

Wednesday, October 16, 2019  
Time: 6:00 p.m.

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

"Honest communication is built on truth and integrity and upon respect of the one for the other." Benjamin E. Mays

## **A G E N D A**

### **A. OPENING PROCEDURES**

ITEM 1

1. Call to Order
2. Correspondence
  - T. Stone, MLA Kamloops – South Thompson
  - J. Watters, Chairperson, School District No. 61 (Greater Victoria)
  - G. Keller, Trustee, School District No. 68 (Nanaimo-Ladysmith)
  - T. Lachmuth, Trustee, School District No. 83 (Okanagan-Shuswap)
3. Approval of Agenda
4. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on items on the Agenda. Speaker's time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.*

### **B. APPROVAL OF MINUTES**

1. September 18, 2019 ITEM 2

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

1. Supporting All Learners – Annual Learning Report ITEM 3

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

1. Continuing Education – Prison Education ITEM 4

### **E. DEFERRED ITEMS**

### **F. DECISION ITEMS**

1. Chairperson
  - a) Joint Feasibility Study – Post Secondary Education ITEM 5
2. Superintendent of Schools
3. Secretary Treasurer
  - a) School District Statement of Financial Information (SOFI) ITEM 6
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) Operational Plans Update ITEM 7
2. Superintendent of Schools
  - a) Superintendent's Update ITEM 8
3. Secretary Treasurer
4. Board Committees & Advisory Committee Reports
  - a) Budget
  - b) Finance
  - c) Facilities Planning
  - d) Board Policy Development
  - i. Draft Policy 9605: Provision of Menstrual Products to Students ITEM 9
  - e) Education
  - f) Aboriginal Education

## **H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS**

1. Trustee Motion ITEM 10

## **I. TRUSTEE REPORTS**

1. BC School Trustees Association
2. BC Public School Employers Association
3. Student Voice
4. District Parent Advisory Council
5. Municipal Advisory & Accessibility
6. Maple Ridge-Pitt Meadows Arts Council
7. Ridge Meadows Education Foundation
8. Social Planning Advisory
9. City of Maple Ridge Active Transportation
10. Youth Planning Table
11. Culture Roundtable
12. Ridge Meadows Overdose Community Action Table (CAT)
13. English Language Learners Consortium
14. Other Board Liaison Representative Reports
15. Good News Items

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

## **K. OTHER BUSINESS**

1. Public Disclosure of Closed Meeting Business ITEM 11

## **L. ADJOURNMENT**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: October 16, 2019  
(Public Board Meeting)

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**Information/Decision**

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1. *CALL TO ORDER*
2. *CORRESPONDENCE (Information Item)*
  - T. Stone, MLA Kamloops – South Thompson
  - J. Watters, Chairperson, School District No. 61 (Greater Victoria)
  - G. Keller, Trustee, School District No. 68 (Nanaimo-Ladysmith)
  - T. Lachmuth, Trustee, School District No. 83 (Okanagan-Shuswap)

**RECOMMENDATION:**

**THAT the Board receive all correspondence for information.**

Attachments

3. *APPROVAL OF AGENDA (Decision Item)*

**RECOMMENDATION:**

**THAT the Agenda be approved as circulated.**

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

October 4, 2019

Board of Education  
School District No 042 (Maple Ridge-Pitt Meadows)  
22225 Brown Ave  
Maple Ridge BC V2X 8N6  
Delivered via email: Korleen\_Carreras@sd42.ca  
ATTN: Chairperson Carreras and the Board of Education

Dear Chairperson and the Board of Education:

I am writing to you today to ask for your support in demanding action from the B.C. Government to address surging youth vaping rates.

A new school year has begun and teen vaping is on the rise at an alarming rate. Earlier this summer, an article published by the British Medical Journal indicated that vaping among youth in Canada aged 16 to 19 is up 74 per cent since last year, and it's estimated that 30 per cent of B.C. teens in grades 10 to 12 are vaping on a regular basis.

Almost daily, we're hearing stories about people getting sick, and in some cases, even dying, as a result of vaping. There now appears to be an indisputable link between this practice and several dangerous and harmful acute health impacts, not to mention the potential long-term health implications that are not yet known.

Our kids are being drawn in and hooked to this unhealthy practice in increasing numbers as a direct result of the efforts vape companies have made to deliberately target youth with kid-friendly e-cigarette flavours like fruit medley, gummy bear, and mango. These companies – and the tobacco companies which own substantial interests in most of them – have also targeted our kids with savvy marketing and advertising. This is especially prevalent on social media, where sleek, modern, compact drug delivery devices are promoted in alluring packaging.

On April 11, 2019, I introduced a Private Member's Bill in the B.C. Legislature focused on taking action to combat rising levels of youth vaping here in our province. At the time, B.C.'s Minister of Health, Adrian Dix, and many other members of the government indicated that they shared my concerns about this public health issue and that they were committed to working with me to implement tough action to protect our kids from the harmful effects of vaping.

Unfortunately, nearly six months later, no action has yet been taken by the B.C. government, though Mr. Dix has suggested in recent media reports that government does intend to announce their intentions soon.

Numerous jurisdictions across North America have already said enough is enough and have taken action to curb youth vaping. Just last week, Washington State became the latest U.S. state to ban flavoured e-cigarettes via an emergency order of the governor, joining Michigan, New York, Massachusetts, and Rhode Island, which have also taken this step. Numerous other U.S. states and jurisdictions – not to mention the U.S. federal government – are moving in the same direction. I believe that the B.C. government should do the same.

While I understand the B.C. government has recently indicated its desire to await further action from Health Canada, it is impractical to assume any immediate follow-up from Ottawa until the current federal election is over, a federal government has been sworn in, and federal cabinet priorities have been established. All of the above will take many months, which would mean losing almost the entire school year. We simply cannot allow that to happen.

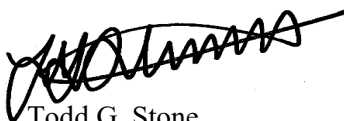
My Private Member's Bill would legislate the banning of flavoured vapour products, the implementation of tighter retail controls (restricting sales to vape shops, tobacco shops and pharmacies), and would ensure tougher penalties for non-compliance. I've also called for the B.C. government to provide the resources necessary to fund evidence-based awareness, prevention and support programs – delivered by youth for youth – in every middle and high school across B.C. There are existing programs – such as Preventure – which have been piloted in various schools to date and have demonstrated promising results as students in schools with this program were less likely to use illicit drugs, cannabis and tobacco. And finally, there needs to be tougher online retail controls implemented for the sale of vape products (including age-verification), a complete ban on all marketing and advertising of vape products (exactly as is the case today for all tobacco products), reduced nicotine concentrations and enhanced enforcement.

I thank you and all professionals in B.C.'s education system for the efforts being made on the ground in classrooms today to combat youth vaping, and I would be very interested to learn from you as to any successful strategies and best practices to combat youth vaping that you've implemented or are aware of. That said, more needs to be done which is why I ask you to join me in urging the B.C. government to take immediate action on this important issue to prevent an entire generation of our youth from becoming addicted to nicotine and suffering potential acute and long-term negative health effects due to vaping.

It would be appreciated if wrote a letter to Minister Adrian Dix urging him to take action on this issue. Please copy me on your letter and e-mail it to me at [t.stone@leg.bc.ca](mailto:t.stone@leg.bc.ca). As well, if you would like to discuss this matter further, I would be happy to take your call at 250-374-2880.

We need to work together to keep our kids safe and healthy. As one parent said to me recently in the context of no action having yet been taken in B.C. to combat youth vaping, "Our kids deserve better from us." I couldn't agree more.

Regards,



Todd G. Stone  
MLA Kamloops – South Thompson

cc. Superintendent of Schools Russell  
Dan Davis, MLA Official Opposition Education Critic

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**Kamloops – South Thompson  
Constituency Office**  
446 Victoria Street  
Kamloops, B.C. V2C 2A7  
T 250.374.2880 | F 250.377.3448

# Board of Education

School District No. 61 (Greater Victoria)  
556 Boleskine Road, Victoria, BC V8Z 1E8  
Phone (250) 475-4106 Fax (250) 475-4112

*Chair: Jordan Watters Vice-Chair: Ann Whiteaker  
Trustees: Nicole Duncan, Tom Ferris, Angie Hentze,  
Elaine Leonard, Diane McNally, Ryan Painter, Rob Paynter*

September 20, 2019

Dear Board Chair:

In the face of a week of global youth-led climate strikes, school boards have the opportunity to support our students and show leadership in addressing the climate crisis. In June, our Board passed the following motion:

*That the Board of Education of School District No. 61 (Greater Victoria) recognize that the breakdown of the stable climate and sea level under which human life has developed constitutes an emergency, and that in declaring a climate emergency the Board:*

- a) direct the Superintendent to develop a Climate Action Plan that establishes targets and strategies commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees;*
- b) direct the Superintendent to report back on specific actions and resources that could be included in future correspondence to the provincial or federal government; and*
- c) demonstrate leadership by directing the Board Chair to write letters to other school boards, local MLAs, and Provincial government encouraging them to declare climate emergencies and develop targets and strategies to combat climate change.*

Public education has an important role to play in supporting climate literacy in our communities. We need all citizens to have a basic understanding of the relationship between human life and Earth's climate system including the role climate plays in human and environmental health as well as social and economic stability.

Our students are leading the way in demanding action from all level of governments. I urge you to heed their call and find ways to take concrete steps to mitigate the climate crisis in your communities. Please also consider joining me in calling on the provincial and federal government to support us in taking these critical steps.

*The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.*

One *Learning* Community

By working together, we can help create a future worthy of our children.

In partnership,



Jordan Watters  
Chair, Board of Education

*The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.*

One *Learning* Community





Letter from the Board of Education  
September 27, 2019

## **RE: School Site Land Acquisition**

I write this letter on behalf of the Board of Education for School District No. 68 (Nanaimo-Ladysmith). I am very pleased to see that the BCSTA has released a draft School Site Land Acquisition Issues and Solutions Discussion Paper dated July 2019. I would like to share some thoughts and provide some suggestions for your consideration.

In addition to being a new School District Trustee, I have 16 years of experience working as Registered Professional Planner for Local Government. My work currently involves development approvals including rezoning and subdivision which are both linked to the possibility of collecting school site acquisition charges or school sites as community amenities. I strongly support the recommendations provided in the discussion paper in principle and wish to highlight a few areas for improvement with the intent of ensuring that you are aware of some of the implications, from my perspective, as well as to ensure that language is chosen that is meaningful in a local government setting.

The following comments are provided for your consideration:

### **Recommendation 1**

Not all Local Governments have or wish to establish Development Cost Charges (DCC) for municipal parkland acquisition. In addition I do not think there is a standard DCC rate that could be applied across the province as this involves many factors including individual growth rates, the value of the land, and community assist factors. Perhaps a different metric may be required such as the value of land requirements identified in the Long Range Facilities Plan or Official Community Plan. This might also be addressed by recommending legislative changes to the Local Government Act to require collection of a set percentage of the land value based on the identified school site needs at the time of subdivision or building permit. For your information, the established amount of land required for park land dedication or cash in lieu is 5% at the time of preliminary layout approval. There could be a similar requirement for school site acquisition outlined by legislation (an appropriate value or % would need to be established).

### **Recommendation 2**

Please be aware that many local governments have fairly large populations residing in unincorporated communities or rural residential areas that do not have municipal water or sewer services. In these cases the costs of on-site servicing may need to be considered.

### **Recommendation 4**

How might values be adjusted if there are no park land development cost charges.

### **Recommendation 5**

Without strict requirements to collect SSACs and without continued growth this may lead to a funding shortfall leaving districts unable to fund new acquisitions.

**Recommendation 7**

Great idea. To ensure its effectiveness, school districts should be required to work more closely with local governments to identify school site needs. The effectiveness of this approach is limited by the ability of school districts to dedicate staff resources to working closely with local governments to identify possible school sites. This is a process that takes a lot of time and would involve community feedback. Also keep in mind that Official Community Plan processes typically do not occur on a frequent basis and may not align well with school district work plans.

**Recommendation 8**

To build on this idea, developers should also be encouraged to dedicate land and/or build or contribute towards building facilities as voluntary community amenity contributions through the development approval process.

**Further Thoughts**

As a district with many aging and older school facilities, in addition to planning ahead to look at what is needed to accommodate an increasing student population and potential for additional school sites, we also must look at what will be required to maintain and upgrade and/or replace our existing facilities to ensure that we create healthy learning environments. I believe that the required legislation should be amended to allow for the collection of School Site Acquisition Charges for use in maintaining, upgrading, and replacing aging facilities as well as the acquisition of new sites. This could include adding additional capacity, seismic mitigation, energy efficiency upgrades, and would also help to work towards the government's commitment to tackle climate change.

I see huge opportunities to bridge the gap between school district and local government planning to ensure that collectively we are doing all that we can to provide the best learning outcomes for our students and the communities we serve.

Thank you for this very important work. If you have any questions, about my comments please feel free to contact me by email.

Sincerely,

Greg Keller  
School Trustee



**The Board of Education of  
School District No. 83 (North Okanagan-Shuswap)**

341 Shuswap Street SW, Box 129, Salmon Arm, BC, V1E 4N2  
Phone: (250) 832 2157 Fax: (250) 832 9428

**ATTACHMENT**

September 20, 2019

Ministry of Health  
Attn: Honourable Adrian Dix  
PO Box 9050 STN PROV GOVT  
Victoria, BC V8W 9E2

email: HLTH.Minister@gov.bc.ca

Re: Support for Bill M210, (VAPE) Act 2019

I'm writing on behalf of the Board of Education of School District No.83 (North Okanagan-Shuswap) to join the BCSTA in offering support for Bill M210, introduced by MLA Todd Stone.

At a Regular Meeting held May 21, 2019, the Board passed the following motion by majority vote:

*"That the Board of Education of School District No. 83 (North Okanagan-Shuswap) write a letter to the provincial government in support of Motion L29 carried at the BCSTA 2019 AGM:*

*'That BCSTA urge the provincial and federal governments to support tougher regulations on the sale to minors of e-cigarettes and vapour products, for example as outlined in the proposed Vulnerable Adolescents Protection from e-cigarettes (VAPE) Act 2019, including the banning of the sale of products which are marketed specifically to young people.'*

The Board's Strategic Plan includes the goals of *Students First*, and a *Culture of Health and Wellness*. The Board is working towards the goal of well-being for our District staff and students through policy and education initiatives, including education targeted to students on the risks of smoking and using e-cigarettes. We know students in BC are engaged in vaping, and there are many misconceptions that vaping is safer than smoking cigarettes. Articles about the health risks associated with vaping are emerging, but slowly, and behind the trend.

Vaping is made much more appealing to young people through the marketing and sale of supplies geared towards youth, i.e.: flavours and discrete devices. As partners in the care of the students of BC, we call on the Government of British Columbia to pass tougher restrictions on the sale of e-cigarettes.

Thank you for your consideration of our support in this matter. We look forward to following the progress of Bill M210 in the fall.

Sincerely,

Tennile Lachmuth, Trustee  
Board of Education of School District No. 83 (North Okanagan-Shuswap)

cc: BCSTA  
Honourable Rob Fleming, Minister of Education  
Greg Kylo, MLA Shuswap  
Todd Stone, MLA Kamloops-South Thompson



**ITEM 2**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **APPROVAL OF MINUTES**

Date: October 16, 2019  
(Public Board Meeting)

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**Decision**

**RECOMMENDATION:**

**THAT the Minutes of the September 18, 2019 Public Board Meeting be approved as circulated.**

Attachment



**PUBLIC MINUTES OF THE  
BOARD OF EDUCATION MEETING  
Wednesday, September 18, 2019, (6:00 PM)  
DEO Board Room**

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**IN ATTENDANCE:**

**BOARD MEMBERS:**

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

**STAFF:**

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

**A. OPENING PROCEDURES**

1. Call to Order

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

The Chairperson welcomed and thanked everyone for attending.

The Chairperson acknowledged that this meeting is taking place on the traditional territory of Katzie First Nation and Kwantlen First Nation.

2. Correspondence

**Moved/Seconded**

- BC School Trustees Association
- K. Conroy, Minister of Children and Family Development
- K.Chen, Minister of State for Child Care
- Honourable David Eby, Attorney General
- L. Larsen, Chairperson, School District No. 36 (Surrey)
- Board of Education, School District No. 60 (Peace River North)
- S. McCrory, Chairperson, School District No. 82 (Coast Mountains)

THAT the Board receive the correspondence, for information.

**CARRIED**

3. Approval of Agenda

**Moved/Seconded**

THAT the Agenda be approved as circulated.

**CARRIED**

#### 4. Invitation for Public Input to matters on the Agenda

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

### **B. APPROVAL OF MINUTES**

#### **Moved/Seconded**

Trustee Sullivan requested that the June 19, 2019 minutes be amended to reflect the appointment of Trustee Dumore and Trustee Carreras as Board of Directors for the 2020 Summer Games.

THAT the Minutes of the June 19, 2019 Public Board Meeting be approved as amended.

**CARRIED**

### **C. PRESENTATIONS**

#### 1. District Mentoring Program

#### **Moved/Seconded**

Jovo Bikic, assistant superintendent and Jennifer MacDonald, district helping teacher presented on the Mentoring Program, which the school district has had in place for two decades. All secondary schools and 20 elementary schools in the district have mentors and/or mentees participating in the program.

THAT the Board receive the presentation on the District Mentoring Program by Jovo Bikic, Assistant Superintendent and Jennifer MacDonald, District Helping Teacher, for information.

**CARRIED**

### **D. DELEGATIONS**

#### 1. Maple Ridge-Pitt Meadows Katzie Community Network

#### **Moved/Seconded**

Sunny Schiller, Community Network coordinator and Brenna Ayliffe, Fraser Health community health specialist presented on the Maple Ridge-Pitt Meadows Katzie Community Network (CN), which has been in existence for approximately 20 years and consists of over 80 local providers. Network members work together collaboratively to create connections and relationships, exchange knowledge, identify best practices, and more broadly address various priority issues in the communities of Maple Ridge and Pitt Meadows.

THAT the Board receive the presentation by the Maple Ridge-Pitt Meadows Katzie Community Network, for information.

**CARRIED**

### **E. DEFERRED ITEMS**

### **F. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools

3. Secretary Treasurer
4. Board Committees

- a) Budget
- b) Finance

- i. Audited Financial Statements

### **Moved/Seconded**

The Secretary Treasurer presented the Financial Statements Discussion and Analysis Report and the Audited Financial Statements for the fiscal year ended June 30, 2019. In accordance with the School Act, Boards of Education must prepare financial statements with respect to the preceding fiscal year and forward a copy to the Ministry of Education by September 30, 2019, together with the auditor's report.

Accounting Policies, Financial Analysis, Operating Fund Analysis, Special Purpose Funds Analysis, Capital Fund Analysis and Risks and Uncertainties were explained.

THAT the Board approve the Audited Financial Statements of School District No. 42 (Maple Ridge-Pitt Meadows) June 30, 2019.

### **CARRIED**

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

### **G. INFORMATION ITEMS**

1. Chairperson
2. Superintendent of Schools

- a) Superintendent's Update

### **Moved/Seconded**

The Superintendent provided an update on school and district events.

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

### **CARRIED**

- b) Summer Learning Update

### **Moved/Seconded**

Jeff Curwen, Vice-Principal, Summer Learning, reported on the Summer Learning programs offered by the district. 559 K-6 students participated in the Elementary Summer Learning Program held at four different schools; 169 Grade 7 students participated in a secondary transition program at Thomas Haney Secondary, Connected Learning Community offered an online school and 524 students participated in the Secondary Summer Learning Program.

THAT the Board receive the Summer Learning Update, for information.

### **CARRIED**

3. Secretary Treasurer
4. Board Committees & Advisory Committee Reports
  - a) Budget
  - b) Finance
  - c) Facilities Planning
  - d) Board Policy Development

- i. Board Policy Development Committee Work Plan 2019-2020

**Moved/Seconded**

The Secretary Treasurer provided an overview of the Board Policy Committee Work Plan for 2019-2020 and noted that the committee may consider other policies as required by law or provincial policy.

THAT the Board receive the Board Policy Development Committee Work Plan 2019-2020, for information.

**CARRIED**

- e) Education
  - f) Aboriginal Education

**H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS**

**I. TRUSTEE REPORTS**

BC School Trustees Association

Trustee Murray reported that BCSTA has prepared an advocacy kit for trustees and an information sheet on 3 areas of interest that influence federal government policy and are encouraging boards to speak to the candidates in their riding on these areas. Trustee Dumore and Trustee Shaw will canvass local candidates.

The Chairperson reported that the deadline for motions to BCSTA's Provincial Council is September 20, 2019.

**Moved/Seconded**

THAT BCSTA request the Provincial Ministers of Finance, Health and Education delay the requirement for international students to register in the MSP program until the 2020/21 school year.

**CARRIED**

Student Voice

Trustee Dumore reported on a youth leadership workshop taking place in October.

Maple Ridge-Pitt Meadows Arts Council

Trustee Sullivan reported on the season opener, an upcoming fundraiser and further reported that all school programs have now been booked with an anticipated high student attendance.

City of Maple Ridge Active Transportation

Trustee Trudeau reported that walkability, parking around schools and active communities were discussed.

Youth Planning Table

Trustee Dumore reported that a revised YPT work plan will be presented to Maple Ridge Council in October.

Ridge Meadows Overdose Community Action Table (CAT)

Trustees reported on the STORM Coffee Van project at SD42 secondary schools.

Good News Items

Trustee Dumore highlighted the success of the Salvation Army backpack event; Trustee Trudeau spoke about representing the school district at BC Summer Games; Trustee Yamamoto noted that the 20th Children's Clothing Freecycle event was coming up and that donations would be accepted for this event; and Trustees Murray and Carreras both spoke about the Terry Fox run and also referenced the leading-edge mental health supports coming to Maple Ridge – Pitt Meadows School District.

The Board Chairperson congratulated the Secretary Treasurer and the finance team on receiving the Meritorious Budget Award from the International Association of School Business Officials for excellence in budget presentation (2019/20).

The Board Chairperson welcomed new CUPE president, Jason Franklin, and thanked outgoing CUPE president Leslie Franklin for her contributions to the school district.

**L. QUESTION PERIOD**

**M. OTHER BUSINESS**

A question was posed on staffing at Riverside Centre.

**N. ADJOURNMENT**

**Moved/Seconded**

THAT the Board adjourn the meeting.

**CARRIED**

The Public Board meeting adjourned at 8:05 p.m.

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Korleen Carreras , Chairperson

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Flavia Coughlan, Secretary Treasurer



**ITEM 3**

To: **Board of Education**

From: Superintendent  
Sylvia Russell

Re: **SUPPORTING ALL LEARNERS - ANNUAL  
LEARNING REPORT**

Date: October 16, 2019  
(Public Board Meeting)

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**Information**

**RECOMMENDATION:**

**THAT the Board receive the Supporting All Learners - Annual Learning Report, for information.**



# **SUPPORTING ALL LEARNERS 2018/19**

## **ANNUAL LEARNING REPORT**

Presented to the Board of Education  
October 16, 2019

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## SUPERINTENDENT'S NOTE

I am very pleased to present to you our *Supporting All Learners* annual learning report. As a school district, we rely upon the learning priorities of each school, as set out in school growth plans, to drive board-funded learning supports and structures. We now have several years of investment and focus on the four following areas identified in school growth plans: social and emotional learning, literacy, learning and assessment, and secondary innovation.

Our sustained focus on and work in these four key areas of learning have resulted in inclusionary teaching practices, new assessment tools and practices, workshops, professional development, the addition of helping teachers, new programs, and support from educational researchers. As you will see in your review of the report, the investment is beginning to reap significant and positive results for our students.

In this report, we provide concrete examples of the work we are doing and document the effects of that work on student learning. We are pleased to see general indicators of improved student success as an outcome of our work. Part of our approach has been to look at the progress of each student and address and mitigate any risk factors this student might encounter. We have helped provide more success for all our learners by working from the strengths of our students, providing interesting program options, undertaking refined assessment practices, providing skillful intervention, and focusing on the caring relationships between students and adults.

We are collecting literacy information for each student in the elementary grades and using this information to plan for next steps. This approach enables us to identify readers who are still striving to attain strong literacy skills and to provide caring and tailored supports to improve their learning. Our systems and structures to assess and then support learning improve every year.

Additionally, the work we have undertaken to develop the district framework for social and emotional learning (SEL) has resulted in some important new opportunities for our students. Because of this innovative work, our school district was one of five districts selected by government to receive funding to pilot a new approach to supporting student well-being and mental health. The work of the district SEL committee (which includes teachers, Aboriginal support workers, counsellors, education assistants, youth workers, school administrators and district administrators) was central to our ability to show readiness to pilot new ways to address student well-being and mental health, and I thank the committee members for their passion and commitment to improving student learning and well-being.

I hope you enjoy reading our annual learning report and welcome your feedback and comments.



Sylvia Russell  
Superintendent of Schools

# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

## VISION

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



## MISSION

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

## VALUES

### Responsibility to all learners

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

### Uniqueness of each individual

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

### Diverse learning opportunities

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

### Culture and community

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

### Personal and social responsibility

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

### High expectations for success

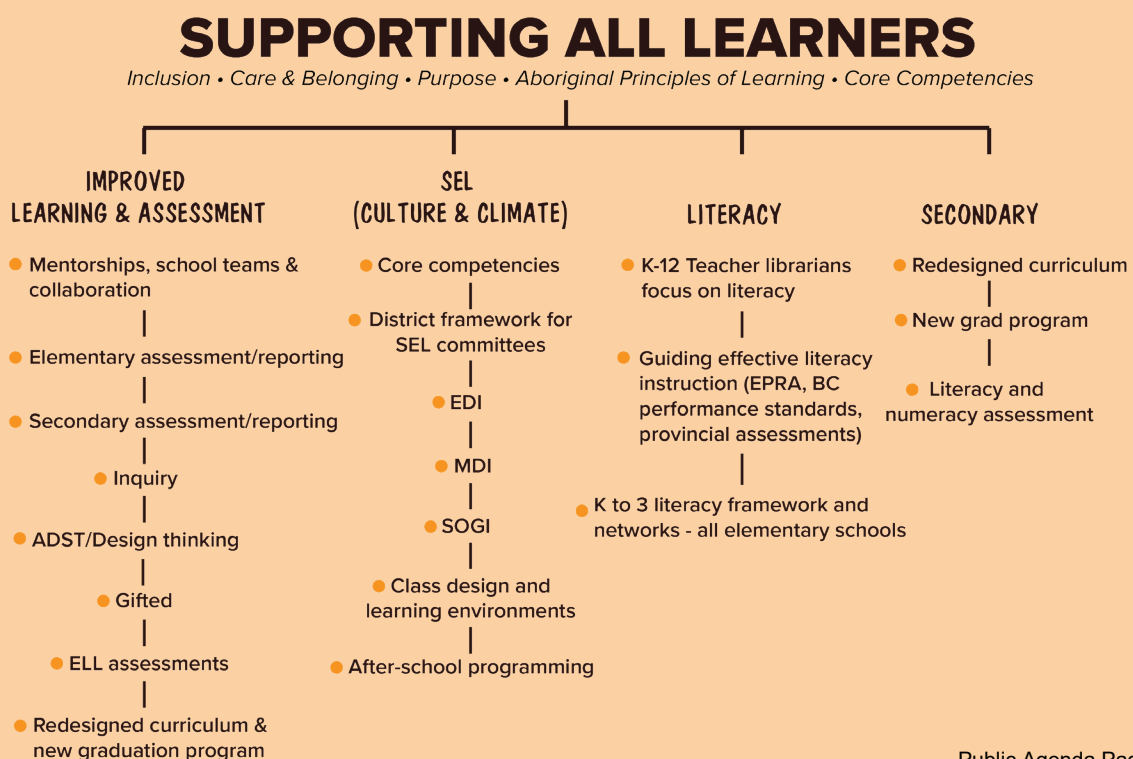
We value the ability of all learners to set high expectations for themselves and to describe personal success. We believe success is measured through credible evidence of learning and rigorous self-assessment. We are committed to supporting all learners in achieving personal success.

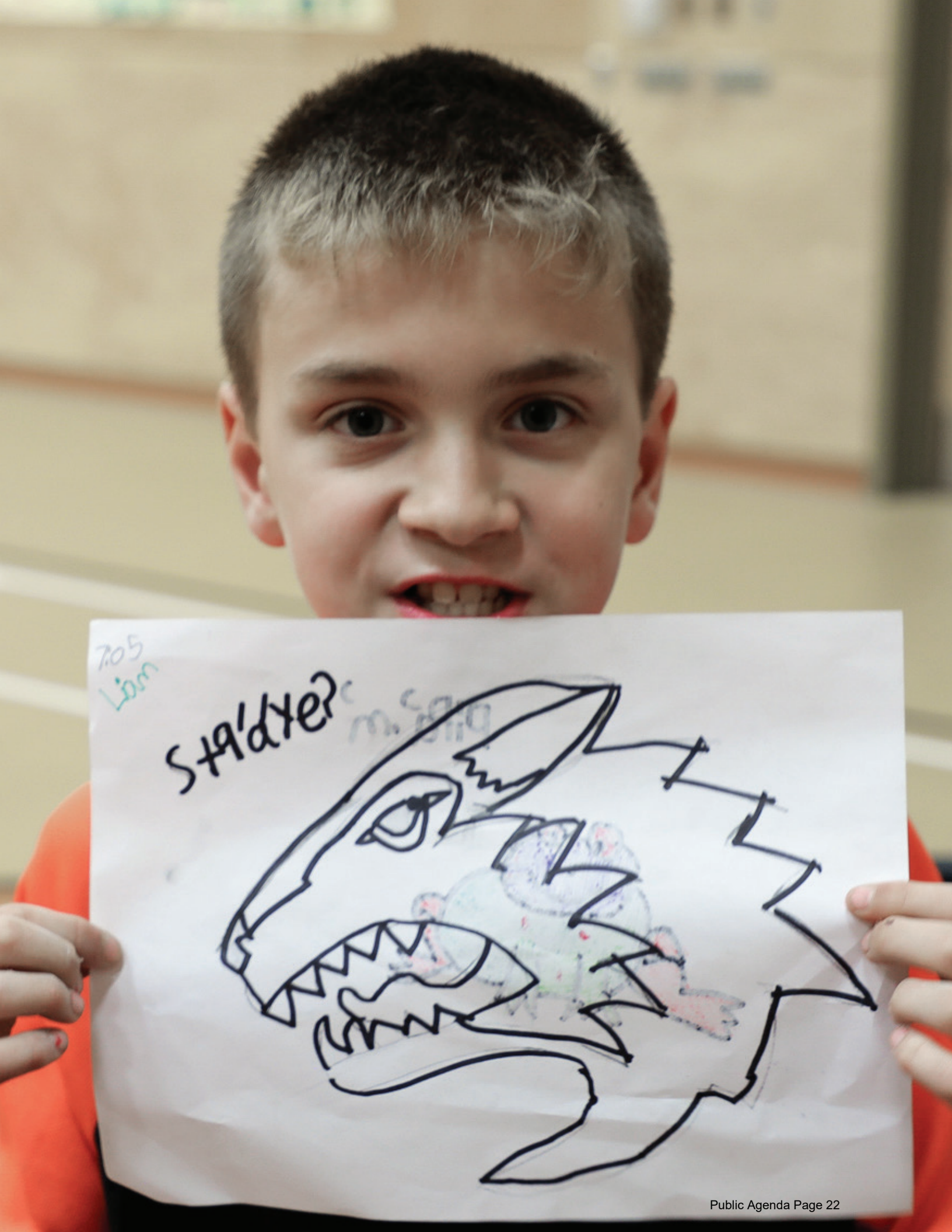
## INTRODUCTION

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

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

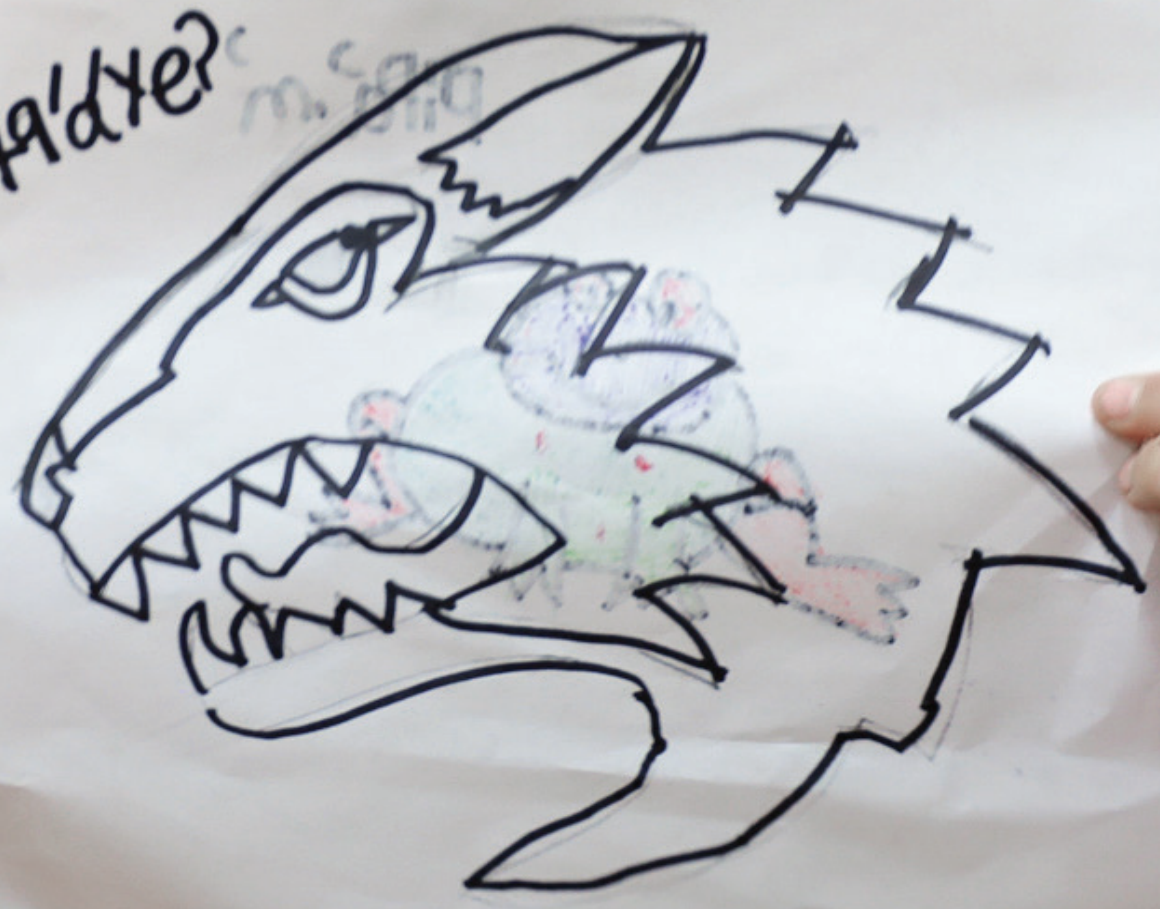
This document reflects a review of our strategic district priorities in support of all learners. These strategic priorities are guided by our vision, mission and values, and are also informed at the school level by the growth planning process. The graphic below illustrates both our priorities and the areas where we have intentionally dedicated significant resources and support.





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Stadler?



# Improved Learning and Assessment

The school district has achieved very high graduation rates and we are proud of this achievement. Historically, however, our provincial and school district data has shown that there are groups of students who have not found as much success at school as the overall student population. This includes students who self-identify as Aboriginal, students with learning disabilities, and students who have behavioural issues or who struggle with mental illness.

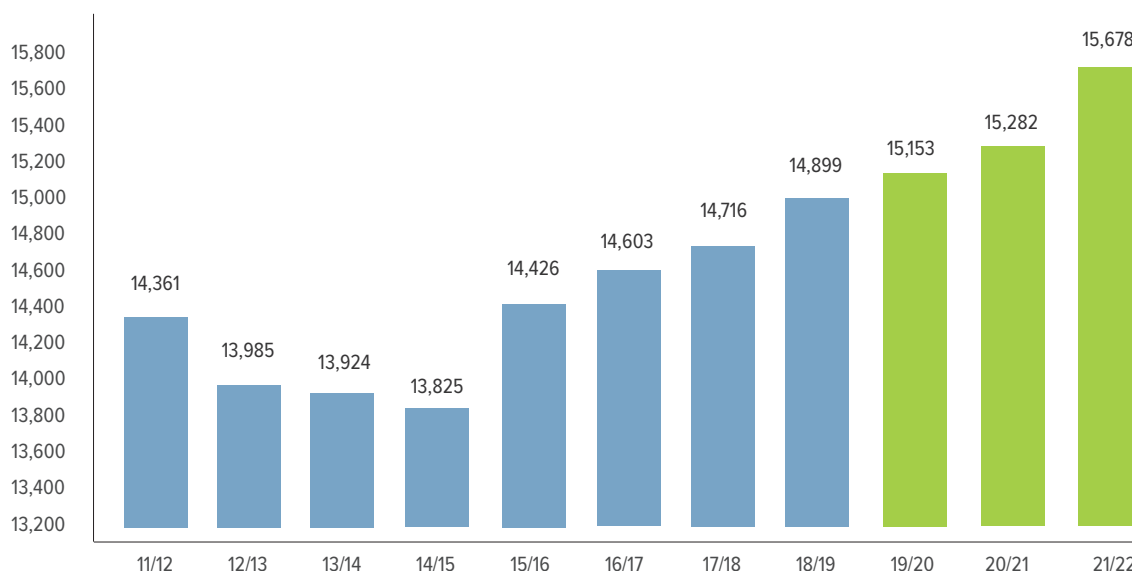
We believe that we must adapt our system to better match the needs of these learners and have been actively engaged in this work with our school principals and vice-principals, teachers and instructional support staff over the past four years. We have dedicated resources and engaged researchers to assist us in improving our ability to meet the needs of these groups of students with the goal to achieving the same high levels of success as we achieve across all students in the school district. We take care to review the results of these groups of learners so that we can intervene skillfully as needed, and we track the literacy achievement along with the social and emotional development of each of our students from their first year in kindergarten through to graduation. In this section of the Learning Report, we will highlight the graduation results of our students.

## DEMOGRAPHIC CONTEXT

Our school district has been experiencing enrolment growth since 2015/2016. The student enrolment in the school district is increasing by approximately 200 students per school year. The school district forecasts continued growth over the next five years. Demographic data for our student population in various subgroups also indicates a growth trend over time, including for students with Aboriginal ancestry, students receiving English Language Learner supports/services, and students with Level 1, 2 and 3 special needs. The diversity of the overall student population in our school district continues to increase.

## STUDENT ENROLMENT TRENDS AND FORECAST

The enrolment information presented below is based on actual full-year enrolment (regular, distributed learning, summer school, and adult learners) for 2011/12 through to 2018/19 and the forecasted enrolment for 2019/20 through to 2021/22.

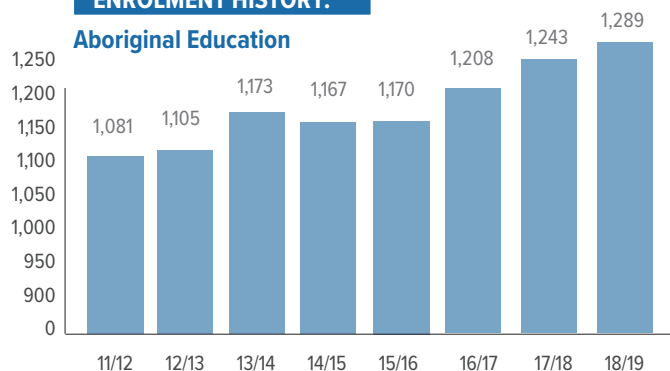


## NUMBER OF STUDENTS ACROSS ALL GRADES 2018/19

Student Group	K	1	2	3	4	5	6	7	8	9	10	11	12	Others	Total
All Students	1,126	1,143	1,065	1,131	1,110	1,143	1,091	1,130	1,014	1,118	1,185	1,190	1,387	68	14,899
Aboriginal Students	72	89	80	95	85	117	107	112	108	109	112	94	109	-	1,289
Students with Special Needs	56	57	73	72	83	76	82	70	74	82	86	80	100	-	991
English Language Learners	94	114	95	101	87	44	34	27	9	14	10	12	14	-	655

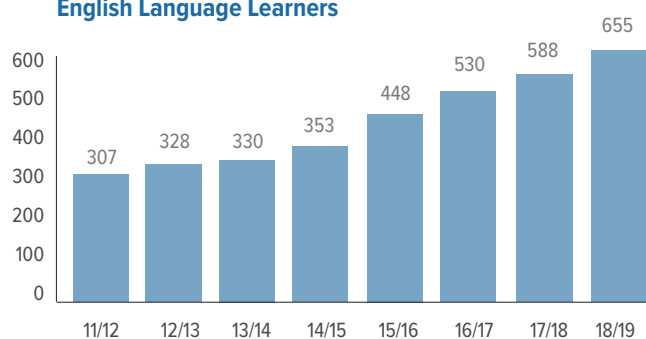
### ENROLMENT HISTORY:

#### Aboriginal Education



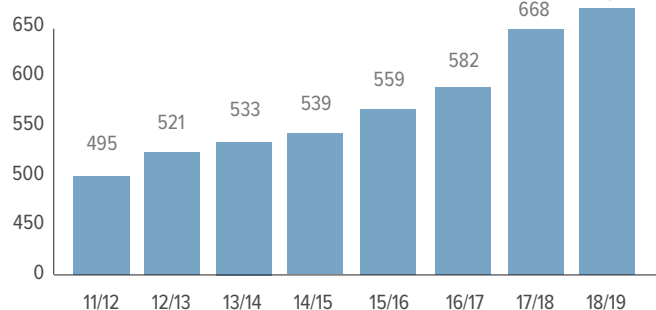
### ENROLMENT HISTORY:

#### English Language Learners



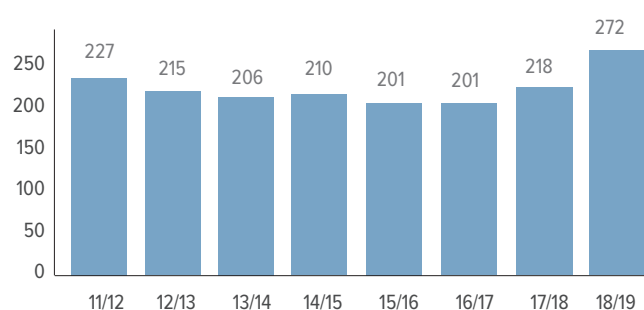
### ENROLMENT HISTORY:

#### Students with Special Needs (Level 1 & 2)



### ENROLMENT HISTORY:

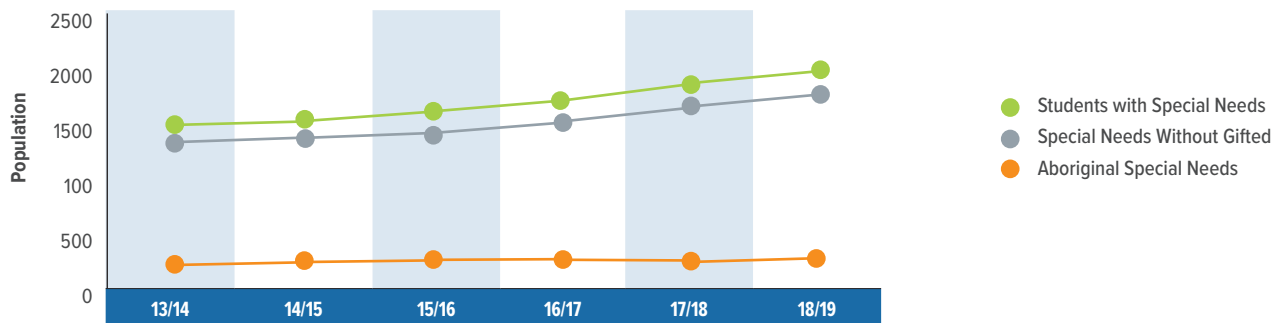
#### Students with Special Needs (Level 3)



Source: 2011/12– 2018/19 Funding Allocation System.

## SPECIAL NEEDS (ALL MINISTRY OF EDUCATION CATEGORIES)

### NUMBER OF STUDENTS WITH SPECIAL NEEDS IN THE MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT



COMPLETION RATES

\* Includes Certificate of Graduation (Dogwood) and Adult Graduation Diploma

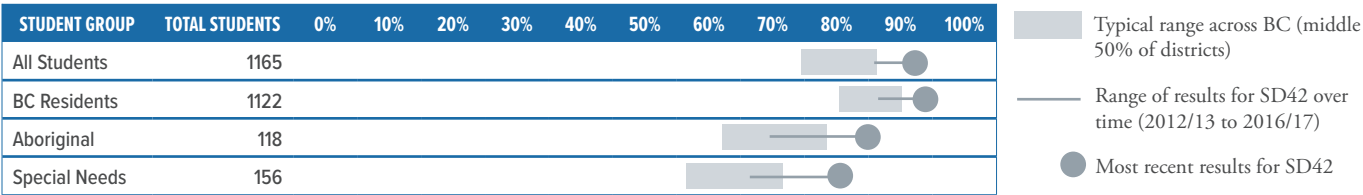
We are pleased that once again our six-year school completion rate data continues to improve with positive trends for All Students and particularly for Students with Aboriginal Ancestry and Students with Special Needs.

ALL STUDENTS

The six-year completion rate for All Students for the 2017/2018 school year was 91.4% - exceeding the provincial average and within the range of the highest performing school districts in the province with regard to school completion. In fact, the school district results now place us in the top three districts in the province with a graduating class in excess of 1000 students.

Considerable focus and effort has been dedicated to improving both the numbers of students completing high school and the quality of the programming that students have encountered during their high school experience. There continues to be about a 4% gap between the overall performance of female to male students, with the females completing high school more often. This gap, however, has also improved from five years ago, at which time the performance gap between females and males was approximately 8%.

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT COMPLETION RATES FOR 2017/18



ALL STUDENTS SIX-YEAR COMPLETION RATES BY GENDER

YEAR	FEMALE		MALE		ALL STUDENTS	
2012/13	689	93.9%	731	87.6%	1420	90.7%
2013/14	635	90.7%	713	82.5%	1348	86.3%
2014/15	661	88.3%	673	85.0%	1334	86.7%
2015/16	604	89.9%	661	84.0%	1265	86.8%
2016/17	570	91.1%	632	84.9%	1202	87.8%
2017/18	578	93.6%	587	89.3%	1165	91.4%

ENGLISH LANGUAGE LEARNERS

The completion rate for students receiving English Language Learner services/supports for 2017/18 is 90.0%. This rate is slightly higher than the previous school year, but needs to be taken with some caution because of the influence of students who come to the school district for the educational experience but do not intend to continue studying in the district to graduation.

ENGLISH LANGUAGE LEARNERS SIX-YEAR COMPLETION RATES

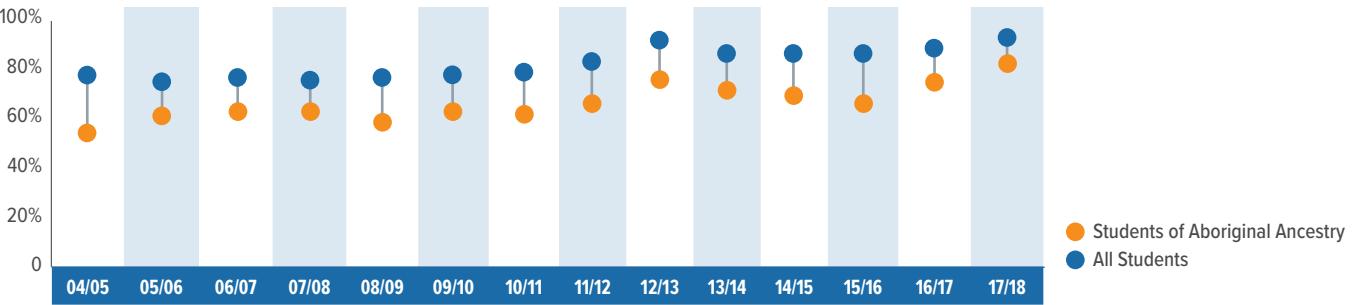
ENGLISH LANGUAGE LEARNERS		
2012/13	103	96.0%
2013/14	113	94.4%
2014/15	118	93.2%
2015/16	103	91.6%
2016/17	135	88.9%
2017/18	118	90.0%



STUDENTS WITH ABORIGINAL ANCESTRY

For 2017/18, the six-year completion rate for students with Aboriginal Ancestry has risen to 85.1%. Our school district now achieves the highest results in the province for a graduation cohort of students with Aboriginal ancestry exceeding 100 students. It is our goal to continue to improve this good result. Our ultimate goal is to achieve the same rate of graduation for all of our graduating students, and we are close to achieving this goal. We are proud that our female and male students of Aboriginal ancestry complete high school with almost no gap between the performance of female to male students.

COMPLETION RATE OVER TIME FOR STUDENTS WITH ABORIGINAL ANCESTRY AND ALL STUDENTS



ABORIGINAL STUDENTS SIX-YEAR COMPLETION RATES BY GENDER

YEAR	FEMALE	MALE	ALL
2012/13	N/A	N/A	113 74.2%
2013/14	80%	66%	123 73.3%
2014/15	76%	68%	106 72.0%
2015/16	77%	64%	121 69.9%
2016/17	91%	77%	128 83.5%
2017/18	86%	84%	118 85.1%

STUDENTS WITH ABORIGINAL ANCESTRY: A CLOSER LOOK

Provincial data indicates that students who enter an alternate program graduate at far lower levels than students who remain in the regular high school setting. Some students definitely require access to alternate education programs, but these programs need to be rigorous and need to focus on the goal of high school completion. Staff at our two alternate programs are aware of the negative outcomes for students who do not graduate – poorer health, more need for social programming, less earning power.

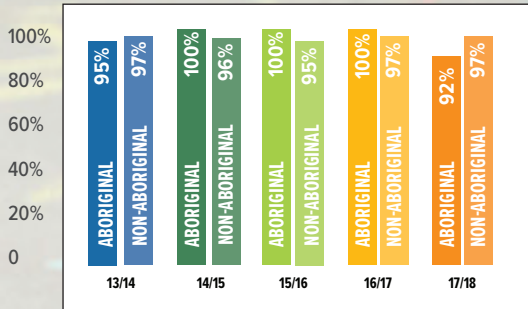
A review of alternate programs was undertaken during the 2018/19 school year and a number of important recommendations arising from the review are now in the implementation stage. One recommendation pertained to program entry, and, as a result, staff are taking greater care to select students who require a different approach to high school completion and are offering programming in the alternate setting which is tailored to the interests of the students. Students with Aboriginal ancestry are enrolling at lower rates into alternate programs.

The data also indicates that we are maintaining a high level of success in Communications 12 and English 12 with students with Aboriginal Ancestry. However, the final mark for Aboriginal students is lower than for overall students. Literacy instruction for students with aboriginal ancestry is addressed in this report as it continues to be an area of challenge for our staff and students.

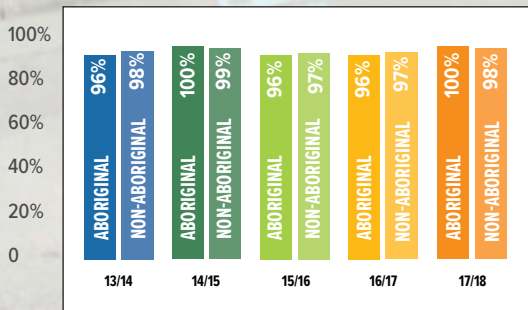




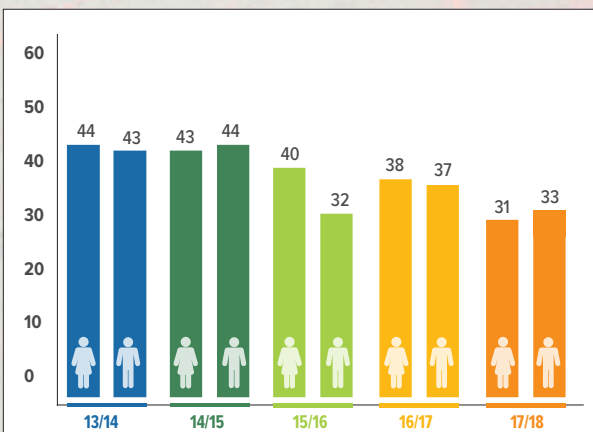
#### COMMUNICATIONS 12: C- (PASS) OR BETTER



#### ENGLISH 12: C- (PASS) OR BETTER



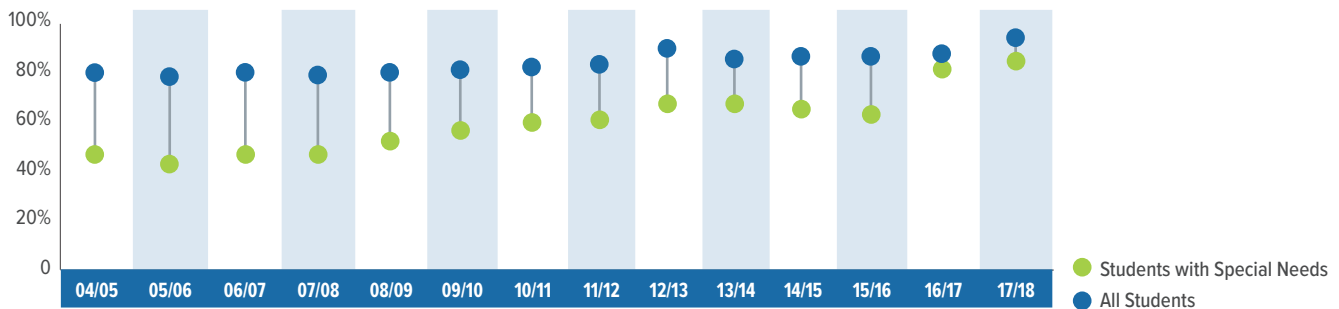
#### SD42 STUDENTS WITH ABORIGINAL ANCESTRY IN ALTERNATE PROGRAMS



## STUDENTS WITH SPECIAL NEEDS

The six year completion rate for Students with Special Needs for 2017/18 is 81.4%. This is the highest completion rate for students with special needs ever in our district. This school district focuses on the inclusion of all students. We celebrate the success of the students with special needs and will continue to work hard to improve the outcomes for these students. There were 156 students with special needs in the graduation cohort this past year. We are one of the two school districts in the province with over 100 students in the graduation cohort achieving this level of result.

COMPLETION RATE OVER TIME FOR STUDENTS WITH SPECIAL NEEDS AND ALL STUDENTS



## STUDENTS WITH SPECIAL NEEDS: A CLOSER LOOK

As a school district, we have focused this Learning Report on the groups of students who warrant greater attention and support to guide through to high school completion. For this report we are highlighting students with learning Disabilities (category Q) and students who have Intensive Behaviour Support/Serious Mental Illness (category H) and students who have Moderate Behaviour Support/Mental Illness (category R).

The school completion data for students with a behavior disability and/or mental illness has improved over the past school year in both categories – severe and moderate. The programming changes that we have adopted in the school district after completing a comprehensive in-district Alternate Review for students in these categories have made a difference along with some improvements in the involvement of outside agencies – particularly the Youth Wellness Centre. The school completion data for students with learning disabilities remains about the same over the past few years.

## STUDENTS WITH INTENSIVE BEHAVIOUR INTERVENTIONS/SERIOUS MENTAL ILLNESS (IBI/SMI) AND MODERATE BEHAVIOUR SUPPORT/MENTAL ILLNESS (MBS/MI)

Category	Intensive Behaviour Interventions / Serious Mental Illness				Moderate Behaviour Support / Mental Illness				Learning Disabilities				
	School Year	Cohort Size	Graduates	Comp Rate	Evergreens	Cohort Size	Graduates	Comp Rate	Evergreens	Cohort Size	Graduates	Comp Rate	Evergreens
2012/13 - 2017/18	2012/13	46	19	45%	0	53	34	70%	0	65	47	77%	1
	2013/14	53	24	49%	1	58	37	68%	1	57	46	86%	0
	2014/15	34	13	41%	3	44	26	62%	2	63	46	77%	4
	2015/16	36	17	50%	1	48	27	60%	0	87	65	79%	2
	2016/17	35	21	65%	3	48	34	63%	2	76	62	86%	0
	2017/18	38	28	79%	0	39	32	87%	0	69	54	82%	2

Six-Year Completion Rate - The proportion of students who graduate with a British Columbia Certificate of Graduation of British Columbia Adult Graduation Diploma within six years from the time they enrol in Grade 8, adjusted for migration in and out of British Columbia. The data is only available at district and province level. It is not the inverse of a dropout rate as students may graduate after the six-year period.

## SUPPORTING LEARNING FOR ALL STUDENTS

### ABORIGINAL EDUCATION

On May 23, 2015, we signed our fourth five year Aboriginal Education Enhancement Agreement in a celebration at a Katzie First Nation Longhouse. We are approaching the final year of this agreement. The agreement has held us in good stead with the following goals:

- Continue to develop a strong sense of community for Aboriginal students and families in their schools and within School District No. 42
- Support and improve the quality of school achievement for all students
- Transition Aboriginal students into their future learning, employment and life experiences beyond the completion of their secondary program.

The supports for aboriginal students and their families are improving within the school district. There are signs that the connection between aboriginal families and the school district staff are improving. Literacy initiatives, outdoor education programs, career programs, cultural programs, involvement of Elders and knowledge-keepers – are all helping to bring relevance and meaning to the education system for aboriginal learners – and we are seeing improved student success. We have much work to do in this area as we attempt to integrate the First Peoples' Principles of Learning - a significant and interesting feature of the redesigned curriculum - into our schools and classrooms.

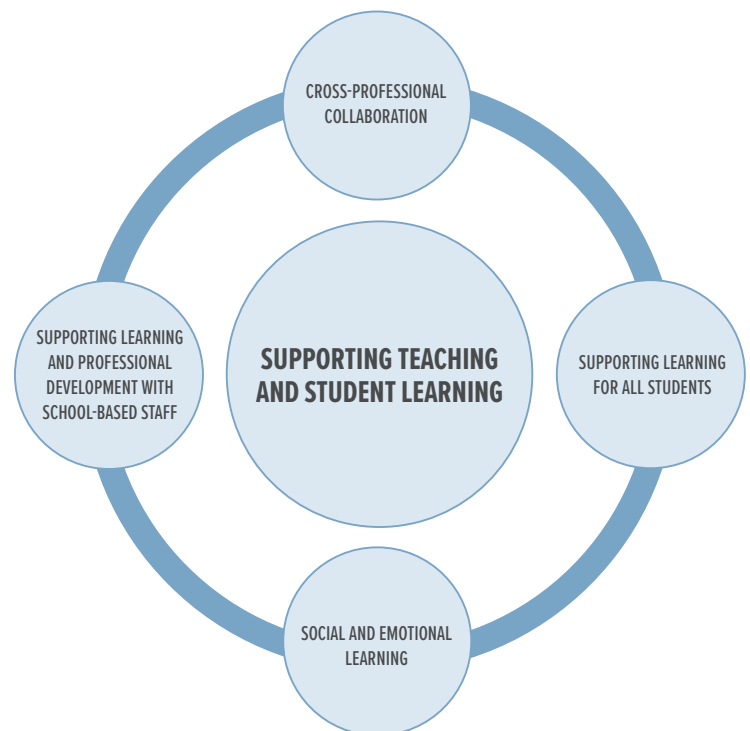
### LEARNING SERVICES

The Learning Services team has helped to support the inclusion of all learners. The challenge in this district is both in the volume and complexity of the work needed to meet the needs of our students. The numbers of students with special needs is increasing annually and the enrolment growth we have experienced included a large number of students with complex needs. The Learning Services team has had to stretch to provide the assessments needed for these students in a timely manner this past year as well as work side-by-side with staff to support students with complex needs. The work has involved a high degree of technical teaching skill and a breadth of knowledge about students with special needs.

The Learning Services team continues to identify the following focus areas as operational priorities/goals:

- To further support teaching and student learning through enhanced cross-professional collaboration across the Learning Services team and with school teams/staff
- To further support teaching and student learning for all students through universal, targeted and intensive approaches

- To further support teaching and student learning in the areas of social/emotional learning
- To further support teaching and student learning through facilitating and supporting learning and professional development with school-based staff (teachers, support teachers, administration, instructional support staff)





# Secondary Innovations

*Our Board of Education and school district leaders have been engaging students in dialogue. The Student Forum organized for a diverse group of grade 10, 11 and 12 students is helping to guide our work in the school district. Students provided clear advice about how we can work with them to make their educational experience more relevant, powerful and positive. In response, we have developed many innovative programs of choice, courses, and initiatives to address student interests, needs and passions. We believe that these changes, suggested by our students, account for some of the improvements we are seeing in school completion in the school district. This section of the Supporting All Learners report describes the many facets to secondary learning that are needed to serve our students.*

In the 2018/19 school year, the school district has focused on implementing the redesigned curriculum and new graduation program in a deep and meaningful way. The primary areas of focus have been the integration of the core and curricular competencies, First Peoples' Principles of Learning, embedding literacy and numeracy in all curricular areas, and assessment practices.

The redesigned curriculum is much more student focused with an emphasis on skill building. Learning initiatives in secondary schools for the 2018/19 school year are outlined in Appendix A.

Another area of focus this year has been the development of the Career Life Education Curriculum, the Career Life Connections Curriculum, and the Capstone Project. This year, two schools piloted the Career Life Education Curriculum and all schools met on a regular basis to review the program, make refinements, develop a learning continuum and ensure student input was included.

## REPORTING PILOT

Four of our high schools have been part of the Ministry of Education Reporting Pilot. Two key components of the pilot include reporting using the proficiency scale rather than letter grades, and using strength-based descriptive feedback to report where students are in relation to the learning standards. Professional development has centred on assessing learning standards.

A resource entitled Reporting Student Progress, was developed and shared with the ministry. The purpose of the resource was to provide SD42 teachers with a guideline for reporting and strength based descriptive language.



Letters were sent home to all parents whose children were part of this initiative and a parent meeting occurred on January 31, 2019. A parent survey was distributed on May 31. Findings from this survey will determine future parent meetings, professional development, and will help guide our input to the Ministry of Education on reporting to parents.

## LITERACY

Many of our secondary schools used the Board-approved co-teaching blocks to focus on literacy. This focus will be expanded in the 2019/20 school year to include all secondary schools and will be supported by Faye Brownlie, literary researcher and expert. This year Garibaldi, Pitt Meadows Secondary and Thomas Haney undertook a variety of literacy-related initiatives and also collaborated to raise literacy awareness by planning a week-long series of events that included activities for both students and teachers.

Along with the events, Garibaldi administered and scored the Reading Assessment District (RAD) both in the fall and spring and shared the results and implications with each Grade 8 teacher. Using this information, coordinated lessons on literacy strategies were co-taught with the teacher librarian. Additionally, resources were purchased through the library. The assessment also identified two small groups of students who were provided with 12 blocks of direct teaching support.

Pitt Meadows Secondary partnered with the public library, created performance-based assessment rubrics to align with the new English Language Arts curriculum, developed learning maps and presented at numerous sessions on Universal Design for Learning (UDL) and embedding First Nation texts.

Thomas Haney designated literacy blocks for their Grade 9 students. Each student was given a journal and invited to

share ideas through discussions of videos, quotations, articles and stories. Students also completed writing workshops and collaborated on presentation skills.

Both Maple Ridge Secondary and Westview brought in guest presenters and did a variety of literacy activities throughout the year.

## **CAREER LIFE EDUCATION AND CAPSTONE**

In January 2018, SD42 held a student forum for 200 students from grades 10 to 12. At this forum, students indicated they felt unprepared for the future. Since then, we have been working with teachers from all our secondary schools to create a robust Career Life Program. Career Education is quickly becoming the key to inspiring our students to reach their aspirations and, in some cases, help them identify areas of passion.

The revised curriculum in BC has integrated Career Education from K-9 with a focus on guiding our students to learn who they want to be rather than, more narrowly, what they want to be. In our secondary schools, we have begun the process of integrating MyBlueprint, an interactive online learning tool, into our classrooms starting in Grade 8. The work involves having students complete key learning tasks surrounding their learning styles, and goals, and - most importantly - having them develop online portfolios linked to BC's Core Competencies. MyBlueprint, which is local to BC, has provided countless resources for schools, teachers and students for grades 7-12 with the purpose of self-exploration to post-secondary research. It is our goal in the next year to see MyBlueprint integrated into all classroom areas as our main portfolio tool for students.

In grades 10-12, Career Education has been revamped into three separate components: Career Life Education (CLE), Career Life Connections, and Capstone. Career Life Education has been redesigned to focus on student exploration, community networking, wellness, and life-long learning. This year, a comprehensive scope and sequence was developed in line with the curriculum, in light of the upcoming increase of students enrolling in CLE for the 2019/20 school year at all of our secondary schools. The scope and sequence document includes an emphasis on MyBlueprint, community projects, and the start of Capstone. Plans to create scope and sequence for Career Life Connections have begun, with our current grad transitions teachers, new CLC teachers and a new helping teacher position participating in its development.

This year we have created the Capstone project framework. Capstone is a culminating project that will allow students to demonstrate their learning in an in-depth study of an area of interest. Ideally, the project will reflect an area that students

are passionate about and in which they anticipate pursuing further learning, investigation and/or a career pathway. The purpose of the Capstone Project and its presentation is to celebrate individual learning, growth, and achievements across a student's journey. Capstone projects can take many forms, but most are an in-depth process that concludes in a final project, presentation, or performance. Students will show their growth (academically and emotionally) throughout their high school years. They will reflect on their strategies, problem solving, and team of support that helped them get to where they are now, and present to a panel of teachers, experts, and community members. A cohesive document for all schools surrounding Capstone is just the beginning of making this celebration a long-standing tradition for our community as a whole.

What's next for Career Education? Training for new teachers around the curriculum, resource development, increased enrolment in our trades programs, integration of career education to K-7, and into non-career courses at the 8-12 level. Lastly, the launch of the completed Capstone framework in all our secondary schools, the intent of which work is to address student concerns about being prepared for post secondary education and having the life skills needed for the future.

## **SAFE AND CARING SCHOOLS**

This year, the Safe and Caring Schools staff have focused on a number of initiatives. These initiatives include adding a helping teacher counsellor to support and standardize practice amongst our school counsellors; refining and expanding the Riverside Program; and training teachers in substance literacy, mental health literacy, and trauma informed practice.

Additionally, the school district has undergone a review of its alternate programs. As a result of the review, we have added Safe and Caring Schools blocks to secondary schools and additional child care worker staffing to our elementary schools.

The primary focus arising out of the review was on attendance intervention so as to ensure improved success for our most vulnerable students. The BC Ministry Mental Health Dashboard indicates that our students feel connected, welcomed and healthy overall. Areas of required focus include reducing the number of students who feel stressed or anxious at school, and - particularly in our high schools - teaching students how to care for their mental health. The intent is that our initiatives will address these needs.

## SUPPORTING VULNERABLE STUDENTS

### DISTRICT COUNSELLOR

New to the Safe and Caring Schools team this year is the addition of a district helping teacher school counsellor role. This role was created to support all school counsellors so they have the resources, consultation and education they need to best support our vulnerable students. In 2017/18, SD42 counsellors engaged in a district review process to examine the role of the school counsellor. From this review, counsellors developed a *School Counselling in SD42* document intended to help community partners, parents and school staff understand the purpose of school counselling and ways to access a school counsellor. Other recommendations from the review were a district counsellor helping teacher position, new referral forms, and a counseling handbook to standardize procedures and processes throughout the district.

This year the district counsellor has:

- Drafted an elementary informed consent referral form
- Drafted the *What is School Counselling* handout
- Drafted a school counselling handbook (in progress)
- Coordinated Traumatic Events System (TES) training, advanced Violence Threat Risk Assessment (VTRA) training, and Trauma Informed Practice training
- Met with each counsellor to determine needs for the year
- Held elementary, secondary, and all counsellor meetings
- Met with counselling working groups for professional development and handbook development
- Trained counsellors and student counsellors in Applied Suicide Intervention Skills Training (ASIST)
- Worked as part of a team to update the Suicide Risk Assessment (SRA) protocol and language to align with ASIST training and elementary aged language
- Presented Pro-D on Trauma Informed Practice with two counselors as part of a collaborative project
- Presented to CCWs on Trauma Informed Practice
- Conducted VTAs and VTRA outcome meetings
- Responded to District Critical Incident Response Team (DCIRT) incidents and supported schools in need
- Supported elementary schools with SRAs when there was no counsellor in the building
- Supported schools with Sexual Orientation and Gender Identity (SOGI) concerns/questions
- Debriefed and consulted with school counsellors on SRAs and other counselling situations
- Worked with school administrators to develop PowerPoints and reports
- Facilitated Grade 7 transition coordinator meetings
- Met with and provided orientation to new counsellors
- Consulted with Adolescent Psychiatric Unit (APU) on discharge meetings

- Participated in Integrated Case Management (ICM) systems for vulnerable youth
- Attended the Fraser Valley Counsellor Handbook Committee, Fraser Valley SOGI District Leads, Safer Schools Network, vulnerable students, helping teacher, Social Emotional Learning (SEL) and SEL planning committee, school teams

### SAFE AND CARING SCHOOLS BLOCK

Also new to the 2018/2019 school year was the addition of two blocks of Safe and Caring Schools support in every secondary school. The purpose of these school-based blocks is to identify, monitor, and support students who are vulnerable to non-attendance and at risk to not graduate. The school-based Safe and Caring Schools staff work collaboratively with the district team to ensure these students have the educational programming and wraparound supports necessary to successfully complete their education.

### CHILDREN IN CARE

An ongoing priority for the school district are its collaborative efforts with the Ministry of Children and Family Development (MCFD) to ensure students in care are provided with the necessary wraparound support. Accurately identifying which students are in care, however, is an ongoing challenge. This year the school district and local MCFD committed to working locally and at the provincial level. We expect better tools that track the registration, attendance, and progress of children in care this year.

### RESTORATIVE ACTION/PRACTICE

With the support of the Community Justice Initiatives Association, the school district offered two Restorative Action training sessions in the 2018/19 school year. One session was offered on the January 25th professional development day, and one was offered for our youth workers. In addition, with collaborative support from the Maple Ridge - Pitt Meadows Community Services, the school district was able to secure a Civil Forfeiture Grant to enhance its restorative action capacity. In the upcoming 2019/20 school year, we will be piloting in two elementary schools a restorative action program called *Talking Peace*, and will also be piloting the conversation peace program in one secondary school.

Restorative Action is a practice that aims to help youth understand the effect of their actions on others and build skills for resolving conflicts peacefully. Restorative Action is grounded in five basic principles: invite full participation and consensus; heal what has been broken; seek full and direct accountability; reunite what has been divided; and strengthen the community to prevent future harms.

## SAFE AND CARING SCHOOLS RIVERSIDE PROGRAM UPDATE

This year, Safe and Caring Schools is in its second year of implementing the Riverside Program pilot targeted to support students who are at risk for school non-attendance due to mental health challenges. Students who attend this program struggle with chronic non-attendance, but are in a position to develop mental health strategies and are committed to returning to school. This program has grown this year and the staff team now encompasses a part time school counsellor, two classroom teachers, one child care worker, and a part time community child and youth mental health clinician. This skills-based program focuses on student wellness while teaching the secondary curriculum; its goal is to transition students back into high school.

Since the start of the pilot project in October 2019, we have had 33 students go through the Safe and Caring Schools Riverside Program. Of the 33 students, 17 students are currently attending the program in the following capacity:

- 13 are cross enrolled with their enrolling high school.
- 1 is cross enrolled with Outreach
- 3 are enrolled under District Alternative

The attendance average for the 2018/19 Safe Caring Schools Riverside Program year is 87%.

Students that have graduated from the Riverside Program continue to be tracked for attendance and success at the enrolling school. This process typically unfolds in the form of emails to the support teacher/administrator or counsellor, or through communication with our itinerant Safe and Caring Schools child care workers. Typically, we are notified if attendance becomes a concern and are called into planning meetings to help stabilize the student. We do an exceptional amount of collaboration with the Outreach program as it has the highest number of our students.

Riverside graduates are currently enrolled in the following schools:

SCHOOL	NO. OF STUDENTS ENROLLED
Thomas Haney Secondary	1
Samuel Robertson Technical	1
Maple Ridge Secondary	1
Garibaldi Secondary	1
Westview Secondary	0
Pitt Meadows Secondary	1
Outreach Alternate Secondary	4
Connex Program	1
Reconnex Program	3
Continuing Education	2
Out of District	1

September 2019 transition plans for students currently attending the Riverside Program are as follows:

SCHOOL	NO. OF STUDENTS ENROLLED
Maple Ridge Secondary	2
Westview Secondary	5
Pitt Meadows Secondary	2
Garibaldi Secondary	3
Continuing Education	2
MRSS Outreach	2

In addition, six students have registered for summer learning.

Due to the required services and supports for our students, the Riverside Program has evolved into a program with three transitional phases:

1

### FIRST PHASE

#### STABILIZATION AT RIVERSIDE

- Build daily routines and strategies for increased school attendance
- Build a tool box of coping and regulation skills
- Practice application of skills in a variety of settings/situations
- Build connections with staff and peers
- Increase level of comfort and exposure to public transit and/or walking route to build independence getting to and from school
- Provide support and educational opportunities for parents

2

### SECOND PHASE

#### TRANSITION TO CLASSROOM SETTING AT RIVERSIDE

- Continue to reinforce application of coping and regulation skills
- Increase academic focus
- Build skills and strategies for managing academic expectations and learning needs
- Begin preparation, connection and exposure to enrolling education setting
- Continue to provide support and educational opportunities for parents
- Increase length of school day

3

### THIRD PHASE

#### TRANSITION TO ENROLLING EDUCATIONAL SETTING

- Assist students and families with academic scheduling, expectations, work load and advocacy of needs
- Provide support and consultation to the receiving home school staff regarding the mental health needs of the student
- Create opportunity for optional peer support group to help maintain peer connections, review acquired skills and share successes and challenges since transitioning out of Riverside Program

### STUDENT FEEDBACK:

"This program has been the best thing that has ever happened to me, and if it wasn't for the program I would've never been where I am today, performing in front of others."

"Most people don't like skills group at first, but after doing it a couple of times, we can all agree we love it!"

"Skills group has helped a lot since they give you good resources and different ways to look at things."

"Phase 2 has made it easier for me to practice talking to new people."

### PARENT FEEDBACK:

"The idea of shorter days in a smaller environment has done wonders for our daughter. And the whole start small and work at a slow and steady pace has helped."

"Learning about CBT skills, ways to retrain and rewire the brain, positive reinforcements and celebrating accomplishments, be they small or large, has helped us to support our child more."

"We have seen increasing openness about her feelings, interests, likes and dislikes. Along with a new ability to perform (in something previously only private) in front of groups of people (i.e. songs, etc.)"

"Our child is constantly attending this school-previously only around 20-30% for many years."

## CURRICULUM IMPLEMENTATION

### SUBSTANCE LITERACY

SD42 has been collaborating with Alouette Addictions for the past 4 years to build competency and resiliency around substance use in our elementary school settings. To date, iMind lessons have been co-delivered by teachers and a school prevention worker from Alouette Addictions to 16 elementary schools (approx. 1230 students). iMinds is a health education resource developed and created by the Centre for Addiction Research at the University of Victoria. Lessons are designed to give students an opportunity to:

- Assess the complex ways in which drugs impact the health and wellbeing of individuals, communities and societies
- Explore and appreciate diversity related to the reasons people use drugs
- Comprehend the impact of drug use and the social attitudes toward various drugs
- Recognize binary constructs (e.g., good versus bad) and

assess their limitation in addressing complex social issues like drug use

- Understand how official responses to drugs may have less to do with the drug than with other factors
- Develop social and communication skills in addressing discourse and behaviour related to drugs
- Acquire personal and social strategies to manage

Based on 120 student feedback surveys, 95% of students report finding the lessons beneficial and 88% enjoyed the opportunity to engage in a series of different lessons.

### MENTAL HEALTH LITERACY

Physical Education representatives from each of the high schools have had the opportunity to be trained in the Stan Kutcher Mental Health Literacy curriculum. Several of the high schools have piloted lessons from this curriculum in their grade 9 or 10 classrooms with the goal of every grade 9 student receiving the curriculum in its entirety in the 2019/20 school year.

## **BUILDING EDUCATOR CAPACITY**

### **KEVIN CAMERON TRAUMATIC EVENT SYSTEMS (TES) TRAINING**

This year school counsellors were part of multi-disciplinary teams (RCMP, community agencies, school leadership) trained by Kevin Cameron in Traumatic Events Systems (TES). This model helps teams respond to traumatic events and deliver site-specific support to the community impacted by a traumatic event. It builds systems that protect our communities and have positive lasting impacts.

### **THE ADVANCED VIOLENCE THREAT RISK ASSESSMENT (VTRA)**

Many of our counsellors also participated in Advanced Violence Threat Risk Assessment training. This two-day intensive training works to establish multi-disciplinary teams who can respond to violent threats and gather data to build successful plans of intervention.

### **TRAUMA INFORMED CLASSROOMS**

<https://www.unbc.ca/people/oneill-dr-linda>

In order to promote Mental Health initiatives, the Ministry of Education awarded SD42 a grant. Part of this funding will help staff across the district deepen their knowledge and strengthen their practice around trauma. Linda O'Neill will provide Trauma Informed education to staff that work with our most vulnerable student populations (Alternate Education staff, Safe and Caring Schools staff and counsellors). Linda brings a wealth of knowledge and experience around secondary trauma (experienced by teachers, support staff, and counsellors), complex trauma (in our children and youth) and historical and intergenerational trauma.

### **GO EDUCATOR TRAINING**

On June 24th, Stan Kutcher's *Go-To Educator Training* was offered to our physical education teachers and school based Safe and Caring Schools staff. The goal of this *Go-To Educator Training Program* is to develop mental health literacy amongst staff and provide information regarding early identification of mental health problems and mental disorders. This knowledge allows teachers to make effective referrals that link students in need of help to their local care organization within and beyond the school system.

<http://teenmentalhealth.org/alberta/literacy-and-training/go-to-educator-training/>



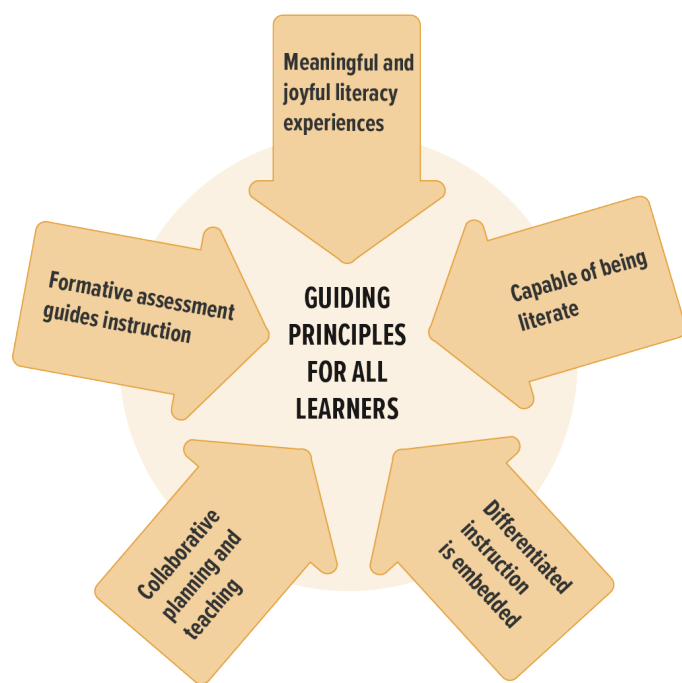


# Literacy

*For the past five years, the Maple Ridge - Pitt Meadows School District has devoted significant resources to build new literacy assessments and approaches that support the literacy development of our students. At the start of each year, teachers assess students to guide their instruction and again at year-end based on the BC Performance Standards for Reading. The district-wide data continues to indicate that we have been successful in reducing the number of students who are struggling with literacy skills in the primary grades. As well, literacy helping teachers have expanded their literacy assessment and approaches into the intermediate and secondary grades in the 2018/19 school year, while maintaining their work with primary students.*

## LITERACY IN ACTION 2018/19

The Literacy Helping Teacher Team operates under the following set of shared ideas:



The 2018-2019 school year marked the fourth year of Board decisions to target literacy funding. Significant literacy support was provided to every elementary school in the district, and the invested resources are positively impacting results. As expected, these supports are not a 'quick-fix' and momentum continues to build as a result of increased engagement. Each year, the data has indicated that there has been a reduction in the number of students who are Not Yet Meeting (NYM) expectations in reading. We continue to extend our vision to support students

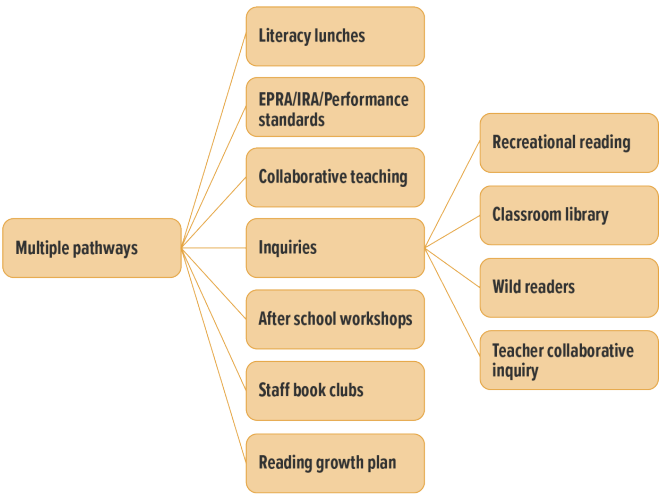
who are NYM to becoming students who are Fully Meeting (FM). Our goal continues to be to equip students with more developed reading skills and ability to handle increasingly complex texts and content in the middle and secondary years. With the addition this year of an intermediate literacy helping teacher, our support has started to address the plateau seen in last year's data at the Grade 4 level and is igniting interest in literacy across the intermediate grades.

We hold the social and emotional well-being of our students at the core of the District Literacy Framework and deliberately plan for pedagogy, resources, materials and assessments that uphold and protect the learning hearts of our students and their "hopes as readers" (Ripp, 2018). We are purposeful in aligning with district departments, committees and school teams to share knowledge, meld ideas and combine practices, guided by research and responsive to the ongoing, emergent needs of our learners.

By working together as a district, we bring together the skills and knowledge of many, including broader thinkers and mentors from across BC and Canada, as well as select thinkers from around the world. We continue to be grateful for deepening relationships with consultants Faye Brownlie, Leyton Schnellert and Shelley Moore. As the developer of the Early Primary Reading Assessment (EPRA) and the Intermediate Reading Assessment (IRA), Faye Brownlie has been an invaluable consultant to our team as we implement this tool in both English and French classes across the district. As well, she continues to lend her expertise around formative assessment and responsive literacy feedback. She also continues to work with our support teachers to support literary strategies for students who have special needs. Leyton Schnellert has worked closely with teachers and modelled the inclusivity of complex needs in the classroom, cross-curricular practices, thinking routines, and the development of a critical literacy lens in our learners. Shelly Moore has worked with teachers at the secondary level and continues to tirelessly champion inclusive practices.

As a team, our concerted and strategic efforts over the past four years are evident in the many successes we are seeing from K-12, as well as increased involvement of our teachers and administrators. With literacy supports confirmed for 2019/20, we begin planning for continued collaborative work based on quantitative results as seen in June, as well as collegial and administrative feedback.

TEACHER LEARNING 2018/19: MULTIPLE PATHWAYS



The SD42 Literacy Team has been operating as a collaborative group since 2014 as a result of research and study undertaken by the District Literacy Committee. This year, we adjusted our model to allow for wider accessibility within the district. Moving from a formal Literacy Network to the provision of multiple access points around teacher learning, we have significantly increased the number of students, educators and administrators focused on impactful literacy practices in our district. This year, our initiatives have involved over 290 teachers and 6,100 students.

A TALE OF TWO SCHOOLS

There are many amazing things happening in literacy throughout our district. This is an example of how two different schools have managed to make *Literacy for All* a focus and of the common features that unite them.

EDITH MCDERMOTT ELEMENTARY



Stepping through the front doors at Edith McDermott (EME), it is immediately apparent that you are walking into a school where literacy is the focus. From the six-foot photo booth designed to look like you have stepped into a book to the Felix the Cat posters decorating hallways where students create literacy-based (and often funny) speech bubbles that are changed regularly to motivate and engage readers, Edith McDermott is a literacy-rich school.

EME has taken a collaborative, whole-school approach to literacy. After arriving at EME and looking at its school data, principal Alan Millar has made a concerted effort to promote literacy for all, with a specific lens on grade 3-5 students and students from the Katzie First Nation, where the data indicated high numbers of striving readers (not yet meeting or minimally meeting). Last year’s participation in school teams and literacy lunches opened up the potential for collaboration and teamwork. Through formative assessment and class reviews, the staff at EME have come up with strategies to put literacy at the centre of what they do. This has allowed for greater emphasis on their literacy goal. As a result, EME has integrated Reading Growth Plans with its most vulnerable readers.

Alan Millar’s passion for literacy is palpable. He continually engages in discussions with EME staff and district helping teachers to work towards increasing the literacy of the students at EME. He has implemented a literacy committee that has been tasked with creating monthly literacy themes and activities. This active and engaged committee suggests ways to keep literacy a focus in the school. Reading campouts, story time during assemblies, and broadcasted book reviews are just a few of the literacy initiatives that this group has begun.

The EME library has become a literary hub for the school. It is not uncommon to find a number of students browsing books and cuddling up on the couches in the library before school opens. Not only has this provided a place for people to come and read books in a relaxed environment, but it has also provided a calming transition for many students as they enter the school.

The skilled staff at EME have also expanded a coordinated approach to literacy intervention. In-school and district expertise are shared and staff works together to have an integrated approach through a collaborative support model. The needs and next steps of each individual child requiring extra support are identified and shared with all the adults who are working with him/her. Students receive literacy instruction from a literacy prep teacher and retired teachers volunteer to give an extra dose of literacy instruction and practice to the most vulnerable readers.

The momentum with literacy at the school is continuing. Planning has begun for next year and includes coordinated preps, embedded collaboration time and co-teaching.

## DAVIE JONES ELEMENTARY



Davie Jones Elementary (DJE) has come a long way since joining in the Literacy Network five years ago. The evolution from teachers working in their rooms and sharing ideas informally to a place where a cohesive and collaborative approach to literacy instruction now takes place has led to benefits for all learners, students and adults.

This year, six primary teachers participated in the District Teacher Collaboration Inquiry. They were looking at how the Daily 5 literacy framework could increase engagement and inclusion in their classrooms. The results have been positive with fewer students in the *not yet meeting* category. By embracing collaboration and taking an inquiry stance the students at DJE are benefiting.

Davie Jones was one of the first elementary schools to benefit from being an intermediate focus school for the Intermediate District Literacy Helping Teacher. Four classroom teachers and three support teachers participated with the focus on inclusive practices and intervention.

DJE principal Michelle Davis prioritizes collaboration at the school. Once a month, district itinerant teachers are brought in to work with students on SEL topics, while the teachers get valuable collaboration time to work together with education assistants and support teachers in the school. Through sharing their ideas, expertise, and questions, teachers are trying out and reflecting on new teaching practices such as incorporating First Peoples' Principles of Learning, story workshop and Genius Hour.

The culture at DJE is collegial and collaborative. Staff come together to support each other around kids and their teaching and structures are in place that enable them to do so. There is a hum in the building as teachers are engaged in their own learning as they strive to provide the best instruction possible for kids. The benefits of this culture reach far beyond literacy and into all aspects of student learning.

Edith McDermott and Davie Jones:

## A TALE OF TWO SCHOOLS



### **COLLABORATION**

CO-PLANNING, CO-TEACHING, CO-CREATING  
REFLECTING TOGETHER  
COLLABORATION TIME EMBEDDED INTO SCHEDULE

### **LEADERSHIP**

SUPPORTIVE OF NEW INITIATIVES  
MAKES SPACE FOR LEARNING  
PASSIONATE ABOUT LITERACY

### **FORMATIVE ASSESSMENT**

ASSESSMENT GUIDES PRACTICE  
CLASS REVIEWS, EPRA/IRA  
STRENGTH-BASED LENS  
FOCUS ON GROWTH

### **TEACHER LEARNING**

TEACHERS LEARNING WITH AND FROM EACH OTHER  
ACCESS DISTRICT RESOURCES  
SCHOOL TEAMS  
TEACHER INQUIRIES  
INQUIRY STANCE

SUPPORTING ALL LEARNERS



## Katzie Nation and SD42 partner to deliver summer learning with traditional language



It is a warm, overcast July morning and Katzie language instructor Leah Meunier is leading a scavenger hunt with a group of enthusiastic children along a riverside trail in Pitt Meadows.

The elementary-aged students from the Katzie First Nation hold laminated flash cards with pictures and *hənqəmínəm* names for different nature words – flower, rock, stick, blackberries, thimbleberry, fern, Douglas fir, to name a few.

When a student spies a feather, Meunier asks the group to repeat the word in *hənqəmínəm*.

Today's scavenger hunt is just one of the fun, experiential activities taking place at the Katzie Summer Learning School, a new partnership program with Maple Ridge – Pitt Meadows School District No. 42.

Like other SD42 summer learning programs, this three-week school focuses on literacy and numeracy skills, but it also incorporates traditional language.

"It's fun. We can come here and do all the activities, and I get to learn about the language: the animals and colours and the games. Counting too," says Liam, a Grade 5 student.

Katzie Nation has been running summer programs for kids for years, but this is the first collaboration with the school district.

Meunier likes the idea of partnering the academics with the cultural component.

"I think that's vitally important. This summer program came to fruition because the right people came together as a team with a shared vision," says Meunier. "The success is based on a great team effort and collaboration between SD42 and Katzie."

Meunier has worked closely with Nelie Meedin, a Montessori teacher from Hammond Elementary, to plan the summer lessons.

"We're pretty much implementing everything we would do in the school system for Applied Design Skills and Technology (ADST) and Science, Technology, Engineering and Mathematics (STEM) and hands-on creative, but then incorporating the *hənqəmínəm* Katzie language in all aspects of their learning," says Meedin.

Yesterday, for instance, students created chalk art outside the Katzie Health Centre that focused on learning *hənqəmínəm* names for different plants found in their community. Other



activities included creating Coast Salish-inspired artwork featuring three culturally symbolic animals: Hummingbird, Wolf and Frog.

At another activity station, students learned the traditional bone game known as 'Slahal' from a Katzie elder with help from an SD42 Aboriginal Education resource teacher who will assist the students in sharing the game in their school classrooms this fall.

"I love seeing the students engaged in their own culture," says Meedin. "Identifying with their culture but also the basic lessons of Katzie culture: gratitude, kindness, giving, sharing their ideas, sharing their learnings, sharing anything that's been given to them – they gift to others. They are going to go back and teach somebody else."

The idea for a Katzie summer learning program was first discussed at an SD42 Aboriginal Education Advisory Committee meeting a few years ago.

"It is exciting to see a summer school program take shape for Katzie First Nation children, especially because it includes a language program in *hənqəmínəm* for our students. I had hoped that we might support a *hənqəmínəm* language program through the school district – so it is very gratifying to have this programming in place," said Superintendent Sylvia Russell. "I am very thankful for Leah Meunier's expertise and support. We could not have offered this unique opportunity without her tremendous support."

Meunier, who is involved with curriculum development between SFU and Katzie, also co-teaches weekly language classes for Katzie youth with her sisters, Cheyenne Cunningham and Kaitlyn Cunningham, both of whom worked at the Katzie Summer Learning School.

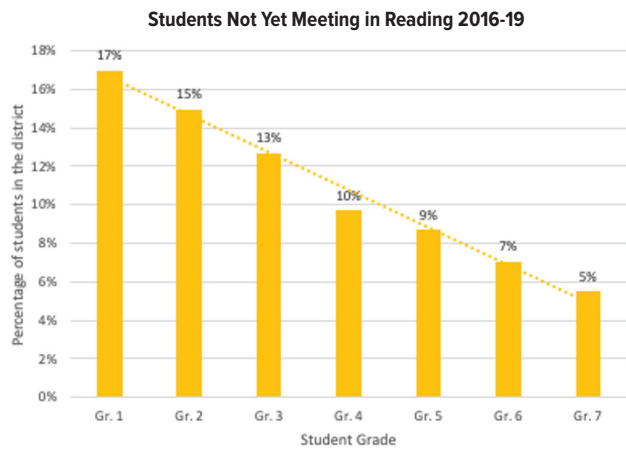
She is pleased that the young students now have further opportunities to learn traditional language this summer.

"This is the first time that the kids have had exposure to the language every single day," said Meunier, who noted that students in the program are paired as sibling groups so they can practise language at home. "I see them in the community, and something as simple as 'Hello' and they will answer me back. Or 'How are you?' Just simple basic conversation and they understand it. So, they are going to be our next teachers. My hope is that this is only the first of more to come and the program will only get better over future years."

VIEWING THE DATA OVERALL

Continued learning around use of the Performance Standards as well as ongoing support using the Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) are leading to increasingly well-calibrated use of these assessment tools. Both the EPRA and IRA are performance-based reading assessments used formatively throughout the year to consider a class’s strengths and areas to strengthen in order to better align instruction. They are used at year’s end, summatively, as another indicator of student growth. During fall 2018, 255 classes participated in supported formative EPRA/IRA assessments, which was more than double the number of participating classes than in 2017. (See diagram on the right for more information about the EPRA and IRA.) As teachers around the district calibrate their use of the assessment tools, we wonder: what effect we will see on the data? We hope to see that the work we have done around literacy in the district will reduce the number of struggling readers. As teachers learn more and gain more expertise about this assessment process, it is possible that increased levels of use and deeper understanding will produce different results. Assessing learning requires skills that take time to practice and master.

STUDENTS NOT YET MEETING IN READING



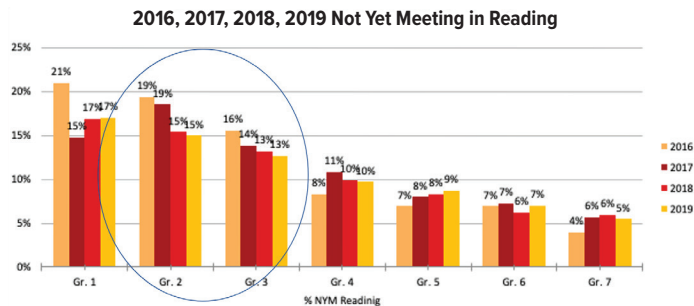
As in the past, we are continuing to see a downward trend of those students not yet meeting expectations in reading as they move through their elementary years. Although this trend is positive, we endeavour to have all of our students leave elementary school being able to read at grade level.

A deeper look at the data from 2016 to 2019 shows that there are fewer students who are not yet meeting (NYM) expectations in reading year over year in the primary years. This is highlighted with our grade 2 and 3 students, where the graph shows a decrease in the number of students NYM from 2016 to 2019.

Early Primary Reading Assessment (EPRA) & Intermediate Reading Assessment (IRA)



- 1. EPRA & IRA**  
Primary and Intermediate assessments which provide teachers with performance-based data to help plan for instruction; highlighting their students’ areas of strength and stretch. All students participate in a literacy activity that is inclusive, supportive and emotionally safe
- 2. TAKING A CLOSER LOOK**  
If we need further information on any student, we have other assessment options available. These need only be used for a very few students.
- 3. EPRA & IRA (Inbetweens)**  
“The Inbetweens” provide another opportunity to determine areas of strength and stretch, to see if teaching has made a difference and growth is shown in the focus areas, and can be used to provide a closer look at particular students.

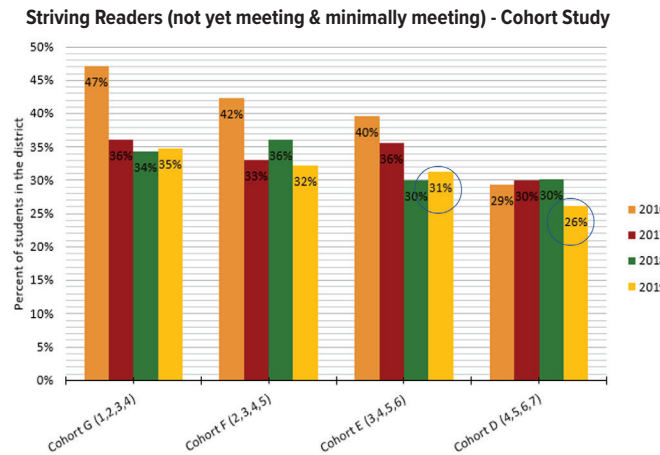


Teachers in grade 2 and 3 have had additional literacy support for the last 4 years as a result of the literacy network, supported by our literacy helping teachers, school teams, and other opportunities to enhance classroom literacy strategies over that time. There is a cohesive approach in our district. Our helping teachers have worked closely with Faye Brownlie and Leyton Schnellert in sharing effective literacy instructional and assessment practices with primary staff throughout the district, and this graph shows the impact of this cohesive approach. Specifically, the formative classroom assessment practices of the Early Primary Reading Assessment (EPRA) and the

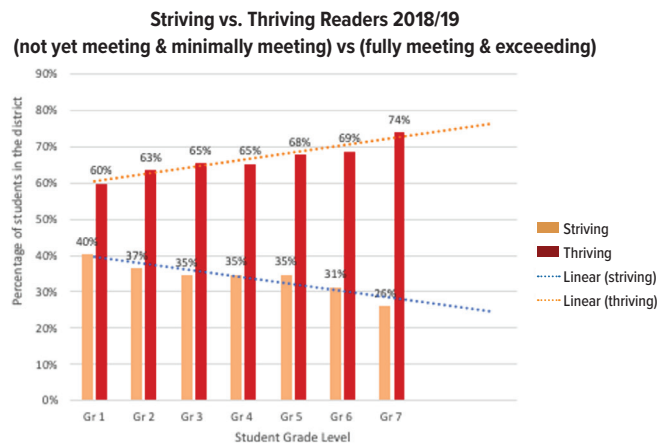
Intermediate Reading Assessment (IRA) have helped teachers make decisions on engaging and effective literacy practices for students in their classrooms as administered at the beginning and end of the school year. Kids are choosing to read and enjoying reading as a result.

Last year, we began to provide additional literacy teaching support and focus at the intermediate grades, and our hope continues to be that this focus will yield similar results in the coming years for intermediate students.

### STRIVING AND THRIVING READERS

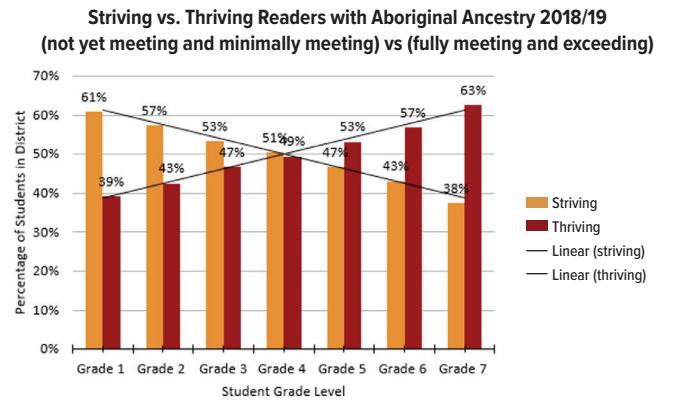


Using the year end performance standards data, we are also able to follow cohorts of students to see how they are progressing with their reading ability. In the *striving readers* graph above we see a decrease overall in our striving readers (those not yet meeting or minimally meeting) year over year. In cohort D, we see a 4% decrease of those students going into grade 8. At the same time, we see a 1% increase in cohort E for our students moving into grade 7, something for us to focus on as we attempt to give our students the necessary literacy skills to transition to high school. We hope that this increased intermediate literacy focus will benefit cohort E students as it has the cohort D students.

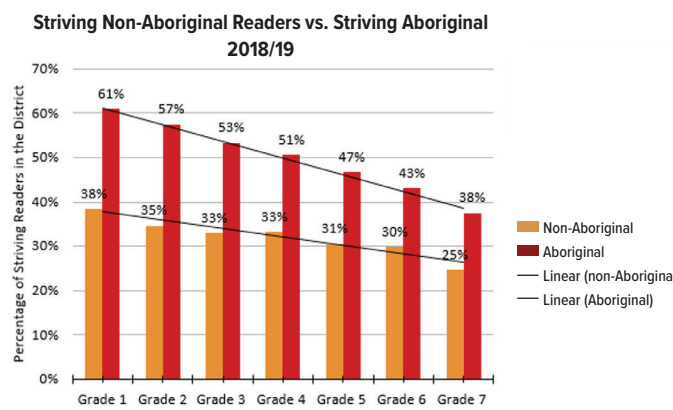


The *Striving vs. Thriving Readers 2018/19* graph shows that

we are seeing our thriving readers (those fully meeting or exceeding as readers) continue to rise as students move through their elementary years, as our number of striving readers continues to decrease. Of the 26% of striving readers in grade 7 at the end of June 2019, 5% were NYM. As stated before, although 5% is a small percentage, we continue to set our sights on having these readers gaining the literacy strategies necessary to be more successful learners. Who are these students? What interventions can be put in place to give them the necessary literacy skills? Of note on this graph is that we did send 74% of our grade 7 students into grade 8 as thriving readers, which is the highest it has been for the 4 years we have been collecting this data.



We also continue to focus on our students who identify with Aboriginal ancestry. As our students with Aboriginal ancestry move through the grades, we see the number of thriving readers increase while the number of striving readers decrease. Comparing this to our district data from the previous graph, there still exists a gap between our learners that identify as having Aboriginal ancestry and those that do not. Our Aboriginal Resources teachers have worked closely with schools to help enhance the literacy skills for our students who identify with ancestry, and their efforts are seen in these graphs.



This gap between our Aboriginal and non-Aboriginal students is evident in the above graph, documenting our striving readers. We see that 38% of our students leaving grade 7 who identify with Aboriginal ancestry are striving compared to 23% of our

non-Aboriginal students. What is reassuring with this data, however, is that we are having some impact on this gap. This impact is evident in the steady decrease between grades 1 to grade 7, as documented by the two lines in the *Striving Non-Aboriginal Readers vs. Striving Aboriginal 2018-2019* graph on the preceding page. Our literacy helping teacher and our Aboriginal Resource teachers have worked together over the last three years to help bring focus to our students of ancestry, and to their literacy skill development and engagement.

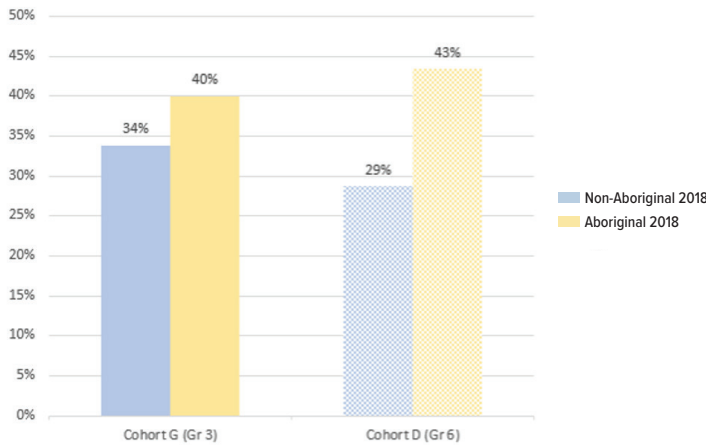
To create an equitable society and honour truth and reconciliation, we need to continue to focus our attention on unlocking the potential of our students of Aboriginal ancestry so that the students see themselves and their culture in our classrooms.

### NON-ABORIGINAL STRIVING READERS VS. ABORIGINAL STRIVING READERS

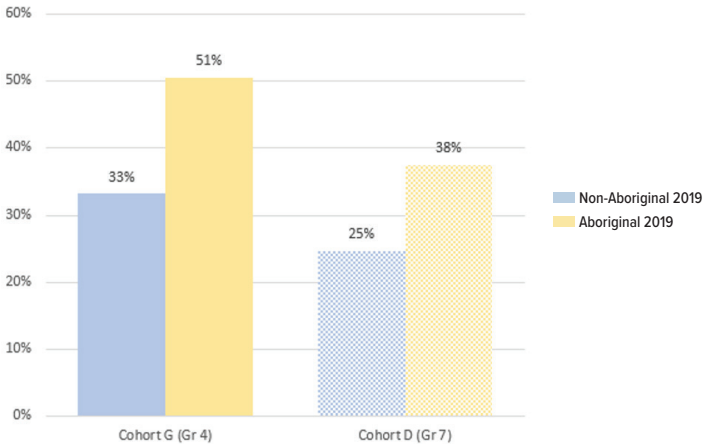
As we continue to follow the cohorts of students, we find some information that we need to pay attention to. With respect to the two graphs on the right, cohort D shows both our Aboriginal and non-Aboriginal grade 6 students who moved into grade 7 decreased in the number of striving readers, which bodes well for these important learning skills as cohort D moves into high school this year. Cohort G, in the meantime, shows an increase in the number of striving readers for those who identify as having Aboriginal ancestry while there is a decrease for those that do not. We need to pay attention to helping these 2019/20 grade 5 students who identify as having Aboriginal ancestry develop these important literacy skills.

This data leads to several questions for us as well. Was the transition to grade 4 and intermediate a factor? Is sense of self part of the reason, as developmentally this stage of life we begin to shift in our perspectives of place and belonging? Martin Brokenleg would tell us that sense of place and belonging, seeing themselves and their culture in their classrooms, is an important factor. These and other questions will arise as schools and classrooms look more deeply into their own data to determine next steps for greater equitable outcomes for our Aboriginal youth.

COHORT G (GRADES 3-4)



COHORT D (GRADES 6-7)



### SUMMARY

When analyzing the data, we do see some trends and can make some hypotheses. What we realize is that we need to continue being curious about all of our learners and get right to the individual learner. That is why we continue to emphasize the use of effective formative assessment strategies, having our literacy helping teachers either work alongside with teachers, or continue to support the collaborative opportunities between teachers to perform, analyze, discuss and act on assessments they collect. Research and experience tells us that the classroom teacher has the most impact on our most vulnerable literacy learners, and the response by teachers to literacy learning opportunities demonstrates their care and commitment for their/our students.



## THE CEDAR ROOTS PROGRAM

The Cedar Roots program was developed to facilitate place-based learning and ecological enlightenment through exploratory adventures. Students who participate in the program gain a deeper understanding of the environment while strengthening their teamwork, communication, observation, and problem-solving skills.

Learning outcomes of the Cedar Roots program are as follows:

1. Strengthen teamwork skills by working in groups to solve real-world problems in a local and immersive setting.
2. Develop deeper connections with the natural environment by enhancing ecological literacy.
3. Practice wilderness survival, observational, and analytical skills in a hands-on outdoor setting.
4. Explain the importance of all stakeholders involved in resource management and the importance of incorporating traditional environmental knowledge and First Nations' perspectives.
5. Building communities creates a sense of belonging, brings people together, and fosters relationships that shape who we become.
6. Value systems and belief systems shape the structure of power and authority within culture.

# Social Emotional Learning

*Five years ago, SD42 identified Social Emotional Learning (SEL) as a common theme throughout the School Growth Plans in our school district. Steps were then taken to begin exploring and developing a district Social Emotional Learning Framework that would embed SEL in the teaching and learning communities across all schools and classrooms. We determined through research and experience that this was beyond the scope of any one program and needed to be a collaborative and co-created effort among all partner groups.*

## SOCIAL EMOTIONAL LEARNING:

Social Emotional Learning (SEL) is the process by which individuals gain the attitudes and skills for self-awareness, perspective-taking and empathy, relationship skills, and responsible decision making. These skills are represented and interwoven throughout the redesigned curriculum

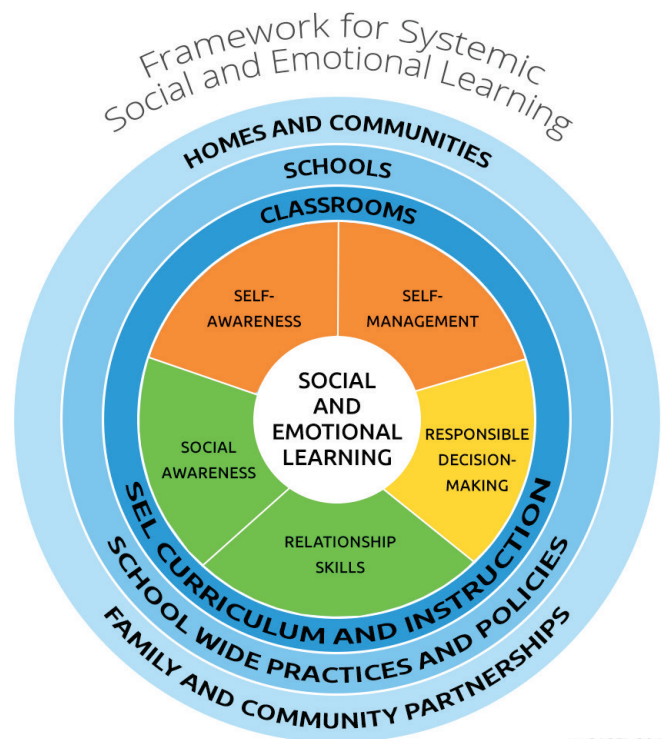
In November 2016, we interviewed staff district-wide to determine what has happened around SEL in classrooms and to get a sense of the general understanding of SEL. At the same time, we began to work closely with Dr. Kimberly Schonert-Reichl and Dr. Molly Lawlor from UBC to help us develop our path. Although there was much to celebrate around school cultures and what was being taught in schools around SEL, we discovered a wide range of practices occurring in classrooms. This helped us focus our efforts and invite those with an interest and a background in Social Emotional Learning to join us in developing a district-wide SEL Framework.

Through the guidance and research expertise of Dr. Schonert-Reichl, Dr. Molly Lawlor, and the data from the district-wide interviews, we developed five areas of focus:

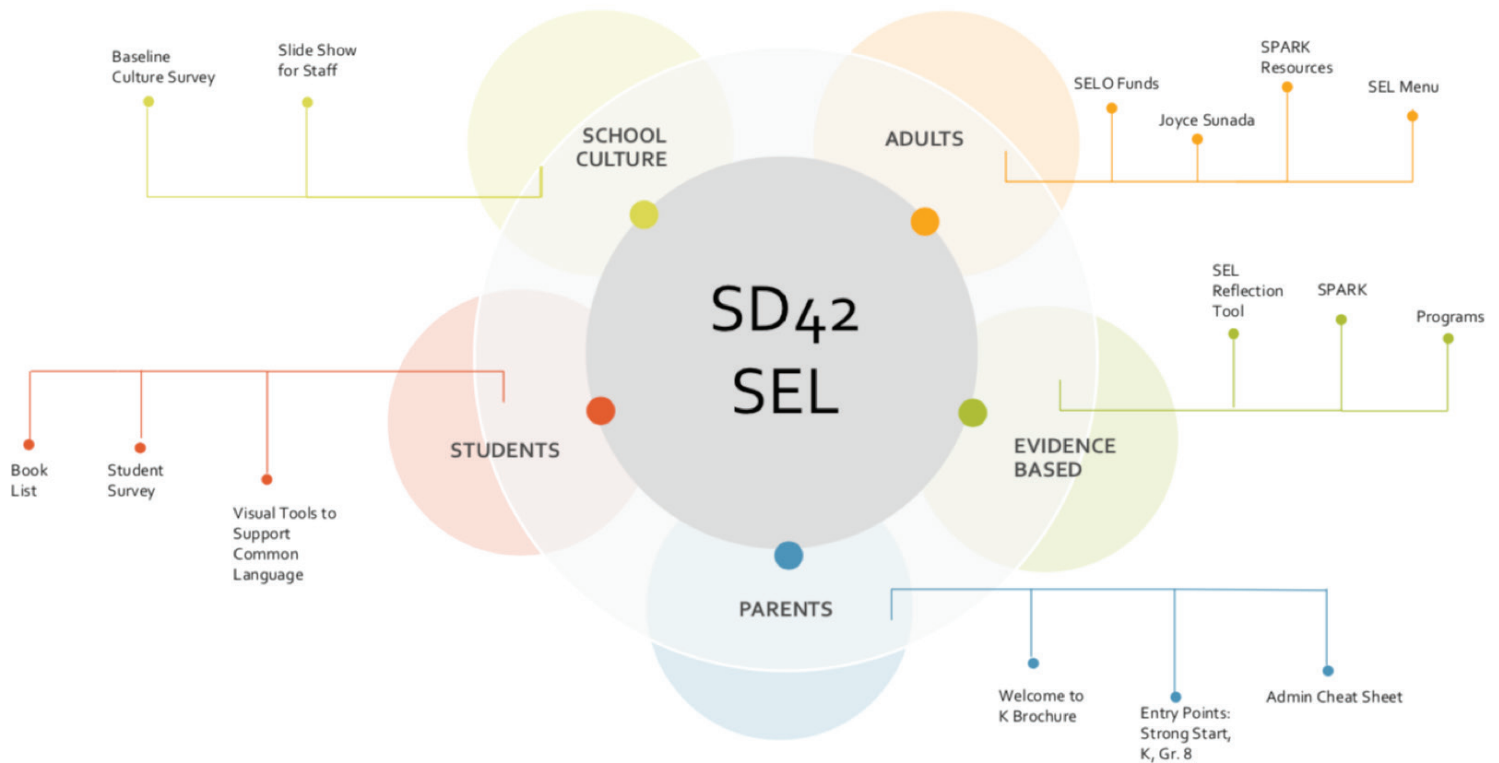
1. Evidence-based practices.
2. Teaching students SEL skills.
3. School culture and climate.
4. Informing and involving parents.
5. Social emotional learning and the well-being of adult educators.



We invited educators across all employee groups to collaboratively co-develop these five areas so that we could help support the SEL goals that already existed in schools as identified by their school growth plans. At the same time, the redesigned curriculum and the core competencies had educators already looking at more or new ways to teach and learn SEL skills. As identified locally and globally, these skills are essential not only for current and future careers, but also for our students to develop as contributing citizens and growing strong interpersonal relationships.



Working with Dr. Schonert-Reichl gave us a direct connection with the Collaborative for Academic and Social Emotional Learning (CASEL). We have chosen to adopt their definition of SEL, and have used their research and resources in developing many of our next steps to create a district-wide framework. The five CASEL areas of SEL are directly linked to the BC Curriculum's Core Competencies, specifically the Personal and Social Competency.



## THE WORK OF OUR FIVE SEL GROUPS

We expanded our SEL group this past year to include more educators across all partner groups. The current group has over 70 members who have come together several times this year, including two weekend collaborative sessions at Harrison, several dinner meetings and smaller groups meetings in between. Each group has actively engaged in a focus area and has been successful in sharing their focus areas beyond their small group.

For example, the evidence-based practice group has been developing a reflection tool that schools may use to further develop their school growth plan goal around SEL, providing additional direction and resources.

Similarly, the school culture and climate group has been working towards a school-based survey that has been initially piloted in one school. This group has been developing a PowerPoint to share with staffs so they gain further understanding of SEL, see the impact when SEL is taught, and connect SEL to teaching the redesigned curriculum.

The evidence-based group and the student group have also shared many literacy materials, resources, ideas, nuggets and practices through different mediums, including the SD42 SPARK learning website launched this year, and through our district library websites. This work has been done in collaboration with our district helping teachers and our district librarian. The evidence-based group has decided to focus on two areas to provide staff learning opportunities: the MindUp curriculum and Mental Health Literacy, based on work by Dr. Stan Kutcher.

The Adult SEL group brought in Joyce Sunada, a current presenter and former educator who did a keynote in the district on how adults can look at deepening their own SEL skills and strategies and use those similar tools in the classroom. The group also piloted an Adult Social Emotional Learning Opportunity for groups of educators to come together using a grant of up to \$500 to collaboratively develop their own wellness through social and emotional learning. Anecdotal and survey feedback around this pilot has been very positive and reflective.

The parent SEL group has also been busy finding ways to inform and involve parents in social emotional learning. This past year, they have created a slideshow and resources that were shared with grade 8 parents. They provided workshops on curriculum and professional development days so teachers could make and take resources they could then share with elementary parents. The group also sent ideas and anecdotes to school administrators to tweet, post, or email to parents. All of these initiatives to reach parents were shared by the group at a recent DPAC meeting.

The five groups have been actively engaged all year, and look forward to more formally launch an even more coordinated district wide effort in September.

## SEL INTERSECTION ACROSS TEACHING, LEARNING AND ASSESSMENT

At the beginning of developing our Social Emotional Learning Framework, we developed an inquiry question to guide us:

“How might we collaboratively create a community that reflects care and belonging so that SEL is evident, explicitly taught, and practiced in the everyday interactions among all members of the community?”

Undoubtedly, there are many examples throughout our district where you will find classrooms and schools with SEL being explicitly taught and practiced every day, creating harmonious school cultures. Although we continue to build on this, the evidence collected in our interviews in November 2016 still gives us the motivation to strive toward more coherence and resonance around Social Emotional Learning in our schools.

What we have identified is that SEL does not occur in isolation from other learning areas of focus for us as a district, but is embedded and intertwined within them. Our four district focus areas that have been identified and informed by school growth plans are SEL, literacy, secondary innovation, improved learning and assessment.

SEL has been highlighted in the other three areas of focus. Teaching of the core and curricular competencies is directly linked to teaching social and emotional skills, especially with the re-design of the curriculum. As we provide staff development around assessment practices, especially formative assessment and ways we provide feedback, we are explicitly helping students develop a growth mindset around their learning, therefore impacting their social and emotional development.



## SCHOOL TEAMS

This past year, we continued to work with Faye Brownlie, Shelley Moore, and Leyton Schnellert through school teams. As they worked directly with schools, they asked what the school growth plan focus was, and in the majority of cases, schools identified inclusive practices around SEL and literacy. These three provincially and nationally recognized educational leaders then worked directly in our classrooms and collaborated with educators to develop SEL practices. Because helping teachers also attended these sessions, these practices were further embedded as they collaborated, co-planned, co-taught and facilitated inquiry and learning sessions throughout the district. So, as our initial inquiry question guides us, we are truly striving towards approaches that resonate throughout our school communities so that SEL is evident, explicitly taught, and practiced in everyday interactions among all members of our community.

## EARLY DEVELOPMENTAL INSTRUMENT (EDI)



### PHYSICAL HEALTH AND WELL-BEING

Sample EDI questions: Can the child hold a pencil, pen or crayons? Is the child on time for school each day?



### LANGUAGE AND COGNITIVE DEVELOPMENT

Sample EDI questions: Is the child interested in reading and writing? Can the child count and recognize numbers?



### SOCIAL COMPETENCE

Sample EDI questions: Does the child share with others? Is the child self-confident? Will he/she invite bystanders to join in a game?



### EMOTIONAL MATURITY

Sample EDI questions: Is the child able to concentrate? Is the child aggressive or angry? Is the child impulsive (does he/she act without thinking)?



### COMMUNICATION SKILLS AND GENERAL KNOWLEDGE

Sample EDI questions: Can the child tell a short story? Can the child communicate with adults and children?

## EARLY DEVELOPMENT INSTRUMENT (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers across Canada and internationally that measures children's ability to meet age-appropriate developmental expectations. The instrument looks at a child's physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge.

In the Maple Ridge – Pitt Meadows School District, kindergarten teachers have been completing the EDI for over a decade. The data reveals that although our students show a slight improvement in language and communication, our students entering kindergarten are showing an increased need in the areas of social competence and emotional maturity. The EDI data has reinforced the need for development of an SEL framework as a district. Our district will be collecting Wave 7 EDI data during the 2019/20 school year.

A graph of EDI data for the Maple Ridge – Pitt Meadows School District is available in Appendix D.

## MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)

The Middle Years Development Instrument (MDI) is a self-report questionnaire completed by our students in Grade 4 and Grade 7. It asks them how they think and feel about their experiences both inside and outside of school. Both the Grade 4 and the Grade 7 questionnaires include questions related to the five areas of development that are strongly linked to well-being, health and academic achievement.

The Well-Being Index (see Appendix C) is part of the Middle Years Instrument and combines five measures relating to children's physical health and social and emotional development that are of critical importance during the middle years: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health. Scores from all five of these measures are combined to correspond to three categories of well-being: *Thriving*, *Medium to High Well-Being*, or *Low Well-Being*. In the index, the colour green represents the percentage of children who are thriving or doing very well, yellow represents the children who are in the medium to high well-being category, and red represents the children who report low well-being.

One particular aspect of the data that is important to note is the number of important adults these students have at school. Research indicates that a relationship with at least one adult can promote resiliency, emotional regulation, and school engagement (Murphy et al, 2013). Our district data is currently above the provincial average in both grades 4 and 7 when it comes to identifying one or more important adults in their lives. When broken down by region or school, there is a wide range, and individual schools are reviewing their own data to inform them about their students and how to increase student and adult connections.

Our current data for both our Grade 4 and Grade 7 students shows a higher percentage of students who are thriving (see Appendix C). However, when you break down this data again by school or region, there is a range that we need to pay attention to. As a result, we have been examining the data to determine regionally where to put additional attention and resources to positively impact student well-being, such as after-school programming.

There was also a provincial drop in positive results in MDI data for the 2018-19 school year. School districts had raised concerns with UBC, the authors of the MDI tool, about the difficulty of MDI data collection in November with the move of FSAs provincial exams to that same time period. UBC changed the period that data was collected this year to January/February. This change negatively affected the MDI data provincially as per the UBC MDI newsletter:

## MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)



### PHYSICAL HEALTH AND WELL-BEING

Children evaluate their own physical well-being in the areas of overall health including body image, nutrition and sleeping habits.



### CONNECTEDNESS

Children are asked about their experiences of support and connection with the adults in their schools and neighbourhoods, with their parents or guardians at home, and with their peers.



### SOCIAL AND EMOTIONAL DEVELOPMENT

Children respond to questions about their current social and emotional functioning in 7 areas: optimism, self-esteem, happiness, empathy, prosocial behaviour, sadness and worries.



### SCHOOL EXPERIENCES

Children are asked about their school experiences in 4 areas: academic self-concept, school climate, school belonging, and experiences with peer victimization (bullying).



### USE OF AFTER-SCHOOL TIME

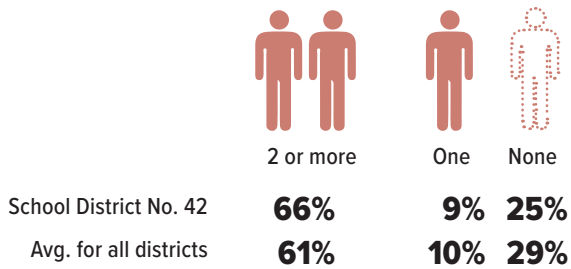
Children are asked about the time they spend engaged in organized activities such as sports, music and art, as well as the time they spend watching TV, doing homework and playing video games.

*"In examining trends in changes in well-being this year, we believe that this change in administration time for the MDI may have resulted in changes in well-being and other MDI dimensions. Note that previous research has shown a downward trend in well-being across the second half of the school year. This is an important area of inquiry for you as you use your MDI data to support action.*

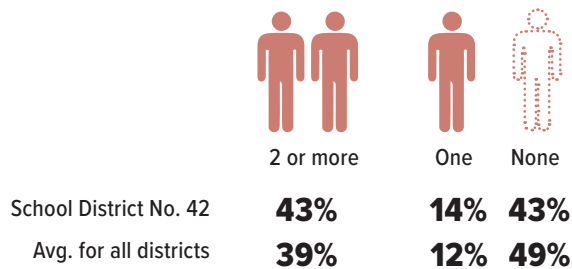
*Second, we have improved our e-MDI system for data collection and reporting. One of our improvements has changed the way the Important Adults at School question appeared as compared to previous years. This year, the text boxes to enter the initials of adults only appeared if the option "yes" was chosen. We believe that this change may have affected students' responses to this question, though, as you will see below, connectedness to adults in school in general has also dropped."*

In addition to this data, there are other areas that the MDI informs us about student well-being (see Appendix C). Schools have been using the MDI data to review these five areas of development for their grades 4 and 7 students to help them decide how their students are doing, and how to further impact their well-being through Social Emotional Learning and teaching.

#### NUMBER OF IMPORTANT ADULTS AT SCHOOL: GRADE 4



#### NUMBER OF IMPORTANT ADULTS AT SCHOOL: GRADE 7



### SUMMARY: SOCIAL EMOTIONAL LEARNING WORK IN SD42

We have much to celebrate this year as we continue to provide SEL skills and strategies to our students. We have helped enhance what is already occurring in our schools around SEL practices that benefit the development of our students and staffs as we are all learners. In our next steps, we look to continue to bring together educators across diverse employee groups to further the steps we have already taken. We are open to creating new strands of inquiry, interest and focus, such as Restorative Practices.

In September, we want to share our definition of Social Emotional Learning, the research that supports teaching these skills, and the connection to our core and curricular competencies in our curriculum. We will then provide schools with the SEL Reflection Tool so that they can choose to use it to guide them at the School Growth Planning Day in September 2019 as they develop their school growth plan. These initial steps will allow schools to decide which of the five focus areas they want to delve deeper into:

- Evidence-Based Practices.
- Teaching Students SEL Skills.
- School Culture and Climate.
- Informing and Involving Parents.
- Social Emotional Well-Being of the Adult Educators.

On the Growth Planning Day, school staffs can also use a wide variety of data including MDI, literacy, and student survey data to help guide their focus and next steps,

especially with particular attention on students of Aboriginal ancestry as required by the new ministerial order, and more importantly by our moral imperative around truth and reconciliation.

In September, our kindergarten parents will receive a brochure that includes SEL practices that are being taught in schools, and how they can further support these practices at home. We are working to align our monthly themes across the district so that whether we are communicating around the curriculum, staff well-being, student voice, or SEL skills to parents, there will be some alignment to help deepen the learning opportunity and reduce the chance of information overload. The adult group hopes to launch the Adult Social Emotional Learning Opportunity Grants so they can go district wide.

We look forward to continuing our collaborative work with educators and outside experts in deepening our implicit and explicit SEL practices throughout all classrooms. Educators come from an authentic place of care and come to the profession wanting to create those communities of belonging. Our work together endeavours to explicitly support this goal so that it is done in the most effective and cohesive ways to provide the maximum benefit.

## SUPERINTENDENT'S CONCLUDING COMMENTS

Our focus over the past five years has been on implementing systems and structures to better support our students. Throughout this time, we have had the support of our hard-working and positive Board of Education, as well as the assistance of several passionate and involved employee groups.

We would like to acknowledge the significant contributions of the following groups: Maple Ridge Teachers' Association; CUPE; Maple Ridge Principals' and Vice-Principals' Association; District Parent Advisory Council; the Aboriginal Advisory Committee; the Elders' Table; leaders from the Katzie and Kwantlen First Nation and local Metis association; community partners working towards inclusion; Alouette Addictions; the Wellness Centre (soon to be Foundry); the Community Network; Alisha's Wish; Community Services; service groups such as Rotary and Kiwanis; the Salvation Army; the RCMP; the United Way; the cities of Maple Ridge and Pitt Meadows; and many other wonderful participants in the daily life of our school district.

We are fortunate to have a school district culture in which the mission, vision and values are supported and actualized by all district departments, including finance, communications, human resources, information technology, purchasing, payroll, facilities/maintenance/custodial, international education, continuing education, and Ridge Meadows College. By working together, we continue to develop efficient and effective systems to support our schools while also keeping our collective focus on the experience of students.

I hope that you have found the *Supporting All Learners* annual learning report interesting. We will be using the information collected in this document to plan next steps for supporting all learners in key areas. We welcome your feedback and questions, which you can send to us at [communications@sd42.ca](mailto:communications@sd42.ca).

# APPENDICES

# APPENDIX A

## SECONDARY INITIATIVES

### DEPARTMENT HEAD MEETINGS

Throughout the year the secondary innovations helping teacher met with all departments to focus on the following topics: integration of the core competencies, curricular competencies, First Peoples' Principles of Learning, as well as numeracy and literacy assessments. Assessment practices, resources and professional development opportunities were discussed and determined for all departments. All meetings were held after school.

The following department heads groups from all secondary schools have met three times during the year: English language arts, social studies, math, science, languages, health and physical education, arts education and ADST.

### SUBJECT SPECIFIC PROFESSIONAL DEVELOPMENT WORKSHOPS

English Language Arts:

- Faye Brownlie, Delee LaBelle and Allison Wall - Access for all: English Language Arts 10 to 12
- A Time for Sharing: Incorporating First Peoples' Texts and themes into Grade 10 to 12 ELA Classrooms
- Alpha Secondary ELA teachers: Exploring the new ELA 10-12 curriculum
- Lit Circles (2 workshops)

Social Studies:

- Glen Thielmann - Building the Room: Teaching and Assessing Social Studies
- Glen Thielmann - Curriculum Design for Creative and Critical Thinking
- First Nations Governance

Math:

- Nikki Lineham - Using manipulatives, Grades 6-9 math (2 workshops)
- Indigenous Math Symposium - UBC Longhouse

Health and Physical Education:

- Sherri McKinnon and Chelsey Dale - Mental Health Literacy for PHE Teachers (3 workshops)

Science:

- Canadian Association of Physicists Congress

Arts Education

- Indigenous perspectives (appreciation versus appropriation) and resource/idea share
- Resource/idea share at the ACT

ADST

- Indigenous perspectives (appreciation versus appropriation) and resource/idea share

### BAA COURSES

This year, 46 BAA Grade 11 and 12 courses were rewritten to align with the redesigned curriculum. Many were completed by collaborative groups of teachers. This endeavour was central in raising awareness of curricular competencies and indigenous perspectives for Grade 11 and 12 teachers.

### BC GRADUATION PROGRAM PRESENTATIONS

Board of Education  
Superintendent meeting  
SD42 counsellors  
Parents  
International Education agents/partners  
GSS staff

### ASSESSMENT COMMITTEE

The Secondary Assessment Committee has met six times this school year and is comprised of 13 teachers, 2 MRTA representatives, 4 administrators, assistant superintendent, and a secondary innovations helping teacher. Focus was on three key topics: student self-reflection of the core competencies; the numeracy and literacy assessments; and standards-based grading.

### ASSESSMENT PROFESSIONAL DEVELOPMENT WORKSHOPS

- Three-part workshops on standards-based grading and Introduction to Learning Maps
- Learning map development workshops
- Two-part workshops by Dr. Cheryl MacMath: Developing Rubrics to assess the Curricular Competencies
- Tom Schimmer: Professional Development Keynote: Essential Assessment
- Book Study: Growing Tomorrow Citizens by Erkins, Schimmer and Vagle

### **K-9 STUDENT REPORTING POLICY PILOT**

This year teachers from WSS, GSS, MRSS and THSS are participating in a Ministry K-9 Student Reporting Policy Pilot. Two key components of the pilot include reporting using a proficiency scale rather than letter grades, and using strength-based descriptive feedback to report where students are in relation to the learning standards.

Professional development has centred on assessing learning standards, determining achievement on a proficiency scale rather than letter grades, and providing students with strength-based descriptive feedback.

A resource entitled Reporting Student Progress was developed and shared with the ministry. The purpose of the resource was to provide SD42 teachers with a guideline for reporting and strength-based descriptive language.

Communication: Letters were sent home to all parents whose children were part of this initiative and a parent meeting occurred on January 31, 2019. A parent survey was posted on May 31. Findings from this survey will determine future parent meetings, professional development and will be reported to the ministry.

Three meetings also occurred in Victoria to give feedback directly to the Ministry of Education.

### **SECONDARY TEACHER INQUIRY PROJECT**

The Secondary Inquiry Project (47 participants) provides the opportunity for teachers to engage with Spirals of Inquiry and Self Study in an effort to evolve and deepen teacher practice. This project involves two dinner meetings, two school meetings and concludes with a retreat at Harrison Hot Springs Resort. A final publication of the teachers' self reflection and research was produced.

### **SECONDARY COLLABORATIVE NETWORK**

The Collaborative Network (35 participants) is made up of teachers who work in collaborative teams to develop teaching strategies that encompass inclusion and the redesigned curriculum. Teachers begin planning at a preparation dinner and develop their projects at two retreats to culminate at a celebratory dinner where teachers present their projects.

One of the collaborative teams focussed specifically on literacy brought together teachers from GSS, THSS and PMSS.

### **INITIATIVES IN LITERACY**

Teachers from GSS, THSS, PMSS and collaborated together to raise awareness for literacy by planning a week-long series of events that included activities for both students and teachers. As an example, the initiatives undertaken at GSS are as follows:

#### **1. Reading Assessment for 8s:**

- Administer/calibrate/score both the fall and spring RAD
- Disseminate results to various groups (Admin, AbEd, SPED, CTs)
- Cross reference students with special needs, student with IEPs, identify other children with learning difficulties
- Determine areas of student growth and future needs through comparisons of the fall and spring assessments (not yet done)

#### **2. Support for Grade 8s and Grade 8 Teachers:**

- Review the results of the RAD, and discuss their implications, with each Grade 8 POD teacher
- Assist classroom teachers in the library (where blocks lined up)
- Co-ordinate lessons, compare/collaborate on literacy strategies with the teacher-librarian
- Collaborate with teacher-librarian to determine purchase of
- Design word walls, etc., and provide literacy resources/strategies to teachers, especially in those areas of need highlighted in the fall reading assessment
- Provide 12 blocks of direct support to two small groups (5-6) of Grade 8 "grey" area students
- Consult/collaborate with Ab Ed around designing of a Grade 8 unit that explores nature and literacy

#### **3. Reinforce/Re-establish a Culture of Literacy at GSS**

- Design visual displays/bulletin boards promoting books and reading
- Literacy Week: Designed to highlight literacy in all subject areas, this was a comprehensive, packed week of activities, contests and events for both students and staff alike. The planning for this week was extensive.
- Consistent reporting to and consultation with staff and teachers around literacy and perceived areas of need

# APPENDIX B

## ***ITINERANT SAFE AND CARING SCHOOLS TEAM (KKIS)***

The Itinerant Safe and Caring Schools team continues to support students at risk for not attending and students who are not attending due to mental health challenges. The team continues to focus on working alongside families to access resources in the community helpful in supporting their struggling child. The team supported students K-12 in various formats depending on the needs of the child. The following are a few examples of how our team has engaged with students in the past year:

- Provide 1:1 support to both students and families
- Work in classrooms
- Facilitate groups at the elementary level. (i.e. Grade 7 transition, yoga/ mindfulness, horse program)
- Provide transportation to school
- Attend community appointments with families in a supportive connecting role (ie. Child and Youth Mental Health intake, Wellness Clinic, hospital meetings, etc.)
- Participate in school-based wrap-around meetings
- Participate in secondary attendance meetings
- Collaborate with school teams around the development and implementation of plans to support student attendance
- Provide the sole connection to school district when students are not attending
- Transition students to new educational settings
- Identify and support students in the transition to the Riverside Centre program
- Provide educational programing when students are not attending
- Provide monthly attendance monitoring at secondary schools

Number of elementary students supported by Safe and Caring Schools:

- Students attending school but are at great risk for non-attendance: **41**
- Students not attending school: **13**

Number of secondary students supported by Safe and Caring Schools:

- Students attending school but are at great risk for non-attendance: **39**
- Students not attending school: **32**
- Students transitioned from not attending to attending an educational setting: **4**

The Equestrian Program continues to be a well-loved, in- demand program for students who struggle to engage with their learning at school. This year, 60 students ranging in age from grade 5-11 attended the program.

# APPENDIX C

Source: Middle Years Development Instrument (MDI) data collection: 2018/19.

## GRADE 4 RESULTS



**High Well-Being (Thriving)**  
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

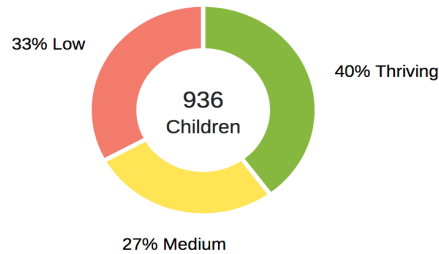


**Medium Well-Being**  
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

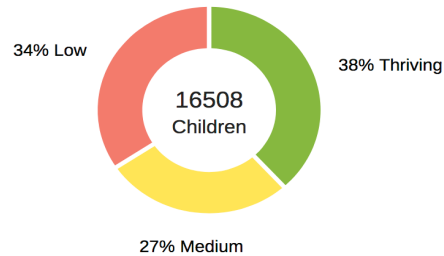


**Low Well-Being**  
Children who score in the low range on at least 1 of the 5 measures of well-being.

### MAPLE RIDGE PITT MEADOWS



### ALL PARTICIPATING DISTRICTS



## GRADE 7 RESULTS



**High Well-Being (Thriving)**  
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

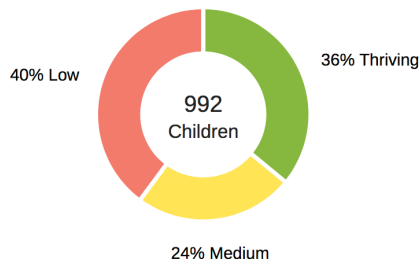


**Medium Well-Being**  
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

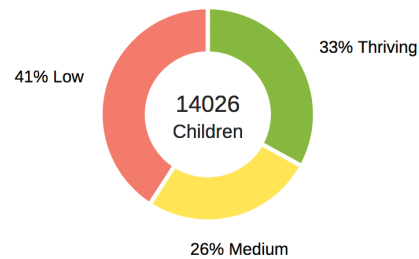


**Low Well-Being**  
Children who score in the low range on at least 1 of the 5 measures of well-being.

### MAPLE RIDGE PITT MEADOWS



### ALL PARTICIPATING DISTRICTS



## STUDENT SURVEY - LEARNING ENVIRONMENT: BELONGING

►► How many adults at your school care about you?

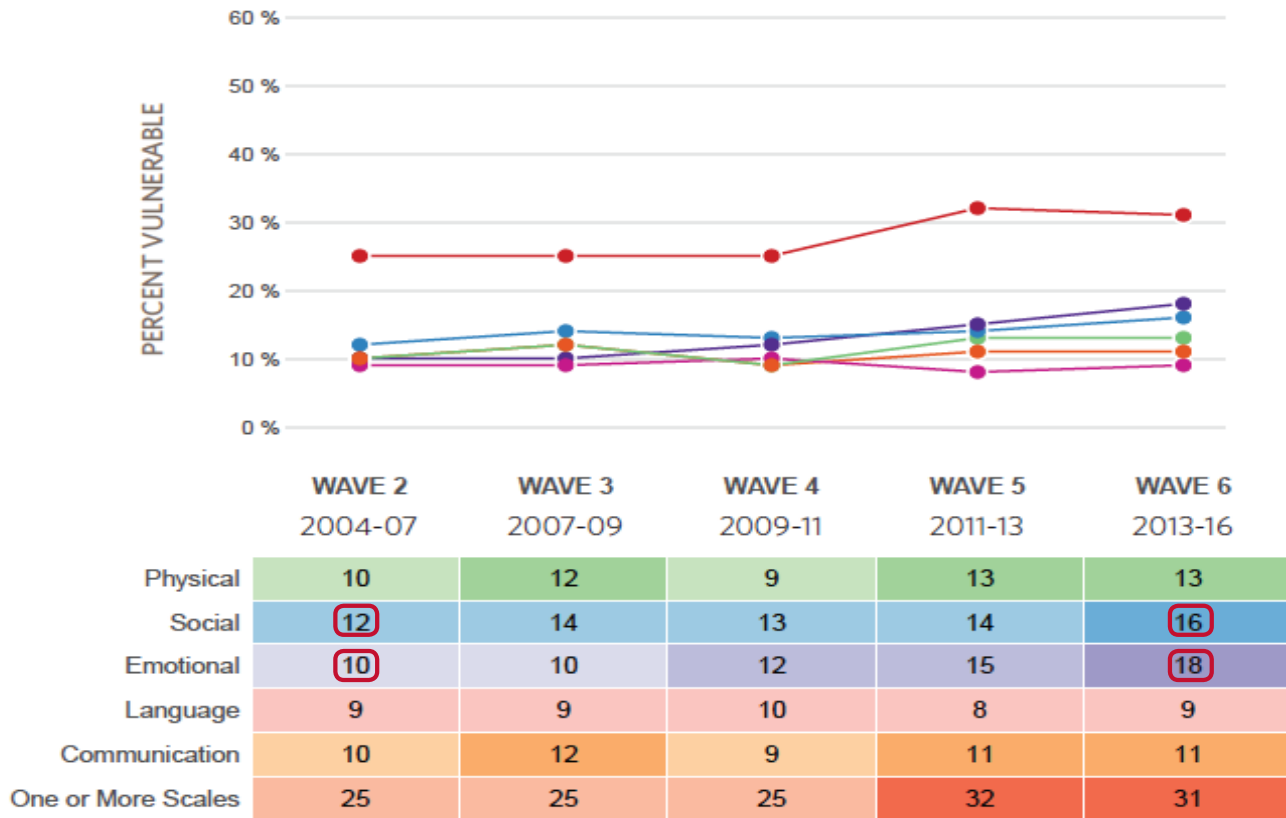
### STUDENTS REPORTING "2 ADULTS" OR MORE

SCHOOL YEAR	GRADE 10 STUDENTS		% ABOVE PROVINCIAL AVERAGE	GRADE 12 STUDENTS		% ABOVE PROVINCIAL AVERAGE
	NUMBER	%		NUMBER	%	
2016/17	326	67	+3	362	80	+4
2017/18	434	66	+2	411	80	+4
2018/19	509	70	+7	402	79	+3

Source: Student Learning Survey 2018/19

# APPENDIX D

Source: Early Development Instrument (EDI) data collection: 2004-2016.



Note: Data is suppressed for waves when there are fewer than 35 kindergarten children in the school district.

# APPENDIX E

## **GENERAL AFTER-SCHOOL PROGRAMS**

### **GRADE 3 ACTIVE KIDS HOUR**

The Active Kids Noon Hour gives children the opportunity to strengthen positive relationships with adult mentors, increase fundamental movement skills and build their understanding of healthy eating.

Participating students are supervised by Maple Ridge - Pitt Meadows Parks and Leisure Services Staff. School district staff assist with facilitation of activities.

In the 2018/19 school year, the program was located at Blue Mountain Elementary, Webster's Corners Elementary, Glenwood Elementary, Hammond Elementary, Eric Langton Elementary, and Davie Jones Elementary.



## **THE ACTIVE KIDS NOON HOUR PROGRAM AT 6 SCHOOLS**

### **PROJECT IMPACT**

- Convene teams of high-capacity leaders from 8-12 organizations in a learning community.
- Provide graduate-level training in program evaluation that is practical and paced for social sector professionals.
- Interact in monthly individualized coaching conversations to customize and embed learning.
- Design and execute fresh evaluation strategies.
- Produce quantitative and qualitative findings to demonstrate and improve impact.
- Completed January 2019.



**ITEM 4**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **CONTINUING EDUCATION -  
PRISON EDUCATION**

Date: October 16, 2019  
(Public Board Meeting)

---

**Information**

**RECOMMENDATION:**

**THAT the Board receive the presentation on prison education by Continuing Education, for information.**



**ITEM 5**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **JOINT FEASIBILITY STUDY - POST  
SECONDARY EDUCATION**

Date: October 16, 2019  
(Public Board Meeting)

---

**Decision**

---

**BACKGROUND/RATIONALE:**

The attached letter was drafted following a joint meeting of representatives of all proposed signatories held on September 16, 2019.

**RECOMMENDATION:**

**THAT the Board endorse and authorize the Chairperson to sign off on the letter to the Ministry of Advanced Education and Skills Training requesting a Joint Feasibility Study on Post Secondary Education in Maple Ridge-Pitt Meadows on it behalf.**

Attachment



September 19, 2019

Honourable Melanie Mark  
Minister of Advanced Education and Skills Training  
Parliament Buildings  
Victoria, BC V8V 1X4

RE: Post-Secondary Education in Ridge Meadows

Dear Minister Mark,

As leaders of the cities of Maple Ridge and Pitt Meadows, School District 42, the Katzie and Kwantlen First Nations, and provincial government representatives, we respectfully request the opportunity to work with you to assess the post-secondary education needs for young people in our communities.

Ridge Meadows is growing quickly, but our high school graduates are transitioning at a rate lower than the provincial average. They do not have the same opportunities afforded to students in neighbouring municipalities throughout the Lower Mainland. They face a choice between long and costly commutes, or paying to live away from home. As a result, too many promising local students in our communities choose not to pursue a post-secondary education.

We respectfully request that the Ministry act as a partner and consider a feasibility study to clearly establish what needs exist among parents and students, as well as local businesses and First Nations, for post-secondary opportunities in Ridge Meadows.

Like you, we know that post-secondary education is critical to the future of the next generation – as well as the well-being of our businesses and communities' prosperity and local quality of life. We also recognize that providing equitable access to education is vital to First Nations reconciliation.

We hope that you will join us in taking this step towards ensuring Ridge Meadows students can make the most of the promise that post-secondary education holds.

Sincerely,

Korleen Carreras  
Chair, Maple Ridge-Pitt Meadows School District (SD42)

Grace Cunningham  
Chief, Katzie First Nation

Marilyn Gabriel  
Chief, Kwantlen First Nation

Bill Dingwall  
Mayor, City of Pitt Meadows

Michael Morden  
Mayor, City of Maple Ridge

Lisa Beare  
MLA for Maple Ridge-Pitt Meadows

Bob D'Eith  
MLA for Maple Ridge-Mission

**ITEM 6**

To: **Board of Education**

From: Secretary Treasurer  
Flavia Coughlan  
Assistant Secretary Treasurer  
Monica Schulte

Re: **SCHOOL DISTRICT STATEMENT OF  
FINANCIAL INFORMATION (SOFI)**

Date: October 16, 2019  
(Public Board Meeting)

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**Decision**

---

**BACKGROUND/RATIONALE:**

Attached is a copy of the Statement of Financial Information Report for the Board of Education of School District No. 42 (Maple Ridge - Pitt Meadows) for the year ended June 30, 2019.

In accordance with the Financial Information Act (the "Act"), each school board is required to prepare a report of financial information for each fiscal year. The Act, together with the related regulation and directive, prescribes the information that is required to be included in the report.

The major schedules included in the report are as follows:

- a Schedule of Remuneration and Expenses that lists all payments made to trustees and to those employees with remuneration exceeding \$75,000; and
- a Schedule of Suppliers of Goods and Services that lists total payments made to suppliers in excess of \$25,000.

Section 6 of the Financial Information Regulation defines remuneration to include any form of salary, wage, taxable benefit, payment into trust or any form of income deferral paid by the Board to an employee but does not include anything payable under a severance agreement. Remuneration for individual employees can include payouts for vacation, gratuity and compensatory time not taken, in addition to regular salary. Remuneration also includes taxable benefits for auto allowances for employees who regularly use their personal vehicle for school district business. Remuneration does not include payments made to third parties on behalf of an employee.

Expenses are defined to include travel expenses, memberships, tuition, relocation, vehicle leases, registration fees and similar amounts paid directly to an employee, or to a third party on behalf of an employee, and which have not been included in 'remuneration'. The amounts reported do not reflect payments subsequently reimbursed by an employee.

Payments made for the provision of goods and services include all payments made from operating, special purpose and capital funds for the supply of goods and services. Payments, or deductions in funding, made by other entities on behalf of the Maple Ridge – Pitt Meadows School District (e.g. Next Generation Network expenditures and the School Protection Program premiums) are not included.

A significant portion of the supplier payments represents contributions to pension and employee benefit plans and contractors for capital projects. Payments for both employer and employee contributions to employee benefit plans are included.

**RECOMMENDATION:**

**THAT the Board approve the School District Statement of Financial Information for the fiscal year ended June 30, 2019; and that the said statement be submitted to the Ministry of Education.**

Attachment

# SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

<b>6049</b>	
SCHOOL DISTRICT NUMBER	NAME OF SCHOOL DISTRICT
42	Maple Ridge - Pitt Meadows
OFFICE LOCATION	YEAR
22225 Brown Avenue	2019
MAILING ADDRESS	TELEPHONE NUMBER
22225 Brown Avenue	604-463-4200
CITY	PROVINCE
Maple Ridge	B.C.
NAME OF CHAIRPERSON OF THE BOARD OF EDUCATION	POSTAL CODE
Korleen Carreras	V2X 8N6
NAME OF SUPERINTENDENT	TELEPHONE NUMBER
Sylvia Russell	604-463-4200
NAME OF SECRETARY - TREASURER	TELEPHONE NUMBER
Flavia Coughlan	604-463-4200

## DECLARATION AND SIGNATURES

*We, the undersigned, certify that the attached is a correct and true copy of the 2019 Statement of Financial Information for School District No. 42 as required under Section 2 of the Financial Information Act.*

SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION	DATE SIGNED
SIGNATURE OF SUPERINTENDENT	DATE SIGNED
SIGNATURE OF SECRETARY-TREASURER	DATE SIGNED

EDUC. 6001 (REV.  
95/08)

**MINISTRY OF EDUCATION AND  
MINISTRY RESPONSIBLE FOR MULTICULTURALISM  
AND HUMAN RIGHTS**

PROVINCE OF BRITISH COLUMBIA

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)  
YEAR ENDED JUNE 30, 2019**

**STATEMENT OF FINANCIAL INFORMATION  
(SOFI)**

**INDEX**

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<b>B. School District Audited Financial Statements</b>	<b>B1 - B42</b>
<b>C. Schedules of Debts and of Guarantee and Indemnity Agreements</b>	<b>C1 &amp; C2</b>
<b>D. Schedule of Remuneration and Expenses Including a Statement of Severance Agreements</b>	<b>D1 - D16</b>
<b>E. Schedule of Payments for the Provision of Goods and Services</b>	<b>E1 - E5</b>
<b>F. Explanatory Notes</b>	<b>F1</b>

**SCHOOL DISTRICT  
STATEMENT OF FINANCIAL INFORMATION (SOFI)**

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**

**FISCAL YEAR ENDED JUNE 30, 2019**

**MANAGEMENT REPORT**

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with Canadian generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility.

Management is also responsible for all the other schedules of financial information and for ensuring this information is consistent, where appropriate, with the information contained in the financial statements and for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Education is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and for approving the financial information included in the Statement of Financial Information.

The external auditors, BDO Canada LLP, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements as required by the *School Act*. Their examination does not relate to the other schedules of financial information required by the *Financial Information Act*. Their examination includes a review and evaluation of the board's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly.

On behalf of the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)

---

Sylvia Russell  
Superintendent  
October 16, 2019

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Flavia Coughlan  
Secretary-Treasurer  
October 16, 2019

Prepared as required by *Financial Information Regulation*, Schedule 1, section 9

Audited Financial Statements of

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

June 30, 2019

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

June 30, 2019

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

## MANAGEMENT REPORT

Version: 3086-2340-9358

### Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 42 (Maple Ridge-Pitt Meadows) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a quarterly basis and externally audited financial statements yearly.

The external auditors, BDO Canada LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 42 (Maple Ridge-Pitt Meadows) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

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

Original signed by Korleen Carreras	September 18, 2019
Signature of the Chairperson of the Board of Education	Date Signed
Original signed by Sylvia Russell	September 18, 2019
Signature of the Superintendent	Date Signed
Original signed by Flavia Coughlan	September 18, 2019
Signature of the Secretary Treasurer	Date Signed

To the Board of Education of School District No. 42 (Maple Ridge - Pitt Meadows)

### Opinion

We have audited the financial statements of School District No. 42 (Maple Ridge - Pitt Meadows) (the "School District") which comprise the Statement of Financial Position as at June 30, 2019 and the Statements Operations, Changes in Net Debt, and Cash Flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the School District financial statements present fairly, in all material respects, the financial position of the School District as at June 30, 2019 and its results of operations, changes in net debt and cash flows for the year then ended in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia (the "Act").

### Basis for Opinion

We conducted our audit in accordance with Canadian generally-accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the School District in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Emphasis of Matter - Basis of Accounting

We draw attention to Note 2 to the financial statements which describes the basis of accounting. The financial statements are prepared in order for the School District to meet the reporting requirements of the Act referred to above. Our opinion is not modified in respect of this matter.

### Other Matter - Supplementary Information

We draw attention to the fact that the supplementary information included in Schedules 1 to 4D do not form part of the financial statements. We have not audited or reviewed this supplementary information and, accordingly, we do not express an opinion, a review conclusion or any other form of assurance on this supplementary information.

### Other Information

Management is responsible for the other information. The other information comprises the information included in the Financial Statements Discussion and Analysis, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any for of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### **Responsibilities of Management and Those Charged with Governance for the Financial Statements**

Management is responsible for the preparation of the financial statements in accordance with the Act, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the School District's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the School District, or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the School District's financial reporting process.

### **Auditor's Responsibilities for the Audit of the Financial Statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally-accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally-accepted auditing standards we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School District's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School District's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However future events or conditions may cause the School District to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

*BDO Canada LLP*

Chartered Professional Accountants

Vancouver, British Columbia

September 18, 2019

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

Statement 1

## Statement of Financial Position

As at June 30, 2019

	2019 Actual	2018 Actual
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	50,463,678	54,929,643
Accounts Receivable		
Due from Province - Ministry of Education	1,999,050	71,376
Due from Province - Other	66,000	100,000
Other (Note 3)	4,378,752	533,680
Portfolio Investments (Note 4)	252,997	248,382
<b>Total Financial Assets</b>	<b>57,160,477</b>	<b>55,883,081</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities		
Other (Note 5)	20,548,739	17,809,390
Unearned Revenue (Note 6)	5,228,791	5,471,965
Deferred Revenue (Note 7)	2,381,312	2,798,447
Deferred Capital Revenue (Note 8)	143,017,828	124,279,028
Employee Future Benefits (Note 9)	8,313,736	8,076,210
<b>Total Liabilities</b>	<b>179,490,406</b>	<b>158,435,040</b>
<b>Net Financial Assets (Debt)</b>	<b>(122,329,929)</b>	<b>(102,551,959)</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Note 11)	204,021,754	182,389,028
Prepaid Expenses	404,101	402,270
<b>Total Non-Financial Assets</b>	<b>204,425,855</b>	<b>182,791,298</b>
<b>Accumulated Surplus (Deficit) (Note 17)</b>	<b>82,095,926</b>	<b>80,239,339</b>

Approved by the Board

Original signed by Korleen Carreras	September 18, 2019
Signature of the Chairperson of the Board of Education	Date Signed
Original signed by Sylvia Russell	September 18, 2019
Signature of the Superintendent	Date Signed
Original signed by Flavia Coughlan	September 18, 2019
Signature of the Secretary Treasurer	Date Signed

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

Statement 2

Statement of Operations

Year Ended June 30, 2019

	2019 Budget (Note 14)	2019 Actual	2018 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	151,003,353	151,019,011	143,716,793
Other	334,169	397,657	443,215
School Site Acquisition Fees Spent on Sites		1,695,137	25,981
Federal Grants	260,760	279,042	246,785
Tuition	9,314,850	9,595,712	9,166,685
Other Revenue	5,572,759	5,822,136	5,834,615
Rentals and Leases	474,080	540,263	576,616
Investment Income	765,649	875,474	643,285
Gain (Loss) on Disposal of Tangible Capital Assets (Note 18)	(708,812)	(838,579)	
Amortization of Deferred Capital Revenue	5,889,868	5,483,981	5,381,616
<b>Total Revenue</b>	<u>172,906,676</u>	<u>174,869,834</u>	<u>166,035,591</u>
<b>Expenses (Note 19)</b>			
Instruction	145,961,186	142,616,859	134,770,217
District Administration	5,764,144	5,586,758	4,907,712
Operations and Maintenance	25,462,938	24,296,382	23,189,959
Transportation and Housing	683,118	513,248	626,687
<b>Total Expense</b>	<u>177,871,386</u>	<u>173,013,247</u>	<u>163,494,575</u>
<b>Surplus (Deficit) for the year</b>	<u>(4,964,710)</u>	<u>1,856,587</u>	<u>2,541,016</u>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		80,239,339	77,698,323
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<u>82,095,926</u>	<u>80,239,339</u>

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

Statement 4

Statement of Changes in Net Financial Assets (Debt)

Year Ended June 30, 2019

	2019 Budget (Note 14)	2019 Actual	2018 Actual
	\$	\$	\$
<b>Surplus (Deficit) for the year</b>	(4,964,710)	<b>1,856,587</b>	2,541,016
<b>Effect of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets	(42,293,529)	<b>(33,353,140)</b>	(15,487,327)
Amortization of Tangible Capital Assets	9,935,740	<b>9,521,618</b>	9,164,572
Net carrying value of Tangible Capital Assets disposed of		<b>2,198,796</b>	
<b>Total Effect of change in Tangible Capital Assets</b>	(32,357,789)	<b>(21,632,726)</b>	(6,322,755)
Acquisition of Prepaid Expenses		<b>(418,138)</b>	(402,270)
Use of Prepaid Expenses		<b>416,307</b>	497,321
<b>Total Effect of change in Other Non-Financial Assets</b>	-	<b>(1,831)</b>	95,051
<b>(Increase) Decrease in Net Financial Assets (Debt), before Net Remeasurement Gains (Losses)</b>	<u>(37,322,499)</u>	<b>(19,777,970)</b>	(3,686,688)
<b>Net Remeasurement Gains (Losses)</b>			
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>		<b>(19,777,970)</b>	(3,686,688)
<b>Net Financial Assets (Debt), beginning of year</b>		<b>(102,551,959)</b>	(98,865,271)
<b>Net Financial Assets (Debt), end of year</b>		<b>(122,329,929)</b>	(102,551,959)

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

Statement 5

Statement of Cash Flows

Year Ended June 30, 2019

	2019 Actual	2018 Actual
	\$	\$
<b>Operating Transactions</b>		
Surplus (Deficit) for the year	1,856,587	2,541,016
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(5,738,746)	2,722
Prepaid Expenses	(1,831)	95,051
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	2,739,346	4,821,894
Unearned Revenue	(243,174)	569,626
Deferred Revenue	(417,135)	328,004
Employee Future Benefits	237,526	200,731
Loss (Gain) on Disposal of Tangible Capital Assets (Note 18)	838,579	
Amortization of Tangible Capital Assets	9,521,618	9,164,572
Amortization of Deferred Capital Revenue	(5,483,981)	(5,381,616)
Recognition of Deferred Capital Revenue Spent on Sites	(1,766,717)	(74,232)
<b>Total Operating Transactions</b>	<b>1,542,072</b>	<b>12,267,768</b>
<b>Capital Transactions</b>		
Tangible Capital Assets Purchased	(5,815,753)	(4,962,792)
Tangible Capital Assets -WIP Purchased	(27,537,387)	(10,524,535)
District Portion of Proceeds on Disposal (Note 18)	1,360,217	
<b>Total Capital Transactions</b>	<b>(31,992,923)</b>	<b>(15,487,327)</b>
<b>Financing Transactions</b>		
Capital Revenue Received	25,989,498	10,896,085
<b>Total Financing Transactions</b>	<b>25,989,498</b>	<b>10,896,085</b>
<b>Investing Transactions</b>		
Proceeds on Disposal of Portfolio Investments		67,559
Investments in Portfolio Investments	(4,612)	
<b>Total Investing Transactions</b>	<b>(4,612)</b>	<b>67,559</b>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	<b>(4,465,965)</b>	<b>7,744,085</b>
<b>Cash and Cash Equivalents, beginning of year</b>	<b>54,929,643</b>	<b>47,185,558</b>
<b>Cash and Cash Equivalents, end of year</b>	<b>50,463,678</b>	<b>54,929,643</b>
<b>Cash and Cash Equivalents, end of year, is made up of:</b>		
Cash	12,891,388	11,391,746
Cash Equivalents	37,572,290	43,537,897
	<b>50,463,678</b>	<b>54,929,643</b>
Supplementary Cash Flow Information (Note 22)		

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

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**NOTE 1      AUTHORITY AND PURPOSE**

The School District, established on April 12, 1946, operates under authority of the School Act of British Columbia as a corporation under the name of "The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)", and operates as "School District No. 42 (Maple Ridge – Pitt Meadows)." A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the School District and is principally funded by the Province of British Columbia through the Ministry of Education. The School District is exempt from federal and provincial corporate income taxes.

**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The financial statements of the School District are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the School District are as follow:

**a) Basis of Accounting**

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers as set out in Notes 2(g) and 2(m).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in notes 2(g) and 2(m), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require these grants to be fully recognized into revenue.

**b) Financial Instruments**

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities and other liabilities.

Except for portfolio investments in equity instruments quoted in an active market, or items designated by management, that are recorded at fair value, all financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

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**NOTE 2**      **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of remeasurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the statement of operations.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

Unless otherwise noted, it is management's opinion that the School District is not exposed to significant interest, currency or credit risks arising from these financial instruments. The fair values of these financial instruments approximate their carrying value, unless otherwise noted.

All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

**c) Cash and Cash Equivalents**

Cash and cash equivalents include cash in the bank and funds held with the Ministry in the Central Deposit program that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. Cash equivalents are generally highly liquid, with a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

**d) Accounts Receivable**

Accounts receivable are measured at amortized cost and shown net of allowance for doubtful accounts.

**e) Portfolio Investments**

The School District has investments in term deposits, equity instruments with no maturity and bonds, which have a maturity of greater than 3 months at the time of acquisition.

**f) Unearned Revenue**

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services to be delivered in a future period. Revenue will be recognized in that future period when the services are provided.

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

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**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**g) Deferred Revenue and Deferred Capital Revenue**

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 2(m).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met, unless the transfer contains a stipulation that creates a liability, in which case the transfer is recognized as revenue over the period that the liability is extinguished. See Note 2(a) for the impact of this policy on these financial statements.

**h) Employee Future Benefits**

**i) Post-employment benefits**

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to contracts and union agreements.

The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the estimated cost of borrowing.

The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARS�) of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2019. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

**ii) Pension Plans**

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

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**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**i) Asset Retirement Obligations**

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and accretion expense is included in the Statement of Operations.

**j) Tangible Capital Assets**

Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.

Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at carrying value.

Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion. Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.

Buildings that are demolished or destroyed are written-off. Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.

The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful lives are as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

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**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**k) Prepaid Expenses**

Property taxes, software licenses, insurance policies, maintenance agreements and other payments paid in advance are included as prepaid expense. Prepaid expenses are stated at acquisition cost and are expensed over the periods expected to benefit from it.

**l) Internally restricted reserves**

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

By board policy a contingency reserve of at least 1% and not exceeding 3% of operating expenditures shall be maintained (\$1,543,280 to \$4,629,840). The current balance of \$4,115,145 (\$3,755,145 local capital and \$360,000 million operating) equates to 2.67% of budgeted operating expenditures.

**m) Revenue Recognition**

All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty, their estimation is impracticable, or collection is uncertain.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions other than sites are recorded as deferred capital revenue and amortized as revenue over the useful life of the related assets once spent.

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished. See Note 2(a) for the impact of this policy on these financial statements.

All other revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues.

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

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**NOTE 2**      **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** *(Continued)*

Revenue related to fees or services received in advance of the fee being earned or the service is performed is deferred and recognized when the fee is earned, or service being performed.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is included in the deferred revenue balance until spent.

**n) Expenses**

Expenses are reported on an accrual basis. The cost of all goods consumed, and services received during the year is expensed.

Categories of Salaries

- Principals, Vice-Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Secretary-Treasurers, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, expenses are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and aboriginal education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)***

o) Liability for contaminated sites

A liability for contaminated sites is recognized when a site is not in productive use and the following criteria are met:

- An environmental standard exists;
- Contamination exceeds the environmental standard;
- The School District is directly responsible or accepts responsibility for the contamination;
- It is expected that future economic benefits will be given up; and
- A reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

p) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in Note 2(a) requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

**NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES**

	<b>June 30, 2019</b>	<b>June 30, 2018</b>
Due from Federal Government	\$ 347,298	\$ 225,399
Due from the City of Maple Ridge	3,425,200	-
Trade Receivables	410,559	148,073
Tuition Receivable	101,709	91,796
Other Receivables	93,986	68,412
	<b>\$ 4,378,752</b>	<b>\$ 533,680</b>

**NOTE 4 PORTFOLIO INVESTMENTS**

	<b>June 30, 2019</b>	<b>June 30, 2018</b>
<b>Cost and Amortized Cost</b>		
Term deposits	\$ 100,000	\$ 99,914
	<b>100,000</b>	<b>99,914</b>
<b>Fair Market Value</b>		
Core bond fund	76,905	72,654
Canadian equity fund	37,428	38,005
U. S. equity fund	19,921	19,066
International equity fund	18,743	18,743
	<b>152,997</b>	<b>148,468</b>
<b>Total Portfolio Investments</b>	<b>\$ 252,997</b>	<b>\$ 248,382</b>

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

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**NOTE 4**      **PORTFOLIO INVESTMENTS** *(Continued)*

Term deposits held within the School District's portfolio investments are held with local banking institutions for a period not exceeding 1 year from the statement of financial position date and are earning average interest of 2.5% (2018: 1.98%).

**NOTE 5**      **ACCOUNTS PAYABLE AND ACCRUED LIABILITIES – OTHER**

	<b>June 30, 2019</b>	<b>June 30, 2018</b>
Trade payables	\$ 10,216,977	\$ 8,168,457
Salaries and benefits payable	8,251,422	7,664,664
Accrued vacation pay	1,521,865	1,275,792
Other	558,475	700,477
	<b>\$ 20,548,739</b>	<b>\$ 17,809,390</b>

**NOTE 6**      **UNEARNED REVENUE**

	<b>June 30, 2019</b>	<b>June 30, 2018</b>
Balance, beginning of year	\$ 5,471,965	\$ 4,902,339
Tuition fees received	9,405,212	9,673,839
Rental fees received	541,169	572,162
Partnership fees received	40,626	143,963
Tuition fees recognized as revenue	(9,595,712)	(9,166,685)
Rental fees recognized as revenue	(540,263)	(576,616)
Partnership fees recognized as revenue	(94,206)	(77,037)
<b>Balance, end of year</b>	<b>\$ 5,228,791</b>	<b>\$ 5,471,965</b>

**NOTE 7**      **DEFERRED REVENUE**

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled.

	<b>June 30, 2019</b>	<b>June 30, 2018</b>
Balance, beginning of year	\$ 2,798,447	\$ 2,470,443
Grants received:		
Provincial grants	14,230,408	13,028,984
Other grants and income	4,951,453	4,669,311
Investment income	54,974	42,117
Subtotal	19,236,835	17,740,412
Revenue recognized	(19,653,970)	(17,412,408)
<b>Balance, end of year</b>	<b>\$ 2,381,312</b>	<b>\$ 2,798,447</b>

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

**NOTE 8      DEFERRED CAPITAL REVENUE**

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired.

	<u>June 30, 2019</u>	<u>June 30, 2018</u>
<b><u>Deferred capital revenue subject to amortization</u></b>		
Balance, beginning of year	\$ 110,466,532	\$ 108,060,194
Transfers from deferred revenue – capital additions	7,075,840	7,787,954
Amortization of deferred capital revenue	(5,483,981)	(5,381,616)
<b>Balance, end of year</b>	<b><u>\$ 112,058,391</u></b>	<b><u>\$ 110,466,532</u></b>
<b><u>Deferred capital revenue – Work in Progress</u></b>		
Work in Progress, beginning of year	\$ 1,923,161	\$ 2,011,305
Transfer in from deferred revenue – work in progress	27,120,186	7,699,810
Transfer to spent deferred capital	(7,075,840)	(7,787,954)
<b>Balance, end of year</b>	<b><u>\$ 21,967,507</u></b>	<b><u>\$ 1,923,161</u></b>
<b><u>Deferred capital revenue – Unspent portion</u></b>		
Unspent Deferred Capital, beginning of year	\$ 11,889,335	\$ 8,767,292
Provincial Grants – Ministry of Education	23,768,702	6,789,760
Provincial Grants – Other	18,671	
Other	431,250	3,836,535
Investment Income	334,431	269,790
Ministry of Education Restricted Proceeds on Disposal of Land (Note 18)	838,579	-
School Site Acquisition Fees	597,865	-
Transfer to Deferred Capital Revenue – Work in Progress	(27,120,186)	(7,699,810)
Transfer to Deferred Capital Revenue – Site Purchases	(1,766,717)	(74,232)
<b>Balance, end of year</b>	<b><u>\$ 8,991,930</u></b>	<b><u>\$ 11,889,335</u></b>
<b>Total deferred capital revenue balance, end of year</b>	<b><u>\$ 143,017,828</u></b>	<b><u>\$ 124,279,028</u></b>

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

**NOTE 9 EMPLOYEE FUTURE BENEFITS**

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District provides for the payment of these benefits they become due.

	<b>June 30, 2019</b>	<b>June 30, 2018</b>
<b><i>Reconciliation of Accrued Benefit Obligation</i></b>		
Accrued Benefit Obligation – April 1	\$ 8,297,388	\$ 8,135,024
Service Cost	602,714	576,710
Interest Cost	235,378	230,550
Benefit Payments	(791,301)	(479,441)
Actuarial (Gain) Loss	(64,236)	(165,455)
Accrued Benefit Obligation – March 31	<u>\$ 8,279,943</u>	<u>\$ 8,297,388</u>

<b><i>Reconciliation of Funded Status at End of Fiscal Year</i></b>		
Accrued Benefit Obligation – March 31	\$ 8,279,943	\$ 8,297,388
Funded Status – Surplus (Deficit)	(8,279,943)	(8,297,388)
Employer Contributions After Measurement Date	178,017	271,797
Benefits Expense After Measurement Date	(210,452)	(209,524)
Unamortized Net Actuarial (Gain) Loss	(1,358)	158,905
<b>Accrued Benefit Asset (Liability) – June 30</b>	<b><u>\$ (8,313,736)</u></b>	<b><u>\$ (8,076,210)</u></b>

<b><i>Reconciliation of Change in Accrued Benefit Liability</i></b>		
Accrued Benefit Liability – July 1	\$8,076,210	\$ 7,875,479
Net expense for Fiscal Year	935,047	929,796
Employer Contributions	(697,521)	(729,065)
Accrued Benefit Liability – June 30	<u>\$ 8,313,736</u>	<u>\$ 8,076,210</u>

<b>Components of Net Benefit Expense</b>		
Service Cost	\$ 609,637	\$ 583,211
Interest Cost	229,383	231,757
Amortization of Net Actuarial (Gain) Loss	96,027	114,828
Net Benefit Expense	<u>\$ 935,047</u>	<u>\$ 929,796</u>

The significant actuarial assumptions adopted for measuring the School District's accrued benefit obligations are:

	<b>June 30, 2019</b>	<b>June 30, 2018</b>
Discount Rate – April 1	2.75%	2.75%
Discount Rate – March 31	2.50%	2.75%
Long Term Salary Growth – April 1	2.5% + seniority	2.5% + seniority
Long Term Salary Growth – March 31	2.5% + seniority	2.5% + seniority
EARS – March 31	9.6 years	8.8 years

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

**NOTE 10 DEBT**

The School District has an approved line of credit of \$6.5 million with interest at the banks' prime rate plus 0.25%. The available borrowing consists of \$2.5 million of line of credit and \$4.0 million of additional funds for meeting current operating and debt service expenditures. As of June 30, 2019, the School District had \$nil borrowings (2018: \$nil) under these facilities.

**NOTE 11 TANGIBLE CAPITAL ASSETS**

**June 30, 2019**

<b>Cost:</b>	<b>Balance at July 1, 2018</b>	<b>Additions</b>	<b>Disposals</b>	<b>Transfers (WIP)</b>	<b>Balance at June 30, 2019</b>
Sites	\$ 31,425,110	\$ 1,766,717	\$ (2,198,796)	\$ -	\$ 30,993,031
Buildings	271,577,482	1,025,497	-	7,198,142	279,801,121
Buildings – work in progress	4,835,626	27,425,441	-	(7,198,142)	25,062,925
Furniture & Equipment	11,297,651	1,418,017	(386,645)	-	12,329,023
Vehicles	1,094,430	225,846	-	-	1,320,276
Computer Software	1,882,419	73,251	(180,678)	-	1,774,992
Computer Hardware	7,748,768	1,418,371	(1,073,397)	-	8,093,742
<b>Total</b>	<b>\$ 329,861,486</b>	<b>\$ 33,353,140</b>	<b>\$ (3,839,516)</b>	<b>\$ -</b>	<b>\$ 359,375,110</b>

<b>Accumulated Amortization:</b>	<b>Balance at July 1, 2018</b>	<b>Amortization</b>	<b>Disposals</b>	<b>Balance at June 30, 2019</b>
Buildings	\$ 138,030,131	\$ 6,269,558	\$ -	\$ 144,299,689
Furniture & Equipment	4,307,039	1,181,333	(386,645)	5,101,727
Vehicles	327,663	120,735	-	448,398
Computer Software	823,454	365,741	(180,678)	1,008,517
Computer Hardware	3,984,171	1,584,251	(1,073,397)	4,495,025
<b>Total</b>	<b>\$ 147,472,458</b>	<b>\$ 9,521,618</b>	<b>\$ (1,640,720)</b>	<b>\$ 155,353,356</b>

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

**NOTE 11 TANGIBLE CAPITAL ASSETS *(Continued)***

**June 30, 2018**

<b>Cost:</b>	<b>Balance at July 1, 2017</b>	<b>Additions</b>	<b>Disposals</b>	<b>Transfers (WIP)</b>	<b>Balance at June 30, 2018</b>
Sites	\$ 31,350,878	\$ 74,232	\$ -	\$ -	\$ 31,425,110
Buildings	263,346,185	456,549	-	7,774,748	271,577,482
Buildings – work in progress	2,099,045	10,511,329	-	(7,774,748)	4,835,626
Furniture & Equipment	10,078,560	2,879,773	(1,660,682)	-	11,297,651
Vehicles	992,436	133,606	(31,612)	-	1,094,430
Computer Software	1,439,074	474,890	(31,545)	-	1,882,419
Computer Hardware	8,012,098	956,948	(1,220,278)	-	7,748,768
<b>Total</b>	<b>\$ 317,318,276</b>	<b>\$ 15,487,327</b>	<b>\$ (2,944,117)</b>	<b>\$ -</b>	<b>\$ 329,861,486</b>

<b>Accumulated Amortization:</b>	<b>Balance at July 1, 2017</b>	<b>Amortization</b>	<b>Disposals</b>	<b>Balance at June 30, 2018</b>
Buildings	\$ 131,946,945	\$ 6,083,186	\$ -	\$ 138,030,131
Furniture & Equipment	4,898,912	1,068,809	(1,660,682)	4,307,039
Vehicles	254,932	104,343	(31,612)	327,663
Computer Software	522,849	332,150	(31,545)	823,454
Computer Hardware	3,628,365	1,576,084	(1,220,278)	3,984,171
<b>Total</b>	<b>\$ 141,252,003</b>	<b>\$ 9,164,572</b>	<b>\$ (2,944,117)</b>	<b>\$ 147,472,458</b>

<b>Net Book Value:</b>	<b>June 30, 2019</b>	<b>June 30, 2018</b>
Sites	\$ 30,993,031	\$ 31,425,110
Buildings	135,501,432	133,547,351
Buildings – work in progress	25,062,925	4,835,626
Furniture & Equipment	7,227,296	6,990,612
Vehicles	871,878	766,767
Computer Software	766,475	1,058,965
Computer Hardware	3,598,717	3,764,597
<b>Total</b>	<b>\$ 204,021,754</b>	<b>\$ 182,389,028</b>

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

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**NOTE 12     EMPLOYEE PENSION PLANS**

The school district and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2017, the Teachers' Pension Plan has about 46,000 active members and approximately 38,000 retired members. As of December 31, 2017, the Municipal Pension Plan has about 197,000 active members, including approximately 24,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2017, indicated a \$1,656 million surplus for basic pension benefits on a going concern basis. As a result of the 2017 basic account actuarial valuation surplus, plan enhancements and contribution rate adjustments were made; the remaining \$644 million surplus was transferred to the rate stabilization account.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2015, indicated a \$2,224 million funding surplus for basic pension benefits on a going concern basis. As a result of the 2015 basic account actuarial valuation surplus and pursuant to the joint trustee agreement, \$1,927 million was transferred to the rate stabilization account and \$297 million of the surplus ensured the required contribution rate remained unchanged.

The school district paid \$12,750,840 for employer contributions to the plans for the year ended June 30, 2019 (2018: \$13,231,774). The next valuation for the Teachers' Pension Plan will be as at December 31, 2020, with results available in 2021. The next valuation for the Municipal Pension Plan will be as at December 31, 2018, with results available in 2019.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

**NOTE 13     RELATED PARTY TRANSACTIONS**

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

**NOTE 14 BUDGET FIGURES**

Budget figures included in the financial statements were approved by the Board through the adoption of the amended annual budget on February 27, 2019.

As the 2018/19 Amended Annual Budget is used for comparative purposes a reconciliation between the 2018/19 Annual and the 2018/19 Amended Annual Budgets is provided.

	Annual Budget	Amended Annual Budget	Change
<b>Statement 2</b>			
Revenues			
Provincial Grants			
Ministry of Education	\$ 147,893,011	\$ 151,003,353	\$ 3,110,342
Other	347,621	334,169	(13,452)
Federal Grants	192,000	260,760	68,760
Tuition	8,994,050	9,314,850	320,800
Other Revenue	5,428,703	5,572,759	144,056
Rentals and Leases	438,550	474,080	35,530
Investment Income	660,000	765,649	105,649
Gain (Loss) on Disposal of Tangible Capital Assets	-	(708,812)	(708,812)
Amortization of Deferred Capital Revenue	5,738,171	5,889,868	151,697
Total Revenue	169,692,106	172,906,676	3,214,570
Expenses			
Instruction	142,227,384	145,961,186	3,733,802
District Administration	5,264,864	5,764,144	499,280
Operations and Maintenance	24,681,569	25,462,938	781,369
Transportation and Housing	726,528	683,118	(43,410)
Total Expense	172,900,345	177,871,386	4,971,041
Net Revenue (Expense)	(3,208,239)	(4,964,710)	(1,756,471)
Budgeted Allocation of Surplus	1,123,840	4,354,095	3,230,255
<b>Budgeted Surplus (Deficit) for the year</b>	<b>\$ (2,084,399)</b>	<b>\$ (610,615)</b>	<b>\$ 1,473,784</b>
<b>Statement 4</b>			
Surplus (Deficit for the year)	\$ (3,208,239)	\$ (4,964,710)	\$ (1,756,471)
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(37,081,828)	(42,293,529)	(5,211,701)
Amortization of Tangible Capital Assets	9,635,976	9,935,740	299,764
Total Effect of change in Tangible Capital Assets	(27,445,852)	(32,357,789)	(4,911,937)
(Increase) Decrease in Net Financial Assets (Debt)	\$ (30,654,091)	\$ (37,322,499)	\$ (6,668,408)

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

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**NOTE 15 CONTINGENCIES**

In the normal course of business, lawsuits and claims have been brought against the School District. The School District defends against these lawsuits and claims. Management has made provisions for any unexpected liabilities and believes that the ultimate results of any pending legal proceeding will not have a material effect on the financial position of the School District.

**NOTE 16 ASSET RETIREMENT OBLIGATION**

Legal liabilities may exist for the removal or disposal of asbestos in schools that will undergo major renovations or demolition. The fair value of this liability for asbestos removal or disposal will be recognized in the period in which a reasonable estimate of fair value can be made. As at June 30, 2019, a liability is not reasonably determinable (2018: nil).

**NOTE 17 ACCUMULATED SURPLUS**

The operating fund accounts for the School District's operating grants and other operating revenues. Legislation requires that the School District present a balanced budget for the operating fund, whereby budgeted expenditures do not exceed the total of budgeted revenue plus any surplus in the operating fund carried forward from the previous year. The operating fund also contains a contingency reserve for the operating fund.

	<b>June 30, 2019</b>	<b>June 30, 2018</b>
<b>Operating Fund Accumulated Surplus</b>		
Internally Restricted (appropriated) by the Board for:		
Targeted funding for aboriginal education	\$ 75,137	\$ 74,820
School budget balances	573,985	614,752
Personal professional development	220,301	193,343
Financial provisions	100,000	100,000
Funds required to complete projects in progress	698,801	810,690
Facilities renovations and new classroom set-up	459,350	455,577
Purchase order commitments	503,976	621,073
Budgeted use of accumulated surplus		
Succession planning	488,346	336,702
Support for operational plans	95,585	147,410
Educational leadership		232,328
Support for school growth plans	669,998	10,991
Curriculum implementation		40,000
Spirit of learning		10,000
Safe and caring schools		173,119
Learning services	350,962	173,290
Increased cost of benefits	56,400	
Operating contingency reserve	360,000	360,000
<b>Total Operating Internally Restricted</b>	<b>4,652,841</b>	<b>4,354,095</b>
<b>Unrestricted</b>	<b>-</b>	<b>-</b>
<b>Total Operating Fund Accumulated Surplus</b>	<b>\$ 4,652,841</b>	<b>\$ 4,354,095</b>

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

**NOTE 17 ACCUMULATED SURPLUS (*Continued*)**

**Capital Fund Accumulated Surplus**

Contingency reserve for local capital	2,394,927	3,293,448
District portion of proceeds on disposal of land	1,360,218	-
Subtotal contingency reserve for local capital	3,755,145	3,293,448
Budgeted use of local capital		
Information technology	65,000	16,353
Emergency preparedness	91,896	91,899
Energy management	1,373,861	1,304,726
Succession planning	30,000	135,000
New classroom space	670,636	544,477
New schools	1,107,220	500,000
Maple Ridge Secondary annex	353,465	-
Invested in tangible capital assets	69,995,862	69,999,341
<b>Total Capital Fund Accumulated Surplus</b>	<b>77,443,085</b>	<b>75,885,244</b>

<b>Total Accumulated Surplus</b>	<b>\$ 82,095,926</b>	<b>\$ 80,239,339</b>
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**NOTE 18 DISPOSAL OF LAND**

In 2018/19 a parcel of land was sold to the City of Maple Ridge for the development of a community centre adjacent to the new ċasqanelā Elementary school. The proceeds from this sale total \$2,198,796 and have been reported as a \$1,360,217 increase to local capital for the School District portion of proceeds on disposal, a \$838,579 increase to Ministry of Education Restricted Capital for the Ministry of Education portion of the proceeds on disposal and a decrease to invested in capital assets. As the District received \$1.3 million unrestricted proceeds for the property with a net book value of \$2.2 million, a net loss on disposal of \$0.84 million was recognized in the year.

**NOTE 19 EXPENSE BY OBJECT**

	<b>June 30, 2019</b>	<b>June 30, 2018</b>
Salaries and benefits	\$ 144,351,565	\$ 136,256,581
Services and supplies	19,140,064	18,073,422
Amortization	9,521,618	9,164,572
	<b>\$ 173,013,247</b>	<b>\$ 163,494,575</b>

**NOTE 20 ECONOMIC DEPENDENCE**

The operations of the School District are dependent on continued funding from the Ministry of Education and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

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**NOTE 21     RISK MANAGEMENT**

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk. The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

**a) Credit risk:**

Credit risk is the risk of financial loss if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, amounts receivable and investments.

The School District is exposed to credit risk in the event of non-performance by a borrower. This risk is mitigated as most amounts receivable are due from the Province or local government and are considered low risk.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in the Central Deposit Program with the Province and in recognized British Columbia institutions. The School District invests in various financial instruments including equity funds, bond funds certificates and term deposits to reduce the concentration of credit risk.

**b) Market risk:**

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its investments. It is management's opinion that the School District is not exposed to significant interest rate risk as they invest solely in the Province's Central Deposit Program, guaranteed investment certificates and term deposits that have a maturity date of no more than 1 year.

**c) Liquidity risk:**

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due. The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance.

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2019**

**NOTE 22 SUPPLEMENTARY CASH FLOW INFORMATION**

	<b>June 30, 2019</b>	<b>June 30, 2018</b>
<b>Interest recognized in the:</b>		
Operating Fund	\$634,382	\$515,071
Special Purpose Fund	54,974	42,117
Local Capital Fund	186,118	86,097
MEd Restricted Capital Fund	67,008	39,280
Other Provincial Capital Fund	74,114	70,796
Land Capital Fund	193,309	159,714
<b>Total interest income</b>	<b>\$ 1,209,905</b>	<b>\$ 913,075</b>

**NOTE 23 CONTRACTUAL OBLIGATIONS**

The School District has entered into a number of multiple-year contracts for the construction of tangible capital assets. These contractual obligations will become liabilities in the future when the terms of the contracts are met. Disclosure relates to the unperformed portion of the contracts.

	<b>June 30, 2019</b>	<b>Thereafter</b>
Ćasqənelə Elementary	\$ 7,591,151	\$Nil
Daycare portables	1,581,111	
AFG projects	1,156,767	
New educational space	724,217	
Other	346,764	
<b>Total capital commitments</b>	<b>\$11,400,010</b>	<b>\$Nil</b>

**NOTE 24 CONTRACTUAL RIGHTS**

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The School District's contractual rights arise because of contracts entered into for lease agreements and future funding for capital projects. The following table summarizes the contractual rights of the School District for future assets:

	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>Thereafter</b>
For capital projects				
From the Ministry of Education	\$ 11,286,562	\$ -	\$ -	\$ -
From the City of Maple Ridge	143,750	-	-	-
From the Ministry of Children and Family Development	343,454	-	-	-
Future lease revenue	293,424	7,600	-	-
	<b>\$ 12,067,190</b>	<b>\$ 7,600</b>	<b>\$ -</b>	<b>\$ -</b>

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

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund

Year Ended June 30, 2019

	<b>Operating Fund</b>	<b>Special Purpose Fund</b>	<b>Capital Fund</b>	<b>2019 Actual</b>	2018 Actual
	\$	\$	\$	\$	\$
<b>Accumulated Surplus (Deficit), beginning of year</b>	4,354,095		75,885,244	<b>80,239,339</b>	77,698,323
<b>Changes for the year</b>					
Surplus (Deficit) for the year	3,749,576	961,257	(2,854,246)	<b>1,856,587</b>	2,541,016
Interfund Transfers					
Tangible Capital Assets Purchased	(2,529,206)	(961,257)	3,490,463	-	
Local Capital	(921,624)		921,624	-	
<b>Net Changes for the year</b>	<b>298,746</b>	<b>-</b>	<b>1,557,841</b>	<b>1,856,587</b>	<b>2,541,016</b>
<b>Accumulated Surplus (Deficit), end of year - Statement 2</b>	<b>4,652,841</b>	<b>-</b>	<b>77,443,085</b>	<b>82,095,926</b>	80,239,339

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

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2019

	2019 Budget (Note 14)	2019 Actual	2018 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	135,514,213	<b>136,260,242</b>	131,125,562
Other	334,169	<b>397,657</b>	443,215
Federal Grants	260,760	<b>279,042</b>	246,785
Tuition	9,314,850	<b>9,595,712</b>	9,166,685
Other Revenue	898,615	<b>841,194</b>	850,829
Rentals and Leases	474,080	<b>540,263</b>	576,616
Investment Income	619,200	<b>634,382</b>	515,071
<b>Total Revenue</b>	<b>147,415,887</b>	<b>148,548,492</b>	<b>142,924,763</b>
<b>Expenses</b>			
Instruction	127,033,068	<b>124,141,569</b>	118,273,701
District Administration	5,764,144	<b>5,586,758</b>	4,907,712
Operations and Maintenance	15,107,198	<b>14,557,341</b>	13,864,426
Transportation and Housing	683,118	<b>513,248</b>	626,687
<b>Total Expense</b>	<b>148,587,528</b>	<b>144,798,916</b>	<b>137,672,526</b>
<b>Operating Surplus (Deficit) for the year</b>	<b>(1,171,641)</b>	<b>3,749,576</b>	<b>5,252,237</b>
<b>Budgeted Appropriation (Retirement) of Surplus (Deficit)</b>	<b>4,354,095</b>		
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased	(2,503,222)	<b>(2,529,206)</b>	(3,621,482)
Tangible Capital Assets - Work in Progress			(18,216)
Local Capital	(679,232)	<b>(921,624)</b>	(2,444,912)
<b>Total Net Transfers</b>	<b>(3,182,454)</b>	<b>(3,450,830)</b>	<b>(6,084,610)</b>
<b>Total Operating Surplus (Deficit), for the year</b>	<b>-</b>	<b>298,746</b>	<b>(832,373)</b>
<b>Operating Surplus (Deficit), beginning of year</b>		<b>4,354,095</b>	<b>5,186,468</b>
<b>Operating Surplus (Deficit), end of year</b>		<b>4,652,841</b>	<b>4,354,095</b>
<b>Operating Surplus (Deficit), end of year</b>			
Internally Restricted		<b>4,652,841</b>	<b>4,354,095</b>
<b>Total Operating Surplus (Deficit), end of year</b>		<b>4,652,841</b>	<b>4,354,095</b>

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

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2019

	2019 Budget (Note 14)	2019 Actual	2018 Actual
	\$	\$	\$
<b>Provincial Grants - Ministry of Education</b>			
Operating Grant, Ministry of Education	133,296,767	<b>133,637,393</b>	128,364,785
ISC/LEA Recovery	(431,146)	<b>(420,172)</b>	(431,145)
Other Ministry of Education Grants			
Pay Equity	1,874,966	<b>1,874,966</b>	1,874,965
Funding for Graduated Adults	68,460	<b>117,401</b>	86,878
Transportation Supplement	185,990	<b>185,990</b>	185,990
Economic Stability Dividend	171,988	<b>166,977</b>	87,526
Return of Administrative Savings			631,773
Carbon Tax Grant	110,055	<b>102,590</b>	105,942
Employer Health Tax Grant		<b>356,464</b>	
Strategic Priorities - Mental Health Grant	31,000	<b>31,000</b>	
Support Staff Benefits Grant	190,440	<b>190,440</b>	180,576
FSA Scoring	15,693	<b>15,693</b>	
Miscellaneous		<b>1,500</b>	38,272
<b>Total Provincial Grants - Ministry of Education</b>	<b>135,514,213</b>	<b>136,260,242</b>	131,125,562
<b>Provincial Grants - Other</b>	<b>334,169</b>	<b>397,657</b>	443,215
<b>Federal Grants</b>	<b>260,760</b>	<b>279,042</b>	246,785
<b>Tuition</b>			
Summer School Fees	83,200	<b>83,200</b>	89,905
Continuing Education	631,805	<b>672,070</b>	709,171
International and Out of Province Students	8,599,845	<b>8,840,442</b>	8,367,609
<b>Total Tuition</b>	<b>9,314,850</b>	<b>9,595,712</b>	9,166,685
<b>Other Revenues</b>			
LEA Funding from First Nations	431,146	<b>420,173</b>	431,145
Miscellaneous			
Revenue Generation	105,000	<b>66,656</b>	110,256
Partnership Programs	109,265	<b>94,206</b>	77,038
Transportation	10,500	<b>9,860</b>	12,419
Before and After School Programming	115,504	<b>83,951</b>	74,959
Miscellaneous	127,200	<b>166,348</b>	145,012
<b>Total Other Revenue</b>	<b>898,615</b>	<b>841,194</b>	850,829
<b>Rentals and Leases</b>	<b>474,080</b>	<b>540,263</b>	576,616
<b>Investment Income</b>	<b>619,200</b>	<b>634,382</b>	515,071
<b>Total Operating Revenue</b>	<b>147,415,887</b>	<b>148,548,492</b>	142,924,763

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

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2019

	2019 Budget (Note 14)	2019 Actual	2018 Actual
	\$	\$	\$
<b>Salaries</b>			
Teachers	65,780,684	<b>65,165,787</b>	62,397,892
Principals and Vice Principals	7,150,747	<b>7,189,477</b>	6,882,964
Educational Assistants	13,196,669	<b>13,538,905</b>	12,190,570
Support Staff	11,438,786	<b>11,318,671</b>	11,064,740
Other Professionals	4,394,486	<b>4,651,905</b>	3,917,115
Substitutes	4,750,868	<b>5,126,940</b>	4,217,890
<b>Total Salaries</b>	<b>106,712,240</b>	<b>106,991,685</b>	100,671,171
<b>Employee Benefits</b>	25,797,244	<b>24,521,293</b>	24,128,962
<b>Total Salaries and Benefits</b>	<b>132,509,484</b>	<b>131,512,978</b>	124,800,133
<b>Services and Supplies</b>			
Services	5,984,032	<b>5,555,957</b>	5,121,608
Student Transportation	737,445	<b>573,039</b>	694,577
Professional Development and Travel	1,308,956	<b>938,290</b>	860,031
Rentals and Leases	15,390	<b>535</b>	
Dues and Fees	143,063	<b>145,645</b>	121,079
Insurance	599,930	<b>682,275</b>	324,902
Supplies	4,924,003	<b>2,878,479</b>	3,552,841
Utilities	2,365,225	<b>2,511,718</b>	2,197,355
<b>Total Services and Supplies</b>	<b>16,078,044</b>	<b>13,285,938</b>	12,872,393
<b>Total Operating Expense</b>	<b>148,587,528</b>	<b>144,798,916</b>	137,672,526

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

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	49,786,983	477,160	127,682	321,322		3,174,658	53,887,805
1.03 Career Programs	537,499		428,634			24,550	990,683
1.07 Library Services	1,034,244			5,015		30,164	1,069,423
1.08 Counselling	1,786,638		4,904			20,245	1,811,787
1.10 Special Education	8,015,824	999,849	12,384,027	1,464,654	10,873	1,147,278	24,022,505
1.30 English Language Learning	574,900	15,354				10,289	600,543
1.31 Aboriginal Education	387,529	129,057	557,754	46,768	1,950	16,891	1,139,949
1.41 School Administration		5,196,779		2,331,070		237,666	7,765,515
1.60 Summer School	323,169	9,307	35,904	34,501		392	403,273
1.61 Continuing Education				90,045	347,247		437,292
1.62 International and Out of Province Students	2,707,488	232,608		455,338	352,976	121,652	3,870,062
1.64 Other					68,728		68,728
<b>Total Function 1</b>	<b>65,154,274</b>	<b>7,060,114</b>	<b>13,538,905</b>	<b>4,748,713</b>	<b>781,774</b>	<b>4,783,785</b>	<b>96,067,565</b>
<b>4 District Administration</b>							
4.11 Educational Administration				45,258	1,122,416	45,457	1,213,131
4.40 School District Governance					314,272		314,272
4.41 Business Administration		129,363		519,147	1,312,192	39,449	2,000,151
<b>Total Function 4</b>	<b>-</b>	<b>129,363</b>	<b>-</b>	<b>564,405</b>	<b>2,748,880</b>	<b>84,906</b>	<b>3,527,554</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	11,513			235,849	801,849	29,546	1,078,757
5.50 Maintenance Operations				5,382,969	319,402	220,164	5,922,535
5.52 Maintenance of Grounds				386,735		8,539	395,274
5.56 Utilities							-
<b>Total Function 5</b>	<b>11,513</b>	<b>-</b>	<b>-</b>	<b>6,005,553</b>	<b>1,121,251</b>	<b>258,249</b>	<b>7,396,566</b>
<b>7 Transportation and Housing</b>							
7.70 Student Transportation							-
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>65,165,787</b>	<b>7,189,477</b>	<b>13,538,905</b>	<b>11,318,671</b>	<b>4,651,905</b>	<b>5,126,940</b>	<b>106,991,685</b>

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

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2019 Actual	2019 Budget (Note 14)	2018 Actual
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	53,887,805	11,840,402	65,728,207	2,050,893	67,779,100	69,815,473	65,495,547
1.03 Career Programs	990,683	234,874	1,225,557	456,460	1,682,017	1,699,383	1,700,395
1.07 Library Services	1,069,423	251,414	1,320,837	148,000	1,468,837	1,564,505	1,416,509
1.08 Counselling	1,811,787	414,410	2,226,197	104,347	2,330,544	2,213,927	2,125,501
1.10 Special Education	24,022,505	5,679,191	29,701,696	322,912	30,024,608	30,240,729	27,836,739
1.30 English Language Learning	600,543	134,658	735,201	17,535	752,736	1,106,629	694,112
1.31 Aboriginal Education	1,139,949	268,152	1,408,101	174,099	1,582,200	1,663,237	1,535,914
1.41 School Administration	7,765,515	2,082,962	9,848,477	224,182	10,072,659	10,151,718	9,291,574
1.60 Summer School	403,273	72,168	475,441	14,005	489,446	489,544	425,412
1.61 Continuing Education	437,292	61,409	498,701	230,164	728,865	751,750	741,798
1.62 International and Out of Province Students	3,870,062	873,817	4,743,879	2,346,704	7,090,583	7,141,654	6,877,605
1.64 Other	68,728	18,639	87,367	52,607	139,974	194,519	132,595
<b>Total Function 1</b>	<b>96,067,565</b>	<b>21,932,096</b>	<b>117,999,661</b>	<b>6,141,908</b>	<b>124,141,569</b>	127,033,068	118,273,701
<b>4 District Administration</b>							
4.11 Educational Administration	1,213,131	287,091	1,500,222	367,128	1,867,350	1,791,546	1,745,757
4.40 School District Governance	314,272	46,250	360,522	124,145	484,667	560,205	232,310
4.41 Business Administration	2,000,151	477,945	2,478,096	756,645	3,234,741	3,412,393	2,929,645
<b>Total Function 4</b>	<b>3,527,554</b>	<b>811,286</b>	<b>4,338,840</b>	<b>1,247,918</b>	<b>5,586,758</b>	5,764,144	4,907,712
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	1,078,757	234,432	1,313,189	819,697	2,132,886	2,134,148	1,804,848
5.50 Maintenance Operations	5,922,535	1,461,592	7,384,127	1,411,836	8,795,963	9,308,981	8,936,867
5.52 Maintenance of Grounds	395,274	81,887	477,161	183,247	660,408	728,993	495,782
5.56 Utilities	-	-	-	2,968,084	2,968,084	2,935,076	2,626,929
<b>Total Function 5</b>	<b>7,396,566</b>	<b>1,777,911</b>	<b>9,174,477</b>	<b>5,382,864</b>	<b>14,557,341</b>	15,107,198	13,864,426
<b>7 Transportation and Housing</b>							
7.70 Student Transportation	-	-	-	513,248	513,248	683,118	626,687
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>513,248</b>	<b>513,248</b>	683,118	626,687
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>106,991,685</b>	<b>24,521,293</b>	<b>131,512,978</b>	<b>13,285,938</b>	<b>144,798,916</b>	148,587,528	137,672,526

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

Schedule 3 (Unaudited)

## Schedule of Special Purpose Operations

Year Ended June 30, 2019

	2019 Budget (Note 14)	2019 Actual	2018 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	15,489,140	<b>14,687,189</b>	12,542,980
Other Revenue	4,576,712	<b>4,911,807</b>	4,827,311
Investment Income		<b>54,974</b>	42,117
<b>Total Revenue</b>	<u>20,065,852</u>	<u><b>19,653,970</b></u>	<u>17,412,408</u>
<b>Expenses</b>			
Instruction	18,928,118	<b>18,475,290</b>	16,496,516
Operations and Maintenance	420,000	<b>217,423</b>	160,961
<b>Total Expense</b>	<u>19,348,118</u>	<u><b>18,692,713</b></u>	<u>16,657,477</u>
<b>Special Purpose Surplus (Deficit) for the year</b>	<u>717,734</u>	<u><b>961,257</b></u>	<u>754,931</u>
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased	(717,734)	<b>(961,257)</b>	(754,931)
<b>Total Net Transfers</b>	<u>(717,734)</u>	<u><b>(961,257)</b></u>	<u>(754,931)</u>
<b>Total Special Purpose Surplus (Deficit) for the year</b>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Special Purpose Surplus (Deficit), beginning of year</b>			
<b>Special Purpose Surplus (Deficit), end of year</b>		<u>-</u>	<u>-</u>

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

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2019

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	Service Delivery Transformation	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
<b>Deferred Revenue, beginning of year</b>	\$ 397,197	\$ 27,503	\$ 136,670	\$ 43,037	\$ 1,183,526	\$ 22,412	\$ 31,662	\$ -	\$ -
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	517,500	517,052				256,000	49,000	209,246	548,550
Other			66,978		4,512,303				
Investment Income	12,908	542	7,450	952		1,972	1,192	301	649
	530,408	517,594	74,428	952	4,512,303	257,972	50,192	209,547	549,199
<b>Less:</b> Allocated to Revenue	672,881	517,200	32,900	43,989	4,539,615	280,384	51,516	209,547	531,254
Recovered									
<b>Deferred Revenue, end of year</b>	<b>254,724</b>	<b>27,897</b>	<b>178,198</b>	<b>-</b>	<b>1,156,214</b>	<b>-</b>	<b>30,338</b>	<b>-</b>	<b>17,945</b>
<b>Revenues</b>									
Provincial Grants - Ministry of Education	659,973	516,658		43,037		278,412	50,324	209,246	530,605
Other Revenue			25,450		4,539,615				
Investment Income	12,908	542	7,450	952		1,972	1,192	301	649
	672,881	517,200	32,900	43,989	4,539,615	280,384	51,516	209,547	531,254
<b>Expenses</b>									
Salaries									
Teachers							20,177	80,839	31,638
Principals and Vice Principals									25,362
Educational Assistants		435,917			44,730	186,953	4,219		314,225
Support Staff	92,675				33,954	5,517			
Other Professionals				35,067					
Substitutes		536			30,658	5,671		12,698	14,711
	92,675	436,453	-	35,067	109,342	198,141	24,396	93,537	385,936
Employee Benefits	17,288	80,747		8,922	10,760	65,630	4,349	23,192	97,033
Services and Supplies	107,460		32,900		4,393,084	16,613	22,771	86,914	48,285
	217,423	517,200	32,900	43,989	4,513,186	280,384	51,516	203,643	531,254
<b>Net Revenue (Expense) before Interfund Transfers</b>	<b>455,458</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>26,429</b>	<b>-</b>	<b>-</b>	<b>5,904</b>	<b>-</b>
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased	(455,458)				(26,429)			(5,904)	
	(455,458)	-	-	-	(26,429)	-	-	(5,904)	-
<b>Net Revenue (Expense)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

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

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2019

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	Youth Education Support Fund	TOTAL
	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>		87,162	727,566	141,712	2,798,447
<b>Add:</b> Restricted Grants					
Provincial Grants - Ministry of Education	819,162	9,851,426	2,277,200		15,045,136
Other				372,172	4,951,453
Investment Income	241	21,895	2,048	4,824	54,974
	819,403	9,873,321	2,279,248	376,996	20,051,563
<b>Less:</b> Allocated to Revenue	819,403	9,873,321	1,730,394	351,566	19,653,970
Recovered		87,162	727,566		814,728
<b>Deferred Revenue, end of year</b>	-	-	<b>548,854</b>	<b>167,142</b>	<b>2,381,312</b>
<b>Revenues</b>					
Provincial Grants - Ministry of Education	819,162	9,851,426	1,728,346		14,687,189
Other Revenue				346,742	4,911,807
Investment Income	241	21,895	2,048	4,824	54,974
	819,403	9,873,321	1,730,394	351,566	19,653,970
<b>Expenses</b>					
Salaries					
Teachers	765	7,989,689	400,033		8,523,141
Principals and Vice Principals	187,729				213,091
Educational Assistants					986,044
Support Staff	180,236				312,382
Other Professionals	100,424				135,491
Substitutes	161,223		32,997	1,184	259,678
	630,377	7,989,689	433,030	1,184	10,429,827
Employee Benefits	124,888	1,883,632	92,156	165	2,408,762
Services and Supplies	43,879		957,301	144,917	5,854,124
	799,144	9,873,321	1,482,487	146,266	18,692,713
<b>Net Revenue (Expense) before Interfund Transfers</b>	20,259	-	247,907	205,300	961,257
<b>Interfund Transfers</b>					
Tangible Capital Assets Purchased	(20,259)		(247,907)	(205,300)	(961,257)
	(20,259)	-	(247,907)	(205,300)	(961,257)
<b>Net Revenue (Expense)</b>	-	-	-	-	-

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

Schedule 4 (Unaudited)

## Schedule of Capital Operations

Year Ended June 30, 2019

	2019 Budget (Note 14)	2019 Actual			2018 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
<b>Revenues</b>					
Provincial Grants					
Ministry of Education		71,580		71,580	48,251
School Site Acquisition Fees Spent on Sites		1,695,137		1,695,137	25,981
Other Revenue	97,432		69,135	69,135	156,475
Investment Income	146,449		186,118	186,118	86,097
Gain (Loss) on Disposal of Tangible Capital Assets	(708,812)	(838,579)		(838,579)	
Amortization of Deferred Capital Revenue	5,889,868	5,483,981		5,483,981	5,381,616
<b>Total Revenue</b>	<b>5,424,937</b>	<b>6,412,119</b>	<b>255,253</b>	<b>6,667,372</b>	<b>5,698,420</b>
<b>Expenses</b>					
Amortization of Tangible Capital Assets					
Operations and Maintenance	9,935,740	9,521,618		9,521,618	9,164,572
<b>Total Expense</b>	<b>9,935,740</b>	<b>9,521,618</b>	<b>-</b>	<b>9,521,618</b>	<b>9,164,572</b>
<b>Capital Surplus (Deficit) for the year</b>	<b>(4,510,803)</b>	<b>(3,109,499)</b>	<b>255,253</b>	<b>(2,854,246)</b>	<b>(3,466,152)</b>
<b>Net Transfers (to) from other funds</b>					
Tangible Capital Assets Purchased	3,220,956	3,490,463		3,490,463	4,376,413
Tangible Capital Assets - Work in Progress				-	18,216
Local Capital	679,232		921,624	921,624	2,444,912
<b>Total Net Transfers</b>	<b>3,900,188</b>	<b>3,490,463</b>	<b>921,624</b>	<b>4,412,087</b>	<b>6,839,541</b>
<b>Other Adjustments to Fund Balances</b>					
District Portion of Proceeds on Disposal		(1,360,217)	1,360,217	-	
Tangible Capital Assets Purchased from Local Capital		558,573	(558,573)	-	
Tangible Capital Assets WIP Purchased from Local Capital		417,201	(417,201)	-	
<b>Total Other Adjustments to Fund Balances</b>		<b>(384,443)</b>	<b>384,443</b>	<b>-</b>	
<b>Total Capital Surplus (Deficit) for the year</b>	<b>(610,615)</b>	<b>(3,479)</b>	<b>1,561,320</b>	<b>1,557,841</b>	<b>3,373,389</b>
<b>Capital Surplus (Deficit), beginning of year</b>		<b>69,999,341</b>	<b>5,885,903</b>	<b>75,885,244</b>	<b>72,511,855</b>
<b>Capital Surplus (Deficit), end of year</b>		<b>69,995,862</b>	<b>7,447,223</b>	<b>77,443,085</b>	<b>75,885,244</b>

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

Schedule 4A (Unaudited)

Tangible Capital Assets

Year Ended June 30, 2019

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
<b>Cost, beginning of year</b>	31,425,110	271,577,482	11,297,651	1,094,430	1,882,419	7,748,768	<b>325,025,860</b>
<b>Changes for the Year</b>							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	71,580						<b>71,580</b>
Deferred Capital Revenue - Other	1,695,137						<b>1,695,137</b>
Operating Fund		134,234	937,556	225,846	52,992	1,178,578	<b>2,529,206</b>
Special Purpose Funds		450,925	340,107		20,259	149,966	<b>961,257</b>
Local Capital		440,338	28,408			89,827	<b>558,573</b>
Transferred from Work in Progress		7,198,142	111,946				<b>7,310,088</b>
	1,766,717	8,223,639	1,418,017	225,846	73,251	1,418,371	<b>13,125,841</b>
Decrease:							
Disposed of	2,198,796						<b>2,198,796</b>
Deemed Disposals			386,645		180,678	1,073,397	<b>1,640,720</b>
	2,198,796	-	386,645	-	180,678	1,073,397	<b>3,839,516</b>
<b>Cost, end of year</b>	30,993,031	279,801,121	12,329,023	1,320,276	1,774,992	8,093,742	<b>334,312,185</b>
<b>Work in Progress, end of year</b>		25,062,925					<b>25,062,925</b>
<b>Cost and Work in Progress, end of year</b>	30,993,031	304,864,046	12,329,023	1,320,276	1,774,992	8,093,742	<b>359,375,110</b>
<b>Accumulated Amortization, beginning of year</b>		138,030,131	4,307,039	327,663	823,454	3,984,171	<b>147,472,458</b>
<b>Changes for the Year</b>							
Increase: Amortization for the Year		6,269,558	1,181,333	120,735	365,741	1,584,251	<b>9,521,618</b>
Decrease:							
Deemed Disposals			386,645		180,678	1,073,397	<b>1,640,720</b>
			386,645	-	180,678	1,073,397	<b>1,640,720</b>
<b>Accumulated Amortization, end of year</b>		144,299,689	5,101,727	448,398	1,008,517	4,495,025	<b>155,353,356</b>
<b>Tangible Capital Assets - Net</b>	<b>30,993,031</b>	<b>160,564,357</b>	<b>7,227,296</b>	<b>871,878</b>	<b>766,475</b>	<b>3,598,717</b>	<b>204,021,754</b>

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

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2019

	<b>Buildings</b>	<b>Furniture and Equipment</b>	<b>Computer Software</b>	<b>Computer Hardware</b>	<b>Total</b>
	\$	\$	\$	\$	\$
<b>Work in Progress, beginning of year</b>	4,835,626				4,835,626
<b>Changes for the Year</b>					
Increase:					
Deferred Capital Revenue - Bylaw	23,607,454	104,722			23,712,176
Deferred Capital Revenue - Other	3,400,786	7,224			3,408,010
Local Capital	417,201				417,201
	27,425,441	111,946	-	-	27,537,387
Decrease:					
Transferred to Tangible Capital Assets	7,198,142	111,946			7,310,088
	7,198,142	111,946	-	-	7,310,088
<b>Net Changes for the Year</b>	20,227,299	-	-	-	20,227,299
<b>Work in Progress, end of year</b>	25,062,925	-	-	-	25,062,925

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

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2019

	<b>Bylaw Capital</b>	<b>Other Provincial</b>	<b>Other Capital</b>	<b>Total Capital</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Deferred Capital Revenue, beginning of year</b>	109,560,448	756,434	149,650	<b>110,466,532</b>
<b>Changes for the Year</b>				
Increase:				
Transferred from Work in Progress	7,068,616	7,224		<b>7,075,840</b>
	7,068,616	7,224	-	<b>7,075,840</b>
Decrease:				
Amortization of Deferred Capital Revenue	5,389,037	34,990	59,954	<b>5,483,981</b>
	5,389,037	34,990	59,954	<b>5,483,981</b>
<b>Net Changes for the Year</b>	1,679,579	(27,766)	(59,954)	<b>1,591,859</b>
<b>Deferred Capital Revenue, end of year</b>	111,240,027	728,668	89,696	<b>112,058,391</b>
<b>Work in Progress, beginning of year</b>	1,101,653	821,508		<b>1,923,161</b>
<b>Changes for the Year</b>				
Increase				
Transferred from Deferred Revenue - Work in Progress	23,712,176	2,976,760	431,250	<b>27,120,186</b>
	23,712,176	2,976,760	431,250	<b>27,120,186</b>
Decrease				
Transferred to Deferred Capital Revenue	7,068,616	7,224		<b>7,075,840</b>
	7,068,616	7,224	-	<b>7,075,840</b>
<b>Net Changes for the Year</b>	16,643,560	2,969,536	431,250	<b>20,044,346</b>
<b>Work in Progress, end of year</b>	17,745,213	3,791,044	431,250	<b>21,967,507</b>
<b>Total Deferred Capital Revenue, end of year</b>	<b>128,985,240</b>	<b>4,519,712</b>	<b>520,946</b>	<b>134,025,898</b>

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

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2019

	<b>Bylaw Capital</b>	<b>MEd Restricted Capital</b>	<b>Other Provincial Capital</b>	<b>Land Capital</b>	<b>Other Capital</b>	<b>Total</b>
	\$	\$	\$	\$	\$	\$
<b>Balance, beginning of year</b>	1,137,731	1,138,496	2,960,444	6,652,664		<b>11,889,335</b>
<b>Changes for the Year</b>						
Increase:						
Provincial Grants - Ministry of Education	23,768,702					<b>23,768,702</b>
Provincial Grants - Other			18,671			<b>18,671</b>
Other					431,250	<b>431,250</b>
Investment Income		67,008	74,114	193,309		<b>334,431</b>
MEd Restricted Portion of Proceeds on Disposal		838,579				<b>838,579</b>
Transfer project surplus to MEd Restricted (from) Bylaw	(1,122,677)	1,122,677				<b>-</b>
School Site Acquisition Fees				597,865		<b>597,865</b>
	<u>22,646,025</u>	<u>2,028,264</u>	<u>92,785</u>	<u>791,174</u>	<u>431,250</u>	<u><b>25,989,498</b></u>
Decrease:						
Transferred to DCR - Work in Progress	23,712,176	1,667,163	1,309,597		431,250	<b>27,120,186</b>
Transferred to Revenue - Site Purchases	71,580			1,695,137		<b>1,766,717</b>
	<u>23,783,756</u>	<u>1,667,163</u>	<u>1,309,597</u>	<u>1,695,137</u>	<u>431,250</u>	<u><b>28,886,903</b></u>
<b>Net Changes for the Year</b>	<u>(1,137,731)</u>	<u>361,101</u>	<u>(1,216,812)</u>	<u>(903,963)</u>	<u>-</u>	<u><b>(2,897,405)</b></u>
<b>Balance, end of year</b>	<u>-</u>	<u><b>1,499,597</b></u>	<u><b>1,743,632</b></u>	<u><b>5,748,701</b></u>	<u>-</u>	<u><b>8,991,930</b></u>

**SCHOOL DISTRICT  
STATEMENT OF FINANCIAL INFORMATION (SOFI)**

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**

**FISCAL YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF DEBT**

Information on all long term debt is included in the Notes of the School District Audited Financial Statements.

Prepared as required by the *Financial Information Regulation*, Schedule 1, Section 4.

**SCHOOL DISTRICT  
STATEMENT OF FINANCIAL INFORMATION (SOFI)**

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**

**FISCAL YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS**

The Board of Education of School District No. 42 (Maple Ridge - Pitt Meadows) has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

Prepared as required by the *Financial Information Regulation*, Schedule 1, Section 5.

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)  
YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID IN  
RESPECT OF EACH EMPLOYEE**

**A. LIST OF ELECTED OFFICIALS**

NAME	POSITION	TOTAL REMUNERATION	TOTAL EXPENSES
* CARR, SUSAN E.	TRUSTEE	\$ 7,884.40	\$ -
CARRERAS, KORLEEN A.	CHAIRPERSON	24,652.13	5,534.53
* CLARKSON, KENNETH B.	TRUSTEE	7,353.65	
** DUMORE, KIMBERLY M	TRUSTEE	15,475.32	4,256.95
MURRAY, MIKE W.	TRUSTEE	23,890.47	846.85
* PALIS, ELEANOR A.	TRUSTEE	7,353.65	
* REMPEL, DAVID	TRUSTEE	7,353.65	
** SHAW, PASCALE	TRUSTEE	18,373.28	3,784.87
** SULLIVAN, KATHLEEN	TRUSTEE	18,006.57	3,679.28
** TRUDEAU, COLETTE M.	TRUSTEE	15,475.32	2,070.36
** YAMAMOTO, ELAINE A.	VICE CHAIRPERSON	16,386.98	4,575.25
<b>TOTAL ELECTED OFFICIALS</b>		<b>\$ 162,205.42</b>	<b>\$ 24,748.09</b>

\* Term ending November 6, 2018

\*\* Term beginning November 7, 2018

Prepared as required by the *Financial Information Regulation*, Schedule 1, Section 6.

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

<b>NAME</b>	<b>POSITION</b>	<b>REMUNERATION</b>	<b>EXPENSES</b>
AARESKJOLD, MONICA	TEACHER	\$ 85,489.00	\$ 189.24
ABLETT, DALE R.	TEACHER	87,432.60	-
AFFLECK, MELISSA	TEACHER	82,755.28	1,247.01
AITKEN, KAREN L.	TEACHER	88,009.18	-
ALDEN, ALIXE	MANAGER, PURCHASING & TRANSPORTATION	90,843.11	6,817.12
ALLAN, KEITH	TEACHER	87,890.86	-
ALLEN, MICHELLE L.	VICE PRINCIPAL	100,748.47	1,969.54
ANDREWS, SHERRY	TEACHER	81,656.87	-
ARDENNE, TIMOTHY	TEACHER	83,269.31	36.68
ASHLEE, JULIE F.	TEACHER	89,898.04	-
ASHLEY, JULIE C.	TEACHER	96,621.88	5,663.76
AUST, SHERRY E.	TEACHER	87,747.05	-
BAERG, HANNAH	TEACHER	81,595.03	354.99
BAHIA, HARJIT SINGH	TEACHER	89,147.09	-
BAILEY, KIRSTEN J.	TEACHER	89,727.50	-
BALDASSI, MARIE A.	TEACHER	87,894.36	348.16
BARICHELLO, BRENT	TEACHER	86,125.35	-
BATES, RANDY	VICE PRINCIPAL	108,280.30	2,734.19
BAYDO, CHERYL	TEACHER	82,031.91	382.74
BEALE, MARK	TEACHER	87,880.16	-
BEAUDET, MARC M.	TEACHER	81,196.97	967.82
BEAUDET, NICOLE	TEACHER	89,221.40	266.25
BECKMANN, HELLA	TEACHER	83,647.39	-
BELL, REBEKAH	TEACHER	83,644.74	530.81
BELSON, RUTH	TEACHER	80,457.41	371.60
BEMISTER, TIM	TEACHER	89,935.90	25.50
BENNETT, JULIE	TEACHER	93,593.40	480.00
BERRY, OLIVIA M.	TEACHER	91,041.96	1,048.80
BEUTLER, SHELLEY	TEACHER	90,297.25	615.21
BEVELAND-DALZELL, HEIDI	TEACHER	79,627.59	253.58
BEVERIDGE, JENNIFER A.	VICE PRINCIPAL	113,753.97	2,126.28
BIANCHI, LUISA M.	TEACHER	95,489.06	348.16
BIGGAR, MARK W.	TEACHER	89,462.76	203.29
BIKIC, JOVO	ASSISTANT SUPERINTENDENT	145,874.23	9,663.41
BISSET, FIONA	TEACHER	87,018.80	-
BISSET, KEN R.	TEACHER	87,042.69	-
BLACK, SHELLEY	TEACHER	82,057.95	-
BLACKMON, WENDY	TEACHER	91,688.23	818.75
BLAKEWAY, KRISTI L.	PRINCIPAL	126,754.44	4,941.22
BLANCHARD-WILLOUGHBY, KAY M.	SPEECH & LANGUAGE PATHOLOGIST	91,291.14	429.61
BLANCO, CATHRYN M.	VICE PRINCIPAL	99,918.19	1,501.52
BLIGH, KIMBERLEY	TEACHER	87,435.79	-
BODMAN, KEVIN	PRINCIPAL	126,326.89	2,346.12
BODMAN, KRISTIN	TEACHER	81,855.82	-
BOILEAU, KAREN M.	COUNSELLOR	76,311.77	-
BONDI, KIM *	PRINCIPAL	132,302.55	15,434.57
BOONE, JENNIFER	TEACHER	93,078.34	-
BOUCHARD, MICHELLE C.	TEACHER	89,886.45	360.35
BOUEY, SHANNON	TEACHER	87,464.51	-
BOYES, TRACY D.	TEACHER	81,638.95	-

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

NAME	POSITION	REMUNERATION	EXPENSES
BOYLE, PATRICK	TEACHER	82,975.44	-
BRADLEY, ELVIRA A.	TEACHER	83,050.02	1,136.78
BRADLEY, LINDA	TEACHER	87,645.21	-
BRAND, MEGHAN C.	TEACHER	79,821.32	-
BRANDON, LAURA	PRINCIPAL	121,965.37	3,854.76
BREKKAAS, PHILIP B.	TEACHER	82,055.57	-
BREMA, RHONDALEE	TEACHER	91,160.60	-
BRIGHAM, BEVERLY L.	TEACHER	89,623.52	1,032.69
BROCK, GREGORY	TEACHER	82,071.56	-
BROWN, ANELMA	PRINCIPAL	127,419.52	2,846.24
BROWN, HEATHER E.	TEACHER	81,825.36	341.23
BRUCE, LAURA	TEACHER	87,854.18	-
BUDD, ASSUNTA	TEACHER	82,435.46	5,220.07
BUDDLE, PETER J.	TEACHER	75,498.52	445.50
BURDON, JAMES	TEACHER	82,031.71	-
BURNS, JACQUELINE	TEACHER	81,825.66	-
BURNS, TIMOTHY	TEACHER	89,945.38	-
BURROWS, HOLLY L.	TEACHER	83,502.57	345.93
BUTTERWORTH, SANDI	TEACHER	88,291.44	354.99
BZOWY, CORINNE	TEACHER	81,613.39	434.46
CAMERON, KYLA L.	VICE PRINCIPAL	104,106.37	1,892.73
CAMOZZI, DAN V.	TEACHER	89,898.04	-
CAMPBELL, CATHERINE	TEACHER	87,851.76	-
CAMPBELL, GILLIAN	TEACHER	85,370.35	722.81
CAMPBELL, SARA	TEACHER	87,666.01	795.96
CARRISS, JOSH N.	TEACHER	82,060.33	472.50
CARRUTHERS, KIMBERLY	TEACHER	88,188.83	341.54
CARWELL, ROXANE T.	MANAGER, EMPLOYMENT SERVICES	75,227.51	5,661.09
CAULFIELD, RACHEL M.	SCHOOL PSYCHOLOGIST	78,625.31	738.91
CHABOT, MICHELLE L.	TEACHER	89,717.33	86.00
CHAN, JOHNNY	TEACHER	89,935.90	6.60
CHAND, MAUREEN A.	TEACHER	84,645.03	-
CHANG, ALBERT H.	TEACHER	87,851.76	-
CHAPITEAU, AURORE C.	TEACHER	86,266.64	3,582.65
CHAPMAN, HEATHER	TEACHER	89,516.29	483.85
CHHINA, RAJINDER	TEACHER	77,877.87	-
CHOO, LYNDA J.	TEACHER	82,269.35	-
CHOW, WAYNE	VICE PRINCIPAL	114,485.74	1,872.44
CHU, BRUNO	TEACHER	76,242.25	-
CHUDY, DEVIKA	TEACHER	81,822.43	298.02
CHUNG, ANGELA C.	SENIOR MANAGER, HUMAN RESOURCE	103,769.32	4,472.10
CLARKE, DAVID JAMES	MANAGER, FACILITIES PLANNING	108,264.23	1,843.49
CLARKE, JULIE M.	VICE PRINCIPAL	109,952.55	3,301.90
CLARKE, KIMBERLEY	TEACHER	82,084.00	-
CLAYTON, ANDREA C.	TEACHER	92,251.68	1,386.86
CLUTCHEY, DREW S.	TEACHER	99,111.92	-
COGHILL, LISA	TEACHER	88,142.34	-
COLLETTE, SUZANNE	VICE PRINCIPAL	107,694.71	2,026.48
COLPITTS, KRISTIE L.	TEACHER	94,826.33	4,342.62
CONNOLLY, CHRISTOPHER H.	TEACHER	89,430.50	203.29

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

NAME	POSITION	REMUNERATION	EXPENSES
CONNOR, TREVOR SEAN	PRINCIPAL	132,896.83	1,622.90
CONWAY, JEFFREY	TEACHER	81,850.91	-
COOLEY, LARA M.	TEACHER	89,953.12	45.00
CORDONI, MEGHAN M.	TEACHER	87,852.00	319.44
CORNELL, JULIE P.	TEACHER	89,898.14	354.99
COUGHLAN, FLAVIA M.	SECRETARY TREASURER	181,760.47	10,819.95
COULOMBE, KAREN	TEACHER	89,898.04	398.56
COWIE, ANTONY	TEACHER	81,651.55	-
CRICH, BRENT	TEACHER	89,898.04	741.22
CROWHURST, MELANIE	TEACHER	82,039.49	-
CRYMBLE, ROBERT J.M.	TEACHER	89,479.84	-
CULBERT, MARCIE	TEACHER	87,851.80	-
CURLEY, JACOB	TEACHER	81,636.75	26.71
CURWEN, JEFFREY	VICE PRINCIPAL	125,371.95	1,769.87
CURWEN, SCOTT M.	TEACHER	89,936.86	-
DAHLE, JODI R.	TEACHER	87,680.45	635.04
DAILEY, TANYA E.	PRINCIPAL	126,600.75	2,701.17
DALTON, MARC	TEACHER	89,950.84	-
DAND, KIRK	TEACHER	79,144.54	-
DAND, STEPHANIE	PRINCIPAL	192,333.63	-
DANIELS, REBECCA A.	TEACHER	84,713.82	326.95
DAOUST, SUSAN E.	TEACHER	86,996.12	-
DAVIES, SUZANNE	TEACHER	84,092.53	-
DAVIS, COLIN	TEACHER	89,688.93	-
DAVIS, JEFFREY A.	TEACHER	87,887.26	-
DAVIS, MICHELLE	PRINCIPAL	124,990.63	2,319.33
DAY, LINDSAY A.	TEACHER	80,780.59	-
DELORME, RICHARD M.M.	DIRECTOR OF MAINTENANCE	145,465.79	7,450.31
DEMOS, STEVE	TEACHER	100,383.47	253.50
DERINZY, SHANNON	ASSISTANT SUPERINTENDENT	150,308.94	10,978.95
DEVEAUX, CEZANN J.	TEACHER	82,069.78	25.34
DEVITA, MICHAEL D.	TEACHER	85,537.30	882.41
DEW, NEYSA M.	TEACHER	81,633.82	-
DHILLON, HARDEEP	DEPUTY SUPERINTENDENT	161,133.02	8,568.99
DHILLON, SUSAN	VICE PRINCIPAL	120,500.33	3,239.92
DICKIN, RANDY	TEACHER	89,928.80	-
DICKSON, DENNIS	PRINCIPAL	132,631.03	1,987.53
DIGIOVANNI, ELENA	VICE PRINCIPAL	94,518.30	1,311.64
DILLEN, ALEESHA M.	TEACHER	87,899.10	-
DILLEY, ROBYN	TEACHER	91,905.31	355.02
DILLEY, TIMOTHY M.	TEACHER	88,870.50	-
DINGLER, BRAD S.	TEACHER	82,065.06	5,871.97
DINSA, KAMALJIT K.	TEACHER	93,664.68	-
DIXON, CATHERINE	TEACHER	87,683.11	-
DIXON-WARREN, GWYNETH L.	DISTRICT PRINCIPAL	129,966.43	7,392.82
DMITRIEFF, MARTIN	TEACHER	78,350.48	198.45
DOYLE, DESMOND	TEACHER	88,475.79	-
DRABIK, JEFF	TEACHER	87,642.34	773.88
DRAFI, RACHEL	TEACHER	85,361.19	-
DRAFI, ROBERT J.	TEACHER	87,642.34	27.80

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

NAME	POSITION	REMUNERATION	EXPENSES
DRAPEAU, DENIS J.G.	VICE PRINCIPAL	114,419.93	5,122.96
DRAPER, CRAIG	TEACHER	86,524.59	-
DRINKLE, JOANNA	TEACHER	86,373.59	1,088.66
DRUMMOND, DAVI-ANDREA	TEACHER	78,426.15	1,058.11
DUCHARME, GILLIAN G.	SPEECH & LANGUAGE PATHOLOGIST	93,885.45	509.38
DUECK, KELVIN L.	TEACHER	88,114.35	25.01
DUNBAR, LEANNE	TEACHER	87,599.20	959.26
DURANT, ANITA	TEACHER	82,424.64	-
DYER, DEANNA L.	TEACHER	87,893.43	-
EASBY, CONRAD J.	TEACHER	81,623.50	380.96
EASBY, KATHRYN A.	TEACHER	79,543.97	759.69
EGLINGTON, STEPHANIE B.	TEACHER	82,279.55	308.94
ELDER, FIONA M.	TEACHER	85,327.89	333.51
ELKE, RAMONA L.	TEACHER	90,073.71	-
ELPHICK, HEATHER E.	TEACHER	89,954.84	-
ELPHICK, KEN E.	VICE PRINCIPAL	113,454.85	3,120.26
ESCUETA, JENNIFER L.	TEACHER	82,032.21	-
EVANS, SHELLEY	TEACHER	93,704.48	-
EWALD, CHERYL L.	TEACHER	82,031.62	-
FAA, ALLON	TEACHER	90,062.25	-
FAULKNER, BRENT	TEACHER	89,898.04	-
FEIR, SHERRILL LYNNE	TEACHER	87,901.46	354.99
FERGUSON, MICHAEL	TEACHER	80,823.19	-
FERRIER, SARAH	TEACHER	81,423.34	1,442.29
FINDLAY, LYNN	TEACHER	89,484.94	-
FISCHER, HEATHER A.	TEACHER	89,983.51	1,506.28
FISHER, MELISSA	TEACHER	75,467.34	327.69
FITZPATRICK, AMY K.	TEACHER	89,028.81	298.02
FLETT, CYNTHIA K.	TEACHER	87,852.62	389.14
FOSTER, RICHARD	TEACHER	87,800.58	-
FOSTER, RONALD	TEACHER	80,520.82	996.64
FOWLE, TRACY NICOLE	TEACHER	82,037.21	33.86
FRANCIS, DENA	TEACHER	85,474.79	-
FRANCO, JULIE C.	TEACHER	87,779.71	-
FRANCO, PAUL	TEACHER	93,334.26	541.58
FREER, VICTORIA M.	TEACHER	82,976.03	-
FRENCH, WILLIAM	TEACHER	90,950.27	337.02
FREND, GRANT W.	PRINCIPAL	133,102.55	2,158.64
FRIESEN, JEANNIE	TEACHER	82,032.21	337.02
FUHRMANN, JENNIFER	VICE PRINCIPAL	112,750.20	3,288.30
FULLER, MELISSA D.	VICE PRINCIPAL	94,913.91	1,874.01
GALLOP, JENNIFER	VICE PRINCIPAL	112,104.90	1,947.55
GALVIN, JENNIFER ANN LEES	TEACHER	92,883.43	1,476.41
GARNEAU, ALISON	TEACHER	87,851.76	3,313.50
GARRISON, MARIANNE C.	TEACHER	84,743.67	504.61
GAWEHNS, HEIDI J.	TEACHER	82,279.54	-
GEORGE, KRISTOPHER K.	TEACHER	81,133.26	345.70
GERNAEY, SHANNON N.	TEACHER	76,503.04	-
GHUMAN, KAWALDEEP KAUR	TEACHER	78,727.78	-
GIBEAULT, IRENE	DISTRICT LIBRARIAN	77,504.98	2,679.18

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

NAME	POSITION	REMUNERATION	EXPENSES
GILL, JEMSHER S.	TEACHER	96,855.78	-
GILMOUR, CHRISTINE	TEACHER	86,202.27	-
GIRARD, MARK J.	TEACHER	89,945.38	337.02
GIRBAV, ANNE	VICE PRINCIPAL	114,254.86	2,443.76
GODDARD, ANDREA	TEACHER	87,873.03	-
GODFREY, EIRA	TEACHER	87,433.51	344.16
GOERTZ, LISE I.	TEACHER	89,479.84	326.95
GOODMAN, TODD D.	TEACHER	87,442.11	209.29
GOODWIN, BERNICE	TEACHER	87,414.42	-
GORDON, JEANETTE J.	TEACHER	87,851.76	-
GRANT, STEVEN M.	TEACHER	81,824.01	-
GRAVES, DIANE	DISTRICT PRINCIPAL	75,634.71	1,545.69
GRAY, NICOLA	TEACHER	81,623.63	-
GRAY, STEVEN A.	TEACHER	88,357.84	-
GREEN, JEFF R.	TEACHER	82,484.02	532.92
GREENE, SUSAN	TEACHER	88,297.46	930.76
GRIFFIN, PENNY	TEACHER	82,030.54	-
GRIFFIS, PAMELA	TEACHER	87,878.12	-
GRILL, DANIEL	TEACHER	92,168.86	591.67
GRILL, LISA M.	TEACHER	81,983.12	318.64
GUBERT, LIVIO L.	TEACHER	87,443.62	420.73
GUZYK, ROBERT	TEACHER	87,470.84	957.00
HAAVISTO, MARITA	TEACHER	86,120.09	-
HAGGARD, KRISTEN F.	TEACHER	85,129.23	312.79
HALABI, VICCI	TEACHER	94,884.95	6,816.82
HALENAR, ANGELA J.	TEACHER	79,774.89	-
HALFNIGHTS, KELLY	TEACHER	89,793.49	-
HALFNIGHTS, STEVEN L.	TEACHER	91,008.82	797.86
HALL, KIMBERLY D.	MANAGER, BUDGETS	88,714.46	2,253.27
HALL, SUZANNE	TEACHER	98,917.77	960.45
HALLATE, GURMINDER SINGH	TEACHER	89,959.24	355.95
HAMNER, COLETTE	TEACHER	82,095.94	-
HAMPTON, JASON	TEACHER	82,053.70	147.90
HANLON, MICHAEL G.	TEACHER	98,005.76	-
HANSEN, JENNIFER A.	TEACHER	87,870.74	-
HARAS, SUSAN J.	TEACHER	87,851.76	-
HARDY, DALE K.	TEACHER	97,111.80	446.78
HARMON, ANDRIA	TEACHER	90,288.02	-
HARMON, RYAN	TEACHER	95,398.79	651.99
HARMSTON, LORNA	TEACHER	86,095.98	27.75
HARRIS, MELANIE	TEACHER	87,191.84	2,133.82
HAYER, JETANDER	MANAGER, CUSTODIAL SERVICES	100,164.81	2,996.40
HAYHOE, JODI M.	TEACHER	77,139.72	-
HEADLEY, KENNETH	VICE PRINCIPAL	111,221.42	1,980.26
HEIN, RICHARD	TEACHER	82,031.91	33.86
HEINRICH, COLLEEN	TEACHER	87,467.11	330.85
HEINZE, KEVIN N.	TEACHER	89,931.18	-
HENDERSON, BARRY K.	TEACHER	80,404.23	-
HENNEBERRY-GLOVER, KIM R.	TEACHER	91,241.56	344.16
HERRMANN, PAMELA	TEACHER	83,015.23	298.02

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

<b>NAME</b>	<b>POSITION</b>	<b>REMUNERATION</b>	<b>EXPENSES</b>
HETHERINGTON, TODD W.	TEACHER	81,825.66	-
HICKEY, LAUREEN L.	PRINCIPAL	117,241.40	1,879.39
HINDSON, TANYA	TEACHER	92,024.00	-
HINE, LINDSEY A.	TEACHER	87,537.88	783.14
HIRNIAK, HALIA	TEACHER	87,861.03	381.94
HODGE, DENINE R.	TEACHER	87,484.46	-
HOLLAND, KAREN R.	TEACHER	81,823.68	-
HOLLANDER, MARIA R.	TEACHER	81,547.20	20.35
HOLMAN, JENNIFER S.	TEACHER	75,402.16	327.69
HOLMES, GIANNA	TEACHER	87,642.50	598.22
HOMENIUK, NATASHA M.	TEACHER	86,594.83	26.95
HOOGSTINS, LINDA	TEACHER	82,435.31	-
HOOPER, JAMES T.	COUNSELLOR	95,687.21	219.28
HORTON, JARRETT	TEACHER	80,680.22	-
HOWARTH, PAULA	TEACHER	88,627.05	3,425.91
HOYME, THOMAS F.	TEACHER	124,649.44	30.57
HUGHES, JENNIFER	TEACHER	94,260.78	26.44
HULA, JENNIFER L.	TEACHER	90,871.01	25.00
HUMER, ANDREA	TEACHER	88,951.78	3.00
HUMPHREYS, RYAN	TEACHER	95,706.18	-
HUNT, DEBBIE L.J.	TEACHER	76,210.57	-
HUSSEY, STEPHEN P.	TEACHER	90,038.59	-
IACOBUCCI, DEANNE	TEACHER	82,031.29	-
ISHANI, IMRAN	TEACHER	83,530.63	333.51
JACKSON, DOUGLAS B.	TEACHER	79,875.14	-
JAKEWAY, LISA J.	TEACHER	89,060.69	-
JAMIESON, CHARLENE	TEACHER	89,898.04	7.55
JAMIESON, DAVID	TEACHER	87,851.76	33.01
JAMIESON, MARLA L.	TEACHER	89,430.50	-
JENNINGS, JEANNE	TEACHER	81,927.51	361.55
JENSEN, LINDA D.	TEACHER	83,084.02	482.92
JENSEN, MICHELLE	TEACHER	82,080.76	253.53
JINNOUCHI, CHARLES	TEACHER	87,851.92	-
JOHANSEN, DENISE	TEACHER	84,654.45	-
JOHN, ANNA INY	MANAGER, PAYROLL & BENEFITS	86,722.88	1,662.41
JOHNSON, CARLY	TEACHER	82,431.13	-
JONES, DANIEL	TEACHER	82,647.13	-
JONES, RHONDA	DISTRICT VICE PRINCIPAL	116,317.11	3,442.63
JORDISON, HELEN	TEACHER	86,591.04	-
JOWETT, KELLY	TEACHER	84,302.12	575.54
KALOFF, JUDY	TEACHER	87,931.76	363.97
KANIA, LISA	VICE PRINCIPAL	110,084.74	1,331.54
KARAMANIAN, JACOB	TEACHER	89,793.49	749.19
KATER, STEVE *	VICE PRINCIPAL	115,255.58	4,830.28
KEENAN, MICHAEL E.	PRINCIPAL	159,858.45	-
KENNEDY, MICHELLE E.	TEACHER	87,903.28	615.00
KING, IAN R.	TEACHER	87,851.90	-
KING, JEANETTE	TEACHER	88,587.04	-
KINNEE, CAROL A.	TEACHER	89,737.27	355.43
KIRALY, KEITH J.	PROJECT MANAGER	86,945.42	1,584.70

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

NAME	POSITION	REMUNERATION	EXPENSES
KITAMURA, LEAH	TEACHER	80,705.99	215.08
KNOX, THERESA	TEACHER	88,178.52	1,203.71
KONG, KRISTA	TEACHER	88,463.16	380.33
KOSMAN, KATHERINE	COUNSELLOR	92,636.47	-
KOTSALIS, DEMETRA	TEACHER	94,406.93	2,659.29
KOTWAL, SHERNAZ	TEACHER	89,727.59	-
KRAUS, LANCE	TEACHER	90,198.04	317.34
KRAVCHENKO, ELINA	TEACHER	87,433.56	78.40
KRAVJANSKI, JOSEPH L.	TEACHER	87,851.80	-
KRZUS, SONJA	TEACHER	88,483.17	-
KURYLYK, DALE J.	TEACHER	90,997.30	345.97
KUSNEZOV, TIFFANY	TEACHER	89,898.04	-
LABELLE, DELEE	TEACHER	88,568.53	724.42
LACROIX, CYNTHIA L.	TEACHER	91,664.57	593.00
LAIDLAW, AMELIA R.	TEACHER	75,409.05	4,312.65
LAMBERT, NICOLE	TEACHER	76,173.98	1,126.44
LANE, JULIE	SCHOOL PSYCHOLOGIST	106,636.28	2,865.41
LANE, LINDSAY	TEACHER	79,965.41	516.25
LAPOINTE, PATRICIA M.R.	TEACHER	82,031.91	-
LAURIDSEN, KRISTI	TEACHER	91,267.38	1,492.84
LAWRANCE, LISA M.	PRINCIPAL	126,596.03	2,549.66
LAWRANCE, RON	COUNSELLOR	92,892.91	-
LE SAGE, ROBERT	TEACHER	90,066.99	-
LEBLANC, JANINE A.	TEACHER	93,685.54	363.13
LEBRUN, NICOLE E.	TEACHER	88,141.46	326.95
LEE, ANDREW H.	TEACHER	90,121.81	772.24
LEE, JOO YEUN	COUNSELLOR	81,510.69	-
LEMIEUX, PAULINE R.	TEACHER	89,960.39	129.22
LEMMEN, KIEL C.	TEACHER	98,255.06	373.27
LENTON, ANDREW	TEACHER	89,898.04	147.90
LEONARD, LONA	TEACHER	87,642.35	-
LESNES, DANIEL	TEACHER	89,257.01	145.00
LEVESQUE, AMANDA	TEACHER	79,444.82	-
LEVESQUE, THOMAS	VICE PRINCIPAL	117,434.01	3,330.45
LINDGREN, ANDREA A.	TEACHER	81,614.28	-
LINDGREN-STREICHER, KARL E.	VICE PRINCIPAL	115,575.30	2,926.85
LINTON, SHELLEY D.	PRINCIPAL	126,738.91	3,817.53
LIU, JANIS YUN HAH	TEACHER	81,952.36	308.52
LIVERSIDGE, IAN G.	PRINCIPAL	125,453.00	4,398.54
LIVERSIDGE, LESLEY A.	TEACHER	89,126.93	-
LO, CATHERINE	TEACHER	87,851.76	-
LOUTET, SHAWNA	TEACHER	102,056.59	1,130.02
LOW, MACLEAN S.	TEACHER	89,101.45	666.95
LOZINSKI, GARY A.	TEACHER	99,087.85	2,913.49
LUDEMAN, KYLE D.	TEACHER	92,371.35	-
LUDEMAN, MICHELLE	TEACHER	89,793.49	31.65
LUMMIS, ISABEL	TEACHER	87,851.76	-
MAAS, PATRICIA J.	COUNSELLOR	93,096.34	243.63
MACDONALD, JENNIFER R.	TEACHER	95,292.36	4,949.44
MACDONALD, KATHLEEN	TEACHER	89,898.04	326.95

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

<b>NAME</b>	<b>POSITION</b>	<b>REMUNERATION</b>	<b>EXPENSES</b>
MACGREGOR, ALEX	TEACHER	81,983.96	339.95
MACGREGOR, ELISA	TEACHER	82,070.36	-
MACINNES, ANDREA	TEACHER	93,513.08	1,369.89
MACKENNEY, ANN MARIE	TEACHER	81,822.79	-
MACKINNON, BARBARA A.	VICE PRINCIPAL	110,045.12	2,091.81
MACKINNON, CYNTHIA	TEACHER	88,289.38	-
MACLEOD, KATIE D.	TEACHER	82,055.24	215.20
MACPHERSON, SHANA	TEACHER	87,882.52	21.14
MACQUARRIE, DALE	TEACHER	92,338.08	2,339.49
MAH, LEANNE M.	TEACHER	87,642.59	312.78
MAH, STEVEN K.	TEACHER	87,870.70	-
MAHAL, KEVIN	TEACHER	86,769.59	-
MAHER, SARA	TEACHER	86,709.91	13.00
MANNING, KIM D.	TEACHER	89,898.04	-
MANWEILER, DARREN	TEACHER	92,738.77	-
MANWEILER, TAMARA A.	TEACHER	87,114.36	516.02
MARCHAND, GRACE D.C.	TEACHER	87,520.42	392.77
MARSH, MICHELLE	TEACHER	91,051.42	-
MARTINEK, KATE	TEACHER	78,999.47	361.84
MASSEY, JULIA	TEACHER	88,379.22	25.34
MASTIN, KAREN	TEACHER	87,889.62	-
MATHAY, SYLVIA	TEACHER	86,595.81	326.95
MATLOCK, SARAH	TEACHER	85,461.04	-
MATTHEWS, EVELYN	TEACHER	92,235.72	278.90
MCCAFFERTY, JULIE A.	TEACHER	75,917.00	308.93
MCCAIN, TED	TEACHER	82,065.06	-
MCCLAIN, JOANNA M.	TEACHER	75,215.75	-
MCCLOSKEY, JAMES	TEACHER	97,655.40	430.66
MCCRAE, WILLIAM	TEACHER	82,031.91	-
MCCUAIG, TRICIA L. *	VICE PRINCIPAL	118,658.09	39,686.17
MCELGUNN, GEOFF	TEACHER	95,027.46	-
MCINTOSH, CATHERINE J.	TEACHER	87,898.87	-
MCINTOSH, DAVID	TEACHER	93,520.93	25.01
MCINTOSH, JOCELYN	TEACHER	86,532.19	349.70
MCKANNA, CATHY	TEACHER	87,471.34	-
MCKERRAL, JANA M.	TEACHER	78,833.88	-
MCKIMMON, AARON L.	TEACHER	82,051.00	-
MCKINNON, SHERRI	DISTRICT VICE PRINCIPAL	101,189.57	4,133.97
MCPHEE, ALANA	TEACHER	87,433.12	226.45
MCPHERSON, LESLEY	TEACHER	83,808.13	-
MCRROBBIE, JILL	TEACHER	87,561.53	-
MEADEN, TRACEY	TEACHER	86,960.15	353.03
MEDEIROS, JENNIFER	TEACHER	82,247.76	-
MEDEIROS, MANUEL	TEACHER	87,852.00	-
MEDLAND, LORI	TEACHER	87,642.58	-
MEHRASSA, ALI	TEACHER	95,822.86	4,641.86
MEHRASSA, RAMIN	PRINCIPAL	123,575.32	2,953.44
MENIC, KEVIN D	TEACHER	87,889.62	-
MESSNER, AMY	TEACHER	89,733.75	-
MESTON, LAURIE ANN	PROJECT CONSULTANT	140,635.76	-

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
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**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

NAME	POSITION	REMUNERATION	EXPENSES
MEYER, LINDSEY J.	TEACHER	98,692.10	672.86
MIHAILA, VALERICA	TEACHER	93,718.68	-
MIKES, MATTHEW J.	TEACHER	89,325.94	-
MILLAR, ALAN P.	PRINCIPAL	126,083.59	3,419.40
MINER, KIER	TEACHER	93,087.82	383.75
MITCHELL, CRAIG	TEACHER	75,405.51	-
MITCHELL, DEBBIE	TEACHER	87,963.18	840.10
MO, XIAO QING	MANAGER, ACCOUNTING	87,943.66	6,206.91
MOONEY, JENNIFER	TEACHER	87,538.38	-
MOORE, STEVEN W.	TEACHER	89,898.04	50.02
MORAN, C. JANE	TEACHER	84,368.60	-
MORAN, DEBBY	TEACHER	90,391.80	-
MORAN, PAUL D.	TEACHER	90,640.87	-
MORGAN, LINDA	TEACHER	83,433.14	-
MORGAN, PENELOPE	TEACHER	89,945.37	1,056.10
MOSS, PATTI L.	TEACHER	87,870.60	-
MROTZEK, ANNA K.	TEACHER	87,889.62	326.95
MUIR, DARIN	TEACHER	86,155.05	-
MUNRO, ANDREA J.	TEACHER	87,819.47	339.94
MURDEN, MEGHAN	TEACHER	89,499.31	937.30
MURPHY, CYNTHIA	SPEECH & LANGUAGE PATHOLOGIST	95,896.97	1,803.22
MURPHY, DANIELLE M.B.	TEACHER	82,181.64	449.99
MURPHY, WILLIAM	TEACHER	94,243.59	-
MURRAY, KERRY L.	TEACHER	80,795.21	353.03
MURRAY, MADELAINE	TEACHER	87,581.24	-
NAGY, JODIE	TEACHER	94,759.36	-
NASH-FLEMMING, KATHRYN	TEACHER	87,852.29	-
NEALE, MICHELE	TEACHER	87,642.34	308.93
NEGGERS, NICOLE M.	PRINCIPAL	126,633.65	1,201.96
NELSON, KAELEN	TEACHER	78,091.49	681.85
NEUFELD, ANITA	TEACHER	87,952.18	4,771.39
NEUFELD, DEAN	TEACHER	87,247.41	-
NEUFELD, RYAN M.	TEACHER	87,696.43	-
NIELSEN, NATALIE	TEACHER	89,898.04	173.68
NOBBS, KARA MICHEL	TEACHER	87,689.17	522.91
NOLF, ELODIE	TEACHER	78,626.09	52.82
NOSEK, SUSAN	TEACHER	87,876.01	-
NUNEZ, KATHLEEN	TEACHER	80,009.89	-
OBORNE, TREVOR W.	SYSTEMS ANALYST	85,457.92	1,949.88
ODETTE, LAURA M.	TEACHER	81,860.37	298.02
O'HALLORAN, KIM	TEACHER	87,618.07	-
OLDRIDGE, MICHAEL J.	TEACHER	87,851.76	-
O'LEARY, LAUREN R.	TEACHER	89,924.08	2,142.80
OLSON, JOEL	TEACHER	83,075.90	-
OLYNYK, MEGAN J.	SCHOOL PSYCHOLOGIST	95,007.08	131.40
O'NEILL, MICHELLE	TEACHER	79,227.97	-
O'RIORDAN, CORRIE	TEACHER	88,603.64	-
O'SHEA, CHRISTINE	TEACHER	81,092.54	-
OSTROWSKI, MICHELLE	TEACHER	87,564.18	-
OWEN, SHALYN N.	TEACHER	87,469.83	942.84

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

NAME	POSITION	REMUNERATION	EXPENSES
OWENS, TAMI L.	TEACHER	89,927.29	-
PAGE, SACHA	TEACHER	96,909.03	94.66
PAJAK, KRISTY L.	TEACHER	84,279.54	-
PALECEK, NANCY	TEACHER	81,649.70	-
PALMER, HEATHER K.	TEACHER	79,651.22	3,403.23
PARKINS, DAWN	TEACHER	81,927.21	37.78
PARKINSON, DREW D.	TEACHER	87,433.45	-
PASQUALOTTO, JOSEPH A.	TEACHER	90,576.34	287.52
PATERSON, KIRSTEN K.	TEACHER	79,286.47	1,297.04
PATON, JENISE R.	TEACHER	77,069.86	422.44
PATRICK, PATRICIA C.	TEACHER	89,482.38	354.99
PATTERSON, A. GRAHAM	TEACHER	87,851.76	0.31
PATTERSON, TINA	TEACHER	87,851.98	-
PAULSON, JENNIFER	TEACHER	77,832.83	86.00
PAYAN, BRUCE	TEACHER	94,927.12	-
PAYMENT, RORY R.	TEACHER	93,282.35	2,048.17
PEARCE, MARGUIRETE *	MANAGER, INT. ED. MARKETING & RECRUITMENT	101,694.50	58,818.52
PEDERSEN, KRISTY	TEACHER	84,554.43	41.05
PEEBLES, BRENDA	TEACHER	81,858.61	1,513.62
PELWECKI, SHERRY	TEACHER	80,393.80	-
PENNER, CYNTHIA	TEACHER	87,683.07	39.32
PERRETT, MARIE-NOELLE	TEACHER	89,921.70	26.95
PERUGGIA, ANTHONY	TEACHER	93,054.68	-
PICKERING, GREG	TEACHER	88,739.73	-
PILGRIM, NORALEA	TEACHER	89,898.04	-
POCHOP, IRENA	SENIOR MANAGER, COMMUNICATIONS	92,641.99	7,752.90
POGREBINSKY, KATERINA	TEACHER	89,924.37	174.68
POLACEK, LISA	TEACHER	81,646.85	-
POWER, CARSON M.	TEACHER	91,008.82	36.22
PREIBISCH, PAMELA B.	TEACHER	88,719.74	43.99
QUALLY, NICOLE	TEACHER	91,365.20	352.51
RADOM, JEFF	TEACHER	96,797.30	-
RAIBLE, CHAD G.	PRINCIPAL	127,575.41	2,916.06
RANDLE, TREVOR J.	TEACHER	100,087.85	454.43
RANKIN, VALERIE A.	TEACHER	82,032.21	-
REAMSBOTTOM, ALLISON	TEACHER	81,718.39	298.02
REAMSBOTTOM, WESLEY D.	PRINCIPAL	121,375.42	1,293.89
REID, RUSSELL S.	MANAGER, INFORMATION TECHNOLOGY	85,858.59	1,493.72
RHODES, DON	SPEECH & LANGUAGE PATHOLOGIST	97,924.88	1,087.94
RICHARDSON, LAURA P.	TEACHER	89,900.08	3,199.46
RICHARDSON, STUART E.	PRINCIPAL	122,606.43	1,330.69
RIRIE, LINDSEY D.	COUNSELLOR	75,528.81	25.00
RITCHIE, LISA P.	TEACHER	84,350.43	333.51
RITCHIE, VICTORIA L.	TEACHER	91,986.14	-
ROBERTS, AMANDA	TEACHER	86,563.98	663.92
ROCCA, JOHN PETER	TEACHER	92,037.10	-
ROKOSH, KERRY	TEACHER	79,104.63	-
RONDPRE, JOHN	TEACHER	96,475.36	-
ROSENAU, ELIZABETH	TEACHER	82,131.91	-
ROSENAU, SHELDON	TEACHER	89,998.04	-

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

<b>NAME</b>	<b>POSITION</b>	<b>REMUNERATION</b>	<b>EXPENSES</b>
ROSS, LINDSAY A.	TEACHER	81,617.59	-
ROSS, MICHAEL D.	TEACHER	87,889.62	-
ROWELL, DARREN	PRINCIPAL	132,648.18	3,545.77
ROWLEDGE-TOSCANI, SHERALYN	TEACHER	87,876.00	636.62
RUMBLE-SIDDIQUE, LOUISE E.	TEACHER	82,040.35	-
RUSSELL, SYLVIA	SUPERINTENDENT	218,313.38	18,838.03
RYALL, WENDY L.	TEACHER	92,055.08	-
SAGGU, SANDEEP S.	MANAGER, MAINTENANCE	96,157.53	4,360.97
SALES, JESSE	TEACHER	87,438.66	-
SAMUJH, MAUREEN	TEACHER	87,889.67	-
SANDERS, SHANNON M.	TEACHER	76,491.04	-
SANDERSON, DAVID	TEACHER	96,480.58	-
SANDERSON, GINETTE	TEACHER	87,989.78	-
SANDS, ERIN	TEACHER	75,776.02	370.59
SANTOS, SHAUNEEN	TEACHER	87,776.30	-
SARICH, EVA-MARIE	TEACHER	82,031.91	-
SAUL, MICHAEL	TEACHER	89,743.58	-
SCARCELLA, MELANIE	TEACHER	87,683.77	478.17
SCARCELLA, MICHAEL	DISTRICT PRINCIPAL	130,347.29	4,832.72
SCHAFER, ADRIA E.	TEACHER	84,114.92	296.02
SCHLEPPE, SUSAN	TEACHER	89,688.93	-
SCHLEY, SHANNON J.	TEACHER	81,642.86	-
SCHMIDT, DENNIS O.	TEACHER	96,349.26	-
SCHROEDER, STEPHANIE C.	TEACHER	82,075.08	-
SCHULTE, MONICA	ASSISTANT SECRETARY TREASURER	132,588.52	5,123.55
SCHWARZ, CHERYL	PRINCIPAL	125,960.78	2,194.63
SCHWARZ, VINCENT JOHN	TEACHER	87,880.27	-
SCOTT, SUSAN M.	TEACHER	87,747.88	204.23
SCOTT, TANYA	TEACHER	87,645.21	361.84
SCOULAR, JAMIE	TEACHER	91,511.82	746.80
SCOULAR, RENEE FAITH	PRINCIPAL	129,655.09	1,979.36
SEDLAK, MICHAEL K.	TEACHER	79,077.24	-
SEMPER, DAVID	TEACHER	93,054.68	-
SERVANT, DONNA M.	PRINCIPAL	127,385.40	2,586.70
SEVERUD, JASON R.	TEACHER	87,775.71	-
SHARPE, SHANNON L.	TEACHER	91,273.79	795.51
SHAY, ANDREA	TEACHER	82,080.76	-
SHEEHAN, JENNIFER E.	COUNSELLOR	101,858.20	951.33
SHERIDAN, ROBYN D.	TEACHER	85,560.69	1,106.62
SHUPE, CRAIG S.	MANAGER, RIDGE MEADOWS COLLEGE	78,412.71	1,138.52
SIDDIQUE, ISHTIAQ	TEACHER	89,654.13	-
SIGVALDASON, SUSAN	TEACHER	88,261.83	-
SILVA, CARLOS A.V.	TEACHER	89,202.11	-
SIMARD, DIANE	TEACHER	90,056.39	948.73
SIMON, JENNIFER J.	PRINCIPAL	82,378.50	173.68
SINCLAIR, NANCY E.	TEACHER	81,854.02	365.45
SINOW, GRETA K.	TEACHER	89,479.84	-
SINOW, KIRA	TEACHER	91,414.37	-
SIRSIRIS, DANA	DIRECTOR OF HUMAN RESOURCES	144,417.30	7,766.45
SKERRATT, SHERRI	DISTRICT PRINCIPAL	120,829.07	6,273.05

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

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IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

NAME	POSITION	REMUNERATION	EXPENSES
SMEED, ERIN H.	TEACHER	93,130.69	316.86
SMEED, MARK D.	TEACHER	89,688.94	-
SMILLIE, SARA	TEACHER	82,000.41	277.28
SMITH, ALETHEA L.	TEACHER	85,510.29	-
SMITH, BRIAN K.	TEACHER	83,796.70	1,255.40
SMITH, DELLA	TEACHER	81,595.79	-
SMITH, JANET L.	TEACHER	92,897.37	3,835.08
SMITH, KIM D.	TEACHER	89,719.69	394.31
SMITH, MICHELE	TEACHER	95,997.88	3,732.91
SMITH, TANYA J.A.	TEACHER	81,774.55	-
SOHI, PAM	TEACHER	87,878.60	308.93
SOMMERS, MICHELLE	TEACHER	90,230.76	270.34
ST-AMOUR, DOMINIQUE	TEACHER	75,140.92	196.90
STANBURY, JOHN SCOTT	TEACHER	95,025.81	-
STANLEY, ADAM G.	PRINCIPAL	123,331.36	809.23
STEVENS, KIMBERLEY-ANN	TEACHER	87,865.96	-
STEVENSON, ANDREW D.	TEACHER	88,108.83	-
STEVENSON, DONNA V.	COUNSELLOR	83,211.35	401.19
STEWART, KATE	TEACHER	88,664.97	-
STEWART, SUE	TEACHER	87,472.94	-
STRACHAN, JENNIFER A.	TEACHER	87,863.88	70.04
STRICKLAND, TRUDY M.	TEACHER	81,836.70	-
STROTHOTTE, ANDY SEBASTIAN	TEACHER	93,500.09	480.70
STUBLEY, ANDREW	TEACHER	81,264.04	-
SUN, NORMAN	TEACHER	82,031.91	-
SYCH, GRANT	TEACHER	107,941.17	-
SZAKOS, MICHELLE K.	TEACHER	90,068.79	-
TAIT, TARA C.	TEACHER	89,898.04	1,108.71
TAKASAKI, TREVOR A.	TEACHER	82,031.91	310.68
TARAMPI, MONIKA E.	TEACHER	108,138.66	319.43
TERRILLON, NICOLE	TEACHER	89,935.90	-
TERRIS, AMANDA	TEACHER	77,214.09	663.92
THIRKELL, SHAWNA	TEACHER	87,944.50	-
THOMPSON, KAREN A.	TEACHER	89,608.04	3,000.72
THOMPSON, PAUL	TEACHER	82,065.36	86.00
THOMSON, KEITH	TEACHER	90,125.71	-
THORBURN, TSITSI	TEACHER	89,898.04	310.69
TINCKLER, MICHELLE J.	TEACHER	90,621.57	-
TOEWS, NATASHA D.	TEACHER	89,373.43	-
TOMLIN, SCOTT	TEACHER	82,054.00	-
TOSONI, LESLIE	TEACHER	83,226.71	1,290.30
TOUPIN, COLIN A.	TEACHER	87,851.76	-
TOUPIN, JODY	TEACHER	87,854.10	-
TOWNE, AMANDA	TEACHER	87,778.95	663.96
TRAN, DUC-HUNG	TEACHER	87,020.26	345.70
TREMBLAY, DIANE	TEACHER	82,111.92	-
TRUC, JENNIFER	TEACHER	87,875.42	-
TRUDEAU, MARIA	TEACHER	87,414.42	-
TSIA, YIN	TEACHER	81,616.20	394.70
TULIP, MARK A.	TEACHER	82,058.89	-

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

NAME	POSITION	REMUNERATION	EXPENSES
TURBIDE, SANDRA	TEACHER	93,537.84	3,908.21
UMLAH HOWARD, TRISHA R.	TEACHER	101,867.66	3,840.62
UPTON, DENISE	TEACHER	88,913.80	3,182.28
URDAHL-SERR, KIRSTEN M.	VICE PRINCIPAL	115,995.36	4,771.37
URQUHART, GLENN	TEACHER	89,898.04	-
VALE, DAVIS	TEACHER	85,558.79	-
VAN DE MOND, MARTA	TEACHER	89,898.04	420.73
VAN DER PAUW, CARLA	TEACHER	82,135.55	1,205.27
VAN NUYS, SARAH J.	TEACHER	89,950.12	200.00
VANDERGUGTEN, DAVID K.	ASSISTANT SUPERINTENDENT	143,836.74	11,737.13
VENDIOLA, SANSEN LEE	TEACHER	87,918.04	-
VERMETTE, DEBRA	TEACHER	82,466.84	354.99
VOS, JULIE	TEACHER	91,948.17	-
WADDEN, DIANE M.	TEACHER	89,414.82	7,281.68
WADE, MICHAEL	TEACHER	91,688.18	-
WADE, TESA	TEACHER	82,031.91	-
WAKELING, ALISON T.	TEACHER	89,912.56	-
WALKER, FRAYNE E.	TEACHER	87,926.04	-
WALKER, JENNIFER	VICE PRINCIPAL	94,032.13	4,512.92
WALL, ALLISON M.	TEACHER	92,169.35	1,795.31
WALTON, LISA	TEACHER	87,851.76	-
WARREN, NICHOLAS	TEACHER	75,620.37	80.04
WATANABE, MICHIO	TEACHER	81,074.05	-
WATKINS, CATHARINE E.	PRINCIPAL	125,938.90	1,665.17
WATSON, JIM	TEACHER	89,898.04	290.02
WEBB, GORDON	TEACHER	89,923.04	-
WEISER, KRISTEN	TEACHER	86,106.06	-
WELLINGTON, KELLY L.	TEACHER	87,674.24	-
WHEATLEY, JONATHAN	PRINCIPAL	126,912.01	2,953.39
WHITE, JAMES H.	TEACHER	100,755.83	-
WHITE, NANCY-KAY	TEACHER	80,257.49	965.79
WHITELOCK, POLLY	TEACHER	87,861.58	-
WHITFIELD, DAVID P.	TEACHER	90,953.13	2,939.71
WHITNEY, TASHA D.	TEACHER	83,508.93	663.97
WIEBE, JENNIFER	TEACHER	82,031.91	337.01
WIEBE, STEVEN J.	PRINCIPAL	132,970.86	2,878.76
WIENS, DONNA	TEACHER	87,851.97	23.16
WIENS, RALPH	TEACHER	87,880.16	-
WIENS, STAN	TEACHER	89,998.04	47.82
WILKIE, PATRICIA M.	TEACHER	89,898.04	-
WILLIAMS, BRIAN M.	TEACHER	83,634.89	1,413.55
WILLIAMS, JENNIFER	TEACHER	85,356.48	-
WILLIAMSON, DOREEN	TEACHER	91,458.06	-
WILSON, JESSICA B.	TEACHER	91,539.12	2,043.81
WOLSTENHOLME, WENDY L.	TEACHER	87,657.71	-
WOO, LEE-ANDREA	TEACHER	90,353.41	422.43
WOOD, RACHEL	SCHOOL PSYCHOLOGIST	103,065.51	1,420.42
WOOD, SHONA A.	COUNSELLOR	87,517.76	637.31
WURSTER, RENATA C.	VICE PRINCIPAL	104,768.23	1,556.26
WYLES, JESSICA P.	TEACHER	78,747.58	-

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF REMUNERATION AND EXPENSES PAID  
IN RESPECT OF EACH EMPLOYEE**

**EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000**

<b>NAME</b>		<b>POSITION</b>	<b>REMUNERATION</b>	<b>EXPENSES</b>
XAVIER, DAVID	TEACHER		87,851.76	-
YOUNG, SHARON	TEACHER		96,784.44	-
ZAGAR, DANIELLE	TEACHER		89,482.38	150.00
ZENTNER, PAULA	TEACHER		88,617.34	-
ZEPESKI, LINDSAY L.	TEACHER		90,294.15	308.65
ZILKOWSKY, KATHERINE M.	TEACHER		81,031.14	298.02
TOTAL FOR EMPLOYEES, OTHER THAN ELECTED OFFICIALS, WHOSE REMUNERATION EXCEEDS \$ 75,000			\$ 60,011,186.87	\$ 656,386.29
REMUNERATION TO EMPLOYEES PAID \$ 75,000 OR LESS			58,746,803.68	323,773.78
TOTAL, EMPLOYEES OTHER THAN ELECTED OFFICIALS			118,757,990.55	980,160.07
REMUNERATION TO ELECTED OFFICIALS			162,205.42	24,748.09
<b>CONSOLIDATED TOTAL, REMUNERATION PAID</b>			<b>\$ 118,920,195.97</b>	<b>\$ 1,004,908.16</b>
<b>TOTAL EMPLOYER PREMIUMS FOR CANADA PENSION PLAN AND EMPLOYMENT INSURANCE</b>			<b>\$ 6,204,122.60</b>	

*\* Includes travel expenses for International Student Recruitment*

Prepared as required by *Financial Information Regulation*, Schedule 1, Section 6

**SCHOOL DISTRICT  
STATEMENT OF FINANCIAL INFORMATION (SOFI)**

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**

**FISCAL YEAR ENDED JUNE 30, 2019**

**STATEMENT OF SEVERANCE AGREEMENTS**

There were no severance agreements made between the Board of Education of School District No. 42 (Maple Ridge - Pitt Meadows) and its non-unionized employees during the fiscal year 2018 / 2019.

Prepared as required by *Financial Information Regulation*, Schedule 1, subsection 6(7)

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF PAYMENTS MADE FOR THE PROVISION  
OF GOODS AND SERVICES**

**LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$ 25,000**

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
0962370 BC LTD. DBA MODULAR ELECTRIC 4TH UTILITY INC.	\$ 230,852.59 115,425.67
AMAZON	419,094.49
APPLE CANADA INC.	760,402.06
ARBUTUS ROOFING & DRAINS LTD.	432,180.00
ARI FINANCIAL SERVICES	35,575.00
ASAHI TRAVEL INTERNATIONAL INC.	26,947.50
AURORA CASCADE ENT. LTD.	668,600.20
AUSTIN METAL FABRICATORS LP	115,185.00
AVISPA BUS SERVICES LTD.	30,262.31
BARAGAR ENTERPRISES LTD.	40,057.50
BC HARDWOOD FLOOR CO. LTD.	28,297.50
BC HOUSING	33,516.53
BC HYDRO	1,168,326.08
BC PRINCIPAL & VICE PRINCIPAL ASSOCIATION	78,044.99
BC SCHOOL TRUSTEES ASSOCIATION	58,459.93
BC TEACHERS' FEDERATION	2,753,542.96
BCIT	107,216.78
BDO CANADA LLP	38,850.00
BELFOR (CANADA) INC.	34,891.72
BELL MOBILITY	54,133.74
BEST BUY CANADA LTD.	30,460.05
BLACK PRESS GROUP LTD.	59,917.23
BOILEAU ELECTRIC & POLE LINE	52,988.97
BUSH BOHLMAN & PARTNERS LLP	78,750.00
BUSY BEE SANITARY SUPPLIES INC.	41,068.16
C.U.P.E. LOCAL 703	519,189.35
CAMBIE ROOFING CONTRACTORS LTD.	384,192.77
CAMP JUBILEE RETREAT & CONFERENCE CENTRE	35,178.67
CAMP SQUEAH	25,979.50
CAMPOS OROZCO MARIA TERESA	26,194.15
CANADIAN RECREATION SOLUTIONS	108,000.00
CANTRAIL COACH LINES	25,278.85
CARE PEST & WILDLIFE CONTROL LTD.	25,930.73
CCI LEARNING SOLUTIONS INC.	54,443.00
CEDAR CREST LANDS BC LTD.	49,229.02
CENTRAL DE INTERCAMBIO VIAGENS LTDA	40,012.50
CITY OF MAPLE RIDGE	2,610,837.51
CITY OF PITT MEADOWS	109,128.25
CLARK WILSON LLP, IN TRUST	1,654,106.09
COMMISSIONER OF MUNICIPAL PENSIONS	4,568,581.10
COMMISSIONER OF TEACHERS' PENSIONS	20,569,556.10

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF PAYMENTS MADE FOR THE PROVISION  
OF GOODS AND SERVICES**

**LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$ 25,000**

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
CONTI ELECTRONICS LTD.	103,311.01
COSTCO WHOLESALE	85,350.29
CRAVEN HUSTON POWERS ARCHITECT	281,625.59
CREATIVE CHILDREN ART SUPPLIES	62,519.54
CREATIVE TOOLBOX CONSULTING INC.	50,919.90
CROSSTOWN METAL INDUSTRIES LTD.	379,531.08
CRYSTAL GLASS	38,753.87
CULTUS LAKE WATER PARK	33,943.00
DAFCO FILTRATION GROUP CORP.	33,628.00
DELL CANADA INC.	161,957.21
DIAMOND HEAD CONSULTING LTD.	25,725.00
DOLLARAMA	28,954.26
DOMINO'S PIZZA	30,117.05
DOUBLE V CONSTRUCTION	15,870,377.45
EDUCAN INSTITUTIONAL FURNITURE	27,260.68
EMPLOYER HEALTH TAX (EHT)	1,113,028.93
ENER-LITE SYSTEMS LTD.	472,422.31
ENTITY MECHANICAL LTD.	1,181,746.11
ENVIRO-VAC A DIVISION OF PARAGON REMEDIATION GROUP LTD.	33,994.77
EZRA MAPLE RIDGE ENTERPRISES LTD.	68,505.00
FINNING CANADA	74,670.72
FIRSTCANADA ULC	163,266.92
FORTIS BC	389,748.67
FRASER VALLEY BASKETBALL OFFICIALS ASSOCIATION	27,774.60
FRIESENS CORPORATION	90,606.04
FUNK, ARNIE	29,500.00
GLOBAL CANLINK LEARNING CENTRE	84,248.00
GORDON FOOD SERVICE CANADA LTD.	105,389.42
GRAND & TOY	104,572.05
GREAT WEST LIFE ASSURANCE COMPANY	261,781.01
GUARD.ME INTERNATIONAL INSURANCE	354,663.90
HANEY BUILDERS SUPPLIES	82,906.68
HARRIS & COMPANY	91,520.63
HASUO, KEIKO	144,968.46
HCMA ARCHITECTURE & DESIGN	114,600.47
HERFF JONES, INC.	31,541.02
HILTON HOTELS	31,740.26
HOULE ELECTRIC LTD.	35,458.26
HOULE GAMES & ENTERTAINMENT LTD.	36,490.61
IKEA CANADA	47,778.53
INDIGO BOOKS & MUSIC INC.	35,864.24
INDUSTRIAL ALLIANCE INSURANCE & FINANCIAL SERVICES INC.	41,174.58

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)  
YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF PAYMENTS MADE FOR THE PROVISION  
OF GOODS AND SERVICES**

**LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$ 25,000**

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
INSIGHT SOFTWARE INC.	37,943.75
INTERNATIONAL BACCALAUREATE	74,897.82
INTERNATIONAL STAGE LINES	36,465.87
JAMF SOFTWARE	58,117.61
JOHN A WALLACE ENGINEERING LTD.	113,179.50
JONATHAN MORGAN & COMPANY LTD.	80,389.98
K & E EQUIPMENT REPAIRS	86,825.69
KAHUNAVVERSE SPORTS GROUP INC.	51,892.43
KING & COMPANY	26,550.16
KLONDIKE CONTRACTING CORPORATION	605,228.37
KMS TOOLS & EQUIPMENT LTD.	65,480.73
KOFFMAN KALEF LLP BUSINESS LAWYERS	92,589.24
KWANTLEN POLYTECHNIC UNIVERSITY	172,342.21
LANGLEY FARM MARKET (MAPLE) INC.	27,474.59
LASERNETWORKS INC.	148,788.73
LENNY 170 HOLDINGS LTD.	35,840.00
LONG & MCQUADE LTD.	53,050.73
LONG VIEW SYSTEMS COPORATION	50,185.58
LONG, KEYUN	152,910.00
LOON LAKE CAMP	28,014.01
LYNCH BUS LINES	25,664.63
M. SCHUETZ TRUCKING LTD.	39,823.88
MACK KIRK ROOFING & SHEET METAL LTD.	890,374.35
MAPLE RIDGE PRINCIPALS & VICE PRINCIPALS ASSOCIATION	31,017.45
MAPLE RIDGE TEACHERS' ASSOCIATION	1,216,964.49
MARSH CANADA LTD.	26,827.00
MAXWELL FLOORS LTD.	140,103.95
MEADOW GARDENS GOLF COURSE	37,432.44
MEDICAL SERVICES PLAN OF BC	935,587.50
METRIC CIVIL CONTRACTORS LTD.	486,074.93
MICROSOFT CANADA INC.	46,485.27
MILLS OFFICE PRODUCTIVITY	50,483.05
MINISTER OF FINANCE CLIMATE ACTION SECRETARIAT	92,216.25
MINISTER OF FINANCE PROCUREMENT SERVICES BRANCH	28,981.24
MORNEAU SHEPELL LTD.	197,365.26
MOUNT SEYMOUR RESORTS	70,296.20
NELSON EDUCATION LTD.	32,974.88
NEUFELD FARMS	44,397.00
NEVILLE'S HAPPY PLACE SUPPORT GROUP SOCIETY	25,842.48
NOBLE BRITISH COLUMBIA	57,729.66
O'BRIEN, ROBERTA	34,384.00
OPEN STORAGE SOLUTIONS INC.	64,619.43

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)  
YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF PAYMENTS MADE FOR THE PROVISION  
OF GOODS AND SERVICES**

**LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$ 25,000**

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
OPUS CONSULTING GROUP LTD.	145,177.75
ORION SECURITY SYSTEMS LTD.	50,299.54
OSS SEGERO CORP.	144,217.50
PACIFIC BLUE CROSS	3,343,908.44
PACIFIC COAST FIRE EQUIPMENT (1976) LTD.	54,308.37
PEARSON CANADA INC.	34,349.16
POWERSCHOOL CANADA ULC	186,326.06
PREDOM CONTRUCTION	36,393.00
PRISM ENGINEERING LTD.	52,182.38
PROGRESSIVE FUNDRAISING	63,681.92
PUBLIC EDUCATION BENEFITS TRUST	1,434,820.12
QUALITY CLASSROOMS	25,809.43
QUANTUM LIGHTING, INC.	74,025.00
REAL CANADIAN SUPERSTORE	65,873.42
RECEIVER GENERAL FOR CANADA	30,188,671.59
REGROUP MASS NOTIFICATION	78,340.00
RICOH CANADA INC.	73,174.29
RIDGE MEADOWS CHILD DEVELOPMENT CENTRE SOCIETY	69,369.36
RJS CONSTRUCTION LTD.	963,240.90
ROBERT BROWN GRAPHICS	63,938.47
ROCKY POINT ENGINEERING LTD.	145,791.87
SAVE ON FOODS	47,760.07
SCHOLANTIS LEARNING SYSTEMS INC.	27,455.40
SCHOLASTIC CANADA LTD.	211,637.56
SCHOOL SPECIALTY CANADA	33,192.51
SCHOOLHOUSE PRODUCTS INC.	127,132.70
SCHUBERT PLUMBING & HEATING LTD.	110,062.87
SECURITAS CANADA LTD.	173,989.79
SHELL ENERGY NORTH AMERICA	458,292.96
SILVER RIDGE PROMOTIONS	70,560.95
SKYLINE ATHLETICS	48,082.37
SNOW CAP ENTERPRISES LTD.	69,162.63
SOFTCHOICE CORPORATION	621,681.66
SOURCE OFFICE FURNISHINGS	67,539.66
SOUTHERN, LISA	115,220.10
SPECTRUM EDUCATIONAL SUPPLIES	28,232.54
STAPLES ADVANTAGE VANCOUVER	165,539.35
STUDENT MANAGEMENT GROUP	81,966.00
SUPER SAVE DISPOSAL INC.	122,999.68
SUPER SAVE ENTERPRISES LTD.	36,363.60
SUTTLE RECREATION INC.	50,468.03
SWANESSET BAY COUNTRY CLUB	76,090.36

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**  
**YEAR ENDED JUNE 30, 2019**

**SCHEDULE OF PAYMENTS MADE FOR THE PROVISION  
OF GOODS AND SERVICES**

**LIST OF SUPPLIERS WHERE PAYMENTS EXCEED \$ 25,000**

NAME OF INDIVIDUAL, FIRM OR CORPORATION	AGGREGATE AMOUNT PAID DURING FISCAL YEAR
SWING TIME DISTRIBUTORS	97,890.70
SYSCO FOOD SERVICES OF CANADA INC.	273,005.01
TALIUS	74,776.07
TEACHER REGULATION BRANCH	95,020.00
TELUS COMMUNICATIONS (BC) INC.	120,626.32
TERRY FOX FOUNDATION	25,695.75
THE ACT MAPLE RIDGE	35,803.60
THIRDWAVE BUS SERVICES	594,129.64
TIKAL CONSTRUCTION LTD.	33,320.16
TIMBERLINE RANCH	45,398.45
TLD COMPUTERS INC.	99,604.97
TRIPLE M MODULAR LTD.	429,879.33
UNIGLOBE SPECIALTY TRAVEL LTD.	75,028.09
UNITED ELITE INTERNATIONAL EDUCATION	93,450.00
UNITED LIBRARY SERVICES INC.	56,413.40
UNLIMITED EXCAVATING & LANDSCAPING LTD.	35,847.00
VALLEY GEOTECHNICAL ENGINEERING SERVICES LTD.	73,143.13
VANCOUVER COMMUNITY COLLEGE	143,002.29
VANCOUVER SCHOOL BOARD	42,017.74
WALMART	56,964.56
WAYFAIR SUPPLY	29,668.09
WESCLEAN (VAN) SALES LTD.	314,582.97
WEST COAST FORD	133,224.55
WEST COAST OFFICE SUPPLIES LTD.	30,539.79
WEST JET	28,817.36
WESTERN CAMPUS RESOURCES	66,641.94
WHISTLER BLACKCOMB MOUNTAIN RESORTS LTD.	28,706.95
WORKSAFE BC	868,928.65
WSP CANADA INC.	66,659.75
XEROX CANADA LTD.	25,686.96
YSI ACADEMY LTD.	81,778.82
<b>TOTAL FOR SUPPLIERS WHERE PAYMENTS EXCEED \$ 25,000</b>	<b>\$ 111,550,214.41</b>
<b>TOTAL FOR SUPPLIERS WHERE PAYMENTS ARE \$ 25,000 OR LESS</b>	<b>\$ 10,637,787.07</b>
<b>CONSOLIDATED TOTAL, PAYMENTS FOR THE PROVISION OF GOODS AND SERVICES</b>	<b>\$ 122,188,001.48</b>

Prepared as required by *Financial Information Regulation*, Schedule 1, Section 7

**SCHOOL DISTRICT  
STATEMENT OF FINANCIAL INFORMATION (SOFI)**

**SCHOOL DISTRICT NO. 42 (MAPLE RIDGE - PITT MEADOWS)**

**FISCAL YEAR ENDED JUNE 30, 2019**

**EXPLANATORY NOTES**

For the Schedule of Remuneration and Expenses, reconciling items for remuneration include the following:

- The financial statements are prepared on an accrual basis, whereas the remuneration and expenses included in the SOFI are reported on a cash basis.
- Remuneration for individual employees can include payouts for vacation, gratuity and compensatory time not taken, in addition to regular salary and also includes taxable benefits for auto allowances for employees who regularly use their personal vehicle for school district business. Remuneration does not include payments made to third parties on behalf of an employee.
- Salary and benefit amounts recovered from third parties are included in remuneration for SOFI purposes but are reported net of the recovered amount in the financial statements.
- All expenses for conferences, training, business meetings, parking and travel paid by the district on behalf of the employee are reported, even those that were subsequently reimbursed to the employer. Expenses are not included if subsequently reimbursed by the employee.
- Expenses paid in respect of employees include 100% of the GST/PST paid, whereas the expenditures in the financial statements are shown net of the GST rebate.

For the Schedule of Payments for the Provision of Goods & Services, reconciling items include the following:

- The amounts reported are invoices received from vendors; the financial statements include a year-end accrual.
- The list of payments to suppliers include 100% of the GST/PST paid, whereas the expenditures in the financial statements are shown net of the GST rebate.
- Amounts paid by recovery from Ministry of Education operating grants for School Protection Plan Insurance, Employment Practices Liability Program, Next Generation Network, MyEd BC, and Capital Asset Management System are included in Services and Supplies expenditures in the financial statements, whereas they are not included in this schedule.
- Payments to suppliers may be reported in the financial statements as Prepaid Expenses, Tangible Capital Assets, or Services and Supplies, as appropriate.
- The Schedules of Payments for Goods and Services may include expenditures which are wholly or partially recovered or reimbursed from other organizations, thereby reducing the district's operating expenditures in the financial statements.

**ITEM 7**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **OPERATIONAL PLANS UPDATE**

Date: October 16, 2019  
(Public Board Meeting)

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**Information**

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**BACKGROUND/RATIONALE:**

The attached Operational Plans for Education, Business, Human Resources and Information Technology are being presented to the Board for information.

As outlined in the Strategic Plan the Operational Plans are developed to align with the districts mission, vision and values statement and guided by the following three strategic directions:

- 1. Inclusive culture of care and belonging where the well-being and success of all learners is supported and celebrated.*
- 2. Intentional support for a growth mindset, collaboration, interdependence, and staff development.*
- 3. Forward-thinking, research-informed, effective, efficient, sustainable, value-based and connected school district.*

For each Operational Plan the current status and the planned actions are outlined.

The Operational Plan for the Board of Education will be updated and presented to the Board for approval at the November 20, 2019 public board meeting.

**RECOMMENDATION:**

**THAT the Board receive for information the Operational Plans for Education, Business, Human Resources and Information Technology.**

Attachments

### Background

The District Education Leadership Team is committed to effectively and strategically supporting success for all learners by providing strong instructional leadership that aligns district vision, mission and values, and Ministry of Education policies and procedures.

As a team, our purpose is to improve learning by engaging in staff development that helps to foster student achievement, embrace diversity, facilitate innovative practices, and support required changes within the system.

### Operational Plan

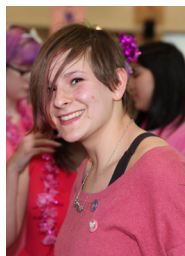
Our vision is to collaborate with educators to strategically plan and promote safe, caring, engaging and responsive learning environments to enable our students to become contributing citizens, competent learners, and creative thinkers.

#### Key Strategies

- Inclusive culture of care and belonging where the well-being and success of all learners is supported and celebrated
- Intentional support for a growth mindset, collaboration, interdependence, and staff development
- Forward-thinking, research-informed, effective, efficient, sustainable, value-based and connected school district

#### Operational Plan 2018 - 2022

- ☐ Promote and enhance student learning by aligning our practices, resources, staffing, supports and initiatives
- ☐ Implement and extend the district-wide literacy plan
- ☐ Continue to adapt the innovative and effective district-wide assessment and reporting model
- ☐ Identify and increase opportunities for students to engage in innovative, purposeful and personalized educational programs/activities that align with their passion
- ☐ Facilitate the success of all Aboriginal learners as outlined in our Aboriginal Enhancement Agreement - Jul 1, 2015 to Jun 30, 2020
- ☐ Support the implementation of the redesigned provincial curriculum - K - 9 and Graduation Program and other initiatives
- ☐ Create opportunities that support mentoring and succession planning across the organization
- ☐ Support professional growth planning and performance management
- ☐ Promote cultures of care and belonging in our schools and district by developing a district-wide approach to Social Emotional Learning aligned with both the Core Competencies and with the Mission, Vision and Values of the School District
- ☐ Continue to expand the use of the student information system to support teaching and learning
- ☐ Continue to support the professional development of all staff
- ☐ Improve communication with all internal and external stakeholders
- ☐ Clearly identify risks to plans and operations and develop contingency plans
- ☐ Provide educational leadership during the bargaining process
- ☐ Create, review and update policies and procedures
- ☐ Continue to effectively represent the district perspective to provincial government on education related initiatives
- ☐ Implement revised Strategic Facilities Plan recommendations balancing enrolment management and educational programming
- ☐ Support and maximize the innovative design and development of new schools
- ☐ Engage and support staff and students in sustainability projects



### Education Leadership Team

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#### Supporting all learners by:

- Promoting risk-taking by staying current with best and next practices and emerging trends to inform decision-making
- Facilitating leadership development and capacity building
- Fostering collaboration and communication

# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

## EDUCATION OPERATIONAL PLAN

*Student Learning is Our Central Purpose*

### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
<b>Promote and enhance student learning by aligning our practices, resources, staffing, supports and initiatives.</b>	<ul style="list-style-type: none"> <li>Continued to provide School Teams in-service and release time at each school to support collaboration around teaching and learning at classroom levels, particularly focused on students who are challenging to teach</li> <li>Continued to reference updated vision, mission and values with our staff and community</li> <li>Continued to include instructional staff including: ASWs, EAs, CCWs, teachers and school administrators in School Teams</li> <li>Continued to support the Aboriginal Education department in building the capacity of the newly amalgamated team</li> <li>Continued to develop District Teacher leaders who are skilled at facilitation, collaboration and implementation</li> <li>Implemented enhanced support for gifted learners</li> <li>Implemented specialized SLP augmentative/assistive communication programming</li> <li>Continued with provision of EA support at the beginning of the school year for kindergarten classes at each elementary school - early intervention</li> <li>Continued to support transition to the Learning Services zonal structure to provide greater opportunities for cross-professional communication and collaboration</li> <li>Created a moderated district digital teaching and learning hub/forum for discussion, collaboration and sharing of resources for all instructional staff - SPARK</li> <li>Continued Helping Teacher meetings every 2 weeks aligning vision, values, practices, initiatives, identify emergent issues and brainstorm solutions while building collaborative practices and teaching and learning</li> <li>Further developed a common district elementary ELL assessment tool and protocol</li> <li>Developed a common secondary ELL assessment tool and protocol</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide facilitated school team in-service opportunities in support of diverse learners, and provide school/zone based opportunities for team members to collaborate and work with facilitators (Schnellert, Moore and Brownlie) in SD42 classrooms</li> <li>Continue to explore inclusive models for providing in-service and professional development to instructional staff which rely less on the availability of casual staff and TTOC's</li> <li>Continue to work with all partner groups to plan for the implementation of the new graduation program along with the redesigned K-9 curriculum</li> <li>Continue the Secondary Teacher Inquiry Initiative and encourage cross-school passion projects</li> <li>Continue to explore models of classroom-based ELL support and add a part-time ELL helping teacher to support teachers with the teaching and learning approaches needed for ELL students</li> <li>Continue to meet with principals and clerical staff to ensure funding documentation is completed in support of students</li> <li>Continue to work with the teachers' collective agreement language collaboratively with the MRTA with the goal of maximizing supports for students and teachers</li> <li>Continue to implement a district technology program which repurposes devices to support diverse learners</li> <li>Implement two blocks of co-teaching at each secondary school to support literacy, assessment, or improved pedagogy</li> </ul>
<b>Develop a district-wide literacy plan</b>	<ul style="list-style-type: none"> <li>Shared the definition of "literacy" in SD42 and identified common elements of a rich literacy environment &amp; quality literacy instruction across all elementary schools</li> <li>Developed a literacy implementation plan to include all elementary schools</li> <li>Continued to identify and order resources to support literacy development</li> <li>Provided opportunities to all elementary school teachers to collaborate, co-teach and co-plan using effective literacy and assessment practices, including the Early Primary Reading and the Intermediate Reading Assessments</li> <li>Continued to collect literacy data based on the performance standards from the final report cards for students</li> <li>Expanded the focus of literacy practices and assessment to include intermediate classes with a literacy helping teacher</li> <li>Continued to provide a wide array of literacy learning opportunities for staff across all elementary schools including literacy inquiries, book clubs, lunches and collaborative teaching</li> <li>Created literacy pilots in secondary schools to align with the new assessment and shift in the secondary curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Continue the School Literacy Networks at all schools within an integrated zonal model - Year 3</li> <li>Revisit the need for the District Literacy committee meetings to support implementation of the literacy framework</li> <li>Continue to provide side-by-side support to classroom teachers and support teachers - Literacy helping teachers and Learning Services helping teachers working in schools along with librarians and elementary Aboriginal Education teachers and ASWs</li> <li>Continue to collect literacy data to support development of the literacy framework based on the BC Performance Standards</li> <li>In-service for school based support teachers and EAs to ensure clarification of roles and effective instructional practice in regards to literacy - aligned with the district literacy framework</li> <li>Continue to work with Faye Brownlie to deepen and expand the district literacy framework practices - specifically around formative assessment and EPRA</li> <li>Expand Faye Brownlie's role within School Teams next year to work with all the secondary collaborative teachers to look at literacy instruction and assessment practices</li> </ul>

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*"Lots of people making little steps equals big change."*

# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

## EDUCATION OPERATIONAL PLAN

*Student Learning is Our Central Purpose*

### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
<b>Implement an innovative and effective district-wide student inclusive assessment and reporting model</b>	<ul style="list-style-type: none"> <li>Continued to redefine the district developed reporting method in all schools K-7 (no letter grades or subject areas)</li> <li>Continued to utilize our district-wide Student Achievement Dashboard focused on student literacy and numeracy achievement data to improve educational decision making</li> <li>Continued to offer a district K-7 online report card, delivered through the parent portal - currently used by over 90% of our teachers</li> <li>Continued to support teachers in utilizing the district K-7 on-line report card</li> <li>Continued to support the secondary on-line report card in all six secondary schools</li> <li>Continued to work with the Ministry of Education on the Provincial K-9 Reporting Pilot</li> <li>Continued the work of the Elementary Reporting Committee co-chaired by a district helping teacher and a principal</li> <li>Continued to work with the Elementary Reporting Committee to create numerous learning opportunities for teachers regarding portfolios, formative assessment, cross competencies and reporting best practices</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with the Elementary Reporting Committee to further align the reporting system with the new Ministry of Education curriculum and new reporting order.</li> <li>Continue to work with District Helping Teacher (mentoring) and the Elementary Reporting Committee to create learning opportunities for teachers</li> <li>Continue to expand and support the use of a digital portfolio that enables the sharing and saving of student work samples and illustrations of learning</li> <li>Provide in-service on the BC Performance Standards for all grade 1 to 7 in the area of writing for new teachers to the school district</li> <li>Continue to focus assessment practices on performance standards</li> <li>Continue to align the secondary assessment practices with the re-designed secondary curriculum</li> <li>Continue to provide opportunities to have the Elementary Reporting Committee and Secondary Assessment Committee work together to create a unified assessment and reporting model</li> </ul>
<b>Identify and increase opportunities for students to engage in innovative, purposeful and personalized educational programs</b>	<ul style="list-style-type: none"> <li>Continued to implement innovative initiatives to support student engagement including: maker space activities, soldering, electronics, Microsoft IT Academies and the district inquiry project</li> <li>Fully embedded the student self-reflection component in the District grade 6/7 inquiry project</li> <li>Students attended the annual student forum which focused on career planning</li> <li>Continued to promote Trades program opportunities for students</li> <li>Updated libraries and classrooms to support more flexible learning environments at elementary and secondary</li> <li>Continued to support the grade 4 to 9 district teacher inquiry program which is aligned with the re-designed provincial curriculum</li> <li>Secondary schools have introduced flex time to create a more personalized learning environment for students</li> <li>Continued to provide BAA and academy opportunities for students</li> <li>Continued to expand learning opportunities and options for students in our secondary schools - IB Middle Years at Garibaldi Secondary, new therapeutic program for secondary students at Riverside Centre and new approaches to inclusion at secondary</li> <li>The secondary helping teacher continued to focus on change and innovation at secondary schools</li> <li>Continued to refine the grade 7 to 8 transition process and supports</li> <li>Continued to use student data to monitor and implement interventions that support success for our most vulnerable students</li> </ul>	<ul style="list-style-type: none"> <li>Continue to facilitate dialogue between our secondary school students and the Board of Education</li> <li>Continue to support the District Librarian position to implement the library learning commons, develop resources for the new curriculum K-12 and action the newly developed teacher librarian philosophy and practice document (literacy, technology, learning commons pedagogies, inquiry and social emotional learning)</li> <li>Continue to provide after school learning opportunities for teachers on ways to facilitate student engagement including ADST activities, robotics, electronics, scratch programming and MicroBit</li> <li>Promote Careers K-12 and Capstone by providing 0.2FTE Admin time and a Careers helping teacher</li> <li>Continue to expand summer learning opportunities for all students</li> <li>Work with secondary schools to create MyEdBC student at-risk data dashboard that provides earlier intervention opportunities</li> <li>Work with the new District Elementary Fine Arts Committee to provide quality Fine Arts learning opportunities across all elementary schools</li> </ul>

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# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

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### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
<b>Promote cultures of care and support social emotional learning and curricular competencies through a universal, targeted and intensive approach.</b>	<ul style="list-style-type: none"> <li>Expanded the District Social Emotional Learning Committee to include MRTA, CUPE, MRPVPA</li> <li>Based on research and data collected, established five SEL focus areas for the district: evidence based practice, students, parents, adult SEL, climate and culture</li> <li>Supported school and district-based programming that encourages students to care including Give 365, We Day, DSAC activities, Student Forum, etc.</li> <li>Continued exploring ways to integrate self-regulation initiatives into classrooms</li> <li>Supported the development of LGBTQ initiatives</li> <li>Aligned our practices around threat assessment, crisis intervention, VTRA, risk-assessment, and medical procedures, and provided in-service support</li> <li>Build a partnership with City University and offer Masters in School Counselling</li> <li>Trained staff at all schools in levels 1 and 2 threat assessment</li> <li>Completed a "booster" for all counselors in "ASSIST" training (suicide prevention)</li> <li>Dedicated staffing (2 blocks) to support SOGI district-wide</li> <li>Professional development sessions on trauma informed practice - Nicki Reyda, all counsellors, BCTF presenters</li> <li>Embedded Social Emotional Learning components in professional and curriculum implementation days</li> <li>Updated and aligned student health and medical policies/procedures</li> <li>Continued to review MDI data with principals, school staff, district staff and community partners to guide programming and teaching</li> <li>Provided support for school administration, staff, students and families regarding critical incidents related to students</li> <li>Reviewed the role of counsellors in our schools, hired a district counseling helping teacher (0.8FTE) and SOGI (0.2FTE)</li> <li>Implemented the updated restraint and seclusion policy/procedure</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a district-wide social/emotional learning framework using UBC's Kimberly Schonert-Reichl and Molly Stewart Lawlor as "critical friends"</li> <li>Continue to expand the involvement of partner groups in the development of the SEL district framework</li> <li>Continue to collaboratively work with community agencies to support our vulnerable students</li> <li>Continue to meet monthly with CCWs to establish consistent practice</li> <li>Implement recommendations from the District Alternate review</li> <li>Review counselling and CCW/YCW needs in our schools and provide training</li> <li>Complete the Guide for Emergency Procedures and provide training opportunities</li> <li>Provide in-service to ensure common understanding and implementation of policies/procedures</li> <li>Support teachers using the Core Competencies, by providing learning opportunities drawn from evidence based SEL practices</li> <li>Continue to collect and review MDI data in grades 4 and 7</li> <li>Support the collection of evidence related to the Framework for Enhancing Student Learning</li> <li>Provide three blocks of Safe &amp; Caring time to secondary schools to monitor attendance and at risk students</li> <li>Trauma-informed presenter with all principals and vice principals in Whistler and include in the work of the SEL cohort</li> <li>Provide CARES training for all principals and vice principals</li> <li>Kevin Cameron to present on Open Systems to all principals and vice principals</li> </ul>
<b>Facilitate the success of all Aboriginal learners as outlined in our Aboriginal Enhancement Agreement goals and underlying beliefs</b>	<ul style="list-style-type: none"> <li>Fourth Aboriginal Enhancement Agreement approved by the Board of Education on April 27, 2015</li> <li>Superintendent and other district staff meet regularly with Katzie, Kwantlen and Golden Ears Metis Society elders</li> </ul>	<ul style="list-style-type: none"> <li>Begin work on the fifth Aboriginal Enhancement Agreement</li> <li>Begin work on an LEA agreement with Katzie</li> <li>Continue to implement structures, strategies and processes in support of the current enhancement agreement goals: <ul style="list-style-type: none"> <li>» continue to develop a strong sense of community for Aboriginal students and families in their schools and in the school district</li> <li>» support and improve the quality of school achievement for all Aboriginal students</li> <li>» transition Aboriginal students into their future learning, employment, and life experiences beyond the completion of their secondary program</li> </ul> </li> <li>Align targeted support for Aboriginal learners in the areas of early intervention, early literacy and SEL within the broader context of district initiatives</li> <li>Continue meeting with elders and endeavor to establish a regular schedule of meetings with chief and council from Katzie and Kwantlen and leaders from the Metis nation</li> <li>Consult with Aboriginal communities and Metis nation communities regarding student learning</li> <li>Support a summer learning program at Katzie</li> <li>Support adult programming for non-graduates at Katzie</li> </ul>

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# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

## EDUCATION OPERATIONAL PLAN

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### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
<b>Identify opportunities, implement practices and design strategic communications that build value and efficacy for individuals and groups</b>	<ul style="list-style-type: none"> <li>• Superintendent and Deputy Superintendent met with partner groups once every two weeks</li> <li>• Continued to support the elementary clerical committee that addressed issues identified by clerical staff and began a peer to peer clerical initiative</li> <li>• Continued to work collaboratively with clerical staff on the Records Clerk Handbook, an Elementary Secretary Handbook and a District Elementary Clerical Float Handbook</li> <li>• Continued partnership with the Community Middle Years and Maple Ridge Parks and Leisure Services in the coordination of community and school programming</li> <li>• Maintained a Community Schools Coordinator partially supported by the United Way grant</li> <li>• Accessed grant to implement school based/community programming to address issues identified in the MDI</li> <li>• Moved the Early Years Centre at Blue Mountain Elementary to Garibaldi Secondary</li> <li>• Supported the district/trustee/partner group round table</li> <li>• Continued a custodial valuing committee including representatives from all partner groups</li> <li>• Rolled out custodial duties implementation to all schools in collaboration with CUPE, MRTA, and custodial services</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to meet regularly with partner groups</li> <li>• Continue to update the Elementary Clerical Handbook</li> <li>• Continue to grow the peer-to-peer clerical initiative through consultation with clerical staff</li> <li>• Continue to work with community partners to coordinate and provide after school programming for students in SD 42</li> <li>• Hire an After School Coordinator position to support programming at key inner city schools</li> <li>• Explore ways to enhance communication and collaboration with community partners particularly in the area of mental health supports for students</li> <li>• Launch the newly developed resource supporting the transition of students with special needs from secondary school to adulthood with information to parents about related services and supports</li> <li>• Make the Community Schools Coordinator position ongoing</li> <li>• Support the development of the Foundry with community partners</li> </ul>
<b>Create opportunities that support mentoring and succession planning across the organization</b>	<ul style="list-style-type: none"> <li>• Provided a number of mentoring/training opportunities, including:               <ul style="list-style-type: none"> <li>» Fraser Valley Future Leaders Sessions</li> <li>» Level B Assessment Training</li> <li>» Elementary and Secondary Support Teachers Sessions</li> <li>» Clerical Training</li> <li>» Vice Principals</li> <li>» School Teams</li> <li>» Support Teachers</li> <li>» Mentoring opportunities for new teachers, TTOCs and teachers who change assignments</li> <li>» Principal and Vice-principal mentoring program</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide and enhance mentoring opportunities including:               <ul style="list-style-type: none"> <li>» Clerical peer to peer mentoring</li> <li>» Support Teacher sessions</li> <li>» New and Nearly New principal sessions</li> <li>» Vice principal series</li> <li>» Teacher mentoring opportunities</li> <li>» Teacher leader series</li> <li>» Principal and Vice-principal mentoring and training</li> <li>» Coaching and mentoring exempt staff</li> </ul> </li> <li>• Continue with "the examining and shifting practice" network for practicing support teachers</li> <li>• Re-instate the BC CASE workshop series to support training for prospective support teachers</li> <li>• Continue to provide current and perspective support teachers training opportunities during the summer</li> <li>• Partner with SFU to provide post-graduate diploma program in the area of inclusionary practices</li> </ul>

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*"Lots of people making little steps equals big change."*

# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

## EDUCATION OPERATIONAL PLAN

*Student Learning is Our Central Purpose*

### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
<b>Implement new curriculum</b>	<ul style="list-style-type: none"> <li>Introduced new curriculum initiatives to teachers and administrators:               <ul style="list-style-type: none"> <li>» School Teams</li> <li>» K to 12 Curriculum Resource Network with Moore, Schnellert and Brownlie</li> <li>» Dedicated helping teachers to support the implementation of the redesigned curriculum</li> <li>» ADST committee and the creation of the five ADST kits with a focus on design thinking</li> <li>» Developed classroom design resource for teachers aligned with the core competencies</li> <li>» Worked with principals at the monthly meetings on curricular and assessment changes</li> <li>» Implemented in-service focused on assisting teachers with learning about the new curriculum</li> <li>» Provide resources to support the implementation of the new curriculum - including the SPARK website</li> </ul> </li> <li>Continued to provide a monthly redesigned curriculum communication strategy for parents</li> <li>Continued to provide furniture to enhance student learning</li> <li>Continued to focus on building understanding of "design thinking"</li> <li>Continued to provide opportunities for teachers to enhance knowledge in the area of class design/learning environments</li> </ul>	<ul style="list-style-type: none"> <li>Provide in-service on the BC Performance Standards for all Grade 1 to 7 teachers in the area of writing by creating training modules that can be used in staff meetings, grade group meeting and school based learning opportunities</li> <li>Continue to provide learning opportunities to support teachers to implement the new curriculum K to 9</li> <li>Introduce the new provincial curriculum grades 10 to 12 along with the new Graduation Program.</li> <li>Work with the newly formed Fine Arts committee and the creation of Fine Arts kits with a focus on Music, Dance, Drama and Visual Arts</li> <li>Continue to work with principals and vice-principals on a monthly basis to examine curriculum and assessment changes</li> <li>Work with teachers as they implement the new curriculum to develop teaching practices that support all learners</li> <li>Continue to implement the ADST curriculum</li> </ul>
<b>Implement Strategic Facilities Plan recommendations related to educational programming</b>	<ul style="list-style-type: none"> <li>Continued to implement the restored teachers' collective agreement and planned for the increased space requirements</li> <li>Implemented grade 2 French Immersion lead classes at Maple Ridge Elementary</li> <li>Reconsidered enrolment at K to 7 and space required to accommodate growth</li> <li>Consulted Maple Ridge Secondary staff on downsizing of school enrolment</li> <li>Continued to plan for the opening of c'əsqənelə</li> </ul>	<ul style="list-style-type: none"> <li>Continue implementation of the Middle Years IB program at Garibaldi Secondary</li> <li>Continue to review elementary Fine Arts programs</li> <li>Continue Early French Immersion program at Maple Ridge Elementary - lead class entering grade 3</li> <li>Continue to evaluate the space impacts of the restored teachers' collective agreement and projected enrolment growth</li> <li>Continue to organize enrolment at K to 7 to include c'əsqənelə</li> <li>Continue to plan for fall opening of c'əsqənelə</li> <li>Renovate and add portables to Maple Ridge Secondary to accommodate enrolment</li> <li>Limit International student enrolment at Maple Ridge Secondary</li> <li>Continue to upgrade and renovate Arthur Peake Centre to accommodate student programming</li> </ul>

### Background

The Business Division of the Maple Ridge - Pitt Meadows School District is focused on providing excellent services related to facilities management, financial and risk management, payroll and benefits administration, procurement, and policy development and implementation.

The education sector as a whole is transforming to meet the needs of today's student. The Business Division is transforming in order to support our school district along its journey to excellence.

### Operational Plan

Our vision is to effectively support the school district by providing a safe, healthy, financially sustainable learning environment.

#### Key Strategies

- Ensure school district facilities are sufficient to accommodate the growing number of students in the school district and that existing facilities are adequately maintained and strategically managed.
- Continuously review and improve business processes and business systems to drive value
- Support our community of learners through effective communication that enables good decision making
- Ensure business continuity through effective risk management, succession planning, strategic recruitment, retention and professional development



#### Operational Plan 2018-2022

- ☐ Update and implement the Strategic Facilities Plan
- ☐ Manage the design and construction of new schools
- ☐ Conduct annual space utilization reviews and create new classroom spaces where required
- ☐ Implement a district wide energy management and environmental sustainability plan
- ☐ Ensure through budget reviews and the annual budget process the allocation of sufficient resources (people, time and budget) to support strategic initiatives
- ☐ Ensure school district assets are safeguarded and that the school district's financial position is stable through the design and implementation of adequate internal controls and financial processes
- ☐ Effectively support the governance function of the Board of Education
- ☐ Ensure that our departments have the organizational capacity (people and expertise) to manage all current and planned initiatives and projects while maintaining effective regular operations
- ☐ Implement new and upgrade existing business systems
- ☐ Clearly identify risks to plans and operations and develop contingency plans
- ☐ Develop and implement succession plans for all critical positions
- ☐ Create opportunities for positive interactions with other groups and within our division
- ☐ Continue to improve communication with all internal and external stakeholders
- ☐ Communicate key messages to stakeholders in a timely and effective manner
- ☐ Continue to effectively represent the district perspective to provincial government on business related initiatives



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#### Getting to excellence through:

- Communication that is efficient, effective, personalized and complete
- Effective risk management and optimization of processes and service levels
- Building capacity, fostering collaboration and supporting the personal and professional development of all staff

### Operational Plan 2018-2022

KEY STRATEGIES AND INITIATIVES	CURRENT STATUS	NEXT STEPS
<p><b>Ensure school district facilities are sufficient to accommodate the growing number of students in the school district and that existing facilities are adequately maintained and strategically managed.</b></p> <ul style="list-style-type: none"> <li>• Update and implement the Strategic Facilities Plan</li> <li>• Manage the design and construction of new schools</li> <li>• Conduct annual space utilization reviews and create new classroom spaces where required</li> <li>• Implement a district wide energy management and environmental sustainability plan</li> </ul>	<ul style="list-style-type: none"> <li>• Updated enrolment projections – June 2018</li> <li>• Updated school capacity information – June 2018</li> <li>• Prepared and submitted to the Ministry of Education for consideration Capital Plan 2019 &amp; 2020</li> <li>• Managed the design and construction of c'usquena elementary</li> <li>• Completed annual space review in all elementary and secondary schools and created new educational space where required</li> <li>• Implemented recycling program throughout the district including organics</li> <li>• Conducted the annual energy challenge competition</li> <li>• Completed 6,305 maintenance projects totalling \$9.6 M</li> <li>• Installed 4 portables</li> <li>• Procured and installed 7 child care portables</li> <li>• Procured and installed 2 school playgrounds</li> <li>• Maintained close working relationships with BC Hydro and Fortis BC to maximize incentive programs</li> <li>• Completed 38 lighting and HVAC optimization upgrades for estimated savings of \$0.44 million</li> <li>• Completed annual appliance audit aimed at reducing energy consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Update deferred maintenance data for existing facilities</li> <li>• Review development plans</li> <li>• Consult with stakeholders and the public as appropriate</li> <li>• Board adopts new Strategic Facilities Plan</li> <li>• Review and enhance facilities improvements chargeback system with a goal to reduce chargebacks to schools</li> <li>• Prepare Capital Plans that align with the Strategic Facilities Plan</li> <li>• Manage the design and construction of new schools</li> <li>• Prepare Capital Plan 2021 &amp; 2022 aligned with strategic initiatives</li> <li>• Develop building standards and specifications for future schools</li> <li>• Procure and implement new facilities maintenance software</li> <li>• Establish and implement process for annual building inspections and assessments</li> <li>• Develop a five-year maintenance plan for all facilities based on VFA data and annual building inspections and assessments</li> <li>• Develop new Energy Management and Environmental Sustainability Plan</li> </ul>
<p><b>Ensure through budget reviews and the annual budget process the allocation of sufficient resources (people, time and budget) to support strategic initiatives.</b></p>	<ul style="list-style-type: none"> <li>• Received the Meritorious Budget Award from the International Association of School Business Officials for the 2018/19 budget</li> <li>• Ensured that the 2019/20 budget reflects priorities set in the Strategic Plan, follows Ministry of Education guidelines and that there was meaningful public and partner group engagement in the budget process</li> <li>• Completed review of budget allocations and realignment of budgets</li> <li>• Completed quarterly financial reports with projections to year end informed by detailed review of spending with budget sponsors</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare 2019/20 Amended Budget</li> <li>• Draft a 2020/21 Budget Process for Board consideration which ensures that Ministry of Education guidelines are followed and there is meaningful public and partner group engagement in the budget process</li> <li>• Ensure that budget sponsors administer the budget as approved by the Board and that no deficits are incurred</li> </ul>
<p><b>Ensure school district assets are safeguarded and that the school district's financial position is stable through the design and implementation of adequate internal controls and financial processes.</b></p>	<ul style="list-style-type: none"> <li>• Completed annual review of School Accounting Manual</li> <li>• Prepared and presented to the Board quarterly and annual financial statements</li> <li>• Completed 7 school audits and provided feedback for improvement of financial processes where required</li> <li>• Reviewed international education business processes and implemented redesigned processes where required</li> <li>• Implemented standard timelines for financial data entry, financial reporting and financial system management</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to review of business processes and controls</li> <li>• Continue to audit school finances</li> <li>• Implement contract management process and systems</li> <li>• Review guidelines for management and use of purchasing cards</li> </ul>

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# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

## BUSINESS DIVISION OPERATIONAL PLAN

*Student Learning is Our Central Purpose*

### Operational Plan 2018-2022

KEY STRATEGIES AND INITIATIVES	CURRENT STATUS	NEXT STEPS
<p><b>Effectively support the governance function of the Board of Education</b></p> <ul style="list-style-type: none"> <li>• Support the 2018 trustee election and organize the new trustee orientation</li> <li>• Prepare comprehensive board agendas that support effective decision making</li> <li>• Review, create and update Board policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Supported the 2018 trustee election by coordinating the creation of candidate orientation materials, election information page on the district website and offering candidate orientation sessions prior to the election</li> <li>• Organized the 2018-19 trustee orientation program and presented sessions on strategic planning, governance, financial management and facilities management</li> <li>• Prepared 42 agenda packages which included 164 reports to the Board</li> <li>• Assisted the Board in the review and update of the following policies:               <ul style="list-style-type: none"> <li>» Board Procedural Bylaw No. 1 – 2008 Trustee Access to Information</li> <li>» Board of Education Appeal Policy and Procedures Bylaw</li> <li>» 2915 Board Chairperson – Elections/Roles/Responsibilities</li> <li>» 2918: Vice-Chairperson – Elections/Roles/Responsibilities</li> <li>» 2320: Board Committees and Trustee Representation</li> <li>» 2410: Board Correspondence</li> <li>» 2500: Board Development</li> <li>» 2900: Trustee Professional Development and Attendance at Conferences</li> <li>» 4435: Scholarships, Bursaries and Student Awards</li> <li>» 5401 Use of Board Owned Buses</li> <li>» 5701: Records and Information Management – General</li> <li>» 6600: Naming of School District Facilities</li> <li>» 7110 Whistleblower Protection</li> <li>» 9510: Flags – Canada and British Columbia</li> <li>» 10540: Financial or In-Kind Donations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support the review of Board policies on a four-year cycle based on the work plan developed by the Board Policy Development Committee</li> <li>• Continue to support the creation of new policies with input from subject matter experts</li> </ul>
<p><b>Ensure that our departments have the organizational capacity (people and expertise) to manage all current and planned initiatives and projects, while maintaining effective regular operations.</b></p> <ul style="list-style-type: none"> <li>• Provide business perspective in bargaining</li> <li>• Review, create and update process documentation and administrative guidelines</li> <li>• Support professional growth planning and performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Provided expert financial advice at bargaining table               <ul style="list-style-type: none"> <li>» Participated on staff committees for bargaining</li> <li>» Analyzed the financial impact of proposed collective agreement changes</li> </ul> </li> <li>• Provided expert facilities and maintenance advice at the bargaining table:               <ul style="list-style-type: none"> <li>» Participated on staff committees for bargaining</li> <li>» Worked with bargaining committee to identify impact of contract language on operations</li> </ul> </li> <li>• Reorganized Facilities and Maintenance Department with all trades reporting to one manager and allowing the Director of Facilities to focus on planning and coordination of projects</li> <li>• Completed annual performance review for all management staff aimed at identifying professional growth goals and ways to achieve those goals</li> </ul>	<ul style="list-style-type: none"> <li>• Annual performance review for all management staff aimed at identifying professional growth goals and ways to achieve those goals</li> <li>• Review the organizational capacity (people and expertise) to manage all current and planned initiatives and projects</li> </ul>

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# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

## BUSINESS DIVISION OPERATIONAL PLAN

*Student Learning is Our Central Purpose*

### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
<b>Continuously review and improve business processes and business systems to drive value</b> <ul style="list-style-type: none"> <li>Implement new and upgrade existing business systems</li> </ul>	<ul style="list-style-type: none"> <li>Implemented new community rentals management software</li> <li>Piloted electronic requisitions at selected sites</li> <li>Centralized storage of all finance files on shared servers</li> </ul>	<ul style="list-style-type: none"> <li>Implement electronic requisitions district wide</li> <li>Work with IT to develop process for effective and secure data sharing</li> <li>Implement new business intelligence software that improves access to relevant data for all decision makers</li> <li>Design and implement facilities records management:               <ul style="list-style-type: none"> <li>Develop a standard format for the storage of maintenance and facilities information</li> <li>Centralize the electronic storage of information on the maintenance server, not on individual computers</li> <li>Move to electronic copies of prints and documents from hard copy</li> </ul> </li> </ul>
<b>Support our community of learners through effective communication that enables good decision making</b> <ul style="list-style-type: none"> <li>Continue to improve communication with all internal and external stakeholders</li> <li>Create opportunities for positive interactions with other groups and within our division</li> <li>Communicate key messages to stakeholders in a timely and effective manner</li> </ul>	<ul style="list-style-type: none"> <li>Maintained a strong professional network that we can access to solve problems as they arise</li> <li>Maintained a close relationship with the Ministry of Education staff to stay current on provincial requirements and adjust our planning to respond to provincial priorities</li> <li>Maintained positive relationships with stakeholders (BC Hydro and Fortis BC) to maximize incentive programs</li> <li>Created opportunities for collaboration/knowledge sharing:               <ul style="list-style-type: none"> <li>Department meetings</li> <li>Intranet</li> </ul> </li> <li>Participated in district wide professional development both as attendees and as presenters</li> <li>Presented at provincial professional development conferences on use of systems, governance and financial reporting</li> </ul>	<ul style="list-style-type: none"> <li>Develop a protocol for communicating decisions/ changes/new processes/new hires               <ul style="list-style-type: none"> <li>Define who is responsible</li> <li>Timelines</li> <li>Target audience/who needs to know</li> <li>New employee checklist form needs to be developed</li> </ul> </li> <li>Develop communication guidelines               <ul style="list-style-type: none"> <li>How to communicate information effectively</li> <li>Develop specific forms for budget changes (staffing/job reclassifications/budget transfers)</li> <li>Develop templates for information requests (projections/Whistler expenses/MRPVPA)</li> <li>Standard email communications</li> </ul> </li> <li>Develop and provide facilities management training for new school administrators</li> </ul>
<b>Ensure business continuity through effective risk management, succession planning, strategic recruitment, retention and professional development</b> <ul style="list-style-type: none"> <li>Develop and implement succession plans for all critical positions</li> <li>Build capacity through targeted professional development and cross-training</li> <li>Clearly identify risks to plans and operations and develop contingency plans</li> </ul>	<ul style="list-style-type: none"> <li>Created the Enterprise Risk Registry and ensured that operational plans include strategies aimed at mitigating risks identified</li> <li>Supported staff participation at job specific and sector specific conferences</li> <li>Attended project management courses, supply chain management program</li> <li>Documented all accounting and payroll business processes</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of Enterprise Risk Registry</li> <li>Continue to support participation in targeted professional development</li> <li>Develop departmental succession plans that include               <ul style="list-style-type: none"> <li>Identification of existing staff members that are qualified/interested</li> <li>Training and mentoring plan for existing staff</li> <li>Recruitment plan if no internal candidates are identified</li> </ul> </li> <li>Work with HR on improving the marketability of business division positions</li> <li>Document purchasing and budget business processes</li> <li>Create a maintenance manual for facilities</li> </ul>
<b>Continue to effectively represent the district perspective to provincial government on business related initiatives</b>	<ul style="list-style-type: none"> <li>Supported provincial representative organizations (BCASBO, EFMA) through participation on the board of directors, committees, zone meetings, conferences, AGM</li> <li>Secretary Treasurer – BCASBO President</li> <li>Director of Facilities – EFMA President</li> <li>Purchasing Manager – EDCO Chairperson</li> <li>Participated on a variety of provincial committees including: ERAC, Technical Review, Sector Advisory Council, Capital Planning Software Replacement</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support provincial representative organizations (BCASBO, EFMA) through participation on the board of directors, committees, zone meetings, conferences, AGM</li> <li>Participate in the Framework for Enhancing Student Learning steering committee and pilot project</li> </ul>

*"It's not about running faster. It's really about changing how you run."*

### Background

The Human Resources Department of the Maple Ridge - Pitt Meadows School District is focused on attracting, retaining and supporting outstanding employees through the implementation of leading HR practices. We believe that these practices will foster engaging and rewarding working relationships and work environments. This is our contribution to overall student success.

### Operational Plan

Our vision is to support all employees dedicated to enriching the lives of our students and helping them achieve success. Engaged employees are the foundation of our system.

#### Key Strategies

- Implement an HR strategy, programs and practices that are aimed at promoting a spirit of excellence within a continuous improvement mindset
- Provide quality and innovative HR services to attract, develop, engage and retain diverse talent
- Facilitate workplace relations that favour a culture of collaboration and leadership
- Promote a positive, respectful, safe and healthy work environment

#### Operational Plan 2019-2020

- ☐ Develop and implement leading practices in recruitment and engagement strategies to meet the needs of our growth
- ☐ Develop and implement succession planning model to support key positions within the organization
- ☐ Prepare for and facilitate the school district's bargaining initiatives with MRTA and CUPE and influence provincial tables with District perspective
- ☐ Develop or revise HR related Board policy
- ☐ Promote joint initiatives, agreements and collaborative problem-solving with local and provincial partner groups
- ☐ Provide new Board of Education orientation into HR
- ☐ Apply a continuous improvement culture within the HR Department and maximize the utilization of technology to deliver HR services
- ☐ Review HR metrics to measure operational efficiency and effectiveness, in order to plan for and support our District's operational needs
- ☐ Continue to grow our HR expertise within our Human Resources department and within our school district staff
- ☐ Continue to promote the safety and well-being of our employees by:
  - preventing and/or reducing staff injuries
  - reducing the frequency and impacts of illness
  - enhancing overall well-being of staff
  - develop or revise district-wide emergency preparedness and response plans
- ☐ Foster leadership development, training and mentorship throughout the school district



### Human Resources Leadership Contacts

#### Dana Sirsiris

Director, Human Resources  
604 466 6202

#### Gwyneth Dixon-Warren

District Principal, Human Resources  
604 466 6230

#### Angela Chung

Senior Manager, Human Resources  
604 466 6234

#### Jody Hlady

Manager, Occupational Health & Safety  
604 466 6229

#### Roxane Carwell

Manager, Employment Services  
604 466 6215

#### Amanda Reber

Manager, Human Resources (Projects)  
604 466 6298

#### Getting to excellence by:

- Attracting, developing, engaging and retaining diverse talent
- Engaging in collaborative problem solving with partner groups
- Growing our HR expertise within HR and within our leaders

# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

## HUMAN RESOURCES DEPARTMENT OPERATIONAL PLAN

*Student Learning is Our Central Purpose*

### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
Collaborate with our partner groups to effectively address labour relations and employee relations matters	<ul style="list-style-type: none"> <li>• Ratify, draft and implement new collective agreements and related notice changes</li> <li>• Enter into letters of understanding with the Unions to reach agreement on a variety of issues including: <ul style="list-style-type: none"> <li>» Work with the MRTA to demonstrate “Best Efforts” have been achieved with teachers staffing in accordance with Letter of Understanding (LOU)#17</li> <li>» Collaborated with the MRTA to develop criteria for “other” mechanisms to utilize any outstanding teacher remedy that was not used for staffing for the 2017/18 and 2018/19 school years <ul style="list-style-type: none"> <li>» Developed tracking systems to ensure the amounts of time/dollars being utilized/spent was being deducted from a teacher’s remedy bank</li> <li>» Continue to educate and support administration and teachers with the review of individual banks and parameters that have been established for utilization</li> <li>» Collaborate with the MRTA to problem solve unique issues arising out of remedy utilization</li> </ul> </li> </ul> </li> <li>• Participating in BCPSEA’s provincial pilot project with CUPE to pilot the newly developed provincial job evaluation plan. Includes adding committee member alternates, jointly participating in preliminary training, and engaging in a process with CUPE to review all benchmark ratings to re-align district matches to provincial benchmark positions.</li> <li>• Collaborate with the MRTA to establish a voluntary professional growth planning process for teachers.</li> <li>• Review and re-define the District Behaviour Team EA role including a Peer-to-Peer Mentorship component</li> <li>• Consultation process with CUPE in allocating LiftUp funding to EA staffing</li> <li>• Partnered with CUPE to address job classification and/or evaluation issues including: <ul style="list-style-type: none"> <li>» the establishment of three new positions (Maintenance Foreman, Trades Assistant, Child &amp; Youth Connect Worker)</li> <li>» the resolution of the driving issue for Aboriginal Support Workers, job description updated</li> <li>» the establishment of a new pay band for Foreman to address compression issue with Lead Hand</li> </ul> </li> <li>• Actively engaged in collaborative problem solving with all Partner Groups prior to and during grievance processes</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a joint presentation to education staff and managers/principals on the new language established in the past round of bargaining with both CUPE and MRTA (following ratification of the new collective agreement)</li> <li>• Continue to problem solve workplace issues with Partner Groups, ensuring issues are addressed first at the department/school level where appropriate</li> <li>• Implement estoppel notice letters to end practices (upon ratification of the new collective agreements)</li> <li>• Review Noon Hour Supervisor shortages and determine if another model of lunch hour supervision can be utilized</li> <li>• Continue to partner with CUPE to address job classification and/or evaluation issues such as the Career Planning Coordinator (ongoing)</li> <li>• Continue to work with CUPE to clarify the Custodial job description and address workload considerations as it applies to custodial responsibilities with recycling</li> </ul>

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# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

## HUMAN RESOURCES DEPARTMENT OPERATIONAL PLAN

*Student Learning is Our Central Purpose*

### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
<b>Engage in leading practices in the recruitment, retention and recognition of outstanding staff</b>	<ul style="list-style-type: none"> <li>Implemented a recruitment strategy to address teacher recruitment and staffing demands resulting from increased enrollment and the reinstated collective agreement language, including attendance at career fairs across Canada</li> <li>Participate in career fairs and recruitment initiatives at universities; provide opportunities for practicum placements of Education Assistants</li> <li>Engaged in employee recognition programs throughout the year to congratulate staff on their length of service milestones with the district</li> <li>Participate in the Provincial Workforce Sustainability Committee coordinated by BCPSEA</li> <li>Established recruitment and staffing strategy for c'əsqənelə Elementary school</li> <li>Hosted new employee documentation and orientation on several occasions throughout the year to welcome new staff to the school district and train new staff on appropriate school district policy and procedures</li> <li>Implemented the "New to Your School" toolkit for a consistent site based new employee orientation program across the district (annually)</li> <li>Review the TTOC Handbook in collaboration with the MRTA to address any language specific to the restored collective agreement language or MOU#17 is addressed</li> <li>Renewal of the district's Human Rights exemption for hiring preference (indigenous ancestry)</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate peak staffing needs and proactively recruit throughout the year to match demand (ongoing)</li> <li>Engage in employee service recognition programs (ongoing)</li> <li>Research and evaluate various recruitment assessment tools, including leadership, aptitude and psychological assessments, to help inform hiring decisions for exempt leadership positions (Spring 2020)</li> <li>Review the TTOC Handbook in collaboration with the MRTA to update it with any new or revised collective agreement provisions and/or estoppel letter initiatives (Spring 2020)</li> <li>Develop a video to educate new employees about the history of our school district (Spring 2020)</li> <li>Continue to work with Ridge Meadows College to establish a staggered graduation class for the SETA program to support the district's hiring needs (ongoing)</li> <li>Continue to participate in the provincial Workforce Sustainability Committee coordinated by BCPSEA to enhance teacher recruitment processes within the province (ongoing)</li> <li>Develop a video to educate new employees about the history of the school district (Spring 2020)</li> </ul>
<b>Improve processes and maximize the utilization of technology to deliver HR services</b>	<ul style="list-style-type: none"> <li>Better coordination of TTOC usage for school-based and district-wide events through the utilization of the Dispatch TTOC Calendar as a planning resource (April 2017). Revised daily caps implemented for improved resource utilization. (August 2017)</li> <li>Enhanced the Automated Dispatch System for CUPE seniority callout</li> <li>Implemented SRB Dashboard Web &amp; Attendance and Reporting modules for attendance management tracking at a glance</li> <li>In partnership with the Payroll department, modified the CUPE Payroll interface to move to electronic time sheets and eliminate the need for CUPE paper time sheets</li> <li>Implemented and modified PowerSchool's Health and Safety module to support electronic submission of WorkSafeBC related forms and documentation which streamlines current processes (completed)</li> <li>Implemented HR Workflows module from PowerSchool to support the documentation of new employees (pre-orientation) electronically (Sept 2017)</li> <li>Implemented WorkBoard Web PowerSchool module to enhance the current teacher dispatch process (Spring 2018)</li> <li>Partnered with Education, IT and Finance to develop, implement and monitor an in-house remedy calculator to support teacher remedy selection and access to resources in accordance with MOU#17 (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>Implement PowerBI (or like program such as IBM Cognos) to utilize HR information system data strategically (ongoing)</li> <li>Continue to scan HR records to archive electronically for efficient and effective access to historical information - ongoing)</li> <li>Provide PowerSchool (HR information system) training to HR staff to enhance technical skills (ongoing)</li> <li>Refine Remedy Calculator to determine the amount of class size and/or compensation remedy a teacher attracts as necessary in accordance with language negotiated during provincial teacher negotiations</li> <li>Develop a new school year start up checklist and discussion points for managers and principals on specific HR related matters to be addressed and/or discussed with all staff (Spring 2020) for example: <ul style="list-style-type: none"> <li>» HR policy review with staff</li> <li>» Health &amp; Safety procedures/protocols</li> <li>» "New to Your School" new employee orientation</li> <li>» Staffing processes</li> <li>» Remedy processes</li> </ul> </li> </ul>

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# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

## HUMAN RESOURCES DEPARTMENT OPERATIONAL PLAN

*Student Learning is Our Central Purpose*

### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
<b>Identify metrics and benchmarks to measure HR operational efficiency and effectiveness, and identify areas for improvement</b>	<ul style="list-style-type: none"> <li>Reviewed survey feedback from new employees to celebrate successes as an employer and implemented initiatives to improve the needs of new employees as common themes emerge from the feedback (ongoing)</li> <li>Initiated annual performance feedback and goal planning process for Exempt staff, Principals and Vice Principals (ongoing annually) including a tracking system within PowerSchool</li> <li>Implemented Health and Safety Committee training as required by changes to WorkSafe regulations (Fall 2017)</li> <li>Developed and implemented revised employment contract templates for Principals and Vice Principals and Exempt staff (Fall 2018)</li> </ul>	<ul style="list-style-type: none"> <li>Review and revise HR Procedure Manual (ongoing)</li> <li>Support the Directors and Managers with conducting annual performance reviews for all excluded staff to comply with PSEC compensation requirements (June 2018)</li> <li>Develop training to proactively support staff where high injury rates occur (ongoing)</li> <li>Engage in process with MRPVPA and excluded staff to implement new contract templates with existing staff (Spring 2020)</li> <li>Continue to promote the safety and well being of staff by:               <ul style="list-style-type: none"> <li>» preventing and/or reducing staff injuries</li> <li>» reducing the frequency and impacts of illness</li> <li>» enhancing the overall wellbeing of staff</li> <li>» developing or revising district-wide emergency preparedness and response plans</li> </ul> </li> </ul>
<b>Continue to grow HR expertise within our Human Resources department and within our school district leaders</b>	<ul style="list-style-type: none"> <li>Developed training plans to orient new HR Assistant, HR Manager (Projects) and Manager, Occupational Health and Safety into their roles</li> <li>Provided new managers and administrators with HR 1010 education sessions on the CUPE and MRTA contracts (Fall 2018)</li> <li>Developed job descriptions of the District Principal and District Vice Principal Safe and Caring Schools for valuation with BCPSEA</li> <li>Organize and host Special Topics sessions for Administrators and Managers to support growth in leading and managing staff including sessions on Conducting Student Investigations and Beating Brain Stress (2018/19)</li> <li>Conducted an interviewing skills education session as part of the new trustee orientation process (Winter 2019)</li> </ul>	<ul style="list-style-type: none"> <li>Develop job descriptions for Principal and Vice Principal positions that have cross district responsibilities positions (ongoing)</li> <li>Organize and host Special Topics sessions for Administrators and Managers to support growth in leading and managing staff (eg. Duty to Accommodate; Working with Challenging Parents) (2019/20)</li> <li>Provide new managers and administrators with HR 101 education sessions specific to CUPE and MRTA collective agreements (Fall 2019)</li> <li>Develop training plans to orient new Dispatch Coordinator into their new role</li> <li>Seek staff feedback to develop and implement a comprehensive employee wellness support program (Winter 2020)</li> <li>Review the current disability management program to maintain the focus on early intervention timely return to work and/or stay at work programs, and facilitate medical related workplace accommodations (ongoing)</li> </ul>

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# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

## HUMAN RESOURCES DEPARTMENT OPERATIONAL PLAN

*Student Learning is Our Central Purpose*

### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
<b>Support Education and Business Services initiatives</b>	<ul style="list-style-type: none"> <li>Engaged in yearly planning cycle for support staff learning opportunities during non-instructional days in collaboration with CUPE identifying job specific training for all support staff work groups</li> <li>Participated in the elementary clerical committee to support and enhance clerical services within our schools</li> <li>Implemented enhanced clerical transition time from initial hire to support clerical staff at schools</li> <li>Implemented and engaged in a process for culture shift and development of a code of conduct specific to the maintenance department</li> <li>Development of HR's Personal Information Directory in accordance with FOIPPA requirements</li> <li>Conducted safety compliance audits within secondary school shops and provided reporting to the Director, Maintenance and Facilities to review prior to implementing within the schools</li> <li>Participated on the BCASBO fall conference organization committee to introduce relevant HR related topics at the conference to increase attendance by HR professionals</li> </ul>	<ul style="list-style-type: none"> <li>Develop Succession Planning model to support key positions within the organization (Fall 2018/Spring 2019)</li> <li>Work with the district's clerical committee to improve upon practices, skill development, develop a mentorship process and build consistency with the work clerical staff perform. (Ongoing)</li> <li>Continue to pilot the professional growth planning process for teachers.</li> <li>Review of HR's established Personal Information Directory to ensure that the directory is up to date and accurately reflects the collection of personal information in accordance with FOIPPA requirements</li> <li>In partnership with the Director, Maintenance and Facilities and secondary principals, implement recommendations from the safety compliance audit report from secondary school shops (Spring 2019)</li> <li>Develop a consistent performance feedback process and tool for support staff (Fall 2020)</li> </ul>
<b>Update District Policies and Procedures (HR/Staff Related)</b>	<ul style="list-style-type: none"> <li>Reviewed, revised or developed HR related district policies and/or procedures including: <ul style="list-style-type: none"> <li>» <i>Substance Abuse Policy/Cannabis in the Workplace (Fall 2018 currently with the Secretary Treasurer)</i></li> </ul> </li> <li>Provided district wide refresher training for all staff on the district's Workplace Discrimination or Bullying and Harassment Policy and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>Develop new or revise existing HR related district policies and provide to the Secretary Treasurer per Board Policy Development Committee Work Plan including: <ul style="list-style-type: none"> <li>» <i>Code of Conduct (Spring 2020)</i></li> </ul> </li> </ul>
<b>Conduct Performance Planning and Coaching with HR staff</b>	<ul style="list-style-type: none"> <li>Met with HR staff to conduct annual performance reviews to identify and recognize their contributions and strengths as well as identify areas of growth and training plans to support their individual professional growth</li> </ul>	<ul style="list-style-type: none"> <li>Continue to meet with HR staff to plan for professional growth opportunities as a team or group of individuals (ongoing)</li> <li>Plan for opportunities for HR staff to develop and grow within their own roles to increase individual capacity and competency (ongoing)</li> </ul>

# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT INFORMATION TECHNOLOGY DIVISION OPERATIONAL PLAN

*Student Learning is Our Central Purpose*

## Background

The Information Technology department of the Maple Ridge - Pitt Meadows School District is focused on providing students, teachers, and staff with technology resources that support the district's vision, which is for every individual to feel valued and for all learners to reach their potential.

## Operational Plan

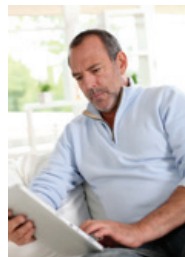
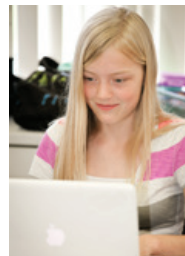
Our vision is to effectively support the school district by maintaining stable technology resources and services; continually exploring and effectively implementing new technologies and online services that will enhance teaching and learning; and improving the effectiveness of support services.

### Key Strategies

- Coordinate the implementation of effective and efficient information management practices within the district
- Identify the needs of district IT service users, and translate those into priority IT initiatives
- Fully leverage current information technology investments

### Operational Plan 2018 - 2022

- ☐ Educate district staff on existing IT initiatives and processes by offering learning sessions and promoting the IT website and knowledge base
- ☐ Increase system stability, enhance staff experience with mobile devices, and effectively integrate telephony with our infrastructure
- ☐ Upgrade IT infrastructure in order to maintain a stable wired and wireless network, VOIP telephony, server infrastructure
- ☐ Deploy projects that enhance the efficiency of district support services
- ☐ Assist school district IT service users in adopting new systems to increase system efficiency
- ☐ Facilitate and help deploy cloud-based applications and the latest technologies in the classroom to support teaching and learning
- ☐ Further develop and maintain the Parent Portal to better serve our schools and parents/student population
- ☐ Continue the development and support of MyPortfolio as a tool to enhance teaching and collaboration between staff/students and parents
- ☐ Support professional growth planning and performance management
- ☐ Build capacity through targeted professional development and cross-training
- ☐ Develop and implement succession plans for all critical positions
- ☐ Work with all education stakeholders to continue to support innovative instructional practices
- ☐ Maintain data integrity within the school district
- ☐ Clearly identify risks to plans and operations and develop contingency plans
- ☐ Create, implement and maintain a district wide disaster recovery plan for IT
- ☐ Continue to effectively represent the district perspective to provincial government on IT related initiatives
- ☐ Ensure that IT policies and investments are aligned with educational and business priorities across the school district



## Information Technology Leadership Team Contacts

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**Russ Reid**  
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**Keith Kiraly**  
Project Manager  
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Systems Analyst  
604 466 4235

**Vacant**  
Systems Analyst

Getting to excellence by:

- Working with our teaching community to effectively leverage technology to support teaching and learning.
- Efficiently using our IT resources and expertise
- Improving communication between IT and our school district communities

# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

## INFORMATION TECHNOLOGY DIVISION OPERATIONAL PLAN

*Student Learning is Our Central Purpose*

### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
<b>Educate district staff on existing IT initiatives and processes by offering learning sessions and promoting the IT website and knowledge database</b>	<ul style="list-style-type: none"> <li>Introduced an end user change management process ensuring end users awareness of what and when changes are to happen</li> <li>Starting an Education Technology Committee with a main focus on reviewing and providing advice to senior staff regarding IT Plans and new IT projects and initiatives specific to education / schools and student / staff use of technology</li> <li>Starting a Business Technology Committee with a main focus on reviewing and providing advice to senior staff regarding IT plans and new IT projects and initiatives specific to the district business units. Both committees will ensure that information technology projects will align with the district and school goals and the IT Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>Improve the IT website and update the self learning content to match the latest software updates and changes we made</li> <li>Kick off both the Education and Business Technology Committees, monitor the progress and outcome, and continue providing value for education and business by being a technology enabler</li> </ul>
<b>Increase system stability, enhance staff experience with mobile devices, and effectively integrate telephony with our infrastructure</b>	<ul style="list-style-type: none"> <li>Improved system stability, call quality and availability by moving the existing Skype Enterprise Voice Infrastructure from its virtualized deployment to a physical infrastructure, and removing all older Lync mediation</li> <li>Started a phased deployment of new Polycom Skype certified phones replacing the existing phones with a focus on DEO and three identified schools for this fiscal year</li> </ul>	<ul style="list-style-type: none"> <li>Continue focusing on schools with analogue systems as a priority to onboard them into the Skype Enterprise Voice infrastructure while deploying the new Polycom Skype certified phones. (Plan to complete three to five schools next fiscal year.)</li> </ul>
<b>Upgrade IT infrastructure in order to maintain a stable wired and wireless network, VOIP telephony, server infrastructure</b>	<ul style="list-style-type: none"> <li>Replaced older switches at schools as per the evergreen schedule</li> <li>Continued working with the Next Generation Network (NGN) team on the upcoming update, and providing all necessary input in preparation for the actual upgrade scheduled for July 2019</li> <li>Evaluated a new wireless solution at Thomas Haney Secondary. The solution drove better coverage, improved user experience, service monitoring and troubleshooting capabilities</li> <li>Servers hardware refresh as per the evergreen schedule</li> </ul>	<ul style="list-style-type: none"> <li>Maintain communication with ministry security teams to help stay ahead of new vulnerabilities</li> <li>Continue upgrading our systems to meet our stringent security standards</li> <li>Decide on the new wireless solution standards to phase out existing based the evergreen schedule</li> <li>Start a working group consisting of IT, maintenance and administrators from secondary and elementary schools to set a standard CCTV surveillance system and move towards replacing aging systems at schools</li> </ul>
<b>Deploy projects that enhance the efficiency of district support services</b>	<ul style="list-style-type: none"> <li>We are currently working with our HelpDesk Software provider to enhance the support services that we provide to our staff.</li> </ul>	<ul style="list-style-type: none"> <li>We plan to roll out these services over the next twelve months</li> </ul>
<b>Assist school district IT service users in adopting new systems to increase system efficiency</b>	<ul style="list-style-type: none"> <li>Improved wireless network monitoring and troubleshooting through adopting / piloting a new solution at Thomas Haney Secondary</li> <li>Identified the list of requirements / capabilities that needs to be available in the new HelpDesk solution</li> <li>Worked with Apple and Microsoft to train staff on the use of Assistive Technologies and Content Creation</li> </ul>	<ul style="list-style-type: none"> <li>Continue to improve our technology monitoring systems in order to avoid business-impacting application outages and slowdowns. Part of this is to evaluate modern monitoring solutions</li> <li>Start a working group consisting of IT, maintenance and HR to set the consolidated requirements for one HelpDesk solution that serves the three entities</li> <li>Continue to train staff on cloud services and software office tools</li> </ul>
<b>Facilitate and help deploy cloud-based applications and the latest technologies in the classroom to support teaching and learning</b>	<ul style="list-style-type: none"> <li>Completed mailboxes migration from On-Premise to Office 365</li> <li>Completed OneDrive on-premise migration to Office 365</li> </ul>	<ul style="list-style-type: none"> <li>Continue migrating on-premise workloads into Microsoft Cloud (Office365 and Azure)</li> <li>Leveraging the existing Microsoft agreement to continue migrating some of the existing on-premise workloads into Office 365 and Azure and start using some of the security and compliance features that are available for us</li> <li>Decommission Exchange 2013 on-premise environment.</li> </ul>

*Continued on next page...*

# MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

## INFORMATION TECHNOLOGY DIVISION OPERATIONAL PLAN

*Student Learning is Our Central Purpose*

### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
<b>Further develop and maintain the Parent Portal to better serve our schools and parents/ student population</b>	<ul style="list-style-type: none"> <li>Completed the elementary composition report</li> <li>Registration setup</li> <li>Completed elementary manual reporting</li> <li>Student led conference</li> <li>Bussing module</li> </ul>	<ul style="list-style-type: none"> <li>Redesign the registration module on the Parent Portal to allow flexible registration for generic programs and courses without minimizing the capabilities that are available for Kindergarten and Grade 8 registration</li> <li>Integration with an effective mass communication Solution</li> </ul>
<b>Continue the development and support of MyPortfolio as a tool to enhance teaching and collaboration between staff/students and parents</b>	<ul style="list-style-type: none"> <li>Onboarded over 600 elementary teachers utilizing this powerful tool with their students</li> </ul>	<ul style="list-style-type: none"> <li>Continue onboarding / driving teachers adoption for this powerful tool with their students</li> </ul>
<b>Support professional growth planning and performance management</b>	<ul style="list-style-type: none"> <li>Continue to work with all departments to ensure that staff have the needed data to make the best decisions</li> </ul>	<ul style="list-style-type: none"> <li>Formalize this work with supporting the implementation of Microsoft Power Bi and Oracle Analytics</li> </ul>
<b>Build capacity through targeted professional development and cross- training</b>	<ul style="list-style-type: none"> <li>Worked with Apple, Microsoft and Xerox to provided multiple training sessions for staff throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with Apple, Microsoft and Xerox to provided multiple training sessions for staff throughout next year</li> </ul>
<b>Develop and implement succession plans for all critical positions</b>	<ul style="list-style-type: none"> <li>The IT department is working with senior team and HR to plan for succession planning</li> </ul>	<ul style="list-style-type: none"> <li>This work will be ongoing as the district grows and systems change</li> </ul>
<b>Work with all education stakeholders to continue to support innovative instructional practices</b>	<ul style="list-style-type: none"> <li>Starting an Education Technology Committee with a main focus on reviewing and providing advise to senior staff regarding IT plans and new IT projects and initiatives specific to education / schools and student / staff use of technology</li> <li>Starting a Business Technology Committee with a main focus on reviewing and providing advise to senior staff regarding IT plans and new IT projects and initiatives specific to the district business units. Both committees will ensure that information technology projects will align with the district and school goals and the IT Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work closely with both groups to support innovative business and instructional practices</li> </ul>
<b>Maintain data integrity within the school district</b>	<ul style="list-style-type: none"> <li>Continue following the practices related to data reliability and trustworthiness throughout its life cycle by keeping data clean, catching and correcting errors early in the life cycle</li> </ul>	<ul style="list-style-type: none"> <li>Continue the practice of input validation, data validation, duplicate removals.</li> <li>Following data backup processes</li> <li>Follow data security best practices</li> <li>Enabling audit / audit trails.</li> </ul>
<b>Clearly identify risks to plans and operations and develop contingency plans</b>	<ul style="list-style-type: none"> <li>Initial discussions started around a DR site, planning will start early in the new fiscal year</li> </ul>	<ul style="list-style-type: none"> <li>Schedule risk assessments that helps proactively identify risks, develop contingency plans, remediate and re-assess.</li> <li>Schedule an IT security audit – fall of 2019</li> <li>Start planning for the DR site</li> </ul>
<b>Create, implement and maintain a district wide disaster recovery plan for IT</b>	<ul style="list-style-type: none"> <li>Deployed an enterprise backup and recovery solution that decreases existing complexities, and works well as we are building our disaster recovery &amp; business continuity practices</li> </ul>	<ul style="list-style-type: none"> <li>Improve and solidify our disaster recovery &amp; business continuity practices</li> <li>Select a disaster recovery site / data center to fail over to in the unforeseen situation for a disaster (i.e. some school districts are already leveraging the service from providers with data centers in the interiors, and some are building that in the Cloud, such as Amazon AWS and Microsoft Azure.)</li> </ul>

*Continued on next page...*

### Operational Plan 2018-2022

INITIATIVE	CURRENT STATUS	NEXT STEPS
Continue to effectively represent the district perspective to provincial government on IT related initiatives	<ul style="list-style-type: none"> <li>MyED BC team was actively engaged with the provincial team on the different changes implemented, provided continuous feedback through the available channels</li> <li>IT continues to work with provincial team on NGN project and will be providing the necessary feedback / input throughout the engagement life cycle</li> </ul>	<ul style="list-style-type: none"> <li>Both MyED BC and IT infrastructure team will continue maintaining strong relationship with the Provincial government team supporting and providing feedback on the different IT current / future projects</li> </ul>
Ensure that IT policies and investments are aligned with educational and business priorities across the school district	<ul style="list-style-type: none"> <li>Starting an Education Technology Committee with a main focus on reviewing and providing advise to senior staff regarding IT plans and new IT projects and initiatives specific to education / schools and student / staff use of technology.</li> <li>Starting a Business Technology Committee with a main focus on reviewing and providing advise to senior staff regarding IT plans and new IT projects and initiatives specific to the district business units. Both committees will ensure that information technology projects will align with the district and school goals and the IT Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>Kick off both the Education and Business Technology Committees, monitor the progress and outcome, and for IT to continue providing the value for both education and business by being the technology enabler.</li> </ul>



**ITEM 8**

To: **Board of Education**

From: Superintendent  
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: October 16, 2019  
(Public Board Meeting)

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**Information**

**RECOMMENDATION:**

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

To: **Board of Education**

From: Board Policy Development  
Committee

Re: **DRAFT POLICY 9605: PROVISION OF  
MENSTRUAL PRODUCTS TO  
STUDENTS**

Date: October 16, 2019  
(Public Board Meeting)

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**Information**

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**BACKGROUND/RATIONALE:**

The Minister of Education amended the Support Services for Schools Order to require school districts to provide free menstrual products to students in school washrooms in a manner that protects student privacy. The Ministerial Order requires board to establish policies and procedures related to the provision of free menstrual products to students. The relevant section of the Ministerial Order is as follows:

*Provision of Menstrual Products*

- 7 (a) *Each board must establish, maintain and make publicly available a policy and procedures for the provision of menstrual products to all students who may require them.*
- (b) *The policy and procedure must:*
- i. Ensure menstrual products are provided to students of all gender identities or expressions in a manner that protects student privacy*
  - ii. Provide for barrier free, easily accessible menstrual products at no cost to students;*
  - iii. Provide for consistent availability and supply of menstrual products in school washrooms; and*
  - iv. Incorporate student feedback with respect to the provision of menstrual products.*

The attached draft policy is presented to the Board for information. Input from education partners and the public is now invited. After receiving input, the Board Policy Development Committee will have another opportunity to review the Policy before it is presented to the Board for approval on November 20, 2019.

**RECOMMENDATION:**

**THAT the Board receive for information and continuation with the consultation process Draft Policy 9605: Provision of Menstrual Products to Students.**

Attachment



**SD 42 POLICY: 9605**

**PROVISION OF MENSTRUAL PRODUCTS TO STUDENTS**

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**PHILOSOPHY**

The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) is committed to providing menstrual products to students who may require them.

**AUTHORITY**

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

**GUIDING PRINCIPLES**

The following principles shall guide the implementation of this policy:

- a. Menstrual products should be made available to all student of all gender identities of expressions in a manner that protects student privacy;
- b. Menstrual products should be provided at no cost to students;
- c. Menstrual products should be provided in school washrooms; and,
- d. Student feedback with respect to the provision of menstrual products will be considered in the implementation of this policy.

**APPROVED:**

To: **Board of Education**

From: Trustee  
Kim Dumore

Re: **TRUSTEE MOTION**

Date: October 16, 2019  
(Public Board Meeting)

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**Decision**

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**BACKGROUND/RATIONALE:**

As we have just started a new year of schooling with the very unsettling news of Carson Crimeni's passing in Langley this summer I feel this is the right time that SD42 actively looks at a substance education program for our students. I want to present this to my fellow trustee's and senior staff in a way that is thoughtful and sparks questions so that we can help to save a life here in SD42. We know that kids are using substances. We know the struggles of mental health in our community and we know that kids have a thirst for learning. This summer we spoke to countless youth in the community that are using substances and they themselves have overdosed and or witnessed an overdose. They all had one thing in common, they couldn't say they were not going to continue to use but they all didn't want to die.

I am looking to my fellow trustees to help support me on the best way to move this forward to ensure that we as a board are doing everything we can to ensure our students and staff have the best knowledge when it comes to substance education and personal well being and that our student community is prepared to save a life as needed.

I know that this does fall in to the new PE curriculum as early as grade 3 (<https://curriculum.gov.bc.ca/curriculum/physical-health-education> however, I do not feel that this topic like many falls into the comfort level for our PE Teachers. I know that we support the I mind's program through Alouette Addictions and that is great however I feel we need to be doing more. I know that we as a district are working on a protocol for an unconscious student and that is a step in the right direction in my opinion. I personally believe students want to be informed and prepared, in this day and age of social media they are getting information but it isn't always right. I feel we as a district should be educating students not the internet. Our neighbours to the North are working on drug use prevention and education about the harms associated with illicit drug use. [https://www.northernhealth.ca/sites/northern\\_health/files/health-information/health-topics/school-youth-health/documents/opioid-overdose-information-schools.pdf](https://www.northernhealth.ca/sites/northern_health/files/health-information/health-topics/school-youth-health/documents/opioid-overdose-information-schools.pdf) our friends in Burnaby and Delta are using the services of <http://guyfelicella.com/> to educate students on addiction, harm reduction and reducing risks. The Government of Canada is offering a National tour on opioid education <https://knowmoreopioids.ca/know-more-national-tour/>.

Related articles:

- 'They left him to die': B.C. teen's overdose death filmed on social media, family says- <https://www.cbc.ca/news/canada/british-columbia/langley-teen-skate-park-overdose-1.5242582>
- Minister's statement on International Overdose Awareness Day - <https://news.gov.bc.ca/releases/2019MMHA0099-00168>
- Using Conversations to Teach Resilience: Teens - <https://www.healthlinkbc.ca/substance-use/parenting-articles/conversations-resilience-teens>
- How to Start a Conversation with Teens about Opioids - <https://www.healthlinkbc.ca/substance-use/parenting-articles/starting-the-conversation-opioids-teens>
- 4 Tips for Talking to Youth About Drugs - <https://www.stopoverdose.gov.bc.ca/theweekly/4-tips-talking-youth-about-drugs>

**RECOMMENDATION:**

**THAT the Board direct staff to provide a report on the steps to be taken and costs associated with a district-wide plan to address substance use education programs currently available and those under consideration, to ensure that every student has access to substance education as it is referenced in the curriculum, by June 2020.**



**LATE**

**ITEM 10A**

To: **Board of Education**

From: Trustee  
Mike Murray

Re: **TRUSTEE MOTION**

Date: October 16, 2019  
(Public Board Meeting)

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**Decision**

**RECOMMENDATION:**

**THAT the Board direct the Board Chairperson to write a letter to the Minister of Education expressing appreciation for the Funding Model Review and requesting that the Ministry share with school districts proposed policy changes, and a full financial model of the proposed formula, and how the proposed changes will improve learning opportunities and outcomes for all students.**



**ITEM 11**

**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:

**June 19, 2019 Special Closed**

Call to Order	Meeting called to order at 10:48 a.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Superintendent Decision Item	Approved as circulated
Adjournment	Meeting adjourned at 11:08 a.m.

**June 19, 2019 Closed**

Call to Order	Meeting called to order at 11:15 a.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Approval of Minutes	Approved as circulated
Superintendent Decision Items	Approved as circulated
Secretary Treasurer Decision Items	Approved as circulated
Superintendent Information Items	Received
Secretary Treasurer Information Item	Received
Adjournment	Meeting adjourned at 12:31 p.m.