



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

May 14, 2013

School Board Office

Agenda

Call to Order

Presentations/Delegations

- Heather Shilton – Health Promoting Schools coordinator (Attachment A, Attachment B)
- Jennifer Turner – Erase Bullying update (Attachment)

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

April 9, 2013 – Regular Meeting Minutes

Report on In-Camera Meeting from April 9, 2013

The Board discussed personnel issues, properties/facilities and business items.

Correspondence

West Boundary Elementary Petition (Attachment)

Business Items

1. Superintendent's Report

- Report for April 2013 (Attachment)
- Monthly Class configurations (In Compliance with Bill 33)
- Student Fees (Attachments)

MOTION: “That the Board Approve the School Fees for 2013-2014, as presented.”

2. Secretary-Treasurer's Report

- Report April 2013 (Attachment)
- Enrolment Report (Attachment)
- Expenditure Report (Attachment)
- Annual Budget Bylaw (Attachment)

MOTION: “That the Board unanimously agrees to give the Annual Budget Bylaw 2013/2014 all three readings at this meeting of May 14, 2013.”

MOTION: “A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 51 (Boundary) (called the “Board”) to adopt the Annual Budget of the Board for the fiscal year 2013/2014 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the “Act”).

1. The Board has complied with the provisions of the *Act* respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 51 (Boundary) Annual Budget Bylaw for fiscal year 2013/2014.
3. The attached Statement 2 showing the estimated revenue and expense for the 2013/2014 fiscal year and the total Budget Bylaw amount of \$17,928,385 for the 2013/2014 fiscal year was prepared in accordance with the *Act*.
4. Statements 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2013/2014.

MOTION: “That the Board of Education of School District No. 51 (Boundary) approve the Annual Budget Bylaw 2013/2014 as read, a first, second and third time, passed and adopted.”

▪ **AFG Bylaw**

70% of AFG Funding is for Capital Expenses that requires passing of a Board Bylaw.

MOTION: “That the Board of Education unanimously agrees to give the Capital Project Bylaw No. 126642 all three readings at this meeting of May 14, 2013.”

MOTION: “A BYLAW by the Board of Education of School District No. 51 (Boundary) (hereinafter called the “Board”) to adopt a Capital Project of the Board pursuant to Sections 143 (2) and 144 (1) of the School Act, R.S.B.C. 1996, c. 412 as amended from time to time (called the “Act”). WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the “Minister”) has approved Capital Project No. 126642.

NOW THEREFORE the Board agrees to the following:

- (a) Upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete the project substantially in accordance with the Project Agreement;
- (b) Observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project; and,
- (c) Maintain proper books of account, and other information and documents with respect to the affairs of the Project, as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister and specifying a maximum expenditure of \$337,700 for Project No. 126642 is hereby adopted.
2. This Bylaw may be cited as “School District No. 51 (Boundary) Capital Project Bylaw No. 126642.

MOTION: “That the Board of School District No. 51 (Boundary) approve the Capital Project Bylaw No. 126642 as read a first, second and third time, passed and adopted the 14th day of May 2013.

3. Director of Instruction’s Report

- Report for April 2013 (Attachment)

4. Committee Reports

- Community Engagement Committee
- Finance Committee
- Policy Committee

5. Talking Break

Non Partisan conversation of the Election - Profile of Public Education

6. MDI (Attachment A; Attachment B)

MOTION: “That the Board approve the re-enrollment of School District No. 51 (Boundary) in the MDI program for another two (2) years.”

7. Trustee Reports

- 2013 BCSTA AGM (Attachment)

8. Around the Boundary

9. Trustee Activities and Upcoming Events

- CSBA – July 4-6, 2013 – Fairmont Hotel Vancouver
- Board self-evaluation - June 3, 2013, 5:30 p.m.

Future Agenda Items

Board Approved Courses

Next Board Meeting: June 11, 2013, School Board Office

Adjournment

QUESTION PERIOD

The purpose of this portion of the Agenda is to provide the opportunity to members of the public, press, radio and staff to ask questions or request clarification on items placed on this evening's Regular Meeting Agenda.

Questions which do not arise from the Agenda may certainly be addressed. Points may be raised before or after the meeting days by approaching the Executive Officers or Chairperson. If such queries require formal address by the Board, they can be submitted, in writing, and considered for placement on the Agenda for subsequent meetings. Such inquiries are welcomed as many routine questions can be handled by the staff.

April 18, 2013

To Superintendents of School Districts in Interior Health with Health Promoting School Coordinators:

We would like to take this opportunity to inform you that the [Healthier Schools, Healthier Students Initiative](#) that has been ongoing for the last 3 years, will be continued for another 2 years with funding remaining the same from Interior Health. The official contract between Interior Health and each school district will be sent out by August 1, 2013.

As you are likely preparing for this next school year, we have attached a summary of key points of the new contract with two additions highlighted in the focus areas of the Health Promoting Schools Coordinator's :

These two additions include:

1. Planning- support school's Health Assessment and help schools develop a "Healthy School Goal" as part of their "School Plan".
2. Monitoring and Evaluating- participation in IH surveys, providing interim and year end reports as well as a list of healthy school initiatives.

We would also like to take the opportunity to acknowledge the excellent Healthy Schools Initiatives that have occurred over the last 3 years. To continue to support this, Interior Health is encouraging our Promotion and Prevention staff (Public Health Nurses, Nutrition, Tobacco Reduction) to build improved relationships with school staff to fulfill our commitment to [Healthy Schools BC](#).

One way we have suggested to connect is through requesting a copy of the school's "School Plan" to find out where priorities are around healthy initiatives and offer to become involved using a [Comprehensive School Health](#). Your assistance in passing this message on to school principals would be appreciated.

Finally, we would like to ask for your assistance in designating a representative from your school district to be part of the HSHS Advisory Committee, which will be directing the work of the Initiative and the Health Promoting Schools Coordinators for the next 2 years. We would suggest that this be either a superintendent, director of instruction, or supervisor for the Health Promoting Schools Coordinator. Please forward the name of this individual to Valerie.

If you have further questions, we would be happy to arrange a time to review the direction of Healthy Schools BC, a partnership between the Ministries of Health and Education, which focuses on using a Comprehensive School Health approach to improve the health and learning of students.

Please contact Valerie at her contact information below if you wish to arrange a time for a one to one conversation at your convenience.

Sincerely,
Lex Baas

Lex Baas
Community Integrated Health Services
Practice Lead Promotion Prevention
lex.baas@interiorhealth.ca
Tel: 250-505-7239
BB: 250-551-0359

Valerie Pitman, RN BN, BSc Psych
School Engagement Educator
valerie.pitman@interiorhealth.ca
Tel: 250-364-6221
BB: 250-231-7682

HPSC Contract Summary Sept 2013-June 2015

1. Target Population: all school age children
also impact others: staff, parents, community
2. General Principals:
 - strengthens capacity as a healthy setting
 - builds assets and capacity to foster physical, social, emotional, and cognitive development of children.
 - partnership approach used to build capacity of stakeholders.
3. Goals: Improve health and learning outcomes
4. Objectives: To advance
 - "Teaching and Learning" at the school level
 - "Healthy School Policy" in School Districts
 - Developing and Engaging "Partnerships" at the School District level
5. Services:
 - Building Partnerships-ensure School District health committees/working groups are in place and work to engage the Aboriginal Communities
 - Disseminating Evidence- develop a communications strategy
 - Linking to Resources-be familiar with key resources and establish a connection to IH staff.
 - Teaching- in-service and training for Teachers and principals (CSH)
 - Consulting- provide expertise and assistance
 - Planning- support school's Health Assessment and help schools develop A "Healthy School Goal" as part of their "School Plan"
 - Advancing Policy- support the implementation of policies related to Health and ensure that when policy development happens it involves a Comprehensive School Health Approach.
 - Monitoring and Evaluating- participation in IH surveys, providing interim and year end reports as well as a list of healthy school initiatives.

Additions to contract

Student Threat Assessment: Fair Notice and Process

SD #8 Kootenay Lake is committed to creating and maintaining school environments in which students, staff, parents and others feel safe. Schools cannot ignore any threat of violence. This represents 'fair notice' to our communities that SD#8 will address all threats to self and/or others.



The model presented in this document reflects the thinking and work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response.

School District #8 Kootenay Lake
570 Johnstone Rd Nelson BC V1L 6J2 |
Ph:250.352.6681 Fax:250.352.6686

What can students, staff, parents and community members do?

- Listen to children and youth
- Talk to your child
- Talk to your child's teacher and administration
- Take action
- Report any threat making behavior to any member of the Threat Assessment team (Principal, MCFD, MH, Police) or, if immediate danger, the RCMP
- Check out the www.erasebullying.ca website for parent and community resources

School District #8 Kootenay Lake
570 Johnstone Rd Nelson BC V1L 6J2 |
Ph:250.352.6681 Fax:250.352.6686

Student Threat/Violence Risk Assessment



Student Violence Threat/Risk Assessment: Fair Notice and Process

What behaviors warrant a Student Violence Threat/Risk Assessment to be initiated?

A Student Violence Threat/Risk Assessment will be initiated when behaviours include, among other activities:

- serious violence or violence with intent to harm or kill self or others,
- verbal/written threats to harm or kill others,
- Internet website/social media threats to harm or kill others,
- possession of weapons (including replicas), bomb threats and fire setting.

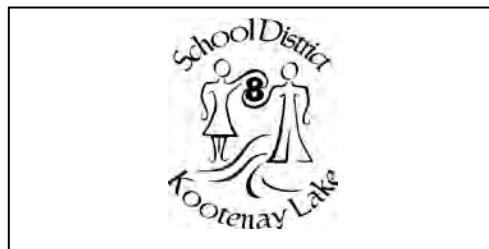
Duty to Report

To keep school communities safe and caring, staff, parents, students and community members must report all threat related behaviours. Every threat must be taken seriously, thoroughly investigated and a response and follow through completed.

What is a threat?

- an expression of intent to do harm or act out violently against someone or something.
- may be verbal, written, drawn, posted on the Internet or made by gesture.

Threats must be taken seriously, investigated and responded to. Schools in SD#8 Kootenay Lake will take all threats seriously and work collaboratively with the VTRA team to create effective intervention strategies for safety of all.



What is a Violence Threat/Risk Assessment team?

Each school has a multi-disciplinary Violence Threat/Risk Assessment Team. The team may include the District Threat Assessment Liaison, school Principal and/or Vice-Principal, School District Psychologist, School Counsellor, RCMP, MCFD worker, Mental Health Worker, Nelson Police Department and others.

It is important for all parties to engage in the Student Violence Threat/Risk Assessment process. If for some reason there is reluctance to participate in the process, by the threat-maker or parent/guardian, the threat assessment process will still continue in order to ensure a safe and caring learning environment for all.

SD#8 Kootenay Lake
570 Johnstone Rd Nelson BC V1L 6J2
Ph:250.352.6681 Fax:250.352.6686

What is the purpose of a Student Violence Threat/Risk Assessment?

The purposes of a Student Violence Threat/Risk Assessment are:

- to ensure the safety of students, staff, parents and others
- to ensure a full understanding of the context of the threat
- to begin to understand the factors that contribute to the threat-makers' behaviour
- to be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat-maker
- to promote the emotional and physical safety of all.

What happens in a Student Violence Threat/Risk Assessment?

The process of a Student Violence Threat/Risk Assessment:

- all threat making behaviour(s) by a student(s) shall be reported to the principal, who will activate the SD8 Kootenay Lake protocol.
- Interviews will be held with the student(s), the threat-maker, parents and staff to determine the level of risk and develop an appropriate response to the incident
- intervention plans will be developed.

School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary)
held Tuesday April 9, 2013, 6:00 p.m. at the Boundary Learning Centre

The Chairperson called the Meeting to order at 6:03 p.m.

Present:	Mrs. T. Rezansoff	Chairperson
	Mrs. C. Riddle	Vice-chair
	Ms. V. Gee	Trustee
	Mr. K. Harshenin	Trustee
	Mr. D. Reid	Trustee
	Mrs. C. Strukoff	Trustee
	Mrs. R. Zitko	Trustee
	Mr. M. Strukoff	Superintendent
	Mrs. J. Hanlon	Secretary-Treasurer
	Ms. M. Ruzicka	Director of Instruction
	Mr. Kevin Argue	Superintendent Designate
	Mr. Doug Lacey	Director of Learning Designate

Presentations/Delegations

Marilyn Hanson shared the revised Aboriginal Education Support Plan currently being used.
Sarah Bond joined her via a pre-taped video.

Jody Klein was present to voice parent concerns regarding the secretarial time at West Boundary Elementary School.

Adoption of Agenda

MOVED C. Strukoff
2ND Riddle

“That the Agenda for April 9, 2013 be adopted as amended moving 7. Greenwood/Midway Bandwith Issues after 3. Director of Instruction Report.”

CARRIED

Adoption of Minutes

MOVED Zitko
2ND Harshenin

“That the minutes of the March 12, 2013 Regular Board Meeting be adopted as circulated.”
CARRIED

Report on In-Camera Meeting from January 22, 2013

The Board discussed personnel issues, properties/facilities, business items as well as approving an administration plan. There was also discussion on the bandwidth issue in Midway and Greenwood.

Correspondence

Gallery 2 has requested that a link to their website be included on the District website. The Chair advised the Board that this has been done.

A response to the Boundary District Arts Council concern from the previous meeting was circulated and will be forwarded to the Council.

Business Items

1. Superintendent’s Report

- The Superintendent’s monthly report was presented. He highlighted the work that Ms. Ruzicka, Director of Instruction has done with the Arrow Lakes School District in helping with internal Special Education audit practices. The Board also gave final approval for the GFSS Band Field Trip.

MOVED Gee
2ND Reid

“That the Board approve the Edmonton Band Trip application and itinerary as presented.”

CARRIED

2. Secretary-Treasurer’s Report

The Secretary-Treasurer presented the Operations/Transportation and enrolment reports for March 2013. The March expenditure report was also circulated.

3. Director of Instruction’s Report

The Director of Instruction report for March 2013 was presented. She thanked Marilyn Hanson for her presentation and her work developing the Aboriginal Support Plan. The Director of Instruction also reported on the efforts being made to bring an Education Assistant and Child Care worker training program to the Grand Forks area through Selkirk College.

4. AFG – Trustee Advocacy

Chairperson Rezansoff reported that 15.6 million of the holdback money’s held for increase in enrolments for the February, May and June counts has been allocated to the Annual Facilities Grant for 2013/14.

5. Value of Public Education – ME TOO

This item was discussed during the talking break.

6. Talking Break

The talking break focused on the value of public education, the bandwidth issues in Midway/Greenwood as well as the proposed administration model for Beaverdell, West Boundary, Midway and Greenwood Elementary Schools.

7. Greenwood/Midway Bandwidth

The Superintendent provided options for the Board to consider to facilitate an increase to the bandwidth in the Greenwood/Midway area. The following motion was made:

MOVED Harshenin
2ND Riddle

“That the Superintendent initiate a follow up meeting with civic counterparts involving students, trustees and other community leaders to develop a plan to proceed with this initiative and to see if there is interest in arranging a meeting with Telus representatives.”

CARRIED

8. Committee Reports

Trustee Reid reported on the Operations Committee.

MOVED Reid
2ND Harshenin

“That the Board approve the proposed AFG Plan for 2013/2014.”

CARRIED

9. Trustee Reports

- All Candidates Forum - Trustee Rezansoff will work with BDTA and CUPE to develop questions for the candidates. The media will be used to report the questions and candidate responses.
- BCSTA AGM 2013 – Trustees attending will vote on the motions
- Columbia Institute – Trustee Gee reported.

10. Around the Boundary
April Around the Boundary was presented.

Meeting adjourned at 8:20 p.m.

Chairperson

Secretary-Treasurer

DRAFT

PETITION to SCHOOL DISTRICT 51

April 22, 2013

ATTENTION: TRUSTEES AT BOARD OFFICE

As of February 20th, 2013 we the parents of West Boundary Elementary School, have been informed that our current school budget will no longer allow for the added support of the additional 5 hours per week that the school had been supplementing for our secretary. Making the effective office hours; **MONDAY & WEDNESDAY 8AM – 4PM TUESDAY 8AM – 1:30PM THURSDAY 8AM – 12:30PM**





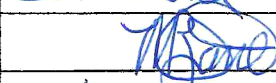




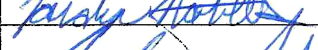




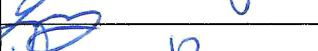
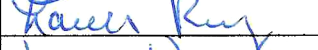

In addition we are also being faced with changes in our principal's responsibilities, beginning next school year he will not only be responsible for WBES & Beaverdell Elementary but also Midway and Greenwood Elementary schools as well.

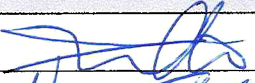





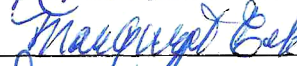


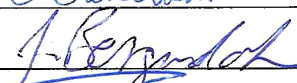

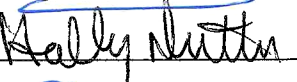


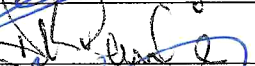
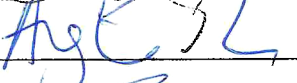

With so little administrative staff and support we feel this will put the students and teachers alike in an **unsafe** and **unproductive** environment. Our current Secretary and Principal are the only staff members who have first aid - least one trained first attendant should be available at all times. This is but one of the many concerns that have arisen from the above noted decision.


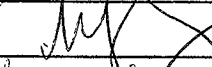
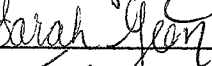

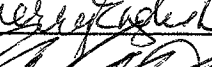

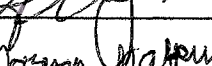



The below noted petitioners would like the School District to reinstate the secretary's 5 hours a week to ensure the safety and productiveness of our school.

PRINTED NAME	SIGNATURE	ADDRESS	PHONE #	DATE
Tanya Dagg	<i>Tanya Dagg</i>	Rock Creek		April 23/13
Kellie Dagg	<i>Kellie Dagg</i>	Rock Creek BC.		April 23/13.
<i>Dennis Culic</i>	<i>Dennis Culic</i>	<i>Rock Creek BC</i>	<i>446-2297</i>	<i>APR 23/13</i>
LAURA TONSON	<i>L. Tonson</i>	Midway	449-2151	APRIL 23/13
<i>Michael Dagg</i>	<i>Michael Dagg</i>	<i>BRIDGESVILLE</i>	<i>446 2930</i>	<i>" 23/13</i>
<i>Kim DeMarce</i>	<i>Kim DeMarce</i>			
<i>Kim DeMarce</i>	<i>Kim DeMarce</i>	<i>Westbridge</i>	<i>6-2869</i>	<i>April 23/13</i>
<i>Brian Belton</i>	<i>Brian Belton</i>	<i>Westbridge</i>	<i>6-2869</i>	<i>April 23/13</i>

PRINTED NAME	SIGNATURE	ADDRESS	PHONE #	DATE
Wendy Evans	Wendy Evans	Rock Creek		Apr 23/13
Wendy Tossavainen	W. Tossavainen	Rock Creek	446-2844	April 23 / 13
Cheryl Fennell	[Signature]	Rock Creek	446-2414	" "
Joy Riley	[Signature]	Rock Creek	446-2005	April 23/13
Geri Widmer	[Signature]	Greenwood	445 2310	April 23 2013
Lisa Lomas	L. Lomas	PO Box 153 RC	446-2772	Apr 23/13
Sarah Tripp	[Signature]	Bridescille	5280248	Apr 23/13
Vanessa Thurston	[Signature]	Westbridge	2014	April 23/13
J. Walker	[Signature]	Rock Creek	4488408410	Apr 23/13
Kisha Whitworth	T. Whitworth	Rock Creek	" "	Apr 23/13
Amanda Bugnaud	Amanda Bugnaud	Rock Creek	6-2486	April 23/13
Denise Frank	Denise Frank	Greenwood	584-4573	April 23/13
Shelley Nakatsu	Shelley Nakatsu	Westbridge	446-2434	April 23/13
Kim Kempel-Byman	Kim Kempel-Byman	Rock Creek	446-2651	April 23/13
C. Turnbull	C. Turnbull	Rock Creek	446-2414	April 23/13
BOB MALIKA	[Signature]	Rock Creek	446-2617	April 24/13
D. [Signature]	[Signature]	"	446-2706	"

PRINTED NAME	SIGNATURE	ADDRESS	PHONE #	DATE
Abrrianna Gooten		Midway	250-528-0353	April 24, 2013
Kim Townsend		Box 16 Beaverdell	250-484-5374	April 24, 2013
Naleen B archuk		Box 118 RockCreek	250-449-8220	April 24, 2013
DANE PAUL		Box 126 BEAVERDELL	484-5663	April 25/13
Melanie Zamp		Box 52 Westbridge	446-2700	April 25/13
Justice McGonigle		Box 182 RockCreek	250-446-2585	April 25 2013
ROBIN PERRUN		Box 129 WESTBRIDGE	250-446-2456	APRIL 27/2013
JASON GAGNON		Box 68 Ridezort	250 446 2178	April 27/ 2013
Joclyn Nobles		Box 1 Westbridge RC	250 446 2467	April 28/2013
ERIKA TAFEL		Box 28 RC	250-446-2556	April 29/13
Tracey Grayson		1694 Green Rd	250 363-7570	April 28/13
Rose Kotsnikoff		7366 Tineff Rd. Winona	250-355-2314	April 29./13.
Vared Reay		3560 Kettle East	250 449 1995	april 29/13
Laura Reay		Rock Creek	250 449.8215	April 29/13
KmacKenzie		Rock Creek	250-801-5350	April 29/13
Melany McDugall		Box 195 Midway	250-443-5280	April 28/13
Ahan Speck		RR#2 RockCreek	250-446-2458	April /28/13

PRINTED NAME	SIGNATURE	ADDRESS	PHONE #	DATE
Ron Maillet		3640 Hwy 3	250 449 1788	April 25 2013
Norma Fitzgerv		Rock Creek	250 446 6803	April 29 2013
Shayna Blaine		5455 Hwy 3	446 2070	April 29 2013
Stephanie Gode		Box 135, 1685 Cemetery Rd.	6-2230	April 29/13
Nica Parenteau		Box 63 R.C.	250 446 2049	April 29/13
Ken Baker		Box 524 Gwd.	250-445-2251	"
Marg. & John Beck		P.R.#2, 520 CS	250-446-2264	" 30/13
Justin Winston		3045 Christian Valley	250 446-2014	April 30/13
Christine Condon		5650 Burton Rd. R.C.	250 446-2702	April 30/13
Janet Bergendahl		1605 ^{Rock Creek} Johnson Creek W. Rd.	250-446-2825	April 30/13
Beant Hetch		1680 Pade Rd	446-2660	May 1/13
Wally Nutter		Box 35 Beck Creek	446-2590	May 1/13
Don Hodgkin		GREENWOOD	445 9974	May 1/13
Don Kihlman		Burnsville	604 3320446	May 1/13
JONNA RAWLINGS		ROCK CREEK	250 528-0414	May 02/13
Angela Kitchen		RR2 Jct ^{Rock Creek} 110 C19	250-446-2660	May 2/13
Ed Uphill		Rd #2, Rock Creek	449-8224	May 2/13

PRINTED NAME	SIGNATURE	ADDRESS	PHONE #	DATE
Anne Le Blanc		Box 14	445-6117	April 26/13
MIKE KEARNEY		Box 14	445-6117	APRIL 26/13.
Sarah Green		RR#2 S-101 C-10 ^{Rock Creek}	449-8200	April 26/13
Lisa McDutcheon		RR#2 Box Creek	446-2918	April 29/13:
MERRY ENGLISH		Box 127, MIDWAY	250 449-2652	Apr 29, 2013
Marc Green		1395 Myers Creek	250 449-1773	April 29 2013
NATHAN HARPER		Box 94, Midway B.C.	250-449-7647	" " "
Morgan Harper		Box 94 Midway B.C.	250-449-2647	" " "
DON STORLIS		3215 Hwy 3	250-446-2400	May 4/13
MIKE GODDARD		Box 510 GREENWOOD	250-449-8227	MAY 4/2013

PETITION to SCHOOL DISTRICT 51

April 22, 2013

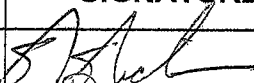
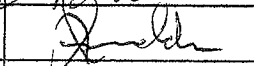
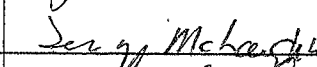
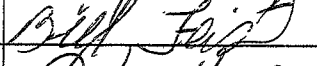
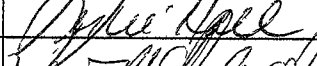
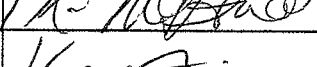

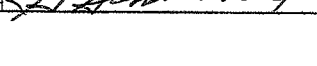
ATTENTION: TRUSTEES AT BOARD OFFICE

As of February 20th 2013 we the parents of West Boundary Elementary School, have been informed that our current school budget will no longer allow for the added support of the additional 5 hours per week that the school had been supplementing for our secretary. Making the effective office hours; **MONDAY & WEDNESDAY 8AM - 4PM TUESDAY 8AM - 1:30PM THURSDAY 8AM - 12:30PM**

In addition we are also being faced with changes in our principal's responsibilities, beginning next school year he will not only be responsible for WBES & Beaverdell Elementary but also Midway and Greenwood Elementary schools as well.

With so little administrative staff and support we feel this will put the students and teachers alike in an unsafe and unproductive environment. Our current Secretary and Principal are the only staff members who have first aid - least one trained first attendant should be available at all times. This is but one of the many concerns that have arisen from the above noted decision.

The below noted petitioners would like the School District to reinstate the secretary's 5 hours a week to ensure the safety and productiveness of our school.

PRINTED NAME	SIGNATURE	ADDRESS	PHONE #	DATE
W. Wickens		P.O. 388	449-2636	April 25/13
J. Madder		P.O. 200	449-2427	✓
J. McHugh Jr.			449-2117	
B. Feist		-	-	
LESLIE HALL		RR2	446-2265	Apr 25/2013
KELLY MCLEOD			446-2940	April 25/13
Krisie Goddard		Greenwood	449-1931	" "
GARY SCHIERBECK		MIDWAY	449-2606	APRIL 25/13

PETITION to SCHOOL DISTRICT 51

ATTENTION: TRUSTEES AT BOARD OFFICE

April 22, 2013

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PRINTED NAME	SIGNATURE	ADDRESS	PHONE #	DATE
Brianna Elliot	<i>Brianna Elliot</i>	Box 89 Rock Creek BC VOH 140	250-449-5232	04/23/13
CAROL THOM	<i>C. Thom</i>	Box 70 Rock Creek VOH 140	250 446-2268	04/23/13
LIVIA MALINA		Rock Creek	250-446-2614	04/24/13
PAT BHAINE	<i>P. Bhaine</i>	RR1 Sidley Mt Rd - Pridesville	446-2488	APR 25 2013
JUNIOR THOM	<i>J. Thom</i>	Box 302 Midway Voh 140	250 446 2283	April 25, 2013
Tina Hesketh	<i>Tina Hesketh</i>	Box 151 Westbridge	250-446-2802	April 30, 2013.
Ken Hesketh.	<i>Ken Hesketh</i>	Box 151 Westbridge	250 446-2802	April 30, 2013
William Bosovich	<i>William Bosovich</i>	Site 203 Comp 17 RR #2 Voh 140	250 446-2191	May 1 /2013

PETITION to SCHOOL DISTRICT 51

ATTENTION: TRUSTEES AT BOARD OFFICE

April 22, 2013

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PRINTED NAME	SIGNATURE	ADDRESS	PHONE #	DATE
Ed Conroy	<i>[Signature]</i>	Castlegar	250-365-3270	Apr. 24/13
Rebecca Lindquist	<i>[Signature]</i>	Rock Creek	250-446-2646	April 24/13
Jodi Klein	<i>[Signature]</i>	Rochester	250-446-3920	April 26/13
Garth Klein	<i>[Signature]</i>	Rock creek	250-446-2970	April 26/13
Elaine Peers	<i>[Signature]</i>	Greenwood	250-445-6742	May 7/13
KEVIN HELENIA	<i>[Signature]</i>	Greenwood	250-445-6742	May 7/13
NORMA HOWES	<i>[Signature]</i>	Rock Creek	250-446-2518	May 8/13

PETITION to SCHOOL DISTRICT 51

April 22, 2013

ATTENTION: TRUSTEES AT BOARD OFFICE

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PRINTED NAME	SIGNATURE	ADDRESS	PHONE #	DATE
Julie Lindquist	<i>Julie Lindquist</i>	Box 229 Rock Creek	250 446-2131	April 27, 13
J. McDonald	<i>Julia McDonald</i>	Box 108 West bridge	" " 2452	" " "
M.L. DENNILL	<i>M.L. Dennill</i>	Box 107 Rock Creek	250-446-2431	Apr. 27/13
Giselle Lefebvre	<i>G. Lefebvre</i>	Vancouver BC	604-874-2353	Apr. 27/13
Val Lefebvre	<i>V. Lefebvre</i>	Edmonton AB	780-457-5226	Apr. 27/13
B McDonald	<i>B McDonald</i>	Rock Creek	250 446 2648	Apr 27, 13
C Allen	<i>C Allen</i>	Rock Creek Box 1	250 276 4336	Apr 27, 13
J Christou	<i>J. Christou</i>	Rock Creek Box 15		Apr 27, 13

[illegible]



Michael Strukoff
Superintendent of Schools
April Month-End Report
May 14, 2013

EDUCATION

Class Size & Composition

- In compliance

Professional Development (Staff)

- April 12 – senior management team attended the BCSSA Spring Conference in Vancouver.

District Initiatives

- Providing support through our community network partnership with the City of Grand Forks for the Rotary WiFi initiative – a plan to provide free WiFi in the downtown core of Grand Forks. Funding provided by the Rotary Club. Community Network fibre will be used and internet access through the City of Grand Forks grid. There is no cost to the District.
- Kootenay Analytics is being prepped for use. Software has been ordered and data is being consolidated for use.
- Administrators are actively engaged in transition activities with fellow colleagues.
- Perley School will host the annual District Elementary School Track Meet. It will be taking place on Friday, May 24.

Social Responsibility

- Erase Bullying – Protocol and Fair Notice – Mrs. Jennifer Turner will be speaking to this at the opening of the Board Meeting. If possible please pre-screen this video [click here](#). Password: vtra2013 (case sensitive). Also attached is a sample Fair Notice brochure from the Nelson School District.
- Mrs. Turner and Mr. Argue will be attending the May 29th provincial conference on this topic. Erase Bullying is an ongoing provincial initiative for the next four years.

Ministry Initiatives

- With the election campaign in full swing, Ministry initiatives are on hold now until the new government releases a new budget – 90 days after the election.
- The Changing Readers' initiative is winding down for the year – two more meetings are scheduled. BC Education funding for 2013-2014 has been received but the spending guidelines have not been released but I believe it will be the same options as for 2012-2013 – reading program or skills training.



Congratulations to Board Chair, Teresa Rezansoff on her election as BC School Trustee Association President.

Meetings out of District for the Superintendent

- None scheduled for the month of May

Grand Forks Secondary School

P.O. Box 339, Grand Forks, B.C. V0H 1H0
TELEPHONE: 250 442-8285 FAX: 250 442-2085



GRAND FORKS SECONDARY SCHOOL SCHOOL FEES 2013-2014

General:

Student Council Fee: \$ 20.00
(This fee covers all events student's council puts on for the students during the year: dances, assemblies, spirit days, and other student council events)

Elective Course Fees:

Students are no longer responsible for general course fees. In some cases where students choose to use materials other than what is provided by the school, they may be required to cover those costs. Students may also be charged fees for optional field trips where they have the choice to attend.

Other Optional Expenses:

Combination Locks (sold in Office):	\$8.00		
Grad Ceremony Fee (for robes, hats, diplomas, chair rental, etc.)	\$25.00		
Sports Team Uniform Deposit (dependent upon sport and <u>refunded</u> upon return of uniform)	\$60.00 to \$100.00		
School Yearbook	\$30.00 to \$40.00		
Band (Instrument can be rented from Paramount)	Varies		
Hockey Class (Fee covers consumable items eg. Jersey, socks, etc)	\$100		
Sport Teams Fees	Tier 1	Tier 2	Tier 3
	\$35	\$75	\$100

(Sport team fees are based on a tier system which is designated by the level of team travel and tournament participation. Fees cover costs associated with tournament entry fees, refereeing and minor official costs, team first aid supplies, BC School Sports registration fees, sport specific team equipment, and uniform replacements where needed. These fees may be supplemented by team fundraising and school athletic account where needed. Tier designation will be determined in discussion with the coaching staff, Athletic Director and school Principal. These fees do not cover costs for student accommodations on trips)

GFSS has recommended the following fee structure with the understanding that no student will be prevented from participation due to financial hardship. A fund is created each year by the school to assist those students in need. Any request for support should be directed to either the school Principal or Athletic Director.

Sincerely,

PERLEY ELEMENTARY SCHOOL

School Fees 2013 – 2014

We have an “ability to pay” policy at Perley. Students are never denied any activity or supply item due to financial difficulties.

Bus Trips: In-District - \$1.00-\$2.00 (depends on distance)
Out-of-District - \$3.00-\$5.00 - (the cost of the bus is divided by the number of students in the classroom)

School Agenda (Kindergarten - Grade 7)	\$ 7.00
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Skiing (Grade 4 to Grade 7)	\$42.00 to \$99.00
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Swim Program (Kindergarten to Grade 7)	\$15.00
--	---------

John A. Hutton Elementary School Fees

2013-2014

Hutton School requires that all parents purchase school supplies. These can be purchased from any store. Supply lists are sent home and sent to local stores. (The school does not subsidize this fee and it ranges in cost based on grade.) In addition, student agenda books are required and we sell them for \$7.00. Kindergarten students are charged a fee of \$10.00 to help with costs for cooking/craft programs, ie. Gingerbread Men, Christmas ornaments, Easter eggs, etc.

(School supplies for families in financial difficulty are donated to the school from generous community businesses and the Telus backpack program. The school covers the cost of agendas and supplements supplies which aren't provided when families are unable to purchase them.)

Other Potential Program Fees:

1. Field trips, athletic trips, skiing, etc. are funded by families on a voluntary basis. So far we receive enough support from parents for these activities that the school or the budgeting for the event can cover the cost of any child who is unable or sometimes unwilling to pay to ensure participation. If there is not a critical mass of financial support by parents then the event does not take place.
2. Many classes use the Pines for overnight and day trips. The fee varies depending on how much fund raising takes place - maximum would be \$60.00 per day which includes an overnight stay and meals. Again, no child is prevented from participating due to lack of funds. If voluntary financial parent support were not present this activity would also change.
3. Currently the most expensive yearly activity we have is skiing. The school can collect up to \$105.00 from an intermediate child to participate in 3 ski days over 3 weeks. If the child has their own ski equipment or ski pass or both the cost collected by the school is greatly reduced. Again, no child is denied the opportunity to participate due to lack of funds.
4. Occasionally, teachers will collect fees to cover the cost of a bus for a field trip. This generally occurs when enough parent volunteers are not available to drive or it may be too far to use private vehicles.
5. Primary Swim Fee: \$10 per student for multiple sessions. Our swim program fees are currently partially funded by our PAC. At this time, the School covers the fees for the child/children of any parent who cannot pay the fees. Participation in the program would have to be re-evaluated if significant numbers of children were unable to participate because of the fee.

CHRISTINA LAKE
ELEMENTARY SCHOOL

Memorandum

Box 240
49 Westlake Drive
Christina Lake, BC V0H 1E0

Telephone (250) 447-9423
Fax (250) 447-6443

To: Board of Education, School District #51 (Boundary)
From: Bob Chapman, Principal - CLES
CC: Michael Strukoff, Superintendent – SD #51 (Boundary)
Date: May 9, 2013
Re: PROPOSED STUDENT FEES – 2013-14

Please be advised the proposed direct charges to our students for the 2013-14 school year will be as follows:

- Ski Program (grades 4-7) \$27-114
- Kootenay-Okanagan Field Trip (grades 6/7)..... \$130
- Band Program (grades 6/7) monthly rental of \$15-50
- Other Activities (entrance fees, registrations, insurance or special fees)

BOUNDARY CENTRAL SECONDARY SCHOOL

S.D. #51 (BOUNDARY)

LOUISE BAYLES
PRINCIPAL



BOX 159
MIDWAY, B.C. V0H 1M0
PHONE (250) 449-2224
FAX (250) 449-2282

May 1, 2013

Boundary Central Secondary --School fees

For the 2013-14 school year, BCSS would like to present the following fee structure:

1. Student Fee: \$10.
2. Athletic Fee: \$30. per student per major sport played (volleyball, soccer etc)
This fee has increased by \$5. due to increased cost of tournament registration and general cost of athletic trips.

Thank you for your consideration,

L. Bayles
Principal



Midway & Greenwood Elementary Schools Projected School Fees for the 2013-14 Year



I will start by guaranteeing that all children participate even if funding is an issue. The school office has a contingency plan and is supported by PAC to insure this guarantee. However, I think it is not the responsibility of the school to pay for everything and most families in need agree to a moderate charge (ie-half for skiing, or a payment plan, etc.)

Student Planners	\$6	
Fridge Magnets (school calendar)	Free	
Hot Lunches/Harvest Lunch	Free	
Rental of Band Equipment	Free	
Participation on Athletic Teams	Free	
Skating (1-2 times per year)	Free	
Swimming at least once per year	\$4/trip	
Day 100 Celebration (MES)	\$5 (approx.)	
Skiing (3 full days/lesson/rental)	\$25/per trip	(Intermediate)
Snow Act Day (lunch, equip, bus)	\$5	(Primary)
Year-end Annual Fieldtrips	\$10-15	(Primary)
Year-end Annual Fieldtrips	Free (fundraise)	(Intermediate)
Grade 7 Camp (if necessary)	\$40 maximum	
Grade 7 Graduation Gift	Free (usually PAC donation)	
Pink Shirt Day (t-shirts – optional)	\$3 (subsidized)	

- If it is 'free' we have covered the expense by the school/PAC or the students have fundraised.
- The Grade 7 Camp is an expense because every second year we take the grade 6/7 students to the Coast and it is completely covered by fundraising. If we fundraise and have money remaining it then reduces the camp expense (\$6000-10,000/year when it is a Coast year-end fieldtrip). A very good bargain and educational experience for the students.
- Years we don't go to the coast we cover the expense for the shorter trip (Okanagan???)
- The school or PAC covers the going away gift (for grade 7 students)
- The discrepancy between the year-end trips for Primary and Intermediate is the students are still learning what it takes to fundraise as well as the parents.
- The ski program is usually supplemented by PAC (about a \$300-500 donation annually) to insure all children participate. I have the difficult conversation with parents so they understand the importance of the skiing and we establish a payment plan, reduced fee, or sometimes it is completely covered.
- Day 100 by the primary usually includes a movie and swimming in GF. The school covers the outstanding balance.
- Without the additional funding from these minimal charges the events will be cancelled

Any questions or concerns please feel free to contact me at home 250.442.0012, work 250.445.6616, or cell 250.449.1947.
Darryl Turner - Principal

WEST BOUNDARY ELEMENTARY SCHOOL

School Fees **2013 – 2014**

School Agenda	\$ 6.00
Skiing	\$25.00/time
Monthly Hot Lunches (PAC charges)	\$ 3.00
Locks (optional)	\$ 5.00
Primary Swimming for 100 Day	\$ 5.00
Mystery Trip	\$ 2.00

Most field trips are covered by fund raising and Pac provides funding as well.

No student is ever left out due to hardship and we often step in to cover partial or entire costs when a student is unable to pay a fee.

Beaverdell ELEMENTARY SCHOOL

School Fees **2013 – 2014**

School Agenda	\$ 6.00
Skiing	\$25.00
Mystery Trip (buys a book)	\$2.00
School Supplies	\$ 30.00

Most field trips are covered by fund raising and Pac provides funding as well.

No student is ever left out due to hardship and we often step in to cover partial or entire costs when a student is unable to pay a fee.

Walker Development Centre

Attention: Board of Education

This is to confirm that Walker Development Centre will not be implementing any school fees for the 2013 - 2014 school year.

Respectfully Submitted,

Jennifer Turner
Principal

Big White Community School
SCHOOL FEES
2013 - 2014

There are no fees at this school.



SECRETARY-TREASURER'S REPORT

April 2013

J. Hanlon, Secretary-Treasurer

Finances

During the month of April, we had two public Finance Meetings, one in Midway and another in Grand Forks. We have balanced the budget with reductions to teaching staff and one support staff. We will be using monies from our unrestricted surplus to balance. I like the predictability of the formula and hope that this continues no matter which government is elected into power.

We have been working on staffing during the month. The Board will be presented the budget at the May meeting. Remember we do file an amended budget in February 2014 that more accurately reflects our actual expenses.

Reports completed in April:

- Third quarter GRE (Government Reporting Entity)
- The EDAS file
- Carbon Action Report (CNAR)



Operations

The Operations Committee met and has looked at a three year plan. The 2013/2014 plan has been submitted to the Ministry. A bylaw will need to be passed for the Capital portion in order for the District to draw monies from the Ministry as we complete projects.

Washroom in Storage Shed at Perley

We received a Community Connections Grant for this washroom and hope to have the majority of it completed by the end of May. While the process is still in the hands of the engineers, we are hopeful that the work can move ahead quickly once the plans and drawings are complete.

Meetings Attended in April

- DPAC Meeting – Gave the Finance Meeting presentation for parents attending
- BCSTA AGM - Congratulations to Teresa for taking on the role of President of the Association
- Bargaining with CUPE and BDTA

Head Count				
	April 30, 2013	September 30, 2012	Increase (Decrease)	March 31, 2013
GFSS	340	343	(3.0000)	339
Perley	266	259	7.0000	261
Hutton	248	250	(2.0000)	246
CLES	101	101	-	102
BCSS	131	131	-	131
MES	29	29	-	31
GWD	34	34	-	34
WBES	119	113	6.0000	118
BES	10	11	(1.0000)	11
Big White	22	18	4.0000	25
Walker	28	24	4.0000	29
Total	1328	1313	15.0000	1327

Fund : 0 General Operating

OB	TITLE	APR	YEAR TO DATE	ENCUMBERED	FULL YEAR BUDGET	AVAILABLE	PERC
10	Principal & Vice Principal Sal	92,060.98	911,384.63		1,108,903	197,518	18
11	Teacher Salaries	601,880.29	4,802,208.22		6,019,488	1,217,280	20
12	Non-Teachers Salaries	242,828.67	2,138,605.78		2,747,734	609,128	22
13	Management Salaries	32,713.75	330,729.18		404,946	74,217	18
14	Substitute Salaries	29,662.57	323,218.73		550,316	227,097	41
19	Trustees Indemnity	6,268.40	61,797.86		74,042	12,244	17
21	Statutory Benifits	75,181.32	444,743.83		581,154	136,410	23
22	Pension Plans	115,527.35	1,003,225.49		1,296,747	293,522	23
23	Medical And Life Benifits	46,184.98	486,379.16		614,237	127,858	21
31	Services	50,027.22	404,333.12	24,926.32	580,397	151,138	26
33	Student Transportation	9,063.76	75,979.71	430.00	83,985	7,575	9
34	Training & Travel	20,640.92	194,695.26		252,395	57,700	23
36	Rentals & Leases	2,700.50	28,071.68		33,528	5,456	16
37	Dues And Fees	66.76	60,416.28		71,790	11,374	16
39	Insurance		60,280.00		67,400	7,120	11
51	Supplies	47,884.27	513,772.14	22,215.65	853,345	317,357	37
52	Learning Resources	2,337.34	27,616.40	3,489.87	48,830	17,724	36
53	Library Books	2,216.14	7,160.89	4,584.66	24,880	13,134	53
54	Electricity	8,716.76	190,379.89		285,000	94,620	33
55	Heat	7,946.63	109,148.99		163,000	53,851	33
56	Water And Sewage	60.37	11,637.45		20,000	8,363	42
57	Garbage And Recycling	1,200.73	12,750.00		16,000	3,250	20
58	Furn. & Equipment Replacement	2,624.28	16,698.19		65,000	48,302	74
59	Computer Equipment Replacement				100,000	100,000	100
TOTAL FOR Fund - 0		1,397,793.99	12,215,232.88	55,646.50	16,063,117	3,792,238	24
GRAND TOTAL		1,397,793.99	12,215,232.88	55,646.50	16,063,117	3,792,238	24



Briefing Note

2013/2014 Annual Budget

The annual budget is passed in May or June each year. By legislation it must be passed by June 30th of each year.

The amended budget bylaw which is passed in February reflects more of the actual cost. This year the budget bylaw includes the following expenses.

Operating Expenses	\$15,554,000
Capital Assets Purchased- Operating	25,000
Special Purpose Funds	800,896
Local Capital Purchases	351,000
Amortization of Capital Assets + Capital Lease Interest	1,197,489
Total Bylaw	\$17,928,385

Operating Expenses Include

Function 1 - Instruction	\$ 11,839,892
Function 4 – District Administration	852,109
Function 5 – Operations & Maintenance	2,216,403
Function 7 - Transportation	645,596
Total	\$ 15,554,000

Special Purpose Funds now include:

Annual Facilities Grant Operating Portion (Excludes \$75,259 from 2012/2013 Holdback)	\$ 105,631
Learning Improvement Fund	\$ 199,288
Special Education Equipment	\$ 4,000
School Generated Funds	\$ 200,000
Strong Start	\$ 128,000
Ready Set Learn	\$ 19,600
Community Link	\$ 133,530
French Grant (OLEP)	\$ 10,847
Total Special Purpose Fund	\$ 800,896

Local Capital

In April we went over our Local Capital expenditures.

PA Systems	\$ 75,000
Servers	\$ 30,000
Switches	\$ 131,000
School Copiers	\$ 60,000
Telephones	\$ 55,000
Truck	\$ 30,000
Firewall Upgrade	\$ 30,000
Generator	\$ 15,000
Total Local Capital	\$ 351,000

Capital Lease & Amortization

The PSAB rules require Districts include the Amortization of Capital Assets in their Bylaw as well as the interest on our Capital Lease for the Walker Development Building.

Interest on Capital Lease	\$ 1,877
Amortization of Capital Assets	\$ 1,195,612
Total	\$ 1,197,489

We now also run our lease for the Walker Development Centre through Local Capital. So \$33,000 in addition to our \$125,000 for our Technology /Capital Plan will need to be transferred to Local Capital.

Annual Budget

School District No. 51 (Boundary)

June 30, 2014

Agenda

School District No. 51 (Boundary)

June 30, 2014

Table of Contents

Bylaw	1
Annual Budget - Revenue and Expense - Statement 2	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Annual Budget - Operating Revenue and Expense - Schedule 2	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Source	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds	11
Annual Budget - Capital Revenue and Expense - Schedule 4	12

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 51 (BOUNDARY) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2013/2014 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 51 (Boundary) Annual Budget Bylaw for fiscal year 2013/2014.
3. The attached Statement 2 showing the estimated revenue and expense for the 2013/2014 fiscal year and the total budget bylaw amount of \$17,928,385 for the 2013/2014 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2013/2014.

READ A FIRST TIME THE 14th DAY OF MAY, 2013;

READ A SECOND TIME THE 14th DAY OF MAY, 2013;

READ A THIRD TIME, PASSED AND ADOPTED THE 14th DAY OF MAY, 2013;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 51 (Boundary) Annual Budget Bylaw 2013/2014, adopted by the Board the 14th DAY OF MAY, 2013.

Secretary Treasurer

Agenda

School District No. 51 (Boundary)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2014

	2014 Annual Budget	2013 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	1,260,000	1,338,000
Adult	0.375	2.000
Total Ministry Operating Grant Funded FTE's	1,260.375	1,340.000
Revenues	\$	\$
Provincial Grants		
Ministry of Education	15,981,815	16,225,358
Other	103,786	44,746
Other Revenue	202,100	246,863
Rentals and Leases	48,633	48,133
Investment Income	40,000	30,000
Amortization of Deferred Capital Revenue	683,496	667,553
Total Revenue	17,059,830	17,262,653
Expenses		
Instruction	12,535,157	12,662,802
District Administration	852,109	835,118
Operations and Maintenance	3,415,897	3,434,779
Transportation and Housing	747,345	739,345
Debt Services	1,877	2,037
Total Expense	17,552,385	17,674,081
Net Revenue (Expense)	(492,555)	(411,428)
Budgeted Allocation (Retirement) of Surplus (Deficit)	171,562	103,232
Budgeted Surplus (Deficit), for the year	(320,993)	(308,196)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(320,993)	(308,196)
Budgeted Surplus (Deficit), for the year	(320,993)	(308,196)

Agenda

School District No. 51 (Boundary)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2014

	2014 Annual Budget	2013 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	15,554,000	15,650,300
Operating - Tangible Capital Assets Purchased	25,000	25,000
Special Purpose Funds - Total Expense	800,896	855,032
Capital Fund - Total Expense	1,197,489	1,168,749
Capital Fund - Tangible Capital Assets Purchased from Local Capital	351,000	310,000
Total Budget Bylaw Amount	17,928,385	18,009,081

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

Agenda

School District No. 51 (Boundary)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2014

	2014 Annual Budget \$	2013 Annual Budget \$
Surplus (Deficit) for the year	(492,555)	(411,428)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(25,000)	(25,000)
From Local Capital	(351,000)	(310,000)
From Deferred Capital Revenue	(888,223)	(524,765)
Total Acquisition of Tangible Capital Assets	(1,264,223)	(859,765)
Amortization of Tangible Capital Assets	1,195,612	1,166,712
Total Effect of change in Tangible Capital Assets	(68,611)	306,947
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(561,166)	(104,481)

Agenda

School District No. 51 (Boundary)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2014

	2014 Annual Budget \$	2013 Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education	15,380,919	15,614,789
Other	103,786	44,746
Other Revenue	2,100	2,400
Rentals and Leases	48,633	48,133
Investment Income	30,000	20,000
Total Revenue	15,565,438	15,730,068
Expenses		
Instruction	11,839,892	11,928,921
District Administration	852,109	835,118
Operations and Maintenance	2,216,403	2,245,913
Transportation and Housing	645,596	640,348
Total Expense	15,554,000	15,650,300
Net Revenue (Expense)	11,438	79,768
Budgeted Prior Year Surplus Appropriation	171,562	103,232
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(25,000)	(25,000)
Local Capital	(125,000)	(125,000)
Other	(33,000)	(33,000)
Total Net Transfers	(183,000)	(183,000)
Budgeted Surplus (Deficit), for the year	-	-

Agenda

School District No. 51 (Boundary)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2014

	2014 Annual Budget \$	2013 Annual Budget \$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	15,275,674	15,509,544
Other Ministry of Education Grants		
Pay Equity	105,245	105,245
Total Provincial Grants - Ministry of Education	15,380,919	15,614,789
Provincial Grants - Other	103,786	44,746
Other Revenues		
Miscellaneous		
Art Start	2,100	2,400
Total Other Revenue	2,100	2,400
Rentals and Leases	48,633	48,133
Investment Income	30,000	20,000
Total Operating Revenue	15,565,438	15,730,068

Agenda

School District No. 51 (Boundary)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Source
Year Ended June 30, 2014

	2014	2013
	Annual Budget	Annual Budget
	\$	\$
Salaries		
Teachers	5,961,896	6,020,744
Principals and Vice Principals	997,253	1,108,903
Educational Assistants	769,838	765,037
Support Staff	2,007,942	2,026,715
Other Professionals	478,624	478,988
Substitutes	510,338	514,264
Total Salaries	10,725,891	10,914,651
Employee Benefits	2,547,003	2,516,487
Total Salaries and Benefits	13,272,894	13,431,138
Services and Supplies		
Services	502,897	446,336
Student Transportation	83,985	83,655
Professional Development and Travel	192,395	192,395
Dues and Fees	71,790	71,790
Insurance	67,400	67,400
Supplies	878,639	873,586
Utilities	484,000	484,000
Total Services and Supplies	2,281,106	2,219,162
Total Operating Expense	15,554,000	15,650,300

Agenda

School District No. 51 (Boundary)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2014

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	5,049,397	122,625	3,982	83,233		409,838	5,669,075
1.03 Career Programs	54,585						54,585
1.07 Library Services	84,128			25,750			109,878
1.08 Counselling	108,670		11,453				120,123
1.10 Special Education	514,519	124,720	702,618	128,998		47,000	1,517,855
1.31 Aboriginal Education	150,597		51,785				202,382
1.41 School Administration		715,420		313,534		6,000	1,034,954
1.64 Other							-
Total Function 1	5,961,896	962,765	769,838	551,515	-	462,838	8,708,852
4 District Administration							
4.11 Educational Administration		34,488		50,450	130,700		215,638
4.40 School District Governance					75,223		75,223
4.41 Business Administration				123,980	96,401	7,500	227,881
Total Function 4	-	34,488	-	174,430	302,324	7,500	518,742
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				19,803	46,590		66,393
5.50 Maintenance Operations				865,999	83,120	27,000	976,119
5.52 Maintenance of Grounds				79,352		3,500	82,852
5.56 Utilities							-
Total Function 5	-	-	-	965,154	129,710	30,500	1,125,364
7 Transportation and Housing							
7.41 Transportation and Housing Administration				7,568	46,590		54,158
7.70 Student Transportation				309,275		9,500	318,775
Total Function 7	-	-	-	316,843	46,590	9,500	372,933
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	5,961,896	997,253	769,838	2,007,942	478,624	510,338	10,725,891

Agenda

School District No. 51 (Boundary)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2014

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2014 Annual Budget	2013 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	5,669,075	1,326,458	6,995,533	624,252	7,619,785	7,631,831
1.03 Career Programs	54,585	12,402	66,987	2,000	68,987	12,194
1.07 Library Services	109,878	26,135	136,013	26,880	162,893	169,433
1.08 Counselling	120,123	31,946	152,069	1,000	153,069	245,297
1.10 Special Education	1,517,855	392,710	1,910,565	142,568	2,053,133	2,064,722
1.31 Aboriginal Education	202,382	54,090	256,472	135,605	392,077	411,800
1.41 School Administration	1,034,954	245,780	1,280,734	94,814	1,375,548	1,379,244
1.64 Other	-	-	-	14,400	14,400	14,400
Total Function 1	8,708,852	2,089,521	10,798,373	1,041,519	11,839,892	11,928,921
4 District Administration						
4.11 Educational Administration	215,638	35,825	251,463	27,850	279,313	277,704
4.40 School District Governance	75,223	2,864	78,087	63,140	141,227	139,982
4.41 Business Administration	227,881	49,473	277,354	154,215	431,569	417,432
Total Function 4	518,742	88,162	606,904	245,205	852,109	835,118
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	66,393	16,189	82,582	38,310	120,892	119,389
5.50 Maintenance Operations	976,119	250,029	1,226,148	257,872	1,484,020	1,523,839
5.52 Maintenance of Grounds	82,852	20,739	103,591	23,900	127,491	108,685
5.56 Utilities	-	-	-	484,000	484,000	494,000
Total Function 5	1,125,364	286,957	1,412,321	804,082	2,216,403	2,245,913
7 Transportation and Housing						
7.41 Transportation and Housing Administration	54,158	13,032	67,190	3,200	70,390	68,474
7.70 Student Transportation	318,775	69,331	388,106	187,100	575,206	571,874
Total Function 7	372,933	82,363	455,296	190,300	645,596	640,348
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	10,725,891	2,547,003	13,272,894	2,281,106	15,554,000	15,650,300

Agenda

School District No. 51 (Boundary)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2014

Schedule 3

	2014	2013
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	600,896	610,569
Other Revenue	200,000	244,463
Total Revenue	800,896	855,032
Expenses		
Instruction	695,265	733,881
Operations and Maintenance	105,631	121,151
Total Expense	800,896	855,032
Budgeted Surplus (Deficit), for the year	-	-

Agenda

School District No. 51 (Boundary)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2014

Schedule 3A

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-		9,185	250,000					259,185
Add: Restricted Grants									
Provincial Grants - Ministry of Education	105,631	199,288	2,344		128,000	19,600	10,847	133,530	599,240
Other				215,000					215,000
	105,631	199,288	2,344	215,000	128,000	19,600	10,847	133,530	814,240
Less: Allocated to Revenue	105,631	199,288	4,000	200,000	128,000	19,600	10,847	133,530	800,896
Deferred Revenue, end of year	-	-	7,529	265,000	-	-	-	-	272,529
Revenues									
Provincial Grants - Ministry of Education	105,631	199,288	4,000		128,000	19,600	10,847	133,530	600,896
Other Revenue				200,000					200,000
	105,631	199,288	4,000	200,000	128,000	19,600	10,847	133,530	800,896
Expenses									
Salaries									
Teachers		76,644							76,644
Support Staff		76,644							76,644
	-	153,288	-	-	-	-	-	-	153,288
Employee Benefits		46,000							46,000
Services and Supplies	105,631		4,000	200,000	128,000	19,600	10,847	133,530	601,608
	105,631	199,288	4,000	200,000	128,000	19,600	10,847	133,530	800,896
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

Agenda

School District No. 51 (Boundary)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2014

	2014 Annual Budget			2013 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Investment Income		10,000	10,000	10,000
Amortization of Deferred Capital Revenue	683,496		683,496	667,553
Total Revenue	683,496	10,000	693,496	677,553
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,093,863		1,093,863	1,067,715
Transportation and Housing	101,749		101,749	98,997
Interest Payment				
Capital Lease		1,877	1,877	2,037
Total Expense	1,195,612	1,877	1,197,489	1,168,749
Net Revenue (Expense)	(512,116)	8,123	(503,993)	(491,196)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	25,000		25,000	25,000
Local Capital		125,000	125,000	125,000
Capital Lease Payment		33,000	33,000	33,000
Total Net Transfers	25,000	158,000	183,000	183,000
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	351,000	(351,000)	-	
Principal Payment				
Capital Lease	31,123	(31,123)	-	
Total Other Adjustments to Fund Balances	382,123	(382,123)	-	
Budgeted Surplus (Deficit), for the year	(104,993)	(216,000)	(320,993)	(308,196)

Agenda



Report for April 2013

Director of Instruction

Maxine Ruzicka

Middle Years Development Instrument

The 2012-2013 MDI-4 (Middle Years Development Instrument) Boundary District and Community Report has been released (see attached). Please see Section 2, second page, for a summary on the Boundary District as a whole report, and Section 3, second page for the East Boundary Neighbourhood summary report. The West Boundary does not have a summary as their information is masked due to the low number of grade 4 students. In a few weeks, I will be receiving a two year stacked data report for the East and the West Boundary. The Human Early Learning Partnership and UBC have also developed a Grade 7 version of the MDI. It is the same as the Grade 4 version but includes new items on self-regulation, decision-making, perseverance, and future goals. All districts are welcome to take part in this one as well.



I would like to thank the BISM (Boundary Integrated Services Team) and BFISS (Boundary Family and Individual Services Society) for their partnership with our School District in funding and utilizing this important information for developing and enhancing programs to support our children, youth and families.

- Is the Board interested in SD 51 involvement in implementing the grade 7 MDI and continuing with the grade 4 MDI? I understand that sharing the cost with SD 51 will be coming up at the BISM table in June. The participation fee is \$7000 per year for each of the grade 4 and grade 7 MDI.

Early Years

- April 30: Ready Set Learn school/community events are completed and reports from all elementary schools are being sent in to the Ministry of Education.
- April 23: Boundary Early Years Advisory (BEYAC) and Children and Youth with Special Needs (CYSN) meeting saw extensive sharing and co-planning events, programs and in-service among the many Early Years' service providers across the Boundary.
- April 19: HELP teleconference regarding EDI results and reports. HELP is still looking to collapse the Boundary into one neighbourhood due to low numbers of Kindergarten children in the West Boundary – even two years of stacked data won't come close to the minimum 50 students that is needed for a public report out as a separate neighbourhood.

Special Education

- April 4-5: BC CASE Spring meeting in Vancouver. Kevin Argue and Doug Lacey attended these meetings with student services district staff Jennifer Turner and me. A lawyer from Harris and Company presented an in depth analysis of the Jeff Moore Supreme Court decision. There was considerable discussion around the need for special education services to be a 'ramp' to access the educational opportunities in regular classrooms.
- April 17: Meeting with Rob Plaskett (SET BC consultant), Doug Lacey and Linda Dolezsar re: Inquiry and Technology projects to support student learning in the classroom. These project grants will be made available to all schools. The format for the collaborative projects will follow a format similar the Changing Results for Young Readers and the Network of Inquiry and Innovation projects.
- I attended five transition to kindergarten and/or transition to adult services in several schools across the District.
- Jennifer Turner is on track to have completed 23 school psycho-educational assessments and reports by June 30.



Collaborative Partnerships

- April 8: Boundary Integrated Services Team met and reviewed current initiatives that are taking place with Public Health, MCFD, BFISS, Sunshine Valley little People's Centre and School District 51.
- April 23: Participated in the Provincial EA standards working group via teleconference. I am a BC CASE (BC Council of Administrators for Special Education) representative on this working group that was established by the Colleges in BC.
- April 23: Transitions from school to adult services inter-ministerial protocol meeting with MCFD, CYSN social worker and CLBC adult services social worker was established. As we have a completely new team of special education teachers at BCSS and GFSS and the CLBC and MCFD positions have also been newly filled in the past year, we needed to review the protocol and plan for an orientation and process meeting with the teachers, the new Director of Learning and new District Vice-Principal of Student Services.





HUMAN
EARLY LEARNING
PARTNERSHIP



MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

Boundary (SD51) MDI Grade 4 Report

School District & Community Data, 2012-2013

The MDI team would like to extend its warmest appreciation to the students, teachers, and administrators who made this project possible. Thank you for your participation.

2012-13 Project Team

Jeff Calbick
Anne Cooper
Gillian Corless
Chinu Das
Maureen Dockendorf
Jay Douillard
Daljit Gill-Badesha

Martin Guhn
Carolyn Henson
Clyde Hertzman
Shelley Hymel
Anna Krasnova
Dan Marriott

Lisa Pedrini
Pippa Rowcliffe
Kimberly Schonert-Reichl
Joanne Schroeder
Kimberly Thomson
Ryan Vandecasteyen

For more information please contact HELP's MDI Project Coordinator:

Email: mdi@help.ubc.ca

Website: earlylearning.ubc.ca/mdi

a place of mind



HUMAN
EARLY LEARNING
PARTNERSHIP



Table of Contents

Section 1. Development of the MDI

Section 2. School District & Community Data

Section 3. Neighbourhood Data & Maps

Section 4. Index of Terms

OVERVIEW

Middle childhood – the time between 6 and 12 years of age – marks a distinct period in early human development. Children experience important cognitive, social, and emotional changes that establish their identity and set the stage for development in adolescence and adulthood.¹

The Middle Years Development Instrument (MDI) for grade 4 students is a survey that asks children to report on five dimensions that are critical components of development and strongly linked to well-being, health, academic achievement, and success throughout the school years and in later life:

- Social and Emotional Development
- Physical Health and Well-Being
- Connectedness to Adults and Peers
- School Experiences
- Use of After-School Time

The questions included on the MDI are based on a developmental assets/strengths-based approach, emphasizing protective factors that support and optimize development. The survey items were selected by children, parents, and educators and tested rigorously to ensure these scales produced data of sound reliability and validity.

1. Eccles, J. S. (1999). *The development of children ages 6 to 14. The Future of Children*, 9, 30-44.

THE NEW REPORT

Our new report format combines what was previously 3 reports:

- the MDI District Report
- the MDI Community Summary
- the MDI Mapping Package

Section 1 describes the content of the MDI, its validity, and how survey questions were combined into subscales of health and well-being.

Section 2 presents a summary of the research findings for the entire school district.

Section 3 presents the data by neighbourhood. This section includes the community maps.

Section 4 provides an appendix of all terms, calculations, and details regarding the MDI subscales and their importance in middle childhood.



Section 1: Development of the MDI

HOW THE GRADE 4 MDI IS IMPLEMENTED

The MDI grade 4 survey contains 71 questions covering 5 dimensions of health and well-being:

- Social & Emotional Development
- Physical Health & Well-Being
- Connectedness to Adults and Peers
- School Experiences
- Use of After-School Time

Most questions ask children to rate a series of statements. For example; “I start most days thinking I will have a good day.”

1) Disagree a lot, 2) Disagree a little, 3) Don't agree or disagree, 4) Agree a little, or 5) Agree a lot.

The survey is administered to children by their teachers and school administrators during the month of November. The collected data are then returned to HELP where a data analyst runs reliability checks and combines all the scores into a series of subscales (see Figure 1). The analyst then calculates the subscale totals for each school, school district, and neighbourhood (see Figure 2).

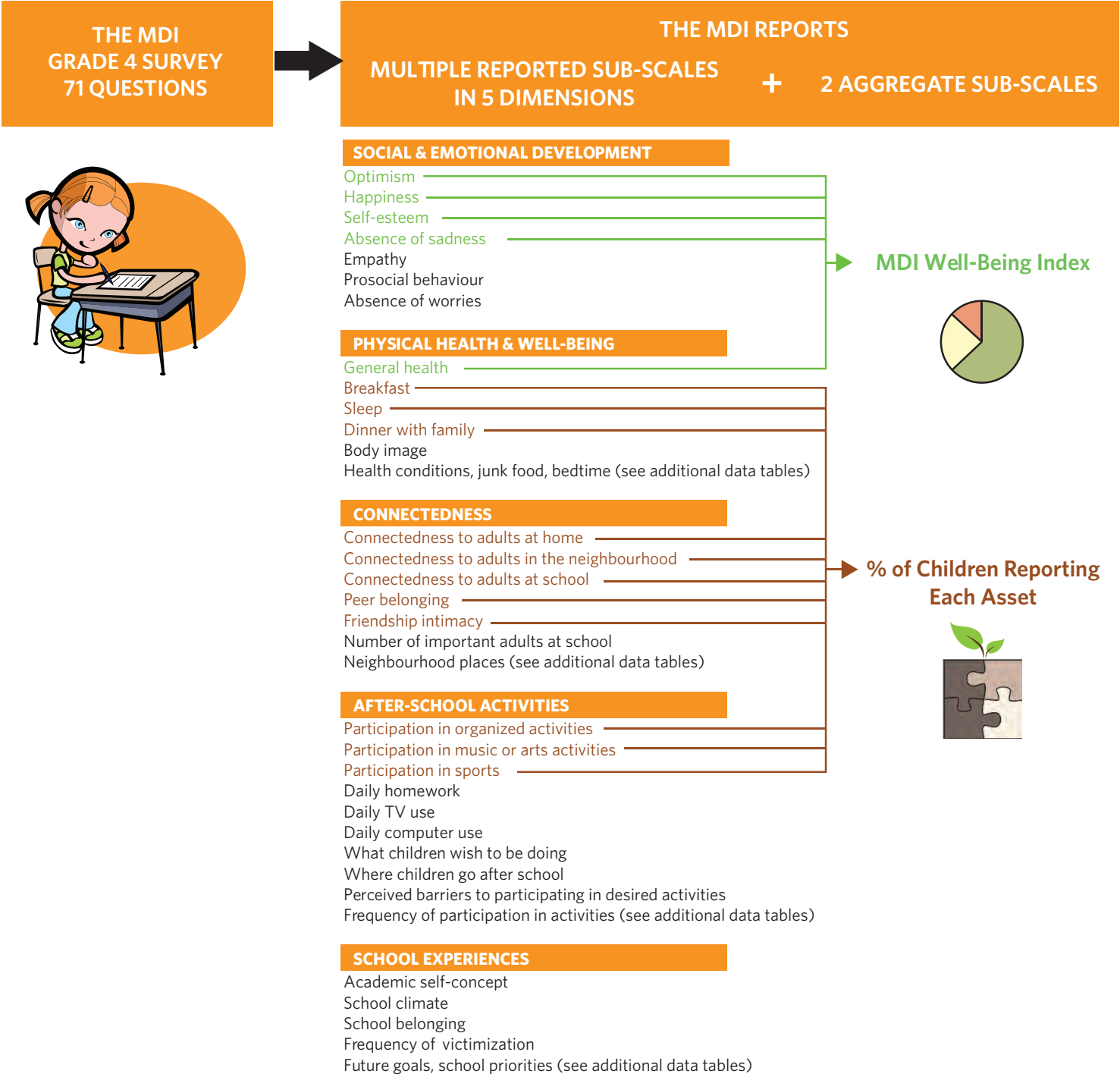
VALIDITY OF RESULTS

The MDI upholds Article 12 of the *United Nations Convention on the Rights of the Child* which emphasizes the importance of children's voices.¹ Previous research has found that responses from children in grade 4 and above are as reliable and valid as those from adults.

Four studies were conducted to test the validity of the MDI survey, including two initial pilots in 2008, and two district-wide pilots in both urban and rural communities in 2009 and 2010. Results from these studies showed the MDI to have strong reliability and validity. Data checks are repeated every year to ensure each wave of data collected meets rigorous research standards.

1. “Convention on the Rights of the Child” <http://www.unicef.org/crc/>

Figure 1. MDI data collection and reporting structure.

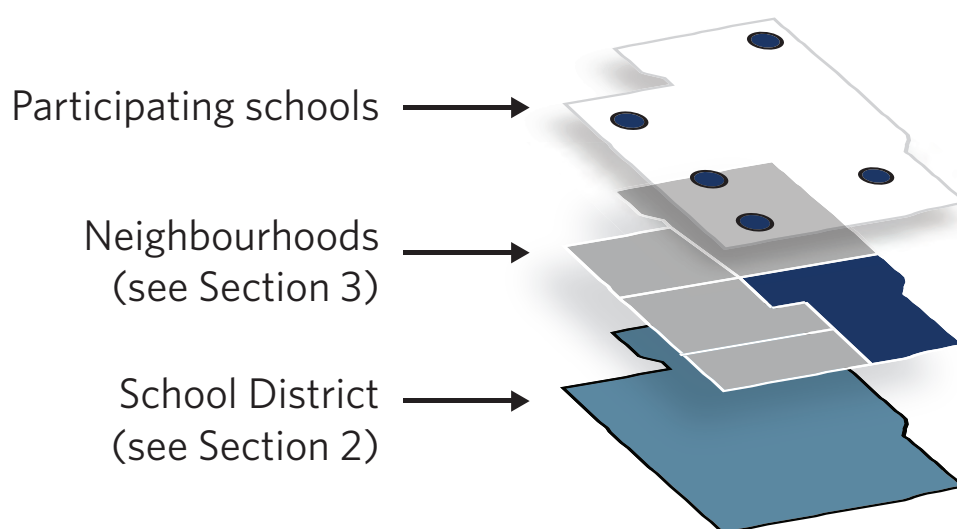


HOW DATA ARE REPORTED

Data collected from the MDI survey are combined for all children at different levels. This report presents the data at the level of the whole school district as well as broken down by neighbourhood. School level results are reported separately to each participating school.

Section 2 presents the MDI results for the entire school district, and includes a 2-page summary of the responses from children in your community as well as a table of all other data not included in the summary. Section 3 presents the MDI results for individual neighbourhoods, focusing on actionable items. Explanations of the reported items and calculations can be found in Section 4.

Figure 2. MDI reporting levels.



WHAT DATA ARE REPORTED

Privacy and protection of children are key considerations for the MDI. Where aggregated groups contain fewer than 35 responses from children, the results are suppressed to ensure that individual children cannot be identified.

ASSETS AND WELL-BEING

Resiliency research shows that assets are qualities in children's lives that promote positive development.

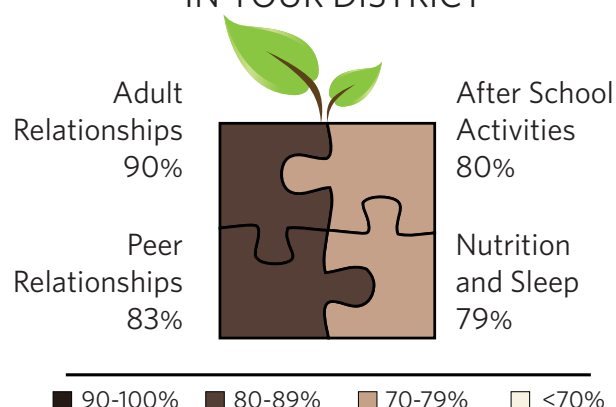
This aligns with one of the key findings of the MDI — children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Figure 4 shows how children's likelihood of experiencing well-being increases with the number of assets available to them.

Figure 3. HELP's Puzzle Piece Indicator

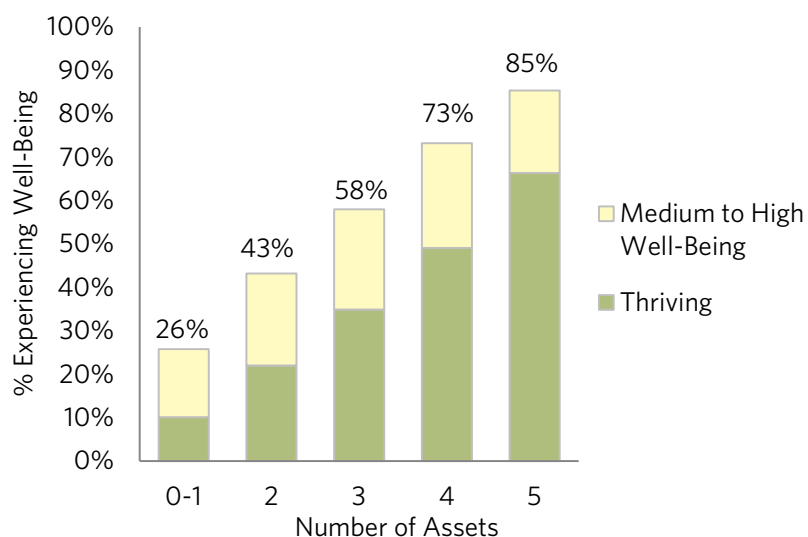
% OF CHILDREN REPORTING EACH ASSET IN YOUR DISTRICT



The MDI uses a puzzle piece indicator to visualize the presence four of the five key assets in children's lives (see Figure 3). The fifth asset, positive school experiences, is not visualized to prevent the ranking of individual schools.

The asset puzzle pieces can be interpreted by looking at their colour. The shade indicates the percentage of children who report that asset being present. Using the metaphor of rich soil that supports growth, a dark brown puzzle piece corresponds to the richest soil. The lightest brown indicates a desert where the asset is least present.

Figure 4. Relationship between Assets and Well-Being across BC, 2012-13 Data





Section 2: School District & Community Data

HOW TO USE THIS REPORT

Section 2 provides the MDI results for the whole school district. Overleaf you will find a 2-page summary of children's responses in your community, followed by a table of responses to additional items not included in the summary.

NEXT STEPS FOR TAKING ACTION

- Review your report with school and community stakeholders. Look for surprises in the data, examples of successes, and areas for improvement.
- Involve children in interpretation of the data. Get their feedback on how the community can better serve their learning and engagement needs.
- Build connections between existing programs and services and look for areas of collaboration on projects.
- Identify school and community champions. Arrange to meet with them to discuss promising practices.

For more information and ideas visit:
www.earlylearning.ubc.ca/mdi/tools

SCHOOL DISTRICT DEMOGRAPHICS¹

District total sample²: 89 Gender: Boys 38%
Participation rate³: 88% Girls 62%

Languages at home⁴:

English	99%	Korean	0%
French	8%	Mandarin	0%
Cantonese	0%	Punjabi	0%
Filipino/Tagalog	1%	Spanish	1%
Hindi	1%	Vietnamese	0%
Japanese	0%	Other	7%

1. School district data include only children who went to school within the geographic school district boundary.
2. District total sample refers to the number of students represented in this report. Student surveys needed to be at least 65% complete to be included in this sample.
3. Participation rate is the percentage of the district's total Grade 4 population included in this sample.
4. The 2012-13 survey had a limited list of languages to select from. Children were also given an opportunity to write what "other" language they spoke if it was not included in this list. Common examples included Farsi, Russian, and Arabic.

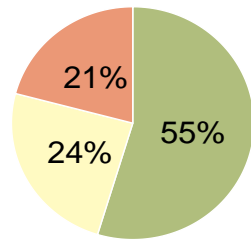
Agenda

Boundary (SD51)

MDI Grade 4 Results, 2012-2013

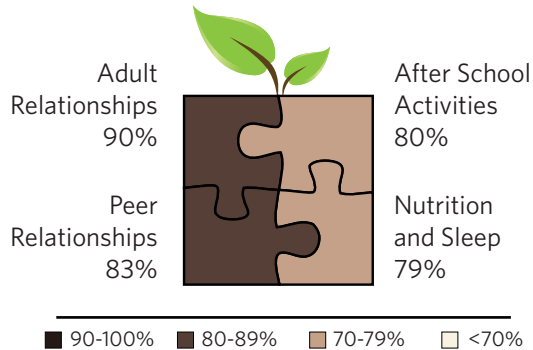
District total sample: 89 | Participation rate: 88%

MDI WELL-BEING INDEX

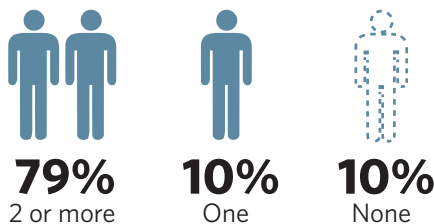


■ Thriving ■ Medium to High Well-Being ■ Low Well-Being

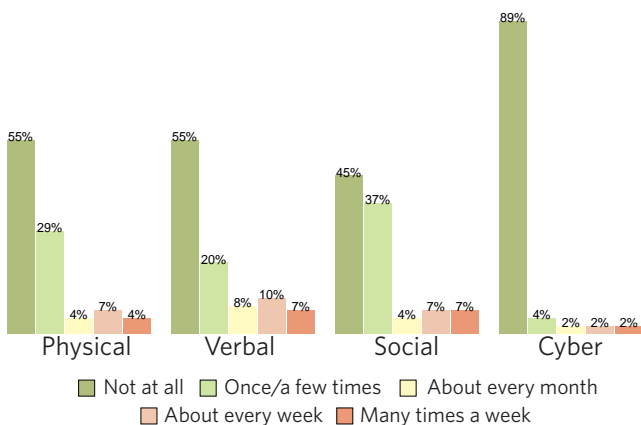
% OF CHILDREN REPORTING EACH ASSET



OF IMPORTANT ADULTS AT SCHOOL



FREQUENCY OF VICTIMIZATION DURING THE SCHOOL YEAR

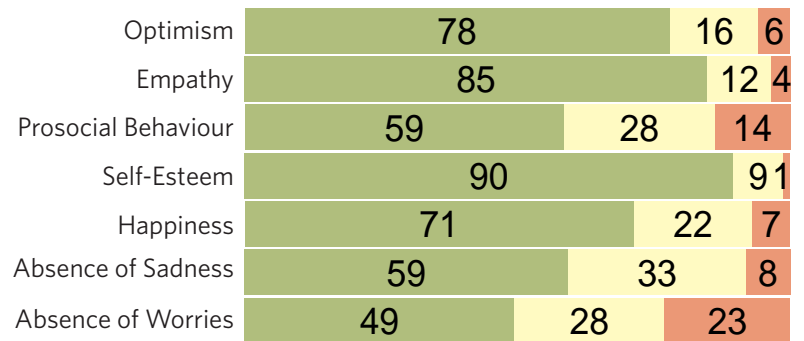


WHAT DO THESE GRAPHS MEAN?

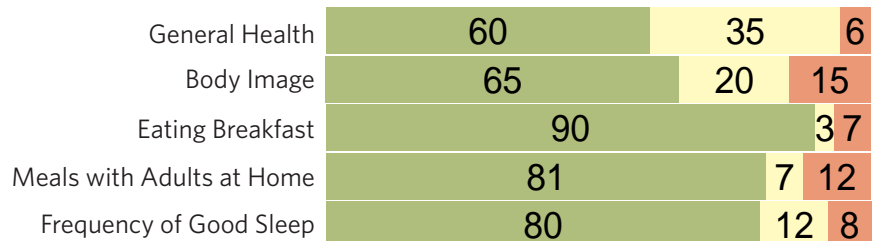
For more information about the individual subscales and how they were calculated, turn to Section 4: Index of Terms.

MDI Sub-scale % High % Medium % Low

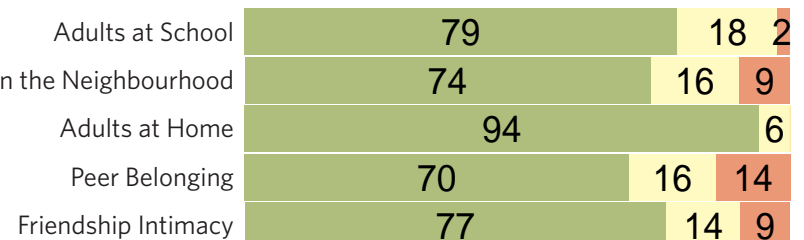
SOCIAL & EMOTIONAL DEVELOPMENT



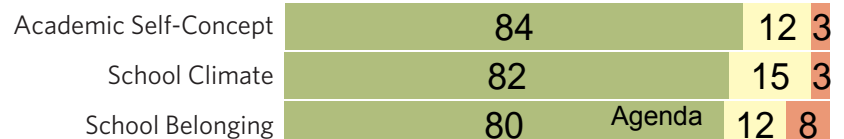
PHYSICAL HEALTH & WELL-BEING



CONNECTEDNESS TO ADULTS & PEERS



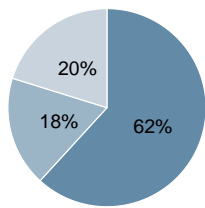
SCHOOL EXPERIENCES



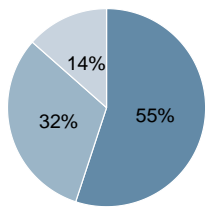
USE OF AFTER-SCHOOL TIME

WEEKLY AFTER-SCHOOL ACTIVITIES*

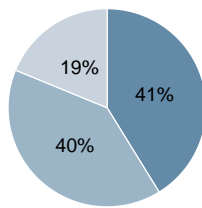
Any Organized Activity



Sports



Music & Arts

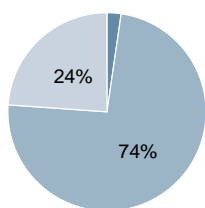


■ Not at all ■ Once per week ■ 2+ times per week

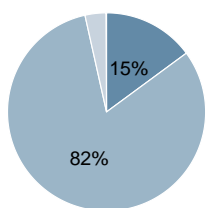
*Values less than 10% are not labelled

DAILY HOMEWORK, TV & COMPUTER USE*

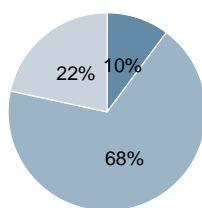
Homework



TV



Computer Use



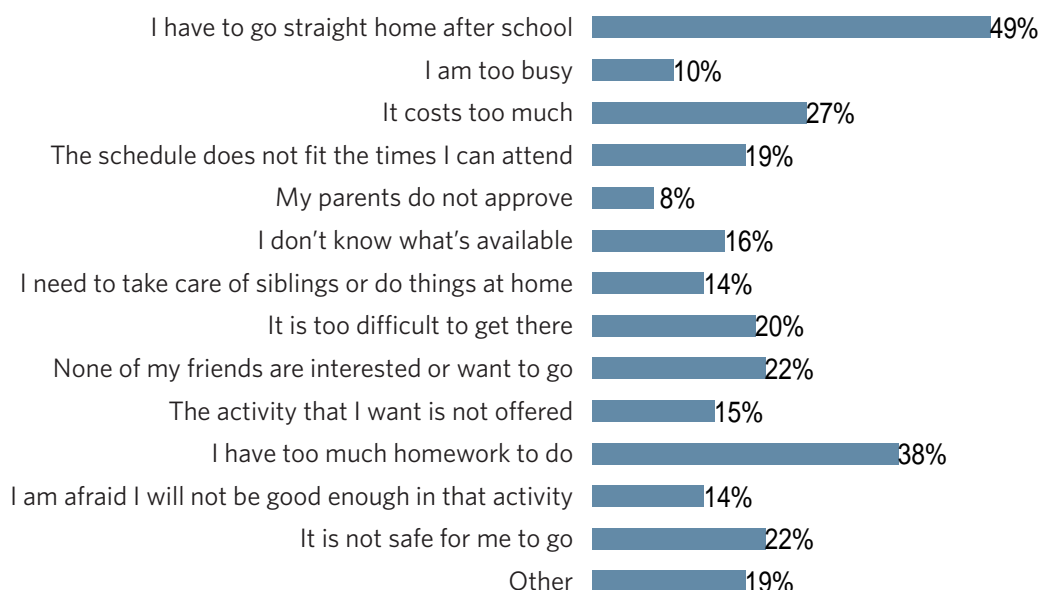
■ Not at all ■ <2 hours per day ■ 2+ hours per day

*Values less than 10% are not labelled

WHERE CHILDREN GO AFTER SCHOOL

How often do you go to these places after school (from 3pm-6pm)?	Never	Once or twice a week	Three or more days a week
Home	5%	6%	90%
Stay at school for an activity	52%	41%	7%
After-school program or child care	76%	21%	3%
Friend's house	35%	54%	11%
Park/playground/community centre	59%	27%	14%
The mall or stores	85%	10%	5%

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES



ARE YOU ALREADY DOING ACTIVITIES YOU WISH TO BE DOING?

No	Yes	No and Yes
23%	58%	19%

WHAT CHILDREN WISH TO BE DOING (by Number of Students)

Physical and/or Outdoor Activities: 26

Music and Fine Arts: 6

Friends and Playing: 4

Computer/Video Games: 1

Time with Family/at Home: 1

Other: 6

ABOUT THE MDI

The Middle Years Development Instrument (MDI) is a self-report questionnaire completed by children in Grade 4. The questionnaire includes 71 questions related to the five areas of development that are strongly linked to well-being, health and academic achievement.

TAKING ACTION

For the latest research regarding middle childhood, as well as tools to help you interpret and work with your MDI results, visit our MDI Tools for Action page at <http://earlylearning.ubc.ca/mdi/tools/>

FOR MORE INFORMATION CONTACT:

MDI Project Coordinator
Human Early Learning Partnership
mdi@help.ubc.ca

HUMAN
EARLY LEARNING
PARTNERSHIP

Agenda

ADDITIONAL DATA

Physical Health & Well-Being

	Never	Once a week	2 times a week	3 times a week	4 times a week	5 times a week	6 times a week	Every day
1. How often do you eat food like pop, candy, potato chips, or something else?	7%	39%	10%	13%	10%	8%	8%	4%

	Before 9:00pm	Between 9:00pm and 10:00pm	Between 10:00pm and 11:00pm	Between 11:00pm and Midnight	After 12:00am/ Midnight
2. What time do you usually go to bed during the weekdays?	66%	24%	3%	4%	2%

	No health condition	Yes, a physical disability	Yes, a long-term illness	Yes, overweight	Yes, something else
3. Do you have a physical or health condition that keeps you from doing some things other kids your age do? (for example, school activities, sports, or getting together with friends.)	85%	1%	5%	1%	9%

Connectedness to Adults & Peers

	No	Yes	Don't Know
4. Are there places in your neighbourhood/community that provide programs for kids your age, like sports and other clubs and activities?	3%	80%	17%
5. Are there safe places in your neighbourhood/community where you feel comfortable to hang out with friends, like playgrounds, parks, or community centres?	5%	82%	14%

School Experiences

	Disagree a lot	Disagree a little	Don't agree or disagree	Agree a little	Agree a lot
6. I feel like I belong in this school.	3%	2%	8%	13%	74%
7. When I grow up, I have goals and plans for the future.	10%	2%	7%	13%	68%

	Not important at all	Not very important	Somewhat important	Very important
8. How important is it to you to do the following in school:				
8a. Make friends?	0%	4%	19%	76%
8b. Get good grades?	1%	1%	7%	91%
8c. Learn new things?	0%	3%	11%	85%

ADDITIONAL DATA

Use of After-School Time

	Never	Once a week	Twice a week	3 times a week	4 times a week	5 times a week
9. During last week AFTER SCHOOL (3:00pm to 6:00pm), how many days did you participate in:						
9a. Educational lessons or activities (e.g., tutoring)	72%	16%	6%	0%	2%	3%
9b. Art or music lessons	75%	21%	3%	1%	0%	0%
9c. Youth organizations	66%	26%	7%	0%	1%	0%
9d. Individual sports with a coach or instructor	64%	16%	15%	1%	2%	2%
9e. Team sports with a coach or instructor	45%	26%	17%	6%	4%	2%



Section 3: Neighbourhood Data & Maps

HOW TO USE THIS REPORT

Section 3 presents the MDI results for individual neighbourhoods, focusing on actionable items. Actionable items are those that have been identified as having the greatest practical potential for change. They are items for which concrete action-oriented solutions currently exist and can be immediately acted upon by family, school, community and government members.

In this section you will find a series of maps showing the community-wide results for the percentage of children thriving, and the percentage of children reporting assets by neighbourhood. Following the maps, you will find a one-page summary of data for each neighbourhood in your community.

HELP's neighbourhood boundaries were defined in close consultation with community stakeholders.

NEXT STEPS FOR TAKING ACTION

- Review your report with school and community stakeholders. Look for surprises in the data, examples of successes, and areas for improvement.
- Involve children in interpretation of the data. Get their feedback on how the community can better serve their learning and engagement needs.

- Build connections between existing programs and services and look for areas of collaboration on projects.
- Identify school and community champions. Arrange to meet with them to discuss their promising practices.

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DATA SUPPRESSION & PRIVACY

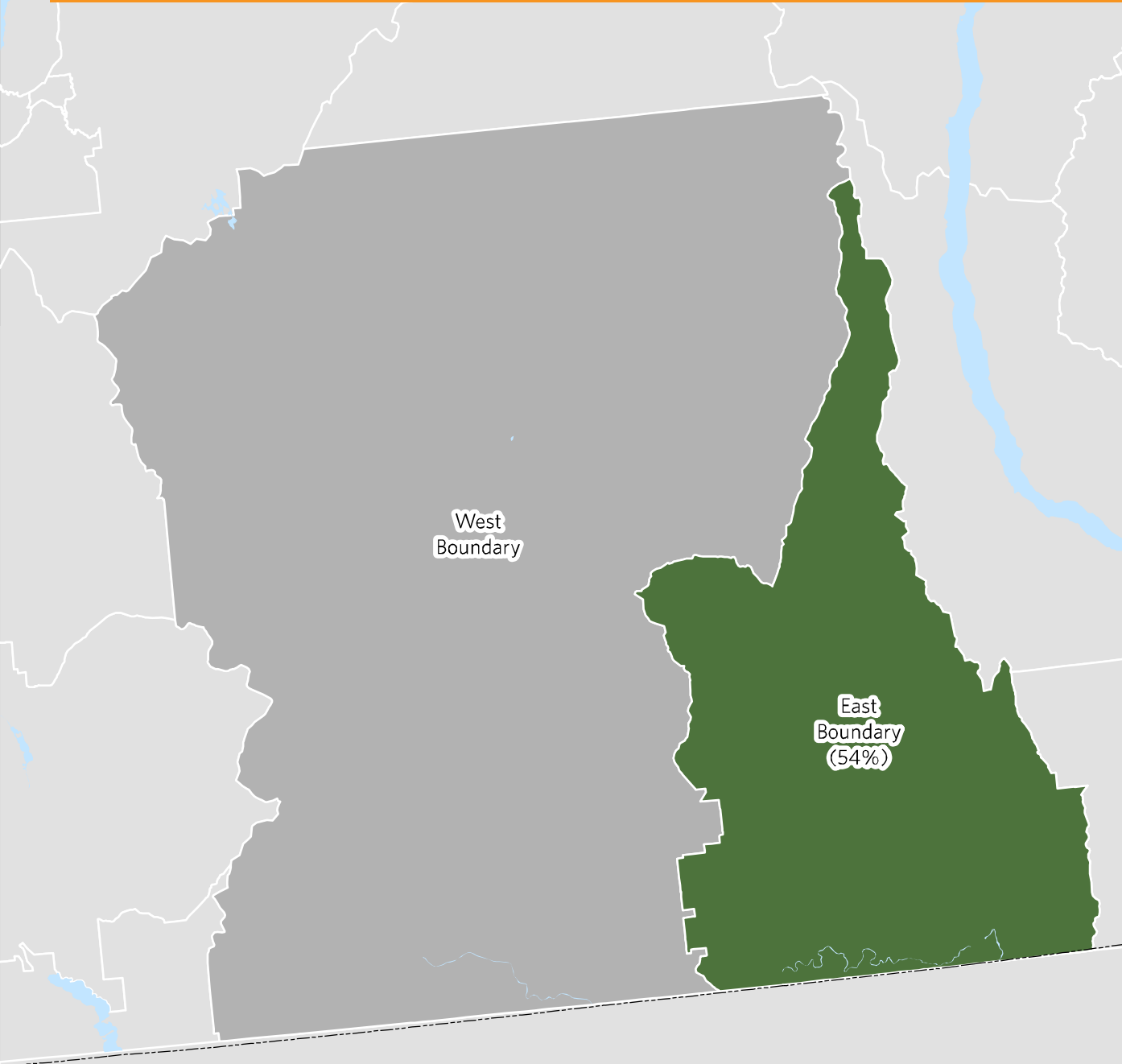
Privacy and protection of children are key considerations for the MDI. Where neighbourhoods contain fewer than 35 responses from children, the results are suppressed to ensure that individual children cannot be identified.

Suppressed neighbourhoods are represented by dark grey on the MDI Grade 4 maps, and do not have a 1-page summary of their data.

Neighbourhoods in your school district where data are suppressed:

- West Boundary

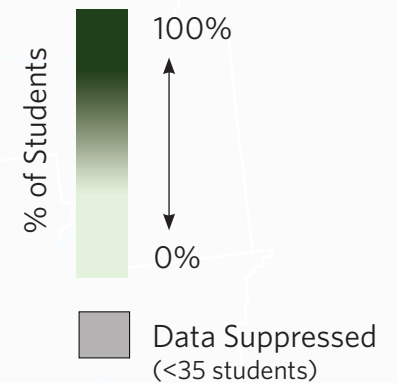
Boundary (SD51), 2012-2013



Percentage of Children Thriving MDI Grade 4

The MDI Well-Being Index is a composite score of 5 dimensions: Optimism, Happiness, Self-Esteem, General Health and Absence of Sadness. Children who score high on at least 4 of the 5 dimensions of well-being are considered thriving.

Percentage of Children Thriving*

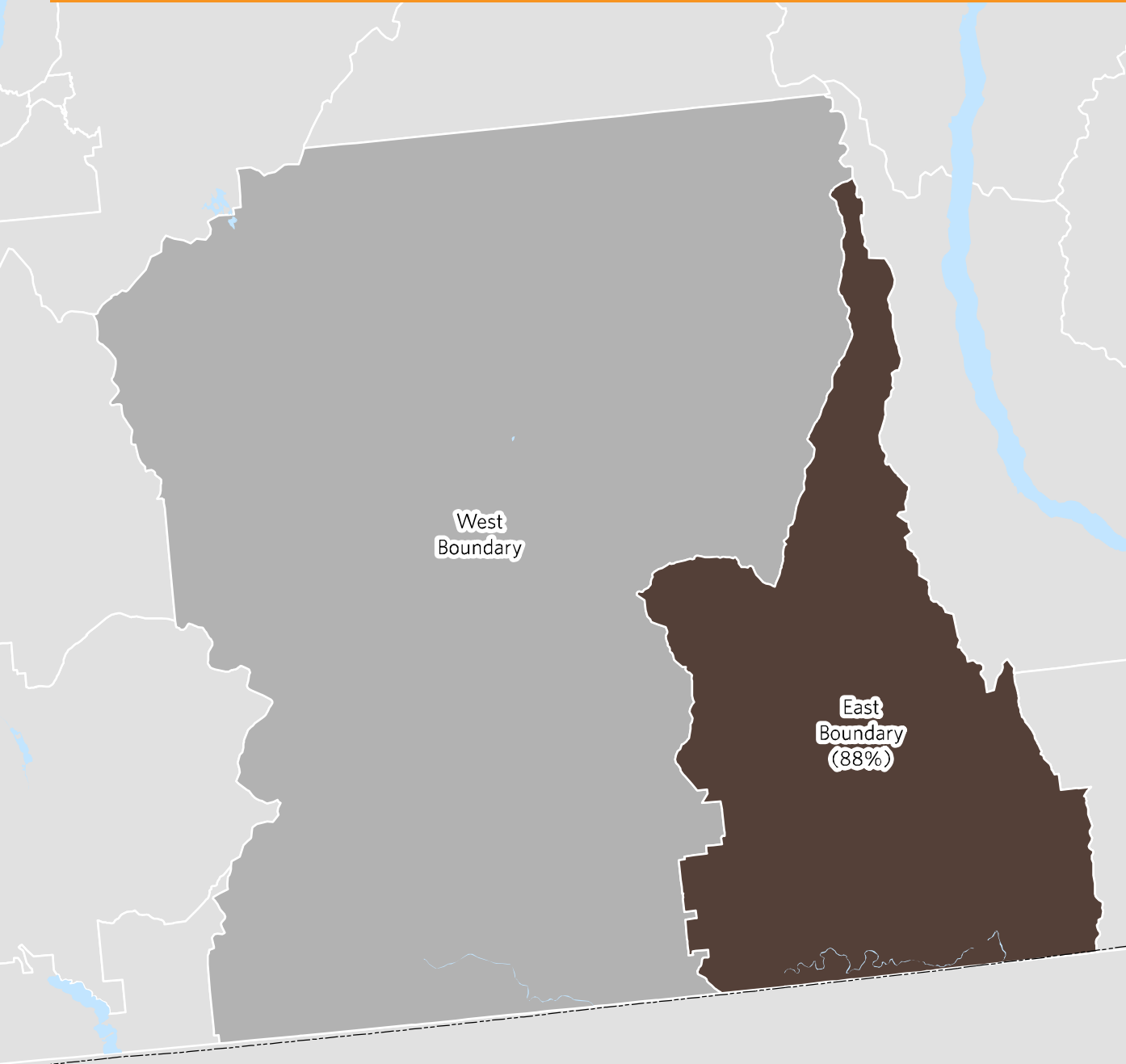


*Data include only children who lived within the geographic school district boundary

For More Information Contact
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Agenda

Boundary (SD51), 2012-2013

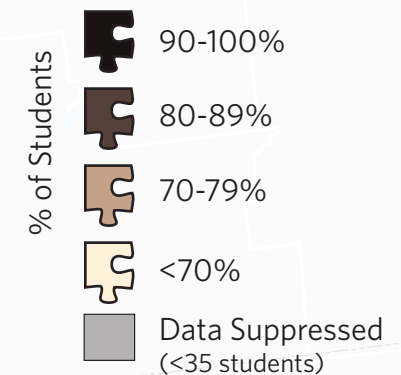


Adult Relationship Assets MDI Grade 4

One of the key findings of the MDI is that children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of Adult Relationship Assets

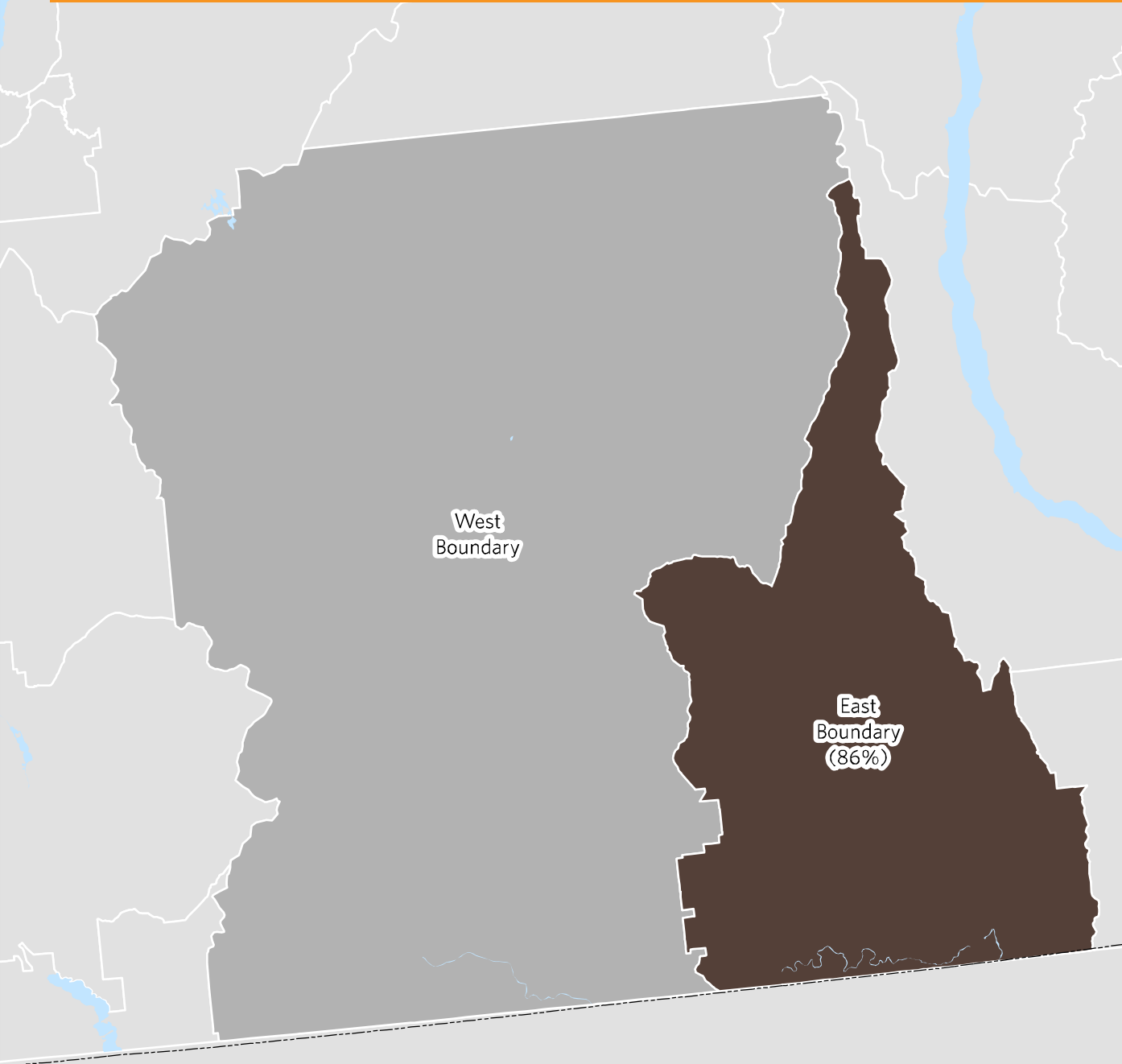


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Agenda

Boundary (SD51), 2012-2013

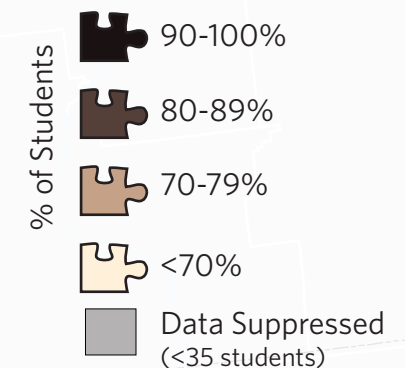


Peer Relationship Assets MDI Grade 4

One of the key findings of the MDI is that children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of Peer Relationship Assets

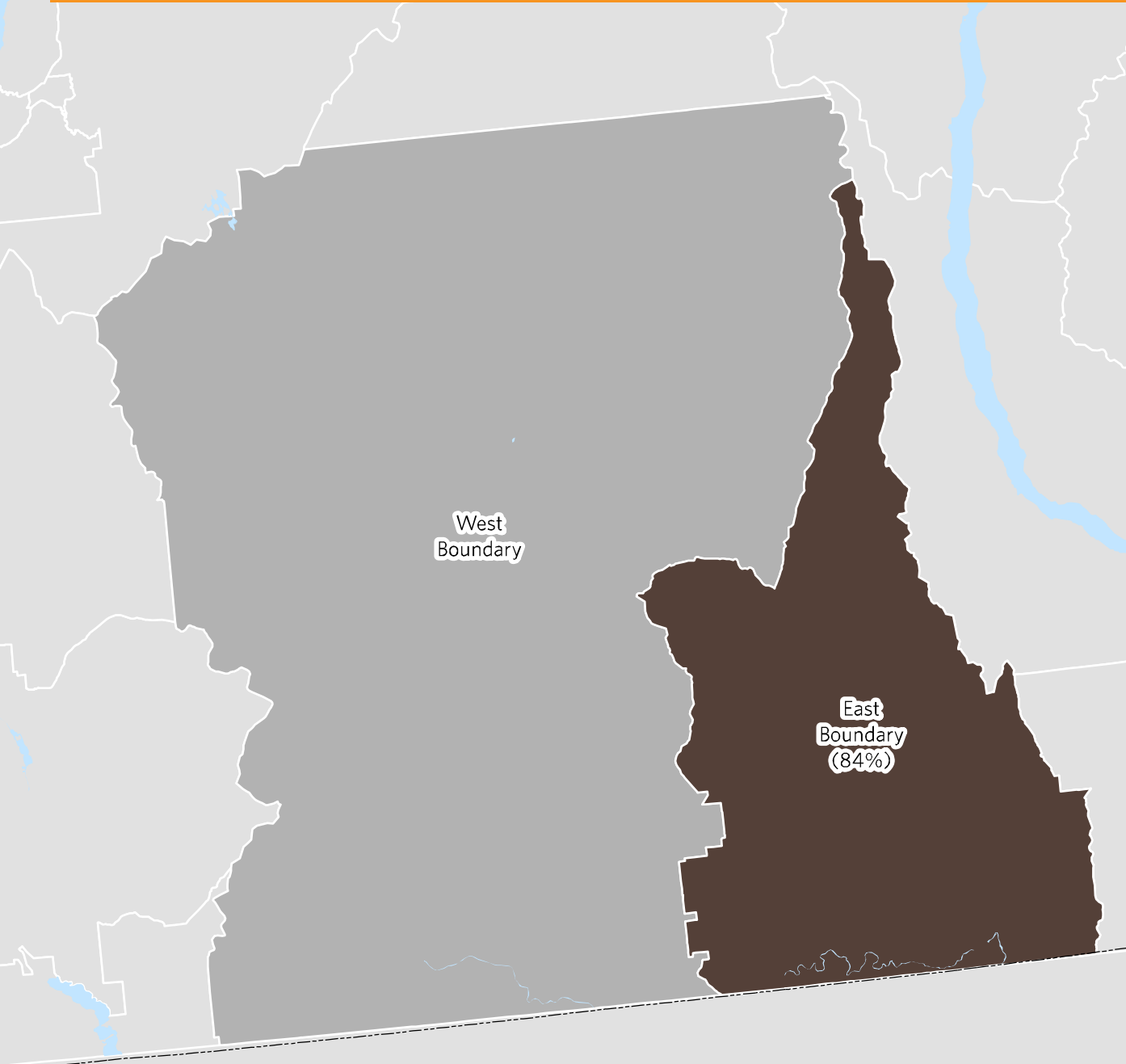


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Agenda

Boundary (SD51), 2012-2013

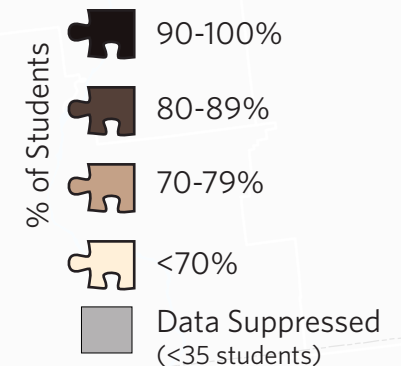


After-School Activity Assets MDI Grade 4

One of the key findings of the MDI is that children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of After-School Activity Assets

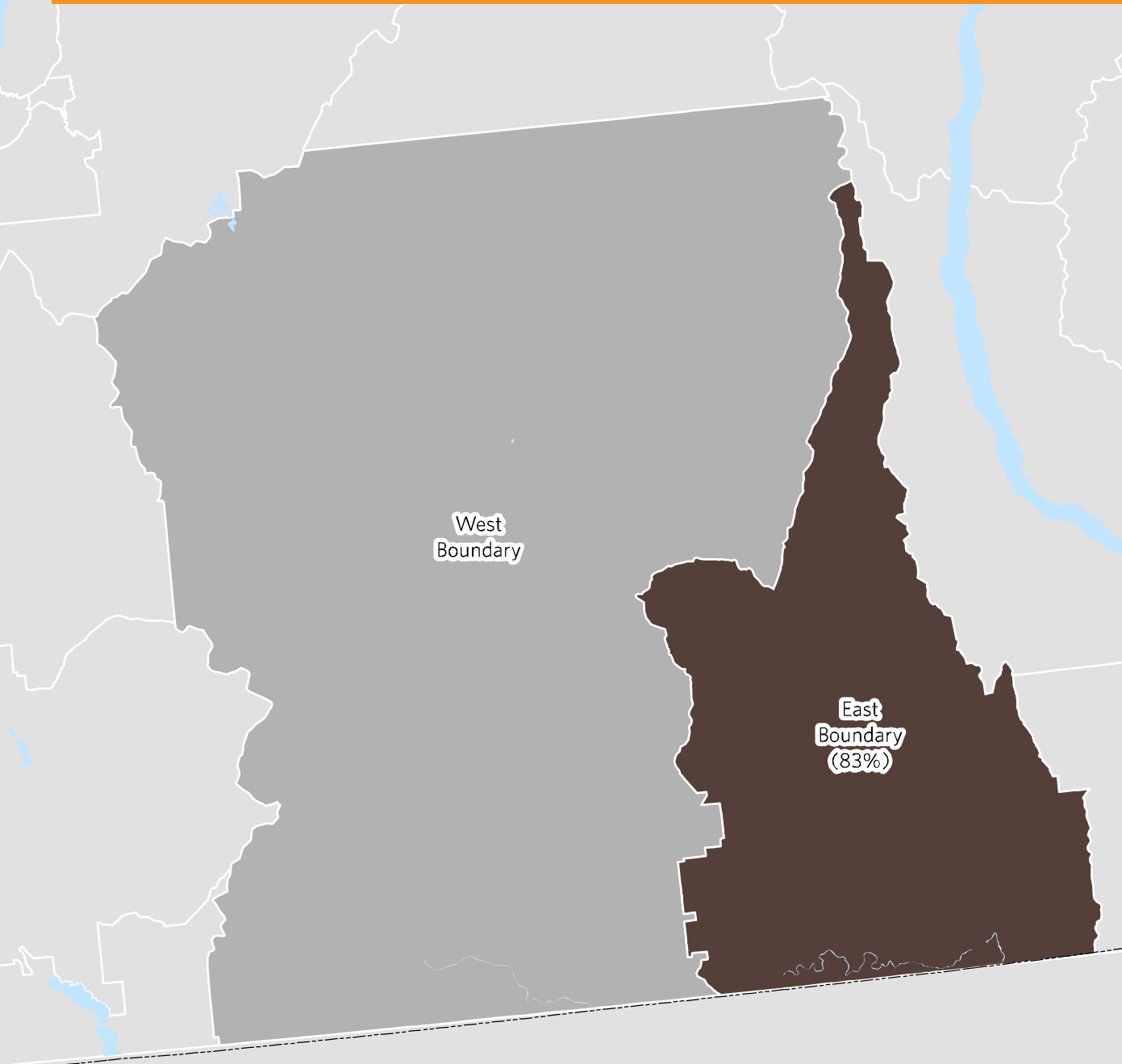


*Data include only children who lived within the geographic school district boundary

For More Information Contact
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Human Early Learning Partnership
mdi@help.ubc.ca

Agenda

Boundary (SD51), 2012-2013

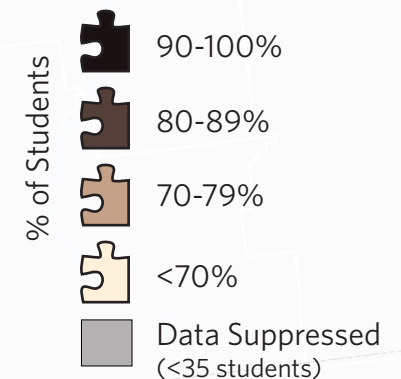


Nutrition & Sleep Assets MDI Grade 4

One of the key findings of the MDI is that children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of Nutrition & Sleep Assets

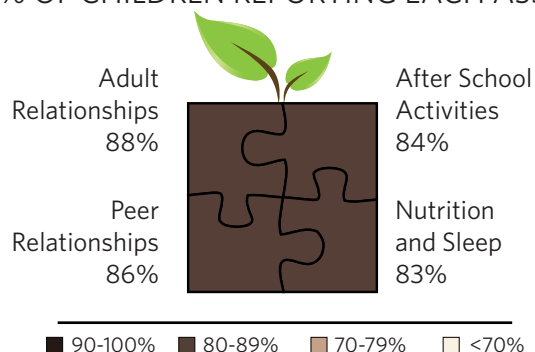


*Data include only children who lived within the geographic school district boundary

For More Information Contact
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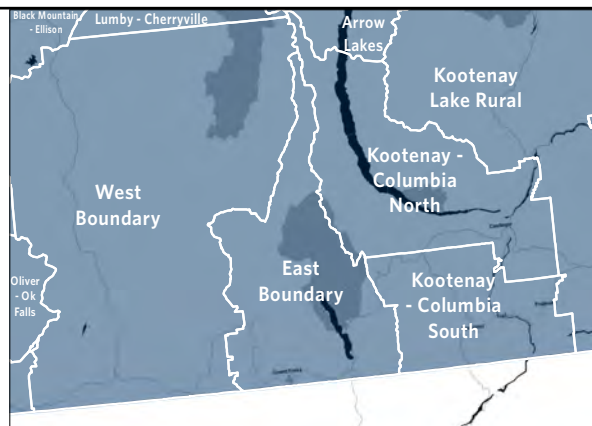
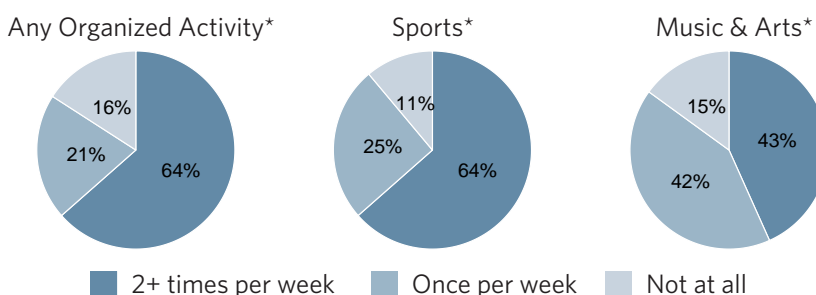
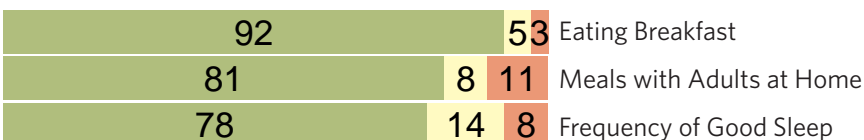
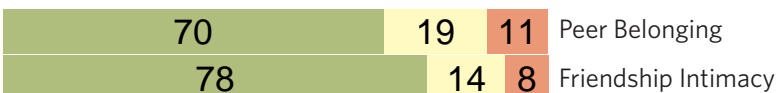
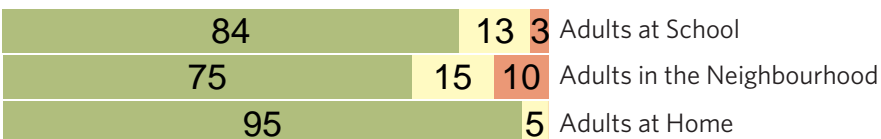
Agenda

% OF CHILDREN REPORTING EACH ASSET



For more information about the individual subscales and how they were calculated, turn to Section 4: Index of Terms.

% High % Medium % Low MDI Sub-scale



Map tiles by Stamen Design, under CC BY 3.0. Data by OpenStreetMap, under CC BY SA.

ARE YOU ALREADY DOING ACTIVITIES YOU WISH TO BE DOING?

No	Yes	No and Yes
21%	60%	19%

WHAT CHILDREN WISH TO BE DOING (by Number of Students)

Physical and/or Outdoor Activities:	22
Music and Fine Arts:	3
Friends and Playing:	2
Computer/Video Games:	1
Time with Family/at Home:	1
Other:	2

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

I have to go straight home after school	53%
I am too busy	11%
It costs too much	26%
The schedule does not fit the times I can attend	25%
My parents do not approve	7%
I don't know what's available	16%
I need to take care of siblings or do things at home	12%
It is too difficult to get there	25%
None of my friends are interested or want to go	23%
The activity that I want is not offered	18%
I have too much homework to do	40%
I am afraid I will not be good enough in that activity	19%
It is not safe for me to go	25%
Other	19%

Section 4: Index of Terms

MDI WELL-BEING INDEX

The Well-Being Index is a composite score of 5 dimensions: Optimism, Happiness, Self-Esteem, General Health, and (absence of) Sadness.



- Thriving** indicates the proportion of children who scored high on at least 4 of the 5 dimensions of well-being.
- Medium to High Well-Being** indicates the proportion of children who had fewer than 4 high scores, but no low scores.
- Low Well-Being** indicates the proportion of children who scored low on one or more dimensions of well-being.

Items included in this measure:

Optimism (3 items)

- I have more good times than bad times
- I believe more good things than bad things will happen to me
- I start most days thinking I will have a good day

Subjective Well-Being (Happiness) (5 items)

- In most ways my life is close to the way I would want it to be
- The things in my life are excellent
- I am happy with my life
- So far I have gotten the important things I want in life
- If I could live my life over, I would have it the same way

Self-Esteem (3 items)

- In general, I like being the way I am
- Overall, I have a lot to be proud of
- A lot of things about me are good

General Health (1 item)

- In general, how would you describe your health?

Sadness (3 items reverse-scored)

- I feel unhappy a lot of the time
- I feel upset about things
- I feel that I do things wrong a lot

All items except for General Health were rated on a 5-point response scale from 1 (disagree a lot) to 5 (agree a lot).

A "high" score was considered an average response of 4 or greater.

A "low" score was considered an average response lower than 3.

Children were asked to rate their General Health on a scale from 1 (poor) to 4 (excellent).





A "high" score was considered a 4.

A "low" score was considered a response lower than 2.

% OF CHILDREN REPORTING EACH ASSET

The MDI measures a number of developmental assets that are advantageous to children. The Assets Index highlights the presence of 4 such key assets: Adult Relationships, Peer Relationships, After-School Activities, and Nutrition and Sleep.



-  90-100% of children reported having this asset.
-  80-89% of children reported having this asset.
-  70-79% of children reported having this asset.
-  < 70% of children reported having this asset. In other words, 30% or more children did not report having this asset.

Items included in this measure:

Adult Relationships (9 items combined)

- At my school there is an adult who really cares about me.
- At my school there is an adult who believes I will be a success.
- At my school there is an adult who listens to me when I have something to say.
- In my home there is a parent or another adult who believes I will be a success.
- In my home there is a parent or another adult who listens to me when I have something to say.
- In my home there is a parent or another adults who I can talk to about my problems.
- In my neighbourhood/community (not from your school or family), there is an adult who really cares about me.
- In my neighbourhood/community (not from your school or family), there is an adult who believes that I will be a success.
- In my neighbourhood/community (not from your school or family), there is an adult who listens to me when I have something to say.

Peer Relationships (6 items)

- I feel part of a group of friends.
- I feel I usually fit in with other kids.
- When I am with other kids my age, I feel I belong.
- I have at least one really good friend I can talk to.
- I have a friend I can tell everything to.
- There is somebody my age who really understands me.

Asset present = average response is "a little true" or higher

After-School Activities (5 items)

Last week after school (3 to 6pm), I participated in:

- Educational lessons or activities
- Art or music lessons
- Youth organizations
- Individual sports with an instructor
- Team sports with an instructor

Asset present = Participates in at least one activity

Nutrition and Sleep (3 items)

- How often do you eat breakfast?
- How often do you get a good night's sleep?
- How often do your parents or other adult family members eat meals with you?

Asset present = 3 or more days per week

NUMBER OF IMPORTANT ADULTS AT SCHOOL

Children were asked to list all of the adults from their school who were important to them (for example a teacher, principal, counsellor, or librarian).



2 or More: Children who listed two or more adults were assigned to the '2 or More' category.

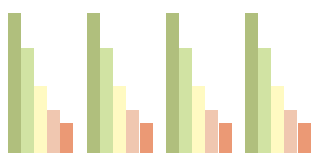


One: Children who listed one adult from their school who was important to them were assigned to the 'One' category.



None: Children who listed no adults from their school who were important to them were assigned to the 'None' category.

FREQUENCY OF VICTIMIZATION & BULLYING DURING THE SCHOOL YEAR



Media attention about the challenges and long-term impact of bullying has raised public awareness concerning peer victimization in schools around the world. Bullying is a distinct form of aggressive behaviour in which one child, or a group of children, acts repeatedly and intentionally to assert interpersonal power over another. Bullying takes on different forms and labels at different stages of development. The MDI offers clear definitions of four different types of bullying: physical, verbal, social, and cyber. Children are asked to report on how often they experience each of these four types of peer victimization.

SOCIAL & EMOTIONAL DEVELOPMENT

Social and emotional development is critical for children's successful development across the life span. Social and emotional well-being is associated with greater motivation and success in school, as well as positive outcomes later in life (postsecondary education, employment, healthy lifestyles, physical, and psychological well-being).

On the MDI, children responded to questions about their current social and emotional functioning in 7 areas: optimism, self-esteem, subjective well-being (happiness), empathy, prosocial behaviour, and psychological well-being (sadness and worries).

OPTIMISM

- High: Children who usually responded that they 'agree a little' or 'agree a lot' with statements such as "I have more good times than bad times" or "I start most days thinking I will have a good day" were considered to have high optimism.
- Medium: Children who usually responded that they 'don't agree or disagree' with these statements or those who reported a mix of positive and negative responses were considered to have medium optimism.
- Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' with these statements were considered to have low optimism.




EMPATHY

- High: Children who usually responded that they 'agree a little' or 'agree a lot' to statements such as "I care about the feelings of others" were considered to have high levels of empathy.
- Medium: Children who responded that they 'don't agree or disagree' with these statements or who reported a mix of positive and negative responses were considered to have medium levels of empathy.
- Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' to these statements were considered to have low levels of empathy.




PROSOCIAL BEHAVIOUR

- High: Children who usually responded that they 'agree a little' or 'agree a lot' to statements such as "I helped someone who was hurt" were considered to have high levels of prosocial behaviour.
- Medium: Children who responded that they 'don't agree or disagree' with these statements or who reported a mix of positive and negative responses were considered to have medium levels of prosocial behaviour.
- Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' to these statements were considered to have low levels of prosocial behaviour.




SELF-ESTEEM

-  High: Children who usually responded that they 'agree a little' or 'agree a lot' to statements such as "A lot of things about me are good" or "In general, I like being the way I am" were considered to have high self-esteem.
-  Medium: Children who usually responded that they 'don't agree or disagree' to these statements or who reported a mix of positive and negative responses were considered to have medium self-esteem.
-  Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' to these statements were considered to have low self-esteem.




HAPPINESS (SUBJECTIVE WELL-BEING)

-  High: Children who usually responded that they 'agree a little' or 'agree a lot' with statements such as "I am happy with my life" or "The things in my life are excellent" were considered to have high subjective well-being.
-  Medium: Children who responded that they 'don't agree or disagree' with these statements, or who reported a mix of positive and negative responses were considered to have medium subjective well-being.
-  Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' with these statements were considered to have low subjective well-being.

ABSENCE OF SADNESS

-  High: Children who usually responded that they 'disagree a little' or 'disagree a lot' with statements such as "I feel unhappy a lot of the time" were considered to have low levels of sadness.
-  Medium: Children who usually responded that they 'don't agree or disagree' with these statements or who reported a mix of positive and negative responses were considered to have medium levels of sadness.
-  Low: Children who usually responded that they 'agree a little' or 'agree a lot' to these statements were considered to have high levels of sadness.

ABSENCE OF WORRIES




-  High: Children who usually responded that they 'disagree a little' or 'disagree a lot' with statements such as "I worry a lot that other people might not like me" were considered to have low levels of worries.
-  Medium: Children who usually responded that they 'don't agree or disagree' with these statements or who reported a mix of positive and negative responses were considered to have medium levels of worries.
-  Low: Children who usually responded that they 'agree a little' or 'agree a lot' to these statements were considered to have high levels of worries.

PHYSICAL HEALTH & WELL-BEING




There has never been a greater emphasis on physical health and well-being than there is today. The impact of physical health and well-being on quality of life and society in general is significant. For example, we have long known that having a good night's sleep and a good breakfast are important for performing well in school each day. It is important, therefore, to provide children with direction, information, and opportunities to develop a healthy lifestyle and to make appropriate lifestyle choices.

On the MDI, children evaluated their own physical well-being in the areas of overall health (for example, perceptions of their own health conditions), body image, nutrition and sleeping habits. The World Health Organization (WHO) recognizes that health outcomes can be affected by different factors in one's environment, and that attending to physical and mental health is important for maintaining healthy outcomes throughout the life course.




GENERAL HEALTH

-  High: Children were asked the question, "In general, how would you describe your health?" Those who rated their health as 'excellent' were considered to have high levels of general health.
-  Medium: Children who rated their health as 'good' were considered to have medium levels of general health.
-  Low: Children who rated their health as 'poor' or 'fair' were considered to have low levels of general health.




BODY IMAGE

-  High: Children who rated their body weight as 'about the right weight' were assigned to the green category.
-  Medium: Children who rated their body weight as 'slightly underweight' or 'slightly overweight' were assigned to the yellow category.
-  Low: Children who rated their body weight as 'very underweight' or 'very overweight' were assigned to the red category.




EATING BREAKFAST

-  High: Children were asked the question, "How often do you eat breakfast?" Those who ate breakfast at least 5 times a week were assigned to the green category.
-  Medium: Children who ate breakfast 3 to 4 times a week were assigned to the yellow category.
-  Low: Children who ate breakfast 2 or fewer times per week were assigned to the red category.

FREQUENCY OF GOOD SLEEP

-  High: Children were asked the question, "How often do you get a good night's sleep?" Those who had a good night's sleep at least 5 times a week were assigned to the green category.
-  Medium: Children who had a good night's sleep 3 to 4 times a week were assigned to the yellow category.
-  Low: Children who had a good night's sleep 2 or fewer times per week were assigned to the red category.

MEALS WITH ADULTS AT HOME




-  High: Children were asked the questions, "How often do your parents or adult family members eat meals with you?" Those who ate meals with family at least 5 times a week were assigned to the green category.
-  Medium: Children who ate meals with family 3 to 4 times a week were assigned to the yellow category.
-  Low: Children who ate meals with family 2 or fewer times per week were assigned to the red category.

CONNECTEDNESS TO ADULTS AND PEERS




Belonging is a fundamental need for people of all ages, and feeling well-connected is one of the most important assets for a child's well-being. Research shows that children who do not feel connected are more likely to drop out of school and to suffer from mental health problems. Beginning in middle childhood, friendships and peer support influence children's school motivation and impact children's academic and life success. Children's connections to their parents also continue to play a central role in development. A single caring adult, be it a family member, a teacher in the school or a neighbour, can make a very powerful difference in a child's life.

On the MDI, children were asked to tell us about their experiences of support from and connection with the adults in their schools and neighbourhoods, with their parents or guardians at home, and with their peers. Children need adults who care about them, believe in them, and listen to them. They also need to feel that they belong in school and that they have friends they can count on.




CONNECTEDNESS TO ADULTS AT HOME/IN THE NEIGHBOURHOOD/AT SCHOOL

-  High: Children who usually indicated that statements such as "There is an adult who really cares about me" or "There is an adult who believes I will be a success" were 'pretty much' or 'very much' true for them were considered to have high levels of connectedness to adults.
-  Medium: Children who reported that these statements were 'a little true' or who reported a mix of positive and negative responses were considered to have medium levels of connectedness to adults.
-  Low: Children who usually reported that these statements were 'not at all true' for them were considered to have low levels of connectedness to adults.

PEER BELONGING

-  High: Children who usually responded that they 'agree a little' or 'agree a lot' with statements such as "When I am with other kids my age, I feel I belong" were considered to have high levels of peer belonging.
-  Medium: Children who usually responded that they 'don't agree or disagree' to these statements or who reported a mix of positive and negative responses were considered to have medium levels of peer belonging.
-  Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' to these statements were considered to have low levels of peer belonging.

FRIENDSHIP INTIMACY




-  High: Children who usually responded that they 'agree a little' or 'agree a lot' with statements such as "I have a friend I can tell everything to" were considered to have high levels of friendship intimacy.
-  Medium: Children who usually responded that they 'don't agree or disagree' to these statements or who reported a mix of positive and negative responses were considered to have medium levels of friendship intimacy.
-  Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' to these statements were considered to have low levels of friendship intimacy.

SCHOOL EXPERIENCES




Children's sense of safety and belonging at school has been shown to foster school success in many ways. When children feel their needs are being met at school, they are more likely to feel attached to their school. In turn, children who feel more attached to their school have better attendance and higher academic performance. These children are also less likely to engage in high-risk behaviours.

On the MDI, children were asked about their school experiences in 4 areas: academic self-concept, school climate, school belonging, and experiences with peer victimization. Within a school system, caring, supportive relationships are evident in the ways teachers and staff interact with children, and in how children interact with each other. School success is optimized when children learn within a safe, caring, and supportive environment.




ACADEMIC SELF-CONCEPT

-  High: Children who usually responded that they 'agree a little' or 'agree a lot' to statements such as "I am certain I can learn the skills taught in school this year" or "Even if the work in school is hard, I can learn it" were considered to have a high academic self-concept.
-  Medium: Children who usually responded that they 'don't agree or disagree' to these statements or who reported a mix of positive and negative responses were considered to have a medium academic self-concept.
-  Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' to these statements were considered to have a low academic self-concept.

SCHOOL CLIMATE

-  High: Children in the high category usually responded that they 'agree a little' or 'agree a lot' to statements such as "Teachers and students treat each other with respect in this school" or "People care about each other in this school."
-  Medium: Children in the medium category usually responded that they 'don't agree or disagree' to these statements or reported a mix of positive and negative responses.
-  Low: Children in the low category usually responded that they 'disagree a little' or 'disagree a lot' to these statements.

SCHOOL BELONGING

-  High: Children who usually responded that they 'agree a little' or 'agree a lot' with statements such as "I feel like I am important to this school" and "I feel like I belong in this school" were considered to have high feelings of school belonging.
-  Medium: Children who usually responded that they 'don't agree or disagree' to these statements or who reported a mix of positive and negative responses were considered to have medium feelings of school belonging.
-  Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' to these statements were considered to have low feelings of school belonging.

USE OF AFTER-SCHOOL TIME

We know that the environments in which children live, work, and play are important, yet we know very little about how school-aged children actually spend their after-school hours. Children's involvement in constructive everyday activities outside of school provide important developmental and socialization contexts. These activities create different opportunities for children to build relationship skills and gain competence.

Organized recreational activities, such as sports and art groups, provide rich contexts through which the positive development of children and youth can be promoted. For example, we know that children who are more involved in extracurricular activities at school tend to do better in school and are less likely to drop out. The information provided by the MDI attempts to fill in some gaps in the existing research on activity participation during after school hours from 3 to 6pm.

WEEKLY AFTER-SCHOOL ACTIVITIES (MUSIC & ARTS, SPORTS & ORGANIZED ACTIVITIES)

- 2+ times per week: Children who reported being engaged in an after school activity 2 or more times during a regular school week were assigned to the high category. This could be the same activity multiple times a week or multiple activities.
- Once per week: Children who reported being engaged in an after school activity once a week were assigned to the medium category.
- Not at all: Children who reported not being engaged in any after school activity during the school week were assigned to the low category.

NOTE:

'Music & Arts' and 'Sports' categories included any involvement in the arts or sports after school (either in lessons or just for fun).

'Any Organized Activity' included any after school activity that was structured and supervised (e.g., educational lessons, sports practice, arts classes, youth organizations).

DAILY HOMEWORK, TV, & COMPUTER USE

- 2+ hours per day: Children who reported that during a regular school week they do homework, watch TV, or go on the computer after school from 3 to 6pm for more than 2 hours per day were assigned to the high category.
- <2 hours per day: Children who reported that they do some homework, watch TV, or go on the computer after school, but less than 2 hours per day, were assigned to the medium category.
- Not at all: Children who reported that they don't do homework, watch TV, or go on the computer after school from 3 to 6pm were assigned to the low category.

WHAT CHILDREN WISH TO BE DOING

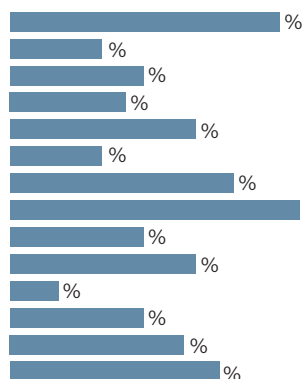
This section of the MDI asks children to list one activity they wish they could do after school. Answers were coded into 6 categories:

- Physical and/or outdoor activities
- Music and/or arts activities
- Being with friends/playing
- Computer and videogames
- Being at home/with family
- Other

"Other" included responses that were undecipherable, appeared infrequently, or did not fit into a clear category (e.g., shopping, taking a nap).

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED ACTIVITIES

Children were also asked what stops them from doing the activities they want to participate in. They were given 14 answers and instructed to check all of the things that stopped them. In the "other" category, students provided responses such as "Nothing stops me", "Daycare" and "I am doing exactly what I want to be doing."



- I have to go straight home after school
- I am too busy
- It costs too much
- The schedule does not fit the times I can attend
- My parents do not approve
- I don't know what's available
- I need to take care of siblings or do things at home
- It is too difficult to get there
- None of my friends are interested or want to go
- The activity that I want is not offered
- I have too much homework to do
- I am afraid I will not be good enough in that activity
- It is not safe for me to go
- Other

RESOURCES

3 WAYS TO CREATE MORE CONNECTIONS WITH STUDENTS¹

“Two-by-Ten” – For two minutes a day, over the course of 10 days, teachers have a personal conversation with disengaged students about a topic that is interesting or important to the students.

Listening Sessions – In groups of 20, ask your students for their opinions on their school experiences and what they expect from school and teachers. You may be surprised by what they have to say.

Morning Meeting – For 20 minutes every morning,

- 1) start with having teachers and students greet one another,
- 2) then take time to have students share a brief experience like a family expedition,
- 3) followed with a group activity like a song or cooperative game, and
- 4) end with news and announcements.

RELATED RESEARCH & REFERENCES

The ABC's of Social Responsibility

Classrooms that promote children's psychological needs are those that allow them opportunities for:

Autonomy, Belonging (relatedness/feeling connected to others), and Competence²

Healthy Schools

Schools are widely recognized as a primary socialization context for children and youth and a key setting for health promotion.

Schools that have established positive social and physical environments that respect and support all children are more likely to foster child development in a meaningful and health-enhancing manner.³

A comprehensive approach to school-based health promotion involves all members of the school and community who can contribute to the well-being of children, including children, school staff, parents, and community partners.

ADDITIONAL RESOURCES

British Columbia

Social Responsibility Standards, http://www.bced.gov.bc.ca/perf_stands/social_resp.htm

BC Mental Health Plan, <http://www.health.gov.bc.ca/healthy-minds/>

ERASE Strategy, <http://www.erasebullying.ca/>

ACE BC, <http://www.acebc.org/>

Safe, Caring and Orderly Schools, <http://www.bced.gov.bc.ca/sco/resources.htm>

Canada

Promoting Relationships and Eliminating Violence Network (PREVNet), <http://www.prevnet.ca>

Dalai Lama Center for Peace + Education, <http://dalailamacenter.org/>

Canadian Association for School Health, <http://www.cash-aces.ca/>

1. "Raise your Students' Emotional Intelligence Quotient" <http://www.edutopia.org/>

2. Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum. Website: <http://www.psych.rochester.edu/SDT/>

3. Canada Health: <http://www.hc-sc.gc.ca/hl-vs/child-enfant/index-eng.php>

United States

Collaborative for Academic, Social, and Emotional Learning (CASEL), <http://www.casel.org/>

Edutopia (Lessons and videos on Social and Emotional Learning), <http://www.edutopia.org/>

The Search Institute, <http://www.search-institute.org/>

Find Youth Info, [http:// www.findyouthinfo.gov](http://www.findyouthinfo.gov)

Centre for Social and Emotional Education, <http://www.csee.net>

Morningside Center for Teaching Social Responsibility, <http://www.morningsidecenter.org/>

Education.com, <http://www.education.com>

April 15, 2013

Dear Superintendent,

The Human Early Learning Partnership (HELP) is an internationally recognized population health research network based at the University of British Columbia. We are writing to invite your participation this November in the Middle Years Development Instrument (MDI) survey of children's social and emotional competence, health, and well-being conducted in grades 4 and 7. Detailed information about the MDI can be found on the HELP website: www.earlylearning.ubc.ca/mdi.

The MDI is a scientifically validated student self-report survey that gathers information of great significance to children's lives both inside and outside of school that is not typically measured on other surveys. The survey asks children to report on five dimensions of well-being: social and emotional health, physical health, connectedness to peers and adults, school experiences and after-school activities. It has been completed by over 19,000 BC students since 2009 and is currently being implemented in Australia and Peru.

Here are some ways participating in the MDI survey can benefit your district and the larger community:

- The MDI measures aspects of learning and competencies promoted by the new BC Education plan including social and emotional learning, self-regulation, and experiences with peer victimization.
- The MDI report of results includes aspects relevant to the current ERASE strategy, including school connectedness, school climate, victimization rates, and social emotional competence.
- Results focus on children's strengths and specific assets within schools and communities that promote their well-being (e.g., connectedness to schools, families, peers, and communities, nutrition and sleep, constructive use of time after-school).
- MDI results also serve to build connections between schools and communities and inform decision-making around programs and services for BC children. For example, children not only provide detailed information about their after-school activities but also their wishes for after-school time.

Enclosed is a sample results summary that is provided to districts in their MDI reports each spring. Districts also receive individualized reports for each participating school. The school-level reports are confidential to your district and are not publicly reported.

If you are interested in participating or would like to learn more please email mdi@help.ubc.ca.

Thank you,

Dr. Kimberly A. Schonert-Reichl
Professor, Educational and Counseling Psychology and Special Education
University of British Columbia

Participation Costs by District Size

# Students	Cost
35 - 165	\$6,000 - \$7,000
170 - 600	\$7,000 - \$10,000
800 - 4800	\$11,000 - \$35,000

Hi Michael,

That's great to have your interest in the project again.

The MDI will be taking place in November again this year. This time we are able to offer a few options:

- The Grade 4 survey can be completed on paper as before. We are also looking for a few districts to pilot an electronic version of the survey. Depending on how sign-up goes we may be able to offer a reduced rate to these pilot districts.
- We have also developed a Grade 7 version of the MDI. It is the same as the Grade 4 version but includes new items on self-regulation, decision-making, perseverance, and future goals. All districts are welcome to take part in this one as well.

The current cost for Boundary for each survey (Grade 4 and Grade 7) is \$7,000 – same as last year.

We are asking that districts confirm their participation decision by June. We'll be available to answer any questions in the meantime. I will also let you know that we are close to releasing the 2012-13 results – if you don't receive your district report by the end of the day you will definitely see it next week.

Thanks again for your interest and let me know if you have any further questions.

Best,
Kim

Kimberly Thomson
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BCSTA AGM 2013 DISPOSITION OF MOTIONS

#	TITLE	SUMBITTED BY	DESCRIPTION	STATUS
E1.	BCSTA Bylaw Update – Sections 7(i) and 11(c)	Board of Directors	<p>That the BCSTA Bylaws 7(i) and 11(c) be amended as follows:</p> <p>A. That Section 7(i) be amended to:</p> <p><i>The Provincial Council shall have the power to provide financial and other assistance to other nonprofit organizations with similar goals and objectives.</i></p> <p>B. That Section 11(c) be amended as follows:</p> <p>That Paragraph (i) be amended to:</p> <p><i>To monitor the collecting of all dues, fees, levies and other revenues on behalf of the Association;</i></p> <p>That Paragraph (vii) be amended to:</p> <p><i>To ensure that an inventory statement of the Association's capital assets is completed at the conclusion of each fiscal year;</i></p> <p>That Paragraph (viii) be amended to:</p> <p><i>To report to the Provincial Council as required on the financial status of the Association, substantiated by a banker's statement and/or an auditor's statement;</i></p> <p>That Paragraph (ix) be amended to:</p> <p><i>To review all accounts payable payments in excess of \$5,000.</i></p>	CARRIED

BCSTA AGM 2013 DISPOSITION OF MOTIONS

2.	BCSTA Bullying Policy	BCSTA Education Committee	That BCSTA add the following to its policy book: <i>BCSTA supports Boards of Education and school districts in the development of policies, procedures and strategies that address the issue of bullying of all types and the elimination of such behaviours.</i>	CARRIED
3.	Five Year Action Plan Birth to 19 Years	Kootenay Boundary Branch	That BCSTA urge the Ministry of Education to enact a 5-year integrated Ministry action plan for education of persons from birth to 19 years and one that includes a system of integrated early learning and care.	CARRIED
4.	Provincial Poverty Reduction Plan	Kootenay Boundary Branch	That BCSTA request the provincial government to develop, adopt, and implement a Provincial Poverty Reduction Plan. The plan must include clear targets, timelines, and reporting processes to address the need for affordable housing, income minimums, and access to quality, affordable childcare with an overall goal of measurably reducing child and family poverty in BC.	CARRIED
5.	Teaching Residential School Experience	SD74 (Gold Trail)	That BCSTA urge the Ministry of Education to work with the appropriate agencies and organizations to develop and implement mandatory inclusion of the Aboriginal Residential School experience and other aspects of colonization in Social Studies curriculum for all students.	CARRIED
6.	Residential School Education (Truth and Reconciliation Commission Recommendations #4 and #5 – Education)	Aboriginal Education Committee	That BCSTA support recommendations #4 and #5 of the Truth and Reconciliation Commission of Canada's report " Truth and Reconciliation Commission of Canada Interim Report, 2012 " and therefore urge: A. the Ministry of Education to undertake a review of the curriculum materials currently in use in public schools to assess what, if anything, they teach about residential schools; and	CARRIED

BCSTA AGM 2013 DISPOSITION OF MOTIONS

			B. the Ministry of Education and the appropriate Aboriginal educational partners to work in concert with the Commission to develop age-appropriate educational materials about residential schools for use in public schools.	
7.	Residential School Education (Truth and Reconciliation Commission Recommendation #6 - Education)	Aboriginal Education Committee	That BCSTA support recommendation #6 of the Truth and Reconciliation Commission of Canada's report "<i>Truth and Reconciliation Commission of Canada Interim Report, 2012</i>" and therefore urge the BC Provincial Government to work with the Commission to develop public-education campaigns to inform the general public about the history and impact of residential schools in British Columbia.	CARRIED
8.	Residential School Education (Truth and Reconciliation Commission Recommendation #7 – Language & Traditional Knowledge)	Aboriginal Education Committee	That BCSTA support recommendation #7 of the Truth and Reconciliation Commission of Canada's report "<i>Truth and Reconciliation Commission of Canada Interim Report, 2012</i>" and therefore urge the Government of Canada and the churches to establish an ongoing cultural revival fund designed to fund projects that promote the traditional spiritual, cultural, and linguistic heritages of the Aboriginal peoples of Canada.	CARRIED AS AMENDED
9.	Residential School Education (Truth and Reconciliation Commission Recommendation #8 – Parenting Skills)	Aboriginal Education Committee	That BCSTA support recommendation #8 of the Truth and Reconciliation Commission of Canada's report "<i>Truth and Reconciliation Commission of Canada Interim Report, 2012</i>" and therefore urge the BC Provincial Government to work with partner groups to develop culturally appropriate early childhood and parent programs to assist young parents and families affected by the impact of residential schools and historic policies of cultural oppression in the development of parental understanding and skills.	CARRIED AS AMENDED

BCSTA AGM 2013 DISPOSITION OF MOTIONS

10.	Skilled Worker Shortage	Northern Interior Branch	That BCSTA request the Provincial Government to offer an incentive program that employers could access to hire secondary students for work experience.	CARRIED AS AMENDED
11.	Video Games	SD59 (Peace River South)	That BCSTA urge the Provincial Government to establish criteria that will regulate video games, as opposed to the current ratings that allow young children to view/play video games that are excessively violent and/or sexually explicit in nature.	DEFEATED
12.	Alternate Meetings	Northern Interior Branch	That BCSTA encourage BCPSEA and the Ministry of Education to provide alternate methods of participation for BCPSEA and Ministry of Education meetings that are less than 6 hours long.	CARRIED
13.	BCSTA Professional Development Events	Aboriginal Education Committee	That an Aboriginal education themed learning opportunity be included at future BCSTA professional development events including AGM and trustee Academies.	CARRIED AS AMENDED
14.	By-Election Requirement	SD39 (Vancouver) and SD37 (Delta)	That BCSTA request the Provincial Government to amend the BC School Act to state that "in the event an elected Board of Education is removed by the Minister of Education, a by-election, paid for by the Ministry of Education, must be held within six months of the Board's removal date, except in the case where the removal occurs after January 1 in the year of a general local election."	CARRIED AS AMENDED
15.	Meaningful Consultation	Northern Interior Branch	That BCSTA request the Ministry of Education honour its commitment to the 2011 Protocol of Recognition between the Government of British Columbia and BCSTA on behalf of Member Boards of Education that recognizes the importance of consulting with Boards of Education.	CARRIED
16.	Co-Governance Model	Kootenay Boundary Branch	That the BCSTA Board of Directors seek policy statements from major political parties in advance of the upcoming Provincial election that distinguishes the respective roles and responsibilities of co-governance of the K to 12	CARRIED

BCSTA AGM 2013 DISPOSITION OF MOTIONS

			public education system including a commitment to maintaining all locally elected Boards of Education.	
17.	Effectiveness and Functionality of School Planning Councils	SD27 (Cariboo-Chilcotin)	That BCSTA urge the Ministry of Education to review School Act legislation in consultation with Boards in relation to the effectiveness and functionality of School Planning Councils.	CARRIED AS AMENDED
18.	National Aboriginal Trustees Gathering 2014	Aboriginal Education Committee	That BCSTA apply to host the National Aboriginal Trustees Gathering in 2014.	CARRIED
19.	OpenStudent as a Viable Shared Service Initiative	SD63 (Saanich)	That BCSTA support the right of Boards to choose openStudent as a viable replacement for BCeSIS. That BCSTA encourage the Ministry of Education to review and endorse openStudent as a viable option for school district use, and in doing so to consider openStudent as a shared service initiative for districts who choose to work in partnership with each other.	DEFEATED
20.	Student Trustees on Boards of Education	SD39 (Vancouver)	That the BCSTA request the provincial government to amend the School Act to enable Boards of Education to include student trustees and that the amendments to the legislation be developed in consultation with BCSTA.	DEFEATED
21.	Visa and Immigration Sections	SD39 (Vancouver)	That BCSTA request the Canadian government to review the negative impacts of international Canadian embassy visa and immigration sections reductions on Boards of Education's international programs.	REFERRED TO CSBA
22	Teacher Regulation Branch Processes	Fraser Valley Branch	That BCSTA recommend that the Teacher Regulation Branch amend the protocol agreements with police departments (the RCMP and Municipal Police) to release information about the criminal activity of teachers to Boards as well as the Teacher Regulation Branch.	POSTPONE INDEFINITELY
23.	Teacher Collective Bargaining Structure	Board of Directors	That BCSTA approve the BCSTA Bargaining Task Force's "Report on the Teacher Collective Bargaining Structure" and pursue the	CARRIED

BCSTA AGM 2013 DISPOSITION OF MOTIONS

			recommendations contained in the Report.	
24.	Changes to Teacher Training at BC Universities	SD44 (North Vancouver)	That BCSTA request the Ministry of Education's Teacher Regulation Branch to ensure that teacher training programs demonstrate the beliefs, understandings and skills required to teach in today's classrooms.	CARRIED
25.	Continue Funding of Changing Results for Young Readers (CR4YR)	SD10 (Arrow Lakes)	That BCSTA urge the Ministry of Education to continue funding for the Changing Results for Young Readers (CR4YR) Initiative.	CARRIED
26.	First Nations' Language Programs	Aboriginal Education Committee	That BCSTA urge the Ministry of Education to continue to fund First Nations' languages programs throughout the Province and provide further funding to assist in recruiting and mentoring new First Nations' languages teachers.	CARRIED AS AMENDED
27.	Future Offloading Costs to School Districts	Kootenay Boundary Branch	That BCSTA add the following to its policy book: <i>Government should fully fund Boards of Education for all increases in their costs attributable to the Government.</i>	CARRIED AS AMENDED
28.	Provincial Income Taxes to Support Education and Social Programs	Kootenay Boundary Branch	That BCSTA request to the Premier and the Minister of Finance to increase provincial personal and corporate tax rate levels to support increased funding to education and social programs.	WITHDRAWN
29.	Public Education System Studies	Kootenay Boundary Branch	That the BCSTA reserve 1% of its annual budget to support original and independent research concerning the BC public education system.	DEFEATED
30.	BCSTA Financial Information	Board of Directors	That BCSTA publish BCSTA's annual budget, member fees, and audited financial statements for each financial year after the annual budget and audited financial statements have been approved by Provincial Council.	CARRIED
31.	Seismic Mitigation Program Deferred Maintenance	SD39 (Vancouver)	That BCSTA request that the Ministry of Education Seismic Mitigation Program include funding of deferred maintenance work in combination with funding for seismic upgrade work to schools.	CARRIED

BCSTA AGM 2013 DISPOSITION OF MOTIONS

32.	Seismic Upgrade Projects	SD44 (North Vancouver)	That BCSTA request the Ministry of Education to reinstate the 70% of replacement cost guideline stipulated in the <i>Seismic Mitigation Projects Feasibility Study Guidelines</i> of July 2005 for the conversion of a seismic upgrade project to a full school replacement project in consultation with school districts.	CARRIED
33.	Settlement Workers in Schools (SWIS) Program Revisions	SD41 (Burnaby)	That the British Columbia School Trustees Association request Citizenship and Immigration Canada to: a) Maintain Direct Settlement Workers in Schools (SWIS) for British Columbia to coordinate settlement services with district registration of students b) Provide school districts with funds to manage the SWIS contract and deliver programs directly.	CARRIED AS AMENDED
34.	K-12 Education Bargaining	Thompson Okanagan Branch	That BCSTA immediately work with BCPSEA and the provincial government to deploy sufficient resources in support of K-12 education bargaining.	CARRIED AS AMENDED
35.	Residential School Experience	SD20 (Kootenay-Columbia)	That BCSTA urge the Ministry of Education to work with the appropriate agencies and organizations to include the residential school experience of minorities in the BC social studies curriculum for all students.	CARRIED AS AMENDED
36.	Education Funding Payment to First Nations	SD27 (Cariboo-Chilcotin)	That BCSTA work in partnership with First Nations Education Steering Committee (FNESC) to urge Aboriginal Affairs and Northern Development Canada (AANDC) to address delays in education funding payments to First Nations.	CARRIED