

Wednesday, March 13, 2013
6:00 p.m.

District Education Office
22225 Brown Avenue
Boardroom

A G E N D A

*“The world is round so that friendship may encircle it”
~ Pierre Burton*

A – OPENING PROCEDURES

1. Call to Order
2. Correspondence ITEM 1
 - i. Baljinder Narang, Chairperson – SD41 (Burnaby)
 - ii. Caroline Mitchell, Chairperson – SD28 (Quesnel)
 - iii. Doug Stewart, Director, Capital Mgmt. Branch – Ministry of Education
 - iv. Moyra Baxter, Chairperson – SD23 (Central Okanagan)
3. Ordering of Agenda
4. Invitation for Public Input to matters on the Agenda

B – CONFIRMATION OF MINUTES

1. February 27, 2013 ITEM 2

C – PRESENTATIONS

1. Kanaka Education and Environmental Partnership Society ITEM 3
“K.E.E.P.S” – Ross Davies

D – DELEGATIONS

E – CHAIR REPORT

F – DEFERRED ITEMS

G – TRUSTEE MOTIONS

H – CHIEF EXECUTIVE OFFICER’S REPORT

1. Decision Items
 - a) Superintendent of Schools
 - i. District School Calendar ITEM 4
 - ii. The Wheelhouse – BAA Application ITEM 5
 - 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
 - c) Human Resources
2. Committee & Advisory Committee Reports
 - a) Aboriginal Education
 - b) Board Policy Development
 - 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
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
8. Tzu Chi Foundation
9. Youth Society
10. Other Board Liaison Representative Reports
 - a) Good News Items
 - b) Public Disclosure of Closed Meeting Business

ITEM 6

ITEM 7

L – OTHER BUSINESS

M – ADJOURNMENT

To: Board of Education

From: Chairperson
Mike Murray

Re: **OPENING PROCEDURES**

Date: March 13, 2013
(Public Board Meeting)

Information/Decision

1. CALL TO ORDER

2. CORRESPONDENCE (Information Item)

1. Baljinder Narang, Chairperson – SD41 (Burnaby)
2. Caroline Mitchell, Chairperson – SD28 (Quesnel)
3. Doug Stewart, Director, Capital Mgmt. Branch – Ministry of Education
4. Moyra Baxter, Chairperson – SD23 (Central Okanagan)

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

February 13, 2013

The Honourable Jason Kenney
Minister of Citizenship, Immigration and Multiculturalism
Citizenship and Immigration Canada
Ottawa, Ontario
K1A 1L1

Dear Minister Kenney:

At the February 12th meeting of the Burnaby Board of Education, school trustees received a report from district staff outlining the significant changes that will be taking place in the provision of Immigrant Settlement Support services in Canada, and specifically in British Columbia. The report also highlighted that the control and administration of Immigrant Settlement Support services in British Columbia will be migrating from the provincial government to the federal government through Citizenship and Immigration Canada effective April 1, 2014. Board members had a number of concerns as a result of the report and requested that a letter be sent to the Minister of Citizenship and Immigration articulating the Board's concerns.

Burnaby, like many large urban school districts in Canada, has been on the front lines for over a decade providing settlement services to children, youth and their families who are new to our country. For many such families, the neighbourhood school is their first introduction to Canada. In Burnaby, our schools and district services have provided a holistic approach in supporting the settlement needs of children, youth and families. Working in collaboration with community partners our schools provide orientation services, connections to community resources, and English Language Services for adults.

The Burnaby Board of Education supports in principle the Federal government's new "Modernized Settlement Approach" and a uniform service delivery model across Canada. In addition, the Board believes strongly that the following provisions must be in place to support the implementation of this new direction:

- a) The creation of any harmonized regional or provincial settlement services program must respect the unique needs of each province and must have the flexibility to be responsive to each province and the communities where the newcomers to Canada reside.
- b) The ability to influence and negotiate service models and contribution agreements must remain at the very least at a provincial level and not at a regional centre.
- c) The ability to provide 'direct rewards' rather than go through 'a call for proposal system' for programs that are operating effectively and in alignment with the CIC settlement streams and program outcomes. A good example of this is the SWIS program that was implemented in British Columbia in 2007 after extensive

consultation with School Districts, the provincial Immigrant Integration Branch and the Ministry of Education. This program has been very successful. In Burnaby in 2011-2012 the SWIS program served 4,849 clients from 81 counties. The requirement now to go through 'a call for proposal system' seems to ignore any best practice programs and services that are currently in place.

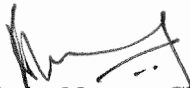
The Board of Education is also concerned with the competitive approach of 'the call for proposal' process. By its very nature the process does not nurture collaboration or integrated services approaches.

The termination of the Canada-British Columbia Immigration agreement and the establishment of a new Western Regional Centre in Alberta are also of concern to the Board. School Districts in British Columbia have had a very positive working relationship with the provincial Immigrant Integration Branch and found the branch responsive to emerging issues. The Board feels strongly that there needs to be an appropriate CIC presence in British Columbia to oversee settlement services and respond to emerging needs.

Welcoming and facilitating successful settlement for newcomers to Canada is the responsibility of all of us. The Burnaby Board of Education recognizes the role Canada's public schools play in this important endeavor and look forward to continue to work and partner with CIC to deliver effective and sustainable settlement services. The Board looks forwards to your response to the concerns we have raised.

Thank you for your time and consideration.

Sincerely,



Baljinder Narang, Chair
Burnaby Board of Education

Cc: Minister of Education, Honourable Don McRae
Members of Parliament, Peter Julian, Kennedy Stewart
Members of Legislative Assembly, Raj Chouhan, Harry Bloy, Kathy Corrigan,
Richard Lee
BC School Trustees Association, Chair
BC School Trustees Association, Member Boards
Mayor Derek Corrigan, City of Burnaby

**Quesnel
School
District**

401 North Star Road,
Quesnel, BC
V2J 5K2

Tel. 250-992-8802
Fax 250-992-7652

**Board of
Education**

February 26, 2013

The Honourable Don McRae
Minister of Education
PO Box 9045 Stn PROV GOVT
Victoria, B.C. V8W 9E2

Dear Minister McRae:

Thank you for your letter to Board Chairs of January 25, 2013 in which you indicated that government would not be providing funding for a wage increase for support staff employees.

The Quesnel Board of Education appreciates that you have recognized that Boards are not able to provide funds for wage increases as permitted under the Co-operative Gains Mandate. Employers in other parts of the Public Sector have been able to work with their unions to provide wage increases in the 3-4% range. The fact that these funds are not available in the education sector means that the government should review the mandate and provide the additional funding that will permit school districts to remain competitive with other public and private sector employers.

The Quesnel Board of Education believe that our CUPE employees are deserving of a wage increase after accepting net zero for their 2010-2012 collective agreement and it is the responsibility of government to fully fund the increase.

Yours sincerely,



Caroline Mitchell
Quesnel Board of Education Chairperson

c: The Honourable Michael de Jong, Minister of Finance
Bob Simpson, MLA
Trustees
Brian Cullinane, QPVPA Co-Chairperson
Suzanne Bolin, QPVPA Co-Chairperson
Teri Mooring, QDTA President
Denice Bardua, CUPE President
BCSTA – for all other Schools Boards
BCPSEA



RC/tr

Quesnel School District

401 North Star Road,
Quesnel, BC
V2J 5K2

Tel. 250-992-8802
Fax 250-992-7652

Board of Education

February 26, 2013

The Honourable Don McRae
Minister of Education
PO Box 9045 Stn PROV GOVT
Victoria, B.C. V8W 9E2

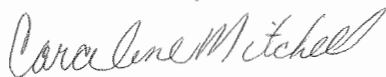
Dear Minister McRae:

I am writing on behalf of our Board to express concern regarding the December 14, 2012 announcement of 2012/13 recalculated funding allocations and more specifically, the holdback allocation.

Our Board feels very strongly that holdback funds must be distributed to Boards of Education based on the original Ministry of Education announcements and budget instructions that were provided in March 2012. We recognize that many Boards are in funding protection and that further holdback allocations will reduce this amount, however financial stability will be achieved more quickly by the gradual elimination of funding protection. Changes in the distribution of the holdback allocation delay the financial autonomy of School Districts across the province.

Furthermore, our Board believes that if there are proposed changes to how the holdback allocations will be distributed, that School Districts should be consulted and provided adequate notice of proposed changes. We request that all of the holdback funds be allocated for 2012/13 as originally announced by the Ministry.

Yours sincerely,



Caroline Mitchell
Quesnel Board of Education Chairperson

c: Bob Simpson, MLA
Trustees
Brian Cullinane, QPVPA Co-Chairperson
Suzanne Bolin, QPVPA Co-Chairperson
Teri Mooring, QDTA President
Denice Bardua, CUPE President
BCSTA – for all other Schools Boards
BCPSEA

TS/tr





VIA EMAIL
Ref: 165905

February 28, 2013

Flavia Coughlan
Secretary-Treasurer
School District No. 42 (Maple Ridge-Pitt Meadows)
22225 Brown Ave
Maple Ridge BC V2X 8N6
Email: flavia_coughlan@sd42.ca

Dear Flavia Coughlan:

Re: 2012/13 Five-Year Capital Plan Echo Report

This letter is to acknowledge your Board of Education's submission of a Five-Year Capital Plan to the Ministry of Education and to advise that the Capital Management Branch has now completed its review of all capital project funding requests for 2012/13 – 2016/17.

Attached for your consideration is a copy of the 2012/13 Capital Plan Project Requests echo report, which provides the priority assigned by the Ministry to each requested project. These priorities are based on the criteria outlined for capital project submissions in the 2012/13 Five-Year Capital Plan Instructions.

Funding requests made for new space, renovation, or replacement projects, and supported by a Project Identification Report (PIR), are assigned either a High, Medium or Low priority by the Ministry. Otherwise, projects for which no PIR was provided will not receive a priority and instead will be marked as "NPIR". Requests for buses, building envelope remediation or mechanical upgrades will similarly be assigned one of the three priorities. Finally, other project requests that are eligible Annual Facility Grant expenditures will be identified as "A" in the echo report.

Please review these reports and notify your Planning Officer by March 15, 2013 of any incorrect or additional information related to specific projects or their ranking.

The 2012/13 Capital Plan submitted by the Board of Education will be considered by the Ministry as the approved capital plan required for the purposes of the *Local Government Act* and associated School Site Acquisition Charge Regulation, with regard to the setting of school site acquisition charges for eligible school districts.

.../2

Once again, thank you for the time and effort required to develop your 2012/13 Five-Year Capital Plan. We look forward to our continued work with District staff to address the capital needs of the School District.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Doug Stewart', with a large circular flourish at the beginning.

Doug Stewart, Director
Capital Management Branch

Attachments

pc: Jan Unwin, Superintendent of Schools
John Woycheshin, Regional Manager
Craig Harris, Planning Officer

FUNDING DEPARTMENT

Release 6.0.10

PRD01.WORLD & CHA

2012/2013 CAPITAL PLAN PROJECT REQUESTS

REQUEST YEARS: 2012/2013, 2013/2014, 2014/2015, 2015/2016, 2016/2017

DISTRICT: 42 Maple Ridge - Pitt Meadows

DIST RANK	PROJ NO	DIST REF NO	PROJECT TITLE	PRIORITY DIST	MIN	CAPITAL PLAN REQUEST	ESTIMATED TOTAL PROJECT COST
=====							
PROJECT TYPE: MINOR							
4	116568	42004	WESTVIEW SECONDARY SPS - SESIMIC UPGRADE	M	NPIR	400570 C	400570
6	116189	42014	MAPLE RIDGE ELEMENTARY BEP - BUILDING ENVELOPE UPGRADE	H	H	629000 C	629000
7	116188	42038	THOMAS HANEY CENTRE BEP - BUILDING ENVELOPE UPGRADE	H	H	1187000 C	1187000
9	116567	42009S	FAIRVIEW ELEMENTARY SPS - SEISMIC UPGRADE	M	NPIR	433400 C	433400
10	116183	42017B	PITT MEADOWS ELEMENTARY BEP - BUILDING ENVELOPE UPGRADE	H	H	449000 C	449000
12	116185	42035	ALOUETTE ELEMENTARY SCHOOL BEP - BUILDING ENVELOPE UPGRADE	H	H	708000 C	708000
TOTAL MINOR REQUEST				6		=====	=====
						3806970	3806970
TOTAL MINOR SUPPORTED				0		=====	=====
						0	0

FUNDING DEPARTMENT

Release 6.0.10

PRD01.WORLD & CHA

2012/2013 CAPITAL PLAN PROJECT REQUESTS

REQUEST YEARS: 2012/2013, 2013/2014, 2014/2015, 2015/2016, 2016/2017

DISTRICT: 42 Maple Ridge - Pitt Meadows

DIST RANK	PROJ NO	DIST REF NO	PROJECT TITLE	PRIORITY DIST	MIN	CAPITAL PLAN REQUEST	ESTIMATED TOTAL PROJECT COST
=====							
PROJECT TYPE: MAJOR							
1	101584	1	ALBION SOUTH ELEMENTARY NEW - NEW 80K/450 ELEMENTARY SCHOOL. INCLUDING SITE EXPANSION	H	H	17729821 B	19664821
2	114823	6	SAMUEL ROBERTSON TECHNICAL SECONDARY ADD - INCREASE CAPACITY FROM 600 TO 1000.	H	NPIR	13372493 B	13372493
3	107749	17	ALBION EAST ELEMENTARY NEW - SITE ACQUISITION FOR A NEW 40K/275 ELEMENTARY SCHOOL.	H	NPIR	4248000 S	13640921
5	116187	42005	ALBION ELEMENTARY BEP - BUILDING ENVELOPE UPGRADE	H	H	1725000 C	1725000
8	116186	42009	FAIRVIEW ELEMENTARY BEP - BUILDING ENVELOPE UPGRADE	H	H	2290000 C	2290000
11	114820	42017	PITT MEADOWS ELEMENTARY RENO - MAJOR RENOVATION.	H	NPIR	5352407 B	5352407
13	116184	42003	PITT MEADOWS SECONDARY BEP - BUILDING ENVELOPE UPGRADE	H	H	1765000 C	1765000
14	116191	42001	MAPLE RIDGE SECONDARY BEP - BUILDING ENVELOPE UPGRADE	H	H	2130000 C	2130000
15	105765	15	ALBION NORTH ELEMENTARY NEW - SITE ACQUISITION FOR A NEW 80K/300 ELEMENTARY SCHOOL.	H	NPIR	4455000 S	14333336
16	101582	14	SILVER VALLEY WEST ELEMENTARY NEW - SITE ACQUISITION FOR A NEW 40/275 ELEMENTARY SCHOOL.	H	NPIR	3780000 S	13500710
17	101581	16	SILVER VALLEY EAST ELEMENTARY NEW - SITE ACQUISITION FOR A NEW 40K/275 ELEMENTARY SCHOOL.	H	NPIR	3044000 S	12436921
18	108931	18	SILVER VALLEY NORTH ELEMENTARY NEW - SITE ACQUISITION FOR A NEW 40K/275 ELEMENTARY SCHOOL.	H	NPIR	2308000 S	11700921

FUNDING DEPARTMENT

Release 6.0.10

PRD01.WORLD & CHA

2012/2013 CAPITAL PLAN PROJECT REQUESTS

REQUEST YEARS: 2012/2013, 2013/2014, 2014/2015, 2015/2016, 2016/2017

DISTRICT: 42 Maple Ridge - Pitt Meadows

DIST RANK	PROJ NO	DIST REF NO	PROJECT TITLE	PRIORITY DIST	MIN	CAPITAL PLAN REQUEST	ESTIMATED TOTAL PROJECT COST
=====							
PROJECT TYPE: MAJOR							
19	101583	8	SILVER VALLEY CENTRAL ELEMENTARY NEW - SITE ACQUISITION FOR A NEW 40K/275 ELEMENTARY SCHOOL.	M	NPIR	4616000	S 13991657
20	113491	5	SILVER VALLEY SECONDARY NEW - SITE ACQUISITION FOR A NEW 800 CAPACITY SECONDARY SCHOOL.	H	NPIR	8700750	S 36718128
TOTAL MAJOR REQUEST				14		=====	=====
						75516471	162622315
TOTAL MAJOR SUPPORTED				0		=====	=====
						0	0

FUNDING DEPARTMENT

Release 6.0.10

PRD01.WORLD & CHA

2012/2013 CAPITAL PLAN PROJECT REQUESTS

REQUEST YEARS: 2012/2013, 2013/2014, 2014/2015, 2015/2016, 2016/2017

DISTRICT: 42 Maple Ridge - Pitt Meadows

DIST RANK	PROJ NO	DIST REF NO	PROJECT TITLE	PRIORITY DIST MIN	CAPITAL PLAN REQUEST	ESTIMATED TOTAL PROJECT COST
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DISTRICT SUMMARY

TOTAL MINOR REQUESTS	6	3,806,970	3,806,970
TOTAL MINOR SUPPORTED	0	0	0
TOTAL MAJOR REQUESTS	14	75,516,471	162,622,315
TOTAL MAJOR SUPPORTED	0	0	0
TOTAL REQUESTED	20	79,323,441	166,429,285
TOTAL SUPPORTED	0	0	0



CP2 - Five Year Capital Plan Summary

School District: 42 Maple Ridge - Pitt Meadows

Capital Plan Year: 2012/2013

Capital Plan Submission Date: 15- OCT- 2012

Existing Project Priority	Project No.	School District Reference No.	Project Title	Year One	Year Two	Year Three	Year Four	Year Five	Total Funding
1	101584	1	NEW - ALBION SOUTH ELEMENTARY NEW 80K/450 ELEMENTARY SCHOOL. INCLUDING SITE EXPANSION	\$0	\$0	\$17,729,821	\$0	\$0	\$17,729,821
2	114823	6	ADD - SAMUEL ROBERTSON TECHNICAL SECONDARY INCREASE CAPACITY FROM 600 TO 1000.	\$0	\$0	\$13,372,493	\$0	\$0	\$13,372,493
3	107749	17	NEW - ALBION EAST ELEMENTARY SITE ACQUISITION FOR A NEW 40K/275 ELEMENTARY SCHOOL.	\$0	\$0	\$4,248,000	\$0	\$0	\$4,248,000
4	116568	42004	SPS - WESTVIEW SECONDARY SESIMIC UPGRADE	\$0	\$0	\$400,570	\$0	\$0	\$400,570
5	116187	42005	BEP - ALBION ELEMENTARY BUILDING ENVELOPE UPGRADE	\$1,725,000	\$0	\$0	\$0	\$0	\$1,725,000
6	116189	42014	BEP - MAPLE RIDGE ELEMENTARY BUILDING ENVELOPE UPGRADE	\$629,000	\$0	\$0	\$0	\$0	\$629,000
7	116188	42038	BEP - THOMAS HANEY CENTRE BUILDING ENVELOPE UPGRADE	\$1,187,000	\$0	\$0	\$0	\$0	\$1,187,000
8	116186	42009	BEP - FAIRVIEW ELEMENTARY BUILDING ENVELOPE UPGRADE	\$0	\$2,290,000	\$0	\$0	\$0	\$2,290,000

CP2 - Five Year Capital Plan Summary

School District: 42 Maple Ridge - Pitt Meadows

Capital Plan Year: 2012/2013

Capital Plan Submission Date: 15- OCT- 2012

Existing Project Priority	Project No.	School District Reference No.	Project Title	Year One	Year Two	Year Three	Year Four	Year Five	Total Funding
9	116567	42009S	SPS - FAIRVIEW ELEMENTARY SEISMIC UPGRADE	\$0	\$0	\$433,400	\$0	\$0	\$433,400
10	116183	42017B	BEP - PITT MEADOWS ELEMENTARY BUILDING ENVELOPE UPGRADE	\$0	\$0	\$449,000	\$0	\$0	\$449,000
11	114820	42017	RENO - PITT MEADOWS ELEMENTARY MAJOR RENOVATION.	\$0	\$0	\$5,352,407	\$0	\$0	\$5,352,407
12	116185	42035	BEP - ALOUETTE ELEMENTARY SCHOOL BUILDING ENVELOPE UPGRADE	\$0	\$0	\$0	\$708,000	\$0	\$708,000
13	116184	42003	BEP - PITT MEADOWS SECONDARY BUILDING ENVELOPE UPGRADE	\$0	\$0	\$0	\$1,765,000	\$0	\$1,765,000
14	116191	42001	BEP - MAPLE RIDGE SECONDARY BUILDING ENVELOPE UPGRADE	\$0	\$0	\$0	\$0	\$2,130,000	\$2,130,000
15	105765	15	NEW - ALBION NORTH ELEMENTARY SITE ACQUISITION FOR A NEW 80K/300 ELEMENTARY SCHOOL.	\$0	\$0	\$4,455,000	\$0	\$0	\$4,455,000
16	101582	14	NEW - SILVER VALLEY WEST ELEMENTARY SITE ACQUISITION FOR A NEW 40/275 ELEMENTARY SCHOOL.	\$0	\$0	\$0	\$3,780,000	\$0	\$3,780,000

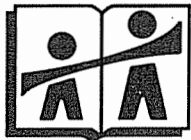
CP2 - Five Year Capital Plan Summary

School District: 42 Maple Ridge - Pitt Meadows

Capital Plan Year: 2012/2013

Capital Plan Submission Date: 15- OCT- 2012

Existing Project Priority	Project No.	School District Reference No.	Project Title	Year One	Year Two	Year Three	Year Four	Year Five	Total Funding
17	101581	16	NEW - SILVER VALLEY EAST ELEMENTARY SITE ACQUISITION FOR A NEW 40K/275 ELEMENTARY SCHOOL.	\$0	\$0	\$0	\$0	\$3,044,000	\$3,044,000
18	108931	18	NEW - SILVER VALLEY NORTH ELEMENTARY SITE ACQUISITION FOR A NEW 40K/275 ELEMENTARY SCHOOL.	\$0	\$0	\$0	\$0	\$2,308,000	\$2,308,000
19	101583	8	NEW - SILVER VALLEY CENTRAL ELEMENTARY SITE ACQUISITION FOR A NEW 40K/275 ELEMENTARY SCHOOL.	\$0	\$0	\$0	\$4,616,000	\$0	\$4,616,000
20	113491	5	NEW - SILVER VALLEY SECONDARY SITE ACQUISITION FOR A NEW 800 CAPACITY SECONDARY SCHOOL.	\$0	\$0	\$0	\$0	\$8,700,750	\$8,700,750
Total:				\$3,541,000	\$2,290,000	\$46,440,691	\$10,869,000	\$16,182,750	\$79,323,441



BOARD OF EDUCATION

SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN)

1940 Underhill Street, Kelowna, B.C. V1X 5X7

Tel. 250-860-8888 Fax 250-860-9799

Website: www.sd23.bc.ca

"Together We Learn"

March 5, 2013

The Honourable Don McRae
Minister of Education
PO Box 9045 Stn PROV GOVT
Victoria, BC V8W 9E2

Dear Minister McRae,

The Board of Education is concerned that the recent Provincial Budget Announcement will have a negative impact on the Board's ability to maintain its service level to students in the Central Okanagan School District.

Below are the confirmed expense changes that will need to be funded for the 2013/2014 school year:

• Teacher's Pension Plan increase July 1, 2013 - 1.3%	\$1,100,000
• Other Employee Benefit Adjustments - MSP Increase 4% Jan 1, 2013 and Jan 1, 2014	\$ 900,000
• General Inflation - 2% Per Year	\$ 400,000
• Teachers Teaching on Call Cost Increase	\$ 151,500
• BC Hydro Rate Increase April 1, 2013 - 1.44%	\$ 10,000
• Contingency for Certified Education Assistant Support	\$ 500,000
• Transition Back to GST From HST April 1, 2013 - 1.815%	\$ 400,000
TOTAL:	\$3,461,500

The increased expenses listed above do not include any anticipated budget pressures arising from modest wage increases for teaching staff, CUPE support staff, and Principals/Vice-Principals and other professional staff.

The Board is very concerned about its ability to continue to offer education programs that are proving to be very effective for students.

Yours sincerely,

Moyra Baxter
Board Chair

cc Central Okanagan Board of Education Trustees
All Boards of Education c/o BCSTA
Ben Stewart, MLA Westside - Kelowna
Bill Barisoff, MLA Penticton (Peachland)
Norm Letnick, MLA Kelowna - Lake Country
Steve Thomson, MLA Kelowna - Mission

Board of Education - Trustees

Moyra Baxter
Julia Fraser

Joyce Brinkerhoff
Christopher L. Gorman

Deb Butler
Murli Pendharkar

Rolli Cacchioni

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BOARD OF EDUCATION

SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN)

1940 Underhill Street, Kelowna, B.C. V1X 5X7

Tel. 250-860-8888 Fax 250-860-9799

Website: www.sd23.bc.ca

"Together We Learn"

March 5, 2013

Mr. Hugh Finlayson, CEO
BCPSEA
400 – 1333 West Broadway
Vancouver, BC V6H 4C1

Dear Mr. Finlayson:

The Central Okanagan Board of Education has reviewed the "Teacher-Public School Employer Collective Bargaining 2013 – Getting to the Table" document which was recently circulated by the BCPSEA. The Board is concerned regarding the implication to Trustees who may have a conflict of interest, unknowingly reading a document circulated by the BCPSEA containing specific bargaining information.

The Board is requesting that clear guidelines to follow when assessing if a Trustee is in conflict and should remove themselves from the discussion be added to future documents released by BCPSEA. The Board is requesting that BCPSEA indicate whether the information provided within the document may contain sensitive bargaining information which would not normally be read by Trustees declaring a conflict of interest.

The Board of Education would like to thank you for your attention to this matter.

Yours sincerely,

Moyra Baxter
Board Chairperson

cc Central Okanagan Board of Education Trustees
All Boards of Education c/o BCSTA

Board of Education - Trustees

Moyra Baxter
Julia Fraser

Joyce Brinkerhoff
Christopher L. Gorman

Deb Butler
Murli Pendharkar

Rolli Cacchioni



ITEM 2

To: Board of Education

From: Chairperson
Mike Murray

Re: **CONFIRMATION OF MINUTES**

Date: March 13, 2013
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the February 27, 2013 Public Board Meeting be approved as circulated.

Attachment

IN ATTENDANCE:

BOARD MEMBERS:

Board Chairperson – Mike Murray
Vice-Chairperson – Eleanor Palis
Trustee – Susan Carr (part)
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 6:00 p.m.

The Chair welcomed and thanked everyone for attending.

1. **Correspondence**

- Jamie Brennan, Chair – SD68 (Nanaimo-Ladysmith) (*Feb. 7, 2013*)
- Melissa Hyndes, Chairperson – SD43 (Coquitlam) (*Feb. 12, 2013*)
- Peg Orcherton, Chairperson – SD61 (Greater Victoria) (*Feb. 20, 2013*)
- Don McRae, Honourable Minister – Ministry of Education (*Feb. 22, 2013*)

Moved: Trustee Rempel

Seconded: Trustee Clarkson

THAT the Board receive all correspondence for information

CARRIED

2. **Ordering of Agenda**

Moved: Trustee Rempel

Seconded: Trustee Carr

Additions:

Chair Report: Correspondence – Don McRae, Honourable Minister – Ministry of Education

Chair Report: Alouette River Management Society – Correspondence from the Board

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. February 13, 2013 Public Board Meeting Minutes

Moved: Trustee Rempel

Seconded: Trustee Nelson

THAT the Minutes of the February 13, 2013 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

Learning Centre Update - Halia Hirniak, District Helping Teacher-Librarian

Ms. Hirniak presented a video highlighting services and staff including the ongoing development of existing school libraries to incorporate 21st century initiatives while providing a Learning Commons atmosphere. All online resources can be accessed through the SD42 website and monthly emails and links are sent to teachers regarding the online resources available. A shift in purchasing has occurred whereby resources include streaming rights via Helix vs. purchasing DVDs. A large part of support focuses on assisting students with finding reliable online resources.

The Chair opened the floor to questions.

Moved: Trustee Rempel

Seconded: Trustee Clarkson

THAT the Board receive Halia Hirniak's Learning Centre update for information.

CARRIED

D. DELEGATIONS

E. CHAIR REPORT

Don McRae, Honourable Minister – Ministry of Education (Feb. 22, 2013)

Moved: Trustee Palis

Seconded: Trustee Nelson

THAT the Board move the correspondence received from the Ministry of Education to the Board Policy Development Committee.

CARRIED

Alouette River Management Society "ARMS" – Letter of Support

The Board spoke to the draft letter of support for a grant application. The organization has done a lot of work with our students to which the Board expressed gratitude.

Moved: Trustee Marshall

Seconded: Trustee Clarkson

THAT the Board forward the letter of support to the Alouette River Management Society.

CARRIED

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**

2012/2013 Amended Budget Bylaw

The amended budget for 2012/2013 is attached to the Agenda. As the School District is anticipating a shortfall for 2013/2014, the proposed transfer to Local Capital will provide a minimal contingency reserve for next year. There is still a lot of work to be done in terms of balancing the budget for 2013/2014.

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Board approve the transfer of \$249,999 from the Operating Fund to Local Capital to be used for Capital Lease payments due in 2012/2013.

CARRIED

Moved: Trustee Rempel

Seconded: Trustee Carr

THAT the Board approve the transfer of any unrestricted surplus for 2012/2013 (currently estimated to be \$0.97 million) to Local Capital to potentially be used to assist in offsetting the 2013/2014 projected funding shortfall.

CARRIED

Moved: Trustee Rempel

Seconded: Trustee Clarkson

THAT The Amended Budget Bylaw of the Board for the Fiscal year 2012/2013 be given three (3) readings at this meeting. (vote must be unanimous)

CARRIED

Moved: Trustee Rempel

Seconded: Trustee Marshall

THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) 2012/2013 Amended Annual Budget Bylaw be:

Read a first time on the 27th day of February, 2013;

CARRIED

Moved: Trustee Rempel

Seconded: Trustee Clarkson

Read a second time on the 27th day of February, 2013;

CARRIED

Moved: Trustee Rempel

Seconded: Trustee Palis

Read a third time, passed and adopted on the 27th day of February, 2013.

CARRIED

Financial Statements – Second Quarter

The Chair introduced the financial statements and opened the floor to questions.

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Board approve the second quarter financial statements.

CARRIED

Board Policy Approval 9410: Safe, Caring and Healthy Schools

The Board was pleased to announce and gave appreciation to all the students, MRTA Social Justice Committee, and the Board Policy Development Committee for taking the time to process and develop the policy. A question was asked regarding the next step of developing and implementing the policy guidelines. The Superintendent met with Bruce Cummings, Safe Schools Coordinator, whose plan now will be to create a task force made up of students and teachers to develop the procedures, education and awareness pieces.

Moved: Trustee Carr

Seconded: Trustee Clarkson

THAT the Board approve policy 9410: Safe, Caring and Healthy Schools for implementation.

CARRIED

2. Information Items

a) Superintendent of Schools

b) Deputy Superintendent

Kindergarten Registration Enrolment Update

The Deputy Superintendent provided an update. At the time of the Agenda preparation, enrolment totaled 958. As of today's date, enrolment is at 963. Much positive feedback was received with respect to the process of siblings receiving priority registration.

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Board receive the Kindergarten registration report attached to the Agenda as of February 22, 2013, for information.

CARRIED

c) Secretary Treasurer

I. COMMITTEE BUSINESS

Inclusive Education. Trustee Clarkson reported on his attendance at the Inclusive Education meeting last evening. In summary, it was suggested information be added to the School District website. Other topics included threat assessment, grade 7/8 transition meeting, kindergarten orientation, 'life after' transition parent night, and forming a sub-committee to make the community as a whole, more aware of making work experience opportunities available in the community.

French Immersion. Trustee Nelson reported there will be a survey to educators and parents of French immersion students to do a full review of what is and what is not working with the program forming part of the data gathering.

J. QUESTION PERIOD

K. TRUSTEE REPORTS

BC School Trustees' Association. Trustee Clarkson reported on items discussed at the Provincial Council meeting last weekend. Highlights from the presentation given by Deputy Minister James Gorman were provided.

April 25, 2013 is being declared Education Day and Boards are encouraged to create their own plans to raise public education as an issue in their communities.

Trustee Carr exited the meeting at 6:46 p.m.

The Ministry of Education budget announcement is coming on March 15th and will indicate potential challenges.

The Chair advised that the Board met with the four partner groups today and information will be posted to the School District website tomorrow including a survey for the public in terms of where we should go with respect to cuts to funding levels.

District Parent Advisory Council. The next meeting is scheduled for March 7th.

Parks and Leisure Services. Trustee Rempel reported on a concept for a water park being planned for Albion sports complex and the BC Summer Games were awarded to Abbotsford.

Municipal Advisory and Accessibility. Trustee Marshall reported on the upcoming accessibility awards. The committee is seeking nominations for people and/or organizations that have gone above and beyond in making a difference in the lives of people with disabilities.

Ridge Meadows Community Arts Council. Trustee Rempel reported Vice-President, Vickie McLeod resigned. In her place is Ray Wallace. The six month financial report was received and an RFP has commenced for an auditor. Sue Wheeler is working on buying a new artist in residence facility.

Ridge Meadows Education Foundation. Trustee Marshall reported on upcoming fundraising events including a hot dog sale at both Marks' Work Warehouse and Canadian Tire; "Runners for Kids" is being planned. The fee paid will provide a voucher for a family to get a pair of runners. RMEF made a \$1000 donation to the RCMP Youth Academy to assist students in attending the academy.

Tzu Chi Foundation. Trustee Rempel announced the dispersing of \$6K in our School District.

Youth Society. Trustee Marshall reported on a presentation regarding homeschooling. That association is seeking venues for their students to meet.

Good News Items

Chair Murray reported and thanked the Salvation Army who for their community support of maintaining the brown bag lunch program and supplied 150 school supply kits and backpacks.

March 5th - Riverside Social Justice 12 program at the Act.

Reports were provided on the successful MRSS Grad Transitions day, Garibaldi Secondary's production of the play "9 To 5" and the pole raising ceremony.

Chair Murray reported on the successful work day in Langley with School District No. 35's Board of Education.

L. OTHER BUSINESS

M. ADJOURNMENT

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the meeting of the Board be adjourned at 7:10 p.m.

CARRIED

Mike Murray, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 3

To: Board of Education

From: Board Chairperson
Mike Murray

Re: **PRESENTATIONS**

Date: March 13, 2013
(Public Board Meeting)

Information

Ross Davies –

Kanaka Education and Environmental Partnership Society (“K.E.E.P.S.”)

RECOMMENDATION:

THAT the Board receive the Kanaka Education and Environmental Partnership Society’s presentation for information.



To: Board of Education

From: Superintendent
Jan Unwin

Re: **2013-2014 DISTRICT LOCAL
SCHOOL CALENDAR**

Date: March 13, 2013
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

At the Board meeting on January 30, 2013, the Board approved that the proposed District Local School Calendars go out for public consultation (as per the School Act) for one month. The background and rationale presented at the January 30th meeting also included information on the new calendar regulations, and explained that Boards are now able to create their calendars around the *number of instructional hours* rather than around the *number of days in session* as in previous calendar regulations.

Further to information presented at the January 30th Board meeting, Senior Team recommended that the district continue with a calendar structure for the 2013/14 school year that is similar to the structure it has followed for the past 2 years.

This structure met **the required minutes of instruction** outlined in the regulations and included:

- A two week spring break from **Monday March 17th to Friday March 28th** plus two days schools would not be in session **Friday, November 8, 2013** and **Friday, February 7, 2014**.

Since we are now using instructional hours as a guide to meet Ministry Calendar Regulations, we determined that the calendar needed to include 179 days of instruction. As a result, we added an additional "not in session" day to the February Family Day holiday, making it a four day weekend for families. Scheduling this day in February allowed the June Administrative Day (last day for staff) to fall on Friday, June 27th.

Although we had met with CUPE Executive on several occasions to discuss the calendar prior to its being sent out for public consultation, the feedback we received from CUPE staff showed that the additional day in February had nevertheless caused an unforeseen potential issue for CUPE staff.

The additional day in February conflicts with the CUPE contract and would lead to layoffs, which was not the intent. 82% of the 87 CUPE responses received highlighted this oversight and we have made an adjustment to the attached calendar to reflect the strong feedback.

From the parents' perspective, a common concern was the number of days schools are not in session. This concern brings to light the need for clearer communication with parents and community about the Calendar Regulations and instructional minutes that structure and guide the calendar development process. Educating parents and community about instructional minutes will become especially important should the district want to move forward with the development of more creative and balanced calendars in the future. We will similarly also need to spend time reviewing collective agreement language with respective unions if such creative and balanced calendars are to be developed.

The following recommendation for our 2013/2014 calendar is based upon feedback collected through several discussions with our partner groups and through an online survey that received 191 responses. It includes the removal of the "not in session" day from February and the placement of that day at the end of the year on June 27th. The practical consequence of this shift is that schools will dismiss one day earlier than recommended in the proposed calendars that went out for public consultation. The rest of the calendar remains the same.

RECOMMENDATION:

THAT the Board approve the attached District Local School Calendar, Kanaka Creek School Calendar, and the District Distributed Learning Calendar for 2013-2014.

Attachments:

District Local School Calendar 2013-2014
Kanaka Creek School Calendar 2013-2014
District Distributed Learning Calendar 2013-2014



2013 – 2014

DISTRICT LOCAL SCHOOL CALENDAR

Schools Opening Day for Students	Tuesday, September 3, 2013
<i>Non Instructional Day (District wide)</i>	<i>Monday September 23, 2013</i>
<i>Non Instructional Day (School Based Growth Planning Day)</i>	<i>Tuesday, September 24, 2013</i>
Thanksgiving Day	Monday, October 14, 2013
<i>Non Instructional Day (Province wide)</i>	<i>Friday, October 25, 2013</i>
Schools not in session	Friday, November 8 th , 2013
Remembrance Day	Monday, November 11, 2013
Schools Close for Winter Break	Friday, December 20, 2013
Winter Break	Monday, Dec. 23 to Friday, Jan. 3, 2014
Schools reopen after Winter Break	Monday, January 6, 2014
<i>Non Instructional Day (School based)</i>	<i>Friday January 24th, 2014</i>
Family Day	Monday, February 10, 2014
<i>Non Instructional Day (District wide)</i>	<i>Friday February 28, 2014</i>
Schools Close for Spring Break	Friday March 14, 2014
Spring Break	March 17 to March 28, 2014
Schools reopen after Spring Break	Monday March 31, 2014
Good Friday	Friday, April 18, 2014
Easter Monday	Monday, April 21, 2014
Victoria Day	Monday, May 19, 2014
<i>Non Instructional Day (School Based)</i>	<i>Tuesday May 20th, 2014</i>
Last Day for Students	Wednesday, June 25, 2014
Year-end Administrative Day	Thursday, June 26, 2014
Schools Close	Thursday, June 26, 2014

Elementary (K-7) daily schedule: 8:30 a.m. to 2:20 p.m. 295 instructional minutes per day
(Kindergarten gradual entry during the first two weeks of September)

Secondary (8-12) daily schedule: 8:30 a.m. to 2:40 p.m. 320 instructional minutes per day

- NB: Kanaka Creek will run their year round calendar separate from this calendar

Minimum number of hours of instruction that must be offered as per School Act and Calendar Regulation:

853 hours of instruction for students in Kindergarten
878 hours of instruction for students in Grades 1 to 7
952 hours of instruction for students in Grades 8 to 12



2013 – 2014

KANAKA CREEK SCHOOL CALENDAR

Schools Opening Day for Students	Tuesday, September 3, 2013
<i>Non Instructional Day (District wide)</i>	<i>Monday September 23, 2013</i>
<i>Non Instructional Day (School Based Growth Planning Day)</i>	<i>Tuesday, September 24, 2013</i>
Thanksgiving Day	Monday, October 14, 2013
<i>Non Instructional Day (Province wide)</i>	<i>Friday, October 25, 2013</i>
Schools not in session	Friday, November 8 th , 2013
Remembrance Day	Monday, November 11, 2013
School Closes for Winter Break	Friday, December 6, 2013
Winter Break	Monday, Dec. 9 to Friday, Jan. 3, 2014
School reopen after Winter Break (am)	Monday, January 6, 2014
<i>Non-Instructional Day (School Based 1/2 day)</i>	<i>Monday, January 6, 2014</i>
Family Day	Monday, February 10, 2014
<i>Non Instructional Day (District wide)</i>	<i>Friday February 28, 2014</i>
School Closes for Spring Break	Friday March 28, 2014
Good Friday	Friday, April 18, 2014
Easter Monday	Monday, April 21, 2014
Spring Break	March 31 to April 25, 2014
School reopens after Spring Break	Monday, April 28, 2014
<i>Non-Instructional Day (School Based 1/2 day)</i>	<i>Monday, April 28, 2014</i>
Victoria Day	Monday, May 19, 2014
<i>Non Instructional Day (School Based)</i>	<i>Tuesday May 20th, 2014</i>
School not in session	June 30, 2014
<i>Canada Day</i>	<i>Tuesday, July 1, 2014</i>
Last Day for Students	Wednesday, July 23, 2014
Year-end Administrative Day	Thursday, July 24, 2014

Elementary (K-7) daily schedule: 8:30 a.m. to 2:20 p.m. 295 instructional minutes per day
(Kindergarten gradual entry during the first two weeks of September)

Minimum number of hours of instruction that must be offered as per School Act and Calendar Regulation:

853 hours of instruction for students in Kindergarten
878 hours of instruction for students in Grades 1 to 7



2013 – 2014

DISTRICT DISTRIBUTED LEARNING SCHOOL CALENDAR

Schools Opening Day for Students	Tuesday, September 3, 2013
<i>Non Instructional Day (District wide)</i>	<i>Monday September 23, 2013</i>
<i>Non Instructional Day (School Based Growth Planning Day)</i>	<i>Tuesday, September 24, 2013</i>
Thanksgiving Day	Monday, October 14, 2013
<i>Non Instructional Day (Province wide)</i>	<i>Friday, October 25, 2013</i>
Schools not in session	Friday, November 8 th , 2013
Remembrance Day	Monday, November 11, 2013
Schools Close for Winter Break	Friday, December 20, 2013
Winter Break	Monday, Dec. 23 to Friday, Jan. 3, 2014
Schools reopen after Winter Break	Monday, January 6, 2014
<i>Non Instructional Day (School based)</i>	<i>Friday January 24th, 2014</i>
Family Day	Monday, February 10, 2014
<i>Non Instructional Day (District wide)</i>	<i>Friday February 28, 2014</i>
Schools Close for Spring Break	Friday March 14, 2014
Spring Break	March 17 to March 28, 2014
Schools reopen after Spring Break	Monday March 31, 2014
Good Friday	Friday, April 18, 2014
Easter Monday	Monday, April 21, 2014
Victoria Day	Monday, May 19, 2014
<i>Non Instructional Day (School Based)</i>	<i>Tuesday May 20th, 2014</i>
Last Day for Students	Wednesday, June 25, 2014
Year-end Administrative Day	Thursday, June 26, 2014
Schools Close	Thursday, June 26, 2014



To: Board of Education

From: Superintendent
Jan Unwin

Re: **THE WHEELHOUSE
BAA APPLICATION**

Date: March 13, 2013
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Wheelhouse is a classroom where students are both challenged and supported in becoming life-long learners and responsible citizens. Students in this program take action in their community, develop greater self-confidence, and have a strong sense of care for their classmates and school. In The Wheelhouse, everyone is encouraged to work hard, ask questions, share experiences, take risks and learn from mistakes along the way. With teacher and mentor support, students will work together towards building a learning community in which all students respect and cherish each other, and support their peers to be the best individuals they can be.

The Wheelhouse offers students in Grade 6 and 7 a learning environment that focuses on developing leadership and citizenship skills while exploring and learning in the community around us. Fundamental to The Wheelhouse classroom are the community 'field trip' days where learning takes place outside the classroom. Students in The Wheelhouse are given the opportunity to take charge of their learning; every learner plays an integral role in his or her learning by making choices, setting goals, and developing learning plans.

To support innovative learning, this classroom participates in the District's one-to-one technology program and each student is assigned an iPad for use throughout the year. This technology-rich environment helps support critical thinking, foster creativity, collaborate and connect and learners to the global community, and results in rich and memorable learning experiences.

RECOMMENDATION:

THAT the Board ratify BAA course *The Wheelhouse*, for implementation.

Attachments

The Wheelhouse

Wonder • Discover • Reveal

The Wheelhouse

Sitting at the helm of a big ship you grip the wheel that steers the boat with your eyes fixed on the horizon. You feel the boat rock back and forth, and below you can hear the waves crashing around the hull. From this perch, The Wheelhouse, your primary job is to navigate the seas to reach your destination. Your crew is there to help, supporting you as you cross the oceans in search of new lands and opportunities. Along the way, you have to plot your course, document your discoveries, and overcome the obstacles and challenges you might face. The destination is important, but the journey is the reward.

What is The Wheelhouse?

The Wheelhouse is a classroom where students are both challenged and supported in becoming life-long learners and responsible citizens. Students in this program take action in their community, develop greater self-confidence, and have a strong sense of care for their classmates and school. In The Wheelhouse, everyone is encouraged to work hard, ask questions, share experiences, take risks and learn from mistakes along the way. With teacher and mentor support, students will work together towards building a learning community in which all students respect and cherish each other, and support their peers to be the best individuals they can be.

The Wheelhouse offers students in Grade 6 and 7 a learning environment that focuses on developing leadership and citizenship skills while exploring and learning in the community around us. Fundamental to The Wheelhouse classroom are the community 'field study' days where learning takes place outside the classroom. Students in The Wheelhouse are given the opportunity to take charge of their learning; every learner plays an integral role in his or her learning by making choices, setting goals, and developing learning plans.

To support innovative learning, this classroom participates in the District's one-to-one technology program and each student is assigned an iPad for use throughout the year. This technology-rich environment helps support critical thinking, foster creativity, collaborate and connect and learners to the global community, and results in rich and memorable learning experiences.

It starts with a BIG Idea...

Each year in The Wheelhouse, we will focus learning around a BIG idea, a guiding inquiry question. This central idea drives learning that is meaningful and purposeful as students ask questions, research, make connections, and ground learning experiences around a central topic. The BIG idea for 2013-2014:

“What makes a good global citizen?”

Note: in subsequent years, the prior year's students will develop the BIG idea.

Is The Wheelhouse right for you?

The Wheelhouse program is designed for all types of learners who are passionate about community, technology and making a difference in the world around them.

If you are:

- Passionate about the world and your community
- Somebody who enjoys choices and variety in school
- Willing to set goals and work hard to achieve them
- Curious about the world around you
- Enthusiastic about learning
- Interested in using technology to extend learning

...then The Wheelhouse is for you!

We are creating ourselves...

Why The Wheelhouse name?

wheel•house |'(h)wēlˌhous|

- Nautical: Another term for pilothouse, the navigational center on a ship.
- Sport: In baseball jargon: The sweet spot of a baseball player's strike zone where the most power and strength can be utilized.
- Idiom/Urban Dictionary: An area of knowledge, specific interest, and familiarity... To be "in your wheelhouse," is a phrase used to describe that you are in your element.

Core Program Components (further details below)

- Student-Centered Learning Environment – students make choices in their learning and collaborate on projects, student learning is built around individual needs
- Community Connections ('Field Trips') – by participating in community events, visiting local businesses, and working together with community leaders, students are connected to the community and learning extends beyond the classroom, students gain awareness of community
- Leadership Development – strong focus on developing leadership skills, taking action to make a difference, developing confidence, building good global citizens
- Technology Supported Learning – learners are supported by technology as they participate in the District's one-to-one iPad program

What does a typical week look like? (including Community Field Trip)

MONDAYS	TUESDAYS	WEDNESDAYS	THURSDAYS	FRIDAYS
Monday Morning Briefing	TRAVELING TUESDAYS Developing Connections and Learning in the Field (aka - 'Field Study')	Skill Development	Imagination Stations	Skill Development
Goals and Planning Time			Skill Development	
Field Trip Preparation		Project Time	Skill Development	Project Time
Project Time				
Skill Development		Workshop Wednesdays	Project Time	Reflections and Sharing Compliment, Comment and Critique (<i>Peer Review</i>)

Student-Centered Learning

Students are the central element in any classroom. In The Wheelhouse, students are expected to actively participate in their learning on an ongoing basis. In this learning environment, students create the classroom together. Students ask questions, determine routines, develop schedules, create student displays, design learning activities, formulate criteria and project guidelines, set due dates, and more. Students are continually involved and invested in the experience of learning as part of the classroom community, working on projects together with partners, in small groups, and even on whole-class endeavours. Students drive the learning process by setting goals, participating in learning conferences, presenting at Learning Showcases, and tracking their progress over time through the creation of learning portfolios.

Project Time

Often working in project groups, students will embark on integrated areas of study that encompass learning across traditional curricular areas. Projects can be inquiry-based, challenge-based, scientific experiments, human studies, research-centered, and more. Learning is focused on building core competencies across subject areas, including: becoming effective communicators, nurturing curiosity, creativity and innovation, developing personal and social responsibility, and building critical thinking skills. Students might spend time engaging in Internet research, creating a film documentary, writing poetry to create awareness about important issues, studying the impact of the environment on different plants, etc. Project time is dedicated to working in cooperative groups, collaborating with peers to learn and make meaning together.

We are creating ourselves...

Community Connections (aka 'Outings' or 'Field Studies')

On a regular basis, the class will embark on a variety of Community Connections to enhance learning through personal experiences. In partnership with numerous community organizations, business owners, and local leaders, our students will visit and interact with community members and engage in field research. The goal is for students to be learning outside the classroom 2-3 times each month. Learning with an iPad when on location means that experience and learning are deeply connected and occur together rather than learning being an after-thought once the student returns to school. While on outings, students will engage in field research – collecting information, and building knowledge through experiences, places and people rather than traditional textbooks. Students might take photos to capture what they see, record interviews with experts so they can listen again to rich conversations, take notes and record data in documents and charts, and even access real-time information online when in public Wi-Fi access areas.

Leadership Development

Students in The Wheelhouse are passionate about taking action and making a difference in the world. Leadership Development is focused around creating awareness about important issues and causes, building respect for others, developing confidence and self-esteem, and participating in the community.

Core Skills Development Time

Core Skills time is dedicated to student skill-based learning. For example, students might work on building skills in letter writing, fractions, or the scientific method. This learning can take many forms depending upon the type of learning activity and the needs of the students and class, including: whole-class workshop, labs or experiments, cooperative learning, individual skill building, and even more traditional classroom learning such as seatwork, reading activities, etc.

Imagination Stations

Do you have fond memories of playing with building blocks? Remember rummaging through the tickle trunk to find just the right costume? Perhaps you preferred to play 'restaurant' and you handed out custom-made restaurant menus as you ushered guests to their dining tables? Children thrive when given the opportunity to engage in a fun, active, hands-on environment. Play is an important vehicle for student learning, and provides ongoing opportunities for students to improve their communication skills, foster creativity and imagination, and construct knowledge through experiences. Each week, students will spend time at Imagination Stations – play-based activity centers that enable students to stretch their thinking, develop new skills, and be inventive and innovative throughout.

Technology-Supported Learning

Learning in The Wheelhouse is supported and celebrated using technology. Students in The Wheelhouse program participate in the district's one-to-one program and are assigned an iPad for their personal use throughout the year. Learning is not limited to the classroom, and students can take their mobile device to any learning location. Technology enables student learning to be documented using photography, video, and the creation of digital portfolios. An iPad also gives students tools to connect and network with other people as part of their personal learning network by using email, messaging and other communication tools.

Learning Showcases

To celebrate and recognize learning and achievement, students will share their learning at a series of Learning Showcase evenings. At these events, parents, teachers, siblings, school staff, and other community members are all invited to attend student presentations showcasing their learning accomplishments. Presentations might include speeches, movies, constructed displays, skits, interactive games, and more. The purpose of these events is to give students an opportunity and occasion to showcase their learning, but also to invite those who have been part of the learning journey to share in the celebration and accomplishments of each student.

How are Parents involved in The Wheelhouse program?

The Wheelhouse program is designed to include and involve parents in a child's educational journey. Parents are invited to be involved in a variety of ways, depending upon their availability and schedule. Some components of The Wheelhouse program depend on parent support as they play a vital role for the success of the program. Here are some ways that parents can be involved:

- Transportation Managers – It's true, we need drivers! To be successful learning on location in the community, we need a solid base of available parent drivers to help us travel to and from each location. These Community Connections (field outings) will take place on Tuesdays throughout the year. If parents are available to help with transportation, please ensure to indicate this on the program-specific registration form, including any specific restrictions or limitations to availability.
- Student-Teacher-Parent Conferences – Throughout the year, conferences will be held in conjunction with the students, teachers, and parents to review progress and set learning goals. Parents can support their child's learning by taking an active role in their education. These conferences are an important component for students in tracking progress and planning for future learning.
- Learning Showcases – Parents are a vital component of every student's educational development. As students progress throughout the year, they will prepare and present their learning at a minimum of three (3) evening events – Learning Showcases. It is important that parents make themselves available to participate in these important celebrations and recognitions of student successes and achievements.

The Wheelhouse BAA APPLICATION

**PREPARED BY:
Julie Hearn**

**Alouette Elementary
22155 Isaac Crescent
Maple Ridge, BC V2X 0V9**

February 14, 2013

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6	LEARNING AND OTHER RESOURCES

BAA Course Framework BC Ministry of Education

District Name: Maple Ridge School District

District Number: SD 42

Developed by: Julie Hearn

Date Developed: Ongoing over time, applying February 2013 for September 2013 start

School Name: Alouette Elementary

Principal's Name: Dennis Tjernagel

Board/Authority Approval Date: _____

Board/Authority Signature: _____

Course Name: The Wheelhouse

Grade Level of Course: Grade 6 and 7

Number of Course Credits: N/A

Number of Hours of Instruction: N/A

Prerequisite(s): N/A

Special Training, Facilities or Equipment Required: N/A

Course Synopsis:

Overview - This will be the inaugural year of The Wheelhouse as a district program option for Grade 6 and 7 students. The program combines a variety of key components designed to engage students in a learning community that extends beyond traditional classroom walls.

The Wheelhouse offers students in Grade 6 and 7 a learning environment that focuses on developing leadership and citizenship skills while exploring and learning in the community around us. Fundamental to The Wheelhouse classroom are the community 'field study' days where learning takes place outside the classroom. Students in The Wheelhouse are given the opportunity to take charge of their learning; every learner plays an integral role in his or her learning by making choices, setting goals, and developing learning plans.

The Wheelhouse is a classroom where students are both challenged and supported in becoming life-long learners and responsible citizens. Students in this program take action in their community, develop greater self-confidence, and have a strong sense of care for their classmates and school. In The Wheelhouse, everyone is encouraged to work hard, ask questions, share experiences, take risks and learn from mistakes along the way. With teacher and mentor support, students will work together towards building a learning community in which all students respect and cherish each other, and support their peers to be the best individuals they can be.

BAA Course Description

1) Course Name

The Wheelhouse

wheel•house |'(h)wēl,hous|

- Nautical: Another term for pilothouse, the navigational center on a ship.
- Sport: In baseball jargon: The sweet spot of a baseball player's strike zone where the most power and strength can be utilized.
- Idiom/Urban Dictionary: An area of knowledge, specific interest, and familiarity... To be “in your wheelhouse,” is a phrase used to describe that you are ‘in your element’.

2) Grade Level

6 and 7

3) Number of Credits

N/A

4) Course Synopsis

Overview - This will be the inaugural year of The Wheelhouse as a district program. The program combines a variety of key components designed to engage students in a learning community that extends beyond traditional classroom walls.

The Wheelhouse offers students in Grade 6 and 7 a learning environment that focuses on developing leadership and citizenship skills while exploring and learning in the community around us. Fundamental to The Wheelhouse classroom are the community ‘field study’ days where learning takes place outside the classroom. Students in The Wheelhouse are given the opportunity to take charge of their learning; every learner plays an integral role in his or her learning by making choices, setting goals, and developing learning plans.

The Wheelhouse is a classroom where students are both challenged and supported in becoming life-long learners and responsible citizens. Students in this program take action in their community, develop greater self-confidence, and have a strong sense of care for their classmates and school. In The Wheelhouse, everyone is encouraged to work hard, ask questions, share experiences, take risks and learn from mistakes along the way. With teacher and mentor support, students will work together towards building a learning community in which all students respect and cherish each other, and support their peers to be the best individuals they can be.

5) Rationale

The rationale behind The Wheelhouse program is to integrate the community into the learning experience to engage students and learn from and within a supportive community. Community involvement includes:

- **Regular 'Field Studies'** – students participate in regular opportunities to explore, connect, learn, and discover the community around them
- **Students Supported by Learning Community** – learning involves students, teachers, parents, mentors, community members and more, as learning becomes a community experience. The expression “it takes a village to raise a child” becomes a reality as students build and access personal networks as part of their learning.
- **Shared Learning Showcases** – students present their findings and learning to the community in an open-gallery format to showcase discoveries and celebrate achievements
- **Technology-Supported Learning** – the district’s one-to-one program means that learning can take place anywhere, the iPad enables learners to access information online, document experiences using a variety of apps, collect and track data, and build knowledge throughout the learning process

6) Program Structure

The Wheelhouse is a program option for students in Grades 6 and 7. It is a year-long program where students learn across all curricular areas. Regular outings form a substantial basis for learning as students learn on location, in context, and through practical experiences. The week is structured around key program components:

MONDAYS	TUESDAYS	WEDNESDAYS	THURSDAYS	FRIDAYS
Monday Morning Briefing	TRAVELING TUESDAYS Developing Connections and Learning in the Field (aka - 'Field Study')	Skill Development	Imagination Stations	Skill Development
Goals and Planning Time			Skill Development	
Field Trip Preparation		Project Time	Skill Development	Project Time
Project Time				
Skill Development		Workshop Wednesdays	Project Time	Reflections and Sharing Compliment, Comment and Critique (<i>Peer Review</i>)

7) Instructional and Assessment Component

Instructional Component:

The Wheelhouse instructional component is built around the philosophy of integrated learning. Additionally, this is not a teacher-centered program; the teacher’s primary purpose is not to deliver content to the students. Instead, students learn in a number of ways, including: field research, group projects, independent activities, inquiry learning, and sometimes teacher-driven activities too. Students will learn through the exploration of themes, inquiry questions, problem-based learning activities, etc. Learning is integrated across curricular areas as much as possible. When relevant and appropriate, specific skills might be explored outside of projects and themes according to student needs.

Assessment Component:

Assessment in The Wheelhouse becomes integral as a variety of assessments form tools for students to identify performance, set goals, and celebrate accomplishments. Self-assessment is often used where students demonstrate how learning outcomes have been met through their assignments and learning activities. Formative assessment, descriptive feedback, and student-inclusive conferences are core methods of providing students with the information and tools to move forward in their learning. Students will develop portfolios on an ongoing basis throughout the year to reflect their progress and achievement over time. Additionally, students will present at a minimum of three (3) Learning Showcases – an open gallery-style evening presentation where students share projects, portfolios, and focus on their learning journey. At these events, students, parents, staff, and community members all gather to share and celebrate student learning.

Learning Resources:

Learning in The Wheelhouse encompasses a great variety of resources that engage learners. Rather than being restricted to traditional learning resources (textbooks, worksheets, activity books, etc.), students access current information, use multi-media sources, and include a community of experts in their learning. For example, engaging in online research, interviewing guest experts, creating student surveys, including parents as mentors, participating in field research, accessing digital textbooks, reading online newspaper articles, playing interactive games, and watching movies, etc. are all examples of possible resources for learning in The Wheelhouse. Student learning is not limited to the classroom, but rather students learn from the community and world around them.

Other Resources:

Leadership Development: In the spirit of learning within a community, students will have opportunities to work on developing leadership skills and engaging in leadership activities together with their classroom peers. Leadership in The Wheelhouse is focused around creating awareness about important issues and causes, building respect for others, developing confidence and self-esteem, and participating in the greater community.

The BIG Idea: Learning in The Wheelhouse for the 2013-2014 school year will be focused around the central question, “What makes a good global citizen?” This BIG idea will guide student learning, form the basis for learning challenges, and connect learning to the global and local community. Near the end of the 2013-2014 school year, students will formulate and determine the guiding BIG idea question for the subsequent school year.

Technology-Supported Learning: The students in this class will participate in the district’s one-to-one technology program where each student will be assigned an iPad for their personal use throughout the year. Learning with an iPad enables students to engage in field research – collecting information, and building knowledge through experiences, places and people rather than traditional textbooks. The iPad means that learning easily extends beyond the classroom and is integrated with life, community, and experience.

For more information, please review the attached document with further details about program components, structure, parental involvement and the overall learning environment for The Wheelhouse program.

From: Jodi Olstead [<mailto:JOlstead@BCSTA.ORG>]
Sent: Tuesday, March 05, 2013 4:23 PM
To: Provincial Councillors
Cc: Board Chairs; Board of Directors; Cttee-Fin
Subject: Invitation to Provincial Council

Dear Provincial Councillors and Board Chairs,

At the February 23, 2013 Provincial Council meeting, the Finance Committee presented the first draft of BCSTA's 2013/2014 Budget and requested feedback. As a number of Councillors expressed concerns about the recommended Board of Director honouraria increase, the Review Committee wanted to provide some additional information regarding the Committee's recommendations, as attached. While the Review Committee has made the recommendation to increase honouraria amounts in 2013/2014 to ensure that small annual increases, which have a minor impact on the budget, rather than larger, periodic increases, which have a more significant impact on the budget continue to be applied and to ensure that low honouraria amounts don't discourage trustees from running for election to the Board, the Review Committee, like the Finance Committee, takes direction from Provincial Council and will abide by whatever feedback you provide on this issue.

As you know, feedback from Boards of Education is a crucial part of the budget development process, so the Finance Committee wanted to ensure that Boards have an opportunity to submit written feedback on the proposed budget draft and on the issue of the recommended Board of Director honouraria increase prior to approval of the 2013/2014 BCSTA Budget on April 28, 2013. In order to make changes to the budget prior to sending out the agenda packages for that meeting, we need your feedback by Friday, April 5, 2013.

I am therefore sending, on behalf of BCSTA's Finance Committee, a copy of *Agenda Item 9.1 – 2013-2014 BCSTA Draft Budget* and a copy of Jane Kellett's speaking notes, for your review, with an invitation to provide feedback to the Committee via mail to my attention at BCSTA, or via e-mail to me directly.

If you have any questions or would like additional information, please do not hesitate to contact me.

Best regards.

Jodi Olstead, CGA
Director, Finance & Human Resources
BC School Trustees Association
604-734-2721 Ext. 112
www.bcsta.org



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:

February 27, 2013

Call to Order
Motion of Exclusion
Correspondence
Ordering of Agenda
Confirmation of Minutes – February 13, 2013
Secretary Treasurer Decision Item
Superintendent Information Items
Committee Business
Question Period
Adjournment

Meeting called to order at 2:39 p.m.
Approved
There was no correspondence
Approved as amended
Approved as circulated
Approved
Received for information

Adjourned at 3:25 p.m.