

Wednesday, April 25, 2018
Time: 6:00 p.m.

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

"In the arsenal of truth, there is no greater weapon than fact." Lyndon B. Johnson

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Correspondence
 - J. Becker, Mayor, City of Pitt Meadows
 - M. Murray, Chairperson, School District No. 42 (Maple Ridge-Pitt Meadows)
3. Approval of Agenda
4. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.*

B. APPROVAL OF MINUTES

1. April 11, 2018 ITEM 2

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

1. Preliminary Budget 2018/19 ITEM 3

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

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
3. Secretary Treasurer
- a) 2018/19 Annual Facility Grant Expenditure Plan ITEM 4
4. Board Committees
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - i. Policy 8220: School Day ITEM 5
 - e) Education
 - i. Board Authority/Authorized Course ITEM 6

- f) Aboriginal Education
- g) Roundtable with Partners

G. INFORMATION ITEMS

- 1. Chairperson
- 2. Superintendent of Schools
 - a) Superintendent's Update ITEM 7
- 3. Secretary Treasurer
- 4. Board Committees & Advisory Committee Reports
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - i. Draft Policy 9611: Child Protection ITEM 8
 - e) Education
 - f) Aboriginal Education
 - g) Round Table with Partners

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

- 1. BC School Trustees Association
- 2. BC Public School Employers Association
- 3. Student Voice
- 4. District Parent Advisory Council
- 5. Municipal Advisory & Accessibility
- 6. Maple Ridge-Pitt Meadows Arts Council
- 7. Ridge Meadows Education Foundation
- 8. Social Planning Advisory
- 9. City of Maple Ridge Active Transportation
- 10. Other Board Liaison Representative Reports
- 11. Good News Items

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

K. OTHER BUSINESS

- 1. Public Disclosure of Closed Meeting Business ITEM 9

L. ADJOURNMENT



ITEM 1

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **OPENING PROCEDURES**

Date: April 25, 2018
(Public Board Meeting)

Information/Decision

1. *CALL TO ORDER*
2. *CORRESPONDENCE (Information Item)*
 - J. Becker, Mayor, City of Pitt Meadows
 - M. Murray, Chairperson, School District No. 42 (Maple Ridge-Pitt Meadows)

RECOMMENDATION:

THAT the Board receive all correspondence for information.

Attachments

3. *APPROVAL OF AGENDA (Decision Item)*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

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

*City of Pitt Meadows*

OFFICE OF THE MAYOR

March 5, 2018

File: 01-0400-70 / 4844-099

Mr. Mike Murray
Chairperson
SD 42 School Board of Education
22225 Brown Ave
Maple Ridge, BC V2X 8N6

Dear Mr. Murray,

Re: Federal Legalization of Non-Medical Cannabis

I confirm receipt of your letter dated February 16, 2018, and as well confirm that we had an opportunity to chat about the School District's concerns about the pending legalization of marijuana.

On April 1, 2014, the City of Pitt Meadows adopted a Zoning Bylaw Amendment that prohibited Marihuana broadly throughout the community. This includes the growing, processing, drying, storing, packaging, distribution and testing of medical marihuana and marihuana.

At this time, the City of Pitt Meadows has no plans to jump into amending our current prohibitory bylaw in relations to marijuana activities of any sort. The provincial and federal regulatory regime is still in a state of flux and there is still no indication that any level of government will be providing direct taxation streams to local governments to assist with regulation and enforcement.

The specific concerns raised in your correspondence echo the comments made by our Council. While no Council direction has yet been provided, it is highly likely that our new civic engagement policy will mandate a thorough discussion with our residents before any broad regulatory regime is created. We would consider the School District to be an important stakeholder in any such discussion.

Yours truly,

John Becker
Mayor

April 18, 2018

The Honourable Rob Fleming
Minister of Education
PO Box 9045 Stn. Prov. Govt.
Victoria, B. C. V8W 9E2

The Honourable Carole James
Minister of Finance
Room 153 Parliament Buildings
Victoria, BC V8V 1X4

Dear Ministers Fleming and James:

Re: Employer Health Tax

With this letter we are adding our voice to that of the many other Boards of Education concerned about the impact of the proposed Employer Health Tax (EHT) on their budgets. In the case of Maple Ridge – Pitt Meadows School District No. 42, the cost of the EHT will amount to \$2.03 million. Once the tax is fully implemented and Medical Services Plan (MSP) premiums are fully phased out, the additional cost to our school district is estimated to be \$0.61 million.

We know this government has identified education as a priority and that it wants to provide Boards of Education with stable and predictable funding. Since school districts have no taxation authority, they have no ability to cover increased unfunded costs over which they have no control. Without additional funding from government, boards can only address increased costs by cutting services to students.

The previous government imposed administrative savings onto Boards of Education and did not provide the funding needed to cover the long overdue non-unionized staff salary increases, the Next Generation Network and general inflation. These unfunded costs have been well documented and resulted in the recommendation made by the Select Standing Committee on Finance and Government Services that any such cost increases be funded by government in the future.

We had hoped the elimination of MSP premiums would offset some of these unfunded costs. The introduction of the unfunded Employer Health Tax eliminates the possibility of such a reprieve, however, and increases our concern that unfunded costs will continue to increase.

If the Employer Health Tax is implemented as proposed, the consequences will necessarily be a reduction in services to students. Naturally, we want to avoid such an impact.

For all the reasons stated above, we request that government consider exempting Boards of Education from the Employer Health Tax. At the very least we hope the difference between the MSP and EHT will be covered through a reduced EHT rate for school districts.

We appreciate the important initiatives, including improvements in child care, government is addressing. We have formally adopted resolutions supporting such initiatives in the past and understand they all cost money to implement. That said, we are certain government's intent in introducing the EHT was not to redirect funding from one important area of service to another equally important area of service; we therefore respectfully urge your serious consideration of our request.

Sincerely,



Mike Murray, Chairperson
Board of Education

Cc:

Board of Education, School District 42 - Maple Ridge and Pitt Meadows
Ms. Sylvia Russell, Superintendent of Schools
Ms. Flavia Coughlan, Secretary Treasurer
Ms. Cathie Watkins, President, Maple Ridge Principals' and Vice Principals' Association
Mr. George Serra, President, Maple Ridge Teachers' Association
Ms. Leslie Franklin, President, CUPE local 703
Ms. Kim Dumore, Chair, District Parent Advisory Council
Student Voice
Mr. Gordon Swan, President, BC Schools Trustees Association
All Boards of Education c/o BC Schools Trustees Association



ITEM 2

To: **Board of Education**

From: Chairperson
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: April 25, 2018
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the April 11, 2018 Public Board Meeting be approved as circulated.

Attachment

IN ATTENDANCE:

BOARD MEMBERS:

Chairperson – Mike Murray
Trustee – Susan Carr
Trustee – Korleen Carreras
Trustee – Eleanor Palis
Trustee – Dave Rempel

STAFF:

Superintendent – Sylvia Russell
Secretary Treasurer – Flavia Coughlan
Senior Manager, Communications – Irena Pochop
Executive Coordinator – Karen Yoxall

ABSENT:

Trustee – Ken Clarkson

A. OPENING PROCEDURES

1. Call to Order

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

2. Correspondence

Moved/Seconded

- BC Public School Employers' Association
- G. Swan, President, BC School Trustees Association
- G. Hansman, President, BC Teachers' Federation
- R. Bawa, A/Deputy Minister, Ministry of Education
- E. Flynn, President, Vancouver Island School Trustees' Association
- L. Trenaman, Chairperson, School District No. 8 (Kootenay Lake)
- Dr. E. Yung, Chairperson, School District No. 38 (Richmond)
- E. Loring-Kuhanga, Chairperson, School District No. 61 (Greater Victoria)

THAT the Board receive the correspondence for information.

CARRIED

3. Approval of Agenda

Moved/Seconded

The Chairperson requested that the following correspondence be moved from Correspondence to Chairperson, Decision Items:

- G. Hansman, President, BC Teachers' Federation
- E. Flynn, President, Vancouver Island School Trustees' Association
- Dr. E. Yung, Chairperson, School District No. 38 (Richmond)
- E. Loring-Kuhanga, Chairperson, School District No. 61 (Greater Victoria)

THAT the Agenda be approved as amended.

CARRIED

4. Invitation for Public Input to matters on the Agenda

B. APPROVAL OF MINUTES

1. March 7, 2018

Moved/Seconded

THAT the Minutes of the March 7, 2018 Public Board meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

1. Proposed Preliminary Budget 2018/19

Moved/Seconded

The Secretary Treasurer presented the Proposed Preliminary Budget 2018/19. Budget Background Information, 2018/19 Ministry of Education Funding, 2018/19 Base Operating Budget, Three Year Operating Projections, Proposed Budget changes and Partner Group and Public Consultation Schedule were explained.

The Secretary Treasurer asked the Trustees if they had any questions.

THAT the Board receive the Proposed Preliminary Budget 2018/19, for information.

CARRIED

D. DELEGATIONS

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson

a) Employer Health Tax

Moved/Seconded

The Chairperson reported that the following correspondence had been submitted to the Ministry of Education regarding the new Employer Health Tax:

- G. Hansman, President, BC Teachers' Federation
- E. Flynn, President, Vancouver Island School Trustees' Association
- Dr. E. Yung, Chairperson, School District No. 38 (Richmond)
- E. Loring-Kuhanga, Chairperson, School District No. 61 (Greater Victoria)

THAT the Board authorize the Board Chairperson to submit a letter to the Minister of Education and the Minister of Finance requesting that the difference between MSP and the new Employer Health Tax be covered by the provincial government in the form of additional funding.

CARRIED

2. Superintendent of Schools
3. Secretary Treasurer

a) Playground Equipment Program – Call for Projects for 2018/19

Moved/Seconded

The Secretary Treasurer reported that on March 9, 2018 the Ministry of Education introduced a new annual capital program, the Playground Equipment Program. School districts have been asked to submit their top three playground replacement priorities.

In order to be eligible for a playground equipment project the school must have a majority of elementary school grades. Priority will be given to schools where no playground currently exists and where students do not have easy access to nearby playground equipment either at school or a community park.

Staff have identified the following playgrounds that meet this criteria:

- Glenwood Elementary
- South Albion Elementary
- Highland Park Elementary

THAT the Board approve the Playground Equipment Program – Call for Projects for 2018/19 for submission to the Ministry of Education.

CARRIED

b) 2018/19 Capital Plan Bylaw

The Secretary Treasurer reported that in order to access funding for the projects included in the 2018/19 Capital Plan and in accordance with the revised Ministry of Education procedures regarding capital bylaws, the Board must adopt a single Capital Bylaw.

Moved/Seconded

- (1) THAT the Capital Bylaw No. 18/19-CP-SD42-01 – be given three (3) readings at this meeting.
(vote must be unanimous)

CARRIED

Moved/Seconded

- (2) THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) Capital Bylaw No. 18/19-CP-SD42-01 be:

Read a first time on the 11th day of April, 2018;

Read a second time on the 11th day of April, 2018;

Read a third time, passed and adopted on the 11th day of April, 2018.

CARRIED

4. Board Committees

- a) Budget
- b) Finance
- c) Facilities Planning
- d) Board Policy Development
- e) Education

- f) Aboriginal Education
- g) Roundtable with Partners

G. INFORMATION ITEMS

- 1. Chairperson
- 2. Superintendent of Schools

- a) Superintendents Update

Moved/Seconded

The Superintendent reported on school and district activities.

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

CARRIED

- 3. Secretary Treasurer
- 4. Board Committees & Advisory Committee Reports
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - e) Education
 - f) Inclusive Education
 - g) Aboriginal Education
 - h) Round Table with Partner Groups

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

BC School Trustees Association: Motions to Annual General Meeting

Trustees discussed the motions for the upcoming Annual General Meeting.

Social Planning Advisory

Trustee Carr reported that Community Services presented on the Age Implementation Strategy, there was an update on the Youth Homeless Strategy and that resolutions regarding attracting physicians to the community were discussed.

City of Maple Ridge Active Transportation Advisory

Trustee Carr reported that Translink presented on the Maple Ridge-Pitt Meadows Area Transport Plan.

Good News Items

Trustees reported on their attendance at "Humans of Maple Ridge: A Celebration and Photo Exhibit", Trustee Rempel reported on the RMEF cheque presentations and the Board Chairperson reported on his attendance at the swearing in ceremony of the Katzie First Nation council.

L. QUESTION PERIOD

M. OTHER BUSINESS

N. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 7:53 p.m.

Mike Murray, Chairperson

Flavia Coughlan, Secretary Treasurer

To: **Board of Education**

From: Budget Committee of the Whole

Re: **PRELIMINARY BUDGET 2018/19**

Date: April 25, 2018
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The attached Preliminary Budget 2018/19 is presented to the Board for approval. The preliminary budget contains budget balancing proposals developed by considering the feedback received through the budget process.

On April 11, 2018, the Proposed Preliminary Budget 2018/19 was presented at the Public Board meeting for information. The Education Partners and the Public were invited to provide feedback on the proposed budget in writing or at the April 18, 2018 Budget Committee of the Whole meeting.

The feedback received at the April 18, 2018 Budget Committee of the Whole meeting focused on workload issues for speech and language pathologists, occupational therapists and secondary counsellors.

RECOMMENDATION:

That the Board approve the appropriation of \$467,400 from 2017/18 operating budget savings and additional revenue to fund one-time 2018/19 Preliminary Operating Budget changes;

AND FURTHER;

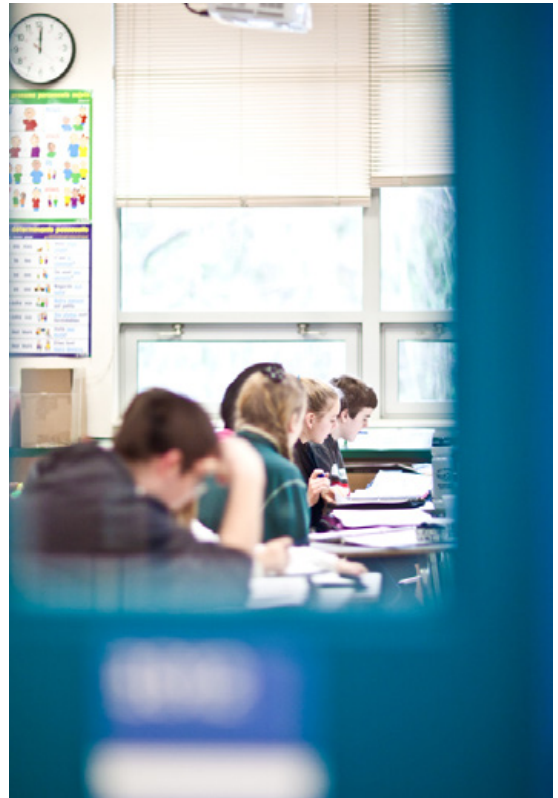
That the Board approve the preliminary budget balancing proposals for 2018/19 as outlined in the Preliminary Budget 2018/19 for implementation and incorporation in the Board's Budget Bylaw for 2018/19.

Attachments



PRELIMINARY BUDGET 2018/19

APRIL 25, 2018



PRELIMINARY BUDGET 2018/19

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

Maple Ridge, BC, Canada

V2X 8N6

www.sd42.ca

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EXECUTIVE SUMMARY

DISTRICT OVERVIEW

BOARD of EDUCATION

SCHOOL DISTRICT NO.42



MIKE MURRAY
CHAIRPERSON



SUSAN CARR
VICE-CHAIRPERSON



DR. DAVE REMPEL
TRUSTEE



ELEANOR PALIS
TRUSTEE



KEN CLARKSON
TRUSTEE



KORLEEN CARRERAS
TRUSTEE



SYLVIA RUSSELL
SUPERINTENDENT / CEO



FLAVIA COUGHLAN
SECRETARY TREASURER / CFO

VISION

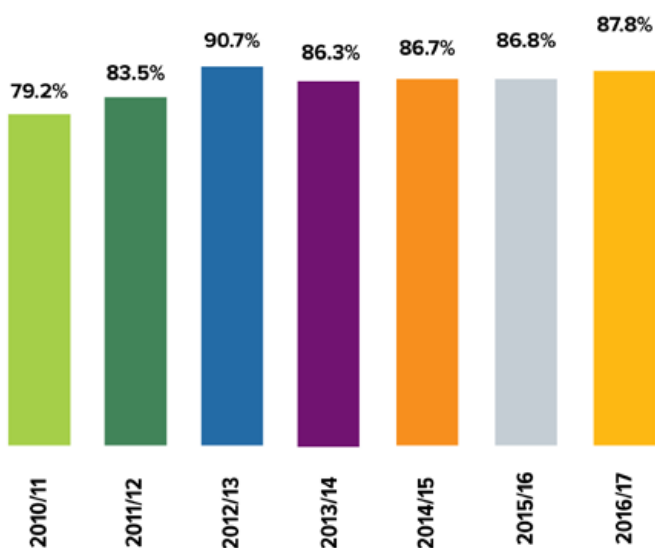
The district vision is for every individual to feel valued and for all learners to reach their potential.

MISSION

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



2016/17 6 YEAR GRADUATION RATES - All Students



2016/17 provincial average 84%



BUDGET PROCESS AND TIMELINE

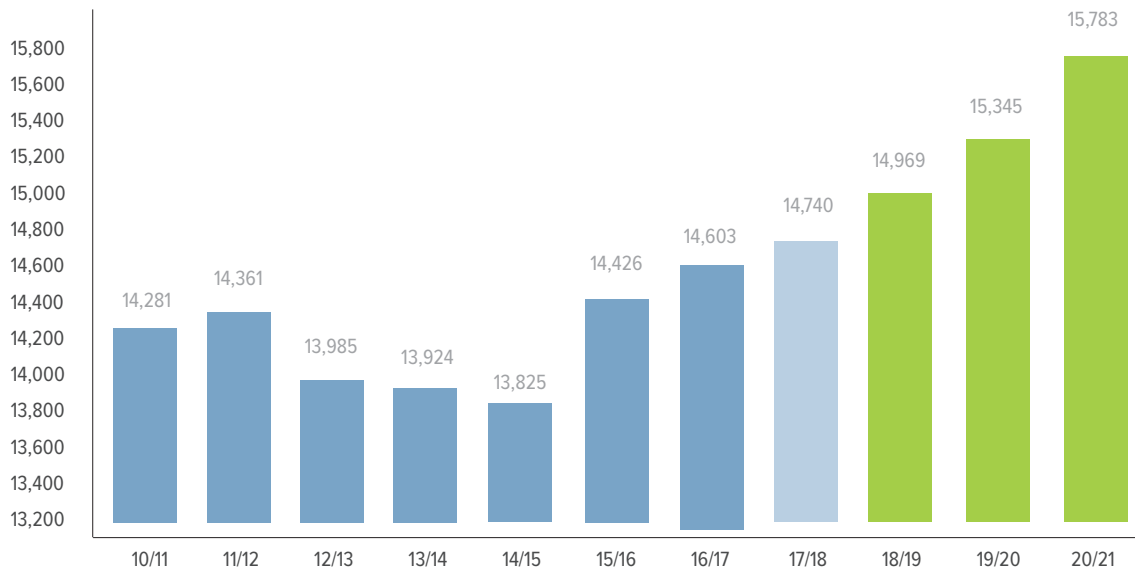
In accordance with the School Act, school districts in the province must approve a balanced budget and submit it to the Ministry of Education by June 30, 2018. The table below outlines the 2018/19 Preliminary Budget process and consultation timeline.

Wednesday, January 17, 2018	BUDGET COMMITTEE OF THE WHOLE <ul style="list-style-type: none"> Feedback from the partner groups on the impact of the budget-driven changes implemented as part of the 2017/18 Preliminary Budget
Wednesday, January 24, 2018	BOARD MEETING <ul style="list-style-type: none"> Presentation and approval of the Proposed Budget Process/Timeline
Wednesday, February 7, 2018	BUDGET MEETING <ul style="list-style-type: none"> Presentation of Projected Enrolment for 2018/19, 2019/20, 2020/21
Wednesday, February 21, 2018	BOARD MEETING <ul style="list-style-type: none"> Presentation and board approval of the 2017/18 Amended Annual Budget
Wednesday, March 7, 2018	BUDGET COMMITTEE OF THE WHOLE <ul style="list-style-type: none"> Presentation of the 2018/19 preliminary budget estimates to partner groups
Wednesday, March 28, 2018	BUDGET COMMITTEE OF THE WHOLE <ul style="list-style-type: none"> Partner group individual presentations to the board of the 2018/19 budget considerations
Wednesday, April 11, 2018	BOARD MEETING <ul style="list-style-type: none"> Presentation of the Proposed 2018/19 Preliminary Budget
Wednesday, April 18, 2018	BUDGET COMMITTEE OF THE WHOLE <ul style="list-style-type: none"> Public and partner group input on the Proposed 2018/19 Preliminary Budget
Wednesday, April 25, 2018	BOARD MEETING <ul style="list-style-type: none"> Approval of 2018/19 Budget Balancing Proposals
Wednesday, May 16, 2018	BOARD MEETING <ul style="list-style-type: none"> Adoption of 2018/19 Preliminary Budget Bylaw

Please note: All submissions to the board are considered public documents. The board, therefore, reserves the right to make any submissions available to public and to place them on the district website.

STUDENT ENROLMENT TRENDS AND FORECAST

The enrolment information presented below is based on actual full-year enrolment (regular, distributed learning, summer school, and adult learners) for 2010/11 to 2016/17, estimated enrolment for 2017/18 (actual for September and estimated February and May), and forecasted enrolment for 2018/19, 2019/20, and 2020/21.



OPERATING BUDGET STAFFING

From 2010/11, total staffing in the Maple Ridge – Pitt Meadows School District has increased by approximately 58 FTE. Also, in 2017/18 there were an additional 101.07 FTE positions funded from the Classroom Enhancement Fund (CEF).

While teaching staff, principals/vice-principals, support staff, and other professionals positions have been reduced due to funding shortfalls and enrolment decline in some years, education assistants have increased, principally due to higher enrolment of students with special needs.

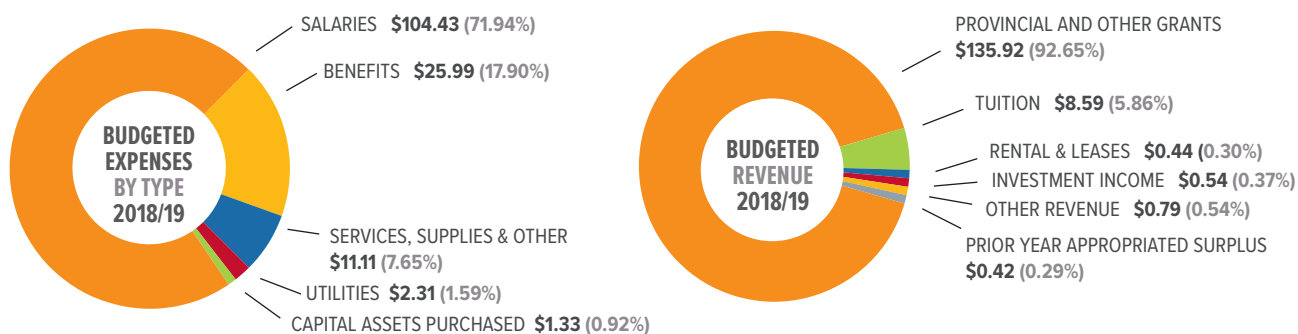
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2017/18 with CEF
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	
Teachers	818.42	825.41	813.40	771.95	763.35	785.46	804.24	808.90	905.180
Principals/VPs - Admin	43.36	43.04	42.79	42.10	39.48	40.31	43.97	43.70	43.700
Principals/VPs - Teaching	12.07	12.65	13.31	11.90	10.70	10.82	10.00	9.40	9.400
Other Professionals	31.27	30.19	30.00	30.00	30.50	31.71	35.71	32.30	33.800
Education Assistants	260.02	266.89	285.32	293.34	300.81	317.91	337.60	343.08	343.080
Support Staff	324.07	329.83	323.17	316.22	297.14	302.62	308.66	310.23	313.520
Trustees	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.000
Total	1,496.21	1,515.01	1,514.99	1,472.51	1,448.98	1,495.83	1,547.18	1,554.61	1,655.68

Source: 1530 report submissions for each year as restated to reflect calculation of budgeted hours per week divided by full time hours per week per position, child care worker FTE removed for all prior years as paid from special purpose funds. 2013/14 has been restated to remove FTE attached to custodial and labourer banks as well as contract instructors at international education and Ridge Meadows College. Above teacher and educational assistant FTEs include the instructional bank which is allocated between teachers and education assistants as required annually. Principal/Vice-Principal P FTEs have been split to show the admin and teaching components of the positions. 2016/17 and 2017/18 FTEs have been restated to reflect ongoing allocations only.

SUMMARY: PRELIMINARY BUDGET 2018/19

School District No. 42 (Maple Ridge – Pitt Meadows) is estimating that \$0.45 million ongoing funding will be available to fund new expenditures for 2018/19 and that an additional \$1.08 million one-time funding will also be available for 2018/19. This will be followed by an estimated budget funding shortfall of \$0.44 million for 2019/20, and \$0.04 million for 2020/21 if the proposed budget changes are implemented.

In accordance with the School Act, school districts in the province must approve a balanced budget and submit it to the Ministry of Education by June 30, 2018. The Maple Ridge – Pitt Meadows School District developed a preliminary budget that supports its vision, and that considers not only its shared priorities but also the needs of its community of learners.



OPERATING BUDGET THREE-YEAR PROJECTIONS (\$ millions)

	2018/19	2019/20	2020/21
Incremental Cost Increases			
Changes in Salaries and Benefits			
Salaries and benefit changes (excluding labour settlement)	(0.53)	(0.40)	(0.40)
Salaries and benefit changes MRTA and CUPE contractual increases	(1.90)	(0.85)	
MSP	1.06		
Employer Health Tax	(2.03)		
Other benefit cost changes	(0.11)		
Services, Supplies and Utilities	(0.35)	(0.39)	(0.39)
New School Operating Cost	(0.54)		
	(4.40)	(1.64)	(0.79)
Enrolment Driven Changes	(1.65)	(2.95)	(3.16)
Ministry of Education Funding Changes	4.54	4.44	3.91
2017/18 One-time Expenses Funded from Ongoing Savings and Revenue	2.21		
Revenue and Expense Changes			
Non-resident tuition	(0.23)	0.06	
Miscellaneous revenue	(0.02)		
	(0.25)	0.06	
Total Projected Surplus / (Shortfall) Before One-Time Items	0.45	(0.09)	(0.04)
2018/19 One-Time Expenses and Savings			
Employer Health Tax	0.91		
MSP	(0.71)	(0.35)	
Non-unionized staff wages savings	0.42		
New school operating costs savings	0.46		
	1.08	(0.35)	-
Total Projected Surplus / (Shortfall)	1.53	(0.44)	(0.04)

BUDGET CHANGES

PRELIMINARY BUDGET CHANGES 2018/19

Ongoing Budget Changes

Secondary Innovation	(2,100)
Curriculum Implementation - Communications	(70,499)
Early Learning -StrongStart	(20,177)
CUPE Training	(22,200)
Support for English Language Learning	(41,905)
Learning Services - Specialized Software	(38,000)
Instructional Bank	(82,259)
Support for Operational Plans - Aboriginal Education	(54,660)
Support for Operational Plans - Employee Support	(107,392)
Support for Operational Plans - Facilities	(65,303)
Support for Operational Plans - International Education	(84,634)
Support for Operational Plans - Technology Support	(95,901)
Revenue Increase	84,634
Reallocation of Existing Budgets	226,592

Total Ongoing Budget Changes (373,804)

One-Time Budget Changes

Support for School Growth Plans - Social Emotional Learning	(62,800)
Support for School Growth Plans - Literacy	(425,241)
Support for School Growth Plans - Secondary Innovation	(145,551)
Support for School Growth Plans - Helping Teacher - Counselling	(107,351)
School Teams and Curriculum Implementation Days	(142,000)
Curriculum Implementation - District Librarian	(57,607)
Early Learning - Helping Teacher	(20,950)
Early Learning Kindergarten Transition	(168,077)
Spirit of Learning - Support Staff Training	(1,000)
Spirit of Learning - Child Care Worker Mentoring	(10,000)
Spirit of Learning - Principal/Vice-Principal Mentoring	(17,000)
Spirit of Learning - HR Training	(8,800)
Safe and Caring Schools	(545,442)
Safe and Caring Schools Secondary Staffing	(173,119)
Learning Services - Psychology Intern	(46,830)
Learning Services - Summer Assessments	(20,652)
Learning Services - SLP and OT	(107,147)
Learning Services - Specialized Equipment	(24,000)
Instructional Bank: Supporting Co-Teaching	(655,759)
Instructional Bank	(161,547)
Implementation of the Strategic Facilities Plan - Fine Arts	(60,000)
Implementation of the Strategic Facilities Plan - Before and After School Programs	(50,666)
Support for Operational Plans - Procurement	(62,954)
Reallocation of Existing Budgets	1,450,698
Use of Prior Year Surplus for One-Time Expenditures	467,400

Total One-Time Budget Changes (1,156,395)

Grand Total Budget Changes (1,530,199)

USE OF CLASSROOM ENHANCEMENT FUND 2018/19

Classroom Enhancement Fund	10,930,798
Preliminary Staffing Plan	(9,728,309)
Additional New Teacher Supports	(400,857)
Educational Leadership	(464,649)
Human Resources Support	(116,175)
Facilities and Other Implementation Costs	(220,808)

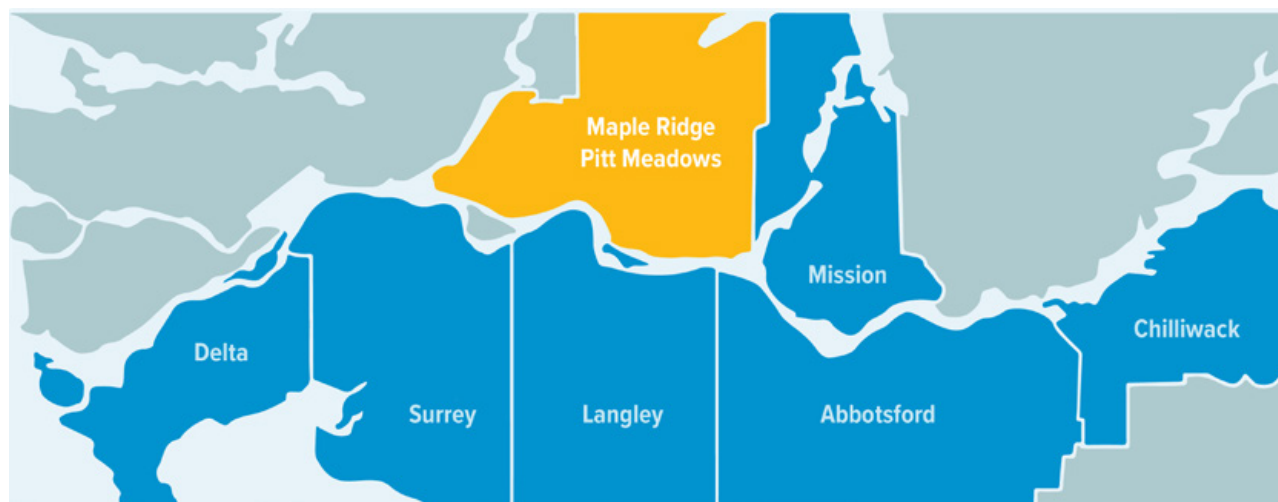
Download the budget document at:

<http://www.sd42.ca/board-of-education/budget-process/201819-budget-process/>





ORGANIZATIONAL SECTION



DISTRICT OVERVIEW

School District No. 42 meets the learning needs of approximately 15,000 students of all ages in Maple Ridge and Pitt Meadows, and is defined by its determination to keep student learning and growth at the heart of all its decisions. The district serves 21 elementary schools and 6 secondary schools.

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

School District No. 42 (Maple Ridge – Pitt Meadows) is estimating that \$0.45 million ongoing funding will be available to fund new expenditures for 2018/19 and that an additional \$1.08 million one-time funding will also be available for 2018/19. This will be followed by an estimated budget funding shortfall of \$0.44 million for 2019/20, and \$0.04 million for 2020/21 if the proposed budget changes are implemented.

In accordance with the School Act, school districts in the province must approve a balanced budget and submit it to the Ministry of Education by June 30, 2018. The Maple Ridge – Pitt Meadows School District developed a preliminary budget that supports its vision, and that considers not only its shared priorities but also the needs of its community of learners.



Strategic Directions

- 1 INCLUSIVE CULTURE OF CARE AND BELONGING WHERE THE WELL-BEING AND SUCCESS OF ALL LEARNERS IS SUPPORTED AND CELEBRATED.
- 2 INTENTIONAL SUPPORT FOR A GROWTH MINDSET, COLLABORATION, INTERDEPENDENCE, AND STAFF DEVELOPMENT.
- 3 FORWARD-THINKING, RESEARCH-INFORMED, EFFECTIVE, EFFICIENT, SUSTAINABLE, VALUE-BASED AND CONNECTED SCHOOL DISTRICT.

VISION

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



MISSION

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

VALUES

Responsibility to all learners

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

Uniqueness of each individual

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

Diverse learning opportunities

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

Culture and community

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

Personal and social responsibility

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

High expectations for success

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

2017/18 Board of Education

The Maple Ridge – Pitt Meadows Board of Education is comprised of five trustees representing the community of Maple Ridge and two trustees representing the community of Pitt Meadows. Trustees are elected every four years at the same time as the mayor and city council for the two municipalities. There are currently four trustees representing Maple Ridge, as one trustee resigned January 1, 2018. The seat will remain vacant until the next local election in October 2018.



MIKE MURRAY
CHAIRPERSON



SUSAN CARR
VICE-CHAIRPERSON



KORLEEN CARRERAS
TRUSTEE



KEN CLARKSON
TRUSTEE



ELEANOR PALIS
TRUSTEE



DR. DAVE REMPEL
TRUSTEE



Senior Leadership

“

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

- Sylvia Russell,
Superintendent of Schools



Senior leadership is responsible for the operation of the Maple Ridge - Pitt Meadows School District, and is comprised of the following individuals:



Sylvia Russell
*Superintendent/
CEO*



Flavia Coughlan
*Secretary Treasurer/
CFO*



Jovo Bikic
*Assistant
Superintendent*



Shannon Derinzy
*Assistant
Superintendent*



Harry Dhillon
*Assistant
Superintendent*



Irena Pochop
*Senior Manager
Communications*



Monica Schulte
*Assistant Secretary
Treasurer*



Dana Sirsir
*Director
Human Resources*



David Vandergugten
*Assistant
Superintendent*



BUDGET BACKGROUND

As required by the Ministry of Education and Public Sector Accounting Standards (PSAB), the Maple Ridge – Pitt Meadows School District tracks and reports revenue and expenditures under three separate funds: the operating fund, the special purpose fund and the capital fund.

OPERATING FUND: The operating fund includes operating grants and other revenues used to fund instructional programs, school and district administration, facilities operations, maintenance and transportation.

SPECIAL PURPOSE FUND: The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and other sources that have restrictions on how they may be spent (e.g. Classroom Enhancement Fund, Annual Facilities Grant, Community LINK, Ready Set Learn and School Generated Funds).

CAPITAL FUND: The capital fund includes capital expenditures related to facilities (purchases and enhancements) and equipment (purchases) that are funded by Ministry of Education capital grants, operating funds, and special purpose funds.

In this document you will find:

- Historical information on the 2010/11 to 2017/18 amended (final) annual operating budgets, as well as comparative enrolment, staffing, revenue and expenditure information;
- Overview of the special purpose funds and capital funds held by the district;
- Summary of the 2018/19 operating base budget information, including major assumptions made when building the base budget;
- Summary of the 2018/19 revenue and expenditures by type and the projected 2018/19 operating budget balance;
- Three-year operating budget projections for 2018/19 to 2020/21;
- Proposed ongoing and one-time budget changes for 2018/19.



Budget Process and Timeline

In accordance with the School Act, school districts in the province must approve a balanced budget and submit it to the Ministry of Education by June 30, 2018. The Maple Ridge – Pitt Meadows School District has developed a preliminary budget that supports its vision, mission and values, and that considers not only its shared priorities but also the needs of its community of learners. This proposed budget was prepared in accordance with board *Policy 4203: Budget Planning and Reporting*.

Once the budget is adopted, the superintendent and secretary treasurer are delegated responsibility for the overall management of the educational and operational programs that are supported by the annual budgets. The secretary treasurer is specifically responsible for the financial management of the budget, and all financial reports.

Budget Implementation, Monitoring and Reporting

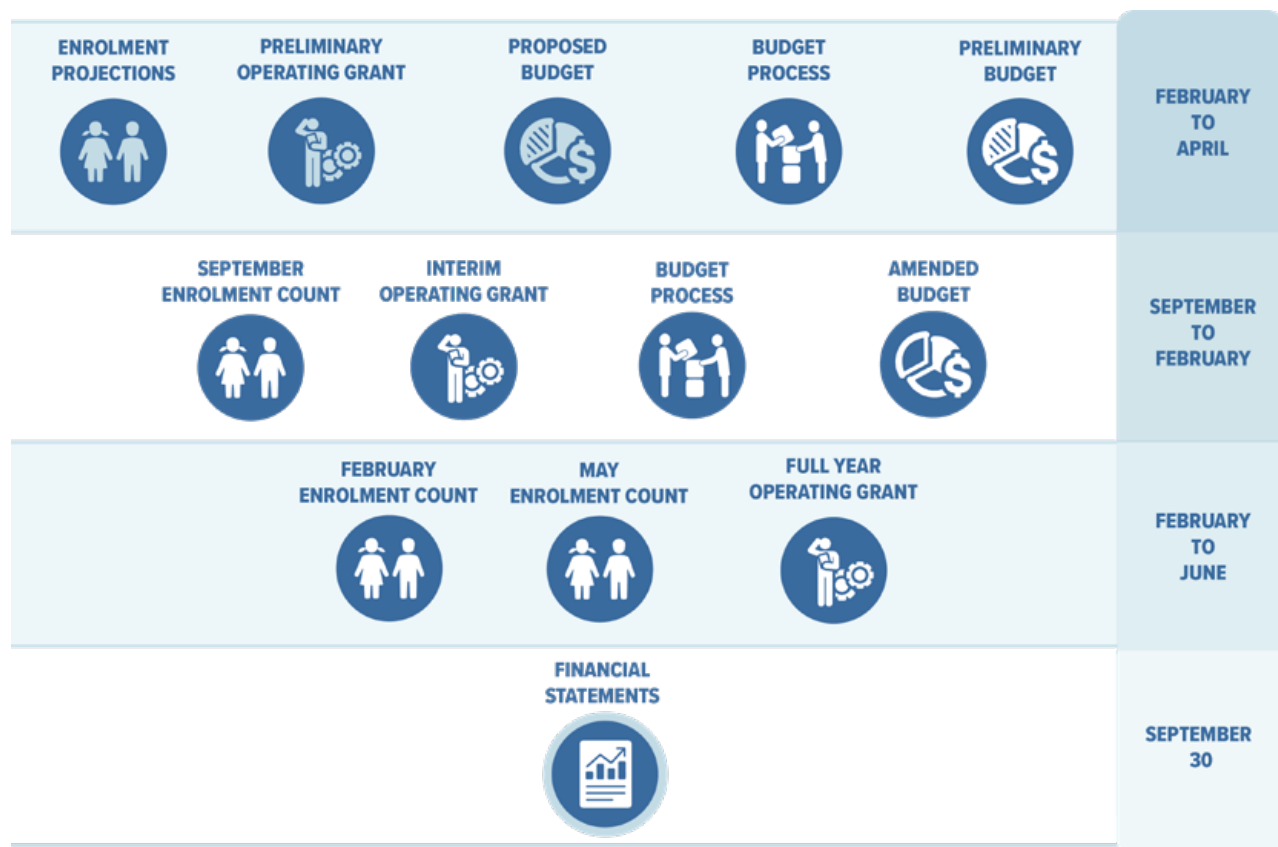
The budget is a “living” document. To this end the board, through policy, intends to provide appropriate flexibility in budget management to enable management to maximize the use of fiscal resources while exercising effective budget control.

The secretary treasurer or designate is authorized to approve budget transfers within the board approved budget in order to facilitate meeting contractual obligations, statutory requirements, approved staffing complement, or approved educational/operational objectives. Permanent budget transfers that are not formula driven and result in increased or decreased staffing levels must be approved by the board. In addition, budget transfer requests that would materially alter the board approved fiscal plan must be approved by the board.

Under the approval of the secretary treasurer, expenditure estimates may be exceeded where directly related revenue sources fully provide for the increased expenditure.

Unless otherwise instructed by the board, quarterly financial reports shall be presented to the board providing a “macro” (summative) status of the performance against budget. These reports will also include an analysis of budget variances and identification of same with an explanation of any variances in excess of 10% of the budget amount.

The infographic below illustrates the annual financial planning cycle for our school district.



2018/19 Preliminary Budget Process and Consultation Timeline

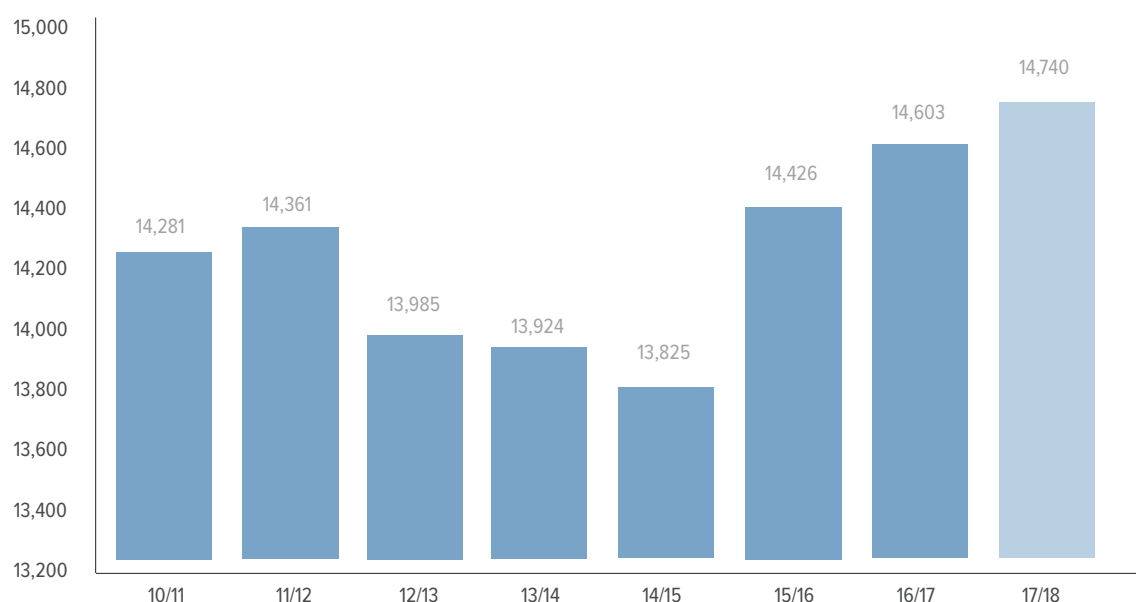
Wednesday, January 17, 2018	BUDGET COMMITTEE OF THE WHOLE <ul style="list-style-type: none"> Feedback from the partner groups on the impact of the budget-driven changes implemented as part of the 2017/18 Preliminary Budget
Wednesday, January 24, 2018	BOARD MEETING <ul style="list-style-type: none"> Presentation and approval of the Proposed Budget Process/Timeline
Wednesday, February 7, 2018	BUDGET MEETING <ul style="list-style-type: none"> Presentation of projected enrolment for 2018/19, 2019/20, 2020/21
Wednesday, February 21, 2018	BOARD MEETING <ul style="list-style-type: none"> Presentation and board approval of the 2017/18 Amended Annual Budget
Wednesday, March 7, 2018	BUDGET COMMITTEE OF THE WHOLE <ul style="list-style-type: none"> Presentation of the 2018/19 preliminary budget estimates to partner groups
Wednesday, March 28, 2018	BUDGET COMMITTEE OF THE WHOLE <ul style="list-style-type: none"> Partner group individual presentations to the board of the 2018/19 budget considerations
Wednesday, April 11, 2018	BOARD MEETING <ul style="list-style-type: none"> Presentation of the Proposed 2018/19 Preliminary Budget
Wednesday, April 18, 2018	BUDGET COMMITTEE OF THE WHOLE <ul style="list-style-type: none"> Public and partner group input on the Proposed 2018/19 Preliminary Budget
Wednesday, April 25, 2018	BOARD MEETING <ul style="list-style-type: none"> Approval of 2018/19 Budget Balancing Proposals
Wednesday, May 16, 2018	BOARD MEETING <ul style="list-style-type: none"> Adoption of 2018/19 Preliminary Budget Bylaw

Please note: All submissions to the board are considered public documents. The board, therefore, reserves the right to make any submissions available to public and to place them on the district website.

Enrolment History

The enrolment information presented in this section is based on actual full-year enrolment for 2010/11 to 2016/17, and estimated enrolment for 2017/18 (actual for September and estimated February and May).

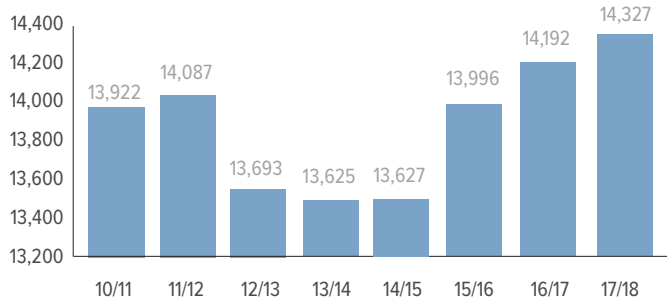
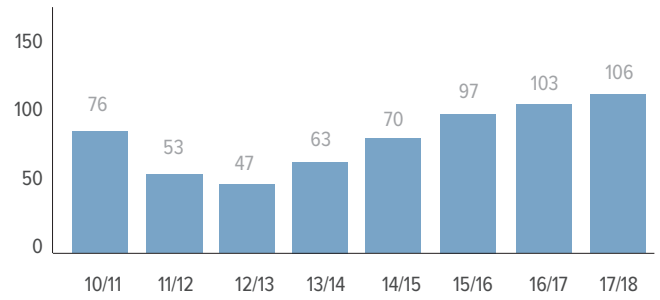
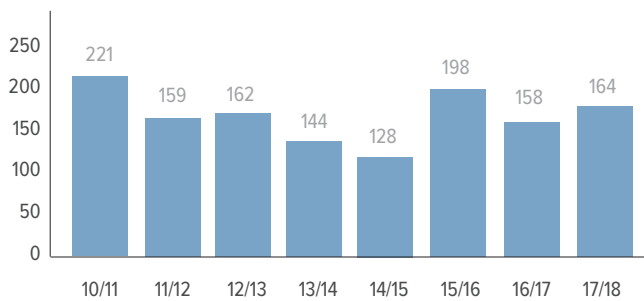
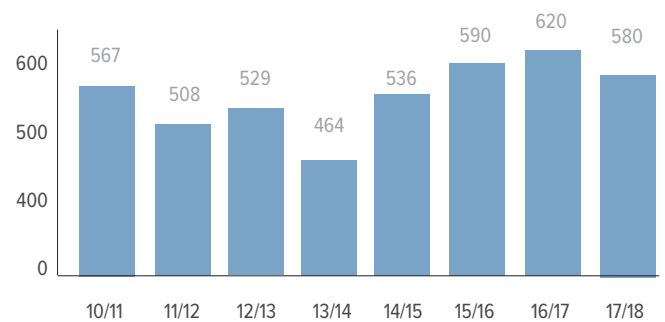
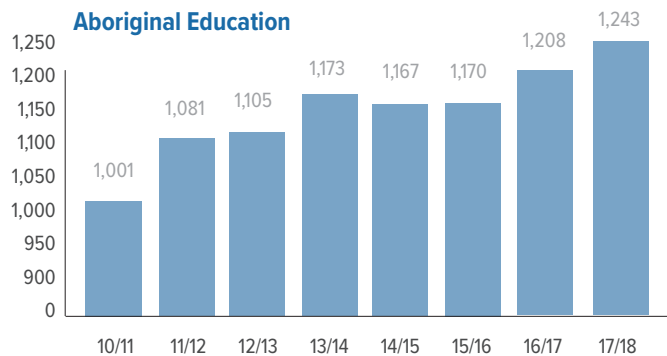
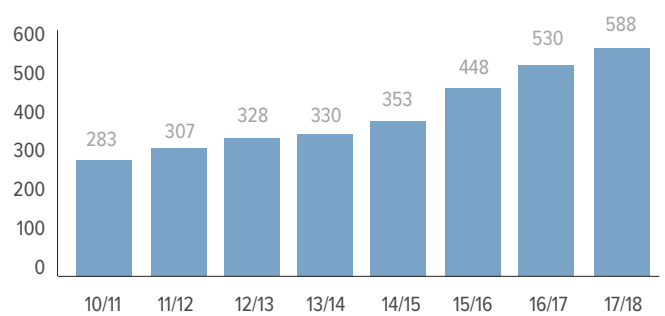
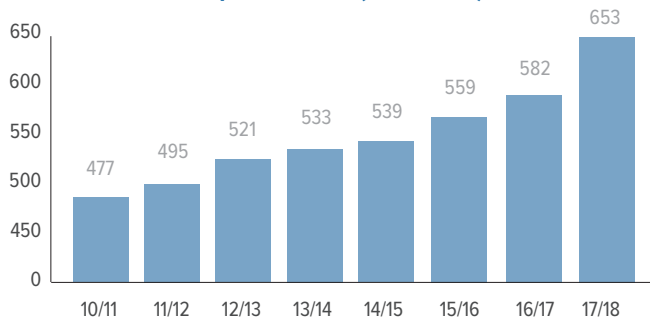
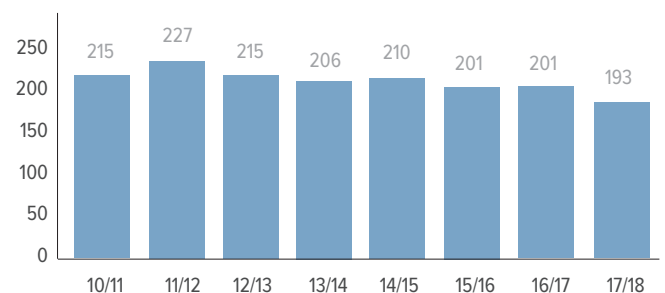
The enrolment history for regular, distributed learning, summer school, and adult learners is presented in the following chart. Since 2010/11, funded enrolment has increased by 459 full time equivalent (FTE).



In the same time period, there have been changes in subcategories of students. While students with special needs, English language learners, Aboriginal education, distributed learning, and international education have increased, enrolment numbers for continuing education have declined.

- **Distributed Learning:** +30 FTE students or an 38.25% increase since 2010/11
- **Continuing Education:** -57 FTE students or an 25.79% decrease since 2010/11
- **International Education:** +13 student or a 2.29% increase since 2010/11
- **Aboriginal Education:** +242 FTE students or a 24.18% increase since 2010/11
- **English Language Learners:** +305 FTE students or a 107.77% increase since 2010/11
- **Students with Special Needs:** (Levels 1 and 2) +176 FTE students; (Level 3) -22 FTE students. Total increase 154 FTE students (22.25% increase since 2010/11)

The enrolment history for various categories of students is represented on the following page.

ENROLMENT HISTORY:**Regular & Alternate Education****ENROLMENT HISTORY:****Distributed Learning****ENROLMENT HISTORY:****Continuing Education****ENROLMENT HISTORY:****International Education****ENROLMENT HISTORY:****Aboriginal Education****ENROLMENT HISTORY:****English Language Learners****ENROLMENT HISTORY:****Students with Special Needs (Level 1 & 2)****ENROLMENT HISTORY:****Students with Special Needs (Level 3)**

Source: 2008/09– 2015/16 Funding Allocation System – Full Year and 2016/17 Interim Operating Grants December 2016.
International education enrolment revised to reflect historical September 1701 counts.

Operating Budget Background Information

The information presented in this section is based on comparative final operating budget information for the years 2010/11 to 2017/18.

Since 2010/11, both revenue and expenditures have increased due to labour settlement costs and a corresponding increase in provincial funding. In the same time period, expenditure reductions have been made to compensate for student enrolment decline and increased costs not funded by the province. The following table summarizes the revenues and expenditures submitted as part of the Amended (Final) Annual Budgets.

	2010/11 Final Budget	2011/12 Final Budget	2012/13 Final Budget	2013/14 Final Budget	2014/15 Final Budget	2015/16 Final Budget	2016/17 Final Budget	2017/18 Final Budget
Operating Revenues	126.15	128.38	126.10	126.29	126.38	134.09	138.47	142.34
Use of Prior Year Operating Surplus to Balance Budget	2.92	2.67	4.14	2.52	2.68	4.17	4.13	5.19
Operating Expenses	(128.31)	(130.28)	(128.41)	(127.30)	(125.18)	(134.19)	(139.00)	(142.45)
Transfers to Other Funds	(0.75)	(0.59)	(1.83)	(1.51)	(3.88)	(4.07)	(3.60)	(4.65)
Budgeted Surplus	0.00	0.18	0.00	0.00	0.00	0.00	0.00	0.43

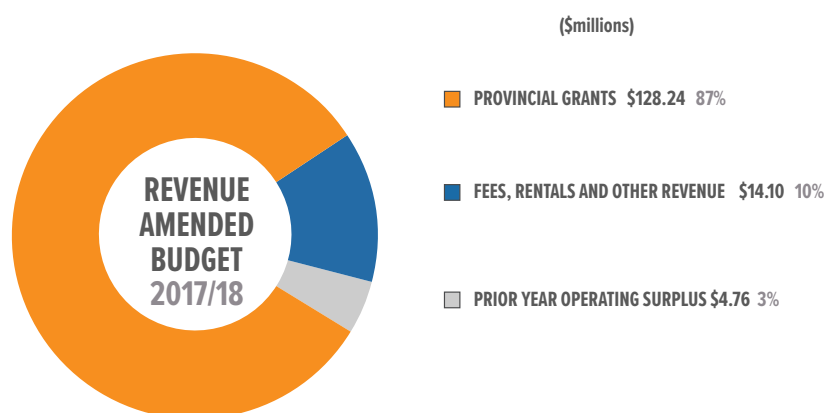
Source: 2010/11 - 2017/18 Amended Annual Budget Submissions

2011/12 amount of surplus \$0.18 was an actual budgeted surplus; 2017/18 surplus reflects board approved use of surplus to fund 2018/19 one-time budget items approved in 2016/17.

From 2010/11 to 2017/18, budgeted revenues have increased by \$16.19 million. This increase is mainly due to provincial grants received to fund negotiated labour settlement costs for all employee groups. Per pupil funding has increased from \$6,740 per student in 2010/11 to \$7,301 in 2017/18.

During this period, accounting changes to the treatment of international education fees have been made. Prior to 2012/13, monies collected for medical fees and homestay costs were treated as revenue when received and as an expense when paid; beginning in 2012/13, the money was treated as a liability and is now no longer recorded as either revenue or expense. Also, the revenue and expense estimates included in the 2014/15 final budget have been adjusted to reflect expense savings and the funding claw back related to the teachers' job action and are therefore not comparable with prior year revenue and expense budgets.

For 2015/16, revenue increased significantly due to the unanticipated Ministry of Education funded student enrolment increase of 418.5 FTE (\$2.99 million more than projected) and a significant increase in international education student enrolment. For 2016/17, revenue increased (\$2.54 million) due to increased Ministry of Education funded student enrolment of 172.9 FTE. Revenue continued to increase in 2017/18 due to an increase in Ministry of Education funded student enrolment of 60 FTE (\$1.31 million). The 2017/18 budgeted revenue by type is shown in the graph below.



BUDGETED OPERATING EXPENSES BY FUNCTION (\$ millions)

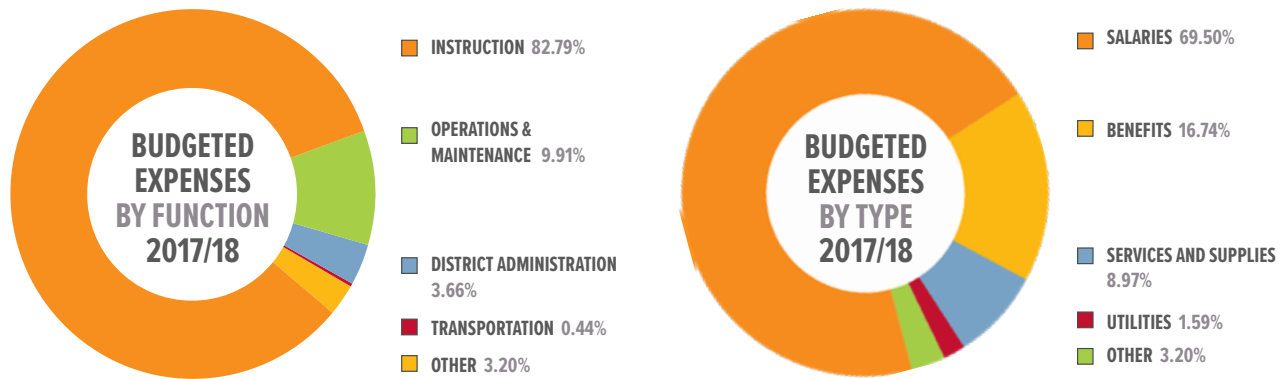
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Instruction	109.84	111.38	109.51	108.06	105.93	114.72	119.04	121.78
District Administration	4.99	4.64	4.56	5.06	5.03	4.82	5.17	5.39
Operations and Maintenance	12.26	13.01	13.08	13.00	13.13	13.78	14.25	14.57
Transportation	1.23	1.25	1.26	1.18	1.09	0.86	0.54	0.64
Other	0.75	0.59	1.83	1.51	3.88	4.07	3.60	4.72
Total	129.07	130.87	130.24	128.81	129.06	138.25	142.60	147.10

Source: 2010/11 - 2017/18 Amended Annual Budget Submissions

Each year, approximately 83% of the district's expenses are allocated to instruction. Operations and maintenance, district administration, transportation, the reduction of unfunded employee future benefits, capital assets purchased from operating and interfund transfers account for the remainder of the expenses.

For the time shown, the school district has spent approximately 86% of its budget on salaries and benefits. The balance is used to cover supplies, utilities, services and other costs.

The budgeted expenses by function and by type for 2017/18 are shown in the graphs below.



Special Purpose Funds Budget Background Information

Special purpose funds consist of targeted funding allocated to school districts for a specific purpose. The annual funding received varies from year to year and Ministry of Education funding is not always confirmed in a timely manner.

Pursuant to Sections 156(4) and (5) of the School Act, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund. Treasury Board Restricted Contribution Regulation 198/2011, issued in November 2011, defines a restricted contribution as “a contribution that is subject to a legislative or contractual stipulation or restriction as to its use other than a contribution or part of a contribution that is of, or for the purpose of acquiring, land.”

The following grants meet the definition of a restricted contribution per Treasury Board Regulation 198/2011:

- Annual Facility Grants (AFG) (excluding amounts paid via bylaw certificates of approval)
- Official Languages in Education French Programs Grants (OLEP)
- Community LINK Grants
- StrongStart Centre Grants
- Ready Set Learn Grants
- Service Delivery Transformation Grants
- Coding and Curriculum Implementation Grants
- Learning Improvement Fund (LIF)
- Priority Measures Fund
- Classroom Enhancement Fund
- School generated funds (restricted contributions only)
- Earnings and disbursements of endowments (excluding capital)
- Interest earned on any of the above funds

Operating and capital funding cannot be transferred to special purpose funds.

Annual Facility Grant (AFG)

The Annual Facility Grant was established to account for Ministry of Education grants and expenditures relating to annual facility maintenance projects. The Provincial Budget 2018 includes a province-wide Annual Facility Grant (AFG) allocation of \$115.5 million. The AFG allocation is comprised of both a special purpose fund allocation and a bylaw capital allocation. This funding is first allocated to fund province-wide initiatives (\$2 million for Capital Asset Management System) and the balance is distributed to school districts.

The AFG special purpose funding allocation for the Maple Ridge – Pitt Meadows School District for 2018/19 is \$517,500. The district's contribution for the Capital Asset Management System is \$44,051, leaving \$473,449 to be allocated by the board for facility maintenance projects. The AFG bylaw capital allocated to the Maple Ridge – Pitt Meadows School District for 2018/19 is \$2,026,336.

AFG funds may be spent for the purpose of:

- upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction and unsafe conditions;
- significantly lowering the associated operating costs of an existing capital asset; or
- extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

The Maple Ridge – Pitt Meadows School District must provide the ministry with 2018/19 AFG project and spending plans prior to April 30, 2018. The plans will include a list of the AFG projects and expenditures the district will undertake between April 1, 2018 and March 31, 2019.

The proposed allocation and corresponding capital bylaw will be presented for approval at the April 25, 2018 public board meeting, and will be included in the 2018/19 budget bylaw.

Official Language Education Program (OLEP)

The Ministry of Education administers federal funding intended to support incremental costs resulting from offering French as a second official-language instruction in BC. Under the current BC Action Plan of the “Canada-British Columbia Agreement on Minority Language Education and Second Official Language Instruction 2013/14 to 2017/18,” funding for school districts is based on the 2012/13 enrolment.

French funding is given under seven grants, and the school district is able to transfer funds within those grants. All French funding is to be spent by June 30th of each year. The district receives 70% of the funding in the spring of each year, and the 30% balance in the summer of the following year after it has submitted a report outlining how the funds were spent and what benefits were derived from this funding.

The current agreement for OLEP funding with the federal government ended March 31, 2017, and negotiations for the next agreement are underway. At this point, the amount of funding the district will receive for 2018/19 is unknown.

Community LINK

Community LINK (Learning Includes Nutrition and Knowledge) funding from the Ministry of Education is designed to support the academic achievement and social functioning of vulnerable students. Programs and services can include breakfast, lunch and snack programs, academic supports, counseling, youth workers and after-school programs.

Total Community LINK funding for 2018/19 will be \$548,550.

StrongStart

The Ministry of Education funded StrongStart program allows parents to participate with their young child (aged birth to five) in play-based early learning activities, including stories, music and art. At no cost to families, this early learning drop-in program helps prepare children for success in kindergarten.

The Maple Ridge - Pitt Meadows School District has 8 StrongStart centres, located at the following elementary schools: Blue Mountain, Davie Jones, Eric Langton, Fairview, Glenwood, Hammond, Harry Hooze and Highland Park.

The total StrongStart funding for 2017/18 was \$256,000. The funding for 2018/19 has not been announced; however, a change in funding is not expected.

Ready Set Learn

The Ready Set Learn special funding provided by the Ministry of Education allows the district to facilitate community events targeted towards 3-year-old children. The events are about providing good information on how to support a young child's early learning and development, and how to help develop positive connections between families, the school system and local community agencies. The total Ready Set Learn funding for 2017/18 was \$49,000. The funding for 2018/19 has not been announced; however, a change in funding is not expected.

Learning Improvement Fund

The Learning Improvement Fund (LIF) was established by the province for the purpose of providing additional resources, specifically targeted to support complex classes that present challenging learning conditions.

For 2018/19, the LIF support staff component is \$517,052.

Districts are required to submit a spending plan to the Ministry of Education by October 2018 for approval. To develop the spending plans, district staff work collaboratively with CUPE.

Classroom Enhancement Fund

On March 10, 2017 the Ministry of Education, the BC Public Schools Employers' Association, and the BC Teachers' Federation ratified a Memorandum of Agreement pursuant to Letter of Understanding (LoU) No. 17 to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement. The Memorandum of Agreement fully and finally resolves all matters related to the implementation of the Supreme Court of Canada decision from the fall of 2016.

The ratification of this agreement resulted in the establishment of the Classroom Enhancement Fund (CEF) to address the additional teacher and corresponding overhead costs throughout the province associated with this Memorandum of Agreement.

For 2017/18, the Maple Ridge – Pitt Meadows School District received a CEF allocation of \$11.19 million (this included \$0.30 million of unspent Priority Measures Funding) to fund 96.28 FTE teachers (\$9.15 million), overhead costs (\$1.17 million) and potential remedy costs (\$0.87 million). The school district is required to record and report the actual cost of CEF teachers and the amount allocated may be reduced to reflect the actual cost of CEF teachers for 2017/18.

For 2018/19, the Ministry of Education has initially committed \$287 million for CEF or 80% of 2017/18 CEF Staffing. CEF overhead funding will be announced in May 2018 based on applications received April 30, 2018. CEF Funding for Remedies will, as was the case in 2017/18, be based on October 2018 remedies incurred.

By April 30, 2018, school districts are required to submit overhead expense applications and preliminary teacher staffing plans, based on projected student enrolment for September 2018. Submissions will be reviewed by ministry staff and the initial allocations may be adjusted accordingly.

By October 19, 2018, school districts are required to submit final staffing plans that reflect final fall 2018 staffing. Close monitoring of implementation will occur throughout the 2018/19 school year.

Adjustments to district allocations may be made once final fall 2018 staffing is known and/or after the 2018/19 school year, especially if it is determined that a particular school district received more funding than was required. Final 2018/19 allocations will be confirmed at the same time as the operating grant recalculation in December 2018.

The initial 2018/19 CEF allocation for the Maple Ridge – Pitt Meadows School District is \$7,413,787.

Youth Education Support Fund

The Maple Ridge - Pitt Meadows School District is a registered charity. Donations received from community members are recorded in the Youth Education Support Fund (YES Fund). The funds raised are used to support programs and initiatives throughout the school district, which include: playground equipment, breakfast and hot lunch programs, and other school-specific programs.

As the funding for the Youth Education Support Fund is based on community donations, the funding amount for 2018/19 is difficult to estimate.

Scholarships and Bursaries

Scholarships and bursaries are established and awarded through the generosity of individuals and corporations in our community. The scholarships and bursaries administered by the school district range from memorials to honour the passing of a loved one, to corporations and individuals wanting to give back to the community.

The Maple Ridge - Pitt Meadows School District administers over 25 different scholarships and bursaries.

School Generated Funds

This fund represents the accumulated funds held by individual schools. Each school has its own bank account and records the funds received and disbursed throughout the year. These funds are raised at the school level through fundraising, cafeteria revenue, school store revenue, and various other activities. The school generated funds are intended to be used to fund activities that directly benefit the students in the school.

Special Purpose Funds Deferred Contributions, Revenue and Expenditures

(\$ millions)	2010/11 ACTUAL	2011/12 ACTUAL	2012/13 ACTUAL	2013/14 ACTUAL	2014/15 ACTUAL	2015/16 ACTUAL	2016/17 ACTUAL	2017/18 BUDGET
Deferred Contributions July 1	(7.30)	(5.90)	(2.20)	(2.46)	(2.00)	(1.86)	(1.95)	(2.47)
Received Contributions								
Provincial Grants	(2.22)	(1.96)	(3.45)	(2.78)	(4.06)	(4.13)	(5.56)	(13.02)
Provincial Grants - Other	-	-	-	-	-	-	-	-
Other	(4.90)	(4.00)	(4.32)	(4.31)	(4.14)	(4.65)	(4.74)	(4.47)
Investment Income	(0.05)	(0.01)	(0.02)	(0.03)	(0.01)	(0.01)	(0.03)	-
Teacher 12 month pay program	(1.41)	-	-	-	-	-	-	-
Teacher 12 month pay program	1.36	1.51	-	-	-	-	-	-
Transfer to Restricted Ministry of Education Capital				0.03				
Total Contributions Received	(7.22)	(4.46)	(7.79)	(7.09)	(8.21)	(8.79)	(10.33)	(17.49)
Recognition to Revenue								
Provincial Grants	3.85	3.47	3.19	3.24	4.10	4.09	5.03	13.87
Other Revenue	4.72	4.24	4.33	4.29	4.24	4.60	4.75	4.49
Investment Income	0.05	0.01	0.01	0.03	0.01	0.01	0.03	-
Total Recognition to Revenue	8.62	7.72	7.53	7.56	8.35	8.70	9.81	18.36
Expenses								
Wages and Benefits	1.07	1.16	2.52	2.44	3.33	3.41	4.31	12.38
Service and Supplies	5.81	4.75	4.61	4.38	4.34	4.93	5.08	5.25
Total Expenses	6.88	5.91	7.13	6.82	7.67	8.34	9.39	17.63
Capital Purchases and Other	1.74	1.81	0.40	0.74	0.68	0.36	0.42	0.73
Total Expenses and Capital Purchases	8.62	7.72	7.53	7.56	8.35	8.70	9.81	18.36
Ending Balance June 30	(5.90)	(2.64)	(2.46)	(1.99)	(1.86)	(1.95)	(2.47)	(1.60)

Source: 2010/11 to 2016/17 Audited Financial Statements and Amended Budget for 2017/18.

Since 2010/11, special purpose fund revenues have increased by \$11.13 million. This increase is due mainly to the introduction in 2017/18 of the Classroom Enhancement Fund (\$10.9 million) and a change in how the annual facility grant funds are allocated. Starting in 2011/12, the annual facility grant funds are allocated between special purpose funds and bylaw capital. Also related to the funding change, capital purchases have decreased by \$1.01 million compared to 2010/11.

Capital Fund Budget Background Information

The Capital Fund includes capital expenditures related to land, buildings (purchases and enhancements), computer hardware and software, vehicles and equipment that are funded from Ministry of Education capital grants (bylaw capital, Ministry of Education restricted capital), land capital, local capital, the operating fund, and special purpose funds. Pursuant to Ministerial Order 033/09, an annual deficit may be incurred in the capital fund Statement of Operations for the portion of amortization expense that exceeds revenues from deferred capital contributions. This deficit does not require prior approval from the Minister of Education.

Bylaw Capital

Bylaw Capital represents Ministry of Education capital grants drawn on Certificates of Approval (COA) for capital projects and includes amounts for specific capital projects funded by the Ministry of Education, capital portion of the Annual Facility Grant, carbon neutral capital project funding, playground equipment funding, and other project funding paid through a COA.

Ministry of Education Restricted Capital

Ministry of Education restricted capital represents the minister's portion (usually 75%) of the proceeds on disposal of land and buildings, and any bylaw project surpluses on completed projects. The minister's permission must be received to spend these funds. The balance in the fund at June 30, 2017 was \$1.60 million and \$1.40 million of this balance is allocated to partially fund the new South Albion Elementary project.

Land Capital

The balance in the Land Capital Reserve Fund is comprised of School Site Acquisition Charges (SSAC), which municipalities collect on behalf of school districts to help school boards pay for future school sites. Municipalities collect these charges for each new residential parcel to be created and new multiple family residential units to be constructed on an existing parcel. The funds may be used only to purchase ministry approved sites for new schools. The balance in the fund at June 30, 2017 was \$5.80 million.

Local Capital Reserve (Contingency Reserve)

The board's Local Capital Reserve is designated for local capital contingency expenditures. In 2017/18, the contingency reserve was used by the board to fund various projects as identified below.

AMENDED LOCAL CAPITAL BUDGET	(\$ millions)
Board Approved Uses of Local Capital	
MyEd BC implementation	0.10
Staff computers refresh	0.01
Emergency preparedness	0.13
Facility rental software	0.01
Energy management plan	1.35
New elementary school	3.07
Facilities succession planning	0.14
Portables for enrolment growth	0.80
Transition to Microsoft Cloud	0.06
MyPortfolio platform upgrade	0.02
Parent Portal module re-write	0.02
TOTAL Board approved Uses of Local Capital	5.71
Contingency reserve for local capital	2.17
Total local capital fund	7.88

* Source: Amended Budget for 2017/18.

The Board of Education is responsible for ensuring the district is protected financially from extraordinary circumstances that would negatively impact school district operations and the education of students. To discharge this responsibility, the board has established a contingency reserve from available operating surplus, 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 Ministry of Education 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 (\$1.35 million to \$4.05 million). The current balance of \$2.53 million (\$2.17 local capital and \$0.36 operating) equates to 1.9% of operating expenditures.

Capital Fund Revenue and Expenditures

FUND BALANCE - CAPITAL (\$ millions)	2010/11 ACTUAL	2011/12 ACTUAL	2012/13 ACTUAL	2013/14 ACTUAL	2014/15 ACTUAL	2015/16 ACTUAL	2016/17 ACTUAL	2017/18 BUDGET
Balance July 1	61.18	62.11	62.87	61.60	64.09	66.97	70.57	72.51
Prior period adjustments made for amortization and half year rule	-	-	(3.39)	-	-	-	-	-
Opening Balance as Restated	61.18	62.11	59.48	61.60	64.09	66.97	70.57	72.51
Provincial Grants - Ministry of Education						1.41		
School Site Acquisition Fees						0.76		
Investment Income						0.10	0.10	0.12
Amortization of Deferred Capital Contributions	4.94	5.26	5.59	5.28	5.45	5.36	5.33	5.38
Energy Management Plan Incentives						0.13	0.24	0.12
Capital Assets Purchased	1.74	1.81	2.03	1.82	2.84	3.20	3.66	4.32
Capital Assets - WIP	-	-	-	-	0.12	-	-	-
Interfund Transfer - Local Capital	0.80	0.59	1.76	2.93	1.71	0.70	1.34	1.12
Amortization of Capital Assets Expense	(6.52)	(6.88)	(7.49)	(7.87)	(7.97)	(8.34)	(8.73)	(9.19)
Capital Lease Interest Expense	(0.03)	(0.02)	(0.02)	(0.02)	(0.02)	(0.01)	-	-
Capital Lease Payment	-	-	0.25	0.35	0.75	0.29	-	-
Balance at June 30	\$62.11	\$62.87	\$61.60	\$64.09	\$66.97	\$70.57	\$72.51	\$74.38

* Source: 2010/11 - 2016/17 Audited Financial Statements and amended budget for 2017/18.

In 2015/16 provincial grants, school site acquisition fees and investment income were reported as a result of the acquisition of property for the new South Albion Elementary School. Since 2010/11, amortization of deferred capital contributions has increased \$0.44 million. This increase is due mainly to increased capital project funding from the Ministry of Education.

Interfund transfers include capital purchases that are made from operating, special purpose funds and payments for capital leases. In any given year it can be difficult to predict specific capital requirements within each fund. Amortization expense has increased \$2.67 million due to increase in capital assets purchased and the 2012/13 change to apply the half-year rule for amortization of capital assets in the year of purchase.



FINANCIAL SECTION

2018/19 BASE OPERATING BUDGET

The Base Operating Budget reflects the estimated revenue and expenses for 2018/19 if the school district were to maintain the same level of service it provided for the 2017/18 school year, and incorporates the impact of board approved budget changes for 2018/19. The Base Operating Budget is based on the board approved 2017/18 Amended Annual Budget. It has been adjusted for:

- projected enrolment changes;
- projected changes to revenue and staffing due to changes in enrolment;
- projected changes to revenue due to funding formula changes;
- estimated changes to employee salaries and benefits;
- estimated changes to services, supplies and utilities due to inflation;
- adjustments for one-time revenue or expenditures included in the prior year budget;
- board-approved budget changes for 2018/19.

These projections have been prepared in accordance with Public Sector Accounting Standards (PSAB) without not-for-profit provisions.

2018/19 Operating Budget Assumptions

The base budget estimates for 2018/19 are based on the forecasts and assumptions that follow.

Enrolment

In February 2018, the school district submitted its ministry funded enrolment estimates to the Ministry of Education. The enrolment forecast is used by the Ministry of Education to determine funding for the school district. For 2018/19, the school district is forecasting changes in ministry funded student enrolment as follows:

- K-12 enrolment is forecasted to increase by 275.5 FTE.
- Continuing Education is forecasted to increase by 3.625 FTE.
- Alternate school enrolment is forecasted to remain unchanged.
- Distributed Learning enrolment is forecasted to decrease by 18.5 FTE.
- Students with Special Needs enrolment is estimated to decrease by 1 FTE for Level 1 students, increase by 20 FTE students for Level 2 students, and to increase by 2 FTE for Level 3 students.
- English Language Learners enrolment is projected to increase by 52 FTE students.
- Aboriginal Education student enrolment is estimated remain unchanged.
- Non-graduated Adults is estimated to increase by 0.875 FTE.
- Graduated Adults enrolment is estimated to increase by 2.175 FTE.

In addition, international education enrolment is estimated to decrease by 40 FTE due to limited classroom space available in elementary schools.

Operating Revenue

Operating Grant

Operating Grant calculations are based on the preliminary operating grants announced by the Ministry of Education on March 14, 2018.

In 2018/19, the Ministry of Education will be providing a total of \$5.16 billion in operating grants to boards of education. The table on the following page shows the change in per FTE funding for 2018/19 for all enrolment counts and the supplemental operating funding.



FUNDING CATEGORY	Projected Student FTE 2018/19	Funding Rate per FTE 2018/19	2018/19 Funding (\$)	Funding Change		
				Administrative Savings	Labour Settlement	Enrolment
Basic Allocation September						
Standard Schools	14,361.00	\$7,423	\$106,601,703	\$(735,427)	\$1,752,042	\$2,011,426
Continuing Education	15.00	\$7,423	\$111,345	\$(768)	\$1,830	\$26,466
Alternate Schools	241.13	\$7,423	\$1,789,871	\$(12,348)	\$29,417	-
Distributed Learning	33.00	\$6,100	\$201,300		-	\$(112,850)
Homeschoolers	2.00	\$250	\$500		-	
Course Challenges	49.00	\$232	\$11,368		\$196	-
Supplemental Funding September						
Unique Student Needs September						
ELL	640.00	\$1,420	\$908,800		\$16,000	\$72,540
Aboriginal	1,243.00	\$1,230	\$1,528,890		\$24,860	-
Special Education - Level 1	14.00	\$38,800	\$543,200		\$9,240	\$(38,140)
Special Education - Level 2	653.00	\$19,400	\$12,668,200		\$215,490	\$381,400
Special Education - Level 3	190.00	\$9,800	\$1,862,000		\$36,100	19,220
Adult Education	34.13	\$4,696	\$160,251		\$2,662	-
Summer School Funding						
Summer Learning Gr 1-7	476.00	\$212	\$100,912		\$1,904	-
Summer Learning Gr 8-9	236.00	\$212	\$50,032		\$944	\$(6,240)
Summer Learning Gr 10-12	445.00	\$423	\$188,235		\$3,115	\$16,640
Supplemental Summer Learning			\$33,377		\$582	-
Cross Enrolment (Gr 8 & 9)	2.00	\$423	\$846		\$14	-
February Enrolment Count						
Continuing Education - School Age	5.00	\$7,423	\$37,115	\$(256)	\$610	-
Continuing Education - Adults	35.00	\$4,696	\$164,360		\$2,730	\$(23,090)
Distributed Learning - Gr K - 9	0.00	\$3,050	-		-	\$(15,250)
Distributed Learning Secondary - Gr 10-12	20.00	\$6,100	\$122,000		-	-
Distributed Learning - Adults	2.00	\$4,696	\$9,392		\$156	-
Special Education - Level 1	0.00	\$19,400	-		-	-
Special Education - Level 2	5.00	\$9,700	\$48,500		\$825	
Special Education - Level 3	5.00	\$4,900	\$24,500		\$475	-
Newcomer Refugees	0.00	\$3,712	-		-	-
ELL (Newcomer Refugees only)	0.00	\$710	-		-	-
May Enrolment Count						
Continuing Education - School Age	20.00	\$7,423	\$148,460	\$(1,024)	\$2,440	-
Continuing Education - Adults	35.00	\$4,696	\$164,360		\$2,730	\$(23,090)
Distributed Learning - Gr K-9	0.00	\$2,033	-		-	\$(10,165)
Distributed Learning - Gr 10-12	20.00	\$6,100	\$122,000		-	-
Distributed Learning - Adults	2.00	\$4,696	\$9,392		\$156	-
Vulnerable Students			\$701,412		-	-
Salary Differential			\$2,829,933		-	\$50,228
Unique Geographic Factors			\$1,977,145		-	\$80,035
Supplement for the Education Plan			\$287,790		-	\$2,732
Total			\$133,407,189	\$(749,823)	\$2,104,518	\$2,431,862

Supplement for the Education Plan

On April 6, 2018 the Ministry of Education advised school districts that the Supplement for the Education Plan is provided to assist districts in realizing the objectives outlined in the Education Plan. Boards may consider ways to leverage these funds with other existing structures and initiatives to further the implementation of the redesigned curriculum.

The \$0.29 million Supplement for the Education Plan provided to the Maple Ridge - Pitt Meadows School District for 2018/19 will be used to support curriculum implementation initiatives. Any unspent funding from 2018/19 can be carried over to the 2019/20 school year, noting that it must continue to support and deepen education transformation.

Other Ministry of Education Grants

In 2018/19, \$0.63 million of the required administrative savings (\$1.36 million) was returned to the school district as part of the operating grant from the Ministry of Education.

In addition, a \$0.19 million student transportation fund will be provided to support enhanced student transportation services in our school district.

Other Revenue Changes

Tuition fees for non-resident students have been increased by \$500 per student for a 10 month educational program and the estimated non-resident enrolment for 2018/19 students has decreased by 40 FTE to 540 FTE non-resident students. This will result in an estimated tuition revenue decrease of \$0.23 million.

Investment income is estimated to increase by \$10K due to increased balances available for investment and increased interest rates.

Other sources of revenue have been adjusted to reflect known factors.

Staffing

The Maple Ridge – Pitt Meadows School District estimates that the forecasted enrolment changes will result in increases of 9.38 FTE teachers, 2 FTE Vice-Principals (Alouette Elementary and Harry Hooe Elementary), 8 FTE education assistants and 1.37 FTE school clerical (12 hours per week at Edith McDermott Elementary, Fairview Elementary, Glenwood Elementary, and Highland Park Elementary).

The implementation of restored collective agreement language for the Maple Ridge Teachers' Association (MRTA) will result in increased staffing allocations that are estimated to be fully funded by the province under the Classroom Enhancement Fund.

Other staffing changes have not been forecasted at this time.

Salary and Benefit Costs Changes

Salaries and benefits budgets are estimated to increase by \$2.43 million due to salary increments and related benefits for teaching and non-unionized staff, and for negotiated contractual increases.

Collective agreements with the MRTA and Canadian Union of Public Employees (CUPE) were ratified in 2014. The collective agreement with the MRTA provided for an economic stability dividend for MRTA members of 0.40% effective May 1, 2018 as well as general wage increases of 1% effective May 1, 2018, 0.50% effective July 1, 2018, and 1% effective May 1, 2019. The estimated salary cost associated with these increases are \$1.44 million. Grid increment costs offset by retirement savings are anticipated to result in salary and benefit cost increases of \$0.49 million.

The collective agreement with CUPE provides for an economic stability dividend for CUPE staff of 0.40% effective May 1, 2018 as well as general wage increases of 1% effective May 1, 2018, 0.50% effective July 1, 2018, and 1% effective May 1, 2019. The estimated salary cost associated with these increases is \$0.46 million.

Non-unionized staff wages have been frozen from 2009 to 2016. In 2016/17 BCPSEA established new compensation models for principals, vice-principals and other non-unionized staff. The estimated cost to implement the new compensation models is \$0.46 million. However, the school district continues to operate in a managed compensation environment for non-unionized staff. All salary increments for non-unionized staff are managed by the Public Sector Employers' Council (PSEC). It is estimated that interim relief increases of up to 2% will be approved for 2018/19. The preliminary estimated cost for these potential increases is \$0.04 million (one-time savings from non-unionized staff compensation \$0.42 million).

The 2018/19 provincial budget announced the elimination of Medical Services Plan (MSP) premiums effective January 1, 2020 and introduced an Employer Health Tax (EHT) effective January 1, 2019. The Maple Ridge – Pitt Meadows school district will be subject to a 1.95% tax on annual payroll.

The 2018/19 base budget includes MSP costs for the period July 1, 2018 to June 30, 2019 as well as EHT costs for the period January 1, 2019 to June 30, 2019.

Benefit costs are estimated to increase by \$1.08 million. The estimated increase is related to the following:

- **CPP:** Up \$93,900 due to a forecasted increase in the maximum pensionable earnings from \$55,300 to \$55,900 (YMPE) and an increase of rate from 4.95% to 5.10%.
- **EI:** Up \$70,800 due to a forecasted increase in maximum insurable earnings from \$51,300 to \$55,700.
- **MSP:** Decrease of \$1,075,000 due to a premium decrease of 50% effective January 1, 2018 and the removal of all premiums effective January 1, 2020 (decrease of \$355,000 in 2018/19).
- **EHT:** New tax of 1.95% on annual payroll effective January 1, 2019 for an annual cost of \$2,029,300 (increase of \$1,118,200 in 2018/19).
- **WorksafeBC:** Decrease of \$22,800 due to a decrease in premiums from \$0.78/100 to \$0.75/\$100 partially offset by an increase in maximum insurable earnings from \$81,900 to \$82,700.
- **Extended Health:** Up \$101,800 due to a 9.33% premium increase for teachers (\$126,400) and a 1.36% premium increase for CUPE (\$8,700) partially offset by estimated savings related to mix of plans required (i.e. single, couple, family).
- **Dental:** Up \$72,900 due to a 6.29% premium increase for teachers and a 1.4% premium increase for CUPE partially offset by estimated savings related to mix of plans required (i.e. single, couple, family).
- **LTD:** No estimated change.
- **Life Insurance:** Up \$21,400 due to a 12.88% increase for teachers.
- **Municipal Pension Plan:** Down \$118,500 due to decrease of premium rates from 10.29% to 9.98%.
- **Teachers' Pension Plan:** Down \$107,600 due to a new blended rate of 13.23% on all earnings from 12.81% below \$55,900 (YMPE) and 14.31% above YMPE.

Non-Salary Cost Changes

Services and Supplies

Services and supplies budgets have been increased by \$0.24 million to reflect general inflation increase of 3% (CPI Vancouver) for services and supplies budgets allocated to schools, IT and facilities and actual contractual cost increases for other departments. The software licenses budget has been increased by \$30K to reflect the current cost of software used by the school district. The transportation budget has been increased by \$40K to reflect the cost estimate based on adding one bus route and a newly awarded transportation contract.

Utilities

Expected cost increases in utilities include:

- **Electricity:** Up 3% effective April 1, 2018 and an additional 2.6% effective April 1, 2019, offset by estimated savings related to the implementation of the Energy Management Plan (\$30,500);
- **Gas:** Variable gas prices are expected to rise 5%, offset by estimated savings related to the implementation of the Energy Management Plan (\$31,500);
- **Waste Removal:** No estimated changes;
- **Next Generation Network:** Decrease of \$20,085.

New Elementary School Operating Costs

A new elementary school is expected to open September 1, 2019. The 2018/19 base budget includes the cost for 1.0 FTE principal effective January 1, 2019 and the following costs effective July 1, 2019: 0.20 FTE vice-principal admin time, 1.571 FTE clerical staff and 2.0 FTE custodial staff and \$0.17 million building operations and maintenance costs.

One-Time Items Removed from Base Budget

The following 2017/18 board approved one-time expenses funded from ongoing savings have been removed from the base budget: portables (\$1.12 million), replenishment of the emergent expenditure fund (\$0.15 million), replacement of district-wide multi-functional devices (\$0.85 million), purchase of waste removal bins for implementation of the new waste removal program (\$0.15 million), strategic facilities plan update (\$0.04 million) and enterprise risk management assessment (\$0.05 million). Miscellaneous one-time grants of \$0.15 million have also been removed from the base budget.

2018/19 Board Approved One-Time Budget Changes

The board approved one-time budget changes for 2018/19 as summarized in the table that follows. The estimated cost for these approved budget changes has been adjusted to reflect 2018/19 cost factors and enrolment.

ONE-TIME BUDGET CHANGES	STAFFING		2017/18 BUDGET IMPACT		
	FTE	Salaries & Benefits	Supplies, Services & Other	Revenue	Total
Contingency Reserve Allocation (Operating Surplus)				424,112	424,112
Succession Planning	0.20	(311,935)	(8,150)	-	(320,085)
Implementation of Strategic Facilities Plan Recommendations	(0.70)	(70,217)	(33,810)		(104,027)
Total One-Time Budget Changes	(0.50)	(382,152)	(41,960)	424,112	-

2018/19 Projected Operating Base Budget

Based on projected cost increases and enrolment changes for 2018/19, the operating budget balance is estimated to be \$1.53 million (\$0.45M ongoing and \$1.08M one-time).

2017/18 PROJECTED OPERATING BUDGET BALANCE		
(\$millions)		
Salary and benefit changes	Schedule 1	(3.51)
Inflation and other costs	Schedule 2	(0.35)
Enrolment driven changes	Schedule 3	0.55
Other factors	Schedule 4	2.73
Ministry of Education funding changes		2.11
Projected Operating Budget Balance - Ongoing		0.45
Projected Operating Budget Balance - One-time		1.08

**Schedule 1 2018/19 PROJECTED CHANGE IN SALARIES AND BENEFITS**

Estimated increase in average teacher salaries ¹	(0.49)
MRTA contractual increases ²	(1.44)
CUPE contractual increases ³	(0.46)
Additional compensation of non-unionized staff ⁴	(0.04)
	(2.43)
Benefit changes:	
Increase in CPP ⁵	(0.09)
Increase in EI ⁶	(0.07)
Decrease in pension ⁷	0.23
Increase in non-statutory benefits ⁸	(0.20)
Decrease in WCB ⁹	0.02
Decrease in MSP ¹⁰	1.06
Increase in Employer Health Tax ¹¹	(2.03)
	(1.08)
Total Projected Change in Salaries and Benefits	(3.51)

1. Estimated based on teacher salary increments and 30 retirements. Estimated average teacher salary for 2018/19 is 78,250/yr.
2. Annualization of May 1, 2018 1.0% general wage increase and 0.4% economic stability dividend and July 1, 2018 0.5% and May 1, 2019 1.0% general wage increases.
3. Annualization of May 1, 2018 1.0% general wage increase and 0.4% economic stability dividend and July 1, 2018 0.5% and May 1, 2019 1.0% general wage increases.
4. Estimated cost of BCPSEA approved grids for non-unionized staff.
5. YMPE increase from \$55,300 to \$55,900 and rate increase from 4.95% to 5.10%.
6. YMIE increase from \$51,300 to \$51,700.
7. TPP - new blended rate of 13.23% on all wages, from 12.81% below YMPE and 14.31% above YMPE. MPP rate reduction from 10.28% to 9.98%.
8. EHB rate increase of 9.33% for teachers estimated to cost \$0.13 million; dental rate increase of 6.29% for teachers estimated to cost \$0.08 million; Basic Life rate increase of 12.88% for teachers estimated to cost \$0.02 million. CUPE EHB rate increase of 1.36% and dental rate increase of 1.4% for a total increase of \$0.02million.
9. Decrease in premiums from \$0.78/100 to \$0.75/\$100 partially offset by an increase in maximum insurable earnings from \$81,900 to \$82,700.
10. MSP premium reduction by 50% effective January 1, 2018 and MSP premiums eliminated effective January 1, 2020.
11. New employer health tax of 1.95% on all payroll effective January 1, 2019.

Schedule 2 2018/19 PROJECTED CHANGE IN SERVICES, SUPPLIES AND UTILITIES

	(\$ millions)
Estimated inflation provision ¹	(0.24)
Utilities ²	(0.04)
Software licenses ³	(0.03)
Transportation ⁴	(0.04)
Total change in services, supplies and utilities	(0.35)

1. Includes estimated general inflation increase of 3% on school, IT and facilities budgets and actual contractual increases on other departmental budgets.
2. Includes a BC Hydro rate increase April 1, 2018 of 3%, 2.6% effective April 1, 2019, and 5% increase to gas and propane.
3. Increase cost of computer software used.
4. Additional bus route and estimated costs of transportation based on new contract.

Schedule 3 2018/19 PROJECTED ENROLMENT DRIVEN CHANGES

	2017/18 Rate	2018/19 Rate	2017/18 FTE	2018/19 FTE	Change FTE	Budget Change \$million
Projected Revenue Changes						
Regular and Continuing Education School Aged	\$7,301	\$7,301	14,338.00	14,617.13	279.13	\$2.04
Distributed Learning	\$6,100	\$6,100	51.50	33.00	(18.50)	\$(0.11)
Adults	\$4,618	\$4,618	34.13	35.00	0.88	-
Special Education - Level 1	\$38,140	\$38,140	15.00	14.00	(1.00)	\$(0.04)
Special Education - Level 2	\$19,070	\$19,070	633.00	653.00	20.00	\$0.38
Special Education - Level 3	\$9,610	\$9,610	188.00	190.00	2.00	\$0.02
English Language Learner	\$1,395	\$1,395	588.00	640.00	52.00	\$0.07
Aboriginal Education	\$1,210	\$1,210	1,243.00	1,243.00	0.00	-
February Enrolment						
Continuing Education - School Aged FTE	\$7,301	\$7,301	5.00	5.00	0.00	-
Continuing Education - Adult FTE	\$4,618	\$4,618	40.00	35.00	(5.00)	\$(0.02)
Distributed Learning K-9	\$3,050	\$3,050	5.00	-	(5.00)	\$(0.02)
Distributed Learning 10-12	\$6,100	\$6,100	20.00	20.00	0.00	-
Distributed Learning Adult	\$4,618	\$4,618	2.00	2.00	0.00	-
Special Education - Level 1	\$19,070	\$19,070	-	-	0.00	-
Special Education - Level 2	\$9,535	\$9,535	5.00	5.00	0.00	-
Special Education - Level 3	\$4,805	\$4,805	5.00	5.00	0.00	-
May Enrolment						
Continuing Education - School Aged FTE	\$7,301	\$7,301	20.00	20.00	0.00	-
Continuing Education - Adult FTE	\$4,618	\$4,618	40.00	35.00	(5.00)	\$(0.02)
Distributed Learning K-9	\$2,033	\$2,033	5.00	-	(5.00)	\$(0.01)
Distributed Learning 10-12	\$6,100	\$6,100	20.00	20.00	0.00	-
Distributed Learning Adult FTE	\$4,618	\$4,618	2.00	2.00	0.00	-
Summer Learning						\$0.01
Other						
Vulnerable Students						-
Salary Differential						\$0.05
Unique Geographic Factors						\$0.08
Supplement for the Education Plan						-
Total Changes in Operating Grant Funding						\$2.43
Graduated Adults	\$2,282	\$2,282	27.83	30.00		-
International Education	\$12,500	\$13,000	580.00	540.00	(40.00)	\$(0.23)
TOTAL Projected Revenue Changes						\$2.20
Projected Expense Changes						
Enrolment Driven Staffing Changes						
Education Assistants					8.00	\$(0.35)
Teachers					9.38	\$(0.94)
Clerical					1.37	\$(0.06)
Vice-Principals					2.00	\$(0.26)
Enrolment Driven Supply Changes						\$(0.06)
International Teacher Supply Allocation						\$0.02
Total Projected Expense Changes						\$(1.65)
Total Enrolment Driven Changes						\$0.55

Schedule 4 2018/19 PROJECTED OTHER CHANGES TO THE BUDGET

	(\$ millions)
2017/18 One-time Expenses Funded from Ongoing Savings and Revenue¹	2.21
2018/19 Other Ongoing Revenue and Expense	
New elementary school ²	(0.54)
Miscellaneous revenue ³	(0.02)
	(0.56)
2018/19 One-Time Expenses and Savings	
Employer Health Tax ⁴	0.91
MSP ⁵	(0.71)
Non-unionized staff wages savings ⁶	0.42
New school operating costs savings ²	0.46
	1.08
Total other changes	2.73

1. Includes one-time expenses for portables (\$1.12 million), replenishment of emergent expenditure fund, replacement of multi-functional devices district-wide, IT infrastructure and purchase of waste removal bins for implementation of new waste removal program.
2. Includes 1.0 FTE principal effective January 1, 2019 and the following effective July 1, 2019: 0.20 FTE vice-principal - admin time, 1.571 FTE clerical staff, 2.0 FTE custodial staff and \$0.17 million building operations and maintenance costs.
3. Revenue estimate decrease for CE and Ridge Meadows College.
4. Estimated cost not incurred due to EHT implementation effective January 1, 2019.
5. Estimated cost for last full year of MSP.
6. Estimated salary and benefit savings due to managed compensation environment for non-unionized staff.

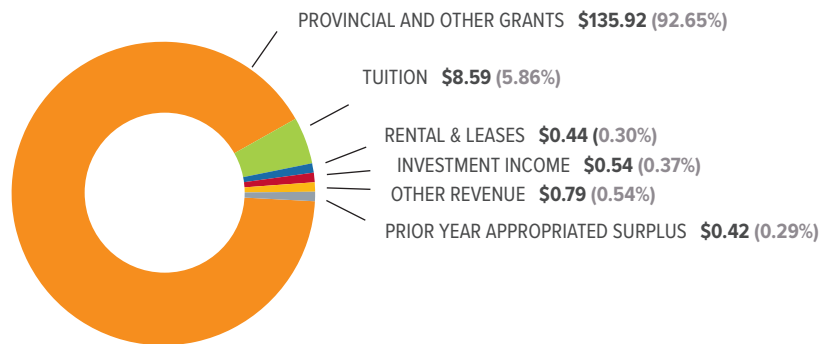


2018/19 Base Operating Budget Revenue

The majority of school district revenues are received from the provincial government in the form of the Ministry of Education Operating Grant and other provincial grants (92.65%). The level of provincial funding consequently has a significant impact on the educational services and programs that can be offered.

Because the primary determinant of provincial funding is enrolment, a forecasted decline or increase in enrolment affects programs and services. Outside of provincial grants, international education and other tuition fees are the primary source of revenue, which accounts for 5.86% of total revenue. The projected base operating budget revenue for 2018/19 is \$146.70 million. See figure 1.

FIGURE 1 2018/19 BASE OPERATING BUDGET REVENUE BY SOURCE (\$ millions)



2018/19 Base Operating Budget Expenditures

The projected expenditures for the 2018/19 Base Operating Budget total \$145.17 million, which is \$1.53 million lower than the projected revenue.

Approximately 85% of the operating budget will be spent on instruction related costs. This includes school-based teachers, education assistants, school administrators and school based support staff and supplies.

Operations and maintenance accounts for 10.06%, district administration is 3.44% and transportation is 0.50%. The remaining 0.92% is spent on capital asset purchases.

Approximately 89.84% of the budget is spent on salaries and benefits, while services, supplies, utilities and capital assets purchased represent 10.16%. The graphs below show the allocation of expenses by function and type of expenditure.

FIGURE 2 2018/19 BASE OPERATING BUDGET BY FUNCTION (\$ millions)

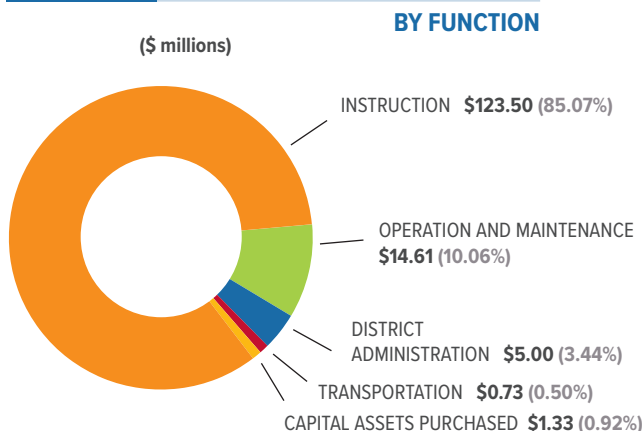
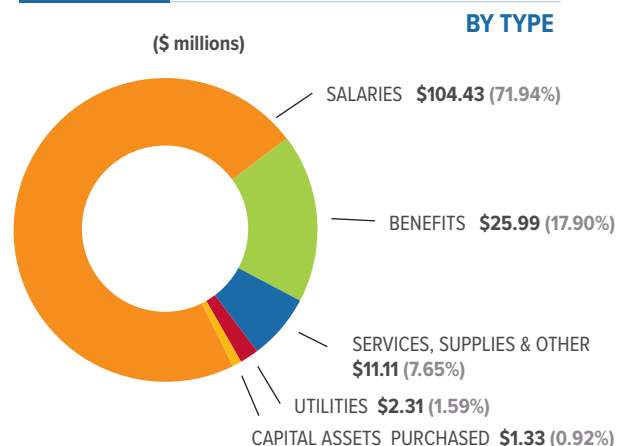


FIGURE 3 2018/19 BASE OPERATING BUDGET BY TYPE (\$ millions)



2018/19 Base Operating Budget Staffing

The base budget adjustments will result in a net increase of 21.76 FTE. The following table provides a summary of the staff adjustments by employee group. This increase is primarily due to additional staffing allocated to support the projected enrolment increase for 2018/19.

2018/19 BASE OPERATING BUDGET STAFFING (FTE) BY TYPE

	2017/18	Adjustments	2018/19 Base
Teachers	807.15	6.58	813.73
Principals/Vice-Principals	48.10	5.80	53.90
Other Professionals, Exempt, District P/VPs	37.30	-	37.30
Education Assistants	343.08	8.00	351.08
Support Staff	310.23	1.38	311.61
Trustees	7.00		7.00
	1,552.86	21.76	1,574.62

Teachers - An increase of 10.38 FTE due to enrolment increase offset by one-time 1.0 FTE reallocation to PVP teaching time and one-time Board approved 2018/19 staffing of -2.8 FTE.

Principals/VPs - Schools - An increase of 2.0 FTE due to enrolment increase plus 0.5 FTE for the new South Albion elementary school. One-time Board approved 2018/19 staffing of 3.3 FTE.

Educations Assistants - An increase of 8.0 FTE due to enrolment increase.

Support Staff - An increase of 1.38 FTE clerical due to enrolment increase.

2018/19 Risk to the Base Budget Estimates

Revenue

The provincial operating grant included in these estimates may not be the same as the operating grant distributed by the Ministry of Education on March 14, 2018. The main factors that create variances of provincial funding are actual funded enrolment as at September 30, 2018, and other provincial funding announcements made during the remainder of 2017/18 and into 2018/19.

The international education tuition revenue of \$7.90 million (net revenue of \$1.27 million) included in these estimates is based on trends experienced in recent years. The actual tuition revenue and net revenue from international education may vary significantly from estimates due to the highly competitive nature of this market, changes in the global economy and/or political climate, and the recent changes in the leadership of this department. Any major negative variance from estimates will have to be funded from the contingency reserve.

Expense

The staffing levels included in these estimates are based on projected student enrolment. Any material change to student enrolment or the distribution of students by school may impact the staffing levels required in 2018/19.

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. These estimates include modest provisions for management and exempt wage increases; any provincially approved changes to management compensation beyond these modest estimated increases would have to be funded from existing budgets. Also, actual substitute costs may vary significantly from the costs estimated based on historical trends.

The utilities budgets have been reduced to reflect the estimated savings associated with the implementation of the Energy Management Plan. Changes in weather patterns, delays in the implementation of the Energy Management Plan, and unexpected utilities cost increases may result in increased utilities costs that would have to be funded from existing budgets.

The existing school district budget allocations are not sufficient to support the procurement, maintenance or timely replacement of school district assets. This means that IT hardware is not refreshed on a regular basis and the deferred maintenance for School District No. 42 facilities continues to grow and the facility condition index for school district facilities continues to deteriorate. Any major equipment failures during 2018/19 must be funded from the contingency reserve.

These estimates are based on the assumption that all costs related to the implementation of the restored MRTA collective agreement language will be fully funded by the Ministry through the Classroom Enhancement Fund.

Contingency

The operating budget estimates do not contain any contingency for unforeseen or unbudgeted costs that may arise, or for costs budgeted on estimates whose final values are impacted by external events or prices. The board's only emergency fund is the contingency reserve fund, which has a current balance available of \$2.53 million (\$2.17 Local Capital and \$0.36 Operating).





THREE-YEAR OPERATING BUDGET PROJECTIONS

The table on the following page presents three-year operating budget projections for the Maple Ridge – Pitt Meadows School District. The projections are high-level estimates based on assumptions about major budget change factors over the next three years. These assumptions are that:

- There will be no further changes in the per student operating grants from the province or in provincial funding;
- All future cost increases related to the MRTA and CUPE collective agreements will be fully funded by the province;
- There will be no change in other provincial funding (AFG, Community LINK, Pay Equity);
- The Supplement for the Education Plan funding of \$0.29 million will be provided in 2019/20 and 2020/21;
- There will be no change to the ministry mandated administrative savings for 2018/19, 2019/20, and 2020/21;
- Tuition fees for non-resident students will increase from \$12,500 to \$13,000 per student for 2018/19 and, from \$13,000 to \$13,500 per secondary student and from \$13,000 to \$14,000 per elementary student for 2019/20;
- For 2018/19, an increase in school age regular student FTE of 275.5 is projected followed by a projected enrolment increase of 376 FTE in 2019/20 and another increase of 438 FTE in 2020/21. Enrolment is projected to decrease for Level 1 students with special needs in 2018/19 by 1.0 FTE, with no change in 2019/20 and 2020/21, Level 2 students with special needs are projected to increase by 20 FTE in 2018/19, 37 FTE in 2019/20 and 30 FTE in 2020/21, while Level 3 students with special needs are projected to increase by 2.0 FTE in 2018/19. ELL students are projected to increase by 52 FTE in 2018/19, 100 FTE in 2019/20 and another 100 FTE in 2020/21;
- The increase in student enrolment over the next three years will result in a 56.05 FTE increase in teacher staffing and an increase of 36.78 FTE education assistant staffing;
- Teacher increment costs for 2018/19, 2019/20 and 2020/21 will remain consistent with increment costs experienced in previous years. These costs will be partially offset by a corresponding change to the Ministry of Education salary differential grant;
- There will be continued cost increases for employee benefits that will not be provincially funded;
- The BCPSEA approved grids for non-unionized staff will be fully implemented by 2019/20 and that any 2020/21 wage increases will be funded by the province;
- That all costs related to the implementation of the restored MRTA collective agreement language will be fully funded by the Ministry of Education through the Classroom Enhancement Fund;
- That there will be a CPI inflation for supplies and services, amounting to approximately \$0.35 million for 2018/19, and \$0.39 million for 2019/20 and 2020/21;
- There will be no increases in service levels and budget allocation requirements;
- A new school will be opened in 2019 with estimated ongoing facility related costs of \$0.54 million;
- All one-time and ongoing proposed budget changes for 2018/19 and 2019/20 will be implemented.

It should be noted that a review of the Ministry of Education funding formula model is currently underway and a new funding formula is expected to be implemented effective 2019/20. Changes to the funding formula will impact these estimates.

OPERATING BUDGET THREE-YEAR PROJECTIONS (\$ millions)		2018/19	2019/20	2020/21
Incremental Cost Increases				
Changes in salaries and benefits				
Salaries and benefit changes (excluding labour settlement)	(0.53)	(0.40)	(0.40)	
Salaries and benefit changes MRTA and CUPE contractual increases	(1.90)	(0.85)		
MSP	1.06			
Employer Health Tax	(2.03)			
Other benefit cost changes	(0.11)			
Services, supplies and utilities	(0.35)	(0.39)	(0.39)	
New school operating cost	(0.54)			
	(4.40)	(1.64)	(0.79)	
Enrolment Driven Changes	(1.65)	(2.95)	(3.16)	
Ministry of Education Funding Changes	4.54	4.44	3.91	
2017/18 One-time Expenses Funded from Ongoing Savings and Revenue	2.21			
Revenue and Expense Changes				
Non-resident tuition	(0.23)	0.06		
Miscellaneous revenue	(0.02)			
	(0.25)	0.06		
Total Projected Surplus / (Shortfall) Before One-Time Items	0.45	(0.09)	(0.04)	
2018/19 One-Time Expenses and Savings				
Employer Health Tax	0.91			
MSP	(0.71)	(0.35)		
Non-unionized staff wages savings	0.42			
New school operating costs savings	0.46			
	1.08	(0.35)	-	
Total Projected Surplus / (Shortfall)	1.53	(0.44)	(0.04)	
One-Time Proposed Budget Changes	(1.16)	0.08		
Ongoing Proposed Budget Changes	(0.37)			
Projected Budget Balance Surplus/(Shortfall)	-	(0.36)	(0.04)	

PRELIMINARY BUDGET CHANGES

The operating context for our school district has changed significantly in the past three years. After almost a decade of enrolment decline and budget reductions, in 2015/16 enrolment in the Maple Ridge – Pitt Meadows School District started to increase and in 2017/18 we have achieved 95% utilization of classroom space. We are projecting that enrolment in our school district will continue to increase, and for 2018/19 we are projecting \$0.45 million available to fund ongoing expenditures and \$1.08 million available to fund one-time expenditures.

In addition, in March 2017, the Ministry of Education, the BC Public Schools Employers Association and the BC Teachers' Federation ratified a Memorandum of Agreement that fully and finally resolves all matters related to the implementation of the Supreme Court of Canada decision from the fall of 2016. This resulted in increased funding for the implementation of the restored MRTA collective agreement language that has reduced class sizes at all grade levels and increased overall non-enrolling teacher staffing. This agreement has changed significantly the context for public education.

To effectively support the projected continued enrolment increase and the changed operational context, the school district has to review existing systems and structures and, where necessary, implement the changes required. The school district will undertake this review in 2018/19 and any proposed changes will be considered as part of the 2019/20 budget process.

The *Proposed Preliminary Budget for 2018/19* was presented to the board for information and the initiation of the public consultation process on April 11, 2018. The proposed budget changes were developed through a review of all current school district budget allocations, and restored MRTA collective agreement language and associated funding. The review included meetings with all partner groups, managers, principals and the board. The budget review process also aimed to ensure the alignment of budget allocations with the strategic directions set in the board's strategic plan, divisional operational plans and school growth plans.

The operating budget changes presented in this section were developed based on the *Proposed Preliminary Budget for 2018/19*, the feedback received at the Budget Committee of the Whole meeting held on April 18, 2018 and feedback received from partner groups, managers, principals and the board.



1.0 Implementation of MRTA Restored Collective Agreement Language

On March 10, 2017, the Ministry of Education, the BC Public Schools Employers Association and the BC Teachers' Federation ratified a *Memorandum of Agreement pursuant to Letter of Understanding (LoU) No. 17, to the 2013-2019 BCPSEA–BCTF Provincial Collective Agreement*. The Memorandum of Agreement fully and finally resolves all matters related to the implementation of the Supreme Court of Canada decision from the fall of 2016. This agreement has changed significantly the context for public education.

In 2017/18, supports were put in place to transition the school district to this new context. For 2018/19, a careful review of supports required to operate the school district in this new context has been completed. This section outlines the budget allocations and changes proposed for 2018/19 that will support the implementation of the restored MRTA collective agreement language.

The ratification of the agreement between the Ministry of Education, the BC Public Schools Employers' Association and the BC Teachers' Federation resulted in the establishment of the Classroom Enhancement Fund ("CEF") to address the additional teacher and corresponding overhead costs throughout the province associated with this agreement. The 2017/18 CEF allocation for our school district totaled \$11.19 million, of which \$9.15 million (96.284 FTE teachers) was targeted for teacher salary and benefits costs, \$0.87 million for payment of remedies, and \$1.17 million for overhead costs (this included \$0.30 million of unspent Priority Measures funding).

The initial allocation to the Maple Ridge – Pitt Meadows School District for 2018/19 totals \$7.41 million targeted for teacher salary and benefits costs. Funding for remedies and overhead costs will be determined based on school district submissions. Proposed budget allocations from the Classroom Enhancement Fund may be adjusted based on the actual funding received in 2018/19.

1.1 Preliminary Staffing Plan

The restored MRTA collective agreement language includes changes to non-enrolling staffing generating ratios and class size limits as outlined in the tables below.

The changes to non-enrolling ratios result in an additional estimated 17.34 FTE non-enrolling teachers. This is comprised of increased teacher librarian, counselling and ELL staffing partially offset by a reduction in support teacher staffing.

District Non-Enrolling Ratios for Ministry of Education Funded Students	
Teacher-Librarians	1:702
Counsellors	1:693
Learning Assistance Teachers	1:462
Special Education Resource	1:249
ELL	1:33.3

Classroom teacher staffing is allocated using student enrolment driven formulas. The formulas for allocating teacher staffing under the operating fund and under the classroom enhancement fund, by grade level, are detailed in the table below. Prep time for teachers is added over and above these calculations.

Elementary Class Size	2017/18 Restored Class Size
K	20
K-1 split	20
1-3	22
3-4 split	24
4-7	28
4-7 multi age	26

Secondary Class Size	2017/18 Restored Class Size
"Secondary" English	28
Home Economics	24
Junior Science	28
Senior Science	24
Computer	24
Life Skills	26
Technical Ed. Lab. (I.E. Lab)	22
Special Education: High Incidence	15
Special Education: Low Incidence	10
Any other class	30

The School Act stipulated class size limits and restored class sizes are also in the table below. An additional 82.70 FTE teachers are required to be funded from the Classroom Enhancement Fund to support the implementation of the lower class sizes.

Grade	Teacher Allocation Ratio Funded From Operating	School Act Class Size	Teacher Allocation Ratio Including Classroom Enhancement Fund	Collective Agreement Restored Class Size
Kindergarten	1:20.00	1:22.00	1:19.00	1:20
Grade 1-3	1:22.00	1:24.00	1:20.90	1:22
Grade 4-7	1:28.00	1:30.00	1:26.50	1:28
Grade 8-12	1:30.97	1:30.00	1:26.50	Varies

Preliminary school based staffing plans will be finalized by the end of April and submitted to the Ministry of Education for review and consideration of funding required for additional teachers.

It is proposed that the teacher salary and benefits portion of the classroom enhancement fund be used to fund 82.70 FTE classroom teachers and 17.34 FTE non-enrolling teachers (\$9.73 million).

1.2 Support for the Implementation of Restored Collective Agreement Language

In order to support the implementation of the restored MRTA collective agreement language, increases to budget allocations for school administration, facilities maintenance, human resources, learning resources, furniture and substitutes budgets need to be made.

Additional New Teacher Supports

It is estimated that the substitute costs for the additional 100.04 FTE teachers expected to be funded from CEF is \$0.36 million. An allocation for this amount must be made from the overhead portion of the Classroom Enhancement Fund.

A significant number of new teachers were hired in the current year and will be hired in the upcoming year. In order to ensure that these new teachers receive the supports they need in their first year, a mentoring fund of \$28K is proposed to be allocated from the overhead portion of the Classroom Enhancement Fund.

An allocation of \$8K from the overhead portion of the Classroom Enhancement Fund is required to fund the purchase of software for the new teachers.

It is proposed that \$0.40 million be allocated from the overhead portion of the Classroom Enhancement Fund to support substitute costs, new teacher mentoring and software licenses for additional teachers.

Educational Leadership

The implementation of the restored collective agreement language requires the skillful control and management of enrolment along with the careful follow-up and reporting of staffing and class organizations to the Ministry of Education. At the school level, the implementation of the restored collective agreement language provisions has required significant attention and time on the part of school based administrative staff.

Our experience during the 2017/18 school year has shown that the added responsibilities associated with the restored provisions have been very challenging in our schools. The added responsibilities and workload include but are not limited to school organization with respect to class size and class composition provisions along with the management of non-compliance/remedy provisions, non-enrolling staffing, and the restored provisions relating to Staff Committee and School-Based Team. The added workload associated with these responsibilities is compounded within our current and ongoing context of Teacher Teaching on Call (TTOC) shortages, which often requires vice-principals and principals to be covering classes when sufficient TTOCs are not available.

It is proposed that funding be allocated from the overhead portion of the Classroom Enhancement Fund to support the one-time funded enhanced administrative levels in elementary and secondary schools (1.70 FTE principal/vice-principal admin time for \$0.23 million).

It is further proposed that an additional 1.70 FTE principal/vice-principal admin time be allocated on a one-time basis to elementary school-based administration staffing for the 2018/19 school year at a cost of \$0.23 million in support of managing restored collective agreement provisions. More specifically, it is proposed that 0.10 FTE administration staffing be added to the assignments of the 13 vice-principals at the elementary level and that 0.20 FTE administration staffing be added to the assignments of the two elementary principals who are allocated 0.80 FTE admin staffing under the current formula.

It is proposed that \$0.46 million be allocated from the overhead portion of Classroom Enhancement Fund to support enhanced administrative levels in elementary and secondary schools (3.40 FTE principal/vice-principal admin time).

Human Resources Support

The implementation and administration of the restored collective agreement language and the extensive implementation progress reporting to the Ministry of Education will require significant additional human resources support. It is proposed that \$0.12 million be allocated from the overhead portion of the classroom enhancement fund to continue to fund a 1.0 FTE human resources assistant position and 0.74 FTE dispatch coordinator position.

It is proposed that \$0.12 million be allocated from the overhead portion of the classroom enhancement fund to continue to fund a 1.0 FTE human resources assistant position and 0.74 FTE dispatch coordinator position.

Facilities and Other Implementation Costs

The implementation of the restored MRTA collective agreement language required significant changes to school district facilities. The additional facilities space created resulted in additional costs for facilities maintenance. It is proposed that \$0.11 million be allocated from overhead portion of the Classroom Enhancement Fund to support 1.55 FTE custodial staff and the supplies required to maintain this additional space.

The MyEducation BC (MyEd BC) student information system, currently in its third year, continues to require considerable resources at the district level to ensure teaching and support staff are adequately supported and trained. Staffing is needed to address individual user issues, migrate data, prepare monthly class size and composition extracts required under the restored MRTA collective agreement language, train new staff, and provide professional development sessions. To ensure adequate MyEd BC student information system support a data analyst HelpDesk MyEd BC position (\$57K) is being proposed to be funded for 2018/19 from the overhead portion of CEF.

In 2017/18, a software solution was developed to assist with the calculation and administration of remedies resulting from the implementation of the restored collective agreement language. It is proposed that \$50K be allocated from the overhead portion of the Classroom Enhancement Fund to support software upgrade and maintenance costs.

It is proposed that \$0.15 million be allocated from the overhead portion of the Classroom Enhancement Fund to support 1.55 FTE custodial and 1.0 FTE data analyst MyEd BC support. It is further proposed that an implementation fund of \$0.07 million be allocated to fund incremental facilities maintenance costs, remedy software upgrade and maintenance costs and other costs associated with the implementation of the restored MRTA collective agreement language as these costs are identified.

2.0 Support for School Growth Plans

Social Emotional Learning

A foundational goal outlined in school growth plans and in the district strategic plan is the focus on social emotional learning (SEL), school culture, and school identity. To support these initiatives with resources, expertise, staffing and data, additional one-time funding allocations are required.

It is proposed that one-time funding of \$0.06 million be allocated to support SEL training in the school district and the administration of the Middle Years Development Instrument (MDI) in 2018/19.

Literacy

Developing a district literacy framework and a district literacy initiative across our elementary schools at the primary level has been a priority for the last three years. The literacy initiative is supported through the zonal model, in which each elementary zone is assigned a literacy helping teacher. In order to maintain this support model, 2.0 FTE literacy helping teacher staffing is proposed to be funded on a one-time basis in 2018/19. It is further proposed that \$90K be allocated on a one-time basis to provide resources in classrooms to support the literacy network.

Summative performance standards assessments show a need for additional supports for literacy for grade 4 to grade 7 (intermediate) students. In addition, there has been a high demand among intermediate teachers for support in facilitating literacy learning for grade 4 to 7 students. Our Aboriginal resource teachers have also identified a need for additional literacy supports among our grade 4 to 7 students of Aboriginal ancestry. The Aboriginal department has created an Aboriginal library and we will need someone to continue to help teachers access these resources. It is therefore proposed that a one-time 1.0 FTE helping teacher intermediate literacy position be added, 0.8 FTE for intermediate literacy, and 0.2 FTE for the Aboriginal library funded from the Supplement for the Education Plan Grant, and that 0.14 FTE teacher and \$5K be provided to pilot a one block literacy intervention model at Thomas Haney secondary school.

Secondary Innovation

The 2016/17 and 2017/18 budget included one-time funding for 1.0 FTE helping teacher responsible for supporting secondary innovation, the implementation of the redesigned curriculum (from grade 8 to 9), and the implementation of the new graduation program (grades 10-12). It is proposed this 1.0 FTE helping teacher allocation be continued for the 2018/19 school year at a cost of \$0.10 million.

To assist with the gradual implementation of the new graduation program announced by the Ministry of Education, it is proposed that one-time funding of \$43K be allocated to support release time, meeting supplies, MyBlueprint software license and access to provincial leaders in the field.

Helping Teacher – Counselling

Elementary and secondary counsellors participated in a counselling review during the 2017/18 school year. The review identified a need for extended professional growth and training, case consults, and a revision of procedures, protocols and policies. It is recommended that funding for a 1.0 FTE counselling helping teacher be allocated to support the implementation of the recommendations of the counselling review and to support the Sexual Orientation and Gender Identity framework (SOGI) in the school district.

It is proposed that \$0.30 million be reallocated from existing budgets and that \$0.01 million be appropriated from 2017/18 surplus to fund on a one-time basis 5.14 FTE teachers, release time and supplies to support school growth plans. It is further proposed that \$0.01 million be reallocated to fund on an ongoing basis school growth plan initiatives.

3.0 Curriculum Implementation

School Teams and Curriculum Implementation Days

District school teams form a collaborative network that supports student learning by fostering improvements in teaching and learning in all of our schools. Each school in the district has participated in and benefited from the school teams network, which is now moving into its fourth year of implementation. In addition, the district will have two Curriculum Implementation days again this year. These days will help provide educators the opportunity to continue to enhance their skills around the redesigned curriculum.

It is proposed that the district continue to support both school teams and the Curriculum Implementation days for the 2018/19 school year, and that \$0.10 million be allocated from the Supplement for the Education Plan and that \$0.04 million of unused 2017/18 budgets be transferred to 2018/19 to fund on a one-time basis costs associated with release time, meeting expenses, and facilitators for these initiatives.

District Librarian

In 2017/18 a 0.57 FTE district librarian position was funded on a one-time basis to support the district's learning commons model, digital resources and teacher inquiry co-planning. The district librarian works with teacher librarians to develop inquiry activities (for collaborative teaching) that make full use of the available resources, and also teaches inquiry skills and supports our learning commons model. This position would also be responsible for new curriculum resources for all teachers and for working collaboratively with others in the district to support literacy learning. It is proposed that the 0.57 FTE district librarian position be maintained for 2018/19 to support the district's literacy initiative, learning commons model, digital resources, and teacher inquiry co-planning funded from the Supplement for the Education Plan Grant.

Communications

Acquisition of teaching and learning resources, and effective communication and collaboration amongst staff are both critical components of the school district's robust redesigned curriculum and new graduation program implementation plan. To support staff in successfully meeting the challenges associated with implementing these significant changes, the district needs to offer staff an internal digital environment in which they can quickly and easily share ideas, access curriculum resources and work collaboratively to develop an in-depth understanding of the changes being implemented. To further support the redesigned curriculum and new graduation program implementation process, the school district must also continue to offer its parent community access to timely and accurate information about the changes being implemented.

In order to support these district communication priorities, it is proposed that \$69K be allocated to fund the currently one-time funded communications specialist position on an ongoing basis starting in 2018/19.

It is proposed that \$0.04 million one-time funding from 2017/18 surplus, \$0.14 million one-time funding be reallocated from existing budgets, and \$0.02 million one-time operating funding, and \$0.07 million ongoing operating funding be allocated for 0.57 FTE teachers, 1.0 FTE other professionals, services and supplies to support curriculum implementation.

4.0 Early Learning

The Maple Ridge – Pitt Meadows School District places a high value on Early Learning programs, which welcome children into schools before they enter kindergarten. StrongStart programs increase children's exposure to literacy and play, provide information about parenting and community resources, and offer a fun and healthy learning environment that benefits the whole family. It is proposed that 0.20 FTE ongoing teacher staffing (\$20K) be allocated to support the principal who will be coordinating StrongStart programs in the district during the school year. It is also proposed that 0.20 FTE one-time teacher staffing (\$20K) be allocated to maintain the Early Learning Helping Teacher position that supports Early Learning Programs and Literacy for the 2018/19 school year.

A positive transition to school for kindergarten students is important for success in school. It is proposed that \$0.17 million be reallocated from the instructional bank to fund 3.78 FTE education assistant support provided during the first 8 weeks of the school year to support this transition in 2018/19. Schools enrolling 4 or more kindergarten classes would receive a 28 hrs/week allocation, and schools enrolling fewer than 4 kindergarten classes would receive a 20 hrs/week allocation.

It is proposed that \$0.17 million be reallocated on a one-time basis and that \$0.02 million one-time operating funding be allocated to fund 3.78 FTE education assistants for kindergarten transition and 0.20 FTE Early Learning teacher. It is also proposed that \$0.02 million ongoing funding be allocated for 0.20 FTE teacher staffing to support the principal who will be coordinating StrongStart programs in the district during the school year.

5.0 Spirit of Learning

Support Staff Training

In 2006, the Ministry of Education provided one-time funding to support skills training, retraining, or professional enhancement for support staff employees. These resources were split into two separate initiatives: one for Education Assistant Education & Skills Development and another for General Skills Enhancement. As of February 2018, the General Skills Enhancement budget has been exhausted with no further funding available from the ministry. Recognizing the value of ongoing training and skills development, in order to continue to provide training opportunities on non-instructional days for all support staff, additional funding is necessary.

It is proposed that a budget of \$11K be established to provide learning and skills development opportunities for support staff on district-wide non-instructional days on an ongoing basis.

Since the 2014/15 school year, on one of the schools-not-in-session days the school district offered a paid training day for 10-month support staff. In order to adequately support this valuable training day additional ongoing funding of \$13K is proposed to be reallocated from existing budgets to this initiative.

Education Assistant Mentoring

During the 2016/17 school year, the school district undertook a process of consultation and collaboration relating to the role of the education assistants (EAs) assigned to the District Behaviour Team. Through this process it was determined that it was timely to update the role of the education assistants serving on this team to include an aspect of peer mentorship to be effective September 2018. The process also led to the development of a new job description for EAs serving on this team titled *District Behaviour Team Education Assistant and Peer Mentor*. The role of the EAs serving on this itinerant team now includes mentorship of school-based EA staff with implementation of plans and strategies developed through facilitation of Learning Services Helping Teachers. To date, the feedback from staff about the incorporation of mentorship into the job description/role for this position has been very positive and well received.

Based on this, it is proposed that up to 3.0 FTE *District Behaviour Team Education Assistant and Peer Mentor* positions be funded on an ongoing basis through reallocation of funding from existing budgets for education assistant staffing.

Child Care Worker Mentoring

Teacher mentoring has been in place for many years and is an effective way to support both experienced and inexperienced staff. It is proposed that \$10K be allocated on a one-time basis to create a mentoring model for Child Care Workers (CCW) and Youth Care Workers (YCW) that includes resources, meeting opportunities and release time.

Principal and Vice-Principal Mentoring

A principal and vice-principal mentoring model was established last year to support the role of school leader as it continues to increase in complexity. During the 2017/18 school year, we hired a number of new vice-principals and principals. The feedback we have received to date is that this support has been valuable. The model includes mentor and mentee meetings and one and one support.

It is proposed that \$17K be allocated to support this program funded from unused 2017/18 mentoring budgets (\$10K) and one-time funding available (\$7K).

HR Training

Ongoing training for human resources staff is a key component to the department's goals of continuous improvement. Additionally, there have been a number of new staff members joining the human resources team over the past couple of years. It is proposed that \$9K be allocated on a one-time basis to support staff attendance at provincial associations and the compulsory meetings or conferences. This funding coupled with individual employee professional development funds, support ongoing growth and development for human resource staff.

It is proposed that \$0.01 million one-time funding from 2017/18 surplus, \$0.03 million one-time operating funding and \$0.01 million ongoing funding be allocated for support staff training, child care worker mentoring, principal/vice-principal mentoring and HR training. It is further proposed that up to 3.0 FTE *District Behaviour Team Education Assistant and Peer Mentor* positions be funded on an ongoing basis through reallocation of funding from existing budgets for education assistant staffing.

6.0 Safe and Caring Schools

District Alternate Education Review

A focus on mental wellness is recognized as an increasing need in all schools. Beginning in 2017, the district undertook a review of all alternate programs to ensure the services provided were aligned and meeting the needs of students. The school district implemented a program at Riverside Centre to meet the needs of youth who were able to attend school with increased supports but were unsuccessful in a conventional model. It is proposed that one-time funding be allocated to fund the 1.0 FTE CCW and 1.5 FTE teacher staffing required to continue this program at Riverside Centre.

Since 2016/17, we have made one-time budget allocations to support youth who are challenged to attend school. The support has been provided by allocating 1.0 FTE teacher responsible for keeping kids in school, providing safe and caring prevention education, and facilitating the substance use prevention education at both secondary and elementary; 1.0 FTE CCW supplementing the ongoing funded complement of CCW staff in order to ensure that a CCW is available for each zone; and a 1.0 FTE coordinator who supports the work with community partners, parents and students both in our community and at Riverside Centre. It is proposed that these positions continue to be funded on a one-time basis in 2018/19.

The alternate programs review is also examining the leadership model. It is proposed that \$85K be allocated to implement a restructured, proactive leadership model for alternate programs that supports student safety, interventions, and SEL.

Based on recommendations coming out of the alternate programs review, the district integrated some programming between the Connex program and Thomas Haney secondary school. It is proposed that 0.29 FTE teacher staffing be allocated to Thomas Haney to support and provide instruction to Connex students in programs that cannot be offered at Connex.

Safe and Caring Schools Secondary Staffing

Our secondary schools require additional staff to support our vulnerable and complex students. This additional support will be used to monitor attendance, track at risk students, and enable a preventative response. It is proposed that 1.72 FTE (\$0.17 million) staffing be allocated on a one-time basis to provide 2 additional blocks of staffing at each secondary school. This additional staffing will be funded from unused 2017/18 funding.

Support for Vulnerable Families

For the past two years, budget was available on a one-time basis to support an external psychologist to work with families with complex needs. It is proposed that \$60K be allocated on a one-time basis to continue this service.

It is proposed that \$0.06 million be reallocated from existing budgets, \$0.17 million be carried forward from 2017/18 surplus and \$0.48 million one-time operating funding be allocated on a one-time basis to support 2.5 FTE teachers, 2.0 FTE child care workers, and a 1.0 FTE coordinator position, 1.7 FTE teachers for secondary safe and caring schools and support for vulnerable families.

7.0 Learning Services

The budgets allocated to Learning Services include accounts to support student and school needs, funding for department wages and benefits, TTOC release time, training and professional development, as well as services and supplies. The Ministry of Education provides supplemental funding for students with special needs to school districts; the board then approves how the additional funding to support students with special needs is allocated. Currently, this funding is used to provide the following: support teachers, educational assistants, child care workers, district itinerant learning services staffing, specialized supplies, transportation and teacher release time to support collaborative planning.

Psychology Intern

The itinerant services provided by school psychologists include consultation services to help support student learning and needs. These services are extended to teachers, support teachers, school administration, district itinerant staff, school-based teams, community agency personnel and parents. School psychologists also provide training opportunities to district staff, conduct formal Level 1 psychoeducational assessments, and make recommendations in relation to Ministry of Education special education designations.

With the recent increase in enrolment at the elementary level and the demographic shift that shows a rise in the number of students requiring consultation services and possible assessment by a school psychologist, it is proposed that one-time funding of \$46K be reallocated from existing budgets to secure a 0.80 FTE school psychology intern from the University of British Columbia for the 2018/19 school year. Although a school psychology intern is still in the final stages for full accreditation, the role of the intern under the supervision and mentorship of the school district psychology team would be highly beneficial to our schools and supportive of professional training in an area of dire shortage.

Summer Assessments

The ongoing allocation of 0.20 FTE to school psychology staffing has proven to be highly efficient and beneficial with respect to timely completion of comprehensive psycho-educational assessments. It is proposed that the savings realized as a result of not being able to fill 0.20 FTE school psychology staffing during the 2017/18 school year be carried forward on a one-time basis to double the FTE dedicated to summer assessments to be completed in July-August 2018.

Speech and Language Pathology and Occupational Therapy

The itinerant services provided by Speech and Language Pathology (SLP) staff and Occupational Therapy (OT) staff include both professional consultation and direct service in support of student learning and exceptional needs. It is recognized that both SLP and OT staff play a critically important role in supporting students and the work of school district instructional staff.

OT staff are medically trained professionals who are included in the educational team and use a collaborative, consultation approach to plan appropriate interventions to meet student needs. OTs have a strong background in adapting tasks to enable function and independence. OTs support the success of all students at school by working with individual students, classrooms and school staff as needed.

SLP staff act as resources and provide support to schools for students with communication difficulties including: phonological/articulation (speech sound) disorders; receptive and expressive language delays and disorders; pragmatic/social language difficulties; dysfluency (stuttering); and voice disorders. SLP staff provide a comprehensive range of services including consultation, assessment, planning, direct service and training.

With the recent increase in enrolment at the elementary level along with a demographic shift which shows a rise in the number of students requiring SLP and OT services, it is proposed that \$0.11 million unused 2017/18 funding be allocated to fund the equivalent of 1.0 FTE professional staffing within the Learning Services Department for the 2018/19 school year. The specific distribution/usage of this 1.0 FTE equivalent staffing would be subject to consultation and review both with the SLP and OT professional groups along with consideration of input from the Learning Services Department team.

Specialized Equipment

In the absence of confirmation from the Ministry of Education that the school district will receive Specialized Equipment Grant allocations for the 2017/18 and 2018/19 school years, it is recommended that one-time funding of \$24K be allocated to allow for purchase and maintenance of specialized equipment supporting programming for students with special needs.

Specialized Software

In the past, schools have purchased individual software licenses for BoardMaker and Microsoft IT Academy. It is proposed that funding of \$38K be allocated for the purchase of district-wide licenses.

The district-wide Microsoft IT Academy license will allow all secondary schools to provide courses through which students learn Microsoft, Adobe, Autodesk, QuickBooks and ToonBoom. Students will also have the option to receive certification in these software packages.

The district-wide BoardMaker license will enable educators to create engaging print and interactive materials, including communication boards, behavior supports, sequences and visual schedules.

Instructional Bank

An instructional bank of staffing was proposed and approved in the 2017/18 budget in support of teaching and student learning as needs emerged within the context of implementation of the restored teacher collective agreement language. However, due to uncertainty and timing with respect to confirmation of Classroom Enhancement Funding from the Ministry of Education, the funds held in the Instructional Bank during the 2017/18 school year could not be accessed confidently until after the start of the school year. While this bank of staffing was found to be extremely beneficial as unexpected needs arose during the school year, our experience over the 2017/18 school year indicates that it would be more beneficial to allocate a significant portion of such staffing to schools effective the beginning of the school year. In particular, a need to further support early intervention and inclusionary programming at the elementary level effective the beginning of the school year has been broadly identified as a priority. As such, it is proposed that in 2018/19 \$0.65 million from the instructional bank be dedicated to fund 6.5 FTE of co-teaching staffing commencing at the beginning of the school year to support early intervention and inclusionary programming at the elementary level.

It is further proposed that an additional \$0.08 million available ongoing operating funding, \$0.04 million available one-time funding, \$0.08 million reallocation from existing budgets, \$0.05 million unused 2017/18 funding be allocated to the instructional bank to allow for \$0.24 million to be available for allocation during the school year as needs emerge.

Support for English Language Learning

Over the course of the past five school years, the total number of English Language Learners (ELL) enrolled in our school district (kindergarten to grade 12) has nearly doubled. A review of data in relation to country of birth and language spoken at home indicates an ever increasing breadth of diversity in our student demographics. Our enrolment projections show continued growth in our ELL enrolment in the coming years. The provision of educational leadership support in the area of English Language Learner services has been highly beneficial during the 2017/18 school year. With ELL enrolment and staffing projected to continue to increase in the Maple Ridge - Pitt Meadows School District, it is proposed that the current 0.40 FTE ELL helping teacher position be maintained on an ongoing basis for an annual cost of \$42K.

It is proposed that \$0.78 million be reallocated from existing budgets, \$0.17 million be allocated from 2017/18 surplus and that \$0.06 million be allocated from available one-time operating funding to support on a one-time basis 6.90 FTE teachers, 0.80 FTE psychology intern, 0.20 FTE school psychologist, 1.0 FTE professional staffing within Learning Services and specialized equipment for students with special needs. It is further proposed that \$0.16 million ongoing operating funding be allocated to fund 0.40 FTE ELL helping teacher, specialized software and a \$0.08 million increase for the instructional bank.

8.0 Implementation of the Strategic Facilities Plan

Fine arts in our schools are a vital part of providing students with a well-rounded education and through the Strategic Facilities Plan consultation process we learned that there is broad community support for fine arts education in our school district. It is proposed that \$60K of unused 2017/18 funding from different education initiatives be transferred to 2018/19 to support the creation of an elementary committee to explore how the Fine Arts curriculum can be implemented in our school district. This funding will enable the committee to meet monthly to explore what works in classrooms, building roll-out plans, as well as prototyping and supplying fine arts resource kits to schools.

For the past three years, the Maple Ridge – Pitt Meadows School District has been receiving a United Way School Partnership Grant to help fund a program manager-community connections and healthy living position. The program manager establishes and helps coordinate affordable after-school programs that support the youth in our community.

In 2018/19 we will be receiving a \$50K matching grant from United Way and the district will therefore need to maintain matching funding support for this position. The program manager will continue to coordinate after-school programs and services at school sites, using grade 4 and grade 7 Middle Years Instrument (MDI) data to determine where these programs are most needed.

It is proposed that \$50K be allocated from one-time available funds to partially fund the 1.0 FTE program manager-community connections and healthy living position and program supplies for 2018/19.

It is proposed that \$0.06 million unspent budget allocations from 2017/18 be transferred to 2018/19 to fund the fine arts in elementary schools initiative. It is also proposed that \$0.05 million available one-time operating funding be allocated to partially fund the 1.0 FTE program manager - community connections and healthy living position and program supplies for before and after school programming.

9.0 Support for Operational Plans

Aboriginal Education Support

The Aboriginal Education Department currently has an ongoing complement of 15 FTE Aboriginal Support Workers (ASW). For 2018/19, it is proposed that existing supplies budgets of \$54K be reallocated to support an additional 1 FTE ASW and 13 weeks of casual ASW support for school start-up and enrolment count activities. Further changes to ASW staffing may be considered in 2018/19 if the actual enrolment of students receiving aboriginal education services differs from the projected enrolment of 1,243 students.

Employee Support

Currently, the BCTF *Health and Wellness* program and the *Joint Early Intervention Service* program for support staff are valuable services for our unionized employees. The school district itself, however, does not have dedicated resources, systems and/or structures in place to support the implementation and follow through that is required for wellness support, career planning, and coaching support. In recent years, over 80% of absences requiring replacement were related to illness leaves reported by staff. This is a significant draw on our TTOC and casual staff pools and at times resulted in staff shortages.

It is proposed that a 1.0 FTE HR manager position focused on employee wellness, career planning and coaching be funded from savings of existing replacement budgets. This position will work with education partner groups, departments, and schools to create wellness programs as well as career planning and coaching programs for all employee groups.

Facilities

At present, 5 grounds staff service 36 school district facilities. Some of the duties include maintaining lawns, cutting grass, weeding, raking leaves, snow removal, roof gutter cleanings, maintaining septic tanks, and irrigation of fields. As the school district continues to grow, so does the need for grounds maintenance. In recent years we struggled to replace grounds staff on a temporary basis. It is proposed that 1.0 FTE grounds person for \$65K be funded on an ongoing basis with partial cost covered from savings in services, supplies, and replacement costs in the maintenance department (\$40K).

International Education

The international education department was reorganized in 2016/17. To support the business operations of the department, the assistant secretary treasurer assumed the role of business manager for the department on a temporary basis. This model was recently reviewed as part of the business planning process for the department and it was determined that a full time business manager is required for the international education department. This position will be fully funded from increased tuition fees and reduced spending on medical insurance for international students. It is proposed that a 1.0 FTE business manager be funded for the international education department.

Procurement Support

Since 2014, the purchasing department has operated with reduced staffing. In recent years the school district has received significant capital funding from the Ministry of Education that requires rigorous procurement, and schools have been allocated funds for the purchase of new and replacement furniture and equipment that requires purchasing support. In addition, the school district is focusing on reducing costs for services and supplies by putting in place contracts for items routinely purchased. It is proposed that a one-time 1.0 FTE buyer position be funded for 2018/19.

Technology Support

Currently a 1.0 FTE project manager position is funded on a one-time basis to support MyEd BC, the SD42 Parent Portal and alternative reporting initiatives. All schools in the district are relying on the services provided by this position and existing IT staffing funded on an ongoing basis cannot take on the portfolio supported by this position. It is proposed that the 1.0 FTE project manager position be funded on an ongoing basis. In addition to the current portfolio, this position would also be responsible for the implementation of technology security audits, maintenance of the elementary and secondary digital portfolio.

It is proposed that \$0.20 million be reallocated from existing budgets and that \$0.12 million be allocated from ongoing available funds to support 1.0 FTE ASW, 13 weeks ASW casual support, 1.0 FTE human resources manager, 1.0 FTE grounds person, 1.0 FTE international education business manager, and 1.0 FTE IT project manager. It is further recommended that \$0.06 million be allocated on a one-time basis to fund a 1.0 FTE buyer position.

**FIGURE 1: Impact of Budget Changes on Staffing**

	2017/18 Ongoing Budget	2018/19 Base Changes	2018/19 Base Budget	Operating Budget Changes	2018/19 Preliminary Budget	CEF Budget Changes	2018/19 with CEF
Teachers	807.15	6.58	813.73	18.93	832.66	100.04	932.70
Principals/Vice-Principals	48.10	5.80	53.90	(1.70)	52.20	3.40	55.60
Other Professionals, Exempt, District P/VPs	37.30	-	37.30	5.00	42.30	1.00	43.30
Education Assistants	343.08	8.00	351.08	7.79	358.87	-	358.87
Support Staff	310.23	1.38	311.61	4.00	315.61	3.29	318.90
Trustees	7.00		7.00	0.00	7.00	-	7.00
	1,552.86	21.76	1,574.62	34.02	1,608.64	107.73	1,716.37

FIGURE 2: Use of Classroom Enhancement Fund 2018/19

ONE-TIME BUDGET CHANGES	STAFFING		2018/19 BUDGET IMPACT		
	FTE	Salaries & Benefits	Supplies, Services & Other	Revenue	Total
Classroom Enhancement Fund			10,930,798	10,930,798	10,900,823
Preliminary Staffing Plan	(100.04)	(9,728,309)		(9,728,309)	(9,728,309)
Additional New Teacher Supports		(371,257)	(29,600)		(400,857)
Educational Leadership	(3.40)	(464,649)		(464,649)	(434,674)
Human Resources Support	(1.74)	(115,275)	(900)		(116,175)
Facilities & Other Implementation Costs	(2.55)	(152,408)	(68,400)		(220,808)
	(107.73)	(10,831,898)	(98,900)	10,930,798	-

FIGURE 3: Preliminary Budget Changes 2018/19

BUDGET CHANGES	2018/19 BUDGET IMPACT				
	FTE	Salaries & Benefits	Supplies, Services & Other	Revenue	Total
ONGOING BUDGET CHANGES					
Support for School Growth Plans					
Secondary Innovation			(2,100)		(2,100)
Reallocation of Existing Budgets		1,209	10,000		11,209
	-	1,209	7,900	-	9,109
Curriculum Implementation - Communications	(1.00)	(68,949)	(1,550)	-	(70,499)
Early Learning - Strong Start	(0.20)	(20,177)	-	-	(20,177)
Spirit of Learning					
CUPE Training			(22,200)		(22,200)
Reallocation of Existing Budgets		13,200			13,200
	-	13,200	(22,200)	-	(9,000)
Learning Services					
Support for English Language Learning	(0.40)	(41,905)			(41,905)
Specialized Software			(38,000)		(38,000)
Instructional Bank		(82,259)			(82,259)
	(0.40)	(124,164)	(38,000)	-	(162,164)
Support for Operational Plans					
Aboriginal Education	(1.00)	(54,660)			(54,660)
Employee Support	(1.00)	(103,542)	(3,850)		(107,392)
Facilities	(1.00)	(65,303)			(65,303)
International Education	(1.00)	(84,634)	(316,366)	401,000	-
Technology Support	(1.00)	(94,501)	(1,400)		(95,901)
Reallocation of Existing Budgets		118,473	83,710		202,183
	(5.00)	(284,167)	(237,906)	401,000	(121,073)
Total Ongoing Budget Changes	(6.60)	(483,048)	(291,756)	401,000	(373,804)
ONE-TIME BUDGET CHANGES					
Support for School Growth Plans					
Social Emotional Learning		(3,500)	(59,300)		(62,800)
Literacy	(3.14)	(328,681)	(96,560)		(425,241)
Secondary Innovation	(1.00)	(114,751)	(30,800)		(145,551)
Helping Teacher - Counseling	(1.00)	(104,751)	(2,600)		(107,351)
Reallocation of Existing Budgets		195,360	106,751		302,111
Use of Prior Year Surplus for One-Time Expenditures				10,991	10,991
	(5.14)	(356,323)	(82,509)	10,991	(427,841)
Curriculum Implementation					
School Teams and Curriculum Implementation Days		(40,000)	(102,000)		(142,000)
District Librarian	(0.57)	(57,607)			(57,607)
Reallocation of Existing Budgets		(1,640)	142,679		141,039
Use of Prior Year Surplus for One-Time Expenditures				40,000	40,000
	(0.57)	(99,247)	40,679	40,000	(18,568)

**FIGURE 3: Preliminary Budget Changes 2018/19** *continued*

BUDGET CHANGES	2018/19 BUDGET IMPACT				
	FTE	Salaries & Benefits	Supplies, Services & Other	Revenue	Total
Early Learning					
Helping Teacher	(0.20)	(20,950)			(20,950)
Kindergarten Transition	(3.79)	(168,077)			(168,077)
Reallocation of Existing Budgets		168,077			168,077
	(3.99)	(20,950)	-	-	(20,950)
Spirit of Learning					
Support Staff Training		(1,000)			(1,000)
Child Care Worker Mentoring		(8,000)	(2,000)		(10,000)
Principals / Vice-Principals Mentoring		(5,000)	(12,000)	10,000	(7,000)
HR Training			(8,800)		(8,800)
	-	(14,000)	(22,800)	10,000	(26,800)
Safe and Caring Schools					
District Alternate Education Review	(5.50)	(482,678)	(2,764)		(485,442)
Safe and Caring Schools Secondary Staffing	(1.72)	(173,119)			(173,119)
Support for Vulnerable Families			(60,000)		(60,000)
Reallocation of Existing Budgets		60,000			60,000
Use of Prior Year Surplus for One-Time Expenditures				173,119	173,119
	(7.22)	(595,797)	(62,764)	173,119	(485,442)
Learning Services					
Psychology Intern	(0.80)	(46,830)			(46,830)
Summer Assessments	(0.20)	(20,652)			(20,652)
SLP and OT	(1.00)	(107,147)			(107,147)
Specialized Equipment			(24,000)		(24,000)
Instructional Bank: Supporting Co-Teaching	(6.50)	(655,759)			(655,759)
Instructional Bank		(161,547)			(161,547)
Reallocation of Existing Budgets		756,411	23,060	-	779,471
Use of Prior Year Surplus for One-Time Expenditures				173,290	173,290
	(8.50)	(235,524)	(940)	173,290	(63,174)
Implementation of Strategic Facilities Plan Recommendations					
Fine Arts			(60,000)	60,000	-
Before and After School Programs	(1.00)	(82,816)	(17,850)	50,000	(50,666)
	(1.00)	(82,816)	(77,850)	110,000	(50,666)
Support for Operational Plans - Procurement	(1.00)	(62,954)			(62,954)
Total One-Time Budget Changes	(27.42)	(1,467,611)	(206,184)	517,400	(1,156,395)
Grand Total Budget Changes	(34.02)	(1,950,659)	(497,940)	918,400	(1,530,199)

FIGURE 4: Summary of 2018/19 Operating Revenue and Expense

	BASE BUDGET	ONGOING BUDGET CHANGES	ONE-TIME BUDGET CHANGES	PRELIMINARY BUDGET	% CHANGE
Operating Revenue by Source					
Grants					
Provincial Grants - Ministry of Education	135,376,571	-	-	135,376,571	0.00%
Provincial Grants - Other	347,621			347,621	0.00%
Federal Grants	192,000			192,000	0.00%
Total Grants	135,916,192	-	-	135,916,192	0.00%
Tuition	8,593,050	401,000		8,994,050	4.67%
Other Revenue	788,703		50,000	838,703	6.34%
Rentals & Leases	438,550			438,550	0.00%
Investment Income	540,000			540,000	0.00%
Total Operating Revenue	146,276,495	401,000	50,000	146,727,495	0.31%
Operating Expense by Source					
Salaries					
Teachers	65,929,431	116,012	879,697	66,925,140	1.51%
Principals and Vice-Principals	6,901,549		(114,177)	6,787,372	-1.65%
Education Assistants	12,136,241	31,963	112,948	12,281,152	1.19%
Support Staff	11,172,546	51,968	190,625	11,415,139	2.17%
Other Professionals/Exempt	3,767,470	287,793	67,782	4,123,045	9.44%
Substitutes	4,520,012	(94,496)	80,755	4,506,271	-0.30%
Total Salaries	104,427,249	393,240	1,217,630	106,038,119	1.54%
Employee Benefits	25,985,876	89,808	249,981	26,325,665	1.31%
Total Salaries and Benefits	130,413,125	483,048	1,467,611	132,363,784	1.50%
Services and Supplies					
Services	5,179,247	41,600	169,164	5,390,011	4.07%
Student Transportation	800,204			800,204	0.00%
Professional Development	787,549	(250)	95,700	882,999	12.12%
Rentals and Leases	13,390			13,390	0.00%
Dues and Fees	137,952			137,952	0.00%
Insurance	337,924	316,366		654,290	93.62%
Supplies	3,858,441	(65,960)	(15,545)	3,776,936	-2.11%
Utilities	2,312,035			2,312,035	0.00%
Total Services and Supplies	13,426,742	291,756	249,319	13,967,817	4.03%
Interfund & Capital Assets Purchased from Operating					
Capital Lease Payments				0	0.00%
Capital Assets Purchased from Operating	1,330,541		(43,135)	1,287,406	-3.24%
Total Interfund & Capital Assets Purchased from Operating	1,330,541	-	(43,135)	1,287,406	-3.24%
Total Expenses	145,170,408	736,804	1,386,038	147,293,250	1.46%
Use of Prior Year Surplus or Reserves	424,112		467,400	891,512	110.21%
Projected Operating Surplus/Deficit	1,530,199	(373,804)	(1,156,395)	-	

FIGURE 5: Summary of 2018/19 Special Purpose Funds and Capital Budgets

SPECIAL PURPOSE FUNDS (\$ millions)	2016/17 ACTUAL	2017/18 BUDGET	2018/19 BUDGET
Deferred Contributions July 1	(1.95)	(2.47)	(1.83)
Received Contributions			
Provincial Grants	(5.56)	(13.02)	(13.02)
Provincial Grants - Other	-	-	-
Other	(4.74)	(4.47)	(4.41)
Investment Income	(0.03)	-	-
Total Contributions Received	(10.33)	(17.49)	(17.43)
Recognition to Revenue			
Provincial Grants	5.03	13.87	13.22
Other Revenue	4.75	4.49	4.49
Investment Income	0.03	-	-
Total Recognition to Revenue	9.81	18.36	17.71
Expenses			
Wages and Benefits	4.31	12.38	12.22
Service and Supplies	5.08	5.25	5.13
Total Expenses	9.39	17.63	17.35
Capital Purchases and Other	0.42	0.73	0.36
Total Expenses and Capital Purchases	9.81	18.36	17.71
Ending Balance June 30	(2.47)	(1.60)	(1.55)

FUND BALANCE - CAPITAL (\$ millions)	2016/17 ACTUAL	2017/18 BUDGET	2018/19 BUDGET
Balance July 1	70.57	72.51	72.38
Investment Income	0.10	0.12	0.12
Amortization of Deferred Capital Contributions	5.33	5.38	5.74
Energy Management Plan Incentives	0.24	0.12	0.10
Capital Assets Purchased	3.66	4.32	1.64
Capital Assets - WIP	-	-	-
Interfund Transfer - Local Capital	1.34	1.12	-
Amortization of Capital Assets Expense	(8.73)	(9.19)	(9.64)
Capital Lease Interest Expense	-	-	-
Capital Lease Payment	-	-	-
Balance at June 30	72.51	74.38	70.34







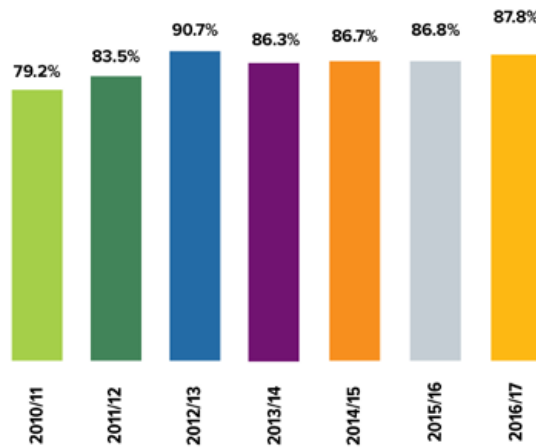
INFORMATIONAL SECTION

STUDENT ACHIEVEMENT

Our school district mission is to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society. Our vision is for every individual to feel valued and for all learners to reach their potential.

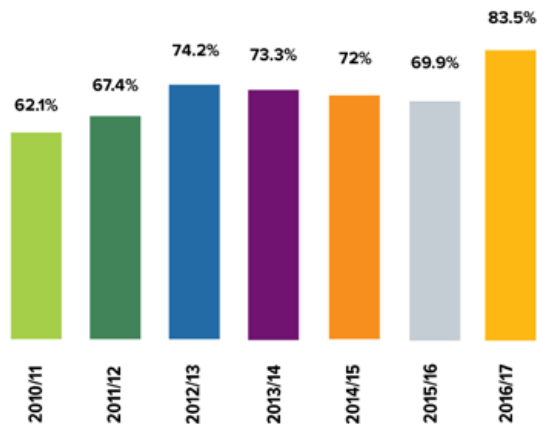
The graphs below show the 6 year graduation rates for all students, Aboriginal students, and students with special needs. For 2016/17, the Maple Ridge - Pitt Meadows School District 6 year graduation rates for all three categories were above the provincial average: all students 87.8% (provincial average 84%), Aboriginal students 83.5% (provincial average 65.9%), and students with special needs 74.2% (provincial average 69.4%).

ALL STUDENTS 6 YEAR GRADUATION RATES



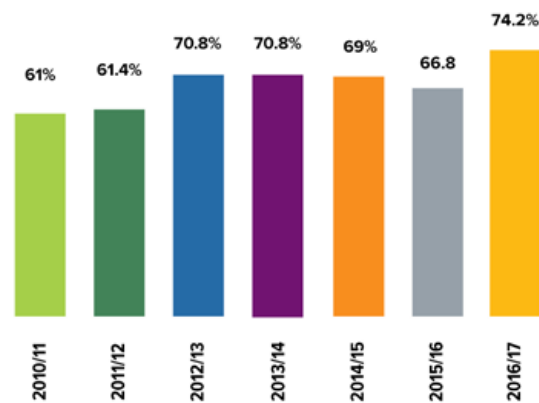
2016/17 provincial average 84%

ABORIGINAL STUDENTS 6 YEAR GRADUATION RATES



2016/17 provincial average 65.9%

STUDENTS WITH SPECIAL NEEDS 6 YEAR GRADUATION RATES

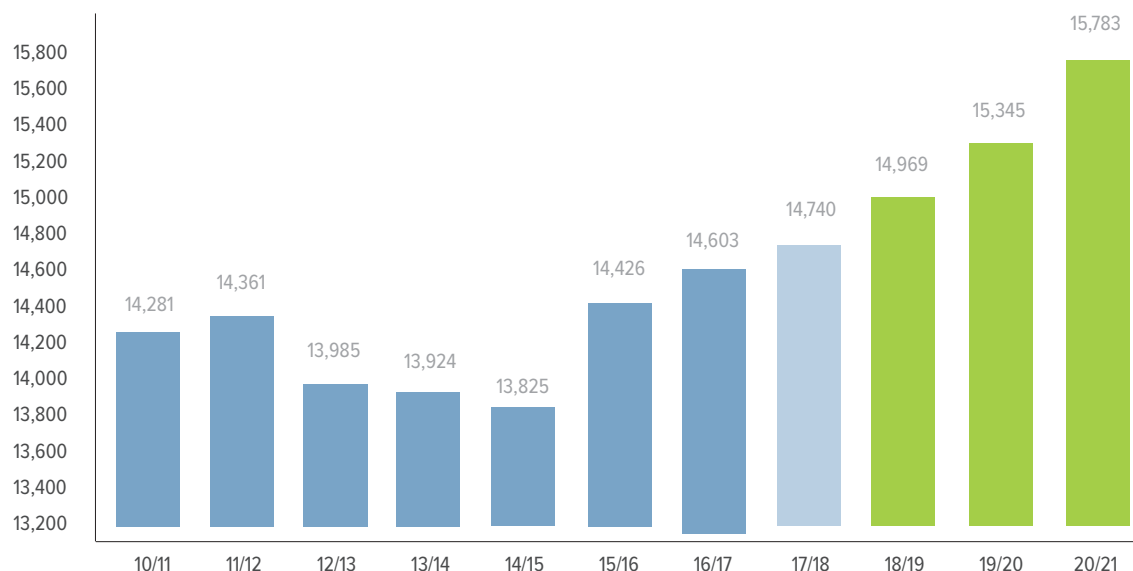


2016/17 provincial average 69.4%

STUDENT ENROLMENT TRENDS AND FORECAST

The enrolment information presented below is based on actual full year enrolment (regular, distributed learning, summer school, and adult learners) for 2010/11 to 2016/17, estimated enrolment for 2017/18 (actual for September and estimated February and May), and forecasted enrolment for 2018/19, 2019/20, and 2020/21.

The three-year enrolment forecast was prepared using population projections generated by Baragar Systems (enrolment projections software), historical enrolment trend analysis, and local knowledge.



For 2018/19, an increase in school age regular student FTE of 275.5 is projected followed by a projected enrolment increase of 376 FTE in 2019/20 and another increase of 438 FTE in 2020/21.

In addition, enrolment is projected to decrease for Level 1 students with special needs in 2018/19 by 1 FTE, with no change in 2019/20 and 2020/21, Level 2 students with special needs are projected to increase by 20 FTE in 2018/19, 37 FTE in 2019/20 and 30 FTE in 2020/21, while Level 3 students with special needs are projected to increase by 2 FTE in 2018/19. ELL students are projected to increase by 52 FTE in 2018/19, 100 FTE in 2019/20 and another 100 FTE in 2020/21.

Finally, for 2018/19 international education enrolment is estimated to decrease by 40 FTE due to limited classroom space available in elementary schools.

Enrolment Projections Assumptions

Births

The number of births over the last 2 years increased significantly. The children currently enrolled in grades K-12 were born between 2000 and 2012, during which time the number of births per year averaged 927; the number of births over the past 2 years averaged 1092, an increase of 165.

The estimated number of births is used to forecast the kindergarten cohort for future years.

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 prior years.

OPERATING BUDGET STAFFING

From 2010/11, total operating staffing in the Maple Ridge – Pitt Meadows School District has increased by approximately 57 FTE. Also, there are an additional 101.07 FTE positions funded from the Classroom Enhancement Fund (CEF).

While teaching staff, principals/vice-principals, support staff, and other professionals positions have been reduced due to funding shortfalls and enrolment decline in some years, education assistants have increased, principally due to higher enrolment of students with special needs.

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2017/18 with CEF
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	
Teachers	818.42	825.41	813.40	771.95	763.35	785.46	804.24	807.15	903.43
Principals/VPs - Admin	43.36	43.04	42.79	42.10	39.48	40.31	43.97	43.70	43.70
Principals/VPs - Teaching	12.07	12.65	13.31	11.90	10.70	10.82	10.00	9.40	9.40
Other Professionals	31.27	30.19	30.00	30.00	30.50	31.71	35.71	32.30	33.80
Education Assistants	260.02	266.89	285.32	293.34	300.81	317.91	337.60	343.08	343.08
Support Staff	324.07	329.83	323.17	316.22	297.14	302.62	308.66	310.23	313.52
Trustees	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00
Total	1,496.21	1,515.01	1,514.99	1,472.51	1,448.98	1,495.83	1,547.18	1,552.86	1,653.93

Source: 1530 report submissions for each year as restated to reflect calculation of budgeted hours per week divided by full time hours per week per position, child care worker FTE removed for all prior years as paid from Special Purpose Funds. 2013/14 has been restated to remove FTE attached to custodial and labourer banks as well as contract instructors at international education and Ridge Meadows College. Above teacher and educational assistant FTEs include Learning Support Communities bank of \$525,000/yr that is allocated between teachers and education assistants as required annually. Principal/VP FTEs have been split to show the admin and teaching components of the positions. 2016/17 and 2017/18 FTEs has been restated to reflect ongoing allocations only.

The following table provides a history of staffing changes by employee group from 2010/11 to 2017/18. The principals and vice-principals group is being separated into school-based administrators and district-based administrators. The other professionals, exempt and district-based principals and vice-principals category includes administrators working in human resources, information technology, learning services, Aboriginal education, and confidential and management staff.

Since 2010/11, teacher staffing FTE has increased 10.39% and education assistant staffing FTE has increased 31.94%. The employee groups experiencing a reductions are support staff (3.26%) and other professionals (4.17%).

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	% change vs 10/11	2017/18 with CEF FTE	% change vs 10/11
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE			
Teachers	818.42	825.41	813.40	771.95	763.35	785.46	804.24	807.15	-1.38%	903.43	10.39%
Principals/VPs - School	51.43	50.69	50.10	48.00	45.18	48.13	49.97	53.10	3.25%	53.10	3.25%
Other Professionals/ Exempt/District P/VPs	35.27	35.19	36.00	36.00	35.50	34.71	39.71	32.30	-8.42%	33.80	-4.17%
Education Assistants	260.02	266.89	285.32	293.34	300.81	317.91	337.60	343.08	31.94%	343.08	31.94%
Support Staff	324.07	329.83	323.17	316.22	297.14	302.62	308.66	310.23	-4.27%	313.52	-3.26%
Trustees	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	0.00%	7.00	0.00%
Total	1,496.21	1,515.01	1,514.99	1,472.51	1,448.98	1,495.83	1,547.18	1,552.86	3.79%	1,653.93	10.54%

Source: 1530 report submission for each year as restated.

As shown in the following table, the two employee groups that have increased significantly since 2010/11 are teacher and CUPE staffing. The increase in teacher staffing of 12.29% is due to the restoration of the collective agreement language regarding class size. The ongoing increase in CUPE staffing of 9.74% is principally due to the increased education assistant staffing (up 31.94%) required to support the increased enrolment of students with special needs.

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	% change vs 10/11	2017/18 with CEF FTE	% change vs 10/11
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE			
MRTA	818.42	825.41	813.40	771.95	777.75	800.46	819.24	822.75	0.53%	919.03	12.29%
CUPE	584.09	596.72	608.49	609.56	583.55	605.53	631.26	637.71	9.18%	641.00	9.74%
Principals/VPs /Other Professionals	86.70	85.88	86.10	84.00	80.68	82.84	89.68	85.40	-1.50%	86.90	0.23%
Trustees	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	0.00%	7.00	0.00%
	1,496.21	1,515.01	1,514.99	1,472.51	1,448.98	1,495.83	1,547.18	1,552.86	3.79%	1,653.93	10.54%

Source: 1530 report submission for each year as restated.

The following table provides a history of students-to-staff ratios for each staffing category. This is a broad measure of the ability of staff to support the needs of students and the district.

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2017/18 with CEF	% change vs 10/11
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE		
Teachers	18.07	18.00	17.66	18.52	18.79	18.95	18.74	18.85	16.84	-6.81%
Principals/VPs - Admin	341.06	345.12	335.74	339.57	363.37	369.20	342.78	348.20	348.20	2.09%
Principals/VPs - Teaching	1,225.20	1,174.22	1,079.48	1,201.34	1,340.37	1,375.53	1,507.23	1,618.76	1,618.76	32.12%
Other Professionals	472.92	492.01	478.89	476.53	470.32	469.25	422.07	471.10	450.19	-4.81%
Education Assistants	56.87	55.66	50.35	48.74	47.69	46.81	44.65	44.35	44.35	-22.02%
Support Staff	45.63	45.03	44.46	45.21	48.28	49.18	48.83	49.05	51.03	11.83%
Trustees	2,112.60	2,121.98	2,052.39	2,042.29	2,049.24	2,125.97	2,153.18	2,173.77	2,173.77	2.90%
	9.88	9.80	9.48	9.71	9.90	9.95	9.74	9.80	9.20	-6.88%

The staff-to-student ratio has improved modestly during the period but the changes have not been equal across employee groups.

Staff-to-student ratios have improved for the following positions:

- **Teachers** (down 6.81%)
- **Other Professionals** (down 4.81%)
- **Education Assistants** (down 22.02%) This substantial improvement is mainly due to the increased number of education assistants employed to support students with special needs.

Staff-to-student ratios have not improved for the following positions:

- **Principals and Vice-Principals** (up 2.09% in admin component and up 32.12% in teaching component)
- **Support Staff** (up 11.83%)

GLOSSARY OF TERMS

AFG	Annual Facilities Grant
Amended Budget	For 2018/19, boards must prepare, have adopted by bylaw and submit to the Ministry of Education an amended (final) budget on or before February 28, 2019.
Annual Budget	For 2018/19, boards must prepare an annual budget and have it adopted by bylaw on or before June 30, 2018 as per section 113 of the School Act (Adoption of Budget), and submitted to the ministry by this date.
BCPSEA	British Columbia Public School Employers' Association
BCSTA	British Columbia School Trustees' Association
BCTF	British Columbia Teachers' Federation
Capital Fund	The capital fund includes capital expenditures related to facilities (purchases and enhancements) and equipment (purchases) that are funded by Ministry of Education capital grants, operating funds, and special purpose funds.
Casual Employee	Individuals who substitute for regular continuing staff other than teachers.
CCW	Child Care Worker
CEF	Classroom Enhancement Fund
CUPE	Canadian Union of Public Employees - Local 703
DPAC	District Parent Advisory Committee
EA	Education Assistant
Education Assistants	Education assistants, teacher assistants and child care workers.
ELL	English Language Learners
Enrolment Count	School district submission of enrolment information to the Ministry of Education. This includes data about each student enrolled in a educational program provided by the board, each child registered with a school or distributed learning school operated by the board, and each child who participates in an early learning program. Enrolment counts are completed in September, February and May of each school year.
FTE	Full Time Equivalent
LCR	Local Capital Reserve
LIF	Learning Improvement Fund
MOE	Ministry of Education
MRPVPA	Maple Ridge Principals and Vice-Principals Association
MRTA	Maple Ridge Teachers' Association
NGN	Next Generation Network
OLEP	Official Language Education Program



Operating Fund	The operating fund includes operating grants and other revenues used to fund instructional programs, school and district administration, facilities operations, maintenance and transportation.
OT	Occupational Therapist
Other Professionals	Superintendents, assistant superintendents, secretary treasurers, assistant secretary treasurers, trustees, and any other board employee who is excluded from a union agreement.
P/VP	Principal/Vice-Principal
Preliminary Budget	For 2018/19, boards must prepare, adopt by bylaw and submit to the Ministry of Education an annual (preliminary) budget on or before June 30, 2018 as per section 113 of the School Act (Adoption of Budget).
Principal and Vice-Principal	Certified teachers (or teachers with a letter of permission) employed by a school district on a continuous basis, full-time or part-time, under contract (i.e., principals, vice-principals, and directors of instruction).
SD42	The Maple Ridge - Pitt Meadows School District
SLP	Speech and Language Pathologist
Special Purpose Fund	The Special Purpose Fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and other sources that have restrictions on how they may be spent (e.g. Classroom Enhancement Fund, Annual Facilities Grant, Community LINK, Ready Set Learn and School Generated Funds).
SPF	Special Purpose Funds
Substitutes	Individuals who substitute for regular continuing staff while the regular staff are ill or absent for other reasons.
Support Staff	Administrative staff (other than principals and vice-principals) and support staff that are employed by a school district on a continuous basis, full-time or part-time.
Teacher	Certified teachers (or teachers with a letter of permission) employed by a school district on a continuous basis, full-time or part-time, excluding superintendents, assistant/deputy superintendents, principals, vice-principals, and directors of instruction.
Transportation	Costs of activities related to the conveyance of students to and from school on a regular basis and direct supervision of busing.
TTOC	Teacher Teaching on Call
Utilities	Costs incurred by the school district for the consumption of heat, light, and water, as well as expenditures on garbage, sewer, conservation measures, recycling programs and internet/telephone providers (this would include all costs related to the Next Generation Network (NGN)).



Maple Ridge - Pitt Meadows School District No. 42

22225 Brown Avenue
Maple Ridge, BC
V2X 8N6



ITEM 4

To: **Board of Education**

From: Flavia Coughlan
Secretary Treasurer

Re: **2018/19 ANNUAL FACILITY
GRANT EXPENDITURE PLAN**

Date: April 25, 2018
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

For 2018/19 School District No. 42 (Maple Ridge-Pitt Meadows) will receive \$2,499,785 as Annual Facility Grant ("AFG") Funding (Attachment A).

The AFG funding provided by the Ministry of Education is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

There are two components to the AFG funding: a capital component and an operating component. School districts must provide the Ministry of Education with a 2018/19 AFG Expenditure Plan that includes a list of all AFG projects and expenditures to be undertaken between April 1, 2018 and March 31, 2019. The proposed 2018/19 AFG Expenditure Plan for School District No. 42 is included in Attachment B. This expenditure plan will be incorporated in the 2018/19 Preliminary Budget Bylaw that will be approved by the Board.

The operating portion of the 2018/19 AFG funding is \$517,500 and will be distributed to school districts as targeted funding and reported as a Special Purposed Fund. A portion of the operating AFG for 2018/19 will be retained by the Ministry to continue funding of the Capital Asset Management Services (\$44,051).

The capital portion of \$2,026,336 will be paid to school districts in one instalment in July 2018. A standard capital bylaw is no longer required by the ministry to access this funding.

RECOMMENDATION:

THAT the Board approve the 2018/19 Annual Facility Grant Expenditure Plan and authorize the Secretary Treasurer to submit the 2018/19 AFG Expenditure Plan to the Ministry of Education.

Attachments

TABLE D
ANNUAL FACILITY GRANT, 2018/19
Updated March 2018

ATTACHMENT A

School District	Total Operating Portion	Capital Portion	Total 2018/19 Annual Facility Grant	Operating Portion			Total Allocation to Districts
				Gross	Withheld Capital Asset Mgmt System	Net	
5 Southeast Kootenay	286,997	1,123,775	1,410,772	286,997	24,430	262,567	1,386,342
6 Rocky Mountain	195,806	766,705	962,511	195,806	16,667	179,139	945,844
8 Kootenay Lake	279,588	1,094,762	1,374,350	279,588	23,799	255,789	1,350,551
10 Arrow Lakes	62,454	244,547	307,001	62,454	5,316	57,138	301,685
19 Revelstoke	65,368	255,957	321,325	65,368	5,564	59,804	315,761
20 Kootenay-Columbia	193,868	759,114	952,982	193,868	16,502	177,366	936,480
22 Vernon	356,510	1,395,963	1,752,473	356,510	30,347	326,163	1,722,126
23 Central Okanagan	785,351	3,075,143	3,860,494	785,351	66,851	718,500	3,793,643
27 Cariboo-Chilcotin	311,749	1,220,691	1,532,440	311,748	26,537	285,211	1,505,902
28 Quesnel	179,096	701,275	880,371	179,096	15,245	163,851	865,126
33 Chilliwack	456,531	1,787,608	2,244,139	456,531	38,861	417,670	2,205,278
34 Abbotsford	691,973	2,709,511	3,401,484	691,973	58,902	633,071	3,342,582
35 Langley	680,178	2,663,325	3,343,503	680,178	57,898	622,280	3,285,605
36 Surrey	2,362,029	9,248,830	11,610,859	2,362,033	201,064	2,160,969	11,409,799
37 Delta	614,944	2,407,894	3,022,838	614,944	52,346	562,598	2,970,492
38 Richmond	829,133	3,246,577	4,075,710	829,133	70,578	758,555	4,005,132
39 Vancouver	2,237,985	8,763,112	11,001,097	2,237,984	190,502	2,047,482	10,810,594
40 New Westminster	235,872	923,588	1,159,460	235,872	20,078	215,794	1,139,382
41 Burnaby	930,932	3,645,182	4,576,114	930,931	79,243	851,688	4,496,870
42 Maple Ridge-Pitt Meadows	517,500	2,026,336	2,543,836	517,500	44,051	473,449	2,499,785
43 Coquitlam	1,139,623	4,462,341	5,601,964	1,139,623	97,007	1,042,616	5,504,957
44 North Vancouver	626,273	2,452,254	3,078,527	626,273	53,310	572,963	3,025,217
45 West Vancouver	267,383	1,046,972	1,314,355	267,383	22,760	244,623	1,291,595
46 Sunshine Coast	196,588	769,766	966,354	196,588	16,734	179,854	949,620
47 Powell River	122,930	481,348	604,278	122,930	10,464	112,466	593,814
48 Sea to Sky	191,138	748,426	939,564	191,138	16,270	174,868	923,294
49 Central Coast	60,292	236,080	296,372	60,292	5,132	55,160	291,240
50 Haida Gwaii	110,390	432,248	542,638	110,390	9,397	100,993	533,241
51 Boundary	113,349	443,835	557,184	113,350	9,649	103,701	547,536
52 Prince Rupert	135,633	531,090	666,723	135,633	11,545	124,088	655,178
53 Okanagan Similkameen	125,847	492,769	618,616	125,847	10,712	115,135	607,904
54 Bulkley Valley	141,659	554,685	696,344	141,659	12,058	129,601	684,286
57 Prince George	667,217	2,612,576	3,279,793	667,217	56,795	610,422	3,222,998
58 Nicola-Similkameen	125,830	492,703	618,533	125,830	10,711	115,119	607,822
59 Peace River South	285,735	1,118,833	1,404,568	285,735	24,322	261,413	1,380,246
60 Peace River North	298,964	1,170,632	1,469,596	298,964	25,449	273,515	1,444,147
61 Greater Victoria	810,279	3,172,751	3,983,030	810,279	68,973	741,306	3,914,057
62 Sooke	336,814	1,318,839	1,655,653	336,814	28,670	308,144	1,626,983
63 Saanich	305,814	1,197,456	1,503,270	305,814	26,032	279,782	1,477,238
64 Gulf Islands	103,629	405,774	509,403	103,629	8,821	94,808	500,582
67 Okanagan Skaha	268,467	1,051,218	1,319,685	268,467	22,853	245,614	1,296,832
68 Nanaimo-Ladysmith	555,642	2,175,687	2,731,329	555,642	47,298	508,344	2,684,031
69 Qualicum	199,346	780,564	979,910	199,346	16,969	182,377	962,941
70 Alberni	211,772	829,220	1,040,992	211,772	18,027	193,745	1,022,965
71 Comox Valley	350,428	1,372,146	1,722,574	350,428	29,829	320,599	1,692,745
72 Campbell River	263,128	1,030,310	1,293,438	263,128	22,398	240,730	1,271,040
73 Kamloops/Thompson	701,852	2,748,192	3,450,044	701,852	59,743	642,109	3,390,301
74 Gold Trail	139,657	546,845	686,502	139,657	11,888	127,769	674,614
75 Mission	249,513	976,998	1,226,511	249,512	21,239	228,273	1,205,271
78 Fraser-Cascade	107,268	420,020	527,288	107,268	9,131	98,137	518,157
79 Cowichan Valley	384,070	1,503,875	1,887,945	384,070	32,693	351,377	1,855,252
81 Fort Nelson	64,611	252,995	317,606	64,611	5,500	59,111	312,106
82 Coast Mountains	308,265	1,207,050	1,515,315	308,265	26,240	282,025	1,489,075
83 North Okanagan-Shuswap	342,430	1,340,831	1,683,261	342,430	29,148	313,282	1,654,113
84 Vancouver Island West	79,210	310,157	389,367	79,210	6,743	72,467	382,624
85 Vancouver Island North	148,378	580,991	729,369	148,377	12,630	135,747	716,738
87 Stikine	60,751	237,876	298,627	60,751	5,171	55,580	293,456
91 Nechako Lakes	289,429	1,133,296	1,422,725	289,429	24,637	264,792	1,398,088
92 Nisga'a	54,305	212,638	266,943	54,305	4,623	49,682	262,320
93 Conseil scolaire francophone	277,814	1,087,818	1,365,632	277,814	23,648	254,166	1,341,984
Provincial Total	23,495,587	92,000,000	115,495,587	23,495,587	2,000,000	21,495,587	113,495,587

Annual Facilities Grant (AFG) - Expenditure Plan April 1, 2018 - March 31, 2019

Facility Code	Facility Name	Description of Work	Estimated Cost	AFG Category
4242003	Pitt Meadows Secondary	Boiler upgrade	\$ 30,000	Mechanical System Upgrade
4242003	Pitt Meadows Secondary	Roof Replacement sections 14,22,22a,23,24,25,26,27 & 28	\$ 350,865	Roof Replacement
4242014	Maple Ridge Elementary	Roof Replacement sections 2,5,6,7 8,10 and 1 section repair	\$ 426,000	Roof Replacement
4242004	Westview Secondary	Roof Replacement section 1 & 5	\$ 280,899	Roof Replacement
	District Wide	Wall carpet removal	\$ 85,000	Health and Safety Upgrade
4242005	Albion Elementary	Flooring replacement	\$ 16,000	Functional Improvement
	District Wide	IT Network Upgrades	\$ 100,000	Technology Infrastructure Upgrade
	District Wide	Lighting Upgrades	\$ 410,000	Electrical System Upgrade
4242038	Thomas Haney Secondary	Flooring Replacement	\$ 32,000	Functional Improvement
4242004	Garibaldi Secondary	Exterior Painting	\$ 45,000	Functional Improvement
4242003	Pitt Meadows Secondary	Exterior Painting	\$ 55,000	Functional Improvement
4242023	District Board Office	Exterior Painting	\$ 12,000	Functional Improvement
4242028	Arthur Peak Center	Exterior Painting	\$ 7,200	Functional Improvement
	District Wide	Gym Floor Refinishing	\$ 30,000	Functional Improvement
4242041	Blue Mountain Elementary	Paving	\$ 15,000	Functional Improvement
4242011	Golden Ears Elementary	Paving	\$ 20,000	Functional Improvement
	District Wide	Exterior Parking lot and game line painting	\$ 18,000	Functional Improvement
4242001	Maple Ridge Secondary	DHW Upgrade	\$ 18,000	Mechanical System Upgrade
4242026	Alouette Elementary	PRV replacement	\$ 5,000	Mechanical System Upgrade
	District Wide	Facility Upgrades	\$ 165,000	Functional Improvement
	District Wide	Keyscan Access Controls	\$ 50,000	Loss Prevention
4242033	Highland Park Elementary	Flooring replacement	\$ 14,000	Functional Improvement
4242003	Pitt Meadows Secondary	Flooring Replacement	\$ 45,000	Functional Improvement
	District Wide	Asbestos Abatement	\$ 65,000	Asbestos Abatement
	District Wide	Flooring Replacement	\$ 85,000	Functional Improvement
4242039	Edith McDermott Elementary	PA System Replacement	\$ 9,694	Functional Improvement
4242005	Albion Elementary	Old wing perimeter drains and window replacement	\$ 110,127	Functional Improvement
Total Estimated Cost			\$ 2,499,785	
Total AFG Allocation			\$ 2,499,785	



ITEM 5

To: **Board of Education**

From: Board Policy Development
Committee

Re: **POLICY 8220: SCHOOL DAY**

Date: April 25, 2018
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

Policy 8220: School Day has been updated and renumbered and is being presented to the Board for approval.

RECOMMENDATION:

THAT the Board approve Policy 8220: School Day.

Attachment

**SD 42 POLICY: 8220****SCHOOL DAY**

PHILOSOPHY

Hours established for schools of the district shall meet the requirements of the School Act and its regulations.

SCHOOL OPENING TIME

The Board requires the schools of the district to be open to pupils, regardless of the weather conditions, no later than 15 minutes before school opening time in the morning or at the time of the arrival of the first school bus, whichever is earlier. Teachers should be in their classrooms before the start of classes in the morning and in the afternoon.

School opening and closing times will be set by the Board of Education within the process of establishing school calendars and shall meet the requirements of the School Act and its regulations.

AUTHORITY

The Board assigns the responsibility for the implementation of the School Day policy to the Superintendent of Schools and authorizes the Superintendent of Schools to establish procedures that will guide the implementation of this policy.

APPROVED:



ITEM 6

To: **Board of Education**

From: Education Committee

Re: **BOARD AUTHORITY/AUTHORIZED
COURSE**

Date: April 25, 2018
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Ministry of Education directed school districts to review their Board Authority/Authorized courses offered in the 2018/19 school year to determine which courses:

- Are to be retired, given the flexibility offered with the new Ministry curriculum, or that no longer meet requirements; or
- Are to be revised to align with the new "Know-Do-Understand" curriculum model

The Education Committee has met, reviewed, and recommends for approval the following:

- English Language Development 10

RECOMMENDATION:

THAT the Board approve the following Board Authority/Authorized Course:

- **English Language Development 10**

Attachment



Board/Authority Authorized Course Framework – English Language Development 10

School District/Independent School Authority Name: The Board of Education of School District 42 (Maple Ridge-Pitt Meadows)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 42
Developed by: ELL Metro Group, Diane Wadden and Linda Lim Bradley	Date Developed: April 5, 2018
School Name: ELL Department (District)	Principal's Name: Tricia McCuaig
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: English Language Development 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

District Requirements:

- Bachelor of Education degree or equivalent training
- courses in ESL(ELL) methodology, linguistics and second language acquisition
- equivalent training or experience

Course Synopsis:

This course is designed to develop students' skills in reading, writing, listening and speaking. The course focuses on developing strategies needed to read, write and extract information successfully in English, and address the specific needs of English language learners regarding language acquisition, Canadian culture and cultural diversity.

Goals and Rationale:

Students come from a variety of cultural, linguistic and academic backgrounds and therefore may require English Language Learning support to achieve a level of fluency in English that will help them to reach their full potential. This course will help students achieve greater success in British Columbia's redesigned concept-based and competency-driven curriculum.

The ELL program, and the courses offered within the program, enables the English language learners to:

- develop and maintain a sense of self-worth
- develop and preserve a pride of heritage
- develop communicative competency in the areas of listening, speaking, reading and writing
- develop communication skills to connect and engage with others; acquire, interpret and present information; collaborate; and to explain and reflect on experiences and accomplishments
- develop creative and critical thinking skills including developing ideas, questioning, investigating, analyzing and critiquing information
- adapt to those aspects of methodology and curriculum that differ from those of the students' previous experiences
- develop an understanding and appreciation of cultural differences and similarities

Aboriginal Worldviews and Perspectives:

Links to First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships, and a sense of place).
- Learning is embedded in history, memory, and story of one's culture and the world.
- Learning involves patience and time.
- Language requires exploration of one's identity and the country one lives in.

BIG IDEAS

A belief in one's **abilities** enables growth

Language is expressed differently based on **cultural contexts**

Language is a **social construct** that must be explicitly taught

Effective communication comes from an awareness of **language**

Learning strategies provide greater access to academic success

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Receptive (reading and listening)</p> <p>Reading</p> <ul style="list-style-type: none"> - identify keywords in text and apply reading strategies to find meaning - connect, summarize, infer, predict, evaluate, and comprehend most reading materials - connect reading material to personal experiences (via discussions, debates, persuasive writing, research) - appreciate reading and being read to for information and pleasure - develop a repertoire of strategies to aid comprehension <p>Listening</p> <ul style="list-style-type: none"> - understand colloquial expressions, idioms, figurative language, and academic language within context - display active listening - interpret, analyze, and evaluate oral and media presentations - understand meaning through voice, tone, and intonation - take notes and summarize oral content <p>Expressive (speaking and writing/representing)</p> <p>Speaking</p> <ul style="list-style-type: none"> - use varied vocabulary, including content-specific language, colloquial, idiomatic and figurative language appropriately in various social settings - approximate English discourse patterns - pronounce words correctly to improve clear communication 	<p><i>Students are expected to know the following:</i></p> <p>Strategies to support independent learning</p> <ul style="list-style-type: none"> - Listening - Speaking - Reading - Writing - Numeracy <p>Stages of Cultural Adjustment</p> <ul style="list-style-type: none"> - that learning takes different amounts of time for each learner - idioms, figurative language, connotations, denotations - pragmatic discourse - learning requires exploration of one's identity - acculturation process <p>Genres</p> <ul style="list-style-type: none"> - structures of various genres - linear nature of genres <p>Skills</p> <ul style="list-style-type: none"> - organization - social, emotional, and metacognitive - text features - responsibility

<ul style="list-style-type: none"> - make content-based presentations - participate in discussions and orally support opinions or beliefs - participate in problem-solving activities <p>Writing and Representing</p> <ul style="list-style-type: none"> - respond to text in personal, creative, and critical ways - use writing strategies to plan, develop, and create meaningful texts for a variety of genres - express and support an opinion with evidence - use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context - develop voice in writing - appropriate word choice and usage according to text genres - use information ethically - exhibit less evidence of literal translation in L2 output <p>Evaluation</p> <ul style="list-style-type: none"> - become familiar with and be able to demonstrate competency using a variety of assessment tools and techniques 	<ul style="list-style-type: none"> - test-taking - study and note-taking - collaborative learning - plagiarism awareness - writing process
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Big Ideas – Elaborations

abilities: students will be able to make language connections between their first language and English thereby developing academic and social growth; the awareness of self (self-esteem, self-advocacy, self-reflection, personal strengths, etc.) promotes educational risk-taking and personal growth

cultural contexts: awareness of language features (expressions, idioms, figurative language, pragmatic discourse, acculturation, etc.) promotes successful language learning; **learning requires exploration of one's identity.**

social constructs are the perceived cultural norms of communication (speaking, listening, reading, writing)

language includes the four domains (reading, writing, speaking and listening)

learning strategies allow students to access curriculum, communicate effectively, and build academic literacy

Curricular Competencies – Elaborations

Text/texts are generic terms referring to all forms of oral, written, visual, or digital communication: — Oral texts include speeches, poems, plays, oral stories, and songs — Written texts include novels, articles, short stories, and technical writing including numerical — Visual texts include posters, photographs, and other images. — Digital texts include electronic forms of all of the above — Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)

genres includes specifically knowing the descriptive, informative, expository, explanation, persuasive, technical, etc. genres that may occur in other content areas

strategies use will depend on purpose and context

- **reading** brainstorming, skimming, scanning, visualization, defining new vocabulary, activating background knowledge, connecting

- **writing** prewriting, drafting, revising, editing (peer and self), using graphic organizers, publishing
- **listening** note-taking, paraphrasing, reflecting feelings and meaning, attentive engagement, questioning and answering
- **speaking** voicing an opinion, scaffolded engagement (1:1, small group, large group, 1: class), choral reading and responses, orally presenting

discussions include small-group, partners, one-to-one, whole class, etc.

ethically defines appropriate citations (eg: bibliography, work cited, textual referencing)

assessment tools and techniques: using and/or creating assessments for self-assessment or peer-assessment (eg: ELL rubrics, ELL matrices, learning logs, reflective journals, portfolios, etc.); students should receive explicit instruction on how the use of assessment tools and their purpose of these tools (eg: teaching assessment genres including multiple choice, true or false, creating short answers using the text from the question, long answer/essay responses; how to read and interpret assessment questions, rubrics, and matrices)

voice to identify and use point of view, humour, and cultural perspective (e.g., persona)

reading materials may include using books from varying levels, a variety of fiction and nonfiction texts including different genres consistent with content materials

active listening includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, volume, pausing

discourse patterns is the cultural use of spoken language in social contexts by building students' cognitive academic language proficiency (eg: the difference between formal and informal speech and when to use each)

communication includes stress, intonation, pace, pitch, articulation, enunciation

problem solving strategies are used in the classroom to support conversing in authentic independent or collaborative group work contexts to improve communication. Some suggestions may include respectfully disagreeing, providing constructive feedback, turn taking in conversations, giving evidence to support opinion, advocating self by formulating questions or statements of need. L1 discourse patterns may differ between cultures and English discourse patterns need to be explicitly taught.

Content – Elaborations

strategies:

- **listening:** includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, volume, pausing
- **reading:** refers to cultural organization of text; students consider what strategies they need to use to deconstruct text; they employ reading strategies with increasing independence depending on the purpose, text, and context
- **speaking:** uses language appropriately in a variety of contexts including debating respectfully, presenting, contributing to discussions; understanding when to use formal (academic) and informal (social) language
- **writing:** refers to organizational planning for writing structures, grouping ideas, note taking, elaborating, summarizing, inferring, and imagery
- **numeracy:** knowing mathematical language

genres includes specifically knowing the descriptive, informative, expository, explanation, persuasive, technical, etc. genres that may occur in other content areas

pragmatic discourse includes understanding meaning through voice, tone, intonation, and non-verbal cues like gestures and other body language

acculturation processes are the stages that students may experience when learning and adapting to a new culture

social, emotional, and metacognitive skills and strategies: refers to collaboration with others by being a receptive listener, using self-advocacy, self-reflection, self-awareness, building relationships, responsible decision making, using self-regulation skills to be successful in the classroom and gain independence as a language learner

organization includes time management, preparedness (including binders, lockers, travelling), planning for the writing process, scheduling for deadlines

the writing process refers to paraphrasing, paragraphing, summarizing, prewriting, drafting, revising, publishing, editing, accessing background knowledge, brainstorming

Text features: elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes

Recommended Instructional Components:

- SIOP adaptations /// Examples for teachers to use
 - building background knowledge
 - KWL (Know, Wonder, Learn), KWE (Know, Wonder, What ELSE), anticipation guides, making predictions, 4 squares vocabulary, text-to-self, text-to-text, brainstorming, placemat activities
 - teaching vocabulary explicitly
 - Frayer model, defining new vocabulary, pronunciation of new words, content word walls, anchor charts, personal dictionaries, concept definition maps, definition charts
 - comprehensible input
 - graphic organizers, semantic organizers, appropriate language choice for audience, clear instructions (can include written instructions), wait time (5-7 seconds is recommended), clarifying key concepts in L1, multimedia resources, modelling and paraphrasing
 - scaffolded interaction
 - gradual release model (Teacher to students, Teacher with students, students together, student independently), think aloud strategies, use at least 2 different structures during a lesson – pairs, triads, teams, varied by language proficiency or interest
 - use of first language (L1)
 - review of key concepts
 - Provide comprehensive review of key vocabulary: teach, review, assess, teach: use word study books, content word walls, etc.
 - Supply comprehensive review of key content concepts: review content directly related to objectives throughout lesson; use graphic organizers as a review
 - Regularly give feedback to students on their output: clarify, discuss, correct responses
 - Conduct assessment of student comprehension and learning: use a variety of quick/mini-reviews: thumbs-up/down, numbered wheels, small dry-erase boards, 5-finger show, include self-assessment
 - pre-reading strategies
 - SQP2RS, scanning, skimming, previewing text, T.H.I.E.V.E.S. (title, headings, introduction, every first sentence, visuals, vocabulary, end of chapter questions, summarize) *see more under building background knowledge above*

Recommended Assessment Components:

Since language is acquired in a spiralling and recursive process, students must be guaranteed a stimulating environment where risk taking is nurtured and errors are viewed as a natural formative part of language development.

Formative:

- Assessment is ongoing and may include in-class assignments, listening exercises, oral presentations, quizzes, tests, homework, projects, tutorial work, group work, participation, and portfolios.
- Oral and written production is measured in reference to matrices of levels of proficiency according the ELL and the Provincial Performance Standards.
- The teacher conferences regularly with students to assist them in setting realistic standards for their own performance in this course and in the regular classes into which they are integrated.
- Student self-assessment is encouraged through the use of learning logs, personal goal setting, and self-reflection.

Summative

- Summative assessment may include unit tests, oral presentations, projects, and in-class essays.
- Activities are designed to accommodate student learning styles and level of language acquisition. Students are expected to complete all assignments, tests, projects and homework on time.
- The grading scale follows that of the secondary guidelines to reporting. It may be altered to reflect the teaching to mastery, which characterizes some aspects of this course.

Formative	Assessment for learning practical application of skills and strategies	teacher observation daily work/performance tasks oral participation reflection and self-assessment goal setting	80%
Summative	Assessment of learning	written assignments, presentations, debates, tests and quizzes, portfolios	20%

Suggested Learning Resources:

Frameworks

- SIOP (Sheltered Instruction Observation Protocol)
- Knowledge Framework
- Systemic Functional Grammar - Michael Halliday

Teacher Professional Resources

- Doug Buehl, *Classroom Strategies for Interactive Learning*
- Jim Cummins & Margaret Early, *Big Ideas for Expanding Minds*
- Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*
- Debra J. Pickering and Robert J. Marzano *Building Academic Vocabulary: Teacher's Manual*
- Jeff Zwiers, *Building Academic Language*
- Jennifer Serravallo, *The Reading Strategies Book*
- Jennifer Serravallo, *The Writing Strategies Book*
- *The Canadian Reader*
- *What in the World?*

Websites

- <https://sites.google.com/a/bayless.k12.mo.us/ms-barbeau-ell---bayless-elementary-school/ms-barbeau-ell-specialist/about-ms-barbeau/the-go-to-strategies>
- www.empoweringells.com
- <http://www.colorincolorado.org/>
- www.everythingsl.net
- <http://tslater.public.iastate.edu/kf/structures.html> - Knowledge Frameworks
- <https://ellandsiopresources.weebly.com/> SIOP Resources

Additional Information:

Name: _____

ELL: Self Evaluation of Learning and Communicating

	1 Does Not Meet Standards	2 Somewhat Adequately Meets Standards	3 Competently Meets Standards	4 Proficiently Meets Standards
Interpersonal Communication (Partner/Group/Class)	Little effort to talk to people. Conversation. Little effort to talk about topic. Little effort to speak English.	Adequate effort made to talk to people. Some effort to talk about topics. Tries hard to speak English.	Good effort to talk to people. Often starts discussion. Good effort to talk about topics. Tries very hard to speak English.	Very good effort to talk to people. Often starts discussions. Very good effort to talk about topics. Excellent effort to speak English.
Practice and Marked Assignments	Assignments are mostly not done. Corrections are not done. Little effort to learn.	Assignments are mostly done. Most corrections are done. Tries hard to learn.	Assignments are complete. Corrections are done. Tries very hard to learn.	Assignments are proficiently done. Corrections are made. Tries very hard to learn.
Writing Assignments	Writing is not about the topic. Few details are given. Very little effort to use genre features. Little understanding of genre features. Many grammar problems and spelling and punctuation mistakes. Few editing mistakes are corrected.	Writing is about the topic. Some details are given but more details are needed. Some problems with genre features. Some grammar problems. Most editing mistakes are corrected.	Writing is competent and discusses the topic. Many good details support the writer's ideas. Few problems with genre features. Few grammar problems; good spelling and punctuation. Editing errors are corrected.	Writing is competent. Many good details support the writer's ideas. Writing shows good understanding of genre features. Very few grammar problems and good spelling and punctuation. All editing mistakes are corrected.
Reading	Very limited understanding. Not able to show understanding of big ideas or details.	Understands the basic meaning of texts but not deeper meaning. Understands the big ideas but doesn't understand the details. Understanding is basic without support.	Understanding of big ideas, details and meaning. May not understand subtle or complex ideas without support.	Understanding of big ideas, details and meaning. Also understands subtle or complex ideas.

Creativity / Critical Thinking	Little effort made to think about ideas creatively or critically. Very basic understanding of ideas.	Good effort made to engage with ideas creatively or critically. May need support to do this.	Good effort made to engage with ideas creatively or critically without support.	Excellent effort made to engage with ideas creatively or critically without support.
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My goals: _____

My motivation level is:	1	2	3	4	5	6	7	8	9	10
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ITEM 7

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: April 25, 2018
(Public Board Meeting)

Information

RECOMMENDATION:

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

To: **Board of Education**

From: Board Policy Development
Committee

Re: **DRAFT POLICY: 9611**
CHILD PROTECTION

Date: April 25, 2018
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the recommendation of the Board Policy Development Committee ("Committee"), Draft Policy: 9611 Child Protection (Attachment A) is presented to the Board for information. The attached policy is based upon advice received from legal counsel, BC School Trustees Association.

Procedures associated with draft Policy 9611: Child Protection will be determined after consultation with the Ministry of Child and Family Development and other appropriate agencies.

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policy before it is again presented to the Board for approval on June 20, 2018.

RECOMMENDATION:

THAT the Board receive for information and continuation with the consultation process Draft Policy 9611: Child Protection.

Attachment

**SD 42 POLICY: 9611****CHILD PROTECTION**

PURPOSE OF POLICY

The purpose of this policy is to support a comprehensive, coordinated and collaborative approach for responding to child abuse and neglect by:

- Providing child abuse prevention programs to students;
- Providing school officials, employees, volunteers and contract service providers with training in recognizing signs of child abuse and neglect;
- Providing school officials, employees, volunteers and contract service providers with direction and training on their legal obligation to report child abuse and neglect to a Child Welfare Worker under the *Child, Family and Community Service Act*, to the police where the child is in immediate danger, and to school officials;
- Requiring school officials to investigate and/or report to the police allegations of child abuse involving current and former school district employees, volunteers or contract service providers;
- Establishing a child abuse/neglect reporting and investigation protocol with other responsible agencies, to identify the roles and responsibilities of school officials and personnel from other agencies, in responding to allegations of child abuse or neglect.
- Providing assistance to victims of child abuse and neglect through referrals to other agencies, as appropriate.

AUTHORITY

The Board assigns the responsibility for the implementation of the Child Protection policy to the Superintendent of Schools and authorizes the Superintendent of Schools to establish procedures that will guide the implementation of this policy.

RECOGNIZING CHILD ABUSE AND NEGLECT

Child abuse can take physical, sexual, or emotional forms, or may take the form of parental neglect or instances where there is domestic violence by or towards a person with whom a child resides. The descriptions of physical abuse, emotional abuse, emotional harm (including severe anxiety and depression), sexual abuse, sexual exploitation, and neglect contained in the *BC Handbook for Action on Child Abuse and Neglect for Service Providers (2017)* (pages 23-25) (or later editions) should be applied for purposes of this policy.

REPORTING AND INVESTIGATION

The Board acknowledges that responses to reports of child abuse and neglect may involve Board of Education personnel, child welfare and law enforcement agencies.

The Board supports a coordinated and collaborative response to reports of child abuse and neglect between the School District, the Maple Ridge RCMP, the Ministry of Children and Family Development and the Ministry of Children and Family Development Aboriginal Services Circle 3. The Board supports the development of an interagency child abuse/neglect protocol agreement that sets out roles and responsibilities for reporting and investigating child abuse/neglect issues.

All school officials, employees, volunteers and contract service providers must understand and respect their legal obligation to report child abuse and neglect to a child welfare worker in a timely manner where they have reason to believe that a child is in need of protection within the meaning of the Child, Family and Community Service Act. They also need to comply with their reporting obligations as identified in this policy and associated procedures.

School officials must also understand their role in coordinating with responsible agencies and in investigating allegations of child abuse against school employees, in accordance with the this policy and associated procedures and the interagency child abuse/neglect protocol agreement.

RESPECTING THE RIGHTS OF ACCUSED INDIVIDUALS

The Board acknowledges that individuals under investigation regarding allegations of child abuse or neglect may have contractual or other legal rights during the investigative process. School District investigations will be conducted in a manner that is respectful of these rights.

TRAINING AND EDUCATIONAL PROGRAMS

The Board requires that school officials, employees, volunteers and contract service providers receive training on how to recognize signs of child abuse or neglect, how to respond to reports of child abuse or neglect, and standards of conduct for employees, volunteers and service providers governing their interactions with students.

The Superintendent or designate will ensure that appropriate opportunities to receive and/or review training are made available to school officials, employees, volunteers and contract service providers.

The Superintendent or designate will ensure that child abuse prevention programs are provided to students in accordance with the Ministry of Education's prescribed learning outcomes.

APPROVED:

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:

March 7, 2018 Closed

Call to Order	Meeting called to order at 1:01 p.m.
Motion of Exclusion	Approved
Correspondence	Received
Approval of Agenda	Approved as amended
Approval of Minutes	Approved as circulated
Chairperson Decision Item	Approved
Adjournment	Meeting adjourned at 1:56 p.m.
Reconvened	Meeting reconvened at 3:39 p.m.
Chairperson Information Item	Received
Secretary Decision Items	Approved
Superintendent Information Item	Received
Secretary Treasurer Information Item	Received
Board Committees	Received
Adjournment	Meeting adjourned at 4:23 p.m.