



## PUBLIC MEETING OF THE BOARD OF EDUCATION

Wednesday, September 25, 2013  
6:00 p.m.

District Education Office  
22225 Brown Avenue  
Boardroom

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### A G E N D A

*“The future belongs to those who believe in the beauty of their dreams” – Eleanor Roosevelt*

#### A – OPENING PROCEDURES

1. Call to Order
2. Correspondence ITEM 1
  - i. Dr. Jeanette Scott, Chair – SD No. 47 (Powell River)
3. Ordering of Agenda
4. Invitation for Public Input to matters on the Agenda

#### B – CONFIRMATION OF MINUTES

1. September 11, 2013 ITEM 2

#### C – PRESENTATIONS

1. Involving and Engaging our Students ITEM 3

#### D – DELEGATIONS

#### E – CHAIR REPORT

1. Roadmap to Excellence ITEM 4

#### F – DEFERRED ITEMS

#### G – TRUSTEE MOTIONS

#### H – CHIEF EXECUTIVE OFFICER’S REPORT

1. Decision Items
  - a) Superintendent of Schools
  - b) Deputy Superintendent
  - c) Secretary Treasurer
    - i. Capital Plan ITEM 5
2. Information Items
  - a) Superintendent of Schools
  - b) Deputy Superintendent
    - i. Preliminary Enrolment Update ITEM 6

- c) Secretary Treasurer

## **I – COMMITTEE BUSINESS**

1. Committees of the Whole
  - a) Finance
  - b) Budget
2. Committee & Advisory Committee Reports
  - a) Aboriginal Education
  - b) Board Policy Development
    - i. Policy 10400: Community and Commercial Use Of School Facilities and Grounds Policy ITEM 7
  - c) District Student Advisory
  - d) Education
  - e) French Immersion Advisory
  - f) Inclusive Education

## **J – QUESTION PERIOD**

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

## **K – 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. Ridge Meadows Community Arts Council
6. Ridge Meadows Education Foundation
7. Social Planning Advisory:
  - i. [http://www.mapleridge.ca/EN/main/municipal/728/9982/spac\\_agenda\\_minutes.html](http://www.mapleridge.ca/EN/main/municipal/728/9982/spac_agenda_minutes.html)
8. Tzu Chi Foundation
9. Youth Society
10. Other Board Liaison Representative Reports
  - a) Good News Items

## **L – OTHER BUSINESS**

1. Public Disclosure of Closed Meeting Business ITEM 8

## **M – ADJOURNMENT**



ITEM 1

To: Board of Education

From: Chairperson  
Mike Murray

Re: **OPENING PROCEDURES**

Date: September 25, 2013  
(Public Board Meeting)

**Information/Decision**

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**1. CALL TO ORDER**

**2. CORRESPONDENCE (Information Item)**

*i. Dr. Jeanette Scott, Chair – SD No. 47 (Powell River)*

**RECOMMENDATION**

THAT the Board receive all correspondence for information.

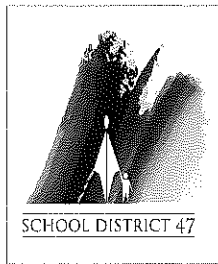
*Attachment*

***ORDERING OF AGENDA (Decision Item)***

**RECOMMENDATION:**

THAT the Agenda be ordered as circulated.

**3. Invitation for Public Input to matters on the Agenda**



SCHOOL DISTRICT NO 47 (POWELL RIVER)

BOARD OF EDUCATION

4351 Ontario Avenue, Powell River, BC V8A 1V3

Telephone: 604 414 2600 Fax: 604 485 6435

Jeanette Scott –Chair, Doug Skinner – Vice-Chair

Steve Formosa, Mary James, Aaron Reid - Trustees

September 11, 2013

via email [educ.minister@gov.bc.ca](mailto:educ.minister@gov.bc.ca)

The Honourable Peter Fassbender  
Minister of Education

Dear Minister Fassbender:

**Re: Savings Plan Development**

We are writing to express our concerns regarding your letter of August 26, 2013.

Our Board of Education has been vocal in supporting a wage increase for our CUPE staff. Our concern is that boards have to fund any increase out of our already reduced operating budget.

The following are excerpts from our letter to the Honourable Don McRae, dated December 18, 2012:

*“.....We have lived the “savings plan” part of the mandate for years. With declining enrollment each year, we have had to develop an annual saving plan just to maintain service levels..... Over the past ten years we have performed efficiency reviews, redesigned our service delivery model, developed savings through operational cost reductions and have worked to increase and develop additional sources of revenue.....”*

You have already asked us to look for savings in our operating budget, and our board, along with all the others in the province, has provided responses indicating we do not have savings without affecting core services.

You have now asked us to go through the process for a second time providing us with a template for considered reductions. While we may be able to find some savings, we can certainly not find all of the savings without affecting what we consider core services.

In reviewing the areas for consideration for reduction, we notice that many of the reductions would come at the expense of CUPE. In essence, you are telling us to find savings to increase CUPE's wages, but at



the same time consider reduction of CUPE Pro-D, staffing levels, over-time, benefits, number of part-time and replacement workers as well as elimination of some positions. These measures would have a significant impact on the CUPE work force and negate any wage increase they garner.

It is imperative that we are given a clear definition of "core services" in order to complete the exercise of review for reduction purposes. An example is "Transportation Reduction" – we believe that reduction in transportation to students with special needs, students in poverty and students in remote areas certainly affects the core service of providing an equitable education to all students. Please explain the process for our Board moving forward if we are unable to find any savings.

Considering this is the second time you have asked us to review our operation to find savings, we suggest that government take on the same responsibility to find savings in order to fund a fair CUPE wage increase.

We are committed to working with you to find the best possible solution for our students and staff.

Yours truly



Dr. Jeanette Scott, Chair  
Powell River Board of Education

JY/jg

c: D. Ross, President, CUPE 476



ITEM 2

To: Board of Education

From: Chairperson  
Mike Murray

Re: **CONFIRMATION OF MINUTES**

Date: September 25, 2013  
(Public Board Meeting)

**Decision**

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**RECOMMENDATION:**

THAT the Minutes of the September 11, 2013 Public Board Meeting be approved as circulated.

Attachment

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**IN ATTENDANCE:**

**BOARD MEMBERS:**

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

**STAFF:**

Superintendent – Jan Unwin  
Secretary Treasurer – Flavia Coughlan  
Deputy Superintendent – Laurie Meston  
Mgr. of Communications/Community Relations – Irena Pochop  
Jennifer Hendricks – Director of Finance  
Executive Assistant – Karen Yoxall

**ABSENT:** Trustee – Dave Rempel

**A. OPENING PROCEDURES**

Call to Order

The meeting was called to order at 5:00 p.m.  
The Chair welcomed and thanked everyone for attending.

Correspondence

- BCSTA Boards of Education Survey - Trustee Remuneration/Meals/Mileage
- Peter Fassbender – Minister of Education July 31, 2013
- Frank Lento, Chair – SD No. 5 (Southeast Kootenay)
- Mel Joy, Chair – SD No. 8 (Kootenay Lake) July 26, August 8 & September 3, 2013
- Moyra Baxter, Chair – SD No. 23 (Central Okanagan) June 27, 2013
- Walt Krahn, Chair/Silvia Dyck, Vice Chair – SD No. 33 (Chilliwack) June 27, 2013
- Donna Sargent, Chair – SD No. 38 (Richmond) July 3, 2013
- Patti Bacchus, Chair – SD No. 39 (Vancouver) July 3 & August 20, 2013
- Baljinder Narang, Chair – SD No. 41 (Burnaby) July 2, July 4 & August 7, 2013
- Melissa Hyndes, Chair – SD No. 43 (Coquitlam) June 25, 2013
- Betty Baxter, Vice-Chair – SD No. 46 (Sunshine Coast) July 30, 2013
- Dr. Jeanette Scott, Chair – SD No. 47 (Powell River) August 29, 2013
- Marieze Tarr, Chair/Sylvia Slater, President – SD No. 53 (Okanagan Similkameen) July 8, 2013
- Ida Campbell, Vice-Chair – SD No. 60 (Peace River North) September 4, 2013
- G. Wayne Hunter, Chair – SD No. 63 (Saanich) June 25, 2013
- Michele Babchuk, Chair – SD No. 72 (Campbell River) June 26, 2013
- Kathleen Karpuk, Vice-Chair – SD No. 73 (Kamloops/Thompson) July 22 & July 23, 2013
- Edie Heinrichs, Chair – SD No. 75 (Mission) June 26, 2013

**Moved:** Trustee Marshall

**Seconded:** Trustee Clarkson

Trustee Clarkson requested that correspondence about BCSTA/BSPSEA change in structure be moved for discussion under Chair Report.

THAT the Board receive all correspondence for information.

**CARRIED**

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Ordering of Agenda

**Moved:** Trustee Marshall

**Seconded:** Trustee Clarkson

THAT the Agenda be ordered as amended.

**CARRIED**

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

**B. CONFIRMATION OF MINUTES**

1. June 26, 2013 Public Board Meeting Minutes

**Moved:** Trustee Palis

**Seconded:** Trustee Carr

THAT the Minutes of the June 26, 2013 Public Board Meeting be approved as circulated.

**CARRIED**

**C. PRESENTATIONS**

**D. DELEGATIONS**

**E. CHAIR REPORT**

1. BCSTA/BCPSEA Change in Structure

Trustee Clarkson reported that BCSTA is creating a new structure for bargaining and has asked Boards for input on what this new structure could look like. Discussion ensued on encouraging parents to become more aware of how this change could affect the education system. The Board Chair thanked Trustee Clarkson.

**F. DEFERRED ITEMS**

**G. TRUSTEE MOTIONS**

**H. CHIEF EXECUTIVE OFFICER'S REPORT**

1. **Decision Items**

- a) Superintendent of Schools
- b) Deputy Superintendent
  - i. 2013 – 2014 Kanaka Creek School Calendar Revision

**Moved:** Trustee Marshall

**Seconded:** Trustee Clarkson

The Deputy Superintendent reported the need for a revised Kanaka Creek School Calendar in order to incorporate the January 24<sup>th</sup> Non Instructional Day.

THAT the Board approve a change to the Kanaka Creek previously approved calendar – removing the afternoon of Monday January 6, 2014 and the afternoon of Monday April 28, 2014 and replacing them with a full day for professional development on the same day as the rest of the District – Friday, January 24, 2014.

**CARRIED**

- 
- c) Secretary Treasurer
    - i. Capital Amendment Bylaw No. 126633-02 2013/14 Annual Facility Grant – Capital Portion

**Moved:** Trustee Palis

**Seconded:** Trustee Clarkson

THAT the Board pass Capital Amendment Bylaw No. 126633-02 2013/14 Annual Facility Grant – Capital Portion at this meeting with three (3) readings, unanimously.

**CARRIED**

**Moved:** Trustee Carr

**Seconded:** Trustee Palis

THAT the Board pass Capital Amendment Bylaw No. 126633-02 2013/14 Annual Facility Grant – Capital Portion as read a first time.

**CARRIED**

**Moved:** Trustee Carr

**Seconded:** Trustee Palis

THAT the Board pass Capital Amendment Bylaw No. 126633-02 2013/14 Annual Facility Grant – Capital Portion as read a second time.

**CARRIED**

THAT the Board pass Capital Amendment Bylaw No. 126633-02 2013/14 Annual Facility Grant – Capital Portion as read a third time and finally adopted.

**CARRIED**

## **2. Information Items**

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

## **I. COMMITTEE BUSINESS**

### **1. Committees of the Whole**

- a) 2012 - 2013 Finance
  - i. Consolidated Audited Financial Statements

**Moved:** Trustee Clarkson

**Seconded:** Trustee Palis

The Secretary Treasurer reported that districts were directed to adopt Public Sector Accounting Standards by the provincial government. The Secretary Treasurer continued to report that the 2012 – 2013 year ended with a surplus in the operating fund which is internally restricted, and that the contingency reserve fund of 1.7 million dollars is the only fund available to the Board for any unexpected increases. Capital funding came from the provincial government and was used to fund the replacement of roofs, building envelope remediation projects and other capital improvements.

Trustee Carr thanked the Secretary Treasurer and the Finance Department for their hard work.

THAT the Board approve the Consolidated Audited Financial Statements of School District No. 42 (Maple Ridge-Pitt Meadows) June 30, 2013, June 30, 2012 and July 1, 2011.

**CARRIED**

ii. School District No. 42 Business Company

**Moved:** Trustee Marshall

**Seconded:** Trustee Nelson

THAT the Board approve the audited financial statements for the School District No. 42 Business Company for the year ending March 5, 2013 for submission to the Ministry of Education.

**CARRIED**

b) 2013 - 2014 Budget

**2. Committee & Advisory Committee Reports**

- a) Aboriginal Education
- b) Board Policy Development
- c) District Student Advisory
- d) Education
- e) French Immersion Advisory
- f) Inclusive Education

**J. QUESTION PERIOD**

**K. TRUSTEE REPORTS**

BC School Trustees' Association Provincial Council – Motion Timelines

Trustee Clarkson reported that the deadline for motion submissions to the BCSTA Provincial Council held in October is September 20, 2013. The Board agreed to defer the discussion of motions until Wednesday, September 18, 2013.

Municipal Advisory & Accessibility

Trustee Marshall will not be available to attend the next meeting. The Board Chair will try to attend in Trustee Marshall's absence.

Ridge Meadows Community Arts Council

Trustee Clarkson reported that as part of the "Artist in Residence" program review in Maple Ridge, he travelled to Vancouver to learn more about the running of their program. It is hoped that the "Artist in Residence" program can be expanded to include Pitt Meadows.

Social Planning Advisory

Trustee Nelson commented on "Generation Squeeze" and recommended learning more at the following website:

[http://www.mapleridge.ca/EN/main/municipal/728/9982/spac\\_agenda\\_minutes.html](http://www.mapleridge.ca/EN/main/municipal/728/9982/spac_agenda_minutes.html)

The Board Chair thanked Trustee Clarkson for the beautiful student artwork in the Board Room.

**L. OTHER BUSINESS**

1. Public Disclosure of Closed Meeting Business

**M. ADJOURNMENT**

**Moved:** Trustee Nelson

**Seconded:** Trustee Palis

THAT the meeting of the Board be adjourned at 5:35 p.m.

**CARRIED**

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Mike Murray, Chairperson

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Flavia Coughlan, Secretary Treasurer



ITEM 3

To: Board of Education

From: Chairperson  
Mike Murray

Re: **PRESENTATIONS -**  
**INVOLVING AND ENGAGING OUR**  
**STUDENTS**

Date: September 25, 2013  
(Public Board Meeting)

### Information

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#### RECOMMENDATION:

THAT the Board receive the presentation on “Involving and Engaging our Students” for information.

Attachment





# Involving and Engaging our Students

A Conversation about Educational Priorities and Directions

*Fraser Valley Student Forum, 2013*



## Summary

ON MONDAY, APRIL, 29, 2013, the six school districts comprising the Fraser Valley region of the BC School Superintendents Association (Fraser/Cascade, Langley, Abbotsford, Maple Ridge/Pitt Meadows, Chilliwack, Mission) provided an opportunity for 175 student representatives to discuss three key questions about the future of education.

- 1 What changes in schools do you think need to be put in place in order to better serve students in the future?
- 2 What classroom changes do you think need to be put in place in order to better serve students in the future?
- 3 What types of things get you personally engaged as a learner?

This summary report provides a synopsis of the day's proceedings and an analysis of the students' responses. It is intended to contribute the student voice to the dialogue around future directions for education in British Columbia, and to help engage school staff in planning for growth, change and improvement.

Each school district was invited to make a 20 minute presentation which was followed by 10 minutes of conversation. Students documented their thoughts and

"Kids growing up in a digital world are being exposed to new kinds of input from digital experiences for sustained periods of time on a daily basis. Consequently, their brains are reorganizing to handle the digital environment more effectively. Kids are quite literally thinking differently than those who teach them."

-- F. Kelly, T. McCain, I. Jukes  
*Teaching the Digital Generation (2009)*

ideas using twitter feeds, and the more traditional method of chart paper and post-it notes.

Students were very candid in their comments, acknowledging the positive attributes of their schools and identifying areas where the nature of the learning experience in their schools and classrooms could be improved. They spoke with passion about their schools and described teachers who had inspired them and had a personal impact on their lives.

Responses to the questions were very consistent across tables. Students incorporated multiple forms of presentation and audience engagement – powerpoints, video clips, vignettes, skits, music, role play, demonstrations, interactive polling using technology, direct responses to questions (roving microphone), mass participation, wordle, group work, and think/pair/share. It was apparent that they were modeling many of the kinds of learning experiences that engaged them as learners.



## 1 What changes do you think need to be put in place in schools in order to better serve students in the future?

PRESENTATIONS AND discussions around this question were wide ranging and touched on issues pertaining to school organization, relationships, technology, curriculum, choice, reporting and rethinking the concept of excellence.

### School Organization

Students indicated a preference for a more flexible school schedule, which allowed for more choice in terms of electives, honours and Advanced Placement courses, and other challenging and engaging learning experiences. They wanted fewer situations where they might be “assigned” to electives that do not address their needs and interests.

### Curriculum

Students indicated a preference for more depth over breadth in terms of curriculum offerings. Less emphasis on “coverage” and more in depth study of concepts and their relevant application to real world issues was seen to be an effective way to promote greater engagement of students with their learning.

### Extending Learning Beyond the Classroom

Students commented on the need to have greater involvement in their community and the learning opportunities that this could provide. They cited opportunities to be involved in community service as

valued learning experiences and welcomed opportunities to demonstrate leadership in resolving local community issues.

Work experience, job shadowing, and internships were recognized as valuable ways of acquiring necessary life and workplace skills, and as opportunities that better positioned students to make prudent decisions about post-secondary and career options. Students suggested that these opportunities be expanded.

Students also proposed extending learning beyond the classroom by leveraging technology to reach out to students in other classes, schools, and educational jurisdictions with a view toward collaborating on joint projects and other appropriate learning activities.

“The more connected we are to the school and community, the richer our experiences, the more attachments are formed, the greater the chance for success.”

- Fraser-Cascade students

### Relationships

Students highly valued the relationships that they had with their peers and, especially, with their teachers. They saw a school that offered a welcoming, accepting environment and a sense of belonging to a school community as a



necessary component to fostering student engagement.

Although students saw extra-curricular activities as important to building relationships and connectedness to community, they indicated that more personal connections between students and teachers played a greater role in fostering positive and productive working relationships.

## Report Cards

Students indicated that current paper-based report cards with grades and “canned” comments did not add value to the learning experience. They advocated for moving toward an electronic method of reporting with more relevant and informative commentary about why they achieved the grade that they did, what they are doing well and where they could improve.

## Technology

Students saw technology as playing a very important role in the learning process, but suggested also that learning shouldn't be totally dependent on technology. They provided some wide ranging suggestions as to how technology could be improved, including:

- 1 Better connectivity in schools and classrooms with less encumbered access to the internet.
- 2 More use of podcasting and archived video lessons as a means to provide access to review of lessons when students need it.
- 3 Better training for teachers in the use of technology.

## Rethinking the Recognition of Excellence

Students did not see qualifying for honour roll using GPAs in the traditional sense as providing a level playing field. They maintained that, depending on the level of difficulty of the curriculum, achieving an A in one course is not the same as in another. Nor is there enough consistency across courses and curriculum areas in terms of how those grades are determined. Students suggested that a system that acknowledges students for specific demonstrations of excellence in terms of what they produce might be a more appropriate direction to pursue.



“A key piece to the puzzle is letting students learn at their own pace with effective prompting only if needed.”

- Student

“Community connections are so important to student learning. Embrace the learning possibilities that exist outside of the classroom.”

“Human relationships are the heart of schooling. The interactions that take place between students and teachers and among students are more central to student success than any method of teaching literacy, or science, or math.”

- Martin Krovetz,  
*Fostering Resiliency (2008)*

## 2

### What classroom changes do you think need to be put in place in order to better serve students in the future?

Students identified independent, self-directed learning as an essential lifelong skill. They suggested that this skill could be promoted by making learning more personalized and by giving students greater control over their learning agenda.

Within the various curriculum frameworks, students wanted some choice as to what they were learning about, as well as choice in terms of how they would demonstrate their learning. They saw teachers more as facilitators of learning.

Students indicated that they responded best to teachers who were passionate and enthusiastic about what they were teaching, and who helped them understand the purpose of what was to be learned. Within this context, students offered the following additional observations:

- Students recognize that they have different learning styles and prefer a teaching/learning environment that offers a variety of learning experiences. They understand that learning is a social process and value group work and discussions about meaningful, relevant topics and concepts of interest.
- There should be less focus on textbook materials and more relevant “hands on” experiential learning that is more problem- or project-based.
- There are some courses that need to reduce dependency on the use of passive DVD/video based

“Classes need to be more personalized or students need to have other options that better incorporate their learning styles. Students need to understand the purpose of what they are learning.”

- Student

“The greatest sign of success for a teacher is to be able to say, ‘The children are now working as if I did not exist.’”

- Maria Montessori

“Textbooks from 1996! I used my mom’s book in grade 10 so stop complaining.”

- Student

“While hard work is a usual part of the learning process, agony does not need to be.”

- Student

lessons and provide a greater emphasis on more active learning.

- Students saw positive supportive working relationships between teachers and students as fundamental to success in learning. They valued teachers who were approachable and willing to go the extra mile to ensure that their students were successful. They saw this as motivating them to learn.

Students had much to say about assessment practices. They wanted to see less of a focus on marks and more on learning. Students also thought greater fairness and consistency in grading practices (in courses and across curriculum) were areas that needed attention. They offered the following additional suggestions/observations:

- Student participation in the development of assessment criteria or at least advance communication of those criteria is highly beneficial in helping students produce quality work.
- There should be less focus on testing and retention and more focus on applying concepts being learned and demonstrated in a variety of ways.
- Students should be able to demonstrate their learning in a variety of ways and should have some choice as to how they might demonstrate their learning.



#### "GREAT TEACHERS..."

- should care for students, have good relationships with them, be positive and encouraging.
- should be involved with their students more than just teaching, they should care for their well being.
- should be accepting of all kids and be creating a very safe learning environment.
- should regularly be sharing life experiences with classes. Kids learn from stories and really listen when there is a life lesson involved."

- Students

"We appreciate feedback that is ongoing and constructive and delivered in a timely manner."

- Fraser Cascade Students





### 3

## What types of things get you personally engaged as a learner?

This question encouraged students to capture key ideas or to add to ideas offered in response to the first two questions.

Presentations and table conversations on this topic showed that students wanted a rich and varied array of learning experiences that were relevant to their personal lives.

They wanted to engage in areas of study that were of interest to them and that they were passionate about.

They wanted learning tasks that were challenging enough to be interesting, but not so difficult so as to be frustrating.

They wanted assessment practices that helped them improve on their work.

They wanted more ownership of their learning agenda by being involved in setting goals, choosing learning tasks that fit well with their learning styles, and developing criteria for quality work.

They reiterated the importance of positive working relationships as a foundation for engaged learning.

The Maple Ridge presentation captured the nature of learning engagement very well with three descriptors that the group called “**The 3 Ps of Learning**”:

#### P

#### **Passion**

Learning about something you are passionate about makes it more fun.

#### P

#### **Personalize**

Everyone learns differently; one size does not fit all.

#### P

#### **Purpose**

Students want to learn something that they will know will help them.



## Epilogue

The many issues and ideas raised by the 175 student representatives from across the Fraser Valley come as no surprise to the education community. They accurately reflect current and emergent thinking around future directions in education in this province, this country and other developed countries around the world.

In this era of rapid and relentless social, economic and technological change, there is a pressing need to re-examine the very nature of secondary schooling in order to ensure that it continues to serve our students well now and into the future. Our challenge is twofold:

1. To move closer to identifying and creating the kind of learning environment this generation of students needs, wants and expects so that students are fully engaged in their learning until the time they graduate from high school.
2. To ensure that our students become the kind of independent and self-directed learners who can thrive in a postsecondary environment, and to ensure that our students have acquired a broad set of essential skills that will position them well as contributing members of a community in an ever-changing world.

Teachers and school communities have already begun responding to the need for change with many innovations

in teaching, learning, assessment, and school organization. The burning question remains: How do we get beyond experimentation and scale up preferred directions for change so that they are more pervasive in all of our school communities?

*“A teacher has two jobs, fill young minds with knowledge, yes, but more importantly, give those minds a compass so that knowledge doesn’t go to waste.”*

*- Mr. Holland’s Opus, 1995*

*“Purpose is not something that you just say. You need to feel and experience it.”*

*- Student*

*“Passion allows students to overcome hardships to achieve a goal that is meaningful for them.”*

*- Student*





## Q

### Questions Seeking Answers

#### A Guide to Conversations in Professional Communities Seeking a Way Forward

Offered below is a menu of questions for consideration by school staffs who are preparing to embrace the need for change, to examine current practices, and to determine what needs changing in response to the needs, interests and learning preferences of this generation of students.

##### Student Voices

What are your thoughts/reflections/observations about the student perspectives on the future direction of learning in our schools?

- Q What have we learned from current thinking around educational reform that supports the messages that students are conveying to us?

##### School Organization

How might we organize time and space to support the kinds of learning experiences that promote student engagement?

- Q What are the challenges that are preventing us

from getting there from here and what can we do about them?

- Q What promising programs, practices or initiatives are currently in place in our school and district that have the potential for serving as catalysts for significant change, and that may be scalable?
- Q What programs exist in other jurisdictions that we might examine?

##### Teaching and Learning

What can we do to move toward a “less is more” depth over coverage approach to curriculum?

- Q How well are we responding to students’ preferred ways of learning?
- Q How do we engage students in more relevant and contextual-based, problem-based, or project-based learning experiences?
- Q To what degree do we help students develop collaboration and teamwork skills and leverage technology as a tool for learning?

## Assessment , Grading, Reporting

To what degree do our assessment practices reflect current thinking around the role of assessment in promoting student learning? To what extent are our grading and reporting practices valid, reliable, understandable and reflect current research and thinking around effective practice?

- Q** Are students able to demonstrate learning in multiple ways with authentic tasks?
- Q** Are students provided with specific feedback that guides and supports learning and are students given opportunities to improve on their work?
- Q** How certain are we that our grading is supported by consistent expectations and consistent application of standards across grade and at every grade level within a curriculum area?
- Q** Why does our schools' current system of formal and informal reporting look like it does? Is it because of regulation, long-standing administrative practice, or convenience? How can this system be changed so that it adds more value to teaching and learning?

## Relationships

In our school, every student is valued and cared for and this is clearly demonstrated through positive interpersonal relationships between teachers and students in and outside the classroom. Efforts to build quality relationships begin from the earliest time that students enter our school. What is our evidence? What do we need to work on?

## Our Commitments

If all of this requires our time, our attention, our creativity and our collective wisdom, what commitments are we prepared to make in our school community to rethink the learning experience we offer our students...

- Q** In the next three months?
- Q** In the next year?
- Q** In the next three to five years?



"Our task is to provide quality education for the kids we have, not the kids we used to have, want to have, or kids that exist in our dreams."

- Colleen Politano



## **Involving and Engaging our Students**

A Conversation about Educational Priorities and Directions  
*Fraser Valley Student Forum, 2013*



ITEM 4

To: Board of Education

From: Chairperson  
Mike Murray

Re: **CHAIR REPORT –  
ROADMAP TO EXCELLENCE**

Date: September 25, 2013  
(Public Board Meeting)

**Information**

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Attached .

**RECOMMENDATION:**

THAT the Board receive the Chair report “Roadmap to Excellence” for information.



# ROADMAP TO EXCELLENCE

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT STRATEGIC REVIEW



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# MESSAGE from

*the Board of Education, Superintendent of Schools and Secretary-Treasurer*

It is our pleasure to present to you the Maple Ridge – Pitt Meadows School District *Roadmap to Excellence*. A product of our strategic review process, the *Roadmap* was designed to support our district's ongoing journey towards excellence. It traces the landscape of our organization, from our values and our mission, to our commitments and our accomplishments. It identifies our goals and outlines the paths we must follow to meet them.

The landscape of education is changing: budgets are tightening; graduation requirements are shifting; and advancements in technology are reshaping the direction of our well-worn paths. To stay the course to excellence and to continue to build upon the good work that has already been done in our district, we must align all our resources to support and advance our main objective, which is to help all learners reach their full potential.

The *Roadmap to Excellence* has been designed to help us navigate through these challenging times. It is a dynamic document that offers a solid starting point for ongoing community discussion, and a living document that will gain in value as meaningful adjustments and revisions are introduced.

If we are to undertake the difficult task of doing less with less, we must do so with a clear focus on our priorities. The *Roadmap* charts all our resources – both those on the side of education and those on the side of business – and reminds us of the importance of drawing on them equally so that we can proceed with purpose and show true value.

We invite you to review our *Roadmap*, and to engage in the important conversation that shapes and supports our journey towards excellence.

# INTRODUCTION

Maple Ridge-Pitt Meadows School District is pleased to present an overview of who we are, what we stand for, and where we are going next. This year we completed a strategic review, of which the *Roadmap to Excellence* is a key component, to align what we do with the goals we have set.

The importance of student learning and success is at the forefront of all our operations. The strategic review looked at over 20 surveys, district business plans, department documents, the *Learning for Tomorrow* public consultation report, external documents from the Ministry of Education, the British Columbia Teachers Federation's *Better Schools for BC*, the Conference Board of Canada's *Employability Skills for the 21st Century* and many more.

Central to the review, of course, is the School District Achievement Contract (2013), itself a summary of our educational goals and results. We invite you to have a look at the Contract to see details of our many programs and services. The document also provides an overview of directions the district has set for itself, as well as our action/learning model of continually assessing educational results.

Working sessions with district leadership, and feedback meetings with Trustees, union and parent representatives, and business department heads have confirmed that the school district is well positioned to manage the current challenges and exciting possibilities of public education.

Propositions for action arising from this review are organized under the five key district organizing themes. Four themes are carried over from past years and a fifth, designing effective and sustainable support, acknowledges the role governance, administration, finance, facilities, human resources and information play in delivering quality education services.

- ✓ CONTINUOUS IMPROVEMENT (IN ALL WE DO)
- ✓ EFFECTIVE USE OF TECHNOLOGY
- ✓ BUILDING AND SUSTAINING COMMUNITY AND PARTNER GROUP RELATIONSHIPS
- ✓ DESIGNING EFFECTIVE AND SUSTAINABLE SUPPORT SYSTEMS, INCLUDING GOVERNANCE, ADMINISTRATION, FINANCE, FACILITIES, HUMAN RESOURCES AND INFORMATION SERVICES.

We view strategic planning as a dynamic process and look forward to talking with all members of our school district community about the next steps.





# Maple Ridge - Pitt Meadows SCHOOL DISTRICT VALUES

The core values for Maple Ridge-Pitt Meadows School District express our beliefs, what we stand for and how we will conduct ourselves. They are the foundation for our policies, procedures, goals and strategies, as they provide the basis and a reference point for all district activities.





## ORIENTATION *to* STRATEGIC PLANNING

In times of continuing and rapid change, a strategic plan provides a way to chart a prudent course. Through tough fiscal times, we've managed to maintain our focus on learning. Although Maple Ridge and Pitt Meadows are growing communities, the district expects to continue a slight decline in enrolment over the next few years. We look forward to a more stable budget environment as enrolment levels out.

The challenges extend far beyond the school district. Provincially, the newly elected government is facing budget challenges and we cannot count on a flow of "new money" to school districts. On a global level, environmental concerns and their local impacts are just now being understood.

Our community has many changes and challenges ahead, and we must be prepared to address them to the best of our ability. These changes and challenges include:

- ☑ redefined community needs
- ☑ revisions to the BC curriculum
- ☑ restructured demographic and labour market trends
- ☑ constant changes in information technologies
- ☑ continued and shifting environmental concerns
- ☑ rapid globalization
- ☑ economic recovery within a transforming economy
- ☑ research-driven changes to concepts of learning and schools

The strategic review has helped us affirm our purposes and goals, identify common ground, organize our learning initiatives, and guide discussion on our next steps. We know Maple Ridge-Pitt Meadows School District has extraordinary teachers and staff and we want to focus on how we can celebrate them in the day-to-day work they do. To this end, we encourage discussion and thoughtful action from all areas of the district.







## OUR COMMUNITY

**T**he school district is the major employer in this beautiful part of the province. An attractive blend of big city opportunities and rural living combines to place both communities among the fastest growing in Greater Vancouver.

Maple Ridge's economy has traditionally been based on agriculture, fisheries, forestry, mining and retail. Industrial activities include boat building, metal fabrication, battery manufacturing, plastics, and printing and publishing. Recent emerging sectors include advanced manufacturing, technology-based companies, film industry and education services. The population is 76,000 and growing.

In Pitt Meadows, agriculture has been the main economic driver for decades. Over 85% of the land mass is situated within the agricultural land reserve, with farming an important component of the local economy. The city ranks sixth among B.C.'s

municipalities in the dollar value of agriculture production. It has a population of almost 20,000, 19% of which is under 19.

Both cities have relatively young populations. At the time of the last census, the median ages were 38.8 in Maple Ridge (two years younger than the provincial average) and 38.3 in Pitt Meadows. While overall population has grown, school age children have been in decline for several years now, a trend that appears to be levelling out. As enrolment stability is reached, a more integrated approach to district functions will allow us to meet the growing learning needs of these two vibrant communities.

# PURPOSE *and* STRUCTURE

## PURPOSE

Our purpose is to support all individuals, students and staff, in their personal development and continued learning. Maple Ridge-Pitt Meadows School District values every member of our community as a learner. We make decisions based on research and consultation, take pride in striving for consistency throughout the organization as guided by our vision, make decisions based on research and consultation, and endeavour to stay true to our core values.

## VALUES

- ☑ Responsibility to all Learners
- ☑ Uniqueness of Each Individual
- ☑ Personal and Social Responsibility
- ☑ High Expectations for Success
- ☑ Culture, Community and Citizenship
- ☑ Diverse Learning Opportunities

## MISSION

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

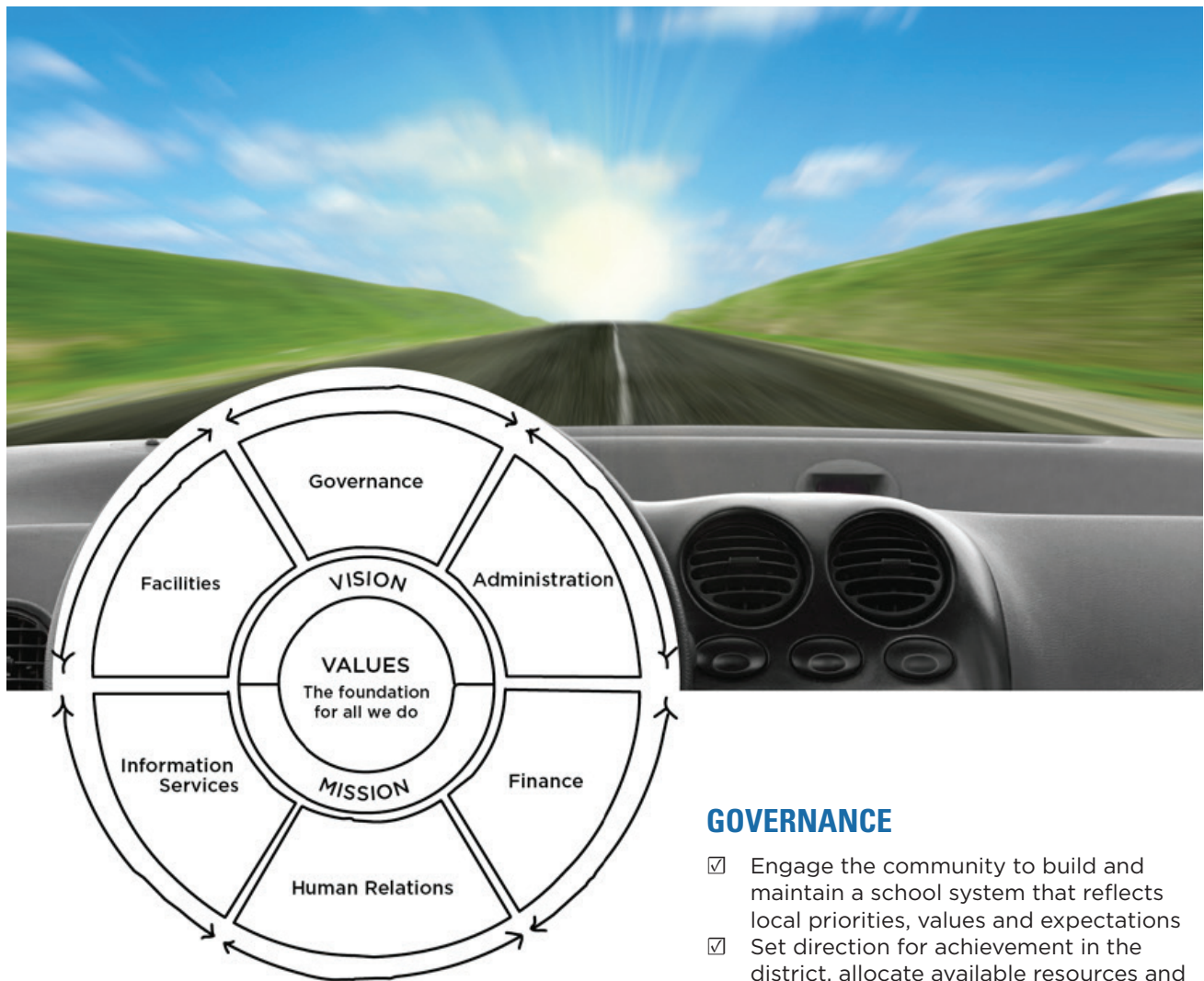
## VISION

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

## STRUCTURE

Effective and efficient support structures, or pillars, are a key component of maintaining our learning focus. With core values as our foundation and a clear mandate to support teaching and learning, Maple Ridge-Pitt Meadows aims to build capacity in all areas.

- ☑ Governance
- ☑ Administration
- ☑ Finance
- ☑ Human Resources
- ☑ Facilities
- ☑ Information Services



## GOVERNANCE

- ☑ Engage the community to build and maintain a school system that reflects local priorities, values and expectations
- ☑ Set direction for achievement in the district, allocate available resources and monitor performance
- ☑ Develop policies and assess the district's compliance with the policies

## ADMINISTRATION

- ☑ Implement the Board's policies and operational decisions through the education and business services of the district
- ☑ Provide educational and business leadership
- ☑ Implement the Board's strategic plan
- ☑ Design, implement and monitor administrative policies and procedures

## FINANCE

- ☑ Design, implement and monitor financial policies, procedures, systems and internal controls
- ☑ Prepare financial statements, budgets and forecasts
- ☑ Monitor and report on financial performance

## INFORMATION SERVICES

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

## FACILITIES

- ☑ Provision of support services needed to deliver the safe, secure and effective operational environment required for the effective delivery of educational services
- ☑ Maintenance and care of schools, administrative buildings and grounds
- ☑ Planning, designing, and managing construction projects

## HUMAN RESOURCES

- ☑ Provide employment related services to support employees
- ☑ Build and strengthen relationships to promote positive employee and labour relations
- ☑ Implement and deliver HR practices that support the district's goals and objectives.







# GOALS *and* PRIORITIES

**A**s noted, our goals and intentions have served us well during tough times, and have contributed to our recognition among other school districts facing similar challenges.

The school district has stayed ahead of the change curve in applications of technology to learning, promoting personalized learning programs and recognizing and celebrating diversity.

## ORGANIZING THEMES

Maple Ridge-Pitt Meadows School District has adapted five key organizing themes:

- ☑ CONTINUOUS IMPROVEMENT (IN ALL THAT WE DO)
- ☑ TEACHING AND LEARNING
- ☑ EFFECTIVE USE OF TECHNOLOGY
- ☑ BUILDING AND SUSTAINING COMMUNITY AND PARTNER GROUP RELATIONSHIPS
- ☑ DESIGNING EFFECTIVE AND SUSTAINABLE SUPPORT SYSTEMS

## BOARD OF EDUCATION STATEMENT OF COMMITMENT

The board is committed to working together to achieve excellence for all learners in School District No. 42 by:

- ☑ Building open, trusting relationships as Board and senior management
- ☑ Defining roles and responsibilities-Trustees/ Board/Superintendent/Secretary Treasurer
- ☑ Solidifying trustee knowledge base/ based on board/management information sharing
- ☑ Using data/evidence to make decisions
- ☑ Establishing annual timetable & budget process timetable

## BOARD GOALS

- ☑ Providing quality programming and initiatives to improve engagement and success for all learners
- ☑ Improving relationships with partners and public to strengthen operating principles and procedures
- ☑ Enhancing learning for all
- ☑ Aligning planning, processes, policies and procedures to improve efficiency and effectiveness to enhance success for all learners.



## DISTRICT INSTRUCTIONAL GOALS

To complement the goals we share with the Ministry and other districts in the areas of reading, completion levels, and supporting aboriginal learners, Maple Ridge-Pitt Meadows has a multi-year focus on models of learning aimed at increasing student success (see *Achievement Contract* for full details)

- ✓ Project-based learning
- ✓ Inquiry-based learning
- ✓ Personalized learning
- ✓ Universal design for learning
- ✓ A shift from content-driven to skill-based opportunities for learning
- ✓ Using technology to engage the learner

Other key work includes:

- ✓ Early learning strategies and structures, including play-based learning to support all students, with particular emphasis on success for boys and Aboriginal students
- ✓ Supporting Aboriginal students by building on our Aboriginal Enhancement Agreement, increasing connectedness, and following through on what we have learned (see *Achievement Contract*)

To support the above, and learning initiatives across the district, we intend to:

- ✓ Review the type of data collected to align with 21st century skills and a play/project based kindergarten program.
- ✓ Promote the teaching of fine motor, oral language and self-regulation skills in early primary.
- ✓ Build on the positive energy and joy that we are seeing in our kindergarten classes and expand to grade one.
- ✓ Encourage dialogue and partnering between the StrongStart facilitators and kindergarten teachers.
- ✓ Develop a kindergarten intervention plan to address the needs of vulnerable students.
- ✓ Work with elementary counsellors and speech and language pathologists to develop rubrics for social development, social emotional development and oral language.
- ✓ Continue the focus on shared leadership with principals and teachers.
- ✓ Encourage innovation and risk-taking and build on effective/best practice.
- ✓ Re-structure our learning services model in order to de-fragment services for students.



## BUSINESS GOALS

*“The education sector as a whole is transforming to meet the needs of today’s student. The Business Division is transforming in order to meet the needs of today’s education sector and to contribute in getting the business of education to excellence” (Business Division Operational Plan, 2013)*

Maple Ridge-Pitt Meadows is served well by a strong working relationship among the Trustees, Superintendent and Secretary-Treasurer. We believe “doing more with less” is not only misleading but undermines thoughtful planning. While the fiscal climate requires difficult decisions, we know that our infrastructure and support systems are key to our effectiveness and sustainability.

Through enhanced and targeted collaboration, we will look for ways to capitalize on strengths and remove

obstacles. We will consult those directly involved in the day-to-day mechanics of running the district who effectively support education by providing a safe, healthy, financially sustainable learning environment.

Maintaining learning and development programs depends on the strength of our non-instructional operations, and the District Business Division has identified key strategies for the coming year and beyond.

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





# STRATEGIC OVERVIEW *and* PROPOSITIONS

**M**aple Ridge-Pitt Meadows' most important resources are our staff, students and community, and the partnerships that we can forge on behalf of quality learning.

The February to September strategic review has helped align our work across the district with the goals we have set. Like our Achievement Contract, this document underscores the ultimate goal of keeping student learning at the center of everything we do. It also challenges us to do better by building on our strengths and addressing concerns in an open and inclusive manner consistent with our values.

Strategy is also a forward-looking process, a broad statement of intent. Six propositions have arisen from the strategic review, organized around the district themes. They invite teachers, staff, students, and the community into an open discussion on how to make Maple Ridge-Pitt Meadows an exemplary place to work and learn.

## COMMUNITY *and* Social Context







## CONTINUOUS IMPROVEMENT *in all we do*

While an obvious sentiment on the one hand, continuous improvement is also a deliberate methodology to put effort into many small systematic changes, trust the talents of teachers and staff, and encourage each of us to work and learn in small cycles of improvement.

The review revealed many areas where the district is doing well. For example, learning goals are tracked and monitored using an action research cycle that builds in review and change stages (Achievement Contract). On the business side, the Operational Plan calls for involving all staff in seeking effective and sustainable practices.

**Proposition 1:** *Small improvements, everywhere, all the time. Develop a continuous improvement mindset across the district and model it in all instructional and non-instructional settings.*

For example, the district is dedicated to the further success of aboriginal learners, and builds each year on the work to date. Our resolve is unwavering as we work with many partners longterm on multiple initiatives to build learning capacity and coordinated support systems.

## TEACHING AND LEARNING

*(improved pedagogy)*

Learning is central to everything we do. The district offers a wide-range of learning options for all ages. We rely on our teachers and instructional staff for quality assurance, and use many forms of evaluation to improve results.

Public education is facing unprecedented changes and we view our role as both preserving what we most value as a community and innovating in new areas. In that no one has definitive answers to these important and complex questions, it is by working together that solutions will emerge.

**Proposition 2:** *Authentic and skilful collaboration and teamwork to ensure we “make a difference in the life chances of every child” through education. Partner groups co-host Professional Development opportunities that link to student learning.*

The school district itself is a *learning organization*, which means more than an organization whose purpose is learning. Learning organizations support the development of all as a deliberate transformative strategy, and foster a sense of community as people, work and learn best in those environments.

**Proposition 3:** *Celebrate both formal and informal learning opportunities, and engage with colleagues in communities of practice, peer learning and mentorship in all areas of the organization. Explore incentives and develop strategies to encourage self-directed and peer learning.*

## EFFECTIVE USE OF TECHNOLOGY

Each day brings dramatic changes in information and communication technologies. Personal smart devices have been on the market for only five years and now almost every teenager has the world in her pocket. Schools, colleges, universities and businesses are adapting to a world where accelerating learning opportunities abound.

Maple Ridge-Pitt Meadows embraces the opportunity that new technologies have to connect and empower professionals and students, as our iPod Literacy and inquiry-based “Using Technology to Engage the Learner” projects illustrate. Learning needs to drive the technology.

These technologies are also transforming the workplace for all of our teachers and staff. New skills and new ways of thinking are a way of life for most of us in whatever field we work.

In response to education and work challenges, Information Services is guided by the SD 42 IT Plan

to Support Learning for Tomorrow, which arose from the public forum hosted by the district in 2010. That report is organized around the provocative question, “What would learning need to look like and how might schools be organized to deliver an education that would ensure that our students are well prepared for the future that awaits them?”



**Proposition 4:** *Support and enhance development of IT policies and practices that promote innovation in student learning, professional development and organizational transformation.*

## BUILDING AND SUSTAINING COMMUNITY AND PARTNER GROUP RELATIONS

Canadian education change expert, Michael Fullan, remarked “the three things you need to know about change are 1) relationships, 2) relationships and 3) relationships”. Building strong partnerships is a high priority for trustees and senior management, an emphasis shared by school leaders, and partner groups. The district is committed to building strong teams and collaborative capacity in all areas, from the large-scale Aboriginal Enhancement Agreement to the hundreds of ways each day that teachers, staff and parents work together on behalf of students.

And, we continue to work with our employee groups and our union colleagues in the Teacher Association and CUPE, to seek common ground, resolve long-standing issues, and identify projects of mutual concern. Although we are hopeful for improved labour /management relations at the provincial level, we will also focus on building trust at the local level through working together day-by-day.

**Proposition 5:** Continue the legacy of the Learning for Tomorrow consultation and host regular school and community forums to share ideas and solicit feedback. Convene an invitational monthly “round table” of leaders from partner groups to take full advantage of the wide base of in-house experience and knowledge.

## DESIGNING EFFECTIVE AND SUSTAINABLE SUPPORT SYSTEMS *including governance, administration, finance, facilities, human resources and information services.*

This is a new addition to our district priorities in order to “effectively support education providing a safe, healthy, financially sustainable learning environment” (Business Division Operational Plan, 2013). Coordinated support services also provide a mechanism to align business plans and activities to our strategic directions. Effective, efficient and sustainable management of resources enhances the ability of staff to meet the district core purposes.

**Proposition 6:** Align business plans to core purposes, explore efficiencies, and support the staff and professional development of all departments. Convene regular meetings of the Pillar group to coordinate implementation, share best practices and steer the development of business and support operations. Engage and involve staff in development and innovation.





# PROPOSITIONS

## *at a glance*

### Proposition 1

Small improvements, everywhere, all the time. Develop a continuous improvement mindset across the district and model it in all district instructional and non-instructional settings.

### Proposition 4

Support development of IT policies and practices that promote innovation in student learning, professional development and organizational transformation.

### Proposition 2

Authentic and skilful collaboration and teamwork to ensure we “make a difference in the life chances of every child” through education. Partner groups co-host Professional Development opportunities that link to student learning.

### Proposition 5

Continue the legacy of the Learning for Tomorrow consultation and host regular school and community forums to share ideas and solicit feedback. Convene an invitational monthly “round table” of leaders from partner groups to take full advantage of in-house experience and knowledge.

### Proposition 3

Celebrate both formal and informal learning opportunities, and engage with colleagues in communities of practice, peer learning and mentorship in all areas of the organization. Explore incentives and develop strategies to encourage self-directed and peer learning.

### Proposition 6

Align business plans to core purposes, explore efficiencies, and support the staff and professional development of all departments. Convene regular meetings of the Pillar group to coordinate implementation, share best practices and steer the development of business and support operations. Engage and involve staff in development and innovation.

# SUMMARY *and* NEXT STEPS

## LEARNING TODAY • LEADING TOMORROW

The school district has a long history in recognizing and moving towards research-based knowledge about emerging practices in public education. Thomas Haney Secondary School, for example, founded in 1982, now serves as an early model for many of the of Ministry of Education B.C. Education Plan proposals. We are proud to continue that legacy of innovation and ready to embrace the possibilities the future offers.

We trust that our values and commitment to learning provide common ground shared by parents, teaching and non-teaching employees, departmental managers, senior managers and the Board of Education.

Maple Ridge-Pitt Meadows School District budget priorities support continuous improvement, excellence in pedagogy, the building and sustaining of community and partner group relationships, and the fostering and

development of crucial 21st century skills. These form the basis of our strategic planning and will require commitment and creativity from all of us.

We recognize that above all that people and relationship make the difference. Maple Ridge-Pitt Meadows strives for productive working relationships among the various parts of our complex organization.

Maple Ridge-Pitt Meadows School District currently meets the learning needs of approximately 15,000 students of all ages, and we are determined to keep student learning and growth at the heart of all our decisions.

Please join us in shaping the future of learning in Maple Ridge-Pitt Meadows.



# APPENDIX

## DOCUMENTS AND SOURCES

### INTERNAL DOCUMENTS

Authored by or about Maple Ridge-Pitt Meadows School District  
 Vision, Mission and Core Values  
 Board Goals and Work Elements  
 Achievement Contract 2013  
 Superintendent's Vision  
 Business Division Operational Plan (2013)  
 District Leadership Vision  
 Have Your Say (Satisfaction Survey 2008)  
 Aboriginal Enhancement Agreement (2010)  
 IT Plan to Support Learning for Tomorrow (2012)  
 2013/14 Budget Process  
 Learning for Tomorrow (November 2011 Community Consultation)  
 HR 2013 Planning Retreat Follow-Up Meeting Notes (2013)  
 Achievement Contract 2012  
 2010/11/12/13 Year in Reviews  
 April 2013 Budget Considerations  
 Enrolment Projections and Operating Capacities  
 2010 Superintendent's Report on Students Achievement  
 A History of Maple Ridge-Pitt Meadows Operating Grants

### EXTERNAL DOCUMENTS AND CALCULATIONS

The Distribution of Teacher Experience Scales (SD#42 Human Resources)  
 FSA Results (B.C. Ministry of Education Achievement Reports)  
 Graduation Rates (B.C. Ministry of Education Achievement Reports)  
 Better Schools for BC (British Columbia Teachers' Federation)  
 BC Education Plan (Ministry of Education)  
 The Practice of Teaching (British Columbia Teachers' Federation)  
 Research and Consideration of the Demographic, Labour Market and Community  
 Construct for Maple Ridge and Pitt Meadows (Various Sources)

To: Board of Education

From: Secretary Treasurer  
Flavia Coughlan

Re: **CAPITAL PLAN**

Date: September 25, 2013  
(Public Board Meeting)

**Decision**

---

**BACKGROUND/RATIONALE:**

On April 10, 2013, the Ministry of Education issued the 2013/14 Capital Plan Instructions (Attachment A). Capital projects eligible for submission include capital projects that involve the need for new space, replacements, renovations, site acquisitions, seismic mitigation projects, mechanical upgrade projects and bus purchases. The deadline for 2013/14 Capital Plan submissions to the Ministry is October 1, 2013.

The purpose of the deadline is to enable staff in the capital management branch of the Ministry of Education sufficient time to analyze all the requests from school districts and provide feedback via the Echo Report. Typically this report is sent to school districts by the end of December and represents the outcome of discussions between district staff and planning analysts in Capital Management Branch who have access to individual request and can make changes to priorities and budgets as needed.

**SCHOOL DISTRICT STRATEGIC FACILITIES PLAN**

In order to ensure that future Capital Plan submissions accurately reflect the priorities and needs of the Maple Ridge-Pitt Meadows School District, the Board directed staff to prepare a comprehensive School District Strategic Facilities Plan in consultation with stakeholders, educators, the community and the two municipalities. The School District Strategic Facilities Plan will identify and rationalize current and future capital requirements for new schools, school expansion and consolidation; school replacement or upgrades based on building condition, seismic vulnerability and ongoing maintenance/life cycle costs; as well as new government initiatives. Once completed, the School District Strategic Facilities Plan will provide the critical context for discussions with the municipalities regarding eligible school sites, the Ministry regarding high priority project requests, and the community regarding the board's vision and priorities surrounding district facilities. The School Strategic District Facilities Plan will also align with the Board's Strategic Plan.

Staff has been working diligently towards the completion of the Strategic Facilities Plan. However, a comprehensive School District Strategic Facilities Plan cannot be completed before the Ministry imposed deadline of October 1, 2013. Based on the progress to date staff is estimating that the Strategic Facilities Plan will be completed by December 2013.

This means that at this time the Board has two options. The first option is to submit the same five-year capital plan as in 2012/2013. The second option is to submit only projects that the Board is assured will need to be completed the next year and advise the Ministry that a full five-year capital plan will be submitted after the completion of the Strategic Facilities Plan. Staff is recommending the second option.

The risk associated with not submitting a full five-year capital plan before October 1, 2013 is that the Ministry might receive direction from Treasury Board concerning government-wide capital plan deadlines before the Board makes a submission. This would mean that projects not yet submitted will not be considered for capital funding in the 2013/2014 funding cycle. At this time there is no indication that the receipt of such direction from Treasury Board is imminent.

#### 2013/2014 PROPOSED CAPITAL PROJECT

The attached report from Rocky Point Engineering outlines a mechanical upgrade project at Westview Secondary School. The proposal is to replace 66 gas fired roof top units with direct-expansion (DX) cooling sections and the domestic hot water boiler. The estimated cost of this project is \$976,450. (Attachment B)

The design of this project is to replace the 3, 4 and 5 ton units, 66 in total, with new dual fuel air source heat pump roof top units with natural gas back up accompanied by demand controlled ventilation with the use of carbon dioxide sensors. The secondary strategy is to replace the existing domestic hot water boiler with 3 new natural gas fired 120 USGAL tanks.

This project serves two purposes, one the replacement of beyond useful life equipment and two the upgrade to new and more efficient units reducing operating cost and greenhouse gas emissions. Energy efficiency would increase by 76% and provide a greenhouse gas reduction of 190 tons. The annual cost savings would be \$14,937.

The VFA facility condition report supports the replacement of the units as a priority 1 and 3. The cost difference between upgrading to air source heat pumps rooftop units with gas backup versus and gas fired rooftop units with DX cooling sections is \$51,170. When considering the equipment will need to be replaced with either option the simple payback for the heat pump upgrade over standard gas fired units is 3.6 years.

Staff is recommending that a capital funding request for the attached project outline be forwarded to the Ministry of Education.

RECOMMENDATION:

THAT the Board directs the Board Chair to forward a letter on its behalf requesting capital funding for the Westview Secondary School mechanical upgrade project and advising the Minister that the Board's full 2013/2014 Five Year Capital Plan will be submitted to the Ministry of Education after the completion of the School District Strategic Facilities Plan.





April 10, 2013

**VIA EMAIL**

Ref: 166817

To: All Secretary-Treasurers  
All School Districts

**Re: 2013/14 Capital Plan Submission**

The 2013/14 Capital Plan Instructions and Supplement are now posted on the Ministry's website at <http://www.bced.gov.bc.ca/capitalplanning/resources>. School district's Capital Plan submissions should include capital projects which involve the need for new space, replacements, renovations, site acquisitions, seismic mitigation projects, mechanical upgrades and bus purchases.

**Capital Projects**

For the 2013/14 Capital Plan submission, school districts should review their 2012/13 submission to confirm the priority and scope of the capital projects requested. Based on this review, Project Identification Reports (PIRs) previously provided to the Ministry must be updated, especially with regard to construction costs and enrolment projections.

School districts submitting new PIRs in support of capital projects now being regarded as high priorities for the upcoming capital plan, should first contact their Planning Officer if they have questions regarding the process.

**Seismic Mitigation Projects**

The seismic upgrading of high-risk schools continues to be one of government's highest capital priorities. For the 2013/14 Capital Plan submission, seismic remediation consideration must be integrated into a board's overall capital planning strategy to effectively plan and implement priority seismic projects along with required capital projects.

Seismic projects will be considered using the results of the screening process and enhanced assessment methodology carried out by the Association of Professional Engineers and Geoscientists of British Columbia (APEGBC) under contract with the Ministry. This review of schools identified in the original 2004 assessment incorporates the results of recent advancements in seismic risk assessment methodologies, and ongoing research and analysis on the performance of various types of school buildings.

Further information on the APEGBC's recent work has been shared with affected school districts, including the requirement for Seismic Project Identification Reports (SPIRs) as outlined in the Capital Plan Instructions. Further information will be available on the Ministry's website in the near future.

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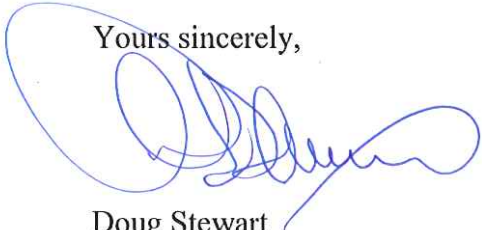
### **School District Facility Plans**

Boards of education are expected to have a School District Facilities Plan (SDFP) in place that supports projects being submitted to the Ministry for capital investment consideration. A SDFP must identify and rationalize current and future capital requirements for new schools, school expansion and consolidation; school replacement or upgrades based on building condition, seismic vulnerability and ongoing maintenance/life cycle costs; as well as new government initiatives. The SDFP provides the critical context for discussions with the Ministry regarding high priority project requests.

The online Remote Data Entry Capital Planning (RDECP/Webcaps) system will be open soon for 2013/14 submissions. You will be advised by email when it is available. **The deadline for 2013/14 Capital Plan submissions to the Ministry is October 1, 2013.**

I would like to thank you for your ongoing support. If you have any questions regarding any aspect of the processes outlined above, please contact your Planning Officer.

Yours sincerely,



Doug Stewart  
Director  
Capital Management Branch

pc: All Superintendents of Schools





**WESTVIEW SECONDARY SCHOOL  
HEATING, VENTILATION & AIR CONDITIONING REVIEW  
for the  
MECHANICAL/ENERGY SYSTEM UPGRADE PROGRAM (MEUP)**

**Prepared For:**

**SCHOOL DISTRICT NO.42 (MAPLE RIDGE)  
20905 Wicklund Ave  
Maple Ridge, BC**

**Prepared By:**



**RPE File 13313-V-707  
August 22, 2013**

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## **1 EXECUTIVE SUMMARY**

Rocky Point Engineering Ltd. was retained by School District No.42 (Maple Ridge) to review the age, condition, and operational effectiveness of the HVAC systems, and equipment at the Westview Secondary School (WSS) and provide guidance for implementation of strategies that can reduce fossil fuel consumption, building energy costs and greenhouse gas emissions while improving comfort and safety of the school's occupants.

The school is currently served by 72 natural gas fired rooftop units with DX cooling sections as well as 13 standard efficiency natural gas fired make-up air units. A large 3,000 MBH low efficiency natural gas fired boiler provides heating to a domestic hot water heating tank. Our investigation has found two major energy efficiency strategies. The first would consist of replacing the existing rooftop units ranging in size from 3, 4 and 5 tons (66 total) with new dual fuel air source heat pump rooftop units with natural gas backup accompanied by demand-controlled ventilation with the use of Carbon Dioxide (CO<sub>2</sub>) sensors. Some of the existing rooftop units are larger than 5 ton capacity. Manufacturers do not currently offer standard off the shelf dual fuel heat pump rooftop units above 5 tons. For this reason, this analysis only considers replacing the existing units that are smaller than 5 tons in nominal capacity. The second strategy would consist of replacing the existing domestic hot water boiler with 3 new natural gas fired 120 USGAL tanks with 199 MBH burners. Combined, these strategies would result in a 76% savings in annual energy consumption.

The implementation of the air source heat pump rooftop units and new domestic hot water heaters would provide 3,934 GJ in annual natural gas savings with an annual increase of 231,300 kWh of electricity. Including consideration for the additional electricity used by the heat pumps, the annual energy cost savings provided by this project amount to \$14,950. The greenhouse gas emissions generated by space heating for this school would be reduced by 190 tCO<sub>2</sub>e annually, a reduction of 85% relative to existing conditions.

The price premium to purchase 66 new air source heat pump rooftop units with gas backup vs. gas fired rooftop units with DX cooling sections is \$51,200.00. The simple payback for the heat pump upgrade over standard gas fired units is **3.6** years.

## **2 INTRODUCTION**

Rocky Point Engineering Ltd. was retained by School District No.42 (Maple Ridge) to review the age, condition, and operational effectiveness of the HVAC systems, and equipment at Westview Secondary School (WSS) located at 20905 Wicklund Rd, in Maple Ridge, British Columbia.

The intent of this report is to provide guidance for implementation of strategies that can reduce fossil fuel consumption, building energy costs and greenhouse gas emissions while improving comfort and safety of the school's occupants.

Rocky Point Engineering (RPE) conducted a site visit of the WSS site on July 2nd, 2013, to survey the installed mechanical systems and equipment.

## **3 WESTVIEW SECONDARY SCHOOL**

### **3.1 Existing Heating, Ventilation, and Air Conditioning Equipment**

WSS was originally constructed in 1973 and has a total floor area of 12,369 m<sup>2</sup>. WSS utilizes a constant air volume system, provided by 72 gas-fired roof-mounted packaged heating/cooling rooftop units and 13 standard efficiency natural gas fired make-up air units.

### **3.2 Alternatives for Mechanical Systems Upgrade**

Currently, only Trane, Carrier and Lennox manufacture dual fuel air source heat pump units. The most cost effective units are sized below 5 tons nominal. Above the 5 ton sizing, units are custom fabricated and costs escalate. For this reason, this retrofit only considers units below 5 tons nominal sizing.

Based on the site visit conducted, it was noted that a total of 66 rooftop units were below the 5 ton nominal sizing and reaching the end of their useful service life. These rooftop units are ideal candidates for a retrofit with new air-source heat pump rooftop units with natural gas backup. It appears three generations of rooftop units are installed on the roof and the 66 rooftop unit candidates are dispersed throughout these generations.

- RTU-1 to RTU-23: Lennox units installed in 2000 and 2001.
- AC-1T to AC-5T: Trane units installed in 1995.
- AC-1 to AC-46: Inner City units manufactured in 1992.

Additionally, the existing domestic hot water heating system is largely oversized for this facility. A 3,000 MBH boiler connected to two large domestic hot water

heaters with indirect heat exchanger provides the heating for the school. Due to the size of the boiler and tanks, standby losses are high.

**Figure 1- Domestic Hot Water Boiler**



With a view to implement sustainable design strategies, reduce energy consumption and carbon footprint, potential ventilation and domestic hot water heating systems upgrades are as follows:

1. Replace the current rooftop units with air-source heat pump rooftop units with natural gas back-up. (66 total)
2. Implement demand-controlled ventilation with the use of carbon dioxide (CO<sub>2</sub>) sensors and direct digital controls (DDC) programming. This retrofit can be implemented for all rooftop units, regardless of their nominal size. (72 total)
3. Replace the existing large domestic hot water boiler and storage tanks with three 120 USGAL natural gas fired domestic hot water heaters at 199 MBH capacity each.

### **2.3.1 Air-Source Heat Pump Rooftop Unit Option**

The current amount of natural gas consumed at WSS can be reduced by making use of heat pump technology. By utilizing the energy advantage of heat pumps which, depending on ambient temperature, produce between 2.0 kW to 3.5 kW of heat energy for every kW consumed, WSS will reduce both its energy consumption and greenhouse gas emissions.

Air-source heat pumps cannot function when the outdoor temperature falls below

approximately -5°C. Below this temperature, the heat pump section is disabled and the natural gas heating section provides the required heating capacity. Due to the local climate in Maple Ridge, BC, the gas-fired backup heating sections will seldom be used. The following table includes the existing RTU model numbers as well as proposed replacement air source heat pump model numbers based on the Trane models.



**Figure 2 - Proposed Replacement Air Source Heat Pump RTU Model numbers**

TAG	EQUIPMENT TYPE	EXISTING MANUFACTURER	EXISTING MODEL #	PROPOSED REPLACEMENT MODEL # (BASED ON CARRIER)
RTU-1	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-2	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-3	ROOFTOP UNIT	LENNOX	GCS16-024-50-2P	4DCY4024
RTU-4	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-5	ROOFTOP UNIT	LENNOX	GCS16-024-50-2P	4DCY4024
RTU-6	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-7	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-8	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-9	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-10	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-11	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-12	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-13	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-14	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-15	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-16	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-17	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-18	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-19	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-20	ROOFTOP UNIT	LENNOX	GCS16-036-90-3Y	4DCZ4036
RTU-23	ROOFTOP UNIT	LENNOX	GCS16-024-50-2P	4DCY4024
AC-2T	ROOFTOP UNIT	TRANE	YCD036C3HABD	4DCZ4036
AC-3T	ROOFTOP UNIT	TRANE	YCD036C3HABD	4DCZ4036
AC-4T	ROOFTOP UNIT	TRANE	YCD048C3HABD	4DCZ4048
AC-5T	ROOFTOP UNIT	TRANE	YCD048C3HABD	4DCZ4048
AC-1	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-2	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-3	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-4	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-5	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-6	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-7	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-8	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-9	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-10	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-11	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-12	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-13	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-14	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-15	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-16	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-17	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-18	ROOFTOP UNIT	INNER-CITY	PGMB060H150IN2K	4DCZ4060
AC-19	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-20	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-21	ROOFTOP UNIT	INNER-CITY	PGMB060H150IN2K	4DCZ4060
AC-22	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-23	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-24	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-25	ROOFTOP UNIT	INNER-CITY	PGMB060H150IN2K	4DCZ4060
AC-26	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-27	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-28	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-29	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-30	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-31	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-32	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-33	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-34	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-35	ROOFTOP UNIT	INNER-CITY	PGMB060H150IN2K	4DCZ4060
AC-36	ROOFTOP UNIT	INNER-CITY	PGMB060H150IN2K	4DCZ4060
AC-37	ROOFTOP UNIT	INNER-CITY	PGMB048H125IN2K	4DCZ4048
AC-38	ROOFTOP UNIT	YORK	D1NP036N07225A	4DCZ4036
AC-39	ROOFTOP UNIT	INNER-CITY	PGMB060H150IN2K	4DCZ4060
AC-42	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-43	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-44	ROOFTOP UNIT	INNER-CITY	PGMB060H150IN2K	4DCZ4060
AC-45	ROOFTOP UNIT	INNER-CITY	PGMB036H100IN1K	4DCZ4036
AC-46	ROOFTOP UNIT	LENNOX	GCS-513-125-6Y	4DCZ4060

### **2.3.2 Demand-Controlled Ventilation Option**

Currently, the rooftop units at WSS provide a fixed amount of outdoor air to meet minimum ventilation code requirements resulting in excess energy consumed when spaces are unoccupied or have low occupancy rates.

To help mitigate this issue, demand-controlled ventilation allows for the rooftop units to modulate outdoor air volumes based on space CO<sub>2</sub> concentration levels. This in turn results in an increase in safety and comfort for the school's occupants, and provides energy savings of up to 30% of baseline consumption.

Demand-controlled ventilation is a popular retrofit option for existing schools, and adopted as good engineering practice when designing new educational facilities.

### **2.3.3 Domestic Hot Water System Retrofit**

It was common for schools designed over 20 years ago to include large domestic hot water boilers and storage tanks. Experience and real world conditions have shown that these systems are grossly oversized and a much smaller heating plant can satisfy the school's domestic hot water heating load. Savings of up to 30% of domestic hot water heating natural gas energy can be achieved through reduction in standby losses. For WSS, three new 120 usgal domestic hot water heaters with 199 MBH heaters each are recommended.

## **3.3 Recommended Strategy for Mechanical Systems Upgrade**

In our opinion, the recommended option for WSS is to replace the existing sixty-six roof-mounted packaged heating/cooling units with air-source heat pump rooftop units with natural gas back-up heat. This retrofit will involve removing the existing units, retrofitting the roof curb, connecting the new units to existing ductwork, natural gas and electrical services as well as connecting the new units to the building DDC system including new CO<sub>2</sub> sensors and controls for demand controlled ventilation. Additionally, we recommend retrofitting the domestic hot water plant. This retrofit will involve demolishing the existing boiler and storage tanks, installing three new heaters, associated gas piping revisions, new flues and connections to the existing domestic hot water system.

## **4 COST & PAYBACK SUMMARY**

An estimate of probable installation cost of providing sixty-six air-source heat pumps with natural gas back-up heat, supplemented by roof curbs and demand-controlled ventilation as well as the domestic hot water retrofit is **\$976,450**.

### **Westview Secondary School**

• Estimate of Probable Cost		\$781,150.00
• Construction Contingency	(10%)	\$ 78,100.00
• Consulting Fees, Permits, and Licenses	(15%)	\$117,200.00
• Overall Project Capital Total	(excluding HST)	\$976,450.00

### **Existing Installation**

Annual Natural Gas Consumption	(GJ)	4,098
Annual Electrical Consumption	(kWh)	989,715
Annual GHG Emissions	(tCO2e)	225
Age & Condition of HVAC Systems		as above
Area of School	(ft <sup>2</sup> )	133,090
Current Enrollment	(as of September 2012)	896
Facility Condition Index	(2011 / 2012)	0.43
Replacement Index	(2011 / 2012)	0.45

### **Proposed Upgrade**

Projected Enrollment	(as of June 2013)	814
Energy Efficiency Increase		76%
Annual Natural Gas Savings	(GJ)	3,934
Annual Electrical Increase	(kWh)	231,306
Annual Natural Gas Savings	(\$)	\$33,486
Annual Electrical Increase	(\$)	\$18,549
Annual Utility Cost Savings	(\$)	\$14,937
Greenhouse Gas Reduction	(tCO2e)	190

## **5 CONCLUSION**

Rocky Point Engineering was retained by School District No.42 (Maple Ridge) to provide a heating, ventilation and air conditioning review of the Westview Secondary School for the Mechanical Equipment Upgrade Program.

If pursued, the proposed upgrade can provide an annual energy cost savings of \$14,937. When considering the whole cost of replacement only, this retrofit provides a simple payback of approximately **66** years. However, this simple payback calculation is not relevant as the units have to be replaced with new rooftop units of some type in the near future.

Rocky Point asked Trane to price 66 new gas fired rooftop units with gas heating section and DX cooling and no air source heat pump. This would correspond to a direct replacement of what is currently installed on the roof. The price premium to

purchase 66 new air source heat pump rooftop units with gas backup vs. gas fired rooftop units with DX cooling sections is \$51,170.00. When considering the equipment will need to be replaced with either option in the near future, the actual simple payback for the heat pump upgrade over standard gas fired units is **3.6** years.

In light of the retrofit requirement and with the desire to reduce greenhouse gas emissions, energy costs and consumption, we recommend proceeding with the replacement of these units to air-source heat pump rooftop units with natural gas backup.

We appreciate the opportunity of working with you on this project, and trust that this report is satisfactory to your requirements. Please feel free to contact the undersigned regarding any questions or further information that you may require.

Report prepared by:



Emmanuel Lavoie, P.Eng. LEED AP BD+C  
Principal  
elavoie@rpeng.ca



**Figure 3 – Domestic Hot Water Storage Tanks**



**Figure 4 – Sample RTU's to be replaced with Air Source Heat Pumps**



## **6 DISCLAIMER OF LIABILITY**

The material in this report reflects our professional opinion based on information available to us, a site walk-through, visual observations of the mechanical systems/equipment and building operator comments. Any use, which a third party makes of this report or reliance on decisions made based on this report, are the responsibility of such third parties. Rocky Point Engineering Ltd. accepts no responsibility for damages, if any suffered by any third part as a result of decisions made or actions based on this report.

A visual review has been carried out by Rocky Point Engineering Ltd. on readily accessible mechanical systems and equipment. No physical testing of systems/equipment capacities have been undertaken to ascertain the capacities to meet HVAC requirements or compliance with current code requirements.



ITEM 6

To: Board of Education

From: Deputy Superintendent  
Laurie Meston

Re: **PRELIMINARY ENROLMENT REPORT**

Date: September 25, 2013  
(Public Board Meeting)

### **Information**

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

Student enrollment numbers will not be confirmed until the end of October when the 1701 Ministry count is finalized. However, the initial indication appears to be that our number (FTE) of enrolling students is slightly above projections (approximately 27 FTE) but still down overall (approximately 163) from our enrollment last year.

Elementary appears to be slightly increasing with kindergarten numbers higher than they have been for many years and grades one to seven about 26 FTE above projections.

Secondary continues to decline from our numbers last year but appears to be close to the projections we made in the Spring.

FTE numbers for Distributed Learning and Continuing Education have not been inputted into BCeSIS as of yet.

In the supplementary categories student information is still being entered so final numbers are not yet solid enough to report. Indications are that Special Education Levels 1, 2, and 3 numbers will be close to projections. Aboriginal Education numbers will be slightly above projections. ELL numbers will be somewhat below projections.

#### **RECOMMENDATION:**

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



ITEM 7

To: Board of Education

From: Board Policy  
Development Committee

Re: **BOARD POLICY DEVELOPMENT  
COMMITTEE RECOMMENDED  
POLICIES FOR APPROVAL & RESCINDING**

Date: September 25, 2013  
(Public Board Meeting)

**Decision**

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**BACKGROUND/RATIONALE:**

The Board Policy Development Committee (the "Committee") has followed the appropriate consultation requirements as outlined within Policy 2500 and has at tonight's meeting brought forward for approval Policy 10400: Community and Commercial use of School Facilities and Grounds Policy. The Rental Fees Procedure (10400.1) is also included for information. (Attachment A)

**PROPOSED ACTION:**

Upon approval of the above policy, the following policy is proposed to be considered for rescinding:

- Community Use of School Facilities and Grounds approved January 31, 2007 (Attachment B)

This action to rescind previously adopted policies and replace them with Committee recommended 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:**

IT IS RECOMMENDED THAT the Board approve policy 10400: Community and Commercial Use of School Facilities and Grounds Policy for implementation, and

THAT the attached procedure 10400.1 Rental Fees Procedure be received for information.

IT IS FURTHER RECOMMENDED THAT the Board rescind policy Community Use of School Facilities and Grounds approved January 31, 2007.

**Attachments**





## **SD 42 POLICY: 10400**

### **COMMUNITY AND COMMERCIAL USE OF SCHOOL FACILITIES AND GROUNDS**

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#### **POLICY STATEMENT**

Under the School Act, the Board of Education (the “Board”) is obligated to provide facilities and grounds sufficient to conduct School Age education programs. The efficient operation of such programs is recognized as the primary purpose of all district facilities and grounds.

The Board recognizes, however, that all taxpayers contribute to the cost of constructing and maintaining local facilities and grounds through provincial taxation. The Board agrees, therefore, to extend to the public the privilege of having access to Board facilities and grounds provided it does not interfere with school programs or other Board initiatives and can only be allowed at no cost to the Board. In the event of a violation of this privilege, the Board reserves the right to cancel the use of any school facility or grounds.

The Board reserves the right to enter into reciprocal agreements with District of Maple Ridge, City of Pitt Meadows and Parks and Leisure Services for the two municipalities with respect to site acquisition, development and maintenance. In addition, the Board reserves the right to enter into agreements with those agencies respecting the cooperative use of facilities and grounds for providing community programs and services. Financial arrangements for such agreements will be negotiated separately between the Board and the participating agencies.

#### **AUTHORITY**

The Board assigns the responsibility for the Community and Commercial Use of School Facilities and Grounds policy to the Secretary Treasurer.

#### **GUIDING PRINCIPLES**

Board property will be made available to licensed child care providers, as defined in the *School Act*, on business days between the hours of 6:00 a.m. and 6:00 p.m. provided that:

- a. any use of Board facilities and grounds by a licensed child care provider does not disrupt or otherwise interfere with the provision of educational activities, and
- b. the revenue obtained by the board from licensed child care providers using Board facilities and grounds equals the direct and indirect costs incurred and to be incurred by the board as a result of making that use available.

Board facilities will be made available to outside users for a fee that at a minimum ensures full cost recovery of direct and indirect costs incurred and to be incurred by the board as a result of making that use available. On an annual basis the fee structure will be reviewed and presented to the Board for approval.

School grounds are closed from 10:00 p.m. to 6:00 a.m. Any use of school property without the benefit of a rental contract is in violation of the Trespass to Property Act.

The rental of all school facilities and grounds is the responsibility of the Secretary Treasurer. Revenues derived from the rentals of all school facilities and grounds are the property of the district and will be shared with schools for the support of school programs.

The Board reserves the right to refuse entering into rental agreements and the right to terminate existing rental agreements with parties that fail to provide and maintain general liability insurance with insurers licensed in British Columbia and in forms and amounts acceptable to the Board.

The use of school district facilities and grounds shall be made on the basis of the following priorities:

- First Priority: School Use - Regular school curricular and organized extra-curricular activities that are authorized, organized, and supervised by the School.
- Second Priority: District Programs – All other District programs, services and initiatives.
- Third Priority: Negotiated agreements with the District of Maple Ridge, City of Pitt Meadows and Parks and Leisure Services for the two municipalities.
- Fourth Priority: All other outside groups including community and commercial.

The above priorities apply, except where a Board approved agreement requires otherwise. Despite historical rights, any user may be bumped from a particular time, day or facility or grounds based on the priority of use noted above. The group doing the bumping is expected to give as much notice as is possible.

Section 2.2 of the Tobacco Control Act prohibits all persons from smoking or using tobacco, or holding lighted tobacco, in or on school property.

The consumption of alcoholic beverages on school district property may be permitted in some circumstances. The specific requirements for this use can be found in Board Policy 5905 Alcohol – Consumption, Possession and Storage.

**APPROVED:**

## **SD 42 PROCEDURE: 10400.1 - RENTAL FEES**

### **GUIDING PRINCIPLES:**

1. Board facilities will be made available to outside users for a fee that at a minimum ensures full cost recovery of direct and indirect costs incurred and to be incurred by the board as a result of making that use available.
2. The Secretary Treasurer or Designate determines the rental rates for each type of Board facility on an annual basis. The rental rates are calculated based on either the full cost recovery per square meter per hour or market rates. The average rentable area for each type of facility is used to determine the rental fee for specific rental agreements.
  - a. Full cost recovery rental rates will be based on budgeted facilities operations and maintenance annual costs for regular hours of operations (6:00 a.m. to 4:00 p.m.; 10 months/year) plus estimated deferred maintenance costs.
  - b. Market rental rates will be determined by conducting a market analysis on an annual basis.

### **FACILITY RENTAL FEES:**

Rental fees shall be differentiated based on the categories defined in the table below:

<b>Category</b>	<b>Definition</b>
<b>Youth Non-Profit</b>	Shall include any organization registered as such under the Societies Act, with the exception of religious/faith based groups which will be classified as Private. (Membership is 19 and under)
<b>Adult Non-Profit</b>	Shall include any organization registered as such under the Societies Act, with the exception of religious/faith based groups which will be classified as Private. (Membership is 19+ and older)
<b>Private</b>	Shall include any group whose activities are not open to the general public including religious/faith based groups.
<b>Commercial</b>	Shall include any commercial agency or group of agencies whose object is to gain profit.
<b>Licensed Child Care</b>	Shall include licensed child care providers as defined in section 85.1 (1) of the School Act
<b>School Use</b>	Regular school curricular and extra-curricular activities, including meetings of the school PAC

<b>Category</b>	<b>Rental Rate</b>
<b>Youth Non-Profit</b>	Full cost recovery
<b>Adult Non-Profit</b>	Full cost recovery + 20%
<b>Private</b>	Market Rate – 20 %
<b>Commercial</b>	Market Rate
<b>Licensed Child Care</b>	Full cost recovery
<b>School Use</b>	No charge



## POLICY

Approved: January 31, 2007

Revised:

Review: Annually

**Subject: Community Use of School Facilities and Grounds**

## References:

See Other Policy(ies)

See Procedure (s):

Community Use of School Facilities and Grounds

**Policy Statement**

The Board believes that schools and school grounds are primarily provided for educational purposes related to the K-12 Program. School facilities are a part of the community and should be made available for public use, and their use encouraged, provided the use does not have a negative impact on the school.

**Guiding Principles**

1. Parks and Leisure Services, community agencies and other Ministries are recognized as key partners in providing community programs and services.
2. On an annual basis the fee structure will be reviewed and presented to the Board for approval.



## **RECORD**

### **2012-2013**

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 26, 2013**

Call to Order  
Motion of Exclusion  
Ordering of Agenda  
Confirmation of Minutes – June 12, 2013  
Secretary Treasurer Decision Item  
Director of Human Resources  
Two Trustees Declared Conflict of Interest  
Superintendent Information Item  
Director of Human Resources  
Trustees Returned  
Secretary Treasurer Information Item  
Committee Business: May 8, 2013 Minutes  
Committee Business: June 12, 2013 Minutes  
Committee Business: May 29, 2013 Minutes  
Committee & Advisory Reports  
Adjournment

Meeting called to order at 3:12 p.m.  
Approved  
Approved as amended  
Approved as circulated  
Approved  
Joined the meeting at 3:16 p.m.  
Exited the meeting at 3:28 p.m.  
Received for information  
Exited the meeting at 3:44 p.m.  
Joined the meeting at 3:45 p.m.  
Received for information  
Received for information  
Received for information  
Received for information  
Received for information  
Adjourned at 3:50 p.m.