



Wednesday, January 14, 2015
Time: 6:00 p.m.

PUBLIC MEETING OF THE BOARD OF EDUCATION

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

"Develop a passion for learning. If you do, you will never cease to grow." Anthony J. D'Angelo

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Correspondence
 - Darrel Ganzert, Chair, School District No. 20 (Kootenay-Columbia)
 - Tanya Guenther, Chair, School District No. 27 (Cariboo-Chilcotin)
 - Christopher Richardson, Chair, School District No. 39 (Vancouver)
 - Betty Baxter, Chair, School District No. 46 (Sunshine Coast)
 - Dr. Jeanette Scott, Chair, School District No. 47 (Powell River)
 - Tina Last, Chair, School District No. 52 (Prince Rupert)
 - Edith Loring-Kuhanga, Chair, School District No. 61 (Greater Victoria)
 - Dot Neary, Chair, School District No. 68 (Nanaimo Ladysmith)
 - Larry Ransom, Chair, School District No. 70 (Alberni)
 - Denise Harper, Chair, School District No. 73 (Kamloops/Thompson)
 - Linda McMullan, Chair, School District No. 78 (Fraser-Cascade)
 - Art Erasmus, Chair, School District No. 82 (Coast Mountains)
 - Leighton Wishart, Chair, School District No. 85 (Vancouver Island North)
 - Steve Davis, Chair, School District No. 91 (Nechako Lakes)
 - Dave Byng, Deputy Minister, Ministry of Education
 - John Horgan, MLA and Rob Fleming, MLA
 - Alison McVeigh, President, BCSTA Fraser Valley Branch
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. December 10, 2014 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. Prime Minister's Certificate of Achievement Award - ITEM 3
Scott Ormiston

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. Late French Immersion Program at Golden Ears Elementary - ITEM 4
Vanessa Park

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Superintendent's Report on Student Achievement ITEM 5
3. Secretary Treasurer
4. Board Committees
 - a) Finance
 - b) Budget
 - c) Board Policy Development

G. INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools
3. Secretary Treasurer
 - a) 2015/16 Carbon Neutral Capital Program - Project Proposals ITEM 6
 - b) 2014/15 Ministry of Education Recalculated Funding Allocations ITEM 7
4. Board Committees & Advisory Committee Reports
 - a) Finance
 - b) Budget
 - c) Board Policy Development
 - d) Education
 - e) Aboriginal Education
 - f) Inclusive Education
 - g) French Immersion Advisory
 - h) District Student Advisory
 - i) Round Table with Partners

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

1. Draft Motion to BC School Trustees Association ITEM 8
2. Nomination for BCSTA Officer ITEM 9

I. TRUSTEE REPORTS

1. BC School Trustees Association Provincial Council
 - a) Motions to Provincial Council ITEM 10
2. District Parent Advisory Council
3. Joint Parks and Leisure Services
4. Municipal Advisory & Accessibility
5. Maple Ridge-Pitt Meadows Arts Council
6. Ridge Meadows Education Foundation
7. Social Planning Advisory:
http://www.mapleridge.ca/EN/main/municipal/728/9982/spac_agenda_minutes.html
8. Tzu Chi Foundation
9. Youth Centre Society
10. Other Board Liaison Representative Reports

a) Good News Items

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

K. OTHER BUSINESS

1. Public Disclosure of Closed Meeting Business

ITEM 11

L. ADJOURNMENT

To: **Board of Education**

From: Chairperson

Re: **OPENING PROCEDURES**

Date: January 14, 2015
(Public Board Meeting)

Information/Decision

1. *CALL TO ORDER*

2. *CORRESPONDENCE (Information Item)*

- Darrel Ganzert, Chair, School District No. 20 (Kootenay-Columbia)
- Tanya Guenther, Chair, School District No. 27 (Cariboo-Chilcotin)
- Christopher Richardson, Chair, School District No. 39 (Vancouver)
- Betty Baxter, Chair, School District No. 46 (Sunshine Coast)
- Dr. Jeanette Scott, Chair, School District No. 47 (Powell River)
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- Art Erasmus, Chair, School District No. 82 (Coast Mountains)
- Leighton Wishart, Chair, School District No. 85 (Vancouver Island North)
- Steve Davis, Chair, School District No. 91 (Nechako Lakes)
- Dave Byng, Deputy Minister, Ministry of Education
- John Horgan, MLA and Rob Fleming, MLA
- Alison McVeigh, President, BCSTA Fraser Valley Branch

RECOMMENDATION:

THAT the Board receive all correspondence for information.

Attachments

3. *APPROVAL OF AGENDA (Decision Item)*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

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



School District No. 20 (Kootenay-Columbia)

2001 Third Avenue, Trail, BC V1R 1R6
Tel: (250) 368-6434 Fax: (250) 364-2470

2014 11 17

The Honourable Peter Fassbender
Minister of Education
PO Box 9045 Stn Prov Govt
Victoria BC V8W 9E2

Dear Honourable Minister:

The Board of Education of School District No. 20 (Kootenay-Columbia) recently passed a motion to write you and formally support the position of School District No. 71 (Comox Valley) with regards to the concerns related to the Ministry of Education reclaiming all strike savings from September, 2014. As co-governors of the public education system, we feel that another unilateral decision was made by government which leaves Boards scrambling.

The handling of strike savings from May to August recognized that Boards of Education had extraordinary costs related to the ongoing strike action. Those costs did not stop on September 1st yet the Ministry changed their approach and required Boards to send 100% of the strike savings back to the Ministry. We strongly believe that 20% of those savings should have remained with Boards and we request that the Ministry revisit their decision and leave 20% of those savings with Boards. One only needs to review a few months of letters sent to you from Boards from across the province to see that Boards are desperate for funding to help support children and create conditions to bring the BC Education Plan to life.

Lastly, we are very excited that a negotiated settlement was achieved with our teachers and call upon government to fully fund ALL aspects of the settlement as previously promised.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Ganzert', is written over a horizontal line.

Darrel Ganzert
Chairperson, Board of Education

cc: Trustees
All BC Boards of Education (via BCSTA)



Board of Education of
School District No. 27 (Cariboo-Chilcotin)

P: 250.398.3833
F: 250.392.3600
350 Second Avenue N
Williams Lake, BC V2G 1Z9

08 December 2014

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

The Honourable Michael deJong
Minister of Finance and Minister Responsible for Multiculturalism
PO Box 9048 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Fassbender and Minister deJong:

Re: Excluded and Exempt Staff Compensation Freeze

The Board of Education fully supports the letter written to you by School District No. 73 (Kamloops/Thompson) dated 29 October 2014.

At its meeting on 25 November 2014, the Board of Education of School District No. 27 (Cariboo-Chilcotin) directed that a letter be written to you expressing the Board's concern regarding the injustice for our management and excluded staff. The Board echoes SD73's concern, "Over the past number of years, while other employee groups have received increases in compensation, we have been unable to offer similar increases in compensation to our management and excluded staff as the result of a long standing compensation freeze."

Enclosed is a copy of the letter from Chair Denise Harper, SD73.

The Cariboo-Chilcotin Board of Education respectfully and emphatically requests that you withdraw the compensation freeze to permit boards of education across the Province of BC to return the wage balance to the people we all depend upon to lead our system.

Yours truly

FOR THE BOARD OF EDUCATION

Tanya Guenther
Chair

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Enc.

Cc: BC Boards of Education via BCSTA Distribution
Cariboo Chilcotin Principals / Vice-Principals Association
M. Thiessen, Superintendent of Schools, SD27
K. Fitcher, Secretary Treasurer, SD27
MLAs Barnett, Oakes and Tegar

"Learning, Growing and Belonging Together"



SCHOOL DISTRICT No. 73 (KAMLOOPS / THOMPSON)

1383 - 9th Avenue, Kamloops, B.C. V2C 3X7

Tel: (250) 374-0679 Fax: (250) 372-1183 www.sd73.bc.ca

Enclosure to letter from School District No. 27

October 29, 2014

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

The Honourable Michale de Jong
Minister of Finance and Minister Responsible for Multiculturalism
PO Box 9048 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Fassbender and Minister de Jong:

Re: Excluded and Exempt Staff Compensation Freeze

I write to express the concern of the Board of Education, Kamloops Thompson School District, regarding what is a serious injustice for our management and excluded staff. Over the past number of years, while other employee groups have received increases in compensation, we have been unable to offer similar increases in compensation to our management and excluded staff as the result of a long standing compensation freeze.

During the above referenced period, management and excluded staff members have gone above and beyond anything the Board could have expected as we have faced withdrawal of services and work stoppages. Our management and excluded staff are hardworking people who place the needs of the system and our students above their own and we sincerely value and admire them for this work. While our admiration goes a long way, there comes a point at which we need to recognize their efforts with an increase to their salaries.

I cite as an example a situation where a teacher was promoted to an Elementary School Vice Principal position. A VP Elementary will normally continue to teach 50 percent of the time. The staff member was pleased to take on the added responsibility of administration part time but requested to continue to receive their teacher salary as it was greater than that of a Vice Principal. This inequity of compensation often makes difficult the job of attracting talented people to administrative jobs.

A further inequity occurs when a new person is hired to an excluded position. We are permitted to offer them a wage commensurate with salaries offered for a similar job in the market place. Meanwhile, long serving employees are left at a lower rate of pay.

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WORKING TOGETHER FOR QUALITY PUBLIC EDUCATION

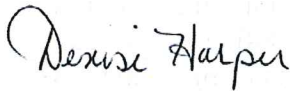
Ministers Fassbender and de Jong
Excluded and Exempt Staff Compensation Freeze
October 29, 2014
Page 2

The morale of our school and district leaders as well as our excluded staff is critical to the morale of the district. In the wake of the recent job action we continue to address morale issues within our teacher ranks and are mindful of the need to allow time to heal wounds. It is incongruous that the people we depend upon to do much of that work are themselves being passed over for salary increases.

The BC School Trustees Association, at the April 2014 AGM, passed a resolution calling on your government to immediately remove the compensation freeze for management and executive staff in the public education sector. Further, that any resulting compensation increase be fully funded by the government.

The Kamloops Thompson Board of Education ask that you withdraw the compensation freeze to permit boards of education across British Columbia to return the wage balance to the people we depend upon to lead our system.

Yours truly,



Denise Harper, Chair
Board of Education

DH:eb

cc: All BCSTA Boards of Education
Kamloops/Thompson Principals and Vice Principals Association
MLA Lake, Kamloops North
MLA Stone, Kamloops South
K. deBruijn, Superintendent of Schools, SD73
K. Stretch, Secretary-Treasurer, SD73



Vancouver Board of Education

School District No. 39

BOARD OF SCHOOL TRUSTEES

1580 West Broadway

Vancouver, B.C. V6J 5K8

Telephone: 604-713-5000

Fax: 604-713-5049

December 18, 2014

By email and original letter by mail

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

Dear Minister Fassbender:

Re: Reversal of Funding Changes for Upgrading Courses for Graduated Adults

On December 15th, 2014, the Board received notification from the Ministry of Education and the Ministry of Advanced Education about changes to provincial funding for adult upgrading courses.

This announcement will make it very challenging for more than a thousand adult learners in Vancouver who need to upgrade their courses so that they can meet pre-requisite requirements to access post-secondary programs. Most of these adult students do not have adequate financial resources to pay hundreds of dollars in tuition fees to upgrade while trying to provide the basic necessities of living both for themselves and their families.

This funding announcement indicated there would be a tuition free pathway to high school graduation; however it creates a substantive barrier for adult learners to access post-secondary programming in the K-12 system and further erodes equity and access to education and career opportunities. Further in our view this decision undermines the BC's Skills for Jobs Blueprint.

On December 15, 2014, the Vancouver Board of Education passed an urgent motion to request that government immediately reverse their announced cuts related to the funding for Graduated Adult programming and to reinstate the eligibility of all academic courses for the purposes of upgrading.

Sincerely,


Christopher Richardson
Chairperson

cc: Honourable Christy Clark, Premier of BC
All BC MLAs
All BC Public School Boards
All VBE Stakeholder Groups
Gregor Robertson, Vancouver Mayor
Vancouver City Council Members
VBE Trustees
Steve Cardwell, Superintendent of Schools
Rick Krowchuk, Secretary Treasurer

Board of School Trustees:

Christopher Richardson – Chairperson

Janet Fraser – Vice-Chairperson

Joy Alexander Patti Bacchus Fraser Ballantyne

Mike Lombardi Penny Noble

Stacy Robertson Allan Wong



Vancouver Board of Education

School District No. 39

BOARD OF SCHOOL TRUSTEES

1580 West Broadway

Vancouver, B.C. V6J 5K8

Telephone: 604-713-5000

Fax: 604-713-5049

December 18, 2014

The Honourable Christy Clark
Premier
PO Box 9041 Stn Prov Govt
Victoria, BC V8W 9E1

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

The Honourable Michael de Jong
Minister of Finance
PO Box 9417 Stn Prov Govt
Victoria, BC V8W 9V1

Dear Premier Clark, Minister Fassbender, and Minister de Jong:

I am writing on behalf of the newly sworn-in Vancouver School Board regarding the 2015 provincial budget.

We were pleased the Report of the Select Standing Committee on Finance and Government Services regarding the 2015 Budget includes recommendations for K-12 education funding that reflect those in our board's submission (attached).

The committee concluded that:

"Over the course of the consultations, it became clear that a well-funded public education system remains a top priority for British Columbians. The evidence presented to the Committee, however, indicates that increasing operating, maintenance, and capital costs are exceeding current funding allotments.

"On K-12, the Committee makes recommendation for the provision of adequate, stable, and predictable funding for operating expenses, as well as for capital funding to permit facility improvements, seismic upgrades, and additional schools in rapidly growing communities.

"Recommendations are also made to support proposed new K-12 initiatives such as personalized learning and enhanced trades and technology training, as well as to provide the necessary resources to identify and assist students with special needs..."

We fully support these conclusions.

In order for BC school district's to preserve and improve opportunities and outcomes for all BC students, it is imperative that this year's recommendations be acknowledged through increased new funding in the 2015 budget.

Board of School Trustees:

Christopher Richardson – Chairperson

Janet Fraser – Vice-Chairperson

Joy Alexander Patti Bacchus Fraser Ballantyne

Mike Lombardi Penny Noble

Stacy Robertson Allan Wong

.../2

We have been calling for stable, predictable and adequate funding for several years, while BC has fallen to second-lowest per student funding in Canada. That is not good enough for BC's students.

We have also recommended increases to capital funding to address our urgently needed school seismic upgrades, significant deferred maintenance and the construction of new schools in areas of strong population growth in areas like downtown Vancouver.

We also are pleased to see the report recognizes the need for increased funding to support students with special needs and ELL learners.

We implore you to ensure the needs of BC students are met through the 2015 budget so that school boards can ensure we are meeting the learning needs of all students in safe and well-maintained buildings.

Sincerely,

A handwritten signature in black ink that reads "Christopher Richardson". The signature is fluid and cursive, with a period at the end.

Christopher Richardson
Chairperson

cc: VBE Trustees
All BC School boards
All Vancouver MLAs
All VBE Stakeholder Groups
Mayor Gregor Robertson & City Council
Steve Cardwell, Superintendent of Schools
Rick Krowchuk, Secretary Treasurer

VS B

Submission to:

**Select Standing Committee on Finance and
Government Services**

Budget 2015 Consultation

**Submitted by: Patti Bacchus, Chairperson
on behalf of the
Board of Education of School District No. 39
(Vancouver)**

September 18, 2014

Introduction

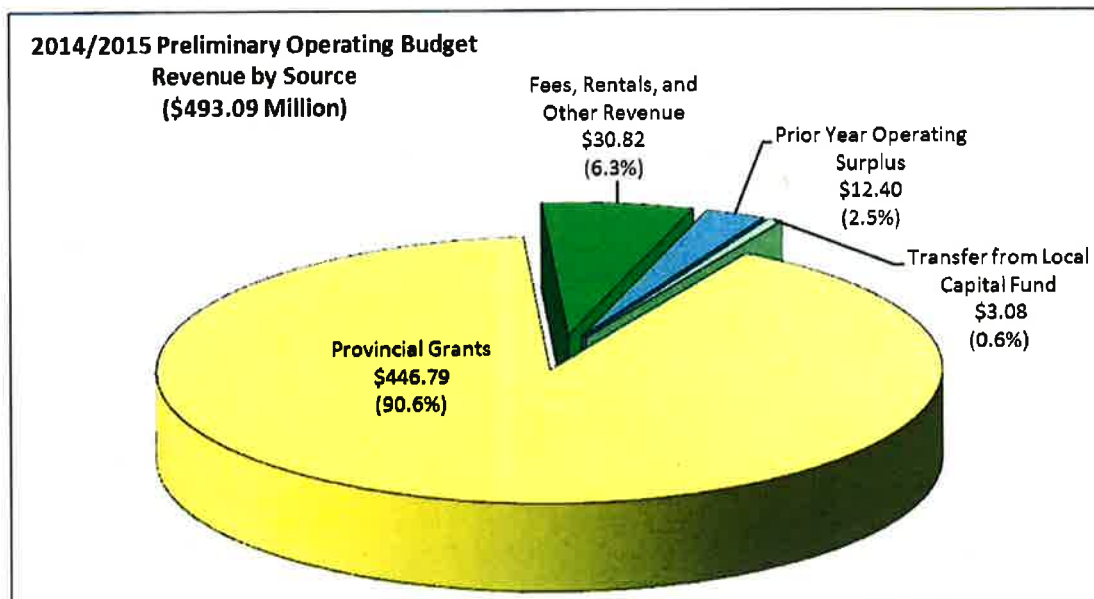
The Vancouver School District is a large, urban and multicultural school district that includes some of the most affluent and impoverished urban neighbourhoods in the country. This setting provides wonderful opportunities as well as serious challenges.

The district is one of the most diverse public school system in Canada with an annual enrolment of over 49,000 students in Kindergarten to grade 12. In addition, the Vancouver School District provides educational programs and services to 600 adult students.

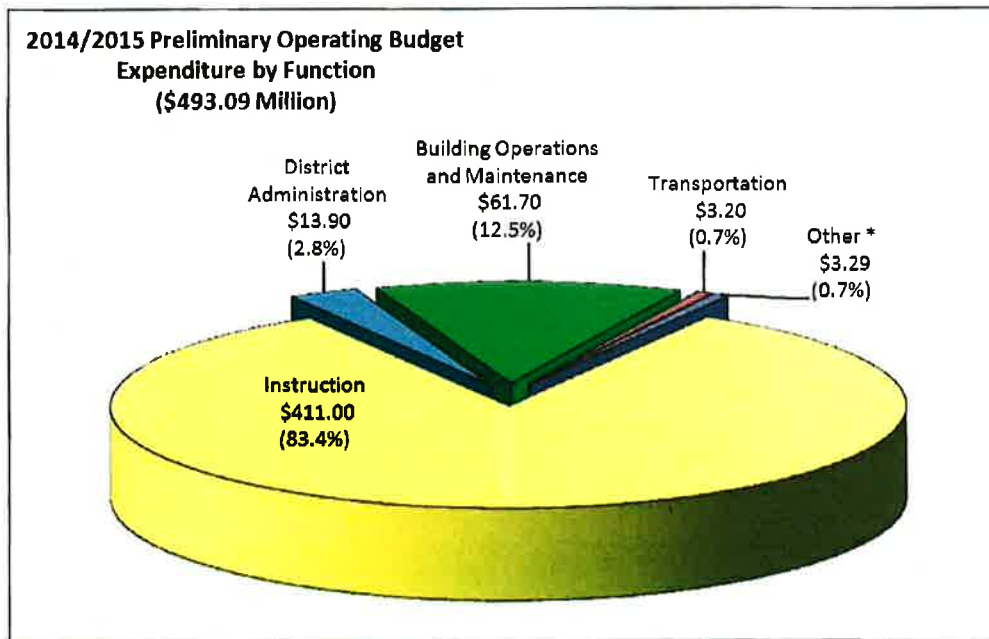
Our programs and services address the extraordinary and complex challenges associated with a diverse district. Our goal is to serve the needs and tap the potential of each of our students so that they may achieve their unique potential.

Fiscal Framework

Like most other school districts in the Province, the Vancouver Board of Education (VBE) relies on provincial funding to provide nearly 91% of the annual revenues. This means that the education services and programs that are provided to students are significantly dependent on the level of provincial funding provided to school boards.



In terms of expenditures, over 83% of VBE expenditures are directly related to providing instruction to students. Most of these expenditures are for salaries and employee benefits for school-based staff.



The VBE, like other school boards in the province, has faced significant funding shortfalls over the past decade. As a result of these funding shortfalls, school districts have had to make reductions to the level of services provided in order to achieve balanced budgets as required by the *School Act*. Attachment A to this submission provides a sample of the budget cuts made by the VBE since 2002/2003.

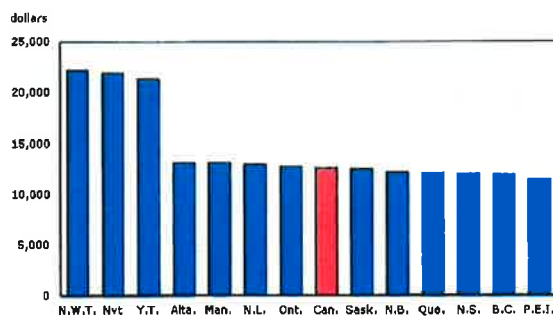
The VBE completed an analysis in April, 2014 which indicated that the VBE would need \$54 million in additional annual funding in order to restore the same level of service as was delivered prior to 2002/2003 (see Attachment B). In addition, the VBE is facing a further projected funding shortfall of over \$27 million for 2015/2016.

Provincial Comparisons

BC is falling behind the rest of Canada in terms of spending per student, growth in education expenditures since 2006/2007 and in terms of educators to students.

1. Spending per student lags the Canadian average

Chart 19.1.1
Total expenditures per student in public elementary and secondary schools, 2010/2011 (in current dollars)



Source: Statistics Canada, Elementary-Secondary Education Survey.

In the four year period 2006/2007 to 2010/2011, expenditure per student in Canada increased 21.7% during that four year period.

BC lagged at 13.0%.

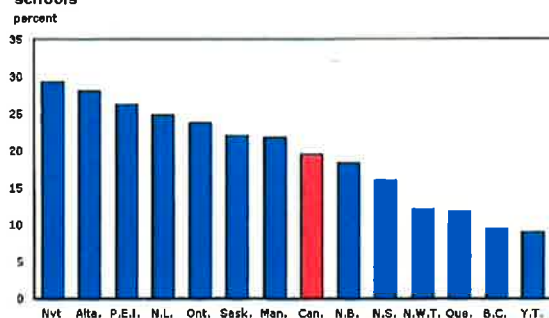
The average expenditure per student nationally for 2010/2011 (the most recent Statistics Canada figures) was \$12,557. BC remains at \$11,832.

If BC matched the \$12,557 average national expenditure, it would translate to **\$398 million** more in funding for the province's 550,000 students.

Statistics Canada – Catalogue no. 81-595-M No. 099

2. Growth in education expenditures since 2006/2007 is far below the Canadian average.

Chart 16.2
Percentage change between 2006/2007 and 2010/2011 for operating expenditures in public elementary and secondary schools



Source: Statistics Canada, Elementary-Secondary Education Survey.

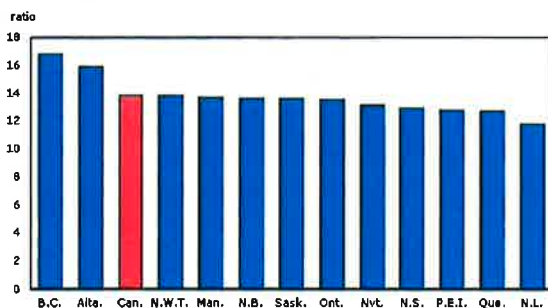
Statistics Canada – Catalogue no. 81-595-M No. 099

Operating expenditures in public elementary and secondary schools in Canada grew by 19.6% between 2006/2007 and 2010/2011.

Operating expenditures for K-12 education in BC over this time period grew by only 9.6%. Only the Yukon Territories had a lower expenditure growth over this time period.

3. BC has the most students allocated per educator of all the provinces.

Chart 13.1
Student-educator ratio in public elementary and secondary schools, 2010/2011



Source: Statistics Canada, Elementary-Secondary Education Survey.

Statistics Canada – Catalogue no. 81-595-M No. 099

'Educator' is defined by Statistics Canada as comprising teachers, administrators and pedagogical support.

The average educator in Canada supports 13.8 students. In BC, that figure is 16.8.

The number of students vying for educator support is the highest in BC, of all the provinces.

Summary of Recommendations

1. **The province must provide stable, predictable and adequate funding to enable school districts to fulfill their responsibility to provide continued equitable access to quality public education.**

Unpredictable funding and unfunded cost increases require school districts to spend significant time and resources on balancing budgets each year instead of strategically planning the most effective use of funding to support student success. This chronic underfunding also makes it increasingly difficult to fully support success for students as valuable programs and staff positions are further reduced in order to balance budgets.

2. **At a minimum, all negotiated or provincially mandated increases, including salary, benefits, pension contributions, medical premiums and new requirements such as carbon emission calculation and carbon offset purchases, must be fully funded by the province.**

The province has recently asked school boards to absorb the cost of provincially negotiated collective agreement increases for support staff in the K-12 sector. This could add up to \$40 million annually to school board expenditures.

The province also does not currently provide funding for net cost increases of employee salary increments (for teachers, administrators and excluded staff as they progress

through the steps on their pay scales) or increased costs of benefits such as CPP, EI, WCB, extended health and MSP. In addition, inflationary costs for goods and services and new costs imposed by the province, such as the requirement to calculate and report carbon emissions and to purchase carbon offsets, are also not funded.

In order to meet their spending obligations on these items, districts must divert spending from other important areas such as the budgets that support children in the classrooms. We simply cannot afford to take more funding from our operating budget to cover these costs without further reductions to support for students.

3. The province needs to review and increase supplemental funding grants for students with special needs.

Grant amounts should be based on functional assessments of learning needs — in other words, based on what specific supports a student needs to successfully access education. The current model, which is based on medical assessments, does not consistently reflect students' individual needs for support.

The VSB allocates nearly twice as much to supporting students with special needs than the province provides in supplementary funding and despite that service levels continue to be inadequate for providing for each student's learning needs.

4. Need to provide funding for increased maintenance and upgrades to address needs of aging school facilities. The province should also increase funding for ongoing maintenance using industry maintenance standards as a guide. Funding for school building maintenance levels has generally been at approximately 25 per cent of industry standards (Building Owner and Managers Association) and the VSB's aging stock of buildings is at risk of accelerated deterioration due to minimal maintenance levels. The district's ability to carry out necessary and preventive work has been hampered not only by insufficient funding, but from the cancellation of the Annual Facilities Grant in previous years and the subsequent only partial restoration. Levels must be increased and must also be stable and predictable.

5. Sufficient capital funding needs to be provided by the Province to upgrade or replace schools that have a high seismic risk by 2020.

The Vancouver School Board has over 60 of its 110 schools that are in need of seismic upgrading or replacement. All of these schools have high risk buildings (i.e. H1, H2 or H3). This means that the risk of widespread damage and structural failure after a significant seismic event is high and the buildings would generally not be repairable afterwards.

In 2004/2005 the Province announced that all schools that required seismic upgrading would be completed by 2020. The Province needs to advance the pace of capital

funding for the seismic program in order to ensure the safety of students and staff and to ensure the sustainability of school buildings in the case of a significant seismic event.

6. **We must have a real plan to eliminate child poverty in BC and ensure all families have access to affordable, quality child care.** The correlation between child poverty and failure to succeed in school is strong and despite the VSB's allocation of additional resources through our inner-city schools programs and CommunityLINK, the needs of our students far outstrip our available funding to provide support. A comprehensive provincial plan to address child poverty and to make quality child care accessible and affordable would enable increased numbers of students to succeed in school.

Recommendations Of The Select Standing Committee in 2013

Finally, the VBE would like to remind the Committee of the following recommendations made by the Select Standing Committee on Finance and Government Services last year:

"That the provincial government:

- Provide sufficient funding for the K-12 system to enable BC students to become top performers nationally; and address cost increases for school districts (e.g. rising BC Hydro rates).
- Develop a comprehensive capital plan for educational facilities that takes into account increased maintenance and aging school facility upgrades; and continue the seismic upgrading program.
- Review the increasing demands on school district budgets and ensure that funding is appropriately directed to meet the growing support required for students with special needs."

Sample of Budget Cuts	Year	FTE	Net Amount
District Administration	2014/2015	(4.40)	(509,500)
Continuing Education	2014/2015	(9.21)	(514,400)
Suspend selected maintenance for one year	2014/2015	(4.00)	(399,600)
Alternative Programs	2014/2015	(2.89)	(224,836)
Literacy Mentor and Consultant	2014/2015	(1.40)	(133,494)
Reduction of Enrolling Teachers	2013/2014	(4.00)	(285,040)
Reduction of Youth and Family Workers	2013/2014	(2.00)	(116,000)
Suspend selected maintenance for one year	2013/2014	(2.00)	(177,500)
Adult Education Program: Self-Paced Program	2012/2013	(4.50)	(402,120)
District Management Reorganization	2011/2012	(8.00)	(301,851)
Vice Principal Reduction	2011/2012	(3.00)	(171,336)
Reduction in Cafeteria Subsidies	2011/2012	(3.00)	(200,000)
Reduction of Summer School Teachers and Supplies	2011/2012	(3.20)	(237,500)
Adult Education - Teacher Assistants and Instructors	2011/2012	(4.75)	(464,610)
Non-enrolling teachers	2010/2011	(20.10)	(1,360,971)
Suspend interior painting for one year	2010/2011	(12.00)	(1,146,000)
Teaching Staff reduction	2009/2010	(13.15)	(853,521)
Reduction of Vice Principal	2007/2008	(1.46)	(153,329)
Reduction of Teachers	2007/2008	(40.00)	(2,480,000)
Non-enrolling Teachers	2006/2007	(37.60)	(2,266,000)
Elementary VPs	2004/2005	(3.00)	(252,000)
Finance & Administration	2004/2005	(4.00)	(338,450)
Learning & Information Technology	2004/2005	(2.50)	(176,375)
Operations & Maintenance	2004/2005	(6.70)	(600,000)
Supervision Aides	2004/2005	(16.00)	(154,304)
Community Facilities/Swimming	2004/2005		(102,281)
Associate Superintendent	2003/2004	(1.00)	(160,000)
Closure of Shannon Park Annex	2003/2004	(4.20)	(400,000)
Learning and Information Technology Reorganization	2003/2004	(8.00)	(549,500)
Principals	2003/2004	(3.30)	(377,000)
Human Resources Reorganization	2003/2004	(7.00)	(503,510)
Finance and Administration Reorganization	2003/2004	(4.00)	(186,000)
Teaching Staff reduction	2002/2003	(200.00)	(12,095,735)
Instructional Supplies & Expenses	2002/2003		(2,463,942)
Superintendent's Short Term Assignments	2002/2003		(128,000)
Elementary Extra Clerical	2002/2003	(10.00)	(400,000)
Multicultural Home School Workers	2002/2003	(9.50)	(392,118)
Elementary & Secondary Vice Principals	2002/2003	(9.30)	(502,000)
District Administration	2002/2003	(9.20)	(630,031)
Operations & Maintenance	2002/2003	(35.40)	(2,509,239)
Multicultural Home School Workers	2002/2003	(9.50)	(392,118)



Memorandum

vancouver school board



April 25, 2014

ATTACHMENT B

TO: Trustees

FROM: Rick Krowchuk, Secretary Treasurer
Lisa Landry, Director of Finance

RE: Restoration Budget

At the April 22, 2014 Committee III/V, Trustees requested staff to update the restoration budget prepared last year.

Purpose

The Vancouver Board of Education (VBE), like other school boards in the Province, has faced significant funding shortfalls over the past decade. As school districts receive more than 90% of their funding from the Province, these funding shortfalls are directly attributable to cost increases which have not been funded by the Province and other factors. As a result of these funding shortfalls, school districts have had to make reductions to the level of services they provide in order to achieve balanced budgets, as required by the *School Act*.

The purpose of the restoration budget is to identify the additional funding that would be required by the VBE in order to restore the same level of service that was in place over a decade ago. For the purpose of this analysis, we have chosen the 2002/2003 base budget (i.e. before the budget cuts in that year) as the service level in which to restore. The 2002/2003 funding shortfall (\$25 million) resulted in significant budget and service level reductions. The VBE has faced funding shortfalls in every year since, with the exception of 2005/2006.

Methodology

The VBE base operating budget for 2002/2003 was \$415.9 million. The intent of this analysis is to project what the VBE operating budget would be for 2014/2015 if the 2002/2003 service levels were maintained. In order to perform this analysis, the 2002/2003 base budget was adjusted to reflect the following factors over the last 12 years:

- o Salary increments for teachers, administrators and excluded staff;
- o Collective agreement increases;
- o Changes to employee benefits;
- o Employee turnover salary savings;
- o Inflation on goods and services; and
- o Changes in enrolment.

.../2

Based on the above-noted adjustments, it is projected that the 2014/2015 operating budget would have to be in the order of \$539.7 million to be able to deliver the same level of service that was in place before the 2002/2003 budget cuts. Our actual base budget for 2014/2015 however is only \$485.4 million. Accordingly, the VBE would need approximately \$54.3 million in additional annual funding in order to provide the same level of service as was delivered prior to the 2002/2003 budget cuts.

Attachment A presents a graphic presentation of the results of this analysis. Attachment B provides a summary of the major factors which cause the 2002/2003 base budget to increase to a projected \$539.7 million by 2014/2015. Attachment C outlines the major areas that are currently underfunded compared to 2002/2003. Attachment D provides a sample of some of the service cuts that the VBE has had to make over the last decade. Attachment E provides a summary of the major provincial cost increases downloaded to school districts without a related increase in funding.

Update from Prior Year's Restoration Budget

For the 2013/2014 year, the restoration budget was projected at \$533.3 million. Updating this analysis to the current year, these costs are increased to \$539.7 million. The following is a summary of those costs updating last year's version of the restoration budget:

2002/03 Budget Restated (\$millions)	2013/2014 Restoration	Update	2014/2015 Restoration
2002/03 Base Budget	415.9		415.9
Cost Increases Since 2002			
Collective Agreements Increases	58.0	3.3*	61.3
Salary Increments	34.1	2.8	37.0
Employee Benefits Cost Increases	36.9	1.8	38.7
Inflation on Goods and Services	9.7	0.9	10.6
Expenditure Impact of Enrolment Changes	(9.9)	(0.9)	(10.8)
Employee Turnover Salary Savings	(11.6)	(1.4)	(13.0)
Subtotal of cost increases	117.3	6.4	123.8
Total	533.2		539.7

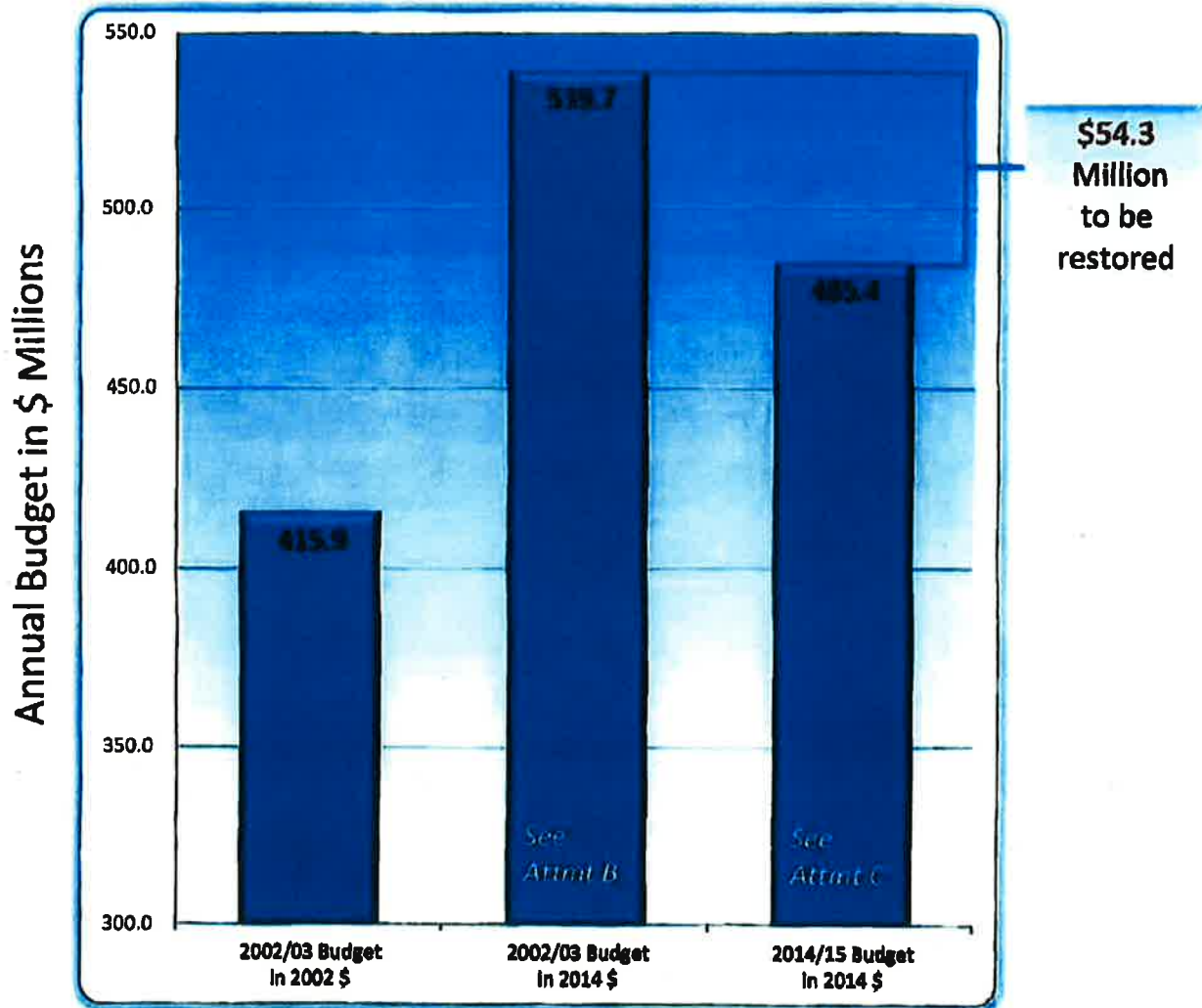
* For 2014/15, the collective agreement increases refer to the support staff increases negotiated but not funded by the Province.

The above summarizes the impact on expenditures (\$6.4 million). It is also important to note that revenues have dropped a net of \$0.8 million dollars, to arrive at the total increase of \$7.3 million in the restoration budget for 2014/2015 (\$6.4 million additional expenditures plus \$0.8 million less revenue). The revenue drop is due to declining enrolment (\$5.7 million) offset by increased international student enrolment (\$2.3 million), funding from surplus (\$2.4 million) and an increase in rental revenues (\$0.2 million).

It should be noted that this is a high-level analysis meant to identify the general order of magnitude of additional funding that would be required to restore the same level of service as was in place prior to the 2002/2003 budget cuts. The projection is dependent on the methodology employed and assumptions made.

This report is provided for information.

Projected Restoration Budget for 2014/15



Attachment B

2002/03 Budget Amended to Current 2014 Dollars	(\$million)	(\$million)
2002/03 Base Budget	415.9	
Cost Increases Since 2002		Change from Prior Year
Collective Agreements Increases	61.3	3.3
Salary Increments	37.0	2.8
Employee Benefits Cost Increases	38.7	1.8
Inflation on Goods and Services	10.6	0.9
Expenditure Impact of Enrolment Changes	(10.8)	(0.9)
Employee Turnover Salary Savings	(13.0)	(1.4)
Subtotal of cost increases	123.8	6.4
Total	539.7	

Table A: The 2002/2003 base budget is notionally adjusted to reflect the change in the purchasing power of money from 2002 to 2014.

This takes into account changes in the following factors over the intervening period:

- * Collective agreements provides for the salary increases negotiated in collective agreements
- * Salary increments within pay bands for teachers, school administrators and exempt staff.
- Increases
- * Inflation on goods and supplies at rates that reflect general inflation

These increases in costs are offset by:

- * Reduction in enrolment in the period. 2014 enrolment is lower than 2002 enrolment, and this has been accounted for as a reduction
- * Turnover savings, due to retiring teachers at the top end of salary scales being replaced by new teachers

Attachment C

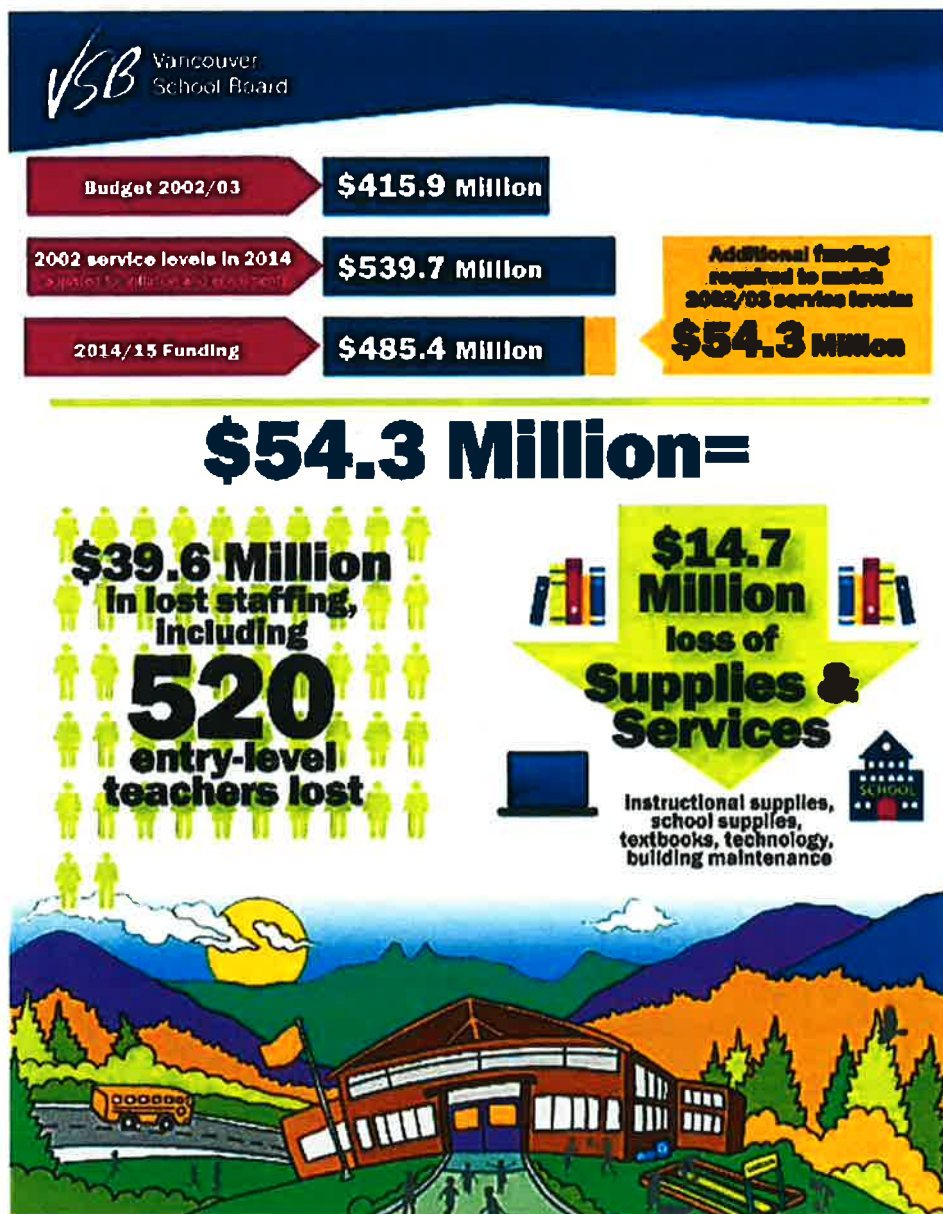
Areas Reduced during 2002/03 to 2014/15	(\$million)
Teachers	(37.0)
Education Assistants	3.7
Other Staff	(6.2)
Services & Supplies	(14.7)
Total	(54.2)

Attachment D

Sample of Budget Cuts	Year	FTE	Net Amount
Reduction of Enrolling Teachers	2013/2014	(4.00)	(285,040)
Reduction of Youth and Family Workers	2013/2014	(2.00)	(116,000)
Suspend selected maintenance for one year	2013/2014	(2.00)	(177,500)
Adult Education Program: Self-Paced Program	2012/2013	(4.50)	(402,120)
District Management Reorganization	2011/2012	(8.00)	(301,851)
Vice Principal Reduction	2011/2012	(3.00)	(171,336)
Reduction in Cafeteria Subsidies	2011/2012	(3.00)	(200,000)
Reduction of Summer School Teachers and Supplies	2011/2012	(3.20)	(237,500)
Adult Education - Teacher Assistants and Instructors	2011/2012	(4.75)	(464,610)
Non-enrolling teachers	2010/2011	(20.10)	(1,360,971)
Suspend interior painting for one year	2010/2011	(12.00)	(1,146,000)
Teaching Staff reduction	2009/2010	(13.15)	(853,521)
Reduction of Vice Principal	2007/2008	(1.46)	(153,329)
Reduction of Teachers	2007/2008	(40.00)	(2,480,000)
Non-enrolling Teachers	2006/2007	(37.60)	(2,266,000)
Elementary VPs	2004/2005	(3.00)	(252,000)
Finance & Administration	2004/2005	(4.00)	(338,450)
Learning & Information Technology	2004/2005	(2.50)	(176,375)
Operations & Maintenance	2004/2005	(6.70)	(600,000)
Supervision Aides	2004/2005	(16.00)	(154,304)
Community Facilities/Swimming	2004/2005	-	(102,281)
Associate Superintendent	2003/2004	(1.00)	(160,000)
Closure of Shannon Park Annex	2003/2004	(4.20)	(400,000)
Learning and Information Technology Reorganization	2003/2004	(8.00)	(549,500)
Principals	2003/2004	(3.30)	(377,000)
Human Resources Reorganization	2003/2004	(7.00)	(503,510)
Finance and Administration Reorganization	2003/2004	(4.00)	(186,000)
Teaching Staff reduction	2002/2003	(200.00)	(12,095,735)
Instructional Supplies & Expenses	2002/2003	-	(2,463,942)
Superintendent's Short Term Assignments	2002/2003		(128,000)
Elementary Extra Clerical	2002/2003	(10.00)	(400,000)
Multicultural Home School Workers	2002/2003	(9.50)	(392,118)
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Operations & Maintenance	2002/2003	(35.40)	(2,509,239)
Multicultural Home School Workers	2002/2003	(9.50)	(392,118)

Attachment E

Selected Provisionally Reauthorized Costs	Year	Amount
Support Staff Collective Agreement Increase	2014/2015	3,623,470
Teacher's Pension Plan	2013/2014	3,517,802
MSP	2009/2010 to Present	1,098,964
Carbon Offsets	2009/2010 to Present	2,408,461
School Protection Plan Deductible Increase	2009/2010	The deductible for Insurance increased from \$3,000 to \$10,000





BOARD OF EDUCATION

Delivered by email: teresa.rezansoff@sd51.bc.ca

December 2, 2014

BCSTA Board of Directors
C/O Theresa Rezansoff, BCSTA President
4th floor - 1580 West Broadway
Vancouver, BC V6J 5K9

Dear Teresa:

RE: Co-governance Memorandum of Understanding

The Board of Education of School District No. 46 (Sunshine Coast) had a chance to review and discuss the proposed MOU with the Ministry of Education at our Committee of the Whole on November 25, 2014. This letter summarizes our feedback and concerns.

We do hope there will be an opportunity for further consultation on this agreement and that our new 2014-2018 board will have the opportunity for further input prior to a symbolic agreement being signed by BCSTA on our behalf.

Our primary concerns are:

- The short timeline for consultation means this language is not necessarily representative of what boards across the province would want in such an agreement. A better process and wider consultation is needed that provides opportunity for all boards' input.
- In the "Whereas" section items D. and E., there is reference to cooperation and a harmonious, collaborative, coordinated approach. Although this sounds good, our board does not agree that this is always the reality. BCSTA is an advocacy organization created to work on behalf of boards in the province. There must be an understanding that boards will sometimes disagree with the Ministry, and have the responsibility to advocate for different positions when that happens.

- If the Ministry is to sign this agreement, there must be something in it to assure boards that there will be no more surprise policy announcements with no opportunity to discuss or give input to proposed changes. In the past we have learned of policy changes in the media with no notification at all. If there is no clause committing to improving this lack of communication, then this agreement is no different than similar agreements signed in the past.
- In the "Implementation" section, there is reference to "subsidiary protocol agreements" and "specific priorities" that do not specify any process or parameters. We would prefer some definitions or limiting guidelines listed here so this phrase cannot be used to nullify the requirement for any consultation by the parties, or to undermine respect for dialogue in decision-making.

We would be remiss in making any of the above comments without highlighting that the unexpected termination of the BCPSEA Board of Directors on July 31, 2013 was extremely damaging to the relationship between boards of education and the Ministry of Education. This remains unresolved. The continuation of a provincially appointed public administrator for BCPSEA is a huge barrier to the spirit of co-governance. There must be a resolution to this situation, and representation of boards of education in the governance of BCPSEA, for the spirit of co-governance in the province to be possible at all, and to create the goodwill necessary for any agreement to have a positive impact.

Thanks you for your consideration.

Sincerely,



Betty Baxter
Chair

P.c: Patrick Bocking, Superintendent of Schools
Nicholas Weswick, Secretary-Treasurer
Board of Education of School District No. 46 (Sunshine Coast)
Nicholas Simons, MLA
All boards, via BCSTA



SCHOOL DISTRICT NO 47 (POWELL RIVER)

BOARD OF EDUCATION

4351 Ontario Avenue, Powell River, BC V8A 1V3

Telephone: 604 414 2600 Fax: 604 485 6435

Jeanette Scott –Chair, Doug Skinner – Vice-Chair

Steve Formosa, Mary James, Aaron Reid - Trustees

December 3, 2014

The Honourable Peter Fassbender
Minister of Education
P.O. Box 9045, Stn. Prov. Govt.
Victoria, BC
V8W 9E2

The Honourable Michael de Jong
Minister of Finance
P.O. Box 9048, Stn. Prov. Govt.
Victoria, BC
V8W 9V1

Dear Minister Fassbender & Minister de Jong,

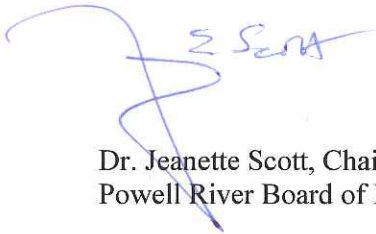
Re: Management & Exempt Staff Compensation

The Powell River Board of Education would like to urge you to advocate for an appropriate level of compensation for its management and administrative staff. Now that you have successfully completed settlements with teachers and support staff, it is time to direct energy into completing compensation for this sector by addressing exempt staff.

Given the recent strike and job action, exempt staff have put in countless hours that go well beyond what they are compensated for. Exempt staff need to be shown the same respect government has given to other employee groups. Our management and excluded staff members have not had a compensation increase since 2009. Exempt staff have never kept pace with other employee groups and continue to be marginalized by government. Many teacher leaders will not consider administration due to the pay and working conditions required.

The Powell River Board of Education urges that you withdraw the compensation freeze and provide adequate funding to Boards for exempt compensation. We would also request that the funding guidelines allow Boards the flexibility and freedom in decision-making as to how the compensation will be distributed.

Sincerely



Dr. Jeanette Scott, Chair
Powell River Board of Education

JY/jg

c: All Boards of Education via BCSTA

JAN 05 2015

634 – 6th Avenue East
Prince Rupert, B.C.
V8J 1X1
Tel: (250) 624 - 6717
Fax: (250) 624 - 6517
<http://sd52.bc.ca>

December 12, 2014

The Honourable Peter Fassbender
Minister of Education
P.O. Box 9045 STN PROV GOVT
Victoria, BC V8W 9E2

Dear Minister Fassbender:

Re: 2015 Budget Recommendations

The Select Standing Committee on Finance and Government Services has issued its Report on the Budget 2015 Consultations. This report includes 5 recommendations for the K-12 Education Sector and 1 recommendation for community literacy work. The Board of Education of School District No. 52 (Prince Rupert), at its meeting on December 9, 2015, passed a motion that I write a letter expressing our support for the recommendations in the report.

Stable, predictable and adequate funding is essential to allow districts to pursue improved student achievement, taking into account the local needs of our students. Our district is innovative in our approach and is embracing the new BC Education Plan, but implementation of new curriculum and a new approach to student learning is a costly endeavour. Both of these needs are addressed in the Committee's report.

Providing capital funding to address aging facilities and seismic mitigation is also of concern. There have been very few major capital projects in recent years, and our buildings continue to deteriorate. Of particular concern to our district is the Prince Rupert Middle School. We are still awaiting the results of the latest seismic review with the expectation that this building will be provided with an appropriate seismic rating. The facility condition index for this building has now risen to 0.76. As a result our district strongly endorses the recommendation to provide adequate capital funding.

.../2

Our Board has previously written in support of community literacy funding, which is provided through Decoda Literacy Solutions. We have many families in our community who need support to improve their literacy. Accomplishment of this goal has a positive impact on the school community, as our students will receive more help at home.

We await the upcoming 2015 budget in anticipation that the needs of our district, and the K-12 education sector as a whole, will be addressed.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Tina Last', is written over a large, faint, oval-shaped watermark or background graphic.

Tina Last, Chair
Board of Education

/hdg

cc: MLA Jennifer Rice
BCSTA
Decoda Literacy Solutions

JAN 05 2015

634 – 6th Avenue East
Prince Rupert, B.C.
V8J 1X1
Tel: (250) 624 - 6717
Fax: (250) 624 -6517
<http://sd52.bc.ca>

December 12, 2014

The Honourable Peter Fassbender
Minister of Education
P.O. Box 9045 STN PROV GOVT
Victoria, British Columbia
V8W 9E2

Dear Minister Fassbender:

Re: September Strike Savings

The Board of Education of School District No. 52 (Prince Rupert) is writing to add its voice to those districts who have written asking that 20% of the September strike savings remain in districts, which has been a long standing practice in the education sector. We have written previously in opposition to the \$40 per day payment to parents, when the needs of the education system are acute.

This was a long and difficult strike, and the work to rebuild the relationships between our staff groups is essential. If the district is allowed to keep 20% of the September strike savings, we will be able to bring our staff groups together and refocus our energy on the "main thing" – student achievement.

In our district we have a number of initiatives underway which are aimed at improved student results. The ability to continue these initiatives is very dependent on funding levels, and as a district currently in funding protection, we have a great deal of uncertainty about what the funding model will be for next year.

A decision to allow the district to keep 20% of the September strike savings will enable the district to continue and enhance initiatives that will result in more of our students successfully completing their educational program with a sense of hope, purpose and control – as set out in the district's mission statement.

Yours sincerely,



Tina Last, Chair
Board of Education

/hdg

cc: MLA Jennifer Rice
BCSTA



BOARD OF EDUCATION

Chair: Edith Loring-Kuhanga Vice-Chair: Diane McNally
Trustees: Tom Ferris, Elaine Leonard, Deborah Nohr, Peg Orcherton
Rob Paynter, Jordan Watters, Ann Whiteaker

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
556 BOLESKINE ROAD, VICTORIA, BC V8Z 1E8
PHONE (250) 475-4106 FAX (250) 475-4112

December 12, 2014

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

Dear Minister de Jong,

The Board of Education of School District No. 61 (Greater Victoria) has reviewed the recommendations of the Report on the Budget 2015 Consultations published in November 2014 by the Standing Committee on Finance and Government Services. We were pleased to find that the Standing Committee recognizes some of the significant challenges facing the BC K-12 education system.

The specific recommendations for the K-12 system include:

1. *Provide stable, predictable, and adequate funding to enable school districts to fulfill their responsibility to provide continued equitable access to quality public education, and to meet required repair and maintenance needs.*
2. *Provide adequate capital funding to school districts for facility improvements, seismic upgrades, and additional schools in rapidly growing communities.*
3. *Provide support for proposed new K-12 initiatives such as personalized learning and enhanced trades and technology training.*
4. *Provide resources to identify and address the growing number of students with special needs and those with minimal English language skills.*
5. *Restore the separate library line item in the Ministry of Education budget for public libraries, and commit to stable, ongoing funding.*

Standing Committee findings identify the growing inadequacy of current funding to meet the operational and capital needs of a public education system committed to the best in education. Citizens throughout the Province have called attention to the need for more resources to provide a "well-funded and accessible public K-12 education system".

At our Inaugural Board Meeting held on Wednesday, December 10, 2014, the following motion was passed:

That the Board of Education of School District No. 61 (Greater Victoria) direct the chair to write a letter to the Minister of Finance, copying the Minister of Education, requesting that the Minister of Finance heed the recommendations from the First Report of the Select Standing Committee on Finance and Government Services and increase the funding to K-12 education in the 2015 Budget.

The Board of Education of School District No. 61 (Greater Victoria) respectfully requests that the Honourable Minister of Finance support all five of the key recommendations of the Standing Committee's report and commit the resources necessary to provide school districts with the tools and facilities needed to provide high quality public education to BC's youth.

Sincerely,



Edith Loring-Kuhanga
Board Chair

Cc: Board of Education
The Honourable Peter Fassbender, Minister of Education
All BC School Boards, c/o BCSTA
Greater Victoria Teachers' Association
GVSD Unions and Associations
Sherri Bell, Superintendent of Schools
Debra Laser, Secretary-Treasurer

November 13, 2014

The Honourable Peter Fassbender
Minister of Education
PO BOX 9045 STN PROV GOVT
VICTORIA, BC V8W 9E2

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

Dear Minister Fassbender:

Dear Minister de Jong:

I write on the behalf of the Board of Education, SD68 Nanaimo-Ladysmith Public Schools, with regard to the Teacher Education Fund. At its Regular Open Board meeting held on October 22nd, 2014 the Board passed the following motion:

That the Board of Education of School District 68 (Nanaimo-Ladysmith) directs the Board Chair to write the Minister of Education and the Treasury Board to register our concerns that the Education Fund is in fact not new money, and while helpful, is far from what our students need is.

The Board was confused and concerned to realize that the newly created Teacher Education Fund (TEF), recently ratified as part of the teachers' Collective Agreement, is not actually new money. The Board regarded the TEF as a fair concession that would generate additional funds to help address concerns around class size and composition. However, it appears that the existing \$75 million in the Learning Improvement Fund has simply been reallocated and renamed as the \$75 million Teacher Education Fund, which is targeted solely for teacher recruitment. Meanwhile, in accordance with the previously ratified K-12 Support Workers' Collective Agreement, a supplement amounting to approximately 20 percent of the LIF remains in the LIF, to be allocated for support staff.

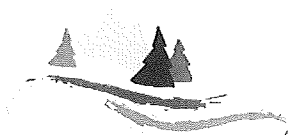
It is extremely disappointing that the Ministry has chosen to divert previously committed LIF funds, instead of investing additional funds in public education to meet the agreed terms of the teachers' Collective Agreement.

Yours truly,



Dot Neary, Board Chair

pc: Trustees, Board of Education
D. Hutchinson, Superintendent
G. Roberts, A/Secretary-Treasurer
BCSTA – Member Boards



November 6, 2014

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

Dear Minister De Jong:

Re: Findings and Recommendations of the Select Standing Committee on Finance and Government Services

The School District 70 Alberni, Board of Education passed a motion at the November 4th Public meeting to send a letter requesting action from the Provincial Government. The motion reads as follows:

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

We are particularly concerned with findings and recommendations regarding K-12 Public Education funding, specifically “Recommendation #24 “Provide sufficient funding for the K-12 system to enable BC students to become top performers nationally.” And Recommendation #25 “ Develop a comprehensive capital plan for educational facilities that takes into account increased maintenance and aging school facility upgrades; and continue the seismic upgrading program.”

Due to chronic underfunding to school districts there is a lack of adequate resources to ensure proper operation and maintenance of neighbourhood schools. Our schools need to be regularly maintained and repaired and must be seismically upgraded to ensure they remain safe, healthy and comfortable for students and staff.

As suggested through various BC Education Plan discussions, consultations and publications, the primary role of Public Education is to provide students the opportunity to be actively engaged lifelong learners and productive citizens who can think and communicate in a critical, competent and ethical manner.

Therefore, we urge the Ministry of Finance and Provincial Government to act on the recommendations of the Select Standing Committee report and provide sufficient resources

towards Public Education so the students we serve can be provided those critically important opportunities.

Yours truly,

THE BOARD OF EDUCATION
SCHOOL DISTRICT 70 (ALBERNI)

A handwritten signature in black ink, appearing to read "Larry Ransom". The signature is fluid and cursive, with the first name "Larry" being more prominent than the last name "Ransom".

Larry Ransom
Board Chair

cc: Select Standing Committee on Finance & Government Services
Christy Clark, Premier
Peter Fassbender, Minister of Education
Dave Byng, Deputy Minister
Superintendent, Greg Smyth
Scott Fraser MLA, CUPE, ADTU
Boards of Education (Via) BCSTA
Mayors and Council, Port Alberni, Ucluelet, Tofino



SCHOOL DISTRICT No. 73 (KAMLOOPS / THOMPSON)

1383 - 9th Avenue, Kamloops, B.C. V2C 3X7

Tel: (250) 374-0679 Fax: (250) 372-1183 www.sd73.bc.ca

December 8, 2014

Ministry of Finance
Public Sector Employers' Council
PO Box 9400 Stn Prov Govt
Victoria, BC V8W 9V1

Attention: Mr. Lee Doney, Interim President & CEO

Dear Mr. Doney:

I write to acknowledge receipt of your letter dated November 17, 2014, responding to concerns raised by the Kamloops Thompson Board of Education regarding the negative effects of the school district management compensation freeze.

We find your response disappointing. Rather than providing a solution to the problems described in our October 29th letter, it has given rise to further questions.

While you express appreciation for the important work and leadership role administrators have and continue to play, it appears a continuation of the compensation freeze is necessary to protect the Province's fiscal situations. This position would seem a good deal more reasonable if not for the compensation increases provided other groups during the 5½ years the freeze has been in effect. Specifically, but not limited to, support staff who have received a salary lift of 3.5%, teachers an increase of 5.25% and even provincial government staff who were awarded 3% increases to their salaries in March 2014 and prior, an average of 10% increase for ministerial employees in May 2012 and the Premier's Chief of Staff receiving 18%. Finance Minister de Jong has stated there is no overall increase to the taxpayers due to a reallocation from within existing budgets to cover the raises.

It seems in fact that the entire burden of balancing the Province's budget is falling to the approximately 3,600 school district excluded staff. If these hard working men and women were among the top wage earners in the province this policy might make sense, however, as stated in our October 29th letter, many of these people are now paid less than the staff they supervise.

I strongly urge the government to reconsider this policy and find a way to justly compensate the people we all depend upon to oversee the smooth operation of our schools, our districts and our administration.

Denise Harper, Chair
Board of Education

DH:eb

cc: All BCSTA Boards of Education
P. Fassbender, Minister of Education
M. de Jong, Minister of Finance
T. Lake, MLA, Kamloops-North Thompson
T. Stone, MLA, Kamloops-South Thompson

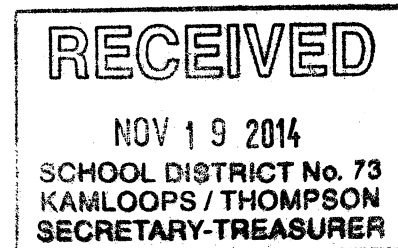
WORKING TOGETHER FOR QUALITY PUBLIC EDUCATION



Our Ref: 339877

November 17, 2014

Ms. Denise Harper, Chair
Board of Education
School District No. 73
1383 – 9th Avenue
Kamloops BC V2C 3X7



Dear Ms. Harper:

Thank you for your letter of October 29, 2014 addressed to Honourable Peter Fassbender and Honourable Michael de Jong, Q.C., regarding the Province's public sector compensation freeze for management/excluded employees. As Interim President and CEO, Public Sector Employers' Council Secretariat (PSEC Secretariat), I have been asked to respond on behalf of the Ministers.

The important work and leadership role administrators play in our public education system is appreciated. The leadership displayed by management employees during recent job action further highlights the importance of those positions in the K-12 sector.

The management compensation freeze was implemented as a measure to help respond to the global economic crisis. While the fiscal outlook is improving, measures such as the compensation freeze continue to be necessary to protect the Province's fiscal situation.

The management compensation freeze will continue to be in effect for the time being. Government acknowledges the challenges of wage freezes, including the impacts of unionized agreements, but has been clear that one of its highest priorities is balancing the budget, which means continued fiscal restraint is necessary if public sector employees across B.C.'s public sector, including K-12, are going to be able to receive modest increases.

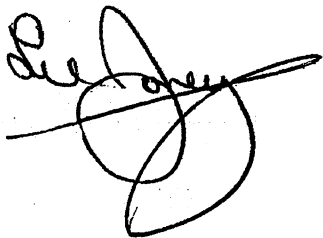
As mentioned at BC Public School Employers' Association (BCPSEA) Symposium on October 23, PSEC Secretariat will be consulting with BCPSEA and the Exempt Staff Compensation Working Group on the recent BC Public Sector Compensation Review report as it relates to the K-12 sector, which is available on the BCPSEA website:

<http://www.bcpsea.bc.ca/documents/whatsnew/EY%20REPORT-%20Public%20Sector%20Compensation%20Review%202014%20Oct.pdf>

Ministry of Finance	Public Sector Employers' Council Secretariat	Mailing Address: PO Box 9400 Stn Prov Govt Victoria BC V8W 9V1	Location Address: 210 – 880 Douglas St Victoria BC V8W 2B7 250.387.0842
----------------------------	--	--	--

We appreciate you taking the time to write about your concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lee Doney', with a large, stylized circular flourish at the end.

Lee Doney

pc: Honourable Michael de Jong, Q.C.
Minister of Finance

Honourable Peter Fassbender
Minister of Education

Renzo Del Negro, Interim CEO
BC Public School Employers' Association



650 KAWKAWA LAKE ROAD
HOPE, B.C.
V0X 1L4

Phone: (604) 869-2411 (Hope Residents)
Phone: (604) 796-2225 (Agassiz Residents)
Fax: (604) 869-7400
www.sd78.bc.ca

November 22, 2014

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

The Honourable Michael de Jong
Minister of Finance
PO Box 9048 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Fassbender and Minister de Jong:

Re: Excluded and Exempt Staff Compensation Freeze

I write to express the concern of the Board of Education, Fraser-Cascade School District, regarding what is a serious injustice for our management and excluded staff. Over the past number of years, while other employee groups have received increases in compensation, we have been unable to offer similar increases to our management and excluded staff as the result of a long standing compensation freeze.

During this period, management and excluded staff members have gone above and beyond anything the Board could have expected as we have faced withdrawal of services and work stoppages. Our management and excluded staff are hardworking people who place the needs of the system and our students above their own and we sincerely value and admire them for this work. While our admiration goes a long way, there comes a point at which we need to recognize their efforts with an increase to their salaries.

The morale of our school and district leaders as well as our excluded staff is critical to the morale of the district. In the wake of the recent job action we continue to address morale issues within our teacher ranks and are mindful of the need to allow time to heal wounds. It is incongruous that the people we depend upon to do much of that work are themselves being passed over for salary increases.

The BC School Trustees Association, at the April 2014 AGM, passed a resolution calling on your government to immediately remove the compensation freeze for management and executive staff in the public education sector. Further, the request was that any resulting compensation increase be fully funded by the government.

..../2

Page 2

Letter to Minister Fassbender and Minister de Jong

Re: Excluded and Exempt Staff Compensation Freeze

The Fraser-Cascade Board of Education asks that you withdraw the compensation freeze, and fully fund an increase commensurate with that of BC teachers, to allow boards of education to return the wage balance to the people we depend upon to lead our system.

Yours truly,

A handwritten signature in black ink, appearing to read "Linda McMullan". The signature is fluid and cursive, with the first name "Linda" and last name "McMullan" clearly distinguishable.

Linda McMullan, Chair
Fraser-Cascade Board of Education
/LMC

c.c.: Board of Education
BCSTA Member School Districts



Coast Mountains Board of Education School District 82

3211 Kenney Street, Terrace, BC V8G 3E9

Tel. (250) 635-4931 or 1-855-635-4931 - Fax 1-888-290-4786 - www.cmsd.bc.ca

January 5, 2015

The Honourable Peter Fassbender
Minister of Education
P.O. Box 9045, Stn. Prov. Govt.
Victoria, B.C. V8W 9E2

The Honourable Michael de Jong
Minister of Finance
P.O. Box 9048, Stn. Prov. Govt.
Victoria, B.C. V8W 9E2

Dear Minister Fassbender and Minister de Jong:

RE: Management and Exempt Staff Compensation Freeze

On behalf of the Coast Mountains Board of Education, I write to express our continued concerns about the compensation freeze for our management and exempt staff. Our Board echoes the emphatic concerns of Boards province wide regarding what is a serious injustice for our management and exempt staff. Successful settlements were reached with teachers and support staff, you must now complete compensation for the public education sector by addressing exempt staff.

Since 2009, while other employee groups have received increases in compensation, we have been unable to offer similar increases to our management and exempt staff as a result of a long-standing compensation freeze. Management and exempt staff have never kept pace with other employee groups and continue to be marginalized by government.

Our management and exempt staff employees are valued and committed employees working to improve our educational programs and services to students in our school district. Instability within the education system, accompanied by the withdrawal of services and work stoppages, has required effort above and beyond the call of duty for our management and exempt staff. Without their dedicated efforts, the outcomes of our school district would not have been possible through job actions and times of fiscal constraint. We need to translate this respect into a meaningful and tangible recognition through increased compensation.

... continued



Coast Mountains Board of Education School District 82

The Honourable Peter Fassbender, Minister of Education
The Honourable Michael de Jong, Minister of Finance
Victoria, B.C.

January 5, 2015

Page 2

The BC School Trustees Association at the April 2014 Annual General Meeting, passed a resolution calling on government to immediately remove the compensation freeze for management and executive staff in the public education sector, and that any resulting compensation increase be fully funded by the government.

The Board of Education for Coast Mountains School District urges you to withdraw the compensation freeze and provide adequate funding to Boards for exempt staff compensation to include funding guidelines to allow Boards the flexibility and freedom in decision-making as to how the compensation will be distributed.

Yours sincerely,

Art Erasmus
Chair, Board of Education

cc: Coast Mountains Board of Education School District 82:
- Board of Education School Trustees
- Katherine McIntosh, Superintendent of Schools
- Alanna Cameron, Secretary Treasurer

All Boards of Education (via BCSTA)



Bringing Learning to Life!

Vancouver Island North School District No. 85

PO Box 90, Port Hardy, BC V0N 2P0
Tel: (250) 949-6618 Fax: (250) 949-8792

December 9, 2014

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

Dear Honourable Minister:

At the regular meeting of the Board of Education held on December 8, 2014, the Board of Education passed the following motion:

"That the Board write a letter to the Minister expressing the Board's concern with the current governance structure of the British Columbia Public School Employers Association (BCPSEA)."

On July 31, 2013 the provincial government appointed a public administrator for BCPSEA under Section 9.1 of the Public Sector Employers Act. At the time, it was stated that this change was "a temporary measure."

Now that long-term collective agreements have been concluded with both teachers and support staff, the Board would like to know whether further changes are being planned regarding the governance of BCPSEA. The Board hopes that any changes would include a restoration of elected school trustees as Directors of BCPSEA and that BCSTA will be consulted in advance of any changes.

Sincerely,

Leighton Wishart
Chair

cc: Boards of Education via BCSTA



School District No. 91 (Nechako Lakes)

P.O. Box 129, Vanderhoof, B.C. V0J 3A0

Telephone: (250) 567-2284 Fax: (250) 567-4639

November 17, 2014

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

The Honourable Michael de Jong
Minister of Finance
PO Box 9417 Stn Prov Govt
Victoria, BC
V8W 9V1

Dear Minister Fassbender and Minister de Jong:

Re: Management and Excluded Staff Compensation Freeze

It is with great concern that the Board of Education of School District No. 91 (Nechako Lakes) acknowledges the ongoing injustice for our excluded and management staff. As you are well aware, compensation for these two groups has not had an increase since 2009 while employees covered by collective agreements have had salary and benefit increases.

The recent negotiated settlement will grant our teachers salary increases of 2% on September 1, 2014, and an additional 1.25% on January 1, 2015. We note that from July 1, 2006, through to January 1, 2015, teachers will have had salary increases of over 9.5% greater than our school based administration and excluded staff, as well as other improvements to their benefit plans. This inequity of compensation often makes the job of attracting talented people to administrative positions difficult. It is critical that we have the ability to attract and retain strong and effective leaders.

Instability within the education system, accompanied by the withdrawal of services and work stoppages, has required effort above and beyond the call of duty for our management and excluded staff. They have managed the resulting disorder with admirable fortitude and hard work, and continue to manage

school cultures impacted by relationship fractures and mistrust. We as a Board appreciate their efforts and believe it is time to demonstrate that appreciation with a salary increase.

The Board of Education (Nechako Lakes) asks that you heed the resolution passed at the April 2014 BCSTA AGM calling on your government to immediately remove the compensation freeze for management and excluded staff in the public education sector. We also ask that any resulting compensation increase be fully funded by the government.

It is only fair that a wage balance is returned to the people we count on to lead our system.

On behalf of the Board of Education,

A handwritten signature in black ink, appearing to be 'SD' followed by a stylized flourish.

Steve Davis
Board Chairperson

SD/ta

cc: Mr. John Rustad, MLA
All BCSTA Boards of Education



December 19, 2014

Ref: 177631

Mike Murray, Chair
Board of Education
School District No. 42 (Maple Ridge - Pitt Meadows)
22225 Brown Ave
Maple Ridge BC V2X 8N6
Email: mike_murray@sd42.ca

Dear Mr. Murray:

Thank you for your letter dated September 23, 2014, requesting approval for the Maple Ridge - Pitt Meadows Board of Education to underspend its targeted Aboriginal education amount for the 2013/14 school year.

Pursuant to section 106.4(2) of the *School Act*, approval is granted for the Board to underspend its 2013/14 school year Aboriginal Education target in an amount up to \$167,731. This variation of direction is granted on the condition that these funds will be brought forward and added to the 2014/15 school year Aboriginal Education targeted amount to be expended on Aboriginal education programs.

Sincerely,

Dave Byng
Deputy Minister

pc: Jan Unwin, Superintendent of Schools
Flavia Coughlan, Secretary-Treasurer
Ron Lanzarotta, Principal, Aboriginal Education

John Horgan, MLA
(Juan de Fuca)
Parliament Buildings
Victoria, BC V8V 1X4
Ph: (250) 387-3655
Fax: (250) 387-4680



Rob Fleming, MLA
(Victoria-Swan Lake)
Parliament Buildings
Victoria, BC V8V 1X4
Ph: (250) 387-3655
Fax: (250) 387-4680

December 16, 2014

Mike Murray
Maple Ridge-Pitt Meadows School Board
22225 Brown Avenue
Maple Ridge, BC V2X 8N6

Dear Mike Murray,

Congratulations on your recent election to your Board of Education. As Leader of the Official Opposition and the Spokesperson for Education, we thank you for your passion and your dedication to public education and the learning needs of BC's students.

The job of trustee is not an easy one, but it is rewarding, vital to the success of our kids and critical to ensuring our continued prosperity. Boards of Education have very important responsibilities to parents, staff and students. Your understanding and knowledge of the critical issues facing education will stand you well in your community and are greatly respected by us, the Official Opposition.

We have been working closely with Boards across the province. We look forward to continuing that relationship with you and your colleagues. We understand parents' high expectations of our K-12 system and we are continuously impressed with the strategic and innovative plans that Boards have developed to meet those expectations - all while under considerable and growing financial pressures from the provincial government.

We will continue to listen carefully to the views of education leaders like you and will insist that Boards of Education are respected and valued partners in the delivery of education.

Rob Fleming is our Opposition Spokesperson for Education. Please feel free to contact him with your ideas, information or concerns at: (250) 360-2026 in Victoria or by email at: rob.fleming.mla@leg.bc.ca

Thank you once again for your commitment to our children and our schools. We look forward to working with you as you fulfill your terms in office. We wish you and your family all the very best for the holiday season.

Sincerely,

John Horgan
Leader of the Official Opposition
Public Agenda Page 46

Rob Fleming
Opposition Spokesperson for Education

Fraser Valley Branch

A branch of the BC School Trustees Association

December 16, 2014

Board of Directors
BC School Trustees Association
4th Floor, 1580 W. Broadway
Vancouver, B.C. V6J 5K9

Attention: Teresa Rezansoff, President

Dear Teresa;

Re: BCSTA Selection of Deputy Chairs and Readers for AGM

I write to you on behalf of the Fraser Valley Branch following a discussion that took place at a recent Branch meeting regarding the selection of Deputy Chairs and Readers at our AGMs.

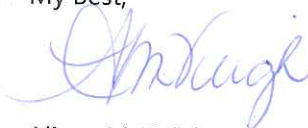
Members of our Branch are concerned that it appears that very often the same Trustees are being selected for these roles and that there are seldom opportunities given for others to have a role in the process.

While we understand that there are likely many more Trustees who offer to participate than can be accommodated during the meeting, and that it is appropriate for Trustees with more experience to Chair the more complex parts of the agenda, it is felt by our Branch that wherever possible, other Trustees should be included in order for them to gain experience and have a leadership role.

It is our Branch's request that as you undertake the work of planning for BCSTA's AGM in 2015, that you look closely at your process for selection of Deputy Chairs and Reader, and that you be mindful of who has asked to serve, who has previously served and provide a greater opportunity for involvement by more Trustees.

We thank you in advance for your consideration of our request.

My Best,



Alison McVeigh
President,
BCSTA Fraser Valley Branch

cc. All Branches, BCSTA



ITEM 2

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: January 14, 2015
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the December 10, 2014 Inaugural Board Meeting be approved as circulated.

Attachment

IN ATTENDANCE:

BOARD MEMBERS:

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

STAFF:

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

A. OPENING PROCEDURES

1. Call to Order

The Secretary Treasurer called the meeting to order at 4:01 p.m.

The Secretary Treasurer acknowledged that this meeting is taking place on the traditional territory of Katzie First Nation and Kwantlen First Nation.

2. Approval of Agenda

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Agenda be ordered as circulated.

CARRIED

B. ANNUAL ORGANIZATIONAL MEETING MATTERS

1. Election of Board Officers/Nomination and Election Procedure

Moved: Trustee Rempel

Seconded: Trustee Carr

THAT the Board approve the process for the election of the Board Chairperson and Vice-Chairperson as described in Procedure 2915.1: Trustee Elections – Chairperson and Vice-Chairperson.

CARRIED

Moved: Trustee Clarkson

Seconded: Trustee Beare

THAT the Board proceed to elect a Chairperson and Vice-Chairperson following the attached nomination and election procedure (2915.1).

CARRIED

Chairperson Election

The Secretary Treasurer called for a first time for nominations for Chairperson for a one year term. A seconder was not required for nominations.

Trustee Carr nominated Trustee Murray.

The Secretary Treasurer asked **Trustee Murray** if he accepted the nomination.

Trustee Murray Accepted.

Trustee Carreras nominated Trustee Beare.

The Secretary Treasurer asked **Trustee Beare** if she accepted the nomination.

Trustee Beare Accepted.

The Secretary Treasurer called for a second time for nominations for Chairperson for a one year term. A seconder was not required for nominations.

The Secretary Treasurer called for a third and final time for nominations for Chairperson for a one year term. There were no other nominations.

The Secretary Treasurer asked **Trustee Beare** and **Trustee Murray** if they would like to speak to their nominations. **Trustee Beare** and **Trustee Murray** spoke to their nominations.

The Secretary Treasurer called for the following motion:

Moved: Trustee Rempel

Seconded: Trustee Clarkson

THAT Sylvia Russell, Superintendent and Laurie Meston, Deputy Superintendent be appointed scrutineers for the election of Board Chairperson and Vice-Chairperson.

CARRIED

Trustees voted by secret ballot. The scrutineers reported the results of the secret ballot to the Secretary Treasurer.

The Secretary Treasurer announced that the duly elected Chairperson of the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows), for a one year period ended December 2015 was **Trustee Murray**.

Vice-Chairperson Election

The Secretary Treasurer called for a first time for nominations for Vice-Chairperson for a one year term. A seconder was not required for nominations.

Trustee Rempel nominated Trustee Palis.

The Secretary Treasurer asked **Trustee Palis** if she accepted the nomination.

Trustee Palis Accepted.

Trustee Clarkson nominated Trustee Carreras.

The Secretary Treasurer asked **Trustee Carreras** if she accepted the nomination.

Trustee Carrreras Accepted.

The Secretary Treasurer called for a second time for nominations for Vice-Chairperson for a one year term. A seconder was not required for nominations.

The Secretary Treasurer called for a third and final time for nominations for Vice-Chairperson for a one year term. There were no other nominations.

The Secretary Treasurer asked **Trustee Palis** and **Trustee Carreras** if they would like to speak to their nominations. **Trustee Palis** and **Trustee Carreras** spoke to their nominations.

Trustees voted by secret ballot. The scrutineers reported the results of the secret ballot to the Secretary Treasurer.

The Secretary Treasurer announced that the duly elected Vice-Chairperson of the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows), for a one year period ended December 2015 was **Trustee Palis**.

The Secretary Treasurer called for the following motion:

Moved: Trustee Rempel

Seconded: Trustee Carr

THAT the scrutineers destroy the ballots for the election of either Chairperson or Vice-Chairperson, or both and that the scrutineers are discharged with gratitude.

CARRIED

The Superintendent and Deputy Superintendent were discharged at 4:16 p.m. to destroy the ballots.

2. Remarks of Newly Elected Board Chairperson and Vice-Chairperson

The newly elected Board Chairperson and Vice-Chairperson thanked everyone.

The Secretary Treasurer passed the gavel to the newly elected Board Chairperson.

C. DECISION ITEMS

1. Chairperson

a. Committee Appointments

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Board receive and approve the attached proposed committee appointments for a period of one year commencing December 10, 2014.

CARRIED

D. ADJOURNMENT

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the meeting of the Board be adjourned at 4:22 p.m.

CARRIED

Mike Murray, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 3

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **PRIME MINISTER'S CERTIFICATE OF
ACHIEVEMENT AWARD -
SCOTT ORMISTON**

Date: January 14, 2015
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the recognition of the Prime Minister's Certificate of Achievement Award to Scott Ormiston, for information.



ITEM 4

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **LATE FRENCH IMMERSION PROGRAM AT
GOLDEN EARS ELEMENTARY – VANESSA
PARK**

Date: January 14, 2015
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the information on the Late French Immersion Program at Golden Ears Elementary from Vanessa Park, for information.



ITEM 5

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **SUPERINTENDENT'S REPORT
ON STUDENT ACHIEVEMENT**

Date: January 14, 2015
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The attached Superintendent's Report on Student Achievement was prepared in accordance with Section 22 of the *School Act* which states:

"A board must appoint a superintendent of schools for a school district who, under the general direction of the board...,

(b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year."

And Section 79.3 which goes on to say:

"On receipt of a report submitted by a superintendent of schools under Section 23(1)(b.1), the board must, on approval of the report,

(a) Immediately, and in any event no later than January 31st of the school year in which the board receives the report, submit that report to the minister, and

(b) As soon as practicable, make the report available to the public."

RECOMMENDATION:

THAT the Board approve the Superintendent's Report on Student Achievement for 2013/14 for submission to the Minister of Education no later than January 31, 2015.

Attachment

Superintendent's Report on Student Achievement

2013/2014

- ▶ Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and
- ▶ Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

Districts may report additional areas of student achievement arising from the most recent achievement contract.

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

The Superintendent's Report

- ☐ Should be brief and to the point.
- ☐ Should be focussed on results and evidence of acquired results.
- ☐ Should be a useful point of departure for future planning.
- ☐ Must be submitted by email by January 31

Ministry of Education School Act

Section 22 of the School Act states the following:

"A board must appoint a superintendent of schools for a school district who, under the general direction of the board..., (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year.

Section 79.3 goes on to say:

"On receipt of a report submitted by a superintendent of schools under Section 23 (1)(b.1), the board must, on approval of the report,

- A) Immediately, and in any event no later than January 31st of the school year in which the board receives the report, submit that report to the minister, and
- B) As soon as practicable, make the report available to the public."

Please use this form to insert the required elements of the Superintendent's Report.

The completed report will be published on the Ministry website, as a PDF document.

Questions and/or concerns

Direct questions and/or concerns to the Ministry by email: EDUC.Achievement@gov.bc.ca

Submission

Submit your document, by January 31, to the Ministry by email: EDUC.Achievement@gov.bc.ca

School District No: 42

School District Name: Maple Ridge / Pitt Meadows

1. Improving Areas of Student Achievement

What is improving?

Graduation Rates

Graduation rates have been a targeted area for improvement over the past 5 years and there is an obvious positive improvement trajectory for our graduation rates over five years. There is a decrease in the graduation rates this year over the previous year, except for the graduation rates for students with special needs, which remained the same. Strategies for personalizing and individualizing the instructional pathways for students have been in place over several years. A variety of high interest programs including academies, trades programs, partnership programs and BAA courses have provided students with a wider range of choices and have offered students relevant and engaging options. There are also significant efforts to create a culture of care in our high schools and high school programs, focusing on individual students and their needs as opposed to coverage of content. The movement of students from school to school is managed to ensure that we are all working in the best interests of the students. We are also focused on retaining our students in our schools as much as possible so that we get to know our students and are able to support their individual needs – one student at a time. Long-standing student support initiatives, such as *Keeping Kids in School*, have helped to inform staff and provide data and structures that staff have effectively used to support students who are at risk academically or socially.

The Six Year Graduation Rates for students with special needs have also improved significantly in the last 5 years, with no change from the previous year's rate of 70.8 completion despite a slight decrease in all other graduation rate data. The focused efforts to personalize learning for each student are being sustained for students with special needs.

iPod Literacy

With district support, teachers have been able to integrate the use of iPods in their daily literacy teaching routines at grades 2, 3 and 4. These new tools allow teachers to observe how technology can be used to improve student learning, and to improve reading fluency in particular. The specific goals of the project are to increase students' engagement in school, reading fluency, and oral language abilities.

Early Primary

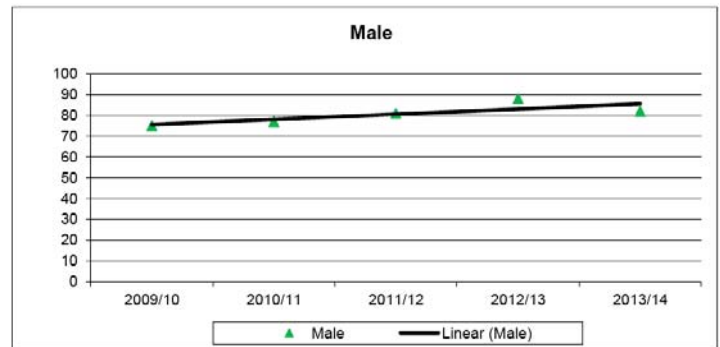
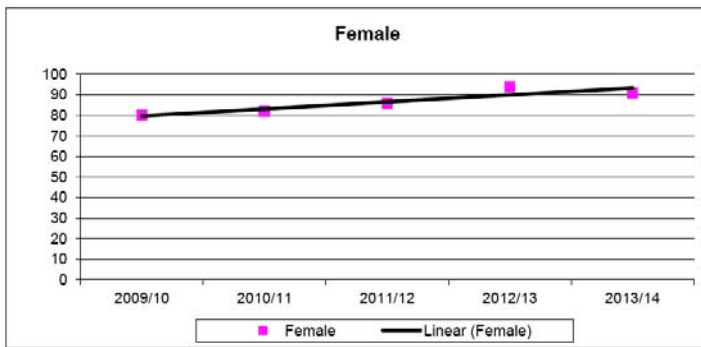
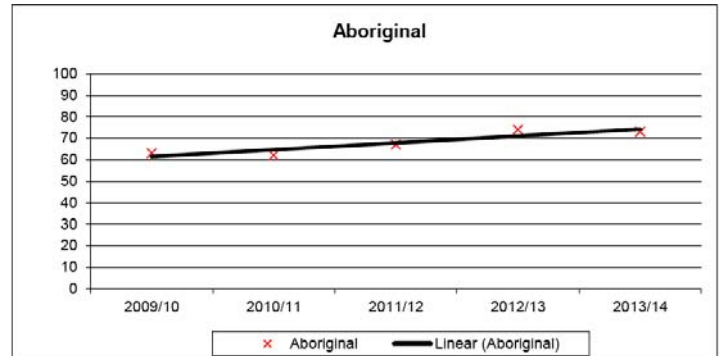
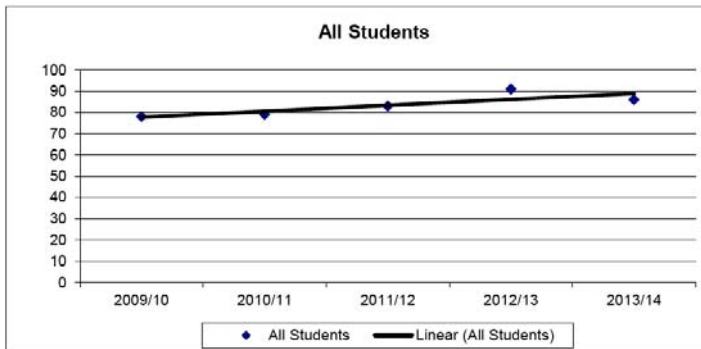
The early primary data from 2012/13 indicated that our Aboriginal students in kindergarten are showing a slight improvement in developing their literacy and numeracy skills. Data for 13/14 was not available. A new literacy framework is being developed this year that will include a

focus on early primary aged students, and which will provide more relevant data related to literacy acquisition.

What evidence confirms this area of improvement?

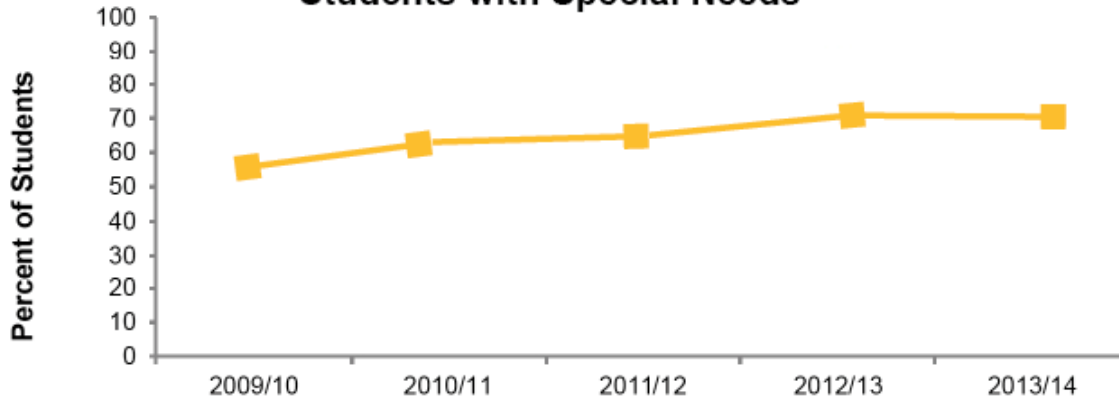
Six-Year Completion Rates:

All students: The 6-year graduation rate has improved from 77.6 in 2009/10 to 86.3 in 2013/14 with a high last school year of 90.7.



All students with special needs: 6-year graduation rate has improved from 57.5 in 2009/10 to 70.8 in both 2012/2013 and 2013/14.

Six-Year Completion Rate: Students with Special Needs

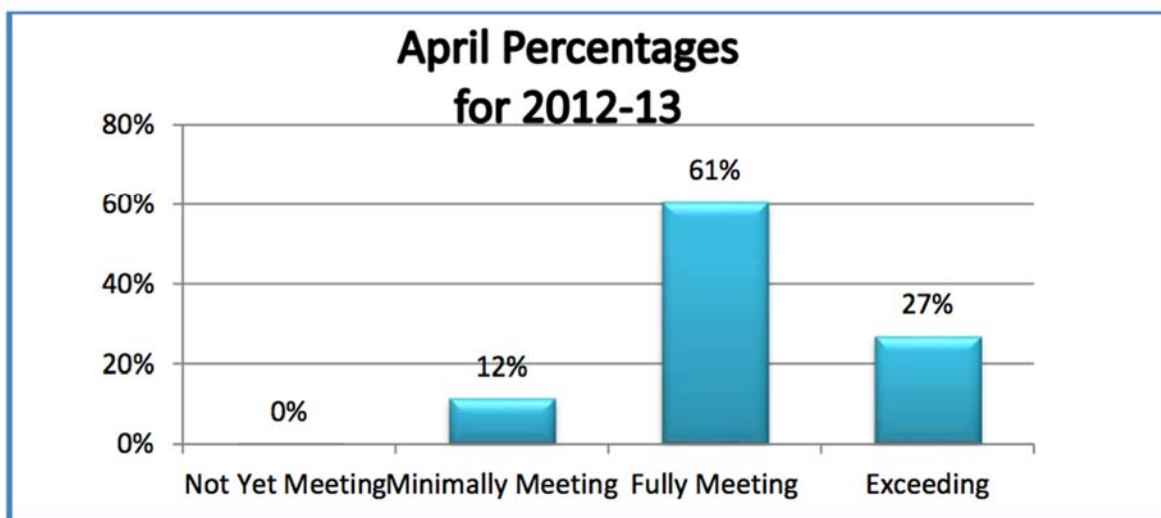
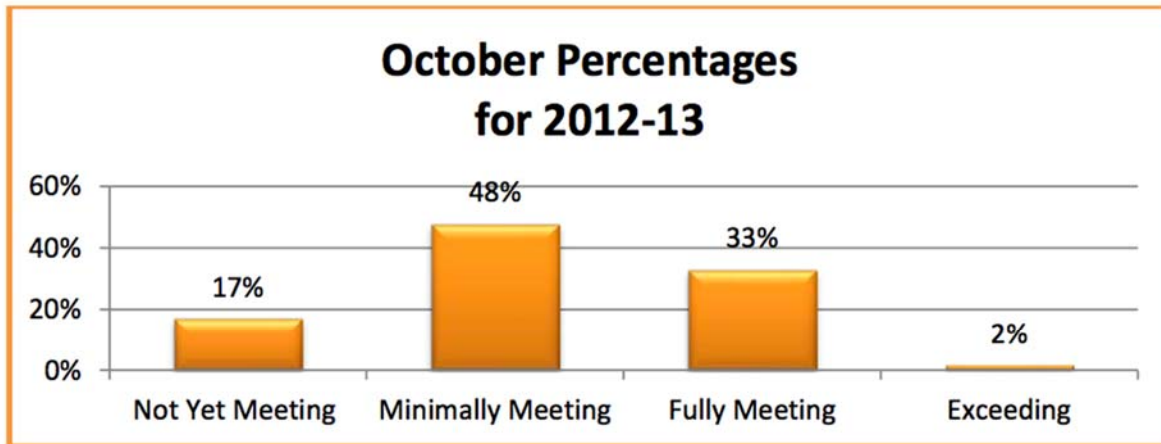


iPod Literacy Project Data

Teachers used the Multidimensional Fluency Scale adapted from *The Fluent Reader* by Timothy Raninsk to collect student data.

In October 2012, 17% of students in the iPod and iPad classes were not meeting the four dimensions of accuracy, phrasing, smoothness and pace. By April 2013, all students met the expectations on the Multidimensional Fluency Scale.*

* 12 Ministry coded students were excluded from this data.



**** Data from last year is not available.**

This year we have adjusted the areas of reading fluency that will be assessed to reflect Pace, Phrasing, Expression and Punctuation. We are also taking into account the student's independent reading level. We will track the gains students have made over the year as well as gauge how well students are able to transfer the skills gained by practicing fluency onto a new piece of text.

District Literacy Framework

We are also at the beginning of creating a new literacy framework for the district and plan to embed the use of technology - iOS devices and assistive technology - into that framework. The new framework will provide a common language, structure and approach to the collection of literacy data in this school district – data which will be based on the BC Performance Standards and the new BC draft curriculum. We anticipate that the new literacy framework will reduce reliance on assessment tools that are not reflective of the BC Performance Standards. (See comments in Section 7 – Innovation – Student Assessment and Reporting.)

2. Challenging Areas

What trends in student achievement are of concern to you?

Graduation Rates

Even though our graduation rates are improving, we are monitoring the gap between the graduation rates of males and females. This difference between males and females appears to be significant in our two alternate programs, with males completing at a significantly lower level than females. We need to discover why this is the case and take steps to improve success for males in alternate programs.

The six-year completion rates are somewhat lower than the previous year except for students identified as having special needs. This change will need to be monitored. Follow-up on students who did not graduate continues and we will continue to track and support students who need a seventh or eighth year in order to complete graduation requirements.

Early Learning

Trends in early learning data over the past few years have indicated that student achievement in reading and oral language has plateaued. This is a concern because the acquisition of rich academic vocabulary by the end of the primary years/early intermediate is linked in research with options available later to students when they graduate and wish to move into post-secondary programs. Strong literacy and intentional vocabulary instruction is critical for all students. Of particular concern is that the Aboriginal student data is indicating that even though there has been a slight improvement in the literacy skills of our kindergarten aged Aboriginal students, they are continuing to lag behind our non-Aboriginal students – particularly boys.

Grade-to-Grade Transitions

The transition of students from grade to grade at the grade 10 and 11 level remains a concern. It is particularly a concern for Aboriginal students from grade 10 to each successive higher grade.

Children in Care

Students who are in the care of the Ministry have higher rates of absence from school. We continue to monitor and intervene on this trend.

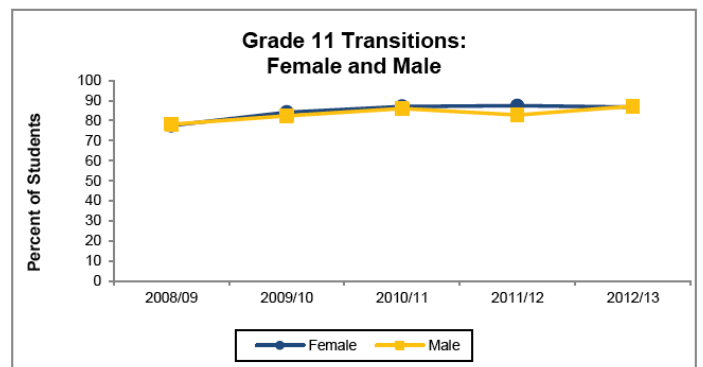
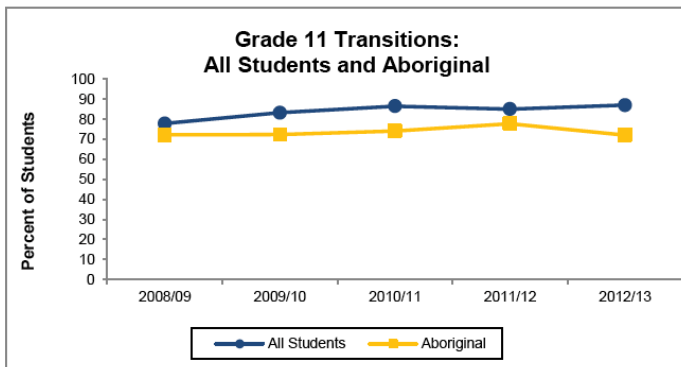
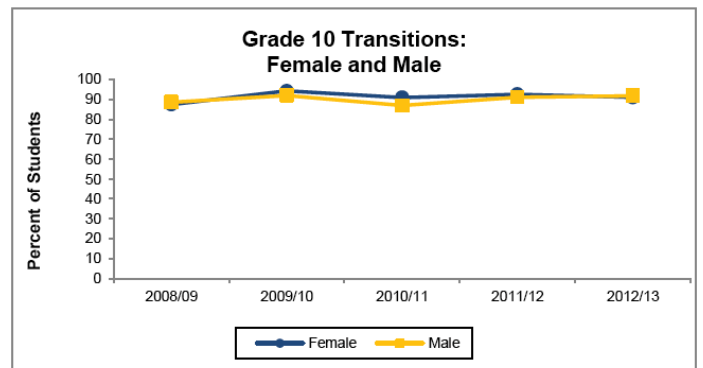
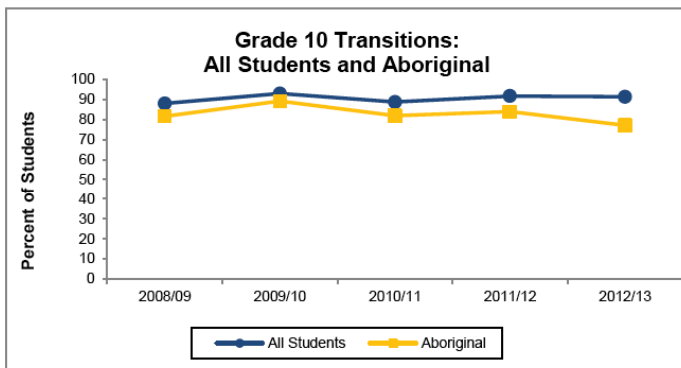
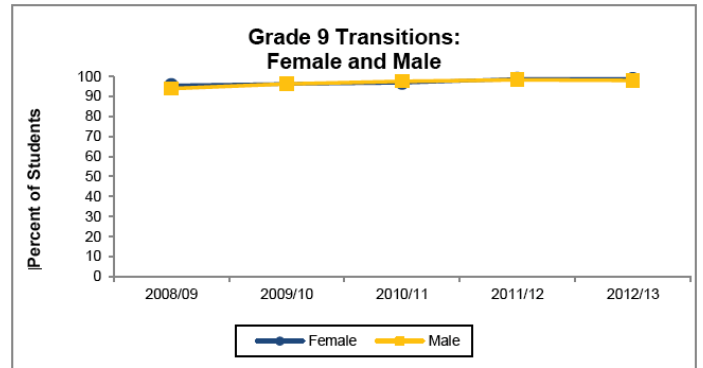
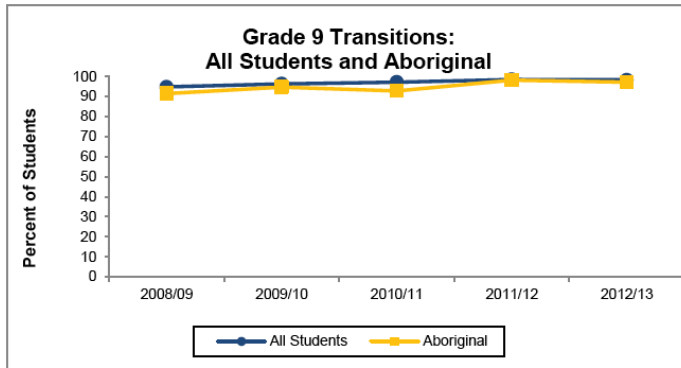
What evidence indicates this is an area of concern?

Graduation Rate – Differences between males and females

- a. Six Year Graduation Rate for females has improved from 80.1% in 2009/10 to 90.7% in 2013/2014. For males the rate has improved from 75% to 82.5%.

- b. At District 42 Alternative Secondary, the Eligible Grade 12 Graduation Rate for females is 83% and 50% for males. (This is however a small sample.)
- c. At Outreach Alternate Secondary, the Eligible Grade 12 Graduation Rate for females is 96% and for males is 80%.

Grade-to Grade-Transitions



Early Primary

Data not available.

Children in Care – Attendance data.

Many of our students who are in the care of the Ministry miss more school than others in their grade cohort. At the high school level, last year 35% of students in the care of the Ministry

missed 15 or more days of school – a level of absence that usually impacts negatively on student progress. We continue to monitor and provide support to these students in order to improve their attendance and outcomes at school.

3. Programs / Performance / Results & Intervention

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

Using Technology to Engage the Learner: Inquiry in the Classroom

The District Inquiry Learning in the Classroom structure (62 grade 6 and 7 teachers in 54 classrooms in all 20 regular elementary schools working with 1401 students) has built a strong and significant capacity for supporting technology integration, research, and inquiry learning in the classroom across the district in our elementary schools. One important focus of the project has been developing and implementing assessment materials for developing inquiry plans, processes of inquiry, and presentations of inquiry project results.

Data from Spring 2010 has become our baseline. We now have the 2013 data.

Teachers participating in the project systematically collect three types of data:

- written inquiry plans;
- observation of inquiry processes students use;
- digital presentations of inquiry results.

Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?

Working with teachers to develop the assessment process for the Inquiry Projects was a major focus this year involving the vast majority of grade 6 and 7 classrooms in the school district. This was important professional development for teachers involved in the project.

Summary of Results: Presentation of Inquiry Project Spring 2013

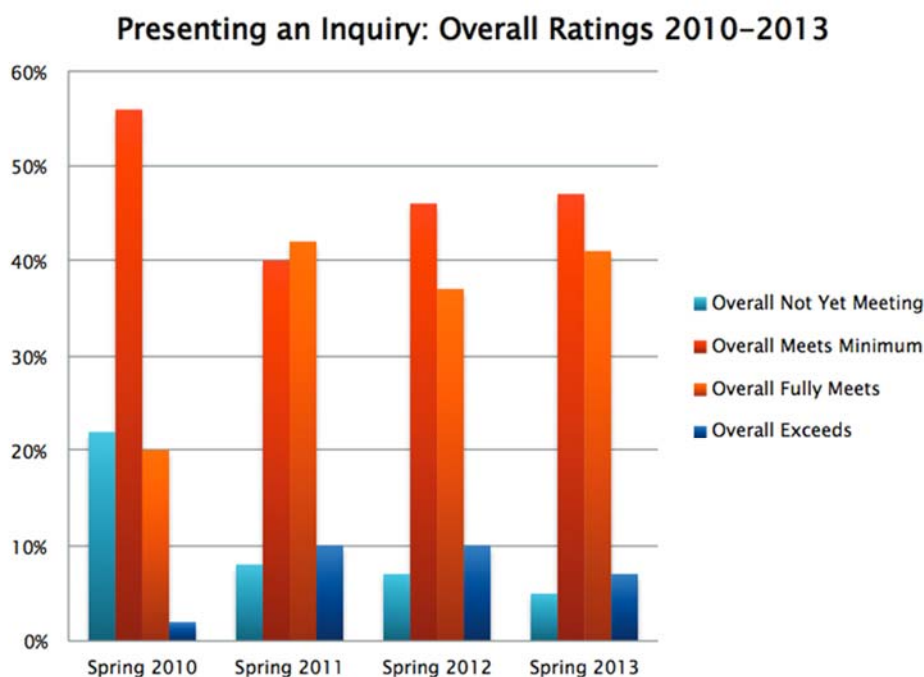
Teachers Undertaking Assessment of Inquiry Projects

- Results are based on a random sample of 147 projects from 31 classes in 20 schools.
- All classrooms participating in the project were included.
- Teams of markers were assigned randomly to the projects. They assessed projects from several different classrooms.
- Each project was assessed, using the project presentation rubric, for overall quality as well as for six specific aspects: three related to the solution /content of the inquiry; three to presentation.

Student Results

- Almost all involved students (over 90%) produced projects that met expectations; approximately half were assessed as “fully meeting” or “exceeding” expectations.
- This result is similar to previous years, although in reality, because the submission rate from classrooms was substantially better than in previous years, it probably reflects an improvement. (Note: in previous years, inquiries from students in some classes/groups was not assessed, often because of difficulties with submissions.)
- When compared with previous years, while overall results and mean ratings are very similar, the percent of students who are not meeting expectations continues to decline. On almost all components, as well as overall rating, over 90% of groups meet at least minimum expectation. The one exception is “reasoning” where 85% of groups met expectations.
- In terms of research, because of the double-marking, the increased submission rate, and the decrease in technical difficulties, we believe that the assessments in 2013 are the most reliable to date, and best reflect the overall population of students involved.

OVERALL RATINGS 2010 - 2013



- 2014 Data is unavailable because of job action.

List any other Achievement programs you may have implemented in addition to previous years goals and targets and their results.

Please see final section regarding Student Wellness and Education Transformation (Assessment and Reporting), which, while not necessary “achievement” programs, relate to and support all student learning in the school district.

4. Targets (Summarize the targets set out in your Achievement Contracts)

I.) Literacy: Identify your district's target(s) for literacy.

Reviewing our reading data collected by our early primary teachers, it was evident that our students were not continuing to make the progress that we had seen in the past. Therefore, we are in the process of re-visioning our literacy practices. A district-wide committee has been formed to develop a district literacy framework based on emerging research, exemplary practice and indigenous ways of learning. Classroom teachers, district based teachers, support teachers, librarians and administrators are involved in this project. The goal will be to have an initial primary framework developed by March with baseline data collected in May with implementation beginning in September.

The Reading Fluency project that has been running in the district for five years has resulted in positive student progress across the fluency dimension of accuracy, phrasing, smoothness and pace. Fluency is one aspect of literacy. Next steps in the Reading Fluency project will be to look at ways that the project can support other areas of literacy development such as de-coding, communication, comprehension and critical thinking with a focus to increase student motivation, engagement and success.

Primary and Elementary Literacy

Our two main goals are:

- To increase students' reading skills
- To boost self-esteem, self-efficacy and motivation

State the specific evidence and measures of student achievement in literacy and the results that have been realized.

Specific literacy related data from the spring is not available. It is clear, however, that new strategies must be developed to describe literacy achievement in the school district – strategies that are based on current literacy research and best/next practice. The work in developing the District Literacy Framework will strengthen our ability to report on student literacy skills. District assessment and evaluation of literacy skills in primary and

elementary aged learners will be a focus of the work undertaken by the District Literacy Framework committee.

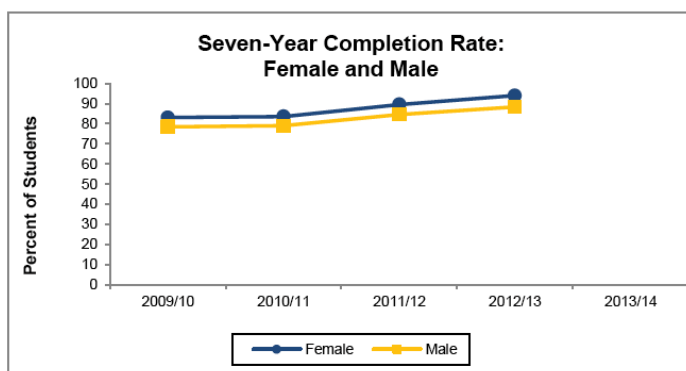
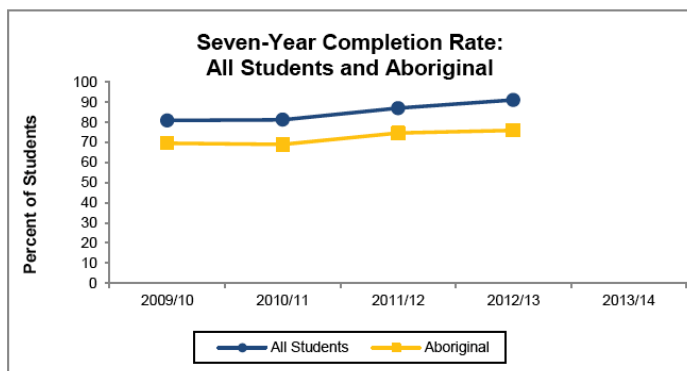
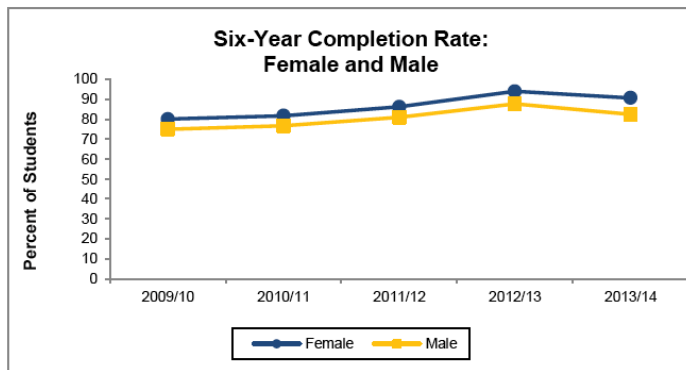
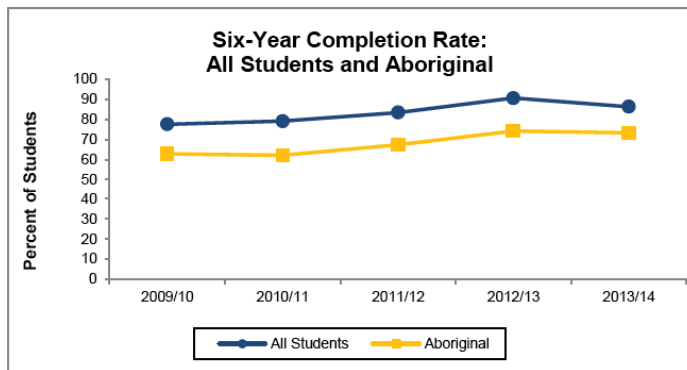
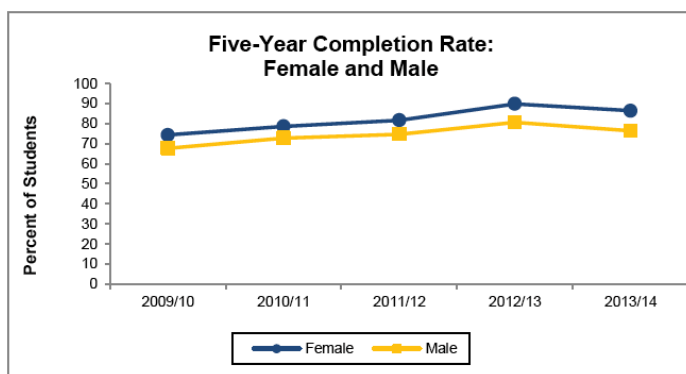
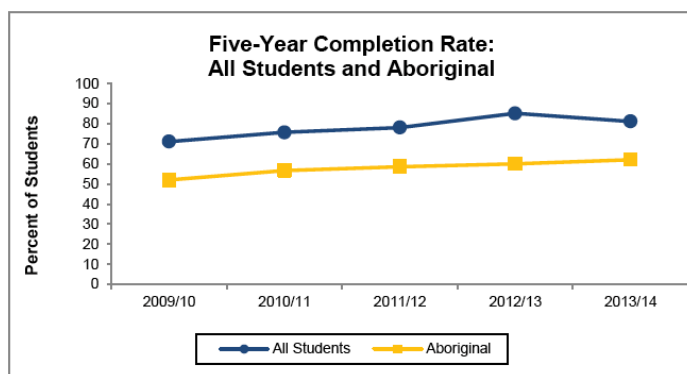
II.) Completion Rates: Identify your district's target(s) for completion rates.

Completion Rates

We will be continuing to improve our graduation rates by ensuring that the quality of the programming leading to graduation is relevant and engaging for our students. It is our goal to increase graduation rates for all students who are not as successful as the overall cohort of students in grade 12. We believe this is done by adjusting our programming based on the individual student need. In particular, the goal is to have our alternate learners, students with special needs and Aboriginal learners graduating at the same rate as the overall cohort. In addition, we need to close the gap between the completion rates of our female and male students.

State the specific evidence and measures of student achievement for completion rates and the results that have been realized.

We have recently begun to review our data on specific students and why they did not graduate during the past year. We continually monitor and review student progress in order to meet the needs of the students, engage learners, and be creative problem solvers with some of our more disenfranchised learners. We also need to closely examine this year's decline in our graduation rate. There were many unique factors, particularly at the year-end, related to the labour relations conditions in the province that make the interpretation of the graduation results more complex this year.



III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.

The areas we have target to improve for Aboriginal learners continue to be:

Attendance

Graduation Rates

State the specific evidence and measures of student achievement for aboriginal students and the results that have been realized.

Attendance – Aboriginal Learners

We closely monitor the attendance of Aboriginal learners. Absences are reviewed monthly and intensive follow-up is initiated with students who are absent. The absence of children in the primary grades, particularly kindergarten-aged students, is a focus of the Aboriginal Education staff. Early intervention is the goal. We intend to assist students who are having difficulty attending school and careful tracking of attendance is a priority in of staff.

Graduation Rates - Aboriginal Learners

The 6-year graduation rates show improvement despite a slight decrease in the past year. The case management model, a student-by-student focused approach, has helped to determine needs and guide how support is best provided. Staff work closely with schools through the school based team, individual teachers and the school principal and vice-principal. Teachers in the Aboriginal Education department review each grade 12 student to ensure that the student is on track and has sufficient courses for graduation. Teachers in the department implement supports where students are at-risk of not completing. Report cards are reviewed each term for achievement and attendance concerns. Teachers in the department also work side-by-side with classroom teachers to help adjust lessons and approaches to suit the needs of the Aboriginal learner. Attendance data is very carefully reviewed and follow-up with the students and families is well-documented.

This year, the Katzie Band and the school district are collaborating to develop a trades program (masonry), which may attract Aboriginal students and provide relevant and motivating pathways for Aboriginal students. This is an example of the student engagement strategies that the program staff are initiating.

5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

We are currently working on a common profile tool for all students in care to ensure consistent supports across the district. This work was begun last year but has been delayed due to job action. We have all of our social workers accessing the Parent Portal for new kindergarten registrations and we will do the same with grade 8 registration. Each school has a primary contact for children in care. This person assumes responsibility for ensuring all other support personnel are in place. This may include pediatricians, counseling, mental health, ASWs, YCWs, RCMP liaison officers, etc. In addition, the primary person also ensures that the needed supports are in place where needed: IEPs, Positive Behavior Plans, Safety Plans and Integrated Case Management. We have shared the Vulnerability Index (children living in care

and/or children who live in families who have an income below the poverty line) with all of our schools so that they may better understand the needs of the students. In addition, we have provided additional personnel to support students living in care.

What categories of Children in Care have been successfully identified and are being monitored?

As much as possible we attempt to monitor all Children in Care including those on continuing orders, temporary orders, youth agreements, and those who live at home but have MCFD support and involvement. Continuing orders are well documented, as are most students on Independent Living. Some of our children in care have MCFD involvement from outside our community and these children are much more challenging to support in our schools because of the communication challenges which are present when the student's Ministry advocates are not close at hand and available in the community.

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents, and schools?

Students who are new to the school district and in care with the Ministry are enrolled by the social worker to ensure that the school and the social worker are working closely and in an informed relationship in support of the student.

This is the second year when the social worker, along with the parent, will be registered as the student temporary or permanent guardian on the Parent Portal for all kindergarten registrations and Grade 8 registrations for students living in care. This helps to ensure that the school is fully aware of the relationship of the social worker to the student from the date of registration. Student services staff will follow-up prior to school start-up with the social worker where necessary when kindergarten students or new students require additional services.

School staff and social workers participate together in ICMs, intake meetings and other meeting structures as needed.

School staff and social workers participate in student-led conferences – particularly at the elementary school level where we have a new assessment and reporting protocol that integrally involves parents and guardians.

We meet two to three times per year with MCFD, MCFD (Aboriginal Services) and Mental Health as community partners to continue to align our efforts on behalf of our students.

What results are being achieved by students within identified categories?

Generally our students are being successful. Our 2013 data indicated that 62% of our students successfully moved onto the next grade. 6% were retained in the same grade (primarily at high school – based on passing English), and 32 % were in our Alternate Programs.

Two areas of concern exist: the high percentage of high school students living in care who attend alternate programs and the attendance of children in care. In the previous school year, 35% of the students who are in the care of the Ministry had 15 or more days of absences. This level of absence usually negatively impacts student success. Staff follow-up on attendance with students living in care regularly.

We continue to work at supporting and innovating on behalf of students living in the care of the Ministry.

6. Early Learning

What strategies are in place to address the needs identified in Early Learning?

We are continuing to develop a case management model for our early learning Aboriginal students.

StrongStart facilitators and kindergarten teachers have begun collaborating together to: implement Parents as Literacy Supporters (PALS), develop joint understanding of the early learning framework and kindergarten resource guide and work collaboratively to enhance student transition from Strong Start to kindergarten.

We are continuing to work collaboratively with early primary teachers to identify authentic ways to embed play-based activities

Early primary teachers are using pedagogical documentation to facilitate effective communication with parents and make learning visible to students. The development of the District Literacy Framework will include best early primary literacy assessment practices.

We have expanded Welcome to Kindergarten to one more school for a total of 17 of 21 of our elementary schools participating in this project.

7. Other Comments

For example: education transformation, student wellness, ERASE, skills training.

Education Transformation:

Innovation - Student Assessment and Reporting

Why did we choose this area of focus?

School District No. 42 has been working on student assessment and reporting options that more closely align with the new draft provincial curriculum and competencies – and are based on current research on assessment and evaluation of students. We hosted a large community

forum. The message that we clearly got back from that session was that “we can’t keep doing what we are doing when we know what we know”. Following the feedback from the community forum, we created the Data Review and Reporting Committee.

What actions have we taken to address this area of focus?

The Elementary Data Review and Reporting Committee, which included teachers, administrators, and staff from SSS, has been working for 4 years on an innovative reporting option for grades K-7. The Board approved the new reporting process two years ago to be used across the district, and we now have all schools engaged in the initiative.

Points to note:

- The new reporting process is an option for parents.
- Letter grades are available but parents are reporting that the new process provides better information about student learning.
- Subject areas are included but in an integrated way and are interwoven into numeracy and literacy goals.
- We are focusing on big curricular ideas, not minutiae and there has been great feedback from all involved.
- We have expanded work habits to focus on broader “competencies” (similar to the draft Ministry competencies).
- We have deeply rooted student self-assessment in our reporting that includes collaborative goal setting discussions between parents, students and teachers.
- We are creating these reports through student inclusive conferences (student and the teacher play an active role in these conferences).

The new reporting process involves a fall and spring student inclusive conference and a final report based on the BC Performance Standards. The final report was designed right from the beginning to be an online document that would create a student data dashboard focused on literacy and numeracy achievement data. This dashboard will allow classroom teachers, administrators and district staff to identify children who are struggling in literacy and numeracy and provide timely interventions. The data would also be used to create district and Ministry achievement reports and school growth plans.

What data did we use to monitor the impact of our actions?

In the past, the school district has collected different types of student assessment data including DART, RAD and PM Benchmarks. These data sets did not give staff a clear and holistic view of student achievement across all elementary grades. Part of the Data Review and Reporting Committee’s work was to explore different options for student achievement data collection and reporting. The committee concluded that a student achievement instrument that was based on the BC Performance Standards would be the most practical solution. This work will be undertaken by the District Literacy Framework committee - referenced in the literacy section of this report.

Currently the district does not have a useful district wide student achievement data set that can be used by teachers, administrators or district staff. This literacy and numeracy dashboard will provide a timely resource for planning and strategic resource allocation that should have the greatest impact on student learning.

The literacy and numeracy dashboard will also be tied to the School District No. 42 Parent Portal and would allow parents to view their child's progress in literacy and numeracy over time.

The intent of this project is to pilot the online report this year with full implementation in the 2015-16 school year.

The reporting committee has created detailed information for parents and teachers that is shared on a new reporting website.

<http://schools.sd42.ca/sd42reporting/>

What did we learn and what are we going to do next based on what we have learned?

- This method of reporting demands a change in pedagogy.
- This method of reporting is better aligned with a teaching approach where curricular areas are integrated.
- Inquiry learning and project based learning are a natural fit with the new reporting method.

We plan to continue to refine our reporting process and further support our teachers as they engage in the new reporting process and explore shifts in their pedagogy.

Data will be forthcoming during the 2014-15 school year.

Student Wellness

Personal and Social Responsibility

What actions have we taken to address this area of focus?

Data collected from Satisfaction Surveys, Preventing Bullying and Ensuring Safe, Caring School Communities Surveys, Social Responsibility Performance Standards and Office Referral Data motivated nineteen of our schools (elementary and secondary) to formulate a specific school goal focusing on Personal and Social Responsibility.

Individual School Goals focused on:

- Students feeling connected to their school
 - Living their school mottos
- Students taking ownership of their school's culture
 - Beautifying gardens, painting murals

- Student led socially responsible themed assemblies
 - Spirit Days
 - Student Leadership
 - House Teams
- Students giving back to their communities
 - DSAC, ME to We, Make BC Smile, Monthly Food Bank donations
- Students being involved in creating 'school-wide' behaviour expectations
 - Codes of conduct built around positive student behaviour that is intrinsic
 - CARE, WITS, Mind Up, Fin's Friends, Positive Behaviour Support Model
- Teaching students the ethic of care
- Teaching students to self-regulate

What data did we use to monitor the impact of our actions?

- Satisfaction and MDI surveys are both optional. Participation rates range between 53% (grade 12) and 74% (grade 4).

Note: We are currently engaged in the 2014 MDI Grade 4 Survey and have over a 90 percent participation rate.

Satisfaction Survey:

Participation Percentage by Respondent Group

SCHOOL YEAR	GRADE 3/4 STUDENTS %	GRADE 7 STUDENTS %	GRADE 10 STUDENTS %	GRADE 12 STUDENTS %
2008 - 2009	88	87	70	48
2009 - 2010	93	91	64	55
2010 - 2011	92	92	66	53
2011 - 2012	JOB ACTION - INSUFFICIENT NUMBER OF STUDENTS COMPLETED THE SURVEY			
2012 - 2013	74	73	65	53

MDI (Middle Years Development Instrument):

Year 1

	GRADE 4 STUDENTS	PARTICIPATION RATE %
2013 - 2014	617	61

Satisfaction Survey:

Do you feel welcome at your school?

SCHOOL YEAR	GRADE 3/4 STUDENTS %		GRADE 7 STUDENTS %		GRADE 10 STUDENTS %		GRADE 12 STUDENTS %	
	SD42	PROV.	SD42	PROV.	SD42	PROV.	SD42	PROV.
2008 - 2009	84	83	73	73	65	68	65	71
2009 - 2010	80	80	76	75	60	65	60	69
2010 - 2011	81	82	73	76	60	65	60	70
2011 - 2012	JOB ACTION - INSUFFICIENT NUMBER OF STUDENTS COMPLETED THE SURVEY							
2012 - 2013	84	82	78	77	63	66	63	70

MDI

(School Experiences)

I feel like I belong in this school

	AGREE A LOT %	AGREE A LITTLE %	DON'T AGREE OR DISAGREE %	DISAGREE A LITTLE %	DISAGREE A LOT %
2013 - 2014	65	21	6	4	4

Satisfaction Survey:

Do you feel safe at school?

SCHOOL YEAR	GRADE 3/4 STUDENTS %		GRADE 7 STUDENTS %		GRADE 10 STUDENTS %		GRADE 12 STUDENTS %	
	SD42	PROV.	SD42	PROV.	SD42	PROV.	SD42	PROV.
2008 - 2009	83	84	78	77	70	72	76	78
2009 - 2010	79	81	78	79	72	73	77	79
2010 - 2011	81	82	80	81	66	75	79	80
2011 - 2012	JOB ACTION - INSUFFICIENT NUMBER OF STUDENTS COMPLETED THE SURVEY							
2012 - 2013	82	81	84	81	74	76	84	81

Satisfaction Survey:

At school, are you bullied, teased, or picked on?

SCHOOL YEAR	GRADE 3/4 STUDENTS %		GRADE 7 STUDENTS %		GRADE 10 STUDENTS %		GRADE 12 STUDENTS %	
	SD42	PROV.	SD42	PROV.	SD42	PROV.	SD42	PROV.
2008 - 2009	11	11	11	10	9	8	9	7
2009 - 2010	9	9	8	8	10	7	7	7
2010 - 2011	9	9	9	8	11	8	8	7
2011 - 2012	JOB ACTION - INSUFFICIENT NUMBER OF STUDENTS COMPLETED THE SURVEY							
2012 - 2013	10	9	9	8	9	8	6	6

MDI:

Frequency of Victimization During The School Year 2013/14:

	PHYSICAL %	VERBAL %	SOCIAL %	CYBER %
NOT AT ALL	60	52	51	86
ONCE / A FEW TIMES	26	31	31	8
ABOUT EVERY MONTH	6	8	7	2
ABOUT EVERY WEEK	4	4	6	1
MANY TIMES A WEEK	3	5	4	3

Satisfaction Survey:

How many adults at your school care about you? (Percentage responding 2 adults or more.)

SCHOOL YEAR	GRADE 3/4 STUDENTS %		GRADE 7 STUDENTS %		GRADE 10 STUDENTS %		GRADE 12 STUDENTS %	
	SD42	PROV.	SD42	PROV.	SD42	PROV.	SD42	PROV.
2008 - 2009	NOT ASKED		NOT ASKED		NOT ASKED		NOT ASKED	
2009 - 2010	94	93	86	86	66	71	78	78
2010 - 2011	94	93	85	88	70	72	83	79
2011 - 2012	JOB ACTION - INSUFFICIENT NUMBER OF STUDENTS COMPLETED THE SURVEY							
2012 - 2013	95	93	90	89	75	74	87	80

MDI

(Connection to adults in school):

Children were asked to list all of the adults from their school who were important to them.

	TWO OR MORE	ONE	NONE
2013 - 2014	65%	11%	25%

MDI

(Connection to adults in school):

At my school there is an adult who really cares about me.

At my school there is an adult who believes in my success.

	AGREE A LOT	AGREE A LITTLE	DISAGREE
2013 - 2014	71%	23%	6%

What do the results indicate?

- Our results fall within the provincial average.
- Students in elementary schools feel more welcome than their secondary peers.
- Our students are respectful of people who are different from themselves.
- Our students know what their school's expectations are related to behaviour.
- Our students feel safe at school.
- Our students feel cared for by their teachers.
- Although higher than the provincial average, our students state that they would like their teachers to help them more when they struggle with their school work.
- Our students' perception of teachers treating students fairly decreases with years of schooling.
- Data would indicate that our students could be more engaged in their learning.

What did we learn and what are we going to do next based on what we've learned?

- Work with our school principals to increase the participation rates of students so that the data is more reliable.
- Include school Satisfaction Survey and, where applicable, MDI or McCreary results in their School Growth Plans outlining strategies to deal with low percentages.
- Examine the Satisfaction Survey results more closely, set appropriate targets for improvement and share both our successes and areas requiring attention.
- Continue with our new Elementary Reporting Structure, which allows for more dialogue between parent, student and teacher and which gives students the opportunity to take a more active role in their learning.

- Continue to develop initiatives that promote student engagement: Structured Play Based Learning in intermediate classrooms, learning which takes part outside of the classroom (Wheelhouse), Inquiry, Cyberschool, Environmental Education, Bring Your Own Device.
- Continue to develop “cultures of care” within our schools to reduce bullying incidents.
- Create ways to focus specifically on students who are reporting concerns and develop strategies to help ameliorate these concerns – school-by-school, class-by-class, and student-by-student.

8. Board approval date:

**ITEM 6****To: Board of Education****From:** Flavia Coughlan,
Secretary Treasurer**Re: 2015/16 CARBON NEUTRAL CAPITAL
PROGRAM - PROJECT PROPOSALS****Date:** January 14, 2015
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

On October 27, 2014, the Ministry of Education issued a call for projects for the 2015/16 Carbon Neutral Capital Program. (Attachment A).

Our school district recently hired an Energy Manger funded by BC Hydro or Fortis BC therefore we will not be receiving funding in 2015/16 to assist with the cost of energy/mechanical studies. Each school district is allowed to submit a maximum of three proposals.

The Maple Ridge – Pitt Meadows school district engaged Quantum Lighting Inc. and SES Consulting Inc. to perform detailed energy analysis of all the District's buildings, including elementary and secondary schools. The energy assessments prepared by Quantum Lighting and SES Consulting identified one facility that has the greatest potential energy savings: Thomas Haney Secondary School (THSS). The Thomas Haney retrofit project was previously approved by the Board as part of the Energy Management Program.

Project Overview:

As outlined in the attached project data sheet, the Thomas Haney Secondary School retrofit project will reduce greenhouse gas emissions for the school by 134 tCO₂e or 35% annual emissions reduction from an estimated 386 tCO₂e for 2014 to an estimated 252 tCO₂e after project completion. The greenhouse gas emissions reductions will be realized by an annual reduction in natural gas consumption of 2540 GJ (126 tCO₂e) and in electrical consumption of 811,468 kWh (8 tCO₂e). (Attachment B)

The reductions in natural gas consumption will be realized through a number of heating ventilation and cooling (HVAC) upgrades including: scheduling and security integration, free cooling optimization, occupancy sensor controls, SAP reset, heating plant optimization and domestic hot water system downsizing. The reductions in electrical consumption will be realized by retrofitting to more energy efficient technology, reducing the number of fixtures and lamps were appropriate and expanding the existing dark school approach.

Project Budget Analysis:

Project Costs:		Project Funding by Source:	
\$495,244	Lighting retrofit	\$459,548	CNCP Ministry Contribution
\$83,082	HVAC upgrade	\$45,868	SD42 Local Capital
\$27,091	Consulting costs	\$100,000	BC Hydro Incentive
\$605,416	Total Cost	\$605,416	Total Funding

The Thomas Haney Secondary School retrofit project is advancing Maple Ridge – Pitt Meadows school district's goals to reduce greenhouse gas emissions, creating a culture of energy conservation, reduce energy consumption and operating costs as well as improving the learning environment of students.

RECOMMENDATION:

THAT the Board receive the proposed Thomas Haney retrofit project submitted to the Ministry of Education as part of the 2015/16 Carbon Neutral Capital Program, for information.



Attachment A

October 27, 2014

Ref: 177901

To: All Secretary-Treasurers
All School Districts

Re: Carbon Neutral Capital Program (CNCP) – 2015/16 Call for Projects

I am pleased to advise that capital funding will again be available for the Carbon Neutral Capital Program (CNCP) for the 2015/16 fiscal year. This program was implemented to recognize the cost of carbon offsets paid annually by the public education system. School district payments amounted to \$4.2 million in 2013. Public sector organizations will continue to pay a \$25 per tonne carbon offset charge, which is intended to encourage ongoing efforts to reduce emissions and energy costs.

As in 2014/15 capital funds for 2015/16 will be allocated to school districts on a 'call for projects' basis. While the bulk of the 2015/16 funding will be allocated to projects that will help reduce the amount of carbon offset charges paid by school districts, a portion of the funds will again be used to assist with the cost of required energy/ mechanical studies. This funding will be directed to those districts currently without an Energy Manager/Specialist, who are typically funded by BC Hydro or Fortis BC.

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

Attached for your use, are the **CNCP Project Proposal Guide - 2015/16 Call for Projects** and **2015/16 CNCP Project Data Sheet Template**. All project proposals must be received by Capital Management Branch by Friday, January 9, 2015. Submissions, including supporting reports, should be emailed by the Secretary-Treasurer or delegate to the attention of Craig Harris, Planning Officer, at: Craig.Harris@gov.bc.ca. Project Data Sheet Templates are Excel documents and must be returned in that format.

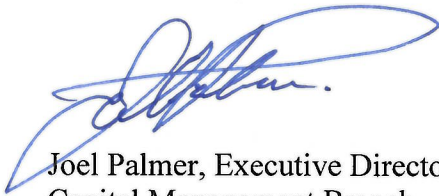
The primary considerations in evaluating submitted project proposals will be the measurable emissions reductions and operational cost savings expected as a result of the completed project. A secondary consideration will be the contributions to be made towards the cost of the proposed project by the school district and third parties (e.g., various incentive programs offered by utility companies or other service providers).

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Please note that each school district may submit up to three individual project proposals, completing a separate Project Data Sheet for each proposed project. Smaller projects for a number of various schools, as part of a wider school district maintenance program, may be grouped to form a single project proposal.

If you have any questions about the 2015/16 CNCP call for projects, please contact Craig Harris, Planning Officer, either at Craig.Harris@gov.bc.ca or 250-217-0514.

Yours sincerely,



Joel Palmer, Executive Director
Capital Management Branch

Attachments

pc: All Superintendents of Schools
Regional Directors, Capital Management Branch
Planning Officers, Capital Management Branch

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

SD #	SD Name	5-Year Offsets Estimate	Total 13/14 CNCP Project Funding	Total 14/15 CNCP Project Funding	Total 15/16 CNCP Project Funding	Total 16/17 CNCP Project Funding	Total 17/18 CNCP Project Funding	Aggregate Funding 2013/14 to 2014/15	Balance
05	Southeast Kootenay	\$ 343,625	\$ 9,765	\$ 131,687				\$ 141,452	\$202,173
06	Rocky Mountain	\$ 190,000	\$ 209,765	\$ 10,093				\$ 219,858	-\$29,858
08	Kootenay Lake	\$ 257,469	\$ 216,765	\$ 10,093				\$ 226,858	\$30,610
10	Arrow Lakes	\$ 35,313	\$ 9,765	\$ 10,093				\$ 19,859	\$15,454
19	Revelstoke	\$ 45,250	\$ 9,765	\$ 10,093				\$ 19,859	\$25,392
20	Kootenay-Columbia	\$ 230,875	\$ 9,765	\$ 306,593				\$ 316,358	-\$85,483
22	Vernon	\$ 338,406	\$ 84,765	\$ 95,093				\$ 179,858	\$158,548
23	Central Okanagan	\$ 626,125	\$ 9,765	\$ 219,553				\$ 229,318	\$396,807
27	Cariboo-Chilcotin	\$ 436,000	\$ 9,765	\$ 10,093				\$ 19,859	\$416,142
28	Quesnel	\$ 202,313	\$ 9,765	\$ 10,093				\$ 19,859	\$182,454
33	Chilliwack	\$ 287,406	\$ -					\$ -	\$287,406
34	Abbotsford	\$ 524,938	\$ 450,000					\$ 450,000	\$74,938
35	Langley	\$ 661,313	\$ 164,000					\$ 164,000	\$497,313
36	Surrey	\$ 2,541,719	\$ 250,000	\$ 239,000				\$ 489,000	\$2,052,719
37	Delta	\$ 470,906	\$ 47,000					\$ 47,000	\$423,906
38	Richmond	\$ 903,500	\$ 500,000	\$ 342,500				\$ 842,500	\$61,000
39	Vancouver	\$ 2,162,438	\$ 100,000	\$ 180,000				\$ 280,000	\$1,882,438
40	New Westminster	\$ 256,469	\$ 259,765	\$ 10,093				\$ 269,858	-\$13,390
41	Burnaby	\$ 785,313	\$ -	\$ 180,000				\$ 180,000	\$605,313
42	Maple Ridge	\$ 479,406	\$ 9,765	\$ 10,093				\$ 19,859	\$459,548
43	Coquitlam	\$ 1,307,875	\$ -	\$ 168,218				\$ 168,218	\$1,139,657
44	North Vancouver	\$ 586,563	\$ -	\$ 102,100				\$ 102,100	\$484,463
45	West Vancouver	\$ 208,250	\$ 9,765	\$ 210,093				\$ 219,858	-\$11,608
46	Sunshine Coast	\$ 158,875	\$ 9,765	\$ 210,093				\$ 219,858	-\$60,983
47	Powell River	\$ 135,844	\$ 9,765	\$ 10,093				\$ 19,859	\$115,985
48	Sea to Sky	\$ 226,688	\$ 9,765	\$ 250,093				\$ 259,858	-\$33,171
49	Central Coast	\$ 44,688	\$ 9,765	\$ 10,093				\$ 19,859	\$24,829
50	Haida Gwaii	\$ 87,219	\$ 9,765	\$ 10,093				\$ 19,859	\$67,360
51	Boundary	\$ 106,094	\$ 9,765	\$ 10,093				\$ 19,859	\$86,235
52	Prince Rupert	\$ 130,438	\$ 22,330	\$ 135,093				\$ 157,423	-\$26,986
53	Okanagan-Similkameen	\$ 90,063	\$ 29,765	\$ 10,093				\$ 39,858	\$50,204
54	Bulkley Valley	\$ 131,031	\$ 9,765	\$ 10,093				\$ 19,859	\$111,173
57	Prince George	\$ 831,875	\$ 9,765	\$ 171,093				\$ 180,858	\$651,017
58	Nicola-Similkameen	\$ 122,438	\$ 9,765	\$ 130,093				\$ 139,858	-\$17,421
59	Peace River South	\$ 366,844	\$ 400,000					\$ 400,000	-\$33,156
60	Peace River North	\$ 373,219	\$ 9,765	\$ 10,093				\$ 19,859	\$353,360
61	Greater Victoria	\$ 774,656	\$ 197,265	\$ 310,093				\$ 507,358	\$267,298
62	Sooke	\$ 310,938	\$ -	\$ 220,000				\$ 220,000	\$90,938
63	Saanich	\$ 231,625	\$ 200,000	\$ 10,093				\$ 210,093	\$21,532
64	Gulf Islands	\$ 28,344	\$ 9,765	\$ 10,093				\$ 19,858	\$8,485
67	Okanagan Skaha	\$ 224,813	\$ 111,265	\$ 117,093				\$ 228,358	-\$3,546
68	Nanaimo-Ladysmith	\$ 527,156	\$ 312,500					\$ 312,500	\$214,656
69	Qualicum	\$ 222,844	\$ 9,765	\$ 260,093				\$ 269,858	-\$47,014
70	Alberni	\$ 182,969	\$ 9,765	\$ 10,093				\$ 19,858	\$163,110
71	Comox Valley	\$ 302,344	\$ 45,000	\$ 67,093				\$ 112,093	\$190,251
72	Campbell River	\$ 285,219	\$ -	\$ 58,000				\$ 58,000	\$227,219
73	Kamloops-Thompson	\$ 607,500	\$ 284,565	\$ 235,838				\$ 520,403	\$87,097
74	Gold Trail	\$ 110,813	\$ 66,765	\$ 10,093				\$ 76,858	\$33,954
75	Mission	\$ 245,344	\$ 9,765	\$ 10,093				\$ 19,858	\$225,485
78	Fraser-Cascade	\$ 116,469	\$ 54,765	\$ 10,093				\$ 64,858	\$51,610
79	Cowichan Valley	\$ 320,938	\$ 217,375	\$ 50,000				\$ 267,375	\$53,563
81	Fort Nelson	\$ 80,969	\$ 9,765	\$ 39,783				\$ 49,548	\$31,421
82	Coast Mountains	\$ 328,375	\$ 209,765	\$ 10,093				\$ 219,858	\$108,517
83	North Okanagan-Shuswap	\$ 314,656	\$ 244,765	\$ 108,093				\$ 352,858	-\$38,202
84	Vancouver Island West	\$ 24,938	\$ 9,765	\$ 40,093				\$ 49,858	-\$24,921
85	Vancouver Island North	\$ 84,219	\$ 9,765	\$ 160,093				\$ 169,858	-\$85,639
87	Stikine	\$ 57,186	\$ 9,765	\$ 10,093				\$ 19,859	\$37,327
91	Nechako Lakes	\$ 315,563	\$ 38,625	\$ 10,093				\$ 48,718	\$266,844
92	Nisga	\$ 12,281	\$ 9,765	\$ 10,093				\$ 19,859	-\$7,577
93	Conseil Francophone	\$ 272,219	\$ 9,765	\$ 10,093				\$ 19,859	\$252,360
		\$ 22,669,154	\$ 5,000,000	\$ 5,000,000	\$ -	\$ -	\$ -	\$ 10,000,000	\$ 12,669,155



Attachment B

CNCP Project Proposal - 2015/16 Call for Projects Project Data Sheet (complete one per proposal and attach supporting documentation)

Project Identification

School District No. / Name	SD42 Maple Ridge-Pitt Meadows		
Facility No. / Name	42038 / Thomas Haney Secondary School		
Facility Street Address	23000-116th Ave	Municipality	Maple Ridge
Project Contact			
Name	Rick Delorme	Phone	604-466-6154
Email	rdelorme@sd42.ca		
Project Description	Interior and exterior lighting upgrade with controls. HVAC optimization and domestic hot water downsizing.		
Other Program Links	SD42 local capital funds and BC Hydro Powersmart incentives.		
Project Benefits	A 35% reduction in Greenhouse gas emissions totaling 134 tCO ₂ e. Reduction in electrical usage of 811,468 KWh annually.		

Project Costs

Total Project Cost (\$)	\$605,416
CNCP Funding (\$)	\$459,548
School District Funding (\$) *	\$45,868
Third Party Funding (\$) *	\$100,000
Total Funding (\$)	\$605,416
Surplus/Shortfall (\$)	\$0

* Other Funding Sources

BC Hydro

School District Funding Proportion (%)	7.58%
Third Party Funding Proportion (%)	16.52%

Energy Cost Savings

Annual Fuel Cost Savings (\$)	\$39,310
Annual Electricity Cost Savings (\$)	\$57,095
Total Annual Energy Cost Savings (\$)	\$96,405

Stationary GHG Emissions

2014 SmartTool Emissions (TCO ₂ e)	386.13
---	--------

Energy and Emission Reductions

Fuel Type	07. Natural Gas
Annual Fuel Usage Reduction (GJ)	2540
Annual Avoided Emissions (tCO ₂ e)	126.368

Electricity Supplier	03. BC Hydro
Annual Electricity Usage Reduction (kWh)	811468
Annual Avoided Emissions (TCO ₂ e)	8.11468

Total Annual Avoided Emissions (TCO₂e)	134.48
Annual Emissions Reduction from 2014 (%)	35%

Annual Avoided Carbon Offsets (\$)	\$3,362
Payback Period (years)	6

Project Information

Facility Condition Index	0.32
Capacity	1,200
Grades	Grades 8-12

Enrolment

Current	2014/15	1047
Projected	2015/16	1080
	2016/17	1081
	2017/18	1034
	2018/19	998

Consultant Reports

Energy Study Date	(yyyy-mm-dd)	2015/01/07
Mechanical Study Date	(yyyy-mm-dd)	2015/01/07

Technology Industry-Proven? (Y/N)	Y
Technology Previously Used by SD? (Y/N)	Y

Current Project Stage

Concept (%)	100
Design (%)	90
Tender (%)	0

Project Start Date	(yyyy-mm-dd)	2015/04/06
Project Completion Date	(yyyy-mm-dd)	2015/08/14

Additional Comments

Supporting documentation submitted: Lighting Study and Redesign and Lighting Energy Savings Report for Thomas Haney Secondary prepared by Quantum Lighting. Thomas Haney Energy Study prepared by SES Consulting.

Project Proposal Prepared by:

Quantum Lighting & SES Consulting

Consultant Report Contact:

Paul Darlington (Quantum) 604-526-7717 Brad White (SES Consulting) 604-568-1802
--

To: Board of Education

From: Secretary Treasurer
Flavia Coughlan

Re: **2014/15 MINISTRY OF EDUCATION
RECALCULATED FUNDING
ALLOCATIONS**

Date: January 14, 2015
(Public Board Meeting)
Information

BACKGROUND/RATIONALE:

On December 19, 2014 the Ministry of Education communicated to school districts the 2014/15 recalculated funding allocations based on actual October 17, 2014 enrolment and educator salary data (Attachment A). This report provides an analysis of the announced grants for the SD42.

At the provincial level the total 2014/15 operating grants are \$4.725 billion. The operating grants allocated to school districts to date total \$4.688 billion, summer learning funding of \$14.95 million has been recovered due to the teachers' job action, \$1.60 million has been allocated to support the BC Public Employers' Association, \$1.35 million has been allocated to support the Provincial Learning Network and the remaining holdback for unanticipated enrolment growth is \$15.18 million. Other recoveries related to the teachers' job action have not been included in this funding announcement.

Based on the interim operating grants announcement from the Ministry of Education, it is estimated that SD42 will receive \$116.11 million in funding for 2014/15 (Attachment B). The recalculated funding allocation for the Board of Education of School District No.42 is \$1,737,352 greater than the funding estimates included in the 2014/15 Preliminary Budget.

The major differences between the preliminary estimate of \$114.37 million and the updated estimate of \$116.11 million are summarized in the table below.

2014/15 Interim Operating Grant	
	(\$ Millions)
SD42's Preliminary Operating Grant Estimate	\$ 114.37
Distribution of Holdback	1.05
Enrolment Changes	0.81
Additional Salary Differential Funding	0.10
Summer School Funding	(0.22)
SD42's Estimated Operating Grant	\$ 116.11
Net Additional Operating Grant	\$ 1.74

The major differences between the two estimates are as follows:

- SD42's operating grant estimate did not include an estimated release of provincial holdback. Following the October enrolment count the Ministry of Education revised their annual enrolment estimate for the Province which resulted in a preliminary holdback allocation to all school districts. Based on \$71 per student SD42's interim holdback allocation is \$1.05 million.

- Enrolment driven funding is \$0.81 million higher than estimated due to higher than anticipated enrolment as at October 17, 2014 as outlined in the following table.

	2014/15 Estimated Operating Grant		2014/15 Interim Operating Grant		Variance	
	Enrolment	Funding	Enrolment	Funding	Enrolment	Funding
School Age FTE Students						
Standard Schools	13,270.25	91,564,725	13,384.56	92,353,481	114.31	788,756
Continuing Education	21.75	150,075	15.13	104,363	(6.63)	(45,712)
Alternate Schools	261.13	1,801,763	242.25	1,671,525	(18.88)	(130,238)
Distributed Learning	22.38	130,916	14.13	82,645	(8.25)	(48,271)
Course Challenges	57.00	12,312	58.00	12,528	1.00	216
ELL	330.00	442,200	353.00	473,020	23.00	30,820
Aboriginal	1,205.00	1,397,800	1,167.00	1,353,720	(38.00)	(44,080)
		-		-		
Special Education						
Level 1	10.00	366,000	12.00	439,200	2.00	73,200
Level 2	507.00	9,278,100	522.00	9,552,600	15.00	274,500
Level 3	196.00	1,803,200	192.00	1,766,400	(4.00)	(36,800)
Adult Education	47.88	212,086	36.00	159,480	(11.88)	(52,606)
TOTAL FUNDING						809,785

- The salary differential funding for the SD42 has increased by \$0.10 million due to an increase in the variance between the average provincial educator salary and the average SD42 educator salary (from \$1,202 to \$1,317 per educator).

The additional \$1.74 million in funding will be considered in the preparation of the amended budget together with cost pressures identified after the 2014/15 Preliminary Budget was adopted.

We are currently projecting a funding shortfall of \$2.5 million for 2015/16. The 2015/16 projections will be updated in April 2015 after the Ministry of Education announces the 2015/16 preliminary operating grants for school districts.

RECOMMENDATION:

THAT the Board: receive the Secretary Treasurer's report for information.

Attachments



VIA EMAIL
Ref: 179109

December 19, 2014

To: All Secretary-Treasurers
All School Districts

Re: 2014/15 Recalculated Funding Allocations

The 2014/15 recalculated funding allocations have been determined based on actual October 17, 2014 enrolment and educator salary data.

The complete package is located on our website at:
<http://www.bced.gov.bc.ca/k12funding/funding/14-15/welcome.htm>

Where indicated, these tables will be updated for funding adjustments resulting from the February and May 2015 enrolment counts.

Grant adjustments will be disbursed to school districts on the following basis:

April, May and June 2015	33.3 percent each month
--------------------------	-------------------------

Holdback Allocation

Actual October 2014 enrolment at the provincial level is 1,743 full-time equivalents (FTEs) less than districts had projected in February 2014, while actual special needs enrolment exceeded district projections.

As a result, including adjustments to Funding Protection, the Supplement for Enrolment Decline and the Supplement for Salary Differential, \$7.5 million of the \$61.1 million holdback has been allocated to districts through the formula for this unanticipated enrolment.

Of the remainder, Holdback Allocation Funds are being distributed as a supplemental grant at \$71 per FTE school-age student, totaling \$37.0 million. A total of \$15.2 million remains in the holdback to address unanticipated enrolment growth in the February and May 2015 enrolment counts. This is higher than in previous years due to the addition of the February enrolment count for Accelerated Credit Enrolment in Industry Training (ACE IT).

As Summer Learning was significantly impacted in all districts due to the teachers' labour dispute, funding that was estimated in March for this purpose is being recovered by the Ministry of Education as directed by the Ministry of Finance. The recalculated operating grants do not include recoveries for the September 2014 portion of the labour dispute.

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Ministry of
Education

Resource Management Division

Mailing Address:
PO BOX 9151 STN PROV GOVT
Victoria BC V8W 9H1
Telephone: (250) 356-2588
Facsimile: (250) 387-1451

Location:
5th Floor
620 Superior St
Victoria BC

At the time the preliminary operating grants were released in March 2014, school districts were notified that up to \$4.7 million in service costs for the Provincial Learning Network (PLNet) upgrade would be reallocated from the holdback prior to the end of the school year. It has now been determined that \$1.35 million will be required from the holdback for this purpose for the 2014/15 school year.

Targeted Funding

The minimum spending amount for Aboriginal Education programs is identified in Table 4b, as prescribed under Section 106.4 of the *School Act*. This amount has been recalculated based on actual October 2014 enrolment data.

If you have any questions about the funding allocations, please contact Michael Lebrun, Senior Funding and Policy Analyst, at Michael.Lebrun@gov.bc.ca.

Amended budget instructions for 2014/15 will be provided to school districts shortly.

Sincerely,



Deborah Fayad
Assistant Deputy Minister

Attachment B

Interim Operating Grants Following the September Enrolment Count - 2014/15 School Year

School District 42 Maple Ridge-Pitt Meadows

September 2014 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	13,384.5625	\$6,900	\$92,353,481	
Continuing Education	15.1250	\$6,900	\$104,363	
Alternate Schools	242.2500	\$6,900	\$1,671,525	
Distributed Learning	14.1250	\$5,851	\$82,645	
Home Schooling	3	\$250	\$750	
Course Challenges	58	\$216	\$12,528	
Total Enrolment-Based Funding (September)	13,656.0625			\$94,225,292
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	-9.4375	\$3,450	\$0	
4%+ Enrolment Decline		\$5,175	\$0	
Significant Cumulative Decline (7%+)	-458.0000	\$3,450	\$0	
Supplement for Enrolment Decline				\$0
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	12	\$36,600	\$439,200	
Level 2 Special Needs	522	\$18,300	\$9,552,600	
Level 3 Special Needs	192	\$9,200	\$1,766,400	
English Language Learning	353	\$1,340	\$473,020	
Aboriginal Education	1,167	\$1,160	\$1,353,720	
Adult Education	36	\$4,430	\$159,480	
Vulnerable Students			\$701,412	
Supplement for Unique Student Needs				\$14,445,832
Variance from Provincial Average	\$1,317			
Estimated Number of Educators	760.670		\$1,001,802	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	13,692.0625	\$180.33	\$2,469,090	
Supplement for Salary Differential				\$3,470,892
Supplement for Unique Geographic Factors				\$1,838,770
Funding Protection				\$0
Supplement for the Education Plan				\$273,310
Holdback Allocation				\$1,051,517
September 2014 Enrolment Count, Total				\$115,305,613

*Note: Highlighted sections are estimated and will be updated following the February and May enrolment counts.

July 2014 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$200	\$0	
Summer Learning Grade 8-9	0	\$200	\$0	
Summer Learning Grade 10-12	0	\$400	\$0	
Supplemental Summer Learning Funding			\$0	
Grade 8-9 Cross-Enrolment	0	\$400	\$0	
July 2014 Enrolment Count, Total				\$0

February 2015 Enrolment Count (Estimated)				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	10.5000	\$6,900	\$72,450	
Adult FTE - Continuing Education	25.0000	\$4,430	\$110,750	
K-Gr 9 School-Age FTE - Distributed Learning	3.8750	\$2,926	\$11,338	
Gr 10-12 School-Age FTE - Distributed Learning	20.0000	\$5,851	\$117,020	
Adult FTE - Distributed Learning	5.0000	\$4,430	\$22,150	
Level 1 Special Needs Enrolment Growth	0	\$18,300	\$0	
Level 2 Special Needs Enrolment Growth	5	\$9,150	\$45,750	
Level 3 Special Needs Enrolment Growth	10	\$4,600	\$46,000	
Newcomer Refugees	0.0000	\$3,450	\$0	
ELL Supplement - Newcomer Refugees	0	\$670	\$0	
February 2015 Enrolment Count, Total				\$425,458

May 2015 Enrolment Count (Estimated)				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	25.0000	\$6,900	\$172,500	
Adult FTE - Continuing Education	35.0000	\$4,430	\$155,050	
K-Gr 9 School-Age FTE - Distributed Learning	4.0000	\$1,950	\$7,800	
Gr 10-12 School-Age FTE - Distributed Learning	5.0000	\$5,851	\$29,255	
Adult FTE - Distributed Learning	3.0000	\$4,430	\$13,290	
May 2015 Enrolment Count, Total				\$377,895

2014/15 Full-Year Interim Total		\$116,108,966
Estimated 2014/15 Operating Grant from Aboriginal Affairs & Northern Development Canada		\$397,713
Estimated 2014/15 Operating Grant from Ministry of Education		\$115,711,253



ITEM 8

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **DRAFT MOTION TO THE BC SCHOOL
TRUSTEES ASSOCIATION**

Date: January 14, 2015
(Public Board Meeting)

Decision

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

Whereas Boards of Education in British Columbia have experienced significant funding shortfalls over the past several years resulting in substantial cuts to educational resources and programs;

And whereas the Provincial Government is committed to achieve a balanced budget in an inflationary environment without additional revenues, resulting in Boards of Education having to make significant cuts to their operations which will have a negative impact on student performance;

And whereas it is clear the amount included in the annual provincial education budget is not based on the needs of the system;

Now therefore be it resolved that the BC School Trustees Association establish an education funding committee which would:

- a. work with all Boards of Education in the Province, the BC Association of School Business Officials, the BC School Superintendents Association and the Ministry of Education each year to establish the level of funding required to meet the needs of students attending public schools in British Columbia;
- b. make recommendations to the Province on the level of funding required to meet those needs;
- c. make recommendations on the level of school property tax increases required on an annual basis to generate additional revenue for public education;
- d. make recommendations on the funding formula and the budget process including the practice of holding back funding.



ITEM 9

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **NOMINATION FOR BCSTA OFFICER**

Date: January 14, 2015
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

Nominations are now open for the by-election of an officer to the BCSTA Board of Directors.

As Director Korky Neufeld did not run in the 2014 trustee elections, the role of Director is vacant. In accordance with Bylaw 4 c, "*if the office of Director... falls vacant the Provincial Council shall elect one (1) of their members to fill the vacancy until the next Annual General Meeting.*" A by-election will be held at the February 21, 2015 Provincial Council Meeting. Only members of Provincial Council (elected by their Boards of Education) are eligible to be candidates in the by-election (*Bylaw 4*). Each Board of Education has one Provincial Council representative (*Bylaw 6*).

Nominations are being sought for the following position:

Director - 1 to be elected

The deadline for receiving nominations is **Friday, January 23, 2015.** Additional nominations will be called on Saturday morning, February 21st at the Provincial Council Meeting in Vancouver. Nominations will then be closed. Elections will be held directly after that.

RECOMMENDATION:

THAT the Board nominate Trustee Ken Clarkson for the office of Director with BCSTA.

Attachment



Attachment

NOMINATION FORM for BCSTA OFFICER
to be elected at the Provincial Council Meeting, February 21, 2015

Please Print:

We hereby nominate _____

of School District # _____

for the office of: ☐ Director

NOMINATORS:

Trustee's Name	School District # and Name
Signature	Address

Trustee's Name	School District # and Name
Signature	Address

CANDIDATE:

I hereby accept the above nomination for the office of:

Trustee's Name	School District # and Name
Signature	Address

Send to: Mike Roberts, CEO
BCSTA
4th Floor, 1580 West Broadway, Vancouver, BC V6J 5K9
Fax: 604-732-4559
Email: mroberts@bcsta.org

Deadline: January 23, 2015



ITEM 10

To: **Board of Education**

From: Trustee
Ken Clarkson

Re: **MOTIONS TO PROVINCIAL COUNCIL**

Date: January 14, 2015
(Public Board Meeting)

Decision

To provide enough time for motions to be reviewed by the Legislative Committee and for approved motions to be sent out to all Boards for review prior to Council, all motions must be submitted to BCSTA by Friday, January 16, 2015.

Attachment

**MOTION TO PROVINCIAL COUNCIL SUBMISSION FORM**

Deadline for submission: Friday, January 16, 2015

TITLE

[BRIEF TITLE]

SPONSOR

Please indicate if the proposed resolution relates to an existing Foundational Statement or Policy Statement in *BCSTA's Policies*.

Please select your Board, Branch, or Committee from the menu.

- ☐ Relates to Foundational Statement No. [#] _____
- ☐ Relates to Policy Statement No. [#] _____
- ☐ Propose to make this resolution a new interim policy statement.
- ☐ This is an action resolution and does not change or contradict any existing Foundational or Policy Statement.

MOTION

In accordance with *BCSTA Bylaw 7(1)*, motions must be emergent, i.e., "business that, if delayed until the Annual General Meeting, will impact negatively on Boards' ability to influence public policy or a public education issue."

That BCSTA...

RATIONALE

Provide a succinct description of why this motion is needed, what makes it emergent, plus any relevant background information.

This motion is emergent because...

OPTIONAL REFERENCES

Provide references to additional background material, e.g., legislation, websites, etc.

[Provide references here.]

RECORD
2014-2015

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:

October 29, 2014

Call to Order	Meeting called to order at 2:30 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Approval of Minutes – October 8, 2014	Approved as circulated
Superintendent Decision Item	Approved as circulated
Secretary Treasurer Decision Item	Approved as circulated
Superintendent Information Item	Received for information
Trustee Motion	Approved as circulated
Committee Business	Received for information
Adjournment	Adjourned at 4:21 p.m.

November 5, 2014

Call to Order	Meeting called to order at 1:56 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as amended
Approval of Minutes – October 29, 2014	Approved as circulated
Superintendent Decision Item	Approved as circulated
Secretary Treasurer Decision Item	Approved as circulated
Superintendent Information Item	Received for information
Adjournment	Adjourned at 2:31 p.m.

November 12, 2014

Call to Order	Meeting called to order at 5:25 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as amended
Approval of Minutes – November 5, 2014	Approved as circulated
Chairperson Decision Item	Approved as circulated
Committee Business	Approved as circulated
Committee Business	Received for information
Recessed	Meeting recessed at 5:35 p.m.
Call to Order	Meeting reconvened at 7:36 p.m.
Motion of Exclusion	Approved
Approval of Minutes – November 12, 2014	Approved as circulated
Adjournment	Adjourned at 7:40 p.m.