

Wednesday, January 27, 2021
Time: 6:00 p.m.

"Strive not to be successful, but rather to be a value" – Albert Einstein

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Electronic Board Meeting Procedures
3. Correspondence
 - S. MacDonald, Deputy Minister of Education
 - S. Higginson, President, BC School Trustees Association
 - F. Lento, Chairperson, School District No. 5 (Southeast Kootenay)
 - K. Carreras, Chairperson, School District No. 42 (Maple Ridge-Pitt Meadows)
 - D. Lawson, Chairperson, School District No. 47 (Powell River)
4. Approval of Agenda
5. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 5:30 pm on January 27, 2021. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically. This agenda item has a time limit of 10 minutes.*

B. APPROVAL OF MINUTES

1. December 9, 2020 ITEM 2

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

1. Outreach Program ITEM 3
2. Connex Program ITEM 4

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 5
3. Secretary Treasurer
 - a) Budget Process ITEM 6
4. Board Committees
 - a) Budget

- b) Finance
 - i. First Quarter Financial Statements ITEM 7
- c) Facilities Planning
- d) Board Policy Development
 - i. Policy Review Update ITEM 8
- e) Education
- f) Aboriginal Education

G. INFORMATION ITEMS

- 1. Chairperson
 - a) Trustee Representative: City of Pitt Meadows Community Support Select Committee ITEM 9
- 2. Superintendent of Schools
 - a) Superintendent's Update ITEM 10
- 3. Secretary Treasurer
- 4. Board Committees & Advisory Committee Reports
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - i. Policy Review Update ITEM 11
 - e) Education
 - f) Aboriginal Education

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

- 1. Draft Motion to the BC School Trustees Association: Enhancing Student Learning Reporting Order and Framework for Enhanced Learning Policy Review Process ITEM 12
- 2. Draft Motion to the BC School Trustees Association: Food Security ITEM 13
- 3. Draft Motion to the BC School Trustees Association: Funding for Student Transportation ITEM 14

I. TRUSTEE REPORTS

- 1. BC School Trustees Association
- 2. Social Policy Advisory ITEM 15
- 3. Youth Planning Table ITEM 16
- 4. English Language Learners Consortium ITEM 17
- 5. Good News Items

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

K. OTHER BUSINESS

1. Public Disclosure of Closed Meeting Business

ITEM 18

L. ADJOURNMENT

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: January 27, 2021
(Public Board Meeting)

Decision

1. *CALL TO ORDER*

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

2. *ELECTRONIC BOARD MEETING PROCEDURES*

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

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

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

3. *CORRESPONDENCE*

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

RECOMMENDATION:

THAT the Board receive all correspondence, for information.

Attachments

4. *APPROVAL OF AGENDA*

RECOMMENDATION:

THAT the Agenda be approved as circulated.

5. *INVITATION FOR PUBLIC INPUT TO MATTERS ON THE AGENDA - Members of the public can provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 5:30 p.m. on January 27, 2021. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically. This agenda item has a time limit of 10 minutes.*



January 21, 2021

Ref: 242563

Candace Spilsbury, Chair
Board of Education
School District No. 79 (Cowichan Valley)
Email: cspilsbu@sd79.bc.ca

Dear Ms. Spilsbury:

Thank you for your letter of December 4, 2020, regarding funding for Distributed Learning.

The pandemic has changed the way we operate across many sectors. The delivery of education has adapted, allowing more students to learn remotely. In *Improving Equity and Accountability, Report of the Funding Model Review Panel* released in 2018 it was recommended that the Ministry of Education move to a per-student funding model to allow for a more flexible delivery model that could include hybrid models that blend in-school and online learning.

Utilizing the current funding model, established in 2002, the Ministry set the student FTE rate for the 2020/21 school year for Distributed Learning on March 12, 2020. Although the Ministry does not expect to change the funding formula rates part way through the school year, we are reviewing the unallocated portion of the operating block and engaging with the sector to determine how best to use this funding to support the delivery of education. The Ministry is aware of the issue you have raised as several other school districts have identified this for review due to the pandemic and the shift in education delivery.

The Ministry has provided \$121 million in federal and \$45.6 million in provincial funds to public and Independent schools with a further \$121 million anticipated early in 2021. School District 69 has so far received \$1.17 million in COVID related funding to support the district in initiatives to enhance safety within the classroom, for PPE and increased hand sanitation, to support vulnerable students and to support those who choose to learn online. Many school districts have used this funding to support their transition programs and blended in-school/online learning.

Sincerely,

D. Scott MacDonald
Deputy Minister

.../2

pc: Stephanie Higginson, President, BC School Trustees Association
 Mike Roberts, Executive Director, BC School Trustees Association
 Robyn Gray, Superintendent, School District No. 79 (Cowichan Valley)
 Jason Sandquist, Secretary-Treasurer, School District No. 79 (Cowichan Valley)
 Reg Bawa, Assistant Deputy Minister, Resource Management Division
 Eleanor Liddy, A/Assistant Deputy Minister, Student Information Services



December 11, 2020

The Honourable Jennifer Whiteside

Minister of Education
Ministry of Education
PO Box 9045 Stn Prov Govt
Victoria, B.C. V8W 9E2
educ.minister@gov.bc.ca

Dear Minister Whiteside,

Subject: Review of BCSTA Provincial Council Motions and Priorities

On behalf of the sixty member boards of education of the British Columbia School Trustees Association (BCSTA), I would like to congratulate you on both becoming a Member of the Legislative Assembly and the Minister of Education. We are certainly looking forward to working with you and your staff to advance initiatives of common interest and to tackle issues of importance to the K-12 education sector. Strengthening our co-governance relationship for the betterment of student outcomes will remain a key priority for us.

Your effort to speak to trustees directly at the very beginning of your term in office is both recognized and appreciated.

I also look forward to meeting with you in the near future to share details about BCSTA's priorities for 2021. Our members continue to identify and reflect on key issues of importance, including:

- Improving student outcomes and equity across the province.
- Student resilience and mental health, especially in light of the pandemic.
- Successful implementation of the B.C. Tripartite Education Agreement.
- Sustainable funding for current programs and district priorities.
- Improving and growing our capital infrastructure.

BCSTA members come together at least three times each school year to identify, discuss and prioritize a number of emergent issues of importance to boards of education. Please find attached the motions passed at the October meeting of our Provincial Council, which identify a variety of issues and objectives for BCSTA. While we have had the opportunity to discuss these motions in general terms with your staff, I look forward to hearing from you, as well as Deputy Minister Scott MacDonald, on how we might best address the identified issues.



British Columbia
School Trustees
Association

The K-12 education sector is facing unprecedented challenges at this time, but I am confident that we can provide the students, families and communities we serve with world-class opportunities and services by working together. While we may not always share the same perspective or opinions about pathways, I am confident we already have common motivations and goals that put students at the forefront of everything we do.

Our executive and our member boards look forward to working with you in the months ahead and discussing in detail the priorities, concerns and objectives we will each put forward. Thank you for reviewing the information we have provided, and emphasizing your commitment to work in partnership with boards of education and BCSTA.

Yours truly,

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

Stephanie Higginson

President

British Columbia School Trustees Association

Enclosure: BCSTA October Provincial Council meeting motions

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



British Columbia
School Trustees
Association

January 12, 2021

Kerry Cavers

Founder and President

Moms Against Racism Canada

Victoria, B.C.

info@momsagainstracism.ca

Dear Kerry,

Re: Racist School Assignment at William A. Fraser Middle School

Thank you for taking the time to write to us regarding the incident at William A. Fraser Middle School. I apologize for the delay in responding to you. Our board only meets monthly and December 15 was our first board of directors meeting after receiving your letter. I was also disheartened when I heard of the assignment asking students to outline five positive stories/facts about residential schools.

I agree that it is not enough to be idle and say one is "not racist." We must genuinely act in ways that are anti-racist, especially on our shared path towards reconciliation. We must all be positive, active participants, and I agree wholeheartedly when you say "Educators play a key role in Canada's journey towards reconciliation with Indigenous Peoples." This educator, unfortunately, failed in those respects, and as you stated, caused harm.

The British Columbia School Trustees Association supports your goal of bringing about the changes needed to address these concerns province-wide. We are committed to working with the Ministry of Education and our K-12 education partners to achieve that goal together. Our Indigenous Education Committee will also be included in these conversations to provide guidance and input on our journey towards reconciliation.

Please continue to write to me as you move forward toward the common goal of eliminating racism from our schools.

Sincerely,

Stephanie Higginson

President

British Columbia School Trustees Association

CC: BCSTA member boards of education



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

January 7, 2021

Hon. Jennifer Whiteside
Minister of Education
Room 124 Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Whiteside,

RE: Foundation Skills Assessment

School District 5 (SD5) Southeast Kootenay Board of Education would like to congratulate you on your posting to Minister of Education. We look forward to a long and productive relationship.

As you may or may not know, our Board has had previous communications with former Minister of Education, Rob Fleming as both the Minister of, and Shadow Minister for, Education regarding the FSA. We wish to continue this dialogue, as we believe this issue is important to the well-being of our schools, educators, parents and students.

While our Board appreciates that the Foundation Skills Assessment (FSA) has been postponed due to the Covid-19 pandemic, our Board believes that a delay in the administration of the controversial standardized test does nothing to address our ongoing concerns with its blanket application and unethical use of the FSA by the Fraser Institute.

Therefore, at our October 13th, 2020 Public Board meeting the Board once again carried the following motion:

That the Board write a letter articulating our continued opposition to the FSA on a province-wide basis for all students in grades 4 and 7.

Our Board deferred this letter, pending the outcome of the recent provincial election, subsequent cabinet appointments and the recent winter break.

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Krista Damstrom
• Chris Johns • Kathryn Kitt • Doug McPhee • Wendy Turner • Patricia Whalen

In addition to this letter, you will have received a letter written to former Minister Fleming dated On April 11, 2019 and the October 15, 2018 letter from School District 5 (SD5) Board of Trustees in order to provide context to some of the content of this letter.

In former Minister Fleming's response to our letter of October 15, 2018 he states that, "These [FSA] assessments are informed by international best practice and robust evidence towards greater equity and improvement in student outcomes."

However, as we indicated in our 2018 letter, "*Random* sampling has been the standard international education assessment method for many years and has been proven to be statistically sound".

He further stated that "It would be inconsistent for the Ministry to sample students when its policy for student success focuses on the success of every single student in the Province", and further stated that, "Province-wide assessments allow us to...ensure that students across the province are receiving equitable education experiences".

Yet, as indicated in our 2018 letter, "Lower overall FSA scores for a specific school does not result in additional funding or resources for that school".

The former Education Minister also asserted in his letter that, "Along with classroom assessment information, the FSA provides valuable information to parents on how their child is performing...[and]...allows educators to make early interventions that can enhance student success later in each child's schooling".

Our Board agrees that classroom assessment information is extremely valuable in assessment and identification of students' needs however, as we indicated in our 2018 letter:

- There is zero proof that when all students write an assessment, parents, teachers, schools and the province receive accurate information on how students are learning.
- FSA results are not used to calculate report card grades.
- FSA results are not used to diagnose learning problems.

The Minister's 2018 letter also states, "The FSA reflects current practices such as...collaboration and reflection...[and] choice over reading topics".

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Krista Damstrom
• Chris Johns • Kathryn Kitt • Doug McPhee • Wendy Turner • Patricia Whalen

We reiterate the strong sentiment of our 2018 letter:
“Standardized testing cannot adequately capture or reflect personalized learning (the focus of the revised curriculum), due to its *inherently oppositional structure*.”

Personalized learning requires students to learn “by exploring their interests and passions” and then demonstrating understanding in uniquely personal ways, while standardized tests encourage and reflect “boiler-plate” learning, regardless of now suggesting students use “collaboration and reflection” when responding to test questions or providing them with limited “choice over reading topics”.

The Ministry of Education (MoE) and stakeholders have expended years of research and expertise and considerable financial resources in order to revise the BC curriculum so that “students can succeed in the 21st Century”. These efforts need to be reflected with **21st century assessment practices**.

We also note the omission in the Minister’s 2019 letter to any reference regarding our Boards concern over the unethical use of the FSA results by the Fraser Institute.

As the newly appointed Minister of Education, we want to ensure that you are aware that, according to the final report of the Advisory Group on Provincial Assessment (AGPA), past provincial assessments have been misinterpreted and that there is need for “...assessment within the educational system [to] be performed in an ethical, equitable and consistent manner.”

Teaching to and/or administering the FSA consumes valuable time and precious teaching and learning opportunities within our schools. Given the unprecedented challenges to financial resources, the additional burden of hand-washing on classroom instruction time and the increased anxiety of students due to the Covid-19 pandemic, there is no better time than now to replace the FSA with an assessment tool(s) that allows “students, parents, teachers, schools, boards of trustees, and the Province [to] receive accurate information on how students are learning with the ongoing aim of improving outcomes for all students.

It is still our hope that, under your leadership as Education Minister, the FSA will be replaced with randomized testing, and eventually with evaluation methods that reflect and assist the innovative revised curriculum teaching and learning practices our District continues to embrace.

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Krista Damstrom
• Chris Johns • Kathryn Kitt • Doug McPhee • Wendy Turner • Patricia Whalen

We look forward to your timely response to our concerns regarding the Ministry's current standardized method for testing the foundational skills of students.

Sincerely,



Frank Lento, SD5 Board Chair

Cc*: John Horgan, Premier, BC New Democratic Party
Shirley Bond, Interim Leader, BC Liberal Party
Sonia Furstenuau, Leader, BC Green Party
Tom Shypitka, MLA Kootenay East BC
Jackie Tegart, Education Critic BC Liberal Party
Stephanie Higginson, President, BCSTA
BCSTA for distribution to member Boards of Education
Teri Mooring, President BC Teachers' Federation
Andrea Sinclair, President, BCCPAC
Shelley Balfour & Chris Kielpinski, CFTA Co-Chairs
Tara McKee, DPAC Chair
Aaron Thorn, President, SD5 Administrators' Association
107.5 Today FM Radio
Drive 102.9/B104 Radio
Cranbrook Daily Townsman
Elk Valley Herald
e-know Online News
Ferne Free Press

*This correspondence is public and transparent. Please feel free to share and/or respond with comment.

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Krista Damstrom
• Chris Johns • Kathryn Kitt • Doug McPhee • Wendy Turner • Patricia Whalen

December 16, 2020

The Honourable Jennifer Whiteside
Minister of Education
PO Box 9045 Stn. Prov. Govt.
Victoria, B. C. V8W 9E2
educ.minister@gov.bc.ca

Dear Minister Whiteside,

Congratulations on your appointment as Education Minister. We are looking forward to working with you to find innovative and collaborative ways to support student achievement as we continue through the COVID-19 pandemic and the future recovery.

The Maple Ridge-Pitt Meadows school district is a suburban district that supports the learning needs for over 15,000 students of all ages. Our district has teamed up with several post-secondary institutions and trades training organizations to offer diverse apprenticeship training opportunities for students in grades 10 to 12.

Back in 2014, it was identified that the lack of funding after graduation was a barrier to students completing trades programming that they started in a secondary school program. School districts were encouraged to enroll trades students that may have graduated, but not yet reached 19 years of age, and funding for Youth Apprentices was provided by the Ministry of Education. In our school district trades training is offered in partnership with post-secondary institutions and the funding provided by the Ministry of Education helps offset the fees charged by these institutions.

Recently, the Industry Training Authority (ITA) changed the definition of Youth Apprentice, resulting in graduated students under 19 years of age no longer being eligible to receive funding from the Ministry of Education to complete trades programs that they started before graduation. In 2014, the ITA defined "Youth Apprentices" as apprentices between the ages of 15-19 years of age. Active Youth Apprentices were converted to adult apprenticeship status on their 20th birthday, or on their graduation date plus 150 days, whichever occurs first. The 2019 definition is "Youth Apprentices" as apprentices who are school age (i.e. up to completion of the school year in which the student turns 19) for the purposes of receiving Ministry of Education funding.

This means that a student that starts their trades program in grade 12 and graduates that year will not be funded by the Ministry of Education for their second year even if they are under 19 years of age. These students will have to pay the fees required to complete their second year of trades programming. Trades are an important sector of our economy and contribute to the ongoing growth and need in our communities. Supporting our youth to complete their 2-year program with the school district on their path to a full apprenticeship is an important step in their career path while also encouraging and supporting a robust economic trades sector.

We are writing to you today to request that the Ministry of Education reinstate funding for graduated students under the age of 19 who are continuing the second year of their trades training program with school districts. This request was also supported by boards of education around the province at the BCSTA October Provincial Council. Trades programming is integral for a robust economy and it is important to ensure access to trades training for students who might not otherwise have the resources to continue this important extension of their education.

Thank you for taking the time to read our letter and we look forward to your response.

Sincerely,



Korleen Carreras, Chairperson
Board of Education

Cc:

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



SCHOOL DISTRICT NO 47 (POWELL RIVER)
Board of Education
4351 Ontario Avenue, Powell River, BC V8A 1V3
Telephone: 604 485 6271 Fax: 604 485 6435

January 14, 2021

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

Via email: Minister.educ@gov.bc.ca

Dear Minister Whiteside,

We are writing in support of the letter sent to you by District #42. School District # 47 (Powell River) is a District that supports the learning needs for over 3,000 students of all ages. Our District has teamed up with several post-secondary institutions and trades training organizations to offer diverse apprenticeship training opportunities for students in grades 10 to 12.

Back in 2014, it was identified that the lack of funding after graduation was a barrier to students completing trades programming that they started in a secondary school program. School districts were encouraged to enroll trades students that may have graduated, but not yet reached 19 years of age, and funding for Youth Apprentices was provided by the Ministry of Education. In our School District, trades training is offered in partnership with post-secondary institutions and the funding provided by the Ministry of Education helps offset the fees charged by these institutions.

Recently, the Industry Training Authority (ITA) changed the definition of Youth Apprentice, resulting in graduated students under 19 years of age no longer being eligible to receive funding from the Ministry of Education to complete trades programs that they started before graduation. In 2014, the ITA defined "Youth Apprentices" as apprentices between the ages of 15-19 years of age. Active Youth Apprentices were converted to adult apprenticeship status on their 20th birthday, or on their graduation date, plus 150 days, whichever occurs first. The 2019 definition is "Youth Apprentices" as apprentices who are school age (i.e. up to completion of the school year in which the student turns 19) for the purposes of receiving Ministry of Education funding.

This means that a student who starts their trades program in grade 12 and graduates that year will not be funded by the Ministry of Education for their program even if they are under 19 years of age. These students will have to pay the fees required to complete trades programming. Trades are an important sector of our economy and contribute to the ongoing growth and need in our communities. Supporting our youth to complete their program with the School District on their path to a full apprenticeship is an important step in their career path while also encouraging and supporting a robust economic trades sector.

We are writing to you today to request that the Ministry of Education reinstate funding for graduated students under the age of 19 who are continuing the second year of their trades training program with

school districts. This request was also supported by boards of education around the province at the BCSTA October Provincial Council. Trades programming is integrated for a robust economy and it is important to ensure access to trades training for students who might not otherwise have the resources to continue this important extension of their education.

Thank you for taking the time to read our letter and we look forward to your response.

Sincerely,

A handwritten signature in blue ink that reads "Dale Lawson". The signature is fluid and cursive, with the first name "Dale" and last name "Lawson" clearly distinguishable.

Ms. Dale Lawson
Chairperson
Board of Education
School District 47 (Powell River)

cc: SD47 Board of Education
Dr. Jay Yule, Superintendent
BC Boards of Education (via BCSTA)



ITEM 2

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **APPROVAL OF MINUTES**

Date: January 27, 2021
(Public Board Meeting)

Decision

RECOMMENDATION:

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

Attachment



**PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, December 9, 2020, (6:00 PM)
VIA VIDEOCONFERENCE**

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
Executive Coordinator - Karen Yoxall

A. OPENING PROCEDURES

1. Call to Order

The meeting was called to order at 6:00 p.m.

The Chairperson welcomed and thanked everyone for attending. The Chairperson advised that this meeting is being broadcasted live through the SD42 YouTube channel and on the school district website.

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

The Chairperson congratulated Harry Dhillon, Deputy Superintendent on his appointment as Superintendent of Schools effective February 1, 2021.

2. Electronic Board Meeting Procedures

3. Correspondence

Moved/Seconded

- Premier J. Horgan, Office of the Premier
- L. Larsen, Chairperson, School District No. 36 (Surrey)
- J. Watters, Chairperson, School District No. 61 (Greater Victoria)
- E. Flynn, Chairperson, School District No. 69 (Qualicum)

THAT the Board receive the correspondence, for information.

CARRIED

4. Approval of Agenda

Moved/Seconded

THAT the Agenda be approved as circulated.

CARRIED

5. Invitation for Public Input to matters on the Agenda

The Chairperson advised that members of the public were able to provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 5:30 pm on December 9, 2020.

No public input was received.

B. APPROVAL OF MINUTES

Moved/Seconded

THAT the Minutes of the November 18, 2020 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

1. Secondary Collaborative Network

Moved/Seconded

Shannon Derinzy, Assistant Superintendent and Vicci Halabi, District Helping Teacher, presented an overview of the Secondary Collaborative Network and spoke to the commitment, collaboration, shared goals, and outcomes that have resulted from the work of the network.

THAT the Board receive for information the presentation by Vicci Halabi, District Helping Teacher and Shannon Derinzy, Assistant Superintendent on the Secondary Collaborative Network.

CARRIED

D. DELEGATIONS

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
3. Secretary Treasurer
4. Board Committees
 - a) Budget
 - b) Finance

- c) Facilities Planning
- d) Board Policy Development
- e) Education
- f) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson

- a) Committee Appointments

Moved/Seconded

The Chairperson presented trustee committee appointments for a period of one year commencing December 9, 2020.

THAT the Board receive for information the committee appointments for a period of one year commencing December 9, 2020.

CARRIED

2. Superintendent of Schools

- a) Superintendent's Update

Moved/Seconded

Shannon Derinzy, Assistant Superintendent presented an overview of the Student Forum 2020. 120 students in grades 9 – 11 representing all secondary schools and alternate education programs participated in the forum which focused on student mental health and wellness.

The Superintendent provided an update of school events and activities and thanked all staff, parents and partner groups for their hard work.

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

CARRIED

3. Secretary Treasurer

4. Board Committees

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

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

Additional Funding to Support COVID-19 Requirements in the 2021/22 Budget

Moved/Seconded

THAT the Board of Education send a letter to the Minister of Education, the Minister of Finance, and the MLAs for Maple Ridge-Pitt Meadows and Maple Ridge-Mission, requesting that the 2021 Provincial Budget include additional operating and capital funding to support COVID-19 pandemic management related costs in British Columbia schools at a level that, at a minimum, matches the provincial and federal grant provided during the 2020-2021 school year.

CARRIED

I. TRUSTEE REPORTS

BC School Trustees Association: Indigenous Education Committee

Trustee Trudeau reported that a motion has been submitted to the BCSTA Board of Directors to support the creation of a resource guide to teach trustees across the Province about the BC Tripartite Education Agreement.

BC School Trustees Association: Professional Learning Committee

Trustee Shaw reported that a survey will be distributed to all Boards to gather feedback on the Trustee Academy which took place virtually on November 27 – 28, 2020.

District Parent Advisory Council

The Chairperson reported that a presentation by the City of Maple Ridge Transportation Advisory Committee task force and partner group updates were received.

Municipal Advisory Committee on Accessibility and Inclusion (MACAI)

Trustee Murray reported that Jennifer Boone has received this year's MACAI award for her work as a support teacher at Samuel Robertson Technical Secondary School.

Maple Ridge-Pitt Meadows Arts Council

Trustee Sullivan recognized the staff at the Arts Council and acknowledged how vital their work is for the community.

City of Maple Ridge Transportation Advisory

Trustee Shaw provided an update on the work of the committee.

Youth Planning Table

Trustee Dumore reported that the Youth Planning Table have identified facilitators for each goal identified in the Implementation Plan and that the UPlan sub-committee is creating a self-guided Christmas light tour of the City of Maple Ridge.

Culture Collective Network

Trustee Yamamoto reported that the responses to the online survey were shared and that member updates were received.

Good News Items

Trustees Dumore and Murray spoke to the Salvation Army Kettle Campaign; Trustee Shaw appreciated the update on school events and activities that were presented under the Superintendent's Update; Trustee Sullivan spoke to the excellent work of the school district; Trustee Trudeau spoke to her attendance at the Trustee Academy; Trustee Yamamoto thanked staff for their hard work; Trustee Carreras recognized December 6, 2020 as the National Day of Remembrance and Action on Violence against Women in Canada and acknowledged that the district has received the Meritorious Budget Award (MBA) for the 2020-21 fiscal year by the Association of School Business Officials International.

J. QUESTION PERIOD

A question was posed on the following:

- Costs associated with the selection and hiring process for the new Superintendent of Schools

K. OTHER BUSINESS

L. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 8:02 p.m.

Korleen Carreras, Chairperson

Flavia Coughlan, Secretary Treasurer



ITEM 3

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **OUTREACH PROGRAM**

Date: January 27, 2021
(Public Board Meeting)

Information

RECOMMENDATION:

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



ITEM 4

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **CONNEX PROGRAM**

Date: January 27, 2021
(Public Board Meeting)

Information

RECOMMENDATION:

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

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **SCHOOL PLANS**

Date: January 27, 2021
(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 Growth Plans 2020/2021					ATTACHMENT			
	Improving Learning & Assessment	Assessment Big Ideas	Secondary Innovation	Innovation Big Ideas	SEL (school culture)	SEL Big Ideas	Literacy	Literacy Big Ideas
Secondary								
Cont. Ed			X	Alignment to redesigned curriculum	X	Positive & supportive learning environment		
Dist. Alt					X	Community based on an ethic of care		
GSS			X	Middle years implementation Career life education/connections	X	Creating connection during a pandemic		
MRSS	X	Focus on using proficiency scale at 8 & 9 Anti-racism			X	Focus on collaboration/collegial culture during COVID		
PMSS			X	Learning in the quarter system	X	Belonging for all during COVID		
SRT					X	Create community during COVID		
THSS			X	Careers & post-graduation	X	Care for mental health		
WSS	X	Anti-racism	X	Promote engagement, place & purpose	X	Connection to school community		
East Zone								
ALB					X	Focus on wellbeing	X	Focus on reading & writing
ARE					X	Focus on self-care	X	Focus on improving skills
BME					X	Focus on community during COVID	X	Focus on the enjoyment of reading
CQE					X	A focus on relationships	X	Focus on reading
KCE					X	A focus on connections	X	Focus on vulnerable students
WCE							X	Focus on love of learning
WH					X	Focus on belonging during COVID	X	Focus on reading comprehension
YEN					X	Focus on community during COVID	X	Focus on reading
West Zone								
DJ					X	Focus on creating community Self-regulation in time of COVID	X	Self-regulated learners
EM					X	Focus on welcome & belonging	X	Focus on students not yet meeting expectations
FV					X	Focus on creating community	X	Focus on joy of reading
HA					X	Fine arts to create community	X	Positive attitudes & increase competency
HP					X	Sense of belonging & positive connections	X	Reading engagement
MRE					X	Focus on adults & students	X	Focus on reading
PME					X	Mental health & well being	X	Focus on reading
Central Zone								
AT					X	Focus on wellness during COVID	X	Focus on intermediate & boys
Enviro. School					X	Focus on community	X	Focus on integrating into daily practice
EL					X	Focus on a culture of belonging	X	Focus on reading and writing
GL					X	Focus on community during COVID		
GEE					X	Focus on non-fiction	X	Focus on reading strategies with non-fiction books
HH					X	Focus on well-being		
LV					X	Focus on increasing empathy	X	Focus on reading for pleasure
ABED					X	Connection & belonging Focus on transitions		



School: Aboriginal Education Department

Principal: Kirsten Urdahl-Serr

Director/Assistant Superintendent: Shannon Derinzy

A. Goal (One goal per page)

To be more effective in the support of our targeted students and for the purposes of our work in schools, the Aboriginal Education Department will define the indirect and direct supports offered students and their families.

B. Rationale

With the increase in student enrollment, the department staff has expanded, which has situated support workers in fewer schools. As a result, workers are more connected to school staffs and are able to offer support for their caseload students on a more consistent basis. At the same time, teaching staff have also expanded and are more often responding to requests from classroom teachers to support planning to embed Indigenous perspectives in their teaching. Within a short period of time, there have been substantial changes to the work flow of members of the department. As well, the rapid expansion of staff has brought new members to our team. To be more effective as a department, we have set a goal to define direct and indirect supports we offer students and families so all members of the department are on the same page, to be more effective in the time we offer students, and to be able to communicate to schools and district personnel supports, which will result in an improved understanding of individual and collective responsibilities.

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

Through department and zone meetings, we have reviewed previous work that attempted to define roles, but was abandoned for a variety of reasons. We have updated the previous model we were working with to include new insights developed through conversations over the past year and continue to work on a model that will represent the supports offered by the Aboriginal Education Department so that all department members have an opportunity to have their input represented in the rough draft.

- Growth Plan Committee (spring 2021)
- Prepare a visual representation to define our roles within our schools, department, and district
- Share draft with HR and senior team to receive feedback
- Compose final draft to share with stakeholders

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

A model will be prepared and shared with schools and the community to communicate the direct and indirect supports the Aboriginal Education Department offers students and families. Staff will report that they can communicate the direct and indirect supports our department offers to school and district staff, community members, and families.

Principal:

Superintendent:

Board Chairperson:

Date:

09/08/2020



School: Aboriginal Education Department

Principal: Kirsten Urdahl-Serr

Director/Assistant Superintendent: Shannon Derinzy

A. Goal (One goal per page)

The staff of the Aboriginal Education Department will improve in their ability to support students in their social emotional learning.

B. Rationale

An ongoing goal in our enhancement agreement is to cultivate a culture of connection and belonging for our students. We have noticed over the past few years that students are being impeded from creating these connections due to a variety of barriers that include mental health needs. These observations have been substantiated through our conversations with the Aboriginal Education Advisory Committee, Elders' Committee, and data sources (student learning survey, EDI, MDI). This has resulted in including a mental health goal in our 2020 enhancement agreement. As such, the department has recognized the need to improve our understanding of supporting the social and emotional needs and learning of our students.

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

Identify training opportunities for all Aboriginal Education Department staff to improve their understanding of mental health and strategies to support students*, collaborate with community providers to create a directory of community resources that families can be referred to when seeking assistance, identify a bulletin board in each school dedicated to Aboriginal Education to connect families to our department, create handouts identifying community-based resources families can connect with, and work with school based admin teams to locate secure spaces for AbEd staff to situate themselves to create consistent place to connect with students.

*For 2020-21: Work with Safe and Caring Schools staff to book training to align with scheduled Pro-D days and provide training for staff on protecting themselves from vicarious trauma.

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

Staff will report they are feeling more equipped to support students in their social and emotional needs and that they have an improved understanding of the supports available to families in our community.

Principal:

Superintendent:

Board Chairperson:

Date:

09/08/2020



School: Aboriginal Education Department

Principal: Kirsten Urdahl-Serr

Director/Assistant Superintendent: Shannon Derinzy

A. Goal (One goal per page)

The Aboriginal Education Department will focus our efforts on ensuring students and families feel connected to their school community at key transitions.

B. Rationale

Identified as a ongoing goal in our enhancement agreement is being able to support our students in their post secondary planning and transition to life beyond secondary school. We have noticed over the past few years that students are experiencing challenges at other times in their school journey. These observations have been substantiated through our conversations with the AbEd Advisory Committee, Elders' Committee, and data sources (student learning survey, EDI, MDI, grade to grade transition rates, and graduation data). This has resulted in expanding transition goal in our 2020 enhancement agreement to include transitions for grades K-1, 7-8, 9-10, and graduation program years. As such, the department has recognized the need to focus our efforts on students during these key transition years and to identify the role our new transition teaching position will play in this enhancement agreement and departmental goal.

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

See Goal 1 to define direct and indirect supports offered by staff of AbEd — the role of the transition teacher will be included in this process. Key transitions (grades K-1, 7-8, 9-10, and graduation program years) have been identified as grade transitions the newly created transition teaching role will be responsible for providing additional supports. These supports will be shared with the department to ensure we have created an annual action plan associated with key times in the school year (for example, and not limited to: grade 7-8 transition meetings, class placements, communication plan with site-based support staff, etc). As a department, we will evaluate our annual plans to connect students through field trips and events to consider additional opportunities we could offer for connection to cultivate a sense of belonging. To support communication and key district tasks (ie field-trip forms, Grade 8 enrollment), provide opportunities for parents to access parent portal.

*Unfortunately COVID-19 protocols will limit much of this planning. AbEd staff are creatively planning remote opportunities to meet this goal. Leadership activities have been actively initiated in two secondary schools and one elementary school to pilot possible ways to authentically create connections within schools and between schools.

Training opportunities will be planned for 2021-22 for staff to learn strategies to engage students and their families in their school community such as the Family Centered Skills Integration workshop offered by SD42 Safe and Caring Schools and Douglas College.

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

We will notice our students are more connected to their school communities (reduction in absences, comments by students, connections to friends through structured and informal opportunities) and these same students will report they feel supported by and connected to the staff of the Aboriginal Education Department.

The student learning survey, EDI, MDI, grade-to-grade transition rates, and graduation data will show improvement over the next three years.

Principal:

Superintendent:

Board Chairperson:

Date:

09/08/2020



School: Continuing Education/Connected Learning Community

Principal: Jeff Curwen

Director/Assistant Superintendent: Ken Cober

A. Goal (One goal per page)

Goal 1 of 2: Secondary Innovation

- a.) Review our online, face-to-face, and blended learning practice.
- b.) Examine, refine, and develop our current teaching and assessment practices to ensure alignment with the re-designed provincial curriculum.

B. Rationale

CE/CLC supports a diverse student population. As a staff, we value choice for all learners that allows for equity of access to programs and honours learner diversity. 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)

School budgets and staffing structures are organized to support CE and CLC teacher access to professional development resources (either individual staff accounts or school memberships in a number of professional organizations and forums: Western Canadian Learning Network (WCLN); BC Distributed Learning Administrators Association (BCDLAA); BC School District Continuing Education Directors Association (BCSDCEDA); various teacher professional groups including teachers of Adult Learners and Corrections Teachers.

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

- Regular agenda item for both staff meetings and school committee meetings
- Survey of CLC/CE students measuring satisfaction, user experience, and engagement with courses
- Survey of CLC/CE teachers measuring job satisfaction, professional experiences, and areas for growth
- Creation of documents outlining evolution of individual courses

Principal:

Jeffrey
Curwen

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Curwen
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Superintendent:

Board Chairperson:

Date:

11/27/2020



School: Continuing Education/Connected Learning Community
Principal: Jeff Curwen
Director/Assistant Superintendent: Ken Cober

A. Goal (One goal per page)

Goal 2 of 2: Social and Emotional Learning (School Culture & Climate)
Build a positive and supportive learning environment for both students and staff.

B. Rationale

Similar to a typical school setting, Community Education/Connected Learning Community celebrates the diversity of our population within our school community. Recognizing that our learners come to us from both within and outside of School District 42, we seek meaningful connections and collaborations with other secondary schools and learning communities.

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

- Riverside Centre application for Adult Social Emotional Learning grant (SELO) for Learning Opportunities for Social Emotional Learning support and growth.
- Strike a committee to explore ways to build a positive and supportive learning environment for students and staff in the context of an adult learning centre.
- Access school-based professional development resources for compassionate systems books and resources for teachers based on the work from Peter Senge and Mette Boell

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

- Pre and post survey data from students and staff at Continuing Education and Connected Learning Community.
- Feedback received from students and staff at CE and CLC through both formal and informal settings.

Principal:

Jeffrey
Curwen

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Curwen
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Superintendent:

Board Chairperson:

Date:

11/27/2020



School: District Alternate 42 Secondary
Principal: Steve Wiebe
Director/Assistant Superintendent: Ken Cober

A. Goal (One goal per page)

Goal: Social and Emotional Learning (Culture and Climate)

As a staff, we will continue our efforts to develop a healthy sense of community based on an ethic of care, encouraging meaningful constructive student connections with peers and with staff. In 2020/2021, we will direct our efforts to build stronger community connections for students both in person and through the use of technology.

B. Rationale

Students come to District Alternate from a variety of schools from both within and outside of School District 42. As a staff, we want to ensure students feel welcome and connected with our District Alternate Program. A focus on relationship-building and participation in school programs improves student achievement and creates a safer space for students to develop a deeper understanding of their own identity and their place in the school and community. Given the unique health and safety circumstances of the 2020/2021 school year, we will capitalize on the use of technology to maximize the number of students we can safely reach and engage.

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

Student Community Connection: Align program intake dates with the secondary quarter system. Continue and further develop student learning and community-building activities such as: salmon canning, beading, wreath making, podcasting film making, photography, and Douglas College post-secondary bridging program.

Staff Connections: Daily healthy snack program, inquiry-based learning activities, collaborative project-based learning activities, staff participation in district inquiry project (focus of inquiry project is support of student engagement through technology in the COVID-19 context)

Community Connections: Child and Youth Mental Health (CYMH) presenting on trauma informed best practices, regular community agency meetings (PLEA, Ministry of Children and Family Development, RCMP, Youth Unlimited, Food Bank, Pathfinders, Cythera, Work BC)

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

- Face-to-face attendance and participation data for school programs and cultural activities
- Completion of online assignments by remote learners
- Successful completion of in-class and remote course work
- Graduation rate
- Data from in-house student learning survey
- Student and staff feedback received in various formal and informal school-based meetings

Principal:

Superintendent:

Board Chairperson:

Date:



School: Garibaldi Secondary
Principal: Ian Liversidge (VP-Tom Levesque and Colin Sharpe)
Director/Assistant Superintendent: Ken Cober

A. Goal (One goal per page)

Goal 1: (Learning and Assessment) Middle Years Programme (MYP) Implementation
Garibaldi is in the candidacy phase for the International Baccalaureate (IB) Middle Years Programme (MYP). Once candidacy is complete, Garibaldi will host three available aspects of the IB continuum: Diploma Programme (DP), Middle Years Programme (MYP), and Career-Related Programme (CP) in Culinary Arts. We will continue to focus on the MYP program with the goal of completing MYP Unit plans in every subject area and at each level. This is a significant step toward the 2021 goal of completing MYP candidacy. As well, we are implementing the Grade 10 Personal Project across the entire grade this year and will pilot the interdisciplinary units as scheduled.

B. Rationale

Garibaldi is in its candidacy phase in the MYP. This process will require teachers from each department to continue to be trained 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 organization. Teachers of grades 8 and 9 courses are well on the path of MYP. This year, we will support progression with the Grade 10 level programs.

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

During the 2020/2021 school year, we will write and finalize sample units at the Grade 10 level. During this school year, we as a staff, will monitor and assess progress with this goal through regular formal and informal meetings — weekly Monday meeting, monthly staff meeting, collaboration sessions, and MYP collaboration sessions. We have designated staff members — MYP coordinators — in place to facilitate our MYP implementation. Progress will be communicated to parents regularly with report card distributions, school newsletters, and our school website.

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

- The completion of Gr 10 unit plans will be the primary end goal
- Internal feedback and assessment of progress through our regular meeting structures
- MYP implementation includes 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 (VP - Tom Levesque, Colin Sharpe)
Director/Assistant Superintendent: Ken Cober

A. Goal (One goal per page)

Goal 2: (SEL) Garibaldi Secondary will continue to be intentional about building a positive and inclusive learning environment for students and staff.

In light of the unique set of health and safety challenges associated with this school year, we will continue to find innovative ways to maintain and build a positive and inclusive learning environment for students and staff. Our goal is to become more proactive in offering extended connections in support of the SEL for our diverse learning community.

B. Rationale

The September 2019 school planning day gave the opportunity for staff to look at (east) Maple Ridge demographic information, in support of identifying the greater context of our school and school community. SD 42 ABED, MDI, Community Health, SD42, post-secondary transition, and Canadian census data all gave an indication of the needs of our community. Together we came to an understanding that we have an incredibly diverse community with a wide range of needs. The current restrictions of school community mainstays such as sports, dance, and theatre requires us, as a school, to adjust and create new ways for community connection.

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

- Timetable/bell schedule adjustment: The implementation of the long block quarter system with blended learning time creates the opportunity for teachers to focus on community in the classroom. We will support teachers in their efforts to pare down the curricular content in exchange for more time spent on skills, SEL, and core competencies
- SEL will be a regular agenda item at monthly staff meetings and SEL information and strategies will be shared regularly in school newsletters
- Purposeful counsellor visits to classrooms throughout the year
- Maintaining diversity of clubs and, when possible, returning to extracurricular activities, <https://secondary.sd42.ca/gss/clubs/>
- Mindfulness will continue to be supported with the introduction and support of yoga, both in class time and extracurricular

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

The school-based team, care and concern meetings, SPED, ASW, and CCW documents will provide examples and data points illustrating our level of success supporting all students. Additionally, data from the Student Learning Survey will be reviewed.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Garibaldi Secondary School
Principal: Ian Liversidge (VP- Tom Levesque and Colin Sharpe)
Director/Assistant Superintendent: Ken Cober

A. Goal (One goal per page)

Goal 3: (Secondary Innovation) Career Life Education 10/Connections 12 and IB/MYP Grade. 10 Personal Project

In response to the redesigned curriculum, Garibaldi has designed a delivery model for Career 9 and 10 for the 2020/21 school year to explore the connection between career and subject areas. For the secondary student career/life learning requirements, we have introduced a scheduled ("in the timetable") class at the Grade 11 level, supported by outside of the timetable course work at the Gr 9, 10, and 12 levels. This year we are also introducing the Grade 10 Personal Project as a part of the IB Middle Years Program. All classes in the career education progression will link to the myBlueprint portfolio platform.

B. Rationale

Feedback from the district student forum in 2018 indicating students wanted to be better prepared for life after high school. Students want the classroom learning and activities they are engaged in to provide them with the skills and abilities that will support their success beyond high school. As a staff, we are encouraging students to commit to Passion Project, linking these projects to ongoing career interest activities in the myBlueprint program. We believe that this combination will support continued progression in the CLE and CLC courses for grades 11 and 12. The MYP Grade 10 Personal Project complements the B.C. Ministry of Education Careers Life Education curriculum.

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

- We have designated staff members — MYP coordinators — in place to facilitate our MYP implementation which includes the Grade 10 Personal Project
- Engaging all students with the myBlueprint portfolio platform
- CLC 12 Capstone Fair
- MYP Personal Project summative celebration/sharing

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

We are planning to host our first full-scale CLC 12 Capstone Fair in the spring of 2021. In addition, we are going to create opportunities to share the MYP Grade 10 student Personal Projects in either a live or digital format.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Secondary

Principal: Trevor Connor

Director/Assistant Superintendent: Shannon Derinzy

A. Goal (One goal per page)

To learn, listen and begin to develop an anti-racist consciousness/awareness for all people in our community. We will be focusing on the unique challenges encountered by our BIPOC, racialized staff, students, and families in our school community.

B. Rationale

As communities in Maple Ridge Secondary continue to grow and become more diverse, we as educators need to show our humility in learning from the diverse families, cultures, and identities that make up our vibrant school community. The social unrest connected to the events this past spring, highlighted that we as educators at Maple Ridge Secondary need to engage in the meaningful work of anti-racism to make sure all racialized and non-racialized voices in our community have equitable access to opportunities of learning to help create a social consciousness and dismantle white supremacy culture. As a school, we are committed to the process in developing culturally humble, competent, and empathic anti-racist educators. Our goal for this year is focused on listening and learning.

We will:

- Provide staff with professional learning opportunities to begin the process of learning through racialized and BIPOC experiences and voices
- Provide resources for teachers and students who are engaged in this work
- Work collaboratively with our Aboriginal Department to develop a response plan to appropriately support our students of Ancestry to create a positive relationship between families and the school
- Provide opportunities for students to begin the process of learning through racialized and BIPOC experiences and voices

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

How will we meet these goals:

- Socially-conscious dialogue through opportunities when we work with staff
- MRSS Connect
- Staff Meetings
- Conversations with groups of students
- Working with our Aboriginal Department to develop professional learning opportunities to discuss the importance of personal and collective stories
- Providing opportunities throughout the year for students to learn about racialized experiences
 - Grade 8 Indigenous Rotation
 - Classroom support and discussions with students and teachers
 - JECIC Grant — working to provide anti-violence and anti-racism learning for low-incidence students.
 - Having our students be a part of anti-racism symposium

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

- Feedback given from staff through conversations, anecdotes and surveys
- Development of a response plan to appropriately support students of ancestry to create a positive relationship between Indigenous families and our school
- Feedback from students who attend anti-racist workshops or symposiums and Grade 8 rotations
- Feedback from students who are a part of the focus day connected to the JECIC Grant
- Changing our code of conduct to address racism

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Secondary
Principal: Trevor Connor
Director/Assistant Superintendent: Shannon Derinzy

Staff will continue to develop their learning and competencies about proficiency scale & written feedback for reporting student learning for all grade levels at MRSS.

B. Rationale

We are moving towards assessment practices and reporting using the proficiency scale that reflect our curriculum's inclusive and competency based focus that is grounded in the First Peoples Principles of Learning. Currently, at MRSS there are 12 Grade 8 & 9 teachers reporting using the Proficiency Scale and we would like to grow this as the school year progresses and into the 2020/2021 school year.

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

- Teachers & EAs participate in School Teams, Assessment Committee, Collaborative Network, Inquiry to explore and plan for & grow in assessment practices
- Staff, Department Head & Departments meetings and Late Start Friday for school-based collaboration to discuss & plan implementation
- Provide Resources to teachers & EAs
- Invite District Helping Teacher in for Lunch & Learns to work with teachers who are using and/or exploring the possibility of implementing proficiency scales

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

- Staff and student reflections on proficiency scales
- Grow the number of Grade 8 & 9 teachers using proficiency scales
- Teachers of Grade 10, 11 & 12 courses beginning to explore use of proficiency scales for use in senior courses

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Secondary

Principal: Trevor Connor

Director/Assistant Superintendent: Shannon Derinzy

A. Goal (One goal per page)

To establish a collaborative and collegial culture at Maple Ridge Secondary School amongst staff and students.

B. Rationale

This has been a challenging start up with students and staff creating a new reality in this co-vid environment. The restrictions on sports, fine arts, clubs, etc. have challenged us to create a vibrant, engaging school culture. Current research shows that there is a direct link between school culture and student success. Staff are feeling more isolated than ever and the school tone has been uniquely impacted by a lack of senior students modeling behaviours in the afternoons. As a result, we need to be intentional about building community and culture in the current circumstances.

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

- To identify the school's current culture by listening to staff and students. 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.
- To tackle key issues brought forth by staff and students by collaboratively developing and then implementing plans to address these issues.
- Address teacher isolation by providing opportunities for collaboration, partnerships, and professional discourse. Administration must be active and model these collaborative practices and acknowledge staff through formal/ informal recognition.

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

If we create a collaborative culture, we can expect the following outcomes: increased efficacy, greater staff participation in collaborative initiatives, creative and new avenues for students to engage in connecting with each other, and an internalized belief that MRSS has been a place of refuge and resilience during this unprecedented time in human history. Success will be examined through:

- Student satisfaction surveys
- Student responses to our reflection survey (used to plan our timetable options for next year)
- Staff responses to our reflection survey
- Anecdotal data gathered from activity involvement (clubs, teams, extracurricular, etc.)

Principal:

Superintendent:

Board Chairperson:

Date:

SCHOOL GROWTH PLAN SUMMARY FOR 2020/21



School: _____

Principal: _____

Director/Assistant Superintendent: _____

A. Goal (One goal per page)

B. Rationale

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

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

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 and Emotional Learning (SEL) needs
- Learning Services Department: Umbrella support, student intervention team
- Engaging in standards based assessment proficiency scale

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

- Staff and student reflections on their learning
- Grades 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: Ken Elphick
Director/Assistant Superintendent: Ken Cober

A. Goal (One goal per page)

Goal: SEL (Culture and Climate)

SRT will strive to find creative ways to build community in this unique year when traditional methods of community-building are no longer possible.

B. Rationale

Students, teachers, support staff, and families thrive best when they know they belong to a community where they feel welcome, safe, and free to share their big ideas and, when necessary, their concerns. During this challenging year, our traditional ways of building community are no longer available to us: parent meetings, assemblies, dances, school clubs, and teams, staff meetings, student-led conferences, department meetings, Christmas parties, grad barbecues, etc. This year, we need to find new ways to build community because in this time of incredible isolation it is more important than ever for people to belong to something and to know that their community cares.

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

Our plan is to increase our capacity to build community virtually, as well as to organize a large number of safe gatherings to allow students to connect. On the virtual front, we are boosting our use of Microsoft Teams to create opportunities for staff to share ideas through channels and for students to interact regularly and safely with their classmates and teachers. We have also planned virtual staff and student events throughout the school year, like Grade 8 Pod Challenges, grade and grad assemblies via Zoom, and special ways to celebrate monthly. Our graduating students will be able to share their digital Capstone portfolios with each other and our community online. Smaller in-person events are also being planned. Our school has found safe ways to open the cafeteria, store, library, and computer labs. We plan to run intramural activities for cohorts and our student leadership team has created scavenger hunts that are COVID-19 friendly. We have safely opened our Epic program for food and for group counselling sessions. We will continue scheduled meetings with our "new to SRT" grade 9 to 12 students in order to help them connect. We have started a regularly scheduled staff book club and we have implemented coffee and scones on Wednesdays for staff. We plan to do grad barbecues in cohort groups and celebrate each grade through similar in-person events. We also have successfully promoted staff participation in district-led assessment and inquiry groups, which allows them to connect and share with colleagues outside of the school. We have committed to regularly sending newsletters to our parent community to keep them informed about school events. Finally, our administrative and counselling team, along with a group of students representing different grades, are committed to meeting regularly to plan better ways to connect the SRT community.

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

There are both qualitative and quantitative ways to assess the success of our plan. Significant increases in traffic on Microsoft Teams, on our social media platforms and on the school's app will indicate engagement in our community efforts. We'll be keeping track of how many students sign up for different activities and we'll be using the information to assist us in planning future activities. In addition, we'll be monitoring the work habits that our students receive on report cards as they can indicate commitment and connection to classroom activities. Both office referrals and attendance will be analyzed throughout the year for trends as they may give us insights into how students are feeling about their classes and their classmates.

Qualitatively, we'll be seeking regular feedback from our counsellors, youth-care worker, Aboriginal support worker, EAs and teaching staff regarding whether students and staff are feeling connected to our community. Finally, we'll also be meeting regularly with our student advisory group for feedback and ideas.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Thomas Haney Secondary

Principal: Grant Frend

Assistant Superintendent: Ken Cober

A. Goal

Goal 1: (Learning and Assessment) To continue 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 Nations Education Steering Committee states “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 continue to make a focused effort to provide our students with authentic First Peoples' learning opportunities as well as more consistently incorporating First Peoples' Principles of Learning into our practice.

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

We continue to work collaboratively to discuss how we can further improve in this area. Our teacher librarian is an excellent resource for teachers and regularly brings in new learning resources to incorporate into our classrooms. As well, we have a staff book club using *Potlach as Pedagogy: Learning Through Ceremony* by Robert Davidson and Sara Florence Davidson. This book study is connected to our school teams group, as well. We are further supported by Metis artist Lisa Shepperd, who is facilitating an ongoing beading experience for our students. We will also use part of a school-based professional day to work with staff on setting intentional goals related to indigenous education experiences at Thomas Haney.

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

We will focus on our grade 10 and 12 Student Learning Survey results from the Ministry of Education. The data from the survey will continue to guide our thinking and planning.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Thomas Haney Secondary

Principal: Grant Frend

Assistant Superintendent: Ken Cober

A. Goal

Goal 2: (Secondary Innovation) To continue to increase the number of THSS students who indicate the school is preparing them well for jobs in the future and to continue to increase the number of students who indicate they are satisfied that they are learning basic life skills needed for the future (ie. 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 desire more exposure to career opportunities. While it was noted that schools provided a lot of information about post-secondary institutions, students want 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 indicated they wished to be better prepared for basic life skills. It was noted that much of the content in a course like planning was offered too early as students weren't yet focused on these important areas as 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 our students with relevant information and experiences that help them to explore potential future jobs. Over the past 2 years we have launched completely new Career Education 8-12 programming. Our hope is that students will find these courses more relevant and engaging. We have incorporated MyBluePrint program into these efforts. In terms of life skills preparation, we have introduced these key components to students via our grade 8-12 Career Education programs.

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

We will focus on our grade 10 and 12 Student Learning Survey results from the Ministry of Education. The data from the survey will continue to guide our thinking and planning.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Thomas Haney Secondary

Principal: Grant Frend

Assistant Superintendent: Ken Cober

A. Goal

Goal 3: (Social Emotional Learning) To continue 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 do not feel, on the whole, that we are teaching them how to care for their mental health. Given the increasingly complex world in which our hyper-connected students live, it is important that we address this. This is especially true in the time of COVID-19. 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 our students in our provision of resources for the management of mental health.

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

Our physical education teachers continue to implement the mental health components of our new curriculum. As well, where appropriate, we have guest speakers in classes or grades to address certain topics. Our Safe and Caring Schools team will also be doing outreach to classrooms to talk about self-regulation strategies.

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

We will focus on our Grade 10 and 12 Student Learning Survey results from the Ministry of Education. The data from the survey will continue to guide our thinking and planning.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Thomas Haney Secondary

Principal: Grant Frend

Assistant Superintendent: Ken Cober

A. Goal

Goal 4: (SEL / Culture and Climate) Anti-racism goal – To provide staff with professional learning opportunities about anti-racism and anti-racist pedagogies.

B. Rationale

It is clear that there are many elements of the education system that need to be re-examined through a culturally responsive lens. If we are serious about ensuring all students are given the opportunity to have a positive experience in our schools and beyond, we must investigate all inequities in our system.

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

Our professional learning opportunities for staff will include the following: Anti-Racist book club (first title: Potlach as Pedagogy), a focus on Black History Month, regular after school/pro-d day learning sessions exploring anti-racism, examining and incorporating anti-racism learning resources into curricular areas as well as Remembrance Day ceremonies, Boys Club etc. We will also be taking time on a professional day to explore anti-racist pedagogies with staff.

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

We will focus on developing a tool/set of tools to guide our thinking and planning in this area.

Principal:

Superintendent:

Board Chairperson:

Date:



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

A. Goal (One goal per page)

Goal #1 for Westview is to promote Engagement, Place and Purpose.

We want to promote engagement, place and purpose in order to improve student engagement in learning, ensure students have a place of connection and a voice within the school, and help students find a meaning and purpose in their learning that is connected to life beyond the classroom.

B. Rationale

As Westview works to inspire and encourage students to strive for excellence, a focus on innovative teaching practice to spark engagement and curiosity among our students continues to be an overarching school goal. To help attain this goal, Westview staff is committed to collaboration and the continued growth of co-planning, co-teaching, co-creating, cross-curricular assessment, and cross-curricular collaboration opportunities. As a school, we are committed to fostering a school environment in which students have a voice - a voice to address issues of concern, advocate for school improvement and what learning looks like, and a voice to address social justice issues and create a more positive and caring school environment.

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

Co-planning, co-teaching, co-creating & cross-curricular collaboration will be a continued focus. Recent examples of this work include the following: the development of Aboriginal Arts 8 course; the development of a Woodwork/Entrepreneurship class that creates products being marketed and sold in our community; co-teaching sexual and mental health units by our counsellors and physical education department; our Basketball Academy; the Aboriginal education department's use of The Giving Tree as a book study for personal growth; a partnership between English 9 and Indigenous Studies; and our annual Pi Day, a partnership with Math, English, ELL, Cooking, Woodwork, and Metalwork. Our learning services department is introducing a new Student Intervention Team process built on a collaborative model to support student success. Co-planning will continue with participation on Secondary Teacher Inquiry and School Teams.

Developing a strong student voice will continue to be an emphasis this year that will allow us to assist students in developing a greater attachment to their school. A student voice monthly meeting with both teacher and administration involvement will continue. Student surveys, similar to our Quarter Review (Fall 2020), to gauge student feedback regarding a move from a linear to quarter model. Student surveys will be conducted at the beginning of each quarter. Continued participation in district-based student forums as well as quarterly school-based student forums will be organized initiated. A Student Book Club will be launched using the resource - This Book is Anti-Racist (Fall 2020).

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

SD42 Grade 12 Provincial Learning Survey (2019-20) results will be used as baseline data. The following questions will be used to assess our progress: (1) At school, do you get to work on things you are interested in as part of your course work? 32% responded Many Times (25%) or All of the Time (7%). (2) Are you satisfied that school is preparing you for a job in the future? 16% responded Many Times (15%) or All of the Time (1%). (3) At school, are you taught to take ownership or control of your learning? 27% responded Many Times (19%) or All of the Time (8%). (4) Are you satisfied that school is preparing you for post-secondary education? 32% responded Many Times (26%) or All of the Time (6%)

Principal:

Darren
Rowell

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Superintendent:

Board Chairperson:

Date:



School: Westview Secondary School

Principal: Darren Rowell

Director/Assistant Superintendent: Shannon Derinzy

A. Goal (One goal per page)

Goal #2 for Westview is a focus on Social-Emotional Learning

Westview will continue an intentional focus on Social-Emotional Learning in order to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society.

B. Rationale

Social Emotional Learning is tied to SD42 district vision: for every individual to feel valued and for all learners to reach their potential. At Westview, we know our students will strive to achieve greater heights when they feel connected to their school community and the people with whom they interact daily. More specifically, we want to foster the resilience, confidence and drive of our students, and for our students to be more supportive of one another and treat each other well.

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

The Trauma Informed Practice work begun with staff in 2019-20, and will be a continued focus for staff development with the aim to better support the diverse needs of our students. To support the well-being of students, a counsellor and child care worker-led boys group has been launched in the fall of 2020 with a girls group to follow. Our counsellors have partnered with our Phys. Ed. to deliver the Mental Health Curriculum, which includes defining stigma, mental health, and identify mental illness vs distress. A new Breakfast Club program is being launched in grab-n-go format to comply with provincial COVID guidelines to support the health and well-being of students. Our Learning Services department is introducing a new Student Intervention Team process built on a collaborative model to support success for all learners.

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

SD42 Grade 12 Provincial Learning Survey (2019-20) results will be used as baseline data. The following questions will be used to assess our progress: (1) Is school a place where you feel you belong? 51% responded Many Times (30%) or All of the Time (21%). (2) At school, I am learning how to care for my mental health. 19% responded Agree (16%) or Strongly Agree (3%). (3) At school, I am learning to understand and support human rights and human diversity. 55% responded Agree (39%) or Strongly Agree (16%).

Principal:

Darren
Rowell

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Superintendent:

Board Chairperson:

Date:



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

A. Goal or Inquiry Question

Social Emotional Learning: How do we support the well-being of our students and staff this year?

B. Rationale

Given the current pandemic and the results of our MDI data indicating that a high percentage of students do not have the absence of worries, we felt that the well being of our students and staff was where we needed to focus our attention this year.

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

- Support the use of Social Emotional Learning (SEL) programs in the classrooms: Mind Up, Roots of Empathy, Zones of Regulation, WITS
- Professional development and resources to support the Mind Up program
- Educating parents about childhood anxiety — guest speakers, newsletters, PAC meeting
- Work closely with the youth and child-care worker and school counsellor
- Continue to incorporate mindfulness practices into monthly assemblies and all meetings
- Have students self-reflect more regularly on the core competencies
- Incorporate brain breaks and body breaks into the daily schedule
- Guest speakers from Family Development Center to come in and work with the students on the topics of anxiety and building resiliency
- Weekly conversations with SBT to share and discuss students who are struggling emotionally
- Increase amount of play time outside
- Staff book club Kids These Days by Jody Carrington
- Application for staff SELO grant for virtual yoga
- Share self-care strategies in the staff weekly memo
- Staff exercise group meeting in gym after school
- Self-care discussed at monthly staff meetings
- Virtual opportunities for staff to attend virtual social workshops (sign painting, guest speakers)

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

Attendance of students and staff
 MDI and Student Learning Survey
 Staff and student interviews

Principal:

Tanya Dailey

Superintendent:

Board Chairperson:

Date:



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

A. Goal or Inquiry Question

Literacy: How do we continue to support our students to become successful readers and writers?

B. Rationale

In review of the Spring 2020 student grade cohort district assessment data, we noticed that about 32% to 40% of our primary students continue to fall within the NYM/MM categories in reading and writing. It also clearly showed us that as the students enter the intermediate grades, this deficit remains, and the percentage of upper intermediate students NYM/MM in both reading and writing is just increasing.

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

- During class reviews, review literacy data of individual students to be shared with CT. Discussions to occur between the CT and ST to ensure that there are learning plans that focus around those students who are NYM or MM expectations in reading and/or writing.
- Continue to support teachers in developing strategies to meet the inclusive needs of all their students
- Use of writing rubrics and performance standards to consistently assess students work
- Begin to build program consistency and continuity that specifically address deficits in reading and writing
- Work with Aboriginal education teacher and ASW to further support at-risk students
- Create a culture of thinkers using the book *Powerful Understanding* by Adrienne Gear
- Provide the reading intervention program *Reading Simplified* for our students who are really at risk
- Provide professional development around the topics of reading and writing
- Support literacy centers/Daily Five
- Expand classroom libraries
- Provide "book tasting" events to help kids expand their interests and awareness of what literature is available to them
- Provide virtual author/visits to the students
- Provide technology for those with written output difficulties
- Continue to provide students with lots of choice around reading
- Create student writing portfolios
- Continue with IRA and EPRA in fall and spring
- Provide students with time to just write
- School Growth Plan discussions at staff meetings around inclusive practices of teaching reading and writing (share information from school team discussions)
- Parent education about reading and writing and how to support these at home
- Have staff provide virtual read-alouds that families could log into

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

- District Assessment Data

Principal:

Tanya Dailey

Superintendent:

Board Chairperson:

Date:



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

A. Goal

Goal 1: To promote and improve agency and self-care amongst staff and students. We want to empower members of our school population to make sound individual and collective choices that have a positive impact on their own emotional equilibrium and that of the greater community.

B. Rationale

This is a third-generation evolution of a goal that started as 'Culture and Climate'. It was sharpened to 'Student Agency' last year and was interrupted by COVID-19. In this latest revision, it has a broader focus to benefit our entire school community as it tries to come to terms with the new normal. In essence, this pursues the development of a growth mindset, in which we build capacity, resilience, and compassion for our staff and families. We examine how these qualities can thrive in times when we face adversity. Agency, as a reflective awareness of self, is a basic building block of active, healthy, and positive communities.

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

Our staff has created a self-care leadership group to steward this goal throughout the year. They will meet regularly to look at strategies for staff and student well-being. Monthly themes and virtual presentations, frequently aligned with the district SEL calendar, will help us to maintain a cohesive strategy throughout the year. Such highlighted thematic elements will evoke the ethic of self-care and resilience in our school community. The intention is to include our families in this effort as we navigate this challenging year. Some themes include positive growth mindset, self-awareness, mindfulness, boundary-setting, and establishing reasonable expectations for ourselves.

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

We will be able to catalogue all of the themes and initiatives that have been undertaken as a result of this goal, and survey both staff and students as to the utility of each. As the experiences of agency and self-care are intrinsically subjective, we will be gathering qualitative data. Regarding the students' perspective, we should be able to correlate our end-of-year findings with the relevant indices of the MDI and Student Learning Survey to provide targeted data for analysis.

Principal:

Superintendent:

Board Chairperson:

Date:



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

A. Goal

Goal 2: To promote and improve achievement in literacy for students/breadth of tools and strategies for staff and parents.

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 will continue upgrading our library and reading room, including the further expansion of authentic Indigenous materials and high-interest media. In cooperation with our PAC, we have purchased RAZ Kids subscriptions for all of our primary students and any intermediates who require extra support. 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. The support staff will be correspondingly working on the reading simplified program with Denise Upton as part of an integrated and interdisciplinary approach to reading intervention.

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

Measurable indicators of success can be obtained by tracking performance standard trends in student achievement information such as garnered from the Ministry of Education's Student Learning Survey, the EPRA, and IRA. In addition to this, we are able to measure voluntary reading through the tracking capacity of RAZ Kids. We also plan to work this year on the introduction of a qualitative component to our analysis. This aspect will grow out of our teachers' three-way conferences in the fall and spring.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Alouette Elementary

Principal: Donna Servant

Director/Assistant Superintendent: Mike Scarcella

A. Goal (One goal per page)

We want to explore ways to improve literacy outcomes in the following areas:

1. Student transition from grade 3 to 4.
2. Boys at all grade levels.
3. Intermediate grades

B. Rationale

MDI data shows that less than 50% of children in grade 4 and 7 are reading for fun after school (30 minutes or more). Our portal data (based on performance standards) shows significantly lower scores for boys than girls at every grade level. Furthermore, there is a decrease in reading scores from primary to intermediate. Children begin to enjoy reading when they can make connections and identify with the characters and text. We want to explore how to help these targeted students identify as readers so they want to read more often and ultimately, improve their literacy scores.

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

Targeted intervention where teachers, support and librarian work one-on-one reading daily with specific students.

Participation in district literacy initiatives that offer funds for new classroom libraries.

Grade 3 teachers joining Literacy Inquiry Project.

Invest in more high interest low level books

Book chats with teachers (1 to 1)

Building a positive culture at the school around reading (regular "drop everything and read" events, reading in line-ups and considering new initiatives at staff meetings).

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

Portal summative data (performance standards assessments)

Middle years Development Instrument

Library data

Principal:

Superintendent:

Board Chairperson:

Date:



School: Alouette Elementary

Principal: Donna Servant

Director/Assistant Superintendent: Mike Scarcella

A. Goal (One goal per page)

Focus on the well-being of our students, staff and families; ensuring they feel safe, supported, and connected to a caring community during this time of pandemic.

B. Rationale

Research has demonstrated the many negative effects of school closures on child well-being. The summary at the link below (p. 21) provides a concise list. We need to take care of everyone in our community and create a sense of calm, order and structure to gain the confidence of all our families and staff. This is a year to focus on health and safety for all and a return to normalcy for our children. http://www.bccdc.ca/Health-Info-Site/Documents/Public_health_COVID-19_reports/Impact_School_Closures_COVID-19.pdf

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

Slow down the pace of the day by decreasing transitions. We have scheduled one long prep block and one long PE block each week (rather than two blocks as was done in the past). Instructional lunches have allowed staff to enjoy a 40-minute calm lunch break. Two recesses and two lunches have provided wide open spaces with less crowding and much less chaos. More time outside to play and learn to resolve conflicts. Teach and highlight the importance of nutrition, sleep and exercise in addition to the many layers of health & safety protocols. Share out information at staff meetings about health and well-being.

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

Middle Years Development Instrument
Tally of social emotional incident records and office referrals
Attendance data and transition of our learners to return to full-time instruction
Conversations with staff about tone and climate of our school. This is done intentionally at monthly staff meetings.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Blue Mountain Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent: David Vandergugten

A. Goal (One goal per page)

To improve student literacy, focussing on enjoyment of reading. The goal is to build engagement, motivation and joy in reading using ideas from reading experts of Faye Brownlie, Leyton Schnellert, Learning Helping teacher Denise Upton and from leading literacy research.

B. Rationale

Several staff members attended and were impacted by Faye Brownlie and Leyton Schnellert's reading workshops last school year and this school year. The research brought forward strongly highlighted the correlation with enjoyment of reading and reading success. Staff identified modeling texts, invitations, sharing a wide range of texts, providing choice, encouraging partner talk, small groups, and class sharing about books as topics that would address student enjoyment of reading. Our helping teacher Denise Upton has scheduled visits with classroom teachers to expand on student enjoyment of literature as well as building motivation and engagement with the program Reading Simplified. In addition, looking at previous years of students not yet meeting in reading, along with feedback from teachers, staff noted they wanted to put a concerted effort into assisting students not yet meeting expectations in reading. Reading Simplified.

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

The BME Literacy Committee will introduce, use, and provide feedback on these components of encouraging student enjoyment of literature, modeling texts, invitations, sharing a wide range of texts, providing choice, encouraging partner talk, small groups, and class sharing about books. Our helping teacher Denise Upton has scheduled visits with classroom teachers to expand on student enjoyment of literature as well as building motivation and engagement with the program Reading Simplified.

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

Anecdotal surveys with students, staff, and parents. EPRA, IRA, data from School Reading Assessment Portal Reports and Reading Simplified data.

Principal:



Superintendent:



Board Chairperson:



Date:

Nov. 26, 2020



School: Blue Mountain Elementary

Principal: Laureen Hickey

Assistant Superintendent: David Vandergugten

A. Goal

Social Emotional Goal: To create a meaningful 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 the older students report that what is missed is "the smaller school feel," whereby older students knew younger students and staff knew almost every student's name. The 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 and Emotional Learning (SEL) and the new redesigned curriculum. With the MDI data, staff noted much higher numbers in the category of low self-regulation compared to the school district average, high levels of anxiety, and high numbers of absences of sadness.

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

Staff will meet to create eight Wolf Packs (classes of 36 to 37 students) with two staff members per Wolf Pack. Wolf Pack Planning Committee will 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 Feb. 13th 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 2021. (January 28th and June 17th), MDI data.

Principal:

Superintendent:

Board Chairperson:

Date:



School: čəsqənelə Elementary

Principal: Jon Wheatley

Director/Assistant Superintendent: David Vandergugten

A. Goal (One goal per page)

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 (č əsqənelə) 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, presentations at virtual gatherings, and song/story writing workshops
- Invite local Aboriginal presenters to share their expertise with students (virtual during COVID-19)
- 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 community building activities.

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 connected to the school on survey measures (i.e. school survey, MDI, Student Learning Survey)

Principal:

Superintendent:

Board Chairperson:

Date:



School: česqənele Elementary School

Principal: Jon Wheatley

Director/Assistant Superintendent: David Vandergugten

A. Goal (One goal per page)

Reading Goal: To improve all students' reading skills.

B. Rationale

Student 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)

- Development of celebrations and other opportunities to promote a love of reading.
- Targeted reading intervention structures for at-risk readers
- Ongoing professional development to further develop our collective understandings, and school structures, around how to best foster students' love of reading and reading acquisition
- Use of volunteers and noon-hour supervisors — again post COVID-19 — to maximize students' daily reading opportunities
- Increase reading opportunities to read (ie opening of school library before school (post COVID-19)

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

- Use of reading benchmarks and other reading information to support student reading growth
- Year-end reading results from the district's BC Performance Standards assessment.

Principal:

Superintendent:

Board Chairperson:

Date:



School: česqənele Elementary School

Principal: Jon Wheatley

Director/Assistant Superintendent: David Vandergugten

A. Goal (One goal per page)

Social Responsibility Goal:

To create a school community where everyone feels safe and valued. To develop a school built upon a relationships 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 and 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 instructional opportunities to help students become increasingly respectful, more aware of personal differences, and to celebrate all cultural backgrounds within our school community
- Continue to use opportunities such as virtual assemblies, c'usquenla celebration slips, and other events to celebrate student success and school pride

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

- Use of school social responsibility indicators such as staff/student/parent survey feedback, levels of student leadership, and office support information
- Use of relevant MDI and EDI information
- Use of relevant provincial Student Learning Survey information

Principal:

Superintendent:

Board Chairperson:

Date:



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

A. Goal (One goal per page)

For the 2020-2021 school year, DJE remains committed to creating and building a positive, safe, connected, and caring community. Our goals as a school staff this year are:

1. Keep them safe
 2. Lower their anxiety about the current situation
 3. Make them laugh
 4. Make them feel loved
 5. Teach them something
- All. In. That. Order

B. Rationale

- Through the class review process we learned that our students are friendly and kind, but could use help with conflict resolution skills and restorative justice. We also know that many of our students are anxious.
- We know that some students do not grasp the impact their words and actions have on others and have a lack of awareness of the feelings of others. Many of our students struggle with respectful speaking and listening skills and sportsmanship skills.

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

- Continue with Mind-Up, Social Thinking in most classrooms
- Continue living our school values of kindness and community
- Instill empathy and gratitude through school-wide events (COVID-19 style). Continue with staff, student, and parent gratitude board
- Counselor available to do class-wide teaching for empathy and gratitude
- Work on the skills for conflict resolution through a lens of compassion and restorative justice
- Continue with the focus of engaged learners being connected and feeling loved and cared for, where staff and students have a safe and comfortable classroom where all individuals feel understood
- Building on the Collaborative Support Model, allowing time and space for the adults to learn from one another at staff meetings
- Counselor, child-care worker and support teachers working with small groups of students to teach explicit skills

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

- MDI
- Voices of students through conversations
- Hearing students and adults using common language
- Less peer conflicts during unstructured times

Principal:

Superintendent:

Board Chairperson:

Date:



School: Davie Jones Elementary

Principal: Michelle Davis

Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

Given the COVID-19 pandemic and the suspension of in-school learning during the 2019-2020 school year, DJE's inquiry this school year will still focus on ensuring that students are explicitly taught school-wide strategies to be more focused. We wonder whether students have retained the skills to become more self-regulated learners after a six-month break from school, and returning to an environment that is unfamiliar to them.

B. Rationale

- Through the yearly class review process, there have been improvements in the abilities of students to recall self-regulation strategies that have been taught school-wide yearly. We hope to continue to build on the foundation we have created
- We know our students are hands-on learners and learn by doing
- We know that our students need to be emotionally regulated before they are able to process academic tasks
- We have seen the benefits of common language as students transition from primary to intermediate classrooms
- We understand that we may have to take a few steps back before moving forward and acknowledge the importance that learning takes patience and time

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

- Continue with Mind-Up, Social Thinking in most classrooms
- Continue school wide mindful minute over the announcements every morning
- Continue with the focus of engaged learners having an opportunity for a variety of learning experiences, and encourage students to take risks and be comfortable making mistakes
- Continue with individual sensory kits, class-wide strategies and specific sensory circuits

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

- MDI (with a focus on connection to adults at the school)
- Voices of students through conversations
- Hearing students and adults using common language
- Students advocating for their learning style and being able to self-identify when they are unregulated

Principal:

Superintendent:

Board Chairperson:

Date:



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

A. Goal (One goal per page)

Goal #3 — 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

- How to build on what we started (co-teaching, shared resources) 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, which makes for diverse classrooms
- 27% of our students are not yet meeting in literacy
- 17% of our students are not yet meeting in numeracy

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

- Explicit Literacy Intervention Programs (Readapalooza, Reading Conferences, Daily 5, Numeracy Circles, Jan Richardson).
- Look at different ways to provide opportunities for co-planning and learning
- Continue with explicit literacy instruction into the intermediate years
- Continue instilling love of learning throughout the school (Literacy Week, Mystery Reader, Pernille Ripp ideas)
- Continue to use the story workshop and bring it into the intermediate grades
- Continue with inquiry based learning
- Continue with the focus of engaged learners being motivated to find strategies to grow and succeed when struggling with a topic, and who take risks and are comfortable making a mistake
- Phonemic awareness, balanced literacy programs, and literacy for all
- Dinner meetings for primary and intermediate teams to explore various intervention strategies and develop an implementation plan

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

- EPRA/IRA
- Performance Standards: looking at doing a school-wide write in the spring and looking at the Spring Performance Standards as a school, as well as on-going assessment throughout the year
- Literacy Assessment Rubric: creating a common rubric to be used within the primary team
- Student Voice: through conversations and teacher observations

Principal:

Superintendent:

Board Chairperson:

Date:



School: Edith McDermott Elementary

Principal: Alan Millar

Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

Continue to create an environment reflective of our place and community, and improve the sense of welcome and belonging for all students, particularly our Indigenous community members.

B. Rationale

Historically, Indigenous populations/cultures have not been reflected in public schools, and where it is present it is often tokenism. Research has clearly indicated that a sense of belonging/welcoming and ownership in an environment greatly increases student capacity to be successful within the context of the social milieu of a school/classroom. Increasing self regulation, self advocacy, self awareness, connection, and safety, are all foundational to a student's ability to be schooled.

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

- Cedar bows painted above door ways
- Renaming process to more Indigenous inclusive school "nickname" (Magic to CEDARS)
- School logo to reflect the community we serve, both Indigenous and non-Indigenous
- Name translated into hən̓q̓əmin̓əŋəm
- Grade 6/7 taking Truth and Reconciliation and Indigenous issues class
- Staff Pro-D around Indigenous perspectives
- Trauma-informed practices introduced and studied (teaching the Hurt Child copy for every teacher)
- Welcoming and acknowledgment of place at every gathering
- Embedding sharing, and discussing (staff meetings) Indigenous ways of learning in our classrooms

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

- Completion of collaborative projects (ie: renaming of school mascot)
- Feedback from community (students/parents/staff)
- Return of Indigenous community after COVID-19 isolation
- Reflected in Student Learning Surveys (section on learning about Indigenous peoples)

Principal:

Superintendent:

Board Chairperson:

Date:



School: Edith McDermott Elementary

Principal: Alan Millar

Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

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, 6 & 7.

B. Rationale

We set this goal last year and it continues this year as new complexities (COVID-19/virtual learning/high anxiety) interfered with student growth, maintaining the 2018-2019 numbers of students not yet meeting expectations in reading, 15%. As research has shown, if an individual struggles with literacy as an adult, it dramatically impacts, in a negative fashion, on the life chances for the individual. It is the moral and ethical imperative of public education to create literate citizens. At Edith McDermott, we continue to take that imperative very seriously.

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

- Continue accessing the school team with Leyton, Faye and Shelley, especially supporting new young staff to do so
- Creating 25 minute, three-week cycles of literacy support from 8 to 8:25 a.m. one on one
- Utilizing technology to promote continued literacy buddies between classes
- Continuing to utilize the SPIRE support literacy support program as well
- Intermediate Bench Marks Program to support teachers striving with the EPRA and IRA
- Pervasively utilizing formative assessment

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 (EPRA and IRA) especially year end

Principal:

Superintendent:

Board Chairperson:

Date:



School: Ecole Eric Langton Elementary

Principal: Jennifer Simon

Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

Goal 1: Literacy

How can we provide opportunities to support and inspire students to become curious and critical readers who enjoy reading and engage in reading regularly?

How can we ensure all students will be able to engage in the writing process regularly, so that by June 2021, an increased number of Eric Langton students will be able to write and publish a personal narrative that meets grade level expectations?

B. Rationale

- We believe reading and writing are foundational to learning. We are proud of the progress made, but we see a continued need for growth
- The pandemic has raised awareness around a noticeable decrease in students' engagement with reading and writing. Students continue to have difficulty generating and organizing their ideas; little written output and conventions are missing. For some students, reading is not a part of daily life outside of school
- Students are more engaged with technology than opportunities to read and write
- Start where students are and support them in making progress from there. Consider personal and individual needs in planning for intervention

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

- Support each student in developing agency as a reader so they have a reader identity
- Develop plans for readers in collaboration with literacy helping teachers; provide targeted intervention; read one-to-one
- Build-in regular daily meaningful opportunities to learn to read, to read to learn, and to read for enjoyment
- Co-teaching (in English and French) to support writer's workshop
- Story workshop carts adapted to Health and Safety protocols; update guided reading books
- Staff professional development in writing and reading intervention; staff model joy of reading
- Create authentic writing and reading opportunities: Student led book talks; school-wide DEAR; student leadership in school newsletters; pen pal opportunity with seniors in our community; continue to build rich classroom libraries with a variety of high interest; diverse and culturally sensitive books; media literacy; continue Mystery Home Reading; featured authors board to give students confidence and audience; book vending machine to celebrate readers
- Weave in SEL to literacy learning through anchor texts

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

- Formative and Summative Assessment
- School-wide write (January and May): Reshape how we do this to make is more authentic for students and aligned with the writing process
- Collaborative marking to create shared understanding of performance standards
- Orange binder to share student's past-year literacy-assessment information among teachers
- Student survey about attitudes towards writing

Principal:

Superintendent:

Board Chairperson:

Date:



School: Ecole Eric Langton Elementary

Principal: Jennifer Simon

Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

Goal 2: Social Emotional Learning and Personal and Cultural Identity

- How do we embed social emotional learning and ensure our school is healthy, safe, and comfortable for all?
- How do we continue to ensure our community has a culture of belonging, respect, and shared leadership?
- How do we engage all learners' strengths, personal, and cultural identities?

B. Rationale

- In an inclusive community, every individual belongs and feels valued for who they truly are, and we share in the responsibility and leadership for supporting each other in reaching our potential
- The composition of Eric Langton is changing. there is an increase in diversity, (ELL, Ab. Ed., and French Immersion).
- COVID-19 has increased vulnerability. In a cohort model, it's more challenging to have a sense of community
- During the pandemic, health (mental and physical), safety, and comfort need to be at the forefront
- More students are perpetually absent. Learning remotely for so many months has had a significant impact, especially with reading, writing, and SEL

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

- We will explore creative and safe ways to connect, develop healthy relationships, and foster a positive school culture and support shared leadership
- Recognize more cultures, languages, and countries, and include more Ab. Ed activities and resources
- We recognize there are differing abilities in all classrooms. Focus on individual and collective strengths and start where they are. What's the next most meaningful step forward?
- Staff SEL-trickle-down effect, feelings of isolation and stress; JECIC and professional development opportunities (such as: SELO with broad staff group)
- Value the individual and the community by creating space for diverse opportunities of growth
- Find creative ways to connect as a community (during pandemic); reach out to students who are absent, soft starts for students who are late; school-wide events/theme days to connect with remote students

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

How will we know?

- Anecdotal evidence based on observations, experiences, and shared leadership
- Office referrals for behavior
- Evidence of an improvement in culture with regards to a sense of belonging

Principal:

Superintendent:

Board Chairperson:

Date:



School: Environmental School
Principal: Randy Bates
Assistant Superintendent: Mike Scarcella

A. Goal

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

B. Rationale

COVID-19 has brought numerous changes and new stresses to our school community. We recognize that people are able to function and focus better when they have strategies for dealing with stress. We also realize that predictable structures and social interactions help to reduce stress. We also have a group of students who struggle to develop SEL skills. Studies show that well-developed SEL skills are a predictor for academic success. One study showed that the biggest predictor of academic success in grades 8 and 10 are SEL skills that were measured in grades 3 and 5.

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

- Have short daily activities modeling SEL and relaxation strategies with students
- Have a 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 the Indigenous model of restorative justice with staff and students. We plan to introduce drumming and singing as a strategy for relaxation

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

- Staff will collect observations on the effects of targeted strategies with groups and individual students using checklists
- There will be evidence of growth in the SEL sections of the Middle Years Development Instrument and student satisfaction surveys
- Children will report and exhibit lower levels of stress to parents and staff through informal discussions/interviews with staff
- Children who lack SEL skills will increase positive interactions with peers and staff. Information will be collected through staff observation and checklist
- Staff will use common language with students regarding restorative justice – checklist recorded during staff gathering discussions

Principal:

Superintendent:

Board Chairperson:

Date:



School: Environmental School
Principal: Randy Bates
Assistant Superintendent: Mike Scarcella

A. Goal

Goal 2: Literacy

We want to develop new skills and strategies for effectively teaching literacy in place-based, engaging, and experiential ways.

B. Rationale

Our pedagogy is unique in that our reading and writing comes from the activities that occur in our different meeting sites. We are always searching to develop and incorporate new strategies for teaching reading and writing in ways that give them more time on text, writing, and editing their work in ways that are authentic and engaging for the students. We also want to develop strategies for incorporating literacy into the emergent learning opportunities that we come across as we explore and ask questions.

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

- Clayton Maitland will present at three of our school-based professional development days
- Different staff will share literacy strategies at our weekly gatherings
- Our focus for our school based Pro- days will be literacy
- Staff who attend the school team sessions with Leyton Schnellert and Faye Brownlie will share their learnings with other staff
- We will have cross-ade literacy times during which older buddies will share literacy strategies with younger students
- Teachers will be given release time by principal to gather literacy data on students
- Staff will share how they incorporate new literacy strategies into their daily practice at our weekly staff gatherings

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

- Staff will be able to better explain the learning continuum of literacy skills and abilities
- We will see more students meeting or exceeding on the standardized literacy parent portal report. Evaluation of this is based on the B.C. Performance Standards
- Teacher observations of student awareness and application of literacy skills/strategies will be recorded with a checklist focused on the applications of skills and strategies that are being taught
- Formative and summative assessment based on teacher professional judgement will be gathered

Principal:

Superintendent:

Board Chairperson:

Date:



School: Fairview / Odyssey
Principal: Jenn Gallop
Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

Goal 1: Literacy

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 difficult to engage them in learning and more challenging things 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 (Drop Everything and Read, fort days, author Zooms)
- Participate in EPRA/IRA training to improve consistency of assessment and use of performance standards amongst staff
- Make improvements to the library commons space and find new, COVID-19 friendly ways to improve access to books for every class and move our full school forward
- Work with staff to build libraries, access district helping teachers, move away from leveling all students
- Encourage PAC to 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 this year and last
- MDI data regarding feelings of joy and motivation in a general sense
- Student Learning Survey
- RAZ kids tracking

Principal:

Superintendent:

Board Chairperson:

Date:



School: Fairview / Odyssey
Principal: Jenn Gallop
Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

Goal 2: Social, Emotional Learning

If we actively focus on fostering a sense of community in our school, will our staff and students develop a deeper sense of belonging?

B. Rationale

Last year our student office referrals were approximately 10 per day and our staff turnover rate was about half the classroom teacher population. When we look at our MDI data, the students that are thriving are below the average in comparison to the district as are the recorded numbers for having an asset at school (teacher, peer connections, etc). We believe that student success is in large part related to their connectedness and social emotional wellbeing. COVID-19 has, in many ways, created a physical distance amongst students and staff, and as a response we feel it necessary to focus on finding ways to connect us all.

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

- Co-construct a list of school wide expectations for staff and students
- Bring in guests that promote building community and supporting staff and student wellness
- Meet with the PAC and other partner groups to talk about this goal and how we can support it together
- Create a committee for staff community building opportunities
- Work with grade 6/7 teachers to develop a leadership group
- Implement programs such as "PALS and PLAY" (programs that promote healthy living, reduce bullying, and facilitate leadership opportunities)
- Create an Odyssey PAC
- Offer parent sessions over Zoom to support anxiety, academics, etc

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

- PALS Leader survey
- PAC feedback
- Office referrals
- MDI data — (sense of belonging and connection to adults)
- Student Learning Survey

Principal:

Superintendent:

Board Chairperson:

Date:

SCHOOL GROWTH PLAN SUMMARY FOR 2020/21



School: Glenwood
Principal: Anelma Brown
Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

Due to COVID-19, Glenwood decided to only have one ad hoc goal for Social and Emotional Learning (SEL) for 2020/2021. Our SEL goal is to deliberately revisit and design a sense of community, belonging, and identity by implementing school-wide, sustainable and COVID-19 conscious activities for students and staff.

B. Rationale

At GW we work hard to establish a sense of community and belonging and student self-regulation, however the pandemic's safety protocols have impaired our connection and created hyper-vigilance and stress.

We acknowledge the importance of social interaction and we set out to create opportunities to re-establish our community in COVID-19 conscious fashion.

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

In 2020-2021, we developed one SEL goal: to ensure connection and belonging. To accomplish this goal, we are focusing on monthly themes:

- School-wide art projects and gallery walks
- Designing school-wide Spirit Days through student leadership — celebrated in a virtual manner
- The weekly coffee cart to model gratitude for staff

SEL at Glenwood's JECIC to get to deeper understanding of the importance of culture and climate by design:

- Community art with a Glenwood theme

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

Current MDI (2019/2020) data suggests:

1. Approximately 20% of our Grade 4 and 7 students have zero adult connection.
 2. "People care about each other in this school"
- Grade 4 — medium 28% and low 8%.
 - Grade 7 — medium 34% and low 39%.

We will track the MDI data of 2020/2021 to prove that with designed activities despite COVID-19, we

Principal:

Superintendent:

Board Chairperson:

Date:

November 20, 2020



School: Golden Ears Elementary
Principal: Renee Scoular
Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

Literacy: Continue to focus on student literacy with reading strategies with non-fiction books.

B. Rationale

Based on the past two year-end assessment reports, a number of our students are not yet meeting or minimally meeting their reading skills. Due to COVID-19, we will continue to 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 (communication/positive personal and culture identity)

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

Year Two:

- Continue with common language and reading strategies
 - Kindergarten/Grade 1: Zoom-in, question and infer. Grade 2/3: Zoom-in, question and infer. Grade 4/5: Zoom-in, question/infer. Determine Importance. Grade 6/7: Question/infer, determine importance, transform (synthesize).
 - Using A. Gear's books and anchor books; had to cancel school-based prod for this year
 - Working with literacy helping teacher and AbEd. teacher and support worker
- dbb

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

- EPRA and IRA
- Benchmarks
- Year-end assessment; using the BC Performance Standard
- Self-assessment of reading strategies

Principal:

Superintendent:

Board Chairperson:

Date:



School: Golden Ears Elementary

Principal: Renee Scoular

Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

Social and Emotional Learning (SEL): Continue to address students' self-assessment, self-management/regulation, and skills/needs.

B. Rationale

We continue students' struggles 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, responsibility, and communication).

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

Year Two:

- Mind Up training with district trained facilitators (November 12 prod)
- Mind Up books and chimes purchased for each classroom
- School SEL representative report to school
- School counsellor and CCW

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

- EDI (emotional maturity and social competence)
- MDI (connectedness, social and emotional development)
- Core competencies
- Kindergarten to Grade 3: Identify and manage emotions/solves problems in peaceful ways
- Grade 4 to 7: Make healthy, safe, and wise choices

Principal:

Superintendent:

Board Chairperson:

Date:



School: Hammond Elementary

Principal: Wes Reamsbottom (Bruce Grady)

Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

Develop positive attitudes and increase competency in literacy through a variety of engaging students through school-wide literacy based activities.

B. Rationale

Due to COVID-19, students in the spring of 2020 were away from classrooms and teachers for an extended period. Many students have not been in class since March 2020. As we have returned to full time instruction in September 2020, we are focused on promoting literacy activities that develop and nurture a joy of reading and literacy. By fostering a positive relationship with books and reading, we hope to also increase literacy competency and improve specific skills in reading and writing.

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

- Teachers can use "Who You Are As a Reader" interview (Pernille Ripp) with students, and set personalized reading goals to be shared with support teachers to develop strategies
- Drop Everything And Read school-wide reading days as an event (paired with PJ day, etc.)
- Quote trivia over PA system from popular books (developed by students with teachers and included in morning announcements)
- School Teams sharing strategies from sessions with Lleyton Schnellert and Faye Brownlie
- Flashlight reading, Birthday Books, admin reading books aloud in classrooms, ask students to draw while they listen

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

- Assessment data from report cards: look for student improvement (i.e. moving from NYM to MM)
- Use "Who You Are as a Reader" interview (Pernille Ripp) data to look for trends in student responses and areas to target

Principal:

Superintendent:

Board Chairperson:

Date:



School: Hammond Elementary

Principal: Wes Reamsbottom (Bruce Grady)

Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

Develop an awareness of personal sustainability and wellness through an SEL lens, and through participation in fine arts activities.

B. Rationale

This year many of our usual extra-curricular activities have been cancelled due to COVID-19. We hope to increase our capacity for SEL by providing opportunities to engage in the fine arts as a school community. It is hoped that by providing these opportunities, we can increase overall wellness and SEL capacity in our school. We also recognize that some of our fine arts activities can be paired with literacy, which supports our literacy goal as well.

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

- Gratitude board for staff and students
- Instrumental music played over PA system during eating time after outside play at lunch
- Musical components added to assemblies
- Provide Pro-D opportunity (EASE) to give staff tools to address increased anxiety due to pandemic
- Drop Everything and Draw as a school wide activity
- Explore opportunities to use lunch time as a fine arts club (music or art) for students
- Secret encouragement partners for staff (opt in to provide encouragement to a staff member)

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

- Well Being Index from the MDI (percentage thriving compared to district percentages); also look at happiness, empathy, pro-social behaviour, adult and peer relationships, and perseverance responses as Hammond was below district average in these areas for 2019-2020
- Teacher discussion and feedback of initiatives
- Student Learning Survey

Principal:

Superintendent:

Board Chairperson:

Date:



School: Harry Hooge Elementary
Principal: Laura Brandon
Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

At Harry Hooge Elementary, we are passionate about Social Emotional Learning (SEL) and the well-being of staff, students, and families. We plan to continue digging deeper into SEL as COVID-19 is having a significant impact on our entire community. Now more than ever, we are leaning into each other for support, connection, and encouragement. Specifically, we are wondering: How can the Harry Hooge community continue to expand its understanding of our collective wellbeing, respect our cultural diversity, actively practice self-compassion, and monitor our progress?

B. Rationale

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, Engagement and practicing these values makes us Spectacular. We want to continue to evolve our framework to incorporate more aspects of SEL into all aspects of our learning at Harry Hooge. We plan to continue strengthening a positive culture, engaging in meaningful collaboration, place-based learning/acknowledgement of our land, and active engagement in self-care strategies.

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); Create "house teams" linked to The Six Cedars to reinforce core competencies; Spirit Days; Friday "HHE wear" days to show our school pride; staff appreciation (coffee cart, staff shout outs); Continue on our fourth year as active members of the Heart-Mind and Wellbeing pilot project in collaboration with the Dalai Lama Centre.

Collaboration: While COVID-19 makes it challenging to collaborate in person, we are seeking new opportunities to stay connected. EA/classroom, teacher/support, and teacher weekly collaboration meetings; investigate ways to release classroom teachers to work together; break-out groups at staff meetings; collaboration time on non-instructional days; two JECIC groups focusing on literacy and mindfulness; staff making efforts to share resources and support each other.

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 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 stream keepers waterway stewardship program; clean-up garbage.

Self-Care: Monthly staff socials; exercise clubs for staff; sharing staff expertise (knitting club, meditation, yoga); book clubs; school-wide soft starts. All self-care activities will meet COVID-19 guidelines.

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
- Student and parent survey data collected for Heart-Mind in Schools Pilot Project
- Points earned by House Teams for participating in Spirit Day activities

Principal:

Superintendent:

Board Chairperson:

Date:



School: Highland Park Elementary

Principal: Nicole Neggers

Assistant Superintendent: Jovo Bikic

A. Goal: Literacy: Intermediate

To increase reading engagement in intermediate students by immersing them in rich literature experiences. This would build on reading skills such as making connections, inferencing, and summarizing.

B. Rationale

Data shows that writing and comprehension skills are low, therefore focusing on increasing the volume and enjoyment of reading would help build on these skills.

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

1. Book talks (teacher/librarian)
2. Use of our district literacy facilitator to help with book selections and classroom libraries
3. Lit circles to encourage them to choose and discuss books they enjoy
4. Book Clubs, Monopoly Board Reading Challenge, to offer more opportunities for reading.
5. Read Alouds: classroom teachers choosing diverse, high interest read alouds to model reading for students
6. Reading theme days such as Epic Friday, where students would use the Epic app for reading

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

- Data from library checkouts
- Reporting/assessment data
- Lit circle responses
- MDI data

Principal:

Superintendent:

Board Chairperson:

Date:



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

A. Goal: Literacy: Primary

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

B. Rationale

In Grade 2, [current Grade 3 students], we observe a number of students not yet meeting for reading and writing [more so writing]. In Grade 1, [this year's Grade 2 students], there are still some students who are not yet meeting in reading and writing. In Grade 3 [current Grade 4 students], there are some students who may need intervention moving into intermediate grades this year.

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

1. Reading simplified training for staff working with primary students
2. Continue to work with our district literacy helping teacher to enhance our practice and inform our theories
3. Continue student access to home reading bags that are allocated to classrooms
4. Participate in the school wide monthly writing club
5. Participate in the school wide reading club

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

1. Report card data
2. Fall and spring EPRAs
3. January review of students not yet meeting or minimally meeting in reading and writing to determine appropriate interventions
4. Another review following our March reporting period

Principal:

Superintendent:

Board Chairperson:

Date:



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

A. Goal: SEL

All staff will be aware and sensitive to the needs and the challenges of our students and families in our Highland Park community.

B. Rationale

We have a high percentage of families living in poverty at Highland Park, many of which have language barriers.

Our ultimate goal is to provide an education and help each child reach their full potential academically, socially, and emotionally. In order to do this, we must be cognizant of the individual needs of our students. For learning to take place — and for potential to be reached — the child must be ready and able to learn. This means basic needs must be met. Food, clothing, shelter, and stability. Maslow before bloom.

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

Highland Park has many positive things happening. We are a caring community. There are strong lines of communication between staff for the benefit of students and their families.

Action items/structures:

1. Mindful mornings/soft starts: Music, yoga, mindful breathing, positive statement, singing bowls, play/ explorations. Start with music teacher planning for entire school
2. Continue to provide a breakfast and lunch program for any student wishing to take part
3. Continue to work with our community partners to provide food and clothing to our students
3. Continue to work with our Settlement Worker in Schools (SWIS) to keep lines of communication open with our families who do not have English as their first language and ensure they are receiving and understanding important information regarding available support (translating information)
4. Continue to work on staff professional development in the area of Social and Emotional Learning (SEL).
5. Put in an application for the Student Wellness Grant offered by the district.

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

- MDI results for 2020/2021
- Observation and reflections: Social and emotional relationships between staff and students in the building

Principal:

Superintendent:

Board Chairperson:

Date:



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

A. Goal: SEL

For students to experience an increased sense of school belonging, positive school climate, and positive connections with adults in our school.

B. Rationale

Data from the 2019/20 MDI indicates concerns in the following areas:

Belonging:

- Grade 4 school experiences of “school belonging” had a higher percentage of low responses (26%) and had a lower percentage of high responses than the district average (47%)
- Grade 7 school experiences of “school belonging” had a higher percentage of low responses (32%) and had a lower percentage of high responses than the district average (30%)

Climate:

- Grade 4 shows 49% never attend an after-school activity
- Grade 7 shows 33% never attend an after-school activity
- Grade 7 had a higher percentage of low responses than the district average (25%)
- Grade 7 lower percentage of high responses than the district average (39%)

Connection to adults at school:

- Grade 4 responses show 28% indicated no important adults at school
- Grade 7 responses show 49% indicated no important adult at school

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

1. JECIC for inquiry team to investigate how other schools are positively impacting school climate and belonging
2. Student focused inquiry on what they identify as needs
3. School Eagles Pride Committee (student led)
4. Highland Park Elementary Eagles spirit wear t-shirts for all staff and students provided free by the HPE PAC
5. Eagles Friday spirit days
6. HPE Good News stories hosted by students
7. School Wide spirit days: such as regular hot chocolate days
8. PAC sponsored events: such as Christmas Party in a Box

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

Improvement in 2020/21 MDI data regarding school climate, connection, and adult connection
Participation in school-wide activities data demonstrates increased school involvement.

Principal:

Superintendent:

Board Chairperson:

Date:



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

A. Goal (One goal per page)

To increase the connections between members of the Kanaka community.

B. Rationale

MDI reports for Kanaka for 2019/20 indicate the number of adults students are connecting with here is lower than the district average. Further, anecdotal comments from staff have indicated a feeling of disconnection between the staff due to the pandemic. Staff have indicated a desire to build on the existing connection goal with students and look to find ways to connect staff both professionally and socially as much as is possible.

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

- Continue with monthly SEL themes
- Use student leadership to develop school-wide theme days
- Use SELO grant to provide opportunities for social gatherings for staff
- Create staff inclusive activities/ opportunities that work to build community
- Continue work identifying students at risk in academic/ social areas and creating plans to build connection (10 by 5, "special helper, etc)

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

- Staff survey at end of year
- 2021 MDI survey data
- Student behaviour logs
- School Learning Survey data

Principal:



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Date: 2020.11.24
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Superintendent:

Board Chairperson:

Date:



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

A. Goal (One goal per page)

To see increased academic and social successes with our most vulnerable students.

B. Rationale

As a staff, we've been working on building resiliency and connection with our students over the past two years. We have done ongoing professional development looking at how we can address this in our students. We have further identified our most vulnerable students last year but our plans were disrupted by the pandemic. Anecdotally, our staff have indicated a greater concern post pandemic with our students' social and academic needs. We would like to continue to identify our most vulnerable and target their academic and social support to better meet their needs.

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

- Targeted ASW support for our Indigenous students
- Identification and targeted social support by our CCW
- Whole class social lessons by school counsellor
- Identification through class reviews of academically/socially vulnerable students and utilization of SBT to identify and create plans
- Use of district literacy intervention plan for struggling readers/writers
- Staff Pro-D that focuses on strategies to help vulnerable students

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

- MDI data
- Student Learning Survey data
- ASW and CCW reports
- Year end performance standards data
- Staff survey

Principal:



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Date: 2020.11.25
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Superintendent:



Board Chairperson:



Date:





School: Laity View Elementary

Principal: Kristi Blakeway

Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

Goal: Social, Emotional Learning

At Laity View Elementary we are committed to the social emotional development of all students. Specifically, in the 2020/ 2021 school year we are looking at increasing empathy in children. Our MDI data indicates 75% of students self-report that they care about the feelings of others. Our goal is to teach and model empathy in the hopes we can increase this to at least 85% of children.

B. Rationale

Approximately 30% of students who attend Laity View are not considered to be thriving in social emotional well-being as indicated by our Early Year Development Instrument (EDI) and Middle Years Development Instrument (MDI) assessments. When we look closer at our MDI data, we recognize that our students perform at or above the district average on many of the measured assets, though our students rank below the district average in showing empathy. With this in mind, we are looking at how explicit teaching and school-wide efforts can increase levels of empathy in students. We are also committed to looking critically at our practices to ensure Laity View is a culturally sensitive community, respectful to the personal and cultural identity of every child.

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

- In coordination with the Family Education Centre, every classroom will participate in a workshop on developing empathy
- Our school has developed a Joint Education Change Implementation Committee (JECIC) team to focus on the teaching of the personal and social core competencies. Our team will be looking at classroom and school-based ideas for fostering empathy.
- We are weaving our literacy and social emotional goals and intentionally offering literature that helps children develop a deeper understanding of social justice, equity and diversity.
- Every Sunday night we are hosting school-wide story time reading stories that model empathy.

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

MDI data
Feedback from students
student learning survey
Office referrals
Qualitative data from student growth
Focus group conversations with students

Principal:

Superintendent:

Board Chairperson:

Date:



School: Laity View Elementary

Principal: Kristi Blakeway

Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

Goal: Literacy

How do we foster a love of reading for all children?
 How do we help children develop their personal reading identity?
 How might we increase the percentage of students who read for fun?
 Our student learning survey indicates 47% of our students read for fun on a regular basis. We would like to increase this to at least 60% of students.

B. Rationale

-as children get older, reading for fun starts to lose out for other activities.
 -our learning survey indicates that only 47% of students read books for fun on a regular basis.
 -we need to further develop our classroom libraries to introduce children to multiple genres
 -we know that reading for fun increasing students long term academic success
 -increasing students reading time by 10 minutes per day can improve a child's academic success and their life time trajectory

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

-purchase books that represent the identify of all children
 -find texts that are inclusive of the diversity represented at Laity View
 -school wide stop, drop and read
 -Sunday night community story time where staff members take turns reading books that relate to our SEL goal live on social media for our LVE community
 -professional development for staff on the benefits of reading for fun
 -staff SELO grant reading club and JECIC team teaching SEL through literacy

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

-learning survey
 -student surveys
 -focus groups with children
 -reflection with students and staff

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Elementary
Principal: Barbara MacKinnon
Vice Principal: Chelsea Lendvoy
Assistant Superintendent: Jovo Bikic

A. Goal (1)

Improve reading skills so that students build confidence and proficiency, and experience the joy of reading.

B. Rationale

Reading on a regular basis helps students develop a broader vocabulary, increase general knowledge and develop a better understanding of themselves and others. To read for pleasure, students must have the skill to take meaning from text. Summative school data show that, on average, 60% of MRE students fully meet or exceed grade level expectations in reading strategies and comprehension. Our MDI data show that 70% of Grade 7s and 84% of Grade 4s believe that they have the academic ability to learn the skills taught during the year. While we know that there is great diversity among our learners, this is a strong foundation on which to grow academic success and a culture of literacy.

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

- School-based literacy committee to organize reading initiatives and resources, e.g., Reading Blasts, Classroom Libraries, Library Learning Commons - <https://onlineresources.sd42.ca/databases/>
- Professional development through the District-based literacy teams, e.g., Recreational Reading Inquiry Project, School Teams, SPARK, Staff Learning Opportunities, Helping Teacher support, collaboration time
- Make the joy of reading visible, e.g., through book talks (staff or student led), displays, assemblies, on-going communication with families.
- Show that reading is a priority — provide sustained time and a variety and abundance of reading materials
- Provide bags/bins of materials that are readily available for adults to help striving readers strengthen skills

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

- District Summative Data (K-7), Middle Years Development Instrument, Grade Wide Writes
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) — French and English
- Student reflections about their feelings toward reading, e.g., <https://pernillesripp.com/2015/10/03/reading-forms-i-use/>
- Student Learning Survey

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Elementary
Principal: Barbara MacKinnon
Vice Principal: Chelsea Lendvoy
Assistant Superintendent: Jovo Bikic

A. Goal (2)

Staff will implement Social Emotional Learning (SEL) strategies to increase personal mental health and well-being. Students will learn and use SEL skills and strategies that provide a foundation for safe and positive learning, increased resilience, connection within the community, and pro-social behaviour.

B. Rationale

Staff identified the importance of maintaining their own mental health and well-being in order to focus on supporting students' academic performance and relationships. Strong SEL skills strengthen resilience, which, during this pandemic, has taken on even greater importance. Research links social emotional skills with improved academic achievement, social interactions and behaviour.

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

- incorporate SEL practices in staff meetings and professional development days
- draw on resources from both school and district based SEL Committees. Collect and share materials, anecdotes, insights, books, videos, webinars, etc.
- implement staff suggestions generated at growth planning day, use common language and gather feedback
- promote and model SEL themes and strategies school-wide on morning announcements, at assemblies and in the visual décor of the school
- Use House Teams, school-wide Spirit Days and Six Cedars to highlight and encourage pro-social behaviour, connectedness and sense of community

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

- Minutes and notes from the school SEL committee and the JECIC group
- Staff surveys / conversations to review and evaluate the success of strategies implemented (mid-year and at year-end)
- MDI Data
- Tracking student SEL Incident Forms in the office
- Student Learning Survey

Principal:

Superintendent:

Board Chairperson:

Date:



School: Pitt Meadows Elementary

Principal: Shelley Linton

Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

Increase the number of students meeting expectations in reading. Increase passion in reading.

B. Rationale

We have found that we have a number of students not yet meeting or minimally meeting in reading. This is evident from report card data, summative reports, ongoing assessments, and observations. We have found that students are also behind because of the time out of school in the spring due to the pandemic

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

We have established a reading intervention group through JECIC to plan supports for the year. We will be working with all students not yet meeting to try to support their needs and help them move to minimally or fully 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 all of our support teachers, teacher librarian, principal, vice principal, Aboriginal support teacher and worker, and ELL teacher. We will show that reading is a priority (offer reading experiences that are joyful). This is a continuation of our goal from last year. We had a lot of success and we will continue similar approaches.

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

We will look at running records, IRA, benchmarks, performance standards, district summative data, report card data, and 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: Pitt Meadows Elementary
Principal: Shelley Linton
Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

Develop resilience in staff and students. Staff will learn strategies to focus on their mental health and wellbeing. Students will continue to learn social and emotional learning skills.

B. Rationale

We want everyone to be ready and able to work and learn. We hope that students and staff will learn strategies to improve self regulation, self-awareness, and empathy.

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

School growth plan day; September; Book Club (onward) meets regularly to participate in a variety of SEL strategies; SEL committee applied for a JECIC grant to have Wellness Wednesdays; we meet to share wellness articles to promote wellness and just chat; district monthly SEL meetings; CCW and counsellor teaching SEL lessons on resilience; staff participated in training for EASE so they can teach their class; sharing at staff meetings and weekly bulletin strategies wellness; staff will directly teach SEL strategies focusing on resilience using common language (eg. EASE, Mind Up), and soft starts in classrooms.

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

- Observations
- Office referrals
- Staff surveys
- MDI data (We will specifically look at MDI results focusing on optimism, self-esteem, happiness, absence of worries, connectedness of adults and connectedness of peers.)
- Student Learning Survey

Principal:

Superintendent:

Board Chairperson:

Date:



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

A. Goal (One goal per page)

To continue with our literacy focus of expanding the love of learning for all students, while also focusing on the social, emotional, and physical health of our students and staff.

B. Rationale

- The COVID-19 pandemic is impacting the well-being of staff and students
- We are seeing an improvement in literacy with our students and there is a positive energy around our love of learning goal — for both students and staff. We are looking for opportunities to expand and change with the COVID-19 expectations and guidelines to keep the momentum going.
- The connection between PEAK themes and virtues to the books students are reading is helping to make learning visible for our students. These connections are becoming explicit for our learners.
- There continues to be a need to further expand libraries throughout the school — to increase the number and variety of high-interest books so all students can access the right books.

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

- Continue to use school funds for books
- Continue to use collaborative teacher time to support teachers in developing and implementing intervention plans for students who are not yet or minimally meeting expectations
- Continue to make explicit the connection between literacy and Aboriginal Education and the First Peoples' Principles of Learning
- Support teachers in both primary and intermediate grades who are part of the Collaborative Inquiry Network and provide them with opportunities to share their learning with others at staff meetings

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

- We will continue to use our EPRA and IRA assessments for both pre- and post-data collections. We will also be using them for formative assessment to help us identify learning gaps
- Teachers will use the performance standards and quick scales to assess and plan for student success
- For students at risk, we will build-in appropriate assessments to our intervention plans using a variety of assessment tools such as Blyven, Rothstein, Greene, and the district Green Binder

Principal:

Superintendent:

Board Chairperson:

Date:



School: Whonnock

Principal: Stuart Richardson

Director/Assistant Superintendent: David Vandergugten

A. Goal (One goal per page)

To foster a sense of belonging for all staff and students through building resilience in these uncertain times. We would like to enhance social emotional learning by explicitly teaching prosocial behaviours like kindness, compassion/empathy, gratitude, leadership, and global citizenship.

B. Rationale

The challenges of learning in our COVID context create opportunities for staff and students to learn resilience in an authentic environment.

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

Principal and counsellor presented a training session for staff at the September school growth morning on Creating a Trauma Sensitive Classroom and also provided a resource package from ASCD. The principal will share insights from the Safer Schools Together Trauma Informed Return to School training session (Nov. 30) with staff during a staff meeting. Our school gratitude bulletin board offers staff and students short take-away affirmations to help them know they are seen and valued. Social emotional learning (SEL) learning opportunities are offered to all staff and our school CARE (Common sense, A good attitude, Respect, best Effort) program continues to recognize students showing compassion.

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

Our gratitude board and care card program will continue to be supported by staff and students. Middle Years Development Instruction data, the satisfaction survey, and a school survey will be used to gauge effectiveness of the goal. Student collaborative goal setting during November and March reporting periods will be shared and analyzed to indicate levels of success or not of the goal. Our popular Thursday lunch club facilitated by our child care worker will continue to offer all students the opportunity to connect, problem-solve, and engage with each other in a safe and supportive environment.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Whonnock

Principal: Stuart Richardson

Director/Assistant Superintendent: David Vandergugten

A. Goal (One goal per page)

To identify and focus on improving reading comprehension in our 104 Not Yet Meeting and Minimally Meeting students in grades 1 through 7 as indicated from the June 2020 assessment report.

B. Rationale

We understand the significance of helping students develop sound reading skills as early as possible and recognize that we need to access specific interventions to help them improve and grow into lifelong readers. We have chosen reading comprehension as it serves as the backbone of successful meaning making for all learners.

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

Teachers will conduct reading conferences once per week per student where possible. During these sessions students will set their reading intentions and goals. A district helping teacher will continue to work with our staff to train and help facilitate these sessions as well as conduct the Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA). Our new librarian will focus our new book procurement on high interest non-fiction books to engage our reluctant readers and will continue to adjust our learning commons to be more inviting.

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

We will collect and review first and second term student achievement from their reports and adjust reading interventions as needed. We hope to lower the number of students Not Yet Meeting or Minimally Meeting expectations in reading comprehension by June 2021, thereby increasing the number of students Fully Meeting or Exceeding expectations.

Principal:

Superintendent:

Board Chairperson:

Date:



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

A. Goal

Goal 1: To improve our students' ability to read and respond to what they have read, while continuing to encourage the love of reading.

B. Rationale

According to last years' summative data, there is a large number of students at Yennadon who are not yet meeting and minimally meeting in reading. We would like to focus our efforts on ways to move students from Not Yet Meeting to Minimally Meeting and from Minimally Meeting to Fully Meeting in reading. After looking at our school reading data, some themes that emerged were early intervention and targeted strategies, comprehension, and response instruction.

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

School Level

- Organize a staff book club involving *The Reading Strategy Book* by Jennifer Serravello
- Monthly school-wide *Drop Everything and Read*– staff modelling
- Plan and implement a schoolwide *Reading Spirit* day
- Purchase books and organize a Birthday Book Cart for students
- Create a graffiti wall of student-recommended books
- Gr. 1 and 1/2 – resources for phonics/reading; need to research resources (e.g. Reading Simplified)
- Teacher librarian to share new books at staff meetings
- Provide direct instruction regarding decoding
- Purchase online resources such as RAZ kids
- Trial some targeted support time for reading instruction
- Purchase picture books for whole group reading and writing lessons
- Submit a JECIC for a staff book club regarding *The Book Whisperer* by Donalyn Miller
- Support additional literacy instruction through music and French

District Level

- Liaise with our literacy helping teachers for strategies and to co-teach lessons
- Work with Faye Brownlie and Leyton Schnellert through School Teams with a focus on comprehension
- Organize and implement staff Literacy Lunch Zooms with a focus on developing and implementing reading strategies
- Participate in district reading growth plans (intervention) discussion if it is happening this year
- Arrange staff professional development with Faye Brownlie/Adrian Geare or a webinar with Jennifer Serravello

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

- District Summative Data, kindergarten to Grade 7
- Tracking students who are Not Yet Meeting and Minimally Meeting in reading after each reporting period
- Review and evaluate the success of our strategies implemented after each reporting period

Principal:

Superintendent:

Board Chairperson:

Date:



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

A. Goal

Goal 2: To support the adults at Yennadon to feel well and build community amongst staff and students.

B. Rationale

During COVID, the staff at Yennadon feel that a focus on adult wellness and on community building is necessary. If the adults feel well and connected, it will trickle down through to the students.

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

- Develop and implement class lessons that promote community and connection (get to know you activities, name of the day, question of the day, what makes your heart happy, teddy bear picnic, in class field trips, nature walks, garden, pumpkin patch at school)
- Coordinate professional development for environmental education, mountaineering, and hiking
- Plan and offer a variety of staff community building opportunities such as paint night, book swap, cooking lessons, yoga online, walking/hiking club, book club, kindness tag, staff socials
- Support MindUp lessons in the intermediate classrooms
- Brainstorm ideas to promote a trauma informed practice and SEL focus in our classrooms; refer to SD42 SEL Reflection Tool and Dr. Linda O'Neill's Trauma-Informed Classroom Strategies guide
- Easily share information using a primary and intermediate text message group
- Continue playing Fun Friday Songs each week
- Organize schoolwide activities such as heart happy walls in each pod, classroom door decorating, wellness challenge, and class to class Zoom sessions
- Include culture building at staff meetings, e.g. introduce a 'fun' activity at the beginning of each staff meeting, incorporate staff shout-outs, play Kahoot
- Develop a staff wellness fund and committee

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 Wellness Committee
- Review and evaluate the success of our strategies implemented; mid-year and at year end
- EDI (Emotional Maturity) and MDI (Connectedness, Social and Emotional Development, School Experiences)
- Ministry Student Learning Surveys

Principal:

Superintendent:

Board Chairperson:

Date:



ITEM 6

To: **Board of Education**

From: Secretary Treasurer
Flavia Coughlan

Re: **BUDGET PROCESS**

Date: January 27, 2021
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

In accordance with the School Act, school districts in the province must approve a balanced budget and submit it to the Ministry of Education by June 30, 2021.

School District No. 42 (Maple Ridge – Pitt Meadows) will finalize base budget estimates for 2021/2022 after the 2021/2022 Operating Grant is announced by the Ministry of Education on or before March 15, 2021.

It is important to note that due to the fall election, this year the provincial budget will not be tabled in February but on April 20, 2021. We will make every effort to incorporate budget changes from the provincial budget in the 2021/22 Budget Balancing Proposals that will be considered for approval by the Board on May 5, 2021.

The attached proposed 2021/2022 Preliminary Budget Process Timeline shows the proposed schedule of meetings dedicated to sharing the Board's budget information with partner groups and the public as well as receiving budget balancing proposals and feedback on proposed budget balancing options.

RECOMMENDATION:

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

And Further;

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

Attachment

2021/2022 Preliminary Budget Process Timeline

Wednesday, January 27, 2021 6:00 pm	Board Meeting <ul style="list-style-type: none"> Presentation and approval of the Proposed Budget Process/Timeline
Wednesday, January 27, 2021	Budget Committee of the Whole <ul style="list-style-type: none"> Partner Groups presentation of impact of budget driven changes implemented as part of the 2020/21 Preliminary Budget
Wednesday, February 17, 2021 DEO 6:00 pm	Board Meeting <ul style="list-style-type: none"> Presentation of Projected Enrolments for 2021/22, 2022/23, 2023/24, 2024/25
Wednesday, February 17, 2021 6:00 pm	Board Meeting <ul style="list-style-type: none"> Presentation and Board Approval of the 2020/21 Amended Annual Budget
Wednesday, March 31, 2021 DEO	Budget Committee of the Whole <ul style="list-style-type: none"> Presentation of the 2021/22 preliminary budget estimates to partner groups
Wednesday, April 7, 2021 DEO	Budget Committee of the Whole <ul style="list-style-type: none"> Partner groups individual presentations to the Board of the 2021/22 budget considerations
Wednesday, April 14, 2021	Board Meeting <ul style="list-style-type: none"> Presentation of the Proposed 2021/22 Preliminary Budget
Tuesday, April 20, 2021	Provincial Budget 2021 is Announced
Wednesday, April 28, 2021 6:00 pm	Budget Committee of the Whole <ul style="list-style-type: none"> Public and partner group input on the Proposed 2021/22 Preliminary Budget
Wednesday, May 5, 2021 6:00 pm	Board Meeting <ul style="list-style-type: none"> Approval of 2021/22 Budget Balancing Proposals
Wednesday, June 16, 2021 6:00 pm	Board Meeting <ul style="list-style-type: none"> Adoption of 2021/22 Preliminary Budget Bylaw

**ITEM 7**

To: **Board of Education**

From: Finance Committee of the Whole

Re: **FIRST QUARTER FINANCIAL STATEMENTS**

Date: January 27, 2021
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The first quarter financial statements are being presented to the Board for approval at the recommendation of the Finance Committee of the Whole.

On April 29, 2020, the Board of Education approved the 2020/21 preliminary budget for the operating, special purpose and capital funds.

On August 11, 2020, the Ministry of Education announced an allocation to our school district of \$1,084,402 under the Safe Return to Schools Grant. On September 3, 2020, the Ministry of Education announced the allocation of the Safe Return to Class Fund and that our school district will receive a phase one allocation of \$2,650,455 and total annual allocation of up to \$5.3 M. The Board approved the spending plan for these additional grants on September 23, 2020.

On January 5, 2021 the Ministry of Education announced that the holdback portion of the Federal Safe Return to Class Fund had been allocated to school districts. School District No. 42 received an additional \$277,183 which has not yet been allocated by the Board.

The attached financial statements present the operating, special purpose funds and capital fund projected financial results for the year ended June 30, 2021 compared to the 2020/21 preliminary budget amended to reflect budget changes approved by the Board up to September 30, 2020 (Attachment A). The format of the reports reflects the annual financial statements presentation, specifically Schedules 2A and B, Schedule 3A and Schedule 4.

Operating Fund Revenue – \$0.06 M decrease**Ministry of Education Grants - \$3.52 M increase**

After the preliminary budget was adopted by the board the Ministry of Education announced the Teacher Labour Settlement grant of \$4.17 M. This funding is allocated to school district to cover all costs associated with wage and benefit increases negotiated at the provincial level for teachers. Of this grant it is estimated that \$3.70 M will be used to fund increased salary and benefits costs in the operating fund and the balance will be used to cover cost increases in special purpose funds (e.g. CEF).

Based on the interim operating grants announcement, it is estimated that our school district will receive \$143.35 million of operating grant funding for 2020/21. The recalculated funding allocation for the Board of Education of School District No. 42 is \$0.21 million less than the funding estimates in the 2020/21 Preliminary Budget.

2020/21 Ministry of Education Operating Grant						
	Preliminary Budget		2020/21 Interim Operating Grant		Change	
	Enrolment	Funding	Enrolment	Funding	Enrolment	Funding
July 2020 enrolment count						
Grade 1 - 7	728	156,520	334	71,810	(394)	(84,710)
Grade 8-9	140	30,100	152	32,680	12	2,580
Grade 10-12	517	222,310	459	197,370	(58)	(24,940)
Supplemental		70,045		64,088	0	(5,957)
Total Summer Learning	1,385	478,975	945	365,948	(440)	(113,027)
September 2020 enrolment count						
Standard schools	14,745	111,472,200	14,734	111,387,150	(11)	(85,050)
Continuing education	9	67,095	1	8,505	(8)	(58,590)
Alternate schools	240	1,814,400	248	1,874,880	8	60,480
Distributed learning	27	166,606	26	157,456	(2)	(9,150)
Home schooling	2	500	15	3,750	13	3,250
Course challenges	46	10,856	44	10,384	(2)	(472)
Total enrolment based funding (September)	15,069	113,531,657	15,068	113,442,125	(2)	(89,532)
September 2020 unique student needs						
Level 1 special needs	15	645,000	15	645,000	0	0
Level 2 special needs	800	16,320,000	795	16,218,000	(5)	(102,000)
Level 3 special needs	290	2,987,000	303	3,120,900	13	133,900
English language learning	739	1,223,600	811	1,232,720	72	9,120
Indigenous education	1,302	1,953,000	1,314	1,971,000	12	18,000
Adult education	30	133,838	6	30,747	(24)	(103,091)
Equity of opportunity supplement		434,698		437,106	0	2,408
Total supplement for unique student needs	3,176	23,697,136	3,244	23,655,473	68	(41,663)
Supplement for salary differential		2,703,742		2,741,033		37,291
Total Ministry of Education Operating Grant		137,707,768		137,463,546		(206,931)

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

Tuition Revenue - \$3.47 M decrease

International tuition revenue is estimated to be \$3.47 M less than budgeted as actual enrolment is 140 FTE lower than estimated in the preliminary budget and all cultural programs have been cancelled for the year. The travel restrictions imposed by the Canadian government for international students changed on January 7, 2021 and new international students are now able to obtain study permits and travel to Canada. This policy change may result in increased international student enrolment later this year and improved revenue estimates.

Transportation Fees - \$0.08 M decrease

As previously reported, transportation fees collected are anticipated to be \$0.08 M lower than budget due to lower number of students registered for school district provided transportation.

Operating Fund Expenses – \$1.26 M increase

Salaries and Benefits - \$2.44 M increase

Teacher salaries are estimated to be \$2.07 M higher than budgeted due to a negotiated salary increase of 2% (\$2.99 M) offset by a lower than budgeted number of teachers due to lower than budgeted international student enrolment (\$0.92 M).

Support staff, other professionals and substitute salaries are projected to be \$0.09 M lower than budgeted due to lower than budgeted international student enrolment. Public Agenda Page 94

Employee benefits are estimated to increase by \$0.46 M due to the above-mentioned changes in salaries.

Services and Supplies - \$1.18 M decrease

Due to lower enrolment, the International department is projected to spend \$0.87 M less than budgeted on commissions, student transportation, travel, insurance, and supplies.

Due to lower than budgeted ridership, the estimated transportation costs are \$0.33 M lower than budget.

Use of Contingency Reserve - \$1.32 M increase

To maintain a balanced budget, it is estimated that \$1.32 M from the contingency reserve will have to be used in 2020/21 (\$0.61 M of operating contingency reserve and \$0.71 M of local capital contingency reserve). This will reduce the contingency reserve to \$3.06 M, or 1.95% of budgeted operating expenditures.

These estimated operating financial results will be impacted by the February and May enrolment counts, changes in international tuition revenue, changes in substitute costs, any additional principals, vice-principals and exempt staff compensation changes, further changes to operations due to COVID19 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. Since the preliminary budget was approved by the Board in April 2020, the provincial Safe Return to School grant and the federal Safe Return to Class grant have been added.

The school district has made a submission for additional Classroom Enhancement Funding to reflect the actual additional teacher staffing required to meet collective agreement ratios for non-enrolling teachers and best efforts for classroom teachers. The additional funding required is summarized in the following table. All this staffing has already been allocated to schools and if funding is not provided by the Ministry of Education the shortfall will have to be addressed through staffing changes and use of contingency reserve funds. The total number of teachers required is 13.238 FTE higher than the staffing provided in 2019/20 (104.318 FTE) principally due to the change in how best-efforts language is now interpreted.

	FTE	Amount
<i>Non-Enrolling Teachers</i>	24.093	2,447,874
<i>Secondary Classroom Teachers</i>	47.977	4,874,510
<i>Elementary Classroom Teachers</i>	45.486	4,621,428
Total Teachers Required for Restored Collective Agreement Implementation	117.556	11,943,812
Preliminary Funding Allocation for Teachers	89.879	9,131,842
Additional CEF Teacher Salaries and Benefits Funding Required	27.677	2,811,970

The classroom enhancement fund overhead grant of \$0.73 M is \$0.09 M less than the 2019/20 grant. There is no opportunity to request increased CEF overhead funding. As a result, the TTOC replacement budget for classroom enhancement fund teachers has been reduced and will cover only 8 days per teacher; collective agreement language allows for 18 days of sick leave per year for each full-time teacher.

In November a submission to the Ministry of Education was made estimating \$0.92 M in remedy costs for the year.

On January 19, 2021 the Ministry of Education provided confirmation that funding for 117.556 FTE teachers in the amount of \$11.53 M was approved. The difference of \$0.41 M is the cost of the negotiated general wage increase, funding for which is received in the operating fund. The estimated \$0.92 M in remedy costs and \$0.73 M in overhead costs was also approved.

Capital Fund

The only change shown in the capital fund relates to the estimated additional use of contingency reserve of \$0.71 M.

Risks to Projections

Revenue

The provincial Operating Grant included in these estimates may not be the same as the Operating Grant distributed by the Ministry of Education for 2020/21. The main factors that create variances in provincial funding are actual funded enrolment as at February and May 2021, and other provincial funding announcements made during the remainder of 2020/21.

Expenses

The salaries and benefits estimates are based on estimated average salaries for teachers, specific salaries for other 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 include reductions 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 deteriorate. Any major equipment failures during 2020/21 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 from the Classroom Enhancement Fund and that all costs related to labour settlement 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 contain contingencies to mitigate financial risk. Smaller projects consider contingency requirements when building the overall project budget and are managed internally. Finally, the contingency reserve for local capital of \$3.77 M is available to mitigate risk for capital projects.

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.

COVID-19

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

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

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

RECOMMENDATION:

THAT the Board approve the First Quarter Financial Statements.

Attachment

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

	2020/21 Current Budget	Actual Spending to Sept 30, 2020	Total Projected to June 30, 2021	Variance
Operating Revenue by Source				
Grants				
Operating Provincial Grants - Ministry of Education	143,555,178	16,297,818	143,348,247	(206,931)
Local Education Agreement Recovery	(420,173)	(47,691)	(382,256)	37,917
Operating Other Ministry of Education Grants	2,420,880	820,026	6,115,582	3,694,702
Provincial Grants - Other	255,400	4,500	255,400	0
Federal Grants	43,600	0	43,600	0
Total Grants	145,854,885	17,074,653	149,380,573	3,525,688
Tuition	6,701,479	1,025,081	3,225,519	(3,475,960)
Other Revenue	596,330	147,880	520,415	(75,915)
LEA - Direct Funding from First Nations	420,173	42,017	382,256	(37,917)
Rentals & Leases	687,380	110,273	687,380	0
Investment Income	330,600	128,423	330,600	0
Total Other Revenue	8,735,962	1,453,675	5,146,170	(3,589,792)
Total Operating Revenue	154,590,847	18,528,328	154,526,743	(64,104)
Operating Expense by Type				
Salaries				
Teachers	68,220,470	7,689,288	70,293,808	(2,073,338)
Principals and Vice Principals	8,038,793	2,011,222	8,038,793	0
Education Assistants	16,296,915	1,608,184	16,296,915	0
Support Staff	12,505,322	2,478,625	12,500,322	5,000
Other Professionals	5,037,857	1,016,571	4,995,386	42,471
Substitutes	5,000,093	364,441	4,954,978	45,115
Total Salaries	115,099,450	15,168,331	117,080,202	(1,980,752)
Employee Benefits	28,284,192	3,894,458	28,742,865	(458,673)
Total Salaries and Benefits	143,383,642	19,062,790	145,823,067	(2,439,425)
Services and Supplies				
Services	5,922,158	1,284,509	5,390,409	531,749
Student Transportation	747,219	20,361	377,505	369,714
Professional Development	1,253,700	29,835	1,170,064	83,636
Rentals and Leases	2,000	1,492	2,000	0
Dues and Fees	151,851	90,772	151,851	0
Insurance	506,895	129,449	363,276	143,619
Supplies	4,617,605	453,163	4,563,362	54,243
Utilities	2,541,299	289,009	2,541,299	0
Total Services and Supplies	15,742,727	2,298,590	14,559,766	1,182,961
Operating Contingency Reserve	610,000		0	610,000
Total Operating Expenses	159,736,369	21,361,380	160,382,833	(646,464)
Interfund & Local Capital				
Capital Assets Purchased	2,334,628	519,338	2,334,628	0
Transfer to / (from) Local Capital	32,500		(678,068)	710,568
Total Interfund and Local Capital	2,367,128	519,338	1,656,560	710,568
Total Expenses	162,103,497	21,880,718	162,039,393	64,104
Appropriated Surplus				
Use of Prior Year Surplus or Reserves	7,512,650		7,512,650	0
Projected Operating Surplus/(Deficit)	0	(3,352,389)	0	0

School District No. 42 (Maple Ridge-Pitt Meadows)
Special Purpose Funds
As At September 30, 2020

	ANNUAL FACILITIES GRANT	LEARNING IMPROVEMENT FUND	SCHOLARSHIPS AND BURSARIES	SCHOOL GENERATED FUNDS	STRONG START	READY, SET, LEARN	OLEP	COMMUNITY LINK	CLASSROOM ENHANCEMENT FUND-OVERHEAD	CLASSROOM ENHANCEMENT FUND-STAFFING	CLASSROOM ENHANCEMENT FUND-REMEDIES	FIRST NATION TRANSPORTATION	MENTAL HEALTH IN SCHOOLS	CHANGING RESULTS FOR YOUNG CHILDREN	PROV SAFE SAFE RETURN TO SCHOOL	FED SAFE RETURN TO CLASS	YOUTH EDUCATION SUPPORT FUND	TOTAL
Deferred Revenue, beginning of year		10,547	166,061	907,332	-	15,574	55,168	42,671	-	-	-	6,081	26,834	1,823	-	-	152,492	1,384,583
Add: Restricted Grants																		
Provincial Grants - Ministry of Education	517,500	51,954			179,200	-	-	55,306	101,539	1,209,898	-	-	51,000	8,400	1,084,402	2,650,455		5,909,654
Provincial Grants - MOE Recoveries																		
Other			6,178	256,375													9,816	272,370
Investment Income	517,500	51,954	6,178	256,375	179,200	-	-	55,306	101,539	1,209,898	-	-	51,000	8,400	1,084,402	2,650,455	9,816	6,182,024
Less: Allocated to Revenue	81,885	59,187	-	206,963	25,383	2,142	15,489	74,393	101,539	1,209,898	-	-	-	-	129,559	251,392	5,653	2,163,483
Deferred Revenue, end of year	435,615	3,314	172,239	956,744	153,817	13,432	39,679	23,584	-	-	-	6,081	77,834	10,223	954,843	2,399,063	156,655	5,403,124
Revenues																		
Provincial Grants - Ministry of Education	81,885	59,187			25,383	2,142	15,489	74,393	101,539	1,209,898	-	-	-	-	129,559	251,392		1,950,867
Other				206,963													5,653	212,616
Investment Income																		-
Expenses	81,885	59,187	-	206,963	25,383	2,142	15,489	74,393	101,539	1,209,898	-	-	-	-	129,559	251,392	5,653	2,163,483
Salaries																		
Teachers						1,733	8,340	2,210	(521)	974,445	(6,717)	-	-	-	-	47,358		1,026,848
Principals and Vice Principals								7,459	16,551			-	-	-	-	-		-
Educational Assistants	-	43,403		(620)	16,429			33,548	-	-		-	-	-	-	4,156		96,916
Support Staff	25,049			25	-				41,319			-	-	-	34,236		7,361	115,661
Other Professionals									17,403		7,671	-	-	-			2,472	
Substitutes	-			-	-				8,930			-	-	-			56,465	65,395
Employee Benefits	25,049	43,403	-	(595)	16,429	1,733	8,340	43,217	83,682	974,445	954	-	-	-	34,236	117,812	-	1,348,705
Services and Supplies	4,776	15,784		(166)	8,335	409	2,090	13,279	17,842	235,453	689	-	-	-	2,223	16,515		317,229
	51,463		-	207,724	619	-	5,059	17,897	15		(1,643)	-	-	-	81,383	99,556	4,091	466,164
	81,288	59,187	-	206,963	25,383	2,142	15,489	74,393	101,539	1,209,898	-	-	-	-	117,842	233,883	4,091	2,132,098
Net Revenue (Expense) before Interfund Transfers	597	-	-	-	-	-	-	-	-	-	-	-	-	-	11,717	17,509	1,562	31,385
Interfund Transfers																		
Tangible Capital Assets Purchased	(597)			-			-		-		-	-	-	-	(11,717)	(17,509)	(1,562)	(31,385)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

School District No. 42 (Maple Ridge-Pitt Meadows)
Schedule of Capital Operations
As At Sept 30, 2020

	2021 Budget	2020-21 Projected		
		Invested in Tangible Capital Assets	Local Capital	Fund Balance
Revenues				
Provincial Grants				
Ministry of Education				0
School Site Acquisition Fees Spent on Sites		8,042		8,042
Other Revenue			0	0
Investment Income	130,000		0	0
Amortization of Deferred Capital Revenue	6,445,880	1,600,659		1,600,659
Total Revenue	<u>6,575,880</u>	<u>1,608,701</u>	<u>0</u>	<u>1,608,701</u>
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	10,472,011	2,589,233		2,589,233
Total Expense	<u>10,472,011</u>	<u>2,589,233</u>		<u>2,589,233</u>
Capital Surplus (Deficit) for the year	<u>(3,896,131)</u>	<u>(980,532)</u>	<u>0</u>	<u>(980,532)</u>
Net Transfers (to) from other funds				
Tangible Capital Assets purchased	1,701,283	550,721		550,721
Local Capital	32,500			0
Total Net Transfers	<u>1,733,783</u>	<u>550,721</u>	<u>0</u>	<u>550,721</u>
Other Adjustments to Fund Balances				
Tangible Capital Assets purchased from Local Capital		(14,572)	14,572	0
Tangible Capital Assets WIP purchased from Local Capital				0
Total Other Adjustments to Fund Balances		<u>(14,572)</u>	<u>14,572</u>	<u>0</u>
Total Capital Surplus (Deficit) for the period	<u>(2,162,348)</u>	<u>(444,383)</u>	<u>14,572</u>	<u>(429,811)</u>
Capital Surplus (Deficit), beginning of year		81,658,888	5,898,514	87,557,402
Capital Surplus (Deficit), end of period		<u>81,214,505</u>	<u>5,913,086</u>	<u>87,127,591</u>

To: **Board of Education**

From: Board Policy Development
Committee

Re: **POLICY REVIEW UPDATE**

Date: January 27, 2021
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Board Policy Development Committee has developed a work plan for 2018 to 2022 with a goal of reviewing all existing board policies over the next four years.

On January 18, 2021 the Board Policy Development Committee met, reviewed and is proposing the following:

- Policy 2301: Role of the Board – housekeeping changes (Attachment A)
- Policy 2302: Board Delegation of Authority –housekeeping changes (Attachment B)
- Policy 2915: Board Chairperson – Election, Role and Responsibilities – housekeeping changes (Attachment C)
 - *Procedure 2915.1: Trustee Elections – Chairperson and Vice-Chairperson*
- Policy 3201: Role of the Superintendent of Schools – housekeeping changes (Attachment D)
- Policy 3202: Role of the Secretary Treasurer- housekeeping changes (Attachment E)
- Policy 4203: Budget Planning and Reporting – housekeeping changes(Attachment F)
 - *Procedure 4203.1 Budget Process*
- Policy 6801: School Closure - housekeeping changes (Attachment G)
- Policy 9200: School Catchment Areas and Student Placement – housekeeping changes (Attachment H)

The committee is further recommending the rescission of the following:

- Policy 6425: School Size (Attachment I).

RECOMMENDATION:

THAT the Board approve:

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

And Further:

THAT the Board receive for information:

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

And Further that the Board rescind Policy 6425: School Size

Attachments

**SD 42 POLICY: 2301****ROLE OF THE BOARD**

The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) is governed by an elected Board of Education (“the Board”). The Board is comprised of seven locally elected trustees. Five trustees are elected from the ~~District~~City of Maple Ridge and two trustees are elected from the City of Pitt Meadows. Trustees are elected for a term prescribed in Section 35 of the School Act.

The Board’s general role is to foster the school district’s short- and long-term success and to govern the school district in accordance with the duties and responsibilities outlined in the School Act. In the discharge of its mandate, the Board oversees the affairs of the school district, supervises management, which is responsible for the day-to-day operations and, through the Superintendent and Chief Executive Officer (“the Superintendent”), sets the standards of organizational conduct.

In carrying out these duties, the Board’s role in formulation of policies, definition of broad strategic directions, making decisions that it is legally required to make and performance monitoring, is separate from the day-to-day management of the school district. This responsibility resides with the Superintendent who leads the school district in achieving board-approved directions and in turn recommends new initiatives to the Board.

The Superintendent and the Secretary Treasurer are the Board’s two corporate executive officers – together they guide implementation of all board decisions through the education and business services of the district. The Board as a collective entity shall interact primarily with the Superintendent and the Secretary Treasurer. Outside Board meetings, a trustee has no more authority than any individual from the community, except when that member has been delegated certain duties and powers by the Board. Individual trustees must not direct or interfere with the work of the Superintendent and individual staff members.

The Board provides leadership with specific responsibility to:

- Select, assess, compensate and (if necessary) replace the Superintendent and plan for Superintendent succession;
- Establish a vision and broad strategic priorities;
- Establish policies and ~~approving~~approves bylaws;
- Ensure financial sustainability and the effective and efficient use of school district resources;
- Ensure compliance with legal and regulatory requirements;
- Monitor the school district’s performance against agreed goals and objectives;
- Establish and maintain relationships with all levels of government, partner and community groups;
- All other specific responsibilities outlined in the School Act, Regulations and related Ministerial Orders.

APPROVED: April 30, 2014

Reviewed: January 2021



SD 42 POLICY: 2302

BOARD DELEGATION OF AUTHORITY

The School Act allows for the Board to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent of Schools or the Secretary Treasurer to do any act or thing or exercise any power that the Board may do, or is required to do or exercise, except those matters which are outlined in this policy or which, in accordance with provincial legislation, cannot be delegated.

Notwithstanding the above, the Board also reserves ~~to itself~~ the authority to make decisions on specific matters requiring Board approval in accordance with Board policies. Further, the Board requires that any new provincial, regional or local strategic initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

In the absence of Board policy in cases where an immediate administrative response is required the Superintendent will:

1. If time permits, consult with the Board ~~Chair~~Chairperson.

2. Act in alignment with the Board's strategic direction.

~~2.3.~~ Inform the Board as soon as is practicable and at the next regular meeting of the action taken and the nature of the emergent issue and where warranted, the need for policy that will guide administrative response in the event of future occurrences.

~~3. The action must be taken with regard for the intention of the Board's strategic direction.~~

APPROVED: April 30, 2014

REVIEWED: January 2021

Legal Reference: Section 65, 85, School Act

**SD 42 POLICY: 2915**

BOARD CHAIRPERSON -
ELECTIONS / ROLES / ELECTION, ROLE AND RESPONSIBILITIES

1. ELECTIONS

At its inaugural meeting following a general local election, and for the ~~following three years~~balance of the term of office, at the regular November meeting, the Board shall elect one of its members to serve as Board ~~Chair~~Chairperson, to hold office at the pleasure of the Board.

Each November, the Board will conduct an election for Chairperson and Vice-Chairperson for the coming year. The election ~~procedure~~ will be conducted at a Public Board Meeting ~~as described in its supporting procedure~~following the Board approved procedure for the election of Chairperson and Vice-Chairperson.

A Trustee may not hold the office of Chairperson for more than two (2) consecutive terms of office. Term of office is defined as the period between two general school elections as defined in the School Act Section 35 (1). The position of Vice-Chairperson has no restriction on the number of terms a Trustee may hold this office.

In the event that the Chairperson resigns prior to the annual elections, the position will be deemed vacant and an election will take place at the next public board meeting. The Vice-Chairperson will act as Chairperson until the election has occurred.

2. ROLES

The Board entrusts to its Chairperson primary responsibility for safeguarding the integrity of the Board's processes and representing the Board to the broader community.

The Board also believes that a position of leadership must be selected in a fair and equitable manner, therefore, each year the ~~positions of~~ Chairperson and Vice-Chairperson will be elected from among the Trustees.

A Board Chairperson is an equal, with no more power or authority than any other Trustee outside the ~~School~~ Board of Education setting. They do however, have an additional function and responsibility to speak for, and represent the positions and decisions of the ~~School~~ Board of Education. The Chairperson's role is limited to speaking only for what the School Board has already decided, to receive input, or to bring matters to the ~~School~~ Board of Education for consideration.

3. RESPONSIBILITIES

The Board delegates to the Chairperson the following powers and duties:

- (a) Prior to each Board meeting confers with the Vice-Chairperson, Superintendent and Secretary Treasurer on items included on the Agenda, and become thoroughly familiar with them.
- (b) Presides over all Board meetings and ensures that such meetings are conducted in accordance with the *School Act*, the policies and procedures as established by the Board, and *Robert's Rules of Order*.
- (c) Performs the following duties during Board meetings:

- i. Ensures that all issues before the Board are well stated and clearly expressed.
 - ii. Ensures that each Trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a corporate decision reached.
 - iii. Directs the discussion by Trustees to the topic being considered by the Board.
 - iv. Ensures that each Trustee ~~presents~~present votes on all issues before the Board.
 - v. Extends hospitality to Trustees, officials of the Board, the press, and members of the public.
- (d) Keeps informed of significant developments within the District.
 - (e) Keeps the Board, Superintendent and Secretary Treasurer informed of all matters coming to ~~his/her~~their attention that might affect the District.
 - (f) Is in regular contact with the Superintendent and the Secretary Treasurer to maintain a working knowledge of current issues and events.
 - (g) Conveys directly to the Superintendent and the Secretary Treasurer, such concerns or questions as are related to ~~him/her~~them by Trustees, parents, students or employees which may significantly affect the administration of the District.
 - (h) Brings to the Board, all matters requiring a corporate decision of the Board.
 - (i) Acts as the chief spokesperson for the Board by stating positions consistent with Board direction and policies (except for those instances where the Board has delegated this role to another individual or group).
 - (j) Acts as ex-officio member of all committees appointed by the Board.
 - (k) Acts as a signing officer for the School District as directed by Board Policy.
 - (l) Serves as an officer of the Board authorized to witness the use of the Board's corporate seal, when required.
 - (m) Represents the Board or arranges alternative representation at official meetings or other public functions.
 - (n) Ensures the Board engages in regular assessments of its effectiveness as a Board.
 - (o) Ensures the Board engages in a regular assessment of ~~its~~the Superintendent and the Secretary Treasurer performance as required by their individual employment contract.
 - (p) Sets out the effective process to deal with the business of the Board.
 - (q) Creates a tone at the top to maintain public confidence in the management of the affairs of the Board.

APPROVED: October 10, 2012
AMENDED: February 3, 2016
REVIEWED: February 26, 2019
REVIEWED: January 2021



SD 42 PROCEDURE: 2915.1

TRUSTEE ELECTIONS - CHAIRPERSON and VICE-CHAIRPERSON

1. NOMINATION

(a) Process Approval

Prior to the commencement of the election, the process for the election of the Board Chairperson and Vice-Chairperson will be approved at the public Board meeting by Board Resolution.

The Chairperson will call for the following motion:

THAT the Board proceed to elect a new Chairperson and Vice-Chairperson following the nomination and election procedure.

The Chairperson passes the gavel to the Secretary Treasurer who will chair the meeting during the election process.

(b) Nomination Procedure

- i. The Chairperson will call a first time for nominations, for Chairperson for a one-year term. A seconder will not be required for nominations.
- ii. Each nominee will be asked whether he/she agrees to stand for election and can speak to the nomination.
- iii. The Chairperson will call a second and third time for nominations for Chairperson for a one-year term.
- iv. If after three (3) calls, there is only one nominee for the office, and that nominee accepts, the Chairperson declares that person the duly elected Chairperson of the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows), for a one (1) year period ended the next November.

2. ELECTION PROCEDURE IN PERSON BOARD MEETING

This procedure is used if all trustees are present in person.

- (a) If more than one person is nominated, the Chairperson will call for a motion to appoint scrutineers. The motion will read as follows:

THAT _____ and _____ be appointed scrutineers for the election of Board Chairperson and Vice-Chairperson.

- (b) The Chairperson will call on scrutineers to distribute, collect and count the ballots.
- (c) Trustees will vote by secret ballot.
- (d) Scrutineers will report the results of each ballot only to the Chairperson of the meeting, who shall announce the Trustee who has received the majority of the votes cast.
- (e) The Trustee receiving the majority of votes cast shall be declared elected. In accordance with *Robert's Rules of Order*, if on the first or subsequent ballots a nominee does not receive a majority, voting for the office with all nominees remaining on the ballots shall continue until a majority vote is obtained for a single candidate. Should no candidate receive such clear majority, the candidate receiving the lowest number of votes on the first ballot shall be dropped from the list and a second ballot, and, if necessary, subsequent ballots shall be held in like manner until one (1) candidate receives a clear majority of the votes cast and such candidate shall thereupon be declared to be elected.
- (f) The Chairperson will then call for nominations for Vice-Chairperson of the Board of Education for a one (1) year term and repeat the nomination process outlined above.
- (g) If ballots were required, the Chairperson will call for the following motion:

THAT the scrutineers destroy the ballots for the election of either Chairperson or Vice-Chairperson, or both and that the scrutineers are discharged with gratitude.
- (h) The Chairperson will then pass the gavel to the newly elected Chairperson who will conduct the balance of the meeting.

3. ELECTION PROCEDURE IN ELECTRONIC BOARD MEETING

This procedure is used if the board meeting has been convened by electronic means.

- (a) If more than one person is nominated, the Chairperson will call for a motion to appoint scrutineers. The motion will read as follows:

THAT _____ and _____ be appointed scrutineers for the election of Board Chairperson and Vice-Chairperson.
- (b) The Chairperson will call on scrutineers to set-up and launch an online anonymous poll for the election of Chairperson or Vice-Chairperson and count the votes cast.
- (c) Trustees will vote by online anonymous poll.
- (d) Scrutineers will report the results of each vote only to the Chairperson of the meeting, who shall announce the Trustee who has received the majority of the votes cast.
- (e) The Trustee receiving the majority of votes cast shall be declared elected. In accordance with *Robert's Rules of Order*, if on the first or subsequent ballots a nominee does not receive a majority, voting for the office with all nominees

remaining on the ballots shall continue until a majority vote is obtained for a single candidate. Should no candidate receive such clear majority, the candidate receiving the lowest number of votes on the first ballot shall be dropped from the list and a second ballot and, if necessary, subsequent ballots shall be held in like manner until one (1) candidate receives a clear majority of the votes and such candidate shall thereupon be declared to be elected.

(f) The Chairperson will then call for nominations for Vice-Chairperson of the Board of Education for a one (1) year term and repeat the nomination process outlined above.

(g) If ballots were required, the Chairperson will call for the following motion:

THAT the scrutineers delete the online poll results for the election of either Chairperson or Vice-Chairperson, or both and that the scrutineers are discharged with gratitude.

(h) The Chairperson will then pass the gavel to the newly elected Chairperson who will conduct the balance of the meeting.

**SD 42 POLICY: 3201****ROLE OF THE SUPERINTENDENT OF SCHOOLS**

The Superintendent of Schools is the chief executive officer of the Board of Education and is responsible for carrying out the Board's objectives, administering its policies and providing leadership in organizational and educational administration and instructional practice in the ~~Sschool District~~district. The Superintendent is also responsible for ensuring compliance with the School Act, Regulations and related Ministerial Orders.

The Board of Education delegates to the Superintendent responsibility for overall administration of the school district. All Board authority delegated to the staff of the school district is delegated through the Superintendent.

The Board of Education shall maintain a current comprehensive and clear job description for the Superintendent position that is consistent with the provisions of the School Act, Regulations and related Ministerial Orders and outlines the specific areas of responsibility for this position.

The Board of Education shall develop appropriate performance expectations and have a formal process in place to evaluate the Superintendent's performance.

The Superintendent reports to the whole Board. No single trustee, not even the Chair~~person~~, has the authority to direct the Superintendent or other staff.

APPROVED: April 30, 2014

REVIEWED: January 2021

Legal References: Section 22 of the School Act, Section 6 of School Regulation

**SD 42 POLICY: 3202****ROLE OF THE SECRETARY TREASURER**

Under the School Act, the Board of Education (the "Board") is required to appoint a person as Secretary Treasurer of the Board and arrange for the bonding of the Secretary Treasurer in an amount the Board considers adequate. No trustee may be appointed Secretary Treasurer of the Board.

The Secretary Treasurer is the corporate financial officer of the Board of Education, responsible to the Board and the Ministry of Education for financial statements, corporate records, minutes and procedural documents of the district. The Secretary Treasurer attends all board meetings and officially endorses all corporate minutes, documents and financial transactions.

The School Act requires the Secretary Treasurer to preside over the official records of the district, including board minutes, all legal documentation and the budget. As such, the Secretary Treasurer can be requested to report directly to the Minister of Education.

Reporting to the Superintendent of Schools except on matters relating to the role as corporate financial officer, the Secretary Treasurer is the chief business official and heads the school district's business division, which is responsible for finance, facilities and support services.

APPROVED: April 30, 2014**REVIEWED: January 2021**

Legal References: Section 23 of the School Act, Section 7 of the School Regulation

SD 42 POLICY: 4203

BUDGET PLANNING AND REPORTING

Philosophy

The Board of Education recognizes its responsibility for the effective use of public funds in providing the best possible education to the students in the communities it serves. The Board of Education has a duty to govern the district in a fiscally responsible manner, while carrying out the strategies required to achieve its goals.

The annual operating budget is a financial plan reflecting the implementation and maintenance of the Board's educational and operational objectives. The ~~objectives reflected financial allocations included~~ in the budget should be consistent with the ~~Board of Education's mission and goals statements as~~ strategic directions identified in the Board's Strategic Plan.

In accordance with Section 156(12) of the School Act, the Board must not incur a deficit of any kind unless the Board has approval of the Minister of Education or meets criteria prescribed by order of the Minister of Education.

Under Section 156(1) of School Act, the Board is required to maintain budgetary control over expenditures, develop an annual budget and submit it to the Ministry of Education in a prescribed form at the time required by the Minister of Education.

A budget reflects the best estimate of planned revenues and expenses as of a point in time. Salary and benefit increases, inflation and other estimated changes must be budgeted. In addition, the budget must include all recurring and one-time revenues and expenditures for the full fiscal year.

Authority

The Board authorizes the Superintendent and the Secretary Treasurer to develop and implement all procedures required for the development and monitoring of budgets.

Responsibilities for Managing the Budget

The Superintendent and the Secretary Treasurer are delegated responsibility for the overall management of the educational and operational programs that are supported by the annual budgets. The Secretary Treasurer is specifically responsible for the financial management of the budget, and all financial reports.

Guiding Principles

Budget Development

Annual budgets shall be developed based on instructions received from the Ministry of Education. At the beginning of each budget development cycle, the Secretary Treasurer in collaboration with the Superintendent shall prepare and present to the Board for approval a budget development plan or budget process. (~~see Procedure 4203.1 Budget Process~~)

In the development of the annual budget, the following must be observed:

- The budget for any fiscal year shall not deviate materially from the Board's policies and strategic priorities.
- Annual recurring ~~expenditure obligations~~expenditures must not be funded from non-recurring revenues.
- Revenues and expenditures must be projected in a manner that avoids fiscal jeopardy.
- Ancillary ~~operations~~programs and activities must be operated to cover all direct and indirect operating costs.
- The Board shall not proceed with major building projects unless funding for the full capital and operating costs has been identified.

Budget Implementation, Monitoring and Reporting

The Superintendent and the Secretary Treasurer are responsible for the communication and the implementation of the Board approved budget.

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

The Secretary Treasurer or designate is authorized to approve budget transfers within the Board approved budget in order to facilitate meeting contractual obligations, statutory requirements, approved staffing complement, or approved educational/operational objectives.

Permanent budget transfers that are not formula driven and result in increased or decreased staffing levels must be approved by the Board. In addition, budget transfer requests that would materially alter the Board approved fiscal plan must be approved by the Board.

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

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

APPROVED: November 12, 2014

REVIEWED: January 2021

SD 42 PROCEDURE: 4203.1

BUDGET PROCESS

Annual budgets shall be developed based on instructions received from the Ministry of Education. At the beginning of each budget development cycle, the Secretary Treasurer in collaboration with the Superintendent shall prepare and present to the Board for approval a budget development plan or budget process.

The annual budget process for the development of the original budget is aimed at ensuring transparency and accountability in the development of the school district budget. The process shall include a proposed schedule of meetings dedicated to sharing the Board's budget information with partner groups and the public as well as receiving budget balancing proposals and feedback on proposed budget balancing options.

The annual budget process for the development of original (preliminary) budgets shall include the following:

- ~~Base budget estimates presentation~~
- Proposed preliminary budget including base budget estimates and detailed proposed budget balancing proposals presentation
- Opportunities for partner groups and the public to provide input in budget development
- Preliminary budget including detailed budget balancing proposals presentation

Board approved preliminary and amended budget documents shall be posted on the school district website.

RECEIVED FOR INFORMATION: November 12, 2014

REVIEWED: January 2021

**SD 42 POLICY: 6801****SCHOOL CLOSURE**

The Board [of Education](#) is responsible under the School Act for the effective and efficient operation of schools in the school district. The Board has the authority to close a school for reasons which include but are not limited to:

- declining student enrolment such that the school is no longer economically or operationally viable;
- restructuring of educational programs, consolidation of operations and relocation of students to other schools in the school district which results in the school being deemed surplus to the districts educational needs;
- the school is being replaced with a newly constructed school.

The permanent closure of schools is a significant issue of public concern and therefore the Board will follow a process that provides adequate time and opportunity to consult with those who will be affected prior to any decision being made.

A. Public Board Meeting

Any proposed closure of a school should first be raised at a regular [open/public](#) meeting of the Board.

B. Public Consultation

The process of consultation for school closure shall require at least 60 days commencing from the time when the Board provides public notice as to which specific school(s) are being considered for closure.

The process of consultation should provide an opportunity for those who will be affected by a proposed closure to participate in the process. Such participation should include trustees, parents, community members, district staff, and school staff.

Any decision to close a school must be made no later than the first Board meeting in April.

Public consultation shall be undertaken by the Board prior to making a final decision on any proposed closure of a school.

The Board should take the following steps to ensure that an open and meaningful public consultation has taken place:

1. make available, in writing, a full disclosure of all facts and information considered by the ~~school board~~[Board of Education](#) with respect to any proposed school closure, including:
 - a) reasons for the proposed school closure;
 - b) which specific school(s) are being considered for closure;

- c) how the proposed closure would affect the current catchment area for each school;
 - d) the general effect on surrounding schools;
 - e) the number of students who would be affected at both the closed school(s) and surrounding schools;
 - f) the effect of proposed closures on board-provided student transportation;
 - g) educational program/course implications for the affected students;
 - h) the proposed effective date of the closure(s);
 - i) financial considerations;
 - j) impact on the Board's five-year capital plan;
 - k) proposed use of the closed school(s) including potential lease or sale.
2. provide an adequate opportunity for affected persons to submit a written response to any proposed school closure and information and directions on how to submit a written response to the Board. The information and directions should advise potential correspondents that their written response may be referred to at subsequent public forums respecting the closure, unless the correspondent specifically states in their written response that the correspondent wishes his or her name and address to remain confidential.
 3. hold at least one public meeting to discuss the proposed closure, summarize written submissions, and listen to community concerns and proposed options.
 4. maintain records of all consultation, including agenda, minutes, dates of consultation working group and public community consultation meetings, copies of information provided at these meetings; names of trustees and district staff who attended these meetings, a record of individuals attending public community consultation meetings, record of questions asked, and a record of transition plans/activities identified for parent/staff/students at both the school considered for closure and the school to which the students would be moved.

C. Public Meeting

The time and place of the public meeting should be appropriately advertised to ensure adequate advance notification to interested persons in the community. Generally, this will mean a letter to students and parents of students currently attending the school, ~~and a~~ clearly visible notice in a local newspaper, and on the school district website.

The Board should also specifically notify, in writing, any potentially interested local governments, First Nations, business associations, and community associations of the time and place of the public meeting.

Discussions should include the following:

- a) implications of the closure;
- b) implementation plans, including timing of the closure;
- c) options that the Board considered as alternatives to closure, including possible alternative community use for all or part of the school;
- d) consideration of future enrolment growth in the district of persons of school age, persons of less than school age and adults; and
- e) contents of written submissions presented to the Board by members of the community.

The Board should keep minutes of the public meeting which include a record of concerns or options raised to the proposal.

Following the public meeting, the Board should give fair consideration to all public input prior to making its final decision with respect to any proposed school closures.

D. Notification to the Minister

If the Board decides to permanently close a school the Board must, without delay, provide the Minister [of Education](#) with written notification of the decision containing the following information:

- a) the school's name;
- b) the school's facility number;
- c) the school's address; and
- d) the date on which the school will close.

E. Criteria for Considering School Closure

If a school meets any of the criteria, the school will be considered for closure.

- a) when there is sufficient space to accommodate the students in neighbouring schools;
- b) the operating cost per student where excessive;
- c) the condition of the facility and the need for capital expenditures to keep the building operational where excessive;
- d) the limitations of the facility that restrict appropriate education programming;
- e) other criteria that in the view of the Board, should be considered.

F. Opportunities for Students Displaced by School Closure

The district will ensure that all district students displaced by a school closure will have opportunities to receive an appropriate educational experience in another school in the district.

APPROVED: October 29, 2014

[REVIEWED: January 2021](#)

**SD 42 POLICY: 9200****SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT****Philosophy**

A student may enroll in an educational program at any school in our school district, providing that the application to enroll is received by a specified date and there is space, as outlined by Sections 2(2) and 74.1 of the School Act, this Policy and its Procedures.

The Board of Education will designate school catchment areas in the School District in order to:

- meet the program needs of the students as much as possible;
- make the best use of facilities, staff and transportation; and if possible,
- enable the school to develop a unique identity.

Authority

The Board authorizes the Superintendent to establish procedures that will guide the implementation of this policy and to establish school, grade, class and program capacities in accordance with the School Act and Board policy and procedures.

Guiding Principles

The principles for setting/changing catchment areas should include, but is not limited to, the requirement for boundaries to:

- reflect traditional neighbourhoods, subdivisions and regions;
- minimize safety concerns for elementary students;
- reflect long-term development to minimize stress caused by frequently changing boundaries in rapidly growing/declining areas;
- maximize the efficiency of schools;
- maintain a cohort of students at each grade level offered at the school, to support the long-term sustainability of the school.

Where space permits, students should be allowed to remain in currently assigned schools and catchment area changes will apply only to new registrations.

In some situations, it may be necessary and desirable to relocate students from one school to another. The two most common reasons for relocation are capping and reassigning.

Capping occurs when a school, grade, class or program has reached capacity as determined by the school district. New students wishing to register in a capped school, grade, class or program will be directed to another school. When capping occurs:

- Students who have been directed to another school will have first option, based on a chronological list, of returning to their catchment area school when space becomes available during the year.
- Students will have the option of returning to their catchment area school at the beginning of the new school year if space is available; or remaining at the school to which they were directed.

Reassigning occurs when a student transfers to a school outside their home catchment school area as a result of a request by the parent, student or administration.

A student placement decision made by the Superintendent or designate that significantly affects the student's education, health or safety may be appealed under the Appeals Policy and Procedure bylaw of the Board.

APPROVED: October 29, 2014

REVIEWED: January 2021

**SD 42 POLICY: 6425****SCHOOL SIZE****Philosophy**

The Board of Education believes a policy on school size is necessary to provide a framework to ensure all students have access to quality learning environments and equitable access to programs of choice.

Guiding Principles

The Board believes that several variables need to be considered in when determining the size of a new school, an addition to an existing school or the restructuring of an existing school.

These variables include, but are not exclusive to:

- vulnerability rates
- enrolment current and projected
- funding (local/provincial)
- size of school district
- size of school site
- geography of school district
- organization of schools by grades/programs
- human and material resources
- needs of school, community, school district
- building utilization – district wide
- educational programming
- potential impact of size of school on school culture such as:
 - the school is so big that it's crowdedness impacts culture
 - the school is so small that you cannot form teams and clubs impacting culture
 - the school is so big that control has become an issue
 - the school is so small that students cannot get a diversified group of friends
 - the school is so big that you can never bring your entire school together
 - the building is so large and the student population so small that a "ghost town" effect is impacting culture

Current research on School Size should be used in conjunction with variables and local considerations, but the actual school size discussion must ultimately include the culture and physical plant of each school.

APPROVED: October 29, 2014

REVIEWED: January 2021



ITEM 9

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **TRUSTEE REPRESENTATIVE: CITY OF PITT
MEADOWS COMMUNITY SUPPORT SELECT
COMMITTEE**

Date: January 27, 2021
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

The City of Pitt Meadows has extended an invitation for a school district representative to act as a Community Liaison on the City of Pitt Meadows Community Support Select Committee. (Attachment A)

The Board Chairperson appointed Trustee Sullivan as the Board's representative on the City of Pitt Meadows Community Support Select Committee.

RECOMMENDATION:

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

Attachment

January 11, 2021

Maple Ridge Pitt Meadows School District No. 42
22225 Brown Avenue,
Maple Ridge, B.C. V2X 8n6
Sent via email: sylvia_russell@sd42.ca

File 01-0360-20/21

Dear Sylvia Russell,

RE: Community Liaison to the City of Pitt Meadows Community Support Select Committee

On September 22, 2020, Pitt Meadows Council established the Community Support Select Committee to provide a platform to strengthen relationships and share information between City Council and community organizations that provide support to Pitt Meadows citizens. This Committee replaces the Community Check-In Task Force that was established during the early days of the COVID-19 crisis and which was recently retired.

This new Committee will run as a pilot project for one year to assess its value and effectiveness. The mandate of the Committee is to build relationships and enhance dialogue and information sharing between Council and community organizations that provide social services to Pitt Meadows residents.

The Committee is looking for representatives from key community outreach agencies that support Pitt Meadows residents. We are hoping that the Maple Ridge Pitt Meadows School District No. 42 would be willing to put forward the name of someone who would serve as a non-voting Community Liaison to the Committee and attend meetings from time to time.

The Committee is currently set to meet three times a year with the first meeting set for *January 27, 2021 at 11:00 a.m.* We do not anticipate the Community Liaisons would need to attend each meeting, but only when agenda items of relevance arise.

Thank you for considering supporting this important City initiative and we look forward to hearing from you.

With Gratitude,

Councillor Gwen O'Connell

cc: K. Barchard, Corporate Officer
Councillor Anena Simpson



ITEM 10

To: **Board of Education**

From: Superintendent
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: January 27, 2021
(Public Board Meeting)

Information

RECOMMENDATION:

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

**ITEM 11**

To: **Board of Education**

From: Board Policy Development Committee

Re: **POLICY REVIEW UPDATE**

Date: January 27, 2021
(Public Board Meeting)

Information**BACKGROUND/RATIONALE:**

The Board Policy Development Committee has developed a work plan for 2018 to 2022 with a goal of reviewing all existing board policies over the next four years.

On January 18, 2021 the Board Policy Development Committee met, reviewed and is presenting the following draft policies to the Board for information:

- Policy 4202: Contingency Reserve (Attachment A)
- Policy 5310: Disposal of Surplus Assets (Attachment B)
- Policy 6530: Environmental Sustainability (Attachment C)

Input from education partners and the public is now invited. After receiving input, the Committee will have another opportunity to review the policies before they are again presented to the Board for approval on March 10, 2021.

RECOMMENDATION:

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

- **Policy 4202: Contingency Reserve**
- **Policy 5310: Disposal of Surplus Assets**
- **Policy 6530: Environmental Sustainability**

Attachments

**SD 42 POLICY: 4204****CONTINGENCY RESERVE****Philosophy**

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

Authority

The Board authorizes the Superintendent and the Secretary Treasurer to develop and implement all procedures required for the establishment and management of the Board's contingency reserve.

Guiding Principles

The Board shall maintain a contingency reserve of at least 1% of operating expenditures and not exceeding 3% of operating expenditures.

The Board may approve the use of the contingency reserve under the following circumstances:

- The elimination of any deficit arising at the end of a fiscal year of operations;
- The funding of new cost pressures in a fiscal year that were not known at the time of budget development;
- Extraordinary unknown utilities cost pressures;
- The payment of severances (wages and benefits) upon termination of employment;
- The settlement of any legal action that is not covered by insurance;
- Initial one-time cost outlays for new education programs;
- Coverage for disaster recovery expenditures;
- ~~Extraordinary unknown utilities cost pressures;~~
- Extraordinary expenses incurred to ensure business continuity;
- Replacement of equipment essential to the continuation of ~~educational programming in schools or safe operations of school~~ district facilities;
- Coverage for unexpected additional major capital project costs not funded by the province;
- To assist in balancing future years budgets.

In recognizing that the use of the contingency reserve represents a one-time source of funding, the Board will incorporate into its future budget planning processes, strategies to re establish the contingency reserve. Such strategies may be implemented over a period of two years.

APPROVED: March 9, 2016

REVIEWED: January 2021

SD 42 POLICY: 4204

CONTINGENCY RESERVE

Philosophy

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

Authority

The Board authorizes the Superintendent and the Secretary Treasurer to develop and implement all procedures required for the establishment and management of the Board's contingency reserve.

Guiding Principles

The Board shall maintain a contingency reserve of at least 1% of operating expenditures and not exceeding 3% of operating expenditures.

The Board may approve the use of the contingency reserve under the following circumstances:

- The elimination of any deficit arising at the end of a fiscal year of operations;
- The funding of new cost pressures in a fiscal year that were not known at the time of budget development;
- Extraordinary unknown utilities cost pressures;
- The payment of severances (wages and benefits) upon termination of employment;
- The settlement of any legal action that is not covered by insurance;
- Initial one-time cost outlays for new education programs;
- Coverage for disaster recovery expenditures;
- Extraordinary expenses incurred to ensure business continuity;
- Replacement of equipment essential to the continuation of safe operations of school district facilities;
- Coverage for unexpected additional major capital project costs not funded by the province;
- To assist in balancing future years budgets.

In recognizing that the use of the contingency reserve represents a one-time source of funding, the Board will incorporate into its future budget planning processes, strategies to re establish the contingency reserve. Such strategies may be implemented over a period of two years.

APPROVED: March 9, 2016

REVIEWED: January 2021

**SD 42 POLICY: 5310****DISPOSAL OF ~~EQUIPMENT~~ SURPLUS ASSETS****Philosophy**

The Board of Education believes that assets that are surplus to the needs of the School District are to be disposed of at fair market value.

Authority

The Board authorizes the Secretary Treasurer to develop and implement all procedures required for the disposal of surplus assets, and to determine the appropriate method for disposal of such assets.

Guiding Principles

It is the general intent of the Board to dispose of ~~furniture and equipment~~ surplus assets in a manner that is in the best interest of the ~~District~~.

~~The Secretary Treasurer is authorized to make arrangements for disposal~~ school district.

~~Arrangements for disposal of equipment and furniture which is judged~~ Assets that are surplus to the needs of the School District are to be beyond further use and disposed of at fair market value will be undertaken by under the direction of the Secretary Treasurer using the following sequence of priorities: who will determine the appropriate method for disposal of such assets.

1.00—When planning for the disposal of surplus assets the Secretary Treasurer shall consider:

- In cases of replacement, ~~items shall first~~ surplus assets may be offered for trade-in purposes with proceeds used to reduce the cost of the replacement items.

1.01—If the trade-in value is not in the District's best interest and the item can be utilized by a school for school purposes, the item shall be transferred for official District use.

1.02—If the item appears to be of no further use to the District, arrangements for a suitable sale through a bid process shall be made. Board employees are permitted to participate in the bidding process. Trustees must meet the requirements of the School Act.

- 1.03—The disposal of a medium with information capacity must be done in a manner to protect the privacy and security of the stored information.

If sale of the item has proven unsuccessful, the item may be donated ~~to local non-profit organizations with emphasis on historical societies.~~

- 1.04—If all attempts of dispositions have failed, the item shall be offered for recycling, recycled or shall be discarded.

The Secretary Treasurer shall maintain accurate records in respect to ~~all~~[surplus asset](#) dispositions.

Definitions

Assets – items with an initial cost over \$1,000 in the following categories: computer hardware, servers, photocopiers, related peripherals, vehicles, office furniture and equipment, classroom furniture and equipment, shop equipment

Medium with information capacity – Material on which data are or may be recorded such as paper, punched cards, magnetic tape, hard drives, thumb drives, hand-held devices, magnetic disks, optical disks, etc.

APPROVED: February 13, 2013

REVIEWED: January 2021



SD 42 POLICY: 5310

DISPOSAL OF SURPLUS ASSETS

Philosophy

The Board of Education believes that assets that are surplus to the needs of the School District are to be disposed of at fair market value.

Authority

The Board authorizes the Secretary Treasurer to develop and implement all procedures required for the disposal of surplus assets, and to determine the appropriate method for disposal of such assets.

Guiding Principles

It is the general intent of the Board to dispose of surplus assets in a manner that is in the best interest of the school district.

Assets that are surplus to the needs of the School District are to be disposed of at fair market value under the direction of the Secretary Treasurer who will determine the appropriate method for disposal of such assets.

When planning for the disposal of surplus assets the Secretary Treasurer shall consider:

- In cases of replacement, surplus assets may be offered for trade-in purposes with proceeds used to reduce the cost of the replacement items.
- The disposal of a medium with information capacity must be done in a manner to protect the privacy and security of the stored information.
- If sale of the item has proven unsuccessful, the item may be donated, recycled or discarded.

The Secretary Treasurer shall maintain accurate records in respect to surplus asset dispositions.

Definitions

Assets – items with an initial cost over \$1,000 in the following categories: computer hardware, servers, photocopiers, related peripherals, vehicles, office furniture and equipment, classroom furniture and equipment, shop equipment

Medium with information capacity – Material on which data are or may be recorded such as paper, punched cards, magnetic tape, hard drives, thumb drives, hand-held devices, magnetic disks, optical disks, etc.

APPROVED: February 13, 2013

REVIEWED: January 2021

**SD 42 POLICY: 6530****ENVIRONMENTAL SUSTAINABILITY****PHILOSOPHY:**

The Board of Education defines Environmental Sustainability as those business and individual practices that minimize energy, ~~waste and~~ water consumption, and maximize waste diversion resulting in utility cost savings and a smaller carbon footprint for the school district. These savings will be realized through initiatives aimed at creating a culture of conservation, guided by the three R's of sustainability: Reduce, Reuse, and Recycle.

The Board of Education recognizes the importance of environmental sustainability in meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.

The Board acknowledges that environmental sustainability is a joint responsibility of Trustees, administrators, teachers, students and support personnel and its success is based on cooperation at all levels.

The Board supports opportunities for the school district to reduce operational and life-cycle costs, lessen the impact on our domestic energy infrastructure, increase waste diversion, and provide environmental stewardship through lower carbon emissions and enhanced educational opportunities to advance student achievement.

The Board is committed to environmental sustainability and ensures that every effort is made to conserve energy and natural resources while exercising sound financial management.

AUTHORITY:

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

GUIDING PRINCIPLES:

The Board is committed to:

- A strategic approach to energy resource management, including assessing baseline performance, setting goals and targets, creating an energy management environmental sustainability plan, and tracking performance ~~and communicating results.~~
- Monitoring the implementation of the environmental sustainability plan.
- The review and continuous improvement of the school district's energy management districts environmental sustainability plan within the limited financial resources available.

- The development, support, and delivery of educational programs, activities, and initiatives that enable students to develop the skills, knowledge, confidence and attitudes that will help sustain the environment, foster a sustainability mindset.
- The encouragement of students and staff to be aware of the Environmental Sustainability policy and associated procedures, actions and results.
- Communicating environmental sustainability initiatives, and consulting, where appropriate, with partner groups on the implementation of new initiatives.
- The encouragement of students and staff to be cognizant of their energy use, waste generation, and material consumption.
- The integration of environmentally sustainable and ethical considerations into the operations and business decisions of the school district.
- The selection of equipment and systems in consideration of energy issues alignment with environmental sustainability goals, product incentives and rebates from utility providers.
- Making vendors aware of the district's environmental sustainability policy and procedures goals and encourage requiring them to follow them provide evidence of their alignment with these goals, where deemed appropriate.

APPROVED: April 8, 2015

REVIEWED: January 2021



SD 42 POLICY: 6530

ENVIRONMENTAL SUSTAINABILITY

PHILOSOPHY:

The Board of Education defines Environmental Sustainability as those business and individual practices that minimize energy, water consumption and maximize waste diversion resulting in utility cost savings and a smaller carbon footprint for the school district. These savings will be realized through initiatives aimed at creating a culture of conservation, guided by the three R's of sustainability: Reduce, Reuse, and Recycle.

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AUTHORITY:

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

GUIDING PRINCIPLES:

The Board is committed to:

- A strategic approach to resource management, including assessing baseline performance, setting goals and targets, creating an environmental sustainability plan, and tracking performance.
- Monitoring the implementation of the environmental sustainability plan.
- The review and continuous improvement of the school districts environmental sustainability plan within the limited financial resources available.
- The development, support, and delivery of programs, activities, and initiatives that enable students to develop the skills, knowledge, confidence and attitudes that will help foster a sustainability mindset.

- The encouragement of students and staff to be aware of the Environmental Sustainability policy and associated procedures, actions and results.
- Communicating environmental sustainability initiatives, and consulting, where appropriate, with partner groups on the implementation of new initiatives.
- The encouragement of students and staff to be cognizant of their energy use, waste generation, and material consumption.
- The integration of environmentally sustainable and ethical considerations into the operations and business decisions of the school district.
- The selection of equipment and systems in alignment with environmental sustainability goals, product incentives and rebates from utility providers.
- Making vendors aware of the district's environmental sustainability goals and requiring them to provide evidence of their alignment with these goals, where deemed appropriate.

APPROVED: April 8, 2015

REVIEWED: January 2021

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **DRAFT MOTION TO THE BC SCHOOL TRUSTEES ASSOCIATION: ENHANCING STUDENT LEARNING REPORTING ORDER AND FRAMEWORK FOR ENHANCED LEARNING POLICY REVIEW PROCESS**

Date: January 27, 2021
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Ministry of Education and Boards of Education are co-governors of the K-12 public education system in BC. <https://bcsta.org/wp-content/uploads/2018/12/2018-MOE-BCSTA-MOU-WEB.jpg>. As per the MOU both parties are agreed to their shared commitment to realizing the full value and potential of British Columbia's students, in supporting the educated Citizen.

The Enhancing Student Learning Reporting Order 302/20 was put in place in August 2020 and took effect on September 1, 2020. The ministerial order requires boards of education to publicly release a 10-page report based on the requirements/measures set out in the Ministerial Order and Policy. <https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m302-20.pdf>

The Policy outlines requirements for both the ministry of education and boards of education. <https://bccpac.bc.ca/images/Documents/Resources/MoE-Approved-FESL-Policy-July-2020.pdf>

Any successful implementation of policy or plan should incorporate a process for review, assessment, reflection, and amendment. Both parties should have an opportunity to reflect on the goals of the framework and review to see if the mandated report and required information meets that goal.

RECOMMENDATION:

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

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

To: **Board of Education**

From: Trustee
Kim Dumore

Re: **DRAFT MOTION TO THE BC SCHOOL
TRUSTEES ASSOCIATION: FOOD
SECURITY**

Date: January 27, 2021
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

Proper nutrition is essential for mental wellness and improvement in cognitive skill. Providing students with healthy meals at school supports student learning, mental wellness and cognitive development.

The following references support the draft motion:

- Data from 2011-2012 indicate that “about one in six BC children under the age of 18 lived in households experiencing some level of food insecurity”. (BC Provincial Health Services Authority, Priority Health Equity Indicators for British Columbia: *Household Food Insecurity Indicator Report*, August 2016).
- 12.4 % of households in BC were considered food insecure in 2017/18 according to Stats Canada community health survey.
- First Call’s BC Poverty Report Card reported that in 2017, one in five children were living in poverty, which is an increase from the prior year.
- Mandate letter to the Minister of Education: [Minister of Education mandate letter](https://news.gov.bc.ca/files/EDUC-Whiteside-mandate.pdf)
<https://news.gov.bc.ca/files/EDUC-Whiteside-mandate.pdf>

RECOMMENDATION:

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

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

To: **Board of Education**

From: Trustee
Pascale Shaw

Re: **DRAFT MOTION TO THE BC SCHOOL
TRUSTEES ASSOCIATION: FUNDING
FOR STUDENT TRANSPORTATION**

Date: January 27, 2021
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

Prior to the 2002/2003 school year, the Ministry of Education provided funding for the transportation system based on the actual operating costs of transportation taking into accounts factors such as:

- Ministry defined walk limits and the number of busing kilometers required to satisfy those walk limits
- the cost of transportation assistance based on the walk limits
- the cost of other contracted transportation
- the number of special needs students
- an allowance for every secondary student for extra-curricular activities

The requirement to provide transportation was removed from the school act over a decade ago, and no targeted transportation funding is provided to school districts. Over the years school districts were asked to reduce administrative spending, which includes transportation, and made difficult decisions to cancel, reduce, or add fees to school bus transportation in order to achieve these targets.

The school act section 2(1) states that all children have a right to enroll in an educational program however lack of transportation (school or public) options in remote and rural areas is a significant barrier for in person attendance.

Defining a minimal provincial standard for student transportation and funding the actual costs incurred by districts would ensure equitable access to transportation services for students and families across the province.

RECOMMENDATION:

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

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

To: **Board of Education**

From: Trustee
Kim Dumore

Re: **SOCIAL POLICY ADVISORY**

Date: January 27, 2021
(Public Board Meeting)

Information

Date of meeting: January 6, 2021

Items discussed:

Meeting Schedule 2021:

March 3, May 5, July 7, September 1, November 3. All meetings start at 6:00pm

SPAC Overview for New Membership:

Question Period provides the public with the opportunity to ask questions or make comments on subjects that are of concern to them. Each person will be given two minutes to speak. Up to ten minutes in total is allotted for Question Period. Email Sabina Chand schand@mapleridge.ca if you would like to add a question to the SPAC Agenda.

Chair and Vice Chair Elections:

Chairperson: Blaire Mikoda

Vice Chairperson: Ryan Svendsen

SPAC Work Plan:

Committee formed for 2020/2021. Planning team to recommence. Tarel Swansky joined the committee.

Youth Planning Table Update:

uPlan - Successfully completed the "Light-up Ridge Meadows" self-guided holiday tour project. The project was funded by a Neighborhood Small Grant and the Kiwanis Club of Goldens Ears. Over 17,000 people viewed the uPlan map on social media.

CAT Table Update:

CAT continues to provide community meals and harm reduction support to the community out of the ministry office and the STORM van Tuesday - Friday. The Cat team is serving meals to over 175 people per week in the community.

Date of next meeting: March 3, 2021 at 6:00 pm via zoom

**ITEM 16**

To: **Board of Education**

From: Trustee
Kim Dumore

Re: **YOUTH PLANNING TABLE**

Date: January 27, 2021
(Public Board Meeting)

Information

Date of meeting: January 21, 2021

Items discussed:

2020-2021 Highlights: Goals & Actions

Youth Planning Table:

A lead/facilitator for each goal area of the Implementation Plan was identified, and agencies that will support that goal were also identified. Each area had been asked to create a sub-committee to report on the work being done on their particular goal area.

Goal 1 – Inclusive Community Spaces & Activities

Lead: City of Maple Ridge Support: DPAC, The Act

Goal 2 – Community Engagement

Lead: uPlan Support: CN, Kiwanis, Community Services, City of Maple Ridge, Fraser Health

Goal 3 - Wellness & Mental Health

Lead: Foundry Support: SD42 (ICY, Safe & Caring Schools), Astra, Youth Unlimited, Restorative Justice & Fraser Health

Goal 4 – Transitioning to Adulthood

Lead: Work Safe BC Support: SD42, Youth Unlimited Community Living, Fraser Health, MCFD, Plea

uPlan:

Sub Committee is currently working on an article for the Maple Ridge News regarding youth and COVID-19. They will also be working on mental health projects for youth and the community and creating additional content for their social media pages.

Date of next meeting: March 18, 2021 via zoom

To: **Board of Education**

From: Trustee
Elaine Yamamoto

Re: **ENGLISH LANGUAGE LEARNERS
CONSORTIUM**

Date: January 27, 2021
(Public Board Meeting)

Information

Date of meeting: January 13, 2021 (Online)

Items discussed:

The ELL Consortium advocates for ELL learners in school districts across the province and principally in the Mainland. The Consortium advocacy focuses on five particular areas of need:

- Dedicated, ongoing support for ELL students, particularly at the secondary level;
- Adequate time to complete annual language assessments and paperwork to comply with the 1701 deadline;
- Federal IRCC funding for currently ineligible students;
- Addition of ELL students to the vulnerable students list;
- Extension of the 5-year cap on language learning funding.

Members also shared trends, innovations and challenges to ELL education in each districts. SD42 staff are represented by ELL Coordinator - Helping Teacher and International Education Teacher, Diane Wadden.

Date of next meeting: March 10, 2021



ITEM 18

RECORD

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

November 18, 2020 Special Closed

Call to Order	Meeting called to order at 12:57 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as amended
Decision Item	Approved
Other Business -Decision Item	Approved
Adjournment	Meeting adjourned at 1:31 p.m.

November 18, 2020 Closed

Call to Order	Meeting called to order at 3:32 p.m.
Motion of Exclusion	Approved
Correspondence	Received
Approval of Agenda	Approved as amended
Approval of Minutes	Approved as circulated
Chairperson Decision Item	Approved
Superintendent Information Items	Received
Secretary Treasurer Information Item	Received
Board Committees	Received
Adjournment	Meeting adjourned at 4:29 p.m.