

A close-up photograph of a young girl with dark hair, smiling warmly at the camera. She is wearing a pink shirt. The background is blurred, showing other children in a classroom environment. A blue semi-transparent box is overlaid on the left side of the image, containing white and blue text.

Board of Education

2017 Year in Review

NOVEMBER 15, 2017

Thank you, you

- to our ***dedicated and innovative staff*** for their emphasis on continuous improvement and unwavering focus on the main thing – helping students develop the skills to live successful lives;
- To **Sylvia Russell, Flavia Coughlan** and the rest of our **Senior Management Team** for their dedicated and continuous effort to ensure our collective priorities are addressed;
- to **Karen Yoxall** for her considerable support of trustee involvement from preparing agendas and minutes to making arrangement for school visitations;
- to **PACs and our students' parents** in general for their volunteerism and commitment to achieving the very best for their children and for all the students in our schools;
- to our **partner groups**, including MRTA, CUPE, MRPVPA, DPAC and DSAC, for participating with us in professional development initiatives and big picture planning, and for helping us address the challenges we are facing.



Thank you

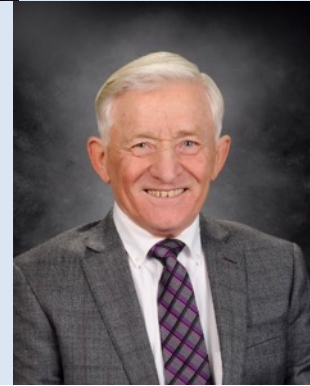


- to our **community partners** for their outstanding support and collaboration (*Municipal Governments, First Nations Groups, RCMP, Parks and Leisure Services, Arts Council, Salvation Army, Service Clubs, Neighbourhood Groups, Social Service Agencies, Alouette Addictions, and others*);
- to **BCSTA and our trustee colleagues** around the province for sharing the responsibility for advocacy with us, and for sharing their best practices with us;
- to our **students, most important of all**, for their amazing personal effort, their success (sometimes in the face of significant personal adversity), their energy, and their inspiration to us all.



Thank you

To 2017 TRUSTEES ...



2017 in Review

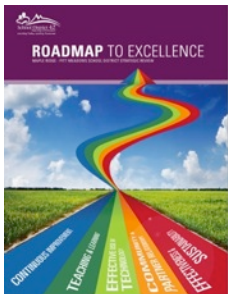
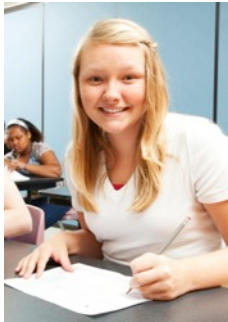


- Board Operational Plan
- Education Initiatives
- Student Achievement
- Implementation of Redesigned Curriculum
- Board and Staff Advocacy
- Restored Collective Agreement Language
- Policy Review and Development
- Student Engagement
- Celebrating Success
- Strategic Plan Renewal
- Strategic Facilities Plan Implementation
- Energy Management Plan Implementation
- Fiscal Challenges



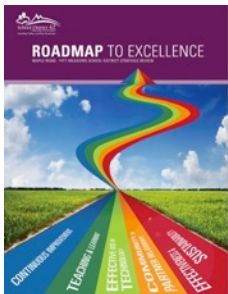
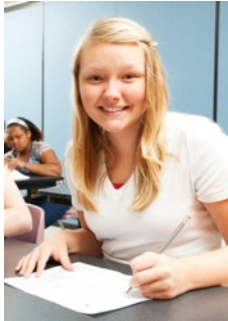
Board Operational Plan

- Continue to support and strengthen innovative programs and learning options that enhance teaching and learning
- Improve relationships and communication with partner groups and the communities we serve
- Provide strong advocacy for adequate funding for education
- Collaborate with other boards through BCSTA and advocate for the creation, implementation, and evaluation of a meaningful co-governance model with the provincial government
- Review Board operations and Board meeting schedules to ensure the needs of the community are met



Board Operational Plan

- Review, create and update Board policies
- Continue to improve the Board's communication plan to ensure increased Board work awareness
- Support youth engagement in school district governance
- Continue to celebrate success, recognize accomplishments and service of staff and volunteers
- Lead the development of the Framework for Enhancing Student Learning
- Monitor performance against the strategic plan and facilitate annual review of operational plans



What Was Achieved



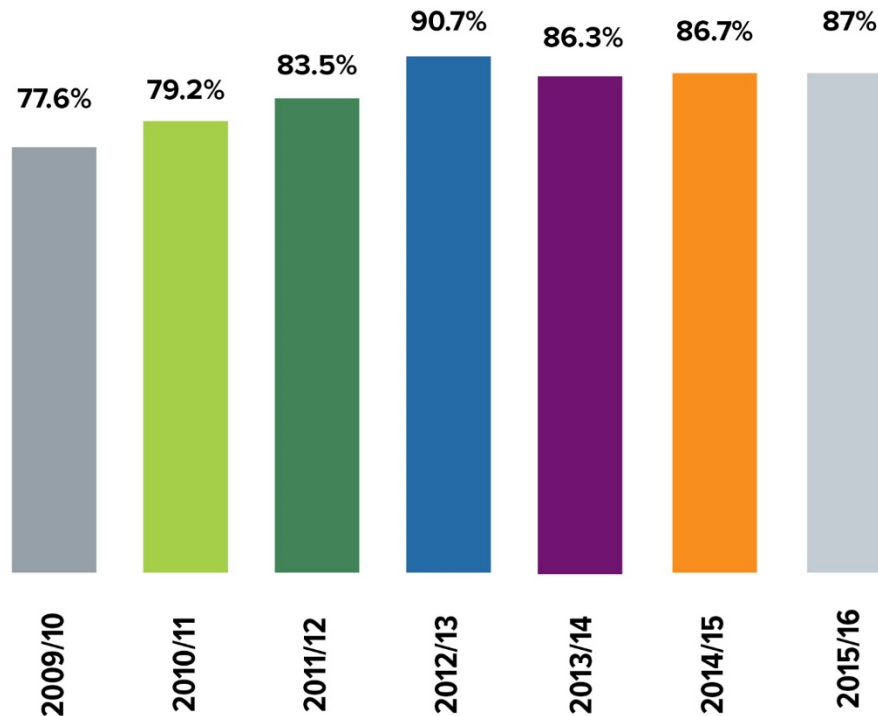
Education Initiatives

- Continued the summer learning program.
- Continued with initiatives begun in recent years (Wheelhouse , Environmental School, Inquiry Project, Secondary Apprenticeship Programs, Academies, Elementary Literacy Program, Assessment and Reporting, etc.).
- Expanded after school programs to address mental health programming under Safe and Caring Schools at Riverside Centre.



Student Achievement

6 YEAR GRAD RATES SD42

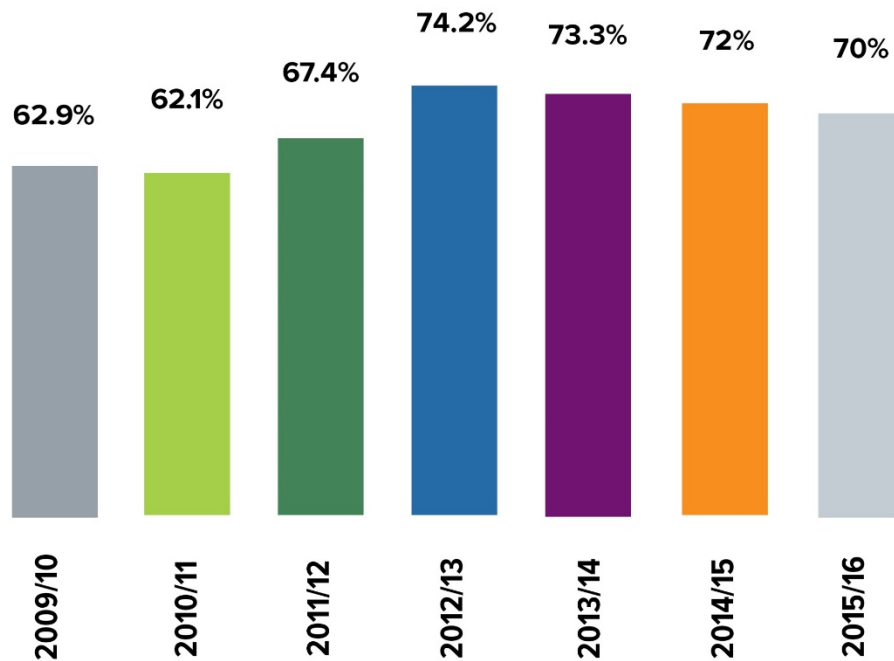


* 2015/16 Provincial average: **83%**



Student Achievement

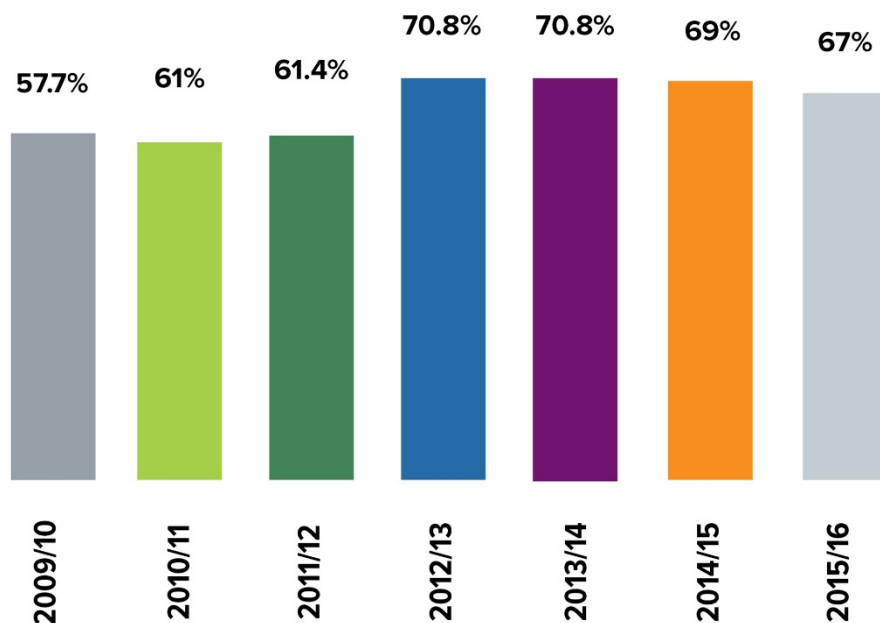
Aboriginal Education 6 YEAR GRAD RATES SD42



* 2015/16 Provincial average: 64%



Students with Special Needs 6 YEAR GRAD RATES SD42

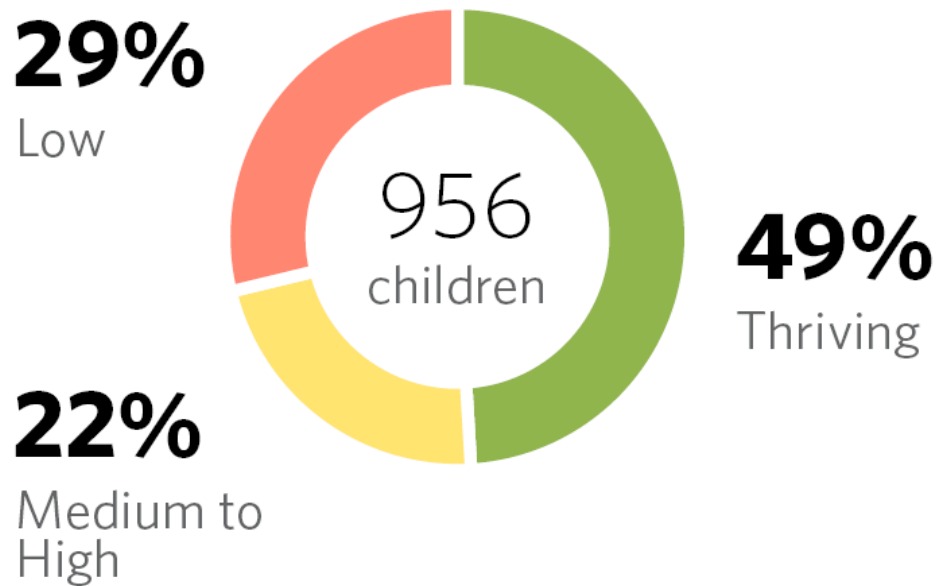


* 2015/16 Provincial average: 66%

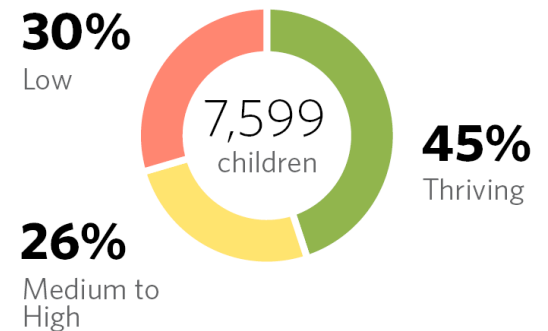


MDI Results: Well-Being Index Gr.4

MAPLE RIDGE - PITT MEADOWS GRADE 4

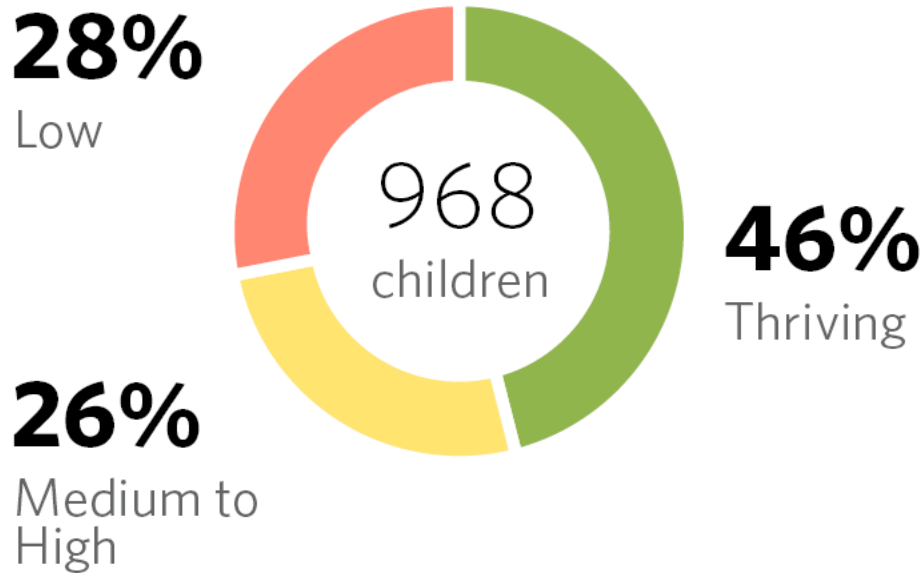


ALL PARTICIPATING DISTRICTS GRADE 4

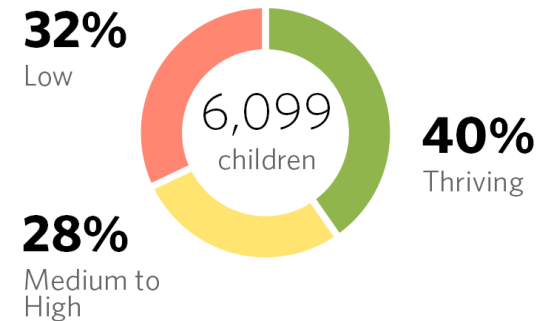


MDI Results: Well-Being Index Gr.7

MAPLE RIDGE - PITT MEADOWS GRADE 7

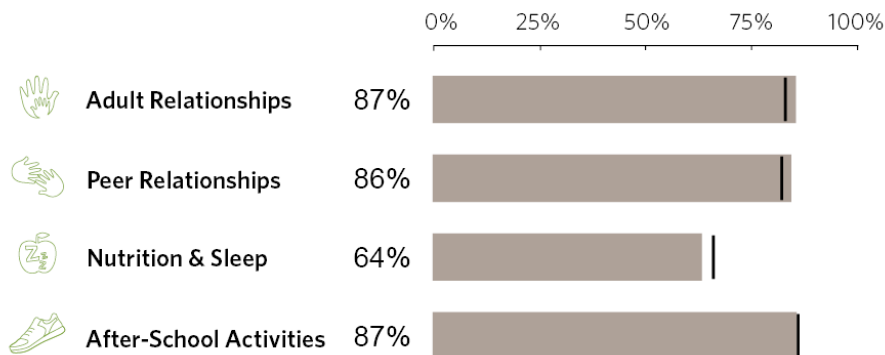


ALL PARTICIPATING DISTRICTS GRADE 7



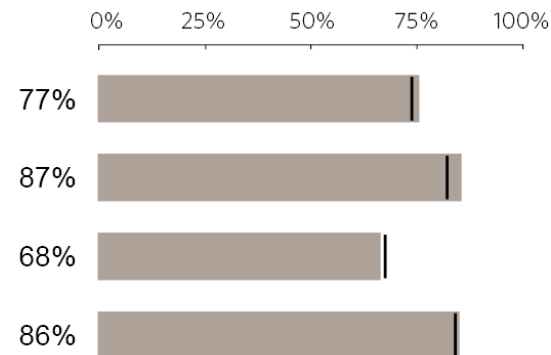
MDI Results

GRADE 4



Average for all districts, 2016/17
(Number of children: **7,599**)

GRADE 7



Average for all districts, 2016/17
(Number of children: **6,099**)



ADULT RELATIONSHIPS

e.g. There is an adult (at school/home/community) who believes I will be a success.



PEER RELATIONSHIPS

e.g. When I am with other kids my age, I feel I belong.



NUTRITION & SLEEP

e.g. How often do you get a good night's sleep? How often do you eat breakfast?

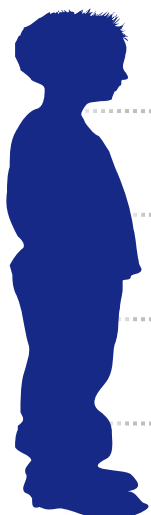


ORGANIZED ACTIVITIES

e.g. During last week after school how many days did you participate in educational lessons or activities?



The Early Development Instrument



Physical health and well-being

Social Competence

Emotional Maturity

Language and Cognitive Development

Communication Skills

EARLY DEVELOPMENT INSTRUMENT
 A Population-Based Measure for Communities
 British Columbia & Yukon
 2012/2013

Offord CENTRE FOR CHILD STUDIES **EDI**

Please fill in the circles like this ● or ✖ NOT ✕
 Please use a blue or black ballpoint pen.

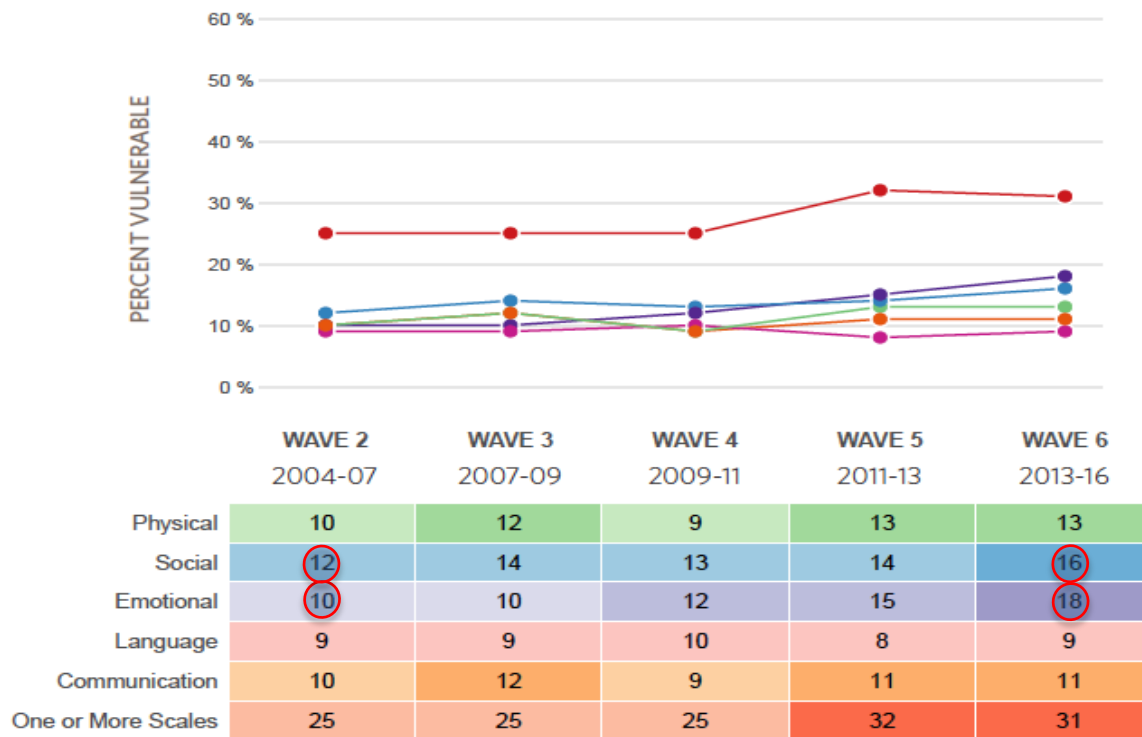
1. Class Assignment <input checked="" type="radio"/> K	6. Date of Completion: dd / mm / yy 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0	12. Child's First Language(s): <input type="radio"/> English only <input type="radio"/> French only <input type="radio"/> Other only <input type="radio"/> English & French <input type="radio"/> English & Other <input type="radio"/> French & Other <input type="radio"/> Other
2. Child's Date of Birth: dd / mm / yy 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0	7. BC Ministry of Education designated Special Needs: <input type="radio"/> Yes <input type="radio"/> No 8a. Child considered ESL: <input type="radio"/> Yes <input type="radio"/> No 8b. Child considered ESD: <input type="radio"/> Yes <input type="radio"/> No 9. French Immersion: <input type="radio"/> Yes <input type="radio"/> No 10. Other Immersion: <input type="radio"/> Yes <input type="radio"/> No 11a. Aboriginal: <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't Know	13. Communicates adequately in his/her first language: <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know 14. Student Status: <input type="radio"/> in class more than 1 month <input type="radio"/> in class less than 1 month <input type="radio"/> moved out of class <input type="radio"/> moved out of school <input type="radio"/> other
3. Sex: <input type="radio"/> F <input type="radio"/> M 4. Postal Code: 1 2 3 4 5 6 7 8 9 0	5. Class Type: <input type="radio"/> K <input type="radio"/> K/1 <input type="radio"/> Other If "Other", please specify:	11b. Which Aboriginal language group(s) does this student identify with? 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0

15. Student is repeating this grade:
☐ Yes ☐ No

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EDI Results



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



Implementation of Redesigned Curriculum



- Continued to support teachers with the full implementation of the redesigned curriculum:
 - continued to work with our partner groups and district helping teachers to jointly plan curriculum implementation days;
 - continued to provide many in-service opportunities (e.g. ADST, SEL, assessment and reporting, inclusive practices) for teachers to learn about the new curriculum through collaborating with colleagues, engaging in dialogue, reflecting on their practice and sharing ideas;
 - supported early career teachers and teachers new to our district to grow their confidence and competence in teaching students through the teacher mentoring program, in-service, professional development, and in-school support;
 - continued with the implementation of the grad program.



Board and Staff Advocacy

- Participation in the BCSTA (Fraser Valley Branch, AGM and Provincial Council)
- Adoption of several resolutions pertaining to funding, and the co governance relationship with the provincial government at the BCSTA AGM
- Meetings with Minister of Education, MLAs, Deputy Minister of Education and Assistant Deputy Ministers
- Correspondence with the Ministry on a variety of subjects (overall funding , capital plan)
- Submission to the Select Standing Committee on Government Services and Finance on the 2017/18 budget
- Interviews on radio following the 2016/17 budget process and in several newspapers
- Participation by our Secretary Treasurer on the BCASBO Executive, Ministry of Education Technical Review Committee and BC Education Marketplace Steering Committee
- Participation by staff on various Ministry of Education committees



Restored Collective Agreement Language



- Worked closely with MRTA to implement restored collective agreement language
- Added 97 FTE teachers to our schools
- Reviewed the use of all school district facilities to ensure that all available space is being optimally used.
 - Installed 6 new portable classrooms at Alouette, Alexander Robinson, Blue Mountain, Eric Langton, Harry Hooe and Whonnock
 - Renovated Yennadon Elementary Annex
 - Created 31 new classrooms across the district



Policy Review and Development

- **Developed and reviewed/revised 62 policies (2011 – 2017)**
- **Notable policies/procedures adopted in the last year:**
 - Policy 3901: Maintenance of Order in Schools
 - Policy 4600: Purchasing Goods and Services
 - Policy 8912: Independent Directed Studies
 - Policy 9325: International Programs for Non-Residents
 - Policy 9500: Suspension and Exclusion of Students from School
 - Policy 9801: Fees - Hardship



Student Engagement

- Continued exploration of greater student involvement:
 - Board meetings with students at PMSS, WSS and GSS
 - Trustee visits to schools
 - Students included in Roundtable with Partner Groups
 - Students invited to provide input during the budget process

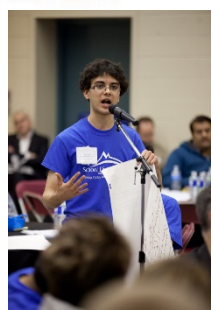


Celebrating Success



Strategic Facilities Plan

- Making the most effective use of available facility resources given shifting demographics and changes in teaching and learning.
- Key recommendations included in Strategic Facilities Plan adopted October 2015:
 - Evaluate and make recommendations to the Board regarding new educational programming
 - Secure land for future schools
 - New school in South Albion
 - Adjust catchments to make best use of available resources



South Albion



Energy Management Plan



- 17 Lighting upgrades completed, 3 underway
- 11 HVAC upgrades completed, 6 underway
- Total investment to date \$3.50 M
- BC Hydro grants to date \$0.58 M
- MOE grants to date \$2.16 M
- Annual savings achieved
 - Electrical: 4,178,969 kWh
 - Natural Gas 7,074 GJ
 - Estimated financial savings: \$0.44M



Budget

- Adopted a balanced budget that included budget changes based on the Board's strategic plan, public and partner group input.
- We continue to advocate for all increased costs to be funded by government.



Strategic Plan Renewal

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.

OUR 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.

MISSION

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

VISION

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

VALUES

Responsibility to all learners

Uniqueness of each individual

Diverse learning opportunities

Culture and community

Personal and social responsibility

High expectations for success



Strategic Directions



1

Inclusive culture of care and belonging in 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



Thank you!

