

Wednesday, January 22, 2020
Time: 5:00 p.m.

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

"Life must be lived and curiosity kept alive. One must never, for whatever reason, turn his back on life." Eleanor Roosevelt

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Correspondence
 - T. Lambert, Executive Director, Health Protection Branch, Ministry of Health
 - G. Jackson, President, BCSTA Northern Interior Branch
 - J. Horne, Chairperson, School District No. 52 (Prince Rupert)
3. Approval of Agenda
4. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on decision items on the Agenda. Speaker's time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.*

B. APPROVAL OF MINUTES

1. December 11, 2019 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.*

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) School Plans ITEM 3
 - b) 2020/2021, 2021/2022 and 2022/2023 Proposed District School Calendars ITEM 4
3. Secretary Treasurer
4. Board Committees
 - a) Budget
 - b) Finance
 - i. Financial Statements for the Quarter Ended September 30, 2019 ITEM 5
 - c) Facilities Planning
 - d) Board Policy Development
 - e) Education
 - f) Aboriginal Education

G. OTHER BUSINESS

1. Public Disclosure of Closed Meeting Business

ITEM 6

H. ADJOURNMENT

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: January 22, 2020
(Public Board Meeting)

Information/Decision

1. *CALL TO ORDER*
2. *CORRESPONDENCE (Information Item)*
 - T. Lambert, Executive Director, Health Protection Branch, Ministry of Health
 - G. Jackson, President, BCSTA Northern Interior Branch
 - J. Horne, Chairperson, School District No. 52 (Prince Rupert)

RECOMMENDATION:

THAT the Board receive the correspondence, for information.

Attachments

3. *APPROVAL OF AGENDA (Decision Item)*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

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



1147572

December 12, 2019

Ms. Karleen Carreras
 Chairperson
 Board of Education
 School District 42
 (Maple Ridge - Pitt Meadows)
 22225 Brown Ave
 Maple Ridge BC V2X 8N6

Dear Ms. Carreras:

Thank you for your letter of October 25, 2019, regarding the rapid rise in youth vaping and a call to action. I am pleased to learn of the measures School District 42 has initiated, focusing on early intervention programs at the school level. The Honourable Adrian Dix, Minister of Health, has asked me to respond. My apologies for the delayed response.

The Minister of Health, shares your concerns about the increasing number of youths that are vaping and experimenting with vaping products. On November 14, 2019, Minister Dix, announced a multi-pronged approach to address the rise in vaping amongst youth through a 10-point plan, which includes regulatory measures.

Through regulatory measures, the province will be restricting vapour product access, flavours, nicotine content, packaging and advertising, and intends to increase taxes on vapour products in order to protect youth from risks associated with vaping. These regulatory changes will be supported by a youth-led anti-vaping social media campaign, designed to de-normalize vaping.

Controlling the many activities that entice youth to vape is a complex and rapidly evolving public health problem that requires collaboration from all levels of government, youth, public health officials, educators, parents, industry and regulators. The solution must effectively address the various avenues that youth are gaining access and are exposed to vapour products.

The Ministry will be creating a youth advisory committee to support and advise on youth vaping, education, social awareness and other initiatives; youth to youth, peer to peer. Working with partner groups such as the BC Lung Association and the Ministry of Education, resources have been created and will be further developed to support school districts, teachers, parents and youth about the risks associated with vaping. I have included a link to the Vaping Prevention Toolkit, which has resources for teachers and parents. <https://bc.lung.ca/how-we-can-help/vaping/vaping-prevention-toolkit>

...2

We learned from taxing tobacco that teenagers are most responsive to price increases and we are now introducing a similar strategy for vaping. Legislation will be introduced to increase the provincial sales tax (PST) rate applied to vaping products from 7 percent to 20 percent. This will make BC, the first province in Canada to introduce a specific tax rate related to vaping products. The new tax rate will come in to effect on January 1, 2020, and will apply to all vaping devices including the substance or juice that is used within the device, and any vaping part or accessory. The legislation will also increase the tobacco tax rate by two cents. Nicotine gum, patches and similar smoking cessation products will continue to be exempt from PST.

Thank you for taking the time to express your concerns. Addressing youth vaping is a priority of this government.

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Lambert". The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Tim Lambert, PhD
Executive Director
Health Protection Branch
Ministry of Health

**British Columbia School Trustees' Association
Northern Interior Branch**

December 19, 2019

BY EMAIL

The Honourable Rob Fleming
Minister of Education
PO Box 9045
STN PROV GOVT
Victoria, B.C. V8W 9E2

Dear Minister Fleming:

The BC School Trustees Association Northern Interior and North West Branches had a joint meeting this past Fall, the two branches have a total of 14 districts from rural and Northern BC. When asked what the biggest challenge was; the close to one hundred members in attendance said "Recruitment and Retention".

As you well know this is a frustrating problem that we have been dealing with the past few years. We know that districts in the Province have hired over 3000 teachers but most teachers are choosing larger districts that can offer them more opportunities, and that puts our rural, remote districts at a big disadvantage. We have long been asking for loan forgiveness programs, expanded Northern allowances, anything to help our districts attract teachers to our regions.

We have many teachers on Letters of Permission in our two Branches. When you spoke to us at our BCSTA Trustee Academy in Vancouver you mentioned that there are 97 Letters of Permission in the Province right now. When we canvassed the Northern Interior Branch at our meeting at the Academy, we had 63 Letters of Permission either applied for or received. The North West Branch has 34 Letters of Permission. We have many districts that have TTOC positions filled with non-certified teachers. These numbers may not be exact but they are telling us that a majority of the Letters of Permission are in the Northern, rural part of BC.

The new Funding Formula boasts equity across the Province but this serious issue already puts our districts and most importantly our students in a less equitable situation than students in more populated areas. If the Government and districts stand is truly "student achievement"; then every student deserves the same opportunities and that includes a certified teacher standing in front of them each and every day.

.../2

We were happy to hear you mention an on-line teacher education program to allow individuals to pursue their teacher degree without leaving their community. In the Quesnel School District, we have found that "growing your own" is the best way to have teachers stay long term which provides stability for the district and students. We would also like to offer up some other ideas to help the districts in our two Branches; forgivable student loans offered to certified teachers who will work and stay for a period of time in our Northern and rural districts, and any other financial incentives to stay long term, more professional development dollars for rural and remote districts and more recruiting dollars for our districts to assist in this ongoing problem.

We know that the Ministry has been having sessions with district staff on this issue and we thank you for that. Districts are spending a tremendous amount of dollars and time on trying to recruit staff to our communities. Some days it feels like we are just competing against one another to get certified teachers in our districts and that is troublesome in itself.

We do appreciate the work that the Ministry has done on this issue but it was important as a group to express our concerns with you, and we do want to work with you on this so that we can provide the best for every student in this Province.

You have shown good leadership for Public Education in this province and we thank you for that. North West Branch President Shar McCrory and I are happy to discuss this issue further with you and please contact us if needed.

Sincerely,

BCSTA NORTHERN INTERIOR BRANCH



Gloria Jackson
President

GJ/tr

c: BCSTA Executive
BCPSEA Executive
BCSTA North West Branch
BCSTA Northern Interior Branch



634 – 6th Avenue East
 Prince Rupert, B.C.
 V8J 1X1

Tel: (250) 624-6717

Fax: (250) 624-6517

<http://www.rupertschools.ca>

December 16, 2019

The Honourable Rob Fleming,
 Minister of Education
 P.O. Box 9045 STN PROV GOVT
 Victoria, BC V8W 9E2

Dear Minister Fleming,

Re: Shoulder Tapper Funding

School District No. 52 (Prince Rupert) has been very pleased with the financial support we have received for the “Shoulder Tapper” position in our district. This position has provided significant benefits for our district, particularly for our middle school and secondary school students to explore their career opportunities. Most of our students have attended events in their schools, in the broader community, and elsewhere in the Province through this funding.

In particular, School District No. 52 strategically allocated money for student travel to overcome barriers to rural and Indigenous career development. Students participated in Health, Social Sciences and Trades plus Student for the Day opportunities at Coast Mountain College in Terrace, to name a few. Other students travelled outside of our region to the #BCTECH Summit and Doors Open to Technology events that included tours of Lower Mainland post-secondary institutions.

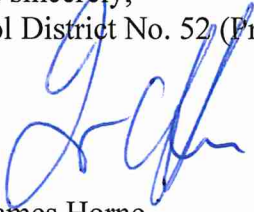
Providing these opportunities is particularly important given that 64% of the district’s students are Aboriginal. Across the Province there are tremendous opportunities for all students, and many of the Aboriginal students from our area return home to their communities after they have trained for the career they want.

For the last five years this funding has come to the district through the Northern Development Initiative Trust. On behalf of the Board of Education, I am writing to you in support of the November 4, 2019 letter written to you by the Trust, seeking a commitment from the Ministry of Education to continue this funding.

Prince Rupert is a remote community, and travel to major centers is both time consuming and expensive. The Shoulder-Tapper fund has provided many of our students their first opportunity to visit the Lower Mainland, opening their eyes to the educational and career opportunities available in British Columbia.

The School District No. 52 Experience
Inclusive Engaging Real

Yours sincerely,
School District No. 52 (Prince Rupert)



Mr. James Horne
Chair

cc: The Honourable Melanie Mark, Minister of Advanced Education, Skills and Training
MLA Jennifer Rice
Willow MacDonald, Board Chair, School District No. 27 (Cariboo-Chilcotin)
Gloria Jackson, Board Chair, School District No. 28 (Quesnel)
Nicola Koroluk, Board Chair, School District No. 49 (Central Coast)
Roeland Denooij, Board Chair, School District No. 50 (Haida Gwaii)
Jennifer Williams, Board Chair, School District No. 54 (Bulkley Valley)
Tim Bennett, Board Chair, School District No. 57 (Prince George)
Chad Anderson, Board Chair, School District No. 59 (Peace River South)
Ida Campbell, Board Chair, School District No. 60 (Peace River North)
Valerie Adrian, Board Chair, School District No. 74 (Gold Trail)
Lind Dolen, Board Chair, School District No. 81 (Fort Nelson)
Shar McCrory, Board Chair, School District No. 82 (Coast Mountains)
Yvonne Tashoots, Board Chair, School District No. 87 (Stikine)
Steve Davis, Board Chair, School District No. 91 (Nechako Lakes)
Elsie Davis, Board Chair, School District No. 92 (Nisga'a)
BCSTA



ITEM 2

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **APPROVAL OF MINUTES**

Date: January 22, 2020
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the December 11, 2019 Public Board Meeting be approved as circulated.

Attachment



**PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, December 11, 2019, (6:00 PM)
DEO Board Room**

IN ATTENDANCE:

BOARD MEMBERS:

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

STAFF:

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

A. OPENING PROCEDURES

1. Call to Order

The meeting was called to order at 6:02 p.m.

The Chairperson welcomed and thanked everyone for attending.

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. Correspondence

Moved/Seconded

- H. Van Gylswyk, Director, BCSC Program and Strategic Policy Branch
- C. McKay, Chairperson, School District No. 68 (Nanaimo Ladysmith)

THAT the Board receive the correspondence, for information.

CARRIED

3. Approval of Agenda

Moved/Seconded

THAT the Agenda be approved as circulated.

CARRIED

4. Invitation for Public Input to matters on the Agenda

The Chairperson invited the public to provide input into Decision Items under section F of the agenda and requested the public to sign up on the sheet provided if they wished to ask questions.

Input was received on Item 5: Policy Review Update.

B. APPROVAL OF MINUTES

Moved/Seconded

THAT the Minutes of the November 20, 2019 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

1. French Immersion Update

Moved/Seconded

Shelley Linton, Principal, Pitt Meadows Elementary and Sandra Turbide, District Helping Teacher presented an overview of the district French Immersion program; goals, role of the district helping teacher and coordinator, retention of students, students with diverse needs, supports in schools and oral language development were discussed.

THAT the Board receive the French Immersion Update, for information.

CARRIED

D. DELEGATIONS

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
3. Secretary Treasurer

- a) Budget Process

Moved/Seconded

The Secretary Treasurer spoke to the budget process and proposed timelines and noted that the March 11, 2020 meeting may be cancelled if the Ministry of Education funding announcement for 2020/21 does not occur prior to March 11, 2020.

THAT the Board approve the proposed 2020/2021 Preliminary Budget Process Timeline.

CARRIED

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 housekeeping changes were being proposed to policies presented for approval.

It was noted that based on feedback received, Procedure 10400.1: Rental Fees will be updated to include school supervised activities of DPAC in the school use category.

The Secretary Treasurer further reported that Policy 5575: Nutrition is being recommended for rescission. This policy is no longer required because the Healthy Schools BC guidelines must be followed by all school districts as part of the Government's directive to remove the sale of unhealthy food and beverages from schools. The Superintendent will create and implement a procedure which includes these guidelines.

THAT the Board approve:

- Policy 2919: Trustees' Code of Conduct
- Policy 2925: Trustees – Provision of Resources
- Policy 5905: Alcohol – Consumption, Possession and Storage
- Policy 7201: Recruitment and Selection of Personnel
- Policy 7213: Conflict of Interest – District Staff
- Policy 10400: Community and Commercial Use of School Facilities and Grounds

And Further that the Board rescind Policy 5575: Nutrition and further noting that the guidelines for nutrition are to be added in a school district procedure;

And Further that the Rental Fees Procedure be updated to include DPAC under the school use category.

CARRIED.

- e) Education
- f) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools

- a) Superintendent's Update

Moved/Seconded

The Superintendent provided an update on school and district events.

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

CARRIED

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

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

- i. Receive Minutes of Meeting

Moved/Seconded

THAT the Board receive the November 27, 2019 Minutes of the Education Advisory Committee, for information.

CARRIED

- f) Aboriginal Education

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

BC School Trustees Association

Trustee Murray provided an overview of the Trustee Academy that took place from November 28 – 30, 2019.

Municipal Advisory & Accessibility

Trustee Sullivan reported on her attendance at a forum on accessibility.

Maple Ridge-Pitt Meadows Arts Council

Trustee Sullivan reported that the awards committee is changing its guidelines to include post secondary studies in areas other than the arts and that digital marketing sales have been very successful.

Ridge Meadows Education Foundation

Trustee Murray reported on the upcoming Annual General Meeting and of the Melva Lippa Fund cheque presentation at the December 19, 2019 Superintendent's meeting.

City of Maple Ridge Transportation Advisory

Trustee Shaw reported that Active Transportation for schools was discussed.

Community Council for Salvation Army

Trustee Murray spoke to the Salvation Army dignitary breakfast.

Good News Items

Trustees spoke about their participation in the BCSTA Trustee Academy; trustee Trudeau spoke about the screening of "Edge of the Knife" at the Trustee Academy; trustees Shaw and Yamamoto acknowledged the high quality of Garibaldi Secondary's production of The Wiz; trustee Murray referenced the various Christmas concerts in the school district; trustee Sullivan spoke about honouring staff at the 25-year dinner and about attending a dinner with First Nations elders; trustee Dumore attended the MRSS Wrestling Team Ice Breaker and the Ridge Meadows Community Foundation awards; and trustee Carreras spoke about her participation in the Framework for Enhancing Student Learning meeting.

L. QUESTION PERIOD

M. OTHER BUSINESS

N. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 7:35 p.m.

Korleen Carreras, Chairperson

Flavia Coughlan, Secretary Treasurer

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **SCHOOL PLANS**

Date: January 22, 2020
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

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

School plan

8.3

- (1) In each school year, a board must approve a school plan for every school in the school district.*
- (2) A board must make a school plan approved under subsection (1) available to the parents of students attending that school.*

Principals of all schools and the Riverside Program have prepared a summary of the goal(s) contained in the school growth plan for approval by the Board of Education. School growth goals relate to four themes: social emotional learning, literacy, secondary innovation and improved learning and assessment. These summary documents will be posted on school websites, included in school newsletters along with links to the complete school growth plan and made available to parents of students attending that school.

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

RECOMMENDATION:

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.

Attachment



School: Albion Elementary
Principal: Tanya Dailey
Assistant Superintendent: David Vandergugten

A. Goal

Goal1: Literacy

How do we continue to support students so they become successful readers and writers?

B. Rationale

With the opening of Česqenele and a number of our students transferring to the new school, we felt it was important to take time to review our literacy data. The data collected indicated that although we had been focusing on our students and their ability to become successful readers and writers, the area of writing was something that needed further focus.

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

- | | |
|---|--|
| <ul style="list-style-type: none"> • During class reviews, review literacy data of individual students to be shared with classroom teacher. Discussions to occur between the classroom teacher and support teacher to ensure that there are learning plans focused around those students who are <i>not yet meeting</i> or <i>minimally meeting</i> expectations in reading and/or writing • Promote literacy stations in both primary and intermediate classes • Use of writing rubrics and performance standards to consistently assess student work • Focus on style of writing • Work with Aboriginal Education teacher and Aboriginal support worker to further support at -risk students • Co-teach writing with other teachers • Use of Adrienne Gear "Writing Power" • Pro-D around writing • Author visits • Provide technology for those with written output difficulties | <ul style="list-style-type: none"> • Continue to provide students with lots of choice around reading • Create student writing portfolios • School-wide write in fall and in the spring • Continue with Intermediate Reading Assessment and Early Primary Reading Assessment in fall and spring • Provide students with time to just write • Share student writing at assemblies and through newsletters • School Growth Plan discussions at staff meetings around reading and writing • Providing teacher collaboration time with a reading and writing focus • Parent education about reading and writing and how to support these at home • Invite district helping teachers to provide "lunch and learns" around reading and writing topics. • Student/teacher book club |
|---|--|

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

- Ongoing use of the Reading and Writing Performance Standards Early Primary Reading Assessment and Intermediate Reading Assessment
- Spring assessments
- Report card tracking of students who are *not yet meeting* or *minimally meeting* in reading and writing from 1st and 2nd term report cards

Principal:

Superintendent:

Board Chairperson:

Date:



School: Albion Elementary
 Principal: Tanya Dailey
 Assistant Superintendent: David Vandergugten

A. Goal

Goal 2: Social Emotional Learning (SEL)
 What can we do to increase the well-being of our students?

B. Rationale

Based on the information gathered from the Middle Years Development Instrument (MDI), Student Learning Survey, the spring district assessment report and staff observations and wonders, we saw that there was still a need to increase the well-being of our students.

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Provide learning and staff sharing opportunities around the following staff-generated questions:
 Relieving Stress/Worries & Building Resiliency (What can we do, as adults to relieve the stress that kids are feeling? How can we work to decrease worries and increase resiliency and perseverance in positive and constructive ways?
 Physical Well-Being (How can we educate our students and families about the importance of sleep and healthy eating? How can we set up our classrooms/shape the day to address feelings of tiredness?
 Belonging/Community (How can we ensure that students in our classroom feel like they belong at school? What can we do to build better connections and more trust with our students?
 • Use of SEL programs in the classrooms (Mind Up, Roots of Empathy) • Professional development and resources to support the Mind Up program • Educating parents about SEL (guest speakers, newsletters, PAC meeting) | <ul style="list-style-type: none"> • Work closely with the Youth and Child Care Worker and school counsellor • Have students self-reflect more regularly on the Core Competencies • Onward Staff book club to help promote staff well-being • Begin staff "Monday Morning Mindfulness" • Incorporate mindfulness into staff and PAC meetings • Build a school "Green Room" to help students with self-regulation • Create school-wide multi-age groupings • Survey students (possibly through a student forum) around the topics of building better connections and developing more trust with the adults in the building • Survey students about healthy eating and best ways this can be supported • Identity Day in January |
|--|--|

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

- MDI and Student Learning Survey Albion Student Survey
- Student interviews

Principal:

Superintendent:

Board Chairperson:

Date:



School: Alexander Robinson Elementary
Principal: Adam Stanley
Assistant Superintendent: David Vandergugten

A. Goal

Goal 1: To promote and improve student agency. We want to empower students to make good decisions themselves, exploring how they can always, as individuals, make choices to involve themselves in positive ways and have an impact on our environment and those who occupy it.

B. Rationale

Student agency is a natural outgrowth and progression from our previous goal of 'Culture and Climate' with the focus shifting from teachers and staff driving changes in culture to students being empowered to make those decisions themselves. This ties into work we already do with programs such as Me to We, in which we help children to understand that 'one person can change the world.' We examine how that starts with our own behaviour. Agency is an important component of creating community and evolving an understanding of the democratic process.

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

In addition to our Kindness Club that began promoting this theme last year, we have created a school-based student leadership group with the focus of drawing attention to this goal throughout the year by modeling democratic principles and undertaking numerous initiatives each month. These themes evoke the ethic of service that is the foundation to understanding citizenship and civics, and are supported by assemblies, speakers, and school-wide events throughout the year.

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

We will be able to catalogue all of the events and initiatives that have been undertaken as a result of this goal, and survey students as to their effectiveness. As the experience of agency is intrinsically subjective, data gathered is necessarily going to be qualitative, however, we should be able to correlate what we find with the relevant indices of the Middle Years Development Instrument and Ministry Learning Survey after a school year of working toward this goal.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Alexander Robinson Elementary
Principal: Adam Stanley
Assistant Superintendent: David Vandergugten

A. Goal

Goal 2: To promote and improve literacy.

B. Rationale

Literacy is a continuation of our previous goal. It is aligned with core competencies and district policy, and recognizes the demonstrable importance of oral and written literacy skills to future success.

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

We will continue to work on the mentorship of new staff with the help of our district helping teacher, and focus on the Early Primary Reading Assessment (EPRA), Intermediate Reading Assessment (IRA), enhancement of resources, and investments in hardware and software to support this goal. We have spent a great deal of energy upgrading our library and reading room to support this goal over the past two years, including the expansion of authentic Indigenous materials. As a staff, we have devoted our school-based Pro-D days to working on literacy and the interpretation of performance standards to guide our practice.

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

Measurable indicators of success can be obtained by tracking performance standard trends in student achievement data. The application of focus to the goal can be observed through results of the Ministry Learning Survey, and the EPRA and IRA. In addition to this, we are able to track the success of our voluntary reading program because data on student progress is logged in real time by the office as part of the design of the initiative.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Alouette Elementary
Principal: Kevin Bodman
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 1: Literacy.

To build a positive culture around literacy skills at Alouette by having literacy front and centre in everything we do. To improve reading comprehension, specifically targeting some at-risk intermediate students (the Grade 4 and 6 students not yet meeting).

B. Rationale

While there is a lot going on with literacy at Alouette, in looking at performance standards data we have some concerns: 40% of Grade 6 students are *not yet meeting* or *minimally meeting*, and 65% of Grade 4 students are *not yet meeting* or *minimally meeting*. The number of students in the *not yet meeting/minimally meeting* category in other grades is lower: 31% in Grade 7; 31% in Grade 5; 30% in Grade 2; and 26% in Grade 1).

This goal goes hand-in-hand with our Social Emotional Learning (SEL) goal as we recognize that a key reason some of our students struggle with self-regulation is their lack of reading comprehension, which affects their whole school experience.

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

- School-wide approaches that are more culture/community building with literacy focus (e.g. “drop everything and read,” assembly book shares).
- Teachers will continue with focused reading strategies (“Daily 5”; “reading power”) and some have committed to trying new strategies.
- One-on-one and small group reading support with targeted students in Grades 4/6.
- Grade 4/5 teachers literacy group: regular meeting to reflect and plan around literacy goal.

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

- Reporting periods
- Year-end summative data (performance standards)
- Support teachers reading assessments of targeted students (the at-risk Grade 4/6 students)

Principal:

Superintendent:

Board Chairperson:

Date:



School: Alouette Elementary
Principal: Kevin Bodman
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 2: Social Emotional.

To continue to build on our Social Emotional Learning (SEL) goal of teaching and developing self-regulation language and strategies for students.

B. Rationale

While we are working to support students' learning needs, we need to support students in their ability to self-regulate and manage in the classroom.

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

- Our green room, in which staff teach students self-regulation strategies, has been very effective in the early fall and we will continue to use this as a structure for helping our students self-regulate and co-regulate
- Continue to work with whole class on language, self-reflection, and strategies
- Support from school counsellor for students with high anxiety
- Child care worker working with social groups/lunch club
- Zones language used throughout the school

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

- Data from green room
- Specific students managing for longer periods of time in class
- Reduced office referrals
- Middle Years Development Instrument data

Principal:

Superintendent:

Board Chairperson:

Date:



School: Blue Mountain Elementary
Principal: Laureen Hickey
Assistant Superintendent: David Vandergugten

A. Goal

Goal 1: To improve student literacy, focusing on enjoyment of reading.

B. Rationale

Research indicates that pleasure reading may have a greater influence on a child's overall academic performance than their socioeconomic background (e.g. Pearson, 2015). BME teachers reported that many students are not able to read and comprehend texts and they don't engage in reading for pleasure. In addition, our Middle Years Development Instrument data shows that few students read for enjoyment. It appears students spend hours on screens and devices but do not engage in reading.

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

- Invite literacy helping teachers to work with teachers and staff.
- Explore the connection to the First Peoples' Principles of Learning, looking at "learning ultimately supports the well-being the self, the family, the community, the land the spirits and the ancestors" and "learning is holistic, reflective, relational based on connectedness, on reciprocal relationships, and a sense of place."
- Use recreational reading with students.

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

- Data of students meeting expectations, minimally meeting expectations and not yet meeting
- Early Primary Reading Assessment (EPRA), Intermediate Reading Assessment (IRA), Benchmarks
- Middle Years Development Instrument (MDI)

Principal:

Superintendent:

Board Chairperson:

Date:



School: Blue Mountain Elementary
Principal: Laureen Hickey
Assistant Superintendent: David Vandergugten

A. Goal

Goal 2: Social Emotional Goal - To create a close-knit, school-wide community through multi-grade groups (wolf packs).

B. Rationale

Blue Mountain Elementary has been for many years a small to medium-sized school. Now that BME is at about 300 students, staff, parents and older students report that the “smaller school feel” is missed. In a smaller school context, older students knew younger students and staff knew almost every student’s name. BME staff aspire to regain the community and family atmosphere of the school by creating multi-age groups to meet twice a month around themes related to Social Emotional Learning (SEL) and the new redesigned curriculum.

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

Staff to meet and create eight (8) wolf packs (classes of 36 - 37 students) with two staff members per wolf pack. Wolf Pack Planning Committee to meet monthly to review and create lessons for the Wolf Pack Sessions centred around SEL, hands-on learning, and the redesigned curriculum. The School Growth Plan budget will be utilized to fund materials and supplies for the wolf packs. The February 13 Pro-D day will be allotted for planning and assessing the wolf packs.

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

- Survey data from the staff and students will be created and administered twice in 2020: January 28 and June 17.

Principal:

Superintendent:

Board Chairperson:

Date:



School: c̓əsqənele Elementary
Principal: Jon Wheatley
Assistant Superintendent: David Vandergugten

A. Goal

Goal 1: Fine Arts

To develop a school community with multiple fine arts opportunities for children to learn to love acting, music, song, and dance.

B. Rationale

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

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

- Provide students with a wide range of fine arts opportunities such as Aboriginal drumming, school-wide performances, presentations at assemblies, and song-writing workshops.
- Invite local Aboriginal artists and presenters to share their expertise with students.
- Incorporate "Indigenous ways of learning and doing" within our classrooms and school activities when possible. For example, a greater instructional emphasis upon "place-based learning," instructional connections with the land/local community, and Indigenous community building.

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

- Multiple fine arts opportunities available to students within classrooms and school wide.
- Students will report a strong sense of belonging and being connected to the school on survey measures (i.e. Middle Years Development Instrument, Student Learning Survey).
- Other measures will be developed as a school team in the months ahead.

Principal:

Superintendent:

Board Chairperson:

Date:



School: cəsqənele Elementary
Principal: Jon Wheatley
Assistant Superintendent: David Vandergugten

A. Goal

Goal 2: Reading
To improve all students' reading skills.

B. Rationale

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

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

- Ongoing professional development to further develop our collective understandings and school structures around how to best foster students' love of reading and reading acquisition.
- Development of celebrations and other opportunities to promote a love of reading.
- Targeted reading intervention structures for at-risk readers.
- Use of volunteers and noon-hour supervisors to maximize students' daily reading opportunities.
- Increase students' opportunities to read such as opening of school library before school.

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

- Use of Reading Benchmarks and other reading information to support student reading growth.
- Specific measures to be collaboratively discussed and developed as a school team.
- Year-end reading results from the district's BC Performance Standards assessment.

Principal:

Superintendent:

Board Chairperson:

Date:



School: cəsqənele Elementary
Principal: Jon Wheatley
Assistant Superintendent: David Vandergugten

A. Goal

Goal 3: Social Responsibility

To create a school community where everyone feels safe and valued. To develop a school built upon a “connection first” philosophy that emphasizes powerful staff-student relationships and attachment-aware instructional practices.

B. Rationale

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

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

- Explicit instruction of social, emotional, and regulation skills school-wide and within classrooms.
- Develop common school language (i.e. WITS, Growth Mindset).
- Prioritize community building opportunities such as assemblies, performances, school events, and POD/classroom activities to celebrate student success and school pride.
- Prioritize instructional opportunities to help students become increasingly respectful, more aware of personal differences, and to celebrate all cultural backgrounds within our school community.

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

- Use of relevant Provincial Student Learning Survey information
- Use of relevant Middle Years Development Instrument and Early Development Instrument survey information
- Use of other school social responsibility indicators such as level of student leadership involvement, tally of formal office interventions, and other staff/student and parent feedback.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Davie Jones Elementary
Principal: Michelle Davis
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 1: Social Emotional Learning

- Social Emotional Learning (SEL): As a school community, if we focus on explicit school-wide strategies, will students be more focused and develop skills to become more self-regulated learners?
- Social Emotional Learning/Culture: If we continue to create and build a positive, safe, connected and caring community, will students, staff and parents have a sense of belonging to their school community?

B. Rationale

- Celebrate what we are already doing (explicitly teaching SEL strategies)
- How to build on that and where to next (Mind-Up, sensory circuits, common language)
- Our students are kind/social/active/love to be outside
- Our students learn best through hands-on learning
- Our students lack skills to be self-regulated learners

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

- Continue with collaboration time (Mind-Up, yoga school-wide)
- Define what the learning looks like and feels like at Davie Jones
- Define what constitutes an engaged learner
- Class-wide strategies (Tabata)
- Individual kits in all classes
- More specific sensory circuits (ability for those needing three hits to get it)
- Circuits run every morning in gym kindergarten to Grade 6
- Common language

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

- Middle Years Development Instrument (MDI) data
- Voices of students through conversations, school-wide gratitude board, small focus groups during "lunch with the principal"

Principal:

Superintendent:

Board Chairperson:

Date:



School: Davie Jones Elementary
Principal: Michelle Davis
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 2: Literacy/Numeracy

If our students have developed skills to be more self-regulated learners, will they make improvements in their literacy and numeracy skills?

B. Rationale

- Celebrate what we are already doing (shared resources, co-teaching, re-examining how we teach math)
- How to build on that and where to next (math 3, math stations, daily 5, number talks, instilling love of literacy)
- Our students learn best through hands-on learning
- Our students have many learning challenges that makes for diverse classrooms

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

- Continue with collaboration time (opportunities for teachers to plan, create co-teaching opportunities)
- Taking Story Workshop beyond primary
- School-wide Pernille Ripp Passionate Readers Book Club
- Instilling love of literacy (teacher book picks, book reviews on announcements)
- Inquiry learning at Grade 2/3 (Genius Hour)
- Place-based learning opportunities
- Math stations, number talks

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

- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA)
- Performance Standards: looking at the Performance Standards results as a school, as well as ongoing assessment throughout the year
- Student Voice: through conversations, teacher observations

Principal:

Superintendent:

Board Chairperson:

Date:



School: Edith McDermott Elementary

Principal: Alan Millar

Assistant Superintendent: Jovo Bikic

A. Goal

Goal: To lower the percentage of students, school-wide, not yet meeting expectations in reading to less than 10% with particular emphasis on grades 4 & 5 and 6 & 7.

B. Rationale

The number of students not yet meeting expectations in reading in 2018-2019 was 15% and has hovered around this percentage for the last number of years. As research has shown, struggle with literacy in adulthood has a dramatic and negative impact on the life chances of an individual. It is the moral and ethical imperative of public education to create literate citizens. At Edith McDermott, we take that imperative very seriously.

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

- Create awareness and a sense of urgency through the following means: by developing protected literacy time in the schedule; protected collaboration time utilizing lunch-hour supervisors; using helping teachers to problem-solve and provide resources; and keep literacy front and centre throughout the school (special themes, activities all literacy based).
- Focus collaboration time, and aligned preps, on instruction, intervention and awareness of students.
- Have an engaged literacy committee developing school-wide themes and activities based on literacy to keep it the focus (omnipresent) throughout the school.
- Convene extraordinary meetings identifying and planning for each individual vulnerable students.
- Develop and nurture the ethos of shared responsibility of all students regardless of division. Break down the barriers of individual classrooms, thinking outside the box using co-teaching/bring the experts on staff to the students (one teacher covers class while that teacher moves to a different space to work with students, not necessarily their own)
- Hold calibration activities during staff meetings and provide additional collaboration time for this purpose
- Use Spire (universal) Literacy program, performance standards
- Fixed agenda item on every staff meeting agenda
- Hold extraordinary staff meetings as necessary to reinforce urgency and moral imperative
- Developing peer mentoring project of vulnerable students focused on reciprocal instruction (reinforce "basics")

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

- Monitoring the centralized data on the portal
- Feedback from students and families regarding attitudes towards literacy
- Use of the Performance Standards (Early Primary Reading Assessment and Intermediate Reading Assessment) especially year-end

Principal:

Superintendent:

Board Chairperson:

Date:



School: Environmental School
Principal: Randy Bates
Assistant Superintendent: David Vandergugten

A. Goal

Goal 1: Our goal is to focus on developing Social Emotional Learning (SEL) concepts within the entire school community. This includes developing individual skills among students and staff, as well as larger community related concepts like social values and cooperative teamwork.

B. Rationale

Our school has grown by 25% and we have added five new staff members in two years. A healthy community and culture are developed through direct teaching by staff. We want to re-establish our school's social values and work towards integrating our new students into our community. We also have a group of students who struggle to develop SEL skills. Good SEL skills allow children to succeed academically. Studies show that the biggest predictor of academic success in Grade 8 and Grade 10 are SEL skills (measured in grades 3 and 5).

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

- Daily short activities modeling SEL strategies with students.
- Have school counsellor share resources and strategies for teaching SEL with staff.
- Develop common language and non-negotiables among the staff that will be used with students.
- Bring in an expert to do a healthy living and lifestyles series with the students.
- Have Lekeyten share Indigenous model of restorative justice with staff and students.

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

- Staff will do observations of target strategies with groups and individual students.
- We expect that students will solve more issues on their own without staff help.
- There will be growth in the SEL sections of the Middle Years Development Instrument and Student Satisfaction surveys.
- Children who lack SEL skills will increase positive interactions with peers and staff.
- Staff will be observed using common language with students regarding restorative justice.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Environmental School
Principal: Randy Bates
Assistant Superintendent: David Vandergugten

A. Goal

Goal 2: Literacy

We want to develop staff understanding of literacy and develop new skills and strategies for effectively teaching literacy.

B. Rationale

We have added four fairly new teachers to our staff in the last two years. Our pedagogy is also somewhat unique in that our reading and writing comes from the activities that occur in our different meeting areas. We are always searching to develop and incorporate new strategies for teaching reading and writing. We also want to develop strategies for incorporating literacy into the emergent learning opportunities that we come across while we are learning in place.

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

- Cindy Penner will share with staff on developing reading skills and processes.
- Different staff will share literacy strategies at our weekly gatherings.
- Our focus for our school Pro-D day will be on literacy.
- Staff attending School Team sessions with Leyton Schnellert and Faye Brownlie will share their learnings with other staff.
- We will have cross-grade literacy times during which older buddies will share literacy strategies with younger students.

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

- Staff will be able better explain the learning continuum of literacy skills and abilities.
- Staff will share how they incorporate new literacy strategies into their daily practice.
- We will see more students meeting or exceeding on the standardized literacy portal report.
- Teacher observations of student awareness and application of literacy skills will be recorded.
- Teachers will be given release time by principal to gather literacy data on students.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Eric Langton Elementary
Principal: Jennifer Simon
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 1: Literacy

How can we provide opportunities to engage and inspire students to become better writers who want to write?

B. Rationale

Writing: Students face challenges at all grade levels; have difficulty generating ideas; little written output and conventions are missing.

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

- Inspire students to write and improve their writing; co-teaching through writer's workshop; teachers use Google doc to collaborate; work with bilingual artist-in-residence to create traveling library and give each student the experience of publishing and sharing their book. Continue to utilize performance standards to guide instruction. Create Joint Education Change Implementation Committee (JECIC) around writing resources. Explore a variety of ways to demonstrate writing, including the following: use *story workshop* carts to support ideation; provide common sound chart posters for all French classes to support writing; use writing exemplars; create a writing continuum/rubric with specific expectations for each grade; create writing folders; provide efficient feedback/student conferencing for writing; ongoing assessment; unpack with students, "What do good writers do?"

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

- School Wide Write in January and May;
- Assess using continuum and performance standards;
- Gather student reflections about their confidence and interest in writing and how they see themselves as writers.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Eric Langton Elementary
Principal: Jennifer Simon
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 2: Social Emotional Learning (SEL)

How can we further embed SEL into our daily practice? How can we strengthen and build community? How can we create a consistent, safe and caring community for all to take risks in their learning?

B. Rationale

- To explore how to incorporate SEL by using common language and resources, such as SEL Framework, 6 Cedars, Mind Up or Everyday Anxiety Strategies for Educators (EASE).
- To promote an inclusive and safe school environment by building social skills and connections between all school members. We noticed multi-age groupings for back to school rotation was positive for making meaningful connections. Consistency in rules provides boundaries and sets expectations for students. Consistent academic/behavioural standards reduces anxiety and increases productivity. This improves self-confidence and builds community.

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

- Choose resources to facilitate with collaboration from child care worker, counsellor, Aboriginal Education support and staff; strengthen and build community by providing opportunities for family groupings and using consistent and clear expectations; create connections between all grades, as well as the French and English; embed SEL into daily practice through explicit instruction, trauma-informed practice and community building.
- Develop greater depth of understanding around SEL competencies.
- Class to write and produce skits around conflict resolution to share with school community within similar age groupings and appropriate subject matter/situations within library.
- Schedule spirit/cultural events.
- Encourage development of social skills through leadership opportunities - older kids running teaching games with reminders from older students.
- Work collaboratively to develop common language around respect and deepen understanding of school motto: *Take care of yourself. Take care of others. Take care of this place.* Teachers using 'language' when redirecting/praising students of expectations with younger students.

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

- Observe the number of students actively participating in these events, their level of enthusiasm and social interactions during unstructured times. Survey students on what they enjoyed most.
- Monitor the use of common language in reporting of SEL.
- Determine whether there has been a decrease in the number of referrals of student to office/counsellor for SEL challenges.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Eric Langton Elementary
Principal: Jennifer Simon
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 3: Student Learning

Differentiation/Reaching all learners: What would student engagement look like if each student was able to have their needs met? How do we support some/all/few students in their learning? How do we create the space to honour each student's strengths and personal and cultural identity?

B. Rationale

Eric Langton is a diverse student population where we strive to support all learners in reaching their potential. We want to explore ways to ensure learning is culturally sensitive, inclusive, and honours diversity of needs while balancing resources.

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

Continue to embed inquiry around reaching all learners through exploration of our school goals at monthly staff meetings. We want to collaborate and be creative about our practice. Continue to explore books/resources in a variety of ways (lunch and learn, staff meeting, book clubs, collaboration time, Pro-D/conferences) connected to school growth plan (Social Emotional Learning and Literacy).

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

Consider using a survey to involve all stakeholders (students, parents, and staff) around how they see themselves as learners and if they feel their needs are being met. Additionally, examine data from Middle Years Development Instrument, Early Development Instrument and Student Learning Survey.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Fairview Elementary
Principal: Jenn Gallop
Assistant Superintendent: Jovo Bikic

A. Goal

Goal: If we motivate and encourage a joy for literature and reading, would that improve student engagement and performance?

B. Rationale

We are seeing a larger number of students *not yet meeting* or *minimally meeting* in literacy which makes it more difficult to engage them in learning and more challenging to teach. We are hoping that by creating more opportunities for students to feel successful and excited about literacy, it will follow that their performance will improve.

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

- Class/school activities that promote a joy for reading (Hallway Read, Drop Everything and Read in the gym etc.).
- Participate in Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) training to improve consistency of assessment and use of performance standards amongst staff.
- Make improvements to the library commons space. Have it open before school to invite curiosity and excitement.
- Work with staff to build libraries, access district helping teachers, move away from leveling all students.
- Encourage PAC to help support us in our school goal by raising funds for our library commons space as well as have them participate in our school-wide literacy events.

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

- EPRA/IRA
- Performance standard data on portal for the last term
- Middle Years Development Instrument data regarding feelings of joy and motivation in a general sense

Principal:

Superintendent:

Board Chairperson:

Date:



School: Glenwood Elementary
Principal: Anelma Brown
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 1: Social Emotional Learning (SEL)

How might we create a self-regulated school where all students can feel safe and can independently make positive choices with respect to treatment of self, others and the building?

B. Rationale

Teaching SEL skills (self-regulation strategies) to students will help improve their academic achievement. Studies have shown that the common denominator among different types of schools reporting academic success is that they have a systematic process for promoting children's SEL (e.g. school-wide mentoring programs, creative modifications of traditional consequence/discipline procedures, and structured and embedded classroom time devoted to social and emotional skill building, group problem-solving, and team building).

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

- Explicit teaching about healthy relationships, using Walk Away, Ignore, Talk it Out, Seek Help (WITS), Zones of Regulation, Restorative Justice (especially in office referrals), positive behaviour language (PBIS) and creating a culture of multi-age connections and belonging. Using mindful practices and real-life social skill examples during assemblies via video and skits, and yoga/mindful practices in class.
- Raising awareness of the core competencies and connect these to the First Nations story, *The Six Cedars*. We will weave this into our House teams - Indigenous Trees, a system that recognizes prosocial behaviours, and First Peoples' Principles of Learning.
- Focusing on school culture - leadership, multi-aged connection, fostering belonging through High 5 Club, and PODs.
- Creating lunchtime activities where staff and parents supervise and interact with students in semi-structured manner.

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

- Middle Years Development Instrument
- Tally of office referrals/ records
- Student Learning surveys

Principal:

Superintendent:

Board Chairperson:

Date:



School: Glenwood Elementary
Principal: Anelma Brown
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 2: Literacy

How can we encourage and enable students to voluntarily and independently read good fit books and engage in other literacy activities?

B. Rationale

We want to create a world where everyone is reading their way to a better life. Research shows that reading for pleasure can promote better health and well-being, aid in building social connections and relationships with others and is associated with a range of factors that help increase the chances of social mobility. We aim to improve the literacy skills of our students who are *not yet meeting* by:

- a comprehensive approach to reading instruction;
- articulated standards with data used to monitor progress and inform instruction;
- the resources and professional capacity to ensure effective delivery; and
- providing effective intervention for children experiencing difficulties.

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

- Getting data on readers who are *not yet meeting*, and working with them on a reading intervention program RISE (gathering data through benchmarks, Early Primary Reading Assessment and Intermediate Reading Assessment).
- Ensuring our library has a healthy budget to buy good fit books.
- Doing Global Read Aloud, DEAR, reading to self and others, listening to stories, buddy reading and a *Book for Your Birthday* initiative.
- Ensuring we have a literacy rich environment.
- Reading stories in assemblies, especially Pod/House Team assemblies.
- Teachers working with the district helping teacher.
- Reflecting on teaching practice with School Teams.

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

- Intermediate Reading Assessment
- Early Primary Reading Assessment
- Performance standards/assessments/report cards
- In dialogue with students, have them reflect on the value of the good fit books through personal stories

Principal:

Superintendent:

Board Chairperson:

Date:



School: Golden Ears Elementary
Principal: Renee Scoular
Assistant Superintendent: David Vandergugten

A. Goal

Goal 1: To improve student literacy, focusing on reading strategies with non-fiction books.

B. Rationale

Based on our year-end assessment reports, a number of our students are *not yet meeting* or *minimally meeting* with their reading skills. We will first focus on reading strategies with non-fiction books.

Based on the Principles of Learning, we acknowledge the following:

- learning is embedded in memory, history and story (Communication/Critical Thinking)
- learning is holistic, reflexive, reflective, experiential and relational (Comm./Positive Personal)

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

Year One

- Common language and usage of reading strategies
- Invite literacy helping teacher to work with students and staff
- Possible book club
- Working with Aboriginal Education teacher and support worker to focus on at-risk readers who are Aboriginal
- Booked Adrienne Gear for a school-based Pro-D day for February 13, 2020

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

- Early Primary Reading Assessment and Intermediate Reading Assessment
- Benchmarks
- Year-end assessment using the BC Performance Standards

Principal:

Superintendent:

Board Chairperson:

Date:



School: Golden Ears Elementary
Principal: Renee Scoular
Assistant Superintendent: David Vandergugten

A. Goal

Goal 2: To investigate our current Social Emotional Learning (SEL) practices and evaluate what areas need to be addressed for students (self-awareness, self-management, social awareness, relationship skills, responsible decision-making).

B. Rationale

We continue to have students struggle with self-regulation in the classroom and on the playground. We recognize that students who are self-regulated and have strong connections are more prepared to learn. Based on the First Peoples' Principles of Learning, we acknowledge the following:

- learning is holistic, reflexive, reflective, experiential and relational (Positive Personal and Cultural Identity, Social Awareness and Responsibility and Communication)

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

Year One

- Complete the SEL Reflection Tool as a staff
- Participate in district SEL opportunities
- Mind Up workshops
- School counsellor and child care worker

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

- Early Development Instrument I (Emotional Maturity and Social Competence)
- Middle Years Development Instrument (Connectedness, Social and Emotional Development)
- Core Competencies
- (K-3 identifies and manages emotions/solves problems in peaceful ways; grade 4-7 *Makes Healthy, Safe and Wise Choices*)

Principal:

Superintendent:

Board Chairperson:

Date:



School: Hammond Elementary
Principal: Wes Reamsbottom
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 1: How can we at Hammond increase our capacity for Social Emotional Learning (SEL) through the lens of fine arts?

1. To increase the number of fine arts opportunities for staff and students at Hammond.
2. To explore SEL through the lens of fine arts.

B. Rationale

At Hammond, we recognize the need and importance for fine arts, including its ability to enhance the culture of a school, foster a student's social-emotional wellness and self-regulation, and support and enhance pursuits outside of the fine arts.

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

We are looking at using the school district Fine Arts Committee and school-wide performances to develop the capacity of our teachers to teach fine arts in the building and to expose students to the benefits of such pursuits. The hope is to take ideas from the district committee and implement them at Hammond so as to increase teacher confidence in this area (e.g. sharing fine arts teaching strategies at staff meetings).

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

We hope to have many staff attend the Fine Arts Committee sessions and feel empowered to try incorporating more fine arts into their classrooms. Through this engagement with fine arts, we hope to see a positive change in our school culture, as well as in student self-regulation and engagement. We will track the amount of fine arts opportunities at Hammond for staff and students, and will also track data related to student satisfaction through our Learning Survey and Middle Years Development Instrument data.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Hammond Elementary
Principal: Wes Reamsbottom
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 2: How can we at Hammond develop positive attitudes and increased competency in literacy?

B. Rationale

We currently have a total of 54 students between grades 1 through 7 who are *not yet meeting* in their reading. We hope that by emphasizing a positive attitude towards reading and towards reading instruction we will increase our students' reading competency and love of reading.

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

This year we are incorporating a number of initiatives to support literacy including: *Book Fest* quote contest, *Birthday Book* cart, *Dress Up as a Book Character* day, *Drop Everything and Read*, school administrators reading picture books in classrooms, and *Story Workshop* carts.

Our teachers are drawing on the support of the literacy helping teacher to work with them in classrooms and are also signing up for school district literacy inquiry opportunities. Our school had a large contingent of staff attend the professional development session featuring author, speaker and education advocate Pernille Ripp.

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

We will be using the Early Primary Reading Assessment, the Intermediate Reading Assessment, as well as doing reader interviews to gain evidence of increased positive attitudes and competency in literacy.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Harry Hooke Elementary
Principal: Laura Brandon
Assistant Superintendent: David Vandergugten

A. Goal

Our goal at Harry Hooke is to engage in inquiry related to Social Emotional Learning (SEL). Specifically, we are wondering: How can the Harry Hooke community develop its understanding of positive self-identity (as a community and individuals), respect our cultural diversity, identify/practice self-compassion strategies, and monitor our progress?

B. Rationale

The focus of our school growth plan continues to be centered on Social Emotional Learning (SEL). We have devoted considerable efforts to developing a school-wide SEL framework known as CARES. This represents our community's values of **Communication, Acceptance, Respect, and Engagement**, and practicing these values makes us **Spectacular**. We want to continue to evolve our framework to incorporate deeper aspects of SEL. We plan to continue strengthening a positive culture at Harry Hooke by engaging in meaningful collaboration, place-based learning/acknowledgement of our land, and active engagement in self-care strategies for staff.

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

Positive School Community: Continue with CARES implementation (positive reinforcements/celebrations; data tracking system implementation); House Teams linked to The Six Cedars; Spirit Days; community activities; utilizing all our learning spaces and ensuring they are warm and inviting to all; Friday "HHE wear" days; staff appreciation (Coffee Cart, Staff Shout Outs).
Collaboration: Education Assistant (EA) meetings twice per month; EA/Classroom Teacher/Support Teacher weekly collaboration meetings; investigate ways to release classroom teachers to work together (use Lunch Hour Supervisor, buddy classes, Kilometre Club etc.); collaboration time at staff meetings; collaboration time on non-instructional days.
Place-Based Learning/Cultural Identity: (1) Invite elders, ARMS, Dan the Recycling Man and other presenters to teach about the natural land around our school (animals, plants) and respect for the environment. (2) Explore lands in our community like Alouette Lake, UBC Research Forest/Malcolm Knapp and forest area around our school. (3) Purchase more resources to support learning of Indigenous themes. (4) Class/school projects/events such as "Take me Outside Day" and the "StreamKeepers" waterway stewardship program; clean-up garbage.
Self-Care: Monthly staff socials; exercise clubs for staff (walks, Zumba); sharing staff expertise (knitting club, meditation, yoga); book club / Joint Education Change Implementation Committee(JECIC) "Embers" by Richard Wagamese; Harry Hooke SEL Committee

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

- MDI data
- Student Learning Survey results
- Staff input and participation in self-care activities
- School and class participation in place-based learning activities on our land and the surrounding parks
- Development of regular systems of collaboration so staff can learn from each other and support student learning
- Use and staff feedback of our data tracking system (CARES Sharepoint)
- Number of CARES Cards allocated and corresponding school celebrations

Principal:

Superintendent:

Board Chairperson:

Date:



School: Highland Park Elementary
Principal: Nicole Neggers
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 1: Primary Literacy

To improve overall reading and writing achievement in the early primary years.

B. Rationale

In Grade 1, there is a large number of students *not yet meeting* or *minimally meeting* in literacy. This number improves in Grade 3. However, 50% of our Grade 1 and Grade 2 students are *not yet meeting* or *minimally meeting* in reading. Additionally, over 50% of our Grade 1 students are *not yet meeting* or *minimally meeting* in writing and just under 50% of our Grade 2 students are *not yet meeting* or *minimally meeting* in writing. This data is similar for our Aboriginal learners.

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

- Continue to work with our district literacy facilitator to enhance teachers' knowledge of teaching reading and writing and to help set up structures within the classroom to enhance literacy.
- Reach out to parents to provide opportunities for parents to learn how to interact with their children at home around literacy. Host a Parent Literacy Night to teach parents the importance of reading to their child, looking and analyzing pictures in books, etc.
- Enhance students' access to literature using home reading bags and participating in the district home reading initiative.
- Work with our district literacy facilitator to ensure all staff are using a consistent approach when assessing using performance standards.

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

- Performance standards data on June report card
- Consistent use of performance standards and reading assessments throughout the year to see growth
- Parent participation in literacy night

Principal:

Superintendent:

Board Chairperson:

Date:



School: Highland Park Elementary
Principal: Nicole Neggers
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 2: To teach prosocial behaviour through recognition and acknowledgment of what prosocial behaviours look like. Students will practice prosocial behaviour with structure and guidance/modeling.

B. Rationale

On the Middle Years Development Instrument (MDI), empathy is high but prosocial behaviour is low in both Grade 4 and 7. Grade 7 empathy is 71% but prosocial behaviour is 32%; Grade 4 empathy is at 85% but prosocial behaviour is at 33%. We also see evidence of this area of need during recess and lunch.

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

- A focus on Restorative Action to address behaviour (members of our Restorative Action team will share their knowledge with all staff to create a school-wide approach)
- Kindness Club; Community Service Learning; finding ways to help others in the school and the community; sending kind notes; making cards; writing letters to seniors; raising money for a cause; random acts of kindness; classroom gardens
- Work toward meeting basic needs/self-esteem of students
- Continue to participate in the Social Emotional Learning (SEL) district committee
- Focus on Maslow's *Hierarchy of Needs* for all students

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

- Adult observation during non-structured, less supervised times such as recess and lunch
- Participation numbers of students and attendance in Kindness Club and community service learning opportunities
- Middle Years Development Instrument 2020/2021 results

Principal:

Superintendent:

Board Chairperson:

Date:



School: Highland Park Elementary

Principal: Nicole Neggers

Assistant Superintendent: Jovo Bikic

A. Goal

Goal 3: Students will increase competence in following and applying proper paragraph formatting and structure.

B. Rationale

Students demonstrate low writing proficiency based on our data in intermediate. Teachers are finding that students are not able to transfer skills learned from previous years. As teachers, we notice many students are disengaged in reading so we are wondering if this transfers to their writing ability? From Grade 4 to 7, about 50% of our students are *not yet meeting* or *minimally meeting* in form/ organization in writing.

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

- Literacy focus group with Cindy Penner
- Pro-D workshops for staff on the writing process
- Consistent use of Performance Standards and common tools/graphic organizers used across grade levels
- Allow students to develop their ideas more prior to writing (i.e. loose parts, playdough, jellybeans, etc.)

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

- More than half of the students will be fully meeting in style, form and organization area of writing
- Increase in fully meeting overall
- Use of an intermediate-wide "write" in the spring, and performance standards data in June

Principal:

Superintendent:

Board Chairperson:

Date:



School: Kanaka Creek Elementary
Principal: Chad Raible
Assistant Superintendent: David Vandergugten

A. Goal

Goal 1: To improve connections with our students and our community.

B. Rationale

Staff has been working on curriculum implementation for the past few years. At a staff meeting, we explored our class reviews focusing on classroom themes for goals. We also looked at recent Middle Years Development Instrument (MDI) data. We noticed students in grades 4 and 7 reporting lower numbers of effective adult connections compared to the district average. Further, we noted high levels of anxiety and "absence of sadness" data for our students in grades 4 and 7. For these reasons, we decided to focus on more effective ways to build stronger connections both with our students and our community.

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

Staff generated a list of current Social and Emotional Learning (SEL) activities and rated their effectiveness for building connectedness for students. Staff then collaboratively identified the activities we would continue: intramurals, school-wide SEL days (Pink Shirt Day, etc), fabulous Fridays, lunch clubs, buddy bench, big buddy programs, Star Program, new student T-shirts, ME to WE/leadership groups, etc. We also identified current programs that can be augmented to be more effective, including Walk away, Ignore, Talk it out, Seek help (WITS) and Cougar Eyes (Positive Behavioural Interventions and Supports "gotcha" program). Finally, we identified many strategies/structures we would like to implement this year. They include the following: positive statements common areas; school-wide Aboriginal "fun day"; school-wide art project (either through Aboriginal Education department or community artist); spirit wear days; more school-wide activities/days; Grade 6/7 spirit leadership group; and identifying and trying to build connections with our most vulnerable students.

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

Anecdotal surveys with staff, students and parents. New MDI data this year.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Kanaka Creek Elementary
Principal: Chad Raible
Assistant Superintendent: David Vandergugten

A. Goal

Goal 2: To increase the resiliency of our students when they attempt difficult tasks.

B. Rationale

Staff have been working on curriculum implementation for the past few years. At a staff meeting, we explored our class reviews, focusing on classroom themes for goals. We noticed a common theme in many classes around resiliency. We also heard from parents who expressed having difficulty in getting their children to complete tasks sent home if these tasks were difficult.

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

- Our first focus is staff development. In staff meetings, we have a "teaching/learning" portion. Many of these sessions have focused on the development of grit and resiliency. Specifically, staff have learned from researchers/writers Angela Duckworth and Paul Tough.
- Further, professional development days have focused on resiliency by addressing classroom strategies and structures that promote such concepts. Staff have learned strategies to work with highly anxious students through speakers from "A Child's Song."
- Principal John Wheatley spoke with our staff about addressing students' emotional needs through various classroom/school structures that help build resiliency.
- Through our School Teams structure, our staff benefited from literacy and learning expert Faye Brownlie's workshop on providing literacy strategies to address our reluctant learners.

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

- Anecdotal surveys with staff, students and parents.
- New Middle Years Development Instrument data this year.
- Year-end data.
- Core competency data.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Laity View Elementary
Principal: Kristi Blakeway
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 1: To lower the percentage of students, school-wide, not yet meeting expectations in reading to less than 10%. How might we help students learn to love reading?

B. Rationale

Rather than using levels of books to track reading, we want to design reading around student interests, and celebrate the joy reading can bring. We hope to find ways for students to love reading so they further develop their literacy skills. We have 82 students *not yet meeting expectations* in reading.

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

- Joint Educational Change Implementation Committee (JECIC) to connect literacy and Social Emotional Learning (SEL)
- School-wide drop and read, book tastings
- Sunday read-aloud with families via social media
- Targeted interventions for students *not yet meeting expectations* in reading.
- Modeling reading as a staff - photos, stop drop and read, with staff, staff book club
- Pernille Rip session / Faye Brownlie at Laity View: creating connections and using data

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

- Use of Performance Standards throughout the year, collection of data at final report
- Personal stories and anecdotes
- Classroom assessments
- Early Primary Reading Assessment, Intermediate Reading Assessment, and French Immersion Intermediate Reading Assessment

Principal:

Superintendent:

Board Chairperson:

Date:



School: Laity View Elementary
Principal: Kristi Blakeway
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 2: How might we alter our environment to help students regulate, and teach self-regulation skills?

B. Rationale

The Middle Years Development Instrument (MDI) shows that our Grade 4 students (now in Grade 5) are lower than the district average for the number of students thriving in their well-being (this is a big shift for Laity View). Specifically, our students are struggling with short-term and long-term self-regulation skills and nutrition / sleep.

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

- School Growth Planning Day where staff designed two actions plans: one for Social Emotional Learning (SEL) and one for literacy
- Tour of Coquitlam River (Showcase SEL school) where all staff attended
- Creation of a self-regulation classroom / sensory room / circuits
- Linking our literacy and SEL goals (Joint Educational Change Implementation Committee) to create comfortable, calm reading spaces
- Guest speaker for school-based Pro-D on the topic of trauma
- Social Emotional Learning Opportunity grant - Self Compassion for Adults

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

- Tracking dysregulated behaviour / office referrals
- MDI - increase in well-being / self-regulation skills
- Personal stories and anecdotes

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Elementary
Principal: Donna Servant
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 1: Strengthen our sense of community and belonging by focusing on relationship-building, inclusion, and social/emotional regulation.

B. Rationale

People learn best when they feel connected to a caring community that makes it safe to take risks. Rita Pierson says, "No significant learning can occur without a significant relationship." Human connection is key. Teachers need to be able to attune to the needs of each child. Children benefit when the adults in the building model healthy relationships with each other and engage authentically with the students in front of them.

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

- Explicit teaching about healthy relationships.
- Raise awareness of the core competencies and connect these to the First Nations story, *The Six Cedars*. We will weave this into our existing House Points system that recognizes prosocial behaviours.
- Greeters at door.
- Lunchtime activities where staff and parents supervise and interact with children by playing games, doing art, reading together, and building.

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

- Middle Years Development Instrument
- Tally of Social Emotional Learning Incident records
- Student Learning surveys

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Elementary
Principal: Donna Servant
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 2: Develop all learners as readers.

B. Rationale

Middle Years Development Instrument data tells us that only a small number of our students read for enjoyment. Yet many engage in over two hours of screen activities each day. We aim to connect student identity to literacy. Providing opportunities to engage in meaningful, authentic, pleasurable experiences with texts of their choice can develop positive attitudes toward reading. Many of our children just don't read well enough to be able to comprehend texts, they don't practice, and they don't see themselves as readers.

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

- Greater involvement in school teams.
- MRE's intermediate teachers are a focus group for the literacy workshops.
- Targeted intervention through use of green folders for our struggling readers.
- Welcoming volunteers and big buddies to read daily with children.
- Participating in district literacy initiatives that offer funds for new classroom libraries.
- Innovative ideas shared for refreshing classroom libraries.
- Monthly "Drop Everything and Read" events.

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

- Portal Summative Data (Performance Standards Assessments).
- Middle Years Development Instrument.
- Teachers have worked together to create a digital tracking sheet for all of our readers that are not yet meeting expectations and minimally meeting.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Pitt Meadows Elementary
Principal: Shelley Linton
Assistant Superintendent: Jovo Bikic

A. Goal

Goal: Increase the number of students meeting expectations in reading. Increase passion in reading. Increase resilience in students.

B. Rationale

We have found that we have a large number of students *not yet meeting* or *minimally meeting* in reading. This is evident from report card data, summative reports, ongoing assessments and teacher observations. We also have found that we have many students requiring more support to cope with issues. They have fewer strategies to handle problems. We have an increased demand for counseling and child care worker services.

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

We have established a Reading Intervention group through Joint Educational Change Implementation Committee (JECIC) to plan supports for the year. We will be working with all students *not yet meeting* to try and support their needs and help them move to *minimally* or *meeting*. We have purchased books that will be of more interest to the students. We have done reading surveys with the students to help understand their needs. We are using the help of our support teachers, librarian, principal, vice principal, Aboriginal education assistants and teacher and our English Language Learners teacher. To help build resilience we are working with our counselor, child care worker and community supports (Maple Ridge Family Education Centre) to help with strategies for success.

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

We will look at running records, Intermediate Reading Assessment, Benchmarks, Performance Standards, report card data, observations to see if students are reaching their goals. We will survey teachers and students again to see if their attitudes have changed towards reading.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Webster's Corners Elementary
Principal: Ramin Mehrassa
Assistant Superintendent: David Vandergugten

A. Goal

Goal: To develop a school-wide literacy plan that focuses on both primary and intermediate students.

B. Rationale

Our primary teachers have been part of the Literacy Network and have implemented research-based initiatives to improve the literacy skills of our students. Our intermediate teachers would like to follow suit and engage in the same evidence-backed strategies for their students. In addition, teachers will be setting up reading growth plans for students not yet meeting their reading potential.

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

1. Teachers (primary and intermediate) are part of the Collaborative Inquiry Network group and will be working on our school-wide inquiry question to improve literacy at Webster's.
2. We will be using our collaboration teacher time to train our teachers (with the district literacy helping teacher's guidance) to intervene with our students who are not yet meeting.
3. Funding will be provided to each teacher to upgrade their class libraries with high-interest books.
4. Indigo is sponsoring our school library this fall, which will help boost the variety and quality of books in our library.

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

- Early Primary Reading Assessment and Intermediate Reading Assessment for pre- and post-data collection.
- For at-risk students we will use additional assessment tools (eg. Blyven, Rothstein and the District Green Binder).
- Our teachers will also use and review the performance standards data to assess student progress.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Whonnock Elementary
Principal: Stuart Richardson
Assistant Superintendent: David Vandergugten

A. Goal

Goal 1: We wish to expand the personal awareness and responsibility of our school community of learners. We believe that by developing a deeper relationship with our surrounding school community and natural environment, we can enhance our understanding of ourselves. This goal is based on a shared vision of how people interact amongst themselves as well as with their environment. Our school and staff are uniquely situated to take advantage of rich place-based learning opportunities as well as be guided by the *Six Cedars Ways of Being*.

B. Rationale

Whonnock staff feel particularly connected to nature and in addition wish to reflect the First Peoples' Principles of Learning in our goals. Specifically, that "learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships in nature, and a sense of place)." Additionally, many of our students come to school with extensive prior knowledge of place-based principles and experiences due to their living arrangements on larger properties often with animals and hobby farms.

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

Staff will continue to collaborate and bring our natural environment into all aspects of teaching and learning by using place-based learning and our Aboriginal support teacher and Aboriginal support worker as resources in our planning. Classes spend scheduled time outside within the school property but also at neighbouring lakes and the Malcolm Knapp Research Forest. We have also collaborated with the Environmental School for a shared place-based experience and continue to foster a relationship with them.

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

We plan to use data from our Student Learning Survey, Middle Years Development Instrument, and Early Development Instrument to inform our progress. Further, we plan to survey parents and students regarding their experiences with place-based learning and if appropriate will continue to offer our CEDAR Stream program next year.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Whonnock Elementary
Principal: Stuart Richardson
Assistant Superintendent: David Vandergugten

A. Goal

Goal 2: To raise the fluency, comprehension, and engagement in literacy achievement of our primary students with an emphasis on Grade 3 boys.

B. Rationale

Our primary boys' achievement data has shown underperformance in reading comprehension for the last two years and we wish to address this. To that end, our library collection has recently been augmented with more high-interest non-fiction books that appeal to reluctant readers and our literacy helping teacher has been instrumental in helping staff use our Early Primary Reading Assessment (EPRA) data to inform their teaching practice and help engage a wider range of students with more effective reading instruction.

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

We will continue to involve our district literacy helping teacher with the EPRA to identify and improve primary literacy through collaborative lesson planning and targeted intervention in support as well as possible remedy time. We will also continue to purchase more high-interest primary books to attract our more challenged readers. Our literacy helping teacher has been very supportive with both resources (story carts, global read aloud books) and strategies (focused individual student assessments and support).

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

Our report card data, teacher observation, and EPRA results as well as a library use survey will reflect improvements in primary literacy comprehension.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Yennadon Elementary
Principal: Lisa Lawrance
Assistant Superintendent: David Vandergugten

A. Goal

Goal 1: To foster students' love of reading.

B. Rationale

Teaching students to read is not enough to foster the love of reading. We wonder how we can create a culture of a community of people who love to read, know themselves as readers, and willingly share their reading lives with others. We have noticed that at Yennadon we have many students who dislike reading and do not see themselves as readers. Many have difficulty choosing a good book and are not immersing themselves in their book choices.

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

School Level

- Staff sharing their reading lives on our staff bulletin board
- Staff sign-up to read their favourite story at assemblies
- Monthly school-wide *Drop Everything and Read*– staff modelling
- Classroom teachers committing to providing more time for reading enjoyment – teachers conferencing and matching students with books during this time
- Plan and implement a school-wide *Reading Spirit* day
- Teachers to curate classroom libraries to make sure that it is representative of students' interests/choices
- Teacher librarian to arrange author visit; David Bouchard on January 23, 2020
- Organize a Staff Book Club utilizing Pernille Ripp's *Passionate Readers*
- Purchase books and organize a Birthday Book Cart for students
- Coordinate collaboration time for teachers to share ideas, make plans, and compile resources
- Create a graffiti wall of student-recommended books
- Purchase and provide audio books at a variety of levels

- Conduct Buddy Book Talks with buddy classes
- Purchase student representative/diverse books for the library
- Survey students for book recommendations in the library
- Staff post what they are currently reading beside their classroom door/room
- Teacher librarian to share new books at staff meetings
- Demonstrate and utilize EPIC books and NEWSELA as staff online resources

District Level

- Staff participation in Pernille Ripp's professional development session in September 2019
- Liaise with our literacy helping teachers for ideas and to co-teach lessons
- Utilize the *Book Tasting Kit* in all classes and purchase popular resources as a follow-up
- Work with Faye Brownlie and School Teams with a focus on including all readers
- Organize and implement staff Literacy Lunches with a focus on developing and implementing strategies

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

- Reading Profiles (Pernille Ripp for intermediate and locate a primary option); beginning and end of year
- Reading conferences/check-ins; ensure that all students have a book they are wanting to read, and students are able to verbalize what they are enjoying about their reading material; once a term for each student
- Time on Task observation to notice stamina and duration of our student readers; as a class, once a month
- District Summative Data, Kindergarten to Grade 7

Principal:

Lisa Lawrance

Superintendent:

Board Chairperson:

Date:



School: Yennadon Elementary
Principal: Lisa Lawrance
Assistant Superintendent: David Vandergugten

A. Goal

Goal 2: Social Emotional Learning (SEL).

To provide opportunities for students and staff to have their voice heard, then develop and implement plans from their input.

B. Rationale

When voices are heard, people feel more valued and become more motivated and engaged in the school community. By listening to the perspectives of students and staff, the school will be able to make informed decisions about how we can best support all learners at Yennadon. We recognize that at Yennadon, some of our staff and students feel like their voices are not heard.

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

School Level

- Coordinate Student Voice representatives and WE Team leaders to liaise with staff
- Develop and conduct staff and student surveys
- Establish a Suggestion Box for students in the office
- Form a school-based Social Emotional Learning (SEL) Committee
- Involve students on the staff SEL Committee
- Develop staff and student surveys for feedback on how to strengthen our school community
- Solicit opinions from staff and students regarding school events to improve our culture
- Develop a system to provide staff with collaboration time (e.g. utilize buddy classes)

- Complete the Student Voice and adult sections of the SEL Reflection Tool through Joint Educational Change Implementation Committee (JECIC) time
- Provide students with more leadership opportunities (e.g. assemblies, peer leaders, service projects)
- Share the WE Well-Being lessons with intermediate staff

District Level

- District Student Voice participation and involvement
- District SEL Committee participation and involvement

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

- Staff and student surveys specific to our goal (beginning and end of year)
- Minutes and notes from the school SEL Committee and the two Joint Educational Change Implementation Committee (JECIC) groups
- Analysis of the Student Voice and adult sections of the SEL Reflection Tool
- Review and evaluation of the success of our strategies implemented (mid-year and at year-end)
- Early Development Instrument (Emotional Maturity) and Middle Years Development Instrument (Connectedness, Social and Emotional Development, School Experiences)
- Ministry Student Learning surveys

Principal:

Superintendent:

Board Chairperson:

Date:



School: Garibaldi Secondary

Principal: Ian Liversidge

Assistant Superintendent: Ken Cober

A. Goal

Goal 1: IB Middle Years Programme (MYP) Implementation

The MYP is a program that is modeled on cross-curricular and inquiry learning for students in grades 8-10. Students are assessed using a MYP rubric developed by our school and students are provided opportunities to follow their passion and interest in completion of a personal project or capstone project in their Grade 10 year.

B. Rationale

Garibaldi is in the candidacy phase in the MYP and continues to support teacher training in the delivery of the MYP. School-based and department policies for the implementation of these programs have been completed and are pending feedback from the IB Network. Key components of both the MYP and CP programs are the use of student-initiated inquiry-based and project-based learning. Teachers in grades 8 and 9 will more actively incorporate these elements into their classroom to prepare for full implementation of the MYP.

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

During the 2019 - 2020 school year, we will write and finalize all unit plans and assessments for Grade 9 and 10 as well as review and improve the units done with Grade 8.

MYP information will be shared: weekly in Monday optional staff meetings, monthly staff meetings, department/collaboration sessions, newsletters, parent information sessions, and on the school website (following IB publication guidelines).

MYP coordinators will facilitate the collaborative completion of the four required primary policy statements for MYP implementation.

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

- Monday meeting notes, staff meeting minutes, staff committee minutes, department/collaboration reports, and newsletters will provide indicators of communication and growth.
- MYP implementation included formal visits and communication with the IB Network. This will be an external source of feedback.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Garibaldi Secondary

Principal: Ian Liversidge

Assistant Superintendent: Ken Cober

A. Goal

Goal 2: Social Emotional Learning (SEL) Summary

Garibaldi Secondary will continue to be intentional about building a positive, inclusive learning environment for students and staff, and will continue to find innovative ways to maintain and build a positive, inclusive learning environment for students and staff. These efforts will align with the provincial initiative in supporting First Peoples' Principles of Learning.

B. Rationale

The September 2019 school planning day created an opportunity for staff to review East Maple Ridge demographic information to understand the greater context of our school and school community. Data was sourced from the school district, the SD42 Aboriginal Education department, Middle Years Development Instrument, Community Health, post-secondary transition, and Statistics Canada Census. In reviewing this data, we came to understand that we have an incredibly diverse community with a wide range of needs.

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

- First Peoples Principles' of Learning information will be shared weekly in optional Monday staff meetings, regular monthly staff meetings, newsletters, and classroom signage/posters linking to curriculum.
- Link Crew Aboriginal Games event.
- Active engagement of the Aboriginal Support Worker in classrooms focusing on hands-on First Nations experience with the goal of creating increased hallway presence of First Nations Culture.
- Increasing diversity of clubs and extracurricular activities (<https://secondary.sd42.ca/gss/clubs/>)
- Child Care Worker / Counselor-led groups targeting all genders, sexual orientation and gender identity, and First Nations culture.
- Our student services team will continue to do group activities targeting at-risk youth. Our student services teachers will also look for ways to co-teach classes as a way to provide learning support within a classroom context where possible.
- We will support mindfulness through the introduction of yoga, both in class time and on an extracurricular basis.
- Garibaldi Secondary will continue to provide all new students with a school scarf.

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

- Monday meeting notes, staff meeting minutes, staff committee minutes, Dept/collaboration reports, newsletters will all provide indicators of communication and growth.
- School-based team, at-risk meetings, Special Education teacher, Aboriginal Support Worker, and Child Care Worker documents will provide markers/indicators for growth in our efforts to support all our students.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Garibaldi Secondary

Principal: Ian Liversidge

Assistant Superintendent: Ken Cober

A. Goal

Goal 3: Career Life Education

Our staff has designed a delivery for Career Life Education 9 and 10 for the 2019 - 2020 school year to explore the connection between career and subject areas. We have introduced a scheduled class at the Grade 11 level, supported by Grade 9, 10, and 12 courses outside of the timetable. All classes in the career progression will link to the MyBlueprint platform. Linkages will begin to form to the IB Middle Years Programme (MYP) Grade 10 Personal Project course. Our goal is for our students to develop a long-term portfolio, leading to a meaningful connection to a mentorship experience with a teacher in Grade 12.

B. Rationale

The implementation of the MYP language requirement creates an elevated demand on programming requirements for student graduation. We have positioned the 'in the timetable' Career Life Education (CLE) class at the Grade 11 level to support a balance of elective programming for students. The remaining classes in the CLE / Career Life Connection (CLC) progression are placed outside of the timetable in the Grade 9, 10, and 12 years.

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

Topics will be delivered over a two-year period that will explore the big ideas of both CE 9 and CLE 10 through a 'Year A' and 'Year B' model. Grade 9 and 10 students will attend mixed-grade monthly presentations (in-house and outside presenters) and both Year A and B will feature 16 distinct topics related to career exploration and preparation. Students will attend one career-related presentation per month during flex time and each month will be based on a subject-related theme. Subject teachers will be able to lead conversations in their classrooms around career opportunities related to their teaching discipline. Teachers will monitor student completion of the related portfolio inclusion each month using the MyBlueprint.ca resource.

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

- Student completion of monthly portfolio inclusion assignments using the MyBlueprint platform.
- This year we are anticipating student completion of their individual Capstone Projects in a variety of manners. We look forward to our first Capstone Fair in the spring of 2020.
- Review of Student Learning Data.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Secondary
Principal: Ken Elphick
Assistant Superintendent: Shannon Derinzy

A. Goal

To establish a collaborative and collegial culture at Maple Ridge Secondary

B. Rationale

Current research shows that there is a direct link between school culture and student success. If this link is made, students and staff are motivated to do well and are able to realize their full potential in schools (Safe Schools Action Team, 2008). Last year, MRSS had an incredibly difficult year that included the closure of the annex, a measles outbreak, the illness of the principal, the death of a long-time teacher, and the death of a former student. Staff and students alike felt the cumulative effects of these events: morale suffered, staff absences increased, and the building lost its sense of community. Therefore, community building and culture change are the most important goals for this year.

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

Step 1: To identify the school's existing culture by listening to staff and students and building trust. Listening conveys caring about both student and staff opinions, beliefs and values. Staff and students will be encouraged to "share their stories." Qualitative data will be gathered from authentic listening.

Step 2: To tackle key issues brought forth by staff and students by collaboratively developing and then administering plans to address these issues.

Step 3: Address teacher isolation by providing opportunities for collaboration, partnerships, and professional discourse. Administration must model such collaborative practices and reward staff by formal/informal recognition.

Step 4: To recognize talents and abilities of school personnel and pupils.

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

Edgar Schein (1992) argued that there are three levels of organizational culture: (a) artifacts, (b) espoused values, and (c) assumptions. If we create a collaborative culture, we expect the following artifacts: improved staff and student attendance; and greater participation of staff in collaborative initiatives like school teams, collaboration teams, and staff meetings. If we improve school culture, staff will increasingly espouse the following values as shaping their practice: collaboration, risk-taking, and dialogue. If we improve school culture, staff and students will assume that they will be supported by colleagues and administration in their attempts to improve and grow. A year-end survey will be given to staff to evaluate whether we have succeeded in improving our culture.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Pitt Meadows Secondary
Principal: Cheryl Schwarz
Assistant Superintendent: Shannon Derinzy

A. Goal

Goal 1: Social and Emotional Learning (SEL)

How can we increase a sense of belonging for staff and students by improving connection through Social and Emotional Learning (SEL), effective communication and collaboration?

B. Rationale

Our objective is for our staff, students and parent community to collaboratively develop an understanding of our school's beliefs and values, which align with the district mission to support all learners. A positive school culture fosters connection and learning. Grade 10 and 12 student learning data suggests that there is room for improvement when it comes to building connections and community. Staff reflections and dialogue shared during our school growth plan day revealed that this is an area where staff are committed to further developing for both students and each other.

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

- Provide staff with opportunities to further develop both personal and student SEL through connection-building
- District SEL Framework - activities and information explored with staff
- Staff and Student Wellness Week (plus weekly activities), breakfast program
- LINK program (senior students building connections with our Grade 8 students)
- Breaking Down the Walls - a program to help build school culture, empower students and foster the understanding that we each have a story.

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

- Student Learning Survey data
- PMSS Student Forum
- Staff and student reflections
- Staff participation in Adult Social Emotional Learning Opportunities application
- Collaboration and sharing of learning through School Teams and Secondary Inquiry Project (How does purposeful community building initiatives impact a school culture?)

Principal:

Superintendent:

Board Chairperson:

Date:



School: Pitt Meadows Secondary
Principal: Cheryl Schwarz
Assistant Superintendent: Shannon Derinzy

A. Goal

Goal 2: Staff will further develop their learning about the new curriculum with a focus on inclusive practice and assessment.

B. Rationale

The new curriculum is fully implemented. It is a competency based, inclusive framework that honours student choice. Ultimately, the goal is for our graduates to feel prepared to transition to life after high school with the skills, competencies and knowledge they need to continue their learning or enter the workforce. We need to continue to develop our strategies and understanding to support the new curriculum by collaboratively engaging with colleagues.

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

- Teachers involved with Secondary Inquiry project, Collaborative Network, School Teams, cross curricular learning, district assessment team (opportunities to inquire and share with colleagues)
- Guest speakers, targeted activities to explore curricular areas and assessment practices
- Individualized Education Plan development support tool used by staff-inclusive practice
- Teacher-led profiles for students accessing support to understand student learning and Social Emotional Learning needs
- Learning Services Department - Umbrella Support, Student Intervention team

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

- Staff and student reflections on their learning
- Grade 10 and 12 Student Learning Survey data regarding student school experiences
- PMSS Student Forum data from targeted questions
- Cross curricular learning opportunities
- Celebrations of learning

Principal:

Superintendent:

Board Chairperson:

Date:



School: Samuel Robertson Technical Secondary

Principal: Dennis Dickson

Assistant Superintendent: Ken Cober

A. Goal

Goal 1: Student Engagement

Students attending classes regularly and making connections with staff in authentic and meaningful ways.
Students having opportunities to personalize learning and explore their passions.

B. Rationale

Students often miss classes with which they do not feel connected or engaged. Learning becomes more personal as students connect material to real life. Motivation becomes both intrinsic and extrinsic as students develop connections and see meaning behind assignments, projects and activities in the classroom.

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

- Staff will have opportunities to grow their practice to include differentiated learning options, personalized learning structures and develop one-to-one connections with students.
- Additional learning activities to enhance engagement will be encouraged and supported (field trips, guest speakers etc).
- Attendance tracking (monthly) and follow-up to identify students not attending regularly (excused and non-excused absences).

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

- Attendance tracking/records.
- Student participation rates in school events and extracurricular opportunities.
- Student voice meetings with administrative team.
- Student learning survey data
- Graduation rate
- Anecdotal reports/reflections shared by students and staff.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Samuel Robertson Technical Secondary

Principal: Dennis Dickson

Assistant Superintendent: Ken Cober

A. Goal

Goal 2: Social Emotional Learning (SEL)

Students and staff feel supported in and out of the classroom through practices that utilize trauma-informed practice, wellness and personal-social responsibility.

B. Rationale

Staff, students and parents should be more informed about how social emotional wellness impacts student learning, engagement and health.

Staff should recognize the role that social-emotional wellness plays in their individual classrooms and the school community at large - especially in academic areas where the curricular expectations can be very high.

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

- Encourage staff and students to contribute to activities surrounding the monthly district SEL themes.
- Offer tools for every classroom to develop social emotional wellness skills.
- Give support to staff surrounding trauma-informed practice and other SEL tools.

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

- Counsellor and child care worker will connect with admin to give their feedback regarding student social emotional wellness.
- Theme months will provide visual evidence of community growth and learning.
- Student learning survey data
- Student and staff "check-ins" (student voice meetings, staff meetings, department meetings, etc.) with administrators to assess SEL development and social-emotional wellness.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Samuel Robertson Technical Secondary

Principal: Dennis Dickson

Assistant Superintendent: Ken Cober

A. Goal

Goal 3: Sense of Community

Students and staff working together to create a safe, supportive and enjoyable place for learning and personal development.

B. Rationale

SRT has a number of new students and new staff members. Deliberate attention needs to be paid toward community attachment for all new community members – students, staff, and parents.

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

- School-wide activities – formal, informal and extracurricular – that focus on building community and celebrating school culture.
- Staff and student promotion and participation in student-organized activities (assemblies, competitions, spirit teams).
- Staff organized professional and social activities creating opportunities to develop connections and strengthen relationships.
- Use of social media/school app to engage/connect community members (students, parents).

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

- Participation levels for students and staff in school-wide activities.
- Staff participation levels with professional and social activities.
- Student learning survey data
- Parent participation/involvement with Parent Advisory Council (PAC).

Principal:

Superintendent:

Board Chairperson:

Date:



School: Thomas Haney Secondary
Principal: Grant Frend
Assistant Superintendent: Ken Cober

A. Goal

Goal 1: To increase the number of students being taught about Aboriginal/First Peoples of Canada and to increase the number of students being taught about local First Nations.

B. Rationale

The First Peoples' Education Steering Committee states that, with the increased inclusion of First Peoples' content in the changing BC curriculum, there is a need to incorporate unappropriated First Peoples' perspectives across the curriculum. As part of national efforts in Truth and Reconciliation, we must make a more focused effort to provide our students with authentic First Peoples' learning opportunities and more consistently incorporate First Peoples' Principles of Learning into our practice.

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

Part of our collaboration teacher's assignment will be to work with staff on naming and nurturing First Peoples' Principles of Learning in the classroom. As well, the collaboration teacher and our Aboriginal support worker will work to incorporate activities such as weaving and baking into different subject areas. Further, our students will have more opportunities to learn about First Nations through an increased amount of learning opportunities away from the school.

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

We will focus on our grades 10 and 12 Student Learning Survey results from the Ministry of Education. We will review this goal annually using our data from the survey to guide our thinking and our planning.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Thomas Haney Secondary
Principal: Grant Frend
Assistant Superintendent: Ken Cober

A. Goal

Goal 2: To increase the number of THSS students who indicate that the school is preparing them well for jobs in the future and to increase the number of students who indicate they are satisfied that they are learning basic life skills needed for the future (i.e. financial planning and taxes, budgeting and independent living).

B. Rationale

One of the main understandings from the 2018 SD42 Student Forum was that our students want more exposure to career opportunities. Students wish to be exposed to more information about a wider variety of careers, extending beyond the information we provide about trades. Another key understanding from the SD42 Student Forum was that our students wanted to be better prepared for basic life skills. Students noted that much of the content in a course like Planning was offered too early. Students weren't yet focused on these important areas because the horizon was too far off.

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

Our plan in this area is to increase our focus on connecting students with relevant information and experiences that help them explore potential future jobs. During the 2018-2019 year, we launched our new Career Education 8/9 programs. Our hope is students will find these courses relevant and engaging. We have incorporated the new MyBluePrint program into these efforts. In terms of life skills preparation, we will introduce these key components to our students through our grades 8 to 12 career courses. Our careers teachers are excited about the opportunities presented in the redesigned curriculum.

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

We will focus on our grades 10 and 12 Student Learning Survey results from the Ministry of Education. We will review this goal annually using our data from the survey to guide our thinking and our planning.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Thomas Haney Secondary
Principal: Grant Frend
Assistant Superintendent: Ken Cober

A. Goal

Goal 3: To increase the number of students who indicate they are learning how to care for their mental health.

B. Rationale

It is clear from both our general observations as well as our Student Learning Survey results that our students feel more explicit instruction is needed on how to care for their mental health. Given the increasingly complex world in which our hyper-connected students live, it is important we address this. We continue to see an increase in the number of students who aren't attending school regularly, especially in our younger students. While multiple strategies are needed to address youth mental health, it is important that we target all of our students by providing them resources to manage their mental health.

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

In June of 2019, we will launch our Social Emotional Learning team at THSS. This team will plan and execute a variety of ideas to help our students learn how to manage their mental health. For instance, the group hopes to create activities for teacher advisors to use in teacher advisory. Further, the group is meeting to design an intervention program for students who are having issues with school attendance. More plans will be developed by the group during the course of the year.

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

We will focus on our grades 10 and 12 Student Learning Survey results from the Ministry of Education. We will review this goal yearly using our data from the survey to guide our thinking and our planning.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Westview Secondary

Principal: Darren Rowell

Assistant Superintendent: Shannon Derinzy

A. Goal

Goal 1: Promote Engagement, Place and Purpose.

B. Rationale

The goal category that received the most staff feedback at our spring 2019 school planning retreat was to Promote Engagement, Place and Purpose. How do we engage all students and specifically target students who are displaying a lack of connection to our school community? Staff feedback included the following: (1) Create additional supports for students who are school avoiders and don't fit (outliers) the typical school structure. (2) Assist students to develop a greater attachment to their school.

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

A targeted support model was developed for at-risk students that aligns with Westview's full-inclusion Learning Services model. This new support model includes a dedicated space for students that is comfortable, inviting and allows for a sense of student ownership. It also allows for targeted case management that is better able to utilize school resources and allows for improved case manager communication with classroom teachers to support student learning, success and engagement to school. Supports include: two Education Assistants (EAs), Alouette Addictions counselor - weekly working out of that space on Tuesdays, Aboriginal support worker (ASW) - twice daily check-ins, and child care worker (CCW) - monitoring attendance.

Our Learning Centre (LC) was also re-imagined with Engagement, Place and Purpose as its focus. The LC is now in a large learning space that includes all four grade level support teachers and EAs. The LC space also has accessible technology and flexible seating (e.g. bean bag chairs) that support student needs. At the heart of this change, four teachers sharing this space allows for one teacher to support learning in the LC while three teachers push-out each block and support students in their classes. It also allows for co-teaching and additional targeted student supports. This new structure fully aligns with our full-inclusion model.

Developing a strong student voice will be an increased emphasis this year that will allow us to assist students to develop a greater attachment to their school. Current focus includes creating more learning spaces outside classrooms and planning a Student Forum for spring 2020.

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

Anecdotal data will be collected to determine the impact of changes to our Learning Services model. Data will include: (1) Feedback from classroom teachers regarding their ability to support students, (2) Feedback from EAs, (3) Student feedback from students who use our Learning Services spaces, (4) Baseline attendance, grade, and discipline data in this first year to gauge impact moving forward. Anecdotal data will be collected to determine the impact of providing additional and authentic opportunities for students to exercise Student Voice.

To measure connection to school for 2019-20, the Grade 10 Student Learning Survey data will be used to determine growth and progress.

We will also use our 2019-20 school-based Report Card data to build student support plans dynamically throughout the year. The December 2019 report card identified: 20 (15%) Grade 8 students with two or more Incompletes and 10 (8%) with multiple marks in the emerging range. 25 (20%) Grade 8 students with two or more Incompletes and 9 (7%) with multiple marks in the emerging/C-range. The most significant cohort is in Grade 10 where 45 (25%) students had two or more *Incompletes* and 18 (20%) with multiple marks in the C-range. Intervention strategies are being put in place to support these students who are struggling academically.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Westview Secondary
Principal: Darren Rowell
Assistant Superintendent: Shannon Derinzy

A. Goal

Goal 2: Social Emotional Learning (SEL).

B. Rationale

Social Emotional Learning is tied to the Maple Ridge – Pitt Meadows School District No. 42 vision, which is for every individual to feel valued and for all learners to reach their potential. One of our goals this year is to intentionally focus on SEL in order to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society. More specifically, at Westview, there is a desire to foster resilience, confidence and the drive of our students, and for students to be more supportive of each other and to treat each other well.

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

Breaking Down the Walls (Sept 30-Oct 2, 2019) is a program designed to unify, empower, and engage every student to create a positive and supportive campus culture. BDTW allowed our counselling team significant into the needs of our student population as measured by the ACE score. ACE score is a tally of different types of abuse, neglect, and other hallmarks of a rough childhood. According to the Adverse Childhood Experiences study, the rougher your childhood, the higher your score is likely to be and the higher your risk for later academic, attendance, and health problems. According to our knowledge, in our grade 10 student population 30% have an ACE score of 2+ and 14% have score of 4+. However, we have incomplete knowledge of our students, so these numbers may well be higher.

Restorative Justice Pilot (Nov 2019). The purpose of the program is to intervene in peer conflict before it escalates, and to empower students as problem-solvers with the hope that resolutions are reached to reduce suspensions and conflict within the student community.

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

Through *Breaking Down the Walls*, many students were made aware of the challenges facing so many of their peers. When there is an understanding of what may be going on for someone else, there is a greater likelihood of treating others with more compassion and care. The *Restorative Justice Pilot* will enable students to gain a better understanding of each other in a safe space which will help reduce conflict and help promote understanding. Together, we hope for more intentional, meaningful, and positive connections, thereby creating a safe space for learning and interaction!

To measure connection to school for 2019-20, the Grade 10 Student Learning Survey data will be used to determine growth and progress.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Westview Secondary
Principal: Darren Rowell
Assistant Superintendent: Shannon Derinzy

A. Goal

Goal 3: Innovative Teaching Practices.

B. Rationale

The school district's mission and vision document states that the district has, "intentional support for ... collaboration ... and staff development." The Westview staff highlighted this as an area of focus and continued growth at a May staff gathering, mentioning particularly co-teaching, cross-curricular assessment, and cross-curricular collaboration opportunities. As Westview continues to pursue our desire to "inspire and encourage students to strive for excellence," a focus on innovative teaching practice to spark engagement and curiosity among our students in and out of the classroom is fitting.

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

One area of focus is project-based learning and collaborative design of learning opportunities. WSS has three collaborative teaching blocks this year allocated to literacy, numeracy, and project-based learning. In addition to the focus of their blocks, the three teacher-leaders are collaboratively planning units and learning experiences for themselves and other teachers while looking at creating larger moments of impact at Westview.

We have also invested in professional development and learning opportunities for our staff. Ten staff attended a Saturday Future Design School professional development session focused on design thinking and unit planning that was used to develop project-based learning units to be implemented in WSS classrooms. In the past year, 10 teachers and all members of the administrative team traveled to San Diego to visit the internationally-renowned High Tech High to see inside a school with a tremendous reputation for progressive pedagogy, collaboration, and student engagement. Finally, Westview sent three teachers and two administrators to a Google for Education Summit in Abbotsford to look into the Google for Education suite of tools as well as the possibilities for more collaborative student and staff work. This led to a pilot of Google Classroom in a Grade 8/9 core English class last year. Year two of the pilot has expanded this year with all Grade 8 Humanities classes as well as all Career Life Connections classes being delivered through Google Classroom.

Finally, Westview launched an in-house collaborative network modeled on Vicci Halabi's secondary collaborative network. Groups of staff applied to be a part of the network to create moments of impact in classrooms (based on our book club on Power of Moments last year), a cross-curricular unit, or a project-based learning unit. This group is meeting monthly in the Westview library after school for three hours of planning followed by a dinner together.

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

Westview will use both quantitative and qualitative data to measure the success of our work in supporting innovative teaching practices. 1) Conversations with collaborative teachers around what is being produced with cross-curricular literacy and numeracy lessons the emphasis. 2) Student "buzz" and interest around projects. 3) Growth in the Google Classroom pilot will lead to the expansion with more classrooms being involved. 4) Grade and attendance data (see fewer students failing and missing class across the school, particularly in Grade 8 humanities pods/classes). Westview has also offered an in-house Collaborative Network, hosting five monthly meetings after school to bring teachers together by providing time and space for them to meet, plan and carry out new ideas and initiatives. Monthly numbers range from 15-22 staff participating and implementing new units and ideas in their classroom as a result.

In Grade 8 Humanities, we hope to see growth and development through the Standards Based model by tracking Report Card marks through each term. In Term 1, English 8 marks were *not yet meeting* (8), *emerging* (30), *developing* (34), *proficient* (50), *extending* (26). In Term 1, Social Studies 8 marks were *not yet meeting* (9), *emerging* (53), *developing* (52), *proficient* (35), *extending* (3).

In the 2018-19 school year, two teachers were using Google Classroom as a platform in their classes. In the 2019-20 school year, we currently have seven teachers using Google Classroom. This growth helps promote teacher and student collaboration. To measure connection to school for 2019-20, the Grade 10 Student Learning Survey data will be used to determine growth and progress.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Continuing Education / Connected Learning Community

Principal: Jeff Curwen

Assistant Superintendent: Ken Cober

A. Goal

Goal 1: Secondary Innovation - Connected Learning Community and Continuing Education.

Increase professional support opportunities for teachers to align and implement online and Continuing Education (CE) courses with the redesigned BC curriculum.

B. Rationale

We are responsible for supporting the learning of all individuals in our schools and we value choices for all learners, equity of access to all programs, and a holistic approach to learning - all of which are made possible and supported in the redesigned curriculum.

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

Staff membership and active participation in a variety of professional organizations and structured activities that complement the alignment and implementation of course content with the redesigned curriculum: Western Canadian Learning Network (WCLN); BC Distributed Learning Administrators Association (BCDLAA); BC School District Continuing Education Directors Association; SD42 Information Technology Department (online course technical support); and Adult Centered Education Conference (administrators and teachers to attend in spring 2020).

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

- Survey of Online/CE students measuring satisfaction, technical experience, and engagement with online course.
- Survey of Online/CE teachers measuring satisfaction, technical support and WCLN Course (curricular alignment, assessment, gradebook, messaging).
- Teacher and admin dialogue and shared vision on CE courses.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Continuing Education / Connected Learning Community

Principal: Jeff Curwen

Assistant Superintendent: Ken Cober

A. Goal

Goal 2: Improve student learning and assessment through teacher participation in district organized School Teams workshops. Adapting workshop training to address the unique needs of Continuing Education at Riverside Centre.

B. Rationale

We can participate in School Teams and implement ideas from the workshops because we value the uniqueness of each learner and embrace diverse ways of learning. We encourage a variety of instructional methods and provide support to all learners so that they can realize their potential.

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

- Attend and participate in School Teams.
- Adapt learnings from School Teams events and sessions as presented by Shelley Moore, Leyton Schnellert, and Faye Brownlie.
- Continuing Education (CE) teachers meet with Leyton Schnellert to strategize how best to implement School Teams initiatives in the CE environment.

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

- Feedback and comments for our staff from School Teams workshop leaders.
- Teacher reflection on teacher-generated lessons/units based on training/knowledge from School Teams activities.

Principal:

Superintendent:

Board Chairperson:

Date:



School: District Alternate 42 Secondary

Principal: Steve Wiebe

Assistant Superintendent: Ken Cober

A. Goal

Creating a strong sense of student community, meaningful student connections with staff members and stronger community connections.

B. Rationale

Students come to District Alternate from a variety of schools (in and out of district). We want to help them share their individual strengths, talents and interests with the District Alternate cohort and larger community. A focus on relationship building and participation in school culture creates a safer space for students to develop a deeper understanding of their own identity, their place in the school and community, and improves student achievement.

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

Student Community Connection – clustered registration dates (bring students in as a cohort – strengthen the cohort connection), student-community building activities (e.g. bowling, snowboarding, hiking).

Staff Connections – daily student/staff collaborative healthy snack program, district helping teacher facilitated workshops, implementing student inquiry-based learning activities, implementing student collaborative project-based learning activities.

Community Connections – Child and Youth Mental Health (CYMH) presenting on trauma informed best practices, regular community agency meetings (Pacific Legal Education Association, Ministry of Children and Family Development, RCMP, Youth Unlimited, Food Bank, Pathfinders, Work BC).

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

- Attendance and participation data for school activities
- Increase number of students successfully completing community work experience
- Graduation rate
- Data from student learning survey
- Qualitative evidence from student and staff success stories

Principal:

Superintendent:

Board Chairperson:

Date:



School: Safe & Caring Schools
Principal: Sherri Skerratt VP: Sherri McKinnon
Assistant Superintendent: Shannon Derinzy

A. Goal

To develop a vision and mission statement for the Safe and Caring Schools (SCS) Riverside Program that aligns with the Safe & Caring Schools learning environment and the First Peoples' Principles of Learning.

B. Rationale

- Delineate the goals and purpose of the SCS Riverside Program
- Bring stakeholders together to support the direction and goals of the program
- Infuse Indigenous perspectives into our learning community

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

- Over the course of the next few school-based pro-d days and periodical staff meetings, staff will explore the following: how the First Peoples' Principles apply to our program; how personal values play an integral role; hopes and desires for the evolution of the program
- We will review student data and engage students in conversation about the role this program plays in their lives
- We will develop a vision and mission statement that captures our findings from the above work

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

- We will have a completed vision and mission statement
- Future goals and actions will align with the vision and mission statement
- Stakeholders will demonstrate commitment and engagement and act as a unified unit within the program
- SCS Riverside Program vision and mission statement and information about the program will be up on the SD42 website

Principal:

Superintendent:

Board Chairperson:

Date:

**ITEM 4**

To: **Board of Education**

From: Sylvia Russell
Superintendent

Re: **2020/2021, 2021/2022 and 2022/2023**
PROPOSED DISTRICT SCHOOL
CALENDARS

Date: January 22, 2020
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

For the past nine school years School District 42 (SD42) has implemented a District-wide School Calendar.

The School Calendar Regulation enacted in Spring 2012, established a new legislative framework that eliminated a Ministry of Education standardized school calendar and set the requirements for a board-established school calendar beginning in the 2013-14 school year.

The School Calendar Regulation from the School Act sets a minimum number of hours of instruction that boards must offer to students during the school year. It is important to note that the Regulation is not intended to set or effect teacher hours of work.

As well, there are different calendar information requirements for bricks-and-mortar and distributed learning schools as set out in the Regulation:

- 1) All Public Schools except Distributed Learning Schools must indicate:
 - (a) the number and dates of the days in session;
 - (b) the number and dates of each day of instruction;
 - (c) the vacation periods and dates of statutory holidays;
 - (d) the dates of each non-instructional day;
 - (e) the number of hours of instruction offered to students in each grade; and
- 2) Pursuant to subsection (3) of the Regulation, the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its district in the 2020/2021 school year, 2021/2022 school year and the 2022/2023 school year:
 - (a) 853 hours of instruction for students in kindergarten;
 - (b) 878 hours of instruction for students in grades 1 to 7;
 - (c) 952 hours of instruction for students in grades 8 to 12.

Note: The minimum hours requirement is lower for Kindergarten students to allow for the gradual entry process at the beginning of each school year.
- 3) Distributed Learning Schools:
 - (a) the number and dates of the days in session;
 - (b) the dates on which the principal, vice principals, directors of instruction and teachers of the school are available for instruction; and
 - (c) the vacation periods and dates of statutory holidays.

Boards are not required to include their summer school schedules in calendars submitted to the ministry (s. 4 (3) of the Regulation).

In order to provide families and the District more opportunity to plan ahead, we are proposing calendars for 2020/2021, 2021/2022 and 2022/2023. These calendars meet the required minutes of instruction outlined in the regulations.

2020/2021 Proposed District School Calendars

- For Regular and Distributed Learning a two week Winter Break from **Monday, December 21 to Thursday, December 31, 2020**, a two week Spring Break from **Monday, March 15 to Friday, March 26, 2021** (excluding Kanaka Creek Elementary). The last instructional day of school for students is set for **Tuesday, June 29, 2021**. (Attachments A, B, E)
- Kanaka Creek Elementary calendar includes a Winter Break from **Monday, December 7 to Thursday, December 31, 2020**, a Spring Break from **Tuesday, April 6 to Friday, April 30, 2021** with the last day for students being **Tuesday, July 27, 2021**. (Attachments C, D)

2021/2022 Proposed District School Calendars

- For Regular and Distributed Learning a two week Winter Break from **Monday, December 20 to Friday, December 31, 2021**, a two week Spring Break from **Monday, March 14 to Friday, March 25, 2022** (excluding Kanaka Creek Elementary). The last instructional day for students is set for **Wednesday, June 29, 2022**. (Attachments F, G, J)
- Kanaka Creek Elementary calendar includes a Winter Break from **Monday, December 6 to Friday, December 31, 2021**, a Spring Break from **Monday, April 4 to Friday, April 29, 2022** with the last day for students being **Tuesday, July 26, 2022**. (Attachments H, I)

2022/2023 Proposed District School Calendars

- For Regular and Distributed Learning a two week Winter Break from **Monday, December 19 to Friday, December 30, 2022**, a one day not in session to coincide with the Family Day holiday on **Friday, February 17, 2023**, this will be an optional training day for 10-month CUPE employees and a two week Spring Break from **Monday, March 13 to Friday, March 24, 2023** (excluding Kanaka Creek Elementary). The last instructional day for students is set for **Thursday, June 29, 2023**. (Attachments K, L, O)
- Kanaka Creek Elementary calendar includes a Winter Break from **Monday, December 5 to Friday, December 30, 2022**, a one day not in session to coincide with the Family Day holiday on **Friday, February 17, 2023**, this will be an optional training day for 10-month CUPE employees and a Spring Break from **Monday, April 3 to Friday, April 28, 2023** with the last day for students being **Wednesday, July 26, 2023**. (Attachments M, N)

Consultation Requirements

Section 87.01 (7) of the School Act and the School Calendar Regulation indicates that a board must make public proposed school calendars one month before submission to the Ministry of Education. For this year the proposed calendars will be made public on January 23, 2020. During the consultation period, a board must provide parents and board employees the opportunity to comment on the proposed calendar.

Proposed Process:

- Proposed calendars will be shared with the public on the SD42 website Thursday, January 23, 2020 through to Friday, February 21, 2020 with a request for public feedback.
- The feedback will then be reviewed by Senior Team. The proposed calendars will be adjusted if required and submitted to the Board of Education for approval at the March 11, 2020 Board meeting.
- Once approved, the 2020/2021, 2021/2022 and 2022/2023 calendars will be posted on the SD42 website and submitted to the Ministry of Education by March 31, 2020.

RECOMMENDATION:

THAT the Board of Education receive for information the attached proposed district school calendars and approve the calendars to be shared with the public in order to receive public feedback.

2020-2021 DISTRICT SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 8, 2020
<i>Non-instructional day (School Growth Planning Day)</i>	<i>Monday, September 28, 2020</i>
Thanksgiving Day	Monday, October 12, 2020
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 23, 2020</i>
Remembrance Day	Wednesday, November 11, 2020
<i>Non-instructional day (school-based)</i>	<i>Thursday, November 12, 2020</i>
Schools close for break	Friday, December 18, 2020
Winter break	Monday, December 21, 2020 to Friday, January 1, 2021
Schools reopen after break	Monday, January 4, 2021
<i>Non-instructional day (district-based)</i>	<i>Monday, January 25, 2021</i>
Family Day	Monday, February 15, 2021
<i>Non-instructional day (school-based)</i>	<i>Tuesday, February 16, 2021</i>
Schools close for break	Friday, March 12, 2021
Spring break	Monday, March 15, 2021 to Friday, March 19, 2021
<i>Schools not in Session</i>	<i>Monday, March 22, 2021 to Friday, March 26, 2021</i>
Schools reopen after break	Monday, March 29, 2021
Good Friday	Friday, April 2, 2021
Easter Monday	Monday, April 5, 2021
<i>Non-instructional day (district-based)</i>	<i>Wednesday, May 12, 2021</i>
Victoria Day	Monday, May 24, 2021
Last day for students	Tuesday, June 29, 2021
Year-end administrative day	Wednesday, June 30, 2021
Schools closed for Summer vacation	Thursday, July 1, 2021

ELEMENTARY (K-7) DAILY SCHEDULE: 8:30am to 2:20pm. 295 instructional minutes per day; 179 days of instruction. Kindergarten gradual entry the first 2 weeks of September.

NB: Kanaka Creek Elementary will run its year-round calendar separate from this calendar.

SECONDARY (8-12) DAILY SCHEDULE: 8:30am to 2:40pm. 320 instructional minutes per day; 179 days of instruction

Minimum number of hours of instruction that must be offered as per School Act and Calendar Regulation:

853 hours of instruction for students in kindergarten.

878 hours of instruction for students in grades 1 to 7

952 hours of instruction for students in grades 8 to 12

SCHOOL DISTRICT 42: School Year 2020 to 2021

Attachment B

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Elementary hours 8:30 a.m. to 2:20 p.m. 295 instructional minutes per day
Secondary hours 8:30 a.m. to 2:40 p.m. 320 instructional minutes per day

	Opening Day
	Scheduled Vacation
	Statutory Holidays
	Professional Development Days
	Last Day for Students
	Administrative Day – no school
	Schools Not in Session
	School Growth Planning Day

2020-2021 KANAKA CREEK SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 8, 2020
<i>Non-instructional day (School Growth Planning Day)</i>	<i>Monday, September 28, 2020</i>
Thanksgiving Day	Monday, October 12, 2020
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 23, 2020</i>
Remembrance Day	Wednesday, November 11, 2020
<i>Non-instructional day (school-based)</i>	<i>Thursday, November 12, 2020</i>
Schools close for break	Friday, December 4, 2020
Winter break	Monday, December 7, 2020 to Friday, January 1, 2021
Schools reopen after break	Monday, January 4, 2021
<i>Non-instructional day (district-based)</i>	<i>Monday, January 25, 2021</i>
Family Day	Monday, February 15, 2021
<i>Non-instructional day (school-based)</i>	<i>Tuesday, February 16, 2021</i>
Schools close for break	Thursday, April 1, 2021
Good Friday	Friday, April 2, 2021
Spring break	Monday, April 5, 2021 to Friday, April 30, 2021
Schools reopen after break	Monday, May 3, 2021
<i>Non-instructional day (district-based)</i>	<i>Wednesday, May 12, 2021</i>
Victoria Day	Monday, May 24, 2021
Canada Day	Thursday, July 1, 2021
Last day for students	Tuesday, July 27, 2021
Year-end administrative day	Wednesday, July 28, 2021
Schools closed for Summer vacation	Thursday, July 29, 2021

ELEMENTARY (K-7) DAILY SCHEDULE: 8:30am to 2:20pm. 295 instructional minutes per day: 179 days of instruction. Kindergarten gradual entry the first 2 weeks of September.

Minimum number of hours of instruction that must be offered as per *School Act* and *Calendar Regulation*:

853 hours of instruction for students in kindergarten.

878 hours of instruction for students in grades 1 to 7

952 hours of instruction for students in grades 8 to 12

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Elementary hours 8:30 a.m. to 2:20 p.m. 295 instructional minutes per day
 Secondary hours 8:30 a.m. to 2:40 p.m. 320 instructional minutes per day

	Opening Day
	Scheduled Vacation
	Statutory Holidays
	Professional Development Days
	Last Day for Students
	Administrative Day – no school
	Schools Not in Session
	School Growth Planning Day

2020-2021 DISTRIBUTED LEARNING SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 8, 2020
<i>Non-instructional day (School Growth Planning Day)</i>	<i>Monday, September 28, 2020</i>
Thanksgiving Day	Monday, October 12, 2020
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 23, 2020</i>
Remembrance Day	Wednesday, November 11, 2020
<i>Non-instructional day (school-based)</i>	<i>Thursday, November 12, 2020</i>
Schools close for break	Friday, December 18, 2020
Winter break	Monday, December 21, 2020 to Friday, January 1, 2021
Schools reopen after break	Monday, January 4, 2021
<i>Non-instructional day (district-based)</i>	<i>Monday, January 25, 2021</i>
Family Day	Monday, February 15, 2021
<i>Non-instructional day (school-based)</i>	<i>Tuesday, February 16, 2021</i>
Schools close for break	Friday, March 12, 2021
Spring break	Monday, March 15, 2021 to Friday, March 19, 2021
<i>Schools not in Session</i>	<i>Monday, March 22, 2021 to Friday, March 26, 2021</i>
Schools reopen after break	Monday, March 29, 2021
Good Friday	Friday, April 2, 2021
Easter Monday	Monday, April 5, 2021
<i>Non-instructional day (district-based)</i>	<i>Wednesday, May 12, 2021</i>
Victoria Day	Monday, May 24, 2021
Last day for students	Tuesday, June 29, 2021
Year-end administrative day	Wednesday, June 30, 2021
Schools closed for Summer vacation	Thursday, July 1, 2021

2021-2022 DISTRICT SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 7, 2021
<i>Non-instructional day (School Growth Planning Day)</i>	<i>Tuesday, September 28, 2021</i>
Thanksgiving Day	Monday, October 11, 2021
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 22, 2021</i>
Remembrance Day	Thursday, November 11, 2021
<i>Non-instructional day (district-based)</i>	<i>Friday, November 12, 2021</i>
Schools close for break	Friday, December 17, 2021
Winter break	Monday, December 20, 2021 to Friday, December 31, 2021
New Year's Day Holiday	Monday, January 3, 2022
Schools reopen after break	Tuesday, January 4, 2022
<i>Non-instructional day (school-based)</i>	<i>Monday, January 24, 2022</i>
Family Day	Monday, February 21, 2022
<i>Non-instructional day (school-based)</i>	<i>Tuesday, February 22, 2022</i>
Schools close for break	Friday, March 11, 2022
<i>Schools not in Session</i>	<i>Monday, March 14, 2022 to Friday, March 18, 2022</i>
Spring break	Monday, March 21, 2022 to Friday, March 25, 2022
Schools reopen after break	Monday, March 28, 2022
Good Friday	Friday, April 15, 2022
Easter Monday	Monday, April 18, 2022
<i>Non-instructional day (district-based)</i>	<i>Wednesday, May 11, 2022</i>
Victoria Day	Monday, May 23, 2022
Last day for students	Wednesday, June 29, 2022
Year-end administrative day	Thursday, June 30, 2022
Schools closed for Summer vacation	Friday, July 1, 2022

ELEMENTARY (K-7) DAILY SCHEDULE: 8:30am to 2:20pm. 295 instructional minutes per day; 179 days of instruction. Kindergarten gradual entry the first 2 weeks of September.

NB: *Kanaka Creek Elementary* will run its year round calendar separate from this calendar.

SECONDARY (8-12) DAILY SCHEDULE: 8:30am to 2:40pm. 320 instructional minutes per day; 179 days of instruction. Kindergarten gradual entry the first 2 weeks of September.

Minimum number of hours of instruction that must be offered as per *School Act* and *Calendar Regulation*:

853 hours of instruction for students in kindergarten.

878 hours of instruction for students in grades 1 to 7

952 hours of instruction for students in grades 8 to 12

SCHOOL DISTRICT 42: School Year 2021 to 2022

Attachment G

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	1
14	15	16	17	18	19	2
21	22	23	24	25	26	2
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Elementary hours 8:30 a.m. to 2:20 p.m. 295 instructional minutes per day
 Secondary hours 8:30 a.m. to 2:40 p.m. 320 instructional minutes per day

	Opening Day
	Scheduled Vacation
	Statutory Holidays
	Professional Development Days
	Last Day for Students
	Administrative Day – no school
	Schools Not in Session
	School Growth Planning Day

2021-2022 KANAKA CREEK SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 7, 2021
<i>Non-instructional day (School Growth Planning Day)</i>	<i>Tuesday, September 28, 2021</i>
Thanksgiving Day	Monday, October 11, 2021
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 22, 2021</i>
Remembrance Day	Thursday, November 11, 2021
<i>Non-instructional day (district-based)</i>	<i>Friday, November 12, 2021</i>
Schools close for break	Friday, December 3, 2021
Winter break	Monday, December 6, 2021 to Friday, December 31, 2021
New Year's Day Holiday	Monday, January 3, 2022
Schools reopen after break	Tuesday, January 4, 2022
<i>Non-instructional day (school-based)</i>	<i>Monday, January 24, 2022</i>
Family Day	Monday, February 21, 2022
<i>Non-instructional day (school-based)</i>	<i>Tuesday, February 22, 2022</i>
Schools close for break	Friday, April 1, 2022
Spring break	Monday, April 4, 2022 to Friday, April 29, 2022
Schools reopen after break	Monday, May 2, 2022
<i>Non-instructional day (district-based)</i>	<i>Wednesday, May 11, 2022</i>
Victoria Day	Monday, May 23, 2022
Canada Day	Wednesday, July 1, 2022
Last day for students	Tuesday, July 26, 2022
Year-end administrative day	Wednesday, July 27, 2022
Schools closed for Summer vacation	Thursday, July 28, 2022

ELEMENTARY (K-7) DAILY SCHEDULE: 8:30am to 2:20pm. 295 instructional minutes per day; 179 days of instruction. Kindergarten gradual entry the first 2 weeks of September.

Minimum number of hours of instruction that must be offered as per *School Act* and *Calendar Regulation*:

853 hours of instruction for students in kindergarten.

878 hours of instruction for students in grades 1 to 7

952 hours of instruction for students in grades 8 to 12

KANAKA CREEK ELEMENTARY: School Year 2021 to 2022

Attachment I

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	1
14	15	16	17	18	19	2
21	22	23	24	25	26	2
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Elementary hours 8:30 a.m. to 2:20 p.m. 295 instructional minutes per day
Secondary hours 8:30 a.m. to 2:40 p.m. 320 instructional minutes per day

	Opening Day
	Scheduled Vacation
	Statutory Holidays
	Professional Development Days
	Last Day for Students
	Administrative Day – no school
	Schools Not in Session
	School Growth Planning Day

2021-2022 DISTRIBUTED LEARNING SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 7, 2021
<i>Non-instructional day (School Growth Planning Day)</i>	<i>Tuesday, September 28, 2021</i>
Thanksgiving Day	Monday, October 11, 2021
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 22, 2021</i>
Remembrance Day	Thursday, November 11, 2021
<i>Non-instructional day (district-based)</i>	<i>Friday, November 12, 2021</i>
Schools close for break	Friday, December 17, 2021
Winter break	Monday, December 20, 2021 to Friday, December 31, 2021
New Year's Day Holiday	Monday, January 3, 2022
Schools reopen after break	Tuesday, January 4, 2022
<i>Non-instructional day (school-based)</i>	<i>Monday, January 24, 2022</i>
Family Day	Monday, February 21, 2022
<i>Non-instructional day (school-based)</i>	<i>Tuesday, February 22, 2022</i>
Schools close for break	Friday, March 11, 2022
<i>Schools not in Session</i>	<i>Monday, March 14, 2022 to Friday, March 18, 2022</i>
Spring break	Monday, March 21, 2022 to Friday, March 25, 2022
Schools reopen after break	Monday, March 28, 2022
Good Friday	Friday, April 15, 2022
Easter Monday	Monday, April 18, 2022
<i>Non-instructional day (district-based)</i>	<i>Wednesday, May 11, 2022</i>
Victoria Day	Monday, May 23, 2022
Last day for students	Wednesday, June 29, 2022
Year-end administrative day	Thursday, June 30, 2022
Schools closed for Summer vacation	Friday, July 1, 2022

2022-2023 DISTRICT SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 6, 2022
<i>Non-instructional day (School Growth Planning Day)</i>	<i>Monday, September 26, 2022</i>
Thanksgiving Day	Monday, October 10, 2022
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 21, 2022</i>
<i>Non-instructional day (school-based)</i>	<i>Thursday, November 10, 2022</i>
Remembrance Day	Friday, November 11, 2022
Schools close for break	Friday, December 16, 2022
Winter break	Monday, December 19, 2022 to Friday, December 30, 2022
New Year's Day Holiday	Monday, January 2, 2023
Schools reopen after break	Tuesday, January 3, 2023
<i>Non-instructional day (district-based)</i>	<i>Monday, January 23, 2023</i>
Schools Not in Session	Friday, February 17, 2023
Family Day	Monday, February 20, 2023
<i>Non-instructional day (school-based)</i>	<i>Tuesday, February 21, 2023</i>
Schools close for break	Friday, March 10, 2023
<i>Schools not in Session</i>	<i>Monday, March 13, 2023 to Friday, March 17, 2023</i>
Spring break	Monday, March 20, 2023 to Friday, March 24, 2023
Schools reopen after break	Monday, March 27, 2023
Good Friday	Friday, April 7, 2023
Easter Monday	Monday, April 10, 2023
<i>Non-instructional day (district-based)</i>	<i>Wednesday, May 10, 2023</i>
Victoria Day	Monday, May 22, 2023
Last day for students	Thursday, June 29, 2023
Year-end administrative day	Friday, June 30, 2023
Schools close for Summer vacation	Friday, June 30, 2023

ELEMENTARY (K-7) DAILY SCHEDULE: 8:30am to 2:20pm. 295 instructional minutes per day; 179 days of instruction. Kindergarten gradual entry the first 2 weeks of September.

NB: *Kanaka Creek Elementary* will run its year-round calendar separate from this calendar.

SECONDARY (8-12) DAILY SCHEDULE: 8:30am to 2:40pm. 320 instructional minutes per day; 179 days of instruction.

Minimum number of hours of instruction that must be offered as per *School Act* and *Calendar Regulation*:

853 hours of instruction for students in kindergarten.

878 hours of instruction for students in grades 1 to 7

952 hours of instruction for students in grades 8 to 12

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	1
13	14	15	16	17	18	1
20	21	22	23	24	25	2
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Elementary hours 8:30 a.m. to 2:20 p.m. 295 instructional minutes per day
 Secondary hours 8:30 a.m. to 2:40 p.m. 320 instructional minutes per day

	Opening Day
	Scheduled Vacation
	Statutory Holidays
	Professional Development Days
	Last Day for Students
	Administrative Day – no school
	Schools Not in Session
	School Growth Planning Day

2022-2023 KANAKA CREEK SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 6, 2022
<i>Non-instructional day (School Growth Planning Day)</i>	<i>Monday, September 26, 2022</i>
Thanksgiving Day	Monday, October 10, 2022
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 21, 2022</i>
<i>Non-instructional day (school-based)</i>	<i>Thursday, November 10, 2022</i>
Remembrance Day	Friday, November 11, 2022
Schools close for break	Friday, December 2, 2022
Winter break	Monday, December 5, 2022 to Friday, December 30, 2022
New Year's Day Holiday	Monday, January 2, 2023
Schools reopen after break	Tuesday, January 3, 2023
<i>Non-instructional day (district-based)</i>	<i>Monday, January 23, 2023</i>
Schools Not in Session	Friday, February 17, 2023
Family Day	Monday, February 20, 2023
<i>Non-instructional day (school-based)</i>	<i>Tuesday, February 21, 2023</i>
Schools close for break	Friday, March 31, 2023
Spring break	Monday, April 3, 2023 to Friday, April 28, 2023
Schools reopen after break	Monday, May 1, 2023
<i>Non-instructional day (district-based)</i>	<i>Wednesday, May 10, 2023</i>
Victoria Day	Monday, May 22, 2023
Canada Day	Monday, July 3, 2023
Last day for students	Wednesday, July 26, 2023
Year-end administrative day	Thursday, July 27, 2023
Schools closed for Summer vacation	Friday, July 28, 2023

ELEMENTARY (K-7) DAILY SCHEDULE: 8:30am to 2:20pm. 295 instructional minutes per day; 179 days of instruction. Kindergarten gradual entry the first 2 weeks of September.

Minimum number of hours of instruction that must be offered as per *School Act* and *Calendar Regulation*:

853 hours of instruction for students in kindergarten.

878 hours of instruction for students in grades 1 to 7

952 hours of instruction for students in grades 8 to 12

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	1
13	14	15	16	17	18	1
20	21	22	23	24	25	2
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Elementary hours 8:30 a.m. to 2:20 p.m. 295 instructional minutes per day
 Secondary hours 8:30 a.m. to 2:40 p.m. 320 instructional minutes per day

	Opening Day
	Scheduled Vacation
	Statutory Holidays
	Professional Development Days
	Last Day for Students
	Administrative Day – no school
	Schools Not in Session
	School Growth Planning Day

2022-2023 DISTRIBUTED LEARNING SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 6, 2022
<i>Non-instructional day (School Growth Planning Day)</i>	<i>Monday, September 26, 2022</i>
Thanksgiving Day	Monday, October 10, 2022
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 21, 2022</i>
<i>Non-instructional day (school-based)</i>	<i>Thursday, November 10, 2022</i>
Remembrance Day	Friday, November 11, 2022
Schools close for break	Friday, December 16, 2022
Winter break	Monday, December 19, 2022 to Friday, December 30, 2022
New Year's Day Holiday	Monday, January 2, 2023
Schools reopen after break	Tuesday, January 3, 2023
<i>Non-instructional day (district-based)</i>	<i>Monday, January 23, 2023</i>
Schools Not in Session	Friday, February 17, 2023
Family Day	Monday, February 20, 2023
<i>Non-instructional day (school-based)</i>	<i>Tuesday, February 21, 2023</i>
Schools close for break	Friday, March 10, 2023
<i>Schools not in Session</i>	<i>Monday, March 13, 2023 to Friday, March 17, 2023</i>
Spring break	Monday, March 20, 2023 to Friday, March 24, 2023
Schools reopen after break	Monday, March 27, 2023
Good Friday	Friday, April 7, 2023
Easter Monday	Monday, April 10, 2023
<i>Non-instructional day (district-based)</i>	<i>Wednesday, May 10, 2023</i>
Victoria Day	Monday, May 22, 2023
Last day for students	Thursday, June 29, 2023
Year-end administrative day	Friday, June 30, 2023
Schools close for Summer vacation	Friday, June 30, 2023



ITEM 5

To: **Board of Education**

From: Finance Committee of the Whole

Re: **FINANCIAL STATEMENTS FOR THE
QUARTER ENDED SEPTEMBER 30, 2019**

Date: January 22, 2020
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The attached financial statements present the operating, special purpose funds and capital fund financial results for the quarter ended September 30, 2019 (Attachment A). The format of the quarterly reports reflects the annual financial statements presentation, specifically Schedules 2A and B, Schedule 3A and Schedule 4.

These statements compare the 2019/20 preliminary budget, amended to include prior year surplus carryforwards, to revenue and expenditure estimates to June 30, 2019.

Operating Fund Revenue - \$1.55 million increase

Ministry of Education Operating Grant - \$1.42 million increase

On December 18, 2019, the Ministry of Education announced the 2019/20 recalculated funding allocations based on the actual September 2019 enrolment. Province wide, actual enrolment was up 2,025 FTE students from the February 2019 projections that were submitted by school districts. The Ministry of Education has increased the block funding by \$52.19 million in order to fund all eligible students reported at September 30, 2019 at the rates announced in March 2019.

Based on the interim operating grants announcement, it is estimated that our school district will receive \$139.25 million of operating grant funding for 2019/20. The recalculated funding allocation for the Board of Education of School District No. 42 is \$1.42 million greater than the funding estimates in the 2019/20 Preliminary Budget.

2019/20 Interim Operating Grant (millions)	
Preliminary operating grant estimate	\$ 137.83
Enrolment changes	1.30
Salary differential grant changes	0.12
Interim operating grant	\$ 139.25
Net additional operating grant	\$ 1.42

The major differences between the two estimates are provided in the following table:

Student enrolment type	2019/20 Preliminary Operating Grant		2019/20 Interim Operating Grant		Variance	
	Enrolment	Funding	Enrolment	Funding	Enrolment	Funding
Standard schools	14,572.125	108,824,630	14,534.438	108,543,179	(37.688)	(281,451)
Continuing education	8.375	62,545	8.875	66,279	0.500	3,734
Alternate schools	205.000	1,530,940	245.000	1,829,660	40.000	298,720
Distributed learning	18.875	115,138	27.313	166,606	8.438	51,468
Home schooling	1.000	250	2.000	500	1.000	250
Course challenges	56.000	13,048	46.000	10,718	(10.000)	(2,330)
<i>Total school aged enrolment</i>	<i>14,861.375</i>	<i>110,546,551</i>	<i>14,863.625</i>	<i>110,616,942</i>	<i>2.250</i>	<i>70,391</i>
ELL	725.000	1,083,875	739.000	1,104,805	14.000	20,930
Aboriginal education	1,289.000	1,869,050	1,302.000	1,887,900	13.000	18,850
Special Needs						
Level 1	17.000	720,800	15.000	636,000	(2.000)	(84,800)
Level 2	700.000	14,140,000	739.000	14,927,800	39.000	787,800
Level 3	240.000	2,460,000	281.000	2,880,250	41.000	420,250
Adult education	24.250	115,745	29.750	141,997	5.500	26,252
Summer learning grade 1-7	650.000	139,750	728.000	156,520	78.000	16,770
Summer learning grade 8-9	230.000	49,450	140.000	30,100	(90.000)	(19,350)
Summer learning grade 10-12	450.000	193,500	517.000	222,310	67.000	28,810
Supplemental funding		69,262		81,062	0.000	11,800
TOTAL ENROLMENT CHANGES						1,297,703

- The salary differential funding for the Maple Ridge-Pitt Meadows School District has increased due to a higher than anticipated average educator salary variance from the provincial average educator salary (from -\$159 to -\$12 per educator). At September 30, 2019, the average educator salary in our school district was \$77,741 and the provincial average educator salary was \$77,753.

The additional \$1.42 million will be considered in the preparation of the amended budget together with any additional cost pressures that have been identified.

Tuition Revenue - \$0.11 million increase

Tuition revenue is also estimated to increase by approximately \$0.18 million due to increased non-resident student enrolment as well as summer school tuition collected from international students. International tuition revenue is projected to be \$0.07 million less than budget as projected secondary enrolment is 5 FTE lower than estimated in the preliminary budget.

Rentals and Leases - \$0.02 million increase

Lease revenue is projected to be \$0.02 million greater than budget as the cəsqənelə daycare is anticipated to open in January 2020.

Operating Fund Expenses – \$1.55 million increase

Salaries and Benefits - \$1.59 million increase

Teacher salaries are \$0.12 million higher than budgeted due to increased student enrolment.

Education assistants' salaries are \$1.16 million higher than budgeted due to increased education assistant positions (25.429 FTE) required to support increased student needs. Factors contributing to the increased needs are enrolment growth, increased complexity of student needs and, to some extent, collective agreement provisions relating to class size and composition.

Employee benefits are estimated to increase by \$0.31 million due to the above-mentioned changes in staffing.

Services and Supplies - \$0.04 million decrease

Insurance costs are projected to be \$0.09 million higher than budget due to increased health insurance costs for international students related to the provincially mandated health fee for international students with a study permit.

During collective bargaining a Notice to End Practice was served to the MRTA which resulted in the school district discontinuing the allocation to individual teachers of \$600 for each FTE student enrolled in their class. This practice was introduced when the restored collective agreement language was implemented. Ending this practice resulted in savings of \$0.32 million.

In addition, supply allocations to schools and aboriginal education programming have increased \$0.05 million due to changes in enrolment and \$0.14 million is required to replenish the emergent expenditure fund which is currently depleted.

Capital Purchases

There have been no significant changes from the preliminary budget for spending on capital assets.

These estimated operating financial results will be impacted by the December funding announcement, February and May enrolment counts, changes in international tuition revenue, changes in substitute costs, any additional principals, vice-principals and exempt staff compensation changes and other factors not yet known.

Special Purpose Funds

Special purpose funds include funds received from the Ministry of Education or other sources that have been designated for specific purposes. For the first quarter ending September 30, 2019, a total of \$2.47 million was received and \$1.81 million was spent. At September 30, 2019 there is an unspent balance of \$3.04 million that remains available for future periods.

Major special purpose funds include Annual Facility Grant, Scholarships and Bursaries, School Generated Funds, OLEP (Federal French Funding), Classroom Enhancement Fund-Overhead, Classroom Enhancement Fund-Staffing, Classroom Enhancement Fund-Remedy and the Youth Education Support Fund.

On December 18, 2019 the Ministry of Education announced the Classroom Enhancement Fund (CEF) allocations based on fall 2019 submissions from school districts. Provincially, \$465.16 million was allocated under CEF. School District No. 42 received an allocation of

\$12.71 million (\$10.15 million to fund 104.318 FTE teachers, overhead costs of \$0.82 million and potential remedy costs of \$1.74 million).

It is anticipated that all special purpose funds will have either a positive or zero balance at June 30, 2020.

Capital Fund

The capital fund reflects a September 30, 2019 fund balance of \$77.30 million. This is comprised of invested in tangible capital assets of \$70.39 million and a local capital reserve of \$6.91 million.

Invested in tangible capital assets reflects the amortization of deferred capital revenue for the first quarter of \$1.48 million and the amortization of tangible capital assets for the first quarter of \$2.48 million. Transfers to the operating fund of \$0.03 million plus tangible capital asset additions totaling \$0.61 million are for board approved projects in the local capital fund. Tangible capital assets purchased in all other funds combined are \$0.78 million.

The Board's local capital on the 2018/19 audited financial statements totaled \$7.45 million. In the first quarter of 2019/20, \$0.10 million in BC Hydro energy incentive payments have been received and a total of \$0.64 million was spent on board approved projects. The balance in local capital at September 30, 2019 is \$6.91 million and the total local capital contingency reserve balance is \$3.76 million. The total contingency reserve is \$4.12 million (\$3.76 million local capital and \$0.36 million operating) or 2.67% of budgeted operating expenditures.

Local Capital and Contingency Reserve					
At September 30, 2019					
(\$ millions)					
	2019/20 Preliminary Budget	2019/20 Current Budget	2019/20 Received to Date	2019/20 Spending to Date	Balance at Sept 30 2019
Board Approved Uses of Local Capital					
Staff computers refresh	0.01	0.00			0.00
Emergency preparedness	0.09	0.09			0.09
Energy management plan	1.41	1.37	0.10	0.20	1.27
casqanela Elementary	1.16	1.11		0.03	1.08
Facilities succession planning	0.03	0.03		0.03	0.00
New classrooms setup	1.47	0.67		0.35	0.32
MRSS Annex reconfiguration	0.47	0.35		0.03	0.32
Parent portal upgrades	0.07	0.07			0.07
	<u>4.71</u>	<u>3.69</u>	<u>0.10</u>	<u>0.64</u>	<u>3.15</u>
Contingency reserve for local capital	2.62	2.40			2.40
District portion of proceeds on disposal of land		1.36			1.36
Total local capital fund	\$ 7.33	\$ 7.45			\$ 6.91

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 2019/20. The main factors that create variances of provincial funding are actual funded enrolment as at February and May 2020, and other provincial funding announcements made during the remainder of 2019/20.

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. Actual substitute costs may vary significantly from the costs estimated based on historical trends.

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

The existing school district budget allocations are not sufficient to support the procurement, maintenance or timely replacement of school district assets. This means that IT hardware is not refreshed on a regular basis, 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 2019/20 must be funded from the contingency reserve.

These estimates are based on the assumption that all costs related to the implementation of the restored MRTA collective agreement language will be fully funded by the Ministry of Education through the Classroom Enhancement Fund and that all costs related to labour settlements with MRTA and CUPE will be fully funded by the Ministry of Education through the Operating Grant.

Capital Projects

Due to their magnitude, capital projects have the potential to significantly impact the financial position of the district. There is no process to assess the risk of the entire capital program; individual project risk assessments must be done on a continuous basis. Project agreements with the Ministry of Education such as the c̓asq̓anel̓ elementary school project 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 \$4.17 million is available to mitigate risk for capital projects.

Enrolment and Staffing Growth

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

Provincial Level Changes

The provincial government is currently undertaking a funding formula review for B.C.'s K-12 public education sector. There is significant risk that the new funding model will not provide the same level of funding as the current model which will impact the level of services the district is able to provide. Careful planning will be required to ensure that school district operations are minimally impacted.

RECOMMENDATION:

THAT the Board approve the Financial Statements for the Quarter Ended September 30, 2019.

Attachments

School District No. 42 (Maple Ridge-Pitt Meadows)
Estimated Operating Financial Results As At September 30, 2019

	2019/20 Current Budget	Actual to Sept 30, 2019	Projected to June 30, 2020	Projected Total at June 30, 2020	Variance from Budget
Operating Revenue by Source					
Grants					
Operating Provincial Grants - Ministry of Education	137,827,113	15,644,629	123,604,296	139,248,925	1,421,812
Local Education Agreement Recovery	(431,146)	(48,941)	(382,205)	(431,146)	0
Operating Other Ministry of Education Grants	3,593,259	308,621	3,284,638	3,593,259	0
Provincial Grants - Other	241,000	8,450	232,550	241,000	0
Federal Grants	235,638	70,673	164,965	235,638	0
Total Grants	141,465,864	15,983,432	126,904,244	142,887,676	1,421,812
Tuition	9,491,180	2,201,905	7,394,514	9,596,419	105,239
Other Revenue	449,965	137,992	311,973	449,965	0
Local Education Agreement - Direct Funding from First Nations	431,146	51,694	379,452	431,146	0
Rentals & Leases	670,258	179,620	508,097	687,717	17,459
Investment Income	703,050	329,206	373,844	703,050	0
Total Other Revenue	11,745,599	2,900,416	8,967,881	11,868,297	122,698
Total Operating Revenue	153,211,463	18,883,848	135,872,125	154,755,973	1,544,510
Operating Expense by Type					
Salaries					
Teachers	68,435,972	7,635,080	60,920,983	68,556,063	(120,091)
Principals and Vice Principals	7,638,962	1,772,143	5,866,819	7,638,962	-
Education Assistants	13,915,707	1,666,915	13,407,358	15,074,273	(1,158,566)
Support Staff	12,079,728	2,394,425	9,685,303	12,079,728	-
Other Professionals	4,910,738	970,456	3,940,282	4,910,738	-
Substitutes	4,834,062	500,372	4,333,690	4,834,062	-
Total Salaries	111,815,169	14,939,390	98,154,436	113,093,826	(1,278,657)
Employee Benefits	26,760,620	3,844,147	23,227,739	27,071,886	(311,266)
Total Salaries and Benefits	138,575,789	18,783,536	121,382,176	140,165,712	(1,589,923)
Services and Supplies					
Services	6,494,230	1,499,081	4,995,149	6,494,230	-
Student Transportation	741,749	58,999	682,750	741,749	-
Professional Development	1,173,116	176,870	996,246	1,173,116	-
Rentals and Leases	2,000	0	2,000	2,000	-
Dues and Fees	136,336	88,389	47,947	136,336	-
Insurance	575,886	57,499	608,387	665,886	(90,000)
Supplies	5,559,683	645,300	4,778,970	5,424,270	135,413
Utilities	2,475,249	277,495	2,197,754	2,475,249	-
Total Services and Supplies	17,158,249	2,803,632	14,309,204	17,112,836	45,413
Total Operating Expenses	155,734,038	21,587,169	135,691,379	157,278,548	(1,544,510)
Interfund & Local Capital					
Interfund-Lease Payments					-
Capital Assets Purchased	2,160,266	664,898	1,495,368	2,160,266	-
Transfer from Local Capital	(30,000)	(30,000)	0	(30,000)	-
Total Interfund and Local Capital	2,130,266	634,898	1,495,368	2,130,266	-
Total Expenses	157,864,304	22,222,067	137,186,747	159,408,814	(1,544,510)
Appropriated Surplus					
Use of Prior Year Surplus or Reserves	4,652,841	4,652,841		4,652,841	
Contingency Reserve for Operating	-	-	-	-	-
Projected Operating Surplus/(Deficit)	\$ -	\$ 1,314,623	\$ (1,314,623)	\$ -	0

School District No. 42 (Maple Ridge-Pitt Meadows)
Special Purpose Funds
As At September 30, 2019

	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	YOUTH EDUCATION SUPPORT FUND	TOTAL
Deferred Revenue, beginning of year	254,724	27,897	178,198	1,156,214	-	30,338	-	17,945	-	-	548,854	167,142	2,381,312
Add: Restricted Grants													
Provincial Grants - Ministry of Education	517,500	25,136			179,200	-	15,789	55,306	171,109	951,622	-		1,915,662
Provincial Grants - MOE Recoveries													
Other			10,244	524,187								14,612	549,042
Investment Income													-
	517,500	25,136	10,244	524,187	179,200	-	15,789	55,306	171,109	951,622	-	14,612	2,464,704
Less: Allocated to Revenue	157,243	53,033	-	252,263	31,078	20,005	15,789	73,251	171,109	951,622	51,510	33,247	1,810,150
Deferred Revenue, end of year	614,981	-	188,442	1,428,138	148,122	10,333	-	-	-	-	497,344	148,507	3,035,866
Revenues													
Provincial Grants - Ministry of Education	157,243	53,033			31,078	20,005	15,789	73,251	171,109	951,622	51,510		1,524,640
Other				252,263								33,247	285,510
Investment Income													-
	157,243	53,033	-	252,263	31,078	20,005	15,789	73,251	171,109	951,622	51,510	33,247	1,810,150
Expenses													
Salaries													
Teachers						-	8,199	2,092		760,000	2,711		773,002
Principals and Vice Principals								7,127	62,186				
Educational Assistants	-	39,427		1,649	20,379			44,585					106,040
Support Staff	27,057			1,334	222				39,549		2,463		70,625
Other Professionals									24,601				
Substitutes	-			916	142				15,966				17,024
	27,057	39,427	-	3,899	20,743	-	8,199	53,804	142,302	760,000	5,174	-	1,060,605
Employee Benefits	6,199	13,606		505	8,887	-	2,010	18,737	23,127	191,622	1,058		265,751
Services and Supplies	87,820		-	245,499	1,448	20,005	4,921	710	3,502		13,204	18,675	395,784
	121,076	53,033	-	249,903	31,078	20,005	15,130	73,251	168,931	951,622	19,436	18,675	1,722,140
Net Revenue (Expense) before Interfund Transfers	36,167	-	-	2,360	-	-	659	-	2,178	-	32,074	14,572	88,010
Interfund Transfers													
Tangible Capital Assets Purchased	(36,167)			(2,360)			(659)		(2,178)		(32,074)	(14,572)	(88,010)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-	-	-	-	-

School District No. 42 (Maple Ridge-Pitt Meadows)
Schedule of Capital Operations
As At September 30, 2019

	2020 Budget	2020 Actual		
		Invested in Tangible Capital Assets	Local Capital	Fund Balance
Revenues				
Provincial Grants				
Ministry of Education	8,126,686			-
School Site Acquisition Fees Spent on Sites	3,545,814			
Other Revenue			102,290	102,290
Investment Income	130,000			
Amortization of Deferred Capital Revenue	6,430,454	1,483,885		1,483,885
Total Revenue	18,232,954	1,483,885	102,290	1,586,175
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	10,507,817	2,476,581		2,476,581
Total Expense	10,507,817	2,476,581		2,476,581
Capital Surplus (Deficit) for the year	7,725,137	(992,696)	102,290	(890,407)
Net Transfers (to) from other funds				
Tangible Capital Assets purchased	1,768,609	781,970		781,970
Local Capital			(30,000)	(30,000)
Total Net Transfers	1,768,609	781,970	(30,000)	751,970
Other Adjustments to Fund Balances				
Tangible Capital Assets purchased from Local Capital		68,146	(68,146)	-
Tangible Capital Assets WIP purchased from Local Capital		539,359	(539,359)	-
Total Other Adjustments to Fund Balances		607,505	(607,505)	-
Total Capital Surplus (Deficit) for the period	<u>9,493,746</u>	396,779	(535,215)	(138,437)
Capital Surplus (Deficit), beginning of year		69,995,862	7,447,223	77,443,085
Capital Surplus (Deficit), end of period		<u>70,392,641</u>	<u>6,912,008</u>	<u>77,304,648</u>

**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:

November 20, 2019 Special Closed

Call to Order	Meeting called to order at 1:04 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Decision Item	Approved as circulated
Adjournment	Meeting adjourned at 2:26 p.m.

November 20, 2019 Closed

Call to Order	Meeting called to order at 2:39 p.m.
Motion of Exclusion	Approved
Correspondence	Received
Approval of Agenda	Approved as circulated
Approval of Minutes	Approved as circulated
Superintendent Decision Item	Approved as circulated
Superintendent Information Items	Received
Secretary Treasurer Information Items	Received
Committees	Received
Trustee Reports	Received
Adjournment	Meeting adjourned at 4:07 p.m.