

Wednesday, December 14, 2016
Time: 6:00 p.m.

District Education Office
22225 Brown Avenue
Maple Ridge BC V2X 8N6

"An idea that is not dangerous is unworthy of being called an idea at all" – Oscar Wilde

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Correspondence
 - F. Lento, Chair, School District No. 5 (Southeast Kootenay)
 - T. Guenther, Chair, School District No. 27 (Cariboo-Chilcotin)
 - R. Burton, Chair, School District No. 41 (Burnaby)
 - M. Murray, Chair, School District No. 42 (Maple Ridge-Pitt Meadows)
 - J. Shirra, Chair, School District No. 43 (Coquitlam)
3. Approval of Agenda
4. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.*

B. APPROVAL OF MINUTES

1. November 16, 2016 **ITEM 2**

C. PRESENTATIONS - *Individuals and groups invited by the Board to make presentations. Time limits for individual presentations will be established to allow all speakers to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

1. My Portfolio: David Vandergugten, Shawna Loutet and Denise Upton **ITEM 3**

D. DELEGATIONS - *Registered delegations can make presentations to the Board. Time limits for individual delegations will be established to allow all registered delegations to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) IB Middle Years Programme **ITEM 4**
3. Secretary Treasurer
 - a) Youth Trades Capital Equipment Program **ITEM 5**
 - b) Statement of Financial Information (SOFI) **ITEM 6**

4. Board Committees
 - a) Budget
 - b) Finance
 - i. Financial Statements for the Quarter Ended September 30, 2016 ITEM 7
 - c) Board Policy Development
 - d) Education
 - i. Board Authorized Approved Courses: Advanced Basketball 10 ITEM 8
 - ii. Specialty Academies ITEM 9
 - e) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Sport and Physical Strategy Update ITEM 10
 - b) Superintendent's Update ITEM 11
3. Secretary Treasurer
4. Board Committees & Advisory Committee Reports
 - a) Finance
 - b) Budget
 - c) Board Policy Development
 - i. Draft Revised Policy 4410 Travel Expenses ITEM 12
 - ii. Draft Policy 4600 Purchasing Goods and Services ITEM 13
 - iii. Draft Policy 8912 Independent Directed Studies ITEM 14
 - iv. Draft Policy 9500 Suspension and Exclusion of Students from School ITEM 15
 - d) Education
 - e) Aboriginal Education
 - f) Inclusive Education
 - g) French Immersion Advisory
 - h) District Student Advisory
 - i) Round Table with Partners
 - j) Facilities Planning

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

1. BC School Trustees Association Provincial Council
 - a) Motions for BCSTA Provincial Council
2. District Parent Advisory Council
3. Municipal Advisory & Accessibility
4. Maple Ridge-Pitt Meadows Arts Council
5. Ridge Meadows Education Foundation
6. Social Planning Advisory
7. Tzu Chi Foundation
8. City of Maple Ridge Active Transportation
9. Other Board Liaison Representative Reports
10. Good News Items

J. QUESTION PERIOD - *Questions, with the exception of Trustee questions, will be limited to one question per person with one follow-up clarification question, if necessary. Question period will be restricted to questions only – statements and debate will not be permitted. This agenda item has a time limit of 10 minutes; extension is at the discretion of the Board.*

K. OTHER BUSINESS

1. Public Disclosure of Closed Meeting Business

ITEM 16

L. ADJOURNMENT

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **OPENING PROCEDURES**

Date: December 14, 2016
(Public Board Meeting)

Information/Decision

1. *CALL TO ORDER*

2. *CORRESPONDENCE (Information Item)*

- F. Lento, Chair, School District No. 5 (Southeast Kootenay)
- T. Guenther, Chair, School District No. 27 (Cariboo-Chilcotin)
- R. Burton, Chair, School District No. 41 (Burnaby)
- M. Murray, Chair, School District No. 42 (Maple Ridge-Pitt Meadows)
- J. Shirra, Chair, School District No. 43 (Coquitlam)

RECOMMENDATION:

THAT the Board receive all correspondence for information.

Attachments

3. *APPROVAL OF AGENDA (Decision Item)*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

4. *INVITATION FOR PUBLIC INPUT TO MATTERS ON THE AGENDA - Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. The agenda item has a time limit of 10 minutes.*



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

November 8th, 2016

Honourable Christy Clark
Premier, Province of British Columbia
PO Box 9041 Stn Prov Govt
Victoria BC V8W 9E1

Honourable Michael De Jong
Minister of Finance and Government House Leader
PO Box 9048 Stn Prov Govt
Victoria BC V8W 9E2

Honourable Mike Bernier
Minister of Education
PO Box 9045 Stn. Prov. Govt
Victoria BC V8W 9E2

Dear Premier Clark and Ministers De Jong and Bernier:

RE: Government Firing of the Vancouver School Board

The School District 5 (SD5), Southeast Kootenay Board of Education wishes to express our deepest concern over government's firing of the Vancouver School Board (VSB) on October 17th, 2016.

We feel it is a sad day for democracy when a government chooses to use the blunt instrument of legislation as its first and only recourse when in disagreement with the political views or advocacy work of a duly elected Board of Education.

It is the responsibility of every school board in this province to work collaboratively with schools, unions, members of the public and district management when dealing with conflict, and in the development of its yearly budget. Likewise, it's incumbent upon government to respect the democratic process and to work collaboratively with elected Boards of Education as *co-governors* of public education in BC.

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Jacqueline Blumhagen • Gail Brown
• Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen

The VSB –while symbolically refusing to sign off on their balanced budget—had in fact been following its balanced budget and had implemented all cuts contained in the budget.

Given the historical conflict between government and the VSB coupled with the timing of the VSB's firing, our Board believes that "non-compliance" was not the **reason** for which the VSB was fired, but rather the only legitimate **excuse** available to government to fire the VSB.

All elected officials are responsible for the smooth operation of government and its institutions. To do this requires, time, intent and process to restore working relationships and the public trust when they are broken.

Instead of working toward a resolution, government and the MoE chose to "hit the easy button", throwing an entire community of students, parents and staff into turmoil while creating a media frenzy of speculation across the province –rather than do the difficult job for which the public elected them.

Our Board believes the citizens of BC deserve better. In other systems of shared responsibility there are dispute mechanisms or appeal procedures in place to resolve conflict between parties.

To that end, we request government implement restorative processes and procedures geared toward resolving conflict while giving equal representation from the education co-governance partners (the MoE and BCSTA), with the intent of resolving differences between conflicting parties *and respecting the democratic process*.

We also request that the MoE immediately call a by-election to restore democracy to the citizens of Vancouver.

We look forward to your timely response to this letter, inclusive of government's intended actions regarding this most serious issue, our Board's request for the development of a mediation process as outlined above, and our request for a by-election to restore an **elected** VSB to the citizens of Vancouver.

Sincerely,



Frank Lento, Board Chair,
SD5

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Jacqueline Blumhagen • Gail Brown
• Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen

940 Industrial Road #1, Cranbrook BC, V1C 4C6 • Tel: 250.417.2055 • Fax: 250.489.5460 • www.sd5.bc.ca

Cc*: Mike Bernier, Minister of Education
Bill Bennett, MLA Kootenay East BC
John Horgan, Leader, BC New Democratic Party
Rob Fleming, Education Critic, BC New Democratic Party
Teresa Rezasnoff, President, BCSTA
BCSTA for distribution to member Boards of Education
Mike Lombardi, Chair, Vancouver School Board
Glen Hansman, President BC Teachers' Federation
John Bird, President, BCCPAC
Shelley Balfour & Christina Smith, CFTA Co-Chairs
Debbie Therrien, DPAC Chair
Aaron Thorn, President, SD5 Administrators' Association
Charley Beresford, Columbia Institute
Catherine Shaw, FACE BC Vancouver
Media

*This correspondence is public and transparent. Please feel free to share and/or respond with comment.

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Jacqueline Blumhagen • Gail Brown
• Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen

940 Industrial Road #1, Cranbrook BC, V1C 4C6 • Tel: 250.417.2055 • Fax: 250.489.5460 • www.sd5.bc.ca



15 November 2016

Honourable Mike Bernier
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Bernier:

Re: Notice of Trustee By-Election

The Board of Education of School District No. 27 (Cariboo-Chilcotin) was notified on 18 October 2016 of the vacated trustee seat of Joyce Cooper, Zone 7.

Pursuant to section 36(3)(c) of the *School Act*, the Board of Education of School District No. 27 (Cariboo-Chilcotin) hereby advises that a trustee by-election is required to fill the vacated seat. This is a rural area and therefore the trustee election will be conducted by the Board.

The Board of Education, on 15 November 2016 appointed Secretary Treasurer Kevin Futchter as Chief Election Officer and Connee Newberry as Deputy Chief Election Officer. Contact information is as above.

Yours truly

FOR THE BOARD OF EDUCATION

Tanya Guenther
Chair

:can

Cc: BCSTA

October 31, 2016

By email: educ.minister@gov.bc.ca

The Honourable Mike Bernier
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Bernier:

Vancouver School Board

At a regular public meeting held on October 24 the Burnaby Board of Education unanimously approved the following motion:

THAT the Burnaby Board of Education publicly reiterates its belief in the vital role of, and important need for, democratically, locally-elected boards of education across the province and calls upon the provincial government to call a school trustee election for the Vancouver School Board as soon as possible.

We strongly urge you to ensure that residents of Vancouver have a voice in the governance of their school district.

Yours very truly,



Ron Burton
Chair, Burnaby Board of Education

BC Boards of Education
Burnaby MLAs

16-10-31/Trustees/SB

November 21, 2016

The Honourable Mike Bernier
Room 134, Parliament Buildings
Victoria, British Columbia V8V 1X4

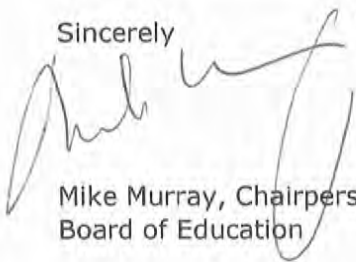
Dear Minister Bernier,

At the November 16, 2016 public board meeting, the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) approved the following motion:

"THAT the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) write a letter to request that when a Board of Education is fired an election date be called within 6 months following the Provincial Government's appointment of a non-elected trustee".

The Board appreciates the need for accountability, especially as it relates to trustees adhering to their oath of office. However, like the BC School Trustees Association and its member Boards, we believe having democratically elected citizens representing local education interests is fundamental to achieving student success. Democratically elected trustees are ultimately accountable to residents in their communities through the electoral process. While we understand circumstances may vary from community to community we believe there should be some urgency to conducting a by-election to replace those who have been removed from office with locally elected representatives.

Sincerely



Mike Murray, Chairperson
Board of Education

Cc:

Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)
BCSTA for distribution to all Boards of Education



550 Poirier Street, Coquitlam, BC Canada V3J 6A7 • Phone: 604-939-9201 • Fax: 604-939-6758

Learning for a Lifetime

**BOARD OF
EDUCATION**

CHAIR:

Judy Shirra

VICE-CHAIR:

Michael Thomas

TRUSTEES:

Carol Cahoon

Chuck Denison

Barb Hobson

Kerri Palmer Isaak

Lisa Park

Diane Sowden

Keith Watkins

November 4, 2016

The Honourable Mike Bernier
Minister of Education
PO Box 9045 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Bernier,

On behalf of the School District No. 43 (Coquitlam) Board of Education, I write to express our unanimous appreciation to the Ministry of Education for establishing the English Language Learning (ELL) Coordinator position and for the appointment of Meghan Carr to the position. Our School District, along with other members of the Metro Vancouver ELL Trustee Consortium, has advocated for many years for an ELL Coordinator in the Inclusion Branch of the Ministry of Education.

In Ms. Carr's short time in the coordinator position, we have learned about her leadership and enthusiasm for her portfolio. With over 4,500 English language learners enrolled in our schools, we look forward to her continued professional support and leadership. Specifically, we appreciated Ms. Carr's leadership in the successful transition of ELL students to post-secondary education, the provision of graduation credits for ELL students, appropriate ELL pre-service training for teachers, professional learning for ELL teachers, provincial ELL policy development, stakeholder engagement, addressing needs of refugee students, coordinating assessment, instruction and career planning for ELL students.

Your decision to provide funding for the provincial ELL Coordinator position is appreciated by our Board of Education. It is an appropriate recognition of the fact that the Canadian economy depends on the successful inclusion of people who arrive in our country as immigrants and refugees. As you know, British Columbia and particularly Metro Vancouver is one of the country's major destinations for immigrants and refugees.

.../2

In recognition of the need to provide continuity and stability in support of English language learners, all members of the Board of Education encourage you and the Ministry of Education to continue to fund this position on an ongoing basis.

Thank you again for your leadership and for your support for the position of ELL Coordinator. This commitment will make a difference in the lives of English language learners in our District and across British Columbia, now and in the future.

Yours truly,

SCHOOL DISTRICT NO. 43 (COQUITLAM) BOARD OF EDUCATION



Judy Shirra
Chair, Board of Education

cc: Board of Education
Patricia Gartland, Superintendent of Schools
Chris Nicolls, Acting Secretary-Treasurer
Reno Ciolfi, Assistant Superintendent
ELL Consortium
BCSTA for all Boards of Education



ITEM 2

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: December 14, 2016
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the November 16, 2016 Public Board Meeting be approved as circulated.

Attachment

IN ATTENDANCE:

BOARD MEMBERS:

Chairperson – Mike Murray
Vice Chairperson – Susan Carr
Trustee – Lisa Beare
Trustee – Korleen Carreras
Trustee – Ken Clarkson
Trustee – Dave Rempel

STAFF:

Superintendent – Sylvia Russell
Secretary Treasurer – Flavia Coughlan
Deputy Superintendent – Laurie Meston
Executive Assistant – Karen Yoxall

ABSENT:

Trustee – Eleanor Palis

A. OPENING PROCEDURES

1. Call to Order

The meeting was called to order at 6:00 p.m. The Chairperson welcomed and thanked everyone for attending. The Chairperson acknowledged that this meeting is taking place on the traditional territory of Katzie First Nation and Kwantlen First Nation.

B. ANNUAL ORGANIZATIONAL MEETING MATTERS

1. Annual Report of Chairperson

Moved/Seconded

The Chairperson presented the Annual Report of the Chairperson highlighting events of 2016 reporting on Education Initiatives, New Curriculum Implementation, Strategic Facilities Plan, Energy Management Plan, Policy Review and Development, Board and Staff Advocacy, Fiscal Challenges and Student Achievement.

THAT the Board receive the Annual Report of the Chairperson for information.

CARRIED

2. Election of Board Officers/Nomination and Election Procedures

Moved/Seconded

THAT the Board approve the Trustee Elections proceedings in accordance with Procedure 2915.1: Trustee Elections – Chairperson and Vice-Chairperson.

CARRIED

Moved/Seconded

THAT the Board proceed to elect a Chairperson and Vice-Chairperson in accordance with the attached nomination and election procedure (2915.1).

CARRIED

The Board Chair passed the gavel to the Secretary Treasurer who acted as Chair pro-tem for the election process.

The Chair pro-tem called for nominations for Chairperson of the Board for a one year term. A seconder was not required for nominations.

Trustee Rempel nominated Trustee Murray.

The Chair pro-tem called for any further nominations. There were no further nominations. The Chair pro-tem asked Trustee Murray if he accepted the nomination.

Trustee Murray Accepted the nomination.

The Chair pro-tem called for a second time for nominations for Chairperson of the Board for a one year term. The Chair pro-tem then called for a third and final time for nominations for the position of Chairperson of the Board. There were no other nominations.

It was then announced by acclamation that the duly elected Chairperson of the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) for a one year period ended November 2017 is **Trustee Murray**.

The Chair pro-tem called for nominations for the position of Vice-Chairperson of the Board for a one year term. A seconded was not required for nominations.

Trustee Carreras nominated Trustee Carr.

The Chair pro-tem called for any further nominations. There were no further nominations. The Chair pro-tem asked Trustee Carr if she accepted the nomination.

Trustee Carr Accepted the nomination.

The Chair pro-tem called for a second time for nominations for the position of Vice-Chairperson of the Board. The Chair pro-tem then called for a third and final time for nominations for the position of Vice-Chairperson of the Board. There were no other nominations.

It was then announced by acclamation that the duly elected Vice-Chairperson of the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) for a one year period ended November 2017 is **Trustee Carr**.

3. Remarks of Board Chairperson and Vice-Chairperson

The Board Chair and Vice Chair thanked everyone.

C OPENING PROCEDURES: ORDINARY BUSINESS MEETING MATTERS**1. Correspondence****Moved/Seconded**

- Honourable M. Bernier, Minister of Education
- F. Lento, Chair, School District No. 5 (Southeast Kootenay)
- M. Baxter, Chair, School District No. 23 (Central Okanagan)
- L. Dixon, Chair, School District No. 37 (Delta)
- M. Murray, Chair, School District No. 42 (Maple Ridge-Pitt Meadows)
- M. Tarr, Chair, School District No. 53 (Okanagan – Similkameen)
- E. Loring-Kuhanga, Chair, School District No. 61 (Greater Victoria)
- L. Van Alphen, Chair, School District No. 67 (Okanagan Skaha)
- P. Craig, Chair, School District No. 70 (Alberni)
- V. Adrian, Chair, School District No. 74 (Gold Trail)
- R. McKamey, Chair, School District No. 75 (Mission)
- G. Swan, Vice-President, BC School Trustees Association
- BC School Trustees Association North West Branch and Northern Interior Branch
- Maple Ridge Teachers' Association
- N. Read, Mayor, City of Maple Ridge

Trustee Car requested that the following correspondence be moved from Correspondence to Chairperson, Decision Item:

- M. Murray, Chair, School District No. 42 (Maple Ridge-Pitt Meadows)

Trustee Clarkson requested that the following correspondence be moved from Correspondence to Chairperson, Decision Item:

- E. Loring-Kuhanga, Chair, School District No. 61 (Greater Victoria)
- V. Adrian, Chair, School District No. 74 (Gold Trail)
- Maple Ridge Teachers' Association

THAT the Board receive the correspondence for information.

CARRIED

2. Approval of Agenda**Moved/Seconded****Amendment:**

Move the following from Correspondence to Chairperson, Decision Item:

- M. Murray, Chair, School District No. 42 (Maple Ridge-Pitt Meadows)

Move the following from Correspondence to Chairperson, Decision Item:

- E. Loring-Kuhanga, Chair, School District No. 61 (Greater Victoria)
- V. Adrian, Chair, School District No. 74 (Gold Trail)
- Maple Ridge Teachers' Association

THAT the Agenda be approved as amended.

CARRIED

3. Invitation for Public Input to matters on the Agenda

D. APPROVAL OF MINUTES

1. October 19, 2016

Moved/Seconded

THAT the Minutes of the October 19, 2016 Public Board Meeting be approved as circulated.

CARRIED

E. PRESENTATIONS

1. PEAK Program: Webster's Corners Elementary

Moved/Seconded

Ramin Mehrassa, Principal, Webster's Corners Elementary and teachers, Kirsten Paterson and Craig Mitchell, Webster's Corners Elementary presented information on the PEAK Program.

THAT the Board receive the presentation on the PEAK Program at Webster's Corners Elementary for information.

CARRIED

F. DELEGATIONS**G. DEFERRED ITEMS****H. DECISION ITEMS**

1. Chairperson
 - a) Proposed Committee Appointments

Moved/Seconded

THAT the Board receive and approve the attached proposed committee appointments for a period of one year commencing November 16, 2016.

CARRIED

- b) Correspondence from M. Murray, Chair, School District No. 42 (Maple Ridge-Pitt Meadows)

Discussion ensued on follow up correspondence recently submitted to the Provincial Government re: Provincial Standards for Addressing Drug Use and Possible Incidents of Overdose in B.C. Schools.

- c) Correspondence re: By-Elections

Moved/Seconded

Discussion ensued on correspondence received from the Chair, School District No. 61 (Greater Victoria), Chair, School District No. 74 (Gold Trail) and the Maple Ridge Teachers' Association regarding by-elections.

THAT the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) write a letter to request that when a Board of Education is fired an election date be called within 6 months following the Provincial Government's appointment of a non-elected trustee.

CARRIED

2. Superintendent of Schools

a) Establishment of Parent Advisory Council at District Alternate SD 42 School

Moved/Seconded

As per Section 8 (1) of the School Act, parents of students of school age attending a school or a Provincial school may apply to the board or to the minister, as the case may be, to establish a parents' advisory council for that school.

THAT the Board approve the establishment of a Parent Advisory Council at District Alternate SD42 School.

CARRIED

3. Secretary Treasurer

4. Board Committees

- a) Budget
- b) Finance
- c) Board Policy Development
- d) Education Committee

i. Board Authorized Approved Courses

Moved/Seconded

The Director of Instruction reported that the Education Committee had met, reviewed and approved the implementation of Astronomy 11 and Languages for Travel 11.

That the Board approve the following Board Authorized Approved Courses:

- Astronomy 11
- Languages for Travel 11

CARRIED

e) Aboriginal Education

I. INFORMATION ITEMS

- 1. Chairperson
- 2. Superintendent of Schools

a) District Class Size Report

Moved/Seconded

The Superintendent reported that the District Class Size Report which had been submitted to the Ministry of Education notes the number of classes which exceed 30 in the district. The Superintendent further reported that the number of classes which exceed 30 in the district is 68 classes.

The Class Size and Compensation Regulation stipulates that Music, Band, Choir, Planning 10, Leadership and Drama are not subject to the 30 student limit. Teachers of classes over 30 qualify for additional monthly compensation.

THAT the Board received the District Class Size Report, for information.

CARRIED

b) Superintendent's Update

Moved/Seconded

The Superintendent reported on school activities.

THAT the Board receive the Superintendent's Verbal Update, for information.

CARRIED

- 3. Secretary Treasurer
- 4. Board Committees & Advisory & Advisory Committee Reports

- a) Finance
- b) Budget
- c) Board Policy Development

i. Procedure 4435.1: Scholarships, Bursaries and Student Awards

Moved/Seconded

The Secretary Treasurer reported that Procedure 4435.1: Scholarships, Bursaries and Student Awards had been updated to clearly define the roles, responsibilities and selection process.

THAT the Board receive Procedure 4435.1: Scholarships, Bursaries and Student Awards for information.

CARRIED

- d) Education
- e) Aboriginal Education
- f) Inclusive Education
- g) French Immersion Advisory
- h) District Student Advisory
- i) Round Table with Partner Groups

i. Minutes of Meeting

Moved/Seconded

THAT the Minutes of the November 2, 2016 Roundtable with Partners Meeting be received as circulated.

CARRIED.

j) Facilities Planning

J. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

K. TRUSTEE REPORTS

BC School Trustees Association Provincial Council: Synopsis October 2016 Provincial Council

Trustee Carreras provided a synopsis of the October 2016 Provincial Council and reported on the disposition of motions.

BCSTA 2017/18 Budget Planning – Invitation to Provide Feedback

The Chairperson requested feedback from trustees on BCSTA 2017/18 Budget Planning.

Maple Ridge-Pitt Meadows Arts Council

Trustee Rempel and Trustee Carreras reported that budget, committee reports and a charity raffle were discussed.

Social Planning Advisory

Trustee Murray reported on the community forums on homelessness.

Good News Items

Trustees reported on Remembrance Day ceremonies, Kanaka Creek Literacy Day and the opening of the updated Pitt Meadows Parks and Leisure Centre.

L. QUESTION PERIOD

A question was posed regarding the recent Supreme Court of Canada ruling.

M. OTHER BUSINESS

N. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 8:11 p.m.

Mike Murray, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 5

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **MY PORTFOLIO: DAVID VANDERGUGTEN,
SHAWNA LOUTET AND DENISE UPTON**

Date: November 16, 2016
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the presentation on My Portfolio for information.

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **IB MIDDLE YEARS PROGRAMME**

Date: December 14, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE

The Middle Years Programme (MYP) encourages students in grades 8-10 to make connections between their studies and the real world. MYP is known world-wide as a high quality educational programme. Unlike the IB Diploma Years Programme, which tends to attract only high-performing students, MYP is for all students. MYP develops students to have a global perspective and to think critically – skills needed in the 21st century. MYP helps prepare students for success in life no matter what their future holds - college, trades training, work, travel or university.

The MYP philosophy aims to develop active learners and internationally minded students who are able to inquire into a wide range of local, national and global issues. The result is young people who are creative, critical and reflective thinkers. MYP builds on the inquiry projects that students undertake in grade 7 in all of our district elementary schools.

The MYP emphasis is not coming from a set curriculum but a teaching and learning framework aimed at developing the whole child, which includes second language instruction, international perspectives, and an emphasis on creative and critical thinking.

The MYP provides a teaching framework for teachers that includes interdisciplinary learning objectives and consistent assessment criteria.

Schools that are interested in becoming IB MYP accredited must show that they have both the infrastructure and the skills in place to deliver the MYP, and that they share IB's values and beliefs. Schools must also:

- appoint an MYP coordinator – to lead the programme and communicate with the IB
- show that they can deliver the MYP flexibly, to the IB's high standards, in cases where the school or education authority cannot support the full 5-year programme
- commit to the mandatory professional development of MYP educators
- give reasons why the MYP is not offered to all students, if the IB considers this to be appropriate in a particular case
- ensure that the student experience is continuous, in cases where a school chooses to offer other IB programmes consecutively with the MYP.

Prior to the SD42 Facilities Review survey, Garibaldi Secondary School staff began to look at the viability of adding the IB Middle Years Programme (MYP). Many felt that the program would complement the quality of existing programming at the school and attract more students/families to the school. It was also felt that the addition of a MYP could align with the GSS IB Diploma Programme and could provide an on-ramp for students who are interested in continuing on with the Diploma Programme in grade 11. The IB Diploma Programme is an optional program at grade 11 and 12 which has been offered at GSS for a number of years.

The proposal to expand the International Baccalaureate Diploma Program by introducing the IB Middle Years Programme (MYP) at Garibaldi Secondary School received strong support from the school district community in the district facilities review initial survey. This support remained consistent in the follow-up survey with both parents and staff.

As part of their decision making process, the staff at GSS investigated MYP schools in the lower mainland. A team including teachers and administration visited Rockridge Secondary School (Spring 2015), Carson Graham Secondary (Fall 2015) and Johnston Heights Secondary (January 2016). Each school provided a different perspective and was at a different stage in the evolution of its own MYP.

As a staff, the IB Middle Years Programme (MYP) was a focus of many discussions during the 2015-16 school year.

- Staff & Department Head Meetings - Spring 2015
 - Present findings from Rockridge Secondary visit
- Staff Meeting - Fall 2015
 - Discuss Facilities Review Process, MYP Proposal to Board
- December 2015 - Board Presentation on Feasibility of MYP at Garibaldi Secondary
- March 2016 - MYP Administration Category 1 Training - Tom Levesque
- May 2016 - Staff Meeting - MYP Discussion
 - Guest Presenters:
 - Bob Poole, IB Consultant
 - Sylvia Russell, SD42 Superintendent
 - Shannon Derinzy, SD42 Director of Instruction
- June 2016 - Staff Vote 74% in favour of implementing MYP

IB MIDDLE YEARS PROGRAMME (MYP) CANDIDACY COSTS

The MYP programme implementation requires significant training and financial resources. Before receiving full accreditation a school must go through a candidacy phase which typically lasts up to 4 years. (Attachment A)

To begin the process, schools interested in applying to become a MYP school must pay a \$4,000 (USD) / \$5,600 CDN application fee. During Candidacy, there is a \$9,500 (USD) / \$13,300 (CDN) annual fee. Also during the Candidacy phase, teacher training is required which ranges in cost from \$1,000-\$3,000 per teacher with one teacher from each department and an administrator being trained which equals approximately \$16,500 (CDN).

Each MYP school requires a MYP Coordinator (0.571FTE/4 blocks) and a Personal Project Coordinator (0.125FTE/1 block). The annual cost for the MYP Coordinator is \$48,000 (CDN). The annual cost for the Personal Project Coordinator is \$12,000 (CDN).

2016-17 MYP Estimated Expenses

Application Fee (\$4,000 USD)	\$	5,400
MYP Coordinator (0.571 / 4 blocks)	\$	53,958
Personal Project Coordinator (0.125 / 1 block)	\$	13,500
Administration & Teacher Training (8 Per Year)	\$	20,960
Total	\$	93,818

2017-18 MYP Estimated Expenses

Application Fee (\$4,000 USD)	\$	5,400
MYP Coordinator (0.571 / 4 blocks)	\$	53,958
Personal Project Coordinator (0.125 / 1 block)	\$	13,500
Administration & Teacher Training (8 Per Year)	\$	20,960
Total	\$	93,818

2018-19 MYP Estimated Expenses

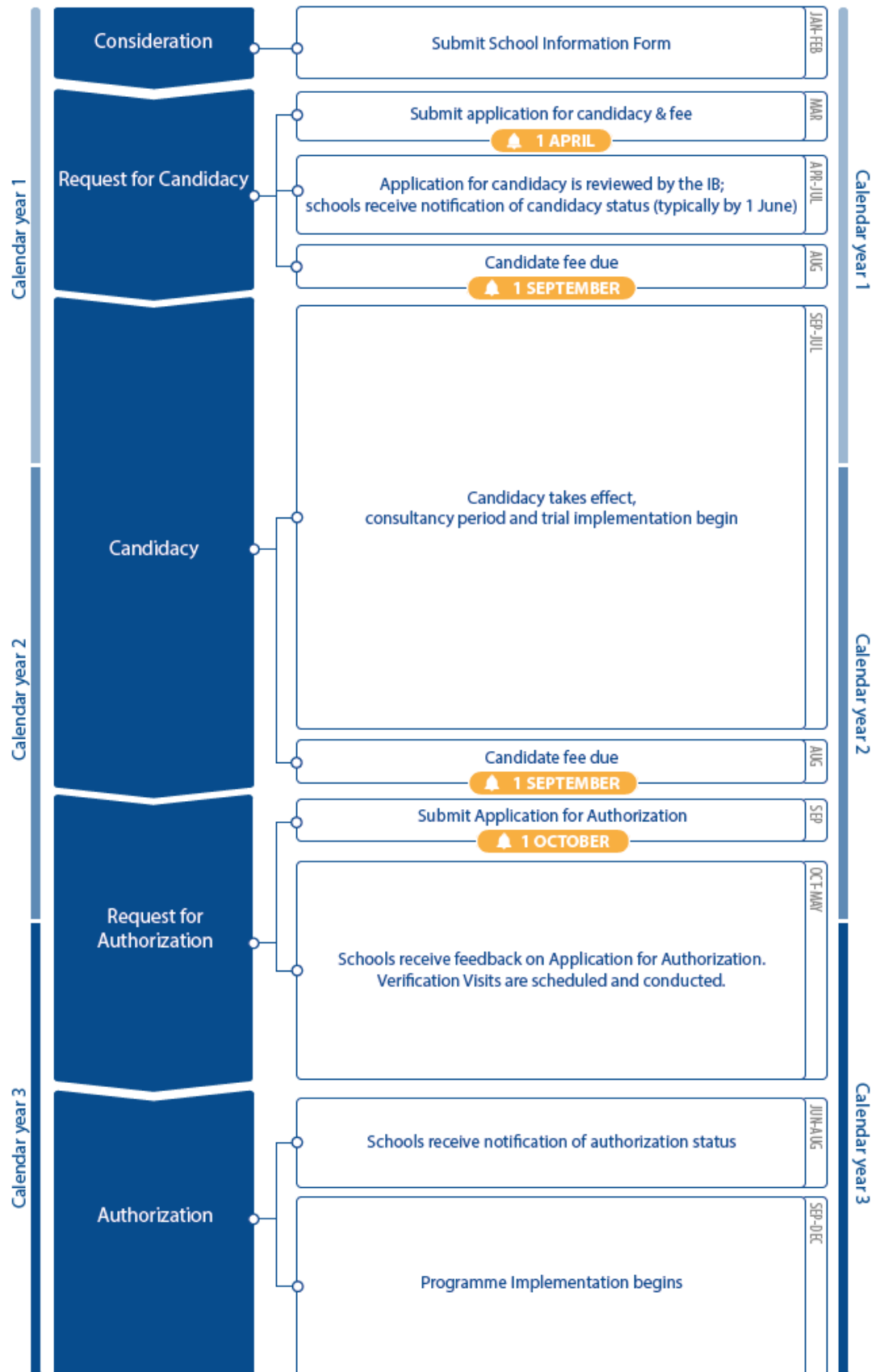
Application Fee (\$9,500 USD)	\$	12,700
MYP Coordinator (0.571 / 4 blocks)	\$	53,958
Personal Project Coordinator (0.125 / 1 block)	\$	13,500
Administration & Teacher Training (8 Per Year)	\$	21,110
Total	\$	101,118

RECOMMENDATION

THAT the Board approve the IB Middle Years Programme at Garibaldi Secondary School candidacy and the trial implementation of the IB Middle Years Programme starting with the incoming grade 8 students in the 2017/2018 school year.

AND FURTHER

THAT the Board allocate a total of \$289,000 to the IB Middle Years Programme at Garibaldi Secondary School from the funding earmarked in the 2016/17 budget for the implementation of strategic facilities plan recommendations.



To: **Board of Education**

From: Flavia Coughlan
Secretary Treasurer

Re: **YOUTH TRADES CAPITAL EQUIPMENT
THREE YEAR CAPITAL PLAN**

Date: December 14, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

On November 2, 2016, the Ministry of Jobs, Tourism and Skills Training in liaison with the Industry Training Authority announced the Youth Trades Capital Equipment Program (YTCEP). (Attachment A)

The total funding available under this new program is \$15 million with \$7.5 million allocated to projects that can be completed by March 2017.

Submissions are due on or before January 6, 2017.

The proposed equipment purchases included in the attached YTCEP Three-Year Capital Plan were identified in consultation with the Principal for Alternate Programs and Trades and secondary school teachers that support programs eligible for this funding. (Attachment B)

Summary of Proposed Projects

<u>School</u>	<u>Project</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
Garibaldi Secondary School	Trades equipment	\$17,500		
Maple Ridge Secondary	Trades equipment and heavy machinery	\$28,040	\$11,000	\$31,500
Pitt Meadows Secondary	Trades equipment	\$11,000		
Samuel Robertson Technical Secondary	Heavy machinery	\$26,000	\$14,650	\$49,619
Thomas Haney Secondary School	Trades equipment and heavy machinery	\$14,700	\$37,719	
Westview Secondary School	Trades equipment and heavy machinery	\$20,400	\$21,395	
<u>Total Requested</u>		\$117,640	\$84,764	\$81,119

RECOMMENDATION:

THAT the Board approve the youth trades capital equipment three year capital plan.

Attachments



November 2, 2016

Ref: 191337

To: All Superintendents
All Secretary-Treasurers
All School Facility Managers
All School Districts

Re: Youth Trades Capital Equipment Program (YTCEP)

The Ministry of Jobs, Tourism and Skills Training (JTST), in liaison with the Industry Training Authority (ITA), have developed a Youth Trades Capital Equipment Program (YTCEP). The YTCEP is targeted to enable schools to purchase trades training equipment that is needed to support the delivery of one of the ITA's *Youth Trades Programs* as described in Appendix 1.

JTST has requested the Ministry of Education (EDUC) to assist by acting as the administrator of the YTCEP. Upon approval, funds will be provided to school districts directly by the ITA.

The YTCEP has an overall budget of \$15 million, with a minimum investment target of \$7.5 million in fiscal 2016/17 (to be expended by March 31, 2017). The balance of the budget is to be fully expended in fiscals 2017/18 and 2018/19.

The objectives of the YTCEP are to:

- Gain a better understanding of current trades equipment inventory in each School District.
- Determine forecasted needs for additional trades equipment requirements in each School District.
- Increase participation and successful completion of youth trades programs and the number of students who continue on to further trades training programs.
- Ensure School Districts have safe and appropriate modern trades equipment to support the delivery of the ITA's *Youth Trades Programs*.
- Provide capital resources for School Districts to develop and implement innovative trades training within the ITA's *Youth Trades Programs*.

All school districts are encouraged to apply for funding, however eligibility will be based on a school district's ability to deliver one or more of the ITA's *Youth Trades Programs* as described in Appendix 1. More detailed information on the ITA's *Youth Trades Programs* is available at <http://www.itabc.ca/youth/> or by email at youth@itabc.com, or by phone at 1.866.660.6011.

.../2

A partial list of the types of requests that will be eligible for funding are;

- Capital investments for additional new equipment, replacement of older obsolete existing equipment, or repair of existing equipment (i.e. there will be consideration given to a funding investment towards the repair of existing equipment if that is the most practical and cost effective option).
- Tools (i.e. power, hand, pneumatic, cordless).
- Heavy machinery (i.e. car hoists, table saws, kitchen equipment).
- Trades equipment (i.e. work tables, benches, toolbox, stoves, and small ware).
- Ventilation equipment (i.e. woodshop sawdust collector, cooktop ventilation system).

The YTCEP will be administered through a call for proposals. School districts are to submit a Three-Year Capital Plan identifying their priorities to EDUC who will review the plans, assess the strength and merits of the requests, and provide recommendations to JTST and the ITA on which priorities to fund.

Applications will be assessed based on the following criteria;

1. School district's demonstrated commitment and operating plan to deliver one or more of the ITA's *Youth Trades Programs*.
2. School district's need for additional or replacement equipment based on existing trades equipment's condition, age, maintenance frequency, operational cost, and potential savings that would result from replacement.
3. Ability to increase student participation and outcomes from youth trade programs. School districts receiving funds will be required to report how the capital investment supported improved outcomes for their youth trade programs using the ITA's *Youth Trades Program Score Card*.
4. Ability to leverage or partner with other trades training providers (public or non-public).

School districts must also demonstrate they have sufficient operating resources (budget, staff and space) to make effective use of the requested trades equipment. Upon acquisition of any new trades equipment, school districts will be solely responsible for the cost of ongoing service, maintenance, insurance and warranties, as there is no additional funding to support these costs.

Please note that school districts must have the ability for YTCEP projects to meet Generally Accepted Accounting Principles (GAAP) for capital improvements.

School districts are to use the attached YTCEP Three-Year Capital Plan spreadsheet (see Appendix 2) to identify their priorities and provide a complete submission to their respective EDUC Capital Planning Officer **on or before January 6, 2017**.

School districts are encouraged to work with their Capital Planning Officer in advance of the submission deadline so all information received by the deadline is complete. Late submissions will not be accepted.

.../3

Project announcements and funding confirmation will be provided to school districts in February/March 2017, with the expectation that school districts will execute on the supported projects in the months immediately following.

Should you have any questions regarding the YTCEP submission process, please contact your respective EDUC Capital Planning Officer at [Capital Division Contact List](#)

Sincerely,

A handwritten signature in blue ink that reads "Michael Nyikes". The signature is stylized with a large "M" and "N".

Michael Nyikes, Director
Standards and Construction Branch

pc: Scott MacDonald, Assistant Deputy Minister, JTST Labour Market & Information Div.
Erin Johnston, Director, Training Investment, ITA
Shanna Mason, Assistant Deputy Minister, EDUC Capital Division
Ryan Spillett, Acting Executive Director, EDUC Capital Division
Carlo Vijandre, Manager, Facility Condition, EDUC Capital Division
All Regional Directors, EDUC Capital Division
All Planning Officers, EDUC Capital Division

Attachments:

1. Appendix 1 – ITA's *Youth Trades Programs*
2. Appendix 2 – YTCEP Three-Year Capital Plan

Appendix 1 – ITA’s *Youth Trades Programs*

Previous Name	New Name	Grades	Course Information
Yes 2 IT	Youth Discover the Trades	5-10	<ul style="list-style-type: none"> Connects youth, parents and teachers with local tradespeople and their employers so youth can see first-hand what a career in trades is really like.
Maker Days	Youth Discover the Maker Way	all	<ul style="list-style-type: none"> Brings trades and technology to the classroom with hands-on learning that encourages invention, prototyping and experimenting.
Shop Class	Applied Design, Skills and Technology (ADST)	all	<ul style="list-style-type: none"> ADST programs related to Trades: <ul style="list-style-type: none"> Automotive Technology Culinary Arts Coding for Manufacturing Drafting Electronics and Robotics Engine and Drivetrain Food Studies Furniture and Cabinet Making Machining and Welding Mechatronics Metalwork Power Technology Robotics Woodwork
Skills Exploration	Youth Explore Trades Skills	10-12	<ul style="list-style-type: none"> Provides hands-on experience for Grade 10 – 12 students interested in trying different trades before enrolling in a high-school apprenticeship program (ACE IT and SSA).
New course	Youth Explore Trades Sampler	10-12	<ul style="list-style-type: none"> Full-time, semester-long and offer basic technical training and experience in a variety of trades.
ACE IT	Youth Train in Trades	10-12	<ul style="list-style-type: none"> Youth attend trades training classes and receive credits that count towards their high-school diploma and at least one level of technical training for their industry training program.

Previous Name	New Name	Grades	Course Information
SSA	Youth Work in Trades	10-12	<ul style="list-style-type: none">Students who find a sponsor employer and register with ITA as a youth apprentice can earn 16 credits towards their high-school diploma and 480 hours towards their trade credential

YOUTH TRADES EQUIPMENT THREE YEAR PLAN

ATTACHMENT B

School	Program	2016/17	2017/18	2018/19	Category	Item	Status	Full Description	Reason
Garibaldi Secondary School	Youth Train in Trades	9,000	-	-	Trades equipment	Table Saw	Replacement	Saw Stop ICS53230 - and accessories	Current equipment out of date and will need replacing. Equipping the shop with this equipment will bring work space up to highest level of safety standard.
Garibaldi Secondary School	Youth Train in Trades	8,500	-	-	Trades equipment	Table Saw	Replacement	Saw Stop ICS31230 - and accessories	Current equipment out of date and will need replacing. Equipping the shop with this equipment will bring work space up to highest level of safety standard.
Garibaldi Secondary School Total		17,500	-	-					
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	9,000	-	-	Heavy machinery	Band Saw	Replacement	MM 24, s600P Minmax band saw	Woodworking/carpentry programs at MRSS have seen an influx of new students over the past several years. Several of these students have continued on with apprenticeship programs upon graduation. Also, with added funding for equipment purchases and updating, students see validation in their decisions to pursue careers in the trades.
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	8,000	-	-	Heavy machinery	Drum Sander	New	Sandx 37" heavy duty dual drum sander	Equipment needed to address growing interest in the Cabinet making trade within MRSS
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	3,500	-	-	Heavy machinery	Jointer	Replacement	Powermatic 1610086K Model HH, 8" 2HP, 1phase jointer with helical cutter head	Replacement of old equipment that is in need of upgrade.
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	-	3,000	-	Heavy machinery	Wood Lathe	Replacement	Rivolver 16"x42" V.S. wood Lathe	Replacement of old equipment that is in need of upgrade.
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	-	5,000	-	Heavy machinery	Band Saw	Replacement	MM16, s400P Minmax band saw	Replacement of old equipment that is in need of upgrade.
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	-	3,000	-	Heavy machinery	Mortiser	New	General 1HP, Mortiser	Replacement of old equipment that is in need of upgrade.
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	-	-	3,000	Heavy machinery	Sharpener	New	Tormek T8 Ultimate sharpening kit	Replacement of old equipment that is in need of upgrade.
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	-	-	28,500	Heavy machinery	Planer	Replacement	Casadei 24" Carbide Helical Thickness planer 12HP	Replacement of old equipment that is in need of upgrade.
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	3,200	-	-	Heavy machinery	Drill Press	New	General International Drill Press model GEN-75010M1 - 8 needed @ \$400 each	Equipment to be used to start an electronics program, new to the school.
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	390	-	-	Trades equipment	Etching Tank	New	Velleman Etching tank to make PCB boards	Equipment to be used to start an electronics program, new to the school.
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	1,600	-	-	Trades equipment	Soldering Irons	New	Weller WES51 Soldering iron - 8 needed @ \$200 each	Equipment to be used to start an electronics program, new to the school.
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	2,000	-	-	Trades equipment	Power Supplies	New	Tekpower TP1342U 30V/2A QUAD 4-output Variable DC Power Supply+ USB Port 5.2V - 4 needed @ \$500 each.	Equipment to be used to start an electronics program, new to the school.
Maple Ridge Secondary	Applied Design, Skills and Technology (ADST)	350	-	-	Trades equipment	Buffing Machines	New	Baldor BAL-111 - Buffing machine	Equipment to be used to start an electronics program, new to the school.
Maple Ridge Secondary Total		28,040	11,000	31,500					
Pitt Meadows Secondary	Applied Design, Skills and Technology (ADST)	9,000	-	-	Trades equipment	Roller Jacks	New	Rotary Rolling Jack SJ6000 6,000 lbs. capacity swing air jack pivots and lays flat between runways when not in use. 4820 each. Two needed	Equipment needed to replace old unsafe and now unusable jack system on current lift
Pitt Meadows Secondary	Applied Design, Skills and Technology (ADST)	2,000	-	-	Trades equipment	Tool Cabinet	New	TCA PR56RC11-BK (black) - tool cabinet	Needed to provide central tool location for shops
Pitt Meadows Secondary Total		11,000	-	-					
Samuel Robertson Technical Secondary	Applied Design, Skills and Technology (ADST)	9,000	-	-	Heavy machinery	Saw Stop Table Saw	Replacement	Saw Stop Table Saw - Model SAW-ICS 53230 to replace old worn out table saw	Replacing of our current (3) table saws with SAW STOP machines will improve student safety and will benefit all learners from grade 9 through apprenticeship levels.

School	Program	2016/17	2017/18	2018/19	Category	Item	Status	Full Description	Reason
Samuel Robertson Technical Secondary	Applied Design, Skills and Technology (ADST)	10,000	-	-	Heavy machinery	CNC Router	New	CNC Woodshop Router Professor 2.3 24"x36". To provide more technology in the class room to meet improved learning outcomes	The CNC wood machining router will enhance our woodshop program and will benefit kids from as young as grade 5 and up to apprenticeship levels.
Samuel Robertson Technical Secondary	Applied Design, Skills and Technology (ADST)	-	650	-	Heavy machinery	Makita Track Saw	New	Makita SP6000x1	Needed to supplement current equipment in Level 1 carpentry program.
Samuel Robertson Technical Secondary	Youth Train in Trades	7,000	-	-	Heavy machinery	Convection Oven	Replacement	Garland Master 450 Convection Oven	Current equipment out of date, requires constant maintenance. This oven is widely used in the industry and required for skill training and up to date knowledge and skill set development
Samuel Robertson Technical Secondary	Youth Train in Trades	-	2,000	-	Heavy machinery	Beetle Plasma Cutter	New	IK-12 Beetle	The Beetle is a priority as we are expanding many of our metal fabrication learning outcomes down to the grade 10 - 12 level.
Samuel Robertson Technical Secondary	Youth Train in Trades	-	12,000	-	Heavy machinery	Industrial Mixer	Replacement	Hobart Legacy HL 300	Current equipment is out of date, requires constant maintenance. This oven is widely used in the industry and required for skill training and up to date knowledge and skill set development
Samuel Robertson Technical Secondary	Youth Train in Trades	-	-	10,700	Heavy machinery	Baileigh Tube Bender	New	Baileigh Tube Bender Model 175	Bring the metal shop up to date and be better able to prepare our high school students to transition into the partnership program
Samuel Robertson Technical Secondary	Youth Train in Trades	-	-	7,500	Heavy machinery	Stove / Oven	Replacement	Garland G36-6R 6 burner stove	Widely used in the industry. Growth in class sizes requires 6 burners instead of existing 4 burner stove to provide adequate training space and environment.
Samuel Robertson Technical Secondary	Youth Train in Trades	-	-	31,419	Heavy machinery	CNC Plasma Cutter	New	Lincoln Torchmate 4x4 4400 Growth Series	This would supplement our BCIT partnership program giving the students access to industry standard equipment.
Samuel Robertson Technical Secondary Total		26,000	14,650	49,619					
Thomas Haney Secondary School	Applied Design, Skills and Technology (ADST)	-	2,500	-	Heavy machinery	Mixer	Replacement	Hobart Legacy HL 300	Needed to replace worn out mixer for culinary arts program
Thomas Haney Secondary School	Applied Design, Skills and Technology (ADST)	6,500	-	-	Heavy machinery	Stove / Oven	Replacement	Garland G-36- G36R griddle	Needed to replace worn out stove for culinary arts program
Thomas Haney Secondary School	Applied Design, Skills and Technology (ADST)	6,000	-	-	Heavy machinery	Hoist	Replacement	Rotary ARO 14 - Hoist.	Needed to replace existing hoist system that was deemed unsafe and now unusable.
Thomas Haney Secondary School	Applied Design, Skills and Technology (ADST)	2,000	-	-	Heavy machinery	Dust Collector	New	DUST COLLECTOR 5HP 1PH 220V 4820CFM CSA CX409	Needed to upgrade existing dust collection system in order to keep shop dust down
Thomas Haney Secondary School	Applied Design, Skills and Technology (ADST)	200	-	-	Trades equipment	Code Reader	New	Snap On eec-r2	Code reader needed for auto shop in order to facilitate the program
Thomas Haney Secondary School	Applied Design, Skills and Technology (ADST)	-	31,419	-	Heavy machinery	Plasma Table	New	Lincoln Torchmate 4x4 4400 Growth Series	Needed to upgrade shop.
Thomas Haney Secondary School	Applied Design, Skills and Technology (ADST)	-	600	-	Trades equipment	Welding Helmets	New	Auto Darkening Welding helmets - Lincoln k2800: 1. 10 needed @ \$60	Needed to add to shop classes.
Thomas Haney Secondary School	Applied Design, Skills and Technology (ADST)	-	2,200	-	Trades equipment	3D Printer	New	Prusa Mark 3 - 3d Printer	Needed for industrial design class - and as a school wide maker space addition
Thomas Haney Secondary School	Applied Design, Skills and Technology (ADST)	-	1,000	-	Heavy machinery	Lathe	New	Rikon 70-220VSR Midi Lathe	Needed to create trades interest.
Thomas Haney Secondary School Total		14,700	37,719	-					
Westview Secondary School	Applied Design, Skills and Technology (ADST)	6,500	-	-	Heavy machinery	Band Saw	Replacement	Baleigh Industrial HORIZONTAL BAND SAW BS-300M	Our current band saw is nearly 20 years old and in constant need of service. It makes crooked cuts, and often breaks blades thus wrecking student projects. This item would help expose students to industry level equipment, and help students to develop skills that would be necessary to precision projects commonly found in industry.

School	Program	2016/17	2017/18	2018/19	Category	Item	Status	Full Description	Reason
Westview Secondary School	Applied Design, Skills and Technology (ADST)	9,800	-	-	Heavy machinery	Shear	New	Baileigh Industrial HYDROLIC SHEAR SH-5214	Currently, our metal shop has a 18 gauge capacity 3' wide shear that has multiple dents and broken springs. It is cumbersome and often requires major adjustments to cut square. It limited to shearing thin gauge material and metal is produced in 4' wide pieces, yet our shear is only 3' wide so we need to pay a company to cut to length for us in advance. A new shear with a 14 gauge capacity can increase our output, and allow students to create more projects through more efficient use of time, and save money because we can cut materials ourselves in our own facility.
Westview Secondary School	Applied Design, Skills and Technology (ADST)	1,500	-	-	Heavy machinery	Belt Grinder	Replacement	Baileigh BG-379 Industrial Belt Grinder	Our current belt grinder is more of a "hobbyist" machine as opposed to one found in industry. It is fairly weak, and stalls out when working with sanding / grinding large projects.
Westview Secondary School	Applied Design, Skills and Technology (ADST)	-	2,100	-	Heavy machinery	Cut Off Saw	Replacement	Baileigh CS-250 EU cold saw	We currently have an abrasive cut off saw. It is tired, and in need of replacement. A cold saw is far superior to an abrasive cut off saw because of its increased safety, and less mess due to a lack of sparks produced during the cutting process. Students would be able to increase the quality of their projects, and work more efficiently with this piece of equipment.
Westview Secondary School	Applied Design, Skills and Technology (ADST)	-	15,000	-	Heavy machinery	Table Saw	Replacement	Saw Stop Table Saw - Model SAW-ICS 53230 - 2 needed @ 7047.00 each	I am requesting two saw stop table saws are to replace two aging standard table saws that are currently in the shop. The Saw stops have modern up to date safety technology built in to them that will provide a new level of safety that is not possible on standard table saws.
Westview Secondary School	Applied Design, Skills and Technology (ADST)	-	1,800	-	Heavy machinery	Drill Press	Replacement	General 17" drill press 75-260 - 2 needed @ \$879 each	The two drill presses are to replace the aging ones that are currently in the wood shop that are 40 plus years old, do not spin true, and have certain functions that are not usable.
Westview Secondary School	Applied Design, Skills and Technology (ADST)	2,600	-	-	Trades equipment	Vacuum Pump	New	Airtech Vacuum pump (for cnc table) from Cancam	The Vacuum pump is to outfit Westview's recently purchased cnc machine to allow us to use the vacuum hold down feature that the machine is prepped for. Currently material needs to be clamped down mechanically. This will allow us to use this machine to its full potential. This machine is meant for teaching a practical application of coding as is soon to be mandatory.
Westview Secondary School	Youth Explore Trades Skills - (formerly Skills Exploration)	-	779	-	Trades equipment	Thickness Planer	New	Dewalt Planer DEW-DW735XCAN	Needed to support a trades sampler course where we are going to encourage youth to enter cabinet making trades.
Westview Secondary School	Youth Explore Trades Skills - (formerly Skills Exploration)	-	1,716	-	Trades equipment	Portable Table Saw	New	Portable Saw Stop table saw - SAW-JSSMCA	The portable Mitre saw is intended to aid us in the implementation of a new trades sampler program at Westview as part of the ITA's Youth Trades Program. This tool will give students practice using a portable machine likely to be used on a construction jobsite.
Westview Secondary School Total		20,400	21,395	-					
Grand Total		117,640	84,764	81,119					



ITEM 6

To: **Board of Education**

From: Secretary Treasurer
Flavia Coughlan
Assistant Secretary Treasurer
Monica Schulte

Re: **SCHOOL DISTRICT STATEMENT OF
FINANCIAL INFORMATION (SOFI)**

Date: December 14, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

Attached is a copy of the Statement of Financial Information Report for the Board of Education of School District No. 42 (Maple Ridge - Pitt Meadows) for the year ended June 30, 2016.

In accordance with the Financial Information Act (the "Act"), each school board is required to prepare a report of financial information for each fiscal year. The Act, together with the related regulation and directive, prescribes the information that is required to be included in the report.

The major schedules included in the report are as follows:

- a Schedule of Remuneration and Expenses that lists all payments made to trustees and to those employees with remuneration exceeding \$75,000; and
- a Schedule of Suppliers of Goods and Services that lists total payments made to suppliers in excess of \$25,000.

Section 6 of the Financial Information Regulation defines remuneration to include any form of salary, wages, taxable benefits, payment into trust or any form of income deferral paid by the Board to an employee, but does not include anything payable under a severance agreement. Remuneration for individual employees can include payouts for vacation, gratuity and compensatory time not taken, in addition to regular salary. Remuneration also includes taxable benefits for auto allowances for employees who regularly use their personal vehicle for school district business and the employer-paid portion of provincial medical insurance and group life insurance premiums.

Expenses are defined to include travel expenses, memberships, tuition, relocation expenses, registration fees and similar amounts paid directly to an employee, or to a third party on behalf of an employee.

Payments made for the provision of goods and services include all payments made from operating, special purpose and capital funds for the supply of goods and services. Payments, or deductions in funding, made by other entities on behalf of the Maple Ridge – Pitt Meadows School District (e.g. Next Generation Network expenditures and the School Protection Program premiums) are not included.

A significant portion of the supplier payments represents contributions to pension and employee benefit plans and contractors for capital projects. Payments for both employer and employee contributions to employee benefit plans are included.

RECOMMENDATION:

THAT the Board approve the School District Statement of Financial Information for the fiscal year ended June 30, 2016; and that the said statement be submitted to the Ministry of Education.

Attachment

SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049	
SCHOOL DISTRICT NUMBER 42	NAME OF SCHOOL DISTRICT Maple Ridge - Pitt Meadows
YEAR 2016	
OFFICE LOCATION 22225 Brown Avenue	TELEPHONE NUMBER 604 -463-4200
MAILING ADDRESS 22225 Brown Avenue	
CITY Maple Ridge	PROVINCE B.C.
POSTAL CODE V2X 8N6	
NAME OF CHAIRPERSON OF THE BOARD OF EDUCATION Mike Murray	
NAME OF SUPERINTENDENT Sylvia Russell	TELEPHONE NUMBER 604-463-4200
NAME OF SECRETARY - TREASURER Flavia Coughlan	TELEPHONE NUMBER 604-463-4200

DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the 2016 Statement of Financial Information for School District No. 42 as required under Section 2 of the Financial Information Act.

SIGNATURE OF CHAIRPERSON OF THE BOARD OF SCHOOL EDUCATION	DATE SIGNED
SIGNATURE OF SUPERINTENDENT	DATE SIGNED
SIGNATURE OF SECRETARY-TREASURER	DATE SIGNED

EDUC. 6001 (REV.
95/08)

**MINISTRY OF EDUCATION AND
MINISTRY RESPONSIBLE FOR MULTICULTURALISM
AND HUMAN RIGHTS**

PROVINCE OF BRITISH COLUMBIA

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016**

**STATEMENT OF FINANCIAL INFORMATION
(SOFI)**

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**SCHOOL DISTRICT
STATEMENT OF FINANCIAL INFORMATION (SOFI)**

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)

FISCAL YEAR ENDED JUNE 30, 2016

MANAGEMENT REPORT

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all the other schedules of financial information and for ensuring this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On Behalf of
The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)

Sylvia Russell
Superintendent
December 14, 2016

Flavia Coughlan
Secretary-Treasurer
December 14, 2016

Prepared as required by *Financial Information Regulation*, Schedule 1, section 9

Audited Financial Statements of

School District No. 42 (Maple Ridge-Pitt Meadows)

June 30, 2016

School District No. 42 (Maple Ridge-Pitt Meadows)

June 30, 2016

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School District No. 42 (Maple Ridge-Pitt Meadows)

MANAGEMENT REPORT

Version: 5330-4584-2602

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 42 (Maple Ridge-Pitt Meadows) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a quarterly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 42 (Maple Ridge-Pitt Meadows) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 42 (Maple Ridge-Pitt Meadows)

Original signed by Mike Murray	September 14, 2016
Signature of the Chairperson of the Board of Education	Date Signed
Original signed by Sylvia Russell	September 14, 2016
Signature of the Superintendent	Date Signed
Original signed by Flavia Coughlan	September 14, 2016
Signature of the Secretary Treasurer	Date Signed



KPMG LLP
32575 Simon Avenue
Abbotsford BC V2T 4W6
Canada
Telephone (604) 854-2200
Fax (604) 853-2756

INDEPENDENT AUDITORS' REPORT

To the Board of Education of the School District No. 42 (Maple Ridge-Pitt Meadows)

To the Minister of Education, Province of British Columbia

We have audited the accompanying financial statements of School District No. 42 (Maple Ridge-Pitt Meadows), which comprise the statement of financial position as at June 30, 2016, the statement of operations, changes in net financial assets (debt) and cash flows for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation of these financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion, the financial statements of School District No. 42 (Maple Ridge-Pitt Meadows) as at and for the year ended June 30, 2016 are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 2 to the financial statements, which describes the basis of accounting and the significant differences between such basis of accounting and Canadian public sector accounting standards.

A handwritten signature in black ink that reads 'KPMG LLP' in a cursive, stylized font. A horizontal line is drawn underneath the signature.

Chartered Professional Accountants

September 14, 2016

Abbotsford, Canada

School District No. 42 (Maple Ridge-Pitt Meadows)

Statement of Financial Position

As at June 30, 2016

	2016 Actual	2015 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	41,902,318	42,940,578
Accounts Receivable		
Due from Province - Ministry of Education	73,447	90,044
Due from Province - Other	58,999	73,499
Due from LEA/Direct Funding	60,371	-
Other (Note 3)	564,525	628,359
Portfolio Investments (Note 4)	302,245	300,277
Total Financial Assets	42,961,905	44,032,757
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 5)	12,584,163	14,344,415
Unearned Revenue (Note 6)	4,182,860	4,471,959
Deferred Revenue (Note 7)	1,945,045	1,855,061
Deferred Capital Revenue (Note 8)	118,247,176	119,582,742
Employee Future Benefits (Note 9)	7,423,597	6,825,226
Capital Lease Obligations (Note 11)	-	296,110
Total Liabilities	144,382,841	147,375,513
Net Financial Assets (Debt)	(101,420,936)	(103,342,756)
Non-Financial Assets		
Tangible Capital Assets (Note 12)	176,752,853	174,197,386
Prepaid Expenses	537,928	277,620
Total Non-Financial Assets	177,290,781	174,475,006
Accumulated Surplus (Deficit) (Note 20)	75,869,845	71,132,250

Contractual Obligations and Contingencies (Note 15 and 17)

Approved by the Board

Original signed by Mike Murray

September 14, 2016

Signature of the Chairperson of the Board of Education

Date Signed

Original signed by Sylvia Russell

September 14, 2016

Signature of the Superintendent

Date Signed

Original signed by Flavia Coughlan

September 14, 2016

Signature of the Secretary Treasurer

Date Signed

School District No. 42 (Maple Ridge-Pitt Meadows)

Statement of Operations

Year Ended June 30, 2016

	2016 Budget (Note 16)	2016 Actual	2015 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	127,853,915	129,394,012	121,185,318
Other	297,051	287,871	368,464
School Site Acquisition Fees		757,814	
Federal Grants	137,170	172,620	143,218
Tuition	8,360,556	9,044,332	8,184,104
Other Revenue	5,698,982	5,627,876	5,064,273
Rentals and Leases	432,282	498,732	381,001
Investment Income	428,165	456,050	577,275
Amortization of Deferred Capital Revenue	5,308,952	5,357,723	5,417,625
Total Revenue	148,517,073	151,597,030	141,321,278
Expenses (Note 19)			
Instruction	122,753,574	120,070,283	110,809,181
District Administration	4,856,417	4,460,117	4,434,734
Operations and Maintenance	22,474,503	21,507,523	20,699,226
Transportation and Housing	863,615	817,565	1,006,276
Debt Services	4,128	3,947	16,849
Total Expense	150,952,237	146,859,435	136,966,266
Surplus (Deficit) for the year	(2,435,164)	4,737,595	4,355,012
Accumulated Surplus (Deficit) from Operations, beginning of year		71,132,250	66,777,238
Accumulated Surplus (Deficit) from Operations, end of year		75,869,845	71,132,250

School District No. 42 (Maple Ridge-Pitt Meadows)

Statement of Changes in Net Financial Assets (Debt)

Year Ended June 30, 2016

	2016 Budget (Note 16)	2016 Actual	2015 Actual
	\$	\$	\$
Surplus (Deficit) for the year	(2,435,164)	4,737,595	4,355,012
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(4,951,777)	(10,896,323)	(6,204,202)
Amortization of Tangible Capital Assets	8,206,972	8,340,856	7,970,686
Total Effect of change in Tangible Capital Assets	3,255,195	(2,555,467)	1,766,484
Acquisition of Prepaid Expenses		(537,928)	(317,892)
Use of Prepaid Expenses		277,620	442,656
Acquisition of Supplies Inventory		-	(12,430)
Use of Supplies Inventory		-	12,430
Total Effect of change in Other Non-Financial Assets	-	(260,308)	124,764
(Increase) Decrease in Net Financial Assets (Debt), before Net Remeasurement Gains (Losses)	<u>820,031</u>	1,921,820	6,246,260
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Financial Assets (Debt)		1,921,820	6,246,260
Net Financial Assets (Debt), beginning of year		(103,342,756)	(109,589,016)
Net Financial Assets (Debt), end of year		(101,420,936)	(103,342,756)

School District No. 42 (Maple Ridge-Pitt Meadows)

Statement of Cash Flows

Year Ended June 30, 2016

	2016 Actual	2015 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	4,737,595	4,355,012
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	34,560	225,468
Prepaid Expenses	(260,308)	124,764
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(1,760,253)	1,629,517
Unearned Revenue	(289,099)	518,131
Deferred Revenue	89,984	(140,940)
Employee Future Benefits	598,372	520,685
Amortization of Tangible Capital Assets	8,340,856	7,970,686
Amortization of Deferred Capital Revenue	(5,357,723)	(5,417,625)
Recognition of Deferred Capital Revenue Spent on Sites	(2,165,182)	-
Capital Lease Additions		
Total Operating Transactions	3,968,802	9,785,698
Capital Transactions		
Tangible Capital Assets Purchased	(5,589,961)	(3,483,788)
Tangible Capital Assets -WIP Purchased	(5,306,362)	(2,410,387)
Capital Lease Additions	-	(310,027)
Total Capital Transactions	(10,896,323)	(6,204,202)
Financing Transactions		
Capital Revenue Received	6,187,339	2,757,355
New Capital Lease Additions	-	310,027
Capital Lease Principal Payments	(296,110)	(736,762)
Total Financing Transactions	5,891,229	2,330,620
Investing Transactions		
Investments in Portfolio Investments	(1,968)	228,176
Total Investing Transactions	(1,968)	228,176
Net Increase (Decrease) in Cash and Cash Equivalents	(1,038,260)	6,140,292
Cash and Cash Equivalents, beginning of year	42,940,578	36,800,286
Cash and Cash Equivalents, end of year	41,902,318	42,940,578
Cash and Cash Equivalents, end of year, is made up of:		
Cash	8,192,423	8,760,692
Cash Equivalents	33,709,895	34,179,886
	41,902,318	42,940,578

School District No. 42 (Maple Ridge – Pitt Meadows)
Notes to Financial Statements
Year Ended June 30, 2016

NOTE 1 AUTHORITY AND PURPOSE

The School District, established on April 12, 1946, operates under authority of the School Act of British Columbia as a corporation under the name of "The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)", and operates as "School District No. 42 (Maple Ridge – Pitt Meadows)." A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the School District, and is principally funded by the Province of British Columbia through the Ministry of Education. School District No. 42 is exempt from federal and provincial corporate income taxes.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the School District are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the School District are as follow:

a) Basis of Accounting

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011. The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections effective their first fiscal year commencing after January 1, 2012.

Regulation 198/2011 requires that restricted contributions received or receivable for acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are to be deferred and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded.

For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

As a result, revenue recognized in the statement of operations and certain related deferred capital revenue would be recorded differently under Canadian Public Sector Accounting Standards.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

b) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities, capital lease obligations and other liabilities.

Except for portfolio investments in equity instruments quoted in an active market, or items designated by management, that are recorded at fair value, all financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability. The School District has not invested in any equity instruments that are actively quoted in the market and has not designated any financial instruments to be recorded at fair value. All financial instruments are recorded at cost or amortized cost.

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of remeasurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the statement of operations.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

Unless otherwise noted, it is management's opinion that the School District is not exposed to significant interest, currency or credit risks arising from these financial instruments. The fair values of these financial instruments approximate their carrying value, unless otherwise noted.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

c) Cash and Cash Equivalents

Cash and cash equivalents include cash in the bank and funds held with the Ministry in the Central Deposit program that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These cash equivalents are generally highly liquid, with a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

d) Accounts Receivable

Accounts receivable are measured at amortized cost and shown net of allowance for doubtful accounts.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

e) Portfolio Investments

The School District has investments in term deposits, equity instruments with no maturity and bonds, which have a maturity of greater than 3 months at the time of acquisition.

The bonds and the pooled private equity fund investments are reported at fair market value. Funds that are not quoted in an active market are reported at amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset.

f) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services to be delivered in a future period. Revenue will be recognized in that future period when the services are provided.

g) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 2(n).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished. See Note 2(a) for the impact of this policy on these financial statements.

h) Employee Future Benefits

i) Post-employment benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing.

The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARSL) of active employees covered under the plan.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

The most recent valuation of the obligation was performed at March 31, 2016 and projected to March 31, 2019. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

ii) Pension Plans

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

i) Asset Retirement Obligations

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and accretion expense is included in the Statement of Operations.

j) Capital Leases

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incidental to ownership of the property to the School District are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the School District's rate for incremental borrowing or the interest rate implicit in the lease. All capital leases were repaid during the fiscal year.

All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

k) Tangible Capital Assets

Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.

Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.

Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion. Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.

School District No. 42 (Maple Ridge – Pitt Meadows)
Notes to Financial Statements
Year Ended June 30, 2016

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Buildings that are demolished or destroyed are written-off.

Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.

The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful lives are as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

l) Prepaid Expenses

Several insurance policies, maintenance agreements and other payments paid in advance are included as a prepaid expenses. Prepaid expenses are stated at acquisition cost and are expensed over the periods expected to benefit from it.

m) Internally restricted reserves

Certain amounts, as approved by the Board are segregated as reserves within the accumulated surplus for future operating and capital purposes. Transfers to and from these reserves are an adjustment to the respective funds when approved.

n) Revenue Recognition

Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished. See Note 2(a) for the impact of this policy on these financial statements.

Revenue related to fees or services received in advance of the fee being earned or the service is performed is deferred and recognized when the fee is earned or service being performed.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

o) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Categories of Salaries

- Principals, Vice-Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Secretary-Treasurers, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, expenses are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and aboriginal education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

School District No. 42 (Maple Ridge – Pitt Meadows)
Notes to Financial Statements
Year Ended June 30, 2016

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

p) Liability for contaminated sites

A liability for contaminated sites is recognized when a site is not in productive use and the following criteria are met:

- An environmental standard exists;
- Contamination exceeds the environmental standard;
- The School District is directly responsible or accepts responsibility for the contamination;
- It is expected that future economic benefits will be given up; and
- A reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

q) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in Note 2(a) requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Due from Federal Government	\$ 148,130	\$ 231,849
Due from Other Educational Institutions	51,824	35,753
Due from school parent advisory councils	50,235	36,830
Due from rental agreements	4,896	20,673
Other	309,440	303,254
	<u>\$ 564,525</u>	<u>\$ 628,359</u>

NOTE 4 PORTFOLIO INVESTMENTS

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Cost and Amortized Cost		
Term deposits	\$ 173,498	\$ 173,498
	<u>173,498</u>	<u>173,498</u>
Core bond fund	65,156	63,577
Canadian equity fund	34,006	30,338
U. S. equity fund	14,491	16,541
International equity fund	15,094	16,323
	<u>128,747</u>	<u>126,779</u>
Total Portfolio Investments	<u>\$ 302,245</u>	<u>\$ 300,277</u>

School District No. 42 (Maple Ridge – Pitt Meadows)
Notes to Financial Statements
Year Ended June 30, 2016

NOTE 4 **PORTFOLIO INVESTMENTS** *(Continued)*

Term deposits held within our portfolio investments are held with local banking institutions for a period not exceeding 1 year from the statement of financial position date and are earning average interest of 1.35%. (2015: 1.36%).

NOTE 5 **ACCOUNTS PAYABLE AND ACCRUED LIABILITIES – OTHER**

	June 30, 2016	June 30, 2015
Trade payables	\$ 4,259,172	\$ 5,765,714
Salaries and benefits payable	6,606,051	7,071,267
Accrued vacation pay	1,196,031	1,193,124
Other	522,909	314,310
	\$ 12,584,163	\$ 14,344,415

NOTE 6 **UNEARNED REVENUE**

	June 30, 2016	June 30, 2015
Balance, beginning of year	\$ 4,471,959	\$ 3,953,828
Program fees received	7,844,459	7,980,414
Program fees recognized as revenue	(8,133,558)	(7,462,283)
Balance, end of year	\$ 4,182,860	\$ 4,471,959

NOTE 7 **DEFERRED REVENUE**

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled.

	June 30, 2016	June 30, 2015
Balance, beginning of year	\$ 1,855,061	\$ 1,996,001
Grants received:		
Provincial grants	4,123,548	4,064,746
Other grants	4,653,128	4,141,603
Investment income	9,329	10,499
Subtotal	8,786,005	8,216,848
Revenue recognized	(8,696,021)	(8,351,652)
Ministry funds recovered	-	(6,136)
Balance, end of year	\$ 1,945,045	\$ 1,855,061

School District No. 42 (Maple Ridge – Pitt Meadows)
Notes to Financial Statements
Year Ended June 30, 2016

NOTE 8 DEFERRED CAPITAL REVENUE

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired

	June 30, 2016	June 30, 2015
<u>Deferred capital revenue subject to amortization</u>		
Balance, beginning of year	\$ 112,089,930	\$ 115,491,317
Transfers from deferred revenue – capital additions	4,220,648	2,016,238
Amortization of deferred capital revenue	(5,357,723)	(5,417,625)
Balance, end of year	\$ 110,952,855	\$ 112,089,930
 <u>Deferred capital revenue – Work in Progress</u>		
Work in Progress, beginning of year	\$ 542,767	\$ 356,673
Transfer in from deferred revenue – work in progress	4,227,159	2,202,332
Transfer to spent deferred capital	(4,220,648)	(2,016,238)
Balance, end of year	\$ 549,278	\$ 542,767
 <u>Deferred capital revenue – Unspent portion</u>		
Unspent Deferred Capital, beginning of year	\$ 6,950,045	\$ 6,395,022
Provincial Grant – Ministry of Education	5,492,646	2,132,558
Other	564,050	539,450
Investment Income	130,643	85,347
Transfer to Deferred Capital Revenue – Work in Progress	(4,227,159)	(2,202,332)
Transfer to Deferred Capital Revenue – Site Purchases	(2,165,182)	-
Balance, end of year	\$ 6,745,043	\$ 6,950,045
Total deferred capital revenue balance, end of year	\$ 118,247,176	\$ 119,582,742

NOTE 9 EMPLOYEE FUTURE BENEFITS

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

School District No. 42 (Maple Ridge – Pitt Meadows)

Notes to Financial Statements

Year Ended June 30, 2016

NOTE 9 EMPLOYEE FUTURE BENEFITS *(Continued)*

	June 30, 2016	June 30, 2015
<i>Reconciliation of Accrued Benefit Obligation</i>		
Accrued Benefit Obligation – April 1	\$ 8,206,854	\$ 7,524,266
Service Cost	605,946	535,207
Interest Cost	190,676	251,456
Benefit Payments	(508,640)	(496,827)
Increase (Decrease) in obligation due to Plan Amendment	-	-
Actuarial (Gain) Loss	(225,628)	392,752
Accrued Benefit Obligation – March 31	<u>\$ 8,269,208</u>	<u>\$ 8,206,854</u>

Reconciliation of Funded Status at End of Fiscal Year

Accrued Benefit Obligation – March 31	\$ 8,269,208	\$ 8,206,854
Market Value of Plan Assets – March 31	-	-
Funded Status – Surplus (Deficit)	<u>(8,269,208)</u>	<u>(8,206,854)</u>
Employer Contributions After Measurement Date	56,814	184,686
Benefits Expense After Measurement Date	(197,132)	(199,155)
Unamortized Net Actuarial Gain (Loss)	985,929	1,396,097
Accrued Benefit Asset (Liability) – June 30	<u>\$ (7,423,597)</u>	<u>\$ (6,825,226)</u>

Reconciliation of Change in Accrued Benefit Liability

Accrued Benefit Liability – July 1	\$ 6,825,226	\$ 6,304,541
Net expense for Fiscal Year	979,139	931,003
Employer Contributions	(380,768)	(410,318)
Accrued Benefit Liability – June 30	<u>\$ 7,423,597</u>	<u>\$ 6,825,226</u>

Components of Net Benefit Expense

Service Cost	\$ 598,725	\$ 552,892
Interest Cost	195,873	236,261
Immediate Recognition of Plan Amendment	-	-
Amortization of Net Actuarial (Gain) Loss	184,541	141,850
Net Benefit Expense	<u>\$ 979,139</u>	<u>\$ 931,003</u>

The significant actuarial assumptions adopted for measuring the School District's accrued benefit obligations are:

	June 30, 2016	June 30, 2015
Discount Rate – April 1	2.25%	3.25%
Discount Rate – March 31	2.50%	2.25%
Long Term Salary Growth – April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50% + seniority	2.50% + seniority
EARS� – March 31	8.8 years	9.2 years

School District No. 42 (Maple Ridge – Pitt Meadows)
Notes to Financial Statements
Year Ended June 30, 2016

NOTE 10 DEBT

The School District has an approved line of credit of \$ 6.5 million with interest at the banks' prime rate plus 0.25%. The available borrowing consists of \$ 2.5 million of line of credit and \$ 4.0 million of additional funds for meeting current operating and debt service expenditures. As of June 30, 2016, the School District had nil borrowings (2015: \$ nil) under these facilities.

NOTE 11 CAPITAL LEASE OBLIGATIONS

The School District repaid three capital leases held by the M.F.A. Leasing Corporation for multi business devices and wireless technology in the classroom.

For the year ended June 30, 2016, interest expense pertaining to capital lease obligations was \$ 3,947 (2015: \$ 16,849).

NOTE 12 TANGIBLE CAPITAL ASSETS

June 30, 2016

Cost:	Balance at July 1, 2015	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2016
Sites	\$ 29,183,232	\$ 2,165,182	\$ -	\$ -	\$ 31,348,414
Buildings	255,758,950	81,950	-	4,914,047	260,754,947
Buildings – work in progress	660,997	4,802,328	-	(4,914,047)	549,278
Furniture & Equipment	11,491,285	1,629,803	3,715,213	24,548	9,430,423
Furniture & Equipment – work in progress	-	24,548	-	(24,548)	-
Vehicles	689,170	96,490	64,423	-	721,237
Computer Software	487,700	231,491	2,000	569,311	1,286,502
Computer Software – work in progress	89,825	479,486	-	(569,311)	-
Computer Hardware	5,326,902	1,385,045	487,475	-	6,224,472
Total	\$ 303,688,061	\$ 10,896,623	\$ 4,269,111	\$ -	\$ 310,315,273

Accumulated Amortization:	Balance at July 1, 2015	Additions	Disposals	Balance at June 30, 2016
Buildings	\$ 120,088,034	\$ 5,891,693	\$ -	\$ 125,979,727
Furniture & Equipment	7,230,906	1,046,084	3,715,213	4,561,777
Vehicles	278,149	70,521	64,423	284,247
Computer Software	135,504	177,420	2,000	310,924
Computer Hardware	1,758,082	1,155,138	487,475	2,425,745
Total	\$ 129,490,675	\$ 8,340,856	\$ 4,269,111	\$ 133,562,420

School District No. 42 (Maple Ridge – Pitt Meadows)
Notes to Financial Statements
Year Ended June 30, 2016

NOTE 12 TANGIBLE CAPITAL ASSETS *(Continued)*

June 30, 2015

Cost:	Balance at July 1, 2014	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2015
Sites	\$ 29,183,232	\$ -	\$ -	\$ -	\$ 29,183,232
Buildings	253,612,570	130,142	-	2,016,238	255,758,950
Buildings – work in progress	356,673	2,320,562	-	(2,016,238)	660,997
Furniture & Equipment	8,964,838	974,642	587,433	-	9,352,047
Vehicles	455,521	151,471	32,821	-	574,171
Computer Software	377,500	212,846	102,646	-	487,700
Computer Software – work in progress	-	89,825	-	-	89,825
Computer Hardware	2,777,217	2,014,687	367,773	-	4,424,131
Capital Leased Furniture & Equipment	2,139,238	-	-	-	2,139,238
Capital Leased Vehicles	114,999	-	-	-	114,999
Capital Leased Computer Hardware	592,744	310,027	-	-	902,771
Total	\$ 298,574,532	\$ 6,204,202	\$ 1,090,673	\$ -	\$ 303,688,061

Accumulated Amortization:	Balance at July 1, 2014	Additions	Disposals	Balance at June 30, 2015
Buildings	\$ 114,266,307	\$ 5,821,727	\$ -	\$ 120,088,034
Furniture & Equipment	5,367,835	915,843	587,433	5,696,245
Vehicles	161,736	51,485	32,821	180,400
Computer Software	151,629	86,521	102,646	135,504
Computer Hardware	1,063,037	751,137	367,773	1,446,401
Capital Leased Furniture & Equipment	1,320,737	213,924	-	1,534,661
Capital Leased Vehicles	86,249	11,500	-	97,749
Capital Leased Computer Hardware	193,132	118,549	-	311,681
Total	\$ 122,610,662	\$ 7,970,686	\$ 1,090,673	\$ 129,490,675

Net Book Value:	June 30, 2016	June 30, 2015
Sites	\$ 31,348,414	\$ 29,183,232
Buildings	134,775,220	135,670,916
Buildings – work in progress	549,278	660,997
Furniture & Equipment	4,868,646	4,260,379
Vehicles	436,990	411,021
Computer Software	975,578	352,196
Computer Software – work in progress	-	89,825
Computer Hardware	3,798,727	3,568,820
Total	\$ 176,752,853	\$ 174,197,386

School District No. 42 (Maple Ridge – Pitt Meadows)
Notes to Financial Statements
Year Ended June 30, 2016

NOTE 13 EMPLOYEE PENSION PLANS

The school district and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2014, the Teachers' Pension Plan has about 45,000 active members and approximately 35,000 retired members. As of December 31, 2014, the Municipal Pension Plan has about 185,000 active members, including approximately 24,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate is then adjusted to the extent there is amortization of any funding deficit.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2014, indicated a \$449 million surplus for basic pension benefits on a going concern basis. The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2012, indicated a \$1,370 million funding deficit for basic pension benefits on a going concern basis. The school district paid \$13,411,275 for employer contributions to the plans for the year ended June 30, 2016 (2015: \$11,798,825). The next valuation for the Teachers' Pension Plan will be as at December 31, 2017, with results available in 2018. The next valuation for the Municipal Pension Plan will be as at December 31, 2015, with results available in 2016.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

NOTE 14 RELATED PARTY TRANSACTIONS

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

NOTE 15 CONTRACTUAL OBLIGATIONS

The School District has entered into a number of multiple-year contracts for the delivery of services and the construction of tangible capital assets. These contractual obligations will become liabilities in the future when the terms of the contracts are met. Disclosure relates to the unperformed portion of the contracts.

	2017	Thereafter
Capital commitments	\$ 1,649,354	\$ Nil

School District No. 42 (Maple Ridge – Pitt Meadows)

Notes to Financial Statements

Year Ended June 30, 2016

NOTE 16 BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board through the adoption of the amended annual budget on February 24, 2016.

As the 2015/16 Amended Annual Budget is used for comparative purposes a reconciliation between the 2015/16 Annual and the 2015/16 Amended Annual budgets is provided.

	Annual Budget	Amended Annual Budget	Change
Statement 2			
Revenues			
Provincial Grants			
Ministry of Education	\$ 124,498,555	\$ 127,853,915	\$ 3,355,360
Other	441,504	297,051	(144,453)
Federal Grants	137,170	137,170	-
Tuition	7,457,546	8,360,556	903,010
Other Revenue	5,648,540	5,698,982	50,442
Rentals and Leases	394,729	432,282	37,553
Investment Income	433,165	428,165	(5,000)
Amortization of Deferred Capital Revenue	5,358,568	5,308,952	(49,616)
Total Revenue	144,369,777	148,517,073	4,147,296
Expenses			
Instruction	119,415,858	122,753,574	3,337,716
District Administration	4,411,277	4,856,417	445,140
Operations and Maintenance	21,966,498	22,474,503	508,005
Transportation and Housing	1,000,277	863,615	(136,662)
Debt Services	4,128	4,128	-
Total Expense	146,798,038	150,952,237	4,154,199
Net Revenue (Expense)	(2,428,261)	(2,435,164)	(6,903)
Budgeted Allocation of Surplus	793,901	4,165,901	3,372,000
Budgeted Surplus (Deficit) for the year	\$ (1,634,360)	\$ 1,730,737	\$ 3,365,097
Statement 4			
Surplus (Deficit for the year)	\$ (2,428,261)	\$ (2,435,164)	\$ (6,903)
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(6,018,748)	(4,951,777)	1,066,971
Amortization of Tangible Capital Assets	7,958,976	8,206,972	247,996
Total Effect of change in Tangible Capital Assets	1,940,228	3,255,195	1,314,967
(Increase) Decrease in Net Financial Assets (Debt)	\$ (488,033)	\$ 820,031	\$ 1,308,064

School District No. 42 (Maple Ridge – Pitt Meadows)
Notes to Financial Statements
Year Ended June 30, 2016

NOTE 17 CONTINGENCIES

In the normal course of business, lawsuits and claims have been brought against the School District. The School District contests these lawsuits and claims. Management believes that the results of any pending legal proceeding will not have a material effect on the financial position of the School District.

NOTE 18 ASSET RETIREMENT OBLIGATION

Legal liabilities may exist for the removal or disposal of asbestos in schools that will undergo major renovations or demolition. The fair value of this liability for asbestos removal or disposal will be recognized in the period in which it is incurred if a reasonable estimate of fair value can be made. As at June 30, 2016, a liability is not reasonably determinable (2015: nil).

NOTE 19 EXPENSE BY OBJECT

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Salaries and benefits	\$ 122,125,075	\$ 113,676,418
Services and supplies	16,389,557	15,302,313
Interest	3,947	16,849
Amortization	8,340,856	7,970,686
	<u>\$ 146,859,435</u>	<u>\$ 136,966,266</u>

NOTE 20 ACCUMULATED SURPLUS

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Operating Fund Accumulated Surplus		
Internally Restricted (appropriated) by the Board for:		
Targeted funding for aboriginal education	\$ 189,889	\$ 124,120
School budget balances	499,938	488,462
Personal professional development	164,695	166,526
Financial provisions	50,000	100,000
Funds required to complete projects in progress	807,612	415,176
Purchase order commitments	672,868	1,486,484
Use of contingency reserve to fund future budgets	2,917,512	1,385,131
Total Operating Internally Restricted	<u>5,302,514</u>	<u>4,165,899</u>
Unrestricted	<u>-</u>	<u>-</u>
Total Operating Fund Accumulated Surplus	<u>5,302,514</u>	<u>4,165,899</u>
Capital Fund Accumulated Surplus		
Contingency Reserve for Local Capital	2,488,906	2,582,485
Budgeted use of Local Capital for 2016/17	1,535,855	1,872,246
Budgeted use of Local Capital for 2017/18	91,844	1,243,025
Budgeted use of Local Capital for New Schools	1,200,000	-
Invested in Capital Assets	65,250,726	61,268,595
Total Capital Fund Accumulated Surplus	<u>70,567,331</u>	<u>66,966,351</u>
Total Accumulated Surplus	<u>\$ 75,869,845</u>	<u>\$ 71,132,250</u>

NOTE 21 ECONOMIC DEPENDENCE

The operations of the School District are dependent on continued funding from the Ministry of Education and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

NOTE 22 RISK MANAGEMENT

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, amounts receivable and investments.

The School District is exposed to credit risk in the event of non-performance by a borrower. This risk is mitigated as most amounts receivable are due from the Province and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in the Central Deposit Program with the Province and in recognized British Columbia institutions. The School District invests in various financial instruments including equity funds, bond funds certificates and term deposits.

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

c) Currency risk:

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant.

d) Interest rate risk:

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its investments. It is management's opinion that the School District is not exposed to significant interest rate risk as they invest solely in the Province's Central Deposit Program, guaranteed investment certificates and term deposits that have a maturity date of no more than 1 year.

School District No. 42 (Maple Ridge – Pitt Meadows)
Notes to Financial Statements
Year Ended June 30, 2016

NOTE 22 RISK MANAGEMENT *(Continued)*

e) Liquidity risk:

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due. The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance.

NOTE 23 SUPPLEMENTARY CASH FLOW INFORMATION

	June 30, 2016	June 30, 2015
Interest paid	\$ 3,947	\$ 16,849
Interest received	592,936	663,766
Assets acquired under capital lease	-	310,027
Capital lease buyout	140,245	419,007

NOTE 24 COMPARATIVE INFORMATION

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year. The changes do not affect prior year earnings.

School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund

Year Ended June 30, 2016

	Operating Fund	Special Purpose Fund	Capital Fund	2016 Actual	2015 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	4,165,899		66,966,351	71,132,250	66,777,238
Changes for the year					
Surplus (Deficit) for the year	4,971,797	358,920	(593,122)	4,737,595	4,355,012
Interfund Transfers					
Tangible Capital Assets Purchased	(2,836,643)	(358,920)	3,195,563	-	
Tangible Capital Assets - Work in Progress	(3,983)		3,983	-	
Local Capital	(694,509)		694,509	-	
Other	(300,047)		300,047	-	
Net Changes for the year	1,136,615	-	3,600,980	4,737,595	4,355,012
Accumulated Surplus (Deficit), end of year - Statement 2	5,302,514	-	70,567,331	75,869,845	71,132,250

School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule of Operating Operations

Year Ended June 30, 2016

	2016 Budget (Note 16) \$	2016 Actual \$	2015 Actual \$
Revenues			
Provincial Grants			
Ministry of Education	123,553,583	123,900,928	117,082,304
Other	297,051	287,871	368,464
Federal Grants	137,170	172,620	143,218
Tuition	8,360,556	9,044,332	8,184,104
Other Revenue	888,982	894,898	800,278
Rentals and Leases	432,282	498,732	381,001
Investment Income	416,665	349,947	567,920
Total Revenue	134,086,289	135,149,328	127,527,289
Expenses			
Instruction	114,724,477	112,110,254	103,514,953
District Administration	4,816,417	4,460,117	4,434,734
Operations and Maintenance	13,784,796	12,789,595	12,347,143
Transportation and Housing	863,615	817,565	1,006,276
Total Expense	134,189,305	130,177,531	121,303,106
Operating Surplus (Deficit) for the year	(103,016)	4,971,797	6,224,183
Budgeted Appropriation (Retirement) of Surplus (Deficit)	4,165,901		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(2,274,531)	(2,836,643)	(2,159,051)
Tangible Capital Assets - Work in Progress		(3,983)	(118,230)
Local Capital	(1,602,623)	(694,509)	(1,712,011)
Other	(185,731)	(300,047)	(753,611)
Total Net Transfers	(4,062,885)	(3,835,182)	(4,742,903)
Total Operating Surplus (Deficit), for the year	-	1,136,615	1,481,280
Operating Surplus (Deficit), beginning of year		4,165,899	2,684,619
Operating Surplus (Deficit), end of year		5,302,514	4,165,899
Operating Surplus (Deficit), end of year			
Internally Restricted		5,302,514	4,165,899
Total Operating Surplus (Deficit), end of year		5,302,514	4,165,899

School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule of Operating Revenue by Source

Year Ended June 30, 2016

	2016 Budget (Note 16) \$	2016 Actual \$	2015 Actual \$
Provincial Grants - Ministry of Education			
Operating Grant, Ministry of Education	121,873,793	122,156,852	116,328,766
AANDC/LEA Recovery	(461,757)	(422,193)	(461,757)
Strike Savings Recovery			(3,802,162)
Other Ministry of Education Grants			
Labour Settlement Funding			2,619,968
Pay Equity	1,874,966	1,874,965	1,874,965
Funding for Graduated Adults	62,769	136,669	340,971
Economic Stability Dividend	88,694	105,435	
Carbon Tax Rebate	75,000		101,510
FSA Marking	16,668		16,668
Curriculum Implementation	23,450	23,450	
Teachers' Extended Health			63,375
Miscellaneous		25,750	
Total Provincial Grants - Ministry of Education	123,553,583	123,900,928	117,082,304
Provincial Grants - Other	297,051	287,871	368,464
Federal Grants	137,170	172,620	143,218
Tuition			
Summer School Fees	82,110	82,360	63,000
Continuing Education	603,745	655,766	608,526
Offshore Tuition Fees	7,416,501	8,059,236	7,462,283
Adult High School Completion / Out of Province Tuition	258,200	246,970	50,295
Total Tuition	8,360,556	9,044,332	8,184,104
Other Revenues			
LEA/Direct Funding from First Nations	477,067	422,192	431,192
Miscellaneous			
Revenue Generation	52,500	67,548	61,065
Partnership Program	111,865	111,221	139,097
Miscellaneous	187,550	221,362	105,004
Transportation Revenue	60,000	72,575	63,920
Total Other Revenue	888,982	894,898	800,278
Rentals and Leases	432,282	498,732	381,001
Investment Income	416,665	349,947	567,920
Total Operating Revenue	134,086,289	135,149,328	127,527,289

School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule of Operating Expense by Object
Year Ended June 30, 2016

	2016 Budget (Note 16) \$	2016 Actual \$	2015 Actual \$
Salaries			
Teachers	61,807,290	61,102,714	55,673,446
Principals and Vice Principals	5,459,830	5,445,538	5,220,093
Educational Assistants	10,444,568	10,308,411	9,521,910
Support Staff	10,535,181	10,370,109	10,161,694
Other Professionals	3,521,612	3,467,112	3,427,045
Substitutes	3,888,900	3,707,070	3,165,133
Total Salaries	95,657,381	94,400,954	87,169,321
Employee Benefits	25,098,403	24,314,008	23,172,762
Total Salaries and Benefits	120,755,784	118,714,962	110,342,083
Services and Supplies			
Services	5,152,679	4,775,914	3,884,356
Student Transportation	915,110	874,483	1,003,969
Professional Development and Travel	800,560	610,630	684,088
Rentals and Leases	97,457	711	19,411
Dues and Fees	146,668	121,615	137,333
Insurance	319,919	326,874	293,340
Supplies	3,447,631	2,645,334	2,780,762
Utilities	2,553,497	2,107,008	2,157,764
Total Services and Supplies	13,433,521	11,462,569	10,961,023
Total Operating Expense	134,189,305	130,177,531	121,303,106

School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2016

	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	46,757,907	48,725	539,397	315,206	900	2,328,469	49,990,604
1.03 Career Programs	491,706	8,743	383,048			32,003	915,500
1.07 Library Services	937,801	30,276		108,132		37,906	1,114,115
1.08 Counselling	1,576,139					17,945	1,594,084
1.10 Special Education	7,374,404	964,011	8,832,148	1,304,124	131,360	843,336	19,449,383
1.30 English Language Learning	1,396,643					36,401	1,433,044
1.31 Aboriginal Education	297,362	106,919	535,304	46,207		13,213	999,005
1.41 School Administration		4,050,696		2,059,843		137,910	6,248,449
1.60 Summer School	314,761	12,796	18,514	17,878		2,520	366,469
1.61 Continuing Education				86,033	330,993		417,026
1.62 Offshore Students	1,942,353	101,206		433,864	270,720	14,857	2,763,000
1.64 Other					14,695		14,695
Total Function 1	61,089,076	5,323,372	10,308,411	4,371,287	748,668	3,464,560	85,305,374
4 District Administration							
4.11 Educational Administration				46,733	781,693	23,062	851,488
4.40 School District Governance					138,787		138,787
4.41 Business Administration		122,166		442,343	968,162	41,091	1,573,762
Total Function 4	-	122,166	-	489,076	1,888,642	64,153	2,564,037
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	13,638			222,855	601,404	20,614	858,511
5.50 Maintenance Operations				4,970,945	228,398	157,743	5,357,086
5.52 Maintenance of Grounds				315,946			315,946
5.56 Utilities							-
Total Function 5	13,638	-	-	5,509,746	829,802	178,357	6,531,543
7 Transportation and Housing							
7.41 Transportation and Housing Administration							-
7.70 Student Transportation							-
Total Function 7	-	-	-	-	-	-	-
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	61,102,714	5,445,538	10,308,411	10,370,109	3,467,112	3,707,070	94,400,954

School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2016

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2016 Actual	2016 Budget (Note 16)	2015 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	49,990,604	12,427,443	62,418,047	1,660,143	64,078,190	65,676,883	61,210,890
1.03 Career Programs	915,500	238,919	1,154,419	510,891	1,665,310	1,676,023	1,866,309
1.07 Library Services	1,114,115	281,885	1,396,000	122,623	1,518,623	1,553,321	1,444,293
1.08 Counselling	1,594,084	381,911	1,975,995	48,307	2,024,302	1,902,217	1,663,264
1.10 Special Education	19,449,383	5,192,057	24,641,440	334,302	24,975,742	25,620,382	21,305,779
1.30 English Language Learning	1,433,044	351,196	1,784,240	14,162	1,798,402	1,834,255	1,166,386
1.31 Aboriginal Education	999,005	250,881	1,249,886	76,078	1,325,964	1,521,305	1,340,771
1.41 School Administration	6,248,449	1,814,474	8,062,923	274,819	8,337,742	8,646,331	8,017,715
1.60 Summer School	366,469	63,340	429,809	9,088	438,897	443,740	57,072
1.61 Continuing Education	417,026	57,655	474,681	201,827	676,508	682,677	715,274
1.62 Offshore Students	2,763,000	648,652	3,411,652	1,832,864	5,244,516	5,167,343	4,727,200
1.64 Other	14,695	4,105	18,800	7,258	26,058		
Total Function 1	85,305,374	21,712,518	107,017,892	5,092,362	112,110,254	114,724,477	103,514,953
4 District Administration							
4.11 Educational Administration	851,488	299,323	1,150,811	250,146	1,400,957	1,419,785	1,466,364
4.40 School District Governance	138,787	2,940	141,727	101,854	243,581	284,544	256,765
4.41 Business Administration	1,573,762	452,666	2,026,428	789,151	2,815,579	3,112,088	2,711,605
Total Function 4	2,564,037	754,929	3,318,966	1,141,151	4,460,117	4,816,417	4,434,734
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	858,511	185,265	1,043,776	396,513	1,440,289	1,563,649	1,385,026
5.50 Maintenance Operations	5,357,086	1,582,565	6,939,651	1,404,850	8,344,501	8,641,420	8,346,819
5.52 Maintenance of Grounds	315,946	78,731	394,677	138,049	532,726	648,715	457,535
5.56 Utilities	-	-	-	2,472,079	2,472,079	2,931,012	2,157,763
Total Function 5	6,531,543	1,846,561	8,378,104	4,411,491	12,789,595	13,784,796	12,347,143
7 Transportation and Housing							
7.41 Transportation and Housing Administration	-	-	-	-	-	-	41,763
7.70 Student Transportation	-	-	-	817,565	817,565	863,615	964,513
Total Function 7	-	-	-	817,565	817,565	863,615	1,006,276
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	94,400,954	24,314,008	118,714,962	11,462,569	130,177,531	134,189,305	121,303,106

School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule of Special Purpose Operations

Year Ended June 30, 2016

	2016 Budget (Note 16) \$	2016 Actual \$	2015 Actual \$
Revenues			
Provincial Grants			
Ministry of Education	4,300,332	4,085,715	4,103,014
Other Revenue	4,810,000	4,602,761	4,239,283
Investment Income	11,500	7,545	9,355
Total Revenue	<u>9,121,832</u>	<u>8,696,021</u>	<u>8,351,652</u>
Expenses			
Instruction	8,029,097	7,960,029	7,294,228
District Administration	40,000	-	
Operations and Maintenance	482,735	377,072	381,397
Total Expense	<u>8,551,832</u>	<u>8,337,101</u>	<u>7,675,625</u>
Special Purpose Surplus (Deficit) for the year	<u>570,000</u>	<u>358,920</u>	<u>676,027</u>
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(570,000)	(358,920)	(676,027)
Total Net Transfers	<u>(570,000)</u>	<u>(358,920)</u>	<u>(676,027)</u>
Total Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		<u>-</u>	<u>-</u>

School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2016

	Annual Facility Grant \$	Learning Improvement Fund \$	Special Education Equipment \$	Scholarships and Bursaries \$	School Generated Funds \$	Strong Start \$	Ready, Set, Learn \$	OLEP \$	Community- LINK \$
Deferred Revenue, beginning of year	46,185	-	40,007	177,081	1,342,770	36,762	32,716	34,734	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	561,551	2,481,560	6,133			256,000	49,000	231,727	537,577
Other				29,880	4,285,477				
Investment Income	1,569		549	2,970		766	173		67
	563,120	2,481,560	6,682	32,850	4,285,477	256,766	49,173	231,727	537,644
Less: Allocated to Revenue	459,039	2,481,560	18,683	21,850	4,254,087	255,777	73,082	266,461	534,237
Deferred Revenue, end of year	150,266	-	28,006	188,081	1,374,160	37,751	8,807	-	3,407
Revenues									
Provincial Grants - Ministry of Education	457,470	2,481,560	18,134			255,011	72,909	266,461	534,170
Other Revenue				18,880	4,254,087				
Investment Income	1,569		549	2,970		766	173		67
	459,039	2,481,560	18,683	21,850	4,254,087	255,777	73,082	266,461	534,237
Expenses									
Salaries									
Teachers		1,499,905					35,990	62,262	32,555
Educational Assistants		405,093			10,889	174,623			339,201
Support Staff					1,369	5,827	4,108		
Substitutes		74,709			16,740	3,940	7,063	31,306	
	-	1,979,707	-	-	28,998	184,390	47,161	93,568	371,756
Employee Benefits		501,853			3,746	55,456	10,279	21,856	111,343
Services and Supplies	377,072		953	21,850	4,214,830	14,758	15,642	104,399	51,138
	377,072	2,481,560	953	21,850	4,247,574	254,604	73,082	219,823	534,237
Net Revenue (Expense) before Interfund Transfers	81,967	-	17,730	-	6,513	1,173	-	46,638	-
Interfund Transfers									
Tangible Capital Assets Purchased	(81,967)		(17,730)		(6,513)	(1,173)		(46,638)	
	(81,967)	-	(17,730)	-	(6,513)	(1,173)	-	(46,638)	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2016

	Service Delivery Transformation	Youth Education Support Fund	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year	89,173	55,633	1,855,061
Add: Restricted Grants			
Provincial Grants - Ministry of Education			4,123,548
Other		337,771	4,653,128
Investment Income	1,784	1,451	9,329
	1,784	339,222	8,786,005
Less: Allocated to Revenue	-	331,245	8,696,021
Deferred Revenue, end of year	90,957	63,610	1,945,045
Revenues			
Provincial Grants - Ministry of Education			4,085,715
Other Revenue		329,794	4,602,761
Investment Income		1,451	7,545
	-	331,245	8,696,021
Expenses			
Salaries			
Teachers			1,630,712
Educational Assistants			929,806
Support Staff			11,304
Substitutes			133,758
	-	-	2,705,580
Employee Benefits			704,533
Services and Supplies		126,346	4,926,988
	-	126,346	8,337,101
Net Revenue (Expense) before Interfund Transfers	-	204,899	358,920
Interfund Transfers			
Tangible Capital Assets Purchased		(204,899)	(358,920)
	-	(204,899)	(358,920)
Net Revenue (Expense)	-	-	-

School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule of Capital Operations

Year Ended June 30, 2016

	2016 Budget (Note 16)	2016 Actual			2015 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Provincial Grants					
Ministry of Education		1,407,369		1,407,369	
School Site Acquisition Fees	-	757,814		757,814	-
Other Revenue			130,217	130,217	24,712
Investment Income			98,558	98,558	
Amortization of Deferred Capital Revenue	5,308,952	5,357,723		5,357,723	5,417,625
Total Revenue	5,308,952	7,522,906	228,775	7,751,681	5,442,337
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	8,206,972	8,340,856		8,340,856	7,970,686
Debt Services					
Capital Lease Interest	4,128		3,947	3,947	16,849
Total Expense	8,211,100	8,340,856	3,947	8,344,803	7,987,535
Capital Surplus (Deficit) for the year	(2,902,148)	(817,950)	224,828	(593,122)	(2,545,198)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	2,844,531	3,195,563		3,195,563	2,835,078
Tangible Capital Assets - Work in Progress		3,983		3,983	118,230
Local Capital	1,602,623		694,509	694,509	1,712,011
Capital Lease Payment	185,731		300,047	300,047	753,611
Total Net Transfers	4,632,885	3,199,546	994,556	4,194,102	5,418,930
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		229,216	(229,216)	-	
Tangible Capital Assets WIP Purchased from Local Capital		1,075,220	(1,075,220)	-	
Principal Payment					
Capital Lease		296,099	(296,099)	-	
Total Other Adjustments to Fund Balances		1,600,535	(1,600,535)	-	
Total Capital Surplus (Deficit) for the year	1,730,737	3,982,131	(381,151)	3,600,980	2,873,732
Capital Surplus (Deficit), beginning of year		61,268,595	5,697,756	66,966,351	64,092,619
Capital Surplus (Deficit), end of year		65,250,726	5,316,605	70,567,331	66,966,351

School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2016

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	29,183,232	255,758,950	11,491,285	689,170	487,700	5,326,902	302,937,239
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	1,407,368						1,407,368
Deferred Capital Revenue - Other	757,814						757,814
Operating Fund			1,347,809	96,490	231,491	1,160,853	2,836,643
Special Purpose Funds		81,950	234,299			42,671	358,920
Local Capital			47,695			181,521	229,216
Transferred from Work in Progress		4,914,047	24,548		569,311		5,507,906
	<u>2,165,182</u>	<u>4,995,997</u>	<u>1,654,351</u>	<u>96,490</u>	<u>800,802</u>	<u>1,385,045</u>	<u>11,097,867</u>
Decrease:							
Deemed Disposals			3,715,213	64,423	2,000	487,475	4,269,111
	<u>-</u>	<u>-</u>	<u>3,715,213</u>	<u>64,423</u>	<u>2,000</u>	<u>487,475</u>	<u>4,269,111</u>
Cost, end of year	31,348,414	260,754,947	9,430,423	721,237	1,286,502	6,224,472	309,765,995
Work in Progress, end of year		549,278					549,278
Cost and Work in Progress, end of year	<u>31,348,414</u>	<u>261,304,225</u>	<u>9,430,423</u>	<u>721,237</u>	<u>1,286,502</u>	<u>6,224,472</u>	<u>310,315,273</u>
Accumulated Amortization, beginning of year		120,088,034	7,230,906	278,149	135,504	1,758,082	129,490,675
Changes for the Year							
Increase: Amortization for the Year		5,891,693	1,046,084	70,521	177,420	1,155,138	8,340,856
Decrease:							
Deemed Disposals			3,715,213	64,423	2,000	487,475	4,269,111
	<u>-</u>	<u>-</u>	<u>3,715,213</u>	<u>64,423</u>	<u>2,000</u>	<u>487,475</u>	<u>4,269,111</u>
Accumulated Amortization, end of year		<u>125,979,727</u>	<u>4,561,777</u>	<u>284,247</u>	<u>310,924</u>	<u>2,425,745</u>	<u>133,562,420</u>
Tangible Capital Assets - Net	<u>31,348,414</u>	<u>135,324,498</u>	<u>4,868,646</u>	<u>436,990</u>	<u>975,578</u>	<u>3,798,727</u>	<u>176,752,853</u>

School District No. 42 (Maple Ridge-Pitt Meadows)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2016

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	660,997		89,825		750,822
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	4,202,611	24,548			4,227,159
Operating Fund	3,983				3,983
Local Capital	595,734		479,486		1,075,220
	<u>4,802,328</u>	<u>24,548</u>	<u>479,486</u>	<u>-</u>	<u>5,306,362</u>
Decrease:					
Transferred to Tangible Capital Assets	4,914,047	24,548	569,311		5,507,906
	<u>4,914,047</u>	<u>24,548</u>	<u>569,311</u>	<u>-</u>	<u>5,507,906</u>
Net Changes for the Year	<u>(111,719)</u>	<u>-</u>	<u>(89,825)</u>	<u>-</u>	<u>(201,544)</u>
Work in Progress, end of year	<u>549,278</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>549,278</u>

School District No. 42 (Maple Ridge-Pitt Meadows)

Deferred Capital Revenue

Year Ended June 30, 2016

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	110,610,612	762,641	716,677	112,089,930
Changes for the Year				
Increase:				
Transferred from Work in Progress	4,220,648			4,220,648
	<u>4,220,648</u>	<u>-</u>	<u>-</u>	<u>4,220,648</u>
Decrease:				
Amortization of Deferred Capital Revenue	5,079,914	26,250	251,559	5,357,723
	<u>5,079,914</u>	<u>26,250</u>	<u>251,559</u>	<u>5,357,723</u>
Net Changes for the Year	<u>(859,266)</u>	<u>(26,250)</u>	<u>(251,559)</u>	<u>(1,137,075)</u>
Deferred Capital Revenue, end of year	<u>109,751,346</u>	<u>736,391</u>	<u>465,118</u>	<u>110,952,855</u>
 Work in Progress, beginning of year	 542,767	 -	 -	 542,767
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	4,227,159			4,227,159
	<u>4,227,159</u>	<u>-</u>	<u>-</u>	<u>4,227,159</u>
Decrease				
Transferred to Deferred Capital Revenue	4,220,648			4,220,648
	<u>4,220,648</u>	<u>-</u>	<u>-</u>	<u>4,220,648</u>
Net Changes for the Year	<u>6,511</u>	<u>-</u>	<u>-</u>	<u>6,511</u>
Work in Progress, end of year	<u>549,278</u>	<u>-</u>	<u>-</u>	<u>549,278</u>
Total Deferred Capital Revenue, end of year	<u>110,300,624</u>	<u>736,391</u>	<u>465,118</u>	<u>111,502,133</u>

School District No. 42 (Maple Ridge-Pitt Meadows)

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2016

	Bylaw Capital	MEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	243,619	1,525,975	-	5,180,451	-	6,950,045
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education	5,492,646					5,492,646
Other				564,050		564,050
Investment Income		30,910		99,733		130,643
	5,492,646	30,910	-	663,783	-	6,187,339
Decrease:						
Transferred to DCR - Work in Progress	4,227,159					4,227,159
Transferred to Revenue - Site Purchases	1,407,368			757,814		2,165,182
Transferred to Med Restricted Capital	19,571	(19,571)				-
	5,654,098	(19,571)	-	757,814	-	6,392,341
Net Changes for the Year	(161,452)	50,481	-	(94,031)	-	(205,002)
Balance, end of year	82,167	1,576,456	-	5,086,420	-	6,745,043

**SCHOOL DISTRICT
STATEMENT OF FINANCIAL INFORMATION (SOFI)**

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)

FISCAL YEAR ENDED JUNE 30, 2016

SCHEDULE OF DEBT

Information on all long term debt is included in the Notes of the School District Audited Financial Statements.

Prepared as required by the *Financial Information Regulation*, Schedule 1, Section 4.

**SCHOOL DISTRICT
STATEMENT OF FINANCIAL INFORMATION (SOFI)**

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)

FISCAL YEAR ENDED JUNE 30, 2016

SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS

The Board of Education of School District No. 42 (Maple Ridge - Pitt Meadows) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

Prepared as required by the *Financial Information Regulation*, Schedule 1, Section 5.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

SCHEDULE OF REMUNERATION AND EXPENSES PAID IN
RESPECT OF EACH EMPLOYEE

A. LIST OF ELECTED OFFICIALS

NAME	POSITION	TOTAL REMUNERATION	TOTAL EXPENSES
BEARE, LISA M	TRUSTEE	\$ 15,263.20	\$ 3,282.97
CARR, SUSAN E.	TRUSTEE	21,285.33	1,644.15
CARRERAS, KORLEEN A.	TRUSTEE	20,535.25	2,346.23
CLARKSON, KENNETH B.	TRUSTEE	20,535.25	754.81
MURRAY, MIKE W.	BOARD CHAIR	23,650.76	2,702.17
PALIS, ELEANOR A.	TRUSTEE	21,343.05	420.00
REMPEL, DAVID	TRUSTEE	20,535.25	906.23
TOTAL ELECTED OFFICIALS		\$ 143,148.09	\$ 12,056.56

Prepared as required by the *Financial Information Regulation*, Schedule 1, Section 6.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
AARESKJOLD, MONICA	\$ 79,323.98	\$ -
ABLETT, DALE R	85,612.34	-
AITKEN, KAREN L	88,604.53	-
ALLAN, DAVID	84,158.26	-
ALLAN, KEITH	85,339.16	-
ANDERSEN, J. CHRIS	87,406.99	-
ARDENNE, TIMOTHY	84,755.39	852.64
ASHLEE, JULIE F	87,406.99	-
ASHLEY, JULIE C	82,298.41	-
AUST, SHERRY E	85,602.64	-
BAHIA, HARJIT S	85,921.62	3,656.44
BALDASSI, MARIE A	85,618.25	100.00
BARICHELO, BRENT	85,118.62	-
BARKER-BROWN, JULIE	78,433.10	-
BARTEL, RONALD W.	80,169.50	90.00
BATES, RANDY	84,276.77	303.34
BAYDO, CHERYL	79,897.25	-
BEALE, MARK	84,755.39	-
BEAUDET, MARC M	77,945.76	-
BEAUDET, NICOLE	83,042.72	-
BEAULIEU, MARIO C	85,411.74	248.37
BECKMANN, HELLA	81,242.22	158.90
BELEC, SHARON	85,334.63	89.64
BELL, REBEKAH	79,774.20	3,022.29
BEMISTER, TIM	87,270.67	41.85
BENNETT, JULIE	88,508.91	-
BEUTLER, SHELLEY	87,914.63	-
BEVERIDGE, JENNIFER A	90,403.20	2,056.29
BIANCHI, LUISA M.	86,721.67	32.87
BIKIC, JOVO	114,309.63	4,649.03
BIRD, JAMES	78,782.12	-
BISSET, FIONA	75,937.74	-
BISSET, KEN R	83,921.49	300.00
BLACK, SHELLEY	79,493.51	-
BLAKEWAY, KRISTI L	112,333.82	2,414.55
BLANCHARD-WILLOUGHBY, KAY M	89,017.78	405.05
BLANCO, CATHRYN M	87,644.48	-
BLIGH, KIMBERLEY	76,913.27	-
BODMAN, KEVIN	111,757.20	1,467.03
BODMAN, KRISTIN	80,045.54	418.18
BOHN, KATHLEEN	77,993.44	-
BONDI, KIM	127,893.03	3,304.85
BONENFANT, BERNARD	88,496.75	566.93
BOONE, JENNIFER	88,147.64	-
BOOY, ANNALIZE ESTATE OF	93,919.23	-

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THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
BORGHARDT, LORI-ANN	85,328.99	32.87
BOUCHARD, MICHELLE C	86,440.35	-
BOYLE, PATRICK	81,896.60	-
BRADLEY, ELVIRA A.	77,959.43	1,769.10
BRADLEY, LINDA	85,465.51	-
BRANDON, LAURA	109,811.37	3,498.47
BREKKAAS, PHILIP B	80,034.38	100.00
BREMA, RHONDALEE	87,805.62	642.41
BRIGHAM, BEVERLY L	86,713.00	852.07
BROCK, GREGORY	79,051.53	-
BROWN, ANELMA	108,735.21	4,484.95
BROWN, HEATHER E	80,894.57	-
BROWN, WENDY	88,461.52	-
BRUCE, LAURA	83,915.32	-
BRUSIC, NANCY	79,744.67	-
BUDD, ASSUNTA	75,372.43	176.16
BUDDLE, PETER J	79,207.67	-
BURDON, JAMES	86,472.19	-
BURNS, JACQUELINE	80,209.41	-
BURNS, TIMOTHY	80,618.25	-
BURROWS, HOLLY L	81,908.09	-
BUTTERWORTH, SANDI	85,479.99	334.54
CAMPBELL, CATHERINE	85,602.64	-
CAMPBELL, LISA LOUISE	76,645.70	-
CAMPBELL, SARA	75,973.36	-
CARRISS, JOSH N	77,524.14	-
CARRUTHERS, KIMBERLY	75,474.00	-
CAUSON, DARREN D	84,321.90	313.48
CHABOT, MICHELLE L	85,877.20	-
CHAN, JOHNNY	87,330.26	507.60
CHANG, ALBERT H	79,588.21	-
CHAPMAN, HEATHER	75,100.28	-
CHATTON, MARISOL	85,696.48	-
CHEW, LISA	87,442.90	(255.00)
CHHINA, RAJINDER	78,570.84	-
CHUNG, ANGELA C.	85,511.13	2,500.10
CLARKE, KIMBERLEY	78,599.47	-
CLAYTON, ANDREA C	88,005.51	-
CLUTCHEY, DREW S	97,070.99	-
COGHILL, LISA	87,287.00	-
COLPITTS, KRISTIE L	89,421.86	3,238.05
CONNOLLY, CHRISTOPHER H	85,678.88	51.02
CONNOR, TREVOR SEAN	128,717.90	799.22
CONWAY, JEFFREY	79,329.94	17.74
COOK, REBECCA	80,273.40	-

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THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
COOLEY, LARA M	87,649.80	-
CORDONI, MEGHAN M	84,179.32	-
CORNEIL, DAPHNE H	85,000.75	-
CORNELL, JULIE P	90,461.89	131.42
COUGHLAN, FLAVIA M.	160,505.29	11,177.51
COULOMBE, KAREN	86,713.00	-
COWIE, ANTONY	80,046.96	-
CRACKNELL, AREAL	79,776.30	-
CRAIG, GLORIA	85,460.13	-
CRAWFORD, PHILIP	90,161.90	262.03
CRICH, BRENT	86,139.45	841.55
CRYMBLE, ROBERT J.M.	86,139.45	-
CULBERT, MARCIE	97,502.75	12,563.42
CUNNINGS, BRUCE	112,903.71	871.80
CURWEN, JEFFREY	119,903.25	872.53
CURWEN, SCOTT M	88,705.70	-
DAGENAIS, CAROLE	85,963.35	375.00
DAHLE, JODI R	85,333.32	334.54
DAILEY, TANYA E.	112,291.45	3,059.57
DAND, KIRK	80,036.27	-
DAND, STEPHANIE	114,494.53	-
D'ANDREA, LISA P	78,600.43	-
DAOUST, SUSAN E	85,473.30	-
DAVIES, SUZANNE	81,999.40	-
DAVIS, COLIN	87,423.93	-
DAVIS, JEFFREY A.	84,194.85	-
DAVIS, MICHELLE	88,621.74	3,638.49
DELORME, RICHARD M.M.	117,074.47	6,055.22
DEMERS, HELENE	86,730.68	-
DEMOS, STEVE	98,349.94	307.15
DERINZY, SHANNON	140,606.43	9,606.09
DESJARDINS, WIL E	80,846.46	176.16
DEVEAUX, CEZANN J	79,220.49	-
DHILLON, HARDEEP	138,816.37	10,824.83
DHILLON, SUSAN	89,020.52	1,436.66
DICKIN, RANDY	87,571.52	27.11
DICKSON, DENNIS	128,718.90	1,866.46
DIGIOVANNI, ELENA	88,831.22	2,394.17
DILLEN, ALEESHA M	85,990.06	24.63
DILLEY, ROBYN	80,412.54	-
DILLEY, TIMOTHY M	84,778.47	-
DINGLER, BRAD S	80,046.32	3,594.69
DINSA, KAMALJIT K	88,993.36	-
DIXON, CATHERINE	86,161.37	72.32
DIXON, DAVE	85,007.39	-

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THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
DIXON-WARREN, GWYNETH L.	113,567.37	943.62
DOYLE, DESMOND	86,681.38	-
DRABIK, JEFF	84,755.39	-
DRAFI, ROBERT J	85,329.80	-
DRAPER, CRAIG	79,453.04	-
DRINKLE, JOANNA	85,344.16	1,772.17
DRUMMOND, DAVI-ANDREA	85,579.06	1,536.54
DUCHARME, GILLIAN G	91,067.63	302.19
DUECK, JUDY R.	78,126.72	3,723.02
DUECK, KELVIN L	84,769.95	-
DUMAS, ED	86,554.19	211.23
DURANT, ANITA	75,724.46	-
DWULIT, LAUREEN	84,234.96	-
EASBY, CONRAD J	78,696.10	-
ELDER, FIONA M	80,034.57	-
ELKE, RAMONA L	83,041.01	-
ELPHICK, HEATHER E	84,065.51	-
ELPHICK, KEN E	87,747.21	1,673.32
ESCHER, LORI S	75,732.96	-
ESKANDAR, RICHARD E.	97,194.51	7,203.97
EVANS, SHELLEY	86,935.62	-
FAA, ALLON	88,131.73	-
FAHLMAN, TERRI	85,396.14	-
FAULKNER, BRENT	78,199.44	-
FEIR, SHERRILL LYNNE	78,495.64	-
FERGUSON, KATHRYN	90,115.45	-
FINDLAY, LYNN	87,427.45	-
FISCHER, HEATHER A	84,711.56	387.16
FITKALL, JANINE A	91,286.75	-
FLEMMING, KATHRYN	84,589.66	-
FLETT, CYNTHIA K	85,465.51	-
FLYNN, MARGARET A	86,713.00	-
FOSTER, RICHARD	85,564.88	-
FRANCIS, DENA	79,200.48	-
FRANCO, PAUL	88,097.12	-
FRANZ, ECKHART J	84,181.84	-
FRENCH, MICHELLE A.	78,409.45	-
FRENCH, WILLIAM	88,982.07	411.05
FREND, GRANT W.	127,480.90	3,623.58
FUHRMANN, JENNIFER	105,066.07	1,726.90
FULGUERAS, MEGAN C	78,549.83	-
FURMAN, WENDY	78,398.57	-
GARNEAU, ALISON	82,325.91	-
GARRISON, MARIANNE C.	85,360.75	1,188.26
GEHM, NATALIE	84,158.26	216.00

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THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
GIBEAULT, IRENE	87,418.65	-
GIESINGER, PATRICIA	128,111.00	871.46
GILL, JASJIT S	85,602.64	-
GILL, JEMSHER S	85,602.64	-
GILMOUR, CHRISTINE	83,806.83	-
GIRARD, MARK J	87,577.58	-
GIRARD, PATRICIA	86,718.10	38.80
GLOVER, PATRICK	87,436.15	-
GODDARD, ANDREA	75,264.45	-
GODFREY, JENNIFER L	85,639.75	-
GOERTZ, LISE I	87,134.35	-
GORDON, JEANETTE J	85,309.74	-
GOULET, JOSEPH R	79,197.45	-
GRAHAM, JAMES P.	86,081.69	38.80
GRANT, STEVEN M	78,914.29	-
GRAY, STEVEN A	85,804.96	-
GREEN, LISA M	88,569.07	-
GREENE, SUSAN	84,193.74	-
GRIFFIN, PENNY	82,206.31	-
GRIFFIS, PAMELA	85,479.41	90.00
GRILL, DANIEL	89,718.40	176.15
GRILL, LISA M	78,464.45	-
GUBERT, LIVIO L	85,328.38	10.00
GUZYK, ROBERT	85,592.93	-
HALFNIGHTS, KELLY	85,865.59	-
HALFNIGHTS, STEVEN L	87,399.89	610.52
HALL, KIMBERLY D.	78,330.80	5,154.28
HALL, SUZANNE	87,441.32	-
HALLATE, GURMINDER SINGH	85,609.57	124.59
HAMEL-DREADON, CATHERINE	87,406.99	-
HAMPTON, JASON	80,041.27	-
HANLON, MICHAEL G	94,237.96	-
HANSEN, JENNIFER A	80,044.75	-
HANSEN, SHERRYL	85,446.26	-
HARAS, SUSAN J	86,161.92	-
HARDY, DALE K	94,964.57	46.23
HARMON, ANDRIA	85,151.72	-
HARMON, RYAN	87,430.36	-
HARMSTON, LORNA	85,602.64	-
HARRISON, KRISTIN	80,002.94	-
HARRISON, PAUL J.	87,527.97	2,667.54
HAYCOCK, KERI	84,181.84	-
HAYER, JETANDER (JOHN)	92,214.04	4,584.10
HAYNES, PAM	85,982.67	-
HEIKKILA, DONNA M.	113,108.38	750.23

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THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
HEINZE, KEVIN N	86,139.45	-
HENDERSON, BARRY K	85,481.73	375.00
HENDRIKS, JENNIFER M.	103,096.28	991.25
HENNEBERRY-GLOVER, KIM R	89,311.91	-
HERMAN, DONALD	79,198.58	-
HETHERINGTON, TODD W	77,880.68	-
HICKEY, LAUREEN L	103,683.37	865.23
HINDSON, TANYA	88,706.30	-
HIRNIAK, HALIA	85,378.10	-
HODGE, DENINE R	81,377.12	-
HOLLAND, KAREN R.	78,340.93	-
HOLMES, GIANNA	85,602.64	-
HOMENIUK, NATASHA M	84,028.45	-
HOMER, HELEN	87,236.70	-
HOOPER, JAMES T	89,625.26	118.80
HOWARTH, PAULA	86,139.45	-
HOYME, THOMAS F	80,058.48	-
HUME, JOHN D	85,197.00	-
HUMER, ANDREA	85,165.76	-
HUMPHREYS, RYAN	84,150.14	-
HUNT, DEBBIE L.J	85,432.08	38.80
HUSSEY, STEPHEN P	87,964.32	-
IACOBUCCI, DEANNE	78,545.32	-
JAKEWAY, LISA J.	86,868.79	-
JAMIESON, CHARLENE	75,173.31	-
JAMIESON, DAVID	85,466.12	12.87
JAMIESON, MARLA L	84,045.32	480.03
JENNINGS, JEANNE	79,875.91	-
JENSEN, LINDA D	81,532.22	800.00
JENSEN, MICHELLE	78,516.19	-
JINNOUCHI, CHARLES	85,602.64	94.74
JOHN, ANNA INY	82,715.43	709.22
JOHNSON, CLYDE	79,859.22	-
JONES, DANIEL	79,662.91	-
JONES, KIM	78,991.26	-
JORDISON, HELEN	85,615.12	-
JOWETT, KELLY	80,045.94	-
KAHRER, GABRIELLE	86,195.13	2,831.64
KALOFF, EDWARD A	85,579.06	-
KALOFF, JUDY	84,160.18	-
KANIA, LISA	98,552.86	1,745.08
KARAMANIAN, JACOB	84,835.17	-
KATER, STEVE	82,638.52	130.66
KEENAN, MICHAEL	128,343.04	1,231.61
KELVIN, NANCY	85,306.02	-

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THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
KING, IAN R	85,469.84	-
KINNEE, CAROL A	86,460.66	52.87
KIRALY, KEITH J.	76,889.72	526.99
KIRVES, ASTRID	92,878.94	-
KITAMURA, LEAH	78,408.27	74.79
KONG, KRISTA	83,656.37	-
KOTWAL, SHERNAZ	95,931.42	-
KRAUS, LANCE	87,560.25	227.59
KRAVCHENKO, ELINA	85,402.74	-
KRAVJANSKI, JOSEPH L	85,183.52	151.90
KRZUS, SONJA	85,994.87	-
KUSNEZOV, TIFFANY	87,717.85	26.46
LABELLE, DELEE	85,823.13	-
LACROIX, CYNTHIA L	87,096.31	246.89
LANE, JULIE	99,263.49	2,455.97
LANGSTON, KELLY	87,406.99	-
LANZAROTTA, RON	111,989.51	283.37
LAROCQUE, ANDRE A	84,469.48	-
LAWRANCE, LISA M.	112,940.41	1,196.06
LAWRANCE, RON	90,281.47	-
LE SAGE, ROBERT	87,565.18	1,025.32
LEMIEUX, PAULINE R	88,829.84	-
LEMMEN, KIEL C	78,118.46	-
LENTON, ANDREW	86,139.45	-
LEONARD, LONA	84,755.39	-
LESNES, DANIEL	85,024.35	576.11
LEVESQUE, THOMAS	108,279.28	3,182.35
LINTON, SHELLEY D.	112,297.15	2,344.12
LIS, JANUSZ	85,458.74	-
LIVERSIDGE, IAN G.	108,280.57	1,124.45
LIVERSIDGE, LESLEY A	87,099.68	-
LO, CATHERINE	85,602.64	-
LOGAN, JAMES	87,078.98	-
LOUTET, SHAWNA	80,324.12	538.44
LOW, MACLEAN S	86,369.67	-
LOZINSKI, GARY A	92,965.73	1,862.95
LUDEMAN, KYLE D	88,988.55	2,075.64
LUDEMAN, MICHELLE	77,933.73	-
LUMMIS, ISABEL	85,456.66	-
LYON, CHRISTELLE	76,715.95	630.72
MACDONALD, JENNIFER R	87,423.32	952.60
MACDONALD, KATHLEEN	76,968.07	-
MACGREGOR, ELISA	75,599.50	-
MACINNES, ANDREA	86,726.87	-
MACKINNON, BARBARA A	85,785.18	-

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THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
MACKINNON, CYNTHIA	85,323.81	-
MACLEOD, KATIE D	78,921.78	2,783.31
MACPHERSON, SHANA	85,545.35	-
MACQUARRIE, DALE	89,841.86	194.40
MAGIS, LEE	87,947.94	1,474.49
MAH, LEANNE M	78,404.50	255.00
MAH, STEVEN K.	85,622.75	793.69
MAHER, SARA	77,968.33	383.94
MAITLAND, CLAYTON	107,521.08	1,056.27
MANHAS, DIXIE	84,926.23	-
MANNING, KIM D	87,406.99	-
MANTEL, CYNTHIA L	80,563.05	-
MANWEILER, DARREN	78,723.95	-
MANWEILER, TAMARA A	78,736.18	368.99
MARSH, MICHELLE	88,478.70	-
MARSHALL, DAVID	84,904.37	826.69
MARSHALL, PAUL D	84,858.72	-
MASTIN, KAREN	85,616.51	-
MATHAY, SYLVIA	79,847.79	729.06
MATTHEWS, EVELYN	87,406.99	-
MAXWELL, LIESA	85,333.52	32.87
MCCAIN, TED	79,745.45	38.80
MCCLOSKEY, JAMES	84,471.03	1,031.23
MCCORMICK, MEGARA	87,164.67	54.63
MCCRAE, WILLIAM	80,034.38	39.42
MCCUAIG, TRICIA L	114,165.49	10,911.56
MCINTOSH, CATHERINE J	84,195.71	-
MCINTOSH, DAVID	90,552.91	32.60
MCKIMMON, AARON L	79,904.17	59.37
MCKINNON, SHERRI	82,939.33	3,456.06
MCPHEE, ALANA	77,853.93	418.17
MEDEIROS, MANUEL	85,602.64	-
MEHRASSA, ALI	80,538.62	176.15
MEHRASSA, RAMIN	107,524.24	1,215.89
MESTON, LAURIE ANN	149,826.33	6,382.50
METS, JENNIFER	85,602.64	-
MEYER, LINDSEY J	92,911.39	-
MIHAILA, VALERICA	91,384.05	181.61
MIKES, MATTHEW J	85,057.18	-
MILLAR, ALAN P.	121,378.13	7,910.99
MINER, KIER	90,565.04	375.19
MITCHELL, CRAIG	85,616.51	-
MITCHELL, DEBBIE	84,876.34	-
MITCHELL, WES K	80,637.39	-
MOORE, SHERRI LYNN	79,901.58	-

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
MOORE, STEVEN W	89,056.73	1,775.71
MORAN, PAUL D	85,588.46	-
MORGAN, LINDA	84,245.62	140.00
MORGAN, PENELOPE	89,029.52	815.74
MORRIS, LOUISE	88,709.85	168.54
MOSS, PATTI L	85,442.74	-
MROTZEK, ANNA K	85,185.87	2,360.78
MUIR, DARIN	83,496.69	-
MUNRO, ANDREA J	85,473.05	-
MURPHY, CYNTHIA	90,421.61	565.01
MURPHY, WILLIAM	89,528.91	60.00
MURRAY, KERRY L	79,897.25	-
NAGY, JODIE	84,803.75	-
NEALE, MICHELE	84,619.07	300.00
NEDELJKOVIC, NICK	79,839.36	-
NEGGERS, NICOLE M.	102,886.75	1,095.73
NELSON, KAELEN	79,441.98	1,635.84
NEUFELD, ANITA	79,906.72	-
NEUFELD, DEAN	79,914.92	-
NIELSEN, NATALIE	81,213.14	-
NIEZEN, RICHARD	79,788.99	358.29
NOBBS, KARA MICHEL	85,340.51	-
OBORNE, TREVOR W.	80,506.00	238.24
O'BRIEN, P. DENISE	84,234.96	-
O'HALLORAN, KIM	85,451.33	-
OLDRIDGE, MICHAEL J	85,469.84	-
OLSON, JOEL	79,965.82	-
OLYNYK, MEGAN J	89,148.12	1,010.89
O'NEILL, MICHELLE	75,789.79	357.70
O'NEILL, VICCI	88,412.48	-
O'RIORDAN, CORRIE	85,356.44	-
ORMISTON, SCOTT	85,579.06	847.59
OSTROWSKI, MICHELLE	84,764.06	-
OSZADSKY, ILONA	93,589.12	105.79
OUELLET, LISE	84,556.65	176.06
OWENS, TAMI L	85,747.42	-
PAGE, SACHA	95,082.08	-
PALECEK, NANCY	79,580.04	-
PARKINS, DAWN	78,613.58	-
PARKINSON, DREW D.	84,910.17	697.15
PASQUALOTTO, JOSEPH A.	86,761.40	1,115.58
PASQUILL, JAMES D.	93,734.54	2,166.37
PATON, JENISE R	91,711.06	418.18
PATRICK, PATRICIA C.	85,851.36	-
PATRICK, TODD	85,469.84	33.51

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THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
PATTERSON, A. GRAHAM	84,948.87	90.00
PAYAN, BRUCE	91,725.09	-
PAYMENT, RORY R.	90,562.91	1,305.19
PEARCE, MARGUIRETE	93,314.69	17,694.04
PELWECKI, SHERRY	78,476.45	-
PENNER, CYNTHIA	85,118.89	-
PERUGGIA, ANTHONY	89,708.26	-
PERUGINI, DAVID	79,889.50	-
PICKERING, GREG	85,456.66	-
PILGRIM, NORALEA	97,851.94	1,672.59
POCHOP, IRENA	94,247.78	2,484.79
POLAN, MICHAEL W.	76,222.00	34,618.52
POOLE, IAN M.	84,855.21	-
POWER, CARSON M.	88,595.45	227.60
PREIBISCH, PAMELA B.	78,351.34	-
PROCTOR, ERIC	85,481.28	-
QUALLY, NICOLE	81,036.33	-
QUINN, MAUREEN	80,094.14	-
RADOM, JEFF	100,591.16	-
RAIBLE, CHAD G.	112,905.87	1,112.00
RANDLE, TREVOR J.	86,942.02	284.77
RANKIN, VALERIE A	79,760.87	-
REAMSBOTTOM, WESLEY D.	100,549.64	981.73
REID, RUSS S.	79,621.08	157.50
RENNIE, JO-ANNE	85,341.87	-
RHODES, DON	92,833.18	1,103.01
RICHARDSON, LAURA P.	87,539.79	-
RICHARDSON, LESLEY	79,870.14	-
RICHARDSON, STUART E.	110,903.41	1,099.75
RICHERT, KEITH	79,465.86	176.15
RILEY, LEO J.	83,594.90	280.00
RITCHIE, VICTORIA L.	87,807.78	-
ROBERTS, AMANDA	83,908.80	-
ROCCA, JOHN PETER	82,042.76	-
ROGALSKY, KEITH	85,191.71	-
ROKOSH, KERRY	87,661.45	-
RONDPRE, JOHN	84,758.54	-
ROSATI, MATTHEW	85,434.45	-
ROSENAU, ELIZABETH	78,582.33	-
ROSENAU, SHELDON	89,352.43	-
ROSS, MICHAEL D.	85,618.91	-
ROTH, MELANIE I.	112,106.21	800.48
ROWELL, DARREN	128,731.28	2,959.63
ROWLEDGE-TOSCANI, SHERALYN	85,315.35	-
RUSSELL, SANDRA	85,100.47	482.28

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THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
RUSSELL, SYLVIA	193,523.32	8,476.01
RYALL, WENDY L.	87,307.13	24.34
RYAN, LORRAINE	85,745.85	-
SALES, JESSE	84,045.52	-
SAMOUILHAN, FRANCES	85,978.42	-
SANDERSON, DAVID	94,650.97	-
SANDERSON, GINETTE	84,184.90	28.94
SANTOS, SHAUNEEN	82,939.83	-
SARAI, SUSAN I	84,601.99	176.16
SARICH, EVA-MARIE	79,187.13	-
SAUL, MICHAEL	77,963.41	-
SCARCELLA, F. MICHAEL	106,896.28	2,851.66
SCARCELLA, MELANIE	85,340.90	-
SCHLEPPE, SUSAN	87,423.32	200.00
SCHLEY, SHANNON J.	80,463.00	-
SCHMIDT, DENNIS O.	100,721.85	131.26
SCHROEDER, STEPHANIE C	79,903.67	-
SCHWARZ, CHERYL	92,569.26	1,438.29
SCHWARZ, V. JOHN	85,338.78	21.00
SCOTT, SUSAN M.	85,603.61	-
SCOULAR, JAMIE	87,356.00	324.11
SCOULAR, RENEE FAITH	108,152.03	2,312.05
SEDLAK, MICHAEL K.	78,795.52	-
SEMPER, DAVID	88,279.41	-
SERRA, GEORGE	96,150.95	33.51
SERVANT, DONNA M.	100,967.55	3,091.14
SEVERUD, JASON R	79,721.87	-
SHARPE, SHANNON L	87,282.91	-
SHEEHAN, JENNIFER E.	88,904.38	533.68
SHERIDAN, ROBYN D.	80,042.95	1,025.32
SHUPE, CRAIG S.	80,113.03	1,183.29
SIDDIQUE, ISHTIAQ	88,282.97	-
SIGVALDASON, SUSAN	86,209.74	-
SILVA, CARLOS A.V.	86,025.72	-
SIMARD, DIANE	86,015.25	-
SIMON, JENNIFER J.	110,901.81	2,300.23
SINCLAIR, NANCY E.	78,318.80	-
SINOW, GRETA K.	87,560.25	-
SINOW, KIRA	87,371.46	32.53
SIRSIRIS, DANA	134,544.48	4,548.52
SKERRATT, SHERRI	92,583.87	3,575.23
SMEED, ERIN H.	93,247.24	-
SMEED, MARK D.	86,139.45	200.00
SMITH, ALETHEA L.	82,707.89	-
SMITH, BRIAN K.	80,044.79	-

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THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
SMITH, JANET L.	87,302.46	1,279.53
SMITH, MICHELE	80,570.73	2,579.57
SOHI, PAM	83,071.98	-
SOPER, LISA	87,302.00	-
STANBURY, JOHN SCOTT	91,363.59	60.26
STANLEY, ADAM G.	106,122.07	1,424.48
STARR, ELENA	82,593.82	-
STEFFICH, MIKE	79,248.50	-
STEIL, JULIA	81,376.89	-
STEVENS, KIMBERLEY-ANN	84,187.04	-
STEVENSON, ANDREW D.	85,616.51	-
STEWART, KATE	85,588.46	-
STEWART, SUE	85,343.75	-
STRACHAN, JENNIFER A.	85,602.64	-
STRASSER, MICHELLE	87,286.99	-
STREILING, KENNETH J.	128,791.28	5,492.57
STROTHOTTE, ANDY	88,934.13	-
SUN, NORMAN	79,859.22	-
SVENDSEN, ERIC	90,590.16	165.00
SYCH, GRANT	101,696.21	-
SZAKOS, MICHELLE K.	91,982.72	-
TAKASAKI, TREVOR A.	79,250.40	176.16
TERRILLON, NICOLE	87,441.32	-
THIRKELL, SHAWNA	85,527.26	-
THOMPSON, KAREN A.	87,578.35	-
THOMPSON, PAUL	79,304.67	-
THOMSON, KEITH	88,923.79	-
THORBURN, TSITSI	86,867.18	-
TINCKLER, MICHELLE J	86,782.50	-
TJERNAGEL, DENNIS L.	116,527.11	3,077.53
TOMLIN, SCOTT	80,066.88	-
TOMLINSON, TAMMY	79,966.21	-
TOOKER, LUCINDA	86,070.06	-
TORRENCE, M. DEIDRE	79,062.27	-
TOUPIN, COLIN A.	87,099.68	-
TOWNE, AMANDA	78,423.26	-
TRAN, DUC-HUNG (JOHN)	85,516.21	-
TRAVIS, JANICE	84,636.05	27.11
TREMBLAY, DIANE	79,187.13	-
TRUC, JENNIFER	83,133.79	-
TRUDEAU, MARIA	85,608.91	-
TSANG, CAROL	77,597.46	719.42
TSIA, YIN	76,503.29	500.00
TUDOSE, ALEXANDRA	90,427.39	1,346.35
TULIP, MARK A.	80,044.28	-

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
TURBIDE, SANDRA	89,143.63	2,362.47
TYLER, DERYK	83,870.63	-
UMLAH HOWARD, TRISHA R.	98,553.26	117.36
UNWIN, JAN L.	96,213.72	4,512.96
UPTON, DENISE	78,426.80	90.00
URDAHL-SERR, KIRSTEN M.	88,995.77	1,390.09
URQUHART, GLENN	82,039.05	-
VAN DE MOND, MARTA	87,561.29	-
VAN DER PAUW, CARLA	85,384.71	176.15
VAN NUYS, SARAH J.	86,591.44	-
VANDERGUGTEN, DAVID K	134,544.47	9,358.63
VANDERVELDEN, STEPHEN J.	87,539.63	38.80
VENDIOLA, SANSEN LEE	83,786.68	-
VERMETTE UNRUH, DEBRA	80,047.56	-
VIKTORA, IRIS	79,054.07	-
VON MATT, PAUL C.	89,573.48	-
VOS, JULIE	85,588.46	-
WADDEN, DIANE M	84,211.84	199.26
WADE, MICHAEL	88,843.05	-
WADGE, JENNIFER	84,234.06	-
WAKELING, ALISON T.	86,443.06	-
WALKER, FRAYNE E.	84,755.39	-
WALLACE, THOMAS R.	85,446.26	-
WALTON, LISA	88,188.35	-
WATKINS, CATHARINE E.	106,588.64	495.58
WATSON, JIM	86,349.24	-
WEBB, GORDON	86,003.13	246.99
WEBSTER, GEORGINA	77,017.00	-
WESTBY, GEOFFREY	84,181.84	-
WHEATLEY, JONATHAN	112,345.83	775.02
WHITE, JAMES H.	87,286.39	-
WHITELOCK, POLLY	85,468.97	-
WHITTINGTON, GLENN	86,487.77	-
WIEBE, JENNIFER	80,034.38	-
WIEBE, STEVEN J.	126,230.48	2,850.10
WIENS, DONNA	84,785.39	57.88
WIENS, RALPH	85,614.82	292.75
WIENS, STAN	87,406.95	232.88
WILKIE, PATRICIA M.	87,560.25	-
WILLIAMS, ADRIA E.	81,215.45	361.89
WILLIAMS, BRIAN M.	89,091.52	311.51
WILLIAMS, ELIZABETH	80,268.43	-
WILLIAMS, MATTHEW S.	79,750.11	1,667.60
WILLIAMSON, DOREEN	85,611.31	-
WILLIAMSON, LISA B.	88,130.21	72,657.64

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THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF REMUNERATION AND EXPENSES PAID
IN RESPECT OF EACH EMPLOYEE**

EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000

NAME	REMUNERATION	EXPENSES
WILSON, JESSICA B.	88,496.75	-
WOLOSZCZUK, ANNE	83,119.03	832.54
WOLSTENHOLME, WENDY L.	86,840.85	49.00
WOO, LEE-ANDREA	86,139.45	-
WOOD, RACHEL	97,272.38	825.44
XAVIER, DAVID	84,755.39	-
YOUNG, SHARON	85,459.70	-
ZAGAR, DANIELLE	86,163.67	174.41
ZENTNER, PAULA	85,579.06	227.60
ZUCCHETTO, LUIGI	82,556.21	-
TOTAL FOR EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000	\$ 52,255,376.78	\$ 458,632.02
REMUNERATION TO EMPLOYEES PAID \$ 75,00 OR LESS	49,648,127.58	147,105.11
TOTAL, EMPLOYEES OTHER THAN ELECTED OFFICIALS	101,903,504.36	605,737.13
REMUNERATION TO ELECTED OFFICIALS	143,148.09	12,056.56
CONSOLIDATED TOTAL, REMUNERATION PAID	\$ 102,046,652.45	\$ 617,793.69
TOTAL EMPLOYER PREMIUMS FOR CANADA PENSION PLAN AND EMPLOYMENT INSURANCE	\$ 5,330,818.23	

Prepared as required by Financial Information Regulation, Schedule 1, Section 6

**SCHOOL DISTRICT
STATEMENT OF FINANCIAL INFORMATION (SOFI)**

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)

FISCAL YEAR ENDED JUNE 30, 2016

STATEMENT OF SEVERANCE AGREEMENTS

There were no severance agreements made between the Board of Education of School District No. 42 (Maple Ridge - Pitt Meadows) and its non-unionized employees during the fiscal year 2015 / 2016.

Prepared as required by *Financial Information Regulation*, Schedule 1, subsection 6(7)

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF PAYMENTS MADE FOR THE PROVISION
OF GOODS AND SERVICES**

LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$ 25,000

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
4TH UTILITY INC.	\$ 57,321.58
ACRODEX	31,076.40
AEROMEXICO	29,436.42
AMAZON	94,434.14
APPLE CANADA INC.	531,144.80
ARBUTUS ROOFING & DRAINS LTD.	136,469.76
AVEPOINT - CANADA	39,320.40
B. A. ROBINSON CO. LTD.	96,275.20
BARAGAR ENTERPRISES LTD.	40,582.50
BARTLE GIBSON CO LTD	26,492.14
BC HYDRO	1,114,642.13
BC PRINCIPAL & VICE PRINCIPAL ASSOCIATION	54,792.90
BC SCHOOL TRUSTEES ASSOCIATION	56,190.40
BC TEACHERS' FEDERATION	2,285,587.33
BCIT	112,589.86
BELFOR (CANADA) INC.	64,933.98
BELL MOBILITY	105,614.10
BGE SERVICE & SUPPLY LTD.	65,782.61
BIG KAHUNA SPORT COMPANY	66,891.12
BLACK PRESS GROUP LTD.	57,023.07
BOQUETE OUTDOORS ADVENTURES	54,611.25
BORDEN LADNER GERVAIS LLP - IN TRUST	2,074,930.09
BRUGMAN COMMERCIAL KITCHENS	33,741.23
BUSY BEE SANITARY SUPPLIES INC	44,779.13
C.U.P.E. LOCAL 703	429,962.53
CAMBIE ROOFING CONTRACTORS LTD	508,935.01
CAMPOS OROZCO, MARIA TERESA	30,589.94
CANSTAR RESTORATIONS	66,680.22
CCI GROUP	50,442.24
CCI LEARNING SOLUTIONS INC.	51,357.52
CITY OF MAPLE RIDGE	343,153.47
CITY OF PITT MEADOWS	88,896.11
COMMISSIONER OF MUNICIPAL PENSIONS	4,167,390.84
COMMISSIONER OF TEACHERS' PENSIONS	20,527,774.87
COSTCO WHOLESALE	49,399.32
CREATIVE CHILDREN ART SUPPLIES	37,154.36
CRYSTAL GLASS	78,051.01
CUSTOM AIR CONDITIONING LTD.	78,540.00
D.G. MACLACHLAN LIMITED	31,393.62
DELL CANADA INC.	689,327.97
DESTINATION SNOW	100,176.00
ENVIRO-VAC A DIVISION OF PARAGON REMEDIATION GROUP LTD	33,469.09
EZRA MAPLE RIDGE ENTERPRISES LTD	86,122.73
FIRSTCANADA ULC	1,081,331.03

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF PAYMENTS MADE FOR THE PROVISION
OF GOODS AND SERVICES**

LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$ 25,000

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
FORTIS BC	363,513.41
FRIESENS CORPORATION	83,649.00
FUNK, ARNIE	31,750.00
FVBOA	39,321.00
GARCIA CAMPOS, MAYTE DE FATIMA	35,347.78
GLENCO ELECTRIC LTD.	860,894.39
GLENTEL INC.	41,119.68
GLOBAL CANLINK LEARNING CENTRE	33,670.00
GLOBAL PARTNERS INSTITUTE	42,450.00
GOPHER SPORT	61,438.01
GORDON FOOD SERVICE CAN LTD	121,990.17
GREAT CANADIAN CASINOS INC.	38,583.21
GREAT WEST LIFE ASSURANCE	150,747.44
GUARD.ME INTERNATIONAL INSURANCE	427,279.35
HABITAT SYSTEMS INCORPORATED	32,684.75
HAGEN'S TRAVEL	123,817.64
HANEY BUILDERS SUPPLIES	56,374.60
HARRIS & COMPANY	91,694.28
HASUO, KEIKO	68,071.97
HENDRIX RESTAURANT EQUIPMENT	44,832.48
HERFF JONES, INC.	41,706.27
HOMEWOOD HEALTH INC.	78,278.82
HOULE ELECTRIC LTD.	66,991.04
HOULE GAMES & ENTERTAINMENT LTD.	37,576.63
HU, HANPING	439,876.00
IBM CANADA LTD.	29,018.16
INDUSTRIAL ALLIANCE INSURANCE & FINANCIAL SERVICES INC	46,597.30
INSURANCE CORPORATION OF B.C.	48,692.00
INTERNATIONAL BACCALAUREATE	48,650.38
IST INTERNATIONALE SPRACHUND	59,770.00
JJL OVERSEAS EDUCATION CONSULT & SERVICE CO LTD	28,800.00
JLK PROJECTS LTD.	44,566.20
JONATHAN MORGAN & COMPANY LIMITED	415,477.56
K & E EQUIPMENT REPAIRS	29,566.02
KIM. JAE WOO	29,742.50
KMS TOOLS & EQUIPMENT LTD.	51,972.91
KOFFMAN KALEF BUSINESS LAWYERS	44,141.72
KPMG LLP, T4348	39,375.00
KWANTLEN POLYTECHNIC UNIVERSITY	98,658.03
L'AUBERGE DU MONT	32,455.00
LI, ZHELIN	186,920.00
LIU, YANFANG	43,200.00
LONDON DRUGS LIMITED	32,154.63
LONG & MCQUADE LTD.	44,583.19

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF PAYMENTS MADE FOR THE PROVISION
OF GOODS AND SERVICES**

LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$ 25,000

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
LONG VIEW SYSTEMS COPORATION	178,629.95
LOUISE KOOL & GALT	71,043.30
LYNCH BUS LINES	37,307.33
MACK KIRK ROOFING & SHEET METAL LTD.	251,475.00
MAPLE RIDGE PRINCIPALS & VICE PRINCIPALS ASSOCIATION	35,038.40
MAPLE RIDGE TEACHERS' ASSOCIATION	521,039.70
MAXWELL FLOORS LTD.	50,982.75
METRO MOTORS LTD.	55,820.80
MFA LEASING CORPORATION	309,440.54
MICROSERVE	29,319.95
MILLS OFFICE PRODUCTIVITY	50,418.85
MINISTER OF FINANCE	111,485.33
MIRCOM TECHNOLOGIES LTD.	67,487.76
MORNEAU SHEPELL LTD.	109,939.63
NATIONAL BANK OF CANADA	683,360.12
NATURAL POD	78,351.63
NELSON EDUCATION LTD.	26,284.70
NEUTRINOWORKS INC.	55,412.50
NOBLE BRITISH COLUMBIA	35,319.75
NOVUS LLC	41,823.59
OAKCREEK GOLF & TURF INC.	98,657.39
OPUS CONSULTING GROUP LTD.	86,941.96
ORION SECURITY SYSTEMS LTD.	87,359.07
OSS SEGERO CORP	76,610.00
PACIFIC BLUE CROSS	2,631,228.43
PEAK RESTORATION SERVICES LTD.	920,614.30
PRISM ENGINEERING LTD.	62,790.00
PROGRESSIVE WASTE SOLUTIONS	100,062.25
PUBLIC EDUCATION BENEFITS TRUST	1,252,345.36
QUANTUM LIGHTING, INC.	42,378.00
RAZOR MANUFACTURING LTD.	121,664.55
RDM AURORA	40,690.40
RECEIVER GENERAL FOR CANADA	25,062,076.83
REVENUE SERVICES OF BRITISH COLUMBIA	1,710,195.60
RICOH CANADA	145,828.64
RIDGE MEADOWS CHILD	57,399.00
RIDGE MEADOWS RECYCLING	39,770.15
RIDGE WILDERNESS ADVENTURES LTD	72,256.89
RKMS GROUP	95,105.78
ROBERT BROWNE GRAPHICS	37,649.76
ROCKANDEL & ASSOCIATES	26,287.96
ROCKY POINT ENGINEERING LTD.	109,554.54
ROPER GREYELL LLP	35,549.47
SAVE ON FOODS	57,307.38

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF PAYMENTS MADE FOR THE PROVISION
OF GOODS AND SERVICES**

LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$ 25,000

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
SCHOLANTIS LEARNING SYSTEMS INC.	29,715.00
SCHOLASTIC BOOK FAIRS	50,323.78
SCHOLASTIC CANADA LTD.	26,991.74
SCHOOL SPECIALTY CANADA	196,497.55
SCHUBERT PLUMBING & HEATING LTD.	315,276.04
SECURITAS CANADA LTD.	141,048.37
SES CONSULTING INC.	95,043.38
SHELL ENERGY NORTH AMERICA	131,390.96
SILVER RIDGE PROMOTIONS	32,389.62
SKYLINE ATHLETICS	101,647.68
SNOW CAP ENTERPRISES LTD.	52,296.19
SOFTCHOICE CORPORATION	60,035.15
SOURCE OFFICE FURNISHINGS	57,218.56
SOUTHERN, LISA	79,004.80
SPICERS CANADA ULC	91,897.48
SRB EDUCATION SOLUTIONS INC.	352,313.94
STACEY HOLLOWAY & ASSOCIATES	28,539.00
STAPLES ADVANTAGE VANCOUVER	99,527.82
STAR FIVE CLASSIC COUNTRY CATERING	33,985.73
STARPAK INDUSTRIES	100,350.58
STUDENT MANAGEMENT GROUP	65,002.50
SUPERSTORE	47,249.65
SUTTLE RECREATION INC.	80,511.36
SWANESSET BAY RESORT AND COUNTRY CLUB	52,917.79
SWISH MAINTENANCE LTD	79,786.78
SYNERGY PRODUCTS	27,104.64
SYSCO FOOD SERVICES OF CANADA INC.	263,289.51
TALIUS	156,108.75
TEACHER REGULATION BRANCH	84,920.00
TELUS COMMUNICATIONS (BC) INC.	122,003.97
THE LIBRARY CORPORATION	32,009.24
TIMBERLINE RANCH	31,631.49
TLD COMPUTERS INC.	190,768.72
TRANE CANADA T42324C	394,912.33
TROTTER & MORTON BUILDING TECH	183,748.64
UNIGLOBE SPECIALTY TRAVEL LTD.	109,637.08
VANCOUVER COMMUNITY COLLEGE	203,377.38
VANCOUVER SCHOOL BOARD	35,271.50
WESCLEAN (VAN) SALES LTD.	70,568.63
WEST COAST OFFICE SUPPLIES LTD	62,997.10
WESTERN CAMPUS RESOURCES	69,666.48
WESTERN PACIFIC ENTERPRISES GP	283,808.79
WORKSAFE BC	704,694.31
YOUNG ACTORS PROJECT	30,695.00

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)
YEAR ENDED JUNE 30, 2016

**SCHEDULE OF PAYMENTS MADE FOR THE PROVISION
OF GOODS AND SERVICES**

LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$ 25,000

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
YSI ACADEMY LTD.	53,360.00
ZHANG, XUEHUA	29,195.00
TOTAL FOR SUPPLIERS WHERE PAYMENTS EXCEED \$ 25,000	<u>\$ 81,883,844.24</u>
TOTAL, FOR SUPPLIERS WHERE PAYMENTS ARE \$ 25,000 OR LESS	<u>\$ 10,343,884.99</u>
CONSOLIDATED TOTAL, PAYMENTS FOR THE PROVISION OF GOODS AND SERVICES	<u>\$ 92,227,729.23</u>

Prepared as required by Financial Information Regulation, Schedule 1, Section 7

**SCHOOL DISTRICT
STATEMENT OF FINANCIAL INFORMATION (SOFI)**

SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)

FISCAL YEAR ENDED JUNE 30, 2016

EXPLANATORY NOTES

For the Schedule of Remuneration and Expenses, reconciling items for remuneration include the following:

- The financial statements are prepared on an accrual basis, whereas the remuneration and expenses included in the SOFI are reported on a cash basis.
- Taxable benefits are included in the Schedule of Remuneration but are not all reported in the financial statements under Salaries and Benefits. Some taxable benefits are reported in other Services and Supplies, as appropriate.
- Salary and benefit amounts recovered from third parties are included in remuneration for SOFI purposes but are reported net of the recovered amount in the financial statements.

For the Schedule of Payments for the Provision of Goods & Services, reconciling items include the following:

- The financial statements are prepared on an accrual basis, whereas the payments for goods and services included in the SOFI are reported on a cash basis.
- The list of payments to suppliers include 100% of the GST/PST paid, whereas the expenditures in the financial statements are shown net of the GST rebate.
- Amounts paid by recovery from Ministry of Education operating grants for School Protection Plan Insurance, Next Generation Network, MyEd BC, and Capital Asset Management System are included in Services and Supplies expenditures in the financial statements, whereas they are not included in this schedule.
- Payments to suppliers may be reported in the financial statements as Prepaid Expenses, Tangible Capital Assets, or Services and Supplies, as appropriate.
- The Schedules of Payments for Goods and Services may include expenditures which are wholly or partially recovered or reimbursed from other organizations, thereby reducing the district's operating expenditures in the financial statements.



ITEM 7

To: **Board of Education**

From: **Finance Committee of the Whole**

Re: **FINANCIAL STATEMENTS**
FOR THE QUARTER ENDED
SEPTEMBER 30, 2016

Date: December 14, 2016
(Public Board Meeting)

Decision

To be distributed.



ITEM 8

To: **Board of Education**

From: Education Committee

Re: **BOARD AUTHORIZED APPROVED**
COURSE: ADVANCED BASKETBALL 10

Date: December 14, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

As per the *School Act*, Boards of Education must approve Board authorized courses, academies, trade and partnership programs proceeding their implementation.

The Education Committee has met, reviewed, approved, and recommends implementation of the attached Advance Basketball 10 Board Authorized Approved course.

RECOMMENDATION:

That the Board approve the Advanced Basketball 10 Board Authorized Approved Course.

Attachment

BAA Advanced Basketball 10 Framework

District Name: Maple Ridge – Pitt Meadows

District Number: 42

Developed by: Katie MacLeod

Date Developed: November 2016

School Name: Westview Secondary School

Principal's Name: Patricia GieSinger

Board/Authority Approval Date: December 14 2016

Board/Authority Signature:

Course Name: Advanced Basketball 10

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): none

Special Training, Facilities or Equipment Required:

Access to the gym, weight room, classroom. The instructor(s) will need post-secondary course work in human kinetics, kinesiology, physical education, or the equivalent. The instructor(s) will need experience and qualifications in coaching theory and sport skills training specific to basketball. Experience in basic strength and conditioning principles, and First Aid training would be an asset.

Course Synopsis:

This course/academy has been developed to support and encourage students to develop their individual sport skills, physical strength and conditioning, health and nutritional knowledge, coaching, team building and leadership skills, and goal setting and organizational skills within a basketball setting. Basketball specific skill instruction will be augmented with classroom theory sessions, strength and conditioning classes, and guest speakers to enable learners to pursue their educational and athletic goals through to post-secondary education. While involved in organized, specific, high performance sport, and through training and competition, students will learn about all aspects of being an athlete, including: technical skills, tactical skills, mental training, teamwork and leadership, and physical conditioning. Students will be expected to keep a coaching manual, successfully complete the National Coaching Certification Program Learn to Train certification, and maintain a written journal with regard to information presented in classroom sessions and by guest speakers. Student-athletes will be expected to give back to the basketball community through connections with elementary and youth basketball programs, which will provide valuable coaching, refereeing, leadership and mentorship opportunities. Students enrolled in the course will be above average students, show outstanding citizenship within the school and community, and show proficiency in basketball.

Rationale:

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Coaching Theory and Sport Specific Skill Progressions	10
Unit 2	Physical Fitness and Training	20
Unit 3	Basketball Skill Development – Individual, Conceptual and Decision Making	50
Unit 4	Sport Psychology	10
Unit 5	Personal Growth, Leadership and Community Involvement	30
Total Hours		120

Unit/Topic/Module Descriptions:

Introduction

It is expected that students will:

- Develop short term and long term goals for playing and/or coaching basketball
- Design a coaching manual that includes strength training, conditioning, skill development, nutrition, and psychology as they apply to basketball

Coaching Theory and Sport Specific Skill Progression Principles

It is expected that students will:

- Demonstrate an understanding of the basic concepts presented in NCCP Coaching Theory – Learn to Train (Level One)
- Demonstrate an understanding of the basic concepts and skill progressions for the sport of basketball *Apply the basic concepts and skill progression for basketball to their individual goals and plans
- Adapt their individual program using the principles and skill progressions of the sport of basketball

Strength Training and Power Principles

It is expected that students will:

- Manipulate the concepts of repetitions, sets, resistance, and exercises to design an individualized strength and conditioning program
- Identify different strength and conditioning programs in terms of their advantages for the sport of basketball
- Identify muscular and skeletal systems and understand different exercise applications to maximize individual performance
- Identify specific power training principles and exercises and apply them to their individual program to maximize training for the sport of basketball
- Demonstrate an understanding of fitness testing and its application to athletic development Demonstrate an understanding of the analysis of fitness test data, and apply fitness test results to adaptations in their individual programs
- Use and maintain equipment and work space in a safe and proper manner

Agility, Balance, Coordination and Quickness Development

It is expected that students will:

- Identify Fundamental Movement Skills as outlined in Canada Basketball's Long-Term Athlete Development plan
- Identify and apply basketball specific athletic movement skills to their individual goals and plans
- Demonstrate an understanding of basic techniques in developing speed, agility, and quickness as they apply to basketball
- Apply basic techniques in speed, agility, and quickness development to their own individual programs

Decision Making

It is expected that students will:

- Demonstrate the ability to interpret game situations and understand options
- Demonstrate the ability to think and make decisions at pace
- Understand the coaching technique of providing players with problems and allowing the players to find solutions
- Understand and apply a growth mind-set as a valuable part of the experience of learning
- Identify the phases of teaching decision-making in a basketball environment
- Understand the importance of positioning, vision, anticipation, decision making and execution as they apply to basketball

Technical Principles of Play

It is expected that students will:

- Understand the importance of a one second advantage on offence
- Demonstrate the ability to see, find, create and use a one second advantage
- Understand and describe continuous flow on offence
- Identify and apply actions that are linked in a basketball environment
- Understand and articulate the value of technical concepts of play as opposed to strategies in teaching and playing the game of basketball
- Understand and value the global player in position-less basketball
- Develop and be able teach basic basketball skills and concepts of the game

Individual Skill Development

It is expected that students will:

- Demonstrate an ability to use form shooting to error-detect and self-correct their shot
- Demonstrate the ability to shoot the basketball off a variety of cuts and catches
- Demonstrate the ability to shoot off the dribble in a basketball environment
- Use a variety of dribbling techniques to navigate a game-like basketball environment
- Execute a variety of finishes at the rim, on both sides with both hands
- Develop skills that apply to post play near the basket
- Demonstrate the ability to create space and get open to catch the basketball
- Develop their skills in one on one play from different spots on the floor, against varying defences
- Demonstrate the ability to pass the basketball, with one or two hands, in a variety of creative ways in a dynamic basketball environment

Conceptual Basketball

It is expected that students will:

- Demonstrate knowledge and understanding of transition concepts as they apply to basketball
- Understand and teach the concept and value of spacing in a basketball environment
- Demonstrate the ability to execute a variety of offensive rotations
- Identify, read and execute a variety of screening situations in a dynamic basketball environment
- Develop and be able to teach basic defensive basketball skills
- Identify, read and defend a variety of screening situations in a dynamic basketball environment
- Demonstrate knowledge and understanding of a variety of offensive concepts, such as pressure release and penetration principles, in a dynamic basketball environment
- Demonstrate knowledge and understanding of a variety of defensive concepts, such as help and recover and defensive stance positioning, in a dynamic basketball environment

Nutrition and Health Principles

It is expected that students will:

- Demonstrate an understanding of advanced nutritional principles and supplementation as presented by the I.O.C, and the Canadian Centre for Drugs in Sport
- Apply these nutritional principles to their individual training program to maximize their physical and psychological potential
- Explore sports science: health/nutrition, anatomy, physiology, and injury prevention
- Demonstrate an understanding of the value of recovery and apply recovery techniques to their own individual program
- Identify pre- and post-game nutrition and hydration strategies and their advantages to athletes competing in the sport of basketball
- Understand and identify the threat of overuse injuries in the sport of basketball

Sports Psychology

It is expected that students will:

- Demonstrate an understanding of basic sport psychology principles and techniques and apply them to their own individual program
- Develop goal-setting skills; identify how to create SMART goals
- Define and identify the difference between internal and external motivation
- Develop positive connections and self-confidence in an experiential learning environment
- Develop routines and design an individualized preparation program to maximize individual performance
- Develop self-regulation strategies for sports-related anxiety
- Experiment with imagery and visualization as it applies to sports performance
- Develop focus and concentration
- Learn to debrief situations in a basketball context; understand that this skill can be applied in other areas of school and life
- Find inspiration from a variety of people, events and sources

Personal Growth, Leadership and Community Involvement

It is expected that students will:

- Participate in a variety of community building and growth activities with classmates/teammates
- Pinpoint a specific area for personal growth, in collaboration with the teacher, and design and implement a plan for improvement; for example: book study, word to live by, daily mantra, meditation
- Maintain a journal with regard to information presented in classroom sessions and by guest speakers
- Complete a basketball officials training program
- Participate in an elementary basketball pre-season event (player or coach clinic; play day)
- With support, develop a positive, ongoing connection with an elementary or youth basketball program as a mentor, coach or official
- Plan, organize and lead an on-court basketball practice session at any level under the supervision of the teacher, to include a detailed practice plan
- Create a coaching manual with valuable technical and tactical skills and drills, small-sided games and relevant coaching notes and quotes
- Attend various basketball games and events which provide valuable learning opportunities

Academic Accountability

It is expected that students will:

- Understand and demonstrate that they are *student-athletes*
- Be leaders in the classroom and in the school
- Develop SMART goals for academics
- Identify and apply time management strategies
- Develop organizational skills to maximize individual performance as an elite student-athlete
- Prepare for and pursue post-secondary education options

Instructional Component:

- Direct Instruction
- Indirect Instruction
- Independent Instruction
- Modelling
- Brainstorming
- Debriefing
- Videos
- Analysis of Individual Program Goals
- Analysis of Fitness Test Variables
- Program Adaptation
- Guest speakers

Assessment Component:

Evaluation of student progress will be based on participation, practical application and classroom and ongoing assignments. Experiential learning requires enthusiastic participation, and attendance will be crucial to success. Practical application of individual skills and team concepts, with specific technical and tactical components, will be a major part of assessment. Classroom instruction will include: sport psychology and physiology, fitness, nutrition, goal setting, time management, leadership skills, social-emotional skills and recovery. Student-athletes will be expected to give back to the basketball community through connections with elementary and youth basketball programs, which will provide valuable coaching, refereeing, leadership and mentorship opportunities.

Active Participation	50%
Personal and Social Responsibility	25% (community involvement, leadership, mentorship and coaching)
Skill Assessment	15%
Knowledge /Theory	10%

Areas of assessment may include:

- Observation of proficiency in executing skills, exercises, and techniques applied to the sport of basketball
- Observation of proficiency in presenting skills, and drills in a coaching setting as they apply to the sport of basketball
- Student self-assessment with regard to executing and presenting skills applied to the sport of basketball
- Student peer assessment with regard to executing and presenting skills applied to the sport of basketball
- Ability to analyse and explain current information regarding coaching and skill development in basketball
- Presentation of coaching principles and theory in a basketball setting
- Submission of a basketball specific coaching manual

Learning Resources:

- Canadian Sport for Life
- Canada Basketball Long Term Athlete Development
- National Coaching Certification Program
- Basketball BC High Performance Staff and resources
- Greg Bell's Water the Bamboo
- Active for Life's Growth Mindset
- Jon Gordon's Energy Bus
- Changing the Game project
- a variety of applicable videos, Ted Talks and motivational materials

To: **Board of Education**

From: Education Committee

Re: **SPECIALTY ACADEMIES**

Date: December 14, 2016
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

As per the *School Act*, Boards of Education must approve Board authorized courses, academies, trade and partnership programs proceeding their implementation.

SCHOOL ACT: SECTION 82.1 - SPECIALTY ACADEMIES

The school act states that:

- (1) In this section, "**specialty academy**" means an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations.
- (2) A board may offer a specialty academy if
 - (a) the board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and
 - (b) the board is of the opinion that there is sufficient demand for the specialty academy.
- (3) A board that offers a specialty academy must
 - (a) make available sufficient instruction for students enrolled in the specialty academy to meet the general requirements for graduation, and
 - (b) continue to offer a standard educational program in the school district.
- (4) Despite section 82, but subject to section 82.4, a board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program.
- (5) On or before July 1 of each school year, a board that offers a specialty academy must
 - (a) establish a schedule of fees to be charged under subsection (4), and
 - (b) make the schedule of fees available to the public.
- (6) Before establishing a schedule of fees under subsection (5), a board must
 - (a) consult with the parents' advisory council for the school where the specialty academy is offered, and
 - (b) obtain the approval of that parents' advisory council for the schedule of fees.

The Education Committee has met, reviewed, approved, and recommends implementation of the following academies:

- Hockey Academy 8,9,10,11,12 (Attachment A)
- Dance Academy 9, 10, 11, 12 (Attachment B)
- Basketball Academy 8, 9, 10, 11, 12(Attachment C)

Academy:	Hockey Academy
School:	Samuel Robertson Technical School
Administrator:	Dennis Dickson
Enrolment:	30

Expenses:	
Ice Rental	\$9,750
Staff	18,000
Speakers	3,500
Special Events	3,000
Clothing	3,800
Advertising	1,500
Insurance	1,000

Net program cost	\$40,550
Fee to break even	\$1,352
Anticipated 2017/18 fee requiring approval:	<u>\$1,820</u>

Academy:	Dance Academy
School:	Thomas Haney Secondary
Administrator:	Grant Frend
Enrolment:	24

Expenses:	
Instructor hourly rate @ \$70/hour x 93hrs	\$6,510

Net program cost	\$6,510
Fee to break even	\$271.25
Anticipated 2017/18 fee requiring approval:	<u>\$272</u>

Academy:	Basketball Academy
School:	Westview Secondary
Administrator:	Patricia Giesinger
Enrolment:	20

Expenses:

Player Gear Package @\$200 each	\$4,000
Basketball equipment & supplies	500
Contracts for guest coaches/trainers	500
Weight Lifting certification for Head Coach	250
Advertising and promotion	250
Referee clinic/NCCP certification	2,000
Transportation costs	200

Net program cost	\$7,700
Fee to break even	\$385
Anticipated 2017/18 fee requiring approval:	<u>\$385</u>

RECOMMENDATION:

That the Board approve the following specialty academies:
 Hockey Academy hosted at Samuel Robertson Technical
 Dance Academy hosted at Thomas Haney Secondary
 Basketball Academy hosted at Westview Secondary

AND FURTHER;

That the Board approve the following specialty academy fees for 2017/18:

Hockey Academy hosted at Samuel Robertson Technical	\$1,820
Dance Academy hosted at Thomas Haney Secondary	\$ 272
Basketball Academy hosted at Westview Secondary	\$ 385

Attachments

Hockey Academy - Samuel Robertson Technical Secondary

November 2016

Objective

The objective of the proposed Hockey Academy is to provide a program that educates and develops students in both the physical & mental aspects required to enjoy and excel in the sport of hockey. The program will go beyond the classroom and rink to further develop and strengthen life skills, broaden students' appreciation for recreation, wellness, work experience and connecting with their community.

The Academy is inclusive and co-ed, and will welcome players at every skill level. The objective will be to work together with the school to keep students interested and engaged in school, improve grades, develop their technical hockey skills and become strong community citizens.

Rationale

Student athletes who wish to attain the highest level of performance in their sport of choice face tremendous time management challenges in balancing their sport and academic demands. These students are generally high achieving students and experience a high level of stress in accomplishing their various responsibilities. To be successful at a high level, additional training, often under the supervision of a personal coach or in small high performance groups. The *Hockey Academy at Samuel Robertson Technical Secondary* will address the academic and athletic needs of students who either play or desire to play at the highest level they are capable of. Done in the context of the school setting, this will benefit both the student academic and sport performance.

Goals

Hockey Academy Goals are:

- obtain the highest academic standard possible
- connect school work with the pursuit of post-secondary education
- acquire the hockey skills to play at the next level the student desires
- understand/develop fitness/wellness for hockey and life
- develop psychological skills, mental toughness and how to translate these skills to school, hockey, home and community
- develop new physical and interpersonal skills through Recreation & Leisure opportunities
- develop positive life skills by volunteering/work experience
- develop a strong sense of community and become strong community citizens by getting involved, giving back and leading by example

Program Overview

The Hockey Academy at SRT will operate as a BAA course that is offered during the regular school linear timetable.

Unit 1 On Ice Development- Certified Power Skating Lessons, Puck Control Sessions, Tactical & Game Play

Unit 2 Sport Specific Conditioning- Endurance, Core, Speed, Agility, Strength, Quickness, Power

Unit 3 Theory/Tactical/Performance Testing- Performance Testing On Ice & Off Ice Sessions

Unit 4 Health & Nutrition

Unit 5 Personal Growth and Leadership

Unit 6 Wellness/Leisure (Weekly Multi Sport Activities)

Unit 7 Career Counseling

Unit 8 Pursuit of Post-Secondary Education

Unit 9 Pursuit of Hockey opportunities beyond Minor Hockey

Unit 10 Field Studies/Community Service

Educational Benefits of this Program

To students:

- improved grades
- strong connection between academics and sport
- participate in a highly technical hockey skills development program
- improve their health and wellness specific to hockey and general fitness
- acquire work experience/volunteering-give back to community
- sense of belonging
- develop life skills like time management and goal setting

To SRT & School District 42

- it is an additional program of choice to meet the needs of students at the east end of the district
- research shows that the program helps students maintain focus on academics and attendance; as participation in the program is contingent on success in these areas
- will attract new students and keep existing students who are looking for such an opportunity in the district

Staffing Needs/Implications

The Pacific Rim Hockey Academy will provide the personalized instruction that develops students in both the physical & mental aspects required to enjoy and excel in hockey. The academy is integrated inside a normal school day and will have a dedicated academic teacher from SRT in attendance at all times. The academic teacher will monitor the delivery of the academy and determine if participants meet the criteria for successful completion. The teacher will be responsible for evaluation in collaboration with academy instructors.

Suitability of Current Facilities

SRT is fortunate to be within walking distance of Planet Ice. That is where all “hockey” instruction will take place. The current Physical Education facilities at the school (weight room, classroom, gym/turf) will support the off ice portion of the academy curriculum.

Evaluation Plans

Students in the Academy will be assessed similarly to a regular Physical Education class. Emphasis will be placed on active participation and Personal & Social Responsibility.

Active Participation	50%
Personal & Social Responsibility	15%
Skill Assessment	15%
Knowledge/Theory	10%
Fitness Testing	10%

Skill level/Effective Athletic Behavior will be assessed on a daily basis. Student’s fitness level will be assessed informally on a daily basis and formally tested once each reporting period.

Financial Considerations

The total cost of the Hockey Academy would be \$1,820.00. Families have the option of spreading the cost out monthly throughout the length of the school year.

Registration and Admission Information:

The registration for the proposed *Hockey Academy* would commence in January/February of 2017. It is anticipated that the registration would have a deadline of March 31st and the Hockey Academy would be implemented in September of 2017.

All applicants will complete an application form. In the application process, students and parents will be given the opportunity to indicate their reasons for applying to the program. Applicants will be asked to provide the names of one hockey reference and one teacher reference. Program staff (including the principal) will review all applications.

**Impact Dance Academy - BAA
Thomas Haney Secondary School**

Teacher: Shelley Evans

Administrative Liaison: Grant Frend

Service Provider: Impact Dance Productions owned by Danielle Gardner

Program Description

Impact Dance Academy at THSS will expose students to high level of technical training by industry professionals in many styles of dance. This is a program for dancers looking to improve technique and add to their creativity. Our 90 minute classes will allow that extra time to improve both your strengths, and your strengths in waiting.

Dance Styles: Jazz, contemporary, modern, hip hop, Latin

Conditioning: Pilates, yoga, barre, boot camp

Students in this program will be given credit for Dance 9, 10, 11 or 12.

Students will have 62 studio sessions for the year. We will take a studio break in December, parts of March, and June. Danielle Gardner will be our main instructor from IDP, however, students will also have the opportunity to work with other IDP teachers during the school year.

Educational Merits/Research Supporting Program

There is much research supporting a health fine arts program in schools. A dance component is one aspect that THSS is missing. As well, the aim of the provincial government to allow students to personalize their education is something that a dance academy will allow us to do for interested students.

Sustainability

THSS is excited to continue its relationship with Impact Dance Productions. For the past two years THSS has worked with Impact Dance Productions to offer optional master classes for dancers in our THSS studio. This academy is the natural next step in the evolution of the dance program at THSS. Our Fine Arts department is committed to continuing to offer our students an array of fine arts learning opportunities.

Student Profile

Who is eligible?

In our first year, Impact Dance Academy will be available to students in grades 9-12 by audition. Auditions will be held in February for the September 2017 season.

Staffing Needs/Implications

Shelley Evans, a fine arts teacher at THSS, will be assigned to this class. Mrs. Evans will be responsible for the assessment of students using our provincial curriculum as well as the co-planning and logistics of any student showcases. Twenty four (24) will be the ideal number of students for this class.

Our outside partner will be Impact Dance Productions, owned by Danielle Gardener. We opted for a service provider who is not directly connected to our community as we are concerned about what might happen if a local studio was chosen to help us deliver this program. The dance world, as will many youth activities, can be both competitive and political. By using someone who doesn't own a studio and isn't directly connected to a studio in the Ridge Meadows/Coquitlam area, we avoid the potential appearance of someone recruiting.

Danielle was born and raised in beautiful British Columbia embracing the beauty of her birth place she is known for her ethereal movement, brave artistry and breath taking choreography.

She has become one of the most sought after dancers, choreographers and adjudicators in Canada working with some of the top dancers and companies from around the world. TV appearances: TacoDelMar, ToyStory, Barbie and Lilo&Stitch. Music video appearances include Mariana's Trench "Haven't Had Enough". Films include Center Stage 2 and the indie film "Co--dependence", directed by Romantic Child Studios. She is known for her success on CTV's SO YOU THINK YOU CAN DANCE CANADA where she placed in the top 4 girls. An experience she holds very close to her heart and feels shaped her into the business woman she is today.

Danielle has most recently been featured along side Flash Dance's Jennifer Beal and All Star dancer Robert Goldan playing the character (Meaghan) in the hit television show "MOTIVE". Along with Film & television Danielle has worked alongside and toured around Asia, Europe, the US and Canada with companies such as MOVE: the company, Margie Gillis, Marie Couinard, Stacey Tookey, Mia Michaels, Sean Cheesman, Slum Dog Millionaires Longinus Fernandes and 49th Parallel.

Danielle has worked alongside faculty from BDC in NYC and the Joffrey Ballet at Danz Activa in Panama City where she guest performed, taught at their regional convention and judged the most sought after professionals in the business. If you thought performing, choreographing and adjudicating wasn't enough for 3 consecutive years she was the Head Choreographer and Director of Team Canada West which took her to countries such as Norway, Germany and Poland.

Danielle's choreography has been showcased at Key West Ford's "Shine & Show", Vancouver Fashion Week, NYCDA, Gala For Gold , Move: the company, Danz Activa and at the Young Choreographers Festival in NYC.

This will be her fifth year of running IMPACT DANCE PRODUCTIONS, a company that provides dance workshops around Canada, entertainment for events around BC, and a company that creates one of a kind dance on film projects promoting pay for every crew member and artist involved. Recent projects include teaching at Broadway Dance Centre in NYC, directing short films such as "Shadow State" alongside famous photographer David Cooper and "Hypnotize" with So You Think You Can Dance Canada alumni.

Suitability of Current Facility

We will use the THSS studio for the majority of our work. Depending on the growth of the program, we may look at some kind of portable floor in the future, but for now our current facilities will suffice.

Financial Considerations

We will make use of current THSS facilities, so our only cost will be the instructor hourly rate, \$70.00 per hour. The cost will be divided between the 24 students in the class. To keep our costs down we will not be buying costumes or entering competitions etc. We will have 62 studio sessions for a total of 93 hours which costs \$6,510.00. This will be divided by the total number of students. If we have 24 students the cost will be \$271.25 per student for the year. The cost would be adjusted depending on the number of participants.

Outline of Implementation Timeline

In year one (2017-2018) THSS will make this program available for students in grades 9, 10, 11, and 12. As well, grade 8 students, during year one, will have the opportunity to take some master classes with Impact Dance Academy staff, but they will not officially be in the academy. Please note that Impact Dance is willing to work with other schools in the district who may want to add a dance academy as well.

Evaluation Plan

We will review our progress each year to ensure we continue to offer our students excellence in instruction and value. Students will be surveyed yearly to ensure we are meeting their needs.

Westview Basketball Academy

Program Description

Westview Secondary would like to offer a high performance Basketball Academy for students across School District 42, featuring elite level sport-specific basketball instruction. This program would be available beginning in September 2017 to students entering grades 8-10. Grade eight students will earn their Health and Career Education 8/9 course credit, grade nine students would select BAA - Basketball Principles (to be submitted) as an elective, and grade ten students will take BAA - Basketball Principles as an elective and earn four credits toward graduation. These courses will have instruction in the classroom, on the basketball court and in the weight room. In the classroom, Westview Basketball Academy students will receive instruction in sports psychology and physiology, fitness, nutrition, goal setting, time management, leadership skills, social-emotional skills and recovery. We will provide instruction in coaching, officiating, first aid and sports training, including certification through the National Coaching Certification Program. In the weight room, students will learn basketball specific strength training, fitness and athletic skills. The on court sessions will focus on physical literacy and fundamental movement skills, athletic skills guided by Canada Basketball's Long-Term Athlete Development model, and basketball specific skills, including individual skills and team concepts, and decision-making skills.

We aim to offer a program that is inclusive and available to all student-athletes across School District 42, by offering sessions outside of the timetable, in the mornings and on some weekends outside of the official high school basketball season.

Educational Merits / Research Supporting the Program

Philosophy:

The Westview Basketball Academy will be committed to providing a safe, positive and challenging environment for motivated players who want to improve and further develop their fundamental athletic and basketball skills, learn team concepts and grow as elite student-athletes. This will be a teaching and learning environment, in which student-athletes will work together, practicing and competing towards growth and improvement.

We will promote learning through a *growth mindset*, and place value on fun, teamwork, sportsmanship, and leadership. We intend to create a *community of leaders* who will develop confidence and *give back to the basketball community*, locally and provincially. *Connections will be made with elementary basketball teams and coaches in the district, providing Academy athletes with leadership opportunities through mentoring, coaching and refereeing elementary school basketball.*

The Westview Basketball Academy will put a large focus on academics, providing an environment that encourages and supports student-athletes. We will work to set and achieve academic goals of the student-athletes and to enhance opportunities to pursue post-secondary athletic and/or academic scholarships.

Curriculum: See attached Technical Manual

Research on sport schools in Canada by Canadian Sport for Life (Way, Repp and Brennan, July 2010) indicates that participation in a specialist high skills program benefits students by allowing students to experience a range of customized learning opportunities in an area that interests them, and helps them engage in their school program. Sport-specific academies help students gain confidence in their ability to succeed, and see the connections between their studies, the world beyond high school and their future careers. The experiential learning opportunities provided enable students to develop essential skills and work habits, and begin to establish relationships and networks in their chosen field.

<http://canadiansportforlife.ca/sites/default/files/resources/Sport%20Schools%20in%20Canada.pdf>

Sustainability

There are multiple youth basketball clubs in the area, offering basketball programs for boys and girls starting in Kindergarten through elite teams at the grade seven level. Maple Ridge-Pitt Meadows has been known for strong basketball in the past, and there is the opportunity and demand from within the community to continue that tradition.

We anticipate expanding both the numbers and the grade levels of the Westview Basketball Academy, adding coaches and cohorts as we grow.

Student Profile

The Westview Basketball Academy would appeal to all student-athletes in secondary school who have chosen basketball as their preferred sport. Initially, the program will welcome boys and girls in grades 8-10 from across School District 42. In the first year, twenty student-athletes will be assembled.

Staffing Needs/Implications

A Westview staff member, Kate MacLeod, is a certified National Coaching Certification Program Level 3 (Train to Train) Basketball instructor, with experience and connections at all levels of the game in Canada. Kate will provide the personalized instruction that develops students in both the physical and mental aspects required to enjoy and excel in basketball. No additional staffing is required at this time.

Suitability of Current Facility

The Westview facility offers a full-sized gym, a small gym and an amazing weight room, which includes agility and footwork templates and a variety of cutting edge fitness and training apparatus. We can access the PE classroom space for classroom instruction and workshops.

Financial Considerations

The anticipated costs are as follows:

Player gear package \$200.00 each	
including custom basketball & foam roller	\$4000.00
Basketball-specific equipment and supplies	500.00
- pinnies, cones, nets	
- training tools, playboards, storage cage	
Contracts for guest coaches / trainers	500.00
Weight lifting certification for Head Coach	250.00
Advertising and promotion	250.00
Referee clinic/ NCCP certification for student-athletes	2000.00
Transportation costs – university games and other opportunities	200.00
TOTAL EXPENSES:	<u>\$7,700.00</u>
 TOTAL COST PER STUDENT-ATHLETE	 \$385.00 per year

Outline of Implementation Timeline

- Nov / Dec 2016
- presentation to Westview staff
 - Academy proposal and BAA course submitted
 - Curriculum development; program calendar finalized
 - create logo and branding

- February 2017 - advertising and promotion
 - Newspapers; websites; brochures
 - School district; basketball clubs; Basketball BC
- April 2017 - applications and tryouts
 - guest coaches and presenters confirmed
- May 2017 - final list of student-athletes confirmed
- August 2017 - student athletes for Academy assembled
- September 2017 - Westview Basketball Academy begins

Evaluation Plan

Evaluation of student progress will be based on participation, practical application and classroom assignments. Experiential learning requires enthusiastic participation, and attendance will be crucial to success. Practical application of individual skills and team concepts, with specific technical and tactical components, will be a major part of assessment. Classroom instruction will include sports psychology and physiology, fitness, nutrition, goal setting, time management, leadership skills, social-emotional skills and recovery.

Active Participation	50%	
Personal & Social Responsibility	25%	*community involvement; leadership; mentorship
Skill Assessment	15%	
Knowledge/Theory	10%	

Westview Basketball Academy

Technical Manual

Teaching Principles

Decision Making

Players need to be able to think for themselves on the floor. In training, the coach must provide the players with problems and allow them to come up with the solution. Too often coaches TELL the players the solutions without allowing the players the valuable experience of learning. There is no depth of understanding developed. With this in mind, coaches need to go through the phases of teaching:

Phase A - introduce the skill on air (1/2; 2/3)

Phase B - the coach guides the decision making of the players by providing reads

Phase C - the players use the skill in break down drills with live defence

Phase D - the players use the skill in game like situations (2/2, 3/3, 4/4 and 5/5)

* NOTE: Phases C and D cannot be developed if Phases A and B are not developed.

Players will be taught to understand the importance of:

Positioning

Vision

Anticipation

Decision Making

Execution

Technical Principles of Play

The concepts of play that are applied in the base games (1/1, 2/2, 3/3). The players must learn the concepts from both the offensive and defensive point of view. Players are introduced to the following ideas:

One-second advantage

Offensively, players are encouraged to create an advantage where the offensive player can take a high percentage shot. The defence is working to prevent this advantage and to force the offence to turn the ball over or take low percentage shots.

In technical teaching the offence sees, finds, uses and CREATES a one-second advantage. Now the offensive player must make use of screens, fakes or dribble move to break down their initial defender. Once the advantage has been created, the player must use the advantage. If the defence helps, see and find the open player and pass your one-second advantage on to the next player.

Flow

The offence does not want to freeze the ball. Each action that occurs must be linked to the previous action. Teams flow through their early clock, mid-clock and late clock offence. They do not take time to set up each section individually. This continuous flow means that no time is wasted on the shot clock. Defence is attempting to disrupt the flow of the offence. If it can force multiple disruptions in flow it will force the offence into poor shot selections. Even though younger players do not use a clock, it is imperative that they are taught the concept of flow in their play as it creates a seamless progression in their growth as players.

Conceptual play

Players are taught to play the game using the "technical concepts of play" rather than strategies first. The concepts allow the players to work together to create one-second advantages that give them an opportunity to score

Global Player

Every player needs a solid foundation in the basic basketball skills and concepts of the game. When taught positional play at a younger age the player is often restricted in learning some of the basic skills and concepts. This solid foundation allows the player to take their future positional play to higher levels when it is appropriate to play a position. All skills will be taught to all players regardless of what position their high school coach may play them.

Westview Basketball Academy Year Plan

Key Areas of Focus

Individual Skills

- Shooting- One motion form shooting in rhythm off the catch and off the dribble; extend range to 3pt line; creating separation off the dribble.
- Finishing- Scoring the ball with a greater percentage in a variety of ways in traffic; finishing with either hand and off of either foot or jump shot; deceptive moves to the basket, for example: eurosteps, step throughs, Rondo moves
- Dribbling- Absorbing/ playing through contact and using the body to protect the ball; keeping the defender on the back and cutting them off in the open court and when finishing; learning to fight through pressure in the open court through space creating, change of pace, and change of direction.
- Dynamic Wing 1/1 Play- Attacking closeouts, attacking the basket with cross over and strong side starts; keeping defender on back and transferring 1-second advantages to teammates; mid-range finishing and finishes at the basket.
- Post Play- Sealing, Chin/Chair/Check/Challenge, Drop Steps, Turnarounds, Spin Moves, Jump Hooks, Up and Unders, Step Throughs, Garnett Square Ups, High Post Sweeps
- On Ball Defense- Pressure yet contain in the open court with slides, crossover step into recovery sprint; wing containment; playing post defense before and after the catch.

Concepts

- Transition- Break out dribbles, lead/ trail post (first "Big" rim races), wings bump baseline, wings enter lane early/ exit lane late, decision making during numerical advantages
- Spacing- single vs double gaps, 3 point spacing, weak side stretches defense
- Offensive Rotations- Pass/Cut/Fill, Drive/Drift, Dive/Lift, perimeter movement off penetration (creating long close outs), post movement off penetration (circle under vs short corner drift), high/low post interaction
- On Ball Screens- Set up dribbles, two dribbles off pick, accept vs. reject, pocket pass, lob, pick and roll/pop, slip
- Off Ball Screens- Accept (curls, straight cuts, flares/ fades); reject, 1st Cutter vs 2nd Cutter, one to the rim, one shapes up to the ball and gets to space
- Defense- Closing out, weak side "I", deny vs Pack Line, help the helper, stunt and recover, defensive transition
- Defending On Ball Picks- prevent reject, trap, switch, hedge and recover, squeeze and get under (2 under), 1 under, downing; weak side rotation on roll vs recovering to own check
- Defending Off Ball Screens- Switching (Talk, Touch, Switch), trailing vs. shooting the gap, show and recover, bump the cutter

Technical and Tactical Components

Fundamental Movement Skills

- Lower body resistance training
 - Squats, Split Squats, lunges, deadlifts, Isometric stance
- Upper body resistance training
 - bench/ push ups, lat pulls, triceps extensions, shoulder press, lateral raises, biceps
- Plyometric Work

- Deceleration, Hurdle Bounding, Box Jumps
- o Agility, Balance, Coordination, Speed, Flexibility
- o Basketball Specific Movement
 - Running, Jumping, Landing, Lateral Movement/ Sliding

Offensive Skills

Shooting

Form Shooting

- o FOREST not BEEF
 - F Finger - Index and middle finger
 - O Off hand - Not involved in the shot.
 - R Rhythm - One motion shot beginning with dip to release
 - E Eyes - Doesn't really matter whether you follow the flight of the ball
 - S Sweep and Sway - Shoulders back, feet forward
 - T Turned to 11:00 for righties, 1:00 for lefties

Shooting on the move without ball

- o Catch with feet in the air
 - "Ball in the air, feet in the air"
- o 1/2 hops vs jump stops (Ray Allen)

Shooting off the dribble

- o Pull up jump shot
- o Step back jumper pushing off of inside foot

Dribbling

Ball Handling

- o Taps, 2 ball, tennis ball work, dribble moves on the move

Traffic Dribbles

- o Dribbling through contact
- o Crab Dribble forward and retreat
- o Pop Back dribbles to create space
- o Pull back crossovers to create space / beat defender

Speed Dribbles

- o Strong, weak, alternating hand

Change of Direction Dribbles

- o Tightly guarded
 - Crossover, between legs, behind back, spin dribble
- o Transition/ Open Play
 - Roll Over Cross, around the back, inside out
- o Combo Moves
 - In/Out/Cross, crossover jab, gallop dribble, gallop cross, hip swivel, spin dribbles

Finishing

- o Extension layup
- o Outside-inside power layup
- o Pull-up jumper
- o Tony Parker two-footed tear drop
- o Steve Nash one-handed runner
- o Reverse layup
- o Pro hop
- o Wrong-footed layups
- o Manu Ginobili Euro Step, Tony Parker spin move, Rondo reverses

Post Play

- o Sealing- duck in, spin technique, carve technique
- o Entries into post- triangle high/low when fronted
- o Cutting after pass- Laker cut, relocate base, cut against vision of the cover down
- o Drop step
- o Turnaround jumper

- Jump hook
- Up and under

Getting Open

- V-cuts
- L-cuts
- Blast cuts
- Ball cuts vs back cuts to relieve pressure
- Walk down post ups or foot fights

One on One Play

- Space Pivots to create room
- Shoulder to hip drives
- Tight to defender and keep on back (KOB)
- Crossover drives
- Strong side drives
- Jab step series (rocker step, shot fake circles)

Passing

- One and two handed
- Chest; bounce; push; hook
- Overhead; baseball
- Behind the back
- One handed off the dribble

Offensive Concepts

Rules of Play

1. 3 point line spacing
2. Pass and cut or occupy your defender
3. Limit stationary dribbling (Don't allow the ball to "stick")
4. Pass the ball if your teammates are open. Pass outside the fence (3pt line) or inside the house (key) but not in the yard (space in between)
5. Penetrate every time you don't have an open shot or open teammates.
6. Cut only if the ball handler is looking at you (or can see your cut).
7. Replace the open spot on the perimeter.
8. Options after catching the ball: sweep; shoot; pass

Pressure Release

- Overplay- Back cut
- Dribble at to back cut (bounce back dribble)
- Dribble at to inside cut replace (misdirection)
- Dribble handoff

Screening

- First cutter/ second cutter concept
- Back screens
 - UCLA High Post
 - Flex Cut Screens
- Down screens
- Ball screens
 - Pick and Roll
 - Reverse Pivot Roll vs Run Out Roll
 - Lob Pass vs Pocket Pass
 - Lift man concept / Closed Side P & R
 - Pick and Pop Open Side P & R
- Flare Screens

Penetration Principles

- Moving without the ball on penetration to avoid "3 in a row"
- Relocating against uphill vs downhill help to promote longer closeouts
- Baseline drive, baseline drift

Transition Play

- Running lanes Enter Lane Early, Exit Lane Late
- Lead Post- Rim Racer, Trail Post- 3 point spacing
- Transition defense
 - Stopping ball, rim protecting

Defensive Concepts

Defensive Rules

- Protect the basket, ball pressure, jump to the ball, man and ½, constant purposeful communication

Individual Defensive Skills

- Maintaining ball pressure against dribbler; sliding, forcing, gapping
- Stance on ball on the perimeter; split middle foot, shoulders lower than offense.
- Help and recover; stunting
- Close outs

Team Defensive Concepts

- One pass away- denying pass lane vs drive line
- Bumping cutters and stopping ball cuts
- Help and recover
- Fronting the post with weak side help
- Pack Line defense vs deny
- Weak side help
- Defending Screens
 - switching, hedge and recover, down, squeeze

Rebounding

- Blocking out
- Swim technique
- Securing ball with two hands
- Protect the ball (Chin)

Off Court/ Classroom

Recovery

- Use of down time
- Sleep
- Nutrition/hydration - pre/post-game
- Being alert to overuse or growth pain

Social/Emotional

- Self-confidence
- Focus and concentration
- Anxiety
- Debrief
- Imagery/ Visualization
- Goal setting
- Centred breathing/ self-regulation
- Developing routines
- Internal / external motivation

Life Lessons

- Academic preparation and organization
- Time management
- Leadership skills
- Community building
- Community involvement
- Accountability

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **CITY OF MAPLE RIDGE - SPORT AND
PHYSICAL ACTIVITY STRATEGY**

Date: December 14, 2016
(Public Board Meeting)
Information

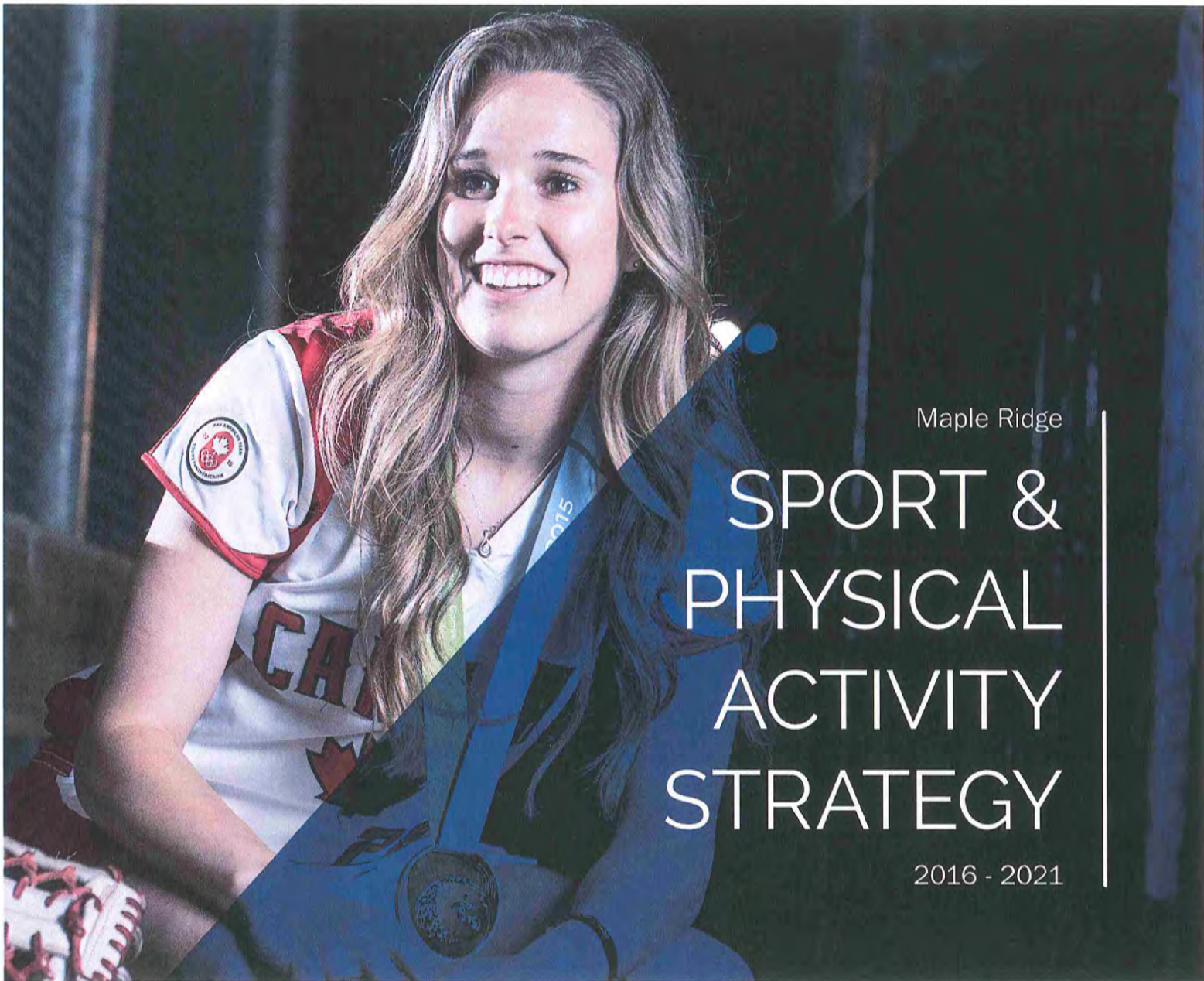
BACKGROUND/RATIONALE:

The City of Maple Ridge developed the attached Sport and Physical Activity Strategy with input from a variety of stakeholders including School District No. 42 representatives.

The school district provided specific input that allowed the City of Maple ridge to develop some strategy goals that better align with the new BC Ministry of Education Curriculum and reflect the role of the school district in the Maple Ridge community.

RECOMMENDATION:

THAT the Board receive the City of Maple Ridge - Sport and Physical Strategy report for information.



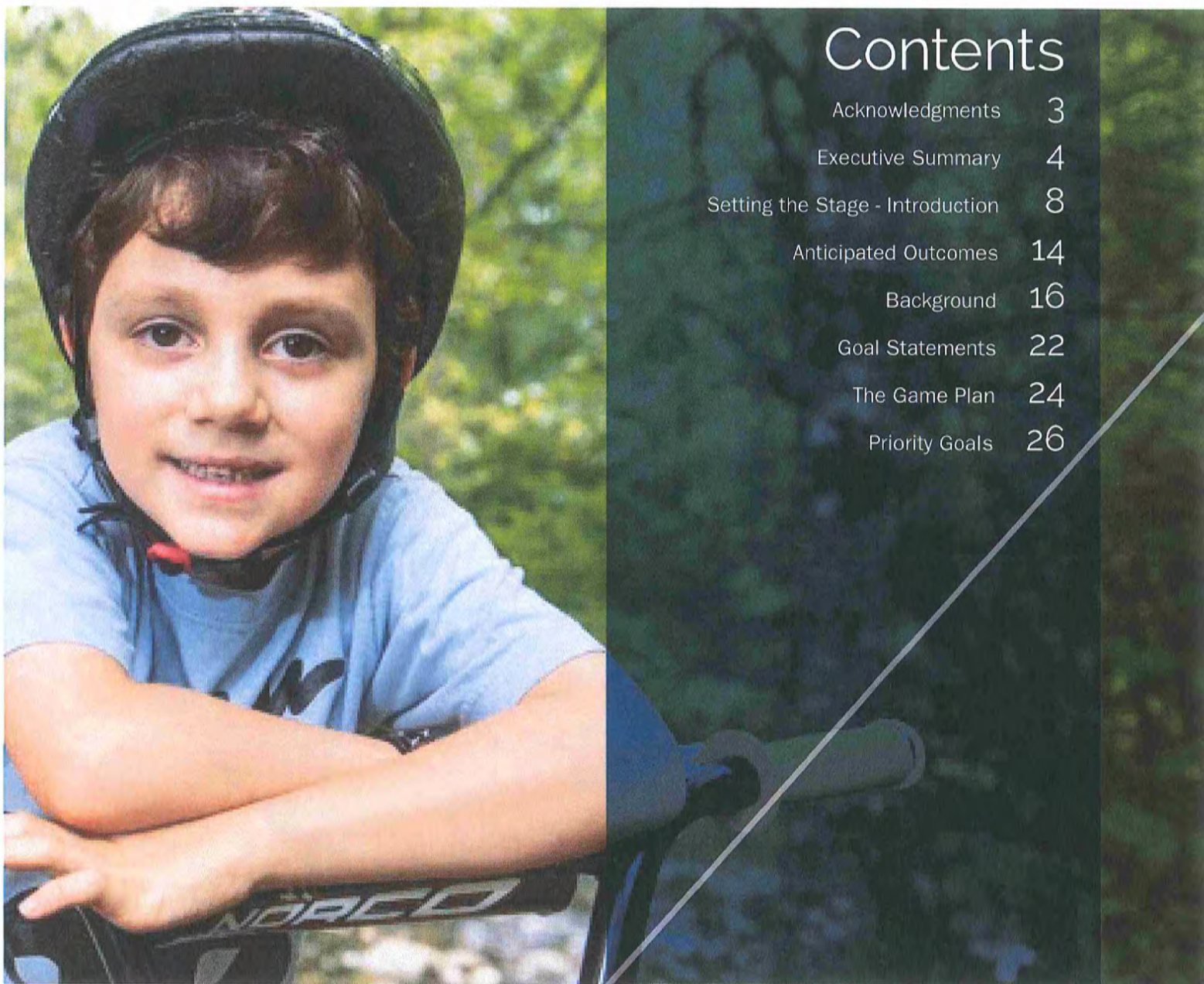
Maple Ridge

SPORT & PHYSICAL ACTIVITY STRATEGY

2016 - 2021







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Acknowledgments

The City of Maple Ridge would like to acknowledge and appreciate the numerous individuals who contributed to the development of this document.

- School District 42
- Fraser Health
- Pacific Sport Fraser Valley
- Ridge Meadows Minor Baseball
- Ridge Meadows Minor Hockey
- Bateson Martial Arts
- Ridge Meadows Minor Lacrosse
- Albion Football Club
- Haney Neptunes Swim Club
- Maple Ridge/Pitt Meadows HUB (bicycling)
- Ridge Meadows Bruins Rugby Club
- Speedminton Club
- West Coast Football Club
- Revolution Basketball
- Pitt Meadows Paddling Club
- Pickleball Representatives
- Haney Seahorses Swim Club
- Maple Ridge Squash Club
- Golden Ears Physiotherapy
- Pitt Meadows Arena
- Meadow Ridge Knights Football

Among others that participated in on-line research survey's, community conversations and shared their passion for sport.

The Community Development, Parks and Recreation Department's, Health and Wellness Staff facilitated the research and development of the City of Maple Ridge's Sport and Physical Activity Policy and contributed tremendously to this Strategy.



Executive Summary

The City of Maple Ridge is deeply rooted in sport participation and excellence. Situated between majestic mountains, rivers and lakes, and having plenty of parks, trails, sports fields and indoor facilities, there are numerous opportunities to participate in activity.

With over 80 organized Sport Clubs (profit and non-profit) in the community, emerging and well established sport organizations abound as is evident when one enters the bustling arenas, gymnasiums, fields, sport boxes, courts and pools throughout the year. These locations become much more than just a playing surface; it is where children often score their first goal, where parents and caregivers can socially connect and share stories, and where coaches guide and mentor youth, instilling confidence, teamwork and commitment to our youngest residents. Sport helps build strong, connected communities where participation and fun are the ultimate outcome.

The Maple Ridge Physical Activity Strategy ("the strategy") was developed to create a roadmap for discussion, action and change; taking sport to that 'next level' and to continue the dialogue of prioritizing health and activity as paramount in community well being. The development included community sport leaders in a collaborative, engaging consultation process that was rooted in community development principles. Recognizing community sport is largely delivered by way of local sport organizations (both formal and informal), schools, non-profit groups, private business, engaged and passionate citizens, and educators and through the municipal recreation department, drawing on these sectors formed the foundation of the team that contributed to the strategy. As was evident in this process, sport plays a vital role in building social capital, connected community networks and life-long relationships.

These sport, health and education sectors together align to create a participation



continuum where residents of all ages may participate in sport or be physically active throughout their lifespan and becoming ACTIVE FOR LIFE. According to the Participation Report Card on Physical Activity for Children and Youth, 77% of kids ages 5-19 participate in organized physical activity or sport.* However this same report notes participation in organized physical activities and sport is notably lower among girls, children and youth with a developmental disability. An outcome of this strategy is to identify and address barriers and continue to provide opportunities for every resident to be physically active and further increase sport participation. Physical literacy was added as a new indicator and measured in the report card, and a base line developed by which to measure for future years. Nonetheless, education and information describing and informing parents on physical literacy is a top priority recommended by both the report card and as well within this strategy.

The implementation of the strategy will rely on the foundation of which it was built. It acknowledges that community leaders, School District 42, local health agencies, physical

activity advocate agencies and the Parks and Recreation Department will drive the actions forward and this living document will be updated as new commitments, initiatives and partnerships are developed.

Existing relationships both new and long standing formed the foundation of the development of a steering committee that initiated the process with the development of the strategy vision:

VISION Statement:

For present and future sport and physical activity: Maple Ridge will strengthen our community by providing lifelong sport and physical activity opportunities so that all residents may experience the joy of participating in sport, and achieve their full potential in the areas of sport skill development, excellence and sport leadership.

Footnote: 2016 Active Healthy Kids Canada – Report Card of Physical Activity for Children and Youth <http://www.participation.com>





7 Goals

Goal # 1

Strengthen interaction between sport delivery agencies

Goal # 2

Enhance Physical Literacy (Fundamental Movement Skills)

Goal # 3

Quality Facilities for Participation and Performance

Goal # 4

Leadership and Community Involvement

Goal # 5

Accountability

Goal # 6

Inclusion and Diversity

Goal # 7

Communication

The commitment to open communication, collaboration and the desire to be involved in the creation of a collective plan to support sport and physical activity resulted in numerous sport champions having involvement in various stages of the creation of this document. It is with these groups and the commitment to continue with the passion and momentum that the strategy goals and actions will come to life.

The Maple Ridge Sport and Physical Activity Strategy consist of seven priority goal statements that guide the overall direction of the strategy. The 7 goals are:

Under each goal statement a number of specific actions are included and sport sector and agency leads identified. The leads will require support and involvement from local sport organizations, school representatives and other interested community residents to address the action that supports the goal statement.

The Strategy was developed to create a coordinated vision for sport and physical activity to support life long participation for increasing the health and wellness of community. In doing this, the strategy will enhance capacity and foster alignment and collaboration between sport and recreation and empower the sport sector to advance local sport in our communities.



Setting the Stage - Introduction

Citizens residing in Maple Ridge and Pitt Meadows are active and participate in sport and physical activity with 97% of residents using at least one recreation service or facility at least once per year and where the majority of residents participating in physical activity to stay healthy and fit.*

The Sport and Physical Activity Strategy's Vision and Priority Goals provides a framework to support opportunities for residents to be engaged, active and provide life skills that is crucial to healthy development and wellness throughout ones life.

Physical activity is a key determinant of health status and is essential to personal health and quality of life. Municipal recreation by way of various facilities, parks, trails, programs and services provides affordable and accessible opportunities that can positively impact the health and well-being of residents, especially vulnerable sectors that may not otherwise have an opportunity to

participate. The same principles apply to organized and informal sport where sport participation can provide the glue for social connectedness and foster a sense of 'we' and belonging. These factors along with physical activity provided by education institutions, were key in the development of the strategy. Regardless of culture, economic status and physical ability, as identified in focus groups sessions, the shared goals for these sectors is to increase participation for residents to become and stay active and healthy throughout their lives.

The Governor General of Canada proclaimed "2015 – The Year of Sport in Canada." The theme; Canada: A Leading Sport Nation. This proclamation and the value placed on the power of sport and participation is truly the essence of the Sport and Physical Activity Strategy.

The strategy was developed using a multi-sectoral approach and those involved were instru-




mental in forming the process that values the underlying importance and positive impact of being physically literate and actively engaged building strong families and healthy communities.

Municipal recreation has always played a significant role in the continuum of sport and active participation. Parks and Recreation Departments will often be the first provider of initial experiences with sport through early skill development. It is at these “Learn To” or introductory level programs that the child plays, has fun, gains confidence, and becomes familiar with how their bodies can move as they participate in physical activity.

From here children may enter into community based sport associations, or continue their journey being active and physically literate by running, jumping and throwing on their own through active play and later as they enter the education system. The link therefore between municipal recreation, sport associations and schools is already connected. Recreation has a role to support sport in both the community level and within the schools as kids transition to community or

school sport programs. It is however at this junction that the three, with similar goals and outcomes can strengthen the link and be better connected. The strategy is intended to foster collaboration between these sectors and continue the partnerships on the delivery of sport and physical activity to children and youth as they intertwine between school sports participation, community sport participation and eventually remain active into adulthood.

Recreation also support sport through providing facilities (pools, gymnasiums, arenas, fields, multi purpose spaces), parks and trails, coaching and volunteer training, assistance with special event hosting, expertise sharing, grant applications and allocations and facility booking/joint use agreements.

 Footnote: *2014 Sentis Market Research Inc. Parks and Leisure Services Survey.



How We Got Here

Over the past few years, numerous community leaders championed initiatives that have benefited and continue to support sport in Maple Ridge. With the announcement of Vancouver – Whistler's bid to host the 2010 Winter Olympics Games, the spark was ignited locally to celebrate the power of sport in our own backyard. Maple Ridge hosted their own celebratory events at Game time, renewing a sense of energy and pride for sport and volunteerism within the community.

This vibrancy continued well into 2011 with a cohort of sport advocates aligned with the British Columbia KidSport Association to create a local KidSport Chapter in our area. Backed by a staggering statistic that 1 in 3 Canadian children cannot afford to 'get in the game,' KidSport continues to provide monetary support to children and youth where financial limitations are a barrier to participation. Because of compassionate volunteers that strongly believed that all children should be afforded the opportunity to play, KidSport

Maple Ridge / Pitt Meadows quickly became and remains a successful funding body within the community.

Maple Ridge is fortunate to have a Canadian Tire Jumpstart Chapter that provides financial support to children and youth who cannot afford the costs associated with sport, recreation and active programs. Thanks to the generosity of the local Canadian Tire, and affiliated businesses, on average, 500 children and youth per year received financial assistance so as to remain involved and connected to sport in their communities.

These examples are indicative of how the community values the importance of sport in a child's life and the firm belief that participation is more than just 'being on a team.' That being connected to a sport team or association fosters not only physical literacy and healthy habits in young people that will carry them through to adulthood, but as well, provides an environment where leadership



skills, social connections for both player and parents are built, and confidence and self-esteem develops.

With the success of KidSport, volunteer energies shifted to creating an event to provide information to parents and families of the numerous sports available to play in Maple Ridge. With this idea, the Maple Ridge Pitt Meadows Sports and Recreation Expo came to life. The interactive event showcased sport, recreation, and sport funding organizations in the area and provided a range of activities for all ages to experience. This grassroots event became a platform for discussions with participating sport groups to share their strengths, challenges and opportunities and with the conversations emerged the realization and desire for greater community sport collaboration.

The Expo embraced new themes each year and in 2012, the theme was Physical Literacy, a relatively unknown term in local sport language. The event drew a dynamic speaker from then, Vancouver 2010 Legacies Now, who spoke on the underlying principles of Physical Literacy and Active for Life, both components of the Canadian Sport for Life Principles.

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to take responsibility for engagement in physical activities for life.*

In 2013, another well-respected key note speaker from Legacies Now, delivered a message, speaking to those in attendance about “getting people working together.” His message centred on the importance of collaboration and the strength in numbers when pursuing improvements or change movements in sport. The Sport and Recreation Expo proved to be a vehicle to build relationships and gain a better understanding of sport stakeholders all of which are local sport groups, the volunteers within those groups and the participants of sport and physical activity in our community.

Consistent with the practice of collaboration, information was collected from champions within a variety of sports and preliminary research focused on building capacity and developing a process to work together towards common goals at the grassroots level. It was at this time the benefits of working together for a shared plan become clearly evident.

Footnote: *International Physical Literacy Association, May, 2014





Why Develop a Sport & Physical Activity Strategy?

The Sport and Physical Activity Strategy is a means to guide and provide a reference tool for the recreation department, sport and community groups and School District, and work together towards common goals to the benefit of a healthy and active community. The strategy will provide the basis of building a healthy community where citizens are encouraged to maintain a healthy and active lifestyle through life-long participation in sport and recreational activities.

The strategy is intended to identify short

term and long term goals which was developed with the community but will be facilitated and led by staff in the Parks and Leisure Department. The Priority Goal Statement and subsequent Action Plan will require a network of community residents representing sport and physical activity groups, clubs or agencies who will collaborate and engage their own groups in the completion of the actions. This will require a commitment to the shared vision and direction set forth in the strategy, but most of all for continued advocacy for sport and active living.





Anticipated Outcomes

In 2010, Maple Ridge Pitt Meadows Parks and Leisure Services Commission endorsed the Parks, Recreation and Culture Master Plan. This strategic planning document involved extensive research and analysis and continues to serve as an important guide to identifying priorities in the community. The development of the strategy is a recommendation related to service delivery and programming within the PRC Master Plan. The importance and value to strengthening community capacity building, group development and delivering sport and physical activity through a network approach aligns with the Parks and Leisure long range plans for continuous improvement and growth.

The strategy and the actions embedded within each priority goal statement are anticipated to produce tangible outcomes that will further the physical activity movement and deepen sport development. Some of these outcomes include:

- Enhanced working relationships between recreation, education, sport and health. Development of short term and long term community goals based on shared collective actions.
- Increase in sport and physical activity participation and program and services inclusivity and accessibility.

- Understanding groups capacities and abilities for involvement in a collaborative network now or in the future.

- Commitment to coordinated and sustainable approaches in utilizing shared resources; find links and common themes between the groups.

Adoption and endorsement of Canadian Sport for Life and the Long Term Athlete Development Framework within local sport governance.

- Development of a Sport Network; local sport organizations that advocate, share best practices and advise on the advancement of sport and physical activity.

Supporting engagement in enhanced planning of new facilities, programs, services and partnerships.

- Providing a vehicle for supporting new, expanding and emerging sport organizations and understanding and addressing sport needs, gaps and successes

- Fostering community leadership and capacity.

Greater shared understanding of Active for Life Principles through the process of network development and enhanced collaboration.

- Greater global understanding of physical literacy by the community.

- Supporting and providing the ability for residents to be active and healthy through improved health and wellbeing.



Background

Throughout the development of the Strategy, reference was made to key best practice research and guiding complimentary frameworks on sport, community health and physical activity. The Canadian Sport Policy sets the national expectations on promotion and celebration of sport participation and excellence that includes values such as fun, commitment, personal development, accessibility, respect and fair play. As is relevant at all levels of government, the policy notes efforts must be made to increase collaboration amongst federal and provincial government towards the Canadian Sport Policy goals:

1. Introduction to sport
2. Recreational Sport
3. Competitive Sport
4. High Performance sport
5. Sport for Development

The policy goals and outcomes are a framework for the development of action plans at various levels, and was influential at a local level in the Sport and Physical Activity Strategy whereas improved health and wellness and participation is a combined desired outcome both nationally and locally.

The Canadian Sport for Life model aims to improve the quality of sport and physical activity in Canada.* Within the model are pillars to accomplish the goal, which include physical literacy, long term athlete development and active for life.

Physical Literacy a key component of the strategy as competence in movement provides the individual with the ability to confidently navigate ones world. Physical literacy is learned and strengthened through sport and through non-sport activities such as recreational play both structured and unstructured, hence its value and tie with other service partners such as schools childcare centres and other



community based recreation groups. Physical skills learned can be transferred to multiple environments throughout ones lifetime and provides the basis for an individual to be active for life through lifelong participation in sport and physical activity.

The idea of leading an active lifestyle outside of sport is identified within this document as Physical Activity. Sport alone does not define how every resident in Maple Ridge choses to be active. For some, the word 'sport' may be a barrier in itself for engagement. Therefore it's not important that every person participates in sport, but rather every person participates in some sort of physical or wellness activity.

The strategy aims to support long term athlete development, although does not specifically include defined goals to enhance athletic excellence. Rather, fundamental movement skills which are building blocks to any mastery of a physical movement, will support the

broader strategy and goals of improved physical literacy and participation.

The Maple Ridge Sport and Physical Activity Policy provides clear direction on the philosophy of working together for the advancement of sport and activity in our communities.

Sport & Physical Activity Policy Vision:

Maple Ridge values and celebrates sport and physical activity as an integral component in a healthy and active community, essential to quality of life.

Participation in sport is increased by strengthening sport and community partnerships, and committing to coordinated and cooperative approaches in identifying common interests, goals and challenges in the provision of quality sport and physical activity opportunities.

Footnote: *canadiansportforlife.ca



Sport & Physical Activity Policy Guiding Principles

The following principles support Maple Ridge's vision and provides a framework for Parks and Leisure Services to work collaboratively with new, forming and established Community Groups in the growth of physical activity and sport.

We believe:

1. All children and youth should have the opportunity to access affordable sport and recreation in their community.
2. In providing inclusive, accessible and life long opportunities for sport participation in the health and well being of residents.
3. All residents should be provided a variety of physical literacy competency opportunities towards being active for life.
4. In enhancing working relationships and partnerships between recreation, education, sport, health, transportation and tourism.

5. Collaboration and sharing knowledge and expertise benefits the development of quality sport in the community.
6. In recognizing the relationship and mutual benefit between sport, community and business stakeholders.

As the policy informed the strategy, together the documents identified issues, pressures and opportunities within the community sport delivery model recognizing the role municipal recreation plays in supporting and improving community health and physical activity. These components were identified through sport group consultations.

The strategy is intended to be a five year working document, that will provide a longer term vision of sport and physical activity, yet recognizes the need to be flexible to allow for refocusing as needed, in response to community trends, best practices and industry standards.



Sport Group Findings

Key themes emerged:

Strengths and Opportunities

- Volunteer and coaches recruitment is stable for some, but succession planning continues to be top of mind for organizations with long-term volunteers
- Desire for increased collaboration and communication with other groups, with the City and School District
- Desire to build on groups promotional tools to increase awareness and further grow the sport
- Strengthen promotions, branding, and awareness campaigns on volunteer commitments and administration responsibilities
- Groups looking for accessible and affordable community based coaches training
- Desire to establish code of conduct and best practices for coaches
- Realization for the need for mentorship opportunities such as player to coach continuum
- Opportunities to learn from each other, use expertise, learn from experience, share resources
- KidSport and Jumpstart funding avenues are valued and recognized as key
- An existence of organized networks: Field Allocation Users, Field Sports Association, Ice Allocation, Sport and Recreation Expo Committee, desire to utilize
- There is tremendous expertise and willingness to transfer knowledge within the community and individual sport associations
- Some sport groups have a long history within the community and volunteers have deepened pride within the organization.
- Continue to have a committed and engaged volunteer base. Strong leadership exists within many groups
- Many groups believe sport involvement for all involved is all about fun, health, friendship and social connections
- Sport associations value the confidence building, skill development, spirit, sportsmanship, competition, teamwork that comes with involvement in sport
- Belief that sport is building self-esteem, confidence, integrity, honesty, respect in children and youth
- Membership continues to grow sometimes beyond volunteer capacity in some groups
- Technical skills and passion evident in coaches
- Understanding that sport builds a strong sense of community
- All groups focus on player development and recognize the contribution to high level athletics

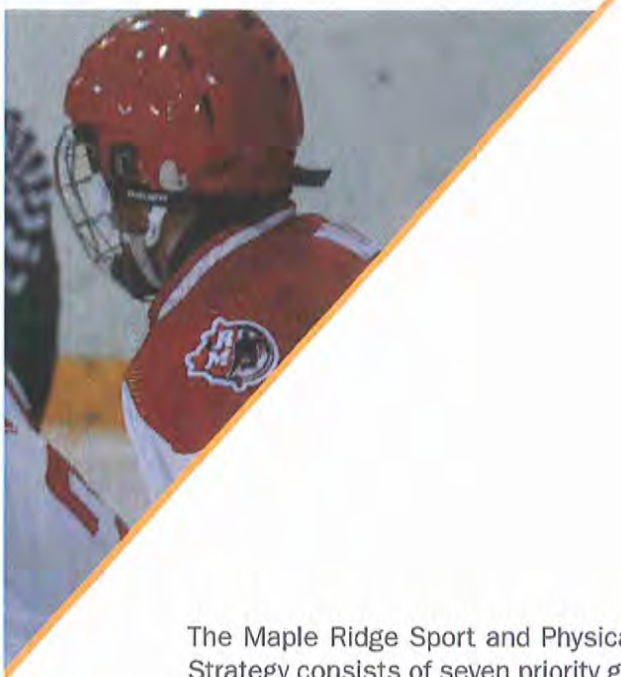




Challenges & Growth Areas

- Physical literacy education and awareness. Canadian Sport for Life principles still fairly unknown
- Need to address burn out of highly committed and engaged volunteers
- Feeling of a lack of volunteer engagement
- Perceived lack of facilities for individual sport needs and desires
- Feeling of a threat to loss of existing facilities due to growth of other sports
- Sport specialization at a young age
- Lack of physical activity. Kids not developing fundamental movement skills and children entering programs can lack basic movement skills
- Feeling of a lack of qualified volunteer coaches; passionate parents taking roles above skills level to support registration numbers in the sport
- Groups seeking support in developing programs. Looking to others for expertise
- Player retention; youth may drop out due to bad experiences, not fun, too much pressure to succeed
- Assistance required for promotion and increased awareness of some sports
- Lack of large enough facilities to host flagship tournaments in one place
- Facility (fields) availability continues to be a challenge due to growth of field sports
- Programming in areas to support the sport i.e youth introduction to specific sport ie. learn to skate for older age groups
- Continue to improve collaboration between sport groups – work together; meetings on best usage; meetings for input on upgrades to facilities; improved communication and relationships
- Understanding groups capacities and abilities for involvement in a collaborative network now or in the future. Build relationships and lay the foundation for collaboration





Priority Goal Statements

The Maple Ridge Sport and Physical Activity Strategy consists of seven priority goal statements that guide the overall direction of the strategy.

Priority Goal # 1

Strengthen interaction between sport delivery agencies

- Maple Ridge is a model of cooperation and collaboration amongst government and non-governmental organizations in the delivery of sport in the community.

Priority Goal # 2

Enhance Physical Literacy (Fundamental Movement Skills)

- Every individual in Maple Ridge regardless of age, will be physically literate and have the fundamental movement & sport performance skills to enjoy sport & physical activity, to the best of their ability.

Priority Goal # 3

Quality Facilities for Participation and Performance

- There will be an adequate number and quality of sport facilities to support expanding participation and ability to host sport events.

Priority Goal # 4

Leadership and Community Involvement

- Maple Ridge will have sufficient number and quality of volunteers and staff who are skilled in coaching, officiating and administering the sport system.

Priority Goal # 5

Accountability

- Maple Ridge staff will monitor and report back to Maple Ridge Council and other key stakeholders on the Strategy goals and actions.

Priority Goal # 6

Inclusion and Diversity

- Maple Ridge provides opportunities for all residents to access affordable sport and recreation activities, and is recognized for its inclusivity of people with disabilities, visible minorities and financial challenges

Priority Goal # 7

Communication

- Citizens of Maple Ridge are aware of and understand the key benefits of participation in sport and physical activity.





The Game Plan

"Maple Ridge will strengthen our community by providing lifelong sport and physical activity opportunities so that all residents may experience the joy of participating in sport, and achieve their full potential in the areas of sport skill development, excellence and sport leadership."

The following Strategy Implementation Plan encompasses the prioritized strategic goals and actions and identifies the community sport stakeholders, physical activity and health agencies among other champions that will be responsible for delivering the actions within the recommended timelines. The actions identified in the plan can be achieved through participation of local sport associations and their board members, volunteers and parents and participants, key representatives from School District 42, PacificSport Fraser Valley, Parks and Leisure staff.

Items requiring funding will be identified and determined how best to support with a potential to utilize City capital reserves, Parks,

Recreation and Culture Master Plan growth funding, grants and sponsorship funding. The implementation solidifies the community's investment in sport and physical activity.

Glossary:

Sport Network - Proposed organization comprised of community groups and agencies who provide sport, physical activity or health programs or services in Maple Ridge/Pitt Meadows

Local Sport Organizations – Non-profit Sports Clubs & Associations

Regional Sport Advocate Agencies – PacificSport Fraser Valley, Canadian Sport 4 Life, viaSport



Priority Goal #1 - Strengthen interaction between sport delivery agencies.

Maple Ridge is a model of cooperation and collaboration amongst government and non-governmental organizations in the delivery of sport in the community.

	ACTIONS	STAKEHOLDERS	TIMELINE
1.1	Develop and facilitate lectures and workshops for community sport groups and educators that focus on the development of physical literacy, coaching certification programs and other sport related training. Other sport leadership development workshops may include volunteer management, non-profit board development, sponsorship and fundraising	Sport Network Parks and Leisure Local Sport Organizations School District 42 Regional Sport Advocate Agencies	November 2017
1.2	Create mechanisms and opportunities for community sport groups to mobilize and share information and best practices, techniques and resources in areas such as multi-sport technical leadership, biomechanics, sport physiology, training methods etc.	Sport Network Parks and Leisure Local Sport Organizations Regional Sport Advocate Agencies	November 2017
1.3	Develop an integrated approach for community sport groups to focus effort and resources on physical literacy, fundamental movement skills and technical sport skill development for children and youth.	Sport Network Parks and Leisure Local Sport Organizations	September 2017

Priority Goals

Priority Goal #2 - Enhance Physical Literacy

Every individual in Maple Ridge regardless of age, will be physically literate and have the fundamental movement and sport performance skills to enjoy sport & physical activity to the best of their ability.

	ACTIONS	STAKEHOLDERS	TIMELINE
2.1	Raise awareness and promote the importance of physical literacy skill development through a multi-sport framework for sport leaders, educators and parents through educational opportunities, workshops, and distribution of physical literacy resources and promotions.	Sport Network Parks and Leisure Local Sport Organizations Regional Sport Advocate Agencies School District	November 2016
2.2	Provide opportunities for sport administrators, recreation program leaders, community sport coaches, educators and fitness professionals to learn methods of teaching physical literacy skills to children, youth, adults and seniors.	Sport Network Parks and Leisure Local Sport Organizations Regional Sport Advocate Agencies School District	Summer 2017



	ACTIONS	STAKEHOLDERS	TIMELINE
2.3	Work with partners to provide Canadian Sport For Life sanctioned physical literacy skill development programs for children and youth in Maple Ridge and Pitt Meadows schools. Inclusive of Long Term Athlete Development and high performance programs.	Sport Network Parks and Leisure School District Local Sport Organizations Regional Sport Advocate Agencies	September 2018
2.4	Identify and seek to address challenges that are preventing various high-barrier groups from developing physical literacy skills and getting adequate levels of physical activity.	Sport Network Parks and Leisure Local Sport Organizations Regional Sport Advocate Agencies School District	January 2018
2.5	Provide physical literacy resources to school administrators, educators, recreation administrators, recreation program leaders, local sport administrators, community coaches and early childhood educators and childcare operators and parents.	Parks and Leisure Local Sport Organizations Regional Sport Advocate Agencies School District	September 2017
2.6	Collaborate with School District 42 to integrate Strategy goals with the new BC School Curriculum.	Parks and Leisure School District	April 2017



Priority Goals

Priority Goal #3 - Exceptional Facilities for Participation and Performance

There will be an adequate number of sport infrastructures to support expanding participation and capacity to host sport events.

	ACTIONS	STAKEHOLDERS	TIMELINE
3.1	Conduct a sport facility analysis identifying the current inventory and existing capacity.	Parks and Leisure	April 2017
3.2	Explore and identify facility types that will support the future growth of sport and physical activity.	Sport Network Parks and Leisure Local Sport Organizations City Departments	August 2016
3.3	Continue to support the facility use agreements between the City of Maple Ridge, City of Pitt Meadows and School District 42 with emphasis on sport access.	Sport Network Parks and Leisure School District	September 2017
3.4	Research the application process and deadlines for Provincial Gaming grants and Federal/Provincial Infrastructure grants that fund capital development facility projects.	Parks and Leisure	ongoing



Priority Goal #4 - Leadership and Community Involvement

Maple Ridge and Pitt Meadows will have sufficient numbers and quality of volunteers and staff who are skilled in coaching, officiating and administering the sport system.

	ACTIONS	STAKEHOLDERS	TIMELINE
4.1	Form a Sport and Physical Activity Network comprised of representatives of Maple Ridge and Pitt Meadows community sport organizations, School District 42 and Fraser Health to determine who will represent on the network. This group will provide leadership, provide an advisory function and will support to foster an inclusive sport and physical activity community network.	Parks and Leisure School District Fraser Health Local sport organizations	January 2017
4.2	Plan and facilitate fun and affordable multi-sport skill development activities for children in local schools. Provide introduction to mainstream and emerging sports to children 6-12 years of age.	Parks and Leisure School District	January 2017
4.3	Liaise with local sport alumni and use expertise and share experiences and knowledge in sport development (coaching, mentoring, administration, officiating, tournament organization etc.) Support athletes as leaders and role models within their chosen sport and in the community.	Sport Network Local sport organizations Athletes	April 2018
4.4	Host Coaching Development and Certification Programs and other relevant workshops for local sport organization coaches, board members and volunteers.	Sport Network Local Sport Organizations Regional Sport Advocate Agencies Parks and Leisure	September 2016
4.5	Partner with Fraser Health in delivering physical activity promotions and programs.	Sport Network Fraser Health Local Sport Organizations Parks and Leisure	January 2018

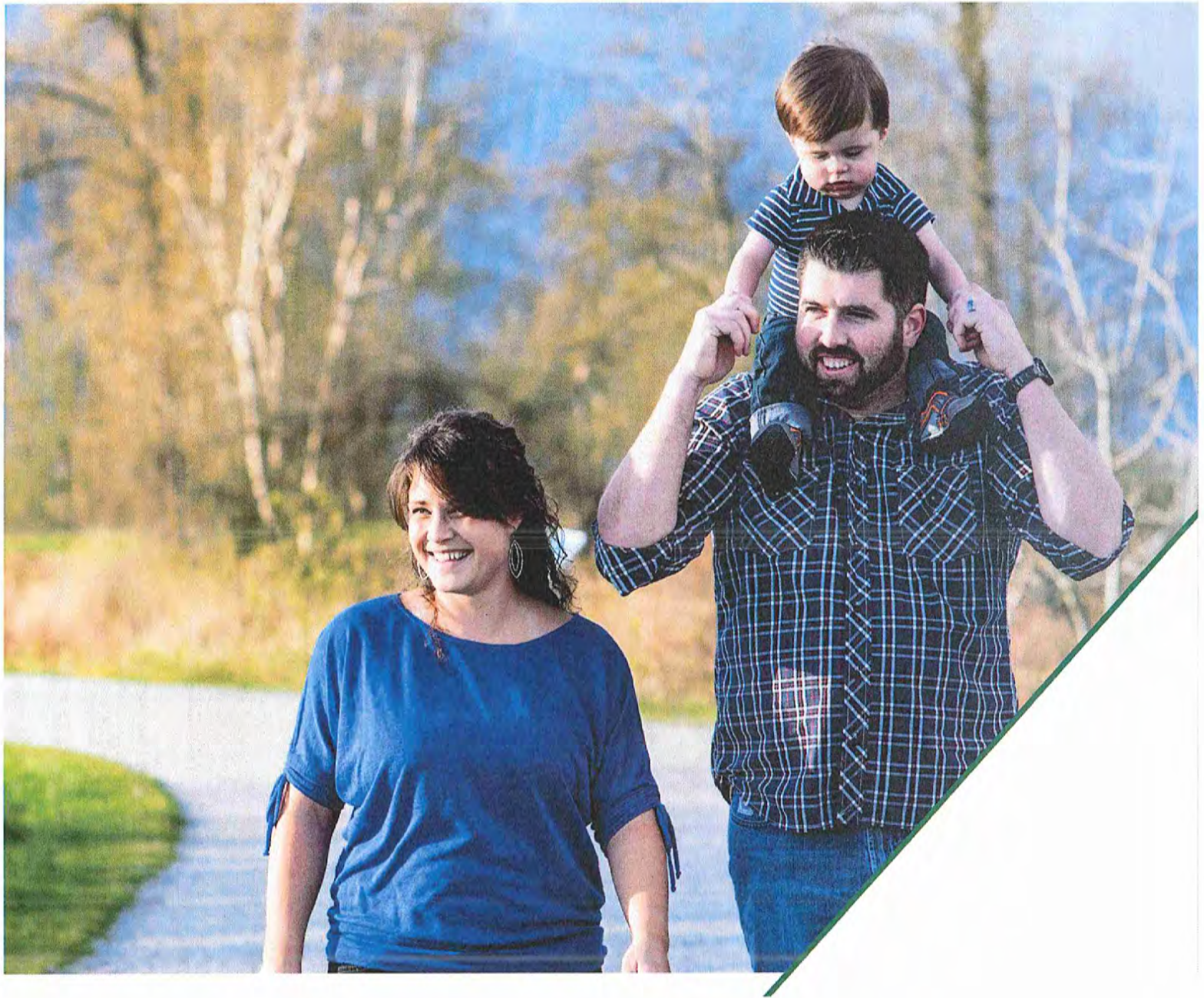


Priority Goals

Priority Goal #5 - Accountability

Maple Ridge Parks and Leisure Services staff and the Sport and Physical Activity Network will monitor and report back to the City Councils, Maple Ridge Pitt Meadows Sport Network members and other key stakeholders on the strategy goals and actions.

	ACTIONS	STAKEHOLDERS	TIMELINE
5.1	The proposed Sport and Physical Activity Network will oversee the delivery of the goals and actions outlined in the Maple Ridge Sport and Physical Activity Strategy.	Sport Network Parks and Leisure	Ongoing
5.2	Develop benchmarks and success indicators to measure and evaluate the achievements of the Maple Ridge Sport and Physical Activity Strategy.	Sport Network Parks and Leisure Local Sport Organizations	April 2017
5.3	Report twice annually to Council on the status of achieving the goals and actions identified in the strategy. Identify and respond to emerging issues, trends opportunities as they align with the strategy.	Sport Network Parks and Leisure	Twice Annually; Ongoing



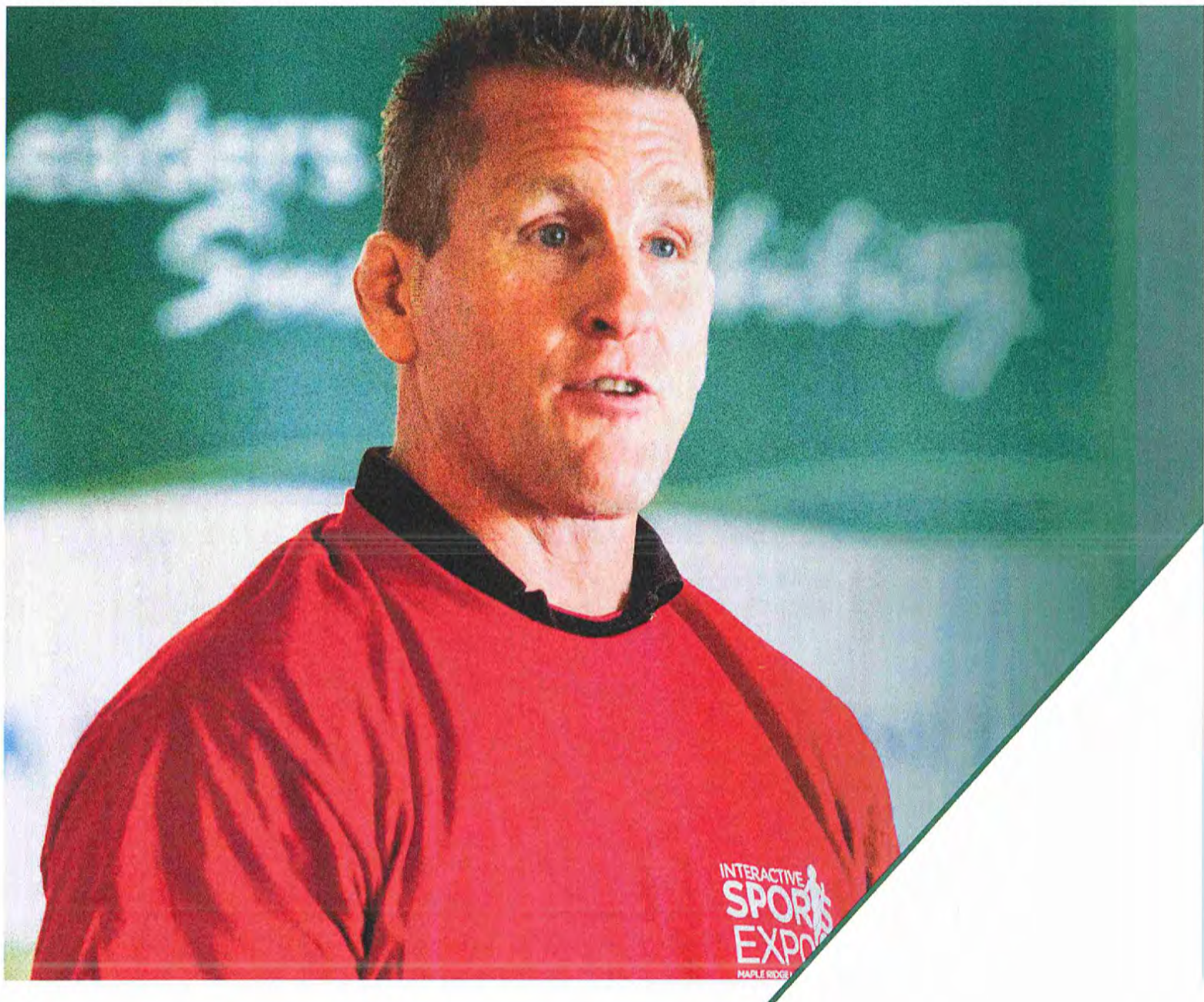


Priority Goals

Priority Goal #6 - Inclusion and Diversity

Maple Ridge provides opportunities for all residents to access affordable sport and recreation activities, and is recognized for its inclusivity of people with disabilities, visible minorities and financial challenges.

ACTIONS		STAKEHOLDERS	TIMELINE
6.1	Conduct research to determine financial barriers that prevent residents from participating in local sport activities, and take action to provide programs that reduce these barriers.	Parks and Leisure Sport Network	January 2018
6.2	Conduct research to determine barriers to participation in sport by our diverse multi-cultural community, and build capacity to address their sport program and facility needs.	Sport Network Parks and Leisure Local Sport Organizations	September 2018
6.3	Explore ways to retain existing sport and physical activity participants so they continue to participate in sport and physical activity for their lifetime (i.e. affordable programs, accessible facilities, health promotions and program/facility use subsidies).	Sport Network Parks and Leisure	April 2018



Priority Goals

Priority Goal #7 Communication

Citizens of Maple Ridge will be aware of and understand the key benefits of participation in sport and physical activity.

ACTIONS		STAKEHOLDERS	TIMELINE
7.1	The proposed Sport and Physical Activity Network will develop a communications plan to share information between members and to communicate information to residents regarding community sport opportunities, the benefits of participation in sport and physical activity, fundamental movement skills, coaching education programs, tournaments and events etc.	Sport Network Parks and Leisure	December 2017
7.2	Raise awareness and promote the many sport and physical activity opportunities that are available in the communities of Maple Ridge and Pitt Meadows (i.e. listing of sport agencies in Leisure Guides, on-line information on Sport Network and City websites etc.)	Sport Network Parks and Leisure Local Sport Organizations	April 2018



ITEM 11

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: December 14, 2016
(Public Board Meeting)

Information

BACKGROUND/RATIONALE

On November 24, 2016 the Ministry of Education communicated to all school districts updates to the Grade 10-12 curriculum implementation schedule along with a summary of other important project-related information. (Attachment A)

On July 1, 2016, the Ministry of Education adopted the Student Progress Report Order. Schedule 2 of this order permits Boards of Education to establish local procedures for reporting on student progress at grades K - 9. The attached Reporting Procedure for School District No. 42 Grades K-7 was drafted to meet the requirements outlined in Schedule 2 of the Student Progress Report Order. (Attachment B)

RECOMMENDATION:

THAT the Board receive the Superintendent's Update, for information.



November 24, 2016

Ref: 191379

Dear Superintendents:

I am pleased to share updates to the Grade 10-12 curriculum implementation schedule along with a summary of other important project-related information.

Implementation schedule for the graduation years' curriculum:

The Ministry of Education has adjusted the implementation schedule for the graduation years' curriculum in response to feedback received from education partners.

This adjustment provides more time for educators to review and provide feedback on the Grade 10-12 curriculum, and also provides districts and schools more time to fully understand and prepare for the changes. In addition, the revised timeline will enable further engagement with post-secondary institutions, parents and students.

The draft Grade 10-12 curriculum is available for use and feedback during the 2016/17 school year. As part of this process, the Ministry, in collaboration with teams of teachers, will review and incorporate the feedback to create the final curriculum.

The draft 10-12 curriculum will continue to be available for trial use through the 2017/18 school year with the official version available in July 2018 for the beginning of the 2018/19 school year.

Update on provincial graduation assessments:

In May 2016, the Ministry announced changes to the graduation program and provincial assessments. These changes align with the redesigned curriculum and provide greater flexibility in how students are assessed. Provincial assessments now focus on literacy and numeracy skills.

These new provincial assessments are aligned with solid research, recommendations from the Advisory Group on Provincial Assessment (AGPA), and recent assessment think tank meetings hosted by the Ministry of Education. The Ministry is working with teams of teachers to develop the new provincial assessments focused on numeracy and literacy.

Both the numeracy and literacy assessments are on track. The numeracy assessment will be trialed in the spring of 2017 in preparation for implementation during the 2017/18 school year.

The literacy assessment will be trialed in the spring of 2018 for implementation in the 2018/19 school year, aligning with the implementation of the 10-12 curriculum.

.../2

Finally, there are a few additional project updates and reminders that I would like to highlight for your awareness:

Trial of the new Foundation Skills Assessment (FSA):

Teachers, schools and students have had an opportunity to participate in the trial of the new FSA between October 26 and November 26, 2016. The trial is open to all schools in British Columbia that enroll Grade 4 and 7 students.

Information about the FSA trials and how to administer have been sent to FSA coordinators.

Detailed information regarding the design of the new FSA can be found on the curriculum website [here](#).

K-9 reporting guidelines:

Changes to the Student Reporting Policy came into effect July 1, 2016. The changes are designed to align with the redesigned curriculum, and to allow time for the Ministry to consult widely with educators and parents on the future of communicating student learning and reporting.

Reporting Student Progress Grades K-9: Guidelines for School Districts is available to answer questions about the new Student Reporting Policy. The document can be found on the curriculum website [here](#).

The Ministry trusts that the information in this letter is welcomed by the sector; however we also recognize that it may raise new questions for districts. To help address your questions, please find the attached questions and answers document.

In closing, I want to thank you for your thoughtful feedback and input. This work would not be possible without the ongoing collaboration from our sector's educators across the province. I look forward to continuing our work together, and providing regular project updates, as we continue with the transition of the new curriculum, assessment, reporting and graduation program.

Sincerely,



Jill Kot
Assistant Deputy Minister

Attachment: Questions and Answers document

pc: BCSSA Executive
BCSTA Executive
BCPVPA Executive

Reporting Procedure for School District No. 42 Grades K-7 Schedule 2

The School District No. 42 Elementary Data Review and Reporting Committee, which includes teachers, administrators, and staff from Student Support Services, has been working for 6 years on an innovative reporting option for grades K-7.

The committee pursued and investigated ideas from across the globe and established a set of reporting principles based on this research. Our conferencing model involves no letter grades. Dialogue with students and their parents is central to our reporting method.

Our reporting methods align with BC's new curriculum and focus on three important core competencies – Communication, Thinking, and Personal/Social Responsibility. In School District No. 42, we want students to leave school with the ability to communicate clearly, to think critically and creatively, and to be both personally and socially responsible. It is through the curricular activities that these core competencies are nurtured and developed.

We also focus on the new curricular competencies. These competencies are designed to permit teachers to focus on the big ideas in the curriculum, and allow for cross-curricular learning opportunities. The circular diagram (see below) included in our reporting templates represents the competencies and curricular subjects and reminds us that the child is at the center of the learning. It is a helpful graphic that shows the interconnectedness of the core and curricular competencies.

Parents also have played a major role in our reporting journey. For two years we piloted our reporting process at 2 schools before offering the program district wide. Throughout our journey we have engaged parents through school-based surveys and video interviews. School District No. 42 also ensured that there were at least two meetings on reporting at each school per year, and that monthly updates occurred in school newsletters. Our district reporting website (see references below) has an extensive parent section that includes learning materials, videos, and a glossary of educational terms.

School District No. 42 continues to elicit parent feedback via ongoing parent surveys that are standardized across the district.

Reporting Procedure

Overview

The purpose of reporting should be to review student growth and to set learning goals. Communication with parents about student progress outside of the conferences and written summative report will be timely and responsive to individual student needs and circumstances.

Process

Our *Conferencing Model* for term 1 and 2 is student-inclusive. These conferences are to be documented using district reporting exemplars.

Term 3 is a non-conference written summative report card for Kindergarten to grade 7, which will include student self-assessment of the core competencies.

Term 3 Kindergarten report cards will have anecdotal comments to address student progress in relation to the learning standards of the curriculum.

Term 3 report cards for grades 1 - 7 will address students learning in relation to the learning standards of the curriculum and the *BC Performance Standards*.

For grades 4 to 7 no letter grades are provided at the conferences or for the Term 3 summative report card, but letter grades can be requested by a parent after the conference or after the written summative report card is received by parents.

In addition to the two conferences and the written summative report, timely and responsive information about student progress will be communicated to parents through telephone calls, use of journals, emails and other means as determined by the classroom teacher(s).

Our Reporting Principles:

- Conferencing includes parents and students
- Use a Conferencing Model that is student-inclusive
 - Parents, teachers and students conference together and students participate actively in the conference
 - Take some time to review current growth and celebrate strengths in the learning standards of the curriculum and the core competencies
 - Discuss progress in Language Arts and Math specifically
 - Focus on moving learning forward
 - What are the learning needs for this student?
 - Set goals together for future progress
 - Establish ways to support learning (what? how? who? timeline?)
- Post-Conference: Documents must be placed in student file and copies sent home
- Engage in ongoing assessment throughout the year
- Use proven assessment tools
- Provide timely and responsive information between conferences and the written summative report as required based on student needs/circumstances

References:

Our School District No. 42 Reporting Website:

<http://schools.sd42.ca/sd42reporting/parent-information/>

Reporting Templates:

<http://schools.sd42.ca/sd42reporting/templates/>

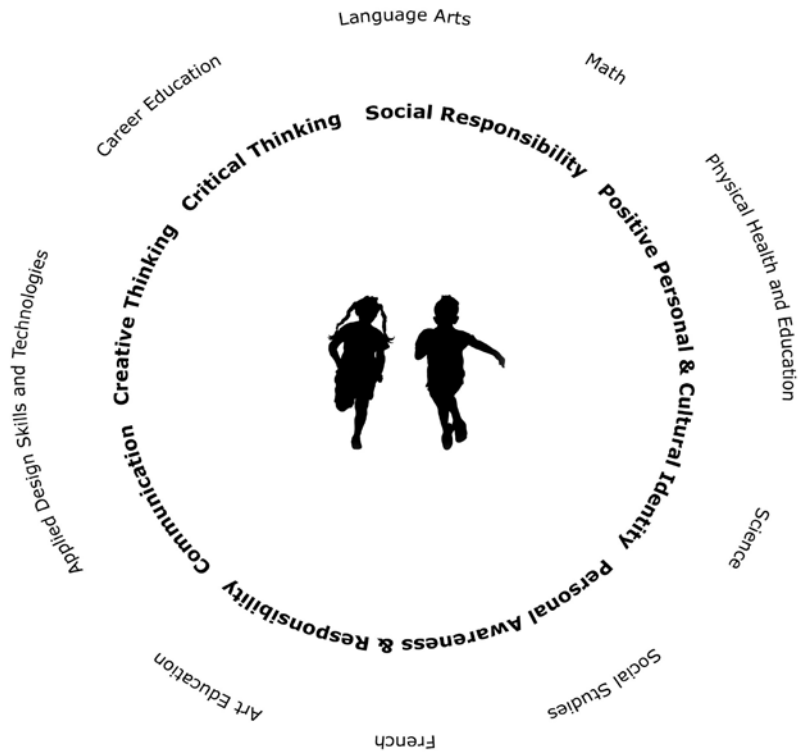
Our Teacher Training Materials:

<http://schools.sd42.ca/sd42reporting/teacher-training-materials/>

Kindergarten and Primary



Intermediate





ITEM 12

To: **Board of Education**

From: Board Policy Development Committee

Date: December 14, 2016

Re: **DRAFT REVISED POLICY:**
4410 TRAVEL EXPENSES

(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), the Draft Revised Policy 4410 Travel Expenses is presented to the Board for information.

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy before it is again presented to the Board for approval on February 8, 2017.

RECOMMENDATION:

THAT the Board receive for information and continuation with the consultation process Policy 4410 Travel Expenses.

Attachment

SD 42 POLICY: 4410

TRAVEL EXPENSES

The Board believes that travel may be necessary for employees and trustees and that appropriate expenses incurred during such travel must be reimbursed. In incurring expenses trustees and staff will be cognizant of their accountability for public funds and always utilize optimum discretion in ensuring the appropriateness and efficiency of expenditures.

Authority

The Board authorizes the Superintendent and the Secretary Treasurer to develop and implement all procedures related to travel expenses.

Guiding Principles

District issued credit card and direct billings to the District should be used to pay for school district expenses whenever possible. Travel miles or other points earned on travel or other expenses are to be utilized for school district business only.

When choosing the means and route of transportation the most direct or cost effective option should be chosen.

Travel advances may be requested for items that cannot be paid for with a district issued credit card or through direct billing to the District. The approval of the supervisor is required.

All expense claims must be submitted in a format prescribed by the school district immediately following the trip or no later than monthly.

Automobile Travel

1. Employees required to travel by automobile will be reimbursed for travel at the rate of \$0.54/business km. as adjusted from time to time to be equal to the higher of the rate negotiated in either the MRTA or CUPE contract.
2. Trustees will be reimbursed for travel by automobile outside of the District at the rate of \$0.54/business km. as adjusted from time to time to be equal to the higher of the rate negotiated in either the MRTA or CUPE contract.
3. Staff provided with a vehicle allowance will be reimbursed for travel by automobile outside of Metro Vancouver at the rate of \$0.54/business km. as adjusted from time to time to be equal to the higher of the rate negotiated in either the MRTA or CUPE contract.

4. Business Kilometres shall be calculated for travel between school district workplaces or for travel to an alternative workplace or for travel to meetings or other events required by the school district. When an employee is required to respond to an after regular business hours emergency situation at a school district site other than their regular place of work, business kilometers shall be calculated between the employee's home and the district site they were called out to. Travel to/from home from/to the employees' regular place of work will not be reimbursed. For travel outside the school district business kilometers shall be calculated from the point of origin or the District Education Office whichever is closest to the destination.
5. Employees/trustees who require the use of a rental vehicle for the purposes of conducting business, and if it is the most efficient and cost effective means of transportation, should acquire the type of vehicle most fitting to the need at the lowest cost. Approval of the supervisor should be sought prior to renting the vehicle and the cost should be charged to a district issued credit card. Rentals not charged to a district issued credit card must be pre-approved by the Secretary Treasurer or designate.

Automobile Insurance

6. Employees and trustees who utilize their private vehicles for Board of Education business must obtain business insurance with \$1 million third party liability.
7. Claims for increased costs due to the upgrade to business insurance from to and from work insurance, must be made annually on the renewal of insurance.

Air Travel Expense

8. On occasion, due to distance, time commitment, cost, and individual workload it may be most efficient to use air travel. In all cases, economy class is to be used. Exceptions require the approval of the immediate supervisor.
9. Airline tickets must be billed directly to the school district or purchased through a district issued credit card.
10. All out of province travel must be approved by the employee's immediate supervisor or in the case of the Superintendent, the Board of Education, prior to the trip.

Hotel Accommodation

11. Hotel accommodation must be booked in hotels that offer a government rate. The choice of hotel and room must be safe, economical and in close proximity to where the employee is travelling for business. Exceptions related to unavailability of government rate accommodation require the approval of the immediate supervisor.
12. Hotel costs should be billed directly to the school district or a district issued credit card must be used.
13. Hotel accommodation should be limited only to the time necessary to conduct Board of education business. If employees/trustees choose to stay longer than the time required to conduct business, the school district is not to be billed for this cost. Employees/Trustees are not expected to subsidize the District's cost of doing business nor are they expected to incur unnecessary cost for the school district.

Meals

14. While on travel involving school district business, the cost of meals will be reimbursed for employees and trustees. Only those meals actually purchased will be reimbursed, and must be accompanied by the detailed bill listing all purchases. If the bill is for more than the claimant, all other individuals' names must be included on the bill. Alcohol cannot be claimed and tips must be limited to 20% maximum.
15. Recognizing that meals in some urban centres may exceed the prescribed meal allowance employees/trustees should strive to choose restaurants where prices are not excessive.
16. Meal allowances may be claimed without receipts if the employee/trustee is entitled to claim the meal. The meal must not have been included as part of a course, meeting or other event. Meal allowances are as follows:

	Travel Within Canada	International Travel	
Breakfast	\$10 CAD	\$10 US	Claim if travel starts before 7 am or ends after 7 am
Lunch	\$14 CAD	\$14 US	Claim if travel starts before 12 noon or ends after 12 noon
Dinner	\$30 CAD	\$30 US	Claim if travel starts before 6 pm or ends after 6 pm

17. Meal costs and meal allowances for international travel will be reimbursed in Canadian dollars at the exchange rate established by the Secretary Treasurer or designate.

Miscellaneous Expenses

18. Costs for parking, internet, and other incidentals will be reimbursed at cost with the provision of a receipt. If receipts are not available, claims will be limited to \$15.00 maximum per item, per day.
19. Reasonable personal long distance calls to home will be reimbursed as well as any charge for local calls.
20. The cost of taxi, ferry and toll charges will be reimbursed at cost with the production of receipts.
21. Extended stays for personal reasons may be attached to trips. However, these require the approval of the supervisor, must be reported as vacation days, must not add additional cost to the District, and must not be charged to a school district credit card.

APPROVED:



ITEM 13

To: **Board of Education**

From: Board Policy Development Committee

Date: December 14, 2016

Re: **DRAFT POLICY:**
4600 PURCHASING GOODS
AND SERVICES

(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), the following draft policy and procedures are presented to the Board for information:

- Policy 4600 Purchasing Goods and Services
- Procedure 4600:1 Purchasing – Method to Obtain Goods and Services
- Procedure 4600:2 Purchasing – Methods to Obtain
- Procedure 4600:3 Purchasing – Obtain Vendor Pricing
- Procedure 4600:4 – Purchasing Competitive Bidding Process
- Procedure 4600:5 – Purchasing – Selection of Vendor Bids and Proposals

This draft policy and procedures replaces Purchasing Policy and Procedures (DJC – October 29, 2003), Purchasing Procedures – Purchases and Activities Resulting in Property Improvements (DJCA – October 8, 1996) and Purchasing Procedures – Personal Purchases (DJFB – April 10, 1990).

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy before it is again presented to the Board for approval on February 8, 2017.

RECOMMENDATION:

THAT the Board receive for information and continuation with the consultation process:

- **Policy 4600 Purchasing Goods and Services**
- **Procedure 4600:1 Purchasing – Method to Obtain Goods and Services**
- **Procedure 4600:2 Purchasing – Methods to Obtain**
- **Procedure 4600:3 Purchasing – Obtain Vendor Pricing**
- **Procedure 4600:4 – Purchasing Competitive Bidding Process**
- **Procedure 4600:5 – Purchasing – Selection of Vendor Bids and Proposals**

Attachment

SD 42 POLICY: 4600

PURCHASING GOODS AND SERVICES

1. PHILOSOPHY OF PURCHASING

The Board values the district purchasing department's contribution to educational and operational programs through:

- Application of specialized professional knowledge
- Development of district-wide standards
- Utilization of public purchasing standards
- Efficiency of acquisition service
- Realization of best value in acquiring goods and services

The Board believes the school district should cooperate with other public authorities when appropriate.

The Board provides direction for purchasing activities through the principles of purchasing outlined below.

The Board recognizes that professional judgement must be exercised in order to achieve an appropriate balance between the Board's principles of purchasing, and assigns to the Secretary Treasurer responsibility for those judgements. The Board states that its overriding purchasing objective is to satisfy the operational needs of the school district while realizing overall best value for the school district.

2. CONDUCT AND CONFLICT OF INTEREST

The school district's procurement activities must be conducted with integrity and the highest standards of ethical conduct. All individuals involved in the school district's procurement activities must act in a manner that is consistent with the principles and objectives of this policy and in accordance with *Policy 7213: Conflict of Interest – District Staff*.

3. PRINCIPLES OF PURCHASING

Obtain maximum value by considering the life cycle cost of purchases.

Conduct purchasing in an efficient and cost effective manner. Administrative effort and cost are to be commensurate with value of the purchase.

Provide purchasing discretion and flexibility for the school district, schools and departments within the granted authority and subject to optimizing best value for the school district as a whole.

Establish and renew standardization of goods where appropriate to disseminate experiential base and realize best life cycle value.

Procure goods and services without compromising a healthy, safe, relevant and aesthetically acceptable learning and working environment.

Provide reasonable opportunities for qualified suppliers and contractors to seek the school district's business.

Document rationale for purchases made other than lowest price bidder.

Select vendors through processes that are open, competitive and ethical.

Procure goods and service with due regard to our environment.

Utilize accepted professional practices for public sector buying.

Ensure that single and sole source exemptions align with the relevant trade treaties.

Utilize purchasing resources for the benefit of the school district.

4. AUTHORITY

The Board authorizes the Secretary Treasurer to commit the school district to purchase within the scope of this policy and to create all procedures required to support the implementation of this policy.

5. SCOPE OF POLICY

The scope of purchasing addressed by this policy is to include all goods and services except for:

- Major construction contracts where the Board has appointed an architect or consultant to manage the procurement process in accordance with applicable legislation and relevant trade treaties.
- Contracts which the Board specifically approve travel expenditures pursuant to Board *Policy 4410: Travel Expenses*.

APPROVED:

SD 42 PROCEDURE 4600.1

PURCHASING – METHODS TO OBTAIN GOODS AND SERVICES

1. AUTHORITY TO INITIATE EXPENDITURES

The Board, pursuant to its *Policy 4203: Budget Planning and Reporting*, establishes budgets and delegates to the Secretary Treasurer and the Superintendent the authority to incur expenditures pursuant to those budgets.

Administration through its management structure and allocation of budgets to operational activities delegates to Budget Managers authority to initiate expenditures.

The Board, through its *Policy 4410: Travel Expenses* has defined certain types and amounts expenditures to be prohibited, restricted or require special processing or approval to incur.

2. PURPOSE OF THIS PROCEDURE

The purpose of this procedure is to provide an overview of the parameters for expending Board funds on goods and services and the methods for doing so.

3. METHODS TO ACQUIRE GOODS AND SERVICES

Board Contracts and Appointments

The Board may specifically approve major construction contracts and the appointment of professional advisors including architects, auditors and lawyers. The applicable departments coordinate the use of these services.

Consumption-Driven Services

Certain services are contracted district-wide then utilized and charged to sites based upon consumption such as multifunctional devices and printers.

Cost-Recovered Internal Services

District departments provide a wide range of services to schools and departments without charge. However, some services are operated on a cost recovery basis. In these cases, the form requisitioning the service initiates the charge against the Budget Manager's account.

Request for Information

A Request for Information (RFI) may be used by the Purchasing Department to solicit information on new products and services. This process may be initiated before issuance of a Request for Proposals, Tender or Request for Quotation to determine specifications, scope of work, and requirements. An RFI may or may not request

market prices, however, in no circumstance will an RFI result directly in a contract award.

Request for Proposals

A Request for Proposals (RFP) may be used by the Purchasing Department to solicit both price proposals and information on products and services. Standard RFP documentation is utilized which outlines award criteria, general terms and conditions, specifications and specific or individual requirements.

Maintenance Service Contracts

Maintenance service contracts are utilized where unit rates are specified and usage is authorized by defined district staff. The total value of each of these arrangements is subject to pricing activity requirements defined in *Procedure 4600.3: Obtain Vendor Pricing*.

Blanket Purchase Orders

Blanket purchase orders are issued with a maximum dollar limit to facilitate the acquisition of larger volumes of small dollar value purchases. This enables the vendors to invoice the school district. Blanket purchase orders must not be used to circumvent pricing activity requirements noted in *Procedure 4600.3: Obtain Vendor Pricing*.

Supply Contracts

Supply contracts have been negotiated with a number of vendors where vendor provides a range of goods at discount prices. Information on these and additional arrangements are available through the Purchasing Department.

Purchase Requisitions

- For purchases not addressed by the foregoing, the user is to complete and authorize a purchase requisition for action by the Purchasing Department. When completing a Purchase Requisition, users may specify unique product requirements; or specify standard product published in district catalogues.
- Budget Managers are encouraged to utilize the knowledge in the Purchasing Department when seeking unique products as they may have been previously researched.
- Purchasing is to ensure product standards are acceptable, terms of business are appropriate and required pricing activities are conducted before Purchase Orders are issued.
- Purchase Orders may be issued as either regular Purchase Orders or Blanket Purchase Orders (which enable a series of purchases to be made; but must not circumvent requirements for pricing activity).

RECEIVED FOR INFORMATION:

SD 42 PROCEDURE 4600.2

PURCHASING – PRODUCT STANDARDS

1. OBJECTIVES

The school district needs product standards to:

- Benefit from district-wide experience and knowledge
- Enable efficient acquisition by schools and departments
- Minimize the administrative cost of purchasing processes
- Create economies of scale for vendors to minimize prices paid
- Minimize costs and down-time for maintenance and repair
- Facilitate movement of personnel and resources between sites
- Apply consistent high standards of safety consideration in selecting products

Product standards are to be developed in a manner which seeks to achieve balance between the needs influencing the selection of standards.

Product standards are intended to satisfy a large portion of purchases which have common usage. Non-standard products are appropriate for use in unique circumstances.

2. RESPONSIBILITY

The development of district product standards may originate with the Purchasing Department or district departments with relevant responsibilities.

The primary responsibility of the management of district product standards process rest with the Purchasing Department.

The determination of the district product standard is a collaborative process involving the Purchasing Department and the appropriate district department or end users.

The final determination of district product standards will rest with the appropriate district department or product selection committee.

The adherence to the district product standards is the joint responsibility of the Purchasing Department and the appropriate district department.

3. COMMUNICATION

The development of district standards may include the use of committees which incorporate end users.

The development of district product standards may include demonstrations, evaluation units and testing.

Product standards selected will, where there is broad application in the school district, be communicated through the publication of catalogues or memorandum.

Observations on product performance are invited and encouraged to be communicated to both the Purchasing Department and the appropriate district department. This will enable standards to evolve and adapt to both the changing needs and experiences of the school district, and new developments in the marketplace.

4. DEMONSTRATION/LOANER PRODUCTS & EQUIPMENT

Vendors may supply demonstration/loaner products and equipment to the school district for evaluation purposes. In order to ensure the vendor does not develop unwarranted expectation of a sale, the terms and conditions of such an arrangements are to be documented in writing by the Purchasing Department where the value of the equipment, or products, or potential risk of damage to school district property exceeds \$2,500.

RECEIVED FOR INFORMATION:

SD 42 PROCEDURE 4600.3

PURCHASING –OBTAIN VENDOR PRICING

1. OBJECTIVES

Vendor pricing is to be obtained in a manner which is consistent with the Board's Principles of Purchasing enunciated in *Policy 4600: Purchasing Goods and Services* by simultaneously achieving an appropriate balance between four objectives:

- Servicing operational requirements
- Obtaining maximum value for expenditures
- Processing purchase transactions in an efficient and cost effective manner
- Providing vendors reasonable opportunities to seek business

Balance between these objectives is realized primarily, but not exclusively, by varying the extent and formality of price acquisition activity based on the estimated order value.

2. ORDER VALUE CRITERIA FOR PRICING ACTIVITY

The extent and formality of price acquisition activity is based on values as follows:

Less than \$25,000 At the discretion of the Manager, Purchasing or as delegated to the Senior Contracts Administrator

\$25,000 to \$75,000 Minimum of three (3) written quotations from vendors

Order over \$75,000 Tender call or Request for Proposals to be posted on BC Bid which provides open access to all interested vendors

The foregoing are stated as minimum actions to be taken and do not prohibit more extensive price acquisition activity.

3. VARIATIONS TO PRICING ACTIVITY

When pricing has been established by another government body or purchasing consortium by competitive processes, the Purchasing Department may apply the resulting prices to school district purchases.

When it is known that there are fewer than the minimum number of vendors (3) who could reasonably be expected to satisfy the need, the number of quotations may be reduced by the Manager, Purchasing.

In the case of a sole source of supply, the Secretary Treasurer may authorize a negotiated purchase from the one vendor source after it has been documented that one of the four exceptions to soliciting bids has been met and the requesting department or school has completed the sole source justification report in the format prescribed by the Secretary Treasurer or designate.

The four exceptions to soliciting bids are as follows:

- (a) the need is one of a pressing emergency in which delay would be injurious to the school district.
- (b) the product or service directly interfaces with or attach to equipment of the same manufacture, and no other manufacturers products will correctly and effectively interface with existing equipment.
- (c) the product is to supplement existing equipment for use and operation. The product must exactly match the existing equipment to provide uniformity for instructional purposes. Uniformity should provide a significant instructional benefit.
- (d) if the main purpose for acquiring equipment, supplies or services is to replicate specific outcomes, using the exact products that produced the original results may be necessary.

To facilitate pilot projects, negotiated pricing may be authorized by the Secretary Treasurer.

Where a purchase is funded by a Parent Advisory Council (PAC) and they have made their own selection of product that meets the district's standards and terms of business, the purchase may proceed. If the selection is non-standard products, approval process will be required.

PACs are encouraged to contact the Purchasing Department when contemplating the purchase of equipment, supplies or services in order to gain the benefit of district experience and economies of scale in purchasing and to minimize the PAC's efforts required to accomplish the purchase.

4. EXCEPTIONS TO PRICING ACTIVITY PARAMETERS

When the order value criteria for pricing activity does not achieve an appropriate balance, the Secretary Treasurer or designate may authorize appropriate actions, in writing, to suspend normal pricing activity in a specific circumstance in favour of alternative measures to realize the primary objectives. This procedure is not considered to be a preferred practice, although necessary in specific circumstances.

RECEIVED FOR INFORMATION:

SD 42 PROCEDURE 4600.4

PURCHASING –COMPETITIVE BIDDING PROCESS

1. OBJECTIVES

Request for Proposals (RFP), Request for Tenders (RFT) and Request for Quotations (RFQ) are formal competitive bidding documents and processes used for larger dollar value purchases where it is considered to be in the school district's interest to incur the additional time and cost involved to:

- Access value added offers from qualified vendors
- Support fair and open bidding competition
- Utilize quantitative, qualitative and objective analysis for vendor selection and award

Each document and associated process has individual legal implications and are used in accordance to these requirements. Assessment of which document and process to be used rests solely with the Purchasing Department.

2. CONDUCT AND CONFLICT OF INTEREST

All participants in a procurement process, including any outside consultants or other service providers participating on behalf of the school district, must sign a conflict of interest declaration stating any perceived, possible or actual conflicts of interest.

All evaluation team members must sign a conflict of interest declaration stating that they have no conflicts of interest in respect of the procurement process, as well as a non-disclosure agreement agreeing to keep the content of bids and proposals confidential.

3. CONTENT OF COMPETITIVE BIDDING DOCUMENTS

RFPs, RFTs and RFQs provided to potential vendors will include, but are not limited to:

- a) General information, profile of the district, vendor submission process and instructions, evaluation and award criteria and, where feasible, timelines of completion and definitions and terminology related to the particular RFP;
- b) Description of the goods or services to be purchased referred to as the scope and requirement, including historical information, the current description of the service required, proposed term of the contract and specific objectives that are to be met
- c) Mandatory requirements;
- d) Notation of special conditions applicable to the particular requirement;
- e) Terms and conditions of the contract being contemplated;

- f) A Vendor Proposal Questionnaire that would include questions to support the evaluation and award criteria for corporate strength, financial, technology/quality/service and an opportunity for the vendors to include value added offers;
- g) Vendor proposed terms and conditions summary, conflict of interest, 3rd party purchased or piggyback option, and the vendor acceptance form. A checklist may be provided for the vendor to ensure all sections are noted and is provided to assist with their submission preparation to support a complete and higher quality response;
- h) Appendices which may include but are not limited to:
 - Vendor receipt confirmation
 - Standard terms and conditions
 - Pricing documents
 - Attachments (diagrams, maps or samples)

4. SOLICITATIONS OR ISSUANCE OF COMPETITIVE BIDDING DOCUMENTS

Originators complete and submit a requisition indicating the budgeted amount that will be committed for the requirement. Originators must be reasonably sure a contract award will occur.

Originators complete an Evaluation Criteria document that reflects the importance of weightings to be applied to the requirement. This process is conducted in consultation with the Purchasing Department.

Solicitations shall be posted on BC Bid inviting all interested vendors to submit bids for the contract.

A vendor pre-qualification process may be used, at the discretion of the Manager, Purchasing to ensure a competitive market is available for the requirement.

5. RECEIPT OF SOLICITATIONS

All formal solicitations will only be received at the Main Reception Desk at the District Education Office.

All solicitations received by the closing date and time specified will be date and time stamped.

Acceptance of facsimiles will be at the discretion of the Purchasing Department and in accordance to each requirement.

All solicitations received after the closing date and time specified are considered "late" and will not be accepted. Envelopes containing late tenders are to be time and date stamped. The Purchasing Department will return late submissions, unopened, to the sender with an accompanying letter.

6. OPENING OF VENDOR SUBMISSIONS (RPFs, RFTs AND RFQs)

All submissions received by the closing date and time will be opened and checked for mandatory compliance requirements. The Manager, Purchasing, may waive minor inconsistencies.

Public openings will be conducted in accordance to instructions included in the solicitation. Determination if a solicitation will be a public opening rests solely with the Purchasing Department and is usually reserved for Request for Tenders (RFTs) of high dollar value and where the requirements are very specific and clearly defined.

All solicitations will be opened, recorded and reviewed for compliancy by the Purchasing Department.

When Purchasing identifies that a submission does not appear to include mandatory requirements or complete documentation, Purchasing will:

- a) Double check the vendor's submission and its contents. Make an initial identification, subject to finalization, that the submission may not be accepted;
- b) Document the anomaly;
- c) Meet with the originator, to reach a conclusion with respect to the concern;
- d) Communicate any submission rejection to the vendor with a written notice.

7. QUALIFICATION OF BIDS AND EVALUATIONS

Compliant submissions will be evaluated in accordance to the weighted evaluation and award criteria. Consultation with the originator to review analysis will be conducted. If a disagreement or a concern is present and an agreement is not reached, the Manager, Purchasing, shall be consulted. Further analysis will be completed to ensure all processes have been conducted in accordance to the Competitive Bidding Law, applicable treaties, and the school district's policies.

All vendor submissions must include the vendor acceptance signed by the bidder.

8. SOLICITATION AWARD

All awards will be documented with an Approval of Award that may include the dollar value of the award without taxes, the award rationale, vendor rating, proposal summary, financial summary, quality statements, savings or revenue opportunities and follow-up dates. Signatures from the originator or users and authorized district personnel in accordance to their designated authority levels are required.

If the lowest bid or the highest rated vendor is not chosen, supporting documentation must be provided by the originator or authorized delegate.

All notifications or award will be issued by the Purchasing Department. No internal or external communications associated with the award are permitted until after the award documentation has been issued to the winning proponents and such communication should only be conducted by Purchasing.

All vendor debriefings will be directed and conducted by Purchasing with confirmed appointments. Vendor debriefing documents will be filed with the original solicitation.

District solicitations are subject to the *Freedom of Information and Privacy Act*. All requests are to be received in writing and directed to the Manager, Purchasing, in cooperation with the school district's Communications Department.

All paper documents will be filed in the Purchasing Department and will be retained pursuant to the requirements of *Policy 5701: Records and Information Management* and audit requirements.

RECEIVED FOR INFORMATION:

DRAFT

SD 42 PROCEDURE 4600.5

PURCHASING –SELECTION OF VENDOR BIDS AND PROPOSALS

1. OBJECTIVES

The primary objective in selecting vendor bids and proposals is to service the operational requirements of the school district in a manner which realizes best overall value for the school district.

As secondary, but important, objective is to award business to vendors through processes which are open, competitive and ethical.

2. ANALYSIS AND SELECTION

The Purchasing Department will prepare a spreadsheet summary of all bids and proposals where written competitive pricing is required pursuant to *Procedure 4600.3: Obtain Vendor Pricing*. The spreadsheet summary will summarize the key factors in considering a decision.

The Principles of Purchasing defined in *Policy 4600: Purchasing Goods & Services* are to be applied in selecting a bid as the draft recommendation. Factors to be included in this consideration consist of:

- Best value for the school district;
- Compliance with plans and specifications;
- Availability of service or goods;
- Included or extra warranty;
- Service and facilities;
- Value-added services provided by vendor;
- Delivery Date;
- Vendor reputation;
- Vendor performance record;
- Administrative cost of conducting business;
- Life cycle cost.

The school district does not have a local purchase preference.

The Purchasing Department may meet with the requestor seeking the acquisition or the pre-established acquisition team to review the bid/proposal summary and determine an award recommendation. Where the acquisition is routine and straightforward, of a small scale, or there is not a single requestor or an acquisition team to consult with, the foregoing consultation is not practical and Purchasing shall make a determination of award.

The school district, at all times, reserves the right, to reject bids and proposals on any item or items, whether because of price consideration or for any other reason that would appear to make it inadvisable to buy under the term of the bid or proposal submitted or to conclude any agreements without going out to tender.

3. AWARD

Decisions on awards after the consultant will be documented on an Approval of Award form and made according to the dollar value of the award by persons delegated authority, subject to the sections below.

The Board may require, by request made prior to the award being made, or the Secretary Treasurer may decide, that the decision with respect to the awarding of the tender be made by the Board.

When a tender is proposed to be awarded to other than the lowest bidder, Purchasing shall ensure supporting documentation is provided, for approval by the Secretary Treasurer.

Unsuccessful vendors shall be informed of the fact in writing. School district personnel are not obligated to provide information other than through a pre-arranged vendor debriefing.

RECEIVED FOR INFORMATION:



ITEM 14

To: **Board of Education**

From: Board Policy Development Committee

Date: December 14, 2016

Re: **DRAFT POLICY:**
8912 INDEPENDENT
DIRECTED STUDIES

(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), the following draft policy and procedures are presented to the Board for information:

- Policy 8912: Independent Directed Studies
- Procedure 8912.1: Independent Directed Studies

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy before it is again presented to the Board for approval on February 8, 2017.

RECOMMENDATION:

THAT the Board receive for information and continuation with the consultation process:

- **Policy 8912: Independent Directed Studies**
- **Procedure 8912.1: Independent Directed Studies**

Attachment

SD 42 POLICY: 8912

INDEPENDENT DIRECTED STUDIES

The Board recognizes that students learn in a variety of ways, some of which take place outside of the regular secondary school program. Independent Directed Studies are important learning opportunities for students who wish to pursue learning outcomes beyond those normally thought in the classroom, and to acquire credit for students who did not or could not meet the learning outcomes of an entire course.

Authority

The Board authorizes the Superintendent to develop and implement all procedures related to Independent Directed Studies.

Guiding Principles

IDS credits shall be awarded to students who have successfully completed independent work based on a subset of learning outcomes of Grade 10, 11 or 12 Ministry developed courses or Board Authorized courses. A student may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course.

APPROVED:

SD 42 PROCEDURE 8912.1

INDEPENDENT DIRECTED STUDIES

Independent Directed Studies (IDS) is defined as an area of study in an educational program undertaken by a student under the general supervision of a teacher.

IDS provide students who have an interest or passion in a particular subject with the unique opportunity to pursue this subject in greater depth and receive grade 10, 11 or 12 credits towards graduation. IDS are an extension of one or more learning outcomes already identified in an existing course. They must be rigorous and developed through a consultative process involving the student and the teachers with standards designed to maintain a high level of quality in the work undertaken.

1. Assessment and Reporting

- 1.1 Documentation must be kept in the student file that includes the Student Plan approved by the principal, the hours of successful study completed by the student, and the credit(s) awarded.
- 1.2 IDS must be reported on the report cards with the IDS code identifying the Related Ministry developed courses or Board Authorized (BAA) courses.
- 1.3 For reporting and transcript purposes schools must assign all credits received from an IDS a letter grade and percentage.

2 Program Planning and Delivery

- 2.1 A student may study one or more learning outcomes in depth, or study a variety of learning outcomes from a single course.
- 2.2 Students must apply for IDS using an IDS Student Plan approved by the school district.
- 2.3 The IDS Student Plan must be developed by a teacher and a student and approved by the principal.

3 Course Credits

- 3.1 In accordance with Ministry of Education policies, schools may award credits to students who have successfully completed independent work based on a subset of learning outcomes of Grade 10, 11, or 12 Ministry Developed courses or Board Authority Authorized courses.
- 3.2 The number of credits a student earns for IDS will be set out in an IDS Student Plan developed by the student and a teacher, and approved by the principal.
- 3.3 An IDS can be one, two, three, or four credits. IDS can only count toward the 28 elective credits needed to meet graduation requirements. IDS at the grade 12 level can be used to satisfy the minimum number of Grade 12 level credits needed to meet graduation requirements.
- 3.4 IDS credits do not count in the Adult Graduation Program.

APPROVED:



ITEM 15

To: **Board of Education**

From: Board Policy Development Committee

Date: December 14, 2016

Re: **DRAFT POLICY:**
9500 SUSPENSION AND
EXCLUSION OF STUDENTS
FROM SCHOOL

(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), the Draft Policy 9500 Suspension and Exclusion of Students from School is presented to the Board for information.

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy before it is again presented to the Board for approval on February 8, 2017.

RECOMMENDATION:

THAT the Board receive for information and continuation with the consultation process Policy 9500 Suspension and Exclusion of Students from School.

Attachment

SD 42 POLICY: 9500

SUSPENSION AND EXCLUSION OF STUDENTS FROM SCHOOL

SUSPENSION OF STUDENTS FROM SCHOOL

The goals of all interactions with students should be focused on learning. Therefore, disciplinary action, whenever possible, will be preventative, restorative, and educational rather than solely corrective or punitive in nature. The school's responses to Code of Conduct violations will be rational, consistent, and fair. The administration will take into account factors such as the severity and frequency of the offence(s), as well as the age, maturity, and ability of the student(s) in question. Consequences for inappropriate behavior such as written warnings, detention, in-school suspension, written learning packages, and out of school suspension may be appropriate and necessary. However, the focus of intervention should include strategies that also focus on increasing positive/pro-social behavior such as: functional behavior assessment, the development of a positive behavior support plan, teaching of lagging skills/calming techniques, teaching replacement behaviors, restitution, mediation, restorative actions, community service, reflective journaling, etc.

Contraventions of the Criminal Code (such as involvement with drugs and alcohol, violence, threats of violence, possession of a weapon or replica, vandalism, theft, causing a false emergency alarm etc.), as well as violations of the B.C. Human Rights Code, may involve suspension, and, if applicable, a Re-Entry Plan paired with a focus on increasing positive/pro-social behavior as referred to above, a referral to appropriate community agencies and support from school based personnel e.g. child/youth care workers. In addition, illegal activities require the involvement of the police.

Sections 26 and 85 (2) of the School Act give the Board, the principal, the vice-principal, the director of instruction, or the Superintendent of Schools authority to suspend a student from attendance at a school in certain circumstances. For example, the School Act authorizes the principal or vice-principal of any school to suspend a student whose conduct has been judged to be in serious conflict with a safe and caring learning environment, the school's Code of Conduct and / or district policies, or when the school's progressive interventions have failed to -change inappropriate behaviour.

School District 42 Policy: 9410 Safe, Caring and Healthy Schools should be considered and referenced as part of the Suspension process.

Parents should be actively included in all interventions and the School District appeal process will be shared with parents.

Guidelines for Suspensions

- A student is subject to the disciplinary authority of a principal throughout the school day, while at the school, on the way to and from school, and at school-sponsored activities both at the school or elsewhere, or in any other circumstances where engaging in an activity negatively affects the teaching and learning environment or reputation of the school, or the learning or welfare of one or more students and staff.
- A principal or vice-principal may suspend a student for a period not to exceed five (5) days

without prior consultation with the Superintendent or designate.

- When such suspension occurs, the principal or vice-principal, in accordance with due process, shall:
 - Report the circumstances in a timely manner, in person or by telephone, to the parent or guardian
 - Confirm the telephone or personal contact in writing and retain a copy of the written correspondence on file in the school.
 - Consult with the student, appropriate district or outside agency personnel as necessary, and review the matter with the parent or guardian with the purpose of resolving the problem and preventing future infractions.
 - Ensure that parents are aware of the appeal process.
 - Provide an educational program for the students while on suspension.
 - Advise the student and parent of the expectations that the school has for the student upon re- admission to the school. These expectations may take the form of a Re-Entry Plan.
 - Implement at least one of the corrective strategies focused on teaching appropriate pro/social behavior.
 - In some instances, a transfer to another school or program may be considered. This should be done in consultation with the Superintendent or designate.

Note: If a Violent Threat Risk Assessment (VTRA) has been implemented as part of the process to address the concerning behaviour, refer to the Procedure for Developing Student's Education Plan during a VTRA.

EXCLUSION OF STUDENTS FROM SCHOOL

Under Section 85 of the *School Act*, the Board may refuse to offer an educational program to a student 16 years or older if that student has refused to comply with the code of conduct and / or other rules and policies of the Board or school, or has failed to apply himself or herself to his or her studies.

Exclusion of a student under Sections 85 of the *School Act* is considered a final step in a series of consultations and progressive interventions with a student and his/her parents.

The Board may exclude a student from attendance at any school district school under the provisions of Section 85 (3) of the *School Act* provided that:

- the student is at least 16 years of age;
- the parent or guardian is informed as soon as possible of the circumstances leading to the exclusion and of the avenues for review of the decision to exclude;
- an attempt is made to contact the parent by telephone or by personal interview and telephone or personal contact is later confirmed by letter, or if contact is not possible, by registered letter.

Section 91 of the *School Act* also gives a principal, vice-principal, director of instruction or the Superintendent of Schools the authority to exclude a student because of health issues, physical or mental, that would endanger students or staff at school. The student may be excluded from school until a certificate is obtained from the school medical officer permitting the student to return to the school. If a student is removed or excluded from school the Board must continue to make available an educational program for that student. If a principal or vice principal is considering using Section 91 of the School Act consultation must occur with the Superintendent or designate.

APPEALS PROCESS

Appeal procedures for suspensions or exclusions of students are cited in the Board Bylaw-Appeals Policy and Procedures Bylaw (Approved – 2008).

APPROVED:

DRAFT

RECORD

Pursuant to provisions of 72 (1) of the *School Act*, the following report is a general statement of: (a) matters discussed; and (b) the general nature of decisions resolved at the following meetings from which persons other than Trustees or officers of the Board, or both were excluded:

October 19, 2016 Closed

Call to Order	Meeting called to order at 2:02 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as amended
Approval of Minutes	Approved as circulated
Secretary Treasurer Decision Item	Approved as circulated
Superintendent Information Items	Received for information
Secretary Treasurer Information Item	Received for information
Committees	Received for information
Trustee Reports	Received
Adjournment	Meeting adjourned at 3:20 p.m.

October 19, 2016 Special Closed

Call to Order	Meeting called to order at 3:31 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Decision Item	Approved as circulated
Adjournment	Meeting adjourned at 3:41 p.m.