



Wednesday, November 30, 2011
6:00 p.m.

PUBLIC MEETING OF THE BOARD OF EDUCATION

District Education Office
22225 Brown Avenue
Boardroom

AGENDA

*"Your mind can focus on problems, despair or negativity.
OR, it can focus on opportunity, solutions and optimism.
Your choice"*

A - OPENING PROCEDURES

1. Call to Order
2. Correspondence
 - i. George Abbott, Minister – Ministry of Education*
 - ii. Mel Joy, Chairperson – School District No. 8 (Kootenay Lake)*
3. Request to Speak to and Ordering of Agenda

B- CONFIRMATION OF MINUTES

1. November 9, 2011*

C – PRESENTATIONS

D – DELEGATIONS

E – CHAIR REPORT

F – DEFERRED ITEMS

G – TRUSTEE MOTIONS

H – CHIEF EXECUTIVE OFFICER'S REPORT

1. Decision Items
 - a) Superintendent of Schools
 - i. Report on Student Achievement
 - b) Acting Deputy Superintendent
 - c) Secretary Treasurer
 - i. Financial Statements – First Quarter
 - ii. Statement of Financial Information ("SOFI") Report
2. Information Items
 - a) Superintendent of Schools
 - b) Acting Deputy Superintendent
 - i. Draft Catchment Changes for September 2012*
 - c) Secretary Treasurer
 - i. Facilities Review – Interim Capital Plan*

I – COMMITTEE BUSINESS

1. Committees of the Whole
 - a) 2011 - 2012 Finance
 - b) 2011 - 2012 Budget
2. Committee & Advisory Committee Reports
 - a) Education Committee
 - b) Human Resources Committee
 - c) Inclusive Education*
 - d) Board Policy Development Committee
 - e) Aboriginal Education Committee
 - f) French Immersion Advisory Committee
 - g) Anti-Vandalism Advisory Committee
 - h) Communications Advisory
 - i) District Student Advisory Committee
 - j) Social Wellness Committee
 - k) Historical Committee
 - l) Advocacy Committee

J – QUESTION PERIOD

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

K – TRUSTEE REPORTS

1. Ridge Meadows Education Foundation
2. Joint Parks and Leisure Services
3. Social Planning Advisory
4. Municipal Advisory & Accessibility
5. Ridge Meadows Community Arts Council
6. BC School Trustee Association Provincial Council
7. District Parent Advisory Council
8. Tzu Chi Foundation
9. Youth Society Committee
10. External Representative Reports
11. Board Liaison Representative Reports
12. Other Trustee Reports
 - a) Good News Items
 - b) Public Disclosure of Closed Meeting Business*

L – OTHER BUSINESS

M – ADJOURNMENT



To: Board of Education

From: Board Chairperson
Ken Clarkson

Re: **CORRESPONDENCE**

Date: November 30, 2011
(Public Board Meeting)

Information

- i. George Abbott, Honourable Minister – Ministry of Education
- ii. Mel Joy, Chairperson – School District No. 8 (Kootenay Lake)

RECOMMENDATION:

THAT the Board receive all correspondence for information.

Attachments



November 2, 2011

Ref: 148767

Mel Joy, Chair
Board of Education
School District No. 8 (Kootenay Lake)
Email: mjoy@sd8.bc.ca

Dear Ms. Joy:

Thank you for your letter dated September 26, 2011, regarding the 2010/11 enrolment audit for School District No. 8 (Kootenay Lake).

The Ministry conducts annual compliance audits on district claims for funding to provide assurance to the Ministry and boards of education that funding is being allocated in a fair and equitable manner to all school districts through the consistent application of Ministry policies, directives and instructions contained in the enrolment reporting form 1701. Each year, all school districts are provided with the audit programs that outline the expectations for compliance audits to ensure a clear understanding of expectations. Audit programs can be found on the Ministry website (www.bced.gov.bc.ca/compliance/).

During the 2010/11 school year, the Kootenay Lake School District was selected for an audit of its K–12 program enrolment—during which the claims for supplemental Aboriginal education funding was reviewed. The last time the District was audited in the K–12 program was during the 2002/03 school year.

As you have stated, government requires assurances that funding targeted for Aboriginal education is used specifically to deliver additional education programming to those students for which the funding is claimed. As you can understand, this means that the Ministry must conduct audits to ensure the supplemental funding is used for this purpose.

I understand that during the recent audit a number of claims for funding were reviewed and subsequently found to not align with Ministry guidelines, resulting in a funding adjustment. I also understand the District took the opportunity available to it to appeal those findings, which resulted in a subsequent review involving Aboriginal education professionals from other school districts, as well as Ministry personnel. The result of that review found some cases where additional information provided by the District had a favourable impact to the initial funding adjustment; however, the bulk of the adjustments remained.

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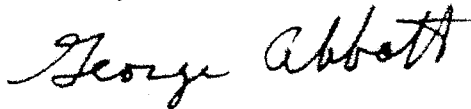
I am confident that both the compliance audit process and the appeal process, involving school district education professionals, was followed in accordance with the standards expected by the Ministry and school districts.

Audit findings, district feedback and Ministry program discussions help to inform the development and transformation of current policies to align with personalized learning. In June, districts were provided with information on changes to the Aboriginal Education 1701 funding claims policy for the upcoming school year. The changes allow more flexibility in delivering education programming to Aboriginal students and align better with the shift to personalized learning. Details on these changes can be discussed with the Ministry's Learning Division (Ted.Cadwallader@gov.bc.ca).

I do take note and appreciate that in these financially challenging times unexpected audit adjustments can be challenging for school districts; however, I understand from the recent request from the Board (September 26, 2011) that despite the Aboriginal education funding adjustment in 2010/11, the Board had an unspent balance of \$24,519.

Again, thank you for taking the time to write.

Yours truly,



George Abbott
Minister

pc: Jeff Jones, Superintendent of Schools and Secretary-Treasurer,
School District No. 8 (Kootenay Lake)
Trish Rosborough, Director, Aboriginal Education Enhancements Branch,
BC Ministry of Education
First Nations Education Steering Committee
BC School Trustees Association (for distribution to all Boards of Education)
Mary Ellen Turpel-Lafond, Representative for Children and Youth,
Province of British Columbia
Becky Blair, President, Creston Valley Teachers' Association
Tom Newell, President, Nelson District Teachers' Association
Rick Korens, President, Canadian Union of Public Employees (CUPE) – Local 748



School District No. 8 (Kootenay Lake)

Board Chair

570 Johnstone, Nelson, B.C. V1L 6J2
Telephone: (250) 352-6681 Fax: (250) 352-6686
Toll Free: 1-877-230-2288

November 8, 2011

Honourable George Abbott
Minister of Education
PO Box 9045 Stn Prov Govt
Victoria BC V8W 9E2

Dear Honourable Abbott:

RE: Capital Announcement

The School District 8 (Kootenay Lake) Board of Education was quite surprised to see the recent capital announcement from the Ministry of Education. We are very pleased for those growing school districts in the Province that will receive new schools, and that the Ministry has recognized the need to address areas where student population increases are overburdening existing schools.

While we understand that the need throughout the Province exceeds available funds, we would like to remind the Ministry that, on a daily basis, we are seeing an increase in deferred maintenance costs due to an aging infrastructure, and buildings that were designed in contemplation of a very different model of teaching and learning than that which the Ministry is contemplating in the 21st Century.

In short, we believe that there are other capital projects in the Province that also need to be addressed and that were noticeably absent in this most recent announcement. Four years ago, this school district submitted an application for the rebuild of an aging middle school in Nelson. Our Board worked closely with the Ministry, and we were able to agree that a rebuild of the school would not only address declining enrollment, but would also address some significant deferred maintenance challenges faced in this area. We worked together in the spirit of mutual trust. Our Board closed two schools. We moved all the grade 7 students in the area to the existing middle school in spite of significant challenges with the infrastructure of the existing building. We plan to close one more school once the rebuild is completed. As you can well imagine, these changes were difficult and challenging – and were made on the expectation that we would receive funding to build a new school.

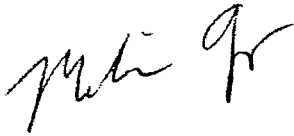
This Board would like to remind the Ministry that there are schools in which students are being asked to learn that are bordering on unsafe. They run only because of the creativity and expertise of our staff. Our students and our staff deserve better. Learning environments for students and staff are essential in keeping morale high and ensuring increased student achievement.

Our Mission: "We focus on excellence for all learners in a nurturing environment."

Continued...../2

This Board of Education would like to remind the Ministry to remember these issues when making the decisions regarding the allocation of funds into capital projects. Your consideration would be greatly appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mel Joy', with a stylized flourish at the end.

Mel Joy
Board Chair

cc Board of Education of School District No. 8
BCSTA for distribution to all Boards of Education



To: Board of Education

From: Board Chairperson
Ken Clarkson

Re: **APPROVAL OF MINUTES**

Date: November 30, 2011
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the November 9, 2011 Public Board Meeting be approved as circulated.

Attachment

IN ATTENDANCE:

BOARD MEMBERS:

Board Chairperson – Ken Clarkson
Vice-Chairperson – Eleanor Palis
Trustee – Susan Carr
Trustee – Mike Huber
Trustee – Dave Rempel
Trustee – Stepan Vdovine
Trustee – Kathie Ward

STAFF:

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

GUESTS:

David Vandergugten, Director of Instruction, K-12 Education
Richard Eskandar, Manager, Information Technology Services

A. OPENING PROCEDURES

Call to Order

The meeting was called to order at 6:00 p.m.

The Chair welcomed and thanked everyone for attending.

1. Correspondence

- Sharon Welch, Chairperson (1) – School District No. 68 (Nanaimo-Ladysmith)
(July 13, 2011 Board Meeting Motions)
- Sharon Welch, Chairperson (2) – School District No. 68 (Nanaimo-Ladysmith)
(September 28, 2011 Board Meeting Motion),
- Candace Gordon, Chairperson – Community Network – The HIVE Neighbourhood Centre
- George Abbott, Honourable Minister – Ministry of Education
- Monty Wong *(with responses from Ken Clarkson, Chairperson and Eleanor Palis, Vice-Chairperson)*
- Brent Crich, Teacher – Samuel Robertson Technical Secondary School *(with response from Ken Clarkson, Chairperson)*
- Ryan Connolly, General Manager – Epic Homes

Moved: Trustee Rempel

Seconded: Trustee Ward

THAT the Board receive all correspondence for information

CARRIED

2. Ordering of Agenda

Moved: Trustee Rempel

Seconded: Trustee Carr

Additions/Amendments:

Moved to Chair Report: Candace Gordon, Chairperson – Community Network
The HIVE Neighbourhood Centre - correspondence

Moved to Chair Report: Monty Wong - correspondence

Moved to Chair Report: Ryan Connolly, General Manager – Epic Homes – correspondence

Question Period – Trustee Huber

THAT the Agenda be ordered as amended.

CARRIED

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

A member of the public commented on the Chairperson's correspondence in the Agenda package regarding remuneration stating incorrect information had been provided in accordance with the Trustee Remuneration Bylaw to increase remuneration in conjunction with the cost of living allowance and further requested it be corrected.

B. CONFIRMATION OF MINUTES

1. October 26, 2011 Public Board Meeting Minutes

Moved: Trustee Rempel

Seconded: Trustee Ward

THAT the Minutes of the October 26, 2011 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

D. DELEGATIONS

E. CHAIR REPORT

Correspondence: Candace Gordon, Chairperson – Community Network –
The HIVE Neighbourhood Centre

Concerns were raised around the use of the portable and classrooms which will form part of a larger facilities discussion. A facilities report will be presented at the November 30, 2011 Public Board Meeting. Much discussion has been generated through a meeting attended by Rick Delorme, Director of Facilities and Laurie Meston, Director of Instruction, Early Learning and Elementary with parents and staff regarding classroom and portable use which is shared with the HIVE at Eric Langton Elementary. Concerns regarding future use could become an issue due to space. The School District is completely aware of the success of the HIVE program.

The Board agreed to maintain the HIVE's location unless there are extenuating unforeseeable circumstances.

Moved: Trustee Ward

Seconded: Trustee Carr

THAT the Board Chairperson respond to the HIVE group providing them with indication the School District supports and will work with the HIVE program by extending an invitation in the event the HIVE forms part of a facility review and welcoming them to become part of the review process working together in the event that the location comes under review.

CARRIED

Correspondence: Monty Wong

Trustee Ward requested the Chairperson correct a statement made in correspondence referring to a Trustee Remuneration Bylaw and a Trustee's remuneration.

Correspondence: Ryan Connelly, General Manager – Epic Homes

The Secretary Treasurer was asked to provide an overview in response to the correspondence received. The School District has submitted three capital plans in the past five years including property located in the 112th area. The Ministry has recognized a capital funding need for the building of a new elementary school although the School District has not received capital funds for five years.

Suggestions were made for the Board to seize opportunities to educate realtors and developers on matters of School District property processes and capital funding processes including posting information on the website and further addressing the issue at an upcoming Board Work Day.

Moved: Trustee Vdovine

Seconded: Trustee Huber

THAT the Board Chairperson respond to Mr. Connelly, General Manager, Epic Homes directly with respect to plans for a new elementary school in Albion and addressing the matter of accommodating growth in East Maple Ridge.

CARRIED

F. DEFERRED ITEMS

G. TRUSTEE MOTIONS

H. CHIEF EXECUTIVE OFFICER'S REPORT

1. Decision Items

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

Temporary Borrowing Resolution

Moved: Trustee Rempel

Seconded: Trustee Ward

THAT the Board approve the following Borrowing Resolution:

WHEREAS Section 139 of the *School Act* and Regulation 10, provides that a Board may by resolution, with the approval of the Minister, borrow from time to time for a period not exceeding six months for purposes other than capital expenditures, by way of a temporary loan, such sums as the Board may deem necessary to meet current operating and debt services expenditures:

THEREFORE BE IT RESOLVED, that in accordance with the provisions of Section 139 of the *School Act* and Regulation 10, the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) authorize the Secretary Treasurer to request the approval of the Minister of Education for the borrowing of an amount not to exceed \$6,500,000. These funds would be in the form of a \$2,500,000 line of credit and additional funds of \$4,000,000 if required to meet current operating and debt services expenditures, but all money so borrowed shall be repaid not later than the 31st day of May, 2012.

CARRIED

2. Information Items

a) Superintendent of Schools

British Columbia Education Plan

The Superintendent provided an overview of what will be involved in the new education plan and provided a Power Point on the framework for viewing the plan from an educational perspective. Further information can be found at: www.bcedplan.ca/welcome.php

The Superintendent attended the BC School Superintendent's Association meeting on November 4th where it was agreed the details with respect to delivering the education plan have yet to be determined as there is uncertainty as to how it will be affected by the current teacher job action.

The Board agreed the Ministry of Education needs to involve teachers more and proposed writing a letter to the Ministry.

Moved: Trustee Rempel

Seconded: Trustee Ward

THAT the Board receive the British Columbia Education Plan for information.

CARRIED

Moved: Trustee Ward

Seconded: Trustee Huber

THAT the Board write a letter requesting the Ministry of Education be more inclusive with those most affected and invite teachers to be involved with the development of BC's Education Plan.

CARRIED

Learning Technology Plan

The Superintendent introduced David Vandergugten, Director of Instruction, K-12 Education, and Richard Eskandar, Manager, Information Technology Services who provided a power point highlighting the strategic planning focus group involving 23 participants.

Mr. Eskandar addressed the matter of security indicating a balanced approach placing security where the most valuable assets are and spoke to key network security areas.

Other key focus areas discussed:

- Cloud computing
- Centralization of web resources
- Upgrading of network infrastructure/bandwidths

Discussion ensued regarding Ministry funding for support of new technology and infrastructure.

Moved: Trustee Ward

Seconded: Trustee Carr

THAT the Board we write a letter to the Ministry of Education encouraging them to fully fund the new innovation in regards to technology and infrastructures for School Districts.

CARRIED

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Board receive the Superintendent's Learning Technology Plan for information.

CARRIED

The Board thanked and commended Messrs. Vandergugten and Eskandar.

Trustee Palis exited the meeting at 7:20 p.m.

b) Acting Deputy Superintendent

Enrollment Report

In response to a request made at the October 26th Board meeting, Acting Deputy Superintendent Meston provided an overview of the enrollment report enclosed with the Agenda package explaining the differences in head count and FTE's between September 2010 and September 2011.

Trustee Palis joined the meeting at 7:22 p.m.

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the Board receive the Acting Deputy Superintendent's Enrollment Report for information.

CARRIED

c) Secretary Treasurer

I. COMMITTEE BUSINESS

French Immersion Advisory Committee. Trustee Palis provided a brief report from her conversation with Joanne Rowen, Principal, Pitt Meadows Elementary and indicated Canadian Parents for French continues to be a strong advocate and there is continued support for cultural activities.

Trustee Palis will be attending a workshop regarding the impact of technology on children scheduled for November 24th. The primary focus is on the social disconnect of children: TV's, technology devices.

Anti-Vandalism Advisory Committee. Trustee Ward reported on a successful Halloween and attributed the strong relationships with RCMP, Auxiliary Police, and Citizens and Bike Patrol.

J. QUESTION PERIOD

Trustee Huber asked the Board to take a proactive approach to the ruling of report card distribution and to take a stance on supporting the non-issuance of same in the event they are transmitted "blank" stating it would be a waste of time and resources.

The Board Chair responded the Board can send a message to the Ministry but School Boards do not have authority to make the decision in not sending report cards out.

The Secretary Treasurer reminded the Board they must carry out directions in accordance with the *School Act* and the Minister's directive. Concerns can be submitted but the Ministry has authority to place the Board on notice and replace Trustees with an official Trustee.

Discussion ensued regarding letters, costs incurred and attendance matters.

The Superintendent clarified the District plans to attach a letter for parents and guardians encouraging them to continue to communicate with teachers directly and reminding them of the teacher job action.

Moved: Stepan Vdovine

Seconded: Trustee Ward

THAT in the event blank report cards are to be sent to parents the Board include a letter to every report card indicating the position of the Board that it supports teachers and believes learning is continuing in our schools.

Moved: Trustee Vdovine

THAT the motion be tabled.

Seconded: Not required

CARRIED

Moved: Trustee Huber

Seconded: Trustee Vdovine

THAT the Board write a letter to the Ministry of Education indicating the Board will not be mandating our teachers to send out blank report cards.

MOTION FAILS (In Favour: Vdovine, Huber)

Discussion ensued regarding the handling of report cards. It was suggested to bring the matter to the upcoming BCPSEA Annual General Meeting in January where representatives will be present to discuss adding pressure on the job action.

Moved: Stepan Vdovine

Seconded: Trustee Ward

THAT in the event blank report cards are to be sent to parents and guardians, the Board include a letter to every report card indicating the position of the Board that it supports teachers and believes learning is continuing in our schools.

CARRIED

The Board Chair agreed to draft a letter and transmit same to Trustees for feedback.

Comments from a member of the public were made with respect to the catchment boundaries in response to the correspondence from Epic Homes to which it was clarified one development is in catchment and one is not.

Comments were responded to by the Superintendent with respect to the matter of the technology plan and access and equality for all across the School District.

The Superintendent responded to a question by a member of the public regarding Live@EDU inquiring into the follow up process.

Comments were provided regarding the Education Plan referring to the Ministry's intentional use of timing and the technology plan questioning the 'consultation' term to which the Chair responded.

Comments were raised on the lack of CUPE involvement and the consultation process in use of technology.

The Board Chair indicated the Board has worked hard to include individuals in an appropriate decision making and planning process.

K. TRUSTEE REPORTS

Provincial Council Synopsis Update. Trustee Ward reminded the Board the Synopsis is available on the BCSTA website.

Provincial Council Resolutions. Trustee Ward reported on the preliminary BCSTA budget where there has been a lack of input. The Board has an opportunity to provide input via Provincial Council in February.

BC School Trustees' Association. Trustee Ward responded to an inquiry at a previous meeting regarding student achievement grants. The BCSTA has made applications to apply for grants for Trustee Professional Development.

Joint Parks and Leisure Services. Plans continue to take place for the upcoming 25th anniversary celebration of the Man in Motion tour. Trustee Palis will be participating in a preliminary planning meeting on November 15th. The event, similar to the Olympic torch relay, is scheduled for May 16th and 17

Trustee Rempel attended apologizing on behalf of the Board of Education of the inadequate attendance at meetings.

District Parent Advisory Council. Trustee Ward attended the DPAC meeting on November 3rd at Kanaka Creek Elementary. Katherine Shearer, District Vice-Principal, Student Support Services, provided an example of individual learning plans and Director Meston provided a presentation on the BC Education Plan. The Maple Ridge Arts Council spoke to bringing more arts to the community; The HIVE Neighbourhood Centre is hosting a free children's clothing exchange on November 19th from 11:00 a.m. to 2:00 p.m. Trustee Ward will provide information to the Executive Assistant; The next DPAC meeting is scheduled for December 1st at the MRTA office.

Trustee Carr attended the unveiling of Glenwood Elementary's "Glenwood Grizzlies" mascot. The carving was created in partnership with Aboriginal Education Department, students, staff and parents and extended a congratulations to their efforts.

Trustee Carr will provide information to the Executive Assistant to send to Principals for an upcoming community literacy challenge for students.

It was confirmed Chair Clarkson will be laying a wreath on behalf of the School District at the Maple Ridge cenotaph; and Trustee Palis will lay a wreath at Pitt Meadows.

L. OTHER BUSINESS

M. ADJOURNMENT

Moved: Trustee Rempel

Seconded: Trustee Ward

THAT the meeting of the Board be adjourned at 8:43 p.m.

CARRIED

Ken Clarkson, Chairperson

Wayne Jefferson, Secretary Treasurer



To: Board of Education

From: Superintendent of Schools
Jan Unwin

Re: **REPORT ON STUDENT
ACHIEVEMENT**

Date: November 30, 2011
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

Section 22 of the *School Act* includes the following:

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

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

Section 79.3 goes on to say:

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

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

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

RECOMMENDATION:

THAT the Board approve the Superintendent's Report on Student Achievement, for December 2011.

Attachment

Superintendent's Report on Student Achievement 2011-2012

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

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

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

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

The Superintendent's Report

- ☐ Should be brief and to the point.
- ☐ Should be focussed on results and evidence of acquired results.
- ☐ Should be a useful point of departure for future planning.
- ☐ Must be submitted to the Board of Education by December 15.
- ☐ Must be approved by the Board and submitted by email by January 31

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

Once Board approval has been granted, use the "submit by email" to forward to Ministry.

Ministry of Education School Act

Section 22 of the School Act states the following:

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

Section 79.3 goes on to say:

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

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

Questions and/or Concerns

Direct questions and/or concerns to the *Achievement Division* by email: educ.achievement@gov.bc.ca

School District No. _____

1. Improving Areas of Student Achievement

What is improving?

We have declared 6-year grad rate improvements as one of our top priorities and are seeing some good results. We have placed a special emphasis on our resident grad rates, as we feel that this data gives us the most accurate picture of our overall progress.

Another area of great improvement that we are very proud of is that of the skill level in critical thinking. We believe this is one of the most important skills with which our students can exit our system. We have developed a rubric to measure growth in this area and have found that our one-to-one laptop program functions as the most effective measure of such growth.

What evidence confirms this area of improvement?

Our progress with respect to the 6-year resident graduation rate has improved in many important areas. Overall student completion rates have moved from 78% in 2005/06 to 84% in 2009/10. A further analysis of data can be viewed on page 77 of our 2010/11 Achievement Contract. This data also allows us to specifically target areas in which we are not improving. The assessment of critical thinking was done over a two-year period using an inquiry project method. Over 600 students in our one-to-one laptop program participated and, although the group was not a cohort group, it was obvious from teacher formal and informal data collection that students were getting much better at completing their inquiry projects. Overall, students moved from 22% (year 1) to 52% (year 2) in meeting or exceeding expectations, and more groups met at least minimal expectations moving from 78% (year 1) to 92% (year 2).

2. Challenging Areas

What trends in student achievement are of concern to you?

We are still very concerned about the success rate of our Aboriginal learners. Although we have several initiatives that focus on Aboriginal culture and history in order to improve a sense of belonging and pride (which has happened), we are not seeing this translate into academic success for Aboriginal learners.

A second area of concern for us is the gap between male and female success. We notice achievement gaps as early as kindergarten and it follows the same pattern right through to our graduation rates.

What evidence indicates this area of concern?

We have many more self-identified Aboriginal students (even in a declining enrollment) but we are still sitting at around 64% grad rate. In analyzing our data over time, we have discovered that if the students make it to grade 12, they are very much in line with all students in terms of their eligibility to graduate. We need to put a greater emphasis on graduation rate improvement at an earlier level (grade 6 to 9) in order to get them to stay until grade 12.

We have noticed that the gap between boys and girls begins as early as kindergarten, where 90% of boys versus 95% of girls are meeting expectations in literacy. We also see that boys are 5 times more at risk in the area of fine motor and 3 times more at risk in the area of attention/self-regulation than girls. In terms of grad rates, on average we notice at least a 5% difference.

3. Programs / Performance / Results & Intervention

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

We have targeted graduation rates (6 year) for students with Learning Disabilities and Behavioural Disabilities, and have had some outstanding results. For students with Learning Disabilities, we have shown an improvement from 52% grad rate in 2008 to 67% grad rate in 2010. For students with Behavioural Disabilities, we have shown an improvement from 33% grad rate in 2008 to a 49% grad rate in 2010.

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

There are many interventions that we have put in place to address the graduation rates of students with Learning Disabilities and Behavioural Disabilities. The following list outlines some but not all of the initiatives that seem to be working:

- Secondary schools are provided with .375 targeted staffing and 32 days of TOC time to allow administrators and teachers to share and support best practice for Learning Disabilities and Behaviour challenges.
- Created a district-wide text to speech server (Kurzweil)
- Supported schools in writing and implementing behaviour support plans and school-wide positive discipline models
- Put a School Refusal Protocol in place as a universal support for non-attenders

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

A focus on school based marks and grade-to-grade transitions.

Basically what we have noticed since we began to really analyze and discuss school-based marks is this:

1. When you have discussion in teams around student success and student learning, changes and focus on teaching will happen.
2. From there, once the dialogue and focus has been established, we noticed a much higher pass rate resulting from this dialogue. More students are achieving higher marks.
3. We have put a major emphasis on reviewing and analyzing our grade to grade transition data in order to ultimately improve our grad rates. We noticed our grade 10 and 11 percentages were not in the same range as our grade 9 and 10 transition rates. We now provide teachers with course by course completion data to guide conversation about student learning not only across the school population but also across the district.
4. As a result of this work, our resident 6 grad rates continue to climb. We just received our information from the Ministry of Education this week and our resident 6 year grad rate has climbed to 89%.

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

NEW

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

Our targets are based on a continuous improvement model. We have improved in this area and the information below is what we know regarding primary and early intermediate literacy.

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

We have embarked on a program to embed iOS technology in grade 3/4 classes across the district. The goals of the iPod Literacy Project were to determine how effective the iPod Touch device could be in increasing student engagement and improving reading fluency and students' attitudes towards reading.

iPod technology has had a significant impact on student achievement. The student's reading improved substantially beyond what would normally be expected. In February, 23% of the students were not meeting expectations and in May only 5% of the students were not meeting the four dimensions on the scale. We have also focused on disaggregating student data to identify cohorts needing intervention.

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

We believe that all students in our district are able and entitled to complete school with success. This success may be demonstrated through either a dogwood or an evergreen certificate. When the data shows a student has left our system prior to successful completion, we attempt to track that student and learn his or her story. At that point, we design interventions/programs to support the student's successful completion. We have discovered that many students have come back as adults to graduate. We are considering ways to include this data in our final completion rates. We believe completion rates should be expanded past six years in order to align with a focus on personalized learning.

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

When 6-year completion results became a top priority for our school district in 2007-08, we began to analyze, envision, and implement strategies to support our learners. Our goal at that time was to improve year by year, and re-visit the plan yearly. We have achieved improvement in terms of the 'all students' data each year since implementing specific strategies. While our target is to continue to improve results for all students, we specifically examine groups within that data source, working collaboratively to better understand each student's 'story.' Over the past three years, we have paid particular attention to our 'resident 6-year graduation rate,' including all the categories within that group. We have realized a 7% increase in the number of resident 6-year graduates, reaching 88.71% in 2010-2011.

4. Targets (cont'd)

NEW

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

The goal for aboriginal education in School District 42 Maple Ridge & Pitt Meadows is aligned with that of the district: "continuous improvement in our quest to maximize the life chances for all ['aboriginal' added for this section] students." This is reflected in our goal to continually improve graduation rates and to close the gap between aboriginal and non-aboriginal learners. We can take some pride in knowing SD 42's aboriginal graduation rate of 62% is approximately 15% higher than the provincial average of 48%; however, aboriginal students still lag behind the local graduation rates of non-aboriginal students in SD 42.

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

With respect to our recent history with aboriginal education, there has been an emphasis on building relationships, enhancing leadership opportunities and celebrating success. While we continue to provide opportunities for growth in the areas of social responsibility and the promotion of cultural activities, we have come to realize that our grade to grade transition rates and 6-year completion results are not where we want them to be. Specifically, we have found that once our aboriginal students reach grade 12, they tend to graduate. Our graduation rates are very stable, ranging between 62.1% and 63.5%, and we have established an emphasis on improving these results. Similarly, our grade to grade transition rates over that same time period indicate that students start leaving the school system in grade 10. In response, we have provided additional support for our grade 8-10 students, providing guidance and supportive interventions where needed.

5. Children in Care

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

Every school has assigned one individual who oversees all aspects of educational programs for those children and youth who are in MCFD care. The school district has assigned an individual who liaises with and supports the school-based persons who oversee programs for children and youth in care. The school-district-assigned person routinely provides school-based staff with sample monitoring plans (for example) and resources (e.g., Understanding and Responding to School Refusal).

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

(i.e.) continuing custody orders, temporary custody orders, other...

Children and youth who have Continuing Custody Orders, Voluntary Care Orders (as we are aware of these), Extended Family Benefits (where we are aware of these), Youth Agreements, and Agreement for Young Adults are currently being monitored.

5. Children in Care (cont'd)

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

School and district staff routinely schedule and attend Integrated Case Management Meetings and develop Integrated Service Plans. School staff ensure that social workers and foster parents are informed of student progress (e.g., report cards are provided). The school district person who oversees programs for children and youth in care routinely meets with MCFD staff to review processes and individual cases as needed.

NEW

What results are being achieved by students within the identified categories?

Of the 94 students identified in the Continuing Custody Order document, 1 moved out of our school district, 2 required a second year to meet the learning outcomes for grade 10, 1 required a second year to meet the learning outcomes for grade 11, 6 required a second year to meet the learning outcomes for grade 12, 58 transitioned to the next grade, 13 were awarded a Dogwood certificate, and 2 were awarded an Evergreen certificate.

6. Early Learning

NEW

Summarize your district's Early Assessment in kindergarten classes.

Teachers collected data in the areas of attendance, social interaction with peers and teacher, fine motor, oral language, literacy, numerally, and ability to sustain attention. This data identifies specific students who are at risk in each area and also provides a "district picture" of percentage of students at risk. These percentages can be identified by gender, by category (e.g., aboriginal, ESL, special education) and overall. The fine motor rubric developed by our Occupational Therapy team in consultation with teachers is providing specific assessment and programming information in the fine motor area. This can be accessed at <http://kindergarten.sd42.ca>. Teachers are also working together to identify ways of developing qualitative data that will provide assessment for learning information on specific students and will assist with ongoing improvement in student learning and success.

What strategies are in place to address the needs identified?

The fine motor rubric developed by our Occupational Therapy team and teachers provides "teacher friendly", "play based" activities that teachers can introduce to students either on a class-wide basis or on a student-specific basis when areas of need have been identified by the fine motor assessment rubric. Further support can be provided by OT's if students don't respond to classroom-specific intervention. The names of aboriginal students identified as "at risk" in kindergarten are shared with the aboriginal team for intervention and follow-up in grade one. A focus on how to improve achievement for our aboriginal learners and our boys in play-based/project-based environments continues to be a priority. Further dialogue around how to provide targeted and intensive support seamlessly in our early learning classrooms in a systematic, structured and effective manner is currently on hold due to job action.

7. Other Comments

The biggest benefit of this report is that it brings educators together to dig deep into learning data and get focused on taking some action if the data is not at the level that we wish it to be. It allows us to begin to make long-term plans using trend data that shows either growth over time or shows that the current intervention is not working.

In terms of targets, we have placed an emphasis on "getting to excellence," which is based on a continual improvement model. This means that our targets are always to show growth from previous years rather than "picking a number" (arbitrary and contrived) to achieve. We feel that this method of improvement allows a more positive report to emerge rather than "I picked the wrong number and even though we improved, we still did not meet our targets." Selecting a number can lead to deficit reporting which does not create momentum and enthusiasm.

In SD42, we have begun to shift our focus from "content based learning" to "skill based learning" and we will be looking at data in the future that supports this new emphasis to better meet the needs of the new kind of learner. We are hoping that, with the introduction of the new Education Plan, the Ministry will also be putting a greater emphasis on collecting data that better matches the new kinds of skills that the individual learner will need for success.

Board Approval Date:

Submit by Email



To: Board of Education

From: Deputy Superintendent of Schools
Laurie Meston

Re: **DRAFT CATCHMENT CHANGES FOR
SEPTEMBER 2012**

Date: November 30, 2011
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

With the continued growth in East Maple Ridge, several schools in the District have had their catchment areas adjusted. These draft proposed adjustments will go out for consultation to the public from November 30th until January 11th.

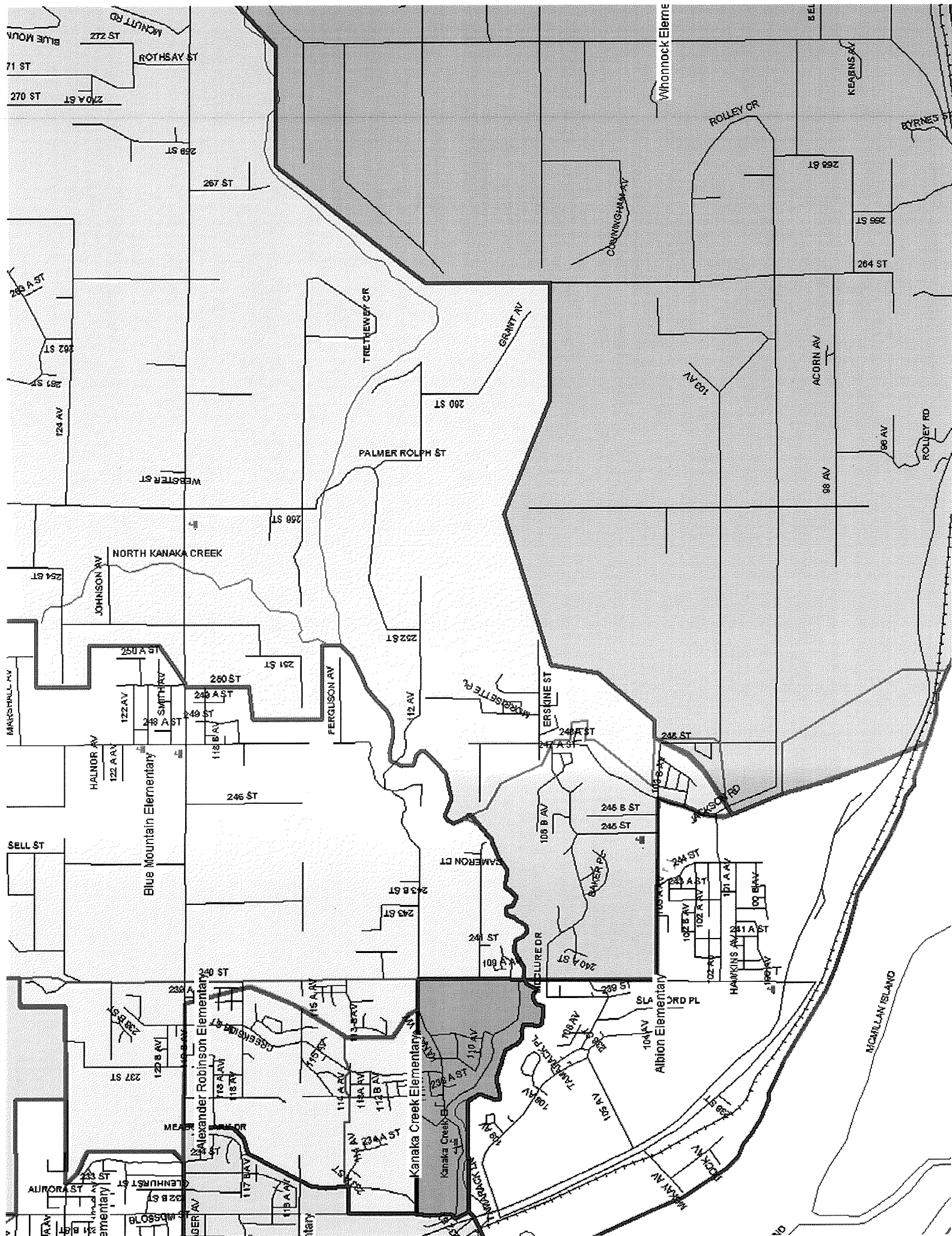
There will be two ways the public will have an opportunity to provide the district feedback during this consultation process. These draft proposed catchment changes will be available online and the public will have the ability to post their comments to the website. In addition, School District No. 42 will have a feedback forum on December 8, 2011 at a location to be determined.

The catchment changes will be presented at the January 11, 2012 Board Meeting for approval. The feedback received will be considered during the consultation process.

It is important to note students who are currently in each school are not impacted by any of the proposed changes. The new catchments will be in place for the 2012 kindergarten registration.

RECOMMENDATION

THAT the Board receive the Deputy Superintendent's Draft Catchment Changes for September 2012 for information.





To: Board of Education

From: Secretary Treasurer
Wayne Jefferson

Re: **FACILITIES REVIEW –
INTERIM CAPITAL PLAN**

Date: November 30, 2011
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

Recent Capital Announcement

The recent Capital Projects announcement by the Ministry of Education should be seen as positive news for the School Districts of the Province.

The announcement was for \$353 million of the capital projects comprising funding for:

- six (6) new elementary schools;
- one (1) new middle school;
- two (2) new secondary schools;
- four (4) school additions; and
- six (6) school site purchases (four for further schools).

The announcement is a strong signal that the government recognizes the need for funding of capital projects after five years of enrolment growth in some school districts and a continuing decline across the Province in others.

Our School District is a combination of the above complexity with the growth in East Maple Ridge and the small decline across the grades in the other two geographical areas (Pitt Meadows and West Maple Ridge).

Facilities Review

We have conducted our 2011-2012 Facilities Review and have produced a summary sheet comparing design capacities to projected enrollment.

In schools where enrollment has exceeded design, we are using portables to fill the space needs of the school.

It is important to know that design capacities do not include ancillary spaces.

The Ministry implemented Full Day Kindergarten (“FDK”) throughout the District of 2011-2012 which has impacted our space requirements. The biggest area affected is in the Eastern part of Maple Ridge.

Use of Modulares and Portables

Based on the numbers we had, we calculated the need for nine (9) Modular units through the Ministry of Education review of our current capacities. Two (2) modular units would be required for the Pitt Meadows area and the balance in the east would be covered by the use of portables.

The need for a new elementary school in the east is past due and our number one capital project is construction of a new elementary school in South Albion area is confirmed. The School District already owns the site and is awaiting Ministry approval.

With a surplus of portables and in discussions with the Ministry, the School District has decided to use seven (7) portables in the east and apply the saved funds allocated to modulares, (\$2.58 million) towards the new Albion South school capital project. The School District is still waiting for approval of this project.

School District's Capital Priorities

We believe the business case is compelling and supported for our two top building projects: the new elementary school at 104th Avenue and 240th Street; and the addition to the neighbouring secondary school, Samuel Robertson Technical Secondary to replace the existing use of thirteen (13) portables.

The School District continues to be optimistic of an approval to construct the much needed elementary school in East Maple Ridge in the near future. Today's presentation is focused only on the current pressures around our elementary school requirements.

Secondary and Other District Programs

The review included all secondary and District program facilities with no current concerns around building capacity vs. enrollment.

The School District will continue to monitor and report any capacity issues that come to light.

RECOMMENDATION:

THAT the Board receive the Secretary Treasurer's interim report on Facilities utilization and the pending priorities for our Capital Plan Projects needs for information.

Attachments

2011-12 Facilities Summary Report-Elementary

Revised Nov 10-11

School Name	Design Capacities	Enrollment (headcount)	Percent Capacity	Portable - Modularity	# of Divisions	Non District Programs
Albion Elementary	450	555	123.33%	5-P	24	
Alexander Robinson Elementary	475	544	114.53%	2-P	23	
Alouette Elementary	450	377	83.78%		16	1 Daycare
Blue Mountain Elementary	300	215	71.67%		8	2 Daycares
Davie Jones Elementary	325	303	93.23%		14	
Edith McDermott Elementary	375	345	92.00%	1-M	16	1 Daycare
Eric Langton Elementary	425	461	108.47%	1-P & 1-P Daycare	19	Hub-4 rooms
Fairview Elementary	450	247	54.89%		11	4 Daycares
Glenwood Elementary	400	267	66.75%		13	2 Daycares
Golden Ears Elementary	525	486	92.57%		21	
Hammond Elementary	475	448	94.32%		20	
Harry Hooge Elementary	425	375	88.24%		16	1 Daycare
Highland Park Elementary	325	288	88.62%	2-P	13	
Kanaka Creek Elementary	575	591	102.78%	2-P	25	
Lait View Elementary	625	605	96.80%		26	
James Best Center		61		1-P		
Maple Ridge Elementary	475	413	86.95%		18	1 Daycare
Pitt Meadows Elementary	425	555	130.59%	1-M & 2-P	25	
Webster's Corner Elementary	250	161	64.40%		8	2 Daycares
Whonnock Elementary	250	228	91.20%	1-P	11	
Yennadon Elementary	525	566	107.81%		24	
Totals	8525	8091	94.91%			

2011-12 Facilities Summary Report-Secondary

Revised Oct 17-11

School Name	Design Capacities	Enrollment (headcount)	Percent Capacity	Portable - Modulares	# of Divisions	Non District Programs
Garibaldi Secondary	1050	816	77.71%			BCIT-Elec BCIT-Auto
Maple Ridge Secondary School*	1300	1323	101.77%	8-P		
Maple Ridge Secondary Annex*	350	132	37.71%			
*MRSS Combined	1650					
Pitt Meadows Secondary	1100	1010	91.82%			
Samuel Robertson Technical Secondary	600	921	153.50%	13-P		Vanc/Kwantlan
Thomas Haney Secondary	1200	900	75.00%			
Westview Secondary	1200	938	78.17%			BCIT-Auto
Total	6800	6040	88.82%			

2011-12 Facilities Summary Report-Other Facilities

Revised Oct 17-11

School Name	Design Capacities	Enrollment (headcount)	Percent Capacity	Portable - Modulares	Non District Programs
Alouette River Campus				4-P	
Arthur Peake					OSS
Continuing ED		496			
District Education Office					
District Alternate		163			
Maintenance				2-P	
Riverside Center	425				Topia
South Lillouette		140			

2011-12 Facilities Summary Report-Properties

Property Name				
Bonson Road Property				
South Albion				
Property Adjacent to DEO				
Property in front of Maint				



To: Board of Education

From: Secretary Treasurer
Wayne Jefferson

Re: **FINANCIAL STATEMENTS**
FIRST QUARTER

Date: November 30, 2011
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Board approve the First Quarter Financial Statements.

**To Be Distributed*



To: Board of Education

From: Secretary Treasurer
Wayne Jefferson

Re: **FINANCIAL INFORMATION ACT -
STATEMENTS (SOFI) REPORT FOR
2011/2012**

Date November 30, 2011
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

In advance of the meeting, the Board of Education has been provided with an electronic copy of the SOFI Report and at tonight's meeting, each Trustee will receive their hardcopy for future reference.

RECOMMENDATION:

THAT the Board approve the *Financial Information Act* (the "Act") Statements of employee earnings and payments to suppliers as per the stated requirements of the Act for the period of 2010/2011, and that the said statements be submitted to the Ministry of Education.

**To Be Distributed*

Inclusive Education Advisory Committee

November 21, 2011

7:00-9:00

A Special Education Parent Survey was presented for discussion. The idea is to have parents complete it this year using Survey Monkey. This will establish a baseline for following years. The survey will; inform, aid in setting goals and measure progress.

Comments on the survey included;

- Sense that the survey is well thought out, it covers a wide spectrum that parents would want to provide feedback on
- Would like to see the question “Do you find the IEP valuable” – is that the right tool to have?
- Do we have a grasp of how the IEPs are working across the system?
- Ministry Parent satisfaction survey doesn’t mention special ed which is regrettable
- Would be nice to incorporate this into the standard Ministry Parent Satisfaction Survey
- Add question around if the IEP is specific and measurable
- Add question; Was the writing of my child’s IEP a worthwhile process?
- May want to distinguish what type of disability the child has of the parent completing the survey
- Fine tune grade – ask them to tick what grade they are in
- Tick off what code your child has.

It was decided the committee will review survey and provide input at the next meeting to tailor survey to SD42

Discussion ensued around the proposal for an elected Inclusive Education Working Committee and the process of implementing the committee. The idea is the committee will meet every two months to make proposals advocating for Special Education. Four info nights a year would also be organized for all parents and would be advertised widely.

Comments included

- Concerns about closing the committee to all parents and that this would cause the death of the meetings
- There used to be a process of taking things forward – portion of the meeting for complaints – then moved to where were we in action around action items - start of the year we set out areas we were going to work on – at one time there were more community partners but not always
- Concerns around closed meeting excluding parents even more
- Clarification that this request came from the Inclusive Ed Committee not the district
- Maybe there needs to be a group that work on the “business” of what needs to be done
- Not everyone in favor of revisiting the mission statement
- Would like to ensure a substantial representation of Elected Parent Representatives
- Could we open to allow people to attend if they are interested
- Some would like to see that it stays open with a process, time set agenda, votes done
- Open so that other can come and watch but why.

The committee agreed in principle to the following items;

- We have agreed to the representatives as indicated in the plan
- We will not be revisiting this mission statement as part of the committee
- We will distribute Inclusive Ed Committee out to parents and see what kind of interest comes back
- Group gave the ok for Laurie S. to make the changes and send out
- Laurie. S will revise and send out to group next week.

Suggested representatives for the Committee to come from;

School Trustee (2)?

Senior Team

School Based

Child Development Center

Ministry of Children & Families

Community Living in BC

District Parent Advisory Council

Elected Parents

Laurie Meston presented a video and handout on the BC Education Plan and encouraged parents to take the opportunity to give their feedback to the Ministry.

Comments included;

- This could have been created by teachers and seems a little odd given the Ministry is currently at odds with the teachers
- Want to ensure that when they are talking about BC's Education Plan they are talking about all kids – including Special Ed
- The Education Plan speaks specifically to Ab Ed kids and generally to mainstream children but seems to be overlooking Special Education children.
- The ability to find child specific supports – continuity of personnel – increasing the standards or credentials of SEAs. Very frustrating that it feels like the system is set up to support the employees not the kids
- School Act 18.1 was proposed legislation that would limit the movement of SEAs during the course of the year for students in specific categories
- Balance between being included in the system while still providing ideal learning situations that might include a class of 4 with a specialized teacher. Need to offer parent choice around this
- We need to look around flexible options
- Concern around inclusion practices at secondary being segregated
- Excited to see comments like personalized coming through – need to ensure that these ideas apply to “all” children
- Seeing parallels between this document and THSS – not only the theory but the attitude of the teachers towards special ed.
- THSS model allows for personalized learning and therefore enables a learning environment better suited to all kids, including those with special needs
- We could partner with DPAC in terms of commenting back to the government on this
- We want to ensure we are all equal members at the party.

The Committee agreed to provide feedback through the website and tell as many people they know to give their views

Next meeting Monday, January 16, 2012 THSS 2008 7:00

RECORD

2011-2012

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:

November 9, 2011

Call to Order
Motion of Exclusion
Correspondence
Ordering of Agenda
Confirmation of Minutes – October 26, 2011
Secretary Treasurer Decision Item
Trustee Reports
Other Business
Adjournment

Meeting called to order at 3:49 p.m.
Approved
No correspondence
Approved as amended
Approved as circulated
Approved

Adjourned at 4:46 p.m.