

Date: Wednesday, February 12, 2025
Time: 6:00pm

"Education is teaching our children to desire the right things." - Plato

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Territory Acknowledgement
2. Call to Order
3. Correspondence
 - Letter from Min. Beare to Board Chairs (Cybersecurity Threats)
 - Letter from Min. Beare & Min. Ma to Board Chairs (Establishment of Ministry of Infrastructure)
 - Letter to Min. Herbert (BC Summer and Winter Games)
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 5:30pm on February 12, 2025. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically. This agenda item has a time limit of 10 minutes.*
6. Approval of Minutes

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

1. Afterschool Programming

ITEM 2

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

1. Maple Ridge Montessori Society

ITEM 3

D. DEFERRED ITEMS

E. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) Non-Resident Student Fees for 2026/27 ITEM 4
 - b) 2022-2026 Operational Plan Updates ITEM 5
3. Secretary Treasurer
4. Board Committee Reports

- a) Finance
 - i. Appointment of Financial Statement Auditor ITEM 6
 - b) Facilities Planning
 - c) Board Policy Development
 - d) Education Advisory
 - i. Board/Authority Authorized Courses ITEM 7
 - e) Indigenous Education Community Gathering
 - f) Accessibility Advisory
5. Indigenous Education Council

F. INFORMATION ITEMS

- 1. Chairperson
 - Chairperson's Update ITEM 8
- 2. Superintendent of Schools
 - a) Superintendent's Update ITEM 9
 - b) Framework For Enhancing Student Learning: Report Feedback ITEM 10
 - c) Annual Review: Continuing Education & Ridge Meadows College ITEM 11
- 4. Secretary Treasurer
 - a) Enrolment Projections for 2025/26 to 2028/29 ITEM 12
- 4. Board Committee Reports
 - a) Finance
 - b) Facilities Planning
 - c) Board Policy Development
 - i. Policy for Consultation ITEM 13
 - d) Education Advisory
 - i. Receiving Minutes ITEM 14
 - e) Indigenous Education Community Gathering
 - f) Accessibility Advisory
- 5. Indigenous Education Council

G. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

- 1. Student Voice ITEM 15
- 2. Substance Education Curriculum ITEM 16

H. TRUSTEE REPORTS

1. BC School Trustees Association
 - a) Comprehensive Healthy Schools Working Group ITEM 17
2. Ridge Meadows Education Foundation ITEM 18
3. District Parent Advisory Council ITEM 19

I. QUESTION PERIOD ITEM 20

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 February 12, 2025. The email subject line should read: QUESTION PERIOD. All questions received before the start of the question period will be answered in the order they are received. This agenda item has a time limit of 10 minutes; extension is at the discretion of the board.

J. OTHER BUSINESS

1. Public Disclosure of Closed Meeting Business ITEM 21

K. ADJOURNMENT

From: Elaine Yamamoto, Board Chairperson

Topic: **Opening Procedures**

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

- Letter from Min. Beare to Board Chairs (Cybersecurity Threats) (**Attachment A**)
- Letter from Min. Beare & Min. Ma to Board Chairs (Establishment of Ministry of Infrastructure) (**Attachment B**)
- Letter to Min. Herbert (BC Summer and Winter Games) (**Attachment C**)

Recommendation:

THAT the Board receive the correspondence, for information.

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 February 12, 2025. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically. This agenda item has a time limit of 10 minutes.

6. APPROVAL OF MINUTES

Recommendation:

THAT the Minutes of the January 15, 2025 Closed Board meeting be approved as circulated.

(Attachment D)



November 29, 2024

Ref: 303157

Dear Board Chairs:

Governments around the world, including the Government of BC, are facing a growing number of cybersecurity threats. Actors such as foreign governments, organized cyber-crime groups, activists, and terrorists are increasingly using a variety of techniques to steal or destroy government-held information, interrupt critical public services, or target physical infrastructure to achieve financial, geopolitical, or ideological objectives.

Since March 2024, four BC school districts have been the target of cyber incidents, three of which were ransomware attacks. These attacks disrupt the business of education, put district data at risk, and create significant financial burden on impacted school districts. More importantly, these attacks are putting the safety, security and privacy of students, families and staff at risk. Evidence suggests that these bad actors will continue to target school districts in BC and exploit system vulnerabilities to gain access.

School districts are provided with resources and training to maintain an appropriate security posture to ensure a safe digital learning environment. Boards of education have the responsibility and legal accountability for the implementation and management of their district's security policies and standards. Because of the serious nature of these threats, it is critically important that school districts follow industry standards, adhere to recommended cybersecurity practices, and take measures to secure their district's networks. I encourage you to communicate the urgency of these security practices with your district leadership.

The Ministry is here to support districts and has developed a suite of cybersecurity services to assist in proactively increasing network and security posture across the sector, for information about the support and services provided please visit: <https://focusedresources.ca/en/privacy-technology/cybersecurity>.

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If you require additional information, please contact Assistant Deputy Minister and Chief Information Officer Jennifer Wray via email at Jennifer.Wray@gov.bc.ca. Thank you, in advance, for making cybersecurity a priority in your district.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lisa Beare', written in a cursive style.

Lisa Beare
Minister

cc: Kaye Krishna, Deputy Minister, Ministry of Education and Child Care
Jennifer Wray, ADM/CIO, Ministry of Education and Child Care
Carolyn Broady, President, British Columbia School Trustees Association
Suzanne Hoffman, CEO, British Columbia School Trustees Association



December 16, 2024

Ref: 303523

Dear Board Chairs:

We are writing to update you on the establishment of the Ministry of Infrastructure and what it will mean for your school district at this time.

On November 18, 2024, Premier David Eby appointed a new provincial cabinet that is ready to deliver on the core challenges people are facing throughout our province. Our government's top priorities include bringing down costs for families, strengthening health care, making communities safer, and growing the economy so everyone feels the benefits of helping build a more prosperous BC for future generations.

As a part of the cabinet announcement, the Ministry of Infrastructure was created. Governments worldwide are facing challenging construction markets and cost pressures on major capital projects. This new ministry is responsible for overseeing land acquisition as well as project planning, procurement, and delivery for vertical provincial capital projects such as schools, hospitals, post-secondary institutions, and other public buildings that BC communities need to continue to thrive. This does not include transportation infrastructure, which remains the purview of the Ministry of Transportation and Transit.

By assembling responsibility for vertical capital projects across the provincial government into the Ministry of Infrastructure, our provincial government is better able to improve the coordination and delivery of important community infrastructure that provincial services are delivered from, to people throughout BC.

For greater clarity, the Ministry of Infrastructure primarily deals with vertical projects requiring capital funding and will not be involved in the disbursement of any operating funding to partners. Operating funding that supports the delivery of your services will continue to come from the Ministry of Education and Child Care.

The changes being shared with you today are internal to the organization of our government ministries and do not change your role as an integral partner in the delivery of critical services. We will continue to communicate with you as we implement the new Ministry of Infrastructure. In the meantime, there should not be any interruption to how you engage with our government. Please continue reaching out to your existing contacts with any questions and/or feedback that you may have and be assured that our ministries will be working closely together to serve you well.

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We are excited by the opportunities the new ministry provides and will ensure that our ministries work closely together to share information about your needs and how best to support you. Together, we will continue to build our province so British Columbians have the opportunity to grow, thrive and prosper for many generations to come.

Sincerely,



Lisa Beare
Minister of Education and Child Care



Bowinn Ma
Minister of Infrastructure

cc: District Superintendents

December 16, 2024

Honourable Spencer Chandra Herbert
Minister of Tourism, Arts, Culture and Sport
Parliament Buildings
Victoria, BC V8V 1X4
TACS.Minister@gov.bc.ca

Dear Minister Chandra Herbert:

RE: BC Summer & Winter Games

We are writing on behalf of School District 42 Maple Ridge/Pitt Meadows, School District 73 Kamloops Thompson, and School District 67 Okanagan Skaha to express our shared concern regarding the funding model for **BC Summer & Winter Games** (the "BC Games"). Maple Ridge recently hosted the games and have shared our experience with our school district colleagues who will be hosting upcoming games. The BC Games, a thrilling event that brings communities together and supports young athletes in their athletic endeavors, is a testament to the spirit and unity of our province. However, we believe the current funding model does not adequately address the diverse financial realities of different host communities.

As you are aware, the funding for the BC Games has remained largely unchanged since 2008, with only a modest increase in 2023. The stagnant funding has put significant pressure on communities like Maple Ridge, where the ability to secure corporate sponsorships is considerably more restricted compared to communities with increased options for industrial and private support. The expectation for all communities to meet the same financial obligations regardless of their size or local economy creates an uneven playing field that can undermine the very spirit of the games.

It's important to note that the costs to the school district include, but are not limited to, janitorial services, maintenance, waste disposal, hydro, managerial and administrative planning and oversight, loss of rental income for the eight days that the facilities were booked, increased deferred maintenance costs, and more. One of our most pressing concerns is the expectation that school districts bear these financial burdens for the games. In Maple Ridge, despite recovering a portion of direct operating costs incurred, the balance of unrecovered costs incurred and to be incurred by the school district has placed added strain on an already underfunded public education system, requiring the diversion of essential operating funds and human resources to support the event. We anticipate that this same financial reality will be shared by those districts who will be hosting the games in the future if the funding model is not addressed.

We strongly believe in the importance of the BC Games and the opportunities they provide for young athletes. However, we urge you to reconsider and restructure the funding model to better reflect the unique circumstances of each host community. Specifically, we ask that the province increase the base funding for the games to account for inflation and the rising costs associated with hosting such events. Additionally, we request that the requirement for school districts to contribute from their operating funds be reconsidered, as this burdens our educational institutions and often affects our most vulnerable students most.

School District 42 was committed to supporting the BC Games and the athletes participating, but the funding model must be equitable and sustainable for all host communities. We hope you will consider our concerns and ensure that the BC Games can continue to be a successful and inspiring event for years.

While the current financial structure of the Games was unsustainable, we would like to stress our commitment to the continuation of these games. The benefits it provides to young people across the province is evident and the sense of community pride felt throughout Maple Ridge was palpable.

We appreciate your attention to this important matter and look forward to your response. We are hopeful that a solution can be found that benefits all British Columbians and supports the continued success of the BC Games.

Sincerely,



Elaine Yamamoto, Chairperson
Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)

cc: Lisa Beare, M.L.A. Minister of Education and Child Care
Lawrence Mok, M.L.A.
James Palanio, Chairperson SD67
Heather Grieve, Chairperson SD73
Mayor and Council, City of Maple Ridge
Alison Noble, President & CEO, BC Games Society
Laura Butler, Chair, 2024 BC Summer Games
BCSTA President and CEO
All Boards of Education



**MINUTES OF THE
PUBLIC BOARD OF EDUCATION MEETING
Wednesday, January 15, 2025 (6:00 PM)
Boardroom, District Education Office**

IN ATTENDANCE:

Chairperson – Elaine Yamamoto
Vice Chairperson – Kim Dumore
Trustee – Hudson Campbell
Trustee – Gabriel Liosis
Trustee – Katie Sullivan
Trustee – Mike Murray

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

ABSENT:

Trustee – Pascale Shaw

GUESTS:

Dana Sirsiris, Director, Human Resources
Amanda Reber, Manager, Health, Safety, and Wellness

A. OPENING PROCEDURES1. 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 6:00pm.

The Chairperson welcomed and thanked everyone for attending.

3. Correspondence4. Approval of Agenda**Moved/Seconded**

THAT the Agenda be approved as circulated.

CARRIED5. 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 5:30pm on January 15, 2025.

No public input was received.

6. Approval of Minutes**Moved/Seconded**

THAT the Minutes of the December 4, 2024, Public Board Meeting be approved as circulated.

CARRIED

B. PRESENTATIONS

1. Certificate of Recognition for Occupational Health and Safety

The Manager of Health, Safety and Wellness, and the Director of Human Resources presented on the Certificate of Recognition awarded to the school district by WorkSafeBC for occupational health and safety.

Moved/Seconded

THAT the Board receive for information the presentation on the Certificate of Recognition for Occupational Health and Safety.

CARRIED

C. DELEGATIONS

D. DEFERRED ITEMS

E. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools

a) School Growth Plans

The Superintendent shared the school growth plans with the Board and reported that school growth plan goals relate to six themes: equity, literacy, social emotional learning (school culture and climate), numeracy, assessment and reporting, and secondary innovation.

Moved/Seconded

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

CARRIED

3. Secretary Treasurer

a) Eric Langton Elementary School Utility Right of Way Bylaw 2025

The Secretary Treasurer reported that the Board's approval of the right of way is required to grant BC Hydro and TELUS a statutory right of way on the Eric Langton school property, which is necessary for the continuation of critical infrastructure work needed for the school's redevelopment.

Moved/Seconded

1. THAT the School District No. 42 (Maple Ridge – Pitt Meadows) Eric Langton Elementary School Utility Right of Way Bylaw 2025 be given all three (3) readings at this one meeting.
(vote must be unanimous)

CARRIED UNANIMOUSLY

Moved/Seconded

2. THAT the School District No. 42 (Maple Ridge – Pitt Meadows) Eric Langton Elementary School Utility Right of Way Bylaw 2025 be given first reading.

CARRIED

Moved/Seconded

3. THAT the School District No. 42 (Maple Ridge – Pitt Meadows) Eric Langton Elementary School Utility Right of Way Bylaw 2025 be given a second reading.

CARRIED

Moved/Seconded

4. THAT the School District No. 42 (Maple Ridge – Pitt Meadows) Eric Langton Elementary School Utility Right of Way Bylaw 2025 be given a third reading, passed and adopted on this 15th day of January, 2025.

CARRIED

b) Policies for Approval

The Secretary Treasurer reported that no feedback was received during the consultation process of policies 9430 Physical Restraint and Seclusion in School Settings, 9510 Flags of Canada and British Columbia and proposal to retire policy 8220 School Day; however, the Committee further revised the philosophy statement in policy 9510.

Moved/Seconded

THAT the Board approve the following updated policies:

- 9430: Physical Restraint and Seclusion in School Settings
- 9510: Flags of Canada and British Columbia

AND FURTHER;

THAT the Board retire the following policy:

- 8220: School Day

CARRIED

4. Board Committee Reports

- a) Finance
- b) Facilities Planning
- c) Board Policy Development
- d) Education Advisory
- e) Indigenous Education Community Gathering
- f) Accessibility Advisory

5. Indigenous Education Council

F. INFORMATION ITEMS

1. Chairperson

- a) Chairperson's Update

The Chairperson provided an update on the Board's role in advocacy, highlighting three priority areas identified by the BC School Trustees Association: staff recruitment, capital and deferred maintenance funding, and inclusive education to support student success.

Moved/Seconded

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

CARRIED

b) Trustee Appointments to Committees and Community Liaison Groups

The Chairperson presented an updated list of trustee appointments to committees and community liaison groups to reflect the recent restructuring of the City of Maple Ridge's advisory committees.

Moved/Seconded

THAT the Board receive for information the updated list of Trustee Appointments to Committees and Community Liaison Groups for the period ending November 2025.

CARRIED

2. Superintendent of Schools

a) Superintendent's Update

The Superintendent shared a video on the Aircraft Maintenance Engineer Dual Credit Program.

Moved/Seconded

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

CARRIED

b) Opioid Education and Response Implementation Report

The Superintendent shared the Opioid Education and Response Implementation Report with the Board, which outlines plans for the implementation of opioid education and response strategies across the district.

Moved/Seconded

THAT the Board receive the Opioid Education and Response Implementation Report for information.

CARRIED

3. Secretary Treasurer

a) Policies for Consultation

The Secretary Treasurer reported that the Board Policy Development Committee met, reviewed, and is proposing updates to the following bylaw and policies: Bylaw: Board of Education Appeal Policy and Procedures, 4204 Accumulated Surplus, 6530 Environmental Sustainability. The Committee also reviewed and is proposing updates to the following new policies: 3550 Enterprise Risk Management, 9550 Process for Raising Concerns.

Discussion ensued to refer policy 3550 Enterprise Risk Management back to the Board Policy Development Committee.

Moved/Seconded

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

- Policy 4204: Accumulated Surplus
- Policy 6530: Environmental Sustainability
- Policy 9550: Process for Raising Concerns
- Bylaw: Board of Education Appeal Policy and Procedures

AND FURTHER THAT Policy 3550: Enterprise Risk Management be referred back to the Board Policy Development Committee.

CARRIED

Input from education partners and the public is now invited on the bylaw and policies received for continuation of the consultation process. The Board Policy Development Committee will review all the input received before the policies are presented to the Board for approval.

4. Board Committees and Advisory Committee Reports

- a) Finance
- b) Facilities Planning
- c) Board Policy Development
- d) Education Advisory
- e) Indigenous Education Community Gathering
- f) Accessibility Advisory

i. Receiving Minutes of Meeting

Moved/Seconded

THAT the Board receive the Accessibility Advisory Committee minutes for the meeting held on December 5, 2024, for information.

CARRIED

5. Indigenous Education Council

G. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

1. Trustee Motion: Supporting Families with Equal Parenting Custodial Arrangements in MyEd BC

Moved/Seconded

"THAT the BCSTA advocate to the Ministry of Education and Child Care to allow MyEd BC to represent multiple primary physical addresses for students to better reflect diverse family circumstances and support schools in staying neutral in matters of custodial arrangements."

CARRIED

Discussion ensued to rescind the previous motion and replace it with a new one.

Moved/Seconded

THAT the Board rescind the previous motion just passed on January 15, 2025 regarding MyEd BC representing multiple primary physical addresses for students.

CARRIED

Moved/Seconded

THAT the Board approve the following motion for submission to the 2025 B.C. School Trustees Association Annual General Meeting:

"THAT the BCSTA advocate to the Ministry of Education and Child Care to allow MyEd BC to represent multiple primary physical addresses for students to better reflect diverse family circumstances and support schools in staying neutral in matters of custodial arrangements."

CARRIED

2. Trustee Motion: Student Voice Working Group

Moved/Seconded

THAT the Board approve the following motion for submission to the 2025 B.C. School Trustees Association Annual General Meeting:

"THAT the BCSTA establish an ad-hoc working group to conduct an environmental scan of best practices for incorporating Student Voice in board governance across all school districts and develop resources to support boards of education in building capacity within their student voice structures."

CARRIED

3. Trustee Motion: Post-Secondary Transition Rates

Moved/Seconded

THAT the Board approve the following motion for submission to the 2025 B.C. School Trustees Association Annual General Meeting:

"THAT the BCSTA requests the Ministry of Education and Child Care to revise the Post-Secondary Institute Transition Rate criteria to include students enrolled in BC public school district "Train in Trades" programs and students transitioning to private training institutions or post-secondary institutions outside of British Columbia."

CARRIED

H. TRUSTEE REPORTS

I. QUESTION PERIOD

No questions were received.

J. OTHER BUSINESS

K. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board Meeting adjourned at 7:33pm.

Elaine Yamamoto, Chairperson

Richard Rennie, Secretary Treasurer

From: Elaine Yamamoto, Chairperson

Topic: **Afterschool Programming**

BACKGROUND

The following staff have prepared a presentation on Afterschool Programming:

- Hannah MacDonald, Program Manager, Community Connections and Healthy Living
- David Vandergugten, Assistant Superintendent

RECOMMENDATION

THAT the Board receive for information the presentation on Afterschool Programming.

From: Elaine Yamamoto, Chairperson
Topic: **Maple Ridge Montessori Society**

BACKGROUND

The following delegation has prepared a presentation on the Maple Ridge Montessori Society:

- Dawn Beavon, President, Maple Ridge Montessori Society

RECOMMENDATION

THAT the Board receive for information the presentation on the Maple Ridge Montessori Society.

From: Teresa Downs, Superintendent of Schools
Ken Cober, Assistant Superintendent

Topic: **Non-Resident Student Fees for 2026/27**

BACKGROUND

The International Education department was established by the district following [Board 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 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 2025/26 fees for a 10-month academic program for our school district and neighboring school districts.

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
Abbotsford	\$ 200	\$ 16,500	\$ 450	\$ 12,000	included	\$ 440	included	deferral/validation \$200
								refund \$300
								renewal \$250
Burnaby	\$ 250	\$ 16,750	N/A	N/A	N/A	N/A	\$ 1,100	refund/deferral \$600
								refund/deferral \$500
								late application \$100
Coquitlam	\$ 300	\$ 18,000	N/A	N/A	N/A	N/A	included	renewal \$100
								late renewal \$600
								orientation \$300
Delta	\$ 200	\$ 16,900	\$ 500	\$ 1,200	\$ 500	included	included	renewal \$100
								summer medical \$240
								refund \$500
Langley	\$ 200	\$ 16,500	\$ 350	\$ 12,000	\$ 100	\$ 300	included	refund \$500
Maple Ridge / Pitt Meadows	\$ 200	\$ 15,500	\$ 350	\$ 12,000	\$ 250	included	\$ 1,200	orientation \$150
								refund/deferral \$200
Mission								validation \$350
								renewal \$325
								summer medical \$175
New Westminster	\$ 200	\$ 15,500	\$ 500	\$ 12,000	included	\$ 100	\$ 1,200	validation \$250
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	validation \$250

To stay competitive, 2025/26 tuition fees have been set close to fees of neighboring school districts.

Continuing Education, Online Learning, and Summer Learning

For Continuing Education and Online Learning, and Summer Learning courses, the following table outlines the 2025/26 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	\$1,600
Surrey	\$1,200

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

PROPOSED FEES

The following table outlines the proposed fees for 2026/27 compared to approved 2025/26 fees.

10 Month Academic Fee Description	2025/26 Approved Fees	2026/27 Proposed Fees	Increase (Decrease)	
Application	\$ 200	\$ 200	\$ -	0%
Annual Tuition - Elementary	\$ 16,000	\$ 16,200	\$ 200	1%
Annual Tuition - Secondary	\$ 15,500	\$ 15,700	\$ 200	1%
Annual Homestay Administration	\$ 350	\$ 350	\$ -	0%
Annual Homestay - Secondary	\$ 12,000	\$ 12,000	\$ -	0%
Annual Homestay - Elementary	\$ 14,000	\$ 14,000	\$ -	0%
Custodianship (annual)	\$ 250	\$ 250	\$ -	0%
Annual Medical Insurance	\$ 1,200	\$ 1,300	\$ 100	8%
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	\$ 200	\$ 200	\$ -	0%
Validations	\$ 200	\$ 200	\$ -	0%
Summer Medical Insurance - Summer Learning	\$ 120	\$ 120	\$ -	0%
Summer Medical Insurance - MSP Extending Students	\$ 240	\$ 240	\$ -	0%
Refund Processing	\$ 200	\$ 200	\$ -	0%
Deferrals and/or Cancellations	\$ 200	\$ 500	\$ 300	150%
Airport fee for Program Start and End	included	included		

Continuing Education, Online Learning, and Summer Learning

The following table outlines the proposed 2026/27 fees for secondary Continuing Education, Online Learning, and Summer Learning compared to approved 2025/26 fees.

Continuing Education, Online Learning, and Summer Learning fees	2025/26 Approved Fees	2026/27 Proposed Fees	Increase (Decrease)	
Secondary	\$ 1,200	\$ 1,300	\$ 100	8%
Elementary	\$ 750	\$ 800	\$ 50	7%

OTHER CONSIDERATIONS

The Consumer Price Index (CPI) increase for Metro Vancouver from 2019 to 2024 is 18%. The proposed tuition fees for 2026/27 are 16% higher for elementary and 12% higher for secondary compared to what the Board approved five years ago in February 2020 for 2021/22.

Despite the CPI increase being higher than the tuition fee increases, the overall increase in revenue projected for International Education for 2026/27, 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 the following 10-month academic program fees for non-resident students for 2026/27:

10 Month Academic Fee Description	2026/27 Proposed Fees
Application	\$ 200
Annual Tuition - Elementary	\$ 16,200
Annual Tuition - Secondary	\$ 15,700
Annual Homestay Administration	\$ 350
Annual Homestay - Secondary	\$ 12,000
Annual Homestay - Elementary	\$ 14,000
Custodianship (annual)	\$ 250
Annual Medical Insurance	\$ 1,300
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	\$ 500
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 2026/27:

2026/27 Fees per Course	
Secondary	\$1,300
Elementary	\$800

From: Teresa Downs, Superintendent of Schools
Richard Rennie, Secretary Treasurer

Topic: **2022-2026 Operational Plan Updates**

BACKGROUND

Updated 2022-2026 Operational Plans for the Board of Education, Education, Business Division, Human Resources Department, and Information Technology Department (**Attachment**) 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 district's 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 2023/24, and now includes details on progress up to January 31, 2025.

RECOMMENDATION

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

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

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Trustee

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Trustee

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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, 2025
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 meetings with Indigenous Education community members and Indigenous 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 of school growth plans and the overall planning cycle 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 and 2023/24</i> Participated in Aboriginal Education Advisory Committee, Indigenous Education Community Gathering meetings and Indigenous Education Family Nights 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 of 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 <p><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></p> <p><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></p>	<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 and monitor 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, Indigenous Education Community Gathering meetings, Elders Dinners, and Indigenous Education Family Nights Held consultation meetings with First Nations and engaged with partner groups and the public for the following matters: <ul style="list-style-type: none"> 2023/24 and 2024/25 proposed preliminary budgets Eric Langton Elementary seismic replacement and expansion project design Pitt Meadows Secondary seismic replacement project design Involved First Nations and partner groups 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 councils, and the Minister of Education and Child Care regarding school district highlights, priorities, and joint advocacy opportunities

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, 2025
		<ul style="list-style-type: none"> • Attended the 2023 provincial BCSTA Advocacy Day with board chairs and members of the legislative assembly to discuss relevant issues in education • Attended a Ridge Meadows Community Leadership meeting with board chairs and MLA Beare to discuss community priority updates • 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 » Municipal Advisory Committee on Accessibility and Inclusiveness • City of Pitt Meadows committees: <ul style="list-style-type: none"> » Community Support & Accessibility Committee » Community Service Awards Task Force • 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 • YOLO event • Red Dress Day • Reviewed the annual Equity Action Plan Implementation Review report for 2022/23 • Supported the expansion of the Indigenous education leadership role from principal to district principal of Indigenous education, and time duration addition of a vice principal of Indigenous education, racial inclusivity and equity • 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 organizing and hosting the 2024 BC Summer Games

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

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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 public education, including 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 Advocate 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 MLAs Funding a national food program to the local MP Inequitable CommunityLINK and Equity of Opportunity funding to local MLAs A review of the funding model for the BC Summer & Winter Games, in collaboration with boards of SD67 and SD73, to the Minister of Tourism, Arts, Culture and Sport 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 Approved a trustee motion in relation to opioid education for Grade 10 students and accessible naloxone training and access in all schools

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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"> Advocate 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 Advocate through participation in BCSTA AGM, Provincial Council, committees, groups, and branch meetings on matters of mutual interest including student voice representation on governance matters 	<ul style="list-style-type: none"> Submitted 11 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 Supporting families with equal parenting custodial arrangements in the provincial MyEd BC student information system Establishing a student voice working group Revising post-secondary transition rate criteria to be inclusive of certain post-secondary education that is currently excluded Participated in BCSTA AGM and Provincial Council meetings and supported motions in alignment with this operational plan Participated in annual Board Chairperson and 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 AGM in the Maple Ridge-Pitt Meadows School District. Contributed to the following BCSTA advocacy reports as BCSTA working group members: <ul style="list-style-type: none"> Making Progress Toward Sustainable Schools (Capital Working Group) One Province, One Plan (Comprehensive School Health Working Group)

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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"> • Carried out annual board self-evaluations to assess governance effectiveness and identify areas for improvement • 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 • School Governance in an AI World • Imagining the Next Generation of Education Model for Equity, Pedagogy, and School Transformation • Street Data, Changing Culture with Student Voice • Bargaining, Trustee Roles • Indigenous Education • Inclusion • HELPx - The Human Early Learning Partnership • Early Years Development Index • Middle Years Development Index • Youth Development Index • Aboriginal View on Health • Compassionate Leadership • School District Voice • 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

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GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2025
		<ul style="list-style-type: none"> Indigenous-Focused Communication <i>That's Just Crazy Talk</i> (mental health) Creativity as a Catalyst for Courage and Change Introduction to Katzie First Nation History, Culture, and People
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, 2023/24, and 2024/25 Developed and approved updates to one bylaw and 41 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 2919 Trustee Code of Conduct 2925 Trustees - Provision of Resources 3201 Role of the Superintendent of Schools 3202 Role of the Secretary Treasurer 3901 Maintenance of Order in Schools 4101 General Banking 4110 Revenue Generation 4203 Budget Planning and Reporting 4410 Travel Expenses 4435 Scholarships, Bursaries and Awards 4910 Financial Reporting and Administration of School Generated Funds 5310 Disposal of Surplus Assets 5401 Use of Board-Owned Buses 5700 Privacy Management Program 5701 Records and Information Management – General 5780 Appropriate Use of Information Technology and Communication Systems 5905 Alcohol - Consumption, Possession and Storage 6600 Naming of School District Facilities 6801 School Closure 6810 Disposal of Land or Improvements 7110 Whistleblower Protection 7710 Professional Development 8220 School Day 8330 Board Authority Authorized Courses 8801 Course Challenge 8912 Independent Directed Studies 9430 Physical Restraint and Seclusion in School Settings 9500 Suspension and Exclusion of Students from School 9510 Flags of Canada and British Columbia 9601 Anaphylaxis 9605 Provision of Menstrual Products to Students 9610 Health Care Needs 10200 Communications 10400 Community and Commercial Use of School Facilities and Grounds 10540 Financial or In-Kind Donations

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BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

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GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2025
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 numerous information requests from local media
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 First Nations and Indigenous partners through the Aboriginal Education Advisory Committee, Indigenous Education Community Gathering, meetings with representatives of Indigenous peoples, 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 the superintendent of schools recruitment process Met with students at Thomas Haney Secondary, Westview Secondary, Garibaldi Secondary and Connex schools to understand their current level of engagement, school experience and student voice Approved trustee 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>

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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, 2025
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"> Participated in numerous 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 Child Care Feeding Futures School Food Programs International Education Ridge Meadows College Building Safer Communities Program Inquiry Program Dual Credit Programs Trades Programs BIPOC Student Forum Certificate of Recognition for Occupational Health and Safety 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, Capstone Portfolio presentations, graduation ceremonies and Indigenous graduation awards events
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
11. Ensure continuity of leadership through robust succession planning for the superintendent and key leadership positions	<ul style="list-style-type: none"> Maintain a current superintendent role description Create and implement a comprehensive succession plan for the superintendent Review succession plans for other key leadership positions 	<ul style="list-style-type: none"> Engaged a professional search firm to support the superintendent of schools position profile updates, recruitment plan development and execution in 2023/24 Supported the superintendent of schools transition plan for 2024 Received staff updates of succession plans for other key leadership positions including the secretary treasurer, deputy superintendent, assistant secretary treasurer, and principal and vice principal cohorts

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

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GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2025
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 • Reviewed and approved the annual five-year capital plan for 2024/25 and 2025/26 ensuring alignment with the <i>Strategic Facilities Plan</i> • Approved the annual budget process and consultation timelines for 2023/24, 2024/25 and 2025/26 • Reviewed and approved the preliminary budgets for 2023/24 and 2024/25 and the amended budgets for 2023/24 and 2024/25, ensuring alignment with the <i>Strategic Plan</i> and its development through meaningful engagement • Participated in a risk identification workshop and reviewed management's enterprise risk management framework and 2024 risk assessment results • Reviewed quarterly financial statements • Reviewed and approved the audited financial statements for 2022/23 and 2023/24 • Reviewed the annual <i>Supporting All Learners: Enhancing Student Learning Report</i> for 2022/23 and 2023/24 • Reviewed the annual <i>Environmental Sustainability</i> progress report and <i>Climate Change Accountability Report</i> for 2022 and 2023

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

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Superintendent of Schools

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Kenneth Cober
Assistant Superintendent

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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, 2025
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 • Used the research-based literacy framework to support effective instructional, assessment and intervention practices across the district. • Provided numeracy professional development across schools • Engaged with researchers on best practices to impact numeracy instruction and assessment • Created a numeracy network among several elementary schools to develop and trial research-based numeracy practices • Provided professional development and in class professional learning opportunities with Micro:Bit Coding, digital creative tools, and Minecraft for Education • 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, learning services, 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"> • 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"> • Collaborated with district helping teachers and reporting committees to create learning opportunities for teachers • The Secondary Assessment Committee championed school-based leadership in core competencies, proficiency scale, formative assessment and descriptive feedback • Provided 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 resource • Facilitated and supported engagement with PowerBi data analytics at the school level to further enhance meaningful use of school, district, and provincial data <ul style="list-style-type: none"> • Worked closely with the Ministry of Education and Child Care (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, 2025
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 opportunities for engagement with students: <ul style="list-style-type: none"> Board of Education met with students at Westview Secondary (WSS), Thomas Haney Secondary (THSS), Garibaldi Secondary School, and Connex Alternate School <ul style="list-style-type: none"> Board of Education met with Student Voice through the budget development and consultation process District Student Forum February 2023 BIPOC Student forum October 2024 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 B.C. curriculum Created District Inquiry learning opportunities for Grade 6/7 teachers on: <ul style="list-style-type: none"> Digital Story Telling Creative Learning Series Community of Future Ready Citizens SEY2KT Community of Practice with 2 StrongStart Centres Offered weekly professional learning opportunities on Universal Design for Learning. Each session 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 related to teaching and learning Developed resources and provided professional learning in inclusive literacy practices Developed and offered kindergarten/Grade 1 Learning Opportunities: <ul style="list-style-type: none"> Navigating Numeracy in a K/1 Combined Class K/1 Oral Language Explorations Pedagogical Partnerships Ready Set Play Explored models of classroom-based ELL instruction and support Offered training sessions focused on the implementation of competency-based IEPs for support teachers throughout the 2024-25 school year. 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 Provided diverse summer learning opportunities to support continuity of student engagement and learning Expanded dual credit programs to include partial or sample programs. Implemented a dual credit Early Childhood Educators (ECE) program in partnership with Ridge Meadows College (RMC) Created and implemented the Bridges Early Intervention Program for grades 5-8 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

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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, 2025
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"> Administration of the Early Primary and Intermediate Reading Assessments to support effective instruction and assessment Expanded the district literacy framework practices in alignment with current research and in consultation with literacy leaders across the district Incorporated literacy-focused instruction in the elementary summer learning program and explored ways to expand this opportunity Created and administered a survey to assess current literacy instruction and assessment practices to inform a literacy strategy Worked with the Provincial Outreach Program for the Early Years (POPEY) to provide a multi-part literacy series on professional development days for teachers Provided professional development and collaboration opportunities for secondary teachers in literacy intervention 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 Consulted with provincial experts and researchers to support numeracy learning and assessment in the district Joined the Metro Vancouver district leaders and helping teacher groups to share effective practices and resources, and explore initiatives in literacy and numeracy Offered classroom teachers and support teachers opportunities for professional development and collaboration through the numeracy helping teacher and numeracy experts/researchers Created a numeracy network among several elementary schools to develop and trial research-based numeracy practices Uploaded new research-supported numeracy and literacy resources to SPARK and Helix for educators to access Explored and developed French literacy resources, practices, and assessments to improve french literacy outcomes for French Immersion 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 Indigenous 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. 	<ul style="list-style-type: none"> 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 the addition of an 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 Indigenous education department and educational researchers Created professional development opportunities for English First Peoples teachers to connect and collaborate Provided professional learning for all helping teachers on the selection of authentic Indigenous resources Provided an Indigenous book as part of the Welcome to Kindergarten bag Indigenous Education staff attended the Welcome to Kindergarten school session with display, flyers, and program description Consulted with local First Nations, and engaged with the Métis community and urban Indigenous organizations regarding ways to support student learning

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

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Student Learning is Our Central Purpose

GOALS	ACTION PLAN	PROGRESS UP TO JANUARY 31, 2025
	<ul style="list-style-type: none"> Continue meeting with Knowledge Carriers 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 Indigenous 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"> Established a monthly Indigenous Curriculum newsletter 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
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"> Provided schools with learning opportunities facilitated by the district helping teacher for racial inclusivity Created kits, as requested by students through the 2023 District Student Forum, focused on 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 Supported the development of 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 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) in 2023/24 Supported the purchase of authentic and diverse resources

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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, 2025
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 Incidence 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 (July 2024) • 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 • Provided Compassionate Systems learning for district leaders and district education office staff • Monitored the attendance and progress of secondary school students who may be at-risk of not graduating by using the PowerBi dashboard • Implemented the Integrated Child and Youth (ICY) team as part of the Pathway to Hope
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 • 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 • Offered the Foundations of Inclusive Education workshop series to support training for prospective support teachers in the fall/winter of 2024 • 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) • Established Simon Fraser University (SFU) pre-service teacher cohort at Westview Secondary • Reviewed data regarding ELL and immigrant population growth and developed plans to respond to the growth and needs • Joined the Metro Vancouver district leadership network and helping teacher network to learn about and share more inclusive practices and resources • 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

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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, 2025
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 • Engaged with Ridge Meadows Child Development Center in support of positive transitions to kindergarten • Engaged with District Accessibility Committee
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 regarding enrolment growth projections • 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 • Engaged in planning for the addition of prefabricated classrooms at Golden Ears Elementary and Blue Mountain Elementary

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 province 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

Tara Wilson
Senior Manager, Finance

JT Mann
Manager, Budgets

Madison MacAulay
Manager, Accounting

Anna John
Manager, Payroll and Benefits

Nathan Hearts
Manager, Procurement Services

Louie Giroto
Director of Facilities

Sam Elliott
Manager, Facilities Planning and Project Management

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, 2025
<p>1. Ensure that annual Capital Plan submissions to the province and facilities spending plans reflect the priorities identified in the Strategic Facilities Plan and that facilities are strategically managed</p>	<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 school replacements and additions • Establish and implement a process for annual building inspections and assessments • Annually update the province's Capital Asset database with completed maintenance projects 	<ul style="list-style-type: none"> • Prepared and submitted capital plans for 2023/24 and 2024/25 • Updated enrolment projections and school capacity information • Developed a three-year Annual Facility Grant (AFG) plan for all facilities for implementing in 2025 • Completed over 40 AFG projects totaling \$2.6M for 2022/23 and another 40 projects in 2023/24 totalling \$3.3M • 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 reviews in all elementary and secondary schools and created new educational space where required • Installed portables at Golden Ears Elementary (1) and Harry Hooge Elementary (1) in 2022 • Installed portables at Yennadon Elementary (1), Golden Ears Elementary, (1) and Caspenele Elementary (2) in 2023 • Installed portables at Yennadon Elementary (1), Golden Ears Elementary (1) and Alexander Robinson Elementary (1) in 2024 • Created eight new flexible learning spaces that support educational programming for diverse learners in 2023 • Started construction of the seismic replacement and expansion of Eric Langton Elementary replacement school • Continued design work for the seismic replacement of Pitt Meadows Secondary 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 • Developed a business case for the seismic upgrade and addition to Harry Hooge Elementary • Initiated design for prefabricated additions to Golden Ears and Blue Mountain Elementary • Provided annual facility maintenance data updates to the province, outlining completed projects (scope and value)

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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, 2025
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"> Completed annual 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 eleven elementary schools (reducing the use of waste bags and increasing classroom space) Completed and submitted the annual <i>Carbon Neutral Action Report</i> for 2023 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 Coordinated a joint tree plantation drive with the City of Maple Ridge at Alexander Robinson Elementary, educating students on the importance of trees Trained the maintenance team on HVAC control optimization Piloted the use of low carbon alternate paper (Sugar Sheets) at the maintenance office Completed a province-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 the SD42 fleet in 2023 Replaced a gasoline powered van with a battery powered (EV) van in 2023 Installed 4 electronic vehicle (EV) chargers for fleet charging at the maintenance office Signed contract with an aggregator to sell Carbon Credits (earned from EV chargers) Completed lighting study at six schools Completed Continuous Optimization studies and implemented recommendations for Albion Elementary and Garibaldi Secondary resulting in electrical energy savings of 118,000 KWh and 1686 GJ of natural gas savings Received over \$1 million in provincial incentives since 2014/15
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 aligns with Ministry of Education and Child Care (MECC) guidelines and meaningfully engages students, partner groups, representatives of Indigenous peoples and the public in the budget development 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 and 2024/25 preliminary budget with Student Voice, partner groups, First Nations, Indigenous partners and the public Prepared the Budget Development Process and Timelines for 2025/26 and prior years, providing for continuation of meaningful public consultation Aligned the 2024/25 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, 2023/24 and 2024/25, 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

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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, 2025
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 Updated the district water testing program in 2024 and streamlined the testing schedule Completed nine school audits for 2022/23 and 12 schools audit for 2023/24 and provided feedback for improvement of financial processes where required Continued cross training and procedure updates to strengthen capacity and resilience through staffing changes Provided finance orientation and training sections to 26 new managers/principals and 12 school/department support staff Provided dedicated financial training to all school accounting staff during professional development day Strengthened the snow and ice control plan and delivered training to school administrators Streamlined the Purchasing Card Manual to improve user experience Launched new facilities maintenance management system (Asset Planner) in 2024, streamlining and optimizing maintenance operations including work orders and asset management Launched new procurement system (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 (336 contracts loaded to Bonfire) Reviewed digital record scanning process Created a Use of Digital Tools Request form and revised the school district Privacy Impact Assessment (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 Arranged an independent facilities department organization review conducted in 2024 and begin implementing recommendations including staffing and system changes Reorganized roles within the facilities and finance departments to strengthen expertise and opportunity for staff progression, and increased staffing capacity with 3 additional ongoing positions (senior accountant, maintenance coordinator, senior manager of facilities maintenance and technical services) Continued active recruitment and onboarding of new team members including 19 hired into leadership positions within the division

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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, 2025
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 and Pitt Meadows Secondary seismic replacement capital projects, implemented mitigation measures, and continued monitored progress, and adjusting plans where necessary • Developed policy and procedure for enterprise risk management and completed an assessment of enterprise risks in 2024 with risk identification input from management, employee partner groups and the board • Planned succession for critical positions • Hired a new secretary treasurer, assistant secretary treasurer, director of facilities, procurement manager, budget manager, executive coordinator, energy and environmental sustainability manager, maintenance manager, accounting manager, facilities planning and project management manager, senior finance manager, and implemented transition plans for these critical leadership positions, as well as many support staff 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 procurement manager (to replace the senior contracts administrator) and maintenance coordinator and senior manager of facilities maintenance and technical services 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 reviews for all management staff including identification of professional growth goals and strategies 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 • Engaged employees to be involved in planning projects, identifying new Annual Facilities Grant (AFG) projects, and soliciting feedback on potential improvements to department, thus providing a culture of inclusion and engagement that empowers employees • Supported the WorkSafe BC's Certificate of Recognition initiative by updating documentation on safety board and in custodial closets; ensured that all chemical items are labelled and all safety binders up to date, and completed a tour of the maintenance facility with the auditor

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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, 2025
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 provincial government 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 four BCASBO Finance Roundtable Discussion sessions on hot topics
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 that all staff have a strong understanding of the Freedom of Information and Protection of Privacy Act (FIPPA) through training, district form reviews, and process evaluations, and that the school district's data collection and management practices are fully 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 ~200 agenda packages for board meetings, board committee meetings and board workshops Assisted the board in the review and update and approval of one bylaw and 41 policies Reviewed and updated 20 board policy procedures with input from subject matter experts: <ul style="list-style-type: none"> 4600.1 Procurement – Methods to Acquire Goods, Services and Construction 4600.2 Procurement – Product Standards 4600.3 Procurement – Competitive Bidding and Evaluation 5400.1 Contracted School Bus Transportation Services 5400.2 Transportation Services, Registration and Fees Administration 5700.1 Management of Information and Access Requests 5700.2 Personal Information Protection 5700.3 Privacy Breach Reporting 5780.1 Social Media Guidelines 5780.2 Protection of School District Records When Working Away from the Workplace 7110.1 Whistleblower Protection 8330.1 Board Authority Authorized Courses 8801.1 Course Challenge 8912.1 Independent Directed Studies 9601.1 Anaphylaxis 9610.1 Medical Intervention 9610.2 Seizures 9610.3 Type 1 Diabetes 10400.1 Rental Fees 10400.2 Use of School Facilities and Grounds for Licensed Child Care

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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, 2025
		<ul style="list-style-type: none"> • 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 • Launched new FIPPA/Privacy online training videos to district leadership staff in Fall/Winter 2024 and prepared 2025 roll out plan for all staff to refresh their understanding of privacy regulations and reinforce their role in ensuring compliance within the organization • Developed a new Privacy Breach Reporting procedure to meet the legislative requirements of FIPPA to ensure that incidents are identified, documented, and addressed promptly and effectively • Reviewed and updated the remaining privacy procedures with input from subject matter experts to align with the legislative requirements of FIPPA
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"> • Assistant secretary treasurer: BCASBO director at large 2023-2025 • Director of facilities: EFMA director and chair of the EFMA Education Committee 2022-2024 • 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

Jessica Dolkhanian

Manager, Employment Services

Tess Rebbitt

Manager, Labour Relations

Dionne MacDonald

Human Resources Administrator

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, 2025
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 engaging in strategies to support teacher migration from within B.C. and across Canada to the district, including opportunities of full-time employment developing and implementing a hiring strategy for relief teachers seeking feedback from principals and vice principals to enhance education assistant hiring 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 Engaging in established recruitment strategies and developed new methods of reaching out to potential candidates Leveraging social media (including Facebook, X, 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 Received Human Rights Special Program approval through to October 2028 to provide exemption to give hiring preference to candidates of Indigenous ancestry in the Indigenous education department 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 the following: <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 issue priority conditional offers of employment for student teachers continued enhancement of the onboarding and new employee orientation processes

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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, 2025
		<ul style="list-style-type: none"> • Conducted new employee onboarding 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 • 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 the University of Fraser Valley (UFV) Teacher Education Advisory Committee to leverage practicum placements for the school district • Established connections with UFV's dean to increase practicum placement opportunities • Continued to present to education assistant (EA) students at Ridge Meadows College and facilitated practicum placements
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 • Developed a principal and vice principal folder on sharepoint to act as a resource for administrators and support 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, 2025
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 Prepare for and facilitate 2025 round of contract negotiations with CUPE and MRTA 	<ul style="list-style-type: none"> Concluded local bargaining with the MRTA for the 2025 round of collective agreement negotiations. Collaborated 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 Agreements on a variety of matters with MRTA Engaged in weekly meetings with MRTA to discuss and problem-solve HR related matters Reviewed Best Efforts process at schools (elementary and secondary) Collaborated with MRTA to ensure specialty positions filled (English language learner, support, Montessori, counsellors) and to maximize staffing and assignments Met with partner groups regarding the hiring of relief teachers 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 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 2024/25 staffing allocations for the school year. Conducted quarterly reconciliations to October 2024 to ensure budgets are fully expended Finalized melding of the 2022-2025 MRTA collective agreement

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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, 2025
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. Include safe work procedures in the safety program Ensure the written health and safety program is signed or otherwise endorsed by the current superintendent to renew commitment for health and safety each year 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) Provide support to managers/supervisors to ensure that they know what leading by example (Health and Safety) looks like within the context of their department 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 Develop standardized signage for all shops throughout the district to ensure that staff and students are aware of safety requirements Create Preventative Maintenance Programs in collaboration with facilities for the maintenance fleet and for district shop equipment; assign work to employees in district to ensure that the maintenance takes place Create a training matrix that specifies which employee groups are to be trained in which high hazard safety topics and at what frequency. Ensure that the training occurs at the specified frequency Update the safety program to include the requirement to provide visitors with safety orientation Ensure that Health and Safety metrics are communicated broadly across the departments and schools so that staff are aware of current trends and hazard reduction strategies Revise the Joint Health and Safety Committee (JOHSC) template forms to reflect formal recommendations, with an expectation of the recommendations being tracked and acted upon. 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 	<ul style="list-style-type: none"> Prepared for first Certificate of Recognition (COR) certification process. Worked with district managers, principals, vice principals, school/site staff and district health and safety committee to ensure readiness and demonstrate the school district's proactive role in the occupational health and safety of employees COR Audit conducted by external auditor and received COR certification Implemented recommendations from COR auditor as part of the continuous improvement process Reviewed and revised the district health and safety program Developed safety talks and procedures for supervisors to use at staff meetings Developed and implemented maintenance safe work procedures and safety talks to prevent or reduce injuries Continued to work 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 Engaged in Request for Proposals (RFP) process and launched new service provider of the employee and family assistance program Engaged in various working groups to support the 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 Held immunization clinics for Hepatitis B, hearing protection, and fit testing Conducted 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, 2025
	<p>support staff</p> <ul style="list-style-type: none"> 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 	
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 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, et cetera. 	<ul style="list-style-type: none"> Coordinated work-related training for CUPE staff for non-instructional days (NIDs) Worked with the CUPE Employee Development Committee to develop CUPE training plans Provided special topics workshops for principals, vice principals and managers throughout the year Facilitated leadership and management training at district leadership team meetings to support principal, vice principal and district manager development
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, 2025
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 through to October 2024; 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 • Enhanced the Automated Dispatch System (ADS) to support the daily callout of relief teachers • Updated the online component of the onboarding process • 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, 2025
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, developed, and implemented plans resulting from the HR Review consultant's recommendations, including: <ul style="list-style-type: none"> Secure funding to establish the continuing manager, labour relations position Secure funding to establish converting the temporary disability management administrator and dispatch coordinator to continuing positions Secure funding for temporary staffing to extend the HR assistant position supporting Health and Safety to June 30, 2025 Utilize existing funding from HR vacancies to support temporary funding of the recruitment specialist position to June 30, 2025 Develop career pathways within the HR department for existing staff to promote career progression within the department Shift reconciliation work HR has been performing in the past to finance in October 2024 Remove HR presence from candidate interviews and assessments including referencing processes for exempt positions Provided new managers and administrators with HR 101 and Investigation Skills education sessions Continued with standing item for "Team Learning Series" at HR team meetings Developed guidelines for principals and district managers to use as a reference for leave requests 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

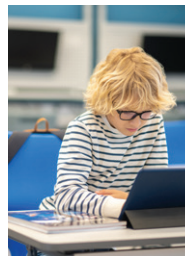
Our vision is to effectively support all learners by providing safe, inclusive, accessible, sustainable, and stable information systems and technology.

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 manages 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

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Director Information Technology

Leah MacKenzie

Senior Manager Information Technology

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Project Manager

Allan John

Systems Analyst

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Systems Analyst

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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, 2025
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 Calculated infrastructure costs for foundational IT services to be sustainable
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"> Implemented a student-to-printer ratio for district-wide printing Developed a revised 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 procedure Improved management of all one-to-one iPads Created an absence reporting dashboard in the Parent Portal Adapted Parent Portal to allow for no-outage updates Engaged administrators and user groups on phones in schools Engaged with administrators regarding the optimal quantity of technology devices needed to support teaching and learning Established an onsite technician schedule so schools can anticipate when a technician will be at their school Developed an on-site IT ticket report with administrators so that they are notified the day before a technician visit to prioritize the most important issues Redesigned MyCalculator to be adaptive to a mobile screen size Replaced a physical computer lab with a mobile lab to support the creation of an additional classroom Refreshed one cart of 30 devices in every school Trained Secondary Administrators to do online class scheduling Streamlined the MyClass and MyEd password resetting procedure Replaced the faxing service
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"> Created a HelpDesk survey 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 for improved identification of issues Shifted HelpDesk agent working hours to start at 7:30 am start to ensure identification of any IT outages and coordination of staff response before school begins Created a dashboard to monitor the student registration process

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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, 2025
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 within the IT Department • Reorganized roles within the department to improve the response to schools • Defined primary and backup responsibilities for senior technicians and systems analysts • 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 • Refreshed all photocopiers and established a new support agreement • Replaced the server and storage infrastructure • Provided training for IT staff on servers that run laptops and iPads • Audited all configurations on servers that manage staff laptops
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"> • Reduced the time to setup a student laptop by an estimated 50% • Established equipment standardization for staff laptops, lab computers, cell phones, and classroom displays • Created a process to streamline the intake, repair, and return of laptops • Streamlined staff laptop deployment process
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"> • Implemented Incident Management • Established Change Management for Windows and Apple products <ul style="list-style-type: none"> • Created a Release Management process for operating system and driver updates • Implemented security tools to improve the ability to identify compromises • Established a division of labour in financial processing tools to establish a check-and-balance and ensure accountability

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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, 2025
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"> • Created a training and mentorship plan • IT Department regularly attends professional development days focused on team building • Developed strategies to celebrate team successes

From: Finance Committee of the Whole
Richard Rennie, Secretary Treasurer

Topic: **Appointment of Financial Statement Auditor**

BACKGROUND

The [School Act](#) specifies in section 158(1) that:

Unless the Auditor General is appointed in accordance with the Auditor General Act as the auditor of the board of a school district, the board of the school district must appoint an auditor to audit the accounts of the board.

The [Auditor General Act](#) requires that, each year, the Office of the Auditor General (OAG) prepare a Financial Statement Audit Coverage Plan for the appointment of auditors for government organizations for the following three fiscal years. In this plan, the OAG identifies its level of involvement in the audit process for each government organization within the Government Reporting Entity using the following categories:

OAG-Direct High Involvement	Audit performed by the OAG using existing staff.
Oversight Moderate Involvement	Auditors other than the OAG are the appointed auditors. However, the OAG generally conducts oversight procedures.
Blank Low involvement	Auditors other than the OAG are the appointed auditors. The OAG has limited involvement but may conduct work as required.

The [OAG Financial Statement Audit Coverage Plan](#) indicates on page 20 (**Attachment**) that the OAG is planning low involvement on the audits of the financial statements of School District No. 42 (Maple Ridge-Pitt Meadows) for the fiscal years ending June 30, 2025, 2026, and 2027.

A request for proposal (RFP) for financial statement audit services was issued on October 17, 2024 and closed on November 14, 2024. KPMG LLP is the recommended proponent identified through the RFP evaluation process.

RECOMMENDATION

THAT the Board appoint KPMG LLP as auditors for the Board for the three fiscal years ending June 30, 2025, 2026 and 2027, and direct the Secretary Treasurer to promptly notify the auditor and the Minister of Education and Child Care of the appointment.



Financial Statement Audit Coverage Plan

for financial statement fiscal years ending in 2025, 2026, and 2027



Appendix A:

Detailed coverage plan for financial statement fiscal years ending in 2025, 2026, and 2027

Plan legend	
OAG-direct	High Involvement – Audit performed by the Office of the Auditor General using existing staff.
Oversight	Moderate Involvement – auditors other than the auditor general are the appointed auditors. However, the auditor general conducts oversight procedures.
Blank	Low involvement – auditors other than the auditor general are the appointed auditors. The auditor general has limited involvement, but may conduct work as required.

	Historical coverage financial statement fiscal year ending in		Proposed three-year coverage financial statement fiscal year ending in		
	2023	2024	2025	2026	2027
School districts					
School District No. 5 (Southeast Kootenay)					Oversight
School District No. 6 (Rocky Mountain)					
School District No. 8 (Kootenay Lake)					
School District No. 10 (Arrow Lakes)					
School District No. 19 (Revelstoke)					
School District No. 20 (Kootenay-Columbia)					
School District No. 22 (Vernon)					
School District No. 23 (Central Okanagan)					
School District No. 27 (Cariboo-Chilcotin)					
School District No. 28 (Quesnel)			Oversight	Oversight	
School District No. 33 (Chilliwack)					
School District No. 34 (Abbotsford)		Oversight	OAG-direct	OAG-direct	OAG-direct
School District No. 35 (Langley)					
School District No. 36 (Surrey)	Oversight	Oversight	Oversight	Oversight	Oversight
School District No. 37 (Delta)					
School District No. 38 (Richmond)					
School District No. 39 (Vancouver)	Oversight	Oversight	Oversight	Oversight	Oversight
School District No. 40 (New Westminster)					



	Historical coverage financial statement fiscal year ending in		Proposed three-year coverage financial statement fiscal year ending in		
	2023	2024	2025	2026	2027
School District No. 41 (Burnaby)					
School District No. 42 (Maple Ridge-Pitt Meadows)					
School District No. 43 (Coquitlam)		Oversight	Oversight	Oversight	OAG-direct
School District No. 44 (North Vancouver)					
School District No. 45 (West Vancouver)					
School District No. 46 (Sunshine Coast)					
School District No. 47 (Powell River)					
School District No. 48 (Sea to Sky)					
School District No. 49 (Central Coast)					
School District No. 50 (Haida Gwaii)					
School District No. 51 (Boundary)					
School District No. 52 (Prince Rupert)					
School District No. 53 (Okanagan Similkameen)					
School District No. 54 (Bulkley Valley)					
School District No. 57 (Prince George)					
School District No. 58 (Nicola-Similkameen)					
School District No. 59 (Peace River South)					
School District No. 60 (Peace River North)					
School District No. 61 (Greater Victoria)	Oversight	Oversight			
School District No. 62 (Sooke)					
School District No. 63 (Saanich)	OAG-direct	OAG-direct	OAG-direct	OAG-direct	
School District No. 64 (Gulf Islands)					
School District No. 67 (Okanagan Skaha)					
School District No. 68 (Nanaimo-Ladysmith)					
School District No. 69 (Qualicum)					
School District No. 70 (Pacific Rim)					
School District No. 71 (Comox Valley)					
School District No. 72 (Campbell River)					
School District No. 73 (Kamloops-Thompson)					Oversight
School District No. 74 (Gold Trail)	Oversight	OAG-direct	OAG-direct	OAG-direct	OAG-direct
School District No. 75 (Mission)					
School District No. 78 (Fraser-Cascade)					
School District No. 79 (Cowichan Valley)					
School District No. 81 (Fort Nelson)					



From: Education Advisory Committee
Teresa Downs, Superintendent of Schools

Topic: **Board/Authority Authorized Courses**

BACKGROUND

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 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 the approval of Black Studies 12 (**Attachment A**) and Volleyball Athletic Development 11 (**Attachment B**).

RECOMMENDATION

- 1. THAT the Board approve Board Authority/Authorized Course: Black Studies 12.**
- 2. THAT the Board approve Board Authority/Authorized Course: Volleyball Athletic Development 11.**



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Maple Ridge & Pitt Meadows	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD42
Developed by: Surrey School District, adapted by: <ul style="list-style-type: none"> ▪ Heidi Beveland-Dalzell ▪ Aaron Beveland Dalzell ▪ Beth Macdougall ▪ Sophie Van De Keere ▪ Jennifer Lunoch ▪ Sharmila Miller 	Date Developed:
School Name: Garibaldi Secondary Connex	Principal's Name: Wayne Chow
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Black Studies	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

N/A

Special Training, Facilities or Equipment Required:

N/A

Course Synopsis:

Students of Black Studies will understand Black history as an important and legitimate branch of historical and contemporary inquiry. The course immerses learners in an interdisciplinary approach that includes, but is not limited to, Social Studies, English Language Arts, Science, Visual Arts, Media Arts and Music. Black Studies is foundationally **intersectional, anti-racist**, place-based, and student-centered. The course provides all learners with the opportunity to understand oppressive systems, examine how a diversity of Black peoples affected change in **colonial British Columbia** and Canada, explore complex contemporary Black identities, and reimagine their place and the future on these lands.

Students will gain a more complete and inclusive understanding of a diversity of Black homelands and the colonial roots of Canada through examining social, cultural, political, legal, economic, and environmental systems that have altered Black ways of knowing and lived experiences. The implementation of a diversity of curricular competencies provides students with the opportunities for vital class discussions, inquiry projects, readings, films, guest presentations, and educational excursions. Black Studies provide learners with the skills and knowledge to critically question and investigate past and present Black contributions, representation, and acts of resistance on the northern lands of **Turtle Island**.

Goals and Rationale:

The main purpose of the Social Studies and English Language Arts curriculum is to develop learners who have the critical knowledge, skills, and competencies to be informed, engaged, active societal members. Understanding a more complex historical narrative of the peoples who have resided on these lands is imperative to comprehending the present and creating a future that benefits all. It is vital for students to learn the true stories of Black peoples in **colonial Canada**, not only to promote understanding, but to also deconstruct stereotypes and work towards **decolonization**. Stories and histories from the African continent and the **diaspora** are intertwined with the Indigenous and **Settler** histories of these lands. It is critical that Black students see themselves and their backgrounds represented, respected, and celebrated in their classrooms and school communities, and non-Black students are educated about Black experiences.

The following are the main goals of Black Studies 12:

1. Employ critical thinking skills to understand the contested nature of history through the erasure of a diversity of voices
2. Centre and privilege Black ways of knowing via oral histories, stories, arts, sciences, and languages
3. Analyze how the **intersectionality** of racialization, ethnicity, nationality, gender, sexual orientation, ability, socio-economic status, and other identity markers have been constructed through **settler-colonialism**
4. Foster a deeper understanding of individual identity in the context of a **settler-colonial state**
5. Learn how past and present **Indigenous African** societies' function

6. Examine the process of colonialism, its disruption of African civilizations through enslavement, and its multifaceted long-term impacts locally, nationally, and internationally.
7. Understand the significant events, ideas, and actors of past and present society to develop a more inclusive and truthful representation of Black lives in the diaspora
8. Recognize the impacts of settler-colonialism, anti-Indigenous racism, and anti-Black racism
9. Comprehend the necessary acts of resistance in provoking individual, societal, and systemic change
10. Enhance the process of decolonization and conciliation throughout the northern regions of Turtle Island known today as Canada
11. Acknowledge and highlight how art, music, language, innovation, medicine and society overall has been positively impacted by historic and contemporary Black contributions

Indigenous Worldviews and Perspectives:

First Peoples Ways of Knowing are the foundations of Black Studies. All students who have settled on these lands benefit from learning the worldviews and perspectives of the Original Peoples. Indigenous knowledge provide ways of making sense of the world and are embedded in community protocols and relationships. Indigenous Worldviews and Perspectives are complimented by global Black perspectives. Black Studies posits that these holistic and decolonial ways of knowing enrich the curriculum and student's learning experiences as they deepen the understanding of self-identity, the relationships to the lands they are on, other's lived realities, the settler-colonial nation-state, and global interconnections. First Peoples Ways of Knowing aid students in witnessing the colonial connections between Black people's histories and present realities on Turtle Island.

The following are specific Indigenous Ways of Knowing/First Peoples Principles of Learning that are woven into the course:

1. Exploration of one's own situated and intersectional identity and its relation to Indigenous and Black ways of being and knowing
2. Understanding how one's identity is connected to the physical and human-made environment specifically in past Indigenous and present-day colonial context
3. Recognizing the intended and unintended impacts of one's discriminatory or anti-racist actions personally, locally, regionally, nationally, and globally
4. Valuing generational roles and responsibilities in fostering family and community connections, language and culture revitalization, and the learning of Indigenous and Black histories/stories
5. Engaging in a student-centered educational approach with the teacher as facilitator of formative student observations and summative inquiry projects
6. Incorporating holistic, reflective, experiential, and relational approaches that privilege and center the role and importance of Indigenous and Black knowledge and contributions to these lands
7. Comprehending that learning involves patience and time; that is, a growth mindset where mistakes are educational opportunities

BIG IDEAS

Historical and contemporary injustices challenge the narrative and identity of **colonial Canada** as an inclusive, equitable, and just society

Colonialism continues to affect the contemporary social, cultural, political, legal, educational, medical, environmental, and economic lives of Black peoples and communities

Explorations of Black histories and literature deepen our understanding of identity, work to transform individuals and systems, and celebrate Black Joy and Brilliance

Black resistance and the challenges against the ongoing Colonialism is imperative to reclaim histories, stories, cultures, subjectivity, and agency

Decolonization and **conciliation** require all people and institutions within a colonial society to work together and address injustices, foster healing, and build relationships

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas; and communicate findings and decisions. • Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence including data (evidence) • Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance during various times and places, and from group to group (significance) • Compare and contrast continuities and changes for different groups at times and places (continuity and change) • Assess how underlying conditions and the actions of individuals or groups influence events, decisions or developments, and analyze multiple consequences (cause and consequence) • Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Indigenous African Civilizations • European Colonization • Trans-Atlantic Slave Trade • Creation of “Race” • Enslavement of Turtle Island • Anti-Black Racism/Social Injustices Rooted in Settler-Colonial State • Past and Present Black Communities and Leaders in colonial BC/Canada • Historical and Current Black Identities and Ways of Knowing • Individual and Group Resistance Movements • Theoretical Perspectives and Black Futurisms/Afrofuturism • Society-wide Decolonization and Conciliation • Construction and impacts of language • Apartheid states, Truth and Reconciliation, and solidarity

- Make reasoned ethical judgements about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgement)
- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Apply appropriate ways to remember and respond (ethical judgement)
- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry and extend thinking
- Recognize and appreciate how different features, forms, and genres of text reflect different purposes, audiences and messages
- Think critically, creatively and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the roles of personal, social, and cultural contexts, values, and perspectives in texts
- Recognize how language constructs personal, social and cultural identity
- Respond to text in personal, creative, and critical ways
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing Black perspectives, Black Joy, values, beliefs and points of view
- Exchange ideas and viewpoints to build shared understanding and extend thinking

Content focus will be taken from the above and taught in these specific areas:

Story/text

- Forms, functions, and genres of text
- Text features
- Literary elements
- Literary devices
- Relevance, accuracy, reliability

Strategies and processes:

- Reading strategies
- Oral language strategies
- Metacognitive strategies
- Writing processes
- Reflective processes

Language features, structures, and conventions:

- Features of oral language
- Language usage and context
- Conventions
- Presentation techniques

Big Ideas – Elaborations

Anti-Black Racism: All forms of racism (individual, societal, systemic, etc.) that are targeted towards Black peoples and communities

Anti-Indigenous Racism: All forms of racism (individual, societal, systemic, etc.) that are targeted towards Indigenous Peoples and communities

Anti-Racism/Anti-Racist: The work of actively opposing, dismantling and eliminating racism in all its forms by changing systems, institutional structures, policies, laws, practices and attitudes to ensure that power is equitably redistributed and shared; the work of understanding and owning the racist ideas and systems in which we have been socialized and the racist bias this has created within each of us

Black Joy: A cultural movement started by author Kleaver Cruz in response to the widely publicized deaths and trauma in America's Black communities. As a personal challenge, Cleaver posted a picture depicting #BlackJoy on social media every day for one month and invited their followers to do the same. After a few weeks, they created the Black Joy Project as a regular art installation in New York City.

Black Brilliance: "Black brilliance" refers to the exceptional intellectual, artistic, cultural, and creative achievements of Black individuals and communities. It acknowledges and celebrates the outstanding contributions made by Black people across various fields, such as science, literature, music, politics, and social justice. The term emphasizes not only individual accomplishments but also the resilience, ingenuity, and collective excellence of Black people throughout history, despite systemic oppression and adversity. Black brilliance highlights the richness of Black heritage, the power of Black creativity, and the strength of Black voices in shaping the world. It is often used as a way to counter negative stereotypes and to recognize the diverse talents and contributions of Black individuals to society.

Colonial British Columbia: British Columbia is the colonizers/colonial term/name for the lands that we live on

Colonial Canada: Canada is the colonizers/colonial term/name for the lands that we live on. Canada is a colonial state; we are living on unceded Indigenous lands and territories

Conciliation: Establishing mutually respectful and beneficial relationships between Indigenous and non-Indigenous people

Decolonization: Undoing/eradicating settler-colonialism/colonialism in all its forms

Diaspora: A population (i.e. racial, ethnic, religious) that is removed from or leaves their traditional homelands, especially involuntarily; a group's migration or flight from a nation or region

Indigenous African: Black peoples and communities who originate from the African continent

Intersectional/Intersectionality: It is a critical framework created by Kimberlé Crenshaw to describe how racialization, gender, sexual orientation, socio-economic status, ability, faith, and other parts of a person's identity "intersect" with one another and overlap. Intersectionality examines the ways in which a person's identity combines all at once to create different experiences of oppression and privilege

"Race": A socially constructed concept that posits "race" is a "biological fact" (via identifying arbitrary physical differences between humans) vs a human-invited classification system based on white supremacy and used as a tool for oppression and violence

Settler/Settler-Canadian: Those who occupy lands in so-called Canada that are not their traditional, ancestral homelands; un-invited guests who occupy Indigenous territories and as such engage knowingly or unknowingly in the forcible displacement, genocide, and assimilation of First Peoples; those who are often of white European ancestry although People of Colour have also been identified as Settlers

Settler-Colonialism: The process of invading, stealing, and living on the lands and territories that are already occupied by- and belong to- Indigenous Peoples and communities

Settler-Colonial State: A country/government that exists through genocide/colonialism; an illegal occupation

Systems: systems refer to the various interconnected structures (e.g., legal, educational, economic, healthcare) that can perpetuate racial inequality. Understanding these systems is crucial for identifying where racism manifests and how different parts influence one another.

Systematic: a system for doing something, often step-by-step linear thinking.

Systemic Racism: Enacted through routine and societal systems, structures and institutions such as requirements, policies, legislation and practices that perpetuate and maintain avoidable and unfair inequalities across ethnic or racial groups. (BC Government - Addressing Racism)

Turtle Island: The term used by many Indigenous Peoples and communities to refer to the lands commonly known as North America

Curricular Competencies – Elaborations

Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Key skills:

- Draw conclusions about a problem, an issue, or a topic
- Assess and defend a variety of positions on a problem, an issue, or a topic
- Demonstrate leadership by planning, implementing and assessing strategies to address a problem or an issue
- Identify and clarify a problem or issue
- Evaluate and organize collected data (e.g. in outlines, summaries, reports, notes, timelines, charts, graphic organizers, infographics)
- Interpret information and data from a variety of maps, infographics, and academic journal articles
- Analyze, interpret, and present knowledge in a variety of creative forms (e.g. oral, written, and graphic)
- Accurately cite sources using academic citations and documentation

Historical Thinking Concepts

Assess the significance of the events and developments in Indigenous Africa and compare varying perspectives on their importance in affecting change (significance)

Key Questions:

- What is Indigenous Africa?
- What were and are the major events and developments in Indigenous Africa?
- How did/do Indigenous African cultures and innovations affect change on the continent and beyond?
- Why are these events and developments ignored and appropriated?
- What are the impacts of European colonialism on Indigenous Africans?
- Why did Europeans create the concept of “race”?

Examine the origin, purpose, and impacts of Black peoples' contributions and innovations to Settler-Canadian society through an examination of contemporary influences, values, beliefs, and systems (evidence)

Key Questions:

- How did racism and white supremacy become the foundations of Colonial Canada?
- What experiences have Black peoples been subjugated to in colonial Canada?
- What connections are there between Indigenous and Black people's experiences in a colonial settler state?
- In what ways have and are Black people resisting anti-Black racism?
- How has society transformed because of Black peoples' contributions and innovations?

Compare and contrast continuities and changes for Black communities in Colonial Canada (continuity and change)

Key Question:

- How have the experiences of Black communities changed and remained the same in Colonial Canada

Assess how prevailing socio-political conditions and the actions of individuals and/or groups affect events, decisions, and developments (cause and consequence)

Key Questions:

- What human rights organizations and movements have been created because of adverse socio-political conditions?
- Which individuals and groups have contributed to systemic changes in Colonial Canada?
- How has racialization, gender, and sexual orientation intersected to create specific experiences for Black peoples of all genders and orientations?
- How are current anti-racism movements contributing to an equitable and just society?

Explain how socio-political perspectives and the actions of Black peoples affect events and decisions to distinguish between contemporary and historical worldviews (perspective)

Key Questions:

- What systemic challenges remain to be addressed? Why is there continued resistance?
- What futures are being imagined?
- Make reasoned ethical judgement about explicit and implicit anti-Black racism in a variety of societal, governmental, and legal/justice institutions (ethical judgement)

Make reasoned ethical judgement about explicit and implicit anti-Black racism in a variety of societal, governmental, and legal/justice institutions (ethical judgement)

Key Questions:

- What are the stereotypes and prejudice held by settlers?
- What are the impacts of an anti-racist education?
- What settler-colonial/government policies and laws continue to negatively affect Black peoples and communities?

Content – Elaborations

Black Futurisms/Afrofuturism:

- Evaluates the past and future representations of Black people's realities to critically re-examine the constructed narratives to build new visions and truths of the future that realize multiple possibilities for Black lives.

Timeline/Approaches:

- Historical focus on the African Continent (i.e., the Societies of West Africa, East Africa, and Central Africa- Sudan) to understand its richness and diversity of Indigenous African Identities with attention to leaders, governments, civilizations, innovations, arts, cultures, sciences, math, architecture, technologies, legal systems, and languages.
- European invasion, occupation and forced assimilation (colonialism) was informed by racism, white supremacy, homophobia, transphobia, biphobia, heteronormativity, capitalism (meritocracy), faithism (enforcing Christianity), sexism, misogyny, patriarchy, and ableism; global resistance to colonization.
- The creation and implementation of "race" was used to "justify" enslavement during the Triangular/Trans-Atlantic Slave Trade which disrupted and destroyed various societies/civilizations; resistance to enslavement and annihilation in Africa, the Caribbean, and Turtle Island.
- Settler-Colonialism in Africa, the Caribbean, and Turtle Island/North America (focus on Colonial Canada)
 - First Comers (i.e., Mathieu de Coste, Olivier le Jeune, Marie Joseph Angelique)
 - Enslavement in so-called Canada
 - Indigenous Peoples, Genocide, and Land Theft
 - Settler-Colonial Government Laws and Policies
 - Abolitionist Movements
 - Communities & Leaders (BC, Alberta, Saskatchewan, Ontario, Quebec, Nova Scotia, etc.)
 - Black Pioneers
 - Innovations and Contributions
 - Anti-racist Movements
 - Displacement of Communities (BC and Canada-wide)
 - Hogan's Alley, Salt Spring Island Settlement, Victoria, etc.
 - Africville, Birchtown, Buxton, Amber Valley, Shiloh, etc.
 - Historical and Current Day Immigration/Xenophobia and global anti-Blackness
 - Anti-Black Racism within Different Systems/Institutions (focus on marginalization, displacement, and erasure)
 - Education
 - Legal/Justice/Policing/Foster Care
 - Medical
 - Economic
 - Resistance (woven throughout the above)
 - Non-governmental Organizations
 - Grassroots Social Justice Movements
 - Global Decolonization/Resistance and Conciliation: Identities/the Future via Theoretical Perspectives/Frameworks
 - Anti-Racist Theory/Critical Race Theory
 - Historical and Present-day Black Identities/Intersections and Situated Knowledges

Content – Elaborations

- Black Communities and Youth Movements (i.e., BLM, Land Back, Me Too)
 - Black Futures/Black Futurisms/Afrofuturism
 - Black History Month
- Apartheid States, Truth and Reconciliation and solidarity
 - South African Apartheid
 - Truth and Reconciliation
 - Stonewall
 - Women's Voting Rights
- Language
 - Dialect vs language
 - Linguistic roots of AAVE
 - Dynamic nature of language (code switching, Hip-Hop, Gen Z language)

Recommended Instructional Components:

Instructional components will include but are not limited to:

- Learning Reflection Journals
- Essential Questions & Historical Thinking Critical Analysis Responses
- Academic Summaries
- Formative Inquiry Projects
- Discussions/Sharing Circles/Literature Circles
- Guest Speakers/Knowledge Keepers/Elders
- Pairs and Small Group Collaboration Assignments
- Educational Excursions/Experiential Learning
- Summative Inquiry Project

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

The recommended assessment components include:

- Formative Inquiry Projects (Small Group Collaboration)
- Formative Assignments and Discussions (Individual, Pairs, and Groups)
- Summative Inquiry Project Focused on Decolonization/ The Decolonization Journey (Individual)

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

STUDENTS WILL ANSWER THESE QUESTIONS ON AN ONGOING BASIS:

- What am I learning?
- Where am I in my learning?
- Is there anything hindering my learning?
- What goals have I set for my learning?
- How am I going to move forward in my learning?

THE TEACHER WILL:

- clarify Learning Intentions
- generate and provide clear success criteria in student-friendly language
- frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- provide ongoing descriptive feedback
- provide opportunities for ongoing Self and Peer Assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content.

Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/ achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

The list below includes names of authors, writers, academics, activists, advocates that will help in educator and student learning

Some Authors, Writers, Academics, Activists & Advocates:

- Desmond Cole
- Robyn Maynard
- Afua Cooper
- David Chariandy
- El Jones
- bell hooks
- Kleaver Cruz
- Angela Davis
- Alice Walker
- Maya Angelou
- D. Fretter

Documentaries:

- The Skin We're In
- There's Something in the Water

Podcasts:

- Code Black
- Seat at the Table
- Black Tea
- Don't Call Me Resilient: A provocative Podcast About Race

Texts & Digital Texts:

- The Skin We're In: A Year of Black Resistance and Power
- Brother
- Policing Black Lives: State Violence in Canada from Slavery to the Present
- The Black Joy Project
- Hood Feminisms by Mikki Kendall
- Unearthing Joy: A Guide to Culturally and Historically Responsive Teaching and Learning by Gholdy Muhammad



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #42 – Maple Ridge/Pitt Meadows	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #42 referenced from SD#34
Developed by: Kerry Anderson	Date Developed: December 2024
School Name: Garibaldi Secondary School	Principal's Name: Ian Liversidge
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Athletic Development 11 – Volleyball	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): PHE 9

Special Training, Facilities or Equipment Required: Volleyball nets, posts, antennae, fitness equipment, gym facility. It is recommended that the teacher should be NCCP intro to competition trained, have completed Making Ethical Decisions, and has up to date Concussion Awareness Training.

Course Synopsis: This course includes the examination of core volleyball skills, offensive and defensive strategies, positional play, and systems of play used at all levels of volleyball (amateur, club, collegiate, and professional). Students will study current international volleyball trends in strategy and play. The course will follow the LTAD (Long Term Athlete Development) model set out by Volleyball Canada to ensure the safety and appropriate development of young athletes. Students will apply principles and theories through various aspects of team play and individual play on the volleyball court.

Goals and Rationale: This course is offered to students of a moderate to advanced skill level, so they may work to develop their volleyball skills, improve individual fitness levels, promote a healthy lifestyle, understand positions and systems, demonstrate team play, understand the theory behind the game and its coordinating skill set and specialize and/or train at a higher level.

Aboriginal Worldviews and Perspectives:

Inclusion of First Peoples' Principles of Learning:

- Supports the development of self in support of connecting with others.
- Learning is embedded in memory, history, and story.
- Leading involves learning from mentors as well as those we are meant to lead.
- Leadership and learning are holistic, reflexive, reflective, experiential, and relational

Inclusion of Indigenous Worldviews and Perspectives:

Volleyball and team play is inseparable from connectedness and relationships; specifically:

- Community involvement (process and protocols)
- Experiential learning
- Flexibility
- Leadership
- A positive learner centered approach
- The role of the teacher (leader or coach)

BIG IDEAS

Daily participation in volleyball activities influences our physical literacy and personal health and fitness goals

Identify and perform key strategies and skills for success in volleyball

Communication is essential to successful teamwork

Leadership development is an ongoing life skill

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Active Living</p> <ul style="list-style-type: none"> •Execute specific aerobic and anaerobic fitness markers. •Perform various tasks related to volleyball training. •Demonstrate successful performance; using proper technique, control, and accuracy, with the following individual skills: setting, passing, serving, attacking, blocking, and diving. •Demonstrate successful performance of the player's role in serve reception, offensive play, direct contact, support play, defensive play. •Pursue personal activity goals related to health promoting components (see fitness component above) •Demonstrate positions effectively. <p>Critical Thinking</p> <ul style="list-style-type: none"> •Demonstrate and execute the principles of these systems of play; offensive and defensive. •Respond appropriately in game situations. •Describe effective methods of team preparation. •Integrate fitness skills into practice and game. •Communicate in a positive and effective way. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> •Aerobic and anaerobic systems •Training principles to enhance personal fitness. •Proper warm up, prehab and stretching procedure and purpose. •Kinematics of the following skills: Setting, Passing, Hitting, Serving, Blocking. •Common errors and error detection and correction •Basic offensive skills and strategies. •Effective methods for individual preparation for competitive play •Positions, their purpose and coordinating skill set. •Systems of play and their key components •Appropriate decision-making abilities in team play from 1 vs 1 up to 6 vs 6. •The rules and regulations of the game •Refereeing: using proper rules and signals •How to self-assess and self-correct.

- Demonstrate safety, fair play, and leadership.
- Employ leadership techniques to improve chances of success in a variety of situations in team play.
- Create effective player positioning and team strategies.

Communication and Social Responsibility

- Communicate in a positive and effective way.
- Demonstrate safety, fair play, and leadership.
- Employ leadership techniques to improve chances of success in a variety of situations in team play.
- Create effective player positioning and team strategies.

- How to communicate in team play and be effective team leaders.

Big Ideas – Elaborations

Daily participation in volleyball activities influences our physical literacy and personal health and fitness goals.

Inquiry Questions to support student learning:

- What role does participating in volleyball play in lifelong health and well-being and increase the likelihood that I will continue to have an active lifestyle?
- How does fitness training and executing fitness goals improve athletic performance specific to Volleyball?

Identify and perform key strategies and skills for success in volleyball.

Inquiry Questions to support student learning:

- What are the key components for success in these skills: Set, Pass, Serve, Hit, Block, etc.?
- Am I successful in performing these skills?

Communication is essential to successful teamwork.

Inquiry Questions to support student learning:

- What type of communication occurs on and off the court and pre/during/post play?
- Am I successfully communicating to my teammates and in what manner?
- What happens in the game when communication is absent?

Leadership is an ongoing life skill.

Inquiry Questions to support student learning:

- What qualities can be learned and are skill-based?
- How do leaders seek to provide players/teammates with maximum opportunities to achieve success?
- What does successful leadership look like within the game of volleyball?

Curricular Competencies – Elaborations

Active Living

- How can I set appropriate fitness goals and work to develop them beyond in-class sessions?

Critical Thinking

- What do I need to do to perform the skills at the mastery level (self-assessment, reflection, and goal setting)?
- How do I perform in practice situations? How can I promote elevated game play?

Communication and social responsibility

- How do I conduct myself on and off the court to demonstrate leadership and promote positive communications?

Content – Elaborations

Aerobic and anaerobic systems – Include energy source of both Aerobic and Anaerobic systems. How do energy systems vary during different types of exercise? How to support different energy systems through training and nutrition?

Prehab – Include preventative exercises (strength, flexibility) to prepare the body for added stressors. What are common injuries that occur in Volleyball and how can we prepare our bodies to proactively mitigate risks?

Kinematics – How does body positioning increase the success of volleyball skills? Students could use video analysis programs to measure angles of their body positions to work on improving performance.

Systems of play – Can include 5-1, 4-2, or 6-2 formations.

Possible illustrations of content elaborations:

- Students use positional knowledge and teammate strengths to compose scrimmage teams.
- Students use knowledge of referee signals, rules, and regulations to referee scrimmage games.
- Senior students use skill development and game knowledge to run drills and team-teach junior students.
- Peer assessment of skills
- Team decisions to play 6-3, 4-2, or a 5-1 system based.
- Leadership can take the form of leading small groups within the class, going to feeder schools to promote the sport, leading warm up/cool down. Facilitating interpersonal conversations, etc.

Recommended Instructional Components:

The majority of this course will take place on the playing surface. The cycle of “posting learning intentions”, executing, providing feedback, key factor analysis, executing and revisiting learning intentions will be commonplace. Instruction will occur in the following forms:

- On court lecture and drill on basic concepts and skills
- Class and group discussions of significant issues and topics
- Readings in current volleyball media followed by class discussions of strategies.
- Skill building drills that build volleyball strategy critical thinking
- Peer presentations
- Hands-on experiences analysis of video tapes and third-party research
- Demonstrations
- Modelling
- Simulations
- Inclusion of guest speakers to discuss nutrition, mental skills training, high performance concepts, sport specific fitness.

Sample Unit Template

Sport Specific Fitness
Volleyball Fundamentals/Skill Development
Theory/Sport Knowledge
Positional Play/System development
Team Play
Leadership

Unit #1 – Fitness

Students will be able to:

- Identify fitness components as it relates to volleyball.
- Understand and describe the difference of anaerobic fitness.
- Execute correct techniques in fitness exercises.
- Pursue individual activity goals related to health and fitness.
- Perform various tasks related to Volleyball specific training.
 - Injury prevention (ankle strength and overuse injuries)
 - Jump training.

- Footwork
- Agility
- Strength & Flexibility

Unit #2 – Fundamental Skill Development

Students will be able to:

- Identify key factors and outcomes for successful performance of skills.
- Demonstrate successful performance; using proper technique, control, and accuracy with the following individual skills: setting, passing, hitting, serving, blocking, and diving.
- Knowledge of basic offensive and defensive skills and strategies
- Demonstrate successful performance of the players role in serve receive, offensive play, direct contact, support play, defensive play, tip coverage.
- Demonstrate a willingness to participate in a variety of volleyball activities from individual and 1v1 to 6v6.
- Demonstrate effective methods for individual preparation for competitive play.

Unit #3 – Theory and Sport Knowledge

Students will be able to:

- Examine and analyze theories and strategies in volleyball.
- Demonstrate proper equipment use and safety procedures.
- Present game analysis of recorded volleyball matches
- Understand and recall official FIBA rules of Volleyball.

Unit #4 – Positional Play and System Development

Students will be able to:

- Identify positions, their purpose and coordinating skills set.
- Demonstrate positions effectively.
- Identify systems of play and their key components
- Demonstrate the principles of these systems of play; defensive and offensive.

Unit #5 – Team Play

Students will be able to:

- Demonstrate appropriate decision-making abilities in team play from 1vs1 up to 6vs 6.
- Respond appropriately in game situations.
- Describe effective methods of team preparation.
- Devise and perform strategy-based play (eg. Serve receive formations)
- Build connections and develop people skills to be able to play together as one system.

Unit #6 - Leadership

Students will be able to:

- Develop and lead students through a practice focussing on a specific skill/tactical element.
- Demonstrate competencies and problem-solving strategies required for coaching and leading peers.
- Develop and demonstrate skills needed to plan, organize, and safely participate in volleyball events and other physical activities.
- Refereeing at a low level (elementary school and grade 8/Junior level volleyball, physical education class, community, and intramurals) using proper rules and signals

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

Assessment evidence will be collected using a wide variety of methods, such as observation, on-field skills tests, learning logs, personal fitness goals, student self-assessment and peer assessment, oral and written reports, and quizzes. Teacher is providing on going, descriptive feedback that is embedded in day-to-day instruction and provides varied and multiple opportunities for learners to demonstrate their learning.

Student performance is based on the information collected through assessment activities. Coaches use their insight, knowledge about learning, and experience with students, along with specific criteria they establish, to make judgments about student performance in relation to learning outcomes of the course. Achievement indicators using language directly from the learning standards will be used to gauge the level of achievement for each player.

Learning Resources:

Volleyball Canada <https://volleyball.ca/en>

Volleyball BC <https://volleyballbc.org/coach/>

The Art of Coaching Volleyball <https://www.theartofcoachingvolleyball.com/>

National Coaching Certification Program <https://coach.ca/>

Additional Information:

From: Elaine Yamamoto, Board Chairperson

Topic: **Chairperson's Update**

BACKGROUND:

The Board Chairperson will provide the Board with a verbal update. The update will include the following topic(s):

- BCSTA Fraser Valley Branch Update

RECOMMENDATION:

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



Public Board Meeting
February 12, 2025
Information Memo
Item #9

From: Teresa Downs, Superintendent of Schools

Topic: **Superintendent's Update**

BACKGROUND:

The Superintendent will provide the Board with a verbal update. The update will include the following topic(s):

- 2023-2024 Completion Data

RECOMMENDATION:

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

From: Teresa Downs, Superintendent of Schools

Topic: **Framework For Enhancing Student Learning: Report Feedback**

BACKGROUND

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

"Boards of education will:

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

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

For the 2024/25 school year the board approved our Supporting All Learners: Enhancing Student Learning Report on September 18, 2024. The report was then submitted to the ministry. The district's report was reviewed by a team of ministry and sector representatives. The review team assessed each district's report based on established criteria and identified a strength and a consideration for each district in five focus areas:

1. District's Overall Approach to Continuous Improvement
2. Ongoing Data and Evidence Review (Qualitative and Quantitative Data)
3. Ongoing Strategic Engagement Focussed on Student Learning
4. Alignment
5. Improving Equity of Learning Outcomes for Indigenous Learners, Children and Youth in Care, and Students with Disabilities or Diverse Abilities

On January 7, 2025 members of the Senior Education Team had an opportunity to participate in a meeting with a member of the review team to receive and discuss the feedback as we continue our work *to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society*. On January 14, 2025 the district received a letter from the Deputy Minister (**Attachment A**) and the feedback for our September 2024 Supporting All Learners: Enhancing Student Learning Report (**Attachment B**).

Next steps:

- **Begin Report Writing in February**
The development of the Supporting All Learners: Enhancing Student Learning Report will commence in February, with the release of the completion data. This process will start with a detailed review of both provincial and local evidence for all students and priority populations, ensuring a thorough analysis to guide the development of the report and the development of budget proposals and operational plans.
- **Implement the New Report Template**
A new report template has been created for 2024/25. This template structures the report into sections focused on analysis, interpretation, and response in three key areas: Intellectual Development, Human and Social Development, and Career Development.
- **Strengthen Evidence and Data Triangulation**
The upcoming report will feature locally collected performance standards data (including minimally meeting), alongside provincial data to provide a more comprehensive picture of student achievement. Priority population data will be separated to support better monitoring, intervention, and accountability. In addition, efforts will be made to increase participation in the Foundation Skills Assessment.
- **Engage the Indigenous Education Council**
A draft version of the report will be shared with the Indigenous Education Council to obtain input and feedback, further ensuring the report reflects diverse perspectives and supports all learners effectively.

RECOMMENDATION

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



ATTACHMENT A

January 14, 2025

Ref: 303525

Teresa Downs, Superintendent
School District No. 42 (Maple Ridge-Pitt Meadows)
Email: Teresa_downs@sd42.ca

Dear Teresa:

On behalf of the Ministry of Education and Child Care, I would like to thank you and your team for your work on School District No. 42 (Maple Ridge-Pitt Meadows)'s 2024 Enhancing Student Learning Report submission.

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

Using the same process and approach developed through engagement with education partners in 2022/23, the Ministry held the second annual review in October 2024. The review team, comprised of ministry and sector representatives, has now completed the review of all 60 School District Enhancing Student Learning Reports (the Reports). To honour the districts' work, the review team used a collaborative consensus process that integrated the varied perspectives of all team members. The review team used the published criteria throughout their review to provide consistent feedback on district processes as they are reflected in the Reports. The team identified a strength and a consideration for each district in five focus areas:

1. District's overall approach to continuous improvement;
2. Ongoing data and evidence review (qualitative and quantitative);
3. Ongoing strategic engagement focussed on student learning;
4. Alignment; and
5. Improving equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

.../2

It is important to note that the review team approached this process with the awareness that one report may not necessarily provide a full and accurate picture of a given district. The review team also recognizes that operational methods and systems differ between districts depending on student population, rurality, and district staff numbers. Evidence of proficiency may also differ based on district enrollment and community context, and the review team took this into account during the review process. Strengths and considerations reflect the contents of the Report and are not firm conclusions about district performance.

The intent of this feedback is to support continuous improvement and to build upon what is already recognized as a deep commitment to improving student outcomes in your school district. In this light, the Ministry is pleased to share with you the attached 2024 feedback report.

As we work together on continuous improvement, the Ministry recognizes that districts are identifying areas for growth and refining annual reports to best reflect district processes, successes, and opportunities. Similarly, the annual review process continues to be refined to best support overall system improvement. The outcomes of this year's review process will inform and help to refine capacity building for our sector in the 2024/25 school year. Through this work, we continue to collectively build capacity within the education system and foster robust strategic and continuous improvement planning practices to support student outcomes.

The "Aboriginal How Are We Doing?" Report (AHAWD) will soon be available to all districts. I would encourage you to continue to use the AHAWD data, your own local data and evidence, and the annual review feedback report strengths and considerations as you undertake continuous improvement in the year ahead to improve outcomes for Indigenous learners.

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

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kathryn Krishna', with a long horizontal flourish extending to the right.

Kathryn Krishna
Deputy Minister

Attachment: 2024 *SD 42 District Feedback Report*

cc: Elaine Yamamoto, Board Chair, School District No. 42 (Maple Ridge-Pitt Meadows)

REF: 304098

Framework for Enhancing Student Learning

2024 Annual Review Feedback

School District 42 – Maple Ridge-Pitt Meadows

The Enhancing Student Learning Report (ESLR) is intended to fit within each district's continuous improvement cycle. It acts as an annual touchpoint for districts to reflect and report on the progress made toward the district strategic plan priorities. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis, and to communicate progress with the public.

The ministry reviews ESLRs annually to monitor sector-wide progress and identify potential areas requiring support.

During the Annual Review, a team comprised of ministry and sector representatives read every district's ESLR and built consensus on strengths, considerations, and proficiency levels within five focus areas:

1. District's approach to continuous improvement
2. Ongoing data and evidence review (qualitative and quantitative data)
3. Ongoing strategic engagement focussed on student learning
4. Alignment
5. Improving equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities

For additional context during the review process, the team referred to additional district documents, including but not limited to the district strategic plan, the Aboriginal How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This feedback report is intended to support SD42 Maple Ridge-Pitt Meadows' continuous improvement efforts by providing constructive feedback on the September 2024 Enhancing Student Learning Report.

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

To demonstrate proficiency, districts are expected to provide evidence of a comprehensive, annual continuous improvement approach in place within the district, including:

Approach Overview

- Clear descriptions, illustrations (e.g., [Continuous improvement cycles](#)), and/or other indications of the district’s annual reflective processes, including:
 - Evidence of how the continuous improvement approach connects to school-level work
 - An explanation of how the district monitors the effectiveness of implemented strategies (i.e., [Monitoring Strategy Effectiveness Worksheet](#)).
 - Artefact/template for alignment
- Evidence that feedback from the previous year’s review has been considered during district planning.

Ongoing Data and Evidence Review (Qualitative Evidence and Quantitative Data)

- An explicit connection between the outcome of the data analysis and interpretation and the selection of targeted strategies and/or explicit interventions (i.e., what is being continued, adjusted, or added and why?)

Ongoing Strategic Engagement

- An explicit description of how feedback from ongoing strategic engagement informs the selection or adjustment of strategies (i.e., what actions were taken based on the received feedback?).

Adaptations

- An explicit description of how the district has monitored and adjusted strategies based on:
 - Data analysis and interpretation
 - Feedback from ongoing strategic engagement
 - The effectiveness of implemented strategies
- Evidence that feedback from the previous year’s review has been considered during district planning.

Alignment

- An explicit description of how district departments and schools are working in tandem to achieve strategic plan priorities (i.e., how is the district building system coherence?).

2024 Feedback

The district's report shows evidence of employing selected components of continuous improvement processes, while working to build upon their application.

Strength

The report shows that the district has a continuous improvement cycle in place, as indicated by the infographic.

Consideration

Future reports will benefit from a clear demonstration of the district's continuous improvement approach, including how data informs the selection, implementation and adjustment of targeted strategies for cohorts of learners.

2023 Feedback

The district's report shows evidence of employing selected components of continuous improvement processes, while working to build upon their application.

Strength

The report shows evidence of a continuous improvement cycle.

Consideration

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

Focus Area 2 – Ongoing Data and Evidence Review (Qualitative and Quantitative Data)

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

- Clear evidence that the district has reviewed, analyzed, and interpreted both qualitative and quantitative sources of data and, where applicable, triangulated multiple sources of data to inform planning.

Required Data Template

- As provided in the "Section A: Pre-Populated Data Template," visual representations of all the student performance data required by the [Enhancing Student Learning Reporting Order](#), masked where necessary and disaggregated to show results for Indigenous learners on and off reserve, children and youth in care, and students with disabilities or diverse abilities. To reflect the [Educated Citizen](#), data is organized into three pillars:

- Intellectual Development
- Human and Social Development
- Career Development
- Concise, reflective analyses and interpretations of all presented data, including:
 - Analyses and interpretations of disaggregated student performance data for **each** priority population.
 - Explicit acknowledgement of masked or missing data points, especially for priority populations, with an explanation of how these data points have been considered in the data review.
 - An overview of key trends, learnings, and existing or emerging areas for growth (“So what?”) that the data review illustrates.
- Clear identification of any inequities illuminated by the disaggregated student performance data sets.

Additional Data Sets

- Representations of supplemental relevant local and contextual sources of information that the district is using to triangulate with provincial data. Where districts are faced with low FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps. Additional measures may include:
 - Additional student performance data (both qualitative and quantitative data, including How Are We Doing Reports, attendance data, report card data, results from local assessments, student voice).
 - Qualitative data, for example:
 - MDI/YDI
 - Student voice
 - BC Adolescent Health Survey (from McCreary Centre Society)
 - “Tell Them from Me” survey
 - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).
 - Data and evidence collected regarding the impact of implemented strategies (both qualitative and quantitative data).
- Clear acknowledgement of trends (minimum 3 years) and inequities that emerged from the analysis and interpretation of data sets focussed on the priority populations, including qualitative evidence where applicable.

2024 Feedback
The district’s report shows evidence that the district engages in several components of comprehensive data and evidence review processes.
Strength
The report includes analysis and interpretation of local data sets.

Consideration
As per the Order, future reports will require disaggregation and triangulation of provincial data sets to enhance analysis and further interpretation of results (For example: FSA data sets).

2023 Feedback
The district's report shows evidence that the district engages in several components of comprehensive data and evidence review processes.
Strength
The report thoroughly analyzes local data, highlighting key takeaways.
Consideration
Future reports would benefit from inclusion of the FSA assessments to improve data triangulation.

Focus Area 3 – Ongoing Strategic Engagement Focussed on Student Learning

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

Report Body (10 pages)

- A brief description of the district's strategic and deliberate processes for inclusive, ongoing, and meaningful engagement specific to the continuous improvement of student learning outcomes. This includes specific details on:
 - The Rightsholders and stakeholders involved (i.e. **who**), including:
 - Local First Nation(s) on whose territory the district operates schools;
 - District Indigenous Education Council;
 - First Nations, Métis, and Inuit parents/caregivers and students;
 - Existing district committees and structures (i.e., employee groups, DPAC);
 - Student groups; parents/caregivers and
 - The local community.
 - The format of the engagement process (i.e. **how**). This includes timing/frequency of engagement, level of engagement, and specific methods used to demonstrate an ongoing process.
- An explicit explanation of how the feedback gathered from engagement processes helped shape any adjustments and adaptations to strategies.

2024 Feedback
The district's report shows evidence that the district has components of broad, meaningful, and ongoing engagement processes in place.
Strength

The report shows evidence of engagement specifically for restructuring district plans.
Consideration
Future reports will benefit from a clear explanation of how the engagement activities mentioned fit into a broader annual engagement cycle for the purpose of continuous improvement.

2023 Feedback
The district's report shows evidence that the district has components of broad, meaningful, and ongoing engagement processes in place.
Strength
The report provides evidence of a robust engagement process through Equity in Action and student voice.
Consideration
Future reports would benefit from a clearer articulation of how the annual engagement cycle is used to shape the district's adjusted strategies.

Focus Area 4 – Alignment

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

Report Body (10 pages)

- A description of the district's implementation plan and its alignment to the strategic plan.
- A description of how current school plans are aligned with the educational objectives from the district Strategic Plan. **(Vertical alignment.)**
- A description of the district's mechanism to monitor ongoing effectiveness and alignment of school plans.
- A description of how the district leveraged and/or re-allocated existing resources (i.e. finances, FTEs and staff time) to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans/district departments (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. **(Horizontal alignment.)**

2024 Feedback
The district's report shows clear evidence that the district has embedded vertical and horizontal alignment processes.
Strength
The report provides evidence of strong horizontal alignment, specifically between operational plans and the district strategic plan.
Considerations

Future reports will benefit from articulating the district's approach to annually reviewing the alignment and progress of school plans for coherence.

2023 Feedback

The district's report shows clear evidence that the district has embedded vertical and horizontal alignment processes.

Strength

The report provides evidence of a strong mechanism of overall alignment, including school plans.

Consideration

Future reports would benefit from a more explicit connection to how the district leverages resources to support annual adjustments to the strategic plan.

Focus Area 5 – Improving Equity of Learning Outcomes for Indigenous Learners, Children and Youth in Care, and Students with Disabilities or Diverse Abilities

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

Report Body (10 pages)

- Descriptions of how the district uses data to track and support cohorts of priority learners, including those represented in masked data sets.
- A description of the district's approach to address inequities in learning outcomes for identified priority populations, including:
 - District structures to address inequities identified through the data analysis and interpretation
 - Targeted, evidence-informed strategies implemented to address inequities for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

Descriptions of how the district monitors the effectiveness and/or impact of currently implemented strategies.

Focus Area 5.1 – Focus on Indigenous Learners

2024 Feedback

The district's report shows some evidence that the district focusses on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.

Strength

The report demonstrates a focus on Indigenous students through local data analysis.

Consideration

Future reports will benefit from articulating the district's approach to addressing identified gaps for cohorts of Indigenous learners.

District Promising Practices

The district benefits from participation in the province's Equity in Action initiative.

2023 Feedback

The district's report shows some evidence that the district focusses on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.

Strength

The report identifies a considerable focus on Indigenous students.

Consideration

Future reports would benefit from explicitly connecting targeted strategies to address the identified gaps.

Focus Area 5.2 – Focus on Children and Youth in Care**2024 Feedback**

The district's report shows some evidence that the district focusses on children and youth in care and is working to further improve equity of learning outcomes.

Strength

The report shows promising growth and achievement results for children and youth in care within the district.

Consideration

Future reports will benefit from showing how district supports are contributing to the success of children and youth in care and how the district monitors the effectiveness of implemented strategies.

2023 Feedback

The district's report shows limited evidence that the district focusses on children and youth in care.

Consideration

Future reports would benefit from clearly identifying achievement gaps and articulating district strategies for improvement for children and youth in care.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities**2024 Feedback**

The district's report shows limited evidence that the district focusses on students with disabilities or diverse abilities.

Consideration

Future reports will benefit from clearly identifying achievement gaps and articulating targeted strategies to support students with disabilities or diverse abilities.

2023 Feedback
The district's report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.
Strength
The report identifies some focus on students with disabilities or diverse abilities.
Consideration
Future reports would benefit from identifying targeted strategies for students with disabilities or diverse abilities.

Accessibility and Readability

In addition to demonstrating proficiency in the above focus areas, reports are expected to:

- Be readable and accessible (i.e., written in plain language with elements such as graphics, bullet points, and a table of contents).

From: Teresa Downs, Superintendent of Schools
Ken Cober, Assistant Superintendent

Topic: Annual Review: Continuing Education and Ridge Meadows College

BACKGROUND

In accordance with the Board's Operational Plan:

Goal 1: Continue to adopt, support, and strengthen innovative programs and learning options that enhance teaching and learning

Action Plan: Monitor annually the performance of the Continuing Education program and Ridge Meadows College

The Board will receive a presentation from Principal, Tricia Mccuaig on the Continuing Education program and a presentation from Manager, Will Carne on Ridge Meadows College.

RECOMMENDATION

- 1. THAT the Board receive the update on the Continuing Education program for information.**
- 2. THAT the Board receive the update on Ridge Meadows College for information.**

From: Richard Rennie, Secretary Treasurer
Topic: **Enrolment Projections for 2025/26 to 2028/29**

BACKGROUND

Every year, the Ministry of Education and Child Care (MECC) requests that school districts provide a three-year enrolment projection for the purposes of projecting operating grant requirements. The Enrolment Projections Committee prepared the attached enrolment projections for the years 2025/26, 2026/27, 2027/28, and 2028/29 (**Attachment**).

Projections for the years 2025/26, 2026/27, and 2027/28, will be submitted to the MECC following the Board's review of these projections.

ENROLMENT PROJECTION ASSUMPTIONS

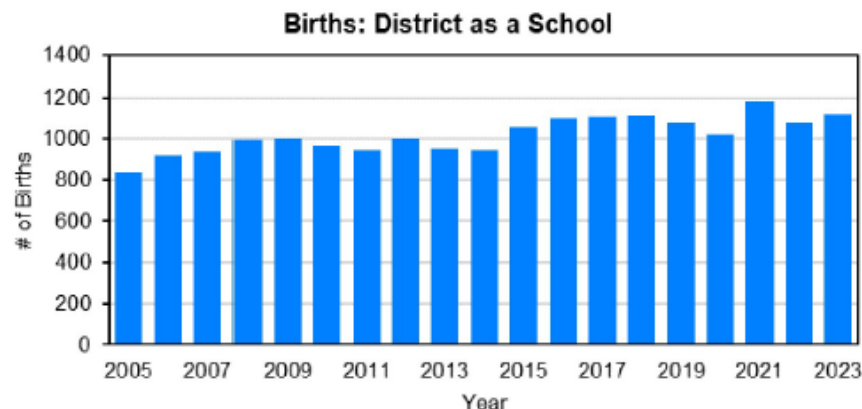
The four-year headcount enrolment projections for students enrolled in regular K-12 schools were prepared using the following data:

- population projections generated by Baragar Systems software
- five-year average (grade-to-grade) transition rates
- local knowledge of recent and historical enrolment trends

The enrolment estimates include an adjustment for grades 10 to 12 where we estimated that the student full time equivalent (FTE) enrolment will exceed the estimated student headcount enrolment at the same rate as 2024/25. The ministry funding unit for full-time equivalent student enrolment is defined as a student enrolled in eight courses.

Births

The children currently enrolled in grades K-12 were born from 2007 to 2019, during which time the number of births per year averaged 1016. Over the last 4 years, the births have averaged 1100 per year, an increase of 84. The number of births has significantly fluctuated in recent years as shown in the following chart.

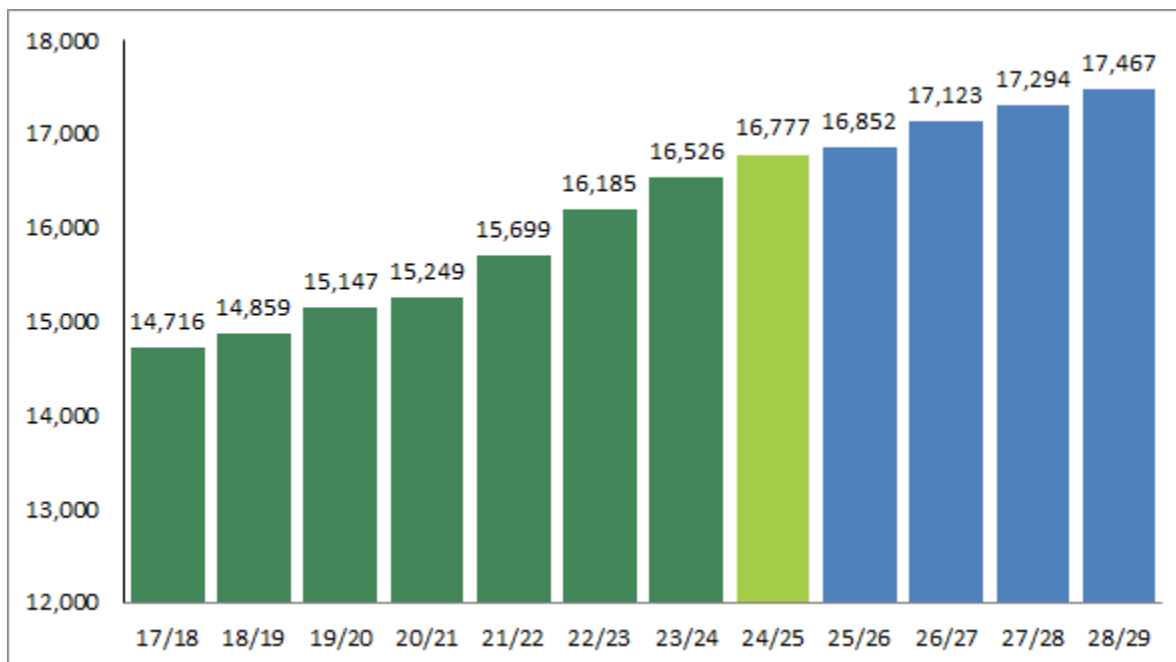


Migration

The net impact of youth moving in and out of the school district has been consistently positive over the last 10 years. The assumptions in this projection are for continued positive migration varying by age group but at a lower rate compared to patterns experienced in recent years.

ENROLMENT PROJECTIONS

The enrolment information presented in this section is based on actual full-year enrolment for 2017/18 to 2023/24, and actual September enrolment and projected February and May enrolment for 2024/25. The ministry-funded school-age enrolment history for regular, alternate, online learning, continuing education, summer learning, and non-graduate adult learners is presented in the following chart. Funded enrolment has increased by 2,061 FTE (14.0%) during the 8 years ending in 2024/25 and is projected to increase by another 690 FTE (4.1%) for the 4 years ending 2028/29.



2025/26 ENROLMENT PROJECTIONS

For 2025/26, projecting changes in ministry-funded student enrolment are as follows:

- K-12 enrolment is projected to increase by 94 FTE (16,234 FTE)
- Alternate school enrolment is projected to decrease by 9 FTE (285 FTE)
- Continuing Education (school-age) enrolment is projected to remain unchanged (6 FTE)
- Online Learning (school-age) enrolment is projected to decrease by 8 FTE (50 FTE)
- Summer Learning is projected to decrease by 104 courses (1,510 courses)
- Non-Graduate Adult enrolment is projected to increase by 19 FTE (88 FTE)
- Inclusive Education enrolment is projected to decrease by 2 FTE for Level 1 students (13 FTE), increase by 54 FTE for Level 2 students (1,243 FTE), and decrease by 33 FTE for Level 3 students (375 FTE)
- English Language Learners enrolment is projected to increase by 274 FTE (1,866 FTE)
- Indigenous Education student enrolment is projected to increase by 14 FTE (1,403 FTE)
- Graduate Adult enrolment is projected to increase by 29 FTE (103 FTE)

International Education enrolment for 2025/26 is projected to decrease by 6 FTE (557 FTE).

2026/27 ENROLMENT PROJECTIONS

For 2026/27, projecting changes in ministry-funded student enrolment are as follows:

- K-12 enrolment is projected to increase by 261 FTE (16,495 FTE)
- Alternate school enrolment is projected to increase by 10 FTE (295 FTE)
- Inclusive Education enrolment is estimated to increase by 55 FTE for Level 2 students (1,298 FTE), and increase by 13 FTE for Level 3 students (388 FTE)
- English Language Learners enrolment is projected to increase by 228 FTE (2,094 FTE)
- Indigenous Education student enrolment is projected to increase by 13 FTE (1,416 FTE)
- All other enrolment is projected to remain unchanged

International enrolment for 2026/27 is projected remain unchanged (557 FTE).

2027/28 ENROLMENT PROJECTIONS

For 2027/28, projecting changes in ministry-funded student enrolment are as follows:

- K-12 enrolment is projected to increase by 161 FTE (16,656 FTE)
- Alternate school enrolment is projected to increase by 10 FTE (305 FTE)
- Inclusive Education enrolment is projected to increase by 55 FTE for Level 2 students (1,353 FTE), and to increase by 13 FTE for Level 3 students (401 FTE)
- English Language Learners enrolment is projected to increase by 228 FTE students (2,322 FTE)
- Indigenous Education student enrolment is projected to increase by 13 FTE (1,429 FTE)
- All other enrolment is projected to remain unchanged

International enrolment for 2027/28 is projected remain unchanged (557 FTE).

2028/29 ENROLMENT PROJECTIONS

For 2028/29, projecting changes in ministry-funded student enrolment are as follows:

- K-12 enrolment is projected to increase by 173 FTE (16,829 FTE)
- Inclusive Education enrolment is projected to increase by 55 FTE for Level 2 students (1,408 FTE), and increase by 13 FTE for Level 3 students (414 FTE)
- English Language Learners enrolment is projected to increase by 203 FTE students (2,525 FTE)
- Indigenous Education student enrolment is projected to increase by 13 FTE (1,442 FTE)
- All other enrolment is projected to remain unchanged

International enrolment for 2028/29 is projected to remain unchanged (557 FTE).

RECOMMENDATION

THAT the Board receive the Enrolment Projections for 2025/26 to 2028/29 for information.

Enrolment Projections

ATTACHMENT

		Estimated Enrolment							
	2024/25 Interim Base	2025/26		2026/27		2027/28		2028/29	
		District	Ministry	District	Ministry	District	Ministry	District	Ministry
July Enrolment Count									
Summer Learning: Grades 1-7 Headcount Enrolment	533	525	533	525	533	525	533	525	
Summer Learning: Grades 8-9 Course Enrolment	305	285	305	285	305	285	305	285	
Summer Learning: Grades 10-12 Course Enrolment	766	700	766	700	766	700	766	700	
Grade 8 & 9 Cross-Enrolment Courses	10	-	10	-	10	-	10	-	
September Enrolment Count - School-Age Basic Allocation									
K-12 Standard (Regular) Schools FTE (School-Age)	16,140.3750	16,234.2601	16,375.9530	16,495.2043	16,549.5862	16,656.0397	16,660.3360	16,829.2747	
Continuing Education FTE (School-Age)	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	
Alternate Schools FTE (School-Age)	294.0000	285.0000	294.0000	295.0000	294.0000	305.0000	294.0000	305.0000	
Online Learning FTE (School-Age)	14.1250	20.0000	14.1250	20.0000	14.1250	20.0000	14.1250	20.0000	
Total Estimated School-Age Enrolment	16,450.500	16,541.260	16,686.078	16,812.204	16,859.711	16,983.040	16,970.461	17,156.275	
Change from Previous Year		90.760	235.578	270.944	173.633	170.835	110.750	173.235	
September Enrolment Count - Unique Student Needs									
Inclusive Education - Level 1	15.000	13.000	15.000	13.000	15.000	13.000	15.000	13.000	
Inclusive Education - Level 2	1,169.000	1,223.000	1,305.000	1,278.000	1,457.000	1,333.000	1,627.000	1,388.000	
Inclusive Education - Level 3	388.000	362.000	418.000	375.000	450.000	388.000	484.000	401.000	
English Language Learning FTE	1,592.000	1,866.000	1,960.000	2,094.000	2,412.000	2,322.000	2,969.000	2,525.000	
Indigenous Education FTE	1,389.000	1,403.000	1,408.000	1,416.000	1,427.000	1,429.000	1,446.000	1,442.000	
Adult Education FTE (Non-Graduates only)	27.750	26.000	27.750	26.000	27.750	26.000	27.750	26.000	
February Enrolment Count - Continuing Education, Online Learning, Special Needs Growth and Newcomer Refugees									
Continuing Education FTE - School-Age	2.250	2.000	2.250	2.000	2.250	2.000	2.250	2.000	
Continuing Education FTE - Non-Graduate Adults	18.000	25.000	18.000	25.000	18.000	25.000	18.000	25.000	
Online Learning FTE K-Grade 9 (School-Age)	-	-	-	-	-	-	-	-	
Online Learning FTE Grades 10-12 (School-Age)	22.000	20.000	22.000	20.000	22.000	20.000	22.000	20.000	
Online Learning FTE - Non-Graduate Adults	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	
Inclusive Education - Level 1	-	-	-	-	-	-	-	-	
Inclusive Education - Level 2	20.000	20.000	20.000	20.000	20.000	20.000	20.000	20.000	
Inclusive Education - Level 3	20.000	13.000	20.000	13.000	20.000	13.000	20.000	13.000	
Newcomer Refugees FTE (Standard & Alternate only)	-	-	-	-	-	-	-	-	
ELL FTE (applies to Newcomer Refugees only)	-	-	-	-	-	-	-	-	
May Enrolment Count - Continuing Education and Online Learning									
Continuing Education FTE - School-Age	1.875	2.000	2.000	2.000	2.000	2.000	2.000	2.000	
Continuing Education FTE - Non-Graduate Adults	16.000	30.000	16.000	30.000	16.000	30.000	16.000	30.000	
Online Learning FTE K-Grade 9 (School-Age)	-	-	-	-	-	-	-	-	
Online Learning FTE Grades 10-12 (School-Age)	22.000	10.000	22.000	10.000	22.000	10.000	22.000	10.000	
Online Learning FTE - Non-Graduate Adults	2.000	2.000	2.000	2.000	2.000	2.000	2.000	2.000	
Additional Enrolment - Not included in Ministry of Education and Child Care Operating Grant									
Graduate Adults - FTE	74.000	103.000		103.000		103.000		103.000	
International Education - FTE	563.000	557.375		557.375		557.375		557.375	

From: Board Policy Development Committee
Richard Rennie, Secretary Treasurer

Topic: Policy for Consultation

BACKGROUND

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

On January 22, 2025, the Committee met, reviewed, and is proposing updates to the following policy as outlined in the attachments:

- **5400: Student Transportation Provided by the Board**
 - **Attachment A:** Clean copy of proposed updates
 - **Attachment B:** Tracked changes version

Input from education partners and the public will be invited from February 13, 2025 to noon on April 3, 2025. After receiving input, the Committee will have another opportunity to review the proposed policy before it is presented to the Board for approval on April 16, 2025.

RECOMMENDATION

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

- **5400: Student Transportation Provided by the Board**

**SD42 POLICY: 5400****STUDENT TRANSPORTATION PROVIDED BY THE BOARD****PHILOSOPHY**

the Board of Education ("Board") is committed to the ongoing provision of transportation to and from school for eligible students with disabilities and diverse abilities.

While there is no requirement within the [School Act](#) to provide school bus transportation service for students, the Board evaluates the provision of transportation for students without disabilities or diverse abilities annually during the preliminary budget process. Availability of this service is contingent upon budget considerations, and if approved for the next school year, additional eligibility criteria will be established and communicated.

SCOPE

This policy governs the transportation of students to and from school at the start and end of the school day using a contracted service provider. It does not apply to the ad hoc transportation of students between school and school-related functions such as fieldtrips or sporting events which commonly involves use of Board-owned 15-passenger vans/buses at secondary schools and is governed by [Policy 5401 Use of Board-Owned Buses](#).

AUTHORITY

The Board assigns responsibility for implementing this policy to the Secretary Treasurer who is authorized to develop procedures to guide its implementation.

GUIDING PRINCIPLES**1. Eligibility and Courtesy Riders**

- Transportation services are prioritized for students with disabilities and diverse abilities identified by the Ministry of Education and Child Care as category A-G¹ and who:
 - live within the catchment area for their school but are unable to independently walk to school or use public transportation, or
 - are required by the School District to attend a specialized program and are unable to walk to school or use public transportation.
- Additional bus transportation services may be provided, at the Board's discretion, for students without disabilities or diverse abilities through the establishment of additional eligibility criteria (e.g. eligible catchment schools and minimum distances from the school) within the preliminary budget approved for the following school year. If established, the criteria will be communicated to parents/guardians during the registration period.
- Bus transportation service for ineligible students (courtesy riders) may be provided when there is sufficient available seating on the bus and no modifications to the

¹ A - Physically Dependent; B - Deafblind; C - Moderate to Profound Intellectual Disability; D - Physical Disability or Chronic Health Impairment; E - Visual Impairment; F - Deaf or Hard of Hearing; G - Autism Spectrum Disorder

existing bus route are required. When accommodating courtesy ridership, priority will be given to siblings of eligible students, students living furthest from the catchment school, and younger students.

2. Parental Responsibility

- Parents/guardians transferring their children to a non-catchment school are responsible for providing their own transportation.
- Parents/guardians must apply for transportation service for their children each year during the transportation application period and must include relevant safety and contact information.

3. General Conditions and Standards for School Bus Service

- Bus routes and schedules shall be established annually to accommodate eligible students effectively through route optimization and in compliance with safety standards and contractual obligations.
- Buses will only run on public roads maintained by appropriate authorities and will stop in the safest places regardless of possible inconvenience to individual students.
- Service is provided from and to the stop nearest to an eligible student's home address. Transportation may be provided to the stop nearest to either a daycare provider or a family member at a residence different than their home address if designated by the parent/guardian and only on an ongoing basis.
- Services may be suspended or modified in unsafe weather or road conditions.
- All transportation partners, including employees, contracted service providers, parents and students, must adhere to defined responsibilities, procedures and safety standards.

4. Fees

- A user fee structure for transportation services will be set by the Board and reviewed periodically to ensure it achieves operational cost recovery targets and aligns with financial accessibility goals.

APPROVED: June 12, 2013

UPDATED: February 2025

**SD42 POLICY: 5400**

STUDENT TRANSPORTATION OF STUDENTS WITH SPECIAL NEEDS PROVIDED BY THE BOARD

1. PHILOSOPHY

The Board of Education ("Board") believes that it is their responsibility committed to ensure that appropriate student the ongoing provision of transportation is provided to and from school for eligible students with special needs to their catchment area school disabilities and diverse abilities.

2. While there is no requirement within the School Act AUTHORITY

The day to day administration and enforcement of this Policy rests with the Manager of Transportation as authorized by the Board.

Eligible Students With Special Needs

Transportation will be provided by the Board to eligible students as defined below.

- Students with special needs (Ministry categories: A—Physically Dependent; B—Deafblind; C—Moderate to Profound Intellectual Disability; D—Physical Disability or Chronic Health Impairment; E—Visual Impairment; F—Deaf or Hard of Hearing; G—Autism Spectrum Disorder):

to provide school bus transportation service for students, the Board evaluates the provision of transportation for students without disabilities or diverse abilities annually during the preliminary budget process. Availability of this service is contingent upon budget considerations, and if approved for the next school year, additional eligibility criteria will be established and communicated.

SCOPE

This policy governs the transportation of students to and from school at the start and end of the school day using a contracted service provider. It does not apply to the ad hoc transportation of students between school and school-related functions such as fieldtrips or sporting events which commonly involves use of Board-owned 15-passenger vans/buses at secondary schools and is governed by Policy 5401 Use of Board-Owned Buses.

AUTHORITY

The Board assigns responsibility for implementing this policy to the Secretary Treasurer who is authorized to develop procedures to guide its implementation.

GUIDING PRINCIPLES

1. Eligibility and Courtesy Riders

- Transportation services are prioritized for students with disabilities and diverse abilities identified by the Ministry of Education and Child Care as category A-G¹ and who:
 - live within the catchment area for their school but ~~who~~ are unable to independently walk to school or use public transportation, or
 - ~~who~~ are required by the School District to attend a specialized program and are unable to walk to school or use public transportation.

Eligibility for Courtesy Rides

~~The Board, at its discretion, may provide bus service for ineligible students. The provision of additional bus service would be made after considering the following factors:~~

- The amount of Additional bus transportation services may be provided, at the Board's discretion, for students without disabilities or diverse abilities through the establishment of additional eligibility criteria (e.g. eligible catchment schools and minimum distances from the school) within the preliminary budget approved for the following school year. If established, the criteria will be communicated to parents/guardians during the registration period.
- ~~Bus transportation service for ineligible students (courtesy riders) may be provided when there is sufficient available seating space on the bus;~~
- ~~That there is and no modification of modifications to the existing bus route;~~
- ~~Siblings of eligible students with special needs will have greater are required. When accommodating courtesy ridership, priority;~~
- ~~Distance from school on the basis that will be given to siblings of eligible students who live, students living furthest from the catchment school will have the greater priority;~~
- ~~The age of the student on the basis that, and younger students will have the greater priority.~~

2. Parental Responsibility

- ~~Parents or /guardians, who obtain approval to transfer transferring their children to a school other than the non-catchment-area school, are responsible for providing their own transportation.~~
- Parents/guardians must apply for transportation service for their children each year during the transportation application period and must include relevant safety and contact information.

1.3. General Terms Conditions and Standards for School Bus Service

~~The Board recognizes that there is no requirement within the School Act to provide student school bus transportation service to and from school.~~

- Bus routes and schedules shall be established annually to accommodate eligible students effectively through route optimization and in compliance with safety standards and contractual obligations.
- Buses will only run on public roads maintained by ~~the Ministry of Highways or the Municipalities~~appropriate authorities and will stop in the safest places regardless of possible inconvenience to individual students.

~~Bus transportation will not be provided when roads are unsafe due to poor weather or other conditions.~~

¹ A - Physically Dependent; B – Deafblind; C - Moderate to Profound Intellectual Disability; D - Physical Disability or Chronic Health Impairment; E - Visual Impairment; F - Deaf or Hard of Hearing; G - Autism Spectrum Disorder

~~Parents of eligible students with special needs will apply for transportation service for their children annually. Application forms in hard copy or on-line will be made available.~~

~~The Board acknowledges that certain information regarding the student is required to be available to the bus driver. Parents shall provide student's name, address, phone numbers, emergency contacts, and a description of conditions which may present a risk to their child or others in an emergency situation.~~

- ~~• TransportationService is provided from and to the stop nearest to an eligible student's home address. Transportation may be provided to the stop nearest to either a daycare provider or a family member at a residence different than their home address if designated by the parent ~~or~~/guardian and only on an ongoing basis.~~

School Bus Discipline

~~The Board requires that Bus drivers maintain appropriate discipline on the buses.~~

~~The student discipline procedure is as follows:~~

~~If, in the opinion of the bus driver, a student has violated the rules of conduct and has failed to respond in an acceptable manner to verbal warnings, the driver will summarize the student's conduct in a written report (School Bus Discipline Report). The report will be given to the student for the parent to review and sign. A copy will be forwarded to the Transportation Manager and School Administrative Officer.~~

~~If the violations continue after the written warning a suspension of riding privileges may occur in consultation with the School Administrative Officer.~~

~~When a suspension is issued:~~

- ~~• The first suspension shall normally be two days, to take effect the day after the offense takes place.~~
- ~~• The second suspension shall normally be for a period of 5 days.~~
- ~~• The third suspension will normally be for the remainder of the school term (terms: September to December, January to March, April to June).~~
- ~~• The fourth suspension will result in a discontinuation of transportation services for whatever period of time is deemed necessary.~~

Transportation Assistance

- ~~• The Board may provide assistanceServices may be suspended or modified in unsafe weather or road conditions.~~
- ~~• All transportation partners, including employees, contracted service providers, parents and students, must adhere to defined responsibilities, procedures and safety standards.~~

4. Fees

- ~~• A user fee structure for transportation ~~of eligible students with special needs who reside in the catchment area but outside of established bus routes.~~ Rates will be reviewed on an annual basisservices will be set by the Board and reviewed periodically to ensure it achieves operational cost recovery targets and aligns with financial accessibility goals.~~

APPROVED:

APPROVED: June 12, 2013

AMENDED: April 29, 2015

AMENDED- UPDATED: February 3, 20162025



Public Board Meeting
February 12, 2025
Information Memo
Item #14

From: Education Advisory Committee
Topic: **Receive Minutes of Meeting**

RECOMMENDATION

THAT the Board receive the Education Advisory Committee minutes for the meeting held on December 5, 2024, for information.

Attachment



Minutes of the Education Advisory Committee
January 22, 2025

In Attendance:

Jovo Bikic, Susanne Bonny, Trustee Hudson Campbell, Ken Cober, Trish Coft, Martin Dmitrieff, Teresa Downs, Leanne Dunbar, Jason Franklin, Jennifer Lunoch, Chad Raible, Darren Rowell, Chris Schultz-Lorentzen, Cheryl Schwarz, and David Vandergugten.

1. Welcome

Committee members were welcomed to the meeting at 3:00.

2. Recognition of Traditional and Unceded Territories

The traditional and unceded territories of Katzie First Nation and Kwantlen First Nation were recognized.

3. Education Advisory Committee Terms of Reference

The committee reviewed the Education Advisory Committee Terms of Reference.

4. Board Authority Authorized Courses

The committee reviewed BAA proposal: Black Studies 12. The committee recommended that the Board of Education approve BAA: Black Studies 12 as presented.

The committee reviewed BAA proposal: Volleyball Athletic Development. The committee recommended that the Board of Education approve BAA Volleyball Athletic Development as amended.

5. Framework for Responding to Disruptions in Classrooms and Schools

The committee discussed the development of a framework for responding to disruptions in classrooms and schools. The committee discussed the goals for such a framework and agreed to continue the discussion and work at the next meeting.

6. Adjournment

The meeting adjourned at 4:12

From: Gabriel Liosis, Trustee
Topic: Trustee Motion: Student Voice

BACKGROUND

At the 2024 BCSTA AGM, the following resolution was approved by the membership:

"That the BCSTA develop a process for the inclusion of non-voting student delegates at BCSTA Annual General Meetings, and that a report on progress be provided by the 2025 Annual General Meeting."

Through consultation with the provincial council and board chairs survey, member-boards identified significant logistical and operational challenges in implementing such a process.

Consequently, the board of directors recommended to the membership that a non-voting student delegate structure is unfeasible at this time.

While there was limited support for including students as non-voting delegates at AGMs, trustees expressed a strong interest in having the BCSTA support boards of education in strengthening student voice initiatives within their own districts.

This resolution seeks to address that interest by identifying best practices across all school districts and equipping boards with the necessary resources to enhance student engagement.

Consideration by the SD42 Board of Education and the BCSTA Fraser Valley Branch

At the January 15, 2025 SD42 public board meeting, the following trustee motion was carried:

"THAT the Board approve the following motion for submission to the 2025 B.C. School Trustees Association Annual General Meeting:

'THAT the BCSTA establish an ad-hoc working group to conduct an environmental scan of best practices for incorporating Student Voice in board governance across all school districts and develop resources to support boards of education in building capacity within their student voice structures.'"

At the January 23, 2025 BCSTA Fraser Valley Branch meeting, the motion was supported with the removal of the request for ad-hoc working group.

RECOMMENDATION

THAT the Board:

- **Repeal the January 15, 2025 motion regarding Student Voice Working Group; and**
- **Approve the following motion for submission to the 2025 B.C. School Trustees Association Annual General Meeting:**

"THAT the BCSTA conduct an environmental scan of best practices for incorporating Student Voice in board governance across all school districts and develop resources to support boards of education in building capacity within their student voice structures."

From: Kim Dumore, Trustee

Topic: **Trustee Motion: Revision to Substance Education Curriculum in Response to the Ongoing Opioid Crisis**

BACKGROUND

In the fall of 2016, the BC Curriculum was revised to reflect "a context in time," aiming to equip students with the skills and knowledge required to succeed in a rapidly changing world. During this same period, the opioid crisis was declared a Public Health Emergency in April 2016. As a result, both the curriculum revision and the escalation of the opioid crisis unfolded concurrently, with the latter evolving into an ongoing public health emergency that continues to affect communities across British Columbia, especially youth, profoundly.

Between 2014 and 2024, the BC Coroner reported over 205 youth aged 0-18 who have tragically lost their lives due to the opioid crisis, though many more cases go unreported. This statistic underscores the urgent need for updated educational measures. Despite the ongoing impact of this crisis, the current BC Curriculum has not sufficiently kept pace with these evolving public health challenges. Therefore, it is essential to reevaluate the existing Substance Education curriculum to ensure it effectively addresses the opioid crisis and its far-reaching effects on youth.

RATIONALE

As School Board Trustees, it is our responsibility to ensure that students in British Columbia have access to essential life-saving education, particularly related to the opioid crisis. A revised curriculum that incorporates targeted opioid education and harm reduction strategies will equip students with the knowledge needed to make informed choices about substance use, recognize warning signs, and seek help when necessary.

This motion addresses an urgent public health crisis and equips students with the tools to protect their well-being and that of their peers. The ongoing opioid epidemic demands proactive, measurable steps to update the curriculum in a way that is relevant, effective, and responsive to today's youth's needs.

RECOMMENDATION

THAT the Board approve the following motion for submission to the 2025 B.C. School Trustees Association Annual General Meeting:

"BE IT RESOLVED:

- ***That the BCSTA advocate to the MECC (Ministry of Education and Child Care) for a revision to the Substance Education curriculum, ensuring that it addresses the ongoing opioid crisis with a focus on harm reduction, substance use prevention, and mental health support and that a review be conducted to assess whether this education should remain solely within Physical and Health Education or be integrated across multiple areas of learning;***
- ***And further that the BCSTA advocate to the MECC (Ministry of Education and Child Care) for sufficient funding to support the timely and effective implementation of this revised curriculum, ensuring that it reflects current public health realities and equips students with the knowledge and resources necessary to navigate the challenges of substance use."***

RESOURCES

BC Corners Report

- <https://app.powerbi.com/view?r=eyJrIjoim2Y5YzRjNzQtMzAyNS00NWFiLWI3MDktMzI5NWQ3YmVhNmZjIiwidCI6IjZmZGI1MjAwLTNkMGQtNGE4YS1iMDM2LWQzNjg1ZTM1OWFkYyJ9>

BCSTA Comprehensive Healthy School Working Group

- https://bcsta.org/wp-content/uploads/2025/01/2024-06_CSHWG_Report.pdf

SD 42 Opioid Education and Report

- https://drive.google.com/file/d/1o_d1PXcsTX2xcDPeCcvUH_SpmY6NiR1V/view?usp=sharing

From: Kim Dumore, Trustee

Topic: **Trustee Report: Comprehensive Healthy Schools Working Group**

Date of Meeting: December 19, 2024

Items Discussed:

One Province, One Plan

- Discussion about the implementation and marketing plan for the One Province One Plan report.

https://bcsta.org/wp-content/uploads/2025/01/2024-06_CSHWG_Report.pdf

Media Plan for Implantation

Comprehensive School Health Working Group (CSHWG) Advocacy Plan

Week #	January	February
Week 1	The Weekly - Introduce the CSHWG and link to the full report.	Media Release - Introduce CSHWG report, recommendations, key messages and calls to action. Link advocacy letters in release. Distribute to press to secure media coverage. Distribute release in the Weekly, social media and website.
		News Flash - Include media release and report to target audience for additional awareness.
Week 2	Launch Advocacy Campaign #1 via Social Media.	Distribute CSHWG content in the Weekly.
Week 3	Advocacy Letters - Develop and distribute two letters to the Ministry highlighting the report recommendations #1 and #4. Distribute in the weekly, social media and website.	Launch Advocacy Campaign #3 via Social Media.
Week 4	Launch Advocacy Campaign #2 via Social Media.	Social Media Toolkit - Develop and distribute a social media toolkit including content (Foundry visuals and videos) for the target audience to utilize and distribute to increase advocacy.
	Distribute CSHWG content in the Weekly.	Pitch to press to secure media coverage.

Comprehensive School Health Working Group (CSHWG) Advocacy Plan

Week #	March
Week 1	CSHWG report to be showcased in the "show and tell" segment during the Board Chair meeting.
Week 2	Prepare copies of the CSHWG report for display at AGM.
Week 3	
Week 4	Track Metrics: Measure the impact and provide report end of March for board/working group.

Action Items referred to the Board of Education:

- This is the conclusion of this working group.

Date of Next Meeting: None

From: Mike Murray, Trustee

Topic: **Trustee Report: Ridge Meadows Education Foundation**

Date of Meeting: January 20, 2025

Items Discussed:

Membership Changes

- A new vice chair was confirmed, along with a new director who was welcomed to the committee.
- A new RMEF website administrator was announced, along with hiring a new administrative support person who will manage the financial records and filings of the organization and serve as the key liaison to SD42 staff regarding scholarship administration.

Event Updates

- A director shared feedback that was received from the two events held last fall: Grant and Scholarship night and the Planned Giving Workshop.
- Planning for 2025 events will begin later this year.

Grant Applications

- The process of soliciting grant applications will begin soon and may involve meetings with Principals and Vice Principals again. They will be asked to prioritize any requests from their schools if there are multiple funding requests.
- An adjudication committee of the Foundation's Board has been formed to review 2025 grant applications. As per the SD42 agreement with RMEF, the committee includes appropriate SD42 representation.

Inquiries, Reporting and Financial Performance

- Senior SD42 administration will be consulted about directing scholarship inquiries to RMEF.
- The requirement to annually report financials under the School District 42 (Maple Ridge - Pitt Meadows) Fund, as per its agreement dated 2021, was discussed.
- Since 2021, over \$40,000 in grants have been allocated from this and other RMEF funds for school projects, despite recent investment fluctuations.

Additional Donors

- Ongoing discussions are underway with a potential donor for a multi-year trades bursary program. The goal is to establish a new program/fund within the next year in time for inclusion in the 2026 scholarship book.
- RMEF will form a public relations sub-committee to enhance its community profile and attract additional donors.

Action Items referred to the Board of Education:

- The Foundation's 2023/24 annual report on earnings, expenses, and distributions of the SD42 Fund under its administration (**Attachment**) has been provided to the Board of Education for information.

Date of Next Meeting:

- March 2025; date to be confirmed

RECOMMENDATION:

THAT the Board receive the Ridge Meadows Education Foundation's 2023/24 annual report on earnings, expenses, and distributions of the SD42 Fund, for information.

Ridge Meadows Education Foundation**Annual report on the School District 42 (Maple Ridge Pitt Meadows) Fund under administration****ATTACHMENT****For the year ended March 31, 2024****SCHOOL DISTRICT NO. 42 FUND
REPORT**

DESCRIPTION	March 31, 2024	March 31, 2023	March 31, 2022
Beginning Balance	5,398	27,277	32,662
Donations Received	-	-	-
Interest Earned	204	459	-
Transfer (to) from investments	-	-	(5,384)
Grants paid	-	(22,338)	-
Cash Balance	5,602	5,398	27,278
Investment Value, opening	115,260	120,560	116,743
Income earned	3,926	(2,783)	5,666
RMEF Admin Fee	(2,503)	(2,517)	-
Funds transferred from (to) bank account	-	-	(1,849)
Realized investment closing balance	116,683	115,260	120,560
Unrealized gain (loss) opening	49,656	61,864	54,392
Unrealized gain (loss) for the year	10,814	(12,207)	7,472
Unrealized gain (loss) closing	60,471	49,656	61,864
Total investment balance	177,154	164,917	182,424
Cash Balance	5,602	5,398	27,278
Total investment balance	177,154	164,917	182,424
Less: Outstanding scholarships	-	-	-
Total Fund balance	182,755	170,315	209,702
Initial Endowment/investment	104,000	104,000	104,000
Excess (deficiency) of funds	78,755	66,315	105,702

From: Kim Dumore, Trustee

Topic: Trustee Report: District Parent Advisory Council

Date of Meeting: January 23, 2025

Items Discussed:

Superintendents Update/Presentation

- BC Schools Program (Update)
- Aircraft Maintenance Engineer Dual Credit Program (Presentation)
- Overdose Education and Response Implementation Report (Presentation)
 - Report distributed

Trustee Update

- Budget Process and important input opportunities
- PSI Motion
- School Growth Plans

MRTA

- Introduction to the new MRTA 2nd Vice Chair
- Teacher Librarian suggested revision to current process

CUPE

- Introduction of New CUPE representative

CPF

- French Public Speaking event will be held at SFU May 3
- CPF has many resources available online at <https://cpf.ca/en/> for anyone interested in learning more.

Action Items referred to the Board of Education:

- None

Date of Next Meeting: February 27, 2025

FROM: Richard Rennie, Secretary Treasurer
TOPIC: **Question Period**

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 February 12, 2025. 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.

Topic: Public Board Record

R E C O R D

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:

December 4, 2024, Closed

Territory Acknowledgement

Call to Order

Motion of Exclusion

Approval of Agenda

Approval of Minutes

Chairperson Information Item

Superintendent of Schools Information Item

Adjournment

Meeting called to order at 2:23pm

Approved

Approved

Approved

Received

Received

Meeting adjourned at 2:57pm