

Agenda Regular Board Meeting

Date: November 17, 2016
Time: 7:00 p.m.
Location: School District No. 36 (Surrey)
 District Education Centre
 Room #2202

Pages

1. Call to Order

- a. "O Canada" – recording by Lena Shaw Elementary students
- b. Approval of Agenda of Regular Board Meeting

2. Delegation

- a. Inter A Students - Tanmai Bhatia, Cindy Zeng, Charlene Chan, Sheia Ursua
- b. Lord Tweedsmuir Secondary School Parents - Jennifer Doerksen
- c. French Immersion Program Lord Tweedsmuir Secondary School - Alison Hamilton

3. Action Items

- a. Adoption of Minutes of Regular Board Meeting Held 2016-10-20 3
- b. Approval of Sketch Plans: Grandview Heights Secondary (Site 177) New School 11
- c. Approval of Sketch Plans: Clayton North East Elementary (Site 184) New School 12
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- e. Salish Secondary Boundaries and Choice Program 14
- f. Enrolment Management Strategy - Ecole Kwantlen Park Secondary 15
- g. Annual Program Funding Agreement Amendment #1 – School Enhancement Program 16

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5.	Future Business	
a.	Items for Future Discussion	
	No items.	
b.	Future Meetings	
	Thursday, December 8, 2016	
	Thursday, January 19, 2017	
	Thursday, February 16, 2017	
	Thursday, March 9, 2017	
6.	Question Period	
7.	Adjournment	

Minutes

Regular Board Meeting

Date: October 20, 2016
Time: 7:00 p.m.
Location: School District No. 36 (Surrey)
District Education Centre
Room #2202

Present:	Shawn Wilson	Chairperson
	Laurie Larsen	Vice Chairperson
	Bob Holmes	Trustee
	Garry Thind	Trustee
	Gary Tymoschuk	Trustee

Absent:	Terry Allen	Trustee
	Laurae McNally	Trustee

Staff Present:	Dr. Jordan Tinney	Superintendent
	Rick Ryan	Deputy Superintendent
	Karen Botsford	Executive Assistant
	Greg Frank	Secretary Treasurer

1. Call to Order

Chairperson Wilson called the meeting to order at 7:00 p.m. He noted that Trustee Laurae McNally and Trustee Terry Allen were absent as they are each recovering from a medical issue.

Presenters & Staff:

In addition to the Table of Officers named above, the following staff were in attendance for the meeting:

Ross Brennan, Assistant Superintendent; Neder Dhillon, Director of Instruction Student Services; Patti Dundas, Assistant Secretary-Treasurer; Emily Watson, Manager, Demographics and Facilities Planning.

a. "O Canada" – recording by Coyote Creek Elementary Students

Trustees, administration and the audience sang "O Canada" accompanied by a recording by Coyote Creek Elementary Students.

b. Approval of Agenda of Regular Board Meeting

Moved by Trustee Bob Holmes
Seconded by Trustee Gary Tymoschuk

THAT the agenda of the Regular Board Meeting be approved as presented.

CARRIED

2. Delegation

a. Canadian Parents for French - Mary-Em Waddington

Mary-Em Waddington, President of Canadian Parents for French (CPF), Surrey, provided the Board with an update on the associations recent activities. Ms. Waddington indicated that the national chapter is interested in how families access French in Surrey. She referenced Policy 9600 (Choice Programs) and asked the Board to look at the policy again. She is grateful that her children have access to French Immersion and believes the CPF volunteers provide important support for the program including the District wide winter carnival. CPF also provides scholarships for Grade 12 students. Recently a survey was done following up on where French Immersion graduates are today and what they are doing. The survey revealed that many are very successful.

Recently, Graham Fraser, Commissioner of Official Languages spoke out about the importance of parent advocacy in promoting the French language. Ms. Waddington presented the Board Chairperson with a cheque for Library resources for the French Immersion programs in Surrey.

3. Action Items

a. Adoption of Minutes of Regular Board Meeting Held 2016-09-22

Moved by Trustee Gary Tymoschuk
Seconded by Laurie Larsen, Vice Chairperson

THAT the Minutes of the Regular Board meeting held 2016-09-22 be approved as circulated.

CARRIED

b. Recommended Architect Appointment - Latimer Road Elementary (Site 035)

Moved by Trustee Garry Thind
Seconded by Laurie Larsen, Vice Chairperson

THAT the firm of Iredale Group Architecture be appointed Project Architect and the Board's signing officers be authorized to execute BC Housing Master Purchase Agreement for the Latimer Road Elementary (Site 035) Building Envelope Remediation project.

CARRIED

c. Salish Secondary Boundaries and Choice Program

Dr. Tinney, Superintendent provided a brief overview of the process of how we got to where we are today. In early 2014 the District hired a consultant who provided a report on Facilities and Programs to the Board in June 2014. Subsequently, staff and administration prepared The Long Range Facilities and Education Plan with a number of recommendations for consideration and the plan was presented to the Board in June 2015. Dr. Tinney introduced Rick Ryan, Deputy Superintendent who is the Chair of the Program, Facilities and Planning (PFP) Committee.

Rick Ryan spoke about the PFP committee and he briefly summarized the report that was presented at the September 22 Board meeting which included an overview of the planning and public consultation process. Mr. Ryan indicated that of the options generated, staff and Executive are recommending to the Board option number one from the report which include a number of boundary changes and the relocation of the French Immersion Program from Lord Tweedsmuir Secondary to Salish Secondary. The final recommendation will go to the Board at the regular November 17th meeting.

Moved by Laurie Larsen, Vice Chairperson
Seconded by Trustee Bob Holmes

THAT the Board of Education receive the report titled *Salish Secondary: Consultation Report on Proposed Boundaries – October 2016*.

CARRIED

d. Capacity Management Strategy - Kwantlen Park Secondary

Rick Ryan, Deputy Superintendent introduced Ross Brennan Assistant Superintendent. Mr. Brennan introduced Emily Watson, Manager, Demographics and Facilities Planning, to provide an overview of the consultation process.

Ms. Watson provided a summary of the report before the Board. Kwantlen Park Secondary has a nominal capacity of 1200 students and a functional capacity of

1300 (Surrey uses functional capacity) and is home to a French Immersion Program and the Inter-A Program. Currently Kwantlen Park Secondary's enrollment is 1500 students. The catchment area is growing and two secondary schools, Queen Elizabeth and LA Matheson, have capacity to help relieve the enrollment pressure. The Enrollment pressures on Kwantlen Park were taken to the PFP Committee and eight options were generated. The top two included moving the Inter-A program.

A Public consultation process took place including the use of an online system called PlaceSpeak, surveys, and a community forum was held. The key feedback themes were: concern around increased distance to school, potential impact on the health of the program, concern about the new physical space for the program and the cost of the move. Suggestions included catchment changes rather than choice program moves. There was also a desire for creating a permanent space for the Inter-A program to help prevent the program from needing to move again in the future.

Rick Ryan thanked Ms. Watson for her summary and commented that the report has been on PlaceSpeak since October 8th. He clarified that the recommendation before the Board is to move the Inter-A Program to Queen Elizabeth Secondary. The Board will receive the report at this meeting and will consider the recommendation for final approval at the November 17th Board meeting.

Moved by Laurie Larsen, Vice Chairperson
Seconded by Trustee Gary Tymoschuk

THAT the Board of Education receive the report titled *Ecole Kwantlen Park Secondary: Consultation on Enrolment Management Strategies – October 2016*.

CARRIED

4. Information & Proposals

a. Trustee Reports

Chairperson Shawn Wilson reported on Trustee activities since the last Board meeting. A copy of the report is on the website.

b. Media Reports on Public-Private Partnership (P3) - (Verbal)

Dr. Tinney provided an update on the issue of Public-Private Partnerships (P3's) that have recently been reported in the media as a result of the City of Surrey suggestion that P3's be considered as a possible solution for school overcrowding.

The Board of Education is responsible for educating the students of Surrey and for building schools through funding provided by the Ministry of Education. The

Board of Education is advocating strongly for additional schools through the Ministry of Education.

Chairperson Wilson stated that the Board has no interest in participating in Public-Private Partnerships. He indicated that P3's have not been discussed in the past and the Board will not entertain the possibility.

c. Progress Report Active Capital Projects

Trustees received a progress report regarding active capital projects.

5. Future Business

a. Items for Future Discussion

No items.

b. Future Meetings

Trustees made note of future meetings outlined on the agenda.

6. Question Period

An informal question period of up to 30 minutes was provided immediately following the conclusion of the meeting.

7. Adjournment

Moved by Laurie Larsen, Vice Chairperson

Seconded by Trustee Gary Tymoschuk

THAT the Regular meetings of the Board be adjourned at 7:44 p.m.

CARRIED

Shawn Wilson
Chairperson

Greg Frank
Secretary-Treasurer

Section 72(3) Report

Public Record

Special In-Camera Board Meeting

Date: September 22, 2016

Trustees Present:	Shawn Wilson	Chairperson
	Laurie Larsen	Vice Chairperson
	Terry Allen	Trustee
	Bob Holmes	Trustee
	Garry Thind	Trustee
	Gary Tymoschuk	Trustee

Decisions Made by the Board Included:

1. Teacher Disciplinary Matters

Matters Discussed by the Board Included:

1. External Audit Report

Section 72(3) Report

Public Record

In-Camera Board Meeting

Date: September 22, 2016

Trustees Present:	Shawn Wilson	Chairperson
	Laurie Larsen	Vice Chairperson
	Terry Allen	Trustee
	Bob Holmes	Trustee
	Garry Thind	Trustee
	Gary Tymoschuk	Trustee

Decisions Made by the Board Included:

1. Adoption of Minutes of the In-Camera Board Meeting held 2016-06-02
2. Adoption of Public Record of the In-Camera Board Meeting held 2016-06-02
3. Personnel Matter
4. Appointment of Secondary Principal
5. Appointment of District Principal, Student Services

Matters Discussed by the Board Included:

1. Property Matter
2. Report on Financial Statements Year Ended June 30, 2016
3. Personnel Matter

Section 72(3) Report

Public Record

Special In-Camera Board Meeting

Date: October 11, 2016

Trustees Present:	Shawn Wilson	Chairperson
	Laurie Larsen	Vice Chairperson
	Terry Allen	Trustee
	Bob Holmes	Trustee
	Laurae McNally	Trustee
	Garry Thind	Trustee

Decisions Made by the Board Included:

1. Appointment of District Principal, Student Services

Matters Discussed by the Board Included:

1. Personnel Matter

Administrative Memorandum

Regular Board Meeting

Date: November 17, 2016
Topic: Approval of Sketch Plans: Grandview Heights Secondary (Site 177) New School

Background

Approval of a new Grandview Heights Secondary School (Site 177), located at 16876 to 17036 – 26 Avenue, was supported by the Ministry of Education to proceed to design, tender and construction on 2016-05-24. The new school will have a capacity of 1,500 students.

At its Regular Meeting on 2016-04-21, the Board appointed Craven Huston Powers Architects as Project Architect for this new school Grandview Heights Secondary (Site 177).

The sketch plans for this project are now complete and will be presented for Board consideration and approval.

It is recommended:

THAT the Board of Education approve sketch plans for the new school Grandview Heights Secondary (Site 177), located at 16876 to 17036 – 26 Avenue, as presented, and

THAT the architect Craven Huston Powers Architects be instructed to proceed with the remaining stages of the project.

Submitted by:

D. Greg Frank, Secretary-Treasurer

Approved by:

Dr. Jordan Tinney, Superintendent

Administrative Memorandum

Regular Board Meeting

Date: November 17, 2016
Topic: Approval of Sketch Plans: Clayton North East Elementary (Site 184) New School

Background:

Approval of a new Clayton North East Elementary School (Site 184), located at 19374 to 19406 – 78 Avenue, was supported by the Ministry of Education to proceed to design, tender and construction on 2016-05-24. The new school will have a capacity of 80K + 525 students plus neighbourhood learning centre.

At its Regular Meeting on 2016-01-14, the Board appointed ThinkSpace Architecture Planning Interior Design as Project Architect for this new school Clayton North East Elementary (Site 184).

The sketch plans for this project are now complete and will be presented for Board consideration and approval.

It is recommended:

THAT the Board of Education approve sketch plans for the new school Clayton North East Elementary (Site 184), located at 19374 to 19406 – 78 Avenue, as presented, and

THAT the architect ThinkSpace Architecture Planning Interior Design be instructed to proceed with the remaining stages of the project.

Submitted by:

D. Greg Frank, Secretary-Treasurer

Approved by:

Dr. Jordan Tinney, Superintendent

Administrative Memorandum

Regular Board Meeting

Date: November 17, 2016
Topic: Approval of Sketch Plans: Woodward Hill Elementary (Site 212) Addition

Background:

Approval of an addition at Woodward Hill Elementary School (Site 212), located at 6062 – 142 Street, was supported by the Ministry of Education to proceed to design, tender and construction on 2016-05-24. The addition will increase capacity by up to 200 students, which will bring the school's total capacity to 60K + 650 students.

At its Regular Meeting on 2016-06-16, the Board appointed ThinkSpace Architecture Planning Interior Design as Project Architect for this addition at Woodward Hill Elementary (Site 212).

The sketch plans for this project are now complete and will be presented for Board consideration and approval.

It is recommended:

THAT the Board of Education approve sketch plans for the addition at Woodward Hill Elementary (Site 212), located at 6062 – 142 Street, as presented, and

THAT the architect ThinkSpace Architecture Planning Interior Design be instructed to proceed with the remaining stages of the project.

Submitted by:

D. Greg Frank, Secretary-Treasurer

Approved by:

Dr. Jordan Tinney, Superintendent

Administrative Memorandum

Regular Board Meeting

Date: November 17, 2016
Topic: Salish Secondary Boundaries and Choice Program

Preamble:

At the last Public Board Meeting held on October 20, 2016, staff presented to the Board of Education a summary report prepared by the Program, Facilities and Planning Committee, titled ***Salish Secondary: Consultation Report on Proposed Boundaries - October 2016***. Option #1 in the report which includes a range of boundary adjustments, as well as moving the French Immersion Program from Lord Tweedsmuir Secondary to Salish Secondary, is presented as the preferred option and is supported by Executive Committee.

It is recommended:

THAT the Board of Education approve the boundary adjustments and the relocation of the French Immersion Program as outlined in Option #1 of the Salish Secondary School Consultation Report.

Submitted by:

Rick Ryan, Deputy Superintendent

Approved by:

Dr. Jordan Tinney, Superintendent

Administrative Memorandum

Regular Board Meeting

Date: November 17, 2016
Topic: Enrolment Management Strategy – École Kwantlen Park Secondary

Preamble:

At the last Public Board Meeting held on October 20, 2016, staff presented to the Board of Education, a summary report prepared by the Program, Facilities and Planning Committee, titled ***École Kwantlen Park Secondary: Consultation on Enrolment Management Strategies – October 2016***. In the report, from the range of options considered during the consultation processes, moving the Inter-A Program from Kwantlen Park to Queen Elizabeth Secondary is the recommendation of the Program, Facilities and Planning Committee and is supported by Executive Committee.

It is recommended:

THAT the Board of Education approve the move of the Inter-A Program from École Kwantlen Park Secondary to Queen Elizabeth Secondary for September 2017.

Submitted by:

Rick Ryan, Deputy Superintendent

Approved by:

Dr. Jordan Tinney, Superintendent

Administrative Memorandum

Regular Board Meeting

Date: November 17, 2016
Topic: Annual Programs Funding Agreement Amendment #1 – School Enhancement Program

Background:

On 2016-06-16, the Board of Education of School District No. 36 (Surrey) approved an Annual Program Funding Agreement in the amount of \$3,622,954 covering a number of projects including the Carbon Neutral Capital Program, School Enhancement Program, and a Replacement Bus.

We are pleased to report that on 2016-10-14, the Board of Education of School District No. 36 (Surrey) received correspondence from the Ministry of Education approving an additional \$2,501,700 in the second round of the 2016/17 School Enhancement Program funding. The additional funding will support the district's ongoing project to improve the water quality in a number of older schools throughout the district.

In order to access this additional funding the district is required to approve the Annual Programs Funding Agreement Amendment #1 for the revised total amount of \$6,124,654 (\$3,622,954 + \$2,501,700).

It is recommended:

THAT the Board of Education approve the Annual Programs Funding Agreement Amendment #1 as presented, and

THAT the Board's signing officers be authorized to execute the Annual Programs Funding Agreement Amendment #1.

Submitted by:

D. Greg Frank, Secretary-Treasurer

Approved by:

Dr. Jordan Tinney, Superintendent

Administrative Memorandum

Regular Board Meeting

Date: November 17, 2016
Topic: Eligible School Sites Proposal – 2017-2021 Capital Plan

Background:

A School Site Acquisition Charge (SSAC) is imposed on new eligible development units for the purpose of providing funds to assist school boards in paying the capital cost of eligible school sites.

Pursuant to the Local Government Act, an Eligible School Site Proposal (ESSP) must be prepared, and approved by the Board of Education annually. Once approved, the ESSP is referred to the City of Surrey and City of White Rock for acceptance.

Development of the ESSP involves extensive consultation with the City of Surrey and the City of White Rock staff. Both local governments provide 10-year projections for residential development consistent with their Official Community Plans, Regional Context Statements and Neighbourhood Concept Plans. That information is then used to project the number of school age children that would be generated by the additional housing units. The estimated number of school aged children is then used to estimate the number of school sites required to accommodate that demand.

Schedule B of the attached document outlines the draft 2016/17 ESSP, which identifies six properties, for the Board's consideration. The six properties are as identified in the district's 2016/17 Five-Year Capital Plan submission to the Provincial Government on September 30, 2016.

The SSAC bylaw rate is currently set at the maximum allowed by the Local Government Act and Provincial Regulations and the 2016/17 ESSP does not trigger a rate adjustment. Therefore, no change is required to the School Site Acquisition Charge (SSAC) bylaw rate applied to new development units, based on calculations consistent with Provincial School Site Acquisition Charge Regulations.

Prior to submitting the ESSP to the Ministry of Education, the proposal must formally be referred to the City of Surrey and the City of White Rock who may:

- Pass a resolution accepting the proposed ESSP; or
- Respond in writing to the School District indicating that it does not accept the ESSP, documenting reasons for the objection.

If the Local Government fails to respond within 60 days of receiving such a request, it is deemed to have agreed to the proposed ESSP requirements.

Eligible School Sites Proposal – 2017-2021 Capital Plan

The following information has been considered:

1. The Eligible School Site Proposal projections have been discussed with planning department staff for the City of Surrey and the City of White Rock. Municipal staff have provided updated growth projections for the period 2016/17 to 2025/26 based on the latest demographic data and market trends for housing (Schedule 'A').
2. A projection of the number of additional school age children, as defined in the *School Act*, generated by the projected eligible development units for the period 2016/17 to 2025/26 has been revised based on the new projections provided by the City of Surrey and the City of White Rock (Schedule 'A').
3. The approximate size and the number of school sites required to accommodate the number of children projected (Schedule 'B').
4. The approximate location and value of school sites (Schedule 'B').

It is recommended:

THAT based on consultation with City of Surrey and the City of White Rock on the Eligible School Sites Proposal (ESSP), the Board of Education of School District No. 36 (Surrey) estimates that there will be 36,511 (42,554 including suites) development units constructed in the school district over the next 10 years (Schedule 'A' – Table 2); and

THAT these 42,554 new development units will be home to an estimated 10,896 school age children (Schedule 'A' – Table 3); and

THAT the School Board expects 4 new school sites and 2 site expansions, over the ten-year period, will be required as the result of this growth in the school district and the site acquisitions will be located as presented in Schedule 'B'; and

THAT according to Ministry of Education site standards presented in Schedule 'B' these sites will require in total 13.5 hectares (approx. 33.4 acres). These sites should be purchased within ten years and, at current serviced land costs, the cost is estimated at \$68,305,000; and

THAT the 2016/17 Eligible School Sites Proposal be forwarded to Local Government for acceptance; and

THAT pending Local Government acceptance, the 2016/17 Eligible School Sites Proposal, be submitted to the Ministry of Education.

Submitted by:

D. Greg Frank, Secretary-Treasurer

Approved by:

Dr. Jordan Tinney, Superintendent

Projections updated November, 2016

SCHEDULE 'A' 2016-2025 Projections - Eligible Development and School Age Children (new housing only)

Table 1 - Growth Forecasts by Local Government - Housing Units Completions By Type (10 year forecast based on school year - July 1st to June 30th.)

School Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-25	
CITY OF SURREY											
Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	10 yr Tot.
Single Detached	599	591	575	469	467	316	327	382	438	464	4,628
Suites	445	540	469	636	645	600	612	640	669	688	5,943
Row House	1,410	1,455	1,491	1,521	1,568	1,360	1,323	1,300	1,291	1,270	13,989
Low Rise Apart.	1,268	1,183	1,149	1,146	1,128	1,166	1,191	1,230	1,244	1,253	11,959
High Rise Apart.	302	398	450	465	478	504	527	555	577	599	4,854
											41,372
CITY OF WHITE ROCK											
Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	10 yr Tot.
Single Detached	10	10	10	10	10	10	10	10	10	10	100
Suites	10	10	10	10	10	10	10	10	10	10	100
Row House	8	5	5	5	5	5	5	5	5	5	53
Low Rise Apart.	90	32	30	30	30	30	30	30	30	30	362
High Rise Apart.	0	87	60	60	60	60	60	60	60	60	567
											Total Units, City of White Rock
											1,182

Table 2 - SCHOOL DISTRICT 36 - ELIGIBLE DEVELOPMENT UNITS (Annual total new units by housing type, 2015-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	10 yr Tot.
Single Detached	609	601	585	479	477	326	337	392	448	474	4,728
Suites	455	550	479	646	655	610	622	650	679	698	6,043
Row House	1,418	1,460	1,496	1,526	1,573	1,365	1,328	1,305	1,296	1,275	14,042
Low Rise Apart.	1,358	1,215	1,179	1,176	1,158	1,196	1,221	1,260	1,274	1,283	12,321
High Rise Apart.	302	485	510	525	538	564	587	615	637	659	5,421
Total Units	4,142	4,311	4,250	4,352	4,401	4,060	4,095	4,222	4,333	4,388	42,554

Table 3 - PROJECTED SCHOOL AGE YIELD (Age 5-17 from Eligible development unit projections 2015-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Eligible Students
Single Detached	426	421	410	335	334	228	236	275	313	331.53	3,309
Suites	55	66	58	78	79	73	75	78	81	84	725
Row House	567	584	598	610	629	546	531	522	518	510	5,617
Low Rise Apt.	122	109	106	106	104	108	110	113	115	116	1,109
High Rise Apt.	8	12	13	13	13	14	15	15	16	16	136
Total EDU Students	1,178	1,192	1,185	1,142	1,160	969	966	1,003	1,044	1,057	10,896

Table 4 - ESTIMATED AVERAGE NEW STUDENT YIELD RATE FROM NEW HOUSING

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Yield (2025)
Single Detached	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Suites	0.12	0.12	0.12	0.12	0.12	0.12	0.12	0.12	0.12	0.12	0.12
Row House	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Low Rise Apt.	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09
High Rise Apt.	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025

SCHEDULE 'B'
Capital Projects Requiring New Sites
ELIGIBLE SCHOOL SITES (General Location, Size and Estimated Serviced Land Cost)

School Site #	#173	#013	#216	Un-numbered	#208	Un-numbered	TOTALS
<i>Basis of Costs</i>	<i>Estimate</i>	<i>Estimate</i>	<i>Estimate</i>	<i>Estimate</i>	<i>Estimate</i>	<i>Estimate</i>	<i>Estimate</i>
Type of Project	Expansion	Expansion	New	New	New	New	
Grade Level	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	
<i>General Location</i>	<i>Bothwell Elementary</i>	<i>Clayton Elementary</i>	<i>South Port Kell's Centre Area</i>	<i>Grandview Area</i>	<i>Grandview Centre Area</i>	<i>South Newton</i>	
Existing Capacity	315	160	0	0	0	0	475.0
Long Term Capacity	560	605	605	605	605	605	3,585.0
Increase in Capacity	245	445	605	605	605	605	3,110.0
Standard Site Size (ha)	2.8	3	3	3	3	3	17.8
Existing Site Area (ha)	1.7*	1.6	0	0	0	0	3.3
Size of New Site (ha)	0.3	1.2	3	3	3	3	13.5
Bare Land Cost/ha	\$5,000,000.00	\$5,000,000.00	\$2,333,333	\$5,033,333.33	\$3,500,000	\$5,010,000.00	\$4,083,704
Serviced cost/ha	\$250,000	\$2,083,333	\$833,333	\$900,000.00	\$900,000	\$900,000	\$975,925.93
Serviced Land Cost	\$1,575,000	\$8,500,000	\$9,500,000	\$17,800,000	\$13,200,000	\$17,730,000	\$68,305,000
Bare Land Cost	\$1,500,000	\$6,000,000	\$7,000,000	\$15,100,000	\$10,500,000	\$15,030,000	\$55,130,000
Cost of servicing land	\$75,000	\$2,500,000	\$2,500,000	\$2,700,000	\$2,700,000	\$2,700,000	\$13,175,000

*City land used as field Area outlined in NCP is 1.2ha

Total proposed acquisition sites (Eligible School Sites) = 6 (including 2 expansions of existing school sites and 4 new elementary school site acquisitions).

Updated: November 2016

**Administrative Memorandum
Regular Board Meeting**

Date: November 17, 2016
Topic: Statement of Operating Funds - Three Months Ended 2016-09-30

Preamble:

Attached is the Statement of Operating Fund Expenditures for the three (3) months ended 2016-09-30.

It is recommended:

THAT the Board receive the Statement of Operating Fund Expenditures for the three (3) months ended 2016-09-30 as presented.

Submitted by:

D. Greg Frank, Secretary-Treasurer

Approved by:

Dr. Jordan Tinney, Superintendent

SCHOOL DISTRICT #36 (SURREY)

Statement Of Operating Fund Expenditures
For The Three Months Ended September 30, 2016

<u>Function</u>	<u>Actual</u>	<u>Commitments</u>	<u>Total</u>	<u>2016/2017</u>		<u>% Available</u>
				<u>Prelim</u>	<u>Unencumbered</u>	
				<u>Budget</u>	<u>Balance</u>	
Instruction	65,222,933	2,924,098	68,147,031	558,779,401	490,632,370	87.80%
District Administration	2,627,467	313,842	2,941,309	13,530,054	10,588,745	78.26%
Operations & Maintenance	14,269,390	6,271,547	20,540,937	64,197,750	43,656,813	68.00%
Transportation & Housing	664,888	4,082,486	4,747,374	5,312,940	565,566	10.65%
Debt Service			0		0	0.00%
Total Expenditures	82,784,678	13,591,973	96,376,651	641,820,145	545,443,494	84.98%

Administrative Memorandum

Regular Board Meeting

Date: November 17, 2016
Topic: Interim Financial Report Special Purposes Fund –
Three Months Ended 2016-09-30

Preamble:

The Regulation pursuant to Board Policy #4203 – *Operating Budget*, calls for financial reporting to the Board with respect to Special Purpose Funds. The Special Purpose Funds report is presented in the same format as utilized for the annual financial statements, which involves the grouping of similar Special Purpose Fund accounts.

It is recommended:

THAT the Board receive the Special Purpose Fund Schedules for the three (3) months ended 2016-09-30 as presented.

Submitted by:

D. Greg Frank, Secretary-Treasurer

Approved by:

Dr. Jordan Tinney, Superintendent

SCHOOL DISTRICT NO.36 (SURREY)
SPECIAL PURPOSE FUNDS
SUMMARY OF CHANGES
PERIOD ENDED September 30, 2016

SCHEDULE B1

	MINISTRY OF EDUCATION DESIGNATED	OTHER	SCHOOL GENERATED FUNDS	RELATED ENTITIES	TOTAL
DEFERRED CONTRIBUTIONS					
DEFERRED CONTRIBUTIONS, BEGINNING OF YEAR	1,224,034	3,008,852	4,730,267		8,963,153
Add: Contributions received					
Provincial Grants - Ministry of Education	2,625,536	2,328,971			4,954,507
Provincial Grants - Other					
Federal Grants					
Other Revenue		543,919	3,643,629		4,187,548
Investment Income		1,734			1,734
Transfer Bylaw to AFG					
	2,625,536	2,874,624	3,643,629		9,143,789
Less: Allocated to Revenue	2,025,654	2,153,993	5,173,751		9,353,398
Recovered					
District Entered					
DEFERRED CONTRIBUTIONS, END OF YEAR	1,823,916	3,729,483	3,200,145		8,753,544
REVENUE					
Provincial Grants - Ministry of Education	2,025,654	1,659,356			3,685,010
Provincial Grants - Other		1,625			1,625
Federal Grants		19,719			19,719
Other Revenue		471,559	5,173,751		5,645,310
Investment Income		1,734			1,734
Gain (Loss) Equity Investment (Note)					
	2,025,654	2,153,993	5,173,751		9,353,398
EXPENSE					
Salaries					
Teachers	34,244	825,803			860,047
Principals and Vice-Principals					
Educational Assistants	7,379	208,384			215,763
Support Staff	189,227	390,561			579,788
Other Professionals	39,876	88,537			128,413
Substitutes		44,448			44,448
	270,726	1,557,733			1,828,459
Employee Benefits	58,276	355,687			413,963
Services and Supplies	1,696,652	345,953	5,173,751		7,216,356
	2,025,654	2,259,373	5,173,751		9,458,778
NET REVENUE (EXPENSE) BEFORE INTERFUND TRANSFERS		-105,380			-105,380
INTERFUND TRANSFERS					
Capital Assets Purchased		-25,893			-25,893
Other					
		-25,893			-25,893
NET REVENUE (EXPENSE)		-131,273			-131,273

SCHOOL DISTRICT NO.36 (SURREY)
SPECIAL PURPOSE FUNDS
CHANGES IN MINISTRY OF EDUCATION DESIGNATED SPECIAL PURPOSE FUNDS
PERIOD ENDED September 30, 2016

SCHEDULE B2

	207 ANNUAL FACILITY GRANT AZ	250 SPECIAL EDUCATION EQUIPMENT BH	390 ADOLESCENT PSYCHIATRIC UNIT AD	385 ADOLESCENT DAY TREATMENT PROGRAM AG	305 DAUGHTERS & SISTERS P.L.E.A. PROGRAM AK	353 WAYPOINT SUBSTANCE HOUSE AL	BCEM AQ	ATTENDANCE SUPPORT AS	TOTAL
DEFERRED CONTRIBUTIONS									
DEFERRED CONTRIBUTIONS, BEGINNING OF YEAR		3,580	3,173	9,110		25,026	1,003,199	179,946	1,224,034
Add: Contributions received									
Provincial Grants - Ministry of Education	2,563,091		12,745	31,373	8,940	9,387			2,625,536
Provincial Grants - Other									
Federal Grants									
Other Revenue									
Investment Income									
Transfer Bylaw to AFG									
	2,563,091		12,745	31,373	8,940	9,387			2,625,536
Less: Allocated to Revenue	1,891,835		12,812	23,004	8,635	9,115	54,946	25,307	2,025,654
Recovered									
DEFERRED CONTRIBUTIONS, END OF YEAR	671,256	3,580	3,106	17,479	305	25,298	948,253	154,639	1,823,916
REVENUE AND EXPENSE									
REVENUE									
Provincial Grants - Ministry of Education	1,891,835		12,812	23,004	8,635	9,115	54,946	25,307	2,025,654
Provincial Grants - Other									
Federal Grants									
Other Revenue									
Investment Income									
	1,891,835		12,812	23,004	8,635	9,115	54,946	25,307	2,025,654
EXPENSE									
Salaries									
Teachers			8,120	12,004	5,361	8,759			34,244
Principals and Vice-Principals									
Educational Assistants			1,922	5,457					7,379
Support Staff	178,085						11,142		189,227
Other Professionals							19,273	20,603	39,876
Substitutes									
	178,085		10,042	17,461	5,361	8,759	30,415	20,603	270,726
Employee Benefits	37,617		2,770	5,522	1,423	201	6,039	4,704	58,276
Services and Supplies	1,676,133			21	1,851	155	18,492		1,696,652
	1,891,835		12,812	23,004	8,635	9,115	54,946	25,307	2,025,654
NET REVENUE (EXPENSE) BEFORE INTERFUND TRANSFERS									
INTERFUND TRANSFERS									
Capital Assets Purchased									
Other (Note)									
NET REVENUE (EXPENSE)									

(1) TF Schedule B1

**SCHOOL DISTRICT NO.36 (SURREY)
SPECIAL PURPOSE FUNDS
CHANGES IN OTHER TRUST FUNDS
PERIOD ENDED September 30, 2016**

SCHEDULE B3

		LEARNING IMPROVEMENT FUND AN	600 SCHOOL MEALS AE	601 COMMUNITY SCHOOLS AX	READY SET LEARN AO	STRONG START AP	641 FRENCH (OLEP) AT	645 INTENSIVE CORE FRENCH AY	640 LITERACY INNOVATION AU
DEFERRED CONTRIBUTIONS									
DEFERRED CONTRIBUTIONS, BEGINNING OF YEAR	BEG			1,261,076	60,078	50,988	17,399	25,489	225,797
Add: Contributions received									
Provincial Grants - Ministry of Education	RME	1,251,555	220,000	167,286	174,930	515,200			
Provincial Grants - Other	RBC								
Federal Grants	RGC								
Other Revenue	ROT		4,065	208,500					
Investment Income	RIN								
		<u>1,251,555</u>	<u>224,065</u>	<u>375,786</u>	<u>174,930</u>	<u>515,200</u>			
Less: Allocated to Revenue		1,242,454	120,484	373,350	29,814	79,980	17,399	8,440	
Recovered									
DEFERRED CONTRIBUTIONS, END OF YEAR		<u>9,101</u>	<u>103,581</u>	<u>1,263,512</u>	<u>205,194</u>	<u>486,208</u>		<u>17,049</u>	<u>225,797</u>
REVENUE AND EXPENSE									
REVENUE									
Provincial Grants - Ministry of Education	RME	1,242,454	116,419	164,850	29,814	79,980	17,399	8,440	
Provincial Grants - Other	RBC								
Federal Grants	RGC								
Other Revenue	ROT		4,065	208,500					
Investment Income	RIN								
		<u>1,242,454</u>	<u>120,484</u>	<u>373,350</u>	<u>29,814</u>	<u>79,980</u>	<u>17,399</u>	<u>8,440</u>	
EXPENSE									
Salaries									
Teachers	ETS	785,855		7,850	16,075		7,227		
Principals and Vice-Principals	EAS								
Educational Assistants	ESA	198,687		102	9,595				
Support Salaries	ESC		66,867	220,961	667	47,423			
Other Professionals	ESP		17,757	47,644		427			
Substitutes	ESU	37,191	6,096			1,161			
		<u>1,021,733</u>	<u>90,720</u>	<u>276,557</u>	<u>26,337</u>	<u>49,011</u>	<u>7,227</u>		
Employee Benefits	EEB	220,721	26,825	66,420	2,719	21,326	874		
Services and Supplies	ESR		2,939	30,373	758	9,643	49,807	8,440	
		<u>1,242,454</u>	<u>120,484</u>	<u>373,350</u>	<u>29,814</u>	<u>79,980</u>	<u>57,908</u>	<u>8,440</u>	
NET REVENUE (EXPENSE) BEFORE INTERFUND TRANSFERS							-40,509		
INTERFUND TRANSFERS									
Capital Assets Purchased	ECA								
Other (Note)	EIT								
NET REVENUE (EXPENSE)							-40,509		

SCHOOL DISTRICT NO.36 (SURREY)
SPECIAL PURPOSE FUNDS
CHANGES IN OTHER TRUST FUNDS
PERIOD ENDED September 30, 2016

SCHEDULE B3

		GANG PREVENTION	COYOTE CREEK BEP	650 DONATIONS	651 PAC CONTRIBUTIONS	TOTAL
		BG	BT	BP/BQ/BR/BS	BW	
DEFERRED CONTRIBUTIONS						
DEFERRED CONTRIBUTIONS, BEGINNING OF YEAR	BEG	19,719	32,500	1,141,261	174,545	3,008,852
Add: Contributions received						
Provincial Grants - Ministry of Education	RME					2,328,971
Provincial Grants - Other	RBC					
Federal Grants	RGK					
Other Revenue	ROT			314,407	16,947	543,919
Investment Income	RIN			1,734		1,734
				316,141	16,947	2,874,624
Less: Allocated to Revenue		19,719	1,625	255,728	5,000	2,153,993
Recovered						
DEFERRED CONTRIBUTIONS, END OF YEAR			30,875	1,201,674	186,492	3,729,483
REVENUE AND EXPENSE						
REVENUE						
Provincial Grants - Ministry of Education	RME					1,659,356
Provincial Grants - Other	RBC		1,625			1,625
Federal Grants	RGK	19,719				19,719
Other Revenue	ROT			253,994	5,000	471,559
Investment Income	RIN			1,734		1,734
		19,719	1,625	255,728	5,000	2,153,993
EXPENSE						
Salaries						
Teachers	ETS	8,796				825,803
Principals and Vice-Principals	EAS					
Educational Assistants	ESA					208,384
Support Salaries	ESC	54,643				390,561
Other Professionals	ESP	22,709				88,537
Substitutes	ESU					44,448
		86,148				1,557,733
Employee Benefits	EEB	16,802				355,687
Services and Supplies	ESR	7,533	1,625	234,835		345,953
		110,483	1,625	234,835		2,259,373
NET REVENUE (EXPENSE) BEFORE INTERFUND TRANSFERS		-90,764		20,893	5,000	-105,380
INTERFUND TRANSFERS						
Capital Assets Purchased	ECA			-20,893	-5,000	-25,893
Other (Note)	EIT					
				-20,893	-5,000	-25,893
NET REVENUE (EXPENSE)		-90,764				-131,273

**Trustee Reports
November 17, 2016**

Surrey Board of Education trustees are kept very busy supporting schools and students, as well as representing district interests in the community. The following is a summary of the most recent trustee activities on behalf of the district.

Trustees attended the following District and community events:

- Public Safety Strategy Launch by the City of Surrey
- Halloween Patrol Alumni Dinner
- Trustees attended Remembrance Day Ceremonies at the Whalley, Crescent Beach, and Cloverdale Legions and the City of White Rock Ceremony at the Cenotaph; and
- Surrey Cares 2016 Grant Awards & Recognition Ceremony

Trustees attended several school events:

- James Ardiel Elementary annual hoedown with live cows and scarecrows
- Peace Arch Elementary production of *Oliver* including English and French in the musical as well as Grade 1-7 students
- Dinner for Japanese and Taiwanese exchange teachers at Panorama Ridge
- Farewell luncheon for Taiwanese delegation at Panorama Ridge; and
- Remembrance Day assembly at White Rock Elementary

Trustees also participated in several meetings:

- District Parent Advisory Committee
- Trustee In-Service: Topics included school meals and business development
- Children's Partnership
- Intensive Fine Arts Advisory Committee
- Budget Committee
- iDEAS 36; and
- French Immersion Advisory Committee

Trustees hosted the District's Annual District Retirement Dinner at Eaglequest. Approximately 230 retirees from the 2015-2016 school year were in attendance.

Trustees met with the Minister of Education and MLAs (see separate report)

It is recommended:

THAT the Board of Education receive the Trustee Report as presented.

Administrative Memorandum

Regular Board Meeting

Date: November 17, 2016
Topic: Report on Meeting with Minister of Education

On Wednesday November 9th the Board of Education met with the Minister of Education, Mike Bernier; the Deputy Minister, Dave Byng and the following MLAs: Stephanie Cadieux Minister of Children and Family Development, Peter Fassbender, Minister of Community, Sport and Cultural Development, Amrik Virk, Minister of Technology, Innovation and Citizen's Services, Gordon Hogg, MLA and Marvin Hunt MLA.

The purpose of the meeting was to discuss the issue of Capital and the District's critical shortage of capacity to address existing and growing enrollment pressures. The meeting was very productive and the Board emphasized that the lack of sufficient enrollment capacity is creating many significant educational and operational challenges for the District, parents and students.

The Board also discussed with the Minister the new Grade 10-12 curriculum and options that exist for implementation of this curriculum in Surrey Schools.

Discussions were timely and productive and the Board will continue to advocate and work with the Ministry of Education to address the Capital challenges and issues in Surrey Schools.

November 17, 2016

A Report Prepared for the Board of Education

Submitted by the Program, Facilities and Planning Committee

Background

At the June 2, 2016 Public Board of Education Meeting, Mr. Jag Sidhu came forward as a delegation representing the McLeod Road Elementary Parent Advisory Council. His presentation focused in large part on the popularity of the McLeod Road Traditional program (e.g., waitlists), and included a request that the Board of Education consider capital expansion to create additional spaces in the program. A letter, dated May 12, 2016, was also sent to the Board of Education, supplemented by a petition containing 184 signatures in support of an expanded program at McLeod Road Traditional.

At the June 16, 2016 Public Meeting, the Board responded to the delegation with the following resolution:

THAT the Board refer the request to Administration for consideration as a part of the Long Range Facilities and Education Plan approved by the Board in June 2014; and

THAT a recommendation be brought back to the Board by 2016-11-30.

Choice Program Waitlists

The South Newton family of elementary schools are home to two very popular programs of choice: 1) McLeod Road Traditional; and 2) Early French Immersion at Woodward Hill.

The district monitors waitlists for all programs of choice on an ongoing basis. Specific to the McLeod Road delegation, district staff are aware of the demand for the Traditional program at McLeod Road. As of September 2016, after 22 Kindergarten students were accepted into the school, the waitlist for Kindergarten at McLeod Road is 59 students. The school maintains a waitlist at other grade levels, and there are a total of 240 students on the waitlist for grades 1 through 5.

The Long Range Facilities and Education Plan (LRFEP) outlines a commitment by the Board to continuously examine where programs of choice may be expanded, particularly those in high demand.

Excerpt from the LRFEP, page 7:

Waitlists and priorities for expansion

With a clear desire on behalf of the public for expanding programs of choice, the district needs to consider its priorities, should expansion be possible. As an example, if possible, does the district expand Fine Arts, French Immersion, Montessori, or Traditional Programs of Choice? In the aforementioned areas, there is demand and public support for additional programming, with French Immersion and Fine Arts representing the vast majority of requests.

Recommendations:

1. *That the district on an annual basis, through the Program, Facilities and Planning Committee (PFP), reviews the viability for expansion of programs of choice.*
2. *That recommendations for expansion of programs of choice that emerge over time from PFP be brought to the Board for consideration.*

South Newton Capacity Challenges

As of September 2016, the South Newton family of elementary schools is approximately 450 students over capacity and growing by 150-200 students per year. When the district applies to the Province for new capital to build or expand schools, students who attend programs of choice from outside of the family of schools are removed from the capacity analysis. In the case of South Newton, this means the area is 200 students over capacity as of September 2016 from a capital analysis perspective. McLeod Road Traditional has a capacity of 195 and currently has 211 students (108% utilization). Approximately 40% of McLeod Road Traditional students are from the South Newton family of schools.

In May 2016, the Provincial Government announced approval for additions to École Woodward Hill Elementary and Sullivan Elementary that will provide up to 400 new student spaces in the area. The district's 2016/17 Five-Year Capital Plan also includes as a high priority a request for a new 605 student elementary school in the South Newton area. Further capital requests for South Newton may be required in future years. The educational programming of any new space is determined once a project receives approval and is continuously examined as per the Long Range Facilities and Education Plan.

As well as advocating for more permanent space to address enrolment challenges, the district has made multiple catchment boundary adjustments, placed 23 portables on area elementary sites and is limiting the incoming French Immersion cohorts at Woodward Hill to one Kindergarten cohort (plus siblings) from September 2017 onwards. No changes to the Traditional program have been proposed by the school district at this time.

Consideration of McLeod Road Traditional Delegation Request

The request of the McLeod Road delegation was discussed by the Program, Facilities and Planning Committee (PFP). As per Board of Education Policy 9200, programs of choice are to be offered in space surplus to the needs of the neighbourhood school program. Given such a surplus does not exist, and won't for the foreseeable future, the Program, Facilities and Planning Committee does not currently support a request for an addition to McLeod Road Elementary to facilitate the expansion of the Traditional program.

Submitted by:

Rick Ryan, Deputy Superintendent

Approved by:

Dr. Jordan Tinney, Superintendent

Administrative Memorandum
Regular Board Meeting

Date: November 17, 2016
Topic: Progress Report – Active Capital Projects

Background:

The attached report is submitted in accordance with past practice and Board direction given on February 2, 1992. This report provides a summary overview of each active capital project in the district.

Submitted by:

D. Greg Frank, Secretary-Treasurer

Approved by:

Dr. Jordan Tinney, Superintendent

Progress Report – Active Capital Projects As of November 17, 2016

Please note that the completion/occupancy dates showing are target dates only. These dates may change as the projects proceed and unknown circumstances are clarified.

Site #021 Sullivan Elementary (up to 200 Capacity Addition)

2016-05-24 Ministry of Education / BC Government support to proceed to design, tender and construction;
2016-06-16 Board appointed KMBR Architects & Planners Inc. as Project Architect;
2017 Spring Target construction contract tender date.

Site #035 Latimer Road Elementary (Building Envelope Program)

2016-09-22 Board directed staff to work with Ministry of Education and BC Housing;
2016-10-20 Board appointed Iredale Group Architecture as Project Architect;
2016-11-04 Ministry of Education approved and provided planning funds.

Site #137 Panorama Park Elementary (up to 200 Capacity Addition)

2016-05-24 Ministry of Education / BC Government support to proceed to design, tender and construction;
2016-06-16 Board appointed KMBR Architects & Planners Inc. as Project Architect;
2017 Spring Target construction contract tender date.

Site #177 Grandview Heights Area Secondary (1,500 Capacity New School)

2016-04-21 Board appointed Craven Huston Powers Architects as Project Architect;
2016-05-24 Ministry of Education / BC Government support to proceed to design, tender and construction;
2016-09-22 Board approved Capital Project Funding Agreement;
2016-11-17 Craven Huston Powers Architects will present sketch plans to the Board;
2017 Spring Target construction contract tender date.

Site #184 Clayton North Area Elementary (80K + 525 + NLC New School)

2016-01-14 Board appointed ThinkSpace Architecture Planning Interior Design as Project Architect;
2016-05-24 Ministry of Education / BC Government support to proceed to design, tender and construction;
2016-09-22 Board approved Capital Project Funding Agreement;
2016-11-17 ThinkSpace Architecture Planning Interior Design will present sketch plans to the Board;
2017 Spring Target construction contract tender date.

Progress Report – Active Capital Projects

Site #212 Woodward Hill Elementary (up to 200 Capacity Addition)

- 2016-05-24 Ministry of Education / BC Government support to proceed to design, tender and construction;
- 2016-06-16 Board appointed ThinkSpace Architecture Planning Interior Design as Project Architect;
- 2016-11-17 ThinkSpace Architecture Planning Interior Design will present sketch plans to the Board;
- 2017 Spring Target construction contract tender date.

Site #215 Salish Secondary (1,500 Capacity New School)

- 2013-02-15 Ministry of Education / BC Government announced project support;
- 2013-02-28 Board appointed KMBR Architects & Planners Inc. as Project Architect;
- 2014-08-28 Ministry of Education / BC Government announced funding;
- 2015-11-02 Ministry of Education / BC Government approval to proceed to tender;
- 2015-12-10 Board approved construction contract award to D.G.S Construction Company Ltd.;
- 2016-05-12 Board approved the new name 'Salish' Secondary;
- 2018-01 Target completion.

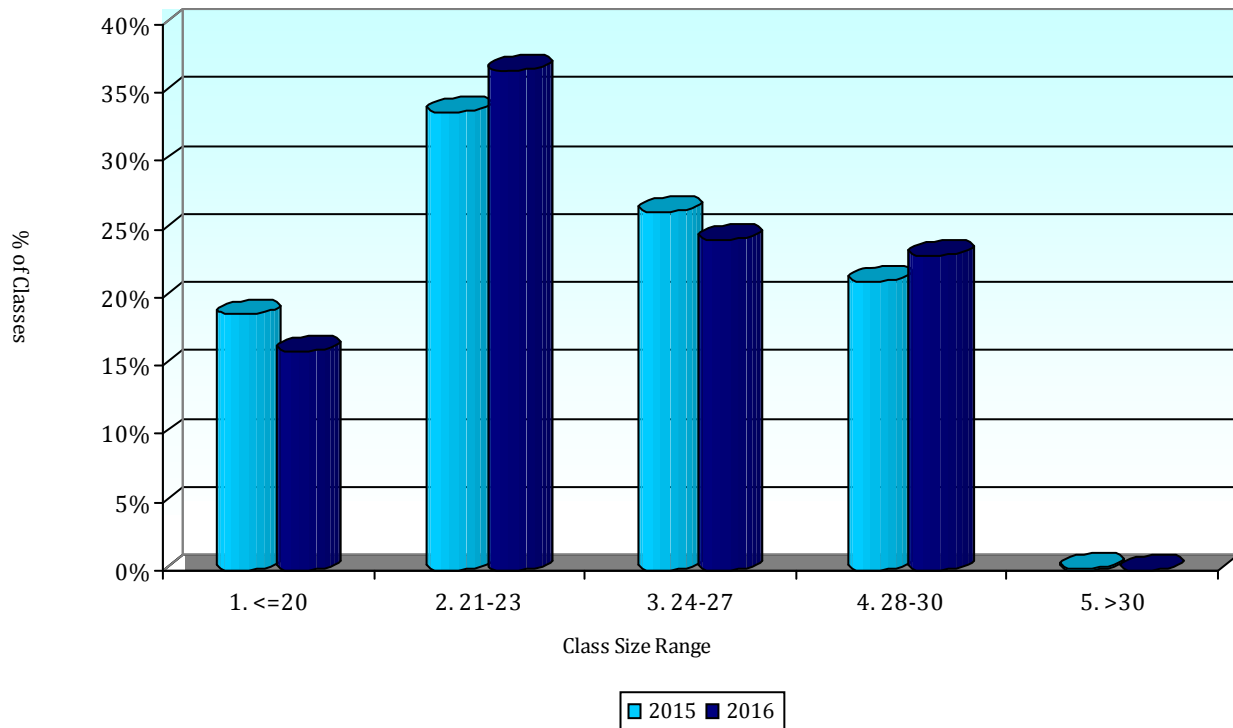
Site #218 Clayton Village North West Elementary (80K + 525 + NLC New School)

- 2016-01-14 Board appointed Craven Huston Powers Architects as Project Architect;
- 2016-05-24 Ministry of Education / BC Government provided preliminary support for this project; and Project Definition Report (Business Case) being prepared by District. Ministry funding approval pending.

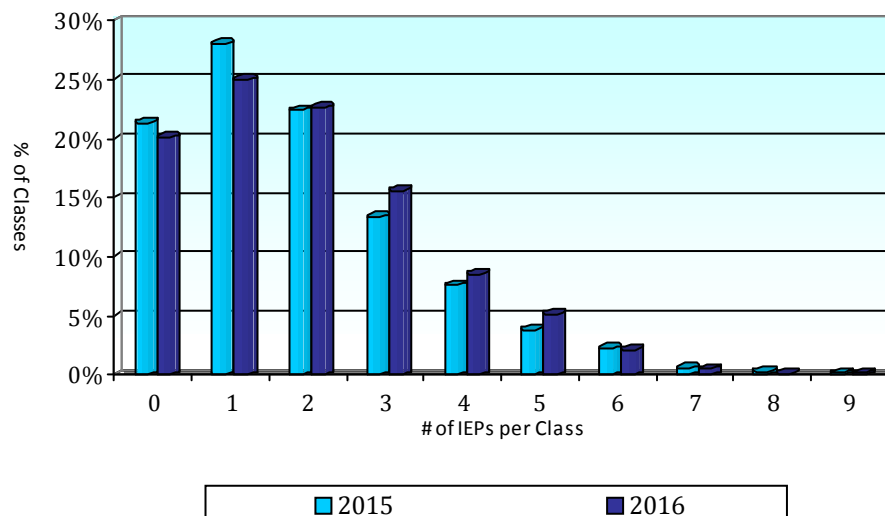
Class Size Comparison Report

October 2015 and October 2016

Elementary Class Size Distribution October 2015 vs. October 2016

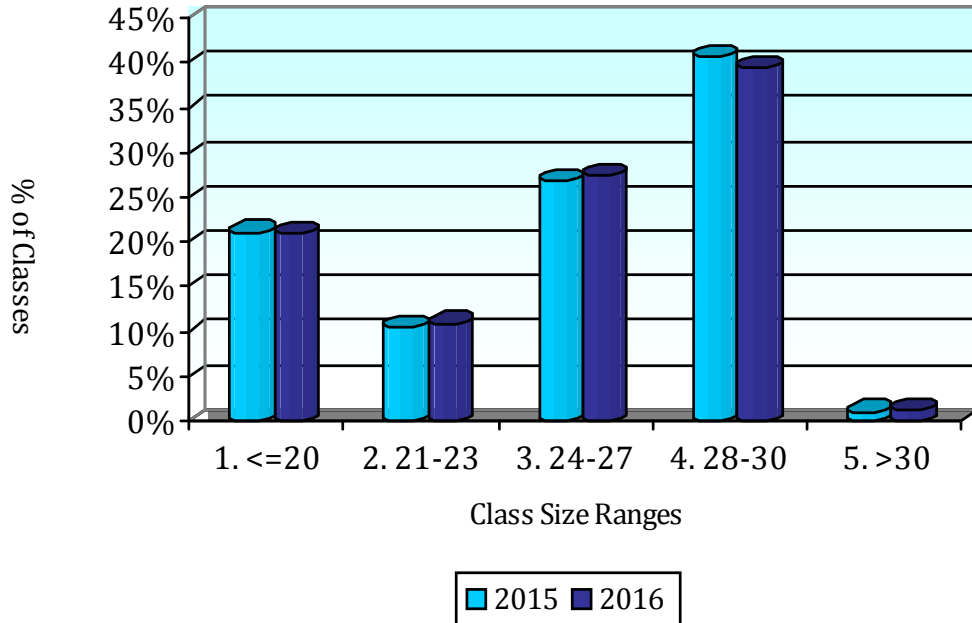


Distribution of Elementary Classes with IEPs October 2015 vs. October 2016

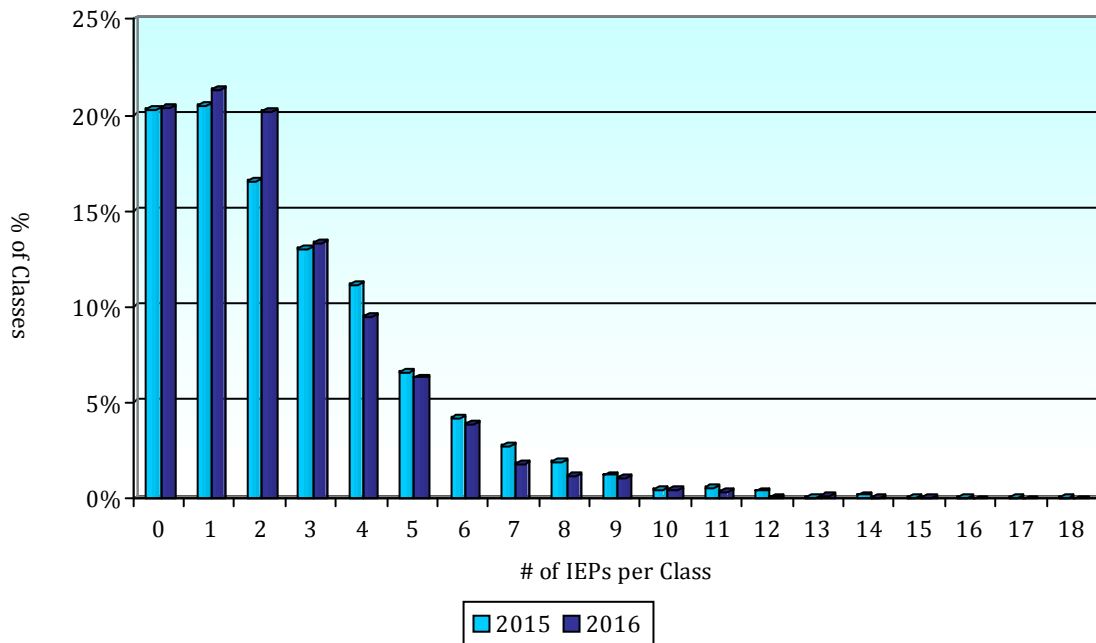


October 2015 and October 2016

Secondary Class Size Distribution October 2015 vs. October 2016



Distribution of Secondary Classes with IEPs October 2015 vs. October 2016



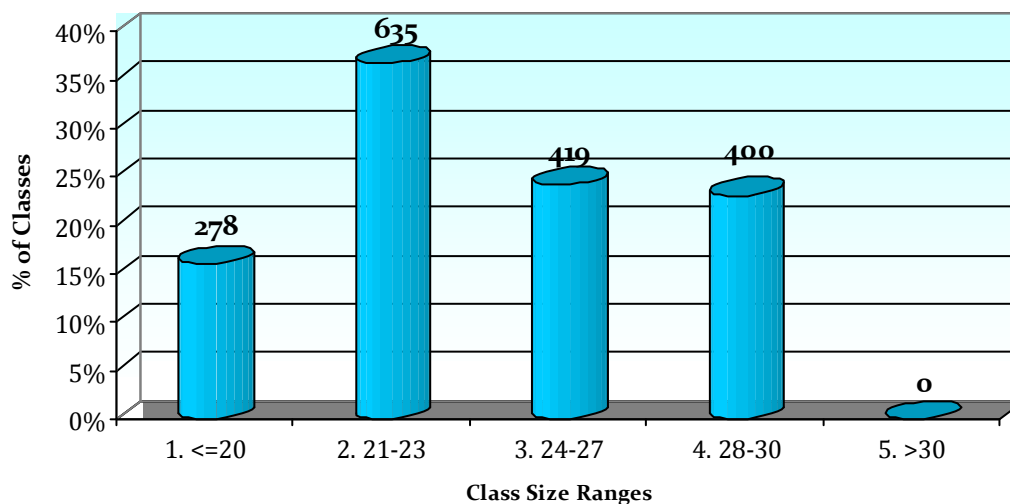
2016-17 Elementary Class Size Report

October 2016

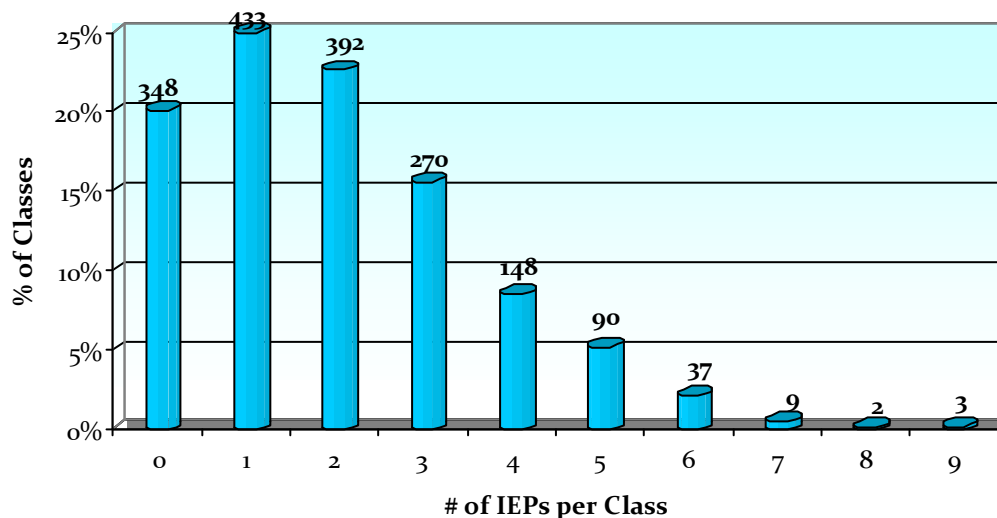
Total Number of Elementary Classes: 1732

- * No Kindergarten class exceeds 22 students
- * No Primary class (including 3/4 splits) exceeds 24 students
- * No Intermediate class (Grades 4-7) exceeds 30 students

Elementary Class Size Distribution



Distribution of Classes with IEPs



Note: Students who have individualized education plans (IEPs) represent a wide range of abilities and learning needs. The number of students with IEPs should not be considered, on its own, as an accurate description of the class composition. Classroom teachers and principals consult regarding class composition and take into consideration many factors regarding the learning environment.

October 2016

Secondary Classes over 30 - Count by School

Clayton Heights Sec	7
Earl Marriott Sec	1
Elgin Park Sec	1
Enver Creek Sec	0
Fleetwood Park Sec	0
Frank Hurt Sec	0
Fraser Heights Sec	6
Guildford Park Sec	0
Johnston Heights Sec	23
Kwantlen Park Sec	0
L A Matheson Sec	7
Lord Tweedsmuir Sec	0
North Surrey Sec	5
Panorama Ridge Sec	0
Princess Margaret Sec - Surrey	10
Queen Elizabeth Sec	0
Semiahmoo Sec	0
Sullivan Heights Sec	0
Tamanawis Sec	0
Total Number of Classes > 30	60

List of Classes Over 30

Class
Size # of
IFPs

Clayton Heights Sec

BIOLOGY 11	31	2
HUMANITIES 8	31	3
PHYS ED 8 YEAR LONG	32	2
PHYS ED 8 YEAR LONG	32	2
SCIENCE 10	31	2
SCIENCE 9	31	8
SOCIAL STUDIES 9	31	5

2016-17 Secondary Class Size Report



October 2016

Earl Marriott Sec

FRIM - MATHEMATIQUES PRE-CALCUL 10 HONOURS	31	0
--	----	---

Elgin Park Sec

MA - PRE-CALCULUS 12	31	0
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Fraser Heights Sec

MA AP CALCULUS BC 12A SCIENCE ACADEMY	33	1
MA MATH 9 HONOURS	33	1
MA PRE-CALCULUS 11	31	1
ML SPANISH 9	31	0
PHYSICAL AND HEALTH EDUCATION 8	31	4
PHYSICAL AND HEALTH EDUCATION 9	31	3

Johnston Heights Sec

ARTS EDUCATION 8	32	7
CHEMISTRY 11	33	0
CHEMISTRY 12	31	0
ENGLISH 10 YEARLONG	31	3
ENGLISH LANGUAGE ARTS 9 YEARLONG	31	8
PHYSICAL AND HEALTH EDUCATION 9	31	5
PHYSICAL AND HEALTH EDUCATION 9	31	2
PHYSICAL EDUCATION 10 YEARLONG	31	1
PHYSICAL EDUCATION 10 YEARLONG	31	4
PRE-CALCULUS 11	31	0
PRE-CALCULUS 12	33	0
PRE-CALCULUS 12 MACA	31	0
PRODUCT DESIGN 10	31	1
SCIENCE 10 YEARLONG	31	7
SCIENCE 9 YEARLONG	31	2
SCIENCE 9 YEARLONG	31	4
SCIENCE 9 YEARLONG	32	4
SOCIAL STUDIES 10 YEARLONG	31	3
SOCIAL STUDIES 10 YEARLONG	31	4

2016-17 Secondary Class Size Report

October 2016

SOCIAL STUDIES 9 YEARLONG	31	5
SOCIAL STUDIES 9 YEARLONG	33	3
VISUAL ARTS 10- GENERAL	31	4
VISUAL ARTS 10- GENERAL	32	3

L A Matheson Sec

MA- MATH FOUNDATIONS 11	31	2
MA- PRE-CALCULUS 12	31	0
PHYSICAL AND HEALTH EDUCATION 8	31	0
PHYSICAL AND HEALTH EDUCATION 8	31	1
SS- LAW 12	31	2
SS- LAW 12	31	1
SS- SOCIAL JUSTICE 12	31	2

North Surrey Sec

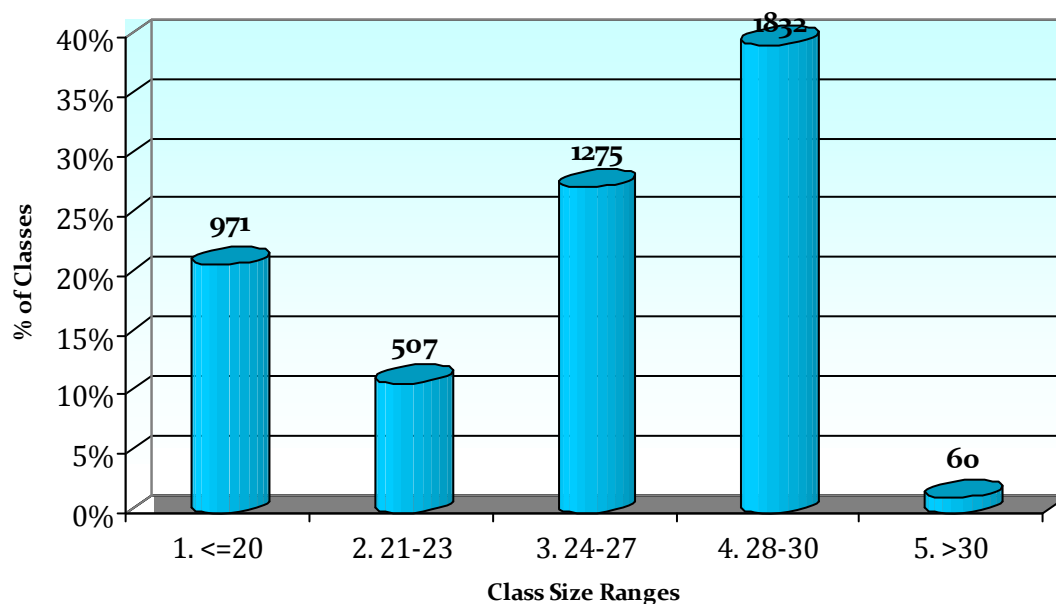
EN ENGLISH 10	31	3
LA FRENCH 10	31	0
LA FRENCH 10	31	1
SC SCIENCE 08	31	3
SC SCIENCE 08	31	6

Princess Margaret Sec - Surrey

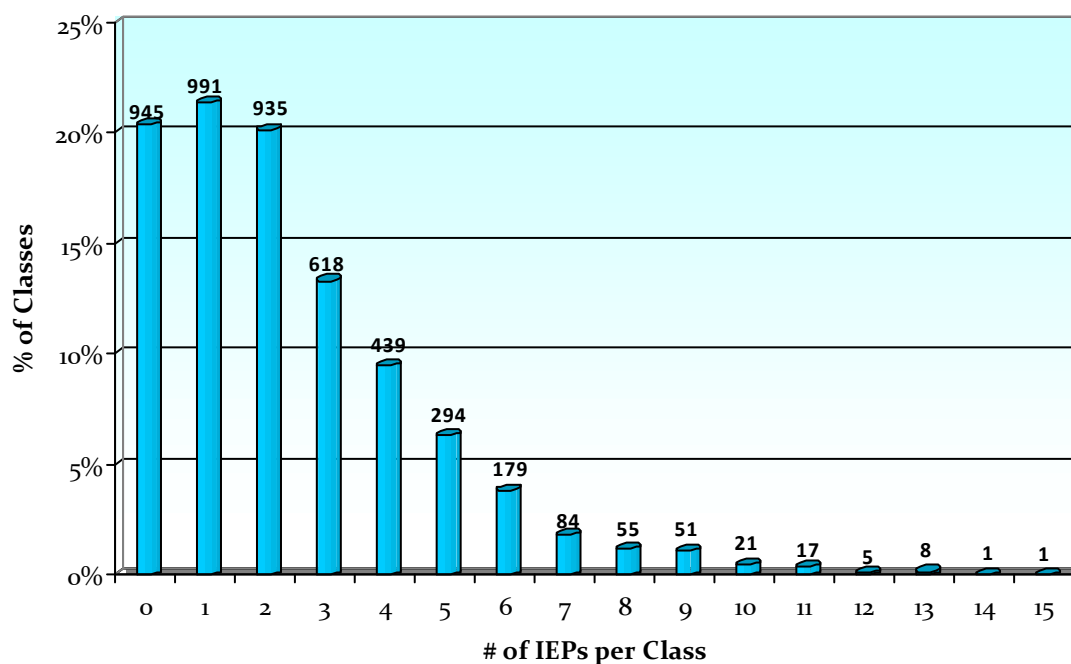
EN ENGLISH 10	31	1
EN ENGLISH 12	31	0
MA MATH 12- PRE-CALCULUS	35	1
ML PUNJABI 08	34	0
PE PHYSICAL EDUCATION 09	32	4
PE PHYSICAL EDUCATION 09	31	2
PE PHYSICAL EDUCATION 10	31	1
PE PHYSICAL EDUCATION 10	31	4
PE PHYSICAL EDUCATION 10	31	1
SC SCIENCE 09	31	2

October 2016

Secondary Class Size Distribution



Distribution of Classes with IEPs



Note: Students who have individualized education plans (IEPs) represent a wide range of abilities and learning needs. The number of students with IEPs should not be considered, on its own, as an accurate description of the class composition. Classroom teachers and principals consult regarding class composition and take into consideration many factors regarding the learning environment.

Administrative Memorandum

Regular Board Meeting

Date: November 17, 2016
Topic: 2017/2018 Board Authorized Courses

Preamble:

Board Authorized Courses are offered by the School Board to meet student needs and interests. They are authorized by the Board according to requirements set by the Ministry of Education. There is no limit to the number of Board Authorized Courses that may be used as part of the 28 credits of electives students need to fulfill the graduation requirements for the Graduation Program. Copies of completed applications as well as a complete list of Board Authorized Courses for the School District are included for review.

The following courses will be submitted in December for approval by the Board:

1. Athletic Coaching 12

This course has been designed to help students learn the basic skills in order to become a successful coach. In addition, students will receive recognized community certifications that will assist them in obtaining volunteer or paid coaching/leadership positions in the community.

- * Startup Cost: N/A
- * Sustaining Costs: N/A

2. Pastry Arts and Baking 12

Pastry Arts and Baking is a course that focuses on more advanced skills and techniques in baking. This course will be valuable for any student considering a career as a pastry chef, employment in a bakery, restaurant, catering service, or opening up a business of their own. The skills learned in this course are transferable from the classroom to the competitive service industry.

- * Startup Cost: N/A
- * Sustaining Costs: N/A

It is recommended:

THAT the Board of Education receive this report as information at this time.

2017/2018 Board Authorized Courses

Submitted by:

Kathy Puharich, Director of Instruction

Approved by:

Dr. Jordan Tinney, Superintendent



APPLICATIONS for BOARD AUTHORIZED COURSES

2017 – 2018

- 1. Athletic Coaching 12**
- 2. Pastry Arts and Baking 12**

Board/Authority Authorised Course Framework Template

School District/Independent School Authority Name	Surrey School Board
School District/Independent School Authority Number	SD36
Developed by	Jamie Overgaard
Date Developed	June 1, 2016
School Name	Lord Tweedsmuir Secondary
Principal's Name	Gloria Sarmento
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	
Board/Authority Chair Signature	
Course Name	Athletic Coaching 12
Grade Level of Course	12
Number of Course Credits	4
Number of Hours of Instruction	120
Prerequisite(s)	Physical & Health Education 10 & Recommendation of a PHE teacher.
Special Training, Facilities or Equipment Required	Teacher must be certified in BC Sports Med and National Coaching Certification Program
Course Synopsis	This course has been designed to help students learn the basic skills in order to become a successful coach. In addition, students will receive recognized community certifications that will assist them in obtaining volunteer or paid coaching/leadership positions in the community.

BAA CURRICULUM PLANNING TEMPLATE

Athletic Coaching 12

Rationale:

Athletic Coaching 12 (AC12) is designed to develop educated coaches who have the knowledge, skills and understandings to be effective, adaptable and self-aware leaders in the community. The AC course focusses on competencies that will support both the learner in their volunteer/paid coaching roles and the youth participating in community sport groups. Certifications acquired in this course can contribute directly to employment in recreation centres or sport organizations.

AC12 combines aspects of coaching and leadership theory with modern community-based, recognized certifications. AC12 is strongly linked to the core competencies of communication and personal awareness and responsibility. The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. This competency is taken a step further as learners will gain the knowledge and skill necessary to communicate and motivate large groups of athletes while modifying their communication based on the age/development of their audience. The personal awareness and social responsibility competency is also heavily represented in AC12. Competency in this area will be built through self-awareness planning and experiential leadership.

The athletic coaching course has cross-curricular elements. Since a coach or community leader is often the first responder in situations requiring first aid or athletic therapy, students will gain knowledge and skill in athletic first aid and cardio-pulmonary resuscitation (CPR). Success in these areas requires a basic knowledge of human musculoskeletal anatomy. The core competency of thinking becomes a key element of injury assessment and management as it requires recalling past knowledge and applying it to real life sport injury situations.

A focus on lifelong safety, physical activity and health is valuable for both the individual student and for society as a whole. The knowledge, skills and competencies developed in AC12 will help support these concepts in self and others while maintaining a special focus on what is developmentally appropriate. Knowing how to support diversity among athletes and how to mitigate bullying situations between children or between head/assistant coaches promotes inclusion, safety and fairness. Some topics in AC12 must be approached with sensitivity and care because of their personal nature and connections to family, religious and cultural values.

Leadership is learning. Being able to demonstrate that learning through community recognized certifications is a key approach in AC 12. Community organizations such as the National Coaching Certification Program, Sport Medicine British Columbia and the British Columbia Parks and Recreation Association, Surrey Parks and Recreation and the Canadian Red Cross are valuable community partners who provide programs and certifications via AC 12.

Because leadership and coaching require a great deal of self-reflection and planning, there will be ample opportunities for multi-dimensional inquiry throughout the course.

Goals:

- Develop an understanding of the many aspects of coaching and leadership as they relate to self, others and groups/teams
- Develop the knowledge and skills to manage diversity in sport.
- Develop an understanding of the developmental stages of children aged 6-12 and how that relates to the development of fundamental movement skills.
- Develop the knowledge and skills required to lead/coach young children.
- Gain community recognized certifications in leadership, athletic first aid and CPR

Declaration of First People's Principles of Learning:

- Athletic Coaching supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Leading and coaching involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- Athletic Coaching requires exploration of one's identity, philosophy and ethics.
- Becoming a leader/coach involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in AC 12. Athletic Coaching is inseparable from connectedness and relationships; specifically:

- Community Involvement (process and protocols)
- The Power of Story
- Experiential Learning
- Flexibility
- Leadership
- A positive learner-centered approach
- Community Engagement
- The role of the Teacher (Leader or coach)
- Local Focus

Highlight where the Core Competences are represented in the curriculum:

Pink: Communication

Green: Personal and Social

Blue: Thinking

DRAFT Course Title -			
Big Ideas		Elaborations	
Leadership Development is an ongoing process.		An effective leader/coach must always be working towards improvement of practice.	
Certifications in leadership allow us to contribute to the community.		Leadership certifications make us more knowledgeable, more skilled and more employable.	
Sport safety practices and first aid can serve the greater sport community.		Prevention and management of sport injuries improves participant safety.	
Developing and refining a coaching philosophy can help us be better leaders/coaches.		Self-awareness and reflection allow us to lead more effectively.	
It is important to analyze coaching and leadership as represented in the community, society and media.		Assumptions and depictions of leadership and coaching practices and styles can be analyzed and discussed in order to improve our own practice.	
Curricular Competencies	Elaborations	Content	Elaborations
<p><i>Students are expected to be able to do the following:</i></p> <p><u>Principles of Coaching:</u></p> <ul style="list-style-type: none">Develop coaching philosophy, ethics, objectives and style.Understand elements of diversity in sport.Complete community based certifications in coaching/leadership.	<ul style="list-style-type: none">Philosophy: how we view our coaching experiences and how this will define our future planning.Ethics: moral judgements in coaching.Objectives: setting goals and balancing winning, fun and development.Diversity: managing differences among youth/athletes including maturation, culture, gender, sexuality, physical and mental abilities.Certifications:<ul style="list-style-type: none">National Coaching Certification Program (NCCP). <i>Fundamental Movement Skills.</i> http://coach.ca/fundamental-movement-skills-s16736High Five Recreational Leadership.<ul style="list-style-type: none"><i>Principles of Healthy Childhood Development.</i><i>Sport.</i>http://www.highfive.org/	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">Principles of program design, including how to define personal sport philosophy, importance of moral judgments in sport and how to refine team objectives.Different types of diversity in athletes, children and sport.The signs and symptoms of cardio-pulmonary distress and choking in infants, children and adults.How to operate an automatic external defibrillator (AED).	<ul style="list-style-type: none">AED : An Automatic External Defibrillator (AED) is a small, portable easy to operate lifesaving medical device designed to deliver an electrical shock to a person who is having a Sudden Cardiac Arrest (SCA).

<ul style="list-style-type: none">• Recognize and manage sport injuries and situations requiring CPR• Recognize developmental stages in fundamental movement skills among children aged 6-12• Teach technical skills and tactical skills with the games approach. <p>Healthy & Active Living:</p> <ul style="list-style-type: none">• Demonstrate the ability to apply health knowledge and healthy living skills in making reasoned decisions related to their role as coaches/leaders	<ul style="list-style-type: none">○ SportMed BC.<ul style="list-style-type: none">• <i>Sport First Aid Level 1</i>• <i>Athletic Taping Level 1</i>• https://sportmedbc.com/programs/sportmed-safety/courses-and-workshops○ Canadian Red Cross. <i>CPR-C with AED</i> <ul style="list-style-type: none">• Recognize: the appearances and common situations that lead to injury.• Manage: prevention, first aid, referral, taping and recovery of sport injuries.• Developmental Stages: maturational stages and skill acquisition stages• Fundamental Movement Skills: running, jumping, throwing, catching, striking.• Technical skills: the motor programs necessary to complete a physical movement.• Tactical skills: combining technical skill with reading the situation and decision making.	<ul style="list-style-type: none">• Basic musculoskeletal anatomy and physiology as it relates to sport.• The signs and symptoms of common sports injuries.• Best practices in athletic taping.• Best practices in sport safety• The developmental stages of children in fundamental movement skills.• The challenge zone for athletes/children.• Physical, cognitive and social traits of children aged 6-12.• Concepts of coaching such as coaching styles, coaching for character, communication, games approach, skills and tactical skills• Physical training basics.	<ul style="list-style-type: none">• Musculoskeletal anatomy and physiology: major bones, muscles, connective tissue and joints; also the basic functions of these features• Signs: the visual aspects to a sport injury.• Symptoms : the sensations reported by the injured athlete.• Challenge Zone : knowing how to adapt an activity to balance challenge with ability in order to maximize student success and potential.• Physical Training Basics : energy fitness, muscular fitness and the basics of periodization.
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<ul style="list-style-type: none">• Explain and demonstrate safe and appropriate participation in physical activities <p><u>Community Building & Collaboration:</u></p> <ul style="list-style-type: none">• Employ leadership techniques to improve chances of success in a variety of physical activities among participants.• Plan ways to overcome potential barriers to participation in physical activities• Develop communication strategies for working with teams, athletes, youth.• Complete a coaching practicum.	<ul style="list-style-type: none">• Communication: dimensions of communication and the six step model of communication in sport. Why is communication sometimes ineffective? Coaching style and communication.• Practicum: students will work under a head coach or recreational leader to complete a minimum of 20 volunteer hours as a sport coach.	<ul style="list-style-type: none">• Different leadership techniques to encourage inclusion and participation.• The six step communication method and when to use the different forms.	
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Board/Authority Authorised Course Framework Template

School District/Independent School Authority Name	Surrey School Board
School District/Independent School Authority Number	SD36
Developed by	Ms. Erin C. McCabe
Date Developed	March, 2016
School Name	Frank Hurt Secondary
Principal's Name	Michael Stickley
Superintendent Approval Date (for School Districts only)	
Superintendent Signature (for School Districts only)	
Board/Authority Approval Date	November 17 th , 2016
Board/Authority Chair Signature	
Course Name	Pastry Arts and Baking 12
Grade Level of Course	12
Number of Course Credits	4
Number of Hours of Instruction	120
Prerequisite(s)	Recommended Food Studies 10, 11 and 12 or recommendation of Foods Studies Teacher
Special Training, Facilities or Equipment Required	Teacher must be certified in the UBC HMED diploma or equivalent and have experience in pastry arts and baking.

Course Synopsis

Pastry Arts and Baking is a course that focuses on more advanced skills and techniques in baking. This course will be valuable for any student considering a career as a pastry chef, employment in a bakery, restaurant, catering service, or opening up a business of their own. The skills learned in this course are transferable from the classroom to the competitive service industry.

BAA CURRICULUM PLANNING TEMPLATE

Rationale:

Pastry Arts and Baking 12 is designed for learners who have an interest in baking, and who are considering a career in the baking and pastry arts industry. Using creative and critical thinking, learners work collaboratively and individually to develop products at industry standards. This course provides learning opportunities through which students can discover their interests and creativity through practical and purposeful ways.

Pastry Arts and Baking 12 is strongly linked to the core competencies of communicating and thinking. As students experiment, question and discuss the basics of pastry and baking techniques they will re-connect to prior knowledge learned in previous Foods Studies courses. At the same time, challenge themselves by thinking and discussing innovative personal creativity and design ideas derived from accessing information from the teacher, community business owners, computer software and internet programs. These competencies are broadened as learners advance their skills into the creation of original, edible art.

As they experience the creative preparation and presentation of bakery products, learners build confidence in their skill set as well as develop an awareness of the personal, social and cultural significance of baked creations. The core competency of personal and social awareness and responsibility is a significant component as learners make strong connections to their own cultural roots through the histories embedded in recipes and baking techniques. These stories will contribute to the shaping of who they see themselves as and their personal philosophy in the context of community and society. Furthermore, knowledge of the origins and history of ingredients will reinforce learner's personal philosophy and ethics. By taking into consideration such elements as distance travelled and cost of food choice and how these decisions impact community and society on a local and global scale, will support learners in making informed decisions for their projects.

The emphasis in Pastry Arts and Baking will be on baking theory, practical knowledge and skills building, preparation skill, time management and production of baked and decorated goods. Presentation is of the utmost importance and learners will be encouraged to use their creative and artistic skills in designing and creating baking masterpieces. Self-reflection, discussion, questioning and re-designing are ongoing and encouraged throughout the course.

Goals:

- Broaden and challenge student skill set through the use of elaborate recipes and a wider variety of equipment and ingredients to create a desired product
- Engage learners in exploring and developing their creative and design abilities through decorating techniques and displaying products
- Build knowledge, confidence and abilities that easily transfer to the workplace environment
- Encourage innovative design with computer software design programs and applications
- Develop mindfulness of social, ethical and sustainability issues when considering the use and purchasing of ingredients

Declaration of First People's Principles of Learning:

- Pastry Arts and Baking supports the wellbeing and development of the self in regards to connecting with others and community.
- Learning is embedded in memory, history and story.
- Pastry Arts and Baking involves learning from elders, mentors, peers and the teacher.
- Learning in Pastry Arts and Baking is holistic, reflexive, reflective, experiential and relational.
- Pastry Arts and Baking requires exploration of one's identity, philosophy and ethics.
- Becoming a Pastry and Baking Artist involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

Highlight where the Core Competences are represented in the curriculum:

Pink: Communication

Green: Personal and Social

Blue: Thinking

DRAFT Course Title –Pastry Arts and Baking 12			
Big Ideas		Elaborations	
Products can be designed for life cycle.		- We must develop an awareness of the footprint of ingredient choices, local vs global, fair trade vs big corporation, as well as ingredient substitutions to minimize environmental impact.	
Personal design interests require the evaluation and refinements of skills.		- Creative design applications challenge us to recall prior knowledge of basic skills, at the same time build new and more sophisticated talents through our reflections and adaptations generating opportunities for innovative thinking.	
Tools and technologies can be adapted for specific purposes.		- Broaden and challenge our skill sets through the discussion and experimentation of elaborate recipes that require knowledge of specific equipment and techniques that take us out of the kitchen and into computer software design and App programs.	
Curricular Competencies	Elaborations	Content	Elaborations
<p>Students are expected to be able to do the following:</p> <p>Applied Design</p> <p>Understanding context</p> <ul style="list-style-type: none">Conduct user-centred research to understand design opportunities and barriers <p>Defining</p> <ul style="list-style-type: none">Choose a design opportunity and point of viewIdentify potential users, intended impact, and possible unintended negative consequencesMake inferences about premises and boundaries that define the design space <p>Ideating</p> <ul style="list-style-type: none">Take creative risks to identify gaps to explore as design spaceGenerate ideas to create a range of possibilities and add to others’ ideas in ways that create additional possibilities	<ul style="list-style-type: none">User-centred research: research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to themDefining: setting parametersBoundaries: limiting factors, such as available technology, expense, environmental impact, issues of appropriation, and knowledge that is considered sacredIdeating: forming ideas or conceptsDesigning with users: working with users at all stages of the design processSources of inspiration: may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leadersInformation: for example, other people as experts (e.g., First Peoples Elders), secondary	<p>Students are expected to know the following:</p> <ul style="list-style-type: none">establishment of Food Safe procedures in foods lab.role and functions of key equipment.a few simple ingredients can make a wide variety of cake and pastry productshistory and ideas behind the elements and application of artistic design and decoration techniques	<p>establish : proper hygiene and disinfection of kitchen environment, equipment and food storage areas.</p> <p>key equipment: icing bags, piping tips, baking pans, cake knives and spatulas, cookie cutters, candy and chocolate molds.</p> <p>ingredients: food colourings and flavourings, varieties and qualities of white, milk and dark chocolate, sugars, flours, jams, jellies, fats and eggs</p> <p>variety: puff, choux, short-crust and sweet pastry products; pound, layer, mousse cakes</p> <p>decoration: fondant, gum paste, butter cream, royal icing and garnishing for special occasions, cultural and ethnic significant designs</p>

<ul style="list-style-type: none">• Critically analyze how competing social, ethical, and sustainability considerations impact designed solutions to meet global needs for preferred futures• Prioritize ideas for prototyping and designing with users <p>Prototyping</p> <ul style="list-style-type: none">• Identify and use a variety of sources of inspiration and information• Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas• Analyze the design for life cycle• Construct prototypes, making changes to tools, materials, and procedures as needed• Record iterations of prototyping <p>Testing</p> <ul style="list-style-type: none">• Identify feedback most needed and possible sources of that feedback• Develop an appropriate test of the prototype• Gather feedback from users over time to critically evaluate their design and make changes to product design or processes• Iterate the prototype or abandon the design idea <p>Making</p> <ul style="list-style-type: none">• Identify appropriate tools, technologies, materials, processes, potential funding sources, and time needed for production, and where/how these could be available• Use project management processes when working individually or collaboratively to coordinate production <p>Sharing</p> <ul style="list-style-type: none">• Share their progress while making to increase	<p>sources, collective pools of knowledge in communities, collaborative atmospheres</p> <ul style="list-style-type: none">• Design for life cycle: including the social and environmental impacts of extraction and transportation of raw materials, manufacturing, packaging, transportation to markets, servicing or providing replacement parts, expected usable lifetime, and reuse or recycling of component materials• Iterations: repetitions of a process with the aim of approaching a desired result• Sources of that feedback: may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts• Appropriate test: includes evaluating the degree of authenticity required for the setting of the test, deciding on an appropriate type and number of trials, and collecting and compiling data• Potential funding sources: It is not the intent, and not appropriate, for students to have to raise funds in order to complete their school project. Students may, however, wish to investigate sources of funding for the commercial development of their products.• Share: may include showing to others, use by others, giving away, or marketing and selling• Product: for example, a physical product, a process, a system, a service, or a designed environment• Technologies: things that extend human capabilities• Food safety and food production: packaging, farming regulations, retail operations, date labelling• Food philosophy: approach to the way food is used and consumed• Group: for example, organization, family, school	<ul style="list-style-type: none">• classifications of cookies• procedures in relation to sugar and its function in baking and candy creation• procedures in chocolate making• First Peoples uses and connections to diverse food sources, ways of harvesting and preparation• Social, ethical, sustainability of ingredient choices in preparing baked goods	<p>procedures and function: Candies by taking sugar mixture through the syrup stages. Hand make chocolates after tempering and flavouring</p>
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<p>feedback, collaboration, and, if applicable, marketing</p> <ul style="list-style-type: none">• Decide on how and with whom to share or promote their product, creativity, and, if applicable, intellectual property• Critically evaluate their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including the ability to implement project management processes• Identify new design issues, including how they or others might build on their concept <p>Applied Skills</p> <ul style="list-style-type: none">• Demonstrate an awareness of safety issues for themselves, co-workers, and users in both physical and digital environments• Identify and evaluate their skills and skill levels, in relation to their project or design interests, and develop specific plans to learn or refine their skills over time <p>Applied Technologies</p> <ul style="list-style-type: none">• Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for their design interests• Analyze the role and impact of technologies in societal change, and the personal, social, and environmental impacts, including unintended negative consequences, of their choices of technology use• Analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies	<p>district, community</p> <ul style="list-style-type: none">• Indigenous food sovereignty: right of indigenous peoples to determine food and land-use policies with respect to the growing, gathering, hunting, and harvesting of food		
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BAA Course Codes - Master List 2015/2016

Approved by SD36 as at November 12, 2015 for the 2016/2017 school year.

(newly approved courses in red)

Course Name	Grade	Ministry Code	Credit	Date Approved
BAA Aerobic Fitness 11	11	YHRA 11A		28-Apr-05
BAA Animation 10	10	YCCT 10C		27-May-04
BAA Animation 11	11	YCCT 11C	2 Fine Arts + 2 Applied Skills	28-Apr-05
BAA Animation 12	12	YCCT 12C		28-Apr-05
BAA Art in Global Action 11	11	YMIS 11A	2 Fine Arts + 2 Applied Skills	11-May-06
BAA Art Metal 10	10	YVPA 10A		28-Apr-05
BAA Blue Print for Life 11	11	YPA 11A		28-Apr-05
BAA Blue Print for Life 12	12	YPA 12A		28-Apr-05
BAA Braille 11	11	YSEVC11C		11-May-06
BAA Broadcasting Recording Arts 11	11	YCCT 11E	2 Fine Arts + 2 elective	11-May-06
BAA Broadcasting Recording Arts 12	12	YCCT 12E		14-Dec-06
BAA Business Communications 12	12	YBMO 12A		11-May-06
BAA Business Leadership 12	12	YBMO 12B		19-Nov-09
BAA CAD/CAM/CNC 11	11	YPPR 11A		28-Apr-05
BAA Canadian Aboriginal Studies 10	10	YAES 10A		27-May-04
BAA Career Transitions 12	12	YPA 12B		28-Apr-05
BAA Carpentry & Joinery: Furniture Construction 11	11	YCOT 11A		11-May-06
BAA Community Leadership 10	10	YCPA 10B		27-May-04
BAA Creative Writing 10	10	YLE 10A		27-May-04
BAA Culinary Training 11	11	YVHE 11B		19-Nov-09
BAA Culinary Training 12	12	YVHE 12A		19-Nov-09
BAA Desktop Publishing for Business Applications 11	11	YCCT 11D		11-May-06
BAA Desktop Publishing for Business Applications 12	12	YCCT 12D		11-May-06
BAA English Language Development 10	10	YESFL10A		27-Nov-08
BAA English Language Development 11	11	YESFL11A		27-Nov-08
BAA Environmental Leadership 11	11	YRNR11A		27-Feb-13
BAA Exercise Science 12	12	YHRA12B		27-Feb-13
BAA ESL Reading Strategies 11	11	YESFL11C		28-Apr-05
BAA ESL Writing 10	10	YESFL10B		27-May-04
BAA ESL Writing 11	11	YESFL11B		28-Apr-05
BAA Fashion Design & Pattern Making 11	11	YHEC 11A		28-Apr-05
BAA Fashion Design Tailoring 12	12	YHEC 12A		28-Apr-05
BAA Film Studies 11	11	YVPA 11C		28-Apr-05
BAA First Nations Art 10	10	YMIS 10A		11-May-06
BAA Food Art 11	11	YVHE 11A		28-Apr-05
BAA Get Fit 10	10	YHRA 10A		28-Apr-05
BAA Glassworks 11	11	YIA 11B	2 Applied Skills + 2 elective	28-Apr-05
BAA Global Citizenship, Travel & Inquiry 12	12	YSSC 12A		12-Dec-13
BAA Graphic Literature 11	11	YLE 11A		11-Jan-11
BAA Growing Together 10	10	YHEC 10B		27-May-04
BAA Growing Together 11	11	YHEC 11B		15-Jun-06
BAA Growing Together 12	12	YHEC 12B		15-Jun-06

BAA Course Codes - Master List 2015/2016

Approved by SD36 as at November 12, 2015 for the 2016/2017 school year.

(newly approved courses in red)

Course Name	Grade	Ministry Code	Credit	Date Approved
BAA Hairdressing 11A	11	YCPM 11A	2 Applied Skills + 2 elective	28-Apr-05
BAA Hairdressing 11B	11	YCPM 11B	2 Applied Skills + 2 elective	28-Apr-05
BAA Hairdressing 11C	11	YCPM 11C	2 Applied Skills + 2 elective	28-Apr-05
BAA Hairdressing 12A	12	YCPM 12A		28-Apr-05
BAA Hairdressing 12B	12	YCPM 12B		28-Apr-05
BAA Hairdressing 12C	12	YCPM 12C		28-Apr-05
BAA Information Literacy/Library Science 12	12	YCAIS12A		11-May-06
BAA Interdisciplinary Studies 11	11	YMIS 11B		14-Dec-06
BAA Interior Design 11	11	YAED 11A		14-Dec-06
BAA International Business 12	12	YBMO 12C		11-Jan-11
BAA Journalism 10	10	YCCT 10D		27-May-04
BAA Journalism French 11	11	YLOE 11A		28-Apr-05
BAA Keyboarding & Internet 10	10	YBMO 10A		27-May-04
BAA Laboratory Technology 12	12	YPLS 12A		19-Nov-09
BAA Library Science 10	10	YCAIS10A		27-May-04
BAA Library Science 11	11	YCAIS11A		7-Jun-05
BAA Linguistics 11	11	YLE 11C		12-Nov-15
BAA Media Literacy 12	12	YCCT 12G		28-Apr-05
BAA Media Technology 10	10	YCCT 10B		28-Apr-05
BAA Media Technology 11	11	YCCT 11B	2 Fine Arts + 2 Applied Skills	11-May-06
BAA Media Technology 12	12	YCCT 12B		11-May-06
BAA Multimédias et la Communauté 11	11	YFCCT 11A		11-Jan-11
BAA Musical Theatre 11	11	YVPA 11A		28-Apr-05
BAA Musical Theatre 12	12	YVPA 12A		11-May-06
BAA Orientation and Mobility 11	11	YSEVC11A		27-Nov-08
BAA Orientation and Mobility 12	12	YSEVC12A		27-Nov-08
BAA Outdoor Pursuits 11	11	YPR 11A		11-May-06
BAA Peer Mediation 11	11	YIPS 11B		28-Apr-05
BAA Peer Mediation 12	12	YIPS 12B		11-May-06
BAA Peer Tutoring 10	10	YIPS 10A		27-May-04
BAA Peer Tutoring 11	11	YIPS 11A		28-Apr-05
BAA Peer Tutoring 12	12	YIPS 12A		11-May-06
BAA Photo Design 12	12	YVPA 12C		14-Dec-06
BAA Principles of Social Interaction 10	10	YIPS 10B		27-Nov-08
BAA Psychology 11	11	YPSYC11A	2 Applied Skills + 2 elective	28-Apr-05
BAA Psychology 12	12	YPSYC12A		28-Apr-05
BAA Recreation Leadership 10	10	YCPA 10A		27-May-04
BAA Recreation Leadership 11	11	YCPA 11A		28-Apr-05
BAA Roofer Level 1 Technical Training 12	12	YCOT 12A		8-Nov-07
BAA Student Leadership 12	12	YIPS 12C		15-Jun-06
BAA Super Fit 11	11	YHRA 11B		11-May-06
BAA Super Fit 12	12	YHRA 12A		15-Dec-10

BAA Course Codes - Master List 2015/2016

Approved by SD36 as at November 12, 2015 for the 2016/2017 school year.

(newly approved courses in red)

Course Name	Grade	Ministry Code	Credit	Date Approved
BAA Textile Arts & Design 10	10	YHEC 10A		27-May-04
BAA Theatre Company 11	11	YVPA 11B	2 Fine Arts + 2 elective	28-Apr-05
BAA Theatre Company 12	12	YVPA 12B		28-Apr-05
BAA Theory of Knowledge 11	11	YPHR 11A		27-May-04
BAA Theory of Knowledge 12	12	YPHR 12A		28-Apr-05
BAA Tutorat en paire 11	11	YFIPS11A		8-Nov-07
BAA TV Video Production 11	11	YCCT 11F	2 Fine Arts + 2 Applied Skills	28-Apr-05
BAA TV/Video Production 12	12	YCCT 12F		11-May-06
BAA Visual Impairment Technology 11	11	YSEVC11B		8-Nov-07
BAA Weight Training 11	11	YHRA 11C		28-Apr-05
BAA Writing 11	11	YLE 11B		12-Nov-15
BAA Woodcraft 10	10	YIA 10A		27-May-04
BAA Woodcraft 11	11	YIA 11A		28-Apr-05
BAA Yearbook 10	10	YCCT 10A		27-May-04
BAA Yearbook 11	11	YCCT 11A		28-Apr-05
BAA Yearbook 12	12	YCCT 12A		11-May-06

Administrative Memorandum

Regular Board Meeting

Date: October 13, 2016
Topic: Report on Business Development Financial Activity for the Twelve Months Ended 2016-06-30

Preamble:

The school district conducts its Business Development department operations through the administration of three policies:

Policy #10800: *Education, Business, Community Partnerships;*

Policy #10805: *Promotion of External Agencies Through Schools;* and

Policy #10815: *Business Development.*

The overall benefit generated by the Business Development operations for the six-month period ended 2016-06-30 is summarized as follows:

Funding Sources & Expenses	Six Months Ended June 30, 2016	Six Months Ended Dec 31, 2015	Twelve Months Ended June 30, 2016	Twelve Months Ended June 30, 2015
Funding Sources				
Cash Donations (Schedule A)	\$ 1,652,375	\$ 1,520,516	\$ 3,172,891	\$ 3,184,013
In-Kind Donations (Schedule B)	531,822	512,413	1,044,235	719,632
Total Net Revenue & Other Benefits	2,184,197	2,032,929	4,217,126	3,903,645
Indirect Salaries & Benefit Expenses				
Salaries	112,037	90,636	202,673	159,924
Employee Benefits	22,912	17,801	40,713	37,523
Total Net Salaries & Benefit Expenses	134,949	108,437	243,386	197,447
Total Overall Net Benefits Realized	\$ 2,049,248	\$ 1,924,492	\$ 3,973,740	\$ 3,706,198
<i>*Six Months Ended Dec 31, 2015 indirect salaries and employee benefits have been amended</i>				

This report does not reflect fundraising activities conducted by schools and programs.

The attribution of indirect salaries and employee benefit expenses for the operation of the department does not include a provision for supplies, services and facilities, as they are not considered significant or material in nature to the analysis. Staff costs are allocated to Business Development proportionate to the time that department management has estimated is dedicated to the activity.

October 13, 2016

Report on Business Development Financial Activity for the Six Months Ended 2016-06-30

The following schedules detail the Business Development operations for the six months ended 2016-06-30.

Schedule A: Revenue, By Project

Schedule B: Donations-In-Kind, By Project

Schedule C: Disbursement of Discretionary Funds to School

It is recommended:

THAT the Board receive the Report on Business Development Financial Activity for the six months ended 2016-06-30, for information.

Submitted by:

D. Greg Frank, Secretary-Treasurer

Approved by:

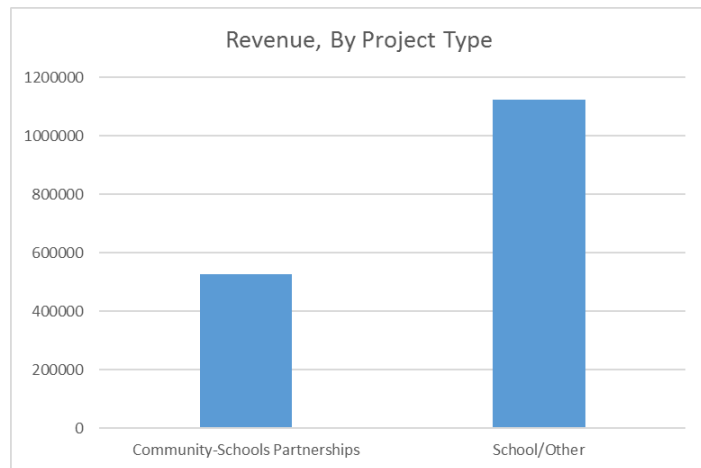
Dr. Jordan Tinney, Superintendent

October 13, 2016

Report on Business Development Financial Activity for the Six Months Ended 2016-06-30

Schedule A: Revenue, By Project

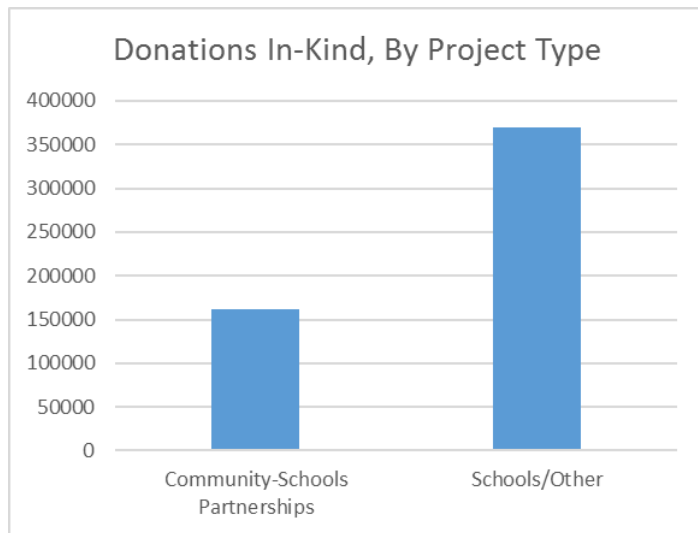
TYPE	CASH
Community-Schools Partnerships	
After School Programs	\$ 45,000
Clubhouse 36	214,468
REACH	55,750
Attendance Matters	100,000
Canada Scores	3,600
Girls In Action	5,000
CSP General	48,380
Girls Group	750
Jumpstart	55,082
Community-Schools Partnerships Total	528,029
School/Other	
Aboriginal Ed. Programs	31,850
Career Ed.	10,000
Commercial Filming	2,100
Distribution of Material	33,963
Dry Grad	19,533
Food Programs	170,345
Jazz Festival	14,083
Misc General Donation	39,780
Sales programs	20,378
Scholarships	128,500
School Programs	197,361
Transit	3,775
WRAP	325,000
Lottery 50/50	21,223
Bell Centre	106,455
School/Other Total	1,124,345
Grand Total	\$1,652,375



Report on Business Development Financial Activity for the Six Months Ended 2016-06-30

Schedule B: Donations-In-Kind, By Project

Type	Value
Community-Schools Partnerships	
After School Program	\$ 114,500
Attendance Matters	9,950
BLAST	2,300
Clubhouse 36	14,000
DREAM	500
JumpStart	3,900
Misc General	3,300
Spring Break Camp	13,350
Community-Schools Partnerships Total	161,800
Schools/Other	
Ed. Services	101,601
Misc General	268,421
Schools/Other Total	370,022
Grand Total	\$ 531,822



October 13, 2016

Report on Business Development Financial Activity for the Six Months Ended 2016-06-30

Schedule C: Disbursement of Discretionary Funds to Schools

DISBURSEMENT OF DISCRETIONARY FUNDS TO SCHOOLS	AMOUNT APPROVED
Martha Currie Elementary: Langley Environmental Partners Greenhouse	\$ 770
Beaver Creek Elementary: Seven Sacred Teachings	1,443
Latimer Road Elementary: Zones of Regulation	1,890
Holly Elementary: SQX Dance	600
Katzie Elementary: Drumming and Phonemic Awareness with Rythym Resource	800
FocusTREK: Outdoor Education Services	2,000
Surrey Traditional: Go Green	2,000
Ellendale Elementary: Food Safe Certification -Career Prep/Applied Skills - Food Studies	1,000
James Ardiel: James Ardiel Swimming Lessons	2,000
Bonaccord Elementary: Place-Based Nature Learning	1,635
North Ridge Elementary: Building Community Through Inclusive LifeSkills Practice	2,000
Betty Huff: Social Resilience Project	2,000
Prince Charles Elementary: Self-Regulation Sensory Room	2,000
Harold Bishop Elementary: Swimming Lessons	2,000
Panorama Ridge Secondary School: Orange Games 2016	1,000
Lena Shaw Elementary: Learning Through Lego	2,000
Newton Elementary: Engaging The Disengaged And Diverse Learners Through Play	1,500
Sunnyside Elementary: Explorations, Leadership and Innovation	1,500
Sullivan Elementary: Sullivan Makers and Creators	1,500
Cougar Creek Elementary: Developing Problem Solving, Communication and Computational Thinking	1,950
Senator Reid Elementary: Exploring within Makerspace	1,500
Forsyth Road: Mindful Makerspace	2,000
Hazelgrove Elementary: Mobile Multiage STEAM Lab	1,500
Georges Vanier Elementary: Robotics Lab for Makerspace	2,000
Walnut Road Elementary School: Makerspace	1,500
Cindrich Elementary: Creative Minds and Hands	1,500
Goldstone Park: Lego!	1,500
Kirkbride Elementary: ADST Makerspace	2,000
Kennedy Trail: Makerspace Learning Commons	1,500
Green Timbers Elementary: Creating, Collaborating and Coding	1,500
Brookside Elementary: Coding for the Future	4,380
Cambridge Elementary: Drumbeat	3,275
Cedar Hills Elementary: LEGO Play Therapy	5,000
City Central, North Surrey and South Surrey/White Rock Learning Centre: Reframing Relations Art Workshop Series	4,800

October 13, 2016

Report on Business Development Financial Activity for the Six Months Ended 2016-06-30

Cloverdale Learning Centre: Robotics - Promoting STEM for Disengaged At-Risk Students	6,525
David Brankin Elementary: Maker Space	5,000
Earl Marriott Secondary: Empowering Girls to Greatness at EMS	4,750
Erma Stephenson Elementary: Just Dance with Jess Dance	3,750
Fleetwood Park Secondary : Vancouver Symphony Orchestra (VSO) and Makerspace	10,000
Frost Road Elementary: A Makerspace	2,760
George Greenaway Elementary: Special Track Meets	3,000
Guildford Park Secondary: After School Tutoring and Homework Program	10,000
Hyland Elementary: Makerspace: Bringing our Students' Vision to Life	4,987
Johnston Heights Secondary: Johnston Heights Design Challenge 2017	3,000
KB Woodward Elementary: Social Learning Through Lego	5,000
Lord Tweedsmuir Secondary: MAC (Making a Connection)	6,000
McLeod Road Elementary: Curious Coders	3,520
MJ Norris Elementary: Hands On Science	5,396
MJ Shannon Elementary: Story Workshop Grant and VSO	5,000
North Surrey Secondary: Community Garden and Outdoor Classroom	10,000
Ocean Cliff Elementary: STEM in our School	4,970
Port Kells Elementary: Finding Your Spark	5,000
Queen Elizabeth Secondary: C.A.S. E. Program	10,000
Riverdale Elementary: Mobile Creativity Labs	5,000
Woodland Park Elementary: Zones of Regulation	2,000
TOTAL:	\$ 181,201

Submitted by:

D. Greg Frank, Secretary-Treasurer

Approved by:

Dr. Jordan Tinney, Superintendent