

Wednesday, September 22, 2021

Time: 6:00 p.m.

"However difficult life may seem, there is always something you can do and succeed at". Stephen Hawking

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Call to Order
2. Electronic Board Meeting Procedures
3. Correspondence
 - M. Dean, Minister of Children and Family Development
 - S. Robinson, Minister of Finance
 - K. Carreras, Chairperson, SD42, M. Morden, Mayor, City of Maple Ridge, B. Dingwall, Mayor, City of Pitt Meadows
4. Approval of Agenda
5. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 5:30 pm on September 22, 2021. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically. This agenda item has a time limit of 10 minutes.*

B. APPROVAL OF MINUTES

1. June 16, 2021 ITEM 2
2. August 25, 2021

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

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

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Supporting All Learners: Enhancing Student Learning Report ITEM 3
3. Secretary Treasurer
4. Board Committees
 - a) Budget
 - i. 2021/22 Amended Budget Changes ITEM 4
 - b) Finance
 - i. Audited Financial Statements ITEM 5
 - c) Facilities Planning

- d) Board Policy Development
- e) Education
- f) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson
 - a) Committee Appointments ITEM 6
2. Superintendent of Schools
 - a) Summer Learning Update ITEM 7
 - b) Superintendent's Update ITEM 8
3. Secretary Treasurer
4. Board Committees & Advisory Committee Reports
 - a) Budget
 - b) Finance
 - c) Facilities Planning
 - d) Board Policy Development
 - i. Update on Policies and Procedures ITEM 9
 - e) Education
 - f) Aboriginal Education

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

1. Trustee Motion ITEM 10

I. TRUSTEE REPORTS

1. BC School Trustees Association
2. District Parent Advisory Council ITEM 11
3. Ridge Meadows Overdose Community Action Table ITEM 12
4. Good News Items

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

K. OTHER BUSINESS

1. Public Disclosure of Closed Meeting Business ITEM 13

L. ADJOURNMENT

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: September 22, 2021
(Public Board Meeting)

Decision

1. CALL TO ORDER

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

2. ELECTRONIC BOARD MEETING PROCEDURES

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

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

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

3. CORRESPONDENCE

- M. Dean, Minister of Children and Family Development
- S. Robinson, Minister of Finance
- K. Carreras, Chairperson, SD42, M. Morden, Mayor, City of Maple Ridge, B. Dingwall, Mayor, City of Pitt Meadows

RECOMMENDATION:

THAT the Board receive all correspondence, for information.

Attachments

4. APPROVAL OF AGENDA

RECOMMENDATION:

THAT the Agenda be approved as circulated.

5. INVITATION FOR PUBLIC INPUT TO MATTERS ON THE AGENDA - Members of the public can provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 5:30 p.m. on September 22, 2021. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically. This agenda item has a time limit of 10 minutes.



ATTACHMENT

August 23, 2021

VIA E-MAIL

Ref: 260592

Stephanie Higginson
President
British Columbia School Trustees Association
E-mail: c/o zjovic@bcsta.org

Dear Stephanie Higginson:

Thank you for your letter outlining the British Columbia School Trustees Association's (BCSTA) Annual General Meeting motions which were passed in April. I appreciate the work you do on behalf of the province's boards of education and your advocacy for the boards and the students they serve. Please accept my apologies for the delay in responding.

The Ministry of Children and Family Development (MCFD) is currently working on several initiatives that address the five motions outlined. To improve tracking and reporting of education outcomes for children and youth in care, MCFD and the Ministry of Education are updating the Joint Educational and Planning Support for Children and Youth in Care: Cross Ministry Guidelines. These guidelines outline information sharing on a case-by-case basis for frontline staff. MCFD and the Ministry of Education also have an information sharing agreement which gives permission for MCFD to share information on all children and youth in care with the Ministry of Education, with reporting being carried out by the Ministry of Education.

MCFD continues to invest in school-based mental health resources through the provincial implementation of [Everyday Anxiety Strategies for Educators \(EASE\)](#). This program was created in British Columbia and is an evidence-informed, cost-free anxiety prevention resource for educators to use with students in grades K-7. In 2020, MCFD expanded EASE to include a French version and EASE 'At Home' resources for parents and caregivers. In response to requests from British Columbia's educators, EASE for students in grades 8-12 is being developed and will be available in September 2021.

Expansion of additional school-based prevention and early intervention mental health resources will be made available in 2021-22, in collaboration with district, independent, and First Nations school partners. MCFD is also partnering with the Ministry of Mental Health and Addictions to implement the collaborative Integrated Child and Youth Model, which is expected to reduce wait times, as well as implement strategies to simplify the intake process. We are monitoring the increase of referrals and exploring options to streamline workflow, so clinicians have more time to provide clinical assessment and therapeutic services to children, youth, and families.

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Ministry of
Children and Family
Development

Office of the
Minister

Mailing Address:
Parliament Buildings
Victoria BC V8V 1X4

Location:
Parliament Buildings
Victoria

MCFD is aware of the challenges facing families in accessing timely assessments and supports for children with support needs. This is why MCFD has developed the [Children and Youth with Support Needs \(CYSN\) Framework](#), which is designed to serve the needs of a broad range of families throughout the province. We have heard from families, advocates, and communities that the current system has created barriers for many families and, therefore, implementing the framework is a priority for MCFD. To aid in this work, I have created a Minister's Advisory Council on Children and Youth with Support Needs. The council aims to represent a diversity of families, children, and youth who are in need of services and supports.

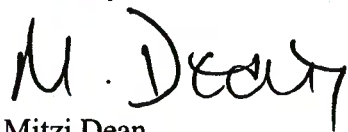
MCFD is working closely with the Ministry of Education to transition the accountability for child care within the Ministry of Education by 2023. We see this as an exciting and long-anticipated change. It is an important step towards integrating child care into the broader learning environment so that children can more easily transition from their early care programs into the K-12 school system. The transition and integration of child care into the broader learning environment within the Ministry of Education will be informed by broad engagement with stakeholders in both the child care and education sectors with a goal to create a seamless transition into the learning environment and improve the delivery of services to families and children.

In 2019, MCFD's focus and work shifted away from programs such as Roots of Empathy to a more systemic approach that looks at providing a suite of evidence-based supports in early years settings. As part of the cross-ministry [Pathway to Hope Mental Health](#) strategy, we have supported expanding services in existing community-based early childhood intervention agencies to better support families with young children experiencing mental health issues.

I know that you are actively engaged with my colleague, the Honourable Jennifer Whiteside, Minister of Education, and that you are working on other motions and joint initiatives. Please know that I will be working collaboratively with Minister Whiteside and that the Ministry of Education will keep MCFD-related motions well-coordinated with the larger set of actions underway.

Thank you for sharing the motions presented by BCSTA. MCFD is committed to continuing to work closely with our partner ministries on these important objectives for our education system.

Sincerely,



Mitzi Dean

Minister of Children and Family Development

pc: Honourable Jennifer Whiteside
Honourable Katrina Chen, Minister of State for Child Care



August 29, 2021

485742

Stephanie Higginson, President
British Columbia School Trustees Association
bcsta@bcsta.org

Dear Ms. Higginson:

Thank you for your thoughtful letter sent on May 25, 2021, regarding the British Columbia School Trustees Association's (BCSTA) annual general meeting motions. I appreciate you taking the time to share your ideas and feedback with me.

Please accept my apology for the delay in responding.

On behalf of my colleague, the Honourable Jennifer Whiteside, Minister of Education, I want to express our gratitude for our government's excellent working relationship with the BCSTA on shared priorities relating to education, reconciliation, and climate leadership.

In recognition of the critical importance of addressing the current climate crisis and the leading role government can play through enhancements to public infrastructure, our government has implemented an Energy and Emissions Assessment Framework to achieve Clean BC targets for 50% Green House Gas (GHG) emission reductions by 2030 for public buildings. In alignment with this framework, ministries such as the Ministry of Education explore opportunities to reduce GHG emissions by at least 50% beyond a LEED Gold equivalent design within the business case for all new and replacement building projects. Where viable, these opportunities may include net-zero school upgrades and replacements.

Funding for major capital projects must fit within government's broader 10-year capital plan. To prudently manage government's resources, the Ministry of Education is required to leverage all available sources of public funding for major capital projects such as net-zero schools, including contributions from School Districts. The ministry works with school districts on a case-by-case

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basis to assess the districts' ability to contribute to capital projects and district contributions are based on a variety of factors including school districts' available financial resources.

Our government also recognizes the important work that remains to be done to advance reconciliation with BC's indigenous peoples. That is why our government became the first jurisdiction in Canada to pass legislation to implement the United Nations Declaration on the Rights of Indigenous Peoples through the *Declaration on the Rights of Indigenous Peoples Act* (Declaration Act). Under the Declaration Act, the Province must develop an action plan, in consultation with Indigenous peoples, to meet the objectives of the UN declaration and an annual progress report must be tabled in the legislature by June 30th of each year.

In response to the advocacy and leadership of First Nations, Inuit and Métis peoples over many years, our government, led by the Ministry of Indigenous Relations and Reconciliation, has developed a Consultation Draft Action Plan which includes 79 proposed actions to end anti-Indigenous racism and advance self-determination and self-government. Ten of these actions focus on K-12 education. Government continues to review and refine the Draft Action Plan, and the BCSTA is encouraged to provide your thoughts and feedback throughout this process by visiting the EngageBC website: engage.gov.bc.ca/declaration.

Once the action plan is finalized, each ministry will work in consultation and cooperation with Indigenous partners to implement the specific actions identified and the Ministry of Education will continue to meet with education partners, including the BCSTA, to discuss the implementation of actions and provide opportunities for partners to make further recommendations.

Thank you again for taking the time to write. Your ideas are important to us and I appreciate your input on how we can build a better BC.

Sincerely,

A handwritten signature in blue ink, appearing to read 'S. Robinson', is positioned above the printed name.

Selina Robinson
Minister

cc: Honourable Jennifer Whiteside, Minister of Education
Honourable Murray Rankin, Minister of Indigenous Relations and Reconciliation



September 20, 2021

Dr. Penny Ballem
c/o BC Centre for Disease Control
655 West 12th Avenue
Vancouver, BC V5Z 4R4

Dear Dr. Ballem,

Thank you for very much for your work on the COVID vaccination rollout in British Columbia. We are grateful for your expertise and skill in creating the program and for taking on this important role. Many members of our community have participated in the vaccination program and we have received a great deal of positive feedback about how helpful and supportive the administrators and staff have been.

We have heard your message that the best way to protect everyone, and especially those who cannot be vaccinated (e.g. youth under 12 years), is for as many people as possible to get vaccinated. Our organizations have worked closely with Fraser Health Authority to help keep our citizens safe and we are committed to continuing that positive work.

We are writing today to share our concern regarding regular and accessible vaccination clinics in our community. Although we have had some strong participation in the vaccination program, we are not at the level we need to be, nor at the level of some other communities in our health region. Our daily clinic in Maple Ridge closed permanently on August 14 and drop-in clinics have been limited. The Haney Farmer's Market hosted a drop-in clinic on August 28, Fraser River Indigenous Society held their last clinic on August 30, and the next drop in clinics aren't scheduled until September 23 in Maple Ridge (9-4 only) and September 27 in Pitt Meadows. For the past 3 weeks, we were the only community in the Fraser Health Authority that was without a daily, drop-in, post-secondary, or school-based clinic.

With the next closest clinics being in Mission, Langley, or Coquitlam, travel and transit schedules could be a significant barrier, especially for our youth and vulnerable populations. We are concerned that our vaccination rates could stagnate without an easy, accessible option to receive the vaccine.

We respectfully ask that regular, weekly vaccine clinics once again be organized in our community.

Thank you again for your work and for your consideration of our request. Please feel free to reach out to any of the below signatories to discuss how we may be of assistance.

Best regards,



Korleen Carreras
Chairperson
Board of Education
School District No. 42
(Maple Ridge-Pitt Meadows)



Mike Morden
Mayor
City of Maple Ridge



Bill Dingwall
Mayor
City of Pitt Meadows

Cc:

Dr. Victoria Lee, Fraser Health Authority
Dr. Ariella Zbar, Fraser Health Authority
The Board of Education, School District No. 42 (Maple Ridge-Pitt Meadows)
Mr. Harry Dhillon, Superintendent of Schools
Ms. Flavia Coughlan, Secretary Treasurer
The Honourable Lisa Beare, Minister of Citizens' Services
Mr. Bob D'Eith, MLA Maple Ridge-Mission
Mayor Morden, City of Maple Ridge
Mayor Dingwall, City of Pitt Meadows
Al Horsman, Chief Administrative Officer, City of Maple Ridge
Mark Roberts, Chief Administrative Officer, City of Pitt Meadows



ITEM 2

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **APPROVAL OF MINUTES**

Date: September 22, 2021
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the June 16, 2021 Public Board Meeting be approved as circulated.

And Further;

THAT the Minutes of the August 25, 2021 Special Public Board Meeting be approved as circulated.

Attachments



**PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, June 16, 2021, (6:00 PM)
Via Videoconference**

IN ATTENDANCE:

BOARD MEMBERS:

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

STAFF:

Superintendent – Harry Dhillon
Secretary Treasurer – Flavia Coughlan
Deputy Superintendent – Shannon Derinzy
Executive Coordinator – Karen Yoxall

A. OPENING PROCEDURES

1. Call to Order

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

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

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

The Chairperson acknowledged the discovery of 215 indigenous children buried in unmarked graves at the site of a former residential school in Kamloops, BC.

2. Electronic Board Meeting Procedures

3. Correspondence

Moved/Seconded

- S. Higginson, President, BC School Trustees Association
- M. Nyikes, Director, Capital Management Branch, Ministry of Education
- T. Dunford, Chairperson, School District No. 63 (Saanich)

THAT the Board receive all correspondence, for information.

CARRIED

4. Approval of Agenda

Moved/Seconded

THAT the Agenda be approved as circulated.

CARRIED

5. Invitation for Public Input to matters on the Agenda

The Chairperson advised that members of the public were able to provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 5:30 pm on June 16, 2021.

The Secretary Treasurer shared with Trustees the public input received on the following items:

- Amendment to 2021/22 District School Calendar
- School Fees Schedule and Specialty Academy Fees Schedule 2021/22

The Secretary Treasurer reported that this input would be addressed by the Superintendent during the discussion of these items.

B. APPROVAL OF MINUTES

Moved/Seconded

THAT the Minutes of the May 19, 2021 Public Board Meeting be approved as circulated.

CARRIED

C. PRESENTATIONS

1. Literacy

Moved/Seconded

Assistant Superintendent Jovo Bikic and District Helping Teachers, Cindy Penner, Anita Neufeld and Denise Upton presented on the work of the district literacy team: guiding principles for literacy learning, in-class collaboration and activities, after school workshops and professional development and the impact of intervention were explained.

THAT the Board receive for information the literacy presentation by Jovo Bikic, Assistant Superintendent, and District Helping Teachers: Cindy Penner, Anita Neufeld and Denise Upton.

CARRIED

D. DELEGATIONS

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent
 - a) Amendment to 2021/22 District School Calendar

Moved/Seconded

The Superintendent reported that the proposed amendment to the 2021/22 district school calendars meet the required minutes of instruction, have been shared with the public and representatives of the employee groups and include consideration of the collective agreement provisions.

The Superintendent addressed the input received from the District Parent Advisory Council on the scheduling of non-instructional days.

THAT the Board of Education approve the attached Amended 2021/22 District School Calendar.

CARRIED

b) School Fees Schedule and Specialty Academy Fees Schedule 2021/22

Moved/Seconded

The Superintendent reported on school fees and specialty academy fees for 2021/22.

THAT the Board approve the proposed Secondary School Fees Schedule and Academy Fees Schedule for the 2021/22 year:

Secondary School Fees Schedule 2021/22

1.	Student fee	\$28
2.	Athletic fee	\$25
3.	Yearbook	\$55
4.	Lock	\$6

Continuing Education Fees Schedule 2021/22

1.	Student fee	\$20
2.	Optional grad ceremony fee	\$30

Summer School Refundable Deposits Schedule 2021/22

Refundable Deposits		
1.	Textbook Deposit (Grade 10 – 12)	\$75

Academy Fees Schedule 2021/22

1.	Hockey	\$1,920
2.	Interdisciplinary Arts	\$91
3.	International Baccalaureate Grade 11 full diploma Grade 12 exam fee Grade 12 full diploma	\$500 \$120 \$500
4.	Softball	\$1,880
5.	Golf	\$2,031
6.	Digital Arts	\$100
7.	Soccer	\$600
8.	Basketball	\$400

Other Fees Schedule 2021/22

1.	Adobe Certified Associate	\$15
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2.	Microsoft Technology Associate	\$15
3.	Autodesk Certified User	\$15
4.	Microsoft Office Specialist	\$15
5.	Intuit Quickbooks Certified User	\$25
6.	Entrepreneurship and Small Business	\$25
7.	ToonBoom Certified Associate	\$15
8.	Automotive	\$200
9.	Carpentry	\$900
10.	Culinary	\$900
11.	Framing	\$900
12.	Hair Design	\$3,665
13.	Masonry	\$375
14.	Plumbing	\$875
15.	Metal Fab	\$1,100

CARRIED (Trustee Dumore Opposed)c) Strategic Plan Update**Moved/Seconded**

The Superintendent reported that the Strategic Plan has been updated to include the overarching goals that flow out of the school district's strategic priorities: Literacy, Social Emotional Learning, Assessment and Reporting, Secondary Innovation and Alignment. The Superintendent noted that it is a requirement under the provincial *Framework for Enhancing Student Learning* guidelines that they are formally included in the Strategic Plan.

The Superintendent further reported that it is also a requirement under the *Framework for Enhancing Student Learning* guidelines that school districts develop multi-year strategic plans and to display the length of the district's planning cycle. The Superintendent noted that the Strategic Plan has now been updated to reflect this language under the "Strategic Planning Cycle".

THAT the Board approve the Strategic Plan Update.

CARRIED

3. Secretary Treasurer

a) 2021/22 Capital Plan Bylaw**Moved/Seconded**

The Secretary Treasurer reported that in order to access funding for the projects included in the 2021/22 Capital Plan and in accordance with the revised Ministry of Education procedures regarding capital bylaws, the Board must adopt a single Capital Bylaw.

1. THAT the Capital Bylaw No. 2021/22-CPSD42-01 – be given three (3) readings at this meeting.

CARRIED UNANIMOUSLY

Moved/Seconded

2. THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) Capital Bylaw No. 2021/22-CPSD42-01 be:
 Read a first time on the 16th day of June, 2021;
 Read a second time on the 16th day of June, 2021;
 Read a third time, passed and adopted on the 16th day of June, 2021.

CARRIED

- b) 2022/23 Capital Plan

Moved/Seconded

The Secretary Treasurer reported that on May 28, 2021 the Ministry of Education issued the 2022/23 Capital Plan Instructions.

The Secretary Treasurer reported that the 2022/23 Capital Plan lists projects for the fiscal years 2022/23 to 2026/27. The Secretary Treasurer reviewed submissions for the following programs: Seismic Mitigation Program, School Expansion Program, Site Acquisition, School Replacement Program, Building Envelope Program, School Enhancement Program, Carbon Neutral Capital Program and Playgrounds Equipment Program.

THAT the Board approve the 2022/23 Capital Plan for submission to the Ministry of Education.

CARRIED

- c) Strategic Facilities Review

Moved/Seconded

The Secretary Treasurer reported that in order to ensure that future Capital Plan submissions to the Ministry of Education accurately reflect the priorities and needs of the school district, the board has directed staff to update the Strategic Facilities Plan in consultation with stakeholders, educators, the community and the two municipalities.

The Secretary Treasurer noted that the Strategic Facilities Plan will be created in three steps:

- Phase I:– Strategic Facilities Review
- Phase II: Strategic Facilities Planning Consultation
- Phase III: Strategic Facilities Plan

THAT the Board receive the Strategic Facilities Review, for information;

AND FURTHER;

THAT the Board authorize the Secretary Treasurer to initiate the strategic facilities plan consultation process.

CARRIED

d) 2021/22 Preliminary Budget Bylaw

The Secretary Treasurer reported that on May 5, 2021 the Board approved the preliminary operating budget balancing proposals as outlined in the Preliminary Budget 2021/22 for implementation and incorporation in the Board's Budget Bylaw for 2021/22.

The Secretary Treasurer further reported that the Annual Budget Bylaw 2021/22 was prepared in accordance with Public Sector Accounting Standards and incorporates the budget balancing proposals as outlined in the Preliminary Budget 2021/22 for the operating, special purpose and capital funds.

Moved/Seconded

1. THAT the Annual Budget Bylaw of the Board for the Fiscal year 2021/22 be given three (3) readings at this meeting.

CARRIED UNANIMOUSLY

Moved/Seconded

2. THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) 2021/22 Annual Budget Bylaw in the amount of \$195,106,703 be:

Read a first time on the 16th day of June, 2021;

Read a second time on the 16th day of June, 2021;

Read a third time, passed and adopted on the 16th day of June, 2021.

CARRIED

4. Board Committees

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

i. Policy Review Update

Moved/Seconded

The Secretary Treasurer reported that housekeeping changes were being proposed to policies presented for approval.

THAT the Board approve:

- Policy 3901: Maintenance of Order in Schools
- Policy 4101: General Banking
- Policy 4105: Investment
- Policy 4110: Revenue Generation
- Policy 4901: Financial Reporting and Administration – School Based Funds
- Policy 5780: Information Technology and Communications – Appropriate Use Policy
- Policy 7710: Professional Development
- Policy 8220: School Day
- Policy 8330: Board Authority/Authorized Courses
- Policy 8801: Course Challenge
- Policy 8912: Independent Directed Studies

- Policy 9430: Physical Restraint and Seclusion in School Settings
- Policy 10200: Communications

And Further:

THAT the Board receive for information:

- Procedure 3901.1: Maintenance of Order in Schools
- Procedure 8801.1: Course Challenge

And Further

THAT the Board rescind Policy 4415: District Funded Attendance at Functions

CARRIED

- e) Education
- f) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson
2. Superintendent

- a) Superintendent's Update

Moved/Seconded

The Superintendent recognized June as National Indigenous History month and provided an update on school activities and events.

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

CARRIED

3. Secretary Treasurer

- a) Trustees' Remuneration

Moved/Seconded

The Secretary Treasurer reported that on May 16, 2018 the board approved that for the period 2018 to 2022 trustee remuneration be adjusted on an annual basis effective on July 1 each year based on the Metro Vancouver Consumer Price Index differential for the prior year.

Trustee Remuneration for 2021/22 is for Trustees \$24,600, Vice Chairperson of the Board \$26,100 and Chairperson of the Board \$27,600. In addition to the base remuneration, all trustees will continue to receive an annual automobile allowance for in district travel of \$750.

THAT the Board receive trustees' remuneration for 2021/22 for information.

CARRIED

Moved/Seconded

That the meeting be extended by fifteen minutes.

CARRIED

4. Board Committees

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

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

1. City of Maple Ridge Strategic Transportation Plan

Moved/Seconded

THAT the Board authorize the Board Chairperson to provide feedback to the City of Maple Ridge reflecting board input on the City of Maple Ridge Strategic Transportation Plan.

CARRIED (Trustee Shaw Opposed)

I. TRUSTEE REPORTS

BC School Trustees Association: Professional Learning Committee

Trustee Shaw reported that at the recent meetings, the committee has had the opportunity to review feedback received on the Annual General Meeting, is continuing to work on the creation of a handbook and has begun planning for an in-person Trustee Academy in the fall.

District Parent Advisory Council

Trustee Murray recognized Trustee Dumore on her long service award as a volunteer in the school district.

Municipal Advisory Committee on Accessibility and Inclusion

Trustee Shaw reported that presentations by HandyDart and the Maple Ridge Community Network were received.

Moved/Seconded

That the meeting be extended by a further fifteen minutes.

CARRIED

Maple Ridge-Pitt Meadows Arts Council

Trustee Sullivan reported that a status update on the Arts Council 50th Anniversary celebrations and Art Gallery School Tours were amongst the subjects discussed.

City of Maple Ridge Transportation Advisory

Trustee Shaw reported that the committee received a presentation on the City of Maple Ridge Strategic Transportation Plan. Public feedback is being gathered via an online survey and is being sought from partner groups.

Ridge Meadows Overdose Community Action Table

Trustee Sullivan reported that a special presentation by Guy Felicella on substance abuse was received at the recent meeting.

Youth Planning Table

Trustee Dumore reported that Community Services presented on Restorative Justice and Douglas College presented on the Youth Entrepreneur Works Program. Trustee Dumore noted that the uPlan committee has created and installed Grad Walk 2021.

English Language Learners Consortium

Trustee Yamamoto reported that members shared information and resources to combat racism.

City of Maple Ridge Parks, Recreation and Culture

Trustee Murray reported that a special committee meeting was held to discuss the 2022 committee work plan.

Pitt Meadows Community Support Select Committee

Trustee Sullivan reported that updates from the following community outreach agencies were received: Ridge Meadows Seniors Society; Friends in Need Food Bank; Seniors Network and the Maple Ridge and Pitt Meadows Katzie Community Network.

Moved/Seconded

That the meeting be extended by a further fifteen minutes.

CARRIED

Good News Items

Trustee Trudeau congratulated Grade 7 students transitioning to high school; Trustee Sullivan congratulated school district retirees; Trustee Murray noted the many bursaries awarded during 2021 grad ceremonies and thanked community members who raised these funds for this purpose; Trustee Yamamoto spoke about the Fraser Valley Regional Library's Summer Reading Club and Trustee Carreras wished all students, families, and staff a restful summer.

J. QUESTION PERIOD

A question was posed on the following:

- Approval process with the Parent Advisory Councils regarding Specialty Academy Fees

K. OTHER BUSINESS

L. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 9:41 p.m.



**SPECIAL PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, August 25, 2021, (6:00 PM)
Via Videoconference**

IN ATTENDANCE:

BOARD MEMBERS:

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

STAFF:

Superintendent – Harry Dhillon
Secretary Treasurer – Flavia Coughlan
Deputy Superintendent – Shannon Derinzy
Executive Coordinator – Karen Yoxall

A. OPENING PROCEDURES

1. Call to Order

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

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

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

2. Electronic Board Meeting Procedures

3. Approval of Agenda

Moved/Seconded

THAT the Agenda be approved as circulated.

CARRIED

B. DECISION ITEM

1. Superintendent

a) Amendment to 2021/22 School Calendars

Moved/Seconded

The Superintendent provided background information regarding the proposed amendments to the District School Calendars for the 2021/22 school year.

The Superintendent noted that amendments to the school calendar for 2021/22 to include the National Day for Truth and Reconciliation are not subject to the requirement that proposed amendments be made publicly available at least one month before making the amendments.

The Superintendent further noted that the hours of instruction set out in the recommended calendars meet the required hours of instruction for the 2021/22 school year as set out in Sections 3(2.1) and 3(3) of the School Calendar Regulation.

THAT the 2021/2022 District School Calendar and the 2021/2022 Kanaka Creek School Calendar be amended to include Thursday, September 30, 2021 as National Day for Truth and Reconciliation.

And Further;

THAT the 2021/2022 District School Calendar and the 2021/2022 Kanaka Creek School Calendar be amended to move the School Growth Planning Non-Instructional Day from Tuesday, September 28, 2021 to Friday, October 1, 2021.

CARRIED

C. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 6:09 p.m.

Korleen Carreras, Chairperson

Flavia Coughlan, Secretary Treasurer

To: **Board of Education**

From: Superintendent
Harry Dhillon

Re: **SUPPORTING ALL LEARNERS –
ENHANCING STUDENT LEARNING
REPORT**

Date: September 22, 2021
(Public Board Meeting)

Decision

BACKGROUND:

The Ministry of Education has implemented a public reporting and accountability process for all school districts titled *Framework for Enhancing Student Learning (FESL)*. FESL formalizes the planning and reporting expectations for school districts to enhance student learning and success.

In alignment with FESL, the ministerial *Enhancing Student Learning Reporting Order* states boards must prepare and submit annual reports to the Minister of Education. These reports must be completed in accordance with the order and submitted between June 30 and September 30, or a date otherwise determined by the minister. The attached *Supporting All Learners: Enhancing Student Learning Report* has been developed in alignment with both FESL and the Ministerial Order. (Attachment A)

Consistent with the reporting requirements as set out in the Ministerial Order, the content of the *Supporting All Learners: Enhancing Student Learning Report* is organized in the following three sections: Intellectual Development, Human and Social Development, and Career Development. The report includes currently available data and analysis of that data as required in the order, as well as additional data of local relevance in relation to our strategic plan and goals.

The report will be submitted to the Ministry of Education and posted on our school district website.

RECOMMENDATION:

THAT the Board approve the Supporting All Learners: Enhancing Student Learning Report for submission to the Ministry of Education.

Attachment



SUPPORTING ALL LEARNERS: ENHANCING STUDENT LEARNING REPORT

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

SEPTEMBER 22, 2021

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INTRODUCTION

The Ministry of Education has implemented a public reporting and accountability process for all school districts titled [Framework for Enhancing Student Learning \(FESL\)](#). FESL formalizes the planning and reporting expectations for school districts to enhance student learning and success.

In alignment with FESL, the ministerial [Enhancing Student Learning Reporting Order](#) states boards must prepare and submit annual reports to the Minister of Education. These reports must be completed in accordance with the order and submitted between June 30 and September 30, or a date otherwise determined by the minister. This *Supporting All Learners: Enhancing Student Learning Report* has been developed in alignment with both FESL and the Ministerial Order.

Our school district has developed similar planning and reporting documents for the past four years. We have posted reports related to this work annually on the school district website. The 2018/19 school year was the first time that we began integrating the full planning cycle information into the annual *Supporting All Learners* report, tying the outcomes of our students to our strategic plan and to the work of all school district departments. The [Supporting All Learners](#) annual reports for the [2017/18](#), [2018/19](#), and [2019/20](#) school years can be viewed on our district website.

The strategic planning cycle graphic below describes our annual planning and implementation process. Our strategic planning process is based on a rolling four-year planning cycle that includes an annual review and update process. The current plan spans the period 2020/21 to 2023/24. Our planning in the district begins with priorities developed at the school level to support student learning. Schools embed and present their priorities in their annual school growth plans, which are reviewed and approved by the board of education annually. [School Growth Plans](#) for the 2020/21 school year are posted both on individual school websites and the district website.



Our [Strategic Plan](#) document is also posted on the school district website. This document includes comprehensive departmental operational plans that are annually reviewed and updated, and reflect the deep supportive work of researchers/educational innovators in the areas of literacy, social emotional learning, and Indigenous education. The following documents also inform our work and ensure that our efforts are not only aligned with our stated priorities but also properly supported:

- **Aboriginal Enhancement Agreement** – The process to review and update the 4th Signed Aboriginal Education Enhancement Agreement, April 23, 2015 is well underway but has been stalled by the pandemic.
- **Preliminary Budget 2021/22** – The [Preliminary Budget 2021/22](#) document outlines alignment with our strategic plan and specifically sets out budget changes in support of the plan and the established goals.

Consistent with the reporting requirements as set out in the Ministerial Order, the remaining content of this report is organized in the following three sections: Intellectual Development, Human and Social Development, and Career Development. We have included currently available data and analysis of that data as required in the order, as well as additional data of local relevance in relation to our strategic plan and goals. As per ministry requirements, **data has been masked for subgroups on some measures due to the small population size.** The data set provided by the Ministry of Education is included in Appendix A and our local data set is included in Appendix B.

A. INTELLECTUAL DEVELOPMENT

This section discusses literacy and numeracy and provides a brief description of the context and analysis of our school district data. The district has implemented a range of learning opportunities for staff in literacy and numeracy over the last five years and collects summative year-end reporting data based on the B.C. Performance Standards. We encourage schools to utilize this data to monitor student achievement.

The data set for grades 4 and 7 Foundation Skills Assessment (FSA) results in reading, writing, and numeracy for the years 2015/2016 to 2019/2020 are included in Appendix A; however, analysis of the assessment is not referenced in this report. The very low percentage of participation, which ranges between 23.2% and 36.7%, and the fact that participants were not randomly selected, means the results do not provide a representative sample.

SD42 Foundation Skills Assessment Participation (%)

	READING		WRITING		NUMERACY	
	GR 4	GR7	GR 4	GR 7	GR 4	GR 7
2017/2018	36.3	26.8	33.6	24.8	36.7	26.4
2018/2019	30.0	28.0	28.6	26.1	30.0	27.8
2019/2020	26.4	24.9	24.9	23.2	26.5	24.7

LITERACY

CONTEXT

During the 2016/17 school year, the majority of elementary school growth plans identified the need to focus on literacy as a key goal. Since then, there has been a district-wide strategy to support schools in improving student literacy skills - an effort reflected in our strategic plan, school growth plans, operational plans, and the school district budget.

In collaboration with literacy helping teachers and researchers, many of our elementary teachers employ the Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) to complete class-wide formative assessments in the fall to guide instructional strategies. The assessments are administered again in the spring to determine growth and inform the year-end summative assessments. Teachers also use other assessment tools, as needed, to further investigate specific areas of focus with their students. The assessments give the district rich year-end literacy data based on the B.C. Performance Standards for all students in grades 1 to 7. The data is used by schools to inform their growth plans and each teacher has access to their own students' previous year-end literacy assessments so they can plan next steps in literacy learning. At every stage, the information directly impacts students and their needs.

Since 2018, our school district's literacy focus has expanded to the secondary school level. A cohort of teachers continues to meet to address literacy concerns, develop strategies for preparing students for the Graduation Literacy Assessment (GLA 10), and determine professional development opportunities. There have been cross-department conversations where literacy has been a key cross-curricular focus. These cross-department conversations have included the sharing of resources and strategies. The use of the District Assessment of Reading Team (DART) assessment has been explored and used with some of our Grade 8 students, and, for the 2021/22 school year, each high school is being provided 2 blocks of teacher staffing to focus on literacy.

ANALYSIS

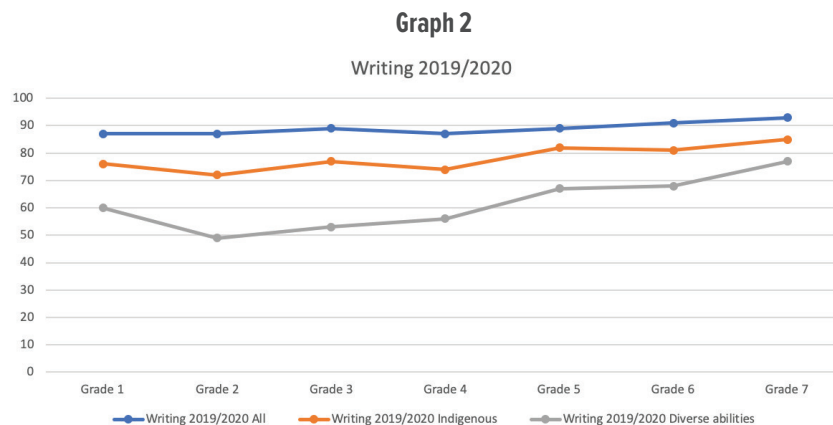
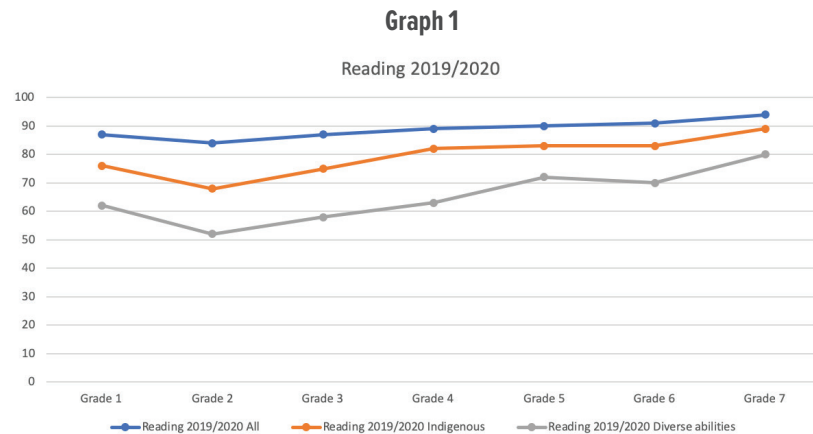
Elementary

This section describes a range of trends among SD42 students in grades 1 to 7 based on local year-end summative data. We will focus on 2019/2020 data here; further historical and other data can be viewed in our appendix.

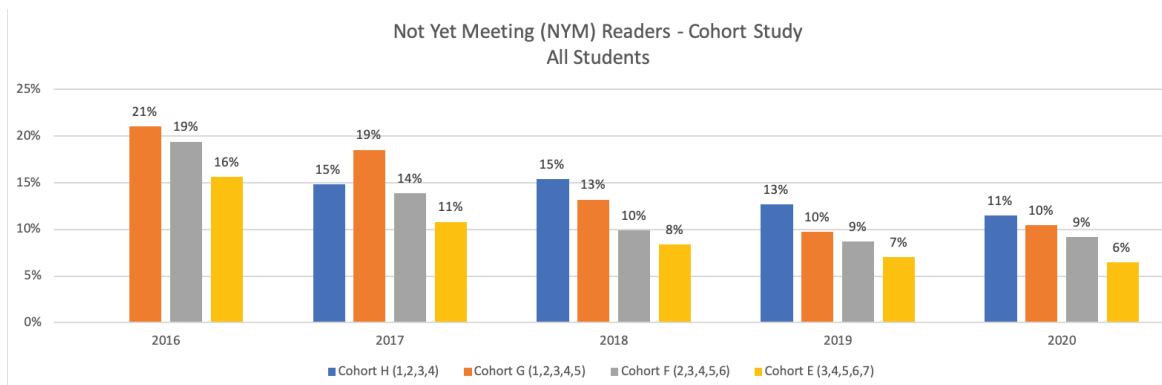
The following graphs compare all students, Indigenous students, and students with disabilities or diverse abilities. The data is from our year-end summative data for 2019/2020 based on teacher assessments of their students using the literacy performance standards in reading (graph 1) and writing (graph 2). The data combines students that are minimally meeting (MM), fully meeting (FM), and exceeding (E), and excludes not yet meeting (NYM).

The graphs show that as students move through the higher grades, they improve in both reading and writing. While there is separation in the various student subgroups in literacy achievement, the gap closes as you compare higher grades. The data in Appendix B shows a similar trend for the two previous years. Conversely, there is also evidence the number of students in the NYM category decreases in both writing and reading as they move through the grades. Our goal is to see even fewer NYM students in all groups.

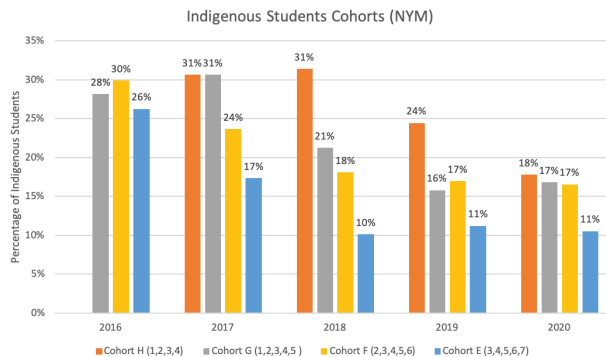
While this data is encouraging, we are making efforts to eliminate this gap so that all students can achieve equitable outcomes. We must continue to look at what leads to these inequities by examining our own practices, biases, and structures. To further examine these trends, the district has broken down the data into striving (those student NYM and MM) and thriving (those FM and EX). This data breakdown can be found in Appendix B.



When we review the progress of student cohorts over five years, we see a continued, steady improvement in literacy rates, as seen in the graph below.



The cohort study graph reveals that the number of students not yet reading at grade level consistently decreased in each cohort group over the last five years. The number of students in the NYM category also decreased year over year from 2016 to 2020. The data clearly demonstrates that our district-wide efforts to improve student literacy skills and to strengthen the literacy teaching and assessment skills of our educators is having a measurable, positive impact. For example, in 2016, when students in cohort G were in Grade 1, 21% were NYM in reading. By the time they reached Grade 5 in 2020, that number dropped to 9%.



Finally, the cohort graph above for Indigenous students who are not yet meeting expectations shows that the overall number of NYM students with ancestry has been decreasing over the past five years (2015/16 to 2019/20). This trend is more evidence that the staff development, approaches, and supports we have implemented as a district are making a difference. These measures have included collaborative work between our helping teachers, Aboriginal resource teachers, administrators, itinerant staff, instructional staff, librarians, and teachers. For example, in 2016, when students in cohort E were in Grade 3, 26% were NYM in reading. By the time cohort E students were in Grade 7 in 2020, that number drops to 11%.

As the number of Indigenous students NYM is still higher than all district students, we must continue to examine our practices, biases and structures to determine how we can better serve our Indigenous students. We are committed to achieving equitable outcomes for all our students.

Secondary

As shown below, our most current data shows that over 75% of SD42 students are proficient or exceeding expectations for the Graduation Literacy Assessment 10 (GLA). This district percentage is slightly higher than the provincial average. Although the Graduation Literacy Assessment is only one marker of literacy for SD42 secondary students, it shows we are on track with the rest of the province. Key areas of concern revolve around students at the emergent level. District-level assessments, such as the District Assessment of Reading Team (DART), will enable us to address strategies to support these students as literacy is crucial for educational achievement and quality of life.

Graduation Assessment - Literacy

(Portion of Grade 10 resident writers Proficient or Extending on Literacy 10 assessment)

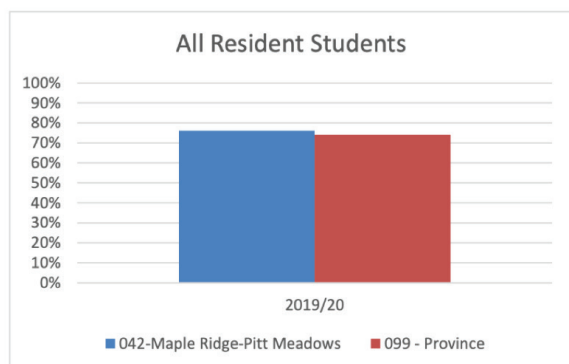


Figure 11: Graduation Assessment Grade 10 Literacy - All Resident Students

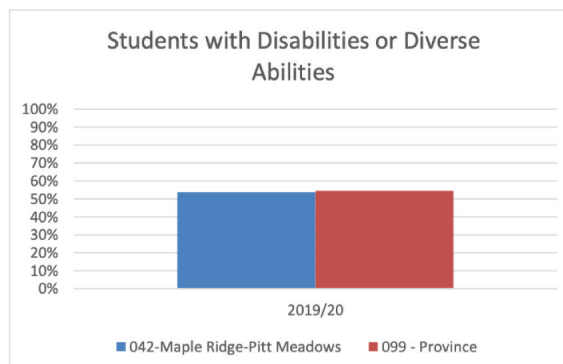


Figure 14: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

NUMERACY

CONTEXT

At the elementary level, we have collected summative performance standards data since 2016, and provided professional development and resources for educators, including teaching strategies for core math skills and concrete understanding of mathematical concepts. This approach ensures better retention and understanding of concepts for a wider variety of students.

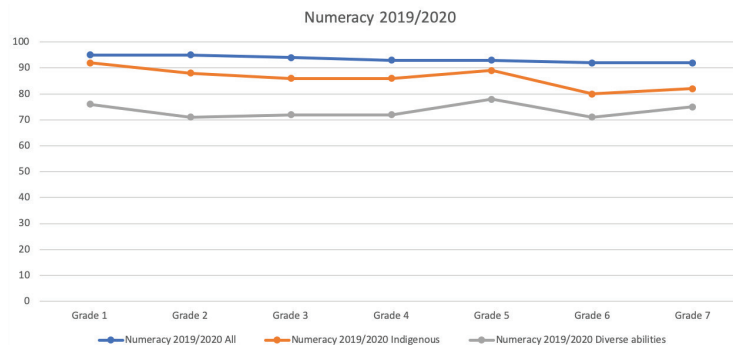
At the secondary level, a cohort of teachers regularly met between 2017 and 2020 to discuss numeracy across the curriculum and to prepare students for the Graduation Numeracy Assessment (GNA 10). In addition, our numeracy and literacy cohorts

met several times between 2018 and 2020 to assess the intersection of the GLA 10 and the GNA 10. From these meetings, it was determined that emphasis should be placed on teaching students how to analyze a greater variety of texts, such as graphs and infographics, coherently organize information using graphic organizers, and use evidence to justify responses.

ANALYSIS

Elementary

Below is the year-end summative numeracy performance standards data for our 2019/2020 school year and a comparison of all learners, Indigenous learners, and learners with disabilities and diverse needs. The data combines students who are minimally meeting (MM), fully meeting (FM), and exceeding (E), and excludes students who are not yet meeting (NYM). The trend over the elementary grades is mostly flat and/or slightly decreasing and the gap among learning subgroups remains mostly unchanged. This data certainly indicates a need for further review and analysis at both the district level and the school level through the growth planning process. It should also be noted that the current performance standards used in this assessment are not fully aligned with the current curriculum, and we have not provided the same extensive training in using the metrics as we have with the literacy performance standards.



Secondary

Currently, SD42 uses the Graduation Numeracy Assessment (GNA 10) to determine the numeracy skills of students. The results over the years have varied tremendously for the all resident student subgroup as shown in Figure 26 below. One possibility for the fluctuation is the age and development of our students. In 2017/18, only Grade 11 students wrote the assessment, with reasonably positive results, especially in comparison with the rest of the province. In 2018/19, at the direction of the Ministry of Education, our schools transitioned to Grade 10 students writing the GNA 10. The change meant that all Grade 10 students completed the assessment in their Grade 10 year. However, the sheer volume of students engaged online was challenging. In 2019/20 in our district, only Grade 10 students completed the evaluation, and the results were below the provincial average. Further clarification from the ministry regarding the provincial results would be helpful for analysis, particularly whether the provincial results for 2018/19 and 2019/20 are limited to Grade 10 students. Additionally, a system to track the results of students who rewrite the assessment in grades 11 and 12 would be beneficial. Again, the available data from this assessment warrants review and analysis at the school level through the growth planning process. Subgroup data for students with disabilities or diverse abilities for district students is limited to the 2018/19 and 2019/20 school year with results slightly lower than provincial results.

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers Proficient or Extending on the Numeracy 10 assessment)

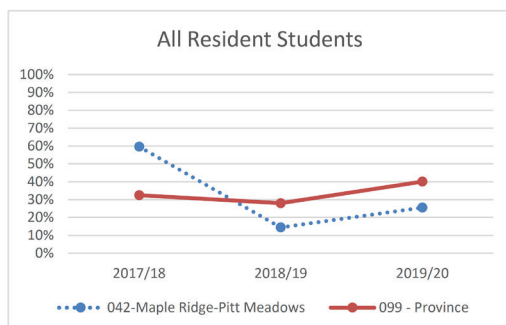


Figure 26: Graduation Assessment Grade 10 Numeracy - All Resident Students

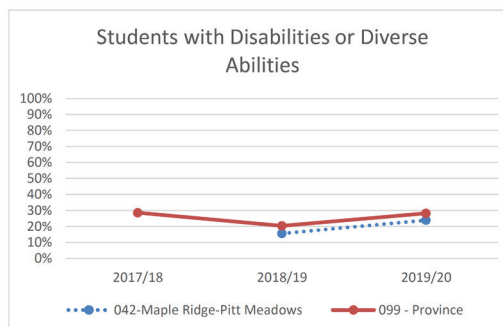


Figure 29: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

B. HUMAN AND SOCIAL DEVELOPMENT

CONTEXT

Social and emotional learning (SEL) was first identified as a focus during the 2015 growth-planning process. Since then, SEL has become part of the district strategic plan and is reflected extensively in school growth plans, operational plans, and the district budget.

Social and emotional learning is not new. From the days when Aristotle said, “Educating the mind without educating the heart is not education at all,” we have understood the importance of SEL. We know from student forums, the Early Development Instrument (EDI), the Middle Years Development Instrument (MDI), Learning Survey results, and listening to our Aboriginal Elders that we must keep SEL central to the teaching, learning, and assessment in our school communities. Moving forward, we will continue working collaboratively within the structures we have established. We have active members of our SEL district team and have begun looking at ways of expanding their reach to involve more people. We will continue to provide learning opportunities for staff around SEL.

Facilitating SEL learning so that there are opportunities for authentic dialogue and interaction is paramount. We look forward to working with the Integrated Child and Youth teams (ICY), which will help integrate services between school district staff and other agencies to support students and families. The district has also developed a mental health strategy that aligns with the provincial health strategy focusing on compassionate systems leadership, capacity building, and mental health in the classrooms.

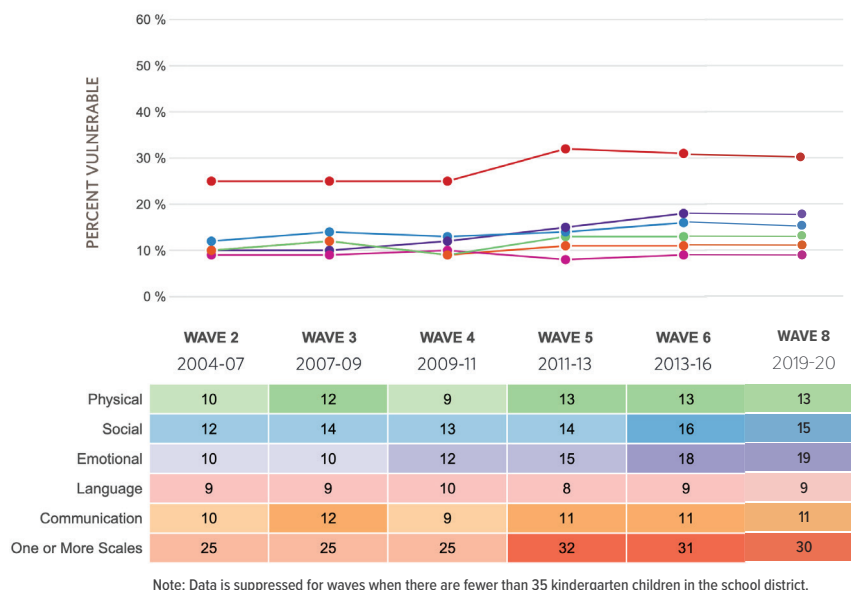
ANALYSIS

EARLY DEVELOPMENT INSTRUMENT (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers across Canada and internationally. The EDI measures the ability of children 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, communication skills, and general knowledge.

In the Maple Ridge – Pitt Meadows School District, kindergarten teachers have been completing the EDI for over a decade. The data reveals that although our students show a slight improvement in language and communication, our students entering kindergarten are showing an increased need in the areas of social competence and emotional maturity. Our district’s Wave 8 2019/20 school year EDI data has seen a slight improvement in our students’ social domain, but a slight decrease in their emotional domain. A graph of EDI data for the Maple Ridge – Pitt Meadows School District is included below, showing the percent of vulnerable students in the noted categories.

Our EDI data has reinforced the need for continued development of our SEL framework to support all learners.



Source: Early Development Instrument (EDI) data collection 2004-2020.

MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)

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

One aspect of the data that should be noted is the number of important adults these students have at school. Research indicates that a relationship with at least one adult can promote resiliency, emotional regulation, and school engagement (Murphy et al, 2013). The school district's 2019/20 MDI shows improvement over last year when it comes to students being able to identify one or more important adults in their lives; however, the Grade 4 figures have dipped below the provincial average.

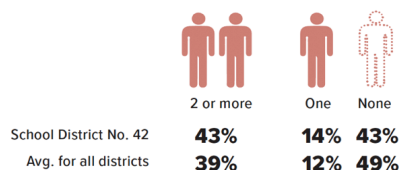
While our current Well-Being Index data for both our Grade 4 and Grade 7 students shows a higher percentage are thriving, we have seen a decrease with our Grade 7 students. The figures vary depending on school or region. We have been studying the data to determine where to put additional attention and resources to positively impact student well-being.

2018/19 District MDI Data

NUMBER OF IMPORTANT ADULTS AT SCHOOL: GRADE 4

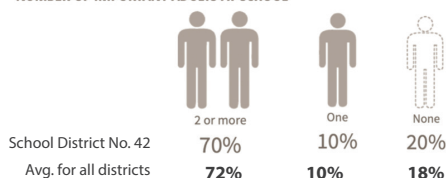


NUMBER OF IMPORTANT ADULTS AT SCHOOL: GRADE 7



2019/20 District MDI Data

NUMBER OF IMPORTANT ADULTS AT SCHOOL: GRADE 4



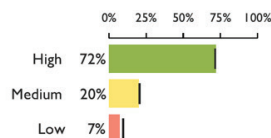
NUMBER OF IMPORTANT ADULTS AT SCHOOL: GRADE 7



Grade 4

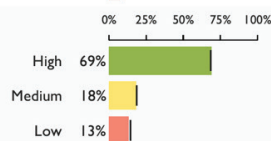
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Note: Black line is the provincial MDI average

Grade 7

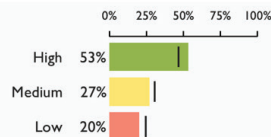
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Note: Black line is the provincial MDI average

Midway through the 2019/20 school year, we held our biannual student forum, which saw over 200 students (primarily from grades 9 to 12) come together to discuss mental health. We selected mental health as the forum theme because the results of the 2018/19 Student Learning Survey indicated that only 33% of our students described themselves as physically and mentally healthy.

Other themes that emerged in this forum included the importance of student connection to adults (particularly for younger students in Grade 9) and the importance of relevant, interactive, collaborative, hands-on learning with flexibility, choice, and an emphasis on learning rather than on assessment. In addition to the general student forum, our school district also hosted a forum for students of Indigenous ancestry.

Students also spoke to what they needed most from their educational experiences, which was a sense of well-being through inclusion. Students suggested several strategies to achieve this outcome, including activating an Aboriginal student leadership group, increasing visibility through Indigenous language curricula, and engaging in inclusive activities and gatherings beyond the traditional acknowledgment. Students were emphatic that a sense of well-being comes from a place of visibility and connection.

activities & GATHERINGS
to bring big groups together
Include assembly beyond land acknowledgment
PWN WOW in PE for Indigenous & non-Indigenous

CONNECTION
staff & teachers know my name
help me beyond just classroom
Parents - teacher conference
across schools

Indigenous Languages & Curriculum
mandatory Indigenous learning for all & electives

visibility
Murals, art, Welcoming Space

ABORIGINAL Leadership group
I LOVE WHAT I DO & I DO WHAT I LOVE

SPACE
access to AB ED

CULTURAL FOOD

OUT DOOR CULTURAL Learning
Nature Walks
field trips

TRUTH Honour Love Respect
I WAS a successful architect... but depressed...
When I saw spray painting, I came alive...
FOLLOW YOUR VALUES
Being bullied for having DARK SKIN taught me...
DON'T MAKE ASSUMPTIONS
TREAT EVERYONE WITH KINDNESS

OUR CULTURE SURVIVES because of our ELDERs
Who hid & preserved our culture in secrecy...
Who survived residential school & are doing their healing work

OUR language was taken
We are recovering from GENOCIDE
our older generations were stolen from their families & stripped of love, culture, connection in residential schools

TRINITY PIERRE
Katie First NATION
STAND UP FOR OUR VALUES
Pipelines still being pushed on Indigenous land without CONSENT!

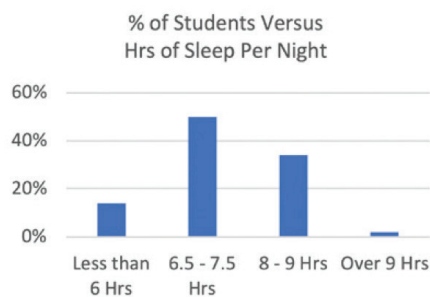
CDAR is sacred

BELONGING

STUDENT FORUM DATA SUMMARY 2020: IMAGINE A PLACE

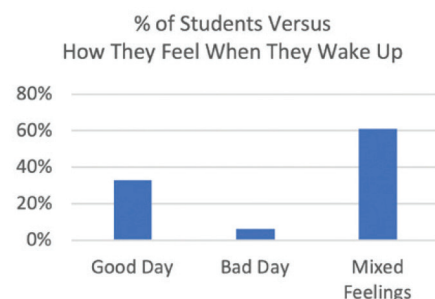
Activity One (Part 1): Student Wellness Survey

1. How many hours of sleep do you get on average on school nights?



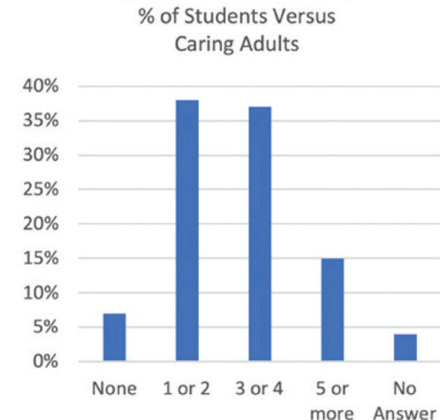
Student data on sleep was evenly distributed across all grades except that no Grade 9 students indicated that they slept less than six hours per night, and 40% of Grade 10 students slept between eight and nine hours a night. In comparison to the Student Learning Survey completed in 2018/19, 17% of students indicated that they got a good night's sleep, while 36% said they did not. These findings are in keeping with the average for Canadian teens according to Statistics Canada but are less than the eight to 10 hours of sleep recommended for teens by the Sleep Foundation. The findings are also consistent with our MDI results on sleep and nutrition.

2. Most days when I wake up, I expect that I will have a: good day, bad day, mixed feelings

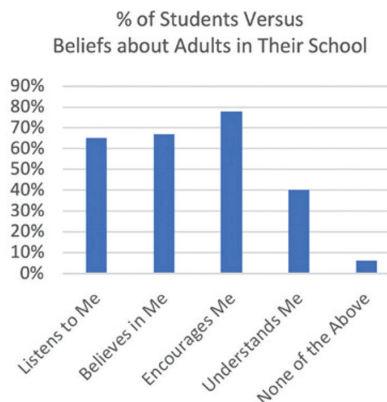


Results were similar across all grades, with the exception of 43% of Grade 10 students indicating they wake up anticipating they will have a good day. Interestingly, the Student Learning Survey question for fitness mirrored the sleep results. The data found 33% of students describe themselves as physically and mentally healthy, 50% being neutral, and 12% stating they are not physically and mentally fit.

3. When you think about your school setting, how many adults care about you?



4. At school I feel there is an adult who...

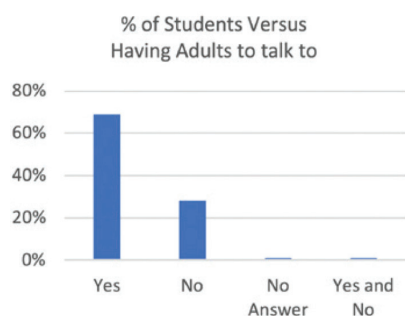


Results are relatively consistent across all grades for questions 3 and 4. (See Appendix B for additional data.)

According to the Student Learning Survey 2018/19 results, 70% of students said they are able to connect with a caring adult in school. The Centre on the Developing Child at Harvard University says, "Every child who ends up doing well has at least one stable and committed relationship with an adult." Although the vast majority of students are in this positive space, there is still some work to do. The data shows 7% of students say they do not have a positive adult relationship in school, while 6% marked "none of the above" when asked whether there is an adult who "listens to me," "believes in me," "encourages me," or "understands me." Some of these students may have a caring adult outside of school, but seven out of 100 students per school indicates connections and relationships continue to be an important part of student success.

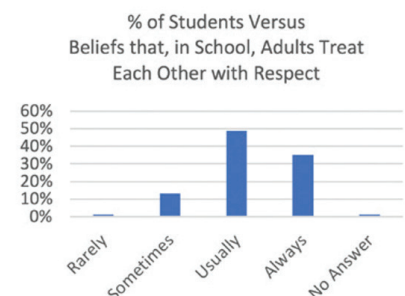
It is also interesting to note that positive relationships with adults seem to increase as students age. For example, 58% of Grade 9 students say an adult in the school believes in them, which rises to 66% in Grade 10 and 78% in Grade 11. The same trend occurs with students stating that teachers encourage them. However, the trend to the response of whether a student has an adult in the school who understands them goes down with age, with 52% in Grade 9, 40% in Grade 10, and 30% in Grade 11. These trends are significant enough to mention and warrant further discussions with students.

5. I have adults I can talk to if something is bothering me.

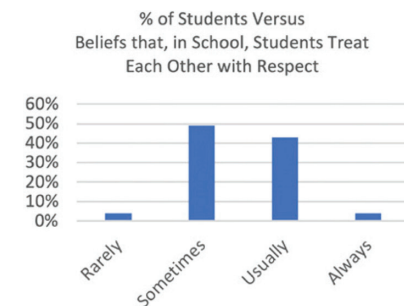


While 69% of all students in the survey said they have an adult they can talk to, the percentage increases with age, similar to question 4.

6. At my school the adults treat each other with respect.



7. At my school the students treat each other with respect



How students perceive respect between adults in the building increases positively with each grade level. At the Grade 9 level, 23% of students perceived that adults sometimes treat each other with respect; at the Grade 10 level, 55% of students in Grade 10 perceive that adults usually treat each other with respect; and at the Grade 11 level, 48% of students perceive that adults always treat each other with respect. In comparison, as seen in figures 6, the average for all grade levels was sometimes (13%), usually (49%), and always (35%). This same phenomenon occurs concerning student perception that students treat each other with respect (see figure 7).

When looking at all of the indicators in the area of connectedness and belonging, the Grade 4 and Grade 12 data tends to be the most positive, while Grade 7 and Grade 10 data indicates more dissatisfaction. Similar trends can be seen both locally and provincially. Our Indigenous data is higher in grades 7 and 10 than all students across all categories. This may be a testament to the work of the Aboriginal Education Department. However, Grade 12 Indigenous students are less positive overall than the all Grade 12s category.

Provincial Learning Survey Data - All Students:

(Grade 4 data can be found in Appendix B)

2019/2020 - 042-Maple Ridge-Pitt Meadows
Category: Belonging

	Grade 7	Positive Grade 10	Grade 12
NQ1 - Do adults in the school treat all students fairly?	55%	42%	51%
NQ16 - Do you feel welcome at your school?	67%	59%	65%
Q26A - How many adults at your school care about you? (response indicates 2 or more)	67%	70%	88%
S68 - At school, rules and expectations for behaviour are clear (for example, school rules or codes of conduct).	62%	60%	68%
S81 - Is school a place where you feel like you belong?	55%	40%	52%
S82 - Do you see diverse sexual orientations and gender identities represented in your school or activities?	37%	53%	60%

We need to continue to focus on creating a sense of belonging in our schools so students feel welcome and treated fairly. In particular, the data reflects that our focus should be targeted to the middle year students in grades 7 to 10 to increase their sense of connectedness and belonging. While some of this is developmental with similar trends across the province, the following question remains: What can we do to dig deeper to support this age group? How do we support the adults to connect meaningfully with adolescents who are attempting, as adolescents do, to safely pull away and find their independence? Many of

our current strategies — student forums, student grants, professional development, and parent series — could potentially be targeted to this age range. It should also be noted that students with diverse abilities and youth in care feel less welcome than all students. This is an area for further exploration.

To create a culture of belonging, the Aboriginal Department has responded to student input gathered through the March 2020 Indigenous student forum. The department has formalized leadership opportunities for grade 6 to 12 students with an emphasis on encouraging student participation at key transitions in Grade 8 and Grade 10. A focus on student leadership was reviewed with the Aboriginal Advisory Committee (community members from Katzie First Nation, Kwantlen First Nation, Golden Ears Métis Society, Fraser River Indigenous Society, and school trustees, as well as district staff) in follow up to the student forum. Additionally, a budget allocation to professional services, field trips, and supplies for the leadership program was made as part of the 2021/22 budget process

The process of creating a culture of belonging will need to include interactions with the Elders, knowledge keepers, and Indigenous youth leaders. We will also begin actioning the recommendations that come out of the Equity scan.

2019/2020 - 042-Maple Ridge-Pitt Meadows			
Category: Safety			
	Positive		
	Grade 7	Grade 10	Grade 12
Q21 - At school, are you bullied, teased, or picked on? (percentage indicates NOT feeling bullied or picked on at no time or few times)	70%	74%	82%
Q22 - Do you feel safe at school?	69%	66%	81%
S108 - I feel safe when I am going from home to school, or from school to home.	77%	74%	85%

Students feeling safe at school has dropped below the provincial average with 69% of grade 7s and 66% of Grade 10s indicating they feel safe at school.

C. CAREER DEVELOPMENT

CONTEXT

One of our current strategic goals is Secondary Innovation. A core component of this goal is to improve levels of student engagement and to improve rates of graduation. In support of this goal, the school district has expanded program options and incorporated intentional tracking of student learning. While recognizing the importance of tracking five-year graduation rates, the district also sees great importance in tracking six-year graduation rates as we see successful completion for all learners being the primary goal. Linked to graduation rates are transition rates to post-secondary and student perceptions of career preparation, which both warrant further inquiry and ongoing analysis.

ANALYSIS OF DATA

Five-Year Graduation Rates

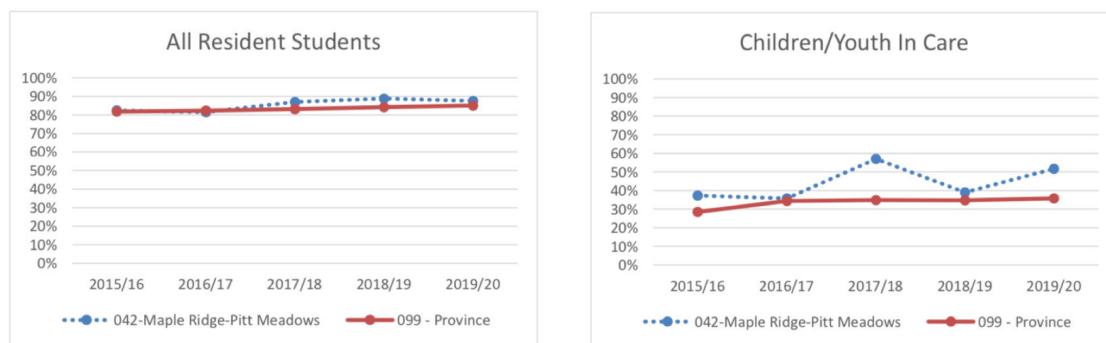
The data for five-year graduation rates generally shows favourable trends over time. Over the period 2015/16 to 2019/20, the five-year graduation rate for the “All Resident Students” group has increased from a low of 81.6% to the most recent level of 87.6%, which sits slightly above the provincial rate of 85.1%.

Worthy of note is the general trend of improvement in the graduation rates for Indigenous students; rates that have sat significantly above the provincial rates spanning over a decade. As shown in the tables that follow, the district graduation rate for Indigenous students over the period 2015/16 to 2019/20 has shown an increase of 14.1%. Additionally, over this same period, the gap between rates for Indigenous and Non-Indigenous subgroups narrowed from 25.4% to 14.8%. In the 2017/18 school year, the gap between the Indigenous and Non-Indigenous subgroups sat at 6.4%.

Of equal note is the general trend of improvement in the graduation rates for students with special needs where rates have also generally sat above provincial rates spanning over a decade. While the graduation rate over the period 2015/16 to 2019/20 has shown an increase of 12.5%, the gap between the Special Needs and the Non-Special Needs subgroups has narrowed from 34.4% to 25.4%.

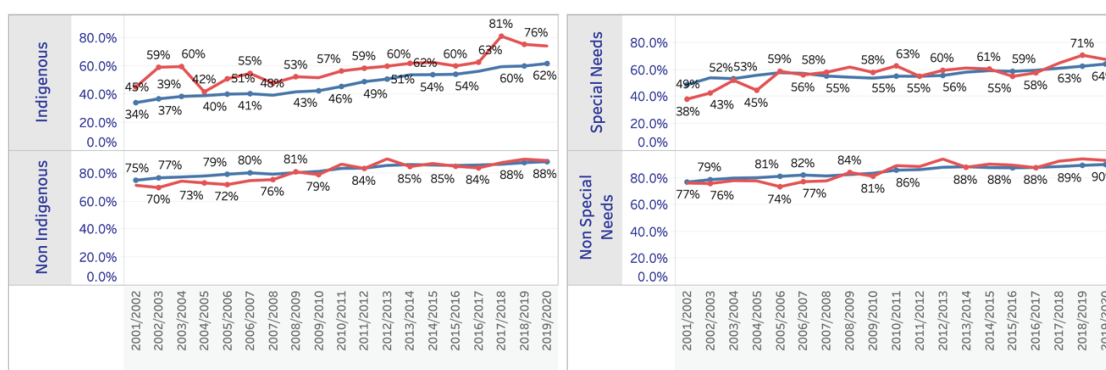
The data specific to the Children/Youth In-Care subgroup is new data for consideration and analysis. The five years of data available shows district results are generally higher than provincial rates, yet concerningly low. The data also shows a significant range in district results over time of over 20%, which may in part be explained by the transiency rates for children attending our schools.

Five Year: Portion of students who graduate with a Dogwood or Adult Dogwood within five years from the first time they enroll in Grade 8, adjusted for outmigration)



Five-Year Data

Maple Ridge - Pitt Meadows School District No. 42 Province

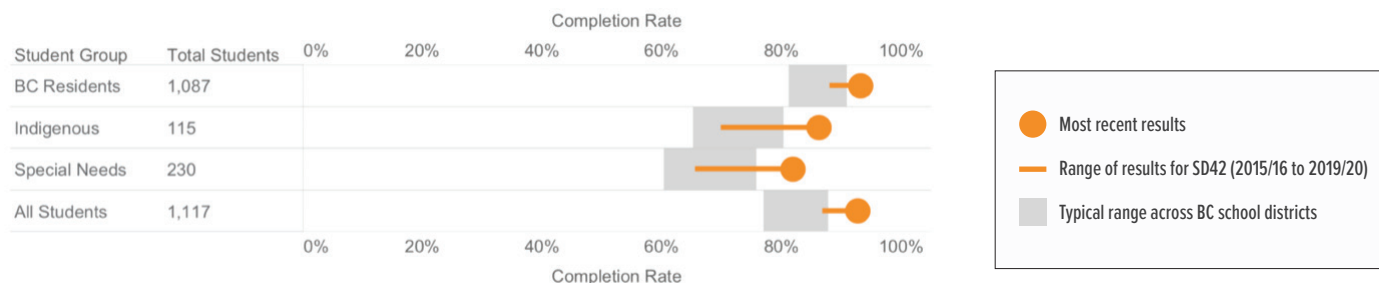


Six-Year Graduation Rates

The data for six-year graduation rates shows overall positive trends and demonstrates the benefits of providing learners with additional time to meet graduation requirements. Overall, the graphic below shows the positive trend over the period 2015/16 to 2019/20 for six-year rates in all categories: BC residents, Indigenous, Special Needs and All Students. Along with demonstrating a positive trend in completion rates for SD42 students, the data set shows results for SD42 are significantly higher than the typical range of results across B.C. school districts.

Six Year Data (2015/16 to 2019/20):

The Six-Year Completion Rate is the proportion of students who graduate with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma within six years from the first time they enrol in Grade 8. Results are adjusted for student migration in and out of British Columbia.



More specifically, over the period 2015/16 to 2019/20, the six-year graduation rate for the All Resident Students category has increased from 88.1% to 93.2%, which sits above the provincial rate of 89.6%.

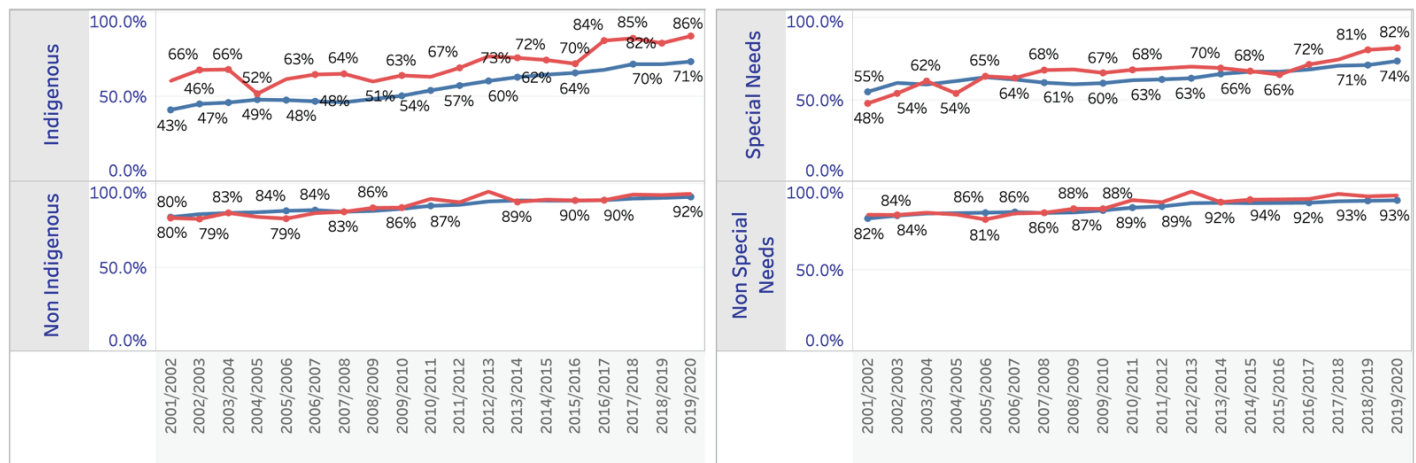
As shown in the data set below, the six-year graduation rate for the Indigenous subgroup over the period 2015/16 to 2019/20 has shown an increase of 16.3% with the gap between rates for Indigenous and Non-Indigenous subgroups narrowing from 20.2% to 7.8%.

Similarly, the six-year graduation rate for the Special Needs subgroup over the period 2015/16 to 2019/20 has shown an increase of 16.3% with the gap between rates for Special Needs and Non-Special Needs subgroups narrowing from 28.2% to 14.3%.

Six-Year Data

— Maple Ridge - Pitt Meadows School District No. 42

— Province



Career and Life Goals

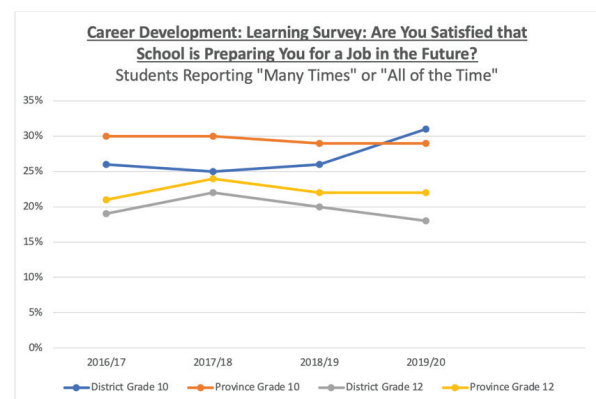
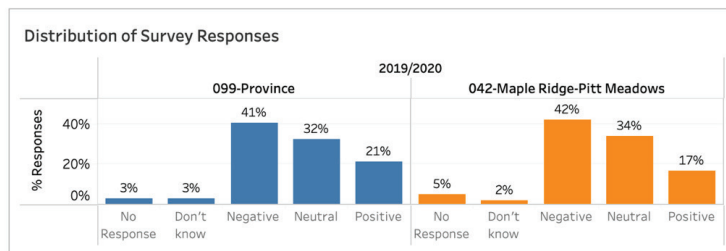
In examining the outcome statement that students will have the core competencies to achieve their career and life goals, data from the Student Learning Survey (2016/17 to 2019/20) provides information based on Grade 10 and Grade 12 student perceptions.

In response to the question, “Are you satisfied that school is preparing you for a job in the future?” provincial and district data generally parallel one another. That over 40% of Grade 10 and Grade 12 students both in-district and provincially perceive that school is not preparing them for a job in the future certainly warrants further inquiry. More specifically, in relation to district data, 42% of respondents in all categories (All Students, Indigenous and Special Needs) indicated a negative response, with only 17% of respondents in all categories indicating a positive response. A review of data over the period 2016/17 to 2019/20 shows a favorable trend for district Grade 10 student responses, while the responses from Grade 12 students (both district and province) are showing a concerning trend.

2019/20 Learning Survey:

Are you satisfied that school is preparing you for a job in the future?

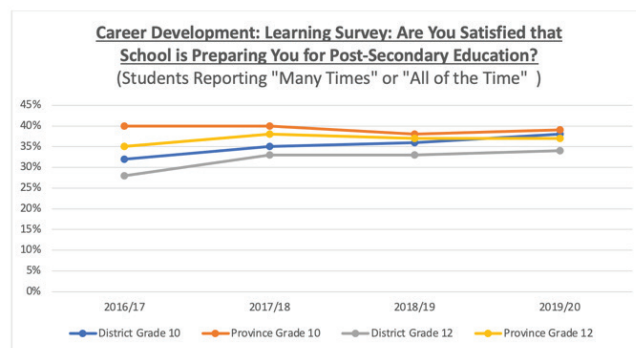
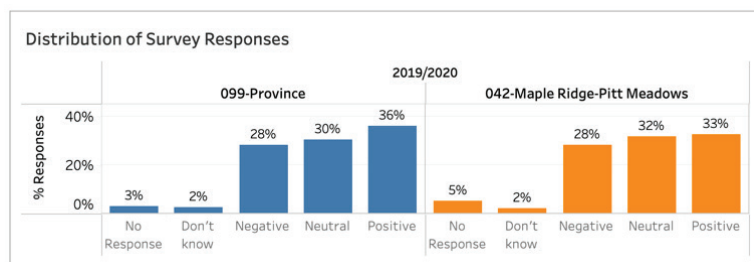
All Students



In response to the question, “Are you satisfied that school is preparing you for post-secondary education?” provincial and district data is also generally aligned. Again, that only just over 30% of students perceive that school is preparing them for post-secondary education warrants further inquiry. More specifically, with respect to district data, while 33% of the All Students and the Special Needs categories indicated a positive response, only 17% of respondents identifying as Indigenous responded positively. A review of data over the period 2016/17 to 2019/20 does show a favorable trend for both district Grade 10 and Grade 12 student responses.

2019/20 Learning Survey:

Are you satisfied that school is preparing you for post-secondary education?



As a district, we incorporated the student feedback received from our student forum in January 2018 regarding career and life preparation into the implementation of the revised Grade 10 and Grade 12 career life curriculum. The 2019/20 school year was the implementation year for the new curriculum and for the district approach to both CLE 10 and CLC 12. CLE 10 has been redesigned to focus on student exploration, community networking, wellness, and life-long learning. The capstone project now required in CLC 12 allows students to demonstrate their in-depth learning in an area they are passionate about and in which they anticipate pursuing further learning and/or a career pathway. With the establishment of this updated secondary career education program, we anticipate students will have more opportunities to explore areas of interest, become more confident about their skills and abilities, and better prepare for their life after Grade 12.

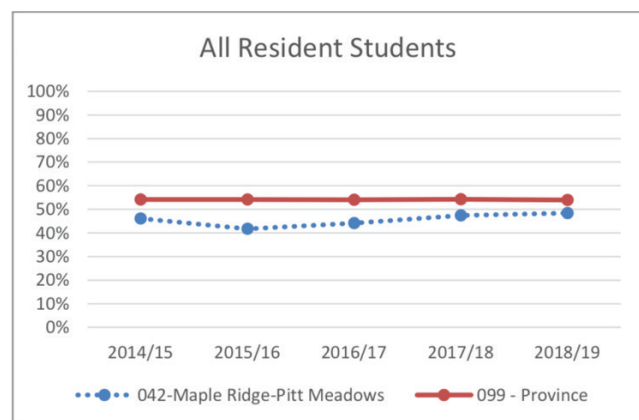
Transition to Post-Secondary

The Post-Secondary Institute Transition (PSI) is a measure that examines the number of students who are eligible to graduate and identifies the proportion of those students who make a transition to a B.C. public post-secondary institution.

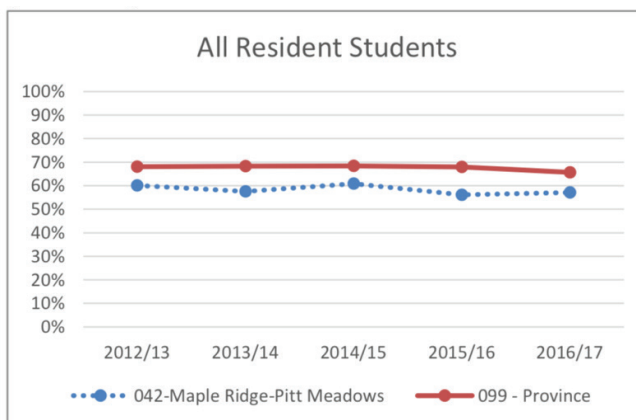
While data specific to immediate transition to post-secondary for district students has shown gradual progression over the period 2015/16 to 2018/19, the rate of immediate transition to post-secondary for our district students continues to fall short of the provincial average. The data on this measure for the Special Needs subgroup parallels the trend over time for the All Resident Students group. Data for the Children/Youth in Care and Indigenous subgroups is masked, as per ministry requirements.

As for the proportion of graduating students who make a transition to a B.C. public post-secondary institution within three years of graduating, the rate for district resident students has remained flat over the five-year period of the available data. Similar to the PSI immediate transition data, the three-year transition data shows district students transitioning at a rate lower than the provincial average. Again, the data on this measure for the Special Needs subgroup parallels the trend over time for the All Resident Students group. Data for the Children/Youth in Care and Indigenous subgroups is masked, as per ministry requirements.

Post-Secondary (PSI) Immediate Transition Rate



Post-Secondary (PSI) 3-Year Transition Rate



In reviewing the PSI data as provided by the Ministry of Education, the question has arisen as to whether our students who enrol in trades partnership programs with public post-secondary institutions prior to meeting graduation requirements are being captured in both the "immediate" and "3-year" PSI data. We have asked for clarification on this important point as this group of students should indeed be reflected in the data even though their transition has actually occurred prior to meeting graduation requirements. Over the period 2017/18 to 2019/20, an average of 125 district students per school year enrolled in public post-secondary trades partnership programs before meeting graduation requirements. Another question that warrants inquiry and

reflection is the extent to which the transition rates for SD42 students to post-secondary is impacted by the absence of local post-secondary opportunities/facilities.

CLOSING

We hope that the presentation, review, and analysis of the data included in this report provides meaningful information in support of the school district's strategic planning cycle and processes. Moving forward, the shifting of timelines set in the ministerial order from June 30/September 30 to November/December would permit consideration of the most current year-end data for the most recently concluded school year.

APPENDIX A

Enhancing Student Learning Report Data

The purpose of this document is to provide a summary of the Ministry data related to the Enhancing Student Learning Ministerial Order (the Order). The report is masked according to the Protection of Personal Information when Reporting on Small Populations policy (<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations>) so it can be shared with the public. Numbers that are masked will not appear on the charts. Please direct questions regarding this report to educ.reportingunit@gov.bc.ca

The student populations specified in the Order are:

Indigenous students	Students who have ever self-identified as Indigenous on an enrolment collection.
Indigenous students living on reserve	Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.
Indigenous students living off reserve	Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.
Children and youth in care (CYIC)	Students who have been identified as Children/Youth in Care in the twelve months prior to September by the Ministry of Children and Family Development.
Students with disabilities or diverse abilities	All 12 categories including Gifted are used in identifying these students.

The measures specified in the Order are:

Measures	Notes	Page(s)
Number and percentage of students in grades 4 and 7 on-track or extending literacy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	2-3
Number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments	As of the 2020/21 school year, only one year of resident student data in BC public schools is available as the Grade 10 literacy assessment started in 2019/20. The measure is based on the first write of grade 10 students.	4
Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	5-6
Number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments	Included the 3 years of resident student data in BC Public schools as the Grade 10 Numeracy assessments started in 2017/2018. The measure is based on the first-time Grade 10 students wrote the assessment.	7
Number and percentage of students who are completing grade to grade transitions on time	This measure is the rate of Grade 10 and 11 resident students in BC Public schools transitioning into the next higher grade.	8-9
Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school	Resident students in BC public schools who responded 'Often' or 'Always' to the 'Belonging' questions on the Student Learning Survey. The 'Do you feel safe?' question is anonymous so student population breakdown is not available.	10-12
Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them	Resident students in BC Public schools who responded to '2 adults' or '3 adults' or '4 or more adults' to the question, 'At your school, how many adults do you feel care about you?'.	13
Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8	Based on a sub-model of the six-year completion rate process for residents students in BC public schools; therefore, a) Data is not available until one year after the students have graduated ; and b) Data tables refers to year 6 (i.e. one year after the students have graduated).	14
Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years	Information is based on transitions of resident students in BC public schools into BC public post-secondary institutions. However, the Ministry is pursuing information for Canadian institutions.	15-16

See the last page for further information about sub-populations and measures captured in this document.

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

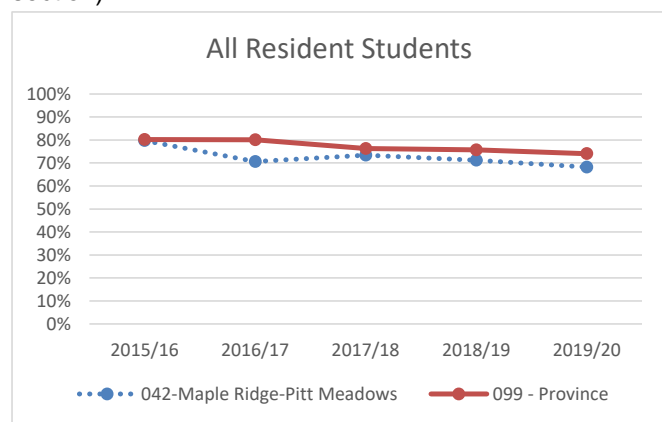


Figure 1: FSA Grade 4 Reading - All Resident Students

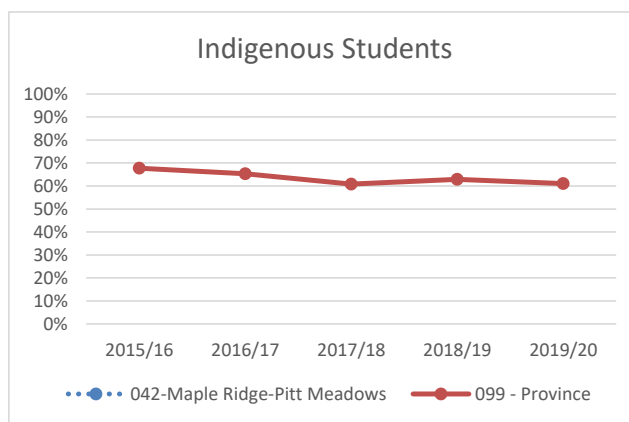


Figure 2: FSA Grade 4 Reading - Indigenous Students

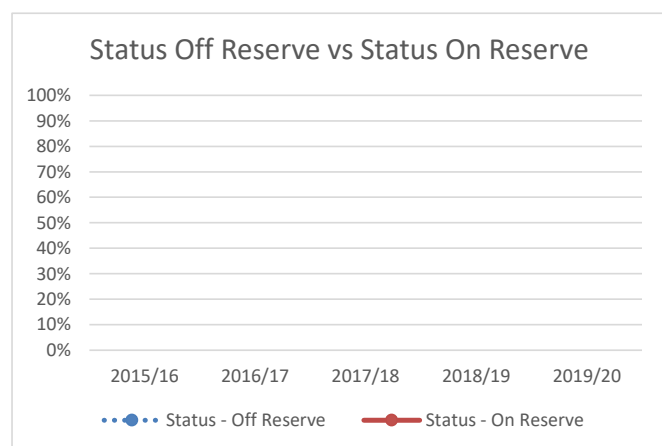


Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

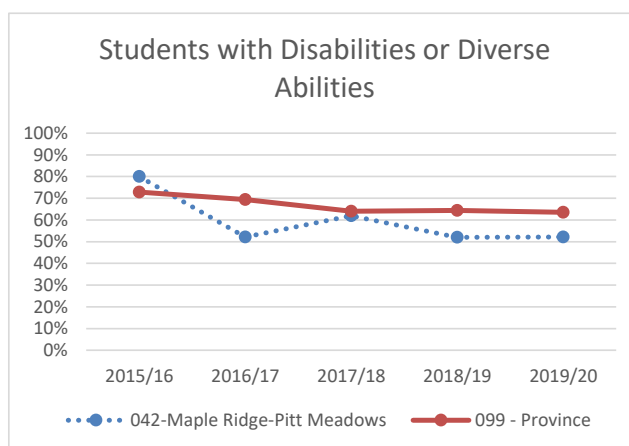


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

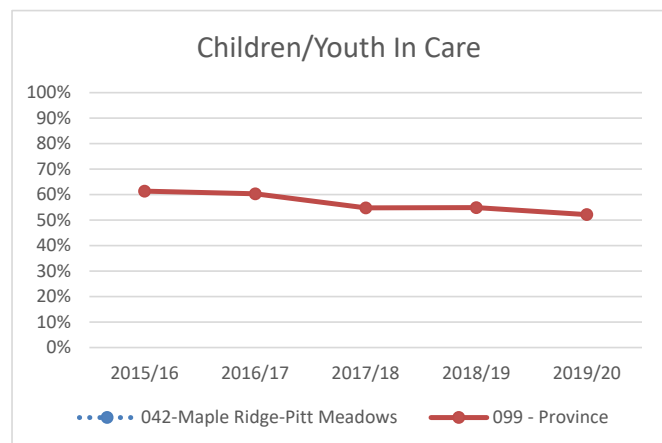


Figure 5: FSA Grade 4 Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

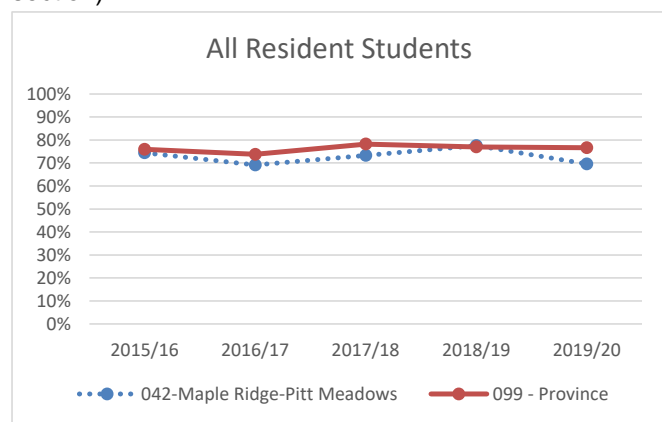


Figure 6: FSA Grade 7 Reading - All Resident Students

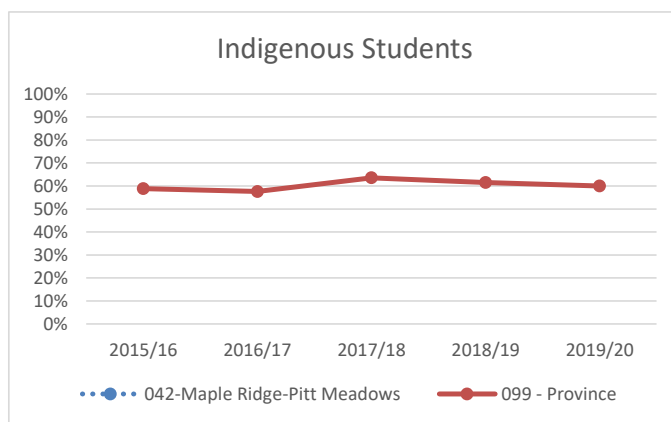


Figure 7: FSA Grade 7 Reading - Indigenous Students

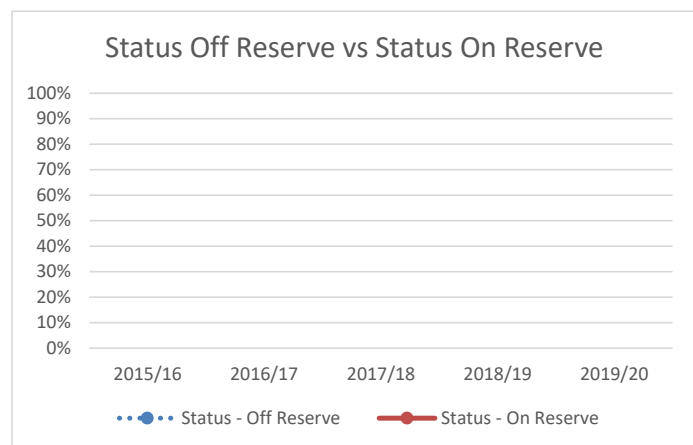


Figure 8: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

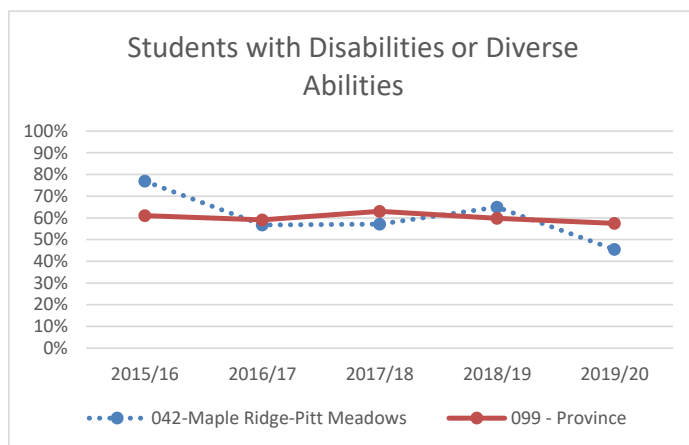


Figure 9: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

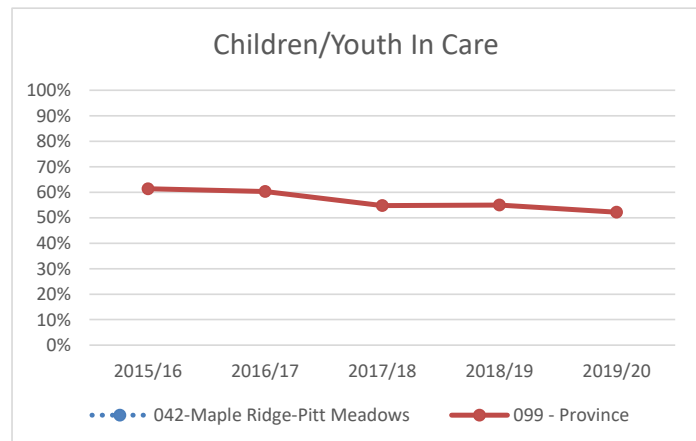


Figure 10: Grade 7 Reading - Children/Youth In Care

Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

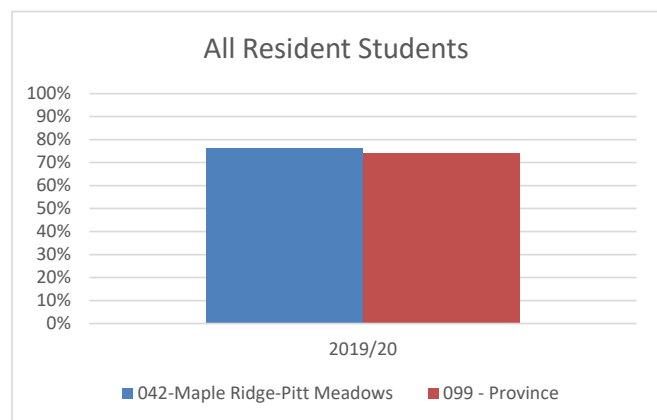


Figure 11: Graduation Assessment Grade 10 Literacy - All Resident Students

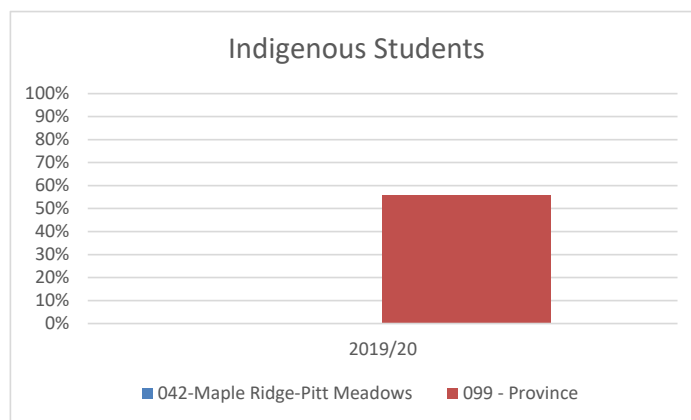


Figure 12: Graduation Assessment Grade 10 Literacy - Indigenous Students

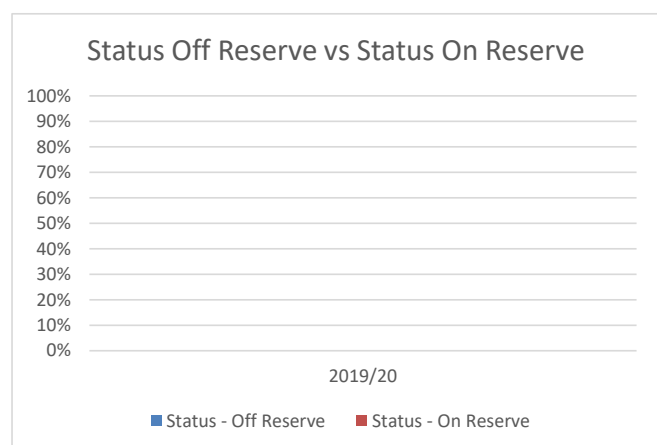


Figure 13: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

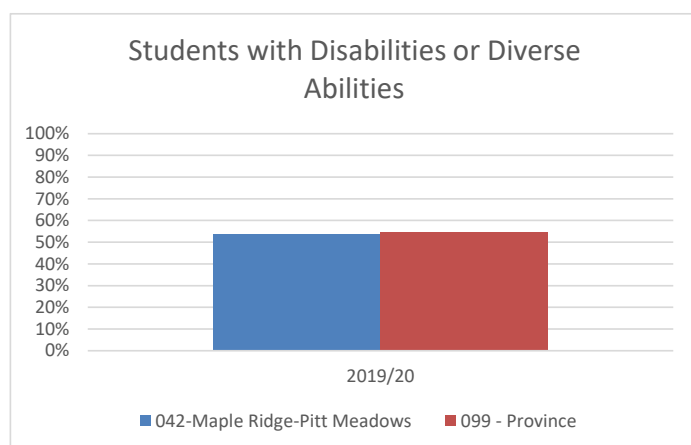


Figure 14: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

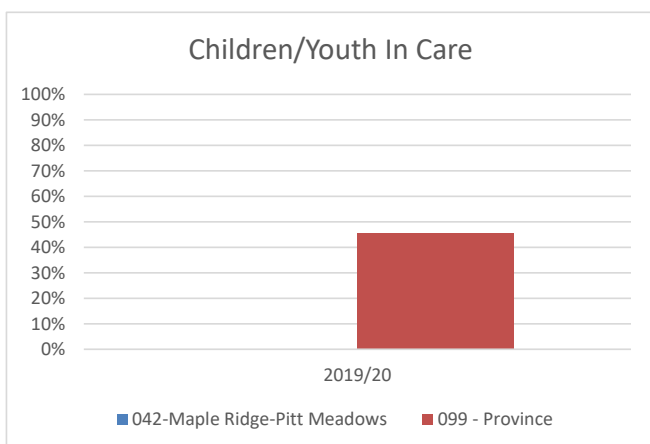


Figure 15: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

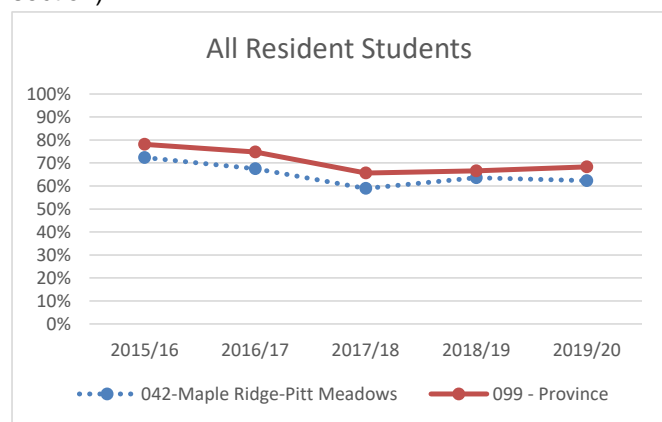


Figure 16: FSA Grade 4 Numeracy - All Resident Students

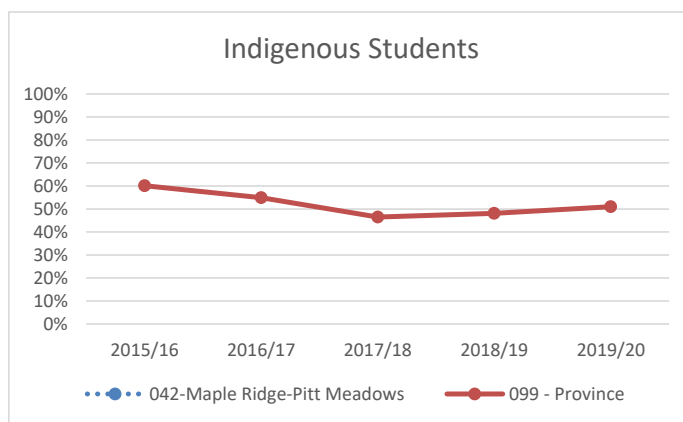


Figure 17: FSA Grade 4 Numeracy - Indigenous Students

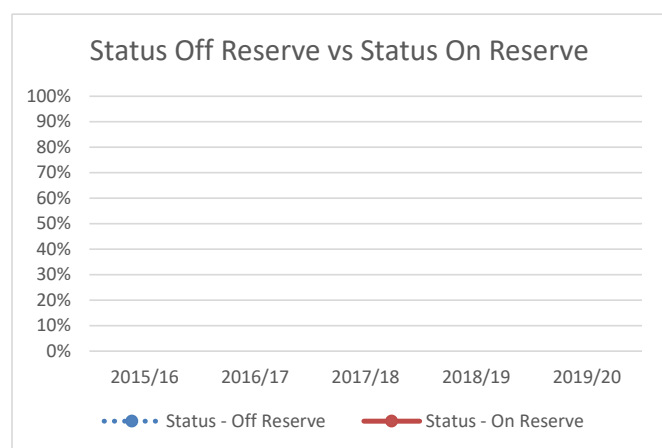


Figure 18: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

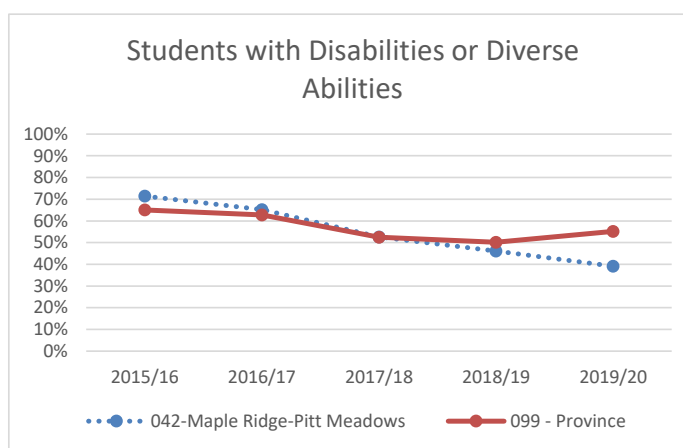


Figure 19: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

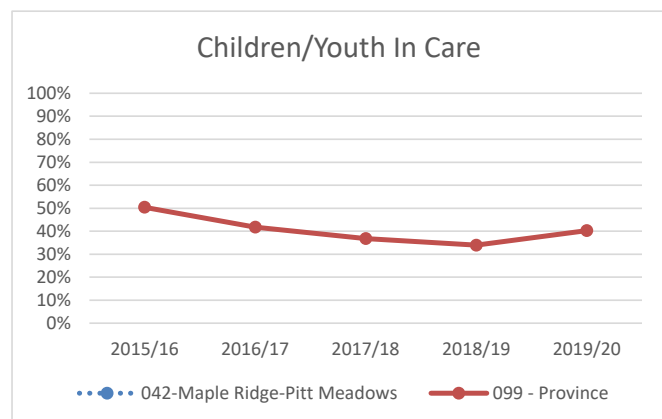


Figure 20: FSA Grade 4 Numeracy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

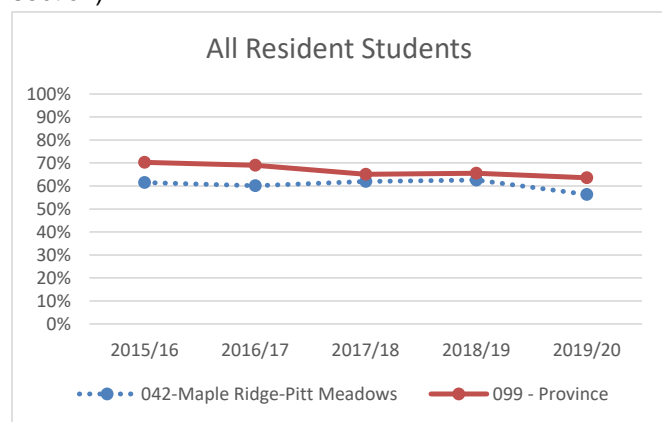


Figure 21: FSA Grade 7 Numeracy - All Resident Students

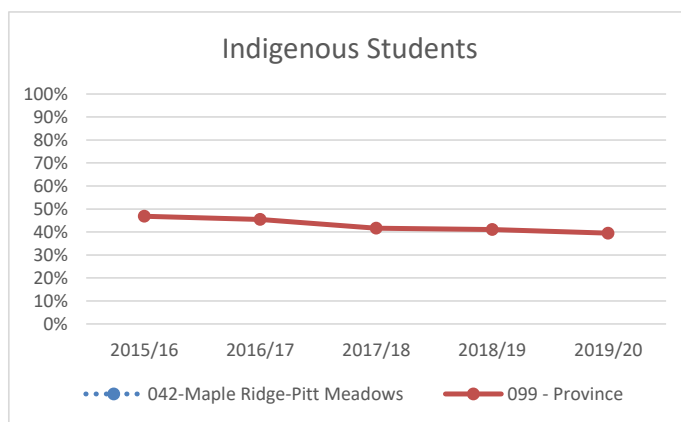


Figure 22: FSA Grade 7 Numeracy - Indigenous Students

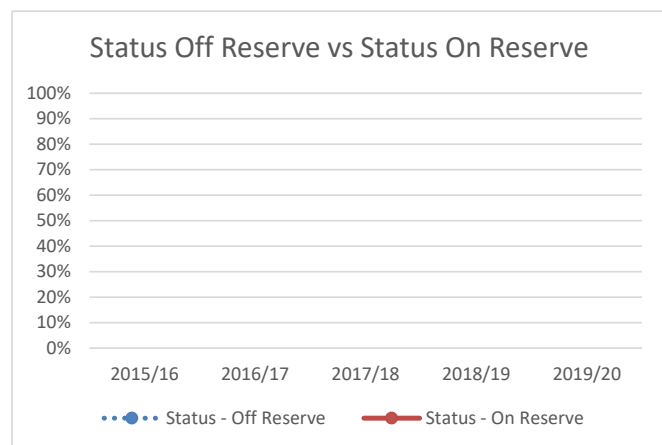


Figure 23: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

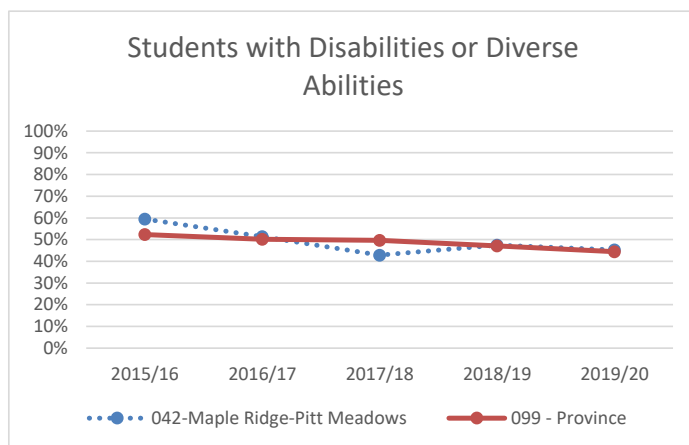


Figure 24: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

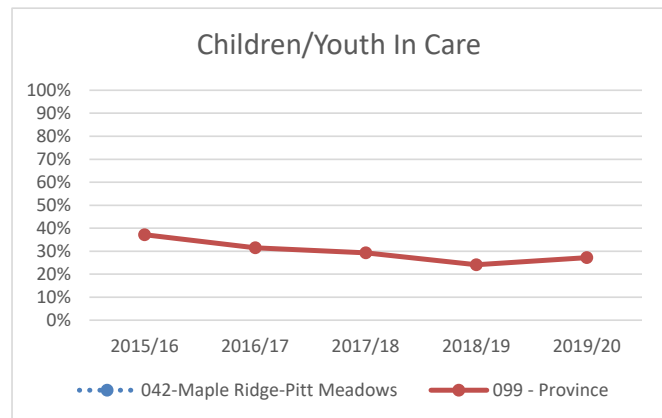


Figure 25: FSA Grade 7 Numeracy - Children/Youth In Care

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

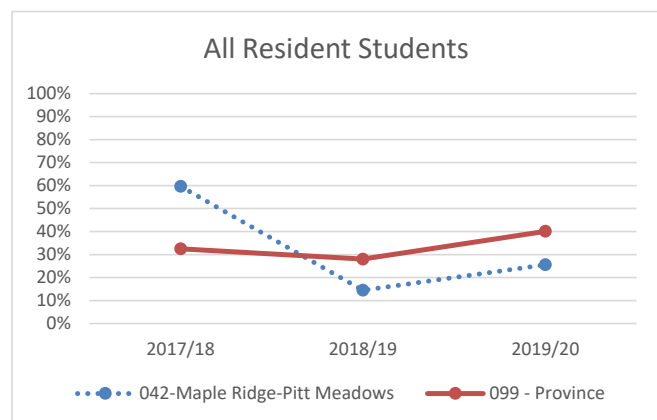


Figure 26: Graduation Assessment Grade 10 Numeracy - All Resident Students

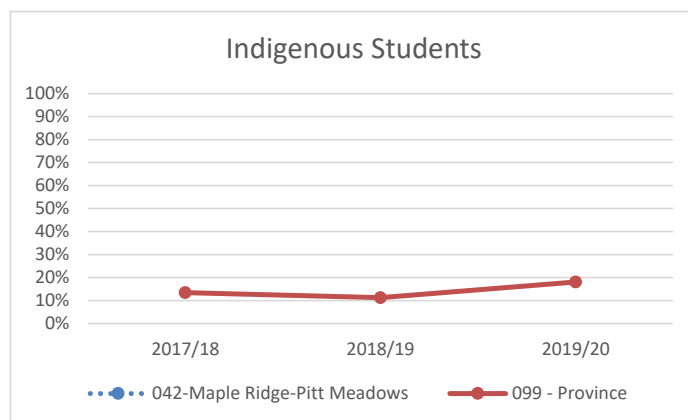


Figure 27: Graduation Assessment Grade 10 Numeracy - Indigenous Students

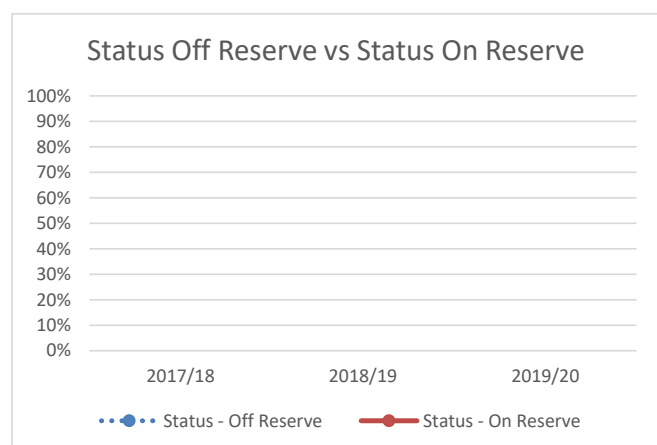


Figure 28: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

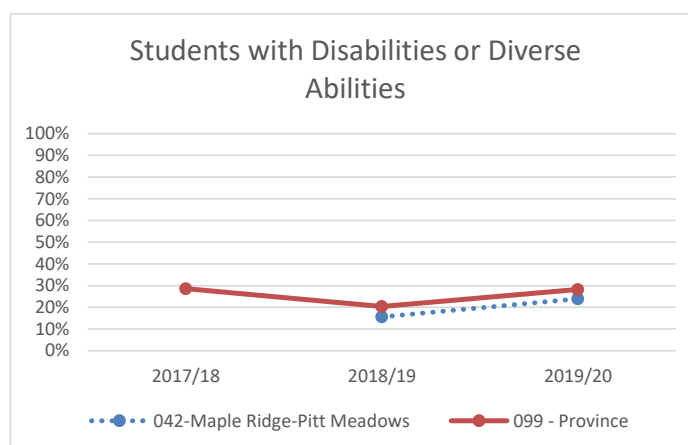


Figure 29: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

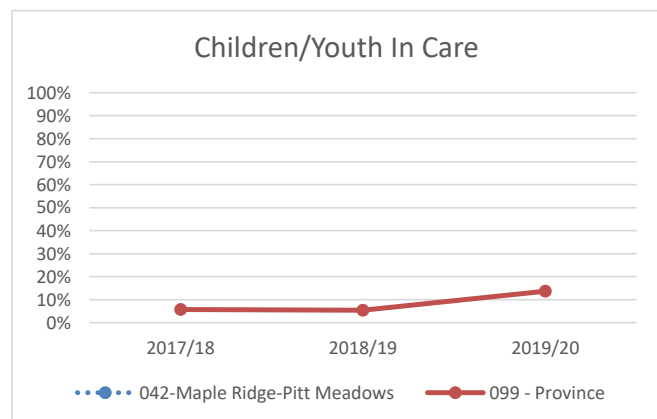


Figure 30: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

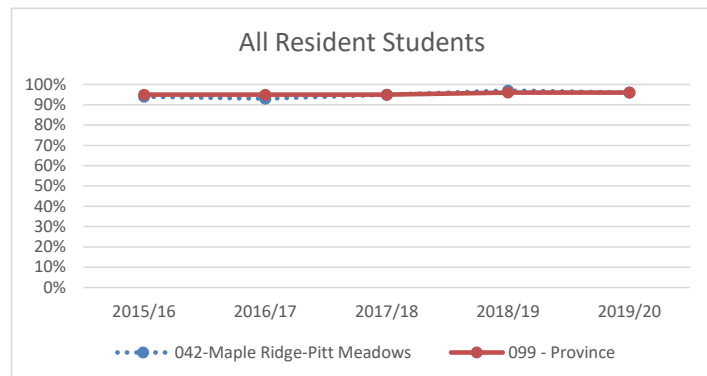


Figure 31: Transition Grade 10 to 11 - All Resident Students

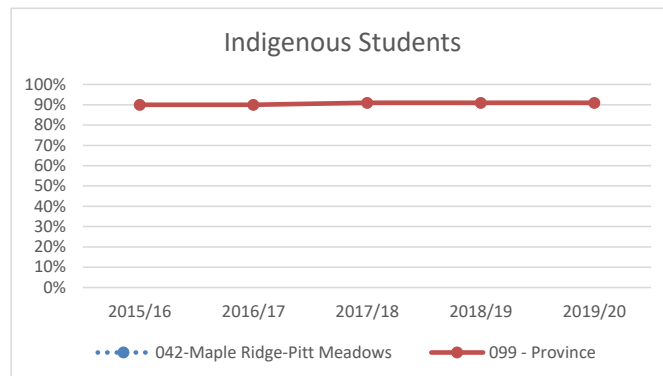


Figure 32: Transition Grade 10 to 11 - Indigenous Students

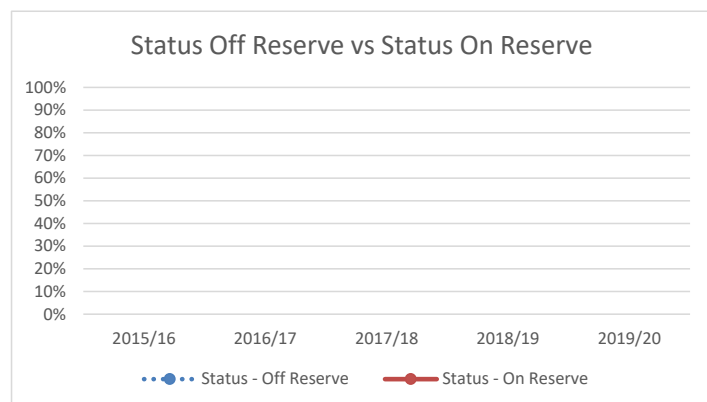


Figure 33: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

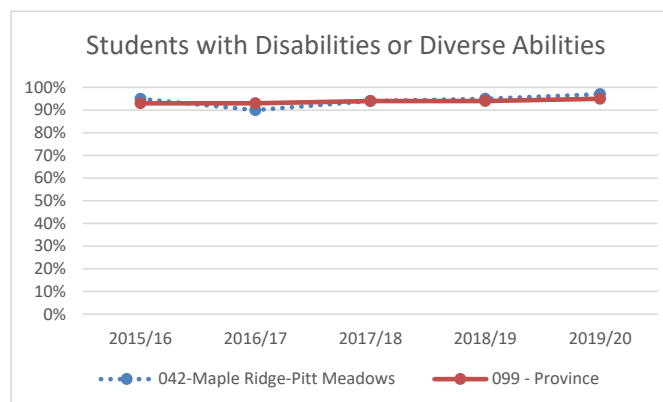


Figure 34: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

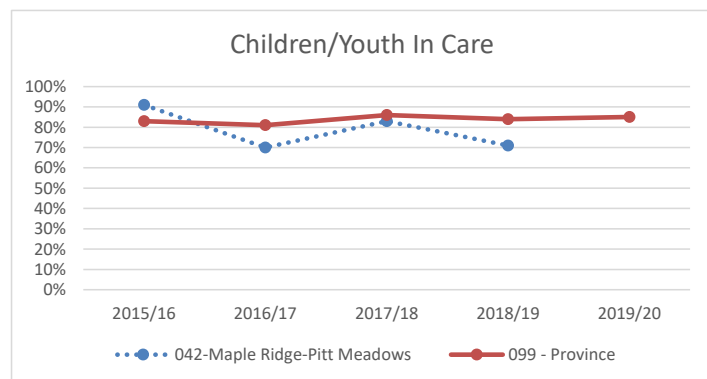


Figure 35: Transition Grade 10 to 11 - Children/Youth In Care

Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

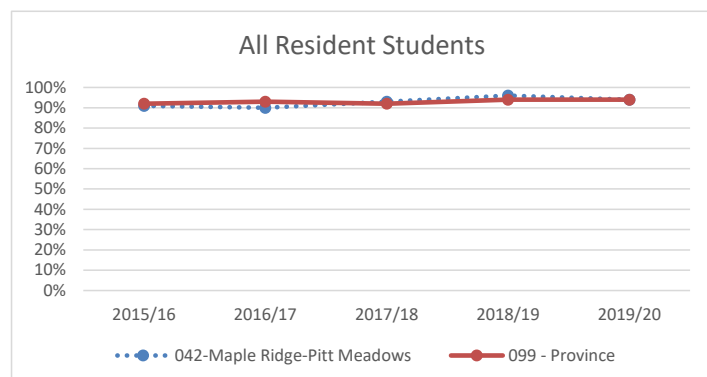


Figure 36: Transition Grade 11 to 12 - All Resident Students

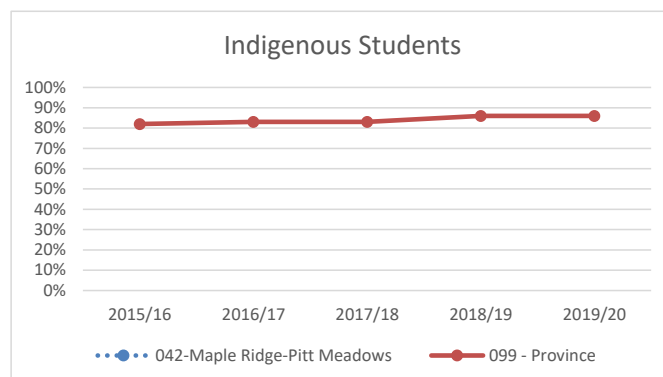


Figure 37: Transition Grade 11 to 12 - Indigenous Students

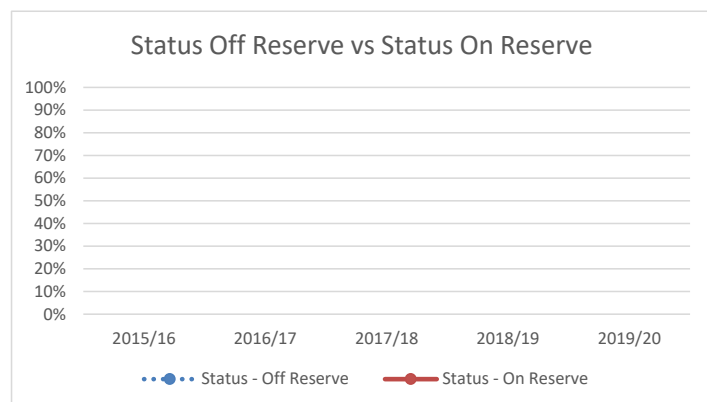


Figure 38: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

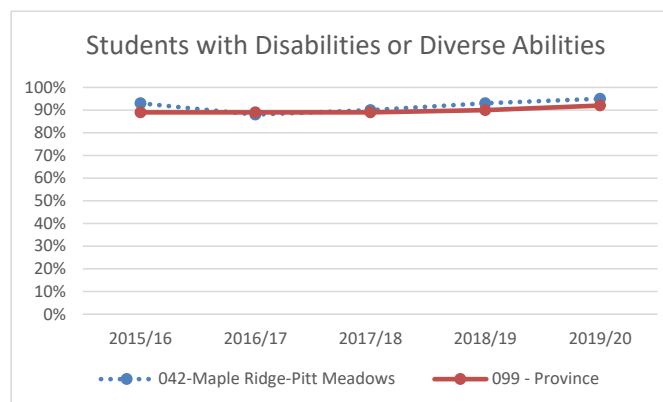


Figure 39: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

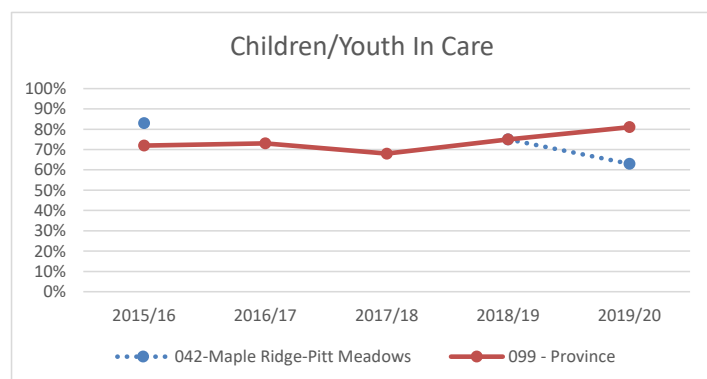


Figure 40: Transition Grade 11 to 12 - Children/Youth In Care

Student Learning Survey (SLS) - Feel Welcome

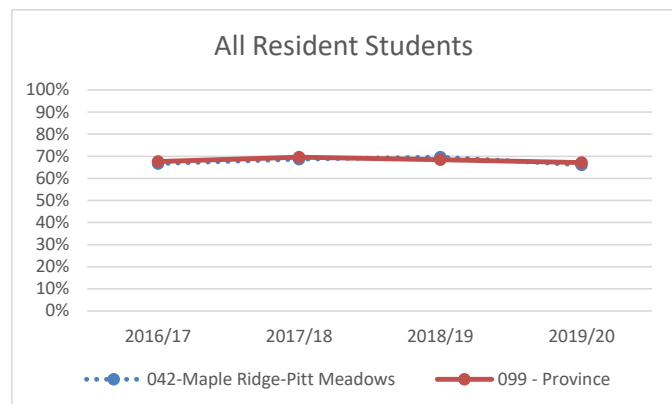


Figure 41: SLS - Feel Welcome - All Resident Students

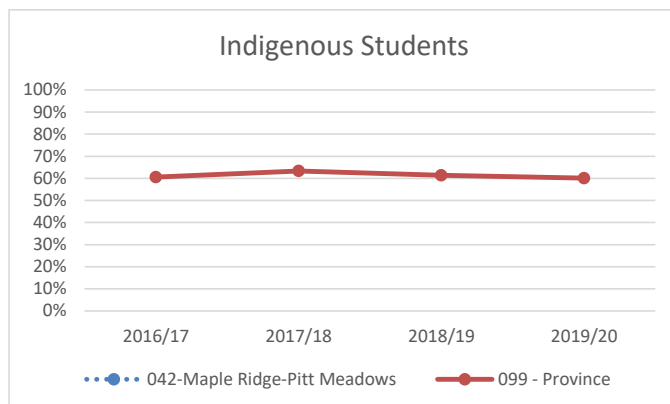


Figure 42: SLS - Feel Welcome - Indigenous Students

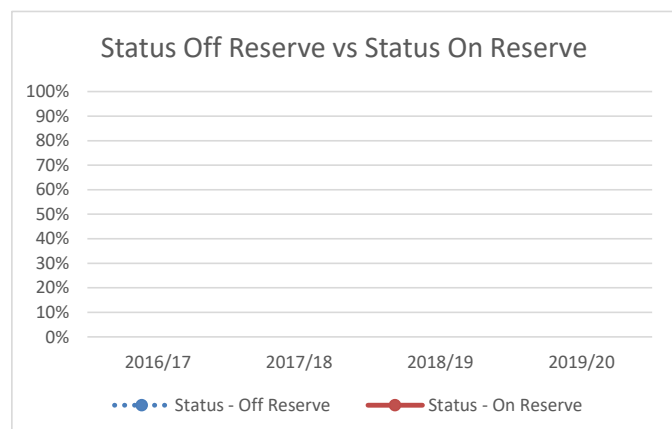


Figure 43: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

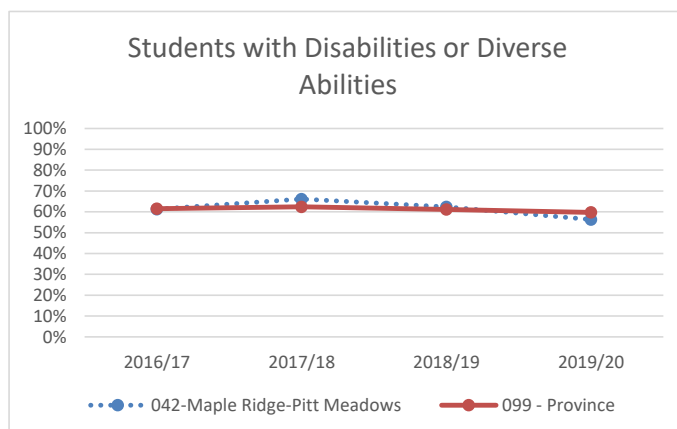


Figure 44: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

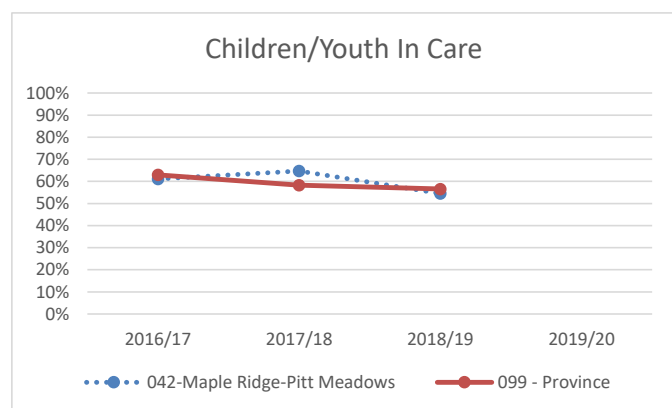


Figure 45: SLS - Feel Welcome - Children/Youth In Care

Student Learning Survey (SLS) - Feel Safe

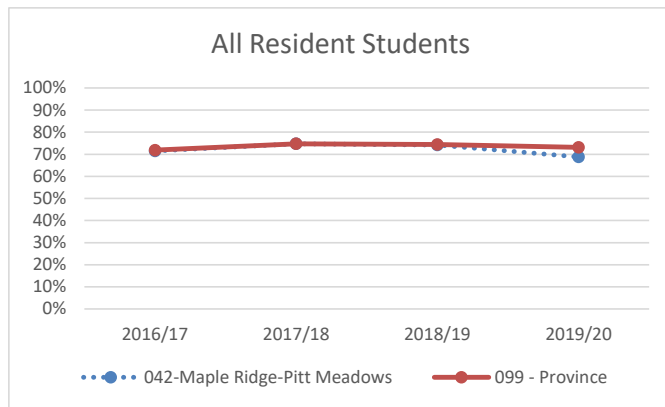


Figure 46: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

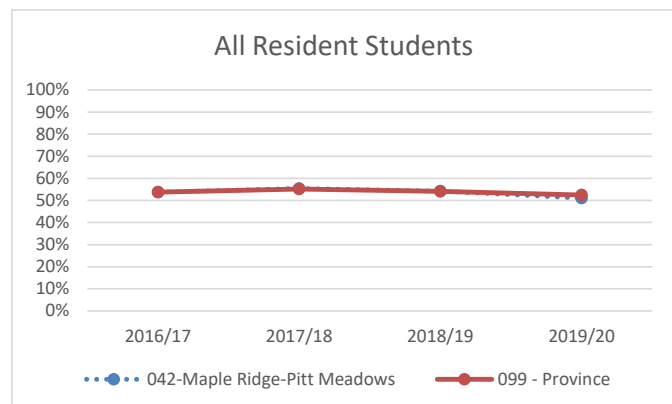


Figure 47: SLS - School Belong - All Resident Students

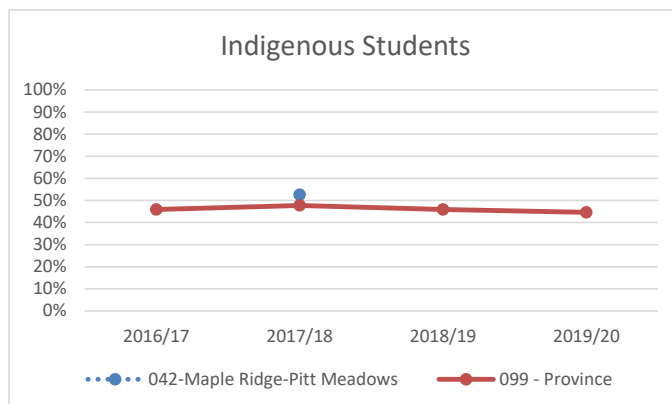


Figure 48: SLS - School Belong - Indigenous Students

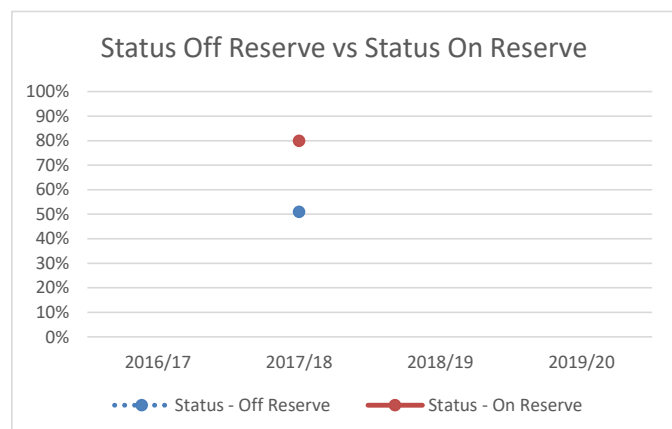


Figure 49: SLS - School Belong - Status - Off Reserve and Status - On Reserve

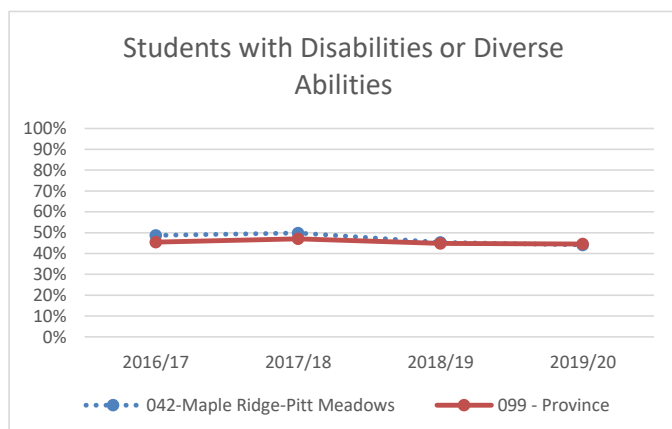


Figure 50: SLS - School Belong - Students with Disabilities or Diverse Abilities

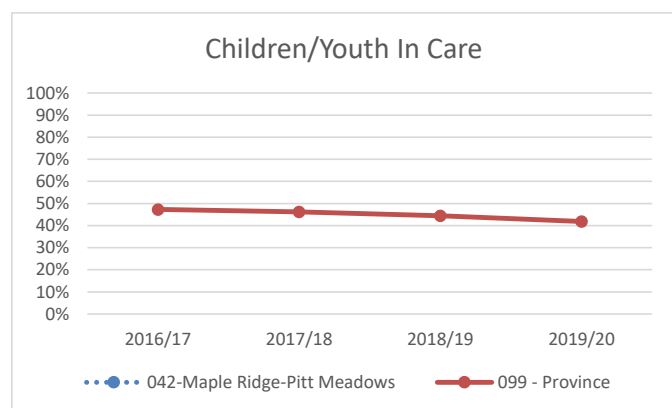


Figure 51: SLS - School Belong - Children/Youth In Care

Student Learning Survey (SLS) - Adults Care

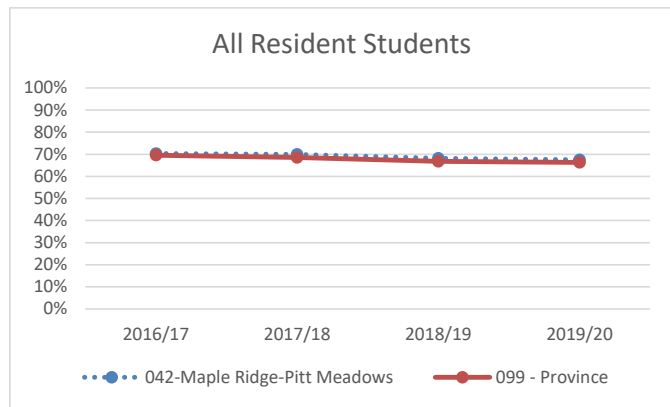


Figure 52: SLS - Adults Care - All Resident Students

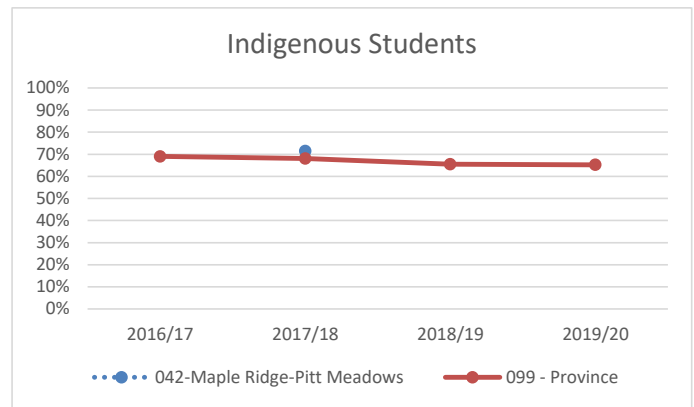


Figure 53: SLS - Adults Care - Indigenous Students

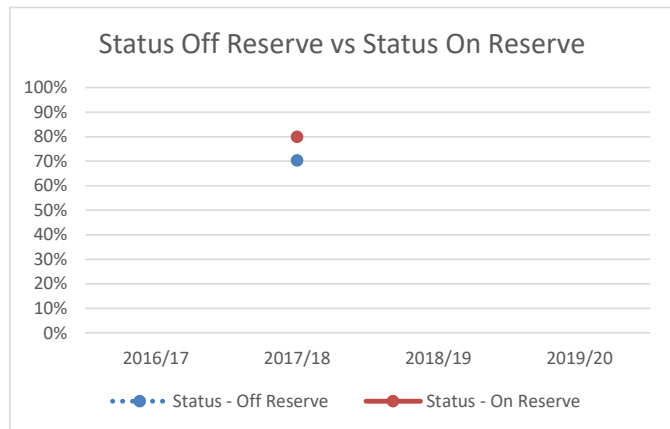


Figure 54: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

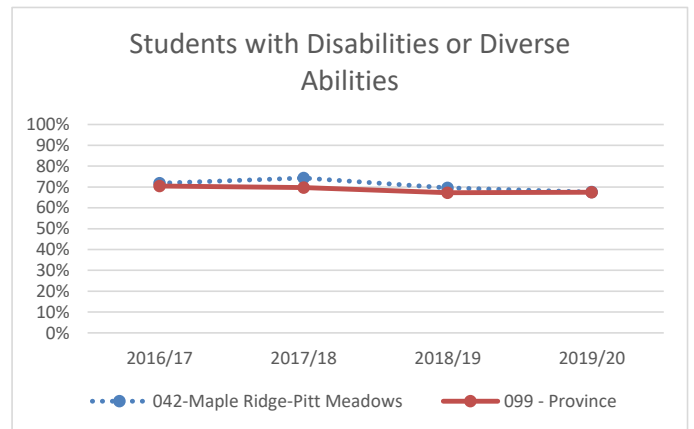


Figure 55: SLS - Adults Care - Students with Disabilities or Diverse Abilities

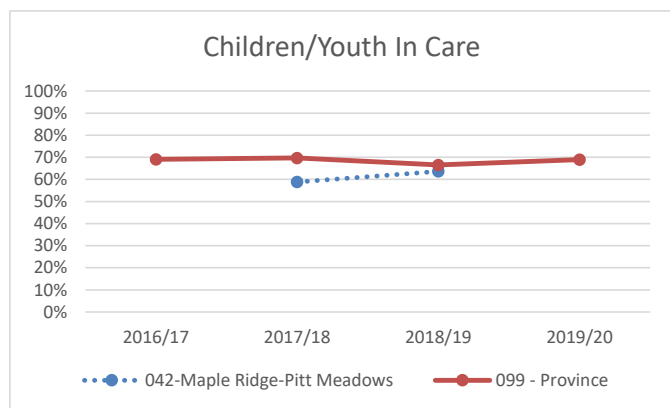


Figure 56: SLS - Adults Care - Children/Youth In Care

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

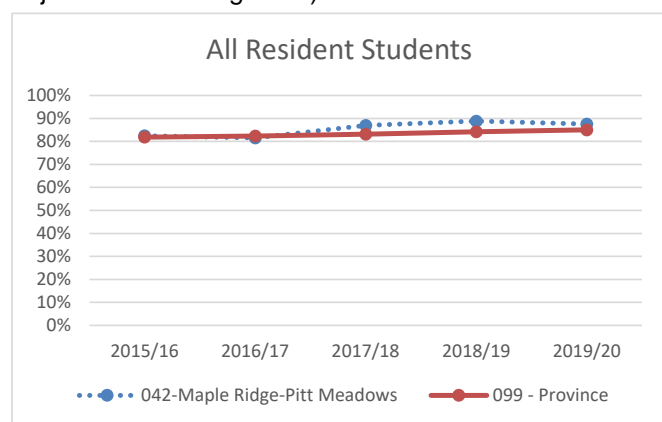


Figure 57: 5 Year Completion Rate - All Resident Students

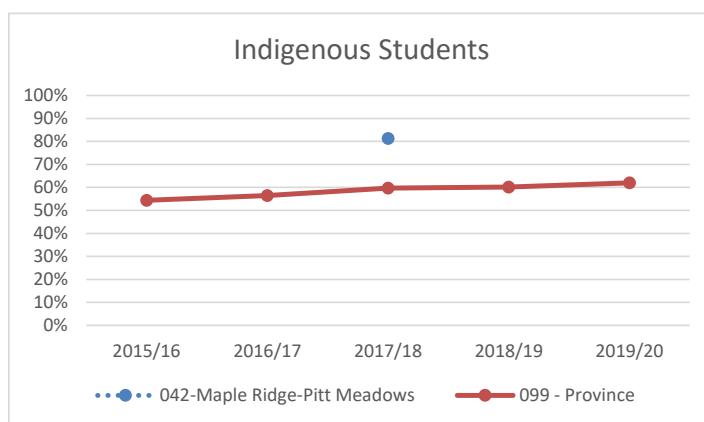


Figure 58: 5 Year Completion Rate - Indigenous Students

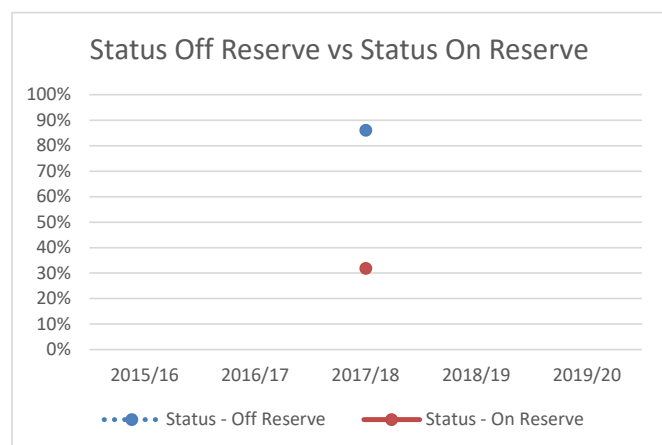


Figure 59: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

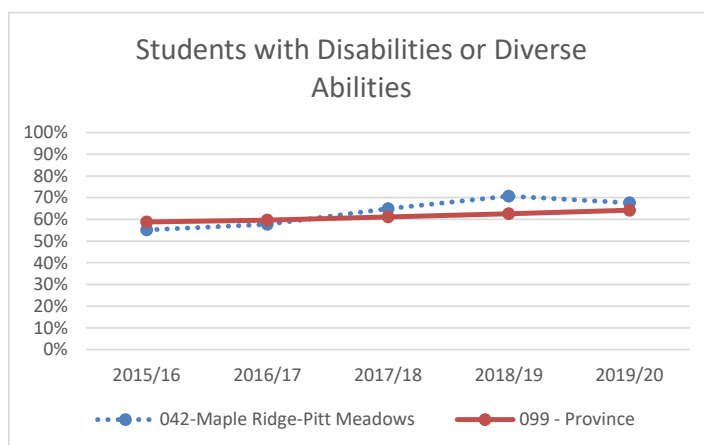


Figure 60: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

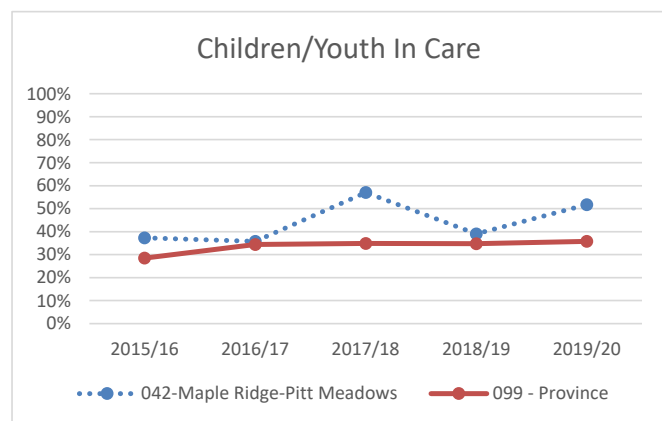


Figure 61: 5 Year Completion Rate - Children/Youth In Care

Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

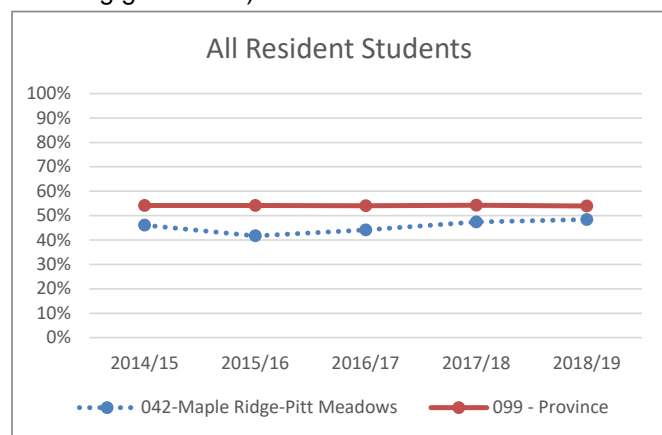


Figure 62: Post-Secondary Institute Transition - All Resident Students

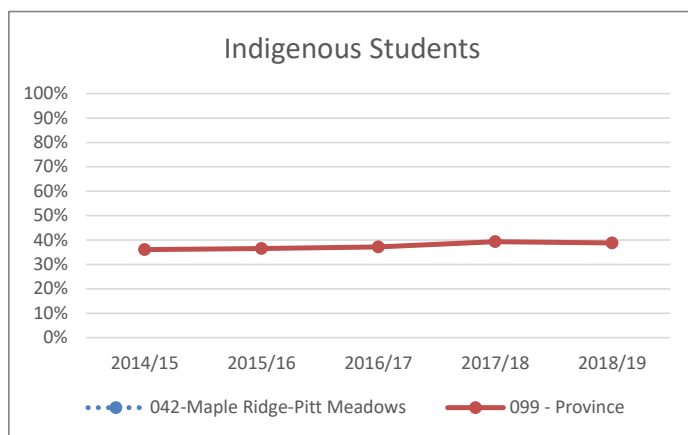


Figure 63: Post-Secondary Institute Transition - Indigenous Students

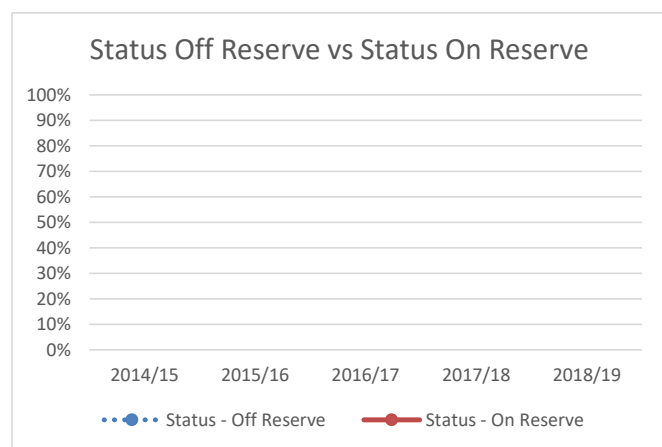


Figure 64: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

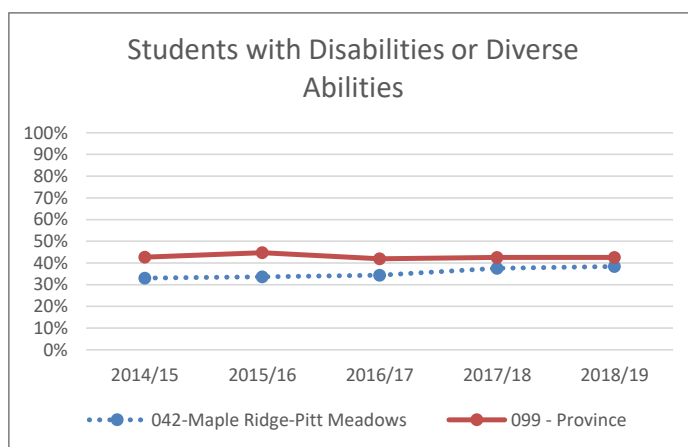


Figure 65: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

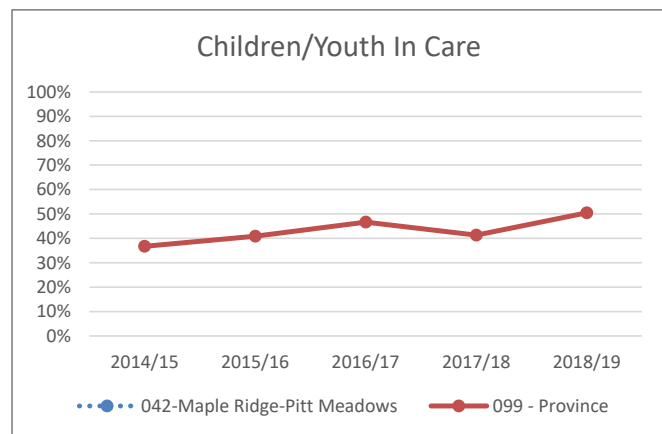


Figure 66: Post-Secondary Institute Transition - Children/Youth In Care

Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

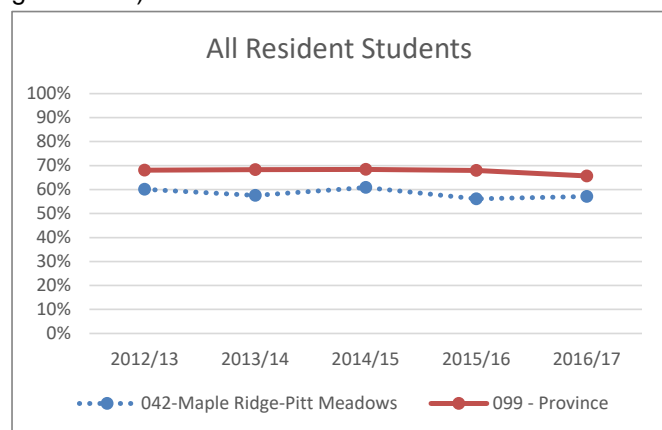


Figure 67: Post-Secondary Institute Transition - All Resident Students

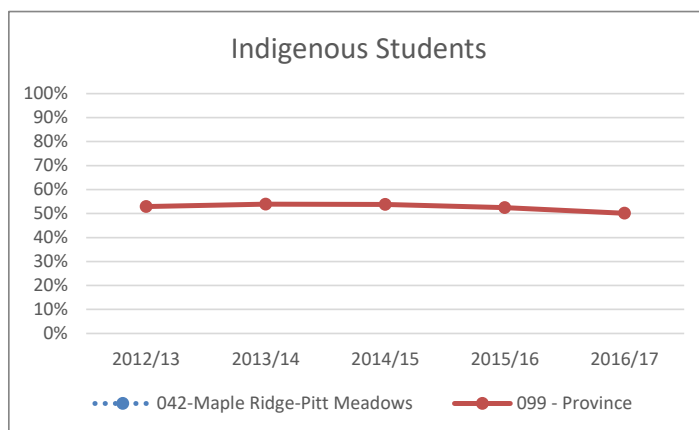


Figure 68: Post-Secondary Institute Transition - Indigenous Students

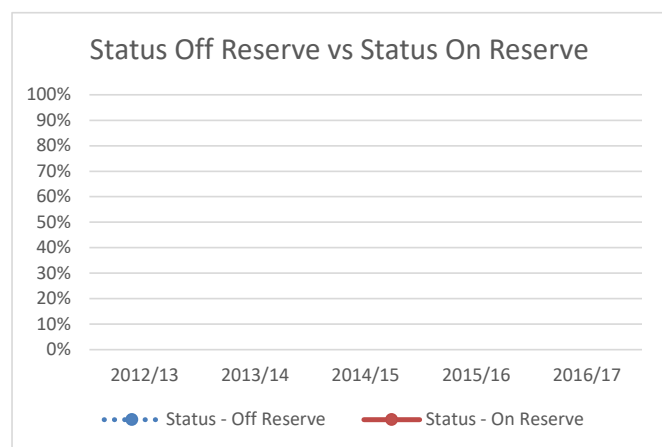


Figure 69: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

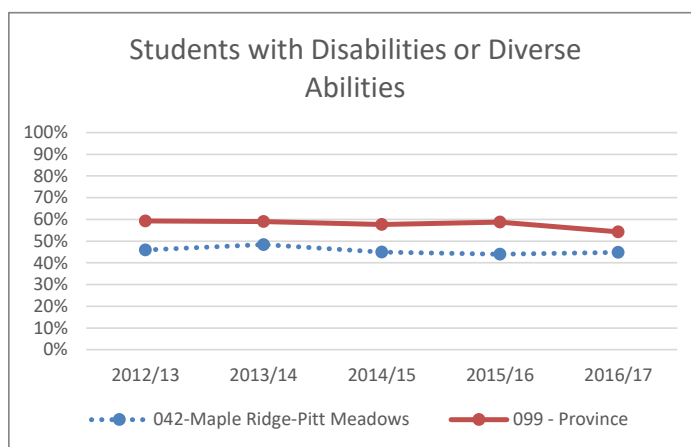


Figure 70: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

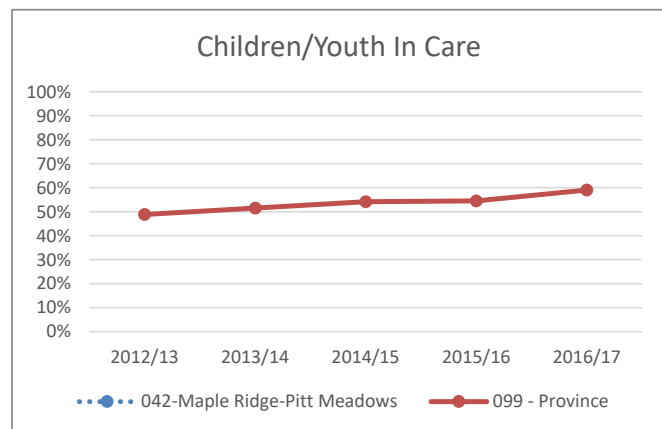


Figure 71: Post-Secondary Institute Transition - Children/Youth In Care

Additional notes

Subpopulations

All Resident Students

Students identified as residents through the annual enrolment collections in September and February.

Indigenous Students

Students who have ever self-identified as Indigenous on an enrolment collection.

Indigenous students living on reserve

Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.

Indigenous students living off reserve

Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.

Children/Youth in Care

Students who have been identified as Children/Youth in Care in the twelve months prior to September.

Students with Disabilities or Diverse Abilities

Students who have been identified in any of the 12 categories: Physically Dependent; Deafblind; Moderate to Profound Intellectual Disability; Physical Disability / Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism; Intensive Behaviour Interventions / Serious Mental Illness; Mild Intellectual Disability; Gifted; Learning Disability; Moderate Behaviour Support / Mental Illness.

Foundation Skills Assessment (FSA)

Grade 4 and Grade 7 Participation

Participation is calculated as the number of writers of the assessment divided by the number of expected writers.

Grade 4 and Grade 7 Achievement

Achievement is calculated as the number of writers at or above standard divided by the number of writers.

Note: These charts combine two different administrations of the FSA. The 2015/2016 and 2016/2017 administration took place in February and categorized students as Not Yet Meeting Expectations, Meeting Expectations, or Exceeding Expectations. Later administrations took place in November and categorized students as Emerging, On Track, or Extending.

5-Year Completion Rate

This measure is a sub model of the 6-Year Completion Rate which identifies a cohort of students putatively in Grade 8 and tracks them over time. Since it is a sub-model, it is not available until after students complete Year 6. The year represents the year these students are in their sixth year.

Post-Secondary Institute Transition (PSI)

This measure examines the number of students who are eligible to graduate and identifies the proportion of these students who make a transition into a BC public post-secondary institution.

Student Learning Survey (SLS)

Sense of Belonging

This measure is a combination of three questions on the SLS, School Belonging, Feel Welcome, and Feel Safe. The Feel Safe question is anonymous; therefore, it is included as a subcomponent of only the All Resident Students chart. The other three charts combine the results of the questions School Belonging and Feel Welcome.

School Belonging

This measure is a specific question on the survey where the response is connected to a student.

Feel Welcome

This measure is a specific question on the survey where the response is connected to a student.

Feel Safe

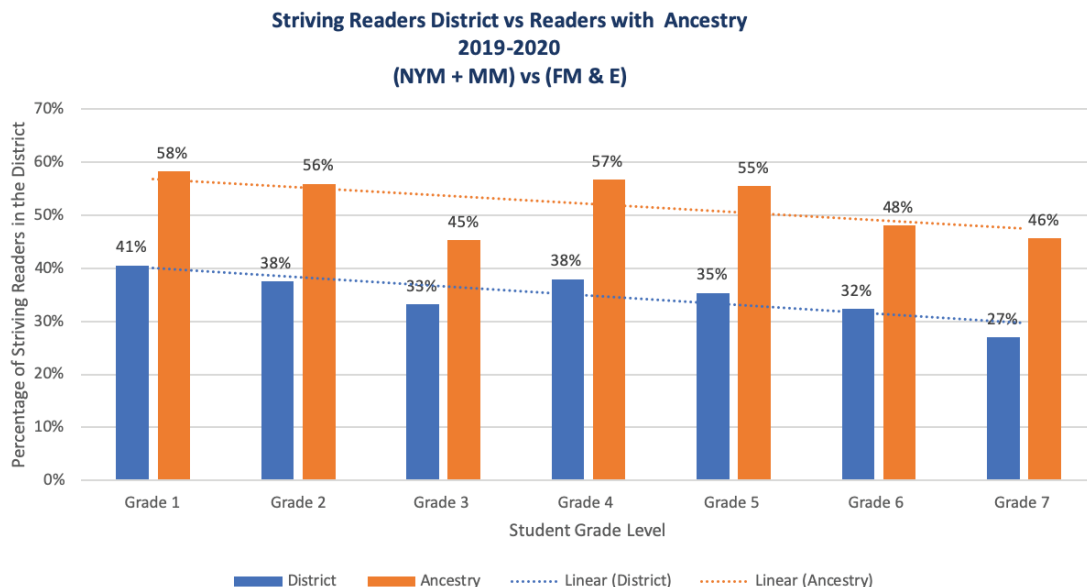
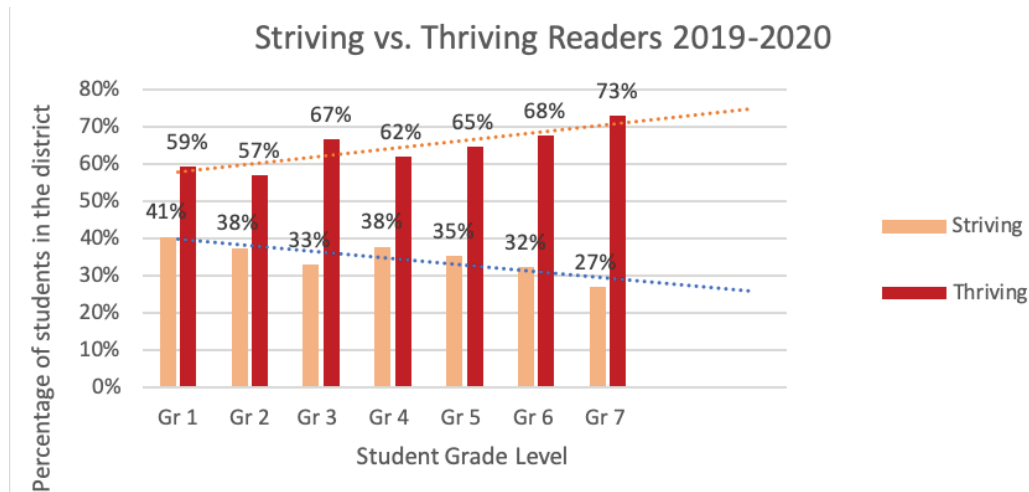
The Feel Safe question is anonymous; therefore, it cannot be broken down by other subpopulations.

APPENDIX B

INTELLECTUAL DEVELOPMENT: LITERACY AND NUMERACY

STRIVING AND THRIVING READERS

Using the year-end performance standards data, we can follow student cohorts to assess the progress of their reading ability. In the graph below, for example, we see an overall decrease in our Striving readers — those Not Yet Meeting (NYM) or only Minimally Meeting (MM) — year over year. The same graph shows that as the number of Striving readers decreases, there is a corresponding increase in Thriving readers — those in the Fully Meeting Expectations (FME) or Exceeding Expectations (EE) categories — as students move through their elementary years. Of the 27% of Striving readers in Grade 7 at the end of June 2020, for example, only 6.4% were in the NYM category. Although 6.4% is a small percentage, we continue to set our sights on helping these readers develop the necessary literacy strategies to become more successful learners.



It is important to note that the Striving category contains both students who are Not Yet Meeting expectations and students who are Minimally Meeting expectations, and that there may have been some improvement as students moved from the Not Yet Meeting category to the Minimally Meeting category. A student that moves from NYM to MM is still an achievement as that child is gaining reading skills at grade level in the MM category. This data would not be captured in this graph, however.

Grade 4 Foundational Skills Assessment (FSA) Participation:

Participation - Reading Comprehension - Grade 4

	042-Maple Ridge-Pitt Meadows			Prov - Public Schools		
	Expected Cnt	Writer Cnt	Participation Percentage	Expected Cnt	Writer Cnt	Participation Percentage
2017/2018	1,127	409	36.3%	41,003	30,809	75.1%
2018/2019	1,099	330	30.0%	41,701	30,508	73.2%
2019/2020	1,133	299	26.4%	40,937	29,765	72.7%

Participation - Writing - Grade 4

	042-Maple Ridge-Pitt Meadows			Prov - Public Schools		
	Expected Cnt	Writer Cnt	Participation Percentage	Expected Cnt	Writer Cnt	Participation Percentage
2017/2018	1,127	379	33.6%	41,003	29,233	71.3%
2018/2019	1,099	314	28.6%	41,701	29,258	70.2%
2019/2020	1,133	282	24.9%	40,937	28,437	69.5%

Participation - Numeracy - Grade 4

	042-Maple Ridge-Pitt Meadows			Prov - Public Schools		
	Expected Cnt	Writer Cnt	Participation Percentage	Expected Cnt	Writer Cnt	Participation Percentage
2017/2018	1,127	414	36.7%	41,003	30,781	75.1%
2018/2019	1,099	330	30.0%	41,701	30,397	72.9%
2019/2020	1,133	300	26.5%	40,937	29,683	72.5%

Grade 7 Foundational Skills Assessment (FSA) Participation:

Participation - Reading Comprehension - Grade 7

	042-Maple Ridge-Pitt Meadows			Prov - Public Schools		
	Expected Cnt	Writer Cnt	Participation Percentage	Expected Cnt	Writer Cnt	Participation Percentage
2017/2018	984	264	26.8%	39,714	29,322	73.8%
2018/2019	1,124	315	28.0%	40,618	29,106	71.7%
2019/2020	1,124	280	24.9%	42,902	30,819	71.8%

Participation - Writing - Grade 7

	042-Maple Ridge-Pitt Meadows			Prov - Public Schools		
	Expected Cnt	Writer Cnt	Participation Percentage	Expected Cnt	Writer Cnt	Participation Percentage
2017/2018	984	244	24.8%	39,714	27,664	69.7%
2018/2019	1,124	293	26.1%	40,617	27,414	67.5%
2019/2020	1,124	261	23.2%	42,902	29,076	67.8%

Participation - Numeracy - Grade 7

	042-Maple Ridge-Pitt Meadows			Prov - Public Schools		
	Expected Cnt	Writer Cnt	Participation Percentage	Expected Cnt	Writer Cnt	Participation Percentage
2017/2018	984	260	26.4%	39,714	29,287	73.7%
2018/2019	1,124	313	27.8%	40,618	29,007	71.4%
2019/2020	1,124	278	24.7%	42,902	30,711	71.6%

HUMAN AND SOCIAL DEVELOPMENT

DISTRICT MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)

Source: Middle Years Development Instrument (MDI) data collection: 2019/20.

GRADE 4 RESULTS



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

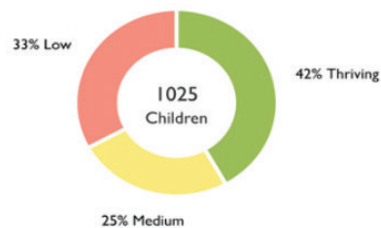


Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

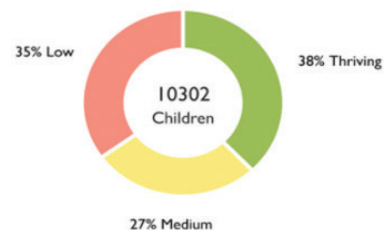





Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

MAPLE RIDGE-PITT MEADOWS

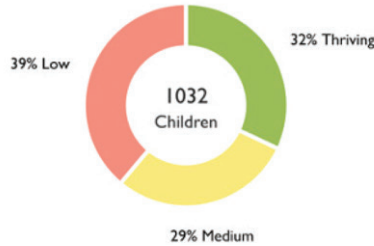


ALL PARTICIPATING DISTRICTS



 <p>High Well-Being (Thriving) Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.</p>	 <p>Medium Well-Being Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.</p>	 <p>Low Well-Being Children who score in the low range on at least 1 of the 5 measures of well-being.</p>
---	---	---

MAPLE RIDGE-PITT MEADOWS



12761 Children

Category	Percentage
Low	42%
Medium	27%
Thriving	31%

IDENTITY

Canada has a dark history of trying to assimilate Indigenous people!

having this many Indigenous youth in a room is **HOPEFUL!**

You ARE OUR LEADERS of the FUTURE

We can **LEAD** by finding our **GIFTS**

TRY NEW THINGS UNTIL SOMETHING CLICKS

It's ok to be shy in the tower if something is not working as long as you try something new!

YOU WILL FIND IT

If you have the privilege of being connected to

PROTOCOL

Before eating

We follow the **ELDERS** of this territory in protocol

FAMILY COMMUNITY

Stay **CONNECTED!!!**

THE DANGER OF A SINGLE STORY

When you **ONLY** hear 1 **STORY** about a People it becomes difficult to imagine them as anything else

The story of the false states of Africa

The story of Native Americans & stereotypes

COLONIZATION

Way to disempower People - tell their Story in **ONLY 1** way...

POWER

The story of how poor someone is

How CAPABLE someone is

CHIMAMANDA NGOZI ADICHIE

Jordan Waynuch

Metis Nation Hip Hop Artist Actor

SAFETY

When someone is sharing - Pay attention **LISTEN**

We can voice

DON'T JUDGE EXPERIENCES OF OTHERS

KINDNESS

to build a sense of **BELONGING TRUST**

ANCESTRY

It's focused on we need space to learn where we come from & our shared history.

people assume I'm not Indigenous because my skin is light

APPEARANCE-BASED ASSUMPTIONS

CULTURAL ACTIVITIES MORE PLEASE

art & Cultural Crafts

traditional games day

7 sacred teachings

assembly

LACK OF REPRESENTATION

only learn British side

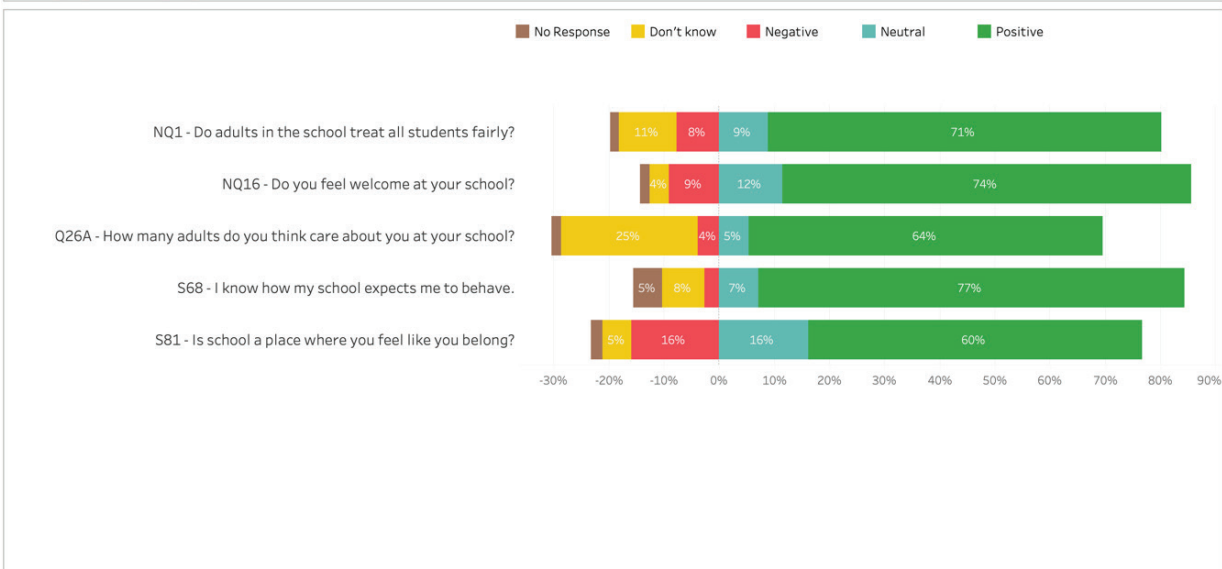
only 1 unit in Social Studies

depends on your teacher...

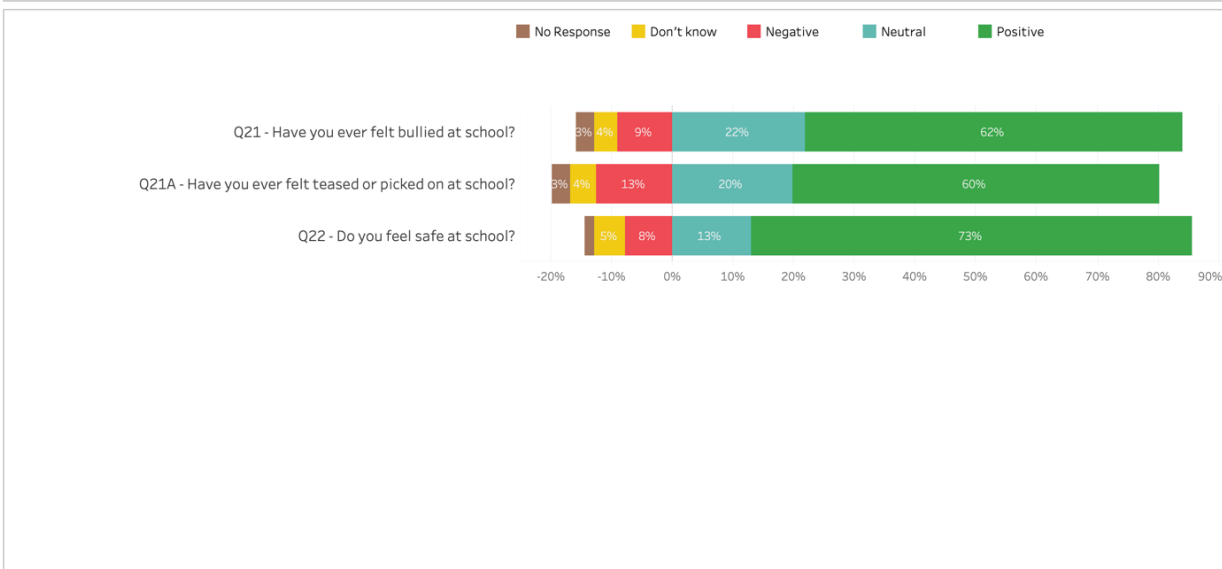
HOW IS THE STORY OF ABORIGINAL YOUTH IN SCHOOLS PORTRAYED?

2019 -2020 STUDENT LEARNING SURVEY DATA

2019/2020 - 042-Maple Ridge-Pitt Meadows - Grade 3 & 4 Students Category - Belonging



2019/2020 - 042-Maple Ridge-Pitt Meadows - Grade 3 & 4 Students Category - Safety



MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO.42

22225 Brown Avenue

Maple Ridge BC

V2X 8N6



ITEM 4

To: **Board of Education**

From: Budget Committee of the Whole

Re: **2021/22 AMENDED BUDGET CHANGES**

Date: September 22, 2021
(Public Board Meeting)

Decision

Background/Rationale

Before June 30, 2021, School District No. 42 received \$471,906 in operating grant holdback distributions (\$155,143 in April 2021 and \$316,763 in June 2021) to be used in the 2021/22 school year to address learning outcomes. In addition, on August 31, 2021, the Ministry of Education announced two special purpose fund grants: \$370,460 for Health & Safety and \$69,482 for Mental Health. School districts are required to submit a spending plan to the Ministry of Education by October 4, 2021 which indicates the strategies and resources used to address learning impacts resulting from the pandemic in the 2021/22 school year.

The 2021/22 preliminary budget included one-time allocations of \$1.66 million to address COVID-19 response measures, supports required for transitioning back to school, safe and caring schools supports and literacy supports as outlined in the table below.

2021/22 PRELIMINARY BUDGET	FTE	Salaries & Benefits	Supplies, Services & Other	Total
COVID-19 Response				
Health and Safety				
PPE for staff			(87,000)	(87,000)
Supplies and signage			(15,000)	(15,000)
Enhanced Cleaning	(4.67)	(241,453)		(241,453)
Enhanced Ventilation			(36,500)	(36,500)
Hand Hygiene and Custodial Supplies			(175,028)	(175,028)
	(4.67)	(241,453)	(313,528)	(554,981)
Address Learning Impacts				
Transitioning Back to School	(1.84)	(94,500)		(94,500)
Safe & Caring Schools				
Mental Health Support Strategy			(50,000)	(50,000)
Riverside Program	(1.40)	(152,829)	(2,314)	(155,143)
School Based Staffing	(2.57)	(280,987)		(280,987)
Literacy	(2.00)	(226,705)	(50,000)	(276,705)
Learning Services - Instructional Bank		(250,000)		(250,000)
	(7.81)	(1,005,021)	(102,314)	(1,107,335)
TOTAL Preliminary Budget	(12.48)	(1,246,474)	(415,842)	(1,662,316)

PROPOSED BUDGET CHANGES

A. COVID-19 RESPONSE HEALTH AND SAFETY

The proposed budget changes identified in the following table reflect the funding required to support the implementation of the Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings and estimated increased costs related to increased staff absences related to the COVID-19 pandemic.

As the school district already made significant allocations in the preliminary budget aimed at addressing the learning impacts of the pandemic, the available \$687,223 can be utilized to address the needs identified after the provincial guidelines were communicated on August 24, 2021.

On September 16, 2021, senior staff met with partner groups to discuss the proposed allocations and gather their feedback. The feedback received related to potential increases to custodial workloads has been incorporated in the proposed amendments to the budget.

	Preliminary Budget				Proposed Changes		Proposed Amended Budget			
	FTE	Salaries & Benefits	Supplies, Services & Other	Total	FTE	Amount	FTE	Salaries & Benefits	Supplies, Services & Other	Total
COVID-19 Response										
Health and Safety										
PPE for staff			(87,000)	(87,000)					(87,000)	(87,000)
Supplies and signage			(15,000)	(15,000)					(15,000)	(15,000)
Communicable disease plan implementation						(37,950)		(25,000)	(12,950)	(37,950)
Enhanced cleaning	(4.67)	(241,453)		(241,453)	4.67	129,769		(111,684)		(111,684)
Enhanced ventilation			(36,500)	(36,500)		(118,200)			(154,700)	(154,700)
Hand hygiene and custodial supplies			(175,028)	(175,028)		(155,000)			(330,028)	(330,028)
Custodial replacements						(168,000)		(168,000)		(168,000)
Increased TTOC and substitute costs						(329,550)		(329,550)		(329,550)
Contingency						(8,292)			(8,292)	(8,292)
	(4.67)	(241,453)	(313,528)	(554,981)	4.67	(687,223)	-	(634,234)	(607,970)	(1,242,204)
Address Learning Impacts										
Transitioning back to school	(1.84)	(94,500)		(94,500)			(1.84)	(94,500)		(94,500)
Safe & Caring Schools										
Mental health support strategy			(50,000)	(50,000)					(50,000)	(50,000)
Riverside Program	(1.40)	(152,829)	(2,314)	(155,143)			(1.40)	(152,829)	(2,314)	(155,143)
School based staffing	(2.57)	(280,987)		(280,987)			(2.57)	(280,987)		(280,987)
Literacy	(2.00)	(226,705)	(50,000)	(276,705)			(2.00)	(226,705)	(50,000)	(276,705)
Learning Services - Instructional bank		(250,000)		(250,000)				(250,000)		(250,000)
	(7.81)	(1,005,021)	(102,314)	(1,107,335)	-	-	(7.81)	(1,005,021)	(102,314)	(1,107,335)
TOTAL	(12.48)	(1,246,474)	(415,842)	(1,662,316)	4.67	(687,223)	(7.81)	(1,639,255)	(710,284)	(2,349,539)

B. MENTAL HEALTH SUPPORT STRATEGY

The school district has \$245,350 available to support the implementation of a mental health strategy in 2021/22 (\$50,000 - 2021/22 preliminary operating budget allocation, \$74,868 - Mental Health in Schools restricted Ministry of Education grants not used in prior years, \$51,000 - 2021/22 Early Action initiative grant, and \$69,482 - Restart - Mental Health).

The proposed spending plan is aligned with the provincial mental health strategy, and it recommends allocations for compassionate systems leadership, capacity building, and mental health in classrooms. The attached strategy is focused on positive mental health for both staff and students (Attachment A). The pandemic has highlighted the need for a strong mental health strategy. Our proposed strategy considers the partnerships within the community including Foundry, Child and Youth Mental Health, Community Services, and the RCMP. It also anticipates the introduction of the Integrated Child and Youth teams that will include the added community services of substance use counsellors, peer support workers, clinician counsellors, and Aboriginal Support Workers.

The goal of the mental health strategy is to create a safe, caring, and healthy environment for both students and staff.

The 2021/22 Preliminary Budget allocation of \$50,000 will be used to support the activities outlined in the following table.

2021/22 PRELIMINARY BUDGET	FTE	Salaries & Benefits	Supplies, Services & Other	Revenue	Total
Mental Health Support Strategy					
Mental Health First Aid follow-up sessions and Train the Trainer Support			(20,000)		(20,000)
Climate & Culture			(20,000)		(20,000)
ACEs/Trauma Informed Network			(10,000)		(10,000)
	-	-	(50,000)	-	(50,000)
Use of Appropriated Surplus				50,000	50,000
TOTAL Preliminary Budget	-	-	(50,000)	50,000	-

This will be supplemented by allocations made from unused grants and 2021/22 grants targeted for mental health activities as outlined in the following table.

2021/22 AMENDED BUDGET Proposed Changes	FTE	Salaries & Benefits	Supplies, Services & Other	Revenue	Total
Mental Health in Schools Special Purpose Fund					
Ministry of Education Grants				51,000	51,000
Compassionate Systems					
Compassionate Classrooms			(5,000)		(5,000)
Compassionate Systems Training			(20,000)		(20,000)
Student Ambassador			(21,000)		(21,000)
Capacity Building					
MindUP training			(5,000)		(5,000)
Training ASIST, SafeTALK, ERASE			(10,000)		(10,000)
Skills for Life Parent Education			(1,000)		(1,000)
Gr. 6/7 Mental Health			(5,000)		(5,000)
VTRA Training			(8,000)		(8,000)
Safety Response			(20,000)		(20,000)
Mental Health in the Classroom					
Sexual Health			(25,000)		(25,000)
Contingency			(5,868)		(5,868)
	-	-	(125,868)	51,000	(74,868)
Restricted Grant - Ministry of Education				74,868	74,868
TOTAL Mental Health in Schools SPF Changes	-	-	(125,868)	125,868	-
Special Purpose Funds - Restart					
Ministry of Education Grants				69,482	69,482
Mental Health in the Classroom					
Student/Classroom Wellness Grants			(20,000)		(20,000)
Board certified behaviour analyst			(40,000)		(40,000)
Contingency			(9,482)		(9,482)
TOTAL Restart SPF Changes	-	-	(69,482)	69,482	-
TOTAL Proposed Changes	-	-	(195,350)	195,350	-

C. INDIGENOUS EDUCATION – 2020/21 APPROPRIATED SURPLUS SPENDING PLAN

On September 14, 2021, the Aboriginal Advisory was convened to be consulted for the use of \$217,481 targeted funding surplus as at June 30, 2021. Due to a meeting conflict, Fraser River Indigenous Society was consulted on September 13, 2021. All participants were given opportunity to share their thoughts about how to allocate the funding to best address the educational and emotional impacts students have sustained due to the disruption to their school experiences over the past 18 months.

Based on the feedback received, it is recommended that the available funding be allocated as outlined below.

Leadership - \$60,000

Opportunities for students to have their voice heard and for consultation of what their needs may be resulting from the disruption to their educational journey. Funds will be prioritized to engage with Grades 7-10 students as these are key transition years where impacts from health and safety measures may be most acute.

It is proposed that \$35,000 be allocated to fund additional opportunities for Grade 8 and 9 students to gather and connect through experiential activities; \$15,000 be allocated for supplies for student gatherings, and \$10,000 be allocated to support professional services for keynote speakers

Awards - \$1,972

It is recommended that an additional allocation of \$1,972 be made to support awards that recognize student contributions to their school community and to celebrate success.

Cultural Activities - \$2,000

It is recommended that an additional allocation of 2,000 be made to support Elders when attending a school site. These services will allow for a close friend or family member to support planning, provide transportation, and offer care while the Elder is in attendance.

Family/Community Events - \$25,000

As a result of the pandemic, student needs will require educational and emotional supports. To address these needs, the Aboriginal Education Department recognizes that to cultivate a sense of connection and belonging after an interrupted school experience over the past 18 months, providing families an opportunity to interact with their school community, with staff of the Aboriginal Education Department, and with the community at large will assist students in their transition to a safe return to school.

It is proposed that \$20 000 be allocated to supplies for food and event expenses for school based opportunities for SD42 staff and community members to connect with students and their families; and further than \$5 000 be allocated to professional services to allow for honoraria to be dispersed to guests and or presenters from the community.

Staffing - \$128,509

To provide additional emotional and educational supports for a safe return to school for students, the following one-time staffing is being proposed:

1. \$10,926 to hire a 0.10 FTE Aboriginal Resource Teacher to address the needs of Katzie First Nation students returning to Westview Secondary and Pitt Meadows Secondary.

2. \$45,779 to hire a 30 hours per week (HPW) Aboriginal Support Worker to support existing programs at schools where the student caseload has been identified as needing more adult connection.
3. 65,304 to allow continuing Aboriginal Support Workers be assigned up to an additional 3 HPW per staff member. These supports are targeted for cultural programming and or social-emotional learning supports for students who need an adult connection after school.
4. \$1,500 to allow casual, temporary, and continuing Aboriginal Support Workers be offered paid time to attend events supporting community and family connections.
5. \$5,000 to fund a bank for casual clerical staff to support planning for student, family, and community events.

Indigenous Education Budget Summary

	Preliminary Budget				Proposed Changes		Proposed Amended Budget			
	FTE	Salaries & Benefits	Supplies, Services & Other	Total	FTE	Amount	FTE	Salaries & Benefits	Supplies, Services & Other	Total
Principal	1.00	137,978		137,978			1.00	137,978		137,978
Teacher	6.40	567,020		567,020	0.10	8,860	6.50	575,880		575,880
Aboriginal Support Worker	19.83	708,653		708,653	1.00	91,651	20.83	800,304		800,304
Admin Secretary	1.00	49,172		49,172		4,425	1.00	53,597		53,597
Replacements		18,900		18,900		-		18,900		18,900
Benefits		380,320		380,320		23,573		403,893		403,893
Supplies			54,990	54,990		-			54,990	54,990
Professional Services			23,020	23,020		-			23,020	23,020
Training and Travel			21,500	21,500		-			21,500	21,500
Capital Purchases			2,600	2,600		-			2,600	2,600
Awards			16,747	16,747		1,972			18,719	18,719
Community Events				-		25,000			25,000	25,000
Cultural Programing			67,420	67,420		2,000			69,420	69,420
Leadership			30,000	30,000		60,000			90,000	90,000
	28.23	1,862,043	216,277	2,078,320	1.10	217,481	29.33	1,990,552	305,249	2,295,801

Recommendation

That the Board approve the 2021/22 Amended Budget Changes for submission to the Ministry of Education and inclusion in the 2021/22 Amended Budget.

Attachment

MENTAL HEALTH STRATEGY

Introduction

The Maple Ridge — Pitt Meadows School District No. 42 (SD42) is implementing a mental health strategy focused on recognizing, managing, and preventing mental health issues in the classroom. Through mental health literacy, education, and interventions, the strategy is focused on obtaining and maintaining positive mental health for students and staff, while reducing stigmas and enhancing help-seeking efficacy for people struggling with mental health. Over the past year, the COVID-19 pandemic has highlighted the need for strong mental health supports and services. The mental health strategy seeks to provide a coordinated path that will facilitate collaborative work within SD42 and with the district's community partners.

Supports for elementary students

At the elementary level, many schools have implemented the MindUP program, which is designed to develop the mental fitness children need to thrive in school and in their lives. The district currently has five MindUP trainers who are available to work with staff on professional development days. Additionally, some elementary teachers have participated in the provincial Everyday Anxiety Strategies for Educators (EASE) training program and have implemented the mental health and well-being concepts in their classrooms.

The district has also hosted several engagement opportunities with staff and students over the last year. As part of National Child and Youth Mental Health Day on May 7, students and families in the district participated in a series of virtual and online events held by mental-health service provider FamilySmart, designed to build connections between young people and the caring adults in their lives. SD42 also hosted an education series on mental health and well-being for students in the Odyssey program, which is offered to kindergarten to Grade 9 students engaged in home and school learning.

As part of SD42's effort to support the well-being of students and their families, the district has added staff tasked with recognizing and preventing mental health issues in the classroom. Today, child-care workers (CCW) operate in every elementary school, and the district has added kindergarten education assistants and an early-years district principal.

Supports for secondary students

At the secondary level, all schools teach the Mental Health Literacy program, designed by Dr. Stan Kutcher, as a part of Physical Health and Education 9. This curriculum is complimented with additional staff training on professional development days. SD42 also has an active Safe and Caring Schools (SCS) team, tasked with ensuring schools have appropriate prevention and intervention strategies designed to create safe and caring environments for students. Since 2020, each secondary school has received three SCS blocks of teaching staff to directly support students who are at risk of non-attendance. At the district level, the SCS team continues to provide community wraparound supports for students and families with significant mental health challenges, while supporting student educational programming and learning needs.

Students struggling with depression and/or anxiety are also able to utilize the Riverside Centre (RSC) program, which helps students develop the skills they need to manage their mental health so they can

return to the classroom. The program offers three intakes per year and was developed through a partnership between the school district and Child and Youth Mental Health.

Throughout the COVID-19 pandemic, the district has held regular virtual meetings with students to understand their needs during the public health crisis. In response to feedback and recommendations arising from these sessions, the district introduced wellness grants, which offer \$500 grants for student groups to create initiatives around well-being.

Supports for staff

The COVID-19 pandemic has been a challenge for teachers and support staff over the past year and the well-being of staff continues to be a top priority for SD42. In the fall of 2020/21, the district formed a wellness committee with representation from all staff partner groups to coordinate the provision of mental health supports. Based on the committee's recommendations, a minimum of one CUPE and MRTA member at each school in the district has received training in mental health first aid, along with staff in the Aboriginal Education Department.

During the course of the 2020/2021 school year our school communities shared the significant impact racism, discrimination, and hate had on the mental health of students and staff. In response the District formed an anti-racism committee with representation from all employee groups. This committee has begun the critical work of examining the education structures and systems necessary to create more inclusive school communities to support the mental health and well-being of all our students and staff. The baseline data collected by the committee will help the district develop a comprehensive anti-racism plan. As stated in the Provincial Mental Health Strategy "The Core Competencies and Indigenous Knowledge and Perspectives are foundational to the redesigned curriculum and are applied across all grades and subject areas...the competencies support social emotional learning and allow concepts related to mental wellness to be embedded in all subjects, at each grade level" (Education, 2021).

Over the last few years, SD42 has embraced the philosophy of Social Emotional Learning (SEL), which helps students develop self-awareness, self-control, and interpersonal skills needed to prosper at school and in their lives. The district's SEL committee continues to be active, leading monthly meetings for all interested staff focused on health and wellness themes. As part of the SEL framework, the Social Emotional Learning Opportunities (SELO) grants continue to be offered to facilitate the social and emotional health and well-being of SD42 employees through support for group projects, activities, and initiatives. Over the last two years, 34 SD42 staff participated in the Compassionate Systems Leadership training, designed to support educational leadership and teacher and student well-being through the development of a compassionate systems framework. The tools learned in this training have been practiced throughout the district, including during superintendent meetings and classroom circles.

Throughout the past year, SD42 has relied on its district helping teacher for counsellors to provide supports for school counsellors, liaising, collaborating, and communicating with schools, community agencies, and provincial teams. The staff member in this role is also responsible for overseeing the sexual orientation and gender identity (SOGI) portfolio, facilitating and guiding school-based-SOGI leads through consultation and learning opportunities. The COVID-19 public health crisis has led to an increased number of violence threat risk assessments (VTRAs) conducted at both the elementary and secondary level. Many of these situations required a district-level response led by the district helping teacher for counsellors and SCS administrators. Building educator capacity in preventative education, adverse childhood experiences and trauma-informed practice, mental health literacy, and restorative actions continues to be a primary focus of the district.

Current Collaborative Partnerships

Strong community partnerships are foundational in providing students and families with the wraparound supports necessary for well-being and SD42 has invested significant time in community collaboration. The SCS team represents the district at the tables of 10 community organizations, including:

- weekly integrated case review meetings with Alisa's Wish Child Advocacy Centre;
- weekly clinical case review meetings with Ridge Meadows Foundry;
- vulnerable students meeting with Child and Youth Mental Health, the Ministry of Children and Family Development, Child and Family Development (CFD), the RCMP, Youth Justice, and Fraser Health's Short Term Assessment Response Treatment (START) team; and
- participation at the Ridge Meadows Community Action table.

Additionally, the Riverside program partners with Child and Youth Mental Health clinicians, who help run the Dialectical Behavioural Therapy (DBT)/Cognitive Behavioural Therapy (CBT) skills groups and provides consultation and education to support staff at the secondary level. The team maintains a strong relationship with the RCMP to ensure all possible measures are implemented to maintain school safety and well-being. The school district continues in its role as primary partner in the implementation of the Integrated Child and Youth (ICY) teams as per the Pathway to Hope, B.C.'s roadmap for making mental health and addictions care better for people in British Columbia. ICY teams work to fill gaps in the current system of mental health and substance use care. These collaborative partnerships have been invaluable during such unprecedented times.

Staffing

The staffing identified in the following table supports the mental health of our students. Every school is allocated school counselling and CCW staffing. Many factors are considered when determining staffing allocations for each school such as: school size, MDI and EDI data and through consultation with the senior educational leadership team.

The pandemic has deeply impacted the lives of our students and it is anticipated that there will be an increase demand for student mental health supports in the 2021/2022 school year. In response, the mental health strategy incorporates an increase to CCW and Counselling staffing.

The increase in CCW staffing ensures that every elementary school has a minimum of 14 hours per week (up from 8 hours). The focus of these additional hours is to support families and students struggling with school attendance due to mental illness and other social emotional factors.

The addition of 1.2 FTE in elementary school counselling time will enable school counsellors to better support the mental health and wellbeing of our students as well as the Mental Health Literacy curriculum in the classroom.

Program	Full Time Equivalent Staffing		
	Ongoing	One-time	Total
Safe & Caring			
Principal	1.000		1.000
Vice-principal	1.000		1.000
Helping teacher	1.000		1.000
Riverside Program/Outbound Program			
Teacher	1.000	2.000	3.000
CCW	2.000		2.000
Safe & Caring Coordinator	1.000		1.000
Integrated child and youth teams			
Counsellors	3.000		3.000
Secondary schools			
Safe and caring teacher		2.574	2.574
Counsellors	10.286		10.286
CCW	12.897		12.897
Elementary schools			
Counsellors	12.75		12.750
CCW	12.786		12.786
Transition back to school			
Teacher		0.200	0.200
CCW		1.642	1.642

Mental Health Strategy: Next steps for 2021/2022

The SD42 2021/2022 mental health strategy builds on systems and structures already in place. The strategy encompasses three key areas, including:

- Compassionate Systems
- capacity building,
- and mental health in classrooms.

These three areas align with the provincial vision, where promotion of mental health is “embedded in all aspects of the education system including culture, leadership, curriculum, and learning environments.”

Element 01: Compassionate Systems Leadership

Cultivating system-wide well-being through compassionate leadership

A. Key Actions: Adult Well-being

- Trained one teacher, one CUPE member, all principals and vice principals, all managers, and all members of the Aboriginal Department on mental health first aid
- Offered SELO grants to support adult wellness in schools

Next Steps:

- Continue with the SELO grants and mental health first aid training
- Train trainers in Mental Health First Aid to provide in-house training to staff — \$10,000
- Provide follow-up sessions, including SafeTALK to those trained in Mental Health First Aid — \$10,000. SafeTALK is a workshop that teaches participants to prevent suicide by recognizing signs, engaging someone, and connecting them to an intervention resource for further support.

B. Key Actions: Training

- As of June 2021, we had 26 administrators and eight teachers participate in the four-day Compassionate Systems Leadership sessions

Next Steps

- Pilot Compassionate Systems Leadership in elementary school classrooms from a culturally inclusive lens — \$5,000
- Continue training administrators and teachers as Compassionate Systems Leadership sessions are offered — \$20,000 (from provincial mental health budget)
- Begin a Student Ambassador program — \$21,000 (from provincial mental health budget)
- Host regular meetings with staff trained in Compassionate Systems Leadership

C. Key Actions: Integrated Service Model

- SD42 works closely with local officials, the Ministry of Health, the Ministry of Children and Family Development, the RCMP, the Foundry, and Alisa's Wish to support our students. Including:
 - Riverside Centre Program working in collaboration with Child and Youth Mental Health
 - Itinerant team working with our most vulnerable students
 - Vulnerable youth meetings with community partners before all school breaks to ensure safety when school is not in session
 - Weekly integrated case consults with the Foundry
 - Expect Respect & A Safe Education (ERASE) training for our community partners
 - Restorative justice

Next Steps:

- To develop and launch the Integrated child and youth (ICY) teams
- Create a collaborative community table to support children and youth
- To expand the violence risk assessment training — \$8,000

D. Key Actions: District Diversity Framework: Anti-Racism and SOGI

- Developed an anti-racism district committee
- Hired a vice principal and helping teacher for support
- SOGI school leads at each school and a SOGI helping teacher
- SCS policy implementation committee

Next Steps:

- Assess where students, staff, and community are in their knowledge
- Review the SCS healthy schools policy
- Develop procedures and protocols to respond to and educate on acts of discrimination and hate
- Develop an implementation plan and professional development plan for both anti-racism and SOGI
- To utilize professional services as needed to create safety — \$20,000

Element 02: Capacity Building

Providing the school system with the tools and supports to build capacity for mental health in schools

A. Key Actions: Social Emotional Learning (SEL)

- Offered monthly sessions around SEL themes for all staff
- MindUP training provided to elementary school teams
- Initiated an anti-racism committee
- Offered SELO grants to staff and student grants

Next Steps:

- Continue offering SEL sessions for staff, ensuring we have representation from each school
- Host a retreat for working group sessions

B. Key Actions: Mental Health Literacy

- 2019/20 student forum focused on mental health
- Provided three blocks of SCS staffing to each high school to focus on wellness and attendance
- Added CCW and counselling time to elementary schools
- Provided CCW monthly training sessions
- Provided training on SafeTALK, ASIST, and ERASE — \$10,000

Next Steps:

- Continue with the above staffing providing in-service and training — \$1,000
- Examine our Grade 7 to Grade 8 transition structure through the compassionate lens of school connectedness
- Through the student forum, focus on mental health literacy as our data is indicating a possible need in this area
- Provide skills for life parent education groups — \$1,000
- Offer more MindUP sessions for interested staff — \$5,000
- Host an open systems climate and culture inquiry led by subject matter expert — \$20,000

C. Key Actions: Trauma Informed Practice

- Have provided numerous professional development opportunities from experts in the field

Next Steps:

- Create a trauma-informed network. How to recognize and respond to adverse childhood experiences and trauma in the classroom
- Hire a consultant/critical friend to guide school district work — \$10,000
- Hire a board-certified behaviour analyst (BCBC) for 10 hours per week to work with students who have developmental disabilities, mental health concerns, and social or behavioural issues — \$40,000

Element 03: Mental Health in Classrooms

Embedding mental well-being and Indigenous knowledge and perspectives throughout all learning environments

A. Key Actions: Core Competencies

- Created an assessment committee that meets monthly to review core competencies – all high schools are represented and take the work back to the schools
- Purchased myBlueprint so that students can document their growth from grades 8 to 12

Next steps:

- Expand core competencies to grades 10 to 12 to align with the new reporting order
- Continue to offer student and classroom wellbeing grants — \$20,000

B. Key Actions: Indigenous Knowledge and Perspectives

- Underwent an equity scan with the support of Dr. Amy Parent from UBC – she has interviewed staff, students, and community members
- Have focused school teams with the Aboriginal Education Department and Leyton Schnellert on Welcoming Indigenous Ways of Knowing. At each session we have had approximately 80 people participate

Next Steps:

- First Peoples' Principles of Learning will continue to be a focus of school teams
- Implement recommendations that come out of the Equity in Action report

C. Key Actions: PHE Curriculum

- Provided in-service on mental health literacy, sexual health literacy, and substance use literacy to all secondary physical health and education teachers

Next Steps:

- Continue supporting high schools with the Physical Health Education curriculum and to begin to provide the training for grades 6 and 7 — \$6,000

- Hire an expert in the field of sexual health and personal safety education to develop a program based on best practices, provide training, and partner in school-based sexual health presentations — \$25,000
- Partner with Fraser Health to develop a substance use literacy plan

Bibliography

Education, B. M. (2021, 09 15). *Mental Health Strategy in Schools*. Retrieved from <https://www2.gov.bc.ca/assets/gov/erase/documents/mental-health-wellness/mhis-strategy.pdf>

**ITEM 5**

To: **Board of Education**

From: Finance Committee of the Whole

Re: **AUDITED FINANCIAL STATEMENTS**

Date: September 22, 2021
(Public Board Meeting)

Decision

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, 2021 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, 2021 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, 2021, together with the auditor's report.

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

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.

By board policy, a contingency reserve of at least 1% of operating expenditures and not exceeding 3% of operating expenditures shall be maintained (\$1.57 million to \$4.71 million).

At the May 5, 2021, public Board meeting, the Board approved the appropriation of any additional 2020/21 available operating surplus to top-up the contingency reserve. The available operating surplus as at June 30, 2021 was used to replenish the operating contingency reserve (\$610,000) and top up the contingency reserve for local capital (an increase of \$687,479 for a total of \$2,238,669). The current balance of \$2.84 million (\$2.24 local capital and \$0.61 operating) equates to approximately 1.81% of operating expenditures.

RECOMMENDATION:

THAT THE BOARD approve the Audited Financial Statements of School District No. 42 (Maple Ridge – Pitt Meadows) June 30, 2021;

AND FURTHER

THAT THE BOARD approve the transfer of \$687,479 from the operating fund to the Contingency Reserve for Local Capital to assist with funding future capital needs.

Financial Statements: Discussion and Analysis

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, 2021.

The purpose of the Financial Statement Discussion and Analysis is to highlight information and provide explanations, that enhance the reader's understanding of the school district's financial statements and 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 school district management.

ACCOUNTING POLICIES

The financial statements of School District No. 42 (Maple Ridge – Pitt Meadows) 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. In 2020/21, 95.78% of operating fund revenue came 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."

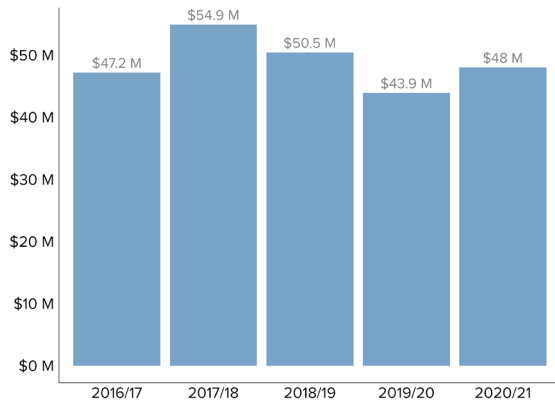
Capital funds - Capital funds include capital expenditures related to equipment and facility purchases as well as equipment and facility enhancements. The funding source of these purchases and enhancements determines to which capital fund the expenditures will be charged. Funding sources include Ministry of Education Bylaw Capital, Ministry of Education Restricted Capital, Other Provincially Restricted Capital, Land Capital as well as Local Capital.

FINANCIAL ANALYSIS —ALL FUNDS

FIVE-YEAR TREND – STATEMENT OF FINANCIAL POSITION

Cash and cash equivalents have fluctuated over the last five years in conjunction with changes in accounts receivable, prepaid expenses, accounts payable, unearned revenue, and deferred revenue. At June 30, 2021, the school district reported \$48.02 M in cash and equivalents.

Cash and Cash Equivalents (\$ Millions)

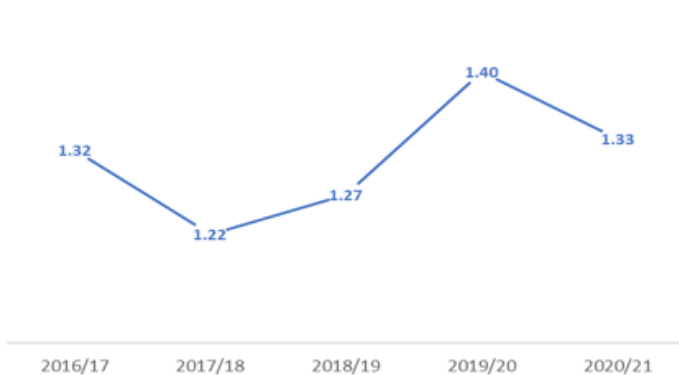


Cash on hand does not represent funds available for new initiatives. The only available funds are the \$1.80 M balance in the Ministry of Education restricted capital fund, which can be used to fund new capital projects with the approval of the minister.

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, 2021 statement of financial position, the school district reported a current ratio of 1.33.

Liquidity (Current Ratio)



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, 2021, the school district had 95 percent of the cash and cash equivalents required to meet current obligations.

Cash and Cash Equivalents



The following is a detailed analysis of cash balances at June 30, 2021.

CASH BALANCES	
Sources of Cash and Nature of Commitment	
Ministry of Education Restricted Capital	
Balance as at June 30, 2020 from financial statements	\$1,802,105
Total Available Ministry Restricted Capital	\$1,802,105
Local Capital	
Balance as at June 30, 2021 from financial statements	\$6,180,966
Restricted for specific capital purchases	(3,942,297)
Contingency reserve for local capital	(2,238,669)
Total Available Local Capital	\$0
Accumulated Operating Surplus	
Balance as at June 30, 2021 from financial statements	\$6,369,229
Surplus used to fund expenditures in future years	(6,369,229)
Total Available Accumulated Operating Surplus	\$0

CASH ALLOCATION SUMMARY	
Total Cash and Investments	\$48,252,918
Net Working Capital Requirements	(16,282,751)
External restrictions (external contributions for a specific use)	
Deferred operating contributions – restricted for specific program delivery	(6,436,369)
Land capital – restricted for land purchases	(1,365,374)
Other provincial capital – restricted for specific capital projects	(793,309)
Long Term Liabilities - Employee Future Benefits	(8,991,842)
Accumulated remeasurement gains	(30,973)
Cash and investments potentially available for cost sharing	\$14,352,300
Cash and investments potentially available for cost sharing are made up of:	
Ministry of Education restricted capital	\$1,802,105
Local Capital restricted for specific purposes	6,180,966
Internally restricted accumulated operating surplus	6,369,229
Total cash and investments potentially available for cost sharing	\$14,352,300

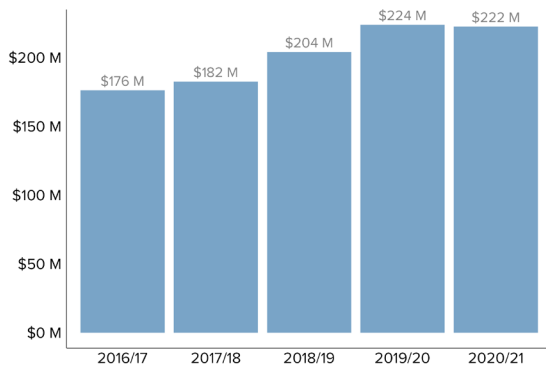
COMMITMENTS AND PRIORITIES	
Ministry of Education Restricted Capital	
Unallocated Ministry of Education restricted capital	\$1,802,105
Total Ministry of Education Restricted Capital	\$1,802,105
Local Capital	
Information technology	\$21,831
Emergency preparedness	24,336
School District contribution to Energy Management Plan projects	670,626
New classroom space	579,565
New schools	890,824
Childcare capital	65,000
Virtual boardroom	13,747
Facilities equipment and vehicles	178,873
IT capital plan	1,497,495
Contingency reserve for local capital	2,238,669
Total Local Capital	\$6,180,966
Land Capital	
Restricted for acquisition of eligible school sites	\$1,365,374
Total Land Capital	\$1,365,374

COMMITMENTS AND PRIORITIES	
Accumulated Appropriated Operating Surplus	
Targeted funding for indigenous education	\$217,481
Early Career Mentorship grant	335,000
Other grants	37,792
School budget balances	717,224
Contractual professional development	334,677
Financial provisions	100,000
Funds required to complete projects in process	18,944
Purchase order commitments	739,210
Holdback allocation - COVID-19 response	316,763
Board approved use of accumulated surplus	
COVID-19 response	
Health and safety	104,500
Enhanced cleaning and ventilation	450,481
Transitioning back to school	94,500
Support for school growth plans	
Early learning	62,346
Literacy	276,705
Numeracy	20,000
Supporting all learners – mentorship	8,043
Educational leadership – mentorship	10,317
Safe and caring schools	179,691
Fine arts	48,876
School clerical allocations	16,821
Social emotional learning	32,425
Secondary innovation	48,668
School teams	12,464
Support for operational plans	
Business systems implementation and upgrades	58,330
Human resources	144,096
Indigenous education	118,810
International education	97,187
IT infrastructure	170,000
IT planning and compliance support	37,000
Strategic facilities plan and sustainability plan	126,426
Succession planning	54,206
Learning services	
Instructional bank	250,000
Learning services summer assessments	22,745
Facilities renovations and new classroom set-up	199,551
Transportation	297,950
Contingency reserve for operating	610,000
Total Accumulated Appropriated Operating Surplus	\$6,369,229
Total Commitments and Priorities	\$15,717,674

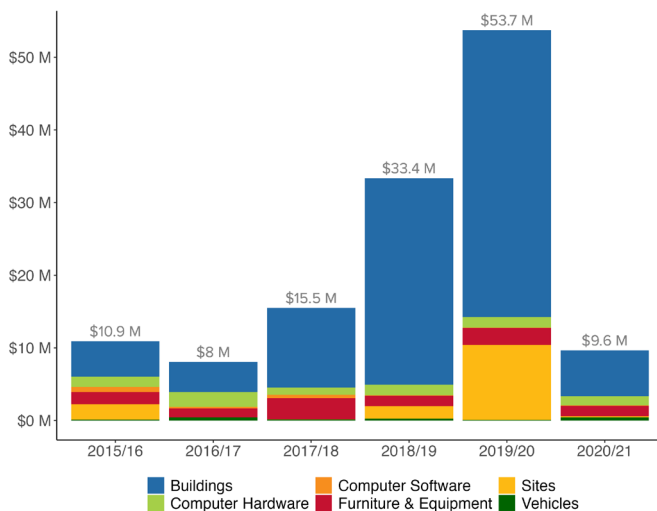
TANGIBLE CAPITAL ASSETS

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

Tangible Capital Assets (\$Millions)



The following chart shows capital asset additions by type; building additions are the most significant tangible capital asset addition in 2020/21.



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 projects funded from local capital.

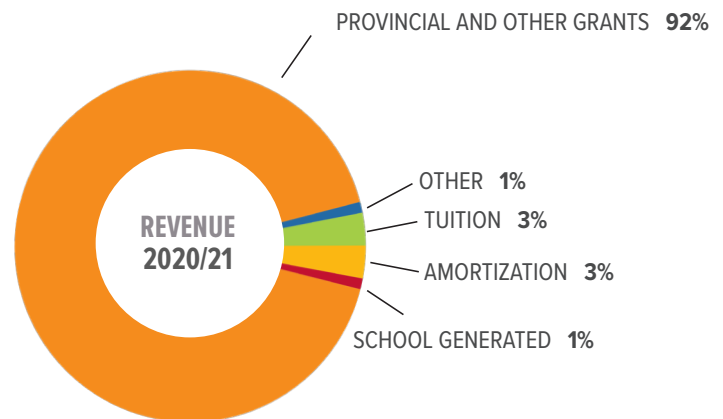
LIABILITIES

Accounts payable and accrued liabilities are balances owing to others as at June 30, 2021. These balances have decreased from the prior year by \$3.14 M primarily due to the completion of a large capital project in 2019/20. Other liabilities include unearned revenue collected for tuition for the 2021/22 year (down \$1.93 M), deferred revenue for special purpose fund projects (down \$0.18 M) 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 (down \$0.15 M). Deferred capital revenue is the total funds received and spent on capital projects and is being amortized annually at the same rate as the related capital assets (up \$3.83 M).

FIVE-YEAR TREND – STATEMENT OF OPERATIONS

REVENUE

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

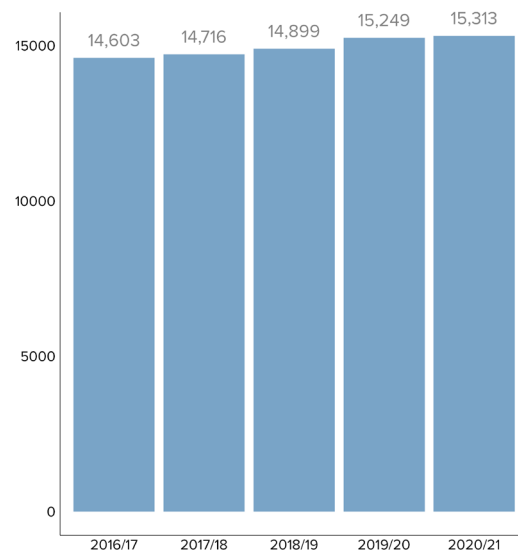


Tuition revenue comes from non-resident students attending schools in the district and school generated funds are the result of fundraising efforts at the school level. Amortization of deferred capital contributions is the accounting recognition of funding received from the provincial government for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

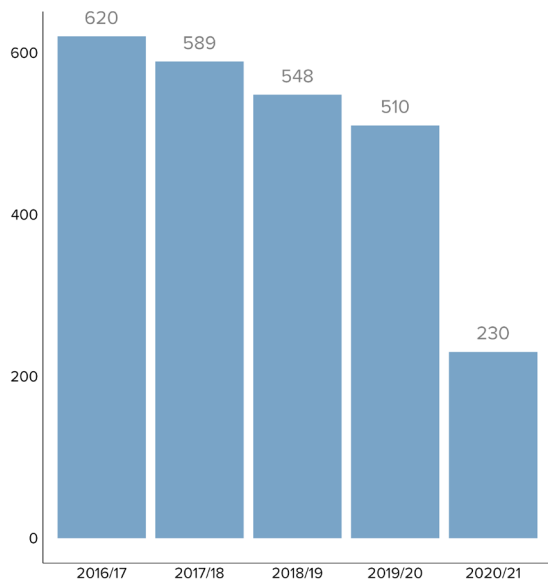
CORRELATION BETWEEN STUDENT ENROLMENT AND REVENUE

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 revenue sources are directly correlated to the number of students enrolled in the school district.

The enrolment history for regular, alternate, continuing education, distributed learning, summer school, and adult learners is presented in the following chart. Since 2016/17, Ministry of Education funded enrolment has increased by 710 full time equivalent (FTE) students.



The enrolment history for non-resident students is presented in the following chart. Since 2016/17, non-resident student enrolment has decreased by 390 full time equivalent (FTE). The 2020/21 enrolment of 230 FTE is a result of the travel restrictions imposed during the COVID-19 pandemic.

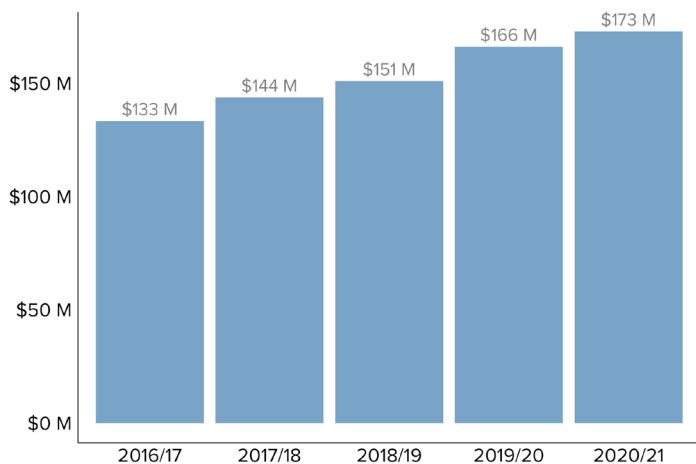


As Ministry of Education funded enrolment increases and school utilization reaches 100% across the school district, space available for non-resident students is reduced, which also contributes to the decline in non-resident student enrolment.

REVENUE BY TYPE

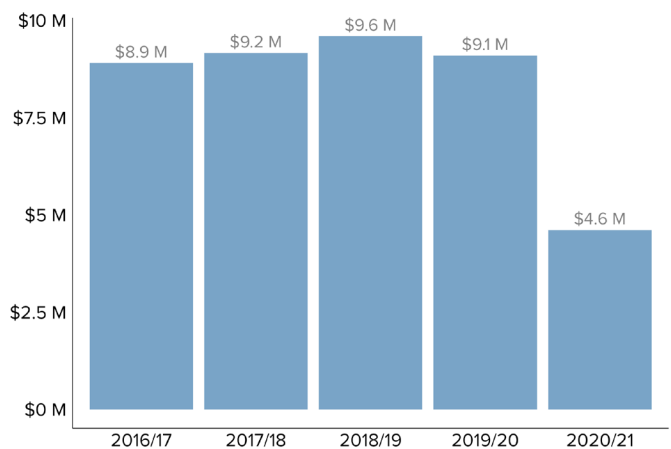
The following charts demonstrate the five-year trend of revenues reported on the statement of operations. All locally generated revenue streams have been negatively impacted by the restrictions in place during the COVID-19 pandemic.

Ministry of Education Operating Grants (\$Millions)



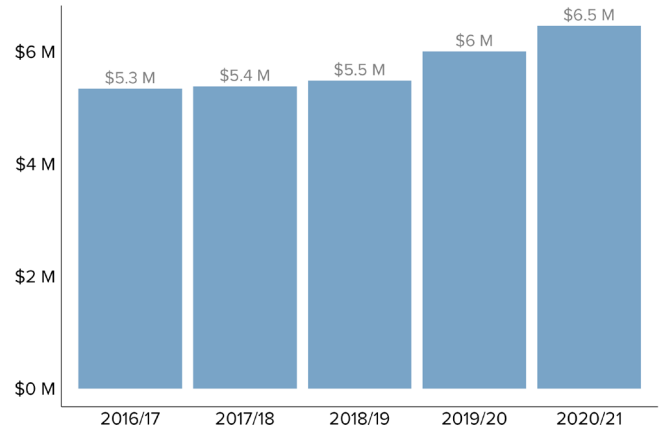
Ministry of Education grants are increasing as funded enrolment increases.

Tuition (\$ Millions)



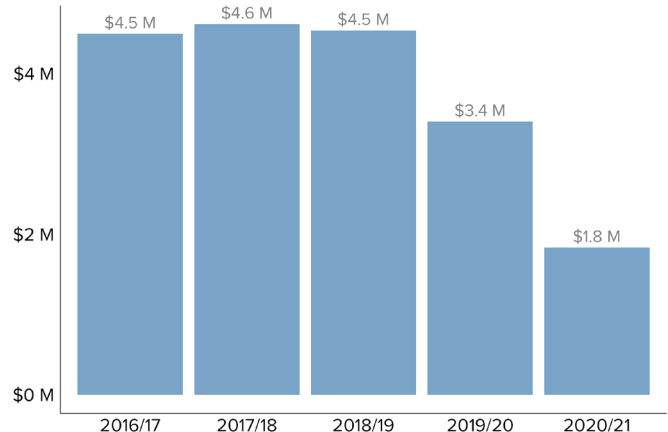
Tuition revenue increases as international student enrolment and tuition rates increase.

Amortization of Deferred Capital Revenue(\$ Millions)



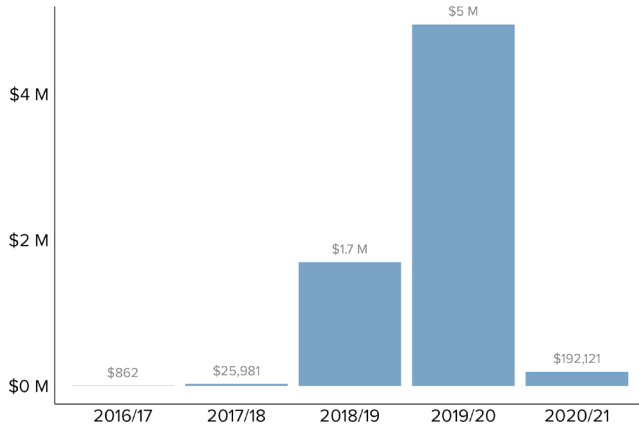
Amortization is non-cash revenue and is accounted for in accordance with the Restricted Contributions Regulation 197/2011 issued by the Treasury Board.

School Generated Funds (\$Millions)



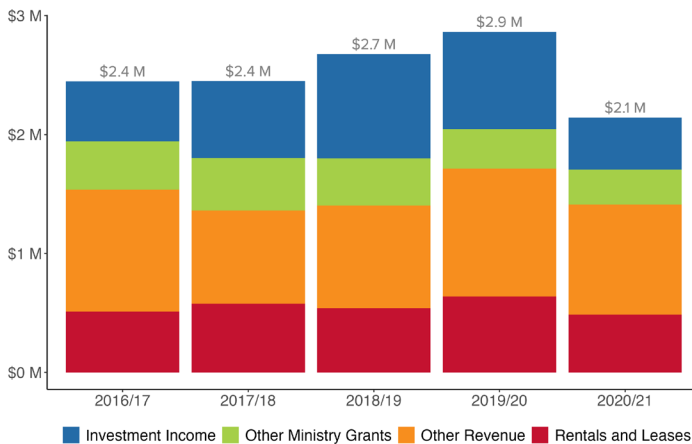
School generated funds are funds raised at the school level through fundraising, cafeteria sales, school store sales, and various other activities.

School Site Acquisition Revenue (\$Millions)



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

OTHER REVENUES

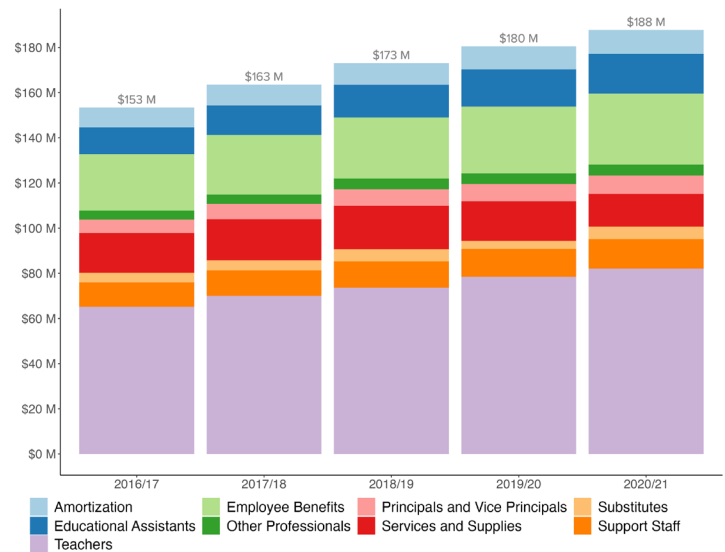


While investment income decreased due to lower interest rates earned on deposits with the Central Deposit System and rental income is lower due to limited availability of facilities, other grants and revenue are project specific.

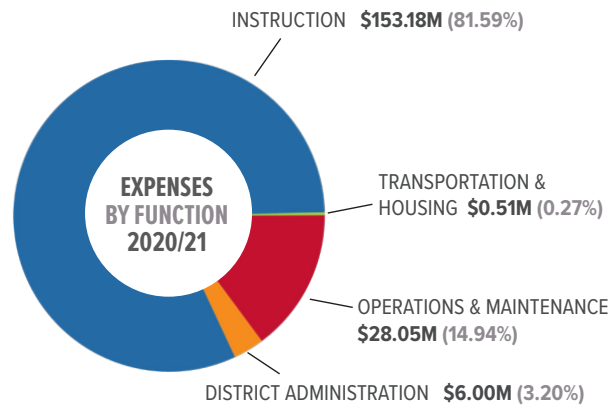
EXPENSE

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.



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



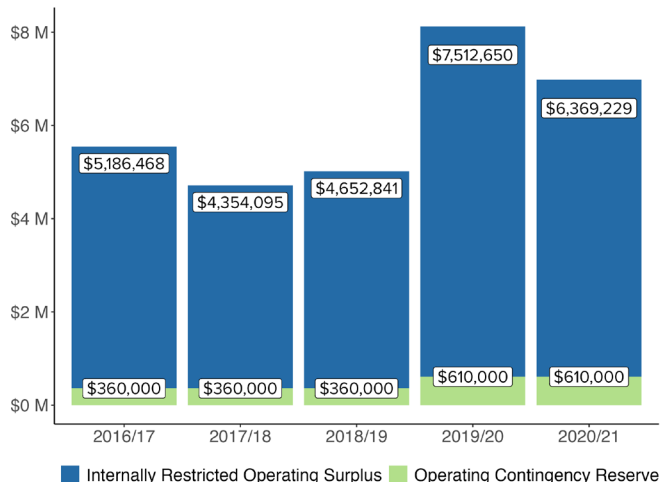
In addition to the increase in regular enrolment, as enrolment of students with special needs increased, more education assistants have been hired to provide services to these students.

Expenses by function report the total amount spent in four major categories. Instruction comprises 81.59% of total expenses followed by operations and maintenance at 14.94%, district administration at 3.20%, and transportation and housing at 0.27% (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.

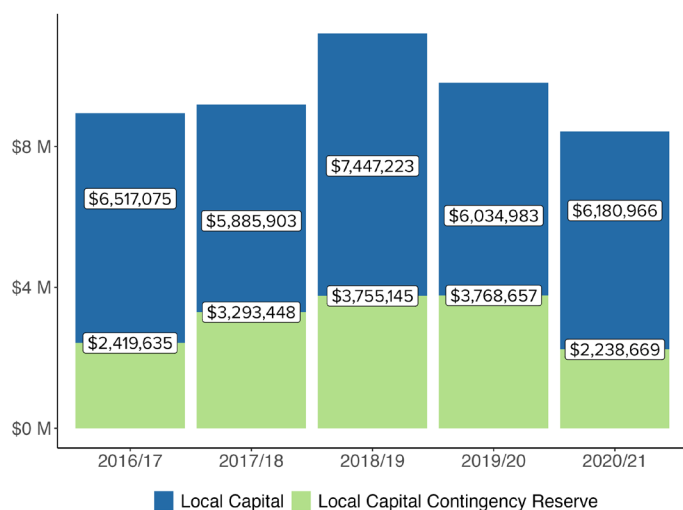
FIVE YEAR TREND — FUND BALANCES

In addition to current liabilities shown on the statement of financial position, the school district has also 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 strategic plan supported initiatives in 2021/22 (\$2.29 M). The remainder is made up of funds for projects in progress (\$1.45 M), contractual commitments in future years (\$1.37 M), COVID-19 response (\$0.65 M), and the district's contingency reserve for operating (\$0.61 M).

The local capital balance contains amounts approved by the board for capital items, as well as the district's contingency reserve for local capital. Major projects identified for 2021/22 spending in local capital include the information technology capital plan (\$1.50 M), new schools and classroom space (\$1.47 M), energy management plan projects (\$0.67 M), and facility equipment and vehicle purchases (\$0.18 M).



OPERATING FUND ANALYSIS

At June 30, 2021, there is \$6.37 M of restricted operating surplus and no unrestricted operating fund surplus. Details of this restricted surplus are outlined in the following table and Note 17 of the financial statements:

INTERNALLY RESTRICTED OPERATING FUND SURPLUS

Targeted funding for indigenous education	\$217,481
Early Career Mentorship grant	335,000
Other grants	37,792
School budget balances	717,224
Contractual professional development	334,677
Financial provisions	100,000
Funds required to complete projects in process	18,944
Purchase order commitments	739,210
Holdback allocation - COVID-19 response	316,763
Board approved use of accumulated surplus	
COVID-19 response	
Health and safety	104,500
Enhanced cleaning and ventilation	450,481
Transitioning back to school	94,500
Support for school growth plans	
Early learning	62,346
Literacy	276,705
Numeracy	20,000
Supporting all learners – mentorship	8,043
Educational leadership – mentorship	10,317
Safe and caring schools	179,691
Fine arts	48,876
School clerical allocations	16,821
Social emotional learning	32,425
Secondary innovation	48,668
School teams	12,464
Support for operational plans	
Business systems implementation and upgrades	58,330
Human resources	144,096
Indigenous education	118,810
International education	97,187
IT infrastructure	170,000
IT planning and compliance support	37,000
Strategic facilities plan and sustainability plan	126,426
Succession planning	54,206
Learning services	
Instructional bank	250,000
Learning services summer assessments	22,745

INTERNALLY RESTRICTED OPERATING FUND SURPLUS	
Facilities renovations and new classroom set-up	199,551
Transportation	297,950
Contingency reserve for operating	610,000
Total Accumulated Appropriated Operating Surplus	\$6,369,229

Surplus is restricted when funds are received for a specific purpose which has not occurred by June 30, 2021, when funds are obligated by contract or policy to be carried forward, or by board decision guided by the district's strategic plan. Details on the 2021/22 Approved Preliminary Budget can be found at <https://www.sd42.ca/assets/media/2021-22-Preliminary-Budget-May-5-2021.pdf>.

OPERATING FUND REVENUE

Operating fund revenue is \$1.07 M higher than estimated in the amended budget. The Ministry of Education's operating grant is \$0.74 M higher than budgeted. This is due to higher than budgeted February distributed learning enrolment and students with special needs enrolment and holdback allocations partially offset by lower than budgeted May continuing education enrolment. Funding for graduated adults is \$0.07 M higher than budgeted.

Tuition revenue is higher than budgeted by \$0.23 M, funding from First Nations is \$0.05 M higher than budgeted and other miscellaneous revenue is \$0.06 M higher than budget. Rentals and leases generated \$0.06 M less than anticipated.

OPERATING FUND EXPENDITURES

Operating fund expenditures are \$5.31 M lower than estimated in the amended budget. Teacher salaries are \$0.31 M lower than budgeted due to vacancies (\$0.42 M) and lower than anticipated leaves and allowances (\$0.30 M) offset by higher than anticipated medical leaves (\$0.33 M) and salary increases for teachers funded under the Classroom Enhancement Fund (\$0.08 M).

Support staff salaries are \$0.34 M lower than budgeted due to lower than budgeted use of support banks and leaves (\$0.05 M), vacancies (lunch hour supervisors \$0.04 M, computer technicians \$0.01 M, and certificated support staff \$0.17 M), and lower than budgeted custodial staff cost primarily owed to cancellation of weekend rentals (\$0.07 M).

Other professional salaries are \$0.07 M lower than budget due to vacancies and timing of vacation time taken.

Substitute salaries are \$0.75 M lower than budgeted, primarily due to lower utilization of sick banks and departmental training budgets.

Employee benefits are \$0.88 M lower than budgeted due to the above-mentioned salary changes and the planned use of dental plan surpluses for benefit premium holidays (\$0.76 M).

Positive variances in services and supplies are partially offset by capital asset purchases or carried forward as appropriated surplus per board approval or contractual obligation.

Unspent budget allocations of note are in services (\$0.42 M), professional development and travel (\$0.57 M), and supplies (\$1.07 M). Utility savings (\$0.29 M) are due in part to warmer weather but are also a result of initiatives that were implemented as part of the energy management plan.

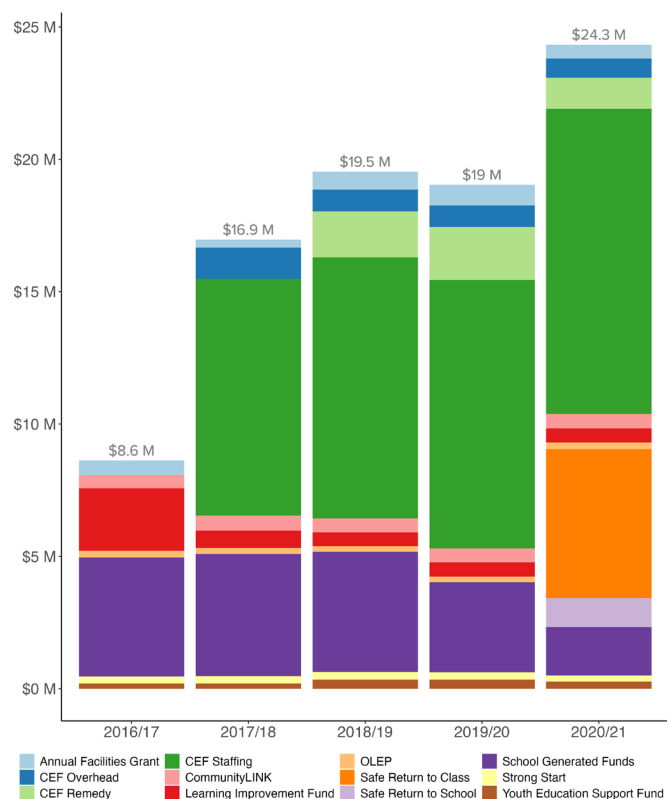
A transfer of \$0.69 M to the contingency reserve for local capital reflects available operating funds that will be used to replenish the contingency reserve for local capital as per board policy.

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 2020/21, \$24.62 M in special purpose fund contributions were received and \$24.44 M was spent (see Schedule 3A).

As at June 30, 2021, \$1.57 M in special purpose funds remain 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.

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. These funds replace the 2016/17 priority measures fund and the teacher's portion of the learning improvement fund. In 2020/21, two additional funds were introduced: the Federal Safe Return to Class grant and the Provincial Safe Return to School grant.



COVID-19 restrictions resulted in school generated fund revenue decreasing from \$3.16 M in 2019/20 to \$1.86 M in 2020/21. The areas most significantly impacted were field trips (-\$0.42 M), sports teams (-\$0.38 M), school-based programs and clubs (-\$0.25 M), graduation activities (-\$0.07 M), school cafeterias (-\$0.06 M), supplies (-\$0.06 M) and school stores (-\$0.05 M).

PROVINCIAL SAFE RETURN TO SCHOOL AND FEDERAL SAFE RETURN TO CLASS GRANTS

On March 17, 2020, in response to the COVID-19 pandemic and under the direction of the Provincial Health Officer, the Provincial Government directed all K-12 public and independent schools to immediately suspend in-class instruction. Effective June 1, 2020, students in kindergarten to Grade 5 returned to in-class learning on a part-time basis and students in grades 6 to 12 were given access to in-class learning as needed on a part-time basis. For the 2020/21 school year, all grades returned to in-class learning with a small number of students choosing to continue their studies remotely.

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

The school district implemented the health and safety measures required to ensure a safe and healthy environment for students, families, and staff. New safety plans were developed and rolled out and staff have been trained on the new health and safety protocols.

To support these initiatives, the Provincial Safe Return to School Grant and the Federal Safe Return to Class grant were received. The spending of these special purpose fund grants is summarized as follows.

PROVINCIAL SAFE RETURN TO SCHOOL GRANT	
Cleaning frequency	
Additional custodians	\$580,026
Hand hygiene	
Touchless faucets and hand sanitizer stands	153,354
Portable sinks	77,900
Cleaning supplies	
Paper towels, soap, disinfectant, disinfecting wipes	128,615
Reusable face masks and shields	
Reusable masks for students and staff	59,056
Computers and assistive technology	
69 laptops and 104 iPads to support remote learning	85,451
Total grant	\$1,084,402

FEDERAL SAFE RETURN TO CLASS GRANT	
Health and safety	
Health and safety committee meetings	\$22,169
Health and safety committee training	51,844
Mental health first aid training	27,913
Secondary timetabling	138,096
Disability management administrator	67,604
Additional noon hour supervisors	118,099
Increased use of sick leave	222,126
Respirators and fit testing	11,136
Face shields, masks, gloves	101,594
Signage	32,829
Plexiglass	38,102
Ventilation enhancements	217,238
Fairview Elementary HVAC upgrade	299,029
Laityview Elementary HVAC upgrade	283,698
Alouette Elementary HVAC upgrade	322,921
Harry Hooze Elementary HVAC upgrade	223,530
Samuel Robertson Technical School HVAC upgrade	596,192
Cleaning supplies	97,145
Sink mats	26,621
0.5 FTE plumber	42,204
Touchless faucets	38,808
Custodial replacement costs	66,623
Custodial equipment	84,516
Hand sanitizer	62,408
Health and safety total	3,192,445
Transportation	
3 additional contracted buses	134,976
Enhanced cleaning of school buses	33,880
Transportation total	168,856
Learning resources and supports	
Katzie school site	299,838
Odyssey program enhanced staffing	127,234
Remote learning	
19 FTE teachers and 5 FTE support staff	1,662,451
Learning resources, technology and desks	188,673
Learning resources and supports total	2,278,196
Total	\$5,639,497

CAPITAL FUND ANALYSIS

The net value of capital assets (historical cost less accumulated amortization) is \$222.46 M as at June 30, 2021 (see Schedule 4A). Of this amount, \$41.55 M represents net investment in sites, \$168.40 M in buildings and \$12.50 M in furniture, and equipment, vehicles and, computer software, and computer hardware. These net costs represent the historical cost net of accumulated amortization of all School District 42 capital assets; they do not reflect current market value.

During 2020/21, grants from the Ministry of Education for bylaw capital projects totaled \$2.67 M (see Schedule 4D).

At June 30, 2021, \$1.35 M has been spent on capital building projects in progress (see Schedule 4B) as follows:

- Childcare capital projects (\$0.76 M)
- Annual Facility Grant funded projects (\$0.05 M)
- Maple Ridge Secondary Annex capital project fact sheet (\$0.18 M)
- Eric Langton Elementary project definition report (\$0.17 M)
- Pitt Meadows Secondary project definition report (\$0.18 M)
- New classrooms setup (\$0.01 M)

During 2020/21, \$6.32 M was spent on completed capital building projects. Some of the 2020/21 completed capital projects are:

- Roofing upgrades at Highland Park Elementary (\$0.63 M), Pitt Meadows Elementary (\$0.27 M), Maple Ridge Elementary (\$0.24 M), Fairview Elementary (\$0.08 M), and Glenwood Elementary (\$0.03 M)
- Caspene Elementary (\$0.41 M)
- Portable at Glenwood Elementary (\$0.34 M)
- Boiler upgrades at Pitt Meadows Elementary (\$0.34 M), Davie Jones Elementary (\$0.33 M), Alouette Elementary (\$0.33 M) and Glenwood Elementary (\$0.33 M)
- HVAC upgrades at Fairview Elementary (0.30 M), Laity View Elementary (\$0.28 M), Alouette Elementary (\$0.32 M), Highland Park Elementary (\$0.22 M), Samuel Robertson Technical Secondary (\$0.60 M), and other various sites (\$0.33 M)
- Anti-vandalism, fire alarms, lighting, and other projects (\$0.30 M)
- Flooring upgrades (\$0.19 M)
- Bleachers at Westview Secondary (\$0.13 M)
- Generator at Whonnock Elementary (\$0.12 M)
- Paving projects (\$0.09 M)
- Energy management plan projects
 - Natural gas consumption reduction (\$0.01 M) at Albion Elementary, Glenwood Elementary and Highland Park Elementary
 - HVAC at Pitt Meadows Elementary (\$0.04 M)
 - Lighting upgrade at Riverside Centre (\$0.01 M)

The most significant vehicle purchase was for a school bus pursuant to the First Nation Transportation Agreement (\$0.14 M), title for which was immediately transferred to the Katzie First Nation under a ten-year student transportation agreement for Katzie First Nation students attending Maple Ridge/Pitt Meadows schools. The most substantial equipment purchase was for the new playground at Maple Ridge Elementary (\$0.13 M).

The Ministry of Education Restricted Capital Fund balance is \$1.80 M at June 30, 2021 (see Schedule 4D) and has not been identified for any specific projects.

Other Provincial Capital totals \$0.79 M at June 30, 2021 (see Schedule 4D) and represents Ministry of Children and Family Development funding for a new childcare facility in Pitt Meadows.

The Land Capital Restricted Fund (school site acquisition charges) received contributions and interest in 2020/21 of \$0.24 M, while \$0.19 M was spent on the purchase of a new school site in the Albion area of Maple Ridge. The fund ended the year with a balance of \$1.37 M (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 and proceeds from the disposal of land.

Capital asset additions funded locally are reported in the local capital fund. In the current year, locally funded projects include new classroom setup (\$0.35 M), the Eric Langton elementary project definition report (\$0.17 M), the Pitt Meadows Secondary project definition report (\$0.18 M), energy management plan projects (\$0.05 M), the online parent portal (\$0.04 M) and the virtual boardroom (\$0.01 M). The local capital fund also contains the capital portion of the contingency reserve.

The table below details the Board approved uses of local capital for 2021/22.

LOCAL CAPITAL (\$ millions)	
Board Approved Uses of Local Capital	
Information technology plan	\$1.50
Energy management plan	0.67
New schools	0.89
New classrooms space	0.29
Maple Ridge Secondary annex	0.29
Facilities vehicles and equipment replacement	0.18
Childcare capital	0.07
Parent portal	0.02
Emergency preparedness	0.02
Virtual boardroom	0.01
Total Board Approved Uses	3.94
Contingency reserve for local capital	2.24
Total local capital fund	\$6.18

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, 2021, the contingency reserve of \$2.85 M (\$0.61 M operating and \$2.24 M local capital) represents 1.82% of 2020/21 budgeted 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 B.C. 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 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 through to the 2020/21 school year. For 2021/22, additional funding of \$11.11 M 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 (\$10.38 M) and related overhead costs (\$0.73 M) 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 over \$1 M 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.

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. As the district grows, additional classroom space will need to be created. This growth brings with it a financial risk in how to provide these additional resources under the current Ministry of Education funding envelope.

CAPITAL PROJECTS

Due to their magnitude, capital projects have the potential to significantly impact the financial position of the district. There is no process to assess the risk of the entire capital program; individual project risk assessments must be done on a continuous basis. Project agreements with the Ministry of Education contain contingencies to mitigate financial risk. Smaller projects consider contingency requirements when building the overall project budget and are managed internally. Finally, the contingency reserve for local capital of \$2.24 M is available to mitigate risk for capital projects.

OTHER ASSETS

Existing school district budget allocations are not enough to support the procurement, maintenance, or timely replacement of school district assets. This means that IT hardware is not refreshed on a regular basis, the deferred maintenance for School District No. 42 facilities continues to grow and the facility condition index for school district facilities continues to deteriorate. Any major equipment failures during 2021/22 must be funded from the contingency reserve.

COVID-19

While it is likely that some of the existing health and safety measures will continue into the 2021/22 school year, their financial impact cannot be estimated at this time. If the financial impact is greater than amounts already provided for in the 2021/22 preliminary budget, the operating contingency reserve of \$0.61 M and the contingency for local capital of \$2.24 M are available to mitigate this risk.

Audited Financial Statements of

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

And Independent Auditors' Report thereon

June 30, 2021

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

June 30, 2021

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

MANAGEMENT REPORT

Version: 6771-6025-4043

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, KPMG 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



KPMG LLP
3rd Floor 8506 200th Street
Langley BC V2Y 0M1
Canada
Telephone (604) 455-4000
Fax (604) 881-4988

INDEPENDENT AUDITORS' REPORT

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

To the Minister of Education, Province of British Columbia

Opinion

We have audited the financial statements of School District No. 42 (Maple Ridge-Pitt Meadows), (the "Entity"), which comprise:

- the statement of financial position as at June 30, 2021
- the statement of operations for the year then ended
- the statement of remeasurement gains and losses for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements of the Entity as at and for the year ended June 30, 2021 are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "***Auditors' Responsibilities for the Audit of the Financial Statements***" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to note 2 to the financial statements which describes the applicable financial reporting framework and the significant differences between the financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Other Matter – Comparative Information

The financial statements for the year ended June 30, 2020 were audited by another auditor who expressed an unmodified opinion on those financial statements on September 23, 2020.

Other Information

Management is responsible for the other information. Other information comprises:

- Information, other than the financial statements and auditors' report thereon, included in the Financial Statement Discussion and Analysis document
- Unaudited Schedules 1-4 attached to the audited financial statements

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

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the information, other than the financial statements and auditors' report thereon, included in the Financial Statement Discussion and Analysis document and the unaudited schedules 1-4 attached to the audited financial statements as at the date of this auditors' report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditors' report.

We have nothing to report in this regard.

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

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

DRAFT

Chartered Professional Accountants

Langley, Canada
September 22, 2021

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

Statement 1

Statement of Financial Position

As at June 30, 2021

	2021 Actual	2020 Actual (Recast - Note 23)
	\$	\$
Financial Assets		
Cash and Cash Equivalents	48,020,388	43,910,198
Accounts Receivable		
Due from Province - Ministry of Education	381,638	931,401
Due from Province - Other	89,000	410,453
Due from First Nations		72,093
Other (Note 3)	654,258	924,243
Portfolio Investments (Note 4)	232,530	253,034
Total Financial Assets	49,377,814	46,501,422
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Ministry of Education	53,508	
Other (Note 5)	18,758,884	15,673,659
Unearned Revenue (Note 6)	4,871,428	2,944,396
Deferred Revenue (Note 7)	1,564,941	1,384,583
Deferred Capital Revenue (Note 8)	143,349,485	147,181,484
Employee Future Benefits (Note 9)	8,991,842	8,837,660
Total Liabilities	177,590,088	176,021,782
Net Debt	(128,212,274)	(129,520,360)
Non-Financial Assets		
Tangible Capital Assets (Note 11)	222,458,682	223,748,138
Prepaid Expenses	1,404,751	512,066
Total Non-Financial Assets	223,863,433	224,260,204
Accumulated Surplus (Deficit) (Note 16)	95,651,159	94,739,844
Accumulated Surplus (Deficit) is comprised of:		
Accumulated Surplus (Deficit) from Operations	95,620,186	94,739,844
Accumulated Remeasurement Gains (Losses)	30,973	
	95,651,159	94,739,844
Contractual Obligations (Note 21)		
Contractual Rights (Note 22)		
Measurement Uncertainty (Note 2o)		
Contingent Liabilities (Note 15)		

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, 2021

	2021 Budget (Note 14)	2021 Actual	2020 Actual (Recast - Note 23)
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	172,109,576	172,936,379	166,212,722
Other	257,300	296,300	333,850
School Site Acquisition Fees	161,813	192,121	4,955,332
Federal Grants	7,500	3,396	173,402
Tuition	4,381,375	4,612,354	9,101,917
Other Revenue	6,225,023	3,196,113	4,861,462
Rentals and Leases	545,890	485,372	637,697
Investment Income	395,600	436,478	817,159
Amortization of Deferred Capital Revenue	6,448,275	6,460,355	6,003,712
Total Revenue	<u>190,532,352</u>	<u>188,618,868</u>	<u>193,097,253</u>
Expenses (Note 17)			
Instruction	159,990,866	153,181,954	148,692,732
District Administration	6,491,711	6,003,049	5,899,563
Operations and Maintenance	29,636,443	28,045,708	25,499,529
Transportation and Housing	523,077	507,815	361,511
Total Expense	<u>196,642,097</u>	<u>187,738,526</u>	<u>180,453,335</u>
Surplus (Deficit) for the year	<u>(6,109,745)</u>	<u>880,342</u>	<u>12,643,918</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		94,739,844	82,095,926
Accumulated Surplus (Deficit) from Operations, end of year		<u><u>95,620,186</u></u>	<u><u>94,739,844</u></u>

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

Statement 3

Statement of Remeasurement Gains and Losses

Year Ended June 30, 2021

	2021 Actual	2020 Actual (Recast - Note 23)
	\$	\$
Unrealized Gains (Losses) attributable to:		
Portfolio Investments	30,973	
Net Remeasurement Gains (Losses) for the year	<u>30,973</u>	<u>-</u>
Accumulated Remeasurement Gains (Losses) at end of year	<u>30,973</u>	<u>-</u>

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

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2021

	2021 Budget (Note 14)	2021 Actual	2020 Actual (Recast - Note 23)
	\$	\$	\$
Surplus (Deficit) for the year	(6,109,745)	880,342	12,643,918
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(12,323,379)	(9,397,816)	(29,858,739)
Amortization of Tangible Capital Assets	10,667,266	10,550,040	10,132,355
Net carrying value of Tangible Capital Assets disposed of		137,232	
Total Effect of change in Tangible Capital Assets	(1,656,113)	1,289,456	(19,726,384)
Acquisition of Prepaid Expenses		(1,532,933)	(724,067)
Use of Prepaid Expenses		640,248	616,102
Total Effect of change in Other Non-Financial Assets	-	(892,685)	(107,965)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	<u>(7,765,858)</u>	1,277,113	(7,190,431)
Net Remeasurement Gains (Losses)		30,973	
(Increase) Decrease in Net Debt		1,308,086	(7,190,431)
Net Debt, beginning of year		(129,520,360)	(122,329,929)
Net Debt, end of year		<u>(128,212,274)</u>	<u>(129,520,360)</u>

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

Statement 5

Statement of Cash Flows

Year Ended June 30, 2021

	2021 Actual	2020 Actual (Recast - Note 23)
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	880,342	12,643,918
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	1,213,294	4,242,081
Prepaid Expenses	(892,685)	(107,965)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	3,138,733	(4,875,080)
Unearned Revenue	1,927,031	(2,284,395)
Deferred Revenue	180,358	(996,729)
Employee Future Benefits	154,182	523,924
Amortization of Tangible Capital Assets	10,550,040	10,132,355
Amortization of Deferred Capital Revenue	(6,460,355)	(6,003,712)
Recognition of Deferred Capital Revenue Spent on Sites	(192,121)	(10,368,131)
Total Operating Transactions	10,498,819	2,906,266
Capital Transactions		
Tangible Capital Assets Purchased	(5,346,032)	(13,851,531)
Tangible Capital Assets -WIP Purchased	(4,051,784)	(16,007,208)
Total Capital Transactions	(9,397,816)	(29,858,739)
Financing Transactions		
Capital Revenue Received	2,957,709	20,399,030
Total Financing Transactions	2,957,709	20,399,030
Investing Transactions		
Proceeds on Disposal of Portfolio Investments	50,000	
Investments in Portfolio Investments	1,478	(37)
Total Investing Transactions	51,478	(37)
Net Increase (Decrease) in Cash and Cash Equivalents	4,110,190	(6,553,480)
Cash and Cash Equivalents, beginning of year	43,910,198	50,463,678
Cash and Cash Equivalents, end of year	48,020,388	43,910,198
Cash and Cash Equivalents, end of year, is made up of:		
Cash	14,216,458	12,050,819
Cash Equivalents	33,803,930	31,859,379
	48,020,388	43,910,198
Supplementary Cash Flow Information (Note 20)		

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

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.

The COVID-19 outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. Under direction of the Provincial Health Officer, all schools in the School District suspended in-class instruction in March 2020 and the School District remained open to continue to support students and families in a variety of ways. Parents were given the choice to send their children back to school on a gradual and part-time basis beginning June 1, 2020 and full-time beginning September 1, 2020 with new health and safety guidelines. The ongoing impact of the pandemic presents uncertainty over future cash flows, may have a significant impact on future operations including decreases in revenue, impairment of receivables, reduction in investment income, increased custodial costs and delays in completing capital project work. As the situation is dynamic and the ultimate duration and magnitude of the impact are not known, an estimate of the future financial effect on the School District is not practicable at this time.

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 follows:

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(l). 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(l), 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.

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

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

b) Financial Instruments *(Continued)*

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable, 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. 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 measured at amortized cost 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 any 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. Term deposits and bonds not quoted in an active market are reported at cost or amortized cost. Portfolio investments in equity instruments that are quoted in an active market are recorded at fair value and the associated transaction costs are expensed upon initial recognition. The change in the fair value is recognized in the Statement of Remeasurement Gains and Losses as a remeasurement gain or loss until the portfolio investments are realized on disposal. Upon disposal, any accumulated remeasurement gains or losses associated with the portfolio investments are reclassified to the Statement of Operations.

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

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.

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(l). 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.

h) Employee Future Benefits

i) Post-employment benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to contracts and union agreements. The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the estimated cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARSL) of active employees covered under the plan. The most recent valuation of the obligation was performed at March 31, 2019 and projected to March 31, 2022. The next valuation will be performed at March 31, 2022 for use at June 30, 2022. 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, 2021

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

i) 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, 2021

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

j) **Prepaid Expenses**

Memberships and dues, software licenses, dental premium holidays, property taxes, utilities, 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.

k) **Internally Restricted Reserves**

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

By Board policy a contingency reserve of at least 1% and not exceeding 3% of budgeted operating expenditures shall be maintained (\$1,565,162 to \$4,695,487). The current balance of \$2,848,669 (\$2,238,669 local capital and \$610,000 operating) equates to 1.82% of budgeted operating expenditures.

l) **Revenue Recognition**

All revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues and when the amounts are considered to be collectible and can be reasonably estimated. Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

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

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

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

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished. 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, 2021

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

l) Revenue Recognition (Continued)

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

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

m) 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 indigenous 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, 2021

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

n) **Liability for Contaminated Sites**

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of 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.

o) **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 estimated employee future benefits. Actual results could differ from those estimates.

p) **Future Changes in Accounting Policies**

PS 3280 Asset Retirement Obligations issued August 2018 establishes standards for recognition, measurement, presentation, and disclosure of legal obligations associated with the retirement of tangible capital assets and is effective July 1, 2022. A liability will be recognized when, as at the financial reporting date:

- There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- The past transaction or event giving rise to the liability has occurred;
- It is expected that future economic benefits will be given up; and
- A reasonable estimate of the amount can be made.

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. A modified retroactive application has been recommended by Government. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

PS 3400 Revenue issued November 2018 establishes standards on how to account for and report on revenue and is effective July 1, 2023. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions".

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

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

p) Future Changes in Accounting Policies (Continued)

Revenue from transactions with performance obligations should be recognized when (or as) the School District satisfies a performance obligation by providing the promised goods or services to a payor.

Revenue from transactions with no performance obligations should be recognized when a school district:

- has the authority to claim or retain an inflow of economic resources; and
- identifies a past transaction or event that gives rise to an asset.

This standard may be applied retroactively or prospectively. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	June 30, 2021	June 30, 2020
Due from the Federal Government	\$ 120,492	\$ 110,628
Due from the City of Maple Ridge	203,901	516,445
Trade receivables	217,613	242,421
Tuition receivable	6,178	18,326
Other receivables	106,074	36,423
Total Accounts Receivable - Other Receivables	\$ 654,258	\$ 924,243

NOTE 4 PORTFOLIO INVESTMENTS

	June 30, 2021	June 30, 2020
Cost and Amortized Cost		
Term deposits	\$ 50,000	\$ 100,000
	50,000	100,000
Fair Value		
Core Bond Fund	85,812	74,877
Canadian Equity Fund	49,214	38,732
U. S. Equity Fund	24,161	19,713
International Pooled Fund	23,343	19,712
	182,530	153,034
Total Portfolio Investments	\$ 232,530	\$ 253,034

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 1.00% (2020: 1.65%).

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 5 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES – OTHER

	June 30, 2021	June 30, 2020
Trade payables	\$ 6,206,550	\$ 4,625,315
Salaries and benefits payable	10,211,665	8,720,632
Accrued vacation payable	1,710,108	1,692,911
Other	630,561	634,801
Total Accounts Payable and Accrued Liabilities - Other	\$ 18,758,884	\$ 15,673,659

NOTE 6 UNEARNED REVENUE

	June 30, 2021	June 30, 2020
Balance, beginning of year	\$ 2,944,396	\$ 5,228,791
Tuition fees received	6,477,675	6,817,897
Rental fees received	486,713	637,727
Partnership fees received	178,207	96,733
Tuition fees recognized as revenue	(4,612,354)	(9,101,917)
Rental fees recognized as revenue	(485,372)	(637,697)
Partnership fees recognized as revenue	(117,837)	(97,138)
Total Unearned Revenue	\$ 4,871,428	\$2,944,396

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.

	June 30, 2021	June 30, 2020
Balance, beginning of year	\$ 1,384,583	\$ 2,381,312
Grants received:		
Provincial grants	22,376,462	14,593,385
Other grants and income	2,239,335	3,512,098
Investment income	6,769	38,405
Subtotal	24,622,566	18,143,888
Revenue recognized	(24,442,208)	(19,140,617)
Total Deferred Revenue	\$ 1,564,941	\$ 1,384,583

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

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.

	June 30, 2021	June 30, 2020 (Recast – note 23)
<u>Deferred capital revenue subject to amortization</u>		
Balance, beginning of year	\$ 141,149,412	\$ 112,058,391
Transfers from deferred revenue – capital additions	4,029,715	34,958,264
Amortization of deferred capital revenue	(6,460,355)	(6,003,712)
Transfer school bus to Katzie First Nation	(137,232)	-
Recast of comparative figures (note 23)	-	136,469
Balance, end of year	\$138,581,540	\$ 141,149,412
<u>Deferred capital revenue – work in progress</u>		
Work in progress, beginning of year	\$ 1,406,521	\$ 21,967,507
Transfer in from deferred revenue – work in progress	3,293,119	14,397,278
Transfer to spent deferred capital	(3,892,483)	(34,958,264)
Balance, end of year	\$ 807,157	\$ 1,406,521
<u>Deferred capital revenue – unspent portion</u>		
Unspent deferred capital, beginning of year	\$ 4,625,551	\$ 8,991,930
Provincial grants – Ministry of Education	2,672,426	17,961,008
Provincial grants – other	-	1,728,643
Other	-	143,750
Investment income	60,433	135,829
School site acquisition fees	224,850	429,800
Transfer to deferred capital revenue	(137,232)	-
Transfer to deferred capital revenue – work in progress	(3,293,119)	(14,397,278)
Site purchases	(192,121)	(10,368,131)
Balance, end of year	\$ 3,960,788	\$ 4,625,551
Total Deferred Capital Revenue	\$ 143,349,485	\$ 147,181,484

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 9 EMPLOYEE FUTURE BENEFITS

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

	June 30, 2021	June 30, 2020
Reconciliation of Accrued Benefit Obligation		
Accrued benefit obligation – April 1	\$ 8,364,076	\$ 8,279,943
Service cost	664,135	630,407
Interest cost	195,317	211,400
Benefit payments	(664,231)	(475,698)
Actuarial gain	(182,254)	(281,976)
Accrued benefit obligation – March 31	<u>\$ 8,377,043</u>	<u>\$ 8,364,076</u>

Reconciliation of Funded Status at End of Fiscal Year

Accrued benefit obligation – March 31	\$ 8,377,043	\$ 8,364,076
Funded status – deficit	(8,377,043)	(8,364,076)
Employer contributions after measurement date	219,923	113,948
Benefits expense after measurement date	(219,836)	(214,863)
Unamortized net actuarial gain	(614,886)	(372,669)
Accrued Benefit Liability – June 30	<u>\$ (8,991,842)</u>	<u>\$ (8,837,660)</u>

Reconciliation of Change in Accrued Benefit Liability

Accrued benefit liability – July 1	\$ 8,837,660	\$ 8,313,736
Net expense for fiscal year	924,387	935,554
Employer contributions	(770,206)	(411,630)
Accrued benefit liability – June 30	<u>\$ 8,991,842</u>	<u>\$ 8,837,660</u>

Components of Net Benefit Expense

Service cost	\$ 663,681	\$ 638,839
Interest cost	200,743	207,379
Amortization of net actuarial loss	59,963	89,336
Net benefit expense	<u>\$ 924,387</u>	<u>\$ 935,554</u>

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

	June 30, 2021	June 30, 2020
Discount rate – April 1	2.25%	2.50%
Discount rate – March 31	2.50%	2.25%
Long term salary growth – April 1	2.5% + seniority	2.5% + seniority
Long term salary growth – March 31	2.5% + seniority	2.5% + seniority
EARSL – March 31	9.6 years	9.6 years

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

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, 2021, the School District had \$nil borrowings (2020: \$nil) under these facilities.

NOTE 11 TANGIBLE CAPITAL ASSETS

June 30, 2021

Cost:	Balance at July 1, 2020	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2021
Sites	\$ 41,361,162	\$ 192,121			\$ 41,553,283
Buildings	319,290,640	2,158,799		4,163,705	325,613,144
Buildings – work in progress	1,584,789	3,925,789		(4,163,705)	1,346,873
Furniture & equipment	13,773,028	1,448,246	(1,624,112)		13,597,162
Vehicles	1,369,916	402,302	(206,792)		1,565,426
Computer software	1,592,105	49,075	(800,802)		840,378
Computer hardware	6,996,780	1,221,484	(1,385,045)		6,833,219
Total	\$ 385,968,420	\$ 9,397,816	\$ (4,016,751)	\$ -	\$ 391,349,485

Accumulated Amortization:	Balance at July 1, 2020	Amortization	Disposals	Balance at June 30, 2021
Buildings	\$ 151,146,671	\$ 7,408,516		\$ 158,555,187
Furniture & equipment	5,678,961	1,368,509	(1,624,112)	5,423,358
Vehicles	582,908	146,768	(69,560)	660,116
Computer software	1,132,380	243,248	(800,802)	574,826
Computer hardware	3,679,362	1,382,999	(1,385,045)	3,677,316
Total	\$ 162,220,282	\$ 10,550,040	\$ (3,879,519)	\$ 168,890,803

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 11 TANGIBLE CAPITAL ASSETS (Continued)

June 30, 2020

Cost:	Balance at July 1, 2019	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2020 (Recast – note 23)
Sites	\$ 30,993,031	\$ 10,368,131	\$ -	\$ -	\$ 41,361,162
Buildings	279,801,121	608,914	-	38,880,605	319,290,640
Buildings – work in progress	25,062,925	15,402,469	-	(38,880,605)	1,584,789
Furniture & equipment	12,329,023	2,171,874	(727,869)	-	13,773,028
Vehicles	1,320,276	49,640	-	-	1,369,916
Computer software	1,774,992	29,959	(212,846)	-	1,592,105
Computer hardware	8,093,742	1,227,752	(2,324,714)	-	6,996,780
Total	\$ 359,375,110	\$ 29,858,739	\$ (3,265,429)	\$ -	\$ 385,968,420

Accumulated Amortization:	Balance at July 1, 2019	Amortization	Disposals	Balance at June 30, 2020 (Recast – note 23)
Buildings	\$ 144,299,689	\$ 6,846,982	\$ -	\$ 151,146,671
Furniture & equipment	5,101,727	1,305,103	(727,869)	5,678,961
Vehicles	448,398	134,510	-	582,908
Computer software	1,008,517	336,709	(212,846)	1,132,380
Computer hardware	4,495,025	1,509,051	(2,324,714)	3,679,362
Total	\$ 155,353,356	\$ 10,132,355	\$ (3,265,429)	\$ 162,220,282

June 30, 2021

Net Book Value:	June 30, 2021	June 30, 2020 (Recast – note 23)
Sites	\$ 41,553,283	\$ 41,361,162
Buildings	167,057,957	168,143,969
Buildings – work in progress	1,346,873	1,584,789
Furniture & equipment	8,173,804	8,094,067
Vehicles	905,310	787,008
Computer software	265,552	459,725
Computer hardware	3,155,903	3,317,418
Total	\$ 222,458,682	\$ 223,748,138

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 12 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trusted 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, 2020, the Teachers' Pension Plan has about 49,000 active members and approximately 40,000 retired members. As of December 31, 2020, the Municipal Pension Plan has about 220,000 active members, including approximately 28,000 from school districts.

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

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2017, indicated a \$1,656 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2018, indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

The School District paid \$13,405,647 for employer contributions to the plans for the year ended June 30, 2021 (2020: \$12,710,116)

The next valuation for the Teachers' Pension Plan will be as at December 31, 2020, with results available in the last quarter of 2021. The next valuation for the Municipal Pension Plan will be as at December 31, 2021, with results available in 2022.

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, 2021

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 17, 2021. As the 2020/21 Amended Annual Budget is used for comparative purposes a reconciliation between the 2020/21 Annual and the 2020/21 Amended Annual Budgets is provided.

	Annual Budget	Amended Annual Budget	Change
Statement 2			
Revenues			
Provincial Grants			
Ministry of Education	\$ 157,559,897	\$ 172,109,576	\$ 14,549,679
Other	255,400	257,300	1,900
School site acquisition fees spent on sites		161,813	161,813
Federal Grants	43,600	7,500	(36,100)
Tuition	6,701,479	4,381,375	(2,320,104)
Other revenue	5,596,503	6,225,023	628,520
Rentals and leases	687,380	545,890	(141,490)
Investment income	460,600	395,600	(65,000)
Amortization of deferred capital revenue	6,445,880	6,448,275	2,395
Total Revenue	177,750,739	190,532,352	12,781,613
Expenses			
Instruction	148,970,810	159,990,866	11,020,056
District administration	6,198,420	6,491,711	293,291
Operations and maintenance	27,400,762	29,636,443	2,235,681
Transportation and housing	679,493	523,077	(156,416)
Total Expense	183,249,485	196,642,097	13,392,612
Deficit for the year	(5,498,746)	(6,109,745)	(610,999)
Budgeted allocation of surplus	3,336,398	7,512,650	4,176,252
Budgeted Surplus (Deficit) for the year	\$ (2,162,348)	\$ 1,402,905	\$ 3,565,253
Statement 4			
Deficit for the year	\$ (5,498,746)	\$ (6,109,745)	\$ (610,999)
Effect of change in tangible capital assets			
Acquisition of tangible capital assets	(9,132,054)	(12,323,379)	(3,191,325)
Amortization of tangible capital assets	10,472,011	10,667,266	194,865
Total effect of change in tangible capital assets	1,339,957	(1,656,113)	(2,996,460)
Decrease in Net Financial Debt	\$ (4,158,789)	\$ (7,765,858)	\$ (3,607,459)

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

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 ACCUMULATED SURPLUS

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

	June 30, 2021	June 30, 2020 (Recast – note 23)
Operating Fund Accumulated Surplus		
Internally Restricted (Appropriated) by the Board for:		
Targeted funding for indigenous education	\$ 217,481	\$ 173,089
School budget balances	717,224	599,146
Personal professional development	334,677	273,157
Financial provisions	100,000	100,000
Funds required to complete projects in progress		
Early Career Mentorship grant	335,000	14,786
Other grants	37,792	22,759
Other district initiatives	18,944	71,710
Purchase order commitments	739,210	668,273
Holdback allocation - COVID 19 response	316,763	-
Board approved use of accumulated surplus		
COVID-19 response		
Health and safety	104,500	-
Enhanced cleaning and ventilation	450,481	-
Transitioning back to school	94,500	-
Support for school growth plans		
Early learning	62,346	63,046
Literacy	276,705	122,106
Numeracy	20,000	-
Supporting all learners – educational programs	-	26,600
Supporting all learners - mentorship	8,043	25,166
Educational leadership - mentorship	10,317	14,873
Safe and caring schools	179,691	314,976
Educational leadership - elementary	-	151,830
Fine arts	48,876	50,400
School clerical allocations	16,821	25,011
Social emotional learning	32,425	36,631

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

	June 30, 2021	June 30, 2020 (Recast – note 23)
Support for school growth plans <i>(Continued)</i>		
Secondary innovation	48,668	72,110
School teams	12,464	58,559
Support for operational plans		
Business systems implementation and upgrades	58,330	56,705
Facilities	-	66,747
Human resources	144,096	107,665
Indigenous education	118,810	-
International education	97,187	161,554
IT infrastructure	170,000	200,000
IT planning and compliance support	37,000	20,000
IT staffing	-	127,991
Strategic facilities plan and sustainability plan	126,426	128,794
Succession planning	54,206	385,415
Learning services		
Instructional bank	250,000	200,000
Inclusion support consultation services	-	57,260
Learning services summer assessments	22,745	21,900
Specialized Equipment	-	25,000
Facilities renovations and new classroom setup	199,551	220,470
Increased cost of salaries and benefits	-	250,000
Transportation	297,950	-
Budgeted use of contingency reserve	-	1,988,921
Contingency reserve for operating	610,000	610,000
Total Internally Restricted Operating Surplus	6,369,229	7,512,650
Unrestricted Operating Surplus	-	-
Total Operating Fund Accumulated Surplus	6,369,229	7,512,650
Capital Fund Accumulated Surplus		
Budgeted use of local capital		
Parent portal	21,831	65,000
Emergency preparedness	24,336	29,675
Energy management	670,626	608,969
New classroom space	290,246	391,712
New schools	890,824	846,741
Maple Ridge Secondary annex	289,319	291,729
Childcare capital	65,000	32,500
Virtual boardroom	13,747	-
Facilities equipment and vehicles	178,873	-
IT capital plan	1,497,495	
Contingency reserve for local capital	2,238,669	3,768,657
Total Internally Restricted Local Capital Surplus	6,180,966	6,034,983
Invested in Tangible Capital Assets	83,069,991	81,192,211
Total Capital Fund Accumulated Surplus	89,250,957	87,227,194
Total Accumulated Surplus from Operations	95,620,186	94,739,844
Accumulated Remeasurement Gains	30,973	-
Accumulated Surplus	\$ 95,651,159	\$ 94,739,844

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 17 EXPENSE BY OBJECT – ALL FUNDS

	June 30, 2021	June 30, 2020 (Recast – note 23)
Salaries and benefits	\$ 162,809,744	\$ 152,884,881
Services and supplies	14,378,742	17,436,099
Amortization	10,550,040	10,132,355
	\$ 187,738,526	\$ 180,453,335

NOTE 18 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.

NOTE 19 RISK MANAGEMENT

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

a) Credit risk:

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

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

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

b) Market risk:

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

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

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

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

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.

NOTE 20 SUPPLEMENTARY CASH FLOW INFORMATION

	June 30, 2021	June 30, 2020
Interest Recognized in the:		
Operating Fund	\$349,591	\$634,222
Special Purpose Fund	6,769	37,972
Local Capital Fund	81,447	144,965
MEd Restricted Capital Fund	25,757	40,158
Other Provincial Capital Fund	15,761	5,110
Land Capital Fund	18,915	90,561
Total Interest Income	\$ 498,240	\$ 952,988

NOTE 21 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.

	June 30, 2021	Thereafter
Annual Facility Grant projects	\$ 1,291,855	\$Nil
MCFD daycare projects	1,240,425	-
New classroom setup	362,144	-
Minor capital projects (SEP, CNCP)	335,790	-
čəsənelə Elementary	134,363	-
Other	3,352	-
Total capital commitments	\$ 3,367,929	\$Nil

SCHOOL DISTRICT No. 42 (Maple Ridge – Pitt Meadows)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

NOTE 22 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:

	2021/22	2022/23	2023/24	Thereafter
Ministry of Education capital projects	\$4,054,050	\$Nil	\$Nil	\$Nil
Future lease revenue	413,435	-	-	-
Total contractual rights	\$ 4,467,485	\$Nil	\$Nil	\$Nil

NOTE 23 RECAST OF COMPARATIVE FIGURES

During the year, the School District determined that an immaterial adjustment was required to correct the balance of tangible capital assets, accounts receivable (due from Province – Ministry of Education) and deferred capital revenue in its comparative figures. This adjustment resulted in a decrease of \$337,031 to the tangible capital assets, increase of \$136,469 to the accounts receivable and increase of \$129,646 to the deferred capital revenue balances at June 30, 2020 and July 1, 2020. There was a decrease of \$330,208 in the surplus for the year ending June 30, 2020.

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

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund

Year Ended June 30, 2021

	Operating Fund	Special Purpose Fund	Capital Fund	2021 Actual	2020 Actual (Recast - Note 23)
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	7,512,650		87,227,194	94,739,844	82,095,926
Changes for the year					
Surplus (Deficit) for the year	1,600,269	2,935,664	(3,655,591)	880,342	12,643,918
Interfund Transfers					
Tangible Capital Assets Purchased	(2,023,711)	(2,935,664)	4,959,375	-	
Local Capital	(719,979)		719,979	-	
Net Changes for the year	(1,143,421)	-	2,023,763	880,342	12,643,918
Accumulated Surplus (Deficit), end of year - Statement 2	6,369,229	-	89,250,957	95,620,186	94,739,844
Accumulated Remeasurement Gains (Losses) - Statement 3		30,973		30,973	
	6,369,229	30,973	89,250,957	95,651,159	94,739,844

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

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2021

	2021 Budget (Note 14)	2021 Actual	2020 Actual (Recast - Note 23)
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	149,902,653	150,641,087	145,485,045
Other	257,300	296,300	333,850
Federal Grants	7,500	3,396	173,402
Tuition	4,381,375	4,612,354	9,101,917
Other Revenue	782,391	894,111	838,603
Rentals and Leases	545,890	485,372	637,697
Investment Income	330,600	349,591	634,222
Total Revenue	156,207,709	157,282,211	157,204,736
Expenses			
Instruction	137,577,915	133,915,258	130,819,339
District Administration	6,324,842	5,797,380	5,899,563
Operations and Maintenance	16,830,106	15,630,345	15,129,108
Transportation and Housing	343,457	338,959	361,511
Total Expense	161,076,320	155,681,942	152,209,521
Operating Surplus (Deficit) for the year	(4,868,611)	1,600,269	4,995,215
Budgeted Appropriation (Retirement) of Surplus (Deficit)	7,512,650		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(2,611,539)	(2,023,711)	(1,909,442)
Local Capital	(32,500)	(719,979)	(225,964)
Total Net Transfers	(2,644,039)	(2,743,690)	(2,135,406)
Total Operating Surplus (Deficit), for the year	-	(1,143,421)	2,859,809
Operating Surplus (Deficit), beginning of year		7,512,650	4,652,841
Operating Surplus (Deficit), end of year		6,369,229	7,512,650
Operating Surplus (Deficit), end of year			
Internally Restricted		6,369,229	7,512,650
Total Operating Surplus (Deficit), end of year		6,369,229	7,512,650

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

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2021

	2021 Budget (Note 14)	2021 Actual	2020 Actual (Recast - Note 23)
	\$	\$	\$
Provincial Grants - Ministry of Education			
Operating Grant, Ministry of Education	143,348,247	144,074,337	139,692,830
ISC/LEA Recovery	(382,256)	(435,763)	(382,256)
Other Ministry of Education Grants			
Pay Equity	1,874,965	1,874,965	1,874,965
Funding for Graduated Adults	119,325	188,720	244,003
Student Transportation Fund	185,990	185,990	185,990
Carbon Tax Grant			102,590
Employer Health Tax Grant			1,173,043
Support Staff Benefits Grant	224,907	303,982	224,907
Support Staff Wage Increase Funding			543,400
Teachers' Labour Settlement Funding	4,173,875	4,173,875	1,723,354
Early Career Mentorship Funding	335,000	335,000	
FSA Scorer Grant	15,693	15,693	15,693
Early Learning Framework	3,907	3,907	3,907
Equity in Action	3,000	3,000	
Miscellaneous		(82,619)	82,619
Total Provincial Grants - Ministry of Education	149,902,653	150,641,087	145,485,045
Provincial Grants - Other	257,300	296,300	333,850
Federal Grants	7,500	3,396	173,402
Tuition			
Summer School Fees	28,500	29,250	89,550
Continuing Education	615,575	724,144	797,052
International and Out of Province Students	3,737,300	3,858,960	8,215,315
Total Tuition	4,381,375	4,612,354	9,101,917
Other Revenues			
Funding from First Nations	382,256	435,764	382,256
Miscellaneous			
Revenue Generation	34,800	31,314	88,138
Partnership Programs	121,276	117,837	97,138
Transportation	51,207	53,291	6,111
Before and After School Programming	53,152	51,280	83,167
Miscellaneous	139,700	204,625	181,793
Total Other Revenue	782,391	894,111	838,603
Rentals and Leases	545,890	485,372	637,697
Investment Income	330,600	349,591	634,222
Total Operating Revenue	156,207,709	157,282,211	157,204,736

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

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2021

	2021 Budget (Note 14)	2021 Actual	2020 Actual (Recast - Note 23)
	\$	\$	\$
Salaries			
Teachers	71,119,224	70,806,720	69,795,475
Principals and Vice Principals	8,190,490	8,195,433	7,482,771
Educational Assistants	16,551,138	16,592,624	15,478,581
Support Staff	12,492,466	12,153,729	12,079,773
Other Professionals	4,661,296	4,587,490	4,681,901
Substitutes	4,950,847	4,205,601	3,334,714
Total Salaries	117,965,461	116,541,597	112,853,215
Employee Benefits	28,833,470	27,956,092	27,077,687
Total Salaries and Benefits	146,798,931	144,497,689	139,930,902
Services and Supplies			
Services	5,677,971	4,828,527	5,406,447
Student Transportation	372,003	344,691	393,161
Professional Development and Travel	925,825	305,658	685,919
Rentals and Leases	2,000	4,460	366
Dues and Fees	165,451	132,938	110,788
Insurance	524,766	504,445	572,321
Supplies	4,130,056	2,877,864	3,059,890
Utilities	2,479,317	2,185,670	2,049,727
Total Services and Supplies	14,277,389	11,184,253	12,278,619
Total Operating Expense	161,076,320	155,681,942	152,209,521

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

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	55,931,143	529,870	205,035	390,715		2,569,809	59,626,572
1.03 Career Programs	529,584	46,787	457,622			16,226	1,050,219
1.07 Library Services	1,202,647			3,462		27,762	1,233,871
1.08 Counselling	1,768,812					24,705	1,793,517
1.10 Special Education	8,670,878	1,148,625	15,218,903	1,452,227	172,928	1,049,842	27,713,403
1.30 English Language Learning	1,078,914	566				11,890	1,091,370
1.31 Indigenous Education	543,385	131,080	663,027	48,233	7,539	32,562	1,425,826
1.41 School Administration		5,926,749		2,512,805		132,410	8,571,964
1.60 Summer School	285,096	22,228	30,763	18,334			356,421
1.61 Continuing Education		26,961		91,130	244,180	4,369	366,640
1.62 International and Out of Province Students	765,621	228,334		382,633	106,035	38,620	1,521,243
1.64 Other			13,200	40,480	73,701		127,381
Total Function 1	70,776,080	8,061,200	16,588,550	4,940,019	604,383	3,908,195	104,878,427
4 District Administration							
4.11 Educational Administration				46,518	1,152,811	10,416	1,209,745
4.40 School District Governance					353,076		353,076
4.41 Business Administration		134,233	3,681	544,445	1,273,566	30,627	1,986,552
Total Function 4	-	134,233	3,681	590,963	2,779,453	41,043	3,549,373
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	30,640		393	243,387	848,180	37,835	1,160,435
5.50 Maintenance Operations				5,960,702	355,474	218,528	6,534,704
5.52 Maintenance of Grounds				393,716			393,716
5.56 Utilities							-
Total Function 5	30,640	-	393	6,597,805	1,203,654	256,363	8,088,855
7 Transportation and Housing							
7.41 Transportation and Housing Administration				24,942			24,942
7.70 Student Transportation							-
Total Function 7	-	-	-	24,942	-	-	24,942
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	70,806,720	8,195,433	16,592,624	12,153,729	4,587,490	4,205,601	116,541,597

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

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2021 Actual	2021 Budget (Note 14)	2020 Actual (Recast - Note 23)
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	59,626,572	13,338,922	72,965,494	1,891,146	74,856,640	76,810,281	71,140,309
1.03 Career Programs	1,050,219	272,522	1,322,741	472,363	1,795,104	1,810,666	1,819,027
1.07 Library Services	1,233,871	274,741	1,508,612	161,800	1,670,412	1,728,976	1,613,283
1.08 Counselling	1,793,517	399,782	2,193,299	64,350	2,257,649	2,437,374	2,126,247
1.10 Special Education	27,713,403	6,980,252	34,693,655	385,318	35,078,973	35,700,886	32,737,452
1.30 English Language Learning	1,091,370	246,964	1,338,334	20,891	1,359,225	1,418,026	1,187,698
1.31 Indigenous Education	1,425,826	349,905	1,775,731	153,120	1,928,851	2,148,816	1,778,819
1.41 School Administration	8,571,964	2,366,326	10,938,290	204,777	11,143,067	11,440,999	10,511,780
1.60 Summer School	356,421	60,521	416,942	6,136	423,078	426,782	533,886
1.61 Continuing Education	366,640	54,152	420,792	124,482	545,274	507,727	698,430
1.62 International and Out of Province Students	1,521,243	380,971	1,902,214	781,312	2,683,526	2,950,883	6,485,811
1.64 Other	127,381	31,228	158,609	14,850	173,459	196,499	186,597
Total Function 1	104,878,427	24,756,286	129,634,713	4,280,545	133,915,258	137,577,915	130,819,339
4 District Administration							
4.11 Educational Administration	1,209,745	375,905	1,585,650	305,846	1,891,496	2,040,015	2,014,243
4.40 School District Governance	353,076	56,325	409,401	91,180	500,581	601,815	511,879
4.41 Business Administration	1,986,552	595,616	2,582,168	823,135	3,405,303	3,683,012	3,373,441
Total Function 4	3,549,373	1,027,846	4,577,219	1,220,161	5,797,380	6,324,842	5,899,563
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	1,160,435	289,538	1,449,973	838,986	2,288,959	2,618,159	1,998,556
5.50 Maintenance Operations	6,534,704	1,785,281	8,319,985	1,846,143	10,166,128	10,484,250	9,961,724
5.52 Maintenance of Grounds	393,716	94,665	488,381	185,597	673,978	819,424	776,023
5.56 Utilities	-	-	-	2,501,280	2,501,280	2,908,273	2,392,805
Total Function 5	8,088,855	2,169,484	10,258,339	5,372,006	15,630,345	16,830,106	15,129,108
7 Transportation and Housing							
7.41 Transportation and Housing Administration	24,942	2,476	27,418	3,812	31,230	20,078	-
7.70 Student Transportation	-	-	-	307,729	307,729	323,379	361,511
Total Function 7	24,942	2,476	27,418	311,541	338,959	343,457	361,511
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	116,541,597	27,956,092	144,497,689	11,184,253	155,681,942	161,076,320	152,209,521

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

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2021

	2021 Budget (Note 14)	2021 Actual	2020 Actual (Recast - Note 23)
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	22,206,923	22,295,292	15,314,878
Other Revenue	5,442,632	2,141,476	3,787,767
Investment Income		5,440	37,972
Total Revenue	<u>27,649,555</u>	<u>24,442,208</u>	<u>19,140,617</u>
Expenses			
Instruction	22,412,951	19,266,696	17,873,393
District Administration	166,869	205,669	
Operations and Maintenance	2,139,071	1,865,323	238,066
Transportation and Housing	179,620	168,856	
Total Expense	<u>24,898,511</u>	<u>21,506,544</u>	<u>18,111,459</u>
Special Purpose Surplus (Deficit) for the year	<u>2,751,044</u>	<u>2,935,664</u>	<u>1,029,158</u>
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(2,751,044)	(2,935,664)	(1,029,158)
Total Net Transfers	<u>(2,751,044)</u>	<u>(2,935,664)</u>	<u>(1,029,158)</u>
Total Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		<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, 2021

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	10,547	166,061	907,332	-	15,574	55,168	42,671	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	517,500	519,539			256,000	51,450	233,894	569,146	726,809
Other			29,148	1,859,131					
Investment Income					1,121	103	110	856	
	517,500	519,539	29,148	1,859,131	257,121	51,553	234,004	570,002	726,809
Less: Allocated to Revenue	517,500	530,086	32,800	1,835,617	226,183	64,443	237,241	545,015	726,809
Deferred Revenue, end of year	-	-	162,409	930,846	30,938	2,684	51,931	67,658	-
Revenues									
Provincial Grants - Ministry of Education	517,500	530,086			225,062	64,340	237,131	544,159	726,809
Other Revenue			32,800	1,835,617					
Investment Income					1,121	103	110	856	
	517,500	530,086	32,800	1,835,617	226,183	64,443	237,241	545,015	726,809
Expenses									
Salaries									
Teachers						17,290	91,667	33,481	102,070
Principals and Vice Principals								29,672	8,000
Educational Assistants		445,323		14,349	159,857	834		349,449	
Support Staff	68,636			10,706					156,604
Other Professionals									106,269
Substitutes				3,953			1,785	6,658	215,139
	68,636	445,323	-	29,008	159,857	18,124	93,452	419,260	588,082
Employee Benefits	10,913	84,763		673	56,526	3,963	24,509	99,384	120,980
Services and Supplies	59,237		32,800	1,789,980	9,800	42,356	61,752	26,371	16,487
	138,786	530,086	32,800	1,819,661	226,183	64,443	179,713	545,015	725,549
Net Revenue (Expense) before Interfund Transfers	378,714	-	-	15,956	-	-	57,528	-	1,260
Interfund Transfers									
Tangible Capital Assets Purchased	(378,714)			(15,956)			(57,528)		(1,260)
	(378,714)	-	-	(15,956)	-	-	(57,528)	-	(1,260)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

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

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2021

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School Grant	Federal Safe Return to Class Fund	Youth Education Support Fund	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	6,081	26,834	1,823	-	-	152,492	1,384,583
Add: Restricted Grants									
Provincial Grants - Ministry of Education	11,532,247	1,178,611	6,167	51,000	10,200	1,084,402	5,639,497		22,376,462
Other								351,056	2,239,335
Investment Income			133	1,112	84			3,250	6,769
	11,532,247	1,178,611	6,300	52,112	10,284	1,084,402	5,639,497	354,306	24,622,566
Less: Allocated to Revenue	11,532,247	1,178,611	-	4,078	11,370	1,084,402	5,639,497	276,309	24,442,208
Deferred Revenue, end of year	-	-	12,381	74,868	737	-	-	230,489	1,564,941
Revenues									
Provincial Grants - Ministry of Education	11,532,247	1,178,611		4,078	11,370	1,084,402	5,639,497		22,295,292
Other Revenue								273,059	2,141,476
Investment Income								3,250	5,440
	11,532,247	1,178,611	-	4,078	11,370	1,084,402	5,639,497	276,309	24,442,208
Expenses									
Salaries									
Teachers	9,340,536	121,044					1,618,945		11,325,033
Principals and Vice Principals							14,337		52,009
Educational Assistants					1,458		104,069		1,075,339
Support Staff						496,842	160,192		892,980
Other Professionals							163,585		269,854
Substitutes		826,024			4,785		302,707		1,361,051
	9,340,536	947,068	-	-	6,243	496,842	2,363,835	-	14,976,266
Employee Benefits	2,191,711	231,543			1,124	55,247	454,453		3,335,789
Services and Supplies				4,078	4,003	235,920	766,571	145,134	3,194,489
	11,532,247	1,178,611	-	4,078	11,370	788,009	3,584,859	145,134	21,506,544
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	296,393	2,054,638	131,175	2,935,664
Interfund Transfers									
Tangible Capital Assets Purchased						(296,393)	(2,054,638)	(131,175)	(2,935,664)
	-	-	-	-	-	(296,393)	(2,054,638)	(131,175)	(2,935,664)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

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

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2021

	2021 Budget (Note 14)	2021 Actual			2020 Actual (Recast - Note 23)
	\$	Invested in Tangible Capital Assets	Local Capital	Fund Balance	\$
Revenues					
Provincial Grants					
Ministry of Education				-	5,412,799
School Site Acquisition Fees	161,813	192,121		192,121	4,955,332
Other Revenue			160,526	160,526	235,092
Investment Income	65,000		81,447	81,447	144,965
Amortization of Deferred Capital Revenue	6,448,275	6,460,355		6,460,355	6,003,712
Total Revenue	6,675,088	6,652,476	241,973	6,894,449	16,751,900
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	10,667,266	10,550,040		10,550,040	10,132,355
Total Expense	10,667,266	10,550,040	-	10,550,040	10,132,355
Capital Surplus (Deficit) for the year	(3,992,178)	(3,897,564)	241,973	(3,655,591)	6,619,545
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	5,362,583	4,959,375		4,959,375	2,938,600
Local Capital	32,500		719,979	719,979	225,964
Total Net Transfers	5,395,083	4,959,375	719,979	5,679,354	3,164,564
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		57,304	(57,304)	-	
Tangible Capital Assets WIP Purchased from Local Capital		758,665	(758,665)	-	
Total Other Adjustments to Fund Balances		815,969	(815,969)	-	
Total Capital Surplus (Deficit) for the year	1,402,905	1,877,780	145,983	2,023,763	9,784,109
Capital Surplus (Deficit), beginning of year		81,192,211	6,034,983	87,227,194	77,443,085
Capital Surplus (Deficit), end of year		83,069,991	6,180,966	89,250,957	87,227,194

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

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2021

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	41,361,162	319,290,640	13,940,469	1,369,916	1,592,105	7,194,515	384,748,807
Prior Period Adjustments							
Remedy Accrual Adjustment			(167,441)			(197,735)	(365,176)
Cost, beginning of year, as restated	41,361,162	319,290,640	13,773,028	1,369,916	1,592,105	6,996,780	384,383,631
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw				137,232			137,232
Deferred Capital Revenue - Other	192,121						192,121
Operating Fund		107,151	717,086	265,070	4,103	930,301	2,023,711
Special Purpose Funds		2,051,648	591,573		1,260	291,183	2,935,664
Local Capital			13,592		43,712		57,304
Transferred from Work in Progress		4,163,705	125,995				4,289,700
	192,121	6,322,504	1,448,246	402,302	49,075	1,221,484	9,635,732
Decrease:							
Disposed of				137,232			137,232
Deemed Disposals			1,624,112	69,560	800,802	1,385,045	3,879,519
	-	-	1,624,112	206,792	800,802	1,385,045	4,016,751
Cost, end of year	41,553,283	325,613,144	13,597,162	1,565,426	840,378	6,833,219	390,002,612
Work in Progress, end of year		1,346,873					1,346,873
Cost and Work in Progress, end of year	41,553,283	326,960,017	13,597,162	1,565,426	840,378	6,833,219	391,349,485
Accumulated Amortization, beginning of year		151,146,671	5,687,333	582,908	1,132,380	3,699,135	162,248,427
Prior Period Adjustments							
Remedy Accrued Adjustment			(8,372)			(19,773)	(28,145)
Accumulated Amortization, beginning of year, as restated		151,146,671	5,678,961	582,908	1,132,380	3,679,362	162,220,282
Changes for the Year							
Increase: Amortization for the Year		7,408,516	1,368,509	146,768	243,248	1,382,999	10,550,040
Decrease:							
Deemed Disposals			1,624,112	69,560	800,802	1,385,045	3,879,519
		-	1,624,112	69,560	800,802	1,385,045	3,879,519
Accumulated Amortization, end of year		158,555,187	5,423,358	660,116	574,826	3,677,316	168,890,803
Tangible Capital Assets - Net	41,553,283	168,404,830	8,173,804	905,310	265,552	3,155,903	222,458,682

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

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2021

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	1,584,789				1,584,789
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	2,410,194	125,000			2,535,194
Deferred Capital Revenue - Other	757,662	263			757,925
Local Capital	757,933	732			758,665
	<u>3,925,789</u>	<u>125,995</u>	<u>-</u>	<u>-</u>	<u>4,051,784</u>
Decrease:					
Transferred to Tangible Capital Assets	4,163,705	125,995			4,289,700
	<u>4,163,705</u>	<u>125,995</u>	<u>-</u>	<u>-</u>	<u>4,289,700</u>
Net Changes for the Year	<u>(237,916)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(237,916)</u>
Work in Progress, end of year	<u>1,346,873</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,346,873</u>

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

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2021

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	134,068,791	6,353,267	597,708	141,019,766
Prior Period Adjustments				
Furniture and Equipment Transferred from LCR to Bylaw	129,646			129,646
Deferred Capital Revenue, beginning of year, as restated	134,198,437	6,353,267	597,708	141,149,412
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	137,232			137,232
Transferred from Work in Progress	3,892,220	263		3,892,483
	4,029,452	263	-	4,029,715
Decrease:				
Amortization of Deferred Capital Revenue	6,234,703	181,377	44,275	6,460,355
Transfer of School Bus to Katzie First Nation	137,232			137,232
	6,371,935	181,377	44,275	6,597,587
Net Changes for the Year	(2,342,483)	(181,114)	(44,275)	(2,567,872)
Deferred Capital Revenue, end of year	131,855,954	6,172,153	553,433	138,581,540
Work in Progress, beginning of year	1,406,521			1,406,521
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	2,535,194	757,925		3,293,119
	2,535,194	757,925	-	3,293,119
Decrease				
Transferred to Deferred Capital Revenue	3,892,220	263		3,892,483
	3,892,220	263	-	3,892,483
Net Changes for the Year	(1,357,026)	757,662	-	(599,364)
Work in Progress, end of year	49,495	757,662	-	807,157
Total Deferred Capital Revenue, end of year	131,905,449	6,929,815	553,433	139,388,697

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

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2021

	Bylaw Capital	MEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year		1,776,348	1,535,473	1,313,730	-	4,625,551
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education	2,672,426					2,672,426
Investment Income		25,757	15,761	18,915		60,433
School Site Acquisition Fees				224,850		224,850
	2,672,426	25,757	15,761	243,765	-	2,957,709
Decrease:						
Transferred to DCR - Capital Additions	137,232					137,232
Transferred to DCR - Work in Progress	2,535,194		757,925			3,293,119
Transferred to Revenue - Site Purchases				192,121		192,121
	2,672,426	-	757,925	192,121	-	3,622,472
Net Changes for the Year	-	25,757	(742,164)	51,644	-	(664,763)
Balance, end of year	-	1,802,105	793,309	1,365,374	-	3,960,788



ITEM 6

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **COMMITTEE APPOINTMENTS**

Date: September 22, 2021
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

At the December 9, 2020 public board meeting, the board received for information trustee committee appointments for a period of one year.

In August 2021 these appointments were updated. (Attachment A)

RECOMMENDATION:

THAT the Board receive for information the attached committee appointments.

Attachment

Board Representatives for 2021/2022**Committees of the Board**

Budget	Committee of the Whole
Finance	Committee of the Whole
Policy Development	Korleen Carreras, Colette Trudeau Elaine Yamamoto (Alternate)
Facilities Planning	All Trustees

Advisory Committees

Education	Mike Murray, Elaine Yamamoto Pascale Shaw (Alternate)
Aboriginal Education	Kathleen Sullivan, Colette Trudeau Korleen Carreras (Alternate)
Student Voice	All Trustees Rotating
District Parent Advisory Council ("DPAC")	All Trustees Rotating

Contract Representation

Principals/Vice Principals	Kim Dumore
MRTA including Bargaining	Elaine Yamamoto
CUPE including Bargaining	Mike Murray
Exempt	Pascale Shaw

External Representation

BCSTA Provincial Council	Korleen Carreras Colette Trudeau (Alternate)
BCPSEA	Colette Trudeau Elaine Yamamoto (Alternate)
Municipal Advisory Committee on Accessibility and Inclusion ("MACAI")	Kathleen Sullivan Mike Murray (Alternate)
Maple Ridge Pitt Meadows Arts Council	Kathleen Sullivan Korleen Carreras (Alternate)
Ridge Meadows Education Foundation	Mike Murray
Social Policy Advisory Committee	Kim Dumore Elaine Yamamoto (Alternate)
City of Maple Ridge Transportation Advisory Committee	Korleen Carreras Colette Trudeau (Alternate)
Youth Planning Table	Kim Dumore Mike Murray (Alternate)
Culture Collective Network	Elaine Yamamoto Korleen Carreras (Alternate)
Ridge Meadows Overdose Community Action Table (CAT)	Kathleen Sullivan Pascale Shaw (Alternate)
English Language Learners Consortium	Elaine Yamamoto Kathleen Sullivan (Alternate)
City of Maple Ridge Parks, Recreation and Culture Advisory Committee	Mike Murray Kim Dumore (Alternate)

To: **Board of Education**

From: Superintendent
Harry Dhillon

Re: **SUMMER LEARNING UPDATE**

Date: September 22, 2021
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

Summer Learning is a tuition-free, Ministry of Education funded program, which is open to all students. Summer Learning 2021 was distributed across three physical locations and online through our SD42 online-school. All summer learning programs, regardless of site, followed the necessary COVID -19 health and safety guidelines in place as of June 2021 for K – 12 schools in BC.

For the third year in a row, multi-grade students from Katzie Nation participated at the Katzie Health Centre. Elementary aged students at Katzie participated in activities emphasizing hands-on literacy and numeracy skills while integrating the hən̓q̓əmin̓əm̓ language and wherever possible, outdoor physical activities. This was the second year the summer program at Katzie Health Centre included secondary aged students. The secondary program was leadership based and was built around community connections, outdoor physical activities, and cultural enrichment. In coordination with Katzie Council and community, and SD42 Aboriginal Education, students were able to enjoy prepared meals and snacks in a safe and active learning environment. Student learning was supported by educational assistants, SD42 elementary and secondary teachers, Aboriginal support worker, Elders, knowledge keepers, and a Katzie hən̓q̓əmin̓əm̓ language specialist.

395 students from K-7 were engaged in classroom learning at Hammond Elementary. Student learning was supported by educational assistants, SD42 elementary teachers and a site-based Vice-Principal of Elementary Summer Learning. Classes were organized as either multi-grade primary or multi-age intermediate as well as English or French language immersion. Students with special needs were included in the programs with support from Educational Assistants as designated by the Learning Services staff.

48 students in grade seven participated in a secondary transition program offered at Maple Ridge Secondary School. Students were enrolled in a three-week ADST program with a focus in either woodwork or computer and video game design.

The grade 8 and 9 Summer Learning program continued this year with a skill building remedial program that emphasized literacy and numeracy skills delivered by an energetic and collaborative team of teachers. 41 students participated in the grade 8 – 9 skill-building at Maple Ridge Secondary.

Grade 10 -12 secondary level summer learning courses were offered at Maple Ridge Secondary. This secondary program was very popular with 443 students participating. The secondary summer learning vice-principal and counsellor built a complex schedule in a short time to accommodate safety protocols while providing an engaging learning environment for students and staff.

Aboriginal support workers were available at each of the summer school sites to support all students who self-identify as having Indigenous ancestry.

Connected Learning Community, our distributed learning school, was active this past summer offering secondary mathematics course work. This online 'fast-track' class began in May and students completed their courses by the end of July.

For a second year, Summer Learning and District Alternate Education were able to work more formally together so that the train and trades students were able to work in advance to facilitate the successful completion of academic graduation requirements before the students officially start in their designated train and trades program. Summer Learning enrolled and supported the successful completion of the English Studies 12 graduation requirement for over 50% of the SD42 2021/22 train and trades students.

By the start of the second week of our summer learning program we experienced a significant number of student withdrawals from summer learning in both the elementary and secondary school programs. This elevated student withdrawal pattern was unique to this year's summer learning program. A factor that may have contributed to this increased loss in enrollment could be the provincial government's move on July 1 to step 3 of the provincial COVID restart plan creating more flexibility for travel and leisure activities. July vacation plans did not allow students to continue in the summer learning program.

	2021/22 Preliminary Budget	2021/22 Revenue and Expenditures			Variance
		Elementary	Secondary	Total	
Ministry of Education Funded Enrolment					
Grades 1-7 headcount	531	395		395	(136)
Grades 8-9 courses	152		88	88	(64)
Grades 10-12 courses	488		393	393	(95)
Total Enrolment	1,171	395	481	876	(295)
Revenue					
Ministry of Education grants					
Grades 1-7	118,944	88,480		88,480	(30,464)
Grades 8-9	34,048		19,712	19,712	(14,336)
Grades 10-12	218,624		176,064	176,064	(42,560)
Supplemental funding	66,850	37,380	39,256	76,636	9,786
International tuition revenue	28,500		45,000	45,000	16,500
Total Revenue	466,966	125,860	280,032	405,892	(61,074)
Expenses					
Salaries and benefits	438,078	203,415	276,383	479,798	(41,720)
Services and supplies	11,710	6,178	287	6,465	5,245
Total Expenses	449,788	209,593	276,670	486,263	(36,475)
Net Revenue (Loss)	17,178	(83,733)	3,362	(80,371)	(97,549)

Ministry of Education funded enrolment came in significantly less than anticipated for Grades 1-7 (136 FTE), Grades 8 – 9 (64 FTE) and Grades 10-12 (95 FTE), resulting in \$87,360 less Ministry of Education revenue than budgeted. \$16,500 more international student tuition revenue was received. \$41,720 more salaries and benefits expense than budget was incurred. The impact of these changes results in a net loss of \$80,371, or \$97,549 less net revenue than anticipated in the preliminary budget. This shortfall will be taken into account in the 2021/22 Amended Budget and may need to be covered from the operating contingency reserve of \$610,000.

RECOMMENDATION:

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



ITEM 8

To: **Board of Education**

From: Superintendent
Harry Dhillon

Re: **SUPERINTENDENT'S UPDATE**

Date: September 22, 2021
(Public Board Meeting)

Information

RECOMMENDATION:

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



ITEM 9

To: **Board of Education**

From: Board Policy
Development Committee

Re: **UPDATE ON POLICIES AND PROCEDURES**

Date: September 22, 2021
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

BOARD POLICY DEVELOPMENT COMMITTEE WORK PLAN 2021-2022

The Board Policy Development Committee has met and developed a work plan for 2018 to 2022. The goal of the committee is to review all existing board policies over the next four years.

Due to the COVID-19 pandemic the work of the committee was suspended in March 2020 and the following policies deferred until 2021-2022. These policies will be included in the work plan for 2021-2022:

Board Policy Development Committee Work Plan 2020-2021 Deferred to 2021-22		
1	2400	School Board Meeting Proceedings
2	5400	Transportation of Students with Special Needs
3	7210	Workplace Discrimination or Bullying and Harassment
4	7220	Dangerous Weapons
5	8901	Field Trips (including extra-curricular activities)
6	9410	Safe, Caring and Healthy Schools
7	9420	Dangerous Weapons in Schools
8	9601	Anaphylaxis
9	9610	Health Care Needs
10	9925	Non-District Sponsored Activities Including Students

The work plan for 2021-2022 is included in the following table:

REVISED Board Policy Development Committee Work Plan 2021 - 2022		
1	2400	School Board Meeting Proceedings
2	4203	Budget Planning and Reporting
3	4204	Contingency Reserve
4	4600	Purchasing Goods and Services
5	5400	Transportation of Students with Special Needs
6	5705	Surveillance
7	7210	Workplace Discrimination or Bullying and Harassment
8	7220	Dangerous Weapons

9	8901	Field Trips (including extra-curricular activities)
10	9325	Education Programs for Non-Residents
11	9410	Safe, Caring and Healthy Schools
12	9420	Dangerous Weapons in Schools
13	9500	Suspension and Exclusion of Students from School
14	9601	Anaphylaxis
15	9610	Health Care Needs
16	9611	Child Protection
17	9705	Student Records
18	9801	Fees - Hardship
19	9925	Non-District Sponsored Activities Including Students
20	10310	Volunteers
21		Trustee Elections Bylaw No. 1-2017/18
22	New	Public Interest Disclosure Act

Policies in the work plan will be prioritized for review by the committee. The committee may also consider other policies required by law or provincial policy.

RECOMMENDATION:

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

**ITEM 10**

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **TRUSTEE MOTION**

Date: September 22, 2021
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The Select Standing Committee on Finance and Government Services, a permanent committee of the Legislative Assembly of BC, invites members of the public each year to submit their comments on Budget Consultations.

The deadline for written submissions on the 2022 Budget Consultations is September 30, 2021.

RECOMMENDATION:

THAT the Board direct the Board Chairperson to submit written comments reflecting board input on the 2022 Budget Consultations to the Select Standing Committee on Finance and Government Services by September 30, 2021.

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **DISTRICT PARENT ADVISORY
COUNCIL**

Date: September 22, 2021
(Public Board Meeting)

Information

Date of meeting: June 17, 2021

Items discussed:

1. Presentation from Kevin Whalen, Athletic Director at Garibaldi Secondary School.
2. Reports from:
 - Superintendent Dhillon – update on summer school registration with almost 1,000 students registered in grades K-12; hosting a summer school at Katzie again this summer; information on the history of athletic directors in the district; review of the proposed September school opening plans.
 - Trustee Carreras – update from June 16, 2021 board meeting; acknowledgement of the horrific news of the discovery of 215 children buried at a residential school in Kamloops; update to the 2021/22 school calendar; strategic plan update; capital plan submission, including playground submissions; strategic plan review update and release of draft plan and next steps; Motion on active transportation in Maple Ridge; congratulations to grads; and thank you to parents for all their support and work over the last year.
 - Martin Dmitrieff, MRTA – review of the athletic director position; BCTF bargaining conference; September return and funding announcement for the return.
 - Kim Plumridge, CUPE – update on scholarship recipients; best wishes for a wonderful summer.
 - Treasurer Report
 - New Business – DPAC executive reports
 - Election of New Executive:
 - Chair: Tania Sargent
 - Vice-Chair: Vacant
 - Treasurer: Paulina Larrain
 - Communications Coordinator: Katie McElgunn-Jonas
 - Recording Secretary: Chris Schultz-Lorentzen
 - DPAC Rep to BCCPAC: Craig Towers
 - Member at Large: Leslie Higginson, Shona Spence, Amanda Woodhall
 - School PAC representative roundtable

Date of next meeting: September 23, 2021

To: **Board of Education**

From: Trustee
Kathleen Sullivan

Re: **RIDGE MEADOWS OVERDOSE
COMMUNITY ACTION TABLE**

Date: September 22, 2021
(Public Board Meeting)

Information

Date of meeting: September 10, 2021

Standing Updates:

1. Provincial Updates/Local Data:

- August 31 - latest Coroner's Report. The Coroner's Report indicates the need going forward with RM CAT Table, although funding not confirmed as yet.
- Over 1000 deaths - suspected drug toxicity deaths - between January and June 2021 are the highest ever recorded in the first six months of a calendar year. Average out to 5.3 deaths/day for the month of June.
- 71% of those dying were aged 30 to 59. Males account for 80% of deaths in 2021.
- Vast majority of deaths are occurring inside and this speaks to the need to breakdown the stigma involved with drug use.
- Locally there were 23 overdoses in Maple Ridge up to June.
- Increase in ambulance calls and increase in drug toxicity.

Projects Updates:

1. Communications Update: Overdose Awareness Day was a success. Adding more resource/links to website as they come in. Need to keep the awareness going.
2. Ministry Popups: are going well, continue to make connections with people. Receiving some donations from Starbucks. Peer team at Popups were integral in getting participation in the food security survey. Over 720 participants completed survey.
3. Overdose Awareness Day recap: Chad supporting the work of the CAT table is helping greatly with the communications with the City of Maple Ridge. WorkSafe and Hospice connections made and asked to join CAT. Positive newspaper coverage. Very little community push back noticed.

CAT Table Input Session:

1. Conversation around setting up a committee to plan for Homelessness Action Week which is the week after Thanksgiving.
2. Discussion around results from quick survey as to where the CAT Table should place their focus. Communication being the standout.
3. Question raised around need for one contact person in the community to help individuals/families navigate needed resources.
4. Question asked about if Stop the Harm and other like presentations will continue in SD42 schools. And does the CAT Table make presentations to the City around issues/concerns.
5. Decolonizing Substance Use and Indigenous Harm Reduction with Len Pierre – contact Kat Wahamaa at kwahamaa@shaw.ca if you are interested in attending the session being held September 22, 2021 9:00 am to 12:00.

Date of next meeting: October 8, 2021

**ITEM 13****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 19, 2021 Special Closed

Call to Order
Motion of Exclusion
Approval of Agenda
Decision Item
Adjournment

Meeting called to order at 1:57 p.m.
Approved
Approved as circulated
Approved
Meeting adjourned at 2:12 p.m.

May 19, 2021 Closed

Call to Order
Motion of Exclusion
Correspondence
Approval of Agenda
Approval of Minutes
Superintendent Decision Items
Superintendent Information Items
Secretary Treasurer Information Item
Adjournment

Meeting called to order at 2:13 p.m.
Approved
Received
Approved as circulated
Approved as circulated
Approved
Received
Received
Meeting adjourned at 4:20 p.m.