



SUPPORTING ALL LEARNERS 2019/20

ANNUAL REPORT

Presented to the Board of Education
OCTOBER 21, 2020

TABLE OF CONTENTS

SUPERINTENDENT’S NOTE 5

CHANGES TO OUR LEARNING REPORT – 2020/21 SCHOOL YEAR6

 Strategic Planning Cycle7

 Strategic Goals 9

SUPPORTING ALL LEARNERS..... 11

THE 2019/20 SCHOOL YEAR: IMPACTS OF COVID-19 ON LEARNING 12

IMPROVED LEARNING AND ASSESSMENT..... 13

 Demographic Context 13

 Student Enrolment Trends and Forecast.....13

 Completion Rates 15

All Students..... 15

English Language Learners..... 15

Students with Aboriginal Ancestry..... 16

Students with Aboriginal Ancestry: A Closer Look 16

Students with Special Needs..... 18

Students with Special Needs: A Closer Look..... 18

 Supporting Learning for All Students 19

Aboriginal Education 19

Learning Services 19

SECONDARY INNOVATIONS 21

 Department Head Meetings 21

 Physical and Health Education..... 23

 Secondary Assessment Committee 23

 K-9 Student Reporting Pilot..... 23

 Assessment and Reporting Workshops..... 23

 Literacy..... 23

 Numeracy 24

 Secondary Collaborative Network 24

 Secondary Teacher Inquiry Project 24

 Spark 24

 Safe and Caring Schools (SCS)..... 25

 District Counsellor 25

 SD42 Safe and Caring Schools Blocks 26

 Children in Care 26

 Foundry 26

 Child Care Workers (CCW) and Youth Workers..... 26

 Safe and Caring Schools Itinerant Team 27

 Food Program 27

 Skills for Life Parent Groups 27

 Safe and Caring Schools Riverside Program Update..... 28

 Curriculum Implementation..... 29

<i>Substance Literacy</i>	29
<i>Mental Health Literacy</i>	30
<i>Sexual Health Literacy</i>	30
Building Educator Capacity	30
<i>Restorative Action/Practice</i>	30
<i>Suicide Prevention Education</i>	30
<i>Trauma-Informed Practice</i>	31
<i>Basic Digital VTRA Training</i>	31
<i>EASE Training</i>	31
Careers Update	31
LITERACY	33
The 2019/20 School Year Start.....	33
<i>Pernille Ripp</i>	33
<i>Work of Intermediate Helping Teachers</i>	34
<i>First Peoples' Principles of Learning</i>	34
<i>COVID-19 Impact</i>	34
Reading Intervention	34
School Journeys in Literacy: Pitt Meadows, Alouette and Blue Mountain Elementary.....	37
<i>Pitt Meadows Elementary: "We are better together."</i>	37
<i>Alouette Elementary: "Working together can make all the difference in the world"</i>	38
<i>Blue Mountain Elementary</i>	38
Reviewing District Data	39
<i>Assessing Student Performance</i>	39
<i>A Closer Look at 2019/20 Data</i>	40
Summary	42
SOCIAL EMOTIONAL LEARNING	45
Where Have We Been	45
Where We Are Now	46
<i>Compassionate Systems</i>	46
<i>New Key Area of Focus</i>	47
<i>Piloting Restorative Action Practices</i>	47
<i>Adult Social Emotional Learning Opportunities</i>	47
<i>Student Forums</i>	47
<i>Covid-19 Pandemic</i>	48
<i>Davie Jones Elementary</i>	49
<i>Pitt Meadows Secondary</i>	50
<i>Laity View Elementary</i>	51
Early Development Instrument (EDI)	51
Middle Years Development Instrument (MDI).....	52
Community Connections and Healthy Living (After-School Programs)	53
Before and After School Programming in School District No. 42	53
<i>The Morning Movement Program</i>	53
<i>Home Alone – Parent Participation</i>	53
<i>Drop-in Sessions</i>	54
Where to Next	54

FINANCIAL STATEMENTS: DISCUSSION AND ANALYSIS	55
SUPERINTENDENT’S CONCLUDING COMMENTS.....	65
APPENDIX A	68
District Overview	68
Board of Education.....	69
District Leadership	69
APPENDIX B	70
<i>School Growth Plans.....</i>	<i>70</i>
APPENDIX C	71
2019/20 Operational Plans	71
<i>Board of Education</i>	<i>71</i>
<i>Education.....</i>	<i>71</i>
<i>Business Operations.....</i>	<i>72</i>
<i>Human Resources.....</i>	<i>72</i>
<i>Information Technology.....</i>	<i>73</i>
APPENDIX D.....	74
Summary: Preliminary Operating Budget 2019/20	74
APPENDIX E	76
<i>Student Forum Data Summary 2020: Imagine a Place.....</i>	<i>76</i>
<i>Activity One (Part 1): Student Wellness Survey</i>	<i>77</i>
<i>Activity One (Part 2): What should SD42 focus on to help students thrive?</i>	<i>82</i>
<i>Activity Two (Part 1): Connected to school, what keeps you up at night?</i>	<i>82</i>
<i>Activity Two (Part 2): What can the school do to realistically reduce your stress and support your well- being?</i>	<i>82</i>
<i>Activity Three: Interview Matrix</i>	<i>83</i>
<i>Overarching Themes</i>	<i>83</i>
<i>Notes for the Future</i>	<i>83</i>
APPENDIX F	84

SUPERINTENDENT'S NOTE

We will all remember the 2019/20 school year. During this challenging year, we found new ways to connect and communicate; we established new routines in our personal and school lives; we learned to accommodate a higher level of uncertainty and accept changes that would have seemed impossible in other times; we moved forward with our use of technology to support learning; and we learned to work together to support the many families who faced adversity as a result of conditions arising from the COVID-19 pandemic.

We are creatures of habit and the disruption of our patterns of behaviour in the latter part of the school year was unsettling. Schools are built on years of traditions and shared experiences. As a result, we've come to expect a familiar rhythm when schools open in September, as we approach and return from holidays, or when we are preparing and sharing report cards.

All of these traditions have had to change since spring break 2020. And yet, we still had children to serve, staff to support, and relationships with families to build.

As you read through this *Supporting All Learners* report, I am sure you will appreciate the richness of our school district programming and student successes, and will also understand that there is much more work to be done. The report will describe for you the overall school district picture as demonstrated through improving graduation rates; the progress on the literacy skills of all children in our elementary schools; the development and success of programming at secondary schools and district programs; and the social and emotional resilience of our students.

We know we must focus our attention this fall on welcoming back and supporting our students, many of whom we have not been able to talk with, except virtually, since early March. While the September reopening of schools is a time of understandable apprehension, it is also a time of celebration and happiness. This is a time of the year when we experience the joy of returning to work that we love, and when we see the excitement of students returning to our schools.

I hope that you take pride in the accomplishments described in this report and share with us the determination to address areas we identify as needing the attention of our talented staff.

So many of our staff went above and beyond to respond to needs in our school district community. I know I am joined by the community in thanking all our staff for keeping the focus on students and doing the best possible work during a challenging time.



Sylvia Russell
Superintendent of Schools

CHANGES TO OUR LEARNING REPORT – 2020/21 SCHOOL YEAR

The Ministry of Education has begun to implement a public reporting and accountability process for all school districts regarding student achievement, called *Framework for Enhancing Student Learning*. The framework intends to connect the various aspects of school district organizations so that each district can show the alignment of student achievement to the school district strategic plan.

Our school district has been developing this reporting for the past five years and we have been posting reports related to this work annually on the school district website under the strategic plan tab. This year is the first time that we will be integrating the full planning cycle information into the annual *Supporting All Learners* report, tying the outcomes of our students to our strategic plan and to the work of all school district departments. The planning cycle graphic on the next page of this document describes our annual planning and implementation process.

All our planning in the district begins with priorities developed at the school-level to support student learning. Schools embed and present their priorities in their annual school growth plans. The growth plans are then collected and areas of focus are communicated with stakeholders, staff and the public. At this time, the following four areas are school growth priorities: improved learning and assessment; social and emotional learning; literacy; and secondary innovation.

Each department in the school district - from the IT department to the Board of Education - then develops a comprehensive operational plan that aligns with the work taking place in our schools and district programs.

The next step is to ensure that the funding we receive is carefully and thoughtfully allocated in alignment with our strategic plan. Funding for public education is complex; our budget document attempts to demystify the budget allocation process by describing in detail how funding allocations are determined and assigned. The budget process, when done well, can be a powerful support for our learners. As a part of the budget process, we take time to analyze the needs of our students, staff, and families, and put action plans into place.

In our school district, the budget process is strong. We have a predictable consultation process with the public and stakeholder groups, including representation from district Student Voice. Our budget document, in the meantime, is fulsome and provides clear, detailed descriptions of all allocations.

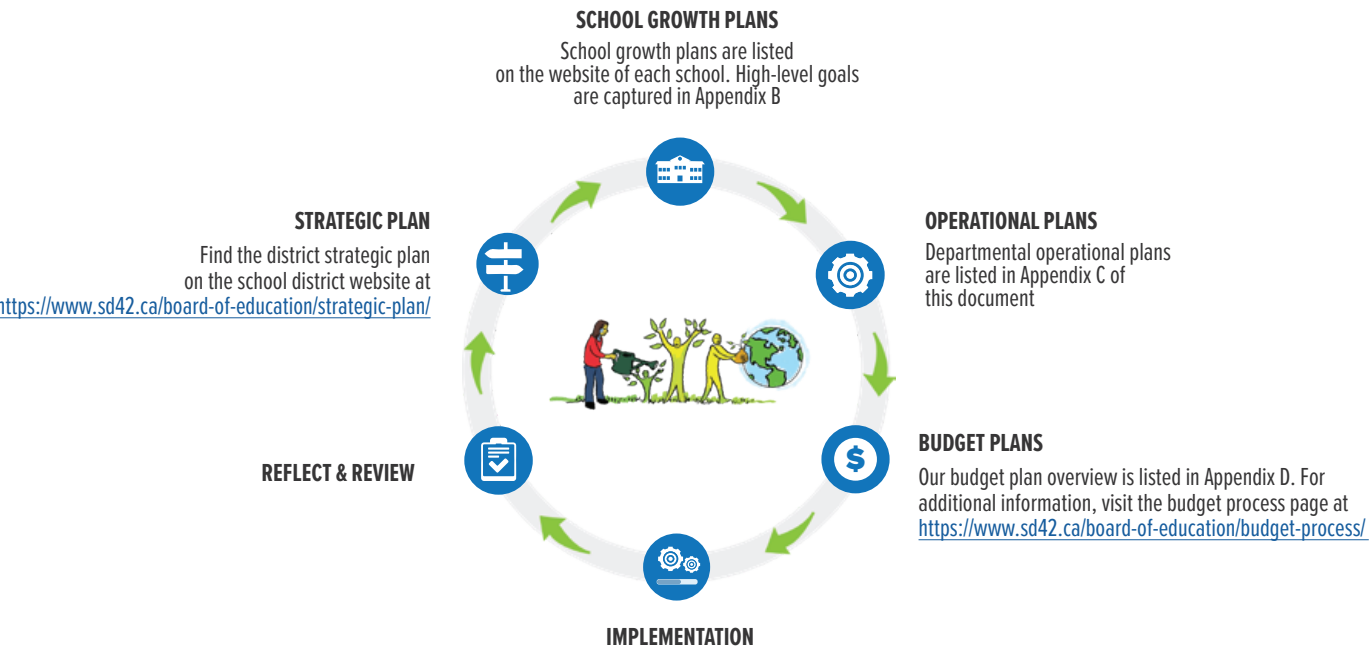
While the Ministry of Education is moving forward with various provincial indicators of student success as embedded in the *Framework for Enhancing Student Learning*, we continue

to take the time for a more detailed review of our work beyond provincial assessments and surveys. We rely, for example, on our local literacy assessments to guide our daily work with students, and have developed tools that allow us to quickly identify students who need additional supports and to put those supports into place. You will see this work described in quite a lot of detail in this report. Our strategic plan speaks to the importance of current educational research, and we have a number of researchers who work with our school district to help challenge our assumptions and support progressive teaching and learning practices. The guidance of these researchers is particularly strong in the development of our literacy strategies and assessment practices.

As well, we have invested in the *Early Development Index (EDI)* and *Middle Development Index (MDI)* as meaningful and reliable surveys about student well-being. These two surveys have great acclaim around the world as being amongst the best indicators over time of student well-being. We have been asked by HELP – UBC, the developing organization of the EDI and MDI, to pilot the new Youth Development Index (YDI) with Grade 11 students. Thomas Haney Secondary and Pitt Meadows Secondary will be involved in the pilot of this survey this year. We are honoured to be invited to participate in this pilot and know that this important student data will be highly relevant to our communities and our school district. The province relies on data from the provincial student learning survey for the purpose of the *Framework for Enhancing Student Learning*. We believe that, like the EDI and MDI, the new YDI will give us insight into the wellness of our youth and will help us with moving forward to meet their needs.

Finally, we are concerned about equity of access to education for all our students during the COVID-19 pandemic. We are seeing an increase in the number of students selecting remote programming this year, and will need to both assess the effects of this pandemic on our students and mitigate circumstances where students are disadvantaged. We will need to take great care to ensure that we are “supporting all learners” in this extraordinary time.

STRATEGIC PLANNING CYCLE



MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

VISION

Our vision is for every individual to feel valued and for all learners to reach their potential.



MISSION

Our mission is to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society.

VALUES

Responsibility to all learners

We believe that all individuals in our school district community have the capacity to learn and that we are responsible for supporting their learning.

Uniqueness of each individual

We value the uniqueness of each learner and embrace diverse ways of learning. We foster a variety of instructional methods and provide support to all learners so that they can realize their potential.

Diverse learning opportunities

We value choices for all learners, equity of access to all programs, and a holistic approach to learning. We encourage learning opportunities beyond the classroom. We support life-long learning.

Culture and community

We celebrate our many cultures and seek ways to appreciate and embrace diversity. We encourage interdependence and collaboration within the school district community. We value community partnerships.

Personal and social responsibility

We believe that a sense of belonging is at the heart of our school district community and is fundamental to the success of all learners. We are committed to acting as responsible stewards within our community. We cultivate a culture of care within our school district community, and seek to develop the leadership and citizenship capacity of all learners.

High expectations for success

We value the ability of all learners to set high expectations for themselves and to describe personal success. We believe success is measured through credible evidence of learning and rigorous self-assessment. We are committed to supporting all learners in achieving personal success.

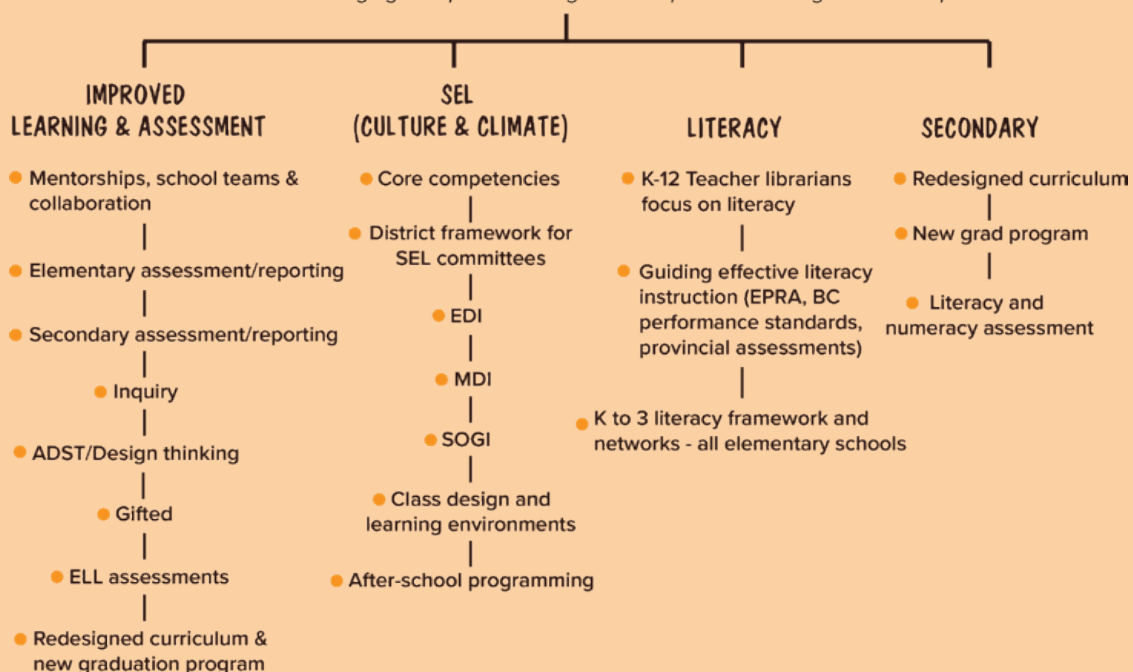
STRATEGIC GOALS

The strategic goals for Maple Ridge - Pitt Meadows School District No. 42 are established on a rolling four-year planning cycle and are summarized in departmental operational plans and school growth plans.

These strategic priorities are guided by our vision, mission and values, and are also informed at the school level by the growth planning process. The graphic below illustrates both our priorities and the areas where we have intentionally dedicated significant resources and support.






SUPPORTING ALL LEARNERS

Inclusion • Care & Belonging • Purpose • Aboriginal Principles of Learning • Core Competencies





SUPPORTING ALL LEARNERS

-  Improved Learning and Assessment
-  Secondary Innovations
-  Literacy
-  Social Emotional Learning
-  Financial Statements: Discussion and Analysis

THE 2019/20 SCHOOL YEAR: IMPACTS OF COVID-19 ON LEARNING

From mid-March through to the end of June 2020, the learning progress of our students was impacted by COVID-19 and the resulting closure and partial re-opening of schools. Our school administrators, teachers and instructional support staff pivoted to primarily online learning by early April, and we began reaching out to our students using our laptops and devices.

As this report will show, from March until the end of June, our school district provided hundreds of devices (iPads and laptops) to students who required them for remote learning. During this time, we also worked with community agencies to ensure that food was readily available for families impacted by the shutdowns precipitated by the pandemic. The level of need in our school communities was higher than we have ever experienced previously.

This was the first time we had asked many of our teachers and instructional support staff to prepare online lessons or to use digital platforms to bring together students for learning. While the experience was positive, enjoyable, and productive for some, for others, the learning time from mid-March to the end of June was less meaningful, and the engagement with some students/families was also more limited. Additionally, in the case of some students and families, we were not able to sustain good learning connections in the absence of regular school attendance.

The loss of learning time will undoubtedly impact some students more than others, and our literacy data for the upcoming school year may reflect this lost time. In this report, you will see the strong focus at our elementary schools on addressing the needs of striving readers. The loss of three months of instruction for these students will be significant.

The year-end literacy skills assessments that we conduct against provincial grade level performance standards were also impacted. Although our teachers did undertake these assessments, they were not as robust as they might have been had all students attended through to the end of June.

While we do not have 2019/20 graduation rates yet, we anticipate they too will reflect the impact of remote study on some of the students in our district who required more significant supports to remain on track to graduate. Normally, from March until the end of June, the school district would provide additional resources to our secondary schools to support students at risk of not graduating, and these supports – which address academic, social, emotional and mental health needs – often make a critical difference for some of our students. The skillful intervention that is required to support these students through graduation was more difficult to actualize with a number of our students in the 2019/20 school year.



Improved Learning and Assessment

Maple Ridge – Pitt Meadows School District No. 42 has achieved very high graduation rates, and we are proud of this accomplishment. Historically, however, our provincial and school district data has shown that there are groups of students who have not found as much success as the overall student population. This group includes students who self-identify as Aboriginal, students with learning disabilities, and students who have behavioural challenges or struggle with mental illness.

Our school district believes that we must continue to adapt our system to better match these learners' needs; we have been actively engaged in this work with our school principals and vice-principals, teachers, and instructional support staff over the past five years.

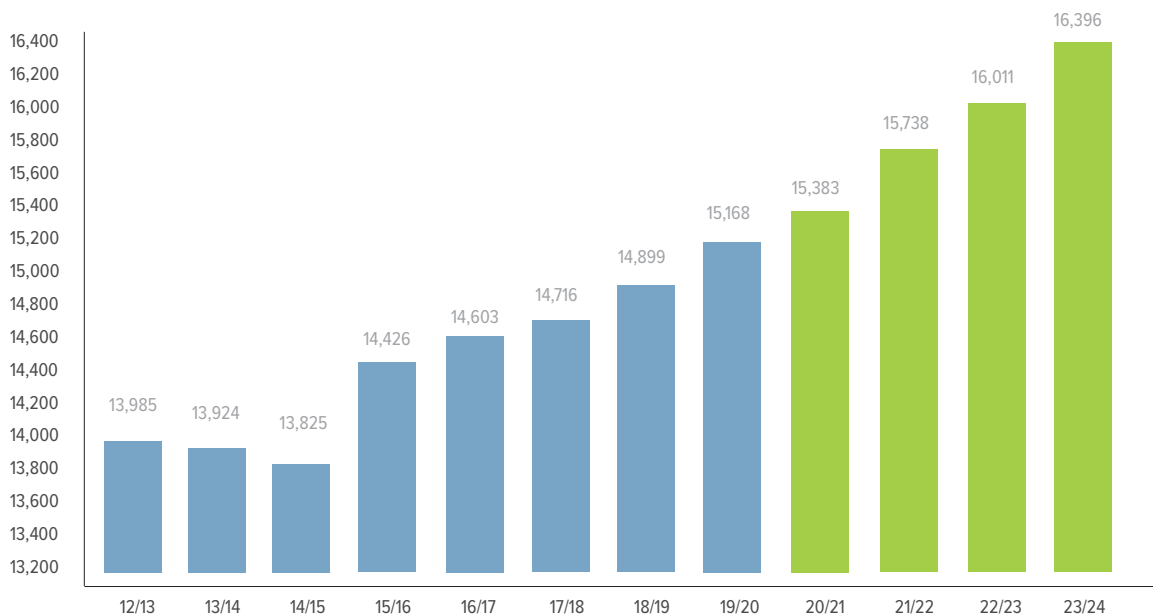
We have dedicated resources and engaged researchers to improve our ability to meet the needs of these groups of students so that they can achieve the same high levels of success as all students in the district. We take care to review carefully the results for these learners so that we can intervene skillfully as needed. We track the literacy achievement and the social and emotional development of each of our students from their first year in kindergarten through to graduation. In this section of our annual report, we will highlight school district demographics and our students' graduation results.

DEMOGRAPHIC CONTEXT

Our school district has been experiencing enrolment growth since 2015/2016, increasing by approximately 200 students per school year. The school district forecasts continued growth over the next four years. Demographic data for our student population in various subgroups also indicates a growth trend over time, including students with Aboriginal ancestry, students receiving English Language Learner (ELL) supports and services, and students with Level 1, 2 and 3 special needs. As our enrollment continues to grow, so does the diversity of the overall student population in our school district.

STUDENT ENROLMENT TRENDS AND FORECAST

The enrolment information presented below is based on actual full-year enrolment (regular, distributed learning, summer school, and adult learners) for 2012/13 through to 2019/20 and the projected enrolment for 2020/21 through to 2023/24.



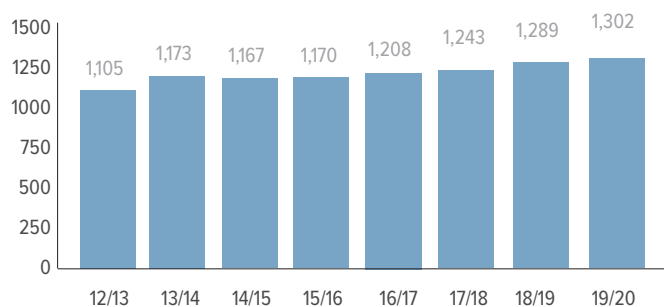
NUMBER OF STUDENTS ACROSS ALL GRADES 2019/20

Student Group	K	1	2	3	4	5	6	7	8	9	10	11	12	Others	Total
All Students	1,135	1,137	1,121	1,062	1,135	1,133	1,144	1,106	1,124	984	1,177	1,131	1,146	633	15,168
Indigenous Education	75	76	95	91	91	96	119	111	112	101	114	120	101		1,302
Students with Special Needs	68	66	89	86	97	88	92	81	87	106	85	106	61	-	1,112
English Language Learners	125	117	125	105	97	45	40	30	17	7	15	6	10	-	739

*Other includes elementary ungraded, secondary ungraded and graduated adults in the school system.

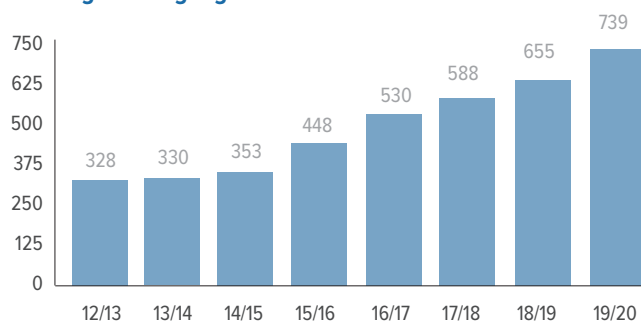
ENROLMENT HISTORY:

Indigenous Education



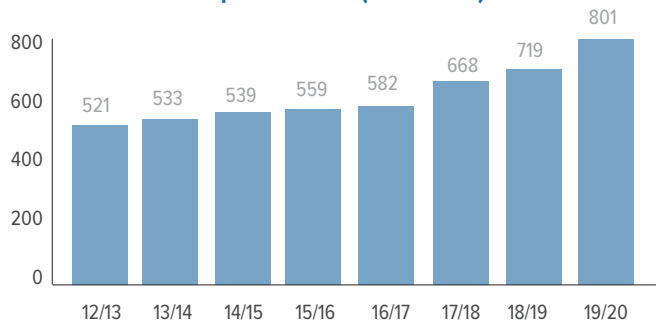
ENROLMENT HISTORY:

English Language Learners



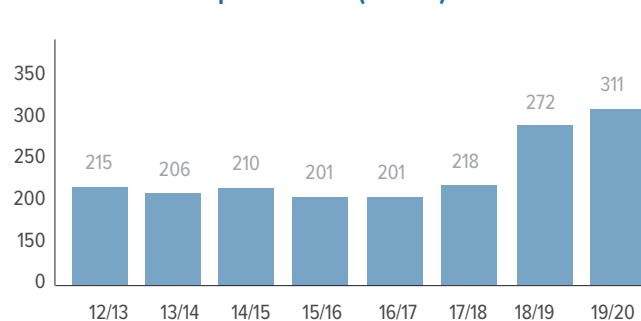
ENROLMENT HISTORY:

Students with Special Needs (Level 1 & 2)



ENROLMENT HISTORY:

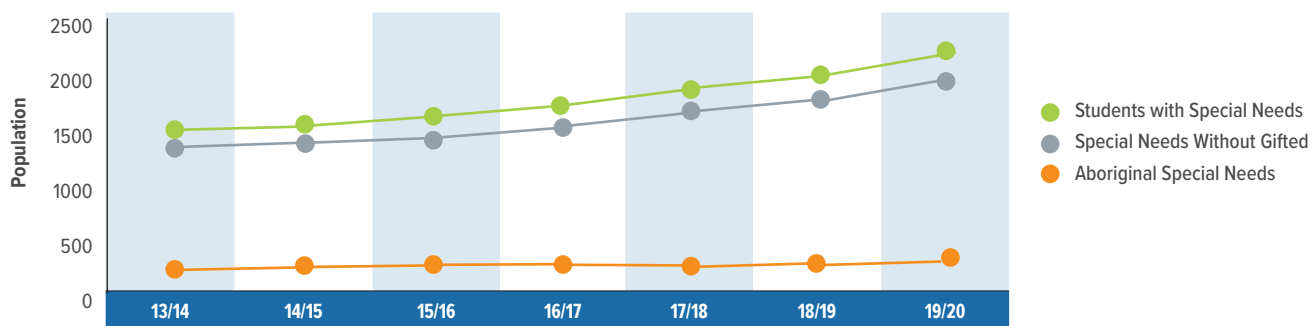
Students with Special Needs (Level 3)



Source: 2012/13– 2019/20 Funding Allocation System – Full Year.

SPECIAL NEEDS (ALL MINISTRY OF EDUCATION CATEGORIES)

NUMBER OF STUDENTS WITH SPECIAL NEEDS IN THE MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT



COMPLETION RATES

*Includes Certificate of Graduation (Dogwood) and Adult Graduation Diploma

We are pleased that our six-year school completion rate data continues to show overall positive results. The results for all students and students with special needs again show a slight improvement to our already very favourable results. While results for our students with Aboriginal ancestry remain very positive compared to other school districts, we have experienced a minor decrease from 2017/18 to 2018/19.

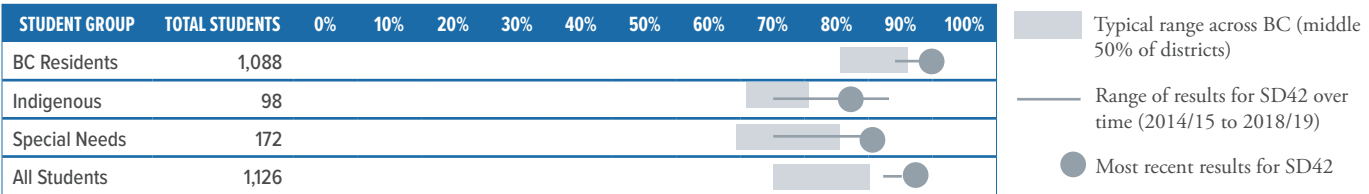
ALL STUDENTS

The six-year completion rate for all students for the 2018/19 school year was 91.8%, which exceeds the provincial average

and places SD42 among the highest-performing BC school districts for school completion.

These results place SD42 in the top two districts in the province with a graduating class over 1,000 students. We have dedicated considerable focus and effort to improving the numbers of students completing high school and the quality of the programming offered to students during their high school experience. The historical gap between the overall performance of female to male students, which has been as high as 8% in previous years, has narrowed significantly, with female students completing high school at a 1.5% higher rate (92.6% compared to 91.1% for males).

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT COMPLETION RATES FOR 2018/19



ALL STUDENTS SIX-YEAR COMPLETION RATES BY GENDER

YEAR	FEMALE		MALE		ALL STUDENTS	
2014/15	661	88.3%	673	85.0%	1334	86.7%
2015/16	604	89.9%	661	84.0%	1265	86.8%
2016/17	570	91.1%	632	84.9%	1202	87.8%
2017/18	578	93.6%	587	89.3%	1165	91.4%
2018/19	568	92.6%	558	91.1%	1126	91.8%

ENGLISH LANGUAGE LEARNERS

The completion rate for students receiving English Language Learner services/supports for 2018/19 is 90.9%. This rate is slightly higher than in the previous school year. Still, it needs to be viewed with some caution because of the influence of students who come to the school district for the educational experience but do not intend to continue studying in the district to graduation.

ENGLISH LANGUAGE LEARNERS SIX-YEAR COMPLETION RATES

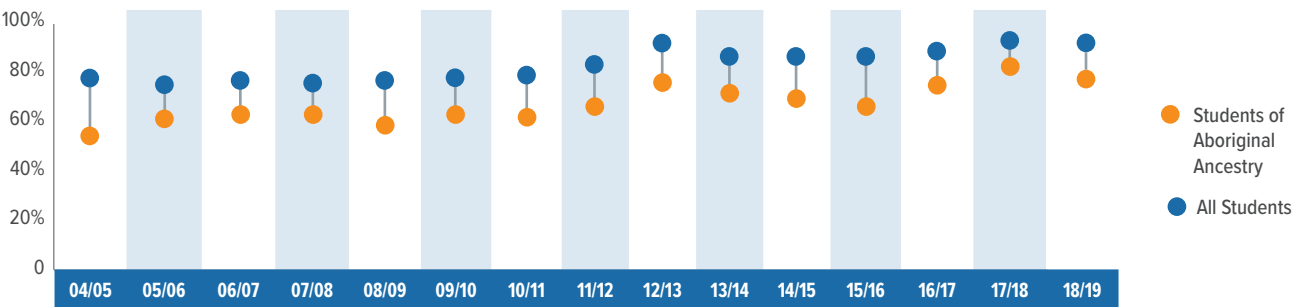
ENGLISH LANGUAGE LEARNERS		
2014/15	118	93.2%
2015/16	103	91.6%
2016/17	135	88.9%
2017/18	118	90.0%
2018/19	123	90.9%



STUDENTS WITH ABORIGINAL ANCESTRY

The six-year completion rate for students with Aboriginal ancestry decreased from 85.1% in 2017/18 to 81.2% for 2018/19. This minor change from 2017/18 to 2018/19 needs to be considered carefully as the cohort group for the 2018/19 school year was slightly less than 100 students (98). Despite this small change, the school district results for 2018/19 for students with Aboriginal ancestry place us within the top three districts in the province with a cohort group of 98 or more students. It remains our goal to continue to improve the positive results from recent years. Our ultimate goal is to achieve the same graduation rate for all graduating students. We are proud that our students of Aboriginal ancestry complete high school with almost no gap between female and male students’ performance.

COMPLETION RATE OVER TIME FOR STUDENTS WITH ABORIGINAL ANCESTRY AND ALL STUDENTS



ABORIGINAL STUDENTS SIX-YEAR COMPLETION RATES BY GENDER

YEAR	FEMALE	MALE	ALL STUDENTS
2014/15	76%	68%	106 72.0%
2015/16	77%	64%	121 69.9%
2016/17	91%	77%	128 83.5%
2017/18	86%	84%	118 85.1%
2018/19	81%	82%	98 81.2%

STUDENTS WITH ABORIGINAL ANCESTRY: A CLOSER LOOK

Provincial data indicates that students who enter an alternate program graduate at far lower levels than students who remain in the regular high school setting. While some students require access to alternate education programs, these programs need to be rigorous and focus on high school completion. Staff at our two alternate programs are acutely aware of the negative outcomes for students who do not graduate – poorer health, more need for social programming and less earning power.

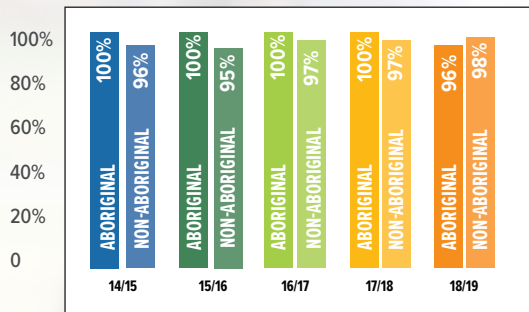
We reviewed our alternate programs during the 2018/19 school year, and several important recommendations are now in the implementation stage. As a result of a recommendation regarding program entry, staff are now taking greater care to select students who require a different approach to high school completion and offering programming in the alternate setting tailored to students’ interests. Data indicates that female students of Aboriginal ancestry are enrolling at lower rates into alternate programs. In contrast, enrolment for male students overall has decreased over time yet is tending to fluctuate from year to year.

The data also indicates that we are maintaining a high level of success in Communications 12 and English 12 with students with Aboriginal Ancestry. However, the final mark for Aboriginal students is lower than for overall students. Literacy instruction for students with Aboriginal ancestry is addressed in this report as it continues to be an area of focus for our staff and students.

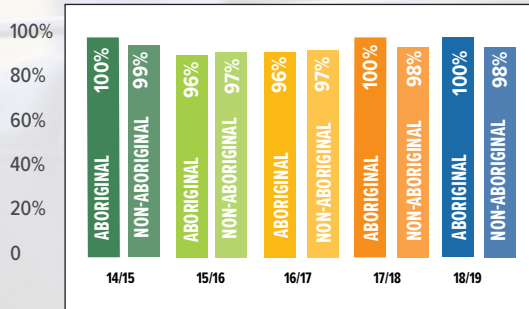




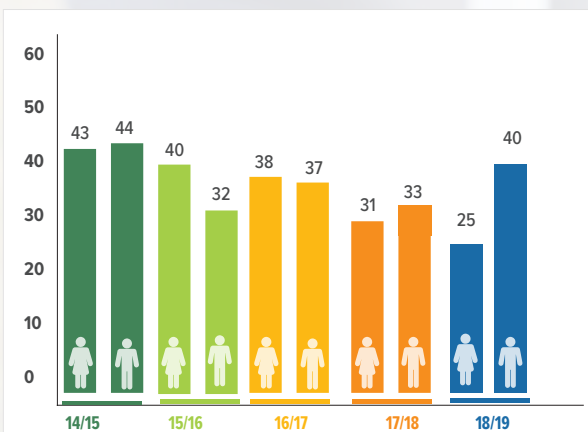
COMMUNICATIONS 12: C- (PASS) OR BETTER



ENGLISH 12: C- (PASS) OR BETTER



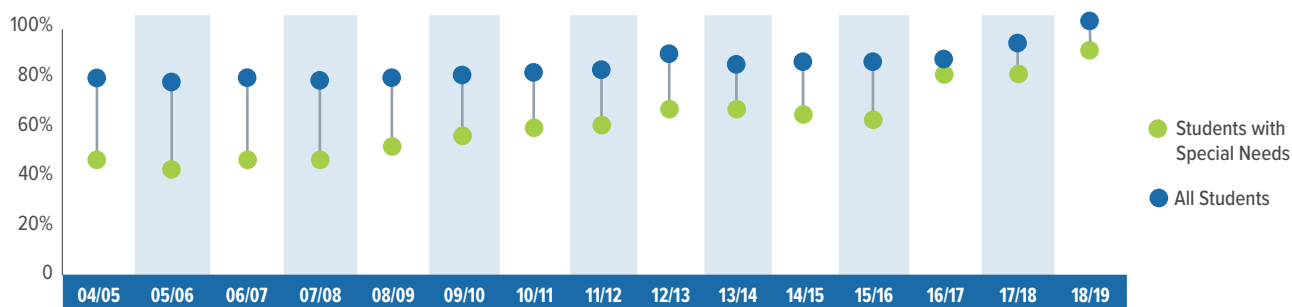
SD42 STUDENTS WITH ABORIGINAL ANCESTRY IN ALTERNATE PROGRAMS



STUDENTS WITH SPECIAL NEEDS

The six-year completion rate for students with special needs for 2018/19 is 82.5%, which is the highest ever in our district for this student group. Focusing on the inclusion of all students, we celebrate the success of students with special needs and will continue to work hard to improve the outcomes for these students. This past year, there were 172 students with special needs in the graduation cohort. We are one of the two school districts in the province with over 100 students in the graduation cohort achieving this level of result.

COMPLETION RATE OVER TIME FOR STUDENTS WITH SPECIAL NEEDS AND ALL STUDENTS



STUDENTS WITH SPECIAL NEEDS: A CLOSER LOOK

This *Supporting All Learners Report* focuses on student groups that warrant more attention and support to guide them through to high school completion. We are highlighting students who have Intensive Behaviour Support/Serious Mental Illness needs, students who have Moderate Behaviour Support/Mental Illness needs, students who have a Learning Disability and students whose needs are in the Autism Spectrum Disorder category.

Overall, the school completion data for students with a behaviour disability and/or mental illness shows significant improvement over the past five years. The 2018/19 school year data again shows a substantial increase in the Moderate Behaviour Support/Mental Health needs category with a 93% completion rate. In contrast, the completion rate in the Intensive Behaviour Support/Serious Mental Health category has shown a decrease in graduation rates in a cohort of 47 students, which warrants further inquiry. After completing a comprehensive in-district Alternate Programs Review for students in these categories, the programming changes that we have adopted in the school district have made a difference and we have seen some improvements in the involvement of outside agencies, notably the Foundry.

The school completion data for both the Learning Disabilities and the Autism Spectrum Disorder categories show favourable trends. For the 2018/19 school year, the Learning Disabilities category's completion rate is 88%, and the Autism Spectrum Disorder completion rate is 82% – both very positive results and both showing year over year improvement.

STUDENTS WITH INTENSIVE BEHAVIOUR INTERVENTIONS/SERIOUS MENTAL ILLNESS, MODERATE BEHAVIOUR SUPPORT/MENTAL ILLNESS, AUTISM SPECTRAL DISORDER, AND LEARNING DISABILITIES

CATEGORY	INTENSIVE BEHAVIOUR INTERVENTIONS / SERIOUS MENTAL ILLNESS				MODERATE BEHAVIOUR SUPPORT / MENTAL ILLNESS				AUTISM SPECTRAL DISORDER				LEARNING DISABILITIES				
	SCHOOL YEAR	COHORT SIZE	GRADS	COMP RATE	EVER-GREENS	COHORT SIZE	GRADS	COMP RATE	EVER-GREENS	COHORT SIZE	GRADS	COMP RATE	EVER-GREENS	COHORT SIZE	GRADS	COMP RATE	EVER-GREENS
	2014/15	34	13	41%	3	44	26	62%	2	17	9	56%	5	63	46	77%	4
	2015/16	36	17	50%	1	48	27	60%	0	9	2	23%	6	87	65	79%	2
	2016/17	35	21	65%	3	48	29	63%	2	24	12	53%	9	76	62	86%	0
	2017/18	38	28	79%	0	39	32	87%	0	17	11	69%	4	69	54	82%	2
	2018/19	47	26	59%	0	49	43	93%	0	22	17	82%	2	71	59	88%	0

Six-Year Completion Rate - The proportion of students who graduate with a British Columbia Certificate of Graduation of British Columbia Adult Graduation Diploma within six years from the time they enrol in Grade 8, adjusted for migration in and out of British Columbia. The data is only available at district and province level. It is not the inverse of a dropout rate as students may graduate after the six-year period.

SUPPORTING LEARNING FOR ALL STUDENTS

ABORIGINAL EDUCATION

On May 23, 2015, we signed our fourth five-year Aboriginal Education Enhancement Agreement during a celebration at a Katzie First Nation longhouse. We are working with partner groups to finalize our next Enhancement Agreement. Progress on this work has been slowed because we were unable to physically meet this past spring. The agreement has held us in good stead with the following goals:

- Continue to develop a strong sense of community for Aboriginal students and families in their schools and within School District No. 42;
- Support and improve the quality of school achievement for all students;
- Transition Aboriginal students into their future learning, employment and life experiences beyond the completion of their secondary program.

The supports for Aboriginal students and their families are improving within the school district. There are signs that the connection between Aboriginal families and the school district staff are improving.

Literacy initiatives, outdoor education programs, career programs, cultural programs, involvement of elders and knowledge-keepers are all helping to bring relevance and meaning to the education system for Aboriginal learners, and we are seeing improved student success. We have much work to do in this area as we attempt to integrate the First Peoples’ Principles of Learning, a significant feature of the redesigned curriculum, into our schools and classrooms.

LEARNING SERVICES

The learning Sservices team has helped to support the inclusion of all learners. This district’s challenge is both in the volume and complexity of the work needed to meet our students’ needs.

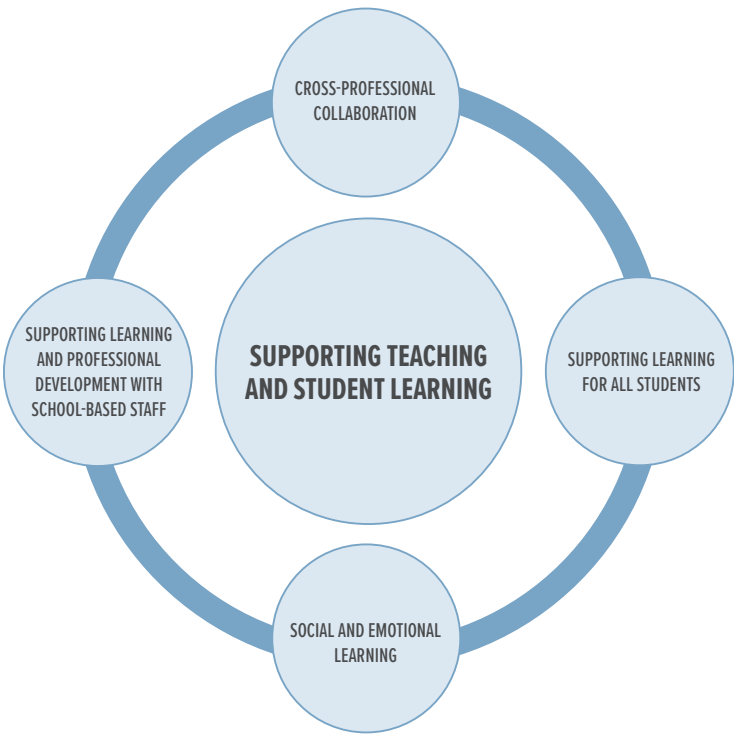
The numbers of students with special needs are increasing annually, and the enrolment growth we have experienced has included many students with complex needs. The learning services team has had to stretch to provide the prompt assessments needed for these students this past year and to work side-by-side with staff to support students with complex needs. The work has involved a high degree of technical teaching skill and a breadth of knowledge about students with special needs.


The learning services team has embarked on reviewing the department’s mission statement, values and guiding principles. The discussions will continue throughout the 2020/21 school year, culminating with the development of a

graphic that represents the various departments, our mission statement, our shared values, and our guiding principles.

The learning services team continues to identify the following focus areas as operational goals:

- To further support teaching and student learning through enhanced cross-professional collaboration across the Learning Services team and with school teams/staff;
- To further support teaching and student learning for all students through universal, targeted and intensive approaches;
- To further support teaching and student learning in the areas of social/emotional learning;
- To further support teaching and student learning through facilitating and supporting learning and professional development with school-based staff (teachers, support teachers, administration, instructional support staff).





*"I go to school so that one
day I will have the tools
to change the world.
What other reason is there?"*

SD42 Student

Secondary Innovations

DEPARTMENT HEAD MEETINGS

During the 2019/20 school year, all high school department heads met together in subject-specific groups four times during the year. These groups included social studies, math, science, English language arts, languages, physical and health education, arts education and ADST.

This year, BC's redesigned curriculum was implemented in grades 11 and 12, and during September and October, department heads met for an entire morning to address the implementation of the core and curricular competencies, First Peoples' Principles of Learning, Indigenous content, numeracy, literacy, and assessment. These meetings allow for collaboration and sharing across and within our high schools.

In February, we designed an anonymous survey for grade 8 to 12 teachers to self-assess where they are with the curriculum. 244 out of approximately 365 secondary teachers responded to this survey.

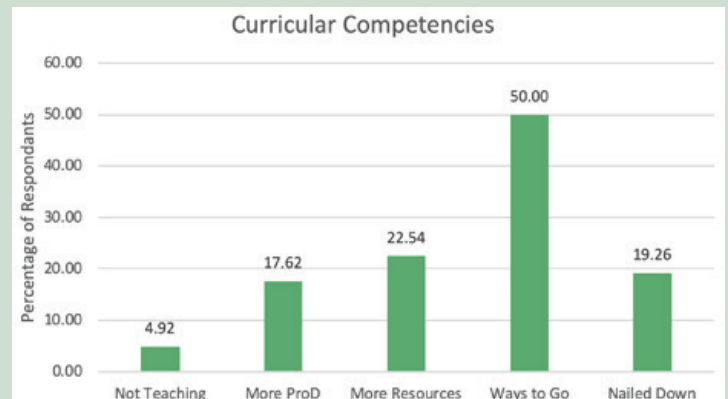
The survey results will guide future collaboration, professional development, and resource opportunities. At our final department head meetings in June, teachers examined subject-specific results, provided clarity, and made suggestions for the 2020/21 school year.

As 2019/20 is our first year of full implementation for the grades 8 to 12 curriculum, the overall trend is positive. Most teachers are engaging with all key aspects of the curriculum and have indicated essential areas for professional development in 2020/21. We will focus primarily on the First Peoples' Principles of Learning and Indigenous content across all curriculum areas. Efforts to shift assessment and reporting practices to align with the curriculum will continue.

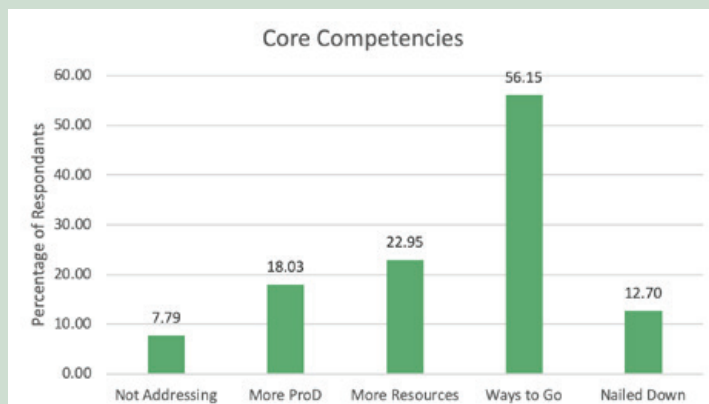


244 teachers responded to our survey about the new curriculum. Here is what they said.

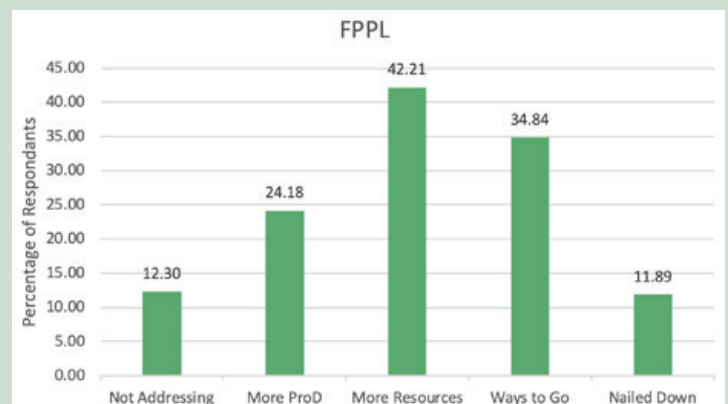
How do you feel about teaching the curricular competencies?



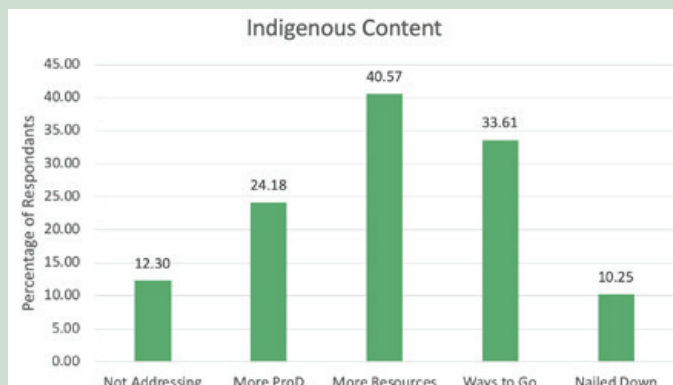
How is it going with noticing, naming and nurturing the core competencies?



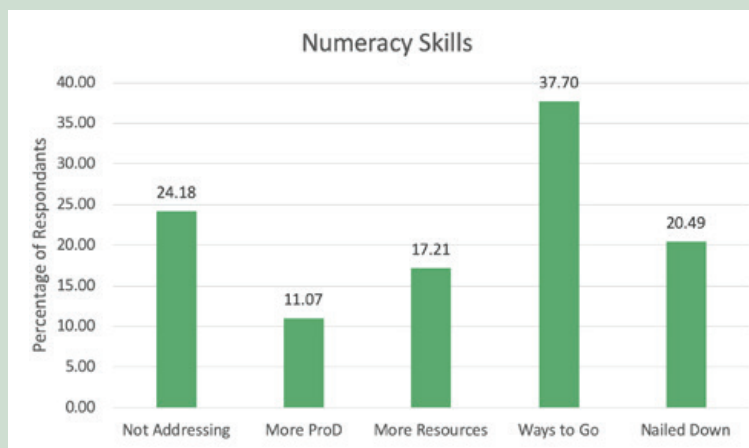
Where is your comfort level with weaving First Peoples' Principles of Learning into your curriculum?



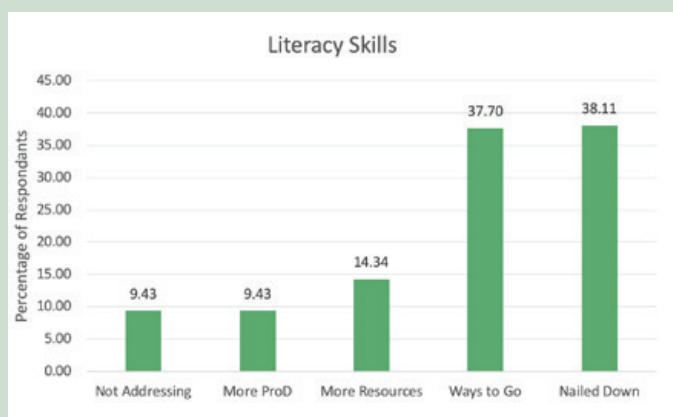
How comfortable are you incorporating Indigenous content into the curriculum?



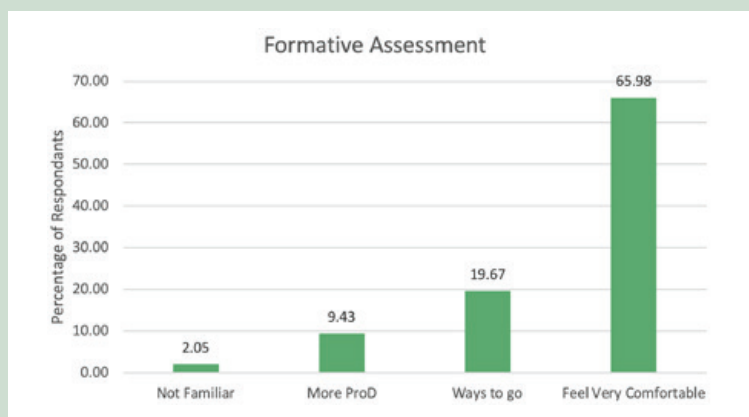
Are you currently working on numeracy skills in your curriculum?



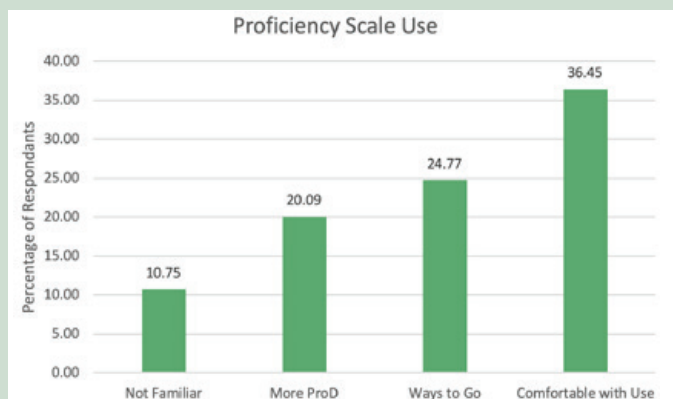
Are you currently working on literacy skills in your curriculum?



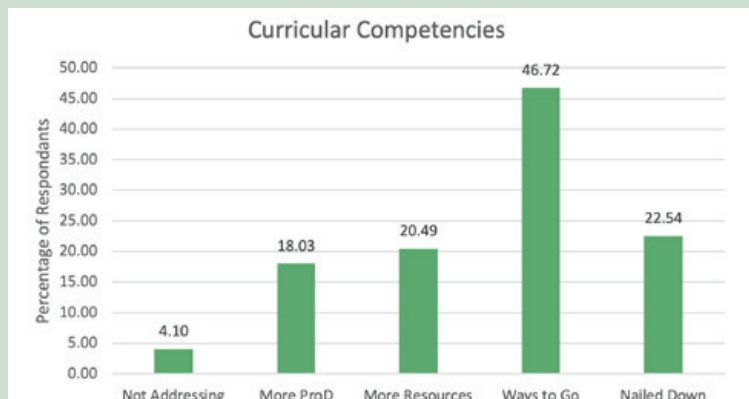
How comfortable are you with using formative assessment?



If you teach grades 8 and/or 9, how comfortable are you with using the Proficiency Scale for assessment and reporting of the learning standards rather than letter grades?



How comfortable are you with assessing the curricular competencies?



PHYSICAL AND HEALTH EDUCATION

Physical education (PHE) teachers continue to receive training and professional development in the health curriculum. Discussions continue on mental health literacy. Teachers are using mental health literacy lessons adapted by district Safe and Caring Schools team member Chelsea Dale from the work of Stan Kutcher. New teachers will receive training in the fall. This year, teachers are using substance literacy lessons created by Alouette Addictions Services in conjunction with iMinds, a health education resource developed and created by the Centre Institute for Substance Use Research (CISUR). In sexual health literacy, professional development opportunities have been provided for PHE teachers by Kristen Gilbert, education director of Options for Sexual Health. These sessions will continue in the fall.

SECONDARY ASSESSMENT COMMITTEE

The Secondary Assessment Committee meets six times per year. It continues to assist teachers and students with the student self-assessment of the core competencies in a holistic, cross-curricular manner. This year, all six high schools have moved the reflection online so that students can revisit previous self-assessments to appraise their ability to set realistic and achievable goals and monitor their growth.

This year, the assessment committee focused on competency-based assessment and reporting. In February, three committee members and assistant superintendent Shannon Derinzy travelled to Nanaimo and Qualicum to meet with their Directors of Instruction and Assessment Committees to compare and discuss how these districts have moved away from grading to reporting with proficiency scales.

The committee compiled research and used this information to inform teachers. Results from the teacher survey indicate that teachers are evolving their assessment practices, as 70% of teachers are engaged in assessing the curricular competencies. Our curriculum emphasis on competencies aligns with the use of a continuum or proficiency scale for reporting purposes. Using a proficiency scale for reporting rather than letter grades is supported by 60% of SD42 teachers.

K-9 STUDENT REPORTING PILOT

Teachers from five of our six high schools have elected to participate in the K-9 Student Reporting Pilot. These teachers communicate with parents using a proficiency scale rather than letter grades and provide strength-based descriptive feedback on student achievement concerning the learning standards set out in the curriculum. The next steps for learning are clearly conveyed. Teachers also offer anecdotal comments on engagement and behaviour instead of work habits. All parents whose child(ren) received report cards with proficiency scale placements rather than letter grades were notified by letter and emails.

Meetings with the Pilot Implementation Team continue with the Ministry of Education. We have met three times this year to discuss the next steps, write documentation, and share resources. Teachers, parents, and students also completed a survey in November. The survey results will advise the ministry concerning the K-9 Student Reporting Pilot.

ASSESSMENT AND REPORTING WORKSHOPS

- The Redesigned Curriculum and MyEd BC
- Introduction to Learning Maps
- MyEd BC Workshop; Traditional and Standards-Based Gradebook
- Reporting with Proficiency Scales
- Competency-Based Assessment
- A Five-Step Process for Creating Learning Maps
- Math Assessment Workshop with Michael Pruner

LITERACY

Every high school in our district had one or two literacy collaboration teachers with either one or two blocks to collaborate with teaching staff. Most blocks were scheduled on Monday mornings and offered a unique opportunity for cross-district collaboration. Literacy teachers and teacher-librarians came together every second month to share resources and strategies centred on literacy. These collaborative opportunities resulted in the following opportunities and accomplishments:

- Faye Brownlie provided training and support three times during the year to all literacy teachers and teacher-librarians;
- All Grade 8 students assessed using the DART or RAD;
- Cross-curricular literacy strategies developed and implemented to meet the needs of Grade 8 students;
- Strategies discussed and implemented to prepare Grade 10 students for the Graduation Literacy Assessment 10.

After-school literacy meetings were also held once per month for all interested administrators and teachers across the district. These meetings further developed cross-curricular literacy strategies to prepare students for the Graduation Literacy Assessment (GLA) 10 and 12. Teachers and administrators from all six high schools attended.

An online poster linking to cross-curricular strategies resulted, and the poster was presented at several high school staff meetings.

These collaborative opportunities resulted in a positive outcome for our students on the GLA 10.

NUMERACY

Once per month, teachers gathered after school to discuss cross-curricular strategies for numeracy. Several subject-specific numeracy problems were developed as well as “rich” math problems. During distance learning in the spring, a Numeracy Problem of the Week was provided to all Grade 8 and 9 math teachers. The number of teachers attending these meetings was small compared to literacy, but we will continue to support and inform teachers next year.

SECONDARY COLLABORATIVE NETWORK

The Secondary Collaborative Network focuses on three themes:

- Collaboration
- Inclusion
- Curriculum

This year, our network has grown to 49 teachers, administrators, and child-care workers. The network came together in collaborative teams to design innovative projects focusing on social justice, numeracy, assessment, music, engagement, inclusion, support, First Peoples’ Principles of Learning, multiculturalism, and a cross-curricular forensics project.

The year began with a planning dinner, followed by two working retreats at Brew Creek Centre and Loon Lake and culminated with a virtual slideshow and presentation from each collaboration team.

SECONDARY TEACHER INQUIRY PROJECT

Inquiry continues to be the cornerstone of professional development for secondary teachers. *Spirals of Inquiry* by Halbert and Kaser, *The First Peoples’ Principles of Learning*, and the principles of classroom research outlined by Yendol-Hoppey and Fitchman Dana are the cornerstones of our inquiry practice.

This year, 43 teachers, administrators, childcare workers, and educational assistants gathered to support each other in our field studies. We met as a large group over dinner twice and in smaller school groups an additional two times.

Unfortunately, we could not culminate this work with our annual retreat to Harrison Hot Springs Resort due to the COVID-19 pandemic. We are producing an Inquiry booklet in a smaller format as several teachers could not bring their inquiries to completion and chose to continue with them in the fall instead.

SPARK

Spark is an online resource-sharing platform for SD42 staff. This year, we have developed extensive, curated sets of resources directly related to curriculum and assessment.

Subject-specific and grade-specific resources have been made available for math, science, social studies, English language arts, physical and health education, and assessment. Arts education and Applied Design, Skills, and Technologies (ADST) resources are being developed.



SAFE AND CARING SCHOOLS (SCS)

Safe and Caring Schools staff have continued to focus on the following ongoing initiatives:

- Providing school counsellors support and standardized practise of school counselling across the district;
- Refinement and expansion of the SCS Riverside program in response to student needs in our district;
- In-service opportunities for educators in substance literacy, mental health literacy, trauma-informed practice, and sexual health literacy;
- Enhanced community partnership to better support our most vulnerable students;
- District-wide Sexual Orientation and Gender Identity (SOGI) training;
- Continued capacity-building to respond to school-based Violent Threat Risk Assessments (VTRAs).

New this year was the addition of child-care worker staffing to every elementary school and Safe and Caring School teacher blocks at the secondary level. The focus of this additional staffing has been on increasing connection and enhancing attendance interventions to ensure our most vulnerable learners have the necessary supports in place to remove barriers to learning.

Due to the restructuring of the CCW model, the Safe and Caring School's itinerant team was required to shift their service model to better serve the needs of students and families who were struggling with minimal school attendance due to mental health. This model of outreach wraparound has had much success.

In addition to the above initiatives, the Safe and Caring School team supports school-based Violent Threat Risk Assessments (VTRAs), conducts district-level VTRAs, and supports school- and district- level response to critical incidents. The team maintains a strong relationship with the RCMP to ensure all possible measures are implemented to maintain school safety and well-being.

Strong community partnerships are foundational in providing our students and families with the wraparound supports necessary for well-being. Significant time has been invested in community collaboration. The Safe and Caring team represents the school district at 10 community tables. The Foundry partnership and Pathway to Hope Integrated Child and Youth Teams have been a primary focus this school year. These strong partnerships are critical to our school district, community, families, and students.

Building educator capacity in preventative education, trauma-informed practice, mental health, and restorative action across the district continues to be a primary focus of the work of Safe and Caring schools. While many educational opportunities were postponed due to COVID-19, several training sessions took place this school year.

DISTRICT COUNSELLOR

This is the second year that the helping teacher for school counsellors has been a part of the Safe and Caring Schools team. The role of the helping teacher is to support the work that school counsellors are doing by providing resources, consultation, training, structures and guidance. Another key aspect of the helping teacher is to liaise, collaborate, and communicate with schools, community agencies and provincial teams.

This year, the district counsellor has:

- Completed the new elementary informed consent referral form;
- Completed *What is School Counselling* handout;
- Completed the first draft of the school counselling handbook;
- Coordinated and delivered school counsellor Applied Suicide Intervention Skills Training (ASIST);
- Trained district staff in safeTALK suicide awareness;
- Worked as part of a team to update the Suicide Risk Assessment (SRA) protocol and language to align with ASIST training and elementary-aged students;
- Worked as part of a collaborative team to teach staff about *Adverse Childhood Experiences* (ACEs) and the brain;
- Organized a book study on *Fostering Resilient Learners* with a high school team;
- Held elementary, secondary, and all counsellor meetings;
- Facilitated community agency and school counsellor network and resource sharing session;
- Created Sexual Orientation and Gender Identity (SOGI) training resources and facilitated SOGI school-led training sessions;
- Consulted with school teams on questions regarding Sexual Orientation and Gender Identity (SOGI);
- Presented SOGI basics to elementary administrators and schools at staff meetings;
- Conducted Violence Threat Risk Assessment (VTRAs) and VTRA outcome meetings;
- Responded to District Critical Incident Response Team (DCIRT) incidents and supported schools in need;
- Supported elementary and secondary schools with counselling and Suicide Risk Screens (SRS) when school-based counsellors were unavailable;
- Debriefed and consulted with school counsellors on SRSs and other counselling situations;
- Worked with school administrators to develop PowerPoints and reports;
- Facilitated Grade 7 transition coordinator meetings;
- Met with and provided orientation to new counsellors;
- Worked as part of a team on prevention education initiatives: sexual health, substance use, mental health;
- Consulted with Adolescent Psychiatric Unit (APU) on

discharge meetings;

- Participated in Integrated Case Management (ICM) systems for vulnerable youth;
- Attended meetings for Fraser Valley Counsellor Handbook Committee, Fraser Valley District SOGI Leads Network, Safer Schools Network, Vulnerable Students Meetings, Helping Teacher, Social Emotional Learning (SEL) and SEL planning committee, SELBC, and School Teams;
- Worked as part of the Alisa's Wish and Foundry clinical/case debrief teams;
- Created infographics, resources and newsletters for schools, counsellors, and families during COVID-19 and remote learning;
- Developed a School Counselling website to host counselling resources, community resources and wellness videos.

SD42 SAFE AND CARING SCHOOLS BLOCKS

New to this school year, the Safe and Caring Schools team met monthly with the secondary Safe and Caring School teachers to better define this position and responsibilities and provide professional development, case consultation, and networking opportunities. Duties of these school-based team members are as follows:

- Building connections and plans to support students who struggle with school attendance;
- Supporting the transition of students to and from the SCS Riverside program;
- Identifying trends and needs within their school-based vulnerable student population;
- Monitoring and supporting students at-risk for not graduating.

CHILDREN IN CARE

An ongoing priority for the school district is its collaborative efforts with the Ministry of Children and Family Development (MCFD) to ensure students in care receive the necessary wrap-around support.

Accurately identifying which students are in care has been an ongoing challenge. This year, the school district worked with our local MCFD and the Ministry of Education to identify the barriers with our present reporting process in MyEd BC. This collaboration has resulted in changes made in our reporting system to accurately identify our students in care, track their progress, and increase communication with ministry providers.

FOUNDRY

The Foundry had its official opening in March 2020. Our school district is deeply committed to partnering with the Foundry to best support our youth. In addition to attendance

at Foundry meetings, the goal is to have Safe and Caring Schools team members work out of the Foundry weekly. The plan is to provide a teacher, CCW, and SCS coordinator to be a part of the team that supports our youth who are clients at the Foundry and facing barriers to attending school.

INTEGRATED CHILD AND YOUTH TEAMS (ICY)

In June 2019, the province announced its new Pathway to Hope strategy and selected Maple Ridge - Pitt Meadows as the first pilot community.

Pathway to Hope is a roadmap for making mental health and addictions care better for people in British Columbia. As the news release states, "At the heart of a Pathway to Hope is a plan to begin transforming mental health and substance use care for children, youth, young adults and their families to reach them where they are — in their homes, communities and schools. This will start moving the mental health care system from a crisis-based approach to upstream early interventions and begin to replace the current patchwork of services with wraparound services and supports."

(View the entire news release: <https://news.gov.bc.ca/releases/2019PREM0078-001333>)



Central to this strategy is the "launching of integrated child and youth teams connected to schools: establishing multi-disciplinary teams in five school districts over the next two years to bring wraparound services and supports directly to young people where they feel safe and comfortable, so families and caregivers do not have to navigate a system on their own."

The Safe and Caring Schools team has worked closely with district senior team, provincial government partners, and community partners to begin laying the groundwork necessary to create these teams. These teams are expected to be implemented within the next school year.

CHILD CARE WORKERS (CCW) AND YOUTH WORKERS

Safe and Caring Schools continues to support professional development and networking opportunities for elementary and secondary youth workers every month. Training and in-servicing

opportunities in the 2019/20 school year included:

- SD42 Policy and Procedures and Youth Worker Roles, Liabilities and Boundaries;
- Trauma-Informed Practice and Adverse Childhood Experiences;
- SafeTALK Suicide Prevention;
- Mental Health Literacy: Stan Kutcher's *Go to Educator Training*;
- Family Systems Theory.

A committee has also been formed to create a *Youth Worker Handbook* and another committee has plans to meet in the fall to pursue mentorship possibilities.

SAFE AND CARING SCHOOLS ITINERANT TEAM

This year, the model of the Safe and Caring Schools (SCS) itinerant team shifted in response to staffing changes and the needs of our student community struggling with mental health.

The primary focus of this three-person team was to support families and students struggling with significant school attendance challenges and other life stressors. The team worked collaboratively to provide the wraparound services students and families needed in order to begin their wellness journey and plan for return to school. The team worked closely with schools, community agencies (including the Foundry), and parents/guardians. The SCS coordinator partners with parents/guardians to access various resources, workshops, and services available within the community.

The SCS child-care worker's role was to develop the strong trusting student connection necessary for engagement, and the SCS teacher provided off-site learning opportunities to help students build confidence in their learning. This team successfully supported 35 families. In addition to these families, the SCS child-care worker helped 40 youth across the district who required additional support to succeed in their enrolling school environments.

FOOD PROGRAM

As per Ministry of Education operational guidelines, school districts were responsible for supporting students whose families struggled with food insecurity. Our school district worked in partnership with the *Friends in Need Food Bank*, *Meadow Ridge Starfish Pack*, *Salvation Army Ridge Meadows* and several other community partners to develop a food distribution plan.

The school district assumed responsibility for the collection, sorting and distribution of food and secured a United Way Local Love Food Hub initiative grant in addition to many generous community donations. The money received supplemented the weekly food hampers for five weeks. On average, the school district delivered approximately 190 hampers weekly, feeding over 800 people.



SKILLS FOR LIFE PARENT GROUPS

Maple Ridge - Pitt Meadows School District No. 42 was one of seven school districts that participated in the pilot Skills for Life Education Facilitator training hosted by The Dalai Lama Center for Peace and Education. We sent three school district staff and two members from the Foundry to participate in the February 2020 facilitator training.

The facilitators hosted three Skills for Life Education parent groups (two in elementary schools and one at the Foundry) following the training sessions.

Skills for Life Education is a parent education workshop program intended to be used in school districts already implementing social and emotional learning (SEL) with attention to mindful awareness practices. Parent workshop facilitators are usually local educators, counsellors, student support staff and community-based service providers.

The workshop series is designed to present a vision of mindful and purposeful parenting. In the company of other like-minded participants, parents learn practical skills and, through experiential exercises, develop a supportive environment for themselves that it is hoped they will continue after the workshops are over.

SAFE AND CARING SCHOOLS RIVERSIDE PROGRAM UPDATE

This year, Safe and Caring Schools (SCS) is in its third year of implementing the SCS Riverside Program. This program supports students in grades 8-11 who are at-risk for school non-attendance due to mental health challenges. Students who attend this program struggle with chronic non-attendance, but are in a position to develop mental health strategies and are committed to returning to school.

This skills-based program encompasses two classroom teachers, one child-care worker, a part-time counsellor and a part-time community child and youth mental health clinician. It focuses on student wellness while teaching the secondary curriculum. The program's goal is to transition students back into high school. This school year, the SCS Riverside Program supported 45 students. Out of the total of 45 students, seven students attended our newly developed Outdoor Education Program, and 18 are cross-enrolled with an enrolling school. We are also proud to report that five students from our pilot year graduated this June with Dogwood Diplomas.

The attendance average for the 2019/2020 SCS Riverside Program year is 88%. Students who have graduated from the SCS Riverside Program continue to be tracked for attendance and success at their enrolling school. This process typically unfolds in the form of emails to the support teacher/administrator/SCS block teachers or counsellor, or through communication with our itinerant SCS team. Typically, we are notified if attendance becomes a concern and are called into planning meetings to help stabilize the student.

SCS Riverside students are currently cross-enrolled at the following schools:

SCHOOL	NO. OF STUDENTS ENROLLED
Maple Ridge Secondary	2
Westview Secondary	4
Pitt Meadows Secondary	2
Garibaldi Secondary	1
Samuel Robertson Technical	1
Outreach Alternate Secondary	5
District Alternate	1
Continuing Education	2

Safe and Caring Schools also provides educational evenings for parents/guardians to enhance their understanding of mental health issues and the impact of such issues on their child's social, emotional and cognitive well-being. It also provides opportunity for parents/guardians to network with each other. During the 2019/20 school year, we offered eight educational sessions.

Due to the required services and supports for our students, the Riverside Program has evolved into a program with three transitional phases:

1

FIRST PHASE STABILIZATION AT RIVERSIDE

- Build daily routines and strategies for increased school attendance
- Build a tool box of coping and regulation skills
- Practice application of skills in a variety of settings/situations
- Build connections with staff and peers
- Increase level of comfort and exposure to public transit and/or walking route to build independence getting to and from school
- Provide support and educational opportunities for parents

2

SECOND PHASE TRANSITION TO CLASSROOM SETTING AT RIVERSIDE

- Continue to reinforce application of coping and regulation skills
- Increase academic focus
- Build skills and strategies for managing academic expectations and learning needs
- Begin preparation, connection and exposure to enrolling education setting
- Continue to provide support and educational opportunities for parents
- Increase length of school day

3

THIRD PHASE TRANSITION TO ENROLLING EDUCATIONAL SETTING

- Assist students and families with academic scheduling, expectations, work load and advocacy of needs
- Provide support and consultation to the receiving home school staff regarding the mental health needs of the student
- Create opportunity for optional peer support group to help maintain peer connections, review acquired skills and share successes and challenges since transitioning out of Riverside Program



Student Feedback:

"This is the first school I can go to and be 100% myself because everyone has been through similar things so there's not stigma of mental health."

"If it wasn't for the Riverside Program I don't think I would have stayed in school."

"This program made it easier to learn since all the employees were so kind, understanding, non-judgmental and educated on mental health."

Parent Feedback:

"I have really appreciated having open discussions with other parents."

"Thanks for the positive energy. I appreciate how much everyone cares. This has helped me to understand what I can do as a step-parent."

"Thank you for helping me gain a greater understanding of what my daughter is going through. This has helped me with how to best support her at home."

"You are truly making a difference in helping students cope."

CURRICULUM IMPLEMENTATION

SUBSTANCE LITERACY

The school district has been collaborating with Alouette Addictions for the past five years to build competency and resiliency around substance use in our elementary school settings. To date, iMind lessons have been co-delivered by teachers and a school prevention worker from Alouette Addictions to 17 elementary schools (approximately 1,705 students). Lessons are designed to give students an opportunity to:

- Assess the complex ways in which drugs impact the health and well-being of individuals, communities and societies;
- Explore and appreciate diversity related to the reasons people use drugs;
- Comprehend the impact of drug use and the social attitudes toward various drugs;
- Recognize binary constructs (e.g. good versus bad) and assess their limitation in addressing complex social issues like drug use;
- Understand how official responses to drugs may have less

to do with the drug than with other factors;

- Develop social and communication skills in addressing discourse and behaviour related to drugs;
- Acquire personal and social strategies to manage.

This year we were also able to expand the substance literacy work into some of the secondary schools with five new lessons being created at the Grade 8 level. Six schools were scheduled to co-facilitate lessons with our Alouette Addiction worker after spring break. The team hopes this opportunity will start early in the 2020/21 school year.

Safe and Caring Schools works in partnership with our Community Action Team (CAT) to facilitate community events that focus on raising community awareness.

On October 3, 2019, we held a *Let's Talk About Vaping* event that focussed on dialogue and meaningful conversation. The event, led by Dan Reist from the Canadian Institute for Substance Use Research (CISUR), was well attended. A second event planned for April 30, 2020, was postponed until the fall.

MENTAL HEALTH LITERACY

Physical education teachers from the secondary schools have been piloting lessons from the *Stan Kutcher Mental Health Literacy* curriculum with their Grade 9, and some Grade 10 classrooms. In addition, all SD42 child-care/youth care workers received Mental Health Literacy training. This training aimed to:

- Acknowledge that mental health conversations may feel foreign and uncomfortable;
- Develop awareness that mental health is everyone's concern and that the information shared will be beneficial for classroom delivery, school-wide mental health awareness, and application for everyday life;
- Increase mental health literacy (including stigma reduction and a deeper understanding of depression, anxiety, ADHD, addictions, self-harm, suicidality, OCD, psychosis and bi-polar);
- Develop awareness of strategies that are helpful for managing mental health;
- Provide insights into our community agencies and how individuals can access them.

SEXUAL HEALTH LITERACY

The Maple Ridge - Pitt Meadows School District is in the first year of collaboration with Kristen Gilbert from Options for Sexual Health. On May 19, a professional development workshop was held for educators, focussing on building comfort and confidence with Sexual Health Literacy curriculum. A second training session for secondary physical education teachers has been postponed until the fall and will focus on a scope and sequence of curricular lessons.

Eleven school districts from the Lower Mainland, including SD42, worked together to develop an evidence-based, sexual abuse prevention program for students in grades 1-3 called *Safe Bodies, Strong Kids*. Child sexual abuse prevention programs have three main goals:

1. To teach children to recognize child sexual abuse;
2. To give them skills to avoid abuse;
3. To encourage them to report abuse that they have experienced, are experiencing or may experience in the future.

The piloting of this program in two elementary schools that was scheduled to begin in April 2020 has been postponed until the 2020/21 school year.

BUILDING EDUCATOR CAPACITY

RESTORATIVE ACTION/PRACTICE

With the support from Community Justice Initiatives Association and Maple Ridge - Pitt Meadows Community Services, the school district was able to provide training to educators from two elementary schools in a restorative action program called Talking Peace. This program included members from CUPE, MTRA and BCPVPA. Talking Peace is a practical elementary classroom resource that conveys the values and principles of Restorative Action through fun activities and exercises. Members learned:

- Concrete processes to deal with harm and conflict in ways that promote;
- Accountability, learning, fairness and a stronger sense of community;
- Mediation skills;
- Effective ways to work with bullying and exclusion;
- Restorative strategies for dealing with discipline issues inside and outside the classroom.

In addition to the elementary training, SD42 offered training titled Conversation Peace to students and educators from one of the secondary schools. This included 19 students and nine educators representing CUPE, MRTA and BCPVPA. Conversation Peace is a curriculum for secondary students and staff that focuses on Restorative Action principles and conflict resolution skills. Learning objectives included developing the ability of students and school staff to:

- Articulate and apply the principles of restorative justice;
- Reflect on their use of a variety of conflict management styles, and single out preferred styles for a given situation;
- Demonstrate attentive body language;
- Distinguish between, and demonstrate, several key communication and listening skills;
- Articulate the goals of initial and preparatory meetings in restorative justice dialogue sessions;
- Understand the role of caucusing and co-facilitation;
- Facilitate dialogue between students in conflict;
- Discern when a given case requires adult involvement.

Restorative Action is grounded in five basic principles: invite full participation and consensus; heal what has been broken; seek full and direct accountability; reunite what has been divided; and strengthen the community to prevent future harm.

SUICIDE PREVENTION EDUCATION

SD42 offered safeTALK sessions during professional development days for all interested staff. In addition to these half-day sessions, school counsellors and community clinicians participated in the two-day intensive Applied Suicide Intervention Skills Training (ASIST). These programs are implemented globally and focus on intervention, hope, and life.

TRAUMA-INFORMED PRACTICE

It is well documented that a child's reaction to trauma can interfere with brain development, learning, and behaviour – all of which have a potential impact on the child's academic success and the overall school environment. By understanding and responding to trauma, school administrators, teachers, and staff can help reduce its negative impact, support critical learning, and create a more positive school environment. This year a team of school counsellors presented workshops on Trauma-Informed Practice, Adverse Childhood Experiences, and the Neurodevelopment of the Brain. As a follow-up to these workshops, the staff did a book study on *Fostering Resilient Learners*.

BASIC DIGITAL VTRA TRAINING

In May 2020, the school district remotely hosted the Basic Digital Threat Assessment training. Thirty school administrators and counsellors participated in the training. The Basic Digital Threat Assessment training focuses on the role of digital data collection as a necessary component of a Violence Threat Risk Assessment (VRTA) process. This training is designed to help schools and their community agencies navigate the vast world of adolescent online behaviour.

EASE TRAINING

Everyday Anxiety Strategies for Educators (EASE) replaced the FRIENDS program in 2019. EASE aligns with the BC Ministry of Education's curriculum and offers lessons that are linked to the core competencies and the Physical Health Education curricular competencies. This year's training was offered to teachers of grades 4-7 during the November 2019 professional development day.

CAREERS UPDATE

The 2019/20 school year marked the launch of an official SD42 Career Education team, with a helping teacher and part-time vice-principal. The team's primary goal was to build upon 2018/19 school year efforts, particularly the development of district-specific resources and cultivation of Career Education leaders within schools. Another goal was to refine and publish curricular scope and sequence and establish consistency for SD42 Career Education at the Grade 10, 11 and 12 levels, especially for Career Life Education and Career Life Connections/Capstone. As Career Life Education was a relatively new course for most secondary schools, the helping teacher's primary objective was mentoring new Career Education teachers and helping to establish resources, units, and lesson planning.

This mentoring was done through *Spark*, in-person co-teaching opportunities, via social media, and in-person

physical resource demonstrations. Career Life Connections also saw further development of scope and sequence, lesson and unit planning. They continued work on the definition and manifestation of Capstone, a final project required of all BC high school graduates. While most Capstone "Presentation Days" had to be cancelled due to COVID-19, many students opted to create digital presentations that ranged from videos to websites to showcase their work. A team of career education teachers also participated in the Joint Educational Change Implementation Committee (JECIC) grants to further establish scope and sequence between CLE and CLC and build connections between schools for future collaboration. Students have also continued their use of the MyBlueprint platform, which is also being utilized as a portfolio tool by some educators within the district. CLE and CLC students also used the Education Planner BC tool, which was introduced to schools through in-person workshops in early 2020.

One key observation this year was that students were more interested in access to physical resource rather than online resources. Through research, demonstrations, and student feedback, it was determined that students would appreciate and make good use of physical Career Literacy Kits, and that such kits would offer a valuable opportunity for self-discovery, class and peer discussion, and career exploration. The Career Literacy Kits are currently being developed and will be released after a return to regular in-class instruction. They include interactive games that range in topics from career-exploration to finance education. Lesson plans, workshops and relevant resources will also be physically included as a part of the kits and digitally uploaded to *Spark*.

It was determined that a similar kit would also be beneficial for K-7 teachers for the purpose of incorporating career education into their classrooms. This kit and its roll-out plan are currently being developed. The kit for K-7 teachers will include custom-designed resources for SD42 students, including:

- a community careers go fish/memory game
- a *Quest for the Crest* board game created specifically for elementary-aged students that focuses on identifying key qualities and attributes that help lead to potential careers, hobbies and self-exploration.
- Other games that include opportunities for exploration of careers, finances/budgeting and community connections.

SD42 students have a lot to look forward to in the area of Career Education. Our educators are maintaining a focus on keeping the curriculum fresh, relevant and personalized to avoid reverting to the monotony of past career education courses. Through the development and mentoring of career education teachers, the creation and eventual roll-out of Career Literacy Kits and further development of school-based career teams and shared resources, Career Education in the school district is moving in a future-focussed, student-centred and positive direction.



Literacy

Literacy continues to be a key focus in the Maple Ridge - Pitt Meadows School District and is identified as a goal in most school growth plans.

The improvement of literacy skills supports successful outcomes for all students, including those with Indigenous ancestry. The key focus of our literacy team is to help students develop a love of reading and to learn to read for meaning.

For the last five years, our school district has taken a systemic and integrated approach to support literacy learning. We have added literacy helping teachers, consulted with outside experts, focussed on staff development, and provided key resources.

Our teachers continue to rely on several formative assessment strategies. Performance standards for formative and summative assessments help teachers examine trends and identify focus areas, and school staffs also collaborate with literacy helping teachers on interventions for the most at-risk learners.

The COVID-19 pandemic, however, disrupted many of these efforts and created additional challenges. District helping teachers responded to these challenges by providing planning templates and tools, while teachers across the district responded by developing innovative ways of continuing literacy support and of intervening positively in remote learning.

Despite these efforts, however, we know that the pandemic has had an impact on the instruction and assessment of our learners. This section of the *Supporting All Learners* report describes our journey in the 2019/20 school year as we continue to help all learners develop a love of reading and reach their potential in the area of literacy.

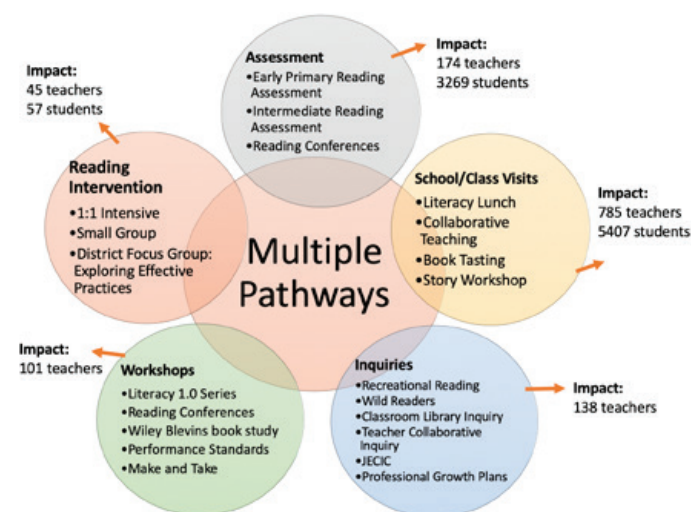
“Responsive, responsible, and compassionate reading might ultimately help us create the readers a democracy requires.”

Beers and Probst, Disrupting Thinking

THE 2019/20 SCHOOL YEAR START

The literacy team is committed to bringing current thinking and research-based practice to Maple Ridge - Pitt Meadows School District No. 42. In response to teachers' needs and in consultation with experts in the field, our literacy helping teachers worked to create many learning opportunities through multiple pathways. The literacy helping teacher team had over 1,200 contacts with teachers during the 2019/20

school year through inquiries, workshops, and school and class visits (see multiple pathways figure below). District literacy assessment data helped schools identify strengths and areas where growth is needed that in turn informed school growth plans, inquiries, and the identification of key focus areas. As always, our students, each with their unique story, remained at the heart of our work.



PERNILLE RIPP

The 2019/20 literacy journey began in September with an inspirational presentation by Pernille Ripp - teacher, author, and creator of the Global Read Aloud. Ripp's themes of reading engagement, diversity, and joyful literacy resonated with everyone who attended this remarkable literacy team-organized event.

Immediately following this presentation, our district held its first dedicated school growth planning day in four years. At the end of this day, 20 of our 22 elementary schools identified literacy as a focus area in their growth plan. Using district data and keeping the needs of the individual students at the centre, staffs collaborated to devise school-wide goals and inquiries to address their students' literacy strength and areas where additional growth was needed. Pernille Ripp's message had made an impact.

“WOW! It was an interesting year... one I won’t forget. Starting with the impressive Pernille Ripp, who has impacted my view on classroom libraries and diverse libraries for students, to implementing Daily Five, revisiting Story Workshop and using it with more confidence this year and THEN everything got turned on its head with distance learning... wow! But during this period I tried reading conferences and I feel that this approach will have a place in my practice moving forward. Thank you.”

Classroom Teacher, June 2020

Focused groups from some of these schools engaged in the collaborative inquiry opportunity offered by the literacy team. Teams were guided through the inquiry process to delve deeply into their question around literacy. A weekend retreat and numerous dinner meetings throughout the year offered teams the opportunity to create and implement plans within their schools. At a final meeting, teachers shared the results of their inquiries and spoke to the overwhelmingly positive impact on their students, as evident in improved student literacy skills and increased student engagement.

Additionally, literacy helping teachers worked with teachers at most elementary schools to administer Faye Brownlie’s Early Primary Reading Assessment and Intermediate Reading Assessment to identify student needs and develop learning plans to address these needs. Since these assessments are “formative,” they are designed to give information to guide instruction. Based on these co-designed plans, the literacy team provided multiple opportunities for teachers to continue to develop their literacy teaching skills.

“I appreciated the diversity of opportunities for professional learning this year for intermediate literacy engagement. Wild Readers really engaged and challenged my perception of student reading times in the class. I also appreciated the many resources that were available for reading conferences.”

6/7 Classroom Teacher, June 2020

WORK OF INTERMEDIATE HELPING TEACHERS

The 2019/20 school year marked the second year of funding for an intermediate literacy helping teacher working in eight focus schools. All elementary schools identified a focus on literacy practices and the improvement of reading outcomes as a growth plan goal for their intermediate grades, and teachers explored effective strategies for intermediate students (grades 4-7) through classroom visits, workshops, and inquiries.

The literacy helping teachers identified research-based ideas and practices from around the world and assisted teachers with the implementation of these effective classroom strategies. The continued collaboration, mentorship, and involvement of Faye Brownlie and Leyton Schnellert with our school teams has continued to be invaluable in furthering effective reading, writing and thinking strategies, and inclusive and cross-curricular practices.

FIRST PEOPLES’ PRINCIPLES OF LEARNING

The embedding of First Peoples’ Principles of Learning and authentic Indigenous literacy resources has become an essential part of our practice. The literacy team works closely with Aboriginal resource teachers to deepen our understanding of the needs of our students of Indigenous ancestry so that we can have a more meaningful impact on their literacy learning. We have focussed on improving the outcomes for these students across all grades.

COVID-19 IMPACT

The suspension of in-class instruction in March due to the COVID-19 pandemic created unprecedented circumstances for our teachers. The literacy helping team coordinated with helping teachers across the district to provide resources, templates, guidance, online workshops and responsive support for classroom teachers. The well-being of our students is always our top priority.

READING INTERVENTION

Over the past five years, literacy helping teachers have worked deliberately to introduce inclusive, effective, evidence-based literacy practices into the classroom.

A key question for our literacy helping teachers was how to help our striving readers make meaning from text. Several schools in our district addressed this challenge directly, often enlisting the assistance of literacy helping teachers. Some of these schools developed individual, classroom, or entire school intervention initiatives.

As teachers began to see evidence that their interventions were successful, excitement began to build. At the same time, however, the complexity of the challenge quickly became apparent. To address this complexity, the school district engaged in in-depth conversations with literacy and learning expert Faye Brownlie, former SD42 acting superintendent Laurie Meston, and a group of interested educators. This group reflected on their experiences, explored common themes, and ultimately developed guiding principles for effective reading interventions. Their guidance moved

teachers beyond the tenets of one specific program, helping them understand that individual student strengths must be at the centre of all their work.

Our goal for the 2020/21 school year is to develop a learning community in which we continue our conversations about building robust and effective intervention practices.

"In short, skilled reading is about more than reading the words correctly. It involves both reading the words correctly and making sense of the text ideas while confirming, challenging, changing and building knowledge about the world."

Children Experiencing Reading Difficulties

*What We Know and What We Can Do Literacy Leadership Brief,
ILA, Dec 2019/Jan 2020*

COMMON THEMES OF EFFECTIVE LITERACY PRACTICES

COLLABORATION

CO-PLANNING, CO-TEACHING, CO-CREATING
REFLECTING TOGETHER
COLLABORATION TIME EMBEDDED INTO SCHEDULE

LEADERSHIP

SUPPORTIVE OF NEW INITIATIVES
MAKES SPACE FOR LEARNING
PASSIONATE ABOUT LITERACY

FORMATIVE ASSESSMENT

ASSESSMENT GUIDES PRACTICE
CLASS REVIEWS, EPRA/IRA
STRENGTH-BASED LENS
FOCUS ON GROWTH

TEACHER LEARNING

TEACHERS LEARNING WITH AND FROM EACH OTHER
ACCESS DISTRICT RESOURCES
SCHOOL TEAMS
TEACHER INQUIRIES
INQUIRY STANCE



Katzie Nation summer learning program focuses on literacy, numeracy and traditional language



On this cloudy July morning, a circle of children of all ages drum and sing enthusiastically inside the Katzie Nation community centre's gymnasium. The group is led by Leah Meunier, a Katzie language instructor.

"This drumming is meant to lift everyone's spirits so we can all start the program in a good way feeling uplifted by song. The songs each have different meanings."

The Katzie Summer Learning School, a partnership program with Maple Ridge – Pitt Meadows School District No. 42, is now in its second year and focuses on literacy and numeracy while incorporating traditional language.

"I hope the children learn more language and skills than they had before the summer started. My hope is that they come out of the summer program filled with more questions about our language and culture because, for me, that means they were truly engaged," adds Meunier.

One of Meunier's favourite parts about participating in this program is the teamwork with Nelie Meedin, a Montessori teacher from Hammond Elementary, and other support staff.

"We come together and bring the best of both worlds combining western teaching methodologies with Indigenous methodologies."

During last year's program, the children learned hə́n̓qəmínə́m names for different plants found in their community. This year, they focused on harvesting and the plants' medicinal properties, including creating chamomile and peppermint teabags and salves and essential oils to soothe bug bites.

"The students were completely engaged with learning language, songs and plant properties during the program. The artwork they created was also phenomenal," says Meedin.

Kirsten Urdahl-Serr, acting principal Aboriginal Education, explains that the Katzie summer learning program is an integrated approach of place-based learning where students are asked to enhance their literacy skills by learning their local language to connect it to the place where they live.

"In the learning of the local language, students recognize how unique they are as peoples of this world and this locale. It is an honouring of ancient knowledge while also recognizing the need to live in two worlds with the application of literacy to learn their local language. Learning of our local peoples, their language, and the knowledge they hold of this place is curricula that all of our district learners need to embrace and honour. Without a deep understanding and reverence of the place in which you live, how can you protect it for future generations?"

Strengthening Katzie Nation youth leadership opportunities

Providing cultural leadership opportunities for Katzie First Nation youth is an important focus for Maple Ridge – Pitt Meadows School District No. 42.

This year, Katzie youth from Westview Secondary wrote a song they shared with students during a drum circle at the school. The students also shared their song with SD42 educators at a professional development event, the student advisory forum for Aboriginal Education at WSS and teacher-learners from Simon Fraser University.

At the elementary level, Katzie youth from Pitt Meadows and Edith McDermott elementary schools, accompanied by Katzie Elders, visited other schools to share their cultural knowledge of drumming and Coast Salish weaving. Drumming and singing in a circle was embraced by staff and students at these schools.

At our Indigenous-focused district-wide professional development day last November, teachers from 15 schools and a Katzie Elder made a set of drums for the school district. Following this experience, these teachers also received a cultural lesson in their classroom that included learning how to use the drums, their cultural significance to Indigenous peoples, and learning a song that was gifted by Katzie First Nation.

Students at Fairview and Edith McDermott elementary schools built wooden looms and learned Coast Salish weaving from a Katzie Elder and youth.

"This is my medicine," the Katzie Elder said about working with students and teaching them to weave. The goal is to strengthen Katzie youth leadership opportunities during the 2020/21 school year.





SCHOOL JOURNEYS IN LITERACY: PITT MEADOWS, ALOUETTE AND BLUE MOUNTAIN ELEMENTARY

This year, we share the literacy stories of three schools from three different district zones: Pitt Meadows Elementary (West Zone), Alouette Elementary (Central Zone), and Blue Mountain Elementary (East Zone). With the support of the literacy team, these schools accepted the challenge of literacy development in particularly in-depth ways. As you read their stories, you will see the ingredients that are ultimately essential for supporting a love of and proficiency in literacy. These ingredients are collaboration, leadership, formative assessment, and teacher learning.

PITT MEADOWS ELEMENTARY: “WE ARE BETTER TOGETHER.”

When Pitt Meadows Elementary (PME) teachers were asked how their literacy practices changed over the year, they replied that they had learned the following key lesson: “we are better together.”

PME already had a rich history of supporting students with their reading in French and English. Reading Bonanza and Le Magi Des Mots were weekly practices in the primary departments. Intermediate classes acquired and honed their literacy skills through literature circles, writer workshops, and independent novel studies. Daily Drop Everything and Read (DEAR), Global Read Aloud, family reading nights and book fests offered other rich experiences woven throughout the days, weeks and year. Reading Link challenges for the intermediate and primary Battle of the Books incentive program also helped spark a love for reading in many students.

As the school data demonstrates, however, even with all these activities and incentives, there was still a need for additional support in the school. The data showed that some students struggled with the reading process, and that in some cases the lack of passion and resilience was clearly evident.

The intermediate team understood that grade 6-7 students preparing for their secondary years were in particular need of additional support so that they could successfully transition into the high school environment. It was essential that these students at least minimally meet expectations in reading before graduating from elementary school.

The intermediate team undertook significant research-based planning and learning. From staff meetings and monthly lunchtime meetings to district initiatives, including Joint Educational Change Implementation Committee (JECIC) and school teams, the dedicated group of teachers used every opportunity to find ways to learn from each other and from past mistakes. “We used a variety of professional texts to come up with a program we thought would work best for our intermediate readers. We split students into small groups of four and rotated through three or four stations a day (10 minutes each station). Stations included read a text, word work, re-read, and comprehension. We spent a lot of time finding engaging reading materials for intermediate students who were at a lower reading level,” said PME collaboration group members.

This work became a community effort. With an all-hands-on-deck approach, the school used administrators, classroom teachers, support teachers, the school librarian, an English language learners teacher, an Aboriginal resource teacher, a counsellor, retired teachers, and literacy helping teachers. This shared approach to leadership in the area of literacy made a difference.

What did success look like? Teachers saw that their students were fully engaged and showed a new stamina for reading. Students began to see themselves as readers, and their self-confidence rose along with their reading levels. Parents/guardians began to approach teachers to let them know how much they appreciated the special effort that was being made to support their children, who may have been struggling with the reading process.

One teacher’s anecdotal experience illustrates the spirit of the change: “She [the student] started out as a reluctant and angry reader, who didn’t want to participate. [As her reading ability improved] ... she became happier, more confident, and more interested in reading. She has become an eager learner and was extremely proud of her accomplishments. Her positive attitude has trickled through to all subjects and she became an all-around more engaged learner. Her parents expressed how thankful they were for the program and how happy they were with the results.”

ALOUETTE ELEMENTARY: “WORKING TOGETHER CAN MAKE ALL THE DIFFERENCE IN THE WORLD”

“Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Mead

Alouette Elementary is a bustling school with dedicated teachers who work tirelessly for their students. Consisting of 21 divisions, Alouette also hosts two choice programs (*Wheelhouse* and *CyberSchool*), which further enrich the diverse learning options at the school.

Literacy is a primary focus at Alouette, where the school library has emerged as a hub in which these varied learning paths converge.

Jennifer Waterman is Alouette’s teacher-librarian. “I have always had a keen interest in reading and teaching kids to read,” she says. “For the past three years, I have been the teacher-librarian, which has put me in the centre of what we all do at Alouette – care for kids. From kindergarten to Grade 7, our students feel cared for, are encouraged to take risks in their learning, and, most importantly, know that they matter.”

Along with a team of Grade 4 and 5 teachers and support staff, Jennifer joined the Literacy Collaboration Network two years ago to work on increasing engagement within the Grade 4 and 5 population. The team began to see visible evidence of student engagement as students became more interested, passionate readers.

“The Literacy Collaborative Network was the impetus behind weaving together all the various literacy threads we had happening at Alouette,” said vice-principal Julie Clarke. “Our educators here are passionate about improving outcomes for our developing readers.” Vice-principal Clarke notes that this opportunity allowed staff to focus on meeting students where they were, rather than merely focusing on the end task.

During the 2019/20 school year, this same group of educators began exploring reading interventions for their striving readers. They examined the relevant research and studied how it worked at the classroom level. They planned a school-wide implementation of reading intervention, bringing in the teacher-librarian and other staff to address the needs of students who required more targeted support.

The dedicated primary team also had many success stories this year with students whose level of literacy evolved from the learning of letters to becoming readers. In these classrooms, a collaborative approach allowed teachers to try current instructional approaches in safe and supported ways.

The aim of the Story Workshop Series, for example, was to nurture young writers. As one teacher remarked, this series fostered collaboration that helped support positive outcomes: “[We were] collaborating with the literacy helping teachers and the other kindergarten teacher, so we had three adults in the room and could learn from each other!”

Teacher collaboration is a key characteristic of literacy culture at Alouette as Jennifer Waterman notes: “The Collaborative Network and the literacy helping teachers have played a huge part in supporting our initiatives here at Alouette.”

Alouette teachers understand the importance of being given time to focus on literacy and appreciate opportunities to collaborate, problem-solve, and celebrate. This collaborative culture continued to support the school’s pedagogy during the shift to remote learning, when staff pulled together to build online platforms, deliver quality literacy lessons, curate online resources, and meet one-on-one with striving readers.

Support teacher Monika Tarampi reflected on the success she saw during the COVID-19 pandemic: “Previously, a student said she hated reading and would read as fast as possible to get it over with. Now she says she has learned to slow down and listen to herself read, and her confidence has really improved. She is now reading to her little sister at home, and she enjoys reading now.”

Jennifer Waterman notes that the students she worked with during this period saw success in many areas, including engagement, work-attack skills, and confidence. “The best part was that kids found books that they really liked for the first time!”

BLUE MOUNTAIN ELEMENTARY

Blue Mountain Elementary is much more than a school. It is a caring home of a culturally diverse student population that has seen a rapid increase in enrolment over the past few years. The staff developed two school growth plan goals to address the ever-changing needs of their students.

The first goal focused on social emotional learning (SEL). The school staff developed a program called Wolf Packs, which consists of multi-aged “packs” that welcome new students and encourage a sense of belonging through literacy-based activities. The books in this program are carefully selected and have an SEL theme.

The second goal in Blue Mountain’s growth plan was to improve student literacy by focusing on the enjoyment of reading. The school successfully met both goals by providing a variety of books from which students can make their selection, and giving their students a choice in what they read and discuss.

The foundation of this caring and inclusive environment is Blue Mountain Elementary staff. As school principal, Lauren Hickey supplies a framework of support, encouragement, and funds for literacy initiatives. She was an active participant in the school JECIC, which focused on the development of SEL using picture books.

Support teachers, itinerant staff, and educational assistants (EAs) at the school are skilled problem-solvers who work collaboratively with classroom teachers to provide interventions that ensure literacy is accessible to all students.

All Blue Mountain teachers have participated in and benefited

from several inquiries, workshops, and literacy helping teacher class visits. Literacy helping teachers in particular have provided classroom teachers with the strategies they need to support the needs of their students - needs that are identified through reading assessments and class reviews.

Blue Mountain teachers believe in a strength-based approach with day-by-day, minute-by-minute assessment. This assessment approach helps teachers recognize where their students are in their learning journey, and to identify the next steps.

More generally, the school participated in many literacy activities the 2019/20 school year, including Global Read Aloud, Book Fest, Reading Link Challenge, multi-aged Buddy Classes, Story Workshop Series, Recreational Home Reading, Classroom Library and Wild Readers' Inquiries.

The school library is at the heart of Blue Mountain Elementary. Like all teachers at the school, teacher-librarian Amanda Terris is a passionate teacher whose ultimate goal is to instill in students a lifelong love of reading. She spearheads many district reading programs and leads school-based literacy activities such as the Global Read Aloud and the school-wide Book Tournament.

In the Book Tournament, carefully selected books are read to all students who later vote on their favourite. This program created a buzz in the hallways and classrooms, and students could often be found discussing which books were destined to win. After 16 weeks, the whole school excitedly celebrated the winner.

Amanda strives to fill her library shelves with a wide variety of books that include SEL themes, Indigenous content, and growth mindset themes. The goal is always to select stories with which students can identify.

During the early stages of the pandemic when students were engaged in remote learning or hybrid learning, Amanda provided weekly Family Library Lessons that focussed on SEL and a love of reading. Each lesson involved an SEL book to watch on YouTube and activities that incorporated art and mindfulness. These activities brought together both school growth plans of literacy and SEL.

When asked about how literacy programs have changed their teaching and their students, Blue Mountain teachers spoke about the importance of helping their students see themselves as readers. Teachers noticed that more students were building confidence, saw themselves as readers, and chose to read.

Reading is encouraged and celebrated in many ways at Blue Mountain Elementary, where students are embraced for their individual interests, strengths, and needs.

REVIEWING DISTRICT DATA

ASSESSING STUDENT PERFORMANCE

In the Maple Ridge - Pitt Meadows School District, teachers assess student literacy throughout the year using various measures. These assessments are then used to identify student needs and to guide instruction.

Performance-based reading assessments such as the Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) together with the BC Performance Standards provide instructional staff with vital information about the strengths of the students in the class and about areas requiring attention. The assessments are also used at year-end as a summative measure of student growth.

The BC Performance Standards describe student achievement in terms of prescribed learning outcomes in March-April of the school year and illustrate the following four levels of student performance:

NOT YET WITHIN EXPECTATIONS (NOT YET MEETING)
<ul style="list-style-type: none"> the work does not meet grade-level expectations there is little evidence of progress toward the relevant learning standards the situation needs intervention
MEETS EXPECTATIONS (MINIMALLY MEETING)
<ul style="list-style-type: none"> the work may be inconsistent, but meets grade-level expectations at a minimal level there is evidence of progress toward relevant learning standards the student needs support in some areas
FULLY MEETS EXPECTATIONS
<ul style="list-style-type: none"> the work meets grade-level expectations there is evidence that relevant prescribed learning outcomes have been accomplished
EXCEEDS EXPECTATIONS
<ul style="list-style-type: none"> the work exceeds grade-level expectations in significant ways the student may benefit from extra challenges

In our discussion of year-end district data, we also refer to the following two general categories as defined below:

THRIVING READERS
<ul style="list-style-type: none"> Readers who fall into the Fully Meeting Expectations or Exceeding Expectations categories
STRIVING READERS
<ul style="list-style-type: none"> Readers who fall into the Not Yet Meeting or Minimally Meeting expectations categories.

In our school district, literacy helping teams supported 178 classes in the fall 2019 administration of formative EPRA/IRA assessments. Many other classroom teachers chose to perform these assessments in collaboration with their classroom support teacher, and all elementary teachers used the BC Performance Standards when doing the summative assessments.

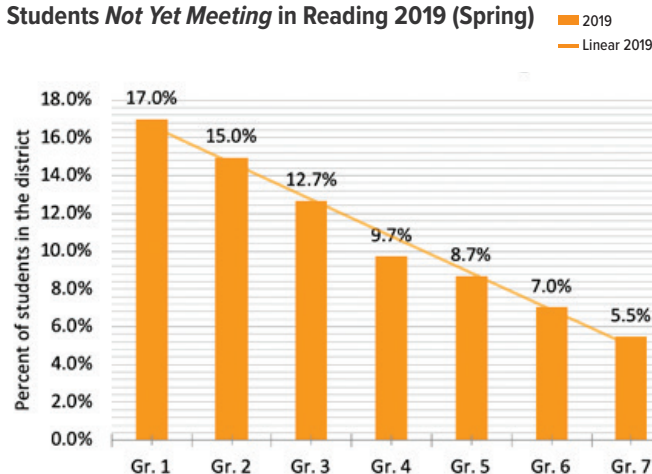
The administration of year-end assessments in 2019/20 was a challenge for teachers, however, due to the move to remote learning and the limited student attendance in the early stages of the COVID-19 pandemic. As we work to understand the impact of the pandemic on student learning, we will need to assess all available data carefully.

A CLOSER LOOK AT 2019/20 DATA

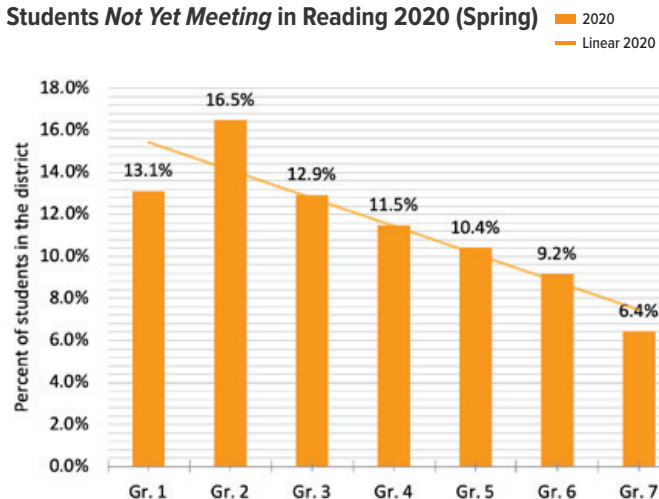
In reviewing our year-end district data, we can see a general downward trend in the number of *Striving* students (those who fall into the *Not Yet Meeting* or *Minimally Meeting* categories) as they move through their elementary years, showing that our increased focus on literacy over the past several years has had an overall positive impact.

A close examination of the data from spring 2019 and spring 2020, however, also shows a slight increase in the number of students who fall into the *Not Yet Meeting* (NYM) category in 2020. We conclude that school closures and limited in-class instruction due to the COVID-19 pandemic are the likely cause of this increase. (See following graphs showing numbers for students in the *Not Yet Meeting* category in reading for spring 2019 and spring 2020.)

Students *Not Yet Meeting* in Reading 2019 (Spring)

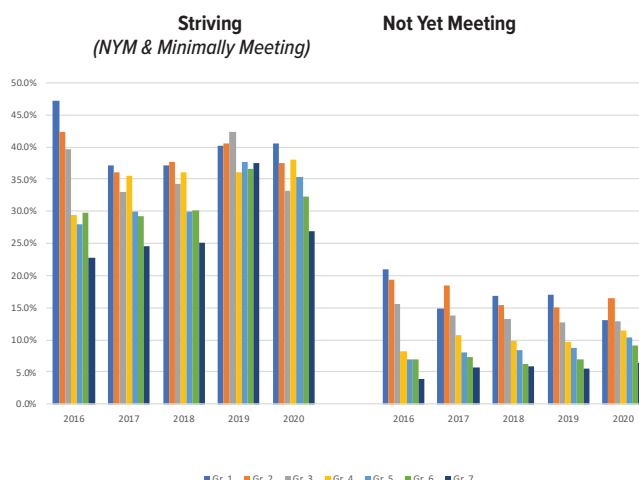


Students *Not Yet Meeting* in Reading 2020 (Spring)



The graph that follows provides a comparison of the data from 2016 to 2020 in the number of students who fall into the *Striving* category and those who are in the *Not Yet Meeting* category only. There is again evident a general downward trend in students *Not Yet Meeting* expectations in reading year over year. While we are encouraged by this continued overall downward trend, our ultimate goal is to see all students

reading at their appropriate grade level when they leave elementary school.



We have a number of interventions in place at both the school and the school district level to support student literacy.

Our district helping teachers continue to work closely with researchers and educational leaders Faye Brownlie and Leyton Schnellert to share effective literacy instruction and assessment practices with primary staff throughout our district.

Formative classroom assessment practices of the Early Primary Reading Assessment (EPRA) and the Intermediate Reading Assessment (IRA) have helped teachers identify engaging and effective literacy practices for their students, while the literacy team visits classrooms to provide modelling and support for teachers and students in whole class, small group, and individual settings. The literacy team works collaboratively with the district learning services team to identifying student academic, emotional and physical needs and to provide teachers with resources and strategies. The team hopes to instill a love of reading in all students by providing teachers with opportunities to develop extensive, culturally diverse classroom libraries. As a result of these combined efforts, our students see themselves as readers and are both choosing to read and enjoying the reading process.

Over the past two years, we have also provided additional literacy teaching support and an added focus on the intermediate grades. The impact of this work is reflected in the graph above, which shows a decrease in *Striving* readers at the intermediate level (grades 4-7).

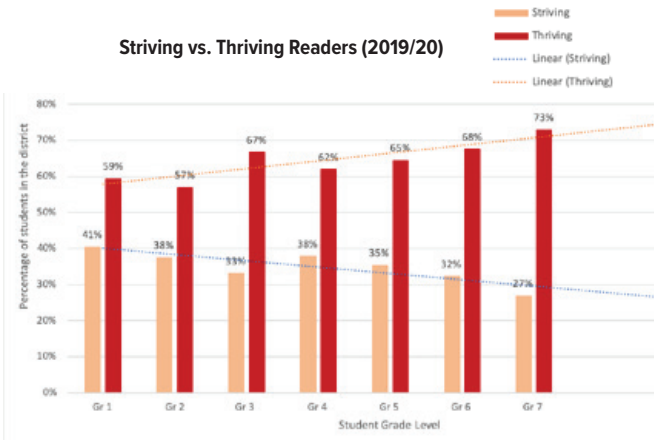
Continued support at the intermediate grade level will help students develop the reading strategies they need to be able to read for a deeper level of comprehension.

Striving and Thriving Readers

Using the year-end performance standards data, we are also

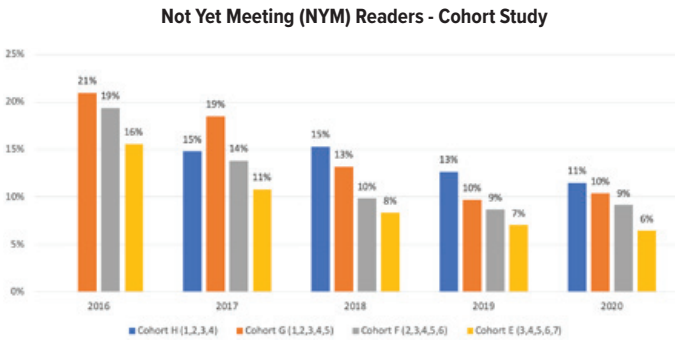
able to follow student cohorts to assess the progress of their reading ability. In the graph below, for example, we see an overall decrease in our *Striving* readers (those *Not Yet Meeting* or only *Minimally Meeting*) year over year. The same graph shows that as the number of *Striving* readers decreases, there is a corresponding increase in *Thriving* readers (those in the *Fully Meeting Expectations* or *Exceeding Expectations* categories) as students move through their elementary years.

Of the 27% of *Striving* readers in Grade 7 at the end of June 2020, for example, only 6.4% were in the *NYM* category. Although 6.4% is a small percentage, we continue to set our sights on helping these readers develop the necessary literacy strategies to become more successful learners.



Importantly, of the 26% of *Striving* readers in Grade 7 at the end of June 2019, only 5% were in the *NYM* category. In June 2020, therefore, we saw a 1% increase in the number of Grade 7 *Striving* readers falling into the *NYM* category. We again hypothesize that this slight increase is likely a result of the suspension of in-class instruction in March 2020.

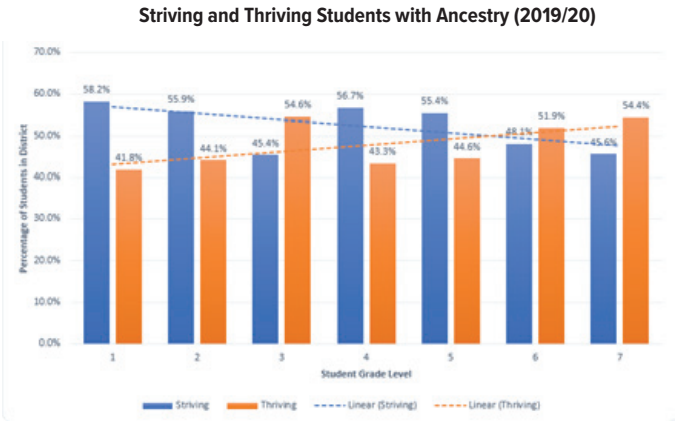
Nevertheless, as the graph below shows, when we review the progress of student cohorts for over five years, we do see a continued, steady improvement in the area of literacy.



The cohort study graph reveals that the number of students not yet reading at grade level consistently decreased in each cohort group over the five years. The number of students in the *NYM* category also decreased year over year from 2016 to 2020.

The data clearly demonstrates, therefore, that our district-wide efforts to improve student literacy skills and to strengthen the literacy teaching and assessment skills of our educators are having a measurable, positive impact.

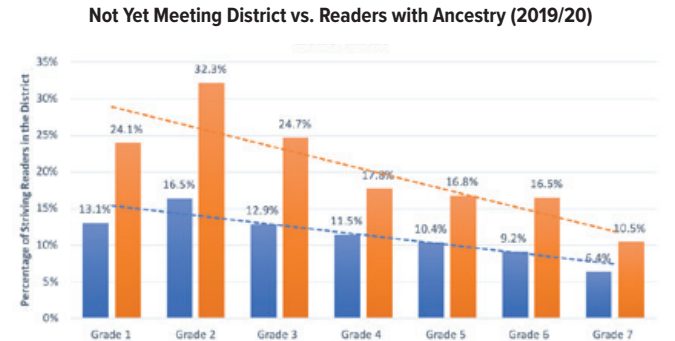
Students with Ancestry



Our school district continues to focus on the progress of students who identify with ancestry. As these students move through the grades, we see the number of *Thriving* readers increase while the number of *Striving* readers decreases. This is, of course, a positive trend.

In comparing the data for students who identify with Aboriginal ancestry to data to students without this identification, however, we do continue to see a gap. 54.4% of the students with ancestry leaving Grade 7 are *Striving*, for example, while only 45.6% of our non-Aboriginal students fall into this category. At the same time, the data also shows that our interventions are working and we are reducing this disparity.

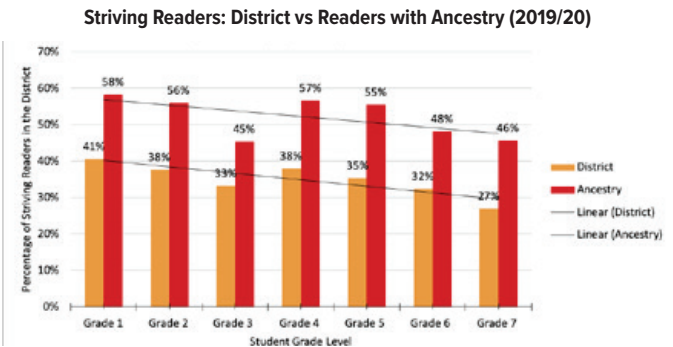
We see a general decrease between grades 1-7 as evident in the graph below. The decline in the number of students with ancestry in the *Not Yet Meeting* category between grades 2-7 is especially dramatic, moving from 32.3% in Grade 2 to 10.5% in Grade 7 (a difference of 21.8%). Additionally, we see that the 15.8% gap in Grade 2 between *Not Yet Meeting* students with ancestry and *NYM* students without this identification shrinks to 4.1% by Grade 7.



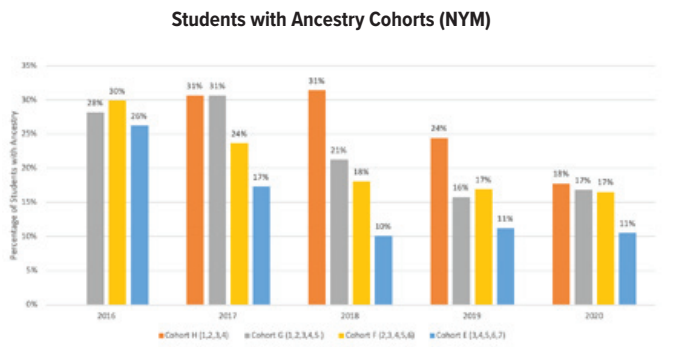
Our Aboriginal resource teachers and our literacy helping

teachers have worked closely with schools over the past four years to help increase student engagement and enhance the literacy skills of our students who identify with ancestry. The positive impact of their efforts is reflected in the results we are seeing.

However, when we compare the number of our *Striving* students with Aboriginal ancestry and our *Striving* students without this identification (graph below), we see that the gap between the two student groups remains consistent across the grade levels. We must continue to work to address this gap so that we achieve more equitable student outcomes.



It is important to note that the *Striving* category contains both students who are *Not Yet Meeting* expectations and students who are *Minimally Meeting* expectations, and that there may have been some improvement as students moved from the *Not Yet Meeting* category to the *Minimally Meeting* category. This data would not be captured in this graph, however.



Finally, the cohort graph above for students with ancestry who are *Not Yet Meeting Expectations* shows that the overall number of students NYM with ancestry has been decreasing over the past five years (2015/16 to 2019/20). This trend is more evidence that the staff development, approaches, and supports we have taken as a district with the collaborative work between our helping teachers, Aboriginal resource teachers, administrators, itinerant staff, instructional staff, librarians and teachers is making a difference.

While our Aboriginal Education team worked directly with students on Katzie reserve to support their literacy skills development and more during the early stages of the pandemic,

we continue to wonder how the disruption of the pandemic may have affected our ability to fully impact these learners. We are committed to continuing our concerted efforts to help more of our students with ancestry gain the literacy skills to meet grade-level expectations, so they have the same life opportunities as their non-Indigenous peers.

SUMMARY

Our district summative data supports our efforts and informs our investments around literacy practices. Individual schools also use their school data to determine trends and identify key focus areas in their school growth plans. Most importantly, teachers collaboratively use regular and daily formative assessment information to shape their literacy instruction to best address the needs of their students.

Teachers in the primary years have continued to investigate motivation and engagement around literacy, the importance of oral language development, more in-depth comprehension skills such as inferring and reading as thinking, and the use of systematic reading lessons combined with regular small groups and reading conferences.

Under the guidance of local and provincial literacy experts, we will continue to support reading conferences, teaching of reading strategies, daily read-alouds, and the implementation of the Intermediate Reading Assessment as effective strategies in the intermediate grades. We will also continue our efforts to enrich our classroom libraries with a diverse selection of texts that speak to a sense of place, continuity, history, art and culture.

Closing the gap between our students who identify with ancestry and students without this identification will also continue to be a key focus for our district.

Finally, we are concerned about the potential impact of the COVID-19 pandemic on the literacy skill development of all our students and our most vulnerable learners in particular, as we know that face-to-face learning is the most effective instructional method. Our educators are committed to exploring and engaging in effective practices that will continue to support literacy love and development during this pandemic.

The need to support teachers in the use of effective intervention and assessment strategies will continue in the 2020/21 school year with staff development opportunities and school-based intervention sessions that cater to the unique needs at each school.

Well-known Kwantlen storyteller shares his short stories and plays with SD42 elementary and secondary students



During the 2019-20 school year, Kwantlen storyteller Joseph Anthony Dandurand visited Alexander Robinson Elementary, Garibaldi Secondary, Westview Secondary, and Samuel Robertson Technical Secondary.

Dandurand is a talented author, poet, playwright and storyteller from Kwantlen First Nation.

In the past year, he has been working with SD42 teachers and students to bring to life his short stories and plays in meaningful and interactive ways.

Students and teachers who participate in Dandurand's lectures and workshops gain a deeper understanding of Indigenous oral traditions and culture while strengthening their literacy, teamwork, and communication skills.

During his sessions, Dandurand creates a sense of belonging for students with ancestry, shaping their Indigenous identity through writing, storytelling, and role play.

The sense of community he creates with all students allows them to understand and value the local Indigenous culture and traditions.

In 2020-21, we look forward to Dandurand continuing to share his knowledge and passion for literacy with more schools.

Cedar Roots – Year 2

Most Coast Salish nations have a story of how the salmon came to their people. Sometimes it is Raven, or two brothers, or a Coyote far from home, that learns how to honour the Salmon People.

These stories illuminate the connection between animal and spirit and the importance of heeding our animal helpers' advice. The stories embody the cultural teachings and environmental philosophies of the local First Peoples.

In every version of this story, humans remain interdependent on the Salmon People for survival. We show reciprocity by caring for the land, the spiritual world and the natural world – as they are interconnected.

We learn of the Salmon People's selflessness and the love shown for humans by our more-than-human relatives.

During the second year of the Cedar Roots program, the salmon became central to our teachings. Students participated in a paddle along Widegon Creek, and we talked about the significance of the territory and its use by Katzie First Nation.

We learned how to respect our animal teachers through workshops with local Knowledge Keepers on making salmon skin leather (Janey Chan, ancestral skill from Squamish Nation) and smoked salmon (Jay Bailey, Katzie First Nation).



We gave back to the community by cleaning up a local park and discussing the impact of litter and waste on the environment and salmon spawning. We talked about culture, identity, and connections while camping in Whistler and exploring Maple Ridge and Pitt Meadows. The reclamation of land as teacher has provided our students with the skills, knowledge, and community needed to develop a stronger sense of self and explore the worldview and values within their ancestry and community.

Six Cedars: Connecting Indigenous Worldviews to Core Competencies



The Six Cedars program provides a starting point for integrating Indigenous worldviews into the classroom so students can understand how Indigenous people have lived on the land in harmony with all living things for thousands of years.

Six Cedars lessons connect students and staff to the First Peoples' Principles of Learning in that "learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors."

Utilizing the Six Cedars as a guide, students were able to connect the importance of the social and emotional learning (SEL) aspects of the core competencies with the First Peoples' Principles of Learning. Integrating the Core Competencies of communication, thinking, and personal and social responsibility in relation to the land we live on, students were guided in developing an understanding of their whole being.

Each lesson commences with an acknowledgment of the traditional land focusing on the key points of shared, traditional, and unceded. The traditional acknowledgment of the lands has been a part of Indigenous culture since time immemorial, and it is now a small step towards reconciliation.

The *Six Cedars Trees* book, written by Margot Landahl and illustrated by Indigenous artist Celestine Aleck, is the program's focal point. The book has six lessons based on the core competencies, and animals from the Pacific Northwest Coast

represent each competency. The Coast Salish Peoples connection to the bear, beaver, orca, raven, salmon and wolf are interwoven with these competencies.

Through six visual and interactive presentations, emphasis is given individually to each of the core competencies and the interconnectedness with the animals. Students also develop an understanding of the First Peoples' Principles of Learning that involves patience and time and reflective, relational, and experiential learning.

For example, at Alouette Elementary, students learned about the creativity of the Raven. Students were able to connect this thinking competency to the creativity of the Coast Salish art design. They learned about the various Coast Salish design elements of circles, trigons, ovals, crescents, and "u" shapes that they utilized to create their own symmetrical designs.

The Raven lesson allowed them to appreciate the Coast Salish people's artistry while letting their creativity and personal experiences be the focal point.

At Maple Ridge Elementary, students collaborated to recreate the Tlingit story of the Beaver and the Porcupine utilizing story workshop pieces. Students took responsibility for their roles and were able to work cooperatively with their peers. Students were able to relate to the traditional story from the Tlingit First Nation in that despite their differences, the Beaver and Porcupine can remain friends. For this lesson, the focal point was based on the Beaver being a diligent collaborator. "Beaver teaches us to work cooperatively to make a change for the greater good by making the world a better place for all."

Each lesson of the Six Cedar program is experiential, interactive and centres around students practicing patience and responsibility. At the end of each session, all classroom community members join together in a talking circle to connect to their personal growth.

The intention of the talking circle is to ensure a safe space for students to share what they have learned. All contributions are welcomed without judgment. In the talking circle, students can conduct their self-assessment of the core competencies while relating it to the Six Cedars animals. They then return to their groups to complete a variety of "I can" or "I feel" statements that can be done through pictures, words or in conversation with an adult or peer. The objective is for students to build an understanding of their own personal growth.

As we continue to increase our knowledge of Indigenous peoples' culture and their traditions, student understanding of the core competencies in relation to the First Peoples' Principles of Learning will continue to be developed.

Our next steps are learning how animals are connected to the land and our local nations, Katzie First Nation and Kwantlen First Nation. Moving towards honouring and learning more about our local nations will foster positive relationships and benefit all students.

As we move forward, our goal is to instill a learning environment that inspires pride and understanding of our personal growth.

Social Emotional Learning

Social emotional learning (SEL) continues to be a key focus of our work in our classrooms and our school communities. Since we formally identified SEL as a focus six years ago, we have progressed from a more general question about what SEL stands for to the more specific inquiry of how we can deepen SEL practice within our schools and classrooms.

SOCIAL EMOTIONAL LEARNING:

Social emotional learning (SEL) is the process by which individuals gain the attitudes and skills for self-awareness, perspective-taking and empathy, relationship skills, and responsible decision-making. These skills are represented and interwoven throughout the curriculum

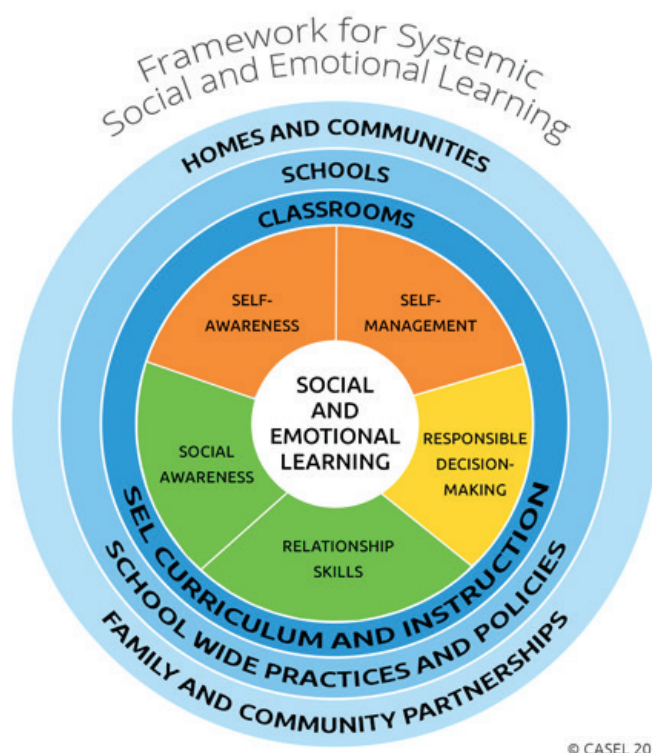
The COVID-19 pandemic has amplified the importance of our connection with and response to the students, staff, and families in our school district – especially those who are most vulnerable. We continue to see the importance of taking an integrated approach to social emotional learning, explicitly teaching it through our core and curricular competencies, embedding it in our everyday interactions, and connecting it to our First Peoples' Principles of Learning.

We also did additional work with Peter Senge and Mette Boell within the *compassionate systems* framework, seeking to build a cognitive and affective foundation for global citizenship. In this section of the *Supporting All Learners* document, we will share where we are in year six, what got us here, the current information we have to guide us, and what our possible next steps need to be.

WHERE HAVE WE BEEN

Six years ago, we began to realize that most school growth plans in our district identified social emotional learning (SEL) as a key area of focus. To ensure a systemic approach to SEL in our schools, we began to develop a district SEL framework.

We started this work by bringing together renowned SEL experts from the University of British Columbia, Kimberly Schonert-Reichl and Molly-Lawlor, along with leaders across our district. With their guidance and collaboration, and with research from the Collaborative for Academic and Social Emotional Learning (CASEL), in November 2016, we interviewed staff, students and parents/guardians to see where we were with SEL in our district.



© CASEL 2017

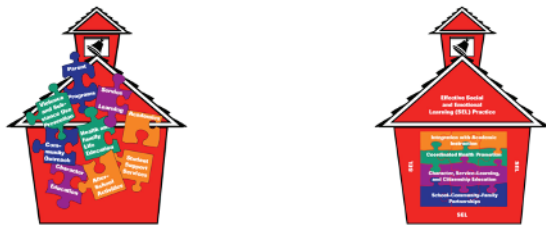
Multiple themes emerged from our research.

There were many examples of SEL practice in schools and classrooms throughout the district, but there were also still some who were unfamiliar with SEL.

This lack of familiarity was especially evident with respect to adult social emotional learning among staff and parents/guardians. We often think of students needing to learn social and emotional awareness and skills, but tend to forget this learning is also beneficial for adults.

The interviews also revealed that there were many different SEL opportunities in schools, but that these opportunities often lacked cohesion. As result, our school district had a fragmented approach to social emotional learning that had the potential to create confusion and negatively impact learning.

Although there is value in diverse learning approaches, these methodologies need to be connected and properly embedded in our practice. This alignment is best achieved through staff collaboration, self-awareness, deep listening, and dialogue.



From Fragmentation → to Coherence

To address the gaps we identified, we developed the following inquiry question, designed to guide us in determining next steps: *How might we collaboratively create a community that reflects care and belonging so that SEL is evident, explicitly taught, and practiced in everyday interactions among all community members?*

We shared our district inquiry results with educators from all instructional employee groups in our district, and invited them to work collaboratively on the development of a district SEL framework. Based on the results of our 2016 inquiry, we identified the five following areas of focus:

- Evidence-based practices.
- Teaching students SEL skills.
- School culture and climate.
- Informing and involving parents.
- Social emotional learning and well-being of adult educators.



Understanding the importance of embedding SEL practice in our everyday teaching, we made explicit efforts to tie SEL to the core and curricular competencies.

Five working groups were assembled to explore the five focus areas. The number of members in each of the five working groups has grown year to year, with at least 10 members per group, 70 active members overall, and representation from every instructional employee group and every school in the district. Groups meet every year at after-school dinners or during weekend teamwork sessions designed to expand and deepen social emotional learning practice in the district.

The work accomplished by these groups has been far-reaching. Parents/guardians have benefited from resources included in newsletters and other communication streams; schools have examined and reflected on their SEL goals using the reflections tool and the *Reflections Tool* workbook; and rich SEL resources on evidence-based practices have been uploaded to the *Spark* platform for staff.

We have also come to recognize that when we pay attention to our own well-being, social and emotional learning, and self-awareness, we have positive impact on our students.

SEL does not stand alone as a subject or a class; it is integrated into teaching, learning, and assessment. School staffs have recognized both the need for and the benefits of this integration in teaching and assessment.

Educators can also explore SD42 libraries to find books that connect to the teachings of the core competencies.



Our work with Faye Brownlie, Shelley Moore, and Leyton Schnellert allows us to explore how an effective social and emotional approach underpins classroom instruction. These experts have been continuing to work on inclusive curricular lessons with district school teams and district leaders so that our teachers can collaboratively develop effective classroom practices. Brownlie, Moore and Schnellert have also supported staff in their work on established school growth plan goals, the majority of which involve SEL.

WHERE WE ARE NOW

The 2019/20 school year has been like no other, with the COVID-19 pandemic making it feel like many years in one.

However, there is still much to celebrate and we continue to find ways to build a community in which SEL is evident, explicitly taught, and practiced in everyday interactions among all community members.

COMPASSIONATE SYSTEMS

This year we began “compassionate systems” work with Peter Senge and Mette Boell at the Massachusetts Institute of Technology (MIT). The compassionate systems approach has three essential elements, which in the figure on the following page are represented as three legs (three supportive pillars) of a stool. The three essential elements are personal mastery, reflective conversations, and systems awareness (see figure on following page).

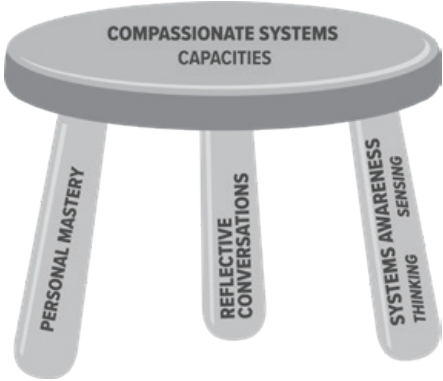
The first essential element of compassionate systems is personal mastery. Personal mastery involves the development of self-awareness, accepting who you are, and bringing your authentic self to a conversation.

Reflective conversations are the second key element of compassionate systems. In reflective conversations, the first step is to truly listen. As some Sto:lo and other First Nations storytellers say, we have “three ears to listen with, two on the sides of our head and one in our heart.” By deeply listening

to another person's story, we realize our connection to each other and to the greater whole.

Finally, the third essential element is system awareness: how we sense each other and the greater system, and how we can explicitly learn the ways systems work and are connected.

Each leg of the stool is vital if the stool is to stand.



As we learned about compassionate systems, we were encouraged to discover that we have already been implementing aspects of this approach throughout our multi-year SEL efforts.

When we bring people together, we begin by creating opportunities for self-awareness and self-reflection. In November, over 60 members of the SEL team came together to practice mindfulness, collaborate, and dialogue in reflective groups.

One of our Aboriginal support workers guided us through the co-creation of a talking stick. This gift of an experience brought us together both physically and spiritually as we worked to enhance social emotional learning and the well-being of both students and staff district-wide.

NEW KEY AREA OF FOCUS

In the 2019/20 school year, we also realized that the five key areas of focus we had identified needed to be expanded to include a focus on understanding and responding to student behaviour. EDI data, MDI data, and our own experiences with children who struggle with emotional regulation in schools all suggest that understanding and responding to student behaviour will need to be a sustained area of focus moving forward.

Research and experience show that these behaviours are deeply rooted and cannot be changed through consequence-based or zero-tolerance policies, both of which have been shown to be ineffective. For our most intensive situations, we have brought in additional supports and expertise through our learning services team, our safe and caring team, and through outside consultants. These teams have provided assistance both to the students experiencing behavioural challenges, and to the adults caring for these students.

PILOTING RESTORATIVE ACTION PRACTICES

As mentioned earlier in this report, during the 2019/20 school year, we also had a few school staff members pilot restorative action practices.

When we invite full participation, heal what has been broken, seek accountability, and reunite what has been divided, we can strengthen the community and prevent further harm. Again, such practices mirror the foundational aspects of the compassionate systems framework.

ADULT SOCIAL EMOTIONAL LEARNING OPPORTUNITIES

A critical factor in how effective we are at teaching SEL is the attention we pay to the adults. As Peter Senge and Mette Boell would say, we need to start with the self. This year, we expanded our pilot project Adult Social Emotional Learning Opportunities (SELO) to the whole district.

The SELO grant was collaboratively created by members of all instructional employee groups and in consultation with the union executives. Groups of three or more people could apply for up to \$500 to engage in social and emotional learning together. Applications needed to demonstrate that the learning was connected to the CASEL Competencies, describe how it could positively impact students, and be rooted in evidence-based practices. Twenty grants were awarded for a wide range of learning activities, including mindfulness, yoga, workshops, book clubs, video clubs, practicing gratitude and kindness, and other physical and mental health learning activities. Many of these activities continued into the COVID-19 pandemic and were adapted to accommodate its restrictions.

Feedback showed that people benefited from these learning opportunities and that practices continued past the SELO grant process. We hope to continue to offer these SELO grants into next year.

STUDENT FORUMS

Midway through the 2019/20 school year, we held our bi-annual student forum, which saw over 200 students (primarily from grades 9-12) come together to discuss mental health. We selected mental health as the forum theme because the results of 2018/19 Student Learning Survey indicated that only 33% of our students described themselves as physically and mentally healthy.

Although students managed to identify some ways they took care of themselves (see graphic that follows), it was also evident that students recognized the importance of mental health education in schools. Students felt they needed more strategies to deal with stress, self-regulation, and time management.

individual circumstances. Hundreds of food items were organized weekly to feed our vulnerable families, and over 600 devices were distributed to provide access to technology to those who needed it. The school district worked with helping teachers to create planning tools, gather resources, and provide responsive support for educators across the district as they worked to adapt to the ever-changing circumstances. We established an approach based on collaboration and conversation - an approach that considered the individual and that was firmly grounded in compassionate listening and decision making. This work would not have been possible without a system-wide approach that recognized the interconnectedness of each person, each classroom, and each school community.

SCHOOL STORIES

All schools in our district have embraced social emotional learning practices, and the majority have identified SEL in their school growth plans. To provide a picture of what SEL practice looks like in our schools, we have selected the three short stories below from Davie Jones Elementary, Pitt Meadows Secondary, and Laity View Elementary.

Although the story from each school is unique, there are common threads between all three involving the core capacities of compassionate systems. The schools have incorporated an approach that looks at developing self-awareness of individuals, starting with the adults. They have set up collaborative structures where teachers work, learn and create together through meaningful listening and dialogue, and they have also taken a systemic approach in which SEL is woven through and connected to classroom learning in many different ways.

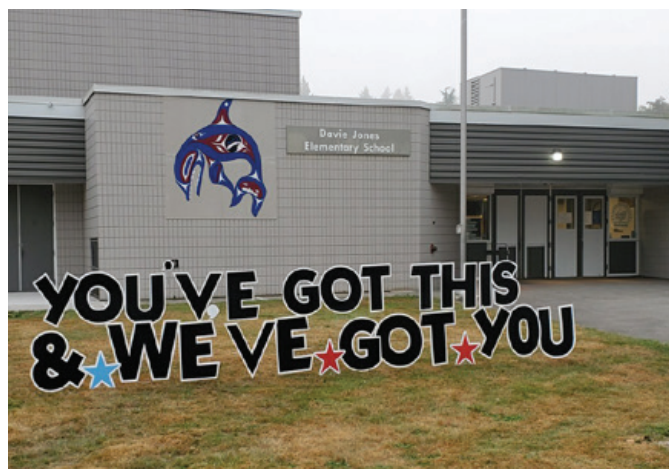
DAVIE JONES ELEMENTARY

Impacting school communities through social emotional learning has been a primary focus at Davie Jones Elementary for many years. Systemic change must be created from the ground up and students must be helped to see through a more compassionate lens.

The three-legged stool highlights the three essential teaching competencies that encourage the student growth at Davie Jones Elementary: personal mastery, reflective conversations, and systemic awareness.

Davie Jones has facilitated the self-mastery process through staff meetings, student class activities, and the inner work and educational growth of instructional staff.

The Davie Jones school community has incorporated reflective moments and restorative circles in every staff meeting, allowing a space for sharing. Many staff members invested in post-graduate education, increasing their personal



awareness of pedagogical best practices. This professional development has led to a purposeful implementation of current best practices in our classrooms, and has also sparked many thoughtful and reflective conversations amongst all staff. Ultimately, the work has supported our students in becoming more accepting of others.

In our classrooms, teachers have individualized their process, creating mindful moments throughout the week, setting time aside for school-wide mindful minutes every morning, and implementing the MindUP curriculum in our classrooms.

The personal and professional development we pursue (our personal mastery), therefore, benefits both us and our students.

Our staff presentations lead to reflective conversations about mindfulness and about how to best reach all students. We have also presented about social emotional learning at our Parent Advisory Council (PAC) meetings so that we educate our parent community about the important work of SEL.

We educate ourselves about trauma-informed practices, we learn about student designations, and we make use of staff collaborative time to foster ideas for our diverse community of learners. These collaborative and sometimes informal discussions allow for a significant trust to be built among our staff, strengthening our school community and supporting our social-emotional concern for one another.

The final leg of the three-legged stool is systemic awareness. What systems are in place and how effective these systems are at reflecting care and belonging.

Our core values are at the centre of Davie Jones Elementary, where our learning is supportive and engaging. Our primary concern is that our students feel safe, loved and connected, and that they have a safe space to reflect and share. We encourage empathy and gratitude by building gratitude walls for students, staff and parents. Our classroom approach supports our students in having a growth mindset, developing a can-do attitude, and understanding that failure is part of the process.

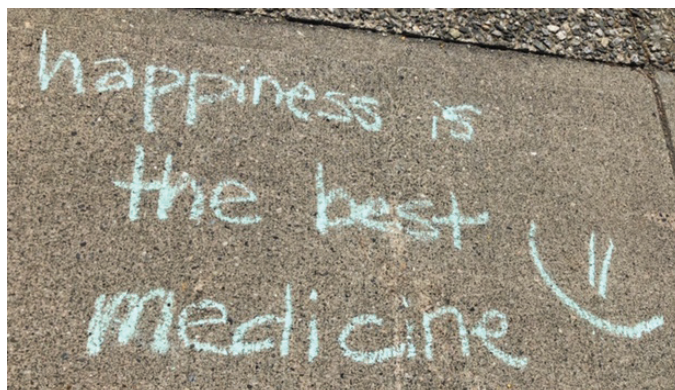
Our systems are cohesive and fully supported by our core

beliefs. Our ground up approach reinforces our collaborative staff model and creates a foundation of trust and inclusiveness that in turns helps us better support our students.

Through this approach to SEL, we create a community for our students in which they feel a sense of comfort and belonging, and which helps them grow and flourish in all areas of their lives.

PITT MEADOWS SECONDARY

Pitt Meadows Secondary (PMSS) staff met on September 23, 2019, to collaborate and develop the school growth plan. Through the dialogue and activities, it became apparent that everyone felt it important to explore ways to continue to build community in the school. PMSS is a multi-generational school with deep roots and connections that extend far beyond our walls. This community aspect of the school is a source of pride and purpose. The foundational principles of social and emotional learning (self-awareness, social awareness, self-management, relationship skills, and responsible decision-making) underlie the goal to further build the school community.



Staff committed to this goal, immersing themselves in practices that nurture and develop community. At PMSS, SEL begins with teachers' friendly presence, support staff and administration in the hallways greeting students in the morning, during class changeover, and at dismissal. These intentional and straightforward acts create opportunities for meaningful connections and have far-reaching impacts. During the 2019/20 school year, staff members applied for and received SELO grants that allowed them to explore two books: *Onward* by Elena Aguilar and *The Four Agreements* by Don Miguel Ruiz. Staff appreciated the opportunity to learn and collaborate about the ideas presented in the books. In addition, a staff member invited colleagues to participate in a secret friend activity as a part of which staff were assigned a colleague to celebrate throughout the year with notes of

positivity and small gifts to brighten their day.

Finally, staff were provided with the opportunity to participate in after-school yoga sessions, further developing social, emotional, and physical wellness.

The strengthened staff community at the school served as a strong foundation for the kinship and unity fostered among the student body.

In early October, PMSS hosted two days of the *Breaking Down the Walls* program. The hope was that this program would help students seize the opportunity to grow in their understanding of themselves and each other while honouring differences, understanding individual stories, and celebrating diversity.

PMSS also hosts regular pep rallies to celebrate student success. The school celebrates the many diverse talents of our students, be they in the area of athletics, music, dancing, poetry or robotics. Student performances are received with appreciation, admiration and encouragement by the student body, highlighting the inclusive nature of the PMSS community. The pride with which students wear school clothing and school colours speaks to the sense of belonging they feel in their school community.

The school has a number of other initiatives that help foster a sense of school culture and belonging. Throughout the 2019/20 school year, for example, the senior marketing class worked together to successfully promote school merchandise sales through the planning and management of a school store. Similarly, the school's Link Crew program - a mentorship initiative through which senior students actively mentor Grade 8 students during their transition into high school - thrived during the 2019/20 school year. Senior Link Crew student leaders built connections through a variety of formal activities, including theme nights, sleepovers, tutoring sessions, and more informal daily interactions.

Due to the value and importance placed on SEL at PMSS, we even had a designated *Wellness Week*. Throughout this week, staff and students were invited to participate in various activities, including an affirmation letter exchange, mindful colouring and zentangles, yoga, Zumba, a self-care selfie challenge, and the publication of a healthy recipe book.

SEL is also promoted through multiple visual displays and bulletin boards throughout the school with themes such as growth mindset and kindness or the celebration of student visual art pieces in their own gallery.



There is so much to celebrate when it comes to SEL at PMSS. Early in the school year, a staff member attended a PAC meeting to speak to the nature and importance of SEL, and to celebrate the variety of ways that SEL is practiced to support and foster a community at PMSS. Now, reflecting on a year of purpose, persistence, and growth, the school has much more to celebrate and share.

SEL is not a one-off event or activity; instead, it is a way of being, connecting, reflecting and engaging with each other. Specifically, it is the noticing, naming and nurturing of the core competencies of positive personal and cultural identity, personal awareness and responsibility, and social responsibility that fosters the development of social and emotional learning. As teachers provide opportunities for students to reflect on the competencies, the student understanding of those competencies deepens. By building their community through an SEL mindset, students will develop the skills they need to be successful both in school and outside of school. They will grow into responsible, self and socially aware citizens who contribute positively to our broader community.

LAITY VIEW ELEMENTARY

The focus at Laity View Elementary was on weaving SEL practices with literacy. The school used books to model, teach and facilitate discussions around SEL practices. Adults in the building modelled a love of reading by posting pictures of themselves with their favourite books, and these photos were used to start conversations with students. Staff also participated in a book club where each staff member picked an SEL-related book and shared their learning.

To help foster a love of reading, the school adapted its environment. Classroom teachers created reading nooks or shared hallway spaces where children could curl up with a favourite book. To create community connection, the school redecorated its entrance with comfortable furniture and a 'Leave a Book – Take a Book' shelf where parents, staff

and students could donate books or select new ones. On Sunday evening, the principal would host online story time so families could connect and be introduced to children's literature that taught SEL skills.

Staff at Laity View recognize that students who struggle to read are often also those who struggle to regulate in class. With this in mind, the school created an office library. When students came to the office, they are invited to choose an SEL-related book. They then read through this book and engage in reflective conversations that connect the story to their behaviour and explicitly teach social emotional learning.

The intentional efforts to weave SEL with literacy have helped Laity View students develop a love of reading while also developing personal and social awareness.

Finally, staff and student wellness was another key area of focus at the school. In the 2019/20 school year, the school applied for a SELO grant to help increase staff understanding of compassionate practices. Additionally, over 40 staff attended the *Compassion for Educators* workshop with clinical counsellor and educator Sarah Jarvis. To ensure that staff were modelling wellness and compassion before teaching these to students, the school developed a month-long staff wellness challenge as a part of which staff encouraged each other to engage in healthy behaviours, including exercise, nutrition, rest, mindfulness, random acts of kindness and self-care, while also participating in a friendly competition to win some healthy prizes. In the weeks leading up to spring break, the school invited students and families to participate in a two-week wellness challenge as a part of which students were invited to choose five healthy habits per day to practice. Participating students earned Laity View water bottles and Laity View stress balls to use as self-regulation tools. This wellness challenges proved to be a great way to teach new healthy habits and brighten spirits during our darker winter months.

EARLY DEVELOPMENT INSTRUMENT (EDI)

The Early Development Instrument (EDI) is a short questionnaire (completed by kindergarten teachers across Canada and internationally) that measures children's ability to meet age-appropriate developmental expectations. The instrument looks at a child's physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge.

In the Maple Ridge – Pitt Meadows School District, kindergarten teachers have been completing the EDI for over a decade.

The data reveals that although our students show a slight improvement in language and communication, those entering kindergarten are displaying an increased need in social

Early Developmental Instrument (EDI)



PHYSICAL HEALTH AND WELL-BEING

Sample EDI questions: Can the child hold a pencil, pen or crayons? Is the child on time for school each day?



LANGUAGE AND COGNITIVE DEVELOPMENT

Sample EDI questions: Is the child interested in reading and writing? Can the child count and recognize numbers?



SOCIAL COMPETENCE

Sample EDI questions: Does the child share with others? Is the child self-confident? Will he/she invite bystanders to join in a game?



EMOTIONAL MATURITY

Sample EDI questions: Is the child able to concentrate? Is the child aggressive or angry? Is the child impulsive (does he/she act without thinking)?



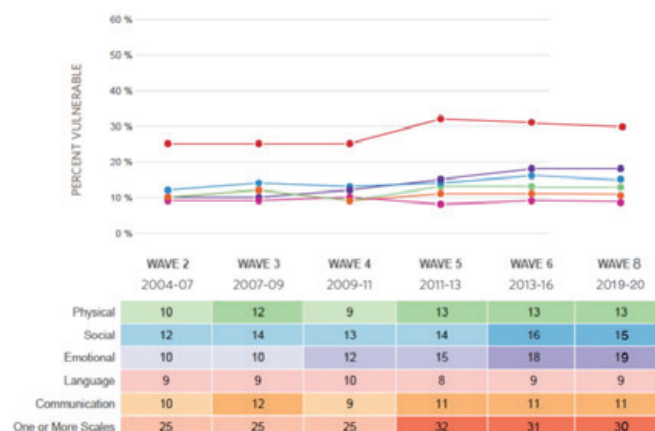
COMMUNICATION SKILLS AND GENERAL KNOWLEDGE

Sample EDI questions: Can the child tell a short story? Can the child communicate with adults and children?

competence and emotional maturity. The 2019/20 school year EDI data for our district has seen a modest improvement in student social domain, and also a slight decrease in student emotion domain.

When this data is broken down by school, there is still a wide range, and the district is exploring these differences with individual schools. A graph of EDI data for the Maple Ridge – Pitt Meadows School District is below.

Our EDI data has reinforced the need for the continued development of our SEL framework to support all learners.



Note: Data is suppressed for waves when there are fewer than 35 kindergarten children in the school district.

MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)

The Middle Years Development Instrument (MDI) is a self-report questionnaire completed by our students in Grade 4 and Grade 7.

MDI asks students how they think and feel about their experiences both inside and outside of school. The Grade 4 and the Grade 7 questionnaires include questions related to the five areas of development that are strongly linked to well-being, health and academic achievement.

The Well-Being Index (see Appendix F) is part of the MDI. It combines five measures relating to children's physical health and social and emotional development that are of critical importance during the middle years: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health. Scores from all five of these measures are combined to correspond to three categories of well-being: Thriving, Medium to High Well-Being, and Low Well-Being.

In the index, the colour green represents the percentage of children who are thriving or doing very well, yellow represents the children who are in the medium to high well-being category, and red represents the children who report low well-being. Many schools use their MDI data to track the progress of their growth-planning goals.

One particular aspect of the data that is important to highlight is the number of important adults these students report having at school.

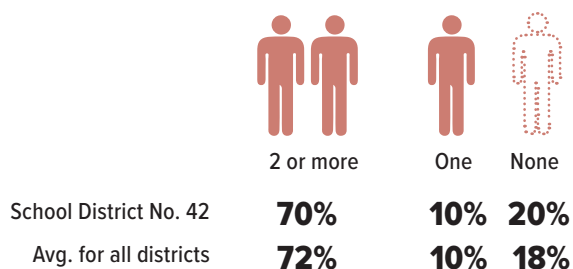
Research indicates that a relationship with at least one adult can promote resiliency, emotional regulation, and school engagement (*Murphy et al., 2013*). Our 2019/20 district data for grades 4 and 7 shows improvement from last year in regard to students identifying one or more important adults in their lives (see the *Number of Important Adults at School* graphic/results on the following page). Although both grades improved from last year, our Grade 4 data has dipped below the provincial average.

When this data is broken down by region or school, there is still a wide range. Individual schools are reviewing their own MDI relationship data to explore ways to increase positive student-adult connections.

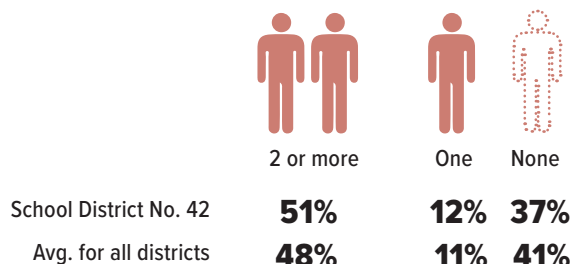
Our current Well-Being Index (see Appendix F) data for our Grade 4 students shows a higher percentage of thriving students, but we saw a decrease with our Grade 7 students.

When you break down this data again by school or region, however, there is a range that we need to monitor. We have consequently been examining the data to determine where to put additional attention and resources regionally to positively impact student well-being, such as after-school programming.

NUMBER OF IMPORTANT ADULTS AT SCHOOL: GRADE 4



NUMBER OF IMPORTANT ADULTS AT SCHOOL: GRADE 7



COMMUNITY CONNECTIONS AND HEALTHY LIVING (AFTER-SCHOOL PROGRAMS)

BEFORE AND AFTER SCHOOL PROGRAMMING IN SCHOOL DISTRICT NO. 42

Our partnership with the United Way has made after-school programming possible in our district. Effective after-school programming brings a wide range of benefits to youth, families and communities. After-school programs can boost academic performance, reduce risky behaviours, promote physical health, and provide a safe, structured environment for working parents' children.

During the 2019/20 school year, we offered before- and after-school programming in 14 elementary schools and three senior secondary schools. This year the district expanded into several new schools and found great success due to the overwhelming support from school staff and parents. Our after-school program department continues to partner with local businesses and organizations to bring various activities and programs into our schools. Students engaged throughout this school year in activities such as yoga, capoeira, karate, fine arts, comic book design, Lego, baking, video game design, coding and self-development.

THE MORNING MOVEMENT PROGRAM

The Morning Movement Program was developed in partnership with Maple Ridge Parks, Recreation & Culture

Middle years development instrument (MDI)



PHYSICAL HEALTH AND WELL-BEING

Children evaluate their own physical well-being in the areas of overall health including body image, nutrition and sleeping habits.



CONNECTEDNESS

Children are asked about their experiences of support and connection with the adults in their schools and neighbourhoods, with their parents or guardians at home, and with their peers.



SOCIAL AND EMOTIONAL DEVELOPMENT

Children respond to questions about their current social and emotional functioning in 7 areas: optimism, self-esteem, happiness, empathy, prosocial behaviour, sadness and worries.



SCHOOL EXPERIENCES

Children are asked about their school experiences in 4 areas: academic self-concept, school climate, school belonging, and experiences with peer victimization (bullying).



USE OF AFTER-SCHOOL TIME

Children are asked about the time they spend engaged in organized activities such as sports, music and art, as well as the time they spend watching TV, doing homework and playing video games.

and Maple Ridge and Pitt Meadows *Community Connections and Healthy Living* department to fill a gap in before-school supervision. Staff at Harry Hooze Elementary noticed an increasing number of students being left unattended in the morning before staff arrived, creating an unsafe environment – especially during the dark and wet fall and winter months.

Students in the program engaged in positive adult relationships with staff from the city's parks and rec department who supervised and facilitated the program that focused on building fundamental movement skills through participating in active group games and free play. Participating students were also able to receive a healthy meal through the school's breakfast program.

The Morning Movement Program ran Monday through Friday from 7:30 am until the morning bell. The program was at full capacity during the fall and winter months. Due to COVID-19, we were unable to run the spring session.

HOME ALONE – PARENT PARTICIPATION

In partnership with The Family Education and Support Centre, School District No. 42 offered eight evening parent participation Home Alone sessions monthly at various schools across the district. Parents and children received

valuable training and information to help prepare for kids staying home alone when they are legally allowed to do so.

DROP-IN SESSIONS

The majority of the after-school programming in the district requires pre-registration. However, this year we were able to introduce a drop-in opportunity at two elementary schools for students in grades 5-7. This age range is increasingly challenging to engage in pre-registered programming, but this added flexibility has increased participation with this age group. Students are given a variety of choices through the 1.5-hour program. These options included baking/snack prep, board games, crafts and group games. Students are encouraged to participate in the snack and activity planning each week to develop their independence further.

WHERE TO NEXT

Social emotional learning is not new. From the days when Aristotle said, “Educating the mind without educating the heart is not education at all,” we have known the importance of SEL.

Through our student forums, our EDI, MDI, Learning Survey results, and listening to our Aboriginal Elders, we know that we must keep SEL central to the teaching, learning, and assessment in our school communities.

Moving forward, we will continue working collaboratively with the structures we have established. We have active members of our SEL district team, and we have begun

looking at ways of expanding their reach so that more people can be involved in the learning.

We also know we will need to continue to be adaptive due to the ongoing COVID-19 pandemic. We will need to continue to provide learning opportunities for staff around SEL in whatever form we can, paying attention to the well-being of our students and staff. We will need to consider how to facilitate this learning so that there are opportunities for authentic dialogue and interaction.

We look forward to working with the Integrated Child and Youth teams (ICY). These teams will help integrate services between school district staff and other agencies to help support students and families. We all want to do our part to support families, but recognize that it can be challenging for families to navigate the different agencies on their own. The hope is that the ICY teams will start to run in the 2020/21 school year. Work between the agencies, the province, and the school district is underway to set up the connections and structures to make this happen.

We have challenges that lie ahead that will impact all of us at an emotional level. We also recognize how interdependent and connected we all are. Pulling together is what we need to continue to do, compassionately supporting the social and emotional learning and well-being of ourselves, those around us, and our communities.

Financial Statements: Discussion and Analysis

The following Financial Statement Discussion and Analysis should be read in conjunction with the audited financial statements and accompanying notes for Maple Ridge – Pitt Meadows School District No. 42 for the year ended June 30, 2020.

The purpose of the Financial Statement Discussion and Analysis is to highlight information and provide explanations that enhance the reader's understanding of the school district's financial statements and the factors that influenced the financial results presented in these statements.

While the preparation and presentation of the Financial Statement Discussion and Analysis is not a legislative requirement, the Financial Statement Discussion and Analysis is recommended by British Columbia's Ministry of Education.

The preparation of the Financial Statement Discussion and Analysis is the responsibility of the school district's management.

The school district operates under authority of the School Act of British Columbia as a corporation and receives over 90% of revenue from the BC government through the Ministry of Education. Any changes to provincial grants will consequently have a significant impact on the school district's budget. The school district is exempt from federal and provincial corporate income taxes.

ACCOUNTING POLICIES

The consolidated financial statements have been prepared in accordance with the Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

Significant accounting and reporting practices are summarized in Note 2 of the financial statements. These include the following:

- operating expenses are recorded in the year the good or service is received;
- operating grants are not restricted in use and are recorded as revenue when received or receivable;

- restricted contributions are recorded as deferred contributions until the funds are expended;
- contributions for capital projects are recorded as deferred capital contributions once they are invested in capital assets;
- capital assets and deferred capital contributions are amortized over the estimated useful life of the assets.
- To meet reporting requirements the following funds are utilized:

Operating Fund - The operating fund includes operating grants and other revenues used to fund instructional programs, school and district administration, facilities operations, maintenance and transportation. 91.73% of operating fund revenue comes from the Ministry of Education and these grants are, for the most part, calculated on reported student enrolment.

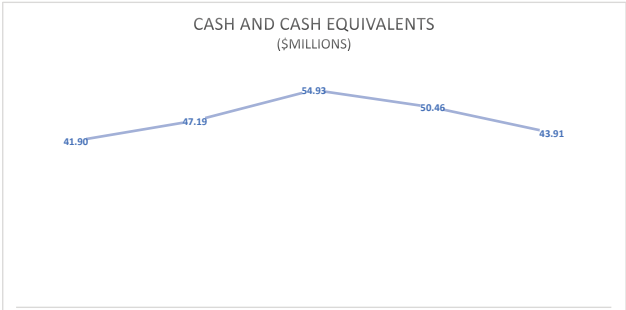
Special Purpose Funds - Special purpose funds consist of targeted funding provided to the school district for a specific purpose. Pursuant to Sections 156(4) and (5) of the School Act, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund. Treasury Board Restricted Contribution Regulation 198/2011, issued in November 2011, defines a restricted contribution as 'a contribution that is subject to a legislative or contractual stipulation or restriction as to its use'.

Capital Funds - Capital funds include capital expenditures related to equipment and facilities purchases as well as equipment and facilities enhancements. The funding source of these purchases and enhancements determines to which capital fund the expenditures will be charged. Funding sources include Ministry of Education Bylaw Capital, Ministry of Education Restricted Capital, Other Provincially Restricted Capital, Land Capital as well as Local Capital.

FINANCIAL ANALYSIS

FIVE-YEAR TREND – STATEMENT OF FINANCIAL POSITION

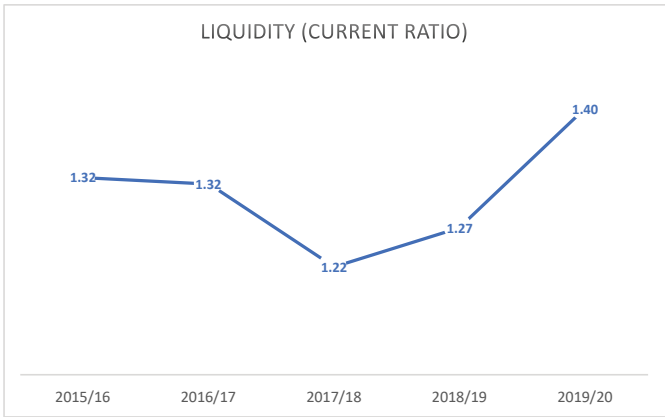
Cash and cash equivalents have fluctuated over the last five years in conjunction with changes in accounts payable, unearned revenue and deferred revenue. At June 30, 2020, the school district reported \$43.91 M in cash and equivalents.



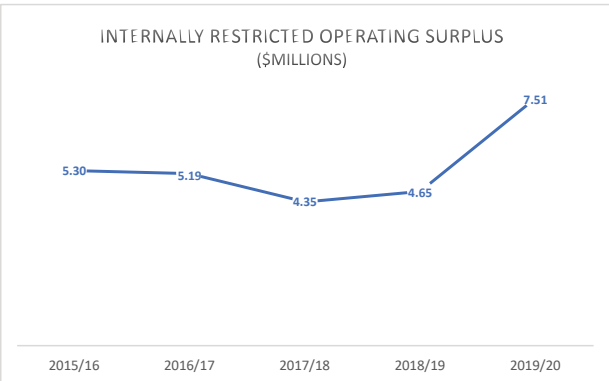
Cash on hand does not represent funds available for new initiatives. The only available funds are the \$1.78 M balance in the Ministry of Education restricted capital fund that can be used to fund new capital projects with the approval of the minister.

LIQUIDITY

Liquidity, or the current ratio, is calculated as current assets divided by current liabilities. If the current ratio is greater than or equal to 1, then sufficient current assets are on hand to meet current liabilities. On the June 30, 2020, statement of financial position, the school district reported a current ratio of 1.40.

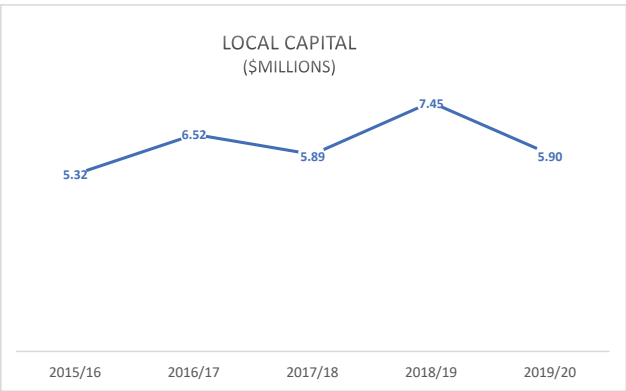


In addition to current liabilities shown on the statement of financial position, the school district has also made budget allocation commitments that are included in the appropriated operating surplus on the schedule of operating operations (Schedule 2) and local capital surplus on the schedule of capital operations (Schedule 4). The following charts demonstrate the trend of these appropriations over the last five years.



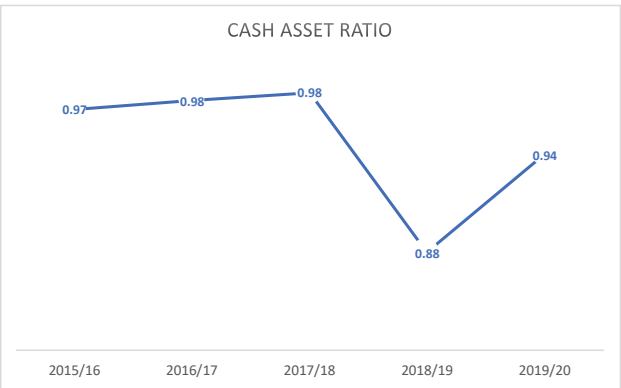
The most significant component of internally restricted operating surplus is surplus carried forward to fund specific items in the 2020/21 budget (\$3.07 M). The remainder is made up of contractual commitments in future years (\$3.83 M) and the district’s contingency reserve for operating (\$0.61 M).

The local capital balance contains amounts approved by the board for capital items as well as the district’s contingency reserve for local capital.



CASH ASSET RATIO

The cash asset ratio is another tool to assess the ability of the district to meet its current obligations. The cash asset ratio equals cash and cash equivalents divided by current obligations to determine how quickly obligations can be met. At June 30, 2020, the school district had 88 percent of the cash and cash equivalents required to meet current obligations.



The following is a detailed analysis of cash balances at June 30, 2020.

CASH BALANCES	
Sources of Cash and Nature of Commitment	
Ministry of Education Restricted Capital	
Balance as at June 30, 2020 from financial statements	\$1,776,348
Total Available Ministry Restricted Capital	\$1,776,348
Local Capital	
Balance as at June 30, 2020 from financial statements	\$5,898,514
Restricted for specific capital purchases	(2,129,857)
Contingency reserve for local capital	(3,768,657)
Total Available Local Capital	\$0
Accumulated Operating Surplus	
Balance as at June 30, 2020 from financial statements	\$7,512,650
Surplus used to fund expenditures in future years	(7,512,650)
Total Available Accumulated Operating Surplus	\$0

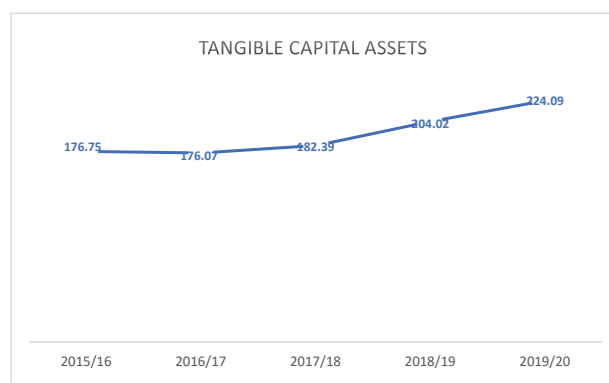
CASH ALLOCATION SUMMARY	
Total Cash and Investments	\$44,163,232
Net Working Capital Requirements	(12,959,878)
External restrictions (external contributions for a specific use)	
Deferred operating contributions – restricted for specific program delivery	(4,328,979)
Provincial capital funding received but not yet spent – for current projects	
Land capital – restricted for land purchases	(1,313,730)
Other provincial capital – restricted for specific capital projects	(1,535,473)
Long Term Liabilities - Employee Future Benefits	(8,837,660)
Cash and investments potentially available for cost sharing	\$15,187,512

Cash and investments potentially available for cost sharing are made up of:	
Ministry of Education restricted capital	\$1,776,348
Local Capital restricted for specific purposes	5,898,514
Internally restricted accumulated operating surplus	7,512,650
Total cash and investments potentially available for cost sharing	\$15,187,512

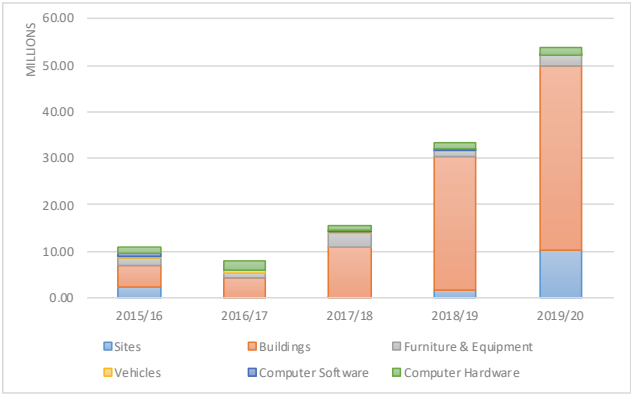
COMMITMENTS AND PRIORITIES	
Accumulated Appropriated Operating Surplus	
Targeted funding for aboriginal education	\$173,089
School budget balances	599,146
Contractual professional development	273,157
Financial provisions	100,000
Funds required to complete projects in process	260,323
Purchase order commitments	668,273
Support for school growth plans	608,160
Support for operational plans	405,499
Learning services	279,160
Facilities renovations and new classroom set-up	220,470
Increased cost of salaries and benefits	250,000
Use of accumulated surplus to fund 2020/21 operating budget:	
Support for school growth plans	624,173
Support for operational plans	265,725
Learning services	25,000
International education	161,554
Budgeted use of contingency reserve	1,988,921
Contingency reserve for operating	
Total Accumulated Appropriated Operating Surplus	\$7,512,650

TANGIBLE CAPITAL ASSETS

In addition to current assets and current liabilities, the statement of financial position reports the total tangible capital assets of the district.



The following chart shows capital assets additions by type. Building additions are the most significant tangible capital asset addition in 2019/20 due to the construction of Cēsq̃nēlā Elementary.



Capital asset additions fluctuate from year to year based on the capital funding provided by the Ministry of Education as well as board approval of projects funded from local capital.

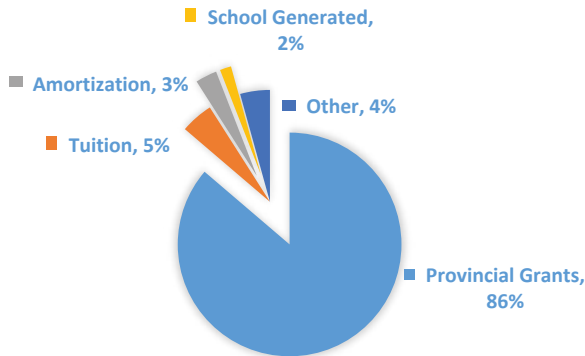
LIABILITIES

Accounts payable and accrued liabilities are balances owing to others as at June 30, 2020. These balances have decreased from the prior year by \$4.88 M primarily due to the completion of prior year large construction projects. Other liabilities include unearned revenue collected for tuition for the 2020/21 year (down \$2.28 M), deferred revenue collected for special purpose fund projects (down \$0.10 M) and employee future benefits for vested and non-vested sick leave benefits and early retirement and vacation benefits that will be paid in future years (up \$0.52 M). Deferred capital revenue is the total of funds received and spent on capital projects and is being amortized annually at the same rate as the related capital assets (up \$4.03 M).

FIVE-YEAR TREND – STATEMENT OF OPERATIONS

REVENUE

While the school district receives revenues from many sources, most revenue reported on the statement of operations comes from the Ministry of Education.

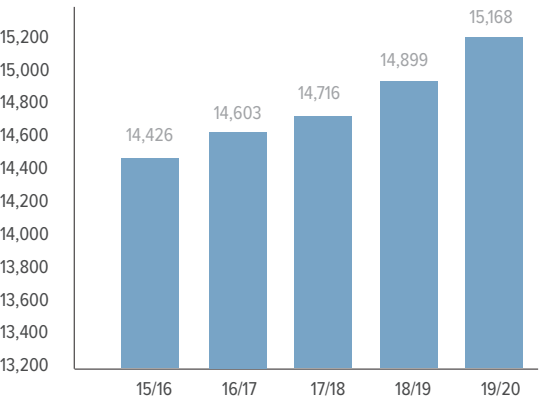


Tuition revenue comes from non-resident students attending schools in the district and school-generated funds are the result of fundraising efforts at the school level. Amortization of deferred capital contributions is the accounting recognition of funding received from the provincial government for capital projects.

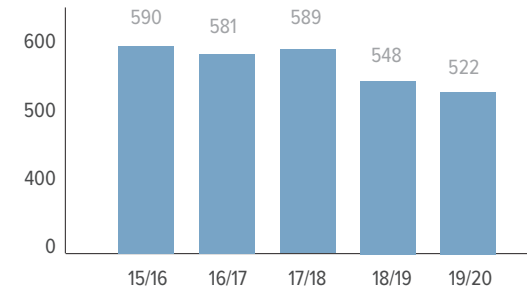
CORRELATION BETWEEN STUDENT ENROLMENT AND REVENUE

The most significant source of revenue for the school district is grants from the Ministry of Education. The second most significant source of revenue is tuition from non-resident students. Both of these revenue sources are directly correlated to the number of students enrolled in the school district.

The enrolment history for regular, alternate, continuing education, distributed learning, summer school, and adult learners is presented in the following chart. Since 2015/16, Ministry of Education funded enrolment has increased by 742 full time equivalent (FTE).



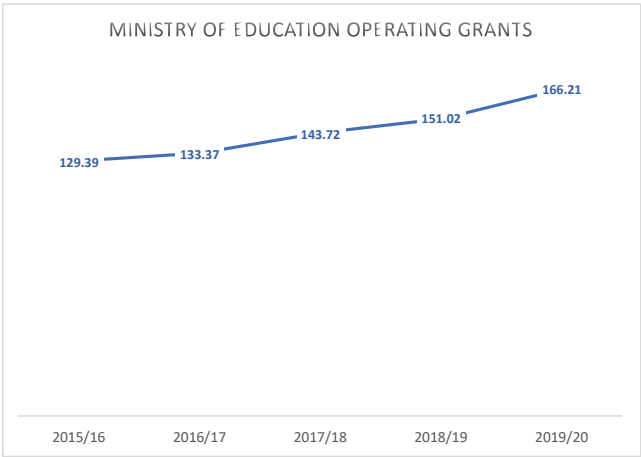
The enrolment history for non-resident students is presented in the following chart. Since 2015/16, non-resident student enrolment has decreased by 80 full time equivalent (FTE).



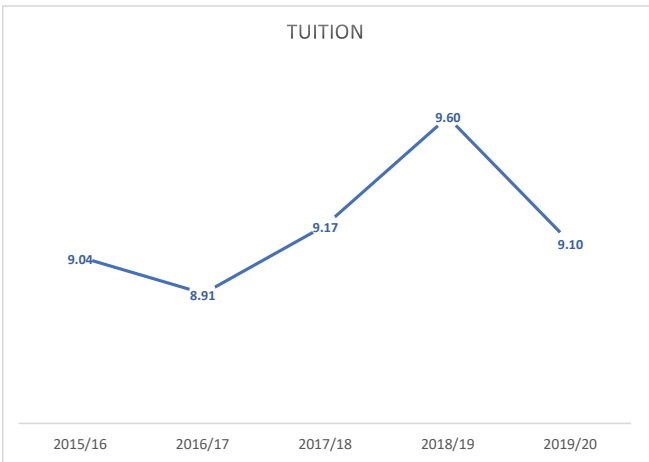
As Ministry of Education funded enrolment increases and school utilization reaches 100% across the school district, space available for non-resident students is reduced, resulting in non-resident student enrolment decline.

REVENUE BY TYPE

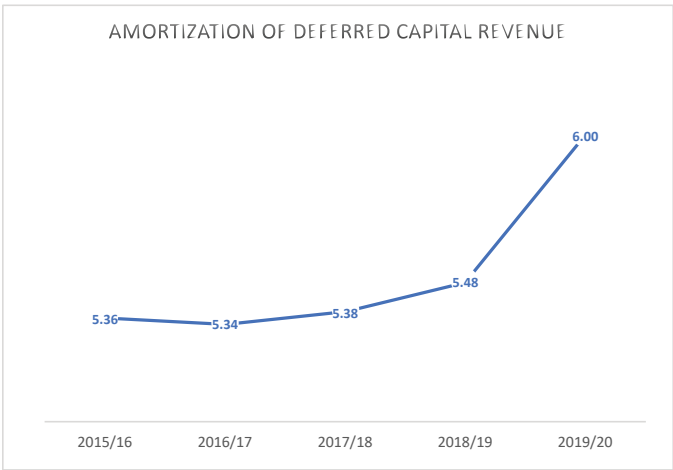
The following charts demonstrate the five-year trend of revenues reported on the statement of operations.



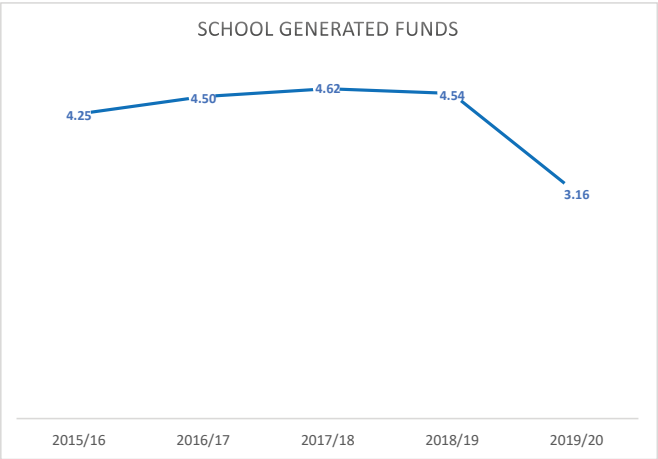
Ministry of Education grants are increasing as funded enrolment increases.



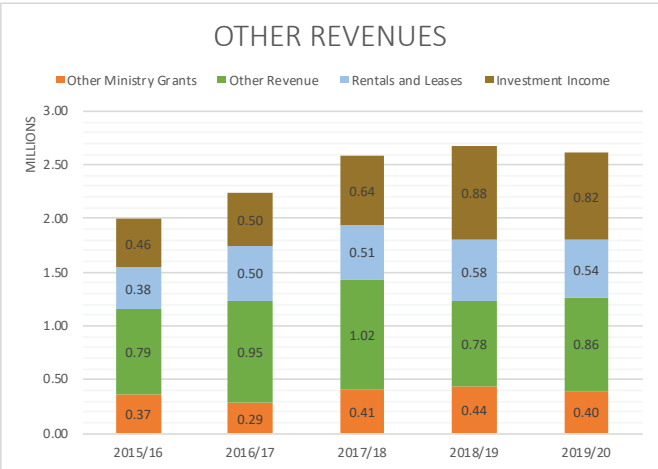
Tuition revenue increases as international student enrolment and tuition rates increase.



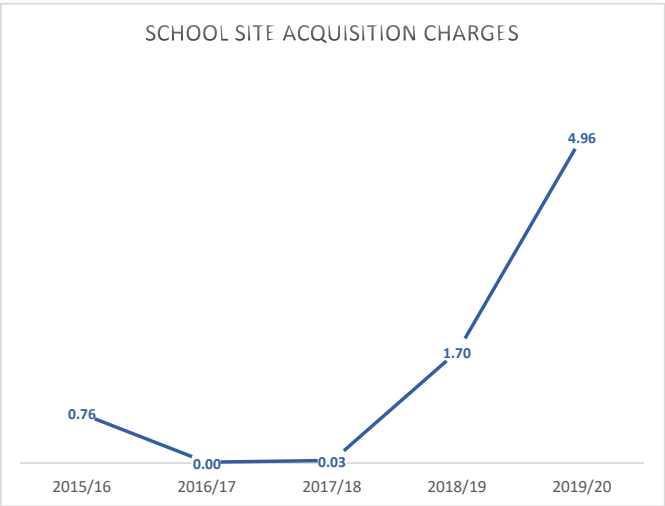
Amortization is a non-cash revenue and is accounted for in accordance with the Restricted Contributions Regulation 197/2011 issued by the Treasury Board.



School-generated funds are funds raised at the school level through fundraising, cafeteria sales, school store sales, and various other activities.



While investment and rental income has increased over the last five years, other grants and revenue are project specific.

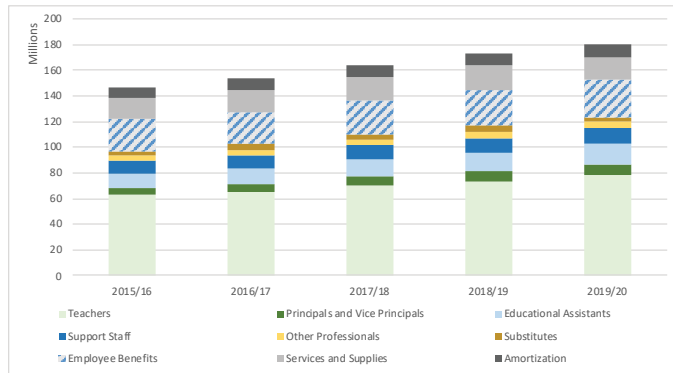


School site acquisition charges are received as housing development occurs in our community and recognized as revenue when spent on site acquisitions. In 2019/20 a new school site was acquired in the Albion area of Maple Ridge.

EXPENSE

Expenses are reported in two formats, by object and by function. Expenses by object report the following categories: salaries and benefits, supplies and services, and amortization.

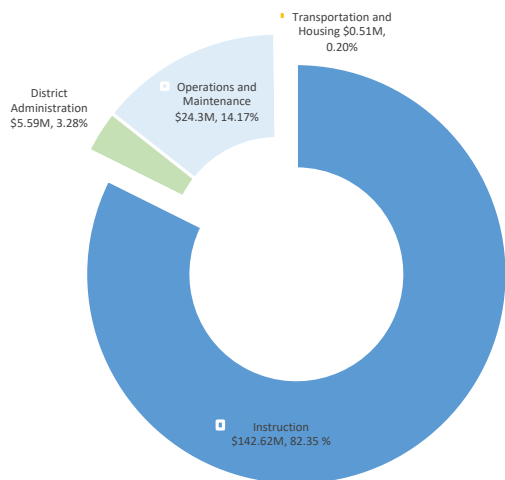
As demonstrated in the following chart, the most significant expense reported on the statement of operations is teacher salaries, followed by employee benefits for all employee groups.



Teacher salaries have increased as contractually negotiated salary increases were implemented. Also, the number of teachers has been increasing over the last five years as enrolment has increased. Further, beginning in 2017, a significant number of teachers have been hired to support the implementation of the restored teachers' collective agreement language.

In addition to the increase in regular enrolment, as enrolment of students with special needs increased more education assistants have been hired to provide services to these students.

Expenses by Function 2019/20



Expenses by function report the total amount spent in four major categories. Instruction comprises 82.35% of total expenses followed by operations and maintenance at 14.17%, district administration at 3.28% and transportation and housing at 0.20% (it should be noted that, although this function is titled 'transportation and housing,' the school district does not incur any housing costs).

Instruction is the only function that has been increasing over the last five years. This is due to increased enrolment, the restoration of the teachers' collective agreement language as well as board decisions to direct available resources to instruction.

OPERATING FUND ANALYSIS

As noted in Schedule 2 of the financial statements, there is no unrestricted operating fund surplus as of June 30, 2020. A restricted operating surplus of \$7.51 M exists as of June 30, 2020 (see Note 17 to the financial statements). Details of this restricted surplus are outlined in the following table:

INTERNALLY RESTRICTED OPERATING FUND SURPLUS AT JUNE 30, 2020 (\$ millions)	
Funds for specific expenditures in 2020/21:	
Targeted funding for aboriginal education	\$0.17
School budget balances	0.60
Personal professional development	0.27
Financial provisions	0.10
Funds required to complete projects in progress	0.26
Purchase order commitments	0.67
Support for school growth plans	0.61
Support for operational plans	0.41
Learning services	0.28
Facilities renovations and new classroom set-up	0.22
Increased cost of salaries and benefits	0.25
	3.84
Use of surplus to fund future budgets:	
Support for school growth plans	0.62
Support for operational plans	0.27
Learning services	0.03
International education	0.16
Budgeted use of contingency reserve	1.99
	3.07
Operating contingency reserve	0.61
Total internally restricted operating fund surplus	7.51

With respect to the funding for specific expenditures in 2020/21 (\$3.84 M), in most cases these expenditures were planned to be incurred in 2019/20, however for various reasons, the timing of the expenditures was extended into 2020/21. The use of operating surplus to fund future budgets has multiple components. During the 2020/21 preliminary budget processes, operating costs for projects totaling \$3.07 M were identified. Details on these decisions can be found in the 2020/21 Approved Preliminary Budget at <https://www.sd42.ca/assets/media/2020-21-Preliminary-Budget-April-29-2020.pdf>

OPERATING FUND REVENUE (\$1.88 M HIGHER THAN BUDGET)

The Ministry of Education's operating grant to the district generated \$0.44 M more revenue than budgeted. This is due to February distributed learning and special needs enrolment growth offset by an audit recovery by the Ministry of Education. Funding for graduated adults is \$0.13 M higher than budgeted. Also, in May 2020, the Ministry of Education announced Teachers' Labour Settlement Funding of \$1.72 M.

Due to the COVID-19 pandemic, other revenues with negative variances from budget include tuition revenue (\$0.23 M), rentals and leases (\$0.12 M), Before and After School Programming (\$0.04 M) and investment income (\$0.03 M).

OPERATING FUND EXPENDITURES (\$4.75 M LOWER THAN BUDGET)

Teacher salaries are \$0.90 M higher than budget due to the contractually negotiated 2% salary increase (\$1.33 M operating and \$0.14 M classroom enhancement fund offset by leave of absences (\$0.09 M) and position vacancies \$0.48 M).

Principal and vice-principal salaries are \$0.06 M lower than budget due to temporary vacancies and lower year-end vacation liability.

Support staff salaries are \$0.26 M lower than budget due to vacancies throughout the year.

Other professional salaries are \$0.16 M lower than budget due to vacancies and long-term medical leaves (\$0.11 M) and lower than anticipated instructor salaries (\$0.05 M) related to the cancellation of programming due to the COVID-19 pandemic.

Substitute salaries are \$1.20 M lower than budget. This variance is comprised of reduced substitute salaries required due to the provincially mandated suspension of in-class instruction from March to June 2020 and Education Assistant replacement salaries (\$0.99 M), unspent school and departmental budgets (\$0.21 M).

Employee benefits are \$0.01 M lower than budget. The benefit cost savings related to lower than budgeted salaries (\$0.01 M) and the dental premium holiday for teachers and support staff (\$0.18 M) are offset by higher than estimated benefit costs for mid-term disability (\$0.16 M) and increased benefit costs due to the teachers' negotiated collective agreement increases that were not funded by the Classroom Enhancement Fund (\$0.02 M).

Positive variances in services and supplies are partially offset by capital asset purchases or carried forward as an appropriated surplus per board approval or contractual obligation. Unspent budget allocations of note are in services (\$1.05 M), student transportation (\$0.29 M) professional development and travel (\$0.59 M) and supplies (\$1.46 M). Utilities savings (\$0.48 M) are due in part to warmer weather

but are also a result of energy management plan initiatives.

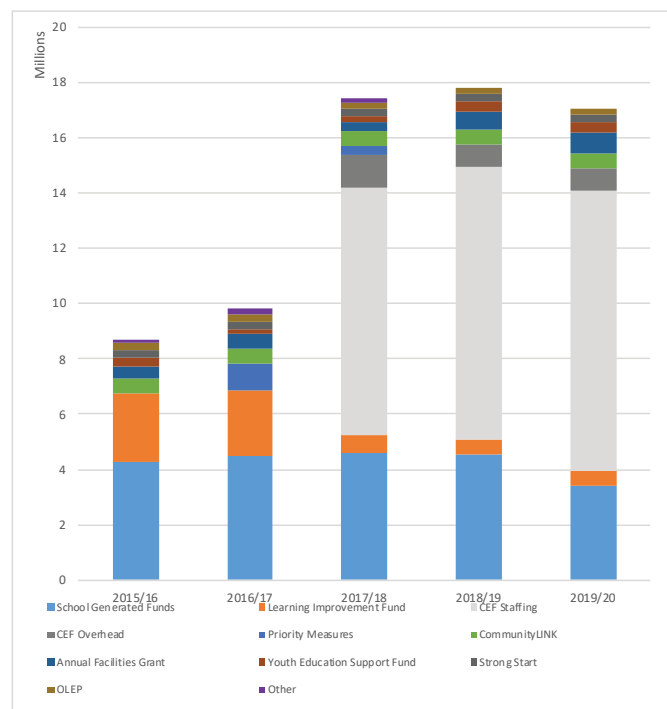
The transfer to local capital contingency reserve is \$0.04 M higher than budget as approved by the board.

SPECIAL PURPOSE FUNDS ANALYSIS

Special Purpose Funds include funds received from the Ministry of Education or other sources that have been designated for specific purposes. During 2019/20, \$18.69 M in special purpose fund contributions were received, \$19.69 M was spent (see Schedule 3A).

As at June 30, 2020, \$1.38 M in Special Purpose Funds remains available for expenditures in future years for designated purposes. Major Special Purpose Funds include Classroom Enhancement, School Generated, Annual Facilities Grant, Youth Education Support and Community Link.

Special Purpose Fund expenses are contingent on the amount of revenue received for the purpose of providing a specific service or program. The chart below shows the Special Purpose Funds of the school district and how they have changed in the last five years. The most significant change is the introduction in 2017/18 of the Classroom Enhancement funds. These funds replace the 2016/17 Priority Measures fund and the teacher's portion of the Learning Improvement fund.



CAPITAL FUND ANALYSIS

The net value of capital assets (historical cost less accumulated amortization) is \$224.09 M as at June 30, 2020 (see Schedule 4A). Of this amount, \$41.36 M represents net investment in sites, \$169.73 M in buildings and \$13.00 M in furniture and equipment, vehicles and computer software and hardware. These net costs represent the historical cost net of accumulated amortization of all School District No. 42 capital assets, and they do not reflect current market value.

During 2019/20, grants from the Ministry of Education for bylaw capital projects totaled \$17.96 M (see Schedule 4D). At June 30, 2020, \$1.59 M was spent on capital building projects in progress (see Schedule 4B) as follows:

- Boiler upgrades at Pitt Meadows Elementary and Davie Jones Elementary (\$0.86 M)
- Project definition reports Pitt Meadows Secondary and Eric Langton Elementary (\$0.28 M) and Maple Ridge Secondary Annex (\$0.18 M)
- Paving projects (\$0.09 M)
- Gym floor refinishing projects (\$0.04 M)
- Landscaping projects (\$0.04 M)
- Roofing projects (\$0.03 M)
- Other projects (\$0.07 M)

During 2019/20, \$39.49 M was spent on completed capital building projects. Some of the 2019/20 completed capital projects are:

- ċasqənelə Elementary (\$30.57 M)
- Childcare capital projects (\$3.44 M)
- New educational space
 - Portables at Maple Ridge Secondary (\$0.66 M)
 - Portables at Arthur Peake Centre (\$0.65 M)
- Energy management plan projects
 - Westview Secondary (\$0.30 M)
 - Kanaka Creek Elementary (\$0.18 M)
 - Golden Ears Elementary (\$0.15 M)
 - Highland Park Elementary (\$0.15 M)
 - Alexander Robinson Elementary (\$0.13 M)
 - Hammond Elementary (\$0.13 M)
 - Arthur Peake Centre (\$0.05 M)
 - Maintenance Department (\$0.05 M)
- Westview Secondary roofing project (\$0.64 M)
- Anti-vandalism, fire alarms, lighting and other projects (\$0.47 M)
- Boiler upgrades at Harry Hooe Elementary (\$0.41 M) and Riverside Centre (\$0.32 M)
- Roofing upgrades at Westview Secondary (\$0.64 M) Golden Ears Elementary (\$0.34 M) and Arthur Peake Centre (\$0.17 M)

- Flooring upgrades (\$0.26 M)
- HVAC projects (\$0.21 M)
- Highland Park Elementary playground (\$0.11 M)
- Paving projects (\$0.10 M)

The Ministry of Education Restricted Capital Fund balance is \$1.78 M as at June 30, 2020 (see Schedule 4D) and has not been identified for a specific project.

Other Provincial Capital is \$1.54 M at June 30, 2020 (see Schedule 4D) and is to be used for building a new childcare facility in Pitt Meadows.

The Land Capital Restricted Fund (school site acquisition charges) received contributions in 2019/20 of \$0.43 M while \$5.00 M was spent on site purchases. The fund ended the year with a balance of \$1.31 M (see Schedule 4D).

LOCAL CAPITAL

The board's local capital fund is comprised of previous years' available operating surpluses, which are transferred to Local Capital with board approval.

Capital asset additions funded locally are reported in the local capital fund. In the current year, locally funded projects include new classroom setup (\$0.64 M), the Maple Ridge Secondary Annex reconfiguration (\$0.06 M), ċasqənelə elementary school (\$0.40 M), energy management plan projects (\$1.00 M) and emergency preparedness (\$0.06 M).

The local capital fund also contains the capital portion of the contingency reserve.

The table below details the board approved uses of contingency reserve.

LOCAL CAPITAL (\$ millions)	
Board Approved Uses of Local Capital	
Emergency preparedness	0.03
Energy management plan	0.61
ċasqənelə Elementary	0.71
New classrooms setup	0.38
MRSS Annex reconfiguration	0.29
Childcare capital	0.03
Parent portal upgrades	0.07
	2.12
Contingency reserve for local capital	3.77
Total local capital fund	5.89

CONTINGENCY RESERVE

The Board of Education is responsible for ensuring the district is protected financially from extraordinary circumstances that would negatively impact school district operations and the education of students. To discharge this responsibility, the board has established a contingency reserve from available operating surplus that will be used to mitigate any negative impact such circumstances might cause.

Board Policy 4204 Contingency Reserve requires that the district maintain a reserve of at least 1% and not exceeding 3% of operating expenditures. At June 30, 2020, the contingency reserve of \$4.38 M (\$0.61 M operating and \$3.77 M local capital) is 2.79% of 2019/20 budgeted operating expenditures.

RISKS AND UNCERTAINTIES

IMPLEMENTATION OF RESTORED COLLECTIVE AGREEMENT LANGUAGE

On November 10, 2016, the Supreme Court of Canada (SCC) issued its decision in the longstanding litigation between the BCTF and the BC government regarding the deletion of certain BCPSEA – BCTF collective agreement provisions. On January 11, 2017, the Ministry of Education, the BC Public Schools Employers Association and the BC Teachers Federation signed a Memorandum of Agreement re: Letter of Understanding (LoU) No. 17: Education Fund and Impact of the Court Cases – Priority Measures as the first step in responding to the decision of the Supreme Court of Canada. On March 10, 2017, the Ministry of Education, the BC Public Schools Employers Association and the BC Teachers Federation ratified a Memorandum of Agreement pursuant to Letter of Understanding (LoU) No. 17 (“the MoA”), to the 2013-2019 BCPSEA–BCTF Provincial Collective Agreement.

The Memorandum of Agreement fully and finally resolves all matters related to the implementation of the Supreme Court of Canada decision from the fall of 2016. Since March 2017, steps have been taken by School District No. 42 to ensure that the terms agreed to in the Memorandum of Agreement pursuant to Letter of Understanding (LoU) No. 17 (“the MoA”) are implemented for the 2017/18, 2018/19 and 2019/20 school year. For 2020/21, additional funding of \$9.86 M has been approved by the Ministry of Education to offset the costs related to the implementation of the MoA. This will result in additional teacher salaries and benefits (\$9.13 M) and related overhead costs (\$0.73 M) for the upcoming year. It is anticipated that this additional revenue will not cover all costs related to implementation (e.g. remedy costs could be over \$1 M and are not included

in the funding announced), which is a significant risk to the financial position of the school district. Stringent oversight and analysis will be implemented to understand, communicate and mitigate the financial risks associated with this continued implementation.

ENROLMENT AND STAFFING GROWTH

With the implementation of the MoA resulting in smaller class sizes, a greater number of teacher FTE will need to be added than would previously have been required. And as the district grows, additional classroom space will need to be created. This growth brings with it a financial risk in how to provide for these additional resources under the current Ministry of Education funding envelope.

CAPITAL PROJECTS

Due to their magnitude, capital projects have the potential to significantly impact the financial position of the district. There is no process to assess the risk of the entire capital program; individual project risk assessments must be done on a continuous basis. Project agreements with the Ministry of Education contain contingencies to mitigate financial risk. Smaller projects consider contingency requirements when building the overall project budget and are managed internally. Finally, the contingency reserve for local capital of \$3.77 M is available to mitigate risk for capital projects.

OTHER ASSETS

Existing school district budget allocations are not enough to support the procurement, maintenance or timely replacement of school district assets. This means that IT hardware is not refreshed on a regular basis, the deferred maintenance for School District No. 42 facilities continues to grow and the facility condition index for school district facilities continues to deteriorate. Any major equipment failures during 2020/21 must be funded from the contingency reserve.

COVID-19

On March 17, 2020, in response to the COVID-19 pandemic and under the direction of the Provincial Health Officer, the provincial government directed all K-12 public and independent schools to immediately suspend in-class instruction. Effective June 1, 2020, students in kindergarten to Grade 5 returned to in-class learning on a part-time basis and students in grades 6 to 12 were given access to in-class learning as needed on a part-time basis.

The BC Centre for Disease Control released public health guidance for schools and school districts to prevent the transmission of COVID-19 and maintain a safe and healthy environment for students, families and staff. Also,

WorkSafeBC provided protocols to support safe workplace operations during the COVID-19 pandemic.

The school district implemented the health and safety measures required to ensure safe and healthy environment for students, families and staff. New safety plans were developed and rolled out and staff have been trained on the new health and safety protocols. The financial impact of these measures, which is included in the financial statements, is detailed in the following table.

NET IMPACT OF COVID-19	
Savings	
Replacement salaries	863,287
Benefits	129,493
Student transportation	275,000
Training and travel	315,000
Total savings	1,582,780
Increased costs	
Custodial salaries	83,440
Tradesperson salaries	30,811
Other salaries	14,946
Benefits	32,700
Professional services	1,359
Software licenses	11,681
Student transportation	52
Training	6,520
Supplies	
Custodial	261,725
Health, safety and wellness	12,565
Other departments	7,549
Capital purchases	
Custodial	17,908
Information technology	31,875
Total increased costs	513,131
Lost revenue	
International tuition	352,650
Before and after school programs	42,872
Rentals and leases	119,872
Investment income	39,820
Total lost revenue	555,214
Net impact of COVID-19	\$514,435

estimated at this time. If the financial impact is greater than amounts already provided for in the 2020/21 preliminary budget, the operating contingency reserve of \$0.61 M and the contingency for local capital of \$ 3.77 M are available to mitigate this risk.

While it is likely that these measures will continue into the 2020/21 school year, their financial impact cannot be

SUPERINTENDENT'S CONCLUDING COMMENTS

Our school district benefits from strong and supportive relationships with several community agencies and groups.

Many are acknowledged in this report, including *Foundry*, *Alouette Addictions*, *RCMP*, *Alisha's Wish*, our local *Child and Youth Mental Health* team and local *MCFD* staff, the *United Way*, the *Community Network*, *Community Services*, the *Child Development Centre*, *Inclusion BC*, *Family Services*, the *Stop Overdose Ridge Meadows Community Action Table*, the cities of *Maple Ridge* and *Pitt Meadows* and service groups such as the *Rotary Club* and *Kiwanis*, *Salvation Army* and *Friends in Need Food Bank*.

SD42 students and families have benefited from these agencies' support and expertise both directly in our schools and in their work alongside school district staff. This year, we look forward to increasing this interagency work with the implementation of the *Integrated Child and Youth* teams.

We are incredibly appreciative of the support and advice from our local Elders' Table, which includes representatives and elders from *Katzie First Nation*, *Kwantlen First Nation*, *Golden Ears Metis Society/Metis Nation* and *Fraser River Indigenous Society*. Additionally, the chief and council from *Katzie First Nation* work proactively with SD42 staff to improve services for all students and students from *Katzie* and implement the new provincial curriculum that includes First Peoples' Principles of Learning.

Our school district vision speaks to valuing all learners and ensuring that our learners reach their potential. By learners, we mean to include our students and all the adults working in our school district. We are better because of the strong integration of the business, IT and maintenance/facilities departments to support our learners. Particularly this year, we have had to rely heavily on our school district service departments to help make the changes required because of the pandemic. This meant many hours of consultation and information sharing to respond readily to the changing and evolving circumstances in our province and globally.

Thank you for taking the time to review the *Supporting All Learners* report. Please be in touch at communications@sd42.ca if you have feedback, comments or questions.

With thanks!



Sylvia Russell

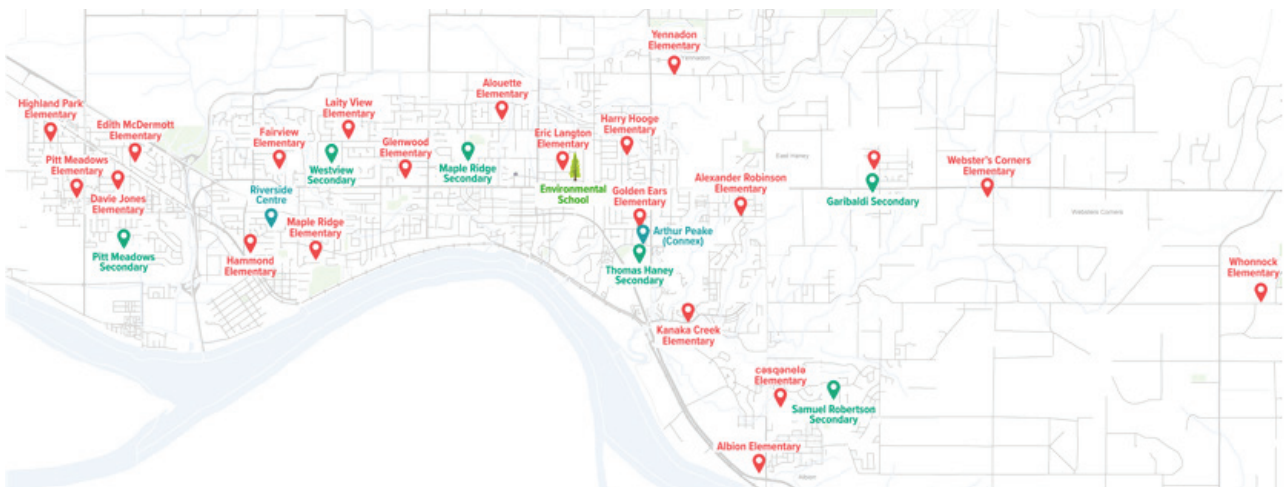
APPENDICES

APPENDIX A



DISTRICT OVERVIEW

School District No. 42 meets the learning needs of approximately 15,000 students of all ages in Maple Ridge and Pitt Meadows. The district provides K-12 educational services in 22 elementary schools, 6 secondary schools and 2 alternate schools. It also provides a variety of certificate programs and relevant, quality, lifelong learning opportunities through Ridge Meadows College and Continuing Education.



All decisions made by the Maple Ridge – Pitt Meadows School District are guided by its vision and core values, and are based on research and consultation. Similarly, the district's initiatives and resources are aligned to support its firm commitment to fostering a culture of care and belonging where the well-being and success of all learners is supported; providing intentional support for a growth mindset, collaboration, interdependence, and staff development; and being a forward-thinking, research-based, ethical, effective, efficient, sustainable and connected organization.

BOARD OF EDUCATION

The Maple Ridge – Pitt Meadows Board of Education is comprised of five trustees representing the community of Maple Ridge and two trustees representing the community of Pitt Meadows. Trustees are elected every four years at the same time as the mayor and city council for the two municipalities.

			
KORLEEN CARRERAS CHAIRPERSON	ELAINE YAMAMOTO VICE-CHAIRPERSON	KIM DUMORE TRUSTEE	MIKE MURRAY TRUSTEE
			
PASCALE SHAW TRUSTEE	KATHLEEN SULLIVAN TRUSTEE	COLETTE TRUDEAU TRUSTEE	

DISTRICT LEADERSHIP

EXECUTIVE OFFICERS	 Sylvia Russell <i>Superintendent/CEO</i>	 Flavia Coughlan <i>Secretary Treasurer/CFO</i>			
SENIOR LEADERSHIP	 Harry Dhillon <i>Deputy Superintendent</i>	 Jovo Bikic <i>Assistant Superintendent</i>	 Ken Cober <i>Assistant Superintendent</i>	 Shannon Derinzy <i>Assistant Superintendent</i>	 Irena Pochop <i>Senior Manager Communications</i>
	 Monica Schulte <i>Assistant Secretary Treasurer</i>	 Michael Scarcella <i>Director Learning Services</i>	 Dana Sirsiris <i>Director Human Resources</i>	 David Vandergugten <i>Assistant Superintendent</i>	

APPENDIX B

SCHOOL GROWTH PLANS

School Growth Plans are prepared annually for each school. Principals work with school staff to develop the plans. The goals identified in the school growth plans fall into the following four broad categories: improved learning and assessment, social emotional learning (school culture and climate), literacy, and secondary innovation. The table below documents the "big ideas" of the school goals selected by each school community.

	Improving Learning & Assessment	Secondary Innovation	SEL (School Culture)	Literacy	Other	Big Ideas
SECONDARY SCHOOLS						
Maple Ridge Alternate					Numeracy	Belonging & independence
Garibaldi Secondary					IB Middle Years	Careers and collaboration
Maple Ridge Secondary						Core competencies
Pitt Meadows Secondary						Inclusion and connections
Samuel Robertson Technical						Student sense of resiliency
Thomas Haney Secondary						Career and life skills
Westview Secondary						Collaboration and networking
ELEMENTARY SCHOOLS						
Albion						Sense of community
Alouette						Sense of belonging and self-regulation
Alexander Robinson						Collaborative practice
Blue Mountain						Create community
Çasqənelə					Fine Arts	Create community
Davie Jones					Numeracy	Self-regulation and belonging
Edith McDermott						Community and belonging
Environmental School						History of knowledge and place
Eric Langton						Integrate SEL and literacy
Fairview						Self-regulation
Glenwood						Self-regulation
Golden Ears					Numeracy	Focus on caring
Hammond						Communities of care
Harry Hooge						Teach, model and celebrate core values
Highland Park					Increase parent involvement	Prosocial behaviour
Kanaka Creek						Resiliency and connections
Laity View						All grades in both French and English
Maple Ridge Elementary						Sense of belonging
Pitt Meadows Elementary						Resilience and self-awareness
Webster's Corners						Continue with the PEAK program
Whonnock						Positive, respectful, inclusive environment
Yennadon						Focus on redesigned curriculum
CONTINUING EDUCATION						
						Career preparation

APPENDIX C

2019/20 OPERATIONAL PLANS

This section summarizes the operational plans for the Board of Education, the education division, business operations, human resources, and information technology.

BOARD OF EDUCATION

- ☐ Continue to adopt, support and strengthen innovative programs and learning options that enhance teaching and learning
- ☐ Improve relationships and communication with partner groups, representatives of Indigenous peoples and the communities we serve
- ☐ Collaborate with other boards through BCSTA and advocate for the wellness of all learners, adequate funding for education, and for the creation, implementation, and evaluation of a meaningful co-governance model with the provincial government
- ☐ Assess board performance on an annual basis and support trustee professional development by providing ongoing educational opportunities for trustees and encouraging trustees to take advantage of these learning opportunities
- ☐ Review, create and update board policies
- ☐ Continue to improve the board's communication plan to ensure increased awareness of board work
- ☐ Support student and community engagement in school district governance
- ☐ Continue to celebrate success, and recognize accomplishments and service of staff and volunteers
- ☐ Monitor performance against the strategic plan, facilitate annual review of operational plans, and ensure that budget decisions reflect school district strategic priorities



EDUCATION

- ☐ Implement revised Strategic Facilities Plan recommendations balancing enrolment management and educational programming
- ☐ Support and maximize the innovative design and development of new schools
- ☐ Engage and support staff and students in sustainability projects
- ☐ Promote and enhance student learning by aligning our practices, resources, staffing, supports and initiatives
- ☐ Implement and extend the district-wide literacy plan - Year 4, 5, 6
- ☐ Adapt the innovative and effective district-wide assessment and reporting model to the secondary school context. Continue to develop the K - 7 model - Year 7
- ☐ Identify and increase opportunities for students to engage in innovative, purposeful and personalized educational programs/activities that align with their passion
- ☐ Facilitate the success of all Aboriginal learners as outlined in our Aboriginal Enhancement Agreement - Jul 1, 2015 to Jun 30, 2020
- ☐ Support the implementation of the redesigned provincial curriculum - K - 9 and Graduation Program and other initiatives
- ☐ Create opportunities that support mentoring and succession planning across the organization
- ☐ Support professional growth planning and performance management
- ☐ Promote cultures of care and belonging in our schools and district by developing a district-wide approach to Social Emotional Learning aligned with both the Core Competencies and with the Mission, Vision and Values of the school district
- ☐ Continue to expand the use of the student information system to support teaching and learning
- ☐ Continue to support the professional development of all staff
- ☐ Improve communication with all internal and external stakeholders
- ☐ Clearly identify risks to plans and operations and develop contingency plans
- ☐ Provide educational leadership during the bargaining process
- ☐ Create, review and update policies and procedures
- ☐ Continue to effectively represent the district perspective to provincial government on education related initiatives



BUSINESS OPERATIONS

- ☐ Update and implement the Strategic Facilities Plan
- ☐ Manage the design and construction of new schools
- ☐ Conduct annual space utilization reviews and create new classroom spaces where required
- ☐ Implement a district-wide energy management and environmental sustainability plan
- ☐ Implement new and upgrade existing business systems
- ☐ Ensure through budget reviews and the annual budget process the allocation of sufficient resources (people, time and budget) to support strategic initiatives
- ☐ Clearly identify risks to plans and operations and develop contingency plans
- ☐ Create, roll-out and maintain training and procedure manuals for all departments
- ☐ Support professional growth planning and performance management
- ☐ Develop and implement succession plans for all critical positions
- ☐ Build capacity through targeted professional development and cross-training
- ☐ Create opportunities for positive interactions with other groups and within our division
- ☐ Improve communication with all internal and external stakeholders
- ☐ Support 2019 bargaining
- ☐ Create, review and update policies and procedures
- ☐ Continue to effectively represent the district perspective to provincial government on business related initiatives



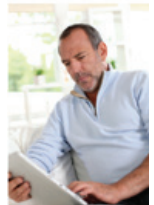
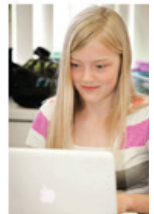
HUMAN RESOURCES

- ☐ Develop and implement leading practices in recruitment and engagement strategies to meet the needs of our growth
- ☐ Develop and implement succession planning model to support key positions within the organization
- ☐ Prepare for and facilitate the school district's bargaining initiatives with MRTA and CUPE. Influence provincial tables with district perspective
- ☐ Develop or revise HR-related board policy
- ☐ Promote joint initiatives, agreements and collaborative problem-solving with our local and provincial partner groups
- ☐ Provide new Board of Education orientation into HR
- ☐ Apply a continuous improvement culture within the HR department and maximize the power of technology to deliver HR services
- ☐ Review HR metrics to measure operational efficiency and effectiveness, in order to plan for and support our district's operational needs
- ☐ Continue to grow our HR expertise within our Human Resources department and within our school district staff
- ☐ Continue to promote the safety and well-being of our employees by:
 - » preventing and/or reducing staff injuries
 - » reducing the frequency and impacts of illness
 - » enhancing overall well-being of staff
 - » developing or revising district-wide emergency preparedness and response plans
- ☐ Foster leadership development, training and mentorship throughout the school district

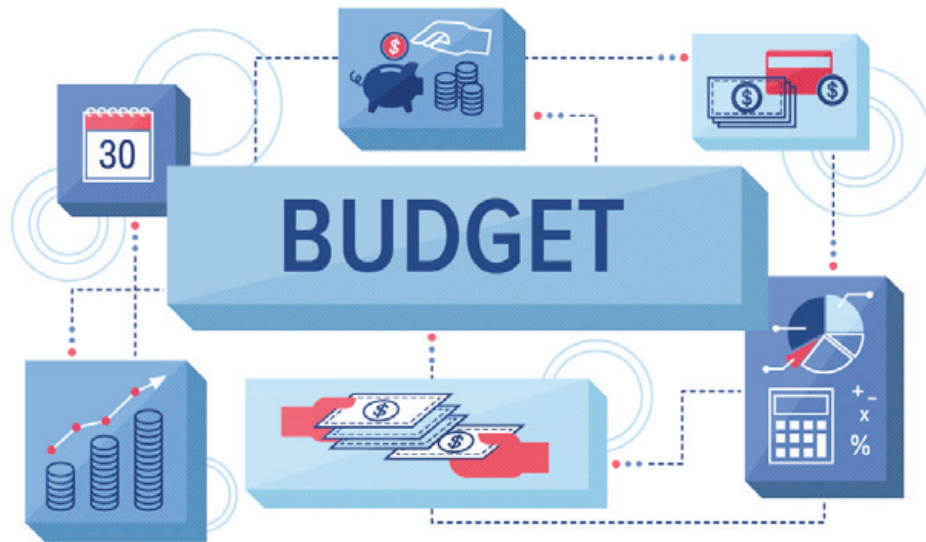


INFORMATION TECHNOLOGY

- ☐ Educate district staff on existing IT initiatives and processes by offering learning sessions and promoting the IT website and knowledge base
- ☐ Increase system stability, enhance staff experience with mobile devices, and effectively integrate telephony with our infrastructure
- ☐ Upgrade IT infrastructure in order to maintain a stable wired and wireless network, VOIP telephony, server infrastructure
- ☐ Deploy projects that enhance the efficiency of district support services
- ☐ Assist school district IT service users in adopting new systems to increase system efficiency
- ☐ Facilitate and help deploy cloud-based applications and the latest technologies in the classroom to support teaching and learning
- ☐ Further develop and maintain the Parent Portal to better serve our schools and parents/student population
- ☐ Continue the development and support of MyPortfolio as a tool to enhance teaching and collaboration between staff/students and parents
- ☐ Support professional growth planning and performance management
- ☐ Build capacity through targeted professional development and cross-training
- ☐ Develop and implement succession plans for all critical positions
- ☐ Work with all education stakeholders to continue to support innovative instructional practices
- ☐ Maintain data integrity within the school district
- ☐ Clearly identify risks to plans and operations and develop contingency plans
- ☐ Create, implement and maintain a district-wide disaster recovery plan for IT
- ☐ Continue to effectively represent the district perspective to provincial government on IT-related initiatives
- ☐ Ensure that IT policies and investments are aligned with educational and business priorities across the school district

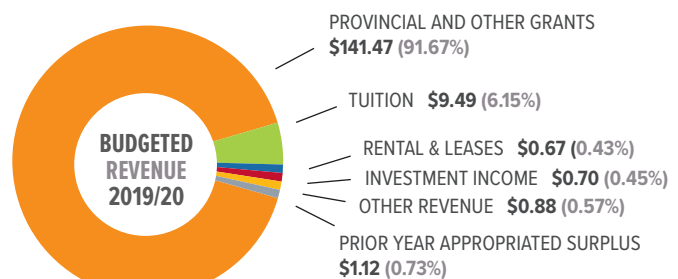
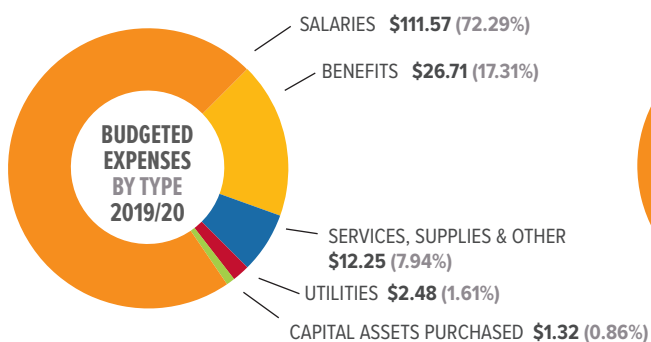


APPENDIX D



SUMMARY: PRELIMINARY OPERATING BUDGET 2019/20

School District No. 42 (Maple Ridge - Pitt Meadows) is estimating to receive 91.67% of its operating revenue from provincial and other grants, 6.15% from tuition, 0.73% from prior year appropriated surplus, and 1.45% from other sources. The operating budget for 2019/20 is allocated to be spent on salaries and benefits (89.6%); services, supplies and other (7.94%); utilities (1.61%); and capital assets purchased (0.86%).



The operating context for our school district has changed significantly in the past four years. After almost a decade of enrolment decline and budget reductions, in 2015/16 enrolment in the Maple Ridge – Pitt Meadows School District started to increase and this trend is projected to continue for the foreseeable future.

To effectively support the projected continued enrolment increase and the changed operational context, the school district has to review existing systems and structures and, where necessary, implement the changes required.

The approved operating budget changes summarized in the table below were developed through a review of all current school district budget allocations, restored MRTA collective agreement language and associated funding, the feedback received at the Budget Committee of the Whole meeting held on April 24, 2019, feedback received from partner groups, staff, parents, managers, principals and the board. The board approved these budget changes at its May 1, 2019, public meeting.

BUDGET CHANGES 2019/20

ONGOING PRELIMINARY BUDGET CHANGES 2019/20		ONE-TIME PRELIMINARY BUDGET CHANGES 2019/20	
Support for School Growth Plans		Support for School Growth Plans	
Social and Emotional Learning	(82,600)	Curriculum Implementation	
Secondary Innovation	(111,307)	Intermediate Helping Teacher and Learning Resources	(223,918)
District Librarian	(57,645)	Career Education Helping Teacher	(107,407)
Helping Teacher - Counselling	(104,807)	Teacher Mentorship	(21,550)
School Teams	(113,161)	Literacy	(209,614)
Supporting All Learners - Improving Student Engagement		Secondary Innovation	(32,600)
Improving Student Engagement	(29,800)	Supporting All Learners - Improving Student Engagement	
Before and After School Programming	(90,976)	Before and After School Programming	5,198
Educational Programs	(118,482)	Educational Programs	(43,310)
Safe & Caring Schools		Safe & Caring Schools	
Riverside Program	(6,000)	Riverside Program	(261,910)
Clerical Support Riverside Centre	(6,845)	School Based Staffing (Revised)	(435,128)
District Based Staffing	(158,556)	Early Learning	(57,644)
School Based Staffing	(45,000)	Education Leadership	
Early Learning	(187,369)	Elementary Administration Staffing	(20,191)
Education Leadership		Mentorship	(15,500)
Elementary and Secondary Administration Staffing	(572,309)		(1,423,584)
French Support	(30,287)	Support for Operational Plans	
Career Education/Trades Reorganization	(20,191)	Technology Infrastructure	(226,731)
Elementary Clerical Allocation Review	(7,827)	Compliance Support	(35,000)
School Supplies Allocations	(33,000)	Facilities - Support for Sustainability Initiatives	(60,585)
	(1,776,162)		(322,316)
Support for Operational Plans		Learning Services	
Aboriginal Education Support	(239,523)	Summer Assessments	(20,962)
Technology Support	(196,400)	Collaborative Teaching - Supporting Early Intervention and Inclusionary Programming (Revised)	(1,080,403)
Procurement	(64,630)	Inclusion Support Consultation Services	(180,000)
Compliance Support	(67,549)		(1,281,365)
Facilities	(208,122)	Reallocation of Existing Budgets	1,644,083
	(776,224)	Use of Prior Year Appropriated Surplus	1,116,545
Learning Services		Total One-Time Budget Changes	(266,627)
School Psychology	(104,811)	Grand Total Budget Changes	(2,607,654)
Speech and Language Pathology & Occupational Therapy	(84,541)		
	(189,352)		
Reallocation of Existing Budgets	400,711		
Total Ongoing Budget Changes	(2,341,027)		

APPENDIX E

STUDENT FORUM

STUDENT FORUM DATA SUMMARY 2020: IMAGINE A PLACE

The purpose of our Student Forum held on February 25, 2020, was to honour the voices of our students to inform future planning focussed on systems, schools, courses, administrators, teachers, and support staff. Feedback came from a diverse range of students, primarily in grades 9 to 11 from all high schools and alternative education programs. (Five students from Grade 8 and 11 students from Grade 12 also attended.)

The theme Imagine a Place from the 2018 Student Forum provided insightful and compelling feedback. Thus, we decided to continue to explore this concept in 2020. Teachers, administrators, and counsellors began to notice in 2018 that our students needed support for mental health. Trauma-informed practise began to build traction, and the research provided through our Social Emotional Learning Committee clearly portrayed the importance of mental health as it relates to learning. Coupled with these findings was the student response in the 2018/19 Student Learning Survey, stating that only 33% of our students described themselves as physically and mentally healthy.

Consequently, the decision to further delve into mental health issues in the 2020 Student Forum occurred. Following is a sample of the questions that we asked our students: What should SD42 focus on to help students thrive? Connected to school, what keeps you up at night? What can the school realistically do to reduce your stress and support your well-being? What are three things that you are grateful for? What strategies do you use to take care of yourself? What is one act of kindness that you could do tomorrow?

Quantitative analysis was used to code student data collected in the form of a student wellness survey, a student collaborative effort in rating the importance of wellness topics, student responses to prompts recorded on pillowcases, and peer interviews. Coding methods began with process coding and later evolved into axial and focused coding as outlined by Johnny Saldana in *The Coding Manual for Qualitative Researchers*. It is also important to point out that our students' understanding of their mental health is continually evolving and contextual. To understand our students' needs, we must all as adults connect and listen, seek clarification, and connect again.

Writing and Analysis comprise a movement between the tangible and intangible. Between the cerebral and sensual, between the visible and invisible. Interpretation moves from evidence to ideas, to theories, and back again. There can be no set formulae, only broad guidelines, sensitive to specific cases.

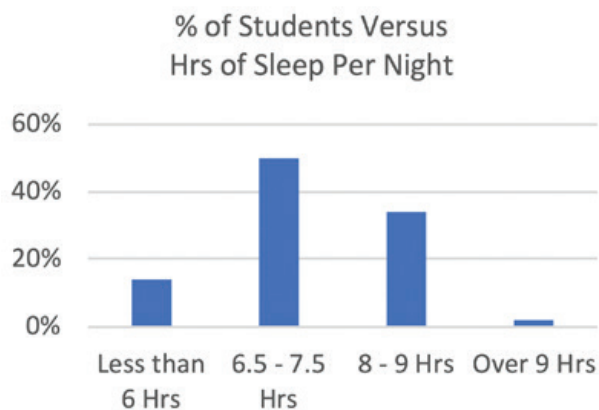
-Judith Okely, *Thinking Through Fieldwork*, 1994, p. 32



EMERGENT FINDINGS

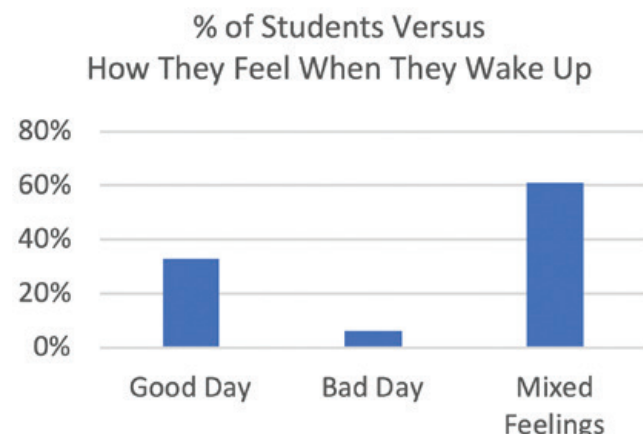
ACTIVITY ONE (PART 1): STUDENT WELLNESS SURVEY

1. How many hours of sleep do you get on average on school nights?



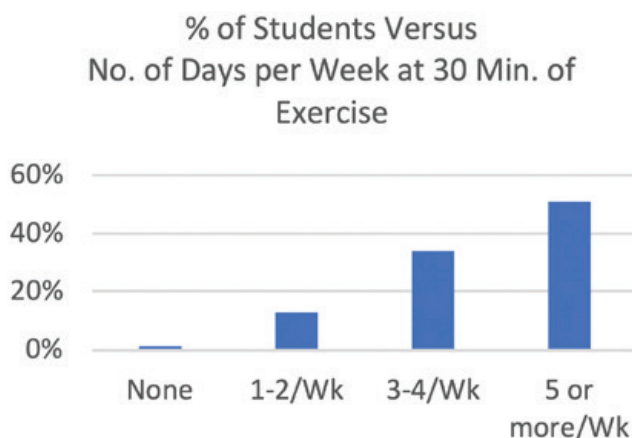
Student data on sleep was evenly distributed across all grades except that no Grade 9 students indicated that they slept less than 6 hours a night, and 40% of Grade 10 students slept between 8 and 9 hours a night. In comparison to the Student Learning Survey completed in 2018/19, 17% of students indicated that they got a good night's sleep, and 36% indicated that they didn't. These findings are in keeping with the average for Canadian teens according to Statistics Canada but are less than the 8 to 10 hours of sleep recommended for teens by the Sleep Foundation.

2. Most Days when I wake up, I expect that I will have a: Good Day, Bad Day, Mixed Feelings.



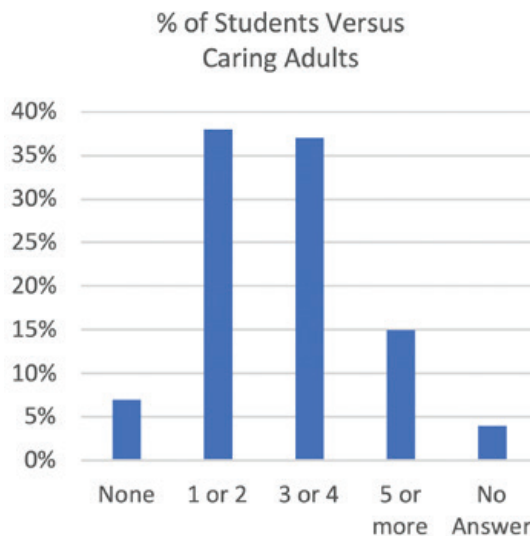
Results were similar across all grades, with the exception of 43% of Grade 10 students indicating that they wake up anticipating that they are going to have a good day. There is an interesting correlation with the Student Learning Survey, where 33% of students describe themselves as physically and mentally healthy, 50% being neutral, and 12% stating that they are not physically and mentally fit.

3. How many days of the week do you get 30 minutes or more of physical exercise?

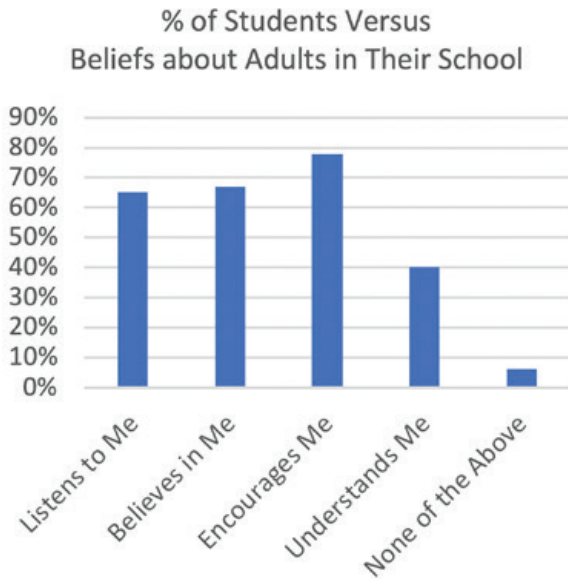


The results are evenly distributed across all grades. The Student Learning Survey 2018/19 delineates students at 62% positive response for sufficient exercise; however, the Canadian Physical Activity Guidelines suggest 60 minutes of moderate to vigorous exercise per day. Results indicate that at least 48% of students are not exercising enough. The Canadian Physiological Association states that regular exercise prevents anxiety and depression and reduces day-to-day stress. Cognitive ability and academic performance are also shown to have a direct correlation with physical activity.

4. When you think about your school setting, how many adults care about you?



5. At school I feel there is an adult who...



Results are relatively consistent across all grades for questions 4 and 5.

The Student Learning Survey 2018/19 indicates a 70% positive result concerning students being able to connect with a caring adult in school. The Centre on the Developing Child, Harvard University, states, “Every child who ends up doing well has at least one stable and committed relationship with an adult.”

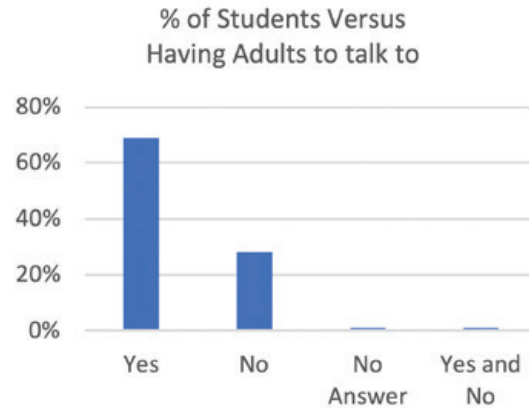
A vast majority of our students are in this positive space; however, 7% of our students, state that they do not have a positive adult relationship in school. This correlates with 6% of our students indicating “None of the Above” regarding their beliefs about adults in their school. These students may have a caring adult outside of school; however, 7 out of 100 students per school indicate that connection and relationship building continues to be paramount to student success in our schools.

One other interesting note is that beliefs about positive relationships with adults increase with student age. For example, concerning students’ perception that an adult in school believes in them is at 58% in Grade 9, 66% in Grade 10, and 78% in Grade 11.

The same trend occurs with students stating that teachers encourage them. An anomaly is an opposite trend where 52% of students in Grade 9 believe that teachers understand them, followed by 40% of students in Grade 10, and 30% of students in Grade 11.

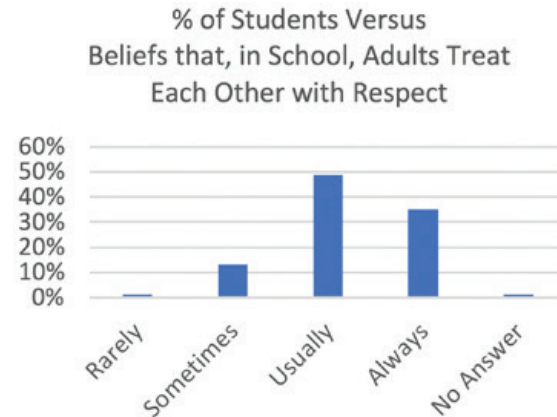
These trends are significant enough to mention and warrant further discussions with students.

6. I have adults I can talk to if something is bothering me.

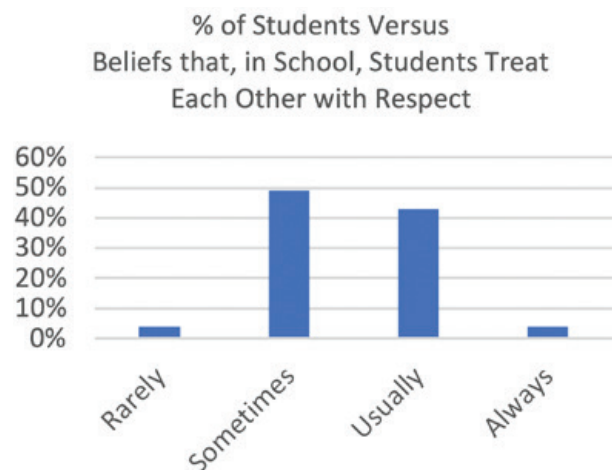


Although the average percentage is 69% indicating that students have an adult to talk to, an increasing trend occurs with grade level – similar to question 5.

7. At my school the adults treat each other with respect.



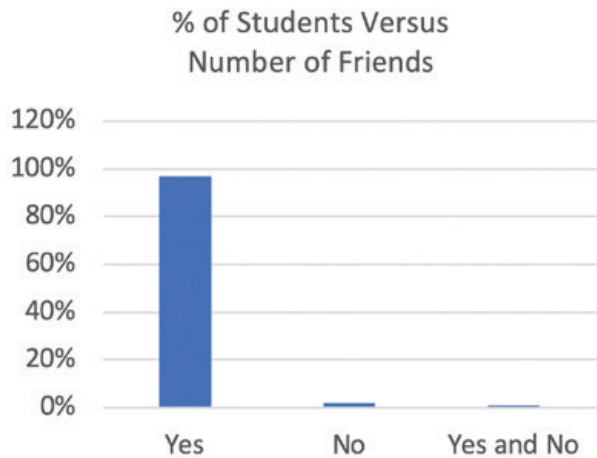
8. At my school the students treat each other with respect.



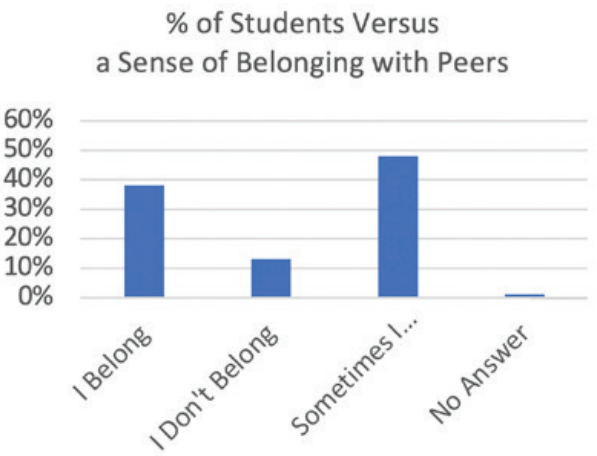
How students perceive respect between adults in the building increases positively with each grade level – 23% of students in Grade 9 perceive that adults sometimes treat each other with respect.

In comparison, 55% of students in Grade 10 perceive that adults usually treat each other with respect, and 48% of Grade 11 students perceive that adults always treat each other with respect. Compare this to the average for all grade levels – sometimes, 13%, usually, 49%, always, 35%. This same phenomenon occurs concerning students’ perception that students treat each other with respect.

9. I have one good friend or more.

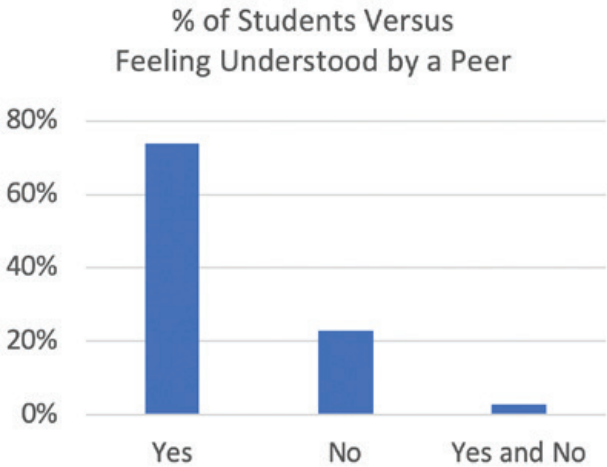


10. When I am with other students in my grade, I feel like:

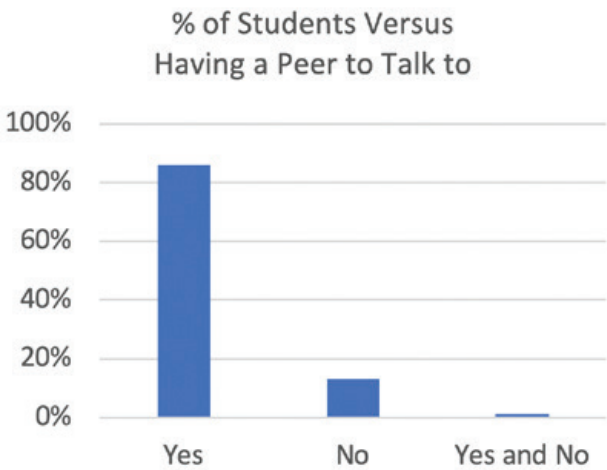


The results are consistent across all grades; however, in this case, there is not a strong correlation with the Student Learning Survey 2018/19, where 53% of students felt like they belonged. The nuanced difference could be that students don’t always experience a sense of belonging specifically with their peers, even though 97% of students stated that they had at least one good friend.

11. I have somebody my age who really understands me.



12. I have peers I can talk to if something is bothering me.



These results are reasonably consistent across grades, except that 90% of Grade 9 students feel that they have a friend that they can talk to when in need compared to 85% in Grade 10 and 80% in Grade 11. This is interesting compared to student responses to question 6, where students were asked whether they had an adult to talk to when something was bothering them. In Grade 9, 65% believed that they did, increasing to 68% in Grade 10, and 75% in Grade 11. Do our younger students rely more on their peers than adults for support?

13. I know where to go if I need mental health support.

The majority of students indicate that they know where to go for mental health support, 71%. This trend also increases with student grade; however, at 28%, one-third of our students are still in need of this specific information.

14. I believe I can make a difference in the world.

The pattern that emerges with this statement is significant to grade level – 58% of Grade 9 students, 60% of Grade 10 students, and 73% of Grade 11 students believe that they can make a difference in the world. Perhaps this trend correlates with students developing a stronger sense of who they are and what their strengths are as they get older.

15. Most of the time, I have the skills to calm myself when I am upset or excited.

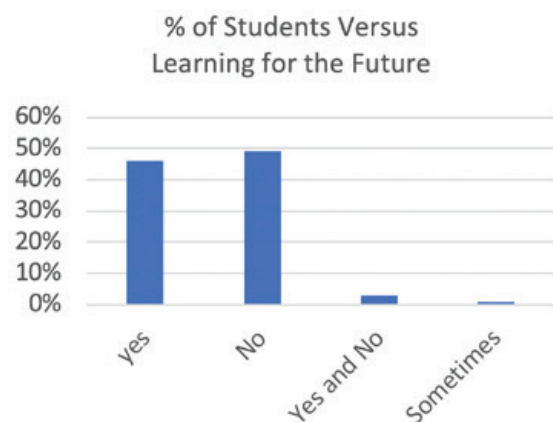
Two-thirds of our students (62%) feel that they have the skills to ground themselves. When these results are compared to the Student Learning Survey 2018/19, 33% of students thought that they know how to express emotion and deal with emotional problems in the future (self-regulation, empathy, and compassion). Although this is a broader concept than understanding how to calm oneself, it is an essential set of skills that still need to be taught to 37% of our students.

16. I feel like I am learning important things for my future.

"I go to school so that one day I will have the tools to change the world. What other reason is there?"

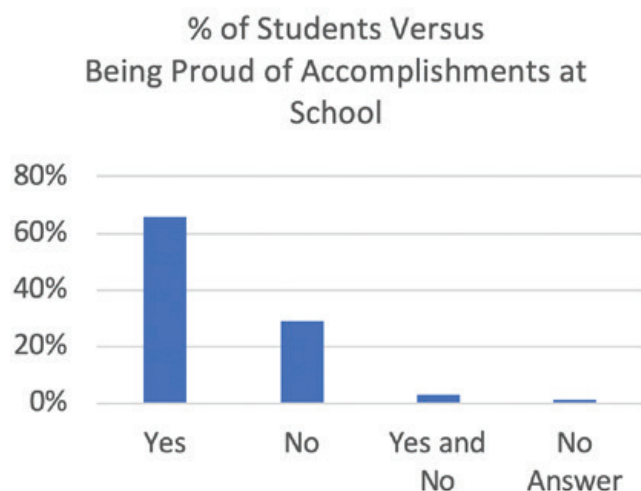
The above quote was a key emergent finding from the 2018 Student Forum, yet this continues to be an issue for our students. Preparation for the future with relevant, hands-on opportunities for learning continues to be paramount for our students. On a positive note, these results are higher than the Student Learning Survey 2018/19, where only 25% of our students felt like they were learning necessary life skills for the future, and 35% felt like they were being prepared for post-secondary education. This is our first year across the district for our CLC and CLE courses. Perhaps if we continue with Student Forums, 2022 will see a change in student perception. A student's ability to plan for clear goals for the future and the understanding that learning is relevant to those goals are key contributors to positive mental health.

17. I am proud of what I accomplish at school.



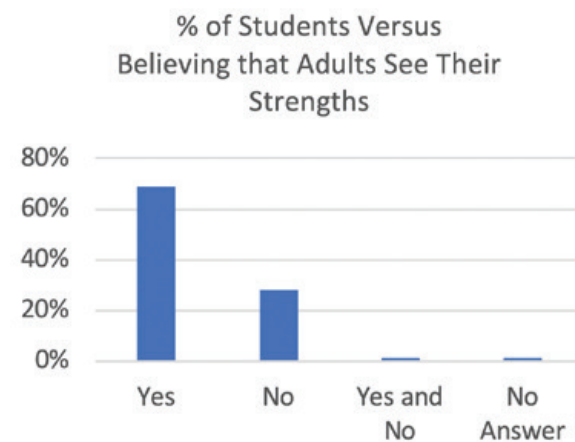
Only 66% of students state that they are proud of what they accomplish in school; however, this too is a positive upward trend with grade level. The Grade 11 student population indicated that 73% of them are proud of what they accomplish in school.

18. The adults at my school see my strengths.



The results of this statement correlate closely to the results of statement 17. Is there a connection between how students see their own strengths and whether they perceive that adults in their school see their strengths? There is also an interesting downward trend with grade level – 81% of Grade 9 students believe that adults see their strengths decreasing to 70% in Grade 11.

19. In general, I feel accepted for who I am.

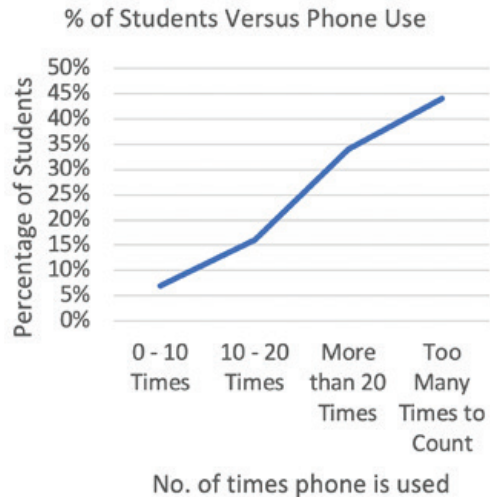


The averaged data shows that 66% of students feel accepted for who they are, with 28% feeling that they are not. With so much of the data, there is a positive upward trend with grade-level – comparing 61% of Grade 9 students to 73% of Grade 11 students.

With age, do students begin to feel more comfortable with who they are and, in turn, feel more accepted? The Student Learning Survey states that 53% of students feel like they belong, and 66% feel welcome. These results are from Grade 10 students in 2018/19.

Is there a correlation between acceptance, belonging, and feeling welcome? Can learning effectively take place if a student does not think that they are accepted for who they are? These are questions with which we, as teachers, need to continue to grapple.

20. On an average day, I check my phone:



The trend for phone checking increases with grade level. The peak for hours texting, gaming, and on social media is at 3 to 4 hours per day; however, Grade 11 students peak at 4 to 5 hours per day. It is important to note that this is still only 27% of the Grade 11 population at Student Forum and that approximately 60% of our student population is spending less than 5 hours a day interacting socially or gaming online.

21. On an average day, how much time do you spend texting, gaming or on social media?



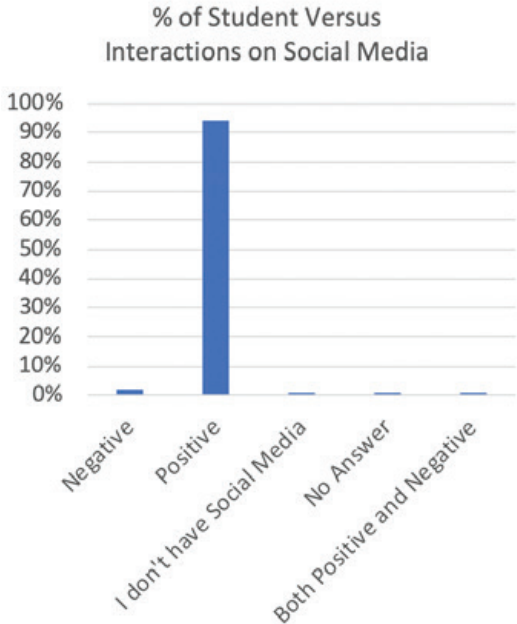
22. I am responsible when I use my social media.

23. I sleep with my phone near my bed.

Ninety-three percent of our students feel that they use social media responsibly. The data is the same for all grade levels. Seventy-five percent of our students sleep with their phones near their bed.

This trend again increases with grade level – 61% of Grade 9 students compared to 73% of Grade 11 students.

24. My interactions on social media are generally:



Overwhelmingly, students believe that their interactions on social media are positive. It is also interesting to note that only 1% of the student sample is not connected to social media.

ACTIVITY ONE (PART 2): WHAT SHOULD SD42 FOCUS ON TO HELP STUDENTS THRIVE?

For the second part of our morning activity, we asked the students to prioritize 10 wellness topics in order of importance. The task was undertaken in collaborative teams.

1. Mental Health Education
2. Managing Stress
3. Sense of Belonging
4. Time Management and Goal Setting
5. Connections to Adults
6. Sleep and Rest
7. Resilience and Optimism
8. Nutrition and Exercise
9. Social Media and Online Safety
10. Giving Back and Building Community

Mental Health Education was by far the most important topic that students chose. Aspects of the student survey play an essential role in how this education could look. For example, 28% of our students stated that they did not know where to go for mental health support. Concerning “managing stress,” one-third of the students that were part of the survey indicated that they did not know how to calm themselves down when they are upset or excited. Physical exercise is a well-known stress reducer, and many of our students indicate that they are well below the recommended amount of exercise for teens. Reducing stress can also be directly related to time management and goal setting, which was rated at number four for students.

Connection to adults was one of the three key findings for the 2018 Student Forum. This result was split in the 2020 Student Forum. Four of our groups placed this topic in their top three choices, and five groups placed it in the bottom three. Perhaps this shift is a positive sign that a concerted effort has been made to develop one-on-one connections with students, and that SD42 staff will need to continue to maintain this focus.

When we look at the student survey, it is not surprising that social media and online safety is rated at number nine. With 94% of students believing that their interactions on social media are positive, perhaps the particular speakers and interventions that occurred in the past had the desired effect. These results could also mean that SD42 needs to continue to inform and teach about online safety so that online social interactions continue to be positive.

Finally, it could be that students are not connecting “Giving Back and Building Community” with wellness or thriving. Several studies indicate that giving back connects us to a

larger purpose and creates meaning and investment that is integral to mental health.

ACTIVITY TWO (PART 1): CONNECTED TO SCHOOL, WHAT KEEPS YOU UP AT NIGHT?

Three themes emerged from the qualitative data in part one of activity two.

1. By far, the majority of student comments centred on school. Two key components are time- management (falling behind, fear of due dates, managing homework, unfinished projects) and assessment and grading (making comparisons, getting good grades, tests, projects, grade expectations from parents).
2. Mental health emerged as the second theme. Students used words such as depression, anxiety, worry, trauma, overwhelmed, stress, pain, and over-thinking.
3. The third theme centred on expectations or judgement from self and others and could be closely linked to mental health and school experiences. Students used phrases such as fear of disappointing people, not being good enough, not making an impact, and being labeled.

Two lesser themes that emerged centred on relationships and belonging and concerns regarding the future.

ACTIVITY TWO (PART 2): WHAT CAN THE SCHOOL DO TO REALISTICALLY REDUCE YOUR STRESS AND SUPPORT YOUR WELL-BEING?

The following themes emerged from student comments in part two of activity two:

1. Most comments centred on learning and assessment with particular emphasis on flexibility and choice. “Relevant, interactive, collaborative, hands-on learning” was an emergent finding from the 2018 Student Forum and emerged again in the 2020 Student Forum. Several comments were about homework. Flexible due dates, more class time to complete assignments, and less homework were typical remarks. “Learning concepts more important than letter grades.” “No competition, just expected to do your best.” “Teachers understanding the kids have problems in their own lives that might make it challenging for students to get their homework done on time.”
2. Emphasis was also placed on relationship-building between teachers and counsellors – more one-on-one time, consideration for differing perspectives, looking past the behaviour, and being able to speak about problems without judgement.
3. Students specifically asked for skill-building techniques in self-regulation, time management and goal setting.

- Students noted that grounding activities such as deep breathing before class, structured downtime, and circle time once per week to talk about feelings could be helpful techniques in managing stress.

The majority of the themes for activity two are central to teaching and facilitating the core competencies. Personal awareness and responsibility specifically focus on self-regulating and well-being. Perhaps a more concerted and focussed emphasis on personal and social competency should be revisited.

ACTIVITY THREE: INTERVIEW MATRIX

During activity three, students were directed to interview each other with a set of questions that they later summarized and shared in table groups. The student responses have been recorded into a series of word clouds.

What are three things you are grateful for?



What strategies do you use to take care of yourself?



What is one act of kindness that you could do tomorrow?



Overall, our students are typical teenagers. They should sleep and exercise more, and probably spend less time on social media or gaming. Our students are quite clear that they need mental health education and skills to deal with stress reduction and self-regulation.

OVERARCHING THEMES

Mental health education is the most significant overall theme for the 2020 Student Forum. Students emphasized that they need strategies to deal with stress, self-regulation, and time-management. Developing a positive self-image was prevalent across all data. Although the majority of our students see themselves as getting enough sleep and exercise, helping them to see the direct physiological connection to stress and well-being could be an essential aspect for positive mental health education. One-third of our students still need to be informed about where to go for mental health support. Prevailing through the data is the need to focus on our younger students.

Learning and assessment continue to be a theme. Students have reiterated the need for relevant, interactive, collaborative, and hands-on learning with flexibility, choice, and an emphasis on learning rather than assessment. Homework is a reasonably significant issue.

Connection to adults continues to be relevant to our students but was stressed less than in the 2018 Student Forum. Again, more focus needs to occur with our younger students. Grade 9 students are less likely to perceive that an adult in school believes in them and are less likely to think that there is an adult that they can turn to for help when in need.

NOTES FOR THE FUTURE

An explicit message that emerged from our 2020 Student Forum is the continued need to emphasize social, emotional learning in our classrooms. In the high school setting, this is especially important for our younger students. The direct correlation between SEL and the core competencies may still need to be emphasized with our SD42 staff with a priority to be placed on personal and social competency.

APPENDIX F

Source: Middle Years Development Instrument (MDI) data collection: 2018/19.

GRADE 4 RESULTS



High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

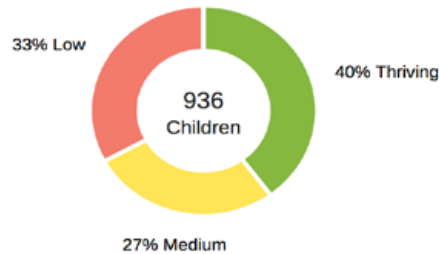


Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

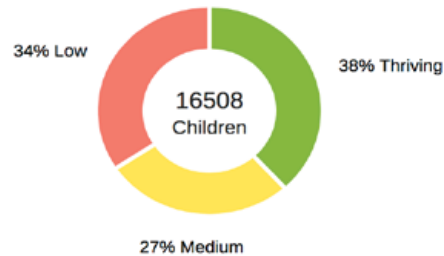


Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

MAPLE RIDGE PITT MEADOWS



ALL PARTICIPATING DISTRICTS



GRADE 7 RESULTS



High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

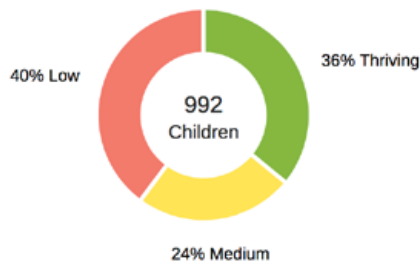


Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

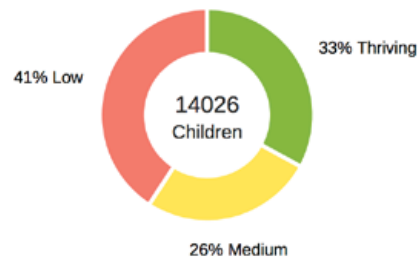


Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

MAPLE RIDGE PITT MEADOWS



ALL PARTICIPATING DISTRICTS



STUDENT SURVEY - LEARNING ENVIRONMENT: BELONGING

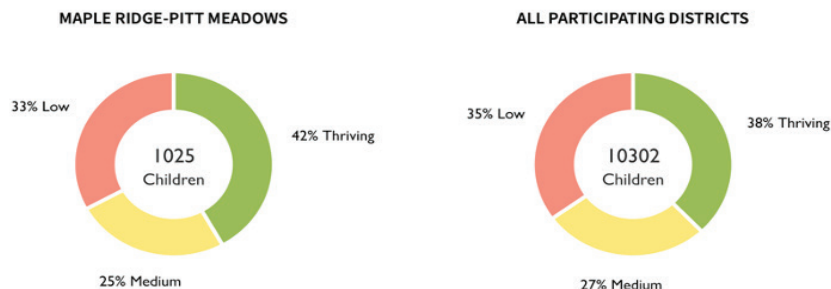
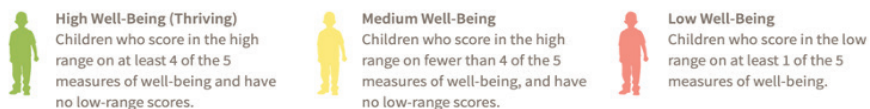
How many adults at your school care about you?

STUDENTS REPORTING "2 ADULTS" OR MORE

SCHOOL YEAR	GRADE 10 STUDENTS		% ABOVE PROVINCIAL AVERAGE	GRADE 12 STUDENTS		% ABOVE PROVINCIAL AVERAGE
	NUMBER	%		NUMBER	%	
2016/17	326	67	+3	362	80	+4
2017/18	434	66	+2	411	80	+4
2018/19	509	70	+7	402	79	+3

Source: Student Learning Survey 2018/19

Source: Middle Years Development Instrument (MDI) data collection: 2019/20.



NUMBER OF IMPORTANT ADULTS AT SCHOOL



In 2018-2019, the 'Number of Important Adults at School' question appeared differently on the online questionnaire as compared to previous years and the current reports (2019-2020). We caution direct comparisons of the 2018-2019 'Number of Important Adults at School' question to previous years and to this report. We recommend you read our [Data Highlights and Trends 2019-2020 report \(https://bit.ly/2019-20-mdi-data-trends\)](https://bit.ly/2019-20-mdi-data-trends) for more information as you interpret the 'Number of Important Adults at School' data this year.

Source: Middle Years Development Instrument (MDI) data collection: 2019/20.

GRADE 7 RESULTS



High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

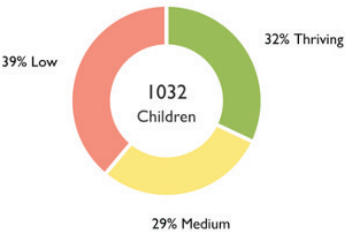


Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

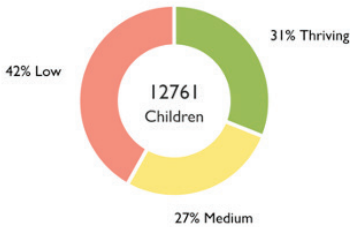


Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

MAPLE RIDGE-PITT MEADOWS



ALL PARTICIPATING DISTRICTS



NUMBER OF IMPORTANT ADULTS AT SCHOOL



2 or more

51%

48%



One

12%

11%



None

37%

41%

Average for all Districts

In 2018-2019, the 'Number of Important Adults at School' question appeared differently on the online questionnaire as compared to previous years and the current reports (2019-2020). We caution direct comparisons of the 2018-2019 'Number of Important Adults at School' question to previous years and to this report. We recommend you read our [Data Highlights and Trends 2019-2020 report \(https://bit.ly/2019-20-mdi-data-trends\)](https://bit.ly/2019-20-mdi-data-trends) for more information as you interpret the 'Number of Important Adults at School' data this year.

