

Wednesday, March 25, 2015  
Time: 6:00 p.m.

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

"Knowledge comes, but wisdom lingers." Alfred Lord Tennyson

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

### **A. OPENING PROCEDURES**

ITEM 1

1. Call to Order
2. Correspondence
  - Darrel Ganzert, Chair, School District No. 20 (Kootenay-Columbia)
  - Moyra Baxter, Chair, School District No. 23 (Central Okanagan)
  - Christopher Richardson, Chair, School District No. 39 (Vancouver)
  - Mike Murray, Chair, School District No. 42 (Maple Ridge-Pitt Meadows)
3. Approval of Agenda
4. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.*

### **B. APPROVAL OF MINUTES**

1. February 25, 2015 ITEM 2

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

1. "Flex Time" at Westview Secondary School – Patricia Giesinger ITEM 3

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

1. Montessori Program – Leanne Koehn, President, Montessori Society ITEM 4

### **E. DEFERRED ITEMS**

### **F. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools
  - a) 2015/16 District School Calendars ITEM 5
3. Secretary Treasurer
  - a) Capital Project Bylaw 126838  
2015/16 Carbon Neutral Capital Program ITEM 6
  - b) Energy Management Plan ITEM 7
4. Board Committees
  - a) Finance
  - b) Budget

- c) Board Policy Development
- d) Strategic Facilities Plan
- e) Education

- i) Board Authorized Approved Courses: ITEM 8  
Community Service Learning 12  
Fitness and Conditioning 12

## **G. INFORMATION ITEMS**

- 1. Chairperson
- 2. Superintendent of Schools
  - a) IT Budget Review – Quarterly Review Report ITEM 9
  - b) Superintendent’s Update ITEM 10
- 3. Secretary Treasurer
- 4. Board Committees & Advisory Committee Reports
  - a) Finance
  - b) Budget
  - c) Board Policy Development
  - d) Strategic Facilities Plan
  - e) Education
  - f) Aboriginal Education
  - g) Inclusive Education
  - h) French Immersion Advisory
  - i) District Student Advisory
  - j) Round Table with Partners

## **H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS**

## **I. TRUSTEE REPORTS**

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

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

## **K. OTHER BUSINESS**

- 1. Public Disclosure of Closed Meeting Business ITEM 11

## **L. ADJOURNMENT**



**ITEM 1**

To: **Board of Education**

From: Chairperson  
Mike Murray

Re: **OPENING PROCEDURES**

Date: March 25, 2015  
(Public Board Meeting)

**Information/Decision**

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1. *CALL TO ORDER*

2. *CORRESPONDENCE (Information Item)*

- Darrel Ganzert, Chair, School District No. 20 (Kootenay-Columbia)
- Moyra Baxter, Chair, School District No. 23 (Central Okanagan)
- Christopher Richardson, Chair, School District No. 39 (Vancouver)
- Mike Murray, Chair, School District No. 42 (Maple Ridge-Pitt Meadows)

**RECOMMENDATION:**

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

Attachments

3. *APPROVAL OF AGENDA (Decision Item)*

**RECOMMENDATION:**

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

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



## School District No. 20 (Kootenay-Columbia)

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

February 16, 2015

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

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

Dear Honourable Ministers:

The Board of Education of School District No. 20 (Kootenay-Columbia) passed a motion on January 26, 2015 requesting that government lift the compensation freeze and fund an appropriate level of compensation for our sector's exempt / management staff. We join and support numerous Boards from across our province and the BCSTA who have asked government to lift the freeze and support districts with additional funding to address the compensation issue that has developed.

We recognize that management compensation is a sensitive issue for government. These hardworking, dedicated leaders have not seen compensation increases since the summer of 2009. In the meantime, support staff and teachers have seen compensation increases with more to follow. Government needs to recognize the contribution of these important leaders of our system, lift the compensation freeze and provide funding to districts to adequately compensate this group.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Ganzert'.

Darrel Ganzert  
Chairperson, Board of Education

cc: Trustees  
All BC Boards of Education





## School District No. 20 (Kootenay-Columbia)

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

February 16, 2015

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

Dear Honourable Minister:

The Board of Education of School District No. 20 (Kootenay-Columbia) passed a motion on January 26, 2015 requesting that the Minister of Finance heed the recommendations from the First Report of the Select Standing Committee on Finance and Government Services and increase funding to K-12 education in the 2015 Budget. After reading the Board of Education of School District No. 61 (Greater Victoria)'s letter we felt it important that we express our same position.

We too hope to see recommendations stemming from the Select Standing Committee on Finance and Government Services related to K-12 education implemented in the upcoming budget. The number one priority identified by the online survey respondents was "K-12 and post-secondary education" and we believe that government spending needs to reflect that priority. The conclusions of the committee highlight that "it became clear that a well-funded public education system remains a top priority for British Columbians".

We support all 5 recommendations related to K-12 education that the Committee developed:

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

We request that the Honourable Minister of Finance implement these 5 recommendations when the 2015 budget is developed.

Sincerely,

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

Darrel Ganzert  
Chairperson, Board of Education

cc: The Honourable Peter Fassbender, Minister of Education  
NDP Finance Critic Carole James  
NDP Education Critic Rob Fleming  
Katrine Conroy, Kootenay West MP  
Trustees  
All BC Boards of Education (via BCSTA)  
KCTU  
CUPE Local 1285  
BCPSEA

*Supporting the journey of all learners*



## School District No. 20 (Kootenay-Columbia)

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

February 16, 2015

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

Dear Honourable Minister:

The Board of Education of School District No. 20 (Kootenay-Columbia) passed another motion in late January to again write you with regards to the Ministry of Education's decision to reclaim all strike savings from September, 2014. As co-governors of the public education system, we feel that another unilateral decision was made by government which leaves Boards scrambling.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Ganzert'.

Darrel Ganzert  
Chairperson, Board of Education

cc: Trustees  
All BC Boards of Education (via BCSTA)  
KCTU  
CUPE Local 1285  
BCPSEA



"Together We Learn"

## 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](http://www.sd23.bc.ca)

March 3, 2015

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

Dear Minister Fassbender:

### **RE: Upgrading Courses for Graduated Adults: Funding Changes**

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The Central Okanagan Board of Education is extremely concerned about the provincial decision to discontinue funding to school districts for tuition-free upgrading courses for newly-enrolling graduated adults as of May 1, 2015. Many graduated adults are enrolling in upgrading courses in order to further their education opportunities. The discontinuation of funding will make enrolment in these courses cost prohibitive for a high percentage of our adult learners.

The following comments were provided by the Principal of Central Programs and Services which oversees the upgrading program:

*As a school, we are very concerned about the changes in the funding for adult graduates. We have a relatively small Graduated Adult Program (approx. 180 courses servicing 150 adults) however, our adults have had a lot of success and their course completion rate is considerably higher, compared to that of our non-graduated adults and school-age graduates.*

*From the data we have gathered, the majority of our graduated adult learners are between the ages of 19-38; the largest percentage being in the 24-38 age range. Graduated adults upgrade their courses for a number of reasons. The most common (over 90%) are for better employment opportunities or to earn the prerequisite requirements for post-secondary education. In short, they have earned a Dogwood, but it does not complement their new goals and current living situation. Through our interview process, we have also discovered that approximately one quarter of these adult learners have fulltime employment, while the remaining are employed part-time, looking for work and/or have parenting responsibilities.*

#### **Board of Education - Trustees**

Moyra Baxter  
Christopher L. Gorman

Deb Butler  
Lee Mossman

Rolli Cacchioni  
Lee-Ann Tiede

Julia Fraser

*The reasons graduated adults have chosen to take their upgrading through Central Programs vary, but most do so because of our quality programing, flexibility, self-paced options and the fact that there are no fees. In terms of flexibility, we have extended school hours on Mondays and Wednesdays and they can enter the program any time throughout the school year up until the middle of March. We also provide individualized programing and teacher support in person and through the “elluminate” classroom. The importance of the no-cost upgrading is due to the fact that almost all of our students earn less than \$40,000 per year, and roughly half of that group have reported that they earn less than \$20,000 per year.*

*In short, we believe the Graduated Adult Program serves the members of our community well – if anything, we would like to extend the program. All the adults we serve here at Central Programs are trying to make their lives better in terms of economic stability, educational goals and improved job opportunities.*

The ability to upgrade courses provides an extremely valuable opportunity for the adult students in the Central Okanagan School District. The Board of Education is requesting that the Ministry of Education reconsider their earlier funding decision.

Yours sincerely,



Moyra Baxter  
Board Chair

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

**Board of Education - Trustees**

Moyra Baxter  
Christopher L. Gorman

Deb Butler  
Lee Mossman

Rolli Cacchioni  
Lee-Ann Tiede

Julia Fraser



# Vancouver Board of Education

School District No. 39

BOARD OF SCHOOL TRUSTEES

1580 West Broadway

Vancouver, B.C. V6J 5K8

Telephone: 604-713-5000

Fax: 604-713-5049

February 17, 2015

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

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

Dear Minister Fassbender and Minister de Jong:

The Vancouver Board of Education is currently facing a projected funding shortfall of \$15 - \$18 million for 2015/2016. Our initial estimated funding shortfall for 2015/2016 was \$27.6 million. However, owing to our on-going efforts and decisions to realize budget savings, the projected funding shortfall for next year has been reduced.

The remaining \$15 - \$18 million projected funding shortfall, however, is still significant and represents over 3% of our \$500 million annual operating budget. The funding shortfall for 2015 / 2016 comes on top of the \$63 million in budget cuts that have been made in Vancouver over the past decade (see Attachment A). As a result, submitting a balanced budget for 2015 – 2016 will result in significant cuts to a system which has already seen substantial reductions to programs, services and staff over the last number of years.

Similar to other school districts, over 90% of our funding comes from the Province. Accordingly, the level of provincial funding has a significant impact on the educational programs and services that can be provided.

As noted in our submission to the Province's Select Standing Committee on Finance and Government Services in September, 2014, British Columbia falls considerably below the national average in spending per student. In fact, British Columbia ranks second last compared to other provinces and territories (see Attachment B). If the Province matched the \$12,557 per student national average expenditure, it would translate to \$398 million more in funding for the Province's 550,000 students.

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#### Board of School Trustees:

Christopher Richardson – Chairperson

Janet Fraser – Vice-Chairperson

Joy Alexander Patti Bacchus Fraser Ballantyne

Mike Lombardi Penny Noble

Stacy Robertson Allan Wong


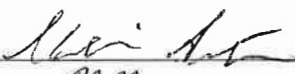

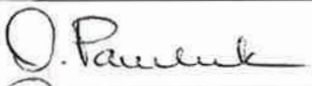
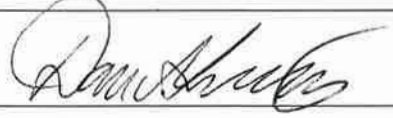
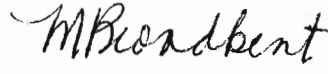
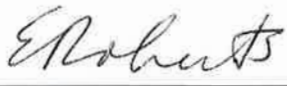


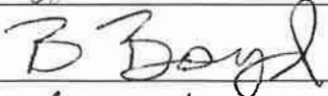
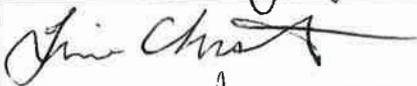
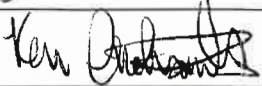


The Board of Trustees would like an opportunity to meet with both of you so that we can more fully explain our financial situation and the need for additional funding to support K – 12 public education in British Columbia. The Board of Trustees will also be reaching out to Vancouver MLAs to ensure that they are fully informed of our financial situation and the likely outcome if no additional provincial funding is forthcoming.

We look forward to meeting with you shortly.

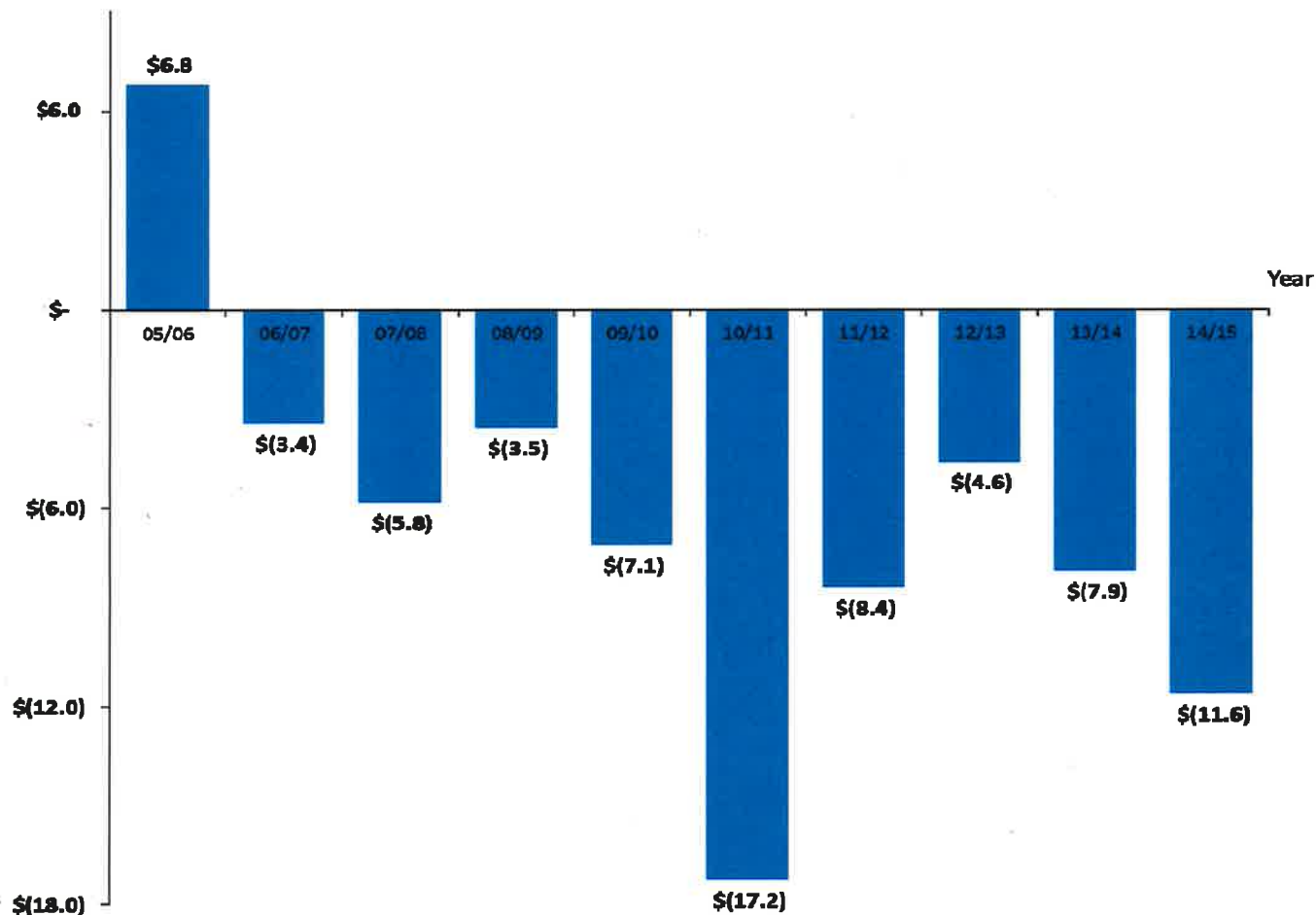
As indicated below, all our partner groups within our district also support the need for a stable predictable and appropriate level of funding for K – 12 public education within our province.

Sincerely,

Christopher Richardson, Chairperson	
Melanie Antweiler, Chairperson District Parent Advisory Council (DPAC)	
Nick Milum & Duva Karunakaran, Co-Presidents Vancouver District Student Council (VDSC)	
Debbie Pawluk, President Vancouver Secondary Teachers' Association (VSTA)	
Dan Graves, President Vancouver Elementary School Teachers' Association (VESTA)	
Marion Broadbent, President Vancouver Elementary Principals and Vice Principals Association (VEPVPA)	
Ellen Roberts, President Vancouver Association of Secondary School Administrators (VASSA)	
Jessica Land, President Professional and Administrative Staff Association (PASA)	
Leanne Toderian, President CUPE Local 15	
Brent Boyd, President CUPE Local 407	
Tim Chester, President International Union of Operating Engineers, Local 963	
Ken Chohanik Trades Representative	

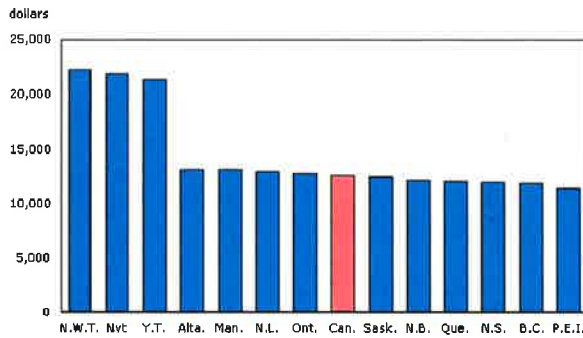
cc: VBE Trustees  
All BC School boards  
All Vancouver MLAs  
All VBE Stakeholder Groups  
Steve Cardwell, Superintendent of Schools  
Rick Krowchuk, Secretary Treasurer

# History of Operating Budget Projected Funding Surplus / (Shortfall)



## ATTACHMENT B

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



Source: Statistics Canada, Elementary-Secondary Education Survey.

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

BC lagged at 13.0%.

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

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





# Vancouver Board of Education

School District No. 39

BOARD OF SCHOOL TRUSTEES

1580 West Broadway

Vancouver, B.C. V6J 5K8

Telephone: 604-713-5000

Fax: 604-713-5049

March 4, 2015

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

Dear Minister Fassbender,

RE: 2015 Provincial Budget

At its March 2, 2015 meeting, the Vancouver Board of Education passed the following motions:

"That the VBE send a letter to the Government of BC, copy the BC School Trustees Association (BCSTA), to amend the 2015 provincial budget to increase funding for the K-12 Education system by fully covering the costs of provincial collective agreements, employee benefit costs due to premium increases, BC Hydro increases, and inflation."

"That the VBE send a letter to the provincial government, copy the BC School Trustees Association (BCSTA), to amend the 2015 provincial budget by rescinding the requirement for School Boards to make \$54 million in administrative cuts by the 2016-2017 school year."

With respect to the first motion, the provincial funding formula for school district operating grants continues to be insufficient to cover the increased costs related to provincial collective agreements, employee benefit cost increases, BC Hydro rate increases and general inflation on goods and services. Although the 2015 Provincial Budget states that the government has fully funded provincial collective agreements, the Province continues not to fund annual salary increments that are part of agreements for employees who have salary grids.

For 2015/2016, the VBE estimates that the above costs not funded by the Province totals \$3.5 million. This is part of our funding shortfall for 2015/2016 which is currently projected to be \$14-\$15 million.

With respect to the second motion, the Board is very concerned that the Province would target such a large funding cut to school district administration costs within weeks of our Board considering a preliminary budget for 2015/2016. The reduction in administration cost funding could result in a cut of \$2.9 million for the VBE for 2015/2016 and up to \$5.4 million for 2016/2017. This represents a cut of up to 10% of all administrative costs in our district.

Board of School Trustees:

Christopher Richardson – Chairperson

Janet Fraser – Vice-Chairperson

Joy Alexander Patti Bacchus Fraser Ballantyne

Mike Lombardi Penny Noble

Stacy Robertson Allan Wong

The Honourable Peter Fassbender  
Minister of Education  
March 4, 2015  
Page 2

After over a decade of budget cuts to administrative and other costs, there simply is no ability to make further cuts of this magnitude over such a short period of time.

We respectfully request that the 2015 Provincial Budget be amended based on the above-noted motions and that the Province implement the recommendation of the Select Standing Committee on Finance and Government Services to "provide stable, predictable, and adequate funding to enable school districts to fulfill their responsibility to provide continued equitable access to quality public education, and to meet required repair and maintenance needs."

Yours truly,

A handwritten signature in cursive script that reads "Christopher Richardson".

Christopher Richardson  
Board Chair

c: All BC School Boards  
Vancouver MLAs  
VBE Trustees  
Scott Robinson, Superintendent  
Rick Krowchuk, Secretary Treasurer

February 25, 2015

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

Dear Minister Fassbender,

Re: 2015/16 Budget

Last June, our Board of Education sent you a letter that

1. outlined the impacts of \$8 million in service level cuts in our school district over the past two years;
2. described what funding sources we felt should be explored to provide a more appropriate level of funding for public education; and
3. requested a meeting to review our concerns.

Naturally, the length and intensity of the teacher labour negotiations and local elections took precedence over our request to hold a meeting. It has now been three months since the election, however, and we would still appreciate the opportunity to meet with you and the Deputy Minister. The meeting we requested has become even more urgent in light of government's recent release of the provincial budget.

We note with great concern that the budget will lead to even more funding cutbacks for public education. The required administrative savings identified in the provincial budget translate to an estimated \$1.3 million reduction over the next two years in this school district. This reduction represents a significant cut to an area we have already reduced over several years. In fact we have reduced our administrative costs by 8% in the last two years alone. The administrative reductions required by the government are over and above cuts necessitated by unfunded increases in MSP, BC Hydro costs and inflationary pressures in other areas. We anticipate further reductions due to insufficient funding for teacher increments and other benefit increases negotiated in previous contract settlements.

We also understand the freeze on exempt staff wages remains in place and that no additional funding for appropriate compensation adjustments will be provided despite BCPSEA's report, which identifies how significantly undervalued these staff have been for several years. Management staff in other core government services were granted an increase last year; the lack of a similar increase for exempt staff in the education sector is absolutely unfair. While we appreciate last year's labour settlements have been fully funded, we find the required cutbacks and lack of additional funding for cost pressures beyond our control extremely disheartening given the recommendations of the select standing committee on government finance and services.

We have enclosed a copy of our June 2014 letter (and attachments) for your convenient referral along with a copy of the budget implementation feedback report we have recently received. The latter is the first step of our new budget development process. Since we have had to make such significant operational cuts over the past two years (over \$8 million in service reductions), we did think it appropriate to determine the impacts of those cuts before we begin the next round of budget discussions. Unfortunately, we must advise (as described in the report) that the morale in the District is lower than any of us can remember, and that this blow to morale is the direct result of ongoing budget cuts. We cannot imagine the effect the next round of adjustments will have, or if such adjustments are even possible without compromising the safety and educational experience of our students.

Our exempt staff are working far more overtime than is reasonable, and they are doing so without the Board being able to offer compensation packages that reflect the realities of the 2015 workplace. Our clerical support staff, whose hours have been reduced by 23%, are pressed to the limit. To ensure all administrative details of running a school are addressed, principals are stepping in to take on responsibilities that have normally been undertaken by clerical staff.

Our teachers are dealing with larger class sizes, and we have over 67 secondary school core courses that exceed 30 students. Because we lack sufficient funding to address all of the class composition issues brought to our attention, we are seeing an increase in reported teacher stress issues.

Our responsiveness to parents and students is being compromised. Our support staff hours have been reduced and, as a result, homework clubs and other supports these staff previously provided have been reduced. In this same vein, critical teacher - support staff conferencing time to determine appropriate strategies for special needs students is also limited.

During our review of budget reduction impacts, parents expressed concern about the cuts we have had to make, about the delays in having students assessed for special needs, about the District's growing reliance on PAC groups to raise funding for basic supplies, and about the introduction of school bussing fees. For the 2015-2016 school year, there is a possibility we may have to eliminate school bussing altogether.

Most importantly, our students are expressing concern about the quality and availability of learning resources and attention available to them from Career Planning Assistants and Counsellors.

You will see from the attached documentation that we have turned over every possible rock to generate efficiencies, and that we are now cutting into vital areas that should not be touched.



The corner stone of educational transformation is continuous professional development. If we are required to make additional budget cuts, we will no longer be able to maintain current levels of professional development and this will directly affect the pace of educational transformation in our school district. There are pockets of innovation in schools throughout our school district and they are reliant on sufficient district funding. We need to expand these opportunities to meet the needs of our learners not reduce them to meet continuous budget challenges. Government simply cannot ask us to cut administrative budgets and justify the cuts based on shared centralized services that may or may not produce savings. Reducing these costs in response to actual savings makes sense, but a formula-driven approach does not. As BCSTA President Teresa Rezansoff stated, any savings that are achieved should be reallocated within district budgets to help school boards address funding shortfalls.

We cannot be asked to continue covering increased costs beyond our control without the necessary government funding support. Such downloading of costs creates ongoing funding shortfalls that even a staggering \$8M in budget cuts cannot address. We certainly cannot be asked to cover increased New Generation Network costs within our already seriously compromised funding envelope.

Minister, we know the government values innovation, and you know this District has an amazing record on that front. We will not be able to continue to progress, however, without adequate funding. We know our District is not alone in holding that point of view. We are copied on letters addressing education finance forwarded to you by Boards of Education across this province every week.

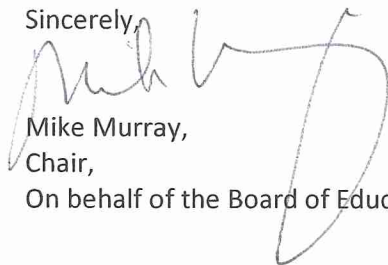
So what do we need from government?

1. We need the pressure to be released, not – as this budget has done – increased.
2. We need any extra costs generated by the Ministry in support of technological advancements (NGN) and good labour relations (exempt staff salary increases) to be fully funded.
3. We need your government to look carefully at the level of core funding for education in this province. The aim of this exercise should be to establish the level of funding necessary to achieve the goals we both believe are important for our students and the economy.

Why is the government not listening? We can only conclude that government decision-makers do not understand the challenges involved in the front line delivery of public education. We believe a more robust and detailed dialogue about what it takes to achieve the results we all want is needed between the Ministry of Education, the Ministry of Finance, and Boards of Education in this province. Co-governing the public education system demands detailed and ongoing dialogue, as well as mutual understanding and respect. Only once we have taken this approach to co-governance can we ensure the needs of our students are met.

Thank you for your attention. We look forward to having an opportunity to talk about the questions we identified in our letter last June and the 2015/16 provincial budget at your earliest opportunity.

Sincerely,



Mike Murray,  
Chair,

On behalf of the Board of Education of School District 42

cc:

Trustees, Board of Education of School District 42  
The Honourable Mike De Jong, Minister of Finance  
Mr. Marc Dalton, MLA  
Dr. Doug Bing, MLA  
Ms. Sylvia Russell, Superintendent  
Ms. Flavia Coughlan, Secretary Treasurer  
BCSTA (for distribution to all Boards of Education)  
BC Association of School Business Officials  
BC Schools Superintendents Association  
Mr. Rob Fleming, MLA, Education Spokesperson, BC NDP  
Canadian Union of Public Employees  
District Parent Advisory Council  
District Student Advisory Council  
Maple Ridge Principals' and Vice Principals' Association  
Maple Ridge Teachers' Association



**ITEM 2**

To: **Board of Education**

From: Chairperson  
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: March 25, 2015  
(Public Board Meeting)

**Decision**

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**RECOMMENDATION:**

**THAT the Minutes of the February 25, 2015 Public Board Meeting be approved as circulated.**

Attachment

**IN ATTENDANCE:**

BOARD MEMBERS:

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

STAFF:

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

**A. OPENING PROCEDURES**

1. Call to Order

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

2. Correspondence

**Moved/Seconded**

- Frank Lento, Chair, School District No. 5 (Southeast Kootenay)
- Barry Forward, Chair, School District No. 44 (North Vancouver)
- Denise Harper, Chair, School District No. 73 (Kamloops/Thompson)
- Kim Abbott, Executive Director, Education Shared Services, Ministry of Education

The Board Chair requested that a letter to the Minister of Education on the impact of the policy change regarding funding for adult graduated students be added under Correspondence.

THAT the Board receive all correspondence for information.

**CARRIED**

3. Approval of Agenda

**Moved/Seconded**

**Amendment:**

Mike Murray, Chair, School District No. 42 (Maple Ridge-Pitt Meadows) under Correspondence.

THAT the Agenda be ordered as amended.

**CARRIED**

4. Invitation for Public Input to matters on the Agenda

Clarification was requested on the correspondence from Kim Abbott, Executive Director, Education Shared Services, Ministry of Education on the Service Delivery Project and the involvement of other school districts.



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**B. APPROVAL OF MINUTES**

1. February 11, 2015 Public Board Meeting Minutes

**Moved/Seconded**

THAT the Minutes of the February 11, 2015 Meeting be approved as circulated.

**CARRIED****C. PRESENTATIONS**

1. Elaine Yamamoto, Coordinator of The Hive Neighbourhood Centre and Shawn Matthewson, City of Maple Ridge

**Moved/Seconded**

Elaine Yamamoto, Coordinator of The Hive, Faye Luxemburg-Hyam, Executive Director, Family Education & Support Centre, Shawn Matthewson, Social Planning Coordinator, Parks & Leisure Services, Jennifer Simon Principal, Eric Langton Elementary and Donna Servant, Vice Principal, Eric Langton Elementary presented on The Hive Neighbourhood Centre. Background information, collaboration with the community, programs offered and the benefits of The Hive were explained.

THAT the Board receive the presentation by Elaine Yamamoto, Coordinator of The Hive Neighbourhood Centre and Shawn Matthewson, City of Maple Ridge, for information.

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

1. Chairperson
2. Superintendent of Schools
3. Secretary Treasurer

- a) 2014/15 Amended Annual Budget and Second Quarter Financial Update

**Moved/Seconded**

At the recommendation of the Budget Committee of the Whole, the Secretary Treasurer presented the 2014/15 Amended Annual Budget and Second Quarter Financial Update.

The Secretary Treasurer explained that the report provided an analysis of changes to revenue and expenditure estimates included in the 2014/15 Amended Annual Budget. The updated revenue and expenditure estimates included Board approved budget changes to date, revenue and expenditure changes resulting from changes to enrolment, revenue changes announced by the Ministry of Education in December 2014, and other revenue and expenditure known changes.

**Moved/Seconded**

THAT the Board approve the transfer of any unrestricted surplus for 2014/2015 (currently estimated to be \$2.29 million) to Local Capital to potentially be used to assist in offsetting of future projected funding shortfalls.

**Moved/Seconded**

THAT The Amended Budget Bylaw of the Board for the fiscal year 2014/2015 be given three (3) readings at this meeting. (vote must be unanimous)

**Moved/Seconded**

THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) 2014/2015 Amended Annual Budget Bylaw be:

Read a first time on the 25th day of February, 2015;

Read a second time on the 25th day of February, 2015;

Read a third time, passed and adopted on the 25th day of February, 2015.

**CARRIED**

## 4. Board Committees

- a) Finance
- b) Budget
- c) Board Policy Development
- d) Strategic Facilities Plan
- e) Round Table with Partner Groups

**G. INFORMATION ITEMS**

- 1. Chairperson
- 2. Superintendent of Schools
  - a) My Education Project Update

**Moved/Seconded**

The Director of Instruction reported that the implementation period chosen for the School District was between April 1, 2015 and March 31, 2016. This period was selected in order to allow ample time to plan and execute the implementation of the new system. Stakeholders, project objectives, scope, plan and management of the implementation plan were explained.

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

**CARRIED**

- b) Late French Immersion Program Update

**Moved/Seconded**

The Superintendent reported that enrolment for the Grade 6 Late French Immersion Program for September 2015 at Golden Ears Elementary was currently at 30 and that this program would now be offered.

THAT the Board receive: the Late French Immersion Program Update for information.

- c) Superintendent's Update

**Moved/Seconded**

The Superintendent provided a verbal update on School Teams and activities at Alouette Elementary, Glenwood Elementary, Pitt Meadows Elementary, Whonnock Elementary, Yennadon

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Elementary, Maple Ridge Secondary School, Pitt Meadows Secondary School, Samuel Robertson Technical Secondary School and the Aboriginal Education Department.

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

**CARRIED**

3. Secretary Treasurer

a) 2015 Provincial Budget

**Moved/Seconded**

The Secretary Treasurer provided a brief overview of the implications of the 2015 Provincial Budget and summarized the changes to K-12 Education funding. The Secretary Treasurer explained that the precise impact of the budget announcement would not be known until the 2015/16 operating grants were announced on March 15, 2015 by the Minister of Education.

THAT the Board receive the 2015 Provincial Budget Update, for information.

**CARRIED**

b) 2014/15 Budget Implementation Report

**Moved/Seconded**

The Secretary Treasurer presented the Draft Budget Implementation Report and explained that the report was prepared using the feedback received from partner groups and information collected from budget sponsors.

The Secretary Treasurer presented One Time Budget Changes including Ministry of Education Holdback Allocation and Use of Contingency Reserves, and Services and Supplies – Deferred Spending were explained.

The Secretary Treasurer presented the Ongoing Budget Changes to Education Administration and Human Resources, Information Technology, Business Operations and Governance, Facilities and Maintenance, Riverside Centre, Student Support Services, Classroom Teacher Allocation, Staffing Related, Student Transportation and General Supplies. An update on Rental Revenue was also presented.

THAT the Board receive the 2014/15 Budget Implementation Report for information.

**CARRIED**

4. Board Committees & Advisory & Advisory Committee Reports

- a) Finance
- b) Budget
- c) Board Policy Development

i) Proposed Draft Policy 6530: Environmental Sustainability

**Moved/Seconded**

The Secretary Treasurer reported that at the recommendation of the Board Policy Development Committee, input was now invited from education partners and the public on Proposed Draft Policy 6530: Environmental Sustainability.

The Secretary Treasurer reported that this policy is in line with the School Districts' Energy Management Program.

THAT the Board receive for information and continuation with the consultation process: Policy 6530 Environmental Sustainability.

**CARRIED**

- d) Strategic Facilities Plan Steering
- e) Education
- f) Aboriginal Education
- g) Inclusive Education
- h) French Immersion Advisory

Trustee Beare reported on grade 7/8 transition events and the affect of other district programs on the number of students choosing to enroll in French Immersion.

- i) District Student Advisory
- j) Round Table with Partner Groups

## **H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS**

### **1. Nomination for BCSTA Director**

The Board chair reported that in accordance with BCSTA Bylaw 15, nominations for the 2015/2016 BCSTA Officers were now open.

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

**CARRIED**

## **I. TRUSTEE REPORTS**

### BC School Trustees Association

Trustee Clarkson reported on the BC School Trustees Association Provincial Council Meeting that took place in February. Motions and the presentation by the Deputy Minister were discussed.

### District Parent Advisory Council

Trustees reported that the provincial budget was discussed.

### Joint Parks and Leisure Services

Trustee Rempel reported that the Artist in Residence Program, festival funding, lease and operation agreements with the Golden Ears Winter Club, and sports field user groups were discussed.

### Maple Ridge-Pitt Meadows Arts Council

Trustee Carreras reported on upcoming events at The Act.

### Municipal Advisory & Accessibility

The Board Chair reported that financial accessibility was discussed.

### Good News

Trustees reported on the Environmental School, Mr. Beale's comparative civilizations class at Maple Ridge Secondary School, school visits to the Montessori class at Hammond Elementary and Harry Hooze and graduation transitions at Maple Ridge Secondary School. A video depicting the campaign "Hockey Against Bullying", a youth-led initiative by a student at Pitt Meadows Secondary School that uses hockey to get young people talking about bullying was played.

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**J. QUESTION PERIOD**

Clarification was requested on the 2014/15 Amended Annual Budget.

A question was posed on the payment of a retirement allowance to the former Superintendent of School District 42.

**K. OTHER BUSINESS**

**L. ADJOURNMENT**

**Moved/Seconded**

THAT the meeting of the Board be adjourned at 8:11 p.m.

**CARRIED**

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Mike Murray, Chairperson

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Flavia Coughlan, Secretary Treasurer



**ITEM 3**

To: **Board of Education**

From: Chairperson  
Mike Murray

Re: **FLEX TIME AT WESTVIEW SECONDARY  
SCHOOL – PATRICIA GIESINGER**

Date: March 25, 2015  
(Public Board Meeting)

**Information**

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**RECOMMENDATION:**

**THAT the Board receive the presentation by Patricia Giesinger, Principal, Westview Secondary School, on “Flex Time”, for information.**



**ITEM 4**

To: **Board of Education**

From: Chairperson  
Mike Murray

Re: **MONTESSORI PROGRAM – LEANNE  
KOEHN, PRESIDENT, MONTESSORI  
SOCIETY**

Date: March 25, 2015  
(Public Board Meeting)

**Information**

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**RECOMMENDATION:**

**THAT the Board receive the presentation by Leanne Koehn, President, Montessori Society on the Montessori Program, for information.**

To: **Board of Education**

From: Superintendent  
Sylvia Russell

Re: **2015/16 DISTRICT SCHOOL CALENDARS**

Date: March 25, 2015  
(Public Board Meeting)

### **Decision**

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#### **BACKGROUND/RATIONALE:**

At the Board meeting on January 28th, 2015, the Board approved that the proposed School Calendars be shared with the public in order to receive public feedback. The proposed school calendars were prepared in accordance with the School Calendar Regulation (B.C. Reg. 314/12) and were made available to the public for the one month period required by the School Calendar Regulation.

The background and rationale were presented at the January 28th, 2015 meeting. The calendar regulation, which allows Boards to create their calendars around the *number of instructional minutes*, were reviewed. The proposed structure met **the required minutes of instruction** outlined in the Regulation and resulted in 179 days in session. The proposed school calendar includes a two-week spring break combined with Easter and running from Monday, March 14, 2016 to Monday March 28, 2016.

Feedback on all three proposed calendars was collected on the school district website. Feedback results for all three calendars are included below:

#### **2015/16 Proposed Draft District School Calendar**

313 responses to the proposed calendar were received from parents, teachers, CUPE, students and community members. The majority of respondents were parents. Overall, 76% of the respondents supported the proposed school calendar, 21% did not support the calendar and 3% had no opinion. Of the 313 responses, 12% indicated that they would prefer a one week spring break, 6% were concerned with the placement of non- instructional days particularly those placed mid-week, 4% expressed that there were too many non-instructional days and 3% expressed concerns that Spring Break and Easter were combined.

#### **2015/16 Proposed Draft Distributed Learning School Calendar**

9 responses were received and 8 of the 9 responses supported the proposed calendar.

#### **2015/16 Proposed Draft Kanaka Creek School Calendar**

58 responses to this proposed calendar were received from parents, students, teachers and community members. Overall 72% of the respondents **did not** support the proposed school calendar. 27% of the respondents supported the proposed school calendar. 1% had no opinion on the proposed school calendar. Of the 72% of respondents who did not support the school calendar, 81% indicated they were concerned that the Spring Break was not four weeks. In addition to the survey responses, the principal has received a number of concerns expressed about the proposed calendar. The primary concern is that the proposed calendar does not reflect the "balanced" calendar that is the hallmark of Kanaka Creek Elementary. The proposed calendar



linked with the Easter holiday and only provided 15 days not in session rather than the traditional 19 or 20 days not in session.

Therefore, it is recommended that an additional four days of schools not in session be added to the proposed Kanaka Creek Spring Break resulting in the break running from Friday, March 25, 2016 to Friday, April 22, 2015. In order to maintain the Ministry requirement for minutes of instruction, the last day for students in July will move from Thursday, July 21, 2015 to Wednesday, July 27, 2015.

**RECOMMENDATION:**

**THAT the Board approve the attached District School Calendar, Kanaka Creek School Calendar, and the District Distributed Learning Calendar for 2015-2016.**

Attachments:

School Calendar Regulation – Attachment A

District Local School Calendar 2015-2016 – Attachment B (calendar and linear format)

Kanaka Creek School Calendar 2015-2016 – Attachment C (calendar and linear format)

District Distributed Learning Calendar 2015-2016 – Attachment D

## SCHOOL CALENDAR REGULATION

**Authority:** *School Act*, R.S.B.C. 1996, c. 412, ss. 87.01, 87.02 and 168.02

B.C. Reg. 314/12 ..... Deposited November 8, 2012

NOTICE: The following regulation is not the official version. To obtain an official version of this regulation please contact Crown Publications Inc. Telephone (250) 386-4636, Fax (250) 386-0221 or Internet <http://www.crownpub.bc.ca/>

### Application of Regulation

**1** This regulation applies to the school calendar for the 2013/2014 school year and subsequent school years.

### Definitions

**2** In this regulation:

"Act" means the *School Act*;

"day of instruction" means, in respect of any school, a day in a school calendar year in which students receive instruction in an educational program;

"days in session" means, in respect of any school, the days in a school calendar year on which the principal, vice principals, directors of instruction and teachers of the school are scheduled to be available for instructional, non-instructional or administrative activities;

"non-instructional days" means, in respect of any school, a day in session in a school calendar year that is not a day of instruction.

### Prescribed minimum hours of instruction

**3** (1) Subject to subsection (2), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district:

- (a) 853 hours of instruction for students in kindergarten;
- (b) 878 hours of instruction for students in grades 1 to 7;
- (c) 952 hours of instruction for students in grades 8 to 12.

(2) There are no prescribed minimum hours of instructions that a board must offer to students enrolled in a distributed learning school.

## SCHOOL CALENDAR REGULATION

### Prescribed information in school calendars

4 (1) For the purposes of section 87.01(3) (b) [*school calendar*] of the Act, the following information is prescribed in respect of a school calendar for a school that is not a distributed learning school:

- (a) subject to subsection (3), the number and dates of the days in session;
- (b) subject to subsection (3), the number and dates of each day of instruction;
- (c) the vacation periods and the dates of statutory holidays;
- (d) the dates of each non-instructional day;
- (e) the number of hours of instruction offered to students in each grade.

(2) For the purposes of section 87.01(3) (b) of the Act, the following information is prescribed in respect of a school calendar for a distributed learning school:

- (a) the number and dates of the days in session;
- (b) the dates on which the principal, vice principals, directors of instruction and teachers of the school are available for instruction;
- (c) the vacation periods and the dates of statutory holidays.

(3) A board is not required to include in a school calendar the information described in subsection (1) (a) and (b) if the days are for optional or remedial learning activities scheduled during vacation periods.

### Consultations

5 (1) For the purposes of section 87.01 (7) [*school calendar*] of the Act, a board must make publicly available a school calendar that it proposes to submit to the minister under section 87.01 (5) or (6) of the Act at least one month before the date the school calendar must be submitted to the minister.

(2) The board must provide an opportunity to

- (a) the parents of the students enrolled in each school to which the proposed school calendar is to apply, and
- (b) representatives of employees of the board assigned to the school

to provide comments to the board with respect to the school calendar made publicly available under subsection (1).

(3) For certainty, subsections (1) and (2) do not apply in respect of a school calendar that has been amended based on comments previously provided under subsection (2).

## SCHOOL CALENDAR REGULATION

### Amending a school calendar

6 (1) For the purposes of section 87.02 [*school calendar – amendment*] of the Act, a board must make publicly available proposed amendments to a school calendar at least one month before making the amendments.

(2) A board must, as soon as practicable and, in any event, within 30 days of amending a school calendar under section 87.02 of the Act, provide the minister with the amended school calendar.

(3) Subsections (1) and (2) do not apply to a board that reschedules a non-instructional day previously scheduled in a school calendar if the board gives notice of the change to

- (a) the parents of the students enrolled in the school to which the proposed change is to apply, and
- (b) the representatives of employees of the board assigned to the school.

### Form of school calendar

7 A board must use the school calendar forms published by the minister to

- (a) submit one or more school calendars to the minister under section 87.01 [*school calendar*] of the Act, and
- (b) provide an amended school calendar to the minister under section 6 (2) of this regulation.

### Designation of purpose for non-instructional days

8 (1) A board must schedule one non-instructional day in the 2013/2014 school year for the purpose of facilitating activities that in the board's opinion are designed to enhance student achievement with a focus on skills, trades and apprenticeships.

(2) For certainty, nothing in subsection (1) prevents a board from providing an opportunity for parents of students attending schools in the district, other employees of the board and members of the community to participate in the non-instructional day described in subsection (1).

[en. BC Reg. 192/13 , effective June 28/13]

## 2015-2016 DISTRICT SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 8, 2015
<i>Non-instructional day (school-based)</i>	<i>Tuesday, September 22, 2015</i>
Thanksgiving Day	Monday, October 12, 2015
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 23, 2015</i>
Remembrance Day	Wednesday, November 11, 2015
<i>Non-instructional day (district-wide)</i>	<i>Monday, November 23, 2015</i>
Schools close for Winter break	Friday, December 18, 2015
Winter break	Monday, December 21, 2015 to Friday, January 1, 2016
Schools reopen after Winter break	Monday, January 4, 2016
<i>Non-instructional day (growth planning day)</i>	<i>Monday, January 18, 2016</i>
<i>Schools Not in Session</i>	<i>Friday, February 5, 2016</i>
Family Day	Monday, February 8, 2016
<i>Non-instructional day (district-wide)</i>	<i>Thursday, February 18, 2016</i>
Schools close for Spring break	Friday, March 11, 2016
Spring break	Monday, March 14, 2016 to Friday, March 18, 2016
<i>Schools Not in Session</i>	<i>Monday, March 21, 2016 to Thursday, March 24, 2016</i>
Good Friday	Friday, March 25, 2016
Easter Monday	Monday, March 28, 2016
Schools reopen after Spring break	Tuesday, March 29, 2016
<i>Non-instructional day (school-based)</i>	<i>Friday, May 20, 2016</i>
Victoria Day	Monday, May 23, 2016
Last day for students	Tuesday, June 28, 2016
Year-end administrative day	Wednesday, June 29, 2016
<i>Schools Not in Session</i>	<i>Thursday, June 30, 2016</i>
Schools close for Summer vacation	Thursday, June 30, 2016

**ELEMENTARY (K-7) DAILY SCHEDULE:** 8:30am to 2:20pm. 295 instructional minutes per day. Kindergarten gradual entry the first 2 weeks of September.

**NB:** *Kanaka Creek Elementary* will run its year round calendar separate from this calendar.

**SECONDARY (8-12) DAILY SCHEDULE:** 8:30am to 2:40pm. 320 instructional minutes per day.

**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.

**SD42 PROPOSED DISTRICT SCHOOL CALENDAR: School Year 2015 to 2016**

August 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
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20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
S	M	T	W	T	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Elementary hours 8:30 a.m. to 2:20 p.m. 295 instructional minutes per day  
 Secondary hours 8:30 a.m. to 2:40 p.m. 320 instructional minutes per day

\*January 18, 2016 Growth Planning Day

\*February 5, 2016 Optional Training Day for CUPE

	Opening Day
	Scheduled Vacation
	Statutory Holidays
	Non Instructional Days
	Last Day for Students
	Administrative Day – no school
	Schools Not in Session

## 2015-2016 KANAKA CREEK SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 8, 2015
<i>Non-instructional day (school-based)</i>	<i>Tuesday, September 22, 2015</i>
Thanksgiving Day	Monday, October 12, 2015
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 23, 2015</i>
Remembrance Day	Wednesday, November 11, 2015
<i>Non-instructional day (district-wide)</i>	Monday, November 23, 2015
Schools close for Winter break	Friday, December 4, 2015
Winter break	Monday, December 7, 2015 to Friday, January 1, 2016
Schools reopen after Winter break	Monday, January 4, 2016
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Spring break	Tuesday, March 29, 2016 to Friday, April 22, 2016
Schools reopen after Spring break	Monday, April 25, 2016
<i>Non-instructional day (school-based)</i>	<i>Friday, May 20, 2016</i>
Victoria Day	Monday, May 23, 2016
Canada Day	Friday, July 1, 2016
Last day for students	Wednesday, July 27, 2016
Year-end administrative day	Thursday, July 28, 2016
Schools close for Summer vacation	Thursday, July 28, 2016

ELEMENTARY (K-7) DAILY SCHEDULE: 8:30am to 2:20pm. 295 instructional minutes per day. Kindergarten gradual entry the first 2 weeks of September.

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

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878 hours of instruction for students in grades 1 to 7.

952 hours of instruction for students in grades 8 to 12.

**SD42 PROPOSED DRAFT KANAKA CREEK CALENDAR: School Year 2015 to 2016**

August 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29					

March 2016						
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27	28	29	30	31		

April 2016						
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24	25	26	27	28	29	30

May 2016						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
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26	27	28	29	30		

July 2016						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Elementary hours 8:30 a.m. to 2:20 p.m. 295 instructional minutes per day

\*January 18, 2016 Growth Planning Day

\*February 5, 2016 Optional Training Day for CUPE

	Opening Day
	Scheduled Vacation
	Statutory Holidays
	Non Instructional Days
	Last Day for Students
	Administrative Day – no school
	Schools Not in Session



## 2015-2016 DISTRIBUTED LEARNING SCHOOL CALENDAR

Distributed Learning Summer program begins (subject to sufficient enrolment) Friday, July 3, 2015 to Friday, July 24, 2015.

Schools opening day for students	Tuesday, September 8, 2015
<i>Non-instructional day (school-based)</i>	<i>Tuesday, September 22, 2015</i>
Thanksgiving Day	Monday, October 12, 2015
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 23, 2015</i>
Remembrance Day	Wednesday, November 11, 2015
<i>Non-instructional day (district-wide)</i>	<i>Monday, November 23, 2015</i>
Schools close for Winter break	Friday, December 18, 2015
Winter break	Monday, December 21, 2015 to Friday, January 1, 2016
Schools reopen after Winter break	Monday, January 4, 2016
<i>Non-instructional day (growth planning day)</i>	<i>Monday, January 18, 2016</i>
<i>Schools Not in Session</i>	<i>Friday, February 5, 2016</i>
Family Day	Monday, February 8, 2016
<i>Non-instructional day (district-wide)</i>	<i>Thursday, February 18, 2016</i>
Schools close for Spring break	Friday, March 11, 2016
Spring break	Monday, March 14, 2016 to Friday, March 18, 2016
<i>Schools Not in Session</i>	<i>Monday, March 21, 2016 to Thursday, March 24, 2016</i>
Good Friday	Friday, March 25, 2016
Easter Monday	Monday, March 28, 2016
Schools reopen after Spring break	Tuesday, March 29, 2016
<i>Non-instructional day (school-based)</i>	<i>Friday, May 20, 2016</i>
Victoria Day	Monday, May 23, 2016
Last day for students	Tuesday, June 28, 2016
Year-end administrative day	Wednesday, June 29, 2016
<i>Schools Not in Session</i>	<i>Thursday, June 30, 2016</i>
Schools close for Summer vacation	Thursday, June 30, 2016

Distributed Learning Summer program 2016 dates to be announced.

**ITEM 6**

To: Board of Education

From: Flavia Coughlan,  
Secretary Treasurer

Re: **CAPITAL PROJECT BYLAW 126838**  
**2015/16 CARBON NEUTRAL CAPITAL**  
**PROGRAM**

Date: March 25, 2015  
(Public Board Meeting)

**Decision**

---

**BACKGROUND/RATIONALE:**

On February 27, 2015, the Ministry of Education announced the 2015/16 Carbon Neutral Capital Program (CNCP) funding (Attachment A).

For 2015/16 School District No. 42 (Maple Ridge – Pitt Meadows) will receive \$461,330 as CNCP funding (Attachment B). This funding is intended to assist our school district in completing the Thomas Haney Secondary School retrofit project. In order to maximize the BC Hydro incentive School District 42 bundled the Thomas Haney Secondary School retrofit project with the Webster's Corners lighting upgrade. The combined project costs and sources of funding are summarized in the following table.

<b>Project Costs:</b>		<b>Project Funding by Source:</b>	
\$552,290	Lighting retrofit	\$461,330	CNCP Ministry Contribution
\$105,590	HVAC upgrade	\$86,485	SD42 Local Capital
\$27,090	Consulting costs	\$150,000	BC Hydro Incentive
\$23,880	Energy Studies	\$11,035	BC Hydro Study Funding
<b>\$708,850</b>	<b>Total Cost</b>	<b>\$708,850</b>	<b>Total Funding</b>

The standard Board capital bylaw required to access this funding is included (Attachment C).

**RECOMMENDATION:**

**THAT the Capital Project Bylaw No. 126838 – 2015/16 Carbon Neutral Capital Program be given three (3) readings at this meeting. (vote must be unanimous)**

**THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) Capital Project Bylaw No. 126838 – 2015/16 Carbon Neutral Capital Program be:**

**Read a first time on the 25th day of March, 2015;**

**Read a second time on the 25th day of March, 2015;**

**Read a third time, passed and adopted on the 25th day of March, 2015.**

Attachments



Attachment A

February 27, 2015

VIA EMAIL

Ref: 179857

To: All Secretary-Treasurers  
All School Districts

**Re: 2015/16 Carbon Neutral Capital Program**

In November 2014, the Ministry issued a Call for Proposals under the Carbon Neutral Capital Program (CNCP). Applications were due January 9, 2015, and evaluations are now complete.

For the 2015/16 government fiscal year, \$5 million in CNCP funding is being allocated based on CNCP proposals and supporting documentation submitted by school districts in the Call for Projects. The CNCP funding is meant to assist school districts with energy efficiency projects and to recognize the cost of carbon offsets paid by school districts annually.

Funding allocations and project numbers are listed by school district in the attached table.

The primary criteria in evaluating CNCP projects are emissions reductions and operational cost savings. Secondary considerations are contributions to the project from school districts and from third parties. Not every school district will receive CNCP individual project funding each year; however, the Ministry will ensure that over several years all school districts will receive at least as much CNCP funding as they spend on carbon offsets over those same years.

Boards of education will be issued a single Certificate of Approval (COA) for their CNCP capital allocation. If your school district is receiving CNCP funding this year, your Board must adopt a Capital Project Bylaw using the project number and total maximum allocation assigned to your school district in the attached table. Please forward the original bylaw document to the attention of Maureen MacDonald, Finance and Administration Officer, Resource Management Division, at the Ministry of Education.

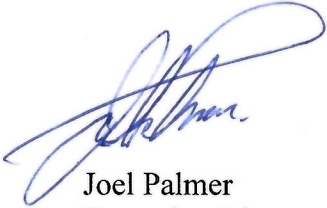
Following registration of the bylaw, a COA will be issued to enable the District to draw the appropriate funds as needed. In accordance with Provincial Treasury policy, draws against the COA cannot occur until capital project expenditures have been made. **All COA's for the CNCP will expire March 31, 2016; therefore approved projects must be completed and funds drawn prior to that date.**

No additional capital will be available for the approved CNCP projects, so any unforeseen projects costs will be the sole responsibility of the school district.

.../2

If you have any questions please contact Craig Harris, Planning Officer, at [Craig.Harris@gov.bc.ca](mailto:Craig.Harris@gov.bc.ca) or 250-217-0514.

Sincerely,



Joel Palmer  
Executive Director, Capital Management Branch

Attachment

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



SD #	SD Name	School	Project Description	Project Number	Total 15/16 CNCP Funding	SD Contribution (\$)	3rd Party Contribution (\$s)	CNCP Funding Approved (\$s)
10	Arrow Lakes	Lucerne Elem-Secondary	Solar	126827	74,200	\$ 37,100	\$ -	\$ 49,827
		Nakusp Elementary School	Solar		25,453	\$ 12,727	\$ -	Incl.
19	Revelstoke	Columbia Park Elementary	Replace RTU with heat pumps	126828	366,000	\$ 291,000	\$ -	\$ 75,000
22	Vernon	Clarence Fulton Secondary	Boiler Replacement	126829	187,000	\$ -	\$ 30,000	\$ 157,000
23	Central Okanagan	Constable Neil Bruce Middle	Boiler Replacement	126830	169,200	\$ -	\$ 9,240	\$ 159,960
27	Cariboo-Chilcotin	Cataline Elementary	Boiler, mechup, lighting	126831	1,757,902	\$ 1,341,760	\$ -	\$ 416,142
33	Chilliwack	Mt. Slesse Middle	Boiler Replacement	126832	430,000	\$ 106,000	\$ 37,000	\$ 287,000
34	Abbotsford	Yale Secondary	HVAC consolidation	126833	582,000	\$ 236,000	\$ 236,000	\$ 110,000
35	Langley	Walnut Grove Secondary	Boiler Replacement	126834	403,975	\$ 185,671	\$ 38,304	\$ 180,000
36	Surrey	Fleetwood Park Secondary	Boiler Replacement	126835	592,500	\$ -	\$ 27,000	\$ 565,500
38	Richmond	Facilities, Maintenance & Ops	Purchase 3 electric vehicles	126836	111,893	\$ 33,298	\$ 12,000	\$ 66,595
39	Vancouver	Various Locations (15)	DDCs & Communic Upgrades	126837	620,600	\$ 211,000	\$ 65,400	\$ 344,200
42	Maple Ridge	Thomas Haney Secondary	Lighting, HVAC & HW	126838	605,416	\$ 44,086	\$ 100,000	\$ 461,330
43	Coquitlam	Mary Hill Elementary	Boiler Replacement	126839	250,000	\$ 62,500	\$ 12,500	\$ 175,000
44	North Vancouver	Boundary Elementary	Boiler Replacement	126840	545,300	\$ 42,300	\$ 23,000	\$ 480,000
47	Powell River	James Thomson Elementary	Boiler Replacement	126841	77,800	\$ 13,800	\$ 12,000	\$ 52,000
50	Haida Gwai'i	Queen Charlotte Secondary	Solar PV Panels	126842	89,000	\$ 5,000		\$ 84,000
51	Boundary	Grand Forks Secondary	Boiler Replacement	126843	230,000	\$ 115,765	\$ 28,000	\$ 86,235
57	Prince George	Ecole Lac des Bois Elementary	Boiler Replacement	126844	460,700	\$ 140,473	\$ -	\$ 320,227
61	Greater Victoria	Rockheights Middle School	Boiler Replacement	126845	250,000	\$ -	\$ 12,500	\$ 237,500
71	Comox Valley	Royston Elementary	Boiler Replacement	126846	103,000	\$ 6,600	\$ 6,400	\$ 90,000
72	Campbell River	Cedar Elementary	Boiler Replacement	126847	91,800	\$ 41,800	\$ -	\$ 50,000
75	Mission	Mission Secondary	Boiler Replacement	126848	430,000	\$ 204,515	\$ -	\$ 225,485
81	Fort Nelson	J S Clark Elementary	Boiler Replacement	126849	60,000	\$ -	\$ -	\$ 60,000
91	Nechako Lakes	Fraser Lake Elem-Sec	Install AHUs	126850	500,000	\$ 233,000	\$ -	\$ 267,000
					9,013,739	\$ 3,364,395	\$ 649,344	\$ 5,000,001

**CAPITAL BYLAW NO. 126838**  
**2015/16 Carbon Neutral Capital Program**

A BYLAW by the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) (hereinafter called the "Board") to adopt a Capital Project of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "*Act*").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved Capital Project No. 126838.

NOW THEREFORE the Board agrees to the following:

- (a) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete the Project substantially as directed by the Minister;
- (b) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project; and,
- (c) maintain proper books of account, and other information and documents with respect to the affairs of the Project, as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister and specifying a maximum expenditure of \$461,330 for Project No. 126838 is hereby adopted.
2. This Bylaw may be cited as School District No. 42 (Maple Ridge – Pitt Meadows) Capital Bylaw No.126838.

READ A FIRST TIME THIS 25<sup>TH</sup> DAY OF MARCH, 2015;  
READ A SECOND TIME THIS 25<sup>TH</sup> DAY OF MARCH, 2015;  
READ A THIRD TIME, PASSED AND ADOPTED THIS 25<sup>TH</sup> DAY OF MARCH, 2015.

\_\_\_\_\_  
Chairperson of the Board

(Corporate seal)

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 42 (Maple Ridge – Pitt Meadows) Capital Bylaw No.126838, adopted by the Board the 25<sup>th</sup> DAY OF MARCH, 2015.

\_\_\_\_\_  
Secretary-Treasurer

**ITEM 7**

To: Board of Education

From: Flavia Coughlan,  
Secretary Treasurer

Re: **ENERGY MANAGEMENT PLAN**

Date: March 25, 2015  
(Public Board Meeting)

**Decision**

---

**BACKGROUND/RATIONALE:**

On October 29, 2014, the Board of Education directed the Secretary Treasurer to prepare a comprehensive Energy Management Plan as part of the Strategic Facilities Plan. Attachment A contains the Energy Management Plan.

The overall goal of the energy management plan is to reduce the school district's utility costs by continuously improving the energy performance of its facilities, and to meet the goal of reducing electrical consumption by 30% from 2013 levels by the year 2019. The target electrical consumption saving is equivalent to providing enough energy to power 440 BC average homes for a year or powering a secondary school for two full years.

This energy management plan was prepared based on the information from the initial energy assessments prepared by Quantum Lighting Inc. and SES Consulting, and will serve as a guiding document for achieving energy and cost savings, and for continuously improving the overall energy performance of school district buildings. The plan integrates both technical and organizational opportunities and actions.

The implementation of all lighting and heating, ventilation and air-conditioning (HVAC) upgrade opportunities identified in this report will result in estimated energy savings of 4.44 million kWh and estimated annual utilities cost savings of \$0.40 million. The one-time capital investment required to implement all opportunities identified is estimated at \$4.16 million with the upgrades being completed over four years (2015-2019). If the Board were to fully fund this program from local funds, the resulting simple payback period would be 10.4 years. The payback does not include natural gas savings, maintenance savings, any potential BC Hydro and Fortis BC incentive funding or Ministry of Education Carbon Neutral Capital Program funding, which will significantly improve the estimated payback period for local funds and strengthen the business case for the plan.

The proposed sources of funding for the energy management plan are as follows:

<b>Energy Management Program Funding by Source (\$ million)</b>	
\$1.40	Annual Facilities Grant
\$0.46	Carbon Neutral Capital Program (Ministry of Education)
\$1.40	Capital Reserve (Ministry of Education)
\$0.90	Local Capital Reserve
<b>\$4.16</b>	<b>Total Funding Required</b>

**RECOMMENDATION:**

**THAT the Board approve the Energy Management Plan as outlined in the attached document and authorize the Secretary Treasurer to create and implement a detailed implementation plan for the lighting and heating, ventilation and air-conditioning upgrade opportunities identified in the plan;**

**AND FURTHER;**

**THAT the Board authorize the Board Chair to write a letter to the Minister of Education requesting permission to use \$1.40 million from the Ministry of Education restricted capital reserve to partially fund the Energy Management Plan;**

**AND FURTHER;**

**THAT the Board approve the use of up to \$900,000 from the local capital fund and \$1.40 million from the Annual Facilities Grant for utility conservation projects outlined in the Energy Management Plan.**

Attachment



# ENERGY MANAGEMENT PLAN

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO.42



## EXECUTIVE SUMMARY

*Maple Ridge – Pitt Meadows School District* serves students in the municipalities of Maple Ridge, Pitt Meadows and both Langley and Katzie First Nations. With the population forecasted to increase and the number of children per family increasing, the number of students in the school district is also expected to rise.

In 2009, Maple Ridge – Pitt Meadows School District signed the *British Columbia Climate Action Charter* that committed the province and board of education to measure and report on their greenhouse gas (GHG) emissions, make plans and take actions to reduce GHG emissions, develop *Carbon Neutral Action Reports*, and become carbon neutral in respect of their operations by 2010.

In 2014, as part of the school district *Strategic Facilities Plan*, the school district engaged *Quantum Lighting Inc.* and *SES Consulting* to produce high level energy assessments for all 34 school district facilities including 20 elementary schools, 6 secondary schools and 8 other buildings. This study provided the *Maple Ridge – Pitt Meadows School District* with high level estimates of required one-time capital investments as well as estimated ongoing energy savings related to the creation and implementation of an energy management plan.

The overall goal of the energy management plan is to reduce the school district's utility costs by continuously improving the energy performance of its facilities, and to meet the goal of reducing electrical consumption by 30% from 2013 levels by the year 2019. The target electrical consumption saving is equivalent to providing enough energy to power 440 BC average homes for a year or powering a secondary school for two full years.

This energy management plan was prepared based on the information from the initial energy assessments, and will serve as a guiding document for achieving energy and cost savings, and for continuously improving the overall energy performance of school district buildings. The plan integrates both technical and organizational opportunities and actions.

The implementation of all lighting and heating, ventilation and air-conditioning (HVAC) upgrade opportunities identified in this report will result in estimated energy savings of 4.44 million kWh and estimated annual utilities cost savings of \$0.40 million. The one-time capital investment required to implement all opportunities identified is estimated at \$4.16 million with the upgrades being completed over four years (2015-2019). If the Board were to fully fund this program from local funds, the resulting simple payback period would be 10.4 years. The payback does not include natural gas savings, maintenance savings, any potential BC Hydro and Fortis BC incentive funding or *Ministry of Education Carbon Neutral Capital Program* funding, which will significantly improve the estimated payback period for local funds and strengthen the business case for the plan.

The proposed sources of funding for the energy management program are as follows:

Energy Management Program Funding by Source (\$ million)	
\$1.40	Annual Facilities Grant
\$0.46	Carbon Neutral Capital Program (Ministry of Education)
\$1.40	Capital Reserve (Ministry of Education)
\$0.90	Local Capital Reserve
<b>\$4.16</b>	<b>Total Funding Required</b>

Approval from the *Ministry of Education* is required to access capital reserve funding. Furthermore, the annual facilities grant funding amount assumes that AFG allocations will continue at current levels for the next four years. If the Minister of Education does not grant approval for the use of capital reserve funding, then alternate sources of funding would have to be identified for the program.

In conclusion, the *Maple Ridge - Pitt Meadows School District* is in a good position to save on its ongoing utility costs as well as make significant progress towards its GHG emission reduction efforts. With the support of its partners, *Ministry of Education*, *BC Hydro Power Smart* and *Fortis BC*, the school district can recover its investment in energy conservation measures in under 10 years and achieve ongoing operating savings of over \$0.40 million.

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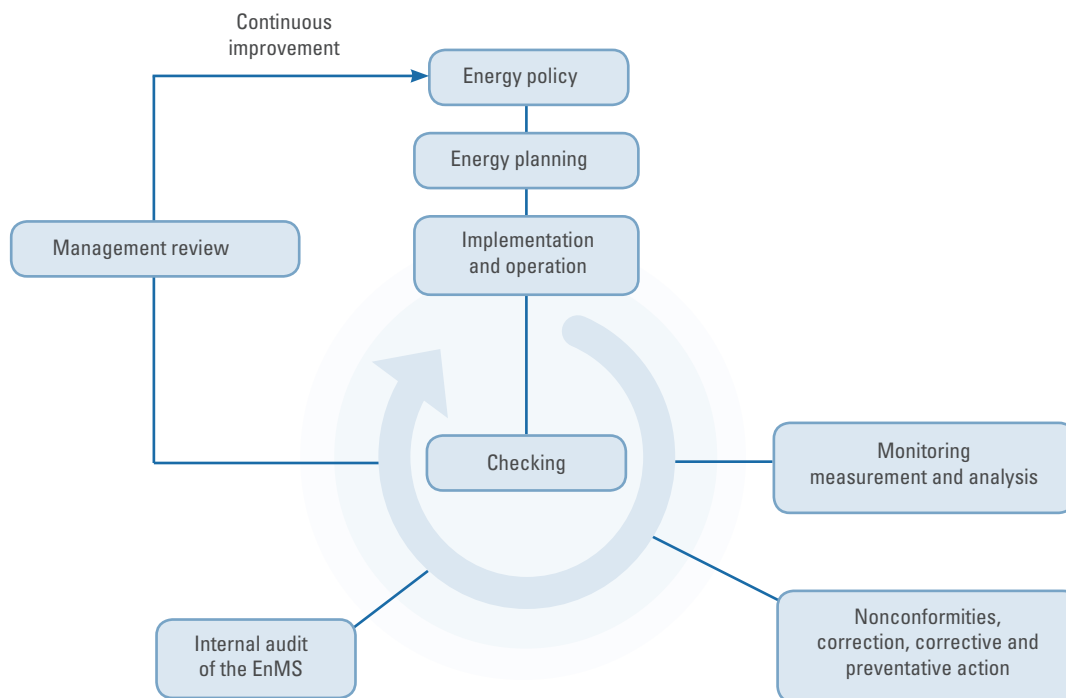
# 1. INTRODUCTION

## 1.1 BACKGROUND AND OBJECTIVES

The *Maple Ridge – Pitt Meadows School District* energy management plan is implemented in alignment with the school district's strategic direction, commitment and budget priorities. The plan is created in accordance with ISO Standard 50001:2011, designed to provide management strategies and to imbed energy management within organizations.

The energy management plan aligns with the continuous improvement, effectiveness and sustainability priorities the school district has identified in its strategic review, *Roadmap to Excellence*. The plan provides an actionable and comprehensive roadmap for achieving energy and cost savings in the school district's 34 buildings, and will serve as a framework for achieving continuous improvement of energy performance in support of long-term energy and cost reduction goals. The savings achieved through the implementation of this plan will be used to support our central purpose, student learning.

ISO Standard 50001:2011 outlines eight phases in the evolution of an energy plan, shown below. Each phase integrates both organizational and technical actions. The organizational actions include implementing the energy policy, energy planning, internal auditing of the energy plan, preventative action and management review; while the technical actions include implementation and operation, monitoring measurement and analysis. Together the two types of actions provide a continuous improvement approach to energy management that the school district will follow.



## 1.2 SCOPE OF ENERGY MANAGEMENT PLAN

The *Maple Ridge–Pitt Meadows School District* currently owns and operates 34 facilities. Over the years as the community demographic shifted, some schools were closed, some were renovated or added to, and new schools were constructed. The school district is currently working on creating a *School District Strategic Facilities Plan* that will include the energy management plan. The development of the energy management plan is based on an assessment of all 34 facilities. The list of facilities in alphabetical order and their floor area is listed below.

FACILITY NAME	FLOOR AREA (m <sup>2</sup> )
<b>ELEMENTARY SCHOOLS:</b>	
ALBION ELEMENTARY	3,630
ALEXANDER ROBINSON ELEMENTARY	3,535
ALOUETTE ELEMENTARY	3,703
BLUE MOUNTAIN ELEMENTARY	2,540
DAVIE JONES ELEMENTARY	3,397
EDITH MCDERMOTT ELEMENTARY	3,269
ERIC LANGTON ELEMENTARY	3,830
FAIRVIEW ELEMENTARY	3,862
GLENWOOD ELEMENTARY	3,473
GOLDEN EARS ELEMENTARY	4,186
HAMMOND ELEMENTARY	3,535
HARRY HOOGE ELEMENTARY	3,691
HIGHLAND PARK ELEMENTARY	3,172
KANAKA CREEK ELEMENTARY	4,346
LAITY VIEW ELEMENTARY	4,794
MAPLE RIDGE ELEMENTARY	3,905
PITT MEADOWS ELEMENTARY	3,998
WEBSTER'S CORNERS ELEMENTARY	2,471
WHONNOCK ELEMENTARY	2,330
YENNADON ELEMENTARY	4,380
<b>ALTERNATE PROGRAMS AND SECONDARY SCHOOLS:</b>	
GARIBALDI SECONDARY	12,429
MAPLE RIDGE SECONDARY	13,793
PITT MEADOWS SECONDARY	13,276
SAMUEL ROBERTSON TECHNICAL	6,861
THOMAS HANEY CENTRE	12,736
WESTVIEW SECONDARY	12,369
MAPLE RIDGE SECONDARY ANNEX	3,552
SOUTH LILLOETTE	1,589
<b>OTHER:</b>	
ALOUETTE RIVER CAMPUS (CREW)	282
ARTHUR PEAKE CENTRE	539
DISTRICT EDUCATION OFFICE	1,540
MAINTENANCE FACILITY	1,080
JAMES BEST CENTRE	468
RIVERSIDE CENTRE	3,965
<b>GRAD TOTAL</b>	<b>156,496</b>

### 1.3 APPROACH AND WORK PLAN

The energy management plan is informed by high level energy assessments conducted by *Quantum Lighting Inc.* and *SES Consulting*, benchmarking results using *SmartTool* data downloads, *BC Hydro* workshops and the vision and leadership of the *Maple Ridge - Pitt Meadows School District*.

*Maple Ridge – Pitt Meadows School District* uses three types of energy: electricity, natural gas and propane. Generally, the school district facilities operate at higher load factors than similar facilities in other school districts. This indicates there is an opportunity to reduce energy consumption through energy conservation measurements (ECMs).

The high level energy assessments identified electrical conservation measures and the specific areas of focus are lighting and HVAC systems. The studies incorporated business case assessments that included savings and cost breakdowns as well as paybacks. The paybacks do not include natural gas and maintenance savings nor any potential *BC Hydro* and *Fortis BC* incentive funding which will make the business case even more financially attractive.

## 2. OVERALL ASSESSMENT OF ENERGY BASELINE PERFORMANCE 2013

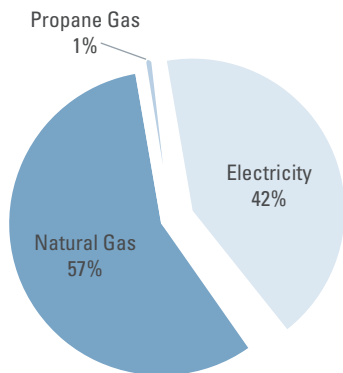
### 2.1 BASELINE ENERGY CONSUMPTION AND COSTS

The baseline period is January 2013 to December 2013 inclusive. The period was selected based on the availability of utility information and the need to generate a full baseline in a concurrent period. Furthermore, there were no major energy conservation measures undertaken in 2013. The baseline is used for benchmarking purposes and as a reference case for calculating energy savings.

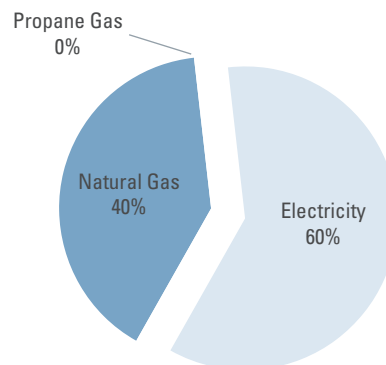
The detailed list of baseline energy consumption and cost, including all energy types (electricity, natural gas and propane), assessments for each facility can be found in *Appendix A*. Energy consumption is reported in eGJ or equivalent gigajoules using a conversion formula that compares all energy types in the same unit. The key findings are summarized as follows:

- The total energy use is approximately 104,395 gigajoules (eGJ). Electricity accounts for 43,474 eGJ or 42%; natural gas accounts for 60,089 GJ or 57%; propane comprises the remaining 1% at 862 eGJ.<sup>1</sup>
- The total energy costs are approximately \$1.6 million. Electricity accounts for \$0.96 million or 60% of the total costs; natural gas accounts for \$0.65 million or 40% of total costs. Propane costs are insignificant at less than 0.5% of the total costs.<sup>2</sup>

**BASELINE ENERGY USE BY FUEL TYPE**



**BASELINE ENERGY COST BY FUEL TYPE**



<sup>1</sup> Source: SmartTool

<sup>2</sup> Source: School District 42 Finance Department

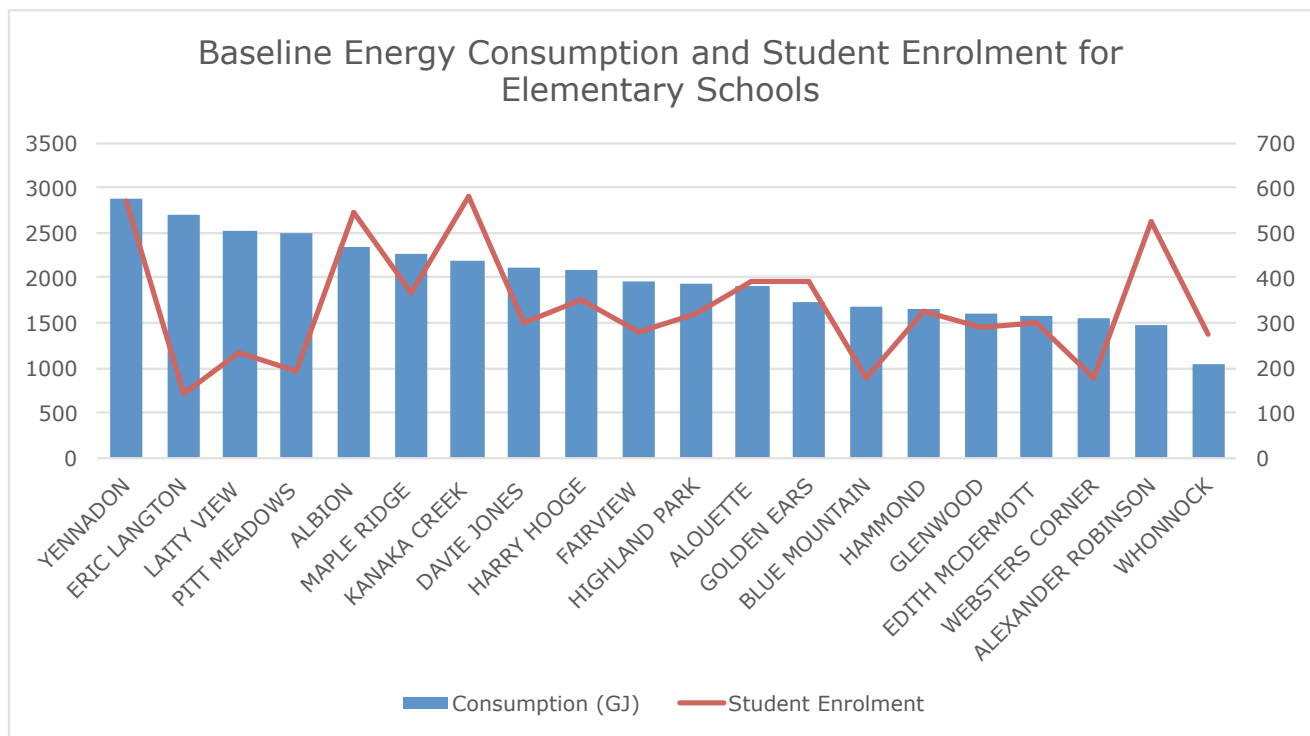


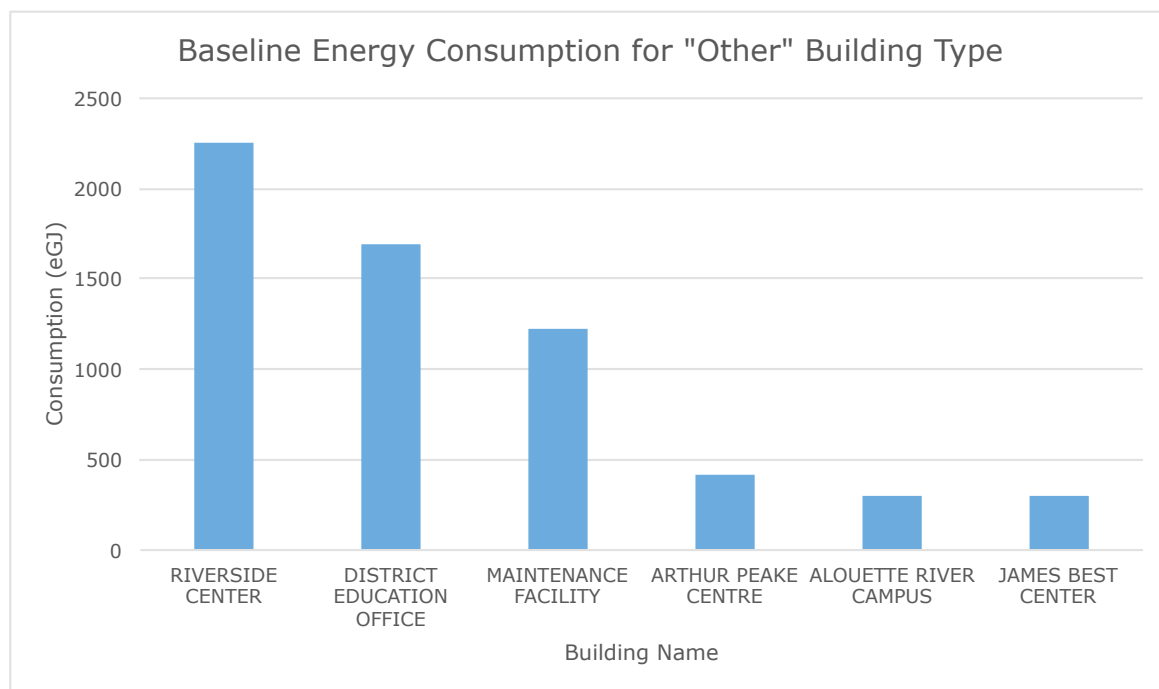
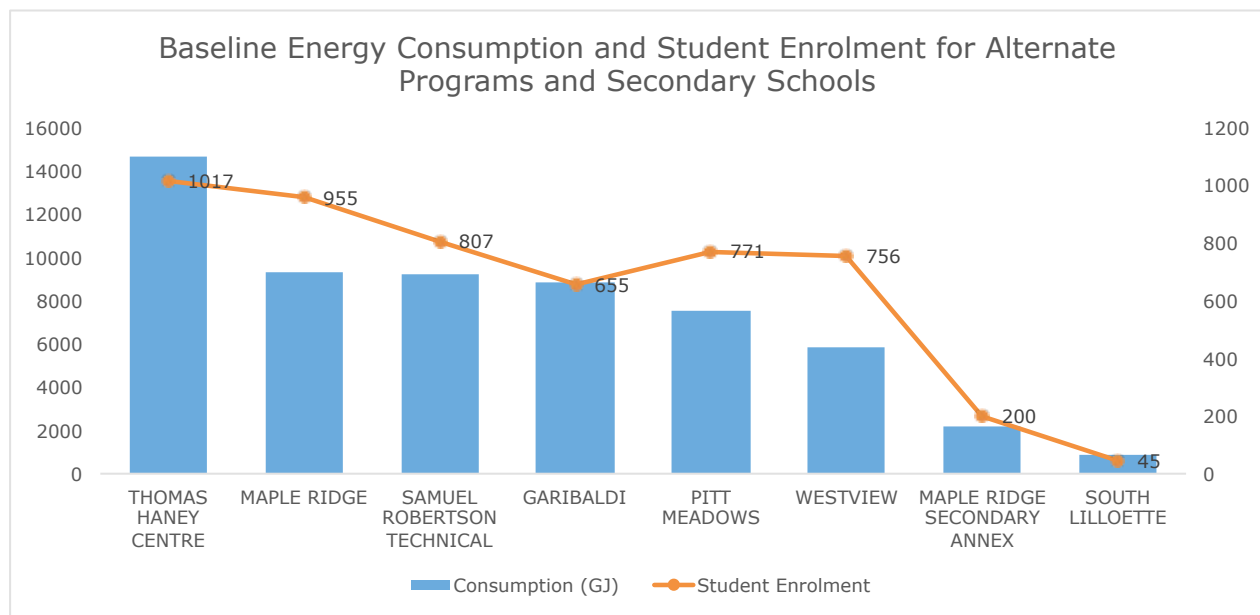
## 2.2 BASELINE ENERGY CONSUMPTION AND STUDENT ENROLMENTS - 2013

Information collected by measuring a building's energy performance for 12 consecutive months, between the period of January 2013 and December 2013 inclusive, establishes a baseline for energy consumption. This baseline serves as a starting point for setting energy efficiency improvement goals as well as a comparison point for evaluating future energy conservation measures and trending overall performance. As the school district undertakes energy conservation measures, the consumption will decrease in comparison to this baseline analysis. This analysis will also show a positive correlation between energy consumption and the number of student enrolments. If the analysis shows otherwise, that will flag an area for further investigation and potential energy conservation measures.

For reporting purposes, facilities have been divided into three types of categories: elementary schools, alternate programs and secondary schools, and "other" building types. The key findings for analyzing the school district facilities' baseline energy consumption are summarized as follows:

- Yennadon Elementary and Eric Langton Elementary both are the highest energy users when compared to all school district's elementary schools. Yennadon Elementary has the second highest number of student enrolments of elementary schools. Eric Langton however has one of the lowest number of enrolments. This analysis flags Eric Langton as a potential area for further investigation and potential energy conservation measures.
- Thomas Haney Centre is the highest energy user, at approximately 26% of the total energy use of all alternate programs and secondary schools.
- Riverside Centre is the highest consuming building in the other category.



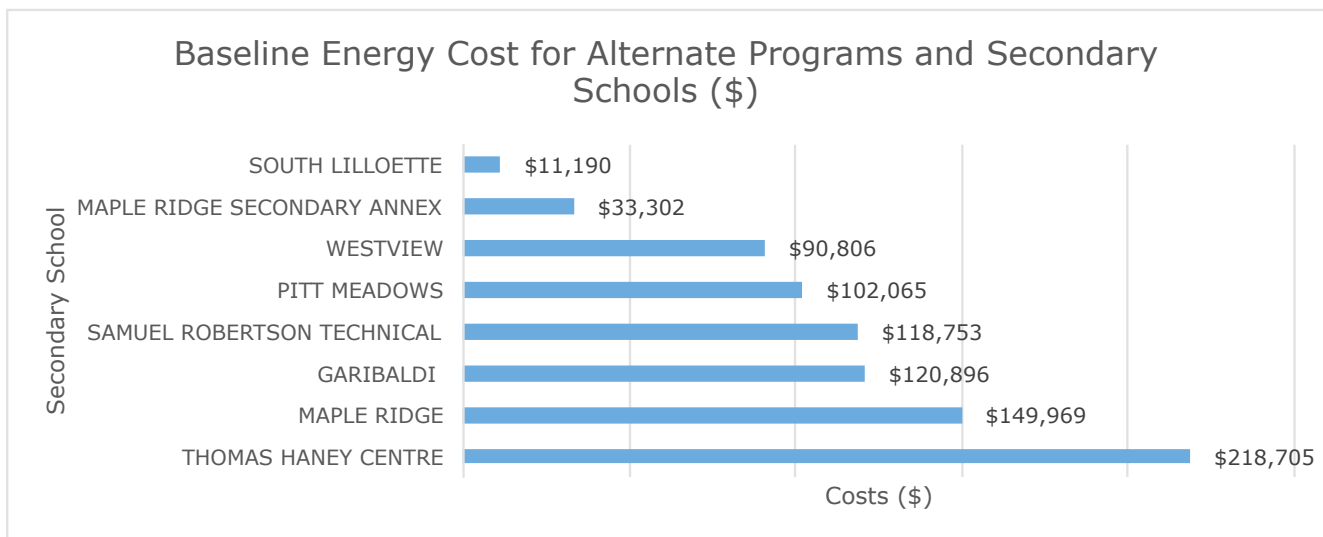


## 2.3 BASELINE ENERGY COSTS BY FACILITY TYPE - 2013

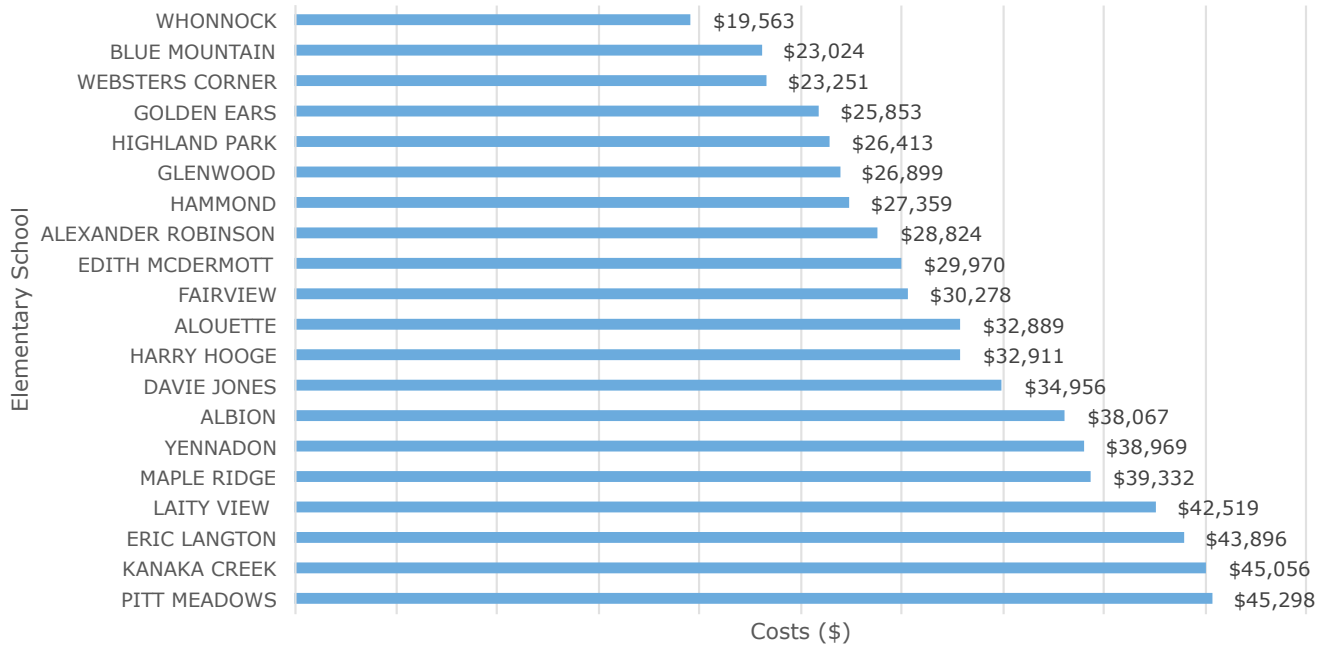
One of the overall goals of the energy management plan is to decrease utility costs. Understanding how much facilities cost in energy is the first step in understanding where the school district spends the majority of its utility costs. For example, it is no surprise to see some correlation between baseline energy consumption and baseline energy costs, especially for those facilities that have the highest number of students.

Facilities have been divided into three types of categories: elementary schools, alternate programs and secondary schools, and “other” building types. The key findings for analyzing the school district facilities’ baseline energy costs are summarized as follows:

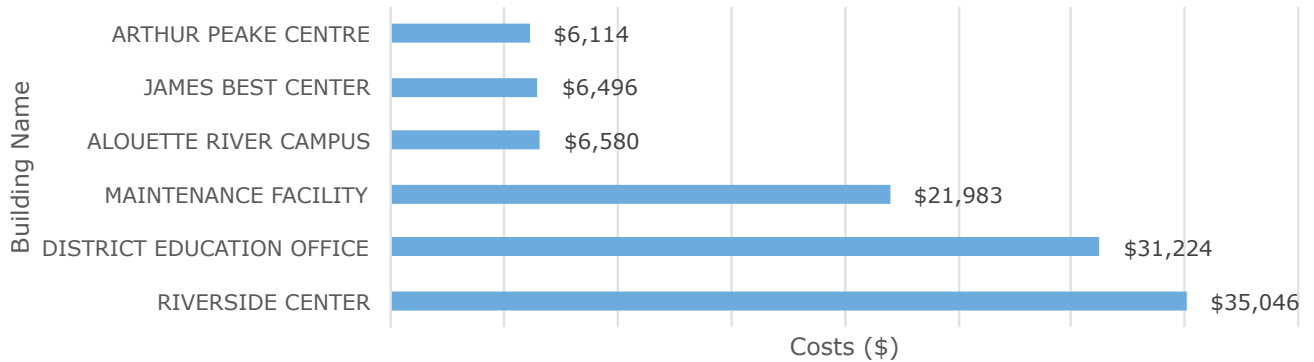
- The highest energy cost elementary schools are Pitt Meadows Elementary and Kanaka Creek Elementary. The lowest energy cost school is Whonnock Elementary.
- Thomas Haney Centre is the highest energy costing secondary school, at approximately 27% of the total energy cost of all secondary schools, similar to the energy consumption analysis in the previous section.
- The highest energy cost building in the “other” building type category is Riverside Centre, and the lowest is Arthur Peake Centre.



### Baseline Energy Cost for Elementary Schools (\$)



### Baseline Energy Cost for "Other" Building Type (\$)



## 2.4 UTILITY RATE ANALYSIS

### 2.4.1 Electricity

All of the facilities observed are subject to the *BC Hydro Large General Service Conservation Rate*, which encourages energy conservation. **For the purpose of calculating estimated savings from recommended retrofits outlined in this energy management plan, the 2013 marginal rate used is 9.0 cents/kWh.**

Rate increases for electricity have been approved for 2015 amounting to an estimated annual increase in the school district's cost of electricity of approximately \$86,000. If the school district does not undertake any of the energy conservation measures, it will incur an increase in utility costs over the next four years.

Below is the BC Hydro rate increase schedule. Each year's increase is a percentage of the previous year's rates:

2014/15:	9%
2015/16:	6%
2016/17:	4%
2017/18:	3.5%
2018/19:	3%

### 2.4.2 Natural Gas

The recent gas consumption rates are based on *Shell Energy* commodity rates and *Fortis BC* transportation charges, including the carbon tax. **For the purpose of calculating estimated savings from recommended upgrades outlined in this energy management plan, the total rate of \$8.13/GJ was used.** This rate includes the gas marketer charges, *Fortis BC* transportation charges, carbon tax, and other taxes.

## 2.5 ENERGY BENCHMARKING - BUILDING ENERGY PERFORMANCE INDEX (BEPI) - 2013

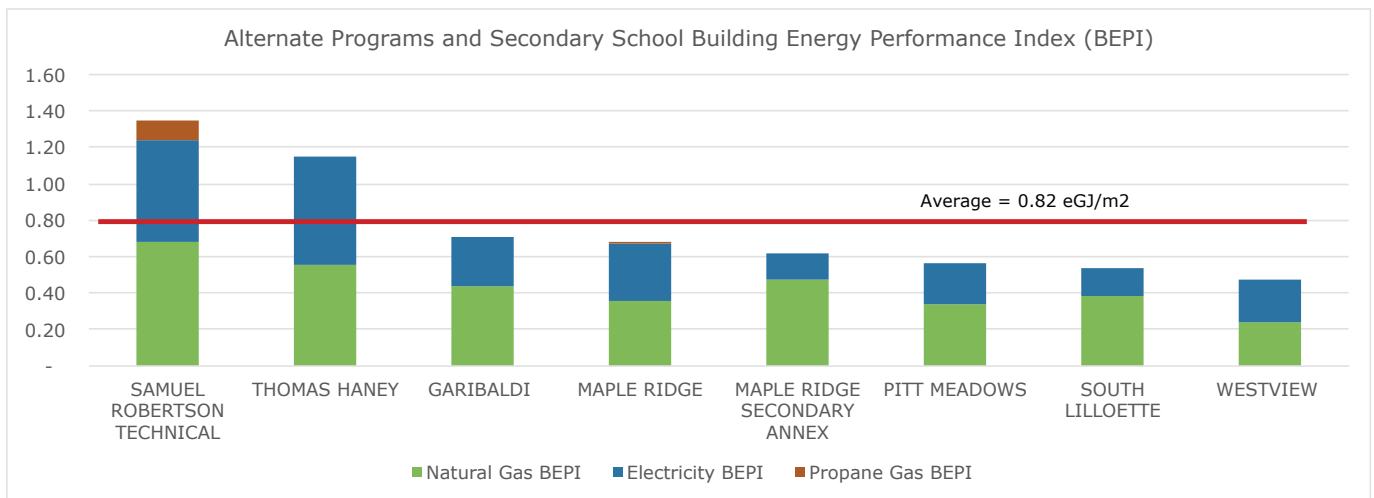
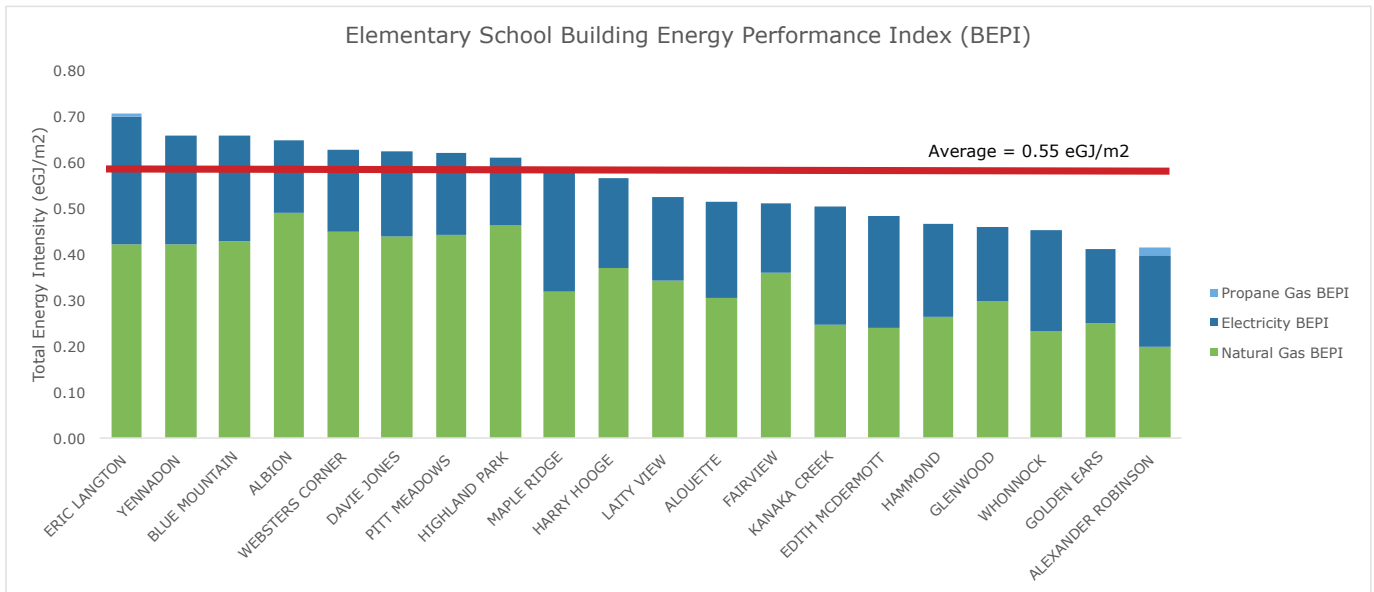
A building energy performance index (BEPI) is a form of normalizing energy data in a way that adjusts for the floor area of similar type buildings for the purpose of comparing similar type buildings in a more meaningful way. While the previous section provided a picture for the actual energy performance of similar type buildings in the baseline year, this section analyzes building energy intensity or BEPI rating, providing a more meaningful performance monitoring tool by analyzing the normalized energy performance (natural gas, electricity and propane) of similar buildings.

The BEPI analysis will help identify outliers and potential areas for improvement. As the school district undertakes energy conservation measures, the energy intensity of the outliers identified will be brought down towards the average BEPI. The average BEPI value will continuously reduce as more ECMs are undertaken, continuously improving the energy performance of the school district's facilities.

The Board office, maintenance office and Continuing Education facilities are excluded from the comparison since the unique nature of these buildings does not provide a useful benchmarking comparison.

The key findings for analyzing the school district elementary and secondary school BEPIs are summarized as follows:

- The average school district energy intensity for elementary schools is 0.55 eGJ/m<sup>2</sup>. The average school district energy intensity for alternate programs and secondary schools is 0.82 eGJ/m<sup>2</sup>. As the school district undertakes energy conservation measures, this average will decrease, continuously improving the target energy intensity of similar buildings.
- Nine elementary schools show an above average energy intensity and indicate potential energy conservation projects to be investigated.
- Eric Langton Elementary School is an energy intensity outlier, being the highest energy intensity elementary school of the portfolio. This was also noted in the section 2.2 analysis.
- While opportunities still exist and have been identified in this plan, Alexander Robinson Elementary and Golden Ears Elementary have excellent energy performance.
- Two secondary schools show an above average energy intensity and indicate potential energy conservation projects to be investigated.
- While both Samuel Robertson Technical and Thomas Haney Centre are energy intensity outliers, Samuel Robertson Technical Secondary School, a school constructed in 2005 that has an excellent facilities condition index rating, uses more energy per unit floor area than Thomas Haney Centre, a school constructed in 1992 that has a poor to average facilities condition index rating. These schools have been flagged as areas for energy conservation measures.
- While opportunities still exist and have been identified in this report, Westview Secondary has excellent energy performance.

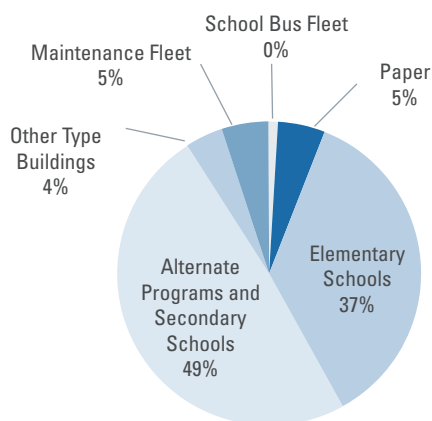


## 2.6 CARBON NEUTRAL PROFILE - 2013

In 2009, *Maple Ridge – Pitt Meadows School District* signed the *British Columbia Climate Action Charter* that committed the province and boards of education to measure and report on their greenhouse gas (GHG) emissions, make plans and take actions to reduce GHG emissions, develop *Carbon Neutral Action Reports* and become carbon neutral in respect of their operations by 2010. The goal of carbon neutrality is achieved through the payment of carbon offsets. An offset is a greenhouse gas emissions reduction tool used to compensate for emissions. Offsets, measured in terms of carbon dioxide equivalency, are purchased for \$25/tCO<sub>2</sub>e.

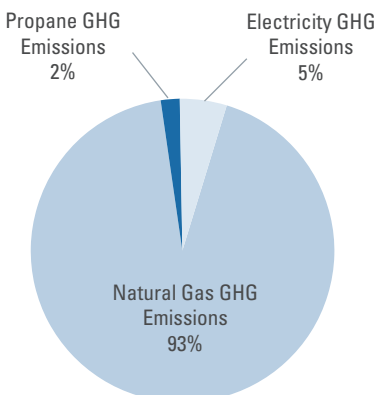
To become carbon neutral for the 2013 calendar year, *Maple Ridge – Pitt Meadows School District* applied carbon offsets of 3,589 tonnes of carbon dioxide equivalent (tCO<sub>2</sub>e). The energy consumed by school district buildings contributed 3,209 tCO<sub>2</sub>e or 90% of the total school district carbon dioxide emissions for 2013. The remainder of the emissions comprised of emissions from fleet (diesel and gasoline) and supplies (paper). The school district's total purchase of carbon offsets for 2013 was approximately \$89,725.

### SCHOOL DISTRICT 42 GHG PROFILE - 2013



School district facilities emit 90% of the total school district emissions. Natural gas comprises 93% of the total GHG emissions in facilities. This highlights the need for the school district to focus on reducing natural gas consumption in its facilities in efforts to decrease its carbon footprint and make progress towards our commitment to the *British Columbia Climate Action Charter*.

### GHG EMISSIONS FOR SCHOOL DISTRICT BUILDINGS BY ENERGY TYPE - 2013





### 3. ASSESSMENT OF ENERGY CONSERVATION MEASURES (ECM)

This section summarizes the business case assessments for the school district's energy management plan opportunities and forms the basis of the implementation plan, section 4. The two major opportunity areas were identified:

- Lighting upgrades
- Heating, ventilation and air-conditioning (HVAC) upgrades

#### 3.1 Lighting Upgrades

A wide variety of lighting exists in the school district building portfolio, from older T8 lighting to obsolete T12 technology to high intensity discharge (HID) lighting and compact fluorescent lighting (CFL). There is also an opportunity to reduce the number of fixtures as well as expand the existing dark school approach. Specific details related to the business case assessments for each facility can be found in *Appendix B*.

##### Energy Conservation Measures:

- Replace and retrofit existing T12 fixtures with T8 extended life lamps and electronic program start ballasts. The new ballasts will also be compatible with recently introduced T8 LED lamps for future additional energy saving opportunities.
- Retrofit existing T8 fixtures with new T8 extended life lamps and electronic program start ballasts.
- Add occupancy sensors to all areas as required (classrooms, gymnasiums, libraries).
- Replace and/or remove interior HID/CFL fixtures
- Replace and retrofit exterior lighting to LED technology
- Reduce the number of fixtures and lamps where appropriate
- Adopt a dark school approach: All interior lights, except that above the main entry alarm system, should be off when the school is unoccupied. Exterior lighting would operate during the early/morning and be off through the day/night.

##### Financial Summary of Lighting Upgrades:

LIGHTING UPGRADES		
Estimated Electrical Ongoing Savings (kWh)	Estimated One Time Capital Costs	Estimated Ongoing Savings
3,165,021	\$3,820,000	\$284,852

The estimated simple payback period is 13.4 years if the Board were to fund this program from local funds. The payback does not include natural gas savings, maintenance savings, any potential *BC Hydro* and *Fortis BC* incentive funding, or *Ministry of Education Carbon Neutral Capital Program* funding, which will make the business case even more financially attractive.

### 3.2 HEATING, VENTILATION AND AIR-CONDITIONING (HVAC) UPGRADES

Heating for most facilities is provided by natural gas boilers. The boilers supply hot water to air handling units heating coils, unit ventilators and forced flow unit heaters. Ventilation to most buildings is provided by air handling units, unit ventilators and exhaust fans. A limited direct digital control (DDC) system controls most buildings' mechanical system.

#### Energy Conservation Measures:

- DDC upgrades for facilities that have no DDC system
- Scheduling and security integration – the existing schedule for the majority of HVAC systems equipment exceeds its need
- Occupancy sensor controls – to ensure that the air handling units are enabled only when spaces are occupied
- Heating plant optimization – enabling pumps based on space heating demand in order to reduce unnecessarily pumping hot water throughout the building
- Supply air pressure (SAP) reset – supply fans are working harder than necessary to over pressurize the ducts

#### Financial Summary of HVAC Upgrades (electrical only):

HVAC UPGRADES		
Estimated Electrical Ongoing Savings (kWh)	Estimated One Time Capital Costs	Estimated Ongoing Savings
1,270,848	\$340,000	\$114,376

The resulting simple payback period is 3.0 years if the Board were to fund this program from local funds. The payback does not include natural gas savings, maintenance savings, any potential *BC Hydro* and *Fortis BC* incentive funding, or *Ministry of Education Carbon Neutral Capital Program* funding, which will make the business case even more financially attractive. Furthermore, HVAC upgrades will result in natural gas energy consumption reductions and cost savings. The natural gas estimates will be determined in the Level II energy assessments and on a project by project basis.

### 3.3 FINANCIAL SUMMARY OF ENERGY CONSERVATION MEASURES

The below chart presents a summary of the business case justification for the two major energy management opportunities for all school district facilities and includes the kWh energy consumption reduction and associated energy cost savings, capital costs and simple payback in years. The information was provided by *Quantum Lighting Inc.* and *SES Consulting*, who were engaged in producing level I energy assessments for all school district buildings.

The savings and costs shown below are preliminary estimates only and more detailed design is required for each facility prior to implementation to determine actual cost and estimated savings. Additionally, paybacks do not include natural gas savings, maintenance cost savings nor any potential *BC Hydro* and *Fortis BC* incentive funding which will make the business case even more attractive.

ELECTRICAL CONSUMPTION (kWh)	LIGHTING UPGRADES			HVAC UPGRADES			TOTALS		
	Estimated Electrical Ongoing Savings (kWh)	Estimated One Time Capital Cost	Estimated Ongoing Savings	Estimated Electrical Ongoing Savings (kWh)	Estimated One Time Capital Cost	Estimated Ongoing Savings	Estimated Electrical Ongoing Savings (kWh)	Estimated One Time Capital Cost	Estimated Ongoing Savings
2013									
12,012,124	3,165,021	\$3,820,000	\$284,852	1,270,848	\$340,000	\$114,376	4,435,869	\$4,160,000	\$399,228

### 3.4 ENERGY MANAGEMENT ASSESSMENT (EMA) RESULTS AND OPPORTUNITIES

In an effort to assist the Maple Ridge - Pitt Meadows School District in optimizing energy management, *BC Hydro Power Smart* has sponsored participation in the *Energy Management Assessment (EMA) Program* with the end goal of developing a strategic energy management long-term plan. In contribution towards this endeavour, Fabian Biagetti of *Strategic Energy Group*, in partnership with *BC Hydro Power Smart*, facilitated a workshop with the school district senior management team on February 13, 2015 for the purpose of conducting a holistic assessment of current energy-related practices and identifying opportunities for continuous improvement.

As a result of this initial EMA workshop session with the school district senior team, it is recommended that initial efforts to improve energy management business practices focus on the following areas:

- **Policy**
  - » Create a mission statement with a clear scope, charter and long-term goal for the energy management program sponsored by senior management and the Board of Education.
- **Targets and Reporting**
  - » Ensure collection of energy use data for the various key locations in a centralized application to enable the analysis required for sound management decisions.
  - » Identify appropriate metrics that utilize key factors to normalize energy consumption to standard operations.
  - » Set an overall annual energy intensity or consumption reduction target for each year of the long-term goal in the energy management program mission statement.
- **Plans and Actions**
  - » Improve the baseline understanding of energy consumption and opportunities for savings for each major utility system.
  - » Develop implementation plans that correlate potential savings to the established consumption reduction targets.
- **Teams and Committees**
  - » Proactively deliver regular energy intensity reports to departmental personnel for use in raising general awareness and examining variances from established targets.
- **Employee Awareness and Training**
  - » Improve communication of the energy conservation initiative to the broader organization to raise energy awareness in general.

The outcomes from this session will be used in subsequent series of planning exercises with the school district management team to update this energy management plan in a way that continuously aligns school district priorities with energy management goals. As the school district progresses through the energy management program, the energy management plan will serve as the implementation guide for the corrective actions and projects deemed to be of short-term priority to the organization.

## 4. IMPLEMENTATION PLAN: 2015-2019

When deciding which projects Maple Ridge – Pitt Meadows School District will pursue, the following criteria were considered:

1. Project costs – energy management opportunities with a sound return on investment and the lowest simple payback (capital costs/energy cost savings) are given priority.
2. Obsolete technology – any existing T12 lighting is obsolete and should be replaced as soon as possible.
3. Energy consumption – energy conservation measurements that decrease energy use in high energy intensity facilities are given priority.
4. 4BC Hydro Total Resource Cost (TRC) – in order to maximize *BC Hydro* incentive amounts, projects need to meet a minimum energy savings threshold of 50,000 kWh/year and maintain a one-to-one balance between capital costs and kWh savings. Energy saving upgrades with a lower kWh energy savings amount than capital cost investment amount are too expensive for *BC Hydro* and will need to be bundled with other projects that have a balanced TRC rating to maximize the incentive amounts.
5. BC Hydro Energy Management targets – year 1 target have been set at 1,000,000 kWh with further targets to be set on an annual basis.

When creating the implementation plan, all five criteria were kept in consideration. *Appendix B* shows the implementation analysis for all school district facilities, using conditional formatting to highlight the highest priority projects (green) versus lowest priority projects (red). As such a blend of the five above criteria yields the energy management implementation plan project bundles on page 21.

Work on Bundle A is underway and will be completed by March 31, 2015. The Level I energy assessments identified one facility that has the greatest potential energy savings and best return on investment: Thomas Haney Centre. The Thomas Haney upgrade has been split up into the HVAC upgrade and lighting upgrade components. Level II energy assessments were completed by *Quantum Lighting Inc.* and *SES Consulting*. *BC Hydro* incentive pre-approval has been received, tenders have been issued for both the lighting and HVAC upgrades. The project is funded from *Ministry of Education Carbon Neutral Capital Program* (\$461,330) and Board funds.

In order to maximize the potential incentive funding provided by *BC Hydro*, the Thomas Haney Centre upgrade was bundled with Webster's Corner Elementary lighting upgrades in Bundle B. This work will begin after April 1, 2015 and will be completed by July 31, 2015. Bundle B includes energy upgrades at six other school district facilities.

This Thomas Haney upgrade is the flagship of the energy management program because of its scope and good financial return on investment. The updated estimated cost for this project is \$0.53 million and the estimated ongoing annual electrical energy savings are 1.28 million kWh or approximately \$0.12 million. This project will also save 2,540 GJ of natural gas that will translate in additional ongoing savings of approximately \$37,000/year. The school district would therefore recuperate its investment in the project in approximately 5 years. Furthermore, the school district, in partnership with *BC Hydro Schools Program* will be hosting an energy conservation workshop for Thomas Haney teachers and students and turn the technical energy upgrades into teachable moments with the goal of creating a culture of conservation.

The table on the following page shows potential project bundles chosen based on the five criteria above. The project bundles will be evaluated every year and may not proceed in the groupings shown in this table. Furthermore, natural gas energy cost savings are not included and will be analyzed through the Level II assessments and on a project-by-project basis.

	Estimated Electrical Ongoing Savings (kWh)	Estimated Ongoing Savings (\$)	Estimated One Time Capital Cost (\$)
<b>BUNDLE A</b>			
Thomas Haney Secondary (HVAC + VFDs)	787,548	\$70,879	\$70,000
Consulting and Management Fees			\$50,000
<b>Totals</b>	<b>787,548</b>	<b>\$70,879</b>	<b>\$120,000</b>
<b>BUNDLE B</b>			
Thomas Haney Secondary (lighting)	489,768	\$44,079	\$460,000
Webster's Corners Elementary	42,137	\$3,792	\$56,000
Samuel Robertson Technical	214,186	\$19,277	\$103,000
Harry Hooze Elementary	89,855	\$8,087	\$124,000
Yennadon Elementary	144,407	\$12,997	\$120,000
Maple Ridge Annex	66,651	\$5,999	\$92,000
District Education Office	97,485	\$8,774	\$97,500
Glenwood Elementary	79,272	\$7,134	\$89,500
Consulting and Management Fees			\$85,000
<b>Totals</b>	<b>1,223,761</b>	<b>\$110,138</b>	<b>\$1,227,000</b>
<b>BUNDLE C</b>			
Edith McDermott Elementary	82,072	\$7,386	\$60,000
Albion Elementary	103,747	\$9,337	\$131,500
Laity View Elementary	97,798	\$8,802	\$110,000
Maple Ridge Elementary	120,238	\$10,821	\$111,500
Maple Ridge Secondary	251,086	\$22,598	\$299,000
Davie Jones Elementary	52,524	\$4,727	\$38,000
Eric Langton Elementary	87,190	\$7,847	\$88,000
Alouette Elementary	97,399	\$8,766	\$95,000
Riverside Centre	99,579	\$8,962	\$115,000
Pitt Meadows Elementary	90,675	\$8,161	\$92,000
Pitt Meadows Secondary	279,370	\$25,143	\$287,500
Consulting and Management Fees			\$85,000
<b>Totals</b>	<b>1,361,678</b>	<b>\$122,551</b>	<b>\$1,512,500</b>
<b>BUNDLE D</b>			
Westview Secondary	243,297	\$21,897	\$220,000
Fairview Elementary	80,110	\$7,210	\$105,000
Arthur Peake Centre	21,161	\$1,904	\$20,000
Hammond Elementary	69,261	\$6,233	\$69,000
Highland Park Elementary	47,256	\$4,253	\$51,000
Blue Mountain Elementary	58,362	\$5,253	\$58,000
Golden Ears Elementary	67,657	\$6,089	\$75,500
District Maintenance Building	33,548	\$3,019	\$35,500
Garibaldi Secondary	195,749	\$17,617	\$208,000
Whonnock Elementary	51,093	\$4,598	\$56,500
Alexander Robison Elementary	60,219	\$5,420	\$63,500
Kanaka Creek Elementary	113,414	\$10,207	\$125,000
South Lillooet Centre	14,604	\$1,314	\$21,000
Alouette River Campus	5,247	\$472	\$22,000
James Best Centre	1,904	\$171	\$15,000
Consulting and Management Fees			\$90,000
<b>Totals</b>	<b>1,062,882</b>	<b>\$95,659</b>	<b>\$1,235,000</b>
<b>GST @ 5%</b>			<b>\$204,747</b>
<b>32% of GST non-recoverable</b>			<b>\$65,500</b>
<b>Project Bundles Totals</b>	<b>4,435,869</b>	<b>\$399,228</b>	<b>\$4,160,000</b>

Source: Quantum Lighting Level I Energy Studies

## 5. ENERGY MANAGEMENT BUDGET 2015-2019

The implementation of all opportunities identified in this report will result in estimated energy savings of 4.44 million kWh and estimated annual utilities cost savings of \$0.40 million. The one-time capital investment required to implement all opportunities identified is estimated at \$4.16 million with the upgrades being completed over four years. If the Board were to fully fund this program from local funds, the resulting simple payback period would be 10.4 years.

The proposed sources of funding for the energy management program are as follows:

ENERGY MANAGEMENT PROGRAM FUNDING BY SOURCE (\$ million)	
\$1.40	Annual Facilities Grant
\$0.46	Carbon Neutral Capital Program (Ministry of Education)
\$1.40	Capital Reserve (Ministry of Education)
\$0.90	Local Capital Reserve
<b>\$4.16</b>	<b>Total Funding Required</b>

Approval from the *Ministry of Education* is required to access capital reserve funding. Furthermore, the annual facilities grant funding amount assumes that AFG allocations will continue at current levels for the next four years. If the Minister of Education does not grant approval for the use of capital reserve funding, then alternate sources of funding would have to be identified for the program.

Completing the energy management implementation plan will save the school district an estimated \$0.40 million in ongoing utility costs that will help the school district mitigate the ongoing increase in utility costs and use the savings to support and enhance the student learning environment.

## 6. RISK MANAGEMENT

There are risks inherent in any program. Typically, risks affect the project scope, schedule and/or cost. Below is a list of outlined risks, and a description to better define the specifics in these risks:

- Obsolete technology much be replaced and needs to be given a priority; the cost of waiting to replace the technology may therefore result in higher than expected operating costs
- Program completion is dependent on funding approval and access to funding from the *Ministry of Education*
- *BC Hydro* and *Fortis BC* incentives may change or be discontinued in the future
- Project capital cost and energy saving estimates may change and so would the business case analysis
- Project bundles may not be completed in time due to unforeseen delays
- Energy conservation measures may sometimes result in unforeseen mechanical upgrades for which funds will need to be allocated

## 7. CONCLUSIONS

In 2009, *Maple Ridge – Pitt Meadows School District* signed the *British Columbia Climate Action Charter* that committed the province and boards of education to measure and report on their greenhouse gas (GHG) emissions, make plans and take actions to reduce GHG emissions, develop *Carbon Neutral Action Reports* and become carbon neutral in respect of their operations by 2010.

In 2014, as part of the school district *Strategic Facilities Plan*, the school district engaged *Quantum Lighting Inc.* and *SES Consulting* to produce high level energy assessments for all 34 school district facilities including 20 elementary schools, 6 secondary schools and 8 other buildings. Following that the school district obtained funding from *BC Hydro* that enabled the creation of an Energy Manager position in 2015. The Energy Manager will create and implement the *Energy Management Plan* that will serve as a guiding document for achieving energy and cost savings and continuously improve the overall energy performance of school district buildings. The plan integrates both technical and organizational opportunities and actions.

*Maple Ridge - Pitt Meadows School District* is in a good position to save on its ongoing utility costs as well as make significant progress towards its GHG emission reduction efforts. With the support of its partners, *Ministry of Education*, *BC Hydro Power Smart* and *Fortis BC*, the school district will recover its investment in energy conservation measures in under 10 years. Furthermore, the savings achieved through the implementation of this plan will be used to support our central purpose: student learning.



# GLOSSARY OF TERMS

WORD	DEFINITION
<b>BEPI</b>	Building energy performance index represents the energy consumed by a building relative to its size and is expressed in gigajoules per square metre per year
<b>DDC</b>	Direct digital control is the automated control of an HVAC system by a computer
<b>CFL</b>	Compact fluorescent lamp is a more energy efficient lamp than an incandescent lamp
<b>EUI</b>	Energy use intensity is the measurement used to size up a building's energy performance
<b>ECM</b>	Energy conservation measure is any type of project conducted, or technology implemented, to reduce the consumption of energy in a building
<b>eGJ</b>	Equivalent gigajoule is a standard unit of energy consumption used to compare energy sources
<b>EMA</b>	Energy management assessment is a workshop sponsored by BC Hydro that help organizations take steps towards improving their organization's energy management practices
<b>GHG</b>	Greenhouse gas is a gas in an atmosphere that absorbs and emits radiation within the thermal infrared range which is the fundamental cause of the greenhouse effect. This gas is measured in tonnes of carbon dioxide emitted.
<b>GJ</b>	One gigajoule of natural gas is approximately equivalent to 39 litres of propane or 277 kilowatt hours of electricity.
<b>HID</b>	High intensity discharge lamp
<b>HVAC</b>	Heating ventilation and air conditioning
<b>ISO Standard 50001</b>	The International Organization for Standardization has developed standard 50001; this standard is a proven framework for industrial facilities, commercial facilities, or entire organizations to manage energy.
<b>kWh</b>	Kilowatt hour is a unit of energy equivalent to one kilowatt (1 kW) of power expended for one hour
<b>LED</b>	Light-emitting diode lamp is a more energy efficient lamp than a compact fluorescent or incandescent lamp
<b>SAP</b>	Supply air temperature is generally set at a optimal temperature to control the air quality of a space
<b>SmartTool</b>	Software tool developed by the Government of British Columbia to measure, aggregate and report on greenhouse gas emissions
<b>tCO2e</b>	Tonnes carbon dioxide equivalent Each greenhouse gas has been converted to a standard measurement (tCO2e) by multiplying its emissions by its global warming potential (GWP). The Totals for tCO2e are shown here rounded to the nearest whole metric tonne as only whole tonnes of tCO2e can be purchased for offsets

# APPENDIX A

Baseline Energy Consumption, Cost Assessments and Building Energy Performance Intensity – January – December 2013. (Source: SmartTool and SD42 Finance Department)

Facility Name	Floor Area (m2)	Electricity (eGJ*)			Natural Gas			Propane		Total				
		Consumption (eGJ)	Intensity (eGJ/m2)	GHG Emissions (tonnes CO2e)	Cost	Consumption (GJ)	Intensity (GJ/m2)	GHG Emissions (tonnes CO2e)	Cost (\$)	Consumption (eGJ)	Consumption (GJ)	Intensity (GJ/m2)	GHG Emissions (tonnes CO2e)	Cost (\$)
Elementary Schools														
ALBION ELEMENTARY	3,630	571	0.16	2.3	\$17,741	1,777	0.49	88.3	\$20,326		2,349	0.65	90.6	\$38,067
ALEXANDER ROBINSON ELEMENTARY	3,535	713	0.20	2.9	\$18,221	697	0.20	34.7	\$10,603	54	1,464	0.41	40.7	\$28,824
ALOUETTE ELEMENTARY	3,703	773	0.21	3.1	\$19,627	1,131	0.31	56.2	\$13,262		1,904	0.51	59.3	\$32,889
BLUE MOUNTAIN ELEMENTARY	2,540	583	0.23	2.3	\$13,683	1,091	0.43	54.2	\$9,341		1,674	0.66	56.5	\$23,024
DAVE JONES ELEMENTARY	3,397	632	0.19	2.5	\$18,848	1,493	0.44	74.2	\$16,108		2,126	0.63	76.7	\$34,956
EDITH MCDERMOTT ELEMENTARY	3,269	804	0.25	3.2	\$21,563	781	0.24	38.8	\$8,407		1,585	0.48	42.0	\$29,970
ERIC LANGTON ELEMENTARY	3,830	1,066	0.28	4.3	\$25,321	1,611	0.42	80.1	\$19,575	27	2,705	0.71	86.0	\$45,896
FAIRVIEW ELEMENTARY	3,862	583	0.15	2.3	\$15,800	1,387	0.36	68.9	\$14,478		1,970	0.51	71.2	\$30,278
GLENWOOD ELEMENTARY	3,473	555	0.16	2.2	\$15,318	1,037	0.30	51.5	\$11,581		1,593	0.46	53.8	\$26,899
GOLDEN EARS ELEMENTARY	4,186	679	0.16	2.7	\$13,189	1,040	0.25	51.7	\$12,664		1,719	0.41	54.4	\$25,853
HAMMOND ELEMENTARY	3,535	712	0.20	2.8	\$18,445	934	0.26	46.4	\$8,914		1,646	0.47	49.2	\$27,359
HARRY HOOGE ELEMENTARY	3,691	716	0.19	2.9	\$17,234	1,366	0.37	67.9	\$15,677		2,083	0.56	70.8	\$32,911
HIGHLAND PARK ELEMENTARY	3,172	469	0.15	1.9	\$12,236	1,466	0.46	72.8	\$14,177		1,935	0.61	74.7	\$26,413
KANAKA CREEK ELEMENTARY	4,346	1,110	0.26	4.4	\$32,618	1,079	0.25	53.6	\$12,438		2,189	0.50	58.0	\$45,056
LAITY VIEW ELEMENTARY	4,794	880	0.18	3.5	\$22,744	1,636	0.34	81.3	\$19,775		2,516	0.52	84.8	\$42,519
MAPLE RIDGE ELEMENTARY	3,905	1,015	0.26	4.1	\$25,750	1,247	0.32	62.0	\$13,582		2,262	0.58	66.0	\$39,332
PITT MEADOWS ELEMENTARY	3,998	713	0.18	2.9	\$26,842	1,770	0.44	88.0	\$18,456		2,483	0.62	90.8	\$45,298
WEBSTERS CORNER ELEMENTARY	2,471	442	0.18	1.8	\$10,663	1,112	0.45	55.2	\$12,588		1,554	0.63	57.0	\$23,251
WHONNOCK ELEMENTARY	2,330	506	0.22	2.0	\$14,831	549	0.24	27.3	\$4,732		1,055	0.45	29.3	\$19,563
YENNADON ELEMENTARY	4,380	1,035	0.24	4.1	\$17,299	1,855	0.42	92.2	\$21,670		2,890	0.66	96.3	\$38,969
Alternate Programs and Secondary Schools:														
GARIBALDI SECONDARY	12,429	3,399	0.27	14	\$67,233	5,401	0.43	268	\$53,663		8,800	0.71	282	\$120,896
MAPLE RIDGE SECONDARY	13,793	4,387	0.32	18	\$101,847	4,907	0.36	244	\$48,122	51	9,346	0.68	264	\$145,969
PITT MEADOWS SECONDARY	13,276	3,064	0.23	12	\$55,931	4,482	0.34	223	\$46,134		7,546	0.57	235	\$102,065
SAMUEL ROBERTSON TECHNICAL	6,861	3,820	0.56	15	\$61,939	4,700	0.69	234	\$56,814	700	9,220	1.34	290	\$118,753
THOMAS HANEY CENTRE	12,736	7,566	0.59	30	\$147,648	7,119	0.56	354	\$71,057		14,885	1.15	384	\$218,705
WESTVIEW SECONDARY	12,369	2,952	0.24	12	\$60,241	2,932	0.24	146	\$30,565		5,884	0.48	157	\$90,806
MAPLE RIDGE SECONDARY ANNEX	3,522	507	0.14	2	\$13,256	1,674	0.48	83	\$20,046		2,181	0.62	85	\$33,302
SOUTH LILLOETTE	1,589	241	0.15	1	\$4,093	607	0.38	30	\$7,097		848	0.53	31	\$11,190
Other:														
ALOUETTE RIVER CAMPUS (CREW)	282	78	0.28	0	\$2,535	225	0.80	11	\$4,045		303	1.07	11	\$8,580
ARTHUR PEAKE CENTRE	539	193	0.36	1	\$4,718	220	0.41	11	\$1,396		413	0.77	12	\$6,114
DISTRICT EDUCATION OFFICE	1,540	1,263	0.82	5	\$25,978	430	0.28	21	\$5,246		1,693	1.10	26	\$31,224
MAINTENANCE FACILITY	1,080	510	0.47	2	\$12,749	717	0.66	36	\$9,234		1,227	1.14	38	\$21,983
JAMES BEST CENTER	468	48	0.10	0	\$1,373	251	0.54	12	\$5,123		299	0.64	13	\$6,496
RIVERSIDE CENTER	3,965	886	0.22	4	\$20,541	1,365	0.34	68	\$14,505		2,251	0.57	71	\$35,046
Grand Total	156,496	43,474	0.28	174	\$958,055	60,089	0.38	2,986	\$650,401	832	104,395	0.67	3,209	\$1,608,456

\* eGJ is the equivalent GJ energy use when 1 kWh is converted to GJ

\*\* Propane is only used in the schools that have portables

## APPENDIX B

### Implementation Analysis (green = high priority; red = low priority)

(Source: Level I Energy Assessments and energy management plan analysis data)

Facility Name	BEPI	Energy reduction (kWh)	Estimated capital cost	Estimated Energy Savings	Simple payback in years	T12 analysis	Total Resource Cost Test (kWh/capital cost)
THOMAS HANEY SECONDARY	1.15	1,277,316	\$530,079	\$114,958	4.6	0%	2.55
SAMUEL ROBERTSON TECHNICAL	1.34	214,186	\$103,621	\$19,277	5.4	0%	2.07
DAVIE JONES ELEMENTARY	0.63	52,524	\$37,973	\$4,727	8.0	0%	1.38
EDITH MCDERMOTT ELEMENTARY	0.48	82,072	\$59,988	\$7,386	8.1	0%	1.37
YENNADON ELEMENTARY	0.66	144,407	\$119,739	\$12,997	9.2	65%	1.21
WESTVIEW SECONDARY	0.48	243,297	\$219,967	\$21,897	10.0	0%	1.11
MAPLE RIDGE ELEMENTARY	0.58	120,238	\$111,548	\$10,821	10.3	75%	1.08
ARTHUR PEAKE CENTRE	0.77	21,161	\$19,797	\$1,904	10.4	100%	1.07
ALOUPETTE ELEMENTARY	0.51	97,399	\$94,866	\$8,766	10.8	90%	1.03
BLUE MOUNTAIN ELEMENTARY	0.66	58,362	\$57,668	\$5,253	11.0	0%	1.01
HAMMOND ELEMENTARY	0.47	69,261	\$69,142	\$6,233	11.1	0%	1.00
DEO (District Education Office)	1.1	97,485	\$97,397	\$8,774	11.1	85%	1.00
ERIC LANGTON ELEMENTARY	0.71	87,190	\$88,108	\$7,847	11.2	85%	0.99
PITT MEADOWS ELEMENTARY	0.62	90,675	\$92,357	\$8,161	11.3	95%	0.98
PITT MEADOWS SECONDARY	0.57	279,370	\$287,463	\$25,143	11.4	85%	0.97
DISTRICT MAINTENANCE BUILDING	1.14	33,548	\$35,399	\$3,019	11.7	0%	0.95
ALEXANDER ROBINSON ELEMENTARY	0.41	60,219	\$63,727	\$5,420	11.8	0%	0.94
GARIBALDI SECONDARY	0.71	195,749	\$208,545	\$17,617	11.8	0%	0.94
HIGHLAND PARK ELEMENTARY	0.61	47,256	\$51,278	\$4,253	12.1	0%	0.92
WHONNOCK ELEMENTARY	0.45	51,093	\$56,282	\$4,598	12.2	0%	0.91
KANAKA CREEK ELEMENTARY	0.5	113,414	\$125,084	\$10,207	12.3	0%	0.91
GOLDEN EARS ELEMENTARY	0.41	67,657	\$75,595	\$6,089	12.4	0%	0.89
LAITY VIEW ELEMENTARY	0.52	97,798	\$110,365	\$8,802	12.5	80%	0.89
GLENWOOD ELEMENTARY	0.46	79,272	\$89,600	\$7,134	12.6	40%	0.88
RIVERSIDE CENTRE	0.57	99,579	\$115,430	\$8,962	12.9	80%	0.86
MAPLE RIDGE SECONDARY	0.68	251,086	\$298,368	\$22,598	13.2	15%	0.84
ALBION ELEMENTARY	0.65	103,747	\$131,422	\$9,337	14.1	80%	0.79
FAIRVIEW ELEMENTARY	0.51	80,110	\$104,939	\$7,210	14.6	90%	0.76
MAPLE RIDGE ANNEX	0.62	66,651	\$91,757	\$5,999	15.3	85%	0.73
HARRY HOOGUE ELEMENTARY	0.56	89,855	\$123,777	\$8,087	15.3	95%	0.73
WEBSTER'S CORNER ELEMENTARY	0.63	42,137	\$55,611	\$3,792	14.7	0%	0.76
SOUTH LILLOOET CENTRE (Est. sq.ft)		14,604	\$21,258	\$1,314	16.2	100%	0.69
ALOUPETTE RIVER CAMPUS	1.07	5,247	\$21,854	\$472	46.3	0%	0.24
JAMES BEST CENTRE (Maint. Shop Old)	0.64	1,904	\$14,943	\$171	87.2	95%	0.13



Maple Ridge - Pitt Meadows School District No. 42

22225 Brown Avenue  
Maple Ridge, BC  
V2X 8N6



**ITEM 8**

To: **Board of Education**

From: Education Committee

Re: **BOARD AUTHORIZED APPROVED COURSES:** Date: March 25, 2015  
**COMMUNITY SERVICE LEARNING 12** (Public Board Meeting)  
**FITNESS AND CONDITIONING 12**

**Decisions**

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**BACKGROUND/RATIONALE:**

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

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

- Community Service Learning 12 (Attachment A)
- Fitness and Conditioning 12 (Attachment B)

**RECOMMENDATION:**

**That the Board approve the following Board Authorized Approved Courses:**

**Community Service Learning 12**  
**Fitness and Conditioning 12**

Attachments

## BAA COMMUNITY SERVICE LEARNING 12 • Framework

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**District Name:** Maple Ridge • Pitt Meadows

**District Number:** SD42

**Developed by:** Penny Griffin

**Date Developed:** February 2015

**School Name:** Pitt Meadows Secondary School

**Principal's Name:** Mike Keenan

**Board/Authority Approval Date:** \_\_\_\_\_

**Board/Authority Signature:** \_\_\_\_\_

**Course Name:** Community Service Learning

**Grade Level of Course:** 12

**Number of Course Credits:** 4 (100 hours completed) or 2 (50 hours completed)

**Number of Hours of Instruction:** 20 classroom/100 community

### Prerequisite(s)

This course has been developed for the student who:

- Has volunteered 100 hours of community service;
- Has participated in several community service placements rather than one concentrated placement related to a particular job/career (e.g. as required for Work Experience credit).

### Special Training, Facilities or Equipment Required

None / Teachers should:

- Be able to distinguish between Work Experience/Career Prep programs and Community Service.
- Have contacts in community who offer volunteer service opportunities.
- Have management skills to track students and student's service hours over an extended period.
- Be able to distinguish between authentic opportunities that provide a safe working environment.

### Course Synopsis

The course is designed / intended to:

- Provide students with a connection to the community, which will gain importance once they leave the secondary setting.
- Develop leadership skills, such as taking initiative to be active members of their community.
- Acquire employability skills (fundamental, personal managements, and teamwork) in a variety of settings not necessarily related to a specific occupation or career.

- Help students transition to life beyond secondary school in a 'real workplace' setting; understand the similarities and differences in behaviour standards between the workplace and school (consequences for unexcused absences, tardiness, inappropriate dress).
- Provide students with an abundance of opportunities to prove community leadership, and in turn provide experience necessary when applying for many post secondary programs (such as UBC Personal Profile), scholarships and bursaries.
- Provide service to the community in which our schools are located, especially in times when community organizations are stretched for resources and need volunteers to survive. Assist in increasing the school's profile in the community and the interdependency therein.

#### **Rationale:**

In preparing for the transition from high-school, many students have difficulty deciding on a career goal and need an opportunity to develop employability skills and connection to one's community. Such skill experience is different than a Work Experience placement based on "participation, observation or learning about the performance of tasks and responsibilities related to an occupation or career" (Work Experience Definition Manual, p.3). A course centering on developing volunteer skills and experience will allow students to safely volunteer in their community under supervision. Students will be exposed to a variety of situations (face painting, running concessions, river clean, coaching, reffing, tutoring, teaching, physically setting up community events, sitting on safer cities communities, fund raising), encouraging a variety of network connections and the building of personal skills such as being adaptable and assertive. They will need to observe, interpret, and question each new experience.

WorkBC's Employment Program of British Columbia (EPBC) has highlighted the connection between community attachment and employability in their Action Plan [[http://www.gov.bc.ca/meia/online\\_resource/employment\\_programs\\_and\\_community\\_services/epbc/policy.html](http://www.gov.bc.ca/meia/online_resource/employment_programs_and_community_services/epbc/policy.html)]:

For some clients, achieving employment may be a long-term goal. These clients can be supported to achieve community attachment when they are not yet ready or able to achieve employment.

BC Employment and Assistance clients who are not employment obligated and who are not yet able to achieve employment can be supported in achieving community attachment. Clients who achieve a community attachment outcome will also be encouraged to return to the EPBC as soon as they have achieved a higher level of employment readiness and are ready and able to work towards labour market attachment.

The student may begin accumulating community service hours in grade 10, and add additional hours in grades 11 and 12. By the end of the student's grade 12 year, they may have participated in several community service placements with an average placement being four hours. Community Service Learning would allow a student to accumulate hours, rather than one concentrated placement tied to a particular job/career (e.g. Work Experience). The course would be added to a student's timetable in their grade 12 year; their grade 12 resume and report would reflect on all his/her experiences over the previous three years.

**Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	<b>Pre-training</b> Preparing for a placement – workplace safety/etiquette/resume/cover letter/interviewing.	5 hrs
Unit 2	<b>On-Going Program Review</b> Meeting with Community Services teacher for program review once a reporting period (gr. 10, 11 or 12).	4 hrs
Unit 3	Combination of <b>volunteer placements</b> (grades 10-12).	100 hrs
Unit 4	Evaluation of experience (student and community sponsor).	1 hr
Unit 5	Written Responses: ✓ Report on different jobs/ hours/ skills acquired. ✓ Resume updated – including positions and employability skills acquired. ✓ Personal Profile – <i>if applying for scholarships/bursaries/post secondary</i>	10 hrs
<b>Total Hours</b>		120

**Unit/Topic/Module Descriptions:****Unit 1: Pre-training**

- Safety orientation presentations completed by guest speaker and/or class teacher.
- Work place etiquette presentations completed by guest speaker and/or class teacher
- Resume, cover letter, and interview skills presentations completed by guest speaker and/or class teacher.

**Unit 2: On-going program review**

- Constant update of placements available.
- Regular update of placements completed (make sure hours are verified and recorded).
- Collecting records as placements completed – tasks completed and employability skills acquired.

**Unit 3: Performing volunteer service**

- Volunteer /Workplace agreements would need to be in place for insurance coverage.
- Student attends placements.



#### Unit 4: Evaluations

- To be completed by the student, a rubric of exceeding, meeting, minimally meeting, not meeting expectations. Sample topics:

##### **Communication**

1. Listening skills (ability to listen and follow directions)
2. Verbal communication skills (ability to communicate orally with others)
3. Written communication skills (ability to write effectively)
4. Reading comprehension (ability to read and understand written materials)
5. Use of Technology (ability to use the technology of the business and make appropriate decisions while using it)

##### **Personal Attributes**

1. Interest and enthusiasm (asks questions, cheerful, friendly)
2. Attendance (arranges appointments outside of "work"; contacts employer when ill)
3. Punctuality (arrives early at the workplace)
4. Grooming and dress (appropriate for the workplace)
5. Critical thinking (ability to evaluate situations, solve problems and make decisions)

##### **Work Habits**

1. Willingness to learn and participate (demonstrates a positive attitude towards learning and an enthusiasm towards work)
2. Responsible & reliable (demonstrates a serious attitude and completes tasks on time)
3. Industrious (works hard on assigned tasks, shows energy and persistence to get the job done)
4. Initiative (offers to do extra work, works well without supervision)
5. Personal ethics and respect for others (is honest, sensitive, and considerate, respects the confidential nature of the business conducted in the workplace)
6. Teamwork (is cooperative, works well with others and shares the workload)
7. Flexibility/adaptability (is willing to try a new approach and accept constructive criticism)
8. Accuracy (is serious about ensuring that work is done correctly)

##### **Overall Work Performance:**

Do you think your sponsor's evaluation was fair and accurate? Explain. Comment on differences between the sponsor's evaluation and your self-evaluation?

- A check-list (form) to be completed by the sponsor of community event/program/association; a rubric of exceeding, meeting, minimally meeting, not meeting expectations. Sample topics:

##### **The student:**

- ✓ shows a positive attitude and is enthusiastic to learn and participate
- ✓ shows a willingness to take initiative
- ✓ is cooperative and works well with others
- ✓ is sensitive and considerate towards others
- ✓ is honest and respects confidentiality
- ✓ accepts constructive criticism and changes behaviour accordingly
- ✓ is attentive, listens and follows directions
- ✓ speaks clearly and audibly
- ✓ asks appropriate questions, and can articulate thoughts or ideas
- ✓ writes clearly and concisely with few errors
- ✓ shows an ability to concentrate on the tasks assigned
- ✓ completes projects and assignments accurately and within time lines
- ✓ is able to use the technology specific to the workplace
- ✓ is dressed and groomed appropriately for the job
- ✓ observes the safety rules and regulations
- ✓ abides by policies related to break times and hours of work
- ✓ makes a positive contribution to the workplace / community

## Unit 5: Written Responses:

### 1. Report (*sample items*)

#### Community Services Summary

- Clearly indicate all placements and the total hours worked
- Using the “Employability Skills 2000+” choose at least 4 transferable skills you acquired during your volunteer experience. Give examples of how these skills were used.
- Discuss any problem you observed or experienced, how the issue was resolved and how it compares to problem solving at school
- Give examples of safe work procedures that you employed
- Analyze how teamwork contributed to the success of the work experience
- Discuss how teamwork helped in the job placement
- Discuss how teamwork affected the productivity at the work site
- Discuss how you showed initiative or how you were “proactive” while you were at your volunteer site
- Explain why you would or wouldn’t recommend your placement to another student
- Describe how your volunteer experience placement has been a benefit to you and your career goals

### 2. Updated Resume

- Professional resume and the end of grade 12, show growth from Planning 10 resume
- What additional volunteer experience have been added, and specific employability skills, plus community references

### 3. Personal Profile

(Example taken from UBC criteria, though common with most post-secondary):

*Applicants to UBC are evaluated on a broad range of criteria. And while UBC is looking for academically strong students, we also want to know if you possess additional attributes that will contribute to your success as a student.*

*In the Personal Profile section, you’ll have an opportunity to tell UBC a little more about yourself and your experiences – both inside and outside the classroom. Each topic should be anywhere from 50 to 200 words.*

- *Leadership/group contributions – e.g. student government experience, community involvement, family responsibilities*
- *Academic achievement*
- *Sport involvement*
- *Creative and performing arts*
- *Work experience*
- *Volunteer experience and service to others*

#### Instructional Component:

- Direct instruction for workplace safety, etiquette, resume, cover letter, interview skills, and preparing a personal profile.
- Direct communication of available placements
- Student’s initiative in finding volunteer placements (though they would need to be approved by teacher for authenticity and safety).
- Sponsor’s evaluation
- Student’s self-evaluation

#### Assessment Component:

- ☐ 80% Completion of Community Service hours
- ☐ 10% Written responses (report/resume/cover letter/profile)
- ☐ 5% Sponsor’s evaluations
- ☐ 5% Self-evaluations

**Learning Resources:**

- Career Centre Staff
- Planning 10 Teacher
- Grad Transitions 12 Teacher
- Career Centre Website
- Grad Transitions 12 Website

**Additional Information:**

Smaller communities, particularly those with one high school, have unique situations:

- Our physical community is small with most adults working outside of the community. Therefore we have fewer businesses to provide traditional Work Experience opportunities. To give our students the opportunity to acquire employability skills, we have reached out the local community services and our feeder elementary school to provide volunteer placements for our students.
- The Career and Counselling Department have taken a team approach. It is never one teacher working in isolation, but a department that sees the big picture - transitioning students from high school to life beyond. It is common practice for the Work Experience teacher and the counsellors to visit and guest teach in the Planning 10 classes and Grad Transitions classes. Community Service Learning 12 would build upon those skills presented and developed in Planning 10 and Grad Transitions 12. Similar to Work Experience, this course would be offered outside the timetable. It would be the responsibility of the teacher to connect with the student on an ongoing basis to monitor progress.
- Group training sessions, including pre-training and skill development, would be provided early in September and throughout the year at scheduled times, such as the first Wednesday each month after school.

**BAA FITNESS AND CONDITIONING 12 • Framework**

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**District Name:** Maple Ridge • Pitt Meadows

**District Number:** SD42

**Developed by:** Mr. Matthew Mikes

**Date Developed:** February 2015

**School Name:** Pitt Meadows Secondary School

**Principal's Name:** Mike Keenan

**Board/Authority Approval Date:** \_\_\_\_\_

**Board/Authority Signature:** \_\_\_\_\_

**Course Name:** Fitness and Conditioning

**Grade Level of Course:** 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):**

This course has been developed for the student who:

- Has an interest in maintaining/improving overall physical health.
- Enjoys an individual and intrinsically motivated approach to physical well-being.
- Would like to increase fitness levels both physically and mentally.
- Would like to increase awareness towards physical activity outside the school environment.

**Special Training, Facilities or Equipment Required:**

School weight room, small gym, exercise mats, skipping ropes, olympic rings, medicine balls, TV, dvd player, projector, ipad, stereo system, community recreation resources, specialists, and outdoor facilities.

**Course Synopsis:**

This year-long course is available to students in grades 11-12. With constantly varied, high-intensity functional movements, fitness and conditioning is a training philosophy that coaches people of all shapes and sizes to gain understanding and experience in order to improve physical well-being and cardiovascular fitness in a hard-core, yet accepting and encouraging environment. Fitness and conditioning is “the spot of fitness.” Students will learn how to train for cardiovascular/respiratory endurance, stamina, strength, flexibility, power, speed, agility, balance, coordination, and accuracy. Students will gain knowledge about muscles involved during training activities. Fitness safety issues and health concerns will be taught. Individual fitness and nutritional programs will be developed. Goal setting will be introduced with emphasis on the FITT principle. Workout routines will continually assess a different aspect of functional strength or conditioning. Rather than specializing in one particular area, the aim will be for individuals to progress towards the conditioning a healthy body, which has greater capacity and endurance in a variety of fitness activities.

**Rationale:**

Health and physical activity are important aspects of adolescent development. While team sports are not meaningful for all young people, this fitness course encourages each student to enjoy being physically active, and safely train without competing or playing on a team. Further, the course teaches youth in our community that life-long fitness and good health can be financially free and easily attainable. Students will have opportunities to develop knowledge, skills, and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live an active and healthy lifestyle.

**Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	Foundation of Fitness and Conditioning Science of Fitness and Internal Health	3hours (on-going)
Unit 2	Facility Introduction	1.5 hours
Unit 3	Exploration for Personalized Learning- Fitness and Conditioning Activities <ul style="list-style-type: none"> <li>○ Weight training</li> <li>○ Cardiovascular training</li> <li>○ Cross training</li> <li>○ Circuit training</li> <li>○ Yoga</li> <li>○ Pilates</li> <li>○ Fitness applications for your smartphones</li> <li>○ Nutrition</li> <li>○ Stress Management and Wellness</li> </ul>	13 hours (on-going)
Unit 4	Individual Program Development	3 hours (on-going)
Unit 5	Individual Daily Fitness training for cardiovascular/ respiratory endurance, stamina, strength, flexibility, power, speed, agility, balance, coordination, and accuracy	86.5 hours (on-going)
Unit 6	Lifelong Fitness Activity (outside the classroom -- field trips and guest speakers)	13 hours
<b>Total Hours</b>		<b>120</b>

## Unit/Topic/Module Descriptions

**Curriculum Organizers for each unit will include active learning, movement, personal behaviours & safety, leadership and community involvement. It is expected that students will:**

Active learning	Movement
<ul style="list-style-type: none"> <li>• Understand the principles and concepts that support active living.</li> <li>• Develop a positive attitude toward active living in the pursuit of lifelong health and well-being.</li> <li>• Design and implement plans for balanced healthy living including: nutrition, exercise, rest, work.</li> <li>• Demonstrate an understanding of the factors that affect the choice of physical activity throughout life including: age, gender, time, culture, environment.</li> <li>• Describe strategies for stress management and relaxation.</li> <li>• Adapt physical activities to minimize environmental impact.</li> <li>• Design and implement coaching plans for exercise programs that apply the principles of training (progression, overload, specificity).</li> <li>• Demonstrate an understanding of how the cardiovascular, muscular, and skeletal systems relate to human motor performance.</li> <li>• Evaluate the influence of consumerism and professional athletics on personal perception of body image.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate efficient and effective movement skills and concepts in a variety of movement categories.</li> <li>• Demonstrate efficient and effective body mechanics.</li> <li>• Develop and maintain a personal functional level of physical fitness.</li> <li>• Demonstrate a personal functional level of competence in a selection of activity-specific motor skills.</li> <li>• Plan and participate safely in a variety of activities and environments.</li> <li>• Apply the elements of movement to a variety of activities.</li> <li>• Analyse the components of skill performance.</li> <li>• Apply understanding of body mechanics (balance, motion, force, levers, buoyancy) to improve performance and the performance of others.</li> </ul>
Leadership and Community Involvement (Social Responsibility)	Personal Behaviours and Safety Practices
<ul style="list-style-type: none"> <li>• Develop intellectual skills through participation.</li> <li>• Identify and use appropriate technology when solving problems involving physical activity.</li> <li>• Demonstrate an understanding of the attributes required to pursue careers related to physical activity.</li> <li>• Describe and demonstrate qualities and problem-solving strategies required for leadership related to physical activity and recreation.</li> <li>• Select and apply problem-solving strategies when planning and leading others in specific activities.</li> <li>• Select appropriate community-based recreational and alternative-environment opportunities to develop a personal functional level of physical fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive personal and social behaviours and interpersonal relationships.</li> <li>• Apply appropriate rules, routines, procedures, and safety practices in a variety of activities and environments.</li> <li>• Demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds.</li> <li>• Express self-respect and self-confidence while involved in physical activities.</li> <li>• Communicate an understanding of the prevention and treatment of athletic injuries.</li> <li>• Apply etiquette and fair play in a variety of roles, including performer, coach, official, observer.</li> </ul>

## **UNIT 1: Foundation of Fitness and Conditioning**

### **Overview:**

Students will become knowledgeable of steps to successful goal attainment using the SMART principle (Specific, Measureable, Attainable, Realistic, Time-based). They will begin by setting short-term goals leading towards long-term goals. Students will gain an understanding of the importance towards warm-up and cool-down activities, as well as the benefits of proper nutrition, hydration, and mental health. Students will develop an athlete package containing:

- Personal fitness goals
- Water/nutrition goals
- Development Portfolio (pictures/video/daily work-out diary)

## **UNIT 2: Facility Introduction**

### **Overview:**

Students will become familiar with equipment available, how to utilize that equipment, and general expectations of the class. In order for students to effectively create a program to suit personal needs and wants, they must be aware of what is available to them. Students will use available facilities to develop a fitness plan for the purpose of achieving fitness and lifestyle goals.

## **UNIT 3: Exploration for Personalized Learning - Fitness and Conditioning Activities**

### **Overview:**

Students will explore different methods of fitness through experiential learning. By experiencing different fitness methods, students will be able to make educated decisions about what will help them reach goals and discover fitness preferences. Alternatives will keep students interested and provide a variety of routines, keeping them on task and motivated.

- *Additional student expectations:*
  - Demonstrate an understanding of the processes needed to co-ordinate events and programs in the school and community.
  - Demonstrate knowledge and skills required by recommended certification programs in selected areas related to physical activity.
  - Identify and describe the benefits of service and volunteer work in the school and community.

## **UNIT 4: Individual Program Development**

### **Overview:**

Students will use knowledge and experience gained from prior units to refine a fitness program geared toward individual goals. Through group discussion, teacher instruction, and peer mentorship, students will complete a fitness and lifestyle plan of action. Programs will be discussed and modified with partner input and then again with the instructor. Students will be expected to have a program ready to implement that will guide them towards achieving individual goals.

## **UNIT 5: Individual Daily Fitness Training**

### **Overview:**

Students will implement individual fitness programs. The programs and goals will be re-evaluated as fitness levels and goals are being achieved. Students will constantly make new short and long-term goals and re-evaluate programs accordingly, including the effectiveness of programs and goals. Students will document progress and challenges through journal entries and workout logs.

## **UNIT 6: Life-long Fitness Activity (outside the classroom)**

### **Overview:**

**Students** will examine different fitness resources available within the community. Students will research a variety of fitness mediums in the community and programs for strength and conditioning. Students are required to participate in a community fitness class or program and share information gathered with the class. At the conclusion of the course, students will have a comprehensive resource to reflect upon. The focus of this unit is on continuing fitness programs after graduation and into adulthood.

- *Additional student expectations:*
  - Demonstrate a willingness to use community-based recreational and alternative-environment opportunities to develop a personal function level of physical fitness.
  - Research an activity that suits his/her individual fitness program.

### **Instructional Component:**

- Direct instruction
- Indirect instruction
- Interactive instruction
- Modeling
- Partner training
- Video instruction
- Peer motivation
- Group work
- Goal analysis/re-analysis
- Journal communication/fitness log
- Question/answer

### **Assessment Component:**

- Eighty percent (80%) of student grade will be based on self evaluation/teacher evaluation of preparation, attendance, participation, respect and leadership. The course is mainly participation based.
- Twenty percent (20%) of the grade will be based on completion of daily fitness journals, goal setting assignments, nutritional assignments, and field trip feedback assignments.

### **Learning Resources:**

Class based materials developed by the teacher from university course work and other professional resources. P90X fitness DVD collection. Insanity fitness DVD collection. Online Fitness Applications-always developing.

### **Additional Information:**

This course is for any student who is interested in physical and mental health. In order to do well in other aspects of life, a person should be aware and knowledgeable of how to improve personal health and fitness.



# Student Self-Evaluation

Criteria	Accomplished 3	Acquired 2	Developing 1	Emerging 0	Day 1	Day 2	Day 3
<b>PERSONAL</b>	<b>Preparation for Active Learning</b>	Always comes prepared (e.g. strip).	Usually comes prepared. One no strip day.	Inconsistently comes prepared. Two no strip days.	Rarely comes prepared. Three or more no strip days.		
	<b>Attendance &amp; warm up/Cool Down</b>	On time for class. Full Participation in the warm up and cool down.	On time. May take time to engage in warm up/cool down.	On time. Slow to change, does not engage in a full warm up/cool down.	Missed class. late or left before the bell without explanation.		
	<b>Participation</b>	Always actively participates. Persists regardless of the circumstances.	Usually Participates. May need some encouragement when things are hard.	Inconsistent participation. Requires regular encouragement.	Rarely participates. Unmotivated and requires consistent encouragement.		
<b>SOCIAL</b>	<b>Respect</b>	Always demonstrates respect for all people and equipment.	Usually shows respect for all people and equipment. Takes responsibility for actions.	Unable to work productively unless with specific people. Reluctant to take responsibility for actions.	At times rude and disrespectful to others or equipment. Does not take responsibility for actions.		
	<b>Leadership</b>	Always a positive role model. Helps others. Seeks responsibly. Willing and able to act in a leadership role.	Usually a positive role model encourages others. Willingly takes responsibility when asked.	Accepts responsibility only if directed. Ignores others in need. Easily persuaded by peer pressure.	Unwilling to help or critical of others.		
Total							
Daily Percentage			<b>Good = 14 - 15</b> <b>Satisfactory = 12-13</b> <b>Not Satisfactory = 0-11</b>	Work Habit			
0=I did nothing  10 = I'm exhausted, worked my hardest, and meet all expectations				Daily %			



**ITEM 9**

To: **Board of Education**

From: Superintendent  
Sylvia Russell  
Director of Instruction  
David Vandergugten

Re: **IT BUDGET REVIEW – QUARTERLY  
REVIEW REPORT**

Date: March 25, 2015  
(Public Board Meeting)

**Information**

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**BACKGROUND/RATIONALE:**

The Technology Department is committed to providing the public and the Board of Education with timely updates to the district's technology plan. These updates provide a transparent mechanism to share information on major project milestones and the associated technology hardware and infrastructure expenditures.

**RECOMMENDATION:**

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

Attachment

Attachment



## School District No. 42 IT Quarterly Review

March 2015

IT Quarterly Review

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## Introduction and Background

*“Students today expect to learn in an environment that mirrors their lives and their futures - one that seamlessly integrates today’s digital tools, accommodates a mobile lifestyle, and encourages collaboration and teamwork in physical and virtual spaces.”*

*Apple Classrooms of Tomorrow –Today*

On November 16, 2010 more than 200 parents, students, teachers, school administrators and community members participated in a forum for the purpose of helping shape the future direction of learning in Maple Ridge/Pitt Meadows School District. 750 responses were received and recorded. Among these questions was a one related to the structure of schooling and directly related to teaching and learning in technology.

The participants acted as a focus group providing the school district with innovative teaching & learning technology initiatives and ideas. These initiatives and ideas were based on real life experiences and the impact of suggested technology on the teachers and students.

Their feedback has become our touchstone as to what works or doesn’t work in the classroom and for future IT planning. Our IT strategic plan has focused on supporting the use of technology as a learning tool and is an integral part of the learning process.

School District No. 42 IT initiative support the emphasis toward moving to a more **“personalized”** and responsive educational approach and strives to prepare students for the future where information is growing exponentially and students as problem solvers and effective collaborators are the new baseline.

This report presents extensive information regarding current and future projects, student achievement data related to current educational technology initiatives as well as a detailed section on performance management within the IT organization.

## IT Department

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

- Providing strategic direction regarding information management practices within SD42
- Supporting educational initiatives for student learning;
- Supporting the educational functions of the district;
- Coordinating the implementation of effective and efficient information management practices within the district;
- Interpreting the needs, wants and desires of member business units and translating those into priority IT initiatives;
- Ensuring that IT policies and investments are aligned with business and educational priorities across the school district;
- Ensuring that projects and initiatives are aligned to deliver:
  - information and technology policies

- educational support
- procedures, and services;
- Leveraging the best value from current information technology investments;
- Overseeing the design, installation, implementation, operation, maintenance, and support of all computer based information systems of SD42;
- Providing and maintaining a reliable LAN/WAN within the district and establishing connectivity to the internet and outside online resources;
- Maintaining data integrity within the school district;
- Overseeing security and data management in accordance with provincial parameters.

## Strategic Alignment

Following consultation with a reflective sample of the majority of stakeholders, the Information Technology department developed a strategic plan “<http://www1.sd42.ca/it-strategic-plan>” that aligned the department’s functions and activities with the SD42 strategic plan. The SD42 Roadmap to Excellence lists the following IT main functions:

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

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

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

Once completed, the IT strategic plan was imbedded in all IT operations and capital expenditures. Throughout this report, stakeholders will be updated on the progress of the implementation of the IT strategic plan to further support teaching and learning in School District 42.

## Value Delivery and Cost Optimization

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

### ***Standards and strategy for IT equipment purchasing include:***

- Continuing to standardize platforms for hardware, database and application development to further lower the total cost of ownership.
- Ensuring that all IT equipment standards are published on [www.sd42.ca/helpdesk](http://www.sd42.ca/helpdesk) to help guide our staff. Any unconventional purchasing requests require IT Manager Approval.
- Centralizing IT purchasing through the purchasing department. With the recent upgrades to the SRB financial system, work has started to create a standard catalogue of IT equipment that users can look up and order. These catalogues will be frequently updates to reflect the IT nature and environment.
- Choosing platforms that can be acquired from multiple vendors, improve availability of tools, and centralize integrated solutions.

- Identifying opportunities to improve service levels through hardware and data redundancy. This includes the use of storage area networks (SAN) and database replication strategies to our disaster recovery site at THSS.

***Strategies for managing desktop hardware and applications include:***

- Continuing to standardize and acquire “Tier I and II” microcomputers that are built to higher standards and have a life cycle of four years.
- Continuing to acquire Microsoft Software through our ERAC Campus Agreement.
- Instituting a formal software licensing tracking program.
- Reducing printing costs by developing and implementing print management strategies and by acquiring workgroup or departmental printers wherever possible.
- Continuing the effort to use remote management tools when possible.

***Strategies for managing network architecture and web resources include:***

- Continuing to monitor and ensure balance regarding application needs, and the Internet backbone.
- Monitoring technology evolution effectively improving network throughput in our school.
- Maintaining a model of security that protects against both external and internal threats.
- Evaluating and utilizing efficiencies in outsourcing where it lowers the total cost of ownership. This may be applicable in multiple aspects of Information Technology services such as Web resources, and software development.
- Building on application/web server infrastructure to accommodate increasing demand for web-based information services, both internally and externally.

## Resource Management

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

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



Assets	Refresh Cycle
Laptops	4 years
Phone systems	6 years
Servers	4 years
Wireless	6 years
Switches	10 years
iPads/iPods	4 years
Mobile devices (Phones)	3years

### IT Governance Policies:

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

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

### Approved Policies and Guidelines:

The current Board approved IT specific policies and guidelines are:

- Policy 5780: Information Technology and Communication Systems - Appropriate Use Policy
- Procedure 5780.1: Social Media Guidelines

### IT Education and Business Plan

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

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

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

### **Proposed Changes:**

IT is proposing the creation of a Technology advisory committee. This committee will review and make recommendations to senior staff regarding the IT plans and new IT projects and initiatives. The committee shall include representatives from both education and business. The Superintendent will set the terms of reference for the committee and appoint the committee members.

Consultation will take place in the coming months to create an IT advisory committee.

## IT Service Level Agreement with School District No. 42

The IT department was reorganized and centralized in an effort to adopt the ITIL model of Helpdesk. Technicians are now deployed based on the severity of the ticket and the time the ticket was submitted. In an effort to achieve this reorganization, the IT department has created a service catalogue of all the services it provides to the district. Each service was weighted based upon internal IT expertise and historical experiences.

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

## IT Services

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

## Current Supported Purchase List from IT

Hardware standards are an effective method of deploying and supporting information technology in the district. Deploying standardized hardware makes it easier to image/clone and troubleshoot the rigorously tested hardware. (<http://www1.sd42.ca/helpdesk-supported-hardware>)

## Current Service Levels

Due to the implementation of thorough hardware standards and efficient hardware support for the last 4 years, the yearly count of helpdesk tickets has dropped year after year. Other factors such as adoption of solid state hard drives, purchasing tier one laptops, and the trend to purchase tablets to replace old laptops in some departments has contributed to a drop in helpdesk tickets.

## Technology Investment Review

### Infrastructure

In the last 4 years, IT invested heavily in IT infrastructure initiatives. A budget was set up to ensure the continuity of our IT infrastructure services. Since then, and due to declining FTE population, this budget was severely reduced.

### Software

IT is focusing on centralizing software services, and engaging in a collective purchasing through ERAC. Last year, we added Adobe Suite to our school offering. We continue to partner with other school districts and ERAC when purchasing Microsoft Products "Microsoft Campus Agreement".

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

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

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

### Software – Apps

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

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

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

### Reading Fluency Program

For a complete list of supported application please visit our website at <http://schools.sd42.ca/ipod/apps-2/>

### Devices for Students

The District Reading Fluency Project and the District Inquiry Project supplies hardware for student use. Students are allowed to take the technology home in the inquiry program. The younger students involved in the reading project do not take the hardware home and these devices are shared with another class.

**School District No. 42 is planning to not provide hardware for students within three years.** The improvements in app deployment technologies in the coming years will allow the district to 'lend' apps to student owned devices no matter if they are Android, Apple or Windows based. School District No. 42 also believes that within three years the cost of devices will be significantly cheaper than they are today, which will allow many more families an opportunity to purchase a device. We do have plans for a hardship hardware pool that will ensure that all students receive a device when needed.

### Devices for Staff

In the last 4 years, we have focused on starting a four-year refresh Cycle for our laptops. It will be another 4 to 5 years before we will be able to achieve our objective. Budget allocation reductions will extend the refresh cycle for

laptops. Measures are taken to extend the life of some of our equipment by outfitting them with Solid State Hard drives and increasing internal memory.

Below is a count of the total Staff assets laptops.

Laptops total assets	989
Six years and older	479
Five years and older	510

## 2014-2015 Budget Reductions Impact

The IT budget reductions of 2014-2015 will have a direct impact on the Reading Fluency Program and SD42 Inquiry Project.

The \$24,000.00 reduction to the technology initiatives account will mean that there will be a significant slowdown to the further growth in the Reading Fluency Program for the 2014-15 school year. The educational initiatives accounts funded the iPad and iPod technology for this program.

The reduction of \$40,000 in the Inquiry Program's budget has had a direct impact to teacher training for the SD42 Inquiry Project. Many of the teacher training sessions have moved to after school. This change is significant because historically teachers were released during the day for this training. This reduction in training has already brought forward by the MRTA in their partner group budget report.

Proposed reductions to IT infrastructure budgets and Staff has had the following impact:

- The district has stopped purchasing projectors, document cameras, and smart boards. These purchases will be funded by schools and particularly by school PACs. This could create some have and have not technology schools.
- Teachers Laptop replacement program will be impacted. Some of our teachers are still using 6-9 year-old laptops. Our department will not be purchasing the yearly amount needed to reach a 4-year laptop replacement cycle. An estimated 500 laptops **will not** be replaced and will cost the district an increased amount of funds to keep alive.
- Phone systems in most of our secondary and elementary schools are old and need to be replaced. Last year we planned and upgraded WSS, AR, but we were forced to upgrades PMSS in the middle of the school year due to a general failure (old age symptom). These failures when they happen in the school calendar are very disruptive and create operational risks in our facilities. The latest PMSS unscheduled upgrade took us 2 months to upgrade the entire system.
- The network switching infrastructure refresh cycle will be extended. The original proposed refresh cycle for a switch is 8 years. With the proposed reductions, IT will extend the life of a switch to 10 years. If no additional funds are provided in the coming years, schools will be subject to more failures in this area potentially causing major outages in our network.
- Our server inventory at our elementary schools are old and out of warranty. To mitigate this issue, steps will be taken to purchase 2 standby servers. As we move from PLNET to PLNET 2, the need to have these servers at the school level will diminish. Services and resources will be pulled back to DEO for better and more updated services. It is our hope, that SD42 will be an early adopter of PLNET 2 to mitigate this risk.

## Technology Project Plan progress report for 2014-2015

**Note: Job action had a significant impact on many of the summer 2014 summer projects. Other projects are scheduled for regular school break to minimize outage impacts to schools.**

CATEGORY	PROJECT	TIMELINE	STATUS
Networking and Hardware Infrastructure			
	Hammond Switch Upgrade	Summer	Completed
	Edith McDermott Switch Upgrade	Summer	Completed
	Alexander Robinson Switch Upgrade	Summer	Postponed to next year
	Hammond Network Cabling Upgrade	Summer	Completed
	Edith McDermott Cabling Upgrade	Summer	Completed
	Pitt Meadows Secondary Cabling Upgrade	Summer	Not scheduled
	iPad Density Wireless Coverage Re-Adjustment	Fall/Winter	Ongoing
	Hammond Wireless Upgrade	Summer	Completed
	Highland Park Wireless Upgrade	Summer	Slated for Spring Break
	Webster's Corners Wireless Upgrade	Summer	Slated for Spring Break
	Whonnock Wireless Upgrade	Summer	Slated for Spring Break
	Whonnock Next Generation firewall deployment	Summer	Completed
	Webster's Corners Next Generation firewall deployment	Summer	Completed
	Edith McDermott Next Generation firewall deployment	Summer	Completed
	Highland Park Next Generation firewall deployment	Summer	Completed
	Direct Access VPN	Unscheduled	
	Wireless Security Update	Summer	Feb-March 2015
	DEO Network Re-Organization	Summer	Ongoing
	PLNet 2 Upgrade	Unscheduled	Scheduled for July-Aug 2015
Applications			
	IOS Application Deployment	Summer/Fall	In place
	Video Streaming @ Harry Hooge	Spring/Summer/Fall	In Progress
	Microsoft Virtual Machine Manager POC	Fall/Winter/Spring	Ongoing
	WebWork Migration	Fall/Winter	In Progress
	IT Helpdesk Upgrade	Fall/Winter/Spring	Postponed to next year
	SRB Upgrade Completion	Spring/Summer/Fall	In Progress
	New SRB Applications	Unscheduled	In Progress

CATEGORY	PROJECT	TIMELINE	STATUS
	SharePoint 2013 Migration	Summer/Fall/Winter	Completed
	SharePoint Document Imaging	Summer/Fall	
	SharePoint Team Sites deployment	Fall/Winter	In Progress End of Feb 2015
	SharePoint IEP site improvements	Summer/Fall	Done
	SharePoint Pro-D site improvements	Summer/Fall	In Progress, Microsoft is partially funding this project
	SharePoint Governance	Summer	
	List Serve automation	Fall/Winter	Complete
	WordPress Upgrades	Fall/Winter	Complete
	Lync 2013 Migration	Summer	In Progress
	Exchange 2013 Migration	Summer	Complete, Roll out in progress
	SCCM 2012 R2 Upgrade	Spring	Complete
	Student Landing Page	Unscheduled	In Progress
	Teacher Learning Commons	Unscheduled	In Progress
	Print Audit	Unscheduled	Done
	Office 365 Teacher Site Automation	Winter	In Progress
	Office 365 Student mail rules	Summer	Summer
	Google Apps	Summer	September Rollout
	Apple IDs for students	Summer	Done
	Parent Portal grade 8 registration	Spring/Summer	Done
	Parent Portal Bussing	Summer/Fall	Done
	MyEdBC	Fall/Winter/Spring	In Progress, Roll out in July/Aug
Phones	Phone Systems		
	Hammond	Fall/Winter	In Progress
	District Education Office	Summer	In Progress
	Pitt Meadows Elementary	Fall/Winter	Complete
	Edith McDermott	Fall/Winter	Not scheduled
Systems	Deployment and Systems Refresh		
	iPad Deployment	Summer/Fall	Completed
	UPS Upgrades	Fall/Winter/Spring	Not scheduled
	High school Servers refresh	Summer	In Progress
	Storage Area Network Refresh	Winter/Spring	In Progress
	Laptop refresh	Summer	Postponed to next year

CATEGORY	PROJECT	TIMELINE	STATUS
Training			
	Train Staff on SRB Applications	Summer/Fall/Winter/Spring	
	SharePoint Training Sessions	Fall/Winter/Spring	

## 2014-2015 IT Focus

The IT department will continue to target projects that positively impact teaching and learning initiatives. Major projects are underway to improve LAN/WAN connectivity (Next Generation Network Projects (NGN)) between our schools and the Internet. These improvements will allow the IT department to offer more reliable centralized web services. The project will be a major initiative requiring considerable IT resources. Major network re-designing is underway prior to the implementation phase (July-August).

Other initiatives such as *SharePoint 2013* and *Exchange 2013* deployments will offer our teaching staff a reliable and web-enabled server storage for up to 10 GB per user.

For the first time in our district's history, the IT department will be offering teachers and students a personalized landing page serving up online district resources tailored to each user group. This initiative has attracted the attention and support of *Microsoft Canada*, who have offered us the opportunity to shape the deployment of *SharePoint* in Education. *Microsoft* will be funding the creation of a deployment package based on the SD42 vision. The package will be tailored for education and will allow for a seamless flow of information between various stakeholders within a typical school district.

## MyEdBC IT Implementation and Support

Starting this spring, our IT department will be deeply involved in the deployment and training of our staff on *MyEdBC* student Information system (SIS) initiative.

### Deployment Requirements

All major systems will need to be reconfigured to connect to the new SIS *MyEdBC*. These systems include the district wide library system (LS2), the *Exchange* email system, *MS SharePoint* and *Parent Portal*. Our analyst will be re-programming the *Parent Portal* to allow for proper student data extraction from *MyEdBC* to the portal itself.

Other affected systems such as the *SD42 Microsoft Active Domain Controller* will have to undergo extensive manipulation to extract student and staff data and the securities needed for the day-to-day operation of our district. This is just a sample of the work needed to align our internal systems with the new *MyEdBC* student information system.

### Training

The IT department will be involved in training and supporting teachers and staff. Our Level 1 *MyEdBC* support will be group training, trouble shooting, fielding questions from our staff and relaying global issues to the *Ministry of Education*. To ensure a smooth transition to the new system, our technicians will be deployed to verify web browsers and district hardware are compatible and up-to-date.

IT management is asking for approximately 500 laptops to replace antiquated hardware. The replacements will allow our staff to report, take attendance and undertake various other tasks using *MyEdBC*. If the request is accepted, our technicians will be busy imaging and moving data from old hardware to 500 new laptops and tablets.

Finally, IT management will be playing a pivotal role in supporting our key stakeholders (senior management, the project management team, and our principals) to allow for a successful transition to the new system.

## Portal Development and Support

Due to the severity of last year's budget cuts, the IT department was forced to lay-off project manager and *Parent Portal* developer and project manager. The decision had a significant impact on *Parent Portal* maintenance and development.

With the global adoption of the *Parent Portal*, departments such as International Education and Student Support Services are looking to embed their business flow within the portal modules. Unfortunately, IT will not be able to accommodate further development of the portal without proper in-house support.

Our IT department is unable to dedicate the time needed for portal maintenance or development, nor do our other analysts have the necessary expertise for such work.

## Pro-Forma Infrastructure Cost 2015-2018

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

Appropriate annual funding for infrastructure upgrades is part of a pro-active strategy to prevent outages and funding shortages at certain years. The current laptop funding shortage illustrates the need for a more proactive approach: the lack of proper annual funding has led to a critical need of a cash injection for upgrades to laptop computers in this district that are over 5 years old.

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

### Laptops

The laptop numbers and costs include devices used by teachers, administrators, DEO staff, Board and facilities staff.

SCHEDULE OF REPLACEMENT DEVICES REQUIRED BASED ON 4 YEAR REFRESH						
Laptops Fleet Age	<1yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs +
PC	486	32	157	106	66	486
Mac	36	0	0	0	106	36
Total Number	522	32	157	106	172	522
Total Cost	\$626,400	\$38,400	\$188,400	\$127,200	\$206,400	\$626,400



## Servers

Servers pro-forma estimate is based on services offered at this time. Any new services would require additional hardware resources.

Age of SD42 Servers Fleet	1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs+
Total Number	4	3	0	6	28	10

SERVER REPLACEMENT SCHEDULE						
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
	23	5	3	3	1	23
Total Yearly Cost	\$87,600	\$72,800	\$53,600	\$51,600	\$17,200	\$87,600

## Storage (SAN)

REPLACEMENT SCHEDULE OF ONLINE STORAGE (4 year refresh rate)						
Fiscal Year	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Number of storage hardware to be replaced	0	1	1	1	1	0
Cost		\$125,000	\$125,000	\$125,000	\$125,000	
Yearly Refresh Rate Cost	\$106,250	\$106,250	\$106,250	\$106,250	\$106,250	\$106,250

## Phone Systems

Age of SD42 Phones systems (Industry recommended refresh rate is 6 years)	<1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs + (18 are over 10 yrs old)
Total Number	2	2	2	2	0	22

PHONE SYSTEMS	
Total Site Number	30
TOTAL Cost of Replacement	\$505,000
Refresh Rate	4 years
Yearly Refresh Cost	\$126,250

## Wireless Systems

Age of SD42 wireless systems (Industry recommended refresh rate is 6 years)	<1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs +
Total Number	3	6	2	0	5	15

WIRELESS SYSTEMS	
Total Cost of Replacement	\$685,518
Refresh Rate	5 years
Yearly Refresh Cost	\$137,104

## Network Switches

Age of sd42 Switch Fleet (Industry Refresh rate is 6 years)	1 yr	2 yrs	3 yrs	4yrs	5yrs	6yrs + (The Majority are over 10 years old)
Total Number	21	2	4	2	2	146

NETWORK SWITCHES	
Total Cost of Replacement	\$374,085
Refresh Rate	6 years
Yearly Refresh Cost	\$62,347

## Estimated Annual Cost of Infrastructure Technology

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	Average
Laptops	\$630,000	\$217,000	\$127,200	\$188,400	\$38,400	\$630,000	\$305,167
Servers	\$70,700	\$70,700	\$70,700	\$70,700	\$70,700	\$70,700	\$70,700
Storage	\$106,250	\$106,250	\$106,250	\$106,250	\$106,250	\$106,250	\$106,250
Phone Systems	\$126,250	\$126,250	\$126,250	\$126,250	\$126,250	\$126,250	\$126,250
Switches	\$62,347	\$62,347	\$62,347	\$62,347	\$62,347	\$62,347	\$62,347
Wireless	\$137,104	\$137,104	\$137,104	\$137,104	\$137,104	\$137,104	\$137,104
Other IT Infrastructure	\$62,756	\$62,756	\$62,756	\$62,756	\$62,756	\$62,756	\$62,756
<b>Estimated Cost</b>	<b>\$1,195,407</b>	<b>\$782,407</b>	<b>\$692,607</b>	<b>\$753,807</b>	<b>\$603,807</b>	<b>\$1,195,407</b>	<b>\$870,574</b>
<b>Budget Allocation</b>	<b>\$367,253</b>	<b>\$367,253</b>	<b>\$367,253</b>	<b>\$367,253</b>	<b>\$367,253</b>	<b>\$367,253</b>	<b>\$367,253</b>
<b>Difference</b>	<b>\$828,154</b>	<b>\$415,154</b>	<b>\$325,354</b>	<b>\$386,554</b>	<b>\$236,554</b>	<b>\$828,154</b>	<b>\$503,321</b>

# An Update on the District Technology Five-Year Plan

2011-15

## Moving Towards Teaching for Tomorrow in SD42

\*\* UPDATES ARE IN GREY TEXT \*\*

### Moving Towards Teaching for Tomorrow in SD42

#### PD Development and Strategy

#### District Strategic Approach

- 5 staff (Learning for Tomorrow District Helping Teachers)
  - In June 2013 all but one Learning for Tomorrow District Helping Teacher were cut in the budget
- Online Learning Center / District Online Repository Project is complete, all schools and classroom have access to the below capabilities
  - Teacher-driven and created content
  - Online video hosting and sharing service for SD42 teachers
  - District-created content and licensed content
  - Access to media in every classroom
  - Online resources
  - District streaming video
  - District licensed video resources “including ERAC”
  - The online Helix Learning Centre was launched in September 2012 and now has a total of 1048 videos.
  - Video Content by Category:
    - Inquiry (276)
    - Licensed Content (388)
    - Professional Learning (54)
    - SD42 Lesson Sharing (14)
    - Share with the World (74)
    - Student Content (240)

#### Online Support

- IT Help Desk Support      Project complete
  - Remote desktop access      Project Complete
  - Ticket-driven helpdesk support for schools, away from individual tech per school      Implemented
  - Creation of IT knowledge base      Completed and undergoing continuous updates
  - Creation of Self Help IT Website for Teachers and Staff      Completed
  - Emergency Bulletins for IT Global Events      Implemented

#### Technology in the Classroom

We will continue to explore new technologies that will enhance teaching and learning in the classroom such as preliminary discussions with BC Ministry of Education to host a provincial iTunesU online educational system.

- We launched our own iTunesU Servers in September 2013 (One of only 2 in British Columbia) this site is now hosting courses for SD42 students and the world.

Continue to explore digital texts in the classroom

## Schools Elementary

### Current Initiatives & Directions

- 1-1 laptop inquiry program
  - Continue to explore how tablet technology could enhance inquiry learning
  - We now have iPads in most grade 6/7 classrooms and are actively engaged in Inquiry Learning on a daily basis.
  - Last year every elementary administrator participated in an Inquiry Program workshop. This workshop showcased a variety of ways that iPads and inquiry learning transforms the classroom and student learning experience.
  - We have moved all of our inquiry classrooms to iPads in September 2014
- Grade 3-4 iPod reading project
  - Continue to expand
  - There are now Thirty-five Grade 2, 3 and 4 classrooms in School District No. 42 that have a unique opportunity to use iPod Touches and iPad Minis within their classroom setting.
  - With district support, teachers have been able to integrate the use of iPods and iPads in their daily literacy teaching routines. These new tools allow teachers to observe how technology can be used to improve student learning and how it can improve reading fluency in particular. The specific goals of the project are to increase students' engagement in school, as well as increase their reading fluency and oral language abilities.
- District SmartBoard program
  - Continue to expand program with teachers that are involving 21<sup>st</sup> century skills in their classrooms
  - We have stopped purchasing SmartBoard since iOS devices with an Apple TV allows every student to have SmartBoard functionality at their own desk.
- Classroom and Labs
  - Continue to explore utilizing mobile and virtual terminal technology to enhance teaching and learning in our classrooms
  - We have stopped installing computer labs in elementary schools and have moved to mobile learning technologies.
- Student-responder handheld devices for formative assessment
  - We have stopped purchasing SmartBoard responders since iOS devices with an Apple TV allows every student to have SmartBoard functionality at their own desk using Web 2.0 tools.
- Expansion of Web 2.0 in the classroom
  - Continue to develop Moodle installation and SharePoint Department sites

### Initiatives & Directions

- Projectors & Audio in every classroom
  - In 2013/2014 budget, IT purchased and installed 100 projectors throughout our schools. This project is terminated to budget cuts.
- Mobile Carts “retire labs” Underway
- Expand handheld device usage in all grades
  - Underway
- Continued support for the teacher laptop technology initiative
  - IT department is funding this initiative. But due to budget cuts, the refresh cycle will be at a slower rate.
- HD video conferencing between classrooms, between schools, and between district and outside world
  - Project is complete
  - district -hosted document cloud sharing for our students and staff
    - Project is complete

### Secondary Schools

#### Current Initiatives & Directions

- 1-1 grade 8 - 9 student supplied laptop inquiry learning program to be extended to all secondary grades.
  - In progress, IT has outfitted all our schools with capable wireless coverage, and we are in the process of adopting PLNET 2 to increase internet and LAN access.
- 1-1 iPads in secondary grades
- Special Purpose Labs Expansion of Web 2.0 in the classroom
- Tablets for math teachers
  - Project done. This project will be extended to Science teachers.

#### Future Initiatives & Directions

- Projectors & audio in every classroom Progress was done, but due to budget cuts, projector purchasing will be shifted back to PAC/school funding model
- Expand handheld device usage in all grades in progress, IT infrastructure is available and capable to support this initiative.
- Continued support for the teacher laptop technology initiative In progress, but moving at a slower rate due to budget cuts
- Continue to explore social networking media integration in the classroom. Social Media guidelines was drafted and approved by the board of Education.
- Access to media in every classroom
  - online video resources Project complete
  - online district-created teaching materials Future project
  - district streaming video Project complete
  - district-licensed video resources “including ERAC”
  - The online Helix Learning Centre was launched in September 2012 and now has a total of 1048 videos.
  - Video Content by Category:
    - Inquiry (276)
    - Licensed Content (388)

- [Professional Learning](#) (54)
- [SD42 Lesson Sharing](#) (14)
- [Share with the World](#) (74)
- [Student Content](#) (240)
- HD Video conferencing between classrooms, between schools, and between district and outside world Project complete, Microsoft Lync and Office 365 is available to all our staff and students

## Teaching Staff

### Current Initiatives & Directions

- Continued support and expansion for the teacher laptop technology initiative
- Expansion of Web 2.0 in the classroom. All our Web 2 services are centralized and expanded. Work will continue to expand this area of services
- Continued emphasis on training staff to best practices in teaching and learning utilizing technology. IT department is more involved in training initiatives and best practices. More emphasis will be directed to this initiative.

### Future Initiatives & Directions

- District repository of teacher-created and recommended teaching materials.
  - The Helix video streaming server is fully operational
- Support and training for staff on harnessing the power of hand held technology in the teaching and learning environment. IT is a proponent of this initiative and will continue to support champion teachers with equipment and training.
- Licensing online content that is interactive and engaging that will supplement or replace traditional text books
  - Ongoing – Working with ERAC to licenses content at a Provincial level
- Support and training for staff to better utilize web2.0 tools and contents
  - Online training
    - Helix has 54 Teacher Professional Learning Video and 388 licensed content videos
  - Professional development opportunities
    - There have been many learning opportunities for teachers on district and school based learning days.
  - After-school sessions
    - Tech Tuesdays will be starting in September 2015
  - Continued support from District Helping Teachers
    - Most of these positions were cut in June 2013
  - Within school learning groups
- Continue to expand our district-owned library of e-texts and e-books
  - E-Texts have been licensed and are available in the District Online Library System

### Cloud Computing For Students

Office 365 project: Started September 2011, every SD42 student is provided with an e-mail account (20 GB capacity), 25 GB of cloud computing storage, and free access to a full Office Suite. Students and teachers will have the ability to collaborate, edit and share documents within pre-set groups.

Project Complete

### Wireless 2.0

Under the directions of SD42 executives, the IT Department has embarked on upgrading the first generation of wireless deployment to a more sophisticated and centrally controlled N capable, wireless technology. Our intent is to have all our schools with complete second generation coverage by the end of 2013. This investment in wireless infrastructure will allow students and staff access to online resources and tools.

Secondary Schools are outfitted with the state of the art wireless capabilities. Work is in progress to outfit Elementary schools.

Due to IT budget reductions 2014-2015, it is now anticipated that Wireless upgrades will move a slower than anticipated rate. This year 2015, IT will be upgrading 4 elementary schools.

### Access (WAN/LAN)

We have recently upgraded all our secondary schools to 100 MB. During the 2011/2012 all our elementary schools will be upgraded to a minimum of 10 MB WAN speed.

Our IT Department will continue to invest in upgrading our network infrastructure to be able to support bandwidth intensive products and services.

All of our secondary schools are 100MB capable. All of our elementary schools are 10MB capable. Focus will be on converting our WAN from legacy PLNET to Converged Edge PLNET 2 (NGN Project)

### Universal Access

Our vision is to enable universal access to district data and applications from within and outside district boundaries.

### Purchase Standardization

All IT related equipment purchases need to be standardized in collaboration with SD42 stakeholders. This standardization ensures compatibility with network infrastructure and standards. Selection of purchased products will be based on total cost of ownership for the life span of this product.

All IT procurements shall be obtained through the Purchasing Department and sanctioned by the IT Department.

Process is integrated within our district

### Disaster Recovery

The IT Department has embarked on a 3 year IT disaster plan in effort to make our DEO data center redundant in case of a natural or man-made disaster.

THSS was marked as a secondary location, but a permanent location will be identified based on seismic stability and technology accessibility.

As a phase one of the project, email services are now redundant. By the end of August 2012, School District 42 e-mail, website, and file services will be duplicated and redundant.

THSS is a fully redundant site to all our file systems, website, and email. Work is needed to re-locate to a different seismic area.

This summer, THSS will be outfitted with a 100Mb internet redundancy to support LAN/WAN failure.

Hardware load balancer are purchased to support the implementation.

## District Wide Educational IT Initiatives

### Inquiry in the Classroom

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

Two years ago we piloted iPads in five classrooms to explore how tablet technology could replace laptops for inquiry learning. We worked very closely with five teachers to understand their needs and provide them with hardware, infrastructure and support.

Last year every elementary administrator participated in an Inquiry Program workshop at the beginning of the year. This workshop showcased a variety of ways that iPads and inquiry learning transforms the classroom and student learning experience.

Inquiry-based learning in the classroom allows students to go deep into their learning, rather than staying at a superficial level. The many benefits to inquiry learning are:

- A Teacher's role turns into a coach and mentor, as students work collaboratively in groups.
- Students take ownership of their learning when they can choose their own projects.
- Project-based and inquiry-based learning gets away from compliance learning, which doesn't promote long-term retention.

One priority of the program is to connect students to resources that best meet their needs. The iPads facilitate changing practice to create a learning environment that helps ensure every individual can be successful at school.

The Inquiry Program (<http://schools.sd42.ca/inquiry/>) is centered around students developing the ability to work collaboratively on complex problems. Students and teachers work towards ensuring students have the ability to

- develop realistic plans
- utilize well-chosen technology tools for different purposes
- incorporate innovative ideas and procedures that are likely to make the project stand out
- develop effective strategies for evaluating specific types of information
- develop highly effective collaborative skills
- show flexibility and resourcefulness with real world experiences
- persist beyond the obvious "stock" solutions
- use powerful reasoning to critically solve problems
- create meaningful and memorable projects that have an impact on their audience
- thoughtfully consider the implications of their recommendations and actions
- use relatively sophisticated presentation tools effectively
- thoroughly and concisely understand and explain the background issues

Learning in the Inquiry Program is student centered. From students using a personal Apple ID on the iPad to weekly Genius Hour lessons, students have a large role in determining the content they are learning and the skills they are developing. This empowers students to self-assess and take ownership over their learning. Student learning is naturally cross-curricular and these cross curricular projects are supported with assessment tools and holistic reporting practices.



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

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

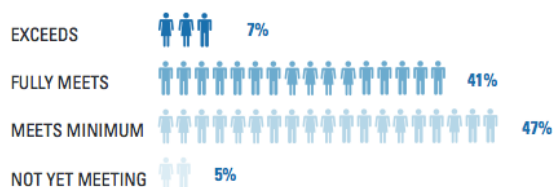
## Results

2009-2010 was the first year of the 21st century skills project; since then, we have further refined the program. A large focus has been on the development and testing out assessment materials for the creation of inquiry plans, processes of inquiry, and presentations of inquiry project results.

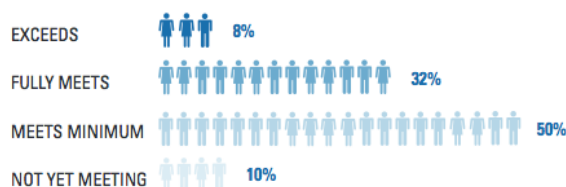
Assessment materials follow the BC Performance Standards pattern of using clearly established criteria to describe student achievement in terms of expectations (i.e. not yet meeting; meeting at minimal to moderate level; fully meeting; exceeding). Data from spring 2010 became our baseline and we we continue to collect data on all aspects of the program.

## Presenting an Inquiry: Component Ratings

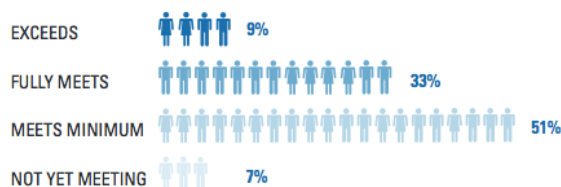
### OVERALL



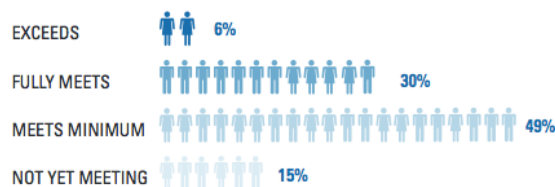
### UNDERSTANDING



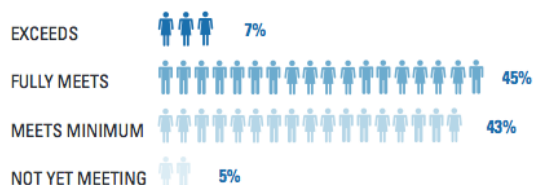
### INFORMATION



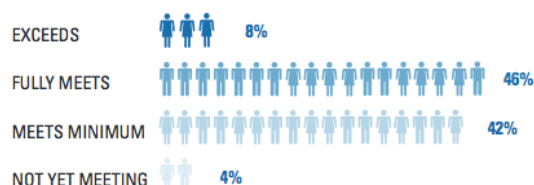
### REASONING



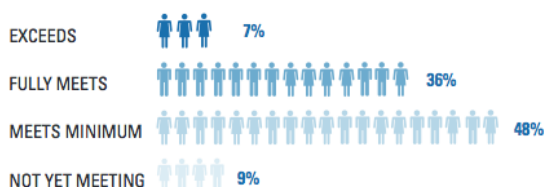
### TECHNOLOGY



### LANGUAGE AND IMAGINATION



### IMPACT



## IPad Reading Fluency Project

### Elementary Literacy: Thinking differently to improve learning

Literacy is a key area of competency that students must have in order to be successful after leaving our public school system. We are making progress in this area through different forms of Literacy Initiatives that involve 21st century literacies. Further, we have shown that targeted intervention that is literacy-specific can impact student success.

Thirty-five Grade 2, 3 and 4 classrooms in School District No. 42 have a unique opportunity to use iPod Touches and iPad Minis within their classroom setting.

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

Students digitally record reading samples, listen to literature recordings and interact with a variety of applications and resources. Student self-evaluation is key to the project. Students use the iPod or iPad to record themselves reading a variety of books and then listen to their voice memos to improve their fluency, accuracy, phrasing, smoothness and pace.

In October, teachers had students do minute-long recordings of themselves reading. Between the two fluency assessments (October / May), teachers worked with students with their iPods on a variety of activities designed to improve reading fluency. In May, students re-read and re-recorded the same passage, which by this time they hadn't seen in 7 months. Teachers were then able to carefully review and assess each of these recordings outside of class time.

## Results

For assessment, teachers used the Multidimensional Fluency Scale adapted from The Fluent Reader by Timothy Raninsk. The same document was also used to score the second recording in May. This consistency gave teachers added insight into the progress each student had made over the 7-month period.

In October 2012 17% of students in the project classes were not meeting the four dimensions of accuracy, phrasing, smoothness, and pace in reading. By April 2013, there were no students who were not meeting the expectations on the Multidimensional Fluency Scale.

\*\* Data from last year is not available because of job action.

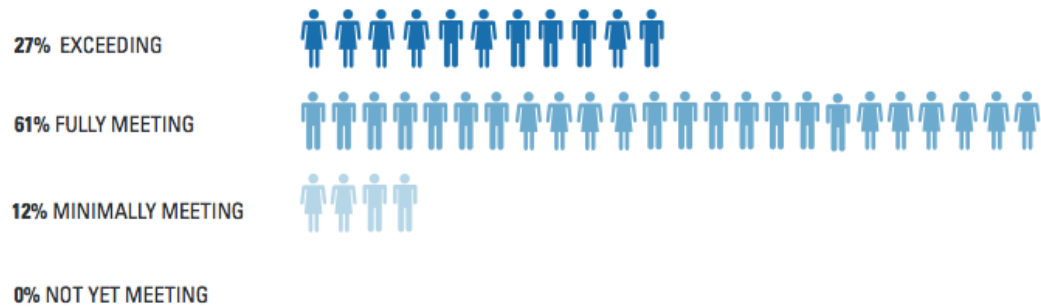
We have adjusted the areas of fluency this year to reflect Pace, Phrasing, Expression and Punctuation. We are also using the student's independent reading level. We believe this is the best way to capture where students are developmentally with their reading along with what reading fluency sounds like. The end of the year will be a passage at the student's new independent level. We will be able to track the gains students have made over the year as well as gauge how well students are able to transfer the skills gained by practicing fluency onto a new piece of text.

We are also at the beginning of creating a new literacy framework for the district and hope that we can embed the iOS devices into that so it may evolve to align more closely with that in the future.

## OCTOBER PERCENTAGES FOR 2012-13



## APRIL PERCENTAGES FOR 2012-13





**ITEM 10**

To: **Board of Education**

From: Superintendent  
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: March 25, 2015  
(Public Board Meeting)

**Information**

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**RECOMMENDATION:**

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



**ITEM 11**

**RECORD**  
**2014-2015**

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

**February 11, 2015**

Call to Order  
Motion of Exclusion  
Approval of Agenda  
Approval of January 28, 2015 Minutes  
Superintendent Information Items  
Trustee Report  
Question Period  
Adjournment

Meeting called to order at 3:50 p.m.  
Approved  
Approved as amended  
Approved  
Received for information  
Received for information  
Received for information  
Adjourned at 4:55 p.m.