

Wednesday, June 12, 2013  
6:00 p.m.

District Education Office  
22225 Brown Avenue  
Boardroom

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## **A G E N D A**

*“Most of the people who will walk after me will be children, so make the beat and keep time with short steps” ~ Hans Christian Andersen*

### **A – OPENING PROCEDURES**

1. Call to Order
2. Correspondence ITEM 1
  - i. Frank Lento, Chairperson – SD5 (Southeast Kootenay)
  - ii. Melanie Joy, Chairperson – SD8 (Kootenay Lake)
  - iii. Lynette Kershaw, Chairperson – SD69 (Qualicum)
  - iv. Tom Weber, Chairperson – SD71 (Comox Valley)
  - v. Donna Sargent, Metro Chair – Metro Boards of Education
3. Ordering of Agenda
4. Invitation for Public Input to matters on the Agenda

### **B – CONFIRMATION OF MINUTES**

1. May 29, 2013 ITEM 2

### **C – PRESENTATIONS**

1. Community Literacy – Bruce Grady ITEM 3

### **D – DELEGATIONS**

### **E – CHAIR REPORT**

### **F – DEFERRED ITEMS**

### **G – TRUSTEE MOTIONS**

### **H – CHIEF EXECUTIVE OFFICER’S REPORT**

1. Decision Items
  - a) Superintendent of Schools
  - b) Deputy Superintendent
  - c) Secretary Treasurer

2. Information Items
  - a) Superintendent of Schools
  - b) Deputy Superintendent
  - c) Secretary Treasurer

## **I – COMMITTEE BUSINESS**

1. Committees of the Whole
  - a) 2012 - 2013 Finance
  - b) 2013 - 2014 Budget
    - i. Rental Rates 2013-2014 ITEM 4
2. Committee & Advisory Committee Reports
  - a) Aboriginal Education
  - b) Board Policy Development
    - i. Student Transportation Policy 5400 ITEM 5
    - ii. Proposed Draft Policy 10400 ITEM 6

*(Community and Commercial Use of School Facilities and Grounds)*

  - c) District Student Advisory
  - d) Education
  - e) French Immersion Advisory
  - f) Inclusive Education

## **J – QUESTION PERIOD**

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

## **K – TRUSTEE REPORTS**

1. BC School Trustees' Association Provincial Council
2. District Parent Advisory Council
3. Joint Parks and Leisure Services
4. Municipal Advisory & Accessibility
5. Ridge Meadows Community Arts Council
6. Ridge Meadows Education Foundation
7. Social Planning Advisory:  
[http://www.mapleridge.ca/EN/main/municipal/728/9982/spac\\_agenda\\_minutes.html](http://www.mapleridge.ca/EN/main/municipal/728/9982/spac_agenda_minutes.html)
8. Tzu Chi Foundation
9. Youth Society
10. Other Board Liaison Representative Reports
  - a) Good News Items

## **L – OTHER BUSINESS**

- a) Public Disclosure of Closed Meeting Business ITEM 7

## **M – ADJOURNMENT**

*Every student deserves safe and supportive learning environments free of bullying behaviours*

To: Board of Education

From: Chairperson  
Mike Murray

Re: **OPENING PROCEDURES**

Date: June 12, 2013  
(Public Board Meeting)

**Information/Decision**

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**1. CALL TO ORDER**

**2. CORRESPONDENCE (Information Item)**

1. Frank Lento, Chairperson – SD5 (Southeast Kootenay)
2. Melanie Joy, Chairperson – SD8 (Kootenay Lake)
3. Lynette Kershaw, Chairperson – SD69 (Qualicum)
4. Tom Weber, Chairperson – SD71 (Comox Valley)

**RECOMMENDATION**

THAT the Board receive all correspondence for information.

*Attachments*

**3. ORDERING OF AGENDA (Decision Item)**

**RECOMMENDATION:**

THAT the Agenda be ordered as circulated.

**4. Invitation for Public Input to matters on the Agenda**



# SCHOOL DISTRICT 5

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

November 28<sup>th</sup>, 2011

Honourable George Abbott  
Minister of Education  
P.O.Box 9045 Stn Prov Govt  
Victoria, B.C.  
V8W 9E2

Dear Mr. Abbott,

**Re: Carbon Offsets**

The SD5 Board of Trustees recognizes the leadership role the BC government has taken with regard to the reduction of carbon emissions in British Columbia and acknowledge that the *Greenhouse Gas Reduction Targets Act* is a step toward that laudible goal.

We appreciate that a program in its infancy is likely to require adaptations and changes during its first few years of operation. Having worked within the *Greenhouse Gas Reduction* framework since its inception in 2010 our Board has come to recognize some of the areas in which the *Greenhouse Gas Reduction* framework could be improved.

The Board also recognizes that, as the largest component of public building stock in the Province, school facilities represent one of the single largest opportunities for reducing real GHG emissions from provincial public sector operations.

Therefore, at its Regular Public Meeting of the Board of Education of November 8<sup>th</sup>, 2011 the Board carried the following motion:

***"MOTION***

*M/S that the Board write a letter to the Minister of Education requesting that government provide school districts with targeted funding for the reduction of carbon offsets and, in consultation with school Boards, make changes to the way carbon offsets are calculated for school districts while ensuring that carbon offsets paid out by school districts are set aside for the sole purpose of upgrading school district facilities to reduce carbon footprints."*

Our Board, at both its Education/Policy and its Finance/Operations/Personnel meetings reviewed current legislation and practices with regard to Carbon Offsets, identified the following concerns and brainstormed the following solutions:

1. **Return the AFG, annualized, to School District budgets and include a funding category, financed by School District Carbon Offset payments, targeted at “green” building retro-fit upgrades.**

A guaranteed AFG is essential in providing schools with the resources they need to plan maintenance projects, retrofits and other measures that improve the emissions profile and energy efficiency of district buildings and facilities.

In 2010 our district paid for nearly \$80,000 in offsets. This money is a direct reduction in funding available for regular operating expenses; both at the classroom level and in terms of measures that could reduce the carbon footprint of public education. For \$100,000 our district could have installed solar walls in one of our schools for an annual \$9,000 in energy savings.

Our District encourages the government to provide funding targeted at the reduction of emissions in order to cut public sector energy costs and improve the comfort of our schools and public buildings.

We recognize that this type of targeted funding would require clear guidelines, regulations and structures to ensure the quality of projects and criteria for prioritizing projects and we encourage government to dialogue with districts about this type of structure.

2. **Allow school districts to claim Sector 3 offsets.**

Policy recommendations from leading international organizations emphasize actual reduction of public sector emissions over the sale and purchase of carbon offsets. According to “Framework for Carbon Neutrality” by the international association, ICLEI-local Governments for Sustainability, *“emissions reductions, and not offsets, should be the prime focus of local governments in their climate or carbon neutral approach.” And that local governments [should] defer the purchase of offsets until major emissions reduction investment opportunities have been implemented.*” The United Nations Environmental Program (UNEP) handbook on carbon neutrality similarly states that real emissions reductions should be prioritized over offset purchases.

While our Board recognizes that current legislation is based on carbon offsets and not real emissions reductions we would like to see more emphasis placed on our initiatives to reduce emissions from transportation, commuting, building lifecycle and waste.

Currently school districts may claim for Scope 1 (direct) and Scope 2 (indirect, from purchased energy) emissions but are exempt from claiming Scope 3 emissions (other indirect; commuting, travel, embodied impacts of buildings and infrastructure etc.)

The Pacific Institute for Climate Solutions (PICS) found that Scope emissions accounted for about 47 per cent of total UBC campus GHG emissions. Based on this analysis, the PICS study recommends that the BC government:

- Make it mandatory for public sector organizations (PSOs) to assess and report all relevant and significant Scope 3 emissions, including emissions from employee business travel, employee commuting, building lifecycle and outsourced activity/contracts previously performed by the organization;
- Not require these additional Scope 3 emissions to be reduced or offset, unlike Scope 1 and Scope 2 emissions currently; and
- Allow PSOs to use their Scope 3 emission reductions as offsets, provided these meet the quality standards for offsets.

**3. Provide School Districts with the choice to purchase offsets through offset purveyors other than Pacific Carbon Trust.**

PCT charges a fixed rate of \$25 per tonne while prices on benchmark “certified emissions reductions” carbon offsets fell as low as 7.40 Euros (CAD\$10.28) in August 2011. Even with this drop in carbon offsets we understand that PCT plans to raise prices for offsets sold to the public sector to \$30 per tonne in 2012, an increase of 20% to school districts.

If school districts were provided the same multiple options for offsetting emissions that local governments enjoy under the 2011 Green Communities Carbon Neutral Framework districts could purchase offsets from any credible provider (not limited to PCT).

**4. Provide school districts with the ability to acquire loans for the purpose of “green” retro-fitting of energy inefficient facilities similar to the model used by school Districts in Alberta**

While our Board recognizes that funding capital projects that save energy (and also reduce emissions) is an expensive prospect; one which government may not be able to fully fund at the moment schools still require better tools for reducing emissions.

By lifting the ministry debt cap which prevents BC school districts from borrowing against avoided utility costs BC districts could borrow against

contractor-guaranteed energy savings for up to 20 years. This is the current practice for Alberta school districts. This means that although the Alberta government puts less emphasis on climate change mitigation, it has given its school districts a better tool for reducing emissions from district operations than BC school districts currently enjoy.

Although this is not an exhaustive list of concerns and solutions reviewed by our Board it does represent the main topics of discussion.

Sincerely,

Frank Lento,  
Chair, School District 5

Cc: Bill Bennett, MLA  
Michael McEvoy, President, BCSTA (for distribution to its members)  
Steve Cardwell, President, BCSSA (for distribution to its members)  
Lyle Boyce, Executive Director, BCASBO (for distribution to its members)  
Susan Lambert, President, BCTF (for distribution to its members)  
Barry O'Neill, President, CUPE BC (for distribution to its members)  
Heath Slee, President, UBCM (for distribution to its members)  
Deb Therrien, Chair, DPAC, SD5 (for distribution to its members)  
Charley Beresford, Executive Director, Columbia Institute  
Media

Board of Trustees  
Frank Lento (Chair), Trina Ayling, Bev Bellina, Shaun Damstrom, Chris Ellis, Jan Gordon-Hooker,  
Dan Hall, Chris Johns, Corey Mildenberger



December 2, 2011

Ref: 150579

Frank Lento, Chair  
Board of Education  
School District No. 5 (Southeast Kootenay)  
**Email: Frank.Lento@sd5.gov.bc.ca**

Dear Mr. Lento:

Thank you for your letter of November 28, 2011, regarding the Southeast Kootenay Board of Education motion requesting that *“government provide school districts with targeted funding for the reduction of carbon offsets and, in consultation with School Boards, make changes to the way carbon offsets are calculated for school districts while ensuring that carbon offsets paid out by school districts are set aside for the sole purpose of upgrading school district facilities to reduce carbon footprints.”*

The Honourable Terry Lake, Minister of Environment, is currently reviewing this issue, and I have forwarded your letter to him so that he is aware of your concerns and suggestions. I understand that the Minister's review process will include meetings with the BC School Superintendents Association, the BC School Trustees Association and other public sector organizations.

Again, thank you for taking the time to write.

Yours truly,

George Abbott  
Minister

cc: Honourable Terry Lake  
Bill Bennett, MLA for Kootenay East





# SCHOOL DISTRICT 5

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

February 14<sup>th</sup>, 2012

Honourable George Abbott  
Minister of Education  
P.O.Box 9045 Stn Prov Govt  
Victoria, B.C.  
V8W 9E2

Dear Mr. Abbott,

**Re: Carbon Offsets**

Thank you for your letter of December 2<sup>nd</sup>, 2011 in which you responded to our letter of November 28<sup>th</sup>, 2011 requesting that *“government provide school districts with targeted funding for the reduction of carbon offsets and, in consultation with school Boards, make changes to the way carbon offsets are calculated for school districts while ensuring that carbon offsets paid out by school districts are set aside for the sole purpose of upgrading school district facilities to reduce carbon footprints.”*

In your letter you state that the Honourable Terry Lake, Minister of Environment, is currently reviewing this issue and that you have forwarded our letter to him so he is aware of our concerns and suggestions. Your letter also indicated that the Minister’s review process will include meetings with the BC School Superintendents Association, the BC School Trustees Association and other public sector organizations.

In the two months following your December 2<sup>nd</sup>, 2011 letter our Board has not received any further information regarding Honourable Lake’s review of this issue. This is an important issue to our Board and the community of Cranbrook, especially in light of the three years’ work we have done toward the replacement of our aging Mount Baker Secondary School—which, along with a number of buildings in our District—is sadly far from carbon neutral.

We would appreciate an update on this review process including past and future meetings.

Sincerely,

Frank Lento,  
Chair, School District 5

Cc: Honourable Terry Lake  
Bill Bennett, MLA Kootenay East

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

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## SCHOOL DISTRICT 5

S O U T H E A S T   K O O T E N A Y

May 16th, 2013

### **SD5 puts \$80,000 in own Carbon Offsets Fund**

School District 5 (SD5) is expected to pay out nearly \$80,000 in Carbon Offsets to the Pacific Carbon Trust (PCT) in order to comply with the government's *Greenhouse Gas Reduction Targets Act*. This is similar to the amount paid by the Board last year.

Under the *Act*, school districts are required to offset carbon footprints—most of which are a result of greenhouse gas emissions from old and inefficient school buildings—by purchasing carbon offsets from the PCT at a fixed price of \$25 per tonne. This rate is often much higher than fluctuating market rates.

At Tuesday's Board meeting the Board instead directed staff to research the development of a SD5 reserve fund equivalent to the annual carbon credit offset purchase they are expected to pay to the PCT.

"We understand that there are a number of municipalities that will be doing this type of thing as well, and we think it makes sense", says Board Chair, Frank Lento.

According to Lento, these funds would be held in reserve to be used towards carbon footprint reducing measures within SD5 operations, as approved by the board, in order to be considered carbon neutral under Provincial Legislation.

Lento is optimistic that government will view the Board's Carbon Offsets Reserve Fund as complying with legislation given that the fund's sole purpose is to address carbon emissions. Lento also points

out that school buildings represent one of the single largest opportunities for reducing public sector greenhouse gas emissions.

“If our District had been able to invest the \$80,000 paid to the PCT last year in a solar wall upgrade in one of our schools, we would’ve achieved a reduction in our carbon footprint while realizing an annual \$9,000 in energy savings.”

Lento describes the lost opportunity to save \$9,000 as a direct reduction in funding available for regular operating expenses. “These operating expenses ultimately mean less dollars spent in the classroom and that’s bad for kids.”

Cranbrook Trustee Chris Johns agrees and points out that the pending Mount Baker Secondary school replacement offers government a golden opportunity to reduce carbon emissions while saving the District long term operating costs.

“Mount Baker is the largest school in the District. It’s old. It’s got an inefficient HVAC system. We’re just feeding dollars bills into the heat system. And that means we’re going to have to keep feeding money to the Pacific Carbon Trust when our school kids and teachers are being asked to do more with less. It’s ludicrous.”

This isn’t the first time the Board has tried to encourage government to make changes to the way they deal with Carbon Offsets. The Board sent a letter to previous Minister of Education, George Abbott in November, 2011 and again in February, 2012 requesting government to –among other recommendations-- ensure that carbon offsets paid out by school districts are set aside for the sole purpose of upgrading school district facilities to reduce carbon footprints.

“So far we haven’t seen any concrete changes from government although we’ve been told that there would be changes. Our kids simply can’t wait any longer. That’s why the Board has decided to create this reserve fund. We’re not ignoring legislation, we’re simply interpreting it in a way that’s more beneficial for our kids.”

A copy of the correspondence between the District and Minister Abbott, and the complete motion carried by the Board at its May 2013 meeting is available to the public on the SD5 website, [www.sd5.bc.ca](http://www.sd5.bc.ca).

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**Contact:**

Frank Lento, Chairperson, SD5 Board of Education	250-430-7175
Trina Ayling, SD5 Trustee Media/Communications Committee	250-489-1006



## School District No. 8 (Kootenay Lake)

### Board Chair

570 Johnstone, Nelson, B.C. V1L 6J2

Telephone: (250) 352-6681 Fax: (250) 352-6686

Toll Free: 1-877-230-2288 Web: [www.sd8.bc.ca](http://www.sd8.bc.ca)

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May 23, 2013

Ms. Sharon Gregson  
Integrated Early Care & Learning in BC  
Coalition of Child Care Advocates of BC  
2772 East Broadway  
Vancouver, BC V5M 1Y8

Dear Ms. Gregson:

**RE: \$10 a Day Child Care Plan**

The Board of Education at its March 26, 2013 meeting adopted the following Resolution:

A letter be written to the Provincial Government in support of the Community Plan for a Public System of Integrated Early Care and Learning, otherwise known as the \$10 a Day Child Care Plan.

We believe this Plan has the potential to make a real difference for BC children, families and communities.

Sincerely,

Mel Joy  
Board Chair  
[mjoy@sd8.bc.ca](mailto:mjoy@sd8.bc.ca)

cc Minister of Education  
Board of Education  
BCPSEA  
BCSTA Boards of Education  
Superintendent/CEO  
Secretary-Treasurer



## SCHOOL DISTRICT No. 69 (QUALICUM)

May 30, 2013

Honourable Christy Clark  
Office of the Premier  
PO Box 9041, STN PROV GOVT  
Victoria, BC V8W 9E1

Dear Premier Clark:

We were disheartened by recent news that many CUPE locals are deciding to hold a strike vote, in light of the lack of movement on compensation increases at the provincial level and the decision to hold to the Cooperative Gains Mandate.

As we indicated in our letter dated December 20, 2012, we are unable to find savings within the Cooperative Gains Mandate to provide wage increases for our deserving staff. We are facing a shortfall of \$3 million dollars over four years which will result in cuts to services to students and families. We simply cannot find savings that will not affect the classroom.

We strongly urge your new government to consider a mandate for all school board employees that includes a wage increase. A wage freeze has been in effect since 2009. It is time for the government to step up and provide for the people who serve our system and our students. In 2012, the previous Liberal government was able to find funds to support an increase in benefits for the members of the BC Teachers' Federation. It is time for this new Liberal government to find funds to support a wage increase for all employees.

We have worked hard to maintain a positive working relationship with our support staff and continue to negotiate with our Local. We are also doing our part to ensure labour stability and continue to provide the valuable service of education to our students. We strongly encourage the government to do their part as well.

Yours truly,

Lynette Kershaw, Board Chair

cc: Board of Education SD69  
R. Koop, A/Superintendent  
E. Bailey, Secretary Treasurer  
L. Paine, President, CUPE Local 3570  
M. Hancock, President, CUPE BC  
All BC Boards of Education (BCSTA)

File: 0530-10

# School District No. 71 (Comox Valley)

**Board of Education**

607 Cumberland Road  
Courtenay, B.C., V9N 7G5  
Fax (250) 334-5552  
Telephone (250) 334 -5528

January 16, 2013

Honourable Don McRae  
Minister of Education  
PO Box 9045, Stn Prov Govt  
VICTORIA, BC  
V8W 9E2

Dear Minister McRae,

**RE: The Proposed International Education Strategy**

In December our Board of Education was informed of the proposed International Education Strategy which significantly changes the funding practices for tuition paying international students. Our Board has some serious concerns about both the proposal and the process by which the International Education Strategy was presented to IPSEA and our school communities. We would be remiss in not noting our dis-appointment with the lack of consultation and the absence of a co-governance spirit with the Boards of Education who have embedded on shore K-12 International Student Programs. We are encouraged that your ministry has recently announced that they will be convening a series of regional round tables this spring and look forward to more representative, solution based discussions at these tables.

We recognize that IPSEA (of which we are a member district) is currently formally represented as a part of the provincial Education Advisory group. We suggest that this association have a formal seat at the table at all times, present and future, when discussing best practices and formulating policy and protocol. This organization has member school districts with up to 30 years experience. Furthermore, the IPSEA best practices manual speaks to key services proposed in the IES Financial Models document. Locally our International Student Program (ISP) staff adopted the Best Practices manual 8 years ago when we began our program and in large part this is the reason why we have become so successful in such a short time.

We are concerned about the proposed levy for every international student. This levy, which is to be taken from each school district's current International Education operating budget, is a new unfunded liability. Not only will this be a new cost to school districts, the international sector around the world has learned of the proposal and this information is being shared out to international students. As a result, our reputation will be affected if the levy goes ahead. International Education has a real business



component and this levy will be used against districts as our competitor countries (UK, USA, Australia) strive to maintain or increase their market share.

An additional issue related to finance is that the services the ministry proposes to offer do not require new money. IPSEA members have the framework in place to ensure that services stated in your proposed Finance Model - Student Support Services, Marketing, Research, Oversight and Training/Capacity Building - are already being reviewed annually to ensure that we constantly work toward best practice. The IPSEA organization came into being to focus on quality assurance and is wholly committed to the pursuit of excellence. Locally, the ISP dedicates significant international revenue to ensure our best work is being done on behalf of the international students, the school district and the community.

Finally, when it comes to the revenue that the Ministry of Education wishes to dedicate to enriching International Education, it needs to be pointed out that economic impact reports have shown that millions of dollars is collected in general taxes annually in connection to the enrolment of international students. Homestay families return their honorarium back into their communities and each international student spends thousands of dollars during their stay for clothing, recreation, travel, entertainment, etc. We suggest that the tax revenue already exists to permit the government to set up viable funding for the IES without adding a burden upon each school district.

Please know there are dedicated professionals in International Programs across the province ready and willing to work collaboratively with your ministry. These professionals feel British Columbia is a true destination of choice and remain committed to spending time, energy and local resources to ensure that each international student realizes their dream to study abroad and then school districts like ours are enriched by the cultural perspectives and experiences that each international student brings to our youth.

Yours truly,



Tom Weber, Chair  
Comox Valley School District

TW:dp

cc.: Sherry Elwood, Superintendent of Schools, School District 71 (Comox Valley)  
Tom Demeo, Assistant Superintendent, School District 71 (Comox Valley)  
Rob Moore, District Principal, International Education, School District 71 (Comox Valley)  
BCSTA Boards

May 31, 2013

Teresa Rezansoff

BCSTA President

1580 West Broadway, 4<sup>th</sup> Floor

Vancouver BC V6J 5K9

Dear Teresa,

At our Metro Branch meeting of May 24<sup>th</sup>, our BCSTA Metro Liaison, Valerie Adrian, mentioned that the BCSTA Executive would be speaking to the Ministry of Education in regards to onshore International Education and potential reforms.

A motion was passed at the meeting that the Metro Trustees write to you regarding our concerns about this topic and this letter addresses you on behalf of the Metro Trustees.

During the spring, the Ministry of Education held a series of International Education roundtable meetings in several jurisdictions, and many of the Metro Trustees attended these sessions.

The Metro Trustees have many concerns regarding these International Education Roundtables and their proposed outcomes. We would like to raise these concerns with you:

1. Although these roundtables were held, we are concerned that there is/was very little consultation with Boards and staff before or during this whole process. We are very concerned that this process leaves the impression of having substantively consulted with us.
2. Most Metro Boards have successfully run onshore international programs for as many as 25 years with no input or in fact help from the Provincial government. Our communities and the province have benefitted on the whole from these programs and we perceive this new initiative as a "tax" on our successful programs and nothing short of an attempt by the Provincial government to cash-in on our success.
3. The proposed extra layer of oversight of onshore International education already exists via IPSEA and BCCIE. This would be a complete duplication of services and functions and yet another layer of bureaucracy and costs downloaded on us diminishing our available funding from this valuable resource. Quality assurance data is already collected by IPSEA. A connection should be made with them.
4. Boards charge what the international market will bear so having one proposed fee is not in the best interest of Boards. Students and their parents do substantial research before arriving on our shores, and our programs must be both robust and satisfactory to compete internationally.

5. With no consultation the government wants an increase of 6000 international students by 2015. This is a 50% increase from the current number of 12,500 international students provincially. At best the province may be able to handle 19% growth. There are significant capacity issues with this, especially in the case of homestays. We want all of the students to have an excellent educational experience while in BC.
6. These students provide \$168 million dollars in tuition and then on top of that pay for homestays and contribute generally to the economy estimated at between \$5000-10000 per student per year. The government benefits greatly from having them here already.
7. There is a need for the Ministry of Education to recognize space within our buildings to accommodate International students, particularly at Secondary. If we value the program and the students, then the increased capacity to accommodate these students needs to be funded in capital projects.
8. Metro Trustees recognizes that smaller rural districts may not have the capacity or infrastructure to support an international program however we feel we should in no way be penalized for this.
9. Lastly we would like to know where the feedback from these meetings went, as so far attendees have received none. We would also like to know how the information gathered is being used and what is the outcome of these meetings.

As you can see we have very legitimate concerns that if there are any changes to the onshore International Program all of the Metro Boards will be greatly impacted, in particular financially, and we are concerned that the impacts will be negative for us. Through our hard work we have added tremendous value to the coffers of British Columbia and it is unacceptable to have our Boards penalized. At this time we do feel that our staff and our Boards have not been meaningfully consulted regarding any and all proposed changes.

We welcome further dialogue with yourselves and the Ministry of Education regarding this.

On Behalf of Metro Boards of Education

Sincerely

Donna Sargent

Metro Chair

c.c BCSTA Board of Directors

Boards of Education



ITEM 2

To: Board of Education

From: Chairperson  
Mike Murray

Re: **CONFIRMATION OF MINUTES**

Date: June 12, 2013  
(Public Board Meeting)

**Decision**

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**RECOMMENDATION:**

THAT the Minutes of the May 29, 2013 Public Board Meeting be approved as circulated.

Attachment

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**IN ATTENDANCE:**

**BOARD MEMBERS:**

Board Chairperson – Mike Murray  
Vice-Chairperson – Eleanor Palis  
Trustee – Susan Carr  
Trustee – Ken Clarkson  
Trustee – Kathy Marshall  
Trustee – Sarah Nelson  
Trustee – Dave Rempel

**STAFF:**

Superintendent – Jan Unwin  
Secretary Treasurer – Flavia Coughlan  
Deputy Superintendent – Laurie Meston  
Mgr. of Communications/Community Relations – Irena Pochop  
Executive Assistant – Tracy Orobko

**A. OPENING PROCEDURES**

**Call to Order**

The meeting was called to order at 6:05 p.m.  
The Chair welcomed and thanked everyone for attending.

1. **Correspondence**

- Darrel Ganzert, Chairperson – SD20 (Kootenay-Columbia)
- Mel Joy, Chairperson – SD8 (Kootenay Lake)

**Moved:** Trustee Rempel

**Seconded:** Trustee Carr

THAT the Board receive all correspondence for information.

**CARRIED**

2. **Ordering of Agenda**

**Moved:** Trustee Rempel

**Seconded:** Trustee Nelson

**Additions:**

Correspondence (Mel Joy, Chairperson – SD8 (Kootenay Lake): Move to Chair Report

THAT the Agenda be ordered as amended.

**CARRIED**

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

**B. CONFIRMATION OF MINUTES**

1. **May 8, 2013 Public Board Meeting Minutes**

**Moved:** Trustee Rempel

**Seconded:** Trustee Clarkson

THAT the Minutes of the May 8, 2013 Public Board Meeting be approved as circulated.

**CARRIED**

## C. PRESENTATIONS

### Ron Lancaster, Trades Partnership Coordinator – District Partnership Programs

Mr. Lancaster presented a brochure that highlights all the career programs in our schools.

Career programs are “Bringing life to learning”. There have been up to 800 students out in the community conducting work experience; 120 students are participating in partnership programs and interest in the programs has never been higher. By the end of March this year, over 160 applications were received for September. The community is becoming more aware of options and has fully embraced the programs. There has been great response to the newly Board approved plumbing program.

Mr. Lancaster introduced students Cole Higgins, Brooklyne Taylor, Anika Malmsten, Brandon Collins and Spencer Clinton.

Cole Higgins. An MRSS student cross-enrolled into the BCIT Auto Service Technician student provided an account of his experience in the program and the employment opportunities he has now.

Brooklyne Taylor. A former MRSS student who has continued her passion of culinary arts with the VCC professional cooks level 1 program at SRT provided an account of her experience in the program and the employment opportunities she has now.

A question was asked as to how she managed moving between schools to which Brooklyn responded having her own vehicle made it much easier as she felt public transportation to be challenging.

Mr. Lancaster indicated SD42 students have been and are involved in financial institutions, engineering firms, Vancouver Aquarium, Ridge Meadows Hospital, RCMP and Fire Academies. The RCMP Youth Academy is the costliest however SD42 consistently has the largest contingent with 20 to 30 kids participating. We play an important role in the sustainability of the camp and this was the fifteenth year of participation.

Mr. Lancaster credited the good work of experienced facilitators such as Kelly Gould who play a key role with work experience.

Anika Malmsten, a Garibaldi Secondary student, read a statement on her personal experience with the RCMP Youth Academy. Because of this camp, knows she wants to pursue her career.

Brandon Collins, an SRT student, attested how the whole experience provided him with the confidence boost he needed and developed the passion to pursue a career in law enforcement at some level.

Spencer Clinton, an SRT student gave an account of his experience at the RCMP Youth Academy and noted that this was one of the hardest yet best challenges he has ever experienced. The program helped steer his future goals and will be pursuing training as a 911 Dispatch Operator. Spencer thanked the Board for its support for the program.

## D. DELEGATIONS

## E. CHAIR REPORT

### Mel Joy, Chairperson – SD8 (Kootenay Lake)

Trustee Carr urged the Board to offer support in sending a letter to the Minister, once determined who,

**Moved:** Trustee Carr

**Seconded:** Trustee Clarkson

THAT the Board send a letter to the new Minister of Education urging the Government to fully fund any wage increases.

**CARRIED**

The Board further wishes to encourage BCSTA on behalf of all Boards, to take this to the Government.

**F. DEFERRED ITEMS****G. TRUSTEE MOTIONS****H. CHIEF EXECUTIVE OFFICER'S REPORT****1. Decision Items**

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

2013–2014 Board of Education Regular Public Board Meetings

**Moved:** Trustee Rempel

**Seconded:** Trustee Clarkson

THAT the Board adopt the following regular Public Board meeting schedule for 2013/14:

September	11, 25	February	12, 26
October	9, 30	March	12
November	13, 27	April	9, 30
December	11	May	14, 28
January	15, 29	June	11, 25

**CARRIED****2. Information Items**

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

**I. COMMITTEE BUSINESS**

Proposed Draft Policy: 5400 Student Transportation

**Moved:** Trustee Rempel

**Seconded:** Trustee Clarkson

THAT the Board receive for information and continuation with the consultation process: policy 5400 Student Transportation and procedure 5400.1 Student Transportation.

**CARRIED**

Inclusive Education Trustee Nelson reported on her attendance at the successful “inclusive awards” at Maple Ridge Secondary School.

**J. QUESTION PERIOD****K. TRUSTEE REPORTS**

DPAC. Acknowledgement was expressed to DPAC for the successful Appreciation Dinner night.

Parks and Leisure. A verbal report was provided on the awarding of a contract for the development of a water park at Albion Sports Complex.

---

Ridge Meadows Education Foundation. A verbal report was provided on the successful hot dog day which raised money for the school brown bag lunch program.

Tzu Chi Foundation. A verbal report was provided on the challenges in attendance at the recent celebration. \$17,500 of funding has been donated by Tzu Chi. The next meeting is in two weeks.

Good News Items

Items included the district track meet which is scheduled for MRSS on June 6 and 7<sup>th</sup>; bird tours fostering learning at Trustee Rempel's home; and the successful pole ceremony to be held at Alouette Elementary.

Summer Learning Program recently received the Ken Spencer acknowledgement award; and Trevor Randle, MRSS Chef recently was auctioned off for \$850 at a fundraiser where he will prepare a dinner for eight in the bidder's home.

Trustee Palis concluded the meeting with 'sad' news indicating this as being the Executive Assistant's last attendance at a Board meeting as Tracy Orobko moves on to new adventures and challenges. The Board acknowledged and thanked her for efforts over the years of service.

**L. OTHER BUSINESS**

**M. ADJOURNMENT**

**Moved:** Trustee Rempel

**Seconded:** Trustee Clarkson

THAT the meeting of the Board be adjourned at 6:56 p.m.

**CARRIED**

---

Mike Murray, Chairperson

---

Flavia Coughlan, Secretary Treasurer





ITEM 3

To: Board of Education

From: Board Chairperson  
Mike Murray

Re: **PRESENTATIONS**

Date: June 12, 2013  
(Public Board Meeting)

**Information**

---

**Community Literacy**

Bruce Grady, District Principal- Continuing Education, Ridge Meadows College,  
International Education

**RECOMMENDATION:**

THAT the Board receive Bruce Grady's presentation for information.



Maple Ridge - Pitt Meadows - Katzie

## Community Literacy Committee

# COMMUNITY AND DISTRICT LITERACY PLAN June 2013

*Bringing Literacy to Life*

## ACKNOWLEDGEMENTS

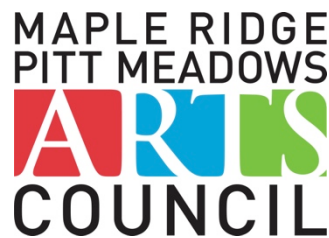
The Maple Ridge Pitt Meadows Katzie Community Literacy Committee gratefully acknowledges the BC Ministry of Education and Decoda Literacy Solutions for its funding and ongoing support.

The Community Literacy Committee would also like to thank School District 42 and the Fraser Valley Regional Library for their financial and in-kind assistance in 2012/13.

A sincere thank you is extended to the Community Literacy Committee, Volunteers, Tutors, Partner Organizations and Businesses, and those who give their time and energy to support literacy in our community. We couldn't do it without you!

## A SPECIAL THANK YOU

In 2012-13 we were honoured to receive donations and sponsorship from the following community oriented businesses and organizations.



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## EXECUTIVE SUMMARY

The Maple Ridge Pitt Meadows Katzie Community Literacy Committee (CLC or Literacy Committee) works to promote and support adult, community, and family literacy. Since 2003 the Literacy Committee has operated as a standing Committee of our local Community Network – an agency based, community wide, planning table. In 2007, the CLC became a literacy task group as defined by 2010 Legacies.

The Literacy Committee is a community group therefore membership is open to anyone who wants to be involved in literacy. Most Committee members represent agencies and organizations. Some members are individuals with no formal affiliation.

The Literacy Committee holds an annual strategic planning session. This year's annual planning session took place on March 13, 2013. During this planning session, we reviewed:

- Feedback from the community, community partners, and Committee members;
- The annual LOW report and its subsequent recommendations; and,
- Last year's annual goals and action plan.

After reviewing the above documents, it quickly became apparent that the Committee as a whole felt the 2012 Action Plan was still relevant and many of the goals were still works in progress. The consensus of the Committee was to fine-tune existing strategic priorities and continue to work toward sustainability.

During the planning session as the guiding questions were considered by the



### Work Smarter, Not Harder

Committee Members, it was evident that the Committee needed to work SMARTER, not harder.

As a result of these observations, the following activities were prioritized:

- Continue to build on existing programs and services that are currently underway;
- Focus on finding sustainable funding other than Decoda and identifying opportunities for business sponsorships within our community;
- Maximize use of all print and online media avenues to raise awareness, connect with the community, and promote literacy activities; and,
- Evaluate all activities based on impact and eliminate programs / services that are not effective (pre- and post- activity evaluations).

This Community and District Literacy Plan is a result of the work done by the Committee at this planning session and reflect 2013 priorities. The 2012 Action Plan has been carried forward to 2013 with only a slight shift in priorities as noted above.

### 2013 Priorities

- Build on Existing Programs and Services
- Find sustainable funding and seek out business sponsorships
- Increase Committee profile with marketing efforts: print and social media
- Evaluate all activities to ensure effectiveness

### Celebrating Progress

A week does not go by where I don't have something from the literacy Committee to read in my email mailbox; there have been many events over the past year that I can recall including the Literacy celebration last June, the Reading Racers program, the ESL group for women at the CEED Centre, The literacy newsletter, the community discussion that took place regarding enhancing and strengthening family literacy, the financial literacy talks with our clients, the book club for adults learning to read, the Pitt Meadows and Maple Ridge Literacy days.

~ Committee Member  
via Online Survey

### Partnering in the Community

In my work, I encounter many Literacy Committees. From my vantage point, yours is exemplary in dedication, commitment, and getting things done. Keep up the good work!

~ Committee Partner  
via Online Survey



## WHAT IS A COMMUNITY AND DISTRICT LITERACY PLAN?

A Community and District Literacy (CDLP) plan outlines the history, structure, purpose, and activities of the Maple Ridge Pitt Meadows Katzie Community Literacy Committee (CLC), reviews past year's progress towards stated goals, and outlines an action plan for achieving goals in the coming year.

Decoda Literacy Solutions – our main funder – asks literacy task groups a series of guiding questions each year. The answers to these questions help Decoda to analyze and compare the work of task groups across the province.

Our annual CDLP is written after asking these questions and getting feedback from the community. Literacy planning is a community-wide conversation with all partners having an equal voice. The Literacy Committee, School District 42, and Fraser Valley Regional Library (FVRL) cooperate closely in this process, as do other partner agencies.

The 2013 Community and District Literacy Plan replaces previous literacy plans written by the Literacy Committee. Previous plans can be viewed on the [Ministry of Education](#) website.

A District Literacy Plan is a “statement of commitment by a school district to work with community partners to improve literacy locally”.

~BC Ministry of Education,  
*DLP Transitional Guidelines 2007-2008*



## ABOUT LITERACY

**Definition** According to the International Adult Literacy and Life Skills Survey (IALLS 2005) literacy is defined as:

*“the ability to understand and employ printed information in daily activities, at home, at work, and in the community – to achieve one’s goals, and to develop one’s knowledge and potential”*

By this definition, literacy is more than just being able to read and write. It also includes social, emotional and interpersonal communication, the use of technology, and the arts. Literacy is therefore achieved through several routes including formal schooling, our culture, our work, and our community connections, such as church, politics and social activities.

42% of working-age adults in Canada have literacy skills below the minimum level to cope with the complex demands of everyday life and work in our global economy

~ 1994 International Adult Literacy Survey

<http://www.hrsdc.gc.ca/eng/cs/comm/reports/literacy/2.shtml>

### Why Literacy is Important

People need to use printed information to function well in their daily lives. There are many times when people need to understand and act on written and numerical information, such as to:

- read the label on a food package
- calculate a dose of medicine
- use a computer
- read a newspaper

Low literacy is linked to low income, poor health, and social exclusion. People with low literacy skills have a hard time supporting themselves and their families and often have profound self-esteem issues.

If low literacy prevents people from fully participating in society then society as a whole can suffer from a lowered quality of life and a poorer standard of living.

## MAPLE RIDGE PITT MEADOWS KATZIE COMMUNITY LITERACY COMMITTEE (CLC)





**About the Literacy Committee** The Literacy Committee works in the communities of Maple Ridge, Pitt Meadows and Katzie to promote and support adult, community, and family literacy.

Since 2003 the Literacy Committee has operated as a standing Committee of our local Community Network – an agency based, community wide, planning table. In 2007, the CLC became a literacy task group as defined by 2010 Legacies.

**Membership** The Literacy Committee is a community group therefore membership is open to anyone who wants to be involved in literacy. Most Committee members represent agencies and organizations. Some members are individuals with no formal affiliation. For a full list of members see Appendix 1.

## **LITERACY COMMITTEE MISSION and VISION STATEMENTS**

**Mission** The Literacy Committee promotes and supports adult, community and family literacy and provides leadership and coordination of literacy initiatives in the communities of Maple Ridge, Pitt Meadows and Katzie First Nation.

**Vision** We will be a community where:

- Literacy programs are available to people of all ages and all backgrounds;
- All people are encouraged to learn, read and participate;
- All learners are valued for all their skills;
- All learners feel safe to ask for help and use community literacy services; and,
- Literacy initiatives are coordinated and happen in many parts of our community.



## LITERACY TASK GROUP

### Organization of Task Group

#### GUIDING QUESTION #1

*Who takes part in the Task Group? How is the work of the task group organized?*

The CLC works in collaboration with community partners to achieve its goals. Our key partners are School District 42 and Fraser Valley Regional Library. Both FVRL and SD42 provide valuable resources and support for the CLC's work.

Over the past two years, the CLC has established and strengthened partnerships with service agencies in our community. At this time the Literacy Committee has 55 members – some of whom represent organizations and government, others represent business, and others represent the community as a whole.

The task group meets quarterly to discuss key issues and revise plans as needed. In addition, the Co-Chairs and Literacy Outreach Workers meet about every 6 weeks to review progress, brainstorm ideas / priorities, and touch base. The three Literacy Outreach Workers meet monthly (or as needed) to ensure coordinated efforts and progress towards goals.

In addition, several work groups are being established to address specific needs. Current work groups include: Family Literacy, Marketing, and Fundraising.

Work groups are comprised of representatives from the Literacy Committee, Community Agencies, and volunteers. These groups are each working on specific tasks and have very unique goals (i.e. social media presence or developing the PALS mini kits).



## LITERACY IN OUR COMMUNITY

### Literacy Resources

#### GUIDING QUESTION # 2

*What has happened in your community over the past year that impacts people in the community and the ability of organizations to support literacy development?*

In 2011 the Literacy Committee Literacy Outreach Workers (LOWs) compiled a list of local literacy based programs and services offered by agencies called the LINK UP directory. The [LINK UP](#) directory is updated semi-annually and the most recent version can be found [online](#).

The process of creating and updating the LINK UP directory continues to shed light on gaps and opportunities around literacy, including:

- Early childhood and family literacy are well covered in our community.
- Middle Childhood (6-12) and Teen (12+) literacy supports / programs are covered by SD42 and the FVRL.
- Adult literacy programs for English as a Second Language (ESL) learners are limited.
- Non-ESL adult learners have few resources available to assist them.

### Community Trends

The following table outlines some of the positive and negative trends that have impacted our literacy work.

The literacy Committee has been incredibly organized and pro-active in promoting a variety of activities in our community and it's members are dedicated and hard working for the cause.

~ Committee Member,  
Online Survey

Positive	Negative
Increased awareness of importance of literacy	Decreasing \$ in schools
Increase in literacy activities and events	Government cutbacks in funding to non profits
Growing desire to partner	Increase in homelessness and poverty
Inspired local collaboration	Increase in immigrant population with few resources to support
Agencies and CLC looking for creative ideas to make things happen	

Many of these trends are NOT new. In fact, these trends – particularly in relation to funding – have become the “norm” forcing agencies to seek creative ways to achieve their mandate. Partnering with the Literacy Committee appears to be an easy solution that leads to positive, value-added results.



## COMMUNITY PARTNERSHIPS and COLLABORATION

### Joint Effort

#### GUIDING QUESTION #3A

*What are the important collaborations that have taken place to support literacy and the work of the task group?*

The Literacy Committee works in collaboration with local non-profit and government agencies to enhance local literacy initiatives. With a focus on enhancing literacy content in existing programs we have focused our attention on supporting the literacy work of those agencies working with adults, families, and immigrant communities.

It is clear that common values link our community and that collaboration is a foundational value for many of our partners. We work with a range of partners pursuing a various activities that help us achieve our strategic goals. A membership list is available in Appendix 1.

The CLC is lucky to work in a community where collaboration and partnering are the “norm” and partner agencies are also looking for innovative ideas. The collaborative process adopted by the CLC is vital for connecting literacy initiatives throughout our community.

### Family Literacy Days 2013

Hosted by the Maple Ridge and Pitt Meadows Public Libraries  
and the Literacy Committee



Pitt Meadows Family Literacy Day  
January 19, 2013



Maple Ridge Family Literacy Day  
January 26, 2013



## ESSENTIAL PARTNERSHIPS

While the CLC has many partner agencies, there are two key partners that are essential to the work we do. These are School District 42 and the Fraser Valley Regional Library. Both play a central role in terms of partnering on events, providing in kind support (administration, photocopying, contacts, etc.) and are easy to work with.

### GUIDING QUESTION #3B

*What are the essential ongoing collaborations?*

In addition, both the School District and the Library's mandates focus on literacy for all learners. It should be noted that the mission and vision statements of the Literacy Committee, School District 42, and Fraser Valley Regional Library are complementary:

### Community Literacy Committee

- Mission:** The Community Literacy Committee promotes and supports adult, community and family literacy and provides leadership and coordination of literacy initiatives in the communities of Maple Ridge, Pitt Meadows and Katzie First Nation.
- Vision:** We will be a community where:
- literacy programs are available to people of all ages and all backgrounds
  - all people are encouraged to learn, read and participate
  - all learners are valued for all their skills
  - all learners feel safe to ask for help and use community literacy services
  - literacy initiatives are coordinated and happen in many parts of our community

### School District 42

- Mission:** To fully support all individuals in their personal development as successful learners and respectful contributors to society.
- Vision:** For every individual to feel valued and for all learners to reach their full potential.

### Fraser Valley Regional Library

- Mission:** To connect people to the world of information and ideas.
- Vision:** To be an innovative organization that is recognized as a vital community destination and resource for literacy, recreation, and informed decision-making.



## PARTNER DETAILS

### School District 42

SD42 offers the largest number of literacy services in our community for both children and adults. The School District actively provides resources and support for the Literacy Committee and collaborates on shared literacy initiatives.

Referrals to the School District's programs and services, help Literacy Outreach Workers connect learners to a wider range of free or low-cost literacy programming.

The following table shows SD42 school and enrolment numbers for Elementary, Secondary, and Continuing Education programs.

Current	
Number of Elementary Schools including: 3 Early French Immersion 1 Late French Immersion	20*
Number of Secondary Schools including: 2 French Immersion	6*
*Number of Alternate Secondary Programs	2
2012/13 School Year	
Number of Students Enrolled	14923
These numbers include:	
French Immersion	1431
Aboriginal Students	1111
English as a Second Language	331
International Students	529
Number of Learners taking courses through Community Education	86.5
Adults 234 Headcount	45.75 FTE
Graduated Adults 116 Headcount	21.375 FTE
Regular Grades 44 Headcount	7.00 FTE
2012/13 School Year	
Number of Ministry Identified Students	1565

The Board of Education for our communities submits an Achievement Contract to the Ministry of Education each year that clearly outlines standards for student performance and plans for improving achievement in the district.





The following key areas are the focus of our School District in 2013:

1. **Universal design for learning** - a shift from content driven to skill based driven opportunities for learning; and, use of technology to engage the learner.
2. **Supporting Early Learners** – building skills as the foundation of student engagement and success including early learning initiatives, such as Strong Start, Ready Set Learn, PALS, and Welcome to Kindergarten.
3. **Students with Learning Disabilities and Behaviour Challenges** - using effective intervention to improve graduation rates for these students.
4. **Engaging Secondary Students** – recognizing that today's students learn differently and finding ways to provide opportunities for students to take control of their learning.
5. **21st Century Skills** – helping students become inquiring learners so that they can meet new challenges, solve problems, and use technology.
6. **Elementary Literacy** – addressing literacy through school growth plans, school-based literacy plans, and professional development, as well as initiatives such as Books for Boys, Books for Girls, Bookfest, and the Reading Racers summer literacy program.
7. **Aboriginal Education** – improving literacy, numeracy, graduation rates, and Aboriginal students' sense of belonging.

**Fraser Valley  
Regional Library**

The [Fraser Valley Regional Library](#) (FVRL) is also a key partner in the work we do. As the CLC's financial steward, FVRL accounting department receives and administers all monies received from funding partners, signs contracts with Literacy Outreach Workers (LOWs), and provides budget updates.

FVRL operates two libraries in our region including one in Maple Ridge and one in Pitt Meadows. The CLC has established strong working relationships with both libraries and partners on literacy related events annually.



## COLLABORATION

### Working Well Together

Cornerstone to the collaborative work is the CLC and partner agencies' desire to find creative ways of working together "synergistically." All conversations start with the question, "where do our goals overlap?" and proceed from there. Ongoing conversations examine many solutions until one is found that brings positive results for everyone.

#### GUIDING QUESTION #3C

*What makes  
collaboration work  
well?*

Contributions on shared initiatives take many forms – from exchanging knowledge and best practices, to sharing existing systems (i.e. Childcare Resource and Referral has a resource distribution system in place that will be used for Parents as Teacher's Too resources), to jointly applying for funding, or for collaborating on program development. All contributions are appreciated and celebrated.

#### *Question:*

- 1. When you consider our shared projects, what made the partnership work well?*

#### *Responses:*

- Synergistic co-location is a starting point, shared resources, awareness of the people with solutions for learners allows referrals
- Cooperation!

#### *Question:*

- 2. What makes these partnerships work so well?*

#### *Responses:*

- A common goal and facilities that are multi-functional
- Common goals and complementary services / mandates
- Connection to children, stakeholders in education and literacy
- Mutual support of local strengths and knowledge





## REFLECTING ON OUR 2012 PLAN

### Working Towards Sustainability

In the 2011 the focus was on renewing and rejuvenating the Literacy Committee (CLC) and its role in the community. In turn, 2012's theme focused on creating sustainable solutions that maximize literacy outcomes through creative collaborative processes and partnerships.

At the beginning of the year the CLC recognized that for sustainability to be achieved, we needed to ensure two things: priorities and expected outcomes must be weighed against LOW and Committee resources (time, money, energy); and, selected activities must maximize impact and reach target populations.

In 2012 the CLC made significant progress towards its core goals and the focus on sustainability helped us to target our work more effectively.

#### GUIDING QUESTION #4A

*What priorities, goals  
or objectives have you  
addressed this year?*

1. Identify and increase free and community based services to adult learners in Maple Ridge, Pitt Meadows, and Katzie through partnerships with service providers.
2. Coordinate and cooperate with community service providers to enhance literacy levels across our community to improve quality of life.
3. Create an increased community literacy profile in Maple Ridge, Pitt Meadows, and Katzie through awareness building, community outreach, and marketing efforts.
4. Become a leader in literacy initiatives.



## KEY OUTCOMES IN 2012

### Achievements

The work done by the Community Literacy Committee addressed the four key goals and the following broad outcomes were achieved:

#### Goal 1: Programs & Services

#### GUIDING QUESTION #4B

*What actions were  
taken to reach these?*

Partnership with youth-at-risk in Pitt Meadows/Maple Ridge through Pathfinder Youth Centre Society; this partnership was introduced via Library Live and On Tour (FVRL) and has resulted in a number of youth receiving much-needed individual tutoring. Direct effect!

~ Committee Partner,  
Online Survey

- CALP Funding and Pathfinder Youth Society partnership enabled CLC to reach out to marginalized young adults and provide group and one on one literacy tutoring within an existing program
- Physical presence in the Learning Room connected targeted learners with each other and with the CLC, grew programs and services, and provided a safe place to address literacy concerns
- Raise a Reader collaborative discussions led to creation of Family Literacy Work Group, PALS training for Family Service Providers and shared development of activity kits for programs
- Books secured for Free Book Distribution through partner agencies through First Books Canada and for community book bins using Raise a Reader funds
- Adult Learner Book Club launched in conjunction with Fraser Valley Regional Library (FVRL) to help low literacy learners connect with written stories. This program has been adopted by the FVRL and is run by a CLC Volunteer
- Guidebook written for Outreach Book Club that outlines how social service agencies can start Book Clubs with their own clients
- Women's ESL Conversation group has grown and fifteen (15) women now attend on a regular basis
- Offered FREE tax filing service run by a volunteer that helped low income residents bring their taxes up to date



Goals 2 & 3:  
Outreach and  
Profile

- Provided Parents as Literacy Supporter (PALS) training to 21 School District, Family Support and Education Support Centre, and Maple Ridge Pitt Meadows Community Services early childhood educators and family service workers as a result of collaborative discussions on how to integrate literacy into existing programs
- Outreach focused on going to where the adult learners are (i.e. existing programs & gathering places) and connecting with learners in the environments they already visit implemented and underway
- Model for three way partnership between community agencies serving clients, regional service providers with financial literacy programming, and CLC where each plays a role and has something to offer piloted with some success
- Partnered with FVRL in Maple Ridge and Pitt Meadows to jointly host two separate and unique Family Literacy Day celebrations in January 2013. Partnering with FVRL on events has enabled us to extend our reach and co-host larger events than either of us could do on our own
- Hosted Literacy Celebration in June 2012 to celebrate what had been accomplished to date with volunteers, community, partners, funders, and other interested groups
- Expanded relationship with Literacy Outreach Workers (LOWs) in Fraser Valley and established relationship with LOWs in Metro Vancouver for sharing of ideas, best practices, etc.
- Attended 8 community events and made 6 community presentations to raise awareness about importance of literacy and to explore how literacy is woven into our daily lives
- Increased use of social media for connecting with local community by having several volunteers “tweet” about CLC activities



- Goal 4:  
Leadership
- Used two collaborative partnership models (financial literacy and Raise a Reader) to move projects forward in the community efficiently and effectively
  - Spearhead several small but effective get-togethers for service providers to “natter” about literacy and identify how they can work together
  - CLC approached to partner on the creation / provision of literacy related events by community agencies
  - Community presentations being shared between CLC volunteers and LOWs to broaden understanding of impacts of literacy and to share responsibility
  - Engaged volunteers and service providers to actively take part in events, presentations, and work projects (mini-kits for family literacy)
  - Consistently partnered with community agencies to enhance existing literacy programming and better support local service providers

- Administration &  
Sustainability
- CLC Administrative systems now in place including insurance, procedures manual, filing system, backup system for LOW electronic files, etc. These systems are easily maintained and simple to follow
  - Secured insurance for CLC Members and Volunteers
  - Hired bookkeeper to ensure we have accurate financial statements for decision making
  - Developed Policy and Procedure manuals for the CLC that will be updated regularly
  - Clarified financial picture and carefully examined budget to identify where dollars could be saved to gain a clearer picture of level of funding required annually for long-term sustainability of the Committee
  - Secured short term project based funding to support local agencies in coordinating delivery of financial literacy modules
  - Secured event specific funding for larger scale events to alleviate draw on CLC budget

## **PARTNER ORGANIZATIONS**

**Partners** In 2012 the Literacy Committee partnered with a range of organizations to achieve its' goals. Here is a list of those who



participated in literacy initiatives:

**GUIDING QUESTION  
#4B**

*What organizations  
and groups  
participated in these  
actions?*

- Fraser Valley Regional Library - Maple Ridge and Pitt Meadows, Literacy Outreach (LILI)
- School District 42 (various departments)
- Family Education and Support Centre
- Maple Ridge Pitt Meadows Community Services
- Ridge Meadows Education Foundation
- Pathfinder Youth Centre Society
- Haney Farmers Market
- Pitt Meadows Farmers Market
- Fraser Health
- Immigrant Services Society of BC
- Maple Ridge Pitt Meadows Parks and Leisure Services
- Maple Ridge Council
- SD 42 Board of Education
- Ridge Meadows Seniors Society
- Golden Ears FEAST
- The Maple Ridge Pitt Meadows News

**Raise a Reader Collaborative Discussion 2012**

With 8 local family service professionals - representing 4 agencies - our 2012 Raise a Reader discussion group identified three priorities: Financial Literacy, Train the Parents, Community Book Exchange.

The Results:

**Financial Literacy Workgroup** seeks opportunities to collaborate and bring financial literacy to our community. In addition, a Financial Services Provider directory has been created, an invitation to partner on financial literacy workshops has been extended, and Vancity funding has been secured to offset the costs of hosting these workshops.

A **FREE Parent's as Literacy Support (PALS)** training program for local family service and early childhood providers was hosted by the CLC on January 29<sup>th</sup>. Twenty-one representatives from local agencies attended. A Family Literacy work group has now been created to guide the development of literacy mini-kits that can be inserted into existing family programming.

Books have been purchased and used books have been gathered. **Book bins** are now being built through a partnership with Samuel Robertson Technical Secondary School's woodworking students. Book bins are expected to be available in public spaces where people wait (Dr's offices, MCFD, etc.) by the end of June 2013.



## MEASURING SUCCESS

Over the past year, the CLC has achieved success in many arenas. However, as with all reporting, it is important to not only “tell” people about your success, but also to show them the quantitative and qualitative results.

### GUIDING QUESTION # 5

*How do you know that the actions taken are working to support literacy?*

*What impact have the literacy initiatives had?*

*What are the things that support literacy work?*

We know we have:

- Increased the number of partnerships we have in the community;
- Improved the profile of the Committee and raised awareness that literacy IS an issue in our community;
- Provided programs and services to targeted adult learners at our Learning Room; and,
- Engaged the community in literacy at community events, through ongoing outreach, and at literacy workshops.

We evaluated our success on an ongoing basis and summarized the results using quantitative and qualitative tools.

Additional details of the results of our Online Survey and Annual LOW Report can be requested at [coordinator@communityliteracy.ca](mailto:coordinator@communityliteracy.ca).



### The Learning Room

The Learning Room provides drop in assistance for literacy issues, free computer and internet access, a library of reading materials, and a friendly face who can offer support.

Programs and services offered include: one-on-one tutoring for adult learners; ESL women’s conversation group; assistance with tax forms; volunteer tutor training program; help with paperwork, reading, writing, or math; and referrals to local programs.

The Learning Room – housed in the CEED Centre – is located in a lower income neighbourhood in central Maple Ridge. The CEED Centre acts as a neighbourhood centre for local residents. The Learning Room’s location helps the Literacy Outreach Facilitator connect with learners who might not otherwise ask for literacy assistance.



**The Numbers** The CLC has made significant progress towards achieving the four goals specified in the CDLP. Please note that our focus for 2012 was on meeting the needs of Adult Learners primarily as is reflected in these results.

<b>2012 Summary of Community Outreach</b>					
	<b>Total # of</b>	<b>No. of Adult Participants</b>	<b>No. of Children Participants</b>	<b>No. of Teen Participants</b>	<b>No. of Senior Participants</b>
<b>Presentations</b>	<b>4</b>	<b>136</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Community Meetings</b>	<b>7</b>	<b>70</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>Program (Tutoring, Conversation Groups, etc.)</b>	<b>5</b>	<b>115</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Events</b>	<b>9</b>	<b>271</b>	<b>330</b>	<b>55</b>	<b>33</b>
<b>Totals</b>	<b>25</b>	<b>592</b>	<b>331</b>	<b>55</b>	<b>53</b>
<b>Total Community Contacts:</b>					<b>1031</b>

<b>2012 Summary of Volunteer Engagement</b>			
	<b>No. of Meetings</b>	<b>No. of Volunteers</b>	<b>Total Volunteer Hours</b>
<b>Community Meetings</b>	<b>12</b>	<b>8</b>	<b>17</b>
<b>Requests for Support (Letters, Volunteers, Other)</b>	<b>--</b>	<b>6</b>	<b>12</b>
<b>Presentations</b>	<b>6</b>	<b>2</b>	<b>8</b>
<b>Program (tutoring sessions / women's conversation group, etc)</b>	<b>0</b>	<b>19</b>	<b>664</b>
<b>Events</b>	<b>8</b>	<b>26</b>	<b>84</b>
<b>Totals</b>	<b>26</b>	<b>61</b>	<b>784</b>





## Community Feedback

To assess our impact in the community and to find evidence that the work that the CLC was doing was of value, we asked community members, partner agencies, and Committee members to show us evidence of how our work supports literacy.

These are some of the comments we received:

"Much more community awareness and presence. Local papers, library, businesses etc. Community Agencies talking about it, and the partnerships formed."

~ Online Survey  
Response

- Partnership with youth-at-risk in Pitt Meadows/Maple Ridge through Pathfinder Youth Centre Society; this partnership was introduced via Library Live and On Tour (FVRL) and has resulted in a number of youth receiving much-needed individual tutoring. Direct effect!
- Increased profile and enthusiastic collaborations. Pathfinders model may prove useful elsewhere
- Great turnout at the [Family Literacy Day] event held in the winter at the Library
- --Women's ESL class is expanding and the proceedings are lively and diverse; individual members are volunteering in community activities --people using our community computer services are also accessing literacy outreach --our volunteers are donating book resources and assisting with referrals --our volunteers are participating in volunteer activities with the CLC; and vice versa
- A week does not go by where I don't have something from the literacy Committee to read in my email mailbox; there have been many events over the past year that I can recall including the Literacy celebration last June, the Reading Racers program, the ESL group for women at the CEED Centre, The literacy newsletter, the community discussion that took place regarding enhancing and strengthening family literacy, the financial literacy talks with our clients, the book club for adults learning to read, the Pitt Meadows and Maple Ridge Literacy days
- They came to a Healthy Babies presentation that I was at...this group is a high risk mother prenatal and postpartum group...lovely to have them come and provide information on resources available to our mothers





## KEY CHALLENGES IN 2012

The CLC encountered few unexpected difficulties in 2012. As noted above the environment in which we work, the trends we experiences (+ and -), and the financial constraints experienced by partner agencies remained the same.

### Our Biggest Challenges

As a Committee one of the biggest challenges we faced was sorting through all the great ideas and identifying which ideas would have the greatest impact given the limited volunteer, Committee, and LOW time restraints.

#### GUIDING QUESTION #6

*What are the  
difficulties?*

*What would help?*

Funding is always an issue but this community and the literacy Committee have been incredibly creative in coming up with programs and assistance to the community

- Online Survey  
Response

However, having said that, our year wasn't without challenges. Our review of the year identified that:

- Picking a time / day to meet that met the needs of Committee Members and their various commitments was problematic;
- Active volunteer involvement in working groups and day to day activities less than desired;
- Being a community Committee without any legal status has placed some limitations on what grants / funding opportunities the CLC can pursue;
- Ongoing efforts to get the Literacy Committee and its activities noticed in our communities is working, but significant outreach and marketing is still needed to gain additional momentum;
- Securing funding for collaborative work versus programs and services is limiting funding opportunities as well; and,
- Collaborative processes are time consuming and often take longer than "just doing it" however the results of collaborative processes are better.

**If we had...** In an ideal world, if there were no limits, it would be great to have:

- Committee Members who weren't so busy. As with many volunteer organizations, the people who sit at the Literacy table are often very busy and have tight schedules... it would be nice if we could have each and every one of them at every meeting and more actively involved. They bring so much to the literacy conversation.
- More money from funders for collaborative work. Funders are calling for more collaboration; however, few (outside of Decoda) are willing to fund the administration and facilitation that go along with the collaborative process (either for the Literacy Committee or our community partners).



- More funds for our partner agencies to engage in collaboration without so many time / money restrictions. Most who come to the table to talk are either a) volunteering their time or b) working off the sides of their desks.

### Literacy Challenge Winners...

From October to January local elementary students were challenged to replace screen time with literacy time. Classes that took part in the challenge recorded the average number of minutes that each student spent on out of classroom literacy activities.

The Community Literacy Committee would like to thank the following organizations for donating prizes:

- Sharps Audiovisual donated a SMART board SBX885
- School District 42 donated a projector and installation of the SMART board
- Ridge Meadows Education Foundation donated \$600 worth of book prizes.



*The Winners: Mdm. Wade's Class at Eric Langton Elementary with 1279 minutes per student.*

The winning classrooms with the highest average number of minutes are as follows:

- 1st place: wins a SMART board for their school plus pizza lunch and \$250 worth of books for their classroom → 1,279 minutes/student, Mrs. Wade's class at Eric Langton Elementary
- 2nd place: wins \$200 worth of books for their classroom → 968 minutes/student, Mrs. Johnson's class at Eric Langton Elementary
- 3rd place: wins \$150 worth of books for their classroom → 948 minutes/student, Mrs. Ashley's class at Eric Langton Elementary

• Thank you to all the classrooms who took part and worked so hard - you all did a



## LOOKING AHEAD TO 2013

### Fine-Tuning Strategic Priorities

As the Literacy Committee looked forward to 2013 activities during our March planning session, the consensus was to fine-tune our existing strategic priorities and continue to work toward sustainability. This involves continuing to strengthen the CLC foundation in terms of: operations, funding, programming, partnerships, and collaborative efforts.

### Challenges & Issues

When asked to reflect on the challenges/issues the following themes were noted:

#### GUIDING QUESTION 2013:1

*Are there new opportunities, challenges or issues in your community?*

*How will you respond to those?*

Challenges	Response
Limited LOW time to achieve all ideas	<ul style="list-style-type: none"><li>• Ongoing need to be strategic and selective about how LOW time is used in relation to objectives means that some good ideas are put on hold</li></ul>
Hosting collaborative discussions time consuming and results not realized immediately	<ul style="list-style-type: none"><li>• Continue to host collaborative discussions to maximize shared projects</li><li>• Recognize that upfront work will result in stronger relationships in the long-term</li></ul>
Limited funding for collaboration, administration, and fundraising activities	<ul style="list-style-type: none"><li>• Prioritize fundraising and seek creative solutions to finding \$ to pay for collaboration, administration, and fundraising</li><li>• Dedicate 25% of 1 LOW's time to fundraising</li></ul>
Limited time for collaboration on part of potential partner agencies due to financial constraints	<ul style="list-style-type: none"><li>• Continue to offer value added opportunities for collaboration that make sense to all partners</li><li>• Be realistic about what can be achieved in a set time frame and what partner agencies can commit to</li><li>• Look for opportunities for partner agencies to commit to project in ways that make sense to them (i.e. access to resources, rooms, knowledge, etc.)</li><li>• Build funding for "cost items" into grant applications</li></ul>



Community planning table / group organizational structure (non legal entity) limits grants that can be applied for	<ul style="list-style-type: none"><li>• Start working group to further explore this</li><li>• Continue to operate through partnerships in the meantime</li></ul>
--	--

## Gaps and Opportunities

When asked to reflect on the gaps and opportunities the following themes were noted:

### GUIDING QUESTION 2013:1

*Are there new opportunities, challenges or issues in your community?*

*How will you respond to those?*

Opportunity	Response
Engage partner agencies to enhance literacy	<ul style="list-style-type: none"><li>• Grow conversations around literacy with local and regional service providers</li><li>• Identify opportunities to share literacy initiatives</li></ul>
Identify opportunities to partner on shared literacy initiatives	<ul style="list-style-type: none"><li>• Identify more shared projects where CLC can lead discussions with partner groups</li><li>• Encourage partner groups to integrate or run literacy based modules or programs where funding can be shared</li></ul>
Get books out into the hands of local families	<ul style="list-style-type: none"><li>• Distribute new and used books from various sources through events, book bins, and partner agencies</li><li>• Get books through First Books Canada, Raise a Reader funds, and other suitable grants</li><li>• Register books with bookcrossing.com and ask readers to pass books on</li></ul>
Nurture key partnerships in the community	<ul style="list-style-type: none"><li>• Continue to nurture opportunities to partner with the FVRL and School District to enhance literacy in our communities</li></ul>
Secure funding for CLC to strengthen sustainability	<ul style="list-style-type: none"><li>• Identify best funding strategy for long term sustainability</li><li>• Develop sponsorship package for business community</li><li>• Seek out long-term financial partnerships for administrative / operations work and existing programs</li></ul>



Grow collaboration in specific areas

- Increase collaborative theme specific (i.e. family literacy) work groups that include agency and community reps

## ACTION PLANNING FOR 2013

### Strategic Goals

The CLC's theme for 2013 is to stay the existing course. This means that we will continue to focus on the same goals that were established in 2012. These are:

#### GUIDING QUESTION 2013:2

*What goals, priorities or objectives will you work on in the coming year?*

1. Identify and increase free and community based services to adult learners in Maple Ridge, Pitt Meadows, and Katzie through partnerships with service providers.
2. Coordinate and cooperate with community service providers to enhance literacy levels across our community to improve quality of life.
3. Create an increased community literacy profile in Maple Ridge, Pitt Meadows, and Katzie through awareness building, community outreach, and marketing efforts.
4. Become a leader in literacy initiatives.

### Proposed Action Plan

The CDLP is a working document that evolves and changes as necessary to meet local needs within the framework of the strategic goals. As noted, our focus this year is on fine-tuning existing strategic initiatives. For the purpose of this action plan, our activities have not been linked directly to a strategic goal due to the overlap of activities.



## Work Smarter

For the CLC to continue to achieve its identified strategic goals and to be sustainable the Committee identified that it needed to work SMARTER, not harder. For this to happen the following activities were prioritized:

### GUIDING QUESTION 2013:2

*What actions are planned against those goals?*

- Continue to build on existing programs and services that are currently underway
- Focus on finding sustainable funding other than Decoda and identifying opportunities for business sponsorships within our community
- Maximize use of all print and online media avenues to raise awareness, connect with the community, and promote literacy activities
- Evaluate all activities based on impact and eliminate programs / services that are not effective (pre- and post- activity evaluations)

### GUIDING QUESTION 2013:3

*What will be required to meet the goals and effectively employ actions for the coming year?*

Read on to review our specific goals and action items that have been carried forward from 2012 and continue to be our focus in 2013.

## Seeking Sponsorships from the Community

In early 2013 the Literacy Committee identified a need for additional sources of revenue to support the literacy work being done in our community over the long-term. To support this a Sponsorship / Investment Opportunity package was developed.

The package targets community-minded businesses and shows ways to contribute - whether through volunteering, providing in-kind or cash donations, or by sponsoring specific projects / activities. Each sponsorship opportunity includes a description, impact statement and breakdown of how invested money is used.

Here are examples of our projects / activities that could be sponsored:

1. Learning Room.....	\$12,504
2. Adult Tutoring.....	\$9,000
3. Tax Filing.....	\$2,500
4. Financial Literacy .....	\$2,200
5. Outreach .....	\$1,500

Detailed information is included on each sponsorship opportunity and visual displays of how the sponsorship would be recognized are included.





**GOAL 1: Identify and increase free and community based services to adult learners in Maple Ridge, Pitt Meadows, and Katzie through partnerships with service providers.**

Priority	Action Steps	Measured?
	Link learners to existing and emerging literacy programs	# of referrals to outside programs
	Support underserved adult learners such as those in need of essential skills, underemployed, unemployed, homeless, and ESL	# of referrals to internal / external programs # of community contacts with identified groups (i.e., through outreach) # of programs offered through Partnerships/ collaboration (i.e. Raise a Reader model) # of individuals served at the Learning Room
	Maintain and post list of existing service providers and programs (LINK UP directory) as a tool for local agencies and for internal use	Posted online Growing # of relevant literacy programs included Website hits to this page
	Identify gaps in literacy services to support literacy providers	Identify and discuss new opportunities at CLC table Develop partnerships around gaps to meet local needs



Priority	Action Steps	Measured?
HIGH	Coordinate partnership opportunities between service providers to ensure local literacy needs are met	# of service providers at the CLC table (active) # of active participants at Literacy Conversations ("nattering" sessions) # of partnerships created and used to deliver programs
	Offer Volunteer Tutor training program to ensure qualified individuals in place to help learners	# of volunteer tutor training sessions offered annually # of trained volunteer tutors available # of volunteer tutor-learner match ups and hours invested in tutoring
	Modify existing tutor training to reflect need for more ESL components	Changes made to program when next implemented
HIGH	Identify low literacy learners and connect them with one on one tutoring services or other programs	# of learner – tutor matches # of trained tutors # of active volunteers
HIGH	Implement Raise a Reader program as per the Literacy on the Go proposal	# of trained literacy facilitators # of partner agencies integrating literacy into programs and reporting back # of learners referred to CLC
	Start conversations with businesses to collaboratively implement Workplace Literacy initiatives	# of collaborative discussions with businesses in the community around literacy # of workplace literacy resources made available to support business community # of workplace literacy initiatives implemented





**GOAL 2: Coordinate and cooperate with community service providers and partner providers to enhance literacy levels across our community to improve quality of life.**

Priority	Action Steps	Measured?
	Develop a strong leadership role for community partners to increase awareness of literacy needs in our community	# of conversations started with businesses, educational organizations, and community agencies # of presentations made to local groups & associations
	Gather existing literacy data annually from partner agencies via existing secondary data and simple needs / gap analysis of front line staff at agencies	Develop simple survey for agency front line staff to complete Gain “buy-in” from agencies for implementation of survey Implementation of survey Collection of existing secondary data from SD42 and other partner agencies
HIGH	Reinforce the importance of engagement and consistency with members of the CLC	regular attendance at CLC meetings active involvement of CLC members outside of planning meetings # of Committee Members representing CLC at Community Tables / Events / Meetings ongoing outreach / invitations to key Committee members



Priority	Action Steps	Measured?
	Increase awareness of community literacy issues through connections to community initiatives (this targets public)	attendance at community planning tables, business networking events, community events – outreach efforts # of contacts that become involved in CLC's work at some level (planning, Committee, supporter) # of Committee Members representing CLC at community meetings / events
	Create linkages between school aged literacy programs and community literacy initiatives	participation in school based programs and/or shared events invitations for CLC to attend school literacy events creation and implementation of POTs Campaign and Community Literacy Challenge
	Connect adult volunteers with existing literacy programs	# of adult literacy volunteers participating in partner programs



**GOAL 3: Create an increased community literacy profile in Maple Ridge, Pitt Meadows, and Katzie through awareness building, community outreach, and marketing efforts.**

Priority	Action Steps	Measured?
	Update LOW work / community outreach plan to connect with individuals and organizations	report updated analysis of outcomes in annual LOW Report
	Raise awareness of literacy issues (e.g., document literacy) in the business community around workplace literacy	# of contacts via outreach efforts # of community presentations response to community presentations/outreach efforts # of referrals to existing programs
	Update marketing materials that promote literacy awareness, existing programs, and further overall goals	creation of marketing materials and templates as required ongoing maintenance of website with basic information and other tools
	Inform business and employment / counselling agencies of state of literacy in our community and literacy based community initiatives	# of contacts via outreach efforts # of community presentations response to community presentations/outreach efforts # of referrals to existing programs



Priority	Action Steps	Measured?
	Define CLC Participation levels with goal of recruiting more members to be active in a range of activities	Clear definition of member levels Definitions included in Policies & Procedures Manual
HIGH	Actively engage Committee Members in work being done by the Committee (i.e. Committee members take on part of the work load in specific areas)	# of CLC members in defined participation levels # of members actively engaged in CLC work
	Target parents to increase positive, healthy attitude to reading with their children and modeling reading	# of contacts via outreach efforts # of community presentations creation of marketing materials that promote children reading with parents # of online resources compiled and listed on CLC website (i.e. videos on how to read to your children) Participation in POTs Community Literacy Challenge
HIGH	Target recruitment to CLC to increase representation in certain areas and in defined roles	# of CLC members in task specific sub-Committees # of members actively engaged in work being done # of volunteers trained in specific roles # of hours volunteers invested in performing roles



**GOAL 4: Become a leader in literacy initiatives.**

Priority	Action Steps	Measured?
	Explore organization structure and administrative supports to ensure long-term sustainability of the Committee	✓ Administrative supports put in place (i.e. detailed bookkeeping, web hosting / technical supports) ✓ Policy and Procedures Manual ✓ Terms of Reference and Bylaws
	Review organizational structure on a yearly basis (non profit)	Assess need for non profit charitable status for funding applications, insurance, etc.
HIGH	Implement CLC General Liability Insurance after defining who is responsible for providing this coverage	✓ General Liability Coverage secured for Committee Members Advocate for change in policy holder if required
	Develop an action oriented leadership model that integrates accountability, education, knowledge transfer and technology, and tracks effectiveness	CLC membership participation at community events budgeting website hits referrals to the CLC
	Research, collect, compile and analyze existing data to determine the level of literacy that exists in our community	completed fact sheet



Priority	Action Steps	Measured?
	Track activities of Committee, contractors, and volunteers to ensure contract obligations are met and to measure effectiveness of work being done	monthly and quarterly reporting and tracking Annual LOW Report Annual Committee Survey around progress
	Provide administrative support to CLC Committee	timely publishing of agendas, minutes, reports, and other working documents
HIGH	Secure funding for the CLC	# of grant applications completed and awarded to support local work Value of grants received success rate on grant applications
HIGH	Pursue joint funding applications with community partners for collaborative literacy programming	# of joint grant applications # of collaborative programs Value of grants received



## APPENDIX 1 - CLC MEMBERSHIP

The Community Literacy Committee's membership is made up of representatives from three groups: Agency, Business, and Community.

The following table provides some insight into the make up of our current Committee:

Group	#	Organizational Names with Representatives Involved
Agency	36	<ul style="list-style-type: none"><li>• Maple Ridge Historical Society</li><li>• School District 42</li><li>• Community Network</li><li>• Fraser Health</li><li>• English Corner</li><li>• Pitt Meadows Library</li><li>• Maple Ridge Library</li><li>• Aboriginal HIPPY</li><li>• Immigrant Services Society of BC</li><li>• BC Corrections</li><li>• Family Education and Support Centre</li><li>• Maple Ridge Pitt Meadows Community Services Society</li><li>• Maple Ridge Pitt Meadows Parks and Leisure Services</li><li>• Aboriginal Education and Keeping Kids in School</li><li>• Silver Valley Community Church</li><li>• Infant Development Program</li><li>• Maple Ridge Council</li><li>• Supported Child Development Program, Ridge Meadows Association for Community Living</li><li>• SD 42 Board of Education</li><li>• Ridge Meadows Seniors Society</li><li>• Golden Ears FEAST</li></ul>
Business	3	<ul style="list-style-type: none"><li>• Yuen's Family Martial Arts</li><li>• Lernit Tutoring Service</li><li>• Bean around Books</li></ul>
Community	16	<ul style="list-style-type: none"><li>• Individuals with a passion for literacy</li></ul>



## ITEM 6

To: Board of Education

From: Budget Committee of the Whole

Re: **2013/14 RENTAL RATES**

Date: June 12, 2013  
(Public Board Meeting)  
**Decision**

### BACKGROUND:

At its May 29, 2013 meeting the Board's Budget Committee of the Whole reviewed the proposed rental rates for 2013/14 and after careful and thoughtful consideration is recommending that the Board approves the proposed rental fees for 2013/14.

### RATIONALE:

The Board approved budget for 2013/14 included a proposal related to facilities rentals. In 2013/14 the focus will be on increasing the availability of our facilities, marketing our facilities, and reviewing and implementing rental fees that ensure, at a minimum, full cost recovery.

### **Rental Rates**

On an annual basis The Secretary Treasurer or Designate determines the rental rates for each type of Board facility.

The current rental rates for district facilities are detailed in the table below. For groups other than Licensed Child Care providers the rental rates shown are hourly rates. These rental rates have not been reviewed since 2009.

Category	Classroom	Multipurpose Room	Library	Elem Gym	Elem Kitchen	Secondary Other(1)	Secondary Gym
Non Profit Children	1.00	1.00	1.00	5.00	5.00	5.00	5.00
Non Profit Adult	7.00	7.00	7.00	15.00	10.00	20.00	25.00
Local Private	15.00	15.00	15.00	25.00	20.00	40.00	45.00
Local Commercial	20.00	20.00	30.00	30.00	20.00	60.00	85.00
Non Resident Group	25.00	25.00	35.00	35.00	25.00	65.00	90.00
Licensed Child Care	1,008/mth						
School Use	-	-	-	-			-

(1) Small Secondary Gym, Drama Room, Theatre, Secondary Multipurpose room



It is proposed that starting in 2013/2014 the rental rates be calculated based on either the full cost recovery per square meter per hour or market rates. The average rentable area for each type of facility is used to determine the rental fee for specific rental agreements.

Rental fees shall be differentiated based on the categories defined in the table below:

Category	Definition
Youth Non-Profit	Shall include any organization registered as such under the Societies Act, with the exception of religious/faith based groups which will be classified as Private. (Membership is 19 and under)
Adult Non-Profit	Shall include any organization registered as such under the Societies Act, with the exception of religious/faith based groups which will be classified as Private. (Membership is 19+ and older)
Private	Shall include any group whose activities are not open to the general public (including religious/faith based groups)
Commercial	Shall include any commercial agency or group of agencies whose object is to gain profit.
Licensed Child Care	Shall include licensed child care providers as defined in section 85.1(1) of the School Act
School Use	Regular school curricular and extra-curricular activities, including meetings of the school PAC

For 2013/14 it is proposed that the rental fees be determined as follows:

Category	Rental Rate	2013/14 Rental Rate
Youth Non-Profit	Full cost recovery	9 cents / sqm/hr
Adult Non-Profit	Full cost recovery + 20%	10.8 cents / sqm/hr
Private	Market Rate – 20 %	Average of 24 cents / sqm/hr
Commercial	Market Rate	Average of 30 cents / sqm/hr
School Use	No Charge	
Licensed Child Care	Full cost recovery	9 cents / sqm/hr

Full cost recovery rental rates are determined on an annual basis based on budgeted facilities operations and maintenance annual costs for regular hours of operations (6:00 a.m. to 4:00 p.m. – 10 months/year) plus estimated deferred maintenance costs.

The market rates for 2013/14 have been established based on the rental rates adopted by the Maple Ridge- Pitt Meadows Parks & Leisure Services Commission at its May 16, 2013 meeting. (Attachment A)

Monthly rental rates for Licensed Child Care providers will be established based on the space used by each provider and the hours of operations of the Child Care. As the current agreements with Licensed Child Care providers do not reflect full cost recovery, individual rental agreements will be negotiated with each provider as the current agreements come up for renewal.

The proposed hourly rental rates by facility and rental group type for 2013/14 are summarized in the tables below.

## 2013/14 Community and Commercial Rental Rates

Category	Regular Classroom	Large Classroom	Multipurpose Room	Library	Small Gym	Large Gym
Space Size	80 sqm	100 sqm	150 sqm	180 sqm	375 sqm	750 sqm
Youth Non-Profit	7.20	9.00	13.50	16.20	33.75	67.50
Adult Non-Profit	8.64	10.80	16.20	19.44	40.50	81.00
Private	21.60	27.20	38.40	45.60	88.00	123.20
Commercial	27.00	34.00	48.00	57.00	110.00	154.00

### Implementation Strategy

All rental clients will be informed of the new rates immediately.

For community and commercial rentals, it is proposed that the new rental rates be implemented effective January 1, 2014.

For Licensed Child Care, it is proposed that the rental fees be amended when the new contracts are negotiated with the Licensed Child Care providers.

### RECOMMENDATION:

THAT the Board approves for implementation the proposed 2013/14 rental fees for community, commercial and licensed child care providers.

## Maple Ridge- Pitt Meadows Parks & Leisure Services

### Schedule of Rental Fees – May 2013

<b>Large Meeting Rooms</b>	<b>Current</b>	<b>Proposed</b>
Youth Non-Profit	8.57	13.94
Adult Non-Profit	16.21	20.94
Private	26.1	34.85
Commercial	28.18	48.36

<b>Medium Hall</b>	<b>Current</b>	<b>Proposed</b>
Youth Non-Profit	20.77	26.15
Adult Non-Profit	34.45	39.22
Private	49.29	65.37
Commercial	53.26	83.17

<b>Large Hall</b>	<b>Current</b>	<b>Proposed</b>
Youth Non-Profit	41.92	37.98
Adult Non-Profit	58.01	56.97
Private	78.76	94.95
Commercial	85.06	111.04

<b>Gymnasium</b>	<b>Current</b>	<b>Proposed</b>
Youth Non-Profit	60.85	49.35
Adult Non-Profit	77.59	74.02
Private	103.24	123.37
Commercial	111.15	154.31



ITEM 7

To: Board of Education

From: Secretary Treasurer  
Flavia Coughlan

Re: **BOARD POLICY DEVELOPMENT  
COMMITTEE RECOMMENDED  
POLICIES FOR APPROVAL & RECINDING**

Date: June 12, 2013  
(Public Board Meeting)

**Decision**

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**BACKGROUND/RATIONALE:**

The Board Policy Development Committee (the "Committee") has followed the appropriate consultation requirements as outlined within Policy 2500 and has at tonight's meeting brought forward for approval Policy 5400: Student Transportation. The Student Transportation Procedures (5400.1) are also included for information. (Attachment A)

**PROPOSED ACTION:**

Upon approval of the above policy, the following policies are proposed to be considered for rescinding:

- EEA: Student Transportation Services - Contracted Services (Attachment B)
- EEAB: School Bus Responsibilities - Contracted Bus Services (Attachment C)

This action to rescind previously adopted policies and replace them with Committee recommended policies should greatly improve the efficiencies and management of the Board's governance model. The Committee will continue to review and forward policies for the Board's future consideration.

**RECOMMENDATION:**

IT IS RECOMMENDED THAT the Board approve policy 5400 Student Transportation for implementation; and

THAT the attached procedures 5400.1 Student Transportation be received for information.

IT IS FURTHER RECOMMENDED THAT the Board rescind policies EEA: Student Transportation Services - Contracted Services; EEAB: School Bus Responsibilities - Contracted Bus Services.

**Attachments**



## **SD 42 POLICY: 5400**

### **STUDENT TRANSPORTATION**

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#### **1. PHILOSOPHY**

The Board of Education (“Board”) believes that it is their responsibility to ensure that appropriate student transportation is provided for eligible students to their catchment area school.

#### **2. AUTHORITY**

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

##### Eligible Students

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

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

##### Eligibility for Courtesy Rides

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

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

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

### General Terms for School Bus Service

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

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

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

Parents will apply for transportation service for their children annually. Application forms in hard copy or on-line will be made available.

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

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

### School Bus Discipline

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

The student discipline procedure is as follows:

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

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

When a suspension is issued:

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

### Transportation Assistance

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

**APPROVED:**



## **SD 42 PROCEDURE: 5400.1**

### **STUDENT TRANSPORTATION**

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#### **BACKGROUND**

This Procedure was created for the purposes of clarifying the role and responsibilities of each of the participants involved with the provision of Contracted School Bus Transportation Services.

1. The Transportation Manager is Responsible for:
  - Implementing the Board's transportation policy.
  - Processing recommendations for transportation policy changes.
  - Monitoring performance of carriers (agencies having management responsibility for commercial motor vehicles) in terms of safety, efficiency, and reliability.
  - Maintaining liaison with the Ministry of Education, contractor, B.C. Transit, schools and carriers to resolve transportation problems.
  - Contracting bus services, planning routes, developing schedules and designing maps according to the needs of the Board.
  - Implementing the discipline procedure related to student behavior as described in Board policy.
  - Compliance with Ministry of Education requirements for collecting and reporting transportation related information.
2. The School Administrative Officer (Principal or Vice Principal) is Responsible for:
  - Supervision on school grounds of students utilizing transportation provided by the Board.
  - Providing a proper and safe environment for students to prepare themselves for passage. This will include providing sufficient time to dress and supervision and instruction while the student waits for the bus.
  - Responsible for student suspensions including suspensions related to inappropriate behaviour on the bus.
3. Parents are Responsible for:
  - Training their children in acceptable behaviour and safety.
  - Ensuring their children are approved by the Board and the Contractor to ride the bus.

- Providing the following information to the contractor and the Board concerning their child:
  - a) School name.
  - b) Student's name, address, telephone number.
  - c) Name and telephone number of contact person where necessary. A description of any special physical conditions which the bus driver should be aware of in order to be able to provide appropriate care and attention to the child in emergency situations.
- Ensuring that children are suitably clothed to withstand weather extremes, taking special precautions during severely inclement weather to ensure that students are properly cared for until the bus arrives, and providing students with a responsible person to contact if the bus fails to arrive.
- Getting children to and from the pick-up and drop off point. The child is the responsibility of the parent until picked up and after being dropped off by the bus.
- Ensuring that children have a safe place to go when they leave the bus after school.
- Notifying the District's Transportation Manager and the contractor of any change in address or other condition which would impact transportation arrangements.
- Understanding that buses will only run on public roads maintained by the municipalities and/or the Ministry of Highways and buses will stop in the safest possible places regardless of possible inconvenience to individual students
- Understanding that the bus will not run when in the opinion of the driver, or carrier/contractor or superintendent, road conditions are such that it would be unsafe to do so.
- Understanding that bus stops will not normally be less than 0.8 km apart.
- Understanding that students will be expected to walk a reasonable distance to a bus stop and that this distance will not normally be greater than 2.4 km.
- Understanding that buses will not wait at bus stops later than the advertised departure times.
- Understanding that transportation to a school other than the catchment school is the responsibility of the student's parent or guardian, with the exception of those students assigned to District programs offered at locations other than the local school.
- Understanding that no school district is obligated to run a bus service.



4. Students are Responsible for:

- Getting to the designated pick up point a few minutes prior to the scheduled departure time.
- Behaving in a responsible manner at the bus stop, while on the bus and while boarding and exiting the bus.
- Remaining seated at all times when the school bus is in motion.
- Being aware that riding the bus is a privilege which may be revoked by the Board.
- Following the instructions of the driver.
- Being aware that the Board:
  - a) Expects that students will not stand, smoke, swear or create a disturbance while on the bus.
  - b) Believes that open school bus windows present a hazard and therefore the Board has decided that windows should only be opened in exceptional circumstances. Students must obtain permission from the driver in order to do so. If windows are open for the personal protection of the students the students will not extend their arms or heads out of the window.
  - c) Expects that students will not eat or drink while on the bus. Students will understand that they are not secured in place by seat belts and the bus does bounce and may stop suddenly without notice. Eating food or drinking from cans or other containers would be unsafe in these circumstances since students may choke, others may slip and fall on spilled food. The Board is required by Law to maintain the vehicle in a sanitary condition. Food spillage expands the problem and the associated cost.

5. The Driver is Responsible for:

- Transporting students to and from school safely, courteously and reliably.
- Following the route and schedule provided.
- Keeping discipline among students in the school bus in accordance with established guidelines.
- Using the School Bus Communication Report to record problems and advise the appropriate parties.
- Checking passengers every day to be assured that only authorized students are on the bus.
- Taking the student to the school or to the home stop once he/she has boarded the bus.
- Displaying the route number clearly on the right-hand side of the windshield.
- Completing route and ridership information forms as requested by the Board.
- Conducting school bus evacuation drills.

6. The Contracted Carriers are Responsible for but not limited to:

- The functional operation of the bus service.
- Operating routes according to schedules provided.
- Providing statistical information as required.
- Providing an effective driver training program.
- Ensuring that buses operate within the requirements of the law.
- Providing specialized equipment in accordance with the needs of the students.
- Providing overall system and driver management services.

**APPROVED:**

EEA  
12/5/98

## STUDENT TRANSPORTATION SERVICES CONTRACTED SERVICES

The Board recognizes that there is no requirement within the School Act to provide student school bus transportation services to and from school. The Board further recognizes that government policy provides funding for certain student transportation services and as such will provide a District service that is generally consistent with provisions of government funding and that is in accordance with this policy.

The District student transportation services program is dependent upon the availability of funds provided specifically for this purpose by the Ministry of Education.

As funding parameters established by the Ministry of Education are subject to change from time to time, the intent of the Board is to provide a bus service within these parameters and as such the specific services noted below may be subject to change.

In the context of government funding made available to the District, it is the intention of the Board to make available to students a bus service as follows:

- Since the Ministry of Education has defined residential location to mean "the place where the student actually lives as distinguished from a place of temporary stay", bus routes will be organized to conform with the Ministry of Education definition.

The Ministry of Education currently provides funding for school bus services for student residential locations if the student attends their catchment area school and if in grade 3 or lower has a residential address farther than 4.0 km from school or if in grade 4 or higher has a residential address farther than 4.8 km from school. Accordingly, the Board considers these students as ***eligible students***. All other students (with the exception of special needs students) are considered as ***ineligible students***.

### A. Eligible students

- 1.00 The District intends to use its best efforts to provide bus service which will arrive at or depart from the school within 15 minutes of the established start or finish time for that school. The Board will endeavor to limit the overall length of time for any particular bus route to a maximum of approximately 50 minutes.

The intention of the District is to fully implement this plan as soon as possible and in any event no later than the start of the school year 1999.

B. Ineligible students

- 1.00 Parents or guardians who obtain approval to transfer their children to a school other than the designated school for their area, are responsible for providing their own transportation.
- 1.01 The Board, at its discretion, may provide bus service for ineligible students. The provision of additional bus service would be made after considering the following factors:
- the amount of available seating space on the bus
  - the additional travel time required to accommodate ineligible students
  - distance from school on the basis that students who live furthest from the designated school will have the greater priority
  - the age of the student on the basis that younger students will have the greater priority

C. General Terms for School Bus Service

- 1.00 Transportation services will be provided for students who are enrolled in special education classes, as defined by Function 3 approved Government programs of the District. Where it is impractical to accommodate these pupils through normal school bus arrangements, transportation assistance as per Ministry of Education policy and formula shall be offered to the parents or guardians. Where more than one student is being transported, and they are of the same family, the following sliding scale of payment shall apply:
- |                    |   |                          |
|--------------------|---|--------------------------|
| 1 student          | - | according to formula     |
| 2 students         | - | 50% according to formula |
| 3 students or more | - | 25% according to formula |
- 1.01 Transportation arrangements for severely handicapped students will be considered on an individual basis and within the availability of existing funds. The Board at the discretion of the Secretary Treasurer or his designate may make provision for aides and other appropriately trained staff to assist during the transportation of such students.
- 1.02 Buses will only run on public roads maintained by the Ministry of Highways or the Municipalities and will stop in the safest places regardless of possible inconvenience to individual students.
- 1.03 Bus transportation will not be provided when roads are unsafe due to poor weather or other conditions.
- 1.04 The Board acknowledges that certain information regarding the student is required to be available to the bus driver. Students shall be required to provide their name, address, telephone number, name, photograph and phone number of an emergency contact person, and a description of conditions which may present a risk to them or others in an emergency situation. The Board at the discretion of the Secretary Treasurer or his designate may require that such information be provided as a condition of ridership.
- 1.05 Transportation is provided only for students who attend the school in their catchment area.

- 1.06 Transportation is not provided for students who attend a school other than the one in their catchment area, unless the cross-boundary transfer has been dictated by the school and given district approval.
- 1.07 Transportation is provided only from the stop nearest to an eligible student's home address.
- 1.08 Transportation is generally not provided to, or from, any address other than the residential address of the student. Specifically, no child will be transported to, or from, a baby-sitter or daycare service.

#### D. School Bus Discipline

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

The student discipline procedure is as follows:

- 1.00 Bus drivers have a duty to warn students that their behaviour may lead to suspension of riding privileges.
  - a) If the student's behaviour does not improve after being verbally warned then the driver may issue a written warning on a School Bus Discipline form. The student's parent or guardian must sign and return the form before the student is permitted to ride the bus again.
  - b) If the student's behaviour continues to be inappropriate, the driver may inform the school principal and recommend suspension of the student's riding privileges. The driver will stop and advise the student of the length of suspension. Details of all student suspensions shall, as soon as it is produced, be given to the parents in writing with a copy to the Superintendent or designate.

#### E. School Bus Suspensions

- 1.00 When a suspension is issued:
  - a) The first suspension shall normally be two days, to take effect the day after the offense takes place or on the same day if parents arrange for alternate transportation for the student.
  - b) The second suspension shall normally be for a period of 5 days.
  - c) The third suspension will normally be for the remainder of the school term (term for this purpose shall mean the period of time from September to December or from January to March or from April to June).
  - d) A fourth suspension will result in a discontinuation of transportation services for whatever period of time is deemed necessary.

The Board authorizes the Secretary Treasurer to develop procedures, practices and directives that are deemed necessary to implement the intent of this policy. The Secretary Treasurer is further authorized to make appropriate changes to services in the absence of policy where government changes are made without the benefit of sufficient notice to amend policy in a reasonable timeframe. In these circumstances, the Secretary Treasurer will table policy amendments as soon as reasonably possible for Board approval.

**EEAB  
27/8/96**

**SCHOOL BUS RESPONSIBILITIES  
CONTRACTED BUS SERVICES**

This policy is created for the purposes of clarifying the role and responsibilities of each of the participants involved with the provision of contracted school bus transportation services .

A. School District 42, Business Services Division is responsible for:

- 1.00 Implementing the Board's transportation policy .
- 1.01 Processing recommendations for transportation policy changes.
- 1.02 Monitoring performance of carriers (agencies having management responsibility for commercial motor vehicles) in terms of safety, efficiency, and reliability.
- 1.03 Maintaining liaison with the Ministry of Education, contractor, B.C. Transit, schools and carriers to resolve transportation problems.
- 1.04 Contracting bus services, planning routes, developing schedules and designing maps according to the needs of the Board.
- 1.05 Implementing the discipline procedure related to student behaviour as described in Board policy .

B. School Principal shall be responsible for:

- 1.00 Supervision on school grounds of students utilizing transportation provided by the Board.
- 1.01 Providing a proper and safe environment for students to prepare themselves for passage. This will include providing sufficient time to dress and supervision and instruction while the student waits for the bus.
- 1.02 Compliance with District and Ministry of Education requirements for collecting and reporting transportation-related information.
- 1.03 Discipline that may lead to suspension of bus riding privileges.

C. Parents are responsible for:

- 1.00 Training their children in acceptable behaviour and safety.

- 1.01 Ensuring students are approved by the Board and the Contractor to ride the bus.
- 1.02 Providing the following information to the contractor and the board concerning their child:
  - a) School name.
  - b) Student's name, address, telephone number.
  - c) Name and telephone number of contact person where necessary. A description of special physical conditions which the bus driver should be aware of in order to be able to provide appropriate care and attention to the child in emergency situations.
- 1.03 Ensuring that children are suitably clothed to withstand weather extremes, taking special precautions during severely inclement weather to ensure that students are properly cared for until the bus arrives, and providing students with a responsible person to contact if the bus fails to arrive.
- 1.04 Getting children to and from the pick up and drop off point. The child is the responsibility of the parent until picked up and after being dropped off by the bus.
- 1.05 Ensuring that children have a safe place to go when they leave the bus after school.
- 1.06 Notifying the school and the contractor of any change in address or other condition which would impact transportation arrangements.
- 1.07 Understanding that buses will only run on public roads maintained by the municipalities and/or the Ministry of Highways and buses will stop in the safest possible places regardless of possible inconvenience to individual students
- 1.08 Understanding that the bus will not run when in the opinion of the driver, or carrier/contractor or superintendent, road conditions are such that it would be unsafe to do so.
- 1.09 Understanding that bus stops will not normally be less than .8 km apart.
- 1.10 Understanding that students will be expected to walk a reasonable distance to a bus stop and that this distance will not normally be greater than 2.4 km.
- 1.11 Understanding that buses will not wait at bus stops later than the advertised departure times.
- 1.12 Understanding that transportation to a school other than the neighborhood school is the responsibility of the student's parent or guardian, with the exception of those students assigned to District programs offered at locations other than the local school.
- 1.13 Understanding that no school district is obliged to run a bus service.

**D. Students are responsible for:**

- 1.00 Getting to the designated pick up point a few minutes prior to the scheduled departure time.

- 1.01 Behaving in a responsible manner at the bus stop, while on the bus and while boarding and alighting from the bus.
- 1.02 Remaining seated at all times when the school bus is in motion.
- 1.03 Knowing that riding the bus is a privilege, which could be revoked by the District.
- 1.04 Following the instructions of the driver.
- 1.05 Being aware that School District 42:
  - (a) Expects that students will not stand, smoke, swear or create a disturbance while on the bus.
  - (b) Believes that open school bus windows present a hazard and therefore the District has decided that windows should only be opened in exceptional circumstances. Students must obtain permission from the driver in order to do so. If windows are open-- for the personal protection of the students--the students will not extend their arms or heads out of the window.
  - (c) Expects that students will not eat or drink while on the bus. Students will understand that they are not secured in place by seat belts and the bus does bounce and may stop suddenly without notice. Eating food or drinking from cans or other containers would be unsafe in these circumstances since students may choke, others may slip and fall on spilled food. The District is required by Law to maintain the vehicle in a sanitary condition. Food spillage expands the problem and the associated cost.

E. The driver is responsible for:

- 1.00 Transporting students to and from school safely, courteously and reliably.
- 1.01 Following the route and schedule provided.
- 1.02 Keeping discipline among students in the school bus in accordance with established guidelines.
- 1.03 Using the School Bus Communication Report to record problems and advise the appropriate parties.
- 1.04 Checking passengers every day to be assured that only authorized students are on the bus.
- 1.05 Taking the student to the school or to the home stop once he/she has boarded the bus.
- 1.06 Displaying the route number clearly on the right-hand side of the windshield.
- 1.07 Completing route and ridership information forms as requested by the Board.
- 1.08 Conducting school bus evacuation drills.



F. The contracted carriers are responsible for:

- 1.00 The functional operation of the bus service
- 1.01 Operating routes according to schedules provided.
- 1.02 Providing statistical information as required.
- 1.03 Providing an effective driver training program.
- 1.04 Ensuring that buses operate within the requirements of the law.
- 1.05 Providing specialized equipment in accordance with the needs of the students.
- 1.06 Providing overall system and driver management services.



ITEM 6

To: Board of Education

From: Board Policy  
Development Committee

Re: **PROPOSED DRAFT POLICY:**  
**10400: COMMUNITY AND COMMERCIAL USE**  
**OF SCHOOL FACILITIES AND GROUNDS POLICY**

Date: June 12, 2013  
(Public Board Meeting)

**Information**

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

10400: Community and Commercial Use of School Facilities and Grounds  
10400.1: Rental Fees (*Procedure*)

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy and procedure before they are again presented to the Board for approval on June 26, 2013.

**RECOMMENDATION:**

THAT the Board receive for information and continuation with the consultation process: policy 10400 Community and Commercial Use of School Facilities and Grounds and procedure 10400.1 Rental Fees.

Attachments

## **SD 42 POLICY: 10400**

### **COMMUNITY AND COMMERCIAL USE OF SCHOOL FACILITIES AND GROUNDS**

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#### **POLICY STATEMENT**

Under the School Act, the Board of Education (the “Board”) is obligated to provide facilities and grounds sufficient to conduct School Age education programs. The efficient operation of such programs is recognized as the primary purpose of all district facilities and grounds.

The Board recognizes, however, that all taxpayers contribute to the cost of constructing and maintaining local facilities and grounds through provincial taxation. The Board agrees, therefore, to extend to the public the privilege of having access to Board facilities and grounds provided it does not interfere with school programs or other Board initiatives and can only be allowed at no cost to the Board. In the event of a violation of this privilege, the Board reserves the right to cancel the use of any school facility or grounds.

The Board reserves the right to enter into reciprocal agreements with District of Maple Ridge, City of Pitt Meadows and Parks and Leisure Services for the two municipalities with respect to site acquisition, development and maintenance. In addition, the Board reserves the right to enter into agreements with those agencies respecting the cooperative use of facilities and grounds for providing community programs and services. Financial arrangements for such agreements will be negotiated separately between the Board and the participating agencies.

#### **AUTHORITY**

The Board assigns the responsibility for the Community and Commercial Use of School Facilities and Grounds policy to the Secretary Treasurer.

#### **GUIDING PRINCIPLES**

Board property will be made available to licensed child care providers, as defined in the *School Act*, on business days between the hours of 6:00 a.m. and 6:00 p.m. provided that:

- a. any use of Board facilities and grounds by a licensed child care provider does not disrupt or otherwise interfere with the provision of educational activities, and
- b. the revenue obtained by the board from licensed child care providers using Board facilities and grounds equals the direct and indirect costs incurred and to be incurred by the board as a result of making that use available.

Board facilities will be made available to outside users for a fee that at a minimum ensures full cost recovery of direct and indirect costs incurred and to be incurred by the board as a result of making that use available. On an annual basis the fee structure will be reviewed and presented to the Board for approval.

School grounds are closed from 10:00 p.m. to 6:00 a.m. Any use of school property without the benefit of a rental contract is in violation of the Trespass to Property Act.

The rental of all school facilities and grounds is the responsibility of the Secretary Treasurer. Revenues derived from the rentals of all school facilities and grounds are the property of the district and will be shared with schools for the support of school programs.

The Board reserves the right to refuse entering into rental agreements and the right to terminate existing rental agreements with parties that fail to provide and maintain general liability insurance with insurers licensed in British Columbia and in forms and amounts acceptable to the Board.

The use of school district facilities and grounds shall be made on the basis of the following priorities:

- First Priority: School Use - Regular school curricular and organized extra-curricular activities that are authorized, organized, and supervised by the School.
- Second Priority: District Programs – All other District programs, services and initiatives.
- Third Priority: Negotiated agreements with the District of Maple Ridge, City of Pitt Meadows and Parks and Leisure Services for the two municipalities.
- Fourth Priority: All other outside groups including community and commercial.

The above priorities apply, except where a Board approved agreement requires otherwise. Despite historical rights, any user may be bumped from a particular time, day or facility or grounds based on the priority of use noted above. The group doing the bumping is expected to give as much notice as is possible.

Section 2.2 of the Tobacco Control Act prohibits all persons from smoking or using tobacco, or holding lighted tobacco, in or on school property.

The consumption of alcoholic beverages on school district property may be permitted in some circumstances. The specific requirements for this use can be found in Board Policy 5905 Alcohol – Consumption, Possession and Storage.

**APPROVED:**

## **SD 42 PROCEDURE: 10400.1 - RENTAL FEES**

### **GUIDING PRINCIPLES:**

1. Board facilities will be made available to outside users for a fee that at a minimum ensures full cost recovery of direct and indirect costs incurred and to be incurred by the board as a result of making that use available.
2. The Secretary Treasurer or Designate determines the rental rates for each type of Board facility on an annual basis. The rental rates are calculated based on either the full cost recovery per square meter per hour or market rates. The average rentable area for each type of facility is used to determine the rental fee for specific rental agreements.
  - a. Full cost recovery rental rates will be based on budgeted facilities operations and maintenance annual costs for regular hours of operations (6:00 a.m. to 4:00 p.m.; 10 months/year) plus estimated deferred maintenance costs.
  - b. Market rental rates will be determined by conducting a market analysis on an annual basis.

### **FACILITY RENTAL FEES:**

Rental fees shall be differentiated based on the categories defined in the table below:

<b>Category</b>	<b>Definition</b>
<b>Youth Non-Profit</b>	Shall include any organization registered as such under the Societies Act, with the exception of religious/faith based groups which will be classified as Private. (Membership is 19 and under)
<b>Adult Non-Profit</b>	Shall include any organization registered as such under the Societies Act, with the exception of religious/faith based groups which will be classified as Private. (Membership is 19+ and older)
<b>Private</b>	Shall include any group whose activities are not open to the general public including religious/faith based groups.
<b>Commercial</b>	Shall include any commercial agency or group of agencies whose object is to gain profit.
<b>Licensed Child Care</b>	Shall include licensed child care providers as defined in section 85.1 (1) of the School Act
<b>School Use</b>	Regular school curricular and extra-curricular activities, including meetings of the school PAC

<b>Category</b>	<b>Rental Rate</b>
<b>Youth Non-Profit</b>	Full cost recovery
<b>Adult Non-Profit</b>	Full cost recovery + 20%
<b>Private</b>	Market Rate – 20 %
<b>Commercial</b>	Market Rate
<b>Licensed Child Care</b>	Full cost recovery
<b>School Use</b>	No charge

## **RECORD**

### **2012-2013**

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

#### **May 29, 2013**

Call to Order  
Motion of Exclusion  
Correspondence  
Ordering of Agenda  
Confirmation of Minutes – May 8, 2013  
Chair Report  
Superintendent Decision Item  
Trustee Declared Conflict of Interest  
Superintendent Decision Item  
Trustee Returned to meeting  
Superintendent Information Item  
Superintendent Information Item  
Committee Business  
Adjournment

Meeting called to order at 3:04 p.m.  
Approved  
Received for information  
Approved as amended  
Approved as circulated  
Approved  
Approved  
Exited the meeting at 3:31 p.m.  
Approved  
Joined the meeting at 3:42 p.m.  
Received for information  
Received for information  
Received for information  
Adjourned at 3:42 p.m.