

PUBLIC MEETING OF THE BOARD OF EDUCATION

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

Date: Wednesday, March 6, 2024
Time: 6:00 p.m.

"Success is the sum of small efforts, repeated day in and day out" - Robert Collier

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 by no later than 5:30 pm on March 6, 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.*

B. APPROVAL OF MINUTES

1. February 21, 2024 ITEM 2

C. 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.*

1. International Education ITEM 3

D. 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.*

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Board/Authority Authorized Courses ITEM 4
 - b) Non-Resident Fees for 2024/25 and 2025/26 ITEM 5
3. Secretary Treasurer
 - a) 2022-2026 Operational Plan Updates ITEM 6
 - b) Regular Board Meeting Schedule for 2024/25 ITEM 7
 - c) Personal Professional Development for Trustees ITEM 8
4. Board Committees and Advisory Committee Reports
 - a) Budget

b) Finance

i. Facility Rental Fee Rates for 2024/25

ITEM 9

c) Facilities Planning

d) Board Policy Development

e) Education Advisory

f) Aboriginal Education Advisory

g) Accessibility Advisory

G. INFORMATION ITEMS

1. Chairperson

2. Superintendent of Schools

a) Superintendent's Update

ITEM 10

3. Secretary Treasurer

a) Trustee Remuneration for 2024/25

ITEM 11

4. Board Committees & Advisory Committee Reports

a) Budget

b) Finance

c) Facilities Planning

d) Board Policy Development

e) Education Advisory

f) Aboriginal Education Advisory

g) Accessibility Advisory

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

1. BC School Trustees Association

2. District Parent Advisory Council

ITEM 12

3. City of Maple Ridge Parks, Recreation and Culture Advisory Committee

ITEM 13

J. QUESTION PERIOD

ITEM 14

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 by no later than 5:30 pm on March 6, 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.

K. OTHER BUSINESS

1. Public Disclosure of Closed Meeting Business

ITEM 15

L. ADJOURNMENT



ITEM 1

To: **Board of Education**

From: Chairperson
Elaine Yamamoto

Re: **OPENING PROCEDURES**

Date: March 6, 2024
(Public Board Meeting)

Decision

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 by no later than 5:30 p.m. on March 6, 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.*



ITEM 2

To: **Board of Education**

From: Chairperson
Elaine Yamamoto

Re: **APPROVAL OF MINUTES**

Date: March 6, 2024
(Public Board Meeting)

Decision

RECOMMENDATION:

THAT the Minutes of the February 21, 2024, Public Board Meeting be approved as circulated.

Attachment



**PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, February 21, 2024 (6:00 PM)
Boardroom, District Education Office**

IN ATTENDANCE:

Chairperson – Elaine Yamamoto
Vice Chairperson – Kim Dumore
Trustee – Mike Murray
Trustee – Pascale Shaw
Trustee – Kathleen Sullivan

Superintendent – Harry Dhillon
Secretary Treasurer – Richard Rennie
Deputy Superintendent – Cheryl Schwarz
Assistant Secretary Treasurer – Iris Mo
Senior Manager, Communications – Irena Pochop
Executive Coordinator – Rebecca Lyle

ABSENT:

Trustee – Gabriel Liosis
Trustee – Hudson Campbell

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

- Letter from E. Yamamoto to Immigration, Refugees and Citizenship Canada
- Letter from E. Yamamoto to District Parent Advisory Council

Moved/Seconded

THAT the Board receive all correspondence, for information.

CARRIED

4. Approval of Agenda

Moved/Seconded

THAT the Agenda be approved as circulated.

CARRIED

6. Invitation for Public Input to matters on the Agenda

The Chairperson advised that members of the public were able to provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 5:30 pm on February 21, 2024.

No public input was received.

B. APPROVAL OF MINUTES

Moved/Seconded

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

CARRIED

C. PRESENTATIONS

1. Feeding Futures School Food Programs

The Program Manager, Community Connections and Healthy Living/Food Security, Jeannie Harnett, presented on the Feeding Futures School Food Programs (FFSFP) Fund and reported on expenses incurred up to February 1, 2024, explained additional sources of support and funding the program receives, and shared numbers of how many lunches the food service provider's support. Ms. Harnett also explained the gift card program, reported on the funding of third-party agreements, and shared impact statements they have received from school district staff.

Moved/Seconded

THAT the Board receive for information the presentation on the Feeding Futures School Food Programs.

CARRIED

D. DELEGATIONS

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) School Growth Plans

Moved/Seconded

The Superintendent reported that the School Act stipulates that the Board of Education must approve school plans and that school plans must be made available to the parents of students attending that school.

The Superintendent reported that school growth plan goals relate to five themes: equity, literacy, social emotional learning, assessment and reporting, and secondary innovation.

THAT the Board approve the school growth plans and direct the Superintendent to make the school growth plans available to parents of students attending each school in the school district.

CARRIED

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

a) Budget

i. 2023/24 Amended Annual Budget Bylaw and Second Quarter Financial Statements

The Secretary Treasurer reported that the 2023/24 Amended Annual Budget includes Board approved budget changes to January 2024, revenue and expenditure changes resulting from changes to enrolment, revenue changes announced by the Ministry of Education and Child Care in December 2023, projected revenue and expenditure changes, and proposed additional budget changes to achieve a balanced budget.

Moved/Seconded

- (1) THAT the Amended Budget Bylaw of the Board for the fiscal year 2023/24 be given three (3) readings at this meeting.

CARRIED UNANIMOUSLY

Moved/Seconded

- (2) THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) 2023/24 Amended Annual Budget Bylaw be:
- Read a first time on the 21st day of February 2024;
 - Read a second time on the 21st day of February 2024;
 - Read a third time, passed, and adopted on the 21st day of February 2024.

CARRIED

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

i) Policy Review Updates

The Secretary Treasurer reported that non-substantive changes were incorporated in the policies reviewed by the Board Policy Development Committee and presented to the Board for approval.

The Secretary Treasurer also asked to remove Policy 10400: Community and Commercial Use of School Facilities and Grounds from the recommendation agenda package so it could be revised further at the next Board Policy Development Committee meeting.

Moved/Seconded

THAT the Board approve the following Policies:

- Policy 4105: Investments
- Policy 6810: Disposal of Land or Improvements

CARRIED

ii) Non-Substantive Edits to Policies

Trustee Dumore highlighted the importance of using gender-inclusive language in all policies and other official documents to assist in fostering an inclusive culture of care and belonging where the well-being, diversity, identity, and success of all learners is supported and celebrated. The Board Policy Development Committee recommended that the Board authorize the Secretary Treasurer to approve, as time permits, certain non-substantive changes to policies without the formal process of Board Policy Development Committee review.

Moved/Seconded

THAT the Board grant the Secretary Treasurer the authority to approve the following non-substantive edits to policies that do not alter the meaning or intent of the policies.

- replacing gender-specific language with gender-inclusive language;
- grammar and spelling corrections;
- formatting adjustments;
- name changes to legislation, organization titles, job titles and document titles; and
- reference updates such as hyperlinks.

CARRIED

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

G. INFORMATION ITEMS**1. Chairperson**

- a) Chairperson's Update

The Board Chairperson shared a recent announcement from our local MLA's that the Province is investing \$250,000 for a feasibility study to help outline potential post-secondary education opportunities in the area.

Moved/Seconded

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

CARRIED**2. Superintendent of Schools**

- a) Superintendent's Update

The Superintendent shared a presentation on six-year completion rates for the school district and reported that trends continue to be very positive.

Moved/Seconded

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

CARRIED**3. Secretary Treasurer**

- a) Enrolment Projections for 2024/25 to 2027/28

Moved/Seconded

The Secretary Treasurer reported the enrolment projections for 2024/25, 2025/26, 2026/27 and 2027/28. K-12 enrolment is projected to increase by 246 FTE in 2024/25, 198 FTE in 2025/26, 252 FTE in 2026/27, and 196 FTE in 2027/28.

The enrolment projections will be submitted to the Ministry of Education and Child Care (MECC) and will form the basis of preliminary operating grants to be announced by the Ministry of Education and Child Care on March 15, 2024.

THAT the Board receive the Enrolment Projections for 2024/25 to 2027/28 for information.

CARRIED

b) Policy Review Updates

The Secretary Treasurer reported that changes were being proposed to Policy 2919: Trustee Code of Conduct and Policy 6600: Naming of School District Facilities and that input from stakeholders 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 May 1, 2024.

Moved/Seconded

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

- 2919: Trustee Code of Conduct
- 6600: Naming of School District Facilities

CARRIED

4. Board Committees and Advisory Committee Reports

- a) Budget
- b) Finance
- c) Facilities Planning
- d) Board Policy Development
- 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 no further comments to add to the report.

Ridge Meadows Education Foundation Committee

Trustee Murray highlighted the RMEF 2023 Annual Report.

Ridge Meadows Overdose Community Action Table Committee

Trustee Dumore shared a list of opportunities coming up in the next few months and that the Committee has been advocating for a safe consumption site.

Youth Planning Table Committee

Trustee Dumore reported that the economic development committee is working to enhance local business and online presence and is engaging with youth from youth plan to see if there is opportunity to collaborate on the project.

J. QUESTION PERIOD

No questions were received.

K. OTHER BUSINESS

L. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board meeting adjourned at 7:52pm.

Elaine Yamamoto, Chairperson

Richard, Secretary Treasurer



ITEM 3

To: **Board of Education**

From: Chairperson
Elaine Yamamoto

Re: **INTERNATIONAL EDUCATION**

Date: March 6, 2024
(Public Board Meeting)

Information

BACKGROUND:

The following staff have prepared a presentation on International Education:

- Gabriel Lloyd, Manager, International Education

RECOMMENDATION:

THAT the Board receive for information the presentation on International Education.



ITEM 4

To: **Board of Education**

From: Education Advisory
Committee

Re: **BOARD/AUTHORITY AUTHORIZED
COURSE**

Date: March 6, 2024
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

School districts develop Board/Authority Authorized (BAA) courses to help meet local community needs while providing choice and flexibility for students. BAA courses must be authorized by the Boards of Education according to requirements set by the Ministry of Education and Child Care ("MECC"). As mandated by the MECC, effective July 2, 2019, all grade 10, 11 and 12 BAA courses are to align with revised Ministry requirements and be documented using the MECC's "BC Graduation Program Board/Authority Authorized (BAA) Course Form".

The Education Advisory Committee has met, reviewed, and recommends for approval the Inspiring Minds 10 course. **(Attachment A)**

RECOMMENDATION:

THAT the Board approve the Board Authority/Authorized Course: Inspiring Minds 10, effective the commencement of the 2024/25 school year.

Attachment



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Maple Ridge – Pitt Meadows School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD42
Developed by: Sue Baskaya (GSS); Kristi Lauridsen (Learning Services); Michael Pereira (GSS); Marta van de Mond (GSS)	Date Developed: December 15, 2023
School Name: Garibaldi Secondary School; supported by SD42 Learning Services	Principal's Name: Ian Liversidge (GSS); Michael Scarcella (Learning Services)
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Inspiring Minds	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 110

Board/Authority Prerequisite(s): No prerequisites

Special Training, Facilities or Equipment Required: Instructor(s) should have training and/or experience working with learners with intellectual and/or creative giftedness

Course Synopsis:

Inspiring Minds 10 is a course that provides a comprehensive educational experience aiming to support the intellectual, creative, and social-emotional needs of learners with intellectual giftedness and/or exceptional creative talent (whether or not they have formal gifted designations). The course engages students in deepening their critical and creative thinking capacities and communication competencies, as well as exploring their personal and social identities, in order to prepare them for future academic pursuits and career pathways that will align with their unique profiles. Students will participate actively in a collaborative environment of curiosity, innovation, and problem-solving focused on interdisciplinary themes; the course will be organized in modules designed to inspire and challenge students' thinking through exposure to diverse activities, including, but not limited to: strategic games, music and performing arts, STEM projects, culinary arts, historical and cultural studies, environmental education, and personal wellness.

Goals and Rationale:

Rationale:

As of October 2023, approximately 150 high school students in SD42 have gifted designations. In addition, there are approximately 30 students who have gifted as secondary designation (twice exceptional), and many more who are being monitored for possible gifted assessment. This comprises a significant population of students in our district who have the complex intellectual and social-emotional profiles common to many gifted learners. In SD42 high schools, students with gifted designations are usually case managed by members of the support team, with only one teaching block allocated per school for supporting these large and demanding caseloads. Although the academic needs of many of these students may be well met by specific academic programs at individual schools (e.g., the International Baccalaureate model), the well-researched needs of gifted learners to connect and learn with like-minded peers and to be supported with aspects of social interaction and emotional well-being are more difficult to meet when students do not have shared instructional time with their case managers. Furthermore, many gifted students have perfectionist tendencies and may be reluctant to explore beyond their comfort zone, whether it be theatre, band, or academics. By exposing them to different subject areas and exploring interdisciplinary connections, this course will provide the students the opportunity to expand their interests in fields that they may not be aware of yet.

Gifted support teachers often attempt to offer enrichment activities to students during flex blocks when possible or even outside of school hours; however, this ad hoc model is not sustainable for providing the connected, ongoing community of learners that is envisioned by both teachers and students. The Inspiring Minds 10 course is designed to bring students with intellectual and/or creative giftedness (whether formally designated or not) together to share learning experiences curated specifically to address the interests and needs of the group, with dedicated teaching and instructional time. The goal is to provide a flexible, modular system for thematic exploration, as a framework for students' engagement with abstract and complex content, varied and diverse learning processes, and creative expression of learning through multiple modes of representation – three key elements of differentiating curriculum with giftedness in mind (www.possibilitiesforlearning.com). The course is not intended to be exclusive to students with gifted designations, as there are many other students who will benefit from participation; however, it is designed to ensure it does meet intellectual and social-emotional needs of gifted learners.

Goals:

- Deepen knowledge and understanding of a wide range of interdisciplinary themes, which connect ideas across disciplines and/or go beyond topics available for study in regular coursework
- Develop dispositions of curiosity, creativity, critical thinking, and problem-solving through experiential learning activities
- Make connections between themes and topics explored and possible future pathways for study or career
- Collaborate meaningfully with peers who share similar interests and abilities, in order to facilitate social skill development and sense of belonging
- Explore the role played by giftedness, talent, and creativity in personal and social identity
- Participate in individual and group activities to support mental, emotional, and physical well-being in holistic ways
- Facilitate understanding and lived experience of principles of diversity, equity, and inclusivity in action

Indigenous Worldviews and Perspectives:

The First Peoples' Principles of Learning are inherent in the design of Inspiring Minds 10, most particularly:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
 - Learner well-being and self-understanding within the context of a supportive community is central to the course. The course also aims to include and foster students' connections to local territories and their stewardship through environmental and land-based themes/activities.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
 - The course is modeled on a community-supported, learner-centered approach, where groups of learners demonstrate interest and readiness for particular learning and teachers responsively provide guidance, support, and modeling. Students will be directly involved in collaborative consensus-building to make group decisions about which topics and themes to explore in the course. They will be encouraged to engage actively with exploring topics of interest in authentic ways and practicing ways to reflect on and share learning with others through hands-on activities.
 - Students will participate reciprocally with peers through dialogue and activities in the class and may also interact with working professionals or community leaders in the fields/disciplines relevant to the group's thematic explorations, through field trips or guest presenters. Circle pedagogy will also be explored as a way to engage in and reflect upon learning and dialogue in the course.
- Learning requires exploration of one's identity.
 - Students will explore aspects of giftedness, talent, and creativity that help to define who they are as individuals and what they contribute to their communities. They will examine varying cultural and social perspectives, including Indigenous perspectives, on what it means to be intelligent, to be creative, and to recognize and uplift the gifts each individual brings to the community.

The course may also draw on Indigenous frameworks for relationship and learning, such as the Circle of Courage (https://cfsregina.ca/wp-content/uploads/2020/10/Understanding_the_Circle_of_Courage.pdf) and the Medicine Wheel (<https://www.edcan.ca/articles/teaching-by-the-medicine-wheel/>), which emphasize holistic understandings of both individual and community growth and well-being

BIG IDEAS

Giftedness, creativity, and talent contribute to unique intellectual and social-emotional dimensions of personal and social identity.

Exploring inter-disciplinary themes opens possibilities for abstract, complex, and critical thinking as well as creative expression of ideas.

Deep understanding of topics and issues requires learners to be flexible and embrace diversity in the content, process, and product of learning.

Participating in a range of diverse learning experiences, including topics that go beyond the regular curriculum, enhances learners' future planning.

The holistic (intellectual, emotional, social) well-being of individuals and groups is necessary for authentic learning to happen on both personal and community levels.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Explore, reflect on, and describe their personal and social identity in relation to their own areas of giftedness, creativity, and talent. • Build connected relationships with peers based on shared interests and abilities. • Work collaboratively with peers and teachers to generate interdisciplinary theme and topic ideas for exploration by the group in a culture of conversation. • Develop their capacities for abstract, complex, critical, and creative thinking through engaging in group activities centered on a range of themes, topics, and problems. • Practice engaging in a diversity of ways to learn (process) and ways to represent learning (product). • Make connections between current learning experiences and future pathways for study or work. • Engage in activities designed to promote their mental, physical, and emotional well-being. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Common traits and characteristics common to profiles of gifted, creative, and talented individuals • Strategies for connecting and collaborating with peers in group contexts and one-to-one • Strategies and processes for group decision-making (e.g., brainstorming, democratic decisions, consensus-building) • Principles and strategies for participating in inclusive and effective dialogue • Definitions of abstract, complex, critical, and creative thinking and applications to interdisciplinary themes • A variety of processes for learning and possible products for learning • A range of possible future pathways for study or work that align with personal abilities and strengths • Strategies for enhancing mental, physical, and emotional well-being

Big Ideas – Elaborations

content, process, and product of learning – the three key elements of curriculum, including the ‘what’ (content - topics and information), the ‘how’ (process – ways of going about learning), and the ways of representing or sharing learning with others (product). All of these can be differentiated in personalized ways to meet the needs of the learner. www.possibilitiesforlearning.com

creativity – creatively gifted individuals have been described as being "free thinkers" who have "imaginative intelligence," "emotional intensity," and "curiosity" (Sak, 2004).

giftedness – according to the BC Ministry of Education, a student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines.

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

interdisciplinary – learners explore how their inquiry questions may overlap with multiple disciplines (e.g., student exploring an interdisciplinary theme of social violence incorporates history, politics, science, sociology)

Curricular Competencies – Elaborations

abstract thinking – thinking that deals with “themes, generalizations and theories – ideas that have a wide range of applicability or potential for transfer both within and across disciplines or fields of study. Concrete information and factual data are used as illustrations or examples of the abstract ideas rather than the major focus.” <https://possibilitiesforlearning.com/curriculum-differentiation/content-differentiation-options/abstractness/>

complex thinking – thinking that “emphasize[s] the use and development of higher level thinking skills. This includes creative and critical thinking, problem solving, concept development, conflict resolution, moral and ethical reasoning and analysis.” It focuses on the interconnections among concepts, principles, generalizations and theories. <https://possibilitiesforlearning.com/curriculum-differentiation/process-differentiation-options/complex-thinking/>

critical thinking – thinking that adheres to the elements of reasoning and the intellectual standards as defined by Paul & Elder (2001), <https://louisville.edu/ideastoaction/about/criticalthinking/framework>

processes of learning – learners consider the variety of ways they could express their learning (e.g., verbal, visual, kinesthetic) and select the mode most appropriate to both the topic and their own learning style. <https://possibilitiesforlearning.com/curriculum-differentiation/process-differentiation-options/>

products of learning – learners consider the variety of formats that could be used to represent their understanding of a topic or theme and select the format most appropriate to both the topic and their own learning style <https://possibilitiesforlearning.com/curriculum-differentiation/product-differentiation-options/>

Content – Elaborations

In this course, the learning process itself will often be the core of the content. As students engage in processes, with big ideas as the vehicle, their understanding of how the processes help to illuminate the big ideas becomes the content of the course. There is a large metacognitive component to the design of the course, where learners will be continually invited to reflect on *how* they are learning, in addition to *what* they are learning; both of these aspects will be highly personalized to the individual learner, while at the same time depending on group interactions to be realized. Content will also emerge through the exploration of interdisciplinary themes.

common traits and characteristics – gifted/talented/creative individuals tend to present with several of the “Brilliant Behaviours” (including strengths in imagination, memory and processing, expressiveness, intuition, and sensitivity, among others)

<https://possibilitiesforlearning.com/brilliant-behaviors/alternate-formats-and-directions/indicators-and-descriptors/>

consensus-building – “a process that builds trust and creates ownership and commitment. An effective consensus process (consensus-building) is inclusive and engages all participants” <https://extension.umn.edu/leadership-development/benefits-consensus-decision-making>

principles of inclusive dialogue – effective dialogue “brings together many voices, stories, perspectives, and experiences to increase mutual understanding and identify shared solutions. Instead of arguing for what you already know, dialogue is entered into with a spirit of curiosity and an openness to be changed. Instead of a conversation with sides, dialogue has a center.” <https://www.sfu.ca/dialogue.html>

strategies for effective dialogue – include how to create safety for participants; how to create and hold a “third space” where the question is seen as separate from any participant or ‘side’ of an issue; how to define roles, rights, and responsibilities of facilitators and participants; how to listen as well as you speak and balance your contribution with others’. <https://www.sfu.ca/dialogue/resources/dialogue-and-facilitation-tools.html>

strategies for connecting and collaborating – activities where the group’s success depends upon the participation and inclusion of each member of the group. Examples: <https://www.developgoodhabits.com/team-building-activities-teens/>

variety of processes and products for learning – see Curricular Competencies Elaborations (above)

Recommended Instructional Components:

- Student input into themes and topics to be explored
- Flexible organization of modular units based on the themes/topics determined by the group through consensus-building
- Direct teaching/instruction (concepts, principles, practices, and strategies)
- Modeling/demonstrations by teachers using an I do/we do/you do approach (positive social interaction and effective collaboration, what different processes and products of learning can ‘look like,’ use of strategies for well-being)
- Reflective writing/journaling/drawing/sketching/other modes to elaborate ideas, personalized to each learner’s strengths and preferences
- Collaborative dialogue and small- and whole-group experiential activities
- Self-assessment of growth and change as a learner
- Modeling (by teachers) of effective strategies for peer feedback
- Inclusive and holistic pedagogies such as circle pedagogy or the Medicine Wheel

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Profiles examples of what various course components can “look like” at emergent through to sophisticated levels (such as the Core Competency profiles) <https://curriculum.gov.bc.ca/competencies>
- Self-assessment in relation to the Core Competencies <https://curriculum.gov.bc.ca/competencies> and the course curricular competencies
- Co-constructed criteria for participation in collaborations and group activities (students and teachers)
- Multiple modes of representation of learning, relevant to the topic/theme being explored and the student’s learning style and preferences
- Triangulated assessment, emphasizing the processes of learning equally to products
- Strength-based assessment, emphasizing how the learner’s strengths are being developed individually and contributed to the group
- Teacher feedback and response to reflective writing/journaling/sketching/modeling or other representations of thinking and learning
- Oral formative feedback (teachers and peer) to offer questions and suggestions to the student for continuing growth
- Group dialogues/reflections on the progress and learning of the collective group

Learning Resources:

Resources used by students will vary widely depending on the interdisciplinary themes and topics of each module. They are encouraged to use a variety of kinds of resources including but not limited to:

- Interviews/conversations/field activities with people working in the relevant disciplines
- Primary and secondary sources available to them through library or internet searches
- News or creative media
- Film/documentary resources
- Personal observations/evaluation of available information and data
- BC Curriculum Core Competencies descriptions and profiles <https://curriculum.gov.bc.ca/competencies>
- Connecting activities: <https://www.developgoodhabits.com/team-building-activities-teens/>; <https://nepaootm.com/spontaneous/> (Odyssey of the Mind connecting activities that involve critical, complex, and creative thinking)
- Consensus building: <https://extension.umn.edu/leadership-development/benefits-consensus-decision-making>
- Circle pedagogy: <https://firstnationspedagogy.ca/circletalks.html>; <https://www.comoxvalleyschools.ca/indigenous-education/talking-circle/>
- Elements of Thought and Intellectual Standards for critical thinking resources <https://louisville.edu/ideastoaction/about/criticalthinking/framework>
- First People's Principles of Learning: <https://www.edcan.ca/articles/teaching-by-the-medicine-wheel/>
- Indigenous educational resources: www.fnesc.ca
- Medicine wheel pedagogy: <https://www.edcan.ca/articles/teaching-by-the-medicine-wheel/>
- SFU Wosk Centre for Dialogue resources <https://www.sfu.ca/dialogue.html>
- www.possibilitiesforlearning.com – traits and characteristics of giftedness; variety of differentiation strategies for content, process, and product of learning

Additional Information:

It has been seen across the district's high schools, that programs intended to meet the needs of gifted, creative, and talented learners have been most successful and sustainable when they are offered as a for-credit elective course with dedicated instructional time. An example is the use of BAA Guided Inquiry at THSS to support gifted learners in their inquiry explorations. The hope is to build on this successful model with the Inspiring Minds 10 course, which provides an alternative pathway for enrichment with a greater focus on community and collaboration. The BAA Guided Inquiry course is heavily focused on students' individual inquiry topics and processes, supporting them to develop their own independent avenues of inquiry and exploration, with guidance from a facilitating teacher and peer interaction occurring through students sharing their

independent projects in seminar presentations. Inspiring Minds 10 has a different focus – on collaborative explorations of interdisciplinary themes, where individual students don't decide on topics and processes but rather the class group does, through consensus-building. Inspiring Minds 10 is intended to serve any student who wants to explore dimensions of giftedness, talent, and creativity through collaborative endeavours with like-minded peers.

To: **Board of Education**

From: Superintendent
Teresa Downs
Assistant Superintendant
Kenneth Cober

Re: **NON-RESIDENT FEES FOR 2024/25
AND 2025/26**

Date: March 6, 2024
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE

The International Education department was established by the district following SD42 Policy 9325: Education Programs for Non-Residents and offers a high quality, inclusive, authentically Canadian educational experience that contributes to the development of global citizenship. The programs are recognized internationally for offering outstanding educational and cultural experiences that attract students from around the world. It's also an important component in supporting of district budgets and expanding the richness of the educational experience for all students.

MARKET ANALYSIS

To begin developing marketing materials to attract international students for future academic years, the Board must first approve an appropriate fee schedule. To inform this work, a survey of BC school district tuition fees for non-resident students was completed.

10-Month Academic Program

The following table outlines the published 2024/25 fees for a 10-month academic program for our school district and neighboring school districts.

2024/25 International Education 10-month Academic Program Fees								
School District	Application Fee	Annual Tuition Fee	Homestay Admin Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance	Other Fees
Abbotsford	\$ 200	\$ 16,500	\$ 450	\$ 10,800	included	\$220 one way	included	deferral \$200
								validation \$250
Burnaby	\$ 250	\$ 16,250	N/A	N/A	N/A	N/A	\$1,100 /\$1,250	Renewal \$250
Coquitlam	\$ 300	\$ 17,500	N/A	N/A	N/A	N/A	included	deferral \$500
								late application \$100
								renewal \$100
								late renewal \$600
								courier \$50
Delta	\$ 200	\$ 16,250	\$ 500	\$ 11,500	\$ 200	included	included	orientation \$250
								renewal \$50
								summer medical \$240
								refund \$200
Langley	\$ 200	\$ 15,500	\$ 350	\$ 10,500	\$ 100	\$ 175	included	refund \$500
Maple Ridge / Pitt Meadows	\$ 200	\$ 15,300	\$ 350	\$ 11,500	\$ 150	included	\$ 1,200	orientation \$150
Mission	\$ 325	\$ 14,500	\$ 450	\$ 11,000	\$ 125	\$125 one way	\$ 1,500	bank fee \$20
								validation \$350
								renewal \$325
								summer medical \$150
New Westminster	\$ 200	\$ 15,000	\$ 500	\$ 12,000		\$ 100	\$ 1,200	validation \$200
North Vancouver	\$ 300	\$ 16,000	N/A	N/A	N/A	N/A	\$ 1,000	deferral \$500
								renewal \$300
Surrey	included	\$ 16,700	N/A	N/A	N/A	N/A	included	

To stay competitive, 2024/25 tuition fees have been set close to fees of neighboring school districts.

The following table outlines the published 2025/26 fees for a 10-month academic program for neighboring school districts that have approved these fees as of February 2024.

2025/26 International Education 10-month Academic Program Fees								
School District	Application Fee	Annual Tuition Fee	Homestay Admin Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance	Other Fees
Coquitlam	\$ 300	\$ 18,000	N/A	N/A	N/A	N/A	included	deferral \$500
								late application \$100
								renewal \$100
								late renewal \$600
								courier \$50
Delta	\$ 200	\$ 16,900	\$ 500	\$ 12,000	\$ 500	included	included	orientation \$300
								renewal \$100
								summer medical \$240
								refund \$200
								extension \$100

Continuing Education, Online Learning, and Summer Learning

For Continuing Education and Online Learning, and Summer Learning courses, the following table outlines the 2024/25 non-resident fees charged by other local school districts for secondary school.

School District	Fees per Course
Burnaby	\$1,200
Coquitlam	\$1,600
Delta	\$1,100
Langley	\$1,350
North Vancouver	\$1,000
Surrey	\$1,200

Summer Learning course fees charged by other local school districts for elementary is not available.

PROPOSED FEES

The following table outlines the proposed fees for 2025/26 compared to approved 2024/25 fees.

10 Month Academic Fee Description	2024/25 Approved Fees	2025/26 Proposed Fees	Increase (Decrease)	
Application	\$ 200	\$ 200	\$ -	0%
Annual Tuition - Elementary	\$ 15,300	\$ 16,000	\$ 700	5%
Annual Tuition - Secondary	\$ 15,300	\$ 15,500	\$ 200	1%
Annual Homestay Administration	\$ 350	\$ 350	\$ -	0%
Annual Homestay - Secondary	\$ 11,500	\$ 12,000	\$ 500	4%
Annual Homestay - Elementary	\$ 11,500	\$ 14,000	\$ 2,500	22%
Custodianship (one time)	\$ 150	\$ -	\$ (150)	-100%
Custodianship (annual)	\$ -	\$ 250	\$ 250	
Annual Medical Insurance	\$ 1,200	\$ 1,200	\$ -	0%
Secondary Student Orientation	\$ 150	\$ 150	\$ -	0%
Soccer Academy (\$550 per semester)	\$ 1,000	\$ 1,000	\$ -	0%
Basketball Academy (\$550 per semester)	\$ 1,000	\$ 1,000	\$ -	0%
International Baccalaureate (per year for 2 years)	\$ 1,500	\$ 1,500	\$ -	0%
One-Year Graduation	\$ 2,000	\$ 2,000	\$ -	0%
Special Diet Requests (2024/25 for gluten free; 2025/26 for all)	\$ 100	\$ 200	\$ 100	100%
Validations	\$ -	\$ 200	\$ 200	
Summer Medical Insurance - Summer Learning	\$ 120	\$ 120	\$ -	0%
Summer Medical Insurance - MSP Extending Students	\$ -	\$ 240	\$ 240	
Airport fee for Program Start and End	included	included		

In addition, the following table outlines new proposed fees for both 2024/25 and 2025/26 for processing refunds, deferrals, and cancellations to offset the costs to process these changes and align with surrounding districts. This is a common fee charged by other school districts.

10 Month Academic Fee Description	2024/25 Proposed Fees	2025/26 Proposed Fees	Increase (Decrease)	
Refund Processing (new)	\$ 200	\$ 200	\$ -	0%
Deferrals and/or Cancellations (new)	\$ 200	\$ 200	\$ -	0%

Continuing Education, Online Learning, and Summer Learning

The following table outlines the proposed 2025/26 fees for secondary Continuing Education, Online Learning, and Summer Learning compared to approved 2024/25 fees.

Continuing Education, Online Learning, and Summer Learning fees	2024/25 Approved Fees	2025/26 Proposed Fees	Increase (Decrease)	
Secondary	\$ 1,100	\$ 1,200	\$ 100	9%
Elementary	\$ 650	\$ 750	\$ 100	15%

OTHER CONSIDERATIONS

The Consumer Price Index (CPI) increase for Metro Vancouver from 2018 to 2023 is 18%. The proposed tuition fees for 2025/26 are 7% higher for elementary and 4% higher for secondary compared to what the Board approved five years ago in February 2019 for 2020/21.

Despite the CPI increase being higher than tuition fee increases, the overall increase in revenue projected for International Education for 2025/26, compared to pre-pandemic revenue for 2019/20, is expected to exceed the projected change in expenses for this period, resulting in a net profit margin increase. This is attributable to larger increases in other fees, increase in projected enrolment, and effective management of costs.

After considering other budget impacts, including changes to inflation, enrolment, and management of costs for this program, the proposed fees are appropriate and sufficient to support the ongoing success of this program.

RECOMMENDATION

THAT the Board approve International Education program registration refund and a deferral and/or cancelation fees of \$200 for 2024/25:

10 Month Academic Fee Description	2024/25 Proposed Fees
Refund Processing (new)	\$ 200
Deferrals and/or Cancellations (new)	\$ 200

AND FURTHER;

THAT the Board approve the following 10-month academic program fees for non-resident students for 2025/26:

10 Month Academic Fee Description	2025/26 Proposed Fees
Application	\$ 200
Annual Tuition - Elementary	\$ 16,000
Annual Tuition - Secondary	\$ 15,500
Annual Homestay Administration	\$ 350
Annual Homestay - Secondary	\$ 12,000
Annual Homestay - Elementary	\$ 14,000
Custodianship (annual)	\$ 250
Annual Medical Insurance	\$ 1,200
Secondary Student Orientation	\$ 150
Soccer Academy (\$550 per semester)	\$ 1,000
Basketball Academy (\$550 per semester)	\$ 1,000
International Baccalaureate (per year for 2 years)	\$ 1,500
One-Year Graduation	\$ 2,000
Special Diet Requests	\$ 200
Validations	\$ 200
Summer Medical Insurance - Summer Learning	\$ 120
Summer Medical Insurance - MSP Extending Students	\$ 240
Refund Processing	\$ 200
Deferrals and/or Cancellations	\$ 200
Airport fee for Program Start and End	included

AND FURTHER;

THAT the Board approve the following Continuing Education, Online Learning, and Summer Learning course fees for non-resident students for 2025/26:

2025/26 Fees per Course	
Secondary	\$1,200
Elementary	\$750



ITEM 6

To: **Board of Education**

From: Chairperson
Elaine Yamamoto

Re: **2022-2026 OPERATIONAL PLAN
UPDATES**

Date: March 6, 2024
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

Updated 2022-2026 Operational Plans for the Board of Education, Education, Business Division, Human Resources Department, and Information Technology Department (**Attachment A**) are being presented to the Board for approval and then will be posted on the school district website.

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

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

Each Operational Plan outlines a set of goals and action plans developed and approved by the Board in 2022/23, and now includes details on progress up to January 31, 2024.

RECOMMENDATION:

THAT the Board approve the Operational Plan Updates for the Board of Education, Education, Business Division, Human Resources Department, and Information Technology Department.

Attachment

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

Background

The Maple Ridge - Pitt Meadows Board of Education is comprised of seven trustees representing the communities of Maple Ridge and Pitt Meadows. Trustees are elected every four years at the same time as the mayor and city council for the two municipalities.

The board is committed to working together to ensure that every individual feels valued and all learners reach their potential in the Maple Ridge - Pitt Meadows School District. We will accomplish this by building open, trusting relationships as Board and senior management; defining roles and responsibilities; engaging meaningfully with the community; committing to ongoing learning and information sharing; establishing strategic directions; and using data, evidence and shared lived experience to make decisions and to advocate.



Vision

Our vision is to use our collaborative voices for honest and respectful dialogue that builds trusted decision making and effective advocacy on behalf of all learners in the Maple Ridge - Pitt Meadows School District.

Key Strategies

- Enhance learning for all by providing quality programming and initiatives that improve engagement and success
- Improve results by working together effectively with partner groups, staff, and the public
- Align planning, processes, policies, and procedures to improve efficiency and effectiveness to enhance success for all learners

Operational Goals

1. Continue to adopt, support, and strengthen innovative programs and learning options that enhance teaching and learning
2. Improve relationships and communication with partner groups, representatives of Indigenous Peoples, all levels of government, and the communities we serve
3. Advocate for the wellness, safety, and success of all learners
4. Collaborate with other boards through the BC School Trustees Association (BCSTA) on advocacy matters of mutual interest and on strengthening a meaningful co-governance model with the provincial government
5. Assess board performance on an annual basis and support trustee professional development by providing ongoing educational opportunities for trustees and by encouraging trustees to take advantage of these learning opportunities
6. Review, create, and update board policies and ensure that board policies meet legislative requirements and reflect school district values
7. Continue to improve the board's communication plan to ensure increased awareness of the role and work of the board
8. Support public engagement in school district governance
9. Continue to celebrate success and recognize accomplishments and service of students, staff, and volunteers
10. Support the superintendent by monitoring and providing feedback on their performance and growth planning
11. Ensure continuity of leadership through robust succession planning for the superintendent and key leadership positions
12. Monitor performance against the strategic plan, facilitate annual review of operational plans, and ensure that budget decisions reflect school district strategic priorities



Board of Education

Elaine Yamamoto
Board Chairperson

Kim Dumore
Vice Chairperson

Hudson Campbell
Trustee

Gabriel Liosis
Trustee

Mike Murray
Trustee

Pascale Shaw
Trustee

Kathleen Sullivan
Trustee

MISSION

To support all individuals in their personal development as successful learners, and as respectful, caring and responsible members of society.

VISION

Every individual feels valued and all learners reach their potential.

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
1. Continue to adopt, support, and strengthen innovative programs and learning options that enhance teaching and learning	<ul style="list-style-type: none"> Review the <i>Supporting All Learners: Enhancing Student Learning</i> report and monitor progress Participate in Education Advisory Committee meetings Participate in Aboriginal Education Advisory Committee meetings and Aboriginal education events Monitor annually the outcomes of new initiatives and courses Monitor annually the performance of the Continuing Education program and Ridge Meadows College Ensure student engagement in the creation of new programs Monitor and support the provision of Substance Education curriculum Review, approve and monitor progress against school growth plans Support the implementation and review of services, programs and spaces that ensure continued support for the success of diverse learners 	<ul style="list-style-type: none"> Reviewed the annual <i>Supporting All Learners: Enhancing Student Learning Report for 2022/23</i> Participated in Aboriginal Education Advisory Committee meetings Monitored the performance of the International Education, Ridge Meadows College, Continuing Education and Online Learning programs Engaged students in the design of replacement schools for Eric Langton Elementary and Pitt Meadows Secondary Advocated to the provincial government, through the BC School Trustees' Association (BCSTA), to establish and fund the implementation of provincial guidance for substance education Reviewed, approved, and monitored progress against annual school growth plans Reviewed the district's Accessibility Plan and participated in Accessibility Advisory Committee meetings Supported recommendations of the District Working Group to improve programming supports for diverse learners including additional budget for staffing, training, and support spaces Approved additional budget for education assistant staffing to address emerging needs for diverse learners Advocated to the provincial government, through the BCSTA, to complete a review of the Area Standards for new school capital to ensure sufficient space is provided in schools to adequately address the diverse and changing needs of students
2. Improve relationships and communication with partner groups, representatives of Indigenous peoples, all levels of government and the communities we serve <i>"Partner groups" include Maple Ridge Teachers' Association, Canadian Union of Public Employees Local 703, Maple Ridge Principals/Vice Principals Association, District Parent Advisory Council, and Student Voice.</i> <i>"Representatives of Indigenous peoples" include the following communities and groups: Katzie First Nation, Kwantlen First Nation, Golden Ears Métis Society and Fraser River Indigenous Society.</i>	<ul style="list-style-type: none"> Establish opportunities for the board to share information and gather feedback on governance matters from representatives of Indigenous Peoples and partner groups Ensure the school district has a positive reputation in the community and continue to leverage trustee affiliation with various community partnerships, committees, and expanded relationships (as needed) to ensure the school district perspective is valued by the community Establish opportunities for the board to share information with government representatives and representatives of Indigenous peoples Review trustee representation on community committees to ensure appropriate and effective representation Support the implementation of the Declaration on the Rights of Indigenous Peoples Act ("DRIPA") and the recommendations for Deepening Indigenous Education and Equity Support the City of Maple Ridge with the organization and hosting of the 2024 BC Summer Games 	<ul style="list-style-type: none"> Engaged with representatives of Indigenous peoples through participation in Aboriginal Education Advisory Committee meetings, Elders Dinners, and Aboriginal Education Family Nights. Held consultation meetings with partner groups, representatives of Indigenous peoples and the public for the following matters: <ul style="list-style-type: none"> 2023/24 Proposed Preliminary Budget Eric Langton Elementary seismic replacement and expansion project design Pitt Meadows Secondary seismic replacement project design Involved partner groups and representatives of Indigenous peoples in the recruitment process for the new superintendent of schools Held meetings with the Minister of Education and Child Care, Minister of State for Child Care, Minister of Post-Secondary Education and Future Skills, and local members of the legislative assembly (MLAs) to advocate on various topics, including child care on school grounds, school design guidelines, funding for school food program spaces, funding for evolving technology including cyber security, the funding formula for CommunityLINK, early intervention/programming, expedited assessments for students with special needs, and post-secondary assessment reporting Continued dialogue with local MLAs, local mayors, and the Minister of Education and Child Care regarding school district highlights, priorities, and joint advocacy opportunities

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
		<ul style="list-style-type: none"> • Attended annual provincial BCSTA Advocacy Day with board chairs and members of the legislative assembly to discuss relevant issues in education • Represented the board through trustee participation on the following committees and community liaison groups: <ul style="list-style-type: none"> • City of Maple Ridge committees: <ul style="list-style-type: none"> » Parks, Recreation and Culture Advisory » Social Policy Advisory » Transportation Advisory Committee • City of Pitt Meadows committees: <ul style="list-style-type: none"> » Community Support Select Committee » Municipal Advisory Committee on Accessibility and Inclusiveness • Culture Collective Network • District Parent Advisory Council • English Language Learners Consortium • Maple Ridge Pitt Meadows Arts Council • Ridge Meadows Education Foundation (RMEF) • Ridge Meadows Overdose Community Action Team • Ridge Meadows Youth Planning Table • Enhanced school district representation and presence through trustee participation at the following community events and meetings: <ul style="list-style-type: none"> • ABC of Substance Use Table • Building Safer Communities funding announcement • GEMS Harvest Dinner • Hometown Heroes Awards Banquet • Maple Ridge Community Foundation Awards Night • Maple Ridge Community Foundation Citizen of the Year • National Truth and Reconciliation Day • Overdose Awareness Day • Pride in the Park - Pride Crosswalk Unveiling • RMEF Annual Donor Recognition • Salvation Army Dignity Breakfast • uPlan Youth Tank • Youth Emergency Shelter Opening • Reviewed the annual Equity Action Plan Implementation Review report for 2022/23 • Supported the expansion of the Aboriginal education leadership role from principal to district principal of Aboriginal education, and time duration addition of vice principal, Aboriginal education • Supported the work of the K-12 Anti-Racism Action Plan Committee • Supported the Elders in Residence Program through the budget process • Supported the City of Maple Ridge with facility use planning for the 2024 BC Summer Games

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
3. Advocate for the wellness, safety, and success of all learners	<ul style="list-style-type: none"> Advocate for the update of legislation and provincial policies to incorporate the provincial level recommendations for Deepening Indigenous Education and Equity and DRIPA through motions to the BCSTA Annual General Meeting (AGM), meetings with MLAs and community agencies Advocate for enhanced support and funding for food security and poverty reduction initiatives through motions to the BCSTA AGM, meetings with member of Parliament (MP), MLAs and community agencies Advocate for the creation and implementation of a funding formula that reflects the needs of our school district through letters to government, meetings with MLAs, and full participation in consultation process Advocacy for improved funding and supports for students with diverse needs through BCSTA motions, and meetings with MLAs and the Minister of Education and Child Care Advocate for improved education funding allocation in the provincial budget through annual submissions during the provincial budget process, letters and meetings with cabinet ministers, and meetings with local government Advocate for the development and implementation of a provincial Inclusive Education Framework that ensures the school district, Ministry of Health, Ministry of Children and Family Development, and the Ministry of Education and Child Care provide integrated supports for children and youth with diverse needs Advocate for the development and implementation of a provincial Cyber Security program Advocate for the development and implementation of a provincial Risk Management Framework 	<ul style="list-style-type: none"> Advocated for and received provincial funding for the seismic replacement and expansion of Eric Langton Elementary Issued advocacy letters for: <ul style="list-style-type: none"> Budget 2024 Consultations to the Select Standing Committee on Finance and Government Services emphasizing additional budget allocations for food program spaces, renovations to older school facilities, portable classrooms, specialized spaces in schools, early intervention/programming, expedited assessments for students with special needs, enhanced access to community-based programs for students with diverse needs, adequate technology infrastructure, enhanced cyber security and artificial intelligence guidance Post-Secondary Feasibility Study to the Ministry of Post-Secondary Education and Future Skills City of Pitt Meadows Harris Road Underpass to the Minister of Transport (Canada) Local Immigration Partnership to Immigration, Refugees and Citizenship Canada Support for Equity, Diversity, and Inclusion to the Minister of Education and Child Care Support for Maple Ridge Youth Safe House to local MLA's Collaborated with the District Parent Advisory Committee on advocacy for CommunityLINK funding Collaborated with other boards through the BCSTA on advocacy matters as outlined in the next objective

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
4. Collaborate with other boards through the BC School Trustees Association on advocacy matters of mutual interest and on strengthening a meaningful co-governance model with the provincial government	<ul style="list-style-type: none"> • Advocacy through motions to the BCSTA for: <ul style="list-style-type: none"> • Improved capital funding that supports the proactive creation of new spaces and adequate maintenance and upgrading of existing facilities • Capital design standards that support the building of schools that meet the needs of all learners • Funding to provide comprehensive early learning opportunities and assessments • Equitable funding (Community LINK, Equity of Opportunity supplement) • Memorandum of understanding between BCSTA and Métis Nation BC • Adequate teacher training/degree opportunities 	<ul style="list-style-type: none"> • Submitted 8 motions to the BCSTA AGMs and branch meetings on the following topics: <ul style="list-style-type: none"> • Substance Education and Opioid Overdose Response in School Settings • Ministry Area Standards for new school capital projects • Streamlining ministry reporting requirements • Equitable distribution of CommunityLINK and Equity of Opportunity funding • Special Funding for Adult Graduation Programs at Correctional Centres • Funding for StrongStart BC Programs • Non-Voting Student Delegates at BCSTA AGMs • Legislative Framework for Voting Student Trustees • Participated in BCSTA AGM and Provincial Council meetings and supported motions in alignment with this operational plan • Participated in annual Board Chairperson Partner Liaison Meetings with BCSTA and the Ministry of Education and Child Care • Participated in BCSTA committees and groups: <ul style="list-style-type: none"> • Capital Working Group (Trustee Murray, Chairperson) • Comprehensive School Healthy Working Group (Trustee Dumore) • Ad Hoc Bylaw Review Committee (Trustee Liosis) • Fraser Valley Branch Association Executive (Trustee Liosis, Secretary 2022-24 and vp starting January 2024) • 2SLGBTQIA+ Affinity Group (Trustee Liosis, Lead Facilitator) • Participated in BCSTA Fraser Valley branch meetings and professional development opportunities • Hosted the BCSTA Fraser Valley 2024 annual general meeting in the Maple Ridge-Pitt Meadows School District.

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
5. Assess board performance on an annual basis and support trustee professional development by providing ongoing educational opportunities for trustees and by encouraging trustees to take advantage of these learning opportunities	<ul style="list-style-type: none"> • Complete annual board self-evaluation using the most relevant evaluation tools with results used to guide the board growth plan and individual trustee learning plans for future years • Trustees attend and participate in appropriate professional development (conferences, seminars, workshops) that contribute to school trustee professional growth 	<ul style="list-style-type: none"> • Completed the annual board self-evaluation • Participated in the following professional development hosted by BCSTA: <ul style="list-style-type: none"> • Climate Action Working Group Research Project - UBC • Delivering on BC Tripartite Education Agreement and Declaration Act Action Plan Commitments • Fentanyl Crisis • Financial and Resource Management • Good Governance in Complex Times • Improving Student Outcomes: Unpacking Evidence • Indigenous Relations and Reconciliation • Revisiting the learning from the Indigenous Day of Learning • Participated in the following professional development hosted within the district: <ul style="list-style-type: none"> • School District Strategic Plan • School District Policies and Procedures • Trustee Code of Conduct • Deepening Indigenous Education and Equity • Information Technology • Human Resources • Facilities Planning and Operations • Business Operations • Budget and Financial Results • Provincial Funding • Funding Formula Review Process and Recommendations • Freedom of Information and Protection of Privacy • Introduction to Governance • Introduction to Board Meetings and Agenda Prep • Communications: Social Media Guide, Board Chair as Spokesperson, Media Relations • <i>Meetings, Rules and Effective Decision Making</i> facilitated by Eli Mina • <i>Universal Designs for Learning</i> (literacy) • Learning Services • <i>Working Smarter Together</i> facilitated by Peter Norman • Media training facilitated by Alyn Edwards • Public Interest Disclosure Act • Integrated Child and Youth Services Team • Indigenous-Focused Communication

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
6. Review, create, and update board policies and ensure that board policies meet legislative requirements and reflect school district values	<ul style="list-style-type: none"> Review and update board policies on a four-year cycle based on annual work plans developed by the Board Policy Development Committee and with consideration for emerging policy development needs that may arise Create new policies, as needed, at the recommendation of the Board Policy Development Committee and with input from subject matter experts 	<ul style="list-style-type: none"> Created and implemented Board Policy Development Annual Work Plans for 2022/23 and 2023/24 Developed and approved updates to 1 bylaw and 21 policies: <ul style="list-style-type: none"> Board Procedural Bylaw - Trustee Access to Information 2301 Role of the Board 2302 Board Delegation of Authority 2320 Board Committees and Trustee Representation 2410 Board Correspondence 2500 Board Policy Development 2900 Trustee Pro-D and Attendance at Conferences 2925 Trustees - Provision of Resources 3201 Role of the Superintendent of Schools 3202 Role of the Secretary Treasurer 3901 Maintenance of Order in Schools 4203 Budget Planning and Reporting 4435 Scholarships, Bursaries and Awards 5700 Privacy Management Program 5701 Records and Information Management - General 5905 Alcohol - Consumption, Possession and Storage 6801 School Closure 7110 Whistleblower Protection 9601 Anaphylaxis 9605 Provision of Menstrual Products to Students 9610 Health Care Needs 10540 Financial or In-Kind Donations
7. Continue to improve the board's communication plan to ensure increased awareness of the role and work of the board	<ul style="list-style-type: none"> Increase public awareness of board issues, function and accomplishments through the publishing of Board Highlights after each board meeting, using social media to publicize board meeting agendas, events, and announcements 	<ul style="list-style-type: none"> Published public board meeting agendas at least 48 hours before meetings at https://www.sd42.ca/board-of-education/board-meeting-agendas/ Published Board Meeting Highlights after each public meeting at https://www.sd42.ca/board-of-education/board-meeting-highlights/ Published District Highlights annually, celebrating accomplishments of staff and students at https://www.sd42.ca/board-of-education/board-meeting-highlights/ Published school district announcements and other news regularly at https://www.sd42.ca/news/ Published trustee advocacy correspondence at https://www.sd42.ca/board-of-education/trustees-advocacy/ Promoted board activities via social media Invited public participation through meeting invitations and surveys for: <ul style="list-style-type: none"> Preliminary budget proposals New school designs for Eric Langton Elementary and Pitt Meadows Secondary capital projects Provided presentations and updates to the District Parent Advisory Council Responded to 18 information requests from local media

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
8. Support public engagement in school district governance	<ul style="list-style-type: none"> • Ensure increased meaningful engagement with students through district-wide student forum (2023 and 2025), Indigenous student forum, trustee meetings with secondary school students, trustee meetings with Indigenous students, and further engagement on governance matters as needed • Review the student governance model and ensure that the model implemented meets student needs and enables student voice engagement on governance matters • Ensure increased, open communication with parents and caregivers through regular trustee representation at District Parent Advisory Council (DPAC) meetings, trustee presentations of board work at Parent Advisory Council (PAC) and DPAC meetings • Ensure public engagement plans support increased public participation in governance matters • Ensure enhanced engagement with Indigenous Peoples through the Aboriginal Education Advisory Committee, meetings with Indigenous peoples representatives and attendance at Indigenous events 	<ul style="list-style-type: none"> • Participated in district-wide student forum and Indigenous student forum with a focus on creating healthy school communities that foster a sense of wellbeing and belonging • Engaged Student Voice in budget discussions and superintendent of schools recruitment process • Met with students at Thomas Haney and Westview secondary schools to understand their current level of engagement, school experience and student voice • Approved board motion for staff to review the current district student governance model and explore the feasibility of implementing a student trustee in time for the 2026/27 school year • Participated in DPAC meetings and provided periodic presentations and updates • Engaged with Indigenous peoples as outlined in objectives listed above • Attended the Aboriginal Education Learning Series <i>Deepening Indigenous Ways of Knowing</i>
9. Continue to celebrate success and recognize accomplishments and service of students, staff, and volunteers	<ul style="list-style-type: none"> • Schedule school visits to ensure that trustees have the opportunity to visit each school from 2022 to 2026 • Include presentations from students and/or staff at each public board meeting • Ensure that at least one trustee is present at every staff recognition event • Ensure that the board acknowledges the contribution and accomplishments of students, staff, and volunteers • Recognize staff, students, and volunteers for their contribution to the school district and education in general 	<ul style="list-style-type: none"> • Commenced elementary and secondary school visits • Received presentations from staff at public board meetings on the following topics: <ul style="list-style-type: none"> • After School Programming • Student and Family Affordability Fund • Integrated Child and Youth Teams Services Model • Alternate Education Programs • French Immersion Program • Early Learning Programs • Ensured one or more trustees attended staffing recognition events including the annual 25-year and 20-year employee recognition events, district retirement tea, and DPAC recognition dinner • Celebrated students at school district events including concerts, theatre productions, sporting activities, Youth Philanthropy Initiative presentations, graduation ceremonies and Aboriginal awards
10. Support the superintendent by monitoring and providing feedback on their performance and growth planning	<ul style="list-style-type: none"> • Complete annual superintendent evaluation and growth plan 	<ul style="list-style-type: none"> • Completed annual superintendent evaluation and growth plan with ongoing feedback on performance

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
11. Ensure continuity of leadership through robust succession planning for the superintendent and key leadership positions	<ul style="list-style-type: none"> Review and approve the succession plans for key leadership positions Maintain a current superintendent role description Create and implement a comprehensive succession plan for the superintendent 	<ul style="list-style-type: none"> Reviewed succession plans for the superintendent of schools, secretary treasurer, deputy superintendent, assistant secretary treasurer, principal and vice principal cohorts and various other leadership positions Engaged a professional search firm to support the superintendent of schools position profile updates, recruitment plan development and execution Supported the superintendent transition plan
12. Monitor performance against the strategic plan, facilitate annual review of operational plans, and ensure that budget decisions reflect school district strategic priorities	<ul style="list-style-type: none"> Complete annual review and update of board and department operational plans Ensure that the Human Resources Operational Plan includes strategies for improved recruitment, retention, capacity building, succession planning and occupational health and safety Review and approve the annual Five-Year Capital Plan for submission to the Ministry of Education and Child Care (MECC) and ensure alignment with the <i>Strategic Facilities Plan</i> Review and approve the annual budget for submission to the MECC Ensure that the annual budget reflects priorities set in the <i>Strategic Plan</i> follows MECC guidelines and is developed through meaningful engagement with representatives of Indigenous peoples, partner groups and the public Review the Enterprise Risk Management program and ensure that management has identified and is managing school district's principal risks Review and approve quarterly and annual financial statements Review and approve the <i>Supporting All Learners: Enhancing Student Learning</i> report prepared by the superintendent Review and approve or receive for information reports regarding specific educational initiatives Monitor the implementation of new financial management directives from the MECC 	<ul style="list-style-type: none"> Reviewed and approved board and department operational plans for 2022-2026 Reviewed the progress on board and department operational plans up to January 2024 Reviewed and approved the 2024/25 Five-Year Capital Plan Approved the budget process for 2023/24 and 2024/25 Reviewed and approved 2023-24 Preliminary Budget Reviewed quarterly financial statements Reviewed and approved 2022/23 Audited Financial Statements Reviewed the annual <i>Supporting All Learners: Enhancing Student Learning Report</i> for 2022/23 Reviewed the annual <i>Environmental Sustainability</i> progress report and <i>Climate Change Accountability Report</i> for 2022

Background

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

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

Vision

Our vision is to collaborate, strategically plan and continue to create safe, caring, engaging, inclusive, and responsive learning environments to enable all learners to reach their potential and celebrate their identity.

Key Strategies

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

Operational Goals

1. Promote and enhance learning by aligning research informed practices, initiatives, resources, staffing, and supports
2. Continue to adopt meaningful and effective district-wide assessment and reporting practices
3. Identify and increase opportunities for student engagement with inclusive, innovative, purposeful, and personalized educational experiences aligned with the curriculum
4. Enhance literacy and numeracy outcomes for all learners
5. Support the success and sense of belonging of every Indigenous learner as guided by the Declaration on the Rights of Indigenous Peoples Act (DRIPA) and informed by the Deepening Indigenous Education and Equity report
6. Ensure that all learners, regardless of ethnicity, sexual orientation, gender identity, ability, culture, religion, and family status have a voice and see themselves in our schools and learning activities
7. Promote cultures of caring and belonging through our district-wide approach to Social Emotional Learning (SEL)
8. Nurture a culture of inclusion and engagement that empowers staff and enables them to grow and succeed
9. Support inclusive and effective engagement to enhance relationships and collaboration that informs sound decision making
10. Ensure that school district facilities best meet the educational needs of all learners



Education Leadership Contacts

Teresa Downs
Superintendent of Schools

Cheryl Schwarz
Deputy Superintendent

Jovo Bikic
Assistant Superintendent

Kenneth Cober
Assistant Superintendent

David Vandergugten
Assistant Superintendent

Michael Scarcella
Director, Learning Services

Irena Pochop
Senior Manager, Communications

Lena Frend
Office Manager, Office of the Superintendent

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
1. Promote and enhance learning by aligning research informed practices, initiatives, resources, staffing, and supports	<ul style="list-style-type: none"> Collaborate with partner groups, leadership groups, and educators to align research-informed and effective practices that support all learners Consult with educational researchers to guide dialogue and planning Provide professional development opportunities aligned with strategic plan priority areas as informed by school growth plans (SGP), operational plans and the district's mission, vision, and values Facilitate a collaborative and cohesive approach between school-based staff and district helping teachers 	<ul style="list-style-type: none"> Collaborated with partner groups, leadership groups, and educators to align research-informed and effective practices that support all learners in literacy, numeracy, trauma informed practice and Universal Design for Learning Consulted with literacy expert in reviewing current research to support the development of a literacy framework Provided numeracy professional development across schools, and consulted with researchers on next steps on impacting numeracy instruction and assessment Provided professional development and in class session opportunities with Micro:Bit Coding and Minecraft Provided staff with training on how to effectively use artificial intelligence (AI) tools in the classroom Supported alignment and collaboration opportunities through district systems and structures (e.g. superintendent, principal, vice principal and helping teacher meetings) Reviewed annual school growth plans (SGPs) to identify themes that informed operational planning in support of teaching and student learning
2. Continue to adopt meaningful and effective district-wide assessment and reporting practices	<ul style="list-style-type: none"> Support the work of elementary and secondary reporting and assessment committees to further align reporting systems and structures with the curriculum and K-12 reporting order Collaborate and co-plan with district helping teachers and reporting committees to create learning opportunities for teachers Explore further integration of online platforms that are available to teachers and ensure that they meet current and future needs for sharing and saving of student work samples and illustrations of learning Support ongoing professional development in the area of formative and summative assessment practices in alignment with Provincial Performance Standards Facilitate and support active engagement with PowerBi data analytics at the school level to further enhance meaningful use of district elementary and secondary performance standards data Monitor and report on the outcomes and measures outlined in the Framework for Enhancing Student Learning Reporting Order 	<ul style="list-style-type: none"> Supported work of the elementary and secondary reporting and assessment committees to further align reporting systems and structures with the curriculum and K-12 reporting order <ul style="list-style-type: none"> The Elementary Reporting and Assessment Committee's work this year included implementing a K-7 June report card in MyEdBC, aligning all reporting templates to the new Ministry of Education and Child Care (MECC) Reporting Order and creating additional support and training materials for teachers to further support our student inclusive conferencing model Continued to collaborate and co-plan with district helping teachers and reporting committees to create learning opportunities for teachers The Secondary Assessment Committee continued to champion school-based leadership in core competencies, proficiency scale, and descriptive feedback Initiated planning to explore further integration of online platforms that are available to teachers and ensured that they meet current and future needs for sharing and saving of student work samples and illustrations of learning by January 2025, recognizing the current product will cease to function Continued ongoing professional development in the area of formative and summative assessment practices in alignment with the Provincial Performance Standards <ul style="list-style-type: none"> Hosted the original BC Performance Standards in SPARK to ensure that all SD42 educators can continue to use this powerful resource Facilitated and supported active engagement with PowerBi data analytics at the school level to further enhance meaningful use of district elementary and secondary performance standards data <ul style="list-style-type: none"> Worked closely with the MECC to replicate these PowerBi tools for all 60 school districts in BC Monitored and reported on the outcomes and measures outlined in the Framework for Enhancing Student Learning Reporting Order

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
3. Identify and increase opportunities for student engagement with inclusive, innovative, purposeful, and personalized educational experiences aligned with the curriculum	<ul style="list-style-type: none"> Facilitate ongoing opportunities for student voice by creating structures for staff and the Board of Education to meaningfully engage with students Support the development of cross curricular opportunities K - 12 Expand play-based learning opportunities in alignment with the curriculum Further support Universal Design for Learning and differentiated instruction in classrooms Explore models of classroom-based English Language Learners (ELL) instruction and support Provide after-school learning opportunities for teachers on ways to facilitate student engagement with coding activities Provide diverse summer learning opportunities to support continuity of student engagement and learning Support the growth and evolution of educational programs offered at Ridge Meadows College (RMC) and Continuing Education Expand our work with educational leaders to support their professional growth in exploring and leading effective practices as they relate to curriculum and assessment Implement the inclusive Competency-Based Individual Education Plan (CBIEP) with a focus on student strengths and aligning individual education plans (IEPs) with assessment, curriculum and reporting 	<ul style="list-style-type: none"> Facilitated ongoing opportunities for student voice through a structure for staff and the Board of Education to meaningfully engage with students <ul style="list-style-type: none"> Board of Education met with students at Westview Secondary (WSS) and Thomas Haney Secondary (THSS) District Student Forum - February 2023 Supported the development of cross curricular opportunities K - 12 <ul style="list-style-type: none"> Expanded the Cross Curricular eResource Sets in our online resource library (https://sd42.libguides.com/c.php?g=733260) Expanded play-based learning opportunities in alignment with the curriculum <ul style="list-style-type: none"> Kindergarten Collaborative Think Tank 6 Part Series Ready Set Learn Series Ongoing work in our 7 StrongStart Centres Helping teachers offered weekly professional development and book clubs on Universal Design for Learning. Each offering was presented in a learning series format at all levels for educators. Shared widely with educators through monthly calendar and uploaded online resources on SPARK Offered teacher professional development on brain-based research Developed and offered Kindergarten Think Tank: Learning Together Navigating the Evolving Early Learning Landscape <ul style="list-style-type: none"> 6-part series that included kindergarten, support teachers and administrators Offered collaborative space where educators engaged in thought-provoking discussions, shared best practices and collectively developed approaches that enhanced the learning Explored models of classroom-based ELL instruction and support Planned and initiated training sessions for all elementary and secondary support teachers focusing on the implementation of competency-based IEPs. District-wide support teacher training to be completed by spring 2024 Offered at the January 2024 professional development day a workshop for education assistants who support students with complex communication needs and who may require augmentative and alternate communication systems (over 200 attended) With enhanced French federal funding, provided a wide array of learning opportunities, supports and learning resources for French Immersion educators and leaders in the area of effective inclusive and differentiated French instruction and assessment practices with a primary goal being to enhance retention of French students, recognizing the increased diversity of students enrolled in French Provided after-school learning opportunities for teachers on ways to facilitate student engagement with coding activities <ul style="list-style-type: none"> Offered six coding sessions utilizing Block Coding and Micro-Bit hardware Provided diverse summer learning opportunities to support continuity of student engagement and learning Expanded the portfolio of dual credit programs to include partial or sample programs. Currently implementing a dual credit Early Childhood Educators (ECE) program in partnership with Ridge Meadows College (RMC) Along with established Connex and Reconnex programs at District Alternative Secondary, implemented a new Connecting program Supported the growth and evolution of educational programs offered at RMC and Continuing Education <ul style="list-style-type: none"> Created a StrongStart/ECE Training Centre at Riverside Centre to further enhance our RMC ECE program Expanded our work with educational leaders to support their professional growth in exploring and leading effective practices as they relate to curriculum and assessment Provided strength based early learning opportunities for educators with a focus on space, play and differentiation <ul style="list-style-type: none"> Kindergarten Think Tank Series: Learning Together Series Changing Results for Young Children 6 Part Series

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
4. Enhance literacy and numeracy outcomes for all learners	<ul style="list-style-type: none"> Continue to collect and analyze literacy data to support ongoing review and development of the literacy framework based on the BC Performance Standards Deepen and expand the district literacy framework practices Work with literacy helping teachers to support the development of literacy interventions foundations and planning tools Continue to incorporate literacy-focused instruction in the elementary summer learning program Enhance literacy supports provided through school libraries with the support of district helping teachers Focus on effective instruction for writing practices through literacy helping teachers, professional learning opportunities and working with researchers Further analyze both district and provincial numeracy assessment data to guide planning and supports Support professional development at the school level with numeracy-related growth plan goals and more broadly at the district-level for all educators 	<ul style="list-style-type: none"> Literacy helping teachers worked side by side with teachers on administering the Early Primary and Intermediate Reading Assessments to support effective instruction and assessment Deepened and expanded the district literacy framework practices in alignment with current research and in consultation with literacy leaders across the district Literacy helping teachers worked with schools to identify students needing more explicit instruction and co-developed and implemented plans for this instruction Incorporated literacy-focused instruction in the elementary summer learning program and explored ways to expand this opportunity Created structures to align the work of literacy helping teachers and school librarians through the literacy framework Provided workshops and offered resources in support of instruction for writing practices in collaboration with literacy helping teachers Further analyzed both district and provincial numeracy assessment data to guide planning and supports Consulted with provincial experts and researchers to develop next steps to support numeracy learning and assessment in the district Offered classroom teachers and support teachers opportunities for professional development and collaboration through the numeracy helping teacher and numeracy experts/researchers Uploaded new/research supported numeracy and literacy resources to SPARK and Helix for educators to access Updated the title and role of district helping teacher for Intermediate Learning/Inquiry to include K-7 Numeracy (September 2023) Through enhanced federal French funding, added staffing in the positions of principal, helping teacher, and education assistants with the goal of further supporting French Immersion teachers and students
5. Support the success and sense of belonging of every Indigenous learner as guided by the Declaration on the Rights of Indigenous Peoples Act (DRIPA) and informed by the Deepening Indigenous Education and Equity report	<ul style="list-style-type: none"> Continue to build a sense of shared responsibility through creating awareness and providing opportunities for learning, dialogue, and action planning in relation to the DRIPA and the Deepening Indigenous Education and Equity report Produce an annual progress report in alignment with the ministry's Equity in Action reporting guidelines Support incorporation of First Peoples Principles of Learning and Indigenous Ways of Knowing into classroom practice and provide learning opportunities through collaboration between the Aboriginal education department and educational researchers Align targeted support for Indigenous learners in the areas of early intervention, early literacy, and social emotional learning (SEL) within the broader context of district initiatives. Continue meeting with Knowledge Keepers and Elders and endeavor to establish a regular schedule of meetings with Katzie First Nation Chief and Council, Kwantlen First Nation Chief and Council, Golden Ears Métis Society leaders, and the Fraser River Indigenous Society leaders Consult with local First Nations, the Métis community, and urban Indigenous organizations regarding ways to support student learning Aboriginal education team support for staff professional development in the area of Indigenous Ways of Knowing. This support is to be achieved through collaborative work with helping teachers and subject matter experts District professional development days to continue to include learning about and incorporating Indigenous perspectives, First Peoples Principles of Learning, and themes relating to reconciliation 	<ul style="list-style-type: none"> Dedicated time at monthly superintendent meetings with principals, vice principals and managers to further build a sense of shared responsibility by creating awareness and providing opportunities for learning, dialogue, and action planning in relation to DRIPA and the Deepening Indigenous Education and Equity report Produced an annual progress report in alignment with the ministry's Equity in Action reporting guidelines Responded to student input by shifting the leadership program into schools. Large gatherings have shifted to a 'kick off' and a year-end 'wind up' with the opportunity to have Elders be part of the planning with students at the school level Expanded the circle with addition of Elder coordinator and cultural coordinator Supported the incorporation of First Peoples Principles of Learning and Indigenous Ways of Knowing into classroom practice and provided learning opportunities through collaboration between the Aboriginal education department and educational researchers Created professional development opportunities for English First Peoples teachers to connect and collaborate Aligned targeted support for Indigenous learners in the areas of early intervention, early literacy, and SEL within the broader context of district initiatives Engaged with Knowledge Keepers and Elders and endeavored to establish regular schedule of meetings with Katzie First Nation Chief and Council and Kwantlen First Nation Chief and Council and Golden Ears Métis Society leaders and the Fraser River Indigenous Society leaders Consulted with local First Nations, the Métis community, urban Indigenous organizations regarding ways to support student learning Provided Indigenous Ways of Knowing learning opportunities through an in-school learning approach Collaborated with Indigenous educational researchers such as Carolyn Roberts on ways to provide Indigenous Ways of Knowing learning to educators Offered a summer learning program at the health centre on the Katzie Reserve. Expanded the secondary summer learning courses offered to include Indigenous-focused courses recognized by the provincial graduation program District professional development days included learning about and incorporating Indigenous perspectives, First Peoples Principles of Learning, and themes relating to reconciliation

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
6. Ensure that all learners, regardless of ethnicity, sexual orientation, gender identity, ability, culture, religion, and family status have a voice and see themselves in our schools and learning activities	<ul style="list-style-type: none"> Collaborate with Anti-Racism Committee, including partner groups, to create awareness and plan next steps in the district's commitment to racial inclusivity Use information gathered at student forums and through student voice to set direction around learning and sense of belonging Create learning environments that reflect the diversity and identity of students, staff and community. Provide professional development opportunities on racial inclusivity and equity for all staff Continue to support positive behaviour plans that are supportive of proactive strategies, focus on students' unique strengths, and build skills with added attention and resources supporting early learning and intervention Support the review and updating of the Safe and Caring Schools Policy 	<ul style="list-style-type: none"> Collaborated with Anti-Racism Committee, including partner groups, to create awareness and plan next steps in the district's commitment to racial inclusivity Provided schools with learning opportunities facilitated by the district helping teacher for racial inclusivity During the 2023 District Student Forum, students shared the importance of creating learning environments that reflect the diversity and identity of students, staff and community Engaged with librarians to ensure that library services at the district level and school level reflect current social and district values Provided professional development opportunities on racial inclusivity and equity for all staff Continued to support positive behaviour plans that are supportive of proactive strategies, focus on students' unique strengths, and build skills with added attention and resources supporting early learning and intervention Initiated planning for the review and updating of the Safe and Caring Schools Policy Dedicated time at monthly superintendent meetings with principals, vice principals and managers to further build a sense of shared responsibility by creating awareness and providing opportunities for learning, dialogue, and action planning in relation to racial inclusivity and sexual orientation and gender identity (SOGI)
7. Promote cultures of caring and belonging through our district-wide approach to Social Emotional Learning (SEL)	<ul style="list-style-type: none"> Create an integrated approach to embedding SEL and compassionate systems thinking across district initiatives and roles Continue to provide opportunities for staff to learn about compassionate systems Support a focus on the mental health and substance use components of the Physical and Health Education curriculum Collaboratively work with community agencies to support our vulnerable students Review counselling and child care worker (CCW)/ youth care worker (YCW) needs in our schools and provide training to build capacity Actively engage staff to use the Guide for Emergency Procedures (Suicide Risk Training, Threat Assessments, Critical Incident Response, Employee Safety Plans) and provide related training Monitor attendance and progress of secondary school students who may be at-risk by using the PowerBi dashboard Creating awareness across the system and maximizing the services available through the Integrated Child and Youth (ICY) Teams Reviewing and implementing an updated district-wide mental health strategy 	<ul style="list-style-type: none"> Created an integrated approach to embedding SEL and compassionate systems thinking across district initiatives and roles Provided opportunities for staff to learn about compassionate systems (hosted a kickoff session in September 2023 with provincial trainer for compassionate systems) Integrated compassionate systems check-ins and systems learning in principal, vice principal, and helping teacher meetings Supported a focus on the mental health and substance use components of the Physical and Health Education curriculum Collaboratively worked with community agencies to support our vulnerable students Reviewed counselling and CCW/YCW needs in our schools and provide training to build capacity <ul style="list-style-type: none"> Training received by counsellors: Applied Suicide Intervention Skills Training (ASIST), Threat Assessment, and Expect Respect and a Safe Education (ERASE) Training received by CCWs: Safe Talk, Food Safe, Reporting Child Abuse Actively engaged staff to use the Guide for Emergency Procedures and provided related training <ul style="list-style-type: none"> The Guide for Emergency Procedures was updated August 2023, and reviewed with administrators and counsellors Monitored attendance and progress of secondary school students who may be at-risk by using the PowerBi dashboard Created awareness across the system and sought to maximize the services available through the Integrated Child and Youth (ICY) Teams <ul style="list-style-type: none"> The SD42 ICY team presented to Board of Education, DPAC, administrators, school staffs, counsellors and CCWs to share services available and clarify the referral process Reviewed and implemented an updated district-wide mental health strategy <ul style="list-style-type: none"> Offered district wide presentations to secondary students and families: Exploitation Education, Guy Felicella – Stopping the Stigma Students in grades 5–12 were offered presentations on Establishing Safe Caring and Respectful communities by Safer Schools Together Offered Student Well Being and Strengthening Early Learning Opportunities (SELO) Grants Participated in provincial and local ICY leadership meetings and weekly ICY team meetings with a focus of developing the ICY intake process Offered professional learning opportunities on trauma-informed practices through staff meetings, professional development and school growth planning

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
8. Nurture a culture of inclusion and engagement that empowers staff and enables them to grow and succeed	<ul style="list-style-type: none"> • Provide and enhance mentoring opportunities for teachers, principals, vice-principals, clerical staff, and instructional support staff • Meet regularly with the Elementary Clerical Committee • Grow the peer-to-peer clerical initiative through consultation with clerical staff • Offer the Foundations of Inclusive Education workshop series to support training for prospective support teachers • Continue to expand our partnerships with post-secondary institutions to provide formal learning opportunities to build skills and capacity and assist in recruitment and retention • Support human resources with strategic succession planning for both school-based and district leadership positions • Support and co-lead work to achieve WorkSafe BC's Certificate of Recognition (COR) 	<ul style="list-style-type: none"> • Provided mentoring opportunities for teachers, principals, vice-principals, clerical staff, and instructional support staff <ul style="list-style-type: none"> • Met regularly with the Elementary Clerical Committee to enhance mentoring opportunities and share effective practices • Offered the Foundations of Inclusive Education workshop series to support training for prospective support teachers • Supported human resources with strategic succession planning for both school-based and district leadership positions • Expanded our partnership with post-secondary institutions to increase the number of practicum students in our district <ul style="list-style-type: none"> • Attended collaborative meetings with University of Fraser Valley (UVF) (Dr. James Mandigo, Provost and Vice-President Academic) • Attended Education Leadership Summit hosted by UVF November 2023 • Established Simon Fraser University (SFU) pre-service teacher cohort at Westview Secondary • Undertook review and analysis of data in respect to ELL and immigrant population growth and developed plans to respond to the growth and needs • Maximized additional funds allocated by the Board of Education, going beyond the staffing required by the collective agreement and what is generated through supplemental funding from the ministry. This supports the growth in percentage of students with diverse abilities • Trained staff in research based and current approaches to work with diverse and complex learners • Engaged with provincial and international behaviour consultants to provide highly specialized training to staff working with complex learners
9. Support inclusive and effective engagement to enhance relationships and collaboration that informs sound decision making	<ul style="list-style-type: none"> • Meet regularly with partner groups • Explore ways to enhance communication and collaboration with community partners, particularly in the area of mental health supports for students • Continue to participate in multidisciplinary working group with partner groups to review current processes that support staff and student safety and support the implementation of improved processes • Strengthen our relationship with the RCMP • Continue to explore ways to enhance our relationship with Ridge Meadows Child Development Center in support of transition to kindergarten 	<ul style="list-style-type: none"> • Regularly met with partner groups (Canadian Union of Public Employees, Maple Ridge Teachers' Association, Maple Ridge Principals' and Vice Principals' Association, District Parent Advisory Council) • Explored ways to enhance communication and collaboration with community partners in consultation with ICY Teams, particularly the area of mental health supports for students • Participated in multidisciplinary working group sessions with partners to review current processes that support staff and student safety and support the implementation of improved processes • Strengthened relationships with the RCMP during a period of staffing changes • Collaboratively engaged with Ridge Meadows Child Development Center in support of transition to kindergarten • Formed a District Accessibility Committee with defined terms of reference and representation • Developed an Accessibility Plan that identifies the following three key priority areas: technology, self-regulation/calming spaces, Universal Design for Learning • Established a collaborative working group with community partners to discuss substance use education and harm reduction
10. Ensure that school district facilities best meet the educational needs of all learners	<ul style="list-style-type: none"> • Implement new programs of choice that meet the needs of our learners in alignment with the Strategic Facilities Plan • Support the design of new educational facilities that best meet the needs of all learners • Work with the facilities department to conduct annual school space utilization reviews and make recommendations for the addition of classroom space and space to meet the programming needs of students • Continue to strategically manage student enrolment to maximize the use of existing facilities while accommodating enrolment growth • Work with community partners to coordinate and provide after school programming for students in SD42 	<ul style="list-style-type: none"> • Collaborated on the design of the new Eric Langton Elementary to meet the needs of all learners and incorporate Indigenous and community input • Worked with the facilities department to conduct annual school space utilization reviews, which have resulted in the retention and development of new spaces to meet the needs of diverse learners • Enhanced the student enrolment projections process by comparing Baragar data, roll forward projections, month by month growth, historical growth, and local knowledge, through a collaborative process across education, finance and facilities department • Engaged with the cities of Maple Ridge and Pitt Meadows to assist with student population growth • Strategically managed student enrolment to maximize the use of existing facilities while accommodating enrolment growth • Worked with community partners to coordinate and provide expanded after school programming for students in SD42

Background

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

Vision

Our vision is to effectively support all learners by providing safe, inclusive, welcoming, and sustainable learning environments.

Key Strategies

- Community engagement that is inclusive, generates sustainable outcomes, supports equitable decision making and deepens relationships and trust with the communities that we serve
- Effective risk management and optimization of processes, resource utilization, and service levels
- Culture of inclusion and engagement created through empowering staff, building capacity, fostering collaboration, and supporting continuous learning and growth for all staff

Operational Goals

1. Ensure that annual Capital Plan submissions to the Ministry of Education and Child Care (MECC) and facilities spending plans reflect the priorities identified in the Strategic Facilities Plan and that facilities are strategically managed
2. Continue to lower climate-changing emissions, build cleaner buildings and prepare for our future climate
3. Support the achievement of the board's strategic objectives and the sustainable allocation and use of resources through budget reviews and comprehensive annual budget processes
4. Design, review and implement adequate internal controls and processes that support continuous improvement and ensure school district assets are safeguarded and that its financial position is stable
5. Ensure that our departments have the organizational capacity (people and expertise) to manage all current and planned initiatives and projects, while maintaining effective regular operations
6. Ensure business continuity through succession planning, strategic recruitment, retention, professional development and effective risk management
7. Nurture a culture of inclusion and engagement that empowers employees and enables them to grow and succeed
8. Support our community of learners through inclusive and effective engagement that enables sound decision making, fosters collaboration, continuous improvement and learning
9. Effectively support the governance function of the Board of Education
10. Continue to effectively represent the district perspective to provincial government on business related initiatives



Business Leadership Team

Richard Rennie

Secretary Treasurer and CFO

Iris Mo

Assistant Secretary Treasurer

Kim Hall

Senior Manager, Business Operations

Eunice Bantok

Manager, Budgets

Madison MacAulay

Manager, Accounting

Anna John

Manager, Payroll and Benefits

Nathan Hearts

Manager, Procurement Services

Louie Girotto

Director of Facilities

Ashish Dev

Manager, Energy & Environmental Sustainability

Randy Clark

Manager, Maintenance

John Hayer

Manager, Operations & Transportation

David Levington

Custodial Supervisor

Rebecca Lyle

Executive Coordinator

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BUSINESS DIVISION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
1. Ensure that annual Capital Plan submissions to the Ministry of Education and Child Care (MECC) and facilities spending plans reflect the priorities identified in the Strategic Facilities Plan and that facilities are strategically managed	<ul style="list-style-type: none"> • Prepare capital plans that align with the Strategic Facilities Plan • Develop building standards and specifications for school district facilities and manage the design and construction of new schools and additions to existing schools • Conduct annual space utilization reviews and create the required new classroom spaces and spaces to meet the programming needs of diverse learners • Design and implement facilities-related engagement plans that are reflective of school district values, including the design and construction of the replacement of Eric Langton Elementary school • Establish and implement a process for annual building inspections and assessments • Annually update the MECC's Capital Asset database with completed maintenance projects 	<ul style="list-style-type: none"> • Prepared and submitted capital plans for 2023/24 • Updated enrolment projections and school capacity information • Developed a three-year Annual Facility Grant (AFG) plan for all facilities • Completed over 40 AFG projects totaling \$2.6M for 2022/23 • Strengthened the internal processes for inclusion of <i>Standard Documents and Guidelines for a Stipulated Price Bid for On-line Bidding for use on Publicly Funded Building Projects in the Province of British Columbia</i> within SD42 procurement documents and specifications • Conducted annual space review in all elementary and secondary schools and created new educational space where required • Installed portables at Golden Ears Elementary (1) and Harry Hooze Elementary (1) in 2022 • Installed portables at Yennadon Elementary (1), Golden Ears Elementary, (1) and Casquele Elementary (2) in 2023 • Ordered portables for Yennadon Elementary (1), Golden Ears Elementary (1) and Alexander Robinson Elementary (1) for installation in 2024 • Created eight new flexible learning spaces that support educational programming for diverse learners • Completed the schematic design of the Eric Langton Elementary replacement school and the conceptual design of the Pitt Meadows Secondary replacement school through collaboration and consultation with architects, students, staff, partner groups, representatives of Indigenous peoples, local municipalities, and the community to gather valuable input and insights that informed the design • Provided facility maintenance data updates to the MECC, outlining completed projects (scope and value)
2. Continue to lower climate-changing emissions, build cleaner buildings and prepare for our future climate	<ul style="list-style-type: none"> • Continue to support the enhancement of the waste collection program with the goal of achieving an 84% clean diversion • Continue to maintain carbon neutrality and annually report on progress made and future plans • Explore and analyze any new technologies that would help result in carbon reductions through a robust, research-based and analytical fiscal and strategic lens • Continue to maximize provincial incentives and grants that will fund investments that support our carbon reduction goals 	<ul style="list-style-type: none"> • Coordinated waste audits (by GFL Environmental) at four schools to assess the rate of clean diversion, with follow-up presentations to school staff to identify waste stream contamination and opportunities to improve diversion rates • Implemented centralized recycling bins in hallways at nine elementary schools (reducing the use of waste bags and increasing classroom space) • Completed and submitted the annual <i>Carbon Neutral Action Report</i> to BC Climate Action Secretariat that summarizes the school district's emissions profile, the total offsets to reach net-zero emissions, actions taken to reduce greenhouse gas emissions, and plans to continue reducing emissions in the future • Conducted the annual Go Green Together challenge for elementary schools and the first annual Earth Day Pledge Drive for secondary schools • Commenced a MECC-approved energy retrofit at Whonnock Elementary to switch carbon intensive natural gas to renewable electricity as a significant source of heat for the building • Upgraded three rooftop units at Garibaldi Secondary with new heat pump technology, switching from carbon intensive natural gas to electricity as the main energy source • Completed the first fleet decarbonization study and implementation plan for SD42 fleet in 2023 • Replaced a gasoline powered van with a battery powered (EV) van in 2023 • Received over \$1 million in provincial incentives since 2014/15

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT BUSINESS DIVISION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
3. Support the achievement of the board's strategic objectives and the sustainable allocation and use of resources through budget reviews and comprehensive annual budget processes	<ul style="list-style-type: none"> Support a budget process that ensures MECC guidelines are followed and that there is meaningful public and partner group engagement in the development of the budget Ensure that proposed budget changes show alignment with school district strategic directions, Strategic Facilities Plan priorities, school growth plans and divisional operational plans Prepare budget documents that communicate the school district's goals and objectives clearly, are easy to understand, and reflect sound financial management and budget policies Ensure through monitoring of financial performance that budget sponsors administer the budget as approved by the board and that no deficits are incurred 	<ul style="list-style-type: none"> Completed consultations regarding proposals for 2023/24 preliminary budget with Student Voice, partner groups, representatives of Indigenous peoples and the public Prepared the 2024/25 Budget Development Process and Timelines, providing for continuation of meaningful public consultation Aligned the 2023/24 proposed budget changes with strategic directions, plans, and priorities Received the Meritorious Budget Award from the International Association of School Business Officials for excellence in the preparation and issuance of preliminary budget reports for 2022/23 and 2023/24, confirming the high standards achieved Completed quarterly financial reports with projections to year-end informed by detailed review of spending with budget sponsors Completed detailed mid-year departmental reviews to monitor budget performance and achieve balanced budgets
4. Design, review and implement internal controls and processes that support continuous improvement and ensure school district assets are safeguarded and that the school district's financial position is stable	<ul style="list-style-type: none"> Continue to review business processes and internal controls to ensure efficient operations and adequate safeguarding of school district assets, and to implement improvements where necessary Continue to audit school finances to ensure compliance with established internal controls Continue to provide financial and facilities training to school staff and departmental staff Review guidelines for management and use of purchasing cards Review, update, and implement records management systems that ensure regulatory compliance and business continuity Implement new and upgrade existing business systems <ul style="list-style-type: none"> Procure and implement new facilities maintenance software Procure and implement software for streamlining the competitive procurement process Implement contract management process and systems Continue to implement new business intelligence software that improves access to relevant data for all decision makers Work with the information technology department (IT) to develop and implement a process for effective and secure data sharing and an electronic records management system for business operations Work with IT to develop and implement an effective, compliant, and collaborative process for the completion of privacy impact assessments (PIAs) and supplemental assessments 	<ul style="list-style-type: none"> Continued ongoing review, creation, and updating of various business processes and internal controls to ensure efficient operations and adequate safeguarding of school district assets Created new processes and procedures for school food programs Created an escalation matrix for after-hour callouts for urgent facility security and maintenance needs Improved accounting processes related to assets capitalization thresholds and donations Expanded debit/credit card payment system across secondary schools while enforcing Payment Card Industry Data Security Standard (PCI DSS) requirements Completed nine school audits for 2022/23 and provided feedback for improvement of financial processes where required Provided finance orientation and training sections to 21 new managers/principals and seven school/department support staff Provided dedicated financial training to all school accounting staff during professional development day Provided facilities training to school administrators on snow and ice control plan Streamlined the <i>Purchasing Card Manual</i> to improve user experience Reviewed digital record scanning process Launched Bonfire in 2023, streamlining the competitive bid posting and evaluation process for procurement solicitations Utilized the Bonfire contract module for sharing and monitoring contracts across departments (186 contracts loaded to Bonfire) Created a Use of Digital Tools Request form and revised the school district PIA template to ensure compliance with Freedom of Information and Protection of Privacy Act (FIPPA)
5. Ensure that our departments have the organizational capacity (people and expertise) to manage all current and planned initiatives and projects, while maintaining effective regular operations	<ul style="list-style-type: none"> Review, create and update process documentation and administrative guidelines including procurement, budget preparation, and facilities management Provide business perspective in bargaining Review the organizational capacity (people and expertise) to manage all current and planned initiatives and projects 	<ul style="list-style-type: none"> Reviewed, created, and updated various process and procedure documents with a focus on budgeting and facilities Provided financial impact estimates on proposed collective agreement changes to the bargaining team that led to a successfully negotiated agreement with unions Reorganized the procurement department to strengthen expertise and opportunity for staff progression Continued active recruitment and onboarding of new team members including 13 hired into leadership positions within the division Conducted internal review of facilities department operations in 2023, identified gaps and opportunities, and began implementing solutions to strengthen capacity

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BUSINESS DIVISION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
6. Ensure business continuity through succession planning, strategic recruitment, retention, professional development and effective risk management	<ul style="list-style-type: none"> • Build capacity through targeted professional development and cross-training • Clearly identify risks to plans and operations and develop contingency plans • Complete an annual review and update of the Enterprise Risk Registry • Develop departmental succession plans for all critical positions, that include: <ul style="list-style-type: none"> • Identification of existing qualified/interested staff members • Training and mentoring plan for existing staff • Recruitment plan if no internal candidates are identified • Work with the human resources department (HR) on improving the marketability of business division positions • Review department organizational structure and staffing levels (work load) to ensure staff have sufficient training, time, and supports to effectively perform regular tasks, suggest and implement process improvements, and take on new initiatives 	<ul style="list-style-type: none"> • Supported staff participation in job and sector-specific conferences and other professional development and cross-training opportunities • Engaged in quarterly business division leadership team meetings to review operational plan progress, identify risks to achieving plans, and develop contingency plans • Identified risks to capital projects, including the Eric Langton Elementary seismic replacement and expansion capital project, implemented mitigation measures, monitored progress, and adjusted plans where necessary • Conducted succession planning for critical positions • Hired a new secretary treasurer, assistant secretary treasurer, director of facilities, procurement manager, budget manager and executive coordinator, and implemented transition plans for these critical leadership positions to ensure business continuity and knowledge transfer • Worked with HR on updating job posting profiles and advertising plans for all business division positions requiring recruitment to strengthen marketability • Standardized the job profile template for all exempt positions across the organization to improve marketability • Reviewed organizational structure and staffing levels, requested and received board approval for the addition of a senior accountant and an assistant manager, procurement (to replace the senior contracts administrator) and maintenance coordinator to improve capacity
7. Nurture a culture of inclusion and engagement that empowers employees and enables them to grow and succeed	<ul style="list-style-type: none"> • Support staff professional growth planning and performance management, including annual performance reviews for all non-unionized staff that are aimed at identifying professional growth goals and ways to achieve them • Create cross-departmental mentorship networks and opportunities • Continue to support departmental staff participation in on-going learning and dialogue on matters relating to racial inclusivity and equity • Support and co-lead work to achieve WorkSafe BC's Certificate of Recognition (COR) 	<ul style="list-style-type: none"> • Completed annual performance review for all management staff including identification of professional growth goals and ways to achieve them • Provided mentorship and support for new hires and continued cross-departmental mentorship networks for all staff • Participated in racial inclusivity and equity learning opportunities at superintendent's meetings and related learning
8. Support our community of learners through inclusive and effective engagement that enables good decision making, fosters collaboration, continuous improvement and learning	<ul style="list-style-type: none"> • Continue to improve communication with all internal and external stakeholders • Create opportunities for positive interactions with other groups and within our division • Communicate key messages to stakeholders in a timely and effective manner • Enhance protocols for communicating staffing changes, budget changes, and budget approvals • Develop and provide facilities management training for new school administrators • Develop specific forms and procedures related to district contracts that require a formal competitive process 	<ul style="list-style-type: none"> • Maintained and nurtured a robust professional network to address emerging issues promptly and efficiently • Fostered a close relationship with MECC staff to stay current on provincial requirements and adjust our planning to respond to provincial priorities • Maintained positive relationships with stakeholders to maximize incentive programs (BC Hydro, FortisBC) • Created opportunities for collaboration/knowledge sharing: <ul style="list-style-type: none"> • Department staff meetings • Leadership team meetings • Intranet (SharePoint) • Videoconferencing (MS Teams) • School start-up communication with school administrators and staff • Leading enrolment projections committee (cross-divisional) • Leading budget working group (cross-divisional) • Participated in professional development both as attendees, and as presenters (BC Hydro, BC Association of School Business Officials - BCASBO) • Participated at provincial professional development conferences on use of systems, governance, budget planning, and financial reporting and facilitated two BCASBO Finance Roundtable Discussion sessions on hot topics

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BUSINESS DIVISION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
9. Effectively support the governance function of the Board of Education	<ul style="list-style-type: none"> Support trustee elections and organize the new trustee orientation Prepare comprehensive board agendas that support effective decision making Review, create, and update board policies and procedures on a four-year cycle based on the work plan developed by the Board Policy Development Committee Support the development and implementation of new and updated board policy procedures with input from subject matter experts Ensure thorough training, district form reviews, and process reviews that all staff have a good understanding of Freedom of Information and Protection of Privacy Act (FIPPA) and that school district data collection and management is FIPPA compliant 	<ul style="list-style-type: none"> Supported the 2022 trustee election by coordinating the creation of candidate orientation materials, election information page on the district website, and offering candidate orientation sessions prior to the election Organized the 2022/23 trustee orientation program and presented sessions on strategic planning, governance, financial management, and facilities management Prepared 114 agenda packages for board meetings, board committee meetings and board workshops, which included countless reports Assisted the board in the review and update of one bylaw and 21 policies Reviewed and updated eight board policy procedures with input from subject matter experts: <ul style="list-style-type: none"> 5400.1 Contracted School Bus Transportation Services 5400.2 Transportation Services, Registration and Fees Administration 7110.1 Whistleblower Protection 9601.1 Anaphylaxis 9610.1 Medical Intervention 9610.3 Type 1 Diabetes 10400.1 Rental Fees 10400.2 Use of School Facilities and Grounds for Licensed Child Care Provided new Public Interest Disclosure Act training with administrators and district managers to support the implementation of Whistleblower Protection policy and procedure, and to use as a training tool for their staff and for the onboarding of new staff Provided FIPPA Amendment and Overview training with administrators and district managers to use as a training tool and refresher for their staff
10. Continue to effectively represent the district perspective to the provincial government on business-related initiatives	<ul style="list-style-type: none"> Continue to support provincial representative organizations, like the BC Association of School Business Officials (BCASBO), the Education Facilities Managers Association (EFMA), FocusEd, Education Council (EDCO) and BC Public School Employers' Association (BCPSEA) through participation on the board of directors, committees, zone meetings, conferences, and annual general meetings (AGMs) 	<ul style="list-style-type: none"> Supported provincial representative organizations (BCASBO, EFMA, EDCO, FocusEd, BCPSEA) through participation on committees, zone meetings, conferences, AGMs, and the following board of directors appointments: <ul style="list-style-type: none"> Secretary treasurer: BCASBO past president 2022-23 Accounting manager: BCASBO director at large 2023-24 Director of facilities: EFMA director and chair of the EFMA Education Committee 2022-24 Participated on a variety of provincial and local committees, including Capital Planning Software Orientation, Framework for Enhancing Student Learning Steering Committee and pilot project, BC Hydro Energy Managers roundtable, Climate Change Adaptation Community of Practice, the Maple Ridge Climate Action Task Force, MECC's Strategic Capital Working Sessions, MECC's Partner Liaison meeting, 2024 BC Summer Games Committee Delivered professional development to BCASBO members on a variety of finance and other business services topics

Background

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

Vision

Our vision is to support all employees dedicated to enriching the lives of our students and to nurture employee growth and success. Engaged employees are the foundation of our system.

Key Strategies

- Implement human resource strategies, programs, and practices aimed at promoting a spirit of continuous improvement
- Provide quality and innovative human resource services to attract, develop, engage, and retain diverse employees
- Facilitate workplace relations that promote a culture of collaboration and leadership
- Promote a positive, inclusive, respectful, safe, and healthy work environment

Operational Plan Goals

1. Develop and implement best practices in recruitment and engagement strategies
2. Continuously review and improve succession planning models to support continuity of key leadership positions within the organization
3. Promote joint initiatives, agreements, and collaborative problem-solving with local and provincial partner groups
4. Continue to promote the health, safety, and well-being of our employees and ensure continued compliance with the Workers' Compensation Act and Occupational Health and Safety regulations
5. Continue to celebrate success through recognition of employee accomplishments and service
6. Support and facilitate leadership development, training, and mentorship throughout the school district
7. Support the review and development of human resource related board policy and procedures that meet legislative requirements and reflect school district values and expectations and standards for employees
8. Apply a continuous improvement culture within the HR department and maximize the utilization of technology to deliver human resource services
9. Utilize human resource metrics to measure operational efficiency and effectiveness in order to plan for and support our school district's operational needs
10. Continue to grow our human resource expertise within our HR department and with key leadership positions within the school district



HR Leadership Team

Dana Sirsiris

Director, Human Resources

Gwyneth Dixon-Warren

District Principal, Human Resources

Angela Chung

Senior Manager, Human Resources

Amanda Reber

Manager, Occupational Health and Safety

Roxane Carwell

Manager, Employment Services

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
1. Develop and implement best practices in recruitment and engagement strategies	<ul style="list-style-type: none"> • Anticipate peak staffing needs and proactively recruit teaching and instructional support staff throughout the year to meet operational and educational needs • Develop and implement recruitment strategies to support attracting qualified candidates to the school district and continue to develop new and creative methods of reaching out to candidates • Develop specific recruitment strategies, including community outreach, to recruit and retain Indigenous employees • Apply for a Human Rights Special Program in 2023 in support of a district-wide exemption for providing hiring preference to candidates of Indigenous ancestry • Research and evaluate various recruitment assessment tools to help inform hiring decisions for key positions • Continue to participate in the provincial recruitment initiatives to enhance teacher recruitment and difficult-to-fill support staff positions within the province • Continue to enhance the post-secondary student experience for those participating in practicums within the school district to increase their interest in working in the school district • Continue to conduct onboarding and new employee orientation sessions to welcome new staff into the school district • Conduct an annual review of the Teachers Teaching On Call Handbook in collaboration with the Maple Ridge Teachers' Association (MRTA) to ensure that it is current and relevant • Review the Education Assistant Handbook in collaboration with learning services and Canadian Union of Public Employees (CUPE) to ensure it is current and relevant • Survey recently hired staff for feedback on their employment experience over the past year for retention and engagement purposes • Conduct exit interviews with staff who have resigned to seek feedback for continuous improvement and increased engagement of current employees • Seek to enhance/expand partnerships with the teacher training universities 	<ul style="list-style-type: none"> • Anticipated staffing needs and recruited to address operational and educational needs by: <ul style="list-style-type: none"> • attending career fairs at universities and within communities across Canada • promoting professional development opportunities for new teachers • implementing the "refer a friend" program to engage staff as recruitment ambassadors for the school district • enhancing the careers section of the school-district website • engaging in strategies to support teacher migration from within B.C. and across Canada to the district, including opportunities of full-time employment • Developed and implemented recruitment strategies by: <ul style="list-style-type: none"> • Offering permanent (perm) teachers teaching on call (TTOC) positions to teachers, including student teachers, looking to secure a position in our district • Continuing the "Refer a Friend" initiative for hiring new teachers • Hosting TTOC "Paid Day of Learning," and connecting with new hires • Networking at non-district engagements • Engaging in established recruitment strategies and developed new methods of reaching out to potential candidates • Leveraging social media (including Facebook, X (formerly Twitter), LinkedIn, Google Ads) to advertise opportunities • Collaborating with Make A Future and Apply to Education with their recruitment support services to develop targeted advertising campaigns for key vacancies within the school district • Supporting initiatives to recruit qualified French Immersion teachers • Collaborating with Ridge Meadows College to establish a staggered graduation class for the Education Assistant and Building Service Worker programs • Posted teaching and support positions on job sites that have an Indigenous targeted audience including Indigenous Works, Indigenous Canada, Aboriginal Job Board and Indigenous Careers • Reviewed and implemented recruitment and retention related recommendations from the school district's Equity Scan • Human Rights Special Program approval granted through to October 2028 to provide exemption to give hiring preference to candidates of Indigenous ancestry in the Aboriginal education department • Researched and evaluated various recruitment assessment tools including alternate software for clerical skills assessment • Participated in the provincial Workforce Sustainability Committee coordinated by BC Public School Employers' Association (BCPSEA) to provide input into provincial recruitment strategies for enhancing teacher recruitment and difficult-to-fill CUPE positions within the province • Enhanced the student experience for those participating in practicums within the school district which included providing: <ul style="list-style-type: none"> • a joint welcome letter from our partner groups and superintendent • an in-class information session to students about applying for work and working within the district • an in-person information session co-hosted by the teacher mentor and HR • opportunity for full-time permanent TTOC employment for student teachers

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
		<ul style="list-style-type: none"> • Conducted new employee documentation meetings throughout the year to provide new staff with essential information on school district policies and procedures • Hosted new employee orientation events throughout the year for new staff to share district mission, vision, values, and culture. Presenters included superintendent, human resources, elementary and secondary principals, district vice-principal of learning services, and partner groups • Promoted the “New to Your School” orientation toolkit to apply a consistent site-based orientation program for staff new to a location • Conducted an annual review of the Teachers Teaching On Call (TTOC) Handbook • Supported learning Services with the revision of the Education Assistant Handbook • Surveyed new staff for feedback on their employment experience • Conducted exit interviews and collated feedback to support continuous improvements in the employee experience and celebrate the positive feedback received • Established Simon Fraser University (SFU) professional development program module at Westview Secondary • Continued to participate with University of Fraser Valley (UFV) Teacher Education Advisory Committee to leverage practicum placements for the school district • Established connections through the superintendent with UFV’s dean to increase practicum placement opportunities • Continued to present to education assistant (EA) students at Ridge Meadows College and facilitated practicum placement
2. Continuously review and improve succession planning models to support continuity of key leadership positions within the organization	<ul style="list-style-type: none"> • Review and improve succession planning models on an ongoing basis by: <ul style="list-style-type: none"> • Conducting a capacity and needs assessment for critical and difficult to fill leadership positions • Identifying staff and any skill gaps; developing and implementing job-specific training, development, and mentoring plans to ensure staff have the skills, knowledge, and ability to step into key roles when vacancies arise 	<ul style="list-style-type: none"> • Coordinated quarterly special topics sessions for principals, vice-principals, and district managers • Established a Principals and Vice-Principals (PVP) Orientation Committee to better equip new administrators for success in their role.

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
3. Promote joint initiatives, agreements, and collaborative problem-solving with local and provincial partner groups	<ul style="list-style-type: none"> Continue to collaboratively problem solve workplace issues with partner groups, ensuring issues are addressed first at the department/school level, where appropriate Continue to collaborate with the MRTA to problem-solve unique issues arising out of remedy interpretation, calculation, or utilization Continue to work with the MRTA in demonstrating best efforts have been achieved with teacher staffing Continue to collaborate creatively with the MRTA on attraction, recruitment, and retention strategies Continue to partner with CUPE to address job classification and/or evaluation issues. Implement the provincial joint job evaluation project in accordance with the provincial plan Continue to work with CUPE to finalize the custodian job description as it applies to custodial responsibilities when disposing of various waste streams Continue the consultation process with CUPE in allocating LiftUp funding to EA staffing and implement local agreements reached for Service Improvement Allocations (SIA) and Local Table Money Allocations (LMA) initiatives Finalize the new draft collective agreements and implement new language and related notice changes Continue to participate in the Provincial Technical Committee to influence provincial bargaining with the school district perspective Prepare for and facilitate 2025 round of contract negotiations with CUPE and MRTA 	<ul style="list-style-type: none"> Continued to collaborate with MRTA to develop letters of understanding (e.g. Remedy Other, Owed Prep Time, Committees Outside the School Day, Perm TTOC Prep Time, Self-Funded Leave, Tracking of Non-Enrolling Failures to Fill) Reached Settlement Agreement with MRTA (e.g. Article D.2, TTOC and Prep Time) Engaged in weekly meetings with MRTA to discussed and problem-solved remedy matters Implemented and provided oversight on the Remedy Other Agreement (including working with various departments and MRTA to implement spending process, communicate with principals and troubleshoot). Reviewed Best Efforts process at schools (elementary and secondary) Participated in monthly meetings to review and discuss individual schools that have unique challenges – MRTA and assistant superintendents Collaborated with MRTA to ensure specialty positions filled (English Language Learner, Support, Montessori) and to maximize staffing and assignments Updated CUPE job descriptions to ensure reflective of up-to-date work requirements. Conducted six-month review of all new CUPE positions and considered requests for reconsideration/reclassification Finalized provincial classification benchmarking Continued to work with CUPE to finalize the custodian job description by providing advice to operations on reconfiguring custodial workloads to addressing the various waste streams Fully met the 2023/24 staffing allocations for the school year. Conducted quarterly reconciliations to ensure budgets are fully expended Updated and distributed the 2019-2022 MRTA and CUPE collective agreements

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
4. Continue to promote the health, safety, and well-being of our employees and ensure continued compliance with the Workers' Compensation Act and Occupational Health and Safety regulations	<ul style="list-style-type: none"> Review and revise school district health and safety program. Ensure staff training and communication about the program is regular and the manual is kept current Provide health and safety "train-the-trainer" workshops to managers and principals to implement at their worksites (e.g. safe work procedures, discrimination, bullying and harassment policy) Continue to deploy the school district's stay at work program and gradual return to work plans as part of the district's disability management and support program Prevent and/or reduce staff injuries through education and training. Implement targeted safety training to proactively support staff where high injury rates occur Continue to participate in the multidisciplinary task force with our partner groups to review current processes that support staff and student safety and implements improvement to these processes Continue to promote the health, safety, and well-being of staff: <ul style="list-style-type: none"> Develop or revise, implement, and train staff on safe work procedures to reduce the frequency and impact of injuries on staff, and track health and safety compliance activities with a specific focus on providing guidance to facilities, maintenance, and custodial services to ensure that the department has reviewed and revised all safe work procedures for staff and has trained staff on safe work procedures. Develop safe work procedures for instructional support staff Communicate with employees and provide supports for them when they are absent due to illness or injury. Engage in accommodation and return to work processes upon medical clearance to return to work Launch new employee and family assistance online platform Engage in programs that support the overall well-being of staff (Social Emotional Learning Committee, employee assistance specific programs, BC Teachers' Federation Health and Wellness Program, Joint Early Intervention Services Program, trained mental health supports at all sites) Develop or revise district-wide emergency preparedness and response plans Apply for and achieve WorkSafeBC's Certificate of Recognition (COR) program to demonstrate the school district's proactive role in the occupational health and safety of employees Coordinate preventative health support programs including immunization clinics for staff, testing for hearing protection, and respirator fit testing Conduct school lockdown and fire drills throughout the year 	<ul style="list-style-type: none"> Reviewed and revised the district health and safety program Reviewed return to work program and developed recommendations for enhancement Developed safety talks and procedures for supervisors to use at staff meetings for high injury rates Developed and implemented maintenance safe work procedures and safety talks to prevent or reduce injuries Worked with the maintenance site-based Health and Safety Committee to make improvements Supported employees when they were absent due to illness or injury by facilitating modified duties, hours and accommodations for their return to work Launched new employee and family assistance program Engaged in various working groups to support overall well-being of staff including BC Teachers' Federation (BCTF) Wellness Program, Joint Early Intervention Services Program, BC School District Disability/Health Wellness group, BCPSEA Wellness Committee, and Fraser Health Healthy Schools Partnership Prepared for WorkSafeBC's Certificate of Recognition (COR) program to demonstrate the school district's proactive role in the occupational health and safety of employees Held immunization clinics for Hepatitis B, hearing protection, and fit testing Conducted fall lockdown drills in collaboration with the RCMP

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
5. Continue to celebrate success through recognition of employee accomplishments and service to the school district	<ul style="list-style-type: none"> Engage in established employee service recognition programs 	<ul style="list-style-type: none"> Engaged in employee recognition programs throughout the year to congratulate staff on their length of service milestones with the district
6. Support and facilitate leadership development, training, and mentorship throughout the school district	<ul style="list-style-type: none"> Continue to work with principals, managers and CUPE employee development committee to develop job-specific training for upcoming non-instructional days Apply for and implement training through the Support Staff Education Committee (SSEC) framework for CUPE staff Work with the district's clerical committee to improve upon practices, skill development, develop a mentorship process, and build consistency with the work clerical staff perform Seek out opportunities annually to provide public health delegated training to specific EAs assigned to students with complex needs Provide special topics or specialized training for principals, vice-principals, and managers Develop a district leadership program focusing on the critical non-educational aspects of leading and managing a school or department, including training specific to human resources, fiscal management, procurement, communications, etc. 	<ul style="list-style-type: none"> Coordinated work-related presentations for CUPE staff for non-instructional days (NIDs) Collaborated with Learning Services on the EA dine and learn session and held sessions for EA development Worked with the CUPE Employee Development Committee to develop CUPE training plans Worked with the district's Clerical Committee to improve upon practices, skill development, develop a mentorship process, and build consistency with the work clerical staff perform Provided special topics workshops for principals, vice-principals and managers throughout the year
7. Support the review and development of human resource related board policy and procedures that meet legislative requirements and reflect school district values and expectations/standards for employees	<ul style="list-style-type: none"> Support the Board Policy Development Committee in the development or revision of existing HR related policies Annual report to the Board of Education under: <ul style="list-style-type: none"> Whistleblower Policy Exempt Performance Management Policy Workplace Discrimination or Bullying and Harassment Reporting and Investigation Procedures Exempt Compensation Reporting for the Public Sector Employers' Council (PSEC) secretariat 	<ul style="list-style-type: none"> Conducted annual review of: <ul style="list-style-type: none"> Whistleblower Policy Exempt Performance Management Policy Workplace Discrimination or Bullying and Harassment Reporting and Investigation Procedures Exempt Compensation Reporting for the PSEC secretariat

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
8. Continue to apply a continuous improvement culture within the HR department and maximize the utilization of technology to deliver human resource services	<ul style="list-style-type: none"> • Train staff and implement effective reporting for strategic data analysis • Continue to archive HR records electronically for efficient and effective access to historical information • Continue to provide HR staff with training on technology including PowerSchool, PowerBI and Excel to enhance technical capabilities • Work with a variety of HR information dependent departments (IT, maintenance, purchasing, finance) to utilize the Employee Information Extract module from PowerSchool to support the information sharing of new/terminated employees or employee movement • Annually review and communicate the new school year start-up checklist and discussion points for managers and principals on specific HR related matters to be addressed and/or discussed with all staff at the commencement of the new school year. For example: <ul style="list-style-type: none"> • HR policy review with staff • Health and safety procedures/protocols • New to Your School new employee orientation • Staffing processes • Remedy processes • Review and revise the HR Procedure Manual • Review HR related items on the internet and intranet to ensure relevant and current 	<ul style="list-style-type: none"> • Implemented a universal TTOC tracking sheet (document non-enrolling failure to fill and lost prep time) and collated data • Reconciled staffing against allocated budgets for the MRTA • Conducted reconciliations using data extracts and internal system functionality (function line comparison) to ensure allocations are fully staffed and accounted to the correct funding resource • Human resources assistants attended PowerSchool user group conference • Worked with the IT department to create inquiry reports that allow easy access to changes resulting from assignment updates • Improved notification process with clear guidelines and implications for principals, vice-principals, managers, and applicable staff in relation to CUPE probationary reviews • Reviewed and communicated the new school year start-up checklist and discussion points for managers and principals on specific HR-related matters to be addressed and/or discussed with all staff at the commencement of the new school year • Reviewed HR related items on the internet and intranet to ensure relevant and current
9. Utilize human resource metrics to measure operational efficiency and effectiveness in order to plan for and support our school district's operational needs	<ul style="list-style-type: none"> • Review the current performance review tool and implement any changes to the models • Support the assistant superintendents and managers with conducting annual performance reviews for all excluded staff to comply with PSEC compensation requirements • Analyze HR metrics including workforce age demographics to plan for staffing associated with significant anticipated retirement levels, WorkSafeBC injury claims patterns to target measures to reduce injuries and improve workplace safety, and absenteeism data to improve employee attendance and support replacement staffing efforts to meet coverage needs 	<ul style="list-style-type: none"> • Supported managers with conducting annual performance reviews for all excluded staff to comply with PSEC compensation requirements • Collected, collated and analyzed HR metrics, health and safety statistics, and quarterly HR activity reports

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
10. Continue to grow our human resource expertise within our HR department and with key leadership positions within the school district	<ul style="list-style-type: none"> • Review and implement consultant's recommendations from HR Review • Provide professional development to HR staff on Indigenous Ways of Knowing, Being and Doing to support knowledge and understanding of Indigenous Ways of Knowing as they relate to HR practices • Provide new managers and administrators with HR 101 education sessions • Create opportunities both within HR and across the organization for skills development in mental health awareness and support for employees • Continue to meet with HR staff to plan for professional growth opportunities as a team or individually to increase capacity and competency • Support the assistant superintendents, principals and managers with performance management strategies including: <ul style="list-style-type: none"> • Conducting probationary reviews for support staff • Conducting annual reviews for support staff • Conducting annual performance reviews for all excluded staff to comply with Public Sector Employers' Council (PSEC) compensation requirements • Supervision of teaching and student learning • Implementing and monitoring employee performance improvement plans • Conducting teacher evaluations to provide performance feedback to teaching staff 	<ul style="list-style-type: none"> • Reviewed and developed plans resulting from the consultant's recommendations from the HR Review • Provided full day training to HR staff on Indigenous Ways of Knowing and introduced learning series lead by vice-principal of Aboriginal education at HR monthly meetings • Provided new managers and administrators with HR 101 education sessions • Introduced standing item for "Team Learning Series" at HR meetings • Supported principals and managers with performance management initiatives

Background

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

Vision

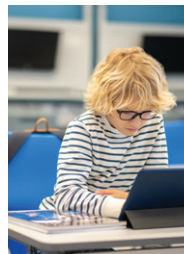
Our vision is to effectively support all learners by providing safe, inclusive, accessible, sustainable, and stable information systems and technology.

Key Strategies

- Align the functionality and quality of district IT services with the needs of all learners, measure and report on the performance of IT services
- Build an IT environment that is stable, resilient, standardized, and sustainable
- Develop a structure that appropriately governs district information and technology with a focus on security
- Fully leverage current information technology investments

Operational Goals

1. Ensure that school district technology is strategically managed
2. Ensure that the most important IT services are properly designed, resourced, and effectively utilized
3. Measure and report on the performance of IT services
4. Build a stable IT environment by focusing on staff, service support coverage, and resolution of IT architectural problems
5. Ensure business continuity and continuity of instruction by focusing on quality backups for critical systems and disaster recovery
6. Standardize district IT services, streamlining their delivery, support, and overall sustainability
7. Develop and implement an IT governance framework to guide how IT services are implemented, supported, updated, or changed
8. Identify, effectively manage and mitigate IT related risks for the school district
9. Nurture a culture of inclusion and engagement that empowers employees and enables them to grow and succeed



Information Technology Leadership Team

Kevin Abma

Director Information Technology

Leah MacKenzie

Senior Manager Information Technology

Keith Kiraly

Project Manager

Matthew Froelich

Systems Analyst

Dharm Cuniah

Systems Analyst

Allan John

Systems Analyst

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

INFORMATION TECHNOLOGY DEPARTMENT OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
1. Ensure that school district technology is strategically managed	<ul style="list-style-type: none"> Develop and implement an IT strategic plan that provides the prioritization framework for IT investments and service improvements Utilize annual budget allocations to support IT strategic priorities Ensure that IT policies and investments are aligned with educational priorities and support innovative educational practices Apply a consistent prioritization framework for new IT initiatives 	<ul style="list-style-type: none"> Defined work and project prioritization based on the number of users impacted, the business impact given an outage, and the phase of the strategy Established prioritization queues to manage the work of repairing and setting up new devices
2. Ensure that the most important IT services are properly designed, resourced, and effectively utilized	<ul style="list-style-type: none"> Identify critical IT services by consulting with users and subject matter experts Define IT service prioritization by consulting with users and subject matter experts Define ticket prioritization and escalation processes for IT service requests Engage users to identify, design, and implement IT services that meet the needs of our community of learners Train users on district technology and IT processes to increase and improve usage of IT services 	<ul style="list-style-type: none"> Engaged users on the multi-function printer replacement project, including speaking engagements at most schools, two in-person feedback sessions, two virtual feedback sessions, and an online survey generating 300 responses Presented on cybersecurity at district-wide professional development event Implemented a new iPad one-to-one process for grade 6/7 students to resolve usability issues Defined project and service prioritization based on number of users impacted, the business impact given an outage, and the phase of the strategy Defined and communicated to administrators a ticket escalation process Organized all one-to-one iPads in classroom groups Created an absence reporting dashboard in the Parent Portal, saving an estimated 1,000 hours of staff labour per year Hosted laptop orientation sessions for staff when deploying new laptops Evaluated multi-function printer replacement proposals from vendors Implemented solution to support staff printing at home
3. Measure and report on the performance of IT services	<ul style="list-style-type: none"> Define and report on a regular basis on metrics for user satisfaction and IT service performance Monitor and report on the availability of core IT services 	<ul style="list-style-type: none"> Began deploying HelpDesk surveys when tickets close Implemented IT Outage Management response process Implemented an on-call rotation for IT analysts to monitor IT services after hours Redesigned IT monitoring service to be customer-focused Launched an IT availability dashboard (displayed at the HelpDesk station) for faster identification of issues Shifted HelpDesk agent working hours to a 7:30 am start to ensure identification of any IT outages and coordination of staff response before school begins Created a student registration dashboard to monitor and better support parents/guardians with the registration process

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GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
4. Build a stable IT environment by focusing on staff, service support coverage, and resolution of IT architectural problems	<ul style="list-style-type: none"> • Ensure ongoing IT system stability through investment in IT staff training, department culture, and supporting cross-coverage • Measure, identify, and mitigate architectural problems within the IT services through the implementation of the Problem Management ITIL process • Build capacity through targeted professional development and cross-training • Design and implement succession plans for critical positions 	<ul style="list-style-type: none"> • Established a mentorship program where intermediate technicians train in specific senior technician domains, and senior technicians train the HelpDesk • Coordinated professional development for staff as follows: <ul style="list-style-type: none"> • Two-day Role Based Security training in Atrive for two people • MyEdBC Security training for two people • MyEdBC conference for five people • Azure Identity and Access Management training for one person • Fall protection safety training for all computer technicians • Formal Atrive training for a second analyst • Team building with all IT department staff • Apple Mobile Device Management for Automation for three people • Defined primary and backup responsibilities for senior technicians and their teams' services • Analyzed printing issues and identified numerous root causes and required fixes • Auto-installed printing queues on laptops based on their location • Built a consolidated printing infrastructure • Replaced or upgraded end-of-support servers • Completed print server upgrades for all schools • Implemented Jamf Connect for improved user password management and as a prerequisite to zero-touch laptop deployment
5. Ensure business continuity and continuity of instruction by focusing on quality backups for critical systems and disaster recovery	<ul style="list-style-type: none"> • Protect data by making sure all systems are backed up and that core system backups are validated and tested • Create, communicate, test, and annually update the IT disaster recovery plan for business-critical services 	<ul style="list-style-type: none"> • Tested backup and restore system for most core IT services on premises and in the cloud • Implemented and monitor daily reports on backup success • Implemented cloud-based authentication for IT disaster recovery
6. Standardize district IT services, streamlining their delivery, support, and overall sustainability	<ul style="list-style-type: none"> • Improve the sustainability of IT services through the implementation of the Service Catalog and Knowledge Management ITIL processes • Review the financial and personnel requirements for each core and school-based IT service and adjust as needed to enhance their long-term sustainability 	<ul style="list-style-type: none"> • Reviewed the costs of cell phones, projectors, iPads, Remedy, public address systems • Reduced the time to setup a student laptop by an estimated 50%
7. Develop and implement an IT governance framework to guide how IT services are implemented, supported, updated, or changed	<ul style="list-style-type: none"> • Strengthen district IT governance, ensuring decisions are managed at the appropriate level, through the implementation of the Change Management, Service Request Management, and Incident Management ITIL processes • Improve the district's cybersecurity posture by implementing a security governance framework 	<ul style="list-style-type: none"> • Formally implemented Incident Management • Established Change Management Governance for Windows and Apple products

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

INFORMATION TECHNOLOGY DEPARTMENT OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2024
8. Identify, effectively manage and mitigate IT related risks for the school district	<ul style="list-style-type: none"> • Protect district information and technology by properly resourcing and managing security mitigation • Protect district information by establishing and implementing data classification and retention standards • Manage IT risk using regular security audits and the maintenance of an IT risk register • Maintain a secure environment by removing or replacing unsupported technology, and regularly updating software patches to current technology • Safeguard sensitive information using privacy impact assessments and the implementation of other legislative requirements 	<ul style="list-style-type: none"> • Redistributed analyst work to establish a 0.5 FTE focus on security • Identified the data sensitivity level for every server in the district • Implemented an IT Risk Register • Microsoft audited our Active Directory environment for system security • Microsoft completed a 3-day audit of security and compliance settings related to Office 365 • Actively decommissioning 120 end-of-support servers • Purchased wireless access points to replace our out-of-support wireless in 16 schools • Drafted RFP to replace out-of-support server and storage environment • Refreshed 25% of staff computers • Assigned Privacy Impact Assessments (PIA) to the new Security Analyst • Studied the FIPPA Act and reviewed PIA processes in other districts to effectively align our program with legislative requirements • Drafted a new PIA process to improve its efficiency to increase compliance with FIPPA • Received new server stack replacement equipment • Evaluated printer service needs from district community and posted request for proposal (RFP) to replace the aging machines • Replaced or upgraded 120 end-of-support servers • Started project to replace the nearing end-of-support district phone system • Updated email address book to reduce exposure of student information
9. Nurture a culture of inclusion and engagement that empowers employees and enables them to grow and succeed	<ul style="list-style-type: none"> • Support staff professional growth planning and performance management • Continue to support departmental staff participation in on-going learning and dialogue on matters relating to racial inclusivity and equity • Support and co-lead work to achieve WorkSafe BC's Certificate of Recognition (COR) 	<ul style="list-style-type: none"> • Defined a training plan • Established a mentorship program • IT Department attended a professional development day focused on team building

To: **Board of Education**

From: Chairperson
Elaine Yamamoto

Re: **BOARD OF EDUCATION**
REGULAR BOARD MEETING
SCHEDULE FOR 2024/25

Date: March 6, 2024
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE

In accordance with Policy 2400: School Board Meeting Proceedings, the following schedule is proposed for the Board of Education's 2024/25 regular public and closed Board meeting dates:

September 18, 2024	March 5, 2025
October 16, 2024	April 16, 2025
November 13, 2024	April 30, 2025
December 4, 2024	May 14, 2025
January 15, 2025	June 18, 2025
February 12, 2025	

The proposed schedule of Board meetings will allow the Board of Education to complete the Board work, as reflected in the Annual Board Work Plan (posted on the school district website at <https://www.sd42.ca/board-of-education>) to enhance the Board's community outreach through public engagement events on specific topics.

During the year, additional Public Board meetings may be called with 48 hours' notice.

RECOMMENDATION

THAT the Board adopt the following regular Board meeting schedule for 2024/25:

September 18, 2024	March 5, 2025
October 16, 2024	April 16, 2025
November 13, 2024	April 30, 2025
December 4, 2024	May 14, 2025
January 15, 2025	June 18, 2025
February 12, 2025	

To: **Board of Education**

From: Secretary Treasurer
Richard Rennie

Re: **PERSONAL PROFESSIONAL
DEVELOPMENT FOR TRUSTEES**

Date: March 6, 2024
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

As per Board Policy 2900: Trustee Professional Development and Attendance at Conferences, it is the responsibility of the Board to ensure that budgetary provisions are made to facilitate the professional development (PD) of trustees.

There are two budget provisions for trustee PD:

1. Recommended PD for Trustees

Budget allocation per 4-year term of \$12,000 which covers:

- BCSTA conferences, BCPSEA conferences and other recommended PD. Reimbursable expenses include registration, accommodation, mileage to and from out-of-school-district venues, parking, and meals not provided at the conference.
- BCSTA branch meetings. Reimbursable expenses include mileage to and from out-of-school-district venues, and parking.

2. Personal PD for Trustees

An annual budget allocation per year of \$600 which covers:

- Other conferences and events that support the work as a trustee. Reimbursable expenses include registration, accommodation, mileage to and from out-of-school-district venues, parking, and meals not provided at the conference/event.

In 2013/14, professional development budgets for trustees were reduced by 20% as a cost saving measure and haven't been increased since. The Board has had no changes to their Recommended PD or Personal PD allocations since July 1, 2014 and the consumer price index has increased 29% since then. Had the 20% reduction not incurred in 2013/14 and had the PD allocations been indexed to the CPI change, they would be approximately 49% higher than where they are today.

To ensure trustees continue to have access to a full range of personal PD opportunities and in consideration of the significant rise in the cost of PD and related travel costs, it is proposed that the current annual budget allocation of \$600 for trustee personal PD be increased 33% to \$800 effective July 1, 2024. For 7 trustees, this change represents an annual budget increase of \$1,400.

No change is being proposed at this time to the recommended PD allocation.

RECOMMENDATION:

THAT the Board approve the proposed increase to the annual personal professional development allocation for trustees from \$600 to \$800 effective July 1, 2024 with an estimated annual ongoing budget increase of \$1,400.

**ITEM 9**To: **Board of Education**

From: Finance Committee of the Whole

Re: **FACILITIES RENTAL FEE RATES
FOR 2024/25**Date: March 6, 2024
(Public Board Meeting)**Decision****BACKGROUND/RATIONALE:**

At the recommendation of the Finance Committee of the Whole, the rental rates for 2024/25 are presented to the Board for approval.

In accordance with Board Policy 10400: Community and Commercial Use of School Facilities and Grounds, Board facilities will be made available to outside users for a fee that, at a minimum, ensures full cost recovery of direct and indirect costs incurred and to be incurred by the Board because of making that use available.

In accordance with Board Procedure 10400.1: Rental Fees, full cost recovery rental rates are based on budgeted annual costs of facilities operations and maintenance for regular hours of operations (6:00am to 4:00pm, 10 months/year) plus estimated deferred maintenance costs. The rental rates are calculated based on either the full cost recovery per square meter per hour or market rates. Market rental rates are determined by conducting an annual market analysis.

RENTAL RATES FOR 2024/25:**Hourly Rental Rates**

Effective July 1, 2024, rental rates based on cost recovery analysis are proposed to increase by 9.6% from 9.40 to 10.30 cents per sqm per hour, based on this year's cost recovery calculations prepared in accordance with Board procedure 10400.1 Rental Fees. Private and Commercial rates are proposed to be increased to reflect the average rate computed in this year's market analysis for each space category. The overall increases across space categories for Private and Commercial averages 8% compared to the existing rates for 2023/24.

The proposed hourly rental rates for 2024/25 are summarized in the following tables. The categories listed are defined in Board procedure 10400.1: Rental Fees.

Category	Rental Rate	Hourly Rental Rate per Square Meter (sqm)
School Use	No Charge	
Licensed Childcare	Full cost recovery	10.30 cents
NPO – Preferred	Full cost recovery	10.30 cents
NPO	Full cost recovery + 20%	12.36 cents
Private	Commercial – 20%	Average of 31 cents
Commercial	Market Rate	Average of 38 cents

Category	Regular Classroom	Large Classroom	Multi-purpose Room	Library	Small Gym	Large Gym
Space Size sqm	80	100	151	180	375	750
Cost Recovery	\$ 8.23	\$ 10.29	\$ 15.54	\$ 18.52	\$ 38.59	\$ 77.18
NPO Preferred	\$ 8.23	\$ 10.29	\$ 15.54	\$ 18.52	\$ 35.25	\$ 77.18
NPO	\$ 9.88	\$ 12.35	\$ 18.65	\$ 22.22	\$ 42.30	\$ 92.62
Private	\$ 30.40	\$ 38.00	\$ 53.60	\$ 60.00	\$ 76.00	\$ 134.40
Commercial	\$ 38.00	\$ 47.50	\$ 67.00	\$ 75.00	\$ 95.00	\$ 168.00

By exception, the proposed NPO Preferred rental rate for small gym (elementary school gymnasiums) for 2024/25 is proposed to remain unchanged from the 2023/24 rate of \$35.25.

It is important to note that the cost recovery rate per square meter per hour proposed for 2024/25 is 9.6% higher than the 2023/24 rate and 13.2% higher than the 2021/22 rate three years prior. The Metro Vancouver consumer price index (CPI) increased 14.2% during the recent three years ended December 31, 2023. Thus, the proposed 3-year change in rental fee rates is lower than the most recent 3-year change in CPI.

Daily Rental Rates for Filming

The City of Maple Ridge offers a film liaison service that provides film production companies with a "one-stop shop" for all their location scouting, permits and licenses. The school district leverages this service when advertising school properties to the movie industry.

To ensure that rental rates for filming in our school district remain competitive, a review of rental rates for filming on school property was completed and the following changes are proposed to the current daily rental rates included in the following table.

Category for Filming	2023/24 Daily Fee	2024/25 Daily Fee	Change in Daily Rate
Prep Day	\$ 1,300	\$ 1,300	\$ -
Film Day Interior	\$ 2,500	\$ 2,500	\$ -
Film Day Exterior	\$ 1,700	\$ 1,700	\$ -
Parking	\$ 475	\$ 550	\$ 75

The Secretary Treasurer is authorized to negotiate lower rates for long-term filming contracts. The discounts negotiated will apply for contracts that are longer than 10 days and the discount shall not exceed 10% or Board approved rental rates.

The host schools will continue to receive 20% of net rental revenue (i.e. revenue after full recovery of costs).

RECOMMENDATION:

THAT the Board approve the facilities rental fee rates for 2024/25.



ITEM 10

To: **Board of Education**

From: Superintendent
Teresa Downs

Re: **SUPERINTENDENT'S UPDATE**

Date: March 6, 2024
(Public Board Meeting)

Information

RECOMMENDATION:

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

To: **Board of Education**

From: Secretary Treasurer
Richard Rennie

Re: **TRUSTEE REMUNERATION
FOR 2024/25**

Date: March 6, 2024
(Public Board Meeting)

Information

BACKGROUND/RATIONALE:

In accordance with Board Policy: 2920 Trustees' Remuneration and associated procedures trustee remuneration may be adjusted for a cost of living adjustment on July 1st each year, based on the Metro Vancouver Consumer Price Index (CPI) differential comparing annual average indexes of the previous two years. The cost of living adjustment will be rounded to the nearest \$100.

On May 18, 2022, the Board approved that, for the period 2022 to 2026, trustee remuneration be adjusted on an annual basis effective on July 1 each year based on the Metro Vancouver Consumer Price Index differential for the prior year.

Base trustee remuneration for 2024/25 is calculated as follows:

Trustee remuneration for 2023/24	\$ 30,100
CPI Vancouver change for 2023 (4.3%)	1,300
Trustee remuneration for 2024/25	\$ 31,400

In recognition of the added responsibilities of their respective roles, the remuneration paid to the Chairperson is set at \$3,000 per annum above the base trustee rate and for the Vice-Chairperson is set at \$1,500 per annum above the base trustee rate.

In addition to the base remuneration, all trustees will continue to receive an annual automobile allowance for in district travel of \$750.

Total trustee remuneration for 2024/25 is as follows:

Role	Base Remuneration	Automobile Allowance	Total Remuneration
Trustee	\$31,400	\$750	\$32,150
Vice-Chairperson	\$32,900	\$750	\$33,650
Chairperson	\$34,400	\$750	\$35,150

RECOMMENDATION:

THAT the Board receive the Trustee Remuneration for 2024/25 for information.

To: **Board of Education**

From: Trustee
Mike Murray

Re: **DISTRICT PARENT ADVISORY
COUNCIL**

Date: March 6, 2024
(Public Board Meeting)

Information

Date of meeting: February 27, 2024

Items discussed:

Following the land acknowledgment:

1. Superintendent Teresa Downs was introduced to the group and indicated how privileged she felt having been hired to serve in Maple Ridge.
2. Deputy Superintendent Cheryl Schwartz reviewed the terminology for lockdown, hold in place etc. to help parents understand what their child may be referring to after school where one of those circumstances have been experienced. She talked about the process for notifying parents of these situations and agreed to follow up with school administrators on that level of communication.
3. Trustee Mike Murray shared the projected enrolment increases over the next four years and indicated the district is having to expend \$4.1M to acquire portables even faster than anticipated noting that the funding for these purchases comes out of the District's reserves. He noted the provincial government does not pay for portables despite the recommendations of the bipartisan select standing committee on government finance to do so. He indicated that means reserves are not available for other things like providing direct support to students. He further advised that government capital funding does not match the increasing enrolment projected by government and that it is significantly underfunded given the need for both new schools and replacement portables since so they were supposed to be temporary and have been used well beyond their life expectancy. He mentioned this is the subject of resolutions from the BC School Trustees Association and that parents can be advocates as well through the BC Confederation of Parent Advisory Councils. He also talked about modular construction being used to fast track the construction of new schools and additions clarifying that modular classrooms are not portables and are meant to last at least 40 years.
4. MRTA Representative Trevor Takasaki raised the subject of teacher communication with parents on matters related to classroom violence. Senior Staff will complete a review of the subject with school administrative officers. It was noted that parents had discussed the same subject with administrative staff at Yennadon and things seem to be working well there.

5. CUPE representative Christine McVeigh reinforced the need for follow up on the items raised earlier in the meeting.
6. Paulina Larrain provided a Treasurer's report.
7. There were further discussions about bullying in schools with suggestions made about both the school district and RCMP involvement. Deputy Superintendent Schwarz provided Assistant Superintendent Ken Cober's name as someone a parent can go to if they are not entirely satisfied with the approach being taken by school administration. He has responsibility for all of the district's secondary schools.
8. The Executive committee involved in reviewing the DPAC Bylaws reviewed the proposed changes with a suggestion that these will be considered for adoption at the March meeting. A resolution was passed directing that the bylaw vote be postponed until the April meeting.
9. DPAC Chair Trish Coft shared several information items with those present.

Action Items referred to the Board of Education:

None at this time.

Date of next meeting: March 12, 2024, 7:00pm



To: **Board of Education**

From: Trustee
Mike Murray

Re: **CITY OF MAPLE RIDGE PARKS,
RECREATION AND CULTURE
ADVISORY COMMITTEE**

Date: March 6, 2024
(Public Board Meeting)

Information

Date of meeting: February 28, 2024

Items discussed:

Following the land acknowledgment:

1. Carolyn Gosling was re-elected as Chair of the Committee while Stephan Von Sychowski was re-elected as vice chair.
2. The committee reviewed, amended, and adopted a meeting schedule for the year.
3. Staff provided updates on the Maple Ridge Park Playground upgrade which is expected to be completed this year. They also discussed the Maple Ridge Park spray pool upgrade, the urban forest management strategy and a new park on Pazarena Place south of Lougheed Highway and west of 232nd Street. There were several suggestions made by the Committee for each of these projects.
4. Staff also talked about having received several responses to the survey being conducted on the Hammond Indoor Pool and Community Centre proposal.
5. Further updates were provided on the BC Summer Games.

Items referred to the Board of Education:

None at this time.

Date of next meeting: May 30, 2024

**ITEM 14**

To: **Board of Education**

From: Secretary Treasurer
Richard Rennie

Re: **QUESTION PERIOD**

Date: March 6 2024
(Public Board Meeting)

Information

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 by no later than 5:30 pm on March 6, 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.*

**ITEM 15****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:

January 17, 2024 Closed

Territory Acknowledgement	
Call to Order	Meeting called to order at 1:15pm
Motion of Exclusion	Approved
Correspondence	Received
Approval of Agenda	Approved
Approval of Minutes	Approved
Superintendent Decision Items	Approved
Secretary Treasurer Decision Item	Approved
Meeting Recessed at 2:46pm	
Meeting Reconvened at 2:48pm	
Superintendent Information Items	Received
Secretary Treasurer Information Items	Received
Board Committee Information Items	Received
Adjournment	Meeting adjourned at 3:58pm