

**BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)
REGULAR BOARD MEETING
REVISED AGENDA**

MEETING DATE: 2013-06-20

TIME: 7:00 p.m.

MEETING PLACE: School District No. 36 (Surrey)
District Education Centre
Main Boardroom - Room #2020

1. CALL TO ORDER

- (a) "O Canada"
- (b) Approval of Agenda

2. DELEGATIONS

- (a) Delegation: Jessica Devlin, Program Coordinator, re: Operation Save H2O

3. ACTION ITEMS

- (a) Adoption of Minutes of Regular Board Meeting Held 2013-06-06
- (b) District Mission, Vision, Values and Goals 2013/2014 (*to be distributed*)
- (c) Achievement Contract 2013/2014
- (d) Establishment of Goldstone Park Elementary Parents' Advisory Council, Site #211
- (e) Report of the 2013/2014 Budget Committee (*to be distributed*)
- (f) Motion, Trustee C. Dobie, Re: Acknowledgement of First Nations
- Add (g) Establishment of Parents' Advisory Council – Cloverdale Learning Centre, Site #593**
- Add (h) Trustees' Honourarium**

4. INFORMATION & PROPOSALS

- (a) Trustee Reports
- (b) Regulation – Safe and Caring Schools: Sexual Orientation and Gender Identity
- (c) Update – Surrey Youth Sustainability Network (*verbal*)
- (d) Superintendent's Report (*verbal*)
- (e) Incoming Correspondence

REGULAR BOARD MEETING
REVISED AGENDA

MEETING DATE: 2013-06-20

TIME: 7:00 p.m.

MEETING PLACE: **School District No. 36 (Surrey)
District Education Centre
Main Boardroom - Room #2020**

5. FUTURE BUSINESS

- (a) Items for Future Discussion
- (b) Future Meetings

6. QUESTION PERIOD

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

7. ADJOURNMENT

Mission Statement

"Through quality teaching and learning, we commit to engaging our students in their growth as individuals and in their development of the knowledge, skills and attributes necessary to contribute to a healthy, democratic and diverse society."

Board of Education
of
School District No. 36 (Surrey)

THE PURPOSE OF 'QUESTION PERIOD'

The Board asks that you respect the intent of Question Period.

Question Period is intended:

- to enable members of the community to obtain information or clarification from the Board that cannot be provided by staff.
- to ask a question of the **Board**, not individual Trustees.
- to be limited to one question per person and must be presented in writing on the form provided.

Question Period is NOT intended:

- to be used as a political forum.
- for making speeches or bringing forward a delegation.
- to deal with matters that should properly be dealt with through other channels, such as liaison committees.

We again, respectfully request that questioners be mindful of the Board's policy.



**BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 1(b)
of the**

**ADMINISTRATIVE MEMORANDUM
(Regular)**

MEETING DATE: 2013-06-20

TOPIC: APPROVAL OF AGENDA OF REGULAR BOARD MEETING

IT IS RECOMMENDED:

THAT the agenda of the Regular Board meeting be approved as circulated.

Enclosures:

Submitted by:

W.D. Noye, Secretary-Treasurer

Approved by:

M.A. McKay, Superintendent



Operation Save H₂O

Purpose

Operation Save H₂O is coming before the Surrey Board of Education today to bring to light our current water conservation program that is being delivered to Surrey schools, and to discuss plans for future expansion. We are seeking the support of the Board in our expansion plans.

Background

Operation Save H₂O is a local water conservation program funded by the City of Surrey, and provides career related experience to Surrey secondary students through employment opportunities. Our mandate is to educate residents of Surrey on the importance of water conservation for both environmental and economic reasons. Operating since 2008, this program has expanded to encompass many areas of community engagement, including:

- ◆ **Community Events Outreach:** Connecting with community members at events throughout the City;
- ◆ **Industrial, Commercial, and Institutional Education:** Helping to develop sustainable business practices, including a restaurant Water Wise recognition program and a recreational facility conservation initiative;
- ◆ **Residential Education Campaign:** Encouraging residents to employ water conservation strategies in their home by providing customized water conservation techniques and information;
- ◆ **Student Ambassador Program:** Involving high school students in a four-week volunteer water conservation program, from which volunteer hours can be obtained to meet upper-level career preparatory requirements; and
- ◆ **Elementary Education Program:** Presentation teams engaging elementary students in the conversation about the water cycle, how water is sourced, processed and used in the City, and the importance of water conservation in the community. There is a strong focus on student participation and in-class activities.

Plans For Expansion

Due to the overwhelming success of our in-school programs, we are looking to become further involved in water conservation in Surrey schools. At the suggestion of many teachers we are aiming to create year long water conservation teams within schools, both elementary and secondary, who monitor their schools' water usage and educate their peers on the importance of water conservation. In doing this we aspire to reduce the overall water consumption within Surrey schools, which in-turn will reduce the operating costs of Surrey schools.

BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)

Schedule 3(a)
of the

ADMINISTRATIVE MEMORANDUM
(Regular)

MEETING DATE: 2013-06-20

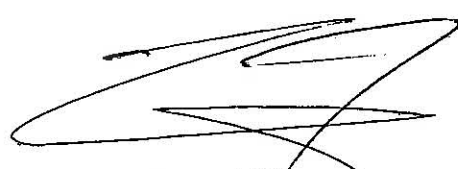
TOPIC: ADOPTION OF MINUTES OF REGULAR BOARD MEETING
HELD 2013-06-06

IT IS RECOMMENDED:

THAT the Minutes of the Regular Board meeting held 2013-06-06 be adopted as circulated.

Enclosures:

Submitted by:



W.D. Noye, Secretary-Treasurer

Approved by:



M.A. McKay, Superintendent

MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 36 (SURREY) HELD IN ROOM #2020 AT THE DISTRICT EDUCATION CENTRE ON THURSDAY, JUNE 6th, 2013 AT 7:00 P.M.

IN ATTENDANCE

Trustees

S. Wilson, Chairperson
L. Larsen, Vice Chairperson (part)
T. Allen
C. Dobie
P. Glass
R. Masi
L. McNally

Staff

M. McKay, Superintendent
W. Noye, Secretary-Treasurer
J. Tinney, Deputy Superintendent
L. McCuaig, Executive Assistant

[1] **CALL TO ORDER**

Chairperson Wilson called the meeting to order at 7:00 p.m.

Presenters & Staff:

In addition to the Table Officers named above, the following presenters and staff were in attendance at the meeting:

Patti Dundas, Assistant Secretary-Treasurer; Dave Ellison, Teacher, City Centre Learning Centre; Susan Hagen, Band Director & Core Music Teacher, Sunnyside Elementary; Brad Helland, Principal, Sunnyside Elementary; Gloria Raphael, District Principal, Aboriginal Education; and Doug Strachan, Manager, Communication Services.

(b) **"O Canada"**

The Sunnyside Elementary Grade 7 Jazz Band led Trustees, Administration and the audience in the singing of "O Canada".

(c) **Approval of Agenda of Regular Board Meeting**

It was moved by Trustee Allen, seconded by Trustee McNally:

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

CARRIED

(d) **Presentation: Sunnyside Elementary Jazz Band**

Brad Helland, Principal and Susan Hagen, Band Director, provided Trustees with information regarding the Sunnyside Elementary Jazz Band.

Cont'd...

The Sunnyside Elementary Grade 7 Jazz Band is an extra-curricular jazz band currently in its 8th year. The band starts meeting and practicing at the end of January. They rehearse for 3 months and then compete in the Kiwanis International Music Festival where they have achieved a gold standing and won the grade 8 category and most promising junior band, 8 years in a row.

The band has received an invitation to MusicFest Canada every year due to their gold (90% or above) results. The band also plays at the Bell Center for the Surrey Elementary Instrumental Festival.

The majority of students are in grade 7 band and have only started playing their instrument in September. Many of them added a second instrument in the Spring. Although most of the students are in grade 7, there are 2 grade 6 students and one each in grades 3, 5, 8 and 9 participating in the band this year.

Students rehearse two times per week after school for about 90 minutes and attend sectional rehearsals before school, at lunch and after school.

The Sunnyside Elementary Grade 7 Jazz Band played 3 pieces for Trustees and audience members: Tiger of San Pedro; The Shadow of Your Smile and Walk the Dinosaur.

The Chairperson thanked the Sunnyside Elementary Grade 7 Jazz Band for its exceptional performance and Ms. Hagen for her expertise and dedication to the students of the Sunnyside community.

Recess:

The meeting was recessed at 7:25 p.m. and reconvened at 7:35 p.m.

Vice Chairperson Larsen arrived to the meeting at 7:35 p.m.

(d) Presentation: Leaning Centre Students – Documentary Films

David Ellison, teacher, City Central Learning Centre, provided Trustees with information regarding the documentary film project. Unfortunately, the film students were not able to attend the meeting.

This is the second year the documentary film project has taken place. A private foundation, Cinematheque, donated \$1,000 to help fund this special project. Four films were produced in a very short time period by Learning Centre students and were shown recently at the Surrey Art Gallery. The films were: "Culture in a Can"; "Psychic Controversy"; "The Question" and "Suffocation".

Plans are in progress for creating a digital film camp for the summer.

The Chairperson thanked Mr. Ellison, on behalf of the Board, for his insightful presentation and the students' excellent film creations.

[2] **DELEGATIONS**

No items.

[3] **ACTION ITEMS**

(a) **Adoption of Minutes of Regular Board Meeting Held 2013-05-09**

It was moved by Trustee McNally seconded by Trustee Allen:

THAT the Minutes of the Regular Board meeting held 2013-05-09 be adopted as circulated.

CARRIED

(b) **Grant Application re: Newton Elementary – Playground Upgrade**

It was moved by Trustee McNally, seconded by Trustee Glass:

THAT the Board support the submission of a proposal to transfer the approved \$17,500 in funding to a playground upgrade project at Newton Elementary which will be completed by 2013-05-31 and which meets the requirements of School Community Connections.

CARRIED

(c) **2013-2018 Aboriginal Education Enhancement Agreement**

Gloria Raphael, District Principal, Aboriginal Education, provided Trustees with information regarding the proposed 2013-2018 Aboriginal Education Enhancement Agreement.

It was moved by Trustee Allen, seconded by Trustee Glass:

THAT the Board endorse the Aboriginal Education Enhancement Agreement for 2013-2018.

CARRIED

(d) Capital Project Bylaw No. 126675, Bridgeview Elementary – Site #033 – Water Damage

It was moved by Trustee McNally, seconded by Trustee Allen:

THAT Capital Project Bylaw No. 126675 be given three (3) readings at this meeting.

CARRIED

It was moved by Trustee Allen, seconded by Trustee McNally:

THAT Capital Project Bylaw No. 126675 be approved as read a first time.

CARRIED

It was moved by Trustee Glass, seconded by Trustee Dobie:

THAT Capital Project Bylaw No. 126675 be approved as read a second time.

CARRIED

It was moved by Trustee Allen, seconded by Trustee Larsen:

THAT Capital Project Bylaw No. 126675 be approved as read a third time and finally adopted.

CARRIED

[4] INFORMATION AND PROPOSALS

(a) Trustee Reports

Trustees reported on their activities since the last Board meeting.

(b) Notice of Motion, Trustee L. McNally, re: East Kensington Elementary – Traffic Control

Trustee McNally provided Trustees with information regarding her notice of motion on East Kensington Elementary – Traffic Control.

It was moved by Trustee Allen, seconded by Trustee Dobie:

THAT the Board give formal consideration to the *Notice of Motion, Trustee L. McNally, re: East Kensington Elementary – Traffic Control* at the 2013-06-06 Regular meeting.

CARRIED

It was moved by Trustee McNally, seconded by Trustee Allen:

THAT WHEREAS, the excessive vehicle speed at East Kensington Elementary School continues to present student and staff danger; and

WHEREAS, the school district restricts parents from entering onto the school grounds to drop off their children due to safety concerns, and

WHEREAS, parents cannot drop off students on the small shoulder of the road due to the chain link fence walkway which the district erected that runs parallel to the road, and

WHEREAS, the only place for parents to drop off and pick up students at the school district's parking lot opposite the school, requiring the students to have to cross 184th Street; and

WHEREAS, the City of Surrey has installed a flashing amber light and crosswalk; and

WHEREAS, the school district has employed a temporary crossing guard to defer speeders; and

WHEREAS, the school district in partnership with the RCMP has requested and been afforded police speed traps; and

WHEREAS, the school district continues to search for options that will deter excessive speeding.

THEREFORE BE IT RESOLVED THAT the Board direct Administration to communicate and liaise with the City of Surrey, the RCMP and other stakeholders to develop a traffic strategy; and

THAT the Board authorize the employment of a crossing guard or equivalent at the East Kensington Elementary site.

CARRIED

(c) Notice of Motion, Trustee L. Larsen, re: National Aboriginal Day

Trustee Larsen provided Trustees with information regarding her notice of motion on National Aboriginal Day.

It was moved by Trustee McNally, seconded by Trustee Glass:

THAT the Board give formal consideration to the *Notice of Motion, Trustee L. McNally, re: East Kensington Elementary – Traffic Control* at the 2013-06-06 Regular meeting.

CARRIED

It was moved by Trustee Larsen, seconded by Trustee McNally:

THAT WHEREAS the Constitution of Canada recognizes the existing rights of the Aboriginal peoples of Canada; and

WHEREAS in 1996, the Government of Canada proclaimed June 21, in each year, as “National Aboriginal Day”; and

WHEREAS the Board acknowledges the Aboriginal peoples of Canada have made and continue to make valuable contributions to Canadian society and it is considered appropriate that there be, in each year, a day to mark and celebrate the contributions and to recognize the different cultures of the Aboriginal peoples of Canada; and

WHEREAS a “National Aboriginal Day” will provide an opportunity to celebrate the unique heritage, diverse cultures and outstanding achievements of the nation’s Aboriginal peoples.

THEREFORE BE IT RESOLVED THAT the Board declare June 21 of each year as “National Aboriginal Day” in the School District No. 36 (Surrey).

CARRIED

(d) Progress Report – Active Capital Projects

Trustees received a progress report regarding active capital projects.

(b) Incoming Correspondence

There were no correspondence items requiring Trustees’ attention.

[5] FUTURE BUSINESS

(a) Items for Future Discussion

Trustees made note of topics requiring discussion by the Board in the future on the agenda administrative memorandum schedule.

Cont'd...

(b) Future Meetings

Trustees made note of future meetings outlined on the agenda administrative memorandum schedule.

[6] QUESTION PERIOD

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

[7] ADJOURNMENT

It was moved by Trustee McNally, seconded by Trustee Dobie:

THAT the Regular meeting of the Board be adjourned at 8:57 p.m.

CARRIED

S. Wilson
Chairperson

W. Noye
Secretary-Treasurer

SECTION 72(3) REPORT

BOARD OF EDUCATION of SCHOOL DISTRICT NO. 36 (SURREY)

REPORT OF SPECIAL (IN-CAMERA) BOARD MEETING

2013-05-09 MEETING

Trustees Present:

S. Wilson, Chairperson
L. Larsen, Vice Chairperson
T. Allen
C. Dobie
P. Glass
R. Masi
L. McNally

Decisions Made by the Board Included:

1. Approval of Minutes and Public Records of the Special (In-Camera) Board meeting held 2013-04-18 "A", 2013-04-18 "B" and 2013-04-29.
2. Elementary Vice Principal – appointments and assignments.
3. Secondary Vice Principal – assignments.
4. Acting Vice Principal appointment – Hazelgrove Elementary – Site #203

Matters Discussed by the Board Included:

1. Property matters.

SECTION 72(3) REPORT

**BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)**

REPORT OF SPECIAL (IN-CAMERA) BOARD MEETING

2013-05-28 MEETING

Trustees Present:

S. Wilson, Chairperson
L. Larsen, Vice Chairperson
C. Dobie
R. Masi
L. McNally

Decisions Made by the Board Included:

1. Elementary Vice Principal "Pool".

BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)

Schedule 3 (c)
of the

ADMINISTRATIVE MEMORANDUM
(Regular)

MEETING DATE: 2013-06-20

TOPIC: ACHIEVEMENT CONTRACT 2013/2014

It is a *School Act* requirement that every Board of Education must prepare an annual Achievement Contract that contains the following information:

- Standards for student performance
- Plans for improving student achievement in the school district
- Literacy; and
- Early learning programs

The Achievement Contract for 2013/2014 is attached for consideration. This is a substantial document marked "draft", which will allow us to make any housekeeping changes before final submission to the Ministry of Education.

IT IS RECOMMENDED:

THAT the Board approve the Achievement Contract for 2013/2014 for submission to the Ministry of Education by 2013-07-15.

Enclosures:

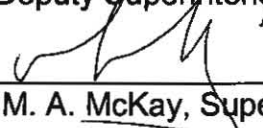


Submitted by:



J. Tinney, Deputy Superintendent

Approved by:



M. A. McKay, Superintendent

SURREY SCHOOL DISTRICT

ACHIEVEMENT CONTRACT

JULY 15, 2013



CONTENTS

DISTRICT ACHIEVEMENT CONTRACT 3

CONTEXT – FEATURES OF THE SCHOOL DISTRICT 3

Key district information 4

District and School Connections – community engagement 4

Connection with the Aboriginal Education Enhancement Agreement 5

Connections with other key documents 6

Setting Directions 7

Organizing for Improvement 7

Building Learning Communities 11

Personalized Learning 12

GOAL 1: IMPROVE LITERACY – KINDERGARTEN TO GRADE 12 16

 Objective 1.1: Improve acquisition of phonological skills for all learners 16

 Objective 1.2: Improve reading results across the curriculum in the content areas for all learners 20

 Objective 1.3: Improve English 10 and 12 Provincial Examination results 24

GOAL 2: IMPROVE NUMERACY – KINDERGARTEN TO GRADE 9 32

 Objective 2.1: Improve Numeracy – Kindergarten to Grade 12 32

GOAL 3: IMPROVE THE SIX YEAR COMPLETION RATE 42

EPILOGUE 48

LIST OF APPENDICES 49

DISTRICT ACHIEVEMENT CONTRACT

JULY 15, 2013

The Surrey School District offers its community a rich diversity of learning experiences, enabling our students to excel in many ways. The district values and believes in a well-rounded education for all students. In addition to academic programs, students have many opportunities to develop skills in visual and performing arts, technology, career and trades exploration, physical education and athletics, the study of language and culture, and school programs and activities that promote leadership and social responsibility.

The performance targets outlined in the district's Achievement Contract are based on data provided by the Ministry of Education and on assessments connected to initiatives focused on improving student achievement in specific areas. Performance targets support the district's goals for Literacy, Numeracy and the Six Year Completion Rate, and integrate the goals for achievement by Aboriginal learners as set out in the Aboriginal Education Enhancement Agreement. The district is investigating ways to broaden the indicators of student achievement to include both stated goals and our priority practices.

CONTEXT – FEATURES OF THE SCHOOL DISTRICT

The Surrey School District includes the City of Surrey and the City of White Rock and is the largest school district in British Columbia, and has been one of the fastest growing education systems in Canada. The student population of Surrey Schools was 69,838 as of September 30, 2012. Students attend one of 101 elementary schools, 19 secondary schools or five learning centres, two distributed learning schools, and a variety of satellite and inter-agency programs serving a wide range of particular student needs. The school district is currently constructing a twentieth secondary school and is just in the process of completing construction on two new elementary schools as well as a reconstruction of an existing school. Over 50% of students attending school in the district are from households in which English is the second language. About 15,000 students fall within the 5-year cap for the provision of ELL service. The district is divided into a number of areas distinguished by major socio-economic differences. In 2012, more than 4,300 students (6.5%) came from families on income assistance or are children in care. At the school level, this ranges from 0% to 30% of the student population. Average family incomes by school range across the district from a low of \$43,575 to a high of \$156,325 (Census 2006). As of September 30, 2012, there were 6,821 students with special needs in the district. As of September 30, 2012, there were more than 3,108 Aboriginal students, representing 4.5% of the total enrolment (district).

The Surrey School District offers a variety of programs of choice, providing unique learning experiences for students. Programs of choice in the district include Integrated Studies, Montessori, Traditional School, Intensive Fine Arts, International Baccalaureate, French Immersion, Intensive Core French (grades 5-6), Elementary Punjabi, 5 different languages at the secondary level, a wide range of Apprenticeship and Career Programs, and a variety of programs offered in partnership with Kwantlen Polytechnic University, Vancouver Community College, British Columbia Institute of Technology, Emily Carr University of Art and Design, Canadian Flight Centre, Surrey Community College, Finishing Trades Institute of BC, Roofing Contractors Association of BC and the Nicola Valley Institute of Technology.

KEY DISTRICT INFORMATION

- 76 students were enrolled in Apprenticeship programs in 2012/13 school year.
- 222 students were enrolled in ACE-IT and CTC programs for the 2012/13 school year.
- 3,719 students completed Full Credit summer school courses in 2012.
- 1,092 students completed Remedial summer school in 2012.
- 450 students participated in the Grade 7/8 Summer Transitions Program in 2012.
- 3,389 students participated in a work experience placement during 2012/13.
- 3,200 students participated in Summer Learning Programs for grades one to seven.
- 695 students (614 FTE) international students were enrolled for 2012/13.
- Enrolment has grown by more than 7,800 students or about 13% in the past 10 years
- From May 7th, 2012 to May 3rd, 2013, there were 4,654 “active” students registered in 7,336 DL courses with Surrey Connect (K-12). The school enrolment was 917 FTE in 2012/13.
- Over 5,000 (1,100 FTE) students registered in Adult Continuing Education programs, enrolling in over 10,000 courses in 2012/13.
- Just over 950 adult students participated in 9 Certificate programs, 5 Diploma programs, and 2 short courses at Surrey College.
- Surrey School District’s operating budget for the 2012/13 school year was \$603.8 million.

DISTRICT AND SCHOOL CONNECTIONS – COMMUNITY ENGAGEMENT

The Surrey School District has a comprehensive process for developing its student achievement goals and planning for improvement, beginning with an analysis of student achievement, survey, and demographic data, as well as an extensive series of community engagement activities. It concludes with the filing of the district’s Achievement Contract with the Ministry of Education. This cyclical process attempts to reconcile Ministry

reporting deadlines, the release of achievement data by the Ministry of Education, the availability of district data, the calendar year, the school year, budget cycles, school planning process timelines, and student program planning. In early 2009, the district engaged in a process of reshaping and recasting its vision for student learning. The process, involving students, teachers, parents, and administration and community members identified seven key areas for the district to focus its attention as follows:

- Providing quality education
- Developing socially responsible citizens
- Shared responsibility for Aboriginal achievement, including enhanced programming in literacy and numeracy
- Preparing our graduates for the future
- Helping parents support their child's learning
- Promoting broader community involvement
- Supporting professional learning

The mission, vision, values are currently being updated and revised for the 2013-14 school year.

CONNECTION WITH THE ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

In June 2013 a new Aboriginal Education Enhancement Agreement was signed. Moving forward our Enhancement Agreement will be supported by the inquiry process to maximize the effectiveness of the work done. The inquiry process is an asset-based model that has a positive effect on the beliefs and attitudes about Aboriginal learner achievement by focusing on their strengths. A commitment to improving the Six Year Dogwood Completion rate has been incorporated as an outcome under the goal to increase academic achievement. The district will use its improved understanding of the needs and barriers faced by Aboriginal learners to better support their academic, social, artistic, athletic and leadership achievement. It is our vision to have every Aboriginal learner graduate with dignity, purpose and options. We commit to:

- foster a positive personal and cultural identity that highlights the strengths of Aboriginal peoples;
- maintain high expectations while providing relevant support;
- celebrate Aboriginal learners' success; and
- Support the inclusion of *First Peoples' Principles of Learning* in our classrooms.

The goal of advancing achievement and academic success for all Aboriginal students is clearly outlined in the Aboriginal Education Enhancement Agreement (Appendix B).

CONNECTIONS WITH OTHER KEY DOCUMENTS

- The district's Achievement Contract is based on district goals and approved budgets. It outlines the programs and services that will be provided to assist school communities in achieving their goals as outlined in school plans.
- The process for developing school plans includes consideration of school, district, and ministry data, and district goals for improving student achievement. Plans are reviewed by senior administration and are approved after any suggested revisions have been made. Our process of school planning will be significantly revised for the 2013-14 school year with a move to an inquiry model of school planning. In the summer of 2013, teams of teachers and administrators will be developing a new framework for implementation in the coming school year.
- The district's Achievement Contract incorporates those district goals that have found frequent expression in the goals for improving student achievement identified in school plans.
- The planning cycle is at least a three-year process that moves from data analysis – to community engagement – to goals – to strategies – to implementation – and back to analysis of results.
- The District and Community Literacy Plan fully embraces all of the initiatives that support the district's literacy goal as outlined in the Achievement Contract. The Literacy Plan goes further in describing the relationships that have been established with community partners in support of the district's literacy initiatives (Appendix C).
- Early Learning Programs (Parents as Literacy Supporters, Welcome to Kindergarten, Play/Connect/Learn, StrongStart, Ready, Set, Learn) have been strategically located in neighbourhoods with significant numbers of vulnerable children with a view to enhancing learning readiness and literacy foundations. These initiatives support the district's goal to improve literacy as outlined in the Achievement Contract.

SETTING DIRECTIONS

INITIATE AND BUILD ON EFFORTS TO IMPLEMENT CLEAR EXPECTATIONS FOR CONTINUOUS IMPROVEMENT IN EACH SCHOOL.

- In 2010/11, Education Services initiated a restructuring process that included the development of guiding principles and a framework for service focusing on the schoolhouse. Through collaborative inquiry and the lenses of differentiated instruction and assessment, now declared as district priority practices, as well as the primary goal areas of Literacy, Numeracy and Social/Emotional Learning, integrated teams are in the early stages of developing shared understandings and aligned services. Assistant Superintendents are focusing on ensuring that school plans are less of a compliance exercise and more of a meaningful catalyst for positive change. Clear links are being established between effective practice and school goals. Professional learning that supports school goals is an integral part of the plan. As stated above, this planning process is under major review.

ORGANIZING FOR IMPROVEMENT

INITIATE OR BUILD ON EFFORTS TO ENSURE THAT EACH SCHOOL HAS STRATEGIES IN PLACE TO SUPPORT CONTINUOUS IMPROVEMENT FOR ALL STUDENTS.

- A variety of structures have been introduced to strategically enhance alignment and coherence of district goals and priority practices. These include regular service provider meetings (district staff responsible for education services to schools), expansion of the senior Leadership Team, a reshaping of Education Services meetings and norms, and the development of integrated Area Teams.
- The district is reviewing its key indicators of student learning to align with stated goals and priority practices and developing structures for timely, school-based interventions and support services that inform action taken in response to the needs of specific individual/groups of students.
- Through the coordination of the Integrated Area Teams, the district is focusing on building teacher capacity to provide differentiated instruction and authentic assessment and evaluation practices by aligning in-service, action research, mentoring, networking and school-based professional learning opportunities.
- Assistant Superintendents are engaging each school in discussions about their plans for supporting all students and identifying strategies to address the specific and unique needs of students through the Universal Design for Learning framework.

SUPPORT SCHOOLS IN MEETING THE NEEDS OF ABORIGINAL STUDENTS AND THOSE OF THE INCREASING NUMBERS OF NEW CANADIANS, ESPECIALLY IN THE EARLY YEARS.

- Discussions between key secondary school personnel, the District Principal responsible for Aboriginal Education, and Assistant Superintendents have taken place to identify best practices for meeting the needs of Aboriginal students and ensuring that these practices are implemented district wide.
- An implementation plan has been developed to assist schools, teaching staff and district staff with opportunities to reflect on and engage in the Aboriginal Education Enhancement Agreement goals and objectives.
- The Welcome Centre staff is committed to assisting our District's ELL students with their transition to a new school system and community by facilitating effective reception, language assessment, and appropriate placement. The Welcome Centre staff provides registration support, information about the B.C. education system, school and community programs/services. Our staff provides support by assisting with ELL student registration and by conducting the initial language assessment. In addition, school staff can access a wide range of resources at the Welcome Centre library to support our English Language Learners with their language needs and integration into the schools. Since the Welcome Centre opened its doors, we have supported over 30,000 families and students with their integration into Surrey Schools and the community.
- Community-Schools Partnership provides support to vulnerable children and families. Initiatives are reaching out to communities of need and building strong links and connections with families. The focus is on supporting children in being ready, able and motivated to learn, building resiliency in children and youth, providing extended and enriched learning opportunities and experiences, and connecting parents and school staff to community resources, services and supports. C-SP provides programming before school, during school, after school and Saturdays throughout the school district, with a specific focus on the inner city schools. In addition, C-SP provides opportunities for students to participate in winter, spring and summer camps.
- StrongStart centres were opened in two schools during 2007/2008, with eight more added in 2008/09 and ten more in 2009/10. Twenty-one were operational in 2010/11, with two more being added to the complement in 2011/12 for a current total of twenty-three centres.

STRENGTHEN THE ENGLISH LANGUAGE LEARNERS (ELL) /ENGLISH AS SECOND DIALECT (ESD) PROGRAMS.

- The district continues to align practices in relation to core Ministry documents and district standards for ELL/ESD programs and services to explore best practices for ESD learners.
- The school district is in its first year of implementing a response draft of new ELL Language Development Continuums that were locally developed for the Ministry of Education.
- In-service training for Learner Support Team (LST) teachers and classroom teachers, as well as principals and vice principals, continues to be a high priority. The district has been focused on developing the Sheltered Instruction Observation Protocol (SIOP) method to facilitate high quality instruction for English Language Learners in content area teaching.
- The district has developed a standardized placement assessment tool that aids in program decisions and consultative support for ELL/ESD students.
- The district has developed, in partnership with the Ministry of Education, formative assessment frameworks/rubrics for ELL/ESD learners to enable classroom instruction and language acquisition.
- Safe Schools partnered with Education Services, Community Schools Partnership, and the Welcome Centre to offer opportunities to participate in a soccer league to support high risk immigrant youth. The program operates out of four secondary schools with 100 students participating and another dozen secondary students acting as mentor coaches. This program allows students to access pro-social recreational opportunities, without cost, during immediate after school hours.
- Safe Schools provides intensive one to one support for immigrant youth who are associating with youth gangs. Each student is provided with an individual case manager who supports the reduction of risk factors and augmentation of protective factors in the five domains of a young person's life. Safe Schools also facilitates a Boys Club where students who are demonstrating a lack of attendance and achievement participate in after school recreation. The program focuses on building resiliency and leadership with students to increase attachment to school.

INITIATE OR BUILD ON EFFORTS BEGUN TO STRENGTHEN PROGRAMS.

- Program standards for Learner Support Teams and school based teams have been developed and implemented with a view to providing coherent, quality service to students with learning challenges. Area district support teams are assisting schools in their improvement efforts.

- A LST Handbook of Guidelines and Procedures has been adopted and is used by principals and vice principals, helping teachers, and support teachers to provide a more coherent support service for students requiring focused instructional support.
- In partnership with SFU, the district developed a Diverse Learners Diploma focused on building teacher expertise in the area of Low incidence/Highly complex students.
- Education Services is continuing a program review in Social Development and Social Emotional Learning and Gifted Education. Recommendations are currently being implemented and will continue implementation through the 2013/14 school year.

DEVELOP STRATEGIES AND STRUCTURES TO SHARE THE STRONG PRACTICES THAT OCCUR IN MANY LOCATIONS THROUGHOUT THE DISTRICT.

- 17 Learning Design project schools focused on innovative practice have committed, as lighthouse schools, to share their learning and success with other schools and the system. An additional 40 schools have been identified as of spring 2012, with a further 29 schools in spring of 2013.
- Action Research touchback sessions promote teacher inquiry and collaborative practice. Reports are published on-line and other opportunities for sharing.
- The Leadership Development Program provides for extensive sharing of school improvement projects.
- The district has undertaken joint initiatives with the Surrey Teachers' Association around quality professional development and mentoring for new teachers.
- Networks centered around families of schools and key goals and key initiatives are in place as well as area teams to provide additional support to schools.

BUILDING LEARNING COMMUNITIES

INITIATE OR BUILD ON EFFORTS TO INCREASE MEANINGFUL PARENTAL INVOLVEMENT.

- A strong working relationship has developed with the District Parent Advisory Council to enable increased meaningful parent involvement.
- Increased parent involvement has become a key component of district literacy and numeracy initiatives and an increasing number of schools have made this a priority. The focus has been on building parent capacity to support their children in their learning. Examples include Parents as Literacy Supporters (PALS), and Family Math.
- Aboriginal PALS sessions have been held at Kekinow Housing Complexes through a partnership with the Kekinow Native Housing Society and external funding. In addition to PALS, five schools participated in a Bannock and Books initiative that involved learners and family members in activities related to literacy.
- C-SP provides opportunities for parents to connect with schools through community dinners, parent literacy programs, parent ELL conversational programs and parenting programs and an Attendance Matters Program.
- In collaboration with DPAC, several parent information sessions are held each year. These sessions highlight key district directions and inform our parents and community about district structures, strategies and direction.

EMBRACE CULTURAL AND LINGUISTIC DIVERSITY AS AN ATTRIBUTE THAT DEFINES OUR COMMUNITY.

- Numerous school-based events and activities are undertaken by schools to promote cross-cultural understanding and harmony and to encourage greater involvement by parents of diverse ethnic and cultural backgrounds.
- Settlement Workers and Multicultural Workers have provided over 4,000 school/community, and/or settlement related workshops since 2008.
- Numerous school based events and activities are undertaken annually to honour and acknowledge the people and traditional territory as well as the cultural teachings of the land of the Katzie First Nation, Kwantlen First Nation, Semiahmoo First Nation, and other Aboriginal cultural groups.
- Since the Welcome Centre opened its doors, we have supported over 30,000 families and students with their integration into Surrey Schools and the community.

- The district, through Safe Schools and C-SP was awarded a grant – SAME (Surrey Appreciates Multiethnicity) to build a youth mentoring program to build awareness and celebrate the diversity in our community.

BUILD COMMUNICATION NETWORKS TO ENSURE THAT PARENTS, STAFF, AND STUDENTS UNDERSTAND THE FOCUS AND DIRECTIONS IN THE DISTRICT.

- Consultation: Regional forums for Parent Advisory Councils take place annually. Liaison meetings with employee groups, student representatives, community partners, and DPAC take place once or more each year. The outcomes of these meetings help to guide the Board in its budget development and goal setting.
- Information: The district website provides extensive, up-to-date information regarding Board of Education goals, values and objectives. Student planners include annually updated district reference pages that include district focus and direction. In addition, the parent publication EdCom is distributed district-wide four times each school year and district developments are regularly reported on the district website and through news releases and parent newsletter inserts.
- The district has committed senior staff attention to working with DPAC to build capacity and strengthen the home-school partnership.
- The district builds on a process to affirm, refresh and reshape its vision for its schools started in 2009, involving parents, students, staff, and other community members.
- In January and February 2012, a series of parent and student forums provided feedback to the district on the BC Education Plan and Personalized Learning.
- Where appropriate, parents participate in policy development as occurred in 2012-13 with the development of a comprehensive policy for support of LGBTQ students and staff.

PERSONALIZED LEARNING

LEARNING DESIGN PROJECTS

In order to promote and support curriculum transformation, the district has committed substantial resources for innovative learning design projects. The project has two strands, a Digital Integration Focus (elementary and secondary) and a Learning Design Focus (secondary). Applications were assessed on pedagogical design, the action plan and connections to existing work at the school. The various criteria include commitment of a substantive school team to collaborative inquiry, involvement in ongoing professional learning, a process for

teachers to document and share their learning journey, and a willingness to become a lighthouse for other schools. An additional 40 elementary schools (phase 2) were added in spring 2012, while another 29 schools were added in spring of 2013.

The Surrey School District has developed guiding principles based on the understanding that, while social and academic engagement is imperative to student success, we need to “achieve the more ambitious goal of promoting deep cognitive engagement that results in learning” (National Research Council, cited in Dunleavy and Milton, 2008). As well, guiding definitions about 21st century literacy from The National Council of the Teachers of English play a key role in guiding our work:

"Active, successful participants in this 21st century global society must be able to

- Develop proficiency and fluency with the tools of technology;
- Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- Design and share information for global communities to meet a variety of purposes;
- Manage, analyze, and synthesize multiple streams of simultaneous information;
- Create, critique, analyze, and evaluate multimedia texts;
- Attend to the ethical responsibilities required by these complex environments."

For schools, the foundational elements of this learning design are:

- Learning tasks are authentic, relevant and cross-curricular
- Assessment is ongoing, performance-based, equitable and guides instruction
- Constructivist instructional models engage students in inquiry
- Diverse learning needs are met with differentiated content, process and product
- Collaborative learning opportunities are incorporated into both physical and virtual spaces
- Creative and critical thinking skills are pervasive across all curricular areas
- Students are able to influence and actively participate in shaping their learning
- Technology is purposefully integrated as a learning tool

RESULTS

Qualitative evidence

Two major themes were analyzed around students influencing their own learning and the incorporation of collaborative learning opportunities into both physical and virtual spaces. Project schools provided brief snapshots of student learning.

A sample of reflections by schools showed the following insights:

- “We slowly began handing over the choice of learning and presenting and tools to the kids, and of letting go of having to have the answers. Students take ownership of their learning.”
- “...my class and I went on a journey of learning together. We introduced Genius Hours and more inquiry based learning.... The real change has been in the way that we think about and explore our learning. “
- “Students are teaching each other in a focused, interactive and noisy learning environment -- richer and more sophisticated interaction and collaboration.”
- “My struggling student now sees herself as a competent learner and is able to articulate her strengths and the ways she can contribute to a collaborative group.”
- Blogs... allow parents to have an ongoing look into their children’s day to day school lives -- key for successful child development and learning through the school years.”
- “Our interactive face-to-face communication with Mexican students ... [gave us] a greater understanding of cross-cultural and common values and [helped us] understand how environments/challenges contribute to our opinions.”
- “Collaborative learning is now taking place 24/7. Students use collaborative platforms to share, display, communicate, and present their learning.”

Reflections at secondary schools showed that:

- “by filming his group’s discussions and then analyzing and discussing these videos, the student learned how his comments (about social issues) were interpreted both positively and negatively by his peers. This self-reflection allowed him to mentor others in the last part of the year.”
- “Students created an audio and visual file to document how they defined, understood and made connections to the topic, Students articulated their definition of proportion and crated a

picture/diagram that illustrated that concept of proportion and used the picture to create a question that was related to proportion.”

PRA

GOAL 1: IMPROVE LITERACY – KINDERGARTEN TO GRADE 12

Literacy remains a priority for the district. This report presents a shift in thinking about how literacy is measured and presented as part of the District Achievement reporting requirements. Previously, literacy was covered by five indicators of success using district developed assessments in phonemic awareness (ELPATS) and reading (RAD), report card marks and standardized assessment results from the Foundation Skills Assessment and the provincial examinations. The district has a long history of locally developed assessment tools which have proven to be of value to support instruction and, in this report; objectives that used the RAD as an indicator have been removed. Our rationale for doing this is the inconsistency of RAD results, year over year. The reason for inconsistency is related to the amount of time required from teachers to share scores. Reduced indicators will allow us to focus on what is most important. In discussion with local teachers, we are rethinking the way evidence is collected and how collection could integrate with other innovations in student assessment currently underway.

During the past five years, Kindergarten initial assessments of phonemic awareness (ELPATS) administered in January, indicate that 30% or more of Kindergarten students experience difficulty in the acquisition of phonemic awareness skills. Through instructional interventions and additional support, the number of Kindergarten students who continue to experience difficulty in the acquisition of phonemic awareness skills is significantly reduced by May/June.

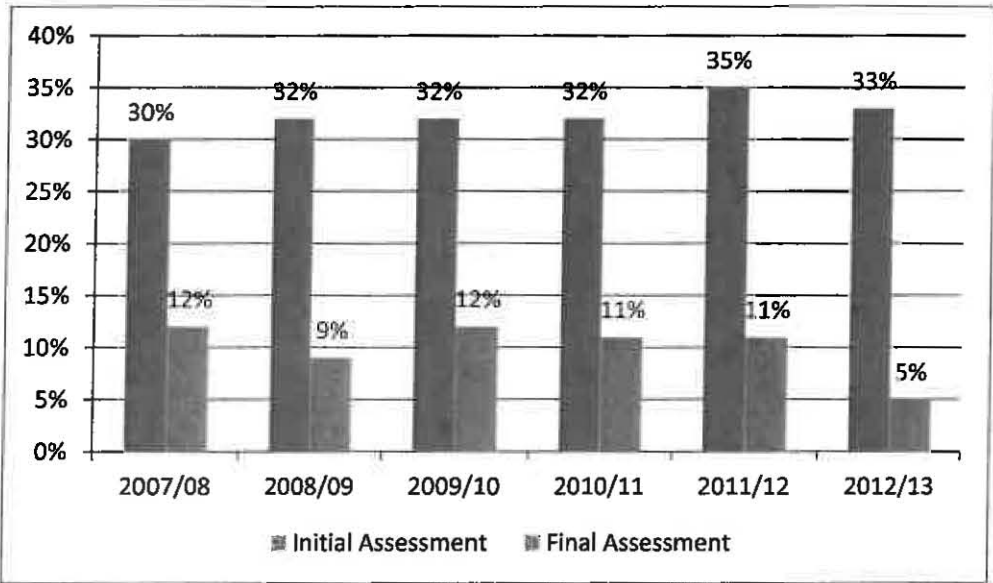
Phonological awareness is the ability to identify and manipulate units of oral language such as words, syllables and rhymes. Phonemic awareness, the ability to manipulate individual sounds in spoken words, is one of the best predictors of how well children will learn to read.

OBJECTIVE 1.1: IMPROVE ACQUISITION OF PHONOLOGICAL SKILLS FOR ALL LEARNERS

Performance targets:

- Improve the acquisition of phonological skills for all learners by 20% over a four month period as indicated by the ELPATS (Early Literacy Phonemic Awareness Test Surrey). Specific targets for Aboriginal learners are identified in the Aboriginal Education Enhancement Agreement.
- Improve the acquisition of phonological skills for learners at 25 Inner City schools by 20% over a four month period as indicated by the ELPATS (Early Literacy Phonemic Awareness Test Surrey).

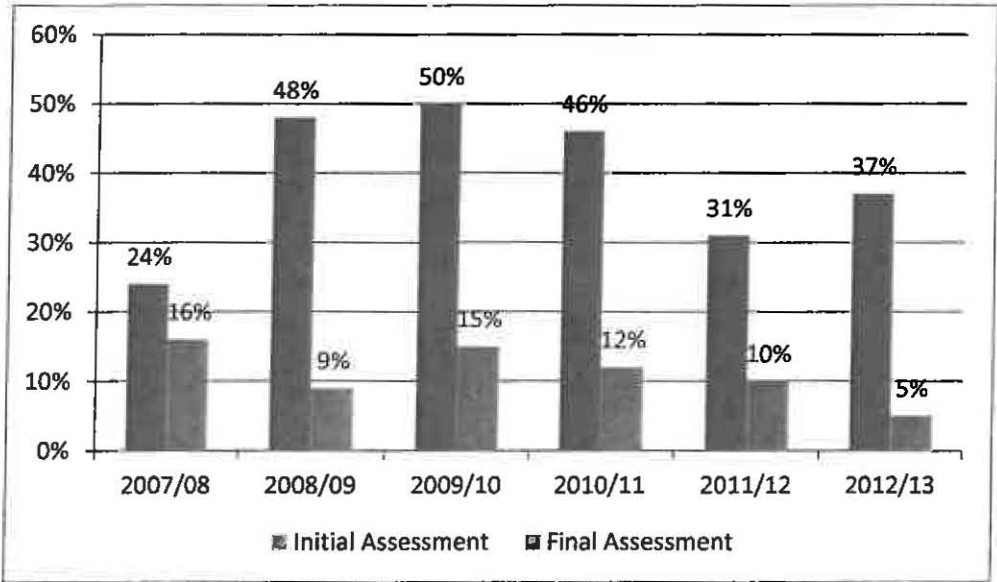
Chart 1-1: Percentage of all students experiencing difficulties in the acquisition of phonemic awareness



Target achieved in phonemic awareness for all students

DRAFT

Chart 1-2: Percentage of Aboriginal students experiencing difficulties in the acquisition of phonemic awareness

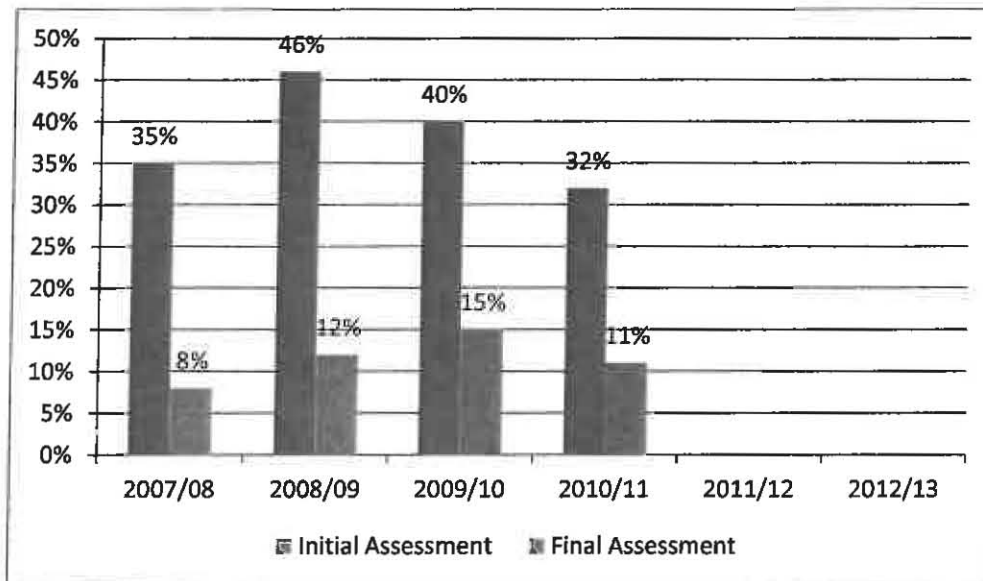


Target achieved in phonemic awareness for Aboriginal students

Focus on early literacy at Inner City Schools

In 2012-2013, a district cohort of early literacy and early numeracy teachers was established. Early Literacy staffing was expanded from 12 to 25 inner-city schools in 2012-2013. Strategic, focused in-class support was provided for “at promise” students in Kindergarten and Grade One in the area of oral language and foundational reading skills. Working collaboratively with classroom teachers, the Early Literacy teachers provided targeted small group instruction including repetitive, scaffolded support in oral language and reading development.

Chart 1-3: Percentage of students at 25 Inner City Schools experiencing difficulties in the acquisition of phonemic awareness



Inner city school data is not yet available for 2012/13

A deeper understanding of the progress students are making in developing oral language and foundational reading skills is gained by looking at the assessment results above together with other qualitative evidence.

Qualitative evidence:

- Students gained confidence in their abilities and demonstrated greater perseverance:
"...He (Kindergarten student) struggled with phonemic awareness and was very shy when speaking with others. Now he is demonstrating confidence in himself as a learner, has started taking risks, is actively sharing ideas with others and is proud of his abilities..." Early Literacy teacher sharing observations
"...After working on rhyme, syllables, segmenting and blending sounds over an extended period of time, each member of the small group developed more confidence. They were able to play with rhymes and sounds independently"

FURTHER OBSERVATIONS:

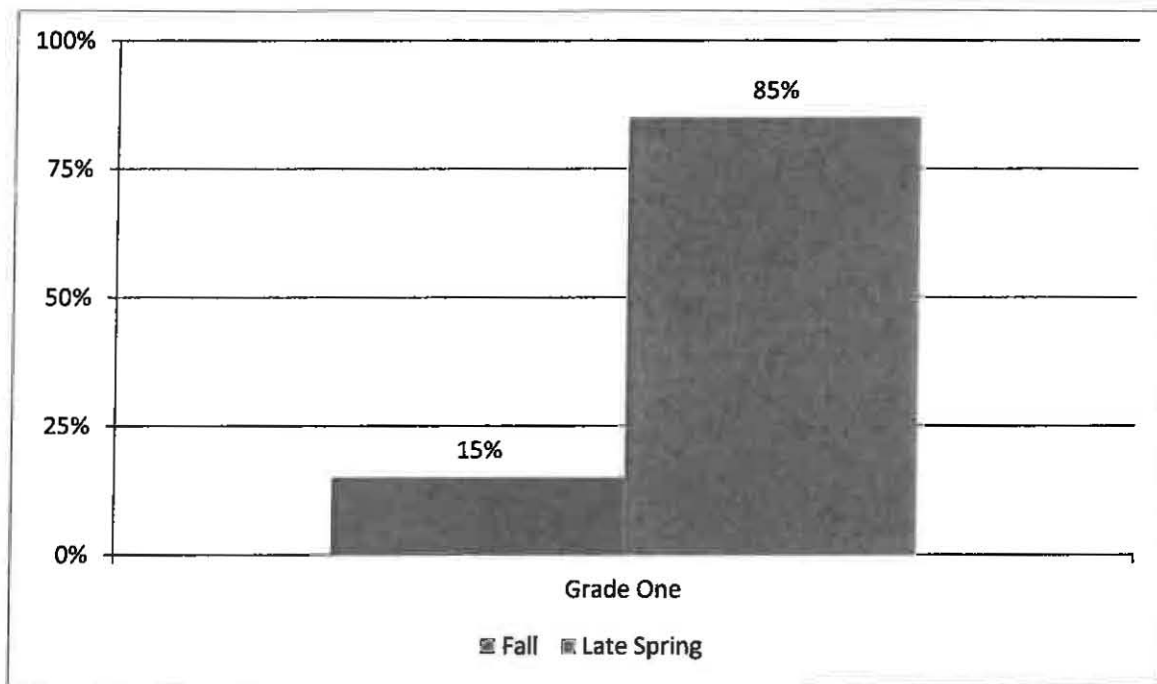
- After 10 years, the ELPATS has achieved district-wide implementation.
- The results from ELPATS over the five year period indicate a significant reduction at year end in the number of Kindergarten students experiencing difficulty with the acquisition of phonemic awareness skills.

OBJECTIVE 1.2: IMPROVE READING RESULTS ACROSS THE CURRICULUM IN THE CONTENT AREAS FOR ALL LEARNERS

Focus on early reading

Early Literacy teachers provided a wide-range of instructional support to develop foundational skills for students identified as at promise. Support entailed regular, repeated small group instruction. Assessment of this intervention was done through collection of evidence of student progress using the B.C. Reading Performance Standards.

Chart 1 4 Percentage of Grade One students supported by Early Literacy Teachers (minimally) meeting to exceeding expectations on the BC Reading Performance Standards.



Initial data collected on five sample schools shows promising early results.

Qualitative evidence:

- Students demonstrated greater confidence and saw themselves as readers:
"...He was very stressed about reading and had been known to cry in class due to frustration. After a series of play-based and meaningful activities, his attitude toward reading began to change. While he still is a little apprehensive, he sees himself as a reader with a toolkit to tackle the challenges he faces in reading..."

"...Many who may be intimidated and feel vulnerable in the larger class setting, exhibit feelings of accomplishment and achievement in smaller embedded groups. These students have become risk-takers, more engaged in reading and incredibly proud of their accomplishments. Each of the students have discovered the joy of reading...."

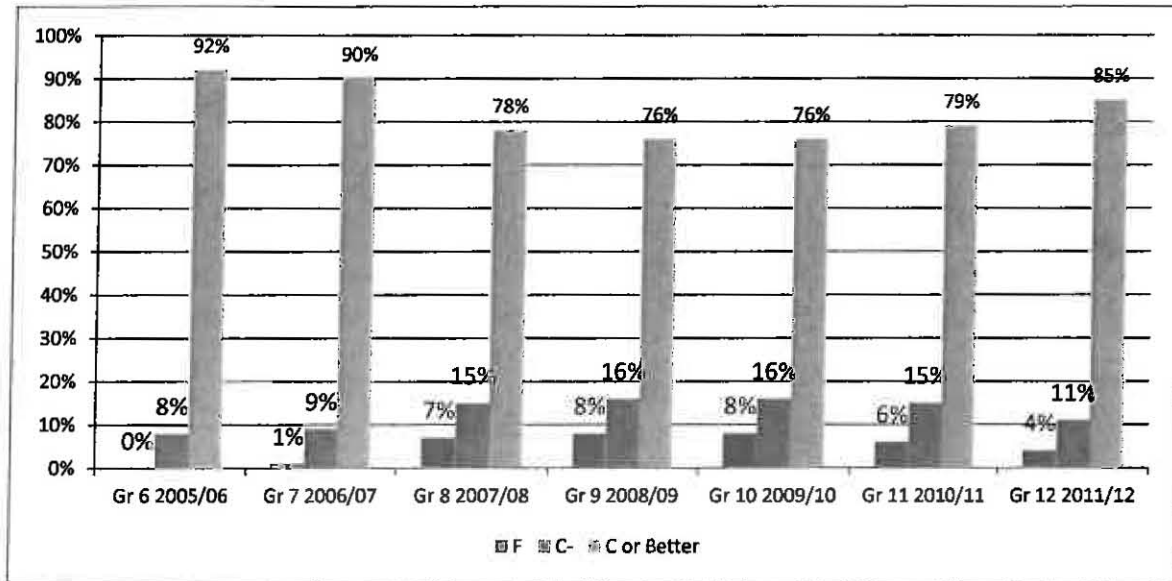
"...initially the students did not want to be involved in any of the reading activities. By providing choice, games, manipulatives and additional support within the small group, they became more engaged and were eager to learn. The days of avoiding reading are gone..."

Improving reading skills in the content areas should yield achievement gains in all curriculum areas where reading is a significant component in concept attainment. Report card results for English are provided for illustrative purposes.

Performance targets:

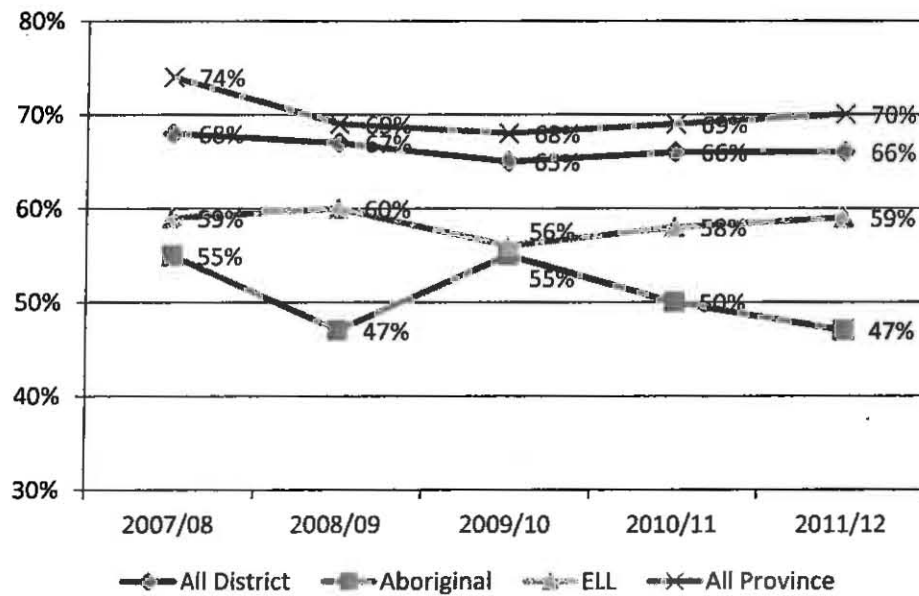
- Improve the percentage of all students achieving a C in Language Arts/English or better for a cohort of students who enter grade 12 in 2011/12. (no target set)
- Improve the percentage of all students meeting to exceeding expectations on the FSA Reading at Grade 4 and 7. Specific targets for Aboriginal learners are identified in the Aboriginal Education Enhancement Agreement.

Chart 1-5 Report card marks for all students in Language Arts/English over a period of time



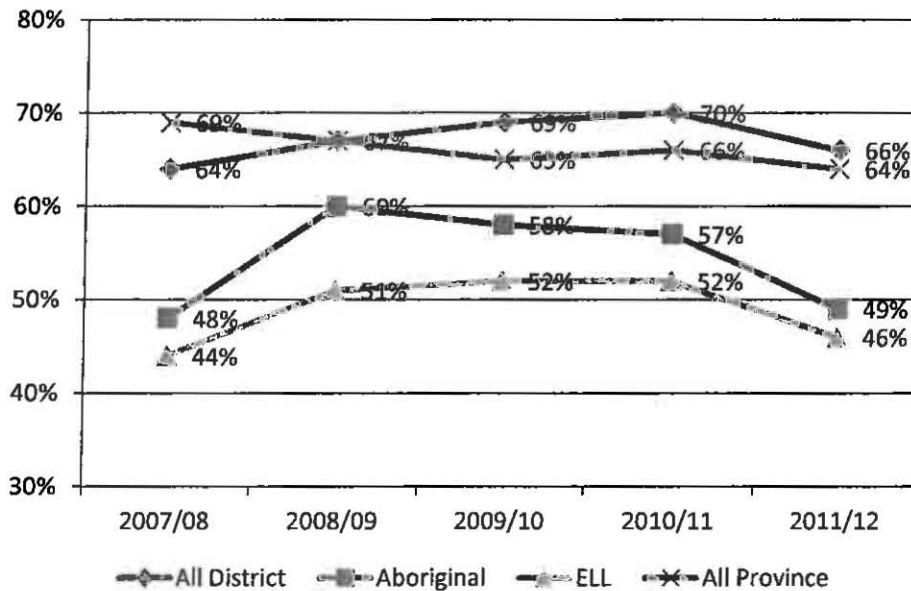
Achievement results for the cohort group were consistently higher in grades 6 and 7. A significant shift was noted as students transitioned from elementary to secondary school. Students maintained similar achievement levels from grade 8 – 11, with an improvement in grade 12.

Chart 1-6 Percentage of students “Meeting” to “Exceeding Expectations” in Reading FSA Grade 4



Overall achievement in reading has remained consistent. District results continue to be within 4% of provincial result for 2008/09 to 2011/12. District results for Aboriginal and ELL learners continue to be lower than the result for all students. (FSA 2013 results are not yet released)

Chart 1-7 Percentage of students “Meeting” to “Exceeding Expectations” in Reading FSA Grade 7



Overall achievement in reading improved for 2007/08 to 2010/11, but declined in 2011/12. District results exceed the provincial result for 2009/10 to 2011/12. District results for Aboriginal and ELL learner continue to be lower than the result for all students. (FSA 2013 results are not yet released)

Further Observations:

- Evidence from School Plans indicates that there is greater focus on the need to embed reading instruction in all areas of the curriculum. Particular focus needs to be on the Aboriginal and ELL learners.
- Results from these participating schools indicate a significant increase in the percentage of students “Fully Meeting” or “Exceeding Expectations.” FSA results have remained consistent while report card data showed promising results for grades 8 and 9. Report card marks for English 8, 9 and 10 for 2009/10 showed a C or better rate of 83% and 79% respectively.

ACTIONS TAKEN

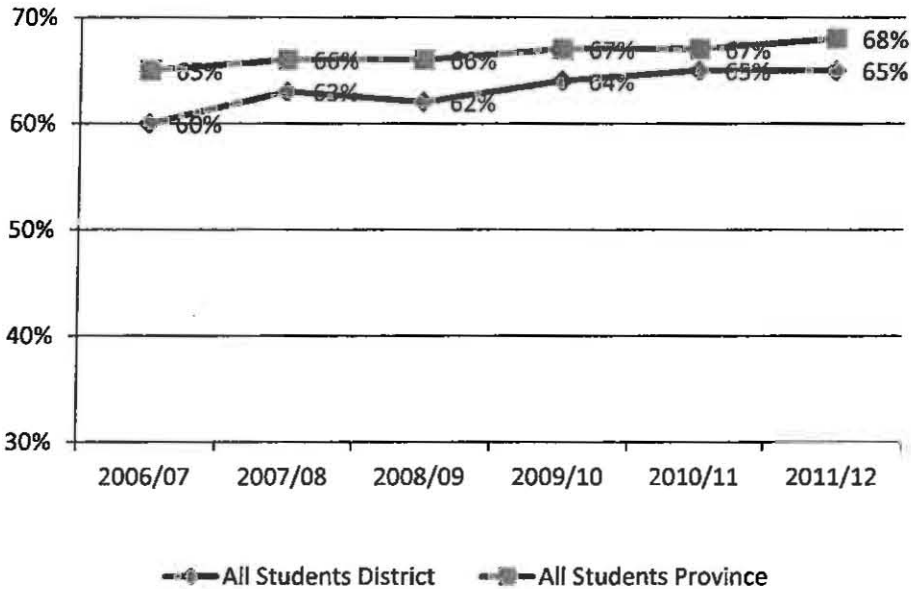
- The transition from elementary to secondary school continues to be challenging as evidenced by the report card data. This continues to be an area of focus. Greater opportunities will be provided for secondary teachers to work with grade 7 colleagues from associate schools to explore ways to support learners during this key transitional period. The Aboriginal student population experiences a greater challenge and should be a key focus area if they are to experience success in grades 8 to 12.
- This work will be supported by an integrated team providing ongoing wraparound support to all learners with a focus on vulnerable and Aboriginal populations. A targeted, strategic approach will be introduced as a field study in one of the secondary schools and elementary associate schools.

OBJECTIVE 1.3: IMPROVE ENGLISH 10 AND 12 PROVINCIAL EXAMINATION RESULTS

PERFORMANCE TARGET

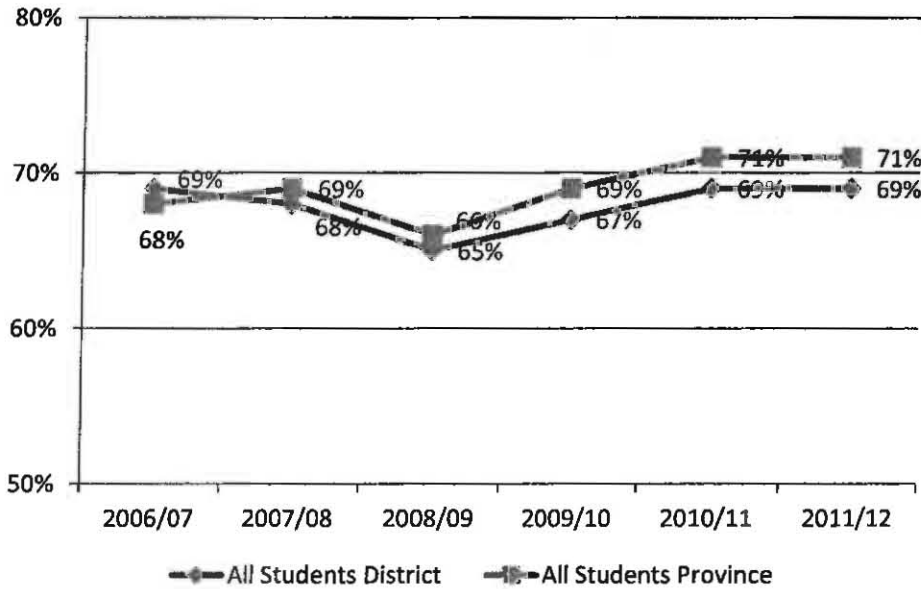
- Increase the percentage of students achieving C+ or better in English 10 and 12 compared to the provincial results by 5% in total over the next three years. Specific targets for Aboriginal learners are identified in the Aboriginal Education Enhancement Agreement.

Chart 1-8 Percentage of all students achieving a C+ or better in English 10



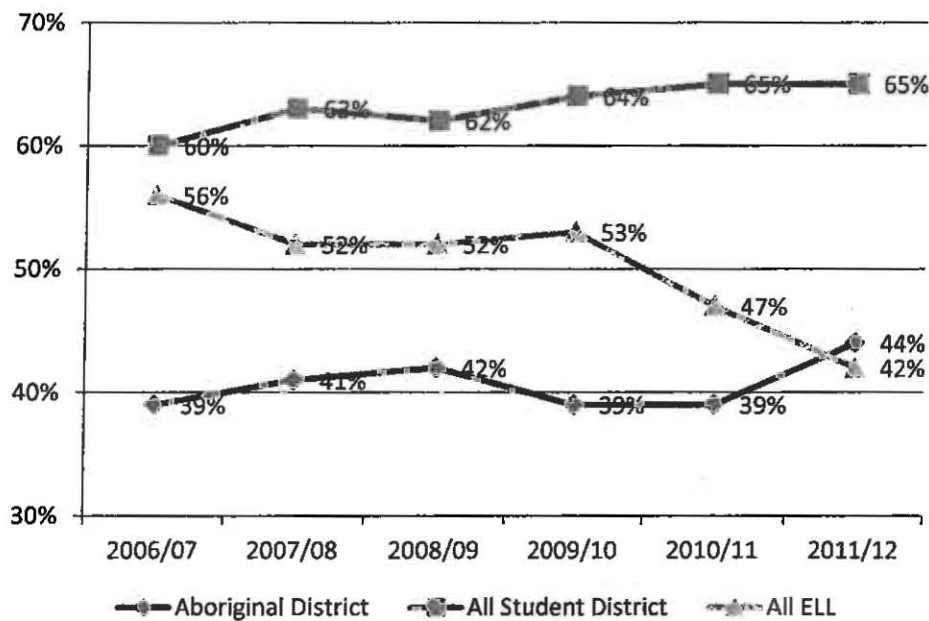
English 10 results appear unchanged over the 3 year period. District results show an improving trend and a decreased gap between district results and those of the province.

Chart 1-9 Percentage of all students achieving a C+ or better in English 12



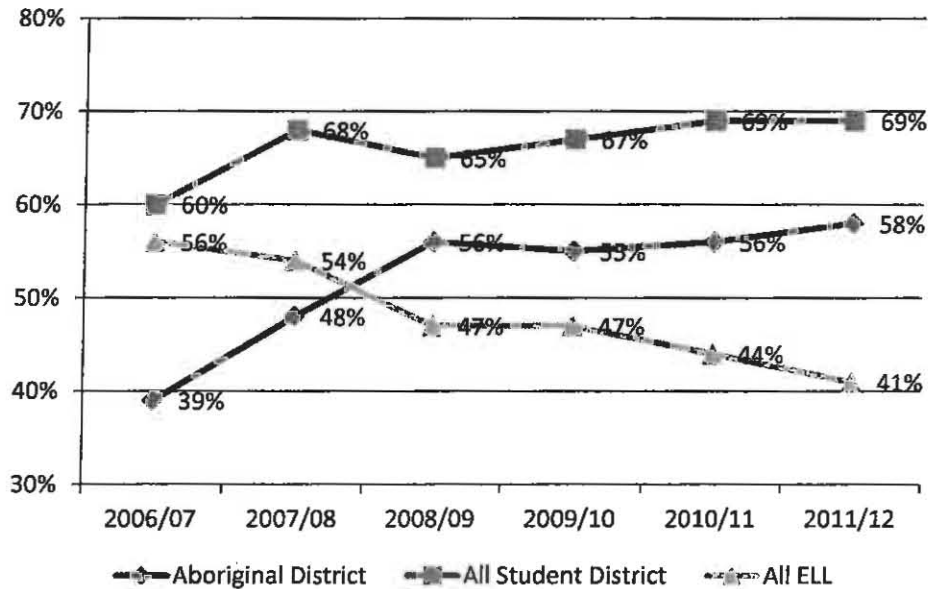
English 12 results continue to be within 2% of provincial levels.

Chart 1-10 Percentage of Aboriginal learners achieving a C+ or better in English 10



A slight improving trend for all learners and for Aboriginal learners.

Chart 1-11 Percentage of Aboriginal learners achieving a C+ or better in English 12



Further Observations

- Long term trends for English 12 (over the last 12 years) indicate that the considerable difference between district results and provincial results from 1994-1996 has been eliminated.

ACTIONS TAKEN OR PLANNED

General

- Continue to provide support through in-service, workshops and responding to school-based requests to better understand the research and integrate the practices of a balanced literacy program in elementary schools that meets the needs of all learners.
- Facilitate the application of formative assessment tools.
- Focus on developing greater instructional expertise in the area of assessment as a part of the district's joint initiative with the Surrey Teachers' Association and the New Teacher Mentoring program.
- The Learner Support Team model fosters LST/classroom teacher collaboration to address learner needs.
- Resource materials have been provided to schools to support students requiring intervention strategies and programs in order to foster students' reading skill development (LST implementation resource materials, Leveled Literacy Intervention Program, Early Success, Soar to Success).

- Use assessment online as a tool to further analyze student strengths and areas for development to guide instruction and interventions.
- Align district helping teachers with school-based initiatives that propose research-based literacy practices through the lens of collaborative inquiry.
- Continue to have district helping teachers provide support that focuses on integrating assessment for learning and differentiated instruction across the curriculum through district networks, in-service and ongoing, job-embedded professional development.
- Reaffirm district helping teachers support for practices that situate oral language as a foundation for developing and supporting reading, writing and thinking skills for all students K-12, recognizing the impact in particular for Aboriginal learners and those “at risk”.
- Continue to engage with Humanities and English department heads to build shared values, beliefs and purposes of assessment practices.
- Continue to offer curricular support for the grade 7/8 summer Transitions Program that supports Literacy and Numeracy for “at risk” students in 18 of 19 secondary school sites.
- Provide clear and coherent leadership opportunities for teachers who have committed to extending their learning in post graduate programs.

Early Learning

- The district will continue to expand its participation in the “Changing Results for Young Readers” initiative. Two teams focusing on early reading success for vulnerable learners will be engaged in collaborative inquiry over the course of the year.
- Continue to provide support and in-service for Kindergarten, grade 1 and Inner City Early Literacy teachers in the foundational skills of oral language and language development.
- Continue to provide Kindergarten programs which pay particular attention to play-based learning, literacy and language development and parental/caregiver involvement.
- Provide support through ongoing workshops and conversations with Kindergarten and Grade One contact teachers from each school.
- Support the use of ELPATS and explore observation tools such as the “BC Kindergarten Continuum”.
- Continue to focus on the Early Learning Framework, inviting StrongStart facilitators to engage in joint professional learning opportunities with Kindergarten and Grade One teachers.
- Provide leadership opportunities for teachers who are involved in continuing professional development.

SUPPORTING PRIORITY PRACTICES K-12

- Continue to use formative assessment tools to assist teachers in identifying areas of instructional focus.
- Develop school-based networks that allow teachers to engage in collaborative inquiry focusing on student learning, to model and coach students to become independent readers, writers and thinkers who know how to co-construct meaning through all forms of text (audio-visual, print, graphic).
- Create and support teacher networks that invite engagement in conversations around practices and structures that support students' transition from primary to intermediate, and from elementary to secondary.
- Through teacher networks, continue to support teacher understanding and practice of explicit instruction, assessment for learning, and the gradual release model to improve reading comprehension across the curriculum.
- Continue to share best practices and teacher/team reflections.

Inner City Early Literacy Project

- Early Literacy support ranging from 0.2 to 1.0 FTE was expanded to include 25 inner-city schools in 2012/2013.
- Continue to provide network meetings to support the Inner City Early Literacy teachers' work in early intervention.
- Continue to provide ongoing training and support to the Early Literacy Teachers and Kindergarten teachers at Inner City Project Schools who are using Links to Literacy - an early intervention program to teach critical phonological concepts and skills.
- Continue to offer Play, Connect, Learn as a summer transition program for vulnerable children who will be attending kindergarten in September.
- Provide an eight week "Stepping into Kindergarten" transition program in the late spring for vulnerable learners at 5 inner-city schools.

EARLY SUCCESS/SOAR TO SUCCESS PROGRAM

- Continue to support expansion of Early Success and Soar to Success
- Pilot a new assessment to instruction Early Learning Tool Kit.
- Continue to provide support and guidance to LST and classroom teachers in order to successfully implement the programs and maximize their effectiveness.

- Expand the number of schools who have trained LST teachers utilizing the Leveled Literacy Intervention program (Fountas & Pinnell).

Family Literacy

- Provide opportunities for schools to share their unique and creative family literacy/home reading programs.
- I-PALS – Immigrant Parents As Literacy Supporters continues into its fourth year. The program is designed to provide support to immigrant families in supporting young children’s language and literacy development. A program focusing on Arabic speaking families continued to be offered this year and was expanded to a second site to support Somali families.
- PALS (Parents as Literacy Supporters) was offered at 43 schools.
- PALS sessions are held at every StrongStart centre with StrongStart facilitators and school staff working together to plan and co-facilitate each session.
- Bannock and Books sessions held at 5 elementary schools for Aboriginal families.
- Welcome to Kindergarten initiatives were held at 53 sites.
- Continue to explore ways to ensure that StrongStart is integrated into the school community and effective relationships are built between Early Childhood Educators and Kindergarten teachers.
- Continue to support schools in their efforts to initiate family literacy programs specific to their school context.

Early Learning (0-5) Years

- Ready, Set, Learn has been implemented in all elementary schools.
- Use the Early Learning Framework with Kindergarten teachers and StrongStart facilitators to engage in focused conversations with a view toward building shared understandings.
- Continue to provide opportunities for children and families to participate in PALS, iPALS, Skipping into Kindergarten, Welcome to Kindergarten and Play, Connect & Learn.
- Continue to work with community partners to design a collaborative and cohesive approach to early learning.
- Continue to support the existing 23 StrongStart centres.

Aboriginal Education

- The Aboriginal Education Staff works collaboratively with school based and district staff to align services and supports towards a wraparound support for Aboriginal learners.
- A systematic application of Assessment for Learning (AFL) practices, in recognition of the weight of research that shows that formative assessment has the most impact on low-achieving students.
- Increased knowledge and understanding of Aboriginal history, traditions and cultures for all learners serves to enhance the educational experience of Aboriginal learners.
- The collaborative work to integrate Aboriginal content across the curriculum is shared with all district helping teachers.
- Targeted funds support enhanced levels of service for all Aboriginal students.
- Alignment of Aboriginal Youth Care Worker with Student Services to more effectively support moderate and severe behaviour students.
- Thirty eight Aboriginal Child/Youth Care Workers, 6 Education Assistants, 9 District Cultural Facilitators provide in school and after school support.
- Secondary Teacher Advocates (5.0 FTE) coordinate a school based team to create a wraparound support program for all Aboriginal students in grades 8 to 12.
- Aboriginal learners have access to after school programs in at 60 sites that provide academic and social/emotional.
- Aboriginal Education and Community School Partnerships provide 20 Aboriginal focused afterschool programs.
- The house of Elders helps to build bridges between the school and the Aboriginal community, helps students learn respect for traditional knowledge and skills, and helps build the self-esteem of Aboriginal students who are struggling to connect with the school environment.
- Aboriginal authors and speakers provide visits and follow-up sessions to 10 elementary and secondary schools
- 65 school sites received leveled reading resources and teacher in-service for Turtle Island Voices, Raven's tales and Strong Nations
- Aboriginal Enhancement network of schools is promoted and in-service provided to 17 school sites
- Provide support to technology enhanced learning for students with a combination of hardware and software for students, and in-service training for teachers, with a view to enhancing the quality and quantity of student writing.

- District-wide celebrations acknowledge Aboriginal learners and their cultural diversity through events such as Fun Night, Grade 12 Honouring Ceremony, and National Aboriginal Day.
- Twelve elementary and secondary schools engaged in whole school Aboriginal Awareness events, one school hosted a Pow-wow community event and approximately 300 students visited the Katzie First Nation Longhouse.



GOAL 2: IMPROVE NUMERACY – KINDERGARTEN TO GRADE 9

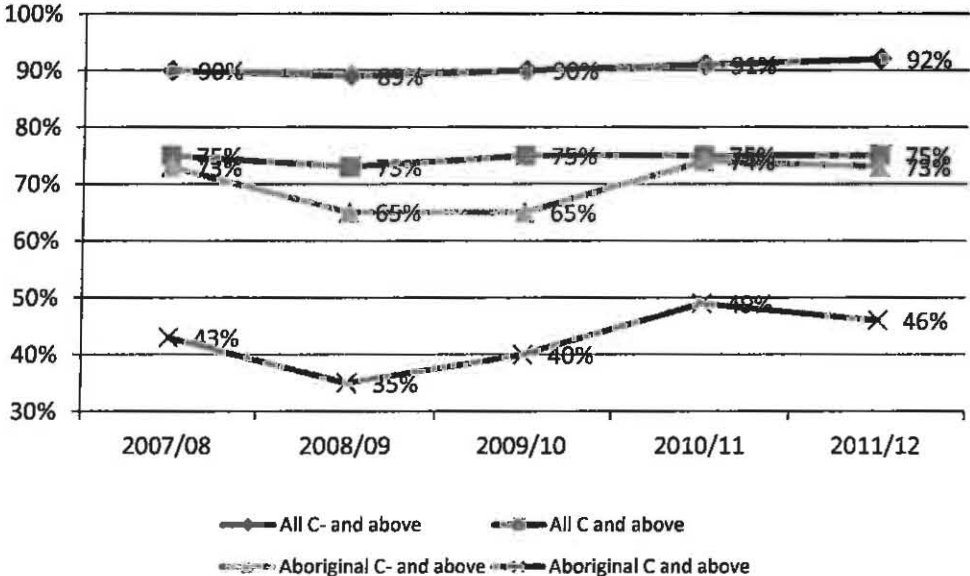
Surrey students have shown improvement in Numeracy over the last few years. The percentage of Surrey students meeting or exceeding expectations on the Foundation Skills Assessment for Numeracy in grade 7 has been consistently higher than the provincial results for the last four years. The grade 4 FSA Numeracy results show a significant improvement in achievement for all district and ELL students. Aboriginal results are consistently below the provincial and district results for all students, but above the provincial Aboriginal result for grade 7. It is worth noting that district participation rates are better than the provincial FSA participation rate.

Although the district has not yet reached the target for students achieving C or better in Mathematics, the passing rate (C- and above) at grade eight continues a growing trend, which is encouraging. The district continues to make the ongoing implementation of the new curriculum a priority. Staff development is focused on helping teachers to understand best practices in Numeracy instruction in order to improve student understanding. The district has added additional resources to reflect a focus on more hands-on, constructive, problem-solving approaches to the teaching of Numeracy. The district has developed a variety of Numeracy assessment tools, which are now being used by an increasing number of schools in the district.

OBJECTIVE 2.1: IMPROVE NUMERACY – KINDERGARTEN TO GRADE 12*Performance targets:*

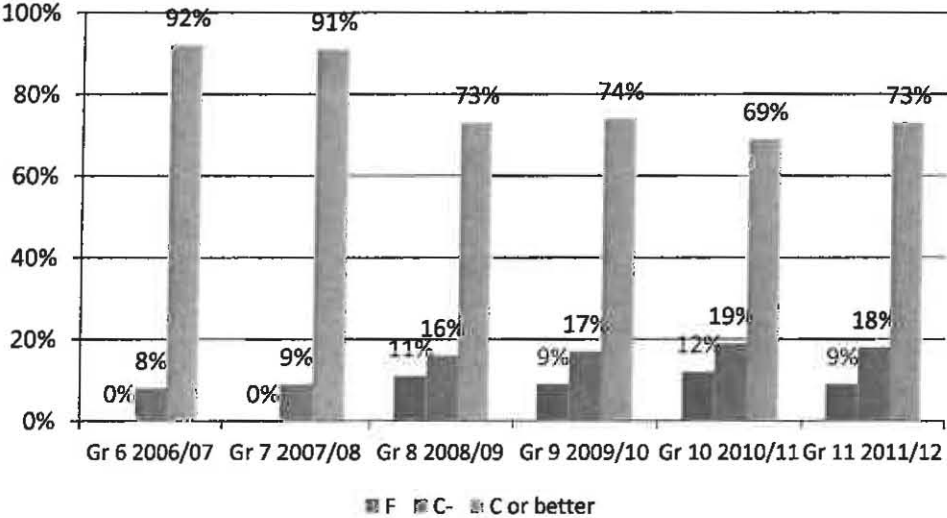
- Increase the percentage of all students achieving C or better in Mathematics 8 by 5% in total over the next 3 years (base 2008/09). Specific targets for Aboriginal learners are identified in the Aboriginal Education Enhancement Agreement.

Chart 2-1 Percentage of students achieving a C- and above and C and above in Mathematics 8



A gap is evident between Aboriginal students receiving a C and above and the all student group. It is encouraging that the gap between Aboriginal students receiving a C- and above and the all student group is closing.

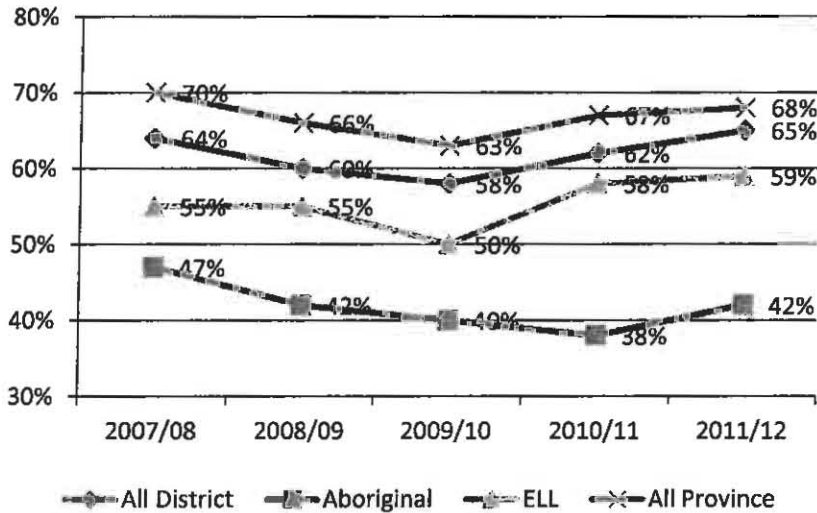
Chart 2-2 Report Card marks for Mathematics for all students who were in Grade 6 in 2006/07.



There is consistency from grade 6 to 7, and from grade 8 to 10 in report card marks achieved. The transition from grade 7 to 8 and from grade 9 to 10 continues to represent a challenge for student achievement. The

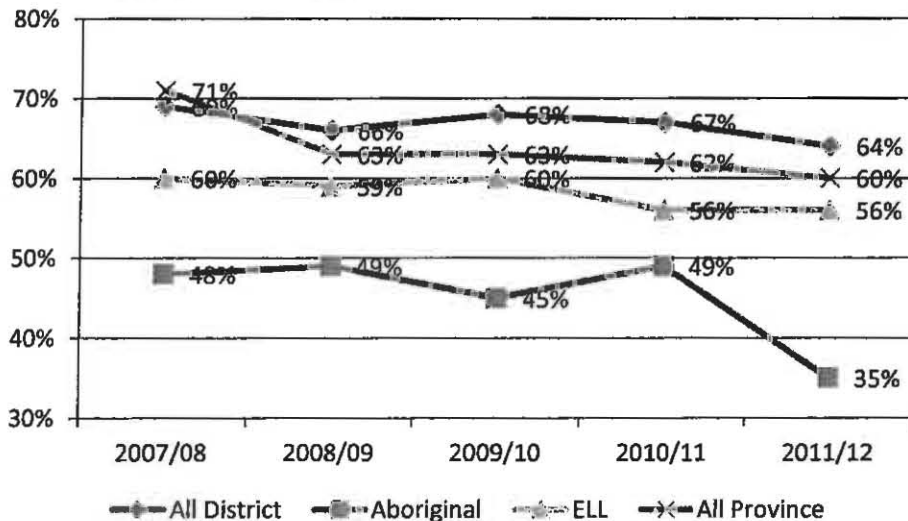
district continues to find ways to support the transition to grade 8, especially for struggling learners, as described later in this report. Teachers from several associate elementary schools are meeting with their secondary colleagues to explore ways to help support students with this key transition.

Chart 2-3 Percentage of students “meeting” to “exceeding expectations” in Numeracy FSA Grade 4



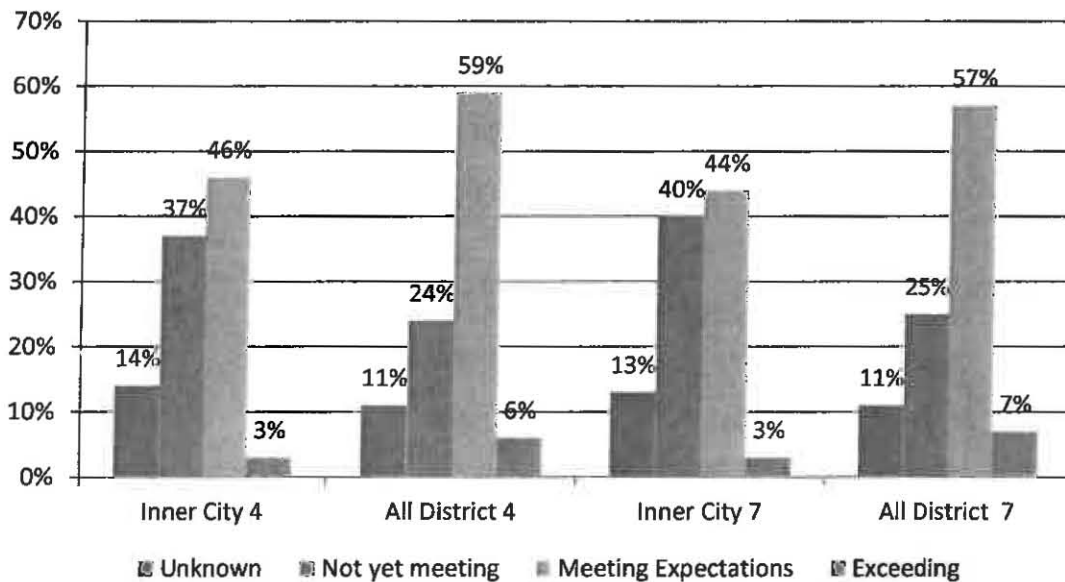
The grade 4 FSA district results mirror the provincial results but ELL and Aboriginal students score significantly lower than the district and province. (FSA 2013 results are not yet available)

Chart 2-4 Percentage of students “meeting” to “exceeding expectations” in Numeracy FSA Grade 7



The grade 7 FSA district result is above the provincial result. District Aboriginal and ELL student results were lower than the results for all students. Aboriginal results declined in 2011/12, the reason for this is not known at this time. But a larger proportion of this group were “performance unknown” meaning that they were excused from the assessment or absent for the assessment than previously (FSA 2013 results are not yet available)

Chart 2-5 Percentage of students achieving on the Numeracy FSA Grade 4 and 7 for students at Inner City Schools in 2011/12



Inner city schools in Surrey are generally performing lower than the District result in both grade 4 and 7. Interventions should be targeted to these key groups. (FSA 2013 results are not yet available)

ACTIONS TAKEN OR PLANNED

- A comprehensive district Numeracy assessment tool for specific grades (1 to 7) was piloted in 2010/11 on a voluntary basis. These and other assessment tools, including in French, are now available district-wide. District level and school-based support for implementation will continue in 2013/14. Open-ended, problem-based, tasks have been developed and are being piloted for use for teachers who would like to do a different kind of summative assessment for Math 8. Further development of these, including extending to later grades, will commence in 2013/14.
- The district worked collaboratively with the Richmond School District to develop an Early Numeracy Assessment for K/1 and 1/2. These assessments, known as “What Do They Know?” allow us to identify

and set performance targets for young students who need more Numeracy support. The K/1 was piloted in numerous schools in 2011/12 and the 1/2 was piloted in 2012/13. Many Primary teachers are now using these assessments.

GENERAL

Provide ongoing, strategic support through the implementation of a Numeracy Project: "Making Math Happen" to schools with a numeracy goal or focus based on:

- Teaching through problem solving (pedagogy)
- Mathematical processes (communication, reasoning, connections, etc.)
- Effective use of manipulatives
- Assessment for learning
- Differentiated instruction
- Improving students' attitudes and dispositions towards mathematics

The Project has included fifty-one elementary schools in 2012/13. It was also extended to include six secondary schools and one Learning Centre. The Project will continue in 2013/14, with a focus on the following:

- Build capacity at the school level
- Develop collaborative communities
- Improve both the content and pedagogical knowledge of teachers
- Establish networks of collaboration among families of schools, including secondary

INNER CITY EARLY NUMERACY PROJECT

In 2012-2013, Inner City Project schools were supported by a 1.0 FTE Inner-City Early Learning Helping teacher. Targeted, strategic support involved Early Numeracy teachers working with the most "at promise" Kindergarten, Grade 1 and some Grade 2 students in the area of numeracy.

The Early Numeracy teachers worked collaboratively with the members of the school-based early learning team to support the most at-risk Aboriginal and non-Aboriginal early learners.

- The Early Numeracy teachers worked in-class with classroom teachers to provide targeted and small group instruction focusing on additional and increased depth of instruction in specific areas of numeracy.

- The focus of instruction also involved building confidence, engagement and communication skills in numeracy.

Actions Taken or Planned

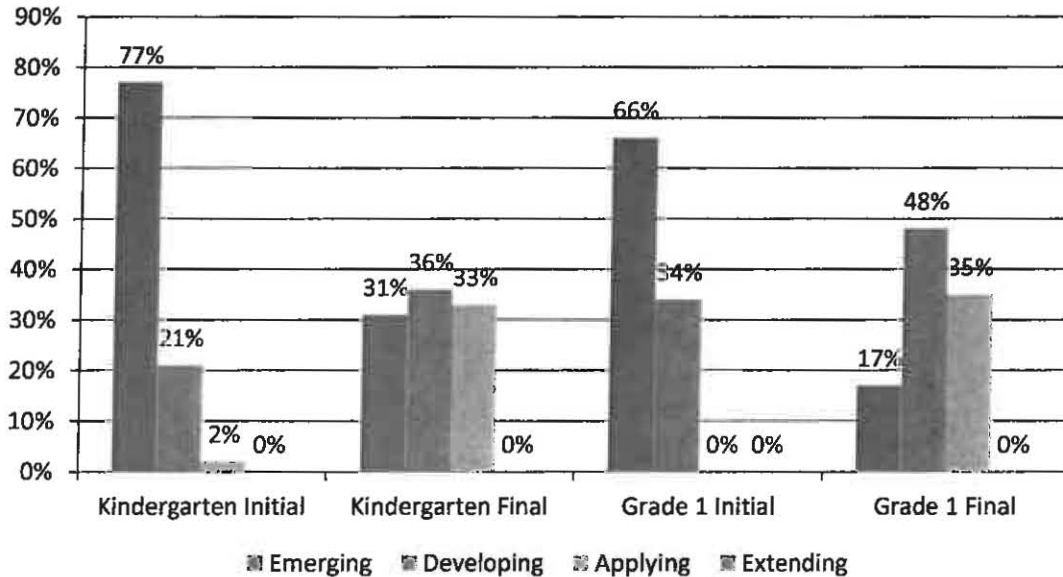
- Provide support to Early Numeracy and classroom teachers through in-service, workshops and classroom visits.
- Respond to school-based/student-based requests regarding support for teachers and students.
- Facilitate the application of formative assessment tools (What Do They Know?) to identify areas of strengths and to guide instruction.
- Provide resource materials to support the needs of the students.

Supporting Practice

- Continue to provide network meetings to support the Early Numeracy teachers' work in early intervention.
- Continue to provide support to promote foundational Numeracy skills (subitizing, partitioning, and patterning) in Kindergarten and Grade 1.
- Expand the use of the numeracy assessment "What Do They Know?" and the instructional component included.

Results

Chart 2-6 Percentage of students achieving on the “What Do They Know” assessment in 2012/13.



Improvement is noted from the initial to the final assessment.

Qualitative evidence

In 2012/13, four Helping Teachers were assigned to support K–12 classroom teachers in the essential facets of teaching numeracy:

- Instructional strategies
 - Developing concepts concretely, pictorially, symbolically
 - Teaching through problem solving
 - Differentiating instruction
 - Effective questioning
 - Using of a variety of resources (manipulatives, technology)
- Curriculum
 - Conceptual understanding of the content
 - Awareness of curriculum across the grades
 - Developmental nature of concept attainment
 - Embedding mathematical processes

- Developing mathematical language
- Reaching all learners
 - Supporting the use of the “Do the Math” program to support struggling students through collaboration by classroom teachers and LST teachers
 - Implementing the program “Leaps & Bounds” for targeted intervention
 - Facilitating a Mastering the Facts joint project between Numeracy and LST Helping Teachers. Professional Development and ongoing support was provided to teams from 12 schools, selected through an application process.
- Effective assessment strategies to guide instruction

NUMERACY HELPING TEACHERS CONTINUE TO WORK ON THE FOLLOWING:

- Continuing the development and implementation of classroom and district assessment tools
 - Early Numeracy K/1 and 1/2 Assessments (What Do They Know?)
 - Grades 1 - 8 Numeracy Assessments
 - LST Numeracy Assessment Grades 4-7
 - K - 8 Problem Solving Assessments
 - IslandNet Numeracy Assessment Grades 3-9 (adapted for use in Surrey)
- Continuing the supporting of struggling learners in Surrey Secondary schools:
 - Seeking clarity around issues, generating recommendations (structural, instructional strategies, maximizing differentiated instruction, assessment, Grade 7/8 Transitions), developing resources
- Activities are carried out in a variety of ways:
 - Daytime and after school workshops and in-service
 - School-based and district professional development
 - Team-teaching and lesson modeling
 - Supporting school professional learning initiatives (book clubs, study groups, action research)
 - Assisting schools in providing support to parents (PAC meetings, Parent Sessions, Family Math Nights (Math Playgrounds have been developed to support these), Welcome to Kindergarten)
 - Involving multicultural support workers as needed
 - Introducing, implementing and providing resources (texts, teacher resources, manipulatives, professional resources, supplements)
- Facilitating Grades 7/8 transition in mathematics:

- At specific secondary schools, co-planning structures to execute a grade 7-8 transition session as a family of schools
- Integrating technology to enhance the learning and the doing of mathematics
- Building leadership capacity by:
 - Identifying and supporting Numeracy teacher leaders, particularly mentors at Numeracy Project schools
 - Creating and supplying schools with resources, in both English and French
 - Supporting (LST) Learner Support Team teachers
 - Providing in-service to student teachers who are completing their practicum in Surrey
- Working collaboratively with Learner Support teachers to examine Numeracy through the Understanding by Design (UDL lens)

ABORIGINAL EDUCATION

- Early Numeracy Teachers have been introduced this year, supporting Aboriginal learners at several inner city elementary schools. This strategic, focused early numeracy support expanded to seven schools in 2012/13.
- Early Numeracy teachers provide intensive support to struggling Aboriginal K – 3 students, focusing on building foundational understandings in numeracy.
- Actions taken:
 - Including members of the Aboriginal staff in Numeracy sessions.
 - Engaging in deep conversations with secondary math teachers and other stakeholders around achievement in math for Aboriginal learners. Specific targets for Aboriginal learners are identified in the Aboriginal Education Enhancement Agreement.

DRAFT

GOAL 3: IMPROVE THE SIX YEAR COMPLETION RATE

The Six Year Completion rate is the percentage of students who complete within six years of beginning grade eight for the first time. This measure rolls up many factors of student success in secondary school into a single summary statistic. After a five percent increase from 2001/02 to 2003/04, the district's six year completion rate for all learners has remained relatively stable between 82 to 84%. The 2011/12 rate at 83.9 is 2.1% above the provincial public schools rate of 81.8%.

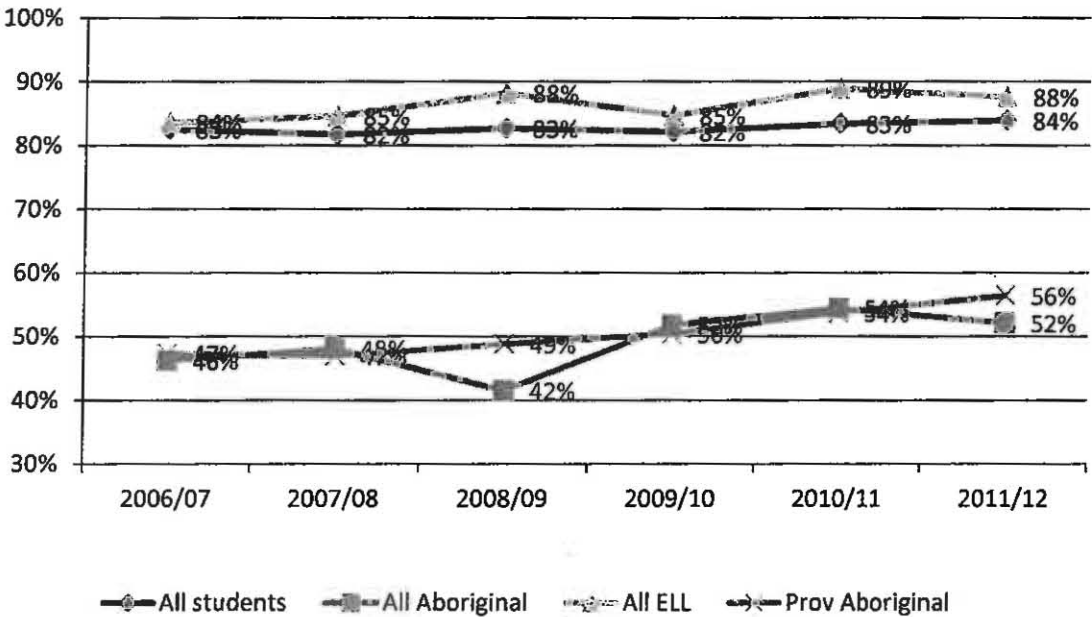
Surrey's Aboriginal six year completion rate over the past 5 years has ranged between 41.5% and 54.4% and at 52.1% is 4.3% below the provincial rate for 2011/12. The district Aboriginal rate has exceeded the provincial rate twice over the five year period, and for the third time the district rate is above 50%.

The year to year variation within the Aboriginal six year completion rate is a concern. However, the small size of the grade 12 Aboriginal cohorts could partially explain this pattern.

Performance targets:

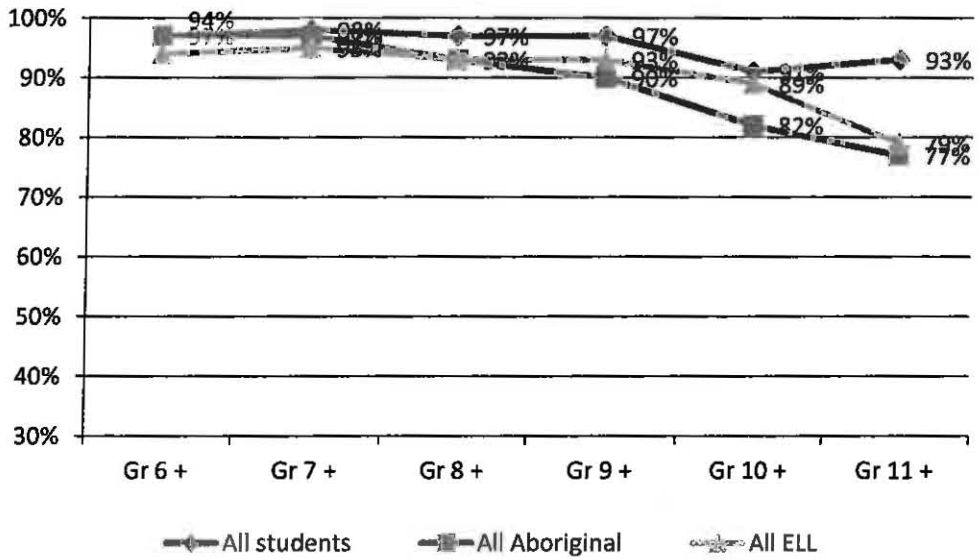
- Improve the overall six year completion rate for all learners by 2% over the next three years. (Base 2010/11) Specific targets for Aboriginal learners are identified in the Aboriginal Education Enhancement Agreement.

Chart 3-1 Percentage of students successfully completing within 6 years of beginning Grade 8



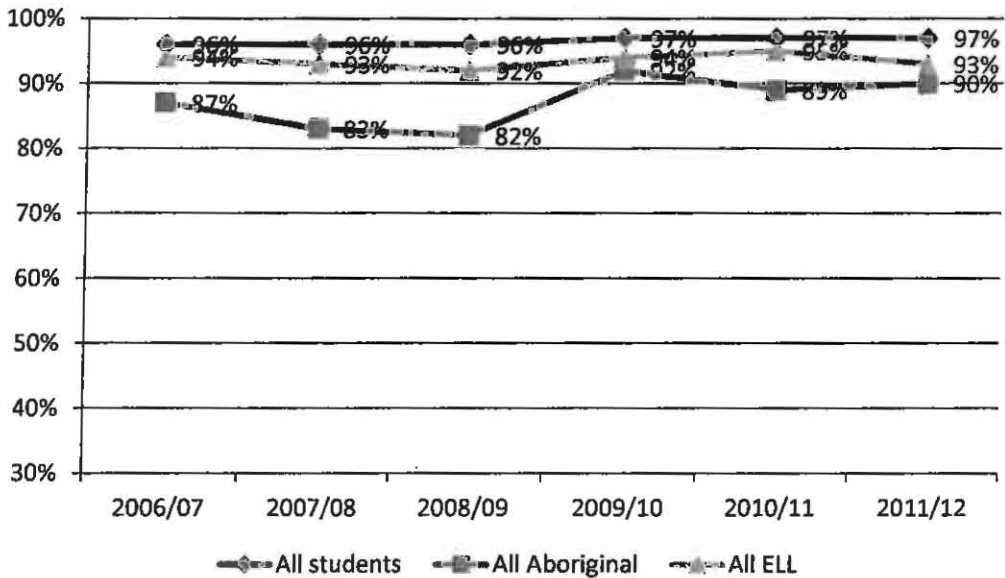
The six year completion rate for the district remains constant, with an improving trend for Aboriginal students. The completion rate for ELL students remains at or above the district result.

Chart 3-2 Percentage of students making a successful progression to a higher grade 2011/12.



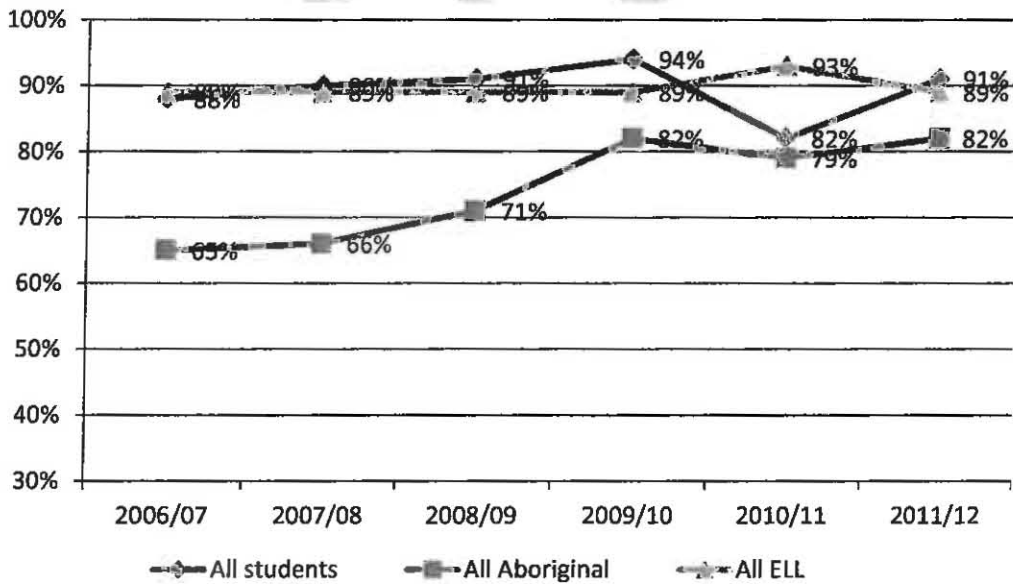
The transition rate from Grade 9 to 10 continues to require attention.

Chart 3-3 Percentage of students making a successful progression from Grade 9 to Grade 10



The Grade 9 to 10 transition rate for all students and ELL students is showing modest improvement. The Aboriginal student rate is showing significant improvement.

Chart 3-4 Percentage of students making a successful progression from Grade 10 to Grade 11



Grade 10 to 11 district transition rates are showing significant improvement, especially for Aboriginal learners. The decline in 2010/11 was associated with the inclusion of adult learners who take academic or language upgrading courses (Foundations) and are not expected to graduate.

Further Observations

- The ELL completion rate exceeds the All Students' completion rate.
- The 6 year completion rate for all students has improved 1.2% since the 2008/09 baseline. Aboriginal students' completion rates have improved 10.6% from the 2008/09 baseline. Both of these Performance targets will be revisited for 2012/13, the end of the 3 year cycle. New Aboriginal targets will be found in the Aboriginal Education Enhancement Agreement.
- The grade 9 to 10 transition rate for all students has improved by 1% since the 2008/09 baseline. This is a 5 year performance target ending in 2012/13. The Aboriginal student grade 9 to 10 transition rate has improved by 8% since 2008/09.
- The progress in the grade 10 to 11 transition rates for Aboriginal students and the stability of this for all students, demonstrates success in student retention over the first and second years of the Graduation Program.

ACTIONS TAKEN, UNDERWAY OR PLANNED

Strategies to implement completion rates fall into four key areas

- 1) Appropriate and effective transitions at key points of intervention in a student's K-12 journey.
- 2) Increased capacity to respond to learner needs through differentiated instruction, quality assessment and changing school structures for learning, especially at the secondary level.
- 3) A continued strong emphasis on career and education planning and goal setting.
- 4) A wide range of alternative pathways leading to school completion.

EFFECTIVE TRANSITIONS

A grade 7/8 Summer Transitions program was established in summer 2008. Grade 7 students determined to be at risk of being unsuccessful in grade 8 are recommended for the program. In the inner city schools an afternoon component was added to further prepare students for their high school experience. The focus of the afternoon was on stress management, organizational strategies, building peer interpersonal skills and healthy lifestyles.

In 2012/13, a pilot was implemented at two inner city schools, Guildford Park and Kwantlen Park. An LST teacher was provided to specifically link with the elementary schools and ensure that appropriate interventions and supports were in place for students upon entrance to Secondary. The pilot proved to be successful and provisions have been put in place for a 0.5 FTE for 5 inner city Secondary schools to have this additional support position.

In keeping with the premise that early intervention has the most significant impact on student achievement, and in an effort to have elementary schools have some ownership in improving the six year completion rate, the district is working with schools to develop appropriate summer transitions/intervention strategies for Kindergarten through grade 6. A summer program for students who do not meet or minimally meet expectations in literacy and numeracy has become a key strategic initiative, with 450 students participating in the Grade 7 to 8 Transitions Summer Program in 2012.

SECONDARY INITIATIVES

Each secondary school has strategies in place that attend to the concepts of membership and engagement especially in grades 8-10.

- Several secondary schools have or are in the process of re-thinking the grade 8 experience by organizing students into cohorts for the purpose of improving connectedness to the school community and to support integration of curriculum. Some schools are in the beginning stages of re-thinking the grade 9 experience.
- Some schools have implemented remedial or grade 8 preparatory courses in English and Mathematics. These efforts have been supported by district initiatives such as “Developing Readers” and “Do the Math”.
- A secondary school with a high Aboriginal population has created an “Experiential Model of Learning” for a cohort group of students in Grades 10 – 11. This has proven to be highly successful in connecting students to the schools and increasing their academic success.
- An increasing number of schools have extended time for learning for students who need it by allocating staff resources for before and after school tutorials.
- In keeping with current research on effective assessment, 12 secondary schools were actively engaged in examining and changing their assessment and grading practices with district support and this will continue into the next year.
- Effective articulation practices around grade 7/8 transition continue to be a focus of attention.

- Schools are enabling students to build individualized learning plans through increased cross enrolment of Distributed Learning courses at Surrey Connect. Surrey Connect is beginning to develop blended learning opportunities for cross-enrolled and school-of-record students.
- Thirty-four Co-op programs involving 846 students are active in 13 secondary schools.
- Teacher Advocates work with Aboriginal learners at 19 sites.

ALTERNATE PATHWAYS

The district's five Learning Centres offer flexible scheduling and programming to over 1,100 students in grades 10 to 12. They continue to follow up on their program review which was undertaken in 2007, and are improving course completion and graduation rates.

Surrey Connect Secondary and Surrey Connect Elementary, the district's distributed learning schools, offer flexible scheduling and programming to approximately 4,600 students (917 FTE).

A Surrey Connect distributed learning support block is scheduled in 10 secondary schools and provides the benefit of a more structured environment for students taking an online course. In 2012/13 there were 224 students registered in a DL Support Block.

Inter-A is a high school program based on leadership and community service that values co-operative learning and social responsibility. Inter-A offers students the opportunity to experience personal inquiry and project based learning in a cross-graded environment. The program offers courses that fulfill the BC graduation requirements and prepares students for post-secondary admission.

Four programs offering intensive support for children with severe learning disabilities (grade 3/4 at Bonnacord Elementary, grade 3/4 at H.T. Thrift Elementary, grade 4/5 at Boundary Park Elementary, grade 6/7 at Simon Cunningham) are achieving positive results.

Policy and Regulations to standardize processes for issuance of Evergreen Certificates and the identification of eligible students were developed and implemented in September of 2008 and have proven very successful to date.

The following programs are aimed at "at risk" adolescent youth with a view to improving success rates in school completion, transitions to work, or return to regular classes or learning centres:

- Connections
- Adapted General Education (AGE)
- Adolescent Day Treatment Program (ADTP)
- Adolescent Psychiatry Unit (APU)
- Educational Transition Centre
- ELL Transitions Program
- Fasttrack
- Focus Track
- Foundations Program
- Growing Together
- H.O.P.E. Program (Helping Others and Providing Education)
- Lee School
- LINKS Program
- Waypoint
- Daughters and Sisters
- Teen Recreation and Educational Enhancement Services (TREES)
- Teamwork, Respect, Empathy, Knowledge (TREK)
- Visiting Teacher

EPILOGUE

In accordance with the Ministry of Education's direction, this Achievement Contract highlights the progress that has been made in improving student achievement, outlines student achievement goals and performance targets for current initiatives, and describes the actions taken to assist schools and specific groups of students in raising student achievement. Surrey School District continues to welcome a growing and increasingly complex range of learners. Its staff is committed to making a quality difference - every child, every chance, every day.

LIST OF APPENDICES

- Appendix A** **Mission, Vision, Values, and 2013/14 Goals**
- Appendix B** **Aboriginal Enhancement Agreement 2013 to 2018**
- Appendix C** **District and Community Literacy Plan**
- Appendix E** **Education Services Framework**

DRAFT

BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)

Schedule 3(d)
of the

ADMINISTRATIVE MEMORANDUM
(Regular)

MEETING DATE: **2013-06-20**

TOPIC: **ESTABLISHMENT OF PARENTS' ADVISORY COUNCIL –
GOLDSTONE PARK ELEMENTARY, SITE #211**

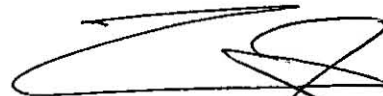
In accordance with Policy #10300 - *Parents' Advisory Council*, Goldstone Park Elementary School – Site #211, has created a Parents' Advisory Council.

IT IS THEREFORE RECOMMENDED:

THAT the Board formally recognize the establishment of a Parents' Advisory Council at Goldstone Park Elementary School – Site #211.

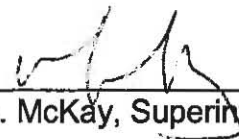
Enclosures:

Submitted by:



W. D. Noye, Secretary-Treasurer

Approved by:



M. A. McKay, Superintendent



**APPLICATION FOR ESTABLISHMENT
OF A SCHOOL PARENTS' ADVISORY COUNCIL**

Secretary-Treasurer
School District No. 36 (Surrey)
14033 – 92nd Avenue
Surrey, BC V3V 0B7
(Courier #441)

School Name: Goldstone Park Elementary

Parents' Advisory Council Executive:

- ✓ President: Aminder Sidhu
- Vice President: Jessica Pater
- Secretary: Jennifer Staric
- ✓ Treasurer: Vineeta Ramjagsingh

This group is the recognized school Parent's Advisory Council.

Principal's signature: Adill

Date: June 10, 2013

BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)

Schedule 3(e)
of the

ADMINISTRATIVE MEMORANDUM
(Regular)

MEETING DATE: 2013-06-20

TOPIC: REPORT OF THE 2013/2014 BUDGET COMMITTEE

ALIGNMENT, SUSTAINABILITY AND COHERENCE
SUPPORTING QUALITY IN SURREY SCHOOLS

This Report provides details of the Surrey School District's Annual Budget for the 2013/2014 school year, being brought for the Board's consideration at tonight's meeting. Budget development followed an extensive consultative process including requests, advice and suggestions received by the Board and its staff. Input was provided by many groups and individuals during Community Forums, Liaison Meetings and focus groups with various education partners throughout the school year.

Trustees have considered their budget options in the light of three key principles: alignment, sustainability and coherence. Effective organizations ensure that resources and the related actions are **aligned** with the highest priority work that must be done to meet declared goals. It is also essential that the Board provides support in a way that is **sustainable** over time. There are few initiatives in public education that can make a positive difference if they are in place for one year and then withdrawn the following year due to a lack of ongoing resources. The concept of **coherence** reminds us that the Board's funded priorities should work together, in a sensible, transparent and well-coordinated manner, leaving no doubt about the district's key work and how success will be achieved.

The Board aligns its personnel and financial resources in support of the Board goals. It also commits to monitoring and improving all programs and services by ensuring stability and sustainability, fiscal and operational effectiveness, and responsiveness to growth and change.

ANNUAL BUDGET FOR 2013/2014

The annual budget is comprised of three components: Operating Fund, Special Purpose Funds and the Capital Fund.

SCHEDULE: 3 (e)

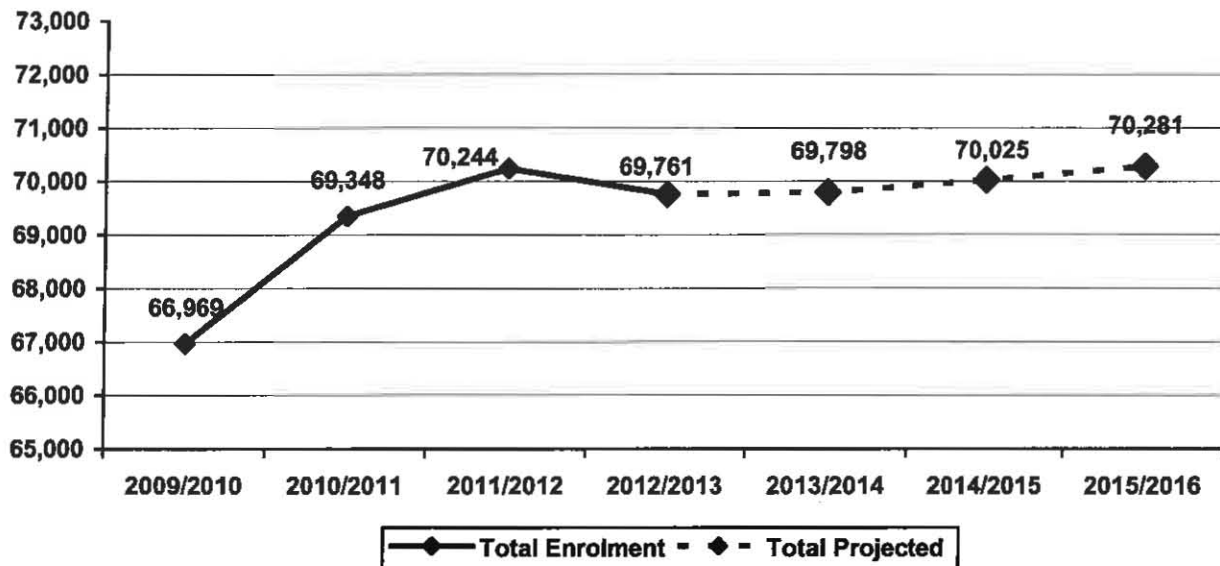
TOPIC: REPORT OF THE 2013/2014 BUDGET COMMITTEE

OPERATING FUND**Operating Grants for 2013/2014**

The Ministry of Education made a total of \$4.725 billion available to school districts for the 2013/2014 school year for a projected enrolment of 541,618 full year students (FTEs). Surrey's preliminary grant allocation is \$570.4 million, excluding any possible provincial holdback allocation. The district's preliminary grant is based upon a projection of 69,798 student FTE's for the full year. A detailed distribution of grants and funding rates can be found on the Ministry of Education website www.bced.gov.bc.ca/k12funding/.

Enrolment

Graph 1 shows the change in the total full-time equivalent student enrolment, including school-aged students, adults and distributed learning (Surrey Connect) students for the full year since 2009/2010, as well as projected enrolment for the next few years. The projected enrolment for 2013/2014 is estimated to be 69,798 students FTE.

Graph 1 - Projected Enrolment**The 2013/2014 Operating Budget Process**

The 2013/2014 Budget Committee began its deliberations early in January and held several meetings in subsequent months. The Budget Committee met with various groups to hear about the educational needs of students in the school district and to better appreciate and understand stakeholders' concerns. The Budget Committee received input from elementary and secondary school administration as well as from parents and

Cont'd...

SCHEDULE: 3 (e)

TOPIC: **REPORT OF THE 2013/2014 BUDGET COMMITTEE**

employee stakeholders through group forum discussions. In addition, the Budget Committee received input from stakeholder and community groups on various initiatives to be considered in the development of the Board's budget.

Our current budget challenges are very different from those faced by other school districts. Surrey has benefited from rapidly increasing student enrolment over the past decade and the per pupil funding formula has been helpful during this time of growth. However, with enrolment predicted to be flat over the next three years, and with only modest grant revenues from student growth increases expected, it is not enough to maintain the same levels of service year after year.

The Board recognizes that its three-fold strategy (**reduce expenditures, increase operational efficiencies, increase revenues,**) must be manageable and sustainable over the duration of the current economic challenge. There is much more work to be done in reviewing and changing our operating structures so that resources can be reallocated to the Board's highest priorities.

An anticipated budget surplus of \$12.3 million projected for the end of June 2013, along with \$4 million from a combination of reassignment of resources, reduction of expenditures and continued efforts to maximize operational efficiencies will balance the 2013/2014 operating budget. However, the use of one-time surplus funds to support on-going expenditures does create financial challenges that will need to be addressed.

Report on Administration Cost Reduction

The Board makes every effort to ensure that resources are allocated to support direct services to students. This continues to be recognized within the 2013/2014 operating budget, with reductions focused as much as possible away from direct impact to classrooms. As shown in the tables below, district administration, as a percentage of the total operating budget, continues to be one of the lowest in the province, despite increased student enrolment and additional staffing FTE.

SCHEDULE: 3 (e)

TOPIC: REPORT OF THE 2013/2014 BUDGET COMMITTEE

Net Position Control Changes for 2013/2014 Operating Fund

Position Control	2013/2014 Preliminary	2012/2013 Final	Change
Principals and Vice Principals	241	240	+1
Teachers	3,921	3,946	-25
Other Professional Staff	94	92	+2
Educational Assistants	1,231	1,237	-6
Support Staff	1,099	1,116	-17
Total:	6,586	6,631	-45

Expenditures by Major Functions within the Operating Fund

Major Functions	2013/2014 Preliminary	2012/2013 Final	Change
Instruction	86.61%	86.52%	+0.09%
District Administration	2.11%	2.12%	-0.01%
Operations and Maintenance	10.29%	10.48%	-0.19%
Transportation and Housing	0.99%	0.88%	+0.11%
Total:	100.00%	100.00%	

SPECIAL PURPOSE FUNDS

The Board of Education receives restricted funds that are specifically targeted towards various programs or activities. These include Ministry designated activities, such as Annual Facility Grants, Learning Improvement Funds, Community Link Funds, Strong Start, Ready, Set, Learn and Provincial Resource Programs. Other restricted funds include Parent Advisory Councils Funds, Scholarships and other specifically targeted funds. More details of these funds can be found on Schedule 3A.

CAPITAL FUNDS

Schedule 4 outlines the anticipated change in Investment in Capital and Local Capital Reserve funds.

SCHEDULE: 3 (e)

TOPIC: REPORT OF THE 2013/2014 BUDGET COMMITTEE

REVENUE & EXPENDITURE BUDGETS

The attached Statements and Schedules provide the revenue and expenditure estimates distributed in accordance with Public Sector Accounting Standards and prescribed Ministry of Education account structure and presentation format.

Statements

- 2 Revenue and Expense
- 4 Change in Net Financial Assets (Debt)

Schedules

- 2 Operating Revenue and Expense
- 2A Operating Revenue by Source
- 2B Operating Expense by Source
- 2C Operating Expense by Function and Program
- 3 Special Purpose Revenue and Expense
- 3A Change in Special Purpose Funds
- 4 Capital Revenue and Expense

SCHEDULE: 3 (e)

TOPIC: REPORT OF THE 2013/2014 BUDGET COMMITTEE

Annual Budget Bylaw No. 1 (Teachers)

IT IS THEREFORE RECOMMENDED:

1. THAT all decisions taken by the 2013/2014 Budget Committee during its deliberations regarding Teacher costs totaling **\$379,594,051** and summarized in this report, be approved by the Board for implementation.
2. THAT the attached School District No. 36 (Surrey) 2013/2014 Annual Budget Bylaw No. 1 (Teachers) be given three (3) readings at this meeting (vote must be unanimous).
 - (a) THAT the attached School District No. 36 (Surrey) 2013/2014 Annual Budget Bylaw No. 1 (Teachers) be approved as read a first time.
 - (b) THAT the attached School District No. 36 (Surrey) 2013/2014 Annual Budget Bylaw No. 1 (Teachers) be approved as read a second time.
 - (c) THAT the attached School District No. 36 (Surrey) 2013/2014 Annual Budget Bylaw No. 1 (Teachers) be approved as read a third time and finally adopted.

Annual Budget Bylaw No. 2 (Unionized Support Staff)

IT IS THEREFORE RECOMMENDED:

1. THAT all decisions taken by the 2013/2014 Budget Committee during its deliberations regarding Unionized Support Staff costs totaling **\$128,708,420** and summarized in this report, be approved by the Board for implementation.
2. THAT the attached School District No. 36 (Surrey) 2013/2014 Annual Budget Bylaw No. 2 (Unionized Support Staff) be given three (3) readings at this meeting (vote must be unanimous).
 - (a) THAT the attached School District No. 36 (Surrey) 2013/2014 Annual Budget Bylaw No. 2 (Unionized Support Staff) be approved as read a first time.
 - (b) THAT the attached School District No. 36 (Surrey) 2013/2014 Annual Budget Bylaw No. 2 (Unionized Support Staff) be approved as read a second time.
 - (c) THAT the attached School District No. 36 (Surrey) 2013/2014 Annual Budget Bylaw No. 2 (Unionized Support Staff) be approved as read a third time and finally adopted.

MEETING DATE: 2013-06-20

PAGE 7

SCHEDULE: 3 (e)

TOPIC: REPORT OF THE 2013/2014 BUDGET COMMITTEE

Annual Budget Bylaw No. 3 (Other)

IT IS THEREFORE RECOMMENDED:

1. THAT all decisions taken by the 2013/2014 Budget Committee during its deliberations regarding all Other costs totaling **\$155,025,536** and summarized in this report, be approved by the Board for implementation.
2. THAT the attached School District No. 36 (Surrey) 2013/2014 Annual Budget Bylaw No. 3 (Other) be given three (3) readings at this meeting (vote must be unanimous).
 - (a) THAT the attached School District No. 36 (Surrey) 2013/2014 Annual Budget Bylaw No. 3 (Other) be approved as read a first time.
 - (b) THAT the attached School District No. 36 (Surrey) 2013/2014 Annual Budget Bylaw No. 3 (Other) be approved as read a second time.
 - (c) THAT the attached School District No. 36 (Surrey) 2013/2014 Annual Budget Bylaw No. 3 (Other) be approved as read a third time and finally adopted.

Respectfully submitted by:

Trustee Terry Allen,
Committee Chairperson,
2013/2014 Budget Committee
(Committee-of-the-Whole)

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 36 (SURREY)

ANNUAL BUDGET BYLAW No. 1 (Teachers) 2013/2014

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT No. 36 (Surrey) (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. 36 (Surrey) Annual Budget Bylaw No. 1 (Teachers) for the fiscal year 2013/2014.
3. From the attached Schedules are included in the annual budget of the Board for the fiscal year 2013/2014 the expenses shown for Teachers in the amount of **\$293,571,720**; the Teachers Component of Substitutes in the amount of **\$12,641,105**; and benefits costs in the amount of **\$73,381,226**.
4. The Annual Budget Bylaw No. 1 (Teachers) for the 2013/2014 fiscal year is in the total amount of \$ **379,594,051**.

Read a first time the 20th day of June, 2013;

Read a second time the 20th day of June, 2013;

Read a third time, passed and adopted the 20th day of June, 2013.

[SEAL]

Chairperson of the Board

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 36 (Surrey) Annual Budget Bylaw No. 1 (Teachers) 2013/2014, adopted by the Board the 20th day of June, 2013.

Secretary-Treasurer

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 36 (SURREY)

ANNUAL BUDGET BYLAW No. 2 (Unionized Support Staff) 2013/2014

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT No. 36 (Surrey) (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. 36 (Surrey) Annual Budget Bylaw No. 2 (Unionized Support Staff) for the fiscal year 2013/2014.
3. From the attached Schedules are included in the annual budget of the Board for the fiscal year 2013/2014 the expenses shown for Educational Assistants in the amount of **\$45,924,454**, Support Staff in the amount of **\$50,622,501**, the CUPE component of Substitutes in the amount of **\$6,859,780** and benefits costs in the amount of **\$25,301,685**.
5. The Annual Budget Bylaw No. 2 (Unionized Support Staff) for the 2013/2014 fiscal year is in the total amount of **\$128,708,420**.

Read a first time the 20th day of June, 2013;

Read a second time the 20th day of June, 2013;

Read a third time, passed and adopted the 20th day of June, 2013.

[SEAL]

Chairperson of the Board

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 36 (Surrey) Annual Budget Bylaw No. 2 (Unionized Support Staff) 2013/2014, adopted by the Board the 20th day of June, 2013.

Secretary-Treasurer

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 36 (SURREY)

ANNUAL BUDGET BYLAW No. 3 (Other) 2013/2014

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT No. 36 (Surrey) (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. 36 (Surrey) Annual Budget Bylaw No. 3 (Other) for the fiscal year 2013/2014.
6. The Schedules are adopted as the annual budget of the Board for the fiscal year 2013/2014 with the exceptions of all expense items Teachers, Educational Assistants, Support Staff, Substitutes and Employee Benefits Costs in the amount of **\$379,594,051** for Teachers and **\$128,708,420** for Unionized Support Staff.
7. The Annual Budget Bylaw No. 3 (Other) for the 2013/2014 fiscal year is in the total amount of **\$155,025,536**.

Read a first time the 20th day of June, 2013;

Read a second time the 20th day of June, 2013;

Read a third time, passed and adopted the 20th day of June, 2013.

[SEAL]

Chairperson of the Board

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 36 (Surrey) Annual Budget Bylaw No. 3 (Other) 2013/2014, adopted by the Board the 20th day of June, 2013.

Secretary-Treasurer



Surrey Schools
LEADERSHIP IN LEARNING

**Annual Budget
School District No. 36 (Surrey)
June 30, 2014**

School District No. 36 (Surrey)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2014

	2014 Annual Budget	2013 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	68,717,500	68,673,469
Adult	1,080,563	1,080,563
Total Ministry Operating Grant Funded FTE's	69,798,063	69,754,032
Revenues	\$	\$
Provincial Grants		
Ministry of Education	621,645,377	617,939,394
Other	2,662,746	2,892,066
Municipal Grants Spent on Sites		19,095,000
Federal Grants		749,155
Tuition	9,921,229	10,242,074
Other Revenue	16,380,655	17,580,276
Rentals and Leases	1,783,500	1,783,500
Investment Income	1,500,507	1,300,000
Gain (Loss) on Disposal of Tangible Capital Assets		(58,481)
Amortization of Deferred Capital Revenue	20,517,000	20,276,000
Total Revenue	674,411,014	691,798,984
Expenses		
Instruction	546,694,562	550,998,457
District Administration	12,597,681	12,733,737
Operations and Maintenance	93,038,365	94,884,783
Transportation and Housing	5,912,169	5,296,677
Total Expense	658,242,777	663,913,654
Net Revenue (Expense)	16,168,237	27,885,330
Budgeted Allocation (Retirement) of Surplus (Deficit)	12,360,971	30,428,040
Budgeted Surplus (Deficit), for the year	28,529,208	58,313,370
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	28,529,208	58,313,370
Budgeted Surplus (Deficit), for the year	28,529,208	58,313,370

School District No. 36 (Surrey)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2014

	2014 Annual Budget	2013 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	597,858,242	601,099,318
Operating - Tangible Capital Assets Purchased	827,737	2,712,943
Special Purpose Funds - Total Expense	31,372,535	33,802,336
Special Purpose Funds - Tangible Capital Assets Purchased	350,000	440,000
Capital Fund - Total Expense	29,012,000	29,012,000
Capital Fund - Tangible Capital Assets Purchased from Local Capital	3,907,493	4,153,700
Total Budget Bylaw Amount	663,328,007	671,220,297

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 36 (Surrey)
 Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2014

	2014 Annual Budget	2013 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	16,168,237	27,885,330
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(1,177,737)	(3,152,943)
From Local Capital	(3,907,493)	(4,153,700)
From Deferred Capital Revenue	(46,000,000)	(86,600,000)
Total Acquisition of Tangible Capital Assets	(51,085,230)	(93,906,643)
Amortization of Tangible Capital Assets	29,012,000	29,012,000
Net carrying value of Tangible Capital Assets disposed of		58,481
Total Effect of change in Tangible Capital Assets	(22,073,230)	(64,836,162)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(5,904,993)	(36,950,832)

School District No. 36 (Surrey)
 Annual Budget - Operating Revenue and Expense
 Year Ended June 30, 2014

Schedule 2

	2014 Annual Budget	2013 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	570,439,890	565,950,252
Other	2,662,746	2,652,746
Tuition	9,921,229	10,242,074
Other Revenue	2,068,843	2,059,349
Rentals and Leases	1,783,500	1,783,500
Investment Income	1,200,000	1,100,000
Total Revenue	588,076,208	583,787,921
Expenses		
Instruction	517,815,406	520,119,292
District Administration	12,597,681	12,733,737
Operations and Maintenance	61,532,986	62,949,612
Transportation and Housing	5,912,169	5,296,677
Total Expense	597,858,242	601,099,318
Net Revenue (Expense)	(9,782,034)	(17,311,397)
Budgeted Prior Year Surplus Appropriation	12,360,971	30,428,040
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(827,737)	(2,712,943)
Local Capital	(1,751,200)	(10,403,700)
Total Net Transfers	(2,578,937)	(13,116,643)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 36 (Surrey)

Schedule 2A

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

	2014 Annual Budget	2013 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	561,907,563	557,937,018
AANDC/LEA Recovery	(82,260)	(73,017)
Other Ministry of Education Grants		
Pay Equity	6,861,222	6,861,222
Grad Adult	1,161,490	1,166,474
Other Miscellaneous	48,555	58,555
DL Revised Forecast	543,320	
Total Provincial Grants - Ministry of Education	570,439,890	565,950,252
Provincial Grants - Other	2,662,746	2,652,746
Federal Grants	-	-
Tuition		
Summer School Fees	97,029	97,029
Continuing Education	1,414,200	1,397,045
Offshore Tuition Fees	8,410,000	8,748,000
Total Tuition	9,921,229	10,242,074
Other Revenues		
LEA/Direct Funding from First Nations	82,260	73,017
Miscellaneous		
Teaching Kitchen	838,000	928,000
Energy Management	347,801	238,901
Other Miscellaneous	800,782	819,431
Total Other Revenue	2,068,843	2,059,349
Rentals and Leases	1,783,500	1,783,500
Investment Income	1,200,000	1,100,000
Total Operating Revenue	588,076,208	583,787,921

School District No. 36 (Surrey)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Source

Year Ended June 30, 2014

	2014 Annual Budget	2013 Amended Annual Budget
	\$	\$
Salaries		
Teachers	288,117,076	288,764,364
Principals and Vice Principals	25,321,128	25,038,359
Educational Assistants	44,759,976	45,583,661
Support Staff	48,492,552	49,242,998
Other Professionals	8,133,918	8,073,907
Substitutes	19,850,203	20,540,131
Total Salaries	434,674,853	437,243,420
Employee Benefits	104,621,332	100,276,162
Total Salaries and Benefits	539,296,185	537,519,582
Services and Supplies		
Services	11,900,213	13,597,435
Student Transportation	5,198,300	4,642,523
Professional Development and Travel	2,002,418	2,058,433
Rentals and Leases	2,044,875	2,052,800
Dues and Fees	1,585,541	1,586,261
Insurance	1,635,100	1,569,290
Supplies	23,041,025	27,776,229
Utilities	11,154,585	10,296,765
Total Services and Supplies	58,562,057	63,579,736
Total Operating Expense	597,858,242	601,099,318

School District No. 36 (Surrey)

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	220,181,074	3,454,827		5,917,527	655,930	10,157,536	240,366,894
1.03 Career Programs	2,973,173	102,530		1,268,151		193,885	4,537,739
1.07 Library Services	6,114,251			583,153	75,084	294,566	7,067,054
1.08 Counselling	7,045,103	158,782				310,960	7,514,845
1.10 Special Education	33,963,878	1,455,283	41,206,766	406,109		5,033,138	82,065,174
1.30 English Language Learning	11,502,865		480,711			514,282	12,497,858
1.31 Aboriginal Education	921,519	117,234	1,924,458	79,362		18,834	3,061,407
1.41 School Administration	20,000	19,055,695		11,548,258		927,080	31,551,033
1.60 Summer School	1,424,000	181,000	1,000	185,020			1,791,020
1.61 Continuing Education	450,000	102,530		203,246		10,098	765,874
1.62 Off Shore Students	2,747,962	228,914	53,221	630,291	249,636	160,539	4,070,563
1.64 Other	412,162		1,083,820	133,793	153,107	6,605	1,789,487
Total Function 1	287,755,987	24,856,795	44,749,976	20,954,910	1,133,757	17,627,523	397,078,948
4 District Administration							
4.11 Educational Administration	229,189			104,119	1,465,685	10,242	1,809,235
4.40 School District Governance				102,414	320,106		422,520
4.41 Business Administration	43,900	464,333		2,493,769	2,869,719	123,084	5,994,805
Total Function 4	273,089	464,333	-	2,700,302	4,655,510	133,326	8,226,560
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	80,000		10,000	907,395	1,140,543	39,324	2,177,262
5.50 Maintenance Operations	8,000			21,421,527	971,729	2,002,769	24,404,025
5.52 Maintenance of Grounds				2,053,375	90,543	30,675	2,174,593
5.56 Utilities							-
Total Function 5	88,000	-	10,000	24,382,297	2,202,815	2,072,768	28,755,880
7 Transportation and Housing							
7.41 Transportation and Housing Administration				89,942	141,836	4,447	236,225
7.70 Student Transportation				365,101		12,139	377,240
Total Function 7	-	-	-	455,043	141,836	16,586	613,465
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	288,117,076	25,321,128	44,759,976	48,492,552	8,133,918	19,850,203	434,674,853

School District No. 36 (Surrey)

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 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	240,366,894	57,447,194	297,814,088	13,421,406	311,235,494	312,161,901
1.03 Career Programs	4,537,739	1,112,068	5,649,807	1,455,507	7,105,314	7,098,391
1.07 Library Services	7,067,054	1,712,272	8,779,326	4,233,086	13,012,412	13,713,114
1.08 Counselling	7,514,845	1,826,401	9,341,246		9,341,246	9,403,963
1.10 Special Education	82,065,174	20,405,392	102,470,566	999,000	103,469,566	104,690,387
1.30 English Language Learning	12,497,858	3,040,698	15,538,556		15,538,556	15,288,945
1.31 Aboriginal Education	3,061,407	742,778	3,804,185	169,425	3,973,610	4,303,468
1.41 School Administration	31,551,033	7,358,369	38,909,402	1,143,132	40,052,534	39,559,323
1.60 Summer School	1,791,020	330,917	2,121,937	228,700	2,350,637	2,219,046
1.61 Continuing Education	765,874	129,387	895,261	568,950	1,464,211	1,485,762
1.62 Off Shore Students	4,070,563	960,503	5,031,066	2,709,622	7,740,688	7,425,284
1.64 Other	1,789,487	364,931	2,154,418	376,720	2,531,138	2,769,708
Total Function 1	397,078,948	95,430,910	492,509,858	25,305,548	517,815,406	520,119,292
4 District Administration						
4.11 Educational Administration	1,809,235	419,312	2,228,547	494,627	2,723,174	3,099,080
4.40 School District Governance	422,520	53,129	475,649	282,480	758,129	793,043
4.41 Business Administration	5,994,805	1,433,812	7,428,617	1,687,761	9,116,378	8,841,614
Total Function 4	8,226,560	1,906,253	10,132,813	2,464,868	12,597,681	12,733,737
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	2,177,262	455,590	2,632,852	3,075,114	5,707,966	5,899,539
5.50 Maintenance Operations	24,404,025	6,149,877	30,553,902	10,461,860	41,015,762	43,097,468
5.52 Maintenance of Grounds	2,174,593	543,217	2,717,810	926,863	3,644,673	3,645,840
5.56 Utilities	-	-	-	11,164,585	11,164,585	10,306,765
Total Function 5	28,755,880	7,148,684	35,904,564	25,628,422	61,532,986	62,949,612
7 Transportation and Housing						
7.41 Transportation and Housing Administration	236,225	56,044	292,269	8,729	300,998	302,868
7.70 Student Transportation	377,240	79,441	456,681	5,154,490	5,611,171	4,993,809
Total Function 7	613,465	135,485	748,950	5,163,219	5,912,169	5,296,677
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	434,674,853	104,621,332	539,296,185	58,562,057	597,858,242	601,099,318

School District No. 36 (Surrey)
 Annual Budget - Special Purpose Revenue and Expense
 Year Ended June 30, 2014

	2014 Annual Budget	2013 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	17,410,216	17,786,142
Other		239,320
Federal Grants		749,155
Other Revenue	14,311,812	15,467,719
Investment Income	507	
Total Revenue	<u>31,722,535</u>	<u>34,242,336</u>
Expenses		
Instruction	28,879,156	30,879,165
Operations and Maintenance	2,493,379	2,923,171
Total Expense	<u>31,372,535</u>	<u>33,802,336</u>
Net Revenue (Expense)	<u>350,000</u>	<u>440,000</u>
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(350,000)	(440,000)
Total Net Transfers	<u>(350,000)</u>	<u>(440,000)</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 36 (Surrey)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2014

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	School Generated Funds	Strong Start	Ready, Set, Learn	Adolescent Psychiatric Unit	Community Link School Meals	Adolescent Day Treatment Program
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			75,000	2,476,412	30,000	108,000			
Add: Restricted Grants									
Provincial Grants - Ministry of Education	2,492,872	7,163,622			736,000	247,450	139,256	2,000,000	278,866
Other Investment Income	507			12,700,000				201,000	
	2,493,379	7,163,622	-	12,700,000	736,000	247,450	139,256	2,201,000	278,866
Less: Allocated to Revenue	2,493,379	7,163,622	75,000	13,000,000	766,000	355,450	139,256	2,201,000	278,866
Deferred Revenue, end of year	-	-	-	2,176,412	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	2,492,872	7,163,622	75,000		766,000	355,450	139,256	2,000,000	278,866
Other Revenue				13,000,000				201,000	
Investment Income	507								
	2,493,379	7,163,622	75,000	13,000,000	766,000	355,450	139,256	2,201,000	278,866
Expenses									
Salaries									
Teachers		4,936,469					84,781		170,564
Educational Assistants		1,110,298					18,060		36,120
Support Staff	121,145	20,322			426,267			422,259	
Other Professionals					75,896			67,500	
Substitutes		9,731					2,294		4,588
	121,145	6,076,820	-	-	502,163	-	105,135	489,759	211,272
Employee Benefits	37,087	1,086,802			143,818		18,511	132,583	37,203
Services and Supplies	2,335,147		75,000	13,000,000	120,019	355,450	15,610	1,578,658	30,391
	2,493,379	7,163,622	75,000	13,000,000	766,000	355,450	139,256	2,201,000	278,866
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 36 (Surrey)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2014

	Daughters & Sisters P.L.E.A. Program	Waypoint Substance House	French	Literacy Innovation	Community Link Community Schools	Intensive Core French	Community Link Inncercity Schools	Diverse Youth Gang Prevention	Donations
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			35,000	266,000	750,000	6,000	400,000	85,000	1,000,000
Add: Restricted Grants									
Provincial Grants - Ministry of Education	115,683	96,249	522,754		1,589,783	36,900	235,781		
Other Investment Income					110,812				500,000
	115,683	96,249	522,754	-	1,700,595	36,900	235,781	-	500,000
Less: Allocated to Revenue	115,683	96,249	557,754	266,000	2,450,595	42,900	635,781	85,000	600,000
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	900,000
Revenues									
Provincial Grants - Ministry of Education	115,683	96,249	557,754	266,000	2,339,783	42,900	635,781	85,000	
Other Revenue					110,812				600,000
Investment Income									
	115,683	96,249	557,754	266,000	2,450,595	42,900	635,781	85,000	600,000
Expenses									
Salaries									
Teachers	84,781	69,635	36,138				72,276		
Educational Assistants									
Support Staff					1,094,287				45,669
Other Professionals					291,050				
Substitutes	1,900	1,900							
	86,681	71,535	36,138	-	1,385,337	-	72,276	45,669	-
Employee Benefits	15,261	12,534	10,768		312,779		21,535	13,701	
Services and Supplies	13,741	12,180	510,848	266,000	752,479	42,900	541,970	25,630	500,000
	115,683	96,249	557,754	266,000	2,450,595	42,900	635,781	85,000	500,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	100,000
Interfund Transfers									
Tangible Capital Assets Purchased									(100,000)
	-	-	-	-	-	-	-	-	(100,000)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 36 (Surrey)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2014

	<u>PAC</u>	
	<u>Contributions</u>	<u>TOTAL</u>
	\$	\$
Deferred Revenue, beginning of year	100,000	5,331,412
Add: Restricted Grants		
Provincial Grants - Ministry of Education		15,655,216
Other	300,000	13,811,812
Investment Income		507
	300,000	29,467,535
Less: Allocated to Revenue	400,000	31,722,535
Deferred Revenue, end of year	-	3,076,412
Revenues		
Provincial Grants - Ministry of Education		17,410,216
Other Revenue	400,000	14,311,812
Investment Income		507
	400,000	31,722,535
Expenses		
Salaries		
Teachers		5,454,644
Educational Assistants		1,164,478
Support Staff		2,129,949
Other Professionals		434,446
Substitutes		20,413
	-	9,203,930
Employee Benefits		1,842,582
Services and Supplies	150,000	20,326,023
	150,000	31,372,535
Net Revenue (Expense) before Interfund Transfers	250,000	350,000
Interfund Transfers		
Tangible Capital Assets Purchased	(250,000)	(350,000)
	(250,000)	(350,000)
Net Revenue (Expense)	-	-

School District No. 36 (Surrey)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2014

Schedule 4

	2014 Annual Budget			2013 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	33,795,271		33,795,271	34,203,000
Municipal Grants Spent on Sites			-	19,095,000
Other Revenue			-	53,208
Investment Income		300,000	300,000	200,000
Gain (Loss) on Disposal of Tangible Capital Assets			-	(58,481)
Amortization of Deferred Capital Revenue	20,517,000		20,517,000	20,276,000
Total Revenue	54,312,271	300,000	54,612,271	73,768,727
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	29,012,000		29,012,000	29,012,000
Total Expense	29,012,000	-	29,012,000	29,012,000
Net Revenue (Expense)	25,300,271	300,000	25,600,271	44,756,727
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	1,177,737		1,177,737	3,152,943
Local Capital		1,751,200	1,751,200	10,403,700
Total Net Transfers	1,177,737	1,751,200	2,928,937	13,556,643
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	3,907,493	(3,907,493)	-	
Total Other Adjustments to Fund Balances	3,907,493	(3,907,493)	-	
Budgeted Surplus (Deficit), for the year	30,385,501	(1,856,293)	28,529,208	58,313,370

**BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 3(f)
of the**

**ADMINISTRATIVE MEMORANDUM
(Regular)**

MEETING DATE: 2013-06-20

**TOPIC: MOTION, TRUSTEE C. DOBIE, RE: ACKNOWLEDGEMENT OF
FIRST NATIONS**

The following Motion is being submitted by Trustee Charlene Dobie.

THAT WHEREAS, the Surrey Board of Education has developed and endorsed its 2013/2018 Aboriginal Education Enhancement Agreement and has signed it in partnership with representatives of the local First Nations people; and

WHEREAS, the goals of the Agreement include the Board's commitment to increasing positive identity and sense of belonging in Aboriginal learners and to increasing knowledge and understanding of Aboriginal history, traditions and cultures for all learners; and

WHEREAS, the Surrey School District boundaries include the traditional territories of the Katzie, Semiahmoo and Kwantlen First Nations.

THEREFORE BE IT RESOLVED:

THAT the Board direct staff to consult with the Aboriginal Advisory Committee to consider protocols for acknowledgement and recognition of traditional Aboriginal territories and report back by 2013-12-31.

Respectfully submitted by:

Charlene Dobie
Trustee

**BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 3(g)
of the**

**ADMINISTRATIVE MEMORANDUM
(Regular)**

MEETING DATE: 2013-06-20

**TOPIC: ESTABLISHMENT OF PARENTS' ADVISORY COUNCIL –
CLOVERDALE LEARNING CENTRE, SITE #593**

In accordance with Policy #10300 - *Parents' Advisory Council*, the Cloverdale Learning Centre School – Site #211, has created a Parents' Advisory Council.

IT IS THEREFORE RECOMMENDED:

THAT the Board formally recognize the establishment of a Parents' Advisory Council at Cloverdale Learning Centre – Site #593.

Enclosures:

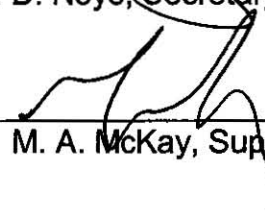


Submitted by:



W. D. Noye, Secretary-Treasurer

Approved by:



M. A. McKay, Superintendent



APPLICATION FOR ESTABLISHMENT
OF A SCHOOL PARENTS' ADVISORY COUNCIL

Secretary-Treasurer
School District No. 36 (Surrey)
14225 - 56 Avenue
Surrey, BC V3X 3A3
(Courier #441)

School Name: Cloverdale Learning Center

Parents' Advisory Council Executive:

President: Terresa Koropatnisky

Vice President: Dana Steinthorson

Secretary: Debra Joyal

Treasurer: Shannon Kulyk

This group is the recognized school Parent's Advisory Council.

Principal's signature: Juul Bondar

Date: June 11, 2013.



**BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)**

Schedule 3(h)
of the

**ADMINISTRATIVE MEMORANDUM
(Regular)**

MEETING DATE: **2013-06-20**

TOPIC: **TRUSTEES' HONOURARIUM**

In accordance with Policy #2920 - *Trustees' Honorarium* and Regulation #2920.1 - *Trustees' Honorarium* (attached), information is hereby provided in support of the process outlined in the above-noted policy and regulation for the annual review of Trustees' honorariums.

Presentation of the Lower Mainland School District Honorariums:

A summary of current Trustee honorariums for Lower Mainland school districts, compiled by the BCSTA, is provided below. The information is presented in the order of highest total honorariums paid to all Trustees per school district.

School District	No. of Trustees	Total \$ for all Trustees	FTE	Trustee Base Rate	Vice Chair	Chair-person
#43 Coquitlam	9	\$335,577	31,325	\$36,675	\$38,509	\$40,343
#39 Vancouver	9	\$229,708	55,440	\$25,333	\$25,333	\$27,044
#36 Surrey	7	\$217,300	69,239	\$30,400	\$31,900	\$33,400
#41 Burnaby	7	\$170,188	24,674	\$23,957	\$24,787	\$25,616
#34 Abbotsford	7	\$158,000	19,252	\$21,500	\$24,000	\$26,500
#44 North Vancouver	7	\$157,938	15,394	\$22,176	\$22,895	\$24,163
#40 New Westminster	7	\$155,091	6,958	\$21,513	\$23,013	\$24,513
#38 Richmond	7	\$154,941	22,015	\$21,692	\$22,699	\$23,782
#37 Delta	7	\$153,080	15,897	\$21,392	\$22,449	\$23,671
#42 Maple Ridge-Pitt Meadows	7	\$139,369	13,985	\$19,303	\$20,899	\$21,955
#35 Langley	7	\$129,770	19,079	\$18,110	\$19,110	\$20,110
#33 Chilliwack	7	\$128,700	13,118	\$18,000	\$18,900	\$19,800
#45 West Vancouver	5	\$103,552	6,742	\$20,165	\$20,711	\$22,346

MEETING DATE: 2013-06-20

SCHEDULE: 3(h)

TOPIC: **TRUSTEES' HONOURARIUM**

Application of Consumer Price Index:

The annual rate change in the Consumer Price Index for Vancouver (CPI) for the twelve (12) months ending April 2013, is a decrease of 0.8%. At the current Trustees' honorarium base rate of \$30,400 per annum, a decrease of 0.8% would equal \$200 per annum (\$243 rounded to the nearest \$100).

IT IS THEREFORE RECOMMENDED:

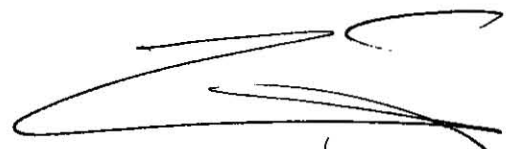
THAT the Board set the Trustee honorarium base rate at \$30,200, effective 2013-07-01 and the Chairperson and Vice Chairperson honorariums be applied in accordance with Policy #2920 - *Trustees' Honorarium* and its Regulation; and

THAT Administration be directed to conduct an expanded Trustee remuneration survey and report back to the Board by 2013-12-31.

Enclosures:

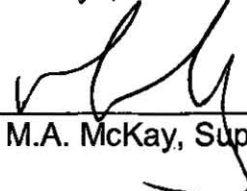


Submitted by:



W.D. Noye, Secretary-Treasurer

Approved by:



M.A. McKay, Superintendent

WDN/lm

BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)

Schedule 4(b)
of the
ADMINISTRATIVE MEMORANDUM

MEETING DATE: 2013-06-20

TOPIC: Regulation – Safe and Caring Schools: Sexual Orientation and Gender Identity

In June of 2012, the Board of Education passed a motion stating:

“THAT the Board direct the Superintendent to convene a working group in the fall to review the policy with respect to the issues brought forward by the anti-homophobia delegations.”

A working group was convened consisting of representatives from students, parents, support staff, teachers, administration, and district staff. In particular, the working group members represented students, parents, support staff, teachers, principals and vice-principals, district staff and senior staff.

During the past year, the committee has met, the discussions have been rich, and the work has been rewarding. There have been many complex issues covered and the adjustments to policy and a stand-alone regulation is ready to be presented to the Board.

It is not normal practice for regulations to come before the board. Normal protocols are that staff write and adjust regulations and the Board approves changes to policy itself. In this case, the committee and staff feel that this regulation is substantial with system wide impact and that the Board be presented with the final work as completed by the committee.

The final consensus decision by the committee was to write a stand-alone regulation which would be attached to the policy on Safe and Caring Schools (9410). In addition, a preamble was added to the policy on Anti-Discrimination and Human Rights (10900).

Contd...

MEETING DATE: 2013-06-20

SCHEDULE: 4(b)

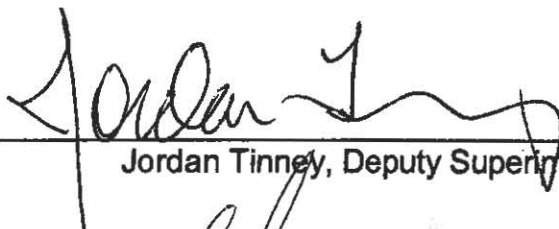
TOPIC: **Regulation – Safe and Caring Schools: Sexual Orientation and Gender Identity**

While the writing of a regulation is complete, the plan for implementation is just beginning. The committee has groups assigned to specific tasks in the fall which are:

- Clarity of Board and senior staff support
- Communications strategies and messaging including student friendly posters and web presence/social media
- Developing resources to share with staff
- Administrative in-service and ongoing training
- Parent Education Sessions
- Ensuring safe harbours in every school
- Identification of curricular support materials
- Intensive counselor training
- Activate IDEAS36
- New employee focus through HR

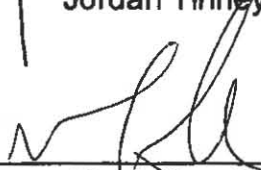
It is the committee's pleasure to present this regulation to the Board and while there is much work to be done, the regulation and the work of the committee speaks for itself in terms of the District's reaffirmation of the Charter of Rights and its support of the LGBTQ community. The regulation is a clear public declaration that the District welcomes all members of our community into our schools and worksites where we all work together in support of learning.

Submitted by: _____



Jordan Tinney, Deputy Superintendent

Approved by: _____



M. McKay, Superintendent of Schools

Enclosures

SCHOOL DISTRICT NO. 36 (SURREY)

No. 9410.2

REGULATION:

Safe and Caring Schools: Sexual Orientation and Gender Identity

1.0 DISTRICT RESPONSIBILITIES

- 1.1 Education is the primary purpose of the district. The educational programs in Surrey Schools shall include curriculum topics and learning resources that reaffirm the inclusion of all members of our community regardless of sexual orientation or gender identity. In addition, staff shall have resources and training available to help them promote the values of the district and its vision.
- 1.2 The District shall provide direction and support to school administrators and workplace department managers to ensure that students and staff engage in appropriate behaviours and actions to prevent homophobic and or transphobic discrimination and harassment.
- 1.3 The District shall build greater awareness of and responsiveness to the harmful effects of isolation resulting from homophobic and or transphobic discrimination.
- 1.4 The District shall develop, promote and implement respectful and proactive strategies and measures to support students, staff and community members of all sexual orientations or gender identities.
- 1.5 The District shall establish consistent and widely understood and maintained school based policies and practices to ensure that LGBTQ members of school communities and their families are welcomed, accepted and included in all aspects of education and school life.

2.0 CONDUCT

- 2.1 The district is committed to taking action when there is evidence of discrimination and harassment as a result of a person's actual or perceived sexual orientation or gender identity.
- 2.2 Each school and district worksite's code of conduct shall include statements that prohibit language or behaviour that degrades or incites hatred, prejudice, discrimination or harassment towards students or employees on the basis of their real or perceived sexual orientation or gender identification will not be tolerated.
- 2.3 All staff have the individual and collective responsibility to identify discriminatory attitudes and behaviours and strive to eliminate systemic inequities and barriers

for-students, staff and community members who identify themselves on the basis of sexual orientation or gender identity.

- 2.4 All staff have an obligation to intervene in any interaction involving the use of homophobic and or transphobic statements, comments, and behaviours regardless of the speaker's intentions, and to convey that such comments are against policy and will not be tolerated in the school/worksite community.
- 2.5 School/worksite guidelines and practices must include procedures through which individual or group-based complaints shall be effectively resolved and which specify any consequences of breaching district standards of conduct. The rights of LGBTQ students or employees must be respected if they choose to keep their sexual orientation or gender identity private.
- 2.6 The Anti-Discrimination and Safe and Caring Schools policies should be shared and reviewed annually as part of student and staff orientation to a school year and similar practices should be undertaken at all district sites.

3.0 CURRICULAR, LEARNING AND LIBRARY RESOURCES

- 3.1 Administrators shall actively support teachers striving to include in their teaching positive images and accurate information about history and culture which reflects the accomplishments and contributions of individuals and community members who are LGBTQ.
- 3.2 Curricular, learning and library resources shall affirm human diversity as a fundamental component of our society.
- 3.3 Educational resources will be made available to teachers at all grade levels which are age appropriate and positively portray the lives of LGBTQ people.
- 3.4 Educational resources which aim to reduce and/or eliminate homophobia, transphobia and heterocentrism shall be made available to teachers at all grade levels.
- 3.5 Staff shall be available and accessible to support greater understanding and acceptance of LGBTQ people.
- 3.6 The District shall create or acquire appropriate, current and relevant learning resources for sexual health education (including LGBTQ issues) that strive to eliminate a heterocentric bias.
- 3.7 The District shall provide schools and worksites with welcoming and reaffirming images and messages for LGBTQ students and staff.
- 3.8 The District encourages the formation of Gay/Straight Alliance clubs (GSAs), where students or staff request this support. Elementary schools will encourage the development of social justice or diversity clubs to educate against all forms of discrimination/oppression and promote the understanding and acceptance of differences.
- 3.9 Teacher librarians shall be encouraged to examine their existing collections to restrict learning resources that contain homophobic and or transphobic bias as well as to consider this bias in any future purchasing of resources.

4.0 IN-SERVICE & EDUCATION

- 4.1 Counselling and support shall be available at all schools/worksites by ensuring that at least one member of staff is designated as a contact for students or staff who identify themselves on the basis of sexual orientation or gender identity. School administrators/site managers are responsible for informing students, parents and other staff about the location and availability of this contact person.
- 4.2 Training and resources shall be offered to those designated staff members and counsellors to be sensitive and respond knowledgeably to LGBTQ students as well as students with LGBTQ family members. Designated staff and counsellors shall receive training. The district shall establish an ongoing training schedule.
- 4.3 All staff share the collective responsibility of creating safe and supportive learning environments for LGBTQ identified students and children from LGBTQ families. Therefore, all teaching and non-teaching staff shall be provided with opportunities for Professional Development on LGBTQ issues to build their capacity to teach and learn about these issues and to foster a dialogue that encourages respect and understanding.
- 4.4 As part of each district worksite's annual schedule, there will be a presentation on the policies 10900 (Anti-Discrimination) and 9410 (Safe and Caring Schools) with a specific focus on creating safe and caring environments for all staff, students and community members regardless of sexual orientation or gender identity.
- 4.5 The District shall provide training to all new personnel as part of its employee orientation workshops. This training shall help to eliminate discrimination based on sexual orientation and gender identity and will promote LGBTQ inclusivity. This training shall be reviewed annually by Human Resources.
- 4.6 On an annual basis, the district shall offer professional development targeted specifically to LGBTQ issues as taught through the Health and Careers Education curriculum.

5.0 HOME, SCHOOL AND COMMUNITY RELATIONS

- 5.1 The District shall work to educate parents to prevent discrimination based on sexual orientation and gender identity and to promote the positive contributions of LGBTQ people within society.
- 5.2 The District shall encourage partnerships that promote effective participation in the education process by community organizations who are supportive of the LGBTQ issues and who are committed to the vision of the Board of Education.
- 5.3 The District shall acknowledge through its communications to students, staff, and the community that many students will identify as LGBTQ or live in LGBTQ families and shall be positively recognized and included as such at all grade levels.



**BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 4(e)
of the**

**ADMINISTRATIVE MEMORANDUM
(Regular)**

MEETING DATE: 2013-06-20

TOPIC: INCOMING CORRESPONDENCE

**CATEGORY #3
(Requiring Board action)**

NUMBER	FROM	SUBJECT
No items.		

**BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)**

**Schedule 5(a)
of the**

**ADMINISTRATIVE MEMORANDUM
(Regular)**

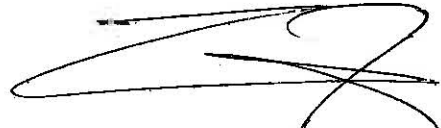
MEETING DATE: 2013-06-20

TOPIC: ITEMS FOR FUTURE DISCUSSION (REGULAR)

No items.

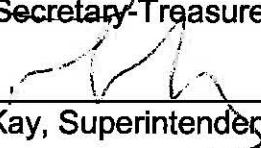
Enclosures:

Submitted by:



W.D. Noye, Secretary-Treasurer

Approved by:



M.A. McKay, Superintendent

**BOARD OF EDUCATION
of
SCHOOL DISTRICT NO. 36 (SURREY)**

Schedule 5(b)
of the

**ADMINISTRATIVE MEMORANDUM
(Regular)**

MEETING DATE: **2013-06-20**

TOPIC: **FUTURE MEETINGS**

DATE	TIME	PLACE	EVENT
Thursday August 29(*)	7:00 pm	District Ed. Centre	Regular Board
Thursday, September 19	7:00 pm	District Ed. Centre	Regular Board
Thursday, October 10	7:00 pm	District Ed. Centre	Regular Board
Thursday, October 24	7:00 pm	District Ed. Centre	Regular Board
Thursday, November 14	7:00 pm	District Ed. Centre	Regular Board
Thursday, December 12	7:00 pm	District Ed. Centre	Regular Board

* If necessary

Enclosures:

Submitted by:



W.D. Noye, Secretary-Treasurer

Approved by:

M.A. McKay, Superintendent