

Date: Wednesday, February 21, 2024
Time: 6:00 p.m.

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

"Education is not the learning of facts but the training of the mind to think" - Albert Einstein

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Territory Acknowledgement
2. Call to Order
3. Correspondence
 - Letter from E. Yamamoto to Immigration, Refugees and Citizenship Canada
 - Letter from E. Yamamoto to District Parent Advisory Council
4. Approval of Agenda
5. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on decision items on the public meeting Agenda by emailing board@sd42.ca by no later than 5:30 pm on February 21, 2024. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically. This agenda item has a time limit of 10 minutes.*

B. APPROVAL OF MINUTES

1. January 17, 2024 ITEM 2

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

1. Feeding Futures School Food Programs ITEM 3

D. DELEGATIONS – *the Board will receive delegations on any subject pertinent to Board business provided the item has been placed on the agenda by the Agenda Preparation Committee. Time limits for individual delegations will be established to allow all registered delegations to present within the time limit for this item. The Board will ordinarily receive for information the item presented and may take action after due deliberation. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) School Growth Plans ITEM 4
3. Secretary Treasurer
4. Board Committees and Advisory Committee Reports
 - a) Budget
 - i. 2023/24 Amended Annual Budget Bylaw and Second Quarter Financial Statements ITEM 5
 - b) Finance
 - c) Facilities Planning

- d) Board Policy Development
 - i. Policy Review Updates ITEM 6
 - ii. Non-Substantive Edits to Policies ITEM 7
- e) Education
- f) Aboriginal Education

G. INFORMATION ITEMS

- 1. Chairperson
 - a) Chairperson's Update ITEM 8
- 2. Superintendent of Schools
 - a) Superintendent's Update ITEM 9
- 3. Secretary Treasurer
 - a) Enrolment Projections for 2024/25 to 2027/28 ITEM 10
 - b) Policy Review Updates ITEM 11
- 4. Board Committees & Advisory Committee Reports
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - e) Education Advisory
 - f) Aboriginal Education Advisory
 - g) Accessibility Advisory

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

- 1. BC School Trustees Association
- 2. District Parent Advisory Council ITEM 12
- 3. Ridge Meadows Education Foundation Committee ITEM 13
- 4. Ridge Meadows Overdose Community Action Table Committee ITEM 14
- 5. Youth Planning Table Committee ITEM 15

J. QUESTION PERIOD ITEM 16

Question period will be restricted to questions only – statements and debate will not be permitted. Questions, with the exception of Trustee questions, will be limited to one question per person. Members of the public can submit questions for the board by emailing them to board@sd42.ca by no later than 5:30 pm on February 21, 2024. The email subject line should read: QUESTION PERIOD. All questions received before the start of the question period will be answered in the order they are received. This agenda item has a time limit of 10 minutes; extension is at the discretion of the board.

K. OTHER BUSINESS

- 1. Public Disclosure of Closed Meeting Business ITEM 17

L. ADJOURNMENT



ITEM 1

To: **Board of Education**

From: Chairperson
Elaine Yamamoto

Re: **OPENING PROCEDURES**

Date: February 21, 2024
(Public Board Meeting)

Decision

1. *TERRITORY ACKNOWLEDGEMENT*

We would like to acknowledge that this meeting is taking place on the shared traditional and unceded territories of Katzie First Nation and Kwantlen First Nation. We welcome and recognize all First Nations, Métis, and Inuit students and families in our schools and community. We welcome and recognize the many different cultures that are represented in our schools and community.

2. *CALL TO ORDER*

3. *CORRESPONDENCE*

- Letter from E. Yamamoto to Immigration, Refugees and Citizenship Canada
- Letter from E. Yamamoto to District Parent Advisory Council

4. *APPROVAL OF AGENDA*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

5. *INVITATION FOR PUBLIC INPUT TO MATTERS ON THE AGENDA - Members of the public can provide input on decision items on the public meeting Agenda by emailing board@sd42.ca by no later than 5:30 p.m. on February 21, 2024. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically. This agenda item has a time limit of 10 minutes.*

January 4, 2024

To: Immigration, Refugees and Citizenship Canada

Subject: Letter of Support for Local Immigration Partnership Maple Ridge, Pitt Meadows and Katzie

The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) ("the Board") is pleased to declare its full support for LIP's proposal in response to the Immigration, Refugees, and Citizenship Canada (IRCC) Settlement and Resettlement Call for Proposals 2025-2030, aimed at fostering inclusive and welcoming communities in Maple Ridge, Pitt Meadows and Katzie.

Between 2016 and 2021, Maple Ridge experienced the Lower Mainland's second largest growth (30.9 %) of newcomers. Our own ELL program has tripled the number of settlement workers to accommodate this fast-paced growth. A program like the LIP is needed now more than ever with increased strength and resources.

We are grateful for the work that our LIP does to highlight and coordinate service for the needs of our newcomer families with young children and youth. We will continue to be an active partner along with the large group of service providers and community stakeholders whose effectiveness is amplified through the Maple Ridge, Pitt Meadows and Katzie LIP.

The Board is firmly committed to the goal shared with LIP of fostering diversity and inclusion and will continue to work through our Settlement Workers in Schools to provide information and supports to newcomers in our schools and to support LIP's events that align with our district policies.

The Board endorses the Maple Ridge Pitt Meadows LIP proposal and has confidence in their capacity to execute the IRCC program effectively. We believe that this initiative will help newcomer students and will continue to assist service providers in our community by coordinating efforts to support the unique needs of this vulnerable and increasing newcomer population.

Sincerely,



Elaine Yamamoto, Chairperson
Board of Education

Cc: *The Board of Education, School District No. 42 (Maple Ridge-Pitt Meadows)*
Mr. Harry Dhillon, Superintendent of Schools
Mr. Richard Rennie, Secretary Treasurer



February 7, 2024

Trish Coft
Chairperson
District Parent Advisory Council
Via Email to: sd42dpac@gmail.com

Dear Trish,

Re: SD42 Procedure 5400.2 Transportation Services Registration and Fees Administration

Thank you for resending DPAC's letter requesting that the Board review the distance requirements outlined in Board Policy, *Procedure 5400.2 Transportation Services Registration and Administration*.

The passion of DPAC's transportation committee parents for the amendment of this policy is evident and trustees attending the DPAC meetings have also relayed their concerns. Although Procedure 5400.2 was last updated and passed in May 2023, our Board members will revisit Procedure 5400.2 this month with a particular focus on the eligibility criteria for service.

Please be assured that our commitment is to complete our review so that any impact on budget can be considered along with other proposed budget changes as part of the 2024/25 Budget Process. Our proposal for student transportation for 2024/25 will be reported in the Proposed Preliminary Budget presented at the April 17, 2024, public board meeting.

Sincerely,

Elaine Yamamoto, Chairperson
Board of Education
School District No. 42 (Maple Ridge-Pitt Meadows)

Cc: *The Board of Education, School District No. 42 (Maple Ridge-Pitt Meadows)*
Mr. Harry Dhillon, Superintendent of Schools
Mr. Richard Rennie, Secretary Treasurer

Attachment

School Board Trustees for Maple Ridge – Pitt Meadows,

We are writing to express our concerns regarding the current transportation procedures for our district, more specifically, how they affect our rural schools in School District 42, Maple Ridge – Pitt Meadows, and to respectfully request a review and potential amendment of the distance requirements. As dedicated members of our school board, your commitment to our community's education is evident, and we believe that addressing this issue is essential to ensuring the well-being and educational opportunities of our rural students.

Our rural schools play a vital role in our community; however, they serve a community that faces greater challenges due to a lack of infrastructure and public transportation options. The lack of transportation to and from these schools can present significant challenges for many families. The current distance requirements, set out in our district transportation procedure, for bus eligibility often leave families in remote areas with limited options, forcing students to face long, frequently unsafe, travels to and from their school. Often roadways in these rural communities do not have sidewalks or off-road walkways further hindering their ability to safely access their school. Many of our parents of students in these communities work away from the home and cannot access or afford before/after school care, leaving students forced to commute to and from school on their own.

As such, we would like to propose a review of the current transportation procedure, with a specific focus on revisiting the distance requirements for rural schools. By adjusting these criteria to better accommodate the unique needs of our rural communities, we can:

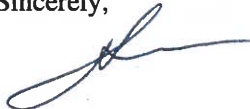
1. **Improve Student Safety:** Reducing long commutes will help ensure our students' safety by decreasing their exposure to traffic hazards and inclement weather conditions.
2. **Enhance Educational Opportunities:** Easier access to rural schools will allow more students to arrive at school well rested and ready for their day to be able take full advantage of the programs and resources they offer, enriching their educational experience.
3. **Foster Community Engagement:** A more accessible rural school system can strengthen our community's bond, encourage parental involvement, and promote the growth and development of these areas.

We kindly request that the school board initiates a thorough review of the current transportation procedure with the aim of amending the walk limit guidelines, previously established by regulations in 1981 (see “grants for conveyance.” https://www.bclaws.gov.bc.ca/civix/document/id/oic/arc_oic/2183_1981) which were repealed in 1989 (https://www.bclaws.gov.bc.ca/civix/document/id/oic/arc_oic/1281_1989) and to set shorter distance requirements for our rural schools, we put forward the same sentiment that was presented in [the UBCM resolution in 2000](#) (B9 School Bus Walk Limits). The ministries response to the resolution was that the walk limits are funding guidelines only, and are not mandatory. Furthermore, it is incumbent on each School District to develop their own transportation policies/procedures. We believe that by setting out a transportation procedure that recognizes the uniqueness of transportation issues face by our rural school, as a collective, we will better serve and support our students and their families while upholding our commitment to providing an equitable and accessible education for all students.

We would be happy to provide any assistance or support needed throughout this process and would be grateful for the opportunity to discuss this matter further. Please feel free to contact us at sd42dpac@gmail.com.

Thank you for your dedication to the well-being and education of our rural students. We have every confidence that, together, we can work towards a solution that benefits all involved.

Sincerely,



Trish Coft | SD42 DPAC Chair



ITEM 2

To: **Board of Education**

From: Chairperson
Elaine Yamamoto

Re: **APPROVAL OF MINUTES**

Date: February 21, 2024
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the January 17, 2024, Public Board Meeting be approved as circulated.

Attachment



**PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, January 17, 2024 (6:00 PM)
VIA VIDEOCONFERENCE**

IN ATTENDANCE:

Chairperson – Elaine Yamamoto
Vice Chairperson – Kim Dumore
Trustee – Hudson Campbell
Trustee – Gabriel Liosis
Trustee – Mike Murray
Trustee – Pascale Shaw
Trustee – Kathleen Sullivan

Superintendent – Harry Dhillon
Secretary Treasurer – Richard Rennie
Deputy Superintendent – Cheryl Schwarz
Assistant Secretary Treasurer – Iris Mo
Senior Manager, Communications – Irena Pochop
Executive Coordinator – Rebecca Lyle

A. OPENING PROCEDURES

1. Territory Acknowledgement

The Chairperson acknowledged that this meeting is taking place on the shared traditional and unceded territories of Katzie First Nation and Kwantlen First Nation. The Chairperson welcomed and recognized all First Nations, Métis, and Inuit students and families in our schools and community. The Chairperson welcomed and recognized the many different cultures that are represented in our schools and community.

2. Call to Order

The Chairperson called the Public Board meeting to order at 6:03 p.m., welcomed and thanked everyone for attending, and advised that this meeting is being broadcasted live through the SD42 YouTube channel and on the school district website.

3. Electronic Board Meeting Procedures

4. Correspondence

5. Approval of Agenda

Moved/Seconded

THAT the Agenda be approved as circulated.

CARRIED

6. Invitation for Public Input to matters on the Agenda

The Chairperson advised that members of the public were able to provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 5:30 pm on January 17, 2024.

No public input was received.

B. APPROVAL OF MINUTES**Moved/Seconded**

THAT the Minutes of the December 6, 2023, Public Board Meeting be approved as circulated.

CARRIED**C. PRESENTATIONS**1. French Immersion Program

The French Immersion Program Principal and Coordinator, Jennifer Simon and helping teachers Sandra Turbide and Pooja Pabari, presented on the French Immersion program and reported that recent federal funding for the program through the Ministry of Education and Child Care enabled the district to focus on further supporting the program, emphasizing on program growth, student and staff growth and retention, and the increase of cultural and authentic language experiences for students and educators.

Moved/Seconded

THAT the Board receive for information the presentation on the French Immersion Program.

CARRIED2. Early Learning Programs

Early Learning helping teacher, Melanie Scarcella, and the District Principal of Learning Services, Sue Dhillon, presented an overview of the Early Learning program and shared that the program's vision centers on fostering a collaborative, community-driven early learning environment and aims to provide a space that supports diverse and playful experiences, in line with the Early Learning Framework.

Moved/Seconded

THAT the Board receive for information the presentation on Early Learning Programs.

CARRIED**D. DELEGATIONS**1. 2024 BC Summer Games

Trustee Campbell declared a conflict of interest on this topic in relation to his role on the Maple Ridge 2024 BC Summer Games Board of Directors.

The President of the 2024 BC Summer Games, Laura Butler, and City of Maple Ridge staff lead, Christina Balatti, presented on this year's summer games scheduled to take place in Maple Ridge from July 18 to 21, 2024.

Moved/Seconded

THAT the Board receive for information the presentation on the 2024 BC Summer Games.

CARRIED**E. DEFERRED ITEMS****F. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools
3. Secretary Treasurer
4. Board Committees and Advisory Committee Reports
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - e) Education
 - f) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools

a) Superintendent's Update

The Superintendent reported on the continued increase in English Language Learners in the school district and shared a district highlights video of Harry Hooe Elementary school students celebrating Diwali.

Moved/Seconded

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

CARRIED

3. Secretary Treasurer

The Secretary Treasurer provided an update on three major capital projects: Eric Langton Elementary seismic replacement and expansion, Pitt Meadows Secondary seismic replacement project definition report, and Harry Hooe Elementary expansion and seismic upgrade project definition report. The Secretary Treasurer further reported on the school district's snow and ice control plan.

Moved/Seconded

THAT the Board receive the Secretary Treasurer's Update, for information.

CARRIED

4. Board Committees and Advisory Committee Reports
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - e) Education
 - f) Aboriginal Education

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

1. Trustee Motion: Legislative Framework for Voting Student Trustees

Moved/Seconded

THAT the Board approve the following motion for submission to the 2024 B.C. School Trustees Association Annual General Meeting:

"THAT BCSTA endorse and encourage Boards of Education to integrate non-voting Student Trustees on Boards of Education to enhance district-level decision-making processes;

AND FURTHER;

THAT BCSTA advocate for the amendment of the School Act by the Province of British Columbia, granting school districts the discretion to establish Student Trustee positions, including an election process and full voting rights."

CARRIED

2. Non-Voting Student Delegates at BCSTA AGM Meetings

Moved/Seconded

THAT the Board approve the following motion for submission to the 2024 B.C. School Trustees Association Annual General Meeting:

"That BCSTA develop a process for the inclusion of non-voting student delegates at BCSTA Annual General Meetings, and that a report on progress be provided by the 2025 Annual General Meeting."

CARRIED

3. Funding for StrongStart BC Programs

Moved/Seconded

THAT the Board approve the following motion for submission to the 2024 B.C. School Trustees Association Annual General Meeting:

"THAT BCSTA urge the Minister of Education and Child Care to address the critical funding shortfalls experienced by School Districts in operating StrongStart BC centres by fully funding the StrongStart programs."

CARRIED

4. Student Governance Review

Moved/Seconded

THAT the Board of Education direct staff to review the current district student governance model and explore the feasibility of implementing a Student Trustee in time for the 2026/27 School Year.

CARRIED

5. Special Funding for Adult Graduation Programs at Correctional Centres

Moved/Seconded

THAT the Board approve the following motion for submission to the 2024 B.C. School Trustees Association Annual General Meeting:

"THAT BCSTA request the Minister of Education and Child Care and the Minister of Public Safety and Solicitor General to provide an update on the funding model review to examine the funding and resources required to support vulnerable learners in our correctional centres with life-altering educational opportunities."

CARRIED

I. TRUSTEE REPORTS

English Language Learners Consortium

Trustee Yamamoto reported on the increased numbers of newcomer students to lower mainland school districts.

J. QUESTION PERIOD

A question was received and answered on the following topic:

- Editing of CUPE's questions submitted to the Board

K. OTHER BUSINESS

L. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 8:57 p.m.

Elaine Yamamoto, Chairperson

Richard, Secretary Treasurer



ITEM 3

To: **Board of Education**

From: Chairperson
Elaine Yamamoto

Re: **FEEDING FUTURES SCHOOL FOOD
PROGRAMS**

Date: February 21, 2024
(Public Board Meeting)

Information

BACKGROUND:

The following staff have prepared a presentation on the Feeding Futures School Food Programs:

- Jeannie Harnett, Program Manager, Community Connections and Healthy Living/Food Security
- Sherri Skerratt, District Principal, Safe and Caring Schools
- Cheryl Schwarz, Deputy Superintendent

RECOMMENDATION:

THAT the Board receive for information the presentation on the Feeding Futures School Food Programs.

To: **Board of Education**

From: Superintendent
Harry Dhillon
Deputy Superintendent
Cheryl Schwarz

Re: **SCHOOL GROWTH PLANS**

Date: February 21, 2024
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The School Act stipulates that the Board of Education must approve school plans and that school plans must be made available to the parents of students attending that school.

School plan

8.3

(1) In each school year, a board must approve a school plan for every school in the school district.

(2) A board must make a school plan approved under subsection (1) available to the parents of students attending that school.

Principals of all elementary and secondary schools, Riverside Centre and our Aboriginal Education department have prepared a summary of the goals contained in their school growth plans for the 2023/24 school year for approval by the Board of Education. School growth plan goals relate to five themes in alignment with the Board's strategic priorities: equity, literacy, social emotional learning, assessment and reporting, and secondary innovation. The summary documents will be posted on individual school websites. A comprehensive document inclusive of all summary documents for all schools/departments will be posted on the school district website.

The Superintendent has reviewed and approved the School Growth Plans and is recommending that the Board of Education approve the School Growth Plans, as presented.

RECOMMENDATION:

THAT the Board approve the school growth plans and direct the Superintendent to make the school growth plans available to parents of students attending each school in the school district.

Attachment

ATTACHMENT

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 five broad categories: equity, literacy, social emotional learning (school culture and climate), assessment and reporting, and secondary innovation. The table below documents the "big ideas" of the school goals selected by each school community.

	Assessment & Reporting	Secondary Innovation	SEL (School Culture)	Numeracy	Literacy	Equity	Big Ideas
ELEMENTARY SCHOOLS							
Albion							Classroom based focus on literacy and numeracy for improvement with strategies, improving sense of belonging
Alexander Robinson							FPPL focus, building connections
Alouette							6Rs - sense of belonging, improving numeracy skills
Blue Mountain							Self-regulation, equity, development of reading and writing skills
c'əsqənelə							Community connection, Indigenous ways of knowing, fine arts focus to build community
Davie Jones							Foster a love of math through targeted interventions, improve reading skills
Edith McDermott							Continue building connections and sense of belonging for students with Indigenous Ancestry, continue improving literacy and numeracy skills
Environmental School							Place-based learning, connection and community
Eric Langton							Improve confidence in reading, development of reading skills, building connections
Fairview							Indigenous world views to create a sense of belonging, trauma informed practices
Glenwood							Bridge learning gaps in literacy and numeracy, building community
Golden Ears							Improving engagement in reading using literacy intervention frameworks
Hammond							SEL through fine arts, literacy strategies
Harry Hooge							Sense of belonging, celebrating individuality, targeted literacy strategies
Highland Park							Developing literacy skills, celebrating diversity, building community
Kanaka Creek							Development of literacy skills, inclusion, sense of belonging
Laity View							Improving writing skills, students see themselves reflected in the learning
Maple Ridge Elementary							Building resiliency, develop student confidence in writing
Pitt Meadows Elementary							Improve reading comprehension and love of reading, developing resiliency
Webster's Corners							Build engagement for reading, community
Whonnock							Improving reading strategies, building positive connections and community
Yennadon							Collaboration and community, self-regulation supports, SEL strategies

	Assessment & Reporting	Secondary Innovation	SEL (School Culture)	Numeracy	Literacy	Equity	Big Ideas
SECONDARY SCHOOLS							
District Alternate							Community and care, Indigenous embedded, place-based learning
Garibaldi Secondary							First Peoples Principles of learning, anti-racism, inclusion and diversity
Maple Ridge Secondary							Culture and climate - equity, diversity, sense of belonging, inclusion, assessment practices
Pitt Meadows Secondary							Culturally responsible teaching practices, diverse assessment practices, belonging and inclusion
Samuel Robertson Technical							UDL, trauma informed approach to teaching and learning, sense of belonging
Thomas Haney Secondary							Fostering belonging and care, community, anti-racism, further development of self-directed learning skills
Westview Secondary							Community, belonging, trauma informed practiced, numeracy, anti-racism
Riverside Ctr, CE, CLC							Assessment, culture and climate
ABORIGINAL EDUCATION							Building connections and community belonging

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Albion Elementary

Principal: Tanya Dailey

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: Literacy. How can we make our classrooms more accessible for all learners in the academic areas of literacy and numeracy?

B. Rationale

The diversity in our classes has significantly increased over the past few years. This increase has had an overall effect on the learning environment as many of our students require a variety of academic supports. We want to focus on ways that this support can occur within the classroom.

A high percentage of early primary students are unable to independently access strategies in reading, resulting in difficulties with comprehension. Growth in the use of reading strategies is evident as students move through the primary grades. However, when students reach intermediate grades, we are finding that there is a high percentage of students who have difficulties responding to and demonstrating their understanding of a variety of texts.

In numeracy, we have found that many of our students lack a solid understanding of the foundational skills needed as concepts become more complex.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- During class reviews, literacy and numeracy data of individual students to be shared with classroom teacher. Discussions to occur between classroom teacher and support teacher to ensure there are learning plans that focus on students who are emerging and developing.
- Work with Aboriginal education teacher and Aboriginal support worker to further assist students who have Indigenous ancestry.
- Provide an explicit systematic approach to teaching literacy through programs such as Reading Simplified, Haggerty, Letterland, and Secret Stories.
- Use read alouds to teach text structures and writing.
- Build confidence in writing by providing daily opportunities for students to write and receive feedback.
- Work with the district literacy and numeracy teachers to develop differential literacy and numeracy centres.
- Participate in the Kindergarten Think Tank series with the district early learning helping teacher.
- Review our current literacy resources and ensure they are meeting the diverse learning needs of our students.
- Make literacy and numeracy fun through the use of games, centres, choices, and relevant books or activities.
- Provide "Lunch and Learns" to bring awareness of district programs that are available to help support academic programs.
- Continue to provide students with many choices around their learning in literacy and numeracy.
- School growth plan discussions at staff meetings around inclusive practices and Universal Design for Learning (UDL).
- Provide parent education around a variety of literacy and numeracy topics.

D. Evidence / Data (how will you measure success?)

- District literacy and numeracy assessment data
- Classroom literacy assessments
- Intermediate Reading Assessment (IRA) and Early Primary Reading Assessment (EPRA) information

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Albion Elementary

Principal: Tanya Dailey

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 2: Social-emotional learning (SEL). To enhance the sense of belonging by building stronger connections between students, adults and families.

B. Rationale

Considering that a child's success can be fostered by a sense of safety and belonging at school, we are concerned about the recent Middle Years Development Instrument (MDI) data that revealed our students have a low academic self-concept. The MDI shows the school climate and students' sense of belonging is well below the district average. Only 40% of Grade 7 students were able to identify two adults at school they felt were important to them. Additionally, the Student Learning Survey (SLS) found about 50% of Grade 7s do not feel welcome.

Our belief is that if a student feels connected then they will develop a strong sense of belonging.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Ensure all parent communication on our school website can be translated into multiple languages.
- Older students to provide mentorship to learners who are struggling academically.
- Create engaging non-academic opportunities for students, ensuring that diverse options are available.
- Provide extracurricular activities for students.
- Provide digital literacy education and create awareness about available resources for students and families.
- Have regular check-ins with students and create a school-wide check-in system for students who are struggling.
- Organize school events that involve families and build connections with parents.
- Provide students with direct lessons on problem-solving techniques and building resiliency.
- Continue professional development activities to learn about supporting students who have experienced trauma (trauma-informed practice).
- Spend time at staff meetings around the topics of inclusivity and diversity.
- Teach self-regulation strategies in all classrooms.
- Bring in speakers on the topic of maintaining healthy relationships.
- Promote teacher well-being as we know stress is contagious.
- Work with our Aboriginal education teacher and Aboriginal support worker to provide Indigenous learning opportunities for our students.
- Provide students with opportunities to make positive contributions to the community.
- Recognize and celebrate the diverse cultures that make up the Albion community.

D. Evidence / Data (how will you measure success?)

- MDI results on school experiences and connection
- SLS focusing on belonging and building connections



School: Alexander Robinson Elementary

Principal: Ramin Mehrassa

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: Our goal is to focus on the idea of “connection” using the First Peoples Principles of Learning (FPPL) as a way to deepen student and staff connections with themselves, the school, the larger community, and the land.

B. Rationale

The idea of “connection” as a focal point can have many different applications across the varied roles within our school. Connection is vital in creating healthy, thriving communities for learners. Embedded within each FPPL is the underlying value of connection to the land, to oneself and to others. We are hoping that by anchoring our curricular goals with these principles, we can find unique ways to connect all learners to both Indigenous Ways of Knowing and the curriculum.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Connecting as a staff is the first step in community building. As a staff, review the FPPL. Work with colleagues in grade groupings to pick one principle and create a plan for embedding it into our work in a way that creates connection for our students to themselves, the class/school community, the neighbourhood, and the land. We can access the many online resources our district helping teachers have curated for deepening Indigenous Ways of Knowing in the classroom. Work with students to participate in an “Identity Fair” to connect to oneself and to others. Work with the teacher-librarian on collaborative lessons connecting social-emotional learning (SEL) and the FPPL. With the help of our Aboriginal resource teacher and teacher-librarian, purchase “anchor texts” to work with. Participate in after-school social events as a way of connecting staff to each other.

D. Evidence / Data (how will you measure success?)

- Data from the Middle Years Development Instrument (MDI) and Student Learning Survey (SLS). MDI data will be especially useful to evaluate student-adult connections. The more connected students are, the better the data should present itself.
- Looking at lesson/unit plans being used by teachers. Teachers can share these ideas at our monthly staff meetings.
- Attendance of staff at different social events.
- Survey sent to staff with specific questions related to the growth plan (i.e., how they’re feeling about “connections” at school for both staff and students).
- Similar survey sent to older students at school (but not repeating data already covered by the MDI).



School: Alouette Elementary
Principal: Jenn Gallop
Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 1: To further develop our sense of community where all members (staff, students, and parents) feel they are supported and valued members of our community.

B. Rationale

Our Middle Years Development Instrument (MDI) data shows room for improvement when it comes to feelings of self-esteem, a sense of school and peer belonging, and the ability to regulate emotions. By focusing on three of the Six Rs of Indigenous Research – reciprocal relationships, respect for cultural integrity, and relevance to various perspectives – we hope to increase a sense of belonging and support for all members in our community.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Provide opportunities to share and celebrate all the different cultures represented at Alouette.
- Occupational therapist to provide workshops for staff about supporting regulation.
- Submit a grant application for self-regulation spaces.
- Focus on supporting all learners by diversifying our strategies and opportunities for kids to feel successful.
- Work with our English Language Learners (ELL) staff to support students from the many different cultures represented at Alouette.
- Develop a team with our vice principal, education assistants and child care worker to create a breakfast and lunch program.
- Explore revising our code of conduct together.
- Work with staff to find creative opportunities for staff-to-staff, staff-to-student and student-to-student collaboration.
- Create a leadership group for intermediate students.

D. Evidence / Data (how will you measure success?)

MDI data, especially feedback related to relationships, connectedness and belonging would ideally show levels that meet or exceed district averages.



School: Alouette Elementary
Principal: Jenn Gallop
Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 2: To explore meaningful and engaging numeracy activities that have multiple entry points for students.

B. Rationale

The needs of the learners in our school are increasingly diverse. We recognize that a shift in how we teach numeracy is critical. We believe that exploring meaningful and engaging activities will help reach students and improve numeracy skills.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Implement teaching strategies learned in professional development related to mathematical thinking.
- Encourage staff to access numeracy professional development opportunities.
- Incorporate a numeracy discussion at each staff meeting.
- Dedicate some of our school learning resources to numeracy materials.

D. Evidence / Data (how will you measure success?)

- Performance standard data (final term).
- Including student data (feedback from students and parents/guardians regarding numeracy).
- Teachers reporting increased engagement with students.



School: Blue Mountain Elementary
Principal: Julie Clarke
Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: To support children in their ability to self-regulate. Social and emotional learning (SEL) is the cornerstone of meaningful educational experiences. Our goal at Blue Mountain Elementary is to ensure these skills are accessible to all our learners.

B. Rationale

We recognize as a staff community that student readiness to learn is the most important skill for ongoing success and resilience. Our intention is to do this in a child centred, holistic way that weaves in First Peoples Principles of Knowing and Being. In practice, this means that we respond to each child's unique story and capabilities through a lens of equity and understanding.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Each classroom will prioritize community and problem solving together when there are regulation challenges. Strategies include:

- Teaching children in explicit ways about their brain and different types of neurodiversity that may impact our ways of functioning
- Using WITS (Walk away, Ignore, Talk it out and Seek help) and Zones of Regulation language school wide
- Teaching EASE (Everyday Anxiety Strategies for Educators) as a way of helping children learn how to manage anxious feelings
- Small groups led by classroom teachers, the counsellor, Child Care Worker and Aboriginal Support Worker that focus on resilience, skill building, problem solving, community building and conflict resolution
- Monthly themes that focus on specific pillars of character (empathy, gratitude, generosity, etc.)
- Ongoing workshops and study to develop a deeper understanding of teaching through a trauma-informed lens
- Creating a calming and structured school environment that invites a regulated nervous system (lighting variety, comfortable seating options, plants, music when appropriate, etc.)
- Vibrant Leadership Club to engage and involve our older students
- A sensory pathway in the school that is accessible to all students

D. Evidence / Data (how will you measure success?)

Our hope is that a focus on nervous system regulation will lead to more positive outcomes at school. Evidence/data of this would include:

- Fewer office referrals
- Children solving problems in constructive and peaceful ways
- Report cards and conferences that reflect self-regulation growth and learning
- A school climate that is welcoming and regulated
- Continue to analyze Middle Years Development Instrument (MDI) data for areas of focus



School: Blue Mountain Elementary
Principal: Julie Clarke
Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 2: Our goal is to increase our literacy and numeracy outcomes through best practice strategies that support all learners.

B. Rationale

As a school staff, we recognize that literacy is an area that requires ongoing focus. Many of our young learners need additional assistance to develop their reading and writing abilities as evidenced by our report card data. Literacy is our main school-wide focus this year. Teachers also identified numeracy as an area requiring further support for students as well as staff for ongoing professional development.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Blue Mountain has some ongoing systems to support work around literacy. This includes:

- Working with and incorporating our District Literacy Framework
- Working closely with our district literacy helping teacher to develop targeted reading groups, material selection and professional development opportunities
- We are continuing our very successful 'Big Buddy' reading program where trained leadership students provide extra reading opportunities throughout the week
- Our education assistant (EA) team is working with some primary students for reading groups after school (twice a week)
- Accessing targeted programs (such as Lexia) for our most vulnerable readers
- Continuing the School-Wide Write so that teachers can collaborate around themes in written output
- Utilizing the Early Primary Reading Assessment (EPRA) and the Intermediate Reading Assessment (IRA) to help guide practices
- Using Professional Development days to continuously improve in our literacy and numeracy practices
- Teachers personally focusing on numeracy have applied and been granted a district Joint Educational Change Implementation Committee (JECIC) learning grant to explore new approaches and teaching strategies
- Spending our learning resource funds on math materials and other items that reflect the values outlined in the growth plan

D. Evidence / Data (how will you measure success?)

Our intention is that with continued focus on literacy and numeracy development, we will see gains for our students, including:

- Students displaying a love of reading by joining Bookfest and book clubs
- Children mastering the building blocks of reading through the multiple intervention strategies outlined
- School-Wide Writes that demonstrate learning and responsiveness to targeted supports
- Report card data that reflects growth and development
- EPRA and IRA data that reflects the ongoing literacy supports



School: čəsqənelə Elementary

 Principal: Wes Reamsbottom

 Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: To improve students' reading success and progress school wide.

B. Rationale

Students' reading skills are the single biggest indicator of future academic success. We want to ensure that all our students have the best opportunity possible to become independent and fluent readers.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Ongoing professional development and professional readings to further develop our collective understanding and school structures to best foster students' love of reading and reading acquisition.
- Continued emphasis on opportunities that promote a love of reading such as student-led Bookfest, Reading Link Challenge, in-person and virtual author visits, periodic reading celebrations and school-wide storytelling collaboration.
- Targeted reading intervention structures for at-risk readers modelled after the Scholastic RISE (Reading Inspires Students to Excel) Intervention Framework in Intermediate grades.
- Intentional use of people power and time to maximize students' daily reading opportunities in the primary grades (goal of three to five reading "hits" a day for students), such as letter buddies, reading buddies, Hive Crew Readers, RISE staff collaboration etc.
- Staff, student and community use of library including StrongStart and preschool.

D. Evidence / Data (how will you measure success?)

- Use of a variety of formative and summative literacy assessments to inform teaching that supports student reading growth, including the Early Primary Reading Assessment (EPRA), Intermediate Reading Assessment (IRA), and Benchmark. Specific measures emphasized to be collaboratively discussed and developed as a school team.
- Year-end reading results from the district's BC Performance Standards assessment.
- Circulation and use reports available from the library.



School: čəsqənele Elementary

 Principal: Wes Reamsbottom

 Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 2: To continue creating a school community where everyone feels safe and valued. To develop a school built on a “relationship first” philosophy that emphasizes powerful staff-student relationships and attachment aware instructional practices.

B. Rationale

Children learn best when they are in a safe learning environment with powerful and positive adult-student relationships. There is significant staff expertise in the area of social and emotional learning (SEL) and in the use of attachment aware instructional approaches. We want to focus on these critical understandings to create a vibrant and caring school community that maximizes student learning.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Explicit instruction of social, emotional, and regulation skills school wide and within classrooms.
- Develop common school language (e.g., Growth Mindset & the Power of YET, “WITS,” “What’s the Problem,” and How to be a Difference Maker).
- Prioritize community-building opportunities such as gatherings, performances, school events, and POD/classroom activities to celebrate student success and school pride.
- Prioritize instructional opportunities to help students become increasingly respectful, more aware of personal differences, and celebrate all cultural backgrounds within our school community.
- Continue to provide time in meetings to share and discuss learnings, related Pro-D opportunities, and/or readings in this area.

D. Evidence / Data (how will you measure success?)

- School survey measures related to connection and belonging.
- Use of relevant Student Learning Survey Information
- Use of relevant Middle Years Development Instrument (MDI) and Early Development Instrument (EDI) Survey Information



School: čəsqənele Elementary
Principal: Wes Reamsbottom
Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 3: To develop a school community with performing and cultural arts opportunities for children to better learn to love acting, music, song and dance.

B. Rationale

- A vibrant performing arts program helps to create a positive school community and allows many children to showcase talents beyond academics.
- Our school name (čəsqənele) and design were created in consultation with local Indigenous Elders. Our staff would like to acknowledge this important connection by continuing to celebrate Indigenous beliefs and history. There are many performing and fine arts opportunities that can be developed using this connection.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Provide students with a wide range of performing arts opportunities such as school musicals, Indigenous presenters, and other school-wide performances or presentations.
- Continue to invite Indigenous presenters to share their expertise with students (i.e., Rain Awakens and 3 Crows Productions).
- Continue to prioritize teacher collaboration, planning, and activities that further deepen our collective understanding of Indigenous learning and experiences (i.e., Decolonization Group).
- Incorporate “Indigenous ways of learning and doing” within our classrooms and school activities whenever possible. For example, a greater instructional emphasis on “place-based learning,” connections with the land/local community, and Indigenous community-building approaches (i.e., class circles).

D. Evidence / Data (how will you measure success?)

- School survey measures related to connection and belonging.
- Multiple performing and cultural arts opportunities available to students within classrooms and school wide.
- Additional cultural opportunities for students with ancestry.
- Students will report a strong sense of belonging and connectedness to the school on survey measures (e.g., Middle Years Development Instrument and Student Learning Survey).

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Davie Jones Elementary

Principal: Jennifer Beveridge

Director/Assistant Superintendent: David Vandergugten

A. Goal *(one goal per page)*

Goal 1: Numeracy.

To develop positive attitudes towards mathematics and increase achievement with school-wide numeracy activities. We aim to foster a love of math exploration through meaningful learning activities.

B. Rationale

Students do not seem to exhibit the perseverance and confidence to problem solve and take risks in numeracy. This goal recognizes the importance of students having good number sense and mathematical fluency. Our staff is motivated to implement new strategies and professional development opportunities to enhance our student numeracy development and engagement.

C. Action Plan *(list specific actions, school level and district level resources or structures used)*

- Part of numeracy team promoting mathematical thinking
- Participate in ongoing professional development opportunities
- Create grade group math challenges
- Foster a love of math by using announcements to pose school-wide riddles/problems, etc.

D. Evidence / Data *(how will you measure success?)*

- Summative Performance Standard Data
- More students are meeting expectations
- Engagement in school-wide numeracy activities

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Davie Jones Elementary

Principal: Jennifer Beveridge

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 2: Literacy. To continue improving reading outcomes for all students – including comprehension, decoding, strategies, and engagement – with emphasis on providing targeted instruction for students not yet meeting expectations (NYM) or minimally meeting (MM).

B. Rationale

According to our 2022-23 district data and discussions at our recent class reviews, there continues to be a number of students in all grades that are NYM or MM in their literacy skills. Students' reading skills are the single biggest indicator of future academic success. We want to ensure that all our students have the best opportunity possible to become independent and fluent readers.

Grade 2 - 2 NYM, 16 MM	Grade 5 - 7 NYM, 13 MM
Grade 3 - 7 NYM, 19 MM	Grade 6 - 2 NYM, 19 MM
Grade 4 - 8 NYM, 9 MM	Grade 7 - 5 NYM, 10 MM

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Work with district helping literacy teacher
- Literacy Club before school with education assistants and support teachers to target at-risk students
- Continue with school-wide assessment: Intermediate Reading Assessment (IRA) and Early Primary Reading Assessment (EPRA)
- Renewed interest in a "School-Wide Write," where teachers collaborate and assess using the performance standards to track and support student development and growth.
- Joint Educational Change Implementation Committees (JECIC) on reading: Bringing the Science of Reading Into the Classroom
- Participate in Reading Above the Fray research-based routines
- Provision of collaboration time for teachers to co-plan, calibrate assessments, etc.
- Continue to highlight literacy/reading throughout the school (announcements/guest readers)

D. Evidence / Data (how will you measure success?)

- Summative Performance Standard Data for grade groups
- Assessment data (EPRA/IRA/Benchmarks where applicable)
 - Closed gap on emerging readers
 - Student engagement and enjoyment of literacy activities
 - Middle Years Development Instrument (MDI) data regarding how much children are reading for pleasure
- School-Wide Write data
- Circulation and use reports from library

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Edith McDermott Elementary

Principal: Tom Levesque

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 1: Literacy. At Edith McDermott Elementary (EME), we are working on improving reading outcomes for all students with the goal of minimizing the percentage of students assessed as “emerging” to less than 10%, while also increasing the number of students choosing to read for pleasure both at school and at home.

B. Rationale

This is an important goal and we have maintained our focus on it over the last three years.

Our Middle Years Development Instrument (MDI) data from 2022-23 demonstrates between 30-40% of participating students report they do not read for pleasure. This is an important metric for us, as it demonstrates the real life use of skills and strategies taught in the classroom.

At Edith McDermott, we are committed to helping students enjoy reading and developing the literacy skills needed to become informed and engaged citizens.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- We will continue to utilize formative assessment in the classroom.
- We will conduct annual class reviews to identify specific needs and areas requiring support in these learning environments.
- It is important to continue with a trauma-informed approach throughout the school (Chase the Why/Connection before Correction).
- Staff will continue to utilize the SPIRE support literacy support program.
- Staffing will be maximized by enacting one-on-one 25-minute 3-week cycles of literacy support from 8 a.m. to 8:25 a.m.
- Staff will work to build and nurture connections for Indigenous, Métis and Inuit students, and engage with relevant and high interest reading materials.
- We will use alphabet buddies to promote continued literacy development.
- Intermediate Benchmarks Program to support teachers with the Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA)
- Use of collaboration time for teachers to co-plan and provide targeted instruction for all readers.
- Provide time to collaborate with education assistants (EA) and support teams outside of the school day.
- Maintain an emphasis on literacy and reading throughout the school culture/environment (announcements, assemblies, spirit activities, Drop Everything and Read Program, etc.).

D. Evidence / Data (how will you measure success?)

- Monitoring the centralized data on the portal and other data aggregating tools.
- Feedback from students and families regarding attitudes towards literacy.
- Use of the Performance Standards Early Primary Reading Assessment and Intermediate Reading Assessment.



School: Edith McDermott Elementary

Principal: Tom Levesque

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 2: Numeracy. To create a learning environment that fosters confidence and values risk taking when striving to build numeracy skills.

B. Rationale

At EME, we place value in students' self efficacy and our learners reported strong "academic self concept" on the Middle Years Development Instrument (MDI), with more than 75% of students saying they have a "high" academic self concept. We believe that numeracy skills need continual practice and multiple teaching strategies need to be used to reach all learners.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- We will continue to develop an understanding of the difference between NUMERACY and ARITHMETIC among staff and parents using the following strategies:
 - professional conversations
 - action points at staff meetings
 - newsletters/portal messages
 - presentations on numeracy instruction at staff meetings
- Purchase additional literature and classroom support materials to help teachers develop new skills and teaching strategies.
- We will promote and support staff participation in district-sponsored math workshops.
- We will provide collaboration time during the day so teachers can observe other strategies used in our learning community.

D. Evidence / Data (how will you measure success?)

- Minimize emphasis of worksheets centred around memorizing arithmetic concepts.
- We will monitor the centralized data on the portal and other data aggregating tools.
- We will use feedback from students and families regarding attitudes towards numeracy.



School: Edith McDermott Elementary

Principal: Tom Levesque

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 3: Enhance and nurture a sense of belonging and connection with students of ancestry, including learners of Katzie First Nation.

B. Rationale

In keeping with the findings of the Truth and Reconciliation final report, it continues to be incumbent on every level of education to take the 94 calls to action seriously and implement changes to increase knowledge and understanding amongst all Canadians. In the words of the Honourable Murray Sinclair, "It was education that got us here and it will be education that will get us out."

C. Action Plan (list specific actions, school level and district level resources or structures used)

- We will continue the one-on-one 25-minute 3-week cycles of literacy support from 8 a.m. to 8:25 a.m., with the first sessions dedicated to Katzie learners.
- We will continue to build and nurture connections for Indigenous, Métis and Inuit students through a ubiquitous presence in the school culture/environment.
- Former Katzie First Nation students are invited to and regularly attend our assemblies and special functions to speak, drum and/or sing.
- We will work to re-establish student conferences on Katzie.
- We have dedicated our front lobby to displaying different forms of Indigenous culture, including masks, for discussion and inspiration as writing and story prompts.
- We will continue to work with the Aboriginal Education department in support of their Community Connections bringing elders and other community members to schools.
- We will have ongoing discussions and awareness regarding the story of Indigenous peoples in Canada at monthly assemblies and in classrooms.
- First Peoples Principles of Learning is an inherent part of planning.
- Every Thursday remains Orange Shirt Day (stimulates conversation with students and the community).
- We will support attendance regardless of barrier.
- We will ensure access to extracurricular activities by providing early morning and late afternoon pick up and drop off, soft start and early entrance into the building as bus drops off students early.
- We will provide universal breakfast for students arriving early.
- We will pursue and nurture greater relationships with elders (in residence).
- A mandatory, historically accurate Indigenous novel study will be done in Grade 7.

D. Evidence / Data (how will you measure success?)

- Monitor attendance of students of ancestry.
- Anecdotal feedback from the community (particularly Katzie First Nation).
- Monitor student achievement data using all data aggregation tools.



School: Environmental School

Principal: Nicole McKenzie

Director/Assistant Superintendent: Michael Scarcella

A. Goal *(one goal per page)*

Goal 1: To nurture an inclusive, collaborative learning community that is deeply rooted in place.

B. Rationale

We want to create an inclusive, collaborative learning community where students feel connected and that they belong. We feel that when students have a sense of belonging to their school community, they will want to care for each other and the places they learn in. Students will feel a sense of peace and they will want to participate in learning activities that engage their hearts, minds and souls. Our learning community will include students, parents, families, elders, community members, and more than human others.

C. Action Plan *(list specific actions, school level and district level resources or structures used)*

- Leadership opportunities for our students in grades 6 to 9 where they will take on mentorship roles in our learning community.
- Reciprocity activities that involve giving back to the places we learn in and to the community that supports us.
- Opportunities for parents to collaborate together, build a strong sense of connection and give back to the school community.
- Staff professional development focused on community building, collaboration, and communication.
- School-wide projects to build community such as paddle carving, drum making and drumming circles
- Teachers will teach all grades and subjects and will rotate through the grade levels per term.

D. Evidence / Data *(how will you measure success?)*

- Staff team-building opportunities in September and June where we review our goal and recognize our strengths and areas for improvement when it comes to nurturing a collaborative, inclusive learning community.
- Collaborative discussion with parents in October and June where we review our goal and recognize our strengths and areas for improvement when it comes to building community.
- Student journals and responses after completing our school projects that will connect us as a community.
- Middle Years Development Instrument (MDI) results to see how students feel connected to their learning community.
- Monthly meetings with teachers to collaborate and share student needs and learning activities

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Eric Langton Elementary

Principal: Brandy McIntyre

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 1: Research and implement high impact literacy strategies to increase students' reading confidence and reading skills (phonemic awareness and comprehension).

B. Rationale

Literacy skills, such as phonemic awareness and comprehension, are critical in students being able to understand and connect to their world as well as build confidence in themselves as successful learners. Not only is it foundational for all curricular areas, but in forming their identity as well. School staff have observed a decrease in students' skills in decoding, phonemic awareness and comprehension at each grade level from the literacy skills of students in past years.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Teachers, in conjunction with support and helping staff, discuss and plan together to implement high impact literacy strategies/frameworks (e.g., Reading Simplified, AIM, Read Well).
2. Teachers will be given the opportunity to observe colleagues teaching high impact literacy strategies.
3. Staff to offer engaging classroom & school-wide events to show importance of and joy in reading.
4. Education Assistants work with support teachers, speech-language pathologist (SLP) and helping teachers to learn strategies to assist vulnerable readers in and out of the classroom.
5. Embed 6 R's of Indigenous Learning into classroom discussions around texts presented.
6. Continue to bolster digital and print reading materials that reflect our diverse community.
7. Support students' individual social-emotional learning to build the foundation for literacy learning.

D. Evidence / Data (how will you measure success?)

- Assessments from Reading Simplified in targeted classes
- Teacher observation
- Create "kid-language" survey: (confidence in reading, enjoyment of reading, reading successes and challenges) ~ November/June
- Data from Ministry Proficiency Scale

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Eric Langton Elementary

Principal: Brandy McIntyre

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 2: Offer opportunities that deepen student connection (with each other and adults) and staff connection (with each other and students) to increase sense of belonging and enhance school culture.

B. Rationale

In the Middle Years Development Instrument (MDI) data (grades 4 and 7), and through conversations with teachers, we have much to celebrate in connecting students to their peers, adults and the school. Still, there remains a need to continue focusing on creating a safe, welcoming and caring learning environment that supports connection. Although students have a high sense of connection and belonging at all grade levels, this connection tends to decrease slightly as our students progress. We also notice that 1/3 of students completing the MDI in both grades 4 and 7 “worry that others may not like them.” As a school culture built on the importance of community, we strive to enhance our students' sense of belonging by continuing to implement ways of building positive and lasting connections with peers, adults and the school.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Focus on our motto, “Take Care of Yourself, Take Care of Others and Take Care of this Place,” and continue aligning with the First Peoples Principles of Learning and 6 R's on Indigenous Learning (in-class discussions, during announcements, in small group/individual discussions with support staff and principal/vice-principal).
2. Create class Acts of Reconciliation from the learnings of the 6 R's that enhance student voice and sense of belonging, thereby enhancing school community.
3. Provide opportunity for student and staff to share what is needed to create positive connections/sense of belonging (e.g., student leadership meetings, staff meetings, individual conversations)
4. Provide activities that promote multi-grade community building and whole school involvement.
5. Carve out time for sharing of learning (Joint Education Change Implementation Committee [JECIC], Social Emotional Learning Opportunities [SELO], social-emotional learning, Pro-D, student leadership) at meetings

D. Evidence / Data (how will you measure success?)

- Compare MDI data from January 2023 with January 2024.
- School-wide survey based on 3 questions in MDI data noted in rationale ~ Nov 2023, June 2024



School: Fairview Elementary
Principal: Laura Bruce
Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 1: We would like to strengthen our knowledge of Indigenous Ways of Knowing and Being by expanding on our mural project that was completed in spring of 2023.

B. Rationale

We worked with Simon Fraser University (SFU) and Katzie First Nation Elder and elected councillor Rick Bailey over the last two years on a mural project that provided opportunities to connect to the land, people and story of the Katzie Slough. We want to continue this work as a school by connecting to the mural, story, land and Indigenous ways of knowing and learning in authentic ways.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Staff want to use the mural as an anchor for this work. We will bring in 3 Crows Productions to share Indigenous storytelling with us. Teachers will explore topics with their students using a variety of authentic Indigenous texts, supported by our school librarian and district librarian resources. Staff created an Every Child Matters art installment in the hallway as part of Truth and Reconciliation Week. Teachers will explore the salmon cycle in several classes and release fish into our local waterways. Staff will do local cleanups on the Katzie Slough as a continuation of the last two years. Elder Rick Bailey will share the story of the mural on November 10th and an SFU instructor will facilitate discussion about next steps. Staff will be invited to work on a postcard project to share this work with our community as part of the digitizing of the mural and its stories.

D. Evidence / Data (how will you measure success?)

Staff will engage in Indigenous Ways of Knowing and the primary teachings in the mural that are about our ability to make positive change and to take care of all things that we call ours with increased confidence. Students will be able to share their own connections to this work.



School: Fairview Elementary/Odyssey
Principal: Laura Bruce
Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 2: Enhance student connection and sense of belonging at Fairview to increase student success.

B. Rationale

Our Middle Years Development Instrument (MDI) data shows a low number of students who are thriving in Grade 7 (17%) compared to the whole district (29%) and a significant decline compared to the Grade 4 data (38%). Additionally, it shows that students are not well connected to the adults in our building over time and report not feeling a sense of belonging to the school community. Occasionally, we are challenged by student behaviour and its impact on our school and culture and we are seeking ways to better support and care for all students through authentic relationships and trauma-informed practices. We know that our students will be more successful in all areas of school when they become more positively connected.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Staff are learning more about trauma-informed practices through professional development and a book study that will help them connect with and support these complex learners. This also includes discussion at most staff meetings using videos from well-known researchers in children's mental health. We are connecting as a staff to do community events like Identity Day, Terry Fox Run, Club Red and monthly assemblies. The school is offering a variety of school-based and community-based extracurricular activities including choir, running club, athletics, coding, and soccer. We are working hard to invite the community into the school through family reading, Family Day celebrations, Identity Day and assemblies. Staff will be highlighting the diversity in our community and providing ways to share and elevate student experiences and culture.

D. Evidence / Data (how will you measure success?)

Students will report increased connectedness in our MDI data, especially those in Grade 7. We will see increased student connection to their classrooms and staff through the use of trauma-informed practices that will, in turn, reduce office referrals and challenging behaviours. Students and families will report positive connections to the school and staff.



School: Glenwood Elementary

Principal: Michelle Davis

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 1: Foster a Strong School Community

- Develop initiatives and activities that enhance the sense of belonging and togetherness among students, staff, and parents within our school community.

B. Rationale

Expanding upon our previous objective of nurturing students' social-emotional growth and addressing identified literacy and numeracy disparities, this year, our primary emphasis is on fostering a sense of school community and promoting teacher collaboration. Our hope is that building an increased sense of community and staff togetherness will help teachers feel more supported and empower them in tackling the diverse learning needs of our students.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Weekly relief of teacher grade groups for collaboration time.
- Weekly group check-ins by grade groups with support staff, educational assistants, curriculum teachers, and administrators for dialogue and growth (in place of individual teacher check-ins/weekly student-based teams by referral only).
- Teacher-led staff meetings to share resources and skills.
- School-based professional development days focusing on building inter-grade collaboration and community.
- Child Care Worker/Counselor-led multigrade cooking initiative.
- "Coffee and Conversations" sessions.
- Monthly morale-boosting initiatives (e.g., "Lucky Ducks").
- Extracurricular team-building activities (e.g., Bootcamp).

D. Evidence / Data (how will you measure success?)

- Increased instances of staff eating together at recess/lunch (for both primary and intermediate staff).
- Collaborative practices such as team teaching, quad squads, student exchanges, and group field trips.
- Enhanced collaborative activities between intermediate and primary, including buddy programs and literacy/numeracy groups.



School: Glenwood Elementary

Principal: Michelle Davis

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 2: Close perceived gaps in the literacy/numeracy of our student population.

- Reduce literacy and numeracy gaps in our student population by implementing effective strategies and programs to support all learners and address academic disparities.

B. Rationale

Building on our goals of fostering a sense of school community and promoting teacher collaboration, we aim to take steps towards effectively addressing and bridging the learning gaps within our student body.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Weekly relief of teacher grade groups for collaboration time.
- Weekly group check-ins by grade groups with support staff, educational assistants, curriculum teachers, and administrators for dialogue and growth (in place of individual teacher check-ins/weekly student-based teams by referral only).
- Teacher-led staff meetings to share resources and skills.
- School-based professional development days focusing on building inter-grade collaboration and community.
- Child Care Worker/Counselor-led multigrade cooking initiative.
- Extracurricular team-building activities (e.g., Bootcamp).
- Collaborative practices such as team teaching, quad squads, student exchanges focused on assessments practices and diversification of learning material to create entry points for all students
- Staff-led portions of monthly staff meetings to share assessment practices and learning materials

D. Evidence / Data (how will you measure success?)

- Staff working together to share ideas/resources to address the perceived gaps (both across classrooms and grade levels).
- Formative and summative assessments.
- Tracking of hard data (e.g., Rise and Lalilo).
- Parents will be provided with opportunities to broaden their understanding of the curriculum through informational brochures detailing different subject matters and samples from the performance standards.
- Students will be more engaged in learning when staff are meeting them where they are at, by offering them various learning opportunities and environments. This engagement will be indicated by an increased number of students being calm, alert and ready to learn.
- We acknowledge the principle that learning takes patience and time as stated in the First Peoples Principles of Learning. Recognizing the importance of learning from the land, staff will offer students increased opportunities to be outside through increased outdoor education programs.



School: Golden Ears Elementary

Principal: Laura Brandon

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 1: To continue fostering meaningful literacy engagement so all learners can experience enjoyment, progress and personal success.

B. Rationale

After reviewing the Performance Standards data from 2022-23, we are pleased to report that our efforts last year had a positive impact on literacy development across all grades. Our students are beginning to express a sense of pride and enjoyment in:

- learning to read
- seeing progress and feeling successful
- sharing and communicating through oral language
- engaging with our community

We want to continue meaningful literacy engagement through further exploration and implementation of intervention and classroom-based literacy frameworks. In addition, we want to continue expanding our options for students to use assistive technology for communication and social interaction.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Continue with implementation of Reading Simplified and the Rise Framework
- Purchase more leveled books for intermediate students; literacy helping teacher to support
- Professional Book Club: Reading Above the Fray; literacy helping teacher to facilitate
- Explore and implement University of Florida Literacy Institute (UFLI) as a differentiated, classroom-based literacy program
- Additional reading practice with the support of education assistants (EAs) and lunch hour supervisors
- Foster shared enjoyment of literacy through school-wide reading activities
- Continue expanding technological supports for language/literacy development (speech-text and Augmentative and Alternative Communication [AAC])
- Coordinate non-enrolling teacher time to implement targeted reading intervention
- Continue protecting learning assistance time provided by support teachers and co-teacher

D. Evidence / Data (how will you measure success?)

- Student skill development tracking
- Classroom reading assessments
- Surveys regarding students' enjoyment of reading and oral language/communication
- Performance Standards
- Teacher feedback on programs (i.e., UFLI, Reading Simplified, Rise, and Moon Dog)
- Expansion and organization of our collection of leveled books
- Number of students successfully using technology to support communication and literacy access
- Incorporating adapted books for reading with AAC devices

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Golden Ears Elementary

Principal: Laura Brandon

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 2: To continue building a community where all learners, families and staff feel a sense of belonging, inclusion, and connection, and where the diversity of our school community is valued and respected by all.

B. Rationale

We want to continue finding more avenues to build a sense of belonging and connection with all members of our school community. Last year, we actively learned about several cultural observances, encouraged family and community participation within our school, and supported anti-racism education for staff.

All members of our school community need to feel safe, seen and heard by others.

It is imperative that we all honour and accept the responsibility to learn about and celebrate our diversity.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Teach and reinforce the qualities of kind, empathetic members of a community
- Communicate these qualities to parents/guardians and offer learning experiences to reinforce at home
- Investigate options to communicate with parents/guardians in a variety of languages
- Continue to invite families, Elders and community volunteers into our school and to our events
- Teaching and celebrating observances throughout the year with food, music, art and allyship
- Continue to support students with their understanding of and participation in taking care of ourselves, taking care of others and taking care of our school

D. Evidence / Data (how will you measure success?)

- Professional development on topics including anti-racism, trauma-informed practice, and Indigenous brilliance
- Develop a structure to teach and reinforce kindness and empathy
- Connect with Elders and/or Aboriginal Education staff for support finding resources
- Investigate apps and/or consult with IT department about translating school communications into multiple languages
- Continuation of family events and welcoming community volunteers into our school
- Student and adult participation in school events to celebrate diversity



School: Hammond Elementary
Principal: Adam Stanley
Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 1: Continue fostering positive attitudes toward literacy and increase competence through school-wide literacy activities and staff professional development.

B. Rationale

By fostering a positive relationship with literacy that is based on student readiness and creativity, we will increase competency in reading, writing, and comprehension. We will support both academic and recreational literacy.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Mindful of the district's Draft Literacy Framework, we will use BC Performance Standard data to target our efforts
- Encourage all students to set personalized learning goals
- Flashlight reading activities
- Library Commons theme activities, such as Drop Everything and Read (DEAR), Lunch and Listens, and creative writing
- Student-written offerings in the library as exemplars
- PA system trivia from popular books developed in conjunction with students and teachers
- Professional development with literacy helping teacher
- Reading-oriented activities: birthday books and admin reading aloud in classrooms
- Prioritize early learning and at-risk students

D. Evidence / Data (how will you measure success?)

- Performance Standards to quantify trends over three consecutive reporting periods
- Monthly goal reviews at staff meetings, ongoing discussions based on our year-end action plan and growth planning days
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) data



School: Hammond Elementary

Principal: Adam Stanley

Director/Assistant Superintendent: David Vandergugten

A. Goal *(one goal per page)*

Goal 2: Build resilience and wellness through participation in the fine arts and extracurricular clubs and groups. Create capacity for problem solving and critical thinking through creativity and team building.

B. Rationale

We plan to expand social-emotional learning (SEL) by providing diverse opportunities for student involvement in our school community. In addition to regular offerings, we will create or engage in extracurricular fine arts and game-based activities to increase overall wellness and SEL awareness in our school for both staff and students.

C. Action Plan *(list specific actions, school level and district level resources or structures used)*

- Organize fine arts after-school groups for students
- Work with the parent advisory council (PAC) to bring in fine arts presentations throughout the year
- Variety of music played over the PA system during announcements
- Musical components added to assemblies
- Incorporate mental health components in professional development and staff meetings
- Drop everything and draw
- Wellness Wednesdays facilitated by admin
- Culture days
- Plan a school-wide talent show to celebrate fine arts skills within the student body

D. Evidence / Data *(how will you measure success?)*

- Middle Years Development Instrument (MDI) Well-being index data
- Ministry Learning Survey data
- Commencement of after-school groups
- Commencement of voluntary clubs
- Connections to Indigenous art projects
- Continue to support Diversity Club I
- Regular staff feedback and review at next growth planning session

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Harry Hooge Elementary
Principal: Nicole Neggers
Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 1: To continue improving literacy development with a focus on targeted instruction in phonemic and phonological awareness as part of a research-based literacy program.

B. Rationale

- 20% of current Grade 2 students Not Yet Meeting (NYM) expectations, while 24% of students are Meeting Expectations in reading
- 20% of current Gr. 3 students NYM expectations, 24% Meeting Expectations in reading
- 16% of current Gr. 3 students NYM expectations in writing, 28% Meeting Expectations in writing
- 38% of current Gr. 4 students NYM or Minimally Meeting (MM) in reading, 37% in writing
- 34% of current Gr. 5 students NYM or MM in reading and 38% in writing
- 41% of current Gr. 6 students NYM or MM in reading and 48% in writing
- 35% of current Gr. 7 students NYM or MM in reading and 31% in writing
- Teacher observation: Students are weak in phonemic and phonological awareness

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Reading intervention groups and station teaching, coordinate with English Language Learners (ELL), Support and Collab teacher
- Targeting skills based on assessments
- Target Grade 3 and Grade 6 students first based on report card data
- Focus on phonemic and phonological awareness using programs such as Heggerty, Guided Reading, and University of Florida Literacy Institute (UFLI)
- Involve our district literacy helping teachers
- Secret Stories
- Home decodable resources on book cart
- SPARK decodables
- Kinesthetic literacy pieces (story workshop, skits, etc.)
- Picture-based writing
- Speech-to-text and use of technology

D. Evidence / Data (how will you measure success?)

- Assessments (pre- and post-intervention and at regular intervals to inform teaching)
- UFLI and Acadience assessments
- Report card, Performance Standards Data (June 2024)



School: Harry Hooge Elementary

Principal: Nicole Neggers

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 2: To strengthen our students' sense of belonging by regularly recognizing and celebrating everyone's individuality represented at our school while focusing on adult/student connections.

B. Rationale

Of the total population of 508 students, we have 104 English Language Learners (ELL) students, 19 of which are ELL and 49 with Aboriginal ancestry. We have 92 students with a Ministry Designation and approximately 12.3% of our students are living in poverty.

Grade 4 Students:

- 45% have low well-being compared to 38% across the district
- 58% indicate a quality relationship with an adult at school
- 21% indicate they do not have any important adults at school

Grade 7 Students:

- 62% have low well-being compared to 47% across the district
- 38% indicate they do not have any important adults at school

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Continue to run groups at lunch and before school (knitting, yoga/meditation, open gym, open library, etc.)
- Incorporate students' languages (hello, have a good day, etc.) in daily announcements
- Continue to recognize various cultural celebrations such as Diwali, Ramadan, Black History Month, Asian History Month, Orange Shirt Day, etc.
- Continue to provide food programs and continue expanding breakfast programs into individual classrooms
- Continue to provide opportunities for students to give back to the community (Coins for Kids, Christmas Hamper, cards for senior centre, etc.)
- Increase the number of spirit days
- Continue outdoor programming/gardening
- Lunchtime staff and student activities (student sport committee developed)
- Continue to work with district helping teachers on diversity and inclusion of all students

D. Evidence / Data (how will you measure success?)

- Middle Years Development Instrument (MDI) data
- Number of students participating in clubs, celebrations and activities
- Staff observation

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Highland Park Elementary

Principal: Jennifer Walker

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 1: To improve students' literacy with a focus on strategies to support our emerging and developing students.

B. Rationale

We understand the importance of having strong literacy skills. According to our current report card data, 12.5% of our students are emerging and 39% are developing in reading. We would like to provide intensive interventions for our students who are emerging and developing in reading. We know that students who struggle with reading also struggle with writing. We will intentionally focus on addressing gaps in phonics, which will ultimately benefit reading and writing skills.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Use 0.2 FTE teacher to focus on reading intervention programming and build teacher capacity
- Lunch and Learn with our reading specialist teacher and literacy helping teacher
- Letter buddies
- Student and adult volunteers
- Primary "Joyful Reading" program
- Train education assistants (EA) in reading interventions
- Continue to purchase high interest and inclusive resources as well as decodable texts for emerging readers
- Share reading and literacy tips with parents in the Week at a Glance (WAAG) newsletter
- Book study: "Shifting the Balance"
- Keep goals in view at staff meetings
- Work with literacy helping teacher to provide professional development and other opportunities to model effective practices and universal designs for learning
- Investigate the use of artificial intelligence tools to help differentiate texts according to student reading levels to provide "just right" reading practice across all grades
- Explore classroom structures that support differentiated literacy opportunities and engagement
- Collaboration time so grade groups can work together on literacy goals

D. Evidence / Data (how will you measure success?)

- Report card data
- Classroom-based formative assessments (running records, phonemic awareness, Words Their Way spelling inventory, etc.)
- Anecdotal evidence, observations, and self-reports



School: Highland Park Elementary

Principal: Jennifer Walker

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 2: To continue creating an inclusive and welcoming school community where students, staff, and families feel a sense of belonging and diversity is celebrated.

B. Rationale

Highland Park has a very diverse population. There are 93 English Language Learners (ELL), 25 students with ancestry, and many families who depend on the school and community programs for food security and support accessing resources. We recognize that belonging includes having a shared purpose, creating space for meaningful connections, and celebrating and nurturing our diverse gifts and strengths. A sense of belonging is necessary for successful learning experiences (Pedagogy of Belonging). Schools can increase a sense of belonging for all students by emphasizing the importance of the teacher-student relationship and by actively involving all students in the life of the classroom and the school community (Pedagogy of Belonging).

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Continue school-based anti-racism committee and the Joint Education Change Implementation Committee (JECIC)
- Participate in Strengthening Early Years to Kindergarten Transitions (SEY2KT) initiative to foster a sense of belonging for families of preschool-aged children (0-5) with the school
- Continue to incorporate diverse texts into library, classrooms, and book room so students can see themselves represented in the materials
- Diverse bulletin boards
- Cultural speakers and presentations
- Culture day
- Invite parents into classrooms
- Lunch and breakfast clubs
- Share culturally responsive teaching strategies at staff meetings
- Class and school identity projects
- Consider a school belonging survey
- Celebrate and recognize cultural holidays
- Involve students in the process of developing solutions to school community problems

D. Evidence / Data (how will you measure success?)

We will collect qualitative data from Middle Years Development Instrument (MDI), Provincial Learning Survey, and attendance data as well as from our observations, personal stories, and experiences.



School: Kanaka Creek Elementary

Principal: Chad Raible

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: To build an inclusive culture that allows all Kanaka community members to feel safe and heard.

B. Rationale

At our recent school growth planning day, staff focused on our Middle Years Development Instrument (MDI) results using a "spirals of inquiry" approach. While we saw plenty of positive data (chronic bullying scores low, asset indexes high, home connectedness high, etc.), we also noted our "historical well-being" and "school connectedness" levels were low. Since this has been one of our goals over the last few years, it is concerning. We also heard anecdotal evidence from a few teachers of some exclusionary behaviour on the playground. Staff want to continue the structures we've developed to build a welcoming atmosphere while searching for other ways to ensure all our students feel included.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Staff to create a committee that will build a framework on how to proceed
- Committee to start with the development of a survey that will measure where all our students think we are as an inclusive environment
- Administration to start a "student voice" initiative involving all divisions
- Staff to continue educating and building connections with diversity club (Skittles)
- Administration to highlight current social-emotional learning (SEL) books available for staff to build on lesson plans and to expand library
- SEL instruction during assemblies and in classrooms
- Incorporating indigenous teaching in classrooms (circle sharing)
- Multi-grade podding activities

D. Evidence / Data (how will you measure success?)

- Anecdotal evidence from visitors about the atmosphere of the school
- Data from the survey we're planning on administering
- MDI data (focusing on SEL and connectedness)
- School Learning Survey data (focusing on SEL and connectedness)



School: Kanaka Creek Elementary

Principal: Chad Raible

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 2: To increase the number of students in the proficient and extending categories for the reading assessment at the end of the year.

B. Rationale

Since the pandemic, our staff have anecdotally noted a significant decrease in the reading skills of our students compared to previous years. Many teachers have significantly changed their practice to cope with the difference in levels. We have also increased the literacy component of our librarian position and tried to leverage this to focus on our most at-risk learners. Additionally, we noted our previous goal of increasing academic and social markers in our students was too vague and thus, it was difficult to measure improvement. As a result, we are scaling back and focusing on reading for 2023/24.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- District literacy helping teacher and classroom teachers to identify at-risk readers
- Librarian to create groups to work with most at-risk learners using district "reading simplified" program
- Staff to employ reading simplified and other programs to enhance reading structures in class
- Staff to use mystery reading bags and other district supports to increase engagement in reading
- Librarian to conduct an audit of library and bring in books that increase engagement and represent the various cultures/family environments found in Kanaka.

D. Evidence / Data (how will you measure success?)

- Year-end cohort data for reading standards
- Class Intermediate Reading Assessment (IRA) and Early Primary Reading Assessment (EPRA) results
- Anecdotal data from staff



School: Laity View Elementary

Principal: Lisa Lawrance

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 1: Writing. At Laity View Elementary, our goal is to help all students develop their voices (English and French) through personal representation, including writing, drawing, and oral activities. By encouraging all students to participate in school-wide writing activities throughout the year and directly modelling and teaching writing, we hope to reduce the number of students who are not yet meeting expectations in writing from 10% of students to 5%.

B. Rationale

Our staff recognizes that our students are slightly stronger readers than writers. Our assessment data indicates that approximately 10% of students in grades K-7 are not yet meeting expectations in writing. In particular, students struggle with writing conventions. We want to continue creating engaging classroom and school-wide opportunities for students to communicate their voices and ideas in writing. Staff plan to scaffold a variety of lessons and activities throughout the year to achieve this goal.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Directly teach students writing scaffolding lessons throughout the year
- Focus on meaning (voice) to support narrative/storytelling (writing and audio/video recordings)
- Incorporate Indigenous Ways of Knowing through read aloud books, stories, and videos that support lessons for students to practice writing and to support our social-emotional learning goal
- Integrate environmental education through stories and nature walks
- Invite authors to visit either in-person or virtually to share their perspective and experiences as a writer
- Provide opportunities for students to explore and showcase their writing (class book or newspaper and gratitude journals)
- Dedicate a portion of each primary team, intermediate team, and staff meeting to discussing, sharing, and following up with our school-wide writing goal
- Share strategies and activities to meet the diverse needs of all our students
- Provide professional development and resources to support narrative writing/storytelling in our classrooms
- Encourage a love of literacy through school-wide activities and projects, such as story walks
- Work with our district literacy helping teacher to support our goal (e.g., assessment ideas and opportunities)
- Offer 'book tasting' events to help students expand their interests of what literature is available
- Collaborate with our Aboriginal support worker and support teachers to further assist students who are at risk
- Provide students authentic opportunities to learn writing

D. Evidence / Data (how will you measure success?)

- Report card data from each term to monitor student progress in writing
- District assessment data at the end of the year
- Beginning/end of year assessment of writing meaning (voice) as per grade level (performance standard)
- Beginning/end of year assessment of writing conventions as per grade level (performance standard)

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Laity View Elementary

Principal: Lisa Lawrance

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 2: Social-Emotional Learning. At Laity View Elementary, we hope to increase our students' pro-social behaviour through the teaching of multiple cultures. Our Middle Years Development Instrument (MDI) data indicates on average, 35% of our students are thriving in pro-social behaviour. We hope to increase this by at least 15%. To accomplish this goal, we are centring our learning around Indigenous books, videos, presenters, workshops, and the core competencies.

B. Rationale

Our staff is focusing on equity, inclusion, and decolonization to improve our practice and ensure all students see themselves reflected in their learning. We view this year as an opportunity to continue weaving our social-emotional learning (SEL) goal with our Indigenous learning. The books "Berry Song" and "Walking Together" are an excellent fit as they teach students to take care of the land, environment, their family, and community. We will use lessons from these books to create opportunities for students to practice pro-social behaviour.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Directly teach students skills related to the social awareness and responsibility competency, working towards a gradual release of responsibility supporting their growth as educated citizens (building relationships, contributing to community and caring for the environment, resolving problems, and valuing diversity)
- Learn, discuss, teach, display, and practice the six profiles (use a student friendly version) of the social awareness and responsibility competency (I can statements)
- Incorporate topics of diversity, equity, inclusion, and Indigenous knowledge into daily lessons
- Provide opportunities for students to explore and showcase their identities/stories (Museum of Me and Tell Your Story)
- Invite local elders to meet with staff to share their perspectives and experiences in our community
- Dedicate a portion of each primary team, intermediate team, and staff meeting to discussing, sharing, and following up with our school-wide SEL goal
- Provide professional development and resources to support equity and decolonization in our classrooms
- Purchase two read aloud books (one by an Indigenous author) that support lessons for students to practice pro-social behaviour
- Create bulletin board displays throughout the year and especially during Truth and Reconciliation week and Black History Month to provide a gallery walk teaching about decolonization
- Explore Circle of Courage examples and collaborate in grade groups to review, reflect, and brainstorm ideas to create a similar framework for our school
- Plan collaborative school-wide activities for National Indigenous Peoples' Day (buddy activities)
- Continue direct teaching about multiple cultures throughout the year

D. Evidence / Data (how will you measure success?)

- MDI data and Student Learning Survey information to measure students' self-reports of pro-social behaviour
- Class and school-wide projects to showcase pro-social behaviour and share this learning with our school and parent community
- Beginning/end of year student self-assessment of the social awareness and responsibility competency
- Beginning/end of year staff reflection and tracking (teacher observations of students building relationships, contributing to community and caring for the environment, resolving problems, and valuing diversity)



School: Maple Ridge Elementary
Principal: Chelsea Lendvoy
Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 1: To continue developing student confidence, stamina, and resilience toward writing. To build a culture of writing that brings excitement and enjoyment within the school community.

B. Rationale

Data based on BC Performance Standards indicated there was a slight drop in the percentage of students who meet or exceed grade level expectations in writing. Anecdotally, teachers notice an overall reluctance among learners toward writing. Some students are hesitant to begin written tasks and seem to give up easily. Many students rely on digital writing tools (spell check and autocorrect) and/or often rely on adult assistance.

Our goal is to continue encouraging excitement and enjoyment in the area of writing. By developing confidence, stamina and resilience towards writing, we hope to inspire the artistic, poetic, comic and theatrical uses of language that are possible.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- School-based literacy committee where teachers collaborate, share resources and plan school-wide activities to promote joyful writing
- Collaboration time available for teachers to plan writing lessons and assess writing using BC Performance Standards proficiency scales
- Co-teaching time available with support teachers and teacher-librarian to support writing lessons
- Showcasing student writing at assemblies, on bulletin boards and during morning announcements
- District literacy helping teacher support and resource sharing
- Learning Centre available to students before and after school to continue developing literacy skills
- School-wide writing blasts scheduled monthly to encourage joyful writing times

D. Evidence / Data (how will you measure success?)

- Summative reporting data based on BC Performance Standards
- Student Learning Survey (SLS) and Middle Years Development Instrument (MDI)
- Anecdotal observations from parents and teachers



School: Maple Ridge Elementary

Principal: Chelsea Lendvoy

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 2: To help students develop resilience socially, emotionally, and academically. To support students in understanding challenging emotions and to explore ways to develop the resilience needed to overcome challenges.

B. Rationale

Data from the Middle Years Development Instrument (MDI), the Student Learning Survey (SLS), and anecdotal reports from staff indicate that this is an area for growth in our learning community.

Supporting resilience in our learners promotes well-being, health, and academic achievement. We recognize that a sense of belonging and security are foundational for resilience in learning, at school, and in life. As part of raising awareness and providing explicit teaching about resilience, we look to Indigenous teachings, as well as to the diverse cultures and communities that represent our students.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Building community through big buddies, assemblies, class volunteers, after-school programs and school teams
- School-based Pro-D on implementation of trauma-informed practices
- Monthly teacher book study using "Teaching the Hurt Child" by Andrea Chatwin
- School counsellor co-teaching to support in-class social-emotional learning curricula
- Student-inclusive conferences: goal setting and self-assessment of core competencies
- Bulletin board displays encouraging and reminding students of their resilience
- School-wide use of WITS (Walk away, ignore, talk it out and seek help) program to promote resilient problem-solving skills
- Child care worker and Aboriginal support worker collaborate with teachers and work with students

D. Evidence / Data (how will you measure success?)

- Anecdotal and observational data provided by teachers, education assistants, counsellor, child care worker and Aboriginal support worker
- Anecdotal and observational data provided by parents and guardians
- Student Learning Survey
- Middle Years Development Instrument Data

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: École Pitt Meadows Elementary

Principal: Kyla Cameron

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 1: Focus on developing increased social-emotional learning (SEL) and resiliency in all our students.

B. Rationale

During our September class reviews, increased anxiety, dysregulation and a fixed mindset of our students were flagged by an increasing number of our teachers.

More students are being referred to our child care worker (CCW), who also works with students around worries and anxiety.

On our Grade 4 Middle Years Development Instrument (MDI) Data, fewer of our students reported a high academic self concept than district average, and 38% of our students reported having one or fewer adult connections at school.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Explicit SEL instruction in classrooms (zones of regulation, super flux, mind-up and WITS)
- Provide learning opportunities for parents (tips in weekly parent newsletters around mental health and guest speakers)
- Positive messages on daily announcements around Growth Mindset and the Power of Yet
- Provide opportunities and resources to support the Seven Grandfather Teachings
- Focus on students who seem to have few adult connections so that purposeful adult connections can be made
- Learn and celebrate diversity within our building so students increase their positive self-worth
- Joint Educational Change Implementation Committee (JECIC) on building resilience with staff

D. Evidence / Data (how will you measure success?)

- Class reviews twice a year. Add a late year class review to talk about changes through the year
- Student observations
- Teacher reports to office and home
- CCW referrals



School: École Pitt Meadows Elementary

Principal: Kyla Cameron

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 2: To improve students' reading and writing success school-wide.

B. Rationale

- Reading skills are the foundation for learning across subjects
- Reading and writing were noted as areas of concern at class reviews
- Increasing reading comprehension and joy of reading will lead to increased comprehension in other subjects
- BC Reading Performance Standards show more than 30% of our students are not fully meeting reading comprehension at grades 1-4.
- BC Writing Performance Standards show that at grades 1-4, more than 40% of our students are not fully meeting writing conventions and there are similar percentages for meaning.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Continued focus on opportunities that increase excitement around reading (bookfest, reading link challenge, Drop Everything and Read)
- Targeted reading intervention for at-risk students
- Professional development with district literacy helping teacher and involvement on school growth planning day
- Modelling a love of reading by adults (assembly to kick off home reading, admin reading in classrooms and flashlight reading)
- Work with Aboriginal support worker (ASW) to assist students
- Use of writing rubrics and BC Performance Standards to assess student work

D. Evidence / Data (how will you measure success?)

- BC Performance Standards data showing improving trends over multiple reporting periods
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA)
- Class observations of students' engagement in reading
- Writing samples
- Classroom literacy assessments



School: Webster's Corners Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: To improve student literacy by focusing on the enjoyment of reading. The goal is to continue building engagement, motivation and joy in reading, using ideas from our librarian, Webster's Corners Elementary (WCE) Literacy Committee, district helping teacher for elementary literacy, current literacy research, and the SD42 Literacy Framework.

B. Rationale

The Literacy Committee at WCE recognizes that motivation and engagement is the first theme mentioned in the SD42 Literacy Framework. This aligns with research from Faye Brownlie that indicates reading in an engaging, fun and interactive way is correlated to improved literacy skills and academic success. Upon reviewing our year-end performance standards data as well as the results of the Early Primary Reading Assessment and the Intermediate Reading Assessment, we have identified a need to support further development of literacy skills.

C. Action Plan (list specific actions, school level and district level resources or structures used)

This year, the WCE Literacy Committee is continuing to focus on engaging students in reading. The committee has compiled interesting, fun and engaging activities for our students, including fort reading, read with a pet, using technology, flashlight reading, buddy reading and 'Guess Who's Reading at WCE?'. Staff would also like to connect Indigenous learning, namely The First Peoples Principles of Learning, that state learning takes patience and time. Other opportunities to promote a love of reading include a student-led book fest, reading link challenge, in-person and virtual author visits, and periodic reading celebrations.

D. Evidence / Data (how will you measure success?)

- Early Primary Reading Assessment (EPRA) data
- Intermediate Reading Assessment (IRA) data
- Year-end reading results from the district's BC Performance Standards assessment
- Student self-reflections
- Teacher observational data



School: Webster's Corners Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 2 (Social-emotional): To create meaningful connections across our school community by putting together multi-age groups.

B. Rationale

Webster's Corners Elementary Middle Years Development Instrument (MDI) data in 2022/23 showed that adult relationships were lower than the district average, at 69 per cent compared to the district's 82 per cent.

Staff feedback indicates that multi-age groups would effectively allow students to connect with other adults in the building by introducing them to a new teacher they wouldn't have otherwise. The multi-age groups would also afford positive relationships between our older students and younger students.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Staff have met to create 11 PEAK multi-age groups. The multi-age groups meet two to three times a month to focus on social interaction and learning together. Student activities will include:

1. Get to know you activities
2. Work together with teachers and fellow students to create 'collaborative school rules'.
3. Rotate through 11 stations to cultivate connection and foster positive relationships with peers and adults.

D. Evidence / Data (how will you measure success?)

- Anecdotal evidence
- Use of relevant MDI and EDI Information.

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Whonnock Elementary

Principal: Megan Olynyk

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: We will continue our goal to improve overall reading performance by supporting our emerging and developing readers. We will focus on promoting reading strategies to support improved decoding skills and comprehension (meaning making). We would like to expand last year's focus on primary students to now include primary and intermediate age groups.

B. Rationale

Over the past few years, there has been a growing discussion and debate on the use of evidence-based practices in reading instruction. Our teachers have sought professional development and resources to build decoding and comprehension skills of early readers. Using the new district literacy framework, we hope to continue using empirically supported resources and lessons to increase reading performance across all grade levels.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Use decodable texts and phonics resources (classroom and library resources); and increase teacher familiarity with available library resources.
- Promote reading for enjoyment through school-wide events: buddy reading, flashlight reading, drop everything and read, pen pals, letter-writing in the community.
- Multi-age literacy opportunities (big buddy/little buddy, supporting students with extra reading practice, intermediate students helping out in a primary classroom, etc.).
- Increase familiarity with district level supports and initiatives, including new district literacy framework.
- Provide opportunities for teachers to connect and engage with literacy resources during school-based Pro-D days. Invite literacy helping teacher to connect with our staff and share framework resources.

D. Evidence / Data (how will you measure success?)

- Year-over-year assessment data should show a decrease in the number of students in the emerging and developing categories in at least one or more grade levels.
- We can collect feedback from teachers to assess levels of familiarity with school and district resources.
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) can provide additional information regarding the number of students demonstrating proficient reading performance in fall and spring.

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Whonnock Elementary
Principal: Megan Olynik
Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 2: To develop and improve student-to-teacher and student-to-student connectedness by using our outdoor spaces, introducing school-wide events and initiatives, and promoting social-emotional learning strategies for all.

B. Rationale

How can we increase feelings of optimism and positivity in our students and staff? Our Middle Years Development Instrument (MDI) data demonstrates that our intermediate students fall below district averages in the areas of optimism, self-esteem, and peer belonging. Our staff members strongly support building capacity for citizenship and responsibility in our students, as well as increasing the sense of belonging throughout our school community. In addition, we recognize that strategies we implement should consider equity and Indigenous Ways of Knowing. By providing intentional activities and events, while also embedding social-emotional learning and content in the school day, we hope to make gains in these areas.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Build a sense of community within our school by providing connection through school-wide events: gratitude feast, reading buddies, art show, identity days, and outdoor experiences.
- Promote community responsibility in our students: taking care of our spaces; reciprocity with the land, with animals, with each other; and continuity of place and space.
- Reaching out to our community: pen pals, connecting with seniors centre, creating a newsletter, adopting Whonnock Lake, being caretakers of our outdoor spaces, weekly trips Beyond The Fence, inviting in community members.
- Promoting leadership opportunities in grades 4-7: Consider developing a leadership or spirit club. Lego club. "A little spot of" lessons on SEL skills.

D. Evidence / Data (how will you measure success?)

- MDI data, especially scales related to relationships and connectedness, would ideally show levels that meet or exceed district averages.
- Ministry Learning Surveys can provide data related to connections within the school and community.



School: Yennadon Elementary

Principal: Gary Lozinski

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

GOAL 1: COLLABORATION & COMMUNITY

A community built on healthy, positive relationships is the foundation for establishing a safe and inclusive learning environment for students. Yennadon is a school where there is significant staff expertise and where parents in the community are invested in supporting opportunities for their children. These strength-based qualities will be at the centre of developing positive community and culture at Yennadon through targeted efforts in communication, collaboration and celebration.

B. Rationale

Yennadon is a school that is spread out over a large space, essentially hosting two separate campus areas: (1) the main building [Yennadon East], and (2) the Annex and portables [Yennadon West]. The school has grown dramatically over the years, becoming the largest elementary school in the district, now hosting approximately 730 students. A survey conducted in June found that staff feel the school's size and physical layout limits communication and collaboration, preventing the further development of a cohesive school community. All staff – members of both the Maple Ridge Teachers' Association (MRTA) and the Canadian Union of Public Employees (CUPE) – expressed interest in prioritizing the development of a collaborative, connected and positive school community. Specific interests include:

- Providing opportunities to celebrate accomplishments of all school community members
- Making First Peoples Principles of Learning explicit in pedagogy
- Engaging in multi-grade and school-wide activities and celebrations
- Engaging with families and creating a community that fosters connection with parents/guardians
- Collaboratively implementing resources to support engaging and inclusive learning opportunities
- Taking time to connect (team building opportunities)
- Streamlining communication
- Collaborating and connecting with staff teachers across grade levels

C. Action Plan (list specific actions, school level and district level resources or structures used)

- *Parent portal messaging to reinforce culture valuing dialogue over email 'conversations'
- *Aboriginal education teacher and Aboriginal support worker co-teaching and planning with classroom teachers
- *Alternate communication frameworks for: Email memos (parent and staff); staff meetings; announcements; Grade level admin contacts for parents and staff; Failure-to-fill coverage; Individual Education Plan (IEP) review; classroom resource funds; and Parent Advisory Council (PAC) <--> staff communication
- *Student-led announcements
- *Targeted time at staff meetings to engage in conversation, mindfulness and reflection
- *'Collab Time Fridays' (admin-led grade level activities): Grade groups break out for collaboration. Collaboration topics include: (1) Assessment alignment; (2) Scope and sequence; (3) Resource sharing and needs; (4) Grade group teaching activities; (5) Field trip alignment; and (6) Conferences - communication alignment
- *Principal greet and 'send off' at both buildings at start & end of day (scheduled)
- *Principal positive engagement with traffic outside Annex (232nd) during heavy student traffic
- *Grade group activity at district level (Kindergarten Think Tank)
- *Resource collaboration through 'Wishlist' (assessment, literacy, social-emotional learning, and self-regulation supports)
- *School club activity (recess, lunch, before/after school)
- *Collaborative meetings with learning services helping teachers & literacy helping teacher
- *Hot lunch format clarification through collaboration with PAC & staff
- *Clear long-term resource targets through collaboration between PAC & staff
- *'Monday Morsels' social connection

D. Evidence / Data (how will you measure success?)

- * Survey feedback from staff on:
 - Weekly memo
 - Email communication (frequency and content)
 - Grade-level contact
 - Staff meeting feedback
 - Admin presence & communication in building
- * Survey feedback from families on:
 - School culture/tone
 - Connection to school (parent/child)
 - Communication (tone and information shared)
- *Student-led events and leadership summary assessment
- *Staff-PAC collaboration activity (project planning)



School: Yennadon Elementary
Principal: Gary Lozinski
Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

GOAL 2: Social-Emotional Learning (SEL) / Self-regulation

Yennadon staff recognize the importance of providing ALL students with social-emotional learning (SEL) and self-regulation supports. Moreover, it is important that these needs are supported by the whole school community, not just through the roles of specific staff.

B. Rationale

Yennadon received an increase in staffing this school year in connection to its growth and distribution across two campuses. Providing the support and resources needed to meet the complex SEL and self-regulation needs of students is a consistent area of collaboration and focus for the staff. Much of the staff joining the building this year – Aboriginal support worker (ASW), child care worker (CCW), and support teacher – bring a wealth of knowledge, perspective and skill that, in combination with the skills already present amongst staff, can be shared to enhance approaches to meet the needs of students.

Yennadon staff continue to support all students who struggle with self-regulation and social-emotional challenges. To provide students with an optimal experience in learning – one in which they are willing to take risks, establish positive connections with both staff and peers, and find meaning and purpose in their learning experiences – these needs must be addressed by the school staff as a whole.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Building on conversations from last year, our team will continue to look at using universal design strategies and work together to identify access points for all students through collaborative conversations, common language, and targeted strategies and resources. Collaboration among staff is paramount as we work to meeting students where they are. This approach will help us create a safe, caring, supportive and positive environment for staff, students and families.

- *Aboriginal education teacher and ASW co-teaching and planning with classroom teachers
- *Resource 'Wishlist' collaboration connected to individual, group and whole school strategies to support student needs in the areas of self-regulation and SEL
- *Collab Time Fridays' (admin-led grade level activities): Grade groups break out for collaboration
- *Grade group activity at district level (Kindergarten Think Tank)
- *School club activity (recess, lunch, before/after school)
- *Collaborative meetings with learning services helping teachers (LSHT)
- *Review of self-regulation strategies at staff meetings ("strategy share")
- *School-wide Individual Education Plan (IEP) strategies review
- *School-based team (SBT) resource review/collaboration/action plan
- *Primary teaching staff collectively attending the Early Learning Series

D. Evidence / Data (how will you measure success?)

- Increased student participation in extracurricular clubs and activities
- 'Wishlist' SEL resource application by grade groups
- Indoor multi-grade self-regulation circuit implementation (stage)
- Increased number of school clubs (lunch, recess, before/after school)
- CCW end-of-year documentation review
- IEP end-of-year review
- Middle Years Development Instrument (MDI) data (connection to adults/student well-being)

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: District 42 Alternate Secondary

Principal: Steve Wiebe

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1: Staff will continue developing and promoting a healthy sense of school community and identity based on an ethic of care. We will encourage and promote student connection with peers, staff and community supports to align with students' needs, strengths and interests.

B. Rationale

District 42 Alternate Secondary attracts students from a variety of schools both within and outside the district. We, as a staff, hope to ensure that students feel welcome and connected with our school. Our purpose is to improve student learning by cultivating personal identity and building relationships while honouring diverse identities in our school community. By focusing on these areas, we hope to co-create a safe space where students can find their place, work from their strengths, build community, and experience success.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Belonging/Mastery: connecting to the land; promoting mental and physical wellness through place-based learning and the creation of an outdoor learning space; developing a multi-sport outdoor surface; expanding school garden (constructing a greenhouse and irrigation system, creating school meals from garden produce, growing Indigenous plants and learning about plants from local Indigenous knowledge keepers); connecting to local Indigenous culture (with our Aboriginal support worker (ASW) and Aboriginal resource teacher (ART), through land-based knowledge, art, cedar harvesting and weaving, beading, drum making, and carving); sharing our new logo and branding clothes (new sign for the Arthur Peake Centre building and furniture for outdoor learning space); field trips (cedar bark harvesting, hikes, snowboarding, etc.); using song recording (studio) and videography (editing and producing content) to foster a sense of student ownership of school identity; producing crafts and decorations to create a student centred atmosphere of belonging, welcoming and community; continuation of Connecting Program to reintegrate students; looking at creative ways to engage students beyond the traditional school year; and connection, self-advocacy and communication-building through technology that allows staff to engage with students.

Independence: facilitating transitions into adult life by educating around budget, meal planning, grocery shopping, and meal prep (for oneself and others); and continue with community and academic engagement programs to promote independence within one's community, including ICY (Integrated Child and Youth) team, Foundry & Foundry Works, CYMH (Child and Youth Mental Health), Douglas College Post-Secondary Bridging Program (Reboot), Alouette Addictions/ASTRA, Trades & Apprenticeship, Jujitsu & Animo Mixed Martial Arts.

Generosity/Community: engaging students in recognition of what generosity means (e.g., baking for school, crafting with elementary school students, gardening, supporting families through connection to outside agencies and provision of food).

D. Evidence / Data (how will you measure success?)

- Attendance and participation data for school programs and cultural activities shared at morning staff meetings.
- Positive daily interactions through intentional check-ins.
- Anecdotal evidence collected through report cards, ASW information sharing and youth care worker (YCW) reports.
- Attendance data for students in the "Connecting" program
- District 42 Alternate Secondary Graduation Rate
- Successful completion of project-based assignments and academic work in general.
- Student voice through annual educational plan meeting with formative year-by-year feedback
- Capstone (Grade 12) projects where we receive summative feedback from students to improve programs year over year.



School: Garibaldi Secondary

Principal: Ian Liversidge

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1: Social-Emotional Learning (SEL) and Personal Wellness.

Staff will continue our work empowering school community members to achieve their full potential as resilient, compassionate, and thoughtful citizens through the use of resources, mentorship, trauma-informed practice and positive relationships. We will support and emphasize the need for continuous growth and learning as individuals and as a community.

B. Rationale

During the October 2023 growth planning day, school administration presented data from the Youth Development Instrument (YDI) for Grade 11s, the Student Learning Survey (SLS) for Grade 10s and 12s, and updated community census information. The statistics show a representation of the dramatic needs within our school for extended longitudinal focus on the development of our youth. As a community, Garibaldi has a significant proportion of transient families and a very diverse social economic spectrum. This year, we will also see 30% of our student population as being Ministry identified. We continue to collaborate and adjust our instructional patterns and strategies to ensure our learning environments support our diverse learners by providing the necessary supports for stability and positive student interactions.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Aspects of the International Baccalaureate (IB) Middle Year program tie nicely to our school goal. The approaches to learning embedded in the IB program lay a foundation for thoughtfulness, open-mindedness, positive personal strength, and the development of a growth mindset.
- As a staff, we are consciously moving to more feedback-oriented assessment, which aligns nicely with the updated Ministry reporting order. We will continue to develop assignments that focus on the design cycle/design labs by creating projects that give students the opportunity to reflect on and develop an awareness of their thinking and understanding. Learning to learn is inherent in this goal and it is key to building student strength and capacity. SEL growth and wellness comes from knowing you're getting better at something and being in a community that supports it.
- Grading practices (assessment focused on process).
- World View as a goal of the IB experience.

D. Evidence / Data (how will you measure success?)

We continue to develop meaningful opportunities for students to demonstrate and grow in their social-emotional health/wellness. Examples include:

- Formal mentorship (elementary school Growing Roots program and in specific classes, such as Physical Education Leadership and Science 11).
- Continuation of school-wide Wellness Wednesday, physical health education, and mental health and personal health modules.
- TALL (tolerance, acceptance, love, and learning) project through Safe and Caring Schools blocks to lead classroom discussions and activities around acceptance and understanding.
- Continue to support diverse curricular and extracurricular activities and clubs to maximize opportunities for student community connection.



School: Garibaldi Secondary

Principal: Ian Liversidge

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 2: Garibaldi Secondary School (GSS) will build a strong, inclusive team that values all our unique and diverse community members while also improving opportunities to communicate with and adapt to everyone's strengths and challenges.

B. Rationale

GSS has experienced targeted behaviour against marginalized members of our community and the impact was extraordinary to staff and students. We are working to make change in the level of acceptance and understanding of all our students. Last year, we focused on identifying the concern and understanding its depth while engaging district resources to assist with providing supports to all involved. We listened and we were reactive. This year, we want to build on that by being more proactive and educational. We will be talking and sharing. GSS needs to teach all students strategies for responding to discrimination, stereotyping and bullying. The school community needs to have a better understanding of inclusivity.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Using Pro-D and collab time to work on trauma-informed practices and defining inclusion
- Literary choices that reflect all members of our community
- In-house gifted program
- GAP classes: small class to bridge earlier learning gaps and make connections with struggling students
- Classroom work on ATL (Approaches to Learning) and social awareness, followed by reflection
- Learning about historical changes in society (how we can learn from them today)
- Practice collab skills with group work opportunities, teams and clubs that promote listening skills, safe conversation and acceptance of others
- Exposure to music from a variety of cultures
- Monthly instructional assessment holds to reflect on ATL and CC (core competencies), led by class discussion
- TALL (tolerance, acceptance, love, and learning) project through Safe and Caring Schools blocks to lead classroom discussions and activities around acceptance and understanding

D. Evidence / Data (how will you measure success?)

- Visual cues in classrooms guiding informed practice for valuing others
- Surveys
- Counselling department feedback/impact and Safe and Caring Schools referrals
- More teachers connecting through Microsoft Teams (safe way for students and teachers to reach out to each other)
- Parent Advisory Council (PAC) feedback
- Flex group (at-risk students) feedback, led by child care worker (CCW) and counsellors
- Reports from case managers on diversified options for students to complete tasks
- Feedback from teachers about changes in their practice and the results



School: Garibaldi Secondary

Principal: Ian Liversidge

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 3: Deepen staff understanding of anti-racism pedagogy within the school setting and develop initiatives that foster understanding of ways of knowing and being (the histories and cultures of First Nations, Inuit, and Métis peoples as outlined in the 9th Professional Standard for BC Educators) and explore culturally responsive practices.

B. Rationale

The staff at Garibaldi remain committed to Truth and Reconciliation and anti-racism education for all. This ongoing journey involves addressing internalized bias and a commitment to fostering an equitable work and learning environment for all students and staff. Our focus is on our diverse community of learners that have a diverse subset of needs both academically and culturally. We will work towards this goal to ensure that all voices are reflected in our school community.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- First Peoples Principles of Learning will be shared regularly in staff meetings, newsletters, and classroom graphics linking to curriculum and practice.
- Engagement of the Aboriginal support worker in classrooms focusing on First Nations cultural experiences.
- With guidance from the Anti-Racism Committee, the school will provide more awareness and engagement in anti-racism learning through self-reflection and anti-bias activities with staff and students.
- Students will continue their development of the Core Competencies/Approaches to Learning as outlined in the K-12 Anti-Racism Action Plan & Teachers' Guide.
- School departments working on strategies to 1) build connected learners that celebrate diversity and culture, 2) provide strategies that focus on recognizing and embracing diverse perspectives, 3) explore connections to community resources, and 4) focus on student-centred and Universal Design for Learning (UDL) approaches to the delivery and facilitation of learning in the classroom.

D. Evidence / Data (how will you measure success?)

- Continue monthly staff meeting conversations and updates.
- More publication and awareness of resources, supports and equity education in school-based newsletters, general spaces, classrooms and assemblies.
- Feedback from the school subcommittee focusing on anti-racism and equity, which includes voices from staff and students. For the 2023/24 school year, students will be invited to join a Student Voice for Equity student committee.
- Year-over-year data collection of the number of students selecting courses with Indigenous curricular foundation.
- Work towards inclusion of Indigenous voices in school-wide celebrations/cultural activities. Continued learning through land acknowledgments.
- Increasing the visibility of all our students' cultural identities through our hallways and classroom spaces.



School: Maple Ridge Secondary School (MRSS)

Principal: Grant Frend

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1: Our school community will continue to focus on further developing our culture and climate.

B. Rationale

Maple Ridge Secondary School (MRSS) continues to grow in student enrolment. Further, in the past 2 years we have hired approximately 11 new teaching staff and 13 support staff. It is important that we honour and recognize the historically great things about MRSS, while also involving our newer staff and students in shaping our future. MRSS will intentionally seek out opportunities to further develop a vibrant school culture and climate.

C. Action Plan (list specific actions, school level and district level resources or structures used)

We will continue with 2 initiatives started last year: Student of the Month (each staff member can recognize one student) and Friday Positive Calls. In addition, we continue to see new clubs added each year (e.g. Anti-Racism Club).

This year, we also have a focus on reducing loitering/ congregating in washrooms/hallways during instructional time - an issue that was brought forth by our entire school community.

Finally, we continue to expand our spirit activities. This year there is a year-long grade competition for spirit points that will culminate in our May Spirit Day finale.

D. Evidence / Data (how will you measure success?)

We will measure success using the following:

- * Parent feedback on initiatives such as Student of the Month and Friday Positive Calls
- * Collecting data on number of students in clubs and playing on teams
- * Ministry of Education and Child Care Student Learning Survey results (49% of grade 10s and 53% of grade 12s indicate school is a place they feel they belong Most or All of the Time).



School: Maple Ridge Secondary School (MRSS)

Principal: Grant Frend

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 2: Staff will continue to grow our practice and knowledge in equity, diversity, and inclusion, including anti-racism and accessibility.

B. Rationale

If we are serious about ensuring all students are given the opportunity to reach their full potential and have a positive experience in our schools and beyond, we must investigate and address all inequities in our system. This includes viewing our schools through a culturally responsive lens.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Our Truth and Reconciliation efforts continue as we work with our Aboriginal support workers and Aboriginal support teacher to provide professional learning for staff. Our Circle of Indigenous Youth and Allies continue to have a significant impact on our school and community. Further, we are in year two of implementing additional Indigenous education courses (i.e. First Peoples English 12 and BC First Peoples 12). As well, we continue to work with district vp of racial inclusivity and district helping teacher of racial diversity and equity to develop anti-racism learning opportunities for staff, including active participation in the anti-racism committee's survey of our community (with results shared leading to action planning). Our student/staff anti-racism committee has just launched and will be an integral part of our work. Our SD42 Accessibility Plan will also help guide our work in inclusion.

D. Evidence / Data (how will you measure success?)

We will use the following information to assess our progress. First, Ministry of Education and Child Care Student Learning Survey data (67% of grade 10 students and 55% of grade 12 students are learning to understand and support human rights and diversity). Next, data from district survey on anti-racism will be used to guide our planning in future years. Further, we will collect staff and student feedback, including Indigenous education course enrolment information, as well as further data from the ministry Student Learning Survey regarding Aboriginal Education. Finally, we will examine data collected by the SD42 accessibility committee for baseline data.



School: Maple Ridge Secondary School (MRSS)
Principal: Grant Frend
Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 3: To support student learning by continuing to align assessment and reporting practices with the newly legislated BC K-12 Student Reporting Policy.

B. Rationale

By developing assessment and reporting practices that align with the newly legislated K-12 Student Reporting Policy, we will be fostering inclusive learning opportunities, nurturing core competencies, and supporting curricular competency-based assessments. These, in turn, will support the academic, social, and emotional growth of all learners. By providing students and parents/caregivers with descriptive feedback that is timely, on-going, strength-based, and connected to learning standards, we will also support continued skill development and build student confidence and efficacy.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Professional development days and late start collaboration opportunities focus on assessment and reporting practices (particularly meaningful descriptive feedback and competency-based grade book design).
2. Regular bi-monthly FYI documents emailed to staff include Recommendations for Professional Learning (Ready to Grow) and Resources for classrooms (Ready to Go).
3. Classroom visits and instructional observations by administration recognize and celebrate lesson strengths and identify opportunities for pedagogical growth.
4. Staff meetings include an agenda item that encourages teachers to share success stories and challenges, and exchange ideas to support student learning.
5. The instructional tutorial in September focused on the activation of and student engagement with the core competencies. Sample lessons and resources were shared with staff through MS Teams and sets of Core Competency magnets were provided to teachers as an educational tool to support the development of these foundations and cross-curricular skills.
6. The district assessment committee representatives share their learnings at staff meetings and schedule/structure opportunities for students to engage in self-reflections of the core competencies.
7. Volunteer team of teachers led a literacy week in November, focusing on the development of literacy skills across disciplines through daily activities, contests, and events.
8. The school website includes links to informative ministry-published information sheets, brochures, and videos, which are linked via a QR code distributed at parent-teacher-student conferences.

D. Evidence / Data (how will you measure success?)

1. Staff actively engage in the professional development opportunities offered and share suggestions for next steps in learning, while modeling their identities as life-long learners to their students.
2. Staff are willing to invest time in professional development by exploring resources and trying new strategies to support student growth.
3. A collaborative and supportive culture and climate that supports learning develops where classroom doors are open and inviting for educators to collaborate and connect.
4. Teachers are willing to be vulnerable and share their challenges and successes with each other for the educational benefit of their students.
5. Students and educators enhance their familiarity with the core competencies and understand the foundational and cross-curricular role they represent in the curriculum. Student self-reflections of the core-competencies are informed by the activities of the September tutorial classes and the on-going "noticing, naming, and nurturing" of these skills by teachers in the classroom.
6. The MRSS assessment committee representatives develop as school-based experts by modeling best practice, sharing their knowledge, sourcing resources, facilitating collaboration opportunities, and responding to staff queries.
7. Literacy Week attracts a majority engagement from the school population and enhances appreciation of literacy skills across disciplines.
8. Parents access the information offered on the website, enhancing their understanding and appreciation of the recent changes in assessment and reporting in BC



School: Pitt Meadows Secondary School (PMSS)

Principal: Colin Sharpe

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1: Social Emotional Learning (SEL): Building positive connections and healthy relationships is critical to staff and students developing a sense of belonging and to helping individuals reach their potential as learners.

B. Rationale

Research states that SEL programming significantly improves children's academic performance. Our hope as a staff and school community is that we can provide staff and students with the connection and the supports needed to navigate the school experience, thereby allowing them to perform better in school, as well as feel and know they are valued, heard and seen as an important member of our community.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Food baskets in classrooms - Self-regulation tools in the classroom
- Greeting students at the front door or classroom door - Build connections with feeder schools
- Facilitate wellness activities in class or at Flex Time - Cross curricular activities/lessons
- Improve the physical building by creating welcoming or safe spaces throughout the school
- "Community Agreements" created within classrooms - District SEL Framework
- Incorporating mindfulness into regular classroom routines - Community building activities
- Facilitate school wide pep rallies to highlight student extra-curricular involvement and achievement
- Make a point to "see" each student each day. - Individual check-ins with students during attendance

D. Evidence / Data (how will you measure success?)

- Student Learning Survey and YDI Data - Student Feedback and reflections - Increased rates of student self-assessment - Positive attendance rates - Lower rate of office referrals with more positive and productive classroom behaviours - Students can identify at least two trusted adults in the building - Increased student participation in extra-curricular clubs and activities - Increased student engagement during class activities - Open dialogue between students and comfort in groups settings, sharing ideas and perspectives - Increased student voice - Decreased rates of peer conflict.



School: Pitt Meadows Secondary
Principal: Colin Sharpe
Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 2: To continue to develop an inclusive, culturally responsive school by expanding our collective efforts to incorporate First Peoples Principles of Learning and Indigenous content across all curricular areas.

B. Rationale

Teaching Indigenous Ways of Knowing as reconciliation offers Indigenous students the opportunity to learn their culture, their way of knowing, and the value that their life holds. It also encourages other students to consider their own sense of belonging. It is important for schools and educators to recognize and challenge their own biases and assumptions about Indigenous cultures and peoples. This includes acknowledging and addressing stereotypes and misrepresentations in textbooks and other teaching materials. These practices encourage building community within the classroom and encourage the values of taking care of one another and helping one another.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Staff will reflect upon developing personalized territory acknowledgments by exploring how they can incorporate First Peoples Principles of Learning into reconciliation.

The school will add a territory acknowledgment to the morning announcements at the start of each week.

Staff will encourage deeper connections and gratitude for our community (people) and environment (land), and the relationship between the two.

Staff will challenge biases, examine sources of knowledge, continue to learn, and support one another in this learning journey.

D. Evidence / Data (how will you measure success?)

Departments will volunteer to share their territory acknowledgments in staff meetings so that Pitt Meadows Secondary can walk together in this learning journey.

Staff will accept invitations to Aboriginal education's learning series: Deepening Indigenous Ways of Knowing when possible, and those attending will commit to witness.

An increased number of staff will engage in professional development opportunities to further their understanding of First Peoples, Indigenous Ways of Knowing, and relationship building with Katzie First Nation.



School: Pitt Meadows Secondary School (PMSS)
Principal: Colin Sharpe
Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 3: Staff will continue to develop their understanding and learning around assessment practices in order to maximize student learning, engagement and achievement.

B. Rationale

Our assessment and evaluation procedures must align with the new provincial reporting policy and standards. By collaboratively engaging with colleagues, we need to continue to develop our strategies and understanding, especially with the proficiency scale and strength based comments in order to promote more inclusive practices and further student growth and achievement.

C. Action Plan (list specific actions, school level and district level resources or structures used)

District and school based professional learning opportunities.

- PMSS late start session
- Assessment committee
- Professional development opportunities to explore our practices across the curriculum.
- Continue with Proficiency Scale working group and start a Lunch & Learn series around our practice.
- Departmental Scope and Sequence around Proficiency Scale terminology refining learning targets to facilitate continuity and consistency.
- Departmental general comments and standards for strength based comments linked to proficiency scale
- Co-creation of rubrics and learning maps, integrating strength based language.
- Increased self-assessment in class, as well as exit interviews and portfolio assessment.
- Core competency reflections done in classes and linked to self assessment.

D. Evidence / Data (how will you measure success?)

- Increased participation in cross-curricular learning opportunities and activities.
- Increased participation in staff learning sessions
- Increased rates of success in grades 8 and 9
- All classes at Grade 8 and 9 incorporate the proficiency scale as the main model of classroom assessment.
- Increase use of rubrics over traditional assessment methods.
- Grade 10 and 12 Student Learning Survey data
- Reflections in core competency from students
- feedback from parents on new report card comments (Parent Advisory Council meeting feedback and direction)



School: Samuel Robertson Technical Secondary (SRT)
Principal: Ken Elphick
Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1: To Increase Understanding and Implementation of UDL (Universal Design for Learning) Principles.

B. Rationale

Samuel Robertson Technical Secondary is committed to providing an inclusive and equitable learning environment for all students. Recognizing the increasingly diverse needs of our student population, the school has identified Universal Design for Learning (UDL) as a strategic focus area to enhance teaching and learning practices. UDL is a framework that aims to remove barriers in instruction and provide multiple means of representation, engagement, and expression to meet the diverse needs of all learners.

C. Action Plan (list specific actions, school level and district level resources or structures used)

A significant part of our school growth planning day was devoted to delivering a professional development session for all teaching and support staff to enhance their understanding of UDL principles.

- Members of our teaching staff are working to create repository of UDL- aligned instructional materials and resources that teachers can easily access and incorporate into their lesson plans.
- We are changing our school based team application process to include an analysis of the UDL practices in place to support students.
- Encourage collaborative lesson planning sessions where teachers share and discuss UDL strategies and success stories.

D. Evidence / Data (how will you measure success?)

- Incorporate UDL activities into monthly staff meetings.
- Conduct periodic reviews of the UDL growth plan to ensure its relevance and effectiveness.
- Provide opportunities during collaboration days for staff to share their UDL practices.



School: Samuel Robertson Technical Secondary (SRT)
Principal: Ken Elphick
Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 2: Samuel Robertson Technical Secondary School aims to establish and integrate a trauma-informed approach within the school environment, emphasizing the interconnectedness between trauma, attachment and learning, to create a supportive and nurturing atmosphere for all students.

B. Rationale

This objective recognizes the profound influence of trauma on students' mental well-being, conduct, and academic progress. Numerous studies suggest that a considerable portion of students may have encountered traumatic events, including abuse, neglect, community violence, or family disruptions. A trauma-informed strategy acknowledges and caters to the comprehensive needs of students, fostering an atmosphere that nurtures their overall growth rather than concentrating solely on academic accomplishments. Trauma can significantly influence a student's conduct and learning capabilities. A trauma-informed approach underscores the establishment of a secure and supportive school environment. Moreover, trauma can impact a student's capacity to form healthy attachments and relationships.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Our counselling staff will present at our school growth planning day on Trauma Informed Practice.

Training and workshop sessions will be offered to all school personnel, encompassing teachers, administrators, counselors, and support staff. The focus will be on imparting knowledge about trauma-informed practices, attachment theory, and their influence on the learning process. To facilitate this, Andrea Chatwin, the author of "Teaching the Hurt Child," will collaborate with our staff on four occasions throughout the current school year.

We will develop and disseminate educational materials for students, staff, and parents that highlight the importance of trauma-informed practices.

D. Evidence / Data (how will you measure success?)

Evaluating the effectiveness of implementing trauma-informed practices in a school involves collecting diverse forms of evidence that reflect positive changes in various aspects of the learning environment and student well-being. Attendance data will be analyzed to discern trends, with improved rates suggesting a positive impact of trauma-informed practices, indicative of students feeling more connected and supported in the school environment.

To gain insights from the perspectives of teachers and staff, feedback will be gathered regarding their experiences with trauma-informed training and implementation. This process will involve assessing whether they feel better equipped to support students, observing changes in student behavior, and noting perceived improvements in the overall school climate. Gather feedback from teachers and staff about their experiences with trauma-informed training and implementation. Assess whether they feel more equipped to support students, observe changes in student behavior, and perceive improvements in the overall school climate.



School: Thomas Haney Secondary School (THSS)
Principal: Darren Rowell
Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1: Mental Health and Wellness – to ensure that our school is a safe place for students, fostering connection, a caring and welcoming environment for all.

B. Rationale

A repeated theme among staff is that our school's most important goal is to ensure we create a space for all students to feel safe and welcome each and every day.

This open and nurturing space ensures that students can focus on their mental health and wellness, expressing themselves, connecting with positive adult influences, and learning more about resilience and self-care.

Staff and students acknowledge that success is more achievable when students are coming to school feeling connected, supported and safe.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Within THSS, there are various structures in place to ensure students feel safe and connected. Teacher Advisory is a long-standing pillar that connects students with a teacher over their 5 year journey at the start and end of the day. Various activities and conversations unfold to build connection, foster healthy relationships and develop skills in all students. Work blocks and autonomy enable students to connect more with the positive adult influences in their lives. From Great Hall blocks, to Safe and Caring teachers, access to counsellors and support rooms, there are many available options to ensure strong connections are built. There are so many clubs and activities that create opportunities for students to learn more about themselves and the world in which they live. These experiences foster connection and help to ensure wellness and success for all students. In addition, lessons in class, connections to community supports, and monitoring attendance and engagement will help ensure all students find success and safety at THSS. Staff acknowledge the changing dynamics our students experience and desire to better understand teenage brain and behaviours in order to offer more support!

D. Evidence / Data (how will you measure success?)

We will focus on our grade 10 and 12 student learning survey results as well as our YDI data. The information collected will shape our planning and decision making as we move forward.

This question from the 2022-23 Student Learning Survey has been a focus for the past two years and demonstrates the ongoing work of our counselling team, our Safe and Caring Schools team and our Physical Health Education teachers who have been delivering this curriculum with students in grades 8-12.

At school, I am learning how to care for my mental health (e.g. anxiety and stress management).

THSS Gr. 10s - 2022-23 - Agree 23% / Strongly Agree 5% = 28%
SD42 Gr. 10s - 2022-23 - Agree 21% / Strongly Agree 4% = 25%
THSS Gr. 12s - 2022-23 - Agree 38% / Strongly Agree 7% = 45%
SD42 Gr. 12s - 2022-23 - Agree 18% / Strongly Agree 5% = 23%



School: Thomas Haney Secondary School (THSS)
Principal: Darren Rowell
Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 2: School Community and Culture – to continue to build and foster a positive learning community where students are invested and actively engaged in all aspects of school life and to ensure a school community grounded in diversity, equity, inclusion and anti-racism

B. Rationale

Due to Covid-19 restrictions, we have observed a lack of connection between students and their school community. Last year, we focused on building school culture and community through school-wide student activities. The following results are from the Grade 12 Student Learning Survey for spring 2023:

80% feel welcome at school most or all of the time

59% feel like school is a place where they belong most or all of the time

77% indicated that they have 2 or more adults at the school that care about them

77% indicated that they have never or almost never experienced discrimination on the basis of sexual orientation or gender identity

Our efforts to provide more school-wide student activities have had a positive impact on our school culture and community. Our staff feels that students would benefit from continued growth and focus in this area.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Thomas Haney has a wide variety of athletic opportunities and clubs for students to build strong connections to the school. Clubs include: Board Games Club, Book Club, Boys Club, Ping Pong Club, Girls Group, Eco Action Club, Robotics Team and Random Acts of Kindness Club. There have also been a number of initiatives to empower student leadership. These include: Student Council, Leadership Program, Fruit Salad Organization (FSO), Model UN and Student Voice. We will continue to encourage students to organize and/or participate in our school events and traditions (Terry Fox Run, Remembrance Day assembly, Halloween Week, Hoe Down, BBQs, Spirit Week, Gym Riot, LARP, Art Show).

D. Evidence / Data (how will you measure success?)

We will continue to monitor our student involvement and attendance in leadership, clubs, and teams throughout the year, as well as at our twice weekly Breakfast Program. We will continue to use the results from the Student Learning Survey (grades 10 and 12) and the YDI (grade 11) to shape our thinking and planning with a focus on the questions below.

Do you feel welcome at your school?

Is school a place where you feel you belong?

At your school, how many adults do you feel care about you?

At school, have you experienced discrimination on the basis of your sexual orientation or gender identity?



School: Thomas Haney Secondary School (THSS)
Principal: Darren Rowell
Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Self-Directed Learning (SDL) – Self-directed learning involves students actively engaging in the learning process, setting goals, and managing their own educational experiences. As a school, we will continue to develop essential SDL skills including setting goals, developing a plan, monitoring progress (self-reflection), maintaining motivation, and responding to critical feedback (resilience) with the goal of providing rich, deep and meaningful learning experiences for students.

B. Rationale

Thomas Haney is founded on a model of Self-Directed Learning (SDL) due to the belief that learning flourishes when the student is able to direct learning in a meaningful and engaging manner.

The following are core guiding principles that create the environment to foster SDL for students: Teacher Advisory, Flexible Scheduling, Personalized Programming, Collaborative Teaching Environment, Authentic Assessment, Continuous Progress, and Interactive Learning Environment.

The foundational belief is that students can be taught to be self-directed learners with teacher support, guidance and opportunities to be involved in the learning process.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Our action plan involves continuing to develop self-directed learning competencies with 1) students, 2) staff, and 3) our school community community.

- 1) STUDENTS: Students require scaffolds and supports to develop as fully engaged self-directed learners. A fundamental piece of this process is our Teacher Advisory (TA) model that explicitly teaches meta-cognitive skills, such as goal-setting, planning, monitoring, and evaluating one's own learning. These skills are further reinforced in the Thinking Core Competency which will be completed in TA and includes specific thinking skills as well as habits of mind, and meta-cognitive awareness.
- 2) STAFF: As a staff, we will work through the principles of SDL to allow teachers to guide their classroom curriculum and provide learning opportunities that scaffold students towards self-directed learning. We will also work as a staff to be equipped to understand the barriers that some learners experience and use brain science and compassion to address these barriers.
- 3) SCHOOL COMMUNITY: With our parent/guardian community, we will endeavor to provide opportunities to learn the key elements of our self-directed learning model, including all the supports and structures in place to support the acquisition of SDL skills and to ensure student success. We will endeavor to celebrate and acknowledge student achievements and successes as a way to demonstrate the power and potential of the SDL model. This will be done with presentations, newsletters and open house opportunities.

D. Evidence / Data (how will you measure success?)

The following questions from the 2022-23 Student Learning Survey provide insight into key features of Self-Directed Learning and have been used to guide our staff growth planning and professional conversations for the past two years. They are premised on the belief that students learn best when they have choice and agency to direct their own learning and that students learn in diverse ways and at different rates - all of which is fostered in an SDL model. In each question below, the THSS results exceed district results at both grade 10 and 12 for the results of Most of the Time / All of the Time.

At school, do you get to work on things you are interested in as part of your coursework?

THSS 10s (41%) SD42 10s (37%)

THSS 12s (53%) SD42 12s (43%)

At school, are you taught to take ownership or control of your learning?

THSS 10s (57%) SD42 10s (42%)

THSS 12s (59%) SD42 12s (42%)

Are you taught to show your learning in different ways?

THSS 10s (68%) SD42 10s (54%)

THSS 12s (68%) SD42 12s (51%)

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Westview Secondary School (WSS)
Principal: Cathryn Blanco
Director/Assistant Superintendent: Kenneth Cober

A. Goal (one goal per page)

Goal 1: Community and Connection. To foster a community at Westview that is connected in ways that are inclusive and supportive of our diverse population of learners, staff and caregivers/guardians/parents. Our school culture is built on a foundation of First Peoples Principles of Learning, Universal Design for Learning, Anti-Racism and Sexual Orientation and Gender Identity (SOGI) to promote equity and inclusion among our community.

B. Rationale

The SD42 vision is for every individual to feel valued and for all learners to reach their potential. Students, staff and all adults should feel connected and safe. Our staff is focusing their professional learning in the areas of First Peoples Principles of Learning and Anti-Racism to shift their pedagogical practices so our students feel greater connection and purpose in their education. The 2023 Youth Development Instrument (YDI) indicates only 23% of our students feel like they belong at WSS. This result indicates that our practices still largely reflect a colonial structure and we need to improve. We need all of our students to feel a sense of belonging through the courses we offer, the lessons we teach and the sports and clubs we offer at WSS. We need to do more to ensure our teaching, interventions, resources and processes are more inclusive and reflect the lived experiences of all our learners. We need to be intentional about building connection.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Advisory Class - dedicated time once per week for forty minutes for school staff to meet with a small group of students. The purpose of this time is to build relationships through activities and conversations focused on student well-being, so we help students feel connected, cared for, and consequently calmer and ready to learn. Teacher Led Anti Racism working group that includes a movie club. Teacher participating in Aboriginal Education Cultural Learning projects. Staff meeting and professional development activities to encourage connection among the adults in the building. The intent is to create a professional environment where staff feel cared for and safe to take risks and shift practice. Staff workshops in Universal Design for Learning. Offer a variety of extra-curricular clubs (ie. Art Club, Games Club, Pride, Student Voice) and sports, organize assemblies and spirit events that foster pride in Westview.

D. Evidence / Data (how will you measure success?)

Student Learning Survey results
Youth Development Instrument data
Student Voice feedback
Student conversations, teacher/support staff conversations, classroom and school wide observations
Parent/Guardian/Caregiver feedback through Student Learning Survey Parent Advisory Council (PAC) meetings, conversations.
Increased engagement in our PAC and Dry Grad parent committee.

SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



School: Westview Secondary School (WSS)
Principal: Cathryn Blanco
Director/Assistant Superintendent: Kenneth Cober

A. Goal (one goal per page)

Goal 2: Create spaces and opportunities outside of math class for students to practice numeracy as a helpful, normal part of every day life; and develop staff knowledge around how to notice, name and nurture numeracy skills outside of math and science classrooms.

B. Rationale

We need to be intentional about making the connections with kids that math is a language; creating the mindset in our community regarding the power of transferable skills between language learning and math. Current data from Provincial Numeracy Assessment continues to indicate that students at WSS are below average in numeracy when comparing our results both locally and provincially. Universities, colleges and employers are looking for a graduate that can apply numeracy skills to solving everyday problems. We need to continue to support students to ensure they are increasingly skilled and numerate citizens.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Staff working group to find/use more texts and activities across all curricular areas that develop numeracy skills. For example, students in Criminology are rating and graphing their opinions on the severity of punishments for crimes.
Numeracy sessions on Friday Collaboration Days to discuss, explore, create and plan activities for cross curricular activities and learnings already occurring in areas other than math (for example, textiles, social studies, shop classes, foods classes, visual arts, PE classes).
Offer Flex and After School sessions for students to attend to work on numeracy skills that will support them in Numeracy Assessment.
Explore resources by Carole Fullerton

D. Evidence / Data (how will you measure success?)

Results from Numeracy Assessment
Feedback from students on how they feel they are learning about numeracy in their different classes
Feedback from staff
Classroom observations
Conversations with parents at Parent Advisory Council (PAC) meetings, Student Led conferences
Student Learning Survey Data (parents, students and school staff), Youth Development Instrument (YDI)



School: Westview Secondary School (WSS)

Principal: Cathryn Blanco

Director/Assistant Superintendent: Kenneth Cober

A. Goal (one goal per page)

Social-Emotional Learning

Continue to develop our repertoire of knowledge about how trauma impacts student learning and mental health with a particular focus about how racism, intergenerational trauma and anti-SOGI (Sexual Orientation and Gender Identity) rhetoric can be traumatic and tremendously impactful on a child's social-emotional development and achievement.

B. Rationale

Results from the Youth Development Instrument indicate that 49% of students selected "Low" to the question "teachers and students treat each other with respect in this school" and 50% of our students rated their general mental health and fair or poor. Additionally, when asked "I can calm myself down when I am excited or upset," 47% of students rated this as low. We need to continue to support our students in identifying and supporting their social-emotional and mental health needs. We need to focus on connecting our students with services and identifying why they struggle with mental health. Additionally, we need to focus on developing compassionate responses in both our students and adults so that students feel they are treated respectfully. We need to continue to develop our understanding about the impact of racism, intergenerational traumas and anti-SOGI rhetoric as this is deeply impactful on our students.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Staff participation in District Inquiry, Collaborative Network, Advisory
 Art teacher continuing professional development series on "Designs for teaching cross curricular: Diversity and Art with a SEL focus"
 Teaching a staff meeting session on Universal Design for Learning (UDL)
 Connection with Aboriginal education department and anti racism helping teacher to support learning about the impacts of intergenerational trauma and direct connections to inequity and racism.
 Share staff learning at Parent Advisory Council (PAC).
 Incorporated learnings from Andrea Chatwin sessions in our school based team meetings.
 Shift school awards to focus on Core Competencies — honour greater variety of students.

D. Evidence / Data (how will you measure success?)

Youth Development Instrument Data
 Student Learning Survey Data
 McCreary Adolescent Mental Health Survey Data
 Student Voice, classroom observations conversations with students, teachers, support staff, parents/guardians/caregivers
 Improved attendance data

SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



School: Riverside Centre Continuing Education and Connected Learning Community

Principal: Tricia McCuaig

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1: Social and Emotional Learning - Culture and Climate
Promote an inclusive, connected and supportive learning environment for students and staff. This continues to be important within the school community so that everyone feels a sense of belonging and purpose. We also want to continue to increase the profile, recognition and value of the programs offered at Riverside Centre in the greater community.

B. Rationale

Continuing Education and the Connected Learning Community celebrate the diversity of our student population within our school community. Our learners enroll from within and outside Maple Ridge - Pitt Meadows School District No. 42 (SD42) (adult only), and creating meaningful connections and collaboration with secondary school staff is important. The pandemic fueled a disconnect, and we have seen a significant shift from a preference for in-person learning to on-line learning. Continuing Education and Connected Learning Community are interconnected and distinct. Continuing Education in person and on-line learning supports a diverse group of SD42 learners, enhancing and helping students to maximize their potential and increase their opportunities in the greater community. We will need to closely monitor the impact of the shift to Provincial Online Learning Schools (POLS) and District Online Learning Schools (DOLS, SD42).

C. Action Plan (list specific actions, school level and district level resources or structures used)

- *Access resources for teachers and staff - professional literature and development opportunities
- *Ensure the school environment is welcoming - front entrance and hallways - design physical space that supports community and community use of the building
- *Ensure staff and students have access to supports if required - including mental health supports
- *Celebrate student successes
- *Promote options for Continuing Education (CE) and Connected Learning Community (CLC) classes
- *Meet regularly with individuals and groups working together in the building, and with stakeholders, including prison staff
- *Monitor student enrollment trends in CE/CLC courses and consider implications on culture, climate and staffing

D. Evidence / Data (how will you measure success?)

- *Interviews with students shared across the district and on social media
- *Regular communications with school administrators, counselors and support teachers
- *Entrance and bulletin boards around school warm, inclusive, welcoming
- *Website and social media channels updated and active
- *Identify students on Individual Education Plans and collaborate with school based support teachers and staff with the assistance of Learning Services
- *Identify adult students who would benefit from learning adaptations and support them to be successful
- *During Summer Learning 2022, English First Peoples 11 (EFP) was offered. EFP 12 in person classes will be offered in both semesters and on-line BCF 12
- *Create and implement a student voice survey
- *2023 - English Language Learners Elementary and Secondary summer learning

Principal:

Superintendent:

Board Chairperson:

Date:

SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



School: Riverside Centre Continuing Education and Connected Learning Community

Principal: Tricia McCuaig

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 2: Secondary Innovation - Learning and Assessment

Focus on continuous improvement in instruction and assessment. The updated reporting policy creates a new, expanded flexibility around curriculum and core competencies. K-12 Student Reporting Policy provides opportunities to improve reporting and new align teaching.

B. Rationale

As a staff, we see the need and value to maximize flexibility when supporting students to successfully meet personal learning goals. Students self reflection and goal setting is part of the updated reporting policy.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- *Review and reflect on the updated Ministry of Education and Child Care K-12 student reporting policy draft (updated July 1, 2023)
- *James Burdon will represent Riverside Centre on district assessment committee
- *Consider effective strategies (current and new) to engage reluctant learners
- *Schedule district secondary helping teacher or Aboriginal education vice principal to facilitate professional development at staff meetings
- *Incorporate Indigenous content/resources into curriculum
- *Problem solve with iIT department when students have issues connecting to WiFi with personal devices.
- *Work with teachers Erin Smeed and James Burdon around incorporating student reflection and goal setting

D. Evidence / Data (how will you measure success?)

- *Invite district helping teacher in to discuss proficiency scale, student self assessment, learning updates, summary of learning, descriptive feedback within the continuing education context. *Ensure that Connected Learning Community (CLC) promotes various forms of communication to allow for students, teachers, clerical and admin staff to connect. *Ensure we are documenting our communication process for at risk students, involve safe and caring schools and learning services where needed. *Apply assessment approaches as relevant to our context - eg: self-assessment, goal setting (such as advisors support with grad plans, pace of course with on-line learning, moving towards proficiency scales). *Positive change in overall completion rates for students in CLC courses.
- *Annual collection and comparison of CLC course completion rates.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Aboriginal Education
Principal: Kirsten Urdahl-Serr
Director/Assistant Superintendent: Cheryl Schwarz

A. Goal (one goal per page)

Goal 1: To foster a sense of connection and belonging, the Aboriginal Education (AbEd) department will focus efforts on students at key transitions - entry to school (primary years), transition of Grade 7 to Grade 8, students entering the graduation program from Grade 9 to Grade 10, and post-secondary planning. To be more effective, early fall programs need to be planned for Grade 7 to 8 and kindergarten transitions.

B. Rationale

Identified through the Deepening Indigenous Education and Equity Report are recommendations to support students of ancestry in their post-secondary planning and transition to life beyond secondary school. These recommendations have been substantiated through our conversations with the AbEd Advisory Committee, Elders' Committee, and data sources (student learning survey, Early Development Instrument, Middle Years Development Instrument, grade-to-grade transition rates, and graduation data). As such, the department recognizes the key transitions in a student's journey as entry to school, Gr. 7 to 8, Gr. 9 to 10, and transitioning to post-secondary. The goal is to focus our efforts on students during these key transition years by leveraging the 0.4 FTE teaching time assigned to transition planning. There will be an emphasis on leadership planning to foster a sense of belonging, identity, and community. A team approach will also be used to support transition planning for new students entering kindergarten and students moving from elementary to secondary school.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Plan post-secondary connections as a team to explore options and support students with applications, identifying financial supports, preparing scholarship and bursary applications, and hosting secondary family night with a focus on Indigenous student connections to post-secondary institutions.
2. Plan two leadership events (kick off and year end) for secondary students to participate in, along with followup activities at school sites between the events.
3. Plan events specific to cultivating connections with Grade 6 and Grade 7 students.
4. Create opportunities for Grade 8 students to build relationships at schools including inviting elementary AbEd staff to connect and check in.
5. Collaborate with early learning helping teacher to connect trained early childhood educators and Aboriginal support workers.
6. Create opportunities for families of primary-aged students to connect at their schools (i.e., Bannock and Books).
7. Connect Elders to the student gatherings at schools to ensure their presence and guidance is offered to students.
8. Create opportunities for graduation program students to access tutoring in term 3 for required graduation coursework.

D. Evidence / Data (how will you measure success?)

Students will report through the 2024-25 student forum that connections to school and each other have improved through Aboriginal Education initiatives in comparison to the information gathered at the last student forum in March 2023. Post-secondary transition rates will improve. Literacy assessments will improve over time as collected through June reports.



School: Aboriginal Education

Principal: Kirsten Urdahl-Serr

Director/Assistant Superintendent: Cheryl Schwarz

A. Goal (one goal per page)

Goal 2: Aboriginal Education (AbEd) staff will continue to learn new strategies and/or teachings to support students in their social-emotional and cultural learning. Staff will be offered culturally responsive resources portraying holistic* Indigenous perspectives in literacy and numeracy to increase their capacity to support student learning.

B. Rationale

The Deepening Indigenous Education and Equity Report highlights student quotes that specifically speak to holistic learning as well as recommendations to support Aboriginal Education staff training in cultural and social-emotional learning. Theme 4 in the Declaration on the Rights of Indigenous Peoples Act (DRIPA) Action Plan focuses on social, cultural, and economic well-being. One of the social actions listed is to “identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years.” With this in mind, Aboriginal Education staff recognize taking holistic approaches to literacy and numeracy would be beneficial to student learning and classroom instruction. As such, staff will engage in learning holistic strategies to expand their academic supports and activities with students.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Educate staff on access to available school and community resources so they can connect students and families.
2. Offer optional additional hours for Aboriginal support workers to create after-school programs for students with a focus on cultural, social-emotional, and/or academic needs.
3. Opportunity for all AbEd staff to co-plan and co-lead cultural learning opportunities for each other.
4. Principal/vice-principal will plan learning opportunities for staff in holistic academic activities with culturally responsive resources.
5. Staff are supported in accessing professional development opportunities.

D. Evidence / Data (how will you measure success?)

Staff will report that they feel an increase in confidence in being able to support students in a variety of ways, from cultural teachings to academic and/or social-emotional strategies with holistic* outcomes.

*teachings and strategies that are inclusive of Indigenous ways of knowing and being.



School: Aboriginal Education

 Principal: Kirsten Urdahl-Serr

 Director/Assistant Superintendent: Cheryl Schwarz

A. Goal (one goal per page)

Goal 3: The Aboriginal Education department will focus our efforts on ensuring students and families feel connected to the SD42 Indigenous community.

B. Rationale

Departmental conversations (growth planning, department meetings, conversations with community partners, and Advisory) and the Deepening Indigenous Education and Equity report have identified that connecting families fosters a sense of community and belonging with each other and the school system. Feedback from families and staff from the 2022-23 family events indicates the value families place on these opportunities to build community.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Additional monthly meetings for Family Committee to meet and to plan events.
2. Focus on connecting families to community supports.
3. Collaborate with schools to plan events for families to connect in both elementary and secondary.
4. As part of the feedback survey after an event, ask families for feedback on the kinds of community connections they are seeking.
5. Plan events with a focus on intergenerational connections to build community with families.
6. Invite Elders to events during school hours so students with ancestry can build relationships with Elders from the community and land based Nations.

D. Evidence / Data (how will you measure success?)

- Families and students will provide feedback demonstrating the opportunity to connect with others has improved their sense of belonging and connection to their school community.
- Number of people attending events and distribution of attendees across all schools.

To: **Board of Education**

From: Budget Committee of the Whole

Re: **2023/24 AMENDED ANNUAL BUDGET AND
SECOND QUARTER FINANCIAL STATEMENTS**

Date: February 21, 2024
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE

On June 21, 2023, the Board of Education (Board) approved the 2023/24 preliminary budget bylaw for the operating, special purpose, and capital funds. The Preliminary Budget was based on preliminary estimates of enrolment, funding and other revenue and expenditure factors.

The 2023/24 Amended Annual Budget (**Attachment A**) has been prepared in accordance with Ministry of Education and Child Care (MECC) instructions and Public Sector Accounting Standards. The Second Quarter financial statements showing actual revenue and expenditures to December 31, 2023 are also provided (**Attachment B**).

This report provides an analysis of changes to revenue and expenditure estimates included in the 2023/24 Amended Annual Budget. The updated revenue and expenditure estimates include Board approved budget changes to January 2024, revenue and expenditure changes resulting from changes to enrolment, revenue changes announced by the MECC in December 2023, projected revenue and expenditure changes, and proposed additional budget changes to achieve a balanced budget.

OPERATING FUND

The following table summarizes the changes between the 2023/24 Amended Annual Operating Budget and the 2023/24 Preliminary Annual Operating Budget (**Amended Budget Schedule 2**).

2023/24 Operating Fund Budget			
(\$ millions)			
	Preliminary Budget	Amended Budget	Change
Revenue	\$ 202.47	\$ 201.71	\$ (0.76)
Expense	(202.10)	(204.07)	(1.97)
Capital Assets Purchased	(0.38)	(0.81)	(0.43)
Transfer to Local Capital	(1.07)	(1.06)	0.01
Use of Prior Year Surplus	1.08	4.23	3.15
Balance	\$ 0.00	\$ 0.00	\$ 0.00

Revenue Changes (\$0.76M decrease)

Ministry of Education and Child Care Grants (\$0.69M decrease)

Based on the interim December operating grants announcement, total operating grant funding from the MECC is \$182.46M. This represents a change of \$0.08M from the preliminary budget as detailed in the following table:

MECC Operating Grant	Preliminary Budget		Amended Budget		Change	
	Enrolment	Funding	Enrolment	Funding	Enrolment	Funding
July 2023 Enrolment Count						
Grade 1-7	500	\$ 122,500	441	\$ 108,045	(59)	\$ (14,455)
Grade 8-9	292	71,540	247	60,515	(45)	(11,025)
Grade 10-12	425	208,250	512	250,880	87	42,630
Supplemental		123,467		137,267	-	13,800
Total Summer Learning	1,217	525,757	1,200	556,707	(17)	30,950
September 2023 Enrolment Count						
Standard schools	15,970	137,744,484	15,974	137,779,523	4	35,039
Continuing education	2	19,406	2	18,328	(0)	(1,078)
Alternate schools	250	2,156,250	281	2,423,625	31	267,375
Online learning	18	124,410	12	86,130	(6)	(38,280)
Home schooling	19	4,750	20	5,000	1	250
Course challenges	32	8,640	35	9,450	3	810
Total September Enrolment Based Funding	16,292	140,057,940	16,325	140,322,056	33	264,116
September 2023 Unique Student Needs						
Students with special needs - Level 1	13	637,910	13	637,910	-	-
Students with special needs - Level 2	1,055	24,560,400	1,053	24,513,840	(2)	(46,560)
Students with special needs - Level 3	393	4,621,680	361	4,245,360	(32)	(376,320)
English language learning	1,304	2,262,440	1,394	2,418,590	90	156,150
Indigenous education	1,385	2,368,350	1,390	2,376,900	5	8,550
Adult education	28	152,764	27	149,667	(1)	(3,097)
Equity of opportunity (vulnerable students)		509,543		504,427	-	(5,116)
Total Supplement for Unique Student Needs	4,178	35,113,087	4,238	34,846,694	60	(266,393)
Salary differential supplement						(104,176)
Total MECC Operating Grant Change - December Interim Funding Announcement					\$	(75,503)

The salary differential funding has decreased by \$0.10M due to a lower than anticipated average educator salary for our school district compared to the provincial average (from \$106 higher than the provincial average to \$15 lower than the provincial average, per educator). At September 30, 2023, the average educator salary in our school district was \$94,223 compared to the provincial average educator salary of \$94,238.

Other ministry grants have decrease by \$0.58M. This is primarily due to funding for Integrated Child and Youth Teams (ICY) to support ICY expenses in 2023/24 being received and recognized as revenue in the 2022/23 financial statements.

Other Revenue Changes (\$0.07M decrease)

Tuition revenue is projected to be \$0.15M lower than in the preliminary budget primarily due to lower than expected enrolment of fee paying students in Ridge Meadows College (-\$0.08M), Continuing Education and Online Learning (-\$0.04M) and Summer Learning (-\$0.03M).

Rentals and leases revenue is projected to be \$0.12M lower than in the preliminary budget due to lower than estimated rental of school facilities by the community and film industry.

Other revenue is projected to be \$0.18M higher than the preliminary budget, primarily due to an increase in Before and After School Programing (\$0.09M) and new Building Safer Communities funding (\$0.13M), offset by a decrease in other miscellaneous revenue (-\$0.04M).

Expense Changes (\$2.39M increase)

Salaries and Benefits Changes (\$0.36M decrease)

The decrease in salaries and benefits are primarily due to the redistribution of Cost of Living Adjustment (COLA) funding offset by added staffing levels to support the higher than projected student enrolment and increased student support needs. The following table details the changes in salary and benefit costs.

Salary and Benefits Changes (millions \$)	
Staffing changes:	
Additional 5.528 FTE teachers	\$ 0.70
Additional 1.699 FTE principal/vice principal	0.29
Additional 15.993 FTE education assistants	0.87
Decrease 1.459 FTE support staff	(0.14)
Other ongoing salary and benefit changes:	
Associated professional general wage increase	0.06
Exempt and principal/vice principal reclassification	0.01
Benefit plan rate changes (TPP, WCB and mix of plans purchased)	(0.05)
Employee future benefits adjustment	0.01
Ridge Meadows College program instructors	(0.02)
Reallocation of departmental budgets to staffing banks	(0.08)
Reallocation of labour settlement reserve for principals, vice principals and exempt staff	(0.97)
Other one-time salary and benefit changes:	
Exempt and principal/VP vacancies and salary savings	(0.07)
HVAC staffing vacancies	(0.08)
Reallocation of departmental budgets to staffing banks	(0.10)
Reallocation of banks/FSNS TTOC/vacancies to fund staffing above	(1.67)
Reallocation of labour settlement costs for teachers	0.45
Additional staffing for Building Safer Communities program funded by the City of Maple Ridge	0.05
Use of prior year appropriated surplus for departmental staffing banks	0.38
	\$ (0.36)

Staffing full time equivalent (FTE) changes are summarized in the following table:

Staff FTE	Preliminary Budget	Ongoing Change	One-Time Change	Amended Budget
Teachers	879.569	3.723	1.805	885.097
Principals/VPs	65.173	0.294	1.375	66.842
Educational Assistants	571.026	(7.741)	23.734	587.019
Support Staff	337.157	1.970	(3.429)	335.698
Other Professionals	51.600	2.000	(2.000)	51.600
Trustees	7.000			7.000
	1,911.525	0.246	21.485	1,933.256

Teachers – Budget increase of \$0.96M due to an increase in teacher staffing of 5.528 FTE (\$0.51M) to support higher than projected student enrolment and reallocation of labour settlement costs for teachers from the Classroom Enhancement Fund to the Operating Fund to align with MECC funding allocations (\$0.45M).

Principals / Vice Principals – Budget decrease of \$0.31M due to various factors, including a reallocation of reserve for labour settlement funding (-\$0.47M), 0.3 FTE increase for the French immersion coordinator principal (\$0.02M), 0.375 FTE increase for the Racial Inclusivity VP release time (\$0.05M), 1.0 FTE addition for a VP at Yennadon Elementary Annex (\$0.13M) and one-time salary savings (-\$0.07M).

Educational Assistants – Budget decrease of \$0.21M is due primarily to enrolment-driven ongoing reduction of 7.741 FTE for education assistants (EAs) (-\$0.42M) offset by the mid-year addition of nine new EAs (4.682 FTE, \$0.25M). The instructional bank held within the Educational Assistant staffing budget has been used to maintain funding for the 7.741 FTE EAs not supported by enrolment-driven MECC funding, and for an 11.283 FTE extension of EAs to support Kindergarten transition from October to June.

Support Staff – Budget decrease of \$0.29M due to various factors, including mid-year addition of an ongoing maintenance coordinator (\$0.04M), one-time transfer of staffing budgets for senior accountant (-\$0.07M) and HVAC (-\$0.06M) roles to professional services to fill vacancies, IT staffing budget changes (-\$0.04M), and school psychologist vacancies (-\$0.13M).

Other Professionals – Budget decrease of \$0.28M is due to various factors, including a reallocation of reserve for labour settlement funding (-\$0.31M), salary adjustments (-\$0.08M), and HR project manager vacancy (\$0.11M).

Benefits – Budget decrease of \$0.18M due to the above staffing changes and reallocation of labour settlement costs for teachers benefits from the Classroom Enhancement Fund to the Operating Fund to align with MECC funding allocations.

Services, Supplies Changes (\$2.33M increase)

The increases in services and supply budgets are primarily due to Board approved one-time funding from restricted operating surplus for 2022/23 for specific expenditures in 2023/24 (\$1.92M).

A summary of changes to services and supplies budgets is provided in the following table.

Services and Supplies One-Time Changes 2023/24	
(\$ millions)	
Appropriated Funds from 2022/23	
Targeted funding - Indigenous education	\$ 0.28
School budget balances	0.43
Contractual professional development	0.29
Financial provisions	0.10
Multi-year grants and projects in progress	0.37
Purchase order commitments	0.10
Support for school growth plans	0.08
Support for operational plans	0.25
Facility renovations and new classroom setup	0.02
	1.92
Other Changes	
Reallocation from operating to capital for school-based supplies	(0.08)
Expenses related to new funding	
Integrated Child & Youth Teams	(0.27)
Youth Explore Trades	0.01
Building Safer Communities	0.09
Departmental projection changes	0.39
Increase in HVAC professional services	0.10
Savings from Microsoft software voucher rebates	(0.19)
	0.05
TOTAL ONE-TIME CHANGES	\$ 1.97

Services and Supplies Ongoing Changes 2023/24	
(\$ millions)	
Enrolment driven expenditures	
School budget allocations	\$ (0.05)
Ridge Meadows College	(0.08)
Before and After School programming	0.09
Integrated Child & Youth Teams	0.06
Reallocation from capital to operating for supplies	0.10
Staff Professional Development adjustments and supplies	0.02
Insurance	0.03
Snow removal	0.03
Utilities	0.02
Custodial supplies	0.07
HR investigations and advertising	0.03
Other departmental projection changes	0.04
TOTAL ONGOING CHANGES	\$ 0.36

Capital Assets Purchased Changes (\$0.43M increase)

Budgets for the purchase of capital assets have increased by \$0.43M to reflect reallocations from other expense categories as spending plans are finalized for schools and departments. The table below summarizes the changes in capital assets purchased:

Capital Assets Purchased Changes 2023/24	
(\$ millions)	
Funds for specific expenditures carried forward from 2022/23	
School budget balances	0.01
Support multi-year grants and projects in progress	0.02
Purchase order commitments	0.23
Support for operational plans	0.06
Facilities renovations and new classroom setup	0.14
One-time reallocation from operating to capital for school-based supplies	0.08
Ongoing reallocation from capital to operating for supplies	(0.11)
	\$0.43

Operating Surplus

At the April 26, 2023, public Board meeting, the Board approved that for the next four years any available operating surplus be transferred to local capital to be allocated in accordance with the priority funding list noted below:

1. Contingency Reserve for Local Capital – maintain a minimum of 1% of operating expenditures;
2. New Temporary Classroom Setup – up to a maximum of \$4.11M;
3. Sustainability Upgrades – up to a maximum of \$0.61M; and
4. Other Facilities Renewal– any additional available operating surplus not required to fund the local capital funding needs identified up to a maximum of \$2.00M.

The available operating surplus of \$2.34M at June 30, 2023 was used to top up the contingency reserve for local capital (an increase of \$0.17M to \$2.02M), top up new classroom setup (an increase of \$1.40M for a total of \$4.11M), top up sustainability upgrades (an increase of \$0.03M for a total of \$0.61M), and set up an allocation for renewal of other facilities (\$0.74M).

The amended budget changes did not yield an available operating surplus to transfer to local capital.

SPECIAL PURPOSE FUNDS

Special Purpose Funds include funds received from the MECC and other sources that have been designated for specific purposes.

The following table summarizes the changes between the 2023/24 Amended Annual Special Purpose Funds Budget and the 2023/24 Preliminary Annual Special Purpose Funds Budget. The Amended Annual Budget is projecting a Deferred Revenue balance of \$1.60M at the end of 2023/24. Additional information regarding Special Purpose Funds can be found in **Amended Budget Schedule 3 & 3A**.

2023/24 Special Purpose Funds Budget			
(\$ Millions)			
	Preliminary Budget	Amended Budget	Change
Revenue	\$ 29.21	\$ 37.02	\$ 7.81
Expenses	(28.83)	(34.91)	(6.08)
Capital Assets Purchased	(0.38)	(0.51)	(0.13)
	\$ 0.00	\$ 1.60	\$ 1.60

The amended budget reflects the Classroom Enhancement Fund (CEF) allocation received from the MECC based on fall 2023 submissions from school districts. School District No. 42 received a total allocation, of \$24.60M to fund expenses for 182.31 FTE teachers (\$21.39M), overhead (\$0.79M) and remedies (\$2.42M).

Funds with budgeted revenue in the preliminary budget have increased by \$7.81M including \$1.97M deferred from 2022/23, \$5.64M increase in CEF, \$0.10M increase in YES donations and \$0.10M of new funding for the implementation of two new dual credit programs (Early Childhood Educator and Health Career).

The following table summarizes the budgeted changes in Special Purpose Funds revenue by fund.

2023/24 Special Purpose Funds Budget				
(\$ Millions)				
	Preliminary Budget	Deferred Revenue from 2022/23	Other Changes	Amended Budget
Annual Facility Grant (AFG)	\$ 0.52	\$ -	\$ -	\$ 0.52
Learning Improvement Fund	0.69	0.02	-	0.71
Scholarships and Bursaries	0.03	0.18	-	0.21
School Generated Funds	4.78	1.15	-	5.93
StrongStart	0.26	-	-	0.26
Ready, Set, Learn	0.06	-	-	0.06
Official Languages in Education Protocol	0.79	0.09	-	0.88
CommunityLINK	0.62	0.09	-	0.71
CEF - Overhead	0.80	-	-	0.80
CEF - Staffing	18.17	-	3.22	21.39
CEF - Remedies	-	-	2.42	2.42
First Nation Student Transportation	0.07	0.03	-	0.10
Mental Health in Schools	0.05	0.08	-	0.13
Changing Results for Young Children	0.01	-	-	0.01
SEY2KT (Early Years to Kindergarten)	0.02	0.01	-	0.03
Early Care and Learning	0.18	0.05	-	0.23
Feeding Futures Fund	1.90	-	-	1.90
Youth Education Support (YES)	0.26	0.27	0.10	0.63
ECE Dual Credit (new funding)	-	-	0.05	0.05
Health Career Dual Credit (new funding)	-	-	0.05	0.05
	\$ 29.21	\$ 1.97	\$ 5.84	\$ 37.02

CAPITAL FUND

The acquisition of tangible capital assets is summarized in **Amended Budget Statement 4**.

The tangible capital assets purchased budget of \$1.32M reflects the projected total tangible capital assets purchased from operating (\$0.81M) and special purpose funds (\$0.51M).

The acquisition of tangible capital assets from local capital of \$4.75M represents estimated spending for Board approved uses of Local Capital. The largest local capital spending relates to new classroom space (\$2.53M), IT capital plan (\$1.40M) and HVAC upgrades (\$0.52M).

The acquisition of tangible capital assets from deferred capital revenue of \$9.25M represents estimated spending for provincially funded capital projects as outlined in the following table.

Facility Name	Project Description	Provincial Funding	Previous Year's Spending	2023/24 Spending Budget	Total Spending
		(\$ millions)			
Eric Langton Elementary	Seismic replacement and expansion	\$ 48.86	\$ 1.21	\$ 3.90	\$ 5.11
Pitt Meadows Secondary	Seismic replacement	142.20		1.00	1.00
Whonnock Elementary	HVAC upgrade	1.46		1.46	1.46
Garibaldi Secondary	Food Infrastructure Program - kitchen equipment	0.13		0.13	0.13
Westview Secondary	Food Infrastructure Program - kitchen equipment	0.04		0.04	0.04
Blue Mountain Elementary	AFG Replace flow guard DCW & DHW lines	0.29		0.29	0.29
Blue Mountain Elementary	AFG Phase 1 - Pretender design - boiler plant upgrade	0.04		0.04	0.04
Davie Jones Elementary	AFG Phase 1 - Pretender Design - unit vent replacements (8)	0.03		0.03	0.03
District Education Office	AFG Site roof hazard assessment	0.04		0.04	0.04
Edith McDermott Elementary	AFG Phase 1 - pretender design - boiler plant & HVAC upgrade	0.10		0.10	0.10
Edith McDermott Elementary	AFG Design DDC/HVAC system replacement	0.07		0.07	0.07
Garibaldi Secondary	AFG Replace electrical panel for cafeteria	0.05		0.05	0.05
Golden Ears Elementary	AFG Phase 1 - Pretender design - boiler plant upgrade	0.07		0.07	0.07
Highland Park Elementary	AFG Phase 1 - Pretender design - unit vent replacements (21)	0.09		0.09	0.09
Laity View Elementary	AFG Roofing Upgrade - section 9	0.39		0.39	0.39
Maintenance Office	AFG Phase 1 - Pretender design - boiler plant upgrade	0.04		0.04	0.04
Maple Ridge Elementary	AFG Phase 1 - Pretender Design - boiler plant upgrade	0.04		0.04	0.04
Maple Ridge Secondary	AFG Roof upgrade - sections 1-3 & 4	0.40		0.40	0.40
Maple Ridge Secondary	AFG HVAC - phase 2 - unit vent replacement	0.27		0.27	0.27
Thomas Haney Secondary	AFG Replace sheet flooring in 6 classrooms on science wing	0.09		0.09	0.09
Webster's Corners Elementary	AFG Replace sanitary force main	0.17		0.17	0.17
Whonnock Elementary	AFG Roof upgrade - sections 1-3-4 & 5	0.21		0.21	0.21
Whonnock Elementary	AFG Replace flow guard DCW & DHW lines	0.20		0.20	0.20
Various Schools	AFG Support spaces enhancement	0.13		0.13	0.13
Total		\$ 195.40	\$ 1.21	\$ 9.25	\$ 10.46

The Capital Revenue and Expenditure amended budget (**Schedule 4**) includes changes to amortization of deferred capital revenue and amortization of tangible assets that reflect current increased projections for tangible capital assets purchased in 2023/24. The changes to Local Capital revenue and expenditure are also included in Schedule 4. Only the 2023/24 estimated spending is included in Schedule 4 of the amended budget.

The Local Capital budget changes are outlined in the following table, along with the 2023/24 to 2025/26 funding requirements remaining to meet the Board's April 26, 2023 approved use of accumulated surplus for the four years ending June 30, 2026.

(\$ millions)	2023/24			Future Funding Requirements
	Preliminary Budget	Budget Changes	Amended Budget	
Contingency reserve held in Local Capital	\$ 2.01	\$ 0.01	\$ 2.02	\$ -
IT capital plan	1.66	0.08	1.74	-
Facilities equipment and vehicles	0.18		0.18	-
Childcare capital	0.20	(0.01)	0.19	-
Parent portal upgrades	0.02		0.02	-
Emergency preparedness	-	0.01	0.01	-
Virtual Boardroom	-	0.01	0.01	-
Implementation of Strategic Facilities Plan				
New classroom setup	2.26	0.97	3.23	-
Capital planning	0.32	(0.03)	0.29	-
HVAC upgrades	0.58	(0.06)	0.52	-
Other sustainability upgrades	0.17	0.31	0.48	-
Renewal other facilities	-	0.74	0.74	1.26
Capital cost share - Eric Langton Elementary	0.70		0.70	-
Total Local Capital	\$ 8.10	\$ 2.03	\$ 10.13	\$ 1.26

Contingency Reserve – Budgeted Accumulated Surplus

The Board 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, which will be used to mitigate any negative impact such circumstances might cause.

Existing school district budgets are not sufficient to support the procurement or timely replacement of school district assets. The budget required to complete the building maintenance projects identified through facility condition assessments far exceeds the annual facilities grant and the capital funding for building enhancement projects received by School District No. 42. This means that the deferred maintenance for school district facilities continues to grow and the facility condition index for school district facilities continues to deteriorate.

Major equipment failures must be covered from the contingency reserve. These include, but are not limited to, the following: building envelope remediation, roof repairs or replacement, boiler replacements, server replacements, shop equipment replacements. In addition, the Board is responsible for any cost overruns incurred on MECC funded capital projects and this is the only fund available to cover such costs.

By Board policy a contingency reserve of at least 1% of operating expenditures and not exceeding 3% of operating expenditures shall be maintained (\$2.04M to \$6.12M). The current balance of \$2.02M equates to 0.99% of the amended budget operating expenditures.

RISKS TO PROJECTIONS

Revenue

The provincial operating grant included in these estimates may not be the same as the operating grant distributed by the MECC for 2023/24. The main factors that create variances of provincial funding are actual funded enrolment as at February and May 2024, Classroom Enhancement Fund allocation, and other provincial funding announcements made during the remainder of 2023/24.

Expense

The salaries and benefits estimates are based on estimated average salaries for teachers, specific salaries for other employee groups, and known benefit rate changes. Variances in average teacher salaries will impact these estimates. Also, actual substitute costs may vary significantly from the costs estimated based on historical trends.

The utilities budgets reflect the estimated savings associated with the implementation of sustainability upgrades. Changes in weather patterns, delays in the implementation of sustainability upgrades, and unexpected utilities cost increases may result in increased utilities costs that would have to be funded from the contingency reserve.

Capital Projects

Due to their magnitude, capital projects have the potential to significantly impact the financial position of the school 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 MECC contain contingencies to mitigate financial risk. Smaller projects consider contingency requirements when building the overall project budget and are managed internally. The contingency reserve for local capital of \$2.02M is available to mitigate the residual risk for capital projects.

RECOMMENDATIONS

- (1) THAT the Amended Annual Budget Bylaw of the Board for the fiscal year 2023/24 be given three reading at this meeting (vote must be unanimous).**
- (2) THAT the Board 2023/24 Amended Annual Budget Bylaw be:
Read a first time on the 21st day of February 2024;
Read a second time on the 21st day of February 2024;
Read a third time, passed, and adopted on the 21st day of February 2024.**

Attachments

Attachment A

Amended Annual Budget

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

June 30, 2024

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

June 30, 2024

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE-PITT MEADOWS) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 42 (Maple Ridge-Pitt Meadows) Amended Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$255,749,400 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE 21st DAY OF FEBRUARY, 2024;

READ A SECOND TIME THE 21st DAY OF FEBRUARY, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 21st DAY OF FEBRUARY, 2024;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 42 (Maple Ridge-Pitt Meadows) Amended Annual Budget Bylaw 2023/2024, adopted by the Board the 21st DAY OF FEBRUARY, 2024.

Secretary Treasurer

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

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	16,334,438	16,305,000
Adult	61,188	61,750
Other	150,000	152,125
Total Ministry Operating Grant Funded FTE's	16,545,626	16,518,875
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	218,079,737	212,661,113
Other	307,600	318,800
Federal Grants	341,407	341,407
Tuition	10,074,107	10,226,673
Other Revenue	6,455,136	6,135,074
Rentals and Leases	682,100	801,604
Investment Income	1,666,531	1,666,531
Amortization of Deferred Capital Revenue	6,770,169	6,762,119
Total Revenue	244,376,787	238,913,321
Expenses		
Instruction	210,526,376	203,214,952
District Administration	7,840,403	7,710,524
Operations and Maintenance	30,582,621	29,962,707
Transportation and Housing	733,906	689,786
Total Expense	249,683,306	241,577,969
Net Revenue (Expense)	(5,306,519)	(2,664,648)
Budgeted Allocation (Retirement) of Surplus (Deficit)	4,234,184	1,080,220
Budgeted Surplus (Deficit), for the year	(1,072,335)	(1,584,428)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(1,072,335)	(1,584,428)
Budgeted Surplus (Deficit), for the year	(1,072,335)	(1,584,428)

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

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	204,075,836	202,101,218
Operating - Tangible Capital Assets Purchased	811,171	380,466
Special Purpose Funds - Total Expense	34,918,166	28,833,803
Special Purpose Funds - Tangible Capital Assets Purchased	505,546	375,546
Capital Fund - Total Expense	10,689,304	10,642,948
Capital Fund - Tangible Capital Assets Purchased from Local Capital	4,749,377	
Total Budget Bylaw Amount	255,749,400	242,333,981

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
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Signature of the Superintendent	Date Signed
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Signature of the Secretary Treasurer	Date Signed
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School District No. 42 (Maple Ridge-Pitt Meadows)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(5,306,519)	(2,664,648)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(1,316,717)	(756,012)
From Local Capital	(4,749,377)	
From Deferred Capital Revenue	(9,246,339)	
Total Acquisition of Tangible Capital Assets	(15,312,433)	(756,012)
Amortization of Tangible Capital Assets	10,689,304	10,642,948
Total Effect of change in Tangible Capital Assets	(4,623,129)	9,886,936
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(9,929,648)	7,222,288

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

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2024

	Operating Fund	Special Purpose Fund	Capital Fund	2024 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	4,234,184		79,904,753	84,138,937
Changes for the year				
Net Revenue (Expense) for the year	(2,362,237)	505,546	(3,449,828)	(5,306,519)
Interfund Transfers				
Tangible Capital Assets Purchased	(811,171)	(505,546)	1,316,717	-
Local Capital	(1,060,776)		1,060,776	-
Net Changes for the year	(4,234,184)	-	(1,072,335)	(5,306,519)
Budgeted Accumulated Surplus (Deficit), end of year	-	-	78,832,418	78,832,418

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

Schedule 2

Amended Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	187,851,025	188,541,764
Other	307,600	318,800
Federal Grants	341,407	341,407
Tuition	10,074,107	10,226,673
Other Revenue	1,260,136	1,045,074
Rentals and Leases	682,100	801,604
Investment Income	1,197,224	1,197,224
Total Revenue	201,713,599	202,472,546
Expenses		
Instruction	176,138,485	174,826,166
District Administration	7,671,150	7,594,409
Operations and Maintenance	19,633,399	19,059,841
Transportation and Housing	632,802	620,802
Total Expense	204,075,836	202,101,218
Net Revenue (Expense)	(2,362,237)	371,328
Budgeted Prior Year Surplus Appropriation	4,234,184	1,080,220
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(811,171)	(380,466)
Local Capital	(1,060,776)	(1,071,082)
Total Net Transfers	(1,871,947)	(1,451,548)
Budgeted Surplus (Deficit), for the year	-	-

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

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	182,462,024	182,537,530
ISC/LEA Recovery	(491,472)	(456,800)
Other Ministry of Education and Child Care Grants		
Pay Equity	1,874,965	1,874,965
Funding for Graduated Adults	214,695	214,695
Student Transportation Fund	185,990	185,990
Support Staff Benefits Grant	311,930	311,930
FSA Scorer Grant	18,693	15,693
Labour Settlement Funding	3,198,215	3,198,215
Integrated Child and Youth Team	75,985	659,546
Total Provincial Grants - Ministry of Education and Child Care	187,851,025	188,541,764
Provincial Grants - Other	307,600	318,800
Federal Grants	341,407	341,407
Tuition		
Summer School Fees	33,490	59,400
Continuing Education	994,854	1,112,405
International and Out of Province Students	9,045,763	9,054,868
Total Tuition	10,074,107	10,226,673
Other Revenues		
Funding from First Nations	491,472	456,800
Miscellaneous		
Revenue Generation	68,000	104,000
Partnership Program	135,800	166,060
Miscellaneous	250,979	97,780
Transportation	76,000	76,000
Before and After School Programming	134,008	39,086
Ridge Meadows College	43,877	45,348
BC Hydro Grant	60,000	60,000
Total Other Revenue	1,260,136	1,045,074
Rentals and Leases	682,100	801,604
Investment Income	1,197,224	1,197,224
Total Operating Revenue	201,713,599	202,472,546

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

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Salaries		
Teachers	87,292,503	86,327,620
Principals and Vice Principals	9,591,360	9,899,273
Educational Assistants	24,328,005	24,541,642
Support Staff	14,159,876	14,451,851
Other Professionals	6,688,370	6,967,637
Substitutes	6,612,974	6,660,060
Total Salaries	148,673,088	148,848,083
Employee Benefits	37,663,160	37,844,589
Total Salaries and Benefits	186,336,248	186,692,672
Services and Supplies		
Services	7,629,091	6,518,571
Student Transportation	690,538	683,560
Professional Development and Travel	1,275,017	917,412
Rentals and Leases	2,000	2,000
Dues and Fees	168,461	154,541
Insurance	914,804	882,865
Supplies	4,320,954	3,523,879
Utilities	2,738,723	2,725,718
Total Services and Supplies	17,739,588	15,408,546
Total Operating Expense	204,075,836	202,101,218

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

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	67,381,195	803,426	66,928	540,281	-	3,383,332	
1.03 Career Programs	382,540	32,381	536,025	-	-	31,637	
1.07 Library Services	1,439,438	-	-	6,151	-	64,184	
1.08 Counselling	2,213,507	-	-	-	-	106,462	
1.10 Special Education	9,852,301	1,482,150	22,477,553	1,565,762	173,875	1,975,423	
1.20 Early Learning and Child Care	-	-	46,591	8,284	-	-	
1.30 English Language Learning	2,051,082	-	-	-	-	93,687	
1.31 Indigenous Education	685,712	281,247	911,319	59,489	-	23,100	
1.41 School Administration	-	6,467,709	-	3,055,236	2,938	358,743	
1.60 Summer School	371,279	14,765	88,107	5,587	-	-	
1.61 Continuing Education	-	16,190	-	128,218	710,460	9,071	
1.62 International and Out of Province Students	2,846,627	285,996	-	494,515	266,066	166,945	
1.64 Other	18,126	-	198,732	-	373,189	-	
Total Function 1	87,241,807	9,383,864	24,325,255	5,863,523	1,526,528	6,212,584	1
4 District Administration							
4.11 Educational Administration	-	45,593	-	51,523	1,279,131	6,000	
4.20 Early Learning and Child Care	-	-	-	-	-	-	
4.40 School District Governance	-	-	-	-	425,415	-	
4.41 Business Administration	-	161,903	2,750	592,852	1,703,383	51,758	
Total Function 4	-	207,496	2,750	644,375	3,407,929	57,758	
5 Operations and Maintenance							
5.20 Early Learning and Child Care	-	-	-	49,403	-	-	
5.41 Operations and Maintenance Administration	50,696	-	-	218,423	1,292,993	63,010	
5.50 Maintenance Operations	-	-	-	6,909,276	460,920	279,622	
5.52 Maintenance of Grounds	-	-	-	474,876	-	-	
5.56 Utilities	-	-	-	-	-	-	
Total Function 5	50,696	-	-	7,651,978	1,753,913	342,632	
7 Transportation and Housing							
7.41 Transportation and Housing Administration	-	-	-	-	-	-	
7.70 Student Transportation	-	-	-	-	-	-	
Total Function 7	-	-	-	-	-	-	
9 Debt Services							
Total Function 9	-	-	-	-	-	-	
Total Functions 1 - 9	87,292,503	9,591,360	24,328,005	14,159,876	6,688,370	6,612,974	1

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

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	72,175,162	17,147,866	89,323,028	2,570,085	91,893,113	91,439,701
1.03 Career Programs	982,583	257,574	1,240,157	567,738	1,807,895	1,908,656
1.07 Library Services	1,509,773	363,259	1,873,032	194,066	2,067,098	2,071,451
1.08 Counselling	2,319,969	557,462	2,877,431	119,060	2,996,491	2,938,148
1.10 Special Education	37,527,064	10,088,387	47,615,451	744,955	48,360,406	47,753,751
1.20 Early Learning and Child Care	54,875	15,539	70,414	718	71,132	70,529
1.30 English Language Learning	2,144,769	515,516	2,660,285	29,820	2,690,105	2,512,847
1.31 Indigenous Education	1,960,867	509,947	2,470,814	519,476	2,990,290	2,643,692
1.41 School Administration	9,884,626	2,712,516	12,597,142	348,344	12,945,486	13,449,920
1.60 Summer School	479,738	108,470	588,208	9,160	597,368	539,780
1.61 Continuing Education	863,939	151,050	1,014,989	297,049	1,312,038	1,349,249
1.62 International and Out of Province Students	4,060,149	983,837	5,043,986	2,294,829	7,338,815	7,370,357
1.64 Other	590,047	156,607	746,654	321,594	1,068,248	778,085
Total Function 1	134,553,561	33,568,030	168,121,591	8,016,894	176,138,485	174,826,166
4 District Administration						
4.11 Educational Administration	1,382,247	420,384	1,802,631	507,698	2,310,329	2,146,710
4.20 Early Learning and Child Care	-	-	-	2,298	2,298	2,298
4.40 School District Governance	425,415	65,385	490,800	258,783	749,583	614,159
4.41 Business Administration	2,512,646	704,088	3,216,734	1,392,206	4,608,940	4,831,242
Total Function 4	4,320,308	1,189,857	5,510,165	2,160,985	7,671,150	7,594,409
5 Operations and Maintenance						
5.20 Early Learning and Child Care	49,403	13,989	63,392	6,300	69,692	69,796
5.41 Operations and Maintenance Administration	1,625,122	397,997	2,023,119	1,165,364	3,188,483	2,974,963
5.50 Maintenance Operations	7,649,818	2,358,799	10,008,617	2,252,043	12,260,660	11,957,572
5.52 Maintenance of Grounds	474,876	134,488	609,364	300,941	910,305	867,117
5.56 Utilities	-	-	-	3,204,259	3,204,259	3,190,393
Total Function 5	9,799,219	2,905,273	12,704,492	6,928,907	19,633,399	19,059,841
7 Transportation and Housing						
7.41 Transportation and Housing Administration	-	-	-	2,500	2,500	2,500
7.70 Student Transportation	-	-	-	630,302	630,302	618,302
Total Function 7	-	-	-	632,802	632,802	620,802
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	148,673,088	37,663,160	186,336,248	17,739,588	204,075,836	202,101,218

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

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	30,228,712	24,119,349
Other Revenue	5,195,000	5,090,000
Total Revenue	35,423,712	29,209,349
Expenses		
Instruction	34,387,891	28,388,786
District Administration	169,253	116,115
Operations and Maintenance	259,918	259,918
Transportation and Housing	101,104	68,984
Total Expense	34,918,166	28,833,803
Net Revenue (Expense)	505,546	375,546
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(505,546)	(375,546)
Total Net Transfers	(505,546)	(375,546)
Budgeted Surplus (Deficit), for the year	-	-

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

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn
	\$	\$	\$	\$	\$	
Deferred Revenue, beginning of year		23,430	178,502	1,146,582		1,510
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care	517,597	690,930			256,000	56,350
Other			35,000	4,800,000		
	517,597	690,930	35,000	4,800,000	256,000	56,350
Less: Allocated to Revenue	517,597	714,360	35,000	4,800,000	256,000	57,860
Deferred Revenue, end of year	-	-	178,502	1,146,582	-	-
Revenues						
Provincial Grants - Ministry of Education and Child Care	517,597	714,360			256,000	57,860
Other Revenue			35,000	4,800,000		
	517,597	714,360	35,000	4,800,000	256,000	57,860
Expenses						
Salaries						
Teachers						19,876
Principals and Vice Principals						
Educational Assistants		556,700		40,000	180,370	2,000
Support Staff	61,000			25,000		
Other Professionals						
Substitutes				20,000		
	61,000	556,700	-	85,000	180,370	21,876
Employee Benefits	12,000	157,660		15,000	63,130	5,000
Services and Supplies	69,051		35,000	4,700,000	12,500	30,984
	142,051	714,360	35,000	4,800,000	256,000	57,860
Net Revenue (Expense) before Interfund Transfers	375,546	-	-	-	-	-
Interfund Transfers						
Tangible Capital Assets Purchased	(375,546)					
	(375,546)	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-

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

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	89,705	90,020			
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care	786,235	622,813	795,462	21,386,226	2,419,956
Other	786,235	622,813	795,462	21,386,226	2,419,956
Less: Allocated to Revenue	875,940	712,833	795,462	21,386,226	2,419,956
Deferred Revenue, end of year	-	-	-	-	-
Revenues					
Provincial Grants - Ministry of Education and Child Care	875,940	712,833	795,462	21,386,226	2,419,956
Other Revenue	875,940	712,833	795,462	21,386,226	2,419,956
Expenses					
Salaries					
Teachers	172,364	27,352		17,201,179	915,591
Principals and Vice Principals	116,474	34,212	218,821		
Educational Assistants	161,842	420,723			
Support Staff			87,513		
Other Professionals		16,671			
Substitutes	10,000	23,177	330,726		915,591
	460,680	522,135	637,060	17,201,179	1,831,182
Employee Benefits	142,825	142,154	139,902	4,185,047	588,774
Services and Supplies	272,435	48,544	18,500		
	875,940	712,833	795,462	21,386,226	2,419,956
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-
Interfund Transfers					
Tangible Capital Assets Purchased	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-

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

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Early Childhood Education Dual Credit Program	SEY2KT (Early Years to Kindergarten)
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	28,914	82,595	749		8,825
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care	72,190	51,000	6,000	45,000	19,000
Other	72,190	51,000	6,000	45,000	19,000
Less: Allocated to Revenue	101,104	133,595	6,749	45,000	27,825
Deferred Revenue, end of year	-	-	-	-	-
Revenues					
Provincial Grants - Ministry of Education and Child Care	101,104	133,595	6,749	45,000	27,825
Other Revenue	101,104	133,595	6,749	45,000	27,825
Expenses					
Salaries					
Teachers					
Principals and Vice Principals					
Educational Assistants			1,635	9,925	
Support Staff				8,350	4,000
Other Professionals				8,720	
Substitutes		9,447	2,556		5,600
	-	9,447	4,191	26,995	9,600
Employee Benefits		3,075	594	4,485	2,400
Services and Supplies	101,104	121,073	1,964	13,520	15,825
	101,104	133,595	6,749	45,000	27,825
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-
Interfund Transfers					
Tangible Capital Assets Purchased	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-

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

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	ECL Early Care & Learning	Feeding Futures Fund	YES Foundation	Health Career Dual Credit	TOTAL
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	53,138		273,604		1,977,574
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care	175,000	1,900,067		50,000	29,849,826
Other			360,000		5,195,000
	175,000	1,900,067	360,000	50,000	35,044,826
Less: Allocated to Revenue	228,138	1,900,067	360,000	50,000	35,423,712
Deferred Revenue, end of year	-	-	273,604	-	1,598,688
Revenues					
Provincial Grants - Ministry of Education and Child Care	228,138	1,900,067		50,000	30,228,712
Other Revenue			360,000		5,195,000
	228,138	1,900,067	360,000	50,000	35,423,712
Expenses					
Salaries					
Teachers	54,658			17,214	18,408,234
Principals and Vice Principals					369,507
Educational Assistants		271,637			1,644,832
Support Staff					185,863
Other Professionals	77,000	79,000			181,391
Substitutes		14,477			1,331,574
	131,658	365,114	-	17,214	22,121,401
Employee Benefits	32,727	100,381		4,188	5,599,342
Services and Supplies	63,753	1,404,572	260,000	28,598	7,197,423
	228,138	1,870,067	260,000	50,000	34,918,166
Net Revenue (Expense) before Interfund Transfers	-	30,000	100,000	-	505,546
Interfund Transfers					
Tangible Capital Assets Purchased		(30,000)	(100,000)		(505,546)
	-	(30,000)	(100,000)	-	(505,546)
Net Revenue (Expense)	-	-	-	-	-

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

Schedule 4

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget			2024 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		469,307	469,307	469,307
Amortization of Deferred Capital Revenue	6,770,169		6,770,169	6,762,119
Total Revenue	6,770,169	469,307	7,239,476	7,231,426
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	10,689,304		10,689,304	10,642,948
Total Expense	10,689,304	-	10,689,304	10,642,948
Net Revenue (Expense)	(3,919,135)	469,307	(3,449,828)	(3,411,522)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	1,316,717		1,316,717	756,012
Local Capital		1,060,776	1,060,776	1,071,082
Total Net Transfers	1,316,717	1,060,776	2,377,493	1,827,094
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	4,749,377	(4,749,377)	-	
Total Other Adjustments to Fund Balances	4,749,377	(4,749,377)	-	
Budgeted Surplus (Deficit), for the year	2,146,959	(3,219,294)	(1,072,335)	(1,584,428)

School District No. 42 (Maple Ridge-Pitt Meadows)
Schedule of Changes in Operating Fund
Period Ended December 31, 2023

	2023/24 Preliminary Budget	Actual to Dec 31, 2023	2023/24 Amended Budget	2023/24 Budget Change
		\$	\$	\$
Operating Revenue by Source				
Grants				
Provincial Grants - Ministry of Education and Child Care	\$ 182,537,530	74,205,659	182,462,024	(75,506)
Local Education Agreement (LEA) Recovery	(456,800)	(185,732)	(491,472)	(34,672)
Other Ministry of Education and Child Care Grants	6,461,034	476,110	5,880,473	(580,561)
Provincial Grants - Other	318,800	7,075	307,600	(11,200)
Federal Grants	341,407	36,551	341,407	-
Total Grants	189,201,971	74,539,663	188,500,032	(701,939)
Tuition	10,226,673	4,173,558	10,074,107	(152,566)
Other Revenue	588,274	356,324	768,664	180,390
LEA - Direct Funding from First Nations	456,800	212,339	491,472	34,672
Rentals & Leases	801,604	313,574	682,100	(119,504)
Investment Income	1,197,224	1,197,627	1,197,224	-
Total Other Revenue	13,270,575	6,253,422	13,213,567	(57,008)
Total Operating Revenue	202,472,546	80,793,085	201,713,599	(758,947)
Operating Expense by Type				
Salaries				
Teachers	86,327,620	34,555,637	87,292,503	964,883
Principals and Vice Principals	9,899,273	4,749,669	9,591,360	(307,913)
Educational Assistants	24,541,642	10,024,289	24,328,005	(213,637)
Support Staff	14,451,851	6,549,000	14,159,876	(291,975)
Other Professionals	6,967,637	3,137,514	6,688,370	(279,267)
Substitutes	6,660,060	2,339,050	6,612,974	(47,086)
Total Salaries	148,848,083	61,355,160	148,673,088	(174,995)
Employee Benefits	37,844,589	14,393,263	37,663,160	(181,429)
Total Salaries and Benefits	186,692,672	75,748,423	186,336,248	(356,424)
Services and Supplies				
Services	6,518,571	3,654,618	7,629,091	1,110,520
Student Transportation	683,560	240,717	690,538	6,978
Professional Development and Travel	917,412	300,059	1,275,017	357,605
Rentals and Leases	2,000	1,499	2,000	-
Dues and Fees	154,541	139,228	168,461	13,920
Insurance	882,865	572,524	914,804	31,939
Supplies	3,523,879	2,254,090	4,320,954	797,075
Utilities	2,725,718	1,107,383	2,738,723	13,005
Total Services and Supplies	15,408,546	8,270,119	17,739,588	2,331,042
Total Operating Expenses	202,101,218	84,018,542	204,075,836	1,974,618
Interfund & Local Capital				
Tangible Capital Assets Purchased	380,466	372,344	811,171	430,705
Transfer to Local Capital	1,071,082	1,071,960	1,060,776	(10,306)
Total Interfund and Local Capital	1,451,548	1,444,304	1,871,947	420,399
Total Expenses	203,552,766	85,462,846	205,947,783	2,395,017
Surplus (Deficit) for the year, before appropriations	(1,080,220)	(4,669,761)	(4,234,184)	(3,153,964)
Use of 2022/23 Appropriated Surplus in 2023/24	1,080,220	4,234,184	4,234,184	3,153,964
Operating Surplus (Deficit)	\$ -	(435,577)	-	-

School District No. 42 (Maple Ridge-Pitt Meadows)
Schedule of Changes in Special Purpose Funds
Period Ended December 31, 2023

	Annual Facilities Grant \$	Learning Improvement Fund \$	Scholarships and Bursaries \$	School Generated Funds \$	Strong Start \$	Ready, Set, Learn \$	OLEP \$	Community LINK \$	Classroom Enhancement Fund-Overhead \$	Classroom Enhancement Fund-Staffing \$	Classroom Enhancement Fund-Remedies \$	First Nation Student Transportation \$	Mental Health in Schools \$	Changing Results for Young Children \$	Early Care & Learning \$	Feeding Futures School Food Programs Fund \$	Strengthening Early Years to K Transition \$	Youth Education Support Fund \$	Total \$
Deferred Revenue, Jul 1, 2023	-	23,430	178,502	1,146,582	-	1,510	89,705	90,020	-	-	-	28,914	82,595	749	53,138	-	8,825	273,604	1,977,574
Add: Restricted Grants																			
Provincial Grants - MECC	517,597	276,372			179,200	39,445	786,235	249,125	318,185	7,269,564	-	72,190	51,000	6,000	87,500	1,342,005	19,000		11,213,418
Provincial Grants - MECC Recoveries																		150,754	2,329,790
Other			4,925	2,174,111															-
Investment Income	517,597	276,372	4,925	2,174,111	179,200	39,445	786,235	249,125	318,185	7,269,564	-	72,190	51,000	6,000	87,500	1,342,005	19,000	150,754	13,543,208
Less: Allocated to Revenue	56,939	259,182	-	1,446,701	100,001	12,628	295,975	233,668	226,573	8,309,506	19,498	40,000	16,417	1,646	75,731	624,918	7,786	189,194	11,916,363
Deferred Revenue, Dec 31, 2023	<u>460,658</u>	<u>40,620</u>	<u>183,427</u>	<u>1,873,992</u>	<u>79,199</u>	<u>28,327</u>	<u>579,965</u>	<u>105,477</u>	<u>91,612</u>	<u>(1,039,942)</u>	<u>(19,498)</u>	<u>61,104</u>	<u>117,178</u>	<u>5,103</u>	<u>64,907</u>	<u>717,087</u>	<u>20,039</u>	<u>235,164</u>	<u>3,604,419</u>
Revenue																			
Provincial Grants - MECC	56,939	259,182			100,001	12,628	295,975	233,668	226,573	8,309,506	19,498	40,000	16,417	1,646	75,731	624,918	7,786		10,280,468
Other			-	1,446,701														189,194	1,635,895
Investment Income																			-
Total Revenue	<u>56,939</u>	<u>259,182</u>	<u>-</u>	<u>1,446,701</u>	<u>100,001</u>	<u>12,628</u>	<u>295,975.00</u>	<u>233,668</u>	<u>226,573</u>	<u>8,309,506</u>	<u>19,498</u>	<u>40,000</u>	<u>16,417</u>	<u>1,646</u>	<u>75,731</u>	<u>624,918</u>	<u>7,786</u>	<u>189,194</u>	<u>11,916,363</u>
Expenses																			
Salaries																			
Teachers						7,924	64,765	11,319	-	6,725,311	9,536	-	-	-	21,790	-	-	-	6,840,645
Principals and Vice Principals							45,096	17,207	107,304	-	-	-	-	-	-	-	-	-	169,607
Educational Assistants	-	212,144		7,214	69,410	817	67,216	154,375	-	-	-	-	-	868	-	89,566	-	-	601,610
Support Staff	-			2,355	-				34,045	-	-	-	-	-	-	-	541	884	37,825
Other Professionals									-	-	-	-	-	-	-	37,844	45,581	-	63,890
Substitutes	-			1,302	1,903	-	6,614		47,700	98,925	6,399	-	-	-	-	-	-	-	162,843
Total Salaries	<u>-</u>	<u>212,144</u>	<u>-</u>	<u>10,871</u>	<u>71,313</u>	<u>8,741</u>	<u>183,691</u>	<u>183,366</u>	<u>189,049</u>	<u>6,824,236</u>	<u>15,935</u>	<u>-</u>	<u>-</u>	<u>868</u>	<u>59,634</u>	<u>135,147</u>	<u>541</u>	<u>884</u>	<u>7,896,420</u>
Employee Benefits	-	47,038		2,808	25,352	1,676	45,726	50,117	37,524	1,485,270	3,563	-	-	-	14,357	38,810	-	196	1,752,437
Services and Supplies	44,051		-	1,429,115	3,337	2,212	66,558	186	-	-	-	40,000	16,417	778	1,740	444,961	7,245	75,376	2,131,976
Total Expenses	<u>44,051</u>	<u>259,182</u>	<u>-</u>	<u>1,442,794</u>	<u>100,001</u>	<u>12,628</u>	<u>295,975.00</u>	<u>233,668</u>	<u>226,573</u>	<u>8,309,506</u>	<u>19,498</u>	<u>40,000</u>	<u>16,417</u>	<u>1,646</u>	<u>75,731</u>	<u>618,918</u>	<u>7,786</u>	<u>76,456</u>	<u>11,780,830</u>
Net Revenue before Interfund Transfers	<u>12,888</u>	<u>-</u>	<u>-</u>	<u>3,907</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>6,000</u>	<u>-</u>	<u>112,738</u>	<u>135,533</u>
Interfund Transfers																			
Tangible Capital Assets Purchased	(12,888)			(3,907)												(6,000)		(112,738)	(135,533)
Net Revenue (Expense)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

School District No. 42 (Maple Ridge-Pitt Meadows)
Schedule of Changes in Capital Funds
Year Ended December 31, 2023

	2023/24	2023/24 Actual Results to Dec 31, 2023		
	Preliminary Budget	Invested in Tangible Capital Assets	Local Capital	Fund Balance
Revenue	\$	\$	\$	\$
Provincial Grants - MECC				-
School Site Acquisition Fees Spent				-
Other Revenue			42,699	42,699
Investment Income	469,307		-	-
Amortization of Deferred Capital Revenue	6,762,119	3,359,287		3,359,287
Total Revenue	7,231,426	3,359,287	42,699	3,401,986
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	10,642,948	5,284,010		5,284,010
Total Expenses	10,642,948	5,284,010		5,284,010
Capital Surplus (Deficit) for the year	(3,411,522)	(1,924,723)	42,699	(1,882,024)
Net Transfers from other funds				
Tangible Capital Assets Purchased	756,012	507,877		507,877
Local Capital	1,071,082		1,071,960	1,071,960
Total Net Transfers	1,827,094	507,877	1,071,960	1,579,837
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital		951,814	(951,814)	-
Tangible Capital Assets WIP Purchased from Local Capital		684,224	(684,224)	-
Total Other Adjustments to Fund Balances		1,636,038	(1,636,038)	-
Total Capital Surplus (Deficit) for the period	(1,584,428)	219,192	(521,379)	(302,187)
Accumulated Capital Surplus, beginning of year		70,916,636	8,988,117	79,904,753
Accumulated Capital Surplus, Dec 31, 2023		71,135,828	8,466,738	79,602,566

**ITEM 6**

To: **Board of Education**

From: Board Policy Development Committee

Re: **POLICY REVIEW UPDATE**

Date: February 21, 2024
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board Policy Development Committee has developed a work plan for 2022 to 2026 with a goal of reviewing all existing board policies over the four-year term.

On January 24, 2024, the Committee met, reviewed, and is recommending non-substantive changes to the following policies:

- Policy 4105: Investments (**Attachment A**)
- Policy 6810: Disposal of Land or Improvements (**Attachment B**)
- Policy 10400: Community and Commercial Use of School Facilities and Grounds (**Attachment C**)

There are no legislative changes impacting these policies, and no substantive changes were identified by the Committee.

RECOMMENDATION:

THAT the Board approve the following updated policies:

- **4105: Investments**
- **6810: Disposal of Land or Improvements**
- **10400: Community and Commercial Use of School Facilities and Grounds**

**SD 42 POLICY: 4105****INVESTMENTS****PHILOSOPHY:**

The Board of Education (~~the~~ "Board") believes that ~~where~~ cash ~~is~~ available for investment ~~it~~ should be invested in minimal risk financial instruments ~~in order~~ to generate investment revenue ~~for the benefit of the school district. Cash that is available for investment should be invested in minimal risk financial instruments whenever possible~~ based on the following order of priority:

- preservation of capital;
- assurance of liquidity;
- an appropriate return ~~consistent with safety and liquidity.~~

AUTHORITY:

The Board assigns the responsibility for the implementation of the Investments policy to the Secretary Treasurer.

The Board authorizes the Secretary Treasurer or designate to have responsibility over investments for the school district. The Secretary Treasurer is responsible for determining any specific procedures for managing and investing of surplus funds for the districts and schools. ~~They may delegate investment responsibilities.~~ Reasonable care and judgement shall be exercised in making investment decisions that are consistent with this policy ~~shall be exercised.~~

The Secretary Treasurer or designate may seek ~~input from an Investment Advisor or Investment Counsellor~~ professional investment advice to ~~help find and~~ select appropriate investments as outlined above.

The Secretary Treasurer will:

- approve any investments that fall outside the guidelines of this policy;
- approve any investments with a maturity date greater than 5 years;
- maintain a listing of all school district and school investments;
- review this Policy periodically for suitability.

GUIDING PRINCIPLES:**1. Capital Preservation**

Investment of funds shall only occur when the principal is guaranteed. This may be accomplished through the placement of funds with institutions that have achieved the highest creditworthiness in the marketplace and earned a public reputation as a good credit risk.

The following are eligible investments under this policy:

- Financial instruments are guaranteed as to repayment of principal and interest by:
 - The Government of Canada or by any of the Provinces of Canada
 - ~~Canadian-CC~~ chartered ~~bB~~anks and ~~tT~~rust companies incorporated under the laws of Canada
 - Credit unions incorporated under the ~~BC(British Columbia)~~ Credit Union Incorporation Act of
- Interest-bearing cash and cash equivalents, including guaranteed investment certificates or term deposits with banks, credit unions or trust companies. Investments for operating cash requirements shall be in Canadian cash equivalents and ~~short term~~short-term commercial paper rated (minimum rating R-1 Low by the DBRS Morningstar), an equivalent rating from another agency, or, where not rated, an equivalent level as determined by the market.
- Debt securities of Canadian issuers, issued in Canadian currency, including sovereign, provincial, municipal and corporate bonds, debentures, notes and other debt instruments. All investments in fixed income securities shall be in securities that are the subject of regular price quotations by recognized investment dealers and for which ratings are available for the borrower or the debt issuer. The corporate and government bond and debenture portfolio in aggregate shall contain only instruments ~~with an~~ assigned a minimum rating of R-1 low (short-term) ~~or/~~ "A" (long-term) or equivalent by any major bond rating agency at the time of purchase.
- Any other investments approved by the Secretary Treasurer or designate.
- Credit risk minimization shall be achieved through diversification whenever possible and appropriate.

2. Liquidity Assurance

The assurance of liquidity is the ability to fund operating commitments through the drawdown of the investment portfolio.

3. Optimizing Returns

Optimizing returns is obtained through monitoring of marketplace opportunities and realigning investments accordingly, balanced with the Capital Preservation and Liquidity Assurance guidelines described above.

APPROVED: ~~January 24, 2018~~

~~REVIEWED~~ UPDATED: June 2021 February 2024

ATTACHMENT B



SD 42 POLICY: 6810

DISPOSAL OF LAND OR IMPROVEMENTS

Disposals of land or improvements in ~~the sSchool dDistrict No. 42~~ will be guided by the following principles.

Board responsibility

The Board of Education (~~"Board"~~) is responsible for the disposal (including by sale, leases or the granting of a charge) of real property and may dispose of land or improvements (such as buildings affixed to land) subject to the orders of the Minister of Education ~~and Child Care~~.

If the Board, after considering future educational needs of the ~~school dDistrict~~, deems property (other than property subject to a Crown grant and held in trust for educational purposes) to be no longer required for educational purposes, it may dispose of such property, subject to the Orders of the Minister.

The Minister's Order (Disposal of Lands or Improvements Order) requires ~~the Bboards of education~~ to develop and implement policies and procedures with respect to disposal of land or improvements and make them publicly available. The Board enacts this policy and the accompanying procedures accordingly.

Not applicable to Crown Grants

This policy and accompanying procedures do not apply to a disposal of property originally acquired by way of a Crown grant that is subject to a trust for educational purposes.

Consent of the Minister

In accordance with the orders of the Minister, the Board must obtain approval of the Minister of Education ~~and Child Care~~ for a fee simple sale or a lease of 10 years or more (including all options and rights of renewal) (a ~~"long-term lease"~~ in this policy and accompanying procedures) of land, improvements or both, unless the disposal is to another board or an independent school for educational purposes.

Delegation

The Board ~~of Education~~ may not delegate to staff the responsibility to finally approve disposals of real property or to deem property to be no longer required for educational purposes and the Board must authorize disposals by bylaw as required by the ~~School Act~~. Subject to this requirement, the Secretary Treasurer is authorized to act on behalf of the Board and to enter into agreements on behalf of the Board, except where this policy or accompanying procedures refers to approval or waiver or consideration by the Board.

Disposals by fee simple sale or long-term lease

For disposals requiring the Minister's approval, the Board will abide by any applicable Minister's orders and any terms or conditions imposed by the Minister on the disposal.

Consideration for disposals

The Board recognizes its responsibility for stewardship of educational assets. When educational assets are disposed of (including temporary disposals by lease), the Board is responsible for ensuring that the value of those assets will be available for other educational use in the school district. In determining value, the Board may take into consideration any compensating benefits to the Board or a specific school.

Consultation

The Board may undertake consultation of the nature and to the extent that it considers appropriate to the property concerned before entering into a fee simple sale or a long-term lease of property no longer required for the Board's educational use, or may dispense with consultation on the disposal.

Open process

Except for disposals to the Conseil scolaire francophone or other boards of education or to an independent school, fee simple sales and long-term leases will be conducted through a process that enables the community to know when the property is being offered for sale or long-term lease and provides an opportunity for members of the public to acquire the property. The Board may authorize other specific exceptions to this requirement on terms that in the Board's opinion reflect fair market value, including, without limitation, a disposal:

- (a) to a nonprofit organization, public authority, government organization or community agency, for educational or community use;
- (b) as part of an exchange of land or improvements;
- (c) that is a further long-term lease to an existing tenant; or
- (d) to an owner of adjoining land for the purpose of consolidating the adjoining land.

Financial viability

Any proposed transferee or lessee is expected to provide evidence that it has the ability to meet its financial obligations to the Board.

Transparency

The Board recognizes that information about pending disposals must be kept confidential in many circumstances when negotiations are ongoing in order to protect the Board's interests, but will report out to the extent it considers possible without prejudicing those interests and will ensure that information on completed transactions is accessible to the public.

Disposals by granting of charges

Disposals by the granting of charges on land, such as rights of way, easements, and covenants, will be based on compensation or benefit to the Board. A disposal should not prejudice any educational use of the related property. Legal and administrative costs incurred by the Board in granting a right of way or easement should normally be the responsibility of the grantee.

Compensation will be based on fair market value (or the impact of the granting of the charge on fair market value of the site) unless waived by the Board for the specific disposal.

Short-term leases

Disposals by lease of less than 10 years including all rights or options to renew ("**short-term leases**") will be guided by the following principles:

Cost recovery

Leases should generally recover all costs; the Board will not subsidize community use of facilities or sites from educational resources. Exceptions must be specifically authorized by the Board.

Short-term leases of space within schools

Lease rates and conditions (including acceptable use) may ~~take into account~~ consider benefit to the school.

Compatible uses

Permitted uses under leases of premises within a school during regular hours or that involve common use with a school must not compromise safety of students attending the school and should be compatible with the school's functioning.

Alternative community or educational use

The Board will grant short-term leases to the following types of entities: the Conseil scolaire francophone or a board of education or school district business company or school district foundation nonprofit organizations providing local services and activities, local government and local government agencies such as (but not limited to) recreation commissions, health and social service agencies (restricted to providing services restricted to children and/or youth if space is within a school), businesses and organizations providing childcare and early learning programs, organizations serving adult learners (other than in a school that includes K-10 students), independent schools and other educational institutions, other community agencies or organizations specifically approved by the Board

PROCEDURES

1. DEFINITIONS

1.1 "Long-term lease" means a lease that is for 10 years or more, including the cumulative total of all rights or options to renew.

1.2 "Short-term lease" means a lease that is not a long-term lease.

~~1.2.~~ BYLAWS

2.1 All disposals of real property (land, interest in land, or improvements) must be authorized by Board bylaw.

~~1.3.~~ SALES AND LONG-TERM LEASES

The procedure to dispose of surplus land or improvements by sale and transfer of fee simple or by long-term lease, (including leases of part of a building), is as follows:

3.1 Step 1: Identification of property as subject of possible disposal

3.1.1 The Board receives a report or reports that confirm the state of title and whether the property is subject to a Crown grant trust include projections of future enrolment growth or decline (including K-12, adult programs and early learning) as they affect the Board's need for the property in question.

3.1.2 The Board decides whether to:

- (a) pursue or continue with short-term arrangements, including short-term leases, or
- (b) consider long-term lease or fee simple sale of the property and if so, whether to consult on disposal and alternate community use. (Consultation may be required by Board policy, by the Minister of Education and Child Care as a condition of approval, or may be specifically directed by the Board even if not otherwise required.)

3.2 Step 2: Consultation on disposal and alternate community use (if required or if directed by the Board)

3.2.1 The Board establishes a consultation period to consult with the local community about the Board's proposed disposal and provides any specific directions

3.2.2 Consultation with the community shall include consideration of future enrolment growth in the district (including K-12, adult and early learning programs), if relevant to the property in question

- notification of local governments, and others whom the Board or board officers identify as community agencies or organizations that might be interested in a short-term lease of the property or part of it
- notification of any existing tenants or licensees of space in the facility (other than casual users). The Board may (but not must) also notify any known interested parties.
- opportunity for the public to respond to the Board's proposed disposal
- the Board's consideration of input received as it relates to:
 - a decision whether to dispose of the property
 - a decision whether to proceed with short-term arrangements for alternative community use

3.2.3 Newspaper advertisements may be placed and public meetings may be held, if necessary in the opinion of the Board (or the board officer acting on behalf of the Board), to adequately inform the public and facilitate input.

3.3 Step 3: Decision on disposal and instructions to Secretary Treasurer

3.3.1 The Board considers the input from the consultation process.

3.3.2 Having considered enrolment trends and the input from the consultation process, if the Board wishes to proceed with disposal of the property, it passes a resolution confirming that the property is not required for future educational purposes, instructing the Secretary Treasurer to proceed to make arrangements for disposal of the property, and providing any specific directions.

3.3.3 If the discussion is held *in camera* to protect the privacy or confidentiality of information and protect the interests of the Board, then the decision to proceed with arrangements for disposal shall be reported out, although specific directions given to the Secretary Treasurer may be withheld if necessary to protect the interests of the Board.

3.4 Step 4: Request for Ministry approval and other preliminary matters

3.4.1 If the Board decides to proceed with arrangements to dispose of the property, the Secretary Treasurer:

- (a) arranges for title search, one or more written appraisals, and site plan as required;
- (b) establishes allocation of the proceeds from the sale of the disposed property to the appropriate capital reserve in accordance with the School Act;
- (c) if required, requests the Minister of Education and Child Care to approval disposal of the property;
- (d) carries out other preliminary matters.

3.5 Step 5: Disposal Process

3.5.1 Subject to exceptions provided for in the Policy, the Secretary Treasurer implements a disposal process that is likely in his or her judgment to provide a fair opportunity for members of the public to acquire the property and for the Board to obtain a fair market value for the property.

3.5.2 The Secretary Treasurer or designate proceeds to negotiate with potential purchasers; the Secretary Treasurer may enter into an interim agreement of sale (or lease as the case may be) on behalf of the Board, provided that it includes a condition precedent for passage of an authorizing bylaw.

3.6 Step 6: Disposal Bylaw

3.6.1 The Board enacts a bylaw to authorize the disposal of the property on the agreed terms and conditions. This normally follows removal of all other subject clauses and conditions precedent. The bylaw must include:

- (a) confirmation that the Board will not require the property for future educational purposes (or, for a long-term lease, that the Board will not require the property for future educational use for the term of the lease.)
- (b) the name and facility number of the property,
- (c) the address and legal description of the property, and site plan if required to identify the property
- (d) the agreed terms and conditions, and
- (e) authority to the Secretary Treasurer to execute on behalf of the Board all related documentation required to complete the terms of the agreements.

3.6.2 If enacted in closed meeting, the disposal shall be reported at the Board's next

open meeting.

3.7 Step 7: Execution of Documentation and completion of transaction; allocation of proceeds

3.7.1 All necessary documents will be executed within required time lines as required

3.7.2 Proceeds of sale or lease over five years are to be allocated between the restricted capital reserve ("sharable") and the local capital reserve ("non-sharable") in accordance with School Act s. 100.

3.8 Step 8: Notice to the Minister

3.8.1 Upon disposal of the property, the Secretary Treasurer promptly provides the Minister with:

(a) a copy of the Board's bylaw authorizing disposal of the property, and

(b) written notification of the disposal and the allocation of the proceeds to the appropriate capital reserves

4. ~~1.~~ ROAD AND UTILITY DEDICATIONS; OTHER CHARGES ON TITLE; SHORT-TERM LEASES

The procedure to dispose of property by way of a short-term lease, a land dedication or a charge on title is as follows.

4.1 Step 1: Approval in principle

4.1.1 For a charge or road dedication, the Board considers the request, taking into consideration the impact on the property if the request is granted. The Board may provide approval in principle and make any specific directions.

4.2 Step 2: Negotiation

4.2.1 The Secretary Treasurer negotiates a lease or agreement consistent with Board policy and directions.

4.2.2 If money is to be paid, the Secretary Treasurer ascertains the allocation of proceeds.

4.3 Step 3: Bylaw

4.3.1 The Board passes a bylaw authorizing the lease, dedication or granting of charge.

4.4 Step 4: Execution of documents and completion of transaction

4.5 Step 5: Notification of Minister

4.5.1 The Secretary Treasurer notifies the Minister including a copy of the bylaw and a notification of the disposal and allocation of any proceeds as required by the School Act.

APPROVED: February 13, 2013

REVIEWED: ~~March 4~~February, 2024~~0~~

**SD 42 POLICY: 10400**

COMMUNITY AND COMMERCIAL USE OF SCHOOL FACILITIES AND GROUNDS

POLICY STATEMENT

Under the School Act, the Board of Education (~~the~~ "Board") is obligated to provide facilities and grounds sufficient to conduct sSchool aAge education programs. The efficient operation of such programs is recognized as the primary purpose of all district facilities and grounds.

The Board recognizes, however, that all taxpayers contribute to the cost of constructing and maintaining local facilities and grounds through provincial taxation. The Board agrees, therefore, to extend to the public the privilege of having access to Board facilities and grounds provided it does not interfere with school programs or other Board initiatives and can only be allowed at no cost to the Board. In the event of a violation of this privilege, the Board reserves the right to cancel the use of any school facility or grounds.

The Board reserves the right to enter into reciprocal agreements with the City of Maple Ridge and the City of Pitt Meadows with respect to site acquisition, development, operations, use and maintenance. In addition, the Board reserves the right to enter into agreements with those agencies respecting the cooperative use of facilities and grounds for providing community programs and services. Financial arrangements for such agreements will be negotiated separately between the Board and the participating agencies.

AUTHORITY

The Board assigns the responsibility for the implementation of this policy to the Secretary Treasurer and authorizes the Secretary Treasurer to establish procedures that will guide the implementation of this policy.

GUIDING PRINCIPLES

Board property will be made available to licensed child care providers, as defined in the School Act, on business days between the hours of 6:00 a.m. and 6:00 p.m. provided that:

- a. any use of Board facilities and grounds by a licensed child care provider does not disrupt or otherwise interfere with the provision of educational activities, and
- b. the revenue obtained by the Bboard from licensed child care providers using Board facilities and grounds equals the direct and indirect costs incurred and to be incurred by the board as a result of making that use available.

Board facilities will be made available to outside users for a fee that at a minimum ensures full cost recovery of direct and indirect costs incurred and to be incurred by the Bboard as a result of making that use available. On an annual basis, the fee structure will be reviewed and presented to the Board for approval.

School grounds are closed from 10:00 p.m. to 6:00 a.m. ~~Any use of school property without the benefit of a rental contract is in violation of the Trespass to Property Act.~~

The rental of all school facilities and grounds is the responsibility of the Secretary Treasurer. Revenues derived from the rentals of all school facilities and grounds are the property of the district and will be shared with schools for the support of school programs.

The Board reserves the right to refuse entering into rental agreements and the right to terminate existing rental agreements with parties that fail to provide and maintain general liability insurance with insurers licensed in British Columbia and in forms and amounts acceptable to the Board.

The use of school district facilities and grounds shall be prioritized as follows:

- **First Priority:** School Use - Regular school curricular activities and extra-curricular activities that are authorized, organized, and supervised by school staff.
- **Second Priority:** District Programs – All other District programs, services and initiatives.
- **Third Priority:** Negotiated agreements with the City of Maple Ridge and the City of Pitt Meadows.
- **Fourth Priority:** All other outside groups.

The above priorities apply, except where a Board approved agreement requires otherwise. Despite historical rights, any user may be bumped from a particular time, day or facility or grounds based on the priority of use noted above. The group doing the bumping is expected to give as much notice as is possible.

Section 2.2 of the Tobacco and Vapour Products Control Act prohibits all persons from smoking, ~~vaping or~~ using tobacco, ~~or~~ holding lighted tobacco, using an e-cigarette, or holding an activated e-cigarette in or on school property. Ceremonial use of tobacco may be permitted with the approval of the Secretary Treasurer.

The consumption of cannabis is prohibited at all times on school district property and in all school district facilities.

The consumption of alcoholic beverages on school district property may be permitted in some circumstances. The specific requirements for this use can be found in Board Policy 5905 Alcohol – Consumption, Possession and Storage.

APPROVED: September 25, 2013

~~AMENDED: December 11, 2019~~ UPDATED: February 2024

To: **Board of Education**

From: Board Policy Development Committee

Re: **NON-SUBSTANTIVE EDITS TO
POLICIES**

Date: February 21, 2024

(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board of Education is committed to fostering an inclusive culture of care and belonging where the well-being, diversity, identity, and success of all learners is supported and celebrated. With respect to inclusive culture, the Board recognizes the importance of using gender-inclusive language in all policies and other official documents.

It is recognized that the Secretary Treasurer or others may identify opportunities to improve policy content by replacing gender-specific language with gender-inclusive language and by making other housekeeping edits that include grammar and spelling corrections, formatting adjustments, name changes, reference updates, and other non-substantive changes that do not alter the meaning or intent of the policies.

It is further recognized that such changes may be identified for policies that are not within the Board's approved policy development work plan for a given year, and authorizing the Secretary Treasurer to approve, as time permits, certain non-substantive changes without the formal process of Board Policy Development Committee review and Board approval for each such document change will expedite implementation of the changes while minimizing staff time for the approval process.

RECOMMENDATION:

THAT the Board grant the Secretary Treasurer the authority to approve the following non-substantive edits to policies that do not alter the meaning or intent of the policies.

- **replacing gender-specific language with gender-inclusive language;**
- **grammar and spelling corrections;**
- **formatting adjustments;**
- **name changes to legislation, organization titles, job titles and document titles;**
- **and**
- **reference updates such as hyperlinks.**



ITEM 8

To: **Board of Education**

From: Chairperson
Elaine Yamamoto

Re: **CHAIRPERSON'S UPDATE**

Date: February 21, 2024
(Public Board Meeting)

Information

RECOMMENDATION:

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



ITEM 9

To: **Board of Education**

From: Superintendent
Harry Dhillon

Re: **SUPERINTENDENT'S UPDATE**

Date: February 21, 2024
(Public Board Meeting)

Information

RECOMMENDATION:

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

To: **Board of Education**

From: Secretary Treasurer
Richard Rennie

Re: **ENROLMENT PROJECTIONS FOR
2024/25 TO 2027/28**

Date: February 21, 2024
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

Every year, the Ministry of Education and Child Care (MECC) requests that school districts provide a three-year enrolment projection for the purposes of projecting operating grant requirements. The Enrolment Projections Committee prepared the attached enrolment projections for the years 2024/25, 2025/26, 2026/27 and 2027/28 (**Attachment A**).

Projections for the years 2024/25, 2025/26, and 2027/28 will be submitted to the MECC following the Board approval of these projections.

ENROLMENT PROJECTION ASSUMPTIONS

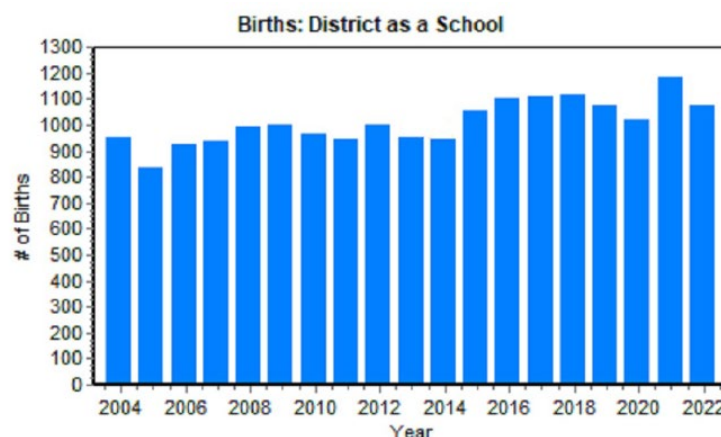
The four-year headcount enrolment projections for students enrolled in regular K-12 schools were prepared using the following data:

- population projections generated by Baragar Systems software;
- five-year average (grade-to-grade) transition rates; and
- local knowledge of recent and historical enrolment trends.

The enrolment estimates include an adjustment for grades 10 to 12 where we estimated that the student full time equivalent (FTE) enrolment will exceed the estimated student headcount enrolment at the same rate as 2023-24. The funding unit is full time equivalent student enrolment defined as a student enrolled in eight courses.

Births

The children currently enrolled in grades K-12 were born from 2006 to 2018. The estimated number of births after 2018 to women residing within the school district is a key factor used to forecast the kindergarten cohort for future years. The number of births has significantly fluctuated in recent years as shown in the following chart.

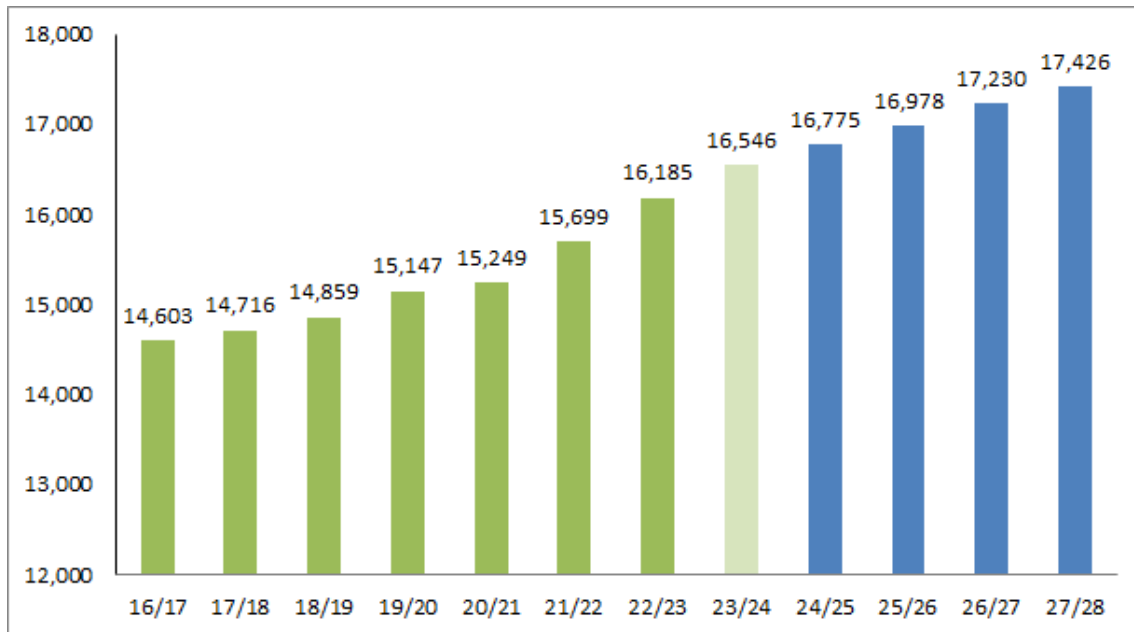


Migration

The net impact of youth moving in and out of the school district has been consistently positive over the last 10 years. The assumptions in this projection are for continued positive migration varying by age group and consistent with patterns experienced in recent years.

ENROLMENT PROJECTIONS

The enrolment information presented in this section is based on actual full-year enrolment for 2016/17 to 2022/23, and actual enrolment for September and projected enrolment for February and May for 2023/24. The enrolment history for regular, alternate, online learning, continuing education, summer learning, and non-graduate adult learners is presented in the following chart. Funded enrolment has increased by 1,943 FTE (13.3%) during the 8 years ending in 2023/24 and is projected to increase by another 880 FTE (5.3%) for the 4 years ending 2027/28.



2024/25 ENROLMENT PROJECTIONS

For 2024/25, projecting changes in ministry-funded student enrolment are as follows:

- K-12 enrolment is projected to increase by 246 FTE (16,220 FTE)
- Alternate school enrolment is projected to decrease by 26 FTE (255 FTE)
- Continuing Education (School-Age) enrolment is projected to increase by 1 FTE (6 FTE)
- Online Learning (School-Age) enrolment is projected to decrease by 9 FTE (64 FTE)
- Summer Learning is projected to increase by 84 courses (1,290 courses)
- Non-Graduate Adult enrolment is projected to increase by 7 FTE (69 FTE)
- Students with Special Needs enrolment is projected to decrease by 1 FTE for Level 1 students (12 FTE), increase by 12 FTE for Level 2 students (1,100 FTE), and increase by 11 FTE for Level 3 students (385 FTE)
- English Language Learners enrolment is projected to increase by 248 FTE (1,642 FTE)
- Indigenous Education student enrolment is projected to increase by 33 FTE (1,423 FTE)
- Graduate Adult enrolment is projected to increase by 4 FTE (57 FTE)

International Education enrolment for 2024/25 is projected to increase by 1 FTE (549 FTE).

2025/26 ENROLMENT PROJECTIONS

For 2025/26, projecting changes in ministry-funded student enrolment are as follows:

- K-12 enrolment is projected to increase by 198 FTE (16,418 FTE)
- Summer Learning is projected to increase by 40 courses (1,330 courses)
- Students with Special Needs enrolment is estimated to decrease by 2 FTE for Level 1 students (10 FTE), increase by 45 for Level 2 students (1,145 FTE), and increase by 12 FTE for Level 3 students (397 FTE)
- English Language Learners enrolment is projected to increase by 136 FTE (1,778 FTE)
- Indigenous Education student enrolment is projected to increase by 14 FTE (1437 FTE)
- All other enrolment is projected to remain unchanged

International enrolment for 2025/26 is projected to decrease by 1 FTE (548 FTE).

2026/27 ENROLMENT PROJECTIONS

For 2026/27, projecting changes in ministry-funded student enrolment are as follows:

- K-12 enrolment is projected to increase by 252 FTE (16,670 FTE)
- Students with Special Needs enrolment is projected to increase by 1 FTE for Level 1 students (11 FTE), increase by 42 FTE for Level 2 students (1,187 FTE), and to increase by 17 FTE for Level 3 students (414 FTE)
- English Language Learners enrolment is projected to increase by 145 FTE students (1,923 FTE)
- Indigenous Education student enrolment is projected to increase by 14 FTE (1,451 FTE)
- All other enrolment is projected to remain unchanged

International enrolment for 2026/27 is projected remain unchanged (548 FTE).

2027/28 ENROLMENT PROJECTIONS

For 2027/28, projecting changes in ministry-funded student enrolment are as follows:

- K-12 enrolment is projected to increase by 196 FTE (16,866 FTE)
- Students with Special Needs enrolment is projected to increase by 1 FTE for Level 1 students (12 FTE), increase by 38 FTE for Level 2 students (1,225 FTE), and increase by 26 FTE for Level 3 students (440 FTE)
- English Language Learners enrolment is projected to increase by 158 FTE students (2,081 FTE)
- Indigenous Education student enrolment is projected to increase by 15 FTE (1,466 FTE)
- All other enrolment is projected to remain unchanged

International enrolment for 2027/28 is projected to remain unchanged (548 FTE).

RECOMMENDATION:

THAT the Board receive the Enrolment Projections for 2024/25 to 2027/28 for information.

Attachment

Enrolment Projections

ATTACHMENT A

		Estimated Enrolment							
	2023/24 Interim Base	2024/25		2025/26		2026/27		2027/28	
		District	Ministry	District	Ministry	District	Ministry	District	Ministry
July Enrolment Count									
Summer Learning: Grades 1-7 Headcount Enrolment	441	480	441	500	441	500	441	500	
Summer Learning: Grades 8-9 Course Enrolment	247	330	247	350	247	350	247	350	
Summer Learning: Grades 10-12 Course Enrolment	512	480	512	480	512	480	512	480	
Grade 8 & 9 Cross-Enrolment Courses	6	-	6	-	6	-	6	-	
September Enrolment Count - School-Age Basic Allocation									
K-12 Standard (Regular) Schools FTE (School-Age)	15,974.4375	16,220.000	16,206.0502	16,418.000	16,128.8460	16,670.000	15,940.2331	16,866.000	
Continuing Education FTE (School-Age)	2.1250	2.000	2.1250	2.000	2.1250	2.000	2.1250	2.000	
Alternate Schools FTE (School-Age)	281.0000	255.000	281.0000	255.000	281.0000	255.000	281.0000	255.000	
Online Learning FTE (School-Age)	12.3750	20.000	12.3750	20.000	12.3750	20.000	12.3750	20.000	
Total Estimated School-Age Enrolment	16,269.938	16,497.000	16,501.550	16,695.000	16,424.346	16,947.000	16,235.733	17,143.000	
Change from Previous Year		227.063	231.613	198.000	(77.204)	252.000	(188.613)	196.000	
September Enrolment Count - Unique Student Needs									
Level 1 Special Needs FTE	13.000	12.000	13.000	10.000	13.000	11.000	13.000	12.000	
Level 2 Special Needs FTE	1,053.000	1,080.000	1,177.000	1,125.000	1,315.000	1,165.000	1,470.000	1,205.000	
Level 3 Special Needs FTE	361.000	365.000	401.000	375.000	445.000	390.000	494.000	415.000	
English Language Learning FTE	1,394.000	1,642.000	1,709.000	1,778.000	2,095.000	1,923.000	2,568.000	2,081.000	
Indigenous Education FTE	1,390.000	1,423.000	1,412.000	1,437.000	1,434.000	1,451.000	1,456.000	1,466.000	
Adult Education FTE (Non-Graduates only)	27.188	28.000	27.188	28.000	27.188	28.000	27.188	28.000	
February Enrolment Count - Continuing Education, Online Learning, Special Needs Growth and Newcomer Refugees									
Continuing Education FTE - School-Age	2.250	2.000	2.250	2.000	2.250	2.000	2.250	2.000	
Continuing Education FTE - Non-Graduate Adults	15.000	18.000	15.000	18.000	15.000	18.000	15.000	18.000	
Online Learning FTE K-Grade 9 (School-Age)	-	-	-	-	-	-	-	-	
Online Learning FTE Grades 10-12 (School-Age)	30.000	22.000	30.000	22.000	30.000	22.000	30.000	22.000	
Online Learning FTE - Non-Graduate Adults	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	
Level 1 Special Needs FTE Growth (All Schools)	-	-	-	-	-	-	-	-	
Level 2 Special Needs FTE Growth (All Schools)	35.000	20.000	35.000	20.000	35.000	22.000	35.000	20.000	
Level 3 Special Needs FTE Growth (All Schools)	13.000	20.000	13.000	22.000	13.000	24.000	13.000	25.000	
Newcomer Refugees FTE (Standard & Alternate only)	-	-	-	-	-	-	-	-	
ELL FTE (applies to Newcomer Refugees only)	-	-	-	-	-	-	-	-	
May Enrolment Count - Continuing Education and Online Learning									
Continuing Education FTE - School-Age	1.250	2.000	1.250	2.000	1.250	2.000	1.250	2.000	
Continuing Education FTE - Non-Graduate Adults	12.000	16.000	12.000	16.000	12.000	16.000	12.000	16.000	
Online Learning FTE K-Grade 9 (School-Age)	-	-	-	-	-	-	-	-	
Online Learning FTE Grades 10-12 (School-Age)	31.000	22.000	31.000	22.000	31.000	22.000	31.000	22.000	
Online Learning FTE - Non-Graduate Adults	2.000	2.000	2.000	2.000	2.000	2.000	2.000	2.000	
Additional Enrolment - Not included in Ministry of Education and Child Care Operating Grant									
Graduate Adults - FTE	53.000	57.000		57.000		57.000		57.000	
International Education - FTE	547.550	549.375		548.375		548.375		548.375	

**ITEM 11****To: Board of Education****From:** Board Policy Development Committee**Re: POLICY REVIEW UPDATE****Date:** February 21, 2024
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

The Board Policy Development Committee has developed a work plan for 2022 to 2026 with a goal of reviewing all existing board policies over the four-year term.

On January 24, 2024, the Committee met, reviewed, and is proposing substantive changes to the following policies:

Policy	Comments
2919: Trustee Code of Conduct (Attachment A)	Updates improve alignment with new provincial criteria guidelines developed by the Ministry of Education and Child Care, together with the BC School Trustees Association and education partners and rightsholders.
6600: Naming of School District Facilities (Attachment B)	Updates address feedback collected through the 2022 Strategic Facilities Plan consultation process.

Input from education partners and the public is invited from February 22 to April 22, 2024. After receiving input, the Committee will have another opportunity to review the policies before they are presented to the Board for approval on May 1, 2024.

RECOMMENDATION:

THAT the Board receive drafts of the following policies for information and continuation of the consultation process:

- **2919: Trustee Code of Conduct**
- **6600: Naming of School District Facilities**



SD 42 POLICY: 2919

TRUSTEES' CODE OF CONDUCT

Philosophy

The Trustee Code of Conduct is based on the respect and consideration for the responsibilities and rights of each Trustee. Trustees have the responsibility to know and observe the rules and regulations of the Board of Education ~~Corporate Board~~ as they carry out the work of the Corporate Board.

Code of Conduct

- 1.00 Trustees will seek to establish and maintain an inclusive culture of care and belonging where the well-being, diversity, identity, and success of all learners is supported and celebrated, and to foster student achievement and provide an environment in which every individual feels valued, and all learners reach their potential.
- ~~1.00~~1.01 Trustees will do everything possible to maintain the integrity, confidence and dignity of the Corporate Board and their role as a Trustee. ~~The Board expects of itself and its members ethical and businesslike conduct. This commitment includes proper use of authority and respect in group and individual behaviour when acting as Board members.~~
- ~~1.01~~1.02 ~~Board members~~ Trustees shall will respect the decisions of the ~~C~~orporate Board.
- ~~1.02~~ Trustees will preserve the honour ~~confidentiality~~ business of the Board, including information discussed in closed meetings and communications between trustees and staff, and shall not release privileged information in any format to the public until the Board has done so in an official capacity ~~regarding:~~
- ~~1.03~~ ~~matters discussed at Closed Meetings;~~
- ~~1.03~~ ~~correspondence, reports, e-mails and other information placed in confidence with Trustees.~~
- 1.04 Trustees will carefully review all information packages in preparation for discussion at all scheduled meetings of the Board of Education and its committees.
- 1.05 Trustees will keep an open mind when considering matters before the Board and must not prejudice an issue.
- ~~(-)~~ Trustees will not use their position for personal advantage or for the advantage of their friends, associates, family or business and must
- 1.06 ~~Board members shall avoid giving rise to a~~ conflict of interest ~~(direct or indirect; pecuniary or non-pecuniary; statutory or common law)~~ with respect to their fiduciary responsibility.
- ~~1.00~~ —
- Conflict of interest is defined as:
- ~~(c)(a)~~ (a) Where a member has any pecuniary interest, direct or indirect, in any matter, the member A Trustee must declare when a conflict of interest situation arises and

disclose the general nature of interest before any consideration of the matter. The member must not take part in any consideration or discussion of, or vote on ~~any question in respect to~~ the matter, and must not attempt in any way before, during or after the meeting to influence the voting.

~~(d)~~(b) _____ If the meeting is not open to the public, the member must leave the meeting during the time the matter is under discussion. Note: Meeting is defined to "include any regular, special, committee or other meeting" of the Board.

~~(e)~~(c) _____ If absent from a meeting, members of the Board must disclose their interest at the first meeting attended after such meeting.

~~(f)~~(d) _____ Declarations of ~~pecuniary conflict of~~ interest and the general nature thereof must be recorded in the minutes of the ~~open~~ meetings. ~~Every d~~Declaration of conflict of interest made in private-closed board meetings, but not the general nature of the ~~interest~~conflict, must be recorded in the ~~minutes of the next open meeting~~public board record at the next public meeting.

~~1.05~~1.07 _____ Trustees ~~shall~~will abide by the policies of the Board and all applicable legislation and regulations including comply with the provisions of the School Act, Freedom of Information and Protection of Privacy Act and the Oath of Office, and any other relevant legislation.

~~1.06~~1.08 ~~Board members shall~~Trustees will not attempt to exercise individual authority over the organization.

- (i) Trustee interaction with the Superintendent of Schools and staff is encouraged; however, individual Board members or groups of Board members shall recognize authority over the Superintendent of Schools or staff is only through the corporate body.
- (ii) Board members' interaction with the public, media or other entities shall recognize the same limitation and similar inability of any Board member or Board members to speak for the Board.
- (iii) Board members will voice no judgments on individual staff performance except as that performance is assessed against explicit Board policies by the official process.

1.09 Trustees ~~shall will~~ at all times act with decorum and shall be respectful of students, parents, staff, members of the community and other Trustees ~~and members of staff, as well as the public.~~

~~1.07~~1.10 Trustees will work with fellow board members, staff and others in a spirit of harmony and cooperation and be respectful of differences of opinion. Trustees will refrain from making discrediting comments about others, engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the Board.

- (i) A Trustee may comment on, or disagree with, a decision taken by the Board. In expressing such comment or disagreement, a Trustee may not make disparaging remarks about a Trustee(s), or individual, nor speculate on the motives of a Trustee or individual.
- ~~(ii)~~ Any member who resists the rules of the Board, uses offensive language, disobeys the decision of the ~~Chair/Acting Chair~~Chairperson of the Board on points of order, or makes any disorderly noise or disturbance may, by resolution of the Board, be ordered to leave for all or part of the remainder of the meeting. (Such removal is to be recorded in the minutes of the meeting).

1.11 Trustees will recognize their duty to represent and advocate for the best interests of learners in the community, including Indigenous communities and First Nations on whose traditional territories our schools operate.

1.12 Trustees are individually responsible for their use of social media and will ensure that any such use is consistent with this Trustee Code of Conduct.

1.13 The Board will review this policy within six months of the Inaugural Board Meeting.

1.14 Trustees will endeavour to take advantage of educational conferences, workshops, and training sessions made available by local or provincial affiliations. Through participating in professional development opportunities, Trustees can enhance their knowledge of Trustee roles and responsibilities and become acquainted with current educational topics and trends.

~~(ii)~~ —

Breach of Conduct

2.00 Process for Investigation of Allegations of Breach of Conduct

- (i) The Chairperson of the Board has the authority to investigate allegations of breaches of the Code of Conduct and shall, where appropriate, consult with the Vice Chairperson regarding course of action.

- (ii) The Chairperson has the authority to invoke consequences 2.01 (a) and (b); but consequences (c) and (d) require Board resolution. The consequences invoked will depend on the seriousness of the conduct or breach. Where the alleged breach of conduct has been committed by the Chairperson of the Board, the Board shall empower the Vice Chairperson to perform the above responsibilities of the Chairperson.

2.01 Consequences of Breach of Conduct

Consequences should be representative of the infraction and may include:

- (a) a verbal warning
- (b) a letter outlining the breach or concern
- ~~(c)~~ a recommendation for public censure of the Trustee

~~(e)~~ in respect of a Trustee's failure to comply with the duty of confidentiality ~~as stated~~
~~in~~

~~(f)(d)~~ ~~above~~, the following additional sanctions may be pursued by the Board:

- (i) The Board may pursue available legal avenues where a Trustee has breached his/her duty of confidentiality.
- (ii) The Board will not compensate a Trustee for legal costs incurred in response to any action pursued as per (i).

Notwithstanding this procedure, it is the intent of the Board to provide a fair and just review of the concern respecting the Trustee's right to due process, including:

- being advised of the specifics of the allegations
- the right to make a presentation before the Board
- appropriate notice

An appeal to the Board of any consequences applied by the Chair~~person~~ may be made at the next Closed Meeting of the Board. Consequences applied by the Board are not subject to appeal.

2.02 Procedure to Invoke Consequences for Breach of Conduct

When appropriate, the Board may exercise its corporate authority over individual members. Accordingly:

- (i) The Board may, by special motion duly passed, declare the office of the Chair~~person~~ and/or Vice Chair~~person~~ to be vacant effective as of the date of passage of the resolution, where such person:
 - becomes disqualified by law as a Trustee;
 - deliberately breaches any relevant legislation or Board policy; and/or
 - acts in such a manner as to lose the confidence of the Board.

If such a resolution is passed, the Board shall, at the same meeting, elect a new Chair~~person~~ and/or Vice Chair~~person~~ respectively as the case may be following the election process as per *Board Policy 2400: School Board Meeting Proceedings*, *Board Policy 2915: Board Chair~~person~~ – Elections, Roles, Responsibilities*, and *Board Policy 2918: Vice-Chairperson – Elections, Roles, and Responsibilities*. ~~The~~ Board may, by special motion duly passed, remove a Trustee from a Board Committee. If such resolution is passed, the Board shall, at the same meeting, elect a new Trustee to fill the vacancy on that committee.

- (ii) The Board may, by special motion duly passed either in a Public Meeting, or a Closed Meeting, censure a Trustee for:
 - breach of Board bylaws and/or Board policies
 - breach of relevant legislation

Note: For the purpose of this section, a "special motion" is interpreted as a motion duly moved, seconded, and adopted by a two-thirds majority of the entire members present. The topic to be decided by "special motion" must appear on the distributed agenda for the meeting. For a special motion that has not been included in the distributed agenda to be considered at a board meeting, all Trustees must be advised of the motion at least 48 hours before the commencement of the meeting and two-thirds of trustees present at the meeting must agree to add the motion to the agenda.

APPROVED: February 13, 2013

~~AMENDED: December 11, 2019~~ UPDATED: February 2024



SD 42 POLICY: 6600

NAMING OF SCHOOL DISTRICT FACILITIES

PHILOSOPHY

The Board of Education ("Board") believes that school district facilities should be named in reference to historical, geographical or operational characteristics. Consideration will be given to names that will have significant meaning to students, First Nations, Métis, Inuit, and Urban Indigenous people and other members of the community members.

AUTHORITY

The Board assigns the responsibility for the implementation of this policy to the Superintendent and authorizes the Superintendent to establish procedures that will guide the implementation of this policy.

GUIDING PRINCIPLES

Except where otherwise determined by the Board, new schools or ~~d~~District facilities will be named in reference to historical, geographical or operational characteristics.

The naming or re-naming of school district facilities should involve a broad-based constituency consultation and should consider local First Nations, Métis, and Inuit ~~and Urban Indigenous~~ perspectives.

~~Wherever possible, if the facility is to be named in honour of a person, the consent of the individual or the closest surviving relatives will be obtained.~~

The process of naming a new building will begin as soon as possible after the school site has been purchased and where construction is scheduled in the Board's current capital plan.

During the consultation process, the Board will ensure the following are considered:

- Geographical features of the site that contribute to a sense of identity and connection with the local environment such as the name of a prominent natural feature, historical landmark or relevant geographical aspect.
- Indigenous context and history of the region, with respectful engagement with local Indigenous Elders or other Indigenous representatives.
- Recognition of individuals who have made a significant contribution to the community.
~~Wherever possible, if the facility is to be named in honour of a person, the consent of the individual or the closest surviving relatives will be obtained~~ to the extent possible.
- Community input gathered through surveys, public forums, or other inclusive methods to ensure a diverse range of perspectives.

When an existing facility undergoes a major change of use, the Board may consider a name change for the facility.

An effort will be made to avoid confusion that may be caused by having schools with similar names.

Naming opportunities when individuals, businesses, organizations, and others provide a contribution in exchange for naming recognition associated with a school district owned asset are subject to the Naming Privileges Policy of the Province of British Columbia.

In all cases, the final decision on naming a ~~s~~School ~~d~~District facility will be made by the Board.

APPROVED: June 19, 2019

UPDATED: February 2024

**ITEM 12**

To: **Board of Education**

From: Trustee
Mike Murray

Re: **DISTRICT PARENT ADVISORY
COUNCIL**

Date: February 21, 2024
(Public Board Meeting)

Information

Date of meeting: January 30, 2024

Items discussed:

1. Superintendent Harry Dhillon reviewed recent reports on the changing cultural diversity of the District, noting that the Maple Ridge and Pitt Meadows school population diversity has increased second only to Langley over the past few years. It was noted that the two communities are catching up to other Metro Vancouver and Fraser Valley communities. The number of ELL students in Maple Ridge and Pitt Meadows totals over 1,400 as a result of significantly increased immigration.
2. Trustee Mike Murray reviewed the resolutions being submitted to the BC School Trustees Association (BCSTA) Annual General Meeting (AGM) by the SD42 Board. They involve advocating for:
 - a. legislative change to permit student trustees to sit on Boards of Education with voting authority,
 - b. BCSTA to permit non-voting student delegates to speak to subjects being considered at the AGM,
 - c. sufficient funding to cover the cost of providing StrongStart programs since the current funding is inadequate and hasn't been increased to cover off inflationary costs since the program's inception many years ago, and
 - d. sufficient funding to cover the cost of inmate adult education programs provided by school districts to correctional facilities.

He also talked about further advocacy having to do with student population growth and other subjects involving capital funding indicating the desire to follow up with BCCPAC on these subjects in the hope that parents might advocate for the same change in government policy and funding. He mentioned working on a series of BCSTA recommendations which will be published shortly in a report which he hopes he'll be able to share with DPAC once it is made public.

3. MRTA representative Trevor Takasaki publicly thanked Superintendent Dhillon for his many years of service noting this will be his last DPAC meeting.
4. CUPE Representative, Cora Lindgren did the same, acknowledging Superintendent Dhillon. She also reminded PAC representatives that it is most helpful to custodial staff if event organizers can clean up after their events since adding that to regular custodial workloads is not appropriate.

5. Paulina Larrain provided a Treasurer's report.
6. DPAC Chair Trish Coft shared several information items with those present including references to how parents can follow progress on the Eric Langton Elementary and Pitt Meadows Secondary School replacement projects and the Harry Hooe expansion. She commented on the Constitution and Bylaws review for DPAC which will be presented on February 27 and finally adopted on March 12. She reminded PACs to provide information on what they are being asked to provide to their schools in terms of technology, the intent being to bring a resolution to BCCPAC on provincial funding for technology resources in schools (hardware, software, and technical staff). She also mentioned a district accessibility survey which is currently being developed to surface any accessibility issues (such as transportation) being faced by school communities. In addition, she mentioned a meeting to talk about playground development and PAC involvement in fundraising for playgrounds. Several upcoming events were also noted from grade eight registration information night to workshops on sexual exploitation and online safety to a "home alone" workshop.

Action Items referred to the Board of Education:

The Board will be asked to review recommendations on accessibility arising from the results of a survey DPAC is currently considering and has been asked to forward any capital funding reports from BCSTA to DPAC once available.

Date of next meeting: February 27, 2024, 7:00pm at Samuel Robertson Technical Secondary



ITEM 13

To: **Board of Education**

From: Trustee
Mike Murray

Re: **RIDGE MEADOWS EDUCATION
FOUNDATION COMMITTEE**

Date: February 21, 2024
(Public Board Meeting)

Information

Date of meeting: February 5, 2024

Items discussed:

1. Elections of Executive for 2024:
 - Chair – Dr. David Rempel
 - Vice Chair – Mr. Michael Malfesi
 - Secretary – Ms. Cheryl Ashlie
 - Treasurer – Mr. Jeff Cawker
2. New Director: Mr. Trevor Connor was appointed as a new director.
3. Annual Report (attached) to be distributed to the Board of Education, donors and fund initiators, school principals, DPAC, other local foundations, local legal offices, local notary public offices and local accountants.
4. Funding request received from DPAC to be considered by grants committee alongside other requests. Several additional requests received to date.

Action Items referred to the Board of Education: None at this time.

Date of next meeting: March 11, 2024

Attachment

Ridge Meadows EDUCATION Foundation 2023 Annual Report

Enriching
Public
Education
For Our Youth



RidgeMeadows
EDUCATION
FOUNDATION

Fundraising for specialty programs in School District No.42.
Supporting programs to encourage youth to stay in school.
Encouraging richer, more rounded educational programming.
Bursaries & Scholarships made possible through legacy donations.

Message from the Chair

The board of directors of RMEF would like to thank all our donors and congratulate the recipients of our grants, bursaries, and scholarships made possible by the Foundation. We especially want to thank our donors whose generosity enabled school communities to enhance the educational experience of their students. Collectively our school grants make a positive difference by enhancing fine arts, sports and specialty programs and the bursaries and scholarships support post-secondary opportunities for deserving students. We were especially pleased with our second annual grant, bursary and scholarship recognition event that brought funders and recipients together for an evening of sharing.

With the continued support of donors, and involvement of our education partners, we look forward to another rewarding year supporting education in SD42.

Sincerely
Dr. Dave Rempel, Chair of RMEF

Mission Statement:

The Ridge Meadows Education Foundation receives, generates and distributes resources to enhance the quality of public education in School District No.42 (Maple Ridge-Pitt Meadows)

To become a donor or to speak to a board member for additional information, please contact the Foundation at informef@gmail.com

Board section List of board members and liaison

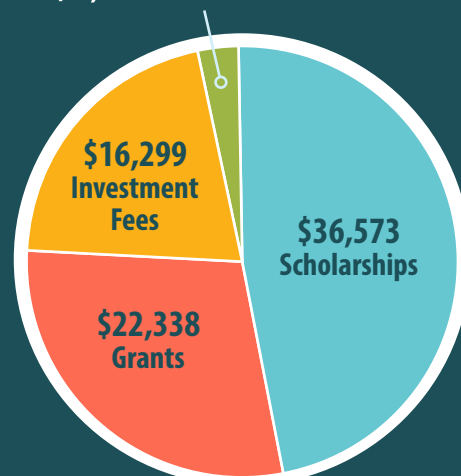
Chair - Dr. Dave Rempel
Vice Chair - Michael Malfesi
Treasurer - Jeff Cawker
Secretary - Cheryl Ashlie
Laurence Anderson
Ineke Boekhorst
Bill Elder
Iris Mo
David Vandergugten
Michael Murray - School Trustee Liaison
Elaine Yamamoto - School Trustee Alternate

The Foundation has over 1.7 million dollars in investments which supports 26 scholarships and enhancements to student programs through grants.

26

Finances

\$ 2,387 Administrative Costs



Through its grants program, RMEF accepts grant applications from schools (teachers & principals), Parent Advisory Committees and education partners to provide funds for enhanced fine arts, sports and specialty programs that benefit students in School District 42.

Highlights and Events of 2023

2nd Annual Grant Recognition evening celebrating donors, student recipients and schools that have benefitted from the RMEF granting process.

Joint Foundation Luncheon Event jointly hosted by Ridge Meadows Education Foundation, Maple Ridge Community Foundation, Ridge Meadows Hospital Foundation and the Pitt Meadows Community Foundation to bring awareness to professionals in the estate and financial planning arena about the opportunities for their clients to support foundations in Maple Ridge and Pitt Meadows.

Testimonials from student recipients

"Thank you very much for awarding the Wes Durksen Scholarship to me. I am excited to begin my studies at the University of British Columbia in the fall, working towards a degree in speech language pathology. My ultimate goal is to work with children to help them overcome speech challenges. This award will help me start that journey." – Jenna

"I would like to extend my gratitude as the recipient of the Gary and Nanette Lycan Scholarship this year. I was surprised, happy and deeply thankful to have received this prestigious award. I am indescribably grateful that my academic achievements and ambitions have been recognized... For this, I and many others shall be eternally grateful." – Vanik.

Fund initiators

- Ineke Boekhorst
- Bokstrom Family
- Joseph Chua
- Doreen Conant
- Draper Family
- Durksen Family
- Fraser Regional Correction Centre
- Greenwell Family
- Harris Family
- Hauzer Family
- Melva Leppa
- Jim Longridge
- Gary and Nanette Lycan
- Martz Family
- MacEachern Family
- O'Gorman Family
- Willett & Herman
- Poole Family
- Sandhurst Properties
- Smith Family
- Don Woytowich
- Wyllie Family

The following schools benefited from the 2023 grant application process!

- Kanaka Creek Elementary
- Ćəsqənelə Elementary
- Hammond Elementary
- Glenwood Elementary
- Davie Jones Elementary
- Maple Ridge Elementary
- Yennadon Elementary
- Westview Secondary

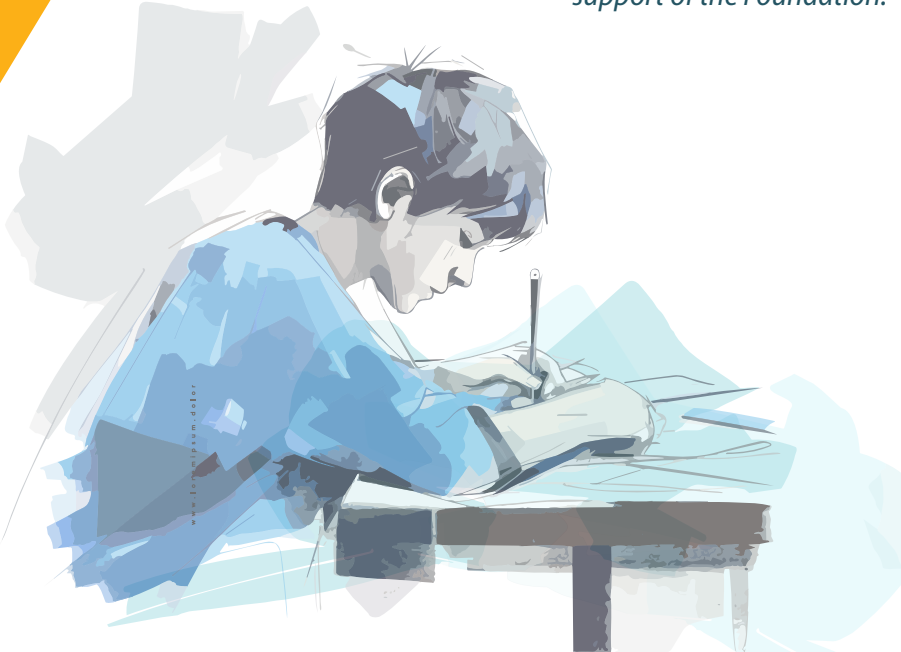


Spotlight

Hammond elementary teacher, Nelie Meedin stated, "This Sensory Walk has been available to all students in the school... the path can be used to support children with sensory processing issues or to help children develop motor skills, balance, hand-eye coordination and spatial awareness."

Jennifer Beveridge shared "**Davie Jones** was so appreciative to receive the monies to be able to purchase some new and additional gym equipment to enhance our program. Thank you so much Ridge Meadows Educational Foundation."

Teacher April Allan thanked the Foundation by saying, "**The Westview Drama Club** wouldn't have the opportunity to continue sharing theatre with others without the support of the Foundation."



RidgeMeadows
EDUCATION
FOUNDATION

Email: informef@gmail.com
www.rmef.ca

To: **Board of Education**

From: Trustee
Kim Dumore

Re: **RIDGE MEADOWS OVERDOSE
COMMUNITY ACTION TABLE
COMMITTEE**

Date: February 21, 2024
(Public Board Meeting)

Information

Date of meeting: February 9, 2024

Items discussed: This meeting was an opportunity for the network to inform about overdose response in the community. Some highlights are as follows:

1. Stop Overdose Ridge Meadows (STORM) Black Balloon Day, March 6 at Memorial Peace Park, 5pm-6pm, 50 balloons will be provided to signify the 50 lives lost in Maple Ridge last year
2. 2nd Annual Men's Mental Health Show and Shine at Maple Ridge Church on June 15
3. International Overdose Awareness Day event will be held Aug 31 Memorial Peace Park
4. Fraser Health updated that BC Ambulance responded to over 479 suspected overdose deaths in Maple Ridge last year and that the data is showing an increase in overdoses in all areas; the highest being in the 55+ age group
5. Food for the Soul's "Coldest Night of the Year" event is February 24 at the Maple Ridge Alliance Church 4pm-7pm and is a 2km or 5km walk/run to highlight mental health and substance use disorder in the community. Drug testing is available Tuesdays 9am-1pm
6. Maple Ridge Street Outreach Society has drug testing available Sunday at the CEED Centre 9am-1pm
7. Maple Ridge Mobile Overdose Response Prevention Site; Open on the North Side of the hospital, 7 days a week 9:30am-4:30pm. Naloxone training/kits, drug testing, two safe consumption booths, referrals, and peer support. The site is starting to see an uptick in clients and the project is fully supported by the hospital. It is important to note that the table had a lengthy conversation about the location as it isn't ideal to reach many drug users. It was noted that it is a starting point.

Action Items referred to the Board of Education: N/A

Date of next meeting: March 8, 2024

To: **Board of Education**

From: Trustee
Kim Dumore

Re: **YOUTH PLANNING TABLE
COMMITTEE**

Date: February 21, 2024
(Public Board Meeting)

Information

Date of meeting: January 29, 2024

Items discussed:

1. Presentation: Economic Development

- a. The City of Maple Ridge (CMR) Economic Development department presented an opportunity for youth to connect with local businesses to enhance their online presence to highlight the 192 small businesses in Maple Ridge available for locals and tourists to explore. The team will take the project to uPlan, the Youth Planning subcommittee, to see if they would like to support it.

2. Council Liaison Update: Jenny Tan

- a. An update on Minister Selena Robinson's recent visit and the post-secondary needs assessment's outcome. Minister Robinson advised that an announcement would come within three weeks to inform if a feasibility study will be happening.
- b. Hammond Recreation Centre consultation is underway, and multiple opportunities are being made to engage with the community.

3. Community Updates:

- a. Many community members updated on various opportunities for youth in the community, including but not limited to CMR Youth week May 1-7. Highlighting the youth talent show on May 6 at the ACT, and CMR is celebrating its 150th birthday with many celebrations throughout the summer; the BC Summer Games are in town in July 2024. Plus, the CMR is having its annual shutdown and will add many new programs, including a new spinning gym, sound recording space, and podcast space.
- b. Foundry is offering new social opportunities for youth, including a new Queer Social; Astra is offering substance education opportunities as well as drug testing. Fraser Health has a new Overdose Prevention site at the hospital from 11:30am to 6:30pm, Monday to Saturday.

Items referred to the Board of Education: The YPT has asked the SD42 staff to follow up on the distribution of the Youth and Emerging Adults Survey, to ensure maximum youth voices are heard on the project.

Date of next meeting: March 25, 2024 at 3:00pm

**ITEM 16**

To: **Board of Education**

From: Secretary Treasurer
Richard Rennie

Re: **QUESTION PERIOD**

Date: February 21, 2024
(Public Board Meeting)

Information

QUESTION PERIOD – *Question period will be restricted to questions only – statements and debate will not be permitted. Questions, with the exception of Trustee questions, will be limited to one question per person. Members of the public can submit questions for the board by emailing them to board@sd42.ca by no later than 5:30 pm on February 21, 2024. The email subject line should read: QUESTION PERIOD. All questions received before the start of the question period will be answered in the order they are received. This agenda item has a time limit of 10 minutes; extension is at the discretion of the board.*

**ITEM 17****RECORD**

Pursuant to provisions of 72 (1) of the *School Act*, the following report is a general statement of: (a) matters discussed; and (b) the general nature of decisions resolved at the following meetings from which persons other than Trustees or officers of the Board, or both were excluded:

December 6, 2023 Closed

Territory Acknowledgement	
Call to Order	Meeting called to order at 10:39am
Motion of Exclusion	Approved
Approval of Agenda	Approved as amended
Approval of Minutes	Approved
Chairperson Decision Item	Approved
Superintendent Decision Items	Approved
Superintendent Information Item	Received
Chairperson Information Item	Received
Meeting Recessed at 12:49pm	
Meeting Reconvened at 1:01pm	
Superintendent Information Item	Received
Meeting Recessed at 1:45pm	
Meeting Reconvened at 2:56pm	
Secretary Treasurer Information Item	Received
Board Committee Information Items	Received
Adjournment	Meeting adjourned at 3:39pm