

Board of Education Meeting (open to the public)

Agenda



School Presentations:

National Aboriginal Day – Student drumming under the guidance of Holly Gallant, Aboriginal Education Support Worker, and a Grade 6 presentation followed by a presentation from Laura Wilson, Early Learning Centre.

Board of Education Meeting

June 21, 2016, 6:30 pm

Windebank Elementary, 33570 – 11th Avenue, Mission, BC

1. CALL TO ORDER
The Board Chair will acknowledge that this meeting is being held on Traditional Territory.
2. ADOPTION OF AGENDA
3. APPROVAL OF MINUTES Page
 - 3.1 Board of Education Meeting Minutes, May 17, 2016 Action 1
4. REPORTING OUT FROM IN-CAMERA MEETING(S)
5. EDUCATION COMMITTEE
 - 5.1 Report – Trustee Loffler Information 6
 - 5.2 Board/Authority Authorized Course Framework:
- Self-Efficacy 10, 11, 12: Fraserview Learning Centre Action 7
 - 5.3 2016-2017 School Growth Plan: Fraserview Learning Centre Action 26
 - 5.4 2016-2017 Preliminary Annual Budget Bylaw Action 40
 - 5.5 District Parent Advisory Council Update Information 56
6. BUSINESS COMMITTEE
 - 6.1 Report – Trustee Carter Information 59
 - 6.2 2016-2017 Board Meeting Schedule Action 60
 - 6.3 Capital Project Bylaw #2015/16-CP-SD75-01 Action 61
 - 6.4 Potential Disposal of Properties Report Information 63
7. COMMITTEE/TRUSTEES REPORTS
8. QUESTION PERIOD
Questions asked must be related to items discussed on the Agenda. Personnel, land and legal issues will not be discussed.
9. ADJOURNMENT

Board of Education Meeting

May 17, 2016 6:30 pm

Fraserview Learning Centre, 32444 Seventh Avenue, Mission, BC

Members Present:

Chair Rick McKamey

Vice-Chair Tracy Loffler

Trustee Randy Cairns

Trustee Shelley Carter

Trustee Jim Taylor

Assistant Superintendent Randy Huth

Assistant Secretary Treasurer Derek Welsh

Executive Assistant Tracy Orobko (Recorder)

Absent:

Superintendent Angus Wilson

Secretary Treasurer Corien Becker

Director of Instruction Larry Jepsen

1. Call to Order

The meeting was called to order at 6:45 p.m. by the Board Chairperson. The Chair thanked Matsqui First Nations for the use of their traditional territory for the meeting and recognized that we are on Sto:lo Traditional Territory. The Chair further acknowledged that Kwantlen, Leq'a:mel and Scowlitz First Nations also hold territory within the School District boundaries.

2. Adoption of Agenda

MOTION (SC/JT)

THAT the Agenda be approved as circulated.

CARRIED

3. Presentations

Ava Ries – Grade 6 Student – Mission Central Elementary

Donna Gresham, District Teacher for the Blind and Visually Impaired, together with Julie Baker, Ava's Education Assistant, highlighted Ava's accomplishments in qualifying for the North American Championships in Los Angeles. 10 students in Ava's age group qualified from over 50 regional competitions in North America. She will be joining two other visually impaired students from BC as they head to California in June.

Secondary School Apprenticeship ("SSA") Awards

Doug McNeill, Work Experience/Secondary School Apprenticeship Programs, Riverside College/Mission Secondary, and Wade Peary, Principal, Riverside College, made presentations to Mikail Loewen (Auto Refinishing), and Jake Chalifoux (Heavy Equipment Mechanic). Both recipients have recorded a minimum of 900 hours to the Industry Training Authority and are receiving \$1,000 SSA Scholarships.

4. Approval of Minutes

MOTION (JT/SC)

THAT the Board of Education meeting minutes of April 19, 2016, be approved as presented.

CARRIED

5. Chair Report

Chair McKamey announced the appointment of the new Secretary Treasurer, Corien Becker, who will commence the role on June 20, 2016.

6. Correspondence – Information Item

BC School Trustees' Association – Integrated Resource Package for Indigenous Languages. Correspondence addressed to BCSTA President, Teresa Rezansoff, from Dave Byng, Deputy Minister, is attached to the Agenda.

7. Reporting Out From In-Camera Meeting

- Capital Project Bylaw No. 127111 (Annual Facility Grant) – Third Reading

MOTION (SC/TL)

THAT the Board of Education give third reading of the Capital Project Bylaw 127111 (Annual Facility Grant Expenditure) as presented. The Board will adhere to Ministry requirements as set out in the Bylaw. The maximum expenditure of the Capital Project Bylaw is \$1,152,174.

CARRIED

The Capital Project Bylaw No. 127111 information will be posted to the website with the Regular Agenda.

8. Education Committee

Trustee Loffler reported on the May 3, 2016, Education Committee meeting: Presentation from Kevin Watrin, Principal, Fraserview Learning Centre - Intergenerational Lifetime Learning and Fraserview's recognition by MLA, Marc Dalton, at the Legislative Assembly in Victoria; Acting District Principal, Aboriginal Education, Joe Heslip, reported West Heights Elementary was recognized in the Aboriginal Enhancement School's newsletter; District Dogwood Scholarship programs – applications still being accepted until May 25th; curriculum update (GEAC/NID day updates); and a report was provided by the District Parent Advisory Council.

MOTION (JT/RC)

THAT the Board of Education receive Trustee Loffler's Education Committee Report for information.

CARRIED

2016-2017 School Growth Plans

Trustee Loffler spoke to the purpose and value of growth plans. This year, Principals were provided with options on format including traditional and Spiral of Inquiry methods.

MOTION (JT/SC)

**THAT the Board of Education approve the 2016-2017 School Growth Plans as presented.
CARRIED**

2016-2017 School Fees Schedule

MOTION (SC/TL)

**THAT the Board of Education approve the 2016-2017 School Fees Schedule as presented.
CARRIED**

Policy #41: Protection of Confidential Information

MOTION (JT/RC)

**THAT the Board of Education approve Policy #41 *Protection of Confidential Information* for adoption and implementation.
CARRIED**

The new Secretary Treasurer will be tasked to develop Administrative Procedures.

Potential Disposal of Property Update

The matter was brought as an information item primarily to report that the School District remains in phase one. The deadline for receiving expressions of interest has been extended to June.

District Parent Advisory Council Update

A report from the April 25, 2016 meeting was provided with the Agenda.

9. Business Committee

Trustee Carter reported on the May 3, 2016 Business Committee meeting: BCSTA correspondence, Capital Project Bylaw, Staffing and Human Resources updates and long service awards discussion.

MOTION (JT/SC)

**THAT the Board of Education receive the Business Committee report for information.
CARRIED**

Mission Secondary School's 50th Graduation Reunion

Trustee Carter provided an update on a request from an outside group regarding a reunion in the Fall. For further information on the event, contact Trustee Carter.

Long Service Awards

Trustee Carter provided background on the history of awards. Discussions are ongoing with the partner groups on effective ways to acknowledge staff successes.

Exempt/Principals' and Vice-Principals' Staff Compensation Advisory Committee

Trustees Carter/Loffler attended a regional meeting in Abbotsford. Staff and Trustees attended from the Fraser Valley region: Fraser Cascade, Chilliwack, Abbotsford, Langley, Maple Ridge-Pitt Meadows. Topics included: Attendance, support and wellness, Make a Future's website and overall support provided by BCPSEA.

Budget Committee Update

Board Chair McKamey provided an update. The School District is experiencing more growth; the Assistant Secretary Treasurer was recognized for his ongoing diligence in moving the Board through the budget season. Chair McKamey passed the meeting over to Assistant Secretary Treasurer who reported on meetings held with stakeholder groups: MTU, CUPE, DPAC, PVPA and reminded everyone it is a 'preliminary' budget.

BC School Trustees' Association ("BCSTA") – Withdrawal

MOTION (RC/JT)

THAT the Board of Education approve the immediate withdrawal from membership in the British Columbia School Trustees' Association ("BCSTA").

Trustee Cairns read a statement. BCSTA's purpose is to be a voice for School Boards for quality education however, feels it is lacking; displeased with their lack of transparency and "cherry picking" motions for Government; lacks advocacy for students and education operating in a climate of fear.

Trustees expressed concerns on the timing of the motion given the School District is undergoing management change.

MOTION (JT/TL)

THAT the Board of Education defer the motion to the October Public Board meeting.

CARRIED (Opposed: Trustee Cairns)

10. Committee/Trustee Reports

Trustees reported on Secretary Treasurer interviews; St. Mary's tours; DPAC meeting and their presentation at Clarke Theatre; Acting District Principal, Aboriginal Education, Joe Heslip, made a presentation to the Parks Advisory Board requesting new signs for Heritage Park; Board meeting with the District of Mission; District Elementary Track Meet; Mission Secondary's Prom; Family of Schools Dinner; First Salmon ceremony; Mission Foundation Awards, G.W. Cooke Awards, BCPSEA advisory meeting and thanked staff for maintain the Board Office in the absence of a Superintendent and Secretary Treasurer.

11. Question Period

Questions asked must be related to items discussed on the Agenda and related to the Agenda. Personnel, land and legal issues will not be discussed.

A question was asked regarding attendance management programs and if it is part of shared services to which the Assistant Secretary Treasurer responded that funds received are special purpose funds.

A question was asked if the Board would write a letter to BCPSEA indicating the School District is not interested in an attendance management program further stating that CUPE already has a program in conjunction with collective agreement language. Discussion ensued and references were made to recent meetings with BCPSEA.

Minutes



A question was asked regarding the proposed disposal of properties and if the process will proceed to BC Bid to which it was responded reminding everyone that should they decide to proceed with sale(s), a plan would be developed ensuring full transparency with the assistance of the incoming Secretary Treasurer.

A question was asked if Trustees have read the shared services book in particular, the section pertaining to attendance management and proposed the Board write a letter addressing concerns on a duplicate system and use of funds.

A question was asked about the status of Administrative Procedures resulting from approved policies. Policies/Procedures are worked “off the corners of desks”. The Board Policy Development Committee continues to set philosophies. The Board is confident that the incoming Secretary Treasurer will assist with the process.

A question was asked about BCSTA and the recent AGM conference that Trustees attended where the choice of a keynote speaker was from a Charter School in the U.S. The Board acknowledged and confirmed the decision to bring in the speakers is that of BCSTA and Trustees would not discount ideas based on where they comes from. It was also noted that Trustees provided feedback forms at the conference to BCSTA regarding the matter.

A question was asked regarding the status of Fraserview Learning Centre’s growth plan in addition to measuring progress of the plans, and follow-up reports. Senior staff indicated that up until two years ago, a team went through the goals however Ministry has changed processes including the ending of Achievement Contract submissions. The Director of Instruction has undertaken the role of growth plans and Framework for Learning and has provided Principals with a choice to develop their own inquiry based approach or traditional report format.

12. Adjournment

MOTION (JT/RC)

THAT the meeting adjourn at 8:42 pm.

CARRIED

Chairperson

Secretary Treasurer

ITEM 5.1 Information

TO: Board of Education
FROM: Education Committee
SUBJECT: Report – Trustee Loffler

Recommendation

THAT the Board of Education receive Trustee Loffler's verbal Education Committee report for information.

ITEM 5.2 Action

TO: Board of Education
FROM: Education Committee
SUBJECT: Board/Authority Authorized Course Framework: Self Efficacy 10, 11, 12

Recommendation

THAT the Board of Education approve the following Board / Authority Authorized courses as presented:

- **Self-Efficacy 10, 11, 12**

Background/Rationale

These courses are designed to expose students to ways in which they can develop and enhance their self-efficacy. Helping students to explore the power they have to affect situations will influence both the ability a student has to face challenges competently and the choices a student is most likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self- and social awareness and self- and relationship management skills. By Exposing students to diverse situations and interaction, students will begin to develop personal values. Students will be exposed to strategies and skills to aid them in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. As a culmination, students reflect on their progress and personal goals and begin to consider how they can create new possibilities for themselves.

These courses are for student with social, emotional and/or behavioural barriers to their learning and who have been recommended through the School Based Resource team and/or Counselor. These students need additional supports to reach their full potential. These courses have been designed to help meet the learning and emotional needs of students who need a structured framework of providing social-emotional support.

For further rationale on the courses, please see the attached Course Descriptions.

BAA Course Description

Course Name: Self Efficacy 10
Date Developed: _____
School: Fraserview Learning Centre Principal: Kevin Watrin
Number of Course Credits: 4 Grade Level of Course: 10
Developed by: _____
Number of Hours of Instruction: 120

Course Synopsis/Description:

This course is designed to expose students to ways in which they can develop and enhance their self-efficacy. Helping students to explore the power they have to affect situations will influence both the ability a student has to face challenges competently and the choices a student is most likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self- and social awareness and self- and relationship management skills. By exposing students to diverse situations and interaction, students will begin to develop personal values. Students will be exposed to strategies and skills to aid them in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. As a culmination, students reflect on their progress and personal goals, and begin to consider how they can create new possibilities for themselves.

Rationale:

This course is for students with social, emotional, and/or behavioural barriers to their learning and who have been recommended through the School Based Resource team and/or Counsellor. These students need additional supports to reach their full potential. This course has been designed to help meet the learning needs and the emotional needs of students who need a structured framework of providing social-emotional support, providing advocacy on behalf of the student, and fostering the development of self-efficacy and independence. It will allow students to develop strategies for resolving conflict and managing stress in social contexts by teaching self and social awareness, and self and relationship management. This course supports and encourages students to explore who they are as valued individuals and to explore ways to make positive changes in their lives by exploring what they value and who they want to become.

Approved Not Approved

Comments:

Board Authority Approval Signature: _____

Board Authority Approval Date:

Prerequisites:

Students would be recommended by the SBRT

Special Training:

Facilities Required:

Equipment Required:

Additional Information:

Students in this course will be in grade 10 and will be challenged with a variety of social, emotional, an/or behavioural barriers to their learning. Obstacles to learning could range from anxiety/depression to oppositional defiance/aggression and may often include students with R or H Ministry Designations. Clear expectations will be outlined at the beginning of the course in order to ensure the emotional safety and confidentiality of all class members.

Unit/Topic	Title	Time
Unit 1	Exploring Self Awareness & Recognition	24 hours
Unit 2	Exploring Self Management & Organization	24 hours
Unit 3	Exploring Social Awareness & Communication	24 hours
Unit 4	Building Positive Relationships	24 hours
Unit 5	Exploring Decision Making & Responsibility	24 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:

(A short description and the curriculum organizers and learning outcomes of each unit/topic/module)

Unit 1: Overview - Curriculum Organizers and Learning Outcomes:

Exploring Self Awareness & Recognition

Students will be introduced to and guided activities that require them to be reflective. In doing so, students will work to develop a greater understanding of themselves as an individual.

It is expected that students will:

- Explore different emotions and how emotions can influence daily living
- Explore different learning styles, life skills, and personal attributes to gain an understanding of personal strengths, needs, and values
- Explore personal interests and dis-interests to work towards being able to describe themselves

Unit 2: Overview - Curriculum Organizers and Learning Outcomes:

Exploring Self Management & Organization

Students will be introduced to and guided through activities that require them to be reflective. In do so, students will work to identify personal strength and needs, and will be exposed to strategies that will help them emphasize strengths and work to strengthen needs.

It is expected that students will:

- Explore different strategies to manage impulse control
- Explore a variety of strategies to manage stress and anxiety
- Explore strategies to aid organizational and time management
- Explore strategies to aid in planning and goal setting
- Demonstrate ownership of their behaviour

Unit 3: Overview - Curriculum Organizers and Learning Outcomes:

Exploring Social Awareness & Communication

Both individually and in groups, students will be introduced to and guided through activities that require them to be reflective when working with and considering others. In doing so, students will be exposed to different ways of thinking and acting, and work to develop a greater understanding of the people around them.

It is expected that students will:

- Recognize the importance of treating others with respect
- Explore a variety of social norms
- Challenge themselves by exploring perspectives that are different from their own

Unit 4: Overview - Curriculum Organizers and Learning Outcomes:

Building Positive Relationships

Both individually and in groups, students will be introduced to and guided through activities that challenge them to react to both formal and informal social settings. In doing so, students will be exposed to positive relationship development skills and strategies, and work to develop a greater understanding of appropriate relationship interactions.

It is expected that students will:

- Explore different appropriate communication skills (verbal and non-verbal)
- Explore making positive contributions to the establishment of group goals
- Develop the ability to positively contribute to reaching group goals
- Demonstrate ways to appropriately seek and provide help

Unit 5: Overview - Curriculum Organizers and Learning Outcomes:

Exploring Decision Making & Responsibility

Both individually and in groups, students will be introduced to and guided through activities that require them to reflect on the decisions they make. In doing so, students will be exposed to different decision making strategies, and work to understand how decisions impact outcomes.

It is expected that students will:

- Explore different strategies to aid in the decision making process
- Evaluate the effectiveness of decisions
- Explore different problem solving strategies and different situations to use them in
- Recognize successes and needs for improvement when using problem solving

Instructional Component:

The instructional component of the course may include the following: lectures, large and small group discussions, guest speakers, videos, online research, individual and group activities, student presentations, self-directed projects, as well as goal setting, tracking, and self-assessment activities.

Assessment Component:

Eighty percent (80%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.

Twenty percent (20%) of the grade will be based on a final evaluation of each student's visual journal, goal setting portfolio, presentation and/or another method of evaluation suitable to the course content and administered toward the end of the course.

Type of Assessment	Category	Details	Weighting
Formative (80%)	Practical Applications	On-going performance tasks related to self-efficacy	20%
	Goal Setting	Weekly Goal Setting	20%
	Individual Reflection	Daily Journal Reflections	20%
	Group Processes and Engagement	Review activities throughout units 1-5	20%
Summative (20%)	Final Assessment	Final Visual Journal	15%
		Goal Setting Portfolio	5%
TOTAL			100%
Performance Methods	Personal Communication	Other	
Reflective journals	group dialogue	weekly assessment	
Visual journal	student/teacher/counsellor goal setting discussions	Teacher anecdotal records	
Projects (individual, group)	Self-evaluation	teacher log	
Goal-setting portfolio	Peer-evaluation	checklists rubrics rating scales	

Learning Resources:

- Workshops provided through various community partners (Fraser House, Fraser Health Authority, MCFD, Community Youth Outreach Workers, Safe Online Outreach Society etc.) e.g. Understanding Anxiety and Depression, Let's Talk Shop, Drug and Alcohol Prevention presentations, Career counselling, Collaborative Problem Solving methods, Art Therapy, etc.
- Lagging skills checklists, unsolved problem goal sheets (Ross Green)
- IEP Goal Setting templates

- Visual Journals
- The Explosive Child (2006), Lost at School, Ross Greene, 2008
- Self-Regulation Research Materials: Stuart Shanker
- Teaching Self-Efficacy through Personal projects:
http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx
- Beyond Monet: The Artful Science of Instructional Integration, Barrie Bennett, (2002)
- Articles, information and videos on the internet related to self-efficacy
- Project-Based Learning Resources such as: http://www.bie.org/tools/online_resources/pbl-online
- Mindfulness Resources such as MindUp, Mindshift, Headspace
- Lifetime Learning Centre Society
- Fraser Valley Women's Resource Society
- Brendtro, Larry K., Martin Brokenleg, and Steve Van Bockern. (2002) *Reclaiming Youth At Risk: Our Hope for the Future* . Solution-Tree Press.
- Newfeld, Gordon and Gabor Mate. Hold on to Your Kids: Why Parents Need to Matter More Than Peers. (2004). Random House.

BAA Course Description

Course Name: Self Efficacy 11
Date Developed: _____
School: Fraserview Learning Centre Principal: Kevin Watrin
Number of Course Credits: 4 Grade Level of Course: 11
Developed by: _____
Number of Hours of Instruction: 120

Course Synopsis/Description:

This course is designed to prepare students to develop/enhance self-efficacy. Determining the beliefs a person holds regarding their power to affect situations will influence both the power a student has to face challenges competently and the choices a student is most likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self- and social awareness and self- and relationship management skills. By solidifying personal values, students will develop skills in communication, interpersonal relations, and conflict management while taking responsibility for their decision making and problem solving. Students equipped with sound social and emotional skills, anchored in sound personal values, will be able to demonstrate consistency in purpose and action. As a culmination, students reflect on their goals and create new possibilities for their lives.

Rationale:

This course is for students with social, emotional, and/or behavioural barriers to their learning and who have been recommended through the School Based Resource team and/or Counsellor. These students need additional supports to reach their full potential. This course has been designed to help meet the learning needs and the emotional needs of students who need a structured framework of promoting social-emotional learning, self-advocacy, self-efficacy, and independence. It will develop strategies for resolving conflict and managing stress in social contexts by teaching self and social awareness, and self and relationship management. This course supports and encourages students to develop a powerful sense of self-efficacy through responsible decision making, based on their values, in order to effectively problem solve.

Approved Not Approved

Comments:

Board Authority Approval Signature: _____

Board Authority Approval Date:

Prerequisites:

Special Training:

Facilities Required:

Equipment Required:

Students would be recommended by the SBRT

Additional Information:

Students in this course will be in grade 11 and will be challenged with a variety of social, emotional, an/or behavioural barriers to their learning. Obstacles to learning could range from anxiety/depression to oppositional defiance/aggression and may often include students with R or H Ministry Designations. Clear expectations will be outlined at the beginning of the course in order to ensure the emotional safety and confidentiality of all class members.

Unit/Topic	Title	Time
Unit 1	Self Awareness	24 hours
Unit 2	Social Awareness	24 hours
Unit 3	Self-Management	24 hours
Unit 4	Relationship Management	24 hours
Unit 5	Responsible Decision Making	24 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:

(A short description and the curriculum organizers and learning outcomes of each unit/topic/module)

Unit 1: Overview - Curriculum Organizers and Learning Outcomes:

Self Awareness:

Self-Awareness:

Students will be guided through activities that require them to be reflective and introspective. In doing so, students will work to develop a greater understanding of themselves as an individual. It is expected that students will:

- Identify and recognize their own emotions
- Be able to give an accurate self-perception
- Recognize personal strengths, needs, and values

Unit 2: Overview - Curriculum Organizers and Learning Outcomes:

Social Awareness:

Both individually and in groups, students will be guided through activities that require them to be reflective when working with and considering others. In doing so, students will work to develop a greater understanding of the people around them.

It is expected that students will:

- Recognize and respect perspectives different from their own
- Practice empathy by role playing a variety of situations
- Recognize and respect diversity
- Recognize the importance of treating others with respect

Unit 3: Overview - Curriculum Organizers and Learning Outcomes:

Self-Management:

Students will be guided through activities that require them to be reflective and introspective. In doing so, students will identify personal strengths and needs, and work to develop strategies that emphasize strengths and work to strengthen needs.

It is expected that students will:

- Develop strategies to manage impulse control
- Develop strategies to manage stress and anxiety
- Develop strategies to enhance self-motivation and self-discipline
- Develop strategies to develop and achieve goals

Unit 4: Overview - Curriculum Organizers and Learning Outcomes:

Relationship Management:

Both individually and in groups, students will be guided through activities that challenge them to react and be reflective. In doing so, students will work to develop a greater understanding of appropriate relationship interactions in both formal and social settings.

It is expected that students will:

- Develop an ability to communicate in social and formal situations
- Recognize social norms and develop skills or working cooperatively
- Develop strategies to use for conflict management/resolution
- Develop strategies for negotiation and refusal in a social and formal situation
- Demonstrate ways to appropriately seek and provide help

Unit 5: Overview - Curriculum Organizers and Learning Outcomes:

Responsible Decision Making

Both individually and in groups, students will be guided through activities that require them to be reflective and introspective of both the individual and the collective. In doing so, students will work to understand cause-effect relationships by examining decision making and decision outcomes.

It is expected that students will:

- Identify problems and analyze social and formal situations
- Demonstrate skills for effective problem solving
- Reflect and Evaluate the effectiveness of decisions
- Demonstrate personal and social responsibility

Instructional Component:

The instructional component of the course may include the following: lectures, large and small group discussions, guest speakers, videos, online research, individual and group activities, student presentations, self-directed projects, as well as goal setting, tracking, and self-assessment activities.

Assessment Component:

Eighty percent (80%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.

Twenty percent (20%) of the grade will be based on a final evaluation of each student's visual journal, goal setting portfolio, presentation and/or another method of evaluation suitable to the course content and administered toward the end of the course.

Type of Assessment	Category	Details	Weighting
Formative (80%)	Practical Applications	On-going performance tasks related to self-efficacy	20%
	Goal Setting	Weekly Goal Setting	20%
	Individual Reflection	Daily Journal Reflections	20%
	Group Processes and Engagement	Review activities throughout units 1-4	20%
Summative (20%)	Final Assessment	Final Visual Journal	15%
		Goal Setting Portfolio	5%
TOTAL			100%

Performance Methods	Personal Communication	Other
Reflective journals	group dialogue	weekly assessment
Visual journal	student/teacher/counsellor goal setting discussions	Teacher anecdotal records
Projects (individual, group)	Self-evaluation	teacher log
Goal-setting portfolio	Peer-evaluation	checklists rubrics rating scales

Learning Resources:

- Workshops provided through various community partners (Fraser House, Fraser Health Authority, MCFD, Community Youth Outreach Workers, Safe Online Outreach Society etc.) e.g. Understanding

- Anxiety and Depression, Let's Talk Shop, Drug and Alcohol Prevention presentations, Career counselling, Collaborative Problem Solving methods, Art Therapy, etc.
- Lagging skills checklists, unsolved problem goal sheets (Ross Green)
 - IEP Goal Setting templates
 - Visual Journals
 - The Explosive Child (2006), Lost at School, Ross Greene, 2008
 - Self-Regulation Research Materials: Stuart Shanker
 - Teaching Self-Efficacy through Personal projects:
http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx
 - Beyond Monet: The Artful Science of Instructional Integration, Barrie Bennett, (2002)
 - Articles, information and videos on the internet related to self-efficacy
 - Project-Based Learning Resources such as: http://www.bie.org/tools/online_resources/pbl-online
 - Mindfulness Resources such as MindUp, Mindshift, Headspace
 - Lifetime Learning Centre Society
 - Fraser Valley Women's Resource Society
 - Brendtro, Larry K., Martin Brokenleg, and Steve Van Bockern. (2002) *Reclaiming Youth At Risk: Our Hope for the Future*. Solution-Tree Press.
 - Newfeld, Gordon and Gabor Mate. Hold on to Your Kids: Why Parents Need to Matter More Than Peers. (2004). Random House.

Additional Information:

Students in this course will be in grades 11 or 12 and will be challenged with a variety of social, emotional, and/or behavioural barriers to their learning. Obstacles to learning could range from anxiety/depression to oppositional defiance/aggression and may often include students with R or H Ministry Designations. Clear expectations will be outlined at the beginning of the course in order to ensure the emotional safety and confidentiality of all class members.



BAA Course Description

Course Name: Self Efficacy 12
 Date Developed: _____
 School: Fraserview Learning Centre Principal: Kevin Watrin
 Number of Course Credits: 4 Grade Level of Course: 12
 Developed by: _____
 Number of Hours of Instruction: 120

Course Synopsis/Description:

This course is designed to allow students to demonstrate their self-efficacy through overcoming their own social, emotional and/or behavioral barriers to learning. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on recognizing self- and social awareness and the effective use of self- and relationship management skills. By the end grade 12, students need to solidify their personal values. Students will demonstrate skill development in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. Students equipped with sound social and emotional skills, anchored in sound personal values, will be able to demonstrate consistency in purpose and action. As a culmination, students reflect and report on the process developing their self-efficacy, and describe how they intend to pursue new opportunities and confront new challenges outside of secondary school.

Rationale:

This course is for students with social, emotional, and/or behavioral barriers to their learning and who have been recommended through the School Based Resource team and/or Counsellor. These students need additional supports to reach their full potential. This course has been designed to help meet the needs of students who require a structured framework of promoting social-emotional learning and self-advocacy as well as expecting self-efficacy, and independence from the student as they begin to transition to life outside of secondary school. This course supports and encourages students to emerge with a powerful sense of self-efficacy through recognizing and understanding the outcome of their actions, and responsible decision making based on their values, in order to confront the challenges and obstacles they face both in school and beyond their school lives.

Approved Not Approved

Comments:

Board Authority Approval Signature: _____

Board Authority Approval Date: _____

Prerequisites: _____
Students may have taken Self-Efficacy 11 and would be recommended by the SBRT

Special Training: _____

Facilities Required: _____

Equipment Required: _____

Additional Information:

Students in this course will be in grade 12 and will be challenged with a variety of social, emotional, and/or behavioral barriers to their learning. Obstacles to learning could range from anxiety/depression to oppositional defiance/aggression and may often include students with R or H Ministry Designations. Clear expectations will be outlined at the beginning of the course in order to ensure the emotional safety and confidentiality of all class members.

Unit/Topic	Title	Time
Unit 1	Self Awareness & Understanding	24 hours
Unit 2	Self Management & Regulation	24 hours
Unit 3	Social Awareness & Understanding	24 hours
Unit 4	Positive Relationship Management	24 hours
Unit 5	Responsible Decision Making & Preparation	24 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:
(A short description and the curriculum organizers and learning outcomes of each unit/topic/module)

Unit 1: Overview - Curriculum Organizers and Learning Outcomes:

Self Awareness & Recognition

Students will engage in activities that require them to be reflective and introspective. Independently the students will then demonstrate what they have learned about themselves.

It is expected that students will:

- Recognize the influence their own emotions have on their ability to be successful
- Be able to give an accurate self-perception and recognize/employ strategies and actions to improve their self-perceptions
- Demonstrate the effective use of personal strengths and values to help overcome personal needs

Unit 2: Overview - Curriculum Organizers and Learning Outcomes:

Self Management & Organization

Students will engage in activities that require them to identify personal strengths and needs. The students will then demonstrate the effective use of strategies that emphasize strengths and minimize the impact of their needs.

It is expected that students will:

- Demonstrate the effective use strategies that manage impulse control
- Demonstrate the effective use strategies to manage stress and anxiety
- Effectively use strategies to aid organizational and time management
- Recognize self-motivation factors and effectively use strategies to maintain self-discipline
- Demonstrate accountability and role-model responsibility for behavior

Unit 3: Overview - Curriculum Organizers and Learning Outcomes:

Social Awareness & Understanding

Both individually and in groups, students will engage in activities that require them to work with and/or consider others. In doing so, students will demonstrate an understanding of their role in interactions with the people around them.

It is expected that students will:

- Recognize the importance of treating others with respect
- Recognize, respect, and engage in exploring aspects of diversity in their lives
- Practice empathy in real-life situations and reflect on being empathetic
- Demonstrate understanding of perspectives different from their own

Unit 4: Overview - Curriculum Organizers and Learning Outcomes:

Building Positive Relationships

Both individually and in groups, students will engage in activities that challenge them to react and be reflective. In doing so, students will demonstrate a greater understanding of appropriate relationship interactions in both formal and social settings.

It is expected that students will:

- Effectively communicate in appropriate ways in both formal and informal situations
- Effectively contribute to group success and reflect on positive contributions made
- Effectively role-model appropriately asking for and providing help
- Demonstrate the effective use and reflect on the success of strategies for conflict management/resolution
- Demonstrate the effective use of negotiation and refusal strategies in a variety of situations and

Unit 5: Overview - Curriculum Organizers and Learning Outcomes:

Responsible Decision Making & Preparation

Both individually and in groups, students will engage in activities that require them to be reflective and introspective of both the individual and the collective. In doing so, students will demonstrate understanding of cause-effect relationships by examining decision making and decision outcomes for

It is expected that students will:

- Demonstrate the successful use of decision making strategies
- Reflect on the success and the effectiveness of decisions made
- Demonstrate the effective use of problem solving strategies in a variety of situations and settings
- Effectively demonstrate and role model personal and social responsibility in a variety of situations and

Instructional Component:

The instructional component of the course may include the following: lectures, large and small group discussions, guest speakers, videos, online research, individual and group activities, student presentations, self-directed projects, as well as goal setting, tracking, and self-assessment activities.

Assessment Component

Seventy percent (70%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.

Thirty percent (30%) of the grade will be based on a final evaluation of each student's visual journal, goal setting portfolio, presentation and/or another method of evaluation suitable to the course content and administered toward the end of the course.

Type of Assessment	Category	Details	Weighting
Formative (70%)	Practical Applications	On-going performance tasks related to self-efficacy	25%
	Goal Setting	Weekly Goal Setting	20%
	Individual Reflection	Review Activities	25%
	Group Processes and Engagement	Throughout units 1-5	
Summative	Final Assessment	Grade 12 Transition Portfolio	15%
		Culminating	15%
		Interview/Presentation	
TOTAL			100%

Performance Methods	Personal Communication	Other
Reflective journals	Group dialogue	Weekly assessments
Visual journal	Student/teacher/counsellor goal setting discussions	Teacher anecdotal records
Projects (individual, group)	Self-evaluation	Teacher log
Goal setting portfolio	Peer evaluation	Checklists
Grade 12 transition portfolio		Rubrics
Culminating		Rating scales
Interview/Presentation		

Learning Resources:

- Workshops provided through various community partners (Fraser House, Fraser Health Authority,

- MCFD, Community Youth Outreach Workers, Safe Online Outreach Society etc.) e.g. Understanding Anxiety and Depression, Let's Talk Shop, Drug and Alcohol Prevention presentations, Career counselling, Collaborative Problem Solving methods, Art Therapy, etc.
- Lagging skills checklists, unsolved problem goal sheets (Ross Green)
 - IEP Goal Setting templates
 - Visual Journals
 - The Explosive Child (2006), Lost at School, Ross Greene, 2008
 - Self-Regulation Research Materials: Stuart Shanker
 - Teaching Self-Efficacy through Personal projects:
http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx
 - Beyond Monet: The Artful Science of Instructional Integration, Barrie Bennett, (2002)
 - Articles, information and videos on the internet related to self-efficacy
 - Project-Based Learning Resources such as: http://www.bie.org/tools/online_resources/pbl-online
 - Mindfulness Resources such as MindUp, Mindshift, Headspace
 - Lifetime Learning Centre Society
 - Fraser Valley Women's Resource Society
 - Brendtro, Larry K., Martin Brokenleg, and Steve Van Bockern. (2002) *Reclaiming Youth At Risk: Our Hope for the Future* . Solution-Tree Press.
 - Newfeld, Gordon and Gabor Mate. Hold on to Your Kids: Why Parents Need to Matter More Than Peers. (2004). Random House.

ITEM 5.3 Action

TO: Board of Education
FROM: Education Committee
SUBJECT: 2016-2017 School Growth Plan: Fraserview Learning Centre

Recommendation

THAT the Board of Education approve the 2016-2017 School Growth Plan for Fraserview Learning Centre, as presented.

Background

Under *Section 8.3 (1) of the School Act*, “*In each school year, a board must approve a school plan for every school in the school district*”.

Board approval will be requested at the June 21st Regular Board Meeting.

School Growth Plan



Fraserview Learning Centre

2016 - 2017

Submitted by: Kevin Watrin, Principal of Fraserview Learning Centre

Contents

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PART I - Overview of FLC

School Context

Fraserview Learning Centre (FLC) is an alternate middle/secondary school where students primarily work on competency-based, individualized, and self-paced programs. Many students attend full time while others have various part time schedules. Classroom instruction is done to whole class, small group, or “side-by-side” teaching. FLC has students working on 2004 Dogwood and Adult Graduation Diplomas.

We began in 2013 with 30 students (1701 was 51) and grew to nearly 60 by the end of the school year. In 2014, we began at 43 students (1701 number was 66) and grew to about 90 students. 2015 began with 85 students (1701 was 100) and has increased to nearly 120 students.



We have benefited from numerous outside organizations and agencies here at FLC. Our students work regularly with seniors from the Lifetime Learning Centre. We hold joint functions and events that are beneficial to both groups: Easter and Remembrance Day Teas, knitting, gardening, and technology leadership are some of the occasions where our students have an opportunity for inter-generational connection and to demonstrate social responsibility. Fraser House, Mission Community Services, Fraser Health, MCFD, Fraser Valley Aboriginal Child and Family Service Society, and the Fraser Valley Women’s Resource Society come into our building to meet with individuals and groups of students on a regular basis.

Other school district and community organizations that support FLC students include: BC Fresh Fruits and Vegetables, Breakfast for Learners, Food bank, Mission Youth House, Mission Food bank, West Heights Elementary, Silverdale (2016-17) Mission Secondary and Siwal Si’wes.

Enrollment	2013-14	2014-15	2015-16
September Enrollment	51	64	100
Peak Enrollment	60	90	120
# of Full Time, Part Time, Store Front	14, 46, 0	20, 58, 12	30, 64, 26
<i>Increase school time - decrease</i>			
<i>Referrals from MPSD</i>		43	
<i>DRC Transfers</i>			
<i>Referrals from Outside of MPSD</i>			
<i>BOLD</i> - new data to track			

PART II - The Research

Evidence-based Research Regarding Characteristics of Successful Alternative Programs

This is not a traditional growth plan. For its first two years, FLC has been developing its philosophical underpinning, the theory upon which its practices have been based and will continue to be. I would like to share with you evidenced-based research regarding characteristics of successful alternative programs.



Alternate programs (more recently referred to as alternative programs in the literature) vary from district to district and typically reflect the needs of their communities. In light of this variation, how is it possible to measure the success of a program? Many experts maintain that the efficacy of any alternative program is directly related to its ability to implement successful evidence-based characteristics commonly found throughout the literature. Aronson (1995) states that “the most easily recognized aspects of a successful [alternative] school or program includes such features as its culture or climate, organizational structure, curriculum and instruction, and links to other programs and services.”

According to Paglin and Fager (1997), “certain features associated with alternative schools for at-risk youth are mentioned repeatedly in the literature and in interviews. Successful alternative schools have many of the following elements:

- A clear mission
- A smaller enrollment than that of mainstream schools
- A lower ratio of students to staff than in mainstream schools
- A more informal, personal relationship between teachers and students, and a family atmosphere
- A committed staff who counsel, mentor, and tutor the students
- Clear rules enforced fairly and consistently
- High standards for behavior, attendance, and performance along with an emphasis on individual accountability and responsibility
- A curriculum often described as "applied," "experiential," "hands-on," or "integrated," that makes connections between the disciplines and between the school and the community or the world of work
- Student voice in school operations
- A flexible schedule that allows students to work at their own pace.

The literature also points to a model for alternative education that is primarily based on “Attachment Theory”. Without a sense of attachment to adults, schools will at best gain short term compliance from students but will miss out on the opportunity to teach and model for them how to develop and maintain healthy relationships; staff will be viewed simply as authority figures, not people to be trusted and respected. In an interview with Andrea Mrozek, psychologist and “Attachment Theory” expert Gordon Neufeld states that “being attached makes us want to be with those we are attached to” (Mrozek, 2012). This understanding should be the foundation of the policies, decisions, actions, and words of staff in an alternative school. If students feel attached to the adults in their schools, their attendance and achievement will improve, their social interactions will be more positive and their personal growth and development will be healthier.

PART III - Implications for Fraserview Learning Centre

These characteristics have become the driving force behind everything the staff at FLC is attempting to accomplish. In our first two years, we have tried to implement the following structures into our routine and practice.

Size and Composition of Student Body

Research definitively supports small class size in alternative programs (approximately 1:15 teacher to student ratio). Many experts also promote a relatively small size of school for the highest rate of personalized success (Aron, 2006; Aronson, 1995). For a district the size Mission, approximately 70-100 students would be optimal in an alternative program. Less than 70 and it becomes difficult to offer programs and supports needed. More than 100 and it becomes much more difficult for staff to personally connect with every student. The size is also based on the ability of the district to offer critically important on site alternative options in the middle and secondary schools in the district.

The optimal class composition for an alternative school is when externalizing behavioural students are dispersed among all the classes rather than being grouped in one class. Many group dynamics experts support this notion (Dornyei, 1997). The idea is that behavioural students will exhibit more positive and pro-social behaviour because of the modeling and norming effect from staff and non behavioural peers in their class. This is far more difficult to achieve if a class is primarily filled with behavioural students. The common thread that will develop positive peer culture and empathy in a blended class like this is that all alternative students have had many negative school experiences including rejection, bullying, failure etc. A highly anxious shy student and an angry student both can relate to feelings of rejection, failure and a sense of not belonging. A strong teacher who understands these ideas and intentionally structures his/her class with them will effectively use the commonality between students to build a positive community of caring and empathy in his/her classroom and throughout the school. Based on this philosophy, classrooms at FLC have a blend of students with internalizing and externalizing behaviours.

Case Management

At FLC, classroom teachers take on expanded roles and carry some of the responsibilities of special education teachers (except for testing) and as mentors. They provide academic adaptations and behavioural and emotional support as necessary. In this regard, alternative teachers become case managers for all of their students. This could include conducting interviews for incoming students, creating and implementing SLPs for all students and IEPs and IBPs for designated students, calling and taking minutes for integrated case management meetings for Intensive Behaviour and foster care students, ensuring all documentation is in the G-4 files, and maintaining regular communication with caregivers regarding student attendance and progress.

Curriculum Delivery

Flexibility in terms of curriculum delivery is crucial at an alternative school and has become a critical component of FLC's practice. Virtually all students in alternative programs have had many years of negative school experiences, some since Kindergarten. The teacher's ability to deliver curriculum in a way that enhances a student's feeling of success is paramount. Much of the research indicates that competency based individualized/personalized and self-paced instruction that is connected to students' daily lives is the foundation. Whole class, small group, and "side-by-side" instruction practices together make up the delivery methods at FLC. We continue search for experiential opportunities to teach both the BC Curriculum and the lessons of life. Embedded into school curriculum and indeed our entire approach to education must be the following:

1. Students must feel they belong to a supportive community.
2. Students need to know they can succeed.
3. Students need to be involved in determining their future.
4. Students need to feel they have a purpose for their lives.

If these four axioms become the cornerstone of a school, learning will occur, behavioural issues will diminish, a positive school culture and community will be created and students will gain hope for their future (Brendtro, Brokenleg, and Van Bockern. 2002).



Aboriginal Enhancement

While promoting and respecting the traditional territory of the Stó:lō People, we will help foster an awareness and respect for all Aboriginal peoples.



Fraserview Learning Centre staff work diligently to support the goals of our Aboriginal Education Enhancement Agreement document. We work to provide an inclusive Aboriginal program where Aboriginal and non-Aboriginal students alike are able to participate in cultural activities and teachings.

At Fraserview Learning Centre we work diligently to maintain positive communication with our Aboriginal families and encourage their participation in their child's education. We have learned that underlying the success of Aboriginal students at Fraserview Learning Centre is the building of strong relationships between home and school.

The Aboriginal Program at Fraserview Learning Centre continues to adapt itself to the needs of our students. Our focus is improvement in academic success and attendance. We strive to meet the cultural needs of each of our students through connections with community leaders and elders.

Academic success is enhanced by honouring the students who have made improvements and identifying those who need extra support. Through consultation with students as well as parents, we make an effort to understand student challenges and work collaboratively to find support and solutions.

All of our Aboriginal students at Fraserview Learning Centre are personally seen throughout the year to discuss their individual educational and emotional programs and give support or advice where needed. Our interventions include:

- Providing personal academic support
- Advocating with community agencies
- Mediating with staff, family or peers
- Transportation
- Nutritional support
- Counseling
- Monthly culturally inclusive activities (games, crafts and presentations)
- Weekly Language Experience Program starting in February 2014 -2015
- Participation in the Family of Schools Student Recognition & Honouring Ceremony
- Participation annually in the Grade 6 Transition Day and Grade 7 Retreat
- Aboriginal Graduation Ceremony
- Artist in Residence and Elder in Residence programs
- Siya:ye Yoyes Leadership Conference (Strengthening the Circle) and providing opportunities for student leadership work such as the Annual Winter Heat BBQ



Screening Criteria

Today's youth are complex and cannot be singularly categorized; many have significant academic, personal, family related and mental health challenges. This makes it difficult to determine a single criteria for entrance to FLC. **Students who, for a variety of reasons, have not succeeded in a traditional main stream school are a candidate for FLC.** Essentially, this includes all students who require more intensive and wrap around support. This wide gate and positive process to access an alternative program is consistently supported in literature. Farris-Berg (2003), a Minneapolis education and public policy consultant states,

“Sometimes public descriptions of alternative programs state, inappropriately, that the programs are for “delinquent” or “deficient” students, instead of for students who are not served well in traditional environments. Rather than realizing that their traditional settings may not work for a good number of the students they are paid to serve, districts sometimes label students “delinquent” for not fitting into the traditional mold”.

Farris-Berg's positive reframe has significantly influenced FLC's screening process. Students can gain access to FLC through the following means:

- Referral from local school administration
- Referral through the District Review Committee
- Referral from an alternative program in another district

Ideally, referral to FLC will include the student and family and their local school or district administration in the decision making process and it should be presented as a positive alternative.



Structures and Discipline

There must be **fair** and **consistent** structures and expectations in place at an alternative program. Students often say “that isn't fair” when what they really mean is “that isn't equal”. Fairness means what is right for an individual; equality means the same for everyone. Primarily, alternative education is about fairly expecting all students to achieve their best while creating a culture of respect for all. This concept governs all decisions and is a formal part of the way we conduct business at FLC.

Suspensions are an option in certain situations but alternatives to suspensions are an integral part of all successful alternative programs. Access to substance use counselling, youth care worker and school counsellor support, intentional social and behavioural teaching, and the ability to have multiple fresh starts are all critical aspects of FLC's discipline process. Going home for a portion of a day as a preventative measure or leaving school and returning with a parent/caregiver to discuss the situation, not as a

suspension but as a way of positively dealing with the issue, sends the message that we care about students, not just about their behaviour.

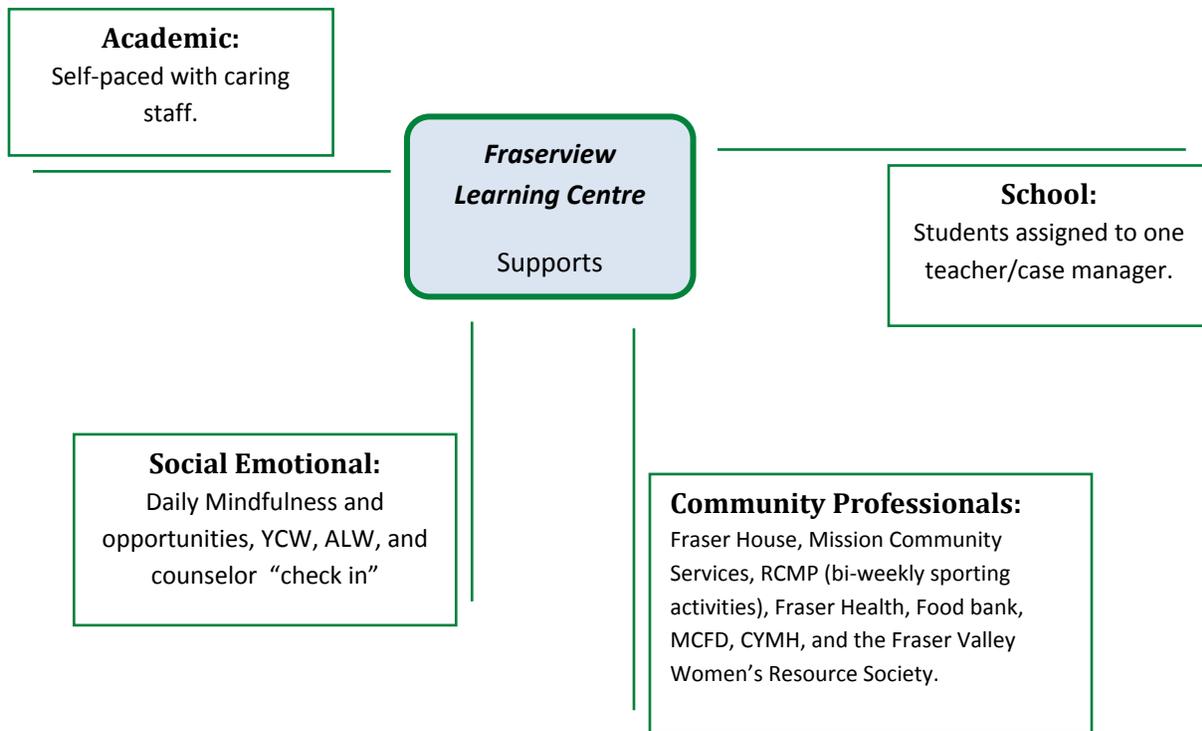
We are moving towards the introduction of Restorative Justice within our classes and school.

Support

Support at FLC is intended to “wrap around” our learners. This means that all staff and community professionals play a crucial role in supporting students. Students need as many caring adults in their lives as possible. Support staff work to build trust with students before academic or social/emotional supports can be activated. Custodial, clerical, support, teaching, and administrative staff all must feel like they are contributing to the well-being of students.



Outside agencies must be an integral part of the school community. At FLC, Fraser House, Mission Community Services, RCMP (bi-weekly sporting activities), Fraser Health, MCFD, FVACFSS, CYMH, and the Fraser Valley Women’s Resource Society come into our building to meet with individuals and groups of students on a regular basis. These groups are intentionally included in our school community and a meeting space is allocated for them.



Measuring Success

Quantitative and qualitative methods are both important tools to measure student success. Quantitatively, alternative programs need to work towards improving student attendance, course completions and graduation rates. These goals need to be measured against a baseline of data collected prior to the student entering the program. If a student didn't attend school previously and now is attending 50% that demonstrates success. If attendance, course completion and graduation rates are not viewed within this greater context, the data is skewed and unfair to the students who have worked hard to improve their lives but haven't reached the same level as other students in the district.

Qualitative assessment is also an important tool. How do students feel about themselves and their lives since attending the alternative program? Has their self-esteem and self-confidence improved? Have they learned to take greater responsibility for their lives and feel more in control of their lives? Has their family or social relationships improved? The literature is extremely clear that successful alternative programs offer their students a voice in their programming. Periodic staff, student, and caregiver interviews and surveys should be included as part of the overall assessment of an alternative program's success.



In summary, at FLC we are striving to provide a safe, comfortable and caring school where students can develop towards becoming mature, respectful, responsible, considerate, and caring members of our community. Fraserview Learning Centre is a place where students can learn and grow socially, emotionally, behaviorally, and academically. Specifically, this year, we are working towards achieving the following goals:

1. Ensuring that every student has the opportunity to develop multiple positive attachments with adults.
2. Ensuring that all students have the opportunity to experience individual academic and personal success in a caring and safe environment.
3. Increasing opportunities for students to develop and demonstrate social responsibility.
 - **West Heights Elementary** "Little Buddy Reading" 2014- Present
 - **Lifetime Learning** "Tech Time" 2015- present
 - **School Service** – Inside and outside cleaning
 - **Formal Meal Service** – Students serve meals to seniors at school functions
 - **Peer Tutoring**
 - **Silverdale Elementary** "Fridays in the Forest" mentoring 2016 - 2017

Academic Success	2013-14	2014-15	2015-16
Courses Complete:		145	
per Full Time Student			
per Part Time Student			
per Store Front Student			
Graduating Students (Aboriginal)	0	11 (2)	11 (3)
Students Transferred to Grad	0	0	3
Students Transfer to middle, secondary (non-Grad), or Riverside	1	1	2
Academic Concerns			
<i>Students Withdrawal</i>			
<i>Student Removals</i>			
<i>Age-out without Grad</i>			
BOLD - new data to track			

Full Time = 4-5 full days per week

Part Time = > 1 hour and < 4 full days

Store Front = Drop off and pick up of work only

Improvement Areas:

We would like to see growth in the following areas:

1. Tracking and supporting storefront students.
2. Increasing our curricular resources.
3. Increase and improve the frequency of staff instruction (whole class, small group, and collaborative learning opportunities).
4. Better collaboration between teaching staff to maximize staff teaching strengths.
5. Improve office and student spaces.
6. Implement job and life preparation programs (cooking, laundry, budgeting, First Aid, Serving it Right, Food Safe).

References

- Aron, Laudan Y. (2006). *An Overview of Alternative Education*. First in a series of papers on alternative education for the U.S. Department of Labor. The Urban Institute (<http://files.eric.ed.gov/fulltext/ED500807.pdf>).
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- Smith, A., Peled, M., Albert, M., MacKay, L., Stewart, D, Saewyc, E., & the McCreary Centre Society. (2007). *Making the Grade: A Review of Alternative Education Programs in British Columbia*. Vancouver, BC: McCreary Centre Society.
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- Whalen, B. (1985). Developing an alternative high school: Dos and dont's. *NASSP Bulletin*, 69, 106-109.

Signature Page

This school growth plan has been written, reviewed, and supported by:

Principal's Name	Signature	Date
Superintendent	Signature	Date
Board Chair	Signature	Date

ITEM 5.4 Action

TO: Board of Education
FROM: Education Committee
SUBJECT: 2016-2017 Preliminary Annual Budget Bylaw

Recommendation #1

THAT the Board of Education approve the required three (3) readings for the 2016-2017 Annual Budget Bylaw and that they be carried out in one meeting (vote must be unanimous).

Recommendation #2

THAT the attached School District No. 75 (Mission) Annual Budget Bylaw be approved as read a first time.

Recommendation #3

THAT the attached School District No. 75 (Mission) Annual Budget Bylaw be approved as read a second time.

Recommendation #4

THAT the attached School District No. 75 (Mission) Annual Budget Bylaw be approved as read a third time and finally adopted.

The Board is pleased to present a balanced 2016-2017 Preliminary Operating Budget.

The Board established the following guiding principles for the budget development and review process that reflects the primary goal of “putting students first”.

The Board’s guiding principles include:

- Developing a sustainable, long-term plan for the School District’s Operating Budget within the funding parameters, while optimizing learning opportunities.
- Reviewing all education programs and business functions each year to ensure they meet the needs of students.
- Recognizing the changes in demographics on an annual and longer term basis.
- Creating a positive climate of dialogue with all educational partners.

Over the past several months, the Board met with senior staff to discuss the priorities and needs of the School District from both an educational and business perspective, while recognizing the requirement to work within the existing funding parameters.

Meetings have been held with stakeholder groups to discuss the budget and listen to concerns and suggestions. Discussions with stakeholder groups will continue as new information becomes available, and as circumstances and priorities change.

We are pleased to advise the School District projects growth for 2016-2017 and the Operating Budget allows for the delivery of an effective education plan to meet students’ learning priorities.

While the School District is now in a stronger financial position, challenges remain due to funding constraints, and the Board will continue working to ensure resources are allocated in a strategic and efficient manner, with the goal of providing the best learning environment possible

The attached Bylaw will be brought to the June 21, 2016, Regular Board meeting for approval and submission to the Ministry of Education.

Annual Budget

School District No. 75 (Mission)

June 30, 2017

School District No. 75 (Mission)

June 30, 2017

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 75 (MISSION) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2016/2017 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2016/2017.
3. The attached Statement 2 showing the estimated revenue and expense for the 2016/2017 fiscal year and the total budget bylaw amount of \$65,787,658 for the 2016/2017 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2016/2017.

READ A FIRST TIME THE 21st DAY OF JUNE, 2016;

READ A SECOND TIME THE 21st DAY OF JUNE, 2016;

READ A THIRD TIME, PASSED AND ADOPTED THE 21st DAY OF JUNE, 2016;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 75 (Mission) Annual Budget Bylaw 2016/2017, adopted by the Board the _____ DAY OF _____, 2016.

Secretary Treasurer

School District No. 75 (Mission)

Statement 2

Annual Budget - Revenue and Expense
Year Ended June 30, 2017

	2017 Annual Budget	2016 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	5,998,000	5,894,500
Adult	8,000	7,000
Total Ministry Operating Grant Funded FTE's	<u>6,006,000</u>	<u>5,901,500</u>
Revenues	\$	\$
Provincial Grants		
Ministry of Education	57,777,290	56,428,180
Other	250,925	222,719
Tuition	1,780,000	1,630,000
Other Revenue	2,133,013	2,191,547
Rentals and Leases	135,000	135,000
Investment Income	100,000	100,000
Amortization of Deferred Capital Revenue	2,720,703	2,700,395
Total Revenue	<u>64,896,931</u>	<u>63,407,841</u>
Expenses		
Instruction	51,736,019	50,077,202
District Administration	2,291,866	2,327,134
Operations and Maintenance	10,117,474	9,862,186
Transportation and Housing	1,007,299	1,002,505
Total Expense	<u>65,152,658</u>	<u>63,269,027</u>
Net Revenue (Expense)	<u>(255,727)</u>	138,814
Budgeted Allocation (Retirement) of Surplus (Deficit)		618,756
Budgeted Surplus (Deficit), for the year	<u>(255,727)</u>	<u>757,570</u>
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(255,727)	757,570
Budgeted Surplus (Deficit), for the year	<u>(255,727)</u>	<u>757,570</u>

School District No. 75 (Mission)

Annual Budget - Revenue and Expense
Year Ended June 30, 2017

	2017	2016 Amended
	Annual Budget	Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	57,616,013	55,517,404
Operating - Tangible Capital Assets Purchased	635,000	1,644,219
Special Purpose Funds - Total Expense	3,925,215	4,164,579
Capital Fund - Total Expense	3,611,430	3,587,044
Total Budget Bylaw Amount	65,787,658	64,913,246

Approved by the Board

Signature of the Chairperson of the Board of Education _____ Date Signed _____

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

School District No. 75 (Mission)

Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2017

	2017 Annual Budget \$	2016 Amended Annual Budget \$
Surplus (Deficit) for the year	<u>(255,727)</u>	138,814
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(635,000)	(1,644,219)
From Deferred Capital Revenue	(1,995,139)	(2,367,258)
Total Acquisition of Tangible Capital Assets	<u>(2,630,139)</u>	(4,011,477)
Amortization of Tangible Capital Assets	3,611,430	3,587,044
Total Effect of change in Tangible Capital Assets	<u>981,291</u>	(424,433)
Acquisitions of Prepaid Expenses	(200,000)	(200,000)
Use of Prepaid Expenses	200,000	191,236
	<u>-</u>	(8,764)
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>725,564</u></u>	(294,383)

School District No. 75 (Mission)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2017

	2017 Annual Budget	2016 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	55,554,356	54,016,210
Other	200,925	200,925
Tuition	1,780,000	1,630,000
Other Revenue	480,732	460,732
Rentals and Leases	135,000	135,000
Investment Income	100,000	100,000
Total Revenue	<u>58,251,013</u>	<u>56,542,867</u>
Expenses		
Instruction	48,117,908	46,183,375
District Administration	2,255,514	2,327,134
Operations and Maintenance	6,235,292	6,004,390
Transportation and Housing	1,007,299	1,002,505
Total Expense	<u>57,616,013</u>	<u>55,517,404</u>
Net Revenue (Expense)	<u>635,000</u>	1,025,463
Budgeted Prior Year Surplus Appropriation		<u>618,756</u>
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(635,000)	(1,644,219)
Total Net Transfers	<u>(635,000)</u>	<u>(1,644,219)</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 75 (Mission)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2017

	2017 Annual Budget	2016 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	54,413,283	53,381,041
AANDC/LEA Recovery	(154,732)	(154,732)
Other Ministry of Education Grants		
Funding for Graduated Adults	725,901	725,901
Additional Supplement	145,004	
Increased Enrolment Projected	360,900	
Carbon Tax Rebate	50,000	50,000
FSA	14,000	14,000
Total Provincial Grants - Ministry of Education	55,554,356	54,016,210
Provincial Grants - Other	200,925	200,925
Tuition		
Continuing Education	230,000	230,000
Offshore Tuition Fees	1,550,000	1,400,000
Total Tuition	1,780,000	1,630,000
Other Revenues		
LEA/Direct Funding from First Nations	154,732	154,732
Miscellaneous		
Pay for Service - Riverside	40,000	40,000
District of Mission - Clark Theatre	110,000	110,000
Transportation Fees	116,000	116,000
Other	60,000	40,000
Total Other Revenue	480,732	460,732
Rentals and Leases	135,000	135,000
Investment Income	100,000	100,000
Total Operating Revenue	58,251,013	56,542,867

School District No. 75 (Mission)

Annual Budget - Schedule of Operating Expense by Source
Year Ended June 30, 2017

	2017 Annual Budget	2016 Amended Annual Budget
	\$	\$
Salaries		
Teachers	23,943,900	22,655,500
Principals and Vice Principals	3,017,000	3,194,200
Educational Assistants	5,161,200	4,781,700
Support Staff	6,040,590	5,844,490
Other Professionals	1,730,313	1,723,713
Substitutes	1,989,635	2,064,531
Total Salaries	41,882,638	40,264,134
Employee Benefits	10,679,171	10,377,901
Total Salaries and Benefits	52,561,809	50,642,035
Services and Supplies		
Services	1,448,068	1,628,568
Student Transportation	17,350	17,350
Professional Development and Travel	382,500	389,400
Rentals and Leases	3,350	3,350
Dues and Fees	86,150	86,150
Insurance	191,000	159,000
Supplies	1,772,054	1,702,601
Utilities	1,153,732	888,950
Total Services and Supplies	5,054,204	4,875,369
Total Operating Expense	57,616,013	55,517,404

School District No. 75 (Mission)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2017

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	19,304,100	634,000	46,300	327,000		1,540,100	21,851,500
1.03 Career Programs	666,000		28,400	229,300		10,600	934,300
1.07 Library Services	900,300						900,300
1.08 Counselling	747,600						747,600
1.10 Special Education	2,083,300	116,000	4,253,700	420,390		177,400	7,050,790
1.30 English Language Learning	152,600		208,000				360,600
1.31 Aboriginal Education	90,000	100,100	624,800	32,000		20,156	867,056
1.41 School Administration		2,166,900		1,242,000	123,800	44,800	3,577,500
1.62 Off Shore Students				87,000	127,900	29,600	244,500
1.64 Other					140,400		140,400
Total Function 1	23,943,900	3,017,000	5,161,200	2,337,690	392,100	1,822,656	36,674,546
4 District Administration							
4.11 Educational Administration					469,800		469,800
4.40 School District Governance					86,213		86,213
4.41 Business Administration				277,800	610,600	10,700	899,100
Total Function 4	-	-	-	277,800	1,166,613	10,700	1,455,113
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				45,600	98,800	6,700	151,100
5.50 Maintenance Operations				2,657,400		128,600	2,786,000
5.52 Maintenance of Grounds				179,500			179,500
5.56 Utilities							-
Total Function 5	-	-	-	2,882,500	98,800	135,300	3,116,600
7 Transportation and Housing							
7.41 Transportation and Housing Administration				26,100	72,800		98,900
7.70 Student Transportation				516,500		20,979	537,479
Total Function 7	-	-	-	542,600	72,800	20,979	636,379
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	23,943,900	3,017,000	5,161,200	6,040,590	1,730,313	1,989,635	41,882,638

School District No. 75 (Mission)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2017

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2017 Annual Budget	2016 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	21,851,500	5,612,300	27,463,800	970,153	28,433,953	27,270,120
1.03 Career Programs	934,300	222,900	1,157,200	189,270	1,346,470	1,337,210
1.07 Library Services	900,300	232,920	1,133,220		1,133,220	1,070,950
1.08 Counselling	747,600	193,330	940,930	5,500	946,430	766,710
1.10 Special Education	7,050,790	1,785,370	8,836,160	101,400	8,937,560	8,803,980
1.30 English Language Learning	360,600	93,710	454,310	5,400	459,710	290,940
1.31 Aboriginal Education	867,056	216,720	1,083,776	153,049	1,236,825	1,224,875
1.41 School Administration	3,577,500	899,250	4,476,750	271,000	4,747,750	4,591,880
1.62 Off Shore Students	244,500	54,860	299,360	391,600	690,960	642,380
1.64 Other	140,400	26,930	167,330	17,700	185,030	184,330
Total Function 1	36,674,546	9,338,290	46,012,836	2,105,072	48,117,908	46,183,375
4 District Administration						
4.11 Educational Administration	469,800	135,990	605,790	57,500	663,290	660,310
4.40 School District Governance	86,213	20,991	107,204	60,500	167,704	167,704
4.41 Business Administration	899,100	231,720	1,130,820	293,700	1,424,520	1,499,120
Total Function 4	1,455,113	388,701	1,843,814	411,700	2,255,514	2,327,134
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	151,100	36,650	187,750	90,000	277,750	248,500
5.50 Maintenance Operations	2,786,000	709,010	3,495,010	992,000	4,487,010	4,556,940
5.52 Maintenance of Grounds	179,500	46,800	226,300	90,500	316,800	310,000
5.56 Utilities	-	-	-	1,153,732	1,153,732	888,950
Total Function 5	3,116,600	792,460	3,909,060	2,326,232	6,235,292	6,004,390
7 Transportation and Housing						
7.41 Transportation and Housing Administration	98,900	25,120	124,020	7,200	131,220	130,230
7.70 Student Transportation	537,479	134,600	672,079	204,000	876,079	872,275
Total Function 7	636,379	159,720	796,099	211,200	1,007,299	1,002,505
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	41,882,638	10,679,171	52,561,809	5,054,204	57,616,013	55,517,404

School District No. 75 (Mission)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2017

	2017	2016 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	2,222,934	2,411,970
Other	50,000	21,794
Other Revenue	1,652,281	1,730,815
Total Revenue	3,925,215	4,164,579
Expenses		
Instruction	3,618,111	3,893,827
District Administration	36,352	
Operations and Maintenance	270,752	270,752
Total Expense	3,925,215	4,164,579
Budgeted Surplus (Deficit), for the year	-	-

School District No. 75 (Mission)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2017

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			20,000	55,000	509,357		45,000	25,000	
Add: Restricted Grants									
Provincial Grants - Ministry of Education	270,752	1,120,568	5,000			192,000	29,400	97,953	380,909
Other				20,000	1,600,000				
	270,752	1,120,568	5,000	20,000	1,600,000	192,000	29,400	97,953	380,909
Less: Allocated to Revenue	270,752	1,120,568	25,000	35,000	1,600,000	192,000	74,400	122,953	380,909
Deferred Revenue, end of year	-	-	-	40,000	509,357	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	270,752	1,120,568	25,000			192,000	74,400	122,953	380,909
Provincial Grants - Other									
Other Revenue				35,000	1,600,000				
	270,752	1,120,568	25,000	35,000	1,600,000	192,000	74,400	122,953	380,909
Expenses									
Salaries									
Teachers		714,300							
Principals and Vice Principals								39,500	
Educational Assistants		178,300				121,600			232,200
Support Staff	60,919								
	60,919	892,600	-	-	-	121,600	-	39,500	232,200
Employee Benefits	20,306	227,968				31,300		9,780	59,675
Services and Supplies	189,527		25,000	35,000	1,600,000	39,100	74,400	73,673	89,034
	270,752	1,120,568	25,000	35,000	1,600,000	192,000	74,400	122,953	380,909
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2017

	Service Delivery Transformation	BEST	Riverside Electrical	District Literacy	CORE	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	36,352	20,000	50,000	12,281		772,990
Add: Restricted Grants						
Provincial Grants - Ministry of Education						2,096,582
Other					5,000	1,625,000
	-	-	-	-	5,000	3,721,582
Less: Allocated to Revenue	36,352	-	50,000	12,281	5,000	3,925,215
Deferred Revenue, end of year	-	20,000	-	-	-	569,357
Revenues						
Provincial Grants - Ministry of Education	36,352					2,222,934
Provincial Grants - Other			50,000			50,000
Other Revenue				12,281	5,000	1,652,281
	36,352	-	50,000	12,281	5,000	3,925,215
Expenses						
Salaries						
Teachers						714,300
Principals and Vice Principals						39,500
Educational Assistants						532,100
Support Staff						60,919
	-	-	-	-	-	1,346,819
Employee Benefits						349,029
Services and Supplies	36,352		50,000	12,281	5,000	2,229,367
	36,352	-	50,000	12,281	5,000	3,925,215
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 75 (Mission)

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2017

	2017 Annual Budget			2016 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Amortization of Deferred Capital Revenue	2,720,703		2,720,703	2,700,395
Total Revenue	2,720,703	-	2,720,703	2,700,395
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,611,430		3,611,430	3,587,044
Total Expense	3,611,430	-	3,611,430	3,587,044
Net Revenue (Expense)	(890,727)	-	(890,727)	(886,649)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	635,000		635,000	1,644,219
Total Net Transfers	635,000	-	635,000	1,644,219
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(255,727)	-	(255,727)	757,570

ITEM 5.5 Information

TO: Board of Education
FROM: District Parent Advisory Council
SUBJECT: District Parent Advisory Council Update

A Report is attached to the Agenda.

DPAC Report - May 2016

Attendance: 10 parents from 7 schools were present. * details below

Annual General Election:

A quorum was present therefore elections were held. Cyndi called for expression of interest for positions and then asked for any nominations. By acclamation the following positions were filled:

CHAIR: Cyndi Polovina (HTA)

VICE CHAIR: Trisha Hansen Bell (Ecole Mission Central)

TREASURER: Jessica Weismiller (HTA)

COMMUNICATIONS OFFICER: Claire Seeley (MSS, ESR)

MEMBERS AT LARGE (3 spots): Sheneal Anthony (ESR), Destiny Cunningham (Dewdney)

3rd position remains VACANT

SECRETARY: VACANT

In September 2016 Cyndi will make a call for nominations for the positions of Secretary and 1 Member at Large so the DPAC executive can be complete.

Reports:

School District Report: Larry Jepsen (Director of Instruction) provided an update on behalf of the Superintendent with regards to Budget meetings and positive feedback from parents, students, and teachers about the recent grade 12 grad.

Chair's Report: Cyndi thanked everyone for their time volunteering for DPAC and attending meetings for the past school year.

Communications Report: Please ensure that DPAC has the most current contact information for you or your PAC, and please remember this after elections.

Education Committee Report: School growth plans will be posted online. There are ongoing discussions about implementing Ministry mandated curriculum changes.

Ongoing Business:

Movie License: The current license is good until Nov 2016. Raymond will mentor the next DPAC group or Ad Hoc committee who is involved with movie licenses next school year. There has been interest expressed by Club Kids program to join in the license so they can show DVDs .

New Business:

DPAC Parent Education Night: The presentation was informative and well received by the rather small crowd who showed up. Discussion ensued about cost of putting on such an event when attendance is poor. Suggestion was made to start planning earlier in the school year and perhaps hold the event before January as parent engagement tends to wane in Spring as other sports commitments begin.

Long Service Awards: A request came from the School Board to get DPAC feedback about Long Service Awards for school employees. DPAC supports the idea of such awards, but have questions such as: how many people are expected to get awards yearly, what is the anticipated budget, and what information is the School Board seeking from DPAC specifically regarding this matter.

Education Committee: Cyndi asked if any DPAC members would be able to attend Education Committee meetings next school year (once a month on a Tuesday at 3:30pm) so she would have an alternate rep in case she cannot be

present. Unfortunately, members in attendance tonight were not able to offer any help as many work at this time, or are unable to attend for other reasons (eg. childcare). A 4:30 time would be necessary for an alternate to be available.

DPAC Meeting Times: Cyndi asked the group if 7pm start times were still alright with DPAC members. Group discussed and determined to maintain 7pm start time as it seems to work well for those who currently attend.

Upcoming Events:

* DPAC end of the year social June 17 at 5:30, Brown's Social House

* 2016/17 DPAC meetings will be 7:00pm at the School Board office (unless otherwise announced)

September 19, 2016

October 24, 2016

November 21, 2016

December 12, 2016

January 23, 2017

February 20, 2017

March 27, 2017

April 24, 2017

May 22, 2017

June 23, 2017 social (time and location TBA)

Attendance: Jessica Weismiller (Treasurer DPAC, HTA), Marisa Kerr (Secretary DPAC, HTA), Cyndi Polovina (Co-Chair DPAC, HTA), Raymond Kwong (DPAC Vice Chair, ESR), Trisha Hansen-Bell (Ecole Mission Central), Emma Johnston (HPMS, MSS), Lori McComish (ESR, MSS), Destiny Cunningham (Dewdney), Larry Jepsen (Director of Instruction MPS), Clare Seeley (MSS, ESR), Kristine Matthysen (McMahon), Ann Titford (MTU), **Regrets:** Nikki Hawes (Co-Chair DPAC), Laura Wilson (Communications DPAC, MSS)

ITEM 6.1 Information

TO: Board of Education
FROM: Business Committee
SUBJECT: Report – Trustee Carter

Recommendation

THAT the Board of Education receive Trustee Carter’s verbal Business Committee report for information.

Board of Education Meeting (Regular)

June 21, 2016



ITEM 6.2 Action

TO: Board of Education
FROM: Business Committee
SUBJECT: 2016-2017 Board Meeting Schedule

Recommendation

THAT the Board of Education approve the 2016–2017 Committee/Board Meeting Schedule as presented.

Background/Rationale

Education and Business Committees are typically held on the first Tuesday of each month.

In-Camera and Regular Board Meetings are typically held on the third Tuesday of each month.

Some dates have been adjusted to reflect scheduled and approved school/statutory holidays.

Business (1:30 pm) and Education (3:30 pm) Committees (School Board Office) – Closed to the Public

September 13
October 4
November 1
November 29 **
January 10
February 7
March 7
April 11
May 9
June 6

***This was moved from December 6th due to BCSTA's Learning Forward Conference: Sunday, December 4 – Wednesday, December 7, 2016.*

Board (In-Camera and Public) Meetings

September 20 *Fraserview Learning Centre ("Fraserview")*
October 18 *École Christine Morrison Elementary*
November 15 *Riverside College*
December 13 *Hatzic Elementary*
January 24 *Heritage Park Middle*
February 21 *Silverdale Elementary*
March 28 *Hatzic Middle*
April 25 *Deroche Elementary*
May 23 *Mission Secondary*
June 20 *École Mission Central Elementary*

Board of Education Meeting (Regular)

June 21, 2016



ITEM 6.3 Action

TO: Board of Education
FROM: Business Committee
SUBJECT: Capital Project Bylaw #2015/16-CP-SD75-01

Recommendation – Three (3) Readings

THAT the Board of Education approve the required three (3) readings for the Capital Bylaw No. 2015/16-CP-SD75-01, be carried out at one meeting of the Board.

Background Information

On May 24, 2016, the School District received approval of the School District's 2015/16 Capital Plan Submission. A copy of the letter received from the Capital Management Branch is enclosed with this Agenda.

The Ministry of Education ("Ministry") reviewed all 5-Year Capital Plan submissions across the participating 60 School Districts to determine priorities for available capital funding in the programs of:

<ul style="list-style-type: none">• Seismic Mitigation & Safety;	<ul style="list-style-type: none">• Expansion
<ul style="list-style-type: none">• Building Envelope;	<ul style="list-style-type: none">• Carbon Neutral Capital
<ul style="list-style-type: none">• Buses	<ul style="list-style-type: none">• School Enhancement

We are pleased to report the Ministry has confirmed its support in our School District's ongoing project development. The attached correspondence outlines the approved advancement of same.

The Ministry has recently revised the procedures on the Bylaws and Annual Capital Plan submission including the elimination of the requirement for Boards to pass Bylaws for each individual capital project. As well, the 2016/17 Annual Capital Plan submission deadline has been extended from August 31, 2016, to September 9, 2016.

In accordance with the requirements of the *School Act*, before it is passed, a Bylaw of the Board must be given three (3) distinct readings. The Board may not give a Bylaw more than two (2) readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the Bylaw all three (3) readings at that meeting. A copy of the Bylaw to be forwarded to the Ministry is enclosed.

A reading of a Bylaw may, if a written or printed copy of a Bylaw is in the possession of each Trustee and is available to each member of the public in attendance at the meeting at which the Bylaw is to be read, describe the Bylaw by (a) its title, and (b) a summary of contents. If these copies are not available to Trustees and the public, then the Bylaw must be read out in full at each reading of the Bylaw.

Each Trustee and each member of the public received a printed copy of the Capital Project Bylaw No. 2015/16-CP-SD75-01 at the meeting. Printed copies will be made available to the public as part of the Agenda at the Regular meeting of the Board on June 21, 2016.

Recommendation – First Reading

THAT the Board of Education give first reading of the Capital Bylaw No. 2015/16-CP-SD75-01 as presented. The Board will adhere to Ministry requirements as set out in the Bylaw.

Recommendation – Second Reading

THAT the Board of Education give second reading of the Capital Bylaw No. 2015/16-CP-SD75-01 as presented. The Board will adhere to Ministry requirements as set out in the Bylaw.

Recommendation – Third Reading

THAT the Board of Education give third and final reading of the Capital Bylaw 2015/16-CP-SD75-01 The Board will adhere to Ministry requirements as set out in the Bylaw.

**CAPITAL BYLAW NO. 2015/16-CP-SD75-01
CAPITAL PLAN 2015/2016**

A BYLAW by the Board of Education of School District No. 75 (Mission) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "*Act*").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan on May 24, 2016.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of approval 05/24/2016 from the 2015/2016 Capital Plan is hereby adopted.
- 2. This Bylaw may be cited as School District No. 75 (Mission) Capital Bylaw No. 2015/16-CP-SD75-01.

READ A FIRST TIME THE 21ST DAY OF JUNE, 2016;
READ A SECOND TIME THE 21ST DAY OF JUNE, 2016;
READ A THIRD TIME, PASSED AND ADOPTED THE 21ST DAY OF JUNE, 2016.

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 75 (Mission) Capital Bylaw No. 2015/16-CP-SD75-01 adopted by the Board the 21st day of June, 2016.

Secretary Treasurer

ITEM 6.4 Information

TO: Board of Education
FROM: Business Committee
SUBJECT: Potential Disposal of Properties Report

At a Committee of the Board held on June 7, 2016, a report provided by Staff was received for information.

Consensus was reached that in the best interest of the School District, the Trustees have agreed to defer the matter to the Fall where further options will be explored.

The School District thanks the many groups and individuals who have expressed interest in the potential disposal of the properties and will continue to receive expressions of interest during this time.

This information has been posted to the School District website at www.mpsd.ca.

We thank you for your understanding and patience as we work through this very important decision-making process.