

Wednesday, October 29, 2014
Time: 6:00 p.m.

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

A G E N D A

The true sign of intelligence is not knowledge but imagination. Albert Einstein

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Correspondence
 - Moyra Baxter, Chair, School District No. 23 (Central Okanagan)
 - School District No. 38 (Richmond)
 - Mike Murray, Chair, School District No. 42 (Maple Ridge-Pitt Meadows)
 - Betty Baxter, Chair, School District No. 46 (Sunshine Coast)
 - Peter Coleman, Chair, School District No. 71 (Comox Valley)
 - Bobbi Johnson, Chair, School District No. 83 (North Okanagan-Shuswap)
 - Teresa Rezansoff, BC School Trustees Association
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. October 8, 2014 ITEM 2

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

1. Community Plan for a Public System of Integrated Early Care and Learning – Emily Mlieczko ITEM 3
2. Achievement Contract – Laurie Meston ITEM 4

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) Amended 2014-2015 School Calendar ITEM 5
 - b) Learning Improvement Fund ITEM 6
3. Secretary Treasurer
 - a) Energy Management Program ITEM 7

4. Board Committees

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

i. Facilities Related Policies

ITEM 8

ii. Policy 9601: Anaphylaxis

ITEM 9

G. INFORMATION ITEMS

1. Chairperson

- a) Operational Plan

ITEM 10

2. Superintendent of Schools

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

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

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

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

K. OTHER BUSINESS

- 1. Public Disclosure of Closed Meeting Business

ITEM 11

L. ADJOURNMENT



ITEM 1

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **OPENING PROCEDURES**

Date: October 29, 2014
(Public Board Meeting)

Information/Decision

1. CALL TO ORDER

2. CORRESPONDENCE (Information Item)

- Moyra Baxter, Chair, School District No. 23 (Central Okanagan)
- School District No. 38 (Richmond)
- Mike Murray, Chair, School District No. 42 (Maple Ridge-Pitt Meadows)
- Betty Baxter, Chair, School District No. 46 (Sunshine Coast)
- Peter Coleman, Chair, School District No. 71 (Comox Valley)
- Bobbi Johnson, Chair, School District No. 83 (North Okanagan-Shuswap)
- Teresa Rezansoff, BC School Trustees Association

RECOMMENDATION:

THAT the Board receive all correspondence for information.

Attachments

3. APPROVAL OF AGENDA (Decision Item)

RECOMMENDATION:

THAT the Agenda be approved as circulated.

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



"Together We Learn"

BOARD OF EDUCATION

SCHOOL DISTRICT No. 23

(CENTRAL OKANAGAN)

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

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

Website: www.sd23.bc.ca

October 15, 2014

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

Dear Minister Fassbender:

RE: BCED Plan Brand Use

At the October 8, 2014 Public Board Meeting, the Central Okanagan Board of Education passed the following motion:

THAT: The Board of Education write a letter to the Minister of Education regarding the inappropriate use of the BCED Plan brand in politically-oriented messaging.

At the October 8, 2014 Public Board Meeting, the Central Okanagan Parent Advisory Council Vice President commented that parents use the BCED Plan site to access information regarding public education and do not expect to see political messages posted by the government on a site paid for by tax dollars.

The Board of Education is dismayed that the BCED Plan social media accounts for Facebook and Twitter were used to promote the bargaining position of BCPSEA and the provincial government. The inappropriate use of this site reduces the integrity of any information posted for public consumption.

Yours sincerely,

Moyra Baxter, Chairperson
Board of Education

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

Board of Education - Trustees

Moyra Baxter
Julia Fraser

Joyce Brinkerhoff
Christopher L. Gorman

Deb Butler
Murli Pendharkar

Rolli Cacchioni



BOARD OF EDUCATION

SCHOOL DISTRICT No. 23

(CENTRAL OKANAGAN)

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

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

Website: www.sd23.bc.ca

"Together We Learn"

October 16, 2014

Select Standing Committee on Finance and Government Services
Room 224, Parliament Buildings
Victoria, BC V8V 1X4

Dear Committee Members:

RE: Budget 2015 Consultation

At the October 15, 2014 Public Meeting of the Central Okanagan Board of Education's Finance and Legal Committee, the Committee agreed that the Board of Education would send a letter to the Select Standing Committee on Finance and Government Services regarding funding shortfalls in public education, and reiterating the financial needs of the School District.

K – 12 education needs sustainable, stable funding. For some time, Boards of Education throughout the province have been expressing their concerns about increased municipal, provincial and federal cost pressures that are not sustained through existing funding and affect all areas of School District operation, from utilities/building maintenance to benefit payments.

Budget deficiencies for the 2014/2015 school year resulted in projected budget pressures of approximately \$4 million for the Central Okanagan School District. This resulted in reductions in many areas of the District's operation, such as resource allocations to schools, per pupil funding levels to schools, the District's Technology Budget, the Learning Centre Budget, and the Operations Department Budget. User groups were faced with an increase in rental fees and, even after these adjustments, it was still necessary to implement a structural deficit by using existing surplus funds to cover the remainder of the funding deficit. Each of these budget decisions affect the District's ability to provide the high quality of education which our students have the right to expect.

This Board has, for many years, embraced and supported Skills and Technical Courses (i.e. Dual Credit Programs established with BCIT and Okanagan College), however there is a cost to providing these specialized programs and we are finding it increasingly difficult to support them as we cope with budget pressures each year.

Students with special needs remain vulnerable to funding cuts and a reduction in "non-enrolling" teachers. The costs of supporting students with special needs are not met through the targeted funding provided and the shortfall is not covered by the Learning Improvement Fund.

Board of Education - Trustees

Moyra Baxter
Julia Fraser

Joyce Brinkerhoff
Christopher L. Gorman

Deb Butler
Murli Pendharkar

Rolli Cacchioni

School Districts have also been advised by the Provincial Government that they will be expected to cost share major capital projects through the use of School District surplus funds. The Central Okanagan School District has exhausted its capital reserves to purchase two properties needed for future middle schools. Surplus funds have also been used to help reduce budget deficiencies for the 2014/2015 school year. This does not mitigate the fact that the District has aging school facilities, several of which are badly in need of replacement and/or major upgrades.

The Central Okanagan Board of Education remains in full agreement with last year's recommendations from the Select Standing Committee that sufficient funding for the K-12 system be provided to enable BC students to become top performers nationally, and that cost increases for School Districts are addressed.

While these are challenging economic times, sustainable, sufficient funding for public education must remain the number one priority for government, in order to provide our students with the excellent education they deserve and that we are so proud to be able to deliver.

Yours sincerely,

A handwritten signature in black ink that reads "Moyra Baxter". The signature is written in a cursive, flowing style.

Moyra Baxter, Chairperson
Board of Education

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

October 10, 2014

Select Standing Committee on Finance and Government Services
Room 224, Parliament Buildings
Victoria, B.C., V8V 1X4

Dear Committee Members:

Thank you for the opportunity to present our views on the importance of the K-12 public education system. We are especially pleased to make our presentation to a Committee that includes a Richmond MLA.

This brief is presented to the Select Standing Committee on Finance and Government Services jointly by the Board of Education of School District 38 (Richmond), the Richmond District Parents Association, the Richmond Association of School Administrators, the Richmond Teachers Association, and the Richmond Management and Professional Staff. This has been a very difficult year for students, parents and staff because of the labour unrest throughout the province, but we are keen to move forward together. "Our Focus Is On The Learner", and as a concrete demonstration of what we all stand for in Richmond, we have chosen to present this brief together.

Education As The First Priority For The Budget

We understand the difficult role that your Committee plays in listening to the myriad of needs that are presented, and then providing advice about the difficult decisions that come with making budget choices for the Province. We recognize that fiscal responsibility means that there will not be enough money for all the needs presented. Because of that, we urge you to ensure that education is the highest budget priority.

Studies have shown that the return on investment in public education is more than 250%. Well educated societies contribute more to the provincial economy and use less health care, corrective justice and social services than societies where the investment in education is not as significant. As the provincial government seeks to be fiscally prudent and grow a sustainable economy, there can be no better investment for British Columbia than an investment in the public education system. And so we would like to reiterate – **public education should be the highest budget priority.**

Recommendations

Last year's Select Standing Committee recommendations included the following that related specifically to the K-12 education sector:

- Provide sufficient funding for the K-12 system to enable BC students to become top performers nationally; and address cost increases for school districts (e.g. rising BC Hydro rates).
- Develop a comprehensive capital plan for educational facilities that takes into account increased maintenance and aging school facility upgrades; and continue the seismic upgrading program.
- Redesign programming and direct funding to establish and strengthen trades and technology courses in K-12; and provide modest start-up and operational funding as incentives for K-12 technology education programming, similar to the ACE-IT program.
- Review the increasing demands on school district budgets and ensure that funding is appropriately directed to meet the growing support required for students with special needs.

We have consistently advocated for three specific areas of initiative, which we believe are closely aligned with the recommendations the Committee made last year. We would like to continue our advocacy in these three areas, because our need has not diminished in any significant way.

1. Ensure That Public Education Receives Increased, Stable and Consistent Funding

For most school trustees, the entire period of service has been characterized by the need to make budget cuts. Year after year, the annual budget balancing process means that resource teachers, teacher librarians, education assistants, youth support workers, and district managers lose their jobs. School districts have been accountable for and adapted to the current funding levels, and staff at all levels have devised ways to ensure that we minimize the impact on the classroom. Our concern is not about the efficiency of the system – it is that our effectiveness continues to be eroded by budget cuts.

If BC students are to be top performers nationally as envisioned by the Select Standing Committee when last year's recommendations were made, then funding levels must be increased. It is positive that the provincial government is fully funding the recently negotiated pay increases for teachers, but is equally important for all wage increases to be similarly funded. It is also positive that additional funding has been provided to allow for enhanced services through the Learning Improvement Fund. However, this increased funding cannot be seen as the answer to everything the public education sector has been asking for – it is simply the first step. A greater investment is required to ensure that the K-12 sector is able to fully achieve its mandate.

We continue to be concerned that funding levels for children with special needs are not adequate enough to allow us to provide the level of service that we believe parents expect for their children. Because the cost of support for children with special needs exceeds the funding provided, we are challenged to provide adequate support to the most needy of our students. The loss of resources means that others, such as gifted students and those who would benefit from additional support, will also feel the impact of fewer available specialized resources. Again, this is an area that the Committee recognized last year, but that continues to be a significant challenge for school districts.

2. Reinstate A Capital Plan For Facilities

The Committee's recommendation for a comprehensive capital plan that takes into account increased maintenance, aging school facilities and the need for seismic upgrading is one that is echoed by the Richmond School District. We have a significant need for seismic upgrading throughout the district, and so the current direction from the Ministry of Education that districts forego the preparation of a capital plan is particularly concerning.

We would also ask that the seismic funding program take a more broad perspective, however, than only seismic mitigation. Many of the schools that will receive seismic funding also have significantly ageing mechanical and electrical infrastructure. We believe that there will be much greater impact and efficiency if the upgrading of these systems were to be funded at the same time as the seismic upgrades.

Also of key concern to Richmond is the need to acquire a site in City Centre and plan for the construction of a new elementary school for that site. Land values in the city centre are high, which means that a significant investment is required, and the amount of available land is quickly diminishing, which requires a commitment for the funding to be made immediately.

3. Provide Support For Proposed New Initiatives In Education

The Ministry of Education continues to focus on personalized learning as a major new initiative. It recognizes that students learn differently, bring different experiences and motivations to the classroom, and require different approaches from their teachers. In Richmond, we have embraced this initiative, and are moving forward with our own version of the concept called "student success through engagement". Investments in new initiatives such as this are extremely beneficial for students. However, full implementation of the new initiatives will require time and attention from our educators in order to appropriately address the diverse needs of our students, and will mean additional demand for staff, resources, professional learning and infrastructure for technology.

The Committee's recommendation with respect to funding of trades and technology programs aligns with the position taken by the Richmond School District, in that trades and technology programs are one of the options that should be available as part of the personalized learning initiative.

We would encourage the Committee to expand the scope of their recommendation to include new initiatives in education, since that would allow for programs of choice that fit the local context in all areas of the province.

Conclusion

We appreciate the opportunity to present the Standing Committee with this brief that emphasizes our belief in the importance of public education in BC. Our K-12 system is strong, vibrant and efficient. Please invest in us so that our economy develops in the same manner.

We conclude our brief with this quotation from Benjamin Franklin, which encapsulates the essence of our presentation today:

"An investment in knowledge pays the best interest."



Donna Sargent, Chairperson
On Behalf of the Board of Education (Richmond)




Al Klassen, President
Richmond Teachers' Association



Darlene Shandola, President
Richmond Association of School Administrators



Anne Chen, President
Richmond District Parents Association



Anita Doig, Richmond Management & Professional Staff Representative
Richmond School District

cc Trustees
Superintendent of Schools
Secretary Treasurer

J. Yap, MLA (Richmond-Steveston)
The Honourable T. Wat, MLA (Richmond Centre)
The Honourable L. Reid, MLA (Richmond East)
BCSTA – for Distribution

October 17, 2014

Select Standing Committee on Finance and Government Services
Room 224, Parliament Buildings
Victoria, B. C. V8V 1X4

Dear Committee Members,

RE: Budget 2015 Consultations

The Board of Education for School District 42 Maple Ridge and Pitt Meadows wish to join the BC School Trustees Association and other Boards of Education in expressing our serious concern about the state of education funding in British Columbia. Our June 23rd letter to the Minister of Education detailed the impacts of insufficient funding following our adoption of an extremely challenging budget for the current year. We have attached that letter and our 2014/15 budget report for the committee's information as we feel a more detailed analysis of the issues as they impact individual school districts is more beneficial than simply making the statement that more funding is needed. We were faced with cutting over five million dollars from our operating budget during this budget cycle, which followed a similar reduction in the prior year. Since so much of our operating budget is comprised of labour costs, we have had to reduce our labour force by 70 positions beyond the reductions necessitated through declining enrollment. All of this means less attention available for students and fewer new teachers entering the system. While we have enjoyed some success with student achievement reported in the form of increasing graduation rates and other assessments, it will not be long before that achievement begins to decline as the students who are entering the system now experience the impacts of these reduced resources over all of the years of their K to 12 education.

A few of the shortfalls we experienced in our budget will be offset by funding provided to meet the commitments made in the settlement with teachers. Despite that additional funding, we are still experiencing many more classes with over 30 students than we had in the past.

We anticipate needing to make additional cuts in the 2015/16 budget unless additional funding is provided and literally do not know where additional cuts can be made.

In the June 23rd letter to Minister Fassbender, we outlined our concern that school property taxes appear not to have been raised for ten years while Municipal taxation has risen considerably during that period. It is certainly the case in Maple Ridge and Pitt Meadows.

Municipal governments have long understood that zero percent property tax increases in an inflationary environment means reducing services. Even inflationary increases to school property taxes over that ten year period would have made a significant difference to our current position.

We acknowledge and support the recommendations from last year's select standing committee that sufficient funding for the K-12 education system be provided in support of student achievement and that the cost increases being experienced by school districts be addressed. We submit there is a need to consider reasonable increases to school property taxation as one means by which additional funding could be provided to education, and that regular inflationary increase should be considered on an ongoing basis.

At one time in the province's history, boards of education could set school property tax rates at a level sufficient to meet their needs and did so in a local forum where they were accountable to the public and heard directly from their constituents. The move away from that system has meant more consistency across the province but it has also eliminated the ability to link levels of service to levels of taxation in discussions with constituents. We also believe there is a significant problem in the disconnect between those delivering services (boards of education) and those setting the overall education budget (the provincial government). An enhanced level of communication and decision making needs to be considered to bring those two groups together. Those that set budgets at levels requiring continuing service cuts need to take responsibility for the consequences and not be completely buffered by local boards of education who have no say in setting the budget envelope. Better yet, boards of education should have some meaningful degree of involvement in establishing the annual education budget for the province.

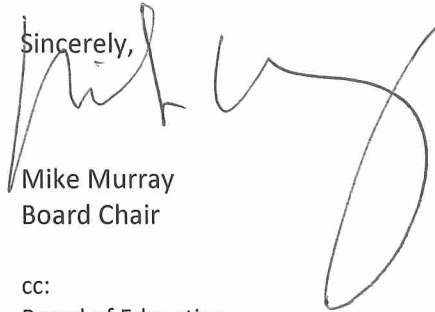
We recognize school property taxes only account for 33% of the total education budget. Some level of detailed work needs to be done to explore how that funding is used and how increases should be determined.

One of the recommendations the select committee could consider is the establishment of an education financing task force, the purpose of which would be to examine such matters in detail including:

- What level of funding the k-12 sector needs in order to bring stability to the system and achieve the desired progress identified in forward thinking education plans
- the use of school property taxes and how increases should be determined
- the management of Ministry of Education holdback funding
- the funding formula by which the Ministry's resources are distributed to districts throughout the province and
- how those responsible for the day to day delivery of public education can have a meaningful role in identifying the requirements for and setting the provincial education budget.

We thank you for your attention.

Sincerely,



Mike Murray
Board Chair

cc:

Board of Education

The Honourable Peter Fassbender, Minister of Education

Mr. Doug Bing, MLA

Mr. Marc Dalton, MLA

Ms. Laurie Meston, Acting Superintendent of Schools

Ms. Flavia Coughlan, Secretary Treasurer

Ms. Sylvia Russell

Ms. Catherine Watkins, President, Maple Ridge Principals' and Vice Principals' Association

Mr. George Serra, President, Maple Ridge Teachers' Association

Ms. Leslie Franklin, President, CUPE local 703

Ms. Kellie Marquet, Chair, District Parent Advisory Council

District Student Advisory Council

All Boards of Education via BC School Trustees Association



BOARD OF EDUCATION

Delivered via email: FinanceCommittee@leg.bc.ca

October 7, 2014

Select Standing Committee on Finance and Government Services
Room 224, Parliament Buildings
Victoria, B.C., V8V 1X4

Dear Chair Ashton and Committee Members,

Thank you for the opportunity to submit input for the 2015–16 provincial budget.

School District No. 46 (Sunshine Coast) includes coastal communities of Langdale and Gibsons northwest through Roberts Creek, Sechelt and Halfmoon Bay to Pender Harbour and Egmont. In recent years, with the exception of the Annual Facilities Grant cut in 2010, the provincial government has maintained consistency in the overall funding envelope, and has provided short-term support to districts with declining enrolment through the Funding Protection and Enrolment Decline grants. However, rising inflationary costs—especially those associated with provincially negotiated collective agreements—have required our board to make program reductions in recent years to balance our budget.

Funding Stability

Our primary concern in this upcoming year's budget is that these rising costs need to be addressed in funding increases for next year's budget. Cuts to cover rising costs, whether they be Hydro rates, MSP, WorkSafe BC premiums or collective agreements will hit the classroom level, which will have a detrimental effect on the education of children and youth in our community. Furthermore, our district faces the additional threat that the Ministry of Education will cease funding us for the benefits standardization costs we had to take on for the 2011–13 BCTF agreement. This provincially negotiated agreement raised the costs of teacher benefits in our school district substantially. We are appreciative that the Ministry was able to fund the difference for the term of the agreement with policy money, but we require that this funding be extended to avoid our district being stuck with a disproportionately dire financial situation, due to a provincially negotiated “net-zero” agreement, in relation to other regions in the province. With the recent negotiation of a new collective agreement with the teachers in BC for 2013 - 2019, it is paramount that all related cost increases are reflected in funding increases as there is no where to trim at the district level that will not have a drastic effect on students. There is no flexibility in our annual budget.

Trades and Apprenticeships

We understand that both the Ministers of Education and Jobs, Tourism and Skills Training have been tasked with the BC Jobs Plan goal of offering more apprenticeships and skills training through school districts. We share this goal as one of the main objectives of our Strategic Plan. We have successful carpentry/framing and culinary arts ACE-IT programs but we've found that in such a tight funding environment we cannot afford to run a deficit while establishing new programs. By focussed promotion in our community and good communication with partner groups we have managed to re-instate Automotive

Technician for the 2014/15 school year. We will need to find on-going funds to maintain it. In a region of the province that has few post-secondary trades training/apprenticeships opportunities, we are keen to offer such programs to adults as well but this will require funds to enable the initial promotion and administration of our programs to adult students.

Just as start-up funds for early childhood education were a tremendous investment by our provincial government over the past decade, funds associated with the BC Jobs Plan to build up apprenticeships and skills training programs in school districts should be a centrepiece. We recognize that job creation and skills training are key components of your mandate. Our school district is eager to help you fulfill this mandate, for the tremendous benefit of our students, our communities and our province's future.

Investment in “Non-Enrolling” Teachers/Special Needs

Due to the enrolment decline and funding levels over the past dozen years, districts across the province have had to reduce “non-enrolling” teachers including special education teachers, fine arts/music teachers and librarians. These positions are absolutely necessary to support the educational excellence and individualized learning advocated by your government. Many researchers support that the current international labour market, and indeed the future of our province, most desperately needs graduates with creativity, curiosity, perseverance and character to succeed in today's society.

In special education more generally, the most severe structural deficit in the K–12 funding formula is the targeted funding we receive compared to the costs of sufficiently supporting students with needs that cannot be met with a regular program. The Learning Improvement Fund does not cover the shortfall. While enrolment has declined provincially, the proportion of special needs, and vulnerable students, has been rising everywhere, including on the Sunshine Coast (confirmed by provincial audits and UBC's Early Development Indicator data). We recognize and support the Ministry of Education's study of self-regulation as an effective intervention for special needs students, but this approach should be adopted as a universal classroom practice rather than a panacea for special needs. To even consider the removal of targeted funds for testing, identifying and addressing the special, individual challenges of a growing proportion of children in our province would constitute a huge step backwards for BC.

Investment in International Student Enrolment

The Ministry has stated its goal of increasing international student enrolment. We share this goal as stated in our strategic plan for 2012-2015 but School District No. 46 (Sunshine Coast) has yet to receive any additional support from the province either in recruitment assistance or in targeted funding. In small districts, a targeted program to support the enrolment of international students would be most welcome.

In challenging economic times, our province needs intelligent and visionary government investment in order to fuel economic comeback and to reap rewards in the future. The most effective tool to provide our province with this prosperous outcome is the education of our children.

Sincerely,



Betty Baxter
Board Chair

pc: Trustees, Board of Education of School District No. 46 (Sunshine Coast)
Patrick Bocking, Superintendent of Schools
Nicholas Simons, MLA, Powell River-Sunshine Coast
All Board of Education via BCSTA

School District No.71 (Comox Valley)

Board of Education

607 Cumberland Road
Courtenay, B.C., V9N 7G5
Fax: (250) 334-4472
Telephone: (250) 334-5500

October 6, 2014

Honourable Minister Peter Fassbender
Minister of Education
PO Box 9045 STN Prov Govt
VICTORIA, BC
V8V 1X4

Dear Honourable Minister:

Re: Labour Strike Savings / Sustainable Funding

The Board of Education, School District No. 71 (Comox Valley) has considered the recent Ministry communication pertaining to the reporting and reclaiming of strike savings for September 2014 as well as, recent communication pertaining to the funding of the recently negotiated teacher collective agreement.

The Board wishes to express our concern about the decision to reclaim all net strike savings from school districts for September 2014. The strategy deployed by government up to August 2014 that allowed Board's to retain 20% of the teacher strike savings recognized extraordinary and unquantifiable costs would be incurred at the district level to recover from the prolonged job action. The previous funding strategy recognized that a co-governance relationship exists, and respected and enabled Boards to manage the complex effects of the job action. The Deputy Minister's letter of September 12, 2014 suggests a significant departure from the co-governance message of June 2014 and more importantly suggests that the Minister's statements regarding the commitment of government to cover the costs of a negotiated settlement with BC teachers may be inaccurate.

Our Board was extremely concerned to hear that the newly created Education Fund contained in the collective agreement (\$75 million 2014/15) simply moves existing money from the Learning Improvement Fund (LIF) to something that is renamed as "new". The Board had expected that the Education Fund would be additional monies provided by a government that had promised to cover the costs of a negotiated settlement with teachers. Our Board urges your Ministry to re-establish the LIF as originally enacted, and that additional money be invested in public education to support the Education Fund contained in the collective agreement. We would also ask that the Ministry remain true to its commitment to cover the additional costs of the collective agreement and rethink the directives that are now reaching districts which detail that districts are now being required to cover multiple unanticipated costs of the settlement within budgets that were established in the Spring of last year. We point to

the current communications coming from the Ministry regarding the payment of teachers for September 19th, as well as, the direct district increases in costs to implement the TTOC language in the settlement. These concerns are heightened by the discussions that surround the notion that there will not be enough funds for government to cover the actual additional costs of the job action.

Boards of Education need to be able to deploy their resources in supports that assist students, parents and staff. Downloading of costs, financial uncertainty and inconsistent communication does nothing other than create confusion and anxiety. Our Board urges the Minister to ensure that government resources the commitments it has made.

Ensuring adequate and sustainable funding to school districts is the next important step.

Yours truly,



Peter Coleman, Board Chair
School District No. 71 (Comox Valley)

Copy: Minister Don McRae, MLA, Comox Valley Constituency
President, Canadian Union of Public Employees (CUPE 439)
President, Comox Valley Teachers Association (CDTA)
BC School Trustees Association, Boards of Education



The Board of Education of School District No. 83 (North Okanagan - Shuswap)

PO Box 129 ~ 220 Shuswap St. N.E. ~ Salmon Arm, BC V1E 4N2 ~ 250-832-2157 FAX: 250-832-9428

20 October 2014

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

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

Dear Minister Fassbender and Minister de Jong:

Dear Sirs,

Our board continues to be concerned about the compensation freeze for our management and executive staff.

At the BCSTA AGM on April 26, 2014, a resolution was passed "That BCSTA request that the provincial government immediately remove the compensation freeze for management and executive staff in the public education sector, and that any increase be fully funded by the government".

As you are very well aware, our executive and management staff has not had a compensation increase since 2009. Since then, our employees covered by collective agreements have had salary and benefit increases. Prior to 2009, our teachers received increases greater than increases provided to our Principals and Vice Principals and other exempt staff.

From July 1, 2006 to July 1, 2009, teachers were provided annual salary increases of 2.5% while our PVP and exempt staff received 2.0%. Teachers also received an additional 2.0% SIP salary allowance and an additional salary increase of 2.0% on June 30, 2010. This is an additional salary increase of 6.0 % over what was provided to our PVP and exempt staff. Teachers have also had other improvements including improved benefit plans over the past number of years.

In the recent negotiated settlement, teachers will be provided salary increases of 2% on September 1, 2014 and 1.25% on January 1, 2015. So from July 1, 2006 through to January 1, 2015, teachers will have had salary increases of over 9.5% greater than our PVP and exempt staff and other improvements to their benefit plans.

CUPE employees have also negotiated a number of improvements in salary and benefits. Past improvements to LTD plans and recent salary increases have been greater than those provided to our PVP and exempt staff.

Our PVP and exempt staff employees are valued and committed employees working to improve our educational programs and services to students in our school district. Without their efforts, the outcomes of our school districts would not have been possible through job actions and times of fiscal constraint.

These employees need to be provided with salary and benefit improvements at least consistent with the increases provided for our other employees. The compensation freeze needs to be immediately removed from these employees and the costs of providing these salary and benefit improvements needs to be fully funded by government.

On behalf of our Board of Education,

A handwritten signature in cursive script, reading "Bobbi Johnson".

Bobbi Johnson
Board Chairperson



British Columbia
School Trustees
Association

October 14, 2014

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

The Honourable Mike de Jong, Q.C.
Minister of Finance
PO Box 9048 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Sirs,

I write on a matter of significant concern for BC's Boards of Education and the BC School Trustees Association.

Upon the signing of the negotiated agreement between the BC Teachers' Federation and the BC Public School Employers Association, the government made a clear public statement using very plain language that all teachers would be paid for Friday, September 19 to prepare schools to be ready for students on Monday, September 22. Subsequent to this announcement, Boards were informed that the number of actual paid days would instead be determined by local contract language. As a result of the variances between local collective agreement language, an unintended result for some teachers in the province was that there were inequities in the days paid for teachers.

Boards are trying very hard to repair relationships that were strained during the strike. Those Boards whose local contracts resulted in teachers being paid for only seven days are now in an untenable position. If they do not treat their teachers the same as those in other districts they will further damage local relationships. If these Boards agree to pay their teachers for the eighth day, they have been told by the government that they must do so out of their existing budgets.

This was a provincially-negotiated agreement with a provincially stated commitment that all teachers would be paid for working the Friday to get schools open and ready for students. BCSTA strongly encourages government to consider the relatively small cost of honouring its commitment against the ill will and negative impact of not funding that one day. In the interest of provincial harmony we urge you to fully and equitably fund the eight days of teacher work for all Boards of Education.

Sincerely,

A handwritten signature in blue ink, consisting of a large, stylized 'T' followed by a cursive 'R' and 'Z'.

Teresa Rezansoff
President
BC School Trustees Association

cc:

Dave Byng, *Deputy Minister of Education*
Michael Marchbank, *Public Administrator*, BC Public School Employers' Association
Mike Roberts, *Interim CEO*, BC Public School Employers' Association
Jim Iker, *President*, BC Teachers' Federation
BCSTA Member Boards of Education



ITEM 2

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: October 29, 2014
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the October 8, 2014 Public Board Meeting be approved as circulated.

Attachment

IN ATTENDANCE:

BOARD MEMBERS:

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

STAFF:

Acting Superintendent – Laurie Meston
Secretary Treasurer – Flavia Coughlan
Acting Assistant Superintendent – David Vandergugten
Acting Assistant Superintendent – Shannon Derinzy
Mgr. of Communication/Community Relations – Irena Pochop
Executive Assistant – Karen Yoxall

A. OPENING PROCEDURES

1. Call to Order

The meeting was called to order at 6:00 p.m. The Chair welcomed and thanked everyone for attending.

2. Correspondence

Moved: Trustee Rempel

Seconded: Trustee Palis

- Dr. Wendy Johnson, Chair, School District No. 35 (Langley)
- Franci Stratton, Chair, School District No. 44 (North Vancouver)
- Cindy Dekker, Chair, School District No. 45 (West Vancouver)
- Sharel Warrington, Chair, School District No. 57 (Prince George)
- Lynette Kershaw, Chair, School District No. 69 (Qualicum)
- Peter Coleman, Chair, School District No. 71 (Comox Valley)
- Taya Whitehead, Early Childhood Educators of BC/Susan Harney, Coalition of Child Care Advocates of BC

Trustee Clarkson requested that the letter from Peter Coleman, Chair, School District No. 71 (Comox Valley) be moved to Information Item, Chairperson.

The Board Chair requested that the letter from Taya Whitehead, Early Childhood Educators of BC/Susan Harney, Coalition of Child Care Advocates of BC be moved to Trustee Motions and Notices of Motions.

THAT the Board receive all correspondence for information.

CARRIED

3. Approval of Agenda

Moved: Trustee Rempel

Seconded: Trustee Clarkson

Amendments:

Move from Correspondence to Information Item, Chairperson:

Peter Coleman, Chair, School District No. 71 (Comox Valley)

Move from Correspondence to Trustee Motions and Notices of Motions:

Taya Whitehead, Early Childhood Educators of BC/Susan Harney, Coalition of Child Care Advocates of BC to Trustee Motions and Notices of Motions

THAT the Agenda be ordered as amended.

CARRIED

4. Invitation for Public Input to matters on the Agenda

B. APPROVAL OF MINUTES

1. September 24, 2014 Public Board Meeting Minutes

Moved: Trustee Clarkson

Seconded: Trustee Marshall

THAT the Minutes of the September 24, 2014 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

1. Apple Distinguished Program for 2014-2016 – Apple Canada

Moved: Trustee Rempel

Seconded: Trustee Nelson

Apple Canada representatives presented School District No. 42 with the Apple Canada Distinguished Program Award, a two year designation. Apple Canada's Education Recognition Program recognizes school districts who have shown innovation, leadership and educational excellence and who have demonstrated that they meet the following Five Best Practices:

- Vision Leadership
- Innovative learning and teaching
- Ongoing professional learning
- Compelling evidence of success
- Flexible learning environment

THAT the Board receive the Apple Distinguished Program for 2014-2016 Award from Apple Canada for information.

CARRIED

2. Achievement Contract – Shannon Derinzy

Moved: Trustee Rempel

Seconded: Trustee Clarkson

The Acting Assistant Superintendent presented the Achievement Contract and reported on Secondary Education including Graduation Rates and Grade to Grade Transitions.

THAT the Board receive the Achievement Contract Presentation, for information.

CARRIED

D. DELEGATIONS

E. DEFERRED ITEMS

F. DECISION ITEMS

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

i. School District Statement of Financial Information (SOFI)

Moved: Trustee Rempel

Seconded: Trustee Nelson

The Secretary Treasurer reported the School District Statement of Financial Information (SOFI) for the Board of Education of School District No. 42 (Maple Ridge - Pitt Meadows) for the year ended June 30, 2014.

In accordance with the Financial Information Act (the "Act"), each school board is required to prepare a report of financial information for each fiscal year. The Act, together with the related regulation and directive, prescribes the information that is required to be included in the report.

Remuneration reported for two employees exceeded their base salaries due to payouts for a retirement allowance and accumulated overtime. The Secretary Treasurer explained that overtime is now paid out at the end of each calendar year and is no longer allowed to accumulate over more than one calendar year as previously permitted.

Clarification was provided on payments to vendors for school graduation ceremonies.

THAT the Board approve the School District Statement of Financial Information for the fiscal year ended June 30, 2014; and that the said statement be submitted to the Ministry of Education.

CARRIED

ii. Trustees' Remuneration

Moved: Trustee Clarkson

Seconded: Trustee Rempel

The Secretary Treasurer reported that in accordance with Board policy 2920 Trustees' Remuneration and associated procedures trustee remuneration was reviewed to ensure comparability with other school districts.

The Secretary Treasurer reported that trustees' remuneration in the Maple Ridge-Pitt Meadows school district is significantly lower than the average remuneration for trustees in the school districts of Abbotsford, Langley, Delta, Burnaby, Coquitlam and North Vancouver.

Discussion ensued on the role and proposed remuneration for the Chairperson and Vice-Chairperson.

THAT the Board approve the increase of trustee remuneration effective December 1, 2014 to \$18,832 for trustees, \$20,332 for the Vice-Chairperson of the Board and \$21,832 for the Chairperson of the Board;

and further;

THAT the Board approve the annual adjustment of trustee remuneration for the period 2014 to 2019 effective on July 1 each year based on the Metro Vancouver Consumer Price Index differential for the prior year.

CARRIED

4. Board Committees

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

G. INFORMATION ITEMS

1. Chairperson

- a) Peter Coleman, Chair, School District No. 71 (Comox Valley)

Trustee Clarkson referred to the correspondence from Peter Coleman, Chair, School District No. 71 (Comox Valley) and commented on the need for increased involvement by school boards in the bargaining process.

- 2. Superintendent of Schools
- 3. Secretary Treasurer
- 4. Board Committees & Advisory & Advisory Committee Reports

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

- i. Proposed Draft Policy: 4203 Budget Planning and Reporting

Moved: Trustee Rempel

Seconded: Trustee Carr

The Secretary Treasurer presented proposed Draft Policy: 4203 Budget Planning and Reporting.

Discussion ensued on budget development and partner group involvement in the budget process.

THAT the Board receive for information and continuation with the consultation process:

Policy 4203: Budget Planning and Reporting
 Procedure 4203.1: Budget Process Procedure

CARRIED

- d) Education
- e) Aboriginal Education

- f) Inclusive Education
- g) French Immersion Advisory
- h) District Student Advisory
- i) Round Table with Partners

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

- a) Taya Whitehead, Early Childhood Educators of BC/Susan Harney, Coalition of Child Care Advocates of BC

The Board Chair requested that the motion to support the Community Plan for a Public System of Integrated Early Care and Learning be brought forward for consideration at the next Public Board Meeting.

I. TRUSTEE REPORTS

BC School Trustees Association Provincial Council

Trustee Clarkson reported on emergent motions for the upcoming BC School Trustees Association Provincial Council.

Arts Council

Trustee Rempel reported that the announcement of the arts director, approval of financial statements and a preview of upcoming theatre events was discussed.

Social Planning

It was reported that the role of the Social Planning Advisory Committee was discussed.

Good News

The Board Chair reported that the Salvation Army had donated \$5,000 to the school lunch program and provided approximately 223 backpacks with supplies to students. Trustee Rempel reported that the Rotary Club is looking for 70 Grade 10 – 12 students to participate in the Youth Impact Summit. Applications can be found online at www.haneyrotary.org

J. QUESTION PERIOD

Clarification was requested on the retirement allowance payout reported for one employee on the School District Statement of Financial Information (SOFI).

K. OTHER BUSINESS

L. ADJOURNMENT

Moved: Trustee Rempel

Seconded: Trustee Carr

THAT the meeting of the Board be adjourned at 7:49 p.m.

CARRIED

Mike Murray, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 3

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **PRESENTATION:**
COMMUNITY PLAN FOR A PUBLIC
SYSTEM OF INTEGRATED EARLY CARE
AND LEARNING – EMILY MLIECZKO

Date: October 29, 2014
(Public Board Meeting)

Information/Decision

RECOMMENDATION:

THAT the Board receive the Community Plan for a Public System of Integrated Early Care and Learning presentation by Emily Mlieczko of the Early Childhood Educators of BC, for information.

And further;

THAT the Board endorse the Community Plan for a Public System of Integrated Early Care and Learning proposed by the Coalition of Child Care Advocates of BC and Early Childhood Educators of BC.

Attachment

MOVING TO A SYSTEM OF
integrated early care & learning IN BC



COALITION OF
**child care
advocates**
OF BC

September 13th, 2014

Chairperson Mike Murray and Trustees
School District #42 Maple Ridge – Pitt Meadows

Dear Chairperson Murray and Trustees,

As you may know the Coalition of Child Care Advocates of BC and the Early Childhood Educators of BC have proposed the **\$10/day Child Care Plan** - a Community Plan for a Public System of Integrated Early Care and Learning which has garnered unprecedented support across British Columbia and interest across Canada.

Our 'made in BC' Plan emerged through an extensive community process that offers a concrete strategy to meet the needs of BC children, women, families, and employers with quality \$10/day child care, no-user fees for families who earn less than \$40,000 a year, increased number of spaces including for children with special needs, and \$25/hour average wages for Early Childhood Educators.

Supporters of the \$10/day Plan now represent almost **2 million** British Columbians. Thirty-two local governments, 20 school boards, community organizations, labour, medical health officers, businesses, politicians, academics, media, plus thousands of parents and grandparents support the Plan. The long list of organizational support is enclosed and includes many education stakeholders from across the province.

Importantly, the Plan advocates for Indigenous Peoples and First Nations to have the power and resources to govern and design their own early care and learning services to meet the needs of their communities as affirmed by the United Nations Declaration on the Rights of Indigenous Peoples.

Child care is necessary for parents to participate in the work force, or to further education, and for their children to thrive. Because you are aware of how important quality child care services are for healthy children, women's equality, families, businesses, community and economy, and that early childhood educators deserve a living wage, we are writing to ask you to add your board's name to those endorsing the BC Plan.

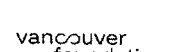
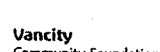
We, School District #42 Maple Ridge – Pitt Meadows, endorse the Community Plan for a Public System of Integrated Early Care and Learning proposed by the Coalition of Child Care Advocates of BC and Early Childhood Educators of BC. This Plan has the potential to make a real difference for BC children, women, families and communities. We urge the BC provincial government to commit to the Plan's vision and work with communities to immediately begin its implementation.

More information on the Plan is available at <http://www.cccabc.bc.ca/plan>. We also welcome invitations to present the Plan. Don't hesitate to contact us if you have more questions and please let us know at info@cccabc.bc.ca if you do endorse the Plan.

Taya Whitehead
Early Childhood Educators of BC

Susan Harney, Coalition of Child Care Advocates of BC
2772 East Broadway, Vancouver, BC V5M 1Y8

WE APPRECIATE THE FINANCIAL OR IN-KIND SUPPORT OF:





ITEM 4

To: **Board of Education**

From: Acting Superintendent
Laurie Meston

Re: **PRESENTATION:**
ACHIEVEMENT CONTRACT – LAURIE
MESTON

Date: October 29, 2014
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the Achievement Contract Presentation, for information.

To: Board of Education

From: Acting Superintendent
Laurie Meston

Re: **AMENDED 2014-2015 SCHOOL
CALENDAR**

Date: October 29, 2014
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

Due to job action and the late return of students and staff in September, the Board approved postponing the September 22, 2014 growth planning day and the September 23, 2014 non-instructional day to occur later in the school year.

In alignment with the "School Calendar Regulation";

Amending a school calendar

- (3) *Subsections (1) and (2) do not apply to a board that reschedules a non-instructional day previously scheduled in a school calendar if the board gives notice of the change to*
- (a) *the parents of the students enrolled in the school to which the proposed change is to apply, and*
 - (b) *the representatives of employees of the board assigned to the school.*

And, after consultation with the MRTA, MRPVPA and CUPE the following days are being recommended:

- Growth Planning Day; January 27, 2015 tied to the January 26, 2015 Non-Instructional Day.
- Non-Instructional Day; March 23, 2015 tied to the end of Spring Break.

RECOMMENDATION:

THAT the Board approve the attached amended District School Calendar, Kanaka Creek School Calendar, and the District Distributed Learning Calendar for 2014-2015.

Attachments

AMENDED 2014 – 2015 DISTRICT SCHOOL CALENDAR

Schools Opening Day for Students	Tuesday, September 2, 2014
Thanksgiving Day	Monday, October 13, 2014
<i>Non Instructional Day</i>	<i>Friday, October 24, 2014</i>
Schools not in session	Monday, November 10, 2014
Remembrance Day	Tuesday, November 11, 2014
Schools Close for Winter Break	Friday, December 19, 2014
Winter Break	Monday, Dec. 22, 2014 to Friday, Jan. 2, 2015
Schools reopen after Winter Break	Monday, January 5, 2015
<i>Non Instructional Day</i>	<i>Monday, January 26, 2015</i>
<i>Non Instructional Day (Growth Planning Day)</i>	<i>Tuesday, January 27, 2015</i>
Family Day	Monday, February 9, 2015
<i>Non Instructional Day</i>	<i>Friday, February 27, 2015</i>
Schools Close for Spring Break	Friday, March 6, 2015
Spring Break	Monday, Mar. 9, 2015 to Friday, Mar. 20, 2015
<i>Non Instructional Day</i>	<i>Monday, March 23, 2015</i>
Schools reopen after Spring Break	Tuesday, March 24, 2015
Good Friday	Friday, April 3, 2015
Easter Monday	Monday, April 6, 2015
Victoria Day	Monday, May 18, 2015
<i>Non Instructional Day</i>	<i>Tuesday, May 19, 2015</i>
Last Day for Students	Wednesday, June 24, 2015
Year-end Administrative Day	Thursday, June 25, 2015
Schools Close	Thursday, June 25, 2015

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

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

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

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

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

AMENDED 2014 – 2015 DISTRICT DISTRIBUTED LEARNING SCHOOL CALENDAR

Schools Opening Day for Students	Tuesday, September 2, 2014
Thanksgiving Day	Monday, October 13, 2014
<i>Non Instructional Day</i>	<i>Friday, October 24, 2014</i>
Schools not in session	Monday, November 10, 2014
Remembrance Day	Tuesday, November 11, 2014
Schools Close for Winter Break	Friday, December 19, 2014
Winter Break	Monday, Dec. 22, 2014 to Friday, Jan. 2, 2015
Schools reopen after Winter Break	Monday, January 5, 2015
<i>Non Instructional Day</i>	<i>Monday, January 26, 2015</i>
<i>Non Instructional Day (Growth Planning Day)</i>	<i>Tuesday, January 27, 2015</i>
Family Day	Monday, February 9, 2015
<i>Non Instructional Day</i>	<i>Friday, February 27, 2015</i>
Schools Close for Spring Break	Friday, March 6, 2015
Spring Break	Monday, March 9, 2015 to Friday, March 20, 2015
<i>Non Instructional Day</i>	<i>Monday, March 23, 2015</i>
Schools reopen after Spring Break	Tuesday, March 24, 2015
Good Friday	Friday, April 3, 2015
Easter Monday	Monday, April 6, 2015
Victoria Day	Monday, May 18, 2015
<i>Non Instructional Day</i>	<i>Tuesday, May 19, 2015</i>
Last Day for Students	Wednesday, June 24, 2015
Year-end Administrative Day	Thursday, June 25, 2015
Schools Close	Thursday, June 25, 2015



AMENDED 2014 – 2015

KANAKA CREEK SCHOOL CALENDAR

Schools Opening Day for Students	Tuesday, September 2, 2014
Thanksgiving Day	Monday, October 13, 2014
<i>Non Instructional Day</i>	<i>Friday, October 24, 2014</i>
Schools not in session	Monday, November 10, 2014
Remembrance Day	Tuesday, November 11, 2014
Schools Close for Winter Break	Friday, December 5, 2014
Winter Break	Monday, Dec. 8 to Friday, Jan. 2, 2015
Schools reopen after Winter Break	Monday, January 5, 2015
<i>Non Instructional Day</i>	<i>Monday, January 26, 2015</i>
<i>Non Instructional Day (Growth Planning Day)</i>	<i>Tuesday, January 27, 2015</i>
Family Day	Monday, February 9, 2015
<i>Non Instructional Day</i>	<i>Friday, February 27, 2015</i>
<i>Non Instructional Day</i>	<i>Monday, March 23, 2015</i>
Schools Close for Spring Break	Thursday, April 2, 2015
Good Friday	Friday, April 3, 2015
Easter Monday	Monday, April 6, 2015
Spring Break	Tuesday, April 7 to Friday, May 1, 2015
Schools reopen after Spring Break	Monday, May 4, 2015
Victoria Day	Monday, May 18, 2015
<i>Non Instructional Day</i>	<i>Tuesday, May 19, 2015</i>
Last Day for Students	Wednesday, July 22, 2015
Year-end Administrative Day	Thursday, July 23, 2015
Schools Close	Thursday, July 23, 2015

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

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

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



ITEM 6

To: Board of Education

From: Acting Superintendent
Laurie Meston

Re: **LEARNING IMPROVEMENT FUND**

Date: October 29, 2014
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

As indicated in the Learning Improvement Fund Regulation 2 (6), a Board requesting, in a fiscal year, a grant under section 115.2 of the Bill 22 – Education Improvement Act, must submit to the Minister, by the time and in the manner specified by the Minister, a spending plan that allocates the estimated grant with respect to one or more of the following:

- (i) the provision of additional teaching staff and teacher assistants and other paraprofessionals;
- (ii) additional teaching time and services to students;
- (iii) professional development training of teaching staff to address challenging learning conditions;
- (iv) a reserve fund, not exceeding 30% of the estimated grant that may be used for any of the purposes described in subparagraphs (i) to (iii) as the Board considers appropriate.

The Learning Improvement Fund Approval form is attached (Attachment A) and must be submitted to the Minister of Education by October 31, 2014. Also attached (Attachment B) is the Learning Improvement Fund Spending Plan Summary, which provides more detailed information about the process used to develop the spending plan.

An update regarding class size and composition will be presented at the November 12th Board meeting.

RECOMMENDATION:

THAT the Board receive the Learning Improvement Fund Spending Plan Summary for information.

And further;

THAT the Board approve the Learning Improvement Fund Approval form for submission to the Minister of Education by October 31, 2014.

Attachments

Learning Improvement Fund Approval

Please complete this form and include your district Learning Improvement Fund Plan and submit by October 31 of each year.

School District Name:

Total LIF allocation: Support Staff minimum allocation:

Education Fund allocation:

1. Amount committed under this plan to:

Support Staff funding:

Teacher Staffing funding:

Reserves (maximum 30% and to be spent by June 30th):

2. Support Staff:

Number of new full-time positions (35 hours):

Number of new part-time positions (under 35 hours):

Number of Support Staff with hours increased from part-time to full-time:

3. Teachers:

Number of new full-time positions (1.0 FTE):

Number of new part-time positions (less than 1.0 FTE):

Number of teachers with hours increased from part-time to full-time:

4. The local Teachers Union has agreed to this plan. ☐ YES ☐ NO

5. Declaration:

This declaration is to confirm that the consultations required under Section 2 of the Learning Improvement Fund Regulation have been carried out, and that the attached spending plan allocates the estimated grant in accordance with subsection 2(6) of that regulation.

Superintendent of Schools:

6. Submit:

Contact name: and Email:

Please complete this form and click Submit. This form will be automatically be emailed to

EDUC.learningdivision@gov.bc.ca after clicking the Submit button. **Please remember to include your detailed LIF Plan along with this document.**

Submit this form
by email

SUBMIT



Ministry of
Education

**Maple Ridge – Pitt Meadows School District
Learning Improvement Fund Spending Plan Summary
October 29, 2014**

As indicated in the Learning Improvement Fund Regulation Section 2 (6), a Board requesting, in a fiscal year, a grant under section 115.2 of the Bill 22 – Education Improvement Act, must submit to the Minister, by the time and in the manner specified by the Minister, a spending plan that allocates the estimated grant with respect to one or more of the following:

- (i) the provision of additional teaching staff and teacher assistants and other paraprofessionals;
- (ii) additional teaching time and services to students;
- (iii) professional development training of teaching staff to address challenging learning conditions;
- (iv) a reserve fund, not exceeding 30% of the estimated grant that may be used for any of the purposes described in subparagraphs (i) to (iii) as the Board considers appropriate.

The spending plan has been prepared in collaboration with the MRTA and CUPE and has been reviewed and finalized by the Acting Superintendent of Schools to confirm compliance with the regulation.

The structures and systems that were collaboratively developed at the time of the introduction of the Learning Improvement Fund have continued to provide for an inclusive and cooperative approach to both school-based and district-based consultations. Staff in the Maple Ridge – Pitt Meadows school district have been very pleased with the collaborative nature of both the consultation and allocation process.

Spring Consultation:

- The MRTA and District staff jointly agreed to the timelines and format of the consultation form to be used in the Spring Consultation process.
- Principals at each of our secondary schools consulted with teachers in alignment with the LIF Regulation Section 2 (Spring Consultation with Principal) and submitted Spring Consultation Forms to the attention of the Acting Superintendent of Schools on May 14, 2014
- A meeting was held on May 15, 2014 with the MRTA President and Vice President and the Acting Assistant Superintendent and other members of the Maple Ridge – Pitt Meadows school district LIF Committee to review submissions. A determination was made to allocate a total of 7.125 FTE Teacher staffing to secondary schools from the LIF fund (effective September 1, 2014).
- Principals at our elementary schools were not able to engage in planned LIF consultations in the latter part of June, 2014 due to the labour dispute.

September Consultation:

- The 'September Consultations' did not occur until after school resumed on September 22, 2014.
- Again, the MRTA and District staff jointly agreed to the timelines and format of the form to be used in the September consultation process.
- The principal or vice principal of each school in the district consulted with teachers in alignment with both Section 2 of the LIF Regulation and the Collective Agreement language specific to the Education Fund.

- Completed September consultation were forms submitted to the Director of Learning Services by Principals.
- Meetings were held on September 24 and 26, and on October 10 and 15 to review the completed consultation forms. The MRTA President and Vice President, the Director of Learning Services and other members of the Maple Ridge – Pitt Meadows school district LIF Committee attended the noted meetings to collaboratively develop and finalize a spending plan based on information provided on the consultation forms.

Support Staff Allocations

The allocation of the Support Staff portion of LIF was jointly agreed to by the CUPE President and the Acting Superintendent of Schools with the involvement and input of district staff. It was collaboratively decided that:

- the 'Minimum Support Staff Obligation' would be used to increase the hours of 133 Elementary Education Assistants by 1 hour per week to provide increased time for consultation, collaborative planning and meetings; and
- the 'Local Support Staff Priorities' funding would be used to staff 8 full time Education Assistant positions in elementary schools.

Spending Plan (2014/2015):

The jointly agreed upon allocations and finalized spending plan for the 2014/2015 school year provides for:

- 9.43 FTE additional teacher staffing to support student learning in elementary schools.
- 10.785 FTE additional teacher staffing to support student learning in secondary schools.
- 8.0 Full Time (28 hours/week) Education Assistant positions to support student learning in elementary schools.

The Maple Ridge – Pitt Meadows School District Learning Improvement Fund (LIF) Grant Allocation Plan, which will include this report and the following calculations, will be entered into the Ministry template and submitted to the Ministry of Education by October 31, 2014 as required.

Total LIF Allocation:	\$2,308,045
Less: Minimum Support Staff Obligation (EA Staffing):	(\$ 184,153)
Less: Local Support Staff Priorities (EA Staffing)	(\$ 269,808)
Less: Teacher Education Fund Allocation:	(\$ 1,831,039)
Reserves:	<u>\$23, 045</u>

The reserves will be allocated as determined by the SD42 LIF Committee using the same process as was used during the September consultation process.

To: **Board of Education**

From: Secretary Treasurer
Flavia Coughlan

Re: **ENERGY MANAGEMENT PROGRAM**

Date: October 29, 2014
(Public Board Meeting)

Decision

Overview

The Board's Strategic Plan identifies the effective, efficient and sustainable management of resources as one of the key strategic directions for the school district.

The continued operating budget shortfall pattern under the current funding model requires the Board to adopt a multi-year strategic approach to budget planning. The use of one-time funds to generate ongoing operating savings is one of the multi-year strategies that our school district can use to reduce costs without impacting educational services.

For 2014/15 the Board is estimating it will spend \$2.63 million on utilities. Operating costs for utilities can be reduced by promoting energy conservation in our facilities and funding utility conservation projects. The savings achieved through the implementation of an Energy Management Program will be used to support our central purpose: student learning.

Background

In 2008, the Maple Ridge – Pitt Meadows school district participated in the BC Hydro Power Smart sponsored Energy Management Assessment Program. At that time, a long-term strategic energy management plan was developed and BC Hydro offered to the school district funding for an Energy Manager position. Although the plan was originally supported by both BC Hydro and the school district, due to changes in both organizations, this plan was never implemented.

In 2009, the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) signed the British Columbia Climate Action Charter with the Province of British Columbia. In this agreement the Board committed to develop strategies and take actions to reduce greenhouse gas emissions. One of the ways this can be achieved is by pursuing opportunities to reduce emissions from operations.

In 2014, as part of the school district Strategic Facilities Plan, Quantum Lighting and SES Consulting were contracted to complete a high level review of all district facilities. The purpose of the review was to determine energy management opportunities and associated potential electrical energy savings. The opportunities identified will form the basis of the Energy Management Plan for our school district.

The Energy Management Plan will provide an actionable and comprehensive roadmap for achieving energy and cost savings in the school district's portfolio of buildings, and will serve as a framework for achieving continual improvement of energy performance in support of long-term energy and cost reduction goals.

Preliminary Energy Assessments

In this initial phase, Quantum Lighting and SES Consulting conducted preliminary energy assessments of each building as a first step in identifying the potential opportunities for energy savings. The specific assessments included a baseline energy use assessment, site assessment and interviews, facility energy performance benchmarking including energy use, technical best practices, and school district-level organizational best practices assessments.

Generally, Maple Ridge – Pitt Meadows school district facilities operate at higher load factors than similar facilities in other school districts. This indicates there is opportunity to reduce energy consumption through energy efficiency upgrades. HVAC upgrades would typically involve optimization of existing DDC control systems, and lighting would generally include replacement of T12 fluorescent and HID technologies with more efficient solutions.

The major energy management opportunities areas that would form the basis of a comprehensive Energy Management Program are:

- Lighting Retrofit
- Heating, Ventilating and Air-Conditioning (HVAC) and Refrigeration Upgrades including Re-commissioning and Controls Optimization
- Operating and Maintenance Practices

In 2013 the school district used over 12 million kWh for a total cost of \$1.16 million. Rate increases for electricity have been approved for 2014 and 2015 amounting to an estimated annual increase in the cost of electricity of \$85K.

The implementation of all opportunities identified will result in estimated energy savings of 4.42 million kWh and estimated annual utilities cost savings of \$0.38 million. The one-time capital investment required to implement all opportunities identified is estimated at \$4.07 million with the upgrades being completed over four years. The school district would therefore recuparate its investment in the energy management program in approximately 11 years.

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

- Annual facilities grant funding (\$350K/year)
- Ministry of Education – Carbon Neutral Capital Program (\$100K/year)
- Ministry of Education – Capital Reserve (up to \$1.4 million)
- Local Capital Reserve (up to \$1.4 million)
- Utilities savings
- BC Hydro Grants

Energy Manager

The assessment results, including initial findings, energy savings potential and opportunity areas, were shared with BC Hydro to seek guidance on next steps towards developing and implementing the Energy Management Plan. BC Hydro recommends the creation of an Energy Manager position that will assist the school district in establishing strategic energy management in partnership with BC Hydro. BC Hydro is committed to co-fund the greater of 50% or \$50,000 of the Energy Manager's salary and benefits. Bonus funding of \$25,000 can be received if standard funding deliverables as well as bonus funding deliverables are achieved.

2014-15 Energy Management Initiatives

When deciding which projects to pursue the cost of the project, the estimated annual savings and the potential incentive funding provided by BC Hydro must be considered. Incentive funding is based on energy saving measures and several other factors including project costs and paybacks. In order to maximize potential incentives, it is often beneficial to bundle a group of projects – particularly longer payback projects (which would not satisfy BC Hydro requirements on their own) with shorter payback projects.

The preliminary energy assessments prepared by Quantum Lighting and SES Consulting identified one facility that has the greatest potential energy savings: Thomas Haney Secondary. The estimated cost for this project is \$0.48 million and the estimated annual savings are 1.26 million kWh or \$89K. A detailed study for this project is underway with funding assistance from BC Hydro.

In order to maximize the potential incentive funding provided by BC Hydro, the consultants are recommending that the Thomas Haney HVAC and Lighting Upgrades be bundled with Webster's Corners Elementary- HVAC and Lighting Upgrades – adding the lighting and HVAC components (50K kWh) from Webster's Corners to the Thomas Haney HVAC and Lighting project (1.30 million kWh).

Although Webster's Corners may meet BC Hydro's 50,000 kWh savings threshold, it would not pass the Total Resource Cost (TRC) test; the cost of the project is out of balance with the kWh savings making it too expensive. Therefore, the project would only receive incentive funding if bundled with other lower payback projects. Bundling Thomas Haney HVAC and lighting with Webster's Corners HVAC and lighting would result in higher savings (1.30 million kWh - \$93K), a higher total project cost (\$0.55 million) and the greatest estimated BC Hydro incentive in the range of \$146,000 to \$209,000.

The implementation of these projects would require that existing AFG and operating funds be supplemented by a one time allocation of local capital reserve funds of \$0.20 million.

RECOMMENDATION:

THAT the Board approve the creation of a full time Energy Manager position jointly funded by BC Hydro (up to \$75,000 annually) and the Board from annual utilities savings resulting from the implementation of an energy management program for the school district.

AND FURTHER;

THAT the Board approve the use of up to \$200,000 from the local capital fund for utility conservation projects.

AND FURTHER;

THAT the Board directs the Secretary Treasurer to prepare a comprehensive Energy Management Plan as part of the Strategic Facilities Plan.



ITEM 8

To: Board of Education

From: Board Policy
Development Committee

Re: **FACILITIES RELATED POLICIES**

Date: October 29, 2014
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board Policy Development Committee (the "Committee") has followed the appropriate consultation process as outlined within Policy 2500 and has at tonight's meeting brought forward for approval:

Policy 6425: School Size (Attachment A)
Policy 6801: School Closures (Attachment B)
Policy 9200: School Catchment Areas & Student Placement (Attachment C)
Procedure 9200.1: Student Placement (Attachment D)

With the approval of the above policies, the following outdated policies are proposed to be rescinded:

School Size (dated November 25, 2008) (Attachment E)
School Closure DNB (Attachment F)
Student Attendance Areas JC (Attachment G)

RECOMMENDATION:

THAT the Board rescind the School Size policy (dated November 25, 2008); the School Closure policy; and the Student Attendance Areas policy;

AND FURTHER;

THAT the Board approve Policy 6425: School Size; Policy 6801: School Closures; and Policy 9200: School Catchment Areas & Student Placement

AND FURTHER;

THAT the Board receive Procedure 9200.1: Student Placement for information.

Attachments

Attachment A

SD 42 POLICY: 6425

SCHOOL SIZE

The Board believes a policy on school size is necessary to provide a framework to ensure all students have access to a quality learning environment.

The Board believes that a quality learning environment cannot be captured in a policy but more in the culture of the school.

The Board believes that a quality learning environment is an interaction between the physical plant and several other qualities that cannot easily be defined.

The Board believes that students should have equal access to choice programs.

To that end, the Board believes that a number of variables need to be considered in determining school size, whether consideration is being given to building a new school, expanding an existing school, closing a school, or managing enrolment in current schools.

These variables include, but are not exclusive to:

- vulnerability rates
- enrolment current and projected
- funding (local/provincial)
- size of school district
- size of school site
- geography of school district
- organization of schools by grades/programs
- human and material resources
- needs of school, community, school district
- building utilization – district wide
- educational programming
- Impact of size of school on school culture such as:
 - The school is so big that it's crowdedness impacts culture
 - The school is so small that you cannot form teams and clubs impacting culture
 - The school is so big that control has become an issue
 - The school is so small that students cannot get a diversified group of friends
 - The school is so big that you can never bring your entire school together
 - The building is so large and the student population so small that a "ghost town" effect is impacting culture

Current research on School Size should be used in conjunction with variables and local considerations, but the actual school size discussion must ultimately include the culture and physical plant of each school.

APPROVED:

Attachment B

SD 42 POLICY: 6801

SCHOOL CLOSURE

The Board is responsible under the School Act for the effective and efficient operation of schools in the school district. The Board has the authority to close a school for reasons which include but are not limited to:

- declining student enrolment such that the school is no longer economically or operationally viable;
- restructuring of educational programs, consolidation of operations and relocation of students to other schools in the school district which results in the school being deemed surplus to the districts educational needs;
- the school is being replaced with a newly constructed school.

The permanent closure of schools is a significant issue of public concern and therefore the Board will follow a process that provides adequate time and opportunity to consult with those who will be affected prior to any decision being made.

A. Public Board Meeting

Any proposed closure of a school should first be raised at a regular open meeting of the Board.

B. Public Consultation

The process of consultation for school closure shall require at least 60 days commencing from the time when the Board provides public notice as to which specific school(s) are being considered for closure.

The process of consultation should provide an opportunity for those who will be affected by a proposed closure to participate in the process. Such participation should include trustees, parents, community members, district staff, and school staff.

Any decision to close a school must be made no later than the first Board meeting in April.

Public consultation shall be undertaken by the Board prior to making a final decision on any proposed closure of a school.

The Board should take the following steps to ensure that an open and meaningful public consultation has taken place:

1. make available, in writing, a full disclosure of all facts and information considered by the school board with respect to any proposed school closure, including:
 - a) reasons for the proposed school closure;
 - b) which specific school(s) are being considered for closure;
 - c) how the proposed closure would affect the current catchment area for each school;
 - d) the general effect on surrounding schools;
 - e) the number of students who would be affected at both the closed school(s) and surrounding schools;
 - f) the effect of proposed closures on board-provided student transportation;
 - g) educational program/course implications for the affected students;
 - h) the proposed effective date of the closure(s);
 - i) financial considerations;
 - j) impact on the Board's five year capital plan;
 - k) proposed use of the closed school(s) including potential lease or sale.
2. provide an adequate opportunity for affected persons to submit a written response to any proposed school closure and information and directions on how to submit a written response to the Board. The information and directions should advise potential correspondents that their written response may be referred to at subsequent public forums respecting the closure, unless the correspondent specifically states in their written response that the correspondent wishes his or her name and address to remain confidential.
3. hold at least one public meeting to discuss the proposed closure, summarize written submissions, and listen to community concerns and proposed options.
4. maintain records of all consultation, including agenda, minutes, dates of consultation working group and public community consultation meetings, copies of information provided at these meetings; names of trustees and district staff who attended these meetings, a record of individuals attending public community consultation meetings, record of questions asked, and a record of transition plans/activities identified for parent/staff/students at both the school considered for closure and the school to which the students would be moved.

C. Public Meeting

The time and place of the public meeting should be appropriately advertised to ensure adequate advance notification to interested persons in the community. Generally, this will mean a letter to students and parents of students currently attending the school, and a clearly visible notice in a local newspaper.

The Board should also specifically notify, in writing, any potentially interested local governments, First Nations, business associations, and community associations of the time and place of the public meeting.

Discussions should include the following:

- a) implications of the closure;
- b) implementation plans, including timing of the closure;
- c) options that the Board considered as alternatives to closure, including possible alternative community use for all or part of the school;
- d) consideration of future enrolment growth in the district of persons of school age, persons of less than school age and adults; and
- e) contents of written submissions presented to the Board by members of the community.

The Board should keep minutes of the public meeting which include a record of concerns or options raised to the proposal.

Following the public meeting, the Board should give fair consideration to all public input prior to making its final decision with respect to any proposed school closures.

D. Notification to the Minister

If the Board decides to permanently close a school the Board must, without delay, provide the Minister with written notification of the decision containing the following information:

- a) the school's name;
- b) the school's facility number;
- c) the school's address; and
- d) the date on which the school will close.

E. Criteria for Considering School Closure

If a school meets any of the criteria, the school will be considered for closure.

- a) when there is sufficient space to accommodate the students in neighbouring schools;
- b) the operating cost per student where excessive;
- c) the condition of the facility and the need for capital expenditures to keep the building operational where excessive;
- d) the limitations of the facility that restrict appropriate education programming;
- e) other criteria that in the view of the Board, should be considered.

F. Opportunities for Students Displaced by School Closure

The district will ensure that all district students displaced by a school closure will have opportunities to receive an appropriate educational experience in another school in the district.

APPROVED:



Attachment C

SD 42 POLICY: 9200

SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT

Philosophy

A student may enroll in an educational program at any school in our school district, providing that the application to enroll is received by a specified date and there is space, as outlined by Sections 2(2) and 74.1 of the School Act, this Policy and its Procedures.

The Board of Education will designate school catchment areas in the School District in order to:

- meet the program needs of the students as much as possible;
- make the best use of facilities, staff and transportation; and if possible,
- enable the school to develop a unique identity.

Authority

The Board authorizes the Superintendent to establish procedures that will guide the implementation of this policy and to establish school, grade, class and program capacities in accordance with the School Act and Board policy and procedures.

Guiding Principles

The principles for setting/changing catchment areas should include, but is not limited to, the requirement for boundaries to:

- reflect traditional neighbourhoods, subdivisions and regions;
- minimize safety concerns for elementary students;
- reflect long-term development to minimize stress caused by frequently changing boundaries in rapidly growing/declining areas;
- maximize the efficiency of schools;
- maintain a cohort of students at each grade level offered at the school, to support the long-term sustainability of the school.

Where space permits, students should be allowed to remain in currently assigned schools and catchment area changes will apply only to new registrations.

In some situations it may be necessary and desirable to relocate students from one school to another. The two most common reasons for relocation are capping and reassigning.

Capping occurs when a school, grade, class or program has reached capacity as determined by the school district. New students wishing to register in a capped school, grade, class or program will be directed to another school. When capping occurs:

- Students who have been directed to another school will have first option, based on a chronological list, of returning to their catchment area school when space becomes available during the year.
- Students will have the option of returning to their catchment area school at the beginning of the new school year if space is available, or remaining at the school to which they were directed.

Reassigning occurs when a student transfers to a school outside their home catchment school area as a result of a request by the parent, student or administration.

A student placement decision made by the Superintendent or designate that significantly affects the student's education, health or safety may be appealed under the Appeals Policy and Procedure bylaw of the Board.

APPROVED:

Attachment D

SD 42 PROCEDURE: 9200.1

STUDENT PLACEMENT

1. Placement

A student may enrol in an educational program at any school in our school district, providing that the application to enroll is received by a specified date and there is space, as outlined in Sections 2(2) and 74.1 of the School Act, this Policy and its Procedures, unless they have been directed to another school for any reason as determined by the Superintendent of Schools or designate.

Once a student has been registered in a school, he/she will be counted as a student of that school.

2. Enrolment Priorities

Kindergarten to Grade 7 registrations shall be prioritized on the following basis:

1. siblings of students already attending desired elementary school (currently grades K to 6);
2. in catchment students (proof of residence required);
3. in catchment daycare students (proof of daycare in catchment required);
4. out of catchment students without siblings;
5. out of district students.

Grade 8 to 12 registrations shall be prioritized on the following basis:

1. in catchment area students who, in the previous year, attended the school;
2. in catchment area students who, in the previous year, were 'placed' by the district in a different school;
3. siblings of in catchment area students;
4. new in catchment area students;
5. siblings of out of catchment area students currently enrolled in the school;
6. out of catchment area students who request to attend the school which is other than their catchment area school;
7. out of district students.

The enrolment priorities are applied on a grade by grade basis and are not intended to cause the school to change its grade configuration. Each school is expected to maintain a cohort of students at each grade level offered at the school.

3. Relocation of In Catchment Students due to Capping

In situations where a grade, class, program or school has reached capacity as determined by the school district, the following process will be used to relocate students to another school:

3.1 Decisions related to relocation of students will be made by the appropriate zonal Director of Instruction, in consultation with the parent(s)/student, the two Principals involved and the Director of Facilities or designate if necessary.

3.2 The catchment area school Principal, in consultation with the parent(s)/student, will identify an out of catchment area school for the student. Where a suitable school cannot be identified the Principal shall request the assistance of the appropriate zonal Director of Instruction.

3.3 The home catchment area Principal will place students on a chronological waiting list and will notify the parent(s)/student when space becomes available.

3.4 When notified that space is available, parent(s) will have the option of returning the student to the catchment area school, or have the student remain at the school to which he/she was relocated through capping. If the latter is chosen, the parent(s)/student will be responsible for transportation.

4. Out of Catchment Area Student Registrations

4.1 A parent (or a student who is living independently) may register at any school. Registrations will be approved if there is space available in the receiving school, grade or program as per Section No. 2 (Enrolment Priorities) of this procedure.

4.2 Registrations for students from outside the school's catchment area will be placed on a chronological waiting list, based on the date and time the registration is received. After the students from within the catchment area have been placed into classes, out of catchment area students may be accepted into the school from the established waiting list as per Section No. 2 (Enrolment Priorities) of this procedure.

4.3 The receiving Principal will notify the parent(s) of the acceptance/rejection of the registration and of the student's position on the waiting list by the end of the first week in September.

4.4 Once a student is accepted into a school outside of his/her catchment area, siblings of this student will be accepted by established registration priorities and according to space being available.

5. Reassignment Registrations

5.1 A reassignment of a student may occur if it is deemed to be in the best interest of the student and the school, after consultation with the receiving Principal and the parent(s)/student.

5.2 Decisions related to reassignment of students shall be made by the appropriate zonal Director of Instruction.

5.3 The receiving Principal should notify the parent(s)/student of the decision, at the earliest possible date.

6. Appeals

A student placement decision made in accordance with this Policy and Procedure may be appealed by following the problem solving appeals process and the Board's bylaw regarding Appeal Policy and Procedure.

RECEIVED FOR INFORMATION:



School District 42
Maple Ridge - Pitt Meadows

POLICY

Approved: November 25, 2008

Revised:

Review:

Subject: School Size

References:

See Other Policy(ies): Facilities Utilization

See Procedure(s):

Policy Statement

The Board believes a policy on school size is necessary to provide a framework to ensure all students have access to a quality learning environment.

The Board believes that a quality learning environment cannot be captured in a policy but more in the culture of the school.

The Board believes that a quality learning environment is an interaction between the physical plant and several other qualities that cannot easily be defined

The Board believes that students should have easy access and opportunity to attend a neighbourhood school and to have equal access to choice programs outside of their neighbourhood school.

To that end, the Board believes that a number of variables need to be considered in determining school size, whether consideration is being given to building a new school, closing a school, or managing enrolment in current schools.

These variables include, but are not exclusive to:

- vulnerability rates
- enrolment
- funding (local/provincial)
- size of school district
- geography of school district
- organization of schools by grades/programs
- human and material resources
- needs of school, community, school district
- building utilization



- Impact of size of school on school culture such as:
 - Is the school so big that it's crowdedness impacts culture
 - Is the school so small that you cannot form teams and clubs impacting culture
 - Is the school so big that control has become an issue
 - Is the school so small that students cannot get a diversified group of friends
 - Is the school so big that you can never bring your entire school together
 - Is the building so large and the student population so small that a "ghost town" effect is impacting culture

Current research on School Size should be used in conjunction with variables and local considerations, but the actual school size discussion must ultimately include the culture and physical plant of each school.

SCHOOL CLOSURE

The Board is responsible under the School Act for the effective and efficient operation of schools in the school district. The Board has the authority to close a school for reasons which include but are not limited to:

- declining student enrolment such that the school is no longer economically or operationally viable;
- restructuring of educational programs, consolidation of operations and relocation of students to other schools in the school district which results in the school being deemed surplus to the districts educational needs;
- the school is being replaced with a newly constructed school.

The permanent closure of schools is a significant issue of public concern and therefore the Board will follow a process that provides adequate time and opportunity to consult with those who will be affected prior to any decision being made.

A. Public Board Meeting

- 1.00 Any proposed closure of a school should first be raised at a regular open meeting of the Board.

B. Public Consultation

- 1.00 The process of consultation for school closure shall require at least 60 days commencing from the time when the Board provides public notice as to which specific school(s) are being considered for closure.
- 1.01 The process of consultation should provide an opportunity for those who will be affected by a proposed closure to participate in the process. Such participation should include trustees, parents, community members, district staff, and school staff.
- 1.02 Any decision to close a school must be made no later than the first Board meeting in April.
- 1.03 Public consultation shall be undertaken by the Board prior to making a final decision on any proposed closure of a school.
- 1.04 The Board should take the following steps to ensure that an open and meaningful public consultation has taken place:
- make available, in writing, a full disclosure of all facts and information considered by the school board with respect to any proposed school closure, including:
 - i) reasons for the proposed school closure;
 - ii) which specific school(s) are being considered for closure;

- iii) how the proposed closure would affect the current catchment area for each school;
 - iv) the general effect on surrounding schools;
 - v) the number of students who would be affected at both the closed school(s) and surrounding schools;
 - vi) the effect of proposed closures on board-provided student transportation;
 - vii) educational program/course implications for the affected students;
 - viii) the proposed effective date of the closure(s);
 - ix) financial considerations;
 - x) impact on the Board's five year capital plan;
 - xi) proposed use of the closed school(s) including potential lease or sale;
- provide an adequate opportunity for affected persons to submit a written response to any proposed school closure and information and directions on how to submit a written response to the Board. The information and directions should advise potential correspondents that their written response may be referred to at subsequent public forums respecting the closure, unless the correspondent specifically states in their written response that the correspondent wishes his or her name and address to remain confidential.
 - hold at least one public meeting to discuss the proposed closure, summarize written submissions, and listen to community concerns and proposed options;
 - maintain records of all consultation, including agenda, minutes, dates of consultation working group and public community consultation meetings, copies of information provided at these meetings; names of trustees/district staff who attended these meetings, a record of individuals attending public community consultation meetings, record of questions asked, and a record of transition plans/activities identified for parent/staff/students at both the school considered for closure and the school to which the students would be moved.

C. Public Meeting

The time and place of the public meeting should be appropriately advertised to ensure adequate advance notification to interested persons in the community. Generally, this will mean a letter to students and parents of students currently attending the school, and a clearly visible notice in a local newspaper.

The Board should also specifically notify, in writing, any potentially interested local governments, First Nations, business associations, and community associations of the time and place of the public meeting.

Discussions should include the following:

- a) implications of the closure;
- b) implementation plans, including timing of the closure;
- c) options that the Board considered as alternatives to closure;
- d) possible future community growth in the area of the school;
- e) contents of written submissions presented to the Board by members of the community.

The Board should keep minutes of the public meeting which include a record of concerns or options raised to the proposal.

Following the public meeting, the Board should give fair consideration to all public input prior to making its final decision with respect to any proposed school closures.

D. Notification to the Minister

If the Board decides to permanently close a school the Board must, without delay, provide the Minister with written notification of the decision containing the following information:

- a) the school's name
- b) the school's facility number
- c) the school's address, and
- d) the date on which the school will close.

E. Criteria for Considering School Closure

If a school meets any of the criteria, the school will be considered for closure.

- a) when there is sufficient space to accommodate the students in neighbouring schools;
- b) the operating cost per student where excessive;
- c) the condition of the facility and the need for capital expenditures to keep the building operational where excessive;
- d) the limitations of the facility that restrict appropriate education programming;
- e) other criteria that in the view of the Board, should be considered.

F. Opportunities for Students Displaced by School Closure

The district will ensure that all district students displaced by a school closure will have opportunities to receive an appropriate educational experience in another school in the district.

SCHOOL ATTENDANCE AREAS

It is the policy of the District to establish attendance areas for each school. Such areas shall take into account school capacity, transportation considerations, the indigenous nature of the local community, resourcing for students with special needs, and the official plans of the municipalities.

The District believes that the neighbourhood school can best meet the educational needs of children. Where alternate program options such as French Immersion or acute parental preferences deem it appropriate, students may access another district school if the total school situation permits.

- 1.00 Enrolment of non-attendance-area students shall be at the discretion of the principals of the schools concerned.
- 1.01 Parents shall be notified and consulted in cases where a request for transfer is initiated by school personnel.
- 1.02 Transfer requests not resolved at the school level may be appealed by the parent to the Superintendent.
- 1.03 A record shall be kept of the number of non-attendance-area students enrolled in a school.
- 1.04 Transfer shall remain effective as long as it remains in the student's best interest and adequate space, i.e. class sizes acceptable under District guidelines, exists in the receiving school. Should adequate space cease to exist because of an increase in students in the school's official attendance area, non-attendance-area students may be required to return to their home school or to another school of their choice that has adequate space.
- 1.05 For the purpose of implementing this policy, principals shall refer to class size guidelines.
- 1.06 Transportation to a school other than the neighbourhood school is the responsibility of the student's parent or guardian, with the exception of those students assigned to District programs offered at locations other than the local school.
- 1.07 Boundaries will be reviewed annually.



ITEM 9

To: Board of Education

From: Board Policy
Development Committee

Re: **POLICY 9601: ANAPHYLAXIS**

Date: October 29, 2014
(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 9601: Anaphylaxis (Attachment A). Procedure 9601:1 Anaphylaxis is also included for information (Attachment B).

RECOMMENDATION:

THAT the Board approve Policy 9601: Anaphylaxis and that Procedure: 9601.1 Anaphylaxis be received for information.

Attachments

Attachment A

SD 42 POLICY: 9601

ANAPHYLAXIS

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken.

The Board of Education of School District No. 42 ("the Board") recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. The Board also recognizes that this responsibility is shared among the students, parents, the school system and health care providers.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

This policy is designed to ensure that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

The Board authorizes the Superintendent of Schools to create and implement all procedures and forms required under this Policy.

While the Maple Ridge-Pitt Meadows Board of Education can not guarantee an allergen-free environment, the Board will take reasonable steps to provide an allergy-safe and allergy-aware environment for students with life-threatening allergies.

All schools in the Maple Ridge-Pitt Meadows School District must implement the steps outlined in school district procedures on anaphylaxis, which include:

- (a) a process for identifying anaphylactic students;
- (b) a process for keeping a record with information relating to the specific allergies for each identified anaphylactic student to form part of the student's Permanent Student Record;
- (c) a process for establishing an emergency procedure plan, to be reviewed annually, for each identified anaphylactic student to form part of the student's student record;

- (d) an education plan for anaphylactic students and their parents to encourage the use by anaphylactic students of Medic-Alert identification;
- (e) procedures for storage and administering medications, including procedures for obtaining preauthorization¹ for employees to administer medication to an anaphylactic student²; and
- (f) a process for principals to monitor and report information about anaphylactic incidents to the board in aggregate form.

APPROVED:

¹ Must be obtained from both the student's physician and the student's parents

² For students who have not been identified as anaphylactic, the standard emergency procedure is to call emergency medical care (911 where available) – school staff should not administer medication to unidentified students.

Attachment B

SD 42 PROCEDURE: 9601.1

ANAPHYLAXIS

Purpose(s)

To provide guidelines for identifying individuals at risk for anaphylaxis, and for the development of school procedures and individual school plans that create and maintain as safe and healthy an environment as is reasonably possible for students who are known to have or have been identified as having the potential for anaphylaxis.

Description of Anaphylaxis

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from reaction to reaction in the same persons.

While the exact prevalence is unknown, it has been estimated that more than 600,000 or 1% to 2% of Canadians are at risk of anaphylaxis (from food and insect allergy), and that up to 6% of young children less than three years of age are at risk¹. In the school age population, it is estimated that between 2-4% of children are at risk of anaphylactic reactions to foods.

An anaphylactic reaction can involve **any** of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

- **Skin:** hives, swelling, itching, warmth, redness, rash;
- **Respiratory (breathing):** wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing;
- **Gastrointestinal (stomach):** nausea, pain/cramps, vomiting, diarrhea;
- **Cardiovascular (heart):** pale/blue colour, weak pulse, passing out, dizzy/light-headed, shock;
- **Other:** anxiety, feeling of "impending doom", headache, uterine cramps in females.

Because of the unpredictability of reactions, early symptoms should never be ignored², especially if the person has suffered an anaphylactic reaction in the past.

It is important to note that anaphylaxis can occur without hives.

¹ Canadian Society of Allergy and Clinical Immunology. Anaphylaxis in Schools and Other Settings. 2005.

² Training strategies need to address the need for a rapid emergency response when symptoms of an anaphylactic reaction appear. Students may be in denial, or unaware, that they are experiencing an anaphylactic reaction.

If an allergic student expresses any concern that a reaction might be starting, the student should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the student's *Anaphylaxis Individual Student Emergency Procedure Plan*. The cause of the reaction can be investigated later.

The following symptoms may lead to death if untreated:

- breathing difficulties caused by swelling of the airways; and/or
- a drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak.

Identifying Individuals at Risk

At the time of registration, using the district registration form, parents are asked to report on their child's medical conditions, including whether their child has a medical diagnosis of anaphylaxis. Information on a student's life threatening conditions will be recorded and updated on the student's Permanent Student Record annually.

It is the responsibility of the parent/guardian to:

- Inform the school principal when their child is diagnosed as being at risk for anaphylaxis;
- In a timely manner, complete medical forms and the *Anaphylaxis Individual Student Emergency Procedure Plan* which includes a photograph, description of the child's allergy, emergency procedures, contact information, and consent to administer medication. The *Anaphylaxis Individual Student Emergency Procedure Plan* should be posted in key areas such as in the child's classroom, the office, the teacher's daybook, and food consumption areas (e.g. lunch rooms, cafeterias). Parental permission is required to post or distribute the plan;³
- Provide the school with updated medical information at the beginning of each school year, and whenever there is a significant change related to their child;
- Inform service providers of programs delivered on school property by non-school personnel of their child's anaphylaxis and care plan, as these programs are not the responsibility of the school.

The school will contact anaphylactic students and their parents to encourage the use of medical identifying information (e.g. MedicAlert® bracelet). The identifying information could alert others to the student's allergies and indicate that the student carries an epinephrine auto-injector. Information accessed through a special number on the identifying information can also assist first responders, such as paramedics, to access important information quickly.

Record Keeping – Monitoring and Reporting

For each identified student, the school principal will keep an *Anaphylaxis Individual Student Emergency Procedure Plan* on file. These plans will contain the following information:

³ A section for parental consent is included on the *Anaphylaxis Individual Student Emergency Procedure Plan*.

- Student-Level Information
 - Name
 - Contact information
 - Diagnosis
 - Symptoms
 - Emergency Response Plan
- School-Level Information
 - Emergency procedures/treatment
- Physician section including the student's diagnosis, medication and physician's signature.

It is the school principal's responsibility for collecting and managing the information on students' life threatening health conditions and reviewing that information annually to form part of the students' Permanent Student Records.

The school principal will also monitor and report information about anaphylactic incidents to the board of education in aggregate form (to include number of at-risk anaphylactic students and number of anaphylactic incidents) at a frequency and in a form as directed by the superintendent.

Emergency Procedure Plans

(see form: *Anaphylaxis Individual Student Emergency Procedure Plan*)

A). Anaphylaxis Individual Student Emergency Procedure Plan

The school principal must ensure that the parents and student (where appropriate), are provided with an opportunity to meet with designated staff, prior to the beginning of each school year or as soon as possible to develop/update an *Anaphylaxis Individual Student Emergency Procedure Plan*. The *Anaphylaxis Individual Student Emergency Procedure Plan* must be signed by the student's parents and the student's physician. A copy of the plan will be placed in readily accessible, designated areas such as the classroom and office.

The *Anaphylaxis Individual Student Emergency Procedure Plan* will include at minimum:

- the diagnosis;
- the current treatment regimen;
- who within the school community is to be informed about the plan – e.g. teachers, volunteers, classmates;
- current emergency contact information for the student's parents/guardian;
- a requirement for those exposed to the plan to maintain the confidentiality of the student's personal health information⁴;
- information regarding the parent's responsibility for advising the school about any change/s in the student's condition; and
- information regarding the school's responsibility for updating records.

⁴ To be in compliance with the Freedom of Information and Protection of Privacy Act (FOIPPA);

B). School Wide Emergency Procedure Plan

Each school must develop a School Procedure Plan, which must include the following elements:

1) Student Emergency Response Procedures: When a student is in anaphylactic shock, school personnel will:

- Administer the student's auto-injector (single dose) at the first sign of a reaction. The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child, if epinephrine was not required. Note time of administration;
- Call emergency medical care (911 – where available);
- Contact the child's parent/guardian;
- A second auto-injector may be administered within 5 to 15 minutes after the first dose is given IF symptoms have not improved (i.e. the reaction is continuing, getting worse, or has recurred);
- If an auto-injector has been administered, the student must be transported to a hospital (the effects of the auto-injector may not last, and the student may have another anaphylactic reaction);
- One person stays with the child at all times;
- One person goes for help or calls for help.

The school principal, or designated staff, must ensure that emergency plan measures are in place for scenarios where students are off-site (e.g. bringing additional single dose auto-injectors on field trips).

2) Provision and Storage of Medication

Children at risk of anaphylaxis who have demonstrated maturity⁵ should carry one auto-injector with them at all times and have a back-up auto-injector stored at the school in a central, easily accessible, unlocked location. For children who have not demonstrated maturity, their auto-injector(s) will be stored in a designated school location(s).

The location(s) of student auto-injectors must be known to all staff members and caregivers.

Parents will be informed that it is the parents' responsibility:

- to provide the appropriate medication (e.g. single dose epinephrine auto-injectors) for their anaphylactic child;
- to inform the school where the anaphylactic child's medication will be kept (i.e. with the student, in the student's classroom, and/or other locations);

⁵ As determined by the child's parents.

- to inform the school when they deem the child competent to carry their own medication/s (children who have demonstrated maturity, usually Grade 1 or Grade 2, should carry their own auto-injector), and it is their duty to ensure their child understands they must carry their medication on their person at all times;
- to provide a second auto-injector to be stored in a central, accessible, safe but unlocked location;
- to ensure anaphylaxis medications have not expired; and
- to ensure that they replace expired medications.

3) Allergy Awareness, Prevention and Avoidance Strategies

Awareness

The school principal should ensure:

- That all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs (e.g. food service staff, volunteers, bus drivers, custodians) receive training annually or biannually, in the recognition of a severe allergic reaction and the use of single dose auto-injectors and standard emergency procedure plans;
- That all members of the school community including substitute employees, employees on call, student teachers and volunteers have appropriate information about severe allergies including background information on allergies, anaphylaxis and safety procedures;
- With the consent of the parent, the principal and the classroom teacher must ensure that the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students, and that strategies to reduce teasing and bullying are incorporated into this information;
- Posters which describe signs and symptoms of anaphylaxis and how to administer a single dose auto-injector should be placed in relevant areas. These areas may include classrooms, office, staff room, lunch room and/or the cafeteria.

Avoidance/Prevention

Individuals at risk of anaphylaxis must learn to avoid specific triggers. While the key responsibility lies with the students at risk and their families, the school community must participate in creating an "allergy-aware" environment. Special care is taken to avoid exposure to allergy-causing substances. Parents are asked to consult with the teacher before sending in food to classrooms where there are food-allergic children. The risk of accidental exposure to a food allergen can be significantly diminished by means of such measures.

Given that anaphylaxis can be triggered by minute amounts of an allergen when ingested, students with food allergies must be encouraged to follow certain guidelines:

- Eat only food which they have brought from home unless it is packaged, clearly labelled and approved by their parents (*Elementary schools*);
- If eating in a cafeteria, ensure food service staff understands the life-threatening nature of their allergy. When in doubt, avoid the food item in question;
- Wash hands before and after eating;
- Not share food, utensils or containers;
- Place food on a napkin or wax paper rather than in direct contact with a desk or table.

Non-food allergens (e.g. medications, latex) will be identified and restricted from classrooms and common areas where a child with a related allergy may encounter that substance.

4) Training Strategy

At the beginning of each school year, a training session on anaphylaxis and anaphylactic shock will be held for all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs (e.g. food service staff, volunteers, bus drivers, custodians).

Efforts shall be made to include the parents, and students (where appropriate), in the training. Experts (e.g. public health nurses, trained occupational health & safety staff) will be consulted in the development of training policies and the implementation of training. Training will be provided by individuals trained to teach anaphylaxis management.

The training sessions will include:

- signs and symptoms of anaphylaxis;
- common allergens;
- avoidance strategies;
- emergency protocols;
- use of single dose epinephrine auto-injectors;
- identification of at-risk students (as outlined in the individual Student Emergency Procedure Plan);
- emergency plans; and
- method of communication with and strategies to educate and raise

awareness of parents, students, employees and volunteers about anaphylaxis.

Additional Best Practice:

- distinction between the needs of younger and older anaphylactic students.

Participants will have an opportunity to practice using an auto-injector trainer (i.e. device used for training purposes) and are encouraged to practice with the auto-injector trainers throughout the year, especially if they have a student at risk in their care.

Students will learn about anaphylaxis in a general assembly or special class presentations.

RECEIVED FOR INFORMATION:

ANAPHYLAXIS INDIVIDUAL STUDENT EMERGENCY PROCEDURE PLAN

Parent/Guardian please complete	Physician please complete
Student's Name: _____ Date of Birth: _____ (Y/M/D) Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female Parent/Guardian: _____ Daytime Phone: _____ Emergency Contact: _____ Daytime Phone: _____ Physician: _____ Daytime Phone: _____ Care Card # _____	Physician's Name: _____ Daytime Phone: _____ Fax: _____ Allergen: (Do not include antibiotics or other drugs) <input type="checkbox"/> Peanuts <input type="checkbox"/> Nuts <input type="checkbox"/> Dairy Other food _____ <input type="checkbox"/> Insects <input type="checkbox"/> Latex <input type="checkbox"/> Other _____ Symptoms: <ul style="list-style-type: none"> • Skin – hives, swelling, itching, warmth, redness, rash • Respiratory (breathing) – wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing • Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea • Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock • Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females Additional symptoms: _____
Emergency Protocol <ul style="list-style-type: none"> • Administer single dose auto-injector and call 911 • Inform dispatcher the child is having a life-threatening anaphylactic reaction • Notify Parent/Guardian • Administer second auto-injector in 5 to 15 minutes after the first dose is given, if symptoms do not improve or if symptoms recur • Have ambulance transport student to hospital <p>DO NOT LEAVE THE STUDENT ALONE</p>	Emergency Medication NOTE: Emergency medication must be a single-dose auto-injector for school setting. Oral antihistamines will not be administered by school personnel. Name of emergency medication: _____ Dosage: _____
_____ Physician Signature	_____ Date (Y/M/D)

Anaphylaxis Individual Student Emergency Procedure Plan

Parent/Guardian please complete

Discussed and reviewed Anaphylaxis Responsibility Checklist with principal?..... ☐ yes ☐ no

Two auto-injectors provided to school?..... ☐ yes ☐ no

Student aware of how to administer?..... ☐ yes ☐ no

Auto-injector locations: _____

Your child's personal information is collected under the authority of the *School Act* and the *Freedom of Information and Protection of Privacy Act*. The Board of Education may use your child's personal information for the purposes of:

- Health, safety, treatment and protection
- Emergency care and response

If you have any questions about the collection of your child's personal information, please contact the school principal directly. By signing this form, you give your consent to the Board of Education to disclose your child's personal information to school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs (as outlined in the *BC Anaphylactic and Child Safety Framework 2007*) for the above purposes. This consent is valid and in effect until it is revoked in writing by you.

Parent/Guardian Signature

Date (Y/M/D)

Copies to: ___ Parent(s)/Guardian(s) ___ Student File ___ Medical Alert Binder ___ TOC file
 ___ Nursing Support Care Plan (if necessary) ___ Child's Fanny Pack ___ BCESIS inputted



ITEM 10

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **OPERATIONAL PLAN**

Date: October 29, 2014
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the Maple Ridge – Pitt Meadows school district operational plan for information.

Attachments

Background

The Maple Ridge – Pitt Meadows Board of Education is comprised of seven trustees representing the communities of Maple Ridge and Pitt Meadows. Trustees are elected every four years at the same time as the mayor and city council for the two municipalities.

The Board is committed to working together to achieve excellence for all learners in the Maple Ridge - Pitt Meadows School District by building open, trusting relationships as Board and senior management; defining roles and responsibilities; solidifying trustee knowledge base through board management information sharing; using data/evidence to make decisions; and establishing strategic directions.

Operational Plan

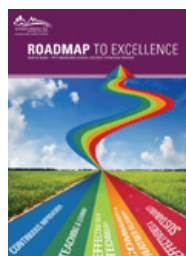
Our vision is to ensure every individual feels valued and all learners reach their full potential.

Key Strategies

- Enhance learning for all by providing quality programming and initiatives that improve engagement and success
- Improve relationships with partners and public to strengthen operating principles and procedures
- Align planning, processes, policies and procedures to improve efficiency and effectiveness to enhance success for all learners

Operational Plan

- ☐ Continue to support innovative programs and learning options that enhance teaching and learning
- ☐ Create one place for easy access that lists and describes all of our options/programs
- ☐ Establish a forum (round table) in which partner groups can express their thoughts regularly
- ☐ Provide strong advocacy for adequate funding for education
- ☐ Seize opportunities to present to community groups and Council
- ☐ Collaborate with other boards through BCSTA and advocate for the creation and implementation of a meaningful co-governance model with the Provincial government
- ☐ Review Board operations and Board meeting schedules to ensure the needs of the community are met
- ☐ Review, create and update Board policies
- ☐ Increase awareness of Board work by implementing communication plans associated with Board decisions: issuing press releases and meeting with media; preparing and publishing board highlights after each Board meeting
- ☐ Monitor performance against the strategic plan and facilitate annual review of operational plans



Mike Murray
Board Chair

Eleanor Palis
Vice Chair

Susan Carr
Trustee

Ken Clarkson
Trustee

Kathy Marshall
Trustee

Sarah Nelson
Trustee

Dr. Dave Rempel
Trustee

Board of Education 2011 - 2014

MISSION

To fully support all individuals in their personal development as successful learners and respectful contributors to society.

VISION

Every individual feels valued and all learners reach their full potential.



Background

The District Education Leadership Team is committed to effectively and strategically supporting success for all learners by providing strong instructional leadership that aligns district vision, mission and values, and Ministry of Education policies and procedures.

As a team, our purpose is to improve learning by engaging in strategies that foster student achievement, embrace diversity, facilitate innovative practices, and support required changes within the system.

Operational Plan

Our vision is to collaborate with educators to strategically plan and promote safe, caring, engaging and responsive learning environments to enable our students to become contributing citizens, competent learners, and creative thinkers.

Key Strategies

- Provide district leadership in the development and implementation of the district's values, vision, mission, and goals to support learning and achievement for all students
- Provide and model district leadership in the development and implementation of effective current and innovative instructional practices that focus on success for all students
- Support schools to develop responsive systems that recognize the unique needs of each learner and provide diverse learning opportunities so students can develop their full potential
- Promote positive, respectful, safe, caring and healthy schools

Operational Plan 2014-2017

In this three-year planning cycle, the Education Leadership Team will:

- ☐ Promote and enhance student learning by aligning our practices, resources, staffing, supports and initiatives
- ☐ Develop a district-wide literacy plan
- ☐ Implement an innovative and effective district-wide student inclusive assessment and reporting model
- ☐ Identify and increase opportunities for students to engage in innovative, purposeful and personalized educational programs/activities that align with their passion
- ☐ Promote cultures of care in our schools
- ☐ Facilitate the success of all Aboriginal learners as outlined in our Aboriginal Enhancement Agreement
- ☐ Support social emotional learning and curricular competencies through a universal, targeted and intensive approach
- ☐ Identify opportunities, implement practices and design strategic communications that build value and efficacy for individuals and groups
- ☐ Create opportunities that support mentoring and succession planning across the organization
- ☐ Guide the implementation of the new student information system



Education Leadership Team

Sylvia Russell
Superintendent

Lena Frend
Executive Assistant to the Superintendent
604 466 4228

Laurie Meston
Deputy Superintendent
604 466 6267

Shannon Derinzy
Director of Instruction K-12 Education
604 466 6218

David Vandergugten
Director of Instruction K-12 Education
604 466 6218

Harry Dhillon
Director of Instruction Learning Services
604 467 1101

Irena Pochop
Communications Manager
604 466 4285

Getting to excellence by:

- Promoting risk-taking by staying current with best and next practices and emerging trends to inform decision-making
- Facilitating leadership development and capacity building
- Fostering collaboration and communication

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT BUSINESS DIVISION OPERATIONAL PLAN

Student Learning is Our Central Purpose

Background

The Business Division of the Maple Ridge - Pitt Meadows School District is focused on providing excellent services related to facilities management, financial and risk management, payroll and benefits administration, procurement, and policy development and implementation.

The education sector as a whole is transforming to meet the needs of today's student. The Business Division is transforming in order to meet the needs of today's education sector and to support the business of education along its journey to excellence.

Operational Plan

Our vision is to effectively support education by providing a safe, healthy, financially sustainable learning environment.

Key Strategies

- Fully leverage technology in all business areas
- Attract and retain the most talented, experienced and skilled people
- Continuously review and improve business processes to drive value
- Support our community of learners through effective communication that enables good decision making

Operational Plan 2014-2017

In this three-year planning cycle the Business Division will:

- ☐ Finalize the Strategic Facilities Plan
- ☐ Develop and implement a district wide energy management action plan
- ☐ Ensure through budget reviews and the annual budget process the allocation of sufficient resources (people, time and budget) to support strategic initiatives
- ☐ Design and implement online forms and approvals
- ☐ Create, roll-out and maintain training and procedure manuals for all departments
- ☐ Clearly identify risks to plans and operations and develop contingency plans
- ☐ Implement new and upgrade existing business systems, including finance, payroll, rentals management, maintenance
- ☐ Update Policies and Procedures
- ☐ Implement a formal mentoring and coaching program
- ☐ Implement professional growth plans
- ☐ Upgrade employees' technical skills
- ☐ Create opportunities for positive interactions with other groups and within our division
- ☐ Improve communication with all internal and external stakeholders
- ☐ Continue to effectively represent the district perspective to provincial government on business related initiatives



Business Leadership Contacts

Flavia Coughlan
Secretary Treasurer
604 466 6225

Karen Yoxall
Executive Assistant to
Secretary Treasurer &
Board of Education
604 466 6232

Margaret Teyema
Manager Payroll and
Benefits
604 466 6227

Jennifer Hendriks
Director of Finance
604 466 6281

Iris Mo
Accounting Manager
604 466 6272

Kim Hall
Budget Manager
604 466 6212

Paul Harrison
Manager Purchasing and
Transportation
604 466 6236

Rick Delorme
Director of Facilities
604 466 6154

John Hayer
Manager Custodial and
Community Rentals
604 466 6158

Jim Pasquill
Manager Maintenance
604 466 6155

Getting to excellence by:

- Improving the way we communicate with others
- Engaging our employees
- Leveraging technology to drive efficiencies

"It's not about running faster. It's really about changing how you run."

Background

The Information Technology department of the Maple Ridge - Pitt Meadows School District is focused on providing students, teachers, and staff with technology resources that support the district's vision, which is that all learners reach their full potential.

Operational Plan

Our vision is to maintain stable technology resources and services; continually explore and effectively implement new technologies and online services that will enhance teaching and learning; and improve the effectiveness of support services.

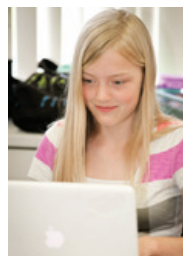
Key Strategies

- Provide strategic direction regarding information management practices within SD42
- Support educational initiatives for student learning
- Coordinate the implementation of effective and efficient information management practices within the district
- Work with all education stakeholders to continue to support innovative instructional practices
- Interpret the needs, wants and desires of district IT service users, and translate those into priority IT initiatives
- Ensure that IT policies and investments are aligned with educational and business priorities across the school district
- Fully leverage current information technology investments
- Maintain data integrity within the school district
- Oversee security and data management in accordance with applicable legislation and Board policies

Operational Plan 2014-2017

In this three-year planning cycle, the IT Department will:

- ☐ Educate district staff on existing IT initiatives and processes by offering learning sessions and promoting the IT website and knowledge base
- ☐ Implement local cloud-based home folders and My Sites for SD42 staff by upgrading to SharePoint 2013
- ☐ Increase system stability, enhance staff experience with mobile devices, and effectively integrate telephony with our infrastructure by upgrading to Exchange and Lync 2013
- ☐ Maintain and enhance our online helpdesk and knowledge base to provide enhanced support to our user community
- ☐ Facilitate the deployment of cloud-based applications to support student learning
- ☐ Deploy latest technologies in the classroom to support teaching and learning
- ☐ Upgrade IT infrastructure in order to maintain a stable wired and wireless network, VOIP telephony, server infrastructure
- ☐ Deploy projects that enhance the efficiency of district support services
- ☐ Continue the support and improvement for the Parent Portal Project
- ☐ Actively move toward digital learning resources for students.



Information Technology Leadership Team

David Vandergugten
Director of Instruction
604 466 6218

Richard Eskandar
Manager Information Technology
604 466 6279

Trevor Osborne
Systems Analyst
604 466 4235

Russ Reid
Systems Analyst
604 466 6244

Matthew Williams
Systems Analyst
604 466 6288

Getting to excellence by:

- Working with our teaching community to better support new learning methodologies
- Efficiently using our IT resources and expertise
- Finding the right partnership between technology and teaching and learning
- Improving communication between IT and our school district communities

Background

The Human Resources Department of the Maple Ridge - Pitt Meadows School District is focused on attracting, retaining and supporting outstanding employees through the implementation of leading HR practices. We believe that these practices will foster engaging and rewarding working relationships and work environments. This is our contribution to overall student success.

Operational Plan

Our vision is to support all employees in reaching their full potential in order to provide for the best educational experiences in our school district. Outstanding staff are and will always be at the heart of our success.

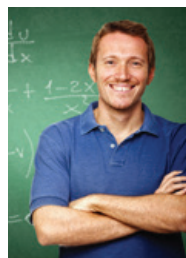
Key Strategies

- Implement an HR strategy, programs and practices that are aimed at promoting a spirit of excellence within a continuous improvement mindset
- Provide quality and innovative HR services to attract, develop, engage and retain diverse talent
- Facilitate workplace relations that favour a culture of collaboration and leadership
- Promote a positive, respectful, safe and healthy work environment

Operational Plan 2014-2017

In this three-year planning cycle the Human Resources Department will:

- ☐ Develop an organizational Human Resource strategy that aligns with the Board's strategic plan
- ☐ Promote joint initiatives, agreements and collaborative problem-solving with our partner groups
- ☐ Develop leading practices in the recruitment, retention, and recognition of outstanding staff
- ☐ Improve processes and maximize the power of technology to deliver HR services
- ☐ Identify metrics and benchmarks to measure HR operational efficiency and effectiveness, and to identify areas for improvement
- ☐ Review existing orientation programs and implement changes to promote a "one team" approach to welcome and onboard new staff to our school district
- ☐ Continue to grow our HR expertise within our Human Resources department and within our school district leaders



Human Resources Department Contacts

Dana Sirsiris

Human Resources Director
604 466 6202

Ken Streiling

Human Resources District Principal
604 466 6230

Angela Chung

Human Resources Manager
604 466 6234

Judy Dueck

Health, Safety & Wellness Manager
604 466 6229

Roxane Carwell

Employment & Recruitment Specialist
604 466 6215

Rebecca Knuttila

Senior Secretary
604 466 6219

Linda Luedtke

Human Resource Assistant
604 466 6254

Kerri Wilson

Dispatch Coordinator
604 466 6289

Getting to excellence by:

- Attracting, developing, engaging and retaining diverse talent
- Engaging in collaborative problem solving with partner groups
- Growing our HR expertise within HR and within our leaders



ITEM 11

RECORD

2014-2015

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

September 24, 2014

Call to Order
Motion of Exclusion
Correspondence
Ordering of Agenda
Approval of Minutes – September 10, 2014
Committee Business
Superintendent Information Item
Secretary Treasurer Information Item
Committee Business
Adjournment

Meeting called to order at 1:23 p.m.
Approved
Received for information
Approved as circulated
Approved as circulated
Approved as circulated
Received for information
Received for information
Received for information
Adjourned at 1:45 p.m.