



PUBLIC MEETING OF THE BOARD OF EDUCATION

Wednesday, September 24, 2014
Time: 6:00 p.m.

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

A G E N D A

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education - Martin Luther King, Jr.

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Correspondence
 - Wm. Turanski, Chair, School District No. 22 (Vernon)
 - Moyra Baxter, Chair, School District No. 23 (Central Okanagan)
 - Walt Krahn, Chair/Silvia Dyck, Vice Chair, School District No. 33 (Chilliwack)
 - Laura Dixon, Chair, School District No. 37 (Delta)
 - Donna Sargent, Chair, School District No. 38 (Richmond)
 - Elizabeth Condrotte, Board of Education, School District No. 50 (Haida Gwaii)
 - Peg Orcherton, Chair, School District No. 61 (Greater Victoria)
 - Wendy Hobbs, Chair, School District No. 62 (Sooke)
 - May McKenzie, Chair, School District No. 64 (Gulf Islands)
 - Dot Neary, Chair, School District No. 68 (Nanaimo)
 - Board Chair, School District No. 70 (Alberni)
 - Michele Babchuk, Chair, School District No. 72 (Campbell River)
 - Denise Harper, Chair, School District No. 73 (Kamloops/Thompson)
 - Carmen Ranta, Chair, School District No. 74 (Gold Trail)
 - Art Erasmus, Chair, School District No. 82 (Coast Mountains)
 - Steve Davis, Chair, School District No. 91 (Nechako Lakes)
 - Roger Hebert, President, Le Conseil scolaire francophone de la Colombie-Britannique
 - Mike Roberts, Interim CEO, BC Public School Employers' Association
 - BCSTA Advocacy Update
 - Dave Byng, Deputy Minister, Ministry of Education
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. September 10, 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. Achievement Contract – David Vandergugten

ITEM 3

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

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
3. Secretary Treasurer
4. Board Committees
 - a) Finance
 - b) Budget
 - c) Board Policy Development
 - i. Proposed Policy for Rescission: ITEM 4
Policy ECF: Site Development

G. INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Aboriginal Education Annual Report ITEM 5
3. Secretary Treasurer
4. Board Committees & Advisory Committee Reports
 - a) Finance
 - b) Budget
 - c) Board Policy Development
 - i. Board Policy Development Committee ITEM 6
Work Plan 2014-2015
 - ii. Proposed Draft Policy: ITEM 7
Policy 9601 Anaphylaxis
 - iii. Proposed Draft Policies: ITEM 8
Facilities Related Policies
 - 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 9

L. ADJOURNMENT

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **OPENING PROCEDURES**

Date: September 24, 2014
(Public Board Meeting)

Information/Decision

1. CALL TO ORDER

2. CORRESPONDENCE (*Information Item*)

- Wm. Turanski, Chair, School District No. 22 (Vernon)
- Moyra Baxter, Chair, School District No. 23 (Central Okanagan)
- Walt Krahn, Chair/Silvia Dyck, Vice Chair, School District No. 33 (Chilliwack)
- Laura Dixon, Chair, School District No. 37 (Delta)
- Donna Sargent, Chair, School District No. 38 (Richmond)
- Elizabeth Condrotte, Board of Education, School District No. 50 (Haida Gwaii)
- Peg Orcherton, Chair, School District No. 61 (Greater Victoria)
- Wendy Hobbs, Chair, School District No. 62 (Sooke)
- May McKenzie, Chair, School District No. 64 (Gulf Islands)
- Dot Neary, Chair, School District No. 68 (Nanaimo)
- Board Chair, School District No. 70 (Alberni)
- Michele Babchuk, Chair, School District No. 72 (Campbell River)
- Denise Harper, Chair, School District No. 73 (Kamloops/Thompson)
- Carmen Ranta, Chair, School District No. 74 (Gold Trail)
- Art Erasmus, Chair, School District No. 82 (Coast Mountains)
- Steve Davis, Chair, School District No. 91 (Nechako Lakes)
- Roger Hebert, President, Le Conseil scolaire francophone de la Colombie-Britannique
- Mike Roberts, Interim CEO, BC Public School Employers' Association
- BCSTA Advocacy Update
- Dave Byng, Deputy Minister, Ministry of Education

RECOMMENDATION:

THAT the Board receive all correspondence for information.

Attachments

3. APPROVAL OF AGENDA (*Decision Item*)

RECOMMENDATION:

THAT the Agenda be approved as circulated.

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

SCHOOL DISTRICT NO. 22 (VERNON)

BOARD OF EDUCATION
1401 - 15th STREET
VERNON, BRITISH COLUMBIA
V1T 8S8
TELEPHONE 250-542-3331
FAX 250-549-9200

September 9, 2014

Mr. Peter Fassbender
Honourable Minister of Education
via e-mail: educ.minister@gov.bc.ca

Dear Minister Fassbender:

Re: Teachers' Strike Action Settlement

At a special meeting of the Board of Education S.D. No.22 (Vernon) on September 8, the Board passed a motion that the following letter be directed to the Minister of Education, the Honourable Peter Fassbender.

Honourable Minister, the current Teachers' strike is having a major negative impact on students and their families and in some cases even severe hardships. In addition, confidence in the province's educational system is rapidly dwindling with many parents now reverting to home schooling and private schools. A similar lack of confidence is increasingly evident with the international student programs with many students now withdrawing from our public school system which, in turn, results in a significant loss of revenue. We urge you to consider all options available to settle the teachers' strike including binding arbitration.

Respectfully on behalf of the trustees of S.D.#22 (Vernon),



Wm. Turanski
Board Chair

cc BC School Districts (via BCSTA)
MLA Eric Foster
VTA
DPAC



. . . a great place to 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

"Together We Learn"

September 12, 2014

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

Dear Minister Fassbender:

RE: BCPSEA Board of Directors

The Central Okanagan Board of Education strongly feels that the voice of the School Trustee is very important in addressing matters of public education. During these challenging times, the Trustee voice is even more imperative. One area that Trustee input has been stifled is at the BCPSEA Board of Directors level. Previously, the BCPSEA Board of Directors consisted of nine Trustees and partner group representatives to guide the labour issues in public education. The Central Okanagan Board of Education is requesting that the Board of Directors of BCPSEA be immediately reinstated with the original number of Trustees and partner group representatives that were in place prior to the Board being dismissed in 2013.

Thank you for your consideration of this request.

Yours sincerely,

Moyra Baxter
Board Chair

cc: Central Okanagan Board of Education Trustees
The Honourable Christy Clark, Premier of British Columbia
Dan Ashton, MLA
The Honourable Norm Letnick, MLA
The Honourable Steve Thomson, MLA
All BC Boards of Education c/o BCSTA

Board of Education - Trustees

Moyra Baxter
Julia Fraser

Joyce Brinkerhoff
Christopher L. Gorman

Deb Butler
Murli Pendharkar

Rolli Cacchioni



September 12, 2014

Open Letter from the Chilliwack Board of Education to our Community

The Chilliwack Board of Education is acutely aware and sensitive to the issues everyone is facing as a result of the current impasse in the labour dispute between the British Columbia Teachers' Federation (BCTF) and the British Columbia Public School Employees' Association (BCPSEA). As trustees we are genuinely concerned with the impact job action is having on students, their families, staff and the community at large.

We continue to hear from our community about the challenges and frustrations they are facing due to the inability of the parties in the dispute to come to resolution on the issues before them, and our role in this matter. As employers, by law, the Boards of Education in British Columbia are represented by BCPSEA as our authorized bargaining agent. We are in weekly contact and receive ongoing communications from BCPSEA as well as the British Columbia School Trustees Association (BCSTA) as they work toward a speedy resolution to the labour negotiations. Through our provincial representative, BCSTA, and our correspondence to the negotiators, we continue to urge them to come to a negotiated settlement as quickly as possible.

We have tremendous respect for the work of our teachers and support staff, and recognize the critical role they play in the education of our students. As a Board we remain hopeful that we can soon once again welcome staff and students to their schools and continue educating the citizens of tomorrow.

Yours truly,

Walt Krahn

Chair, SD33 (Chilliwack)

Silvia Dyck

Vice Chair, SD33 (Chilliwack)

cc: BCSTA for all Boards

Clint Johnston, President, CTA

Rod Isaac, President, CUPE 411

Gord Byers, President, DPAC



September 11, 2014

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

Jim Iker, President
BC Teachers' Federation
Vancouver, BC V5Z 4P2

Michael Marchbank, Public Administrator
BC Public School Employers' Association
#400- 1333 West Broadway
Vancouver, BC V6H 4C1

Dear Minister Fassbender, Mr. Iker, and Mr. Marchbank:

On behalf of the Chilliwack School District #33 Board of Education, we are once again writing a letter to express our extreme dismay regarding the prolonged labour dispute between the BC Teachers' Federation and the BC Public School Employers' Association. This ongoing labour dispute is adversely affecting the success of our public education system, and is eroding public trust in BC public education.

The well-being of our students, staff, families, as well as the positive relationships we have developed and maintained are being negatively impacted. Our board continues to support a negotiated agreement that is a long-term solution so that we can restore relationships and confidence in our education system.

We urge both parties to resume bargaining so that an agreement can be reached as soon as possible to halt the continuing damage to our students' education.

Yours truly,

Walt Krahn
Chair, SD 33 (Chilliwack)

Silvia Dyck
Vice Chair, SD 33 (Chilliwack)

cc: BCSTA for all Boards of Education
Clint Johnston, President, Chilliwack Teachers' Association
Rod Isaac, President, CUPE 411

September 10, 2014

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

Mr. Michael Marchbank, Public Administrator
BC Public School Employers' Association
400-1333 West Broadway
Vancouver, BC V6H 4C1

Mr. Jim Iker, President
BC Teachers' Federation
100-550 West 6th Ave
Vancouver, BC V5Z 4P2

Dear Sirs,

Delta Board of Education Trustees are very concerned about the impacts of the current labour dispute on our students, our staff and our community.

All students are disadvantaged during this labour dispute and are being deprived of their right to an education. There are imminent consequences to each day that students are not in school. Grade 12 students in particular are severely impacted by a shortened or differed school year. There is a risk that students will not receive their transcripts in time to meet post-secondary application deadlines or alternate post-graduation plans they are pursuing.

Delta Trustees are calling for immediate action from both parties engaged in this labour dispute. In the absence of negotiation, mediation, arbitration or legislation, it appears that at this point no progress is being made. We support any process that both parties can agree to that will break this impasse. Considering the impacts to our students, their families and our staff, it is critical that our students return to their schools and our teachers return to their classrooms. We urge both parties in this dispute to remove any further obstacles to achieving a deal.

We all want to return our focus to the student success and innovative teaching that make Delta a great place to work and learn.

On behalf of the Trustees of the Delta Board of Education,



Laura Dixon, Chairperson
Delta Board of Education

cc:

The Honourable Christy Clark, Premier

Scott Hamilton, MLA, Delta North

Vicki Huntington, MLA, Delta South

Municipal Council Liaison Committee

Teresa Rezansoff, President, British Columbia School Trustees' Association

All Boards of Education, c/o BCSTA

Trustees, Delta Board of Education

Dianne Turner, Superintendent of Schools

Paul Steer, President, Delta Teachers' Association

Patti Price, President, CUPE Local 1091

Warren Zerbe, President, Association of Delta School Administrators

Nicole Makohoniuk, President, British Columbia Confederation of Parent Advisory Councils

Keith Punshon, Chair, Delta District Parent Advisory Council

Media

September 8, 2014

The Honourable Michael De Jong
Minister of Finance
Province of British Columbia
PO Box 0048 Stn. Prov. Govt.
Victoria, BC
V8W 9E2

Dear Minister De Jong:

I am writing on behalf of the Board of Education of School District 38 (Richmond) to express our overwhelming disappointment that the Temporary Education Support for Parents program is being funded from the Ministry of Education budget. Our Board recognizes that parents are being significantly impacted by the continued job action that is disrupting the K-12 education sector, but we firmly believe that all efforts and financial resources are better focused on working towards a resolution of the current impasse.

The public education system is a vital component of our society, and numerous studies have proved that a strong public education system leads to a strong, vibrant and sustainable economy. We therefore believe that it is imperative that the education system be well funded, and that resources not be diverted away from it for non-education purposes. We are especially concerned, as it appears that the government will be clawing back increasing amounts from school districts in order to fund the Temporary Education Support for Parents program, despite our district having already incurred additional costs and considerable lost revenue as a result of the strike. The education system has many needs, including some such as technology infrastructure upgrades which are one-time in nature and would be well suited to funding from the one-time teacher salary savings. As co-governors of education in BC, school trustees must be consulted before there is any plan to move funds away from public education.

We strongly urge the government to find an alternate funding source for the Temporary Education Support for Parents program, and to retain all savings from the job action for the benefit of public education.

Sincerely,



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

cc Minister Fassbender
Richmond Board of Education
Superintendent of Schools
Secretary Treasurer
Richmond MLAs
BCSTA - For Distribution

Board of Education:

Donna Sargent - Chairperson
Eric Yung – Vice Chairperson
Rod Belleza Kenny Chiu Norm Goldstein
Debbie Tablotney Grace Tsang



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50
HAIDA GWAI**

107 Third Avenue, PO Box 69
Village of Queen Charlotte BC V0T 1S0
Tel: (250)559-8471 Fax: (250)559-8849
www.sd50.bc.ca

September 10, 2014

Mr Jim Iker
President BC Teachers' Federation
100 - 550 West 6th Avenue
Vancouver, BC V5Z 4P2

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

Dear Minister Fassbender and Mr Iker,

As a Board, we have refrained from sending letters to you as we know our fellow Boards have expressed our thoughts very well. We also acknowledge such letters largely fall on deaf ears. However, we are deeply concerned with the conduct of the parties in this dispute at this time. Our children learn from the behaviour of adults. The brinksmanship, posturing, and outright fallacy we have witnessed in the last few weeks do not model mature behaviour for our youth or public.

Your relationship is dysfunctional. Mr Iker, your predecessors have only managed one successful negotiation in decades of bargaining, and that was with the Liberal government. Minister Fassbender, sometimes reinvesting in education costs money, but it saves it in the long run. While the two sides continue to posture, students with unique needs receive no support, and students at risk float aimlessly into still greater risks.

We are requesting a cooling off period. Allow teachers to return to work. Put a temporary extension for the year on the existing contract. Finally, during this cooling off period, we would hope the two sides would not immediately attempt to bargain or seek arbitration. Rather, we would like to suggest some form of facilitation of counselling for the two sides. The combative nature of the relationship has not benefited anyone – if it had, Mr Iker, why is it that apparently teacher conditions are so much better elsewhere?

We would be happy to assist with an invitation. Come to Haida Gwaii, far from the political cauldron of the urban areas, where we all have to shop together, work together, and learn together. We would

make arrangements for an ideal place for both sides to return to rationality. Embrace the islands' natural beauty and power, and explore new avenues together to resolve the dispute reasonably.

Be true role models for our children and public. We look forward to your renewed efforts.

Sincerely,



Elizabeth Condrotte on behalf of the Board of Education

CC Board of Education, SD 50

BCSTA, Boards of Education

MLA Jennifer Rice

A Wilson, Superintendent of Schools



BOARD OF EDUCATION

*Chair: Peg Orcherton Vice-Chair: Bev Horsman
Trustees: Catherine Alpha, Tom Ferris, Elaine Leonard
Edith Loring-Kuhanga, Michael McEvoy, Diane McNally, Deborah Nohr*

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
556 BOLESKINE ROAD, VICTORIA, BC V8Z 1E8
PHONE (250) 475-4106 FAX (250) 475-4112**

September 9, 2014

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

Mr. Michael Marchbank, Public Administrator
BC Public School Employers' Association
#400 — 1333 West Broadway
Vancouver, B.C.

Mr. Jim Iker, President
BC Teachers' Federation
100 - 550 West 6th Avenue,
Vancouver B.C. V5Z 4P2

Dear Sirs:

Re: Arbitration Call from the Board of Education of School District No. 61 (Greater Victoria)

The current ongoing and protracted labour dispute between the British Columbia Teachers' Federation (BCTF) and the British Columbia Public School Employers' Association (BCPSEA) needs to be resolved as soon as possible.

Our Board has previously sent letters to Premier Christy Clark, Minister of Education Peter Fassbender, BCPSEA and the BCTF expressing our concerns about fairly negotiating wages, benefits, and class size and composition and urging proper and full funding from the Ministry of Education. We have called for mediation in this dispute and we along with parents, teachers, support staff, students and members of the public continue to be frustrated and dismayed by the continued impasse at the bargaining table. Our Board's focus is straight forward; we want our students back in their classrooms at the earliest opportunity -- our students need and deserve their right to quality public education.

We believed that a mutually negotiated settlement was in the best interest of the parties. When that process reached impasse we called for mediation. As mediation also now appears to be at an impasse, we are again looking at how we can get our students back into their classrooms with their teachers. It is our Board's view that you each need to do whatever it takes to resolve this dispute and to get students back into our schools.

At the board meeting on Monday, September 9, 2014 our Board passed the following motion:

That the Board of Education of School District No. 61 (Greater Victoria) publically calls upon the British Columbia Public School Employers' Association to agree to binding arbitration without preconditions on either side in the current labour dispute between the British Columbia Teachers' Federation and the British Columbia Public School Employers' Association. And, further that any cost associated with an arbitrated settlement be borne in totality by the British Columbia Provincial Government and that no costs are down loaded to British Columbia Boards of Education.

To ensure that our students continue to benefit from a robust public education system, Government must take full financial responsibility for all costs arising from bargaining.

We sincerely hope that the escalating rhetoric and public posturing will cease from all parties and that you each will step back and put the needs of students first.

Yours truly,



Peg Orchardton
Board Chair

Cc Board of Education
The Honourable Christy Clark, Premier
All BC School Boards, c/o BCSTA
Greater Victoria Teachers' Association
GVSD Unions and Associations
Sherri Bell, Superintendent of Schools
Debra Laser, Secretary-Treasurer
Media



BOARD OF EDUCATION

*Chair: Peg Orcherton Vice-Chair: Bev Horsman
Trustees: Catherine Alpha, Tom Ferris, Elaine Leonard
Edith Loring-Kuhanga, Michael McEvoy, Diane McNally, Deborah Nohr*

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
556 BOLESKINE ROAD, VICTORIA, BC V8Z 1E8
PHONE (250) 475-4106 FAX (250) 475-4112**

September 09, 2014

RE: An Open Letter to the Community from the Greater Victoria Board of Education

The impacts of the labour dispute between the British Columbia Public School Employers' Association (BCPSEA) and the British Columbia Teachers' Federation (BCTF) have been widely felt in our community. As Trustees, we have heard from many students, parents and employees about the effect that the current strike has had upon their learning and their lives.

We have also been asked about our role in the dispute and what we have done, as a board, toward a positive resolution. As an employer, the Board of Education is represented by BCPSEA and there are two trustees representing the views of the British Columbia School Trustees' Association (BCSTA) at the provincial bargaining table.

Our Board has repeatedly called on government to properly fund and resource public education. We have called for good faith bargaining, negotiation of class size and composition, mediation, and a renewed focus on finding a solution that will provide long term stability for students. Most recently a letter concerning binding arbitration has been written. A record of our advocacy letters can be found at <https://www.sd61.bc.ca/AdvocacyLetters.aspx>. In addition, as Board Chair, I have participated in numerous media interviews (print, radio and television) expressing our commitment to students and our desire for the parties to negotiate a fair agreement.

We have a long history and a great deal to be proud of in the provision of public education in Greater Victoria. We believe that there is a common purpose that is shared by all parties — the recognition of the value of public education for our youth in British Columbia.

We thank everyone in the community for their understanding and patience through this challenging time. We remain optimistic that we will be welcoming students back to school very soon.

On behalf of the Greater Victoria Board of Education,

A handwritten signature in blue ink that reads 'P. Orcherton'.

Peg Orcherton
Board Chair

Cc: Media
Sherri Bell, Superintendent of Schools
Trustees
Michael Marchbank, Public Administrator, BC Public School Employers' Association
Jim Iker, President, British Columbia Teachers' Federation
Teresa Rezansoff, President, British Columbia School Trustees' Association

All Boards of Education, c/o BCSTA
The Honourable Christy Clark, Premier
The Honourable Peter Fassbender, Minister of Education
Carole James, MLA Victoria-Beacon Hill
Rob Fleming, MLA Victoria-Swan Lake
Maurine Karagianis, MLA Esquimalt-Royal Roads
Dr. Andrew Weaver, MLA Oak Bay-Gordon Head
John Horgan, MLA Juan de Fuca
Lana Popham, MLA Saanich South
John Bird, President, Victoria Confederation of Parent Advisory Councils
Nicole Makohonuk, President, British Columbia Confederation of Parent Advisory Councils
GVSD Unions and Associations

August 27, 2014

The Honourable Christy Clark
Premier
PO Box 9041 Stn Prov Govt
Victoria, BC V8W 9E1

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

Teresa Rezansoff
President
BCSTA

Michael Marchbank
Public Administrator
BC Public School Employers' Association

Dear Premier Clark, Minister Fassbender, Ms. Rezansoff and Mr. Marchbank:

Our students must be our collective priority. We must all work together to build and maintain a public education system that is student-centred and adequately funded.

Therefore, the Board of Education passed the following motion on August 26, 2014:

"School District 62 urges BCSTA, BCPSEA and the Provincial Government to have a negotiated settlement in place by September 2, 2014. The settlement must contain a fair wage increase for teachers, new class size and composition language and provisions for flexibility for Boards of Education. The negotiated settlement must be the priority for BC public education, not a Provincial Government's rigidity concerning economic mandates."

Sincerely,

A handwritten signature in cursive script, reading "Wendy Hobbs".

Wendy Hobbs, Chair
Board of Education

Trustees: Rob Brown, Bob Phillips, Neil Poirier, Denise Riley, Dianna Seaton, Margot Swinburnson

cc: John Horgan, MLA
Maurine Karagianis, MLA
CUPE, Local 459
Sooke Parents Education Advisory Council (SPEAC)
Sooke Teachers' Association (STA)
PVP

September 10, 2014

The Honourable Christy Clark
Premier
PO Box 9041 Stn Prov Govt
Victoria, BC V8W 9E1

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

Teresa Rezansoff
President
BCSTA

Michael Marchbank
Public Administrator
BC Public School Employers' Association

Dear Premier Clark, Minister Fassbender, Ms. Rezansoff and Mr. Marchbank:

As we enter the second week of the school year, with classrooms still closed, School District 62 Trustees are extremely concerned about the impact the continuing strike is having on students, staff, parents, and British Columbia's public education system.

Our Board of Education supports our teachers' desire to be back into their normal September school routines with students. At the September 9, 2014 Board meeting, SD62 teachers requested Trustees to support binding arbitration in an effort to resolve the impasse.

Our Board requests that the BCPSEA focus on getting students back into their classroom. We encourage the parties to make the necessary steps to resolve the current labour dispute.

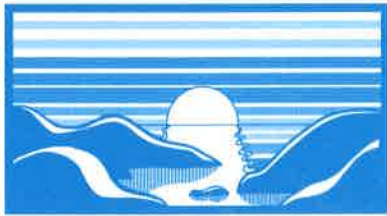
Sincerely,



Wendy Hobbs, Chair
Board of Education

Trustees: Rob Brown, Bob Phillips, Neil Poirier, Denise Riley, Dianna Seaton, Margot Swinburnson

cc: John Horgan, MLA
Maurine Karagianis, MLA
CUPE, Local 459
Sooke Parents Education Advisory Council (SPEAC)
Sooke Teachers' Association (STA)
PVP
BCSTA, all School Districts



SCHOOL DISTRICT 64 (GULF ISLANDS)

112 RAINBOW ROAD, SALT SPRING ISLAND, B.C. V8K 2K3
(250) 537-5548 FAX (250) 537-4200

September 11, 2014

The Honourable Christy Clark
Premier Province of British Columbia
PO Box 9041, Stn Prov Govt
Victoria, BC V8W 9E1

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
Province of British Columbia
PO Box 0048 Stn. Prov. Govt.
Victoria, BC V8W 9E2

Dear Premier Clark, Minister Fassbender and Minister De Jong:

The Board of Education passed the following motion at a public meeting on September 10th:

"It was moved and seconded that the Board of Education urge the BC Government to get our students back into the schools, to fully fund the calculated cost of the settlement with the BCTF and, provide robust funding to public education."

The impacts of the current labour dispute are being widely felt in our communities. We are hearing from the teachers, parents and students within our education community and from people in our communities at large about how this disruption is affecting their lives.

We continue to endorse the British Columbia School Trustees Association *Back to School Education Plan* and their continued advocacy for a fair settlement for our teachers and for more money to be put into the Learning Improvement Fund to address issues of class size and composition.

Yours truly,

May McKenzie
Chairperson
School District No. 64 (Gulf Islands)

p.c. Gary Holman, MLA
BCSTA



From the Board of Education
Email: BoardOfEducation@sd68.bc.ca

September 5, 2014

Honourable Christy Clark

via e-mail: premier@gov.bc.ca

Dear Premier Clark,

I write on the behalf of the Board of Education, SD68 Nanaimo Ladysmith Public Schools with regard to the current state of Teacher bargaining.

Despite holding strong reservations about Government's decision to replace the BCPSEA Board of Directors with a public administrator, our Board has been patient and respectful with regard to due process, as Teacher bargaining has taken place over the past year, and recognizes the efforts of both parties in seeking a mutually agreeable outcome. The Board continues to believe that the appropriate solution to this problem is a negotiated agreement or mediated settlement. However, the lack of progress towards a settlement and the resulting strike action have created utter turmoil in the system, adversely affecting the lives of hundreds of thousands of students and their families, with no relief in sight. This stalemate, recently confirmed by Mr. Vince Ready, and the deplorable effect it has on the public education system, has convinced the Board to speak out.

At a meeting held on September 3rd, the Board passed the following motion:

"That the Board of Education writes a letter to Government regarding Article E.80, outlining our opposition to punitive action rather than negotiating fairly, with reference that the LIF Grant cannot replace funds provided by the previous 2002 contract language."

Premier Clark, at your press conference, on Wednesday, you referred to class composition as the one issue that is most vital for the future of education in British Columbia, while Mr. Iker stated that class composition is the single biggest obstacle to getting a deal which would see our schools open.

The Board strongly urges Government to demonstrate the readiness to be flexible and fair by eliminating or amending the content of Article E.80, to demonstrate a more flexible and less punitive approach. We believe this would remove a major impediment to the advancement of bargaining and the achievement of a settlement that addresses class size and composition issues, while providing long term stability for students.

You also stated on Wednesday that this conflict needs to be resolved by two sides who find a reasonable, thoughtful solution, because ultimately, what we all want is to make sure our students get back to the classroom. The Board totally concurs with this sentiment.

Yours truly,

Dot Neary, Board Chair

pc: Minister of Education
BCSTA Member Boards
M. Stiwell, MLA
L. Krog, MLA
D. Routley, MLA

Trustees, Board of Education
D. Hutchinson, Superintendent
P. Turin, Secretary-Treasurer
M. Ball, President NDTA
R. Zver, President, CUPE Local 606



September 11, 2014

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

Mr. Michael Marchbank
Public Administrator
BC Public School Employer's Association
400 – 1333 West Broadway
Vancouver, BC V6H 4C1

Mr. Jim Iker, President
British Columbia Teachers' Federation
100 – 550 West 6th Ave
Vancouver, BC V5Z 4P2

Dear Sirs:

The SD70 (Alberni) Board of Education is deeply concerned about the current bargaining situation. We believe it is in the best interest of the public education system and the students it serves that both parties immediately return to the bargaining table.

It is the board's view that this dispute needs to be resolved quickly without further posturing or stalling from either party. We have made previous calls for a negotiated settlement and a mediated settlement and believe it is time for both parties to agree on a process that brings a final resolution that returns students to the classroom.

We call on the government to modify your stance on E-80 and strongly urge you to reconsider binding arbitration as a way to end the impasse. In addition we request government significantly increase the Learning Improvement Fund (LIF) to an amount sufficient to provide learning resources to address class size and composition issues impacting individual districts.

To the BCTF, we urge you to modify your position on class size and composition to allow for flexibility for unique district needs.

Furthermore, we reiterate the message from all Boards of Education across BC that all costs associated with settlement of the dispute be fully funded by the provincial government.

Sincerely,

THE BOARD OF EDUCATION OF
SCHOOL DISTRICT 70 (ALBERNI)

A handwritten signature in black ink, appearing to read "Ray Gause", written over a horizontal line.

Board Chair

Cc: Honourable Christy Clark, Premier
Greg Smyth, Superintendent of Schools
BCSTA for distribution to all BC Boards of Education
Alberni District Teachers' Union
CUPE Local 727
Local Media



School District 72

Campbell River, B.C.

425 Pinecrest Road, Campbell River, B.C. V9W 3P2 • Tel: 250.830.2300 • Fax: 250.287.2616 • www.sd72.bc.ca

September 9, 2014

The Honourable Christy Clark
Premier Province of British Columbia
PO Box 9041
Stn. Prov. Govt
Victoria, BC V8W 9E1

Mr. Peter Cameron
Chief Negotiator
BC Public School Employers' Association
400 – 1333 West Broadway
Vancouver, BC V6H 4C1

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

Mr. Jim Iker, President
BC Teachers' Federation
#100 – 550 West 6th Avenue
Vancouver, BC V5Z 4P2

Dear Sirs:

Re: An Open Letter to the Community from School District 72 Board of Education

At the School District 72 Campbell River Public Board meeting on September 9, 2014 the Board of Education passed a resolution to write to you and express our concerns around the lack of progress with the Labour dispute between the Provincial Government and the BC Teachers Federation.

Since having our elected representatives and negotiator removed from BCPSEA (British Columbia Public Schools Employers Association) this board has been nothing but respectful and patient while watching this issue continually erode. For this reason we now feel that we need to send a strong message of dissatisfaction in the inability to find resolution to this dispute.

As a Board we concur strongly with the BCSTA's (British Columbia School Trustees Association) message around the \$40.00/day/child -12 and under. Although we certainly understand how parents could benefit from this payment in the short term, the long term effects of removing this money directly from the Public Education system will impact future funding levels for students. We would like to add that we find it reprehensible that this government choses to forward their own political gain by bribing the parents of BC with their own tax dollars.

Although we feel that it is inappropriate to comment or interfere with the teachers' negotiations on wages and benefits we do strongly support their efforts to advocate for additional resources for the BC Public Education system and for additional services for students in the classroom.

We recognize that binding arbitration is a more complex process than a sound byte can offer the listening public. However, it does reinforce that the resolution to this issue lies with the two sides getting back to the bargaining table. As a Board of Education we have no preference to how negotiations proceed, and will support any mutually agreed upon process that will get the two sides back to the table. We do feel that there is still an opportunity for a mutually agreed upon resolution that will get students and teachers back into the classroom.

.../2

As trustees we can no longer sit on the side lines and watch the merry-go-round of media, mis-information and posturing that seems to be impeding a settlement in this dispute and promoting chaos and confusion around the topic. We have been calling on the Government to fully fund Public Education and bring public confidence back to our system for over a decade. As a Board we believe that the resolution lies in this government putting financial priority back on the Public Education system, services into classrooms for students, and the truthful philosophy of putting children first.

Sincerely,



Michele Babchuk
Chair, SD 72 Board of Education

cc: **Board of Education, School District No. 72**
 Thomas Longridge, Superintendent of Schools
 Kevin Patrick, Secretary-Treasurer
 BCSTA for distribution to all Boards of Education
 Phil Cizmick, President, CRPVPA
 Dave Harper, President, CRDTA
 Christine Szaflik, President, CUPE Local 723
 Michael Savoie, Chair, DPAC
 Claire Trevena, MLA
 Rob Fleming, Education Critic/MLA
 Mike Roberts, Interim CEO, BCPSEA
 Michael Marchbank, Public Administrator, BCPSEA
 Media

September 8, 2014

BC Public School Employers Association
Attention: Mr. Peter Cameron

BC Teachers Federation
Attention: Mr. Jim Iker

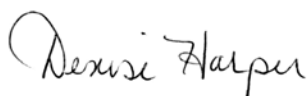
Dear Sirs:

As we enter the second week of the 2014-2015 school year with continuing teacher job action and our schools behind picket lines, I write to express the deep concern of the Kamloops Thompson Board of Education for the harm this dispute is having on our students.

While there are many families with the resources, time and skills to ensure their children are well cared for and continue to receive some form of intellectual stimulation, there are an alarming number of children for whom schools provide stability in their lives, friendships that are enormously important to them, a sense of belonging and even nourishing meals that they might otherwise not receive. I acknowledge the primary role of public schools is to educate, however there is more than nourishing the mind that takes place between the walls of our buildings. At the other end of their school careers are the students who expect to graduate this school year. The uncertainty of fulfilling all they must complete to graduate and move on in their post-secondary lives is creating considerable anxiety.

On behalf of the Board, staff, students and parents of the Kamloops Thompson School District, I urge you to seek alternative methods to resolve outstanding differences which do not disrupt the education of British Columbia's children. Allow teachers and students to return to class, otherwise, any claim to be doing this for the children has a very false ring.

Yours truly,

A handwritten signature in cursive script that reads "Denise Harper".

Denise Harper, Chair
Board of Education

DH:eb

cc: The Honourable Peter Fassbender, Minister of Education
All BCSTA Member Boards of Education

School District No. 74 (Gold Trail)

School District No. 74 (Gold Trail)
PO Bag 250, Ashcroft, BC V0K 1A0
Phone: 250 453 9101 FAX: 250 453 2425
www.sd74.bc.ca



September 10, 2014

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

Mr. Jim Iker
President, BC Teachers Federation
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2

Dear Minister Fassbender and Mr. Iker,

The Gold Trail Board of Education has met twice in the last week to discuss the current labour dispute and the significant implications it is having for students, families and our local communities. We write to both of you to express our disappointment, frustration and deep concern over the current reality of BC's public education system. We write on behalf of the students, parents and community members we serve.

In a rural district our students and families do not have access to the resources and programs available in metropolitan areas, such as camps, clubs, activity centers, public transportation etc. that enrich the lives of children. In our communities the loss of school means the loss of nutritional and social/emotional programs, sports, and opportunities for socialization, all having a negative impact on student wellness and, ultimately, student success.

Since 2013 when the collective agreement expired, we have been advocating for a negotiated agreement, believing it is the best solution for all parties. However, we no longer believe that we can wait indefinitely for this solution while students and their education suffer. This dispute needs to come to an immediate resolution.

LEARN

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FOR LIFE

To: The Honourable Peter Fassbender and Mr. Jim Iker, President

From: Carmen Ranta, Chair

2 | Page

We ask that BCPSEA applies to the Labour Relations Board for a ruling on essential services. While we believe that all aspects of a Kindergarten to Grade 12 public education are essential for each student, we need to know the LRB's definition of essential services so that we can respond accordingly.

This board is unified in its support of the BC School Trustees Association's Back to School Action Plan and the advocacy of the BCSTA President and Board of Directors. We also want to acknowledge our appreciation for Alan Chell and Silas White, our BCSTA representatives at the bargaining table.

We are very concerned for the children and youth living in our rural communities should the strike prevent students from attending school for much longer. Please act now in the interest of students across British Columbia.

Sincerely,

ON BEHALF OF THE BOARD



CARMEN RANTA,
Chair

cc: Jackie Tegart MLA
BCSTA,
BCPSEA

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FOR LIFE



Coast Mountains Board of Education School District 82

3211 Kenney Street, Terrace, BC V8G 3E9

Tel. (250) 635-4931 or 1-855-635-4931 - Fax 1-888-290-4786 - www.cmsd.bc.ca

September 15, 2014

Bulkley Browser c/o Ms. Helene Paranich, Editor
Kitimat Daily Online c/o Mr. Walter MacFarlane, Editor
Northern Sentinel c/o Mr. Cameron Orr, Editor
Terrace Daily Online c/o Mr. Merv Ritchie, Editor
Terrace Standard c/o Mr. Rod Link, Editor
The Interior News c/o Mr. Chris Gareau, Editor

Dear Editors:

**RE: An Open Letter to the Community from the Board of Education
for Coast Mountains School District 82**

We wish to acknowledge the extremely difficult situation our students, parents, teachers, all staff members and community partners in education find themselves. It is with great concern that we convey our dismay at the lack of progress in arriving at a fair and realistic settlement for teachers, the province and for its tax payers. The continued bargaining impasse has placed a great deal of stress on our school district and throughout our educational communities.

Coast Mountains Board of Education endorsed the BC School Trustees Association's (BCSTA) *Back to School Action Plan* through province-wide feedback from Trustees. It clearly asked both the BC Teachers' Federation (BCTF) and the BC Public School Employer's Association (BCPSEA) to implement the recommendations within that plan. The plan can be found on the BCSTA website at <http://www.bcsta.org/> where it specifically asks both parties to return to the bargaining table and work towards a negotiated settlement within the economic mandate set by the provincial government and to make improvements to class size and composition. Furthermore, any savings resulting from the strike and lockout must stay within the public school system to benefit students.

... continued



Coast Mountains Board of Education School District 82

Bulkley Browser c/o Ms. Helene Paranich, Editor
Kitimat Daily Online c/o Mr. Walter MacFarlane, Editor
Northern Sentinel c/o Mr. Cameron Orr, Editor
Terrace Daily Online c/o Mr. Merv Ritchie, Editor
Terrace Standard c/o Mr. Rod Link, Editor
The Interior News c/o Mr. Chris Gareau, Editor

September 15, 2014

Page 2

Despite the many efforts from Boards of Education across the province, we all find ourselves facing some of the most difficult times the province has ever seen in public education. In these uncertain times, Coast Mountains Board of Education continues to strongly encourage the BCTF and BCPSEA to come together to resolve this impasse for the benefit of our students' learning.

As strong advocates for children and for public education, we reiterate our firm commitment to a stable and quality public education system for our staff, students, parents and community.

It is our profound hope that our teachers, support staff, administrators and parents can get back to working together on behalf of all Coast Mountains' students through a fair settlement allowing a time of labour peace where our focus can be around students, teaching and learning.

Yours truly,

Art Erasmus
Chair, Board of Education

AE/cg

cc: Honourable Peter Fassbender, Minister of Education
Board of Education for Coast Mountains School District 82
All BC Boards of Education via BCSTA
Skeena MLA, Robin Austin
Stikine MLA, Doug Donaldson
Coast Mountain Teachers' Federation Co-Presidents
Canadian Union of Public Employees - Local 2052, President



School District No. 91 (Nechako Lakes)

P.O. Box 129, Vanderhoof, B.C. V0J 3A0

Telephone: (250) 567-2284 Fax: (250) 567-4639

September 5, 2014

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

Mr. Jim Iker, President
BC Teachers' Federation
100 – 55 West 6th Ave.
Vancouver, BC V6H 4P2

Dear Minister Fassbender and Mr. Iker:

On behalf of the School District No. 91 (Nechako Lakes) Board of Education, it is with great concern that we write to convey our dismay at the lack of progress achieved to date by the BCTF and BCPSEA in arriving at a negotiated settlement that is fair and realistic for teachers, for the province and for its tax payers. The Nechako Lakes Board of Education has remained silent to this point based on our strong belief that both parties would bargain productively in order to enable students to take their rightful seats in our classrooms on September 2nd. Obviously, this has not occurred and our classrooms are empty.

The ongoing bargaining impasse has put a great deal of stress on our school district as well as throughout our educational communities. Students, parents, teachers, support staff, trustees and administrators alike are functioning in a state of uncertainty and anxiety and morale is low. Staff members, both teachers and support staff, are looking for additional employment. In fact, some CUPE members have been forced to resign their positions from the district in order to find work that pays the bills now. Parents are looking toward independent schools or home schooling. This is not the contextual reality we have in mind when we speak in glowing terms of the BC Public Education System.

This Board values our teachers and believes in positive relationships with all employees. We join the many Boards of Education in the province in urging all parties involved to negotiate in good faith toward a settlement that honours teachers and provides the province with stability.

We also value a quality education for our students and work hard to maintain that standard of quality throughout our small schools and sometimes isolated communities. Students are at the core of all decisions in Nechako Lakes. Our Board deems it imperative that BCPSEA and the BCTF reach a settlement that values the right of all students to have their needs met in a non-discriminatory fashion.

We understand that these are very complex issues and trying times. We appreciate the effort being made by all parties in this situation and remain optimistic that students, teachers and support workers will be returning to their classrooms and work sites very soon.

Sincerely,



Steve Davis
Board Chair

SD/ta

cc: School District No. 91 (Nechako Lakes) Board of Education
Charlene Seguin, Superintendent of Schools
Kathryn Warren, BLNTU President
Thomas Thalheimer, BLNTU President
Paula Cox, CUPE President - Local 4177
All Boards of Education, via BCSTA
BCPSEA, M. Marchbank, Public Administrator



September 16, 2014

The Honourable Christy Clark
Premier Province of British Columbia
PO Box 9041, Stn Prov Govt
Victoria, BC V8W 9E1

The Honourable Peter Fassbender
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9H1

Mr. Jim Iker, President
British Columbia Teachers' Federation
100 – 550 West 6th Avenue
Vancouver, BC V5Z 4P2

Re: Settlement between the Province and BCTF

Dear Premier Clark, Minister Fassbender and Mr. Iker:

The Conseil scolaire francophone (CSF) Board of Regional Trustees held a special public meeting on September 4, 2014, and passed a motion instructing me to write a letter expressing our overwhelming concern regarding the ongoing and protracted labour dispute between the British Columbia Teachers' Federation (BCTF) and the British Columbia Public Schools Employers' Association (BCPSEA).

In our previous letter dated current June 26th, the CSF Board of Regional Trustees strongly recommended in favour of a mediator's involvement to reach a settlement between the BCPSEA and the BCTF. We then asked that both parties work together to identify a mediator agreeable to both sides to assist in finding a solution to the settlement impasse. We have now entered into our third week of the new school year and we are relieved to hear that both sides have made a constructive and progressive effort with the mutually agreed mediator and have arrived to a tentative settlement.

The ongoing distrust between the BCTF and the Government, combined with the current labour dispute, is having a negative effect towards the public's perception of our public education system and our province. As the only francophone school district in the province, we fear that we may have lost a percentage of our teaching staff to other provinces, as there is a demand for

Le Conseil scolaire francophone de la Colombie-Britannique

100 – 13511 Commerce Parkway, Richmond, (C.-B.) V6V 2J8 | T. 1-604-214-2600 | 1-888-715-2200 | F. 604-214-9881 |
info@csf.bc.ca | www.csf.bc.ca

francophone teachers for the francophone programs throughout Canada. As well, it has had a negative impact in attracting new recruits from other provinces to join our school district.

We cannot stress enough that the public education system is suffering tremendously and we hope the new tentative settlement will create a more harmonious and respectful relationship between all involved. Our students are eager to get back to school and learn. Our parents and public need the reassurance that the government believes in and supports the public education system. Our teachers need to believe that their employer and union leaders are there for them; that they return to work to teach our students and feel they are recognised for their contribution, and that we all value the work they do.

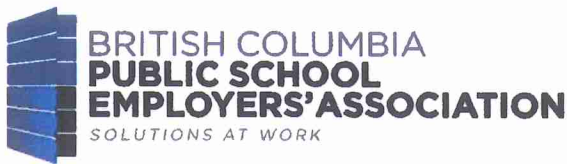
Nurturing a student is paramount to a successful life and society.

Yours truly,

A handwritten signature in black ink, appearing to read 'Roger Hébert', is positioned above the printed name.

Roger Hébert
President

cc: BCSTA for all Boards
Bertrand Dupain, Superintendent
Sylvain Allison, Secretary-Treasurer
Sylvie Liechtele, President, SEPF
Francine Brisson, President, CUPE, local 4227



September 11, 2014

By E-mail

Mr. Mike Murray, Chair
Board of Education of School District No. 42
(Maple Ridge & Pitt Meadows)
22225 Brown Avenue
Maple Ridge, BC V2X 8N6

Dear Mr. Murray:

Thank you for your letter of June 25, 2014.

I have very much appreciated the input and support of school districts in the bargaining process and the engagement of boards of education and individual trustees.

Pursuant to section 4 of the *Public Education Labour Relations Act*, BCPSEA is the accredited and exclusive bargaining agent for all boards of education in the province. As you are aware, BCPSEA has spent many months at the bargaining table with the BC Teachers' Federation and has actively sought a negotiated teachers' collective agreement. This remains our objective.

We look forward to continuing the dialogue with boards of education as we work diligently to conclude a negotiated collective agreement with the BC Teachers' Federation. BCPSEA remains committed to a fair and responsible conclusion to bargaining as soon as possible.

Yours truly,

A handwritten signature in blue ink, appearing to read "Mike Roberts", is written over a horizontal line.

Mike Roberts
Interim CEO

SEPTEMBER 9, 2014

ADVOCACY UPDATE

As we enter the second week of the school year, with classrooms still closed BCSTA is extremely concerned about the impact the continuing strike is having on students, staff, parents, and BC's public education system overall.

We appeal to both sides to move beyond their current positions to make meaningful and real concessions with the assistance of mediator Vince Ready. If the parties will not make the necessary moves to achieve a negotiated settlement BCSTA strongly encourages a cooling off period that would include a public third party report and non-binding recommendations.

The most recent development has been a call by the BCTF for binding arbitration. [BCPSEA Chief Negotiator Peter Cameron has recommended that government not agree to the proposal due to the preconditions set by the BCTF.](#) The arbitration proposal has resulted in a significant amount of media and comment. While we respect that individual Boards will decide their own local position on binding arbitration BCSTA continues to advocate the following positions:

- An agreement that is freely negotiated that can be supported by both parties going forward. While legislation or a binding settlement imposed by a third party would get students back into classrooms neither of these approaches adequately address the long-term issues facing the education system.
- Boards of Education have repeatedly expressed the need for flexibility on class size and composition. Rigid numbers set in a contract make it very difficult to accommodate individual learning needs at the school level.
- The Learning Improvement Fund (LIF) provides a flexible way to provide additional learning supports in classrooms where needed. BCSTA has called on the government to increase the LIF funding beyond the \$75 million already in the 2014-2015 budget. The LIF must be increased to address class size and composition issues.
- BCSTA believes that while teachers deserve an increase in compensation it needs to be comparable to those accepted by other BC public sector unions and realistic given the provincial government's existing economic mandate.
- BCSTA urgently and continuously calls for increased funding for BC's public education system.
- When a settlement is reached it must be fully funded by government.

While we may not all agree on the specific aspects of each party's current position, trustees, teachers, administrators and parents agree that we need students back in the classroom now. ■



September 18, 2014

Ref: 177019

To: All Board Chairs

I am pleased to inform you that government has amended the capital cost sharing policy for school districts under the Cash Management Strategy.

Seismic projects are no longer subject to the cost sharing requirement, prone to all school districts achieving a total of \$700 million in cash deposits in Provincial Treasury's Central Deposit Program (CDP) by December 31, 2014, and all 13 school districts with seismic projects in the capital plan reaching and maintaining at least 50 percent of their cash/long term investments in the CDP.

School districts continue to be expected to contribute available cash balances to non-seismic capital projects up to a maximum of fifty percent of the project cost, and the long-standing policy of using Ministry restricted capital balances as the first source of funding for capital projects remains unchanged. School district cash balances will continue to be the source of funding used to cover any project cost increases beyond Project Agreement budgets.

I would like to thank you for the tremendous cooperation in achieving this outcome that benefits all British Columbia taxpayers. I would particularly like to extend my thanks to the executive of the BC Association of School Business Officials who worked very closely with Ministry staff over the past several months to increase school district CDP deposits to \$591 million, as of June 30, 2014.

Once again, I appreciate the collaborative relationship we have in our education system and look forward to working with you on these and other initiatives.

Yours truly,

Dave Byng
Deputy Minister

pc: All Superintendents of Schools
All Secretary-Treasurers



ITEM 2

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: September 24, 2014
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the September 10, 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
Director of Finance – Jennifer Hendriks
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

- Frank Lento, Chair, School District No. 5 (Southeast Kootenay)
- Pattie Adam, Chair, School District No. 10 (Arrow Lakes)
- Alan Chell, Chair, School District No. 19 (Revelstoke)
- Darren Ganzert, Chair/Lorraine Manning, Vice Chair, School District No. 20 (Kootenay-Columbia)
- Moyra Baxter, Chair, School District No. 23 (Central Okanagan)
- Tanya Guenther, Chair, School District No. 27 (Cariboo-Chilcotin)
- Tony Goulet, Chair/Denise Bardua, President CUPE, School District No. 28 (Quesnel)
- Walt Krahn, Chair/Silvia Dyck, Vice Chair, School District No. 33 (Chilliwack)
- Donna Sargent, Chair, Trustees, School District No. 38 (Richmond)
- Patti Bacchus, Chair, School District No. 39 (Vancouver)
- Jonina Campbell, Chair, School District No. 40 (New Westminster)
- Melissa Hyndes, Chair, School District No. 43 (Coquitlam)
- Franci Stratton, Chair, School District No. 44 (North Vancouver)
- Betty Baxter, Chair, School District No. 46 (Sunshine Coast)
- Dr. Jeanette Scott, Chair, School District No. 47 (Powell River)
- Rick Price, Chair, School District No. 48 (Sea to Sky)
- Tina Last, Chair, School District No. 52 (Prince Rupert)
- Sharel Warrington, Chair, School District No. 57 (Prince George)
- Peg Orcherton, Chair, School District No. 61 (Victoria)
- Wayne Hunter, Chair, School District No. 63 (Saanich)
- May McKenzie, Chair, School District No. 64 (Gulf Islands)
- Bruce Johnson, Chair, School District No. 67 (Okanagan Skaha)
- Dot Neary, Chair, School District No. 68 (Nanaimo)
- Lynette Kershaw, Chair, School District No. 69 (Qualicum)
- Larry Ransom, Chair, School District No. 70 (Alberni)
- Janice Caton, Chair, School District No. 71 (Comox Valley)

-
- Denise Harper, Chair, School District No. 73 (Kamloops/Thompson)
 - Linda McMullan, Chair, School District No. 78 (Fraser-Cascade)
 - Art Erasmus, Chair, School District No. 82 (Coast Mountains)
 - Leighton Wishart, Chair, School District No. 85 (Vancouver Island North)
 - Steven Dillen, Parent, School District No. 42 (Maple Ridge-Pitt Meadows)
 - Teresa Rezansoff, BC School Trustees Association

THAT the Board receive all correspondence for information.

CARRIED

3. Approval of Agenda

Moved: Trustee Rempel

Seconded: Trustee Nelson

THAT the Agenda be ordered as circulated.

CARRIED

4. Invitation for Public Input to matters on the Agenda

A questions was asked re: ratification of the CUPE 703 Memorandum of Settlement.

B. APPROVAL OF MINUTES

1. June 25, 2014 Public Board Meeting Minutes

Moved: Trustee Rempel

Seconded: Trustee Nelson

THAT the Minutes of the June 25, 2014 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

D. DELEGATIONS

E. DEFERRED ITEMS

F. DECISION ITEMS

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

a) Finance

i. Audited Financial Statements

The Secretary Treasurer presented the Audited Financial Statements for the fiscal year ended June 30, 2014. In accordance with the School Act, Boards of Education must prepare financial statements with respect to the preceding fiscal year and forward a copy to the Ministry of Education by September 30, 2014, together with the auditor' report.

The Secretary Treasurer reported on Accounting Policies, Operating Fund, Special Purpose Funds and Capital Fund.

THAT the Board approve the Audited Financial Statements of School District No. 42 (Maple Ridge-Pitt Meadows) June 30, 2014.

CARRIED

- b) Budget
- c) Board Policy Development

G. INFORMATION ITEMS

1. Chairperson

- a) Board Letters

Moved: Trustee Rempel

Seconded: Trustee Palis

The Board Chair presented a letter sent by the Board of Education to Premier Christy Clark and Minister Peter Fassbender re: use of teacher strike savings.

The Board Chair presented a letter sent by the Board of Education to the Editor of the Maple Ridge Pitt Meadows Times and the Editor of the Maple Ridge News re: an open letter to the community.

THAT the letter to Premier Christy Clark and Minister Peter Fassbender and the letter to the Editor of the Maple Ridge Pitt Meadows Times and the Editor of the Maple Ridge News be received for information.

CARRIED

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

BC School Trustees Association Provincial Council

It was agreed that motions on emergent issues for the upcoming Provincial Council would be compiled following a conference call with the BC Public School Employers' Association.

Good News Items

The Board Chair thanked the Administrative staff for their excellent work during the job action. The Board Chair also reported on the success of the recent CUPE negotiations.

J. QUESTION PERIOD

Questions were asked by members of the public on the current teacher job action. Where to obtain up to date job action updates, how to restore working relationships and correspondence issued by the Board to government on the underfunding of education were discussed.

K. OTHER BUSINESS

L. ADJOURNMENT

Moved: Trustee Rempel

Seconded: Trustee Palis

THAT the meeting of the Board be adjourned at 6:51 p.m.

CARRIED

Mike Murray, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 3

To: **Board of Education**

From: Acting Assistant Superintendent
David Vandergugten

Re: **PRESENTATION:**
ACHIEVEMENT CONTRACT – DAVID
VANDERGUGTEN

Date: September 24, 2014
(Public Board Meeting)

Information

RECOMMENDATION:

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



ITEM 4

To: **Board of Education**

From: Board Policy Development
Committee

Re: **PROPOSED POLICY FOR RESCISSION:**
POLICY ECF: SITE DEVELOPMENT

Date: September 24, 2014
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board Policy Development Committee (the "Committee") has worked diligently reviewing the Board's policies for currency and relevancy. It is proposed that the following policy be rescinded and that the development of future school sites be considered part of the School District Facilities Strategic Plan:

Policy ECF: Site Development

This action to rescind previously adopted policies should greatly improve the efficiencies and management of the Board's governance model. The Committee will continue to review and forward policies for the Board's future consideration.

RECOMMENDATION:

THAT the Board rescind Policy ECF: Site Development.

Attachment

SITE DEVELOPMENT

The Board encourages the development of school sites to the maximum benefit to the school. Within the availability of funds, sites are to be developed within the following priority list:

- access to the building and grounds including parking
- special safety or similar problems connected with the site
- general development of the grounds for educational programs
- other site development

Within the priorities listed, aesthetics and the use of the surrounding properties will be considered.



ITEM 5

To: Board of Education

From: Acting Superintendent
Laurie Meston

Re: **ABORIGINAL EDUCATION ANNUAL
REPORT**

Date: September 24, 2014
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

The Ministry of Education requests annual reports from school districts to collect data to monitor the performance of Aboriginal students in the BC public school system. The data is published annually and includes demographic and assessment outcomes at both provincial and school district level.

This report provides a mechanism for the Ministry of Education, Aboriginal communities and school districts to open dialogue and make recommendations for improving the educational outcomes for Aboriginal students.

The School District 42 Aboriginal Education Department Annual Report (Attachment A) and the Ministry feedback letter (Attachment B) regarding our report is attached for your information.

RECOMMENDATION:

THAT the Board receive the Aboriginal Education Annual Report and Ministry of Education feedback letter for information.

Supporting First Nations, Metis, and Inuit students in Maple Ridge and Pitt Meadows



Prepared June 2014

Our annual report is presented to the Aboriginal Advisory Committee, School District 42 Trustees and Senior Staff, and the Ministry of Education to fulfill the accountability process described in our Aboriginal Enhancement Agreement.

Please Note: Although this report is being submitted for the 2012-13 school year I have endeavored to include the most current information, either in the form of quantitative data or qualitative updates, about what and how we are doing as a department. Much of the data is limited by Ministry timelines for publication, or the status of our district data collection; however, the stories, goals, and new directions described represent recent thinking and experiences within our department from the 2013-14 school year, as well as from 2012-13.

This report was prepared by Mr. Ron Lanzarotta, Principal of Aboriginal Education.

Any inquiries regarding this document can be forwarded to:

Ron_Lanzarotta@sd42.ca

Preamble

In February of 2013 I became a part-time Principal of Aboriginal Education after Alan Millar had been in the position for 1.5 years. From February - June of 2013 I worked to become familiar with the basics of this department. During 2013-14 school year I was the full-time principal in the Aboriginal Education Department. As we completed events we reflected on what we were doing and began to develop a direction for future growth that fit with established goals and practices. During the 2013-14 school year several circumstances slowed our progress:

- several staff changes resulted in much time spent getting to know new schools, students and routines. Planning for field trips and events such as our Awards night were not as efficient as we would have liked.
- B.C. teacher job action interfered with event planning and team communication beginning March 2014.
- We were asked to manage the District Scholarship process because of staff cutbacks in Core departments in our district. This past year we have devoted a lot of time to refining and streamlining the structures within this portfolio.

In spite of these challenges we have had a successful year, improving on established programs and reflecting continuously on what we do to support students. I am blending two years into this one report as I believe this will provide a more accurate representation of how we have grown as a department, and of where we are striving to head during the upcoming school year.



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Artwork in First Nations 12 classes



Building Igloos in Elementary Schools



Drummers from Katzie First Nation and Kwantlen First Nation at the
2012-13 Aboriginal Achievement Awards

***Please note that back-issues of our "Talking Stick" Newsletter from the year 2013-14
can be found on our website: <http://schools.sd42.ca/abed/newsletters/>***

***Issues of "The Talking Stick" are emailed to families and staff in SD42 and contain
updates about activities and directions for our department.***

Introduction

School District No. 42 lies within the traditional territory of the Katzie First Nation and the Kwantlen First Nation, serving students and families within the communities of Maple Ridge and Pitt Meadows. Approximately 96% of the Aboriginal student population are off-reserve.

Aboriginal Enhancement Agreement Overview

The Aboriginal Enhancement Agreement is an agreement between School District No. 42, the Aboriginal Community and the Ministry of Education. The purposes of this agreement are to:

- facilitate the success of all Aboriginal learners at all grade levels.
- promote the importance of cultural education in order to increase the academic and social success of Aboriginal students.
- meet the needs of Aboriginal learners by maintaining and expanding meaningful academic, trades, and cultural programs where possible while providing the resources for success.
- continue to build relationships in our schools that are welcoming and supportive of Aboriginal children, their families, and the Aboriginal community.

Maple Ridge - Pitt Meadows School District No. 42 was the third district in the province to initially sign an Enhancement Agreement between School District No. 42, the Aboriginal Education Advisory Committee and the Ministry of Education in 2000. The second agreement was signed on January 25th, 2006 (July 2005 - June 2010). On March 3rd 2010 School District No. 42 became the first school district in British Columbia to sign their third Aboriginal Enhancement Agreement (July 2010 to June 2015). During the 2013-14 school year we have started to review our Agreement in anticipation of signing our fourth by June of 2015.

GOAL 1: TO IMPROVE ABORIGINAL STUDENTS' SUCCESS

- 1.1 Literacy: improve reading and writing skills at all grade levels.**
- 1.2 Numeracy: improve numeracy skills at all grade levels.**
- 1.3 Increase grade-to-grade transition rates.**
- 1.4 Increase graduation and successful school completion rates.**

GOAL 2: TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING

- 2.1 Enhance Aboriginal students' sense of belonging.**
- 2.2 Increase the knowledge of and respect for Aboriginal culture and history for all students.**

Beginning September 2014 the Aboriginal Education Department will revise the way we support our Enhancement Agreement goals. After reviewing our goals and student performance/needs from June and September, we will create a one-year growth plan outlining the priority objectives for us to support that year. Each yearly growth plan will form the basis for our yearly report, and will be a stepping stone to our next yearly growth plan. Over the 5 year period of our Enhancement Agreement this approach will develop into a rich review of progress related to our Enhancement Agreement Goals.

School District 42 Community Profile

School District No. 42 encompasses the communities of Maple Ridge, population of approximately 60,000 and Pitt Meadows, population of approximately 20,000. Maple Ridge lies on the north shore of the Fraser River nestled against the Coast Mountains. The Maple Ridge community consists of rural areas such as Ruskin, Whonnock, Webster's Corners, fast growing suburban areas of development in the east near Albion and the central core area which includes the historic town of Haney. The district of Pitt Meadows is located on the north bank of the Fraser River between Port Coquitlam and Maple Ridge. Pitt Meadows consists of a large rural area still held in the agricultural land reserve (ALR) as well as a suburban, bedroom community of Vancouver. The Katzie First Nation reserve is located in Pitt Meadows. The district consists of 20 elementary schools, 6 secondary schools, an alternate school, an adult learning centre, a virtual school (connected learning community) as well as a number of alternative programs. SD42's overall student enrollment has declined over the past few years except for the last three which have been relatively constant. The total number of self-identified Aboriginal students has increased over the past few years, as has the percent of the total student population. There are 54.5 students enrolled who are on reserve attending from the Katzie First Nation. There are currently no students attending from Kwantlen First Nation.

School District 42 Student Population

School Year	SD 42 All Students	SD 42 Aboriginal Students	Aboriginal Students on Reserve	% Aboriginal Students in SD 42
2004-05	15,871	951	72	5.99
2005-06	15,721	946	60	6.02
2006-07	15,515	935	58	6.03
2007-08	15,538	955	54	6.22
2008-09	15,355	988	53	6.43
2009-10	15,357	1015	42	6.61
2010-11	15,168	1077	57	7.10
2011-12	14,281	1086	54.5	7.60
2012-13	14,759	1139	56.5	7.70



WOW Trips in School District 42

To help provide a vision of life after grade 12 we plan a series of "WOW" trips during each year. These trips take interested students to various Post-Secondary locations to learn about programs and services for Aboriginal students. The two students in this picture were visiting the Emily Carr University of Art and Design on Granville Island.

Katzie First Nation: Some Background

Katzie ancestors were traditionally a longhouse society, meaning extended families shared the same residence. They were self-governing, which saw leaders holding responsibility for the welfare and security of the people. Their traditional language was, and is Halkomelem.

The Katzie people used handcrafted tools for woodworking, hunting and fishing. These tools were made of wood, stone, and bone. Clothing was made of woven material, including cedar bark and goat hair. Diets were comprised mainly of fish, seal, game and shellfish.

There are approximate 460 Katzie First Nation members. Of this, approximately 300 reside on-reserve, while the remainder live off-reserve, primarily in communities located throughout the Lower Mainland. Katzie First Nation reserve lands are situated in five different locations in the Fraser Valley:

- Katzie Reserve No. 1: Pitt Meadows - 150 acres of residential lots
- Katzie Reserve No. 2: Langley - 56 acres of residential lots
- Katzie Reserve No. 3: Barnston Island - 135 acres of residential lots
- Katzie Reserve No. 4: Coquitlam - 640 acres of leased and undeveloped forest land
- Katzie Reserve No. 5: Maple Ridge - 1 acre cemetery

Kwantlen First Nation: Some Background

Kwantlen First Nation live by the seven traditional laws that guided their ancestors: health, happiness, generations, generosity, humbleness, forgiveness and understanding. They traditionally speak the downriver dialect of Halkomelem, one of the Salishan family of languages. They are a member of the Sto:lo Tribal Council, one of two Sto:lo tribal councils.

The Kwantlen once resided primarily in villages near present-day New Westminster, although they frequented many locations along the Lower Fraser as far upstream as a village at Hatzic. In particular, the Stave River valley was important for hunting, trapping, and fishing. They moved their main settlement upriver when Fort Langley was established in the 19th century, to control and maintain a trading advantage with the HBC in Fort Langley.

The band administers six Indian Reserves:

- Langley Reserve No. 2, on right (west) bank of the Stave River, 1 mile from its confluence with the Fraser River, 58.3 ha. This and IRs Nos. 3 and 4 are located in the District of Mission
- Langley Reserve No. 3, on island at the mouth of the Stave River, 46 ha.
- Langley Reserve No. 4, on the east bank of the mouth of the Stave River, adjacent to Silvermere Lake, 96 ha.
- Langley Reserve No. 5, on the right (north) bank of the Fraser River, 2 miles northeast of Fort Langley, to the east of Albion, 140.6 ha.
- Whonnock Reserve No. 1, between Whonnock (W) and Ruskin (E), 34.4 ha.
- McMillan Island Reserve No. 6, on McMillan Island at Fort Langley, 181 ha., which is the main community of the band and also the location of its offices.

The band also shares the Peckquaylis Indian Reserve with 20 other bands. It is the former St. Mary's Indian Residential School just east of Mission and is now a cultural, government, and Aboriginal business centre.

Aboriginal Education Advisory Committee Participants

Representatives from the following groups are invited to attend our Advisory meetings.

Katzie First Nation	Kwantlen First Nation
Golden Ears Metis Society	Aboriginal Secondary students
Anishnaabe Place	FRANAS (Fraser River All Nations Aboriginal Society)
SD 42 Board of Education (Trustee reps)	SD 42 Superintendent or designate
SD 42 Principals/Vice Principals	Ministry of Education Aboriginal Enhancements Branch
SD 42 Aboriginal Education Department staff	

Minutes and important notes are emailed to all committee members, and to families in SD42. We invite anyone to submit feedback and input via phone, email, or meetings at any time throughout the year.

Aboriginal Education Staff updated to June 2014

Principal, Aboriginal Education	Mr. Allan Miller (Sept. 2012 – Jan. 2013) Mr. Ron Lanzarotta (Feb. 2013 – present; continuing for 2014-15)		
Administrative Secretary	Mrs. Carmen Brittain		
Aboriginal Youth Workers	Mrs. Amanda Gauley, Ms. Natalie Robertson		
Aboriginal Cultural Mentor	Ms. Kathleen Williamson		
Elementary Aboriginal Resource Teachers	Mrs. Cathy Crook, Ms. Suzanne Hall, Mrs. Marg MacGillvary (Marg's position ended June 2013. We now have 2 teachers)		
Secondary Aboriginal Resource Teachers	Mr. James McCloskey Mr. Scott Ormiston		
Elementary Aboriginal Support Workers (effective June 2014)	Ms. Janna Dahlin, Ms. Anita Sandy, Ms. Melinda Mack	Ms. Monique Duclos, Ms. Becci Olsen, Ms. Shannon Adams,	Mrs. Robbi Lamour Ms. Lisa Adair Mrs. Leah Jackson
Secondary Aboriginal Support Workers (effective June 2014)	Ms. Bev Charlie Mrs. Corrina Miller	Ms. Ricky Jennings Ms. Melanie Unruh	Ms. Sherri Britton Mrs. Patti Williams



Secondary student mentors from Katzie First Nation teach drumming and singing to Gr. 6 students at our IGNITE camp (pg. 26)

Aboriginal Education Department Staff Roles and Responsibilities

Elementary Aboriginal Resource Teacher

Two Elementary Aboriginal Resource Teachers provide support for all elementary schools. These supports are over and above those normally provided through core staff and services, as follows:

- collaborate with classroom teachers (K-7), school-based support teachers and district support staff (speech and language, gifted, etc.)
- promote and support the inclusion of Aboriginal history and effective pedagogy throughout the curriculum
- assist with student identification, school-based assessments, and the implementation of learning assistance and support plans
- assist with planning, adapting and implementing individual and group activities to build students' self-esteem and academic success
- provide leadership and direction for Aboriginal Support Workers
- provide direct support to Aboriginal students as needed
- organize district field trips and events for Aboriginal students



Our PALS program at the Katzie Band Office



Classroom Cultural Activities help all students learn about Aboriginal cultures

Secondary Aboriginal Education Resource Teacher's Role

Two Aboriginal Education Resource Teachers provide support to all secondary schools, our Alternate Education "Outreach" program, and our Adult Learning Programs. These supports are over and above those normally provided through core staff and services, as follows:

- collaborate with classroom teachers (8 - 12) and school-based support teachers
- promote and support the inclusion of Aboriginal history and effective pedagogy throughout the curriculum
- assist with transition planning from grade 7 - 8 (Elementary to Secondary)
- support the inclusion of Aboriginal background and pedagogy throughout the curriculum
- monitor individual student progress and work with school teams to implement supports as required
- provide and support meaningful exposure to future opportunities (cultural, academic, career)
- advocate for formal recognition of out-of-school cultural and traditional teachings and learning
- provide leadership and direction for Aboriginal Support Workers
- provide direct service support to Aboriginal students (gr. 8 - 12)



One of many WOW trips to post secondary institutions organized by our Secondary Teachers. The purpose of these trips is to help our students learn about programs of post-secondary studies. At any institution we visit, our students are introduced to the staff in the Aboriginal Services department, and are told about the supports available for them.

Elementary and Secondary Aboriginal Support Worker's Role

Our 14 Aboriginal Support Workers (ASWs) play a very important role in the success of all Aboriginal students. Each ASW works in one or more schools based on the number and needs of our Aboriginal students. Consistent with Ministry of Education guidelines the supports they provided are additional to core programs and services. Aboriginal Support Workers play a big role in our September self-identification process (1701's) and throughout the year provide services such as:

- maintain a liaison between home and school
- make connections with all students to foster a sense of connection and belonging.
- lead cultural activities
- liaise with outside agencies if required
- offer academic support
- attend student meetings to support both students and parents
- assist with the planning and delivery of special events (e.g. field trips, school events, Aboriginal Education events)

Our ASW's strive to be a part of the existing school-based support team, working with classroom teachers, support teachers, itinerant teachers, and administrators.

Please note we hired an additional ASW in June of 2014 to bring our total number to 15.



Leadership games at our Grade 6 IGNITE camp. ASW's play a significant role in the planning and delivery of this 5-day event.



First Nations 12 Cultural Activity

Aboriginal Child Care Worker's Role

Our 2 (actually, 1.7) Aboriginal Child Care Workers liaise between schools, students, families, and community support organizations. They assist families and students in providing or finding supports for emotional challenges, family challenges, and behavior challenges that are interfering with success in school. We currently have a full time position working with students in our Connex program. This program supports students from gr. 6 - 12 who have difficulty fitting into the daily routines in regular school settings. Our other Child Care worker organizes student group sessions and works 1:1 with students and parents. One example of the type of work carried out by our Child Care Workers was a program for girls from a variety of schools to discuss the anxiety and uncertainty associated with transitions from grade 7 to secondary school. As part of this, tours with high school student mentors were set up to establish a connection for our grade 7's.

Aboriginal Cultural Mentor's Role

The Aboriginal Cultural Mentor provides classroom sessions and workshops on a wide variety of Aboriginal culture and history including: Salish Weaving, Medicine Wheel teachings, Traditional Games, Legends, Inuit Finger Masks and Residential Schools. Each year our Cultural Mentor (ACM) produces a pamphlet listing all workshops available to classes in our school district. Most of these classes are free of charge; however, some carry a modest fee to cover the cost of supplies (e.g. button blakets). Our Aboriginal Cultural Worker is a resource person for many people in the district, including:

- assisting our Aboriginal Support Workers prepare for cultural activities in their schools
- assisting with presentations or booking presenters for District Pro-D days
- providing resources and guidance to Simon Fraser University PDP students during practicums

A copy of the 2013-14 program brochure for teachers is included in Appendix F on page 72.

Aboriginal Principal

The Principal of the Aboriginal Education Department is a full time position, although it was a .5 position from February - June 2013 as part of a transition plan involving different administrators and programs.

The Principal role is diverse and is focused mainly on priorities such as:

- promoting reflection, refining systems, clarifying goals, and developing community relationships.
- planning for and leading regular staff meetings: weekly Monday morning updates with teachers and bi-weekly staff meetings. These are used to reflect on our practice and refine our systems, to allow Support Worker/Teacher teams to discuss issues in their schools and problem solve, to update on important information, and to plan for upcoming events.
- liaise with community organizations
- develop reports and presentations
- assist with events and field trips
- liaise with school principals re: staffing, programs, problem solving, etc.
- develop and monitor the departmental budget
- communicate with staff, families, and schools

Goals, Indicators, Targets

Data for assessing progress toward our goals is presented each year in this School District #42 annual report on Aboriginal Achievement. Much of it is taken from the Ministry of Education “How Are We Doing” reports. The report provides some information on student achievement and attempts to summarize our current thinking and direction in terms of supports and structures needed to promote and enhance success for all Aboriginal students.

Our Aboriginal Education Department has gone through much change in the last two years, and our District has pursued different methods of reporting on student progress. We have wrestled throughout the 2013-14 school year with questions around useful and appropriate data, both as a department and as a district. We have included data from FSA scores in the 2012-13 school year; however, it must be acknowledged this data is based on a large rate of non-participation. Conclusions must be drawn cautiously based on a larger school context. Although this data has been included, I will focus more on our current thinking and plans for the 2014 - 15 school year. This is important context to have as we move toward new ways of collecting data on Aboriginal student progress.

During the 2013-14 school year the Aboriginal Education Department has seen a new principal, the loss of one teacher, the loss of 3 Aboriginal Support Workers, and the hiring of 4 new Aboriginal Support Workers. We have, and are continuing to review what we do, why we do it, and how we report on student progress. We are looking forward to exciting changes in the way we support our students, and in the way we track this progress.

Performance Goals (as listed in our current Enhancement Agreement)

The goal and objectives for student improvement in our 2010 – 2015 Enhancement Agreement are:

Goal 1: To improve Aboriginal students’ success in School District 42.

Objective 1 Improved reading and writing skills at all grade levels

Objective 2 Improved numeracy skills at all grade levels

Objective 3 Increased graduation rates based on Dogwood completion rates

Objective 4 Increased transition rates based on grade-to-grade transitions

Goal 2: To Improve Aboriginal students’ sense of belonging in School District 42

Objective 1 Enhance Aboriginal students’ sense of belonging.

Objective 2 Increase the knowledge of and respect for aboriginal culture and history for all students.

***43 students provided feedback on our 2013-14 Grade 6 IGNITE camp:
32 felt the camp was LOTS of fun and 7 felt it was “mostly fun”.
41 students said they tried something new and 38 said they learned new things***

(More information on IGNITE can be found on Page 26)

Reflection on Performance

1.1 Improve reading and writing skills at all grade levels

Our district has not yet developed a consistent literacy assessment. Teachers are using their own assessments as they explore new reporting methods in K - 7. School District 42 has initiated a new reporting method using a revised template and student led portfolio-based reporting conferences. Our new report templates include rubrics to measure literacy for grades K - 7, and we will be reviewing these on a regular basis beginning September 2014.



P.A.L.S. stands for "Parents as Literacy Supporters" and is an effective, interactive program involving parents and their pre-school or kindergarten-aged children. Parents learn strategies they can use at home to promote literacy development with their children, and everyone takes part in fun learning activities that can be repeated at home. These pictures are from our program that happens 5 times during the year at the Katzie Band Office.



Zaccheus Jackson, well known "Slam Poet" taught a series of workshops in "Spoken Word Poetry" to 30 students from grades 6 - 12.

At the end of these workshops we sent 4 students to the Hullabaloo Spoken Word High School Championships in Vancouver in May 2014.

Students reported a high level of interest and enjoyment in this program, and their teachers reported improvements in their skills and confidence!

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Provincial F.S.A. results have proven to be questionable as long-term data in our district because we have experienced a high number of parent requests for their child to be exempt. None-the-less, the most current data has been included in this report.

F.S.A. - Reading

Year	Gr. 4 Aboriginal Participation Rates	Gr. 4 Aboriginal Meet or Exceed	Gr. 4 Non-Aboriginal Participation Rates	Gr. 4 Non-Aboriginal Meet or Exceed
2007-08		65 %		69 %
2008-09	55 %	38 %	64 %	51 %
2009-10	85 %	62 %	85 %	66 %
2010-11	67 %	48 %	77 %	59 %
2011-12	77 %	50 %	79 %	62 %
2012-13	58 %	40 %	65 %	53 %

Year	Gr. 7 Aboriginal Participation Rates	Gr. 7 Aboriginal Meet or Exceed	Gr. 7 Non-Aboriginal Participation Rates	Gr. 7 Non-Aboriginal Meet or Exceed
2007-08		56 %		60 %
2008-09	57 %	38 %	55 %	42 %
2009-10	79 %	43 %	80 %	55 %
2010-11	70 %	43 %	76 %	53 %
2011-12	59 %	34 %	65 %	50 %
2012-13	68 %	38 %	58 %	44 %

F.S.A. - Writing

Year	Gr. 4 Aboriginal Participation Rates	Gr. 4 Aboriginal Meet or Exceed	Gr. 4 Non-Aboriginal Participation Rates	Gr. 4 Non-Aboriginal Meet or Exceed
2007-08		65 %		69 %
2008-09	52 %	33 %	62 %	45 %
2009-10	81 %	49 %	85 %	74 %
2010-11	63 %	47 %	76 %	63 %
2011-12	74 %	54 %	78 %	66 %
2012-13	54 %	46 %	62 %	55 %

Year	Gr. 7 Aboriginal Participation Rates	Gr. 7 Aboriginal Meet or Exceed	Gr. 7 Non-Aboriginal Participation Rates	Gr. 7 Non-Aboriginal Meet or Exceed
2007-08		63 %		67 %
2008-09	55 %	36 %	54 %	39 %
2009-10	72 %	57 %	79 %	71 %
2010-11	69 %	51 %	74 %	65 %
2011-12	59 %	48 %	65 %	59 %
2012-13	60 %	49 %	56 %	49 %

It can be observed from this data that our Aboriginal students score consistently less on the F.S.A. outcomes of "meeting" or "exceeding" expectations. Although we cannot completely discount this information it is important to note the number of Aboriginal students participating in the F.S.A. assessments is considerably smaller than the number of non-Aboriginal students. This means the scores for one Aboriginal student will impact overall statistics to a far greater degree than for a non-Aboriginal student. For example, if we consider the Grade 4 Reading scores we see that over the years each student who completed the F.S.A.'s will represent between 1.5% - 1.9% in terms of overall percentages in any given category, while each non-Aboriginal student will represent only .13 - .18% of a shift in total numbers.

As well as continuing to include F.S.A. scores in our yearly reports, we are reviewing our approach to measuring student performance related to the goals in our Enhancement Agreement. In elementary grades we will be reviewing student needs in the areas of literacy, numeracy, attendance, and behavior beginning September. To accomplish this we will review report cards from the previous year. New SD42 reporting templates include rubrics for both literacy and numeracy so this information will be readily available from classroom assessments.

Once this information is gathered we will be better able to identify student needs and can develop support plans that work alongside existing school supports

Grade 10 English Blended Final Marks

	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Non- Aboriginal	Non- Aboriginal	Non- Aboriginal	Non- Aboriginal	Non- Aboriginal
Year	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better
2006-07	96	89	93			1336	1262	94		
2007-08	92	89	97			1359	1320	97		
2008-09	73	68	93	38	52	1205	1143	95	735	61
2009-10	95	87	92	42	44	1231	1178	96	723	59
2010-11	100	99	99	45	45	1130	1060	94	640	57
2011-12	93	88	95	43	46	1210	1159	96	719	59
2012-13	91	84	92	46	51	1119	1069	96	748	67

Effective graduation plans begin in Kindergarten. We will continue our quest to develop primary literacy skills based on the fact that strong reading and writing skills are effective predictors of success throughout school and provide a much higher chance of successful completion by the time students reach secondary school.

Grade 12 English Blended Final Marks

	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Non- Aboriginal	Non_ Aboriginal	Non- Aboriginal	Non- Aboriginal	Non- Aboriginal
Year	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better
2006-07	37	36	97			928	917	99		
2007-08	54	53	98			1006	993	99		
2008-09	57	56	98	31	54	959	934	97	594	62
2009-10	49	49	100	31	63	1070	1051	98	687	64
2010-11	54	52	96	31	57	1073	1055	98	733	68
2011-12	66	62	94	42	64	1107	1085	98	722	65
2012-13	79	77	97	49	62	960	945	98	667	69

Grade 12 Communications Blended Final Marks

	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Non- Aboriginal	Non_ Aboriginal	Non- Aboriginal	Non- Aboriginal	Non- Aboriginal
Year	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better
2006-07	21	21	100			186	185	99		
2007-08	11	11	100			202	199	99		
2008-09	28	27	96	19	68	216	215	99	128	59
2009-10	28	28	100	16	57	194	190	98	117	60
2010-11	19	19	100	9	47	152	148	97	64	42
2011-12	23	23	100	9	39	192	189	98	92	48
2012-13	26	26	100	13	50	187	184	98	107	57



During the 2013-14 school year we offered a series of workshops on Spoken Word Poetry. We were able to contract Zaccheus Jackson, a well-know Canadian "Slam" Poet, courtesy of an Arts Starts grant.

14 elementary students reported either "always" or "usually" enjoying the workshops, and 13 of 15 people said they made some new friends and this was an important thing for them. Fifteen students reported learning either "some" new things or "lots" of new things, and all students said they improved either "some" or "lots" with their performing skills. Many of the students felt this program helped them improve their school work.

From our secondary students, 12 reported "usually" or "always" enjoying the workshops, 13 reported they made new friends, which was important to them, and 12 reported learning new things that helped them improve at school

1.2 Improve numeracy skills at all grade levels**F.S.A. - Numeracy**

Year	Gr. 4 Aboriginal Participation Rates	Gr. 4 Aboriginal Meet or Exceed	Gr. 4 Non-Aboriginal Participation Rates	Gr. 4 Non-Aboriginal Meet or Exceed
2007-08				
2008-09	51 %	35 %	63 %	46 %
2009-10	84 %	51 %	85 %	58 %
2010-11	67 %	43 %	77 %	53 %
2011-12	77 %	51 %	79 %	62 %
2012-13	57 %	30 %	63 %	50 %

Year	Gr. 7 Aboriginal Participation Rates	Gr. 7 Aboriginal Meet or Exceed	Gr. 7 Non-Aboriginal Participation Rates	Gr. 7 Non-Aboriginal Meet or Exceed
2007-08				
2008-09	57 %	26 %	55 %	38 %
2009-10	78 %	35 %	80 %	54 %
2010-11	70 %	27 %	75 %	48 %
2011-12	59 %	25 %	65 %	44 %
2012-13	61 %	32 %	57 %	41 %

Math 10 Foundations of and Precalculus Blended Final Marks

	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Non-Aboriginal	Non-Aboriginal	Non-Aboriginal	Non-Aboriginal	Non-Aboriginal
Year	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better
2006-07										
2007-08										
2008-09										
2009-10										
2010-11	52	46	88	18	35	739	686	93	393	53
2011-12	39	34	87	10	26	789	718	91	388	49
2012-13	42	36	86	21	50	815	758	93	469	58



For the last few years we have brought a group of students to Simon Fraser University to attend a one-day Math Camp. During the 2013-14 camp students practiced some problem solving activities and had a chance to learn about 3-D printers and to observe them in action

Math 10 Apprenticeship and Workplace Blended Final Marks

	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Non- Aboriginal	Non_ Aboriginal	Non- Aboriginal	Non- Aboriginal	Non- Aboriginal
Year	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better
2006-07										
2007-08										
2008-09										
2009-10										
2010-11	32	32	100	14	44	322	307	95	135	42
2011-12	54	52	96	17	31	348	331	95	124	36
2012-13	49	45	92	25	51	333	314	94	124	37

Science 10 Blended Final Marks

	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Aboriginal	Non- Aboriginal	Non_ Aboriginal	Non- Aboriginal	Non- Aboriginal	Non- Aboriginal
Year	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better	Total	# with C- or better	% with C- or better	# with C+ or better	% with C+ or better
2006-07										
2007-08										
2008-09	70	64	91	26	37	1177	1111	95	580	49
2009-10	94	88	94	32	34	1174	1127	96	586	50
2010-11	99	93	94	44	44	1112	1065	96	568	51
2011-12	80	75	94	28	35	1138	1082	95	564	50
2012-13	94	83	88	37	39	1078	1029	95	606	56

1.3 Increased graduation rates based on Dogwood completion rates**Six-Year Completion Rate: SD 42 vs. Province of B.C.**

Year	SD 42 % Aboriginal	Province % Aboriginal	SD 42 % All Students	Province % All Students
2006-07	63.5	47.3	77.4	80.1
2007-08	63.9	46.9	75.5	78.8
2008-09	59.3	48.8	76.7	79.2
2009-10	62.9	50.4	77.6	79.7
2010-11	62.1	53.7	79.2	81
2011-12	67.4	56.4	83.5	81.8
2012-13	74.2	59.4	90.7	83.6

Six-Year Completion Rate: SD 42 Internal Comparison

Year	SD 42 % Aboriginal	SD 42 % All Students	Difference
2006-07	63.5	77.4	13.9
2007-08	63.9	75.5	11.6
2008-09	59.3	76.7	17.4
2009-10	62.9	77.6	15.6
2010-11	62.1	79.2	17.6
2011-12	67.4	83.5	16.1
2012-13	74.2	90.7	16.5
7 Year Average	64.76 (previous: 63.03)	80.2 (previous 78.4)	15.53 (previous 15.37)

The Six-Year Completion rate shows the percent of Grade 8 students who graduate with a Dogwood Certificate. It is NOT the inverse of a “dropout rate” as students may graduate after the six-year period. This rate for aboriginal students took a significant jump in the 2011/12 school year and again in 2012-13. These increases coincide with implementation of a “Case Management” approach to student support. We plan to expand this approach to our elementary grades in the Fall of 2014.

Eligible to Graduate: SD 42 vs. Province of B.C.

Year	SD 42 % Aboriginal	Province % Aboriginal	SD 42 % All Students	Province % All Students
2006-07	95	87	93	94
2007-08	92	90	95	95
2008-09	93	90	93	95
2009-10	94	90	96	95
2010-11	94	89	93	94
2011-12	91	88	95	94
2012-13	90	91	96	95

Eligible to Graduate: SD 42 Internal Comparison

Year	Aboriginal #	Aboriginal %	All Students #	All Students %
2006-07	52	95	982	93
2007-08	61	92	1088	95
2008-09	65	93	1063	93
2009-10	65	94	1161	96
2010-11	66	94	1132	93
2011-12	70	91	1203	95
2012-13	79	90	1067	96

This is a measure of grade 12 students who, if they pass all courses in which they have enrolled as of September, will have met all the requirements to graduate. This table indicates Aboriginal students who are successful to grade 12 will graduate at similar rates to all other students.

The “Case Management Model”

The Aboriginal Education team has adopted the term “Case Management” to refer to both a philosophy of student support and a set of specific practices. We have implemented this system for all secondary grades (8 - 12) and are beginning to implement it for all elementary grades (K - 7). During the 2012-13 school year this approach was limited to secondary grades. During the 2013-14 school year it was introduced to elementary staff and some implementation was carried out. During the 2014-15 school year elementary staff will be asked to include this philosophy into their daily practice and review of student performance.

Simply put, this approach to student support has us look at each student on an individual basis. Although we are guided by the goals in our Enhancement Agreement, individual student needs help us establish priorities in terms of support as we work alongside existing school support staff and classroom teachers.

During the month of September our staff are asked to review each student who has self-identified and to establish needs in the areas of literacy, numeracy, attendance, behavior (social and emotional), and graduation paths. From this we work with existing school staff to determine specific priority goals around student support. Cultural activities are woven into this plan as a way to connect with all students regardless of how they are doing academically and these are used to build a sense of belonging and connection, and to pursue our goal of increasing the exposure to Aboriginal culture for all students.

Currently in grade 8 - 12 each students’ progress is reviewed by our Aboriginal Resource Teacher, our Aboriginal Support Worker, school administration, and other school support staff as needed. General progress is reviewed, and plans to support students are updated. This includes the provision of direct support by our staff and the facilitation of supports from other school or district staff. At the elementary level we plan to do a similar review of student progress after the Term 1 and 2 report cards, when we will check for reading, numeracy, social and emotional progress, attendance, and general behavior. The Aboriginal Education department will provide TOC coverage to elementary schools so either the classroom teachers or support teachers can be freed up to meet with our staff. This information will be readily available on the new Report Card templates that have been implemented in SD42 to reflect classroom assessments during the term.

A flow chart has been included as Appendix A on page 29 to show this process in a more visual format.

Collecting Data on Graduation Rates

Beginning with the current school year (2013-14) we are gathering graduation data for each student in grade 12. Our goal is to create a detailed list showing each student in our department so we can report more fully on our graduating students. For example, it will allow us to report on who completes school with a Dogwood or Evergreen certificate. As well, for those who do not graduate in their assigned year we will compile a “story” of where they are at, and of what supports we have in place to assist them with moving forward toward graduation.

Our hope is to create a much stronger picture about those students who do not graduate. This will provide richer layers of information about our efforts to support students and about their progress. Our information about students will be on-going, and will be updated at any time to reflect changes in student standing.

1.4 Increased transition rates based on grade-to-grade transitions

The data represent a cohort of students as they progress from Grade 8 through to Grade 12. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in that district's cohort information. Grade transition includes transitions to a higher grade in any school type.

Successful Transitions to Higher Grades (%)

Gr. 6 to Higher Gr.				
Year	All students SD42 (%)	Ab Ed students SD42 (%)		Ab Ed students Province (%)
2005-06	97	98		
2006-07	96	99		
2007-08	94	99		
2008-09	94	100		97
2009-10	95	100		97
2010-11	96	99		98
2011-12	94	99		97
2012-13	96	100		97

Gr. 7 to Higher Gr.				
Year	All students SD42 (%)	Ab Ed students SD42 (%)		Ab Ed students Province (%)
2005-06	98	100		
2006-07	96	100		
2007-08	94	99		
2008-09	96	99		96
2009-10	99	99		97
2010-11	99	100		96
2011-12	96	98		97
2012-13	95	100		98

Gr. 8 to Higher Gr.				
Year	All students SD42 (%)	Ab Ed students SD42 (%)		Ab Ed students Province (%)
2005-06	96	95		
2006-07	96	90		
2007-08	96	88		
2008-09	94	93		93
2009-10	98	97		94
2010-11	98	96		95
2011-12	98	99		95
2012-13	99	99		95

Successful Transitions to Higher Grades (%) continued

Gr. 9 to Higher Gr.				
Year	All students SD42 (%)	Ab Ed students SD42 (%)		Ab Ed students Province (%)
2005-06	96	92		
2006-07	94	84		
2007-08	95	87		
2008-09	95	90		89
2009-10	97	93		91
2010-11	97	94		91
2011-12	98	98		91
2012-13	98	97		92

Gr. 10 to Higher Gr.				
Year	All students SD42 (%)	Ab Ed students SD42 (%)		Ab Ed students Province (%)
2005-06	82	81		
2006-07	82	68		
2007-08	86	77		
2008-09	88	81		81
2009-10	93	88		84
2010-11	88	80		83
2011-12	92	83		86
2012-13	91	78		86

Gr. 11 to Higher Gr.				
Year	All students SD42 (%)	Ab Ed students SD42 (%)		Ab Ed students Province (%)
2005-06	77	74		
2006-07	79	71		
2007-08	82	78		
2008-09	78	72		70
2009-10	84	67		73
2010-11	87	74		73
2011-12	85	78		75
2012-13	78	72		77

Reflection on Transition Rates

A small cohort of Aboriginal students impacts the quality of the data for a direct comparison in this measurement, as it does for other numerical measurements, or comparisons with “all students” in SD42. Each Aboriginal student carries a greater weight in terms of percentage, so a shift of only a few students can impact our final percentage in a noticeable way, whereas it takes a far larger number of students in the general population to have the same impact on final percentages.

Regardless, the data show us some general trends:

- Transition rates have been on par with or ahead of general transition rates for both SD42 and the Province until the transition from grade 10 to 11 and grade 11 - 12
- Our transition rates have improved from grade 9 - 10 over recent years.

We plan to continue with the following specific strategies to improve our transition rates:

- Continue to develop our Case Management model to work directly with every student in elementary and secondary. The stronger our students are in earlier grades, the better chance they have of being successful in later grades, and the higher chance they have of completing grade 12.
- Continue with our WOW trips: a series of field trips to post secondary institutions in the Lower Mainland. The purpose of these trips is to help students develop a vision of what is possible for them to pursue. Our hope is this will help to make school more meaningful.
- Expand our students' awareness of trades and technology options offered within SD42. This is not something we have actively done in past years; however, we have several strong program options available for our students. Our trades programs are offered in conjunction with B.C.I.T. and Kwantlen Polytechnical University

Beginning October 2014 we will complete a thorough transition report to gather more data on our students, and to create a stronger picture of the reasons more students do not transition from grade 10 - 11 and from 11 - 12. Given our numbers (approx. 1200 self-identified students) we plan to review each student from this year and check on their enrolment in the next grade. If we are missing a student we will determine the reasons for this.

Our goal is to account for every student we are aware of, and to make sure we are aware of the “story” behind each student who does not transition to the next grade. This, combined with our Case Management approach, will allow us to implement specific supports for our students who do not transition to the next grade, within the best of our ability. It will also allow us to report much more accurately about how our students are doing in terms of educational progress and about how we are able to support them.

2.1. Enhance Aboriginal students' sense of belonging**2.2 Increase the knowledge of and respect for Aboriginal culture and history for all students.**

We have continued with a number of initiatives to meet these goals:

1. Our "Case Management" approach ensures we review each student's progress after each report card. Supports are reviewed based on student need and are implemented for the following term. Ab. Ed. staff strive to make contact with students on a regular basis as part of this support.
2. WOW trips promote awareness of study options at Post Secondary Institutions. During the 2012-13 and 2013-14 school years we have taken student groups to:
 - The Justice Institute
 - Emily Carr University of Art and Design
 - Simon Fraser University
 - B.C.I.T.
 - Kwantlen Polytechnic University
 - Post Secondary Study / Career Fair hosted at Maple Ridge Secondary School
 - University College of the Fraser Valley
 - Douglas College (New Westminster Branch)
 - Electronic Arts (Computer Gaming and Graphic Design)

At each school we visit, we introduce students to staff in the Aboriginal Services office so they can learn about services and programs available to support post secondary studies.

During the 2014-15 school year we plan to survey student interests and offer trips based on these. We are finding student interest in WOW trips is beginning to decline when we offer them yearly. Offering some tours every second year, as well as using student interest surveys to help us establish priority WOW trips will hopefully increase the rate of participation. We are also planning to introduce students to existing trades and technology programs in SD42. Many students are unaware of these offerings so we will put more effort into making students more aware of these options.



Post-Secondary
Career/
Study Fair at
Maple Ridge
Secondary

WOW trip
to Kwantlen
Polytechnic
University



3. Student Leadership Program

During the 2012-13 school year we participated in the Aboriginal Youth Leadership Conference at Newlands Golf and Country Club in Langley. We reflected on this conference and felt students were becoming “bored”. As well, we acknowledged we were not planning any leadership follow-up with our students. We felt we could create our own Leadership program that promoted the development of leadership skills throughout the year with both secondary and elementary students.

During the 2013-14 school year we did not attend the Aboriginal Youth Leadership Conference in Langley. Instead, we began to develop our own Leadership program. Two facilitators from the “Me to We Aboriginal Leadership” program taught 20 students for one day. They discussed various styles of leadership, discussed how different styles can work together, completed a personal leadership style inventory, and began a conversation about what our own Aboriginal Student Leadership program might look like.

We have planned to offer a series of leadership afternoons throughout the 2014-15 school year. We will begin with students in grades 10 - 12 and will continue learning about leadership skills. From here we will determine ways to include students in grades 7 - 9. Our leadership program will be developed with input from all staff, elders from Katzie First Nation and Kwantlen First Nation, representatives from the Golden Ears Metis Society, and our secondary students.



Day 1 in an exciting long-term plan to develop student leadership skills.

4. Aboriginal Achievement Awards

Each year we host our annual Aboriginal Achievement Awards, providing a chance for community and family members to gather and honor the accomplishments of many of our students. The following table shows the number of people who have participated in these events since they began in School District 42.

Year	Approx. # of students	Approx. total attendance
2007-08	97	400
2008-09	97	540
2009-10	110	600
2010-11	100	560
2011-12	103	550
2012-13	100	600
2013-14	146	450

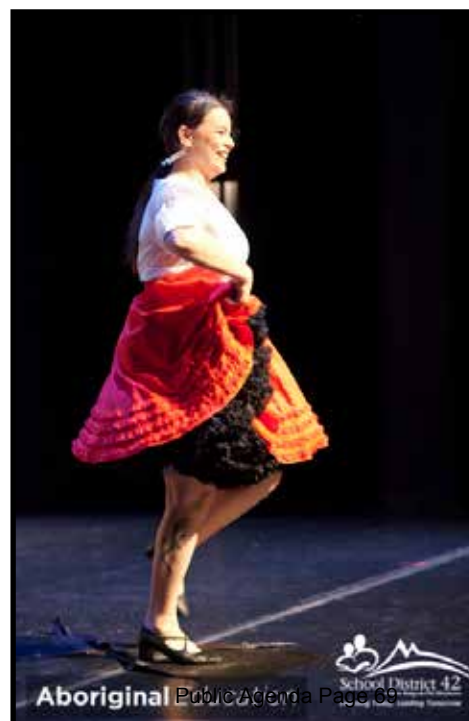
4. Aboriginal Achievement Awards continued

For the 2012-13 school year we held our annual Aboriginal Achievement Awards at Thomas Haney Secondary School, complete with a sit-down dinner. We had speakers representing Katzie and Kwantlen First Nations, the Golden Ears Metis Society, and SD 42. As well, students were honored by drummers from both Katzie and Kwantlen First Nation. This was a well attended, and well received event!

For the 2013-14 school year, we moved our awards to the Maple Ridge ACT. Instead of a sit-down dinner, we provided catered appetizers. Speakers represented Katzie and Kwantlen First Nation, the Golden Ears Metis Society, and SD 42, and drummers from Katzie and Kwantlen First Nation honored our students. Our grade 12 students made scarves to wear at this event, and our Metis grade 12's also received sashes from the Golden Ears Metis Society. We took advantage of the stage, sound system, and lighting at the ACT and provided some high quality entertainment (Pow Wow and Metis dancers). The feedback we received about the changes for this year's event was very positive and we plan to host our Achievement Awards at the ACT for the 2014-15 school year.



**The 2013 - 14
Aboriginal
Achievement
Awards at the ACT
in Maple Ridge**



5. Grade 6 IGNITE Camps

In 2012-13 we held our 6th IGNITE Camp with approximately 45 students attending from various elementary schools in SD42. During the 2013-14 school year we hosted our 7th IGNITE Camp with approximately 43 students attending. For both years we altered the format of our camps from what was previously done:

- in previous years we held our camp over 5 consecutive days which was effective; however, this took students away from their schools for too long a period of time and proved to be too tiring for our staff. As well, our staff were removed from their schools for an entire week and many students missed the connection with them. For the last two years we held our camp over two days in the Fall, one day in the Winter, and two days in the Spring. This has proven to be more enjoyable and effective for both staff and students, and is a format we will continue during the 2014-15 school year.
- When IGNITE was originally developed the focus was on technology. This was in part due to a grant provided by IBM, and in part because technology was not as readily used in schools and was still new for many students. For the last two IGNITE camps we have expanded the theme of “creating excitement in learning” to include subjects such as:
 - Inuit games
 - Metis jigging workshops
 - drumming and singing workshops
 - OWLS and their habitats
 - the Planetarium STARLAB
 - leadership games and team building
 - David Bouchard storytelling day
 - science demonstrations and “make and take” sessions
 - guided drawing sessions and storytelling
 - archery
 - Slahal workshops
 - robotics
 - building birdhouses
 - secondary school tours
 - storytelling and publishing using iPads
 - electronic circuits
 - engineering challenge activities

Feedback from our IGNITE camps has been extremely positive with students enjoying their learning and the formation of new friendships.



Students learn about Owls and Archery!



6. Cultural Mentor/Workshops Presentations

We have continued to offer a series of cultural programs to interested teachers in our schools. Many of these are offered free of charge, and some carry a nominal cost for supplies. A copy of our 2013-14 cultural brochure is included in Appendix F on page 72.

7. Large-Scale Cultural Projects

During the 2012-13 school year we finished carving several of the totem pole projects that had been started in schools. Ceremonies were held in a variety of elementary and secondary schools to honor these poles once they were raised. During the 2013-14 school year we finished carving the last pole, and the honoring ceremony for this will take place in the Fall of 2014. These projects were strong unifying projects with Aboriginal and non-Aboriginal students participating in carving. Each pole has been raised in a prominent location in the school as part of a ceremony involving students, staff, and guests from the community.

During the 2013-14 school year a variety of projects were undertaken in schools, led mainly by our Aboriginal Support Workers. Some schools completed button blankets while others completed painted murals in various locations in the school.



**Totem Pole
Ceremony at
Albion Elementary
School**



**Totem Pole
Ceremony
at Alouette
Elementary School**



**Carving Project in First
Nations 12 Class at Pitt
Meadows Secondary
School**

8. National Aboriginal Day

In addition to school-based activities the Aboriginal Education Department has participated in community-based celebrations for National Aboriginal Day. In June of 2013 and 2014 the Fraser River All Nations Aboriginal Society hosted events in conjunction with the Saturday Haney Farmers' Markets held at the Memorial Peace Park in downtown Maple Ridge. We have sponsored a booth providing activities for children such as painting and beading, and have provided information about our department to families who are not aware of our services.

Painting Station at
National Aboriginal Day



Student Mentor Carving Program at Edith
McDermott Elementary

9. Peer Mentor Programs

During the 2013-14 school year we established one peer mentorship program where students from one secondary school came to a feeder elementary school to work with students who were transitioning to grade 8 this coming year. Visits alternated, with the elementary students attending the secondary school one week and the secondary students attending the elementary school the next week. In older/younger student pairs, carving projects were completed, fitness circuits were done, and tours of the school were carried out. Our staff were very pleased with the results of this program and plan to expand it into several schools during the 2014-15 school year.

Appendices

I have included several documents for reference, as follows:

- | | |
|---------------|---|
| 1. Appendix A | Case Management Model Flow Chart |
| 2. Appendix B | Memorandum of Agreement 2006 |
| 3. Appendix C | Aboriginal Enhancement Agreement, 2010 - 2015 |
| 4. Appendix D | Aboriginal Education insert for District Achievement Contract, May 2014 |
| 5. Appendix E | Presentation to the Board of Trustees (reflection on the 2013-14 school year and directions / priorities for 2014-15) |



Appendix A

Case Management Model Flowchart

(Secondary)

School District No. 42 Maple Ridge – Pitt Meadows

Aboriginal Education

22225 Brown Avenue, Maple Ridge, B.C. V2X 8N6

Phone: (604) 466-6265 Fax: (604) 466-6265

Case Managing At Secondary

(Potential 2012 Grads)

80-88 Credits

Student

70-79 Credits

Meeting with student

- ensure requirements are met
- concern areas identified by student (ASW/SART)
 - courses
 - teachers
 - attendance
 - homework
 - home
 - etc..

Meeting with student

- ensure requirements are met
- concern areas identified by student (ASW/SART)
 - courses
 - teachers
 - attendance
 - homework
 - home
 - etc..

Meet with other parties

- involved and identified through step one..
 - teachers
 - support team
 - admin
 - family
 - peers
- Resolve concerns
- If needed generate plan

Find credit options

- online
- cross enrolment
- CE
- etc.

Explore experiences,

- both non traditional and traditional to apply credit to
 - smoke house
 - leadership conference
 - fishing
 - mentoring
 - etc.

Monitor and check regularly (**bi-monthly minimum**)

Meet with other parties

- involved and identified through step one..
 - teachers
 - support team
 - admin
 - family
 - peers
- Resolve concerns

Generate plan

Successful Graduate

2011-2012 Annual Report

Monitor and check regularly (**bi-weekly minimum**)



Appendix B

Memorandum of Agreement

(2006)

Memorandum of Agreement

Maple Ridge Education Enhancement Agreement: Framework

Between

School District No. 42 (Maple Ridge — Pitt Meadows)

and

Aboriginal Education Advisory Committee


and

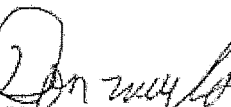
Ministry of Education

January 25, 2006

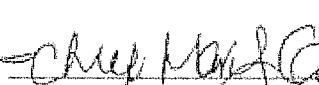
We, the undersigned, in recognition of our shared responsibility to improve the quality of education of Aboriginal students in School District No. 42 (Maple Ridge — Pitt Meadows), agree that the terms of the attached *Maple Ridge/Pitt Meadows Aboriginal Enhancement Agreement: Framework* form the basis of Aboriginal Education funding for programs and services of District No. 42 for the period of July 1, 2005 to June 30, 2010



School District #42



Chair, Board of School
Trustees, School District #42

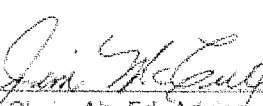

Secretary-Treasurer
School District #42


Chief, Katzie First Nation


Chief, Kwantlen First Nation


Metis/Off-Reserve Rep.


Enhancement Branch


Chair, Ab. Ed. Advisory
Committee

Maple Ridge/Pitt Meadows Aboriginal Education Enhancement Agreement

FRAMEWORK

1. Preamble

The school year 2005-2006 marks the initial year of our second 5 year agreement. The Aboriginal Education Advisory Committee includes representation from School District #42 (Maple Ridge/Pitt Meadows), Katzie and Kwantlen First Nations as well as the off-reserve First Nations Community and the Metis Community. The collective responsibility for promoting the success of all Aboriginal students attending school in School District #42 is acknowledged through this advisory committee.

2. Purpose

The purpose of this agreement is to enhance the education of Aboriginal learners in order to facilitate academic excellence at all grade levels. To this end, we will continue to:

- *promote the importance of cultural education in increasing the academic and social success of Aboriginal students;
- *meet the needs of Aboriginal learners by maintaining and expanding academic programs as necessary while providing the resources (e.g. transportation) for success.
- *continue to build relationships in our schools that are welcoming and supportive of Aboriginal children and their families.

3. Principles

The performance areas selected for enhancement are those where there is assurance that the data can be:

- *tracked with integrity;
- *tracked over time; and
- *effectively used to implement intervention.

The data for assessing the targets will be reported in the School District #42 *Annual Report on Aboriginal Students*.

4. Performance Goals

The Committee has identified improvement in numeracy and literacy from kindergarten to Grade 12 as the major goal for aboriginal learners. In the initial year, an improvement target will be set. In subsequent years, the improvement target will be based on the previous year's results.

Yearly improvement in student achievement is expected in:

***Primary Literacy**

based on the District Early Literacy Program from Kindergarten to Grade 3 levels.

***Elementary Literacy**

District Reading and Writing Evaluations for Grades 3 and 6 based on a revised format.

***Foundation Skills in Reading and Writing**

based on the FSA results from the Provincial Government for Grades 4 and 7.

***Elementary Numeracy**

based on the FSA results from the Provincial Government for Grades 4 and 7.

***Secondary Literacy**

based on the District Reading Comprehension and Writing results at the Grade 8 level.

***English and Communication Courses**

at Grades 10 and 12 based on the participation and success rates of the Provincial Examinations.

***Mathematics and Science Courses**

at Grade 10 based on the participation and success rates of the Provincial Examinations and local school results.

***Increased Graduation**

based on Dogwood completion rates.

***Increased Retention**

based on grade-to-grade transitions.

5. Stable Indicators of Performance Goals

Primary Literacy - The District Early Literacy Program (Grades Kindergarten to Grade 3) will provide additional assessment and intervention. Progress will be tracked annually. We expect 90% of the students to meet expectations.

Elementary Literacy - Our revised Grades 3 and 6 Reading/Writing Assessment Program will be reported annually. The District will strive to ensure that 90% of the students will meet expectations.

Foundation Skills in Reading, Writing and Numeracy - The District will track the proportion of students meeting grade level expectations on Foundation Skills Assessment (FSA). We will strive to maintain the high levels of achievement in Grade 4 writing and numeracy, and in Grade 7 reading and writing. District focus will be on Grade 4 reading and Grade 7 numeracy in order to have 85% of students meeting expectations.

Secondary Literacy - The District will introduce an assessment of Grade 8 students in Reading Comprehension (DART) and Writing and report results annually. Targets will be set based on the data collected in the initial year.

Participation and Success Rates - in English 10 and 12 and Communications 12. The success rate is the percentage of students enrolled on September 30 who pass the Provincial Exam. In English 10 and Communications 12, the results of the initial year will form the baseline for future enhanced targets. In English 12, the target is to increase the participation rate by 10% over the course of the agreement.

Participation and Success Rates - in Science 10 and Mathematics 10. The District will track the percentage of students enrolled on September 30th who pass the final exam and compare these results with local school marks. In the initial year, the results will form the baseline for future improvement targets.

Increased Graduation - data provided by the Ministry of Education will be used. The rate is an estimate of the percentage of first time Grade 8 students who receive a Dogwood Diploma within 6 years. District will strive to maintain the high level of success and work to increase the graduation rates by 10% by the end of the agreement.

Retention Rates - will be based on the number of students in Grade 8 and the cohort will be charted throughout the grades until that group is eligible to graduate. In the initial year, we anticipate a 4% improvement rate in most grades.



Appendix C

Aboriginal Enhancement Agreement

(2010 - 2015)



School District No. 42
Maple Ridge - Pitt Meadows



ABORIGINAL ENHANCEMENT AGREEMENT

Between

School District No. 42 (Maple Ridge - Pitt Meadows)

and

the Aboriginal Education Advisory Committee

and

the British Columbia Ministry of Education

Wednesday, March 3rd, 2010

We, the undersigned, recognize and honour our shared responsibility for the success of all Aboriginal students in School District No. 42. We agree that the terms of the attached *School District No. 42 Enhancement Agreement* signify our collective commitment to work together in a relationship of mutual respect and strength of purpose that will result in positive outcomes for all Aboriginal learners in our District.

This agreement is in effect for the period July 1, 2010 to June 30, 2015.

 Chief, Katzie First Nation

 Chief, Kwantlen First Nation

 Aboriginal Community Representative

 Metis Community Representative

 Aboriginal Student Representative

 Chair, Board of Education

 Superintendent of Schools

 Secretary-Treasurer

 Ministry of Education Representative

 Chair, Aboriginal Advisory Committee

PREAMBLE

School District No. 42 lies within the traditional territory of the Katzie First Nation and the Kwantlen First Nation. The school district serves all Aboriginal students within the communities of Maple Ridge and Pitt Meadows. School District No. 42 (Maple Ridge - Pitt Meadows) was the third district in British Columbia to sign an Enhancement Agreement between the District, the Aboriginal Education Advisory Committee and the Ministry of Education in 2000. The second agreement was signed on January 25th, 2006 to be in effect from July 1st, 2005 to June 30th, 2010. The 2010 school year will mark the beginning of the third Enhancement Agreement.

This agreement is the result of ongoing engagement by members of the Aboriginal community and School District No. 42 since the second year of the second Enhancement Agreement via regular advisory meetings, band meetings, staff meetings, and district meetings along with extensive personal and electronic communication. Over this period of time the Aboriginal student population in District No. 42 has increased each year as has representation on the Aboriginal Advisory Committee to include Aboriginal students, more Aboriginal parents, and Aboriginal community agencies and networks.

PURPOSE

The purposes of this agreement are to:

- ¾ facilitate excellence and the success of all Aboriginal learners at all grade levels.
- ¾ promote the importance of cultural education in order to increase the academic and social success of Aboriginal students.
- ¾ meet the needs of Aboriginal learners by maintaining and expanding meaningful academic, trades and cultural programs where possible while providing the resources for success.
- ¾ continue to build relationships in our schools that are welcoming and supportive of Aboriginal children, their families and the Aboriginal community.

PRINCIPLES

The partners to this agreement will:

- ¾ support students who are of First Nations, Metis Nation and Inuit ancestry.
- ¾ cultivate a learning community where Aboriginal students experience safety, respect and a positive sense of belonging.
- ¾ utilize the goals, and the objectives identified specific to each goal, to provide the direction needed to improve the success of Aboriginal students.
- ¾ engage in collaborative decision making involving matters that involve Aboriginal education in the School District
- ¾ increase the knowledge of and respect for Aboriginal culture, language and history among all students, SD. No. 42 staff and the Maple Ridge – Pitt Meadows community.
- ¾ continue to review the targets and initiatives of the Aboriginal Enhancement Agreement to ensure it is a living, evolving guide for Aboriginal student success.

ABORIGINAL EDUCATION ADVISORY COMMITTEE MEMBERS

Katzie First Nation
Aboriginal Community Parents/Guardians
Aboriginal Students
Aboriginal MCFD Circle 3
Aboriginal Education, Dist. No. 42

Kwantlen First Nation
Metis Community Parents/Guardians
Anishnaabe Place
Board of Education, District No. 42
Administration, District No. 42

ABORIGINAL EDUCATION ADVISORY COMMITTEE TERMS OF REFERENCE

The Aboriginal Education Advisory Committee includes representation from School District #42 (Maple Ridge/Pitt Meadows), Katzie and Kwantlen First Nations as well as the off-reserve First Nations Community and the Metis Community. The collective responsibility for promoting the success of all Aboriginal students attending school in School District #42 is acknowledged through this advisory committee. The Aboriginal Education Advisory Committee will meet three (3) times each school year: in the fall (October), winter (February) and spring (May). Additional meetings between members of the advisory committee may be arranged throughout the year for discussion, consultation and to address issues as they arise. The mandate of the Aboriginal Education Advisory Committee is:

- ¾ to provide a forum for an open, honest exchange of information and perspectives.
- ¾ to make recommendations which will assist the School District in better meeting the needs of Aboriginal learners.
- ¾ to counsel the School District in matters pertaining to Aboriginal culture.
- ¾ to serve as resource people within the committees and among the district personnel they represent.
- ¾ to review and recommend revision to the targets and performance indicators of the Enhancement Agreement on an annual basis.

GOALS AND OBJECTIVES

<i>GOAL 1:</i>	<i>TO IMPROVE ABORIGINAL STUDENTS' SUCCESS IN SCHOOL DISTRICT NO. 42</i>
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- Objective 1.1: Literacy: Improve reading and writing skills at all grade levels.
- Objective 1.2: Numeracy: Improve numeracy skills at all grade levels.
- Objective 1.3: Increase Grade to Grade Transition Rates.
- Objective 1.4: Increase Graduation and Successful School Completion Rates.

<i>GOAL 2:</i>	<i>TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING IN SCHOOL DISTRICT NO. 42</i>
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- Objective 2.1: Enhance Aboriginal students' sense of belonging.
- Objective 2.2: Increase the knowledge of and respect for aboriginal culture and history for all students.

EVIDENCE AND TARGETS FOR SUCCESS

- ¾ The evidence used will be where there is confidence that the information/data can be tracked with integrity, tracked over time and used to effectively implement appropriate interventions.
- ¾ The targets for Aboriginal students will be consistent with the targets for all students in School District No. 42.
- ¾ The Aboriginal Enhancement Agreement Goals will be considered in all School District No. 42 educational planning processes.

GOAL 1:	<i>TO IMPROVE ABORIGINAL STUDENTS' SUCCESS IN SCHOOL DISTRICT NO. 42</i>
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Objective	Evidence	Target
1.1: Literacy: Improve reading and writing skills at all levels	Grade 1 to 3 Literacy District Assessment(s) Grade 4 to 7 Literacy District Assessment(s) Grade 8 to 12 Literacy District Assessment(s)	S.D. No. 42 Target and improve 2% per year
1.2: Numeracy: Improve numeracy skills at all levels.	Grade 1 to 3 Numeracy District Assessment(s) Grade 4 to 7 Numeracy District Assessment(s) Grade 8 to 12 Numeracy District Assessment(s)	S.D. No. 42 Target and improve 2% per year
1.3: Increase Grade to Grade Transition Rates.	Grade-to-grade transition rates	S.D. No. 42 Target and improve 2% per year
1.4: Increase Graduation and/or Successful School Completion Rates.	Dogwood Adult Dogwood School Completion Certificate Graduation Equivalency Diploma Trades program completion Pre-apprentice completion	S.D. No. 42 Target and improve 2% per year

GOAL 2:	<i>TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING IN SCHOOL DISTRICT NO. 42</i>
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Objective	Evidence	Target
2.1: Enhance Aboriginal students' sense of belonging.	Attendance at school Transition rates (Objective 1.3) Graduation rates (Objective 1.4)	S.D. No. 42 Target and improve 2% per year
	Satisfaction survey results	TBA
2.2: Increase the knowledge of and respect for Aboriginal culture and history for all students.	Enrolment in English First Peoples' 10, 11 and 12	Improve 2%/year
	Enrolment in First Nations 12	Improve 2%/year
	Aboriginal and Non-Aboriginal student participation in cultural events	Improve 2%/year
	Aboriginal cultural presentations in schools	Improve 2%/year

Note: The target of a 2% improvement each year is intended to mean a 2% improvement over the previous year regardless of whether the previous year had an improvement of greater or less than 2%.

Appendix A

Initiatives to Support Goal Number One of the Enhancement Agreement

GOAL 1: TO IMPROVE ABORIGINAL STUDENTS' SUCCESS IN SCHOOL DISTRICT NO. 42		
Objective	Grade(s)	Initiative
1.1 - Literacy Improve reading and writing at all grade levels.	K - 2	ART direct early literacy intervention
	K - 7	ART with ASW coordinated support ASW individual and small group support
	4 - 5	'My Story' program
	4 & 7	Xa:ytem field trips - sharing Aboriginal culture
	6	Aboriginal IGNITE Academy
	8 - 12	ASW individual and small group support
	K - 12	Monitor attendance and academic performance
	K - 12	ART and ASW collaboration with teachers, librarians and support staff
1.2 - Numeracy: Improve numeracy skills at all grade levels.	K - 2	ART direct early intervention
	K - 7	ART with ASW coordinated support ASW individual and small group support
	8 - 12	ASW individual and small group support
	K - 12	ART and ASW collaboration with teachers, librarians and support staff
	K - 12	Monitor attendance and academic performance
1.3 - Increase Grade to Grade Transition Rates.	K - 7	ART with ASW coordinated support ASW individual and small group support
	8 - 12	ASW individual and small group support
	6 - 12	SASW support through KKIS
	K - 12	AYW support
	7	Grade 7 Transition recognition – Eagle feather
	10 - 12	Aboriginal Career Fair
	K - 12	Peer mentoring
	K - 12	Monitor attendance and academic performance
1.4 - Increase Graduation and Successful School Completion Rates	K - 12	ART with ASW coordinated support ASW individual and small group support
	6 - 12	SASW support through KKIS
	K - 12	AYW support
	10 - 12	Aboriginal Career Fair
	8 - 12	Annual Aboriginal Achievement Awards
	K - 12	Peer mentoring
	K - 12	Monitor attendance and academic performance

Appendix B

Initiatives to Support Goal Number Two of the Enhancement Agreement

GOAL 2: TO IMPROVE ABORIGINAL STUDENTS' SENSE OF BELONGING IN SCHOOL DISTRICT NO. 42

Objective	Grade(s)	Initiative
2.1 - Enhance Aboriginal students' sense of belonging.	K - 12	ART, ASW, ACW, AYW, SASW support and communication with aboriginal families
	K - 12	ASW cultural activities and workshops
	K - 12	Fall, Winter and Spring newsletters
	K - 12	Annual District Community Carving Project
	4 - 5	'My Story' program
	4 & 7	Xa:ytem field trips - sharing Aboriginal culture
	4 - 12	ACW after school Aboriginal Art workshops
	K - 12	ACW cultural workshops, presentations and special projects
	6	Aboriginal IGNITE Academy
	7	Aboriginal Future Leaders Workshop
	7	Grade 7 Transition recognition – Eagle feather
	8 - 12	Aboriginal Youth Leadership Conference
	K - 12	Peer mentoring
	8 - 12	Annual Aboriginal Achievement Awards
2.2 - Increase the knowledge of and respect for aboriginal culture and history for all students.	K - 12	ART, ASW, ACW, AYW, SASW contact and communication with aboriginal and non-aboriginal families and school district staff
	K - 12	ASW cultural activities and workshops i.e. bannock making, weaving, carving, etc.
	K - 12	Annual District Community Carving Project
	4 - 5	'My Story' program
	4 & 7	Xa:ytem field trips - sharing Aboriginal culture
	4 - 12	ACW after school Aboriginal Art workshops
	K - 12	ACW cultural workshops, presentations and special projects
	7	Aboriginal Future Leaders Workshop
	8 - 12	Aboriginal Youth Leadership Conference

Legend:

ART: Aboriginal Resource Teacher
 ASW: Aboriginal Support Worker
 ACW: Aboriginal Cultural Worker
 AYW: Aboriginal Youth Worker
 SASW: Sr. Aboriginal Support Worker
 KKIS: Keeping Kids in School

Appendix D

**Aboriginal Education Section for
District Achievement Contract**

(May 2014)

Supporting Student Learning Grades K – 12

Aboriginal Student Learning Improvement



Aboriginal Student Learning Improvement

What areas of focus this year?

- Attendance reviews
- Increase graduation rates
- Improve grade-to-grade transitions
- Improve K/1 at-risk students
- Goals in our 5 year Education Enhancement Agreement

Aboriginal Student Learning Improvement

What areas of focus this year? (Continued)

Enhancement Agreement Goals:

- Improve literacy for all grades (reading and writing)
- Improve numeracy for all grades
- Increase sense of belonging
- Increase grade to grade transition
- Increase graduation rates
- Increase understanding and appreciation of Aboriginal culture for all students

What have we done this year to support our goals?

- Continued to support the goals in 3rd Aboriginal Enhancement Agreement.
- Continued to improving students' sense of belonging by increasing awareness of Aboriginal history and culture.
 - Elementary Aboriginal Resource Teachers modeled lessons for classroom teachers
 - District Elementary Bookfest (gr. 5 – 7) included Aboriginal titles and a visit by an Aboriginal author.
 - Family gatherings held in some schools
 - Some schools completed large scale cultural projects

What have we done this year to support our goals? (continued)

- Continued to promote “case management model” at secondary level
 - Aboriginal Resource Teachers monitor individual student progress
 - Work with ASW’s, School Based teams, etc. to implement support plans
 - Individualized planning based on need
- Introduced Case Management model at elementary level.
- Continued work on developing a community network of cultural presenters.
- Worked with Alternate Education Dept. to deliver Outreach Education programs

What have we done this year to support our goals? (continued)

- Continued to take students to visit post secondary institutions to develop a stronger vision of post-secondary education (e.g. Douglas College, UCFV, S.F.U, Emily Carr). These have been called WOW trips.
- Continued with our IGNITE Camp to connect Aboriginal grade 6 students with a variety of subject areas and leadership opportunities.
- Continued to work with other school district services to develop coordinated, streamlined efficient use of resources.
- Delivered a dedicated PALS program for Katzie Band.

What have we done this year to support our goals? (continued)

- Aboriginal cultural worker delivered a variety of cultural activities to schools
- Invited families and community to attend the 7th annual Aboriginal achievement awards where secondary students are recognized for their accomplishments.
- Established an Aboriginal Leadership program at Secondary Level. Completed 1 day of training.
- Began conversations for our next Enhancement Agreement in June 2015. Held “outreach” Advisory meetings in the community with parents and students (e.g. Katzie, Kwantlen, GEMS, schools)



Gr. 6 IGNITE team building



PALS at Katzie Band Office



Making Bannock at Westview
Secondary School



Our First Aboriginal Student Leadership Day



First Nations 12 Student Artwork



Secondary/Elementary Mentorship



Environmental School Cultural Presentation

What data did we use to monitor the impact of our actions?

- Aboriginal self identification
- Staff feedback about our Case Management approach to supporting students (Secondary)
- Student and staff feedback gathered from participants in WOW and Ignite programs
- Six year completion data (in-house tracking)
- Percentage of Aboriginal students eligible to graduate compared to general student population.
- Staff feedback on various cultural activities conducted in schools and classrooms

What did we learn?

- Aboriginal self-identification continued to increase

Year	Aboriginal Population
2006 – 2007 (Sept.)	935
2007 – 2008 (Sept.)	955
2008 – 2009 (Sept.)	988
2009 – 2010 (Sept.)	1015
2010 – 2011 (Sept.)	1009
2010 – 2011 (Feb.)	1050
2011 – 2012 (Feb.)	1090
2012 – 2013 (Feb.)	1139
2013 – 2014 (Feb)	1175

What did we learn? (continued)

SD 42 Six Year Completion Rate (%)

Year	Resident Students	Aboriginal Students
2005/06	78	61
2006/07	81	63
2007/08	82	64
2008/09	84	59
2009/10	84	63
2010/11	89	62
2011/12	85	67
2012-13	92	74

What did we learn? (continued)

- Aboriginal students have the same success rate as all students once they reach grade 12.

SD 42 % Eligible to Graduate

Year	All Students	Aboriginal Students
2005/06	94	91
2006/07	93	95
2007/08	95	92
2008/09	94	93
2009/10	96	94
2010/11	93	94
2011/12	94	91
2012/13	96	90

What did we learn? (continued)

- Grad rates have remained fairly constant. We are getting this information earlier now through our own tracking in June.
- Grade 11 and 12 students were somewhat engaged in WOW trips. Specialty schools such as Emily Carr and Entertainment Arts (computer gaming and animation) showed strong interest. We toured S.D. 42 trades and technical programs and will plan to introduce interested students to these programs next year.
- Some staff frustration with current staffing model. Prolonged staff absence uncovered “holes” in our service model. Led to frustration as details were lost, and teamwork was not as strong. Some schools did not receive consistent service.

What did we learn? (continued)

- Our 6 year completion rate continued to increase from 67% in 2011/12 to 74% in 2012/13.
- Case management structure at secondary continued to allow for a close relationship with students and provided a more accurate understanding of what support students required to be successful. This model allowed us to respond early to student needs and to do more to ensure success. It also allowed us to maintain strong working relationships with school administration, teachers, and support teams.

What did we learn? (continued)

- Attendance “flags” were, in general, explained by reasonable causes. In all cases school teams were aware of situations and were working with families to improve the situation. The Aboriginal Education assisted when requested by schools.
- Approx. 600 people attended the Aboriginal Achievement Awards. We tried a new venue and format, and were at capacity attendance
- Schools are not all aware of how our department is supposed to work with existing school support teams.
- Ab. Ed. staff have differing views of how our Department should be supporting students

What are we going to do next based on what we have learned?

- Continue to review attendance data, and to communicate any “flags” to our staff and school administration to make sure all situations are addressed, or accounted for.
- Continue to work on ways to connect families and students to schools.
- Increase collaboration between Aboriginal Education, Alternate Education, and Support Services (eg. We will work with teachers in the ELL department, who will assess some students and provide some program supports to Ab. Ed. and school support staff.
- Continue to develop our WOW program for gr. 11–12 students. We will focus on completing student interest surveys, and to increase awareness of our own trades programs for interested students

What are we going to do next based on what we have learned? (continued)

- One person will continue to coordinate the delivery of cultural programs (Aboriginal Cultural Worker). We will work to establish a more consistent balance for Ab. Ed. Staff between cultural activities and Academic/emotional supports for students.
- Re-establish a community based Cultural Advisory Committee (focus was lost this year as a result of two elections for Katzie Band Council)
 - Identify community resource people
 - Pursue grants to fund resource people
 - Promote a more balance representation of culture from First Nations, Metis, and Inuit cultures

What are we going to do next based on what we have learned? (continued)

- Work with early learning helping teachers, school teams and other itinerant staff to develop strategic interventions based on a comprehensive review of the Kindergarten and Grade 1 “at risk” data. For a variety of reasons we did not pursue this goal during the 2013–14 school year. We will include this in our student planning in September, to be completed in collaboration with existing school support staff.
- Identify a consistent set of data to review at the elementary level
 - Behavior concerns, emotional concerns
 - Attendance data
 - Report card scales for literacy and numeracy

What are we going to do next based on what we have learned? (continued)

- Continue to develop the Case Management model for support by expanding this to elementary schools
- October: We will complete our first analysis of student transitions by tracking each individual student from 2013–14.
- Create presentations for school administrators, support teachers, school staff, and Trustees to explain the purpose of the Aboriginal Education Department
 - Enhanced services, aligned with Enhancement Agreement, yet aligned with District priorities
 - Integrate with existing school based supports

What are we going to do next based on what we have learned? (continued)

- Continue to explore alternate models for Advisory Committee meetings (community based, smaller meetings)
- Complete and sign our 4th Enhancement Agreement.
- Continue to develop and use Satisfaction surveys
 - Teachers and students for classroom cultural programs
 - Gr. 11 and 12 WOW trips
 - Gr. 6 IGNITE programs
 - Aboriginal Leadership program
 - Parent survey

What are we going to do next based on what we have learned? (continued)

- Continue to deliver our Aboriginal PALS programs in the community. Next year we will continue with one program at the Katzie Band Office and will offer one program in Central Maple Ridge.
- Continue to develop communication with parents and student through monthly newsletters and the development of Facebook and Twitter sites.
- Continue to work on strengthening relationships with Katzie First Nation, Kwantlen First Nation, and the Golden Ears Metis Society. We have developed stronger ties this year that have led to some positive collaborative discussion (e.g. Trades training survey for Katzie adults and secondary students).



Appendix E

Presentation to Board of Trustees

**Reflections on 2013-14 school year and
directions/priorities for
2014-15 school year.**

(May 2014)

Presentation to the Board of Trustees May 28th, 2014

Challenges this year

Absence - Holes in service

Staff changes

- loss of continuity in schools with teachers
- “ Domino” job postings with ASW’s.....not familiar with students or routines

District budget – bumping.....stress

Too much.....**too tired**.....sometimes little details were missed

Scholarship portfolio – a large and time consuming process for Carmen to re-organize.

Primary literacy / At-risk students. Did not pursue this.

Did try to follow up. Feedback from schools indicated a lot of students were doing better this year.

- Structures already organized in schools
- Too much pullout happening etc.
- Staff changes, or absence
- Lacking expertise

Need to establish our balance: Aligned but enhanced service. A challenge

- Different schools have different opinions of Ab Ed
- Different schools have different levels of inclusion with Ab Ed staff
- Different staff have different skills to offer
- Different staff have different vision re: our reason for existing and the balance between academic and cultural; going to classrooms vs having students come to Ab. Ed. Room, etc.

Some Highlites

Connection with Katzie Chief and Council

Trades tour, follow up meeting with Chief and Council, follow up survey

Environmental school tour

Two council members came to Spring Advisory

Leadership for 21 secondary students – the start of a new vision

Enhancement Agreement discussions

- branched into community as our Advisory meetings are not well attended
 - Katzie, Kwantlen, GEMS, schools

New AWARDS format at ACT

Case management model became more established at Secondary

- Introduced in Elementary
 - Will expand next year

Start of new data collection for Graduation and Transition. Will be very useful once established.

Talking Stick – Was 3 times per year. Now 8 – 9 times per year.

Email Listserve for families about updates, reminders, field trips, etc..

IGNITE was great!

- very fun and strong learning
- promoted new friendships
- David Bouchard Family Night

Spoken Word (Slam Poetry)

- Bonus project
- Art Starts Grant
- Elementary and Secondary students
- A very different experience.

More frequent and smaller staff meetings promoted some good reflection and discussion

- We are aware of our challenges and are trying some new things to become stronger

Enhancement Agreement Current Goals:

- a. Improve reading skills in all grades
 - b. Improve writing skills in all grades
 - c. Improve numeracy in all grades
 - d. Increase grade to grade transition rates
 - e. Increase graduation rates
 - f. Enhance sense of belonging
 - g. Increase knowledge of, and respect for, Aboriginal culture and history (all students)
- Strong data sets are not used on a consistent basis
 - All over the map with approaches and strategies
 - Not a bad thing as we allow individual creativity and strengths to shine through

- Not necessarily the best thing as we become too fragmented, and some of our directions become more
- *Where is the “sweet spot” in terms of balance?*

Possibilities for Next Enhancement Agreement

1. Increased sense of belonging (for students and families)

Grade to grade transitions to help us measure this.

- *Mentorship programs (elementary to secondary)*
- *Guest speakers from different professions for students*
- *WOW trips – based on student interest survey. **SD 42 programs***
- *IGNITE Camps- continue with current program*
- *Leadership program*
- *Enrichment program for students who are doing well. Most supports go to assist students with challenges. We need to connect with all students*
- *Family events (Fall and Spring)*

2. Increase grad rate and promote quality completion

Graduation is not the end goal. It is simply a step in a larger journey we prepare students to take.

Successful graduation begins in Kindergarten

- *Increase Grad rate*
- *Sense of personal vision after secondary school, and confidence to pursue it.*
 - i. *– Trades and technology*
 - ii. *– Post Secondary academic*
 - iii. *– Work / travel*
- *Connection to cultural identity*
- *Resiliency and problem solving skills*
- ***Includes objectives in literacy, numeracy, and general academics.***
 - ***Primary literacy***
- *Exposure to school district 42 trades programs*

3. Promote cultural identity and understanding

- *Students need to see something of themselves through exposure to culture*
- *Connect with their culture. Develop personal identity.*
- *Understand different cultures (all students)*
- *Develop a sense of pride in and understanding of one's own culture.*

- *Stronger balance of cultural activities (First Nations, Metis, Inuit)*

Yearly Growth Plans Based on Enhancement Agreement Goals

- Many districts have similar goals to ours in their Enhancement Agreement
- We have, and are proposing to continue with, comprehensive goals.
- not wise to drop current goals and pursue new (different) ones unless we see strong needs that are very different from those already identified.
- Instead, continue with these goals and refine them based on student progress (June and September) and emerging needs. Change our yearly objectives.
- Current Enhancement Agreement lists several strategies for each grade. We will propose taking these out of the new agreement and will substitute updated growth plan objectives each year.

Main Departmental Objectives Next Year (2014-15)

Back to basics (day-to-day supports for students).

Student by student assessment and support

1. Refine the District Scholarship process (not an Ab. Ed. Responsibility per se; however, this is currently part of the Aboriginal Education portfolio)
 - a. Alignment of awards booklet, district processes, and communication
 - b. Create stronger timelines and procedures for a smoother transition next time.
 - c. Refine the process and document it for smoother transition to new people
2. Expand and Improve our case management into Elementary on a more formal level
 - a. Review Secondary AND Elementary after term 1 and 2 report cards
 - b. Review how the Ab. Ed. Staff work with School-based support staff to meet student needs, including primary literacy / at risk measures.
3. Complete our first formal report on grade-to-grade transition
 - a. List of 2014-15 students in each grade
 - b. Compare with list of 2013-14
 - c. Story for each student who is no longer with us and identify areas of concern.
4. Sign our 4th Enhancement Agreement
 - a. Process for input has taken place this year and will continue
 - b. Goals have been refined based on feedback from staff and parents

5. Improve communication
 - a. Talking Stick in place. Increase readership
 - b. Facebook and Twitter to be developed
 - c. Change Advisory Meeting process – satellite meetings?
 - d. Continue to reach out to Katzie and Kwantlen F.N. and G.E.M.S.
6. Continue with our AWARDS ceremony
7. Continue with special programs
 - a. Grade 6 IGNITE to continue
 - b. Grade 7 IGNITE day to change – more culturally relevant
 - c. Change WOW programs
 - i. Student surveys to determine special interests
 - ii. Career or post-secondary fair attendance?
 - iii. Continue with Emily Carr and Justice Institute?
 - iv. Promote School District 42 Trades and Technical programs
 - d. Develop student leadership program
 - i. Include cultural teachings, leadership skills, inquiry project?
8. More consistency with our roles
 - a. Culture vs. academics/emotional supports
 - b. More consistent roles among teachers and ASW's
9. Increase Department profile in SD 42
 - a. Present to principals, Trustees, Sr. Team, Support teachers, and possibly school staff
 - i. Who we are
 - ii. What we do
 - iii. Aligned yet enhanced service
 - iv. How we hope to work with school teams
 - v. Our funding and the way our budget works



Appendix F

Aboriginal Education Cultural Workshops

2014-15

Aboriginal Education Workshops

Oct. – Dec. 2013

Kindergarten and Grade 1

Spoons - Students will listen to the Métis story Call of the Fiddle, learn some basic spoon playing technique from Les Boucheron and practice along to traditional fiddle music. (No charge; 1 hour)

Northwest Coast Animals – The presenter will share a story with the students and talk about the significance of animals to Aboriginal people in our area including a comparison of animals in their natural state and in Northwest Coast art form and complete a stamping activity. (No charge, 1 hour)

Grades 2 and 3

Cedar – The presenter will read a story about cedar and talk about the importance and uses of this important resource as well as share some samples of items that cedar can be used for. Students will then learn a basic weaving technique that is used in weaving cedar baskets. (No charge, 1 hour)

River of Salmon – Students will hear a story about the life cycle of the salmon and learn of the importance of salmon to Aboriginal people. They will then paint or colour their own salmon. If there is time the presenter will also share a traditional story about salmon. (Paper – no charge, 1 hour. Wood - \$20.00, 1 1/2 hours)

Cranberries: – After hearing the story Nanabosho and the Cranberries students will discuss plant foods that are native to the area and participate in a cranberry planting activity. (\$20.00, 1 to 1 1/2 hours) **This activity will only be done in the spring semester.**

Grades 4 and 5

Trading Game - This activity will help students to understand the economic system of the Aboriginal people who lived along the Fraser River. Dependent on one another, they traded to meet their basic needs. Also covered will be different types of canoes and the locations of fishing villages. (No charge, 1 to 1 1/2 hours)

Regalia: Through story, video clips and pictures students will learn the meaning of the term regalia and its importance to Aboriginal peoples. The making of a mini button blanket doll rounds out this activity. (\$20.00, 2 hours)

Aboriginal Education Workshops

Oct. – Dec. 2013

Baked Bannock – Students will learn the history of bannock. They will then prepare and bake their own bannock. Use of a kitchen and stove(s) is required for this presentation. A couple of additional adults would be appreciated. **Please confirm if there are any food allergies or sensitivities in your classroom. Eggs are an ingredient in this recipe.** (\$20 per class – 3 hours – morning session only)

Grades 6 and 7

Salish Weaving - Students will learn the history of Salish weaving, watch a short video on the dying process and using a basic twining technique create their own small weaving. (\$20.00, 1 whole day or 2 half-day sessions)

Fabric Art – Utilizing a variety of Aboriginal themed die cut designs and acrylic paint students will create a personalized bag. (\$30.00, 2 hours)

Residential Schools

For intermediate and high school teachers we are happy to recommend reading and resources for your students.

For primary and lower intermediate I am able to come in and share an age appropriate story with your students.

At any level I am also available to come in and work on a reconciliation project with your students. There is no cost. The activity would take an hour to an hour and a half.



Aboriginal Education
Cultural Workshops 2013/14
with Kathleen Williamson

TO BOOK PLEASE CONTACT KATHLEEN AT:
kwilliamson@sd42.ca or
Telephone 604-463-9257

(Please use individual request forms for each workshop)
Not available Thursday afternoons & Fridays

Attachment B

September 4, 2014

Ref: 176152

Ron Lanzarotta
Principal of Aboriginal Education
School District No. 42 (Maple Ridge-Pitt Meadows)
Email: Ron_Lanzarotta@sd42.ca

Dear Ron:

Thank you for submitting the *School District 42 Aboriginal Education Department Annual Report 2012-13*, which also includes 2013-14. The Report is thorough and has many areas of celebration. I appreciate the context you established regarding your Department changes and the continued commitment to improving Aboriginal education within the District. The background information on student demographics, staffing and the Advisory Committee is appreciated. In particular, the background of the Katzie and Kwantlen First Nations allow the Annual Report to not only communicate about Aboriginal student learning, but to teach readers about the traditional territory and the peoples who reside there.

I appreciate your proviso regarding the participation rates of the FSA and the validity of the data due to the low percentages of students taking part in the FSA. I look forward to seeing the District rubric data and other District assessments that are readily available to inform you on the Enhancement Agreement (EA) progress. It is encouraging to see the high pass rates for students in government exams and I wonder if you have looked at the percentage of students actually receiving a final mark. The completion rate data and analysis is very informative and it's noteworthy that your findings coincide with a change in services to secondary students. The description of the case management model is important for the partners locally, but also provincially as it shares good practice with districts working on the same goal areas. It may be helpful to include parents and students themselves in the case management program. As you know, parental support and student awareness of progress increase student success as well.

The outreach programs for students to create a future story are so inspiring and important in seeing themselves beyond the K-12 system. I am sure that these programs, along with your cultural support, enhance Aboriginal students' learning experiences in the District and lead to positive academic results. I look forward to reading more about the Aboriginal leadership program and its evolution.

.../2

As you are aware, annual reports are not just a communication tool for your Enhancement Agreement, but also can act as a catalyst for conversations about Aboriginal student success. I recognize that you are currently working on creating your fourth EA and our Enhancement Agreement team looks forward to keeping in contact with you throughout the final stages of its creation.

Sincerely,



Ted Cadwallader
Acting Director/Field Director
Aboriginal Education, Learning Division
Email: Ted.Cadwallader@gov.bc.ca

pc: Laurie Meston
Acting Superintendent of Schools
School District No. 42 (Maple Ridge-Pitt Meadows)
Email: laurie_meston@sd42.ca

Colleen Hannah
Enhancement Agreements Coordinator
Aboriginal Education, Learning Division
Ministry of Education
Email: Colleen.Hannah@gov.bc.ca



ITEM 6

To: Board of Education

From: Board Policy Development Committee

Re: **BOARD POLICY DEVELOPMENT COMMITTEE
WORK PLAN 2014-2015**

Date: September 24, 2014
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

On December 8, 2010, the Board adopted a Board Policy Development policy and associated procedures that guide the policy development and review work of the Board.

From 2011 to present, at the recommendation of the Board Policy Development Committee, the Board:

- adopted forty-five policies and a bylaw
- rescinded thirty-nine policies and three bylaws

The policies, procedures and bylaws adopted by the Board are summarized in the table below.

Policies and Bylaws Adopted from 2011 to 2014		
1	2301	Role of the Board
2	2302	Board Delegation of Authority
3	2320	Board Committees and Trustee Representation
4	2400	Board Meeting Proceedings
5	2500	Board Policy Development <i>2500.1 - Board Policy Development (Procedure)</i>
6	2915	Trustee Elections – Chairperson and Vice-Chairperson <i>2915.1 - Trustee Elections – Elections/Roles/Responsibilities (Procedure)</i>
7	2918	Vice-Chairperson – Elections/Roles/Responsibilities
8	2919	Trustees Code of Conduct
9	2920	Trustees’ Remuneration <i>2920.1 - Trustees’ Remuneration (Procedure)</i>
10	2925	Trustee Provision of Resources <i>2925.1 - Trustee – General Expense Information (Procedure)</i>
11	3201	Role of the Superintendent of Schools
12	3202	Role of the Secretary Treasurer
13	4203	Operating Budget
14	4410	Travel Expenses
15	4415	District Funded Attendance at Functions
16	4435	Scholarships, Bursaries and Student Awards <i>4435.1 - Scholarships, Bursaries and Student Awards (Procedure)</i>
17	5310	Disposal of Equipment
18	5400	Student Transportation <i>5400.1 - Student Transportation (Procedure)</i> <i>5400.2 - Transportation Registration and Fees (Procedure)</i>
19	5401	Use of Board-Owned Buses/15 Passenger Vans <i>5401.1 - Use of Board-Owned Buses/15 Passenger Vans (Procedure)</i>
20	5575	Nutrition

Policies and Bylaws Adopted from 2011 to 2014 (Continued)

21	5700.1	Access to and Management of Public Information to the Board
22	5700.2	Collection, Protection of and Access to Personal Information of Board Employees
23	5700.3	Management of Information of Board Employees
24	5700.4	Collection, Protection of and Access to Personal Information of Private Individuals
25	5700.5	Management of Personal Information of Private Individuals
26	5701	Records and Information Management – General <i>5701.1 - Records and Information Management (Procedure)</i>
27	5780	Information Technology and Communication Systems: Appropriate Use <i>5780.1 - Social Media Guidelines (Procedure)</i>
28	5905	Alcohol – Consumption, Possession and Storage
29	6600	Naming of School Facilities
30	6801	Disposal of Land or Improvements
31	7110	Whistler Blower Protection <i>7110.1 - Whistler Blower Protection (Procedure)</i>
32	7201	Recruitment and Selection of Personnel <i>7201.1 - Recruitment and Selection of Senior Tam Positions, Principals, Vice-Principals, and Excluded Staff</i> <i>7201.2 - Recruitment and Selection of the Superintendent of Schools</i>
33	7210	Workplace Discrimination or Bullying and Harassment <i>7210.1 - Workplace Discrimination or Bullying and Harassment Reporting (Procedure)</i> <i>7210.2 - Workplace Discrimination or Bullying and Harassment Investigation (Procedure)</i>
34	7213	Conflicts of Interest – District Staff
35	7220	Dangerous Weapons
36	9410	Safe, Caring and Healthy Schools
37	9415	Inclusive Schools
38	9420	Dangerous Weapons in the Schools
39	9510	Flags – Canada and British Columbia
40	9610	Health Care Needs
41	9925	Non-District Sponsored Activities including Students
42	10400	Community and Commercial Use of School Facilities and Grounds <i>10400.1 - Rental Fees Procedure</i>
43	10510	Board Correspondence
44	10540	Financial or in-Kind Donations
45	10820	Political Activities
46		Trustee Elections Bylaw 1-2013/14

As new policies, bylaws or procedures were adopted the following policies and bylaws were rescinded by the Board.

Policies and Bylaws Rescinded in 2011-2014

1	BHD	Board Member Compensation and Expenses
2	CFA	School Building Administration Positions of Special Responsibility
3	CFCD	Threats
4	CGB	Community Education Administration
5	DBL	Trust Funds
6	DIEA	Audit – School Accounts - DIEA
7	DLCA	Executive Staff Remuneration and Expenses
8	DNA	Disposal of Land

Policies and Bylaws Rescinded in 2011-2014

9	ECAB	General Property Damage and Vandalism
10	EG	Office Services Management
11	EGB	Clerical Services for Schools
12	EHA	Quickmail/Data Systems – Privacy and Access
13	EHB	Internet and/or District Wide Area Network Use by Employees of the Board
14	EIB	Physical Security of Computing Devices
15	IIAD	Student use of Internet/Computer Facilities
16	JFCAA	Student Use of Cellular Phones or Paging Devices in Schools
17	FB	Facilities Utilization
18	FL	Energy Management Conservation
19	GBEA	Threats
20	GBEC	Employee First Aid (See also Policy JHCB)
21	GDP	Recognition of Retirees
22	IGAH	Family Life Education
23	IGAHA	Alternative Delivery Option for Personal Planning K-7 and Career & Personal Planning 8-12
24	IGCF	Correspondence and Distance Learning Program
25	IHB	Class Space and Facility Limitations
26	INDC	Official School Opening
27	JECB	Admission of Non-Resident Students
28	JF	Appeal Process
29	JFCK	Intimidation, Harassment, Bullying and Violence in Schools
30	JFD	Adult Students Enrolling in Local High Schools
31	JHCB	Student First Aid
32	KGB	Public Conduct on School Property
33	KMI	Relations with Political Organizations
34		Learning Resources (Approved – June 14/06)
35		Proposing a Local School Calendar (Approved – June 14/06)
36		Business Activities (Approved – November 22/06)
37		Community Use of School Facilities and Grounds (2007)
38		Electronic Devices Policy
39	7210	Personal / Sexual Harassment <i>7210.1 - Personal/Sexual Harassment (Procedure)</i>
40		Procedural Bylaw – Trustee Remuneration Feb-08
41		Trustee Elections Bylaw 1-2008/09
42		Trustee Elections Bylaw 1-2011

2014-15 Board Policy Development Committee Work Plan

The Board Policy Development Committee identified new policies required by law that need to be drafted and presented to the Board. These policies will be given high priority every year. In addition, there are currently fifty old policies and one bylaw that have to be reviewed by the committee for relevance before being presented to the Board to be approved or rescinded. Within this category the committee will focus on the policies required by law, and Board, Purchasing or Facilities related policies.

Based on the priorities outlined above the following 2014-2015 work plan was developed by the Board Policy Development Committee.

NEW POLICIES TO BE ADOPTED IN 2014 - 2015

- 1 Anaphylaxis Policy
- 2 Graduation Program Challenge Process

EXISTING POLICIES TO BE REVIEWED IN 2014 - 2015

Policies Required by Law

- 1 School Volunteers (Approved - March 26/08)
- 2 Fees Hardship (Approved - November 25/08)
- 3 Supervision of Professional Staff (Administrative Officers) - GCMA
- 4 Supervision of Professional Staff (Board Executive Officers) - GCMB
- 5 Evaluation of Professional Staff (Administrative Officers) - GCNA
- 6 Evaluation of Professional Staff (Board Executive Officers) - GCNB
- 7 Employee Contracts and Compensation Plans - GBN
- 9 Student Entry During School Year - JCA
- 10 Student Records – JO

Policies Required by Law - Code of Conduct Related

- 11 Student Vandalism - JFA
- 12 Student Dress Code - JFCA
- 13 Student Conduct on School Buses (District Owned Buses) - JFCB
- 14 Student Conduct on School Buses - JFCC
- 15 Student Alcohol, Illegal Substance Use and Intoxicants (See also Policy GBKA) - JFCH
- 16 Student Discipline - JG
- 17 Student Suspension - JGD
- 18 Failure to Attend to Studies or Continued Infractions of School Rules - JGDA

Board Related Policies

- 19 Public Information Programs - KB
- 20 News Releases - KBCA

Facilities Related Policies

- 21 School Size (Approved - November 25/08)
- 22 School Closures - DNB
- 23 Site Development - ECF
- 24 School Attendance Areas - JC

Purchasing Related Policies

- 25 Purchasing Policy and Procedures - DJC
- 26 Purchasing Procedures - Purchases and Activities Resulting in Property Improvements – DJCA
- 27 Purchasing Procedures - Personal Purchases - DJFB

Other Policies in Process

- 28 Physical Restraint of Students - JHCDA
- 29 International Education - JECBB
- 30 Admission of Non-Resident Foreign Students - JECBA

EXISTING POLICIES TO BE REVIEWED IN 2015 - 2016

- 31 Professional Development (Approved - September 28, 2005)
- 32 Field Trips (Approved - September 26, 2007)
- 33 School Heritage Archives (Approved - October 29, 2008)
- 34 Revenue Investments - DFA
- 35 District Wide Revenue Generation Activities - DFCA
- 36 Financial Reporting and Administration - School and Donated Funds - DICA
- 37 Video Taping on School Buses - ECAD
- 38 Employees with AIDS and HIV Infection - GBE
- 39 District Health & Wellness - GBEB
- 40 Leave of Absence (Personal - Full Time) - GBP
- 41 School Day – ID
- 42 Work Experience - IGADA
- 43 Food Services Management - Teaching Kitchen - IGADB
- 44 Locally Developed Courses - IGAK
- 45 Fund Raising Activities - IGDF
- 46 Community and Adult Education Programs - IGE
- 47 Home School Learners - JECBAA
- 48 Student Safety – JHF
- 49 Reporting of Suspected Child Abuse - JHFE
- 50 Public Gifts to Schools or the District - KH

RECOMMENDATION:

THAT the Board: receive the Board Policy Committee Work Plan 2014-2015 for information.



ITEM 7

To: **Board of Education**

From: Board Policy Development
Committee

Re: **PROPOSED DRAFT POLICY:**
POLICY 9601 ANAPHYLAXIS

Date: September 24, 2014
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), the following draft policy and procedure is presented to the Board for information:

Policy 9601: Anaphylaxis (Attachment A)
Procedure 9601.1: Anaphylaxis (Attachment B)

The policy and procedure have been developed based on Anaphylaxis policy guidance issued by BCSTA and have been reviewed by Senior Team and the Public Health nurses.

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy and procedure before they are again presented to the Board for approval on October 29, 2014.

RECOMMENDATION:

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

Policy 9601: Anaphylaxis
Procedure 9601.1: Anaphylaxis

Attachments

Attachment A

SD 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 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 8

To: **Board of Education**

From: Board Policy Development
Committee

Re: **PROPOSED DRAFT POLICIES:**
FACILITIES RELATED POLICIES

Date: September 24, 2014
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), the following draft facilities related policies and procedure are presented to the Board for information:

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)

The proposed policies and procedures replace the following policies:

School Size (dated November 25, 2008)
School Closure DNB
Student Attendance Areas JC

The policies noted above are available in the Policies Under Review section on our website.

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policies and procedures before they are again presented to the Board for approval on October 29, 2014.

RECOMMENDATION:

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

Policy 6425: School Size
Policy 6801: School Closure
Policy 9200: School Catchment Areas
Procedure 9200.1 Student Placement

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:

DRAFT

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:

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:



RECORD

2013-2014

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:

June 25, 2014

Call to Order
Motion of Exclusion
Ordering of Agenda
Confirmation of Minutes – June 11, 2014
Trustee Motions
Superintendent Decision Items
Superintendent Information Item
Committee Business
Adjournment

Meeting called to order at 3:05 p.m.
Approved
Approved as amended
Approved as circulated
Approved
Approved
Received for information
Received for information
Adjourned at 4:45 p.m.