



2. Information Items
  - a)

To: Board of Education

From: Chairperson  
Mike Murray

Re: OPENING PROCEDURES

Date: June 12, 2013  
(Public Board Meeting)

Information/Decision

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

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3. Provide School Districts with the choice to purchase offsets through  
offset purveyors other than Pacific Carbon Trust.

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4. Provide school districts with the ability to aquire loans for the purpose  
of ÖgreenÖ retro- fitting of energy inefficient facilities similar to the  
model used by school Districts in Alberta

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December 2, 2011

Ref: 150579

Frank Lento, Chair  
Board of Education  
School District No. 5 (Southeast Kootenay)  
Email: [Frank.Lento@sd5.gov.bc.ca](mailto:Frank.Lento@sd5.gov.bc.ca)

Dear Mr. Lento:

Thank you for your letter of November 28, 2011, regarding the Southeast Kootenay Board of Education motion requesting that "government provide school districts with targeted funding for the reduction of carbon offsets and, in consultation with School Boards, make changes to the way carbon offsets are calculated for school districts while ensuring that carbon offsets paid out by school districts are set aside for the sole purpose of upgrading school district facilities to reduce carbon footprints."

The Honourable Terry Lake, Minister of Environment, is currently reviewing this issue, and I have forwarded your letter to him so that he is aware of your concerns and suggestions. I understand that the Minister's review process will include meetings with the BC School Superintendents Association, the BC School Trustees Association and other public sector organizations.

Again, thank you for taking the time to write.

Yours truly,

  
George Abbott  
Minister

cc: Honourable Terry Lake  
Bill Bennett, MLA for Kootenay East



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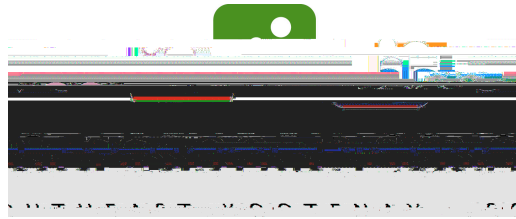
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Frank Lento (Chair) ¥ Trina Ayling ¥ Bø Bellina ¥ Olivia Besanger ¥ Gail Brown ¥  
Shaun Damstrom ¥ Chris Johns ¥ Curtis Helgesen ¥ Patricia Whalen





May 16th, 2013

## SD5 puts \$80,000 in own Carbon Offsets Fund

School District 5 (SD5) is expected to pay out nearly \$80,000 in Carbon Offsets to the Pacific Carbon Trust (PCT) in order to comply with the government's Greenhouse Gas Reduction Targets Act. This th, Tc 17.-44

out that school buildings represent one of the single largest opportunities for reducing public sector greenhouse gas emissions.

ÒIf our District had been able to invest the \$80,000 paid to the PCT last year in a solar wall upgrade in one of our schools, we wouldÕve achieved a reduction in our carbon footprint while realizing an annual \$9,000 in energy savings.Ó

Lento describes the lost opportunity to save \$9,000 as a direct reduction in funding available for regular operating expenses. ÒThese operating expenses ultimately mean less dollars spent in the classroom and thatÕs bad for kids.Ó

Cranbrook Trustee Chris Johns agrees and points out that the pending Mount Baker Secondary school replacement offers government a golden opportunity to reduce carbon emissions while saving the District long term m1(rvn M )pai.usoB89 Tc 15.317 0 Ti.usoBpJ-1(t)1(s) system. And that means weÕre going to have to keep feeding money to the Pacific Carbon Trust when our school kids and teachers are

A copy of the correspondence between the District and Minister Abbott, and the complete motion carried by the Board at its May 2013 meeting is available to the public on the SD5 website, [www.sd5.bc.ca](http://www.sd5.bc.ca).

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**Contact:**

Frank Lento, Chairperson, SD5 Board of Education	250-430-7175
Trina Ayling, SD5 Trustee Media/Communications Committee	250-489-1006



School District No. 8 (Kootenay Lake)



# School District No. 71 (Comox Valley)

Board of Education

607 Cumberland Road  
Courtenay, B.C., V9N 7G5  
Fax (250) 334-5552  
Telephone (250) 334 -5528

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January 16, 2013

Honourable Don McRae  
Minister of Education  
PO Box 9045, Stn Prov Govt  
VICTORIA, BC  
V8W 9E2

Min/P < Dedm

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component and this levy will be used against districts as our competitor countries (UK, USA, Australia) strive to maintain or increase their market share.

May 31, 2013

Teresa Rezansoff

BCSTA President

1580 West Broadway, 4<sup>th</sup> Floor

Vancouver BC V6J 5K9

Dear Teresa,

At our Metro Branch meeting of May 24<sup>th</sup>, our BCSTA Metro Liaison, Valerie Adrian, mentioned that the BCSTA Executive would be speaking to the Mi

5. With no consultation the government wants an increase of 6000 international students by 2015. This is a 50% increase from the current number of 12,500 international students provincially. At best the province may be able to handle 19% growth. There are

ITEM 2

To: Board of Education

From: Chairperson  
Mike Murray

Re: CONFIRMATION OF MINUTES

Date: June 12, 2013  
(Public Board Meeting)

Decision

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RECOMMENDATION:

THAT the Minutes of the May 29, 2013 Public Board Meeting be approved as circulated.

Attachment

PUBLIC MINUTES OF THE  
BOARD OF EDUCATION MEETING  
Wednesday, May 29, 2013 (6:00 PM)  
DEO Board Room

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C. PRESENTATIONS

Ron Lancaster, Trades Partnership Coordinator District Partnership Programs

Mr. Lancaster presented a brochure that highlights all the career programs in our schools.

Career programs are bringing life to learning. There have been up to 100 students out in the community conducting work experience; 125 students are participating in partnership programs and interest in the program has never been higher. By the end of March this year, 100 applications were received for September. The community is becoming more aware of options and fully embraced the programs. There has been great response to the newly board approved plumbing program.

Mr. Lancaster introduced students Cole Higgins, Brooklyn Taylor, Anika Malmste, Brandon Collins and Spencer Clinton.

Cole Higgins An MRSS student cross-enrolled into the BCIT Auto Service Technician student provided an account of his experience in the program and the employment opportunity. Tw 9.272 10(o)is(i)-3(o)-1est7-1(i)-3( )11(e)

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CARRIED

The Board further wishes to encourage BCSTA on behalf of Boards to take this to the Government.

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

2013-2014 Board of Education Regular Public Board Meetings

Moved: Trustee Rempel

Seconded: Trustee Clarkson

THAT the Board adopt the following regular Public Board meeting schedule for 2013/14:

September	11, 25	February	12, 26
October	9, 30	March	12
November	13, 27	April	9, 30
December	11	May	14, 28
January	15, 29	June	11, 25

CARRIED

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Ridge Meadows Education Foundation A verbal report was provided on the successful dog day which raised money for the school brown bag lunch program.

Tzu Chi Foundation A verbal report was provided on the challenges in attendance at the recent celebration \$17,500 of funding has been donated by Tzu Chi. The next meeting is in two weeks.

Good News Items

Items included the district track meet which is scheduled for MRSS June 6 and 7<sup>th</sup>; bird tours fostering learning at Trustee Rempel's home; and the successful pole ceremony to be held at Alouette Elementary.

Summer Learning Program recently received the Ken Spencer acknowledgement award; and Trevor Randle, MRSS Chair recently was auctioned off for \$850 at a fundraiser where he will prepare a dinner for eight in the bidder's home.

Trustee Palis concluded the meeting with 'sad' news indicating this as being the Executive Assistant's last attendance at a Board meeting as Tracy Orobko moves on to new adventures and challenges. The 2( bw 0b(ae)-3



ITEM 3

To: Board of Education

From: Board Chairperson  
Mike Murray

Re: PRESENTATIONS

Date: June 12, 2013  
(Public Board Meeting)

Information

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Community Literacy

Bruce Grady, District Principal- Continuing Education, Ridge Meadows College,  
International Education

RECOMMENDATION:

THAT the Board receive Bruce Grady's presentation for information.

COMMUNITY AND DISTRICT  
LITERACY PLAN  
June 2013

Bringing Literacy to Life

## ACKNOWLEDGEMENTS

The Maple Ridge Pitt Meadows Katzie Community Literacy Committee gratefully acknowledges the BC Ministry of Education and Decoda Literacy Solutions for its funding and ongoing support.

The Community Literacy Committee would also like to thank School District [(Co)-6(m) Twt 42 fundiFts

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## EXECUTIVE SUMMARY

The Maple Ridge Pitt Meadows Katzie Community Literacy Committee (CLC or Literacy Committee) works to promote and support adult, community, and family literacy. Since 2003 the Literacy Committee has operated as a standing Committee of our local Community Network – an agency based, community wide, planning table. In 2007, the CLC became a literacy task group as defined by 2010 Legacies.

The Literacy Committee is a community group therefore membership is open to anyone who wants to be involved in literacy. Most Committee members represent agencies and





## ABOUT LITERACY



About the Literacy Committee      The Literacy Committee works in the communities of Maple Ridge, Pitt Meadows and Katzie to promote and support adult, community, and family literacy.

Since 2003 the Literacy Committee has operated as a standing Committee of our local Community Network – an agency based, community wide, planning table. In 2007, the CLC became a literacy task group as defined by 2010 Legacies.

Membership      The Literacy Committee is a community group therefore membership is open to anyone who wants to be involved in literacy. Most Committee members represent agencies and organizations. Some members are individuals with no formal affiliation. For a full list of members see Appendix 1.

## LITERACY COMMITTEE MISSION and VISION STATEMENTS

Mission      The Literacy Committee promotes and supports adult, community and family literacy and provides leadership and coordination of literacy initiatives in the communities of Maple Ridge, Pitt Meadows and Katzie First Nation.

Vision      We will be a community where:

- x literacy programs are available to people of all ages and all backgrounds;
- x All people are encouraged to learn, read and participate;
- x All learners are valued for all their skills;
- x All learners feel safe to ask for help and use community literacy services; and,
- x literacy initiatives are coordinated and happen in many parts of our community.

## LITERACYTASK GROUP

The CLC works in collaboration with community partners to achieve its goals. Our key partners are School District 42 and Fraser Valley Regional Library. Both FVRL and SD42 provide valuable resources and support for the



## COMMUNITY PARTNERSHIPS and COLLABORATION

The Literacy Committee works in collaboration with local non-profit and government agencies to enhance local literacy initiatives. With a focus on enhancing literacy content in existing programs we have focused our attention on supporting the literacy work of those agencies working with adults, families, and immigrant communities.



## PARTNER DETAILS

SD42 offers the largest number of literacy services in our community for both children and adults. The School District actively provides resources and support for the Literacy Committee and collaborates on shared literacy initiatives.

Referrals to the School District's programs and services, help Literacy Outreach Workers connect learners to a wider range of free or low-cost literacy programming.

The following table shows SD42 school and enrolment numbers for Elementary, Secondary, and Continuing Education programs.

Current	
Number of Elementary Schools including: 3 Early French Immersion 1 Late French Immersion	20*
Number of Secondary Schools including: 2 French Immersion	6*
*Number of Alternate Secondary Programs	2
<b>2012/13 School Year</b>	
Number of Students Enrolled	14923
These numbers include:	
French Immersion	1431
Aboriginal Students	1111
English as a Second Language	331
International Students	529
Number of Learners taking courses through Community Education	86.5
Adults 234 Headcount	45.75 FTE
Graduated Adults 116 Headcount	21.375 FTE
Regular Grades 44 Headcount	7.00 FTE
<b>2012/13 School Year</b>	
Number of Ministry Identified Students	1565

The following key areas are the focus of our School District in 2013:

1. Universal design for learning - a shift from content driven to skill based driven opportunities for learning; and, use of technology to engage the learner.
2. Supporting Early Learners – building skills as the foundation of student engagement and success including early learning initiatives, such as Strong Start, Ready Set Learn, PALS, and Welcome to Kindergarten.
3. Students with Learning Disabilities and Behaviour Challenges - using effective intervention to improve graduation rates for these students.
4. Engaging Secondary Students – recognizing that today’s students learn differently and finding ways to provide opportunities for students to take control of their learning.
5. 21st Century Skills – helping students become inquiring learners so that they can meet new challenges, solve problems, and use technology.
6. Elementary Literacy – addressing literacy through school growth plans, school-based literacy plans, and professional development, as well as initiatives such as Books for Boys, Books for Girls, Bookfest, and the Reading Racers summer literacy program.
7. Aboriginal Education – improving literacy, numeracy, graduation rates, and Aboriginal students’ sense of belonging.

Fraser Valley  
Regional Library

The [Fraser Valley Regional Library](#) (FVRL) is also a key partner in the work we do. As the CLC’s financial steward, FVRL accounting department receives and administers all monies received from funding partners, signs contracts with Literacy Outreach Workers (LOWs), and provides budget updates.

FVRL operates two libraries in our region including one in Maple Ridge and one in Pitt Meadows. The CLC has established strong working relationships with both libraries and partners on literacy related events annually.

## COLLABORATION

Working Well  
Together

conversations examine many solutions until one is found that brings positive results for everyone. Cornerstone to the collaborative work is the CLC and partner agencies' desire to find creative ways of working together "synergistically." All conversations start with the question, "where do our goals overlap?" and proceed from there.

GUIDING QUESTION  
#3C

What makes  
collaboration work  
well?

Contributions shared initiatives take many forms

Question:

1. When you consider our shared partnership work well?

projects.

Responses:

- x Synergistic co-location is a starting point, shared resources, awareness of the people with solutions for learners allows referrals
- x Cooperation!

Question:

2. What makes these partnerships work so

Responses:

- x A common goal and facilities that are multi-functional
- x Common goals and complementary services / mandates
- x Connection to children, stakeholders in education and literacy
- x Mutual support of local strengths and knowledge





## KEY OUTCOMES IN 2012

### Achievements

The work done by the Community Literacy Committee addressed the four key goals and the following broad outcomes were achieved:

#### Goal 1: Programs & Services

**GUIDING QUESTION  
#4B**

What actions were  
taken to reach these?

- x CALP Funding and Pathfinder Youth Society partnership enabled CLC to reach out to marginalized young adults and provide group and one on one literacy tutoring within an existing program
- x Physical presence in the Learning Room connected targeted learners with each other and with the CLC, grew programs and services, and provided a safe place to address literacy concerns
- x Raise a Reader collaborative discussions led to creation of Family Literacy Work Group, PALS training for Family Service Providers and shared development of activity kits for programs
- x Books secured for Free Book Distribution through partner agencies through First Books Canada and for community book bins using Raise a Reader funds
- x Adult Learner Book Club launched in conjunction with Fraser Valley Regional Library (FVRL) to help low literacy learners connect with written stories. This program has been adopted by the FVRL and is run by a CLC Volunteer
- x Guidebook written for Outreach Book Club that outlines how social service agencies can start Book Clubs with their own clients
- x Women's ESL Conversation group has grown and fifteen (15) women now attend on a regular basis
- x Offered FREE tax filing service run by a volunteer that helped low income residents bring their taxes up to date

x

x Used



## MEASURING SUCCESS

Over the past year, the CLC has achieved success in many arenas. However, as with all reporting, it is important to not only “tell” people about your success, but also to show them the quantitative and qualitative results.

### GUIDING QUESTION # 5

How do you know that the actions taken are working to support literacy?

What impact have the literacy initiatives had?

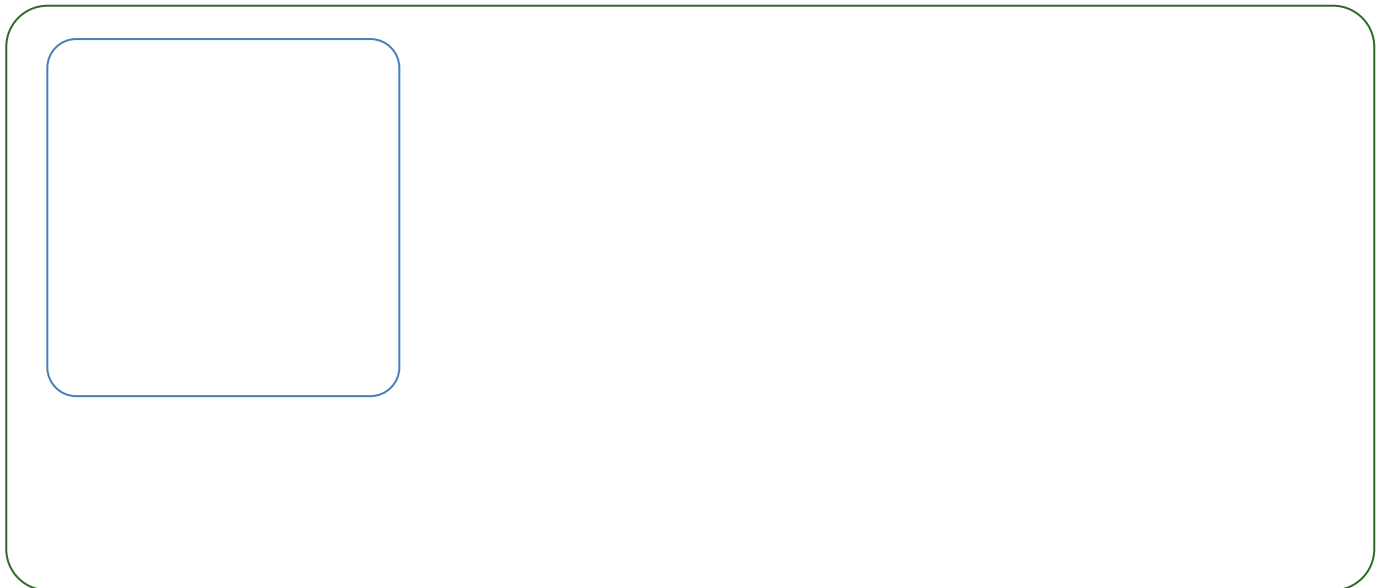
What are the things that support literacy work?

We know we have:

- x Increased the number of partnerships we have in the community;
- x Improved the profile of the Committee and raised awareness that literacy IS an issue in our community;
- x Provided programs and services to targeted adult learners at our Learning Room; and,
- x Engaged the community in literacy at community events, through ongoing outreach, and at literacy workshops.

We evaluated our success on an ongoing basis and summarized the results using quantitative and qualitative tools.

Additional details of the results of our Online Survey and Annual LOW Report can be requested at [coordinator@communityliteracy.ca](mailto:coordinator@communityliteracy.ca).



The CLC has made significant progress towards achieving the four goals specified in the CDLP. Please note that our focus for 2012 was on meeting the needs of Adult Learners primarily as is reflected in these results.

2012 Summary of Community Outreach					
	Total # of	No. of Adult Participants	No. of Children Participants	No. of Teen Participants	No. of Senior Participants
Presentations	4	136	1	0	0
Community Meetings	7	70	0	0	20
Program (Tutoring, Conversation Groups, etc.)	5	115	0	0	0
Events	9	271	330	55	33
Totals	25	592	331	55	53
Total Community Contacts					1031

2012 Summary of Volunteer Engagement			
	No. of Meetings	No. of Volunteers	Total Volunteer Hours
Community Meetings	12	8	17
Requests for Support (Letters, Volunteers, Other)	--	6	12
Presentations	6	2	8

To assess our impact in the community and to find evidence that the work that the CLC was doing was of value, we asked community



## KEY CHALLENGES IN 2012

The CLC encountered few unexpected difficulties in 2012. As noted above the environment in which we work, the trends we experiences (+ and -), and the financial constraints experienced by partner agencies remained the same.

As a Committee one of the biggest challenges we faced was sorting through all the great ideas and identifying which ideas would have the greatest impact given the limited volunteer, Committe..o an

- x More funds for our partner agencies to engage in collaboration without so many time / money restrictions. Most who come to





## ACTION PLANNING FOR 2013

The CLC's theme for 2013 is to stay the existing course. This means that we will continue to focus on the same goals that were established in 2012. These are:

1. Identify and increase free and community based services to adult learners in Maple Ridge, Pitt Meadows, and Katzie

Work Smarter

For the CLC to continue to achieve its identified strategic goals and to be sustainable the Committee identified that it needed to work SMARTER, not harder. For this to happen the following activities were prioritized:

GUIDING QUESTION  
2013:2

What actions are planned against those goals?

- x Continue to build on existing programs and services that are currently underway
- x Focus on finding sustainable funding other than Decoda and identifying opportunities for business sponsorships within our community
- x Maximize use of all print and online media avenues to raise awareness, connect with the community, and promote literacy activities
- x Evaluate all activities based on impact and eliminate programs / services that are not effective (pre- and post- activity evaluations)

GUIDING QUESTION  
2013:3

Read on to review our specific goals and action items that have been carried forward from 2012 and continue to be our focus in 2013.

GOAL 1: Identify and increase free and community based services to adult learners in Maple Ridge, Pitt Meadows, and Katzie through partnerships with service providers.

Priority	Action Steps	Measured?
	Link learners to existing and emerging literacy programs	# of referrals to outside programs
	Support underserved adult learners such as those in need of essential skills, underemployed, unemployed, homeless, and ESL	# of referrals to internal / external programs # of community contacts with identified groups (i.e., through outreach) # of programs offered through Partnerships/ collaboration (i.e. Raise a Reader model) # of individuals served at the Learning Room
	Maintain and post list of existing service providers and programs (LINK UP directory) as a tool for local agencies and for internal use	Posted online Growing # of relevant literacy programs included Website hits to this page
	Identify gaps in literacy services to support literacy providers	Identify and discuss new opportunities at CLC table Develop partnerships around gaps to meet local needs

Priority	Action Steps	Measured?
HIGH	Coordinate partnership opportunities between service providers to ensure local literacy needs are met	# of service providers at the CLC table (active) # of active participants at Literacy Conversations (“nattering” sessions) # of partnerships created and used to deliver programs
	Offer Volunteer Tutor training program to ensure qualified individuals in place to help learners	# of volunteer tutor training sessions offered annually # of trained volunteer tutors available # of volunteer tutor-learner match ups and hours invested in tutoring
	Modify existing tutor training to reflect need for more ESL components	Changes made to program when next implemented
HIGH	Identify low literacy learners and connect them with one on one tutoring services or other programs	# of learner – tutor matches # of trained tutors # of active volunteers
HIGH	Implement Raise a Reader program as per the Literacy on the Go proposal	# of trained literacy facilitators # of partner agencies integrating literacy into programs and reporting back # of learners referred to CLC
	Start conversations with businesses to collaboratively implement Workplace Literacy initiatives	# of collaborative discussions with businesses in the community around literacy # of workplace literacy resources made available to support business community # of workplace literacy initiatives implemented



GOAL 2: Coordinate and cooperate with community service providers and partner providers to enhance literacy levels across our community to improve quality of life.

Priority	Action Steps	Measured?
	Develop a strong leadership role for community partners to increase awareness of literacy needs in our community	# of conversations started with businesses, educational organizations, and community agencies # of presentations made to local groups & associations
	Gather existing literacy data annually from partner agencies via existing secondary data and simple needs / gap analysis of front line staff at agencies	Develop simple survey for agency front line staff to complete Gain "buy-in" from agencies for implementation of survey Implementation of survey Collection of existing secondary data from SD42 and other partner agencies
HIGH	Reinforce the importance of engagement and consistency with members of the CLC	regular attendance at CLC meetings active involvement of CLC members outside of planning meetings # of Committee Members representing CLC at Community Tables / Events / Meetings ongoing outreach / invitations to key Committee members

Priority	Action Steps	Measured?
	Increase awareness of community literacy issues through connections to community initiatives (this targets public)	attendance at community planning tables, business networking events, community events – outreach efforts # of contacts that become involved in CLC's work at some level (planning, Committee, supporter) # of Committee Members representing CLC at community meetings / events
	Create linkages between school aged literacy programs and community literacy initiatives	participation in school based programs and/or shared events invitations for CLC to attend school literacy events creation and implementation of POTs Campaign and Community Literacy Challenge
	Connect adult volunteers with existing literacy programs	# of adult literacy volunteers participating in partner programs

GOAL 3 Create an increased community literacy profile in Maple Ridge, Pitt Meadows and Katzie through awareness building, community outreach, and marketing efforts

Priority	Action Steps	Measured?
	<p>Update LOW work / community outreach plan to connect with individuals and organizations</p> <p>Raise awareness of literacy issues (e.g., document literacy) in the business community around workplace literacy</p>	<p>report updated</p> <p>analysis of outcomes in annual LOW Report</p> <p># of contacts via outreach efforts</p> <p># of community presentations</p>

Priority	Action Steps	Measured?
	Define CLC Participation levels with goal of recruiting more members to be active in a range of activities	Clear definition of member levels Definitions included in Policies & Procedures Manual
HIGH	Actively engage Committee Members in work being done by the Committee (i.e. Committee members take on part of the work load in specific areas)	# of CLC members in defined participation levels # of members actively engaged in CLC work
	Target parents to increase positive, healthy attitude to reading with their children and modeling reading	# of contacts via outreach efforts # of community presentations creation of marketing materials that promote children reading with parents # of online resources compiled and listed on CLC website (i.e. videos on how to read to your children) Participation in POTs Community Literacy Challenge
HIGH	Target recruitment to CLC to increase representation in certain areas and in defined roles	# of CLC members in task specific sub-Committees # of members actively engaged in work being done # of volunteers trained in specific roles

GOAL 4: Become a leader in literacy initiatives.

Priority	Action Steps	Measured?
	Explore organization structure and administrative supports to ensure long-term sustainability of the Committee	<ul style="list-style-type: none"> <li>9Administrative supports put in place (i.e. detailed bookkeeping, web hosting / technical supports)</li> <li>9Policy and Procedures Manual</li> <li>9Terms of Reference and Bylaws</li> </ul>
	Review organizational structure on a yearly basis (non profit)	Assess need for non profit charitable status for funding applications, insurance, etc.
HIGH	Implement CLC General Liability Insurance after defining who is responsible for providing this coverage	<ul style="list-style-type: none"> <li>9General Liability Coverage secured for Committee Members</li> <li>Advocate for change in policy holder if required</li> </ul>
	Develop an action oriented leadership model that integrates accountability, education, knowledge transfer and technology, and tracks effectiveness	<ul style="list-style-type: none"> <li>CLC membership</li> <li>participation at community events</li> <li>budgeting</li> <li>website hits</li> <li>referrals to the CLC</li> </ul>
	Research, collect, compile and analyze existing data to determine the level of literacy that exists in our community	completed fact sheet

Priority	Action Steps	Measured?
	Track activities of Committee, contractors, and volunteers to ensure contract obligations are met and to measure effectiveness of work being done	monthly and quarterly reporting and tracking Annual LOW Report Annual Committee Survey around progress
	Provide administrative support to CLC Committee	timely publishing of agendas, minutes, reports, and other working documents
HIGH	Secure funding for the CLC	# of grant applications completed and awarded to support local work Value of grants received success rate on grant applications
HIGH	Pursue joint funding applications with community partners for collaborative literacy programming	# of joint grant applications # of collaborative programs Value of grants received

## APPENDIX1 –CLCMEMBERSHIP

The Community Literacy Committee's membership is made up of representatives from three groups: Agency, Business, and Community.

The following table provides some insight into the make up of our current Committee:

Group	#	Organizational Names
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To: Board of Education

From: Budget Committee of the Whole

Re: 2013/14 RENTAL RATES

Date: June 12, 2013  
(Public Board Meeting)  
Decision

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BACKGROUND:

At its May 29, 2013 meeting the Board's Budget Committee of the Whole reviewed the proposed rental rates for 2013/14 and after careful and thoughtful consideration is recommending that the Board approves the proposed rental fees for 2013/14.

RATIONALE:

The Board approved budget for 2013/14 included a proposal related to facilities rentals. In 2013/14 the focus will be on increasing the availability of our facilities, marketing our facilities, and reviewing and implementing rental fees that ensure, at a minimum, full cost recovery.

Rental Rates

On an annual basis The Secretary Treasurer or Designate determines the rental rates for each type of Board facility.

The current rental rates for district facilities are detailed in the table below. For groups other than Licensed Child Care providers the rental rates shown are hourly rates. These rental rates have not been reviewed since 2009.

Category	Classroom	Multipurpose Room	Library	Elem Gym	Elem Kitchen
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It is proposed that starting in 2013/2014 the rental rates be 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.

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

Category	Definition
Youth Non-Profit	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)
Adult Non-Profit	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)
Private	Shall include any group whose activities are not open to the general public (including religious/faith based groups)
Commercial	Shall include any commercial agency or group of agencies whose object is to gain profit.



Maple Ridge- Pitt Meadows Parks & Leisure Services

Schedule of Rental Fees –May 2013

Park	Park	Park	Current	Proposed
	<b>Large Meeting Rooms</b>			

To: Board of Education

From: Secretary Treasurer  
Flavia Coughlan

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

Date: June 12, 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 5400: Student Transportation. The Student Transportation Procedures (5400.1) are also included for information. (Attachment A)

PROPOSED ACTION:

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

- x EEA: Student Transportation Services - Contracted Services (Attachment B)
- x EEAB: School Bus Responsibilities - Contracted Bus Services (Attachment C)

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 5400 Student Transportation for implementation; and

THAT the attached procedures 5400.1 Student Transportation be received for information.

IT IS FURTHER RECOMMENDED THAT the Board rescind policies EEA: Student Transportation Services - Contracted Services; EEAB: School Bus Responsibilities - Contracted Bus Services.

Attachment s



### General Terms for School Bus Service

The Board recognizes that there is no requirement within the School Act to provide student school bus transportation service to and from school.

Buses will only run on public roads maintained by the Ministry of Highways or the Municipalities and will stop in the safest places regardless of possible inconvenience to individual students.

Bus transportation will not be provided when roads are unsafe due to poor weather or other conditions.

Parents will apply for transportation service for their children annually. Application forms in hard copy or online will be made available.

The Board acknowledges that certain information regarding the student is required to be available to the bus driver. Parents shall provide student's name, address, phone numbers, emergency contacts, and a description of conditions which may present a risk to their child or others in an emergency situation.

Transportation is provided from the stop nearest to an eligible student's home address. Transportation may be provided to the stop nearest to a daycare provider or a family member at a residence different than their home address if designated by the parent or guardian only on an ongoing basis.

### School Bus Discipline

The Board requires that Bus drivers maintain appropriate discipline on the buses.

The student discipline procedure is as follows:

If, in the opinion of the bus driver, a student has violated the rules of conduct and has failed to respond in an acceptable manner to verbal warnings, the driver will summarize the student's conduct in a written report (School Bus Discipline Report). The report will be given to the student for the parent to review and sign. A copy will be forwarded to the Transportation Manager and School Administrative Officer.

If the violations continue after the written warning a suspension of riding privileges may occur in consultation with the School Administrative Officer.

When a suspension is issued:

- x The first suspension shall normally be two days, to take effect the day after the offense takes place.
- x The second suspension shall normally be for a period of 5 days.
- x The third suspension will normally be for the remainder of the school term (terms: September to December, January to March, April to June).
- x The fourth suspension will result in a discontinuation of transportation services for whatever period of time is deemed necessary.

### Transportation Assistance

The Board may provide assistance for transportation of eligible students who reside in the catchment area but outside of established bus routes. Rates will be reviewed on an annual basis by the Board.

APPROVED:

SD 42 PROCEDURE 5400.1

## STUDENT TRANSPORTATION

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BACKGROUND

- x Providing the following information to the contractor and the Board concerning their child:
  - a) School name.
  - b) Student's name, address, telephone number.
  - c) Name and telephone number of contact person where necessary. A description of any special physical conditions which the bus driver should be aware of in order to be able to provide appropriate care and attention to the child in emergency situations.
- x Ensuring that children are suitably clothed to withstand weather extremes, taking special precautions during severely inclement weather to ensure that students are properly cared for until the bus arrives, and providing students with a responsible person to contact if the bus fails to arrive.
- x Getting children to and from the pick up and drop off point. The child is the responsibility of the parent until picked up and after being dropped off by the bus.
- x Ensuring that children have a safe place to go when they leave the bus after school.
- x Notifying the District's Transportation Manager and the contractor of any change in address or other condition which would impact transportation arrangements.
- x Understanding that buses will only run on public roads maintained by the



4. Students are Responsible for:

- x Getting to the designated pick up point a few minutes prior to the scheduled departure time.
- x Behaving in a responsible manner at the bus stop, while on the bus and while boarding and exiting the bus.
- x Remaining seated at all times when the school bus is in motion.
- x Being aware that riding the bus is a privilege which may be revoked by the Board.
- x Following the instructions of the driver.
- x Being aware that the Board
  - a) Expects that students will not smoke, swear or create a disturbance while on the bus.
  - b) Believes that open school bus windows present a hazard and therefore the Board has decided that windows should only be opened in exceptional circumstances. Students must obtain permission from the driver in order to do so. If windows are open for the personal protection of the students the students will not extend their arms or heads out of the window.
  - c) Expects that students will not eat or drink while on the bus. Students will understand

6. The Contracted Carriers are Responsible for not limited to

- x The functional operation of the bus service.
- x Operating routes according to schedules provided.
- x Providing statistical information as required.
- x Providing an effective driver training program.
- x Ensuring that buses operate within the requirements of the law.
- x Providing specialized equipment in accordance with the needs of the students.
- x Providing overall system and driver management services.

APPROVED:

STUDENT TRANSPORTATION SERVICES  
CONTRACTED SERVICES

The Board recognizes that there is no requirement within the School Act to provide student school bus transportation services to and from school. The Board further recognizes that government policy provides funding for certain student transportation services and as such will provide a District service that is generally consistent with provisions of government funding and that is in accordance with this policy.

The District student transportation services program is dependent upon the availability of funds provided specifically for this purpose by the Ministry of Education.

B. Ineligible students

- 1.00 Parents or guardians who obtain approval to transfer their children to a school other than the designated school for their area, are responsible for providing their own transportation.
- 1.01 The Board, at its discretion, may provide bus service for ineligible students. The provision of additional bus service would be made after considering the following factors:
  - ¥ the amount of available seating space on the bus
  - ¥ the additional travel time required to accommodate ineligible students
  - ¥ distance from school on the basis that students who live furthest from the designated school will have the greater priority
  - ¥ the age of the student on the basis that younger students will have the greater priority

C. General Terms for School Bus Service

- 1.00 Transportation services will be provided for students who are enrolled in special education classes, as defined by Function 3 approved Government programs of the District. Where it is impractical to accommodate these pupils through normal school bus arrangements, transportation assistance as per Ministry of Education policy and formula shall be offered to the parents or guardians. Where more than one student is being transported, and they are of the same family, the following sliding scale of payment shall apply:
 

1 student	-	according to formula
2 students	-	50% according to formula
3 students or more	-	25% according to formula
- 1.01 Transportation arrangements for severely handicapped students will be considered on an individual basis and within the availability of existing funds. The Board at the discretion of the Secretary Treasurer or his designate may make provision for aides and other appropriately trained staff to assist during the transportation of such students.
- 1.02 Buses will only run on public roads maintained by the Ministry of Highways or the Municipalities and will stop in the safest places regardless of possible inconvenience to individual students.
- 1.03 Bus transportation will not be provided when roads are unsafe due to poor weather or other conditions.
- 1.04 The Board acknowledges that certain information regarding the student is required to be available to the bus driver. Students shall be required to provide their name, address, telephone number, name, photograph and phone number of an emergency contact person, and a description of conditions which may present a risk to them or others in an emergency situation. The Board at the discretion of the Secretary Treasurer or his designate may require that such information be provided as a condition of ridership.
- 1.05 Transportation is provided only for students who attend the school in their catchment area.

- 1.06 Transportation is not provided for students who attend a school other than the one in their catchment area, unless the cross-boundary transfer has been dictated by the school and given district approval.
- 1.07 Transportation is provided only from the stop nearest to an eligible student's home address.
- 1.08 Transportation is generally not provided to, or from, any address other than the residential address of the student. Specifically, no child will be transported to, or from, a baby-sitter or daycare service.

#### D. School Bus Discipline

The Board requires that Bus drivers maintain appropriate discipline on the buses.

The student discipline procedure is as follows:

- 1.00 Bus drivers have a duty to warn students that their behaviour may lead to suspension of riding privileges.
  - a) If the student's behaviour does not improve after being verbally warned then the driver may issue a written warning on a School Bus Discipline form. The student's parent or guardian must sign and return the form before the student is permitted to ride the bus again.
  - b) If the student's behaviour continues to be inappropriate, the driver may

SCHOOL BUS RESPONSIBILITIES  
CONTRACTED BUS SERVICES

This policy is created for the purposes of clarifying the role and responsibilities of each of the participants involved with the provision of contracted school bus transportation services .

A. School District 42, Business Services Division is responsible for:

- 1.00 Implementing the Board's transportation policy .
- 1.01 Processing recommendations for transportation policy changes.
- 1.02 Monitoring performance of carriers (agencies having management responsibility for commercial motor vehicles) in terms of safety, efficiency, and reliability.
- 1.03 Maintaining liaison with the Ministry of Education, contractor, B.C. Transit, schools and carriers to resolve transportation problems.
- 1.04 Contracting bus services, planning routes, developing schedules and designing maps according to the needs of the Board.
- 1.05 Implementing the discipline procedure related to student behaviour as described in Board policy .

B. School Principal shall be responsible for:

- 1.00 Supervision on school grounds of students utilizing transportation provided by the Board.
- 1.01 Providing a proper and safe environment for students to prepare themselves for passage. This will include providing sufficient time to dress and supervision and instruction while the student waits for the bus.
- 1.02 Compliance with District and Ministry of Education requirements for collecting and reporting transportation-related information.
- 1.03 Discipline that may lead to suspension of bus riding privileges.

C. Parents are responsible for:

- 1.00 Training their children in acceptable behaviour and safety.

- 1.01 Ensuring students are approved by the Board and the Contractor to ride the bus.
- 1.02 Providing the following information to the contractor and the board concerning their child:
  - a) School name.
  - b) Student's name, address, telephone number.
  - c) Name and telephone number of contact person where necessary. A description of special physical conditions which the bus driver should be aware of in order to be able to provide appropriate care and attention to the child in emergency situations.
- 1.03 Ensuring that children are suitably clothed to withstand weather extremes, taking special precautions during severely inclement weather to ensure that students are properly cared for until the bus arrives, and providing students with a responsible person to contact if the bus fails to arrive.
- 1.04 Getting children to and from the pick up and drop off point. The child is the responsibility of the parent until picked up and after being dropped off by the bus.
- 1.05

- 1.01 Behaving in a responsible manner at the bus stop, while on the bus and while boarding and alighting from the bus.
- 1.02 Remaining seated at all times when the school bus is in motion.
- 1.03 Knowing that riding the bus is a privilege, which could be revoked by the District.
- 1.04 Following the instructions of the driver.
- 1.05 Being aware that School District 42:
  - (a) Expects that students will not stand, smoke, swear or create a disturbance while on the bus.
  - (b) Believes that open school bus windows present a hazard and therefore the District has decided that windows should only be opened in exceptional circumstances. Students must obtain permission from the driver in order to do so. If windows are opened for the personal protection of the students the students will not extend their arms or heads out of the window.
  - (c) Expects that students will not eat or drink while on the bus. Students will understand that they are not secured in place by seat belts and the bus does bounce and may stop suddenly without notice. Eating food or drinking from cans or other containers would be unsafe in these circumstances since students may choke, others may slip and fall on spilled food. The District is required by Law to maintain the vehicle in a sanitary condition. Food spillage expands the problem and the associated cost.

E. The driver is responsible for:

- 1.00 Transporting students to and from school safely, courteously and reliably.
- 1.01 Following the route and schedule provided.
- 1.02 Keeping discipline among students in the school bus in accordance with established guidelines.
- 1.03 Using the School Bus Communication Report to record problems and advise the appropriate parties.
- 1.04 Checking passengers every day to be assured that only authorized students are on the bus.
- 1.05 Taking the student to the school or to the home stop once he/she has boarded the bus.
- 1.06 Displaying the route number clearly on the right-hand side of the windshield.
- 1.07 Completing route and ridership information forms as requested by the Board.
- 1.08 Conducting school bus evacuation drills.



F. The contracted carriers are responsible for:

- 1.00 The functional operation of the bus service
- 1.01 Operating routes according to schedules provided.
- 1.02 Providing statistical information as required.
- 1.03 Providing an effective driver training program.
- 1.04 Ensuring that buses operate within the requirements of the law.
- 1.05 Providing specialized equipment in accordance with the needs of the students.
- 1.06 Providing overall system and driver management services.

To: Board of Education

From:



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

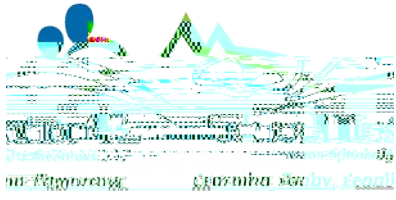
The rental of all school facilities and grounds is the responsibility of the Secretary Treasurer. Revenues derived from the rentals of all school facilities and grounds are the property of the

## SD 42 PROCEDURE 10400.1 - RENTAL FEES

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### 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



## RECORD