

Wednesday, March 9, 2016
Time: 6:00 p.m.

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

"Education is the most powerful weapon which you can use to change the world" Nelson Mandela

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Correspondence
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 24, 2016 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*

1. Child Care Workers 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.*

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) 2016-2017 and 2017-2018 District School Calendars ITEM 4
 - b) Late French Immersion Program ITEM 5
 - c) My Education BC Update ITEM 6
3. Secretary Treasurer
 - a) South Albion Expropriation Notice Bylaw 2016 ITEM 7
 - b) Energy Management Plan Update ITEM 8
4. Board Committees
 - a) Budget
 - b) Finance
 - c) Board Policy Development
 - i. Policy 4204: Contingency Reserve ITEM 9
 - ii. Policy 8801: Course Challenge ITEM 10
 - d) Education

- i. Board Authorized Approved Courses ITEM 11
- ii. Youth Learning Community Pilot Program ITEM 12
- e) Aboriginal Education

G. INFORMATION ITEMS

- 1. Chairperson
- 2. Superintendent of Schools
 - a) Maple Ridge Elementary Early French Immersion Program Update ITEM 13
 - b) Superintendent's Update ITEM 14
- 3. Secretary Treasurer
- 4. Board Committees & Advisory Committee Reports
 - a) Finance
 - b) Budget
 - c) Board Policy Development
 - d) Education
 - e) Aboriginal Education
 - f) Inclusive Education
 - g) French Immersion Advisory
 - h) District Student Advisory
 - i) Round Table with Partners
 - j) Facilities Planning

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

- 1. BC School Trustees Association Provincial Council
 - a) BCSTA 2016/17 Budget Planning: Additional Opportunity to Provide Feedback ITEM 15
 - b) Board of Education Input to Annual Review of MOU between BCSTA and the Ministry of Education ITEM 16
- 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. 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 17

L. ADJOURNMENT



ITEM 1

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **OPENING PROCEDURES**

Date: March 9, 2016
(Public Board Meeting)

Information/Decision

1. *CALL TO ORDER*
2. *CORRESPONDENCE (Information Item)*
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.*



ITEM 2

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: March 9, 2016
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the February 24, 2016 Public Board Meeting be approved as circulated.

Attachment

IN ATTENDANCE:

BOARD MEMBERS:

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

STAFF:

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

ABSENT:

Trustee – Lisa Beare

A. OPENING PROCEDURES

1. Call to Order

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

2. Correspondence

Moved/Seconded

- Frank Lento, Chairperson, School District No. 5 (Southeast Kootenay)
- Bill MacFarlane, Chairperson, School District No. 19 (Revelstoke)
- Teri Ferworn, Chairperson, School District No. 20 (Kootenay-Columbia)
- Jonina Campbell, Chairperson, School District No. 40 (New Westminster)
- Susan Wilson, Chairperson, School District No. 72 (Campbell River)

THAT the Board receive all correspondence for information.

CARRIED

3. Approval of Agenda

THAT the Agenda be ordered as circulated.

CARRIED

4. Invitation for Public Input to matters on the Agenda

B. APPROVAL OF MINUTES

1. February 3, 2016

Moved/Seconded

THAT the Minutes of the February 3, 2016 Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

D. DELEGATIONS

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
3. Secretary Treasurer
4. Board Committees

a) Budget

i. 2015/16 Amended Annual Budget and Second Quarter Financial Update

The Secretary Treasurer presented the 2015/16 Amended Annual Budget and Second Quarter Financial Update including a summary of budget changes.

The Secretary Treasurer welcomed questions from the Trustees.

Moved/Seconded

THAT the Board approve the transfer of any unrestricted surplus for 2015/16 (currently estimated to be \$1.54 million) to Local Capital Reserve.

CARRIED

Moved/Seconded

THAT the Amended Budget Bylaw of the Board for the fiscal year 2015/16 be given three (3) readings at this meeting (vote must be unanimous).

CARRIED

Moved/Seconded

THAT the Board of Education of School District No.42 (Maple Ridge-Pitt Meadows) 2015/16 Amended Annual Budget Bylaw be:

- Read a first time on the 24th day of February, 2016;
- Read a second time on the 24th day of February, 2016;
- Read a third time, passed and adopted on the 24th day of February, 2016.

CARRIED

- b) Finance
- c) Board Policy Development
- d) Education Committee
- e) Aboriginal Education

G. INFORMATION ITEMS

-
1. Chairperson
 2. Superintendent of Schools

- a) Garibaldi Secondary School Fine Arts Program Review

Moved/Seconded

The Superintendent reported that on October 14, 2015 the Board of Education approved the Strategic Facilities Plan and directed staff to complete an in depth review of the viability of a Fine Arts Academy hosted at Garibaldi Secondary School.

The Principal and Vice Principal of Garibaldi Secondary School reported on two options, an Interdisciplinary Arts Academy Mini-School for Grades 8-12 and A Pathways Approach to Fine Arts.

The Superintendent reported that further research and consultation would be undertaken before a recommendation is brought to the Board on the most viable option for Garibaldi Secondary School.

THAT the Board receive the Garibaldi Secondary School Fine Arts Program Review for information.

CARRIED

- b) Superintendent's Update

Moved/Seconded

The Superintendent reported on the February 19th Curriculum Implementation Day, and activities in the elementary and secondary schools.

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

CARRIED

3. Secretary Treasurer
4. Board Committees & Advisory & Advisory Committee Reports
 - a) Finance
 - b) Budget
 - c) Board Policy Development

The Chairperson reported that the Board Policy Development Committee members had been invited to the February 29th Inclusive Education Committee meeting to discuss the draft Policy: Physical Restraint and Seclusion in Schools.

- d) Education
- e) Aboriginal Education

Trustee Carreras reported on the continued work with the Elders, new welcoming language to be used at public gatherings and a recent event at Maple Ridge Secondary School.

- f) Inclusive Education
- g) French Immersion Advisory

The Chairperson reported that student enrolment in both the early and late French immersion programs was discussed.

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

- i. Minutes of February 10, 2016

Moved/Seconded

Trustee Carreras requested an amendment to the February 10, 2016 Minutes.

THAT the Minutes of the February 10, 2016 Roundtable with Partners Meeting be received as amended.

CARRIED

- j) Facilities Planning

The Chairperson reported that there is an Open House scheduled to take place on February 25, 2016 at Samuel Robertson Technical School.

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

BC School Trustees Association Provincial Council

Trustee Clarkson, Trustee Carreras and the Chairperson reported on motions that were discussed at the BC School Trustees Association's Provincial Council meeting that took place in February.

Joint Parks and Leisure Services

Trustee Palis reported that the City of Pitt Meadows would be hosting an Open House regarding future parks and recreation services.

Ridge Meadows Education Foundation

Trustee Rempel reported on a luncheon that took place regarding planned giving.

Tzu Chi Foundation

Trustee Rempel reported that applications are being received and will be reviewed in March.

Good News

Trustees reported on school visits, an honour club dinner at Pitt Meadows Secondary School, Garibaldi Secondary School's production of the musical "Grease", the 25 year employee recognition dinner and the Strong Kids Community Forum scheduled to take place on March 7, 2016 at the Maple Ridge Act.

J. QUESTION PERIOD

K. OTHER BUSINESS

L. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 7:12 p.m.

Mike Murray, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 3

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **CHILD CARE WORKERS**

Date: March 9, 2016
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the presentation by the Child Care Workers, for information.

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **2016-2017 and 2017-2018**
DISTRICT SCHOOL CALENDARS

Date: March 9, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

At the Board meeting on January 20th, 2016, 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 20th, 2016 meeting. The calendar regulation, which allows Boards to create their calendars around the *number of instructional minutes*, was reviewed. The proposed structure met **the required minutes of instruction** outlined in the Regulation and resulted in 178 days in session. When designing the calendar, alignment with Ministry of Education requirements, collective agreements of both the MRTA and CUPE unions, school district finances, calendar feedbacks from previous years, and calendars in adjacent school districts were considered.

In order to provide families and the District more opportunity to plan ahead, Senior Team proposed calendars for both the 2016-2017 and 2017-2018 school years. Both these calendars meet **the required minutes of instruction** outlined in the regulations. The proposed calendars included:

2016/2017 Proposed District School Calendars

- For Regular and Distributed Learning a two week Christmas break from **Monday, December 19 to Monday, January 2, 2017**, a two week Spring break from **Monday, March 13 to Friday, March 24, 2017** (excluding Kanaka Creek Elementary) and one day not in session to coincide with the Family Day holiday on **Friday, February 10, 2017**. This will be an optional training day for 10-month CUPE employees.
- Kanaka Creek Elementary calendar includes a four-week Christmas break from **Monday, December 5 to Monday, January 2, 2017**, a four week Spring break from **Monday, April 3 to Friday, April 28, 2017** with the last day for students being **Wednesday, July 26, 2017**.

2017/2018 Proposed District School Calendars

- For Regular and Distributed Learning a two week Christmas break from **Monday, December 25 to Friday, January 5, 2018**, a two week Spring break from **Monday, March 12 to Friday, March 23, 2018** (excluding Kanaka Creek Elementary) and one day not in session to coincide with the Family Day holiday on **Friday, February 9, 2018**. This will be an optional training day for 10-month CUPE employees.
- Kanaka Creek Elementary calendar includes a four-week Christmas break from **Monday, December 11 to Friday, January 5, 2018**, a four week Spring break from **Monday, April 2 to Friday, April 27, 2018** with the last day for students being **Friday, July 27, 2018**.

Feedback on all proposed calendars was collected on the school district website. The survey was open from January 21st to February 23rd, 2016. Very limited feedback was received during the extended consultation period for both the 2016/17 proposed District School Calendars and the 2017/18 proposed District School Calendars. Feedback results for all calendars are included below.

2016/17 Proposed District School Calendar (Attachments A, B, E)

Less than 1% of parents, approximately 2% of teachers and approximately 2% of CUPE staff responded to the survey. Many of the respondents (approximately 53%) were not in favor of the proposed calendar. In order of frequency the following themes were reflected in the comments:

- Christmas break should start one week later
- Too many non instructional days interfere with student instructional time
- Would like to see CUPE staff paid for the not in session days
- Concern with placing non instructional days attached to weekends
- Placement of Spring Break creates a shorter second term

A request was received from the Curriculum Implementation Steering Committee to switch the September 26th prod day with the November 10th curriculum implementation day. This will allow timely training on the new Ministry assessment regulations. This proposed switch is reflected in the attached 2016/17 proposed District calendar, 2016/17 proposed Distributed Learning calendar and the 2016/17 proposed Kanaka Creek School calendar.

2016/17 Proposed Kanaka Creek School Calendar (Attachments C, D)

The majority of the Kanaka Creek community did not provide any feedback through the 2016/17 online survey. Only 2 parents, 2 teachers and 1 CUPE staff responded. 60% of the 5 respondents didn't support the proposed calendar. The feedback comments all focused on wanting the Christmas break to start later than the break proposed.

2017/18 Proposed District School Calendar (Attachments F, G, J)

Even fewer survey responses were received for the 2017/18 proposed District school calendar than those received for the 2016/17 proposed District School Calendar. Less than 0.05% of parents, approximately 1% of teachers and 1% of CUPE staff responded to the survey. Many of the respondents (approximately 48%) were not in favor of the proposed calendar. In order of frequency the following themes were reflected in the comments:

- Prefer a later Spring break that aligned with Easter
- Christmas break should start one week earlier
- Too many non instructional days interfere with student instructional time
- Would like to see CUPE staff paid for the not in session days
- Concern with placing non instructional days attached to weekends
- Request to move the May 22, 2018 professional development day to May 18, 2018

2017/18 Proposed Kanaka Creek School Calendar (Attachments H, I)

Similarly to the feedback received for the 2016/17 calendar, the majority of the Kanaka Creek community did not provide any feedback through the online survey. Only 1 parent, 3 teachers and 1 CUPE staff responded. 60% of the 5 respondents didn't support the proposed calendar. In order of frequency the following themes were reflected in the comments.

- Move the Remembrance Day stat to Monday November 13, 2017
- Concern about the number of instructional days being greater than Ministry requirements

In addition to the survey, feedback was also received directly from Kanaka Creek teachers about their concerns that there were too many instructional days identified in the proposed 2017/18 calendar. When this was rechecked it was identified that there were 2 additional instructional days (over the ministry requirements) and these were removed. The altered 2017/18 calendar is attached.

The survey feedback received for all of the calendars was carefully considered in relation to the constraints identified previously - Ministry of Education requirements, collective agreements with the MRTA and CUPE unions, school district finances, calendar feedback from previous years, and calendars in adjacent school districts. It was determined that no additional changes other than those described above, could be made to the proposed calendars that will address the concerns expressed and satisfy the constraints within which we are working.

RECOMMENDATION:

THAT the Board approve the attached District School Calendars, Kanaka Creek School Calendars, and the District Distributed Learning Calendars for 2016-2017 and 2017-2018.

2016-2017 DISTRICT SCHOOL CALENDAR

| | |
|--|---|
| Schools opening day for students | Tuesday, September 6, 2016 |
| <i>Non-instructional day (curriculum implementation day)</i> | <i>Monday, September 26, 2016</i> |
| Thanksgiving Day | Monday, October 10, 2016 |
| <i>Non-instructional day (province-wide)</i> | <i>Friday, October 21, 2016</i> |
| <i>Non-instructional day</i> | <i>Thursday, November 10, 2016</i> |
| Remembrance Day | Friday, November 11, 2016 |
| Schools close for Winter break | Friday, December 16, 2016 |
| Winter break | Monday, December 19, 2016 to Friday, December 30, 2016 |
| New Year's Day Stat | Monday, January 2, 2017 |
| Schools reopen after Winter break | Tuesday, January 3, 2017 |
| <i>Non-instructional day</i> | <i>Monday, January 16, 2017</i> |
| <i>Schools Not in Session</i> | <i>Friday, February 10, 2017</i> |
| Family Day | Monday, February 13, 2017 |
| <i>Non-instructional day (curriculum implementation day)</i> | <i>Tuesday, February 14, 2017</i> |
| Schools close for Spring break | Friday, March 10, 2017 |
| Spring break | Monday, March 13, 2017 to Friday, March 24, 2017 |
| Schools reopen after Spring break | Monday, March 27, 2017 |
| Good Friday | Friday, April 14 2017 |
| Easter Monday | Monday, April 17, 2017 |
| <i>Non-instructional day</i> | <i>Monday, May 1, 2017</i> |
| <i>Victoria Day</i> | <i>Monday, May 22, 2017</i> |
| <i>Non-instructional day</i> | <i>Tuesday, May 23, 2017</i> |
| Last day for students | Thursday, June 29, 2017 |
| Year-end administrative day | Friday, June 30, 2017 |
| Schools close for Summer vacation | Friday, June 30, 2017 |

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*:

848 hours of instruction for students in kindergarten.

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

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

SCHOOL DISTRICT 42: School Year 2016 to 2017

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| January 2017 | | | | | | |
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| April 2017 | | | | | | |
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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

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| | Opening Day |
| | Scheduled Vacation |
| | Statutory Holidays |
| | Professional Development Days |
| | Last Day for Students |
| | Administrative Day – no school |
| | Schools Not in Session |
| | Curriculum Days |

2016-2017 KANAKA CREEK SCHOOL CALENDAR

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| Schools opening day for students | Tuesday, September 6, 2016 |
| <i>Non-instructional day (curriculum implementation day)</i> | <i>Monday, September 26, 2016</i> |
| Thanksgiving Day | Monday, October 10, 2016 |
| <i>Non-instructional day (province-wide)</i> | <i>Friday, October 21, 2016</i> |
| <i>Non-instructional day)</i> | <i>Thursday, November 10, 2016</i> |
| Remembrance Day | Friday, November 11, 2016 |
| Schools close for Winter break | Friday, December 2, 2016 |
| Winter break | Monday, December 5, 2016 to Friday, December 30, 2016 |
| New Year's Day Stat | Monday, January 2, 2017 |
| Schools reopen after Winter break | Tuesday, January 3, 2017 |
| <i>Non-instructional day</i> | <i>Monday, January 16, 2017</i> |
| <i>Schools Not in Session</i> | <i>Friday, February 10, 2017</i> |
| Family Day | Monday, February 13, 2017 |
| <i>Non-instructional day (curriculum implementation day)</i> | <i>Tuesday, February 14, 2017</i> |
| Schools close for Spring break | Friday, March 31, 2017 |
| Spring break | Monday, April 3, 2017 to Friday, April 28, 2017 |
| Good Friday | Friday, April, 14, 2017 |
| Easter Monday | Monday, April, 17, 2017 |
| <i>Non-instructional day</i> | <i>Monday, May 1, 2017</i> |
| Schools reopen after Spring break | Tuesday, May 2, 2017 |
| <i>Victoria Day</i> | <i>Monday, May 22, 2017</i> |
| <i>Non-instructional day</i> | <i>Tuesday, May 23, 2017</i> |
| Canada Day | Monday, July 3, 2017 |
| Last day for students | Wednesday, July 26, 2017 |
| Year-end administrative day | Thursday, July 27, 2017 |
| Schools close for Summer vacation | Thursday, July 27, 2017 |

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*:

848 hours of instruction for students in kindergarten.

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

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

SCHOOL DISTRICT 42 (KANAKA CREEK): School Year 2016 - 2017

| August 2016 | | | | | | |
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| September 2016 | | | | | | |
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| October 2016 | | | | | | |
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| November 2016 | | | | | | |
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| December 2016 | | | | | | |
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| January 2017 | | | | | | |
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| February 2017 | | | | | | |
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| March 2017 | | | | | | |
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| April 2017 | | | | | | |
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| May 2017 | | | | | | |
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| June 2017 | | | | | | |
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| July 2017 | | | | | | |
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| 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

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

| | |
|--|--------------------------------|
| | Opening Day |
| | Scheduled Vacation |
| | Statutory Holidays |
| | Professional Development Days |
| | Last Day for Students |
| | Administrative Day – no school |
| | Schools Not in Session |
| | Cultural Learning Day |

2016-2017 DISTRIBUTED LEARNING SCHOOL CALENDAR

| | |
|--|---|
| Schools opening day for students | Tuesday, September 6, 2016 |
| <i>Non-instructional day (curriculum implementation day)</i> | <i>Monday, September 26, 2016</i> |
| Thanksgiving Day | Monday, October 10, 2016 |
| <i>Non-instructional day (province-wide)</i> | <i>Friday, October 21, 2016</i> |
| <i>Non-instructional day</i> | <i>Thursday, November 10, 2016</i> |
| Remembrance Day | Friday, November 11, 2016 |
| Schools close for Winter break | Friday, December 16, 2016 |
| Winter break | Monday, December 19, 2016 to Friday, December 30, 2016 |
| New Year's Day Stat | Monday, January 2, 2017 |
| Schools reopen after Winter break | Tuesday, January 3, 2017 |
| <i>Non-instructional day</i> | <i>Monday, January 16, 2017</i> |
| <i>Schools Not in Session</i> | <i>Friday, February 10, 2017</i> |
| Family Day | Monday, February 13, 2017 |
| <i>Non-instructional day (curriculum implementation day)</i> | <i>Tuesday, February 14, 2017</i> |
| Schools close for Spring break | Friday, March 10, 2017 |
| Spring break | Monday, March 13, 2017 to Friday, March 24, 2017 |
| Schools reopen after Spring break | Monday, March 27, 2017 |
| Good Friday | Friday, April 14 2017 |
| Easter Monday | Monday, April 17, 2017 |
| <i>Non-instructional day</i> | <i>Monday, May 1, 2017</i> |
| <i>Victoria Day</i> | <i>Monday, May 22, 2017</i> |
| <i>Non-instructional day</i> | <i>Tuesday, May 23, 2017</i> |
| Last day for students | Thursday, June 29, 2017 |
| Year-end administrative day | Friday, June 30, 2017 |
| Schools close for Summer vacation | Friday, June 30, 2017 |

2017-2018 DISTRICT SCHOOL CALENDAR

| | |
|--|---|
| Schools opening day for students | Tuesday, September 5, 2017 |
| <i>Non-instructional day</i> | <i>Monday, September 25, 2017</i> |
| Thanksgiving Day | Monday, October 9, 2017 |
| <i>Non-instructional day (province-wide)</i> | <i>Friday, October 20, 2017</i> |
| <i>Non-instructional day (curriculum implementation day)</i> | <i>Thursday, November 9, 2017</i> |
| Remembrance Day | Friday, November 10, 2017 |
| Schools close for Winter break | Friday, December 22, 2017 |
| Winter break | Monday, December 25, 2017 to Friday, January 5, 2018 |
| Schools reopen after Winter break | Monday, January 8, 2018 |
| <i>Non-instructional day</i> | <i>Friday, January 26, 2018</i> |
| <i>Schools Not in Session</i> | <i>Friday, February 9, 2018</i> |
| Family Day | Monday, February 12, 2018 |
| <i>Non-instructional day (curriculum implementation day)</i> | <i>Tuesday, February 13, 2018</i> |
| Schools close for Spring break | Friday, March 9, 2018 |
| Spring break | Monday, March 12, 2018 to Friday, March 23, 2018 |
| Schools reopen after Spring break | Monday, March 26, 2018 |
| Good Friday | Friday, March 30, 2018 |
| Easter Monday | Monday, April 2, 2018 |
| <i>Non-instructional day</i> | <i>Monday, April 30, 2018</i> |
| Victoria Day | Monday, May 21, 2018 |
| <i>Non-instructional day</i> | <i>Tuesday, May 22, 2018</i> |
| Last day for students | Wednesday, June 27, 2018 |
| Year-end administrative day | Thursday, June 28, 2018 |
| Schools close for Summer vacation | Thursday, June 28, 2018 |

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*:

848 hours of instruction for students in kindergarten.

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

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

SCHOOL DISTRICT 42: School Year 2017 to 2018

| August 2017 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| September 2017 | | | | | | |
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| October 2017 | | | | | | |
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| November 2017 | | | | | | |
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| December 2017 | | | | | | |
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| January 2018 | | | | | | |
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| February 2018 | | | | | | |
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| March 2018 | | | | | | |
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| April 2018 | | | | | | |
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| May 2018 | | | | | | |
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| June 2018 | | | | | | |
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| July 2018 | | | | | | |
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| 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

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

| | |
|--|--------------------------------|
| | Opening Day |
| | Scheduled Vacation |
| | Statutory Holidays |
| | Professional Development Days |
| | Last Day for Students |
| | Administrative Day – no school |
| | Schools Not in Session |
| | Curriculum Days |

2017-2018 KANAKA CREEK SCHOOL CALENDAR

| | |
|--|---|
| Schools opening day for students | Tuesday, September 5, 2017 |
| <i>Non-instructional day (school-based)</i> | <i>Monday, September 25, 2017</i> |
| Thanksgiving Day | Monday, October 9, 2017 |
| <i>Non-instructional day (province-wide)</i> | <i>Friday, October 20, 2017</i> |
| <i>Non-instructional day (curriculum implementation day)</i> | <i>Thursday, November 9, 2017</i> |
| Remembrance Day | Friday, November 10, 2017 |
| Schools close for Winter break | Friday, December 8, 2017 |
| Winter break | Monday, December 11, 2017 to Friday, January 5, 2018 |
| Schools reopen after Winter break | Monday, January 8, 2018 |
| <i>Non-instructional day (growth planning day)</i> | <i>Friday, January 26, 2018</i> |
| <i>Schools Not in Session</i> | <i>Friday, February 9, 2018</i> |
| Family Day | Monday, February 12, 2018 |
| <i>Non-instructional day (curriculum implementation day)</i> | <i>Tuesday, February 13, 2018</i> |
| Schools close for Spring break | Thursday, March 29, 2018 |
| Good Friday | Friday, March 30, 2018 |
| Easter Monday | Monday, April 2, 2018 |
| Spring break | Tuesday, April 3, 2018 to Friday, April 27, 2018 |
| <i>Non-instructional day (school-based)</i> | <i>Monday, April 30, 2018</i> |
| Schools reopen after Spring break | Tuesday, May 1, 2018 |
| Victoria Day | Monday, May 21, 2018 |
| <i>Non-instructional day (school-based)</i> | <i>Tuesday, May 22, 2018</i> |
| Canada Day | Monday, July 2, 2018 |
| Last day for students | Wednesday, July 25, 2018 |
| Year-end administrative day | Thursday, July 26, 2018 |
| Schools close for Summer vacation | Thursday, July 26, 2018 |

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*:

848 hours of instruction for students in kindergarten.

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

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

SCHOOL DISTRICT 42 (KANAKA CREEK): School Year 2017 to 2018

| August 2017 | | | | | | |
|-------------|----|----|----|----|----|----|
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| September 2017 | | | | | | |
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| October 2017 | | | | | | |
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| November 2017 | | | | | | |
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| December 2017 | | | | | | |
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
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| January 2018 | | | | | | |
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| 28 | 29 | 30 | 31 | | | |

| February 2018 | | | | | | |
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| March 2018 | | | | | | |
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| April 2018 | | | | | | |
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| May 2018 | | | | | | |
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| June 2018 | | | | | | |
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| July 2018 | | | | | | |
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| S | M | T | W | T | F | S |
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| 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

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

| | |
|--|--------------------------------|
| | Opening Day |
| | Scheduled Vacation |
| | Statutory Holidays |
| | Professional Development Days |
| | Last Day for Students |
| | Administrative Day – no school |
| | Schools Not in Session |
| | Curriculum Days |

2017-2018 DISTRIBUTED LEARNING SCHOOL CALENDAR

| | |
|--|---|
| Schools opening day for students | Tuesday, September 5, 2017 |
| <i>Non-instructional day</i> | <i>Monday, September 25, 2017</i> |
| Thanksgiving Day | Monday, October 9, 2017 |
| <i>Non-instructional day (province-wide)</i> | <i>Friday, October 20, 2017</i> |
| <i>Non-instructional day (curriculum implementation day)</i> | <i>Thursday, November 9, 2017</i> |
| Remembrance Day | Friday, November 10, 2017 |
| Schools close for Winter break | Friday, December 22, 2017 |
| Winter break | Monday, December 25, 2017 to Friday, January 5, 2018 |
| Schools reopen after Winter break | Monday, January 8, 2018 |
| <i>Non-instructional day</i> | <i>Friday, January 26, 2018</i> |
| <i>Schools Not in Session</i> | <i>Friday, February 9, 2018</i> |
| Family Day | Monday, February 12, 2018 |
| <i>Non-instructional day (curriculum implementation day)</i> | <i>Tuesday, February 13, 2018</i> |
| Schools close for Spring break | Friday, March 9, 2018 |
| Spring break | Monday, March 12, 2018 to Friday, March 23, 2018 |
| Schools reopen after Spring break | Monday, March 26, 2018 |
| Good Friday | Friday, March 30, 2018 |
| Easter Monday | Monday, April 2, 2018 |
| <i>Non-instructional day</i> | <i>Monday, April 30, 2018</i> |
| Victoria Day | Monday, May 21, 2018 |
| <i>Non-instructional day</i> | <i>Tuesday, May 22, 2018</i> |
| Last day for students | Wednesday, June 27, 2018 |
| Year-end administrative day | Thursday, June 28, 2018 |
| Schools close for Summer vacation | Thursday, June 28, 2018 |



ITEM 5

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **LATE FRENCH IMMERSION PROGRAM**

Date: March 9, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

Over the years the program has been offered at different elementary sites, enrolling students from the school itself as well as neighbouring schools.

| | |
|-------------------------------|----------------------------|
| Fairview Elementary | September 1985 - June 2009 |
| Alexander Robinson Elementary | September 2000 – June 2003 |
| Highland Park Elementary | September 2003 – June 2010 |
| Golden Ears Elementary | 2001 – present |

We have closed all of our Late FI programs due to lack of enrolment except Golden Ears.

Contributing factors include: declining enrolment, large French Immersion kindergarten registration as well as other programs of choice for grade 6 and 7 students (Cyberschool, one to one laptop, one to one iPad, Montessori, Wheelhouse).

As in past years the district held an information evening for parents wishing to enroll their students in the Late French Immersion program. Information about the program and registration was placed in local newspapers, school newsletters and on the School District 42 website.

Registration for this year's program at Golden Ears began in late February. As of today, only 16 students have registered for this program of choice.

Golden Ears Elementary Grade 6 Late French Immersion and enrolment history:

| | |
|----------------|-------------|
| September 2010 | 30 students |
| September 2011 | 28 students |
| September 2012 | 28 students |
| September 2013 | 27 students |

| | |
|----------------|-----------------------------------|
| September 2014 | 15 students – program not offered |
| September 2015 | 27 students |
| September 2016 | 16 students |

RECOMMENDATION:

THAT the Board approve the following recommendations:

That given the low number of students registered for the Late French Immersion program at Golden Ears Elementary, that the school district not offer a grade 6 Late French Immersion program, for the 2016-2017 school year.

and Further:

That the grade 7 Late French Immersion Program continues to be offered at Golden Ears Elementary for September 2016.

and Further:

That the school district offers the opportunity for interested students to register for a Grade 6 Late French Immersion Program for September 2017 at Golden Ears Elementary.

and Further:

That should there be an insufficient number of students (less than 26) to offer a grade 6 Late French Immersion Program for September 2017, that the school district terminate the Late French Immersion program in School District 42.

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **MY EDUCATION BC UPDATE**

Date: March 9, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

In August 2015, School District No. 42 converted from BCeSiS to the MyEdBC student information system. Ongoing training and support is being provided to all employee groups throughout the 2015-16 school year by the My Education BC district team.

Family Portal Program Features

Parent Features:

The implementation of the Family Portal program at the classroom level will enable parents to access their children's attendance, assignments, assignment feedback and marks as well as their class pages & blogs, groups and 'to do' lists. The program permits parents to update their personal information and manage email addresses – a process which currently must be done through a request for a change to the school principal and school clerical staff.

Student Features:

Students working within the Family Portal will be able to view a variety of tools related to their learning and a colour coded calendar which includes upcoming assignments and events. For example, students could participate in digital class discussion forums, surveys and resource sharing and students will have the ability to upload assignments and view feedback from teachers. Students can view their progress towards graduation and can also make course requests online within the Family Portal.

Teacher Training

In collaboration with the MRTA Teacher Committee for My Education BC, we have explored the Family Portal Module. The committee reviewed the features and benefits of the Family Portal including Groups, Pages, Gradebook Assignment Viewing, etc.

To implement the Family Portal Module of MyEdBC, teachers will require further training on how to create groups, web pages, and communicate with parents through the program.

In order to familiarize teaching staff with the Family Portal, it is proposed that an optional training session be offered to all teachers in the district. Teachers will be surveyed with regard to their interest in learning more about the Family Portal. Based on teacher responses, the MyEdBC team will create a training plan. This plan will include a visit to each school in the district including TTOC coverage to facilitate a 90 minute training session for interested teachers. Each participant will leave the session ready to use the system: they will have a webpage and the tools required to use the Family Portal.

Project Costing

The Board has allocated \$0.49 million to support the implementation of MyEdBC. Total implementation expenses to date are \$0.33 million. This investment has supported two full time teacher trainers, a full time project manager as well as MyEdBC training release time for all SD42 teachers and clerical training and overtime for MyEdBC implementation. The entire remaining budget of \$0.16 million is required to fund two teacher trainers and the project manager until June 30, 2016.

In order to provide release time for up to 835 teachers to be trained on the MyEdBC family portal, it is anticipated that an additional one-time allocation of up to \$75,000 is required.

RECOMMENDATION:

THAT the Board approve the use of up to \$75,000 from the contingency reserve to fund the spring teacher training beginning April 4th, 2016.



ITEM 7

To: **Board of Education**

From: Secretary Treasurer
Flavia Coughlan

Re: **SOUTH ALBION EXPROPRIATION
NOTICE BYLAW 2016**

Date: March 9, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE

The attached Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) South Albion Expropriation Notice Bylaw 2016 is presented to the Board for approval. (Attachment A)

RECOMMENDATIONS

- (1) **THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) South Albion Expropriation Notice Bylaw 2016 be given three (3) readings at this meeting (vote must be unanimous).**
- (2) **THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) South Albion Expropriation Notice Bylaw 2016 be:**

**Read a first time on the 9th day of March, 2016;
Read a second time on the 9th day of March, 2016;
Read a third time, passed and adopted on the 9th day of March, 2016.**

Attachment

**THE BOARD OF EDUCATION OF SCHOOL
DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**

SOUTH ALBION EXPROPRIATION NOTICE BYLAW 2016

WHEREAS a board of education may expropriate land or improvements, or both, within its school district for educational purposes under the authority of Section 96(2)(c) of the *School Act*;

AND WHEREAS Section 6(1) of the *Expropriation Act* provides that an expropriating authority that intends to expropriate land must serve, post and file an expropriation notice in the form and manner required under the *Expropriation Act* (an "**Expropriation Notice**");

AND WHEREAS Section 65(5) of the *School Act* requires a board of education to exercise a power with respect to the acquisition or disposal of property only by bylaw;

AND WHEREAS:

- (i) The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) (the "**Board**") owns land at 24137 - 104th Avenue, Maple Ridge, B.C. legally described as Parcel Identifier: 003-793-982, Lot 3 Section 10 Township 12 New Westminster District Plan 10921, and Parcel Identifier: 009-437-061, Lot 4 Section 10 Township 12 New Westminster District Plan 10921 (the "**South Albion Elementary School Site**").
- (ii) The Board proposes to acquire for educational purposes a property that is adjacent to the South Albion Elementary School Site, having an address of 24093 – 104th Avenue, Maple Ridge, British Columbia, and legally described as Parcel Identifier: 010-040-749, Lot 9 Section 10 Township 12 New Westminster District Plan 14750 (the "**Property**").
- (iii) The Board has made two written offers to purchase the Property from the registered owner, dated November 23, 2015 and February 24, 2016, but the registered owner has not accepted or made any counter-offer in response to either offer.
- (iv) The Board intends to expropriate the Property.

NOW THEREFORE be it resolved as a Bylaw of the Board that the Board serve, post and file a Notice of Expropriation in respect of the Property, in accordance with the *Expropriation Act*.

BE IT FURTHER resolved as a Bylaw of the Board that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute, serve, post and file the Expropriation Notice, and to execute and deliver all other documents and do all other things required pursuant to the *Expropriation Act* in respect of the Expropriation Notice.

This Bylaw may be cited as "The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) South Albion Expropriation Notice Bylaw 2016".



ITEM 8

To: **Board of Education**

From: Flavia Coughlan
Secretary Treasurer

Alexandra Tudose
Manager, Energy and
Environmental Sustainability

Re: **ENERGY MANAGEMENT PLAN
UPDATE**

Date: March 9, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

At the March 25, 2015 Public Board Meeting, the Board approved the 2015-2019 Energy Management Plan. The Plan was created based on the high level energy assessments for all 34 school district facilities produced by Quantum Lighting Inc. and SES Consulting. These assessments 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 this Energy Management Plan.

The implementation of all lighting and heating, ventilation and air-conditioning (HVAC) upgrade opportunities identified in the energy management plan will result in estimated energy savings of 4.44 million kWh and 12,800 GJ and estimated annual utilities cost savings of \$0.50 million.

Work on the 2014/15 projects is complete and included lighting and heating, ventilation and cooling (HVAC) upgrades at Thomas Haney Secondary and lighting upgrade at Webster's Corner Elementary. Work on 2015/16 projects is underway with lighting upgrades at: Samuel Robertson Technical, Harry Hooe Elementary, Yennadon Elementary, Glenwood Elementary, District Education Office and Maple Ridge Annex. One heating, ventilation and cooling upgrade is underway at Samuel Robertson Technical.

PROJECT OVERVIEW:

2014/15 Projects

2014/15 projects included Thomas Haney lighting, heating, ventilation and cooling and Webster's Corner Elementary lighting upgrades. As outlined in Energy Management Plan Update (Attachment A), the total actual implementation cost for these projects, including lighting and heating, ventilation and cooling upgrades, was \$0.70 million and the estimated ongoing energy savings are \$0.14 million. Additional benefits include improved lighting levels and more consistent lighting.

In February 2015, B.C. Hydro has issued an incentive agreement to the school district in the amount of \$152,522 to recognize the energy savings achieved through the projects completed in 2014/15. 75% of the incentive amounts will be issued to the school district after project completion and the remainder 25% issued when the energy savings have been verified, typically after 12 months of operation. FortisBC has also issued an incentive agreement to the school district in the amount of \$13,806 for the savings resulting from the Thomas Haney HVAC upgrade project.

In March 2015, the school district, in partnership with BC Hydro Schools Program hosted an Energy Ambassadors workshop for Thomas Haney teachers and students. Students who participated in the workshop prepared and presented recommendations for energy conservation to the Board of Education on May 13, 2015. These recommendations have been implemented in the school district.

The 2014/15 Energy Management projects and initiatives translate into estimated ongoing energy savings valued at \$0.14 million.

2015/16 Projects

On September 22nd, 2015 all school district custodial staff attended one of two training workshops on the newly approved four year Energy Management Plan. Custodial staff were encouraged to suggest further opportunities for energy savings. The school district received a \$5,000 FortisBC grant to organize this workshop.

In October 2015, the school district, in conjunction with the BC Hydro OFFtober campaign, organized a month long energy challenge. This initiative aimed to raise awareness about energy conservation in schools by decreasing electricity and natural gas consumption. The winning school, Harry Hooke Elementary, saw a 21% drop in electricity consumption and costs and they were presented with a trophy for their efforts.

In the fall of 2015, Senior Team has approved the creation of the Environmental Sustainability Committee that will be comprised of seven members: one senior team member, two MRPVPA representatives, two MRTA representatives, the Director of Maintenance and the Manager, Energy & Environmental Sustainability. The purpose of the Committee will be to investigate, promote, advise, recommend and assist in the implementation of measures that will improve the learning environment of students and working environment of staff through the integration of the principles of environmental sustainability into all school district functions and operations.

Since December 2015, lighting upgrades are underway at Samuel Robertson Technical, Harry Hooke Elementary, Yennadon Elementary, Glenwood Elementary, District Education Office and Maple Ridge Annex. A heating, ventilation and cooling upgrade at Samuel Robertson Technical is also underway. These projects will be completed by March 31, 2016. As outlined in the Energy Management Plan Update (Attachment A), the total actual implementation cost for these projects, is \$1.00 million and the estimated ongoing energy savings are \$85,328.

In January 2016, the school district, in partnership with BC Hydro Schools Program hosted a second Energy Ambassadors workshop for Samuel Robertson Technical, Maple Ridge Secondary and Thomas Haney teachers and students. The workshop was well received and, as a result, the students are preparing energy conservation presentations to several elementary schools: Maple Ridge Elementary, Yennadon Elementary, Glenwood Elementary, Alouette Elementary and Laity View Elementary.

In February 2016 BC Hydro has issued a second incentive agreement in the amount of \$147,623 to recognize the energy savings achieved through the projects completed in 2015/16. 75% of the incentive amounts will be issued to the school district upon project completion and the remainder 25% issued when the energy savings have been verified, typically after 12 months of operation. FortisBC has also issued a second incentive agreement in the amount of \$3,242 for the savings achieved through the Samuel Robertson Technical HVAC upgrade work.

In 2015/16, the school district also received provincial funding of \$0.84 million for three routine capital projects that will result in additional estimated energy savings of \$10,000.

One year into the Energy Management Plan, as a result of 2014-2016 Energy Management projects and initiatives and the 2015/16 Routine Capital projects, the school district's cumulative estimated energy savings are \$0.23 million, almost half way to meeting the Energy Management Plan target of \$0.50 million in ongoing utilities savings.

2016/17 HVAC Projects

Due to the increase in the one-time capital costs for projects completed in 2015/16 and the changes in the BC Hydro incentive funding there is not sufficient funding available to complete the remainder of the HVAC projects included in the Energy Management Plan.

In an effort to adjust to the BC Hydro incentive funding changes noted below, the school district has assessed all of the schools in the Energy Management Plan. We have created a bundle of projects that include heating, ventilation and cooling upgrades at Highland Park Elementary, Garibaldi Secondary, Westview Secondary, Yennadon Elementary and Glenwood Elementary. This application was submitted to BC Hydro before the February 29, 2016 HVAC incentive deadline and we are waiting for their incentive funding approval. The total estimated cost for these projects is \$0.38 million and the estimated ongoing energy savings are \$49,340.

Energy Management Plan Update

There are risks inherent in any program. Typically, risks affect the project scope, schedule and/or cost. Below is a list of outlined risks, presented in the Energy Management Plan:

- Obsolete technology much be replaced and needs to be given a priority therefore the cost of waiting to replace the technology may 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

Since 2014 when the school district engaged Quantum Lighting Inc. and SES Consulting to produce high level energy assessments for all 34 school district facilities, we have learned the following:

- When compared to the 2015/16 project estimates provided by our consultants in the high level energy assessments, we have seen an increase in the capital costs of approximately 40%. This is in part due to the deterioration in the value of the Canadian dollar, the shortage of qualified contractors, and the timelines established by BC Hydro for incentive funding.
- In December 2015, BC Hydro has informed us of a number of Energy Manager Program changes, including discontinuing their incentives for mechanical, heating, ventilation and cooling (HVAC), refrigeration and commercial kitchen projects starting March 1, 2016. Additional changes that will impact our school district include: discontinuing the BC Hydro energy manager program bonus funding and incentive funding caps for energy studies. The updated name for the BC Hydro Energy Manager Program is now the BC Hydro Leaders in Energy Management Program.

The impact of the changes in incentive funding and cost estimates for 2015/16 is summarized in the table below. An additional estimated \$ 0.25 million is required to complete the HVAC projects included in the board approved Energy Management Plan.

| Energy Management Plan Financial Summary | |
|--|------------------|
| Revised Estimated Total Cost | \$ 5.05 M |
| Energy Management Funding | |
| Annual Facilities Grant | 1.40 M |
| Carbon Neutral Capital Program (Ministry of Education) | 0.46 M |
| Capital Reserve (Ministry of Education) | 1.40 M |
| Local Capital Reserve | 1.21 M |
| BC Hydro Incentives | 0.32 M |
| Fortis Incentives | 0.01 M |
| Total Funding to Date | \$ 4.80 M |
| Additional Funding Required | \$ 0.25 M |

The 2015/16 Natural Gas budget is \$851,910. As of January 2016, the school district has spent 34% of its budget or approximately \$288,888. The mild winter weather and reductions in natural gas consumption through energy conservation efforts, have resulted in below average winter natural gas consumption which will result in estimated one time savings of approximately \$ 0.30 M.

It is proposed that the board approve the use of one-time energy savings achieved in 2015/16 to supplement the funding for the Energy Management Plan.

RECOMMENDATION:

THAT the Board approve the transfer of \$250,000 from the operating fund (utilities savings) to the Local Capital fund to be used to supplement the funding of projects included in the Energy Management Plan.

Attachment

| Energy Management Plan Projects | Electrical Savings (kWh) | Natural Gas Savings (GJ) | Energy Savings (\$) | One Time Cost (\$) | Simple Payback (years) |
|--|--------------------------|--------------------------|---------------------|---------------------|------------------------|
| 2014/15 Projects | | | | | |
| Thomas Haney Secondary (Lighting) | 489,768 | | \$ 45,005 | \$ 94,102 | 2.1 |
| Thomas Haney Secondary (HVAC) | 787,548 | 2,540 | \$ 91,530 | \$ 503,110 | 5.5 |
| Webster's Corner Elementary (Lighting) | 42,137 | | \$ 3,365 | \$ 57,062 | 17.0 |
| Consulting + Project Management | | | | \$ 47,693 | |
| Subtotal Completed Projects | 1,319,453 | 2,540 | \$ 139,900 | \$ 701,967 | 5.0 |
| 2015/16 Projects | | | | | |
| Samuel Robertson Technical (HVAC) | 286,000 | 1,360 | \$ 30,140 | \$ 60,678 | 2.0 |
| Samuel Robertson Technical (Lighting) | 177,702 | | \$ 16,329 | \$ 201,635 | 12.3 |
| Harry Hooze Elementary (Lighting) | 88,379 | | \$ 8,521 | \$ 143,621 | 16.9 |
| Yennadon Elementary (Lighting) | 102,452 | | \$ 9,629 | \$ 174,914 | 18.2 |
| Maple Ridge Annex (Lighting) | 64,042 | | \$ 6,525 | \$ 129,035 | 19.8 |
| District Education Office (Lighting) | 61,901 | | \$ 5,992 | \$ 77,853 | 13.0 |
| Glenwood Elementary (Lighting) | 84,137 | | \$ 8,192 | \$ 113,764 | 13.9 |
| Consulting + Project Management | | | | \$ 112,664 | |
| Subtotal Projects Underway | 864,613 | 1,360 | \$ 85,328 | \$ 1,014,163 | 11.9 |
| Subtotal Projects 2014-2016 | 2,184,066 | 3,900 | \$ 225,228 | \$ 1,716,130 | 7.6 |
| Proposed 2016/17 HVAC Projects | | | | | |
| Yennadon Elementary (HVAC) | 51,100 | 560 | \$ 11,880 | \$ 53,005 | 4.5 |
| Glenwood Elementary (HVAC) | 11,400 | 240 | \$ 3,300 | \$ 9,115 | 2.8 |
| Garibaldi Secondary (HVAC) | 101,400 | 514 | \$ 13,160 | \$ 37,440 | 2.8 |
| Westview Secondary (HVAC) | 51,700 | 400 | \$ 6,000 | \$ 6,299 | 1.0 |
| Highland Park Elementary (HVAC) | 8,900 | 590 | \$ 5,800 | \$ 129,891 | 22.4 |
| District Education Office (HVAC) | 54,900 | 443 | \$ 9,200 | \$ 76,200 | 8.3 |
| Consulting + Project Management | | | | \$ 70,866 | |
| Subtotal Recommended HVAC Projects | 279,400 | 2,747 | \$ 49,340 | \$ 382,815 | 7.8 |
| Revised Energy Management Plan Cost Estimates 2016 - 2018 | | | | | |
| 2016/17 Projects (11 buildings) | 1,361,678 | 4,870 | \$ 162,144 | \$ 1,536,192 | 9.5 |
| 2017/18 Projects (15 buildings) | 959,282 | 1,260 | \$ 96,579 | \$ 1,237,082 | 12.8 |
| Consulting + Project Management | | | | \$ 177,800 | |
| Revised Estimates Future Years | 2,320,960 | 6,130 | \$ 258,723 | \$ 2,951,074 | 11.4 |
| Grand Total Energy Management Plan | 4,784,426 | 12,777 | \$ 533,291 | \$ 5,050,018 | 9.5 |



ITEM 9

To: **Board of Education**

From: Board Policy
Development Committee

Re: **POLICY 4204:**
CONTINGENCY RESERVE

Date: March 9, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board Policy Development Committee (the "Committee") has followed the appropriate consultation requirements as outlined within Policy 2500 and has at tonight's meeting brought forward for approval Policy: 4204 Contingency Reserve (Attachment A).

No public feedback was received.

RECOMMENDATION:

THAT the Board approve Policy: 4204 Contingency Reserve

Attachment

**SD 42 POLICY: 4204****CONTINGENCY RESERVE**

The Board of Education is responsible for ensuring the district is protected financially from extraordinary circumstances which would negatively impact school district operations and the education of students. To discharge this responsibility, the Board will establish a contingency reserve from available operating surplus which would be used to mitigate any negative impact such circumstances might cause.

The Board shall maintain a contingency reserve of at least 1% of operating expenditures and not exceeding 3% of operating expenditures.

The Board may approve the use of the contingency reserve under the following circumstances:

- The elimination of any deficit arising at the end of a fiscal year of operations;
- The funding of new cost pressures in a fiscal year that were not known at the time of budget development;
- The payment of severances (wages and benefits) upon termination of employment;
- The settlement of any legal action that is not covered by insurance;
- Initial one-time cost outlays for new education programs;
- Coverage for disaster recovery expenditures;
- Extraordinary unknown utilities cost pressures;
- Replacement of equipment essential to the continuation of educational programming in schools or district facilities;
- To assist in balancing future years budgets.

In recognizing that the use of the contingency reserve represents a one-time source of funding, the Board will incorporate into its future budget planning processes, strategies to re establish the contingency reserve. Such strategies may be implemented over a period of two years.

APPROVED:



ITEM 10

To: **Board of Education**

From: Board Policy
Development Committee

Re: **POLICY 8801:**
COURSE CHALLENGE

Date: March 9, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board Policy Development Committee (the "Committee") has followed the appropriate consultation requirements as outlined within Policy 2500 and has at tonight's meeting brought forward for approval Policy: 8801 Course Challenge (Attachment A). The Course Challenge Procedure (8801.1) is also included for information (Attachment B).

No public feedback was received.

RECOMMENDATION:

THAT the Board approve Policy 8801: Course Challenge

And Further;

THAT the Board receive for information Procedure 8801.1: Course Challenge

Attachments

**SD 42 POLICY: 8801****COURSE CHALLENGE**

The Board of Education supports the principles of learning that affirm that individuals learn in different ways and at different rates and that learning is both an individual and social process. Credit for learning that has been achieved outside the formal structure of the school or classroom will be recognized through a course challenge procedure.

The Board of Education believes that a student should be able to obtain credits for Grade 10,11, and 12 courses when students can demonstrate that the necessary learning outcomes have been acquired. The student will need to provide compelling evidence that he or she will likely succeed in the challenge. The challenge process is intended to be rigorous. It is not the intent of the challenge process to be the means of improving course marks or of replacing the established re-examination processes available to students.

Authority

The Board authorizes the Superintendent to establish procedures that will guide the implementation of this policy.

APPROVED:



SD 42 PROCEDURE: 8801.1

COURSE CHALLENGE

BACKGROUND:

Students may earn credit toward graduation in a variety of ways. In addition to earning credits by successfully completing courses, students may earn credits through challenge.

All students enrolled in the school district are entitled to undertake a free challenge process to assess their prior learning for any Ministry of Education authorized graduation program course offered by any school board in the Province that school year, as well as any Board Authorized (BAA) course taught in the school district that school year, provided the student has not already completed the course through previous enrolment.

International students must comply with the challenge procedures set out in the Ministry of Education International Student Graduation Credit Policy.

GENERAL CONDITIONS:

A successful challenge will award students a letter grade and percentage mark. Credit awarded through challenge is measured by the same standards used for students who have taken the course through enrolment. A challenge is considered successful what a student has achieved at least a C- and 50%.

Students challenging a provincially examinable course will be awarded the school mark portion only in the challenge procedure, and where applicable, must write the Provincial Exam during a regularly scheduled exam session.

There is no limit to the number of courses that students may challenge; however, students may only challenge a course once and the challenge must apply to the entire course.

STUDENT ELIGIBILITY:

1. A student can challenge courses if he or she:
 - a. Is currently enrolled or registered as a home schooler in the school district.
 - b. Has not completed the course or its equivalent learning outcomes through previous enrolment.
 - c. Can give compelling evidence that he or she will succeed in the challenge.
2. Prior to engaging in a challenge process, principals or designates must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency. Refer to Ministry of Education Policy,

Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies.

3. Students must be able to demonstrate their readiness to challenge a course based on factors such as recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. School staff, in consultation with students and parents, is to make the decision about readiness.
4. Principals or designates must document the challenge assessment delivered to each student, including a pre-Challenge Equivalency review. Examples of assessment strategies that could be used in a challenge process include such things as hands on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work.

RECEIVED FOR INFORMATION:



ITEM 11

To: **Board of Education**

From: Education Committee

Re: **BOARD AUTHORIZED APPROVED COURSES:** Date: March 9, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

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

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

- Peer Social Support (Attachment A)
- Conversation Francaise 11/12 (Attachment B)
- Chess 11 (Attachment C)

RECOMMENDATION:

That the Board approve the following Board Authorized Approved Courses:

- **Peer Social Support**
- **Conversation Francaise 11/12**
- **Chess 11**

Attachments

BAA [Peer Social Support] Framework

District Name: Maple Ridge/Pitt Meadows

District Number: #42

Developed by: Cathryn Blanco

Date Developed: January 20, 2016

School Name: Westview Secondary School

Principal's Name: Patricia Giesinger

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Peer Social Support

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120 Hours

Prerequisite(s): None – application required

Special Training, Facilities or Equipment Required: No

Course Synopsis: This course offers students the opportunity to assist students with special needs with their interpersonal skills. Students will start to acquire the knowledge and skills related to individuals with disabilities. Students will have the opportunity to investigate physical, behavioural and environmental factors which impact individuals with needs. Students will have the opportunity to work with students who have varied abilities including, mild and severe intellectual disabilities, autism, physical disabilities, etc. Peer Social Support students will work towards gaining empathy, respect and appreciation for their peers with learning challenges and help to provide a peer social network for students with special needs.

Rationale: Peer Social Support allows students to investigate their interests in working with individuals with special needs. Peer Support students will work with students in one to one and small group situations in class, Physical Education class, community out trips and other activities as the teacher feels appropriate. This course challenges students to consider their peers with special needs in the context of the school system and to begin to explore ways to include students within that system.

Organizational Structure:

| Unit/Topic | Title | Time |
|--------------------|-------|------|
| Unit 1 | | |
| Unit 2 | | |
| Unit 3 | | |
| Unit 4 | | |
| Unit 5 | | |
| Total Hours | | |

Peer Social Support students learn at their own pace and complete tasks and acquire skills at very different rates. There are not specific time allotments given to have students attain the **learning outcomes**. Direct instruction in small groups occur at the start of the class and at designated times during the school year. Students are expected to meet the fully integrated outcomes at different times throughout the year in individual and small groups settings. Curriculum will be delivered through direct instruction, individual research and guest speakers.

Unit/Topic/Module Descriptions:

Unit 1: Disability Awareness

The learning outcomes that relate to these topics are intended to expand the student's knowledge base with respect to the variety of individuals present in society, and to help them understand some of the biological, cognitive and emotional reasons for these differences. The intent is the student will adjust their worldview based on the knowledge and experiences gained working with peers with disabilities.

Topic #1: Disabilities that impact learning

It is expected that students will:

- Distinguish the difference between the concept of a Learning Disability and a cognitive/intellectual disability or deficiency (slower learner)

Topic #2: Community Social Recreation

It is expected that students will:

- Interact with peers in positive and encouraging ways
- Utilize strategies to communicate with peers in effective and pro social ways

Topic #3: Occupation Research

It is expected that students will:

- Recognize the impact, in the context of the wider community, of a variety of physical and cognitive disabilities on a student
- With guidance from the teacher support for needs such as vision, hearing, motor skills, autism and moderate to severe intellectual disabilities

Topic #4: Emotional Barriers

It is expected that students will:

- Distinguish between some internal and external factors
- Recognize some factors that may require additional adult/profession support
- Demonstrate an ability to listen to peers in a non-judgemental manner

Unit 2: Communication Skills

The learning outcomes that relate to these topics are intended to expand the student's knowledge base with respect to the complex nature of communication skills. It is intended that students learn through practice and prompting to be more effective communicators, especially with the students they are working with. The intent is that they learn to recognize the variety of needs among students with disabilities and adjust their peer helping to meet the needs of a specific student. It is also intended that they learn to effectively communicate in a non-judgmental manner.

Topic #1: Verbal Language Skills

It is expected that students will:

- Identify and use effective and appropriate language based communication skills when working with students
- Interpret and paraphrase written text into accessible everyday language for the student(s) they are working with
- Identify and interpret more difficult vocabulary for the student(s) they are working with
- Express themselves clearly when speaking
- Demonstrate respect for the student(s), teachers and education assistants when speaking

Topic #2: Non Verbal Skills

It is expected that students will:

- Demonstrate an understanding of the benefits to non-verbal communication of using key visuals and graphic organizers
- Demonstrate the use of key visuals and graphic organizers which are available to them
- Demonstrate the use of appropriate body language, vocal and facial expression when working with students
- Explain the impact of body language and non-verbal communication when trying to communicate with another person and in particular when trying to teach students

Topic #3: Learning Styles

It is expected that students will:

- Discuss and analyse the three main learning styles (auditory, visual, kinaesthetic)
- Assess and analyse their own learning style
- Recognize the learning style(s) of the student(s) they are working with

Topic #4: Technology

It is expected that students will:

- Demonstrate the ability to use and support students in the use of technology as guided by the classroom teacher and education assistants

Unit 3: Inclusion in School and Community

This unit is intended to build student awareness to the challenges faced by others due to societal, cultural and socio economic factors and how they impact their experiences in school and the community.

Topic #1: Self-esteem and fear of failure

It is expected that students will:

- Recognize and understand that a student's resistance to participating in a learning activity may be due to self-esteem issues and fear of failure
- Demonstrate a positive attitude, appropriate emotional support, and sincere respect and empathy for the students' frustrations and fears

Topic #3: Connecting School and Community

It is expected that students will:

- Demonstrate a positive attitude towards school
- Connect school topics to the outside world to help the students they are working with understand the value of education

Topic #4: Awareness of how discrimination and perception

It is expected that student will:

- Explain major issues about educational, community and vocational accessibility for those with exceptional problems or weaknesses
- Recognize discrimination and how it impacts individuals in the community
- Recognize how perception of others impacts their experiences in school and community
- Provide some advocacy for the student(s) they are working with
- Identify and recognize the importance of community advocacy agencies

Instructional Component:

- Direct instruction (for example: Special Needs Peer Support Day)
- Indirect instruction through modelling by teacher and EAs
- Interactive instruction, group work and group learning
- Independent practice and learning
- Practical creativity, on-the-spot thinking and problem solving
- Relevant articles and readings as provided by the teacher
- Hands on learning with direct teacher access required
- Supplementary teaching/learning tools (i.e. key visual frameworks, graphic organizers, etc.)
- Scaffolding method employed, teacher support is diminished as Peer Supporters confidence increases
- Access to internet resources
- Access to instructional tools
- Regular feedback and guidance through biweekly summary reports
- Teacher/Peer Supporter conferences and discussions

Assessment Component:

- Self Evaluation
- Self Rating Profile
- Special Needs Peer Support Logs
- Written reflections the identify skills learned and examples to support learning
- Reading Papers
- Participation as evaluated by classroom teacher
- Application of skills/theories learned through observations by classroom teacher

Learning Resources:

- Special Needs Peer Support workshop developed by school
- Reading Selections provided by teacher
- Internet Resources
- Classroom Teacher
- EAs
- Materials Available for Learning Services Department

Additional Information:

BAA Conversation Francaise 11/ 12

District Name : Maple Ridge School **District**

Number : 42

Developed by : Nicole Beaudet

Date Developed : January 2016

School Name : Maple Ridge Secondary

Principal's Name : Trevor Connor

Board/Authority Approval Date :

Board/Authority Signature :

Course Name : Conversation Francaise 11/12

Grade Level of Course : 11/ 12

Number of Course Credits : 4

Number of Hours of Instruction : 120

Prerequisite(s) : Français langue seconde – immersion 10

Special Training, Facilities or Equipment Required : none

Course Synopsis :

This course has been developed to give students an opportunity to practice their French oral skills so as to better prepare themselves to function in a bilingual environment. In this course, students will : gain a better understanding of the art of elocution; master the format and practice of formal debate ; grasp the nuances of radio and TV programs ; develop the ability to assume the role of toast master/mistress ; conduct interviews ; perceive the impact of body language and performance skills on oral communications ; participate effectively in panel discussions; demonstrate facility in participating in sophisticated conversation which is the oral exchange of sentiments, observations, opinions, or ideas ; become true conversationalists.

Rationale :

This course has been developed to give students an opportunity to extend the language concepts and skills they have developed so far and prepare them for post-secondary language study. The course will also encourage senior students to synthesize the French language skills they have mastered to date and apply these skills in a sophisticated intense oral milieu.

Organizational Structure :

| Units | Title | Time |
|--------------------|--|------|
| Unité 1 | Entrevues Interviews | .. |
| Unité 2 | Émission radiophonique Radio Program | |
| Unité 3 | Débat Debate | .. |
| Unité 4 Unité 5 | Discussions de groupe Group discussion Les Médias Media | .. |

Unit Topic Module/Descriptions :**Unit 1 Overview~ Entrevues**

In this unit, students will be developing their interviewing skills by interviewing one another.

Curriculum Organizers and Learning Outcomes-Communication orale

L'élève pourra/the student will :

1. Interagir spontanément dans des situations où le français est parlé (interact spontaneously in situations where French is spoken)
2. s'exprimer oralement dans diverses situations sans faire appel à l'anglais et en utilisant un français idiomatique et imagé (express himself/herself orally in various situations without using English and using French expressions/imagery)

3. ajuster ses interventions en fonction des reactions de l'interlocuteur (adjust the response in keeping with the reactions of the other speaker)
4. manifester sa comprehension d'un discours oral en analysant , en synthétisant et en évaluant les informations présentées (demonstrate understanding by analyzing, synthesizing and evaluating the information presented)
5. utiliser un langage approprié qui exprime son respect de la diversité langagière et culturelle de la société canadienne (use appropriate language which respects the Canadian context)
6. s'exprimer avec confiance dans diverses situations de communication formelles et informelles (express himself/herself confidently in formal and informal situations)
7. tenir compte de sa perception de l'efficacité de son message lors d'une discussion et s'ajuster en consequence (take into account the effectiveness of his/her message and adjust as needed)

Curriculum Organizer and Learning Outcomes – Compréhension - Understanding

L'élève pourra/the student will :

1. planifier son écoute en appliquant les strategies appropriées (listen using appropriate comprehension strategies)

Unité 2 Overview ~ Production d'une émission radiophonique/Production of a Radio Program

In this unit, students learn how to produce an effective radio show as well as keeping abreast of current events.

Curriculum Organizer and Learning Outcomes– Communication orale

L'élève pourra/the student will :

1. s'exprimer en évitant consciemment les anglicismes les plus courants, créer diverses communications personnelles et informatives (express himself/herself by consciously avoiding the most common anglicisms, create ways to communicate for personal purposes and for information)
2. utiliser un langage approprié qui exprime son respect de la diversité langagière et culturelle de la société canadienne (use appropriate language that respects the Canadian context)
3. s'exprimer avec confiance dans diverses situations de communication formelles et informelles (speak with confidence in various formal and informal settings)
4. utiliser un langage, un vocabulaire, des structures, une prononciation appropriés à l'auditoire et à l'intention de communication (use language, vocab, structures and pronunciation appropriate for the audience and the purpose)

Curriculum Organizer and Learning Outcomes–Aspects techniques/technical aspects

L'élève pourra/the student will :

1. concevoir et rédiger des textes destinés à un bulletin de nouvelles ou à un reportage (design and write texts for a newsletter or a news story)
2. faire usage des techniques, des appareils et de la technologie médiatique pour produire un reportage radio diffusé (make use of the techniques, tools and technology to produce a radio program)
3. planifier,gérer et évaluer un travail d'équipe qui comporte des aspects techniques propres à un média (plan, manage and evaluate the team work related to a media presentation)

Unité 3 Overview ~ Débat

In this unit, students familiarise themselves with the rules of debate and learn how to think on their feet and deliver logical and thoughtful arguments.

Curriculum Organizers and Learning Outcomes –Communication orale

L'élève pourra/the student will :

1. interagir spontanément dans les situations où le français est parlé (interact spontaneously in situations where French is spoken)
2. s'exprimer oralement dans diverses situations sans faire appel à l'anglais et en utilisant un français idiomatique et imagé (express himself/herself orally in various situations, without resorting to English, using French idiom and imagery)
3. ajuster ses interventions en fonction des réactions de l'interlocuteur (adjust the conversation based on the reactions of the other speaker)
4. créer diverses communications personnelles et informatives tels que des débats (communicate and inform using various personal forms of sharing – such as discussions)
5. utiliser un langage approprié qui exprime son respect de la diversité langagière et culturelle de la société canadienne (use language appropriate to the Canadian context)
6. s'exprimer avec confiance dans diverses situations de communication formelles (speak with confidence in various formal situations)
7. tenir compte de sa perception de l'efficacité de son message lors d'une discussion et s'ajuster en conséquence (take into account how messages are received and adjust as necessary)

8. utiliser diverses stratégies langagières, y compris la diplomatie et le compromis, pour résoudre des conflits et atteindre les buts du groupe (strategic use of language, including diplomacy and compromise to resolve conflicts and achieve the goals of a group)

Curriculum Organizers and Learning Outcomes–Aspects techniques

L'élève pourra :

1. développer sa pensée critique et ses habiletés de recherche (develop his/her critical thinking and research skills)
2. communiquer de façon spontanée dans sa langue et développer ses habiletés verbales et écrites (communicate spontaneously and develop verbal and written skills)
3. transmettre un message logique et cohérent (transmit a logical and coherent message)
4. se sensibiliser au fonctionnement d'un débat (become familiar to the purpose of debate)
5. développer des opinions, des arguments et des contre-arguments (develop opinions, arguments and counter-arguments)

Curriculum Organizers and Learning Outcomes –Compréhension

L'élève pourra :

1. formuler des questions pertinentes sur des sujets controversés et/ou abstraits (form questions on controversial and abstract topics)
2. manifester sa compréhension d'un message oral en évaluant les informations et les idées présentées (demonstrate an understanding of an oral message while assessing the information and ideas being presented)
3. planifier son écoute en appliquant les stratégies appropriées (plan to apply appropriate listening strategies)
4. manifester sa compréhension d'un discours oral en analysant, en synthétisant et en évaluant les informations présentées (demonstrate understanding of the spoken word by analyzing, synthesizing and evaluating the info presented)

Unité 4 Overview ~Discussions de groupe

In this unit, students participate in small and large group discussions on various topics in order to practice their spontaneity and expand their vocabulary.

Curriculum Organizers and Learning Outcomes –Communication orale

L'élève pourra/the student will :

1. interagir spontanément dans les situations où le français est parlé (interact spontaneously in situations where French is spoken)
2. s'exprimer oralement dans diverses situations sans faire appel à l'anglais et en utilisant un français idiomatique et imagé (express themselves orally without resorting to English – using French idiom and imagery)
3. ajuster ses interventions en fonction des réactions de l'interlocuteur (adjust comments to suit the reaction of the other speaker)
4. s'exprimer avec confiance dans diverses situations de communication informelles (speak with confidence in various informal settings)
5. tenir compte de sa perception de l'efficacité de son message lors d'une discussion et s'ajuster en conséquence (take into account how the message is received and adjust)
6. utiliser diverses stratégies langagières, y compris la diplomatie et le compromis, pour résoudre des conflits et atteindre les buts du groupe (use strategies such as diplomacy and compromise to resolve conflicts and achieve the goals of the group)

Curriculum Organizers and Learning Outcomes –Compréhension

L'élève pourra/the student will :

1. formuler des questions pertinentes sur des sujets controversés et/ou abstraits (form questions on controversial and abstract topics)
2. manifester sa compréhension d'un message oral en évaluant les informations et les idées présentées (demonstrate understanding of an oral message by evaluating the information and ideas presented)
3. planifier son écoute en appliquant les stratégies appropriées (plan to listen using appropriate strategies)
4. manifester sa compréhension d'un discours oral en analysant, en synthétisant et en évaluant les informations présentées (demonstrate understanding by analyzing, synthesizing and evaluating the information presented)
5. manifester son engagement actif dans le perfectionnement de sa compétence langagière (demonstrate active engagement in improving language competence)

Unité 5 Overview ~ Les Médias

IN this unit, students will analyse, interpret and react to different forms of media such as film, music and current events.

Curriculum Organizers and Learning Outcomes –Communication orale

L'élève pourra :

1. Évaluer la qualité, l'actualité et la pertinence de plusieurs sources d'information choisies dans le but de préparer une présentation (assess the quality and relevance of several sources of information in the preparation of a presentation)
2. Évaluer l'efficacité de son utilisation des stratégies, d'écoute et de visionnage dans diverse contextes (evaluate the effectiveness of his/her usage of strategies, listening and viewing in diverse contexts)

Curriculum Organizers and Learning Outcomes–Aspects techniques

L'élève pourra :

1. Communiquer de façon spontanée dans sa langue et développer ses habiletés verbales et écrites (communicate spontaneously and develop verbal and written skills)
2. Utiliser le niveau de langue approprié à la communication (use the appropriate level of language)
3. Respecter les règles propres au registre de la langue et appropriées à la situation de communication (use the language appropriate to the situation)
4. Utiliser un éventail d'expressions et de structures de phrases propres au français et manier les nuances : choix de styles, ton, expression idiomatiques (use a variety of expressions and French structures –handling the nuances: style, tone and idiomatic expressions).

Curriculum Organizers and Learning Outcomes –Compréhension

L'élève pourra :

1. Formuler des questions pertinentes sur des sujets controversés et/ou abstraits (formulate relevant questions about controversial and abstract subjects)
2. Manifester sa compréhension d'un message oral en évaluant les informations et les idées présentées (demonstrate his/her understanding of an oral message – evaluating the information and ideas presented)
3. Planifier son écoute en appliquant les stratégies appropriées (plan to listen by applying appropriate strategies)

Instructional Component:

In order to meet the learning outcomes outlined for this course, a variety of teaching methods and techniques will be used including :

- Direct instruction
- Indirect instruction
- Interviews
- Simulations
- Theatre sport/improvisation
- Debates
- Small and large group discussions
- Cooperative learning

Assessment Methods:

In order to meet the learning outcomes outlined for this course, a variety of assessment methods and tools will be used, including :

- Individual and group projects
- Presentation of completed works
- Group dialogues
- Peer evaluations
- Self evaluations
- Teacher evaluations
- Weekly assessments
- Teacher anecdotal records
- Checklists
- Rubrics
- Rating scales

Learning Resources

- Collection of articles prepared by the classroom teacher
- 70 activités motivantes de communication orale, Chenelière Education ISBN 978-2-7650-2314-2
- Guide Pédagogique, Techniques de prévention et de correction des fautes orale dans les classes d'immersion, AndréA Obadia ISBN 0-921612-16-8

BOARD AUTHORIZED COURSE DESCRIPTION**Board Authorized
Approval Date:****Date
Developed:**

October 2015

**Developed
By:**

Darren Manweiler

School:Samuel Robertson
Technical Secondary**Principal:**

Mr. Dennis Dickson

**Course
Name:**

Chess 11

**Grade
Level:**

Grade 11

**Number of
Credits:**

4 credits

**Hours of
Instruction:**

120 hours

Course Description/Synopsis:

The intention of this course is to enable, and support, students while they explore their interests and abilities within the discipline of chess. Students will be encouraged to dig deeper than a superficial understanding of the rules and recognize problem solving, strategy application, and tactics evolution. Chess etiquette, and game documentation techniques will also be learned. As well, the course will study famous historical master games, and provide practical skill development with in-class play, and tournaments. Students should expect to not only develop from a beginner to intermediate level of play, but also benefit from improved logical, critical, and analytical soft-skills that can be transferred to other school subjects, and all facets of life.

Learning outcomes for the Chess 11 course are grouped under the Curriculum Organisers of: Knowledge / Analysis, Personal / Social Responsibility, and Classroom / Curriculum Issues.

Prerequisite(s):

1) None Required

**Facilities/Equipment
Required:**

A teacher, classroom, 1 scholastic tournament quality chess set for every two students, 4 time clocks, resource books, web based resources, internet accessible tablets or computers to accessing Web based chess sites and play, a means to show video content.
*** Chess sets, clocks, books, and video resources are available for ~\$500.

Approved:☐ YES☐ NO**Signature:****Date:**

Rationale

Chess is more than just a game; it offers students at any skill-level an enjoyable lifelong, intellectual pursuit. An often general opinion of chess as an elitist or exclusive activity couldn't be further from the truth. It is an activity where even the weakest academic students can match their wits and beam with success. It is a proven and valuable self-esteem builder.

Chess demands that participants exercise their best powers of planning, memory, decision making, judgment, creativity and concentration. As a course, Chess will be the venue for developing critical thinking, analysis, strategic and tactical problem solving. These skills are applicable and transferable not only in the mathematics curriculum but to many of life's situations. Interestingly, chess is known to assist cognitive development for students in four areas: logic, memory, awareness/analysis and pattern recognition with overall improvements in all school test results, especially mathematics and reading. (Watson-Glaser Critical Thinking Appraisal WGCTA). Furthermore, the educational benefits of chess are already recognized by its inclusion in the required curricula of over 30 countries including Canada (Quebec and New Brunswick).

Organizational Structure

| Unit/Topic | Title | Time |
|------------|--|------|
| Unit 1 | The history of chess / The benefits of playing chess | 10 |
| Unit 2 | Rules and Etiquette of chess / Algebraic Notation and chess clock use | 4 |
| Unit 3 | Introduction to checkmate/stalemate and piece coordination | 5 |
| Unit 4 | The Five Principals of chess: (Force, Time, Space, Pawn Structure, and King Safety | 15 |
| Unit 5 | Introduction to chess tactics (Pins/Forks/Skewers/Discoveries) | 8 |
| Unit 6 | Introduction to the Endgame (Strategies and Techniques) | 8 |
| Unit 7 | Introduction to the Opening (Strategies and Principals) | 8 |
| Unit 8 | Analysis of famous master class games | 8 |
| Unit 9 | Analysis of students' own games (self-analysis/peer analysis) | 14 |
| Unit 10 | Interclass Practice and Tournaments | 40 |
| | | |
| | Total | 120 |

Unit/Topic/Module Descriptions

Unit 1: History of chess and the benefits of playing chess. - (10 hours)

This unit has been designed to introduce students to the game of chess. Students will learn about the history of chess, the benefits of playing chess (physiological, psychological, and socio-emotional), and consider the question: Is genius innate or can it be learned? This unit is meant to inspire and motivate students to become better chess players.

“My Brilliant Brain-make me a genius.” (2007) This documentary explores the concept of genius. Furthermore, it argues that one can attain a level of genius in any endeavor through hard work and favourable circumstances.

Coyle, D. (2009). *The talent code: Greatness isn’t born, it’s grown, here’s how*. New York: Bantam Books.

Curriculum Organizer: Knowledge /Analysis, and Personal & Social Responsibility

It is expected that students will:

- Demonstrate an understanding of the history and origins of chess.
- Demonstrate an understanding of the many benefits chess provides.
- Give an oral and written account arguing whether genius is an innate or learned behavior.

Unit 2: Rules, Etiquette, Algebraic Notation, and Chess Clock Use - (4 hours)

To become competent chess players, students will need to be familiar and confident with algebraic notation. It is a means of recording chess games and replaying them for future study. This unit has been designed to ensure that students are familiar and comfortable with this process. As well, students will become accustomed to the use of a chess clock while playing, an essential skill for tournament play. Moreover, the student will learn the basic rules of chess and chess etiquette, such as “touch move,” adjusting pieces, not commenting during competition, shaking hands, playing fairly, winning with grace and losing with dignity, etc.

Students will view and comment on a chess movie involving chess and children:

"Searching for Bobby Fischer" (1993) The true story of Josh Waitzkin - a chess prodigy who refuses to harden himself in order to become a champion.

Curriculum Organizer: Knowledge /Analysis

It is expected that students will:

- Identify the geometry of the board using algebraic notation.
- Demonstrate the use of the chess clock during practice.
- Describe and demonstrate the opening set-up, basic moves and relative value of each chess piece.
- Demonstrate the rules of chess etiquette during play.
- Demonstrate the ability to replay past games using algebraic notation.
(i.e. select and replay a chess master's game(s) using algebraic notation.
- Give an oral/ written account that compares their own personal growth through playing chess to similar growth seen in the movie characters.

Unit 3: Introduction to checkmate and piece coordination. - (5 hours)

Recognition of chess patterns and piece coordination is an essential skill for students to develop from a beginner, to novice, and beyond. This unit has been developed to introduce typical checkmating/stalemating patterns and techniques. As well, students will also learn about piece coordination, and how pieces work together to attack and defend.

Curriculum Organizer: Knowledge /Analysis

It is expected that students will:

- Recognize the relationships between several pieces and how they function together to attack and/or defend.
- Recognize various standard checkmating patterns. For example, mate with major pieces, mate with minor pieces, etc.
- Solve various chess problems through pattern recognition and piece coordination.

Unit 4: The Five Principals of chess: (Force, Time, Space, Pawn Structure, and King Safety)
- (15 hours)

The purpose of this unit is to familiarize students with the five principals of chess. Moreover, by understanding the five principals of chess, students will be able to assess and evaluate their own play and that of others. In properly establishing an assessment and evaluation of a position, students will then be able to formulate correct plans of play.

Curriculum Organizer: Knowledge /Analysis

It is expected that students will:

- Identify and describe the five principals of chess.
- Explain how manipulation of these principals can lead to an advantage or disadvantage.
- Demonstrate an understanding of the five principals through game play.
- Effectively assess and evaluate a position to correctly formulate a plan (Who's winning? By how much? and Why?).

Unit 5: Introduction to tactics (Pins/Forks/Skewers/Discoveries) - (8 hours)

This unit has been developed to allow students to develop and employ various offensive / defensive tactics to gain an advantage in their games. As well, this unit will develop basic tactical pattern recognition -- patterns that will form a base for higher level chess.

Curriculum Organizer: Knowledge /Analysis

It is expected that students will:

- Identify and describe basic tactics (Pin, Fork, Skewer, Discovery).
- Demonstrate and recognize the basic tactics to gain an advantage in their play.
- Demonstrate effective planning based on tactical outcomes.

Unit 6: Introduction to the Endgame (Strategies and Techniques) - (8 hours)

This unit has been developed to allow students to recognize the endgame phase of chess. Moreover, students will develop an understanding of basic plans, strategies, and technique to effectively play the endgame.

Curriculum Organizer: Knowledge /Analysis

It is expected that students will:

- Identify the endgame phase of chess.
- Recognize and demonstrate specific endgame strategies and techniques using limited pieces.

Unit 7: Introduction to the Opening (Strategies and Principals) - (8 hours)

This unit has been designed to introduce students to the opening phase of chess. More specifically, students will gain an understanding of the strategies and principals involved in effectively opening a game of chess. Consequently, students will then be able to effectively plan based on the nature of their chosen opening method.

Curriculum Organizer: Knowledge /Analysis

It is expected that students will:

- Demonstrate an understanding of opening strategies and principals.
- Identify effective and ineffective opening moves based on opening strategies and principals.
- Demonstrate an effective and sound opening based on opening strategies and principals.

Unit 8: Analysis of famous master class games - (8 hours)

This unit has been developed to allow the student to use and develop their critical thinking and problem solving skills through the study of master class games. Moreover, the student will gain insight, technique, and ideas for how to better their play in their own games. In short, "Let's see how the masters do it!"

Curriculum Organizer: Knowledge /Analysis

It is expected that students will:

- Identify the five principals of chess in master class games.
- Identify previously learned tactical patterns in master class games.
- Assess and evaluate a master class game.
- Annotate a master class game with a peer.
- Present a famous master class game to the class and/or peers.

Unit 9: Analysis of students' own games (self analysis/peer analysis) - (14 hours)

In order for growth as a chess player, analysis and reflection of one's own games is absolutely critical. This unit has been designed for the student to develop objectivity in one's own games. Using the five principals of chess, and with previous analysis of master games, the student will then be able to analyze his/her own games. As such, the student will also gain valuable insight into his/her strengths, weaknesses, and areas that need improvement. This skill of self analysis extends beyond the game of chess, and is beneficial for the students' emotional and social well being.

Curriculum Organizer: Knowledge /Analysis

It is expected that each student will:

- Identify the five principles of chess in their own games.
- Effectively assess and evaluate his/her play in all phases of the game. For example, "Who is better here? By how much? Why?"
- Identify mistakes made by each player.
- Demonstrate methods of improvement based on error detection.

Unit 10: Interclass Practice and Tournaments - (40 hours)

The purpose of this unit is to ensure that students get the opportunity to apply, develop, and practice the theory they acquire during the course. Through practical experience it is expected that each student will recognize a measurable improvement in their chess skills. This can be accomplished by using a baseline measure at the beginning of the course through a free online chess server, such as Chess.com, YahooChess.com, or through a similar application on their electronic devices. Furthermore, there is a tremendous opportunity to involve other local Canadian chess communities in mentored demonstrations and chess matches. Students will successfully compete against local community chess clubs, schools, and/or in internet tournaments, as evidenced by competent chess-play and recording of moves. This unit runs concurrently with units 3-9.

Curriculum Organizer: Classroom / Curriculum Issues, and Personal & Social Responsibility

It is expected that students will:

- Demonstrate and discuss growth in ability and knowledge by recognizing and performing effective chess openings, mid-game chess tactics and strategies, and endgame theory during competitive games played during interclass competition.
- Keep an ongoing "chess journal" -- a record of their games, tactics, and strategies employed during interclass competition.
- Show an observable/demonstrable improvement in their chess play (through a comparison of a baseline rating from the beginning of this course).
- Successfully compete against senior mentors and/or competitors from our local chess community and/or in internet tournaments as evidenced by competent chess-play and recorded chess matches.

Instructional Component

Chess 11 is a combination of theory and the application of learned theory in practical game play. The instruction during the course will be combinations of teacher lead, peer lead, student initiated, and self reflective.

- Direct Instruction
- Interactive Instruction
- Independent Instruction
- Modeling
- Game Psychology & Initiative
- Strategy & Tactics
- Problem Solving & Analysis
- Critical Thinking
- Brainstorming
- Group Work
- Demonstrations
- Videos
- Dynamic and Creative Thinking Skills

Assessment Component

Chess 11 assessment reflects the course goals and intended learning outcomes.

| <u>Type:</u> | <u>Detail:</u> | <u>Weight:</u> |
|------------------------------|------------------------------------|-----------------------|
| Formative ~70% | - In class assessment | ~30% |
| | - In class projects and journaling | ~40% |
| <u>Summative ~30%</u> | <u>-Final Assessments</u> | <u>~30%</u> |

Approximately seventy percent (~70%) of the grade will be based on formative evaluations conducted throughout the course: projects, quizzes & assignments on set positions, opening knowledge, mating motifs, problem solving, strategy and tactics. Also, applied practice and demonstration of the skills learned through active participation and competition.

Approximately thirty percent (~30%) of the grade will be based on summative evaluations: unit tests and the observable/demonstrable fact that the student's baseline rating has increased (Through a comparison to the baseline rating from the beginning of this course).

| <u>Performance Methods:</u> | <u>Personal Communication:</u> | <u>Other:</u> |
|------------------------------------|---------------------------------------|--------------------------------|
| Class Participation | Learning Logs | Criterion Reference Assessment |
| Projects | Self Evaluation | CFC/Yahoo/FICS Rating Scale |
| Assignments | Log Reflections | |
| Tests and Quizzes | Peer Evaluations | |
| | Portfolio Games Record | |
| | Game Analysis Presentation | |

Learning Resources

Sample Resources:

Books:

(Available at Chess Federation of Canada, U S Chess Federation and online bookstores)

- The Amateurs Mind by Jeremy Silman (1999~ Siles Press)
- Winning Chess Tactics for Juniors by Lou Hays (1994 ~Hays Publishing)
- Bobby Fischer Teaches Chess by Bobby Fischer (1992 ~Bantam Books)
- How to Beat your Dad at Chess (50 Deadly Checkmates) by Murray Chandler (2005 ~ Gambit Publishing)
- Chess Tactics for Kids by Murray Chandler (2004 ~ Gambit Publishing)
- Endgame Concept Explained by Bruce Pandolfini (2004 ~ Fireside Books)
- Chess Complete: Comprehensive by Bruce Pandolfini (1992 ~ Fireside Books)
- Chess Opening's : Traps & Zaps by Bruce Pandolfini (1989 ~ Fireside Books)
- The winning way: The How, What Why of Opening Stratagems by Bruce Pandolfini (1989 ~ Fireside Books)
- A Comprehensive Chess Course, Vol. II by Roman Pelts & Lev Alburt (1989 ~Kiril Publishing)
- Attacks on the Castled King by AJ Gillman (1991~ Chessco Books)
- Chess Teaching Manual By Tom O'Donnel (1997 CFC publication which is free to teachers)
- Winning Chess Tactics, revised (2005 Winning Chess - Everyman Chess) by Yasser Seirawan
- Winning Chess Strategies, revised (2005 Winning Chess - Everyman Chess) by Yasser Seirawan

Internet Websites:

www.uschess.org (Nov 2015)

The US Chess Federation (US Chess) is the official governing body and not-for-profit organization for chess players and chess supporters in the United States. Our mission is to empower people through chess one move at a time. Our vision is to enrich the lives of all persons and communities through increasing the play, study, and appreciation of chess.

www.chess.net

International information within the chess world

www.chessclub.com

Online internet chess club.

The latest international information within the chess world today

www.chess.com

Online gameplay, tutorials, chess engine analysis, baseline skill establishing

www.chessgames.com

Past games of famous players & biographies

www.chess.ca

Official Chess Federation of Canada website. site to order books, chess sets, chess clocks. etc.

www.freechess.org

The Free Internet Chess Server, is one of the oldest and one of the largest internet chess servers. Hosts online tournaments and lectures. KICS (Kids Internet Chess Server) is a part of this site which only allows school children who are supervised by a teacher to play.

DVDS:

“Fritz 11” by Chessbase

“Maurice Ashley Teaches Chess” by Simon & Shuster

“Chess the Easy Way with Susan Polgar” Volumes 1-6

“Essential in Game Knowledge” by Dr. Danny Kopec

“How to Visualize Chess Combinations” by Dr. Danny Kopec

“How to Analyze a Chess Position” by Dr. Danny Kopec

“The Pro Chess Video Mentor” by Yasser Seirawan

Movies:**Searching for Bobby Fischer (1993)**

True story of Josh Waitzkin, a chess prodigy refuses to harden himself in order to become a champion like the famous but unlikable Bobby Fischer.

Game Over: Kasparov and the Machine (2003)

For the international chess community, it was a blow against humanity when Garry Kasparov -- arguably the greatest chess player the ancient game has seen - lost to IBM's computer, Deep Blue.

Knights of the South Bronx (2005)

A&E true story depicting one man's struggle to better the lives of underprivileged children in the South Bronx – by teaching them chess

Bobby Fischer Against The World (2011)

'Bobby Fischer Against the World' is a documentary feature exploring the tragic and bizarre life of the late chess master Bobby Fischer. The drama of Bobby Fischer's career was undeniable, from his troubled childhood, to his rock star status as World Champion and Cold War icon, to his life as a fugitive on the run. This film explores one of the most infamous and mysterious characters of the 20th century.

Brooklyn Castle (2012)

Documentary - Amidst financial crises and unprecedented public school budget cuts, Brooklyn Castle takes an intimate look at the challenges and triumphs facing members of a junior high school's champion chess team.

Life of a King (2013)

Ex-felon, Eugene Brown, establishes a Chess Club for inner city teenagers in Washington, D.C.

To: **Board of Education**

From: Education Committee

Re: **YOUTH LEARNING COMMUNITY
PILOT PROGRAM**

Date: March 9, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Youth Learning Community pilot program proposal provides an opportunity for Grade 8 - 12 students to access a program which combines the self-directed options offered at Thomas Haney Secondary with community/place-conscious, ecological studies.

The program will be available to all Grade 8 – 12 students in the district and will be attached to Thomas Haney Secondary; allowing flexibility for students to have access to electives and subject area expertise while pursuing inquiry projects and in-depth studies within the community and the environs.

As is the case for all Grade 8 - 12 students, all students in the program will fulfill the requirements of the BC curriculum and grad program and pursue either a Dogwood Diploma or Evergreen Certificate dependent on the individual learner needs.

While this program is intended to attract students who attended the Environmental School during their elementary years, it is not intended exclusively as a pathway for that group of students. We hope to achieve a total enrolment of 50 students in the first year of this pilot program – generating about 2.0 FTE classroom teachers along with the associated non-enrolling staffing that is assigned through the regular school district staffing formulas. It is expected that most students enrolling in the program will be existing SD42 students with some out-of-district students.

The development of the Environmental School model was a two and a half year planning endeavor. The Youth Learning Community is a much quicker process to develop because it fits within the framework of the Thomas Haney model, the development of curricular expertise related to the Environmental School already exists and we have experience with secondary programming similar to this pilot program in our school district.

The Environmental School had a \$1 million research grant and other additional funding beyond the Board staffing and supplies allocations. This program will require some start-up funding for learning resources, technology and equipment. In keeping with district practice (Montessori start-up funding, French Immersion federal French funds, etc.), it is recommended that one-time funding be allocated to support each class up to a maximum of \$5,000 per class. This would cover the cost of providing collaboration time for the teachers to work with community agencies along with the equipment and training required to hold classes away from the school site – tents, first aide training and kits, equipment for outdoor use, technology required for the program, learning resources suited to place-conscious, ecological studies.

Additionally, it is recommended that the Principal of the Environmental School be allocated an additional 0.2FTE admin time (cost of \$20,000) to assist with the implementation and training of teachers working within this unique combination of school/digital/community/nature-based settings.

RECOMMENDATION:

THAT the Board approve the proposed Youth Learning Community pilot program for the 2016-2017 School Year;

AND FURTHER

THAT the Board approve the transfer of \$30,000 from the contingency reserve to the operating fund to fund the start-up costs for this program.

Attachment

Youth Learning Community

Striving towards “Place-conscious, Ecological Pedagogy”

Philosophical Premises

1. Place: the environment is the first educator, one learns first from the environment in which they have their experience. The place involves its histories and knowledges.
2. Experience: the real lived experience provides learning.
3. Activity and mediation: the activity provides a source for learning and a mediator can provide support for one’s next level of learning and competencies through hands-on, in context, lived experiences.

Operational Plan

1. Thomas Haney Secondary School provides the primary base for learning
2. Multi-grade 8 – 12 Cohort groups; students will support and learn with each other
3. Ungraded, No subject areas and Unscheduled
 - Students will have the flexibility to learn across curriculum and at any level (ie. student may be in grade 9 and doing grade 12 learning)
 - Like other students they will be able to cross enroll and have access to experts (school and community based)
 - All students in the program will pursue either a Dogwood Diploma or Evergreen Certificate dependent on the individual learner needs; these students will gain credits through successful course completion
 - Students in this program will have the same opportunities for post-secondary readiness as students in a conventional school setting; in fact, students will be supported in determining a suitable pace for completion (ie. acceleration in some areas, taking more time for others)
 - Teachers and THSS counsellors will work with these students, as they would with others, to identify post-secondary goals and pathways to those goals
 - Students will accrue credits in the same manner as students in conventional schools; however, as per this proposal, how they complete their learning will look different
 - The two program teachers will be guided by the same BC Curriculum that other teachers use (based on an estimated enrolment of 50)
 - Students of this program will have every opportunity to join district clubs and THSS teams
 - Students in this program would be able to access specialized electives at THSS that may be beyond the skillset of the program teachers (possible examples: Physics 12 or History 12)
4. Students will have the opportunity to learn in a variety of possible environments: outdoor spaces, forests and parks; CEED Centre, Libraries, and Greg Moore Youth Centre; and local businesses.
 - Thomas Haney Secondary will be the “base” or community and activities will be planned that students will need to start at a variety of locations
 - In pursuing particular learning opportunities, students may choose to learn with a business or at an alternative setting (like museum or library)

5. Learning and teaching practices are woven together to form our principles and values.

Educational Strands

Place-based Education
Imaginative Education
Project-based Education
Inclusion
Environmental Education

Principles and Values

Place and Community
Imagination and Integration
Inquiry and Possibility
Interdependence and Flourishing
Nature, Ecology and Sustainability

Roles and Responsibilities

1. Students

- Students will learn from a base: a structured setting
- Students will have the opportunity to learn in a variety of possible environments: outdoor spaces, forests and parks; CEED Centre, Libraries, and Greg Moore Youth Centre; and local businesses.
- Students will move in and out of these various settings depending on projects, themes, and activities.
- Students need to be able to transport themselves to the variety of learning experiences and activities.
 - ✓ It is the families'/students' responsibility to gather at the specific location or setting for learning activities
- Learning happens all the time, 24/7, in all different environments and in many locations, even at home. Students will be responsible for demonstrating their learning, regardless of how, when, or where the learning occurs
- Learning occurs through real lived experiences
- Learning will be personalized, community based and social
- Learning will be encouraged through students' strengths and passions, and students will develop personal and group challenges of learning
- Projects, themes and activities will enable students to learn throughout the community and forests of Maple Ridge and Pitt Meadows.
- Learning will take place through projects, themes and activities and from this, curriculum will emerge
- Learning will emerge from projects, themes and activities that the students involve themselves in and with, as well as, move the learning into deeper understanding incorporating all subject areas
- Learning assessment will occur through a developing/growing/progressive, personalized portfolio system
- Learning in the program will be designed to culminate in graduation with a BC Dogwood Diploma or Evergreen Certificate. Learners will focus on elements of the Graduation Transitions Program to ensure that they are ready for myriad post-secondary experiences (such as university studies, employment, and other areas of personal growth)

2. Parents

- Parents will be involved in their child's learning
- Parents are active participants in their child's learning
- Parents need to support their children to get to the location or setting of learning activities
- Parents may contribute to the students' learning portfolios, providing additional opportunities for assessment
- Parents will support students as they study elements of the graduation program to ensure that they are ready for post-secondary experiences

3. Teachers

- Teachers will work as a collaborative team to support student learning.
- Teachers will be trained in "Place-based, Ecological Pedagogy"
- Teachers will be involved with the students as learners, facilitators, guides, and coaches
- Teachers will act as role models for students, pursuing their talents, strengths, and passions, as well as their knowledge of the Maple Ridge and Pitt Meadows community and environment.
- Teachers will provide activities and seminars to encourage students to flourish and assist with a variety of learning needs
- Teachers will mediate activities and emergent learning to connect to curricular goals and future opportunities. Teachers will also foster the students' abilities to make these connections themselves
- Teachers work with community partners to develop a variety of learning experiences and activities
- Teachers will provide feedback for student learning
- Informing out about learning; assessment
- Coach through activities and provide/encourage learning for next level/possibility
- Teachers and counsellors will guide students through the elements of the graduation program to ensure that they are ready for post-secondary experiences

Translating Pedagogical Practices/Methodologies into Principles and Values

These five Educational Practices are woven together to create Place-based, Ecological Pedagogy (Place, Experience, Activity and Mediation). They also create the Principles and Values which the learning community strives toward.

| Pedagogical Practices/Methodologies | Principles and Values |
|---|--|
| <p><u>Place-based Education</u> Place-based education emphasizes a reconnection of people to the natural and human worlds in which they live. The place or environment becomes the first educator. Learners become part of and participants in their community by exploring and connecting to their culture, neighborhoods, parks, local histories and knowledges. Learners are empowered through a deeper understanding and skills, and participation in civic life and with the natural world. Learning in place is experiential and in context. Learners will work on projects and problem solving in context of their lived experiences.</p> | <p><u>Place and Community</u> We cultivate learning in, about, with and from local places. This includes spending extensive time immersed in the outdoors, dialoguing with a diversity of people connected to these places, and exploring the meaning of places in the context of the broader community, it's past and future. Learners grow into listening to place and community as educators. Our hope is to nurture and develop an inclusive educational community deeply rooted in places.</p> |
| <p><u>Ecological and Environmental Education</u> Ecological and environmental education focuses on reconnecting natural and human ecosystems so that human beings appreciate nature and understand ecosystems in order to live sustainably. Ecological education includes outdoor education and experiential education. Ecoliteracy helps to define greater understandings of the natural world and the natural systems that make life on earth possible. The learning process includes all environments as a teacher and co-creator of experience and knowledge. People will understand how different environments affect learning. Knowledge and awareness about different environments and the natural world develops the attitudes, skills and expertise for critical thinking, informed decision making, problem solving, and responsible action.</p> | <p><u>Nature, Ecology and Sustainability</u> We cultivate learning in natural settings, where we listen for what the more than human world has to teach us. Through the cycle of the seasons and the years, knowledge of ecosystems will be built gradually so that diversity, complexity and sustainability become part of our understanding of the world. How to live sustainability in this place is an ongoing question in everything we do.</p> |
| <p><u>Inquiry Methods and Project Learning</u> Inquiry education is a student-centered method of learning focused on asking deep questions. Students are encouraged to ask questions which</p> | <p><u>Inquiry and Possibility</u> We cultivate a spirit of inquiry involving everyone – the natural world, students, parents, community members, teachers and</p> |

are meaningful to them, their community, and other communities. These questions do not necessarily have immediate answers; therefore, a variety of projects are initiated. Teachers are encouraged to guide and facilitate questions, projects, and learning opportunities. Project-based learning is a dynamic approach where students explore deeper into specific topics and real-world problems, issues and challenges. Inquiry method and project-based learning creates students who are active and engaged, and inspired to obtain a deeper knowledge. Learning occurs experientially, in context and hands-on.

Imaginative Education

Imaginative Education is about engaging students' imaginations in learning and teachers' imaginations in teaching to make knowledge in the curriculum vivid and meaningful. This involves frameworks to develop specific cognitive tools and pushes learning towards a deeper understanding of the fears, hopes, and passions of real people. Learners will be engaged emotionally and imaginatively with the cultural and historical meaning of knowledges in order to create new knowledges.

Inclusion

In order to be inclusive, focus will emphasize learner strengths and talents, and work on challenges. Learners will have their voices heard by including them in curriculum, criteria and governance. People will embrace the notion of community as learners and educators. All will have voice: students, parents, educators, and community collaborators. Inclusion also moves beyond the human element to welcoming the natural world as a co-creator and teacher. The environment participates and is re-connected to learners. This form of inclusion will enable deeper understandings of cognitive tools, experience, and skills for all learners.

researchers alike. We are committed to exploring multiple pathways of learning and teaching that engage many different ways of knowing and forms of knowledge. Meaningful, authentic, locally-inspired individual, group and community projects play an important part in this process.

Imagination and Integration

We cultivate imagination in teaching and learning, as a key to deeper understanding, creativity, and responsiveness to place and community. We look for ways to integrate learning across the curriculum, bridging language arts, sciences, histories, geographies, mathematics and physical and social skills. We develop educational practices and materials that nurture a sense of wholeness in learning and teaching.

Interdependence and Flourishing

We cultivate an appreciation of people both as unique individuals and as members of nested families, communities, and places. We seek to understand the complex ways in which we can help each other flourish, and how to build relationships and systems that contribute to such flourishing. We aim to foster respect, care, and health in everything we do.

Possible Year Plan - Youth Learning Community

1. Leadership Development

- Build community
- Learn in Place; travel, clothing, equipment
- First Aid and Survival Techniques
- Explore Unceded Territory of Katzie First Nation and Kwantlen First Nation and their ancestors
- Histories and knowledges: Katzie Big House, Kwantlen Big House
- Time line dynamics: territories and languages connected to the place/land
- Explore an understanding about the connections of lived experience, hands-on activities and indigenous pedagogy
- Pitt Meadows and Maple Ridge - colonization; colonialism
- Governance: council chambers; school board chamber; types of governance; student council
- Explore places and settings; exploring possibilities: library, CEED Centre, Maple Ridge and Pitt Meadows Museum, local parks, wood lots and Stave Visitor Centre.
- Introduction to place-based, ecological learning; project dynamics and inquiry thinking; In depth learning
- Explore artifacts of technology: use of tools
- Project Design: mini projects; term individual, small group and large group projects (based on project design and similar to SFU Centre for Dialogue and Quest University)
- Learn to track through Journaling; The Story; Mind Mapping; learn to reflect
- Learn to Portfolio; reflection
- Learn to connect different aspects of their learning to each other, to different aspects of their lives, and to the Prescribed Learning Outcomes required by all students in the Graduation Transitions Program (Personal Health/Community Connections/Career and Life)

2. Cottonwood Park

- Learn cycling as a mode for transportation; gear and crank dynamics; bike physics and design; maintenance
- Support Katzie/Pitt Meadows Wapato Project; plant and habitat revitalization
- Fraser, Pitt, and Alouette Rivers' Habitat; Water dynamics, comparisons of River flow, volumes, changes; dyke systems and changes to ecosystems; influence if agricultural land and pollutants
- Katzie Slough and marsh
- Alouette River

3. Blue Mountain/BCIT Woodlot

- local biogeomorphology: indigenous and invasive species
- Histories: Kwantlen and Katzie Histories; Japanese and others
- Settlement: Wars and internment
- Forestry: Woodlot purposes; grid planting; silviculture; tree identification, size and board feet mapping; influence of forestry and pollutants
- Power line construction: affects, desecration, erosion, compromise.
- Traditional Weaving

4. Stave Visitor Centre:
 - Early Kwantlen and Leq'a mel places;
 - Archeology research/dig
 - Ecosystems
 - Loss of life/ways of life/compromise
 - Early colonization
 - Electrical needs and consumerism; compromises
 - Dam construction
 - Electricity and Physics
 - Water dynamics
 - Edible foods
5. Allco Park:
 - Alouette River Story and Watershed
 - Katzie First Nation Stories
 - Colonization
 - Alouette River Management Society (ARMS): work and vision
 - Salmon Story: ecologies, cycle, mass, affect; data collection
 - Plant and animal identification; edible foods
6. Kanaka Creek Watershed
 - Kanaka Creek Story and Watershed
 - Kwantlen First Nation histories and knowledges
 - The Kanaka People
 - Kanaka Environmental Education and Protection Society (KEEPS): work and vision
 - Salmon Story: ecologies, cycle, mass, affect, distances; data collection
 - Comparison of watersheds
7. Malcolm Knapp Research Forest (MKRF):
 - Katzie First Nation Territory: history and knowledges
 - History of MKRF
 - Silviculture
 - Biogeomorphology
 - Participation in research activities

Informing out about Learning Assessment

In order to inform about learning, teachers, students and parents will all participate in gathering “Learning Stories” about students’ activities and their learning. Learning Stories will come in many forms:

1. Written
 - a. Journal; articles; story; poetry
2. Oral
 - a. Presentations; story
3. Digital
 - a. Images; videos; interactive posters; animation; power point; blogs
 - b. Virtual
4. Constructive
 - a. Hands-on – real lived experiences
 - b. Building, creating, designing
 - c. Skills
5. Visual, audio and physical
 - a. Fine arts; art, dance, drama
 - b. Music
 - c. Sports

Weaving these many Learning Story forms enables students, parents, and teachers to fully gather a student’s learning potential.

Assessment is a key piece of any educational program. In Thomas Haney’s Place-Based, Ecological Learning Environments all students will maintain a digital portfolio to chronicle growth and development. At the grade 8 and 9 level, portfolios will be used to curate student progress in the core competencies. Term report cards will be replaced with collaborative conferences modelled after the elementary Environmental School model. Report cards will be distributed at the end of June that contain traditional letter grades, work habits and comments. This will satisfy current ministry reporting needs.

Students in the grad program (currently grades 10-12) will also maintain digital portfolios. While students will continue to curate progress in the core competencies, there are increased reporting requirements from the Ministry of Education. Our assessment and reporting practices will provide all necessary information for students hoping to pursue a post-secondary education.

It should be noted that most assessment will be done by the two Place-Based, Ecological teachers. There also could be courses students take via THSS or Distributed Learning where the assessment is done by someone else. Following this unique and personalized path, students in the Youth Learning Community will be able to pursue the same opportunities for learning as those offered to secondary students in our district, as well as opportunities which are unique and new.



ITEM 13

To: **Board of Education**

From: Superintendent of Schools
Sylvia Russell

Re: **MAPLE RIDGE ELEMENTARY**
EARLY FRENCH IMMERSION PROGRAM
UPDATE

Date: March 9, 2016
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

On October 14, 2015 the Board approved that a new Early French Immersion program be established at Maple Ridge Elementary starting September 2016 and that an implementation plan is created by senior staff in consultation with the school community.

Maple Ridge Elementary currently has 28 kindergarten students enrolled for Early French Immersion opening in September, 2016. Registration for the program will continue to grow as the surrounding French Immersion Kindergarten classes are now fully subscribed at Laity View, Pitt Meadows Elementary and Eric Langton. New-to-the-school-district grade 1 French Immersion students may be added to the cohort so that two classes are formed – a K and a K/1. Preparation of the classrooms and acquisition of materials will be supported through the federal government French grants.

RECOMMENDATION:

THAT the Board receive the Maple Ridge Elementary Early French Immersion Program update for information.



ITEM 14

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: March 9, 2016
(Public Board Meeting)

Information

RECOMMENDATION:

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



ITEM 15

To: **Board of Education**

From: Chair
Mike Murray

Re: **BCSTA 2016/17 BUDGET PLANNING**
ADDITIONAL OPPORTUNITY TO PROVIDE FEEDBACK

Date: March 9, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

At the February 19, 2015 Provincial Council meeting, the Finance Committee presented the first draft of BCSTA's 2016/2017 operating budget and told Councillors that an invitation would be sent to request any additional feedback member Boards may have.

As input from Boards of Education is a crucial part of the budget development process, the Finance Committee wanted to ensure that Boards have an opportunity to submit feedback after their review of the first budget draft.

RECOMMENDATION:

That the Board authorize the Board Chair to provide feedback to BCSTA regarding the BCSTA 2016/17 Budget based on the input provided by trustees.

Attachment

8.1 2016/2017 BCSTA DRAFT BUDGET

SUBMITTED BY: *Board of Directors*

BE IT RESOLVED:

That Provincial Council receive the 2016/2017 BCSTA Draft Budget and provide any additional input to the Finance Committee prior to adoption of the final budget by the April 2016 Provincial Council.

RATIONALE:

At the October 2015 Provincial Council meeting, the Finance Committee reviewed several factors expected to impact BCSTA's 2016/2017 operating budget and requested input for development of the budget draft. Based on revenue and cost projections, with consideration of the feedback received, the Finance Committee has prepared a 2016/2017 BCSTA Draft Budget for receipt by the February 2016 Provincial Council.

As discussed with the October 2015 Provincial Council, the Finance Committee projected that a number of factors would put cost pressure on BCSTA's 2016/2017 operating budget. These factors are outlined on pages two through five of the draft budget, and, as shown in the Budget Impact Summary on page six of the draft, include the following:

- the cancellation of the 2016 Academy
- high cost of travel for members of the Aboriginal Education Committee
- the addition of an annual meeting of Board Chairs
- costs associated with participation in the 2016 Learning Forward Conference
- capital asset replacements
- staffing and salary grid changes
- increased benefit costs

Even though the Association is facing significant cost pressures in 2016/2017, the Finance Committee understands that Boards of Education are also currently facing substantial financial challenges. The Finance Committee therefore focused on developing a **balanced budget draft that does not increase member fees** while ensuring that budget cuts have a minimal impact on member services.

This has been accomplished through:

1. Increased revenues
2. Increased grant allocations
3. Cuts to specific budget lines.

8.1 2016/2017 BCSTA DRAFT BUDGET

1. Increased Revenues

Even though the Finance Committee is not recommending a member fee increase for 2016/2017, BCSTA's total member fee revenue will be increased as a result of two factors:

1. Fees for SD08 (Kootenay Lake), which were not included in BCSTA's 2015/2016 operating budget, have been included in BCSTA's 2016/2017 draft budget.
2. The increase in FTE students in 2015/2016 has resulted in an overall increase in member fee revenue in 2016/2017. Please note that any change in fees for individual Boards of Education will be the sole result of changes in FTE student enrollments.

2. Increased Grant Allocations

BCSTA has not received government grants since 2007/2008 and has subsequently been drawing down the balance of grant funds. The Finance Committee therefore previously determined that it would be prudent to reduce BCSTA's budget reliance on support from grant funds and had managed to reduce operating budget grant support from \$75,000 to \$15,000 per year. However, given the cost pressures expected to impact BCSTA in 2016/2017 and the Finance Committee's recommendation that a member fee increase not be applied in 2016/2017, a total of \$50,000 in grant funds has been allocated to support BCSTA's 2016/2017 operating budget. The Finance Committee is aware that this strategy is not sustainable and that revenues must be increased if BCSTA is to maintain priority services to member Boards.

3. Cuts to Specific Budget Lines

As shown in the Budget Impact Summary on page six of the budget draft, additional cost savings were achieved as follows:

- Costs for the Board Chairs' meeting will be absorbed by the *In-District/Professional Development Services* budget line, thereby reducing funds available for facilitation support
- BCSTA will not send representatives to the 2017 National School Boards Association (NSBA) Conference in order to offset Learning Forward Conference costs not covered by the grant allocation
- BCSTA's NSBA membership will be cancelled in 2016/2017
- The *AGM* expenditure line has been reduced
- The *Office Administration* budget line has been reduced

8.1 2016/2017 BCSTA DRAFT BUDGET

The Finance Committee, Board of Directors, and staff remain committed to the prudent fiscal management of member dollars and continue to look for ways to employ efficiencies and cost-saving measures while minimizing the effect of budget cuts on priority service areas. Revenues are not, however, keeping pace with increasing costs, and with decreasing government grant funds available to support BCSTA's operating budgets, additional cuts to service areas are projected for future budgets, unless other sources of income can be found.

As mentioned on page two, since the Finance Committee is recommending that a member fee increase not be applied in 2016/2017, all changes to member fees for individual Boards of Education, as shown in Appendix I, are solely the result of changes in FTE student enrollments.

The 2016/2017 BCSTA Draft Budget has been submitted to the February 2016 Provincial Council for receipt only and Councillors are encouraged to provide the Finance Committee with additional feedback prior to March 10, 2016.

BCSTA's 2016/2017 Budget will be adopted by the April 2016 Provincial Council.

BCSTA Draft Budget 2016/2017

BCSTA 2016/2017 Budget

Budget Cycle

Following BCSTA's budget cycle, illustrated on page eight, the Finance Committee requested feedback from the October 2015 Provincial Council to assist in preparing BCSTA's 2016/2017 draft budget. The first budget draft is presented to the February 2016 Provincial Council for review and will ultimately be adopted by the April 2016 Provincial Council, directly following BCSTA's Annual General Meeting.

Budget Considerations

At the October 2015 Provincial Council meeting, the Finance Committee reviewed a number of factors that were expected to impact the 2016/2017 budget. The items that have impacted the development of BCSTA's draft 2016/2017 budget are:

1. Student Enrollment

As shown on page nine, BCSTA member fees are calculated for individual member Boards based on fee formulas set by Provincial Council. As these formulas are based on the FTE student enrollment of each Board of Education, enrollment decline has a negative impact on member fees.

Boards of Education experienced enrollment decline between 2000/2001 and 2015/2016, which resulted in a reduction in BCSTA member fees over that sixteen-year period. In 2012/2013, with the addition of full-day kindergarten, FTEs were increased for the first time since 2000/2001; however, as a result of the structure of BCSTA's fee formulas, the movement of FTE students from rural to urban centers resulted in a \$4,070 reduction in member fee revenues even though enrollment increased by 889 FTE students.

FTE student enrollment data for September 2015 was used as the basis for calculating 2016/2017 member fees. An increase of 4,690 FTE students has resulted in a member fee increase of approximately \$8,000 for 2016/2017. As SD39 (Vancouver) is currently a non-member Board, their FTEs and fees have not been included in these calculations.

SD08 (Kootenay Lake)'s member fees were not included in BCSTA's 2015/2016 budget, as they were a member not in good standing at the time the budget was adopted. As member fees for SD08 (Kootenay Lake) have been included in BCSTA's 2016/2017 budget draft, member fees are increased \$32,000. Member fees are therefore increased a total of \$40,000 in 2016/2017.

BCSTA 2016/2017 Budget

2. **Membership**

BCSTA had full membership between 2007/2008 and 2013/2014; however, with SD39 (Vancouver)'s notice of withdrawal for the 2014/2015 fiscal year, BCSTA's membership is currently comprised of 59 of British Columbia's 60 Boards of Education. As shown on page one, member fees for SD39 (Vancouver) are therefore not included in the 2016/2017 operating budget.

3. **Member Equity**

Whenever a member equity surplus exists, the Board of Directors determines how best to use those funds to meet Association and member needs. For instance, in 2003 Boards received a 50 per cent reduction in AGM registration fees; in 2009, Boards received a two-per cent member fee rebate; in 2013, Boards received a reduction of \$55 per person on Academy registration fees; and in 2013/2014, the member fee increase of one-and-one-half per cent was funded out of surplus revenues set aside by the Board of Directors in 2013/2014.

In 2015/2016 a member equity surplus was available and has been allocated by the Board of Directors for use in implementing the Board's current and future strategic planning initiatives, which are based on priorities and directions identified by the membership at Provincial Council and Annual General Meetings. Some of these funds have been allocated for use to support the Board Chairs' meeting held on October 22, 2015.

4. **Interest Revenue**

This budget line was reduced \$33,000 in 2010/2011 as a result of declining interest rates, but was subsequently increased by \$10,000 in 2011/2012; \$4,000 in 2012/2013; \$3,000 in 2014/2015; and \$2,000 in 2015/2016, to reflect slight rate improvements. Based on current projections, no change to this budget line is recommended for 2016/2017.

5. **Grant Funds**

BCSTA has not received funding from government grants since 2007/2008 and has therefore been reducing its reliance on grant funds to support its operating budgets. Between 2008/2009 and 2013/2014, use of grant funds to support BCSTA events was reduced from \$75,000 to \$15,000, a total reduction of \$60,000.

Given the financial pressures Boards of Education are facing, BCSTA has increased its use of grant funds to support BCSTA's operating budgets, allocating a total of \$30,000 to support AGM 2017 and \$20,000 to offset costs associated with the 2016 Learning Forward Conference. A total of \$50,000 in grant funds has therefore been allocated to support BCSTA's 2016/2017 operating budget.

BCSTA 2016/2017 Budget

6. **AGM**

In 2015/2016, this budget line was reduced \$8,000 by providing the *AGM Handbook* in an electronic format and by limiting the use of an externally hired professional photographer. Based on actual costs for 2015/2016, it is projected that this budget line could be reduced an additional \$5,000 in 2016/2017.

7. **Trustee Academy**

The December 2016 Academy has been cancelled to enable trustees to attend the 2016 Learning Forward Conference, which will be held in Vancouver from December 3 - 7, 2016.

8. **Provincial Council**

This budget line was increased from \$94,000 to \$96,000 in 2015/2016. No change to this budget line is recommended for 2016/2017.

9. **Board of Directors**

In 2006/2007, the Board of Director Honouraria Review Committee recommended that Board of Director honouraria be reviewed annually, with increases to be based on Vancouver's Consumer Price Index (CPI).

In 2011/2012, The Review Committee recommended that annual cost-of-living increases, based on the most recent five-year rolling average of Vancouver's CPI, be automatically applied to Board honouraria to ensure that budget issues don't arise in future years when large increase are needed to adjust honouraria amounts to market and to ensure that trustees are not excluded from serving as a member of the Board of Directors for financial reasons.

Based on the Vancouver CPI average of 1.31 per cent for 2010 through 2014, total Board of Director honouraria amounts for 2016/2017 would increase approximately \$1,000.

10. **Standing Committees**

In 2014/2015, the Aboriginal Education Committee expressed concerns about its budget, given that the remote locations many committee members live in results in high travel costs. The Finance Committee therefore agreed to monitor the Committee's travel costs for 2014/2015 and the beginning of 2015/2016 and agrees that this budget line needs to be increased in 2016/2017.

11. **Advocacy**

No change to this budget line is recommended for 2016/2017.

BCSTA 2016/2017 Budget

12. In-District/Professional Development Services

This budget line has been used historically for providing facilitations to individual member Boards on topics such as governance roles, strategic planning, board roles and responsibilities, and to provide support for board self-reviews, superintendent reviews, superintendent searches, etc.

Based on feedback received from member Boards, BCSTA hosted a Board Chairs' meeting on October 22, 2015. Based on subsequent member feedback, this meeting will become an annual event. Costs for this meeting will be included in this budget line; however, as member fees will not be increased in 2016/2017, funding for the in-district services portion of this budget will be reduced accordingly.

13. Communications

In 2014/2015, the Communications Department was reduced from three to two FTEs to offset the loss of revenues resulting from the withdrawal of a member Board. This budget line was consequently reduced from \$45,000 to \$30,000 in 2015/2016. No change to this budget line is recommended for 2016/2017.

14. Legal Counsel

This budget line provides funds for external legal opinions to support the work of BCSTA's in-house Legal Counsel. Given the addition of numerous committee assignments to this portfolio, this budget line was increased from \$45,000 to \$65,000 in 2015/2016. No change to this budget line is recommended for 2016/2017.

15. Building

BCSTA renewed its lease for an additional five-year term beginning on September 1, 2014, with a lease rate adjustment based on market rates. This resulted in a \$4,000 increase to this budget line for the first three years of the five-year term, after which an additional \$12,000 increase will be applied.

Savings of \$10,000 was previously achieved in this budget line through the elimination of paid parking from staff compensation packages. In 2015/2016, \$4,000 of this \$10,000 savings was used to fund the market rate adjustment and this budget line was reduced a total of \$6,000. While no increase to this budget line is recommended for 2016/2017, an increase will be required in 2017/2018 to address the second market rate adjustment of \$12,000, which is to be applied as of September 1, 2017.

16. Audit

BCSTA contracts its audit firms for a five-year term. The current audit firm, D&H Group, LLP, was appointed in 2013/2014, making 2016/2017 the fourth year of their five-year term. An increase to this budget line is not projected for 2016/2017.

BCSTA 2016/2017 Budget

17. Depreciation

BCSTA's capital assets are depreciated in accordance with their expected useful life. In practice, asset replacements are deferred until such time as equipment becomes problematic. The following replacements are expected to impact this budget line in 2016/2017:

- The replacement of four heavy-use workstations in 2014/2015. These workstations have an estimated useful life of three years.
- The replacement of BCSTA's nine remaining workstations in 2015/2016. These workstations have an estimated useful life of four years.
- BCSTA's seven servers are on a three-year rotation, with at least two of its seven servers replaced each year. Two servers are scheduled for replacement in 2016/2017.
- The replacement of BCSTA's mailing machine has been deferred until such time as required by either equipment failure or obsolescence; alternatively, BCSTA may contract out its mailing needs, if feasible to do so.

Although depreciation costs will increase in 2016/2017 as a result of workstation and server replacements, this increase will be offset by the full depreciation of other capital assets. The total increase to this budget line is estimated at \$2,000 for 2016/2017.

18. Salaries/Benefits

BCSTA's staff salary grid increases have been historically tied to teacher salary negotiations. Based on the teacher salary negotiations concluded in September 2014, BCSTA's salary grid increases, not including future economic stability dividends, are as follows:

| | |
|------------------------|-------|
| September 1, 2014..... | 2.00% |
| January 1, 2015 | 1.25% |
| May 1, 2016..... | 0.45% |
| July 1, 2016 | 1.00% |
| July 1, 2017 | 0.50% |
| May 1, 2018..... | 1.00% |
| July 1, 2018 | 0.50% |
| May 1, 2019..... | 1.00% |

In 2014/2015, with the withdrawal of a member board, BCSTA's staff complement was reduced from 12 to 10.8 FTEs and the Director, Information and Education Technology position was downgraded to that of part-time Manager, Information Technology. This budget line was therefore reduced a total of \$104,000 in 2015/2016. In the current fiscal year, one full-time position has been replaced with two part-time positions, increasing BCSTA's staff complement from 10.8 to 11 FTEs.

As a result of staffing changes; applicable salary grid increases as noted above; movement on the salary grid; and changes to benefit costs, a \$46,000 increase to this budget line is recommended for 2016/2017.

BCSTA 2016/2017 Budget

Budget Impact Summary

As shown on pages one through five, BCSTA is facing cost pressures in a number of budget areas in 2016/2017, summarized as follows:

- the cancellation of the 2016 Academy
- Aboriginal Education Committee travel costs
- the addition of an annual Board Chairs' meeting
- costs associated with participation in the 2016 Learning Forward Conference
- capital asset replacements
- staffing and salary grid changes
- changes in benefit costs

These 2016/2017 cost pressures have been offset as follows:

- SD08 (Kootenay Lake)'s member fees, which were not included in BCSTA's 2015/2016 operating budget, are included in BCSTA's 2016/2017 budget draft
- Increased FTE students has resulted in a member fee increase in 2016/2017
- Grant funds will be used to support AGM 2017 and to offset Association costs pertaining to the 2016 Learning Forward Conference.
- BCSTA will not send representatives to attend the 2017 National School Boards Association (NSBA) Conference
- Costs for the 2016 Board Chairs' meeting will be absorbed by the *In-District/Professional Development Services* budget line
- BCSTA's National School Boards Association (NSBA) membership will be discontinued
- The office supplies/repairs has been reduced

Budget details are shown on pages 11 through 18 of this budget draft.

BCSTA 2016/2017 Budget

Impact on Member Fees and Member Services

Member fees are affected each year by changes in FTE students, approved inflationary increases to maintain current service levels, and approved increases or decreases to specific budget lines.

Over the sixteen year period between 2000/2001 and 2015/2016, member fee decreases resulting from declining enrollment have been offset by member fee increases of 13 percent. However, as member fee increases have not addressed inflationary increases, it has been necessary for BCSTA to offset inflationary cost pressures with efficiencies in numerous individual budget lines, including:

- use of an online meeting format for Board of Director and standing committee meetings, whenever possible
- update of the *Education Leader* from a print to a digital publication
- provision of digital, rather than printed, agenda packages for governance, committee and annual general meetings
- use of BCSTA staff, rather than an external photographer, at BCSTA events
- use of government grants to offset AGM, Academy, and other expenses
- cancellation of BCSTA's National School Boards Association (NSBA) membership
- reduction of funding available to provide in-district services
- reduction of professional development opportunities for BCSTA's Board of Directors and staff
- reduction of BCSTA's staff complement (in 2008/2009, BCSTA eliminated the position of Associate Executive Director, reducing its staff complement from 13 to 12 FTEs. BCSTA further reduced its staff complement to offset the loss of member fee revenue resulting from withdrawal of a member board in 2014/2015. BCSTA currently has a total of 11 FTE staff)
- downgrade of the Director, Information and Education Technology position to Manager, Information Technology.

Understanding that Boards of Education are facing significant financial challenges, the Finance Committee has prepared a balanced draft budget for 2016/2017 that **does not increase member fees**. The Finance Committee is also aware, however, that grant funds are being used each year to support BCSTA's operating budgets and that, since BCSTA is no longer receiving grants, this strategy is not sustainable. The Finance Committee, Board of Directors, and BCSTA staff will therefore continue to search for opportunities to achieve efficiencies and reduce costs while continuing to focus on member service priorities.

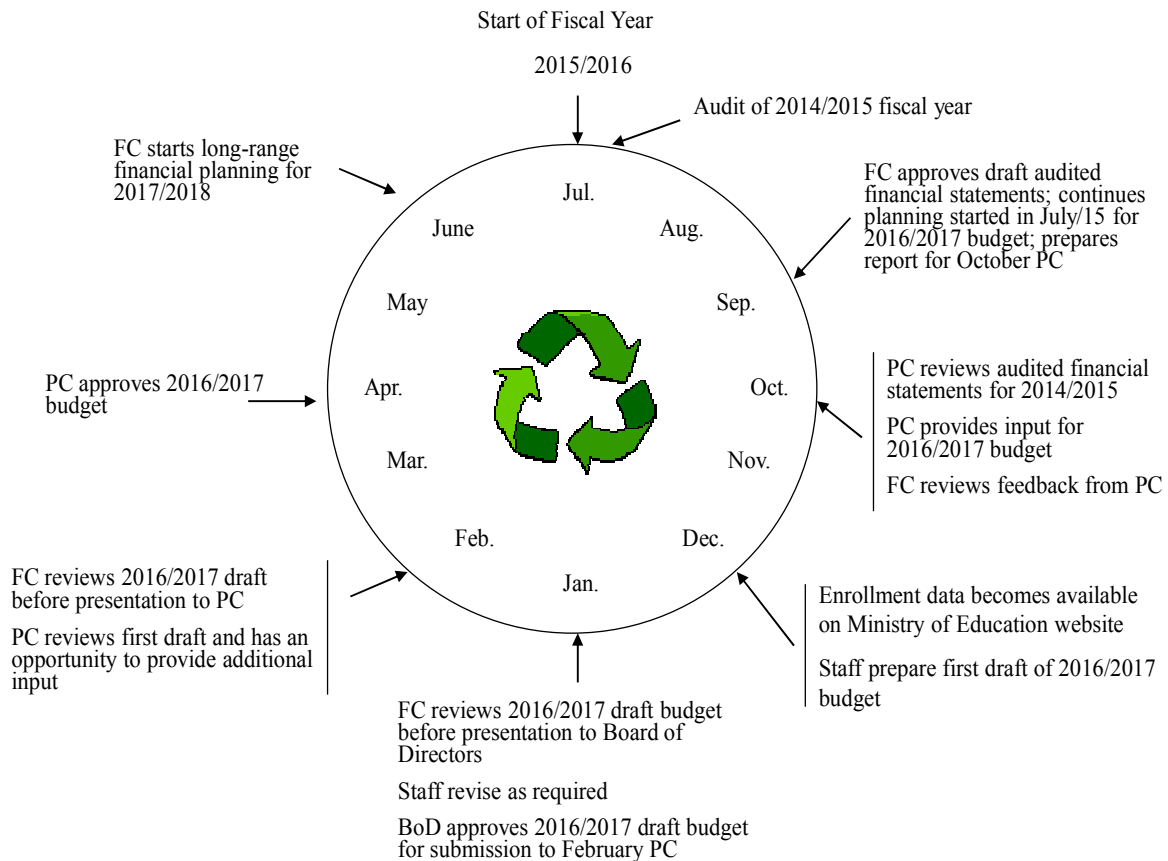
As shown in Appendix I, changes in member fees from 2015/2016 are solely the result of changes in FTE students.

BCSTA 2016/2017 Budget



British Columbia
School Trustees
Association

2016/2017 Budget Cycle



BCSTA 2016/2017 Budget

BCSTA Categories and Fee Formulas

At the February 1995 Provincial Council meeting, a new method for calculating BCSTA member fees was adopted. The purpose of adopting the new schedule was to eliminate distortions under the prior methodology caused by enrollment fluctuations. The new method was based on a set range of FTEs and fees for each of four categories. At the February 2001 Provincial Council, Category 4 was adjusted to address an inequity and a fifth category was added. The categories and corresponding ranges are:

| <u>Category</u> | <u>Range of FTEs</u> | <u>Range of Fees</u> |
|-----------------|----------------------|----------------------|
| 1 | 0 – 4,000 | \$ 4,000 – 28,000 |
| 2 | 4,001 – 10,000 | \$28,000 – 38,000 |
| 3 | 10,001 – 30,000 | \$38,000 – 65,000 |
| 4 | 30,001 – 75,000 | \$65,000 – 80,000 |
| 5 | 75,001 – 125,000 | \$80,000 – 95,000 |

Using these ranges, the following fee formulas were calculated:

| | |
|------------|--|
| Category 1 | Fees = (\$6.1 x FTEs + 2,600) x 0.9955 |
| Category 2 | Fees = (\$1.45 x FTEs + 21,750) x 0.9955 |
| Category 3 | Fees = (\$1.33 x FTEs + 23,400) x 0.9955 |
| Category 4 | Fees = (\$0.3333 x FTEs + 55,000) |
| Category 5 | Fees = (\$0.30 x FTEs + 57,500) |

This method provides for a straight-line relationship between FTEs and fees, with costs per FTE student decreasing as the number of FTE students increase. When fee adjustments are applied, this relationship remains constant for each category and the integrity of the prescribed formulas is maintained.

For instance, in 2004/2005 and 2005/2006, the Provincial Council approved a two-per cent increase to member fees, and in 2006/2007 a one-per cent member fee increase was approved. These increases were consecutively applied to, and consequently changed, the fee formulas to the following:

| | |
|------------|--|
| Category 1 | Fees = (\$6.10 x FTEs + 2,600) x 1.0462 |
| Category 2 | Fees = (\$1.45 x FTEs + 21,750) x 1.0462 |
| Category 3 | Fees = (\$1.33 x FTEs + 23,400) x 1.0462 |
| Category 4 | Fees = (\$0.3333 x FTEs + 55,000) x 1.0508 |
| Category 5 | Fees = (\$0.30 x FTEs + 57,500) x 1.0508 |

Thus, the fee formulas set by the February 1995 and 2001 Provincial Councils remain constant over time. They are increased or decreased, based on member needs, by adjusting the multiplier to the formula for each category.

BCSTA 2016/2017 Budget

TOTAL REVENUE AND EXPENDITURE SUMMARY

TOTAL REVENUE

(All amounts are in thousands of dollars)

| Item | Budget 2014/15 | Budget 2015/16 | Budget 2016/17 | Dollar Change |
|---------------------------------|-------------------|-------------------|-------------------|------------------|
| Member Fees | 1965 | 1835 | 1875 | + 40 |
| AGM | 191 | 195 | 221 | + 26 |
| Interest | 79 | 81 | 81 | -- |
| Academy | 210 | 146 | -- | - 146 |
| Grant Admin/ Entrepreneurial | 13 | 11 | 12 | + 1 |
| Total | 2458 | 2268 | 2189 | - 79 |

TOTAL EXPENDITURES

(All amounts are in thousands of dollars)

| Item | Budget 2014/15 | Budget 2015/16 | Budget 2016/17 | Dollar Change |
|---------------|-------------------|-------------------|-------------------|------------------|
| Core Services | 883 | 806 | 684 | - 122 |
| Office | 288 | 279 | 276 | - 3 |
| Salaries | 1287 | 1183 | 1229 | + 46 |
| Total | 2458 | 2268 | 2189 | - 79 |

CORE BUDGET REVENUE

(All amounts are in thousands of dollars)

| R – REVENUE | | | | | |
|--------------------|---|---------------------------|---------------------------|---------------------------|--------------------------|
| No. | Item | Budget 2014/15 | Budget 2015/16 | Budget 2016/17 | Dollar Change |
| R1 | Member Fees* | 1965 | 1835 | 1875 | + 40 |
| R2 | AGM* | 191 | 195 | 221 | + 26 |
| R3 | Interest | 79 | 81 | 81 | -- |
| R4 | Academy* | 210 | 146 | -- | -146 |
| R5 | Grant Administration, Entrepreneurial* | 13 | 11 | 12 | + 1 |
| | Total | 2458 | 2268 | 2189 | - 79 |

- R1. *Member Fees* has been **increased \$40,000** in 2016/2017. This increase is comprised of \$32,000 in member fees for SD08 (Kootenay Lake), which were not included in BCSTA's 2015/2016 budget, plus \$8,000 resulting from changes in FTE student enrollment.
- R2. *AGM* is **increased \$26,000** to reflect additional government grant support (increased to \$30,000 in 2016/2017) plus estimated revenues for an AGM pre-conference.
- R4. BCSTA will not be hosting a 2016 winter Academy to enable trustees to attend the 2016 Learning Forward Conference, which will be held in Vancouver from December 3 – 7, 2016.
- R5. Grant Administration/Entrepreneurial is **increased \$1,000**, to more accurately reflect actual revenues.

BCSTA 2016/2017 Budget

CORE BUDGET EXPENDITURE SUMMARY

(All amounts are in thousands of dollars)

| | | Budget Amount | Per centage of Budget |
|-----|----------------------------|------------------|--------------------------|
| A1. | Advocacy | | |
| | Program | \$ 544 | 25% |
| | Staff Salaries | \$ 753 | 34% |
| | Total | <u>\$ 1,297</u> | <u>59%</u> |
| A2. | Trustee and Board Services | | |
| | Program | \$ 140 | 6% |
| | Staff Salaries | \$ 430 | 20% |
| | Total | <u>\$ 570</u> | <u>26%</u> |
| B1. | Office Operations | | |
| | Program | \$ 276 | 13% |
| | Staff Salaries | \$ 46 | 2% |
| | Total | <u>\$ 322</u> | <u>15%</u> |

Detailed information on Program expenditures can be found on pages 13 through 18 following. For instance, the Program portion of B1. *Office Operations* is made up of Building, Equipment Maintenance, Office Administration, and other items.

BCSTA 2016/2017 Budget

CORE BUDGET EXPENDITURES

(All amounts are in thousands of dollars)

PROGRAM A: CORE SERVICES

| A1 – ADVOCACY | | | | | |
|---------------|---------------------------|-------------------|-------------------|-------------------|------------------|
| No. | Item | Budget 2014/15 | Budget 2015/16 | Budget 2016/17 | Dollar Change |
| A1(a) | Advocacy Services | 71 | 71 | 71 | -- |
| A1(b) | CSBA | 40 | 40 | 40 | -- |
| A1(c) | AGM* | 190 | 182 | 177 | - 5 |
| A1(d) | Provincial Council | 94 | 96 | 96 | -- |
| A1(e) | Board of Directors* | 85 | 86 | 87 | + 1 |
| A1(f) | Finance Committee | 10 | 10 | 10 | -- |
| A1(g) | Education Committee | 18 | 18 | 18 | -- |
| A1(h) | Aboriginal Ed. Committee* | 18 | 18 | 26 | + 8 |
| A1(i) | Legislative Committee | 2 | 2 | 2 | -- |
| A1(j) | Branch Support | 17 | 17 | 17 | -- |
| | Total | 545 | 540 | 544 | + 4 |

A1(c). The AGM budget line is **decreased \$5,000** to more accurately reflect actual costs.

A1(e). In 2006/2007, the Board of Director Honouraria Review Committee recommended that Board of Director honouraria be reviewed annually, with increases to be based on Vancouver's CPI.

In 2011/2012, The Review Committee recommended that cost-of-living increases, based on the most recent five-year rolling average of Vancouver's CPI, be applied annually to Board honouraria to ensure that:

- budget issues do not arise in future years resulting from a need to implement large increases required to bring honouraria amounts in line with market levels; and
- trustees with an interest in serving on the Board of Directors will not be excluded from doing so for financial reasons.

BCSTA 2016/2017 Budget

Based on the Vancouver Consumer Price Index (CPI) average of 1.31 per cent for 2010 through 2014, this budget line is **increased \$1,000** for 2016/2017.

Recommended Board of Director Honouraria increases are:

| | |
|-----------------|------------------------------|
| President: | \$ 16,179 to \$ 16,391/annum |
| Vice-President: | \$ 8,089 to \$ 8,195/annum |
| Director: | \$ 5,779 to \$ 5,854/annum |

A1(h). The *Aboriginal Education Committee* budget line is **increased \$8,000** to more accurately reflect actual costs.

BCSTA 2016/2017 Budget

CORE BUDGET EXPENDITURES

(All amounts are in thousands of dollars)

| A2 - TRUSTEE AND BOARD SERVICES | | | | | |
|--|-----------------------------|---------------------------|---------------------------|---------------------------|--------------------------|
| No. | Item | Budget 2014/15 | Budget 2015/16 | Budget 2016/17 | Dollar Change |
| A2(a) | Academy* | 203 | 126 | -- | -126 |
| A2(b) | In-District/Pro-D Services | 45 | 45 | 45 | -- |
| A2(c) | Communications/Publications | 45 | 30 | 30 | -- |
| A2(d) | Legal Counsel | 45 | 65 | 65 | -- |
| | Total | 338 | 266 | 140 | -126 |

A2(a). As shown under R4 on page 11, BCSTA will not be hosting a 2016 winter Academy; instead, trustees will have an opportunity to attend the 2016 Learning Forward Conference, which will be held in Vancouver from December 3 – 7, 2016.

| | | | | |
|--|-----|-----|-----|------|
| TOTAL CORE SERVICES (A1 – A2) | 883 | 806 | 684 | -122 |
|--|-----|-----|-----|------|

BCSTA 2016/2017 Budget

OFFICE EXPENDITURES

(All amounts are in thousands of dollars)

PROGRAM B: OFFICE SUPPORT

| B - OFFICE OPERATIONS | | | | | |
|-----------------------|------------------------|-------------------|-------------------|-------------------|------------------|
| No. | Item | Budget 2014/15 | Budget 2015/16 | Budget 2016/17 | Dollar Change |
| B1 | Building | 122 | 116 | 116 | -- |
| B2 | Equipment Maintenance | 70 | 70 | 70 | -- |
| B3 | Office Administration* | 25 | 25 | 20 | - 5 |
| B4 | Financial | 51 | 49 | 49 | -- |
| B5 | Depreciation* | 20 | 19 | 21 | +2 |
| | Total | 288 | 279 | 276 | - 3 |

- B3. This budget line has been **decreased \$5,000** to reflect the elimination of BCSTA's membership in the National School Boards Association (NSBA) and a reduction in funding for office supplies/repairs
- B5. As shown on page five, the *Depreciation* budget line will be affected by the replacement of four BCSTA workstations in 2014/2015, the replacement of nine BCSTA workstations in 2015/2016, the replacement and updating of BCSTA's exchange server in 2015/2016, and the planned replacement of two additional servers in 2016/2017. This budget line is therefore **increased \$2,000** in 2016/2017.

BCSTA 2016/2017 Budget

STAFF SALARIES

(All amounts are in thousands of dollars)

| S – STAFF SALARIES | | | | | |
|---------------------------|--------------------|---------------------------|---------------------------|---------------------------|--------------------------|
| No. | Item | Budget 2014/15 | Budget 2015/16 | Budget 2016/17 | Dollar Change |
| S1 | Salaries/Benefits* | 1287 | 1183 | 1229 | +46 |
| | Total | 1287 | 1183 | 1229 | +46 |

| | | | | |
|------------------------|----|------|----|--|
| TOTAL POSITIONS (FTEs) | 12 | 10.8 | 11 | |
|------------------------|----|------|----|--|

S1. The *Salaries/Benefits* budget line is **increased \$46,000** in 2016/2017 to address a number of factors, as shown on page five:

- consistent with historical practice, BCSTA's staff salary grid has been increased in accordance with teacher-negotiated salary increases. Increases that will affect this budget line in 2016/2017 are:
 - 0.45% effective May 1, 2016
 - 1.00% effective July 1, 2016
- 2015/2016 staffing changes, which include the replacement of BCSTA's Executive Assistance with an Administrative Assistant and the replacement of a full-time program assistant supporting both Education and Legal Services, with two part time program assistants, one supporting each of these two departments. BCSTA's staff complement was therefore increased from 10.8 to 11 FTEs in 2015/2016.
- changes in benefit costs
- movement on the salary grid

| | | | | |
|---|------|------|------|-----|
| TOTAL CORE EXPENDITURES (PROGRAMS A, B, and S) | 2458 | 2268 | 2189 | -79 |
|---|------|------|------|-----|

GRANT ADMINISTRATION AND ENTREPRENEURIAL ACTIVITY

(All amounts are in thousands of dollars)

| Item | Budget 2014/15 | Budget 2015/16 | Budget 2016/17 | Dollar Change |
|--------------------------------|---------------------------|---------------------------|---------------------------|--------------------------|
| <u>Revenue</u> | | | | |
| Books | 3 | -- | -- | -- |
| Government Grants | -- | -- | -- | -- |
| Contracts | 11 | 11 | 12 | +1 |
| <hr/> | | | | |
| Total | 14 | 11 | | |
| <u>Expenditures</u> | | | | |
| Books | 1 | -- | -- | -- |
| Government Grants | -- | -- | -- | -- |
| Contracts | -- | -- | -- | -- |
| <hr/> | | | | |
| Total | 1 | -- | -- | |
| <hr/> | | | | |
| Net Contribution | 13 | 11 | 12 | +1 |
| <hr/> | | | | |

APPENDIX I
2016/2017 BCSTA FEE REVENUE COMPARED TO 2015/2016 FEE REVENUE
(Fee increases of 0%)

| No. | School District | Total FTE Pupils Sep 30/14 | Total FTE Pupils Sep 30/15 | Difference | Category | 2015/2016 Fees (0% Inc.) | 2016/2017 Fees (0% Inc.) | Difference |
|-----|--------------------------|----------------------------------|----------------------------------|------------|----------|--------------------------------|--------------------------------|------------|
| 5 | Southeast Kootenay | 5,170.88 | 5,338.88 | 168.0 | 2 | 33,119.29 | 33,395.14 | 275.85 |
| 6 | Rocky Mountain | 3,008.00 | 3,069.31 | 61.3 | 1 | 23,721.79 | 24,145.31 | 423.52 |
| 8 | Kootenay Lake | 4,682.28 | 4,635.13 | (47.2) | 2 | 32,317.05 | 32,239.63 | (77.42) |
| 10 | Arrow Lakes | 457.44 | 440.38 | (17.1) | 1 | 6,103.89 | 5,986.03 | (117.86) |
| 19 | Revelstoke | 927.25 | 923.88 | (3.4) | 1 | 9,349.10 | 9,325.79 | (23.31) |
| 20 | Kootenay-Columbia | 3,700.38 | 3,675.25 | (25.1) | 1 | 28,504.34 | 28,330.79 | (173.55) |
| 22 | Vernon | 8,043.97 | 8,185.34 | 141.4 | 2 | 37,836.72 | 38,068.86 | 232.14 |
| 23 | Central Okanagan | 21,403.88 | 21,643.00 | 239.1 | 3 | 58,732.79 | 59,092.94 | 360.15 |
| 27 | Cariboo-Chilcotin | 4,565.69 | 4,553.25 | (12.4) | 2 | 32,125.61 | 32,105.19 | (20.42) |
| 28 | Quesnel | 3,052.88 | 3,057.50 | 4.6 | 1 | 24,031.76 | 24,063.71 | 31.95 |
| 33 | Chilliwack | 12,438.31 | 12,756.16 | 317.8 | 3 | 45,230.19 | 45,708.90 | 478.71 |
| 34 | Abbotsford | 18,756.19 | 18,947.25 | 191.1 | 3 | 54,745.24 | 55,033.00 | 287.76 |
| 35 | Langley | 18,883.97 | 19,224.44 | 340.5 | 3 | 54,937.69 | 55,450.46 | 512.77 |
| 36 | Surrey | 67,506.88 | 68,379.03 | 872.2 | 4 | 88,147.96 | 88,478.59 | 330.63 |
| 37 | Delta | 15,260.97 | 15,387.38 | 126.4 | 3 | 49,481.26 | 49,671.65 | 190.39 |
| 38 | Richmond | 20,179.03 | 19,876.00 | (303.0) | 3 | 56,888.12 | 56,431.75 | (456.37) |
| 40 | New Westminster | 6,285.06 | 6,428.19 | 143.1 | 2 | 34,948.71 | 35,183.72 | 235.01 |
| 41 | Burnaby | 23,110.85 | 23,187.09 | 76.2 | 3 | 61,303.58 | 61,418.43 | 114.85 |
| 42 | Maple Ridge-Pitt Meadows | 13,656.06 | 14,028.06 | 372.0 | 3 | 47,064.19 | 47,624.45 | 560.26 |
| 43 | Coquitlam | 30,249.94 | 30,620.44 | 370.5 | 4 | 74,024.12 | 74,164.57 | 140.45 |
| 44 | North Vancouver | 15,080.69 | 15,260.94 | 180.3 | 3 | 49,209.75 | 49,481.22 | 271.47 |
| 45 | West Vancouver | 6,726.63 | 6,787.13 | 60.5 | 2 | 35,673.73 | 35,773.08 | 99.35 |
| 46 | Sunshine Coast | 3,027.25 | 3,120.88 | 93.6 | 1 | 23,854.76 | 24,501.47 | 646.71 |
| 47 | Powell River | 1,859.63 | 1,853.75 | (5.9) | 1 | 15,789.44 | 15,748.86 | (40.58) |
| 48 | Sea to Sky | 4,386.81 | 4,604.00 | 217.2 | 2 | 31,831.91 | 32,188.52 | 356.61 |
| 49 | Central Coast | 193.63 | 207.00 | 13.4 | 1 | 4,281.62 | 4,374.01 | 92.39 |
| 50 | Haida Gwaii | 545.88 | 545.00 | (0.9) | 1 | 6,714.77 | 6,708.73 | (6.04) |
| 51 | Boundary | 1,245.00 | 1,248.13 | 3.1 | 1 | 11,543.94 | 11,565.53 | 21.59 |
| 52 | Prince Rupert | 2,041.50 | 2,046.50 | 5.0 | 1 | 17,045.73 | 17,080.27 | 34.54 |
| 53 | Okanagan-Similkameen | 2,284.25 | 2,218.44 | (65.8) | 1 | 18,722.52 | 18,267.92 | (454.60) |
| 54 | Bulkley Valley | 2,070.06 | 2,064.38 | (5.7) | 1 | 17,243.03 | 17,203.74 | (39.29) |
| 57 | Prince George | 12,648.75 | 12,687.81 | 39.1 | 3 | 45,547.12 | 45,605.96 | 58.84 |
| 58 | Nicola-Similkameen | 2,045.56 | 2,062.00 | 16.4 | 1 | 17,073.79 | 17,187.34 | 113.55 |
| 59 | Peace River South | 3,481.88 | 3,492.38 | 10.5 | 1 | 26,995.06 | 27,067.59 | 72.53 |
| 60 | Peace River North | 5,672.56 | 5,996.66 | 324.1 | 2 | 33,943.03 | 34,475.18 | 532.15 |
| 61 | Greater Victoria | 18,429.50 | 18,702.47 | 273.0 | 3 | 54,253.24 | 54,664.36 | 411.12 |
| 62 | Sooke | 9,134.81 | 9,514.94 | 380.1 | 2 | 39,627.82 | 40,251.97 | 624.15 |
| 63 | Saanich | 6,841.06 | 6,911.13 | 70.1 | 2 | 35,861.63 | 35,976.68 | 115.05 |
| 64 | Gulf Islands | 1,660.63 | 1,707.13 | 46.5 | 1 | 14,414.85 | 14,736.05 | 321.20 |
| 67 | Okanagan Skaha | 5,592.50 | 5,671.38 | 78.9 | 2 | 33,811.57 | 33,941.09 | 129.52 |
| 68 | Nanaimo-Ladysmith | 12,866.25 | 13,051.75 | 185.5 | 3 | 45,874.69 | 46,154.07 | 279.38 |
| 69 | Qualicum | 3,876.19 | 3,950.13 | 73.9 | 1 | 29,718.75 | 30,229.48 | 510.73 |
| 70 | Alberni | 3,538.06 | 3,640.00 | 101.9 | 1 | 27,383.17 | 28,087.31 | 704.14 |
| 71 | Comox Valley | 7,479.56 | 7,375.56 | (104.0) | 2 | 36,910.01 | 36,739.25 | (170.76) |
| 72 | Campbell River | 5,162.25 | 5,224.88 | 62.6 | 2 | 33,105.13 | 33,207.96 | 102.83 |
| 73 | Kamloops/Thompson | 13,981.19 | 13,938.88 | (42.3) | 3 | 47,553.84 | 47,490.13 | (63.71) |
| 74 | Gold Trail | 1,096.38 | 1,111.13 | 14.8 | 1 | 10,517.32 | 10,619.21 | 101.89 |
| 75 | Mission | 5,639.38 | 5,761.00 | 121.6 | 2 | 33,888.54 | 34,088.24 | 199.70 |
| 78 | Fraser-Cascade | 1,572.88 | 1,643.75 | 70.9 | 1 | 13,808.73 | 14,298.29 | 489.56 |
| 79 | Cowichan Valley | 7,262.75 | 7,397.38 | 134.6 | 2 | 36,554.01 | 36,775.07 | 221.06 |
| 81 | Fort Nelson | 757.13 | 768.63 | 11.5 | 1 | 8,173.97 | 8,253.41 | 79.44 |
| 82 | Coast Mountains | 4,469.88 | 4,288.85 | (181.0) | 2 | 31,968.29 | 31,671.07 | (297.22) |
| 83 | N. Okanagan-Shuswap | 5,866.06 | 5,950.16 | 84.1 | 2 | 34,260.74 | 34,398.83 | 138.09 |

APPENDIX I
2016/2017 BCSTA FEE REVENUE COMPARED TO 2015/2016 FEE REVENUE
(Fee increases of 0%)

| No. | School District | Total FTE Pupils Sep 30/14 | Total FTE Pupils Sep 30/15 | Difference | Category | 2015/2016 Fees (0% Inc.) | 2016/2017 Fees (0% Inc.) | Difference |
|--------|-----------------------|----------------------------------|----------------------------------|------------|----------|--------------------------------|--------------------------------|------------|
| 84 | Vancouver Island West | 388.56 | 365.75 | (22.8) | 1 | 5,628.14 | 5,470.56 | (157.58) |
| 85 | Van. Island North | 1,332.81 | 1,326.13 | (6.7) | 1 | 12,150.50 | 12,104.31 | (46.19) |
| 87 | Stikine | 184.13 | 191.13 | 7.0 | 1 | 4,216.00 | 4,264.35 | 48.35 |
| 91 | Nechako Lakes | 3,829.00 | 3,751.94 | (77.1) | 1 | 29,392.81 | 28,860.51 | (532.30) |
| 92 | Nisga'a | 420.81 | 374.53 | (46.3) | 1 | 5,850.90 | 5,531.22 | (319.68) |
| 93 | Francophone Ed. Auth. | 5,373.25 | 5,556.36 | 183.1 | 2 | 33,451.57 | 33,752.24 | 300.67 |
| TOTALS | | 471,404.95 | 476,725.86 | 5,320.9089 | | 1,866,459.82 | 1,874,713.99 | 8,254.17 |

Table 2B: Enrollment-Based Funding
(includes Regular and Continuing Education, Distributed Learning, and Alternate Schools)

5% of total fees: 93,322.99

<http://www.bced.gov.bc.ca/k12funding/funding/15-16/operating-grant-tables.pdf>



ITEM 16

To: **Board of Education**

From: Chair
Mike Murray

Re: **BOARD OF EDUCATION INPUT TO ANNUAL REVIEW
OF MOU BETWEEN BCSTA AND THE MINISTRY
OF EDUCATION**

Date: March 9, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

On December 5, 2014 the BCSTA and the Ministry of Education signed a Memorandum of Understanding (MOU) regarding the co-governance relationship between the parties. As part of the co-governance process and the terms of the MOU, the parties agreed to an annual review of progress under the MOU as well as a setting of priorities for the coming year.

Additionally, the Board of Directors of the BCSTA is guided by the following AGM motion passed by the membership in April, 2015:

That BCSTA involve all member Boards of Education in the annual assessment of the Co-Governance Relationship Memorandum of Understanding with the Ministry of Education by inviting Board input through BCSTA's regional branch associations and preparing a report which:

- *summarizes that input,*
- *identifies key areas of the agreement which Boards and the BCSTA Board feel have been functioning well and those which have not,*
- *makes recommendations to the Ministry and BCSTA on what can be improved in either the wording or implementation of the agreement going forward,*
- *identifies progress made on subsidiary protocol agreements considered over the past year, and*
- *identifies the subsidiary protocol agreements which are to be considered over the next year.*

The first step in the review process was a joint listing of Key Actions between the parties over the past year (2015). Please note that the actions were each categorized under one of the MOU's guiding principles thought most directly linked to the activity.

The next step in the BCSTA review process is to provide member boards with the opportunity to:

- *Review the Key Actions document.*
- *Review each of the five individual guiding principles of the MOU toward providing feedback to the BCSTA Board of Directors regarding how you as a board feel the parties are successfully and/or unsuccessfully co-governing K-12 education in relation to the principles of the MOU.*
- *Provide input to the BCSTA Board of Directors as to what issues you feel BCSTA should address under the MOU over the coming year.*

- *Provide any further input, suggestions or questions to the BCSTA Board of Directors that your board feels is appropriate in addressing the MOU with the Ministry of Education.*

Input by Boards of Education are requested by April 1, 2016.

RECOMMENDATION:

THAT the Board authorize the Board Chair to respond to the survey based on the input provided by trustees.

Attachments

The British Columbia Ministry of Education & the British Columbia School Trustees Association

Annual Review and Report of the Co-Governance Relationship Memorandum of Understanding

On December 5, 2014 the BC School Trustees Association and the Ministry of Education signed a Memorandum of Understanding (MOU) intended to define the working relationship between the two organizations. The MOU was signed as an aspirational framework reflecting the shared commitment of both parties to realize the full potential of a co-governed public education system and to continually improve BC's world class education system.

This report is an annual review of the results that have been realized as a result of the MOU and demonstrates the continued commitment to the co-governance relationship and its principles.

The parties agreed to five principles in the MOU that would form the foundation for their relationship in the years ahead. Below is a summary that details the work that has been completed since the Co-Governance Relationship MOU was established last year.

1. Public Confidence

"The Province and BCSTA will seek shared opportunities to publicly demonstrate and communicate the achievements, strengths and potential opportunities for improvement in K-12 education with the goal of maintaining and improving public trust and confidence in the public education system across the province. Both parties recognize this is best achieved through a shared focus on improved learning outcomes for students and a demonstrated commitment to respect, integrity, public service, accountability and the responsible management of public resources."

Key Actions:

- Both parties collaborated to host the 1st Annual Partner Liaison Meeting on October 21st enabling the sector's management partners to convene and discuss key initiatives to improve and modernize the K-12 public education system.
- The Ministry of Education has included BCSTA executive members in major planning, policy decisions, and implementation activities related to improvement of the K-12 education system such as the accountability framework and shared services.
- We are working together to understand, address and monitor ministry recommendations from the 2015 Ernst and Young review of the Vancouver Board of Education, including implications for all school districts.

The British Columbia Ministry of Education & the British Columbia School Trustees Association

Annual Review and Report of the Co-Governance Relationship Memorandum of Understanding

2. Commitment to Action

"In the interests of all British Columbians, the parties are committed to discharge their responsibilities within their respective areas of jurisdiction while understanding and respecting the jurisdiction of the other party."

Key Actions:

- Joint Ministry and BCSTA executive meetings are held quarterly where 4 priorities were established and communicated:
 - o Clarify the respective roles and responsibilities of the Ministry of Education and Boards of Education.
 - o Acknowledge that both organizations are jointly accountable for the efficient and effective delivery of education and are committed to working together to ensure the best possible outcomes for students
 - o Develop guidelines to describe and report on school district financial health; and
 - o Recognize and showcase the remarkable contributions of BC educators in bringing world class innovation to our schools
- Commitment to work together to understand and respond to auditor general reports on:
 - o 2013: School District Board Governance
 - o 2015: Aboriginal Education
 - o 2016: K-12 Budgeting and Monitoring

3. Partnership

"The parties recognize each other's strengths and capabilities. To maximize efficiency and effectiveness, the parties are committed to cooperate in the spirit of partnership particularly in the development of policies, programs, projects and funding options. The parties commit to clear division of responsibilities so that the Province and local Boards of Education can effectively perform their roles. The Province and BCSTA will also cooperate in the development and distribution of information required for effective discharge of this agreement."

Key Actions:

- Established Sector Advisory Council comprised of education partners with the objective of providing advice on policy considerations and ensuring sector perspectives are included in Ministry initiatives.

The British Columbia Ministry of Education & the British Columbia School Trustees Association

Annual Review and Report of the Co-Governance Relationship Memorandum of Understanding

- Jointly established an Education Sector Calendar of key partner events (<https://etrak.bcsta.org/EduCal/>)
- BCSPA, along with other sector partners came together support on September 28, 2015 to announce K-12 curriculum supports program, so that teachers have the support they need to implement the new curriculum.
- Planned BCSTA participation on the MOE working group focussed on improving the reporting and understanding of school district financial health.

4. Consultation and Notification

"Any party proposing a change in policies or programs that will affect the other party will consult and collaborate with the other party to the fullest extent possible given the specific circumstances and any respective legislative and confidentiality obligations. This commitment includes, but is not limited to timely notification of the proposed change. The parties recognize that there may be extraordinary circumstances that limit the timeliness of consultation and notification. In such circumstances the other party will be provided with the rationale for the unusual limitations to consultation. New responsibilities will not be assigned to Boards of Education until resourcing implications have been discussed between the parties."

Key Actions:

- Both parties work in collaboration to keep each other aware of any major initiatives and associated information that will directly affect the other party.
- The Ministry has committed to engage and consult with BCSTA (and the sector) on the development of the continuing professional development program prior to establishing the regulations and program policies.
- Program areas consult and work with BCSTA and other management partners at regular and scheduled meetings to discuss new projects and programs that may impact the sector at a provincial level.

5. Flexibility

"Policies or programs will be developed with consideration to the varying needs and circumstances of local Boards of Education in different areas of the province where appropriate and where it is not to the detriment of the education system as a whole."

Key Actions:

- Ministry, BCSTA and BCASBO staff to work to develop school district financial health indicators that support best practices and enhance transparency.
- Established a cross sector working group (including BCSSA, BCPVPA and BCSSA) to support leadership development to strengthen the knowledge of trustees on topics such as legislation, governance, financial accountability and risk management.

**The British Columbia Ministry of Education
& the
British Columbia School Trustees Association**

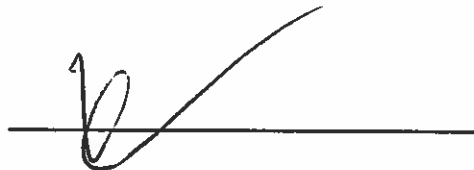
**Annual Review and Report of the
Co-Governance Relationship Memorandum of Understanding**

Going Forward – Priorities for 2016

- Ministry and BCSTA working in collaboration with FNEESC and other sector partners to respond to Auditor General report to support Aboriginal students' education in B.C.
- Work together to proclaim Public Education Day in the spring 2016, acknowledging the importance of public education in BC.
- Work with the Ministry's Knowledge Management & Accountability Division to update the BCSTA's 2010 edition of the "Guide to School Legislation in BC".
- Continued collaboration around communication of joint announcements.
- Work collaboratively to address Child and Youth Mental Health to support the coordinated work of government.
- Participation in the Leadership Development Working Group to present recommendations to Sector Advisory Council.



Dave Byng
Deputy Minister
Ministry of Education



Teresa Rezansoff
President
BC Trustees Association

Signed (date) February 18, 2016

BCSTA CO-GOVERNANCE MOU SURVEY

CO-GOVERNANCE MEMORANDUM OF UNDERSTANDING BOARD OF EDUCATION REVIEW AND INPUT PROCESS 2015

SECTION A

Please review each of the five (5) principles of the MOU listed below and provide your board's feedback as to: How the principle is successfully being addressed by BCSTA and the Ministry of Education. How the principle is not being successfully addressed by BCSTA and the Ministry of Education. Identifying any further Key Actions not already included in the review document.

A1.) Public Confidence

"The Province and BCSTA will seek shared opportunities to publicly demonstrate and communicate the achievements, strengths and potential opportunities for improvement in K-12 education with the goal of maintaining and improving public trust and confidence in the public education system across the province. Both parties recognize this is best achieved through a shared focus on improved learning outcomes for students and a demonstrated commitment to respect, integrity, public service, accountability and the responsible management of public resources." Provide your board's feedback as to:

a.) How the principle is successfully being addressed by BCSTA and the Ministry of Education.

b.) How the principle is not being successfully addressed by BCSTA and the Ministry of Education.

c.) Identifying any further Key Actions not already included in the review document.

A2.) Commitment to Action

"In the interests of all British Columbians, the parties are committed to discharge their responsibilities within their respective areas of jurisdiction while understanding and respecting the jurisdiction of the other party." Provide your board's feedback as to:

a.) How the principle is successfully being addressed by BCSTA and the Ministry of Education.

b.) How the principle is not being successfully addressed by BCSTA and the Ministry of Education.

c.) Identifying any further Key Actions not already included in the review document.

A3.) Partnership

"The parties recognize each other's strengths and capabilities. To maximize efficiency and effectiveness, the parties are committed to cooperate in the spirit of partnership particularly in the development of policies, programs, projects and funding options. The parties commit to clear division of responsibilities so that the Province and local Boards of Education can effectively perform their roles. The Province and BCSTA will also cooperate in the development and distribution of information required for effective discharge of this agreement." Provide your board's feedback as to:

a.) How the principle is successfully being addressed by BCSTA and the Ministry of Education.

b.) How the principle is not being successfully addressed by BCSTA and the Ministry of Education.

c.) Identifying any further Key Actions not already included in the review document.

A4.) Consultation and Notification

“Any party proposing a change in policies or programs that will affect the other party will consult and collaborate with the other party to the fullest extent possible given the specific circumstances and any respective legislative and confidentiality obligations. This commitment includes, but is not limited to timely notification of the proposed change. The parties recognize that there may be extraordinary circumstances that limit the timeliness of consultation and notification. In such circumstances the other party will be provided with the rationale for the unusual limitations to consultation. New responsibilities will not be assigned to Boards of Education until resourcing implications have been discussed between the parties.”Provide your board's feedback as to:

a.) How the principle is successfully being addressed by BCSTA and the Ministry of Education.

b.) How the principle is not being successfully addressed by BCSTA and the Ministry of Education.

c.) Identifying any further Key Actions not already included in the review document.

A5.) Flexibility

“Policies or programs will be developed with consideration to the varying needs and circumstances of local Boards of Education in different areas of the province where appropriate and where it is not to the detriment of the education system as a whole.” Provide your board's feedback as to:

a.) How the principle is successfully being addressed by BCSTA and the Ministry of Education.

b.) How the principle is not being successfully addressed by BCSTA and the Ministry of Education.

c.) Identifying any further Key Actions not already included in the review document.

SECTION B Going Forward: Priorities for 2016

The BCSTA Board of Directors and the Ministry of Education have identified six (6) priorities under the MOU for 2016. Ministry and BCSTA working in collaboration with FNESC and other sector partners to respond to Auditor General report to support Aboriginal students' education in B.C. Work together to proclaim Public Education Day in the spring 2016, acknowledging the importance of public education in BC. Work with the Knowledge Management & Accountability division to update the BCSTA's 2010 edition of the "Guide to School Legislation in BC". Continued collaboration around communication of joint announcements. Work collaboratively to address Child and Youth Mental Health to support the coordinated work of government. Participation in the Leadership Development Working Group to present recommendations to Sector Advisory Council. Boards are invited to provide feedback to the Board of Directors as to:

B1.) How might these priorities (as listed above) be moved forward under the co-governance MOU during 2016?

B2.) What additional items does your board recommend the BCSTA and the Ministry of Education focus on under the MOU during 2016?

SECTION C

In conclusion, the Board of Directors would also like to receive from your board any general recommendations as to future focus under the MOU, or suggestions as to subsidiary protocol agreements (short or long term) that might be implemented toward enhancing the strength of the co-governance MOU.

C1.) Your board's general recommendations regarding the MOU:

C2.) Your board's suggestions as to possible subsidiary agreements under the MOU:

Thank you!

Thank you for taking the time to discuss the Memorandum of Understanding and to respond to this survey. Your Board of Directors will ensure the consolidated results of the survey are provided back to all member boards as soon as possible. We will also look for further opportunities to discuss the overall co-governance relationship between BCSTA and the Ministry of Education toward strengthening the role of boards of education within the K-12 education sector. - BCSTA Board of Directors



RECORD
2015-2016

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 3, 2016

Call to Order
Motion of Exclusion
Approval of Agenda
Approval of Minutes
Secretary Treasurer Decision Items
Superintendent Information Item
Committees
Trustee Reports
Trustee Motions
Adjournment

Meeting called to order at 2:54 p.m.
Approved
Approved as amended
Approved as circulated
Approved
Received for information
Received for information
Received
Approved
Adjourned at 3:45 p.m.