



**PUBLIC MEETING  
OF THE BOARD OF EDUCATION**

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

Date: Wednesday, May 15, 2024  
Time: 6:00 p.m.

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*"The glory is not in never falling, but in rising every time you fall" - Chinese Proverb*

**A G E N D A**

**A. OPENING PROCEDURES**

ITEM 1

1. Territory Acknowledgement
2. Call to Order
3. Correspondence
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 public meeting Agenda by emailing [board@sd42.ca](mailto:board@sd42.ca) by no later than 5:30 pm on May 15, 2024. 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.*
6. Approval of Minutes

**B. PRESENTATIONS** - *Individuals and groups invited by the Board to make presentations on any subject pertinent to Board business. 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.*

- Ridge Meadows College

ITEM 2

**C. DELEGATIONS** - *the Board will receive delegations on any subject pertinent to Board business provided the item has been placed on the agenda by the Agenda Preparation Committee. Time limits for individual delegations will be established to allow all registered delegations to present within the time limit for this item. The Board will ordinarily receive for information the item presented and may take action after due deliberation. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

**D. DEFERRED ITEMS**

**E. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools
  - a) School Fees Schedule and Specialty Academy Fees Schedule for 2024/25 ITEM 3
3. Secretary Treasurer
  - a) Eligible School Sites Proposal ITEM 4
4. Board Committees and Advisory Committee Reports
  - a) Budget
  - b) Finance
  - c) Facilities Planning
  - d) Board Policy Development
    - i. Policy Review Update ITEM 5

- e) Education Advisory
- f) Aboriginal Education Advisory
- g) Accessibility Advisory

**F. INFORMATION ITEMS**

- 1. Chairperson
- 2. Superintendent of Schools
  - a) Superintendent’s Update ITEM 6
  - b) Enhancing Student Learning Feedback Report ITEM 7
- 3. Secretary Treasurer
  - a) Secretary Treasurer’s Update ITEM 8
  - b) Environmental Sustainability Update and 2023 Climate Change Accountability Report ITEM 9
- 4. Board Committees & Advisory Committee Reports
  - a) Budget
  - b) Finance
  - c) Facilities Planning
  - d) Board Policy Development
    - i. Policy Review Update ITEM 10
  - e) Education Advisory
  - f) Aboriginal Education Advisory
  - g) Accessibility Advisory

**G. TRUSTEE MOTIONS AND NOTICES OF MOTIONS**

**H. TRUSTEE REPORTS**

- 1. BC School Trustees Association

**I. QUESTION PERIOD ITEM 11**

*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](mailto:board@sd42.ca) by no later than 5:30 pm on May 15, 2024. 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.*

**J. OTHER BUSINESS**

- 1. Public Disclosure of Closed Meeting Business ITEM 12

**K. ADJOURNMENT**



**ITEM 1**

To: **Board of Education**

From: Chairperson  
Elaine Yamamoto

Re: **OPENING PROCEDURES**

Date: May 15, 2024  
(Public Board Meeting)

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**Decision**

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1. *TERRITORY ACKNOWLEDGEMENT*

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 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. *CALL TO ORDER*

3. *CORRESPONDENCE*

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 public meeting Agenda by emailing [board@sd42.ca](mailto:board@sd42.ca) by no later than 5:30 p.m. on May 15, 2024. 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.*

6. *APPROVAL OF MINUTES*

**RECOMMENDATION:**

**THAT the Minutes of the May 1, 2024 Public Board meeting be approved as circulated.**

Attachment



**MINUTES OF THE  
PUBLIC BOARD OF EDUCATION MEETING  
Wednesday, May 1, 2024 (6:00 PM)  
Boardroom, District Education Office**

**IN ATTENDANCE:**

Chairperson – Elaine Yamamoto	Superintendent – Teresa Downs
Vice Chairperson – Kim Dumore	Secretary Treasurer – Richard Rennie
Trustee – Hudson Campbell	Deputy Superintendent – Cheryl Schwarz
Trustee – Gabriel Liosis	Assistant Secretary Treasurer – Iris Mo
Trustee – Mike Murray	Senior Manager, Communications – Irena Pochop
Trustee – Pascale Shaw	Executive Coordinator – Rebecca Lyle
Trustee – Katie Sullivan	

**A. OPENING PROCEDURES**

1. Territory Acknowledgement

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 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. Call to Order

The Chairperson called the Public Board meeting to order at 6:02pm.

The Chairperson welcomed and thanked everyone for attending.

3. Correspondence

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](mailto:board@sd42.ca) by no later than 5:30pm on May 1, 2024.

No Public Input was received.

**B. APPROVAL OF MINUTES**

**Moved/Seconded**

THAT the Minutes of the April 17, 2024, Public Board Meeting be approved as circulated.

**CARRIED**

**C. PRESENTATIONS****D. DELEGATIONS****E. DEFERRED ITEMS****F. DECISION ITEMS**

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

a) 2024/25 Preliminary Budget Changes and Annual Budget Bylaw

The Secretary Treasurer presented the Proposed Preliminary Budget 2024/25 dated May 1, 2024 and reported that it is based upon the Proposed Preliminary Budget 2024/25 dated April 17, 2024 and incorporates feedback received through the budget engagement process.

The Secretary Treasurer further reported that the Annual Budget Bylaw for 2024/25 was prepared in accordance with Public Sector Accounting Standards and incorporates the budget balancing proposals as outlined in the Proposed Preliminary Budget 2023/24 dated May 1, 2024 for the operating, special purpose, and capital funds.

Trustee Campbell declared a conflict of interest on proposed budget changes impacting education assistants staffing, noting that a member of their family is a education assistant within this school district, and did not participate in the first of four motions that follow.

The Chairperson invited trustees to provide feedback on the Preliminary Budget 2024/25.

**Moved/Seconded**

1. THAT the Board approve the following preliminary budget changes for 2024/25 for implementation:
  - a. the appropriation of \$236,896 of 2023/24 operating surplus on a one-time basis for 4.23 FTE education assistants to extend the eight weeks of kindergarten transition support at 21 elementary schools to December 20, 2024 for a total of fifteen weeks; and
  - b. the allocation of \$926,313 from the instructional bank on a one-time basis to add 7.0 FTE co-teaching staff at a cost of \$896,313 and add \$30,000 for behavioral consulting services.

**CARRIED****Moved/Seconded**

2. THAT the Board approve the following:
  - a. the appropriation of \$2,051,420 of 2023/24 operating surplus to assist with funding the 2024/25 operating budget;
  - b. the transfer of \$1,080,432 from the Operating Fund to the Local Capital fund for the following purposes: childcare capital (\$54,520), IT capital plan (\$847,039), facilities equipment and vehicles (\$178,873); and that
  - c. any additional available operating surplus from 2023/24 be transferred to the Local Capital fund and allocated as follows:

- 1) First, to top up the contingency reserve held in local capital to 1% of budgeted operating expenditures for 2024/25;
- 2) Second, to increase the IT capital plan reserve by up to \$0.87M;
- 3) Finally, any remaining available operating surplus be allocated as follows:
  - 1/3 to new temporary classrooms,
  - 1/3 to other facilities renewal, and
  - 1/3 as a further contribution to the IT capital plan;

AND FURTHER;

THAT the Board approve the preliminary budget changes for 2024/25 as outlined in the Preliminary Budget 2024/25 for implementation and incorporation in the 2024/25 Annual Budget Bylaw.

**CARRIED**

**Moved/Seconded**

3. THAT the Annual Budget Bylaw of the Board for the fiscal year 2024/25 be given three (3) readings at this meeting. (vote must be unanimous)

**CARRIED UNANIMOUSLY**

**Moved/Seconded**

4. THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) approve the 2024/25 Annual Budget Bylaw in the amount of \$258,639,577 be:

Read a first time on the 1<sup>st</sup> day of May, 2024;

Read a second time on the 1<sup>st</sup> day of May, 2024;

Read a third time, passed and adopted on the 1<sup>st</sup> day of May, 2024.

**CARRIED**

4. Board Committees and Advisory Committee Reports

- a) Budget
- b) Finance

- i. 2023/24 Third Quarter Financial Statements

The Secretary Treasurer reported that the Financial Statements for the Quarter Ended March 31, 2024, are presented to the Board for approval at the recommendation of the Finance Committee of the Whole.

The Secretary Treasurer provided an overview of the major variances from budget.

**Moved/Seconded**

THAT the Board approve the financial statements for the third quarter ended March 31, 2024.

**CARRIED**

- c) Facilities Planning
- d) Board Policy Development

- i. Policy Review Update

The Secretary Treasurer reported that no suggested changes were received during the consultation process for Policy 2919: Trustee Code of Conduct and Policy 6600: Naming of School District Facilities and proposed to split the recommendation into two parts.

**Moved/Seconded**

THAT the Board consider Policy 2919 and Policy 6600 as separate motions.

**CARRIED**

**Moved/Seconded**

THAT the Board approve Policy 2919: Trustee Code of Conduct.

**CARRIED**

**Moved/Seconded**

THAT the Board defer Policy 6600: Naming of School District Facilities, and refer it back to the Board Policy Development Committee for further discussion.

Discussion ensued.

**CARRIED**

- e) Education Advisory
- f) Aboriginal Education Advisory
- g) Accessibility Advisory

**G. INFORMATION ITEMS**

1. Chairperson
2. Superintendent of Schools
  - a) Superintendent's Update

The Superintendent and the Deputy Superintendent reported that the school district received additional funding for the Student Family Affordability Fund and presented an update of how the funds will be used.

**Moved/Seconded**

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

**CARRIED**

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

The Secretary Treasurer reported that the Board Policy Development Committee met, reviewed and is proposing substantive changes to Policy 5780: Appropriate Use of Information Technology and Communication Systems and summarized the updates made to the existing policy which include guidelines for student cell phone and digital device use in classrooms that align with the recently announced Order of the Minister of Education and Child Care regarding personal digital devices. Input from education partners and the public is now invited. The Board Policy Development Committee will review all the input received before the policy is presented to the Board for approval on June 19, 2024.

**Moved/Seconded**

THAT the Board receive drafts of the following policy for information and continuation of the consultation process:

- 5780: Appropriate Use of Information Technology and Communication Systems

**CARRIED**

- e) Education Advisory
- f) Aboriginal Education Advisory
- g) Accessibility Advisory

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

**I. TRUSTEE REPORTS**

District Parent Advisory Council

Trustee Murray had nothing further to report on the meeting held on April 16, 2024.

**J. QUESTION PERIOD**

Questions were received and answered on the following topics:

- Cleanliness of the maintenance shop
- Access to the HR departmental review document

**K. OTHER BUSINESS**

**L. ADJOURNMENT**

**Moved/Seconded**

THAT the Board adjourn the meeting.

**CARRIED**

The Public Board meeting adjourned at 7:19pm.

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Elaine Yamamoto, Chairperson

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Richard Rennie, Secretary Treasurer





**ITEM 2**

To: **Board of Education**

From: Chairperson  
Elaine Yamamoto

Re: **RIDGE MEADOWS COLLEGE  
PRESENTATION**

Date: May 15, 2024  
(Public Board Meeting)

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**Information**

**BACKGROUND:**

The following staff have prepared a presentation on International Education:

- Will Carne, Manager, Ridge Meadows College

**RECOMMENDATION:**

**THAT the Board receive the Ridge Meadows College presentation, for information.**



**ITEM 3**

To: **Board of Education**

From: Superintendent  
Teresa Downs

Re: **SCHOOL FEES SCHEDULE AND SPECIALTY  
ACADEMY FEES SCHEDULE 2024/25**

Date: May 15, 2024  
(Public Board Meeting)

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**Decision**

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**BACKGROUND/RATIONALE:**

**School Act: Section 82 - Fees and Deposits**

Section 82 of the School Act states that:

- (1) A board must provide free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the board,
  - (a) instruction in an educational program sufficient to meet the general requirements for graduation,
  - (b) instruction in an educational program after the student has met the general requirements for graduation, and
  - (c) educational resource materials necessary to participate in the educational program.
- (2) For the purposes of subsection (1), a student is resident in British Columbia if the student and the student's guardian are ordinarily resident in British Columbia.
  - (2.1) Subject to subsection (2.2), if a board permits a student who is older than school age and is ordinarily resident in British Columbia to enroll in an educational program leading to graduation, the board must provide free of charge to that student
    - (a) instruction in an educational program sufficient to meet the general requirements for graduation, and
    - (b) educational resource materials necessary to participate in the educational program.
  - (2.2) Subsection (2.1) does not apply to a student who has
    - (a) already met the general requirements for graduation, or
    - (b) completed the requirements for graduation from a secondary school or high school in another jurisdiction.
- (3) Subject to subsections (1) and (2.1), section 82.4 and the orders of the minister, a board may charge fees for goods and services provided by the board.
- (4) A board may require a deposit for educational resource materials provided to students and to children registered under section 13.
- (5) If a board requires a deposit under subsection (4), it must refund all or part of the deposit to the student or child on return of the educational resource materials.

- (6) A board must publish a schedule of the fees to be charged and deposits required and must make the schedule available to students and to children registered under section 13 and to the parents of those students and children before the beginning of the school year.
- (7) Except as provided in an agreement under section 75 (4.1), a board is not responsible to pay for any educational activity undertaken by a student that is not provided by the board.

**Elementary School Supplies**

The current and proposed elementary school supplies fees are shown below.

Fee Description	Proposed 2024/25 Rate	Current 2023/24 Rate	Change
Elementary School Supplies	\$ 60	\$ 60	\$ -

The elementary school supplies fees cover the cost of standard grade-specific school supplies (crayons, pencils, binders, glue sticks, etc.) and student planners. An alternative school supplies list is also made available to parents so they can purchase their own supplies if they so wish. Elementary school principals will post the school supply lists on the school website prior to June 30<sup>th</sup> of each year.

**Secondary School Fee Schedule:**

The current and proposed secondary school fees schedule is shown below.

Fee Description	Proposed 2024/25 Rate	Current 2023/24 Rate	Change
Student Fee	\$ 35	\$ 35	\$ -
Athletics	\$ 35	\$ 35	\$ -
Yearbook	\$ 65	\$ 65	\$ -

The secondary student fee is collected from all students and is used to purchase goods and services for intramurals, student clubs, presentations, leadership activities, cultural activities, community fees, school app and field trips.

The secondary athletic fee was introduced in 2017/18, is collected only from students participating in inter-school sports leagues and competitions and is used to purchase goods and services for association memberships, registrations, transportation, officials and referees, and medical and safety supplies.

**Continuing Education Fee Schedule:**

The current and proposed continuing education fees schedule is shown below.

Fee Description	Proposed 2024/25 Rate	Current 2023/24 Rate	Change
Student Fee	\$ 20	\$ 20	\$ -
Optional Grad Ceremony Fee	\$ 30	\$ 30	\$ -
Graduated Resident Course Fee	\$ 650	\$ 650	\$ -

**Summer Learning Refundable Deposits:**

The current and proposed summer learning fee is shown below.

Fee Description	Proposed 2024/25 Rate	Current 2023/24 Rate	Change
Textbook Deposit (Grade 10-12)	\$ 75	\$ 75	\$ -

**School Act: Section 82.1 - Specialty Academies**

Section 82.1 of the School Act states that:

- (1) In this section, "**specialty academy**" means an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations.
- (2) A board may offer a specialty academy if
  - (a) the board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and
  - (b) the board is of the opinion that there is sufficient demand for the specialty academy.
- (3) A board that offers a specialty academy must
  - (a) make available sufficient instruction for students enrolled in the specialty academy to meet the general requirements for graduation, and
  - (b) continue to offer a standard educational program in the school district.
- (4) Despite section 82, but subject to section 82.4, a board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program.
- (5) On or before July 1 of each school year, a board that offers a specialty academy must
  - (a) establish a schedule of fees to be charged under subsection (4), and
  - (b) make the schedule of fees available to the public.
- (6) Before establishing a schedule of fees under subsection (5), a board must
  - (a) consult with the parents' advisory council for the school where the specialty academy is offered, and
  - (b) obtain the approval of that parents' advisory council for the schedule of fees.

The specialty academies offered by School District No. 42 (SD42) in 2024/25 for a fee are as follows:

Specialty Academy Program	School
Softball	Garibaldi Secondary
Interdisciplinary Arts	Garibaldi Secondary
Digital Arts	Maple Ridge Secondary
Soccer	Westview Secondary
Basketball	Westview Secondary

Pacific Rim Hockey Academy (PRHA) offers a hockey program to eligible SD42 students at Pitt Meadows Secondary and Samuel Robertson Technical schools. PRHA is charging a direct fee to students of \$1,920 for this program for 2024/25. Since there are no fees collected by the board for this program, it is not listed as a proposed fee.

**Specialty Academy Fees Schedule**

The current and proposed specialty academy fees schedule is shown below. These proposed fees have been approved by the parent advisory councils of the applicable schools.

Fee Description	Proposed 2024/25 Rate	Current 2023/24 Rate	Change
Basketball	\$ 500	\$ 500	\$ -
Digital Arts	\$ 75	\$ 75	\$ -
Interdisciplinary Arts	\$ 200	\$ 91	\$ 109
Soccer	\$ 850	\$ 800	\$ 50
Softball	\$ 2,000	\$ 1,880	\$ 120

The above proposed fees apply to resident students. The Board approved the 2024/25 soccer academy, basketball academy, continuing education, online learning, and summer learning fees for non-resident students on February 15, 2023.

The proposed fee increase for interdisciplinary arts is attributable to increased cost in theatre related, consumables, such as make up, clothing and costuming, staging, and equipment including but not limited to individual headset microphones with batteries for the program.

The proposed fee increase for soccer is a result of increased costs for supplies, equipment, clothing, and team travel and activities.

The proposed fee increase for softball is a result of increased costs for transportation, gear and supplies, and external training and events.

The proposed fees are based on projected enrolment and projected expenses for 2024/25 and are detailed in the following tables. It is anticipated that actual enrolment will be sufficient for the Academies to break even.

<b>Academy:</b>	<b>Basketball</b>
<b>School:</b>	<b>Westview Secondary</b>
<b>Projected Enrolment:</b>	65
<b>Projected Expenses:</b>	
Advertising	\$ 1,500
Clothing	13,000
Speakers and Training Services	3,500
Supplies	12,000
Transportation	<u>2,500</u>
	<u>32,500</u>
<b>Proposed 2024/25 Fee to cover Projected Expenses</b>	<b><u>\$ 500</u></b>

<b>Academy:</b>	<b>Digital Arts</b>
<b>School:</b>	<b>Maple Ridge Secondary</b>
<b>Projected Enrolment:</b>	15
<b>Projected Expenses:</b>	
Supplies	<u>\$ 1,125</u>
<b>Proposed 2024/25 Fee to cover Projected Expenses</b>	<b><u>\$ 75</u></b>

<b>Academy:</b>	<b>Interdisciplinary Arts</b>
<b>School:</b>	<b>Garibaldi Secondary</b>
<b>Projected Enrolment:</b>	45
<b>Projected Expenses:</b>	
Choreography	\$ 1,500
Sound Engineer	3,500
Technology - Set Design	<u>4,000</u>
	<u>9,000</u>
<b>Proposed 2024/25 Fee to cover Projected Expenses</b>	<b><u>\$ 200</u></b>

<b>Academy:</b>	<b>Soccer</b>
<b>School:</b>	<b>Westview Secondary</b>
<b>Projected Enrolment:</b>	57
<b>Projected Expenses:</b>	
Instruction/Coaching Staff	\$ 20,000
Supplies/Equipment/Clothing	22,450
Transportation & Activities	6,000
	48,450
<b>Proposed 2024/25 Fee to cover Projected Expenses</b>	<b>\$ 850</b>

<b>Academy:</b>	<b>Softball</b>
<b>School:</b>	<b>Garibaldi Secondary</b>
<b>Projected Enrolment:</b>	20
<b>Projected Expenses:</b>	
Clothing	\$ 3,400
Instructors	31,875
Transportation	4,250
Supplies	475
	40,000
<b>Proposed 2024/25 Fee to cover Projected Expenses</b>	<b>\$ 2,000</b>

**School Act: Section 82.2 – Trades Programs**

Section 82.2 of the School Act states that:

- (1) In this section, "trades program" means an educational activity that is designed to certify a student for a particular occupation, and includes an apprenticeship for students registered with SkilledTradesBC under the Skilled Trades BC Act.
- (2) Despite section 82, but subject to section 82.4, a board may do the following in relation to a student enrolled in an educational program that has a trades program component:
  - (a) charge fees for the purchase or rental of tools, equipment and materials necessary for the student's participation in the trades program;
  - (b) require the student to provide his or her own tools, equipment and materials necessary for the student's participation in the trades program.

**Trades Program Fees Schedule**

Secondary schools charge fees for the purchase or rental of tools, equipment, materials and transportation necessary for the student's participation in the trades programs.

The current and proposed fees for the trades programs are shown below.

Fee Description	Proposed 2024/25 Rate	Current 2023/24 Rate	Change
Automotive	\$ 275	\$ 275	\$ -
Carpentry	\$ 900	\$ 900	\$ -
Culinary	\$ 950	\$ 900	\$ 50
Framing	\$ 900	\$ 900	\$ -
Hair Design	\$ 3,665	\$ 3,665	\$ -
Metal Fabrication	\$ 600	\$ 1,300	\$ (700)
Plumbing	\$ 900	\$ 875	\$ 25

The proposed fee increases for the culinary and plumbing programs are attributable to increased costs of supplies and books. The proposed decreased fee for the metal fabrication program results from the elimination of transportation costs for the program, which will be paid by the Washington Foundation Grant.

**School Act: Section 82.31 – International Baccalaureate**

Section 82.31 of the School Act states that:

- (1) In this section and section 178, "International Baccalaureate program" means an educational program based on a curriculum developed and standards set by the International Baccalaureate Organization, a registered extraprovincial non-share corporation as defined in section 167 of the Societies Act.
- (2) A board that offers an International Baccalaureate program must
  - (a) make available sufficient instruction for students enrolled in the International Baccalaureate program to meet the general requirements for graduation, and
  - (b) continue to offer a standard educational program in the school district.
- (3) Despite section 82, but subject to section 82.4, a board may charge a student enrolled in an International Baccalaureate program fees relating to the direct costs incurred by the board in providing the International Baccalaureate program that are in addition to the costs of providing a standard educational program.
- (4) If a board that offers an International Baccalaureate program charges fees under subsection (3), the board must, on or before July 1 of each school year,
  - (a) establish a schedule of fees to be charged under subsection (3), and
  - (b) make the schedule of fees available to the public.



**International Baccalaureate Fees Schedule**

The current and proposed fees for the International Baccalaureate program are shown below.

Fee Description	Proposed 2024/25 Rate	Current 2023/24 Rate	Change
Grade 11 Full Diploma Fee	\$ 600	\$ 600	\$ -
Grade 12 Individual Exam Fee	\$ 120	\$ 120	\$ -
Grade 12 Full Diploma Fee	\$ 600	\$ 600	\$ -

No changes are proposed.

<b>Academy:</b>	<b>International Baccalaureate</b>
	<b>Diploma Program</b>
<b>School:</b>	<b>Garibaldi Secondary</b>
<b>Projected Enrolment:</b>	
Grade 11 projected full diploma graduates	23
Grade 12 certificate program	35
Grade 12 projected full diploma graduates	11
	69
<b>Projected Expenses:</b>	
Annual fee	\$ 15,730
Exam fees	37,255
BC Association annual fee	300
Software - Managebac	1,650
Training/Travel	15,500
Textbooks	5,000
Exam shipping costs	3,134
Gross Projected Expenses	78,569
Portion funded by the Board	(53,969)
Portion funded by fees	\$ 24,600
<b>Fee to break even</b>	
Grade 11 full diploma fee	\$ 1,382
Grade 12 individual exam fee	\$ 902
Grade 12 full diploma fee	\$ 1,382
<b>Proposed 2024/25 student fees</b>	
Grade 11 full diploma fee	\$ 600
Grade 12 individual exam fee	\$ 120
Grade 12 full diploma fee	\$ 600

**RECOMMENDATION:**

**THAT the Board approve the following proposed fee schedule for the 2024/25 year:**

Fee Category	Fee Description	Proposed 2024/25 Rate
Elementary	School Supplies Fee	\$ 60
Secondary - School Fees	Student Fee	\$ 35
Secondary - School Fees	Athletics	\$ 35
Secondary - School Fees	Yearbook	\$ 65
Continuing Education	Student Fee	\$ 20
Continuing Education	Optional Grad Ceremony Fee	\$ 30
Continuing Education	Graduated Resident Course Fee	\$ 650
Summer Learning	Textbook Deposit (Grades 10-12)	\$ 75
Graduated Resident	Graduated Resident Student Fee	\$ 650
Secondary - Specialty Academies	Basketball	\$ 500
Secondary - Specialty Academies	Digital Arts	\$ 75
<b>Secondary - Specialty Academies</b>	<b>Interdisciplinary Arts</b>	<b>\$ 200</b>
<b>Secondary - Specialty Academies</b>	<b>Soccer</b>	<b>\$ 850</b>
<b>Secondary - Specialty Academies</b>	<b>Softball</b>	<b>\$ 2,000</b>
Secondary - Trade Program Course Fees	Automotive	\$ 275
Secondary - Trade Program Course Fees	Carpentry	\$ 900
Secondary - Trade Program Course Fees	Culinary	<b>\$ 950</b>
Secondary - Trade Program Course Fees	Framing	\$ 900
Secondary - Trade Program Course Fees	Hair Design	\$ 3,665
<b>Secondary - Trade Program Course Fees</b>	<b>Metal Fabrication</b>	<b>\$ 600</b>
<b>Secondary - Trade Program Course Fees</b>	<b>Plumbing</b>	<b>\$ 900</b>
Secondary - International Baccalaureate	Grade 11 Full Diploma Fee	\$ 600
Secondary - International Baccalaureate	Grade 12 Individual Exam Fee	\$ 120
Secondary - International Baccalaureate	Grade 12 Full Diploma Fee	\$ 600



**ITEM 4**

To: **Board of Education** From: Secretary Treasurer  
Richard Rennie  
Director of Facilities  
Louie Giroto

Re: **ELIGIBLE SCHOOL SITES PROPOSAL** Date: May 15, 2024

**Decision**

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**BACKGROUND/RATIONALE**

The Eligible School Sites Proposal is a required component of the capital plan submission, which must be passed annually by Board resolution and referred to local governments in the District for acceptance pursuant to the Local Government Act.

This report estimates the number of eligible school age children which would be generated by residential growth and the number of eligible school sites required for the School District, including approximate number, location and cost of school sites proposed to be included in the 2024/25 Capital Plan.

The Eligible School Sites Proposal was initially incorporated into the 2001-2002 capital budget submission and involved extensive consultation with the City of Maple Ridge and the City of Pitt Meadows as well as the development community. Both municipalities have undertaken major revisions to their Official Community Plans and land use bylaws and have provided revised 10-year projections for residential development which were incorporated into these projections.

There will be no change to school site acquisition charge (SSAC) bylaw rate applied to new development units, based on calculations consistent with Provincial School Site Acquisition Charge Regulations. The SSAC bylaw rate was set in 2007 at the maximum allowed by the Local Government Act and Provincial Regulations and is still in effect (Capital Bylaw #1A, 2007 – School Site Acquisition Charge Bylaw) **Attachment A**.

The following information has been considered and is reflected in **Attachment B**:

1. The Eligible School Sites Proposal projections have been discussed with planning department staff for the City of Pitt Meadows and for the City of Maple Ridge, who provided local government’s forecasts for new housing which has been included in the report for the period 2024-2033 (Schedule ‘A’).
2. A projection of the number of children of school age, as defined in the School Act, that will be added to the school district as the result of the projected eligible development units for the period 2024-2033 (Schedule ‘A’).
3. The approximate size and the number of school sites required to accommodate the number of children projected under paragraph (2) (Schedule ‘B’).

4. The approximate location and value of school sites referred to in paragraph (3) (Schedule 'B').

**RECOMMENDATION:**

**THAT the Board approve the following eligible school sites proposal:**

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

**IT IS RESOLVED THAT:**

1. **Based on information from local government, the Board estimates there will be approximately 11,775 new development units constructed in the School District over the next 10 years, as presented in Schedule 'A';**
2. **These 11,775 new development units will be home to an estimated 1,934 school age children, as presented in Schedule 'A';**
3. **The Board expects one (1) new school site over the ten-year period, will be required as the result of this growth in the school district. The site acquisitions will be generally located as presented in Schedule 'B';**
4. **According to Ministry of Education and Child Care site standards, the Board expects that the eligible school sites will require a total acquisition of 3.42 hectares (8.45 acres) of land, as presented in Schedule 'B'. This site should be purchased within ten years and, at current serviced land costs, the land will cost approximately \$26.09 million; and**
5. **The Eligible School Sites Proposal as adjusted be incorporated in the 2024/25 Capital Plan, and submitted to the Ministry of Education and Child Care.**

Attachments



**THE BOARD OF SCHOOL TRUSTEES OF  
SCHOOL DISTRICT NO. 42 (Maple Ridge – Pitt Meadows)**

**CAPITAL BYLAW No. 1A– 2007**

**A BYLAW BY THE BOARD OF SCHOOL TRUSTEES OF SCHOOL DISTRICT NO. 42 (Maple Ridge – Pitt Meadows)** (hereinafter called the “Board”) to replace the Capital Bylaw No.1 – 2001, School Site Acquisition Charge Capital Bylaw, adopted on May 29, 2001. The School Site Acquisition Charge Capital Bylaw No. 1A-2007 sets the school site acquisition charges for the prescribed categories of eligible development pursuant to Part 26, Division 10.1, Sections 937.2 to 937.91 of the *Local Government Act* and British Columbia School Site Acquisition Charge Regulation 17/00.

**WHEREAS**, School District No. 42 (Maple Ridge – Pitt Meadows) is an eligible school district pursuant to Part 26, Division 10.1, Sections 937.2 to 937.91 of the *Local Government Act* for which the Board has indicated an eligible school site requirement in its approved capital plan beginning in 2003;

**AND WHEREAS**, the Board has consulted with stakeholders and local governments and passed the 2007/2008 Eligible School Site Proposal, incorporated in the school district’s 2007-2011 Five Year Capital Plan submission to the Ministry of Education;

**AND WHEREAS**, the board approved the 2007/2008 Eligible School Site Proposal which indicates a significant increase in serviced land cost of eligible school sites from its original estimate in 2003/2004;

**AND WHEREAS**, the Ministry of Education provided notice that the Eligible School Site Proposal included in the 2007-2011 Five Year Capital Plan for School District No. 42 (Maple Ridge – Pitt Meadows) was accepted by the Minister of Education on April 13, 2007;

**AND WHEREAS**, the Board of School Trustees is required to introduce revisions to the School Site Acquisition Charge Capital Bylaw, as required, within 60 days of the notice from the Ministry;

**NOW THEREFORE** the Board of School Trustees for School District No. 42 (Maple Ridge – Pitt Meadows) in open meeting assembled, ENACTS AS FOLLOWS:

1. **“Eligible Development”** means
  - a) a subdivision of land in School District No.42 (Maple Ridge – Pitt Meadows), or
  - b) any new construction, alteration or extension of a building in School District No.42 (Maple Ridge – Pitt Meadows) that increases the number of self-contained dwelling units on a parcel.
  
2. **“School Site Acquisition Charge”** is a charge collected by local government, for each new residential parcel to be created by subdivision and for new multiple family residential units to be constructed on an existing parcel, for the purpose of providing funds to assist school boards to pay the capital costs of meeting eligible school site requirements pursuant to Part 26, Division 10.1, Sections 937.2 to 937.91 of the *Local Government Act* and British Columbia School Site Acquisition Charge regulations.

3. Pursuant to Part 26, Division 10.1 of the *Local Government Act*, the Board establishes the charges applicable to the prescribed categories of eligible development for the school district in accordance with the following formula:

$$SSAC = [(A \times B) / C] \times D$$

Where

SSAC = the school site acquisition charge applicable to each prescribed category of eligible development;

A = \$22,525,000 (cost attributable to eligible development units);

B = 35% (set by Provincial regulation);

C = 9,351 (Eligible development units projected for the 2007 capital plan submission); and

D = a factor set by Provincial Regulation for the prescribed categories of eligible development.

4. The charges applicable to the categories of eligible development as prescribed by British Columbia Regulation 17/00 for the school district are set in the table below:

Prescribed Category of Eligible Development (BC Regulation 17/00)	D =(Factor set by BC Regulation 17/00)	School Site Acquisition Charge (per unit) SSAC = [(A x B) – A1 / C] x D
Low Density (less than 21 units / gross ha.)	1.25	\$1,000
Medium Low (21-50 units / gross ha)	1.125	\$900
Medium (51 –125 units / gross ha)	1.0	\$800
Medium High (126-200 units / gross ha)	0.875	\$700
High Density (greater than 200 units / gross ha)	0.75	\$600

*\*Pursuant to Provincial Regulations, maximum charge is \$1,000.*


5. The school site acquisition charge amendment does not come into effect until 60 days after the adoption day of this bylaw. The implementation date for the collection of charges will be June 25, 2007.
6. Any subdivision or building permit application accepted by local government prior to June 25, 2007 will not be subject to the school site acquisition charge provided that a completion of the application, with final approval of subdivision or a building permit authorizing construction, is received prior to June 27, 2008.

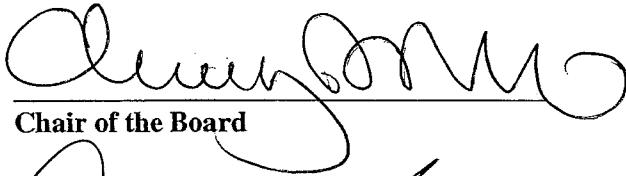
7. A school site acquisition charge is not payable if any of the following applies:
- (a) The eligible development is within a category that is exempt from school site acquisition charges pursuant to BC School Site Acquisition Charge Regulations;
  - (b) A school site acquisition charge has previously been paid for the same eligible development unless, as a result of further subdivision or issuance of a building permit, more eligible development units are authorized or will be created on a parcel;
  - (c) Where a building permit is issued on an existing parcel, which after construction, alteration or extension, the parcel will contain three or fewer self-contained dwelling units.
8. This Bylaw shall be cited for all purposes as the "School District No.42 (Maple Ridge-Pitt Meadows) Capital Bylaw No. 1A- 2007 (Re: School Site Acquisition Charge Capital Bylaw)".

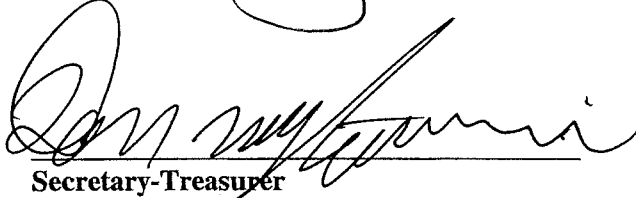
READ A FIRST TIME THE 25<sup>TH</sup> DAY OF APRIL, 2007

READ A SECOND TIME THE 25<sup>TH</sup> DAY OF APRIL, 2007

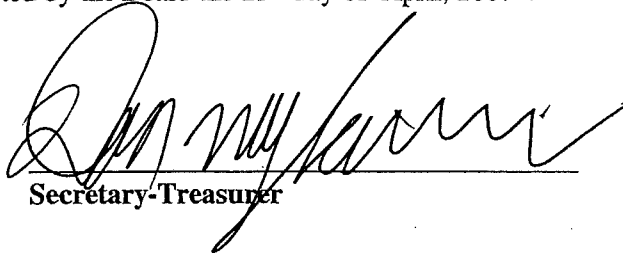
READ A THIRD TIME, PASSED AND ADOPTED THE 25<sup>TH</sup> DAY OF APRIL, 2007



  
Chair of the Board

  
Secretary-Treasurer

**I HEREBY CERTIFY** this to be a true and original of **School District No. 42 (Maple Ridge – Pitt Meadows) Capital Bylaw No. 1A-2007**, adopted by the Board the 25<sup>th</sup> day of April, 2007 .

  
Secretary-Treasurer

SCHEDULE 'A'

Ten Year Projections (2024-2033) - Eligible Development Units and School Age Children

Year:	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Total
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Table 1 - Growth Forecasts - Housing Units Completions By Type (completions for previous school year by July 1)											
<b>City of Maple Ridge</b>											
Single Detached	200	50	145	230	200	155	100	55	20	50	1,205
Row House	270	185	10	205	270	295	110	55	20	100	1,520
Low Rise Apartment	1,000	700	700	800	900	1,200	1,000	700	635	400	8,035
<b>Total</b>	<b>1,470</b>	<b>935</b>	<b>855</b>	<b>1,235</b>	<b>1,370</b>	<b>1,650</b>	<b>1,210</b>	<b>810</b>	<b>675</b>	<b>550</b>	<b>10,760</b>
<b>City of Pitt Meadows</b>											
Single Detached	-	-	-	-	-	-	-	-	-	-	-
Row House	40	40	40	40	40	50	50	50	50	50	450
Low Rise Apartment	50	50	50	115	50	50	50	50	50	50	565
<b>Total</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>155</b>	<b>90</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>1,015</b>
<b>Total Units Combined</b>	<b>1,560</b>	<b>1,025</b>	<b>945</b>	<b>1,390</b>	<b>1,460</b>	<b>1,750</b>	<b>1,310</b>	<b>910</b>	<b>775</b>	<b>650</b>	<b>11,775</b>

Table 2 - SCHOOL DISTRICT 42 - ELIGIBLE DEVELOPMENT UNITS (annual totals by housing type)											Total
Single Detached	200	50	145	230	200	155	100	55	20	50	1,205
Row House	310	225	50	245	310	345	160	105	70	150	1,970
Low Rise Apartment	1,050	750	750	915	950	1,250	1,050	750	685	450	8,600
<b>Total Units</b>	<b>1,560</b>	<b>1,025</b>	<b>945</b>	<b>1,390</b>	<b>1,460</b>	<b>1,750</b>	<b>1,310</b>	<b>910</b>	<b>775</b>	<b>650</b>	<b>11,775</b>

Table 3 - PROJECTED SCHOOL AGE YIELD (from Eligible development unit projections)											Total
Single Detached	100	25	75	115	100	80	50	30	10	25	610
Row House	120	85	20	95	120	130	60	40	30	60	760
Low Rise Apartment	65	53	53	64	60	88	65	53	40	25	564
<b>Total EDU Students</b>	<b>285</b>	<b>163</b>	<b>148</b>	<b>274</b>	<b>280</b>	<b>298</b>	<b>175</b>	<b>122</b>	<b>80</b>	<b>110</b>	<b>1,934</b>

Table 4 - PROJECTED AVERAGE YIELD FACTORS										
Single Detached	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Row House	0.38	0.38	0.38	0.38	0.38	0.38	0.38	0.38	0.38	0.38
Low Rise Apartment	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07



**SCHEDULE 'B'**

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

**ELIGIBLE SCHOOL SITES PROPOSAL - 2024/25 CAPITAL PLAN**

*(Does not include eligible sites already approved for acquisition)*

<b>Proposed Elementary School Sites General Location</b>	<b>Size (Ha)</b>	<b>Estimated Cost \$</b>
Silver Valley Area Elementary	3.42	\$26,090,000
<b>TOTAL (1 new school site)</b>	<b>3.42</b>	<b>\$26,090,000</b>



**ITEM 5**

To: **Board of Education**

From: Board Policy Development Committee

Re: **POLICY REVIEW UPDATE**

Date: May 15, 2024  
(Public Board Meeting)

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**Decision**

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**BACKGROUND/RATIONALE:**

The Board Policy Development Committee (the "Committee") has developed a work plan for 2022 to 2026 with a goal of reviewing all existing board policies over the four-year term.

On May 8, 2024, the Committee met, reviewed and is proposing non-substantive changes to the following policy:

- 9500: Suspension and Exclusion of Students from School (**Attachment A**)

The Committee is now recommending that the Board approve this updated policy.

**RECOMMENDATION:**

**THAT the Board approve the following updated policy:**

- **9500: Suspension and Exclusion of Students from School**

Attachment

**SD 42 POLICY: 9500**

**SUSPENSION AND EXCLUSION OF STUDENTS FROM SCHOOL**

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**SUSPENSION OF STUDENTS FROM SCHOOL**

The goals of all interactions with students should be focused on learning. Therefore, disciplinary action, whenever possible, will be preventative, restorative, and educational rather than solely corrective or punitive in nature. The school's responses to Code of Conduct violations will be rational, consistent, and fair. The administration will take into account factors such as the severity and frequency of the offence(s), as well as the age, maturity, and ability of the student(s) in question. Consequences for inappropriate behavior such as written warnings, detention, in-school suspension, written learning packages, and out of school suspension may be appropriate and necessary. However, the focus of intervention should include strategies that also focus on increasing positive/pro-social behavior such as: functional behavior assessment, the development of a positive behavior support plan, teaching of lagging skills/calming techniques, teaching replacement behaviors, restitution, mediation, restorative actions, community service, reflective journaling, etc.

Contraventions of the Criminal Code (such as involvement with drugs and alcohol, violence, threats of violence, possession of a weapon or replica, vandalism, theft, causing a false emergency alarm etc.), as well as violations of the B.C. Human Rights Code, may involve suspension, and, if applicable, a Re-Entry Plan paired with a focus on increasing positive/pro-social behavior as referred to above, a referral to appropriate community agencies and support from school based personnel e.g. child/youth care workers. In addition, illegal activities— require the involvement of the police.

Sections 26 and 85 (2) of the [School Act](#) give the Board, the principal, the vice-principal, the director of ~~instruction~~[Learning sServices](#), the ~~a~~[Assistant sSuperintendents](#), ~~the deputy superintendent and~~ the Superintendent of Schools authority to suspend a student from attendance at a school in certain circumstances. For example, the School Act authorizes the principal or vice-principal of any school to suspend a student whose conduct has been judged to be in serious conflict with a safe and caring learning environment, the school's Code of Conduct and / or district policies, or when the school's progressive interventions have failed to -change inappropriate behaviour. School District 42 Policy: 9410 Safe, Caring and Healthy Schools should be considered and referenced as part of the Suspension process.

Parents/[guardians](#) should be actively included in all interventions. ~~T-and~~ the School District [process for raising of how to raise concerns and the appealing decisions-process](#) will be shared with parents/[guardians](#).

**Guidelines for Suspensions**

- A student is subject to the disciplinary authority of a principal throughout the school day, while at the school, on the way to and from school, and at school-sponsored activities both at the school or elsewhere, or in any other circumstances where engaging in an activity negatively affects the teaching\_ and learning environment or reputation of the school, or the learning or welfare of one or more students and staff.



- A principal or vice-principal may suspend a student for a period not to exceed five (5) days without prior ~~consultation~~ with the Superintendent or designate.
- When such suspension occurs, the principal or vice-principal, in accordance with due process, shall:
  - Report the circumstances in a timely manner, in person or by telephone, to the parent ~~or~~ /guardian
  - Confirm the telephone or personal contact in writing and retain a copy of the written correspondence on file in the school.
  - Consult with the student, appropriate district or outside agency personnel as necessary, and review the matter with the parent ~~or~~ guardian with the purpose of resolving the problem and preventing future infractions.
  - Ensure that parents/guardians are aware of the process for raising concerns and appealing decisions. ~~process of how to register a concern and the appeal process.~~
  - Provide an educational program for the students while on suspension.
  - Advise the student and parent/guardian of the expectations that the school has for the student upon re-admission to the school. These expectations may take the form of a Re-Entry Plan.
  - Implement at least one of the corrective strategies focused on teaching appropriate pro/social behavior.
  - In some instances, a transfer to another school or program may be considered. This should be done in consultation with the Superintendent or designate.

**Note:** *If a Violent Threat Risk Assessment (VTRA) has been implemented as part of the process to address the concerning behaviour, refer to the Procedure for Developing Student’s Education Plan during a VTRA.*

## EXCLUSION OF STUDENTS FROM SCHOOL

Under Section 85 (3) of the School Act, the Board may refuse to offer an educational program to a student 16 years or older if that student has refused to comply with the code of conduct and / or other rules and policies of the Board or school, or has failed to apply themselves to their studies.

Exclusion of a student under Sections 85 of the School Act is considered a final step in a series of consultations and progressive interventions with a student and their parents/guardians.

The Board may exclude a student from attendance at any school district school under the provisions of Section 85 (3) of the School Act provided that:

- the student is at least 16 years of age;
- the parent ~~or~~ guardian is informed as soon as possible of the circumstances leading to the exclusion and of the avenues for review of the decision to exclude;
- an attempt is made to contact the parent/guardian by telephone or by personal interview and telephone or personal contact is later confirmed by letter, or if contact is not possible, by registered letter.

Section 91 of the School Act also gives a teacher, principal, vice-principal, director of learning services, assistant superintendent, deputy superintendent and instruction or the Superintendent of Schools the authority to exclude a student because of health issues, physical or mental, that would endanger students or staff at school. The student may be excluded from school until a certificate is obtained from the school medical officer permitting the student to return to the school. If a student is removed or excluded from school the Board must continue to make available an educational program for that student. If a principal or vice principal is considering using Section 91 of the School Act consultation must occur with the Superintendent or designate.

## **APPEALS PROCESS**

Appeal procedures for suspensions or exclusions of students are cited in the Board Bylaw- Appeals Policy and Procedures Bylaw (Approved - 20082019).

**APPROVED: February 8, 2017**

**UPDATED: May 15, 2024**



**ITEM 6**

To: **Board of Education**

From: Superintendent  
Teresa Downs

Re: **SUPERINTENDENT'S UPDATE**

Date: May 15, 2024  
(Public Board Meeting)

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**Information**

**RECOMMENDATION:**

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



**ITEM 7**

To: **Board of Education**

From: Superintendent  
Teresa Downs

Re: **ENHANCING STUDENT LEARNING  
FEEDBACK REPORT**

Date: May 15, 2024  
(Public Board Meeting)

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**Information**

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**BACKGROUND:**

The Ministry of Education and Child Care's policy on the Framework for Enhancing Student Learning states, in part:

*"Boards of education will:*

- 1. Develop and implement a multi-year district strategic plan and individual school plans and publish annually on or before September 30*
- 2. Use the district strategic and individual school plans to align all district annual operational plans, including but not limited to financial plans; human resources, Information Technology, engagement and communications and long-range facilities plans with the educational objectives from the district strategic plan; and*
- 3. Participate in a continuous improvement review program, including:*
  - 1. Reviewing the alignment of school district strategic plan and the results of the educational outcomes for the school district to address student outcome deficiencies and inequities*
  - 2. Acting on findings coming out of the continuous improvement review*
  - 3. Collaborating with Indigenous peoples and key education stakeholders throughout the process.*

*Boards will submit an annual report to the Minister in accordance with the requirements in the Enhancing Student Learning Reporting Order."*

For the 2023/24 school year the ministry has implemented a revised peer review structure. This year each district's Enhancing Student Learning Report was reviewed by a team of ministry and sector representatives. The review team developed criteria to provide consistent feedback. The review team identified a strength and a consideration for each district in five focus areas:

1. Approach to continuous improvement
2. Data and evidence (quantitative and qualitative data)
3. Ongoing engagement (qualitative data)
4. Alignment and adaptations
5. Improving equity for learning outcomes, with a focus on the three priority populations: Indigenous students, children and youth in care, and students with disabilities and diverse abilities



On February 5, 2024 the district received a letter from the Deputy Minister (**Attachment A**) and their annual review feedback report on our September 2023 Supporting All Learners: Enhancing Student Learning Report (**Attachment B**).

**RECOMMENDATION:**

**THAT the Board receive the Enhancing Student Learning Feedback Report for information.**

Attachments



February 5, 2024

Ref: 296194

Harry Dhillon  
 Superintendent  
 School District No. 42, Maple Ridge-Pitt Meadows  
 Email: [harry\\_dhillon@sd42.ca](mailto:harry_dhillon@sd42.ca)

Dear Harry:

On behalf of the Ministry of Education and Child Care (the Ministry), I would like to thank you and your team for your work on district 42's 2023 Enhancing Student Learning Report submission.

The work we are undertaking is foundational to our shared purpose and collective responsibility of developing educated citizens, supporting student success, and addressing persistent inequities in opportunities and outcomes for Indigenous students, children and youth in care, and students with disabilities and diverse abilities.

Following engagement with education partners in 2022/23, the Ministry adapted the annual review process and approach. The review team, comprised of ministry and sector representatives, has now completed the review of all 60 School District Enhancing Student Learning Reports (the Reports). To honour the work of districts, the review team used a collaborative consensus process that integrated the varied perspectives of all team members. As part of this process, they developed criteria to provide consistent feedback on district processes as they are reflected in the Reports. The team identified a strength and a consideration for each district in five focus areas:

1. approach to continuous improvement
2. data and evidence (quantitative and qualitative data)
3. ongoing engagement (qualitative data)
4. alignment and adaptations
5. improving equity for learning outcomes, with a focus on the three priority populations - indigenous students, children and youth in care, and students with disabilities or diverse abilities

.../2

It is important to note that the review team approached this process with the awareness that one report may not necessarily provide a full and accurate picture of a given district. Strengths and considerations reflect the contents of the Report and are not firm conclusions about district performance.

The intent of this feedback is to support continuous improvement and to build upon what is already recognized as a deep commitment to improving student outcomes in your school district. In this light, the Ministry is pleased to share with you the attached feedback report.

This year's review process has provided foundational information needed to inform ongoing capacity building for our sector. As we all work together for continuous improvement, the Ministry recognizes that districts are continuously identifying areas for growth and refining Reports to best reflect district processes, successes, and opportunities. The annual review process is also being refined to best support system improvement; further engagement on this will occur at the All Superintendents and Partner Liaison Meetings in February. Through this work, we continue to collectively build capacity within the education system and foster robust strategic and continuous improvement planning practices to support student outcomes.

You will also soon be hearing from me with more details about the "Aboriginal How Are We Doing?" Report (AHAWD), highlighting provincial trends for Indigenous student outcomes in the 2022/23 school year as well as specific areas of opportunity and challenge in your district. I would encourage you to continue to use the AHAWD data as well as your own local data and evidence as you undertake continuous improvement in the year ahead to improve outcomes for Indigenous students.

Thank you for your ongoing leadership and collaboration in supporting transformative change and improving outcomes for all students, and I look forward to continuing to work with you.

Sincerely,



Christina Zacharuk  
Deputy Minister

Attachments: *SD 42 2023 Annual Review Feedback Report*

cc: Elaine Yamamoto, [elaine\\_yamamoto@sd42.ca](mailto:elaine_yamamoto@sd42.ca)

Ref: 296196

## Maple Ridge-Pitt Meadows - SD 42

### September 2023 Annual Review

### Enhancing Student Learning Report Feedback

A continuous improvement approach allows districts to review, analyze, and interpret data and evidence to identify and implement operational adjustments, adaptations, and next steps in an ongoing process. These continuous improvement cycles ensure a focus on raising educational outcomes for all students in the sector.

The Enhancing Student Learning Report (ESLR) is an annual touchpoint for districts to review, reflect, and plan within the continuous improvement cycle and between the creation of multi-year strategic plans. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis.

As part of the Framework for Enhancing Student Learning's (the Framework) Annual Review, a team comprised of ministry and sector representatives read every district's ESLR with particular attention to 5 focus areas:

1. approach to continuous improvement
2. data and evidence (qualitative data)
3. ongoing engagement (qualitative evidence)
4. alignment and adaptations
5. improving equity of learning outcomes

The review team then built consensus on strengths and considerations for each district in these focus areas. For additional context during the process, the team also referred to a number of other district documents, including but not limited to the district strategic plan, the How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This document is intended to support SD 42's continuous improvement efforts by providing constructive feedback on the 2023 Enhancing Student Learning Report. SD 42's feedback is outlined below.

## Strengths and Considerations by Focus Area

### Focus Area 1 – District’s Approach to Continuous Improvement

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Evidence of a continuous improvement approach in the district, including:
  - Evidence of reflective processes (graphics, [continuous improvement cycles](#), descriptions, etc.).
  - Evidence of using quantitative and qualitative evidence to:
    - Illuminate trends (data analysis), and
    - Draw conclusions based on local context (interpretation).
  - An explanation of how the conclusions from the data analysis and interpretation influenced the development of existing strategies and/or the selection of new strategies.
  - Evidence of a process to monitor the effectiveness of implemented strategies (i.e., how does the district know that these strategies are positively impacting student growth and achievement?).
- Evidence of how the continuous improvement approach connects to school-level work.

The district’s report shows evidence that the district employs selected components of continuous improvement processes while working to build upon their application.

**Strength:**

The report shows evidence of a continuous improvement cycle.

**Consideration:**

Future reports would benefit from greater analysis of the efficacy of current strategies that respond to the emerging areas for growth

### Focus Area 2 – Data and Evidence (Qualitative and Quantitative Data)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Visual representations of the district’s student learning data and evidence, masked where necessary, and accompanied by a brief analysis/interpretation for each of the following pillars:
  - Intellectual Development
  - Human and Social Development
  - Career Development
- Visual representations of all the data required by the [Enhancing Student Learning Reporting Order](#), disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse

abilities. Where results cannot be presented due to small populations, districts should acknowledge that the data has been analyzed.

- Other important local and contextual sources of information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements, How Are We Doing Reports).
- Both qualitative and quantitative sources of data, triangulated where applicable.
- Demonstrates a strong connection between data and district priorities, including:
  - Any existing or emerging areas for growth (“so what?”) based on the outcome of the analysis/interpretation of data and evidence.
  - Evidence of reflective analysis and interpretation of this data which point to addressing identified gaps and trends.
  - Identifying which of these areas for growth are addressed in the current strategic plan and which are not.

The district’s report shows evidence that the district engages in several components of comprehensive data and evidence review processes.
---

<b>Strength:</b>
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The report thoroughly analyzes local data, highlighting key takeaways.
--

<b>Consideration:</b>
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Future reports would benefit from inclusion of the FSA assessments to improve data triangulation.
---

### Focus Area 3 – Ongoing Engagement (Qualitative Evidence)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- A brief description of the district’s process for inclusive and ongoing engagement specific to continuous improvement (i.e., addressing student learning outcomes). For example:
  - **What** issues were raised as part of the engagement process?
  - **Who** did the district engage?
  - **How** did the district approach on-going, meaningful engagement for continuous improvement (i.e., how were engagement processes created and what do these processes involve?)
  - Specifics on the engagement process with:
    - Local First Nation(s) on whose territory the district operates schools;
    - District Education Council; and
    - Indigenous parents and students.
- The extent to which ongoing engagement contributed to adjustments or adaptations based on the gathered feedback.
  - How the feedback received through collaboration with local First Nation(s) helped to shape the district’s next steps.

- How feedback received through additional engagement processes with Indigenous communities, including Métis and Inuit, helped shape the district's next steps.
- How feedback received through additional engagement processes with the community helped shape the district's next steps.

The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.
<b>Strength:</b>
The report provides evidence of a robust engagement process through Equity in Action and student voice.
<b>Consideration:</b>
Future reports would benefit from a clearer articulation of how the annual engagement cycle is used to shape the district's adjusted strategies.

### Focus Area 4 – Alignment and Adaptations

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- A description of how individual school plans are aligned with the educational objectives from the district strategic plan. (Vertical alignment.)
- A brief description of how the district leveraged and/or re-allocated existing resources to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. (Horizontal alignment.)

The district's report shows clear evidence that the district has embedded vertical and horizontal alignment and adaptation processes.
<b>Strength:</b>
The report provides evidence of a strong mechanism of overall alignment, including school plans.
<b>Consideration:</b>
Future reports would benefit from a more explicit connection to how the district leverages resources to support annual adjustments to the strategic plan.

### Focus Area 5 – Improving Equity of Learning Outcomes

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- An explanation of the district's response to the trends, identified inequities, and effectiveness of currently implemented strategies.

- A clearly articulated focus outlined through evidence-informed strategies that are in place to address identified gaps pertaining to **each** of the three priority populations (Indigenous students, children and youth in care, and students with disabilities or diverse abilities).
  - Includes an explanation of the district’s process for tracking and supporting small populations of students in these priority populations whose results are masked.

### Focus Area 5.1 – Focus on Indigenous Students

The district’s report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.
<b>Strength:</b>
The report identifies a considerable focus on Indigenous students.
<b>Consideration:</b>
Future reports would benefit from explicitly connecting targeted strategies to address the identified gaps.

### Focus Area 5.2 – Focus on Children and Youth in Care

The district’s report shows limited evidence that the district focusses on children and youth in care.
<b>Consideration:</b>
Future reports would benefit from clearly identifying achievement gaps and articulating district strategies for improvement for children and youth in care.

### Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

The district’s report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.
<b>Strength:</b>
The report identifies some focus on students with disabilities or diverse abilities.
<b>Consideration:</b>
Future reports would benefit from identifying targeted strategies for students with disabilities or diverse abilities.

### Additional notes:

The review team noted the following innovative/promising practices expressed in the report: <ul style="list-style-type: none"> <li>• The district has embedded Board strategy, initiatives, and performance in the strategic plan. The Board’s work contributes to the organizational mission.</li> <li>• The district collaborated with Katzie First Nation to provide a satellite school on reserve.</li> </ul>
---





**ITEM 8**

To: **Board of Education**

From: Secretary Treasurer  
Richard Rennie

Re: **SECRETARY TREASURER'S UPDATE**

Date: May 15, 2024  
(Public Board Meeting)

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**Information**

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**RECOMMENDATION:**

**THAT the Board receive the Secretary Treasurer's Update, for information.**



**ITEM 9**

To: **Board of Education**

From: Secretary Treasurer  
Richard Rennie  
Director of Facilities  
Louie Girotto  
Manager, Energy and  
Environmental Sustainability,  
Ashish Dev

Re: **ENVIRONMENTAL SUSTAINABILITY  
UPDATE & CLIMATE CHANGE  
ACCOUNTABILITY REPORT**

Date: May 15, 2024  
(Public Board Meeting)

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**Information**

**BACKGROUND**

Maple Ridge – Pitt Meadows School District has been undertaking energy management projects since 2014. The SD42 Energy Management Plan was developed and approved by the Board of Education in 2015 in partnership with BC Hydro. Projects in the plan were completed in 2021 and included lighting and heating, ventilation, and air conditioning (HVAC) upgrade projects that resulted in energy savings of 5.6-million-kilowatt hours (kWh) and 9,823 gigajoules (GJ) with an estimated avoided annual operating cost of \$0.61 million.

In 2021, the District developed the Environmental Sustainability Plan which outlines energy conservation measures to further reduce emissions from facilities, school district operations, and vehicle fleet. The Environmental Sustainability Plan aligns with the CleanBC Plan and outlines the capital investments required for the District to reduce operating costs and greenhouse gas emissions as well as support environmental sustainability education initiatives. The goals of the Environmental Sustainability Plan are to reduce greenhouse gas emissions by 22% by 2026 and to improve building efficiency by 20% by 2026.

BC Hydro currently has a Continuous Optimization Program that allows building owners to access energy study funding. BC Hydro covers 50% of the cost of the study based on the consultant proposal fee and the building area for the building assessed. The study will outline a list of energy conservation measures with a payback of less than three (3) years. The building owners will then have a responsibility to fund the implementation of these measures up to \$0.25 per square foot of the building area of each individual building. The project list below outlines the buildings we plan to assess through the BC Hydro Continuous Optimization Program and were chosen based on the most recent boiler or HVAC capital upgrades.

**2023/24 PROJECTS**

2023/24 projects included deep energy retrofit at Whonnock Elementary and heating, ventilation, and air conditioning (HVAC) continuous optimization programs at Garibaldi Secondary and Albion Elementary schools. The District also undertook the replacement of 9-unit ventilators at Maple Ridge Secondary along with the replacement of 2 gas-fired rooftop units with air-to-air heat pumps with gas backup at Garibaldi Secondary. The District initiated optimization work at Westview Secondary, Yennadon Elementary, and Maple Ridge Elementary. The estimated annual energy consumption savings is 0.54 million kWh which in terms of utility cost savings are estimated to be \$0.05 million.

The school district has received \$0.04 million of incentive funding from BC Hydro and FortisBC to recognize the energy savings achieved.

To improve lighting throughout the district buildings and reduce electricity consumption, the District undertook a lighting upgrade at the District Education Office and for the Thomas Haney Music Room. The District plans to continue upgrading lighting systems and replace old fixtures with LEDs.

In February 2024, the District installed four new EV chargers at the Maintenance office bringing the total to 8. The District has received 17 credits, valued at \$476.66 each and \$8,101 in total, for providing EV charging facility. The credits are a saleable commodity and can be sold to organizations like FortisBC who need credits to become carbon neutral.

**FUTURE CONTINUOUS OPTIMIZATION PROGRAM PROJECTS**

The table below summarizes Heating, Ventilation, and Air Conditioning (HVAC) energy efficiency measures that are planned to be implemented over the next three years. The one-time investment of \$201,000 is estimated to generate grants totaling \$78,000 and ongoing annual utility savings of \$100,000, which can be used to fund other school district strategic priorities.

<b>Years Planned</b>	<b>School</b>	<b>Project Name</b>	<b>Total Projected Cost</b>	<b>BC Hydro &amp; FortisBC Grant</b>	<b>Savings per year</b>
2024-25	Westview Secondary	HVAC Optimization	\$41,000	\$21,000	\$20,000
	Yennadon Elementary	HVAC Optimization	\$20,000	\$6,000	\$10,000
	Maple Ridge Elementary	HVAC Optimization	\$20,000	\$6,000	\$10,000
2025-26	Maple Ridge Secondary	HVAC Optimization	\$40,000	\$21,000	\$20,000
	Fairview Elementary	HVAC Optimization	\$20,000	\$6,000	\$10,000
2026-27	Harry Hooge Elementary	HVAC Optimization	\$20,000	\$6,000	\$10,000
	Riverside Centre	HVAC Optimization	\$20,000	\$6,000	\$10,000
	Edith McDermott Elementary	HVAC Optimization	\$20,000	\$6,000	\$10,000
<b>Estimated Total</b>			<b>\$201,000</b>	<b>\$78,000</b>	<b>\$100,000</b>

**OTHER SUSTAINABILITY INITIATIVES**

The District continues to engage students and staff in the following behavioral initiatives:

- Pledge Tree Campaign
- Go Green Together Challenge
- Holiday Shutdown Campaign
- Waste Management
- HVAC Technician Training
- Pro-D Day training for Teachers

**2023 CLIMATE CHANGE ACCOUNTABILITY REPORT**

The Draft 2023 Climate Change Accountability Report (**Attachment A**) summarizes the District’s emissions profile, the total offsets to reach net-zero emissions, the actions taken in calendar 2023 to minimize the District’s greenhouse gas (GHG) emissions, and plans to continue reducing emissions in 2024 and beyond. This final report will be submitted to the Climate Action Secretariat by May 31, 2024 and posted on the school district website.

**RECOMMENDATION**

**THAT the Board receive the 2023/24 Environmental Sustainability Update and 2023 Climate Change Accountability Report, for information.**

Attachment



# CLIMATE CHANGE ACCOUNTABILITY REPORT 2023 DRAFT

MAPLE RIDGE-PITT MEADOWS SCHOOL DISTRICT



## EXECUTIVE SUMMARY

This Climate Change Accountability Report (CCAR) for the period January 1 to December 31, 2023, summarizes the Maple Ridge-Pitt Meadows School District's (SD42) emissions profile, the total offsets to reach net-zero emissions, the actions taken in 2023 to minimize greenhouse gas (GHG) emissions, and plans to continue reducing emissions in 2024 and beyond. By June 30, 2024, the final 2023 CCAR for SD42 will be posted on the district website at <https://www.sd42.ca/energy-environmental-sustainability/>.

The Board of Education is committed to environmental sustainability and ensures that every effort is made to conserve energy and natural resources while exercising sound financial management. SD42 continues to fully support BC Climate Action Legislation and the targets established by the Greenhouse Gas Reduction Targets Act of 2007. As part of this commitment, the school district has developed an Environmental Sustainability Policy (Policy 6530) that acknowledges sustainability and the joint responsibility of trustees, administrators, teachers, students, and support personnel to achieve goals identified under the policy. One of the key principles of this policy is to monitor the implementation of an environmental sustainability plan. The existing Environmental Sustainability Plan (2022-2026) focuses on reducing GHG emissions by 22% by 2026 compared to the baseline of 2007. To prepare the district for 2027 and beyond, the existing plan will be converted into a Low Carbon Strategic Action Plan (LCSAP) with a focus on promoting energy management, sustainability, and climate change and create pillars and action plan items that focus on meeting GHG emission reduction targets set by the provincial government based on funding availability within the district.

SD42 continues to pursue capital investments that will result in reducing the district's greenhouse gas emissions and support environmental sustainability education initiatives. Previously, as part of the environmental sustainability policy, the district developed a strategic energy management plan focused on meeting GHG emissions targets for 2030 and beyond.

The SD42 sustainability mandate continues to be based on the guiding principles outlined in [Policy 6530: Environmental Sustainability](#).

For the 2023 calendar year, the district's emissions have dropped significantly by 11% from 4222 tonnes of carbon dioxide equivalent (tCO<sub>2</sub>e) in 2022, to 3783 tCO<sub>2</sub>e. The cost to purchase carbon offsets at \$25 per tonne totaled \$94,575, allowing the district to achieve carbon neutrality.

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## INTRODUCTION

Maple Ridge – Pitt Meadows School District No. 42 (SD42) owns and operates 34 facilities that accommodate over 15,000 students and nearly 2,500 employees. The annual greenhouse gas emissions for the school district were calculated to be 3,783 tCO<sub>2</sub>e in 2023. This is the equivalent of having an extra 800 cars on the road every year. As an educational organization, the school district has an opportunity to increase sustainability awareness and support environmental leadership for future generations.

Relative to emission levels in 2007, the Province of British Columbia is working towards reductions of 40 per cent by 2030 for public sector buildings. In SD42, total emissions in 2007 were 4,000 tCO<sub>2</sub>e/year, meaning the **2030 emission target is 2,400 tCO<sub>2</sub>e/year**. To achieve this goal, the school district will have to reduce emissions by 35% in just 7 years.

Besides greenhouse gas emission reduction targets, natural gas, electricity, carbon tax, and carbon offset costs are likely to continue to increase in the future and the implementation of additional energy efficiency measures will mitigate the impact of these increased costs on school district operations.

To achieve the greenhouse gas emission reduction targets and ensure the sustainable use of resources by the school district, a comprehensive environmental sustainability plan needs to be implemented to achieve the provincial targets.

The goals of the existing environmental sustainability plan are to reduce greenhouse gas emissions by 22% by 2026 and improve building efficiency by 20% by 2026.

We intend to modify the existing plan to convert it into a Low Carbon Strategic Action Plan focused on promoting energy management, sustainability, and climate change. The intent is to make our schools' heat pumps ready as funding becomes available in order to meet emission reduction goals for 2030 and beyond.



# PART 1: LEGISLATIVE REPORTING REQUIREMENTS

## 1A. DECLARATION STATEMENT

This Climate Change Accountability Report for calendar 2023 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions taken in 2023 to reduce greenhouse gas (GHG) emissions, and plans to continue reducing emissions in 2024 and beyond.

### A. EMISSIONS REDUCTIONS: ACTIONS AND PLANS

Maple Ridge-Pitt Meadows School District has developed an environmental sustainability policy that highlights the Board's commitment to cultivating a sustainable school district that provides safe and secure environments for the effective delivery of educational services. This commitment forms the basis for the district to undertake actions and create plans to reduce emissions, meet provincial GHG emissions targets, and have a positive impact on schools through the creation of sustainable learning spaces. The district's actions and plans to reduce emissions can be segregated and understood through the following three sections:

#### *a. Stationary Sources (Building/Heating Plants)*

The district's buildings are getting older, and so are assets such as boilers, Domestic Hot Water (DHW) heaters, unit ventilators (UVs), rooftop units (RTUs), Air Handling Units (AHUs), and Direct Digital Control (DDC) systems. SD42 recognizes this and continuously upgrades its buildings based on needs and funding availability. Energy projects are aligned with the district's facility plans and planned capital upgrades to ensure a synchronized approach to achieving emission reduction goals. The district continues to undertake the following capital upgrades to reduce emissions:

1. DDC upgrades to improve the operations of equipment in schools and enhance the equipment life while reducing energy costs.
2. Recommissioning (RCx) of the existing heating plants with a focus on reducing gas consumption and, therefore, reducing GHG Emissions.
3. Fuel-switching technologies that help reduce GHG emissions and meet the requirements of BC Hydro (BCH) and FortisBC.
4. DHW upgrades by replacing existing DHW tanks with tankless water heaters to reduce our gas consumption.

#### *b. Mobile Sources (Fleet)*

1. In 2023, SD42 bought its first electric vehicle (EV), a Ford E-transit van, to replace an existing fleet vehicle. With charging infrastructure in place, replacing the fleet vehicle helps the district reduce tailpipe emissions and save on the rising fuel cost. A comparative analysis of Ford Transit Cargo van v/s Ford E Transit shows a lifetime savings of approximately \$66,000 if gas prices remain at \$1.899/liter.

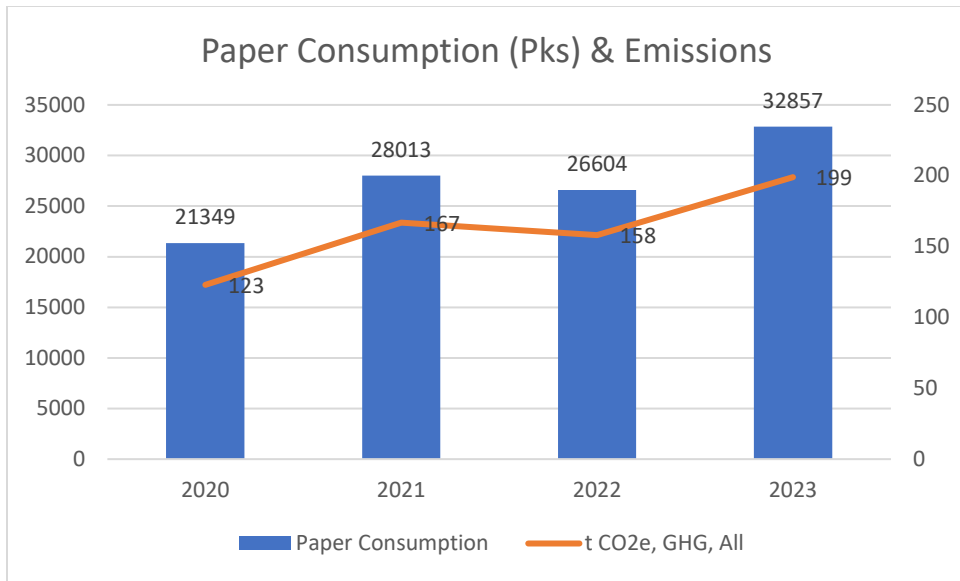


2. With the addition of 4 new EV chargers at the Maintenance Office, SD42 now has 8 EV chargers within the district. The district is considering the feasibility of rolling out a new EV charging plan that will benefit students, employees, and the community at large.
3. School administrators will be surveyed to gauge interest in the possible installation of additional EV chargers in the district. The intent is to install more EV chargers across the district, set up a revenue model, and support the transition of vehicles to electric.
4. SD42 is also earning carbon credits as a Part-3 Fuel supplier under the Low Carbon Fuel Standard (LCFS). The district earns these credits by offering EV charging facilities to employees. The district has accumulated 17 credits to date which are saleable in the market.



c. *Paper Consumption:*

Paper is the third biggest contributor to the district's emissions profile. SD42 is in the process of finding ways to reduce paper consumption. For the last five years, the district has been using Papercut to sensitize users about their paper consumption. The district's paper consumption has been on the rise for the last 4 years. The district plans to reduce paper consumption by encouraging staff to go paperless using digital signing as a norm and by having double-sided printing as the default setting on all printers.





The district is also exploring the possibility of replacing its existing 8.5” to 11” paper (white), which has the maximum usage in the district (approx. 89%), with Sugar Sheets paper. Sugar Sheets are manufactured from Sugarcane bagasse, which is a fibrous material containing cellulose as its main component. No trees are cut in manufacturing this paper. When comparing the GHG Emissions footprint (based on the Report “Environmental Performance of Sugar Sheet Paper” prepared by Trucost) of Sugar Sheets to 100% PCR (Post-Consumer Recycled) paper, Sugar Sheets have lower emissions. Assuming our future annual consumption remains the same as 2023, by switching 8.5” x 11” 20 lb white paper to sugar sheets, it is estimated that SD42 will be able to reduce annual GHG emissions by ~65 tonnes and achieve a net annual savings of ~\$30,000.

The district is reviewing the feasibility of using Sugar Sheets. This will include undertaking a pilot study at the Maintenance Office to assess its performance against expectations. It will also include reviewing the potential impact on the warranty of the printing devices.



**2023/2024 Environmental and financial cost comparison  
between wood fibre paper and Sugar Sheet copy paper**

Environmental impact of one 5000 sheet box of copy paper				
	0% RECYCLED	30% RECYCLED	100% RECYCLED	SUGAR SHEET
Paper Type	Uncoated Freesheet	Uncoated Freesheet	Uncoated Freesheet	
Quantity	50 Pounds	50 Pounds	50 Pounds	50 Pounds
% Recycled	0%	30%	100%	100%
 Wood Use	0.1 U.S. short tons Equivalent to 0.6 trees	0.07 U.S. short tons Equivalent to 0.4 trees	0 U.S. short tons Equivalent to 0 trees	0 U.S. short tons Equivalent to 0 trees
 GHG	449 pounds (203.6 kg) CO2 equiv.	372 pounds (168.7 kg) CO2 equiv.	190 pounds (86.1 kg) CO2 equiv.	0 pounds (0 kg) CO2 equiv. (29.4 kg before offset)
<small>* Environmental impact estimates for Uncoated Freesheet were calculated using the Environmental Paper Network Paper Calculator Version 4.0. For more information visit <a href="http://www.papercalculator.org">www.papercalculator.org</a>                      **Environmental impact estimates for Sugar Sheet are from S&amp;P TruCost's Environmental Performance Report. For more information visit <a href="http://www.socialprint.com/ica">www.socialprint.com/ica</a> </small>				

Canadian Carbon Tax calculations of one 5000 sheet box of copy paper at \$65 /mt CO2e				
	203.6 kg CO2e x \$65 /mt <b>\$13.23 /box</b>	168.7 kg CO2e x \$65 /mt <b>\$10.96 /box</b>	86.1 kg CO2e x \$65 /mt <b>\$5.59 /box</b>	0 kg CO2e x \$65 /mt <b>\$0 /box</b>

**IN SUMMARY**

The environmental and financial costs associated with the purchase of 100 boxes of copy paper are shown below

	0% RECYCLED COPY PAPER	30% RECYCLED COPY PAPER	100% RECYCLED COPY PAPER	SUGAR SHEET COPY PAPER
Trees Required	60 trees	40 trees	0 trees	0 trees
CO2 Emissions	20,360 kg <i>That's over 20 tonnes!</i>	16,870 kg	8,610 kg	0 kg 2940 kg before offset
CAD Carbon Tax	\$1323	\$1096	\$559	\$0

**For more information please visit [socialprint.com](http://socialprint.com) or email [info@socialprint.com](mailto:info@socialprint.com)**

**1B. EMISSIONS AND OFFSET SUMMARY TABLE 2023**

For the year 2023, the district’s total emissions were 3,791 tCO<sub>2</sub>e. Of those emissions, 7.89 tCO<sub>2</sub>e were from low-carbon biogenic mobile equipment fuels which do not require an offset payment. Therefore, the total offsets required to be retired to become carbon neutral for 2023 is 3,783 tCO<sub>2</sub>e.

An offset summary of the district’s GHG Emissions for 2023 is tabulated below:

<b>Maple Ridge-Pitt Meadows School District (SD42) 2023 GHG Emissions and Offsets Summary</b>	
<b>GHG Emissions for the period January 1 to December 31, 2023</b>	
Total BioCO <sub>2</sub> (tCO <sub>2</sub> e)	<b>7.89</b>
Total Emissions(tCO <sub>2</sub> e)	<b>3791</b>
Total Offsets (tCO <sub>2</sub> e)	<b>3783</b>
<b>Adjustments to Offset Required GHG Emissions Reported in Prior Years</b>	
Total Offsets (tCO <sub>2</sub> e)	<b>0</b>
<b>Grand Total Offsets for the 2023 Reporting Year</b>	
Grand Total Offsets to be Retired for 2023 Reporting Year (tCO <sub>2</sub> e)	<b>3783</b>
Offset Investment (Grand Total Offsets to be Retired for 2023 Reporting Year X \$25/tCO <sub>2</sub> e)	<b>\$ 94,575</b>

**1C. RETIREMENT OF OFFSETS**

In accordance with Climate Change Accountability Act and the Carbon Neutral Government Regulation requirements, School District No. 42 (the Organization) is responsible for arranging for the retirement of the offsets obligation reported above for the 2023 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that in exchange for the Ministry of Environment and Climate Change Strategy (the Ministry) ensuring that these offsets are retired on the Organization’s behalf, the Organization will pay, within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

## PART 2: PUBLIC SECTOR LEADERSHIP

As a signatory to the climate action charter, the Maple Ridge – Pitt Meadows School District is committed to supporting continued planning for emission reduction and climate change adaptation initiatives across its operated schools. As part of this commitment, SD42 has undertaken several initiatives mentioned below.

### 2A: CLIMATE RISK MANAGEMENT

SD42 acknowledges the importance of environmental sustainability (Policy 6530) and focuses on business and individual practices that minimize energy and water consumption and maximize waste diversion resulting in utility cost savings and a smaller carbon footprint. One of the key important aspects of this policy is to monitor the implementation of the district's Environmental Sustainability Plan.

The existing Environmental Sustainability Plan (2022-2026) focuses on reducing GHG emissions by 22% by 2026 and improving building efficiency by 20% compared to the baseline of 2007. To prepare the district for the Net Zero journey in the future (2027 and beyond), the idea is to modify the existing plan to convert it into a Low Carbon Strategic Action Plan that acknowledges energy management, sustainability, and climate change and create pillars and action plan items that focus on meeting GHG emission reduction targets set by the provincial government based on funding availability with the district.

### 2B: OTHER SUSTAINABILITY INITIATIVES

The energy and environmental sustainability department has introduced several sustainable initiatives to engage students and staff across the district. These initiatives are listed below:

#### 1. Go Green Together Challenge

Each year on Earth Day, the Manager of Energy and Environmental Sustainability collaborates with participating schools to organize a Go Green Together challenge to help students and staff reduce their electricity, emissions, and waste footprints by competing in weekly sustainability activities. The four impact areas are: Electricity, emissions, waste reduction and sharing. The participants complete at least one activity to be eligible to win a \$250 participation prize.

#### 2. Holiday Shutdown Campaign

Each year before holidays (summer, spring and winter), the district holds a Holiday Shutdown campaign wherein all the lights and equipment (including projectors, coffee makers, etc.) are unplugged and the numbers are recorded. Schools with the highest amount of turned-off or unplugged equipment are rewarded.

#### 3. Training for HVAC trades team

Regular training for HVAC and Maintenance technicians is organized to promote energy management and incorporate it into maintenance work.

#### 4. Waste Management

The district has an ongoing waste management contract with Green for Life (GFL). Under the contract, GFL provides, at the beginning of each school year at each site, a presentation to educate students and staff on all the waste stream programs.

#### 5. Pro-D Day training for teachers and administrators focused on Sustainability, Climate Change and Waste Management

The energy and environmental sustainability department offers a training program for staff to equip them with the tools to create lesson plans that promote sustainability, climate change awareness, and effective waste management.

## 2C: SUCCESS STORIES

This year, the district successfully undertook a deep energy retrofit at Whonnock Elementary to convert the existing gas-heated school to a low-carbon heated school. This modification of the heating plant will reduce the annual natural gas consumption by 729 GJ, which is equivalent to 138 cars taken off the road. This will increase the district's annual electrical consumption by 37,529 kWh.

## EXECUTIVE SIGN OFF

Signature	Date
Richard Rennie	Title: Secretary Treasurer

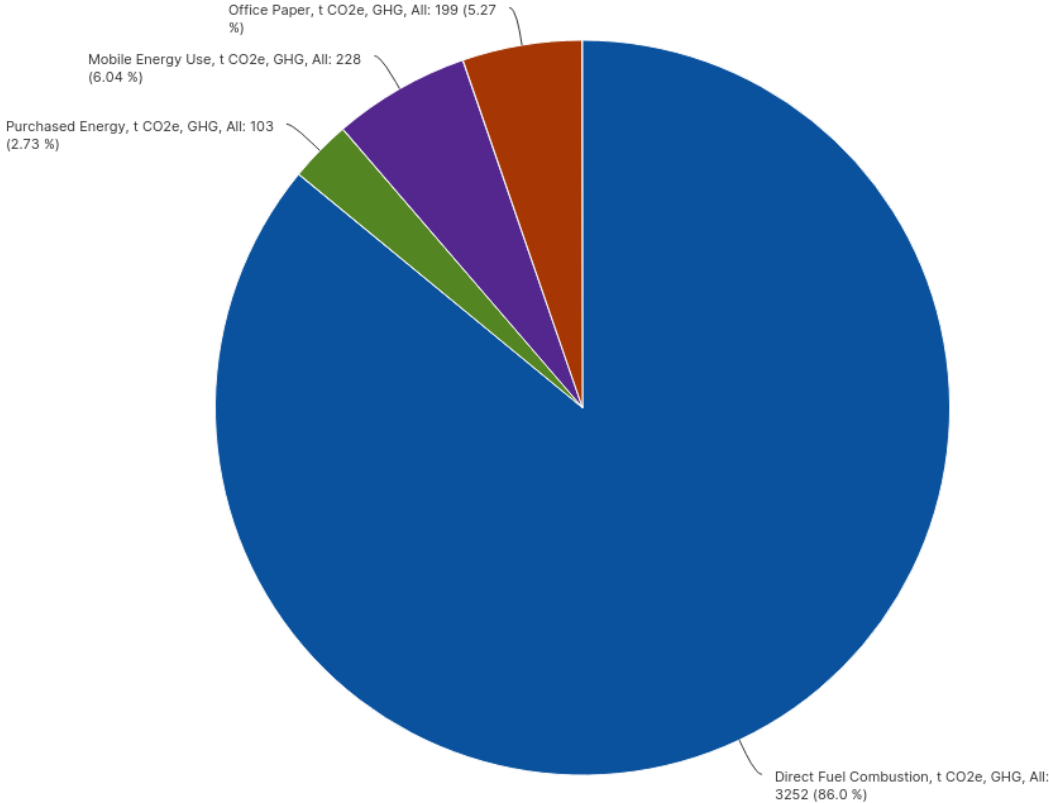
\*Signature by a senior official such as CEO, COO, Secretary Treasurer, or Superintendent

# GREENHOUSE GAS EMISSIONS SOURCE BREAKDOWN

The chart below shows the breakdown of Greenhouse Gas Emissions by source in 2023 at SD42.

## School District 42 – Maple Ridge-Pitt Meadows Greenhouse Gas Emissions by Source for the 2023 Calendar Year (tCO<sub>2</sub>e\*)

Offset Required, 2023



**Total Emissions: 3783 tCO<sub>2</sub>e**

**Offsets Applied to Become Carbon Neutral in 2023 (Generated on April 16<sup>th</sup>, 2024 3:00 PM)**

\*Tonnes of carbon dioxide equivalent (tCO<sub>2</sub>e) is a standard unit of measure in which all types of greenhouse gases are expressed based on their global warming potential relative to carbon dioxide.

\*\* Under the *Carbon Neutral Government Regulation of the Climate Change Accountability Act*, all emissions from the sources listed above must be reported. As outlined in the regulation, some emissions do not require offsets.

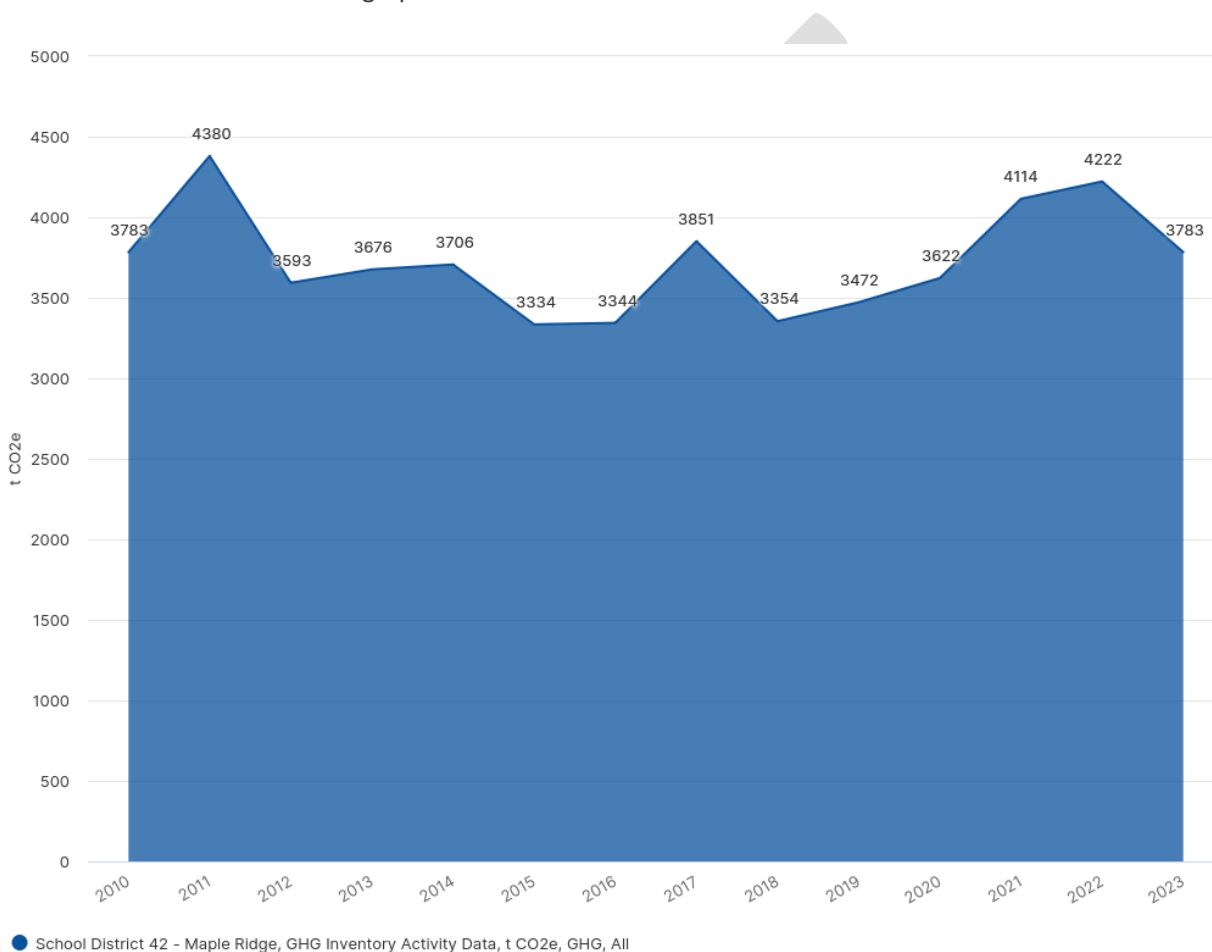


## OFFSETS APPLIED TO BECOME CARBON NEUTRAL IN 2023

The total offsets required for 2023 including adjustments are 3783 tCO<sub>2</sub>e. At the government offset price of \$25/tCO<sub>2</sub>e, the total offset investment is \$94,575, which allows the district to achieve carbon neutrality for 2023.

## ANNUAL EMISSIONS YEAR OVER YEAR

In 2010, the offsets required to achieve carbon neutrality by SD42 was 3783 tCO<sub>2</sub>e. In 2023, the district is at the same level of emissions. The graph below shows the district's annual carbon emissions.



Few key points to be noted here:

1. The trajectory delineates the importance of an energy management program in the district and how it can help achieve success in meeting the provincial reduction targets.
2. Despite increasing enrolments, building additions, and the addition of new portables, the emissions trajectory is relatively flat-lined, indicating that SD42 efforts to reduce district-wide emissions have been successful.
3. With 86% emissions from Natural Gas, the district is focusing its efforts on low-hanging fruits such as boiler plant upgrades and making school heat pumps ready by converting them into low-temperature loops. This will help prepare SD42 schools for the future.

## ACTIONS TAKEN TO REDUCE GREENHOUSE GAS EMISSIONS IN 2023

SD42 has been a Power Smart Partner with BC Hydro since 2010, employing an Energy Manager and engaging in the BC Hydro (BCH) Energy Manager Program. The district's energy and environmental sustainability department works within the facilities department providing resources to develop a variety of carbon reduction initiatives such as lighting retrofits, HVAC upgrades, DDC improvements, and building energy studies. The energy and environmental sustainability department also works with students and staff on numerous behavioral and educational initiatives to further both the organization's and the community's understanding and adoption of sustainability and the reduction of our carbon footprint to mitigate climate change. Going forward, the focus will be on leveraging both FortisBC and BCH programs to support business cases to reduce emissions in the district.

### HEATING PLANT UPGRADES

In 2023, much as in almost all other years, approximately 86% of greenhouse gas emissions were from the combustion of natural gas for heating. This is one of the key drivers to retrofitting heating systems by replacing mid-efficiency plants with high-efficiency condensing boilers, installing variable frequency drives, changing over to electrification by way of heat pumps, and improving DDC controls and scheduling. These projects have multiple benefits, including increased energy efficiency, a high turn-down rate, and a far greater ability to meet building load. All these measures reduce natural gas consumption and, in turn, reduce GHG emissions. To maximize the incentive inflow from FortisBC and BCH, the school district aligns energy studies and projects with planned capital projects. This measure helps the district achieve additional energy conservation measures while undertaking necessary capital upgrades.

#### Whonnock Elementary

- The boiler plant was upgraded with high efficiency condensing boilers.
- Existing heating coils were upgraded to low-temperature coils.
- Completed a DDC upgrade.
- Variable speed drives were added to the AHUs and pumps.
- Addition of ASHP to the heating plant to provide.
- Expected Energy Savings: 729 GJ and expected rise in electrical consumption is 37,589 kWh



## LIGHTING UPGRADES

Every year, SD42 undertakes several lighting upgrade projects with funding support from BC Hydro to reduce energy consumption and improve learning spaces. These upgrade projects include changing over from existing HID, incandescent, and fluorescent lights to LEDs. In 2023, the district continued to implement LED upgrades across numerous sites, and this program will continue for years to come.

Lighting upgrades were completed at:

- **District Education Office (DEO)**

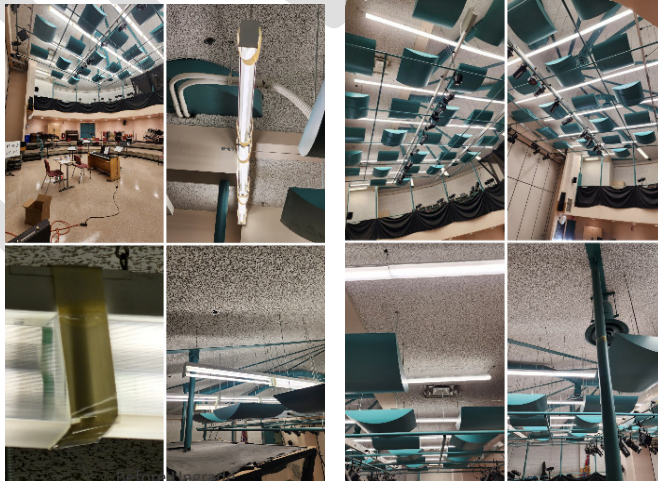
This upgrade reduced the DEO's electrical consumption by 19,568 kWh and introduced a dimming capability to allow a better working environment for the employees.



The Total project cost was \$151,391 and the upgrade resulted in total annual energy cost savings of \$ 3,489 and annual energy savings of 19,698 kWh.

- **Thomas Haney Secondary Music Room**

The district upgraded the lighting fixtures in the Thomas Haney Secondary School music room for better illumination and to meet seismic requirements. It replaced 42 fixtures (2 32W lamps ea.) with 18 - 8' fixtures (58.8 W ea.) and 6 - 4' fixtures (29.3 W ea.). The overall annual energy savings is 3394 kWh.



## OTHER UPGRADES FOCUSED ON REDUCTION OF ENERGY CONSUMPTION

SD42 has been investing heavily in upgrading terminal units that have aged to improve occupant comfort while reducing energy consumption.

- **Maple Ridge Secondary UV (Unit Ventilator) Replacement**

This project was carried out in the second Quarter of 2023. The existing 9 UVs were replaced with new units. 3 UVs of 750 CFM and 6 UVs of 1250 CFM were installed.



- **Garibaldi Gym/Theatre RTU Upgrade**

This project was also carried out in the second Quarter of 2023. Two 7.5-ton gas-fired RTUs were replaced a one 5-ton gas-fired RTU with 3x10-ton air-to-air heat pumps with gas-fired back-ups, new duct distribution, air balancing, and DDC controls.



## CONTINUOUS OPTIMIZATION (C.O.p.) STUDIES

As buildings and systems age, their performance deviates from the required levels and their energy consumption increases, requiring a focused review and correction. BCH offers a continuous optimization program that provides funding to help improve the efficiency of energy-intensive systems such as HVAC. Through a retro-commissioning or recommissioning process, the focus is on identifying and implementing simple, low-cost solutions without having to undertake a major capital investment. In 2023, the district undertook the following C.Op. studies and implemented the following Energy Conservation Measures (ECMs):

### Albion Elementary (implementation in progress):

- Disable heating plant during unoccupied hours
- Adjust pump operation during heating demand
- Adjust weekly schedules and implement optimal start
- Install Variable speed drives on AHU-1 (Air Handling Unit) Supply and Return Fans

Electrical Savings (KWh/yr)	Fuel Savings (GJ/year)	Cost Savings (\$)	Emission Reduction (tCO2e)
40,597	693	13,165	35

### Garibaldi Secondary (implementation in progress):

- Revise AHU 6 Unoccupied Operations
- AHU Occupancy controlled ventilation
- Reinstate AHU Holiday Schedule
- Shutdown Heating Pumps when not required

Electrical Savings (KWh/yr)	Fuel Savings (GJ/year)	Cost Savings (\$)	Emission Reduction (tCO2e)
61,252	768	16,201	38.9

## EV (ELECTRIC VEHICLE) CHARGING FACILITY AT SD42

In 2021, SD42 began gradually implementing EV chargers at selected sites. Through various incentive programs, four EV chargers have been installed at two locations namely, ċasqanelā Elementary and the District Education Office. In 2023, four new chargers were installed at the Maintenance office. SD42 now has eight EV chargers in total.



EV Chargers at ċasqanelā Elementary

With an idea to gradually electrify its fleet, in 2023, the district purchased its first EV fleet vehicle, an Electric Ford Transit. The district will continue to add more EVs to its fleet.

The district will also continue to add charging at other locations, including at all new sites. The school district is considering the feasibility of rolling out a plan to offer charging support to its staff and students. A survey will be rolled out as a part of this plan so that the district can better understand EV charging interest from schools without EV chargers.

## NEW CONSTRUCTION

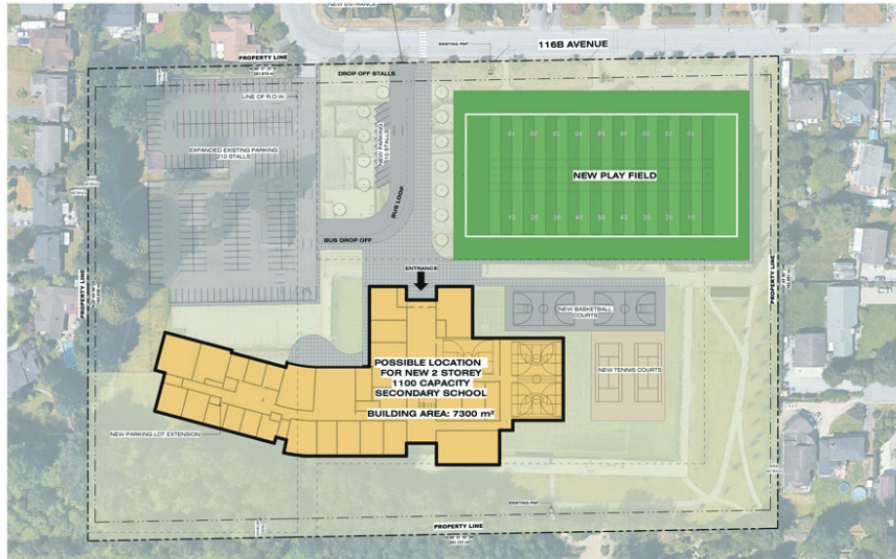
At SD42, all new capital construction projects continue to employ innovative and sustainable design practices with consultation from Katie First Nation, Kwantlen First Nation, Métis community, urban Indigenous organizations and the public at large.

In 2023, the Ministry of Education and Child Care approved the replacement of Eric Langton. The new school facility will include design elements by a local Indigenous artist and have elements reflective of the seven ancestral teachings of courage, wisdom, honesty, humility, truth, love, and respect. The design of the school gymnasium is inspired by a traditional longhouse. The new school will have an air-to-air-source heat pump as its primary source of heating, supported by back boilers. All lighting at the school will be LED and the electrical infrastructure will be Solar PV-ready (for future installation). Furthermore, the energy and environmental sustainability department plans to propose a business case for RNG (Renewable Natural Gas) to promote it as the district's first green school.



In March 2023, the Ministry of Education and Child Care announced that the replacement of Pitt Meadows Secondary School had been identified as a supported project and instructed the district to complete a business case (Project Definition Report - PDR). The district has initiated a consultation process and is working with Station One Architects to submit the PDR for the new school. The PDR will include options for equipment and systems that reduce GHG emissions beyond those required by the National Building Code.

**POSSIBLE SCHOOL SITE CONTEXT**



**BEHAVIOURAL PROGRAMS**

Student engagement is the key to the success of sustainability and behavioral programs. The energy and environmental sustainability department has been at the forefront of organizing initiatives that focus on sustainability and educate students on the importance of sustainability and climate change.

**1. Go Green Together Campaign**

Like the previous year, the school district organized a Go Green Together Campaign to foster student leadership, support curriculum, and engage students in climate action. The challenge was organized for elementary schools April 3 – 28, 2023, to help students and faculty reduce their electricity, emissions, and waste footprints through competition in weekly sustainability activities.

**Go Green Together**

Fostering student leadership, supporting curriculum, and engaging students in environmental action.

Activity ideas, resources and participation prizes

**What is it?**  
A district wide campaign for elementary schools running April 3rd-28th to help students and faculty reduce their electricity, emissions and waste footprints by competing in weekly sustainability activities.  
Complete at least one activity and be eligible to win one of four \$250 participation prizes.  
Tap into student creativity, track savings, and help students understand key sustainability principals.

**4 Impact Areas**

- Electricity
- Emissions
- Waste Reduction
- Sharing

**Sign up below:**  
[Online registration link](#)

**Questions?**  
Email: [Alexandra\\_Tudose@sd42.ca](mailto:Alexandra_Tudose@sd42.ca)



## 2. Holiday Shutdown Campaign

This year, the school district organized a spring break holiday shutdown campaign to raise awareness, and prompt behavioral change. Impactful posters and shutdown checklists were distributed throughout the school district. Participating schools were asked to complete checklists for their school and submit behavioral action photos.

The winners of this campaign were Davie Jones Elementary and Harry Hooge Elementary.



Spring Holiday Shutdown Campaign



## 3. Pledge Tree Campaign (Energy Wise Network Program)

As a part of the school's Pledge Tree Campaign, participating students at Thomas Haney Secondary were asked to take a pledge written on a leaf and paste it on a tree. The intent of the campaign was to support the idea that small changes and collective actions can have a big impact.



PLEDGE TREE CAMPAIGN



### WINTER 2023 SD42 Earth Week Pledge Drive



Small Changes + Collective Action = Big Impact



#### How to participate

1. Take a leaf from the pile.
2. Pick one (or more) of the pledges listed to the right or make up one of your own and write it on the leaf. Please pick the one(s) that represent new habits you would like to try and adopt (rather than things you already consistently do). You can put one or multiple pledges on a leaf and take more than one leaf if you want to make multiple pledges.
3. Use the tape provided to attach your leaf to our school pledge tree.
4. Encourage your friends to do the same so that we can help green our school even more!

#### Want to do more?

If you'd like to start or be a part of a green team at your school or want to learn more about what the School District is doing around reducing our carbon footprint, visit the Energy & Environmental Sustainability Page (<https://www.sd42.ca/energy-environmental-sustainability>) or reach out to Alexandra Tudose at [Alexandra\\_Tudose@sd42.ca](mailto:Alexandra_Tudose@sd42.ca)

#### I Pledge to...

These pledges represent your commitment to take action in one (or more) ways to help reduce your carbon footprint.

##### Carbon Emissions / Nature

- Use public transit or walk/bike to school this week.
- Plant something in my garden / in a planter pot this week.
- Stop idling my car / ask my parents/guardian to stop idling their car.
- Add feeders / habitat for wildlife to my back yard / deck.
- Spend more time outside this week.

##### Waste

- Put any recyclables in the proper bin at school (pop, juice boxes etc.)
- Use the green bin at school for anything that is compostable.
- Have no single use plastics in my lunch.
- Say "No thank-you" to single use shopping bags.
- Stop using plastic straws.
- Pick up trash from the street/sidewalk/park when I see it.

##### Water

- Shut off the water while brushing my teeth.
- Limit my showers to 5mins each this week.
- Refrain from buying bottled water and use a reusable water bottle instead.
- Ask/ remind my parents to get/set a timer for any sprinklers in our yard.

##### Energy

- Turn off more lights in my house.
- Turn off more lights in my class this week (if its empty or sunny).
- Turn off my computer / tablet etc. at the end of the day instead of just letting it go to sleep.
- Unplug the chargers for electronics (e.g. phone, laptop etc.) when no in use.
- Ask/ remind my parents to turn down the thermostat at night.

## PLANS TO CONTINUE REDUCING GREENHOUSE GAS EMISSIONS IN 2024

The Maple Ridge – Pitt Meadows School District will continue to support GHG emission reductions by educating students, staff, and families, by facilitating actions, and by promoting innovations that lead to sustainable behavioral change throughout the community.

As part of our overall strategy to reduce its GHG emissions, SD42 has made energy management and environmental sustainability a priority. Facilities and maintenance departments will continue with HVAC and lighting upgrades to contribute to more energy-efficient buildings and better learning and working environments for students and staff. As part of the design process for new schools, the district will also continue to consult with energy modelers to ensure that all new buildings perform at optimal levels of energy efficiency.

In 2024, the following projects will take place:

### MECHANICAL UPGRADES

#### Edith McDermott Boiler Plant Upgrade

- Replace existing boilers with 3x 399 MBH IBC boilers.
- Replace existing (Direct Hot Water Heaters) DHWs with tankless instantaneous Water Heaters
- Expected Gas savings: 400 GJ/year

#### Laity View RTU Replacement

- Replace existing 4-ton gas-fired RTU with 8.5-ton Dual fuel heat pump
- Expected Gas savings: 24 GJ/year

#### Laity View Boiler Plant Upgrade

- Replace existing boilers with 3x399 MBH IBC boilers
- Expected Gas Savings: 300 GJ/year

#### Maintenance Office Boiler Upgrade

- Replace existing boilers with 4x399 MBH IBC boilers
- Expected Gas Savings: 400 GJ/year

The district will also undertake the following DDC upgrades to improve the operational performance of existing buildings

- Riverside Centre DDC upgrade
- Thomas Haney DDC Upgrade
- Samuel Robertson Technical DDC Upgrade

### LIGHTING UPGRADES

The district will continue to invest in lighting upgrades to convert existing lights to LED fixtures with low-voltage controls including occupancy sensors and dimmers. For 2024, it is considering the feasibility of undertaking lighting upgrades for the following sites:

- **Thomas Haney Secondary Lighting Upgrade.** Upgrade school lighting and low voltage controls
- **Glenwood Elementary.** Upgrade school lighting and low voltage controls

## C.OP. STUDIES

The district continues to review its facilities with the intent to improve overall building performance and reduce GHG emissions. In 2024, it will review the following schools:

- Maple Ridge Elementary
- Yennadon Elementary
- Westview Secondary

## BEHAVIOURAL CAMPAIGNS

In 2024, the district will continue to sensitize students and staff on sustainability and climate change and plans to launch several campaigns to promote the same.

The campaigns planned for 2024 are as follows:

1. **Teachers training on sustainability, climate change, and waste management:**  
This training will be undertaken on a professional development day next year to help give teachers tools focused on sustainability, climate change, and waste management.
2. **DDC training for HVAC trades team:**  
A training program focused on learning DDC operation while reviewing it with a lens of energy conservation.
3. **Sustainability Star and Leader Stickers:**  
To appreciate and celebrate Earth Day and sensitize staff and students about energy conservation and sustainability, the district has started issuing Energy Star and Energy Leaders stickers for students of all age groups and schools.



4. **Launch Energy Catalyst Newsletter:**  
A bimonthly newsletter focused on highlighting sustainability initiatives being undertaken throughout the district.



5. **Summer Holiday Shutdown Campaign:**

The Holiday Shutdown Campaign for summer 2024 focuses on teaching students about unplugging switches and lamps before going to summer break.

6. **Tree Planting Drive and Outdoor Learning Spaces:**

This year, the energy and environmental sustainability department plans to launch a tree planting drive to provide an opportunity for schools to develop lessons around the importance of trees, maintaining a balanced environment, and the effects and remedies for climate change.

## CONCLUSION

The district continues to invest in emission reduction technologies and to focus on creating energy-efficient and sustainable buildings. It strives towards a combination of both technical and behavioral projects to reduce energy consumption and emissions across its portfolio.

With sustained executive support and the enthusiasm of students and educators, the district will continue to focus efforts required to meet its GHG reduction goals as set up by the province.

DRAFT

## ANNEXURES: EXTRACT FROM PORTAL FOR REPORTING

### ANNEXURE - A: CCAR REPORT

#### CCAR Total GHG & Bio GHG

School District 42 - Maple Ridge	
2023	
t Bio CO2e, GHG, All	
GHG Inventory Activity Data	7.89
GHG Inventory Estimates	
Total	7.89
t CO2e, GHG, All	
GHG Inventory Activity Data	3,783
GHG Inventory Estimates	
Total	3,783
Total	3,791

Calculated: 16.04.2024 12:07

#### CCAR Total Offsets

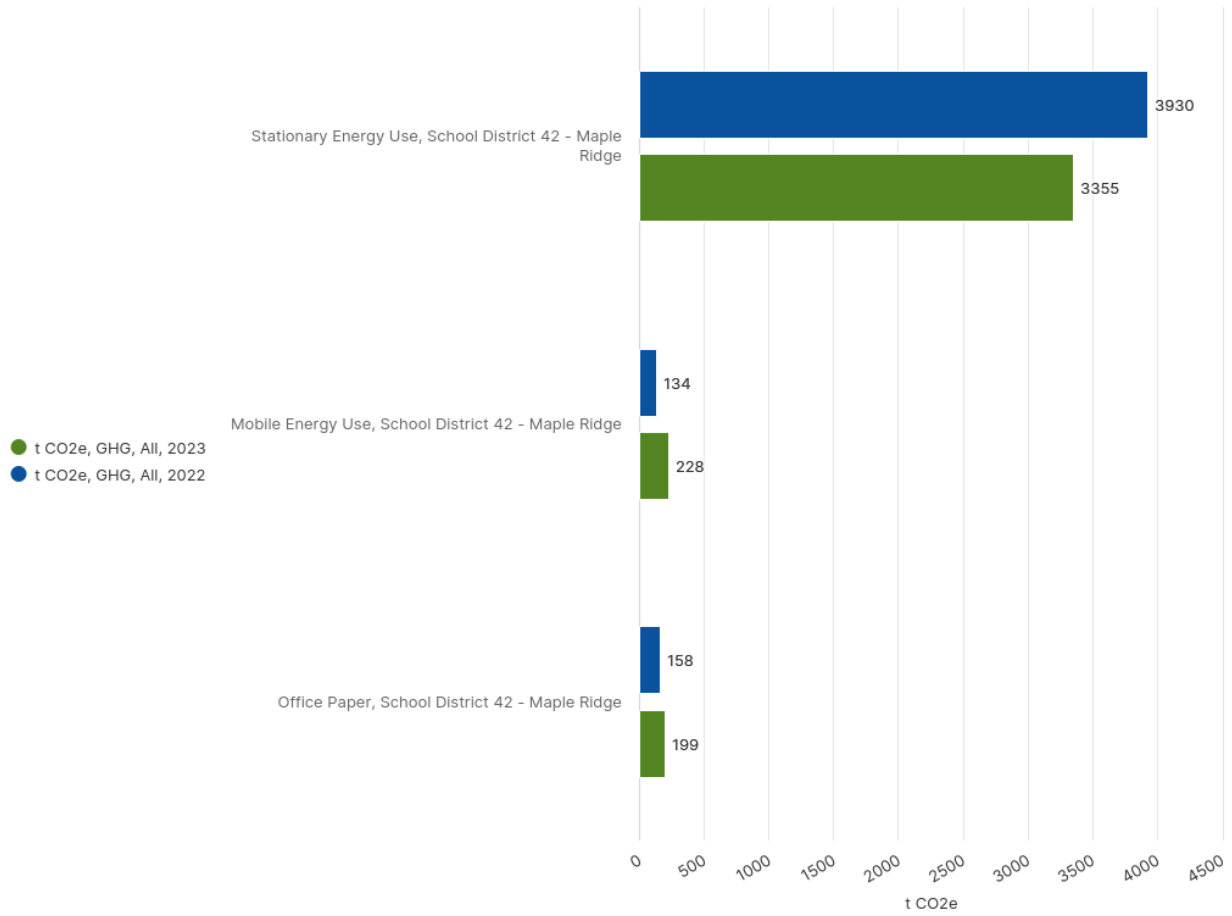
##### CCAR Total Offsets

2023	
Offset Required	
t CO2e, GHG, All	
GHG Inventory Activity Data	3,783
GHG Inventory Estimates	
Total	3,783

Calculated: 16.04.2024 12:05

## ANNUAL COMPARISON ORG - ALL CATEGORY SOURCES

	t CO2e, GHG, All	
	2022	2023
School District 42 - Maple Ridge		
Stationary Energy Use	3,930	3,355
Mobile Energy Use	134	228
Office Paper	158	199



## ANNEXURE - B. GHG EMISSION SOURCE DETAILS REPORT FOR 2023

	2023			
	GJ	kg	unit	t CO <sub>2</sub> e, GHG, All
Direct Fuel Combustion				
Offset Exempt				
Offset Required	64691	5999		1657505682
Total	64691	5999		1657505682
Purchased Energy				
Offset Exempt				
Offset Required	32927			103
Total	32927			103
Mobile Energy Use				
Offset Exempt				
Offset Required				102053
Total				102053
Office Paper				
Offset Exempt				
Offset Required			32857	199
Total			32857	199
Fugitive Emissions				
Offset Exempt				
Offset Required				
Total				
<b>Total</b>	<b>97618</b>	<b>5999</b>	<b>32857</b>	<b>1657607735</b>



**ITEM 10**

To: **Board of Education** From: Board Policy Development Committee

Re: **POLICY REVIEW UPDATE** Date: May 15, 2024  
(Public Board Meeting)

**Information**

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**BACKGROUND/RATIONALE:**

The Board Policy Development Committee has developed a work plan for 2022 to 2026 with a goal of reviewing all existing board policies over the four-year term.

On May 8, 2024, the Committee met, reviewed, and is proposing substantive changes to the following policies:

Policy	Comments
<p>4101: General Banking <b>(Attachment A)</b></p>	<p>Updates include:</p> <ul style="list-style-type: none"> <li>• clarifying that funds raised and held by Parent Advisory Councils are not assets of the Board and are not covered by the policy</li> <li>• updating duties assigned to the Secretary Treasurer to include selecting and appointing financial institutions, establishing terms and conditions for accounts, maintaining an inventory of accounts, and delegating operation responsibilities</li> <li>• expanding and refined guiding principles to include factors for selecting financial institutions, emphasis on compliance with laws and regulations, establishing authorization procedures for financial transactions, requiring proper documentation for expenditures, and maintaining accurate financial records</li> </ul>
<p>4410: Travel Expenses <b>(Attachment B)</b></p>	<p>Updates include:</p> <ul style="list-style-type: none"> <li>• clarifying certain guidelines and procedures</li> <li>• adjusting the reimbursement rate for use of personal vehicle for Board business to reflect its current basis (rate prescribed by CRA or collective agreements which is currently \$0.70/km)</li> <li>• increasing the meal allowances</li> </ul> <p>The new policy continues to prioritize safety and cost efficiency in travel arrangements, such as selecting safe and economical hotel accommodations and choosing the most cost-effective means of transportation.</p>



<p>6600: Naming of School District Facilities <b>(Attachment C)</b></p>	<p>Updates include:</p> <ul style="list-style-type: none"><li>• clarifying guidance criteria for the naming process, enhancing transparency and consistency in decision-making</li><li>• explicitly including consideration for local First Nations, Métis, and Inuit perspectives in the naming process, emphasizing respectful engagement with Indigenous Elders or representatives</li><li>• adding guidance for the consultation process, including considerations for geographical features, Indigenous context and history, and community input through surveys or public forums</li></ul>
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Input from education partners and the public is invited from May 16 to June 10, 2024. After receiving input, the Committee will have another opportunity to review the policies before they are presented to the Board for approval on June 19, 2024.

**RECOMMENDATION:**

**THAT the Board receive drafts of the following policies for information and continuation of the consultation process:**

- **4101: General Banking**
- **4410: Travel Expenses**
- **6600: Naming of School District Facilities**

Attachments



## SD 42 POLICY: 4101

### GENERAL BANKING

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#### PHILOSOPHY:

The Board of Education (~~the~~ ("Board")) recognizes that consideration must be given to utilizing banking services in a financially responsible and administratively efficient manner to safeguard ~~Board~~ the Board's monetary assets. Funds raised and held by Parent Advisory Councils are not assets of the Board and, therefore, are not covered by this policy.

#### AUTHORITY:

The Board assigns the responsibility for the implementation of the General Banking policy to the Secretary Treasurer.

The Secretary ~~-~~ Treasurer or designate:

- Selects and appoints one or more financial institutions to provide general banking services for all bank accounts of the school district, including school-based accounts.
- ~~Establishes the terms, conditions and, operating arrangements for all district and school bank accounts;~~
- Approves procedures for all district and school bank accounts ~~;~~
- ~~Appoints one or more financial institutions which shall provide general banking services;~~
- Maintains an inventory of all ~~district and site~~ bank accounts in use; of the school district.
- Has the authority to delegate the responsibility for the operation of bank accounts to district and school administrators.

#### GUIDING PRINCIPLES:

~~The Board will have knowledge of and authorization rights over all bank accounts containing district funds or school funds.~~

~~The Board reserves the right to select and specify the financial institution(s) with which district and school accounts are held.~~

1. To promote efficiencies the Board's vision is to minimize the number Banking relationships shall be established with reputable financial institutions that offer competitive services and ensure the safety and security of funds.

The selection of financial institutions ~~at which the district and schools hold accounts.~~

~~To operate in a financially responsible manner, the Board seeks to minimize~~ shall be based on factors such as the institution's reputation, financial institution stability, service quality, fees, minimize investment risk, and ensure cash balances earn adequate interest.

- 1.2. The purpose and proximity to the district's location of banking services is for the deposit, transfer, withdrawal and investment of Board funds administration.

3. Financial transactions shall be conducted in accordance with applicable laws, regulations, and board policies.
4. Authorization procedures shall be established to ensure that only authorized individuals are permitted to initiate, approve, or execute financial transactions on behalf of the Board.
5. All expenditures shall be supported by appropriate documentation, such as invoices, receipts, or purchase orders, and shall be reviewed and approved in accordance with established procedures.
6. The school shall maintain accurate and up-to-date financial records, including detailed ledgers, journals, and bank reconciliations, to facilitate financial reporting and auditing.
- 2.7. Investment of school district funds ~~must~~shall comply with ~~the~~Policy 4105 – ~~Investment~~Investments.

**APPROVED: January 24, 2018**

**REVIEWED: ~~June 2021~~UPDATED: May 15, 2024**



## SD 42 POLICY: 4410

## TRAVEL EXPENSES

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### PHILOSOPHY

The Board of Education ("Board") believes that travel may be necessary for employees and trustees and that appropriate expenses incurred during such travel must be reimbursed. In incurring expenses employees and trustees ~~and staff~~ will be cognizant of their accountability for public funds and always utilize optimum discretion in ensuring the appropriateness and efficiency of expenditures.

### **Authority**

### AUTHORITY

The Board authorizes the Superintendent and the Secretary Treasurer to develop and implement all procedures related to travel expenses.

### ~~Guiding Principles~~

### GUIDING PRINCIPLES

District issued credit card and direct billings to the District should be used to pay for school district expenses whenever possible. ~~Travel miles or other~~ Loyalty points earned on school district travel or other expenses are to be utilized for school district business only.

When choosing the means and route of transportation, ~~the~~ most direct or cost ~~effective~~ option should be chosen.

Travel advances may be requested for items that cannot be paid for with a district issued credit card or through direct billing to the District. The approval of the supervisor is required.

All expense claims must be submitted in a format prescribed by the school district immediately following the trip or no later than monthly.

### ~~Automobile-Vehicle~~ Travel

1. Employees ~~and trustees who are~~ required to ~~travel by automobile will use their personal vehicles to carry out Board business shall~~ be reimbursed ~~for travel at the rate of \$0.68/business km. as adjusted from time to time to be equal to reasonable per kilometer allowance prescribed by the higher of the rate negotiated in either the MRTA or CUPE contract. Canada Revenue Agency (CRA), or by the rate negotiated in the CUPE or MRTA collective agreement of the employee if higher.~~

2. ~~Trustees will be reimbursed for travel by automobile outside of the District at the rate of \$0.68/business km. as adjusted from time to time to be equal to the higher of the rate negotiated in either the MRTA or CUPE contract.~~
2. Staff Employees provided with a vehicle allowance will be reimbursed at the reasonable per kilometer allowance prescribed by the CRA for travel ~~by automobile~~ outside of Metro Vancouver ~~at the rate of \$0.68/business km. as adjusted from time to time to be equal to the higher of the rate negotiated in either the MRTA or CUPE contract~~ using their personal vehicles to carry out Board business.
3. Trustees provided with a vehicle allowance will be reimbursed at the reasonable per kilometer allowance prescribed by the CRA for travel outside of the school district using their personal vehicles to carry out Board business.
4. Business ~~kilometres~~kilometers shall be calculated for travel between school district workplaces or for travel to an alternative workplace or for travel to meetings or other events required by the ~~school district.~~District. When an employee is required to respond to an after regular business hours emergency situation at a school district site other than their regular place of work, business kilometers shall be calculated between the employee's home and the district site they were called out to. Travel ~~to/from~~between the employee's home ~~from/to the employees'and~~ regular place of work will not be reimbursed. For travel outside the school district, business kilometers shall be calculated from the point of origin or the District Education Office, whichever is closest to the destination.
5. Employees/trustees who require the use of a rental vehicle for the ~~purposes~~purpose of conducting business, and if it is the most efficient and cost--effective means of transportation, should acquire the type of vehicle most fitting to the need at the lowest cost. Approval of the supervisor should be sought prior to renting the vehicle and the cost should be charged to a district issued credit card. Rentals not charged to a district issued credit card must be pre-approved by the Secretary Treasurer or designate.

### **Automobile-Vehicle Insurance**

6. Employees and trustees who utilize their ~~private-personal~~ vehicles for Board ~~of Education~~ business must obtain business insurance with third party liability insurance that is not less than \$1 million ~~third party liability~~ or the minimum negotiated in the CUPE or MRTA collective agreement of the employee if higher.
7. Claims for increased costs due to the upgrade ~~to business insurance~~ from to--and--from--work insurance to business insurance, must be made annually on the renewal of insurance. For trustees that do have other employment requiring to-and-from-work insurance, the claim may be for the difference in cost between pleasure use insurance and business insurance.

### **Air Travel Expense**

8. On occasion, due to distance, time commitment, cost, and individual workload, it may be most efficient to use air travel. In all cases, economy class is to be used. Exceptions require the approval of the immediate supervisor.
9. Airline tickets must be billed directly to the school district or purchased through a district issued credit card.

10. All out of province travel must be approved by the employee's immediate supervisor or in the case of the Superintendent, the Board of Education, prior to the trip.

### Hotel Accommodation

11. Hotel accommodation must be booked in hotels that offer a government rate wherever feasible. The choice of hotel and room must be safe, economical and in close proximity to where the employee is travelling for business. Exceptions related to unavailability of government rate accommodation require the approval of the immediate supervisor.
12. Hotel costs should be billed directly to the school district, or a district issued credit card must be used.
- ~~13.~~ Hotel accommodation should be limited only to the time necessary to conduct Board ~~of education~~ business. If employees/trustees choose to stay longer than the time required to conduct business, the school district is not to be billed for this cost. Employees/~~Trustee~~trustees are not expected to subsidize the District's cost of doing business nor are they expected to incur unnecessary cost for the school district.

## Meals

~~15.14.~~ While on travel involving school district business, the cost of meals will be reimbursed for employees and trustees. Only those meals actually purchased will be reimbursed, and must be accompanied by the detailed bill listing all purchases. If the bill is for more than the claimant, all other individuals' names must be included on the bill. Alcohol cannot be claimed and tips must be limited to 20% maximum.

~~16.15.~~ Recognizing that meals in some urban centres may exceed the prescribed meal allowance, employees/trustees should strive to choose restaurants where prices are not excessive.

~~17.16.~~ Meal allowances may be claimed without receipts if the employee/trustee is entitled to claim the meal. The meal must not have been included as part of a course, meeting or other event. Meal allowances are as follows:

	<b>Travel Within Canada</b>	<b>International Travel</b>	
Breakfast	<del>\$1015</del> CAD	<del>\$1015</del> US	Claim if travel starts before 7 am or ends after 7 am
Lunch	<del>\$1420</del> CAD	<del>\$1420</del> US	Claim if travel starts before 12 noon or ends after 12 noon
Dinner	<del>\$3032</del> CAD	<del>\$3032</del> US	Claim if travel starts before 6 pm or ends after 6 pm

~~18.17.~~ Meal costs and meal allowances for international travel will be reimbursed in Canadian dollars at the exchange rate established by the Secretary Treasurer or designate.

## Miscellaneous Expenses

~~19.18.~~ Costs for parking, internet, and other incidentals will be reimbursed at cost with the provision of a receipt. If receipts are not available, claims will be limited to \$15.00 maximum per item, per day.

~~20.19.~~ Reasonable personal long-distance calls to home will be reimbursed as well as any charge for local calls.

~~21.20.~~ ~~Other transportation~~The costs such as ~~of~~ taxi, rideshare, ferry, and public transit ~~and toll charges~~ will be reimbursed at cost with the production of receipts.

~~22.21.~~ Extended stays for personal reasons may be attached to trips. However, these require the approval of the supervisor, must be reported as vacation days, must not add additional cost to the District, and must not be charged to a school district credit card.

**APPROVED: February 13, 2013**

~~REVISED: February 8, 2017~~

~~UPDATED: May 15, 2024~~

**SD 42 POLICY: 6600****NAMING OF SCHOOL DISTRICT FACILITIES****PHILOSOPHY**

The Board of Education ("Board") believes that school district facilities should be named in reference to historical, geographical or operational characteristics. Consideration will be given to names that will have significant meaning to students, First Nations, ~~Métis, Inuit, and Urban Indigenous people~~ and ~~other members of the~~ community members.

**AUTHORITY**

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

**GUIDING PRINCIPLES**

Except where otherwise determined by the Board, new schools or ~~d~~istrict facilities will be named in reference to historical, geographical or operational characteristics.

The naming or re-naming of school district facilities should involve a broad-based constituency consultation and should consider local First Nations, Métis, and Inuit ~~and Urban Indigenous~~ perspectives.

~~Wherever possible, if the facility is to be named in honour of a person, the consent of the individual or the closest surviving relatives will be obtained.~~

The process of naming a new building will begin as soon as possible after the school site has been purchased and where construction is scheduled in the Board's current capital plan.

During the consultation process, the Board will ensure the following are considered:

- Geographical features of the site that contribute to a sense of identity and connection with the local environment such as the name of a prominent natural feature, historical landmark, or relevant geographical aspect.
- Indigenous context and history of the region, with respectful engagement with local Indigenous Elders or other Indigenous representatives.
- Community input gathered through surveys, public forums, or other inclusive methods to ensure a diverse range of perspectives.

When an existing facility undergoes a major change of use, the Board may consider a name change for the facility.

An effort will be made to avoid confusion that may be caused by having schools with similar names.

Naming opportunities when individuals, businesses, organizations, and others provide a contribution in exchange for naming recognition associated with a school district owned asset are subject to the Naming Privileges Policy of the Province of British Columbia.

In all cases, the final decision on naming a ~~s~~School ~~d~~istrict facility will be made by the Board.



**APPROVED: June 19, 2019**  
**UPDATED: May 15, 2024**



**ITEM 11**

To: **Board of Education**

From: Secretary Treasurer  
Richard Rennie

Re: **QUESTION PERIOD**

Date: May 15, 2024  
(Public Board Meeting)

**Information**

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**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](mailto:board@sd42.ca) by no later than 5:30 pm on May 15, 2024. 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.*

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**ITEM 12**

**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:

**April 17, 2024 Closed**

Territory Acknowledgement	
Call to Order	Meeting called to order at 1:10pm
Motion of Exclusion	Approved
Correspondence	Received
Approval of Agenda	Approved
Approval of Minutes	Approved
Chairperson Decision Item	Approved
Board Committee Decision Item	Approved
Superintendent Information Items	Received
The meeting recessed at 1:51pm	
The meeting reconvened at 2:00pm	
Secretary Treasurer Information Items	Received
Board Committee Information Items	Received
Adjournment	Meeting adjourned at 3:32pm