Microsoft Cloud ($145,000), the upgrade for MyPortfolio platform from SharePoint 2013 to SharePoint 2016 ($20,000), and the re-write of the Policy and Consent Modules in the Parent Portal ($25,000).**

Attachment

IT Plan Update

K

# Table of Contents

# Introduction and background

School District No. 42 is a provincial leader in providing innovative programs for students that deeply integrate technology into the learning process.

Students today need an increasing array of 21st Century skills that enable them to meet new challenges, solve problems, and use the tools and technology of today and tomorrow. Our recent initiatives regarding digital student portfolios, cloud computing and coding in the classroom have provided students with access to new technology tools and meaningful tasks that support student engagement.

Our Information Technology Department strategic plan focuses on the use of technology as a learning tool and as an integral component of the learning process.

This report offers information regarding current and future projects, student-learning initiatives involving current educational technology as well as a detailed section on performance management within the IT organization.

# IT department

The Information Technology department provides students, teachers, and staff with technology resources that support the district's vision, which is that all learners reach their potential. Key responsibilities of the IT department include the following:

- Providing strategic direction regarding information management practices within SD42
- Supporting educational initiatives for student learning;
- Supporting educational functions of the district;
- Coordinating the implementation of effective and efficient information management practices within the district;
- Interpreting the needs of the business functions of the school district and translating those into priority IT initiatives;
- Ensuring that IT policies and investments are aligned with business and educational priorities across the school district;
- Ensuring that projects and initiatives are aligned with:
    - information and technology policies, procedures and services
    - educational support when implemented at the student level
- Leveraging the best value from current information technology investments;
- Overseeing the design, installation, implementation, operation, maintenance, and support of all computer based information systems of SD42;
- Providing and maintaining a reliable LAN/WAN within the district and establishing connectivity to the internet and outside online resources;
- Maintaining data integrity within the school district;
- Overseeing security and data management in accordance with provincial parameters.

# Strategic Alignment

Following consultation with a reflective sample of stakeholders, the Information Technology department developed a strategic plan that aligned the department's functions and activities with the SD42 strategic plan. IT main functions are:

- Technology as a tool to support instruction
- Design and manage IT infrastructure
- Develop enabling IT policies and procedures

These statements are fully supported in all what we do in IT and are documented in this report.

Traditionally, IT strategic plans were created at the IT management level. Our approach reverses this model: consultation starts at the classroom level, followed with a consultation at the school level, and finally concluded with consultation at the district level.

Once completed, the IT strategic plan is central to all decisions made regarding IT operations and capital expenditures.

# Value Delivery and Cost Optimization

The SD42 Information Technology department is committed to optimizing the district's return on investment in information technology.

Standards and strategy for IT equipment purchasing include:

- Continuing to standardize platforms for hardware, database and application development to further lower the total cost of ownership.
- Ensuring that all IT equipment standards are published to help guide our staff. Any unconventional purchasing requests require IT Manager approval. Efforts are under way to transition to the PowerSchool online catalogue to streamline purchasing in our district.
- Centralizing IT purchasing through the purchasing department. With the recent upgrades to the PowerSchool financial system, the purchasing department has started to create a standard catalogue of IT equipment that users can look up and order. These catalogues will be updated frequently.
- Choosing platforms that can be acquired from multiple vendors, improve availability of tools, and centralize integrated solutions.
- Identifying opportunities to improve service levels through hardware and data redundancy. This includes the use of SharePoint One Drive for Business, storage area networks (SAN) and database replication strategies to our disaster recovery site at THSS.

Strategies for managing desktop hardware and applications include:

- Continuing to standardize and acquire "Tier I and II" microcomputers that are built to higher standards and have a life cycle of four years. We have adopted the MacBook Air, and the DELL Latitude 5289 series.
- Continuing to acquire Microsoft and Adobe Software through our ERAC Campus Agreement.
- Instituting a formal software licensing tracking program.
- Reducing printing costs by developing and implementing print management strategies and by acquiring PaperCut Management Software to push print policies tailored to efficiently route printing jobs and introducing RFID print job release cards for all our staff to optimize the time needed to print and secure sensitive printed documents.
- Continuing the effort to use remote management tools when possible.

Strategies for managing network architecture and web resources include:

- Continuing to monitor and ensure balance regarding application needs, and the Internet backbone.
- Monitoring our network topology on a regular basis to keep our internal IT at a peek performance level.
- Maintaining a model of security that protects against both external and internal threats.
- Outsourcing where it lowers the total cost of ownership. This may be applied in multiple aspects of Information Technology services such as Web resources, and software development.
- Building on application/web server infrastructure to accommodate increasing demand for web-based information services, both internally and externally.

# Resource Management

The SD42 IT department is committed to the adoption of tools to efficiently deploy, track and patch the district's IT assets. All school district IT assets are inventoried when purchased, asset tagged, and entered in our Helpdesk software. Laptops are assigned to users rather than positions for better tracking and to encourage conserving our assets. Software and operating systems are deployed, patched, and configured using Microsoft SSCM and MDM LanRev products. Our Helpdesk database has a comprehensive inventory of asset allocation that helps the IT department keep its hardware assets inventory up-to-date.

The IT department is committed to adopting best hardware refresh practices and industry standards. A table of hardware refresh cycles is provided below:

| Assets | Refresh Cycle |
| --- | --- |
| Laptops | 4 years |
| Phone systems | 6 years |
| Servers | 4 years |
| Storage (SAN) | 4 years |
| Wireless | 6 years |
| Switches | 10 years |
| Tablets | 4 years |
| Mobile devices (Phones) | 3years |

## IT Policy Framework:

The operations of the IT department are governed by Board approved policies and Senior Management approved procedures and guidelines.

IT management makes recommendations for the creation or change of IT specific policies and procedures. The Board approved policy development process is followed.

Approved Policies and Guidelines:

The current Board approved IT specific policies and guidelines are:

- o Policy 5780: Information Technology and Communication Systems - Appropriate Use Policy
- o Procedure 5780.1: Social Media Guidelines
- o Procedure 5780.2: Protection of School District Records When Working Away From the Workplace
- o Mobile Devices Procedure

## IT Plan

IT governance determines how decisions about Information Technology are made within SD42, and ensures that the IT Operational Plan is aligned with the district's goals and delivers value to the organization.

There are 3 distinct areas within IT that require input from stakeholders:

- *IT operations and infrastructure:* In consultation with stakeholders and IT staff, the IT manager makes spending decisions on the maintenance and upgrade of IT infrastructure within existing IT budget allocations.
- *IT initiated projects: New IT initiatives brought forward by IT senior staff:* IT initiated projects aim to keep SD42 IT operations and online services at optimal efficiency. Examples of these projects include exchange upgrades, web server upgrades, replacement of discontinued software and hardware, etc. These projects are typically funded from existing IT budget allocations.
- *IT initiatives within the schools/classrooms:* New IT initiatives brought forward by various stakeholders including Ministry of Education, schools, departments, and the IT management. Depending on the scope of the project, Senior Team and/or Board approval is required before these projects can proceed. Some of these initiatives require additional budget allocations. Examples of such initiatives include the Parent Portal (Fees Management, Kindergarten Registration, Online Assessment, and Transportation Registration), the Emergency Phone Application and MyCalculator.

# IT Services

The IT department operates in a centralized model using the ITIL model of Helpdesk. Technicians are deployed based on the severity of the ticket and the time the ticket was submitted. A senior technician is assigned and rotated on a weekly basis to prioritize helpdesk ticket assignments.

The IT department has created a service catalogue of all the services it provides to the district. Each service was weighted based upon internal IT expertise and historical experiences.

The IT manager has conducted sample satisfaction reviews with elementary and secondary principals through direct principal telephone calls, and by engaging principals in elementary and secondary meetings. All indications suggest that the level of service satisfaction has risen exponentially in the last 3 years.

## Services Catalogue

The Service Catalogue is comprised of IT services offered to stakeholders. These services are the direct drivers for our helpdesk. Users are presented with these services when they fill out a helpdesk ticket. Based on the category and the services they select; the ticket is then assigned a severity level. Technicians are assigned to these tickets based on the ticket's severity level. Tickets with a high severity are assigned to senior technicians, while tickets with a lower severity are assigned to junior or intermediate technicians.

## Current Supported Purchase List from IT

Hardware standards are an effective method of deploying and supporting information technology in the district. Deploying standardized hardware makes it easier to image/clone and troubleshoot the rigorously tested hardware. A comprehensive list is available in the new IT helpdesk website "http://www.sd42.ca/helpdesk/computer-services/district-hardware."

## Current Service Levels

Due to the implementation of appropriate hardware standards and efficient hardware support for the last 4 years, the IT department has been able to maintain an adequate support level. This was done while technology infusion in the district has increased due to the BYOD support policy at the secondary school level. We have also seen an increase in student FTE count, increase of staff/teachers FTE count and the continued provision of a laptop to every teacher.

# Technology Investment Review

## Infrastructure

In the last 4 years, IT invested heavily in IT infrastructure initiatives. An infrastructure budget was to be set up to ensure the continuity of our IT infrastructure services.

Unfortunately, this budget allocation has not been consistent or sufficient. This lack of sufficient funding has resulted in an increase of hardware and software failures because infrastructure equipment has not been refreshed on a consistent basis. Ideally, the district would move away from relying on one-time budget infusions as the financial status of the district improves.

## Devices for Staff

In the last 4 years, we have focused on starting a four-year refresh cycle for our laptops. It will be another year before we are able to achieve our objective. Measures are taken to extend the life of some of our equipment by outfitting them with Solid State Hard drives and increasing internal memory. Recycled equipment is then provided to TTOC's for electronic attendance and to students in need within our district.

## Software

IT is focusing on centralizing software services and engaging in collective purchasing through ERAC. We continue to partner with other school districts and ERAC when purchasing Microsoft Products under "Microsoft Campus Agreement", Adobe Suite and other enterprise class Educational software.

Due to our engagement in cloud computing, specifically through Office 365, we can offer our students the entire Microsoft Office Suite for their use at home.

Finally, we actively monitor and maintain a software database to ensure that we are using these assets and to ensure software compliance.

As for the Enterprise software, we centralized all software maintenance within our budget for better control and effective utilization.

## Software – Apps

School District No. 42 is also actively moving toward digital learning resources for students. Apps for tablet computers are quickly replacing textbooks in our schools and district programs.

The Technology Department has worked closely with the Purchasing Department to centralize volume app purchases for the district Reading Fluency and Inquiry programs.

All Apple Apps are centrally purchased using the Apple VPP program (Volume Purchasing Program), and centrally distributed/pushed throughout the district using Jamf automation software.

We have worked closely with teachers to produce a list of apps that meet the program's requirements. Apps are reviewed on a yearly basis.

## Devices for Students

The District Inquiry Project supplies hardware for student use. Students can take the technology home in the grade 6/7 inquiry program.

We had hoped that the improvements in app deployment technologies in the last few years would have allowed the district to 'lend' apps to student owned devices no matter if they are Android, Apple or Windows based. Unfortunately, this technology proved to not be as mature as we had hoped, and the district had major issues relying on our MDM for our district owned devices.

The district continues to research improvements in app deployment technologies which we hope someday will allow the district to 'lend' apps to student owned devices no matter if they are Android, Apple or Windows based.

It is recommended that the board consider funding student technology as part of the 2018/19 budget process.

# 2017-2018 IT Focus

The IT department continues to focus on projects that positively influence teaching and learning in our school district, support business continuity, and promote appropriate and secure data access.

## Migration to Microsoft Cloud

*Support for SharePoint 2013, Lync 2013,* and *Exchange 2013* is being discontinued effective April 2018. Microsoft has developed a cloud solution that is compliant with BC privacy legislation. It is our recommendation for SD42 to adopt the Microsoft Cloud solution due to the cost savings, reliability, and global access to information.

We are recommending pursuing the cloud solution due to the following factors:

- Hardware cost savings
- No need to create a Disaster Recovery site
- Savings on hardware and software licenses
- Uptime and service availability improvements
- Less vulnerability from factors such as local weather and natural disasters

The IT department will complete a Privacy Impact Assessment for the proposed migration of school district services (i.e Exchange online, OneDrive, Azure web services, Online SharePoint services) to the Microsoft Cloud.

In order to receive dedicated support from Microsoft it is recommended that the Board consider allocating $94,000.00 (on-going licensing and support) as part of the 2018/19 budget process.

It is also recommended that $145,000 be allocated in 2017/18 from contingency reserve to support the transition to the Microsoft Cloud.

## MyEdBC Support

The IT department continues to be deeply involved in the deployment and training of staff on *MyEdBC* student Information system (SIS). All clerical staff receive a 4-hour orientation and training session, which includes FOIPPA and commonly performed tasks. Documentation is continually updated by IT Staff as the system is upgraded by the Ministry of Education.

 Ongoing items that require consistent and continuing support:

- ∉Á  Maintaining data integrity in MyEDBC to correct input errors.
- ∉Á  Scheduling support for secondary schools.
- ∉Á  1701 and other reporting
- ∉Á  New reporting order changes
- ∉Á  Maintaining staff accounts an access rights

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MyClass support requirements from parents are high. With 5 out of 6 secondary schools now using electronic reporting, students and parents require intensive support during reporting periods. School startup and school yearend require a significant amount of manual management of all student and parent accounts.

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The IT department is deeply involved in training and supporting teachers and staff. Our Level 1 *MyEdBC* support coordinator is responsible for group training, troubleshooting, fielding questions from our staff and relaying global issues to the *Ministry of Education;* IT will continue to support and train staff as we activate additional MyEdBC modules as required.

## Parent Portal Development and Support

With the global adoption of the *Parent Portal*, departments such as International Education and Student Support Services have embedded their business flow within the portal modules. A new International Education module has been created to facilitate registration, fee collection, and consent forms deployment. The latest BC Performance Standards Assessment Module was deployed in January/February 2017 to support our effort to adopt new assessment practices.

A redesign of the "Policies and Procedures" module, security updates, and usability modifications are on the horizon for future development.

It is recommended that $25,000 be allocated from contingency reserve to fund the re-write of the Policy and Consent Modules in the Parent Portal.

It is recommended that the board consider allocating ongoing funding for Parent Portal maintenance as part of the 2018/19 budget process.

## SD42 MyCalculator

The implementation of the restored agreement language for teachers required the development of a tool for calculating the remedy earned by each teacher.

Under constrained timelines, phase one of "SD42 MyCalculator" started in early August with two internal developers and two contractors working full time. The application was successfully deployed in early December.

An intensive cleanup effort of data in MyEDBC and PowerSchool was also undertaken to support accurate calculations by the "SD42 MyCalculator" application. Data cleanup and corrections are ongoing as issues are identified.

Phase two development is underway which will add support for THSS and incorporate a limited amount of initial stakeholder feedback to improve usability of the application.

# Technology in the Classroom

## Inquiry in the Classroom

Maple Ridge - Pitt Meadows School District is a strong supporter of innovation and student engagement. Over the last ten years we have grown our one-to-one iPad project from seven classes to almost all grade 6/7 classes across the district.
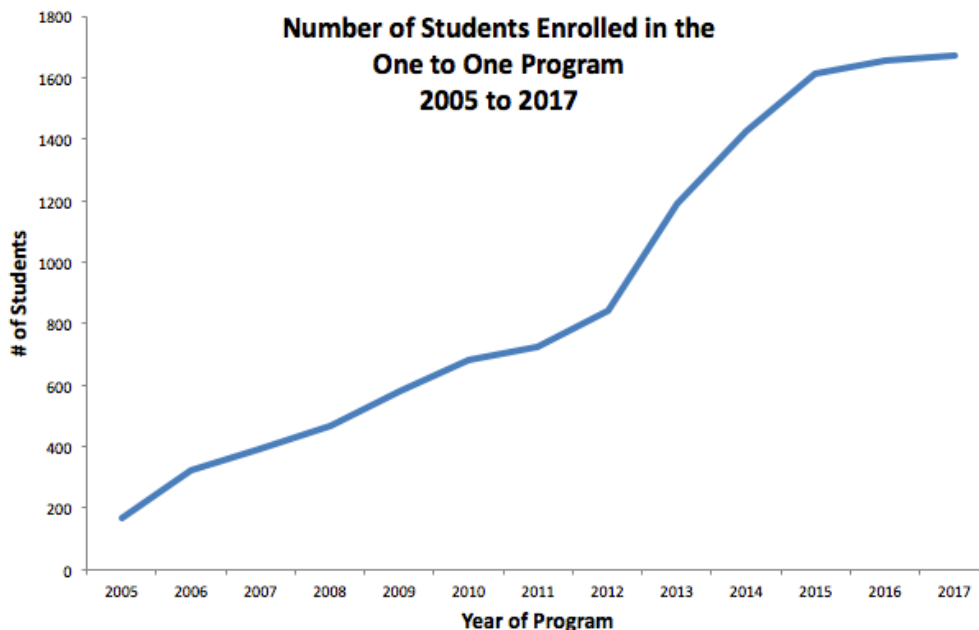


Number of Students Enrolled in the One to One Program 2005 to 2017

Students today need an increasing array of 21st Century skills that enable them to meet new challenges, solve problems, and use the tools and technology of today and tomorrow. Inquiry and challenge-based learning combine the strengths of traditional learning with new directions that engage students and extend and deepen their learning.

In the district iPad inquiry program, students are encouraged to work creatively and critically. For example, students are expected to use powerful reasoning to critically solve problems and to create meaningful and memorable projects that have an impact on their audience. All teachers have admin access and privileges on all the devices in their classroom. This allows them to efficiently change the settings and software needed to effectively individualize learning.

The BC Ministry of Education's new curriculum and competencies support and align very well with our current practice. The Inquiry Program is about empowering students through real world learning that makes a difference to the individual and develops the skills needed to be successful in the 21st century. The inquiry program is a model of customized learning that aligns perfectly with the Ministry of Education's direction regarding customization of curriculum.

## MyPortfolio - Formative Assessment Practices

For eight years staff in School District No. 42 have explored a better way to communicate student learning. Instead of producing a formal written report card, teachers met with students and parents to conduct a reporting conference. Through the use of student portfolios, parents are able to see a sample of student work in several learning areas and are able to look at their child's progress over time.

To further support this reporting method, School District No. 42 is providing all elementary teachers and students a free online portfolio through MyPortfolio. MyPortfolio gives students an electronic portfolio that accompanies them throughout their educational career.

School District No. 42 started this project with 5 pilot teachers that were utilizing the MyPortfolio platform in September 2016. As of January 2018, we now have over 500 elementary teachers utilizing this powerful tool with their students.

It is also recommended that $20,000 be allocated in 2017/18 from contingency reserve to support the upgrade of the MyPortfolio platform from SharePoint 2013 to SharePoint 2016.

## Coding in the Classroom – Sphero Robotics

Since 2016, all schools in School District No. 42 are currently involved in a computer coding initiative that involves hands-on learning, robotics and solving real world issues. The Sphero coding project gives students the tools to program robots to solve real world problems utilizing the Scratch programming language developed at MIT. Teams of teachers from each school have been trained on utilizing these new tools to create dynamic lessons for their students.

# IT Capital Budget

## 2017-2018 Actual Capital Budget

The current capital IT budget is summarized below.

|  | 2017-2018 |
|---|---|
| Laptops | 107,596 |
| Servers | 52,413 |
| Storage | 100,000 |
| Phone Systems | 66,640 |
| Switches | 33,449 |
| Wireless | 58,291 |
| Software licenses | 563,480 |
| Other IT infrastructure | 9,603 |
| Total | $ 991,472 |

## Estimated IT Capital Budget Requirements 2018-2023

The following section provides expected expenditures in each product category for the next 5 years. Infrastructure cost projections are based on today's costs and with no additional services added to what SD42 already offers to our staff and students.

Appropriate annual funding for infrastructure upgrades is part of a pro-active strategy to prevent outages and funding shortages at certain years.

The inventory below details the current state of the technology in our district.

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The laptop numbers and costs include devices used by teachers, administrators, DEO staff, Board and facilities staff. These numbers do not reflect the additional laptops needed due to the projected student FTE increase in the coming years. The policy changes to supply laptops to part-time teachers has also had a significant impact.

### Laptops (Refresh Cycle 4 Years)

| Fiscal Year | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---|---|---|---|---|---|
| PC | 65 | 215 | 96 | 84 | 65 |
| Mac | 14 | 286 | 48 | 103 | 14 |
| Total Laptops | 79 | 501 | 144 | 187 | 79 |
| Total Cost | $95,756 | $587,244 | $172,275 | $219,607 | $95,756 |

## Servers

Estimates are based on services offered at this time. Any new services would require additional hardware resources.

### Servers (Refresh Cycle 4 Years)

|  | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---|---|---|---|---|---|
| Servers Replaced | 5 | 31 | 5 | 3 | 3 |
| Total Cost | $93,598 | $222,232 | $124,450 | $53,598 | $53,598 |

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### Storage (Refresh Cycle 4 Years)

| Fiscal Year | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---|---|---|---|---|---|
| Storage Replaced | 0 | 0 | 1 | 0 | 0 |
| Total Cost | $0 | $0 | $300,000 | 0 | 0 |

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| Age of SD42 Phones systems | <1 yr | 2 yrs | 3 yrs | 4 yrs | 5 yrs | 10 yrs + |
|---|---|---|---|---|---|---|
| Total Number | 3 | 3 | 2 | 3 | 4 | 16 |

### Phone Systems (Refresh Cycle 6 Years)

|  | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---|---|---|---|---|---|
| Phone Systems Replaced | 4 | 4 | 4 | 4 | 4 |
| Total Yearly Cost | $67,333 | $67,333 | $67,333 | $67,333 | $67,333 |

The current IT staff can only support the upgrade of up to four phone systems per year. In the event of phone system failure emergency phone lines can be deployed at the site with minimal disruption to school operations.

A full set of phones is maintained in inventory to allow for emergency replacement of a phone system.

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| Age of SD42 wireless systems | <1 yr | 2 yrs | 3 yrs | 4 yrs | 5 yrs | 6 yrs + |
|---|---|---|---|---|---|---|
| Total Number | 0 | 0 | 20 | 6 | 4 | 0 |

### Wireless Systems (Refresh Cycle 6 Years)

|  | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---|---|---|---|---|---|
| Wireless Replaced | 2 | 2 | 6 | 20 | 4 |
| Total Cost | $140,000 | $140,000 | $260,000 | $600,000 | $120,000 |

- ∉ Approximate cost per Access Point and licensing is $1,000
- ∉ Average number of Access Points in secondary schools is 70 AP
- ∉ Average number of Access Points in Elementary School is 30 AP

| Age of SD42 Switches | 1 yr | 2 yrs | 3 yrs | 4yrs | 5yrs | 10yrs + |
|---|---|---|---|---|---|---|
| Total Number | 30 | 10 | 55 | 2 | 4 | 86 |

Network Switches (Refresh Cycle 10 Years)

| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---|---|---|---|---|---|
| Switches Replaced | 20 | 20 | 20 | 20 | 20 |
| Total Cost | $80,000 | $80,000 | $80,000 | $80,000 | $80,000 |

Estimated Capital Budget Required by Year

| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | Average |
|---|---|---|---|---|---|---|
| Laptops | $95,756 | $587,244 | $172,275 | $219,607 | $95,756 | $234,128 |
| Servers | $93,598 | $222,232 | $124,450 | $53,598 | $53,598 | $109,495 |
| Storage | $0 | $0 | $300,000 | $0 | $0 | $60,000 |
| Phone Systems | $67,333 | $67,333 | $67,333 | $67,333 | $67,333 | $67,333 |
| Switches | $80,000 | $80,000 | $80,000 | $80,000 | $80,000 | $80,000 |
| Wireless | $140,000 | $140,000 | $260,000 | $600,000 | $120,000 | $252,000 |
| Other IT infrastructure | $62,756 | $62,756 | $62,756 | $62,756 | $62,756 | $62,756 |
| Software Licenses | $563,480 | $563,480 | $563,480 | $563,480 | $563,480 | $563,480 |
| TOTAL | $1,102,923 | $1,723,045 | $1,630,294 | $1,646,774 | $1,042,923 | $1,429,192 |

These Projections do not allow for the yearly increases of Software licenses due to acquisition of new hardware and Software nor any devaluation of the Canadian dollar.

## Summary of Budget Change Considerations

In the 2018/19 budget process it is recommended that the board consider the following:

- allocate $94,000.00 (on-going licensing and support) to purchase dedicated Microsoft support that will enable the school district transition to Microsoft cloud services;
- allocate ongoing funding for Parent Portal and MyCalculator maintenance;
- allocate ongoing additional IT capital budget to bridge the gap between the current annual allocation of $991,472 and the required average annual budget of $1,429,192.

For the current year it is recommended that the Board approve the allocation of $ 190,000 from contingency reserve to support the transition to the Microsoft Cloud ($145,000), the upgrade for MyPortfolio platform from SharePoint 2013 to SharePoint 2016 ($20,000), and the re-write of the Policy and Consent Modules in the Parent Portal ($25,000).

## IT Projects 2017-2018

| Network and Hardware Infrastructure | | |
|---|---|---|
| 1701 yearly project | Spring 2017 | Completed |
| Remedy Calculator Project | Spring 2017 | Completed |
| Purchase and deploy MacBook Air cart to Westview | Summer 2017 | Completed |
| Deployment of Jamf on existing Apple carts (32 carts) | Summer 2017 | Completed |
| Purchase/install/deploy circulation and search Library desktop (2 per school) | Summer 2017 | Completed |
| Wired and implemented 60 wireless access point | Summer 2017 | Completed |
| Five Secondary Labs upgrades (150 desktop) | Summer 2017 | Completed |
| Connect seven new portables to SD42 network | Summer 2017 | Completed |
| Student laptop project (800 Dell Laptops, 15 Elem) | Summer 2017 | Completed |
| Jamf installation, configuration and deployment | Summer 2017 | Completed |
| New and existing teacher laptop (200 laptops) | Summer 2017 | Completed |
| SCCM System upgrades and deployment | Summer 2017 | Completed |
| One-to-one program 1400 iPad | Summer 2017 | Completed |
| District wide switches/routers upgrades | On-going | On-going |
| Jamf deployment | On-going | On-going |
| SSS file storage | Winter 2018 | Scheduled |
| AR wiring upgrades | Spring 2018 | Scheduled |
| Facility wiring upgrades | Spring 2018 | Scheduled |
| LaityView phone system | Spring 2018 | Scheduled |
| Blue Mountain Phone upgrade | Summer 2018 | Scheduled |
| PME Phone upgrade | Summer 2018 | Scheduled |
| Lync upgrade to 2015 revision | Summer 2018 | Scheduled |
| Phone system district re-organization | Summer 2018 | Scheduled |
| VPN Replacement | Summer 2018 | Scheduled |
| DR implementation | Summer 2018 | Unscheduled |
| File Storage for staff | Summer 2018 | Unscheduled |
| Servers and Systems | | |
| MyPortfolio Support | on-going | on-going |
| Document Imaging | on-going | on-going |
| PowerSchool - Req Web, New Products | on-going | on-going |
| Helpdesk Migration | Winter 2018 | scheduled |

| | | |
|---|---|---|
| MySql Jamf upgrade | Winter 2018 | scheduled |
| Websites (Elem, Sec schools) | Winter 2018 | scheduled |
| SQL updates to 2016 | Winter 2018 | scheduled |
| Exchange 2013 upgrades | Spring 2018 | scheduled |
| Parent Portal HA setup | Spring 2018 | scheduled |
| SharePoint 2016 + DocAve | Spring 2018 | scheduled |
| Backup upgrades | Summer 2018 | unscheduled |
| SAN migration | Summer 2018 | unscheduled |
| Servers and Systems (continued) | | |
| Hyper-V migration | Summer 2018 | scheduled |
| Certificate authority upgrade to server 2016 | Summer 2018 | unscheduled |
| DC Migrations (Printers, Jamf, iPads) | Summer 2018 | scheduled |
| Blackboard replacement | Summer 2018 | unscheduled |
| MailGroup automation | Summer 2018 | unscheduled |
| Replace Pro-D site or upgrade it | Summer 2018 | unscheduled |
| Parent Portal and Web Services | | |
| Remedy THSS | Winter 2018 | started |
| Parent Portal Calendar | Winter 2018 | Started |
| Spark | Spring 2018 | scheduled |
| Policy and Consent form re-write | Summer 2018 | unscheduled |
| Telerik, site refresh, Responsive framework | Summer 2018 | unscheduled |
| Parent Portal login B2C + ADFS | Summer 2018 | unscheduled |

**School District 42**
Maple Ridge & Pitt Meadows
*Learning Today, Leading Tomorrow*

| To: | **Board of Education** | From: | Board Policy Development Committee |
|-----|------------------------|-------|-----------------------------------|
| Re: | **RESCISSION OF POLICIES** | Date: | February 7, 2018 (Public Board Meeting) |

**Decision**

## BACKGROUND/RATIONALE:

The Board Policy Development Committee have reviewed the following policies and are proposing that they be rescinded. The policies being proposed to be rescinded are covered under existing district policies:

Policy ECAD: Video Taping on School Buses; (Attachment A)
Policy JFCB: Student Conduct on School Buses (District Owned Buses); (Attachment B)
Policy JFCC: Student Conduct on School Buses (Contracted Bus Services). (Attachment C)

## RECOMMENDATION:

**THAT the Board rescind the following policies:**

**Policy ECAD: Video Taping on School Buses;**
**Policy JFCB: Student Conduct on School Buses (District Owned Buses);**
**Policy JFCC: Student Conduct on School Buses (Contracted Bus Services).**

Attachments

**ECAD**

**VIDEO TAPING ON SCHOOL BUSES**

On board video taping is to be conducted only for the purpose of promoting bus safety and discipline.   Video taping is not to be conducted for any other purposes.

The Board recognizes that the video taping of students and drivers on board school buses can be useful in promoting safety and minimizing disputes.   The Board also recognizes that the video taping of students  and  drivers  is  a  matter  of  sensitivity, therefore, the Board believes the use of video cameras on board school buses should be  governed  by  strict  policy  guidelines  and  should  only  be  carried  out  where circumstances have shown that it is necessary to ensure safety, order and discipline, including prevention of vandalism.

The following procedures will be followed:

A.  Notice to Students and Parents

1.00    The School District will advise students and parents that a video tape camera system is in place in the District's school buses.   On any bus equipped for video camera operation, one or more decals advising that a camera system is in place will be prominently displayed on the interior of the bus.   Students will also be advised verbally by the bus driver.  On any route where the regular assigned bus has been equipped for video camera operation, parents will be advised by bulletin prior to the  camera  being  utilized.   Notices  will  include contact information for the Transportation Supervisor as the person who can answer questions about the operation of the surveillance system.

B.  Access to Cameras

1.00    Only supervisory staff and designated mechanical staff shall have access to the key that opens the camera boxes.   Only these employees shall handle the camera or video tapes.

C.  Storage of Tapes

1.00    Video tapes shall be removed from the bus immediately after completion of the bus run.

1.01    Video tapes shall be stored in a locked filing cabinet in the bus garage office.

1.02    Video tapes shall not be edited or selectively erased.   Video tapes are to be kept intact until totally erased or destroyed.

D.  Viewing of Video Tapes

1.00    Monitors for viewing video tapes shall not be located in a position that enables public viewing.

1.01    Any parent or legal guardian is entitled to view a video tape which includes his or her child/children.    Students may view segments of tape relating to themselves if they are capable of exercising their own access to information rights under the Freedom of Information and Protection of Privacy Act.    A student, parent or guardian has the right   to request an advocate to be present.    Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or on any other ground recognized  in  the Freedom of Information and Protection of Privacy Act.

1.02    Viewing will take place only at the bus garage or at the school on appointment with the appropriate School District official.

1.03    Video tapes shall not be shown to anyone other than School District staff, the parents/guardians of the  students  involved,  the  students  themselves  or  as approved by the Superintendent of Schools. Among School District staff only those employees with a direct involvement with the recorded contents of the specific video tape shall be permitted to view it.

E.  Retention of Video Tapes

1.00    Video tapes shall be erased within ten (10) working days unless: they are being retained   at   the   request   of   the   Transportation   Supervisor,   driver   or parent/student for documentation related to a specific incident, or sent to the Board's insurers as set out in E.102.

1.01    Tapes retained under E.100 shall be erased as soon as the incident in question has been resolved,  except that if the tape has been used in the making of a decision about an individual, the tape must be kept for a minimum of one year as required by the Freedom of Information and Protection of Privacy Act unless earlier erasure is authorized by or on behalf of the individual.

1.02    Where an incident raises a prospect of a legal claim against the School Board, the tape, or a copy of  it, shall be sent to the School Board's insurers.

F.  Review

1.00    The Transportation Supervisor is responsible for  the  proper  implementation and control of the video surveillance system.

1.01    The Secretary Treasurer shall be responsible for conducting  a review at least annually to ensure that this policy and its procedures are being adhered to and to make a report to the School Board.

G.  Improper Use

1.00    Video monitoring is to be restricted to the uses indicated in this policy.   The Board will not  accept  the  improper  use  of  video  surveillance  and  will  take appropriate action in any cases of wrongful use of this policy.

### STUDENT CONDUCT ON SCHOOL BUSES
### District Owned  Buses

While the ***School Act***  permits the Board to provide school bus  services,  it  does  not relieve parents from the responsibility  of  supervision  until  such time as  their  child boards the bus and leaves the bus.  In view of the fact that a bus is an extension of the classroom, the board shall require students to conduct themselves on  the  bus  in  a manner consistent with established standards for classroom behaviour.

In cases when a student does not conduct himself properly on a bus, such instances are to be brought to the attention of the administrative officer by the bus driver. Students who have become a serious disciplinary problem on the school bus  may  have  their riding privileges suspended. In such cases, the parents of the student involved become responsible for seeing that their student gets to and from school activities safely. Once a student boards the bus, he or she become the responsibility of the District  and  the responsibility shall end when the child is returned to the designated pickup spot.

In the interest of safety the following rules and regulations have been approved by the Board:

1. 00     The bus driver is in full charge of the bus and students as provided for in Board Policy.

1.01     The bus driver has authority to suspend students in accordance  with  Board Policy .

1.02     No student shall stand, smoke, swear or create a disturbance of any kind while on the bus.

1.03     Students shall not open windows without the permission of the driver.

1.04     Students shall not extend their arms and/ or legs out of the windows.

1.05     Students must be on time for the buses.

1.06     Students will follow the instructions of the bus driver.

### STUDENT CONDUCT ON SCHOOL BUSES
### Contracted Bus Services

While the ***School Act*** permits the Board to provide school bus services, it does not relieve parents from the responsibility of supervision until such time as their child boards the bus in the morning and after their child leaves the bus at the end of the school day.

Once a child boards the bus–and only at that time–the student becomes the responsibility of the District. Such responsibility shall end when the child is delivered to the regular bus stop at the end of the school day.

The Board shall require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

In cases when a student does not conduct himself properly on a bus, the driver shall advise such instances to the contractor/carrier, the administrative officer, and the School District official responsible for transportation.  The method of communication will normally be by copy of the School Bus Communication Report.

Students who have become a serious disciplinary problem on the school bus may have their riding privileges suspended. In such cases, the parents of the student  involved become responsible for seeing that the student gets to and from school safely.

In the interest of safety the following rules and regulations have been approved by the Board and Contractor:

1.00    The bus driver is in full charge of the bus and students as provided for in Board Policy.

1.01    The bus driver has authority to suspend students in accordance  with  Board Policy.

1.02    No student shall stand, smoke, swear or create a disturbance of any kind while on the bus.

1.03    Students shall not open windows without the permission of the driver.

1.04    Students shall not extend their arms and/ or legs out of the windows.

1.05    Students must be on time for the buses as drivers will not wait at bus stops later than the scheduled departure times.

To: **Board of Education**  From:  Education Committee

Re: **SPECIALTY ACADEMIES**  Date:  February 7, 2018
(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.

## SCHOOL ACT: SECTION 82.1 - SPECIALTY ACADEMIES

The school act states that:

(1)  In this section, **"specialty academy"** means an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations.

(2)  A board may offer a specialty academy if

 (a) the board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and

 (b) the board is of the opinion that there is sufficient demand for the specialty academy.

(3)  A board that offers a specialty academy must

 (a) make available sufficient instruction for students enrolled in the specialty academy to meet the general requirements for graduation, and
 (b) continue to offer a standard educational program in the school district.

(4)  Despite section 82, but subject to section 82.4, a board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program.

(5)  On or before July 1 of each school year, a board that offers a specialty academy must

 (a) establish a schedule of fees to be charged under subsection (4), and
 (b) make the schedule of fees available to the public.

(6)  Before establishing a schedule of fees under subsection (5), a board must
 (a) consult with the parents' advisory council for the school where the specialty academy is offered, and

 (b) obtain the approval of that parents' advisory council for the schedule of fees.

The Education Committee has met, reviewed, approved, and recommends implementation of the following academies:

- Golf Academy hosted at Maple Ridge Secondary School (Attachment A)
- Baseball Academy hosted at Garibaldi Secondary School (Attachment B)
- Softball Academy hosted at Garibaldi Secondary School (Attachment C)

| | |
|---|---|
| **Academy:** | Golf Academy |
| **School:** | Maple Ridge Secondary School |
| **Administrator:** | Trevor Connor |
| **Enrolment:** | 20 |

**Expenses:**

| | |
|---|---|
| Player Gear Package @ $400 each | $8,000 |
| Pitt Meadows Golf Club @ $800 each | $16,000 |
| Membership – 9 months @ $250 each | $5,000 |
| Range Card @ $50 each | $1,000 |
| Tournament Fees @ $75 each | $1,500 |
| Equipment and Supplies | $500 |
| Guest Coaches/Trainers | $1,400 |
| Titleist Training Program | $350 |
| Advertising and Promotion | $250 |
| Referee Clinic/NCCP Certification | $2,000 |

| | |
|---|---|
| **Net program cost** | **$36,000** |
| **Fee to break even** | **$1,800** |
| **Anticipated 2018/19 fee requiring approval:** | **$1,800** |

| | |
|---|---|
| **Academy:** | Baseball Academy |
| **School:** | Garibaldi Secondary School |
| **Administrator:** | Darren Rowell |
| **Enrolment:** | 25 |

**Expenses:**

| | |
|---|---|
| Facility Rental | $12,000 |
| Staff | $36,000 |
| Speakers/Guests | $6,000 |
| Special Events/Advertising | $2,800 |
| Transportation | $5,000 |

| | |
|---|---|
| **Net program cost** | **$61,800** |
| **Fee to break even** | **$2,472** |
| **Anticipated 2018/19 fee requiring approval:** | **$2,500** |

| | |
|---|---|
| **Academy:** | Softball Academy |
| **School:** | Garibaldi Secondary School |
| **Administrator:** | Darren Rowell |
| **Enrolment:** | 25 |

**Expenses:**

| | |
|---|---|
| Staff/Coaches | $40,000 |
| Transportation/Gear Package | $5,000 |
| | |
| **Net program cost** | **$45,000** |
| **Fee to break even** | **$1,800** |
| **Anticipated 2018/19 fee requiring approval:** | **$1,800** |

RECOMMENDATION:

**That the Board approve the following specialty academies:**
**Golf Academy hosted at Maple Ridge Secondary School**
**Baseball Academy hosted at Garibaldi Secondary School**
**Softball Academy hosted at Garibaldi Secondary School**

**AND FURTHER;**

**That the Board approve the following specialty academy fees for 2018/19:**

| | |
|---|---|
| **Golf Academy hosted at Maple Ridge Secondary School** | **$1,800** |
| **Baseball Academy hosted at Garibaldi Secondary School** | **$2,500** |
| **Softball Academy hosted at Garibaldi Secondary** | **$1,800** |

Attachments
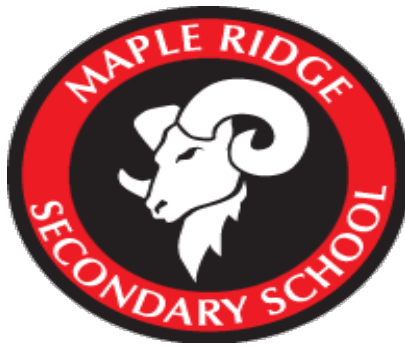
*growth mindset* *community of leaders* *give back to the golf community* *Connections will be made with elementary schools and coaches in the district, providing Academy athletes with leadership opportunities through mentoring, coaching and promoting elementary school golf.*

**Brad Ewart**
**PGA of Canada 'Class A'**
**B.C. Tournament Director**
**Zone Golf Instructor & Grizzly Tour Director**

Over the past 40 years Brad Ewart has played golf as a professional and journalist in 32 countries worldwide. Today, Brad is the lead instructor for Zone Golf and will be operating out of Pitt Meadows Golf Course and Maple Ridge Secondary.
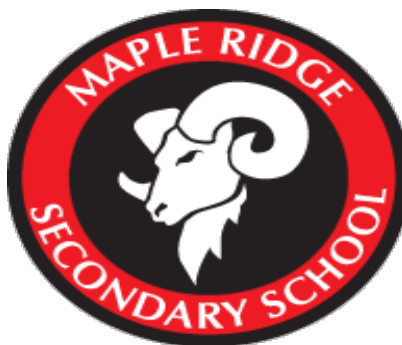
*The anticipated costs are as follows:*

**TECHNICAL MANUAL**

**Teaching Principles**

**Decision Making**

Players need to be able to develop playing skills, emotional skills and collaborative skills to be a solid golf player. In training, the instructor must provide the players with problems and allow them to come up with the solution. Too often coaches, instructors and others TELL the players the solutions without allowing the players the valuable experience of learning. There is no depth of understanding developed. With this in mind, coaches need to go through the phases of teaching:

Phase A - introduce the skills: cognitive, effective, psychomotor

Phase B – help in decision making of the players by providing cues/strategies

Phase C – the players use the skill in break down drills with training aids

Phase D – the players use the skill in game like situations (simulation) and on the golf course

*NOTE: Phases C and D cannot be developed if Phases A and B are not developed.

**Players will be taught to understand the importance of:**

**S**wing Plane
**P**osture
**A**lignment
**C**omposure
**E**xecution
**D**ecision Making

**Technical Principles of the game**

The concepts of play that are applied in developing golf ability. The players must learn the concepts which build upon one another in order to produce an effective golf swing and a mental readiness required. Players are introduced to the following ideas.

**Golf Swing: Biomechanics**

The understanding of biomechanics is needed in maximising distance and accuracy of golf shots. Golf biomechanics applies the principles and technique of mechanics to the structure and function of the golfer in an effort to improve golf technique and performance.

The components can be broken down into the following broad categories:

      Kinetic movement – basic physics
      Anatomy and Physiology – muscle groups and body awareness

### Etiquette

Golf etiquette refers to a set of rules and practices designed to make the game of golf safer and more enjoyable for golfers and to minimize possible damage to golf equipment and courses. Although many of these practices are not part of the formal rules of golf, golfers are customarily expected to observe them. Attributes such as honesty, integrity, diligence, and respect are just a few examples that need to be addressed in the social and emotional learning component.

### Sport (Golf) Psychology

Sport psychology is where almost all amateurs fail and young people fail. You must learn to avoid the fear and frustration that often creep into our minds during a difficult round of golf and/or practice. There are simple tips to make your mental game stronger and break through mental collapses on the course.

### Career Planning/Opportunities

Players are taught to play the game from a foundational point of view. This is so players can build upon each skill and more readily problem solve where and when mistakes were made. The opportunities in the class and on the court will enable students to identify the diverse opportunities available at the post-secondary level and in the work force.

### MRSS Golf Academy Year Plan
### Key Areas of Focus

### Individual Skills

Grip- The connection from the instrument (club) to the body is only with the hands. This is the fundamental starting point for every type of swing.

Posture- Great golf posture is crucial for consistent and powerful ball striking. The golf swing is essentially a turning motion around a central column -- that central column being your spine. The better the position and the angle of your spine at address, the better it will be throughout the swing, especially at impact.

Alignment- A consistent **golf** swing and a consistent **golf** game can only be built on proper **alignment**. Don't try and correct faults in your game before addressing this issue. To check your **alignment**, pick a target in the distance and set up to the ball as normal.

Swing- (Mechanics) Golf stroke mechanics is the means by which golfers make decisions and execute them in the sport of golf. For all golfers, it consists of a pre-stroke, in which golfers choose which club they want and their stance, and the actual stroke. The four major areas include using:
- Putter
- Wedges
- Irons
- Woods

Course Management- making smart decisions as you work your way around the **course**, whether it is picking the right club for a certain shot, or picking a safe target line to keep your ball out of harm's way. This is often connected to course etiquette and sport psychology.

Goal Setting/Planning- it is imperative for students playing golf to set goals, develop objectives, and plan. This focuses on training, understanding and nutrition.

**Concepts**

Scoring- Break out dribbles, lead/ trail post (first "Big" rim races), wings bump baseline, wings enter lane early/ exit lane late, decision making during numerical advantages

Reading the green- single vs double gaps, 3 point spacing, weak side stretches defense

Slope- Pass/Cut/Fill, Drive/Drift, Dive/Lift, perimeter movement off penetration (creating long close outs), post movement off penetration (circle under vs short corner drift), high/low post interaction

Bunker Play- Set up dribbles, two dribbles off pick, accept vs. reject, pocket pass, lob, pick and roll/pop, slip

Wind Play- Accept (curls, straight cuts, flares/ fades); reject, 1st Cutter vs 2nd Cutter, one to the rim, one shapes up to the ball and gets to space

Golf Rules of the Game- Closing out, weak side "I", deny vs Pack Line, help the helper, stunt and recover, defensive transition

Course Management- prevent reject, trap, switch, hedge and recover, squeeze and get under (2 under), 1 under, downing; weak side rotation on roll vs recovering to own check

## Technical and Tactical Components
## Fundamental Skills – Core Strength/Power/Speed
- Physical strength and conditioning: Core Lower body resistance training
- Squats, Split Squats, lunges, deadlifts, Isometric stance
- Upper body resistance training bench/ push ups, lat pulls, triceps extensions, shoulder press, lateral raises, biceps
- Plyometric Work
- Deceleration, Hurdle Bounding, Box Jumps
- Agility, Balance, Coordination, Speed, Flexibility
- Golf Specific Movement
- Squatting, Lateral Movement/ Sliding

## Playing Skills

Set Up

Grip
- Posture
- Alignment
- Target

## Putting

Grip

There are various techniques to putt

- traditional
- reverse grip
- claw grip

Lag Putting

∉ Distance
   ∉ Focus on weight and slope

Alignment
   ∉ Reading the green
   ∉ Routine

## **Chipping**

Wedges
∉ Gap
∉ Lob
∉ Pitching

## **Techniques**

∉ Flop
∉ Lob
∉ Pitch and roll
∉ Spin/No Spin
∉ Blade

## **Iron Play**

∉ ¼, ½, ¾, Full swings
∉ Ball Flight

   o Straight
   o Draw
   o Fade
   o Punch out

## **Woods**

∉ Tee height
∉ ¼, ½, ¾, Full swings
∉ Ball Flight

   o Straight
   o Draw
   o Fade
   o Punch out

## **Course Management**

∉ Etiquette
∉ Scoring
∉ Rules of the game
∉ Club selection
∉ Respect

## **Game Play**

Etiquette

1. Order of play
2. Speed of Play
3. Time to look for lost ball – speed of play
4. Farthest from Pin putts first and may hole out
5. Sand bottles to be carried during game play.
6. Golf attire and shoes specific to course regulations and school regulations

## Fundamental Rules

∉ Language/Noise
∉ Special rules specific to each golf course known as "Local Rules"

## Course/Driving Range Rules

∉ Respect – greeting/clean up area/return equipment
∉ Warm-up
∉ Repair divots and pitch marks
∉ Proper Attire

## Types of Competition

∉ Stroke Play
∉ Best Ball
∉ Scramble

## Game Scoring and verification

∉ How to read a score card
∉ How to strategize a round based on the scorecard
∉ How to record one's score during a game

## Off the Course & Driving Range/ In the Classroom
## Recovery
∉ Use of down time
∉ Sleep
∉ Nutrition/hydration - pre/post game
∉ Personalized growth pain

## Social/Emotional
∉ Self-confidence
∉ Focus and concentration
∉ Anxiety
∉ Debrief
∉ Imagery/ Visualization
∉ Goal setting
∉ Centred breathing/ self-regulation
∉ Developing routines
∉ Internal / external motivation

## Life Lessons

- Academic preparation and organization
- Time management
- Leadership skills
- Community building
- Community involvement
- Accountability

# Garibaldi Secondary School

### *In partnership with*

## *Bullpen Baseball School*

# Baseball Academy Proposal



# January 26th, 2018

# Garibaldi Baseball Academy Proposal

**Introduction -**

Garibaldi Secondary has seen over the last few years a number of students transfer out of district to attend Softball Academies and has had discussions with parents and community members regarding the interest of establishing an Academy at our location based on that interest.  After meeting with Bullpen, a baseball development c[ { ] æ} ˆ, in Spring 2017 we sent out a survey through the district parent Portal, to parents of students currently in Grade 5 - 10 to assess the viability of offering a Baseball and Softball Academy within School District #42.

There were 714 responses to the Softball and Baseball Academy survey with 438 responses indicating that their child(ren) currently plays softball or baseball in the Maple Ridge-Pitt Meadows community. The responses that identified their primary interest as the Softball Academy was: 374.

Vo determine a suitable location for an academy, the following question was asked:
    Y ould you be interested in enrolling your child(ren) in a Softball and/or Baseball
    Academy in the following school zone/s? (Check all that applyÈX
        Y est Zone (Pitt Meadows & Westview) - 35.5%
        Central Zone (Thomas Haney & Maple Ridge) - 59.2%
        East Zone (Garibaldi & Samuel Robertson) - 44.9%

The preferred format which was identified by 63% of respondents was two sessions conducted during the regular school dayÈ

Below is a sample of parent feedback which identified strong support for the addition of a Softball Academy in School District No. 42.

"Maple Ridge needs this. we have lots of great athletes that play this sport. We need to keep them here in our own community. I love this idea! lets keep our athletes here and give them these opportunities at home." (Parent Survey Feedback)

"Our son would LOVE THIS. He currently plays baseball. Fall ball. Winter ball and summer ball. We would be very interested." (Parent Survey Feedback)

"Finally!!!! Our son only plays baseball and I have been waiting and wondering if anyone was going to [ ꜰer something for baseball families. It's about time!! Our sport counts too. Baseball is one of the oldest games in history and we baseball families are die hard fans just the same as basketball or hockey.... etc. So happy this is finally being considered." (Parent Survey Feedback)

"Both my sons (born in 2002 & 2007) would benifit from this acaå^{ ˆ. They are both baseball players. My grade 10 son just played for team BC and represented our province in a special tournament in Chicago. He also just finished up a Bantum AAA season with the west coast cardinals and he is currently playing

midget AAA fall ball with the tri-cities. We have considered the academy in Abbotsford; however, if district 42 had one that would be amazing. He is looking to play baseball in college and being able to attend a baseball academy would bring him closer to realizing this goal." (Parent Survey Feedback)

In the context of the school setting at Garibaldi, the addition of a Baseball and Softball Academy would serve to round out the student life experience for our school while, based on the data from the survey, draw students to Garibaldi as a First Choice school.

**Teacher** - Kevin Whalan
**Administration Liaison** - Darren Rowell & Tom Levesque
**School** - Garibaldi Secondary School
**Service Provider** - Bullpen Baseball Academy

- **Program Description –**
  Students would be enrolled in two courses that will be scheduled back to back and occur either in the morning or afternoon on a rotating basis meeting 2.5 times a week for approximately 6 hours a week on average.
  During warm and dry weather months the program will run using:
  Garibaldi Fields, Garibaldi Gym and Weight Room facility, Cliff Park diamonds and Albion Park diamonds
  During cold and wet weather months the program will run using:
  Garibaldi Gym and Weight Room facility, Ridge Meadows Minor Softball Association Indoor Facility in Albion.
  The Indoor Facility has turf flooring, 4 retractable batting cages, upstairs viewing platform, 3 washrooms, conference room and video editing and analysis room.
  The batting cages can be moved in a way to create a large indoo¦ throwing/fielding space.

The Garibaldi/Bullpen Baseball Academy will follow the Long-Term Player Development Model developed by Baseball Canada and based on the Long-Term Athlete Development (LVAD) model developed by Athletics Canada.

Students in the academy will initially be in the Training to Train (T2T) Phase which consists of the following:

**Objectives**
**Early in Stage**
Consolidate fundamental baseball skills and introduce more adva} &^å
baseball skills and tactics/strategies.
Optimize the skill set and build on competitive experiences.
Develop overall general physical fitness and general mental ski‖•È
Introduce softball-specific mental skills and learn to cope with the
mental and physical challenges of competition.

### Later in Stage

Further consolidate fundamental baseball skills and simple tactics/ strategies and develop more advanced softball skills and tactics/ strategies.

Further develop overall general physical fitness, general mental skills and introduce baseball-specific mental skills.

Focus on transferring the performance of skills developed in training into the competitive environment with a greater focus on optimal team performance.

### Physical

Window of trainability for:

Speed (Window 2 - between 5 to 20 seconds in duration)

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Introduce general physical conditioning

Develop strength and power using formal weight training under the supervision of a qualified fitness instructorÈ

Develop speed, agility, and quickness by using specific activities that focus on change of direction using intervals between 5 to 20 seconds. These activities can be done during the warm-ups.

Develop aerobic capacity and aerobic powerÈ

Develop flexibility with special attention during the growth spˇ¦ɗÈ

Introduce injury prevention.

Encourage participation in 1 to 2 complementary sports over the year. Encourage daily participation in numerous sports or physical activities.

### Baseball Technical/Tactical

Divide players based on skill levels if possible.

Focus on individual and team development rather than on the competitive outcome.

Consolidate all fundamental baseball skills and tactics/strategies and introduce advanced baseball skills and tactics/strategies. Reinforce baseball skills in practice using game simulations, but emphasis shifts to performing skills well during games.

Encourage players to play 2 to 3 positions in baseball.

Use rule modifications to prevent injury and to ensure the focus is on player development. Structure competition to focus on development.

### Mental

Introduce and develop baseball-specific mental skills.

Develop visualization skills.

Develop players' autonomy by encouraging decision-making during practices and games. Encourage players to make decisions about their sporting experiences and ɗææ} ą * È

Develop goal setting.

Provide team-building/socialization activities.

Develop emotional control.

Introduce game plans, pre-game, and game routines.

Introduce stress management, coping strategies, and attentional control.

**Character Development**

Establish a code of ethics and encourage personal growth and development through teachable moments and acknowledge players doing something well. Formalize teaching with examples or discussions.

Continue developing fair play attitudes and behaviours: respect for self, teammates, coaches, opponents, officials, rules, and sport.

Continue to develop positive individual values: respect for the truth, moral reasoning, including considerate behaviour, responsibility/accountability, mental toughness, determination, and integrityÈ

Continue to develop positive team concept, taking pride in: teamwork, work ethic, @{ ãǎ, playing safely, tolerance, inclusiveness, expressing gratitude, and accepting and fulfilling role on team.

● **Educational Merits/ Research Supporting the Program -**

ÜÒŠŒTIONSHIP BETWEEN SPORTS/PHYSICAL ACTIVITIES AND STUDENT ACHIEVEMENT - Weiss (2008)

Why Would Sports Have a Positive Effect on Student Achievement?

According to Weiss (2008), despite its potential to promote social, psychological, and physical development and health-related outc[ { ^•Ê the youth sport context is often neglected in the "physical actãçãˆÄ literature. Organized sports can be related to positive youth d^ç^|[ ] { ^} c through self-perceptions; motivation; character development; so&ãæ relationships; and observational learning. Recent research has ^¢æ{ ą˄å skill acquisition on one domain (e.g., sports) that is beneficial to other domains (e.g., school, home/family) and leads to healthy and adaptive outcomes.

RESEARCH ON SPORTS ACTIVITY AND SPORTS ACADEMIES: AN UXÒÜVIEW Robert S. Brown Research Co-ordinator 09/10-07 December G€€J

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● **Sustainability -**

The survey data indicates that there is a strong base of baseball players in the &[ { { ˇ}ãˆÈ

There were 714 responses to the Softball and Baseball Academy sˇ¦ç^ˆ with 438 responses indicating that their child(ren) currently plays softball

or baseball in the Maple Ridge-Pitt Meadows community. The responses that identified their primary interest as the Baseball Academy was: 374.

- **Student Profile -**
  The Baseball Academy is for students in grades 8-10 beginning in the 2018-19 school yearÈ
  Students will be drawn from throughout the school district and would be open to students from neighbouring school districts as well.
  The goal of the Academy will be to operate two cohorts of students - a Junior Ç̈Ë€Ðand a Senior (11-12) group.

- **Staffing Needs/ Implications -**
  Students participating in the Academy will receive a Physical Education 10-12 and Softball Academy course credit. These courses are ministry funded and will provide the MRVA staffing required for Garibaldi to have a teacher on staff to have 2 teaching blocks to partner with Ridge Meadows Softball Academy to operate the academyÈ

- **Suitability of Current Facility -**
  Garibaldi Athletic Field, Gym, Weight Room and Classroom will be required
  Ridge Meadows Softball Association "Warehouse" will be the primary training facility between November and FebruaryÈ
  Albion Athletic Park

**Financial Considerations -**
$2,500 Annually
  $2,500 x 25 Students = $62,500 Annually
  Student Fees = $6,250 Monthly
    Head Coach Fee - $1,600 per/month
    Associate Coaches - $2,000 per/month
    Guest Coaches - $600 per/month
    Facility Rental - $1,200 per/month
    Vransportation - $500 per/month
    Votal Monthly Expenses - $5,900

- **Outline of Implementation Timeline -**
  Spring 2017 - Initial Discussion & Planning with Baseball Baseball School
  October 2017 - SD42 District Survey
  November 2017 - Feedback from Garibaldi PÆ̂Ô
  January 2018 - Feedback from Garibaldi Staf~
  March 2018 - Player & Parent Information Night
  April 2018 - Player Registration

September 2018 - Launch of first cohort of the Garibaldi/Bullpen Baseball

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Required cohort of 22-25 players in grades 8-10

● **Evaluation Plan -**

Evaluation of student learning - students will be evaluated based the the following criteria: participation, skill development based on personal growth, knowledge of the game and athletic leadership.  Rubrics for tra}•] æ̀^} c progression of each area will be used so that students are able to see where they are currently performing and have tangible direction about how to improve in each domain.  Self assessment blended with coaching/teacher feedback will be key to a team approach to overall improvement for each student.

| Participation | Ǵ Ã |
| Personal skill development | Ǵ Ã |
| Knowledge of the game | Ǵ Ã |
| Athletic Leadership | Ǵ Ã |

● **BAA Courses if any need to be developed -**
○ Initially no BAA courses required (Baseball BAA 10-12 to be wriœ^} D

# Garibaldi Secondary School

*In partnership with*

# *Ridge Meadows Minor Softball Association (RMMSA)*

# Softball Academy Proposal



# January 26th, 2018

# Garibaldi Softball Academy Proposal

**Introduction:** [text illegible]

[body text illegible]

**Teacher** – [illegible]

**Administration Liaison** – [illegible]

**School** – [illegible]

**Service Provider** – [illegible]

**Program Description** – [illegible]

**Objectives**

**Early in Stage**

**Later in Stage**

**Physical**

**Softball Technical/Tactical**

**Mental**

**Character Development**

**Educational Merits/ Research Supporting the Program -**

**Sustainability -**

**Student Profile -**

**Staffing Needs/ Implications -**

**Suitability of Current Facility -**

**Financial Considerations -**

- **Coaching Fees**

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**Outline of Implementation Timeline -**

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**Evaluation Plan -**

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**BAA Courses if any need to be developed -**

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| To: | **Board of Education** | From: | Superintendent Sylvia Russell |
|---|---|---|---|
| Re: | **SUPERINTENDENT'S UPDATE** | Date: | February 7, 2018 (Public Board Meeting) |

**Information**

## RECOMMENDATION:

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

# School District 42
## Maple Ridge & Pitt Meadows
### Learning Today, Leading Tomorrow

| To: | 6cUfX˙cZ˙9Xi VUh]cb˙ | From: | Secretary Treasurer |
| --- | --- | --- | --- |
| | | | Flavia Coughlan |
| Re: | 9BFC@A9BH˙DFC>97H=CBG˙ | Date: | February 7, 2018 |
| | | | (Public Board Meeting) |
| | | =bZcfaUh]cb˙ | |

## 657?;˙FCIB8#F5H=CB5@9˙

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 2018/19, 2019/20 and 2020/21 (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;
- five year average (grade-to-grade) transition rates; and
- local knowledge of recent and historical enrolment trends.

For grades 11 and 12 the estimated enrolment headcount is converted into FTE by applying 2017/18 SD42 conversion rates and for grade 10 the conversion rate has been reduced to 100% to reflect the removal of Planning 10 from secondary timetables starting next year.

For 2017/18 it is estimated that regular school age student full time equivalent (FTE) will increase by 275.5 FTE (from 14,085.5 FTE in 2017/18 to 14,361.0 FTE in 2018/19). Summer Learning Grades 8 – 9 is expected to decrease by 30 FTE and Summer Learning Grades 10 – 12 is expected to increase by 40 FTE while all other Summer Learning Enrolment is expected to remain the same. Continuing Education is expected to increase (3.63 FTE), District Alternate is anticipated remain the same and Distributed Learning is anticipated to decrease by 18.5 FTE because the elementary program will be registered as a regular school starting in 2018/19.

For students with special needs, a small decrease is projected for Level 1 (1 FTE), an additional 20.0 FTE is projected for Level 2 and an additional 2.0 FTE for Level 3 special needs. English Language Learners is projected to increase by 52.0 FTE students while Aboriginal Education and Non Graduated Adults is anticipated to remain the same.

While February and May enrolment counts are difficult to predict at this time, it is anticipated that Continuing Education enrolment will decrease by 5.0 FTE in February and another 5.0 in May while Distributed Learning K- Grade 9 enrolment will decrease by 5.0 FTE in February and another 5.0 in May.

For 2019/20 an enrolment increase of 376 FTE school age regular student FTE is projected, continuing to increase by another 438 in 2020/21.

Not included in the attached submissions are the projections for Graduated Adults enrolment which is estimated to decrease by 25 FTE. International Education enrolment projections

have not yet been finalized but an enrolment decrease is anticipated due to the limited space available in our elementary schools.

These enrolment projections will form the base for Ministry estimated Operating Grants for 2018/19 which will be announced no later than March 15, 2018. Also, staff will be using these projections in the building of the 2018/19 Preliminary Operating Budget.

**RECOMMENDATION:**

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

Attachment

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| To: | 6cUfX˙cZ˙9Xi WUh]cb˙ | From: | Inclusive Education Committee |
| Re: | =B7@I G=J9˙98I 75H=CB˙7CA A =HH99˙ I D85H9˙ | Date: | February 7, 2018 (Public Board Meeting) |
| | | | =bZcfa Uh]cb˙ |

### 657?; FCI B8#F5H=CB5@9.˙

The Inclusive Education Committee held its last formal meeting on January 29, 2018. In attendance were Harry Dhillon (Assistant Superintendent), Mike Scarcella (District Principal, Learning Services), Rhonda Jones (District Vice Principal, Learning Services), Ken Clarkson (Trustee), Trish Salisbury (Director, Ridge Meadows Child development Centre) and Kim Dumore (DPAC). Following discussion at previous meetings regarding the terms of reference for this committee and minimal participation/attendance at meetings over the past two school years by parents and community partners, the group acknowledged that the time had come to move forward in a different manner. Although there were mixed feelings about dissolving this committee, there was broad acknowledgement about the substantial progress that has been made in the area of inclusive practices since the inception of the committee. There was acknowledgement that it is timely that supporting inclusion is now more appropriately embedded within a committee whose focus is supporting education for all students. The updated and broadened Terms of Reference of the Education Advisory Committee were well received. The group suggested that the Education Advisory Committee terms be expanded to include the Principal of Aboriginal Education (under Principal/Vice Principal Liaisons) and Aboriginal Community Liaisons (under Community Liaisons). The group also suggested that student participation/input be sought on matters as deemed appropriate by the Education Advisory Committee.

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**School District 42**
Maple Ridge & Pitt Meadows
*Learning Today, Leading Tomorrow*

| To: | **Board of Education** | From: | Trustee Mike Murray |
|---|---|---|---|
| Re: | **MOTIONS TO BCSTA PROVINCIAL COUNCIL** | Date: | February 7,2018 (Public Board Meeting) |
| | | | **Decision** |

The attached motions will be considered at the upcoming BCSTA's Provincial Council scheduled to take place from February 16 – 17, 2018 in Vancouver.

Attachment

## 9.1 IMPACT OF FUNDING FORMULA REVIEW

**SUBMITTED BY:** *Metropolitan Branch*

**BE IT RESOLVED:**

that BCSTA request that in the impending funding formula review, the provincial government ensure that no district experiences a funding loss in any area, including per pupil funding.

**RATIONALE**:

This motion is emergent as the Ministry of Education has set a deadline of February 28, 2018 to receive written input from boards and BCSTA regarding the funding formula.

Metropolitan Branch Members supported previous BCSTA motions around the need for consultation with individual boards of education to identify their school district's unique education and community needs leading to a funding formula review that accurately reflects the funding needs of districts.

We are concerned that the provincial government's description of the funding formula review currently underway does not include assurances of adequate funding for each district's needs.

Given chronic underfunding in many areas of public education, boards of education stress that in order for any funding formula review to be successful, an overall increase in funding is essential to be able to meet our shared mandate of student success as no district can suffer greater shortfalls in funding.

**REFERENCES:**

2017 BCSTA AGM Motions:

- 33. Review the Current Funding Formula for Public Education in BC
  That BCSTA work with the Ministry of Education to establish a working committee in the event that the funding formula for public education comes up for review. The Committee, with representation from the Ministry of Education and the Ministry of Finance, would consult with individual boards of education to identify their school district's unique educational and community needs. This process should precede the work of the Funding Allocation System Technical Review Committee ("TRC") in order to inform the TRC on the priorities and concerns that exist district-by-district, and to assist in the development of a new, fair and equitable funding formula for public education in British Columbia. Carried

### 9.1 IMPACT OF FUNDING FORMULA REVIEW

- 34. Funding Formula
  That BCSTA strongly urge the Ministry of Education and Ministry of Finance to consult with BCSTA, BCASBO and BCSSA through the Funding Allocation System Technical Review Committee to develop a new funding formula that accurately reflects the funding needs of districts. Carried

**This is an action motion and does not change or contradict any existing Foundational or Policy Statement.**

## 9.2  SPECIFIC FOCUS FOR FUNDING MODEL REVIEW

**SUBMITTED BY:** *SD8 (Kootenay Lake)*

**BE IT RESOLVED:**

that BCSTA request that during the funding model review, the Ministry of Education's province-wide consultation includes a specific focus on how to best strengthen the delivery of public education in rural and remote communities.

**RATIONALE**:

This motion is emergent because if this matter is delayed until AGM, we will miss the timeline provided by the Ministry of Education for providing input regarding the guiding principles and funding formula model review.


**This is an action motion and does not change or contradict any existing Foundational or Policy Statement.**

**This motion relates to Foundational Statement 8.1FS (Government Support for Education).**

**This motion relates to Policy Statement 5.1.2P (Rural Education).**

## 9.3 RURAL EDUCATION ENHANCEMENT FUNDING REPORTING AND CRITERIA CHANGES

**SUBMITTED BY:** *SD67 (Okanagan Skaha)*

**BE IT RESOLVED:**

that BCSTA request the Rural Education Enhancement Fund (REEF) be included in the Ministry of Education's budget as a line item incorporating this funding into operations revenue (similar to the Unique Geographic Factors supplement) and, should the criteria change, schools currently receiving the grant continue to receive the grant.

**RATIONALE**:

This motion is emergent as if this matter is delayed until AGM, it will be too late to influence the 2018-2019 provincial budget, which is the new government's first full budget. This motion is needed to ensure REEF is kept and that districts receiving REEF for schools maintain this funding and are exempt from any changes to the REEF criteria. Many districts are relying on REEF to keep schools open.  It is imperative that REEF be included in the provincial budget and current planning

**This is an action motion and does not change or contradict any existing Foundational or Policy Statement.**

**This motion relates to Policy Statement 5.1.2P (Rural Education).**

## 9.4 ADDITIONAL FUNDING FOR EMERGENCY PREPAREDNESS

**SUBMITTED BY:** *SD38 (Richmond)*

**BE IT RESOLVED:**

that BCSTA urge the Ministry of Education to provide sufficient additional funding to school districts, beginning in the 2018/19 school year, to provide the basic level of resources for emergency preparedness as detailed in Ministry of Education's *Emergency Management Planning Guide for Schools, Districts and Authorities*.

**RATIONALE**:

The motion is emergent because there are provincial budget implications for government. If this matter is delayed until AGM, it will be too late to influence the 2018-2019 provincial budget, which is the new government's first full budget. Currently, school districts are expected to fund, or find alternate sources of revenues, such a PAC fundraising, to be compliant with the expectations of the Ministry of Education in regard to student and staff safety and emergency response preparedness. There exists an inequity of emergency response preparedness across districts and across the province, as districts are forced to choose between learning and operational needs. A base level of preparedness, as already articulated in provincial guidelines, is the reasonable and equitable responsibility of a government that expects preparedness to occur.

**This is an action motion and does not change or contradict any existing Foundational or Policy Statement.**

**This motion relates to Foundational Statement 9.1FS (Safe Environment).**

**This motion relates to Policy Statement 8.1.4P (Fully Funded Mandates for Boards of Education).**

**REFERENCE:**

- [Ministry of Education's Emergency Management Planning Guide for Schools, Districts and Authorities](#)

**9.5 ADDITIONAL FUNDING FOR ABORIGINAL PERSPECTIVES, CONTENT AND INSTRUCTIONAL METHODOLOGIES**

**SUBMITTED BY:** *SD50 (Haida Gwaii)*

**BE IT RESOLVED:**

that BCSTA urge the Ministry of Education to increase funding to support Aboriginal perspectives, content and instructional methodologies in public schools.

**RATIONALE**:

This motion is emergent as if delayed until AGM, it will be too late to influence the 2018-2019 provincial budget, which is the new government's first full budget.

The Ministry of Education requires that Indigenous content be included cross-curricular but there are no supporting funds to add appropriate resources to do so.  This is putting pressures on the use of targeted funds and thus taking away from existing programs.

**This is an action motion and does not change or contradict any existing Foundational or Policy Statement.**

**This motion relates to Policy Statement 5.3.1P (Aboriginal Education and General Curriculum).**

**9.6 BASE FUNDING FOR SMALL REMOTE AND RURAL DISTRICTS WITH LOW ENROLMENT**

**SUBMITTED BY:** *SD50 (Haida Gwaii)*

**BE IT RESOLVED:**

that BCSTA request that the Ministry of Education consider, in addition to current funding for geographic circumstances and special purpose grants, implementing a minimum base funding level for small remote and rural districts with low enrolment.

**RATIONALE**:

This motion is emergent as if it is delayed until AGM, it will be too late to influence the Ministry of Education's funding model review. Reductions to funding for districts with low enrolment have significant impacts on programs and district-wide supports. For example, if a school district has 500 students, the district would receive base funding at the level of 1,000 students and additionally maintain special purpose grant levels.

**This is an action motion and does not change or contradict any existing Foundational or Policy Statement.**

**This motion relates to Policy Statement 5.1.2P (Rural Education).**

# R E C O R D

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 6, 2017 Closed

| | |
|---|---|
| Call to Order | Meeting called to order at 1:35 p.m. |
| Motion of Exclusion | Approved |
| Correspondence | Received |
| Approval of Agenda | Approved as amended |
| Approval of Minutes | Approved as circulated |
| Superintendent Decision Items | Approved |
| Secretary Treasurer Decision Items | Approved |
| Board Committees | Approved |
| Chairperson Information Item | Received |
| Superintendent Information Item | Received |
| Secretary Treasurer Information Item | Received |
| Superintendent Information Item | Received |
| Secretary Treasurer Information Item | Received |
| Board Committees | Received |
| Trustee Motions and Notices of Motions | Approved |
| Adjournment | Meeting adjourned at 3:29 p.m. |