

Wednesday, February 17, 2021
Time: 6:00 p.m.

"Happiness is not something readymade. It comes from your own actions." – Dalai Lama

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Electronic Board Meeting Procedures
3. Correspondence
 - S. Higginson, President, BC Schools Trustees Association
 - K. Carreras, Chairperson, SD No. 42 (Maple Ridge-Pitt Meadows)
 - E. Flynn, Chairperson, SD No. 69 (Qualicum)
 - V. Adrian, Co-Chairperson/N. Rempel, Co-Chairperson, SD No. 74 (Gold Trail)
4. Approval of Agenda
5. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 5:30 pm on February 17, 2021. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically. This agenda item has a time limit of 10 minutes.*

B. APPROVAL OF MINUTES

1. January 27, 2021 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.*

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.*

1. Ridge Meadows Child Development Centre ITEM 3

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Non-Resident Fees ITEM 4
3. Secretary Treasurer
4. Board Committees
 - a) Budget
 - i. 2020/21 Amended Annual Budget and Second Quarter Financial Update ITEM 5
 - b) Finance
 - c) Facilities Planning

- d) Board Policy Development
- e) Education

i. Board Authority/Authorized Courses ITEM 6

- f) Aboriginal Education

G. INFORMATION ITEMS

- 1. Chairperson
- 2. Superintendent of Schools

a) Superintendent's Update ITEM 7

- 3. Secretary Treasurer

a) Enrolment Projections ITEM 8

- 4. Board Committees & Advisory Committee Reports

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

i. Receive Minutes of Meeting ITEM 9

- f) Aboriginal Education

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

- 1. BC School Trustees Association:
 - a) Partner Liaison Meeting ITEM 10
 - b) Professional Learning Committee ITEM 11
 - c) Provincial Council ITEM 12
- 2. District Parent Advisory Council ITEM 13
- 3. Maple Ridge-Pitt Meadows Arts Council ITEM 14
- 4. City of Maple Ridge Transportation Advisory ITEM 15
- 5. Culture Collective Network ITEM 16
- 6. Ridge Meadows Community Action Table (CAT) ITEM 17
- 7. Good News Items

J. QUESTION PERIOD – *Question period will be restricted to questions only –statements and debate will not be permitted. Questions, with the exception of Trustee questions, will be limited to one question per person. Members of the public can submit questions for the board by emailing them to board@sd42.ca prior to the start of question period. The email subject line should read: QUESTION PERIOD. All questions received before the start of the question period will be answered in the order they are received. This agenda item has a time limit of 10 minutes; extension is at the discretion of the board.*

K. OTHER BUSINESS

- 1. Public Disclosure of Closed Meeting Business ITEM 18

L. ADJOURNMENT

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: February 17, 2021
(Public Board Meeting)

Decision

1. *CALL TO ORDER*

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

2. *ELECTRONIC BOARD MEETING PROCEDURES*

For purposes of determining a quorum, at the start of an electronic meeting or during an electronic meeting, the Chairperson shall count as present any trustees who are connected to the meeting by electronic means.

In the absence of pre-circulated material, the Board Chairperson and Officers of the Board as required, shall brief the meeting regarding the matter, or matters before it and shall read the resolution requiring Board consideration and voting.

Voting shall occur by each Trustee identifying themselves and indicating their vote either for or against the resolution.

3. *CORRESPONDENCE*

- S. Higginson, President, BC Schools Trustees Association
- K. Carreras, Chairperson, SD No. 42 (Maple Ridge-Pitt Meadows)
- E. Flynn, Chairperson, SD No. 69 (Qualicum)
- V. Adrian, Co-Chairperson/N. Rempel, Co-Chairperson, SD No. 74 (Gold Trail)

RECOMMENDATION:

THAT the Board receive all correspondence, for information.

Attachments

4. *APPROVAL OF AGENDA*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

5. *INVITATION FOR PUBLIC INPUT TO MATTERS ON THE AGENDA - Members of the public can provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 5:30 p.m. on February 17, 2021. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically. This agenda item has a time limit of 10 minutes.*



British Columbia
School Trustees
Association

February 3, 2021

The Honourable Selina Robinson

Minister of Finance

PO Box 9048 Stn Prov Govt

Victoria, BC V8W 9E2

Dear Minister Robinson,

Subject: Public Sector Executive Wage Freeze

At the October 24, 2020 meeting of the BCSTA Provincial Council, representing all 60 boards of education in our province, our members passed the following motion:

“That BCSTA advocate to the BC Public School Employers’ Association, Public Sector Employers’ Council and the Ministry of Finance to exempt the K-12 sector from the Public Sector Executive Compensation Freeze Policy.”

During the summer of 2020, Carole James, then Minister of Finance, announced a public sector executive compensation freeze policy. In comparison to this ask, the bargaining units in the K-12 sector achieved wage increases of 2% per year through to 2022.

BCSTA’s membership perceives that requesting a compensation freeze when we actively ask leaders in public education to work more and take on additional duties they were formally never assigned in response to this pandemic is inequitable.

While we certainly appreciate the financial impact that COVID-19 has on British Columbia’s budget, we also wish to highlight the success we have had in keeping schools open and safe for students and staff during this time of crisis. The K-12 sector has not only kept schools operating safely during a pandemic, limiting learning loss and minimizing the damage done to student learning while doing so, but has also contributed to a functional economy by keeping this important public service operational.

Due to these considerations, we ask that executive leaders, having played a critical role in preserving public education during this crisis, not be excluded from performance-driven wage considerations.



British Columbia
School Trustees
Association

Thank you for considering this request on behalf of our member boards of education, as well as the districts and communities that they serve.

Sincerely,

A handwritten signature in blue ink, appearing to read "S. Higginson", with a long, sweeping horizontal line extending to the right.

Stephanie Higginson
President
British Columbia School Trustees Association

Motion: P1202010.3

CC: Minister of Education Jennifer Whiteside
John Davison, President and Chief Executive Officer, Public Sector Employers' Council Secretariat
Alan Chell, Board Chair, BC Public School Employers' Association
Deborah Stewart, Executive Director, Corporate Services and Communications, BC Public School Employers' Association
BCSTA member boards of education



British Columbia
School Trustees
Association

February 3, 2021

The Honourable Rob Fleming

Minister of Transportation and Infrastructure
PO Box 9055 Prov Stn Govt
Victoria, BC V8W 9E2

The Honourable Jennifer Whiteside

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

Dear Minister Fleming and Minister Whiteside,

Subject: Safe Routes to Schools as part of the Provincial Active Transportation Strategy

At the October 24, 2020 meeting of the BCSTA Provincial Council, representing all 60 boards of education in our province, our members passed the following motion:

“That BCSTA work with the Ministry of Education and Ministry of Transportation and Infrastructure on opportunities to include and improve Safe Routes to Schools recommendations as a part of the new provincial Active Transportation Strategy.”

On June 17, 2019, the Province of British Columbia released its Active Transportation Strategy which “provides incentives that encourage safe transportation for all ages and abilities” and encourages “communities, non-profits, health partners and educational institutions to share data with the province and to conduct research and data collection to track increase in mode shift.”

While we appreciate that schools make up only a component of this strategy, it is our objective to highlight the importance of prioritizing safe, active transportation to and from public schools as part of the plan to promote active transportation in B.C.

Transportation to school is already a common concern for many families across the province, and active transportation has the potential to serve as a viable alternative to traditional travel for many. By focusing on addressing options aimed at students, we will also see further benefits related to the strategy come to fruition, including achieving CleanBC goals and improving our students' general health and well-being across the province.



British Columbia
School Trustees
Association

BCSTA is committed to working together with both the Ministry of Education and the Ministry of Transportation to ensure that the planning of safe routes to schools is incorporated and prioritized as part of this new active transportation strategy.

Thank you for considering this request on behalf of our member boards of education and the students they serve.

Sincerely,

A handwritten signature in blue ink, appearing to read "Stephanie Higginson", with a long, sweeping horizontal line extending to the right.

Stephanie Higginson

President

British Columbia School Trustees Association

Motion: P120209.3

CC: Deputy Minister of Education Scott MacDonald
BCSTA member boards of education



British Columbia
School Trustees
Association

February 3, 2021

The Honourable Anne Kang
*Minister of Advanced Education,
Skills and Training*
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

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

Dear Minister Kang and Minister Whiteside,

Subject: Funding for Trades

At the October 24, 2020 meeting of the BCSTA Provincial Council, representing all 60 boards of education in our province, our members passed the following motion:

“That BCSTA advocate for the Ministry of Education and the Ministry of Advanced Education to provide funding for all students under the age of 19 years who have graduated from secondary school to enable them to continue the trades program in which they were enrolled prior to graduation.”

It has been identified by our membership that a lack of funding after secondary school graduation is a barrier for students who wish to complete the trades programs they began in secondary school.

In the past, districts were encouraged to enrol trades students in Grade 13 and the Ministry of Education provided funding for Youth Apprentices. However, the Industry Training Authority (ITA) recently changed the definition of Youth Apprentices, resulting in graduated students under 19 years of age no longer being eligible to receive funding from the ministry to complete their trades programs.

On behalf of our membership, we ask that both the Ministry of Advanced Education, Skill and Training, and the Ministry of Education collaborate to address this learning opportunity gap. Working in trades is a desirable career opportunity for many of B.C.'s young people, and we must lessen barriers to entry and navigate this changing landscape together.

Your support in ensuring students can continue their apprenticeship in trades will keep students from missing out on potential career options and opportunities as they exit the K-12 public school system.



British Columbia
School Trustees
Association

Thank you for considering the request outlined above. We look forward to having a future dialogue on this critical issue with your ministries and are ready to contribute to finding a solution.

Sincerely,

A handwritten signature in blue ink, appearing to read "S. Higginson", with a long, sweeping horizontal line extending to the right.

Stephanie Higginson

President

British Columbia School Trustees Association

Motion: P120209.4

CC: Deputy Minister of Education Scott MacDonald
BCSTA member boards of education



February 10, 2021

The Honourable Jennifer Whiteside

Minister of Education

PO Box 9045, Stn Prov Govt

Victoria BC V8W 9E2

Dear Minister Whiteside,

Subject: Action on Anti-Black Racism

At the October 24, 2020 meeting of the BCSTA Provincial Council, representing all 60 boards of education in our province, our members unanimously passed the following motion:

"That BCSTA advocates that the Ministry of Education:

- Investigate the root structural causes of anti-Black racism in the education system.*
- Develop and implement mandatory anti-racism education for staff and students alike.*
- Create a database to keep track of all incidents of racism in BC School against students and staff.*
- Take immediate action to incorporate Canadian Black history into the BC K-12 curriculum for the next school year. The revised curriculum would include contributions of Black Canadians and a recognition of the adverse effects of policies and racism on Black Canadians. The curriculum development process would involve fulsome and meaningful consultation with Black-led organizations."*

Boards across our province are actively doing important work in these areas, and we call on you for additional support in dealing with addressing systemic racism in B.C.'s public education system. There is an intense desire for change, and we saw it on display most recently with the emergence of Black Shirt Day and the swift uptake it had across the province. We want to support these goals earnestly and to the best of our ability through collaboration with the Ministry of Education.

Simply put, structural racism exists in our schools and remains an issue in our province's public education system. The path to uprooting it is long and full of challenges. Your ministry's Community Roundtable on Anti-Racism, on which BCSTA has participated on, created a starting point for the anti-racism action plan for B.C.'s public schools.

Furthermore, as noted in your joint release on January 15 with Rachna Singh, Parliamentary Secretary for Anti-Racism Initiatives, you pledged that you "will continue to listen and work collaboratively to ensure we can effectively strengthen the curriculum, further support diversity and add to the global effort to end systemic racism." On behalf of BCSTA's membership, we also pledge to be a part of those actions, and more, in our collective commitment to being anti-racist. As it was succinctly stated in the motion, "Meaningful change will take place when all students see positive representations of themselves in the curriculum; teachers and staff learn how to be anti-racist; and, school districts are able to track and address incidents of racism in B.C. schools." These are our goals.



British Columbia
School Trustees
Association

You have already committed to supporting curriculum changes and resources relating to Canadian Black history, and we are pleased that your January 15 release noted you are working closely with the BC Black History Awareness Society to identify additional resources for teachers and students.

In addition to these announcements, we call on you to establish a database of racism incidents in B.C. schools. A record of incidents will enable our districts to be better informed about what students are experiencing and allow provincial agencies and school districts to provide improved anti-racism education aimed at prevention. Chronicling these incidents would also allow districts to track responses to these issues and highlight areas for improvement.

Thank you for considering this request on behalf of our member boards of education and the students they serve. We look forward to continuing this dialogue with you as we move from words to action.

Sincerely,

A handwritten signature in blue ink, appearing to read "Stephanie Higginson", with a long, sweeping horizontal line extending to the right.

Stephanie Higginson

President

British Columbia School Trustees Association

Motion: P1202010.2

CC: Deputy Minister of Education Scott MacDonald
BCSTA member boards of education



British Columbia
School Trustees
Association

February 10, 2021

The Honourable Jennifer Whiteside

Minister of Education

PO Box 9045, Stn Prov Govt

Victoria BC V8W 9E2

Dear Minister Whiteside,

Subject: Timelier Response from Teacher Regulation Branch

At the October 24, 2020 meeting of the BCSTA Provincial Council, representing all 60 boards of education in our province, our members passed the following motion:

“That BCSTA advocate to the Ministry of Education to ensure that credential reviews by the Teacher Regulation Branch (TRB) are completed on a timelier basis.”

It was once again acknowledged during our most recent Provincial Council meeting that current wait times contribute to recruitment and retention challenges across our province. It was noted that teachers wishing to relocate to B.C. are told they should apply up to a year in advance of when they desire to teach in B.C. This wait time is a deterrent for new, out of province teachers.

Rural and northern B.C. districts heavily rely on recruiting out of province, but it can take the TRB over a year to complete credential reviews for teachers in many cases. Furthermore, once the TRB process is complete, additional procedures continue with the Teacher Qualification Service (TQS), causing new hires to be paid at a base scale as they wait with retroactive pay back not guaranteed. Not only does this prove frustrating for the teachers and hamper recruitment, but the additional workload placed on district staff due to the delays is considerable.

This is a recurring conversation, and while changes have been made in the past, we see that it is largely a continuing issue and contributor to ongoing recruitment and retention concerns. Should the TRB be able to complete most credential reviews within three months, we would expect to see improvements in these areas.



British Columbia
School Trustees
Association

Thank you for considering this request on behalf of our member boards of education and the students that they serve. We look forward to continuing this conversation and being a part of a solution to attract the finest talent available to teach in our province.

Sincerely,

A handwritten signature in blue ink, appearing to read "S. Higginson", with a long, sweeping horizontal line extending to the right.

Stephanie Higginson

President

British Columbia School Trustees Association

Motion: P120209.7

CC: Deputy Minister of Education Scott MacDonald
BCSTA member boards of education



British Columbia
School Trustees
Association

February 10, 2021

The Honourable Mike Farnworth

*Minister of Public Safety and
Solicitor General*
PO Box 9010 Stn Prov Govt
Victoria, BC V8W 9E2

The Honourable Jennifer Whiteside

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

Dear Minister Farnworth and Minister Whiteside,

Subject: Provincial Funding to Improve Access to Educational Programming in Correctional Facilities

At the October 24, 2020 meeting of the BCSTA Provincial Council, representing all 60 boards of education in our province, our members passed the following motion:

“That BCSTA request that the Ministry of Education and Ministry of Public Safety and Solicitor General allocate special-purpose funding to school districts that have correctional facilities in their districts to provide year-round educational services in provincial correctional facilities based on the level of service required in each community.”

It is understood that low literacy and poor education are tied to increased crime rates. BC Corrections currently works with local school districts to assist people under supervision in improving their education. However, the current funding level is based on the funding model for continuing education, which does not allow school districts to maintain a consistent level of staffing to provide the educational services required to address the concerns raised by our membership.

If the desired outcome of rehabilitation is to have individuals re-enter society equipped to function as contributing members of society, then the level of educational programming offered should match that expectation. This can be achieved, in part, by leveraging the assets available to us and providing access to provincial resource programs in school districts where a correctional facility is located.

We are asking that the Ministry of Public Safety and the Ministry of Education collaborate and establish a special purpose fund to address this issue. On behalf of BCSTA and our membership, I wish to invite you to discuss these concerns with us to establish a clear understanding of the need and projected outcomes this funding could have.



British Columbia
School Trustees
Association

Not only would we be taking action to reduce future criminal activity, but we would do so by addressing a segment of the population that is often underserved by the education system by providing them with tools they can utilize to better themselves.

Thank you for considering this request. We look forward to your response

Sincerely,

A handwritten signature in blue ink, appearing to read "Stephanie Higginson", with a long, sweeping horizontal line extending to the right.

Stephanie Higginson

President

British Columbia School Trustees Association

Motion: P120209.5

CC: Deputy Minister of Education Scott MacDonald
BCSTA member boards of education

January 25, 2021

Honourable Selena Robinson
Minister of Finance
Government of British Columbia
Room 124 Parliament Buildings
Victoria, BC V8V 1X4

Honourable Jennifer Whiteside
Minister of Education
Government of British Columbia
Room 124 Parliament Buildings
Victoria, BC V8V 1X4

Honourable Robinson and Honourable Whiteside,

Thank you for your advocacy with the federal government and your financial support to the Maple Ridge-Pitt Meadows School District for a safe return to school in September. The special purpose grants allowed us to increase staffing to provide enhanced cleaning and support family choices with respect to remote learning, enhance ventilation in our buildings, enhance cleaning and hand hygiene, build structural safety measures, increase supports for learners with unique needs, and purchase additional cleaning supplies and personal protective equipment. Staff and families in our district are feeling the emotional and physical strain of the pandemic and we are grateful that by using this additional funding we were able to ease that burden to a degree.

I write today to ask that as you prepare the 2021/2022 provincial budget to be tabled on April 20, you consider continuing the additional funding distributed in 2020/2021 to support COVID-19 pandemic management-related costs. We ask that, at a minimum, these grants match the provincial and federal funds we received for the 2020/2021 school year.

As our board begins to prepare our next year's budget, which will be tabled early in April, we are anticipating the possibility of one more school year with enhanced health and safety measures in place due to the COVID-19 pandemic. Although we are hopeful that a vaccine will relieve the need for some of these measures, we know that many are likely to remain. Families will continue to request remote learning options; students, families and staff will continue to expect higher cleaning standards; the district will need to provide educational supports for students who may have struggled or fallen behind during the pandemic; and we will also need to continue to support the mental wellness of our students and staff.

A commitment from government to provide additional COVID-related funding for the 2021/2022 school year will allow boards of education to build this funding into their budget planning and ensure that the necessary structures and supports are in place for a smooth and safe start in September 2021.

I appreciate your time in reading this letter and look forward to your response. Please feel free to reach out with any questions.

Sincerely,



Korleen Carreras, Chairperson
Board of Education

Cc:

The Board of Education, School District No. 42 (Maple Ridge-Pitt Meadows)
Ms. Sylvia Russell, Superintendent of Schools
Mr. Harry Dhillon, Deputy Superintendent
Ms. Flavia Coughlan, Secretary Treasurer
The Honourable Lisa Beare, Minister of Citizens' Services
Mr. Bob D'Eith, MLA Maple Ridge-Mission
All Boards of Education c/o BC School Trustees Association

February 3, 2021

Honourable Jennifer Whiteside
Minister of Education
Government of British Columbia
Room 306 Parliament Buildings
Victoria, BC V8V 1X4

Honourable Mike Farnworth
Minister of Public Safety and Solicitor General
Government of British Columbia
Room 128 Parliament Buildings
Victoria, BC V8V 1X4

Honourable Whiteside and Honourable Farnworth,

The Maple Ridge – Pitt Meadows School District provides BC curriculum programming to inmates at the Alouette Corrections Centre for Women (ACCW) and the Fraser Regional Corrections Centre (FRCC). The programming is delivered by incredibly talented teachers who are dedicated to their work and committed to fully supporting their students.

The funding for the program is currently allocated based on the funding model for continuing education. This model, however, prevents school districts from maintaining a consistent level of staffing and from providing the required educational services. Enrolment in this unique program is generally low at the end of September, since it typically takes more than a couple of weeks for vulnerable inmates to rebuild their faith in a system that may have failed them in the past. Additionally, the prison population in provincial corrections is itself continually in flux, which also results in unpredictable enrolment patterns and unfunded enrolment for inmates who have to leave the program before they meet the activation criteria for funding purposes.

We recognize that there is a documented direct link between low literacy rates and high incidents of crime. As such, we know that partnerships between boards of education and BC Corrections have great value in that they not only provide struggling individuals with the skills they need to succeed, but can also have a measurable impact on crime reduction in communities.

As you prepare the 2021/2022 provincial budget to be tabled on April 20, **we ask that you consider special purpose funding to school districts to provide stable, year-round educational services in provincial correctional facilities based on the level of service required in each community.** A commitment from government to provide year-round educational services would make it possible for us to continue to provide potential life-changing educational opportunities. The BCSTA Provincial Council, which includes representatives from all BC school districts, supported this request in October 2020.

As evidence of the positive impact this program has on the individuals who participate in it, I have included the following brief testimonial from a former student in this program:

"I'm writing to let you know my experience with school at ACCW and how much the chance to go to school has impacted my life. First, hats off to the teacher who was very understanding and patient with my insecurity to doing school work. I am so grateful for the opportunity to get my grade 12 and the confidence that I was not stupid like I was told my whole life. I took that new confidence and went to college after I was released what I would never have done without the schooling inside the prison. Today I have my Bachelor's degree in social work and am planning to do my Master's next year. Education for most people inside prison is more than books and tests, it's a chance to build up our self-esteem and find our true ability that most people lost from childhood abuse and violence. These programs change lives." - M.K.

I appreciate your time in reading this letter and look forward to your response. Please feel free to reach out with any questions.

Sincerely,



Korleen Carreras, Chairperson
Board of Education

Cc:

The Board of Education, School District No. 42 (Maple Ridge-Pitt Meadows)
Mr. Harry Dhillon, Superintendent of Schools
Ms. Flavia Coughlan, Secretary Treasurer
The Honourable Lisa Beare, Minister of Citizens' Services
Mr. Bob D'Eith, MLA Maple Ridge-Mission
All Boards of Education c/o BC School Trustees Association



SCHOOL DISTRICT No.69 (QUALICUM)

February 3, 2021

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

via e-mail: EDUC.Minister@gov.bc.ca

Dear Minister Whiteside:

Further to our letter to you dated December 17, 2020 and to former Minister Fleming dated September 24, 2020, requesting the cancellation of the Foundation Skills Assessments (FSA) for the 2020/2021 school year, the Board of Education passed the following a motion at its January regular board meeting:

THAT the Board of Education of School District 69 (Qualicum) write to the Minister of Education questioning the merits of completing the Foundation Skills Assessment in our schools during this time of a pandemic.

As previously mentioned, the anxiety and stress associated with the pandemic has heightened pressure on our staff and students as well as their families. As you may also be aware, we have a higher number of students who are schooling at home with support and on-line learning this year. The logistics of providing the FSA to all of our grade 4 and 7 students is additionally challenging. We anticipate that most of the children doing remote learning will not come to the school for their test. There are other assessments in place at the local level that will certainly help our staff and students for this year.

With so many variables in play, we firmly believe that the resulting data would be distorted. As the validity of the FSA is already being questioned as it relates to personalized learning, along with the current challenges being faced by individuals due to COVID-19 and the high likelihood of skewed data in these unprecedented times, we respectfully ask again that the FSA's be cancelled this year.

Sincerely,

Eve Flynn, Board Chair

Copy: SD69 Board of Education
Keven Elder, Superintendent of Schools
Gillian Wilson, Associate Superintendent of Schools
Vivian Collyer, Director of Instruction
Deb Comer, President, MATA
Sherrie Brown, President, CUPE Local 3570
BC Boards of Education via BCSTA

File: 0530-01

School District No. 74 (Gold Trail)

PO Box 250, Ashcroft, BC V0K 1A0
Phone: 250 453 9101 FAX: 250 984 0772
www.sd74.bc.ca



January 21, 2021

BC School Trustees Association
1580 West Broadway
Vancouver, BC V6J 5K9

Re: BC Public Sector Executive Compensation Freeze

At their January 5, 2021 Open meeting, the Gold Trail Board of Education discussed the following motion recently approved by School District No. 42 (Maple Ridge-Pitt Meadows) and submitted to the Annual General Meeting of the BC Public School Employers' Association:

THAT the Board of Directors of the BC Public School Employers' Association write a letter to the Minister of Finance to request that the Provincial Government exempt School Districts from the Public Sector Executive Compensation Freeze Policy in recognition of Executive Staff performance, efforts and resiliency in maintaining quality public education during the pandemic."

The Board discussed the motion's intent, confirmed support for the motion and requested that their support be communicated to all Boards of Education.

Sincerely,

THE BOARD OF EDUCATION

A handwritten signature in dark ink, appearing to read "Valerie Adrian".

VALERIE ADRIAN
Co-Chair

A handwritten signature in dark ink, appearing to read "Nancy Rempel".

NANCY REMPEL
Co-Chair

C. BCPSEA Board of Directors
Boards of Education



ITEM 2

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **APPROVAL OF MINUTES**

Date: February 17, 2021
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the January 27, 2021 Public Board Meeting be approved as circulated.

Attachment



**PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, January 27, 2021, (6:00 PM)
VIA VIDEOCONFERENCE**

IN ATTENDANCE:

BOARD MEMBERS:

Chairperson – Korleen Carreras
Vice-Chairperson – Elaine Yamamoto
Trustee – Kim Dumore
Trustee – Pascale Shaw
Trustee – Kathleen Sullivan
Trustee – Colette Trudeau

STAFF:

Superintendent – Sylvia Russell
Secretary Treasurer – Flavia Coughlan
Deputy Superintendent – Harry Dhillon
Executive Coordinator – Karen Yoxall

ABSENT:

Trustee – Mike Murray

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 advised that this meeting is being broadcasted live through the SD42 YouTube channel and on the school district website.

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

2. Electronic Board Meeting Procedures

3. Correspondence

Moved/Seconded

- S. MacDonald, Deputy Minister of Education
- S. Higginson, President, BC School Trustees Association
- F. Lento, Chairperson, School District No. 5 (Southeast Kootenay)
- K. Carreras, Chairperson, School District No. 42 (Maple Ridge-Pitt Meadows)
- D. Lawson, Chairperson, School District No. 47 (Powell River)

THAT the Board receive the correspondence, for information.

CARRIED

4. Approval of Agenda

Moved/Seconded

THAT the Agenda be approved as circulated.

CARRIED

5. Invitation for Public Input to matters on the Agenda

The Chairperson advised that members of the public were able to provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 5:30 pm on January 27, 2021.

Public input was received on Policy 2915 Board Chairperson – Election, Role and Responsibilities as presented under Item 8: Policy Review Update.

B. APPROVAL OF MINUTES

Moved/Seconded

THAT the Minutes of the December 9, 2020 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

1. Outreach Program

Moved/Seconded

Carson Power, Teacher and Trevor Connor, Principal, Maple Ridge Secondary School presented an overview of the Outreach Program which is a district wide alternate program for students aged 16 – 19 years old who are facing and overcoming issues and who need to finish grade 10, 11 and 12 courses.

THAT the Board receive for information the presentation by Carson Power, Teacher and Trevor Connor, Principal, Maple Ridge Secondary School on the Outreach Program.

CARRIED

2. Connex Program

Moved/Seconded

Steve Wiebe, Principal, District Alternate Secondary presented on the Connex and Reconnex Programs explaining that Connex is a part-time transitional program for students aged 12-19 years old who have been out of school or are at risk of being out of school and that Reconnex is a program for students who require more targeted support. An overview of both programs was presented.

THAT the Board receive for information the presentation by Steve Wiebe, Principal, District Alternate Secondary School on the Connex Program.

CARRIED

The Superintendent exited the meeting at 7 p.m.

D. DELEGATIONS

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
3. Secretary Treasurer

- a) Budget Process

Moved/Seconded

The Secretary Treasurer spoke to the budget process and proposed timelines and noted that due to the fall election the provincial budget will not be tabled in February but on April 20, 2021 which requires an extension of the budget process into May 2021.

THAT the Board approve the proposed 2021/2022 Preliminary Budget Process Timeline.

And Further;

THAT the Board approve the change of date for the Public Board Meeting from April 28, 2021 to May 5, 2021.

CARRIED

4. Board Committees

- a) Budget
- b) Finance

- i. First Quarter Financial Statements

Moved/Seconded

The Secretary Treasurer reported that the First Quarter Financial Statements are being presented to the Board for approval at the recommendation of the Finance Committee of the Whole.

The Secretary Treasurer provided an overview of revenue and expense changes as compared to the 2020/21 Preliminary Budget.

THAT the Board approve the First Quarter Financial Statements.

CARRIED

The Superintendent re-joined the meeting at 7:10 p.m.

2. Superintendent of Schools

- a) School Plans

Moved/Seconded

The Superintendent reported that the School Act stipulates that the Board of Education must approve school plans and make them available to the parents of students attending that school.

The Superintendent reported that principals of all schools and the Riverside Program have prepared a summary of the goal(s) contained in the school growth plan. School growth plans relate to four themes: social emotional learning, literacy, secondary innovation and improved learning and assessment. The summary documents will be posted on school websites and made available to parents of students attending each school in the school district.

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

CARRIED

4. Board Committees

- c) Facilities Planning
- d) Board Policy Development

i. Policy Review Update

Moved/Seconded

The Secretary Treasurer reported that housekeeping changes were being proposed to policies presented for approval.

The Secretary Treasurer clarified that in Policy 2915: Board Chairperson – Election, Role and Responsibilities, “term of office” refers to the period between two general school elections as defined in the School Act Section 35 (1) and that in Procedure 2915.1: Chairperson and Vice-Chairperson, “one year term” refers to the election of Board Chairperson and Vice-Chairperson that occurs each year.

The Secretary Treasurer reported that Policy 6425: School Size is being recommended for rescission as this subject is included in Policy 9200: Student Catchment Areas and Student Placement and therefore no longer required.

THAT the Board approve:

- Policy 2301: Role of the Board
- Policy 2302: Board Delegation of Authority
- Policy 2915: Board Chairperson – Election, Role and Responsibilities
- Policy 3201: Role of the Superintendent of Schools
- Policy 3202: Role of the Secretary Treasurer
- Policy 4203: Budget Planning and Reporting
- Policy 6801: School Closure
- Policy 9200: School Catchment Areas and Student Placement

And Further:

THAT the Board receive for information:

- Procedure 2915.1: Trustee Elections – Chairperson and Vice-Chairperson
- Procedure 4203.1: Budget Process.

And Further that the Board rescind Policy 6425: School Size

CARRIED

- e) Education
- f) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson

- a) Trustee Representative: City of Pitt Meadows Community Support Select Committee

Moved/Seconded

The Chairperson reported that the City of Pitt Meadows has extended an invitation for a school district representative to act as a Community Liaison on the City of Pitt Meadows Community Support Select Committee.

THAT the Board receive for information the appointment of Trustee Sullivan as the Board's representative on the City of Pitt Meadows Community Support Select Committee.

CARRIED

2. Superintendent of Schools

- a) Superintendent's Update

Moved/Seconded

The Superintendent provided an update of school events and activities and thanked all staff and partner groups for their hard work during her time as Superintendent of Schools.

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

CARRIED

3. Secretary Treasurer

4. Board Committees

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

i. Policy Review Update**Moved/Seconded**

The Secretary Treasurer reported that Policy 4204: Contingency Reserve; Policy 5310: Disposal of Surplus Assets, and Policy 6530: Environmental Sustainability have been updated to reflect current practice.

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

Policy 4204: Contingency Reserve
 Policy 5310: Disposal of Surplus Assets
 Policy 6530: Environmental Sustainability

CARRIED

- e) Education
- f) Aboriginal Education

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

1. Draft Motion to the BC School Trustees Association: Enhancing Student Learning Reporting Order and Framework for Enhanced Learning Policy Review Process

Moved/Seconded

THAT the Board approve the submission of the following motion to the BC School Trustees Association for consideration:

“THAT the BCSTA work with the Ministry of Education on a review and continuous improvement process of the requirements included in Ministerial Order No. M302 – Enhancing Student Learning Reporting Order and the Framework for Enhancing Student Learning Policy. The review process and recommendations for improvement should be completed by no later than December 2022.”

CARRIED

2. Draft Motion to the BC School Trustees Association: Food Security

Moved/Seconded

THAT the Board approve the submission of the following motion to the BC School Trustees Association for consideration:

“THAT BCSTA strongly urge the Minister of Education and the Minister of Social Development and Poverty Reduction to implement and fund a food security program for each school district, noting that the Minister of Education’s mandate letter references the development of such a program; and further, that government be urged to consult with BCSTA in the development of the program.”

CARRIED

3. Draft Motion to the BC School Trustees Association: Funding for Student Transportation

Moved/Seconded

THAT the Board approve the submission of the following motion to the BC School Trustees Association for consideration:

“THAT BCSTA works with the Ministry of Education to define a minimal provincial standard for student transportation and that sufficient funding be provided to deliver this minimal standard in all school districts.”

CARRIED

I. TRUSTEE REPORTS

Social Policy Advisory

Trustee Dumore reported that items discussed included the election of chairperson and vice chairperson, the 2021 meeting schedule, and updates from the Youth Planning Table.

Youth Planning Table

Trustee Dumore reported that the Implementation Plan was discussed.

English Language Learners Consortium

Trustee Yamamoto reported that the consortium advocates for ELL learners in school districts across the province and that one area of concern is how to better support new immigrants.

Good News Items

Trustee Dumore reported that the BC Games Society has awarded Anna Huber with the Karina LeBlanc Game Changer Award and that she is excited to participate in black shirt day; Trustee Shaw commented on the progress of secondary school students with the start of a new semester; Trustees Trudeau and Yamamoto enjoyed the presentation by Monique Gray Smith on “Fostering Resilience” at the recent district wide professional development day; Trustee Carreras attended the “Equity and Excellence: Enhancing the Life Chances of All Students” session and also participated in the January 22, 2021 Partner Liaison meeting which includes Board Chairs, Superintendents, Secretary Treasurers and Ministry of Education staff.

J. QUESTION PERIOD

K. OTHER BUSINESS

Trustees congratulated Sylvia Russell on her retirement and thanked her for her work as Superintendent of Schools.

L. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 8:34 p.m.



ITEM 3

To: **Board of Education**

From: Superintendent
Harry Dhillon

Re: **RIDGE MEADOWS CHILD DEVELOPMENT
CENTRE**

Date: February 17, 2021
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive for information the presentation by Susan Carr and Shawn Matthewson, Ridge Meadows Child Development Centre.

To: **Board of Education**

From: Superintendent
Harry Dhillon

Re: **NON-RESIDENT FEES**

Date: February 17, 2021
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

To begin developing marketing materials to attract international students for future academic years, the Board must first approve an appropriate fee schedule. To inform this work, a survey of BC school district tuition fees for non-resident students was completed.

The following table shows fees for a 10-month academic program compared with fees of neighboring school districts for the 2021/22 fiscal year.

School District	Application Fee	Annual Tuition Fee	Homestay Placement Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance	Other Fees
Coquitlam	\$300	\$16,500	N/A	N/A	N/A	N/A	Included	\$500 deferral option
Delta	\$200	\$15,500	\$500	\$9,500	\$200	Included	Included	
Langley	\$200	\$15,500	\$350	\$9,500	\$100	\$175	Included	\$500 deferral option
Maple Ridge	\$200	\$14,000	\$300	\$9,500	\$100	\$100	\$1,100	
Mission	\$300	\$14,000	\$350	\$9,000	\$100	\$150	\$1,100	\$320 Activity and Bank
New Westminster	\$200	\$15,000	\$500	\$9,500	\$500	\$75	\$1,000	
Richmond	\$200	\$15,000	N/A	N/A	\$300	N/A	\$1,350	
Surrey	Included	\$15,700	N/A	N/A	N/A	N/A	Included	
Vancouver	\$250	\$15,500	N/A	N/A	N/A	N/A	\$1,100	

The table below summarizes the proposed fees for 2022/23. It is proposed that the 10-month academic tuition fee increase by \$500 (from \$14,000 to \$14,500) for the 2022/23 fiscal year. With this increase, a separate \$100 airport fee is no longer required. An increase to medical insurance of \$100 (from \$1,100 to \$1,200) is required to cover the actual anticipated cost increase by the insurance provider.

Application Fee	Annual Tuition Fee	Homestay Placement Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance
\$200	\$14,500	\$300	\$9,500	\$100	Included	\$1,200

The following table shows fees for continuing education, distributed learning, and summer school courses for the 2021/22 fiscal year.

	Continuing Education Course	Distributed Learning Course	Summer School Course
Langley	\$855	\$855	\$900
Surrey	\$900	\$900	\$900
New Westminster	\$1,175	\$1,175	\$1,175
Coquitlam	\$1,600	\$1,600	\$1,600
Mission	\$750	\$750	N/A
Maple Ridge-Pitt Meadows	\$900	\$900	\$900

RECOMMENDATION

THAT the Board approve the following program fees for non-resident students for 2022/23:

	Application Fee	Annual Tuition Fee	Homestay Placement Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance
10 Month Academic	\$200	\$14,500	\$300	\$9,500	\$100	Included	\$1,200

	Course Fee
Continuing Education	\$900
Distributed Learning	\$900
Summer School	\$900



ITEM 5

To: **Board of Education**

From: Budget Committee of the Whole

Re: **2020/21 AMENDED ANNUAL BUDGET AND
SECOND QUARTER FINANCIAL UPDATE**

Date: February 17, 2021
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

In April 2020, the Board approved the 2020/21 Preliminary Annual Budget. The Preliminary Budget was based on preliminary estimates of enrolment, funding and other revenue and expenditure factors.

The 2020/21 Amended Annual Budget (Attachment A) has been prepared in accordance with Public Sector Accounting Standards and includes budgets for the operating fund, special purpose funds and the capital fund. The Second Quarter financial statements showing actual revenue and expenditures to December 31, 2020 are also provided. (Attachment B)

This report provides an analysis of changes to revenue and expenditure estimates included in the 2020/21 Amended Annual Budget. The updated revenue and expenditure estimates include Board approved budget changes to date, revenue and expenditure changes resulting from changes to enrolment, revenue changes announced by the Ministry of Education up to February 15, 2021, additional one-time budget reallocations and other known revenue and expenditure changes.

Major Operating Budget Changes

The following table summarizes the changes between the 2020/21 Amended Annual Operating Budget and the 2020/21 Preliminary Annual Operating Budget (see Schedule 2).

2020/21 Operating Budget (\$ millions)			
	Preliminary Budget	Amended Budget	Change
Revenue	154.59	156.21	1.62
Expense	(156.52)	(161.08)	(4.56)
Capital Assets Purchased	(1.38)	(2.61)	(1.23)
Transfer to Local Capital	(0.03)	(0.03)	-
Budgeted Prior Year Surplus	3.34	7.51	4.17
	\$ -	\$ -	\$ -

Revenue Changes (\$1.62 million increase)

Ministry of Education Operating Grants (\$0.21 million decrease)

Based on the interim operating grants announcement, it is estimated that our school district will receive \$143.35 million of operating grant funding for 2020/21. The recalculated funding allocation for our school district is \$0.21 million less than the funding estimates included in the 2020/21 Preliminary Budget. The differences between the two estimates are provided in the following table.

2020/21 Preliminary Operating Grant			2020/21 Interim Operating Grant		Variance	
Student enrolment type	Enrolment	Funding	Enrolment	Funding	Enrolment	Funding
Standard schools	14,745.000	111,472,200	14,733.750	111,387,150	(11.250)	(85,050)
Continuing education	8.875	67,095	1.125	8,505	(7.750)	(58,590)
Alternate schools	240.000	1,814,400	248.000	1,874,880	8.000	60,480
Distributed learning	27.313	166,606	25.813	157,456	(1.500)	(9,150)
Home schooling	2.000	500	15.000	3,750	13.000	3,250
Course challenges	46.000	10,856	44.000	10,384	(2.000)	(472)
<i>Total school aged enrolmen</i>	<i>15,069.188</i>	<i>113,531,657</i>	<i>15,067.688</i>	<i>113,442,125</i>	<i>(1.500)</i>	<i>(89,532)</i>
ELL	805.000	1,223,600	811.000	1,232,720	6.000	9,120
Indigenous education	1,302.000	1,953,000	1,314.000	1,971,000	12.000	18,000
Special Needs						
Level 1	15.000	645,000	15.000	645,000	0.000	0
Level 2	800.000	16,320,000	795.000	16,218,000	(5.000)	(102,000)
Level 3	290.000	2,987,000	303.000	3,120,900	13.000	133,900
Adult education	27.750	133,838	6.375	30,747	(21.375)	(103,091)
Summer learning grade 1-7	728.000	156,520	334.000	71,810	(394.000)	(84,710)
Summer learning grade 8-9	140.000	30,100	152.000	32,680	12.000	2,580
Summer learning grade 10-1	517.000	222,310	459.000	197,370	(58.000)	(24,940)
Supplemental funding		70,045		64,088	0.000	(5,957)
Supplement for Salary Differential		2,703,742		2,741,033		37,291
Equity of Opportunity Supplement		434,698		437,106		2,408
TOTAL OPERATING GRANT CHANGES						(206,931)

The salary differential funding for the Maple Ridge-Pitt Meadows School District has increased by \$0.04 million due to a higher than anticipated average educator salary variance from the provincial average educator salary (from \$12 lower than the provincial average to \$40 higher than the provincial average per educator). At September 30, 2020, the average educator salary in our school district was \$81,619 and the provincial average educator salary was \$81,579.

Other Revenue Changes

In May 2020, the Ministry of Education announced the Teacher Labour Settlement Grant to assist school districts in offsetting the additional cost associated with implementing the negotiated teacher collective agreements. School District No. 42 will receive \$4.17 million. This grant is \$0.03 million less than the estimated cost of \$4.20 million of the new collective agreements. The amended budget also includes a grant of \$0.34 million for Early Mentorship Funding announced in November 2020 and related to the implementation of the new collective agreement for teachers.

Federal Grants are estimated to decrease by \$0.04 million due to the inability to fulfill Corrections Canada contracts during the COVID-19 pandemic.

Tuition revenue is estimated to be \$2.32 million lower than estimated in the preliminary budget. Enrolment in the academic program is 135 FTE lower than estimated in the preliminary budget (\$1.96 million tuition revenue). The International Education cultural program was cancelled in 2020/21 resulting in a tuition revenue decrease of \$0.28 million.

Other changes to tuition revenue include Summer School tuition lower than estimated by \$0.06 million and Ridge Meadows College tuition lower than estimated by \$0.02 million programming.

Other revenue is estimated to decrease by \$0.20 million due to decreased Before and After School Care programming revenue (\$0.08 million), decreased revenue generation (\$0.05 million) and decreased transportation fees (\$0.07 million).

Rentals and leases revenue is projected to decrease \$0.14 million due to the Provincial Health restrictions on gatherings which limit the district's ability to rent out facility space when not used for educational purposes.

Expense Changes (\$4.56 million increase)

Salaries and Benefits Changes (\$3.73 million increase)

The changes in salaries and benefits are primarily due to negotiated general wage increases for CUPE and MRTA staff and lower international student enrolment for 2020/21. The following table details the changes in salary and benefit costs.

Salaries and Benefits Changes (\$millions)	
Staffing changes:	
Decrease 8.977 FTE teachers	(0.96)
Decrease 0.115 FTE principal/vice principal	(0.02)
Additional 8.63 FTE education assistants	0.40
Decrease 5.838 FTE support staff	(0.02)
Other ongoing salary and benefit changes:	
Teacher general wage increase	4.23
Teacher average salary adjustment	0.69
Exempt/PVP salary grid changes	0.46
Benefit plan rate changes (TPP, WCB and mix of plans purchased)	(0.17)
Employee future benefits	(0.01)
Ridge Meadows College - program instructors	(0.04)
Other one-time salary and benefit changes:	
Exempt vacancies and salary savings	(0.56)
Principal and Vice-Principal salary savings	(0.10)
Helping teacher vacancies	(0.13)
Long service leave savings	(0.22)
Early career mentorship new funding	0.31
Reallocation of departmental TTOC budgets to other expenses	(0.15)
Reallocation of school supply budgets to TTOC budgets	0.03
Reallocation of banks/FSNS TTOC to fund staffing above	(0.33)
Ridge Meadows College - program instructors	0.03
International Education - program instructors	(0.07)
Use of appropriated surplus	0.32
Use of emergent expenditures	0.02
Miscellaneous	0.02
Total Salary and Benefit Changes	\$ 3.73

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

	Preliminary Budget	Ongoing Change	One-Time Change	Amended Budget
Teachers	842.086	(11.548)	2.571	833.109
Principals/VPs	63.838	0.085	(0.200)	63.723
Other Professionals	42.800			42.800
Education Assistants	451.557	(0.072)	8.702	460.187
Support Staff	336.088	(0.255)	(5.583)	330.250
Trustees	7.000			7.000
	1,743.369	(11.790)	5.490	1,737.069

Teachers – An annual 2% general wage increase in 2020/21 as well as retroactively for the 2019/20 school year offset by a savings related to 8.977 FTE staffing reduction due to lower than budgeted international student enrolment for a net increase in teacher salaries of \$3.0 million.

Principals / Vice Principals – An increase of \$0.15 million is estimated due to BCPSEA approved changes to the Principals / Vice Principals' salary grid.

Educations Assistants – An increase of \$0.33 million is estimated due to increased enrolment in students with unique student needs, allocations from the instruction bank, Aboriginal Support Workers paid for with funds carried forward from the prior year as well as additional supports for tuition paying students (PLEA Community Services and Trades programs).

Other Professionals – A decrease of \$0.34 million for the amended budget is estimated. While BCPSEA approved changes to the salary grid for other professionals, this is offset by vacancies in Human Resources, Finance, Facilities and Ridge Meadows College as well as fewer contract instructors required by the International Education department due to lower enrolment.

Services, Supplies and Other Expenditure Changes (\$1.18 million increase)

The increases in services and supply budgets are principally owed to Board approved one-time funding from restricted operating surplus for 2019/20 for specific expenditures in 2020/21 (\$2.56 million) partially offset by savings related to lower than estimated international student enrolment.

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

Funds for specific expenditures carried forward from 2019/20 (\$ millions)	
Targeted funding - Indigenous Education	\$ 0.11
School budget balances	0.59
Personal professional development	0.27
Financial provisions	0.10
Funds required to complete projects in progress	0.25
Purchase order commitments	0.16
Operating contingency	0.61
Support for school growth plans	0.26
Support for operational plans	0.19
Learning services	0.02
	\$ 2.56

Ongoing Services and Supplies Changes 2020/21 (\$ millions)	
Enrolment driven expenditures	
School budget allocations	0.01
Ridge Meadows College	(0.02)
Program fees paid to post secondary institutions	(0.07)
Ongoing adjustments	
Water and sewer savings	(0.05)
IT supplies budgets used for Capital Assets Purchased - computers	(0.09)
Other contractual increases	0.05
	\$ (0.17)

One-time Services and Supplies Changes 2020/21 (\$ millions)	
Expense reductions due to decreased revenue	
International Education (commissions, cultural activities, travel)	(0.56)
Ridge Meadows College	(0.01)
Before and After School program costs	(0.04)
School vending machines	(0.06)
Lower demand for transportation services	(0.36)
School budget reallocations to TTOC salaries and capital assets purchased	(0.16)
Expenses related to new funding	
MOE Early Career Mentorship	0.03
Industry Training Authority (ITA)	0.01
MOE Early Learning and Equity in Action	0.01
Other Changes	
Equity in Action project	
Professional services - Equity in Action	0.09
Secondary initiatives training	(0.02)
Community Connections professional services	(0.04)
School Teams initiatives professional services	(0.03)
Reallocation of TTOC budgets to fund training outside of the school day	0.07
COVID-19 related savings due to cancellation of in person events	(0.12)
Reduction of administrative expenses	(0.02)
	\$ (1.21)

Capital Assets Purchased Changes (\$1.23 million increase)

Budgets for purchases of capital assets have increased by \$1.23 million to reflect additional reallocations from other expense categories as spending plans are finalized for schools and departments. The table below summarizes the changes in capital assets purchased:

Capital Assets Purchased Changes 2020/21 (\$ millions)	
Funds for specific expenditures carried forward from 2019/20	
New classrooms setup	0.22
Purchase order commitments	0.51
Furniture, equipment and software	0.22
One-time school reallocations from service and supply budgets	0.13
Ongoing - IT supplies budgets used for Capital Assets Purchased - computers	0.09
One-time - IT supplies budgets used for Capital Assets Purchased - computers	0.04
One-time reallocation from departmental supply and service budgets	0.02
	\$1.23

Estimated Appropriated Operating Surplus

School District No. 42 has historically ended the fiscal year with an appropriated surplus. For June 30, 2021, based on historical expenditure patterns and current Board policy for school rollovers and Ministry of Education policies for targeted funding, it is estimated that the appropriated surplus will be approximately \$1 million.

Operating Contingency Reserve

The Maple Ridge – Pitt Meadows school district is projecting to use \$0.36 million of the contingency reserve for operating, leaving a balance of \$0.25 million in the fund.

Special Purpose Funds Amended Annual Budget

Special Purpose Funds include funds received from the Ministry of Education or other sources that have been designated for specific purposes. Major Special Purpose Funds include the Classroom Enhancement Fund, School Generated Funds, Annual Facilities Grant, Youth Education Support Fund and Community Link.

The following table summarizes the changes between the proposed 2020/21 Amended Annual Special Purpose Funds Budget and the 2020/21 Preliminary Annual Special Purpose Funds Budget. Additional information regarding Special Purpose Funds can be found in **Schedule 3 and 3A** in the attached budget document.

2020/21 Special Purpose Funds Budget (\$ Millions)			
	Preliminary Budget	Amended Budget	Change
Revenue	16.58	27.65	11.07
Expenses	(16.26)	(24.90)	(8.64)
Capital Assets Purchased	(0.32)	(2.75)	(2.43)
	\$ 0.00	\$ 0.00	\$ 0.00

Classroom Enhancement Fund

The amended budget reflects the Classroom Enhancement Fund (CEF) allocation received from the Ministry of Education based on fall 2020 submissions from school districts. School District No. 42 received an allocation of \$13.18 million to fund 117.6 FTE teachers (\$11.53 million), overhead costs (\$0.73 million) and remedy costs (\$0.92 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 2020/21.

The Amended Annual Budget considers the year end rollovers which account for the majority of the variances in the Special Purpose Funds. The Amended Annual Budget is forecasting a Deferred Revenue balance of \$0.27 million at the end of 2020/21.

Federal Safe Return to Class Grant

On September 3, 2020, the Ministry of Education announced the allocation of the Federal Safe Return to Class Fund. The first phase of the funding was disbursed in September 2020 and School District No.42 received \$2,650,455. On January 5, 2021, the phase one holdback allocation was announced, and the district received an additional \$277,183. On February 4, 2021, the Ministry of Education announced the second phase funding and confirmed that we will receive a further \$2,650,455.

The phase two holdback allocation will be released in late February based on COVID-19 school exposures data for the period December 17, 2020 - February 15, 2021. The use of this additional funding will be determined based on emerging health and safety needs in the coming months.

Total funding allocated to our district to date is \$5,578,093. This funding must be spent by June 30, 2021. A summary of uses of the Federal Safe Return to Class Grant is included in the following tables.

Health and Safety Allocations	FTE Admin	FTE MRTA	FTE CUPE	FTE Exempt	\$ Allocation
Custodial equipment - hand held static sprayers and Clorox 360 units					84,516
Custodial supplies - Vital Oxide cleaning chemical					80,575
Plastic bottles and cleaning solution for classroom cleaning & Isopropyl alcohol & cloths for iPad cleaning					8,980
Custodial Replacement Staffing costs associated with increased staff being away due to potential Covid-19 symptoms and additional custodial staffing required to support enhanced cleaning.			0.21		93,127
Cleaning chemicals for Early Learning Educators Supply our early year educators (K-2) with a chemical that can be sprayed on toys and manipulatives that is safe for staff and students and does not require rinsing, or extra precautionary measures such as PPE and WHMIS training					15,000
0.5 FTE plumber to install touchless faucets			0.50		43,200
Hand sanitizer					55,050
Portable sink rentals for 17 portable classrooms					79,356
Small mats 3X5 rugs for each elementary classroom with a sink					26,621
Posters & floor decals – including refreshing as required					40,000
Fit testing and purchase of respirators for staff					10,000
Health and Safety Committees start-up costs					23,853
Health and Safety training for TTOCs and Casuals					49,967
Disability Management Administrator 1 FTE for 9 months - allow the Health and Safety Manager to focus on addressing the enhanced safety requirements, and responding to pandemic related health and safety matters				0.75	66,898
Mental health first aid training for 2 staff at each site as well as principals, vice-principals and managers					24,000

Health and Safety Allocations	FTE Admin	FTE MRTA	FTE CUPE	FTE Exempt	\$ Allocation
39.6 FTE Noon Hour Supervisors for staggered recess and lunch additional 197.5 hours per week spread over multiple schools (135 elementary and 62.5 secondary)			39.6		118,790
Staffing required to implement cohort model in secondary schools. Principals, Vice Principals, Teachers and support staff working beyond the school year to recreate secondary timetables.					135,086
Increase use of sick leave by teachers due to implementation of illness procedure during COVID19 pandemic					56,000
Plexiglass materials and labour to install as needed based on Safety Plans					37,901
Personal protection equipment for staff who are required to use it based on the school district Safety Plan (Face Shields, masks, and gloves).					110,000
Controls upgrade to optimize HVAC system at Fairview Elementary, Laity View Elementary, Alouette Elementary, Harry Hooe Elementary. New HVAC system for SRT portables					1,786,000
Improved air quality - upgrade air filters to MERV-13, air purifiers in SRT portables					32,480
Double outside air intake - 6 air changes of clean air (filtered or fresh) every hour. Expanded the HVAC operating hours by 7 hours in Elementary schools and 8 hours in Secondary schools.					206,105
TOTAL Health and Safety Allocations	-	-	40.31	0.75	3,183,505

Learning Resources and Supports Allocations	FTE Admin	FTE MRTA	FTE CUPE	FTE Exempt	\$ Allocation
Temporary school site at Katzie First Nation (1 FTE teacher, 2.71 FTE EA)		1.00	2.71		209,400
Remote Learning Support – 16.05 FTE teacher (5.65 FTE primary, 6 FTE intermediate, 2 secondary, 1.4 FTE French Immersion, 1.0 FTE indigenous student support), 0.25 FTE EA, admin support and learning resources		16.05	0.25		1,712,600
Enhance staffing and resources for Odyssey program to support blended learning (1.19 FTE Teachers, admin and clerical support)		1.19			127,298
2 laptops per elementary and 4 per secondary for EA use to support remote learning					44,757
10 iPads per Elementary to support remote learning					94,657
Online resources and primary student learning management system					19,437
Remote Learning Classroom Technology for Secondary and District Sites					12,900
TOTAL Learning Resources and Supports Allocations	-	18.24	2.96	-	2,221,049

Transportation Allocations	\$ Allocation
The implementation of health and safety measures related to COVID required the contracting of 3 additional busses (2 special needs and 1 regular).	139,096
Additional cleaning costs for school buses	34,443
TOTAL Transportation Allocations	173,539

Provincial Safe Return to School Grant

On September 23, 2020 the Board approved the spending plan for the Provincial Safe Return to School Grant. The following table reports expenditures and commitments at January 31, 2021 against these budgets.

Spending Plan	\$ Allocation	Spending to Jan 31, 2021
Cleaning Frequency - 12 – 10-month custodians for enhanced cleaning	580,026	278,343
Reusable Masks and Face Shields - 7,000 reusable youth masks, 16,000 reusable adult masks for students and 5,000 reusable adult masks for staff, face shields and disposable masks	59,056	50,947
Hand Hygiene		
Portable sink rentals	77,900	11,804
Touchless faucets	153,354	135,668
Cleaning Supplies - Paper towels, Soap, Disinfectant, Disinfecting wipes	128,615	117,050
Computers and Assistive Technology - 69 laptops and 14 iPads to support remote learning	85,451	85,451
TOTAL	1,084,402	679,263

Tangible Capital Assets, Capital Revenue and Expense

The acquisition of tangible capital assets is summarized in **Statement 4** (Attachment A).

The tangible capital assets purchased amount of \$5.36 million reflects the projected total tangible capital assets purchased from operating (\$2.61 million) and special purpose funds (\$2.75 million).

The acquisition of tangible capital assets from local capital of \$2.75 million represents estimated spending for board approved uses of local capital. The major projects expected to be undertaken in 2020/21 are the energy management plan and the procurement of portable classrooms.

The acquisition of tangible capital assets from deferred capital revenue of \$4.21 million represents estimated spending for provincially funded capital projects. The major projects in this category are detailed in the following table.

CAPITAL PROJECTS IN PROGRESS (\$ millions)	
MCFD Funded Childcare (DJE)	\$ 1.05
časqənelə Elementary	0.53
Eric Langton - Seismic and Addition	0.06
Pitt Meadows Secondary - Seismic and Renovation	0.07
Boiler Upgrades CNCP (PME & DJE)	0.36
Boiler Upgrades SEP (GLE)	0.11
Minor Capital Projects Annual Facilities Grant	1.74
Playground Equipment Program (MRE)	0.13
Site Acquisition Albion (Land Capital)	0.16
Total from Deferred Capital Revenue	\$ 4.21

The Capital Revenue and Expense amended budget (Schedule 4) includes changes to amortization of deferred capital revenue and amortization of tangible assets that reflect current increased projections for tangible capital assets purchased in 2020/21. The changes to local capital revenue and expenditure are also included in Schedule 4. Only the 2020/21 estimated spending is included in Schedule 4 of the amended budget.

Approved and proposed uses of local capital are summarized in the following table. It is proposed that \$0.60 million be allocated from contingency reserve for local capital for the purchase of two new portable classrooms and the set-up of new classrooms to accommodate the projected enrolment growth on our elementary schools.

Local Capital and Contingency Reserve (\$ millions)				
	April 2020	Appropriated Surplus	2020/21 Allocations	February 2021
Uses of Local Capital				
Emergency preparedness	0.00	0.03		0.03
Energy management plan	0.52	0.09		0.61
New elementary school	0.50	0.21	0.13	0.84
New classrooms setup	0.21	0.17	0.60	0.98
MRSS Annex reconfiguration	0.20	0.09		0.29
Parent portal upgrades	0.07	-		0.07
Boardroom setup for online meetings			0.02	0.02
Childcare capital	0.03	0.03		0.06
Transfer to operating	2.23	(2.23)		0.00
	3.76			2.90
Contingency reserve for local capital	1.53	2.23	(0.62)	3.14
Total local capital fund	5.29			6.04

Contingency Reserve

The Board of Education is responsible for ensuring the school 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 (\$1.57 million to \$4.70 million). The current balance of \$3.39 million (\$3.14 million local capital and \$0.25 million operating) equates to 2.17% of operating expenditures.

Risks to Projections

Revenue

The provincial operating grant included in these estimates may not be the same as the operating grant distributed by the Ministry of Education for 2020/21. The main factors that create variances of provincial funding are actual funded enrolment as at February and May 2021, and other provincial funding announcements made during the remainder of 2020/21. In February 2021, the 1701 enrolment count for Continuing Education, Distributed Learning and Students with Special Needs is underway. It is anticipated that enrolment for Students with Special Needs will increase significantly from the projections submitted in February 2020 and this will translate into additional revenue and expenses to support the increased enrolment. The Ministry of Education is currently conducting a compliance audit of 2020/21 Summer Learning enrolment. This audit may result in a reduction of funding; however, the amount of any reduction is unknown at this time.

Expense

The salaries and benefits estimates are based on estimated average salaries for teachers, specific salaries for other employee groups, and known benefit rate changes. Variances in average teacher salaries will impact these estimates.

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 the contingency reserve.

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, the deferred maintenance for School District No. 42 facilities continues to grow and the facility condition index for school district facilities continues to deteriorate. Any major equipment failures during 2020/21 must be funded from the contingency reserve.

These estimates assume 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.

Capital Projects

Due to their magnitude, capital projects have the potential to significantly impact the financial position of the school district. There is no process to assess the risk of the entire capital program; individual project risk assessments must be done on a continuous basis. Project agreements with the Ministry of Education contain contingencies to mitigate financial risk. Smaller projects consider contingency requirements when building the overall project budget and are managed internally. Finally, the contingency reserve for local capital of \$3.74 million is available to mitigate risk for capital projects.

COVID-19

On March 17, 2020, in response to the COVID-19 pandemic and under the direction of the Provincial Health Officer, the provincial government directed all K-12 public and independent schools to immediately suspend in-class instruction. Effective September 2020, all students were encouraged to return to in-class learning.

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

The school district implemented the health and safety measures required to ensure safe and healthy environment for students, families and staff. New safety plans were developed and rolled out and staff have been trained on the new health and safety protocols. The implementation of these measures has been funded from provincial and federal funds provided to the school district. Costs related to COVID-19 will continue to be closely monitored and if the financial impact is greater than amounts already provided for to date, the contingency reserve will need to be used to address any funding shortfalls.

RECOMMENDATIONS:

- (1) THAT the Board approve an allocation of \$600,000 from the Contingency Reserve for Local Capital to fund the purchase of portable classrooms and the set-up of new classrooms.**
- (2) THAT the Amended Budget Bylaw of the Board for the fiscal year 2020/21 be given three (3) readings at this meeting (vote must be unanimous).**
- (3) THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) 2020/21 Amended Annual Budget Bylaw be:**

Read a first time on the 17th day of February 2021;

Read a second time on the 17th day of February 2021;

Read a third time, passed and adopted on the 17th day of February 2021

Attachments

Amended Annual Budget

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

June 30, 2021

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

June 30, 2021

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE-PITT MEADOWS) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2020/2021 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 42 (Maple Ridge-Pitt Meadows) Amended Annual Budget Bylaw for fiscal year 2020/2021.
3. The attached Statement 2 showing the estimated revenue and expense for the 2020/2021 fiscal year and the total budget bylaw amount of \$204,756,540 for the 2020/2021 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2020/2021.

READ A FIRST TIME THE 17th DAY OF FEBRUARY, 2021;

READ A SECOND TIME THE 17th DAY OF FEBRUARY, 2021;

READ A THIRD TIME, PASSED AND ADOPTED THE 17th DAY OF FEBRUARY, 2021;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 42 (Maple Ridge-Pitt Meadows) Amended Annual Budget Bylaw 2020/2021, adopted by the Board the 17th DAY OF FEBRUARY, 2021.

Secretary Treasurer

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

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021 Amended Annual Budget	2021 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	15,076,688	15,089,188
Adult	71,875	94,250
Other	118,250	173,125
Total Ministry Operating Grant Funded FTE's	15,266,813	15,356,563
Revenues	\$	\$
Provincial Grants		
Ministry of Education	172,109,576	157,559,897
Other	257,300	255,400
School Site Acquisition Fees Spent on Sites	161,813	
Federal Grants	7,500	43,600
Tuition	4,381,375	6,701,479
Other Revenue	6,225,023	5,596,503
Rentals and Leases	545,890	687,380
Investment Income	395,600	460,600
Amortization of Deferred Capital Revenue	6,448,275	6,445,880
Total Revenue	190,532,352	177,750,739
Expenses		
Instruction	159,990,866	148,970,810
District Administration	6,491,711	6,198,420
Operations and Maintenance	29,636,443	27,400,762
Transportation and Housing	523,077	679,493
Total Expense	196,642,097	183,249,485
Net Revenue (Expense)	(6,109,745)	(5,498,746)
Budgeted Allocation (Retirement) of Surplus (Deficit)	7,512,650	3,336,398
Budgeted Surplus (Deficit), for the year	1,402,905	(2,162,348)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	1,402,905	(2,162,348)
Budgeted Surplus (Deficit), for the year	1,402,905	(2,162,348)

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

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021 Amended Annual Budget	2021 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	161,076,320	156,516,223
Operating - Tangible Capital Assets Purchased	2,611,539	1,378,522
Special Purpose Funds - Total Expense	24,898,511	16,261,251
Special Purpose Funds - Tangible Capital Assets Purchased	2,751,044	322,761
Capital Fund - Total Expense	10,667,266	10,472,011
Capital Fund - Tangible Capital Assets Purchased from Local Capital	2,751,860	1,099,435
Total Budget Bylaw Amount	204,756,540	186,050,203

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

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

Statement 4

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

Year Ended June 30, 2021

	2021 Amended Annual Budget	2021 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(6,109,745)	(5,498,746)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(5,362,583)	(1,701,283)
From Local Capital	(2,751,860)	(1,099,435)
From Deferred Capital Revenue	(4,208,936)	(6,331,336)
Total Acquisition of Tangible Capital Assets	(12,323,379)	(9,132,054)
Amortization of Tangible Capital Assets	10,667,266	10,472,011
Total Effect of change in Tangible Capital Assets	(1,656,113)	1,339,957
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(7,765,858)	(4,158,789)

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

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund

Year Ended June 30, 2021

	Operating Fund	Special Purpose Fund	Capital Fund	2021 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	7,512,650	-	87,557,402	95,070,052
Changes for the year				
Net Revenue (Expense) for the year	(4,868,611)	2,751,044	(3,992,178)	(6,109,745)
Interfund Transfers				
Tangible Capital Assets Purchased	(2,611,539)	(2,751,044)	5,362,583	-
Local Capital	(32,500)		32,500	-
Net Changes for the year	(7,512,650)	-	1,402,905	(6,109,745)
Budgeted Accumulated Surplus (Deficit), end of year	-	-	88,960,307	88,960,307

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

Schedule 2

Amended Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2021

	2021 Amended Annual Budget	2021 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	149,902,653	145,555,885
Other	257,300	255,400
Federal Grants	7,500	43,600
Tuition	4,381,375	6,701,479
Other Revenue	782,391	1,016,503
Rentals and Leases	545,890	687,380
Investment Income	330,600	330,600
Total Revenue	156,207,709	154,590,847
Expenses		
Instruction	137,577,915	132,927,059
District Administration	6,324,842	6,198,420
Operations and Maintenance	16,830,106	16,711,251
Transportation and Housing	343,457	679,493
Total Expense	161,076,320	156,516,223
Net Revenue (Expense)	(4,868,611)	(1,925,376)
Budgeted Prior Year Surplus Appropriation	7,512,650	3,336,398
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(2,611,539)	(1,378,522)
Local Capital	(32,500)	(32,500)
Total Net Transfers	(2,644,039)	(1,411,022)
Budgeted Surplus (Deficit), for the year	-	-

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

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2021

	2021 Amended Annual Budget	2021 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	143,348,247	143,555,178
ISC/LEA Recovery	(382,256)	(420,173)
Other Ministry of Education Grants		
Pay Equity	1,874,965	1,874,965
Funding for Graduated Adults	119,325	119,325
Transportation Supplement	185,990	185,990
Support Staff Benefits Grant	224,907	224,907
Teachers' Labour Settlement Funding	4,173,875	
Early Career Mentorship Funding	335,000	
FSA Scoring	15,693	15,693
Early Learning Framework	3,907	
Equity in Action	3,000	
Total Provincial Grants - Ministry of Education	149,902,653	145,555,885
Provincial Grants - Other	257,300	255,400
Federal Grants	7,500	43,600
Tuition		
Summer School Fees	28,500	89,550
Continuing Education	615,575	635,769
International and Out of Province Students	3,737,300	5,976,160
Total Tuition	4,381,375	6,701,479
Other Revenues		
Funding from First Nations	382,256	420,173
Miscellaneous		
Revenue Generation	34,800	93,000
Partnership Program	121,276	122,550
Miscellaneous	139,700	129,200
Transportation	51,207	119,700
Before and After School Programming	53,152	131,880
Total Other Revenue	782,391	1,016,503
Rentals and Leases	545,890	687,380
Investment Income	330,600	330,600
Total Operating Revenue	156,207,709	154,590,847

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

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2021

	2021 Amended Annual Budget	2021 Annual Budget
	\$	\$
Salaries		
Teachers	71,119,224	68,134,470
Principals and Vice Principals	8,190,490	8,038,793
Educational Assistants	16,551,138	16,216,915
Support Staff	12,492,466	12,505,322
Other Professionals	4,661,296	4,999,825
Substitutes	4,950,847	4,941,641
Total Salaries	117,965,461	114,836,966
Employee Benefits	28,833,470	28,227,295
Total Salaries and Benefits	146,798,931	143,064,261
Services and Supplies		
Services	5,677,971	5,303,085
Student Transportation	372,003	737,019
Professional Development and Travel	925,825	882,941
Rentals and Leases	2,000	2,000
Dues and Fees	165,451	150,351
Insurance	524,766	506,895
Supplies	4,130,056	3,328,372
Utilities	2,479,317	2,541,299
Total Services and Supplies	14,277,389	13,451,962
Total Operating Expense	161,076,320	156,516,223

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

Schedule 2C

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

Year Ended June 30, 2021

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	56,183,915	543,238	135,821	425,371		2,734,687	60,023,032
1.03 Career Programs	488,890	46,166	467,515			32,559	1,035,130
1.07 Library Services	1,209,144			5,263		47,238	1,261,645
1.08 Counselling	1,762,497					82,424	1,844,921
1.10 Special Education	8,736,056	1,167,845	15,168,314	1,620,151	135,942	1,296,697	28,125,005
1.30 English Language Learning	1,088,532					44,842	1,133,374
1.31 Indigenous Education	555,700	131,127	733,688	48,199	7,539	29,842	1,506,095
1.41 School Administration		5,881,137		2,565,224		280,545	8,726,906
1.60 Summer School	285,984	22,228	30,759	19,024			357,995
1.61 Continuing Education		26,969		94,245	201,105	6,680	328,999
1.62 International and Out of Province Students	773,715	229,514		379,950	211,801	43,566	1,638,546
1.64 Other			12,291	37,410	75,039		124,740
Total Function 1	71,084,433	8,048,224	16,548,388	5,194,837	631,426	4,599,080	106,106,388
4 District Administration							
4.11 Educational Administration				49,199	1,170,834	8,747	1,228,780
4.40 School District Governance					355,936	3,600	359,536
4.41 Business Administration		142,266	2,750	551,221	1,286,738	49,658	2,032,633
Total Function 4	-	142,266	2,750	600,420	2,813,508	62,005	3,620,949
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	34,791			241,363	839,218	55,757	1,171,129
5.50 Maintenance Operations				6,029,469	377,144	234,005	6,640,618
5.52 Maintenance of Grounds				408,609			408,609
5.56 Utilities							-
Total Function 5	34,791	-	-	6,679,441	1,216,362	289,762	8,220,356
7 Transportation and Housing							
7.41 Transportation and Housing Administration				17,768			17,768
7.70 Student Transportation							-
Total Function 7	-	-	-	17,768	-	-	17,768
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	71,119,224	8,190,490	16,551,138	12,492,466	4,661,296	4,950,847	117,965,461

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

Schedule 2C

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

Year Ended June 30, 2021

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2021 Amended Annual Budget	2021 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	60,023,032	13,698,717	73,721,749	3,088,532	76,810,281	71,843,736
1.03 Career Programs	1,035,130	253,936	1,289,066	521,600	1,810,666	1,741,014
1.07 Library Services	1,261,645	289,537	1,551,182	177,794	1,728,976	1,637,595
1.08 Counselling	1,844,921	421,508	2,266,429	170,945	2,437,374	2,223,278
1.10 Special Education	28,125,005	7,204,540	35,329,545	371,341	35,700,886	34,985,954
1.30 English Language Learning	1,133,374	259,671	1,393,045	24,981	1,418,026	1,325,508
1.31 Indigenous Education	1,506,095	372,621	1,878,716	270,100	2,148,816	1,946,400
1.41 School Administration	8,726,906	2,354,480	11,081,386	359,613	11,440,999	11,201,933
1.60 Summer School	357,995	60,714	418,709	8,073	426,782	538,982
1.61 Continuing Education	328,999	52,733	381,732	125,995	507,727	589,003
1.62 International and Out of Province Students	1,638,546	396,003	2,034,549	916,334	2,950,883	4,657,891
1.64 Other	124,740	32,256	156,996	39,503	196,499	235,765
Total Function 1	106,106,388	25,396,716	131,503,104	6,074,811	137,577,915	132,927,059
4 District Administration						
4.11 Educational Administration	1,228,780	398,767	1,627,547	412,468	2,040,015	2,029,134
4.40 School District Governance	359,536	57,601	417,137	184,678	601,815	536,286
4.41 Business Administration	2,032,633	595,163	2,627,796	1,055,216	3,683,012	3,633,000
Total Function 4	3,620,949	1,051,531	4,672,480	1,652,362	6,324,842	6,198,420
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	1,171,129	290,581	1,461,710	1,156,449	2,618,159	2,440,121
5.50 Maintenance Operations	6,640,618	1,983,273	8,623,891	1,860,359	10,484,250	10,516,559
5.52 Maintenance of Grounds	408,609	109,059	517,668	301,756	819,424	785,589
5.56 Utilities	-	-	-	2,908,273	2,908,273	2,968,982
Total Function 5	8,220,356	2,382,913	10,603,269	6,226,837	16,830,106	16,711,251
7 Transportation and Housing						
7.41 Transportation and Housing Administration	17,768	2,310	20,078	-	20,078	-
7.70 Student Transportation	-	-	-	323,379	323,379	679,493
Total Function 7	17,768	2,310	20,078	323,379	343,457	679,493
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	117,965,461	28,833,470	146,798,931	14,277,389	161,076,320	156,516,223

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

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2021

	2021 Amended Annual Budget	2021 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	22,206,923	12,004,012
Other Revenue	5,442,632	4,580,000
Total Revenue	27,649,555	16,584,012
Expenses		
Instruction	22,412,951	16,043,751
District Administration	166,869	
Operations and Maintenance	2,139,071	217,500
Transportation and Housing	179,620	
Total Expense	24,898,511	16,261,251
Net Revenue (Expense)	2,751,044	322,761
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(2,751,044)	(322,761)
Total Net Transfers	(2,751,044)	(322,761)
Budgeted Surplus (Deficit), for the year	-	-

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

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2021

	Annual Facility Grant \$	Learning Improvement Fund \$	Scholarships and Bursaries \$	School Generated Funds \$	Strong Start \$	Ready, Set, Learn	OLEP \$	CommunityLINK \$	Classroom Enhancement Fund - Overhead \$
Deferred Revenue, beginning of year	-	10,547	166,061	907,332	-	15,574	55,168	42,671	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	517,500	519,539			256,000	51,450	233,894	569,146	726,809
Other			31,340	4,300,000					
	517,500	519,539	31,340	4,300,000	256,000	51,450	233,894	569,146	726,809
Less: Allocated to Revenue	517,500	530,086	35,300	5,207,332	256,000	67,024	289,062	611,817	726,809
Deferred Revenue, end of year	-	-	162,101	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	517,500	530,086			256,000	67,024	289,062	611,817	726,809
Other Revenue			35,300	5,207,332					
	517,500	530,086	35,300	5,207,332	256,000	67,024	289,062	611,817	726,809
Expenses									
Salaries									
Teachers						17,160	85,600	33,286	
Principals and Vice Principals								29,618	
Educational Assistants		441,749		40,000	164,173			374,254	
Support Staff	96,626			25,000					163,134
Other Professionals									86,604
Substitutes				20,000	4,000		1,000	19,803	340,662
	96,626	441,749	-	85,000	168,173	17,160	86,600	456,961	590,400
Employee Benefits	23,374	88,337		15,000	54,177	4,750	23,700	119,349	120,519
Services and Supplies	97,500		35,300	5,097,332	33,650	45,114	161,705	35,507	7,686
	217,500	530,086	35,300	5,197,332	256,000	67,024	272,005	611,817	718,605
Net Revenue (Expense) before Interfund Transfers	300,000	-	-	10,000	-	-	17,057	-	8,204
Interfund Transfers									
Tangible Capital Assets Purchased	(300,000)			(10,000)			(17,057)		(8,204)
	(300,000)	-	-	(10,000)	-	-	(17,057)	-	(8,204)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

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

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2021

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School Grant	Federal Safe Return to Class Fund	Youth Education Support Fund	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	6,081	26,834	1,823	-	-	152,492	1,384,583
Add: Restricted Grants									
Provincial Grants - Ministry of Education	11,532,247	917,945		51,000	10,200	1,084,402	5,578,093		22,048,225
Other								150,000	4,481,340
	11,532,247	917,945	-	51,000	10,200	1,084,402	5,578,093	150,000	26,529,565
Less: Allocated to Revenue	11,532,247	917,945	6,081	77,834	12,023	1,084,402	5,578,093	200,000	27,649,555
Deferred Revenue, end of year	-	-	-	-	-	-	-	102,492	264,593
Revenues									
Provincial Grants - Ministry of Education	11,532,247	917,945	6,081	77,834	12,023	1,084,402	5,578,093		22,206,923
Other Revenue								200,000	5,442,632
	11,532,247	917,945	6,081	77,834	12,023	1,084,402	5,578,093	200,000	27,649,555
Expenses									
Salaries									
Teachers	9,361,350	160,640		4,750			1,493,445		11,156,231
Principals and Vice Principals							14,337		43,955
Educational Assistants					2,000		94,541		1,116,717
Support Staff						507,083	174,647		966,490
Other Professionals							162,020		248,624
Substitutes		604,315		7,850	4,000		187,084		1,188,714
	9,361,350	764,955	-	12,600	6,000	507,083	2,126,074	-	14,720,731
Employee Benefits	2,170,897	152,990		3,025	1,400	65,921	492,995		3,336,434
Services and Supplies			6,081	62,209	4,623	272,593	882,046	100,000	6,841,346
	11,532,247	917,945	6,081	77,834	12,023	845,597	3,501,115	100,000	24,898,511
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	238,805	2,076,978	100,000	2,751,044
Interfund Transfers									
Tangible Capital Assets Purchased						(238,805)	(2,076,978)	(100,000)	(2,751,044)
	-	-	-	-	-	(238,805)	(2,076,978)	(100,000)	(2,751,044)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

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

Schedule 4

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2021

	2021 Amended Annual Budget			
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	2021 Annual Budget
	\$	\$	\$	\$
Revenues				
School Site Acquisition Fees Spent on Sites	161,813		161,813	
Investment Income		65,000	65,000	130,000
Amortization of Deferred Capital Revenue	6,448,275		6,448,275	6,445,880
Total Revenue	6,610,088	65,000	6,675,088	6,575,880
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	10,667,266		10,667,266	10,472,011
Total Expense	10,667,266	-	10,667,266	10,472,011
Net Revenue (Expense)	(4,057,178)	65,000	(3,992,178)	(3,896,131)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	5,362,583		5,362,583	1,701,283
Local Capital		32,500	32,500	32,500
Total Net Transfers	5,362,583	32,500	5,395,083	1,733,783
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	1,900,293	(1,900,293)	-	
Tangible Capital Assets WIP Purchased from Local Capital	851,567	(851,567)	-	
Total Other Adjustments to Fund Balances	2,751,860	(2,751,860)	-	
Budgeted Surplus (Deficit), for the year	4,057,265	(2,654,360)	1,402,905	(2,162,348)

School District No. 42 (Maple Ridge-Pitt Meadows)
Schedule of Operating Operations
Projections to June 30, 2021

	2020/21 Preliminary Budget	Actual Spending to Dec 30, 2020	2020/21 Amended Budget	Change to Budget
Operating Revenue by Source				
Grants				
Operating Provincial Grants - Ministry of Education	143,555,178	58,384,951	143,348,247	(206,931)
Local Education Agreement Recovery	(420,173)	(170,841)	(382,256)	37,917
Operating Other Ministry of Education Grants	2,420,880	2,590,560	6,936,662	4,515,782
Provincial Grants - Other	255,400	19,500	257,300	1,900
Federal Grants	43,600	0	7,500	(36,100)
Total Grants	145,854,885	60,824,170	150,167,453	4,312,568
Tuition	6,701,479	2,212,971	4,381,375	(2,320,104)
Other Revenue	596,330	306,704	400,135	(196,195)
LEA - Direct Funding from First Nations	420,173	226,718	382,256	(37,917)
Rentals & Leases	687,380	258,578	545,890	(141,490)
Investment Income	330,600	252,248	330,600	0
Total Other Revenue	8,735,962	3,257,218	6,040,256	(2,695,706)
Total Operating Revenue	154,590,847	64,081,389	156,207,709	1,616,862
Operating Expense by Type				
Salaries				
Teachers	68,134,470	28,588,749	71,119,224	2,984,754
Principals and Vice Principals	8,038,793	4,103,575	8,190,490	151,697
Education Assistants	16,216,915	6,571,978	16,551,138	334,223
Support Staff	12,505,322	5,761,737	12,492,466	(12,856)
Other Professionals	4,999,825	2,158,934	4,661,296	(338,529)
Substitutes	4,941,641	1,682,684	4,950,847	9,206
Total Salaries	114,836,966	48,867,658	117,965,461	3,128,495
Employee Benefits	28,227,295	10,858,851	28,833,470	606,175
Total Salaries and Benefits	143,064,261	59,726,509	146,798,931	3,734,670
Services and Supplies				
Services	5,303,085	2,407,965	5,677,971	374,886
Student Transportation	737,019	131,211	372,003	(365,016)
Professional Development	882,941	151,559	925,825	42,884
Rentals and Leases	2,000	2,249	2,000	0
Dues and Fees	150,351	116,551	165,451	15,100
Insurance	506,895	381,654	524,766	17,871
Supplies	2,718,372	1,421,691	3,875,469	1,157,097
Utilities	2,541,299	858,224	2,479,317	(61,982)
Total Services and Supplies	12,841,962	5,471,104	14,022,802	1,180,840
Operating Contingency Reserve	610,000		254,587	(355,413)
Total Operating Expenses	156,516,223	65,197,614	161,076,320	4,560,097
Interfund & Local Capital				
Capital Assets Purchased	1,378,522	928,975	2,611,539	1,233,017
Transfer to / (from) Local Capital	32,500		32,500	0
Total Interfund and Local Capital	1,411,022	928,975	2,644,039	1,233,017
Total Expenses	157,927,245	66,126,589	163,720,359	5,793,114
Appropriated Surplus				
Use of Prior Year Surplus or Reserves	3,336,398		7,512,650	4,176,252
Projected Operating Surplus/(Deficit)	\$ -	(2,045,200)	0	0

School District No. 42 (Maple Ridge-Pitt Meadows)
Special Purpose Funds
As At December 31, 2020

	ANNUAL FACILITIES GRANT	LEARNING IMPROVEMENT FUND	SCHOLARSHIPS AND BURSARIES	SCHOOL GENERATED FUNDS	STRONG START	READY, SET, LEARN	OLEP	COMMUNITY LINK	CLASSROOM ENHANCEMENT FUND-OVERHEAD	CLASSROOM ENHANCEMENT FUND-STAFFING	CLASSROOM ENHANCEMENT FUND-REMEDIES	FIRST NATION TRANSPORTATION	MENTAL HEALTH IN SCHOOLS	CHANGING RESULTS FOR YOUNG CHILDREN	PROV SAFE SAFE RETURN TO SCHOOL	FED SAFE RETURN TO CLASS	YOUTH EDUCATION SUPPORT FUND	TOTAL
Deferred Revenue, beginning of year		10,547	166,061	907,332	-	15,574	55,168	42,671	-	-	-	6,081	26,834	1,823	-	-	152,492	1,384,583
Add: Restricted Grants																		
Provincial Grants - Ministry of Education	517,500	207,816			179,200	-	-	227,657	290,724	3,652,737	-	-	51,000	8,400	1,084,402	2,650,455		8,869,891
Provincial Grants - MOE Recoveries																		
Other			21,539	908,852													73,719	1,004,110
Investment Income	517,500	207,816	21,539	908,852	179,200	-	-	227,657	290,724	3,652,737	-	-	51,000	8,400	1,084,402	2,650,455	73,719	9,874,001
Less: Allocated to Revenue	127,370	203,418	-	771,463	84,315	8,283	66,095	216,046	253,594	4,725,637	-	-	-	3,639	599,170	1,528,290	60,265	8,647,585
Deferred Revenue, end of year	390,130	14,945	187,600	1,044,721	94,885	7,291	(10,927)	54,282	37,130	(1,072,900)	-	6,081	77,834	6,584	485,232	1,122,165	165,946	2,610,999
Revenues																		
Provincial Grants - Ministry of Education	127,370	203,418	-		84,315	8,283	66,095	216,046	253,594	4,725,637	-	-	-	3,639	599,170	1,528,290		7,815,857
Other				771,463													60,265	831,728
Investment Income	127,370	203,418	-	771,463	84,315	8,283	66,095	216,046	253,594	4,725,637	-	-	-	3,639	599,170	1,528,290	60,265	-
Expenses																		
Salaries																		
Teachers						6,916	34,579	8,861	(521)	3,928,161	-	-	-	-	-	503,650		4,481,646
Principals and Vice Principals								14,977			-	-	-	-	-	14,337		29,314
Educational Assistants	-	170,463		538	59,532			146,938	-	-	-	-	516	-	-	34,147		412,134
Support Staff	54,330			6,030	-				83,662		-	-	-	-	193,762	52,133		389,917
Other Professionals									32,501		-	-	-	-	-	119,566		
Substitutes	-			415	-		832		86,812	-	-	-	-	1,662	-	83,609		173,330
Employee Benefits	54,330	170,463	-	6,983	59,532	6,916	35,411	170,776	202,454	3,928,161	-	-	-	2,178	193,762	807,442	-	5,638,408
Services and Supplies	10,838	32,955		444	21,618	1,367	8,074	40,811	42,179	797,476	-	-	-	321	19,189	120,036		1,095,308
	55,488		-	757,649	3,165	-	16,772	4,459	7,701		-	-	-	1,140	164,731	339,070	41,112	1,391,287
	120,656	203,418	-	765,076	84,315	8,283	60,257	216,046	252,334	4,725,637	-	-	-	3,639	377,682	1,266,548	41,112	8,125,003
Net Revenue (Expense) before Interfund Transfers	6,714	-	-	6,387	-	-	5,838	-	1,260	-	-	-	-	-	221,488	261,742	19,153	522,582
Interfund Transfers																		
Tangible Capital Assets Purchased	(6,714)			(6,387)			(5,838)		(1,260)		-	-	-	-	(221,488)	(261,742)	(19,153)	(522,582)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School District No. 42 (Maple Ridge-Pitt Meadows)
Schedule of Capital Operations
As At December 31, 2020

	2021 Budget	2020-21 Projected		
		Invested in Tangible Capital Assets	Local Capital	Fund Balance
Revenues				
Provincial Grants				
Ministry of Education				0
School Site Acquisition Fees Spent on Sites		55,437		55,437
Other Revenue			0	0
Investment Income	130,000		0	0
Amortization of Deferred Capital Revenue	6,445,880	3,205,272		3,205,272
Total Revenue	<u>6,575,880</u>	<u>3,260,709</u>	<u>0</u>	<u>3,260,709</u>
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	10,472,011	5,214,205		5,214,205
Total Expense	<u>10,472,011</u>	<u>5,214,205</u>		<u>5,214,205</u>
Capital Surplus (Deficit) for the year	<u>(3,896,131)</u>	<u>(1,953,497)</u>	<u>0</u>	<u>(1,953,497)</u>
Net Transfers (to) from other funds				
Tangible Capital Assets purchased	1,701,283	1,451,557		1,451,557
Local Capital	32,500		32,500	32,500
Total Net Transfers	<u>1,733,783</u>	<u>1,451,557</u>	<u>32,500</u>	<u>1,484,057</u>
Other Adjustments to Fund Balances				
Tangible Capital Assets purchased from Local Capital		225,544	(225,544)	0
Tangible Capital Assets WIP purchased from Local Capital				0
Total Other Adjustments to Fund Balances		<u>225,544</u>	<u>(225,544)</u>	<u>0</u>
Total Capital Surplus (Deficit) for the period	<u>(2,162,348)</u>	<u>(276,395)</u>	<u>(193,044)</u>	<u>(469,440)</u>
Capital Surplus (Deficit), beginning of year		81,658,888	5,898,514	87,557,402
Capital Surplus (Deficit), end of period		<u>81,382,493</u>	<u>5,705,470</u>	<u>87,087,962</u>

**ITEM 6****To: Board of Education****From:** Education Advisory Committee**Re: BOARD/AUTHORITY AUTHORIZED COURSES****Date:** February 17, 2021
(Public Board Meeting)

Decision**BACKGROUND/RATIONALE:**

School districts develop Board/Authority Authorized (BAA) courses to help meet local community needs while providing choice and flexibility for students. BAA courses must be authorized by Boards of Education according to requirements set by the Ministry of Education. As mandated by the Ministry of Education, effective July 2, 2019 all grade 10, 11 and 12 BAA courses are to align with revised Ministry requirements and be documented using the Ministry of Education's "BC Graduation Program Board/Authority Authorized (BAA) Course Form". As such, school districts are to:

- Ensure that newly developed Board/Authority Authorized Courses that take effect at the commencement of the 2019/20 school year are developed in alignment with revised Ministry requirements which, in part, mandate alignment with the "Know-Do-Understand" model and inclusion of "Aboriginal World Views and Perspectives" as set out in the new provincial curriculum;
- Revise current BAA courses which will continue to be offered to ensure alignment with Ministry of Education requirements;
- Identify and retire current BAA courses, given the flexibility offered within the new Ministry curriculum, or that no longer meet requirements.

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

- Advanced Basketball 11 (Attachment A)
- Advanced Basketball 12 (Attachment B)
- Advanced Soccer 12 (Attachment C)
- Transitions 12 (Attachment D)

RECOMMENDATION:

THAT the Board approve the following Board Authority/Authorized Courses effective the commencement of the 2021/22 school year:

- **Advanced Basketball 11**
- **Advanced Basketball 12**
- **Advanced Soccer 12**
- **Transitions 12**

Attachments

Advanced Basketball 11

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Kate MacLeod	Date Developed: May 28, 2019
School Name: Westview Secondary School	Principal's Name: Darren Rowell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Advanced Basketball	Grade Level of Course: Eleven
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Advanced Basketball 10 recommended

Special Training, Facilities or Equipment Required:

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

Course Synopsis:

This senior level course, as part of the Westview Basketball Academy, has been developed to support and encourage student-athletes to develop their individual sport skills, physical strength and conditioning, health and nutritional knowledge, coaching, team building and leadership skills, and goal setting and organizational skills within a basketball setting.

Goals and Rationale:

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

Goals:

Students will:

- *Develop a sense of their identity and the unique contributions that only they can make.
- *Develop short term and long term goals for playing and/or coaching basketball.
- *Apply the basic concepts and skill progression for basketball to their individual goals and plans.
- *Identify Fundamental Movement Skills as outlined in Canada Basketball's Long-Term Athlete Development plan.
- *Demonstrate the ability to interpret game situations, understand options and make decisions.
- *Demonstrate an understanding of basic sport psychology principles and techniques and apply them to their own individual program goals.
- *Participate in a variety of community building and growth activities with classmates/teammates.
- *Lead an on-court activity to demonstrate understanding of athletic / basketball skill progressions

Aboriginal Worldviews and Perspectives:

- *Advanced Basketball supports the development of self in support of connecting with others.
- *Leading involves learning from mentors as well as those we are meant to lead.
- *Learning is holistic, reflective, experiential and relational.

Declaration of Aboriginal Worldviews and Perspectives:

- *Community involvement and engagement
- *The power of story
- *Experiential learning
- *Leadership; the role of the teacher (leader or coach)
- *A positive learner-centered approach

BIG IDEAS**Personal Growth**

Learning is holistic, reflective, experiential and relational.

SMART goal-setting with a Growth Mindset.

Leadership

development is an ongoing process. Certifications allow us to contribute to the community.

Individual Skill Development

to develop highly skilled players and promote position-less basketball.

Health and Fitness

Learning ultimately supports the well-being of the self, the community and the spirit.

Conceptual Basketball

Knowledge provides opportunities for success in a variety of basketball environments.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Identify Fundamental Movement Skills</p> <p>Understand and Apply a Growth Mindset</p> <p>Technical Principles of Play</p> <ul style="list-style-type: none"> *understand and value the global player in position-less basketball *demonstrate the ability to shoot the basketball off a variety of cuts and catches *use a variety of dribbling techniques to navigate a game-like basketball environment *demonstrate the ability to pass the basketball *understand and value the concept of spacing in a basketball environment *demonstrate the ability to execute a variety of offensive rotations 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> -basic concepts presented in the National Coaching Certification Program's Theory – Learn to Train (L1) -skill progressions for the sport of basketball -concepts of repetitions, sets, resistance and exercises to design an individualized strength and conditioning program -specific power training principles and exercises for maximizing training for the sport of basketball -analyze fitness test data and apply fitness test results to adaptations in their individual programs -basketball specific athletic movement skills

<p>Personal Growth, Leadership and Community Involvement</p> <ul style="list-style-type: none"> *develop a sense of self so that students may understand their gifts and how they are important to the wellness of the world *develop individual goals and plans for playing and/or coaching basketball *develop goal-setting skills *develop self-regulation strategies for sports-related anxiety *develop focus and concentration *participate in leading an on-court basketball session, by leading warm-up or a skill development activity, in the Academy or in the community *develop organizational skills to maximize individual performance as an elite student-athlete 	<ul style="list-style-type: none"> -techniques for developing speed, agility and quickness as they apply to basketball -strategies for finding creative solutions when presented with problems in a dynamic basketball environment -phases of teaching decision-making -identify, read and defend a variety of screening situations -basic defensive basketball skills -offensive concepts, such as pressure release and penetration principles -defensive concepts, such as help and recover and defensive stance positioning -SMART goals -the value of circular discussions and developing a sense of belonging
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Big Ideas – Elaborations

- *Leadership qualities can be learned and are skill-based; leaders seek to maximize opportunities to achieve success
- *Growth mindset: When students have a growth mindset, they take on challenges and learn from them, increasing their abilities and achievement.
- *Learning involves patience and time.

Curricular Competencies – Elaborations

- fundamental movement skills: running, jumping, throwing, catching
- growth mindset: When students have a growth mindset, they take on challenges and learn from them, increasing their abilities and achievement
- technical skills: the motor programs necessary to complete a physical movement
- tactical skills: combining technical skill with reading the situation and decision-making
- continuous flow on offence – spacing and actions that are linked in a basketball environment
- position-less basketball: players are not limited to one particular position; increased skill set allows for flexibility of options
- objectives: setting goals and balancing winning, fun and development
- certifications: sample certifications include NCCP, Fundamental Movement Skills, Officials Training, First Aid

Content – Elaborations

- SMART goals: Specific, Measurable, Achievable, Relevant/ Realistic, Timely

Recommended Instructional Components:

- Experiential learning
- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Brainstorming
- Debriefing
- Peer Teaching
- Videos
- Reflective Writing
- Analysis
- Guest Speakers and Coaches

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**Evaluation and Assessment:**

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

Assessment Components:

Active Participation	25%
Personal and Social Responsibility	25%
*community involvement – leadership, mentorship and coaching	
Skill Assessment	35%
Knowledge /Theory	15%

Areas of assessment may include:

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

Learning Resources:

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

Advanced Basketball 12

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Kate MacLeod	Date Developed: December 19, 2020
School Name: Westview Secondary School	Principal's Name: Darren Rowell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Advanced Basketball	Grade Level of Course: Twelve
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Advanced Basketball 10 recommended

Special Training, Facilities or Equipment Required:

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

Course Synopsis:

This senior level course, as part of the Westview Basketball Academy, has been developed to support and encourage student-athletes to develop their individual sport skills, physical strength and conditioning, health and nutritional knowledge, coaching, team building and leadership skills, and goal setting and organizational skills within a basketball setting.

Goals and Rationale:

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

Goals:

Students will:

- *Develop a sense of their identity and the unique contributions that only they can make.
- *Develop short term and long term goals for playing and/or coaching basketball.
- *Apply the basic concepts and skill progression for basketball to their individual goals and plans.
- *Identify Fundamental Movement Skills as outlined in Canada Basketball's Long-Term Athlete Development plan.
- *Demonstrate the ability to interpret game situations, understand options and make decisions.
- *Demonstrate an understanding of basic sport psychology principles and techniques and apply them to their own individual program goals.
- *Participate in a variety of community building and growth activities with classmates/teammates.
- *Plan, organize and lead on-court sessions, within the Academy and/or the community
- *Demonstrate sound understanding of the rules and subtle nuances of the game by refereeing youth basketball at local elementary schools or in the community

Aboriginal Worldviews and Perspectives:

- *Advanced Basketball supports the development of self in support of connecting with others.
- *Leading involves learning from mentors as well as those we are meant to lead.
- *Learning is holistic, reflective, experiential and relational.

Declaration of Aboriginal Worldviews and Perspectives:

- *Community involvement and engagement
- *The power of story
- *Experiential learning
- *Leadership; the role of the teacher (leader or coach)
- *A positive learner-centered approach

BIG IDEAS**Personal Growth**

Learning is holistic, reflective, experiential and relational.

SMART goal-setting with a Growth Mindset helps us understand our strengths and weaknesses.

Leadership

development is an ongoing process. Certifications allow us to contribute to the community.

Opportunities to lead develop confidence and sense of self.

Individual Skill Development

to develop highly skilled players and promote position-less basketball.

Health and Fitness

Learning ultimately supports the well-being of the self, the community and the spirit.

Healthy choices influence our physical, emotional and mental well-being.

Conceptual Basketball

Knowledge provides opportunities for success in a variety of basketball environments.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Identify Fundamental Movement Skills</p> <p>Understand and Apply a Growth Mindset</p> <p>Technical Principles of Play</p> <ul style="list-style-type: none"> *understand and value the global player in position-less basketball *demonstrate the ability to shoot the basketball off a variety of cuts and catches *use a variety of dribbling techniques to navigate a game-like basketball environment *demonstrate the ability to pass the basketball effectively and creatively in a variety of game situations *understand and value the concept of spacing in a basketball environment *demonstrate the ability to execute a variety of offensive rotations 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> -basic concepts presented in the National Coaching Certification Program's Theory – Learn to Train (L1) -skill progressions for the sport of basketball -concepts of repetitions, sets, resistance and exercises to design an individualized strength and conditioning program -specific power training principles and exercises for maximizing training for the sport of basketball -analyze fitness test data and apply fitness test results to adaptations in their individual programs -basketball specific athletic movement skills

<p>Personal Growth, Leadership and Community Involvement</p> <ul style="list-style-type: none"> *develop a sense of self so that students may understand their unique gifts and how they are important to the wellness of the world *develop leadership skills to be a part of the creation of an environment where there is a strong sense of belonging and connection *develop individual goals and plans for playing and/or coaching basketball *develop goal-setting skills *develop self-regulation strategies for sports-related anxiety *develop focus and concentration *develop organizational skills to maximize individual performance as an elite student-athlete *plan, organize and lead an on-court basketball practice session *design a coaching manual that includes strength training, conditioning, skill development, nutrition and psychology as they apply to basketball 	<ul style="list-style-type: none"> -techniques for developing speed, agility and quickness as they apply to basketball -strategies for finding creative solutions when presented with problems in a dynamic basketball environment -phases of teaching decision-making -principles of play, including actions and reactions -identify, read and defend a variety of screening situations -basic defensive basketball skills -offensive concepts, such as pressure release and penetration principles -defensive concepts, such as help and recover and defensive stance positioning -coaching philosophies -coaching methodology -developing appropriate coaching concepts for age / stage -whole-part-whole method of instruction -leadership techniques to encourage inclusion and participation -forms of effective communication -the value of circular discussions and developing a sense of belonging
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	<ul style="list-style-type: none">-goal-setting and time management-official rules and regulations for FIBA, BC high school and SD42 elementary school basketball-ensuring safety – physical environment, social-emotional needs of athletes, participant, coach, and spectator behaviour-Basic First Aid, including concussion management
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Big Ideas – Elaborations

*Growth mindset: When students have a growth mindset, they take on challenges and learn from them, increasing their abilities and achievement.

*The Academy is an ideal setting for self-discovery. Student-athletes discover their strengths and weaknesses in a safe environment in which they are encouraged to take risks.

*Leadership qualities can be learned and are skill-based; leaders seek to maximize opportunities to achieve success.

*Understanding positive coaching and leadership practices can lead to improving performance on and off the court.

*Through basketball, the student-athlete develops a positive sense of self. This allows for positive contributions to the larger basketball community.

*Learning involves patience and time.

*The Academy environment requires student-athletes to work hard and persevere. Consistent training and dedication results in measurable growth, improved performance and increased self-confidence.

Curricular Competencies – Elaborations

-fundamental movement skills: running, jumping, throwing, catching

-growth mindset: When students have a growth mindset, they take on challenges and learn from them, increasing their abilities and achievement

-technical skills: the motor programs necessary to complete a physical movement

-tactical skills: combining technical skill with reading the situation and decision-making

-continuous flow on offence – spacing and actions that are linked in a basketball environment

-position-less basketball: players are not limited to one particular position; increased skill set allows for flexibility of options

-objectives: setting goals and balancing winning, fun and development

-certifications: sample certifications include NCCP, Fundamental Movement Skills, Officials Training, First Aid

Content – Elaborations

Basketball-specific athletic movement skills: run, jump, bound, hop, skip, lateral shift, plant and push, balance, land – two-foot stop / one-two stop

Creative solutions: variety of passing skills with one hand or two hands; use of fakes; varied finishing solutions

Decision-making: reads based on defenders and teammates in a dynamic, fast-paced environment

Principles of Play: motion principles, penetration principles, screening reads and actions, defensive responsibilities and rotations

Coaching Philosophy: how and why do coaches choose to lead and teach athletes with a particular goal in mind; Process- vs. Outcome-based learning

Coaching Methodology: a coach targets development areas and manages a goal-oriented process while supporting individual players and the team in a competitive environment

Concepts of coaching: coaching styles, coaching character, holistic and child-centered approach, communication, pre- / during / post-game approaches, skills and team strategies

Age / Stage: guidelines for the appropriate skills, activities and approach, based on the age and developmental stage of the athlete (LTAD model)

Whole-Part-Whole: teaching method which teaches the whole skill or concept, then breaks it down in to smaller, focused parts, followed by a return to the bigger picture when the small parts have been developed and improved

Leadership: ability to lead, guide and serve others, while developing, creating and sustaining values that lead to a strong and healthy community

Communication: discover the most effective way to express oneself in varied situations in order to motivate, encourage and bring like-minded individuals together for the purpose of achieving a common goal

Goal-setting: developing a vision and plan in order to pursue and achieve success

SMART goals: Specific, Measurable, Achievable, Relevant/ Realistic, Timely

FIBA: International Basketball Federation

Recommended Instructional Components:

- Experiential learning
- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Brainstorming
- Debriefing
- Peer Teaching
- Videos
- Reflective Writing
- Analysis
- Guest Speakers and Coaches

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**Evaluation and Assessment:**

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

Assessment Components:

Active Participation	25%
Personal and Social Responsibility	25%
*community involvement – leadership, mentorship and coaching	
Skill Assessment	25%
Knowledge /Theory	25%

Areas of assessment may include:

- Observation of proficiency in executing skills, exercises, and techniques applied to the sport of basketball
- Observation of proficiency in presenting skills, and drills in a coaching setting as they apply to the sport of basketball
- Student self-assessment about executing and presenting skills applied to the sport of basketball
- Student peer assessment with regard to executing and presenting skills applied to the sport of basketball

- Ability to analyze and explain current information regarding coaching and skill development in basketball
- Presentation of coaching principles and theory in a basketball setting
- Submission of a basketball specific coaching manual

Learning Resources:

- Canadian Sport for Life
- Canada Basketball Long Term Athlete Development
- National Coaching Certification Program
- Basketball BC High Performance Staff and resources
- FIBA (International Basketball Federation)
- John Wooden's Pyramid of Success
- Greg Bell's Water the Bamboo
- Active for Life's Growth Mindset
- Jon Gordon's motivational materials
- Changing the Game project
- a variety of applicable videos, podcasts, Ted Talks and motivational materials

Advanced Soccer 12

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Mr. Dennis Schmidt	Date Developed: January 20, 2021
School Name: Westview Secondary School	Principal's Name: Darren Rowell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Advanced Soccer 12	Grade Level of Course: 12
Number of Course Credits: 4 Credits	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Advanced Soccer

Special Training, Facilities or Equipment Required:

Qualified Teacher: Bachelor of Physical Education; certified coach at minimum Provincial B; actively coaching. Access to all – weather turf field, gymnasium and fitness facilities is necessary. Essential equipment includes balls, cones nets, pinnies, portable goals, hurdles, agility sticks, rings, parachutes, rebounders, mini goals, mats, tents, and other training equipment.

Course Synopsis:

The intent of the Soccer course is to ignite a desire and passion in a student/athlete to strive for excellence, while reaching and celebrating their true soccer potential. The program has been developed to support and encourage the student/athlete to explore personal abilities in a soccer academy environment. This program is designed to provide the student/athlete the platform to develop useful and interactive skills that promote meaningful interaction of inclusion and teamwork. This course provides students the opportunity to look beyond the field and discover the evolution of a global soccer culture. The origins of the game, athletic training, coaching, management, and branding. Ultimately, the purpose of the Soccer Academy course is to create a learning environment where a student/athlete can become more self-aware of their own athletic, social and academic abilities.

Goals and Rationale:

Cultural trends are challenging students to think independently of others. Therefore, they require the skills and strength to navigate through life that is becoming more complex. These external pressures are unfamiliar to students as culture expects them to make choices without the tools to do so. Therefore, the academy not only provides student/athletes the opportunity to develop individual soccer skills, but more importantly the opportunity to develop, and maintain life skills that crossover into all facets of life.

Often the competitive stresses associated with soccer mirror students daily experiencing that help mold their personality and character that will equip them to handle life's unexpected challenges. Furthermore, the fluidity of soccer challenges athletes to continually process and react to a changing competitive landscape. As in life, perfection is unattainable in sports, yet athletics teaches students to pursue excellence in the midst of failure. Mental and physical strength are components of all living beings and sports will always lead and guide student/athletes to overcome the hurdles that stand before them.

In essence, the Soccer Academy at Westview is an opportunity to develop a sense of self, as student/athletes successfully participate in many soccer related activities. Further, the students participating in the program will hopefully become active participants in their soccer communities as players, coaches, mentors and referees. Finally, the extension of participating in the academy is for students to actively take on new challenges on and off the field. Although perfection is unattainable, the legacy of Westview's Soccer Academy is to create a program that develops a student/athletes' character to have the courage to pursue their dreams.

Aboriginal Worldviews and Perspectives:

Personal Identity: The academy is a perfect setting for self-discovery. Athletes discover their strengths and weakness under varied settings of stress and levels of competition. The soccer field leaves no questions unanswered and only leaves athletes with the opportunity to respond to the challenges that ultimately add to the process of becoming.

Well-Being: Through soccer the athlete develops a positive perspective of self. This births an inner courage, which propels an athlete to become a positive contributor to a larger community of many competitors.

Connectedness: Athletes who find themselves on a team have created the opportunity to relate to others in mild and overly competitive settings. It is this learned behavior of existing and functioning in a team setting that creates a bond between athletes.

Consequences of our Actions: The sport of soccer gives the athlete a perfect picture into the relationship of cause and effect. If I lean back while kicking the ball, it will travel high in the air to my intended target. This life skill is invaluable when thinking of an athletes life experiences outside of soccer. If I persevere and master the art of studying, I will be successful in my studies.

Patience and time: The athletic environment in the Soccer Academy requires athletes to work hard and persevere. Consistent training and attention to detail is ultimately what produces good performances.

BIG IDEAS

Understanding our strengths and weaknesses, limitations and personal preferences help us better plan and achieve our soccer goals.

Healthy choices influence, and are influenced by our physical, emotional, soulful and mental well-being

Safely participating in soccer activities and avoiding injury can sustain lifelong physical activity

Learning and Implementing principles of training helps us better develop and improve our soccer IQ

Understanding positive coaching and leadership practices can lead to improving soccer performance on and off the field.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><i>Technical Skill Development</i></p> <ul style="list-style-type: none"> • <i>Apply the principles of mechanics to improve performance in individual skills</i> • <i>Select, plan and participate in activity-specific motor skills on the field</i> • <i>Demonstrate a personal functional level of competence in a selection of activity-specific motor skills</i> • <i>Apply understanding of body mechanics to improve their performance</i> • <i>Apply the principles of mechanics to improve performance in numerous competitive settings</i> <p><i>Fitness, Conditioning, and Nutrition</i></p> <ul style="list-style-type: none"> • <i>Plan, assess and maintain personal fitness, using the principles of training</i> • <i>Demonstrate a commitment to active living as an important part of lifestyle</i> • <i>Set, modify and evaluate goals to develop personal fitness</i> • <i>Demonstrate a personal functional level of physical fitness</i> • <i>Design and implement plans for balanced, healthy living including nutrition and exercise</i> 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Personal sport philosophy and the importance of judgements in sport and team objectives • Different types of diversity in athletes, and sports • Basic musculoskeletal anatomy and physiology as it relates to sport • The signs and symptoms of common sports injuries • The treatment and care of ACL injuries and concussions • Concepts of coaching specific to gender and age group • Physical training specifics • Building Blocks of Training • Principles of Training • Principles of Play • Systems of Play/Dynamic Systems • Coaching Philosophies • Different leadership techniques to encourage inclusion and participation • Cultural History of Soccer • Laws of the Game • John Wooden's Pyramid of Success

- *Analyze and explain the effects that nutrition, fitness and physical activity have on the body systems before, during and after activity*
- *Design and implement a training program for a specific age group*

Community Coaching/Volunteer

- *Demonstrate knowledge of growth and development of young soccer players*
- *Demonstrate knowledge and understanding of morality and ethics in the realm of competition, performance and coaching*
- *Plan, modify and evaluate a session that would incorporate skill development for young and old players*
- *Design and implement coaching plans for training sessions that apply the principles of training and play*
- *Design, Develop and Modify a seasonal training program/plan*

Psycho-Social

- *Implement social interest strategies to appropriately behave with others*
- *Apply leadership skills related to soccer activities*
- *Apply etiquette and fair play in a variety of settings and roles*
- *Construct a Personal Athletic Profile*

- *Goal setting and Time Management*
- *Application of Sport Psychology in Sports*
- *Application of Nutritional and Dietary practices*
- *Collection and Interpretation of Game Analysis Data*
- *Five Stages Model of Development*
- *Connections between sport and culture*
- *Basic First Aid*
- *Communication methods and when to apply different forms effectively/Communication Channels*
- *Game Science*
- *Performance Science*
- *Systems of the Body: Cardiovascular/circulatory, digestive, respiratory, nervous*
- *Paralympics, Special Olympics*
- *Coaching Methodology: Game, Training*
- *Evolution of Play: Periodization, Tactical Culture, Tapering into Competition*
- *The value of Mottos, Slogans in sports*
- *The impact and influence the media has on the direction of amateur and professional sports.*

Big Ideas – Elaborations

- Intelligence (IQ): Understanding the development and evolution of soccer in regard to History and Health Science (training, nutrition and psycho-social) aspects of the game
- Academy Philosophy: To create, develop, maintain and foster an environment/setting that provides an athlete the opportunity to achieve their potential
- Positive Coaching/Leadership: Adaptable, self-aware and relatable
- Leadership: qualities can be learned and are skill based; leaders seek to provide players with maximum opportunities to achieve success.
- Methodology: Educate vs Advising – maximizing their experiences in pursuing their potential/optimal performance
- Methodology: Identify – Develop - Promote

Curricular Competencies – Elaborations

Mechanics: ability to apply movements to perform an action successfully in multiple settings with varied level of game like stresses.

Activity Specific: ability to Identify, Process and Act appropriately in numerous competitive settings.

Social Interest: moving together towards a common goal, while balancing the needs of the individual with the needs of the group

Personal Fitness: the ability to perform an anaerobic and/or aerobic activity successfully for a duration of time.

Ethical Decisions: weighing out the wrongs and rights, pluses and minuses of any given decision.

Etiquette: Properly learned behaviors for many given circumstances.

Principles of Training: acronym "FIT" stands for Frequency, Intensity, Time

Principles of Training: Specificity, Overload, Recovery, Variation, Progression, Volume

Content – Elaborations

Concepts of coaching: coaching styles, coaching character, holistic and child centered approach, communication, pre, during, and postgame approaches, skills and team tactics

Anatomy and physiology: major bones, muscles, connective tissue, joints, and the basic functions of these features.

Physical training basics: energy fitness, muscular fitness, periodization, fatigue, and seasonal training.

Culture: traditions and customs that have been and are still embraced and acted upon by people of similar heritage.

Leadership: ability to lead, guide and serve others, while developing, creating and sustaining values that lead to a strong and healthy community

Principles of Play: attack (penetration, support, width, mobility, improvisation), Defense (delay, depth, concentration, balance, discipline)

Systems of Play: 4-4-2, 3-5-2, 4-3-3, 4-4-2 Diamond, 3-2-3-2, 5-3-2, 4-5-1

Communication: discover the effective way to express oneself to motivate, encourage and bring similar minded people together for the sole reason of achieving a common goal.

Connection: Recognize and identify the reality of how soccer brings life to many cultures around the world.

Diversity: recognizing the differences and qualities of each other, to better understand and prepare for competition.

Pyramid of Success: foundational pillars to be successful in life. Ex. Industrious, poise, integrity, competitive greatness.

Goal Setting: developing a vision and list that motivates athletes to pursue and achieve success.

Game Analysis: reviewing a game to identify strengths and/or weaknesses of a particular team performance.

Sport Psychology: Visualization techniques; imagery - relive your best performances; stress reduction techniques.

Personal Sport Philosophies: How and why do I participate and compete in sport?

Coaching Philosophies: How and why do coaches choose to lead and teach athletes with a particular goal in mind. Process or Outcome based learning.

Evolution of Play: A more Dynamic and Progressive view of athletics has brought together the most recent advances of applying social and medical science to improving athletic performance among amateur and professional athletes. Sophistication of Sports.

Systems of the Human Body: discover how to attain, maintain and maximize our personal performance and well-being through the study of the circulatory, digestive, muscular, nervous and skeletal systems.

Coaching Methodology: Is determined by whether one believes the player creates the game or the game creates the player. Game play methodology is a more organic approach vs more structured/deliberate approaches to team and player development.

Game Science: Application of the technical and tactical abilities of athletes.

Performance Science: Application of the physical and psycho-social state of athletes.

Paralympics and Special Olympics: Sports has always covered a broad spectrum of people and this unique community has redefined the term athletics. Students will reflect and learn about becoming a more inclusive and supportive person in this global community.

Recommended Instructional Components:

- Direct Instruction
 - Demonstrations
 - Modeling
 - Game simulations/scrimmages
 - Unopposed/Opposed activities
- Small Sided Games
Student/Athlete Directed Learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Fitness/Conditioning Evaluation (20-40 yard dash, 12 min. run; Arrowhead and Illinois Agility test; Nike Beep Test; resistance/strength movements)
- Performance on the Field/Skills (field observations, rubrics/criteria used to assess performance) self-evaluations
- Performance in the Classroom/Theory (written and oral quizzes: presentations, assignments), class/group discussions
- Citizenship/Participation: self-reflection, activity completion, proper attire/gear, proper conduct

Learning Resources:

- Jay Martin (Ed.) Soccer Coaching Excellence, National Soccer Coaches Association of America
- Joh Wooden Pyramid of Success – Wooden on Leadership: <http://www.coachwooden.com>
- Stephen R. Roghoobarsingh, M.A., The New Game Plan – Using Sports to Raise Happy, Healthy, and Successful Kids
- Laws of the Game 2019-20 – Canadian Soccer Association: <https://www.canadasoccer.com/fifa-laws-of-the-game-s15089>
- National Soccer Coaches Association of America: <http://ww2.nscaa.com>
- www.all-soccer-info.com
- www.soccer-training-info.com
- www.bcsoccer.net
- National Soccer Coaches Association of America – Soccer Coaching Curriculum for 12-18 year old players Volume 1&2
- Dr. Bob Rotella. "How Champions Think." In Sports and in Life
- Dave.clarke@soccercoachweekly.net
- Unitedsoccercoaches.org/Soccer Journal Issues

Additional Information:

David Epstein. "The Sports Gene." Inside The Science of Extraordinary Athletic Performance.

Bram Swinnen. "Strength Training For Soccer".

George Mumford. "The Mindful Athlete". Secrets To Pure Performance.

Po Bronson & Ashley Merryman. "Top Dog". The Science of Winning and Losing

Ronald Reng. "A Life Too Short." The Tragedy of Robert Enke.



Transitions 12

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number): SD42
Developed by: Demetra Kotsalis	Date Developed: December 2020
School Name: Learning Services	Principal's Name: Michael Scarcella
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Transitions 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 90-120

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required:

- Teachers of this course will need to meet SD42's requirements for all support teachers.
- Special Education training and/or experience with a focus on functional academics and life skills is beneficial

Course Synopsis:

This course is an opportunity for students to develop life skills specific to making a successful transition to adulthood. The skills focus on connections to self, connections to others, and connections to the community. These areas lead into the development of a transition plan and vision that is student centered and will guide both the student and the supporting network post-graduation.

Goals and Rationale: Students with intellectual disabilities and diverse needs leave high school with varying levels of independence and support networks. For these young adults, the government system is complex and there are many new rules, regulations, and agencies that families have to manage - this is both an exciting and difficult time.

The primary goal of Transitions 12 is to support students with the development of relevant life skills and a concrete plan needed to transition to adulthood and community-based supports successfully. Ultimately, we want students to graduate with a strong transition plan in place that identifies their needs and honours their individualized vision for a fulfilling and meaningful adulthood. Inclusion means that individuals with diverse abilities have the opportunity to both engage and be valued for their contributions to the community. The purpose of this course is to build on their strengths and empower students so that they are able to engage as youth and young adults.

Transitions 12 is primarily targeted to students with Intellectual Disabilities on an Evergreen Graduation Program and those participating in grade 13 at their home school. This course may take 2 years to complete and would be individualized based on student abilities, stretches, and strengths. It would complement the existing individualized programming, case management, and IEP support.

Aboriginal Worldviews and Perspectives:

Transitions 12 takes a learner centered approach that focuses on student strengths and what the student 'can' do while also encouraging community connections. This course will incorporate the following aspects of the Declaration of First Peoples Principles of Learning:

- Learning is reflective, reflexive, holistic, experiential and relational (focused on connectedness, on reciprocal relationships and place)
- Learning is embedded in memory, history and story
- Learning involves patience and time
- Learning involves exploration of one's identity

BIG IDEAS

ALL individuals have the right to lead a fulsome and fulfilling life and make meaningful contributions to the community.

Collaboration between an individual and their home, school and community-based teams can lead to a successful transition to adulthood.

Reflecting on personal identity, preferences and skills can lead to purposeful social, educational, and career-based life choices.

Life-skills are unique to the individual and can be developed and supported according to individual needs.

Healthy relationships and meaningful social interactions are important for all individuals.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following with support:</i></p> <p>Future Planning:</p> <ul style="list-style-type: none"> • <i>Develop personal goals in the following areas: personal/social, educational and work based goals for adulthood.</i> • <i>Identify the steps needed to achieve goals</i> • <i>Understand the resources available to support achievement of the goals</i> • <i>Engage in 'essential lifestyle' planning: services and supports needed to maintain health and safety</i> • <i>Engage in vision planning for adulthood – what do you want to do, where do want to be, what do you want it to look like/sound like/feel like – lifestyle planning</i> • <i>Understand the concept of 'quality of life' (as per Dr. Schalock) in the following areas: Independence, social participation, and well-being</i> 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • <i>Transition team</i> • <i>Support Network - where to access 'help' in various aspects of their life</i> • <i>What community-based resources are available post-graduation</i> • <i>Independent life skills and supported life skills</i> • <i>Goal setting strategies</i> • <i>Vision Planning</i>

Personal Awareness and Self-advocacy:

- *Reflect on personal preferences, strengths, stretches and areas of interest*
- *Understand personal rights and how to identify when something is 'not ok'*
- *Identify support options and how to access support*
- *Explore effective communication practices that lead to positive relationships*
- *Problem solve social situations and how to interact with others in various environments*
- *Identify physical, social, emotional needs and strategic responses*

Healthy Relationships:

- *Practice communicating with a variety of people in a variety of settings*
- *Reflect on the types of existing relationships they have, and future relationships they want*
- *Explore the concept of safety (physical/emotional) for self and others*
- *Identify the actions and skills that lead to healthy relationships*
- *Identify rights and responsibilities related to relationships and sex*
- *Develop Body Awareness by identifying body parts and their function*

Education and Employment:

- *Identify areas of interest and passion and reflect on how these can be part of adulthood and future lifestyle*
- *Explore education options that are relevant to areas of interest, ability, and local availability*
- *Explore future employment options relevant to areas of interest, strengths, local availability*
- *Create supporting documentation to pursue education and employment opportunities*
- *Recognize the differences between public and private expectations around hygiene, attire, communication, behavior*

-
- *All about Me:*
 - *preferences, dislikes, strengths, stretches*
 - *things that make me feel good/bad*
 - *physical appearance*
 - *feelings and how to manage them*
 - *Body Language and social cues*
 - *Talking skills*
 - *Assertiveness:*
 - *What do you need*
 - *Speaking up*
 - *How and when to ask for help*
 - *Decision making*
 - *Problem Solving*

-
- *Different types of relationships (professional, personal, intimate)*
 - *Criteria for healthy relationships*
 - *Personal Safety – emotional and physical*
 - *Personal and social boundaries*
 - *Public vs Private*
 - *Self-care and Puberty*
 - *Anatomy and Physiology*
 - *Safer sex*
 - *Sex and the Law*

-
- *Career research*
 - *Education research*
 - *Criteria for positive professional relationships*
 - *safety hazards and rules at school, at home, and in the community*
 - *Goal setting*
 - *Toolkit*

Big Ideas – Elaborations

The big ideas are rooted in the premise that inclusion of individuals with special needs and diverse abilities is a basic human right that needs to be supported.

Curricular Competencies – Elaborations

Future Planning: As students approach adulthood and prepare to transition from school based to community-based supports, it is important that a strong transition plan is in place. Planning could take place around future living arrangements, education and employment, finances, community, and social involvement. Person centered planning is a partnership that involves the individual, their family, their school team, and their medical, government, and community supports. The focus of transition planning is to create an individual vision for the future and prepare the student for these new opportunities with the skills, resources, and supports in place to help them achieve their goals. This is a dynamic and collaborative process that can begin before this course under the guidance of the school-based case manager, parents/guardians, and community support team. Life skills and learning opportunities explored in this course would both inform and complement this competency.

Personal Awareness and Self-advocacy: Having a clear perception of one's strengths, interests, abilities, and stretches allows individuals to make like choices that are both realistic and lead to a fulfilled and satisfying lifestyle. An individual's capacity to advocate for their own needs in order to fully engage with their community and attain personal goals. Focus on developing independence by supporting students to assert their own interests, desires, needs, rights and preferences in personal, social, professional, and educational settings.

Healthy Relationships: Healthy relationships depend on self-awareness, communication skills (including problem solving) and social skills. Initiating, developing, and/or maintaining social or intimate relationships is often a challenge for individuals with intellectual disabilities, yet an important part of a healthy lifestyle. Provide opportunities for youth to develop the knowledge and skills to engage in mutually respectful, diverse and safe relationships in all aspects of their lives (social, professional, personal). Focus on communication skills, problem solving, rights and responsibilities, body science, sexual health and awareness, personal safety.

Education and Employment: Identifying individuals' skills, abilities and interests leads to the exploration of suitable (and satisfying) educational and employment opportunities that may be available in adulthood. Providing opportunities for students to learn, observe, and participate in work experience is vital to developing life skills and is integral to the 'future planning' process. A variety of educational and work opportunities exist for adults with diverse abilities and the focus would be on identifying areas of interests, identifying the opportunities available, and ensuring necessary supports are in place to allow for meaningful engagement based on the individual's needs and abilities. Many students will participate in the district WEX program simultaneously.

Recommended Instructional Components:

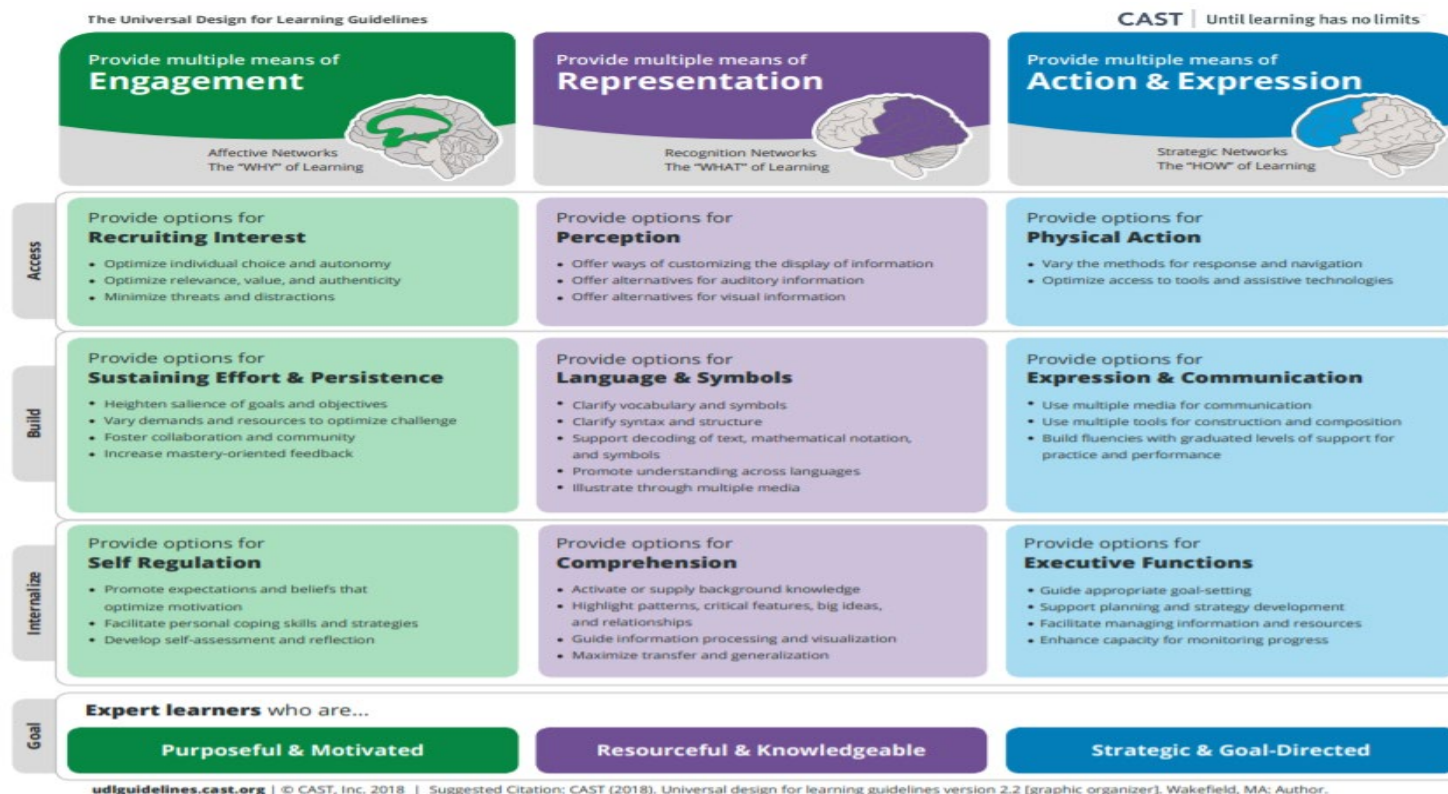
Students taking this course are engaged in a **modified educational program**, thus the instructional strategies must focus on creating **access** to the curriculum based on the **individual abilities** of the students.

UDL practices will be central to the instructional framework - providing multiple means of engagement, representation, expression so that all students are able to engage at their ability level. The focus will be on creating access points, building skills, and internalizing learning through action. A variety of visuals and modes of instruction/technology will need to be in place. Age appropriate resources that are accessible will be important to find and create. Focus on growth mindset and student progression of skills and expression.

- Direct instruction focused on skill building: Introduce, role model, role play, practice, repeat.
- Errorless learning
- Diverse learning activities such as: Games, reflective writing, reflective drawing, conferencing, role play, discussions, use of songs and stories

Instructional Resources:

- Rick Wormeli, *Fair Isn't Always Equal* (2nd edition); *Differentiation*
- Jennifer Katz, *Teaching to Diversity*. See also: <https://www.threeblockmodel.com/rti--udl.html>
- Jennifer Katz, *Ensouling our Schools*
- William N. Bender, *Differentiating Instruction for Students with Learning Disabilities*
- CAST.org <http://udlguidelines.cast.org/>



Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Use of the proficiency scale to assess based on an individual's ability and IEP, focus on growth and development based on individual starting point

Portfolio reflection and assessment: Focus on triangulation for assessment: observation, product, conversation

Single point rubric

Summative assessment: final transition plan/ future vision

Learning Resources:**Future Planning and Life Skills:**

- Transition Planning for Youth with Special Needs, A community support guide. MCFD
- SD42 Transitions handbook
- Self Determination Curriculum, CBI Consultants
- Belonging to One Another: Building Personal Support Networks, CLBC
- PATH and MAPS training

Personal Awareness and Self Advocacy:

- Talkabout for Teenagers, Developing Social and Emotional Communication Skills, A. Kelly
- Talkabout for Adults, Developing Self Awareness and Self Esteem, A. Kelly
- Social Skills – Developing Effective Interpersonal Communication, A. Kelly
- Social Thinking resources by Michelle Garcia Winner

Healthy Relationships

- Talkabout Sex & Relationships 1 and 2, A Sex Education Program, by A. Kelly and E. Dennis
- Sexuality for all Abilities, by Madhatter Wellness
- Healthy Relationships Curriculum, SHIFT Education

Education and Employment:

- Talkabout Transitions from Education to Employment, by A. Kelly
- Work Experience Program Guide, BC Ministry of Education (for reference)

***All book resources mentioned are available from Learning Services, SD42**

Additional Teaching resources and Instructional Support available from: **Provincial Inclusion Outreach Program (PIOP), POPARD, POPFASD**



ITEM 7

To: **Board of Education**

From: Superintendent
Harry Dhillon

Re: **SUPERINTENDENT'S UPDATE**

Date: February 17, 2021
(Public Board Meeting)

Information

RECOMMENDATION:

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

**ITEM 8**

To: **Board of Education**

From: Secretary Treasurer
Flavia Coughlan
Assistant Secretary Treasurer
Monica Schulte

Re: **ENROLMENT PROJECTIONS**

Date: February 17, 2021
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

Every year, the Ministry of Education requests that school districts provide a three-year enrolment projection for the purposes of projecting operating grant requirements. The Enrolment Projections Committee has prepared and will submit to the Ministry of Education the attached enrolment projections for the years 2021/22, 2022/23 and 2023/24 (Attachment A).

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

- enrolment projections from the Baragar system;
- five-year average (grade-to-grade) transition rates; and
- local knowledge of recent and historical enrolment trends.

The enrolment estimates include an adjustment for grades 10 to 12 where we estimated that the student full time equivalent (FTE) enrolment will exceed the estimated student headcount enrolment at the same rate as realized in 2020/21. The funding unit for grades 10 to 12 is full time equivalent student enrolment defined as a student enrolled in eight courses.

SUMMER LEARNING – JULY ENROLMENT COUNT

In 2021/22, Summer Learning grades 1-7 enrolment is projected to increase by 197 courses (from 334 to 531) and another 197 courses in 2022/23 (from 531 to 728) and then remain stable at 728 courses for 2023/24 and 2024/25. Summer Learning grades 8-9 enrolment is projected remain unchanged from 2021/22 to 2024/25 at 152 courses. In 2021/22, Summer Learning grades 10-12 enrolment is projected to increase by 29 courses (from 459 courses to 488 courses) and another 29 courses in 2022/23 (from 488 courses to 517 courses) and then remain stable at 517 courses for 2023/24 and 2024/25.

SEPTEMBER ENROLMENT COUNT

For 2021/22 it is estimated that the regular school age full time equivalent (FTE) student enrolment will increase by 328.25 FTE (from 14,733.75 FTE in 2020/21 to 15,062 FTE in 2020/21). 2022/23 enrolment is projected to increase by 194 FTE to 15,256 FTE, 2023/24 enrolment is projected to increase by 331 FTE to 15,587 FTE, and 2024/25 enrolment is projected to increase by 160 FTE to 15,747 FTE.

Continuing Education school age enrolment is projected to remain unchanged at 1.125 FTE from 2021/22 to 2024/25.

For 2021/22, alternate schools enrolment is projected to decrease by 8 FTE to 240 FTE and to remain at this level from 2022/23 and 2024/25.

Distributed Learning school age enrolment is projected to increase by 6.9625 FTE to 32.775 FTE and to remain at this level from 2022/23 to 2024/25.

For students with special needs, Level 1 enrolment is projected to decrease by 1 FTE (14 FTE) then increase back to 15 FTE in 2022/23 and remain unchanged for 2023/24 and 2024/25. Level 2 enrolment is projected to increase by 41 FTE in 2021/22 (to 836 FTE), 65 FTE in 2022/23 (to 901 FTE), 75 FTE in 2023/24 (to 976 FTE) and 76 FTE in 2024/25 (to 1,052 FTE). Level 3 enrolment is projected to increase by 13 FTE in 2021/22 (to 316 FTE), 25 FTE in 2022/23 (to 341 FTE), 30 FTE in 2023/24 (to 371 FTE), and 30 FTE in 2024/25 (to 401 FTE).

In 2021/22 English Language Learners enrolment is projected to increase by 47 students to 858 FTE, stay unchanged for 2022/23 and then increase by 27 FTE in 2023/24 to 885 FTE, and by 31 FTE in 2024/25 to 916 FTE.

Indigenous learners are projected to increase by 14 FTE in 2021/22 to 1,328 FTE, 13 FTE in 2022/23 to 1,341 FTE, 13 FTE in 2023/24 to 1,354 FTE, and 14 FTE in 2024/25 to 1,368 FTE.

Non-graduated adult learners are projected to increase by 11.65 FTE in 2021/22 to 18.025 FTE and then remain unchanged from 2022/23 to 2024/25.

FEBRUARY AND MAY ENROLMENT COUNTS

While February and May enrolment counts are difficult to predict at this time, it is projected that Continuing Education will decrease from 2020/21 enrolment while Distributed Learning is projected to increase slightly. Level 2 enrolment is projected to grow by 20 FTE in 2021/22 and 25 FTE in 2022/23, 2023/24 and 2024/25 while Level 3 enrollment growth is projected to remain at 5 FTE for 2021/22 to 2024/25.

OTHER ENROLMENT PROJECTIONS

Not included in the attached submissions are the projections for Graduated Adults enrolment which is estimated to decline by 1.875 FTE to 100.375 FTE in 2021/22 and remain unchanged over the next three years. Also, while International Education enrolment estimates are not included in the submission, these are projected to be 355 FTE for 2021/22, 410 FTE for 2022/23, 490 FTE for 2023/24. International Education enrolment is projected to return to the 2019/20 level of 540 FTE in 2024/25.

These enrolment projections will form the base for the Ministry of Education estimated Operating Grants for 2021/22 which will be announced no later than March 15, 2021. Also, staff will be using these projections in the building of the 2021/22 Preliminary Operating Budget.

RECOMMENDATION:

THAT the Board receive the Enrolment Projections report, for information.

Attachment

Estimated Ministry of Education Funded Enrolments for 2021/22, 2022/23, 2023/24, 2024/25

		Estimated Enrolment						
	2020/21 Interim	2021/22		2022/23		2023/24		2024/25
	Base	District	Ministry*	District	Ministry*	District	Ministry*	District
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	334	531	334	728	334	728	334	728
Summer Learning: Grades 8-9 Course Enrolment	152	152	152	152	152	152	152	152
Summer Learning: Grades 10-12 Course Enrolment	459	488	459	517	459	517	459	517
Grade 8 & 9 Cross-Enrolment Courses	0	0	0	0	0	0	0	0
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	14,733.7500	15,062.0000	14,975.2706	15,256.0000	15,178.0286	15,587.0000	15,400.6649	15,747.0000
Continuing Education FTE (School-Age)	1.1250	1.1250	1.1250	1.1250	1.1250	1.1250	1.1250	1.1250
Alternate Schools FTE (School-Age)	248	240	248	240	248	240	248	240
Distributed Learning FTE (School-Age)	25.8125	32.7750	25.8125	32.7750	25.8125	32.7750	25.8125	32.7750
Total Estimated School-Age Enrolment	15,008.6875	15,335.9000	15,250.2081	15,529.9000	15,452.9661	15,860.9000	15,675.6024	16,020.9000
Change from Previous Year		327.2125	241.5206	194.0000	202.7580	331.0000	222.6363	345.2976
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	15	14	15	15	15	15	15	15
Level 2 Special Needs FTE	795	836	871	901	954	976	1,045	1,052
Level 3 Special Needs FTE	303	316	334	341	368	371	406	401
English Language Learning FTE	811	858	942	858	1,095	885	1,272	916
Indigenous Education FTE	1,314	1,328	1,346	1,341	1,379	1,354	1,413	1,368
Adult Education FTE (Non-Graduates only)	6.3750	18.0250	6.3750	18.0250	6.3750	18.0250	6.3750	18.0250
February Enrolment Count - Continuing Education, Distributed Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	2.1250	1.2500	2.1250	1.2500	2.1250	1.2500	2.1250	1.2500
Continuing Education FTE - Non-Graduate Adults	24.0000	10.0630	24.0000	10.0630	24.0000	10.0630	24.0000	10.0630
Distributed Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Distributed Learning FTE Grades 10-12 (School-Age)	25.8750	28.5760	25.8750	28.5760	25.8750	28.5760	25.8750	28.5760
Distributed Learning FTE - Non-Graduate Adults	5.5000	5.4000	5.5000	5.4000	5.5000	5.4000	5.5000	5.4000
Level 1 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	0
Level 2 Special Needs FTE Growth (All Schools)	5	20	5	25	5	25	5	25
Level 3 Special Needs FTE Growth (All Schools)	5	5	5	5	5	5	5	5
Newcomer Refugees FTE (Standard & Alternate only)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
ELL FTE (applies to Newcomer Refugees only)	0	0	0	0	0	0	0	0
May Enrolment Count - Continuing Education and Distributed Learning								
Continuing Education FTE - School-Age	20.0000	1.2500	20.0000	1.2500	20.0000	1.2500	20.0000	1.2500
Continuing Education FTE - Non-Graduate Adults	35.0000	17.5000	35.0000	17.5000	35.0000	17.5000	35.0000	17.5000
Distributed Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Distributed Learning FTE Grades 10-12 (School-Age)	20.0000	24.0000	20.0000	24.0000	20.0000	24.0000	20.0000	24.0000
Distributed Learning FTE - Non-Graduate Adults	2.0000	2.4000	2.0000	2.4000	2.0000	2.4000	2.0000	2.4000



ITEM 9

To: **Board of Education**

From: Education Advisory Committee

Re: **RECEIVE MINUTES OF MEETING**

Date: February 17, 2021
(Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive the February 4, 2021 Minutes of the Education Advisory Committee, for information.

Attachment

SD42 Education Advisory Committee

Meeting Minutes

February 4, 2021



In attendance:

Elaine Yamamoto (Trustee), Mike Murray (Trustee), Eugene Javier (DPAC), Jason Franklin (CUPE), Trevor Takasaki (MRTA), Grant Frend (MRPVPA), Harry Dhillon (Superintendent), Ken Cober (Assistant Superintendent)

Agenda:

- Review of Education Committee Terms of Reference
- Overview of BAA course submissions followed by discussion/questions
- Develop a recommendation to the Board of Education for approval at the February 17, 2021 Board Meeting

Discussion:

- The committee reviewed and discussed the five Board Authority/Authorized Course submissions.
- The committee had a comprehensive discussion about the Transferable Skills 12 course submission. Committee members value and appreciate what the course is trying to achieve for students. The committee conversation focused on whether the more appropriate next step would be to address the need for more flexibility in the ministry criteria for the ministry approved Work Experience 12 course.

Recommendations:

- The committee recommends that Shannon Derinzy and Ken Cober meet with the appropriate secondary school staff members to get additional information and input into the purpose and need for the Transferable Skills 12 course and how closely this relates to the restrictions defined by the criteria in place currently with the ministry approved Work Experience 12 course.
- The committee recommends that the Board of Education approve the following Board Authority/Authorized Courses effective for the 2021/22 school year:
 - Advanced Basketball 11
 - Advanced Basketball 12
 - Advanced Soccer 12
 - Transitions 12

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **BC SCHOOL TRUSTEES ASSOCIATION:**
PARTNER LIAISON MEETING

Date: February 17, 2021
(Public Board Meeting)

Information

Date of meeting: January 22, 2021 and February 5, 2021

Partner Liaison Meeting – BCSTA (Board Chairs, Superintendents, Secretary Treasurers, BCSTA, and Ministry of Education)

Items discussed:

- Welcome from Minister Whiteside, Stephanie Higginson, BCSTA President; Kevin Kardaal, BCSSA President and Flavia Coughlan, BCASBO President.
- Breakout Sessions:
 - Breakout 1- COVID's Impact on Learning
 - Breakout 2 - Mental Health & Well-Being
 - Breakout 3 - Equity of Outcomes
 - Breakout 4 - Leadership Agility
 - Breakout 5 – Operational Planning for September
 - Breakout 6 – Innovations & Lessons Learnt from the Pandemic
- I attended breakout 1 – COVID's impact on learning. We discussed what districts are seeing in their region, what new ideas are being implemented, and what challenges are being anticipated for next year.
- Dr. Reka Gustafson – Reviewed health and safety in school settings and her continued confidence in the safety protocols in place.
- Professor John Hatti – Key note
 - Spoke about his research on visible learning and the difference and reliance on both achievement and growth.
- Catherine McCullough – strategic planning
- Ministry overview of FESL progress and implementation

Date of next meeting: 2022

**ITEM 11**

To: **Board of Education**

From: Trustee
Pascale Shaw

Re: **BC SCHOOL TRUSTEES ASSOCIATION:**
PROFESSIONAL LEARNING
COMMITTEE

Date: February 17, 2021
(Public Board Meeting)

Information

Date of meeting: February 6, 2021

Items discussed:

With the Trustee Academy over, planning continues on activities to take place at the Annual General Meeting scheduled for April. One of the speakers that will be at the Annual General Meeting is Carole James. We are asking branch members for suggestions for questions they would like to be able to ask.

With the traditional ways of professional learning through BCSTA having changed so much due to the pandemic, Professional Learning Committee members are being asked to go back to their branches and inquire about what kind of professional learning they have been doing and also what kind of learning or topics they would like to see take place in the future.

Items referred to the board:

Please consider what questions you would like to have asked of Carole James and also be prepared to share your thoughts on professional learning for trustees that you have benefited from, what you would like to see made available and in what format.



ITEM 12

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **BC SCHOOL TRUSTEES ASSOCIATION:**
PROVINCIAL COUNCIL

Date: February 17, 2021
(Public Board Meeting)

Information

Date of meeting: February 20, 2021

Items discussed:

Provincial Council Agenda package was distributed to trustees prior to the board meeting for review. Seeking direction from trustees regarding finance action items 8.1-8.4 and motions 9.1-9.3.

8.1 – 2021/2022 Draft Budget (shared for feedback prior to March 17, 2021)

8.2 – BCSTA Policy on Travel Expenses – Per Diem Rates

8.3 – BCSTA Policy on Travel Expenses – Dependent Care

8.4 – BCSTA Policy on Travel Expenses – Appeal Process

9.1 – Funding for Distributed Learning

9.2 – COVID-19 Vaccine Priority for Workers in the Public Education Sector

9.3 – Providing accessible and Timely Information regarding COVID-19 and School Safety

Date of next meeting: October 20, 2021



ITEM 13

To: **Board of Education**

From: Trustee
Kim Dumore

Re: **DISTRICT PARENT ADVISORY
COUNCIL**

Date: February 17, 2021
(Public Board Meeting)

Information

Date of meeting: January 28, 2021

Updates:

1. Superintendent Russell provided updates on the following:

- Increased graduation rates;
- Secondary schools (not including THSS) will run on the semester system in the Fall;
- FSA's starting in February;
- Equity Scan update and the work of Dr. Amy Parent;
- Virtual presentation by Monique Gray-Smith on the history of indigenous peoples and residential schools.

2. Trustees provided updates on the following:

- Approved budget timelines are posted on the school district website – the budget process provides an opportunity to provide feedback on the budget;
- Feedback is sought on the draft policies posted on the school district website.

3. CUPE Local 703 provided updates on the following:

- CUPE Christmas party funds have been redirected to the Food Bank and to one additional charity.
- Hosting a "movie night in" for CUPE members.
- Participation of CUPE members in the new Mental Health First Aid programs offered to all SD42 staff.

4. DPAC Treasurer provided an update.

DPAC thanked Sylvia Russell, Superintendent of Schools and welcomed Harry Dhillon to his new role.

Presentation:

Grade 8 registration- Shannon Derinzy, Assistant Superintendent

YouTube link to meeting and presentation

<https://www.youtube.com/watch?v=v2ATXNMRfMA>

Date of next meeting: February 18, 2021

**ITEM 14**

To: **Board of Education**

From: Trustee
Katie Sullivan

Re: **MAPLE RIDGE-PITT MEADOWS ARTS
COUNCIL**

Date: February 17, 2021
(Public Board Meeting)

Information

Date of meeting: January 25, 2021

Items discussed:

1. Operating Agreement:

- In progress with the City of Maple Ridge. A presentation by the Act to the City of Maple Ridge is scheduled for the February Council meeting.

2. Finance/Funding

- The Arts Centre continues to look for new funding and opportunities;
- Canada Emergency Wage Subsidy (CEWS) continuation from January -June 2021.

3. Re-Start Planning/Staffing:

- Programming at full capacity is not expected until late Fall 2021;
- Provincial Health Order prohibiting live performances with live audiences was extended until February 5, 2021 and is expected to be extended again into March or beyond;
- Gallery and Arts Learning Programs, both for adults and children/youth are continuing, under PHO guidelines;
- Staff are only working on-site when necessary for program delivery and maintenance.

4. Programs:

Arts Learning Programs

- Open studio re-starts in February;

- Gallery tours for schools within walking distance have resumed for the Leslie Poole show. Two schools are booked at this time. The ACT is surveying teachers who usually participate on their interest in a live-streamed virtual tour visit and accompanying activities;
- Homeschool programs: Winter registration for these programs is less than in the Fall but still enough to participation to run classes;
- Continuing last year's Cyber school partnership, 2 Grade 6/7 classes from Alouette Elementary are taking part in a new 3-part school workshop on ceramics and drama;
- A list of school programs has been forwarded to SD42. David Vandergugten, Assistant Superintendent is hesitant to communicate these as most schools will not be able to participate due to transport restrictions around COVID-19;
- The ACT's first in-house designed Pro-D day for educators is scheduled for May 12, 2021 "Visual Art as a Recreational Therapy for Elementary School Students";
- No plans for Family Day at this time but planning for Canada Day 2021 meetings have started.

Theatres/ACT

- No contracted rental clients for January -June currently;
- Have reached out to SD42 music teachers who had been organizing the first district music festival to have run last spring, to see if the ACT can provide free use of theatre spaces for any of their programs;
- Film shoot scheduled for 4-5 in February;
- Working on the '21-'22 season. The fall season will be light or possibly virtual for the fall, with a goal of returning to pre-pandemic programming in winter 2022.

Visual Art/Gallery

- Positive feedback for the Garibaldi Art Show;
- Will be increasing Gallery access capacity after the film shoot, to expand Gallery and shop days and hours, including an evening opening 1 day per week.

Date of next meeting: February 22, 2021

**ITEM 15**

To: **Board of Education**

From: Trustee
Pascale Shaw

Re: **CITY OF MAPLE RIDGE**
TRANSPORTATION ADVISORY

Date: February 17, 2021
(Public Board Meeting)

Information

Date of meeting: February 9, 2021

Items discussed:

The Active Transportation for Schools Task Force, a task force of the City of Maple Ridge Transportation Advisory Committee, met virtually to further discuss how to find out if parents in Maple Ridge are interested in having their children actively transport themselves to school and if there are any obstacles preventing them from doing so. The task force is trying to be very mindful of not causing more work or time for school district staff and have had discussions with PAC's and DPAC.

**ITEM 16**

To: **Board of Education**

From: Trustee
Elaine Yamamoto

Re: **CULTURE COLLECTIVE NETWORK**

Date: February 17, 2021
(Public Board Meeting)

Information

Date of meeting: January 28, 2021

Items discussed:

The Network received two excellent presentations on cultural awareness and anti-racism. Manuel Axel Strain spoke about the importance of seeking traditional welcomes and being accountable and genuine when acknowledging indigenous territories. A map of the territories of the province can be found at: www.bcafn.ca/first-nations-bc/interactive-map

Dr. Balbir Gurm of Kwantlen Polytechnic University spoke on the broader topic of anti-racism and cultural awareness. The Affiliation of Multicultural Societies & Service Agencies of BC (AMSSA) can help organizations access Diversity and Inclusion workshops. The lead community organization in Maple Ridge and Pitt Meadows is the Family Education & Support Centre. More information on AMSSA workshops can also be found at <https://www.amssa.org/safe-harbour-respect-for-all/>

Ross Munroe of the City of Maple Ridge announced that Neighbourhood Small Grants of up to \$500 include initiatives that support isolated populations. The applications can be submitted February 22 – April 20, 2021. <https://www.mapleridge.ca/1542/Neighbourhood-Small-Grants>

The Network also received updates from community organizations and members on upcoming celebrations and changes from traditional event formats.

Date of next meeting: May 18, 2021

To: **Board of Education**

From: Trustee
Katie Sullivan

Re: **RIDGE MEADOWS COMMUNITY
ACTION TABLE (CAT)**

Date: February 17, 2021
(Public Board Meeting)

Information

Date of meeting: February 12, 2021

Presentations:

1. Fraser River Indigenous Society – spoke to the various programs offered by the society:
 - Family Development Circle is running at full capacity;
 - Family Strengthening Program – low referrals at the moment, priority is given to Ministry referrals, but anyone can access;
 - Running Women’s Circle, Men’s Circle, and Youth Circle Programs;
 - Supportive Family Access Program – emphasis on support for connecting to Indigenous culture and background – referrals from Ministry of Children and Families required. Located at Highway Church on Lougheed Highway;
 - Introducing a Parenting Program – 9 weeks long, scheduled to start the last saturday of the month;
 - Office is moving from Ford Road in Pitt Meadows to 223 Street in Maple Ridge.
2. University of the Fraser Valley – Practicum students in the 3rd and 4th year of UFV’s Social Work program presented on their work with the RainCity Housing and Support Society and the Stop Overdose Ridge Meadows, CAT.

Projects Updates:

1. Communications Update: gaining followers on social media sites, sharing Covid-19 information, more groups sending links to services and supports to list on site.
2. REELs Project: work is being done to create an opportunity for youth to produce content (TikTok, Instagram Reels) for the social media page. Kim has been working with Youth Planning Council.
3. Pop-ups: Jenn from RainCity reported that they are going well. Recently had to close up early because they ran out of food. Salvation Army is donating meals for Pop-ups.

Roundtable Highlights:

1. Fraser Health – reported on the Coroner’s Report of 1716 deaths last year due to illicit drug overdoses. Worst year to date in terms of lives lost. Recommendations for harm reduction services, access to a safe supply, need for regulated evidence-based treatment, and decriminalization.

2. City Centre Youth Hub in Surrey is open to youth 19 years and under offering warm shelter for those who are homeless and out in the cold.
3. Community Outreach Meals – serving up to 80 meals/week.
4. Distributing lots of harm reduction supplies and information. "Bean Around the Book" – using coffee sleeves with harm reduction information, also bookmarks at FVRL, and Hot Chocolate sleeves at MRSS.
5. In the planning stage for getting the 'Strengthening Resilience' presentation going again.
6. Ridge Meadows Hospital – not seeing an increase in youth presenting with overdoses. Concerns over increase in very young children being accidentally exposed to drugs though. Continue to have concerns around tainted illicit drug supply but no increase in emergency room access. With recent cold front some accidental hypothermia cases noted amongst homeless.
7. Community Services – encourage people to participate in the meetings around BC Housing and need for variety and affordable housing in our community; concerns about traction and progress on Youth Safe House for our community and will bring up with MLA. Foundry has secured funding to hire and OT for students with mental health and substance issues to help with specialized employment services for these youth.
8. Community Social Safety Initiative with City of Maple Ridge – Community Safety Officers are out in the streets worried about homeless youth out in the cold. Chad Cowles has met with Kristen Hargreaves, the Manager of Social Development in Mission to look at their model for supporting their street population.
9. PCRS – continue to work with Foundry, spoke about the Traverse Program – treatment centre in Chilliwack for youth ages 13-18. A youth day treatment up and running in Surrey engaging remotely but finding more youth are accessing program because they don't have to travel.

Date of next meeting: March 12, 2021

**ITEM 18****RECORD**

Pursuant to provisions of 72 (1) of the *School Act*, the following report is a general statement of: (a) matters discussed; and (b) the general nature of decisions resolved at the following meetings from which persons other than Trustees or officers of the Board, or both were excluded:

December 9, 2020 Special Closed

Call to Order	Meeting called to order at 11:34 a.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Decision Items	Approved
Adjournment	Meeting adjourned at 12:11 p.m.

December 9, 2020 Closed

Call to Order	Meeting called to order at 3:08 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Approval of Minutes	Approved as circulated
Superintendent Decision Item	Approved
Superintendent Information Items	Received
Secretary Treasurer Information Item	Received
Motion to Extend	Approved
Board Committees	Received
Adjournment	Meeting adjourned at 4:36 p.m.

January 8, 2021 Special Closed

Call to Order	Meeting called to order at 11:40 a.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Decision Item	Approved
Adjournment	Meeting adjourned at 11:43 a.m.