

Wednesday, September 19, 2018  
Time: 6:00 p.m.

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

*"Education is the most powerful weapon which you can use to change the world" – Nelson Mandela*

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

- |   |        |
|---|--------|
| <b>A. OPENING PROCEDURES</b>  | ITEM 1 |
| <ol style="list-style-type: none"> <li>1. Call to Order</li> <li>2. Correspondence</li> <li>3. Approval of Agenda</li> <li>4. Invitation for Public Input to matters on the Agenda - <i>Members of the public can provide input on decision items on the Agenda. Speaker's time is limited to 2 minutes per person. This agenda item has a time limit of 10 minutes.</i></li> </ol> |        |
| <b>B. APPROVAL OF MINUTES</b>   |        |
| <ol style="list-style-type: none"> <li>1. June 19, 2018</li> </ol>  | ITEM 2 |
| <b>C. PRESENTATIONS</b> - <i>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.</i>                            |        |
| <ol style="list-style-type: none"> <li>1. Supporting All Learners</li> </ol>  | ITEM 3 |
| <b>D. DELEGATIONS</b> - <i>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 10 minutes including questions; extension is at the discretion of the Board.</i>                         |        |
| <ol style="list-style-type: none"> <li>1. Jenn Smith</li> </ol>   | ITEM 4 |
| <b>E. DEFERRED ITEMS</b>  |        |
| <b>F. DECISION ITEMS</b>  |        |
| <ol style="list-style-type: none"> <li>1. Chairperson</li> <li>2. Superintendent of Schools</li> <li>3. Secretary Treasurer</li> </ol>  |        |
| <ol style="list-style-type: none"> <li>a) Amended 2018/19 Board of Education Regular Public Board Meetings</li> </ol>   | ITEM 5 |
| <ol style="list-style-type: none"> <li>4. Board Committees               <ol style="list-style-type: none"> <li>a) Budget</li> <li>b) Finance</li> </ol> </li> </ol>  |        |
| <ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>i. Audited Financial Statements</li> </ol> </li> </ol>   | ITEM 6 |
| <ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>c) Facilities Planning</li> <li>d) Board Policy Development</li> <li>e) Education</li> <li>f) Aboriginal Education</li> <li>g) Roundtable with Partners</li> </ol> </li> </ol>   |        |

## **G. INFORMATION ITEMS**

1. Chairperson
2. Superintendent of Schools
  - a) Annual Learning Report - Supporting All Learners ITEM 7
  - b) Superintendent's Update ITEM 8
  - c) Summer Learning Update ITEM 9
3. Secretary Treasurer
4. Board Committees & Advisory Committee Reports
  - a) Budget
  - b) Finance
  - c) Facilities Planning
    - i. Draft Strategic Facilities Plan Update ITEM 10
  - d) Board Policy Development
    - i. Update on Policies and Procedures ITEM 11
  - e) Education
  - f) Aboriginal Education
  - g) Round Table with Partners

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

### **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. Other Board Liaison Representative Reports
11. 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 12

### **L. ADJOURNMENT**



**ITEM 1**

To: **Board of Education**

From: Chairperson  
Mike Murray

Re: **OPENING PROCEDURES**

Date: September 19, 2018  
(Public Board Meeting)

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**Information/Decision**

1. *CALL TO ORDER*
2. *CORRESPONDENCE (Information Item)*
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.*



**ITEM 2**

To: **Board of Education**

From: Chairperson  
Mike Murray

Re: **APPROVAL OF MINUTES**

Date: September 19, 2018  
(Public Board Meeting)

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**Decision**

**RECOMMENDATION:**

**THAT the Minutes of the June 19, 2018 Public Board Meeting be approved as circulated.**

Attachment



PUBLIC MINUTES OF THE  
BOARD OF EDUCATION MEETING  
Tuesday, June 19, 2018 (6:00 PM)  
Board Room, District Education Office

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**IN ATTENDANCE:**

BOARD MEMBERS:

Chairperson – Susan Carr  
Trustee – Korleen Carreras  
Trustee – Eleanor Palis  
Trustee – Dave Rempel

STAFF:

Superintendent – Sylvia Russell  
Secretary Treasurer – Flavia Coughlan  
Deputy Superintendent – Harry Dhillon  
Executive Coordinator – Karen Yoxall  
Communications Specialist – Justin Beddall

ABSENT:

Trustee – Ken Clarkson  
Trustee – Mike Murray

**A. OPENING PROCEDURES**

1. Call to Order

The meeting was called to order at 6:00 p.m. The Chairperson welcomed and thanked everyone for attending. The Chairperson acknowledged that this meeting is taking place on the traditional territory of Katzie First Nation and Kwantlen First Nation.

2. Correspondence

**Moved/Seconded**

- C. Zacharuk, President & CEO, Public Sector Employers' Council Secretariat

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

**B. APPROVAL OF MINUTES**

1. May 16, 2018

**Moved/Seconded**

THAT the Minutes of the May 16, 2018 Public Board meeting be approved as circulated.

**CARRIED**

**C. PRESENTATIONS**

1. Aboriginal Education

**Moved/Seconded**

Diane Graves presented information on the district's Aboriginal Education program including the improvement in the graduation rate for Aboriginal students (83.5% for 2016-17), the work of the Aboriginal Education Assistant and the summer reading club.

THAT the Board receive the presentation on Aboriginal Education by Diane Graves, Principal, Aboriginal Education for information.

**CARRIED****D. DELEGATIONS****E. DEFERRED ITEMS****F. DECISION ITEMS**

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

- a) Eligible School Sites Proposal

**Moved/Seconded**

The Secretary Treasurer reported that the Eligible School Sites Proposal is a required component of the capital plan submission. The report estimates the number of eligible school sites required for the School District including approximate number, location and cost of school sites proposed to be included in the 2019/20 Capital Plan.

THAT the Board approve the following eligible school sites proposal:

WHEREAS the Board of Education of School District No.42 (Maple Ridge – Pitt Meadows) has consulted with the City of Maple Ridge and the City of Pitt Meadows on these matters;

IT IS RESOLVED THAT:

1. Based on information from local government, the Board of Education of School District No.42 estimates there will be approximately 7,200 new development units constructed in the School District over the next 10 years, as presented in Schedule 'A';
2. These 7,200 new development units will be home to an estimated 1,650 school age children, as presented in Schedule 'A';
3. The School Board expects two (2) new school sites over the ten-year period, will be required as the result of this growth in the school district. The site acquisitions will be generally located as presented in Schedule 'B';

4. According to Ministry of Education site standards, the School Board expects that the eligible school sites will require a total acquisition of 6.66 hectares (16.49 acres) of land, as presented in Schedule 'B'. These sites should be purchased within ten years and, at current serviced land costs, the land will cost approximately \$18.443 million.
5. That the Eligible School Sites Proposal as adjusted be incorporated in the 2019/20 Capital Plan, and submitted to the Ministry of Education.

**CARRIED**b) 2019/20 Capital Plan**Moved/Seconded**

The Secretary Treasurer reported that on March 26, 2018 the Ministry of Education issued the 2019/20 Capital Plan Instructions which require the submission of Capital Plans to the Ministry by June 30, 2018.

The Secretary Treasurer reported that the 2019/20 Capital Plan lists projects for the fiscal years 2019/20 to 2023/24. The Secretary Treasurer reviewed submissions for the following programs: Seismic Mitigation Program, School Expansion Program, Major Renovation, Building Envelope Program, School Enhancement Program, Carbon Neutral Capital Program and Playgrounds Equipment Program.

THAT the Board approve the 2019/20 Capital Plan for submission to the Ministry of Education.

**CARRIED**c) 2018/19 Preliminary Budget Bylaw**Moved/Seconded**

The Secretary Treasurer reported that on April 25, 2018 the Board approved the preliminary operating budget balancing proposals as outlined in the Preliminary Budget 2018/19 for implementation and incorporation in the Board's Budget Bylaw for 2018/19.

The Secretary Treasurer further reported that on June 15, 2018 the Ministry of Education announced the Classroom Enhancement Fund grants. For 2018/19 the school district will receive a grant of \$819,162 which is \$782,841 lower than the funding requested by the school district. The grant will be recalculated in the fall to cover the actual FTE required to meet collective agreement language and estimated remedy costs.

1. THAT the Board approve the appropriation of \$232,324 of 2017/18 operating surplus to assist with funding the 2018/19 operating budget.
2. THAT the Annual Budget Bylaw of the Board for the Fiscal year 2018/19 be given three (3) readings at this meeting. (vote must be unanimous)
3. THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) 2018/19 Annual Budget Bylaw in the amount of \$176,716,012 be:

Read a first time on the 19th day of June, 2018;

Read a second time on the 19th day of June, 2018;

Read a third time, passed and adopted on the 19th day of June, 2018.

**CARRIED**

## 4. Board Committees

- a) Budget
- b) Finance

i. Third Quarter Financial Statements**Moved/Seconded**

The Secretary Treasurer presented the Third Quarter Financial Statements ended March 31, 2018 reporting that the school district is projecting a net operating surplus of \$2.44 million dollars for the 2017/18 amended operating budget which will be used to fund the following:

	(\$ millions)
<i>Elementary and Secondary Learning Resources 2017/18</i>	\$0.40
<i>Exempt Staff Compensation Deferred to 2018/19</i>	\$0.15
<i>Energy Management Plan 2018/19</i>	\$0.11
<i>Contingency Reserve Operating 2018/19</i>	\$0.36
<i>Contingency Reserve Local Capital 2018/19</i>	\$1.42
<b>TOTAL</b>	<b>\$2.44</b>

THAT the Board approve the financial statements for the quarter ended March 31, 2018.

And Further;

THAT the Board approve the following:

- the transfer of all available operating surplus, currently estimated at \$1.42 million, to contingency reserve – local capital;
- the allocation of \$0.40 million to fund elementary and secondary learning resources;
- the appropriation of \$0.36 million as operating contingency reserve;
- the appropriation of \$0.15 million to fund exempt salary increases deferred to 2018/19.

**CARRIED**

- c) Facilities Planning
- d) Board Policy Development

i. Policy 9611: Child Protection**Moved/Seconded**

The Secretary Treasurer reported that no feedback had been received. Procedures associated with Policy 9611: Child Protection will be determined after consultation with the Ministry of Child and Family Development and other appropriate agencies.

THAT the Board approve Policy 9611: Child Protection

And Further;

THAT the Board rescind Policy JHFE: Reporting of Suspected Child Abuse.

**CARRIED**



## e) Education

i. Refrigeration Mechanic Program**Moved/Seconded**

The Assistant Superintendent reported that in an effort to diversify the trades training program options the school district is proposing to enter into an agreement with the Joint Apprenticeship Refrigeration Training School (JARTS) to offer a refrigeration mechanic program.

The course runs for 19 weeks commencing September 2018 and will take place at the JARTS training site in Surrey. Students will be responsible for their own transportation and will be required to complete all other required coursework before or after the program. Only students who are in a position to graduate or who have already graduated will be eligible to take the program. There will be 2 seats available for SD42 students with the possibility of more if the other participating school districts are unable to fill their seats.

THAT the Board approve the Refrigeration Mechanic program provided by the Joint Apprenticeship Training School.

**CARRIED**

- f) Aboriginal Education
- g) Roundtable with Partners

**G. INFORMATION ITEMS**

1. Chairperson
2. Superintendent of Schools

a) Superintendents Update**Moved/Seconded**

The Superintendent reported on school and district activities.

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

**CARRIED**

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

- a) Budget
- b) Finance
- c) Facilities Planning
- d) Board Policy Development
- e) Education
- f) Inclusive Education
- g) Aboriginal Education
- h) Round Table with Partner Groups

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

### **I. TRUSTEE REPORTS**

#### BC School Trustees Association

Trustee Carreras reported on her attendance at the recent Professional Learning Committee meeting.

#### District Parent Advisory Council

Trustee Carr reported that there was a presentation by Alouette Addiction Services "Your Kids & Drugs – A Forum for Parents".

#### Maple Ridge-Pitt Meadows Arts Council

Trustee Rempel reported that fund raising, scholarships and updates from the Executive Director were some of the items discussed.

#### Good News Items

Trustee Rempel reported that a Grade 5 Kanaka Creek student is donating a bead-work art project to his bird sanctuary, Trustee Carreras attended a youth art exhibit in Pitt Meadows and Trustee Palis presented on financial literacy to Pitt Meadows students.

The Board recognized Trustee Palis for 10 years of service as a trustee.

### **L. QUESTION PERIOD**

### **M. OTHER BUSINESS**

### **N. ADJOURNMENT**

#### **Moved/Seconded**

THAT the Board adjourn the meeting.

#### **CARRIED**

The Public Board meeting adjourned at 7:51 p.m.

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Susan Carr, Chairperson

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Flavia Coughlan, Secretary Treasurer



**ITEM 3**

To: **Board of Education**

From: Chairperson  
Mike Murray

Re: **SUPPORTING ALL LEARNERS**

Date: September 19, 2018  
(Public Board Meeting)

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**Information**

**RECOMMENDATION:**

**THAT the Board receive the video presentation on "Supporting All Learners", for information.**



**ITEM 4**

To: **Board of Education**

From: Chairperson  
Mike Murray

Re: **JENN SMITH**

Date: September 19, 2018  
(Public Board Meeting)

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**Information**

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 10 minutes including questions; extension is at the discretion of the Board.

**RECOMMENDATION:**

**THAT the Board receive the presentation by Jenn Smith, for information.**

To: **Board of Education**

From: Secretary Treasurer  
Flavia Coughlan

Re: **AMENDED 2018/19 BOARD OF  
EDUCATION REGULAR PUBLIC BOARD  
MEETINGS**

Date: September 19, 2018  
(Public Board Meeting)

**Decision**

**BACKGROUND/RATIONALE:**

On May 16, 2018 the Board adopted the following 2018/19 Board of Education Regular Public Board Meeting calendar.

September 19, 2018	March 13, 2019
November 21, 2018	April 10, 2019
December 12, 2018	April 24, 2019
January 23, 2019	May 15, 2019
February 13, 2019	June 19, 2019
February 27, 2019	

Due to the timing of Spring Break and in order to incorporate the March 15, 2019 Ministry of Education funding announcement into the 2019/20 budget process, it is proposed that the following amended 2018/19 Board of Education Regular Public Board Meeting calendar be approved:

September 19, 2018	March 13, 2019
November 21, 2018	<b>April 17, 2019</b>
December 12, 2018	<b>May 1, 2019</b>
January 23, 2019	May 15, 2019
February 13, 2019	June 19, 2019
February 27, 2019	

**RECOMMENDATION:**

**THAT the Board adopt the following regular amended Public Board meeting schedule for 2018/19:**

<b>September 19, 2018</b>	<b>March 13, 2019</b>
<b>November 21, 2018</b>	<b>April 17, 2019</b>
<b>December 12, 2018</b>	<b>May 1, 2019</b>
<b>January 23, 2019</b>	<b>May 15, 2019</b>
<b>February 13, 2019</b>	<b>June 19, 2019</b>
<b>February 27, 2019</b>	



**ITEM 6**

To: **Board of Education**

From: Finance Committee of the Whole

Re: **AUDITED FINANCIAL STATEMENTS**

Date: September 19, 2018  
(Public Board Meeting)

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**Decision**

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**BACKGROUND/RATIONALE:**

At the recommendation of the Finance Committee of the Whole the financial statements for the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) for the fiscal year ended June 30, 2018 are presented to the Board for approval.

The Financial Statements Discussion and Analysis is included in Attachment A and the financial statements for the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) for the fiscal year ended June 30, 2018 are included in Attachment B.

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 Minister of Education by September 30, 2018, together with the auditor's report.

The financial statements have been prepared by Maple Ridge – Pitt Meadows School District staff and audited by BDO Canada LLP.

**RECOMMENDATION:**

**THAT THE BOARD approve the Audited Financial Statements of School District No. 42 (Maple Ridge – Pitt Meadows) June 30, 2018.**

Attachments



# FINANCIAL STATEMENTS DISCUSSION AND ANALYSIS SCHOOL DISTRICT NO. 42 (MAPLE RIDGE – PITT MEADOWS) JUNE 30, 2018

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# FINANCIAL STATEMENTS DISCUSSION AND ANALYSIS

## SCHOOL DISTRICT NO. 42 (MAPLE RIDGE – PITT MEADOWS)

JUNE 30, 2018

The following Financial Statement Discussion and Analysis should be read in conjunction with the audited financial statements and accompanying notes for School District No. 42 (Maple Ridge – Pitt Meadows) for the year ended June 30, 2018.

The purpose of the Financial Statement Discussion and Analysis is to highlight information and provide explanations which enhance the reader's understanding of the school district's financial statements as well as the factors that influenced the financial results presented in these statements.

While the preparation and presentation of the Financial Statement Discussion and Analysis is not a legislative requirement, the Financial Statement Discussion and Analysis is recommended by the Province of British Columbia's Ministry of Education.

The preparation of the Financial Statement Discussion and Analysis is the responsibility of the management of the school district.

### DISTRICT OVERVIEW

The Maple Ridge – Pitt Meadows School District meets the learning needs of approximately 15,000 students of all ages and is defined by its determination to keep student learning and growth at the heart of all its decisions. The district serves 21 elementary schools and 6 secondary schools.

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.

The Maple Ridge – Pitt Meadows School District, established on April 12, 1946, operates under the authority of the School Act of British Columbia as a corporation under the name "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, 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.

### ACCOUNTING POLICIES

The consolidated financial statements have been prepared in accordance with the Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.



Significant accounting and reporting practices are summarized in Note 2 of the financial statements. These include the following:

- operating expenses are recorded in the year the good or service is received;
- operating grants are not restricted in use and are recorded as revenue when received or receivable;
- restricted contributions are recorded as deferred contributions until the funds are expended;
- contributions for capital projects are recorded as deferred capital contributions once they are invested in capital assets;
- capital assets and deferred capital contributions are amortized over the estimated useful life of the assets.

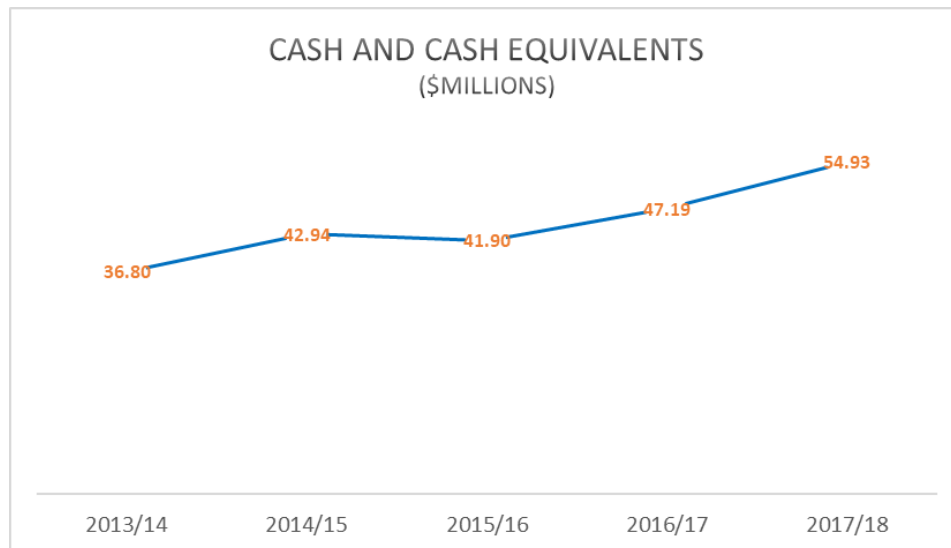
To meet reporting requirements the following funds are utilized:

- **Operating Fund** - The operating fund includes operating grants and other revenues used to fund instructional programs, school and district administration, facilities operations, maintenance and transportation. 91.74% of operating fund revenue comes from the Ministry of Education and these grants are, for the most part, calculated on reported student enrolment.
- **Special Purpose Funds** - Special purpose funds consist of targeted funding provided to the school district for a specific purpose. Pursuant to Sections 156(4) and (5) of the School Act, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund. Treasury Board Restricted Contribution Regulation 198/2011, issued in November 2011, defines a restricted contribution as 'a contribution that is subject to a legislative or contractual stipulation or restriction as to its use'.
- **Capital Funds** - Capital funds include capital expenditures related to equipment and facilities purchases as well as equipment and facilities enhancements. The funding source of these purchases and enhancements determines to which capital fund the expenditures will be charged. Funding sources include Ministry of Education Bylaw Capital, Ministry of Education Restricted Capital, Other Provincially Restricted Capital, Land Capital as well as Local Capital.

## FINANCIAL ANALYSIS

### FIVE YEAR TREND – STATEMENT OF FINANCIAL POSITION

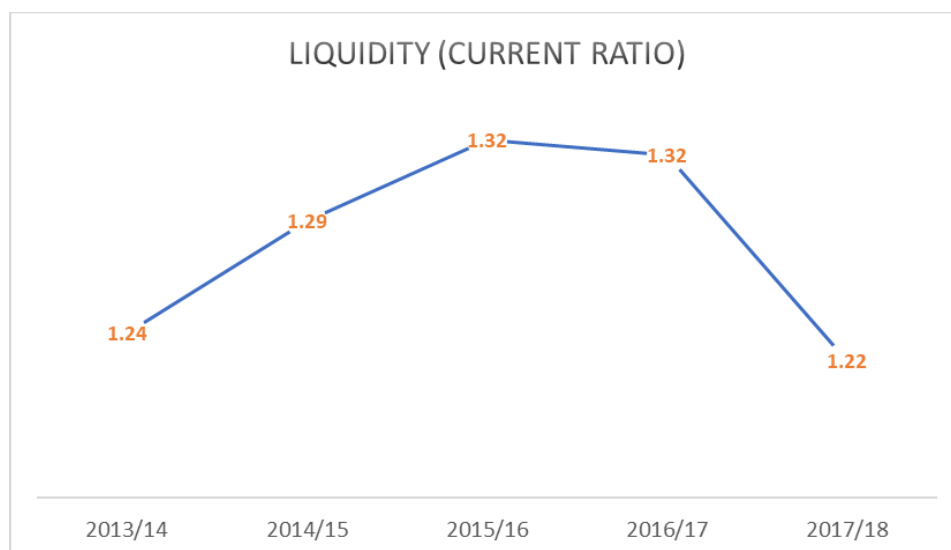
Cash and cash equivalents have increased over the last five years in conjunction with increases in accounts payable, unearned revenue and deferred revenue. At June 30, 2018 the school district reported \$54.93 million in cash and equivalents.



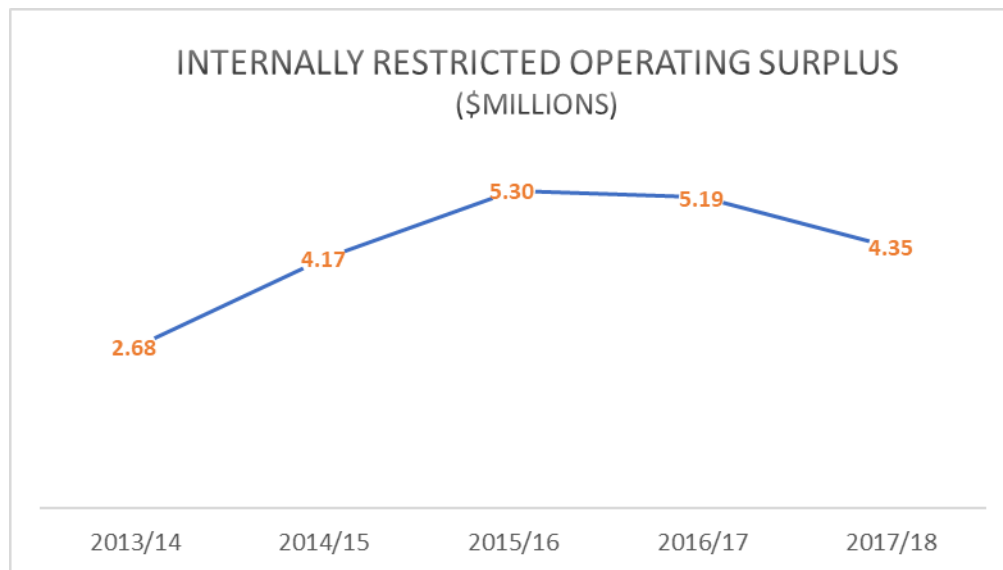
This increase in cash does not represent funds available for new initiatives. No cash and cash equivalents are available to fund new initiatives.

### LIQUIDITY

Liquidity, or the current ratio, is calculated as current assets divided by current liabilities. If the current ratio is greater than or equal to 1, then sufficient current assets are on hand to meet current liabilities. On the June 30, 2018 statement of financial position, the school district reported a current ratio of 1.22.

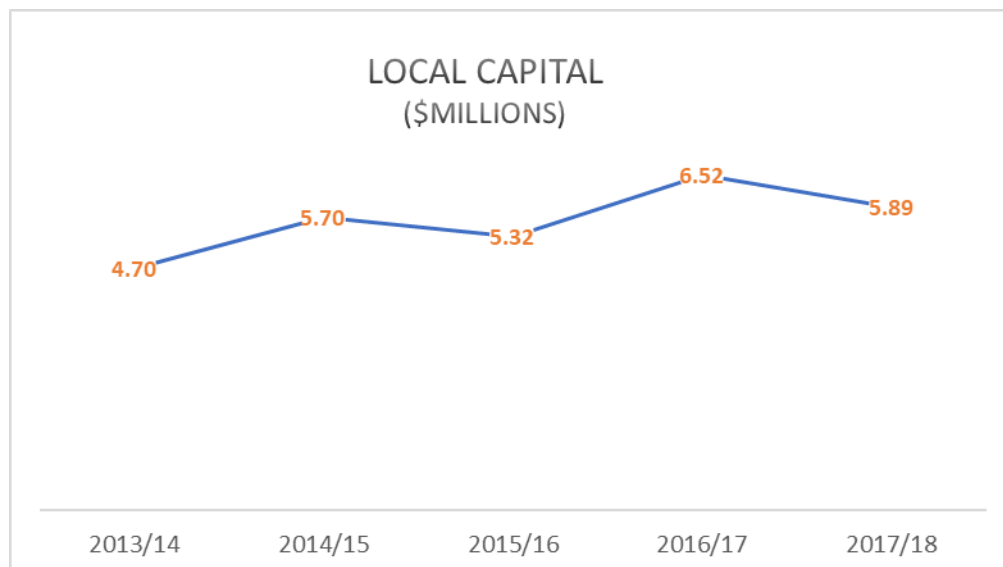


In addition to current liabilities shown on the statement of financial position, the school district also has made budget allocation commitments which are included in the appropriated operating surplus on the schedule of operating operations (Schedule 2) and local capital surplus on the schedule of capital operations (Schedule 4). The following charts demonstrate the trend of these appropriations over the last five years.



The most significant component of internally restricted operating surplus is surplus carried forward to fund specific items in the 2018/19 budget. The remainder is made up of contractual commitments in future years and the district's contingency reserve for operating.

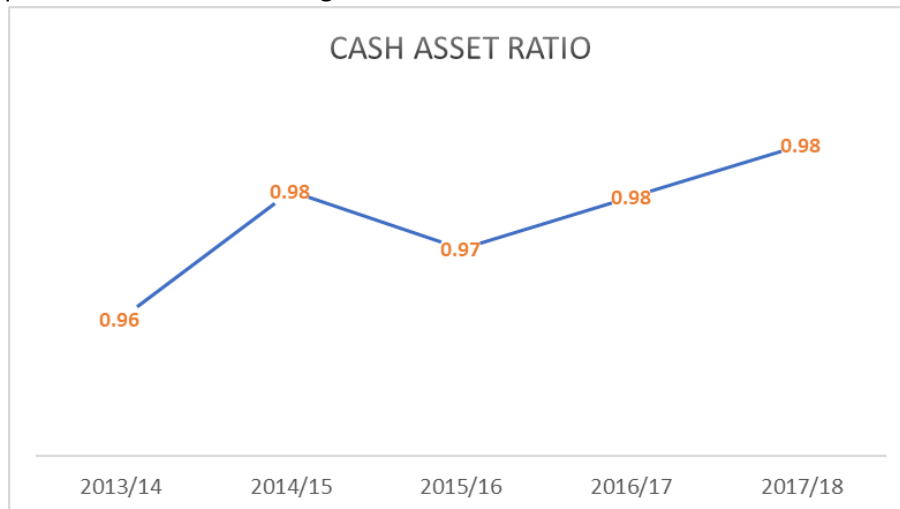
The local capital surplus contains amounts approved by the Board for capital items as well as the district's contingency reserve for local capital.



When these obligations are added to current liabilities and the current ratio recalculated, the school district has exactly the current assets required to meet current obligations.

## CASH ASSET RATIO

The cash asset ratio is another tool to assess the ability of the district to meet its current obligations. The cash asset ratio equals cash and cash equivalents divided by current obligations to determine how quickly obligations can be met. At June 30, 2018 the school district had 98 percent of the cash and cash equivalents required to meet current obligations.



The following tables provide a detailed analysis of cash balances at June 30<sup>th</sup>, 2018.

## CASH BALANCES

<b>Sources of Cash and Nature of Commitment</b>	
Cash potentially available for new initiatives	\$0
Ministry Restricted Capital	
Balance as at June 30, 2018 from financial statements	\$1,138,496
Ministry approved use for ċasqanelə school	(\$1,138,496)
<b>Total Available Ministry Restricted Capital</b>	<b>\$0</b>
Local Capital	
Balance as at June 30, 2018 from financial statements	\$5,885,903
Restricted for specific capital purchases	(\$2,592,455)
Contingency reserve for local capital	(\$3,293,448)
<b>Total Available Local Capital</b>	<b>\$ 0</b>
Accumulated Operating Surplus	
Balance as at June 30, 2018 from financial statements	\$4,354,095
Surplus used to fund expenditures in future years	(\$4,354,095)
<b>Total Available Accumulated Operating Surplus</b>	<b>\$ 0</b>

## CASH ALLOCATION SUMMARY

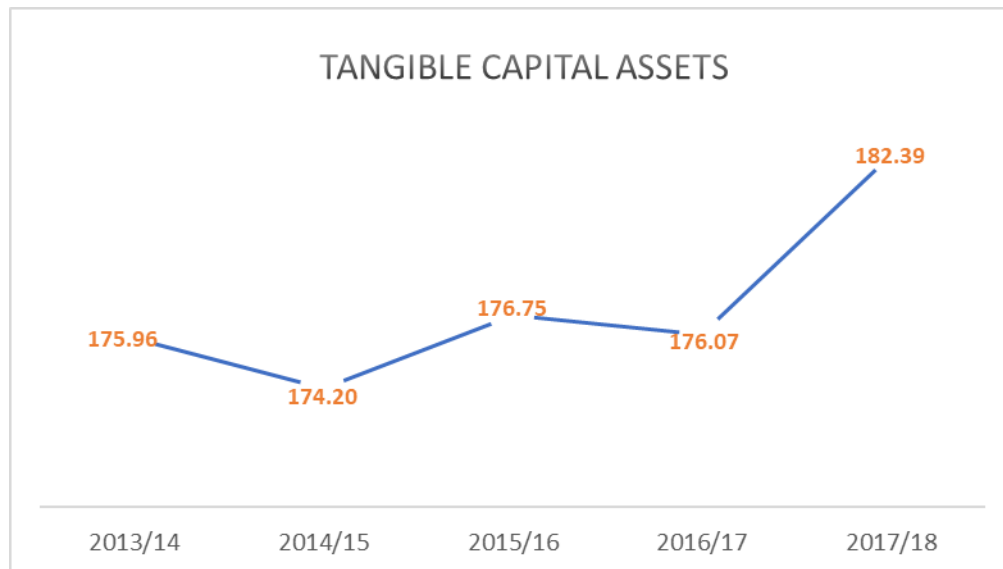
Total Cash and Investments	\$55,178,025
Net Working Capital Requirements	(\$16,702,070)
External restrictions (external contributions for a specific use)	
Deferred operating contributions – restricted for specific program delivery	(\$8,270,412)
Provincial capital funding received but not yet spent – for current projects	(\$1,137,731)
Ministry of Education restricted capital approved for ċasqanelə school	(\$1,138,496)
Land capital – restricted for land purchases	(\$6,652,664)
Other provincial capital – restricted for specific capital projects	(\$2,960,444)
Long Term Liabilities - Employee Future Benefits	(\$8,076,210)
Cash and investments potentially available for cost sharing	\$10,239,998

CASH ALLOCATION SUMMARY (continued)

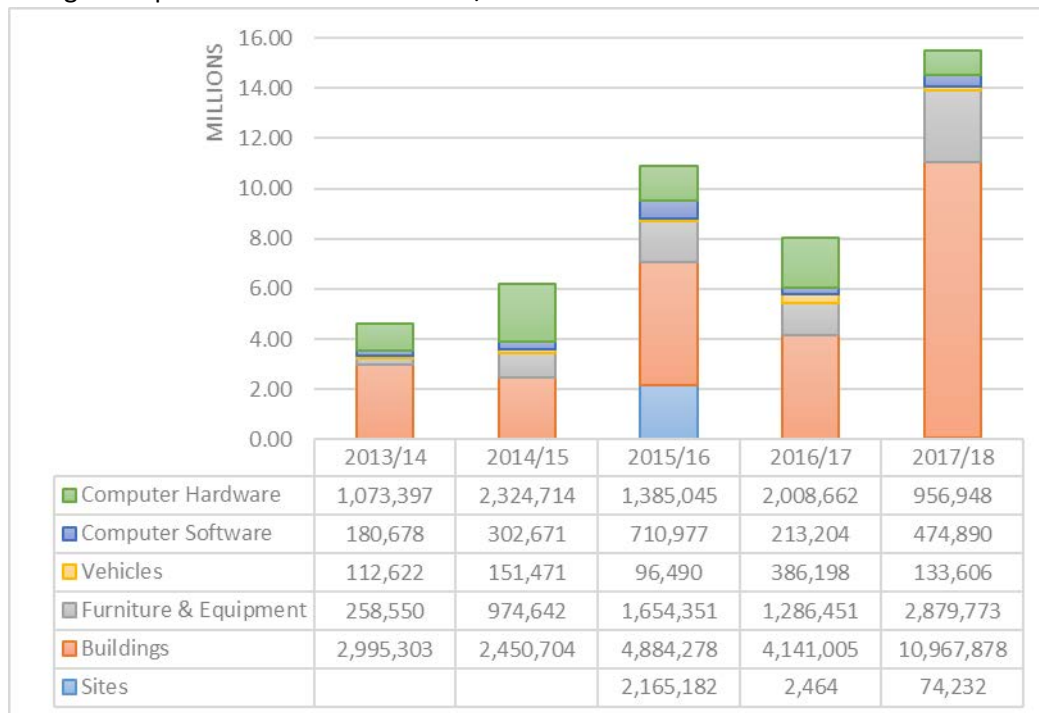
Cash and investments potentially available for cost sharing are made up of:	
Ministry of Education restricted capital	\$0
Local Capital restricted for specific purposes	\$2,592,455
Internally restricted accumulated operating surplus	\$7,647,543
Unrestricted operating surplus	\$0
<b>Total</b>	<b>\$10,239,998</b>
SD42 June 30, 2018 commitments and priorities	
<b>Ministry Restricted Capital</b>	
Unallocated Ministry of Education restricted capital	\$0
<b>Total Ministry of Education Restricted Capital</b>	<b>\$0</b>
<b>Local Capital</b>	
MyEdBC implementation	\$6,158
Staff computer refresh	\$10,195
Emergency preparedness plan	\$91,899
School District contribution to Energy Management Plan projects	\$1,304,724
School District contribution to c̓asq̓anel̓ school	\$500,000
Succession planning	\$135,000
Classroom modifications and furniture for future enrolment growth	\$544,479
Contingency reserve for local capital	\$3,293,448
<b>Total Local Capital</b>	<b>\$5,885,903</b>
<b>Land Capital</b>	
c̓asq̓anel̓ school site	\$38,543
Restricted for acquisition of eligible school sites	\$6,614,121
<b>Total Land Capital</b>	<b>\$6,652,664</b>
<b>Accumulated Appropriated Operating Surplus</b>	
Targeted funding for aboriginal education	\$74,820
School budget balances	\$614,752
Contractual professional development	\$193,343
Financial provisions	\$100,000
Funds required to complete projects in process	\$810,690
Facilities renovations and new classroom set-up	\$455,577
Purchase order commitments	\$621,073
Use of accumulated surplus to fund 2018/19 operating budget	\$1,123,840
Contingency reserve for operating	\$360,000
<b>Total Accumulated Appropriated Operating Surplus</b>	<b>\$4,354,095</b>

## TANGIBLE CAPITAL ASSETS

In addition to current assets and current liabilities, the statement of financial position reports the total tangible capital assets of the district.



As the following chart shows capital assets additions by type and building additions are the most significant tangible capital asset addition in 2017/18.



Capital asset additions fluctuate from year to year based on the capital funding provided by the Ministry of Education as well as Board approval of local capital projects. The following table lists the capital projects in progress at June 30, 2018.

**WORK IN PROGRESS as at June 30, 2018**

Ćasqanelə school	3,304,985
Kanaka Creek Elementary mechanical upgrade	658,911
MCFD funded childcare space	232,846
Enrolment growth space	227,299
Fairview Elementary seismic upgrade	138,776
Westview Secondary seismic upgrade	37,593
Albion Elementary building envelope remediation	26,870
Other capital projects	<u>208,342</u>
Total Work in Progress	<u><u>4,835,623</u></u>

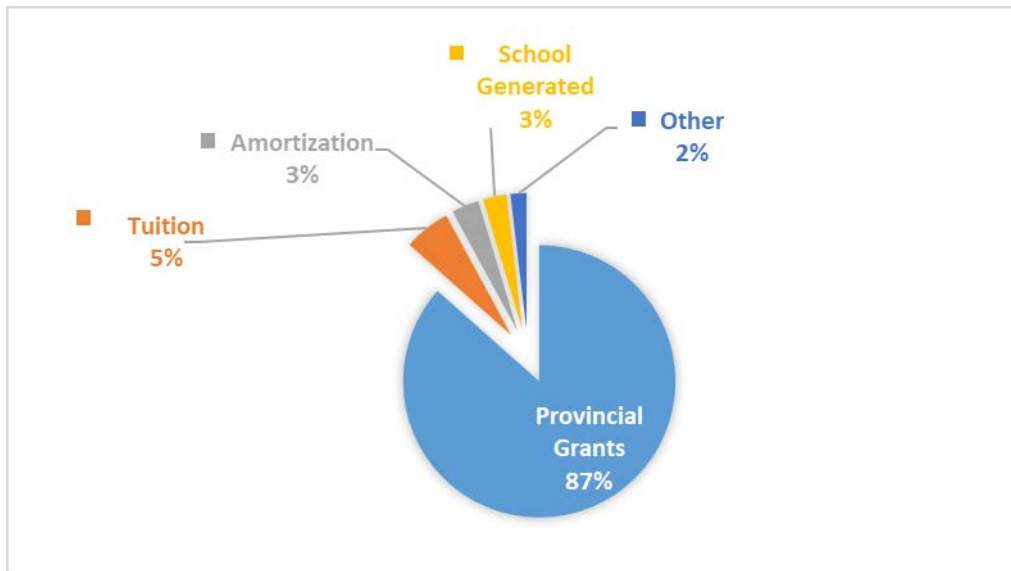
**LIABILITIES**

Accounts payable and accrued liabilities are balances owing to others as at June 30, 2018. These balances have increased from the prior year by \$4.82 million primarily due to large constructions projects in progress. Other liabilities include unearned revenue collected for tuition for the 2018/19 year (up \$0.57 million), deferred revenue collected for special purpose fund projects (up \$0.33 million) and employee future benefits for vested and non-vested sick leave benefits and early retirement and vacation benefits that will be paid in future years (up \$0.20 million). Deferred capital revenue is the total of funds received and spent on capital projects and is being amortized annually at the same rate as the related capital assets (up \$5.44 million).

## FIVE YEAR TREND – STATEMENT OF OPERATIONS

### REVENUE

While the school district receives revenues from many sources, the majority of revenue reported on the statement of operations comes from the Ministry of Education.

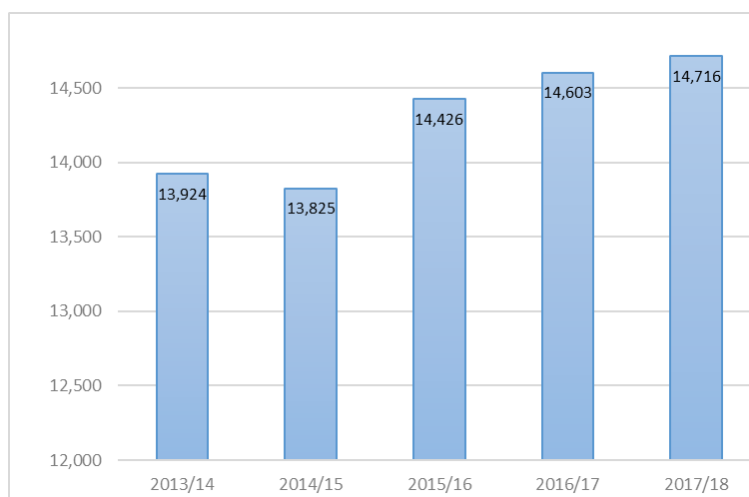


Tuition revenue comes from non-resident students attending schools in the district and school generated funds are the result of fundraising efforts at the school level. Amortization of deferred capital revenue is the accounting recognition of funding received from the provincial government for capital projects.

### CORRELATION BETWEEN STUDENT ENROLMENT AND REVENUE

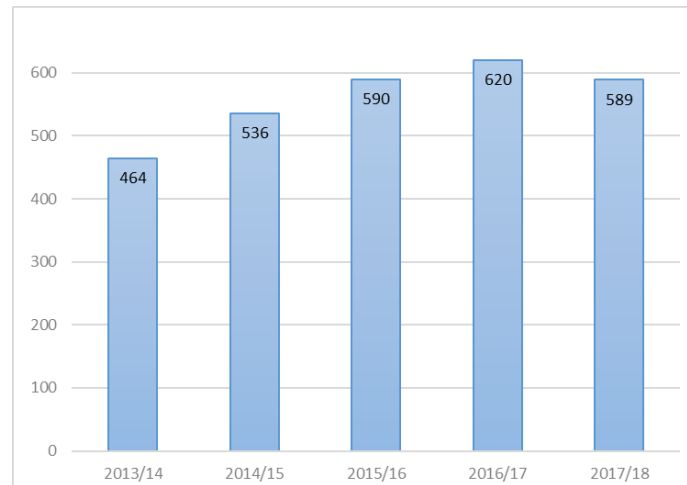
The most significant source of revenue for the school district is grants from the Ministry of Education. The second most significant source of revenue is tuition from non-resident students. Both of these revenue sources are a directly correlated to the number of students enrolled in the school district.

The enrolment history for regular, distributed learning, summer school, and adult learners is presented in the following chart. Since 2013/14, Ministry of Education funded enrolment has increased by 792 full time equivalent (FTE).





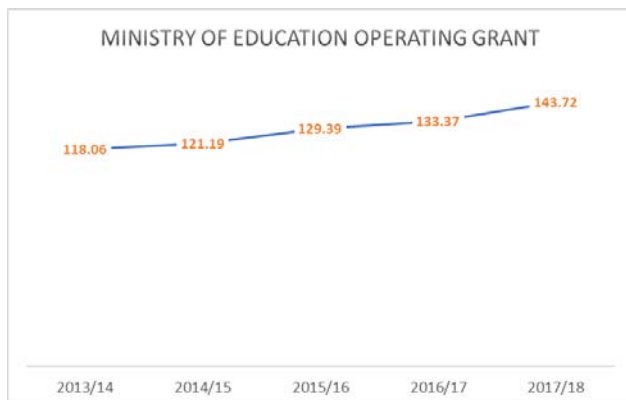
The enrolment history for non-resident students is presented in the following chart. Since 2013/14, non-resident student enrolment has increased by 125 full time equivalent (FTE).



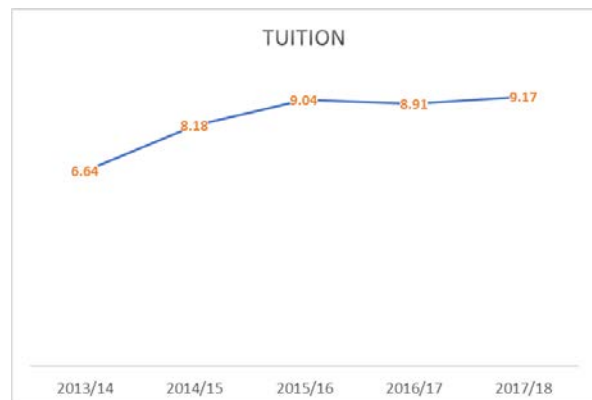
As Ministry of Education funded enrolment increases and schools reach 100% utilization, space available for non-resident students is reduced resulting in non-resident student enrolment decline.

#### REVENUE BY TYPE

The following charts demonstrate the five-year trend of revenues reported on the statement of operations.



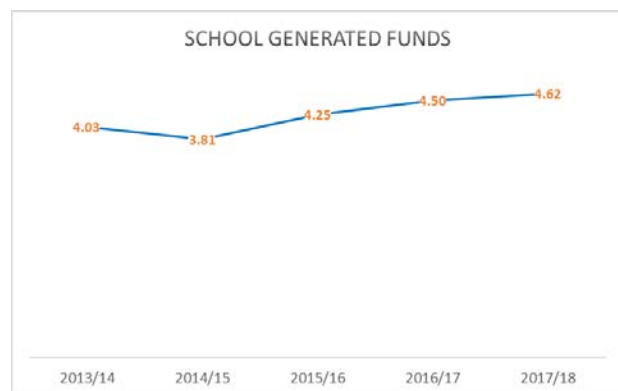
Ministry of Education grants are increasing as local FTE enrolment increases.



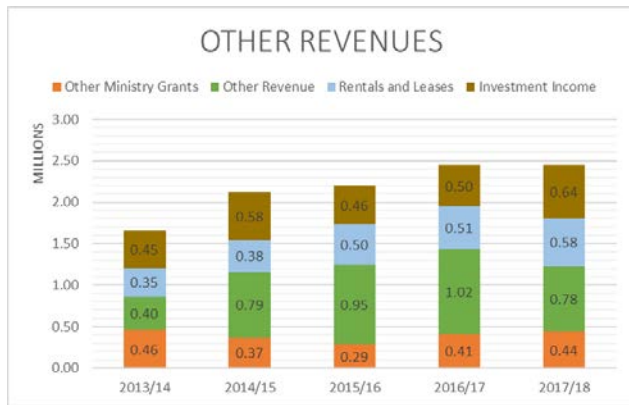
Tuition revenue increases as international student FTE and tuition rates increase.



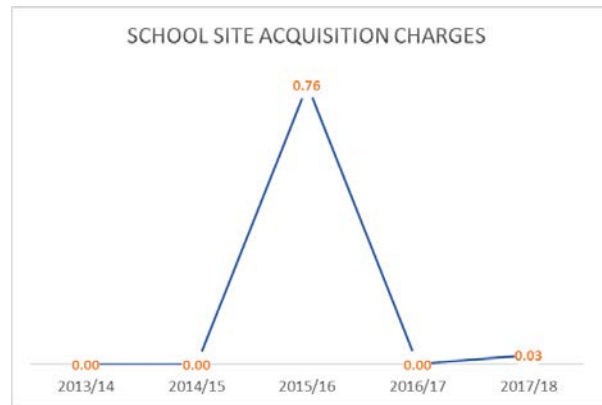
Amortization is a non-cash revenue and is accounted for in accordance with Treasury Board directive.



School generated funds result from school based initiatives.



While investment and rental income has increased over the last five years, other grants and revenue are project specific.

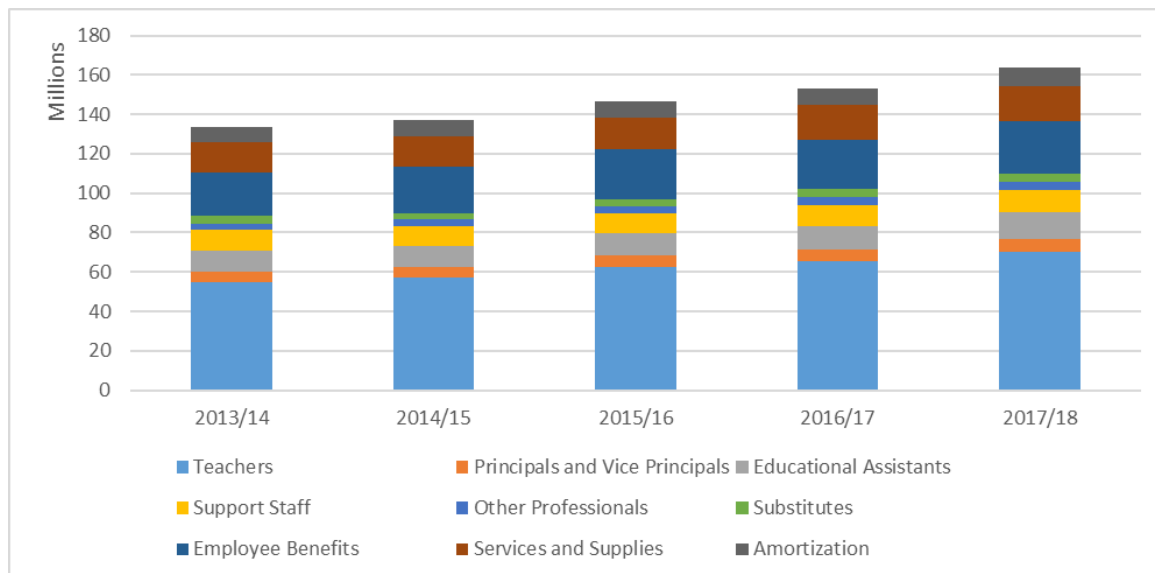


School site acquisition charges are received as housing development occurs in our community and recognized as revenue when spent on site acquisitions.

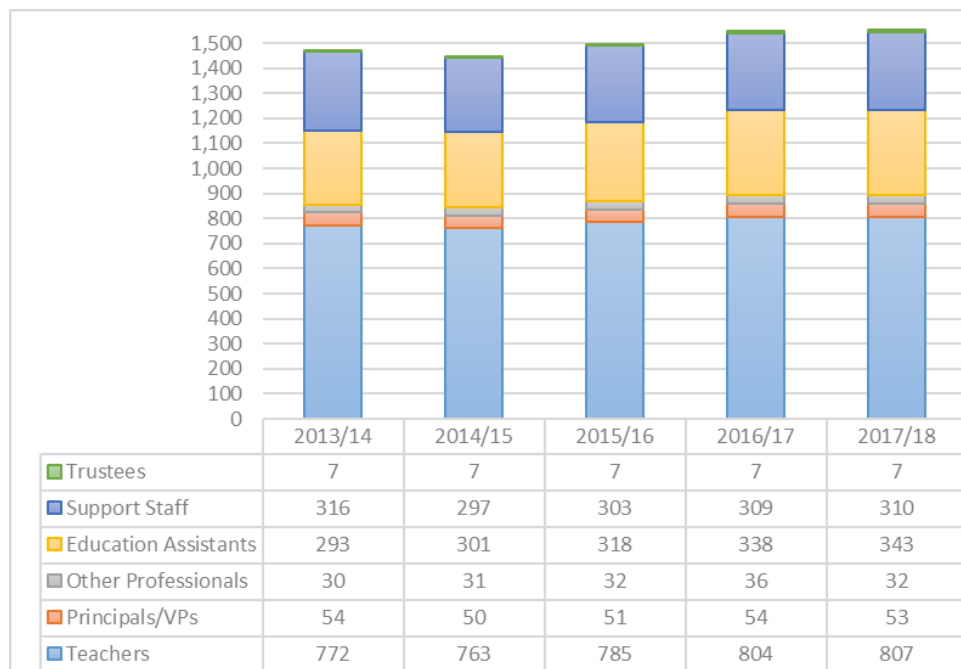
## EXPENSE

Expenses are reported in two formats, by object and by function. Expenses by object report the following categories: salaries and benefits, supplies and services, and amortization.

As demonstrated in the following chart, the most significant expense reported on the statement of operations is teacher salaries, followed by employee benefits for all employee groups.



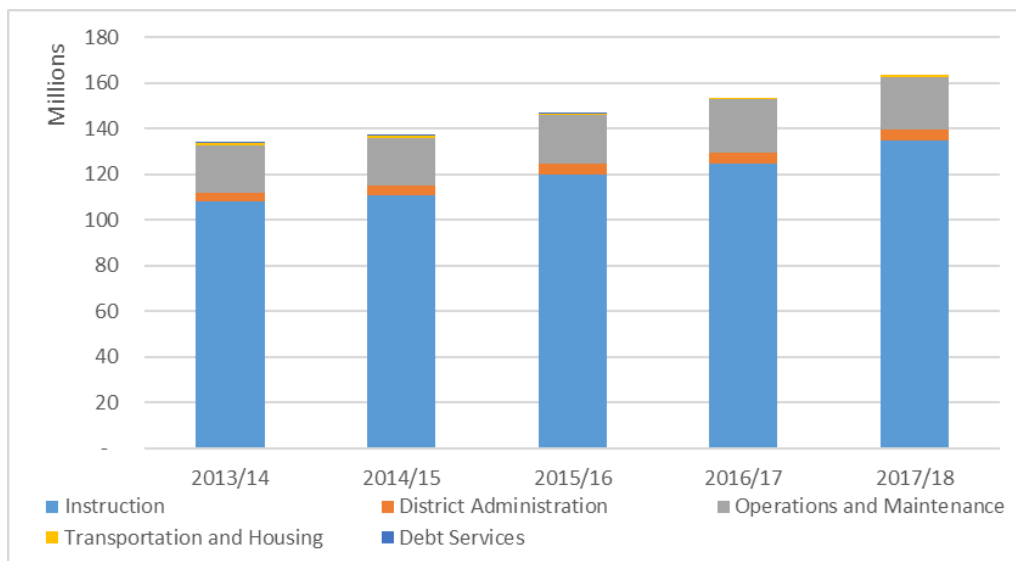
Salaries and benefits expenses are based on the number and type of employees hired by the district. The following chart demonstrates the changes in full time equivalent staffing (FTE staffing) funded from operating funds over the last five years. Since 2013/14, total operating funded staffing in the school district has increased by 80 FTE.



Teacher salaries have increased as contractually negotiated salary increases take effect. Also, the number of teachers has been increasing over the last five years as enrolment has increased. Also, beginning in 2017 a significant number of teachers have been hired to support the implementation of the restored teachers' collective agreement language.

In addition to the increase in regular enrolment, as more students are identified with special needs more education assistants have been hired to provide services to these students.

Expenses by function, report the total amount spent in four major categories. Instruction comprises 82.43% of total expenses followed by operations and maintenance at 14.18%, district administration at 3.00% and transportation and housing at 0.38% (it should be noted that, although this function is titled 'transportation and housing', the school district does not incur any housing costs).



Instruction is the only function that has been increasing over the last five years. This is due to increased enrolment, the restoration of the teachers' collective agreement language as well as board decisions to direct available resources to instruction.

## OPERATING FUND ANALYSIS

As noted in Schedule 2 of the financial statements, there is no unrestricted operating fund surplus as of June 30, 2018. A restricted operating surplus of \$4.35 million exists as of June 30, 2018 (see Note 18). Details of this restricted surplus are outlined in the following table:

<b>Internally Restricted Operating Fund Surplus June 30, 2018</b>	
	(\$ millions)
Funds for specific expenditures in 2018/19:	
Targeted funding for aboriginal education	\$ 0.08
School budget balances	0.62
Personal professional development	0.19
Financial provisions	0.10
Funds required to complete projects in progress	0.80
Purchase order commitments	0.61
Classroom moving and new classroom setup costs	0.46
Operating contingency reserve	0.36
	<u>3.22</u>
Use of operating surplus to fund future budgets:	
Enhanced elementary administration	0.23
School growth plans	0.01
Curriculum implementation	0.04
Spirit of learning	0.01
Safe and caring schools	0.18
Learning services	0.17
Succession planning	0.34
Implementation of strategic facilities plan	0.15
	<u>1.13</u>
Total internally restricted operating fund surplus	<u>\$ 4.35</u>

With respect to the funding for specific expenditures in 2018/19 (\$3.22 million), in most cases these expenditures were planned to be incurred in 2017/18, however for various reasons, the timing of the expenditures was extended into 2018/19.

The use of operating surplus to fund future budgets has multiple components. During the 2018/19 preliminary budget processes, operating costs for projects totaling \$0.70 million were identified. These projects include enhanced elementary administrative levels, supporting school growth plans, curriculum implementation, spirit of learning, safe and caring schools and learning services supports.

### OPERATING FUND REVENUE (\$0.58 MILLION HIGHER THAN BUDGET)

The Ministry of Education's operating grant to the district generated \$0.13 million more revenue than budgeted. This is due to February distributed learning and special needs enrolment growth offset by lower than projected continuing education enrolment in both February and May.

Other revenues with positive variances from budget include Industry Trades Authority funding for partnership programs (\$0.04 million), tuition revenue (\$0.31 million), rentals and leases (\$0.10 million).

### OPERATING FUND EXPENDITURES (\$3.35 MILLION LOWER THAN BUDGET)

Teacher salaries are \$1.21 million lower than budget due to lower than anticipated expenses for paid medical leave, long service leave and maternity top up (\$0.23 million), lower than anticipated average teacher salaries (\$0.50 million), vacancies filled by TTOCs and average TTOC salaries (\$0.24 million) and an unfilled Aboriginal Education teacher position that is part of the appropriated surplus for aboriginal education (\$0.06 million). Instructional bank salaries that were shown in budget as teacher salaries have been allocated to support increased education assistant staffing (\$0.18 million).

Principal and Vice Principal salaries are \$0.11 million lower than budget due to the timing of assignments (\$0.05 million), unused medical leaves (\$0.04 million) and deferred salary increases based on PSEC direction (\$0.02 million).

Education Assistant salaries are \$0.15 million higher than budget due to instructional bank allocations being reported under teacher salaries.

Support staff salaries are \$0.05 million higher than budget due to higher than anticipated salaries in information technology, custodial and maintenance offset by vacancies and unpaid leaves for clerical staff.

Other professional salaries are \$0.04 higher than budget due to increased instruction costs at Ridge Meadows College and the international program offset by savings related to deferred salary increases for exempt staff based on PSEC direction.

Substitute salaries are \$0.47 million lower than budget due to the lower teacher replacement costs (\$0.13 million), lower support staff replacement costs (\$0.10 million) and casual budgets not used by departments due to TTOC and casual staff shortages (\$0.46 million) partially offset by TTOC costs budgeted for as teacher salaries (-\$0.22 million).

Employee benefits are \$0.51 million lower than budget due to the above detailed salary savings.

Positive variances in services and supplies are offset by capital asset purchases or carried forward as an appropriated surplus per board approval or contractual obligation. Unspent budget allocations of note are in services (\$0.62 million), professional development and travel (\$0.26 million), supplies (\$1.57 million) and utilities (\$0.17 million).

Transfers for capital assets purchased are \$0.48 million higher than budget and are offset by savings in services and supplies.

The transfer to local capital contingency reserve is \$1.32 million higher than budget as approved by the board.

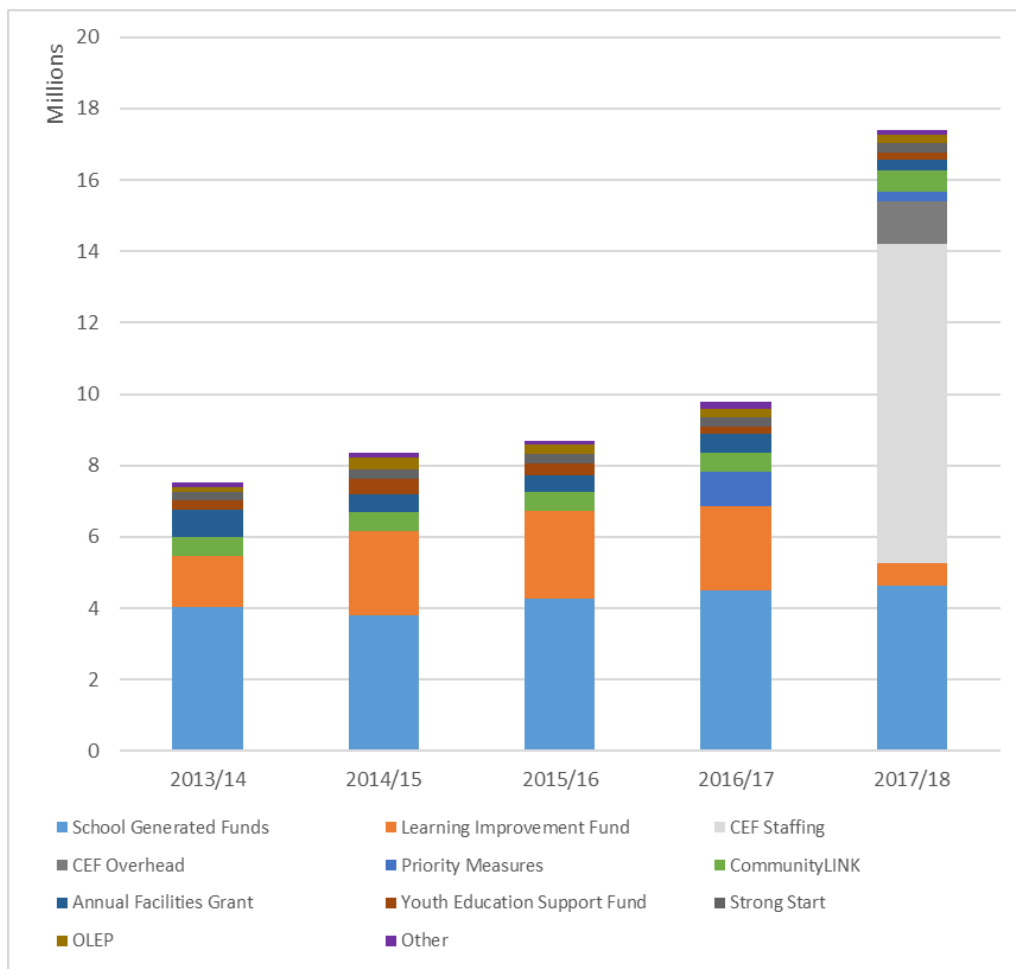
## SPECIAL PURPOSE FUNDS ANALYSIS

Special Purpose Funds include funds received from the Ministry of Education or other sources that have been designated for specific purposes. During 2017/18, \$17.74 million in special purpose fund contributions was received, \$17.41 million was spent (see Schedule 3A).

As at June 30, 2018, \$2.80 million in Special Purpose Funds remains available for expenditures in future years for designated purposes. Major Special Purpose Funds include Classroom Enhancement, School Generated, Annual Facilities Grant, Youth Education Support and Community Link.

The Classroom Enhancement Fund deferred revenue balance of \$0.81 million reflects the difference between the allocation received from the Ministry of Education and actual expenses as at June 30, 2018. This balance is primarily owed to remedy accrued by teachers and not used in 2017/18. This balance will be recovered by the Ministry of Education.

Special purpose fund expenses are contingent on the amount of revenue received for the purpose of providing a specific service or program. The chart below shows the special purpose funds of the school district and how they have changed in the last five years. The most significant change is the introduction in 2017/18 of the classroom enhancement funds (i.e. CEF staffing and CEF overhead). These funds replace the 2016/17 priority measures fund and the teachers portion of the learning improvement fund.



## CAPITAL FUND ANALYSIS

The net value of capital assets (historical cost less accumulated amortization) is \$182.39 million as at June 30, 2018 (see Schedule 4A). Of this amount, \$31.43 million represents net investment in sites, \$138.38 million in buildings and \$12.58 million in furniture and equipment, vehicles and computer software and hardware. These net costs represent the historical cost net of accumulated amortization of all Maple Ridge-Pitt Meadows School District capital assets, they do not reflect current market value.

During 2017/18, grants from the Ministry of Education for Bylaw capital projects totaled \$6.79 million (see Schedule 4D).

During 2017/18, \$7.77 million was spent on capital projects. Some of the 2017/18 capital projects are:

- Additional education space (\$2.39 million)
- Thomas Haney Secondary building envelope remediation (\$0.87 million)
- Kanaka Creek Elementary mechanical upgrade (\$0.63 million)
- The new          elementary school (\$0.68 million)
- Maple Ridge Elementary building envelope remediation (\$0.20 million)
- Fairview Elementary seismic upgrade (\$0.1 million)
- Roofing replacement projects at Westview Secondary (\$0.49 million), Eric Langton Elementary (\$0.53 million)
- New childcare space (\$0.23 million)

The Ministry of Education Restricted Capital Account (shareable capital) is \$1.14 million as at June 30, 2018 (see Schedule 4D), which is committed to the new ċəsqənelə elementary school project.

The Land Capital Restricted Account (school site acquisition charges) received contributions of \$0.72 million in 2017/18 and ended the year with a balance of \$6.65 million (see Schedule 4D).

#### LOCAL CAPITAL

The Board's local capital fund is comprised of previous years' available operating surpluses, which are transferred to Local Capital with Board approval.

Capital asset additions funded locally are reported in the local capital fund. In the current year, locally funded projects include the new ċəsqənelə elementary school (\$2.57 million), energy management plan projects (\$0.25 million), MyEdBC implementation (\$0.10 million) as well as portables for enrolment growth (\$0.26 million).

The local capital fund also contains the capital portion of the contingency reserve.

The table below details the Board approved uses of contingency reserve.

<b>Local Capital</b> June 30, 2018			
	2017/18 Amended Budget (\$millions)	2017/18 Expenditure (\$millions)	2018/19 Preliminary Budget (\$millions)
Board Approved Uses of Local Capital			
MyEdBC implementation	0.10	0.10	-
Staff computers refresh	0.01	-	0.01
Emergency preparedness	0.13	0.04	0.09
Facility rental software	0.01	0.01	-
Energy management plan	1.35	0.25	1.30
New elementary school	3.07	2.57	0.50
Facilities succession planning	0.14	-	0.14
Portables for enrolment growth	0.80	0.26	0.54
Transition to Microsoft Cloud	0.06	0.06	-
MyPortfolio Platform upgrade	0.02	0.02	-
Parent Portal module re-write	0.02	0.02	-
<b>Total Local Capital</b>	<b>5.71</b>	<b>3.33</b>	<b>2.58</b>
Contingency reserve for local capital	2.17		3.30
<b>Total Local Capital Fund</b>	<b>7.88</b>	<b>3.33</b>	<b>5.88</b>

#### CONTINGENCY RESERVE

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.

Board policy 4204 Contingency Reserve requires that the district maintain a reserve of at least 1% and not exceeding 3% of operating expenditures. At June 30, 2018 the contingency reserve of \$3,653,448 (\$360,000 operating and \$3,293,448 local capital) is 2.65% of operating expenditures.

## RISKS AND UNCERTAINTIES

### IMPLEMENTATION OF RESTORED COLLECTIVE AGREEMENT LANGUAGE

On November 10, 2016 the Supreme Court of Canada (SCC) issued its decision in the longstanding litigation between the BCTF and the BC government regarding the deletion of certain BCPSEA – BCTF collective agreement provisions. On January 11, 2017 the Ministry of Education, the BC Public Schools Employers Association and the BC Teachers Federation signed a Memorandum of Agreement re: Letter of Understanding (LoU) No. 17: Education Fund and Impact of the Court Cases – Priority Measures as the first step in responding to the decision of the Supreme Court of Canada. On March 10, 2017 the Ministry of Education, the BC Public Schools Employers Association and the BC Teachers Federation ratified a Memorandum of Agreement pursuant to Letter of Understanding (LoU) No. 17 (“the MoA”), to the 2013-2019 BCPSEA–BCTF Provincial Collective Agreement. The Memorandum of Agreement fully and finally resolves all matters related to the implementation of the Supreme Court of Canada decision from the fall of 2016.

Since March 2017, steps have been taken by School District No. 42 to ensure that the terms agreed to in the Memorandum of Agreement pursuant to Letter of Understanding (LoU) No. 17 (“the MoA”) are implemented for the 2017/18 and 2018/19 school year.

For 2018/19, additional funding of \$10.20 million has been approved by the Ministry of Education to offset the costs related to the implementation of the MoA. This will result in additional teacher salaries and benefits (\$9.38 million) and related overhead costs (\$0.82 million) for the upcoming year. It is anticipated that this additional revenue will not cover all costs related to implementation (e.g. remedy costs could be as high as \$1 million and are not included in the funding announced) which is a significant risk to the financial position of the school district. Stringent oversight and analysis will be implemented to understand, communicate and mitigate the financial risks associated with this continued implementation.

### CAPITAL PROJECTS

Due to their magnitude, capital projects have the potential to significantly impact the financial position of the district. There is no process to assess the risk of the entire capital program; individual project risk assessments must be done on a continuous basis.

Project agreements with the Ministry of Education such as the          elementary school project contain contingencies to mitigate financial risk. Smaller projects consider contingency requirements when building the overall project budget and are managed internally. Finally, the contingency reserve for local capital of \$3.29 million is available to mitigate risk for capital projects.

### ENROLMENT AND STAFFING GROWTH

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

### PROVINCIAL LEVEL CHANGES

The provincial government is currently undertaking a funding formula review for B.C.’s K-12 public education sector. The new funding allocation model is expected to be announced on March 15, 2019 and will affect the 2019/20 operating budget of the district. There is significant risk that the new funding model will not provide the same level of funding as the current model which will impact the level of services the district is able to provide. Careful planning will be required to ensure that school district operations are minimally impacted.



Audited Financial Statements of

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

June 30, 2018

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

June 30, 2018

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

## MANAGEMENT REPORT

Version: 1291-9545-7563

### 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)

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary Treasurer	Date Signed

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

Statement 1

## Statement of Financial Position

As at June 30, 2018

	2018 Actual	2017 Actual
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	54,929,643	47,185,558
Accounts Receivable		
Due from Province - Ministry of Education	71,376	76,518
Due from Province - Other	100,000	75,114
Other (Note 3)	533,680	556,146
Portfolio Investments (Note 4)	248,382	315,941
<b>Total Financial Assets</b>	<b>55,883,081</b>	<b>48,209,277</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities		
Other (Note 5)	17,809,390	12,987,496
Unearned Revenue (Note 6)	5,471,965	4,902,339
Deferred Revenue (Note 7)	2,798,447	2,470,443
Deferred Capital Revenue (Note 8)	124,279,028	118,838,791
Employee Future Benefits (Note 9)	8,076,210	7,875,479
<b>Total Liabilities</b>	<b>158,435,040</b>	<b>147,074,548</b>
<b>Net Financial Assets (Debt)</b>	<b>(102,551,959)</b>	<b>(98,865,271)</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Note 11)	182,389,028	176,066,273
Prepaid Expenses	402,270	497,321
<b>Total Non-Financial Assets</b>	<b>182,791,298</b>	<b>176,563,594</b>
<b>Accumulated Surplus (Deficit) (Note 18)</b>	<b>80,239,339</b>	<b>77,698,323</b>

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

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

Statement 2

Statement of Operations

Year Ended June 30, 2018

	2018 Budget (Note 14)	2018 Actual	2017 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	144,808,825	<b>143,716,793</b>	133,374,418
Other	405,157	<b>443,215</b>	408,733
School Site Acquisition Fees		<b>25,981</b>	862
Federal Grants	164,600	<b>246,785</b>	178,693
Tuition	8,857,695	<b>9,166,685</b>	8,905,459
Other Revenue	5,575,795	<b>5,834,615</b>	5,989,229
Rentals and Leases	481,150	<b>576,616</b>	511,245
Investment Income	650,000	<b>643,285</b>	501,526
Amortization of Deferred Capital Revenue	5,377,517	<b>5,381,616</b>	5,338,249
<b>Total Revenue</b>	<u>166,320,739</u>	<u><b>166,035,591</b></u>	<u>155,208,414</u>
<b>Expenses (Note 17)</b>			
Instruction	138,993,637	<b>134,770,217</b>	124,624,495
District Administration	5,428,857	<b>4,907,712</b>	4,933,600
Operations and Maintenance	24,149,626	<b>23,189,959</b>	23,320,653
Transportation and Housing	643,419	<b>626,687</b>	501,188
<b>Total Expense</b>	<u>169,215,539</u>	<u><b>163,494,575</b></u>	<u>153,379,936</u>
<b>Surplus (Deficit) for the year</b>	<u>(2,894,800)</u>	<u><b>2,541,016</b></u>	<u>1,828,478</u>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		<b>77,698,323</b>	75,869,845
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<u><u><b>80,239,339</b></u></u>	<u><u>77,698,323</u></u>

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

Statement 4

Statement of Changes in Net Financial Assets (Debt)

Year Ended June 30, 2018

	2018 Budget (Note 14)	2018 Actual	2017 Actual
	\$	\$	\$
<b>Surplus (Deficit) for the year</b>	(2,894,800)	<b>2,541,016</b>	1,828,478
<b>Effect of change in Tangible Capital Assets</b>			
Acquisition of Tangible Capital Assets	(16,127,771)	<b>(15,487,327)</b>	(8,037,984)
Amortization of Tangible Capital Assets	9,192,580	<b>9,164,572</b>	8,724,564
<b>Total Effect of change in Tangible Capital Assets</b>	(6,935,191)	<b>(6,322,755)</b>	686,580
Acquisition of Prepaid Expenses		<b>(402,270)</b>	(497,321)
Use of Prepaid Expenses		<b>497,321</b>	537,928
<b>Total Effect of change in Other Non-Financial Assets</b>	-	<b>95,051</b>	40,607
<b>(Increase) Decrease in Net Financial Assets (Debt), before Net Remeasurement Gains (Losses)</b>	<u>(9,829,991)</u>	<b>(3,686,688)</b>	2,555,665
<b>Net Remeasurement Gains (Losses)</b>			
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>		<b>(3,686,688)</b>	2,555,665
<b>Net Financial Assets (Debt), beginning of year</b>		<b>(98,865,271)</b>	(101,420,936)
<b>Net Financial Assets (Debt), end of year</b>		<u><b>(102,551,959)</b></u>	<u>(98,865,271)</u>

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

Statement 5

## Statement of Cash Flows

Year Ended June 30, 2018

	2018 Actual	2017 Actual
	\$	\$
<b>Operating Transactions</b>		
Surplus (Deficit) for the year	2,541,016	1,828,478
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	2,722	49,564
Prepaid Expenses	95,051	40,607
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	4,821,894	403,333
Unearned Revenue	569,626	719,479
Deferred Revenue	328,004	525,398
Employee Future Benefits	200,731	451,882
Amortization of Tangible Capital Assets	9,164,572	8,724,564
Amortization of Deferred Capital Revenue	(5,381,616)	(5,338,249)
Recognition of Deferred Capital Revenue Spent on Sites	(74,232)	(2,464)
<b>Total Operating Transactions</b>	<b>12,267,768</b>	<b>7,402,592</b>
<b>Capital Transactions</b>		
Tangible Capital Assets Purchased	(4,962,792)	(4,042,629)
Tangible Capital Assets -WIP Purchased	(10,524,535)	(3,995,355)
<b>Total Capital Transactions</b>	<b>(15,487,327)</b>	<b>(8,037,984)</b>
<b>Financing Transactions</b>		
Capital Revenue Received	10,896,085	5,932,328
<b>Total Financing Transactions</b>	<b>10,896,085</b>	<b>5,932,328</b>
<b>Investing Transactions</b>		
Proceeds on Disposal of Portfolio Investments	67,559	-
Investments in Portfolio Investments	-	(13,696)
<b>Total Investing Transactions</b>	<b>67,559</b>	<b>(13,696)</b>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	<b>7,744,085</b>	<b>5,283,240</b>
<b>Cash and Cash Equivalents, beginning of year</b>	<b>47,185,558</b>	<b>41,902,318</b>
<b>Cash and Cash Equivalents, end of year</b>	<b>54,929,643</b>	<b>47,185,558</b>
<b>Cash and Cash Equivalents, end of year, is made up of:</b>		
Cash	11,391,746	10,435,523
Cash Equivalents	43,537,897	36,750,035
	<b>54,929,643</b>	<b>47,185,558</b>

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

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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, 2018**

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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, 2018**

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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 certain 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 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, 2016 and projected to 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, 2018**

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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, 2018**

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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**

By board policy a contingency reserve of at least 1% and not exceeding 3% of operating expenditures shall be maintained to address future operating and local capital contingency expenditures. Transfers to and from these reserves are an adjustment to the respective funds when approved by the board.

The current balance of \$3,653,448 (\$360,000 operating and \$3,293,448 local capital) equates to 2.65% of 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 or when their estimation is impracticable.

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 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, 2018**

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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 added to the deferred revenue balance.

**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, 2018**

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**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, 2018</b>	<b>June 30, 2017</b>
Due from Federal Government	\$ 225,399	\$ 193,926
Trade Receivables	148,073	157,938
Tuition Receivable	91,796	49,151
Other Receivables	68,412	155,131
	<b>\$ 533,680</b>	<b>\$ 556,146</b>

**NOTE 4 PORTFOLIO INVESTMENTS**

	<b>June 30, 2018</b>	<b>June 30, 2017</b>
<b>Cost and Amortized Cost</b>		
Term deposits	\$ 99,914	\$ 174,843
	<b>99,914</b>	<b>174,843</b>
<b>Fair Market Value</b>		
Core bond fund	72,654	71,944
Canadian equity fund	38,005	34,102
U. S. equity fund	19,066	17,391
International equity fund	18,743	17,661
	<b>148,468</b>	<b>141,098</b>
<b>Total Portfolio Investments</b>	<b>\$ 248,382</b>	<b>\$ 315,941</b>

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

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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 1.98% (2017: 1.40%).

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

	<b>June 30, 2018</b>	<b>June 30, 2017</b>
Trade payables	\$ 8,168,457	\$ 4,098,489
Salaries and benefits payable	7,664,664	6,984,284
Accrued vacation pay	1,275,792	1,255,402
Other	700,477	649,321
	<b>\$ 17,809,390</b>	<b>\$ 12,987,496</b>

**NOTE 6**      **UNEARNED REVENUE**

	<b>June 30, 2018</b>	<b>June 30, 2017</b>
Balance, beginning of year	\$ 4,902,339	\$ 4,182,859
Tuition fees received	9,673,839	9,614,066
Rental fees received	572,162	516,808
Partnership fees received	143,963	99,710
Tuition fees recognized as revenue	(9,166,685)	(8,905,459)
Rental fees recognized as revenue	(476,616)	(511,245)
Partnership fees recognized as revenue	(77,037)	(94,400)
<b>Balance, end of year</b>	<b>\$ 5,471,965</b>	<b>\$ 4,902,339</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, 2018</b>	<b>June 30, 2017</b>
Balance, beginning of year	\$ 2,470,443	\$ 1,945,045
Grants received:		
Provincial grants	13,028,984	5,557,496
Other grants and income	4,669,311	4,740,985
Investment income	42,117	26,960
Subtotal	17,740,412	10,325,441
Revenue recognized	(17,412,408)	(9,800,043)
<b>Balance, end of year</b>	<b>\$ 2,798,447</b>	<b>\$ 2,470,443</b>

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

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**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.

	<b>June 30, 2018</b>	<b>June 30, 2017</b>
<b><u>Deferred capital revenue subject to amortization</u></b>		
Balance, beginning of year	\$ 108,060,194	\$ 110,952,855
Transfers from deferred revenue – capital additions	7,787,954	2,445,588
Amortization of deferred capital revenue	(5,381,616)	(5,338,249)
<b>Balance, end of year</b>	<b>\$ 110,466,532</b>	<b>\$ 108,060,194</b>
 <b><u>Deferred capital revenue – Work in Progress</u></b>		
Work in Progress, beginning of year	\$ 2,011,305	\$ 549,278
Transfer in from deferred revenue – work in progress	7,699,810	3,907,615
Transfer to spent deferred capital	(7,787,954)	(2,445,588)
<b>Balance, end of year</b>	<b>\$ 1,923,161</b>	<b>\$ 2,011,305</b>
 <b><u>Deferred capital revenue – Unspent portion</u></b>		
Unspent Deferred Capital, beginning of year	\$ 8,767,292	\$ 6,745,043
Provincial Grants - Ministry of Education	6,789,760	5,120,621
Other	3,836,535	687,950
Investment Income	269,790	123,757
Transfer to Deferred Capital Revenue – Work in Progress	(7,699,810)	(3,907,615)
Transfer to Deferred Capital Revenue – Site Purchases	(74,232)	(2,464)
<b>Balance, end of year</b>	<b>\$ 11,889,335</b>	<b>\$ 8,767,292</b>
 <b>Total deferred capital revenue balance, end of year</b>	<b>\$ 124,279,028</b>	<b>\$ 118,838,791</b>



**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**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 has provided for the payment of these benefits as they become due.

	<b>June 30, 2018</b>	<b>June 30, 2017</b>
<b><i>Reconciliation of Accrued Benefit Obligation</i></b>		
Accrued Benefit Obligation – April 1	\$ 8,135,024	\$ 8,269,208
Service Cost	576,710	577,063
Interest Cost	230,550	211,465
Benefit Payments	(479,441)	(534,873)
Actuarial (Gain) Loss	(165,455)	(387,839)
Accrued Benefit Obligation – March 31	<u>\$ 8,297,388</u>	<u>\$ 8,135,024</u>

<b><i>Reconciliation of Funded Status at End of Fiscal Year</i></b>		
Accrued Benefit Obligation – March 31	\$ 8,297,388	\$ 8,135,024
Funded Status – Surplus (Deficit)	(8,297,388)	(8,135,024)
Employer Contributions After Measurement Date	271,797	22,172
Benefits Expense After Measurement Date	(209,524)	(201,815)
Unamortized Net Actuarial (Gain) Loss	158,905	439,188
<b>Accrued Benefit Asset (Liability) – June 30</b>	<b><u>\$ (8,076,210)</u></b>	<b><u>\$ (7,875,479)</u></b>

<b><i>Reconciliation of Change in Accrued Benefit Liability</i></b>		
Accrued Benefit Liability – July 1	\$7,875,479	\$ 7,423,597
Net expense for Fiscal Year	929,796	952,112
Employer Contributions	(729,065)	(500,230)
Accrued Benefit Liability – June 30	<u>\$ 8,076,210</u>	<u>\$ 7,875,479</u>

<b>Components of Net Benefit Expense</b>		
Service Cost	\$ 583,211	\$ 576,975
Interest Cost	231,757	216,236
Amortization of Net Actuarial (Gain) Loss	114,828	158,901
Net Benefit Expense	<u>\$ 929,796</u>	<u>\$ 952,112</u>

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

	<b>June 30, 2018</b>	<b>June 30, 2017</b>
Discount Rate – April 1	2.75%	2.50%
Discount Rate – March 31	2.75%	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	8.8 years	8.8 years

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**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, 2018, the School District had \$nil borrowings (2017: \$nil) under these facilities.

**NOTE 11 TANGIBLE CAPITAL ASSETS**

**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>

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

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

**June 30, 2017**

<b>Cost:</b>	<b>Balance at July 1, 2016</b>	<b>Additions</b>	<b>Disposals</b>	<b>Transfers (WIP)</b>	<b>Balance at June 30, 2017</b>
Sites	\$ 31,348,414	\$ 2,464	\$ -	\$ -	\$ 31,350,878
Buildings	260,754,947	216,234	-	2,375,004	263,346,185
Buildings – work in progress	549,278	3,924,771	-	(2,375,004)	2,099,045
Furniture & Equipment	9,430,423	1,286,451	(638,314)	-	10,078,560
Vehicles	721,237	386,198	(114,999)	-	992,436
Computer Software	1,286,502	213,204	(60,632)	-	1,439,074
Computer Hardware	6,224,472	2,008,662	(221,036)	-	8,012,098
<b>Total</b>	<b>\$ 310,315,273</b>	<b>\$ 8,037,984</b>	<b>\$ (1,034,981)</b>	<b>\$ -</b>	<b>\$ 317,318,276</b>

<b>Accumulated Amortization:</b>	<b>Balance at July 1, 2016</b>	<b>Amortization</b>	<b>Disposals</b>	<b>Balance at June 30, 2017</b>
Buildings	\$ 125,979,727	\$ 5,967,218	\$ -	\$ 131,946,945
Furniture & Equipment	4,561,777	975,449	(638,314)	4,898,912
Vehicles	284,247	85,684	(114,999)	254,932
Computer Software	310,924	272,557	(60,632)	522,849
Computer Hardware	2,425,745	1,423,656	(221,036)	3,628,365
<b>Total</b>	<b>\$ 133,562,420</b>	<b>\$ 8,724,564</b>	<b>\$ (1,034,981)</b>	<b>\$ 141,252,003</b>

<b>Net Book Value:</b>	<b>June 30, 2018</b>	<b>June 30, 2017</b>
Sites	\$ 31,425,110	\$ 31,350,878
Buildings	133,547,351	131,399,240
Buildings – work in progress	4,835,626	2,099,045
Furniture & Equipment	6,990,612	5,179,648
Vehicles	766,767	737,504
Computer Software	1,058,965	916,225
Computer Hardware	3,764,597	4,383,733
<b>Total</b>	<b>\$ 182,389,028</b>	<b>\$ 176,066,273</b>

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

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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, 2014, indicated a \$449 million surplus for basic pension benefits on a going concern basis. As a result of the 2014 basic account actuarial valuation surplus and pursuant to the joint trustee agreement, the employer basic contribution rate decreased.

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 \$13,231,774 for employer contributions to the plans for the year ended June 30, 2018 (2017: \$12,428,187).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2017, with results available in 2018. 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, 2018**

**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 21, 2018.

As the 2017/18 Amended Annual Budget is used for comparative purposes a reconciliation between the 2017/18 Annual and the 2017/18 Amended Annual budgets is provided.

	<b>Annual Budget</b>	<b>Amended Annual Budget</b>	<b>Change</b>
<b>Statement 2</b>			
Revenues			
Provincial Grants			
Ministry of Education	\$ 141,552,128	\$ 144,808,825	\$ 3,256,697
Other	363,357	405,157	41,800
Federal Grants	164,600	164,600	-
Tuition	9,149,360	8,857,695	(291,665)
Other Revenue	5,556,212	5,575,795	19,583
Rentals and Leases	388,500	481,150	92,650
Investment Income	385,000	650,000	265,000
Amortization of Deferred Capital Revenue	5,308,000	5,377,517	69,517
Total Revenue	162,867,157	166,320,739	3,453,582
Expenses			
Instruction	135,970,434	138,993,637	3,023,203
District Administration	4,860,632	5,428,857	568,225
Operations and Maintenance	23,630,283	24,149,626	519,343
Transportation and Housing	680,698	643,419	(37,279)
Total Expense	165,142,047	169,215,539	4,073,492
Net Revenue (Expense)	(2,274,890)	(2,894,800)	(619,910)
Budgeted Allocation of Surplus	828,321	4,762,352	4,762,352
<b>Budgeted Surplus (Deficit) for the year</b>	<b>\$ (1,446,569)</b>	<b>\$ 1,867,552</b>	<b>\$ 4,142,442</b>

**Statement 4**

Surplus (Deficit for the year)	\$ (2,274,890)	\$ (2,894,800)	\$ (619,910)
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(1,615,431)	(16,127,771)	(14,512,340)
Amortization of Tangible Capital Assets	8,500,000	9,192,580	692,580
Total Effect of change in Tangible Capital Assets	6,884,569	(6,935,191)	(13,819,760)
(Increase) Decrease in Net Financial Assets (Debt)	\$ 4,609,679	\$ (9,829,991)	\$ (14,439,670)

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

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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, 2018, a liability is not reasonably determinable (2017: nil).

**NOTE 17     EXPENSE BY OBJECT**

	<u>June 30, 2018</u>	<u>June 30, 2017</u>
Salaries and benefits	\$ 136,256,581	\$ 127,194,789
Services and supplies	18,073,422	17,460,583
Amortization	9,164,572	8,724,564
	<u><b>\$ 163,494,575</b></u>	<u><b>\$ 153,379,936</b></u>

**SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)**  
**NOTES TO FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**NOTE 18 ACCUMULATED SURPLUS**

	<b>June 30, 2018</b>	<b>June 30, 2017</b>
<b>Operating Fund Accumulated Surplus</b>		
Internally Restricted (appropriated) by the Board for:		
Targeted funding for aboriginal education	\$ 74,820	\$ 166,073
School budget balances	614,752	478,937
Student learning grant	-	219,527
Personal professional development	193,343	150,281
Financial provisions	100,000	100,000
Funds required to complete projects in progress	810,690	900,811
Facilities renovations and new classroom set-up	455,577	1,297,872
Purchase order commitments	621,073	260,530
Use of accumulated surplus to fund 2017/18 operating budget	-	828,321
Use of accumulated surplus to fund 2018/19 operating budget	1,123,840	424,116
Contingency reserve	360,000	360,000
<b>Total Operating Internally Restricted</b>	<b>4,354,095</b>	<b>5,186,468</b>
<b>Unrestricted</b>	<b>-</b>	<b>-</b>
<b>Total Operating Fund Accumulated Surplus</b>	<b>4,354,095</b>	<b>5,186,468</b>
<b>Capital Fund Accumulated Surplus</b>		
Contingency reserve for local capital	3,293,448	2,419,635
Budgeted use of local capital for 2018/19	2,092,455	1,485,180
Budgeted use of local capital for new schools	500,000	2,612,260
Invested in tangible capital assets	69,999,341	65,994,780
<b>Total Capital Fund Accumulated Surplus</b>	<b>75,885,244</b>	<b>72,511,855</b>
<b>Total Accumulated Surplus</b>	<b>\$ 80,239,339</b>	<b>\$ 77,698,323</b>

**NOTE 19 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, 2018**

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**NOTE 20     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 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, 2018**

**NOTE 21 SUPPLEMENTARY CASH FLOW INFORMATION**

	<u>June 30, 2018</u>	<u>June 30, 2017</u>
<b>Recognized in the:</b>		
Operating Fund	\$515,071	\$388,521
Special Purpose Fund	42,117	14,481
Local Capital Fund	86,097	86,045
MEd Restricted Capital Fund	39,280	26,800
Other Provincial Capital Fund	70,796	-
Land Capital Fund	159,714	96,957
<b>Total interest income</b>	<b>\$ 913,075</b>	<b>\$ 612,804</b>

**NOTE 22 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.

	<u>June 30, 2018</u>	<u>Thereafter</u>
Capital commitments	\$ 25,090,073	\$ Nil

**NOTE 23 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:

	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>	<u>Thereafter</u>
From the Ministry of Education for capital projects	\$ 32,646,256	\$ -	\$ -	\$ -
From the City of Maple Ridge for capital projects	575,000	-	-	-
From the Ministry of Children and Family Development for capital projects	-	343,454	-	-
Future lease revenue	230,465	37,905	7,980	-
	<b>\$ 33,451,721</b>	<b>\$ 381,359</b>	<b>\$ 7,980</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, 2018

	Operating Fund	Special Purpose Fund	Capital Fund	2018 Actual	2017 Actual
	\$	\$	\$	\$	\$
<b>Accumulated Surplus (Deficit), beginning of year</b>	5,186,468		72,511,855	<b>77,698,323</b>	75,869,845
<b>Changes for the year</b>					
Surplus (Deficit) for the year	5,252,237	754,931	(3,466,152)	<b>2,541,016</b>	1,828,478
Interfund Transfers					
Tangible Capital Assets Purchased	(3,621,482)	(754,931)	4,376,413	-	
Tangible Capital Assets - Work in Progress	(18,216)		18,216	-	
Local Capital	(2,444,912)		2,444,912	-	
<b>Net Changes for the year</b>	<b>(832,373)</b>	-	<b>3,373,389</b>	<b>2,541,016</b>	<b>1,828,478</b>
<b>Accumulated Surplus (Deficit), end of year - Statement 2</b>	<b>4,354,095</b>	-	<b>75,885,244</b>	<b>80,239,339</b>	77,698,323

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

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2018

	2018 Budget (Note 14)	2018 Actual	2017 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	130,934,305	<b>131,125,562</b>	128,346,661
Other	405,157	<b>443,215</b>	408,733
Federal Grants	164,600	<b>246,785</b>	178,693
Tuition	8,857,695	<b>9,166,685</b>	8,905,459
Other Revenue	969,109	<b>850,829</b>	1,007,223
Rentals and Leases	481,150	<b>576,616</b>	511,245
Investment Income	530,000	<b>515,071</b>	388,521
<b>Total Revenue</b>	<u>142,342,016</u>	<u><b>142,924,763</b></u>	<u>139,746,535</u>
<b>Expenses</b>			
Instruction	121,787,981	<b>118,273,701</b>	115,798,690
District Administration	5,386,850	<b>4,907,712</b>	4,917,203
Operations and Maintenance	14,572,174	<b>13,864,426</b>	14,054,747
Transportation and Housing	643,419	<b>626,687</b>	501,188
<b>Total Expense</b>	<u>142,390,424</u>	<u><b>137,672,526</b></u>	<u>135,271,828</u>
<b>Operating Surplus (Deficit) for the year</b>	<u>(48,408)</u>	<u><b>5,252,237</b></u>	<u>4,474,707</u>
<b>Budgeted Appropriation (Retirement) of Surplus (Deficit)</b>	<u>4,762,352</u>		
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased	(3,592,026)	<b>(3,621,482)</b>	(3,246,070)
Tangible Capital Assets - Work in Progress		<b>(18,216)</b>	
Local Capital	(1,121,918)	<b>(2,444,912)</b>	(1,344,683)
<b>Total Net Transfers</b>	<u>(4,713,944)</u>	<u><b>(6,084,610)</b></u>	<u>(4,590,753)</u>
<b>Total Operating Surplus (Deficit), for the year</b>	<u>-</u>	<u><b>(832,373)</b></u>	<u>(116,046)</u>
<b>Operating Surplus (Deficit), beginning of year</b>		<b>5,186,468</b>	5,302,514
<b>Operating Surplus (Deficit), end of year</b>		<u><b>4,354,095</b></u>	<u>5,186,468</u>
<b>Operating Surplus (Deficit), end of year</b>			
Internally Restricted		<b>4,354,095</b>	5,186,468
<b>Total Operating Surplus (Deficit), end of year</b>		<u><b>4,354,095</b></u>	<u>5,186,468</u>

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

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2018

	2018 Budget (Note 14)	2018 Actual	2017 Actual
	\$	\$	\$
<b>Provincial Grants - Ministry of Education</b>			
Operating Grant, Ministry of Education	128,239,037	<b>128,364,785</b>	125,033,379
DISC/LEA Recovery	(466,358)	<b>(431,145)</b>	(466,358)
Other Ministry of Education Grants			
Pay Equity	1,874,966	<b>1,874,965</b>	1,874,965
Funding for Graduated Adults	63,497	<b>86,878</b>	47,936
Transportation Supplement	185,990	<b>185,990</b>	185,990
Economic Stability Dividend	95,077	<b>87,526</b>	77,045
Return of Administrative Savings	631,773	<b>631,773</b>	631,773
Carbon Tax Grant	91,000	<b>105,942</b>	181,420
Student Learning Grant			730,150
Miscellaneous	38,747	<b>38,272</b>	50,361
Support Staff Standardized Provincial EHB Plan	180,576	<b>180,576</b>	
<b>Total Provincial Grants - Ministry of Education</b>	<b>130,934,305</b>	<b>131,125,562</b>	128,346,661
<b>Provincial Grants - Other</b>	<b>405,157</b>	<b>443,215</b>	408,733
<b>Federal Grants</b>	<b>164,600</b>	<b>246,785</b>	178,693
<b>Tuition</b>			
Summer School Fees	44,615	<b>89,905</b>	44,530
Continuing Education	678,745	<b>709,171</b>	726,068
International and Out of Province Students	8,134,335	<b>8,367,609</b>	8,134,861
<b>Total Tuition</b>	<b>8,857,695</b>	<b>9,166,685</b>	8,905,459
<b>Other Revenues</b>			
LEA/Direct Funding from First Nations	517,023	<b>431,145</b>	466,358
Miscellaneous			
Revenue Generation	84,000	<b>110,256</b>	83,714
Partnership Program	123,145	<b>77,038</b>	94,400
Transportation Revenue	12,000	<b>12,419</b>	8,935
Before and After School Programming	118,541	<b>74,959</b>	96,012
Miscellaneous	114,400	<b>145,012</b>	257,804
<b>Total Other Revenue</b>	<b>969,109</b>	<b>850,829</b>	1,007,223
<b>Rentals and Leases</b>	<b>481,150</b>	<b>576,616</b>	511,245
<b>Investment Income</b>	<b>530,000</b>	<b>515,071</b>	388,521
<b>Total Operating Revenue</b>	<b>142,342,016</b>	<b>142,924,763</b>	139,746,535

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

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2018

	2018 Budget (Note 14)	2018 Actual	2017 Actual
	\$	\$	\$
<b>Salaries</b>			
Teachers	63,607,729	<b>62,397,892</b>	62,901,033
Principals and Vice Principals	6,993,844	<b>6,882,964</b>	6,087,668
Educational Assistants	12,043,929	<b>12,190,570</b>	11,005,059
Support Staff	11,018,592	<b>11,064,740</b>	10,750,347
Other Professionals	3,878,706	<b>3,917,115</b>	3,997,219
Substitutes	4,684,206	<b>4,217,890</b>	4,123,574
<b>Total Salaries</b>	<b>102,227,006</b>	<b>100,671,171</b>	98,864,900
<b>Employee Benefits</b>	24,632,502	<b>24,128,962</b>	24,020,598
<b>Total Salaries and Benefits</b>	<b>126,859,508</b>	<b>124,800,133</b>	122,885,498
<b>Services and Supplies</b>			
Services	5,737,683	<b>5,121,608</b>	5,324,749
Student Transportation	703,990	<b>694,577</b>	556,486
Professional Development and Travel	1,117,301	<b>860,031</b>	735,574
Dues and Fees	142,162	<b>121,079</b>	132,110
Insurance	343,449	<b>324,902</b>	321,138
Supplies	5,122,956	<b>3,552,841</b>	3,006,017
Utilities	2,363,375	<b>2,197,355</b>	2,310,256
<b>Total Services and Supplies</b>	<b>15,530,916</b>	<b>12,872,393</b>	12,386,330
<b>Total Operating Expense</b>	<b>142,390,424</b>	<b>137,672,526</b>	135,271,828

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

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2018

	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	47,635,263	501,196	98,958	341,043		2,756,494	<b>51,332,954</b>
1.03 Career Programs	544,025		419,410			13,829	<b>977,264</b>
1.07 Library Services	1,020,755	593		5,596		20,455	<b>1,047,399</b>
1.08 Counselling	1,645,000					10,034	<b>1,655,034</b>
1.10 Special Education	7,555,731	1,130,479	11,127,563	1,393,658	7,201	868,387	<b>22,083,019</b>
1.30 English Language Learning	515,752	23,929		5,969		4,439	<b>550,089</b>
1.31 Aboriginal Education	370,623	118,483	518,766	45,834	175	44,104	<b>1,097,985</b>
1.41 School Administration		4,729,921		2,264,552	29,258	151,685	<b>7,175,416</b>
1.60 Summer School	292,712	10,576	25,873	27,763			<b>356,924</b>
1.61 Continuing Education				86,568	389,190	1,861	<b>477,619</b>
1.62 International and Out of Province Students	2,805,954	240,654		451,286	302,863	117,209	<b>3,917,966</b>
1.64 Other					68,664		<b>68,664</b>
<b>Total Function 1</b>	<b>62,385,815</b>	<b>6,755,831</b>	<b>12,190,570</b>	<b>4,622,269</b>	<b>797,351</b>	<b>3,988,497</b>	<b>90,740,333</b>
<b>4 District Administration</b>							
4.11 Educational Administration				51,204	1,006,919	16,510	<b>1,074,633</b>
4.40 School District Governance					126,793		<b>126,793</b>
4.41 Business Administration		127,133		465,322	1,053,204	33,244	<b>1,678,903</b>
<b>Total Function 4</b>	<b>-</b>	<b>127,133</b>	<b>-</b>	<b>516,526</b>	<b>2,186,916</b>	<b>49,754</b>	<b>2,880,329</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	12,077			231,633	747,214	26,819	<b>1,017,743</b>
5.50 Maintenance Operations				5,363,181	185,634	152,820	<b>5,701,635</b>
5.52 Maintenance of Grounds				331,131			<b>331,131</b>
5.56 Utilities							<b>-</b>
<b>Total Function 5</b>	<b>12,077</b>	<b>-</b>	<b>-</b>	<b>5,925,945</b>	<b>932,848</b>	<b>179,639</b>	<b>7,050,509</b>
<b>7 Transportation and Housing</b>							
7.70 Student Transportation							<b>-</b>
<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>62,397,892</b>	<b>6,882,964</b>	<b>12,190,570</b>	<b>11,064,740</b>	<b>3,917,115</b>	<b>4,217,890</b>	<b>100,671,171</b>

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

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2018

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2018 Actual	2018 Budget (Note 14)	2017 Actual
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	51,332,954	12,000,783	63,333,737	2,161,810	65,495,547	67,388,472	65,689,716
1.03 Career Programs	977,264	234,125	1,211,389	489,006	1,700,395	1,728,344	1,732,036
1.07 Library Services	1,047,399	240,833	1,288,232	128,277	1,416,509	1,479,593	1,462,225
1.08 Counselling	1,655,034	373,161	2,028,195	97,306	2,125,501	2,174,721	2,313,803
1.10 Special Education	22,083,019	5,410,002	27,493,021	343,718	27,836,739	28,479,271	26,162,075
1.30 English Language Learning	550,089	129,317	679,406	14,706	694,112	965,053	1,483,540
1.31 Aboriginal Education	1,097,985	256,953	1,354,938	180,976	1,535,914	1,650,543	1,453,226
1.41 School Administration	7,175,416	1,890,020	9,065,436	226,138	9,291,574	9,723,988	8,926,022
1.60 Summer School	356,924	53,547	410,471	14,941	425,412	426,648	463,283
1.61 Continuing Education	477,619	60,246	537,865	203,933	741,798	689,910	642,016
1.62 International and Out of Province Students	3,917,966	868,179	4,786,145	2,091,460	6,877,605	6,881,103	5,332,058
1.64 Other	68,664	17,659	86,323	46,272	132,595	200,335	138,690
<b>Total Function 1</b>	<b>90,740,333</b>	<b>21,534,825</b>	<b>112,275,158</b>	<b>5,998,543</b>	<b>118,273,701</b>	<b>121,787,981</b>	<b>115,798,690</b>
<b>4 District Administration</b>							
4.11 Educational Administration	1,074,633	319,373	1,394,006	351,751	1,745,757	1,724,766	1,665,536
4.40 School District Governance	126,793	2,646	129,439	102,871	232,310	296,744	290,061
4.41 Business Administration	1,678,903	463,694	2,142,597	787,048	2,929,645	3,365,340	2,961,606
<b>Total Function 4</b>	<b>2,880,329</b>	<b>785,713</b>	<b>3,666,042</b>	<b>1,241,670</b>	<b>4,907,712</b>	<b>5,386,850</b>	<b>4,917,203</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration	1,017,743	224,786	1,242,529	562,319	1,804,848	2,003,679	1,760,029
5.50 Maintenance Operations	5,701,635	1,504,538	7,206,173	1,730,694	8,936,867	9,047,641	8,597,430
5.52 Maintenance of Grounds	331,131	79,100	410,231	85,551	495,782	668,110	744,183
5.56 Utilities	-	-	-	2,626,929	2,626,929	2,852,744	2,953,105
<b>Total Function 5</b>	<b>7,050,509</b>	<b>1,808,424</b>	<b>8,858,933</b>	<b>5,005,493</b>	<b>13,864,426</b>	<b>14,572,174</b>	<b>14,054,747</b>
<b>7 Transportation and Housing</b>							
7.70 Student Transportation	-	-	-	626,687	626,687	643,419	501,188
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>626,687</b>	<b>626,687</b>	<b>643,419</b>	<b>501,188</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>100,671,171</b>	<b>24,128,962</b>	<b>124,800,133</b>	<b>12,872,393</b>	<b>137,672,526</b>	<b>142,390,424</b>	<b>135,271,828</b>

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

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2018

	2018 Budget (Note 14)	2018 Actual	2017 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	13,874,520	<b>12,542,980</b>	5,026,155
Other Revenue	4,485,000	<b>4,827,311</b>	4,746,928
Investment Income		<b>42,117</b>	26,960
<b>Total Revenue</b>	<u>18,359,520</u>	<u><b>17,412,408</b></u>	<u>9,800,043</u>
<b>Expenses</b>			
Instruction	17,205,656	<b>16,496,516</b>	8,825,805
District Administration	42,007	-	16,397
Operations and Maintenance	384,872	<b>160,961</b>	541,342
<b>Total Expense</b>	<u>17,632,535</u>	<u><b>16,657,477</b></u>	<u>9,383,544</u>
<b>Special Purpose Surplus (Deficit) for the year</b>	<u>726,985</u>	<u><b>754,931</b></u>	<u>416,499</u>
<b>Net Transfers (to) from other funds</b>			
Tangible Capital Assets Purchased	(726,985)	<b>(754,931)</b>	(416,499)
<b>Total Net Transfers</b>	<u>(726,985)</u>	<u><b>(754,931)</b></u>	<u>(416,499)</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, 2018

	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>	173,372	165,291	141,643	75,828	1,364,060	36,827	11,912		29,859
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	517,500	509,360				256,000	49,000	231,726	544,260
Other			14,363		4,438,787				
Investment Income	9,498		8,564	1,029		536	757		
	526,998	509,360	22,927	1,029	4,438,787	256,536	49,757	231,726	544,260
<b>Less:</b> Allocated to Revenue	303,173	647,148	27,900	33,820	4,619,321	270,951	30,007	231,726	574,119
<b>Deferred Revenue, end of year</b>	<b>397,197</b>	<b>27,503</b>	<b>136,670</b>	<b>43,037</b>	<b>1,183,526</b>	<b>22,412</b>	<b>31,662</b>	<b>-</b>	<b>-</b>
<b>Revenues</b>									
Provincial Grants - Ministry of Education	293,675	647,148		32,791		270,415	29,250	231,726	574,119
Other Revenue			19,336		4,619,321				
Investment Income	9,498		8,564	1,029		536	757		
	303,173	647,148	27,900	33,820	4,619,321	270,951	30,007	231,726	574,119
<b>Expenses</b>									
Salaries									
Teachers		106,275					20,524	65,532	64,950
Principals and Vice Principals									
Educational Assistants		434,269			1,317	181,088	2,829		331,593
Support Staff	49,251				7,793	4,668			
Other Professionals									
Substitutes		1,598			18,569	3,985	616	10,227	24,462
	49,251	542,142	-	-	27,679	189,741	23,969	75,759	421,005
Employee Benefits	8,994	105,006			1,892	63,082	4,819	15,917	103,430
Services and Supplies	102,716		27,900		4,587,244	17,135	1,219	133,388	49,684
	160,961	647,148	27,900	-	4,616,815	269,958	30,007	225,064	574,119
<b>Net Revenue (Expense) before Interfund Transfers</b>	<b>142,212</b>	<b>-</b>	<b>-</b>	<b>33,820</b>	<b>2,506</b>	<b>993</b>	<b>-</b>	<b>6,662</b>	<b>-</b>
<b>Interfund Transfers</b>									
Tangible Capital Assets Purchased	(142,212)			(33,820)	(2,506)	(993)		(6,662)	
	(142,212)	-	-	(33,820)	(2,506)	(993)	-	(6,662)	-
<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, 2018

	Coding and Curriculum Implementation	Priority Measures	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Youth Education Support Fund	TOTAL
	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	59,993	297,453			114,205	2,470,443
<b>Add:</b> Restricted Grants						
Provincial Grants - Ministry of Education			1,172,423	9,743,715	5,000	13,028,984
Other					216,161	4,669,311
Investment Income				17,895	3,838	42,117
	-	-	1,172,423	9,761,610	224,999	17,740,412
<b>Less:</b> Allocated to Revenue	59,993	297,453	1,172,423	8,946,882	197,492	17,412,408
<b>Deferred Revenue, end of year</b>	-	-	-	<b>814,728</b>	<b>141,712</b>	<b>2,798,447</b>
<b>Revenues</b>						
Provincial Grants - Ministry of Education	59,993	297,453	1,172,423	8,928,987	5,000	12,542,980
Other Revenue					188,654	4,827,311
Investment Income				17,895	3,838	42,117
	59,993	297,453	1,172,423	8,946,882	197,492	17,412,408
<b>Expenses</b>						
Salaries						
Teachers		239,542	16,730	7,167,316		7,680,869
Principals and Vice Principals			31,418			31,418
Educational Assistants						951,096
Support Staff			106,927			168,639
Other Professionals			144,937			144,937
Substitutes		712	193,064	69,943		323,176
	-	240,254	493,076	7,237,259	-	9,300,135
Employee Benefits		57,199	86,351	1,709,623		2,156,313
Services and Supplies	59,993		88,853		132,897	5,201,029
	59,993	297,453	668,280	8,946,882	132,897	16,657,477
<b>Net Revenue (Expense) before Interfund Transfers</b>	-	-	504,143	-	64,595	754,931
<b>Interfund Transfers</b>						
Tangible Capital Assets Purchased			(504,143)		(64,595)	(754,931)
	-	-	(504,143)	-	(64,595)	(754,931)
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-

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

Schedule 4 (Unaudited)

## Schedule of Capital Operations

Year Ended June 30, 2018

	2018 Budget (Note 14)	2018 Actual			2017 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
<b>Revenues</b>					
Provincial Grants					
Ministry of Education		48,251		48,251	1,602
School Site Acquisition Fees		25,981		25,981	862
Other Revenue	121,686		156,475	156,475	235,078
Investment Income	120,000		86,097	86,097	86,045
Amortization of Deferred Capital Revenue	5,377,517	5,381,616		5,381,616	5,338,249
<b>Total Revenue</b>	<b>5,619,203</b>	<b>5,455,848</b>	<b>242,572</b>	<b>5,698,420</b>	<b>5,661,836</b>
<b>Expenses</b>					
Amortization of Tangible Capital Assets					
Operations and Maintenance	9,192,580	9,164,572		9,164,572	8,724,564
<b>Total Expense</b>	<b>9,192,580</b>	<b>9,164,572</b>	<b>-</b>	<b>9,164,572</b>	<b>8,724,564</b>
<b>Capital Surplus (Deficit) for the year</b>	<b>(3,573,377)</b>	<b>(3,708,724)</b>	<b>242,572</b>	<b>(3,466,152)</b>	<b>(3,062,728)</b>
<b>Net Transfers (to) from other funds</b>					
Tangible Capital Assets Purchased	4,319,011	4,376,413		4,376,413	3,662,569
Tangible Capital Assets - Work in Progress		18,216		18,216	
Local Capital	1,121,918		2,444,912	2,444,912	1,344,683
<b>Total Net Transfers</b>	<b>5,440,929</b>	<b>4,394,629</b>	<b>2,444,912</b>	<b>6,839,541</b>	<b>5,007,252</b>
<b>Other Adjustments to Fund Balances</b>					
Tangible Capital Assets Purchased from Local Capital		512,147	(512,147)	-	
Tangible Capital Assets WIP Purchased from Local Capital		2,806,509	(2,806,509)	-	
<b>Total Other Adjustments to Fund Balances</b>		<b>3,318,656</b>	<b>(3,318,656)</b>	<b>-</b>	
<b>Total Capital Surplus (Deficit) for the year</b>	<b>1,867,552</b>	<b>4,004,561</b>	<b>(631,172)</b>	<b>3,373,389</b>	<b>1,944,524</b>
<b>Capital Surplus (Deficit), beginning of year</b>		<b>65,994,780</b>	<b>6,517,075</b>	<b>72,511,855</b>	<b>70,567,331</b>
<b>Capital Surplus (Deficit), end of year</b>		<b>69,999,341</b>	<b>5,885,903</b>	<b>75,885,244</b>	<b>72,511,855</b>

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

Schedule 4A (Unaudited)

Tangible Capital Assets

Year Ended June 30, 2018

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
<b>Cost, beginning of year</b>	31,350,878	263,346,185	10,078,560	992,436	1,439,074	8,012,098	<b>315,219,231</b>
<b>Changes for the Year</b>							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	48,251						<b>48,251</b>
Deferred Capital Revenue - Other	25,981						<b>25,981</b>
Operating Fund		75,342	2,514,638	133,606	140,374	757,522	<b>3,621,482</b>
Special Purpose Funds		142,213	282,691		165,246	164,781	<b>754,931</b>
Local Capital		238,994	69,238		169,270	34,645	<b>512,147</b>
Transferred from Work in Progress		7,774,748	13,206				<b>7,787,954</b>
	74,232	8,231,297	2,879,773	133,606	474,890	956,948	<b>12,750,746</b>
Decrease:							
Deemed Disposals			1,660,682	31,612	31,545	1,220,278	<b>2,944,117</b>
	-	-	1,660,682	31,612	31,545	1,220,278	<b>2,944,117</b>
<b>Cost, end 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>Work in Progress, end of year</b>		4,835,626					<b>4,835,626</b>
<b>Cost and Work in Progress, end of year</b>	31,425,110	276,413,108	11,297,651	1,094,430	1,882,419	7,748,768	<b>329,861,486</b>
<b>Accumulated Amortization, beginning of year</b>		131,946,945	4,898,912	254,932	522,849	3,628,365	<b>141,252,003</b>
<b>Changes for the Year</b>							
Increase: Amortization for the Year		6,083,186	1,068,809	104,343	332,150	1,576,084	<b>9,164,572</b>
Decrease:							
Deemed Disposals			1,660,682	31,612	31,545	1,220,278	<b>2,944,117</b>
			1,660,682	31,612	31,545	1,220,278	<b>2,944,117</b>
<b>Accumulated Amortization, end of year</b>		138,030,131	4,307,039	327,663	823,454	3,984,171	<b>147,472,458</b>
<b>Tangible Capital Assets - Net</b>	<b>31,425,110</b>	<b>138,382,977</b>	<b>6,990,612</b>	<b>766,767</b>	<b>1,058,965</b>	<b>3,764,597</b>	<b>182,389,028</b>

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

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2018

	<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>	2,099,045				<b>2,099,045</b>
<b>Changes for the Year</b>					
Increase:					
Deferred Capital Revenue - Bylaw	6,865,096				<b>6,865,096</b>
Deferred Capital Revenue - Other	821,508	13,206			<b>834,714</b>
Operating Fund	18,216				<b>18,216</b>
Local Capital	2,806,509				<b>2,806,509</b>
	10,511,329	13,206	-	-	<b>10,524,535</b>
Decrease:					
Transferred to Tangible Capital Assets	7,774,748	13,206			<b>7,787,954</b>
	7,774,748	13,206	-	-	<b>7,787,954</b>
<b>Net Changes for the Year</b>	2,736,581	-	-	-	<b>2,736,581</b>
<b>Work in Progress, end of year</b>	<b>4,835,626</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,835,626</b>

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

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2018

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
<b>Deferred Capital Revenue, beginning of year</b>	107,008,239	777,196	274,759	<b>108,060,194</b>
<b>Changes for the Year</b>				
Increase:				
Transferred from Work in Progress	7,774,748	13,206		<b>7,787,954</b>
	7,774,748	13,206	-	<b>7,787,954</b>
Decrease:				
Amortization of Deferred Capital Revenue	5,222,539	33,968	125,109	<b>5,381,616</b>
	5,222,539	33,968	125,109	<b>5,381,616</b>
<b>Net Changes for the Year</b>	2,552,209	(20,762)	(125,109)	<b>2,406,338</b>
<b>Deferred Capital Revenue, end of year</b>	109,560,448	756,434	149,650	<b>110,466,532</b>
<b>Work in Progress, beginning of year</b>	2,011,305	-	-	<b>2,011,305</b>
<b>Changes for the Year</b>				
Increase				
Transferred from Deferred Revenue - Work in Progress	6,865,096	834,714		<b>7,699,810</b>
	6,865,096	834,714	-	<b>7,699,810</b>
Decrease				
Transferred to Deferred Capital Revenue	7,774,748	13,206		<b>7,787,954</b>
	7,774,748	13,206	-	<b>7,787,954</b>
<b>Net Changes for the Year</b>	(909,652)	821,508	-	<b>(88,144)</b>
<b>Work in Progress, end of year</b>	1,101,653	821,508	-	<b>1,923,161</b>
<b>Total Deferred Capital Revenue, end of year</b>	<b>110,662,101</b>	<b>1,577,942</b>	<b>149,650</b>	<b>112,389,693</b>

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

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2018

	Bylaw Capital	MEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
<b>Balance, beginning of year</b>	\$ 1,364,155	\$ 1,603,256	\$	\$ 5,799,881	\$	\$ 8,767,292
<b>Changes for the Year</b>						
Increase:						
Provincial Grants - Ministry of Education	6,789,760					6,789,760
Provincial Grants - Other			3,117,485			3,117,485
Investment Income		39,280	70,796	159,714		269,790
Transfer project surplus to MEd Restricted (from) Bylaw	(102,837)	102,837				-
School Site Acquisition Fees				719,050		719,050
	6,686,923	142,117	3,188,281	878,764	-	10,896,085
Decrease:						
Transferred to DCR - Work in Progress	6,865,096	606,877	227,837			7,699,810
Transferred to Revenue - Site Purchases	48,251			25,981		74,232
	6,913,347	606,877	227,837	25,981	-	7,774,042
<b>Net Changes for the Year</b>	(226,424)	(464,760)	2,960,444	852,783	-	3,122,043
<b>Balance, end of year</b>	<b>1,137,731</b>	<b>1,138,496</b>	<b>2,960,444</b>	<b>6,652,664</b>	<b>-</b>	<b>11,889,335</b>



**ITEM 7**

To: **Board of Education**

From: Superintendent  
Sylvia Russell

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

Date: September 19, 2018  
(Public Board Meeting)

---

**Information**

**RECOMMENDATION:**

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

Attachment





**ATTACHMENT**

# **SUPPORTING ALL LEARNERS**

## **ANNUAL LEARNING REPORT**

SEPTEMBER 19, 2018

## SUPERINTENDENT'S NOTE

Dear Maple Ridge – Pitt Meadow School District Community:

Parents, educators and community members often want to know what progress our students are making and what we focus on and prioritize as a district. The *Supporting All Learners 2018* document, which will become an annual learning report, identifies district priorities and measures the progress we have made in achieving these priorities.

In this report, you will learn about a school in which teachers take a comprehensive, collaborative, and research-based approach to helping students improve their literacy skills. You will learn that this approach is well-supported not only by the school district but also through community structures and systems that we have developed, carefully and deliberately, over the course of several years.

The story of this success illustrates the transformative impact of skillful assessment, intervention and programming on student learning, and highlights the ways in which we can empower students by giving them the skills they need to move forward with confidence as learners. The focus in our school district is on improving student learning regardless of the relative advantages or challenges of any individual student.

The Maple Ridge - Pitt Meadows Board of Education has steadfastly supported our strategic plan, which identifies the following four pathways for staff to improve student learning and support the success of all our students: improved learning and assessment, social emotional learning, and literacy and secondary innovation.

We are developing a reliable data set for each of these four pathways, and have also brought in researchers who question our assumptions and guide our actions. We have sought out and implemented strategies to include all students, provided school-level supports and resources through well-trained and highly competent teacher leaders, and continue to make funding available for teachers and instructional support staff to engage in ongoing professional learning.

We have asked all departments and all schools across the school district to engage actively and collaboratively in this work.

Our data shows that our interventions are making a difference, and also shows us the areas in which we can continue to improve. We are very pleased to be involved in work that is already reaping such encouraging results for our students and look forward to building on these student learning successes.

We hope you enjoy reading our first annual *Supporting All Learners 2018* report.



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

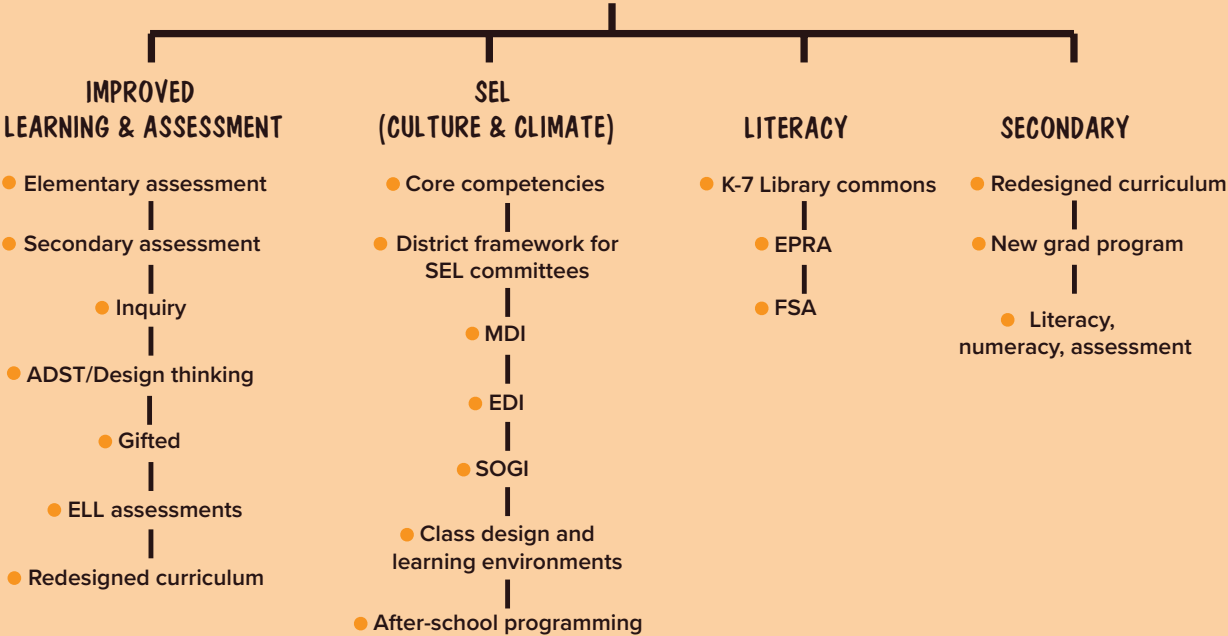
School District No. 42 meets the learning needs of approximately 15,000 students of all ages in Maple Ridge and Pitt Meadows, and is defined by its determination to keep student learning and growth at the heart of all its decisions.

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 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:

## SUPPORTING ALL LEARNERS

*Inclusion • Care & Belonging • Purpose • Aboriginal Principles of Learning • Core Competencies*







# Improved Learning & Assessment

## IMPROVED LEARNING AND ASSESSMENT

*We are pleased with the success our students experience as they graduate from high school. While overall graduation rates are important, however, it is also important to consider more closely groups of students who haven't historically found success at school, including students with Aboriginal ancestry, students with learning disabilities, and students who struggle with mental health issues and/or display intense behaviors at school. In this section of our annual learning report, we provide graduation data about all students as well data specific to these groups of students.*

## DEMOGRAPHIC CONTEXT

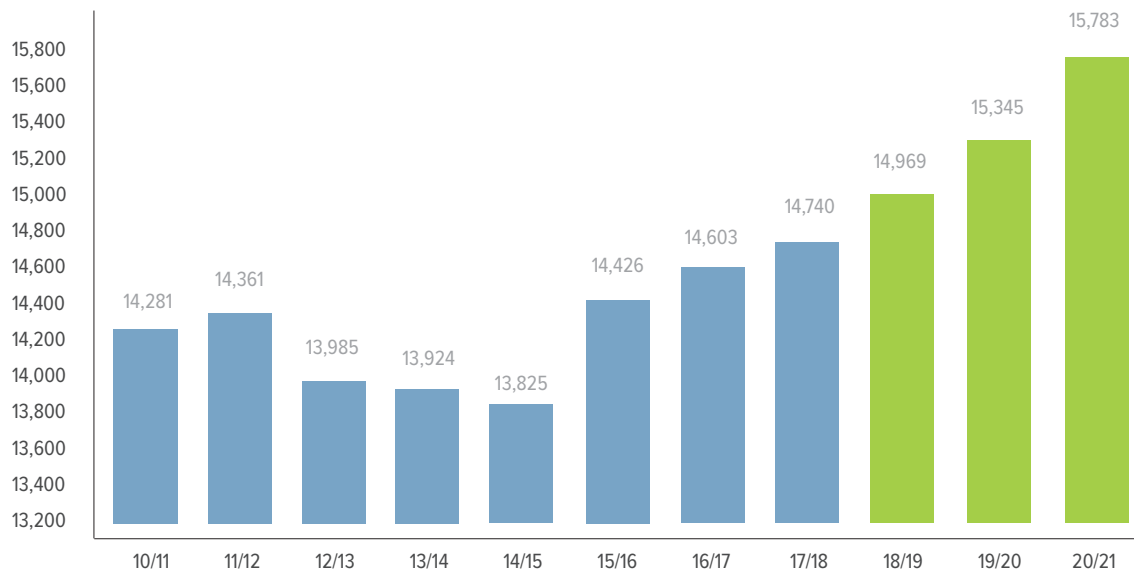
After successive years of declining enrolment through to the 2014/15 school year, the trend has shifted to growth in overall K-12 enrolment. The school district is forecasting continued growth through to the 2020/21 school year and beyond.

Demographic data for student population sub-groups also indicates a parallel trend of growth over time in relation to *Students with Aboriginal Ancestry*, students receiving English Language Learner supports/services, and students with Level 1 and Level 2 Special Needs.

The data shows a trend of growth as well as an ever-increasing overall diversity in our student population.

## 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 2010/11 to 2016/17, estimated enrolment for 2017/18 (actual for September and estimated February and May), and forecasted enrolment for 2018/19, 2019/20, and 2020/21.

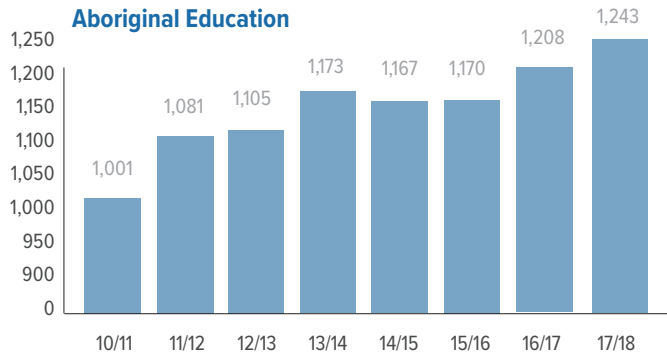


## NUMBER OF STUDENTS ACROSS ALL GRADES 2017/18

Student Group	K	1	2	3	4	5	6	7	8	9	10	11	12	Others	Total
All Students	1,125	1,055	1,120	1,100	1,129	1,107	1,163	991	1,087	1,076	1,144	1,105	1,325	547	15,074
Aboriginal Students	80	74	86	79	119	110	116	103	118	117	108	111	120	8	1,349
Students with Special Needs	50	65	70	105	129	157	186	154	213	196	188	181	230	-	1,924
English Language Learners	92	88	105	83	89	36	25	22	11	8	10	14	6	-	589

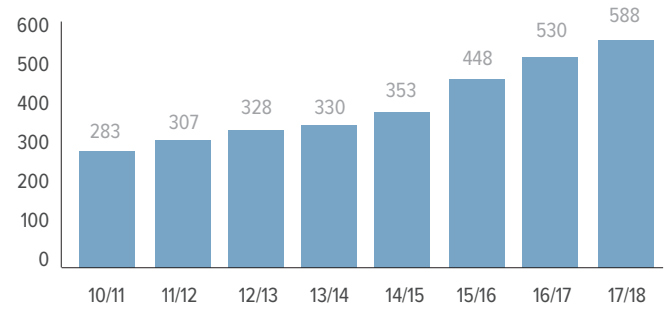
### ENROLMENT HISTORY:

#### Aboriginal Education



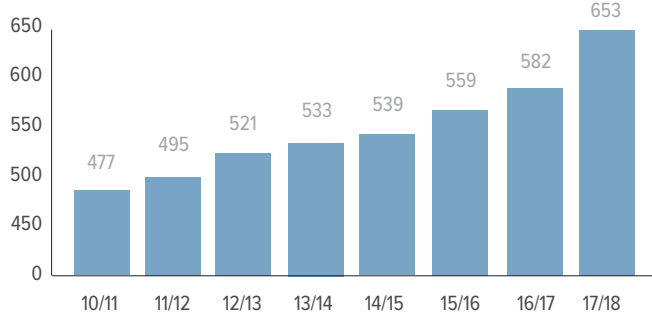
### ENROLMENT HISTORY:

#### English Language Learners



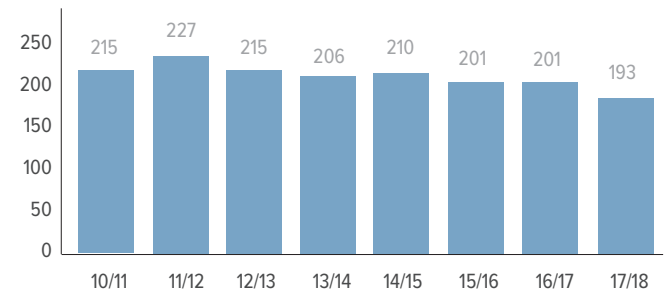
### ENROLMENT HISTORY:

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



### ENROLMENT HISTORY:

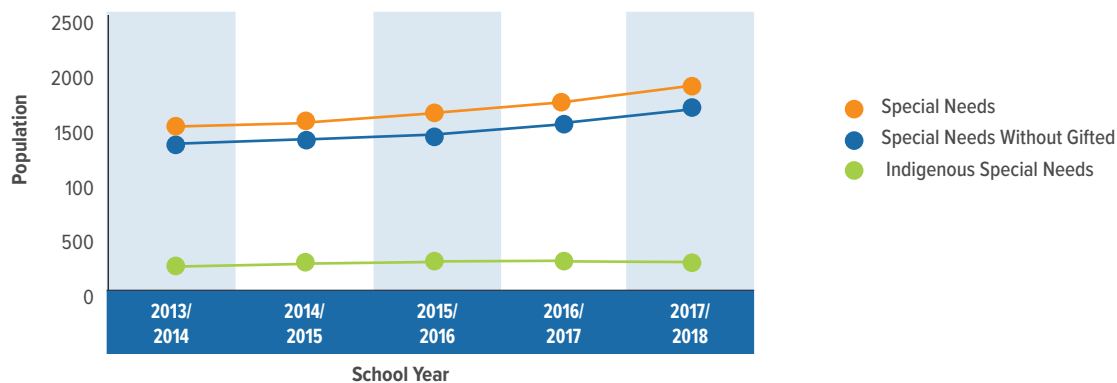
#### Students with Special Needs (Level 3)



Source: 2008/09– 2015/16 Funding Allocation System – Full Year and 2016/17 Interim Operating Grants December 2016.  
International education enrolment revised to reflect historical September 1701 counts.

## 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 and Adult Graduation Diploma

A review of six-year school completion rate data shows positive trends for *All Students* and particularly for both *Students with Aboriginal Ancestry* and *Students with Special Needs* subgroups.

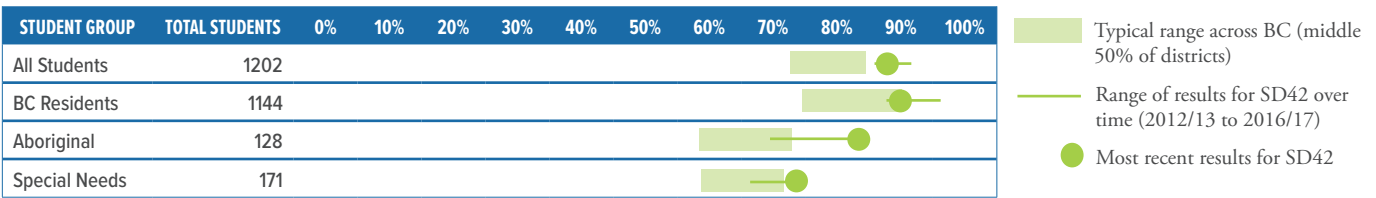
The six-year completion rate for *All Students* for the 2016/17 school year is 87.8%, which exceeds the typical range across BC. The rate for all students in Maple Ridge – Pitt Meadows School District No. 42 (SD42) has been increasing slightly from 2013-14 to 2016/17 (86.3 to 87.8%). As in previous years, the 2016/17 data shows higher completion rates for female students (91.1%) with the rate for male students at 84.9%.

The six-year completion rate for *Students with Aboriginal Ancestry* for the 2016/17 school year is 83.5%, which significantly exceeds the typical range across BC. This rate is certainly something to celebrate as it is a positive trend in SD42 showing a significant narrowing of the gap between *Students with Aboriginal Ancestry* and *All Students*.

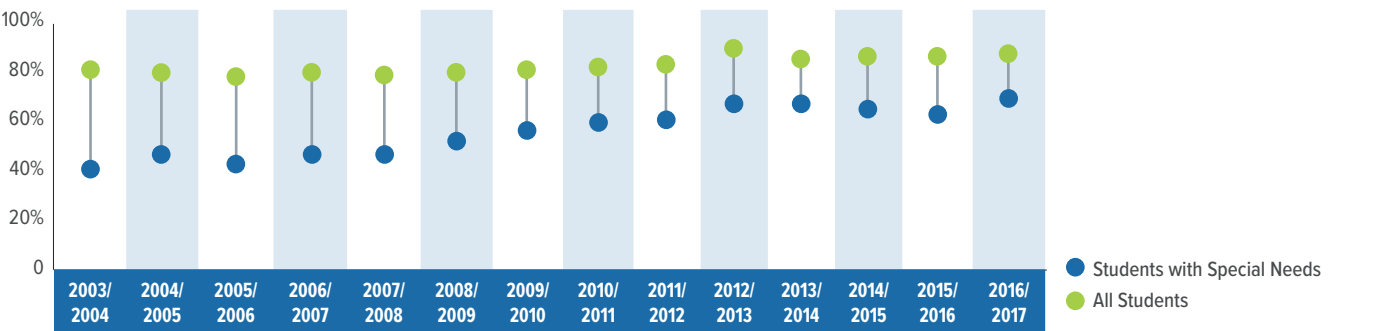
The completion rate for *Students with Special Needs* for the 2016/17 school year is 74.2%, which again exceeds the typical range across BC. This rate is also something to celebrate as it too shows a very positive trend in the school district.

Finally, the completion rate for students receiving *English Language Learner* services/supports for the 2016/17 school year is 88.9%. While this rate is slightly higher than the rate for *All Students*, data over the period 2012/13 to 2016/17 shows a trend of gradual reduction in completion rate (96.0% to 88.9%). A caution with respect to this data, however, is that the gradual reduction over time may, to some extent, be explained by international students, who receive ELL services and do not remain in SD42 through to grade 12/completion.

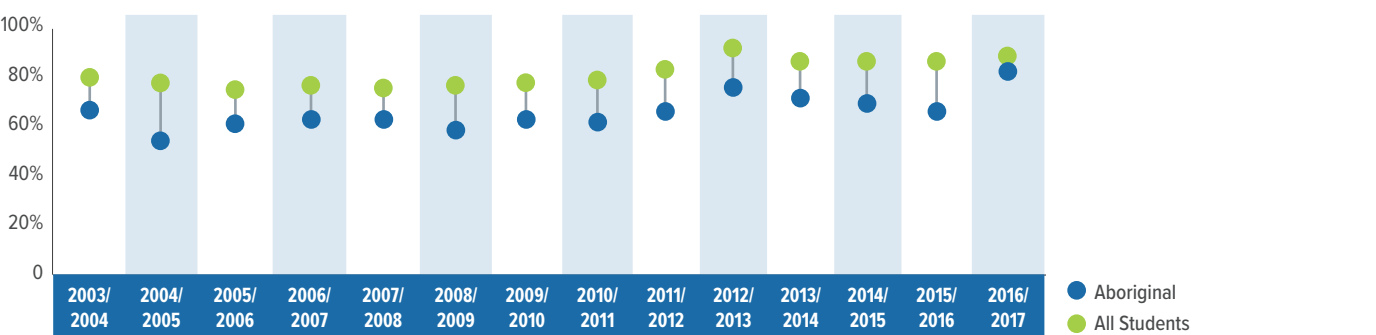
MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT COMPLETION RATES FOR 2016/17



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



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



## ALL STUDENTS SIX-YEAR COMPLETION RATES BY GENDER

YEAR	FEMALE		MALE	
2012/13	689	93.9	731	87.6
2013/14	635	90.7	713	82.5
2014/15	661	88.3	673	85.0
2015/16	604	89.9	661	84.0
2016/17	570	91.1	632	84.9

## 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

## STUDENTS WITH ABORIGINAL ANCESTRY: A CLOSER LOOK

A closer look at recent relevant data specific to *Students with Aboriginal Ancestry* provides further indication of positive trends and rates.

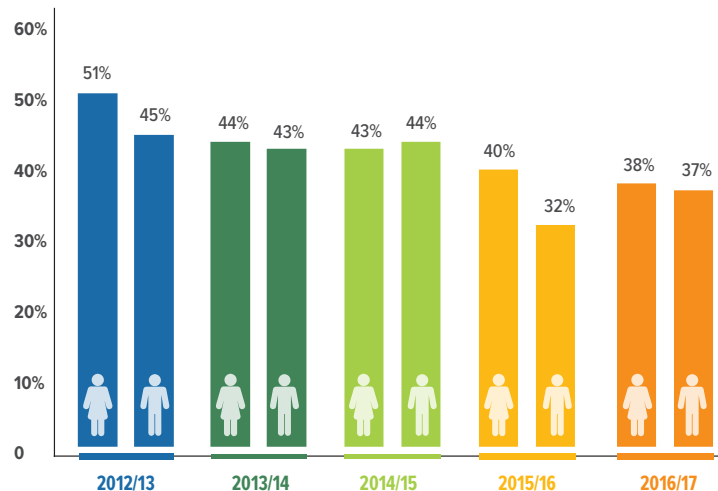
Data over the period 2012/13 to 2016/17 indicates a positive trend with respect to a decline over time in the percentage of both male and female *Students with Aboriginal Ancestry* enrolled in alternate programs. This data coupled with the improved completion rates indicates significantly improved school completion success for *Students with Aboriginal Ancestry* within regular high school settings.

The data also indicates a very positive and sustained success rate for our Aboriginal students in secondary school when considering final mark data for *English 12* and *Communications 12*.

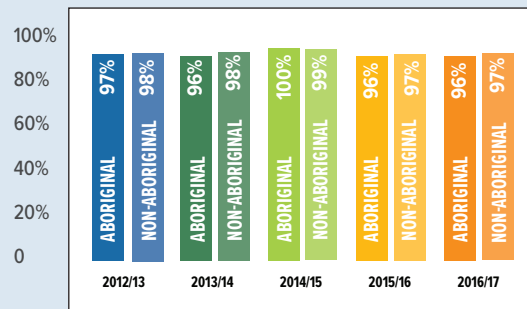
The *English 12* data over the period 2012/13 to 2016/17 indicates that the differences between 'pass or better' rates for Aboriginal and Non-Aboriginal students are negligible.

The *Communications 12* data for 'pass or better' over recent years shows Aboriginal student rates as slightly higher than the rates for Non-Aboriginal students.

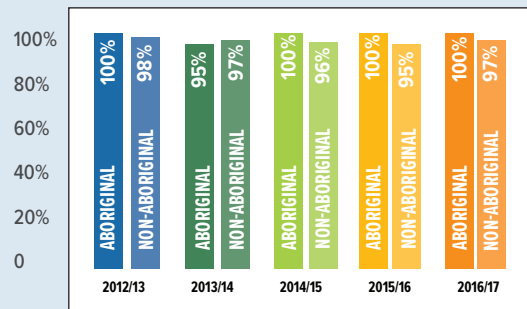
## SD42 STUDENTS WITH ABORIGINAL ANCESTRY IN ALTERNATE PROGRAMS



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



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



## STUDENTS WITH SPECIAL NEEDS: A CLOSER LOOK

A closer look at recent relevant data specific to some select Ministry of Education Special Needs designation categories also provides further indication of positive trends in some areas. For both the Learning Disabilities category (Q) and the Intensive Behaviour Support/Serious Mental Illness category (H), the data over the period 2012/13 to 2016/17 indicates substantive positive trends with respect to completion rates.

When specifically looking at data over the same time period in relation to the Moderate Behaviour Support/Mental Illness category (R), the data indicates a stagnation of completion rates in the low 60% range over the past three years. In most cases, students in this category do not have outside agency involvement/support in place.



### 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	46	19	45	0	53	34	70	0	65	47	77	1
	2013/14	53	24	49	1	58	37	68	1	57	56	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

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

Student supports are provided according to goals outlined in the Maple Ridge – Pitt Meadows School District Aboriginal Education Enhancement Agreement. SD42 was the third district in British Columbia to sign an Enhancement Agreement in July 2000; on May 23, 2015 we became the first district in British Columbia to sign its fourth agreement.

This agreement is in effect from July 1, 2015 to June 30, 2020 and identifies 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

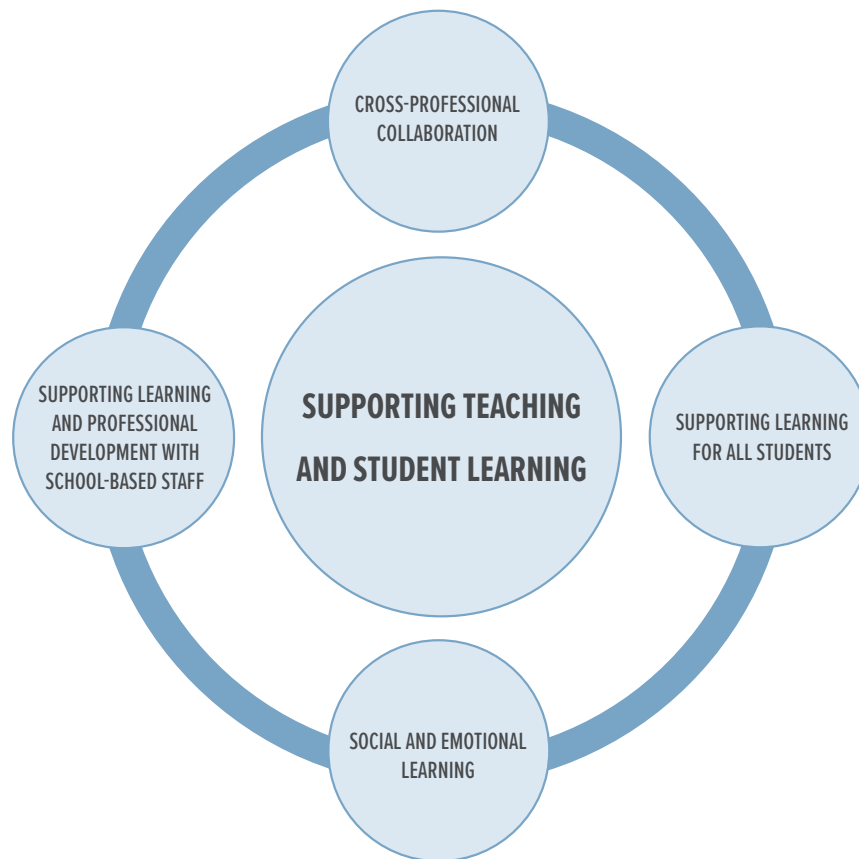
The student supports provided by the Aboriginal Education staff are in addition to all instructional efforts provided by school staff. The Aboriginal Education instructional staff work closely with teachers and support staff in schools to provide meaningful supports, both academic and cultural, in ways that best meet individual student needs.

### LEARNING SERVICES

Through an inclusive and collaborative process, the professional staff at Learning Services have identified 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

## 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.

In the 2017/18 school year, the district focused on three primary areas: collecting student feedback; supporting secondary teachers with curriculum, assessment and innovation; and identifying and supporting students at risk of discontinuing high school. The work done and results achieved in these areas is outlined below.

### STUDENT FORUM

Two years ago, the Maple Ridge – Pitt Meadows School District held its first district student forum with over 200 students from grades 6 to 12. At this forum, we heard about the important role caring adults play in the lives of our students, about the many different learning styles our students have, and about how important it is to our students that this diversity is honoured in the classroom.

*“Choice in learning empowers us. It gives us the experience to make choices in our lives.”*

In January 2018, our school district held its second student forum. This time we had 200 students from grades 10 to 12 participating.

The intent was to explore in greater depth the feedback from grade 10 to 12 students who stated they felt unprepared for the future. As the graphs in Appendix A show, students felt unprepared for post secondary, for the world of work, and for the challenges they may face in the future.

The focus of the forum was around three key themes, and provided students with an opportunity to respond in detail to the concerns they’d shared on the provincial learning survey:

- Building a place that motivates you
- Make a life not a living
- Tell us your stories: we are listening



### BUILDING A PLACE THAT MOTIVATES YOU

For the first theme, *Building a Place that Motivates You*, students addressed a series of questions regarding what worked in their classrooms.

Student responses called for choice; passionate, enthusiastic teachers; positive relationships with teachers; relevant, hands-on, interactive, and collaborative learning; and school community.

### MAKE A LIFE NOT A LIVING

In the second theme of the day, *Make a Life not a Living*, we explored what students believe they needed to be better prepared after graduation.

Students responded that they would like more one-on-one time with their counselor or a trusted adult who knows them well. They also wanted their teachers to teach to the diversity of students, allowing for choice and reflection, building on existing strengths, and teaching resilience and critical thinking skills. Students saw value in real world, experiential learning, and also asked for workshops by experts/guest speakers. They envisioned such workshops would provide insight into existing jobs, internship opportunities, co-op opportunities, additional opportunities for learning outside of the school, job shadowing, and the ability to network with professionals in the field.

---

*“I go to school so that one day I’ll have the tools to change the world. What other reason is there?”*

---

## TELL US YOUR STORIES: WE ARE LISTENING

In the final part of the day, these senior students wanted us to know that the following three areas are of the greatest importance to them: connection to the school community, preparation for the future, and learning to understand.



## IDENTIFYING COMMON THEMES

In reviewing any common themes that stood out in the forum, we identified the following two themes and responded to them as outlined below:

1. **The importance of feeling connected to a caring adult at the school** again emerged as a key theme in the second student forum. In response, our school district added two *Safe and Caring Schools* blocks to each of our high schools.
1. **Students also provided more specific feedback about potential enhancement to the careers program.** In response, the school district worked with a small cohort of teachers to redesign the careers program. The redesigned program will be piloted at two schools in the 2018/19 school year.

To ensure we continue to meet the needs of our students, we must always seek, review, and implement their feedback.

## CURRICULUM, ASSESSMENT AND INNOVATION

Three years ago, the school district staffed a secondary innovation helping teacher to support the implementation of the redesigned curriculum, the new graduation program,

and assessment. This helping teacher has brought together teachers from across the district to familiarize them with core and curricular competencies, and current research. She has brought in a number of guest presenters to support work in numeracy, curricular areas and Aboriginal perspectives, and has worked with teachers to examine assessment practices, write BAA courses, and support their inquiry and collaborative projects. These secondary initiatives for the 2017/18 school year are outlined in Appendix B.

## SUPPORTING OUR VULNERABLE STUDENTS

This year, the school district introduced a new pilot program and reframed its Safe and Caring Schools to support students at risk of dropping out of school due to non-attendance.

The district identified students who have been chronic non-attenders but who are potentially capable of attending school if interventions are put in place. The staff in this program includes a counsellor, teacher, child care worker, and mental health worker. This skills-based program focuses on student wellness while providing the curriculum; its goal is to transition students back into high school.

The school district is currently reviewing its alternate program options to ensure they best meet the needs of all students. Files for students currently enrolled in an alternate program are being reviewed to ascertain areas where interventions will lead to greater student success.

## RIVERSIDE PROGRAM

Riverside is a semester-based, half-day program with a wellness and therapeutic skills focus. This program services youth who demonstrate anxious and depressive type symptomology that significantly interferes in their ability to successfully engage in their learning. The program combines academics with skills training to promote personal growth in the areas of emotional regulation, distress tolerance, interpersonal effectiveness and self-efficacy.

The target population of the program includes:

- Students enrolled in an SD42 educational program
- Students whose mental health concerns impact their ability to engage in their educational program
- Students in grades 8 – 11 (Grade 8, term 2)
- Students who exhibit adequate motivation, cognitive ability, and insight to learn new ways of coping
- Students who are willing to actively engage and participate in psycho educational groups
- Students who are able to attend every morning to the best of their abilities
- Students who are connected to a mental health professional or students who are on the waitlist for community agency services

Attendance averages for the Riverside Program during this pilot year are as follows:

- **81%** Average attendance Phase 2 Class (Cohort 1)
- **90%** Average attendance in second cohort

Student cross-enrollment/transition for September 2019 are as follows:

- Regular Secondary: **8**
- MRSS Outreach: **4**
- Alt Ed: **2**
- Riverside Adult Learning Center: **1**
- Trades: **1**
- Full continuation in Riverside Program: **1**

Parent group sessions: 10 with 60% attendance the first term and 70% attendance the second term.

#### **STUDENT FEEDBACK:**

"Everything is great. I'm in a much safer place than before and I'm doing better mentally. The support and skills we learn make it a very caring place. For the first time I feel like I matter and I'm more than a test score. This program should definitely continue. It could change so many lives. I know it changed mine."

- Student A

"The staff have been really great at bringing all the students together which has led to people feeling much more comfortable with each other. On field trips I notice everyone having fun and being themselves."

- Student B

#### **PARENT FEEDBACK**

A few of the changes parents have identified in their children since they began attending Riverside Centre:

- A significant increase in their child's school attendance
- An increase in self-advocacy (i.e. ordering food for self, asking for assistance from store personnel, communicating on their own with doctor)
- Greater participation in family activities
- A decrease in length of time their child spends ruminating in emotions that are not helpful

For an update on the Keeping Kids in School program, see Appendix C.

#### **PARENT FEEDBACK:**

"We have seen a decrease in the duration of panic attacks and melt downs. (Child) is coming out of her room more and engaging in family activities."

"We are seeing more positive behaviours such as making new friends, getting a job, and exercising."

# Literacy

## LITERACY IN ACTION 2017/18

*For the past four years, we have devoted significant resources to build new literacy assessments and approaches to support the literacy development of our primary students. Teachers assessed students at year end based on the BC Performance Standards for Reading. The district wide data indicates that we have been successful in reducing the number of students who are struggling with literacy skills in the primary grades. We will be expanding our literacy assessment and approaches into intermediate and secondary during this school year, while maintaining our work with primary students.*

*"Literacy is more than just reading and writing. It's a key strategy which can help solve fundamental societal issues and economic challenges. At all stages of our lives, literacy is essentially about decoding information, events and situations so we can succeed and prosper. Now, more than ever before, literacy is all about making sense of the modern world."*

*-Decoda Literacy Solutions*

The SD42 Literacy Network was formed 3 years ago as a result of research and study undertaken by the District Literacy Committee.

The Committee and Network operate under a shared set of big ideas:

- All learners deserve to be included and participate in rich, meaningful and joyful literacy experiences;
- All students are capable of being literate - the focus is on growth for each student;
- Differentiated instructional supports are embedded in all lessons. Sometimes this differentiated support is increased time, sometimes with the classroom teacher;
- Collaborative planning and collaborative teaching supports effective instruction and aligns practice;
- Formative assessment guides instruction for all students.

The 2017-2018 school year marked the third involving targeted literacy funding. The final seven school teams were brought into the Literacy Network and support was provided to every elementary school in the district. The invested resources are impacting the results. As expected, this is not a 'quick fix', and momentum, now after 3 years, is building. Each year there has been a reduction in the number of students who are Not

Yet Meeting (NYM) expectations in reading. We are now extending our vision to support students who are NYM to becoming students who are Fully Meeting (FM) students with more developed reading skills who will be able to handle more complex texts and content in the middle and secondary years. Our support, to date, has been K-3; this year we will address the plateau currently seen in Grade 4, with the addition of an intermediate literacy helping teacher.

We hold the social and emotional well-being of our students at the centre of the District Literacy Framework and seek pedagogy, resources, materials and assessments that uphold and protect the learning hearts of our students. We have moved to district departments, committees and community groups aligning to share knowledge, meld ideas and combine practices, guided by research and the Literacy Network.

By working together as a district, we bring together the skills and knowledge of many, including broader thinkers and mentors from across Canada and BC, as well as select thinkers from around the world. We are grateful for deepening relationships with consultants Faye Brownlie, Leyton Schnellert and Shelley Moore, and recognise the unifying force they have become. Concerted and strategic efforts over the past three years are shown in the many successes we are seeing from K-12. The Literacy Network has been a much-needed piece of the district's support towards success for each of our students. With increased support for literacy confirmed for 2018/19, we began planning for continued collaborative work based on quantitative results in June, as well as collegial and administrative feedback.





A TARGETED AND COHESIVE RESPONSE

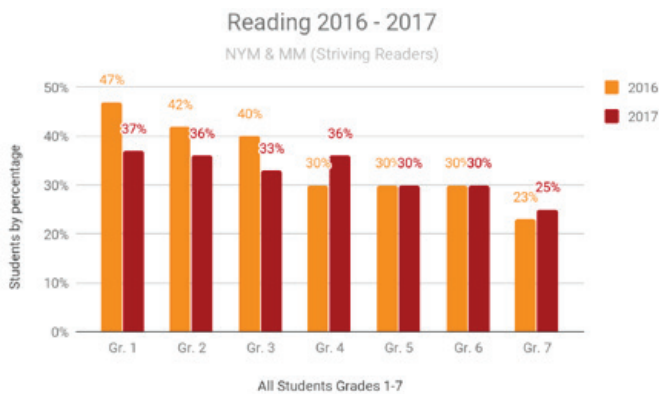
From the outset of the Literacy Committee, we have used the current data and research to plan a district response to the increasing number of struggling readers throughout the grades. We rely heavily on the BC Performance Standards and teacher professional judgment as key indicators of our strengths and stretches.

The following graphs represent quantitative data from the portal using the final page of student progress reports. Currently, we draw conclusions from June of 2016, 2017 and 2018. Having readily available internal data allows us to easily monitor changes.

We are happy to see the targeted approach working in areas of focus and that areas of need are becoming more coming clear. With ongoing district support, we are able to monitor, find and target areas requiring greater thought and resources.

READING 2016 vs 2017

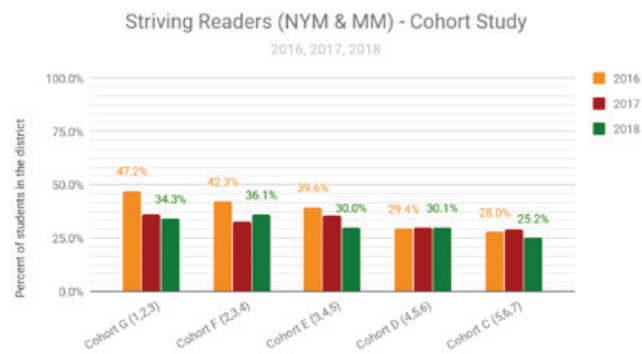
The portal information (first available in Nov 2017), indicates an immediate drop in the number of students at risk in literacy from grades 1-3. We interpret this to be a result of the Literacy Network and its work being in its third year, a rich conversation around a renewed provincial curriculum, reporting and assessment, social emotional well-being, literacy, school teams, and renewed training on the use of BC Performance Standards.



Currently, the focus of the Literacy Network is K-3. The results show a plateau after Grade 3, indicating the need for a continued focus on literacy. The addition of an intermediate literacy helping teacher will enable the learning, growth and conversation around research-based literacy practices to expand our focus on literacy beyond the primary years.

Our next goal is to increase the reading competency of our readers by moving them from the Minimally Meeting (MM) category to FM.

During cohort analysis, we found evidence of recent supports resulting in increasing success for students in the primary years.



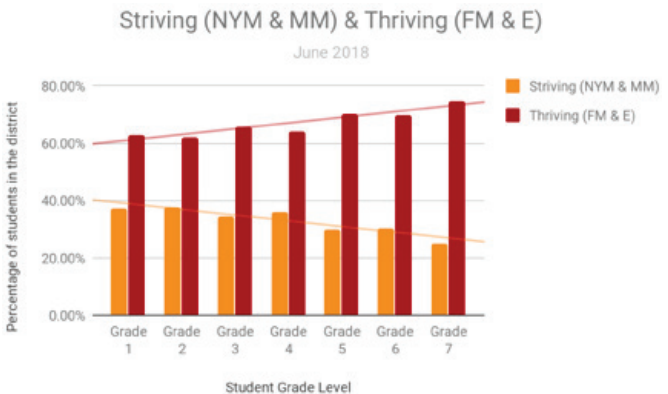
**Cohort G** had the benefit of increasing amounts of district supports during all three of their primary grades and entered Grade 4 having had a steady decline in the number of striving readers. Over the course of their primary grades, the number of striving readers in that cohort has been reduced by 13%. More than any other cohort.

**Cohort F** declined during their years of district supports in the primary grades and had a slight increase once they moved into intermediate.

**Cohort D** is the final group to move through elementary school having not had the benefit of any District Literacy support in the primary grades. Currently, between 25 % and 30% of students are entering Grade 8 without Fully Meeting expectations in literacy. This cohort will benefit in Grade 7 from the introduction of an intermediate literacy helping teacher. The intermediate teacher is working in collaboration with the secondary helping teachers to implement research based strategies in Grades 7, 8, 9 and beyond.

ALL STUDENTS READING 2018

We returned to the data throughout the past year and examined it in different ways.



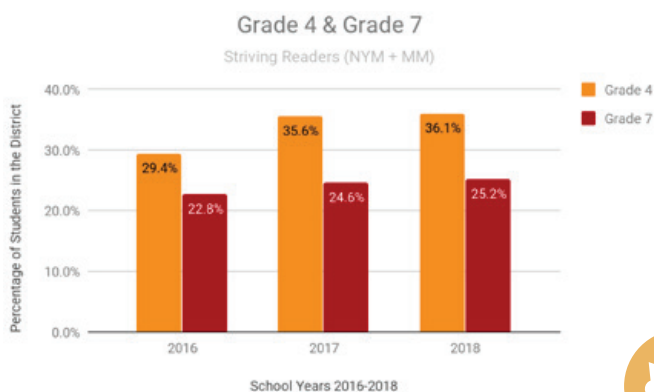
A steady increase through the grades shows an eventual 79% of students who were thriving readers (fully meeting and exceeding) when they left Grade 7. However, we remain deeply committed to reducing the number of striving readers (NYM and MM) by implementing strategies that support the goal of student growth in reading. Research suggests a focus on teaching deeper comprehension and thinking skills in literacy as well as supporting student engagement, choice and motivation to assist with this goal. Workshops, speakers, book studies and exposure to research provided by the helping teachers provide focus on these areas.

## TARGETED INFORMATION

### GRADE 4 & GRADE 7 - ALL 2016-2018

We know that district data is more powerful than any other source, including the Foundation Skills Assessment at Grade 4 & 7. Training around the Performance Standards with Anita Chapman as well as ongoing training surrounding the use of the Early Primary Reading Assessment (EPRA) & Intermediate Reading Assessment (IRA) are leading to increasingly well calibrated use of this assessment tool. These 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.

Thus, we are increasingly able to rely on the results we see. Looking at Grade 4 alone, we see relatively static numbers from year to year, which indicates an area where targeted support may help reduce the number of striving readers (NYM and MM) in order to boost those students into the thriving range. Similarly static results apply to our Grade 7 students.

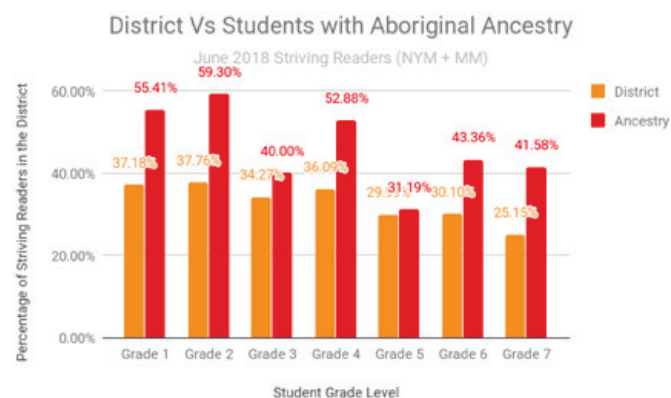


Teachers in the primary years have been investigating motivation and engagement around literacy, deeper comprehension skill such as inferring and reading as thinking, as well as the use of systematic reading lessons combined with regular small group or 1-1 conferencing.

With the support of many great thinkers around literacy, we will support Literature Circles, more frequent 1:1 conferencing and daily read-alouds as effective strategies in the intermediate grades. We also aim to increase classroom libraries, more books to take home, and an influx of highly engaging non-fiction materials in the intermediate grades.

## STUDENTS WITH ABORIGINAL ANCESTRY

Seeking out areas requiring growth provides additional guidance. In the case of our Aboriginal students, we see a large number of striving readers and, in most grades, a large discrepancy between the general student population and students with Aboriginal ancestry. In Grade 2, the discrepancy was as high as 21% while in Grade 5 it dropped to just 1.4%.



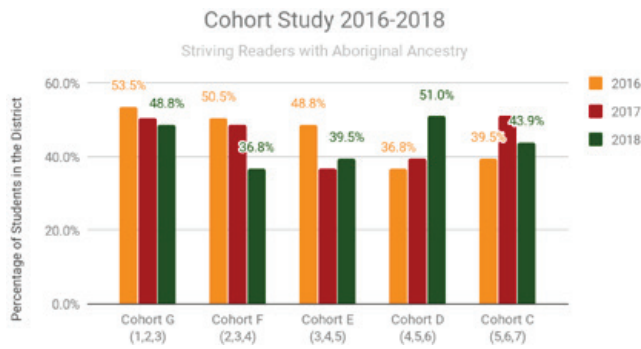
Thus, we again turned to the cohort data for a deeper look at specific groups of students as we follow their progress through the elementary and intermediate grades.



## LITERACY IN ACTION 2017/18

- 3 literacy helping teachers
- All 21 elementary schools supported
- 105 teachers in the Literacy Network
- 143 teachers supported in use of the EPRA
- 79 teachers supported in the use of the IRA (developed in collaboration with Faye Brownlie)
- 20 workshops, most based on teacher or administrator request
- 22 classrooms participated in the classroom library inquiry
- 18,000 new books distributed to teachers and students for classroom use
- Over 10,000 books (value of \$120,000) donated by First Books to be distributed to vulnerable students in the district to keep at home (EDI/MDI data)

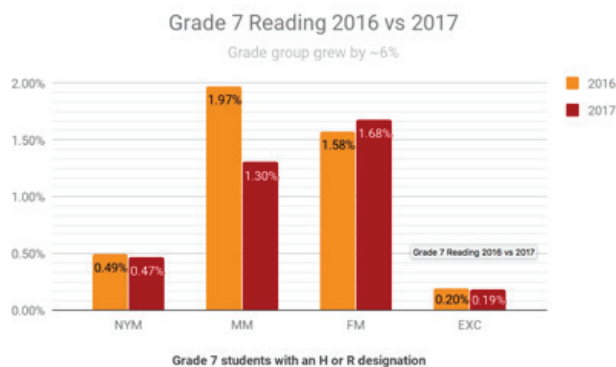
- 2nd annual Summer Reading Extravaganza at Eric Langton Elementary
- 1 two-day Early Learning Retreat at Camp Alexandra for teachers
- 134 classrooms participated in Recreational Reading Inquiry through the Literacy Network
- Development of the new Classroom-Based Intensive Reading Intervention Process
- 34 Literacy Lunch-and-Learns and/or staff meetings
- 500 teachers, parents and students attended the Margriet Ruurs author visit at the public library
- From 2016-2018 we have trained over 300 teachers on the BC Performance Standards with Anita Chapman



We look to the research of Brokenleg, Schonert-Reichl, Green, Shankar and others from which we can draw strategies, beliefs and hope while attempting to positively effect the common trajectory for this group of students. Increased collaboration between the Literacy team as well as the team in Aboriginal Education has brought our goals and strategies into alignment. These teams are working together with the Aboriginal Education librarian, to assist teachers with embedding the First People's Principles of Learning and Indigenous curricular content using authentic materials on a daily basis.

## GRADE 7 H AND R DESIGNATIONS

Students with H and R designations are relatively small in number and do not readily present trends. They are monitored individually and will continue to be so.



It is helpful to understand that some increases may be explained by population influx and reassuring to see that our targeted responses are where they should be. Adjustments to strategies will continue as our data bank grows and trends more solidly emerge.

## 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.

## TIMELINE: A STORY OF COLLABORATION AT GLENWOOD

2016

### LITERACY NETWORK

Glenwood joined the Literacy Network in the second year of the initiative.

Several teachers who joined the network chose to focus on a structured Literacy Approach or a workshop approach such as the Daily 5 and Cafe.

In combination with the new approach, new and engaging materials were introduced to daily lessons.

2016-  
2017

### TEAM LEARNING

The book room was culled to ensure motivating and engaging materials were easily accessible.

Many books were combined into text sets and placed into classrooms so students had greater numbers of appropriate books during lessons.

Additional materials were purchased for multi-level, curricular text sets to be shared around the school.

2017

### LITERACY LEADERSHIP

School administrators have been enthusiastic and encouraging supporters of staff growth and have enabled great change.

From the Literacy Committee and the Literacy Network, core Literacy Leaders have emerged at Glenwood.

Using Summative results from June 2017, targeted materials were purchased to support specific populations within the school.



## A STORY OF COLLABORATION AT GLENWOOD

As a result of the work of the Literacy Network over the last three years, we have seen schools begin to establish whole-school practices based on the formative and summative assessment information they are collecting around their own students. The graphic below illustrates how one school put in place universal and targeted literacy strategies using the library as a true Learning Commons. With the library as the hub, prep time, reading groups, intervention and book exchange have all been carefully scheduled to make the most of teacher collaboration. Based on assessment results, the library was refurbished and a large selection of very specific books were purchased. This has led to dramatic increases in circulation amongst targeted populations. Intermediate student use of the library increased by an average of 225%! This strategy is in alignment with literacy research around motivation, engagement and success.

## PRIMARY STRATEGIES

All grades 1-3 classes used the EPRA in the fall as well as the spring.

Intervention developed to include multiple literacy sessions a day for struggling readers with school staff as well as volunteers.

In the library, motivation, engagement and the love of reading was a focus.

Home-school connection with library – every morning the library opens at 8 am so that students can come (EA supervision provided).

Prep time is library/music in the library with two teachers who double-up classes to allow for teacher collaboration in primary.

## INTERMEDIATE STRATEGIES

All intermediate teachers participated in a book study using the Book Whisperer.

All grades 4-7 classes were trained and experienced using the IRA this spring.

Intervention was developed to include multiple Literacy sessions a day for struggling readers.

Reluctant readers received additional reading intervention in the library where they felt comfortable reading a variety of materials with small groups of peers.

Intermediate students are library leaders and do various jobs in the library.

2017-2018

#### ASSESSMENT

All grades 1-3 classes used the EPRA in the fall of 2017 which was used to plan for instruction as the school year began.

In the spring of 2018, support teachers, the ELL teacher and District Helping Teachers and school administration came together to support all classroom teachers in using the spring EPRA.

This will be used as summative assessment information for reporting, but will also allow the staff to view the impact of their many efforts.

2018

#### THE PLACE TO READ

Intermediate students do not have a library block. Their circulation rates went up 157% with the open library strategy of intermediate students exchanging as needed.

With two teachers collaborating much of the time, reading instruction, assessment, book exchange and intervention all occur seamlessly.

SEL is supported through literacy as the library is open before school as well as during recess and lunch for students wishing to read.

2019

#### UPCOMING

Glenwood will be hosting its first Great Glenwood Book Giveaway. With help from First Books Canada, they will be able to provide summer reading that may reduce the summer reading loss.

Strategies used in some classes this year have resulted in positive preliminary results in June 2018.

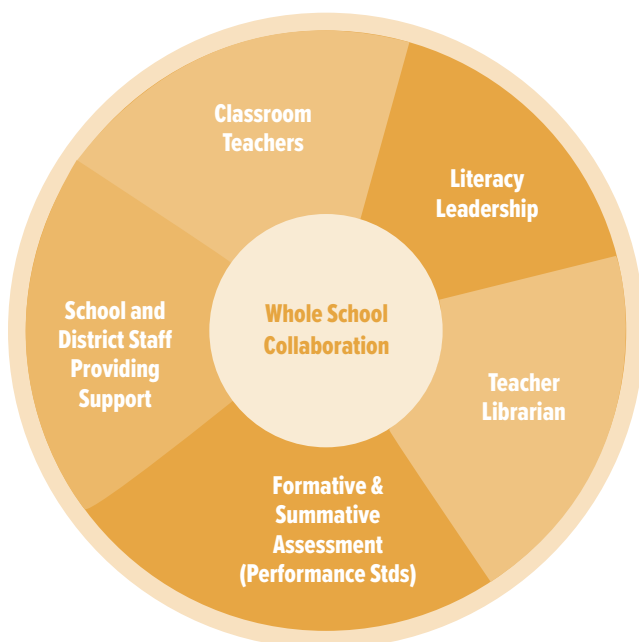
Glenwood has received district support to continue investigating and implementing intermediate reading intervention during the 2019 school year.

#### NEXT STEPS

Planning for next the 2018/19 has already begun to include the addition of the intermediate helping teacher.

June 2018 data will be reviewed at the start of the 2018/19 school year to ensure supports and strategies are most effectively placed.

Finally, research shows teacher inquiry, reflection and professional collaboration to be effective methods of changing teacher practice. These will be integral to future network support.





# Social Emotional Learning

## INTRODUCTION

*For the past four years, we have worked with Dr. Kim Schonert-Reichl and her doctoral students from UBC to build a district wide framework for Social Emotional Learning. Dr. Schonert-Reichl's own research and the growing body of research around Social Emotional Learning indicates to us that the social emotional well-being of our students in our classrooms can result in significantly improved academic learning. With this research in mind, we have been working to develop our understanding of Social Emotional Learning and have begun to implement some of the research-based findings that we believe will positively impact our school district.*

Social Emotional Learning (SEL) was identified as a central theme in many of our school growth plans three years ago. In addition to the importance placed on SEL by school staffs, research indicates that these important social and emotional skills are core to the success and development of all children (Weissberg, et al 2011, Schonert-Reichl 2012, 2013, 2014). The redesigned curriculum demonstrates the importance of SEL skills by embedding them in the core and curricular competencies. With this new emphasis on SEL, our school district community has embarked on developing a Social Emotional Learning framework with all partner groups.

Over the last three years, we have continued to collaboratively develop a plan with multiple approaches by analyzing research and our district data, working in consultation with Kimberly Schonert-Reichl and Molly Stewart-Lawlor from UBC. We began with a small group of principals and vice-principals, and have now expanded to almost 50 staff, including union leaders, principals and vice-principals, teachers, and CUPE instructional staff. The data we have used includes qualitatively analyzed individual interviews done with staff from every school in the district in the fall of 2016.

We have also incorporated data from the Early Developmental Index (EDI), the Middle Years Developmental Instrument (MDI), and the Student Learning Survey to inform our priorities. As a result, we now have five focus areas to develop our framework: Evidence Based Practices, School Culture, Explicitly Teaching SEL Skills to Students, SEL of Adults, Reaching Parents Regarding SEL.

## SOCIAL EMOTIONAL LEARNING (SEL)

To find out about SEL in our school district, we went through a self-examination process. We took an appreciative inquiry approach, holding interviews at every school. People were invited to be interviewed, and teams of two administrators asked explicit questions about teaching and school culture.

### 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

We interviewed over 100 members of the SD42 community (educators, parents/guardians, students) in October and November 2016, and also offered an online response option. Over 180 pages of qualitative data was collected and sent to Molly Stewart-Lawlor, a developer of SEL school curriculum and UBC doctoral student working with Kimberly Schonert-Reichl. The following overview highlights the themes and findings of the research, which we have shared with all partner groups in the district. This research has been foundational in setting our next steps.

## FINDING THEMES

Once we undertook a qualitative analysis of the data, we saw many themes emerge. First were many foundational attributes that support Social Emotional Learning in schools throughout the district. These included:

- **SEL programs being taught to students:** MindUP, WITS, Zones of Regulation
- **Evidence of community building:** welcoming school environments, codes of conduct, school events
- **Role-modelling by staff:** staff modelling SEL skills in class with students and other adults
- **Explicit teaching of SEL:** strategies, tools, common language
- **Explicit opportunities to cultivate relationships:** buddies, teaching conflict resolution
- **Effective and engaged leadership:** principals and vice-principals supporting inclusion, being welcoming, and role-modelling.

## FROM FRAGMENTATION TO COHERENCE

While the data highlighted many areas of success our district can celebrate, it also showed us where additional focus is required. For example, the data foregrounded a difference in how SEL is perceived between teachers and parents/guardians, and among teachers. A difference was also noted in how SEL efforts were perceived between elementary and secondary teachers. When people were asked about the Social Emotional Learning of adults, the question was met with silence and surprise.

The data also revealed that there are many individual approaches to SEL in our district. While this variety does help foster teacher independence, a multitude of individual approaches can also contribute to a fragmented approach. A fragmented approach, in turn, can confuse students and lead to some programs running in contradiction of each other. Our interviews revealed that some staff were already aware of the challenge of fragmentation.

To create a district-wide or school-wide approach to Social Emotional Learning, Kimberly Schonert-Reichl (2016) shared that the research tells us we need to do the following:

- Have a systemic approach that creates coherence among the different approaches;
- Collaboratively include voices;
- Have explicit and intentional skill instruction;
- Pay attention to adult well-being and SEL skills;
- Consider developmentally appropriate teaching and learning.

From **FRAGMENTATION**

to **COHERENCE**



## EDI, MDI AND STUDENT LEARNING SURVEY DATA

In addition to the research and inquiry interviews done in schools, we have other data collecting tools that help inform our sense of the impact we are having on Social Emotional Learning in our schools and that indicate what our next steps should be. These tools include the Early Development Instrument (EDI) and the Middle Years Development Instrument (MDI).

### EARLY DEVELOPMENT INSTRUMENT (EDI)

The 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 indicates that although our students show a slight improvement in language and communication, our students entering kindergarten exhibit an increased need in the areas of social competence and emotional maturity. This reinforced the need for developing an SEL framework as a district.

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

### 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?



## 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.

## 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 students how they think and feel about their experiences both inside and outside of school. Both the Grade 4 questionnaire and the Grade 7 questionnaire include questions related to the five areas of development that are strongly linked to well-being, health and academic achievement.

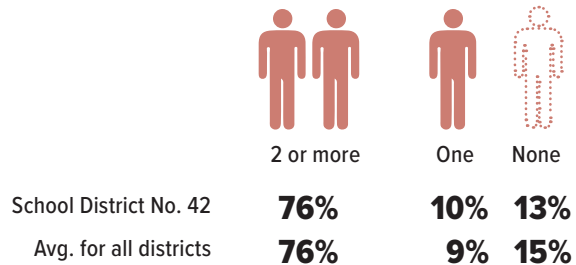
The Well-Being Index is part of the Middle Years Instrument and combines five measures relating to children's physical health and social and emotional development that are of critical importance during the middle years: optimism, happiness, self-esteem, absence of sadness, and general health. Scores 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.' 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." (See Appendix D.)

Our current data shows that both our Grade 4 and Grade 7 students have a higher percentage of students that are thriving.

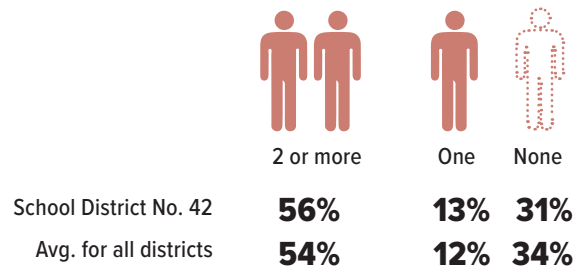
However, when you break down this data again by school or region, there is a range that we need to pay attention to. As a result, we have been examining the data to determine regionally where to put additional attention and resources (e.g. after-school programming) to positively impact student well-being.

The question that asks students how many important adults they have at school is particularly important. Research indicates that a child's relationship with at least one adult at school 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 students identifying one or more important adults in their lives. There is a wide range of responses when the data is broken down by region or school, so our schools are individually reviewing their data to understand the needs of their students.

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



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



Schools have been using the MDI data to review these five areas of development for their Grade 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.

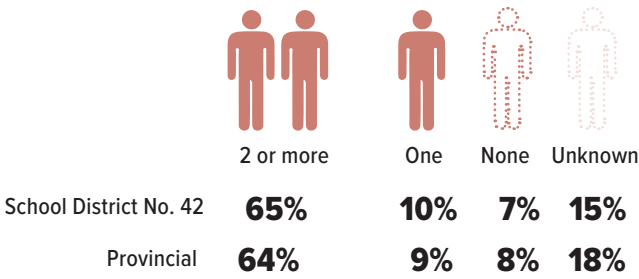
## STUDENT LEARNING SURVEY

The Student Learning Survey can also help us get a sense of the well-being of Grade 10 and 12 students. Although not as fulsome or in-depth as the MDI, the Student Learning Survey asks Grade 10 and 12 students a similar question to the MDI: how many adults do you feel care about you? Again, our survey data shows that the number of adults that Grade 10s

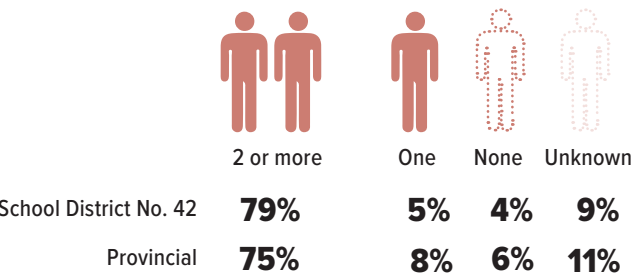


and 12s feel care about them in our schools is slightly above the provincial average.

NUMBER OF IMPORTANT ADULTS AT SCHOOL: **GRADE 10**



NUMBER OF IMPORTANT ADULTS AT SCHOOL: **GRADE 12**



IMPERATIVES FOR ACTION FROM OUR DATA

We have mobilized the following initiatives as a result of the data we have collected, and the EDI and MDI data in particular:

- **After-school and noon hour programming.** We have funded a community coordinator in conjunction with the United Way to provide connection, instruction and activity around student well-being.
- **The district is engaging in Project Impact** to produce quantitative and qualitative findings to demonstrate and improve the impact of our after-school programming. (See inset on right for more details and Appendix E for specific data on the number of after-school programs across the district.)
- **Riverside Program.** We have established a partnership program with Child and Youth Mental Health for secondary-aged students with mental health challenges. This support consists of parent sessions, mindfulness strategies, academic learning, and social engagement.
- **Shifting intervention for highly vulnerable students from secondary to elementary** in support of mental wellness and early intervention. This work is undertaken by the teacher, youth workers, district administrator, Safe School coordinator and specialist counselor.

- **Review of Alternate Programs.** We are currently conducting a review of our alternate programs, looking at over 100 student files to determine which students we are serving in alternate schools, why these students require this support, and what can we learn from these files to be more proactive in academic and social emotional learning interventions.
- **SOGI 1-2-3.** Although our Grade 12 student learning survey results report there is more awareness around sexual orientation and gender identity in our schools than is the provincial average, we still need to continue to develop school cultures that welcome diversity.

SD42 PROGRAMS TO DATE

- 97 Programs in 2017/18
- 11 Elementary schools
- 3 Secondary schools
- Over 1,000 students

SUMMARY OF SOCIAL EMOTIONAL LEARNING WORK IN SD42

As stated earlier, SEL was a theme in our school growth plans as we began the journey to establish a Social Emotional Learning framework in our district. As a result of the interviews done in 2016, we brought together almost 50 educators from across the district to review the 2016 themes and to analyze the research of Kimberly Schnonert-Reichl. The collaborative work between different partner groups in addition to our district-based data and research has defined the following five key areas of focus:

- Evidence-based practices
- School culture
- Explicitly teaching SEL skills to students
- SEL of adults
- Reaching parents regarding SEL

Each focal area is being developed into offerings for school staffs to go deeper as they explore their school growth plans, and their EDI, MDI, and Student Learning Survey data.

These five focal areas are being developed by five district teams comprised of 8-12 members. These members include district and union leadership, principals, vice-principals, teachers, and CUPE instructional staff for a total of almost 50 staff. We regularly get requests for more people to join this SEL network. The groups meet individually and collectively to create coherent approaches that schools can adopt to embed social emotional learning. These meetings have occurred through the last 18 months during after-school gatherings and weekend learning events at Harrison Hot Springs.

The redesigned curriculum, specifically the core and curricular competencies, have educators already attempting

to find ways to further incorporate SEL in their classrooms.

The district will be offering support and resources (including support for integrating an Aboriginal focus, evidence-based approaches, professional development, and assessment) by drawing on work in the field of SEL. This approach will enable educators to use evidence-based practices to teach the redesigned curriculum.

Social Emotional Learning is embedded in the learning opportunities provided by professional development days, curriculum implementation days, the work of our Helping Teachers and mentorship programs, our community group collaboration, the shift in our alternate programs, our formative and summative assessment processes, our secondary innovations, our early learning and literacy approaches, the inclusionary focus of school teams, and the Aboriginal Enhancement Agreement.

Social Emotional Learning is at the heart of the Maple Ridge – Pitt Meadows School District and a focus of our mission, vision, and values.



## ANNUAL STUDENT LEARNING REPORT: SUPERINTENDENT'S CONCLUDING COMMENTS

I want to thank the Board of Education for their dedication to *Supporting All Learners*. The work to improve the learning trajectory of all our students requires a steadfast and sustained focus over at least five years, skillful and dedicated staff, and a variety of supports ranging from access to researchers and learning resources to collaboration time. It takes time to build deep understanding and set direction – particularly within a large organization. We have achieved a good start on this work in our school district, but have much work still to do. This report provides a glimpse of the work that has been undertaken over the past three years.

I particularly wish to thank the Maple Ridge Teachers' Association, CUPE, MRPVPA and DPAC for their commitment and engagement with our school district mission, vision and values. Our teams of support staff, teachers, and administrators at each of our schools and programs bring to life our commitment to *Supporting All Learners*. Along with our school staffs, our helping teachers and district instructional staff add so much to the ability of our school district to respond to student needs. Thank you helping teachers, learning services teachers, Riverside staff and instructional support staff! The business side of our school district has always been whole-heartedly committed to student success. It is a pleasure to work with facilities, communications, payroll, IT, HR, international education and finance departments who display such care, dedication and concern for our students.

I hope that you have found the Annual Student Learning Report interesting and welcome your feedback and questions.

# APPENDIX A

## SCHOOL SURVEY 2017/18: GRADE 12

### I AM SATISFIED I AM LEARNING BASIC LIFESKILLS THAT I NEED FOR THE FUTURE IN SCHOOL

	MRSS	SRT	PMSS	THSS	GSS	WSS
At no time	11%	21%	27%	17%	22%	28%
Few times	5%	18%	27%	16%	27%	32%
Sometimes	52%	30%	29%	30%	27%	25%
Many times	17%	18%	10%	24%	18%	7%
All of the time	11%	7%	4%	6%	1%	2%
Don't know	0	3%	1%	4%	2%	2%
No answer	0	0	0	0	0	1%

### ARE YOU SATISFIED SCHOOL IS PREPARING YOU FOR POST SECONDARY EDUCATION?

	MRSS	SRT	PMSS	THSS	GSS	WSS
At no time	11%	10%	15%	7%	15%	15%
Few times	5%	15%	25%	16%	24%	36%
Sometimes	52%	30%	30%	35%	21%	24%
Many times	17%	30%	20%	23%	31%	18%
All of the time	11%	11%	7%	12%	4%	2%
Don't know	0	2%	0	4%	2%	1%
No answer	0	0	0	0	0	1%

### I AM SATISFIED IN SCHOOL I AM LEARNING BASIC LIFE SKILLS THAT I NEED FOR THE FUTURE

	MRSS	SRT	PMSS	THSS	GSS	WSS
Strongly disagree	52%	24%	43%	20%	34%	51%
Disagree	17%	17%	25%	20%	21%	19%
Neither agree or disagree	0	22%	18%	28%	20%	12%
Agree	17%	26%	10%	17%	17%	11%
Strongly agree	11%	6%	2%	22%	5%	2%
Don't know	0	3%	1%	7%	1%	2%
No answer	0	0	0	0	0	0

## SCHOOL SURVEY 2017/18: GRADE 10

### ARE YOU SATISFIED THAT SCHOOL IS PREPARING YOU FOR A JOB IN THE FUTURE?

	MRSS	SRT	PMSS	THSS	GSS	WSS
At no time	10%	20%	19%	16%	22%	28%
Few times	25%	18%	22%	25%	30%	21%
Sometimes	39%	24%	19%	25%	27%	26%
Many times	16%	23%	20%	21%	10%	13%
All of the time	5%	9%	6%	7%	4%	7%
Don't know	1%	4%	3%	2%	5%	2%
No answer	0	0	7%	0	0	0

#### ARE YOU SATISFIED THAT SCHOOL IS PREPARING YOU FOR POST SECONDARY EDUCATION?

	MRSS	SRT	PMSS	THSS	GSS	WSS
At no time	6%	12%	19%	6%	13%	20%
Few times	16%	17%	19%	16%	18%	28%
Sometimes	38%	27%	15%	34%	34%	23%
Many times	31%	32%	19%	26%	17%	19%
All of the time	5%	7%	15%	15%	8%	3%
Don't know	1%	2%	1%	2%	6%	4%
No answer	0	0	9%	0	0	0

#### I AM SATISFIED I AM LEARNING BASIC LIFESKILLS THAT I NEED FOR THE FUTURE IN SCHOOL

	MRSS	SRT	PMSS	THSS	GSS	WSS
Strongly disagree	28%	24%	15%	18%	27%	39%
Disagree	25%	17%	20%	28%	21%	18%
Neither agree or disagree	17%	22%	25%	21%	18%	15%
Agree	23%	26%	16%	22%	18%	17%
Strongly agree	2%	6%	7%	7%	4%	4%
Don't know	1%	3%	5%	1%	9%	2%
No answer	0	0	7%	0	0	2%

## APPENDIX B

### **SECONDARY INITIATIVES 2017/18**

The 2017/18 school year began with a welcome dinner for new and early career secondary teachers (33 mentors and mentees attended along with 5 helping teachers).

The *Secondary Inquiry Project* (34 participants) provided the opportunity for teachers to engage with Spirals of Inquiry and Self Study in an effort to evolve and deepen their practice. This involved two dinner meetings and two school meetings, and concluded with a retreat. A final publication of the teachers' self reflection and research was also produced.

In the *Collaborative Network* (33 participants) teachers 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.

Throughout the year helping teacher Vicci Halabi also met with all departments after school to focus on the following topics:

- integration of the core competencies
- curricular competencies
- First Peoples' Principles of Learning
- numeracy into teaching and learning
- assessment practices (introduction of the learning map)
- resources and professional development opportunities

The *Secondary Assessment Committee*, consisting of 13 teachers, 2 MRTA representatives, 4 administrators, assistant superintendent Shannon Derinzy and helping teacher Vicci Halabi met once a month. The focus of this committee was on three key topics: student self reflection of the core competencies, numeracy, and standards based grading.

During the month of May, Vicci Halabi also developed and led a series of three assessment workshops focused on how standards based grading builds student hope, efficacy and achievement. All teachers participating (31 in total) also developed a learning map.

The majority of professional development opportunities emerged out of department head meetings. These opportunities were held after school, during professional development days and during curriculum implementation days. Topics of these workshops included *Assessing the Curricular Competencies*, *Teaching Biology Through PBL*, *Sustainability and Indigenous Content in the Science Classroom*, *Assessing the Curricular Competencies in Mathematics*, and *Indigenous Storytelling and Resources*.

Throughout the year Ms. Halabi also collaborated with individuals and teams of teachers to rewrite BAA courses to align with the new curriculum. The following courses have been developed collaboratively with teams of teachers:

- Baking 10
- Advanced Basketball 10
- Hockey Skills 10
- Westview Soccer Academy 10 to 12
- Textiles Arts and Crafts 10
- Psychology 11 and 12
- Criminology 12 (currently being completed)

# APPENDIX C

## **KEEPING KIDS IN SCHOOL (KKIS) SAFE AND CARING SCHOOLS UPDATE 2017/18**

During the 2017/18 school year, our team has focused on supporting our students at risk for not attending and those who are not attending due to mental health challenges. We have increased our focus on supporting families to get the necessary community resources in place to support their struggling child. We supported students K–12 in various different formats depending on the needs of the child.

Our team supports our children and youth in a variety of capacities. The following are a few examples of how our team has engaged with our students this 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 programming 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: **60**
- Students not attending school: **2**

Number of secondary students supported by Safe and Caring Schools:

- Students attending school but minimally: **81**
- Students not attending school: **4**
- Students transitioned from not attending to an educational setting: **43**

The Equestrian Program continues to be a well-loved, in demand program for our students who struggle to engage with their learning at school. It is incredible to witness the success some of our most challenging students have when they are at the barn. This year 25 elementary students and 23 secondary students attended the horse program.

Dr. Mel continues to be an invaluable resources providing our families in crisis support when they most need it. This past year Dr. Mel worked with 24 students and their families.

During the course of this past year, the need for our team has become greater than our capacity to support. Working with Laurie Meston, we have begun to review our present support model with the intention of narrowing our scope of practice with the goal of ensuring our model is not duplicating other services offered in the district and to ensure our support is purposeful and meets the needs of our district. We have identified grades 6–9 to be a vulnerable time for our students at risk for decreasing engagement and non-attendance.



# APPENDIX D

Source: Middle Years Development Instrument (MDI) data collection: 2017/18.

## Grade 4 Results:



**Thriving**  
Children who are reporting positive responses on at least 4 of the 5 measures of well-being.

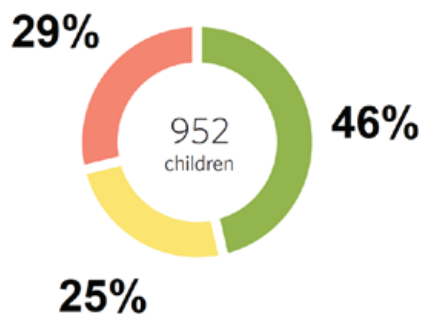


**Medium to High Well-Being**  
Children who are reporting no negative responses, but fewer than 4 positive responses.

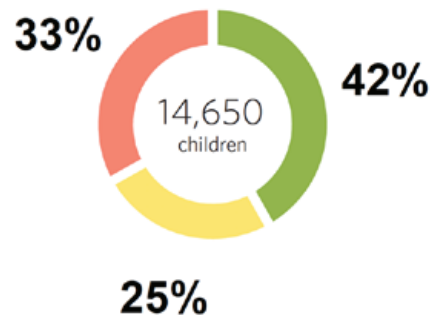


**Low Well-Being**  
Children who are reporting negative responses on at least 1 measure of well-being.

Maple Ridge - Pitt Meadows (SD42)



All Participating Districts



## Grade 7 Results:



**Thriving**  
Children who are reporting positive responses on at least 4 of the 5 measures of well-being.

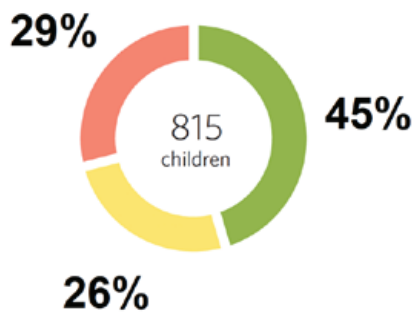


**Medium to High Well-Being**  
Children who are reporting no negative responses, but fewer than 4 positive responses.

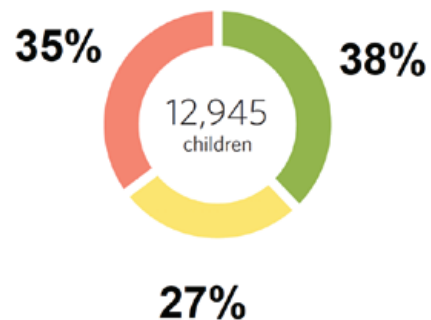


**Low Well-Being**  
Children who are reporting negative responses on at least 1 measure of well-being.

Maple Ridge - Pitt Meadows (SD42)

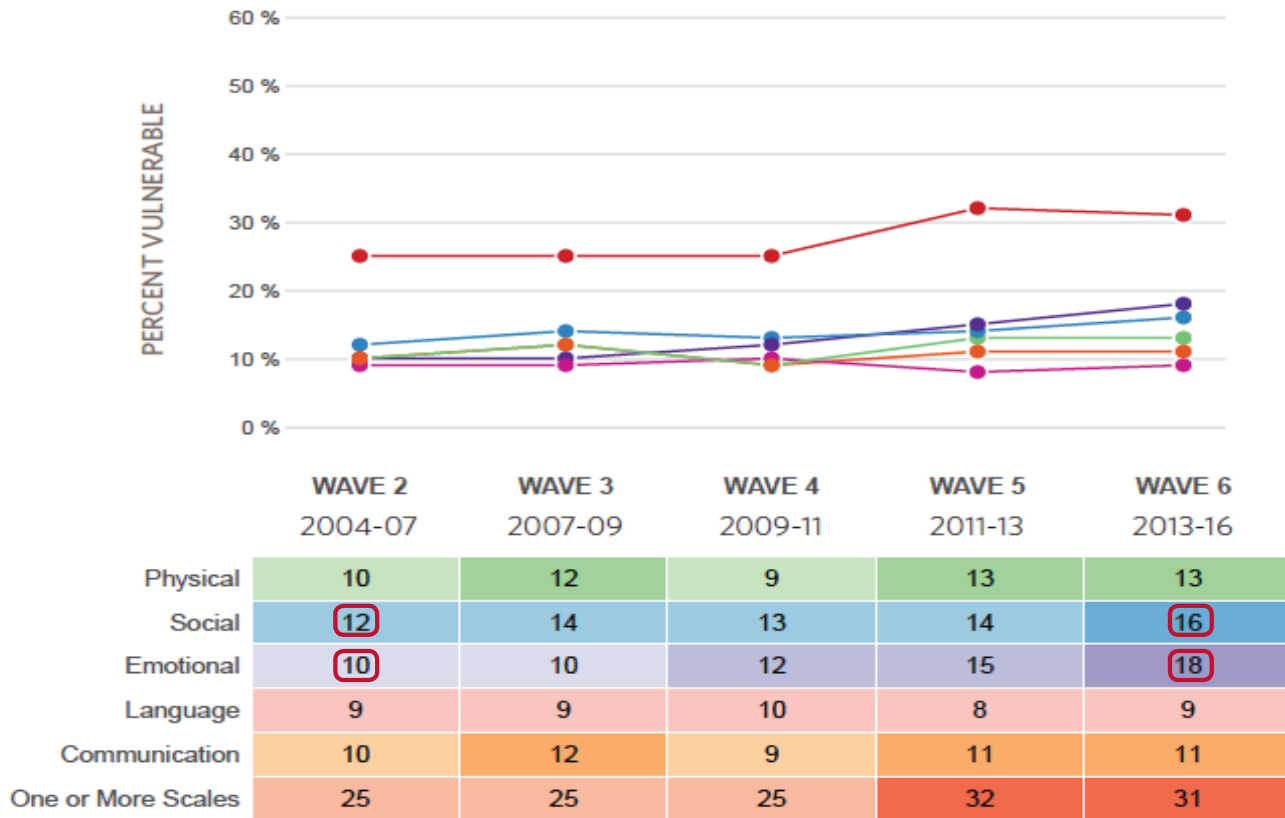


All Participating Districts



# APPENDIX E

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 F

## GENERAL AFTER SCHOOL PROGRAMS

### GRADE 3 ACTIVE KIDS HOUR



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

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

The program is 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 8**

To: **Board of Education**

From: Superintendent  
Sylvia Russell

Re: **SUPERINTENDENT'S UPDATE**

Date: September 19, 2018  
(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: Superintendent  
Sylvia Russell

Re: **SUMMER LEARNING UPDATE**

Date: September 19, 2018  
(Public Board Meeting)

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**Information**

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**BACKGROUND/RATIONALE:**

528 students from kindergarten to grade six participated in our Elementary Summer Learning programs at four locations (Edith McDermott Elementary, Alouette Elementary, Eric Langton Elementary and Yennadon Elementary) between July 4, 2018 and July 20, 2018. Summer learning is a free Ministry of Education funded program which is open to all students. During summer learning, students were engaged in a variety of learning activities that focussed on hands-on and experiential learning. Classes were organized as either multi-grade primary or multi-age intermediate. Students with special needs were included with supports as needed. Students who identify as Aboriginal were provided access to staff from the Aboriginal Education department. As well, in partnership with the City of Maple Ridge Parks and Recreation department and the City of Pitt Meadows, parents had the option of afterschool care at the end of each school day. For a fee, parents were able to take advantage of this Parks and Recreation service at each location if they wished.

106 students in grade seven participated in a secondary transition program offered at Thomas Haney Secondary. Students were enrolled in a two-and-a-half-week skills rotation including metal shop, wood shop, robotics and video game design. The grade seven program ran between July 4, 2018 and July 17, 2018.

Connected Learning Community, our distributed learning school, was also active this past summer offering 74 students an online option in variety of credit courses: English, Math and Science. These online 'fast-track' classes began in early May and students completed their courses by the end of July.

Secondary Summer Learning 2018 was again hosted at Thomas Haney Secondary. 455 students with an additional 51 international students from Lanzhou, China participated in the Secondary Summer Learning. The International students from Lanzhou participated in a wide range of courses towards their BC Dogwood certificate. Our Maple Ridge- Pitt Meadows students in grades 10 to 12 were able to take full credit course offerings.

The grade 8-9 summer school program continued to evolve and, this year, students participated in a skill building remedial program that emphasized literacy and numeracy skills delivered by an energetic and collaborative team of teachers.

The following table summarizes the budgeted revenue expense and enrolment compared to actual revenue expense and enrolment as at August 31, 2018.

	<b>2018/19 Preliminary Budget</b>	<b>2018/19 Projected Expenditures</b>			<b>Variance</b>
		Elementary	Secondary	Total	
<b>Revenue</b>					
Ministry of Education Grants	373,402	178,445	242,497	420,942	47,540
International program contribution	34,800		30,000	30,000	-4,800
Tuition Revenue	43,250	810	59,630	60,440	17,190
<b>Total Revenue</b>	<b>451,452</b>	<b>179,255</b>	<b>332,127</b>	<b>511,382</b>	<b>59,930</b>
<b>Expenses</b>					
Salaries and Benefits	415,244	155,983	319,457	475,440	-60,196
Services and Supplies	14,723	9,474	1,038	10,513	4,210
<b>Total Expenses</b>	<b>429,967</b>	<b>165,457</b>	<b>320,495</b>	<b>485,953</b>	<b>-55,986</b>
<b>Net Revenue (Loss)</b>	<b>21,485</b>	<b>13,798</b>	<b>11,632</b>	<b>25,429</b>	<b>3,944</b>
<b>Ministry of Education Funded Enrolment</b>					
Grades 1-7 headcount	476	634		634	158
Grades 8-9 courses	236		132	132	-104
Grades 10-12 courses	445		455	455	10
Cross enrolled	2			0	-2
Supplemental funding		44,037	21,625	65,662	

**RECOMMENDATION:**

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



**ITEM 10**

To: **Board of Education**

From: Facilities Planning Committee  
Of the Whole

Re: **DRAFT STRATEGIC FACILITIES PLAN  
UPDATE**

Date: September 19, 2018  
(Public Board Meeting)

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**Information**

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**BACKGROUND/RATIONALE:**

The attached Draft Strategic Facilities Plan Update is presented to the Board for information.

Staff will now share this update with the two municipalities and solicit their feedback before finalizing the update.

**RECOMMENDATION:**

**THAT the Board receive the Draft Strategic Facilities Plan Update, for information.**

Attachment



# **DRAFT STRATEGIC FACILITIES PLAN UPDATE**

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

June 2018

# 1. STRATEGIC FACILITIES PLAN UPDATE

In order to ensure that future Capital Plan submissions to the Ministry of Education accurately reflect the current priorities and needs of the Maple Ridge - Pitt Meadows school district, the board directed staff to update the School District *Strategic Facilities Plan* adopted October 2015.

The *Strategic Facilities Plan* identifies and rationalizes current and future capital requirements for school sites, new schools, and facility upgrades based on building condition, seismic vulnerability and ongoing maintenance/life cycle costs; as well as new education initiatives.

The updated plan will provide the critical context for discussions with the municipalities regarding eligible school sites, the Ministry of Education regarding high priority project requests, and the community regarding the board's vision and priorities surrounding school district facilities.

## 2. FINANCIAL BACKGROUND

### 2.1 FUNDING

The current provincial funding model allocates funding to districts based on student population. In school districts experiencing enrolment growth, this translates to increased funding from year to year.

The increase in funding triggered by enrolment growth, however, is sometimes greater than the added costs. The cost of additional classrooms space, for example, is not funded through operating funding and at times school districts have to use operating funding to acquire and maintain temporary/portable classrooms until capital funding is received for new classroom space.

The funding formula, moreover, does not account for regular cost increases such as salary increments, increases in employee benefit costs, and inflation on goods and services not covered by provincial operating grants.

Under the School Act, Boards of Education are required to submit balanced budgets every year. When cost increases outpace funding increases, boards must implement reductions in programs, staffing and other costs.

For 2017-2018, eighty-three per cent (83%) of the school district's expenditures are tied to instruction (teachers, education assistants, instructional supplies, and school administration, including principals and school office support staff), while ten per cent (10%) is allocated to building operations and maintenance. Seven per cent (7%) of the district's budget is spent on student transportation, acquisition of capital assets and district administration. The efficient use of educational facilities reduces non-instructional operating costs, which would in effect protect funding for educational programs in the school district.

### 2.2 COST OF OPERATING NEW SCHOOLS

The Ministry of Education provides funding for land acquisition and construction of new schools, however, additional operating funding is not provided for operating the new schools.

When new schools are opened, the school district will incur additional costs in areas such as principal and vice-principal administration time, office support staff, custodians, facility operations, as well as maintenance supplies and expenses. The estimated ongoing facility based cost is \$370,000 for an elementary school and \$960,000 for a secondary school. There would be little increase to student-based costs, including principal and vice-principal teaching time, teachers, educational assistants and instructional supplies and expenses, because these costs would follow the students to their new school.

Although, from a purely financial perspective, the most efficient use of resources occurs when schools are operated at full capacity, this is not necessarily the optimal use of facilities. It is not advisable to operate all schools at 100 per cent capacity, because there would be limited flexibility to respond to emergent educational needs or to provide schools with space to support school-based educational and community initiatives. Schools operating at 90 per cent are considered to be operating at a reasonable rate and the Ministry of Education is encouraging school districts to operate schools at an average 95 per cent capacity utilization.

### 3. CAPITAL PLANNING PROCESS

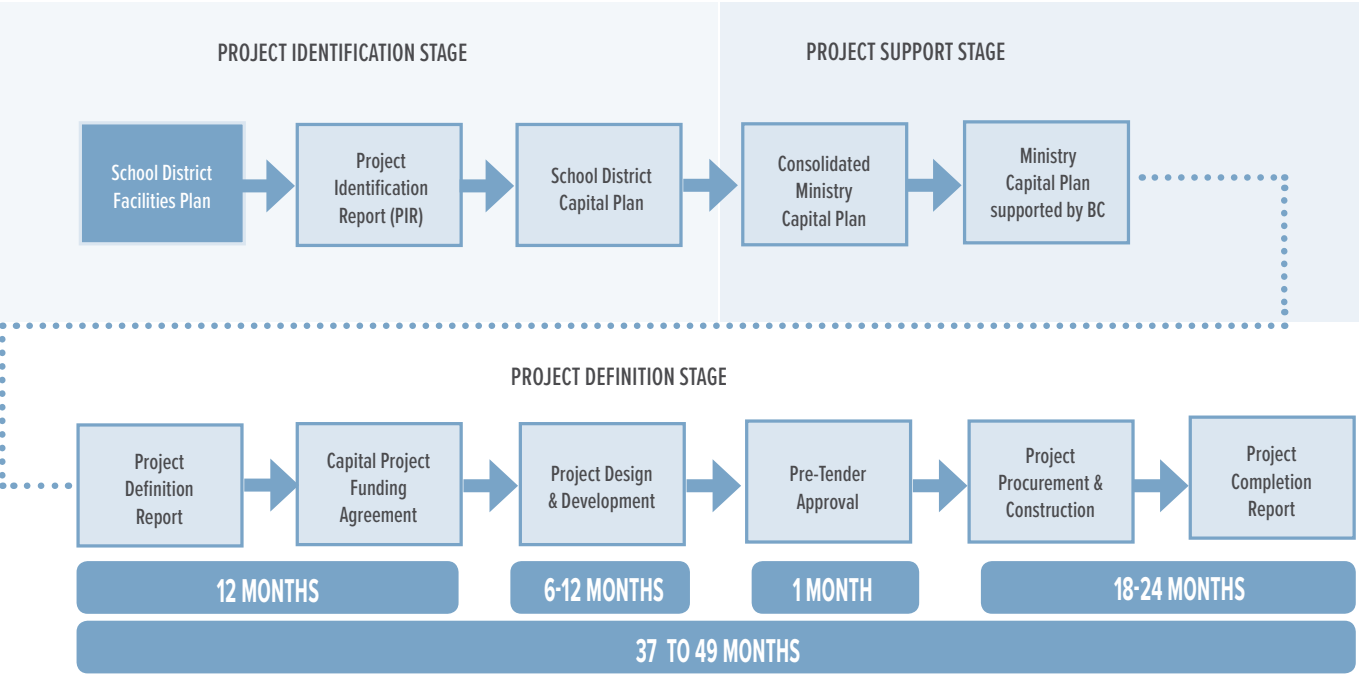
The Ministry of Education requires approval of a School District Facilities Plan (SDFP) prior to approving Five Year Capital Plans and Project Identification Reports.

The Ministry of Education planning and procurement process for Capital Plan submissions requires Boards of Education to develop long-range facilities plans that support capital projects being submitted to the Ministry for capital investment considerations.

These facility plans must identify capital requirements for school expansion and consolidation, school replacement or upgrades on building condition, seismic vulnerability and ongoing maintenance / life-cycle costs, as well as any new government initiatives.

The school district therefore requires a comprehensive long-term facilities plan that provides rationale for specific capital projects that may be proposed as part of the School District's Five-Year Capital Plan.

#### Ministry of Education Capital Plan Framework





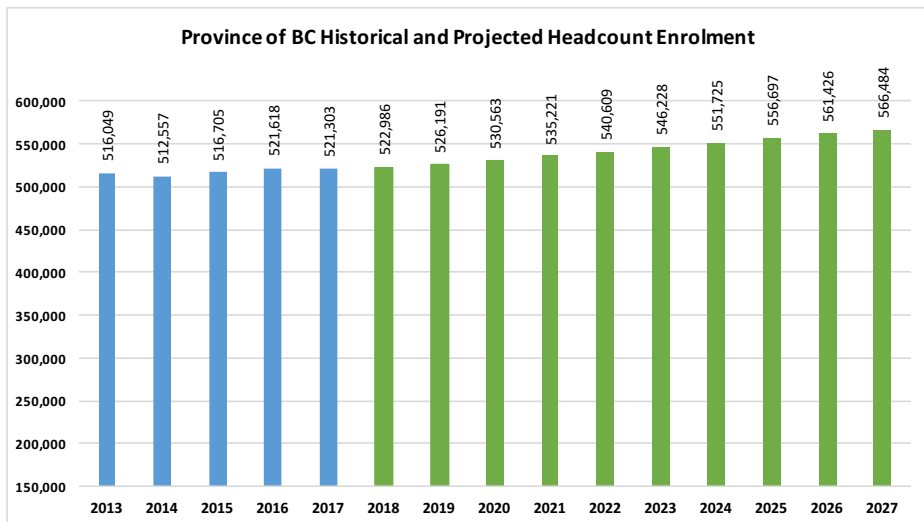
## 4. MAPLE RIDGE - PITT MEADOWS ENROLMENT PROJECTIONS

### 4.1 PROVINCIAL ENROLMENT TRENDS

Student enrolments in the province have increased after several years of decline. From 2013 to 2017, provincial enrolment headcounts have increased 5,254 students from 516,059 to 521,303. This represents an increase of 1% over 5 years or 0.2% per year.

BC Stats anticipates that in the next ten years, student enrolments will continue to increase as follows:

- 2018 to 2022: enrolments will increase to 540,609 with a forecast annual growth rate of 0.7% per year
- 2023 to 2027: enrolments will increase to 566,484 with a forecast annual growth rate of 0.9% per year

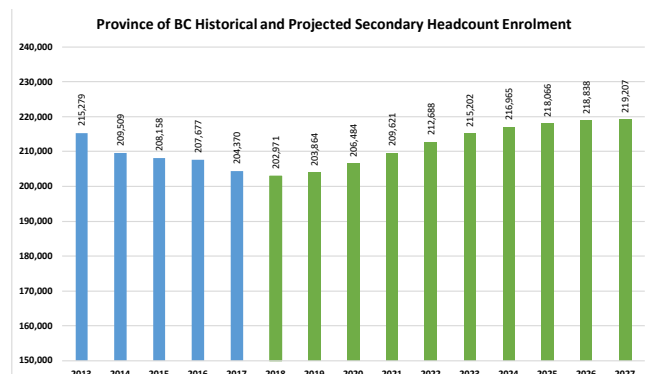
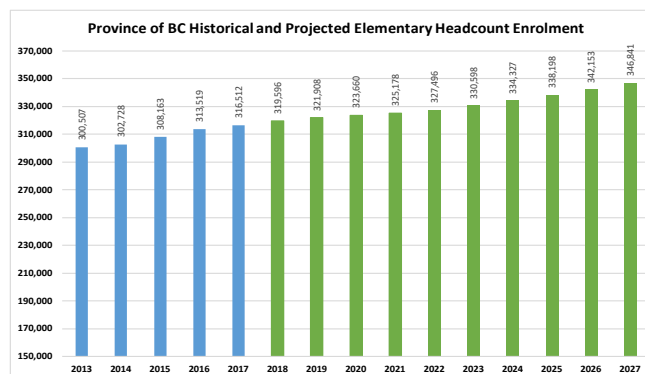


This upward trend is largely a result of three factors:

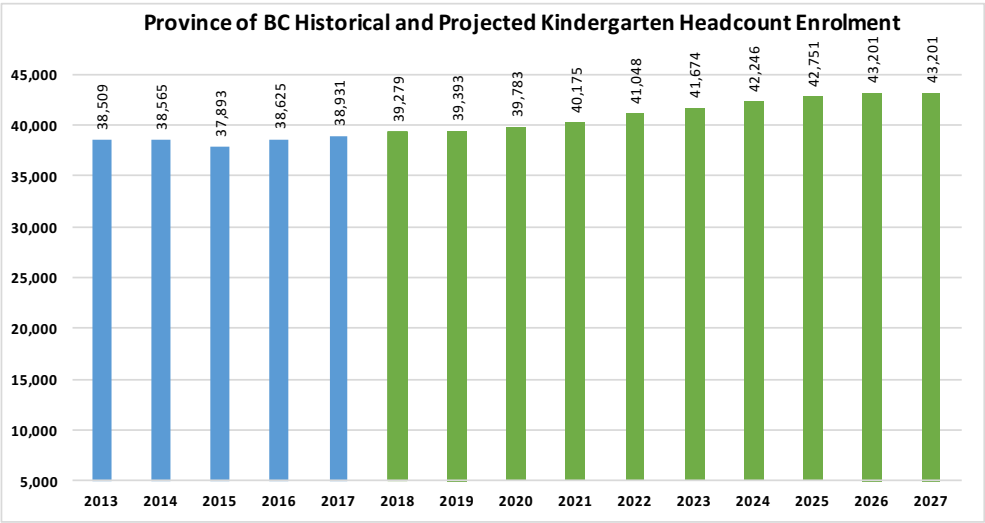
- A significant increase in the birth rate;
- A decrease of large secondary student cohorts graduating from the system; and
- Increase of the general population from in-migration.

The impact of the birth rate and in-migration can clearly be seen on the provincial elementary school forecast below.

The impact of the wave of existing secondary students graduating from secondary schools is also seen below. It is forecast that the number of secondary students will bottom out in 2018, and then rise steadily after that time as larger existing cohorts of elementary students follow.



The impact of increased births is illustrated in the projected kindergarten headcount enrolment. An increase of 11% over 10 years.



Data Source: BC Ministry of Education, Resource Management Division, Projection Reports for Public School Aged Headcount Enrolments (Excluding Adults), March 2018. Prepared By BC Stats, Ministry of Technology, Innovation & Citizens' Services.

## 4.2 MAPLE RIDGE – PITT MEADOWS ENROLMENT TRENDS

The Maple Ridge – Pitt Meadows School District is emerging from a number of years of declining enrolment. Enrolment has been on the rise since 2014. There also appears to be significant population and residential growth in the area that may have a large impact on school capacity requirements.

The data utilized in Section 4.1 was developed by BC Stats for the BC Ministry of Education. BC Stats uses a “Cohort-Survival” methodology to project the overall population. The population is “grown” from the latest census year by forecasting births, deaths and migration by age. Forecasts are based on past trends modified to account for known future changes, but without specific local knowledge. Historically, BC student enrolment forecasts have been well below other projections methodologies and actual enrolments realized.

Enrolment projections that incorporate local knowledge have been developed and are included in this section.

### 4.2.1 LOCAL RESIDENTIAL GROWTH PROJECTIONS

#### HISTORICAL NEW HOUSING BUILDING PERMITS

Building permits for new housing have risen significantly in recent years in the City of Maple Ridge. If the current trend continues, the average number of permits over the most recent three years equates to 1,042 new housing units per year. This is double the number of permits in 2013 and 2014.

MAPLE RIDGE NEW RESIDENTIAL BUILDING STARTS					
Type of Housing	2013	2014	2015	2016	2017
Single Family	184	248	384	391	203
Townhouse	154	195	269	214	185
Apartment	180	49	6	113	1,167
Duplex	2	0	5	0	2
<b>Total New Dwellings</b>	<b>520</b>	<b>492</b>	<b>664</b>	<b>718</b>	<b>1,557</b>

Data Source: City of Maple Ridge, website, Building Statistics

PITT MEADOWS NEW RESIDENTIAL BUILDING STARTS				
Pitt Meadows	2014	2015	2016	2017
Single Family	29	19	24	22
Townhouse	40	24	-	-
Apartment	148	97	-	-
Duplex	-	-	-	-
<b>Total New Dwellings</b>	<b>217</b>	<b>140</b>	<b>24</b>	<b>22</b>

Data Source: City of Pitt Meadows, website, Building Statistics

ANNUAL AVERAGE NEW HOUSING PERMITS BY AREA				
Area	5 Year Average	Most Recent 4 Year Average	Most Recent 3 Year Average	Most Recent 2 Year Average
Maple Ridge	790	858	980	1,138
Pitt Meadows	-	101	62	23
		<b>959</b>	<b>1,042</b>	<b>1,161</b>

## PROJECTED NEW HOUSING UNITS

The potential new housing units indicated below were collected from current development applications and Official Community Plan projections, and then verified with the planning departments at the cities of Maple Ridge and Pitt Meadows.

These residential units are projected to occur over the next 24 years, at an average rate of 729 units per year. This appears cautious and reasonable with the recent annual residential permits and the current capacity of the construction industry to deliver. (432 less than the most recent 3 year average.)

CITY PROJECTED NEW HOUSING UNITS 2017 TO 2041										
	PITT MEADOWS			MAPLE RIDGE						
Housing Type	Urban	Rural	PittMeadows Total	Urban Area Inc. Thornhill	Rural	Silver Valley	Hammond	Albion	Town Centre	Maple Ridge Total
Single Family	301	301	602	2,819	41	1,028	183	2,773	81	6,925
Triplex	0	0	0	2,832	0	147	43	0	119	3,141
Townhouse	900	0	900	325	0	179	699	177	152	1,532
Apartment	1,312	0	1,312	1,156	0	295	33	0	1,601	3,085
<b>Subtotal</b>	<b>2,513</b>	<b>301</b>	<b>2,814</b>	<b>7,132</b>	<b>41</b>	<b>1,649</b>	<b>958</b>	<b>2,950</b>	<b>1,953</b>	<b>14,683</b>
<b>Combined Total</b>	<b>17,497</b>									

Over the next ten years, approximately 7,500 new housing units will likely be constructed. The projected new housing units were then assigned to each elementary school catchment area.

ESTIMATED SINGLE FAMILY UNITS BY CATCHMENT AREA 2017 TO 2041								
	PITT MEADOWS		MAPLE RIDGE					
ELEMENTARY	URBAN	RURAL	URBAN AREA INC THORNHILL	RURAL	SILVER VALLEY	HAMMOND	ALBION	TOWN CENTRE
PITT MEADOWS	30	0	0	0	0	0	0	0
DAVE JONES	211	0	0	0	0	0	0	0
EDITH MCDERMOTT	30	0	0	0	0	0	0	0
HIGHLAND PARK	30	301	0	0	0	0	0	0
HAMMOND	0	0	141	0	0	146	0	0
FAIRVIEW	0	0	226	0	0	0	0	0
LAITY VIEW	0	0	141	0	0	0	0	0
GLENWOOD	0	0	423	0	0	0	0	0
MAPLE RIDGE	0	0	423	0	0	37	0	8
ALOUETTE	0	0	141	4	0	0	0	0
ERIC LANGTON	0	0	226	0	0	0	0	73
HARRY HOOGE	0	0	226	0	0	0	0	0
GOLDEN EARS	0	0	226	0	0	0	0	0
ALEXANDER ROBINSON	0	0	226	0	0	0	0	0
KANAKA CREEK	0	0	141	0	0	0	0	0
ALBION	0	0	141	0	0	0	416	0
BLUE MOUNTAIN	0	0	0	12	0	0	971	0
WEBSTER'S CORNERS	0	0	0	12	0	0	1,387	0
YENNADON	0	0	0	8	1,028	0	0	0
WHONNOCK	0	0	141	4	0	0	0	0
<b>TOTAL</b>	<b>301</b>	<b>301</b>	<b>2,819</b>	<b>41</b>	<b>1,028</b>	<b>183</b>	<b>2,773</b>	<b>81</b>

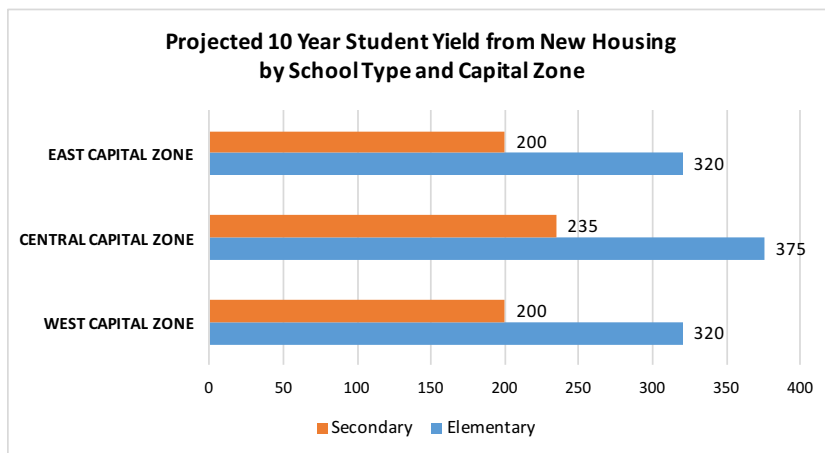
## STUDENT YIELD FROM NEW HOUSING

The existing student yield rate of children attending Maple Ridge - Pitt Meadows public schools was calculated to be 0.32 school aged children per household in Pitt Meadows and 0.38 children per household in Maple Ridge.

To be cautious and reasonable, a slightly lower yield rate was applied to the new housing projections by housing type for the purpose of this study as follows:

- 0.35 students per household for single family homes;
- 0.20 students per household for duplexes, triplexes and townhomes;
- 0.05 students per household for apartments.

At this yield rate, the number of students from new housing could reach 1,650 students over the next ten years; 1,015 elementary and 635 secondary.



## RESIDENTIAL GROWTH CAUTIONS

Although there is considerable residential growth forecast for the Maple Ridge – Pitt Meadows School District, it is important to note that student enrolment projections are not just about residential growth. Other factors that will significantly impact student enrolments are as follows:

- Every year students graduate from the system or no longer attend school and must be replenished through incoming kindergarten students and in-migration. There are some years and some catchments where more Grade 12s graduate than new students enter in kindergarten.
- The birth rate is forecast to only slightly increase over the next few years as the overall population ages.
- Independent schools in the area are capturing approximately 7.5% of the school age population.
- Some catchment areas are in decline as older neighbourhoods mature and children leave home. As a result, some catchment areas may experience a loss of students or no growth.
- Some out-migration will occur as families move to other areas or provinces.
- Residential and population growth is dependent on economic and political conditions as well as interest rates and local employment opportunities. Some of the new residential developments listed may be in competition with each other. New units may be planned but may not proceed on schedule.
- Some of the new residential units require significant servicing, transportation or other front end costs and may not have the backing to proceed in a timely manner.

It takes an integrated approach reviewing numerous factors, not just residential growth to forecast student enrolments.

4.2.2 ENROLMENT PROJECTION METHODOLOGY

All enrolment projections are best estimates with the data available when the projections are prepared. To be as accurate as possible, as part of the Strategic Facilities Plan Study the district has looked at three different enrolment projections, each with a different methodology. All three projection models do not include International students.

1. Ministry of Education Projections as prepared by BC Stats

BC Stats utilizes a “Cohort-Survival” methodology to project the overall population. The population is “grown” from the latest census year by forecasting births, deaths and migration by age. Forecasts are based on past trends modified to account for known future changes, but without specific local knowledge. Historically, BC student enrolment forecasts have been well below other projections methodologies and actual enrolments realized.

2. Baragar Demographic Projections

The school district commissions Baragar Demographics on an annual basis to create enrolment projections and provide demographic information pertaining to the district. Baragar is a well-respected independent consulting firm that provides this service to numerous school districts across North America.

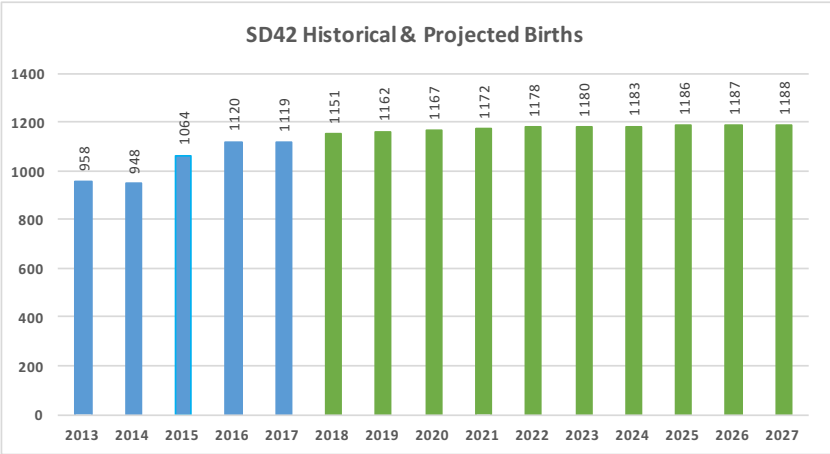
Baragar’s projections use a “Participation Rate Model” that calculates the percentage of the total population by age that attend Maple Ridge – Pitt Meadow Schools. They also utilize Child Tax Credit information to determine the number of preschool children living in each catchment, to determine the incoming kindergarteners as well as the number of new students from in-migration.

3. Strategic Facilities Plan Study Projections

The Maple Ridge – Pitt Meadows District hired an additional consultant, PlanningWorks Consulting Inc., to analyze the changing district demographics and create student projections through a third methodology. The Study Projections use a “Cohort Retention Model,” whereby historical retention rates by school and grade along with local knowledge of residential growth, out of catchment students and other factors are used to project enrolments. It is possible to utilize local knowledge with this methodology more than with the other two statistical based projections models.

BIRTHS

The number of births over the last 2 years has increased significantly. Births from 2000 to 2012 average 927 per year. Births over the last 2 years averaged 1,092 –an increase of 165 per year. These children will enter kindergarten in 5 years’ time. It is anticipated that births will slow down but continue to grow at a rate of 0.6% over the next ten years, with most of that growth occurring in the next five years.



## MINISTRY OF EDUCATION / BC STATS PROJECTIONS

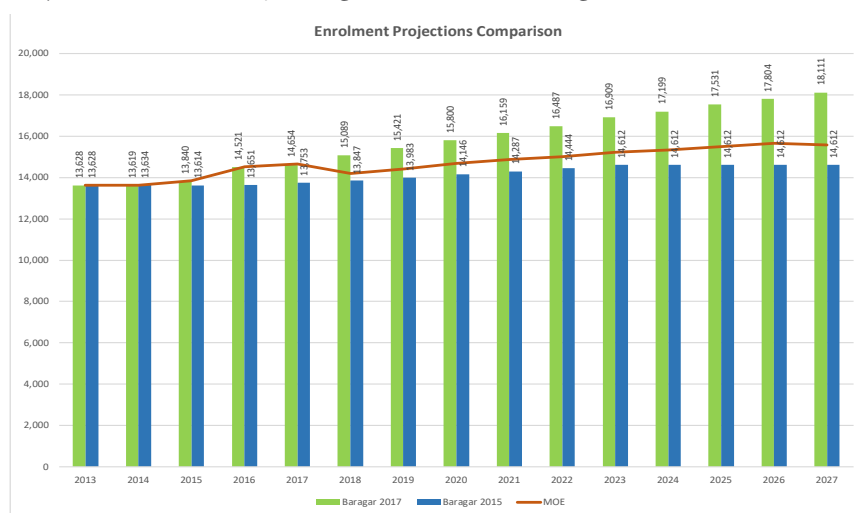
After 2018, BC Stats anticipates that enrolments will continue to increase at a rate of 1% or more per year. This is higher than the provincial average by 0.3%. Over the next 10 years, BC Stats has forecast student enrolments will rise to 15,820. This represents an additional 1,166 students by 2027.

These projections only provide district-wide projections by grade level. They do not provide individual school catchment area projections. The district-wide BC Stats projections were already provided in the graphs in section 4.1.

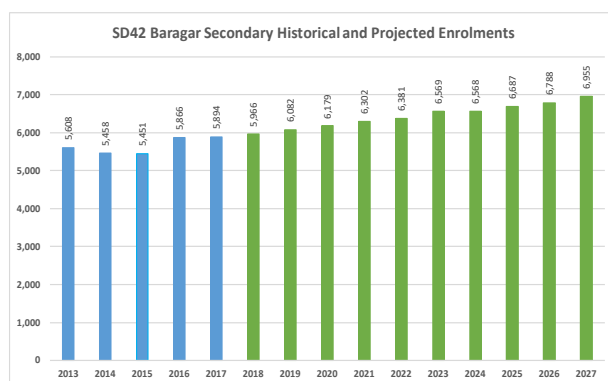
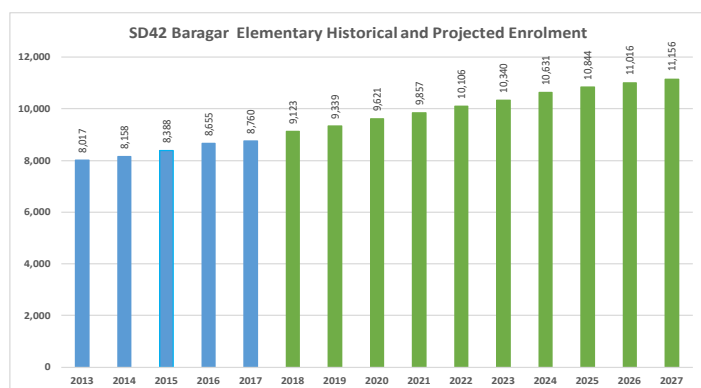
## BARAGAR DEMOGRAPHIC PROJECTIONS

By 2027, Baragar Demographics is projecting student enrolments to increase by approximately 3,455 students at a rate of approximately 345 students per year. K-7 elementary students are forecast to increase by 2,395 students and Grade 8-12 secondary students by 1,060 over the next ten years.

Overall, the Baragar projections are significantly higher than the BC Stats projections. They are also significantly higher than the Baragar Projections used three years ago in the 2015 Strategic Facilities Plan.



In the coming year from 2017 to 2018, K-7 elementary students are forecast to increase by 365 students, while Grade 8-12 secondary students will decline by 20. Baragar forecasts that this will be the last year that secondary enrolments decline as the last wave of larger secondary student cohorts graduate from the system.



The Maple Ridge – Pitt Meadows School District is concerned that the Baragar projections may be too high. In order to prepare a realistic strategic plan to meet future school capital needs, the following Study Projections were also prepared.

## STRATEGIC FACILITIES PLAN STUDY PROJECTIONS

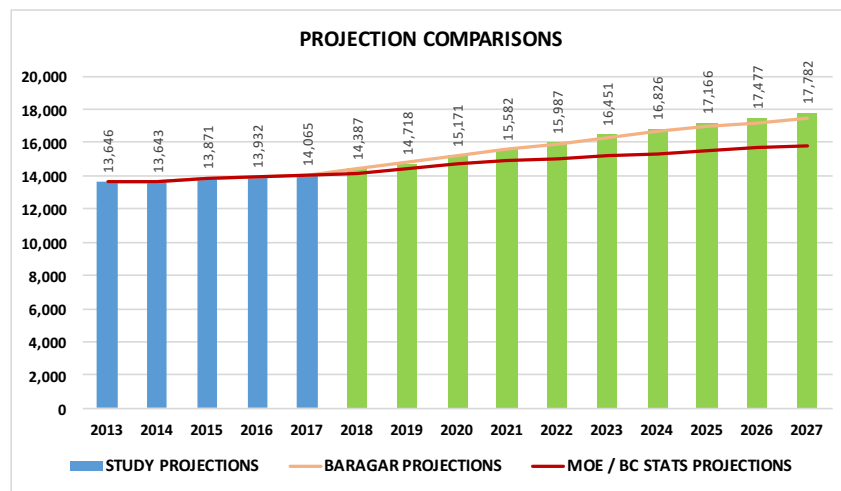
These ten year Study Projections have been developed specifically for the Strategic Facilities Plan using a variety of factors:

1. Review of Census population and historical population growth;
2. Review of external population projections (Census Canada, Ministry of Education/BC Stats, and Baragar Demographics);
3. Review of the Pitt Meadows and Maple Ridge Official Community Plans, Growth Strategies and Historical Residential Building Permits;
4. Review of projected student yield rates and new housing by catchment area;
5. Review of the birth rate and incoming kindergarten students;
6. Review of out of catchment enrolments by schools, particularly the flow of Grade 7 students into secondary school. Large numbers of secondary students do not attend their assigned catchment area school due to attendance at specialty programs or personal reasons;
7. Review of the most recent 5-year student enrolment history and determination of recent historical retention rates by grade and school;
8. Completion of a ten year roll-forward of all existing students by grade and school utilizing historical and projected retention rates;
9. Review of estimated growth from new development and adjustments to the retention factors to accommodate anticipated increases from anticipated new housing.

The Study Projections forecast student enrolments to increase by approximately 3,717 students at a rate of approximately 370 students per year. K-7 elementary students are forecast to increase by 2,428 students and Grade 8-12 secondary students by 1,289 over the next ten years.

### 4.2.3 MAPLE RIDGE - PITT MEADOWS PROJECTION ANALYSIS SUMMARY

It was found that the Study Projections were very similar to the Baragar Projections. An analysis of the historical and anticipated new residential building permits by year as well as the potential future housing growth in the area also support both the Baragar and Study projections. This gives a high degree of confidence moving forward to assess the district's capital requirements. As such, the Study Projections are used in the balance of the report.



Note: The elementary and secondary student projections included in the following sections do not include non-resident students enrolled in SD42 schools.





## 5. MAPLE RIDGE - PITT MEADOWS FACILITIES

The Maple Ridge – Pitt Meadows School District currently has facilities of all shapes and sizes. Over the years, as the district demographics have shifted, some schools were closed, some schools renovated or added to, and new schools were constructed.

The long term facilities planning process gives school districts the opportunity to identify future facility needs based on the future educational requirements of students and the operational goals of the district.

The terms *enrolment*, and *capacity and utilization* will be used throughout this report. An explanation of what these mean and how they are calculated is provided in the glossary of terms.

The school district currently operates 21 elementary schools and 6 secondary schools. For capital planning, the school district will be presented and analyzed in the following three capital zones: West, Central and East. While the educational programs offered in each zone are similar, the school circumstances in these three zones are very different.

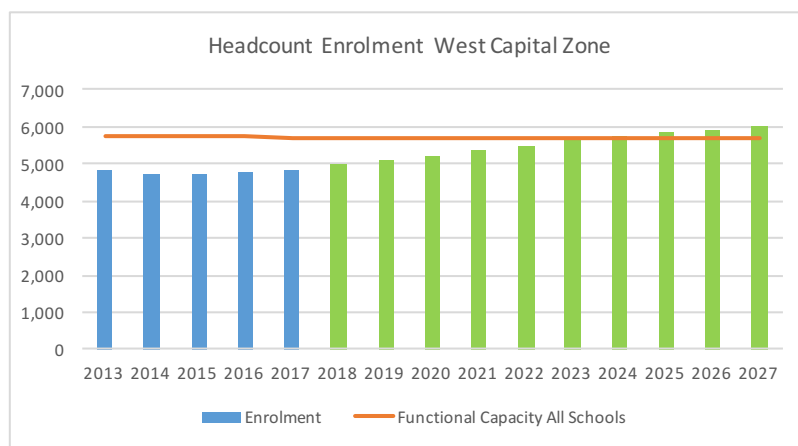
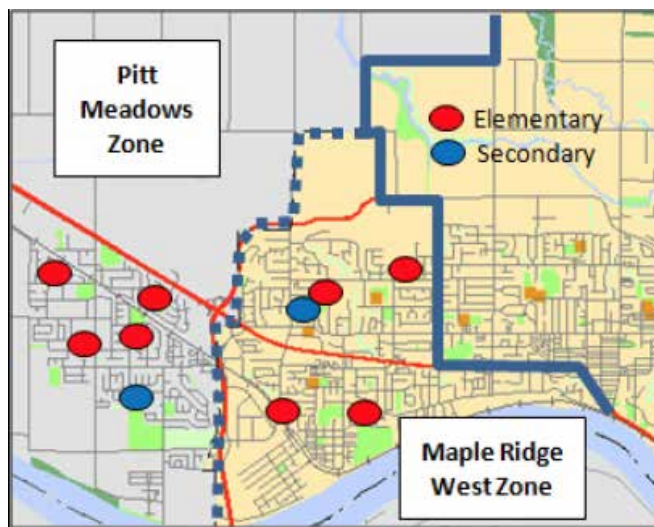
## 5.1 WEST CAPITAL ZONE

The West Capital Zone consists of eight elementary schools and two secondary schools and will be reviewed in the following two sub zones: The Pitt Meadows West Zone and the Maple Ridge West Zone.

Each subzone has four elementary schools and one secondary school.

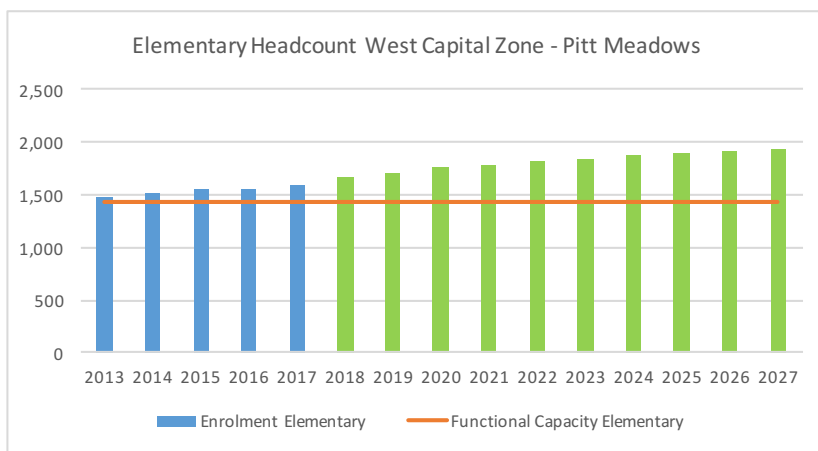
### 5.1.1 ENROLMENT PROJECTIONS

In the overall West Zone, the historical and forecast enrolment is shown relative to the operating capacity of all existing schools. By 2027, the schools in this zone are expected to be fully utilized.



### 5.1.2 ELEMENTARY SCHOOLS WEST CAPITAL ZONE

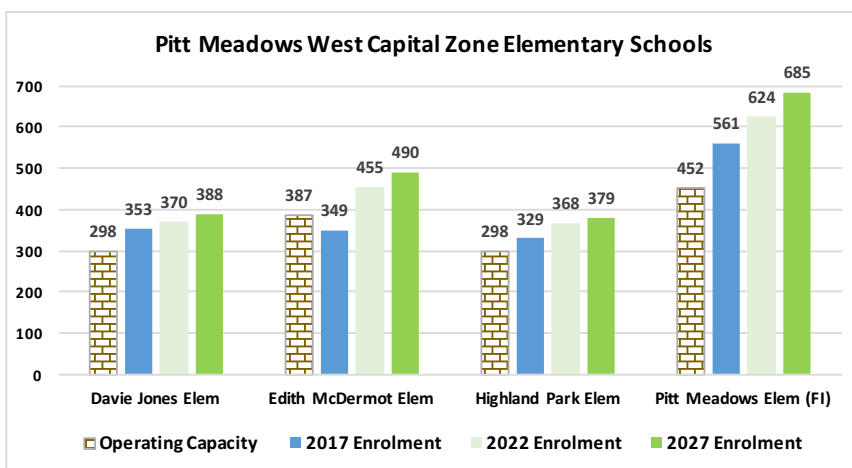
The elementary schools in the Pitt Meadows West zone are Davie Jones Elementary, Edith McDermott Elementary, Highland Park Elementary and Pitt Meadows Dual Track Elementary. The current and forecasted enrolments exceed the existing operating capacity significantly.



Although Edith McDermott Elementary currently has a small amount of surplus capacity, it will be fully utilized by 2019. All other elementary schools are operating beyond capacity with the assistance of portable and modular classrooms.

The high student enrolment at Pitt Meadows Elementary is in part due to the Early French Immersion Program housed at this school. It is therefore a school of choice for many families in the area. There are no other schools in the vicinity that have the space to accommodate the French Immersion Program.

The existing and projected utilization of each elementary school in the Pitt Meadows West Sub Zone is shown in the graph below.

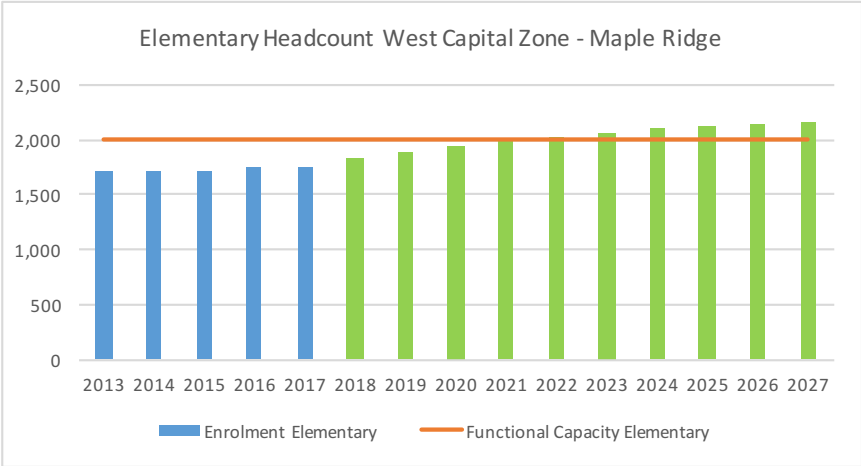


In 2017, there were 157 elementary students over school operating capacities with a combined utilization rate of 111%.

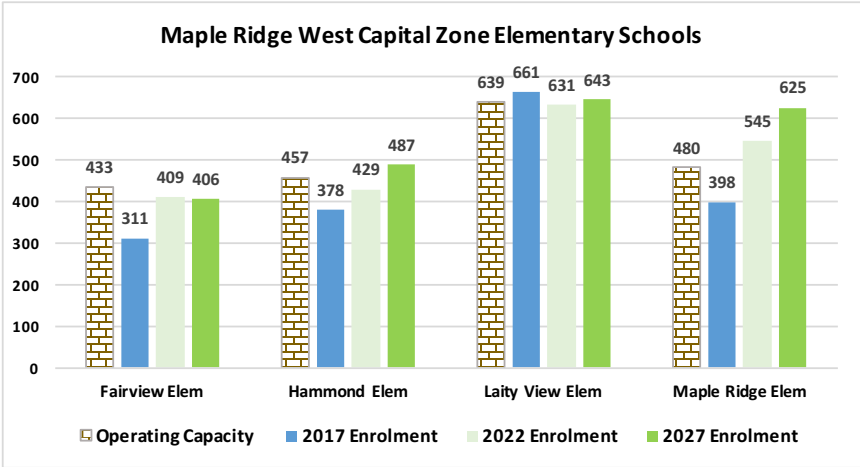
By 2027, it is estimated that there will be 507 elementary students over school operating capacities with a combined utilization rate of 135%, requiring up to 20 additional classrooms.

WEST CAPITAL ZONE	CAPACITY	2017 ENROLMENT	2017 UTILIZATION	2022 ENROLMENT	2022 UTILIZATION	2027 ENROLMENT	2027 UTILIZATION
<b>Pitt Meadows West</b>							
Davie Jones Elementary	298	353	118%	370	124%	388	130%
Edith McDermot Elementary	387	349	90%	455	118%	490	127%
Highland Park Elementary	298	329	110%	368	123%	379	127%
Pitt Meadows Elementary	452	561	124%	624	138%	685	152%
<b>TOTAL ELEMENTARY</b>	<b>1,435</b>	<b>1,592</b>	<b>111%</b>	<b>1,817</b>	<b>127%</b>	<b>1,942</b>	<b>135%</b>

The elementary schools in the West Capital Zone - Maple Ridge are Fairview Elementary, Hammond Elementary, Laity View Elementary and Maple Ridge Elementary. There is currently some surplus capacity, with 261 available spaces, however the four schools are operating at an average 87% capacity. It is anticipated all schools will have full or close to full utilization within ten years.



Hammond Elementary accommodates the K-5 Montessori Program, and Laity View Elementary and Maple Ridge Elementary host Early French Immersion Programs for the Maple Ridge West and Central West Capital Zones. The enrolment from these district programs fills the surplus capacity at these schools keeping adjacent schools from operating over capacity.

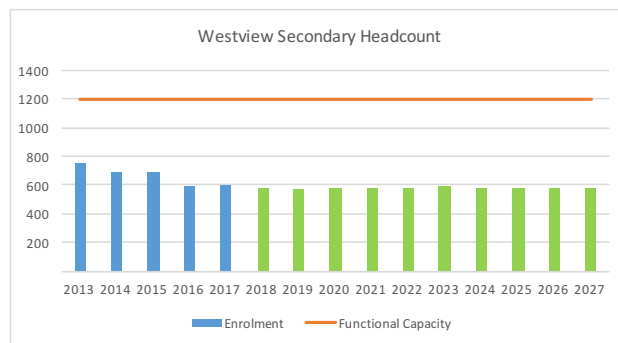
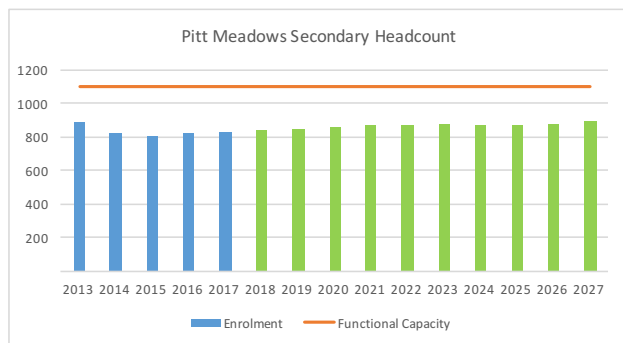


In 2017, there were 261 elementary students under school operating capacities with a combined utilization rate of 87%. By 2027, it is estimated that there will be 152 elementary students over school operating capacities with a combined utilization rate of 108%, requiring up to 6 additional classrooms.

WEST CAPITAL ZONE	CAPACITY	2017 ENROLMENT	2017 UTILIZATION	2022 ENROLMENT	2022 UTILIZATION	2027 ENROLMENT	2027 UTILIZATION
Maple Ridge West							
Fairview Elementary	433	311	72%	409	94%	406	94%
Hammond Elementary	457	378	83%	429	94%	487	107%
Laity View Elementary	639	661	103%	631	99%	643	101%
Maple Ridge Elementary	480	398	83%	545	114%	625	130%
TOTAL ELEMENTARY	2,009	1,748	87%	2,014	100%	2,161	108%

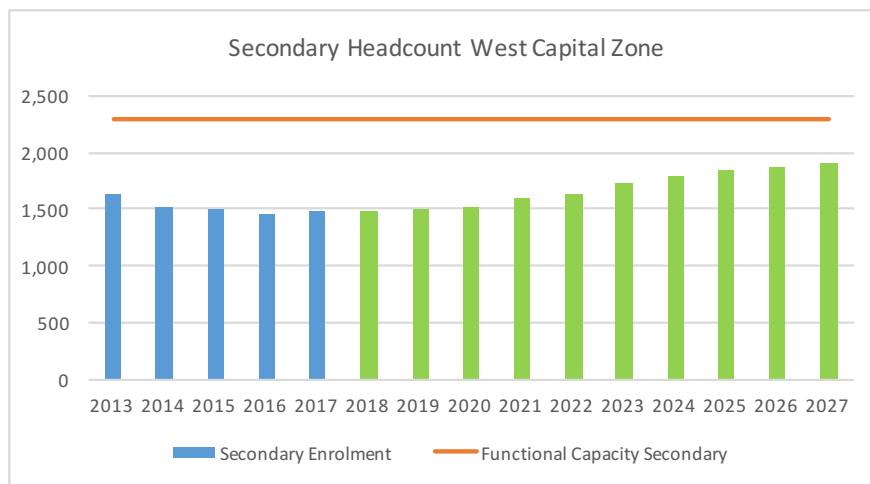
### 5.1.3 SECONDARY SCHOOLS WEST CAPITAL ZONE

In the West Capital Zone there are two secondary schools - one in each sub zone. Pitt Meadows Secondary is in the Pitt Meadows Sub Zone and Westview Secondary is in the Maple Ridge West Sub Zone. Both secondary schools are currently operating well under capacity.



Even though Pitt Meadows Secondary accommodates the French Immersion Program for the region, it currently has 279 surplus spaces. Westview Secondary is operating significantly under operating capacity with 543 surplus spaces in 2017. It is anticipated student enrolments will grow at both schools over time, but by 2027 they will still be under capacity.

When the schools are combined, the following graph demonstrates the significant excess capacity clearer.



In 2017, with the two secondary schools combined, there were 822 surplus secondary spaces with a utilization rate of 64%.

By 2027, it is estimated that there will be 402 surplus secondary spaces with a utilization rate of 83%.

SECONDARY	CAPACITY	2017 ENROLMENT	2017 UTILIZATION	2022 ENROLMENT	2022 UTILIZATION	2027 ENROLMENT	2027 UTILIZATION
Pitt Meadows Secondary	1100	821	75%	969	88%	1,102	100%
Westview Secondary	1200	657	55%	670	56%	796	66%
<b>TOTAL</b>	<b>2,300</b>	<b>1,478</b>	<b>64%</b>	<b>1,639</b>	<b>71%</b>	<b>1,898</b>	<b>83%</b>

#### 5.1.4 PLANNING AHEAD WEST CAPITAL ZONE

The most recent population projections prepared by the City of Pitt Meadows do not indicate any significant change in the number of school aged children over the next ten years. Similarly, the City of Maple Ridge expects only minor population growth to occur in the area served by the Maple Ridge West Zone.

Given these forecasts, the estimated additional 26 classrooms required by 2027 in the West Capital Zone should be first created by increasing the capacity of existing facilities. In the future, if the school aged population projections are revised consideration should be given to developing the school district owned school site in Pitt Meadows.

#### 5.1.5 SCHOOL CONDITION WEST CAPITAL ZONE

There are many criteria used to evaluate a school and whether any or what investment should be made in the facility. Typical criteria are location, educational suitability, size and condition.

Some of these are subjective, but the key technical criteria are the overall facility condition, the seismic risk and building envelope condition. Explanations of these terms are included in the glossary of terms section of this report.

The *facility condition index* (FCI) is a tool used to identify the work that would normally be required to bring the facility up to current standards. Typically, a school condition is expressed using a facility condition index (FCI) and it is a practical tool to compare the overall condition of different schools.

Both elementary and secondary schools in the West Capital Zone and their FCI are as shown in the table. Schools with an FCI greater than 0.30 have a condition rating of “Poor.” Immediate attention to some significant building systems will be required.

FACILITY NAME	FCI 2015	FCI 2017	SEISMIC RISK	BEP Provincial Ranking
Fairview Elementary	0.51	0.47	H3 - In Progress	43.07
Hammond Elementary	0.26	0.21		
Laity View Elementary	0.39	0.40	M	
Maple Ridge Elementary	0.46	0.38	M	Complete
Davie Jones Elementary	0.57	0.42	M	32.72
Edith McDermott Elementary	0.32	0.37		
Highland Park Elementary	0.56	0.55	M	38.46
Pitt Meadows Elementary	0.54	0.53	M	37.34
Westview Secondary	0.49	0.42	H3 - In Progress	26.7
Pitt Meadows Secondary	0.63	0.47	M	37.34

\* For additional information about the Facility Condition Index (FCI), see pages 49-51 of this document.

The seismic risk is a consolidated risk classification for the entire school. The school district has a complete list of the seismic status by individual school block. A classification of Medium (M) means that no significant structural mitigation is required, and a classification of Low (L) means there are no structural life safety risks.

Fairview is the only elementary school in the district with a current seismic classification that requires structural upgrading, however, only the current area leased for childcare and the multi-purpose room are affected. The remainder of the school is classified as Medium, and the west classroom block is classified as Low. A seismic upgrade project is currently underway at this school and will be completed by September 2018.

Westview is the only secondary school in the district with a current seismic classification that requires structural upgrading, however, only the central core classrooms and multi-purpose rooms are affected. The remainder of the school is classified as Medium. A seismic upgrade project is currently underway at this school and will be completed by September 2018.

Most schools in the West Capital Zone have been assessed for building envelope failures. They are shown in the above table as well. If a building envelope project is considered to be a significant capital project on its own, then the project will be included in the district's Capital Plan.

In addition to their general condition assessment, the two secondary schools with the lowest overall condition, Pitt Meadows Secondary and Westview Secondary, are both on the Capital Plan for building envelope upgrading. It should be noted that one wing of Westview Secondary is currently being seismically upgraded.

In summary, this zone is home to the schools that require significant facility upgrading over the next several years:

- the three elementary schools in the Pitt Meadows capital zone have some of the highest elementary school FCI in the school district;
- the two secondary schools in this zone have the highest secondary school FCI in the school district.

#### **5.1.6 ADDING CLASSROOM CAPACITY**

Over the next ten years, an additional 26 elementary classrooms will be required for schools in the West Capital Zone. Most schools in this zone can accommodate at least one additional portable classroom on-site, and Davie Jones, Fairview and Highland Park Elementary schools could accommodate an addition of at least 4 classrooms.

However, both Laity View and Hammond Elementary schools have no space available for a portable or an addition.

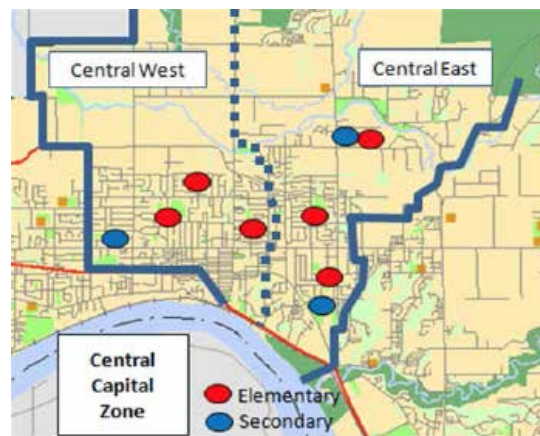
The school district also owns a school site in Pitt Meadows that could be developed, with Ministry of Education support, if actual enrolment for this capital zone exceeds the projected enrolments.



## 5.2 CENTRAL CAPITAL ZONE

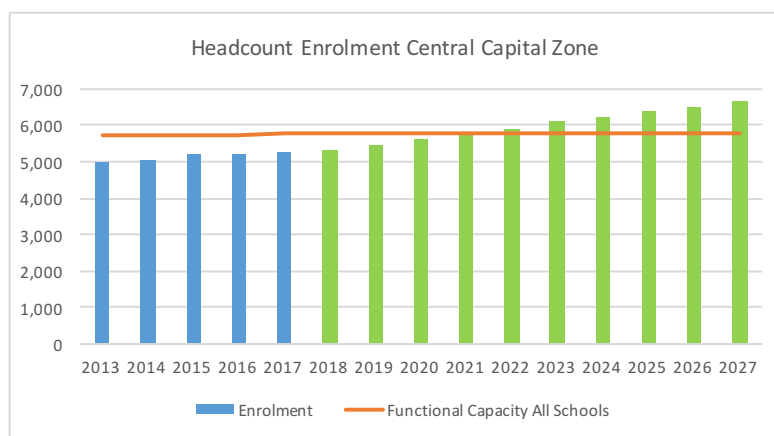
The Central Capital Zone consists of six elementary schools and two secondary schools and will be reviewed in two different sub zones - the Central West Zone and the Central East Zone.

Each subzone has three elementary schools and one secondary school.



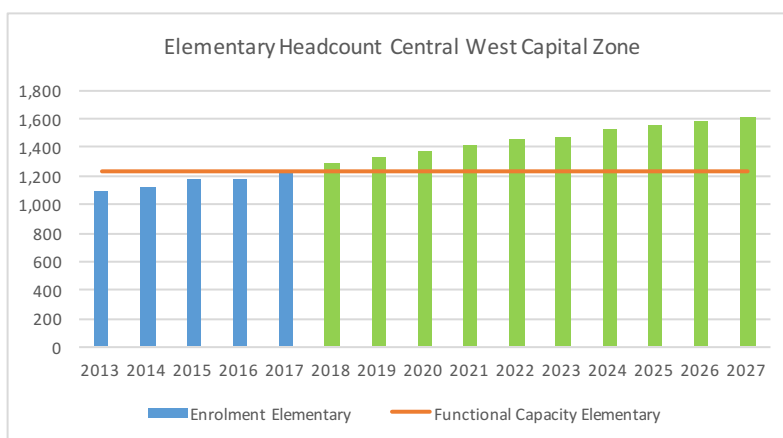
### 5.2.1 ENROLMENT PROJECTIONS CENTRAL CAPITAL ZONE

In the overall Central Zone, the historical and forecast enrolment is shown relative to the operating capacity of all existing schools. When looked at as a whole group, the schools are currently operating just under capacity but enrolments will quickly exceed existing capacity in the next few years.



### 5.2.2 ELEMENTARY SCHOOLS CENTRAL CAPITAL ZONE

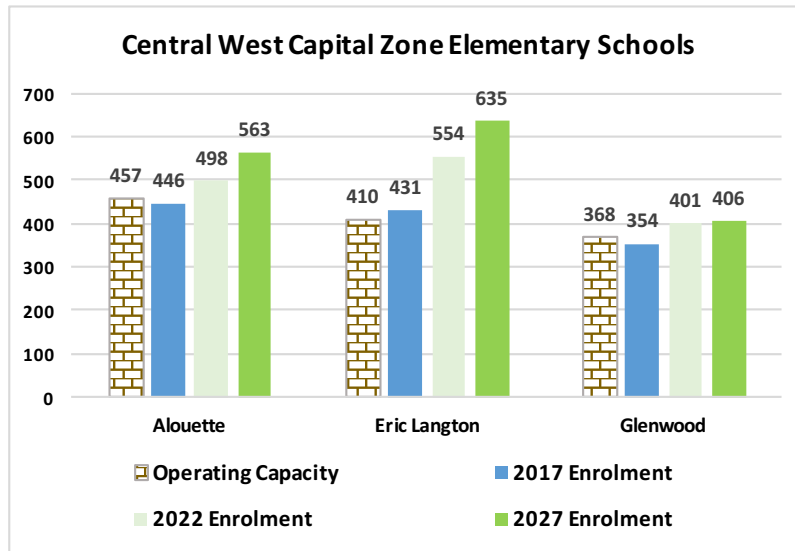
The elementary schools in the Central West Capital Zone are Alouette Elementary, Eric Langton Elementary and Glenwood Elementary. The elementary schools are currently operating very close to capacity. It is projected that there will be slow but steady enrolment growth in this zone, resulting in a shortage of spaces in a few years.





Eric Langton Elementary offers the Early French Immersion Program for both the Central West and Central East Capital Zones. Due to the draw of the program, it will likely see a higher growth over the next ten years than the other two schools.

The existing and projected utilization of each elementary school in the Central West Sub Zone is shown in the graph below.

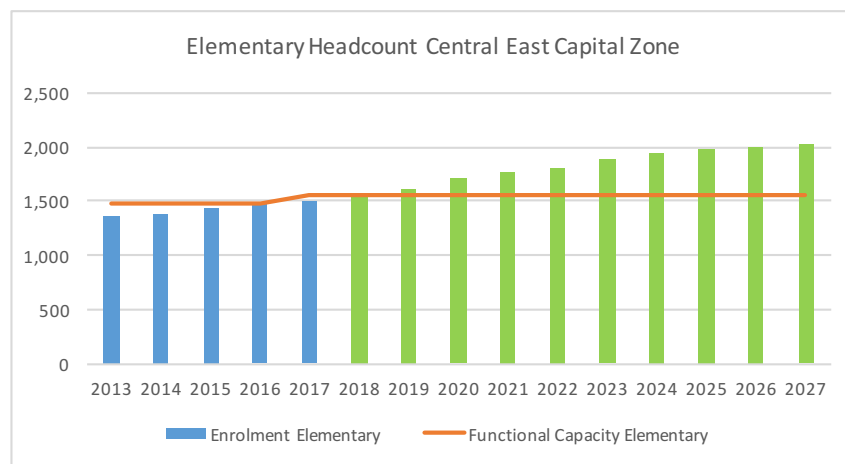


In 2017, the elementary schools are operating at capacity with a combined utilization rate of 100%.

By 2027, it is estimated that there will be 369 elementary students over school operating capacities with a combined utilization rate of 130% -requiring up to 14 additional classrooms.

CENTRAL CAPITAL ZONE	CAPACITY	2017 ENROLMENT	2017 UTILIZATION	2022 ENROLMENT	2022 UTILIZATION	2027 ENROLMENT	2027 UTILIZATION
<b>Central West</b>							
Alouette Elementary	457	446	98%	498	109%	563	123%
Eric Langton Elementary	410	431	105%	554	135%	635	155%
Glenwood Elementary	368	354	96%	401	109%	406	110%
<b>TOTAL ELEMENTARY</b>	<b>1,235</b>	<b>1,231</b>	<b>100%</b>	<b>1,453</b>	<b>118%</b>	<b>1,604</b>	<b>130%</b>

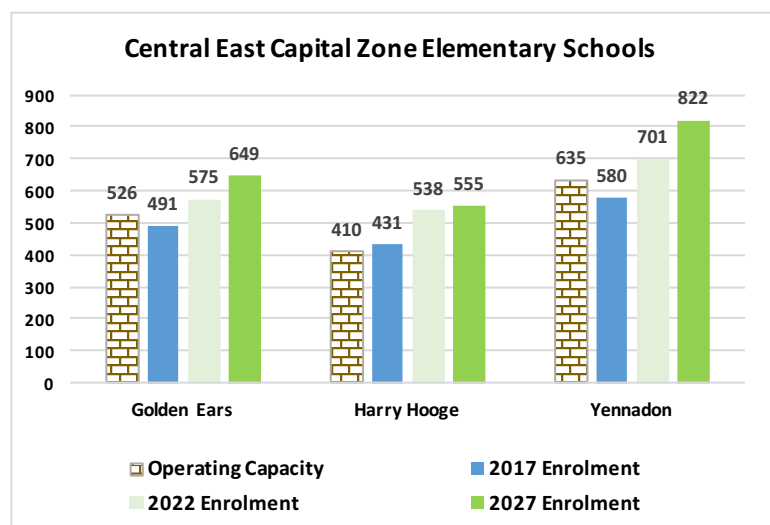
The elementary schools in the Central East Capital Zone are Golden Ears Elementary, Harry Hooqe Elementary and Yennadon Elementary. In the Central Capital Zone, the overall utilization of elementary schools is 92% and there are currently 218 surplus spaces. There is significant growth in this area, and it anticipated that elementary enrolments at these three schools will grow by 545 students over the next 10 years.



Golden Ears Elementary is currently slightly under capacity at 93% utilization, while Harry Hooqe & Yennadon Elementary schools are operating at 105% and 106% respectively. Golden Ears Elementary offers a Late French Immersion Program for the region, drawing additional students from the zone.

The existing and projected utilization of each elementary school in the Central East Sub Zone is shown in the graph to the right.

In 2017, the elementary schools are operating close to capacity with a combined utilization rate of 96%. However, Harry Hooqe Elementary is 21 students over capacity. Yennadon Elementary is 55 students under capacity.

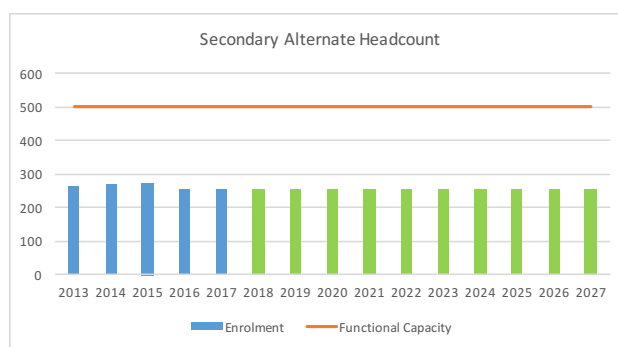
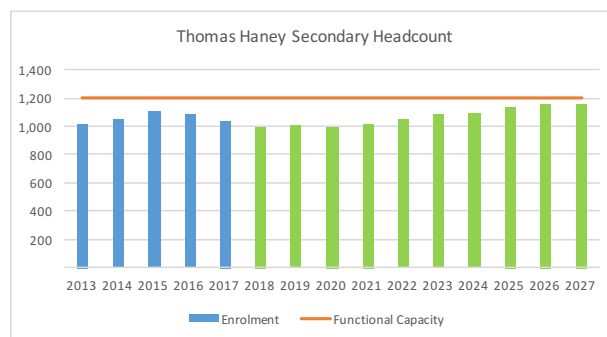
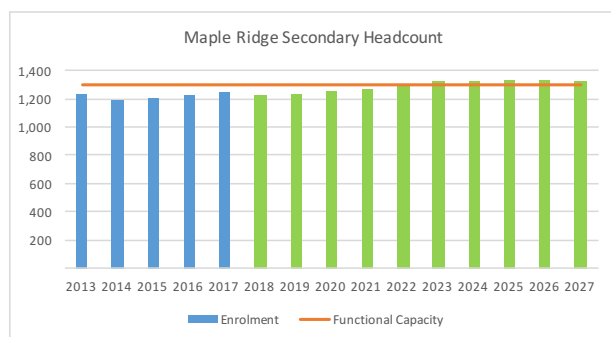


By 2027, it is estimated that there will be 455 elementary students over school operating capacities with a combined utilization rate of 129% -requiring up to 18 additional classrooms.

CENTRAL CAPITAL ZONE	CAPACITY	2017 ENROLMENT	2017 UTILIZATION	2022 ENROLMENT	2022 UTILIZATION	2027 ENROLMENT	2027 UTILIZATION
<b>Central East</b>							
Golden Ears Elementary	526	491	93%	575	109%	649	123%
Harry Hooqe Elementary	410	431	105%	538	131%	555	135%
Yennadon Elementary	635	580	91%	701	110%	822	129%
<b>TOTAL ELEMENTARY</b>	<b>1571</b>	<b>1,502</b>	<b>96%</b>	<b>1,814</b>	<b>115%</b>	<b>2,026</b>	<b>129%</b>

## 5.2.3 SECONDARY SCHOOLS CENTRAL CAPITAL ZONE

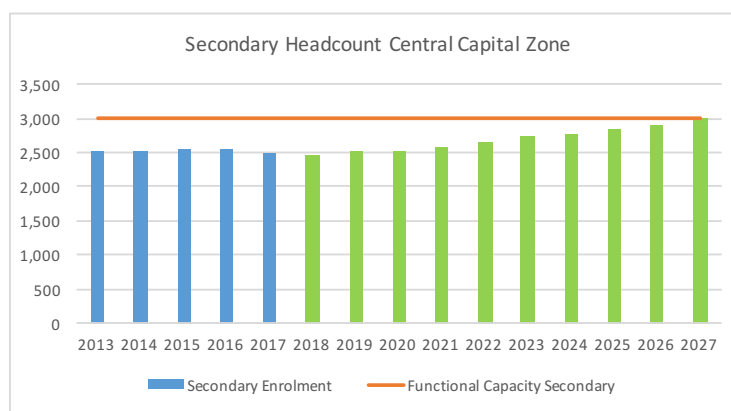
In the Central Capital Zone there are two secondary schools - one in each sub zone. Maple Ridge Secondary is in the Central West Sub Zone and Thomas Haney Secondary is in the Central East Sub Zone. Both secondary schools are currently operating slightly under capacity.



This is a high growth area with appeal to families. Maple Ridge Secondary accommodates the French Immersion and Outreach Alternate program for the region. It is currently operating at 94% capacity and is anticipated to increase to 118% capacity over the next ten years. In 2009, the repurposing of Mount Crescent Elementary to Maple Ridge Secondary Annex allowed the transfer of programs from Maple Ridge Secondary to the Annex, and the removal of portables from the Maple Ridge Secondary site. The Annex is not utilized to full capacity by Maple Ridge Secondary.

Thomas Haney Secondary is currently operating at 85% capacity and will grow to 101% capacity by 2027. It is not anticipated any new classroom space will be required.

The graph below demonstrates the enrolment and capacity of the two secondary schools and the two alternate schools combined.



In 2017, with the two secondary schools combined, there were 252 surplus secondary spaces with a combined utilization rate of 90%.

By 2027, it is estimated that the schools will grow to 110% utilization, requiring an additional 248 spaces or 10 new classrooms.

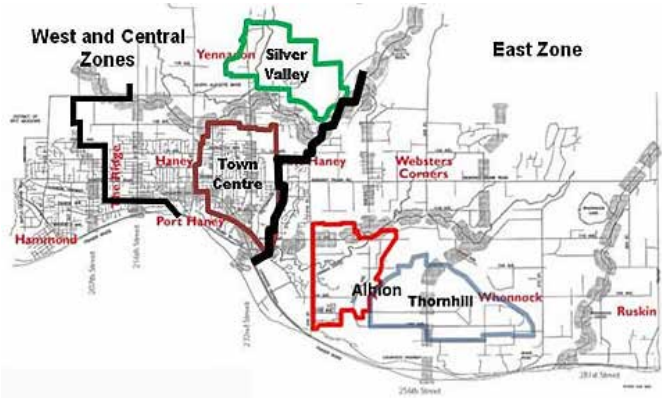
Secondary	Capacity	2017 Enrolment	Utilization	2022 Enrolment	Utilization	2027 Enrolment	Utilization
Maple Ridge Secondary	1,300	1,224	94%	1,325	102%	1,539	118%
Thomas Haney Centre	1,200	1,024	85%	1,079	90%	1,209	101%
Total	2,500	2,248	90%	2,404	96%	2,748	110%

### 5.2.4 PLANNING AHEAD CENTRAL CAPITAL ZONE

Maple Ridge is one of the BC communities experiencing relatively high growth. The table shows the historical population of Maple Ridge as reported by the Canada Census. The 8.2% growth experienced in Maple Ridge from 2011 to 2016 exceeds the Greater Vancouver growth of 6.5% and the provincial average growth of 5.6% over the same time frame.

Year	Maple Ridge	% Increase
2001	63,169	
2006	68,948	8.7%
2011	76,052	9.2%
2016	82,256	8.2%

Maple Ridge continues to be a desirable location for youth and younger families where building lots are larger and housing is generally more affordable than other parts of Metro Vancouver. The 2004 Demographic Analysis and Population and Housing Projection for Maple Ridge, 2001-2031, prepared by The Sheltair Group and Kelly & Associates, projects Maple Ridge’s population to be between 88,200 and 109,500 dependent on official community plan designation decisions made by Maple Ridge City Council.



The City of Maple Ridge currently forecasts the growth trend will continue, but at a somewhat lower rate than previously predicted.

The majority of the current population is located in an east-west band within 5 kilometers north of the Fraser River. With agricultural and natural geographic boundaries restricting growth northward, the community continues to grow eastward along the Lougheed corridor.

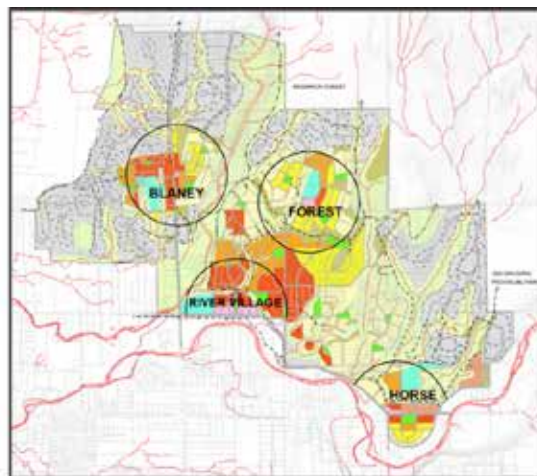
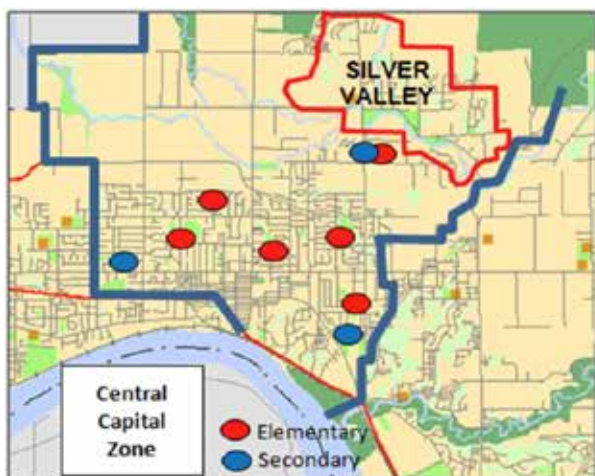
The BLACK lines show the area bounded by the Central Capital Zone. The key growth areas affecting this Zone are the Town Centre and Silver Valley areas.

In this Zone, growth is expected to be in the form of redevelopment in the Town Centre and infill in the Silver Valley area.

There are currently 69 surplus elementary spaces, 252 surplus secondary spaces and 244 secondary alternate spaces in this Zone.

The distribution of schools is generally well located to provide sufficient future spaces for growth in the Town Centre area, even though Eric Langton and Yennadon are currently full.

The challenge for the future will be to supply the additional capacity to accommodate growth from the Silver Valley area.



In order to accommodate all estimated elementary student enrolment from Silver Valley at build-out, the school district will have to acquire and develop one school site in Silver Valley that would at a minimum accommodate a school with an operating capacity similar to that of Yennadon Elementary (545 students).

The current catchment for Yennadon Elementary includes areas that are not part of the Silver Valley Planning Area. As of September 30, 2017, the total in catchment students was 707, however, only 64% enrolled at Yennadon. In the same year, 129 out of catchment students were enrolled in Yennadon.

As Silver Valley continues to develop an additional 242 elementary students are expected by 2027 in the Yennadon catchment.

If we allow some additional elementary growth from the Town Centre area as well, then it can be anticipated that all of the current excess capacity of 69 student spaces will be fully consumed and all elementary schools will approach 100% utilization before 2027.

Maple Ridge Secondary Annex is located in the Central Capital Zone, if the secondary alternate programs currently housed here are relocated to a facility outside this capital zone and the enrolment for Maple Ridge Secondary is capped within the capacity of the facility, Maple Ridge Secondary Annex, with some renovations, could be converted back to an elementary school.

The secondary schools are already at 90% utilization, with a current excess capacity of 252 student spaces. As the elementary enrolment increases, this will slowly translate to increases in secondary. 252 spaces should be sufficient to accommodate growth in the secondary grades in the Central Capital Zone through to 2027. Enrolment growth past this planning timeframe could be accommodated by increasing the capacity of the existing secondary schools in the area.

## 5.2.5 SCHOOL CONDITION CENTRAL CAPITAL ZONE

There are many criteria used to evaluate a school and whether any or what investment should be made in the facility. Typical criteria are location, educational suitability, size and condition.

Some of these are subjective, but the key technical criteria are the overall facility condition, the seismic risk and building envelope condition. Explanations of these terms are included in the glossary of terms section of this report.

Both elementary and secondary schools in the Central Capital Zone and their FCI are as shown in the table. Schools with an FCI greater than 0.30 have a condition rating of “Poor”. Immediate attention to some significant building systems will be required.

FACILITY NAME	FCI 2015	FCI 2017	SEISMIC RISK	BEP Provincial Ranking
Alouette Elementary	0.39	0.43	M	33.21
Eric Langton Elementary	0.50	0.54	M	Complete
Glenwood Elementary	0.60	0.40	L	
Golden Ears Elementary	0.27	0.39	M	
Harry Hooe Elementary	0.49	0.38	M	
Yennadon Elementary	0.43	0.18		Complete
James Best Centre	0.68	0.72		
Maple Ridge Secondary	0.33	0.30	M	Complete
Thomas Haney Centre	0.31	0.41		Complete
Maple Ridge Secondary Annex	0.70	0.64	M	
Yennadon Elementary Annex	0.77	0.18		

*\* For additional information about the Facility Condition Index (FCI), see pages 49-51 of this document.*

The seismic risk is a consolidated risk classification for the entire school. The school district has a complete list of the seismic status by individual school block. A classification of Medium (M) means that no significant structural mitigation is required. A classification of Low (L) means there is very little seismic risk in this school.

There are no schools in the Central Capital Zone with a current seismic classification that requires structural upgrading.

Most schools in the Central Capital Zone have been assessed for building envelope failures. They are shown in the table as well. The only outstanding building envelope remediation project in this capital zone is for Alouette Elementary.

## 5.2.6 ADDING CLASSROOM CAPACITY

It does not appear that additional classroom capacity must be acquired for schools in the Central Capital Zone. However, since the forecast indicates all elementary schools in this zone will reach 129% utilization by 2027, it is prudent to review where the possibilities are to expand capacity.

Of the elementary schools in the Central Zone, Glenwood can accommodate an addition of at least 4 classrooms. Both Eric Langton and Harry Hooe can accommodate a portable or an addition.

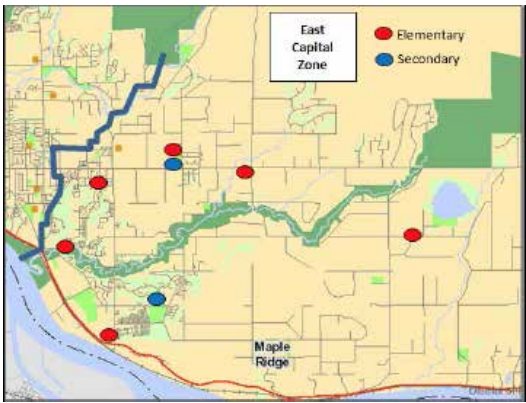
Golden Ears can accommodate a portable but as in the case with Alouette, and Yennadon they are not able to accommodate a substantial addition given the current design of those schools and the land available.

Consideration should be given to converting Maple Ridge Secondary Annex back to an elementary school.



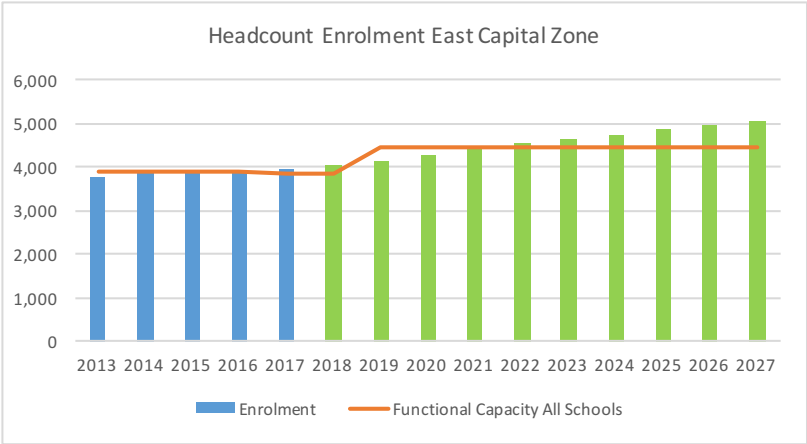
### 5.3 EAST CAPITAL ZONE

The East Capital Zone consists of one large zone that extends from central Maple Ridge all the way east to the Mission School District boundary. This large geographic zone contains six elementary schools and two secondary schools. The zone is bisected by Kanaka Creek which is a significant natural barrier with limited bridge crossings.



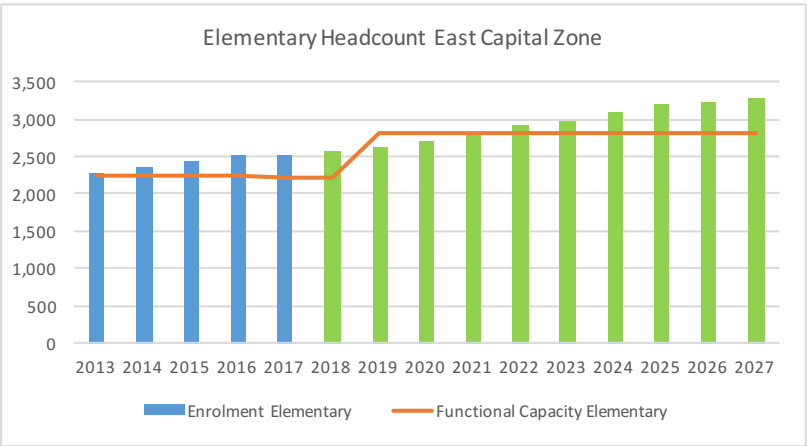
#### 5.3.1 ENROLMENT PROJECTIONS EAST CAPITAL ZONE

In the East Capital Zone, the historical and forecast enrolment is shown relative to the operating capacity of all existing schools. As a combined group, the schools in this zone are currently operating close to capacity, but high growth anticipated in the region in the next ten years could raise enrolments by over 1,100 students.



#### 5.3.2 ELEMENTARY SCHOOLS EAST CAPITAL ZONE

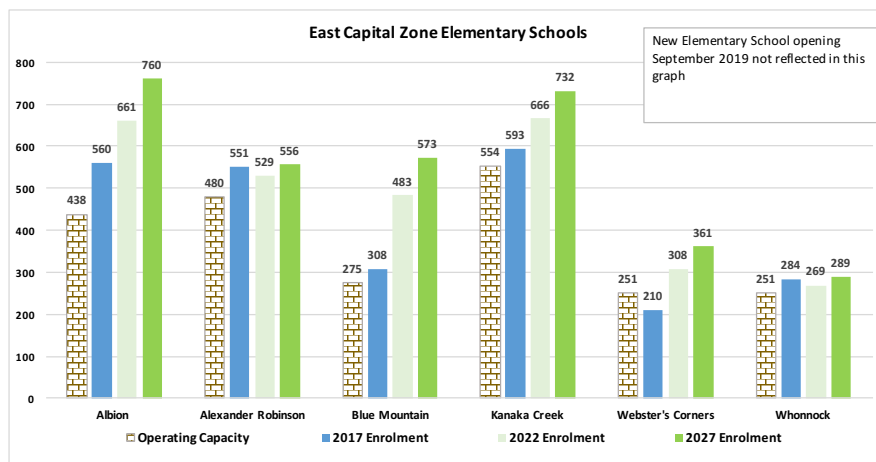
The six elementary schools in the East Capital Zone are currently Albion Elementary Alexander Robinson Elementary, Blue Mountain Elementary, Kanaka Creek Elementary, Webster’s Corners Elementary and Whonnock Elementary. The elementary schools are currently operating very close to capacity. It is projected that there will be slow but steady enrolment growth in this zone, resulting in a shortage of spaces.



The existing and projected utilization of each elementary school in the East Capital Zone is shown in the graph below.

Webster's Corners is the only Elementary school that currently has excess capacity. In 2017 there were 41 available spaces at this school, however, it is expected to grow considerably as the catchment is located in one of the proposed development areas.

All other elementary schools in the east zone are currently operating well over capacity with a combined total of 257 more students than existing seats. The area is anticipated to have aggressive growth and the student enrolments are projected to increase by an additional 765 students by 2027.



In 2017, the capacity of the East Zone Elementary schools is 2,249. The existing elementary schools are operating at capacity with a combined utilization rate of 111%, 257 students over capacity.

An elementary school in the Albion area of Maple Ridge is currently under construction and is expected to be open for September 2019. The new school will have an Operating Capacity of 616 students. This will greatly assist with the current overcrowding but will still not meet all the elementary capacity requirements for the next ten years.

In 2027, it is estimated that there will be 406 elementary students above school capacities with a combined utilization rate of 114%, requiring up to 16 additional classrooms.

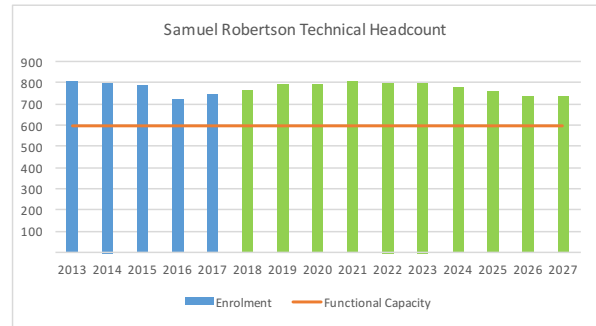
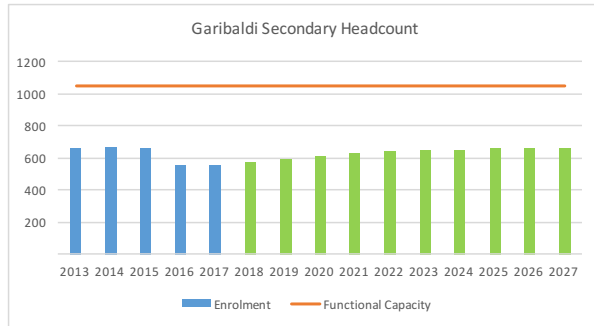
EAST CAPITAL ZONE	Capacity	2017 Enrolment	Utilization	2022 Enrolment	Utilization	2027 Enrolment	Utilization
Albion Elementary	438	560	128%	661	151%	760	174%
Alexander Robinson Elementary	480	551	115%	529	110%	556	116%
Blue Mountain Elementary	275	308	112%	483	176%	573	208%
Kanaka Creek Elementary	554	593	107%	666	120%	732	132%
New Elementary School*	616	Enrolments for the new school in the Albion area of Maple Ridge cannot be shown separately until a catchment area for the school is determined and students are distributed					
Webster's Corners Elementary	251	210	84%	308	123%	361	144%
Whoonock	251	284	113%	269	107%	289	115%
<b>Total Elementary</b>	<b>2,865</b>	<b>2,506</b>	<b>111%</b>	<b>2,916</b>	<b>102%</b>	<b>3,271</b>	<b>114%</b>

\*At the time of writing this report, the catchment area for the new school is still under consideration. Community consultation is currently underway with three potential options. Although the school district is confident regarding the total Ten Year Projected Enrolments for the East Capital Zone, until such time as the new school's catchment is confirmed, it is not possible to allocate the forecast elementary enrolments by specific school. An addendum to the Strategic Facilities Plan may be required to clarify the distribution of projected students in this zone.



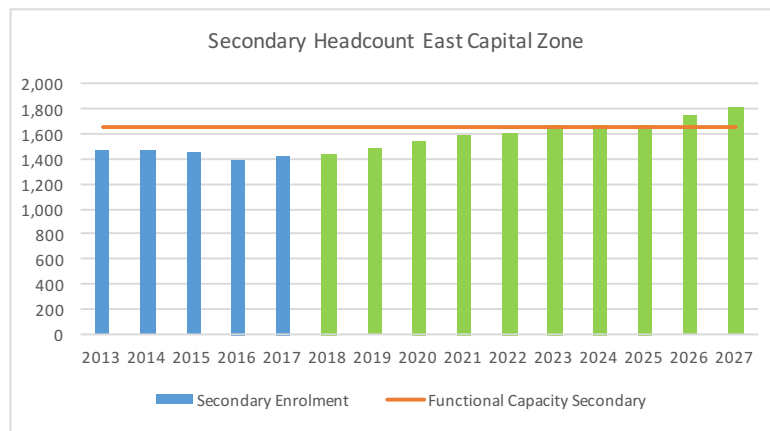
### 5.3.3 SECONDARY SCHOOLS EAST CAPITAL ZONE

In the East Capital Zone there are two secondary schools - Garibaldi Secondary and Samuel Robertson Technical. At the current time, there is an open boundary between the two schools, resulting in an imbalance of enrolments and school utilization. The larger school, Garibaldi Secondary, is operating at 64% capacity while Samuel Robertson Technical is operating at 126% capacity.



Even though this is a high growth area, it is anticipated that the existing capacity at the two secondary schools will accommodate the majority of secondary students over the next ten years as long as students utilize each school to its capacity. Grade 8 enrolment at Samuel Robertson Technical has been capped at 150 students, but a lower cap should be considered in order to discontinue the use of portable classrooms at SRT.

The graph below demonstrates the enrolment and capacity of both secondary schools combined.



In 2017, with the two secondary schools combined, there were 224 surplus secondary spaces with a combined utilization rate of 86%.

By 2027, it is estimated that the schools will grow to 152 students over capacity with a utilization rate of 109%, requiring an additional 6 classrooms.

SECONDARY	Capacity	2017 Enrolment	Utilization	2022 Enrolment	Utilization	2027 Enrolment	Utilization
Garibaldi Secondary	1,050	673	64%	865	82%	957	91%
Samuel Robertson Technical	600	753	126%	745	124%	845	141%
<b>Total</b>	<b>1,650</b>	<b>1,426</b>	<b>86%</b>	<b>1,610</b>	<b>98%</b>	<b>1,802</b>	<b>109%</b>

### 5.3.4 PLANNING AHEAD EAST CAPITAL ZONE

As seen previously, the majority of the population in Maple Ridge is located in an east-west band within 5 kilometers north of the Fraser River.

Over the years, growth has continued to move eastward as agricultural and geographic conditions preclude significant development from occurring to the north.



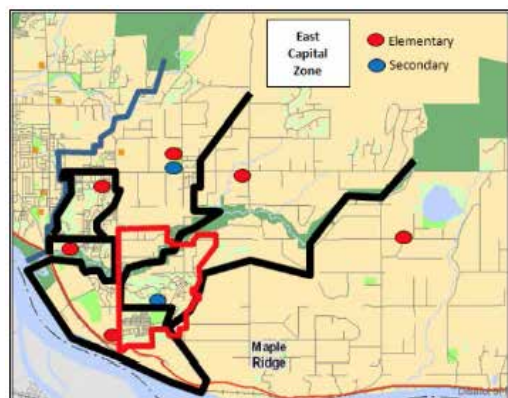
The **BLACK** line shows the area boundary between the East Capital Zone and the West and Central Zones.

The City of Maple Ridge currently forecasts the majority of their future growth will continue in the East area along the Lougheed corridor.

The primary growth area is south of Kanaka Creek in the Albion planning area. This area is shown on the map above outlined in **RED**. The area to the east of the Albion area is Thornhill, currently designated as Urban Reserve. The areas west and north of the Albion planning area are also experiencing new growth through continued development.

The current catchment areas for the East Zone elementary schools are as shown on the map.

From this, it is easy to visualize how all of the elementary schools in the East Zone are impacted by continued growth and development in and around the Albion planning area.



The forecast shows an enrolment growth projection of 765 elementary students for the East Capital Zone or 406 over the operating capacity of schools in the area after the new elementary school opens September 2019.

The school district should consider requesting Ministry of Education funding for acquiring a school site and building an additional elementary school in this capital zone. This would also provide sufficient space for future enrolment growth beyond 2027.

The City of Maple Ridge continues to forecast the highest growth to be in the Albion and surrounding areas. The challenge for the future will be to provide sufficient capacity to accommodate growth.

### 5.3.5 SCHOOL CONDITION EAST CAPITAL ZONE

There are many criteria used to evaluate a school and whether any or what investment should be made in the facility. Typical criteria are location, educational suitability, size and condition.

Some of these are subjective, but the key technical criteria are the overall facility condition, the seismic risk and building envelope condition. Explanations of these terms are included in the glossary of terms section of this report.

Both elementary and secondary schools in the East Capital Zone and their FCI are as shown in the table. Schools with an FCI greater than 0.30 have a condition rating of “Poor”. Immediate attention to some significant building systems will be required.

FACILITY NAME	FCI 2015	FCI 2017	SEISMIC RISK	BEP Provincial Ranking
Albion Elementary	0.52	0.43	M	In process
Alexander Robinson	0.24	0.21		
Blue Mountain Elementary	0.31	0.21		
Kanaka Creek Elementary	0.39	0.14		Complete
Webster's Corners Elementary	0.40	0.26	M	
Whonnock Elementary	0.32	0.15		22.83
Garibaldi Secondary	0.33	0.41		
Samuel Robertson Technical	0.05	0.05		

*\* For additional information about the Facility Condition Index (FCI), see pages 49-51 of this document.*

The seismic risk is a consolidated risk classification for the entire school. A classification of Medium (M) means that no significant structural mitigation is required.

Most schools in the East Capital Zone have been assessed for building envelope failures and are shown in the table. If a building envelope project has been assigned a priority in the district's Capital Plan, the building envelope project would be considered as a significant capital project.

All of the schools in this zone are in reasonable condition for their age, even though some of the facilities have a calculated FCI for 2017 that exceeds 0.30.

### 5.3.6 ADDING CLASSROOM CAPACITY

Additional capacity is required for schools in the East Capital Zone.

Only Blue Mountain or Webster's Corners could accommodate an addition of at least 4 classrooms. The other schools have restricted site space, or the design and layout of the school on the site makes it very inefficient for an addition.

Alexander Robertson and Whonnock cannot support any additional portables. Blue Mountain and Webster's Corners schools could accommodate at least one additional portable classroom. Albion and Kanaka Creek Elementary schools are not able to accommodate additional portable classrooms without encroaching on to the existing playfields.

## 5.4 OTHER FACILITIES

### 5.4.1 DISTRICT EDUCATION OFFICE (DEO)

The District Education Office is located at 22225 Brown Avenue, Maple Ridge, and houses the Board offices and administrative staff for the school district.

A building envelope remediation project was recently completed at the DEO. Because the facility cannot house all district services, alternate accommodation was found for the International Education Department and Learning Services.

The actual property is larger than the portion currently used by the school district, with the unused property on the east side as shown on the aerial photo.



The DEO property has two separate zones as shown below. The unused portion to the east, shown by dashed RED lines, is approximately 1,800 m<sup>2</sup> and is zoned RM-3, Multi-Family Residential.



While this property is surplus to the school district's current needs, it may be required in the longer term, even if just for parking. Over the following decade, the student enrolment in the Maple Ridge – Pitt Meadows School District is expected to grow and with that will come increased demand for administrative services in the longer term.

#### 5.4.2 DISTRICT MAINTENANCE

The District Maintenance facility is located at 23889 Dewdney Trunk Road, Maple Ridge, and houses all of the maintenance, support staff and repair equipment and stores for the school district.

The District Maintenance Facility is considered good accommodation and is suitable for the foreseeable future.

The property currently has an unused portion on the southeast side adjacent to the City of Maple Ridge Operations Yard and fronting on Dewdney Trunk Road, as shown on the following detailed site plan.

This property is approximately 3,000 m<sup>2</sup> and generally flat. It is currently not serviced but all services are available from Dewdney Trunk Road.

To allow for partial disposal, this property would have to be subdivided into two lots followed by a rezoning and OCP amendment in order to re-develop the site.

The property is potentially beneficial for future expansion of District Maintenance. It is very difficult to find suitable properties for maintenance facilities and the current location is considered very good.



#### 5.4.3 RIVERSIDE CENTRE

In 2009, the district closed Riverside Elementary at 20575 Thorne Avenue, Maple Ridge.

The school has been re-purposed as Riverside Centre. This site is home to a number of district programs: Online Learning, Continuing Education, International Education and Ridge Meadows College.

While the building is being utilized, the playfield, shown shaded in YELLOW on the aerial, is not necessary for the delivery of the programs currently housed at Riverside Centre.

To dispose of this property, a subdivision followed by a rezoning and OCP amendment would be required.





5.4.4 ALOUETTE RIVER CAMPUS

The Alouette River Campus property is only 1.755 ha, is long and thin and is not large enough for an elementary school. Access to this property is currently circuitous. The property has a “Conservation” designation under the OCP. This property has been approved for disposal by the Board and the Ministry of Education.



5.4.5 ARTHUR PEAKE CENTRE

The Arthur Peake Centre is located on the south side of the Golden Ears Elementary property, fronting on 116 Avenue. This facility is currently housing a secondary alternate program.



#### 5.4.6 JAMES BEST CENTRE

The James Best Centre is located on the east side of the Eric Langton Elementary property. The portion of the site currently used by the James Best Centre is approx. 2,500 m<sup>2</sup>. The facility is currently used by the Environmental School.

#### 5.4.7 SOUTH LILLOOET CENTRE



The South Lillooet Centre was repurposed to support Yennadon Elementary School's growing kindergarten program. The school underwent a major renovation to create four classrooms and was renamed Yennadon Elementary Annex. Its frontage is on 232nd Street.

The Yennadon Elementary site is approximately 1,750 m<sup>2</sup> larger than required by the Ministry's Area Standards. The portion of the site currently used by Yennadon Elementary Annex is approx. 3,300 m<sup>2</sup> and is shown bounded by the RED lines.



## 5.5 LAND MANAGEMENT

### 5.5.1 SCHOOL SITE ACQUISITION

As a part of the Ministry of Education capital planning process, all school districts are required to develop a capital plan based on a ten-year projection horizon to allow identification of future site acquisition needs.

All districts requesting the acquisition of new school sites or the expansion of existing school sites in response to potential enrolment growth generated by new residential development must have School Site Acquisition Charges (SSAC) in place before the Ministry will support a site request.

Once SSAC have been established in a school district, updated ten-year enrolment projections will inform the district's annual consultations with its local government regarding the need for new school sites and the calculated values of the per-unit SSAC.

Additional information about School Site Acquisition Charges is provided in the Implementation Guide: School Site Acquisition Charge at <http://www.bced.gov.bc.ca/capitalplanning/ssac/ssacguide.pdf>.

The capital planning process is the means by which boards obtain capital funding approval (based on board priorities), including support for site acquisitions. The primary driver for site acquisition support and funding from the Ministry of Education is forecasted enrolment pressure.

There are a number of requirements that must be met before acquiring a school site. The process is outlined in the School Site Selection Guide. When the school district considers the purchase of a site using SSAC funds, it must follow the School Site Selection Guide. A copy of the guidelines is available at: <http://www.bced.gov.bc.ca/capitalplanning/projectmanagement/documents/siteselectionguide.pdf>.

### MINISTRY OF EDUCATION GUIDELINES

The Ministry of Education Area Standards prescribes areas and other standards established by the Ministry of Education for space in elementary, middle and secondary schools and areas and other standards for sites and grounds and district service facilities. These standards apply to all facilities that are to be either newly constructed or enlarged. The standards are also to be used to establish the nominal capacity of existing schools.

In the Ministry of Education - Area Standards (05/2012) it is noted that the required site area for a new school should be based on a reasonable estimate of the eventual maximum nominal capacity of the school. For an elementary school the maximum nominal capacity under Ministry of Education standards is 800 students.

Nominal Capacity	Elementary Site Area in Hectares	Playfield Area (included in Site Area)
350	1.9	1.0
400	2.3	1.0
450	2.5	1.0
500	2.7	1.0
550	2.8	1.0
600	3.0	1.0
650	3.1	1.2
700	3.3	1.2
750	3.5	1.2
800	3.7	1.2



New site areas described above for elementary schools are subject to the following exceptions:

- Additional area requirements for sewage lagoons and septic fields will be considered on an individual basis;
- Topographical and/or other environmental conditions will be considered in acquiring additional land for the school building and playfields;
- Bus drop-off areas will be considered only where busing is required.

#### SITE SELECTION CRITERIA

In selecting a school site the School Site Selection Criteria as outlined in the School Site Selection Guidelines from the Ministry of Education must also be applied.

In addition, the following criteria should be applied when considering the acquisition of a new school site:

- 10 year enrolment projections confirm the need for a new school to be built;
- The shape and size of the parcel can accommodate the building of a school facility with a nominal capacity of at least 500 students and the site size permits future expansion of the school;
- The parcel has adequate road frontage that would permit adequate pick-up and drop-off.

#### 5.5.2 DISPOSAL OF LAND OR IMPROVEMENTS

The board may only dispose of board owned land or improvements subject to the orders of the Minister of Education. The Disposal of Land or Improvements Order (“M193/08”), effective September 3, 2008, is currently the most recent order regarding disposals. The related School Opening and Closure Order (“M194/08”) has also been in effect since that date.

Under the School Act the Board of Education may acquire or dispose of property owned or administered by the board only by bylaw.

M193/08 requires ministerial approval of any disposal of land or improvements by sale and transfer in fee simple, or by way of a lease of 10 years or more, unless the disposal is to another school board or to an independent school for educational purposes. Approval is in the minister’s absolute discretion and may be made on any terms or conditions.

The minister has issued a checklist of Mandatory Documents for Ministerial Approval, dated December 2, 2008, and a list of Questions and Answers regarding M193/08, dated February 2009. Those documents state Ministry policies, which may change from time to time. Those documents identify at least three factors that should be considered by school boards, although they are not express requirements of M193/08.

1. **Broad Consultation:**

The Ministry considers broad public consultation regarding a potential disposal to be important for procedural fairness and transparency. M194/08 specifies what consultation should occur before a school closure. The Ministry has stated that a school closure consultation should be followed by a separate consultation process regarding a proposed disposal.

2. **Alternative Community Use:**

The consultation process should include local government, community organizations and the public, and any potential alternative community uses should be considered. The Ministry appears willing to permit school boards to determine the form of consultation that is appropriate in each case.

3. **Appraisals:**

The Ministry’s checklist requires two appraisals from licensed property appraisers, but provides that a property assessment may be acceptable in situations where it is impractical to obtain two appraisals.

### 5.5.3 ALLOCATION OF PROCEEDS FROM THE DISPOSITION OF LAND OR IMPROVEMENTS

The allocation of proceeds from the disposal of board owned capital assets including land is made in accordance with the Ministry of Education Policy Allocation of Proceeds from the Disposition of Capital Assets issued February 18, 2004.

In accordance with the School Act, when a Board of Education receives money from the disposition of a capital asset, the proceeds must be allocated between the Minister as minister-restricted capital funds and the board as local capital funds, according to the original contributions made by the province and the Board of Education, respectively.

The Board of Education must determine how any proceeds should be allocated, based on its historical records of the capital fund sharing arrangement between the province and the board for site acquisition and any improvements.

In situations where the original contributions by the province and a board cannot be determined, the minister has the authority, under section 100 (3) of the School Act, to allocate the proceeds.

By this authority, the minister has determined that the proceeds of a disposition may be apportioned at 25 per cent as local capital funds and 75 per cent as minister-restricted capital funds. This applies to those cases where the board cannot determine the original provincial or local contributions, or the board's original contribution is known to be equal to or less than 25 per cent.

### 5.5.4 CROWN LAND GRANT

School sites that are the subject of a Crown Land grant are not affected by the Disposal of Land and Improvements Order. Crown Land grants no longer required for educational purposes revert to the Crown as per Section 99 of the School Act.

### 5.5.5 SCHOOL DISTRICT OWNED SCHOOL SITES

The school district owns one property suitable for construction of a new school: Bonson Road – this is a vacant parcel at 11225 Bonson Road in Pitt Meadows south. This property is located in the West Capital Zone where the projected enrolment needs be accommodated in an additional 26 classrooms over the next 10 years. See West Capital Zone section for additional information.



## 7. GLOSSARY OF TERMS

This section explains common terms utilized in this report.

### ENROLMENT

In this report, “enrolment” refers to the number of registered students in each school as at September 30, 2013 as confirmed by the Ministry of Education’s 1701 Verification Report.

The 2013 actual enrolment and 2023 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district’s International Education program is not included in this report.

The forecasted enrolment distribution by school is based on 2013 catchment areas. Changes to catchment areas will affect the distribution of enrolment by school. Current catchment areas can be viewed on the school district website ([www.sd42.ca](http://www.sd42.ca)).

### NOMINAL CAPACITY

In order to determine the number of student instructional spaces in a school, the Ministry of Education uses a nominal capacity based on the following criteria:

This nominal capacity forms a standard baseline across the province and the Ministry allocates all other non-instructional school space – gymnasium size, office space, hallways, etc. based on this.

Kindergarten:	20 pupils per classroom
Elementary:	25 pupils per classroom
Middle & Secondary:	25 pupils per classroom and vocational module

A typical nominal capacity would be 20K + 450, such as Albion Elementary. This means there are 20 spaces allocated to kindergarten and 450 spaces allocated to grades 1-7. The total school nominal capacity is then 470.

Modular classrooms were added to many school districts to accommodate Full Day Kindergarten. The Ministry of Education treats modular classrooms as permanent space, even though they may ultimately be relocated. When they are added to a school, such as Edith McDermott Elementary, an additional 20K will be added to the nominal capacity.

The nominal capacity may also be reduced if a classroom is used for an alternate approved educational program. A typical example is for a Strong Start Centre. If a classroom is not used and is removed from the educational space, such as the use of a portable classroom or multi-purpose room, then no change would occur in the school nominal capacity.

### FUNCTIONAL CAPACITY OR OPERATING CAPACITY

As a more practical alternative and to accommodate adjustments in student capacity for the various grade structures i.e. Grades K-3, K-5 or K-7 for elementary, the nominal capacity is adjusted to an operating capacity. The Ministry has a standard formula for these, for example:

Grade Structure	K-7	
Classroom Student Capacity	Kindergarten	19
	Grades 1-3	21
	Grades 4-7	25
Average Classroom 1-7 Capacity		23.29

The operating capacity and nominal capacity may be the same value for most middle and secondary schools. For example, Garibaldi Secondary has both a nominal and operating capacity of 1050.

## CONVERSION OF NOMINAL CAPACITY TO OPERATING CAPACITY

For an elementary school, to determine the number of educational spaces, nominal capacity is converted to operating. For example, Albion Elementary, at 20K + 450 would have an operating capacity of 438 students, calculated as follows:

Kindergarten classrooms	1	= 19 capacity
Grade 1 - 7 classrooms (at 450/25 spaces per classroom)	18 x 23.29	= 419
Total		= 438

The Ministry's designated nominal and operating capacities are used as a standard across the province, and are not mandated capacities. For new facilities, school boards determine their own operating capacities, based on local decisions, subject to the limits established by the School Act.

## UTILIZATION

Utilization is usually expressed as a percentage. It usually refers to the entire school rather than a percent of kindergarten or of grades 1-7. Therefore, Albion Elementary, with an operating capacity of 438 and an enrolment of 544 would have a school utilization of 544/438 or 124.2%. This is consistent with Albion Elementary being full and having an additional 5 portable classrooms on-site.

As another example, Edith McDermott Elementary has a nominal capacity of 40K + 375 equals an operating capacity of 387 students. With 299 students registered for 2013, this is a school utilization of 77.3%.

Utilization is an easy method for understanding the current capacity situation in a school and for comparing it with other schools.

## FACILITY CONDITION INDEX (FCI)

The BC Ministry of Education has established a Capital Asset Management system (CAMS) for all schools in the province and has contracted with VFA Inc. to conduct facility condition audits.

The purpose of the facility condition audit is to determine the equivalent age and condition of each school building(s). The condition includes structural, architectural, mechanical, electrical, plumbing, fire protection, equipment and furnishings and life safety. An audit of site conditions is also included.

The audit determines what resources will be required over the coming years to maintain or replace aging facilities. Each school is given a rating called the Facility Condition Index (FCI). This is a comparative index allowing the Ministry to rank each school against all others in the province and is expressed as a decimal percentage of the cost to remediate maintenance deficiencies divided by the current replacement value i.e. 0.26. For practical purposes, the ratings have the following meaning:

FCI RATING	CATEGORY	GENERAL ASSESSMENT
0.00 to 0.05	Excellent	Near new condition. Meets present and foreseeable future requirements.
0.05 to 0.15	Good	Good condition. Meets all present requirements.
0.15 to 0.30	Average	Has significant deficiencies, but meets minimum requirements. Some significant building system components nearing the end of their normal life cycle.
0.30 to 0.60	Poor	Does not meet requirements. Immediate attention required to some significant building systems. Some significant building systems at the end of their life cycle. Parts may no longer be in stock or very difficult to obtain. High risk of failure of some systems.
0.60 and above	Very Poor	Does not meet requirements. Immediate attention required to most of the significant building systems. Most building systems at the end of their life cycle. Parts may no longer be in stock or very difficult to obtain. High risk of failure of some systems.

The FCI is a significant factor the Ministry of Education uses to determine funding priorities for rejuvenation or replacement projects. Generally, a school will not be considered for replacement unless the FCI is close to 0.60 or above.

## SEISMIC MITIGATION

In 2004, the Ministry of Education launched the School Seismic Mitigation Program in an effort to identify schools that may have structural risks associated with a seismic event.

In 2004, a partnership was developed with the Association of Professional Engineers and Geoscientists of BC as well as leading post educational research facilities to evaluate schools for seismic safety based on the latest research from major earthquakes around the globe.

Since 2004, these experts have developed new guidelines and new assessment tools to conduct a comprehensive reassessment leading to a more accurate picture of seismic safety risks in BC schools. Risk categories have been established to determine the various levels of seismic risks in schools. All schools in BC have now been assessed against this criterion.

In general, the seismic risk increases in BC as one travels from the Alberta border to the ocean. The entire lower mainland of BC, including the Maple Ridge - Pitt Meadows School District, is located in a seismic zone with a higher risk than many other parts of BC.

RATING	DEFINITION
High 1 (H1)	Most vulnerable structure, at highest risk of widespread damage or structural failure, not repairable after a large seismic event. Structural and non-structural seismic upgrades required.
High 2 (H2)	Vulnerable structure, at high risk of widespread damage or structural failure, likely not repairable after a large seismic event. Structural and non-structural seismic upgrades required.
High 3 (H3)	Isolated failure of building elements such as walls are expected, building not likely repairable after a large seismic event. Structural and non-structural seismic upgrades required.
Medium (M)	Isolated damage to building elements is expected, non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required. Building to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.
Low (L)	Least vulnerable structure. Would experience isolated damage and would probably be repairable after a seismic event. Non-structural upgrades may be required.

The latest Seismic Structural Risk Rating report was issued in September 2013 and shows updated risk ratings by block for all schools within the Province's 37 high risk seismic zones, including the Maple Ridge - Pitt Meadows School District schools.

Blocks are essentially areas within a school that are of different construction types, therefore having different structural characteristics. For example, gymnasiums are typically a different type of structure than classroom blocks. The list shows the overall risk rating for the school, as well as the status by block.

Schools constructed since 1992 are not listed on the report. These schools were constructed to modern structural codes and should not require structural seismic upgrading.

## BUILDING ENVELOPE

In the early 1980s, the provincial Building Code underwent a significant change. The revised Building Code made many changes to the way the exterior of buildings were to be constructed to better accommodate weather effects and to promote sustainable and energy efficient construction principles.

Some of the buildings constructed under this revised code had problems with deteriorating conditions within the exterior walls, windows and other penetrations through what is called the "building envelope".

In an effort to mitigate long term deterioration and damage to the building, the province created a public sector program to repair identified problems in the building envelope. This Building Envelope Program (BEP) is administered by the Risk Management Branch of the BC Ministry of Finance.

It should be noted that not all schools qualify for this program. First, it only applies to schools constructed after 1984 and second; schools must first undergo an assessment before funds or project numbers are assigned. The assessment will determine if there is a building envelope condition and there is a complicated rating system to assign the building a score. The rating score will determine the priority for repairs if they are needed.

School districts can apply for funding under this program. School districts work with their Ministry of Education Planning Officer to confirm or amend the priority order, based on the planned utilization of the individual school facilities and other rejuvenation work that may be completed in conjunction with the building envelope remediation work. Individual BEP projects may then be submitted as part of the Capital Plan submission.

The Maple Ridge - Pitt Meadows School District has a list of the currently identified projects that qualify under this program. They are identified in this report and where numbers are shown in the report, they are the current rating score.

There are two important things to note about building envelope:

1. Although a school (or part of a school) has been identified and a rating score determined, there is no guarantee that the building envelope repair or remediation will promptly proceed. The program is large and the funding is not unlimited.
2. It is not just these buildings that may have building envelope concerns. Many of the older schools (or even new schools) may develop building envelope concerns just due to age, or as part of a newer addition or other work in the school. These defects are often identified through school district maintenance and routine inspection programs.

#### OFFICIAL COMMUNITY PLAN

The Official Community Plan (OCP) is a long range (20 year) guide for the municipality that helps Council in making decisions on matters such as land use and growth, transportation, agricultural preservation, economic development and housing.

The City of Maple Ridge Official Community Plan (OCP) was last updated with minor housekeeping amendments and adopted on January 20, 2014 through OCP Adoption Bylaw No. 7060-2014. A copy of the OCP is available online at: <http://www.mapleridge.ca/316/Official-Community-Plan>

The City of Pitt Meadows Official Community Plan (OCP) was adopted through Official Community Plan Bylaw No. 2352-2007. A copy of the OCP is available online at:

<http://www.pittmeadows.bc.ca/assets/Planning/pdfs/OCP%2007jan2009.pdf>



Maple Ridge - Pitt Meadows School District No. 42

22225 Brown Avenue  
Maple Ridge, BC  
V2X 8N6

To: **Board of Education**

From: Board Policy  
Development Committee

Re: **UPDATE ON POLICIES AND PROCEDURES**

Date: September 19, 2018  
(Public Board Meeting)

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**Information**

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**BACKGROUND/RATIONALE:**

On December 8, 2010, the Board adopted a Board Policy Development policy and associated procedures that guide the policy development and review work of the Board.

The Board has now completed the review of all of the old policies and procedures and has:

- adopted seventy-seven policies and one bylaw
- rescinded eighty-eight policies and four bylaws

Current policies will continue to be reviewed by the Board Policy Development Committee on a regular basis and updated as required.

The policies, procedures and bylaws adopted by the Board are summarized in the table below.

**Current Policies and Bylaws Adopted**

1	2301	Role of the Board
2	2302	Board Delegation of Authority
3	2320	Board Committees and Trustee Representation
4	2400	Board Meeting Proceedings
5	2500	Board Policy Development <i>2500.1 - Board Policy Development (Procedure)</i>
6	2900	Trustee Professional Development and Attendance at Conferences
7	2915	Trustee Elections – Chairperson and Vice-Chairperson <i>2915.1 - Trustee Elections – Elections/Roles/Responsibilities (Procedure)</i>
8	2918	Vice-Chairperson – Elections/Roles/Responsibilities
9	2919	Trustees Code of Conduct
10	2920	Trustees' Remuneration <i>2920.1 - Trustees' Remuneration (Procedure)</i>
11	2925	Trustee Provision of Resources <i>2925.1 - Trustee – General Expense Information (Procedure)</i>
12	3201	Role of the Superintendent of Schools
13	3202	Role of the Secretary Treasurer
14	3901	Maintenance of Order in Schools <i>3901.1 – Maintenance of Order in Schools (Procedure)</i>
15	4101	General Banking
16	4105	Investment
17	4110	Revenue Generation
18	4203	Budget Planning and Reporting <i>4203.1- Budget Process (Procedure)</i>
19	4204	Contingency Reserve
20	4410	Travel Expenses



- 21 4415 District Funded Attendance at Functions
- 22 4435 Scholarships, Bursaries and Student Awards
  - 4435.1 - Scholarships, Bursaries and Student Awards (Procedure)
- 23 4600 Purchasing Goods and Services
  - 4600.1 - Purchasing – Methods to Obtain Goods and Services (Procedure)
  - 4600.2 - Purchasing – Product Standards (Procedure)
  - 4600.3 - Purchasing – Obtain Vendor Pricing (Procedure)
  - 4600.4 - Purchasing – Competitive Bidding Process (Procedure)
  - 4600.5 - Purchasing – Selection of Vendor Bids and Proposals (Procedure)
- 24 4910 Financial Reporting and Administration – School Based Funds
- 25 5310 Disposal of Equipment
- 26 5400 Transportation of Students with Special Needs
  - 5400.1 – Transportation of Students with Special Needs (Procedure)
  - 5400.2 – Students with Special Needs Transportation Registration (Procedure)
  - 5400.3 – Regular Student Transportation
- 27 5401 Use of Board-Owned Buses/15 Passenger Vans
  - 5401.1 - Use of Board-Owned Buses/15 Passenger Vans (Procedure)
- 28 5700.1 Access to and Management of Public Information to the Board
- 29 5700.2 Collection, Protection of and Access to Personal Information of Board Employees
- 30 5700.3 Management of Information of Board Employees
- 31 5700.4 Collection, Protection of and Access to Personal Information of Private Individuals
- 32 5700.5 Management of Personal Information of Private Individuals
- 33 5701 Records and Information Management – General
  - 5701.1 - Records and Information Management - General (Procedure)
  - 5701.2 - Records and Information Management – Classification Systems Retention Schedule (Procedure)
- 34 5705 Surveillance
  - 5705.1- Video Surveillance (Procedure)
  - Surveillance Systems Access Log
- 35 5575 Nutrition
- 36 5780 Information Technology and Communication Systems: Appropriate Use
  - 5780.1 - Social Media Guidelines (Procedure)
  - 5780.2- Protection of School District Records when Working Away from the Workplace (Procedure)
- 37 5905 Alcohol – Consumption, Possession and Storage
  - 5905.1- Alcohol – Consumption, Possession and Storage (Procedure)
- 38 6425 School Size
- 39 6530 Environmental Sustainability
- 40 6600 Naming of School Facilities
- 41 6801 School Closures
- 42 6810 Disposal of Land or Improvements
- 43 7110 Whistle Blower Protection
  - 7110.1 - Whistle Blower Protection (Procedure)
- 44 7201 Recruitment and Selection of Personnel
  - 7201.1 - Recruitment and Selection of Senior Tam Positions, Principals, Vice-Principals, and Excluded Staff
  - 7201.2 - Recruitment and Selection of the Superintendent of Schools
- 45 7210 Workplace Discrimination or Bullying and Harassment
  - 7210.1 - Workplace Discrimination or Bullying and Harassment Reporting (Procedure)
  - 7210.2 - Workplace Discrimination or Bullying and Harassment Investigation (Procedure)
- 46 7213 Conflicts of Interest – District Staff
- 47 7220 Dangerous Weapons
- 48 7230 Personal Full Time Leave of Absence
- 49 7610 Compensation Administration for Excluded Employees
- 50 7710 Professional Development
  - 7710.1- Professional Development for Excluded Employees (Procedure)
- 51 7810 Performance Evaluation for Excluded Employees

52	8220	School Day
53	8330	Board/Authority Authorized Courses <i>8330.1- Board/Authority Authorized Courses (Procedure)</i>
54	8801	Course Challenge <i>8801.1- Course Challenge (Procedure)</i>
55	8901	Field Trips (Including Extra Curricular Activities) <i>8901.1- Level 1 Field Trips (Including Extra Curricular Activities) (Procedure)</i> <i>8901.2 - Level 2 Field Trips (Including Extra Curricula Activities) (Procedure)</i>
56	8912	Independent Directed Studies <i>8912.1 – Independent Directed Studies (Procedure)</i>
57	9200	School Catchment Areas and Student Placement <i>9200.1 - Student Placement</i>
58	9325	Education Programs for Non-Residents <i>9325.1 -Education Programs for Non-Residents (Procedure)</i> <i>9325.2- Education Programs for Non-Residents – Homestay Families (Procedure)</i>
59	9410	Safe, Caring and Healthy Schools
60	9415	Inclusive Schools
61	9420	Dangerous Weapons in the Schools
62	9430	Physical Restraint and Seclusion in School Settings <i>9430.1- Physical Restraint and Seclusion in School Settings (Procedure)</i>
63	9500	Suspension and Exclusion of Students from School
64	9510	Flags – Canada and British Columbia
65	9601	Anaphylaxis <i>9601.1 Anaphylaxis (Procedure)</i>
66	9610	Health Care Needs <i>9610.1 Medical Intervention (Procedure)</i> <i>9610.2 Seizures (Procedure)</i> <i>9610.3 Type 1 Diabetes (Procedure)</i>
67	9611	Child Protection
68	9705	Student Records <i>9705.1 – Student Records</i>
69	9801	Fees – Hardship <i>9801.1 – Fees – Hardship – Low Income Waiver (Procedure)</i>
70	9925	Non-District Sponsored Activities including Students
71	10200	Communications
72	10310	Volunteers <i>10310.1 – Volunteers (Procedure)</i> <i>10310.2 – Volunteer Drivers (Procedure)</i> <i>10310.3 – Volunteer Community Coaches (Procedure)</i>
73	10400	Community and Commercial Use of School Facilities and Grounds <i>10400.1 - Rental Fees Procedure</i>
74	10510	Board Correspondence
75	10540	Financial or in-Kind Donations
76	10820	Political Activities
77		Student Reporting Order
78		Trustee Elections Bylaw 1-2017/18

As new policies, bylaws or procedures were adopted the following policies and bylaws were rescinded by the Board.

#### Policies and Bylaws Rescinded in 2011-2018

1	BHD	Board Member Compensation and Expenses
2	CFA	School Building Administration Positions of Special Responsibility
3	CFCD	Threats
4	CGB	Community Education Administration
5	DBL	Trust Funds
6	DFA	Revenue Investments

7	DFCA	District Wide Generation Activities
8	DICA	Financial Reporting and Administration – School and Donated Funds
9	DIEA	Audit – School Accounts - DIEA
10	DJC	Purchasing Policy and Procedures
11	DJCA	Purchasing Procedures – Purchases and Activities Resulting in Property Improvements
12	DJFB	Purchasing Procedures – Personal Purchases
13	DLCA	Executive Staff Remuneration and Expenses
14	DNA	Disposal of Land
15	DNB	School Closure
16	ECAB	General Property Damage and Vandalism
17	ECAD	Video Taping on School Buses
18	ECG	Site Development
19	EG	Office Services Management
20	EGB	Clerical Services for Schools
21	EHA	Quickmail/Data Systems – Privacy and Access
22	EHB	Internet and/or District Wide Area Network Use by Employees of the Board
23	EIB	Physical Security of Computing Devices
24	FB	Facilities Utilization
25	FL	Energy Management Conservation
26	GBE	Employees with AIDS and HIV Infection
27	GBEA	Threats
28	GBEB	District Health and Wellness
29	GBEC	Employee First Aid
30	GBN	Employee Contracts and Compensation Plans
31	GBP	Leave of Absence
32	GCMA	Supervision of Professional Staff (Administrative Officers)
33	GCMB	Supervision of Professional Staff (Board Executive Officers)
34	GCNA	Evaluation of Professional Staff (Administrative Officers)
35	GCNB	Evaluation of Professional Staff (Board Executive Officers)
36	GDP	Recognition of Retirees
37	ID	School Day
38	IGADA	Work Experience
39	IGADB	Food Services Management – Teaching Kitchen
40	IGAH	Family Life Education
41	IGAHA	Alternative Delivery Option for Personal Planning K-7 and Career & Personal Planning 8-12
42	IGAK	Locally Developed Courses
43	IGCF	Correspondence and Distance Learning Program
44	IGDF	Fund Raising Activities
45	IGE	Community and Adult Education Program
46	IHB	Class Space and Facility Limitations
47	IIAD	Student use of Internet/Computer Facilities
48	INDC	Official School Opening
49	JC	Student Attendance Areas
50	JCA	Student Entry During School Year
51	JECB	Admission of Non-Resident Students
52	JECBAA	Home School Learners
53	JECBA	Admission of Non-Resident Students to the International Education Program
54	JECBB	International Education Program
55	JF	Appeal Process

56	JFA	Student Vandalism
57	JFCA	Student Dress Code
58	JFCAA	Student Use of Cellular Phones or Paging Devices in Schools
59	JFCB	Student Conduct on School Buses (District Owned Buses)
60	JFCC	Student Conduct on School Buses (Contracted Bus Services)
61	JFCH	Student Alcohol, Illegal Substance Use and Intoxicants
62	JFCK	Intimidation, Harassment, Bullying and Violence in Schools
63	JFD	Adult Students Enrolling in Local High Schools
64	JG	Student Discipline
65	JGD	Student Suspension
66	JGDA	Failure to Attend to Studies or Continued Infractions of School Rules
67	JHCB	Student First Aid
68	JHCDA	Physical Restraint of Students
69	JHF	Student Safety
70	JHFE	Reporting of Suspected Child Abuse
71	JO	Student Records
72	KB	Public Information Programs
73	KBCA	News Releases
74	KGB	Public Conduct on School Property
75	KH	Public Gifts to Schools or the District
76	KMI	Relations with Political Organizations
77		Learning Resources (Approved – June 14/06)
78		Professional Development (Approved - September 28, 2005)
79		Proposing a Local School Calendar (Approved – June 14/06)
80		Business Activities (Approved – November 22/06)
81		Community Use of School Facilities and Grounds (2007)
82		Electronic Devices Policy
83		School Size (dated November 25, 2008)
84		School Volunteers (March 26, 2008)
86		School Heritage Archives (October 29, 2008)
87		Field Trips
88		Fees - Hardship
89		Procedural Bylaw – Trustee Remuneration Feb-08
90		Trustee Elections Bylaw 1-2008/09
91		Trustee Elections Bylaw 1-2011
92		Trustee Elections Bylaw 1-2013/14

**RECOMMENDATION:**

**THAT the Board receive the Update on Policies and Procedures, for information.**

**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:

**May 16, 2018 Closed**

Call to Order	Meeting called to order at 3:20 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as amended
Approval of Minutes	Approved as circulated
Superintendent Decision Items	Approved as circulated
Superintendent Information Items	Received
Secretary Treasurer's Decision Item	Approved as circulated
Board Committees	Approved as circulated
Chairperson Information Item	Received
Superintendent Information Items	Received
Secretary Treasurer Information Items	Received
Board Committees	Received
Adjournment	Meeting adjourned at 4:25 p.m.