



**PUBLIC MEETING
OF THE BOARD OF EDUCATION**

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

Date: Wednesday, January 15, 2025
Time: 6:00pm

"Education brings about opportunity, and in turn inspiration." - Bill Frist

A G E N D A

A. OPENING PROCEDURES

ITEM 1

1. Territory Acknowledgement
2. Call to Order
3. Correspondence
4. Approval of Agenda
5. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on decision items on the public meeting Agenda by emailing board@sd42.ca by no later than 5:30pm on January 15, 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. Certificate of Recognition for Occupational Health and Safety ITEM 2

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

D. DEFERRED ITEMS

E. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
 - a) School Growth Plans ITEM 3
3. Secretary Treasurer
 - a) Eric Langton Elementary School Utility Right of Way Bylaw 2025 ITEM 4
 - b) Policies for Approval ITEM 5
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 ITEM 6
 - b) Trustee Appointments to Committees and Community Liaison Groups ITEM 7
2. Superintendent of Schools
 - a) Superintendent's Update ITEM 8
 - b) Opioid Education and Response Implementation Report ITEM 9
3. Secretary Treasurer
 - a) Policies for Consultation ITEM 10
4. Board 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 ITEM 11
5. Indigenous Education Council

G. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

1. Supporting Families with Equal Parenting Custodial Arrangements in MyEd BC ITEM 12
2. Student Voice Working Group ITEM 13
3. Post-Secondary Transition Rates ITEM 14

H. TRUSTEE REPORTS

I. QUESTION PERIOD ITEM 15

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 January 15, 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 16

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

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 January 15, 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 December 4, 2024 Closed Board meeting be approved as circulated.

(Attachment A)



**MINUTES OF THE
PUBLIC BOARD OF EDUCATION MEETING
Wednesday, December 4, 2024 (6:00 PM)
Boardroom, District Education Office**

IN ATTENDANCE:

Chairperson – Elaine Yamamoto
Vice Chairperson – Kim Dumore
Trustee – Hudson Campbell
Trustee – Gabriel Liosis
Trustee – Pascale Shaw
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

A. OPENING PROCEDURES

1. Territory Acknowledgement

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

2. Call to Order

The Chairperson called the Public Board meeting to order at 6:01pm.

The Chairperson welcomed and thanked everyone for attending.

3. Correspondence

- 2024-11-28 Letter from Board Chair to Minister Beare (Congratulations and Invitation)
- 2024-11-28 Letter from Board Chair to MLA Mok (Congratulations and Invitation)
- 2024-11-28 Letter from Board Chair to B. D’Eith (Thank you)

Moved/Seconded

THAT the Board receive the correspondence, for information.

CARRIED

4. Approval of Agenda

Moved/Seconded

THAT the Agenda be approved as circulated.

CARRIED

5. Invitation for Public Input to matters on the Agenda

The Chairperson advised that members of the public were able to provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 5:30pm on December 4, 2024.

Input was received regarding the 2025/26 Preliminary Budget Process and Consultation Timeline.

6. Approval of Minutes

Moved/Seconded

THAT the Minutes of the November 13, 2024, Public Board Meeting be approved as circulated.

CARRIED

B. PRESENTATIONS

1. BIPOC Student Forum Presentation

The Deputy Superintendent presented on the Black, Indigenous, and People of Colour (BIPOC) Student Forum held in October 2024. Students focused on three key priority areas: responding to racist incidents, anti-racism education, and student-led change and the Deputy Superintendent shared the recommendations that emerged.

Moved/Seconded

THAT the Board receive for information the presentation on the BIPOC Student Forum.

CARRIED

C. DELEGATIONS

D. DEFERRED ITEMS

E. DECISION ITEMS

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

a) 2025/26 Preliminary Budget Process and Consultation Timeline

The Secretary Treasurer provided an overview of the budget process and the proposed schedule of meetings to support the development and consultation on the 2025/26 Preliminary Budget.

Moved/Seconded

THAT the Board approve the proposed 2025/26 Preliminary Budget Process and Consultation Timeline.

CARRIED

4. Board Committees and Advisory Committee Reports

a) Finance

i. First Quarter Financial Statements

The Secretary Treasurer reported on the First Quarter Financial Statements presented to the Board for approval at the recommendation of the Finance Committee of the Whole for the quarter ended September 30, 2024.

The Secretary Treasurer provided financial highlights on the Operating Fund, Special Purpose Funds, and the Capital Fund for the first quarter.

Moved/Seconded

THAT the Board approve the 2024/25 First Quarter Financial Statements.

CARRIED

- 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) Trustee Appointments to Committees and Community Liaison Groups

The Chairperson presented the list of trustee committee and community liaison group appointments for a period of one year commencing December 4, 2024.

An amendment was made for the Ridge Meadows Overdose Community Action Team to appoint Trustee Shaw as the primary representative and Trustee Dumore as the alternate.

Moved/Seconded

THAT the Board receive for information the attached Trustee Appointments to Committees and Community Liaison Groups for a period of one year ending November 2025 as amended.

CARRIED

- b) Trustee Liaison/Zones

The Chairperson and Superintendent shared with trustees their findings regarding the strengths, challenges and considerations of a trustee zone liaison model, for information.

Moved/Seconded

THAT the Board receive the Trustee Liaison/Zones information.

CARRIED

2. Superintendent of Schools

- a) Superintendent's Update

The Superintendent provided an update on the following topics:

- Student Learning Survey
- Water Testing Update

Moved/Seconded

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

CARRIED

3. Secretary Treasurer

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

5. Indigenous Education Council

G. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

H. TRUSTEE REPORTS

BCSTA Bylaw Review Committee

No additional comments shared.

BCSTA Fraser Valley Branch

No additional comments shared.

Ridge Meadows Education Foundation

No additional comments shared.

Culture Collective Network

Trustee Dumore highlighted the Event and Volunteer hub to support all community organizations hosting events in the downtown core.

City of Pitt Meadows Community Support & Accessibility Committee

Trustee Sullivan highlighted the development of the engagement plan and upcoming survey coming out in January.

Social Policy Advisory Committee

No additional comments shared.

Transportation Advisory Committee

No additional comments shared.

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 7:57pm.

Elaine Yamamoto, Chairperson

Richard Rennie, Secretary Treasurer



Public Board Meeting
January 15, 2025
Information Memo
Item #2

FROM: Elaine Yamamoto, Chairperson
TOPIC: **Certificate of Recognition for Occupational Health and Safety**

BACKGROUND:

The following staff have prepared a presentation on the Certificate of Recognition for Occupational Health and Safety Presentation:

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

RECOMMENDATION:

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

From: Teresa Downs, Superintendent of Schools
Cheryl Schwarz, Deputy Superintendent

Topic: **School Growth Plans**

BACKGROUND

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

School plan

8.3

(1) In each school year, a board must approve a school plan for every school in the school district.

(2) A board must make a school plan approved under subsection (1) available to the parents of students attending that school.

Principals of all elementary and secondary schools, Riverside Centre and the Indigenous Education department have prepared a summary of the goals contained in their school growth plans for the 2024/25 school year for approval by the Board of Education. School growth plan goals relate to five themes in alignment with the Board's strategic plan and strategic priorities. These summary documents will be posted on individual school websites, after Board approval. A comprehensive document inclusive of all summary documents for all schools/departments will be posted on the school district website.

The Superintendent has reviewed and approved the School Growth Plans (**Attachment**) and is recommending that the Board of Education approve the School Growth Plans, as presented.

RECOMMENDATION

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.

Attachment

School Growth Plans

School Growth Plans are prepared annually for each school. Principals work with school staff to develop the plans. The goals identified in the school growth plans fall into the following five broad categories: equity, literacy, social emotional learning (school culture and climate), assessment and reporting, and secondary innovation. The table below documents the "big ideas" of the school goals selected by each school community.

	Assessment & Reporting	Secondary Innovation	SEL (School Culture)	Numeracy	Literacy	Equity	Big Ideas
ELEMENTARY SCHOOLS							
Albion							Literacy, building resiliency, growth mindset
Alexander Robinson							Improving reading skills, community
Alouette							Belonging, community
Blue Mountain							Self-regulation, improving literacy and numeracy skills
c'usqunela							Indigenous perspectives, outdoor education, numeracy
Davie Jones							Targeted reading interventions, developing confidence in math
Edith McDermott							Improving number sense, literacy skills, inclusion, Indigenous Ways of Knowing
Environmental School							Multi-age, multi-generational learning, place based
Eric Langton							Improve reading, writing, numeracy skills, improve executive functioning skills
Fairview							Pro-social behaviours, improving reading skills
Glenwood							Build community connections, bridge learning gaps in literacy
Golden Ears							Community, connections, improving engagement in reading using literacy intervention framework
Hammond							Improving financial literacy and number sense, belonging
Harry Hooge							Belonging, identity, improving literacy phonemic and phonological awareness
Highland Park							Developing literacy skills, celebrating diversity, building community
Kanaka Creek							Self-regulation, co-regulation, development of literacy skills
Laity View							Improving reading strategies, prosocial behaviour
Maple Ridge Elementary							Building resiliency, improving reading and comprehension skills
Pitt Meadows Elementary							Improving reading skills, building resiliency
Webster's Corners							Building connections, improving reading engagement
Whonnock							Improving number sense and reading strategies
Yennadon							Improving Collaboration, communication-creating flexible learning opportunities
SECONDARY SCHOOLS							
District Alternate							Building relationships, identity
Garibaldi Secondary							Trauma informed practices, anti-racism, diversity, inclusion
Maple Ridge Secondary							Equity, diversity, culturally responsive
Pitt Meadows Secondary							Culturally responsive teaching practices, belonging, diverse assessment practices
Samuel Robertson Tech.							Improving flex time, inclusivity
Thomas Haney Secondary							Culture, community, self directed learning skills
Westview Secondary							Improving numeracy skills, community, belonging
Riverside Ctr, CE, CLC							Assessment, culture, community, belonging
INDIGENOUS EDUCATION							Community, belonging, equity



School: Albion Elementary

Principal: Tanya Dailey

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

To continue our goal of increasing the number of students across all grades who are proficient in reading and writing.

B. Rationale

According to the district literacy assessments that were completed by classroom teachers in June 2024, below is the following number of the students in each grade who are emerging or developing in reading and writing.

	2023/2024 Grade Data
Grade 1	23 (37%) in reading and 28 (44%) in writing
Grade 2	16 (28%) in reading and writing
Grade 3	21(34%) in reading and 20 (32%) in writing
Grade 4	20 (39%) in reading and 21 (41%) in writing
Grade 5	31(50%) in reading and 32 (52%) in writing
Grade 6	24 (33%) in reading and 26 (36) in writing

C. Action Plan (list specific actions, school level and district level resources or structures used)

- During class reviews, identify the literacy level of individual students. Discussions to occur between the classroom teacher and support teacher to ensure that there are learning plans that focus on those students who are Emerging and Developing in their learning.
- Work with Indigenous Education Support Worker to further support our students who have Indigenous ancestry.
- Provide an explicit systematic approach to teaching literacy through programs such as Reading Simplified, Haggerty, and Secret Stories.
- Use literature to teach text structures and writing.
- Build students confidence in writing by providing opportunities for students to write and respond to text writing every day.
- Work with the district literacy teachers to develop differential literacy opportunities for our students.
- Review our current literacy resources and ensure that they are meeting the diverse learning needs and interests of our students.
- Make literacy fun through incorporating play centers, choices, and relevant books or activities.
- School Growth Plan discussions at staff meetings around inclusive practices and Universal Designs for Learning.

D. Evidence / Data (how will you measure success?)

Fall and spring Intermediate Reading Assessment and Early Primary Reading Assessments
Spring school wide write
June district literacy data

Principal:

Superintendent:

Board Chairperson:

Date:

J Dailey



School: Alexander Robinson

Principal: Ramin Mehrassa

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

To engage in activities that help build school community.

We continue to intentionally build school community and impact social emotional learning through the development of our school values by encouraging adult and student connectedness.

B. Rationale

We want to continue to build an inclusive school community where all members feel that they belong. With a school of this size, we have to be more intentional in our approach when attempting to build community.

Based on the MDI data, we are below the district average of having students with two or more adult connections at school. We also have more students than the district average with no adult connections at school.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Met during growth planning day and divided the school into three groups. 1) School Motto, 2) Community building activities (class, school and community-wide), 3) Themed and purposeful assemblies. School motto would reflect our school values and it would serve as a daily reminder for all of us. Community building activities would allow us to implement tangible events throughout the year to continue to build community. And the themed assemblies would act as a reminder of what we value on a monthly basis, in addition to bringing up important themes that we want to highlight each month (such as kindness, inclusion, mental health awareness). Our PAC is also interested in providing resources for community building initiatives such as assembly presenters, and school-wide pancake breakfasts.

D. Evidence / Data (how will you measure success?)

- Number of different teachers signing up for the themed assemblies
- completion of school motto
- Different types of community building activities completed throughout the year. These include all-school pancake breakfast, family games day when parents drop off their children, hallway reading, school fun fair, Colour run, Sports day.
- Survey sent to community to gauge how effective we have been at strengthening community building at school



School: Alexander Robinson _____

Principal: Ramin Mehrassa _____

Director/Assistant Superintendent: Jovo Bikic _____

A. Goal (one goal per page)

Our goal is to continue our work on improving reading skills such as decoding and comprehension at ARE.

B. Rationale

Development of literacy skills in children contributes to students reaching their full potential in school and throughout life. At Alexander Robinson, we endeavour to enrich students' literacy development and provide the necessary programming and interventions to support all learners. Assessment data (SD/KLP) shows an overall improvement in students fully meeting in reading, writing, or both, at all grade levels. In terms of students not yet meeting grade level expectations in literacy, the data supports the need for a continued focus on reading interventions to reduce the number of students in this category.

C. Action Plan (list specific actions, school level and district level resources or structures used)

For literacy, we will be engaging in a variety of different activities that will include school-wide read alouds i.e. "Read-a-Palooza", hallway reading, family reading as well as targeted interventions using our collaboration time with the help of our teacher-librarian and the support teachers. Our teacher-librarian works with the K/1 class and runs a reading station during the classroom literacy time. In response to the observations of teachers, as a team (support teachers and teacher-librarian) we engage in more explicit interventions around reading, including instruction for reading comprehension and word recognition. Our staff collaborate with district literacy teachers to enrich classroom instruction and assessment. Finally, two of our grade 3/4 teachers are collaborating with our teacher-librarian engaging students in nature journaling as another way to combine community building and cross-curricular literacy. We also have several primary teachers, as well as an intermediate support teacher using the University of Florida Literacy Institute (UFLI) reading program

D. Evidence / Data (how will you measure success?)

- Results from the targeted reading intervention sessions
- Number of different reading activities held in the school
- The use of the Performance standards results will indicate if there is improvement from year to year
- Coming together as a community to encourage the love of reading (hallway reading, big buddies, guest readers, DEAR)



School: Alouette Elementary

Principal: Jenn Gallop

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Our hope is to continue to increase our overall sense of community and belonging for students by offering more culturally diverse lessons and activities.

B. Rationale

As our community continues to change, we feel it is necessary to find new and unique ways to connect with our students so that they feel seen and valued in our school. Currently we have over 102 English Language Learners, 26 languages spoken in homes of our students, 28 students with Indigenous ancestry, and 52 students with diverse needs. Included in the school's last year's MDI data, when asked "I feel like I am important to this school," 55 percent of students felt highly important and 23% of students felt somewhat important. This data paired with the ever changing population, we feel it would be beneficial for all students if we focus on building community by acknowledging who we are as individuals and who we are together.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- create a staff and student committee focusing on ways to improve our sense of community
- focus a professional development day at the school district Indigenous library at WSS
- bring in guest speakers and groups focused on community
- use staff meetings as a place to brainstorm ways to be more inclusive
- brainstorm some possible community type events that bring people together
- student leaders to plan events or special activities for students during the day

D. Evidence / Data (how will you measure success?)

- MDI questions that look at (belonging, connectedness, happiness, school climate, adults at school)
- Student and staff committees feedback on whether we were successful
- Before and after survey, developed by staff to identify community connectedness
- Student learning survey questions around school connectedness, learning about various cultures

Principal:	Superintendent:	Board Chairperson:	Date:
J. Gallop			



School: Blue Mountain Elementary
 Principal: Julie Clarke
 Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Our goal at Blue Mountain Elementary continues to focus on the social and emotional development of our students as they learn, work and play together within the community. Building emotional resilience and problem-solving skills sets a foundation for lifelong learners and allows everyone to access their highest potential.

B. Rationale

Student readiness to learn is a key component of a successful learning community. Our intention in this area rests on the First Peoples Principles of Learning and the belief that each child has a unique story and contributes to the greater whole. We have noticed that student regulation is area of needed growth and one that requires ongoing support and teaching from staff.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Our strategies include:

- Prioritizing problem solving and conflict resolution in authentic and meaningful ways that bring restitution and growth to our challenges
- Small groups led by teachers, EAs, CCWs, Counsellors, Admin and IESWs that focus on skill building, resilience, diversity and community building
- Monthly themes that reflect our shared values such as Gratitude, Empathy, Kindness etc...
- Our community SEL board supported by our school CCW that fosters questions and answers (by both students and staff) that is connected to our monthly theme
- Ongoing professional development around teaching from a trauma informed lens and understanding that behavior is a form of communication
- Utilizing The Den, a calming sensory space created from best practice strategies to help students calm, manage and learn about their nervous systems
- Creating calming spaces in classrooms and throughout the building that invite regulation (lower lighting, plants, music and comfortable seating)
- Leadership Club for our grade 6/7s as an important aspect of our community approach
- Mentorship program with older students connecting with younger students (for play and academics)
- Using WITS (Walk away, Ignore, Talk it out, Seek help) and school-wide Zones of Regulation language and strategies
- Explicit classroom teaching instruction around brain and behavior and how we are all affected differently within a framework of neurodiversity

D. Evidence / Data (how will you measure success?)

Evidence/data to show our ongoing growth in this area would include:

- Fewer office referrals
- Children solving problems in peaceful ways, both with adults, and independently
- Report cards and conferences that reflect growth in self-regulation and resilience
- A school climate that is welcoming and inviting
- Continue to analyze Middle Years Development Instrument (MDI) data for areas of celebration and focus



School: Blue Mountain Elementary
 Principal: Julie Clarke
 Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Our goal is to continue to develop our literacy and numeracy frameworks through staff learning and best practice strategies that meet the unique needs of all learners at Blue Mountain Elementary.

B. Rationale

Literacy continues to be an area of focus at Blue Mountain. Our assessment data drives our efforts to improve outcomes and develop further our system of interventions. We are particularly interested in developing literacy skills in the primary years and wider comprehension skills in the intermediate years. Teachers have also identified personal professional development goals around numeracy as we seek to find engaging, best practice methods for numeracy instruction.

C. Action Plan (list specific actions, school level and district level resources or structures used)

The ongoing systems to promote literacy acquisition include:
 -Working closely with our District Literacy Helping Teacher Andrea MacInnes to develop targeted reading groups, material selection and professional development
 -Utilizing the Early Primary Reading Assessment (EPRA) and the Intermediate Reading Assessment (IRA) to help assess and guide practices
 -We have created targeted reading groups for both primary and intermediate students to develop reading fluency, decoding and comprehension
 -We are using our collaboration time with Mrs. Noralea Pilgrim to set up a comprehensive system of targeted supports for primary students identified as vulnerable readers that can be implemented by both teachers and EA staff
 -We have a "Big Buddy" reading program that pairs older and younger students together to add extra opportunities for reading practice and exposure
 -BME intermediate teachers are part of the SD42 Numeracy Exploration Network as we seek to expand our knowledge and skill set in numeracy instruction
 -Teachers continue to meet as grade group teams to share resources, best practice and strategies around numeracy and literacy
 -We are committed to spending our Learning Resource Budget in alignment with the values outlined in our School Growth Plan goals

D. Evidence / Data (how will you measure success?)

Our expectation is that we will see gains and evidence of our goals in the following areas:
 -Increased excitement about reading as shown through involvement in Bookfest and literacy circles
 -Report card and assessment data that reflects growth and development in literacy and numeracy
 -EPRA and IRA data that reflects ongoing literacy supports



School: c'usqunela Elementary
 Principal: Wes Reamsbottom
 Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

A new goal for c'usqunela is to enhance staff and student collaboration school wide through the medium of Fine Arts. We want to see if we can utilize Fine Arts as a medium to enhance connection and community through multi-aged student collaboration and staff collaboration. In a student wide survey in June 2024, students indicated they would like opportunities to connect through Fine Arts. We believe Fine Arts is a medium that can enhance connection and community through like minded goals such as our Talent Show and our Musical.

B. Rationale

1. Collaborative Learning: The BC curriculum emphasizes the importance of collaborative learning environments, encouraging students and teachers to work together, share ideas, and learn from one another.
2. Curricular Competencies: Collaboration supports the development of key curricular competencies such as communication, critical thinking, and personal and social responsibility, which are foundational to the BC curriculum.
3. Indigenous Perspectives: The BC curriculum calls for the integration of Indigenous ways of knowing and perspectives across subjects. Collaborative planning allows teachers to collectively design lessons that reflect these essential components.
4. Inquiry-Based Learning: The BC curriculum promotes inquiry-based learning, where collaboration among staff can lead to the development of rich, inquiry-driven experiences for students, fostering curiosity and engagement.
5. Indigenous Ways of Knowing - Collective Knowledge Sharing: Indigenous ways of knowing emphasize the importance of community and collective learning. Collaboration among staff mirrors this principle, fostering a supportive environment where knowledge is shared and built upon.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Multi-aged student collaboration through Fine Arts such as: Talent Show and Spring musical.
- student will have the ability to collaborate in a multi-aged / multi-grade environment to work on like-minded goals in Fine Arts.
- Collaboration Sessions: Admin, non-enrolling staff, EAs, and CCW will take students to the gym twice a year for team building activities—once for primary students and once for intermediate students. This provides dedicated time for staff and students to collaborate with their team on shared goals.
- Team Planning: Teams will outline their focus areas during these sessions and will conduct a debrief afterward to share insights and progress.
- Collaboration time for teachers
- students will have an opportunity to share their thoughts and ideas around themes that speak to our collaborative shared goals.

D. Evidence / Data (how will you measure success?)

- School survey measures related to Connectedness from our Middle Development and Early Development index's.
- Student surveys as they relate to connection with staff and peers.
- Use of relevant Student Learning Survey Information.
- Use of relevant Middle Development Index and Early Development Index Survey Information - Specifically looking at student connectedness to people in the building and ability to share what they know.
- Staff surveys as they relate to their willingness and ability to collaborate with staff and students.



School: c'usqunela Elementary
 Principal: Wes Reamsbottom
 Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Based on the results of a student and staff survey conducted in June 2024, we have established a new goal to strengthen our outdoor and environmental learning. This goal aims to help teachers further develop skills and knowledge to incorporate outdoor learning experiences into their classrooms.

B. Rationale

1. Enhanced Engagement: Outdoor settings can increase student motivation and interest in learning.
2. Improved Health: Fresh air and physical activity contribute to better physical health and mental well-being.
3. Social Skills Development: Collaborative outdoor activities foster teamwork, communication, and social interaction.
4. Connection to Nature: Outdoor education promotes environmental awareness and appreciation, encouraging stewardship of the natural world.
5. Increased Creativity: Natural settings can inspire creativity and problem-solving skills through hands-on, experiential learning.
6. Real-World Learning: Outdoor education provides opportunities for students to apply concepts in real-world contexts, enhancing retention and understanding.
7. Indigenous Ways of Knowing - Land as Teacher: The land is viewed as a vital teacher, with experiences and lessons drawn from observing and engaging with natural environments.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Create an outdoor learning survey to see what teachers need.
- Creating or enhancing the outdoor learning cart to improve access to materials.
 - Providing materials based on survey results for each pod, equipped with clipboards, foam mats, and a resource book.
 - Professional development focused on environmental education, building on existing teacher training and workshop attendance.
 - Incorporating insights from student surveys to inform resource allocation.
 - School funding will cover initial purchases and ongoing replacements for worn-out items.

D. Evidence / Data (how will you measure success?)

- School survey measures related to Outdoor / Environmental Education
- Use of relevant Student Learning Survey Information.
- Use of relevant Middle Development Index and Early Development Index Survey Information - Specifically looking at: Social / Emotional Development, Phys. Health / Well-being, Connectedness to adults at school, connectedness with peers, school climate and school belonging.



School: Davie Jones Elementary
 Principal: Jennifer Beveridge
 Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Literacy: To continue to improve reading outcomes for all students, including comprehension, decoding, strategies, and engagement, with a focus on targeted instruction for our students not yet meeting expectations and minimally meeting.

B. Rationale

We are continuing to use our district data and our discussions at our recent class reviews to increase literacy skills in our students. Students’ reading skills are the single biggest indicator of future academic success. We want to ensure that all of our students have the best opportunity possible to become independent and fluent readers.

Current Grade 2's - 10 NYM, 23 MM
 Current Grade 3's - 5 NYM, 13, MM
 Current Grade 4's - 9 NYM, 13 MM

Current Grade 5's - 7 NYM, 11MM
 Current Grade 6's - 4 NYM, 20 MM
 Current Grade 7's - 4 NYM, 13 MM

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Work with district helping literacy teacher
- Literacy Club before school with EAs/ST’s & Librarian to target “at risk” students/Trial Lexia
- Continue with school wide assessment IRA and EPRA
- School Wide Write, where teachers collaborate and assess using the performance standards to track & support student development and growth
- JECICs on Reading
- Continue to highlight literacy/reading throughout the school (announcements/guest readers/mystery readers)
- Principal Story Time
- UFLI Foundations Program targets foundational reading skills

D. Evidence / Data (how will you measure success?)

- Summative Performance Standard Data for grade groups
- Assessment data (EPRA/IRA/Benchmarks where applicable)
- Closed gap on emerging readers
- Student engagement and enjoyment of literacy activities
- MDI data regarding how much children are reading for pleasure
- School Wide Write data
- Review library circulation reports



School: Davie Jones Elementary

Principal: Jennifer Beveridge

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Numeracy: To continue to develop positive attitudes towards Mathematics and increase overall achievement. We aim to develop confidence in math foundations through meaningful learning activities, games and mastery of fact fluency.

B. Rationale

Math is an important everyday life skill and knowledge builds student self-esteem. Through teacher observations, we have noticed that students do not seem to exhibit the perseverance and confidence to problem solve and take risks in numeracy. This goal recognizes the importance of students having good number sense and Mathematical fluency. Our summative performance standard data has 14 plus students at all grade levels between not yet meeting and minimally meeting expectations.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Collaboration with district helping numeracy teacher
- Participate in ongoing Math pro-d opportunities
- Create primary/intermediate math challenges
- Utilize the announcements to foster the love of math with school wide riddles/problems and engagement etc.
- Teachers to collaborate to create universal math games/activities to develop fact fluency/number sense
- Send and share math games with families for home use
- Source math riddle book for morning announcements
- Common Math Talk (Research shows that when parents and young children take time to explore, enjoy, and talk about math together, it sets the stage for positive early math experiences and helps young children view themselves as capable math learners.)

D. Evidence / Data (how will you measure success?)

Summative Performance Standard Data
More students are meeting expectations
Engagement in school wide numeracy activities
MDI data
Parent feedback on math games



School: Edith McDermott Elementary School

Principal: Tom Levesque

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Continue to enhance and nurture a sense of belonging and connection among our students, particularly those of ancestry, by actively consulting and collaborating with Katzie First Nation. We aim to value and strengthen our relationships to create a culturally responsive environment that respects and celebrates the culture and contributions of all students.

B. Rationale

In alignment with the findings of the Truth and Reconciliation Commission’s final report, it is essential for all levels of education to take the 94 Calls to Action seriously, particularly those related to education and language revitalization. Calls to Action 10 and 14 emphasize the importance of Indigenous language preservation and integration into the curriculum, while Call to Action 62 underscores the necessity of educating all Canadians about Indigenous histories and perspectives. As the Honourable Murray Sinclair stated, 'It was education that got us here and it will be education that will get us out.' By consulting and collaborating with Katzie First Nation, we can implement meaningful changes that foster understanding, respect, and a sense of belonging among all students.

C. Action Plan (list specific actions, school level and district level resources or structures used)

We will continue our 25-minute, three-week cycles of literacy support from 8:00-8:25, dedicating the first sessions to Katzie learners. Our front lobby will showcase various forms of Indigenous culture, including masks, to inspire discussion and serve as writing prompts. We will collaborate with the Indigenous Education Department to bring elders and community connections into our schools. Ongoing discussions about the history of Indigenous peoples in Canada will take place at monthly assemblies and in classrooms. The First Peoples Principles of Learning will be integral to our planning. Every Thursday will remain Orange Shirt Day to stimulate conversations with students and the community. We will support student attendance regardless of barriers by providing early morning and late afternoon transportation options, including soft starts and early building access. A universal breakfast will be offered to students arriving early. We will nurture relationships with elders in residence to deepen community connections. Grade 7 students will engage in a mandatory, historically accurate Indigenous novel study. Our Truth and Reconciliation Assembly will take place in September, and we will celebrate National Indigenous Day with a Family Picnic in June.

D. Evidence / Data (how will you measure success?)

To assess our progress, we will monitor the attendance of students of ancestry, particularly those from Katzie First Nation, using existing school attendance records. We will analyze student achievement data through standardized assessments and classroom evaluations to track academic progress over time.

Additionally, we will utilize data from the Indigenous Education Department to gain insights into the performance and engagement of Indigenous, Métis, and Inuit students. We will review anecdotal feedback gathered during school events and community meetings to understand the experiences of families and students.



School: Edith McDermott Elementary School

Principal: Tom Levesque

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

At EME, we aim to continue to inspire curiosity and build strong foundational literacy skills, ensuring that every student develops a lasting love for reading and writing. By implementing collaborative reading partnerships, prioritizing resource allocation, and providing differentiated instruction, we will create a supportive and engaging learning environment.

B. Rationale

At EME, we recognize that strong literacy skills are essential for academic success and lifelong learning. By focusing on inspiring curiosity and building a solid foundation in reading and writing, we can create an engaging environment that nurtures a love for literacy among our students.

Collaborative reading partnerships not only foster positive relationships between students of different grade levels but also provide valuable peer support that enhances comprehension and fluency. Additionally, prioritizing resource allocation ensures that all classrooms are equipped with high-quality materials that meet diverse learning needs. We are continuing to use our district data and our discussions at our recent School Growth Planning to increase literacy skills in our students. Students' reading skills are the single biggest indicator of future academic success. We want to ensure that all of our students have the best opportunity possible to become independent and fluent readers.

Current Grade 2's - 10 NYM, 11 MM Current Grade 5's - 3 NYM, 7 MM

Current Grade 3's - 15 NYM, 19, MM Current Grade 6's - 6 NYM, 17 MM

Current Grade 4's - 8 NYM, 12 MM Current Grade 7's - 4 NYM, 28 MM

C. Action Plan (list specific actions, school level and district level resources or structures used)

To foster a vibrant literacy culture at our school, we will implement a multi-faceted strategy that engages students, teachers, and the community in promoting a love of reading and writing. Prioritizing funds for literacy resources will ensure that all classrooms have access to high-quality books, materials, and tools necessary for effective literacy instruction. Collaborative Planning Time: We will continue to utilize collaboration time for teachers to focus on literacy strategies, sharing best practices and resources that can enhance classroom instruction. Reading Partnerships: Intermediate students will partner with primary students for reading activities, focusing on practicing sight words and building reading fluency. This mentorship approach fosters positive connections and encourages younger students to develop their literacy skills in a supportive environment. Professional Development: We will invite external speakers and educators to provide professional literacy mentorship, particularly for newer teachers. These sessions will introduce diverse strategies for teaching reading and writing, enriching our instructional practices. ABC Buddy Reading: Students in grades 3, 4, and 5 will pair up with kindergarten and grade 1 students during soft start periods for buddy reading sessions. This initiative will not only promote literacy skills but also foster positive relationships among students of different ages.

D. Evidence / Data (how will you measure success?)

We will use a comprehensive approach that incorporates formative and summative assessments and the Performance Standards Literacy data. We will utilize ongoing formative assessments to monitor student progress and inform instruction. Including observational notes during collaborative reading partnerships, where educators can track student engagement and comprehension. Additionally, anecdotal records will capture key moments of learning, allowing us to tailor support to individual needs. Summative assessments will be conducted through standardized tests and projects that evaluate overall literacy skills. These assessments will provide insight into students' mastery of reading and writing concepts and help us determine the effectiveness of our instructional strategies. We will maintain documentation of literacy activities and events. Including tracking attendance, student feedback, and any resources utilized during these initiatives. Gathering student feedback through surveys and reflections will help us understand their experiences and perceptions of literacy activities. This feedback will shape future strategies and ensure that our approaches resonate with student interests and needs. Combining these diverse assessment methods and data sources, we will create a robust framework for evaluating our literacy initiatives, ensuring that every student at EME has the opportunity to develop a love for reading and writing.



School: Edith McDermott Elementary School

Principal: Tom Levesque

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

To continue to create a supportive environment that encourages resilience and confidence in mathematics, we will focus on building a strong foundation in number sense through hands-on activities and real-life applications. Our aim is to foster a positive attitude towards learning by embracing mistakes as valuable opportunities for growth

B. Rationale

At EME, we recognize that math is integral to everyday life. Building confidence through real-life experiences is essential for fostering ongoing growth and success. Continuous practice and reinforcement of concepts through multiple strategies are vital to accommodate the diverse needs of our classroom. We believe that introducing a variety of approaches will support understanding and can be embraced by all stakeholders within the EME community. We will continue to use District data and our conversations at our recent School Growth Planning to increase numeracy skills in our students.

Current Grade 2's - 7 Not Meeting, 10 MM	Current Grade 5's - 1 Not Meeting, 13 MM
Current Grade 3's - 5 Not Meeting, 18 MM	Current Grade 6's - 2 Not Meeting, 17 MM
Current Grade 4's - 2 Not Meeting, 12 MM	Current Grade 7's - 7 Not Meeting, 26 MM

C. Action Plan (list specific actions, school level and district level resources or structures used)

To enhance numeracy skills at EME, we will implement a variety of engaging strategies tailored to meet students where they are. Our approach will include hands-on activities, outdoor learning experiences such as "messy math," and structured number talks to explore different relationships and breakdowns of numbers. We will encourage collaborative learning through group, partner, and independent practice, complemented by self-paced math activities and platooning for targeted support. Fun Math Fridays will foster a positive attitude towards math, reinforced by teachers' enthusiasm and encouragement. We will provide opportunities for students to collaborate and observe one another, while also incorporating homework for extra practice at home. To deepen our impact, we aim to integrate numeracy topics during Library time through storytelling and share concrete strategies during primary and intermediate meetings. With a specific focus on these action points, we believe we can create a dynamic and supportive learning environment that promotes confidence and success in mathematics for all students.

D. Evidence / Data (how will you measure success?)

To effectively measure student progress in numeracy, we will utilize a comprehensive approach that incorporates both formative and summative assessments and the Performance Standard Numeracy data.

Formative Assessments: We will employ a variety of formative assessments to monitor student understanding and inform instruction. This includes the use of Big 3's and self-assessments, allowing students to reflect on their learning and set goals for improvement. Observational notes taken during lessons will provide insights into individual student engagement and comprehension, while anecdotal records will capture key moments of learning and challenges faced by students. Photo documentation of hands-on activities and outdoor learning experiences will serve as visual evidence of student engagement and skill development.

Summative Assessments: Summative assessments will be conducted through tests, projects, and one-on-one evaluations to gauge overall mastery of numeracy concepts. These assessments will allow us to evaluate the effectiveness of our instructional strategies and determine whether students are ready to progress to more advanced topics. Additionally, we will encourage self-reflection among students to assess their readiness for moving forward, ensuring that they take an active role in their learning journey.



School: Environmental School

Principal: Nicole McKenzie

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Foster a multiage/multigenerational learning environment that engages all students, supports their learning, social-emotional growth, and strengthens their connections to place, community, and peers. This is a new goal.

B. Rationale

MDI results and staff observations showed many of our students have increasing struggles with anxiety and a stress. We feel that multiage/multigenerational learning can help foster a greater sense of support, belonging, responsibility and reciprocity, leading to a more connected and meaningful learning community with an increase in social emotional growth.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Use our multi-age clan times to encourage mentorship and foster a sense of support and belonging through shared experience
- Involve parents, families, former students and community members in meaningful ways that benefit all learners such as school wide group projects (ie. drum making, knife making)
- Help students feel connected to place, each other, and others in their community by giving opportunities for students to give back in reciprocal ways to the places we learn in and to the greater community.
- Better support and engage students struggling with anxiety or other social emotional challenges through integrated child care worker programming, counselling and SEL focused activities.

D. Evidence / Data (how will you measure success?)

- MDI results to see how students feel connected to their learning community
- Staff team building opportunities throughout the year where we look at our school goal and recognize our strengths and stretches when it comes to engaging all students, supports their learning, social-emotional growth, and strengthens their connections to place, community, and peers
- Student journal writing and discussions with parents to reflect upon projects and opportunities to give back to our learning places and the greater community.

Principal:	Superintendent:	Board Chairperson:	Date:
Nicole McKenzie			



School: École Eric Langton

Principal: Kyla Cameron

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 1. To build from prior literacy goal: To improve students' reading and writing school-wide, using high impact literacy strategies including those students working in French.

B. Rationale

- Reading provides access to learning in multiple curricular areas
- Reading and writing were both areas of concern at class reviews
- Both the BC Reading Performance Standards and the BC Writing Performance Standards show that many of our students are not yet proficient in these areas

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Examine programs used currently in the school for literacy
- Teachers work with available resources including support, ELL, SLP, EAs and Admin to implement high impact literacy strategies (Reading Simplified, AIM, Read Well, UFLI)
- Staff to offer school-wide events to show importance and joy in reading (in class reading by admin, reading at assemblies, book recommendations in newsletters)
- Embed 6 R's of Indigenous Learning into classroom discussions around texts
- Continue to improve print reading materials that reflect our diverse community

D. Evidence / Data (how will you measure success?)

- Assessments including but not limited to term report cards, DIBELS, EPRA/IRA, GB+,
- Teacher observations on increased initiation and stamina in both writing and reading
- Ministry Proficiency Scale data with increasing student proficiency
- Increased book circulation in library



School: École Eric Langton

Principal: Kyla Cameron

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 2. (new): That students will strengthen their math fact fluency needed for concept understanding.

B. Rationale

- To focus on fact fluency to increase automaticity with numbers so students can be more confident in their understanding of concepts and be able to explain their thinking
- To build school wide consistency of math vocabulary & assessment (number of the day, games, SNAP)
- Math is an important life skill and knowledge builds student self-esteem
- So students can apply their math fluency to problem solving
- Our report card data shows that many of our students aren't being assessed as proficient in mathematics

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Fact fluency program implementation, starting in grade groups and then spreading to whole school
- School wide assessment to focus where students are struggling
- Create grade group goals
- School wide math resources
- Common math vocabulary

D. Evidence / Data (how will you measure success?)

- Assessments including Facts on Fire in individual classrooms tracking student growth in fact fluency
- Student self-assessments on math ability and perception of their math ability done in classrooms
- A Math JECIC in our grade 3/4 and 5/6 classrooms looking at assessment and intervention strategies for mathematics
- Report Cards looking for an increasing number of students being assessed at proficient in mathematics



School: École Eric Langton

Principal: Kyla Cameron

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 3. (new): To support social emotional learning through a focus on the strengthening of executive functioning skills in our students.

B. Rationale

- Concerns regarding executive functioning came up in each class review
- Main areas of focus include self-restraint, emotional control, work stamina, organization and task initiation
- Increasing executive functioning will increase student well being and also student academic success
- Increasing executive functioning will also include student self perception
- MDI data shows that our students need support to increase empathy, self-esteem and happiness all of which can be helped with increased executive functioning

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Research based programs including Mind-up to improve emotional control
- Workshops for staff around executive functioning development
- Mindful techniques and practicing as a class
- Develop common language (Sarah Ward and CASEL resources)
- Increased visuals for students to reference in classrooms and through the school
- Whole school events to teach common language (announcements, assembly)

D. Evidence / Data (how will you measure success?)

- Reduced office referrals involving incidents of emotional regulation and self-restraint
- Increased observed happiness in students (smiles in hallways, greetings, kind acts)
- Student self-reflections (this will look different at grade levels but will include student rating scales and also MDI data on happiness, empathy and self-esteem)
- Increased work initiation and completion as reported by teachers



School: Fairview/Odyssey
Principal: Laura Bruce
Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

This new literacy goal is to improve the continuity, consistency and success of early and emergent reading practices that can be used throughout the school and at all ages.

B. Rationale

At Fairview, about half of our learners are only minimally meeting or not yet meeting in reading. We are interested in improving this result and promoting reading skills at all grade levels to encourage life-long reading. We recognize the direct connection between student learning success and self-esteem with engagement and behaviour. It is our goal to increase learning success to improve how students feel about themselves and their learning, and are committed to increasing student engagement overall.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Our primary team is working on JECIC to explore Haggerty, a phonics program, to create some continuity from year to year for students. This work as a team, is also to help support our newest teachers with their literacy programming and do some shared learning. We are interested in increasing the number of book resources that we have in our school for both novel studies and early intervention to support our literacy programs. We are continuing to access supports from our literacy helping teacher to assess and program for individual classrooms. A group of primary teachers is doing the POPEY workshops with a focus on literacy instruction. We want to collaborate to become more consistent between classrooms and grade and support one another with new ideas. We want to support our community by offering home literacy supports and information through a literacy night, conferences and written information.

D. Evidence / Data (how will you measure success?)

There will be an increase in the number of students fully meeting in reading. This will be shown in the Parent Portal Performance Standards data. In addition, student success for learning will increase and office referrals and challenging behaviours will decrease.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Fairview/Odyssey

Principal: Laura Bruce

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

To increase student connectedness and pro-social behaviours in our school. This is a new goal that is based on our MDI data.

B. Rationale

Fairview is proud of our collective efforts to create a safe, welcoming environment for students and our community. This is because of our Breakfast club, teams, Big Buddy structure, Spirit days, caring staff, musical opportunities and extracurricular activities. We are concerned about the high level of worry and inability to self-regulate as well as the low levels of pro-social behaviours on our MDI data. This is coupled with low physical activity and low connectedness to the school on this same report. We recognize the need to continue to work on finding ways for students to feel more connected to school, increase pro-social behaviours and develop stronger social leadership.

Prosocial behaviour (high 45%, med 36%, low 19%) Self Regulation (high 45%, med 39%, low 19%) Connectedness (high 68%, med 26%, low 6%) Students involved in extracurricular activities (Team sports, never 49%, Youth organizations never 83%, individual sports, never 48%, arts lessons never 59%) Physical Activity (everyday 10%, 5-6 days weekly 12%, 3-4 days weekly 27%, 1-2 days weekly 37%, never 14%)

C. Action Plan (list specific actions, school level and district level resources or structures used)

We are continuing to work with Andrea Chatwin on trauma informed practices in our school this year. She will be presenting at our November staff meeting. In addition, Jon Wheatley, will be doing a workshop on practical applications of attachment theories in schools. This work is supporting our staff with creating a safe and inclusive environment while also learning more effective strategies when faced complex learners and challenging behaviours. A group of primary staff is participating in the POPEY workshops with some focus on SEL.

Our staff is also interested in expanding our opportunities for student around leadership, extracurricular activities and clubs. We are also looking for ways to celebrate our learners successes and efforts, and increase our larger community connections. PALS leadership, student led assemblies and Fairview ROCKS student recognition are some ways that we would like to reexplore.

D. Evidence / Data (how will you measure success?)

Success will be shown through an increase in connectedness on the MDI data. It will also be evident from fewer office referrals and an increase in student engagement and success in the school. Students will report an increased sense of belonging, self esteem and resilience by participating in clubs, sports, events and extracurricular activities.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Glenwood Elementary

Principal: Michelle Davis

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Continue to close the gap in literacy of our student population by implementing effective school-wide strategies and programs to support all learners and address academic disparities.

B. Rationale

Building off our first goal of fostering a sense of school community and building resilience skills, we aim as a school to meet the many needs of the whole group, while ensuring individual attention and building stamina for school work to sustain effort and focus on tasks. We hope to improve the literacy outcomes of students by providing teachers with practical tools to assess, differentiate and engage students in effective literacy instruction. Using the performance standards, we will see more students move from emerging to developing skillsets.

C. Action Plan (list specific actions, school level and district level resources or structures used)

School Wide Professional Development Retreat to do a deep dive into literacy instruction and exploring resources to meet the needs of classes within collaborative working groups. Equip teachers with practical, age appropriate literacy strategies. Emphasis on diagnosing literacy challenges more accurately and how these assessments can be used to inform instruction. Foster a collaborative classroom environment through group work and peer support. Implement flexible seating and learning stations to accommodate different learning styles. Introduce gradual increases in task duration and complexity. Incorporate brain breaks and physical activities to maintain engagement. Teach time management and organizational skills. Looking at taking learning outdoors through outdoor education programs.

D. Evidence / Data (how will you measure success?)

Use of interactive read alouds, collaborative writing exercises and reading comprehension games. By applying differentiated instruction and assessment techniques, students with varying literacy abilities will receive more targeted support, leading to improved engagement and achievement in reading and writing. Formative and summative assessments. Tracking of hard data (UFLI, Syntax Project, Freckle). Learning from the land and acknowledge the first people's principles of learning that learning takes patience and time. Looking at taking learning outdoors through outdoor education programs. Parents develop a broader sense of the curriculum and how their child's needs are being met. Students will be more engaged in learning when staff are meeting them where they are at.



School: Glenwood Elementary

Principal: Michelle Davis

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Continue to foster a strong school community. Continue to develop initiatives and activities that enhance the sense of belonging and togetherness among students, staff and parents within the school. Looking at building the staff capacity to address the rising levels of anxiety in students. In addition to looking at the anxious generation, as a staff we will be developing executive functioning skills in our students, to promote resilience.

B. Rationale

Expanding upon our previous objective of nurturing students' social emotional growth and addressing identified literacy disparities this year, our primary emphasis is on fostering a sense of school community and promoting teacher collaboration. Our hope is that building an increased sense of community and staff togetherness will empower teachers to feel more supported in tackling the diverse learning needs of our learners as will be evidenced in the MDI and Student Learning Surveys.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Weekly relief of teacher grade groups for collaboration time. Weekly group check-ins by grade groups with support staff, educational assistants, curriculum teachers, and administrators for dialogue and growth (in place of individual teacher check-ins/weekly student-based teams by referral only). Teacher led staff meetings to share resources and skills. School-based professional development days focusing on building inter-grade collaboration and community. CCW/Counsellor led multigrade cooking initiative. Coffee and Conversations sessions. Monthly morale boosting activities. Monthly staff meeting resource sharing amongst staff for executive functioning strategies. Staff book club for The Anxious Generation. Staff wide Sara Ward strategies.

D. Evidence / Data (how will you measure success?)

Increased instances of staff togetherness at recess and lunch. An increase in collaborative practices such as team teaching, quad squads, student exchanges, and group field trips. Enhanced collaborative activities between intermediate and primary, including buddy programs and literacy groups. Continue to build in more community building activities and events. MDI and Learning Survey Data (sense of belonging and connectdness to adults)



School: Golden Ears Elementary

Principal: Laura Brandon

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

To continue building a community where all learners, families and staff feel a sense of belonging, inclusion, and connection. Where the diversity of our school community is valued and respected by everyone every day.

B. Rationale

Last year, our Growth Plan entailed staff learning strategies to deepen our understanding on topics including anti-racism, Trauma Informed Practice, Indigenous brilliance and celebrations of diversity. Our MDI data from the 2023-2024 school year, indicated lower than expected levels of optimism, prosocial behaviour, self-esteem and empathy experienced by our students. In researching how to develop our students’ understanding of kindness and empathy, we spent considerable time learning about the Seven Grandfather Teachings. These teachings are a set of principles and values found in Indigenous cultures. These teachings include core ethical and moral principles meant to guide individuals on how to live a good life and foster harmony within a community. The Seven Grandfather Teachings include: honesty, truth, humility, love, wisdom, courage and respect.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Monthly, student-led assemblies to celebrate achievements, share events in our school and teach to one of the Seven Grandfather Teachings.
2. Classroom teaching to review and reinforce Grandfather Teachings.
3. Reinforcing community members demonstrating the Grandfather Teachings.
4. Community-building events in the afternoons/evenings with parents.
5. Improving communication with all members of the community with access in multiple languages.

D. Evidence / Data (how will you measure success?)

1. Collect Middle-years Developmental Instrument (MDI) and compare to MDI data from 2023-2024 for improvement to students’ views of “optimism, prosocial behaviour, and self esteem” ratings.
2. Templates, Powerpoints and scripts of monthly student-led assemblies
3. Implementation of “eagle feathers” for community members modeling the Grandfather Teachings.
4. Student artifacts of classroom-based learning of the Grandfather Teachings.
5. Update of school website and ability to use translation apps for school communications.

Principal:	Superintendent:	Board Chairperson:	Date:



School: Golden Ears Elementary

Principal: Laura Brandon

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

To continue fostering meaningful literacy engagement so all learners can experience enjoyment, progress, and personal success.

B. Rationale

After reviewing the Performance Standards data from 2023–24, we are pleased to report that our efforts last year had a positive impact on literacy development for students, especially at the grade 3 and 4 levels. Primary grade teachers investigated and implemented a teaching strategy known as UFLI, and were supported by our PAC to purchase resources. This year, we want to continue to expand and support our emerging readers in both primary and intermediate grades. Our most current data also indicates that some intermediate students are continuing, ‘learning to read’ and others are, ‘reading to learn’ and honing their skills in extracting information from non-fiction text. Our focus moving forward, is to continue supporting primary students, deepening our focus into intermediate grades, and improve access to literacy, language and communication for all.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Continue with implementation of UFLI in primary grades and introduce to intermediate students.
2. Co-ordination of reading support groups to implement UFLI in alignment with classroom lessons.
3. Collaborate with Literacy Helping Teacher regarding teaching strategies and resources.
4. Investigate/purchase resources to assist intermediate teachers with teaching students how to extract meaning from non-fiction text.
5. Continue to expand technological supports to aid communication and literacy development for all members of our community.

D. Evidence / Data (how will you measure success?)

1. Classroom reading assessments and BC Performance Standards data
2. Teacher feedback on UFLI and non-fiction reading comprehension resources.
3. Staff Meeting agendas indicating collaborative time to share progress and review resources
4. Student feedback on their reading progress.
5. Student and staff feedback on using literacy to support literacy and language accessibility.

Principal:	Superintendent:	Board Chairperson:	Date:



School: Hammond Elementary

Principal: Adam Stanley

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Continue fostering positive attitudes toward literacy and increasing competence through school-wide initiatives, activities, and staff professional development.

B. Rationale

We have observed the following data points for students who are Not Yet Meeting or Minimally Meeting performance standards in reading:

G2: 6NM/12MM G3: 7NYM/6MM G4: 9NM/14M G5: 6NYM/16MM G6: 9NYM/13MM G7: 6NYM/11MM

By evolving a positive relationship with literacy based universal design for learning and innate creativity, we will improve competence in reading, writing, and comprehension. We will support both reading for information and reading for pleasure goals, using rich, authentic, culturally diverse resources that include Indigenous ways of knowing. As reading achievement is a primary indicator of academic success, we will use that as a baseline indicator.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Provide professional development for staff that encourages a multimodal approach to literacy supported by the district's Literacy Framework
- Encourage all learners to set personalized learning goals
- Develop and deploy school-wide initiatives such as flashlight reading, share culturally diverse resources, talking stick, and collaborative assessments to monitor growth
- Employ technology to engage students in digital literacy including podcasts, infographics, collaborative learning tools and emergent interactive AI
- Encourage early literacy intervention with phonics and high interest-low vocabulary resources

D. Evidence / Data (how will you measure success?)

- Quantify achievement trends over successive reporting periods over two years Hold monthly goal reviews at staff meetings
- Use EPRA and IRA data
- Use school-wide assessments developed by staff and reconcile achievement using provincial performance standards

Principal:

Superintendent:

Board Chairperson:

Date:

Adam Stanley



School: Hammond Elementary

Principal: Adam Stanley

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

This new goal is to develop an inclusive, culturally responsive approach to numeracy that includes Indigenous connections, content from other cultures, and leads to increased achievement through joyful learning.

B. Rationale

- Grade seven performance standard achievement as students move into high school in grade eight shows shortfalls in numeracy
- We need to increase student competence in number sense, financial literacy, and critical problem solving
- We seek to shift the student perception that they are "not good at math" and "do not like math"
- Tools to support numeracy at the K-7 level are rapidly evolving and require ongoing professional development

C. Action Plan (list specific actions, school level and district level resources or structures used)

- School-wide initiatives such as "Math Mondays", Pi Day, Hundred Day, math riddles on the announcements, math scavenger hunts, math games days and mathletes competitions Use class stores to develop financial literacy
- Organize a mathalon in the gym as a school-activity
- Use Indigenous connections and content
- Class teachers and support staff to employ "math interviews" to understand student readiness
- Bring in professional development with district helping teacher and Janice Novokowski for teachers and EAs
- Present math through entertaining and engaging strategies

D. Evidence / Data (how will you measure success?)

Review and report to staff on student competence achievement based on provincial performance standards and school-developed assessments.
 Work with staff professional development team to ensure that appropriate opportunities are made available to teachers, are accessible, and effective.

Principal:	Superintendent:	Board Chairperson:	Date:
<i>Adam Stanley</i>			



School: Harry Hooge Elementary

Principal: Nicole Neggers

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Harry Hooge will continue to strengthen our students' sense of belonging by recognizing and celebrating the individuality of each of our students while focusing on adult/student connections.

B. Rationale

Of the total population of 520 students, Harry Hooge has 113 ELL students, 15 of which are EELL and 50 students with Indigenous Ancestry. We also have 104 students with a Ministry Designation and approximately 11.2% of our students are living in poverty (2023).

Grade 5 Student MDI Results:

- 59% have low well-being compared to 35% across the district
- Only 51 % indicate a quality relationship with an adult at school
- 29% indicate they do not have any important adults at school (17 students out of the 58 who participated in the survey)
- Out of 58 students, only 17 students indicated they are thriving.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Continue to run and offer group activities before school and at lunch (knitting, yoga, meditation, open gym, art, open library etc.)

- Student led Friday Fun Fact Announcements sharing information about different cultures and introduce a variety of cultural music during outside play time.
- Continue to recognize diversity by celebrating Diwali, Ramadan, Black History Month, Asian History Month, Orange Shirt Day, Indigenous Remembrance Day, Chanukah, Lunar New Year, Cinco de Mayo and other cultural events.
- Share cultural foods, when possible, for students to sample (Samosas, Bannock, etc).
- Invite staff to attend and participate in Indigenous Ways of Knowing and Being Luncheon Series offered by the district
- Continue outdoor gardening/programming with an Indigenous focus
- Continue to provide food programs and expand breakfast programs into individual classrooms
- Continue to offer safe places within the school for students (Haven, individual spaces)

D. Evidence / Data (how will you measure success?)

-MDI Data: specifically, the following areas Well-Being Index, Assets Index, Connectedness and School Experiences

- Increase in the number of students participating in clubs, celebrations, activities
- Staff observation
- Student survey focusing on questions related to students' sense of belonging at school



School: Harry Hooge Elementary

Principal: Nicole Neggers

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Harry Hooge will continue to improve literacy development with a focus on target instruction in phonemic and phonological awareness.

B. Rationale

- 18% of current Grade 2 students at NYM Expectations and 38% students are Meeting Expectations in reading.
- 28% of current Grade 3 students at NYM Expectations and 23% students are Meeting Expectations in reading.
- 19% of current Grade 3 students at NYM Expectations and 28% students are Meeting Expectations in writing.
- 16% of current Grade 4 students are NYM in reading and 22% are meeting expectations. 13% of students are NYM and 25% are meeting in writing.
- 13% of current Grade 5 students are NYM and 43% are Meeting Expectations in reading. 20% are NYM in writing and 47% are meeting in writing.
- 8% of current Grade 6 students are NYM in reading and 39% are Meeting Expectations. 10% are NYM in writing and 32% are Meeting Expectations.
- 13% of current Grade 7 students are NYM in reading and 43% are Meeting Expectations. 15% are NYM in writing and 40% are Meeting Expectations.
- Teacher observations note that students are weak in phonemic and phonological awareness.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Reading intervention groups and station teaching coordinated with ELL, Support and Collab teachers
- Focus on phonemic and phonological awareness using programs such as Heggerty, Jan Richardson, and UFLI
- Purchase focused literacy resources at primary grade level, Cedar School Decodables, high interest books for struggling intermediate readers (Dandelion Launchers, Moon Dog series).
- Peer reading groups
- Kinesthetic literary pieces (story workshop, skits etc.)
- Take literacy outdoors (nature journaling, outdoor story workshops)

D. Evidence / Data (how will you measure success?)

- Assessments (pre and post intervention and at regular intervals to inform teaching)
- UFLI assessments
- June 2025 Report Card Performance Standards Data



School: Highland Park Elementary

Principal: Jennifer Walker

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

At Highland Park Elementary, we want to continue to recognize that our differences make us stronger. By focusing on empathy, understanding diverse perspectives, and promoting kindness, we will cultivate a respectful, inclusive environment where students have a strong sense of belonging and are proud of what makes them unique.

B. Rationale

Belonging is a fundamental need for everyone and is one of the most important assets for well-being, health, and success in life. For children, connectedness to land, language and culture encourages a strong and healthy sense of identity (MDI). We recognize the diversity of our student population at Highland Park. We have students from over 40 countries and our families speak 28 languages. We currently have 76 students who are English Language Learners and 20 with Indigenous Ancestry. We want all students to feel a strong sense of belonging to the school, their peers, and their culture, and their community.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Cultural and Diversity Awareness through assemblies, guest speakers, celebrations, and learning about each other and our cultures
- Ensure class libraries have a diverse representation of characters and authors and engage in discussions about empathy and perspectives
- Provide opportunities where older students mentor younger ones, emphasizing inclusivity and friendship across different backgrounds.
- Help students feel proud of their diversity through Identity and Passion Projects
- Provide opportunities to share culture and language through Language Club, Culture Club & Art Club
- Anti-racism Anti-Bias committee and others to provide professional development sessions for teachers and staff focused on culturally responsive teaching practices and building an inclusive classroom environment.
- Engage students in community service initiatives that support diverse local organizations, encouraging empathy and community involvement.
- School-wide initiatives and activities such as Random Acts of Kindness, Kindness Tag

D. Evidence / Data (how will you measure success?)

- Evidence of improved social interactions (e.g., classroom, playground, school events).
- Teachers report an increased sense of belonging and safety within the classroom, as observed through student engagement, peer relationships, and classroom dynamics.
- Fewer reported acts of negative comments made about race or diversity
- Conduct an annual belonging survey to gauge students' feelings of belonging and inclusivity, using the feedback to inform future initiatives and improvements.
- Improvements in MDI data on belonging



School: Highland Park Elementary

Principal: Jennifer Walker

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

To continue to enhance literacy skills in grades K-7 by increasing student engagement in reading and writing, improving comprehension and fluency, and offering targeted support to help students achieve grade-level proficiency.

B. Rationale

Based on our 2023-24 district data, we continue to see several students across all grade levels who are in the emerging or developing stages of their literacy skills. Last year, our focused intervention efforts resulted in measurable improvements in the literacy abilities of many students. We are optimistic that, through continued implementation of the District’s Literacy Framework and targeted interventions, our concerted efforts will lead to sustained progress and further enhance literacy outcomes for all students.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- 1. Enhance Reading Comprehension and Fluency**
 - Provide targeted interventions for struggling readers
 - Explicit instruction in phonics and decoding – UFLI, teacher-led small group lessons for tier 2 students, grouping students according to need
 - Explicit instruction of comprehension strategies (E.g. Adrienne Gear reading strategies)
 - Access to decodable texts, supportive technology
- 2. Increase Student Engagement with Text**
 - Foster a love of reading across all grade levels through a variety of reading experiences, including independent reading, guided reading, and whole-class read-alouds (daily).
 - Expand the classroom library with diverse and high-interest texts that represent a range of cultures, perspectives, and genres to appeal to all students.
 - Provide joyful literacy experiences including Joyful reading book bags in primary, flashlight reading, mystery readers, Story workshop
 - Utilize the power of mentors through Book buddies and big buddies
 - Provide access to audiobooks
- 3. Support Professional Development in Literacy Instruction and Understanding of the Active View of Reading**
 - Provide ongoing professional development opportunities
 - Building understanding of Active View of Reading through work with Literacy Helping Teacher

D. Evidence / Data (how will you measure success?)

Noticeable improvements in Pre and post assessments for intervention (San Diego, Words their Way, Running Records, Letter/sound assessment), EPRA/IRA and Report card data. Student engagement in reading and writing activities increases, as measured by participation rates and student feedback.



School: Kanaka Creek Elementary

Principal: Chad Raible

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: To continue our literacy goal by improving our overall reading and writing performance through supporting students who are emerging and developing in literacy skills.

B. Rationale

As a staff, we have looked at the data for our reading/ writing performance over the past years. Last year's data shows approximately 25-30% of students fall within the "not yet meeting" or "minimally meeting" categories for reading and writing. Further, our staff anecdotally have indicated that there has been a decrease in reading/ writing performance within our student body since the pandemic. Staff have looked to strategies that have been brought forward by our literacy helping teachers in the past years (class Early Primary Reading Assessment(EPRA)/ Intermediate Reading Assessment (IRA) writes, Reading Simplified, etc.) as a way to boost our student literacy skills. Our librarian has also increased the amount of time within her day that she spends working on individualized and small group literacy interventions.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- work with district literacy helping teacher.
- accessing literacy based professional development.
- classes participate in district based literacy assessments (EPRA/ IRA)
- librarian works with most at risk readers at each grade using Reading Simplified per district helping teacher's direction.
- primary teachers can utilize EA support for morning literacy blocks (8:00am-8:25am) for identified students
- various programs being used within the classroom to promote literacy growth (words their way, jolly phonics, reading simplified, etc)

D. Evidence / Data (how will you measure success?)

- Summative performance standards data for grade groups
- Assessment data (EPRA/ IRA/ Benchmarks where applicable.
- Circulation and use reports from library.
- Middle Years Development Index data on how much students are reading for enjoyment.



School: Kanaka Creek Elementary

Principal: Chad Raible

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 2: To continue our social emotional learning goal to support our students and staff by building a sense of community and working on strategies to self- and co-regulate.

B. Rationale

Staff have reported over many years that they feel the need to increase the level of community engagement at Kanaka. Kanaka is a large school (600 students) and this can lead to a fractured culture if community isn't fostered. Further, staff have noted an increase in dysregulated behaviours with students in recent years. We have postulated this could be due to the pandemic and an increase awareness of social situations due to the increased access to the Internet and social media. Further, MDI reports from recent years indicate our students score lower in the "connectedness with adults" asset.

C. Action Plan (list specific actions, school level and district level resources or structures used)

"School Stars" for all new staff / students that get celebrated and given when people leave the school.

- School clubs that support diversity and tolerance
- "Cougar Eyes" which support prosocial behaviours
- Staff activities that welcome new staff and promote a culture of collaboration
- Assemblies where we build community, showcase different talents, and learn about specific SEL strategies.
- Pod Pals (multi-graded groups of classes) that plan activities together and build smaller communities.
- JECIC grant for staff to explore learnings with their classes that will promote diversity and inclusive practices.
- whole school activities that build connections (monthly assemblies, "Friday dance party", monthly themes, etc)
- Increasing awareness of the reading content in our classroom libraries and school library that shows marginalized ethnic, racial, religious, or gender groups.
- Continue to grow our SEL reading library and promote it with new staff members.
- "Kanaka gear" for all new students and staff (t-shirts that proudly promote the school and it's motto "Together We Are Better")

D. Evidence / Data (how will you measure success?)

- Middle Years Developmental Index data
- Student Learning Survey data
- Indigenous Education Support Worker and Child Care Worker reports
- Fewer office referrals
- Report cards and conferences reflect increased connectedness and self regulation growth



School: Laity View Elementary

Principal: Lisa Lawrance

Director/Assistant Superintendent: Michael Scarcella

A. Literacy Goal (one goal per page)

At Laity View Elementary, our goal is to improve reading outcomes for all students (English and French) including comprehension, decoding, literacy strategies, and engagement. Through targeted instruction, scaffolding, personal representation, and schoolwide activities we hope to increase the number of students who demonstrate proficient reading skills. Last year we focused more on writing, so this is a new goal for Laity View.

B. Rationale

Staff notice there are still gaps in student learning. Staff are required to meet their students where they are at in order to ‘fill in the gaps’ and provide remediation where necessary. Our school continues to have a high number of students lacking some basic skills, specifically in reading comprehension and writing. According to last years’ summative data, there is a large number of students at Laity View who are emerging and developing in reading. We would like to focus our efforts on ways to move students from emerging to developing and from developing to proficient in reading. After looking at our school reading data, some themes that emerged were early intervention and targeted strategies, comprehension, and response instruction.

Kindergarten: 11 Emg, 21 Dev	Grade 3: 9 NYM, 30 M	Grade 6: 4 NYM, 16 M
Grade 1: 13 NYM, 29 M	Grade 4: 8 NYM, 25 M	Grade 7: 6 NYM, 24 M
Grade 2: 25 NYM, 19 M	Grade 5: 8 NYM, 23 M	

C. Action Plan (list specific actions, school level and district level resources or structures used)

Standard Rubric: Develop a standard rubric to reduce subjectivity in grading.
Collaborative Assessment: Allocate time for cooperative assessment and collaboration.
Resource Distribution: Distribute books from the book room to classrooms.
Reading Activities: Implement class read-alouds, book studies, book talks, book cafés, podcasts, grade 7 reading buddies, reading groups, virtual author visits, and increase funding for classroom silent reading books.
Literature Circles: Develop meaningful literature circles and use picture books for upper intermediates.
Engagement: Foster engagement and motivation by modeling joy for reading and literacy. Encourage reading at home.
Common Story: This year’s schoolwide anchor text is *Walking Together*, by Elder Dr. Albert Marshall and Louise Zimanyi.
Websites and Apps: Utilize resources like the UFLI (University of Florida Literacy Institute) website for English and CBE (Calgary Board of Education) resources for French.
Professional Development: Offer workshops on literacy circles and book talks. Work with our district literacy helping teacher to support our goals.

D. Evidence / Data (how will you measure success?)

School Assessment: Monitor EPRA, IRA, CQA, and Benchmarks where applicable for closing the gap on emerging readers.
Report Cards: Use report card data to track reading progress.
District Assessment: Compare beginning/end of year summative performance standards data for each grade group.
Positive Attitudes: Monitor students’ engagement and positive attitude towards reading and literacy activities.
Observation: Review and evaluate the success of our strategies implemented after each reporting period.



School: Laity View Elementary

Principal: Lisa Lawrance

Director/Assistant Superintendent: Michael Scarcella

A. SEL Goal (one goal per page)

At Laity View Elementary, our goal is to continue to increase our students' pro-social behaviour through implementing initiatives and activities that enhance a sense of belonging and togetherness among students, staff, and parents within our school community. To accomplish this goal, we are centering our learning around Indigenous books, videos, presenters, workshops, and the Core Competencies. We hope to increase our Middle Years Development Instrument (MDI) data of our students who are thriving in pro-social behaviour.

B. Rationale

When looking at our MDI data, we notice that students show an understanding and awareness about the importance of kindness, cooperation, empathy, and other social values. As a staff, we have successfully educated our students about what pro-social behaviours are, why they matter, and how they can positively impact relationships and communities. However, we observe that our students are not actioning these pro-social behaviour skills in social contexts. Therefore, we need to emphasize experiential learning, where students engage in activities that reinforce and demonstrate their pro-social abilities. We would like to focus our efforts on students actively engaging in and practicing pro-social behaviours in real-life situations. We will concentrate on using skills such as empathy, sharing, and conflict resolution in everyday interactions. This experience-based approach centers on the practical application and reinforcement of pro-social behaviours through experience. Focusing on pro-social behaviour is crucial for fostering a positive, resilient, and connected community.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Class Involvement: Encourage interaction between different classes.

Explicit Teaching: Provide clear and direct instruction regarding pro-social behaviour.

Community Building: Foster team and community spirit to give students a sense of belonging through multicultural events, buddy systems, collaboration, and community centers.

Discussions and Role Play: Facilitate discussions and role-playing to help students express and understand emotions.

Safe Environments: Create safe spaces and ensure students have multiple adults and peers to connect with.

Reflective Practice: Regularly reflect on teaching practices, including trauma informed approach.

Professional Development: Organize professional development sessions around trauma informed practice.

Incorporating Indigenous Ways of Knowing: Continue using class circles, morning meetings, sharing circles, Forest Fridays, and community centers to incorporate Indigenous knowledge.

Activities: Implement primary and intermediate community centers, house teams, leadership opportunities, more gallery walks, SEL lessons, role-playing activities, and invite guest speakers.

Acts of Kindness: Encourage classes to perform acts of kindness for each other.

D. Evidence / Data (how will you measure success?)

MDI Data and Student Learning Surveys: The information that measures students' self-reports of pro-social behaviour will show improvement.

Staff Observation: Beginning and end of year staff reflection and tracking (teacher observations of students actioning pro-social behaviours).

Engagement and Participation: Track the level of student and staff engagement in SEL activities and community-building events. Higher participation rates will indicate a positive impact on the school environment and culture.



School: Ecole Maple Ridge Elementary

Principal: Chelsea Lendvoy and Vice Principal Rachael Perry

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

This is a new goal based on our MDI data for our students to foster a strong sense of self-esteem, confidence and personal identity.

B. Rationale

Higher self-esteem is linked to improved academic performance, better self-advocacy and decision-making skills. When students feel valued and recognized for their unique qualities, they are more motivated to participate in learning, take risks and develop empathy. MDI data shows that students at Maple Ridge Elementary scored below the district average in overall well-being (measure of optimism, happiness, self-esteem, absence of sadness and general health). In the 2023-24 school year 33% of Grade 5 students ranked themselves as having “low” overall well-being. In particular, 55% of Grade 5 students reported being medium to low in optimism and 30% of Grade 5 students reported being medium to low in self-esteem.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Continue establishing positive relationships between staff and students using a trauma-informed approach
- Designated safe, regulation spaces around the school using a grant from the Ridge Meadows Foundation
- Continue teaching school-wide WITS program to encourage a universally understood language for problem-solving
- Create leadership opportunities for students (fundraising, buddy reading, peer mentorship and the Rights & Responsibilities club)
- Teacher committee focused on developing students’ sense of belonging through the exploration of non-stereo typical texts that represent a variety of races, genders, identities, belief systems and cultures
- Celebrate diversity through school-organized events; Highlight student work and achievements on bulletin boards in the front office
- Co-Teaching: Bricks of Belonging program led by Indigenous Education teacher; Counsellor SEL lessons with teachers
- Pooling EA support for literacy time in class
- Group Work: CCW/IEW groups designed to improve confidence and social skills; ELL teacher groups promoting sense of belonging and creating awareness of cultural backgrounds; Counsellor groups about diversity, acceptance and friendship
- Vancouver Giants “Be A Giant Program” to develop confidence and resilience in students
- Staff professional development: Collaboration with Andrea Chatwin; regular time in staff meeting for teacher collaboration and contribution

D. Evidence / Data (how will you measure success?)

- MDI data
- Anecdotal data from staff and classroom observations
- Student surveys at beginning and end of year
- Parent feedback
- Street Data



School: Ecole Maple Ridge Elementary

Principal: Chelsea Lendvoy and Vice Principal Rachael Perry

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

To continue to improve students' reading skills and comprehension abilities.

B. Rationale

Reading is fundamental to all areas of learning. Strong literacy skills enable students to access and engage with subjects across the curriculum, enhance critical thinking skills and allow them to develop necessary communication skills.

The reading scores at MRE show that 35% of the total student population are not proficient in reading. Our goal is to see an improvement in reading and reading comprehension to ensure that students have the skills needed for academic achievement and personal growth.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Active literacy committee comprised of teachers who create and run various literacy-themed projects, activities, and contests
- The literacy committee's focus this year is developing literacy skills and students' sense of belonging using non-stereo typical texts that represent a variety of races, genders, identities, belief systems and cultures
- Pooling EA support for literacy time in class
- Morning reading club with EAs to target small groups of students
- Volunteer reader mornings to give students additional 1:1 reading opportunities
- Book tasting
- Regular time in staff meeting for teacher collaboration and contribution
- Collaboration with district literacy helping teacher
- Staff collaboration and resource sharing
- Buddy reading
- Guest authors such as Ren Louie

D. Evidence / Data (how will you measure success?)

- Street Data
- Reading assessments/benchmarks
- Proficiency scales
- Classroom observations
- Parent feedback



School: Pitt Meadows Elementary

Principal: Brandy McIntyre

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 1: To continue to focus on enhancing student's resiliency when faced with worries, challenging situations and non-preferred tasks to persevere with stamina, focus and courage.

B. Rationale

During our class reviews, there was a common theme of an increasing number of students: feeling overwhelmed and having difficulty with transitions (home to school/subject to subject) and challenged to sustain focus and stamina during non-preferred tasks/subjects. There continues to be an increase in students being referred to the school counsellor, CCW and office, for support around anxious thoughts and worries and acting out due to big emotions. Our grade 5 MDI data shows that although 78% (43 of 55 students) participating in the MDI feel that there are "a lot of good things about [themselves]", 58% (32 of 55) "feel unhappy a lot of the time", and 49% (27 of 55) "worry a lot that people may not like [them]". In our student learning surveys 46% (29 of 63) of students don't know what to do to feel better when they are stressed.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- JECIC on building resilience: offering learning to staff during staff meetings and pro-d with book/strategy links to teach, use and practice in the classroom.
- explicit teaching on 7 Grandfather Teachings school wide, and in-class workshops working alongside our IEST to deepen student understanding of the teachings and how to apply the teachings to their learning and to help them persevere and have resilience.
- continued learning about Growth Mindset and how to put strategies into practice to persevere.
- continued focused learning about identity, diversity and emotions to increase student self-awareness, resiliency and self-worth
- sharing book/strategy links and learning in family newsletters to invite families to enhance the school learning at home
- showcase student work through school wide opportunities to increase purpose, pride, success and celebration of hard work, practice and perseverance (eg. Halloween Dance performances, student voice, student feedback and student leadership, school wide gallery (art/entrepreneur/best work), and students as authors in library)
- create space and place for students and staff to practice and apply strategies (garden, sensory room, calm corners in classrooms)

D. Evidence / Data (how will you measure success?)

- Class reviews 2x per year (Late September and end of February) to discuss observations of resiliency, growth mindset learning.
- Student voice, small group student conversations
- Teacher reports to office and home
- CCW/counselling referrals/social groups
- MDI and Student Learning Survey trends in the areas of Social & Emotional Development



School: Pitt Meadows Elementary

Principal: Brandy McIntyre

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 2: To continue to increase academic confidence in literacy through joy and skillful practice to bolster student's success and confidence in literacy (emphasis on reading)

B. Rationale

Reading skills are the foundation for learning across subjects. The widening range of abilities within each classroom specifically in literacy were noted during class review meetings. Grade 5 Students participating in the MDI survey show that 17% (10 of 55 students) read for fun only 1-2 times per week and 23% (13 of 55 students) never read for fun. Our BC Reading Performance Standards show that 15 students in our grade 1-3 cohort of 220 students (7%) are not fully meeting in reading with similar results in writing (17 students (8%).

Students reflecting on the student learning surveys suggest that 14% (8 of 63) have less confidence in their progress in reading and 21% (14 of 63) have less confidence in their progress in writing. Skills and confidence in literacy are essential for student success.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- promote a love of reading by adult modelling and engaging in whole school reading events (eg. reading assemblies, reading picnic, author visits, bookfest, reading link challenge, character days, birthday books, family reading nights 1 per term etc.)
- celebrate 'student authors' in the library to create an observable and engaging purpose for writing and foster an interest in reading
- engage staff in the exciting exploration of evidence-based strategies from the Science of reading and SD42's Reading and Thinking Process (The Active View of Reading); offer staff the opportunity to observe colleagues within the school practicing these strategies
- collaboratively plan and develop authentic samples of work to share with students the learning goals for the end of year
- identify students who are struggling with reading at the early primary grades and support them with frequent practice in specific evidence-based strategies (teachers, EAs, volunteers)
- facilitate EAs literacy knowledge by working with SLP to learn and implement daily, targeted, language practice with identified students
- showcase student best work in halls, school wide gallery walks (around literacy) and students as authors in library
- home/school connection –teach students quick and fun literacy ideas to do anywhere and invite parents to enhance their child's literacy learning by sharing this information with them.

D. Evidence / Data (how will you measure success?)

- Reading survey for all students (December and May) to share their feelings of literacy and how they see themselves as a reader and writer.
- Review of BC Performance Standards data and report card competencies in literacy to understand trend over multiple reporting periods
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) - ---Class Reviews (September and end of February)
- MDI and Student Learning Survey results to identify trend



School: Webster's Corners Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: To continue to improve student literacy by focusing on the reading and thinking processes outlined in the SD 42 Literacy Framework. The goal is to continue building engagement, motivation, word recognition, comprehension and fluency. We will work with our librarian, Webster's Corners Elementary (WCE) Literacy Committee, district helping teacher for elementary literacy, current literacy research, and the SD42 Literacy Framework.

B. Rationale

The Literacy Committee at WCE recognizes that the reading and thinking process outlined in the SD42 Literacy Framework include several components especially word recognition, phonemic awareness but also the bridging processes of print concepts, oral language and reading fluency. This aligns with research from Richard Allington, Tara Wood, the Science of Reading, as well as resources provided by the Literacy Helping Teacher. Upon reviewing our year-end performance standards data as well as the results of the Early Primary Reading Assessment and the Intermediate Reading Assessment, we have identified a need to support further development of literacy skills.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Professional development with district literacy helping teacher and involvement on school growth planning day (Literacy Helping Teacher to guide literacy work shop at the October 1st and February 14 pro -d days)
- Continued focus on opportunities that increase excitement around reading. Librarian and Literacy Committee to bring bookfest, reading link challenge, Drop Everything and Read Activities to the school this school year.
- Targeted reading intervention for at-risk students, Support team, classroom teachers to use the reading interventions of Tara Wood.
- Modelling a love of reading by adults. Librarian, teachers and admin reading books at assemblies, creating literacy interactive bulletins, and engaging reading activities such as flashlight reading.
- Classroom teachers, support teacher will use the rubrics and BC Performance Standards to assess student work

D. Evidence / Data (how will you measure success?)

- Early Primary Reading Assessment (EPRA) data
- Intermediate Reading Assessment (IRA) data
- Year-end reading results from the district's BC Performance Standards assessment
- Student self-reflections
- Teacher observational data
- BC Performance Standards data showing improving trends over multiple reporting periods
- Writing samples
- Classroom literacy assessments



School: Webster's Corners Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 2 (Social-emotional): To continue to create meaningful connections across our school community by putting together multi-age groups and creating meaningful connections of staff members to students lacking connection with other adults in the building.

B. Rationale

Webster's Corners Elementary Middle Years Development Instrument (MDI) data in 2023/24 showed that Webster's students are not thriving as much as the average Maple Ridge student with our students thriving at 26 percent with the district average at 38 percent. Notably, 30 percent of our students stated that they did not have any important adults at school. Staff aim to identify students who lack an adult connection, pair those students with a staff member and connect with the students using the two by 10 strategy whereby the adult spends two or more minutes every ten days connecting with that student. Additionally, multi-age groups in Peak would effectively allow students to connect with other adults in the building by introducing them to a new teacher they wouldn't have had much interaction with otherwise.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Staff have met to create 11 PEAK multi-age groups. The multi-age groups meet two to three times a month to focus on social interaction and learning together. Staff have been paired socially isolated students with a staff member. Student and staff activities will include:

1. Get to know you activities
2. Informal conferences of student and staff member
3. Work together with teachers and fellow students
4. Rotate through 11 stations to cultivate connection and foster positive relationships with peers and adults.

D. Evidence / Data (how will you measure success?)

- Anecdotal evidence
- Comparing percentages of the School MDI facet of 'Number of Important Adults At School' with the district average.
- Checklist of the Two By Ten Strategy
- Student Self Reflections



School: Whonnock Elementary

Principal: Megan Olynyk

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Our ongoing goal is to improve overall literacy skills and reading performance for all students. We will provide targeted instruction to our emerging and developing readers, promoting reading strategies to support improved decoding and comprehension skills. We will provide school-wide literacy opportunities to promote reading across all grade and skill levels.

B. Rationale

As a staff we want to continue to use evidence-based practices in reading instruction, as well as evidence-based assessment methods. Looking at our assessment data from last year, 9% of students were Not Yet Meeting grade level expectations in Reading, and 29% were Minimally Meeting. We will continue to focus our efforts on improving the reading skills of these students. As a smaller school, we recognize the power of working as a team and providing consistent literacy instruction and targeted support. We hope to use class-wide screening measures to identify students who would benefit from additional, targeted intervention. In addition, we hope to plan school-wide events that will increase reading enjoyment and develop student connections and school culture. Literacy activities can support overall school culture and can provide a sense of belonging for all students.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Plan and carry out engaging school-wide reading activities
- Embed Indigenous literacy practices, including local Whonnock stories, oral story work, land connection, maps and place names
- Promote equity - consider a Multi-Tiered System of Support framework with screeners across classes
- Consult with district literacy helping teacher
- Staff to attend Provincial Outreach Program for Early Years literacy sessions on Pro-D days
- Identify at-risk readers and consider team teaching to work with students in different classes at the same time
- Be intentional with our planning to provide support blocks that allow for consistent and targeted instruction to struggling readers
- Use class reviews to identify students who need coordinated intervention
- Review use and definition of performance standards and report card classifications

D. Evidence / Data (how will you measure success?)

- Year over year assessment comparison of Not Yet Meeting and Minimally Meeting assessments in reading performance
- Pool assessment data and review trends across grade levels
- Evaluate effectiveness of targeted literacy support
- Middle Years Developmental Inventory data with respect to academic self-concept and sense of belonging averages that match or exceed district averages



School: Whonnock Elementary

Principal: Megan Olynyk

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Our new goal is to examine our numeracy pedagogy. We want to explore scope, sequence, and engaging numeracy activities that have multiple entry points for students. As with our literacy goal, we hope to implement numeracy activities that can support growth in student achievement, but that also improve overall school culture and increase a sense of belonging for all students.

B. Rationale

Our staff have identified a need for increased numeracy skills and number sense across grade levels. Last year’s assessment data indicates that 7% of our students are Not Yet Meeting grade level expectations in numeracy, and 21% of our students are Minimally Meeting. There is interest in collaborating to develop school-wide resources, scope and sequence, and targeted and responsive intervention for our students. A goal in the area of numeracy is new for our school, and we hope to spend this year exploring numeracy and how we can implement best practices in numeracy instruction and intervention in a way that will benefit all students.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Provide resources, scope and sequence, and activities with low floor and high ceiling
- Consider resources currently available in our school, and curate a collection of resources for teachers to use across primary and intermediate classes.
- Develop and carry out school-wide events to promote numeracy: games, buddies, posters, etc.
- Develop and use a class-wide tool for screening numeracy skills and number sense
- Conduct class reviews as a way to identify students needing coordinated support
- Consider online and district resources (Spark, Coast Mountain, Educating Now)
- Promote a growth mindset and consider how numeracy skills are assessed
- Dedicate some of our school learning resources to numeracy materials.

D. Evidence / Data (how will you measure success?)

- Year over year numeracy assessment data from Parent Portal
- Middle Years Developmental Inventory data with respect to academic self-concept and sense of belonging matching or exceeding district averages
- Increased participation from students in school-wide activities.



School: Yennadon Elementary
Principal: Gary Lozinski
Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

GOAL 1: Social Emotional Learning (SEL) / SELF-REGULATION

Yennadon's goal continues to be the provision of flexible learning options and self-regulation supports to ALL students. All students should be able to articulate supports available to them to meet their needs and the staff they can connect with to discuss these needs.

B. Rationale

Yennadon continues to grow in diversity in terms of the cultures represented in our population and the dynamic needs of families and students. Staff working to wrap around these needs have identified a need to establish common language and awareness of support mechanisms available. These needs are at the center of providing students with an optimal experience in learning--one in which they are willing to take risks, establish positive connections with both staff and peers, and find meaning and purpose in their learning experiences.

EDI (Early Development Instrument) data identifies 'social competence' as an area for attention for kindergarten students at Yennadon. On the other hand, MDI (Middle Years Development Instrument) data shows a high level of 'social emotional development' and 'connection with adults at the school level' for Yennadon students at the intermediate level. The distinction between these two observations needs attention and understanding in order to expand and maintain student success in the area of social skills and self-esteem. Establishing consistent and clear language that is reflected across the school community, alongside establishing targeted time to collaborate, is central to this effort.

In addition to data review and staff observation, the voice and observations of students and families in the community are at the center of the rationale to address this area of value in the school community.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- * Social club activity (Recess, Lunch, Before/After School)
- * Continued review of self-regulation strategies at staff meetings ("Strategy share")
- * School-wide IEP strategies review
- * 'Start-of-year' (September) and 'Class Placement Planning' (April) class review meetings that includes the classroom teacher, support staff, support teacher and grade level administration
- * Targeted discussions/activities with EAs (Pro-D and Collaboration time at staff and EA meetings): Schedule collaboration and review, (capacity building) strategy collaboration & sharing (what works for individual students); Strategies for building student independence
- * Establishment of a Student Voice group
- * Collaboration with P.A.C. with focus themes: "Our students need to move"; "Our students need to learn"
- * Focus on the expansion of up-regulation and down-regulation spaces in the buildings

D. Evidence / Data (how will you measure success?)

- Formation of 'Student Voice' groups
- Development of new sensory spaces ('Ponderosa Room')
- Increased number of school clubs (lunch, recess, before/after school)
- Published list of school-wide universal strategies (common language) and resources available for all students to support self-regulation and SEL needs.
- Presentation of Staff/Student Voice interests to P.A.C.
- Minimum of 2 strategy review sessions with EAs
- Collaboration time with established topics/targets at staff meetings



School: Yennadon Elementary
Principal: Gary Lozinski
Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

GOAL 2: LITERACY AND NUMERACY

Yennadon is continuing the goal that centers on efforts in the areas of communication, collaboration and celebration that centers on the development of student literacy and numeracy skills.

B. Rationale

Yennadon staff have observed and appreciate opportunities to connect and collaborate as a means of coordinating resources and efforts to enhance student literacy and numeracy skills. This was a consistent theme of discussion during this year's Growth Planning Day between staff. Yennadon's EDI (Early Development Instrument) data clarifies that our kindergarten students' literacy and numeracy skills are an area for attention. MDI (Middle Years Development Instrument) data highlights the continued need to support our students' engagement of activities that will develop numeracy or literacy skills. The year end literacy performance standards data also shows a need to help student improve in their literacy skills. Staff observation identifies key areas of focus that they feel will support student learning and development in these areas in the action plan below.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- * Targeted time at Staff Meetings to engage in collaboration discussion topics and staff-led sessions
- * Resource collaboration in areas of Assessment, Literacy, Numeracy, SEL & Self-Regulation Supports
- * School club activity resource needs review
- * Collaboration with District Learning Support Helping Teacher & Literacy Helping teacher
- * Enhancing social opportunities for students that incorporate literacy and numeracy
- * Making First Peoples Principles of Learning explicit in pedagogy
- * Engaging in multi-grade and school-wide activities and celebrations.
- * Establishing opportunities for collaboration between staff
- * Collaboration and connection between teachers across grade levels.

D. Evidence / Data (how will you measure success?)

- * Literacy and numeracy assessments done in class and reviewing year end performance standards data in literacy and numeracy.
- * Teacher grade group survey/feedback
- * Staff-led sessions and collaboration group notes
- * Tracking student engagement and collaboration through student leadership roles and involvement
- * EDI & MDI data relevant to literacy, numeracy and school engagement.



School: District 42 Alternate Secondary

Principal: Steve Wiebe

Director/Assistant Superintendent: Ken Cober

A. Social and Emotional Learning (Culture and Community)

Staff will continue to develop and promote a healthy sense of school community and identity based on an ethic of care. We will encourage and promote student connection with peers, staff and community supports, and increase student autonomy to align with students' needs, strengths and interests, nurturing their sense of self and capacity to independently set goals and work toward achievement beyond graduation.

B. Rationale

District 42 Alternative Secondary attracts students from a variety of schools both within and outside the district. We, as a staff, hope to ensure that students feel welcome and connected with our school. Our purpose is to improve student learning and well-being by cultivating personal identity and building relationships, while honouring diverse identities and skill sets in our school community, in order to co-create a safe space where students can find their place, work from their strengths, build community, and experience success.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Belonging/Mastery: improved communication between school and home through technology; ensuring appropriate space to meet programming and facilities needs for a growing student population at Connex (APC) and Reconex (Riverside); promoting mental and physical wellness through place-based learning and the creation of an outdoor learning space; developing a multi-sport outdoor surface; diversified gymnasium equipment; connecting to the land; continuing school garden (constructing a greenhouse and irrigation system, creating school meals from garden produce, growing indigenous plants and learning about plants and medicines from local indigenous knowledge keepers); connecting to local indigenous culture (with our IESW and IERT - through land-based knowledge, art, cedar harvesting and weaving, beading, drum making, carving, traditional food teachings); sharing our new logo and branding clothes (outdoor furniture for outdoor learning space); field trips (MOA, VAG, cedar bark harvesting, hikes, snowboarding, etc.); using song recording (studio), videography (editing and producing content) to foster a sense of student ownership of school identity; producing crafts and decorations to create a student centered atmosphere of belonging, welcoming and community; continuation of Connecting Program to reintegrate students; looking at creative ways to engage students beyond the traditional school year; connection, self- advocacy and communication-building through technology that allows staff to engage with students. Maximizing supports for students' personal-social and academic needs through assessment, strength-based programming and pursuing ministry designation of needs through LSS.

Independence: facilitating transitions into adult life-skills by educating around budget, meal planning, grocery shopping, and meal prep (for oneself and others); job-readiness programming including First Aid, Food Safe and connection to Trades and Dual-Credit Healthcare Programming; continue with community & academic engagement programs to promote independence within one's community; provision of CORE training for youth with expressed interest in conservation education; programs include ICY (Integrated Child and Youth Team), Foundry & Foundry Works, Triangle, Food Bank and Feeding Futures, Adopt-A-School, I-SPARC, Douglas College Post- Secondary Bridging Program (Reboot), Y.E.S., PLEA, CYMH, Alouette Addictions/ASTRA, Trades & Apprenticeship, Jujitsu through Athlete's Arena and RTP.

Generosity/Community: engaging students in recognition of what generosity means; examples include environmental stewardship understanding through Kanaka Creek Hatchery and weekly place-based excursions, baking for school, volunteering with elementary school students, community event outreach, FRIS, gardening, Equine program opportunity, supporting families through connection to outside agencies and through provision of food. Improved community relations between school communities (examples: no idle signs, parking signs and/or fencing to delineate school property).

D. Evidence / Data (how will you measure success?)

Attendance & participation data for school programs & cultural activities shared at morning staff meetings
 Positive daily interactions through intentional check-ins
 Decreased inter-student conflict, and de-escalated tension over space
 Anecdotal evidence collected through report cards, IESW information sharing & YCW reports
 Attendance data for students in the "Connecting" program; rebuilding their attendance & reintegration into District 42 Alternate Secondary
 Student independence in connection to community groups
 Increased rates of coding for ministry designation
 Graduation Rate & successful completion of project-based assignments and academic work in general
 Positive feedback regarding graduates' communication, literacy and numeracy skills, and job readiness from workplace programs and trades program instructors and apprenticeship sponsors
 Student voice through annual educational plan meeting with formative year by year feedback from students
 Capstone (Grade 12) projects where we receive summative feedback from students to improve programs year over year

Principal: **Superintendent:** **Board Chairperson:** **Date:**



School: Garibaldi Secondary School
Principal: Ian Liversidge
Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1: Social Emotional Learning and Personal Wellness. Staff will continue our working to empower school community members to achieve their full potential as resilient, compassionate, and thoughtful citizens through resources, mentorship, trauma-informed practice and positive relationships. We will support and emphasize the need for continuous growth and learning as individuals and as a community.

B. Rationale

During the October 2024 school planning day, the school administration presented data from the YDI (gr 11), the student satisfaction survey (gr 10, 12) and updated community census information. In the 2024 school year, we continued this practice, moving forward with conversations about how we support the diversity in our community. Specifically, looking at in-class mechanisms to support enhance social growth. Working within our staffing allocations, we continue to collaborate and adjust our instructional patterns and strategies to ensure that our learning environments support our diverse learners; providing the necessary supports for stability and positive student behaviour.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Aspects of the international baccalaureate middle year program (IB MYP), tie nicely to our school goal. The Approaches to Learning (ATL) embedded in the IB program lay a foundation for thoughtfulness, open minded, positive personal strength, and the development of a growth mindset. As a part of our commitment to MYP. We need to complete a five year review. This gives us meaningful opportunity to survey, collect data and exemplars of how we are supporting the ATL's and the personal growth of our community.

D. Evidence / Data (how will you measure success?)

We continue to develop meaningful opportunities for students to demonstrate and grow in their social emotional health/wellness. Examples of Dept goals include: Notice, name and nurture positive behaviors in your spaces. Adjusting social expectations around cell phone usage and practice. Continuation of school-wide Wellness Wednesday focus, PHED, mental health and personal health modules. Creating a space for people to express and reflect on their feelings and we amplify that through various projects that allow students to have their voices heard. Staff members are individually working to establish themselves as a safe and supportive adult that students can go to for

Principal:	Superintendent:	Board Chairperson:	Date:
<u>Ian Liversidge</u>	<u>Teresa Downs</u>		



School: Garibaldi Secondary School

Principal: Ian Liversidge (Lead admin member: VP Karen Thompson)

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 2 : Garibaldi Secondary will continue to build a strong, inclusive team that values all community members and improve opportunities to communicate with and adapt for everyone's strengths and challenges.

B. Rationale

We are working to make a change in the level of acceptance and understanding of all students. In the past, we have focused on identifying the concern and understanding the depth of the concern while engaging with district resources to assist with providing supports to all involved. We listened and we were reactive. This year, we want to build on that by being more proactive and educational. We will be talking, sharing and practicing inclusive strategies. Garibaldi is teaching our community strategies and structures to address topics such as: discrimination, stereotyping and bullying. As well, we are looking at tools we can use in the classroom to keep our students connected to their learning spaces.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Some school level actions include: using ProD and collab time to work on trauma informed practices and defining inclusion. Literary choices that reflect all members of our community. In-house gifted program. Classroom work on ATL (Approaches to Learning) - social awareness - followed by reflection. TALL (tolerance, acceptance, love, learning) Project through Safe and Caring blocks to go into classrooms and lead discussions and activities around acceptance and understanding. Staff meetings where there is targeted discussion time to look at what is happening in classrooms and where we can continue to build; resources and examples provided and practiced.

D. Evidence / Data (how will you measure success?)

Visual cues in classrooms guiding informed practice for valuing others. Community member surveys. Counselling department feedback/impact; safe and care schools referrals and why. More teachers including MS Teams as a classroom connection strategy. PAC feedback. Flex group feedback led by CCW and counsellors. Staff meeting presentations on "Universal Classroom Supports". By June 2025, student support department (in collaboration with the students) will share three areas that students felt needed tweaking to build connectivity in the school. Student/parent participation at Student Led Conferences (new format) to continue the connections and use the opportunity to open the doors of communication.

Principal:	Superintendent:	Board Chairperson:	Date:
Ian Liversidge	Teresa Downs		



School: Garibaldi Secondary School

Principal: Ian Liversidge (Lead admin member: VP Wayne Chow)

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 3: Garibaldi Secondary will continue to deepen our understanding of Anti-Racism pedagogy within the school setting and meaningfully engage in learning opportunities that foster understanding of ways of knowing and being; the histories, and cultures of First Nations, Inuit, and Metis as outlined in the 9th Professional Standard for BC Educators; as well as, explore culturally responsive practices.

B. Rationale

The October 2024 Growth Planning Day focused on developing department-wide ‘street level’ data measurement strategies to determine how our efforts to foster growth in the area of Anti-Racism and equity is impacting students’ positive personal and cultural identity. Garibaldi Secondary continues to be committed towards Truth and Reconciliation, and towards increasing awareness of student agency and voice for all.

C. Action Plan (list specific actions, school level and district level resources or structures used)

First Peoples Principles of Learning will be shared regularly in staff meetings, newsletters, and classroom graphics linking to curriculum and practice. Engagement of the Indigenous Support Worker in classrooms focusing on First Nations cultural experiences. Affinity spaces will continue to be offered to BIPOC students as a protected space for dialogue and mentorship. Cultural awareness and activities that embrace and foster diversity will continue to be student-centered and the role of the student advisory on equity will help shape the engagement for students. Students will continue their development of the Core Competencies/Approaches to Learning as outlined in the K-12 Anti-Racism Action Plan & Teachers' Guide. Individual department goals supporting school goal.

D. Evidence / Data (how will you measure success?)

Feedback from the school sub-committee focusing on Anti-Racism and equity which includes voices from staff and students. For the 2024/2025 school year, students will be invited to join a Student Voice for Equity Advisory Group, formally structured as Student Voices for Equity committee. Year-over-year data collections of the number of students selecting courses with Indigenous curricular foundation. Work towards inclusion of Indigenous voice in school-wide celebrations/cultural activities. Continued learning through land acknowledgments and work on creating transformational land acknowledgements in each classroom will be a priority. Increasing the visibility of all students' cultural identities through our hallways and classroom spaces.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Secondary School

Principal: Grant Frend

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Staff will continue to grow our practice and knowledge in Equity, Diversity, and Inclusion, including anti-racism, accessibility, and homophobia/transphobia.

B. Rationale

If we are serious about ensuring all students are given the opportunity to reach their full potential and have a positive experience in our schools and beyond, we must listen to the student feedback provided in classrooms and from extracurricular activities. Triggering us as a staff to investigate and address all inequities in our system. This includes viewing our schools through a culturally responsive lens.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Truth and Reconciliation efforts continue as we work with our Indigenous Support Worker and Indigenous Education staff to provide opportunities for our community to learn and reflect upon. Our Circle of Indigenous Youth and Allies has a significant impact on our school and community. Further, we are in year three of implementing additional Indigenous Education courses ie) First Peoples English 12 and BC First Peoples 12. A number of our students participated in the BIPOC student forum in October; we have invited these students to join our Student Voice group. As well in October, our staff engaged with workshops lead by The Get Real Project addressing homophobia/transphobia.

D. Evidence / Data (how will you measure success?)

Data from the district survey on anti-racism will be used to guide our planning in future years. Further, we will collect staff and student feedback, including indigenous education course enrolment information, as well as further data from the Ministry Student Learning Survey regarding Indigenous Education. Finally, we will examine data collected from the School District #42 Accessibility Committee for baseline data to guide our planning in this area.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Pitt Meadows Secondary School
Principal: Colin Sharpe
Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1 SEL (Social Emotional Learning): As teaching and learning are relationship-based endeavours, it is essential that we as a staff build positive connections and develop healthy relationships amongst ourselves and with our students. In doing so, we hope that students develop a strong sense of belonging here at PMSS, thereby helping all students to reach their full potential as learners and citizens.

B. Rationale

Research states that SEL programming significantly improves children’s academic performance. Our hope as a staff and school community, is that we can provide staff and students with the connection and the supports needed to navigate the school experience, thereby allowing them to perform better in school, as well as feel and know they are valued, heard, and seen as an important member of our community.

2024 YDI school connection data
 "I feel like I belong in this school": 25% high, 37% medium, 38% low
 "At my school, there is an adult who really cares about me": 34% high, 39% medium, 27% low

C. Action Plan (list specific actions, school level and district level resources or structures used)

Some specific school level actions include: Improve the physical building by creating welcoming or safe spaces throughout the school (courtyard, student art display, gathering spaces, etc.) Greeting students at the main front door or our classroom doors with positivity. Incorporating “mindfulness” into regular classroom routines. Creating “Community Agreements” within our classrooms. School wide Pep Rallies to highlight student extra-curricular involvement and achievement. Thursday Breakfast Program. Food baskets (“Hangry Baskets”) in classrooms.

D. Evidence / Data (how will you measure success?)

Positive attendance rates. Student Learning Survey and YDI Data. Student feedback and reflections. Lower rates of office referrals with more positive and productive classroom behaviours. Increased student engagement. Open dialogue between students, sharing ideas and perspectives (Student Voice). Increased student participation in extra-curricular clubs and activities. Decreased rates of peer conflict.

Principal:

 Superintendent:

 Board Chairperson:

 Date:



School: Pitt Meadows Secondary

Principal: Colin Sharpe

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 2: To continue to develop an inclusive, culturally responsive school by not only incorporating First Peoples Principles of Learning and Indigenous content across all curricular areas, but to widen our collective lens to recognize, embrace, and celebrate the numerous and diverse cultures within our school community.

B. Rationale

Embedding First Peoples Principles of Learning into professional practice not only offers Indigenous students the opportunity to learn in a culturally mindful environment, it also encourages other students to consider their own sense of belonging. It is important for schools and educators to recognize and challenge their own biases and assumptions about various cultures and peoples. This includes acknowledging and addressing stereotypes and misrepresentations in textbooks and other teaching materials. These practices encourage building community throughout the school and encourage the values of taking care of one another and helping one another.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Staff will continue to encourage deeper connections with and gratitude for our community (people) and environment (land), and the relationship between the two while they continue to identify and challenge biases, examine sources of knowledge, continue to learn, and support one another in this learning journey. Staff will deepen their understanding of Indigenous pedagogy and find ways to integrate First Peoples Principles of Learning into unit planning, delivery of lessons, and assessment practices. Staff will find opportunities to highlight diversity in the curriculum, acknowledging positive contributions particularly where the curriculum has a tendency to focus on negative experiences.

D. Evidence / Data (how will you measure success?)

An increased number of staff will engage in professional development opportunities to further their understanding of First Peoples, Indigenous Ways of Knowing, and relationship building with Katzie First Nation. Staff will support one another in sharing ideas and strategies; celebrating success and collaborating to overcome stretches. Potential opportunities include, but are not restricted to: Dept time, collaboration time, staff meetings, school-based Pro D. Students of all backgrounds will see themselves represented in lessons and learning.

Principal: Superintendent: Board Chairperson: Date:



School: Pitt Meadows Secondary

Principal: Colin Sharpe

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 3: Staff will continue to develop their understanding and learning around assessment practices in order to maximize student learning, engagement and achievement.

B. Rationale

As a school community we are working to develop assessment and reporting practices that align with the K-12 Student Reporting Policy. We will be working towards inclusive learning opportunities and supporting curricular competency-based assessments. In order to help students grown in their social, emotional and academic learning we will provide students and parents/guardians with descriptive feedback that is strength-based, and connected to learning standard.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Transparent assessment for students. Strength based proficiency scale - skill focused. Increase student voice and participation in the assessment cycle. Co-creation of rubrics and learning maps for departments. Integrating strength based language. Portfolio assessment. Self-assessment in class. Core competency reflections done in classes and linked to self assessment. Departmental general comments and standards for strength based comments linked to proficiency scale. District and school based professional learning opportunities. Trial of new student conference to have them be more student led. Professional development opportunities to explore our practices across the curriculum. Continue with Proficiency Scale working group, provide Pro D and late start sessions.

D. Evidence / Data (how will you measure success?)

Increased participation in cross-curricular learning opportunities and activities. Increased participation in organized staff learning sessions. Increased rates of success in Grades 8 & 9. All classes at grade 8 and 9 incorporate the proficiency scale as the main model of classroom assessment. Increase use of rubrics over traditional assessment methods. Grade 10 & 12 Student Learning Survey data. Reflections in core competency from students. Feedback from parents and students on new report card comments. Feedback from parents and students on the new student led conference pilot.

Principal:	Superintendent:	Board Chairperson:	Date:



School: Samuel Robertson Technical Secondary

Principal: Ken Elphick

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

New Goal 24/25:
 To optimize Flex Time to support diverse student learning styles and improve overall engagement and attendance.

B. Rationale

Flex Time offers a valuable opportunity to support personalized learning and well-being by providing students with time to focus on their specific needs. By enhancing the effectiveness and accountability of Flex Time, the school fosters skills like self-management, collaboration, and critical thinking that go beyond subject-specific content, preparing students for broader challenges.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Implement the MyWeeklyPlanner app to enhance accountability and tracking of Flex Time attendance, as well as to facilitate communication with families about student participation in Flex Time.
2. Facilitate professional development for staff on how to optimize Flex Time to support diverse learning styles and needs.
3. Gather student feedback to ensure Flex Time meets their learning and well-being needs

D. Evidence / Data (how will you measure success?)

1. Increased student engagement during Flex Time (measured through surveys).
2. Attendance and participation rates logged via MyWeeklyPlanner.
3. Decreased traffic in hallways during Flex Time.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Samuel Robertson Technical Secondary _____
Principal: Ken Elphick _____
Director/Assistant Superintendent: Ken Cober _____

A. Goal (one goal per page)

New Goal 24/25:
 To ensure effective implementation of IEPs to meet the diverse needs of students and promote equity in learning outcomes.

B. Rationale

Individualized Education Plans (IEPs) are critical tools in ensuring that all students can access the curriculum and reach their full potential. By strengthening the implementation of IEPs, the school advances its commitment to equity and provides tailored support that enhances learning outcomes for diverse learners.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Offer professional learning sessions to classroom teachers at staff meetings and on collaboration days to improve understanding an IEPs.
- Utilize “IEP experts” within departments to support colleagues, including support teachers and experienced educators who are adept at adapting curriculum.
- Integrate regular check-ins with students on IEPs to assess their progress, gather their perspectives on whether classroom teachers are effectively implementing IEPs, and adjust support as needed.

D. Evidence / Data (how will you measure success?)

- Observation of accommodations being effectively implemented in classrooms.
- Feedback from students and parents on how their needs are being met.
- Departmental reports highlighting IEP contributions and successes.
- Improved academic and social outcomes for students with IEPs.

Principal: _____ **Superintendent:** _____ **Board Chairperson:** _____ **Date:** _____



School:	Thomas Haney Secondary School
Principal:	Darren Rowell
Director/Assistant Superintendent:	Ken Cober

A. Goal (one goal per page)

Mental Health & Wellness – to ensure that our school is a safe place for students, fostering connection, a caring and welcoming environment for all.

B. Rationale

Our school’s most important goal is to ensure we create a space for all students to feel safe and welcome each and every day. This open and nurturing space ensures that students can focus on their mental health and wellness, expressing themselves, connecting with positive adult influences, and learning more about resilience and self-care.

C. Action Plan - (list specific actions, school level and district level resources or structures used)

Within THSS, there are various structures in place to ensure students feel safe and connected. Teacher Advisory (TA) is a long-standing pillar that connects students with a teacher over their 5 year journey at Thomas Haney. We are adding a second long-TA on Wednesday mornings to provide more time for teachers to have conversations, build connections, foster healthy relationships and develop skills in all students. Students receive direct instruction on how to take care of their mental health and wellbeing as part of their Physical Education and Careers courses. We are organizing guest speakers to do school-wide presentations on various SEL topics. Students have access to quiet areas, such as the outdoor learning space next to the orchard. Work blocks and student autonomy enables students to connect one-on-one with the positive adult influences in their lives. There are a variety of clubs and activities that create opportunities for students to learn more about themselves, foster connections, and help to ensure their wellness and success. There are many available options to support students, such as access to our counsellors, Safe and Caring teachers, and Child and Youth Care Worker. In addition, connections to community supports, and monitoring attendance and engagement will help ensure all students find success and safety at THSS. Staff acknowledge the changing dynamics of our students’ experience and a desire to better understand our students in order to offer more support!

D. Evidence / Data (how will you measure success?)

Based on our 2023-2024 Student Learning data:

- 58% of students agree that school is a place where they feel like they belong
- 78% of students feel welcome at their school most or all of the time
- 85% of students feel safe at school most or all of the time
- 45% of students describe their mental health as good, very good or excellent

We will continue to focus on our Grade 10 and 12 Student Learning Survey results as well as our YDI data. The information collected will shape our planning and decision making as we move forward.

Principal:

Darren Rowell

Superintendent:

Board Chairperson:

Date:



School:	Thomas Haney Secondary School
Principal:	Darren Rowell
Director/Assistant Superintendent:	Ken Cober

A. Goal (one goal per page)

School Community & Culture – To build and nurture a positive learning environment where students are engaged and invested in all aspects of school life; creating a community rooted in diversity, equity, inclusion, and anti-racism.

B. Rationale

Research consistently shows that a positive school community and culture significantly enhance student learning outcomes. In supportive, collaborative, and inclusive environments, students are more engaged, motivated, and confident, which fosters better academic performance, social skills, and emotional well-being. Schools with a strong culture of respect and belonging enable students to thrive both academically and personally, promoting long-term success.

C. Action Plan - (list specific actions, school level and district level resources or structures used)

Thomas Haney has a wide variety of athletic opportunities and clubs for students to build strong connections to the school. Clubs include: Board Games Club, Book Club, Boys Club, Ping Pong Club, Girls Group, Eco Action Club, Robotics Team and Random Acts of Kindness Club.

There have also been a number of initiatives to empower student leadership. These include: Student Council, Leadership Program, Fruit Salad Organization (FSO), The Thunder Times (school newspaper), Model UN and Student Voice.

We will continue to encourage students to organize and/or participate in our school events and traditions (Terry Fox Run, Remembrance Day assembly, Halloween Week, Hoe Down, BBQs, Spirit Week, Gym Riot, LARP, Art Show).

Our school growth plan emphasizes honouring diversity and building a strong, inclusive community by dedicating time and resources to celebrate the unique

backgrounds of both staff and students. We are committed to deepening our understanding of Indigenous perspectives and ways of being, which may involve inviting Indigenous artists and increasing funding for community-led Indigenous projects. Strengthening our Student Voice initiative remains a priority, as we aim to foster a safe and inclusive space where students feel empowered to express their thoughts, questions, and feelings, and actively contribute to our school community. Open communication about the diverse cultures within our school enhances mutual understanding and respect among all members. Additionally, we continue to adapt our curriculum through Universal Design for Learning (UDL) to support all learners and create accessible educational experiences that address diverse needs. Finally, we are dedicated to assessing and improving technology availability within our school to ensure equitable access for all students, equipping them with the essential tools for their learning journey.

D. Evidence / Data (how will you measure success?)

We will monitor student involvement and attendance in leadership programs, clubs, and teams throughout the year, as well as participation in the twice-weekly Breakfast Program. Additionally, we will use data from the Student Learning Survey (grades 10 and 12) and the Youth Development Instrument (grade 11) to guide our approach.

The following questions are serving as a guide for this goal area. The questions below are being monitored over three years and include school and district comparisons and year over year comparisons within THSS.

According to the Spring 2024 Grade 12 Student Learning Survey:

- 80% (THSS) / 71% (SD42) - Do you feel welcome at school? - most or all of the time.
- 59% (THSS) / 55% (SD42) - Is school a place where you belong? - most or all of the time.
- 77% (THSS 2023) / 80% (THSS 2024) have two or more adults at the school who care about them.
- 77% (THSS 2023) / 81% (THSS 2024) reported that they have never or almost never experienced discrimination based on sexual orientation or gender identity.

Principal:

Darren Rowell

Superintendent:

Board Chairperson:

Date:



School:	Thomas Haney Secondary School
Principal:	Darren Rowell
Director/Assistant Superintendent:	Ken Cober

A. Goal (one goal per page)

Self-Directed Learning (SDL) – Self-directed learning involves students actively engaging in the learning process, setting goals, developing a plan, monitoring progress (self-reflection), maintaining motivation, and responding to feedback (resilience), while managing their own educational experiences. As a school, THSS will support students with the goal of providing rich, deep and meaningful learning experiences for all!

B. Rationale

Thomas Haney is founded on a model of Self-Directed Learning (SDL) due to the belief that learning flourishes when the student is able to direct learning in a meaningful and personalised manner. The following are guiding principles that create the environment to foster SDL for students: Teacher Advisory, Flexible Scheduling, Personalized Programming, Collaborative Teaching Environment, Authentic Assessment, Continuous Progress, and Interactive Learning Environment. The foundational belief is that students can be taught to be self-directed learners with teacher support, guidance and opportunities to be involved in the learning process.

C. Action Plan - (list specific actions, school level and district level resources or structures used)

Our action plan focused on developing self-directed learning competencies through our 1) Teacher Advisory (TA), 2) Great Hall or Learning Spaces, and 3) additional experiences

Teacher Advisory time at THSS is at the beginning of every day! Advisory classes consist of approximately 25-30 students in Grades 8-12 that meet every morning with their teacher to foster positive relationships and set plans for the day and week ahead. These groups stay together during their 5 year high school experience and explicitly focus on goal-setting, planning, monitoring, and evaluating their learning and skills.

Great Hall or Learning Spaces at THSS are subject specific spaces that focus on supporting students in their self-directed learning. Subject level teachers engage students with their assignments, reviewing their knowledge, challenging their thinking

and refining their skills. Student working blocks are a strength of the THSS self-directed learning structure. They allow students to independently direct their learning in areas of passion and/or toward subjects needing additional time investment. Student flexibility enables choice, and students will daily schedule themselves in spaces where they feel connected and supported in their learning.

Additional experiences for students to further their learning and expand their perspectives are abundant at THSS.

Y Block is scheduled every Monday morning for 60 minutes at THSS and gives all staff and students an opportunity to engage in additional activities and assemblies. Student Aides support staff and other students in their learning, from supporting specific personal or social goals, to gaining experience for future employment.

THSS also offers over 35 plus clubs and activities for students to explore through teacher directed opportunities.

Field trips and extended overnight outings provide new opportunities for students to learn outside the classroom and expand their perspectives and thinking.

D. Evidence / Data (how will you measure success?)

The following questions from the 2023-24 Student Learning Survey provide insight into key features of Self-Directed Learning and have been used to guide our staff Growth Planning and professional conversations for the past three years. THSS believes that students learn best when they have choice and agency to direct their own learning and students learn in diverse ways and at different rates; all of which is fostered in an SDL model. In each question below, the THSS results exceed district results at both grade 10 and 12 for the results of Agree/Strongly Agree

- I plan my learning based on my goals.
 - THSS 10s (57%) SD42 10s (56%)
 - THSS 12s (73%) SD42 12s (64%)
- At school, are you taught to take ownership or control of your learning?
 - THSS 10s (65%) SD42 10s (42%)
 - THSS 12s (58%) SD42 12s (42%)

In addition, letters, emails and comments from parents reflect the deep learning, incredible opportunities, and personalised growth of Self-Directed Learning that THSS embraces for students.

A clear example of SDL at THSS is students engaging in the school orchard and greenhouse, growing and harvesting items. This is often done during open/work blocks within the school day. Using these items, Indigenous students, under the guidance of staff, created gifts to share with visitors and guests, while learning about each item and its many possible uses, both past and present.

Principal:

Darren Rowell

Superintendent:

Board Chairperson:

Date:

Dec. 5th, 2024



School: Westview Secondary School

Principal: Cathryn Blanco

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1. Numeracy: continue to create meaningful, cross-disciplinary opportunities for students to practice numeracy as a valuable life skill, emphasizing practical, everyday applications and using trauma-informed approaches to support, recognize, and nurture numeracy across all learning contexts.

B. Rationale

While Westview Secondary saw slight improvements in our numeracy results from 2022 to 2024, we have 16.77% of our grade 10 students scoring in the emerging range, 46.58 in the developing, 31.68 in proficient and 4.35 in extending. We want to at least 50% of our students in the developing and extending range in the next two years. While our results in the developing and proficient range are comparable to the district and provincial scores we want to do better. Employers, trades schools, colleges and universities are looking for a high school graduate who can apply numeracy skills to help solve everyday problems. We need to support our students to ensure they are increasingly skilled and numerate citizens.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Staff Numeracy working group to find/use more texts and activities across all curricular areas; share resources between departments. Math department create and publicly post weekly numeracy problems for entire school including staff to engage; Numeracy sessions on staff collaboration days to discuss, explore, create and plan activities.

Offer Flex & after school sessions for student to attend to work on numeracy skills that will support them in the numeracy assessment; Name, notice, nurture numeracy moments.

Develop staff understanding around connection between trauma, anxiety and numeracy confidence.

D. Evidence / Data (how will you measure success?)

Results from Numeracy Assessment
 Feedback from students on how they feel they are learning about numeracy in their different classes
 Feedback from staff
 Classroom observations
 Conversations with parents at PAC meetings, Student Led Conferences
 Student Learning Survey and Youth Development Instrument data

Principal:	Superintendent:	Board Chairperson:	Date:
Cathryn Blanco			



School: Westview Secondary School

Principal: Cathryn Blanco

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 2. To foster a community at Westview Secondary School where its members feel connected and there is a sense of safety, belonging, inclusion and pride. (This 24/25 goal represents the combining of 2 separate 23/24 school goals.)

B. Rationale

At Westview Secondary we have a diverse population of learners, staff and parents/caregivers/guardians. According to the student learning survey in 2024 15% of our student population feel low sense of safety in our school which is an improvement from 2023 when 26% of population felt a low sense of safety. Conversely in 2024 52% of our population felt a high sense of safety, an improvement from 48% in 2023. The SD 42 vision is for every individual to feel valued and for all learners to reach their potential. This is best achieved when students, staff and supporting adults feel connected, valued and safe. Along with physical and emotional safety this can also refer to feeling safe to take risks in learning. At Westview we strive for all our students to feel a sense of safety and belonging so they have the best chance to reach their full potential.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Advisory Class, Administration focus on keeping bathrooms safe & inclusive spaces
 Improve Grade 8 orientation in August/September so our new Westview students feel excited and connected and proud to be attending Westview; new model of Student Led Conferences
 Staff working group in Universal Design for Learning to develop repertoire of skills around inclusion
 Continue teacher led Anti Racism working group; Marketing class designing new logo
 Be More than a Bully Workshop by BC Lions, 2SLGBTQ+ workshop with Get Real Movement,
 Westview Student BIPOC group, Leadership pride events, Athletic Leadership, Spirit Events

D. Evidence / Data (how will you measure success?)

Student Learning Survey results
 Youth Development Instrument Data
 Student Voice, Westview Student BIPOC group, Pride Club, Leadership & Athletic Leadership, PAC,
 staff, parent/guardian/caregiver feedback
 Student conversations, classroom and school wide observations.

Principal:	Superintendent:	Board Chairperson:	Date:
<input type="text" value="Cathryn Blanco"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



School: Riverside Centre Continuing Education and Connected Learning Community

Principal: Tricia McCuaig

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Social and Emotional Learning - Culture & Climate
 Promote an inclusive, connected and supportive learning environment for students and staff. Based on student and staff feedback this continues to be important within the school community so that everyone feels a sense of belonging and purpose. We will continue to increase the profile, recognition and value of the programs offered at Riverside Centre in the greater community.

B. Rationale

Continuing Education celebrates the diversity of our student population within our school community. Our learners enroll from within and outside School District 42 (adult only), and creating meaningful connections and collaborating with secondary school staff is important. We have seen a significant shift from a preference for in person learning to online learning, except for the growth seen in English Language Foundations enrolment. Continuing Education in person, online learning and summer learning supports a diverse group of SD42 learners, enhancing and helping students to maximize their potential and increase their opportunities in the greater community. We will continue to monitor the impact of the shift to Provincial Online Learning Schools (POLS) and District Online Learning Schools (DOLS, SD42).

C. Action Plan (list specific actions, school level and district level resources or structures used)

- *Access resources for teachers and staff - professional literature and development opportunities
- *Ensure the school environment is welcoming - front entrance and hallways - design physical space that supports community and community use of the building
- *Ensure staff and students have access to supports if required - including mental health
- *Celebrate student successes
- *Promote options for Continuing Education and Connected Learning Community classes
- *Meet regularly with individuals and groups working together in the building, and with stakeholders, including correction facilities staff
- *Monitor student enrollment trends in CE/CLC courses and consider implications on culture, climate and staffing

D. Evidence / Data (how will you measure success?)

- *School-based, program-based, and district-based interviews with SD42 students connected directly to CE/CLC
- *Regular communications with school administrators, counselors and support teachers
- *Entrance and bulletin boards around school warm, inclusive, welcoming
- *Website and social media channels updated and active
- *Identify students on IEP's and collaborate with school based support teachers and staff with the assistance of Learning Services
- *Identify adult students who would benefit from learning adaptations and support them to be successful
- *EFP 12 in person classes will be offered in both semesters, along with online and summer learning BCF 12 and EFP 12
- *Create and implement a student voice survey
- *ELL support structures at elementary and secondary summer learning programs

Principal:

Superintendent:

Board Chairperson:

Date:



School: Riverside Centre Continuing Education

Principal: Tricia McCuaig

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Learning and Assessment - as a learning community we continue to develop and grow in the areas of instruction and assessment; providing students in the community with flexible and continuous learning options.

B. Rationale

As a staff, we see the need and value to maximize flexibility when supporting students to successfully meet personal learning goals. Students self reflection and goal setting is part of the updated reporting policy. Based on initial student interviews there is a need within Corrections to meet learners where they are at with regards to literacy and numeracy foundations. Student classroom feedback clearly identifies a need within our community to provide a range of English Language Foundations courses.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Continue to reflect on the Ministry K-12 student reporting policy

- *James Burdon will represent RSC on district assessment committee
- *Consider effective strategies (current and new) to engage reluctant learners
- *Schedule District Secondary Helping Teacher and/or Aboriginal Education VP facilitate Pro-D at staff meetings
- *Incorporate Indigenous content/resources into curriculum
- *Work with James Burdon around incorporating student reflection and goal setting
- *Provide student inmates with a greater range of course option and reflect on how to provide opportunity for continuous learning (12 months)
- *Increase number of course completions and graduating students within Corrections
- *Provide English Language Foundations with a reduced number of levels per class (eg Level 1/2 / Level 3/4)
- *Introduce consistent assessment for language level at intake using CM Global English (aligned with district practice)

D. Evidence / Data (how will you measure success?)

- *Invite District Helping Teacher in to reflect on proficiency scale, student self assessment, learning updates, summary of learning, descriptive feedback within the Continuing Education context
- *Utilize various forms of communication to allow for students, teachers, clerical and admin staff to connect
- *Ensure we are documenting our communication process for at risk students, involve SCS and LS where needed
- *Apply assessment approaches as relevant to our context - eg: self-assessment, goal setting (such as advisors support with grad plans, pace of course with online learning, moving towards proficiency scales)
- *Positive change in overall completion rates for students in online courses and Correctional Facilities
- *Annual collection and comparison of CLC course completion rates
- *Continuous learning offered to students in corrections
- *English Language Assessment training and implementation

Principal:

Superintendent:

Board Chairperson:

Date:



School: Indigenous Education Department

Principal: Kathleen Anderson

Director/Assistant Superintendent: Cheryl Schwarz

A. Goal (one goal per page)

The Indigenous Education department has set a new goal to foster an ongoing sense of connection and belonging at key transition points: entry to school (primary years), grade 7 to grade 8, grade 9 to grade 10, and supporting students with post secondary planning.

B. Rationale

Recommendations identified from various sources, including the "How are we doing report?" and student learning surveys highlight the need for improvement in transition years. This will be monitored by key Indigenous partner groups including the Elders table and various student forums, substantiates the need for a sense of belonging to support key transitions with an emphasis on leadership planning, teamwork, and community connections.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Assign up to .4 fte teaching time for transition planning, and leadership initiatives.
2. Plan post secondary connections and support, for example, applications, financial sources, scholarship/bursary, hosting a post sec. fair in the Fall.
3. Create tutoring opportunities in term three for required graduation course work.
4. Plan two leadership gatherings to start and end the year supported by in-school initiatives.
5. Plan two grade 7 gatherings to start and end the year supported by in-school initiatives.
6. Create opportunities for primary aged students and families to connect with school and community.
7. Elders and Knowledge Carriers support transitions.

D. Evidence / Data (how will you measure success?)

Students will report through the 2024-25 student forum that connection to school, classroom and each other has improved. Post secondary transition rates will improve. Literacy rates will improve for Indigenous students as reported in the yearly Framework for Enhancing Student Learning.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Indigenous Education

Principal: Kathleen Anderson

Director/Assistant Superintendent: Cheryl Schwarz

A. Goal (one goal per page)

The staff of the Indigenous Education Department will continue to learn new strategies and or teachings to support students in academic, social emotional, and cultural growth.

B. Rationale

Recommendations identified from various sources including the , "How are we doing report?", and the Framework for Enhancing Student Learning, Indigenous partnergroups community meetings, the Elders table and various student forums substantiates the need for relevance in Indigenous Education training initiatives. Theme 4 from the DRIPA document identifies Social, Cultural, and Economic Well Being specifically action 4.1 states 'Identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigneous students at all levels of the K-12 education system, including early years.' The staff recognize the need for learning wholistic strategies to expand their academic supports and cultural initiatives with students to support classroom instruction.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Monthly opportunities for staff to extend cultural learning by inviting community members (Elders, Knowledge Carriers) to share knowledge.
2. Opportunity to co-plan, co-lead cultural learning for in-school engagement (classroom setting, Indigenous gathering spaces, and department meetings).
3. Organizing learning opportunities around monthly themes, 7Rs, and four seasons. Assign a .2 fte teaching time for staff learning.
4. Opportunity to join in 'school' and district NID and Provincial Pro D. This includes school growth planning day. One NID in February is reserved for department learning.

D. Evidence / Data (how will you measure success?)

Staff will self report that they feel an increase in confidence in being able to support students in a variety of ways- from cultural teaching to supporting students through academic strategies with Indigenous World Views.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Indigenous Education

Principal: Kathleen Anderson

Director/Assistant Superintendent: Cheryl Schwarz

A. Goal (one goal per page)

The Indigenous Education Department will continue to focus on the goal of ensuring students and families feel connected to the SD42 Indigenous community.

B. Rationale

Recommendations identified from regular surveys sent to families to complete from the Indigenous Education department indicate the importance of students and families feeling a sense of connection and belonging to the department. The survey feedback from the family events during the 2023-24 school year outline the importance and need for the opportunity to connect within community and the school community. As well, the Elders table and various student forums substantiates the need for opportunities to provide community connections.

C. Action Plan (list specific actions, school level and district level resources or structures used)

1. Collaborate with community organizations to take on a bigger role.
2. Collaborate with schools to take on a bigger role.
3. Plan events with a focus on intergenerational connections to build community with families.
4. Connect families to community supports.
5. Invite Elders and Knowledge Carriers during school hours to connect more with all students.
6. Continue to offer Indigenous catering where possible.
7. Assign up to a .2 fte teaching time for family event planning.

D. Evidence / Data (how will you measure success?)

Families and students will offer feedback that shows connection and sense of belonging has improved with the school district. The will be evident from repeat attendance by families as well as new attendees for the family events during this school year.

Principal:

Superintendent:

Board Chairperson:

Date:

From: Richard Rennie, Secretary Treasurer
Louie Giroto, Director of Facilities

Topic: Eric Langton Elementary School Utility Right of Way Bylaw 2025

BACKGROUND

As part of the Eric Langton Elementary seismic replacement and expansion project, BC Hydro and TELUS require a statutory right of way to construct, operate, and maintain utility infrastructure on the property. This right of way will ensure the provision of essential utility services to the site.

Legal Basis

Under Section 96(3) of the School Act, a board of education may dispose of land or improvements, subject to the orders of the Minister. According to Section 29 of the Interpretation Act, "dispose" includes transferring by any method, such as granting a charge on the land.

For statutory rights of ways, Ministerial Order M193/08 exempts such disposals from requiring ministerial approval, as they are not sales, transfers in fee simple, or leases exceeding 10 years. Additionally, there is no requirement for public consultation or a competitive bidding process.

Requirement

To grant a statutory right of way, the board must pass a bylaw stating the purpose of the right of way.

The proposed bylaw titled "School District No. 42 (Maple Ridge – Pitt Meadows) Eric Langton Elementary School Utility Right of Way Bylaw 2025" (**Attachment**) has been prepared for board approval.

This approval will allow the continuation of critical infrastructure work necessary for the school's redevelopment.

RECOMMENDATIONS

- 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)
- 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.**
- 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.**
- 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.**

Attachment

THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 42 (MAPLE RIDGE – PITT MEADOWS)
ERIC LANGTON ELEMENTARY SCHOOL UTILITY RIGHT OF WAY BYLAW 2025

WHEREAS section 65 (5) of the *School Act* provides that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board only by bylaw;

AND WHEREAS the Interpretation Act defines the word “dispose” to mean to transfer by any method and includes, among other things, grant and charge;

AND WHEREAS pursuant to Section 96 (1) of the *School Act*, “land” includes any interest in land, including any right, title or estate in it of any tenure;

AND WHEREAS section 96 (3) of the *School Act* provides that a board of education may dispose of land or improvements, or both, subject to the orders of the British Columbia Minister of Education and Child Care (the “**Minister**”);

AND WHEREAS section 3 of the Disposal of Land or Improvements Order M193/08 (the “**Disposal Order**”) provides that boards must not dispose of land or improvements by sale and transfer in fee simple or by way of lease or 10 years or more unless such disposal is to another board or an independent school for educational purposes or is approved by the Minister in accordance with section 5 of the Disposal Order;

AND WHEREAS:

A. The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) (the “**Board**”) is the registered owner of the land and improvements located at 12138 Edge St, Maple Ridge, B.C. (the “**Property**”), being Facility Number 04242008 and legally described as:

Parcel Identifier: 005-495-091

Legal Description: PARCEL A SECTION 20 TOWNSHIP 12 NEW WESTMINSTER DISTRICT REFERENCE PLAN 56793;

B. the Board is building the Eric Langton Elementary School site on the Property and British Columbia Hydro and Power Authority (“**BC Hydro**”) and TELUS Communications Inc. (“**TELUS**”) require the Board to grant BC Hydro and TELUS a statutory right of way (the “**Right of Way**”) to construct, operate and maintain certain works (the “**Utility Works**”) to provide utility services to the Property, located approximately as shown on Drawing No. 1, a copy of which is attached to this Bylaw as Schedule A;

C. the Board has determined, in accordance with the Board’s Policy 6810 Disposal of Land or Improvements, that the construction of the Works and the granting of the Right-of- Way would benefit the Board and not compromise the Board’s use of the Property for educational purposes;

NOW THEREFORE BE IT RESOLVED as a Bylaw of the Board that the Board enter into the Statutory Right of Way and grant the Statutory Right of Way to each of BC Hydro and TELUS in the form required by BC Hydro and TELUS, subject to such amendments as the Secretary Treasurer may, in their discretion, consider advisable, and register the Statutory Right of Way against title to the Property in the Land Title Office.

BE IT FURTHER RESOLVED as a Bylaw of the Board that the Secretary Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver the Statutory Right of Way in such form and with such amendments thereto as the Secretary-Treasurer may, in their discretion, consider advisable, and the Secretary Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver all related and ancillary documents required to complete the granting of the Statutory Right of Way to each of BC Hydro and TELUS on such terms and conditions as the Secretary Treasurer may, in their discretion, consider advisable as witnessed by the signature of the Secretary Treasurer.

This Bylaw may be cited as "School District No. 42 (Maple Ridge – Pitt Meadows) Eric Langton Elementary School Utility Right of Way Bylaw 2025."

READ A FIRST TIME THIS 15th DAY OF JANUARY, 2025;

READ A SECOND TIME THIS 15th DAY OF JANUARY, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THIS 15th DAY OF JANUARY, 2025;

Board Chairperson

CORPORATE SEAL

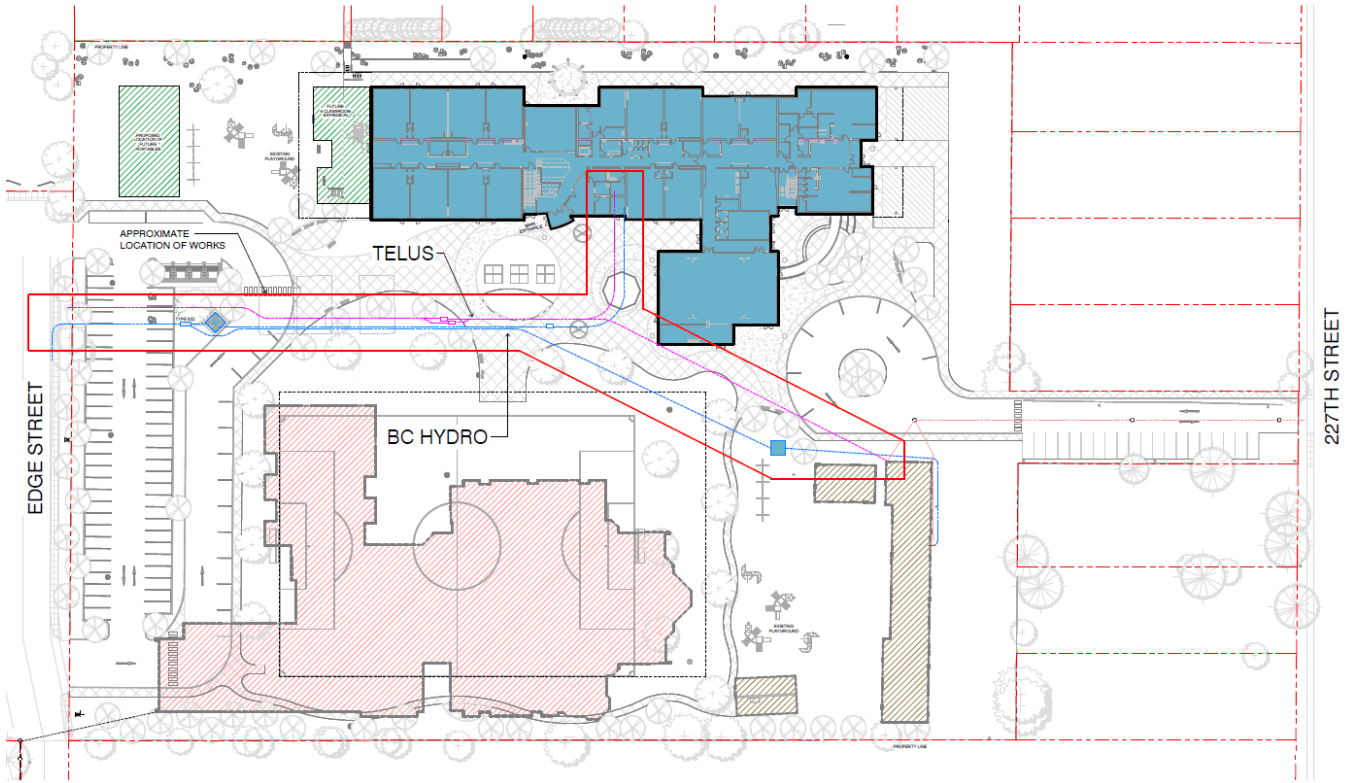
Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 42 (Maple Ridge – Pitt Meadows) Eric Langton Elementary School Utility Right of Way Bylaw 2025, adopted by the Board on the 15th day of January, 2025.

Secretary Treasurer

SCHEDULE A

Drawing 1



From: Board Policy Development Committee
Richard Rennie, Secretary Treasurer

Topic: Policies for Approval

BACKGROUND

At the November 13, 2024 public board meeting, the Board Policy Development Committee (the "Committee") proposed updates to the following policies to provide greater clarity and conciseness:

- 9430: Physical Restraint and Seclusion in School Settings (**Attachment A**)
- 9510: Flags of Canada and British Columbia (**Attachment B**)

The Committee is also proposing that the following policy be retired in favour of relying directly on existing legislation in the School Act, its regulation and district calendars for governance:

- 8220: School Day (**Attachment C**)

Input from education partners and the public was invited from November 14, 2024 to noon on January 6, 2025. No public input was received; however, the Committee further revised the philosophy statement in policy 9510.

RECOMMENDATION

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**



SD-42 POLICY: 9430

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOL SETTINGS

PHILOSOPHY

The Board of Education ("Board") ~~is committed~~~~recognizes that it has a responsibility~~ to maintaining safe, orderly, and caring school environments for all of its students and employees. It

~~The Board of Education believes that behaviour interventions for all students~~ emphasizes prevention and positive behaviour supports, ~~and every effort is made to employ preventative~~prioritizing actions that ~~preclude the need for~~avoid the use of physical restraint or seclusion.

The Board ~~further believes that respect for~~values student rights, ~~maintaining~~ student dignity and ~~the safety of all involved~~ as paramount priorities.

~~The Board~~ recognizes that ~~the use of~~ emergency physical restraint or seclusion ~~procedures~~ may be necessary when a student presents imminent danger to themselves or others.

AUTHORITY

The Board authorizes the Superintendent of Schools to establish procedures ~~that will~~to guide the implementation of this policy pursuant to the Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings.

DEFINITIONS

1. **Physical restraint** is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', ~~i.e.~~ temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, ~~does not~~ constitute physical restraint.

The provision of physical guidance, or prompting of a student ~~when~~while teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

2. **Seclusion** is the involuntary confinement of a person alone in a room, enclosure, or space from which ~~the person is~~they are physically prevented from leaving.

Behaviour strategies, such as "time out", used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply ~~where~~when a student ~~has personally~~voluntarily requested to be in a ~~different~~separate or secluded ~~location~~space.

3. ~~Time out~~ is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. ~~Time out involves~~

~~removing a student from sources of positive reinforcement as a consequence of a specific undesired behavior.~~

- ~~— Time out is only one option along a continuum of behavior interventions supporting behavior change. Time out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time out room in a location outside of the classroom.~~
- ~~— Typically, time out is used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.~~

~~GUIDING PRINCIPLESCHOOL DISTRICT POLICY FOR THE USE OF PHYSICAL RESTRAINT AND SECLUSION~~

1. Physical restraint and seclusion procedures are emergency, not treatment, procedures and are used *only* in exceptional circumstances ~~where-when~~ a student is in imminent danger of causing harm to self or others.
2. All school staff ~~members~~ are provided the opportunity to participate in training ~~on~~ positive behaviour interventions and supports and de-escalation techniques, ~~and all specialized staff who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behavior is presenting a danger to self or others are expected to be trained in crisis intervention and the safe use of physical restraints and seclusion.~~
3. ~~Parents/Guardians~~, and ~~where-when~~ appropriate, students, are offered opportunities to be advised of and/or consulted in the development of positive behaviour supports and interventions, behaviour plans, and emergency or safety plans.
- 4.3. _____
5. ~~Every instance where-of~~ physical restraint and/or seclusion ~~or the use of "time out" outside of a classroom has occurred~~ is documented.
- 6.4. _____
7. ~~Prevention and /~~intervention strategies are reviewed and revised in situations where: repeated use of physical restraint and seclusion for an individual student has occurred; multiple uses of physical restraint and seclusion have occurred within the same classroom; or, physical restraint and seclusion is-has repeatedly been used by an individual.
- 8.5. _____
9. ~~Incidents of physical restraint and seclusion will be reported to the school principal, and forwarded to the Superintendent of Schools or designate.~~
- 10.6. _____
- 11.7. ~~The School District will review this policy on a regular basis to ensure alignment with current research, best /practices, and to ensure alignment with guidelines issued byfrom the Ministry of Education and Child Care.~~

APPROVED: May 18, 2016

~~REVIEWED: June 2021~~UPDATED: ~~November 13 2024~~January 15, 2025



SD-42 POLICY: 9510

FLAGS ~~OF~~ CANADA AND BRITISH COLUMBIA

PHILOSOPHY

The Board of Education ("Board") ~~believes the flags of~~ recognizes the flags of Canada and British Columbia ~~as are an symbols of national and provincial identity and requires the display of one or both flags at schools~~ important part in the celebration of Canada as a country and British Columbia as a province.

~~The Canadian and British Columbia flags will be displayed at school district facilities, as prescribed in the and Regulations, following the flag protocol established by the province of British Columbia. Other flags may be displayed with the approval of the Superintendent of Schools. The Board also acknowledges the role of flag half-masting as a meaningful gesture to bestow honour or express a collective sense of sorrow during significant occasions.~~

~~The principal of a school, other than a distributed learning school, must ensure that the Canadian flag and the British Columbia flag are displayed at each school while in session.~~

AUTHORITY

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

HALF-MASTING

Schools will fly their flags at half-mast on appropriate occasions, to bestow an honour or express a collective sense of sorrow ~~.~~

~~Flags flown at half mast will be~~ by special instruction of the federal or provincial government, the Board, or the Superintendent of Schools. These occasions include, but are not limited to, the following a general protocol as followings:

(a) National (all schools):

On the death of the Sovereign or a member of the Royal Family related in the first degree to the Sovereign (spouse, ~~son or daughter, father, mother, brother or sister~~ child, parent, sibling);

On the death of the Governor General, the Prime Minister, a former Governor General, a former Prime Minister; ~~and~~

On Remembrance Day, November 11; and

On National Day for Truth and Reconciliation, September 30., if the school is flying its flag(s) on that day.

(b) Provincial (all schools):

On the death of the Lieutenant Governor or the Premier.

(c) School District (all schools):

On the death of a current Trustee ~~or Superintendent of Schools.~~

(d) School (~~school affected only~~ when school is in session):

~~On the death of a current student or staff member; and~~

On the death of the Member of Parliament or Member of the Legislative Assembly for the riding in which the school is located.

Flags would normally be half-masted upon the death of a person listed above, up to and including the day of the funeral or memorial service.

APPROVED: June 19, 2019

UPDATED: ~~September~~ January 5 January 15, 2025

References:

School Act, sections 5 and 175; B.C. Reg. 265/89 School Regulation

Province of BC Flag Protocol: <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/office-of-the-premier/intergovernmental-relations-secretariat/protocol/flags>

**SD 42 POLICY: 8220****SCHOOL DAY**

PHILOSOPHY

~~Hours established for schools of the district shall meet the requirements of the School Act and its regulations.~~

SCHOOL OPENING TIME

~~The Board requires the schools of the district to be open to pupils, regardless of the weather conditions, no later than 15 minutes before school opening time in the morning or at the time of the arrival of the first school bus, whichever is earlier. Teachers should be in their classrooms before the start of classes in the morning and in the afternoon.~~

~~School opening and closing times will be set by the Board of Education within the process of establishing school calendars and shall meet the requirements of the School Act and its regulations.~~

AUTHORITY

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

APPROVED: April 25, 2018

REVIEWED: May 2021

PROPOSED TO BE RETIRED



Public Board Meeting
January 15, 2025
Information Memo
Item #6

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):

- Board Advocacy Role

RECOMMENDATION:

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

From: Elaine Yamamoto, Board Chairperson

Topic: **Trustee Appointments to Committees and Community Liaison Groups**

BACKGROUND

At the December 4, 2024 Public Board Meeting, the Board received for information the Trustee Appointments to Committees and Community Liaison Groups for a one-year period ending November 2025.

On December 10, 2024 City of Maple Ridge Council approved a restructure of the City's advisory committees to improve efficiency and align with Council's strategic priorities. The restructure includes:

- Amalgamation of the following committees into the new **Liveable Community Advisory Committee** with an expanded focus on housing diversity:
 - Community Heritage Commission
 - Transportation Advisory Committee (trustee membership)
- Amalgamation of the following committees into the new **Engaged, Healthy Community Advisory Committee** with a focus on arts, culture, recreation, and social policy:
 - Public Art Steering Committee
 - Social Policy Advisory Committee (trustee membership)
 - Parks, Recreation and Culture Advisory Committee (trustee membership)

It was further identified on the City's terms of reference for **Municipal Advisory Committee on Accessibility & Inclusiveness** that the trustee representative is a voting member.

These changes are reflected on the updated list of Trustee Appointments to Committees and Community Liaison Groups (**Attachment A**).

RECOMMENDATION

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



**TRUSTEE APPOINTMENTS
TO COMMITTEES AND COMMUNITY LIAISON GROUPS**
For the period from December 2024 to November 2025
Updated January 2025

Committees of the Board

Facilities Planning Committee of the Whole	All Trustees
Finance Committee of the Whole	All Trustees
Board Policy Development Committee	Gabriel Liosis, Kim Dumore, Hudson Campbell

School District Advisory Committees

Education Advisory Committee	Pascale Shaw, Hudson Campbell <i>(Mike Murray, Alternate)</i>
Accessibility Advisory Committee	Kim Dumore <i>(Pascale Shaw, Alternate)</i>
Indigenous Education Community Gathering	Kathleen Sullivan, Elaine Yamamoto <i>(Pascale Shaw, Alternate)</i>

Collective Agreement Bargaining

MRTA	Elaine Yamamoto
CUPE	TBD

Committee Representation with Trustee Voting Authority

City of Maple Ridge Livable Community Advisory Committee	Gabriel Liosis <i>(Elaine Yamamoto, Alternate)</i>
City of Maple Ridge Engaged, Healthy Community Advisory Committee	Mike Murray <i>(Gabriel Liosis, Alternate)</i>
City of Maple Ridge Municipal Advisory Committee on Accessibility & Inclusiveness	Kim Dumore <i>(Kathleen Sullivan, Alternate)</i>
City of Pitt Meadows Community Support & Accessibility Committee	Kathleen Sullivan <i>(Hudson Campbell, Alternate)</i>
Youth Planning Table	Hudson Campbell <i>(Kim Dumore, Alternate)</i>

Other Representation

Student Voice	All Trustees Rotating
District Parent Advisory Council	All Trustees Rotating
BCPSEA	Elaine Yamamoto <i>(No Alternate)</i>
BCSTA Provincial Council	Gabriel Liosis <i>(Mike Murray, Alternate)</i>
City of Pitt Meadows Community Service Awards Task Force	Hudson Campbell <i>(Kathleen Sullivan, Alternate)</i>
Culture Collective Network	Elaine Yamamoto <i>(Pascale Shaw, Alternate)</i>
English Language Learners Consortium	Elaine Yamamoto <i>(Kathleen Sullivan, Alternate)</i>
Maple Ridge Pitt Meadows Arts Council	Pascale Shaw <i>(Hudson Campbell, Alternate)</i>
Ridge Meadows Education Foundation	Mike Murray <i>(Kathleen Sullivan, Alternate)</i>
Ridge Meadows Overdose Community Action Team	Pascale Shaw <i>(Kim Dumore, Alternate)</i>



Public Board Meeting
January 15, 2025
Information Memo
Item #8

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):

- Aircraft Maintenance Engineer Dual Credit Program

RECOMMENDATION:

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



From: Teresa Downs, Superintendent of Schools

Topic: **Opioid Education and Response Implementation Report**

BACKGROUND

At their October 16, 2024 meeting the Board approved the following motion:

THAT the Board of Education direct the Superintendent to investigate best practices among school district including:

1. students receiving comprehensive naloxone training by the end of Grade 10. The education will include training on recognizing the signs of an opioid overdose, administering naloxone, and calling for emergency assistance;
2. access to naloxone by making it available in all schools, with clear procedures for its safe use by students and staff;
3. each campus has at least one staff member with formal and ongoing naloxone training;

AND FURTHER THAT the Superintendent implement appropriate protection of members of the school community and provide a report on implementation by January 2025.

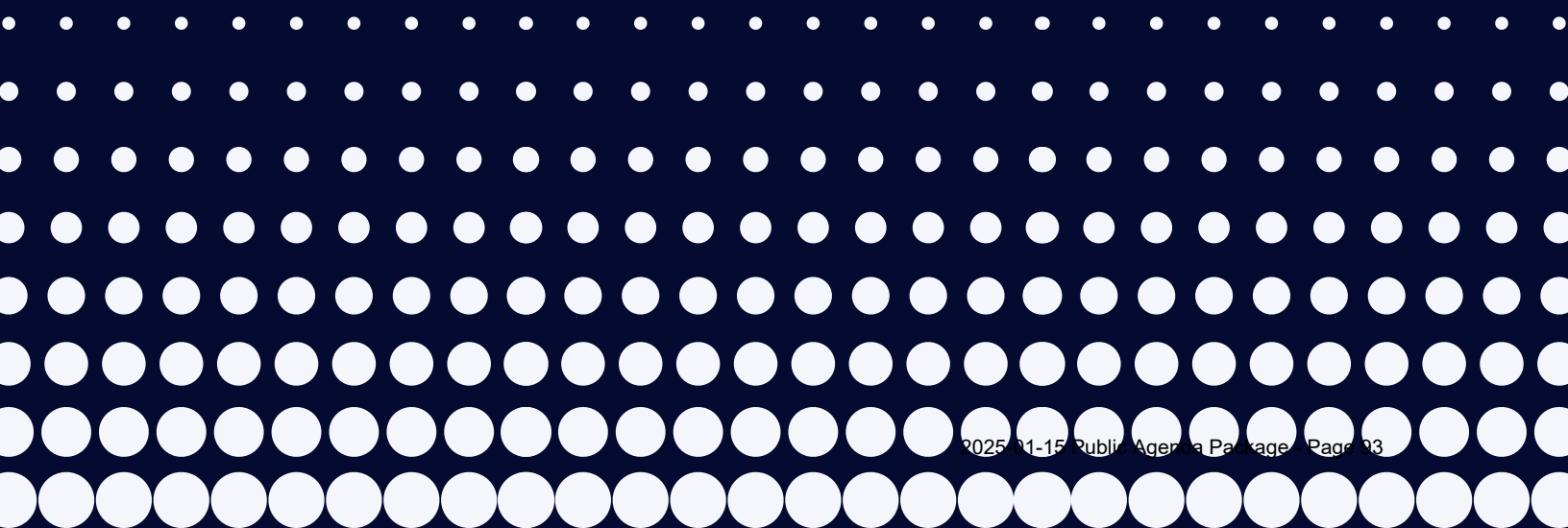
Opioid Education and Response Implementation Report (**ATTACHMENT**) is the report required through the motion.

RECOMMENDATION

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

Opioid Education and Response Implementation Report

January 2025



INTRODUCTION

At their October 16, 2024 meeting the Maple Ridge-Pitt Meadows Board of Education approved the following motion:

THAT the Board of Education direct the Superintendent to investigate best practices among school district including:

1. students receiving comprehensive naloxone training by the end of Grade 10. The education will include training on recognizing the signs of an opioid overdose, administering naloxone, and calling for emergency assistance;

2. access to naloxone by making it available in all schools, with clear procedures for its safe use by students and staff;

3. each campus has at least one staff member with formal and ongoing naloxone training;

AND FURTHER THAT the Superintendent implement appropriate protection of members of the school community and provide a report on implementation by January 2025.

This document is the implementation report as required through the motion.

CONTEXT

British Columbia has been grappling with a severe and ongoing opioid crisis for over eight years. In April 2016, the Province declared a public health emergency in response to the rapidly increasing number of overdose deaths linked primarily to illicit fentanyl. Since then, thousands of lives have been lost, and the crisis continues to impact communities across BC.

According to the [BC Coroners Service](#), the rate of illicit drug toxicity deaths has remained persistently high, with preliminary figures indicating that overdoses account for one of the leading causes of unnatural deaths in the province. The [BC Centre for Disease Control \(BCCDC\)](#) likewise reports that a significant majority of these deaths involve opioids such as fentanyl, underscoring the urgent need for harm reduction measures.

Within the Fraser Health region—one of the most populous health authorities in BC—overdose rates are among the highest in the province. Local public health officials have noted that increased access to life-saving interventions like naloxone is crucial to reducing fatalities. Naloxone (also available under the brand name Narcan) can reverse opioid overdoses if administered promptly, making it a critical tool in preventing loss of life.

While the majority of overdose fatalities in BC occur among adults aged 30 to 59, the crisis also impacts younger populations, including high school-aged students. Statistics from the BC Coroners Service and the BC Centre for Disease Control (BCCDC) show that in recent years there has been a small but significant rise in overdose incidents involving youth under the age of 19.

Within the Fraser Health region—one of the most populous health authorities in BC—overdose rates remain among the highest province-wide. Recognizing that teenage substance use can sometimes be hidden or underestimated, local public health



officials and school districts have emphasized the importance of early intervention, education, and accessible harm reduction tools.

In light of these alarming statistics and the ongoing public health emergency, many school districts, post-secondary institutions, and community agencies have begun adopting harm reduction strategies, including the provision of naloxone kits and training. The following report outlines a plan for making naloxone more readily available in Maple Ridge-Pitt Meadows schools, reinforcing existing safety measures, and fostering a culture of awareness and preparedness.

NALOXONE

Naloxone is a medication that can reverse the effects of an opioid drug overdose when injected into an arm, buttocks, or thigh muscle or administered by nasal spray. The medication takes effect within 3 minutes after being administered and will be effective in countering the effects of drugs such as heroin, morphine, fentanyl, and codeine. Although naloxone will only work on opioid related overdoses, it will cause no lasting harm if there are no opioids in someone's system. It may cause some temporary side effects. Currently there are two forms of naloxone available in British Columbia.

1. Nasal Naloxone (Narcan)

- **Administration:** Delivered as a nasal spray, typically by inserting the nozzle into one nostril and pressing a plunger.
- **Benefits:** Simple to use, requires minimal training, and often feels more comfortable for individuals who are uneasy about needles.



2. Injectable Naloxone

- Administration: Provided in a vial or ampoule and injected into a muscle (e.g., thigh, upper arm) using a syringe.
- Benefits: Widely used in many first aid settings, and the dose can be adjusted if additional medication is needed.

Both forms are highly effective at reversing an opioid overdose when used correctly.

RESEARCH

Naloxone training in schools is an emerging practice in Canada, and at this time there is no uniform provincial policy requiring it. Instead, school districts and provincial/territorial health authorities generally decide for themselves whether or not to provide training—and if so, to whom. Here is an overview of what’s happening in different parts of the country and other jurisdictions:

1. British Columbia

- Focus on Opioid Crisis: Because BC has been heavily affected by the opioid crisis, some school districts have become proactive about harm reduction.
- Pilot Projects: Certain districts have piloted naloxone education sessions, typically aimed at teachers and staff; however, in some cases, high school students (usually in Grade 10 or above) have been invited to participate on a voluntary basis.
- Local Partnerships: A number of BC school boards have worked with local health authorities (e.g., Vancouver Coastal Health, Interior Health, Island Health) or community organisations (e.g., St. John Ambulance) to deliver naloxone awareness sessions or distribute Take Home Naloxone kits.



2. Ontario

- **Naloxone Kits in Schools:** A few boards—especially in urban areas like Toronto or Ottawa—have introduced naloxone kits into schools as part of staff first aid supplies.
- **Student Training Varies:** While most of these initiatives target teachers and support staff, some high schools offer optional workshops for students through extracurricular health clubs or peer-education events.
- **Partnerships with Public Health Units:** Ontario’s local public health units sometimes collaborate with schools to provide opioid awareness and limited naloxone training. Actual participation and scope of training can differ from one board or region to another.

3. Other Provinces and Territories

- **Alberta:** Similar to Ontario and BC, there is no province-wide mandate for student training. However, a few school boards have begun exploring naloxone training for staff and older students, often in areas experiencing high overdose rates.
- **Prairies, Atlantic Canada, and the North:** Naloxone education efforts tend to be more sporadic, typically led by local public health organizations or non-profit agencies. Formal training for students is not yet widespread, although there are pockets of activity in some urban centers.

United States

1. State-Level Policies and Guidance

- Several states (e.g., Pennsylvania, New York, Massachusetts) have passed legislation or issued guidance encouraging or requiring schools to stock naloxone (often referred to by the brand name Narcan).
- In many cases, the primary focus is on training school staff (teachers, nurses, administrators), rather than students.



2. District-Level Initiatives

- Some individual school districts, particularly in areas heavily affected by the opioid crisis, have gone further by inviting older high school students to participate in naloxone training sessions.
- These trainings are often offered as part of broader harm reduction or health education programs and may be run in partnership with local health departments, non-profit harm reduction agencies, or first responders.

3. Pilot Programs and Non-Profit Partnerships

- Certain non-profit groups and public health agencies offer peer education programs, where high school students learn about overdose prevention and may receive optional naloxone administration training.
- Programs often target students in grades 9–12 or focus specifically on higher-risk populations (e.g., older teens or those involved in extracurricular health clubs).

Europe

1. United Kingdom (England, Scotland, Wales, Northern Ireland)

- Naloxone distribution and training efforts are more common among adult populations, especially in areas with high rates of opioid use.
- Some local authorities and health boards (particularly in Scotland) have run limited pilot projects aimed at educating youth on overdose prevention and the use of naloxone. These are not widespread and often depend on partnerships with community groups or harm reduction services.



2. Other European Countries

- Overall, school-based naloxone training for students in Europe is still relatively rare.
- Harm reduction services and NGO-led initiatives may offer educational sessions in or alongside schools, but these typically focus on raising awareness, with optional hands-on training in some cases.

Key Takeaways

- **Policy & Practice Vary Locally:** There is no single provincial or nation-wide approach; decisions are usually made by individual school boards in collaboration with provincial/territorial health authorities.
- **Staff and Student Training:** Many districts begin by training teachers, administrators, and other staff members before extending optional training to older students.
- **Pilot & Partnership Programs:** Where student training exists, it is often part of pilot projects or community partnerships aimed at harm reduction and overdose prevention.

IMPLEMENTATION IN MAPLE RIDGE-PITT MEADOWS SCHOOL DISTRICT

The District has met the appropriate standard of care and consideration in assessing the foreseeability and risk of an opioid overdose occurring at school. Consideration has been given to factors such as previous incidents, the age of the students, the prevalence of opioid use in the local community, whether the school has actual or constructive knowledge that students may be using opioids, and other risk factors for drug use, including the fact the opioid drug overdose has been declared a public health emergency. It has been determined through Board motion that Naloxone will be made available as a response option in the event of an overdose incident. The




District acknowledges that training is an essential aspect of managing any risk that may arise from doing so. While the District does not have an obligation to anticipate and protect against all risks, it does owe such obligations where risks are foreseeable. While it is almost unimaginable to consider an opioid overdose in a school, the current crisis does make it a foreseeable risk.

The District recognizes that the opioid crisis affects people of all ages, socioeconomic backgrounds, and cultural groups. In response, the Board is proactively introducing an educational initiative that equips secondary students by the end of Grade 10 with the knowledge needed to respond confidently and responsibly if they ever encounter a potential overdose situation. The goal is to ensure that students have sufficient information to make an informed decision on how to intervene—whether that means calling 911, administering naloxone, or seeking other immediate help. It is important to note that this training does not imply an expected or required response from a student, rather it seeks to support students to be educated and informed on an option available to them.

A Non-Judgmental Approach

During informal discussions, some students expressed concern or reluctance about participating in opioid awareness and naloxone training. They feared that participation in the training could be misinterpreted as suggesting they, their friends, or their families have direct involvement with substance use. To address this:

- 
- **No Assumptions, No Stigma:** This training makes no judgements about personal circumstances. It is solely focused on preparing youth on how they could respond should they witness an overdose.
 - **Universal Value:** By framing the training as a public health measure, students learn that knowing how to recognize and respond to an opioid overdose can save lives in any community.

Key Learning Outcomes

1. Understanding Opioids


- Students will gain a clear understanding of what opioids are, how they affect the body, and why fentanyl is particularly dangerous.

2. Recognizing Overdose Signs

- Training will cover the telltale signs of an opioid overdose, including changes in breathing, consciousness level, and other observable indicators.

3. Response Options

- Students will learn the various steps they can take, from calling 911 immediately to administering naloxone if they are comfortable and prepared to do so.
- Emphasis will be placed on safety—ensuring that students understand they are not required or expected to administer naloxone, but will have the skills and confidence to do so if they choose.



By adopting this approach, we honour the diverse perspectives and circumstances of our student population while ensuring that young people can access life-saving information. This non-judgmental training initiative reflects our commitment to student safety and well-being, and aligns with broader community efforts to address the opioid crisis.

Lesson Design and Delivery


To ensure that all students receive a high-quality and consistent learning experience, the District will adopt a standard lesson plan co-created with educators. This approach promotes alignment across schools, ensuring that every student receives the same critical information. The lesson design includes the following key elements:

1. Cautions and Supports

- At the outset, students will be informed that the lesson covers sensitive topics (opioids, addiction, overdose), and that some may experience emotional responses.
- Information will be provided on how to access school counsellors, community health supports, or other resources if they need additional support or debriefing.

2. Core Content

- What Are Opioids? Explaining the nature of prescription and illicit opioids, their effects, and why fentanyl is particularly dangerous.
- Opioid Addiction: Defining addiction, discussing contributing factors, and addressing common myths.
- Stigma Around Addiction: Exploring how stigma impacts individuals struggling with substance use and why empathy and open-mindedness are crucial.
- Signs of Opioid Overdose: Identifying early warning indicators such as slowed breathing, loss of consciousness, or blue lips/nails.

- 
- Responding to Overdose: Outlining the steps to take, including when to call 911, the safe use of naloxone (if one chooses to administer it), and the importance of seeking assistance and/or professional help.
 - Good Samaritan Act: Highlighting the legal protections in place for individuals who call for help during an overdose situation.

3. Instructional Consistency

- Standard lesson materials (e.g., slide decks, instructional videos, handouts) will be provided.
- Videos will be incorporated to deliver the same core messages across all classrooms and to reinforce key points visually and audibly.

4. Questions and Discussion

- Time will be allocated for students to ask questions and clarify any concerns.
- Educators will have access to additional resources and FAQs to address common queries.

5. Yearly Scheduling and Flexibility

- Each school will decide how and when to deliver the lesson (e.g., as part of PHE 10, during a flex block, or even at an assembly).
- Schools can customize the timing to best meet student needs and fit within existing schedules.

By following this standardized lesson plan and adapting delivery to local contexts, schools can provide students with a valuable, consistent educational experience. This proactive approach equips learners with essential knowledge about opioids and their detrimental impacts, reduces stigma around addiction, and offers clear guidance on how to respond if an overdose situation arises.



Access to Naloxone in all Maple Ridge-Pitt Meadows schools

1. Provide Naloxone Kits

- Provide every school with both forms of Naloxone: injectable and nasal.
- These Naloxone kits will be kept in the main office, accessible without question.

2. Expanded Accessibility in Secondary Schools

- Provide additional nasal Naloxone kits to each secondary school.
- Each school will determine optimal, easily accessible locations (e.g., library, counselling office, support room), informed by student input and school layout.

3. Establish Clear Response Procedures

- A procedure will be published that will define District guidelines for a suspected opioid overdoses and Naloxone usage.

4. Ongoing Safety and Training

- Each year the District will provide Naloxone training to all administrators.
- Each year the District will invite staff to attend a Naloxone training opportunity.

CONCLUSION

In response to the urgent opioid crisis affecting diverse communities across British Columbia, this plan outlines a proactive approach to safeguarding students and staff. By providing comprehensive training, standard lesson materials, and easily accessible naloxone kits, schools can become prepared and informed spaces that promote public health and safety. Ensuring that principals, vice principals, and other staff members have ongoing training opportunities will further solidify the district's commitment to student well-being. Ultimately, this plan supports a non-judgemental learning environment, empowering students to make informed decisions and respond appropriately if they encounter a potential overdose situation

From: Board Policy Development Committee
Richard Rennie, Secretary Treasurer

Topic: Policies 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 8, 2025, the Committee met, reviewed, and is proposing updates to the following policies as outlined in the attachments:

- Bylaw: Board of Education Appeal Policy and Procedures (**Attachment A**)
- 4204: Accumulated Surplus (**Attachment B**)
- 6530: Environmental Sustainability (**Attachment C**)

The Committee also reviewed and is proposing the following new policies:

- 3550: Enterprise Risk Management (**Attachment D**)
- 9550: Process for Raising Concerns (**Attachment E**)

Input from education partners and the public is invited from January 16, 2025 to noon on March 16, 2025. After receiving input, the Committee will have another opportunity to review the proposed bylaw and policy changes and the proposed new policies before they are presented to the Board for approval.

RECOMMENDATION

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

- **Policy 3550: Enterprise Risk Management**
- **Policy 4204: Accumulated Surplus**
- **Policy 6530: Environmental Sustainability**
- **Policy 9550: Process for Raising Concerns**
- **Bylaw: Board of Education Appeal Policy and Procedures**

Attachments



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

**BOARD OF EDUCATION APPEAL POLICY AND PROCEDURES BYLAW
(Section 11 of the School Act)**

~~POLICY~~POLICY:

The Board ~~of Education~~ ("Board") believes that employee decisions relating to individual students should be carried out in accordance with principles of fairness. The appeal process should encourage all parties to disputes to understand the concerns of the other parties and make good faith efforts to resolve disputes to mutual satisfaction.

The Board ~~of Education~~ generally encourages complaints and disputes to be dealt with at the point closest to where the dispute first arises, ~~pursuant to the Board's dispute resolution process. This process is designed to be non-confrontational and parent friendly, in accordance with Board Policy 9550: Process of Raising Concerns~~SD-42 Dispute Resolution Process.

~~If an employee's decision is disputed or a complaint is made about an employee's decision, if the dispute or complaint is not resolved to the satisfaction of the student or the parent/guardian of the student affected, and the decision significantly affects the education, health or safety of the student, - tthe Board of Education recognizes the right of a student and/or his or hertheir parents/guardians (including guardians and persons acting in place of parents) to appeal to the Board. if all the following are true:-~~

~~An employee's decision significantly affects the education, health, or safety of the student;~~

~~The employee's decision is disputed or a complaint is made about an employee's decision;~~

~~The dispute or complaint is not resolved to the satisfaction of the student or the parent of the student affected.~~

AUTHORITY

Under Section 11 of the School Act, parents/guardians and students have a right to appeal a decision made by an employee of the board if this decision "significantly affects the education, health or safety of a student." This Board of Education Appeal Policy and Procedures Bylaw outlines the guiding principles for all steps of the appeal process.

DEFINITIONSDEFINITIONS:

"Decision" includes a failure to make a decision.

"Parent" is as defined in the School Act, and includes a guardian.

"Appellant" is the student, parent or guardian initiating the appeal.

GUIDING PRINCIPLES:GUIDING PRINCIPLES

Appeals to the Board ~~of Education~~ are to be carried out in accordance with principles of fairness, including:

1. The appeal process should be accessible to parents/guardians and students. Information about the appeal process and relevant policies should be readily accessible to all, including employees, students and parents. Reasonable accommodation should be provided where necessary to allow parents or students to make use of the appeal process.
2. Appellants are entitled to receive the same written and oral information to be used in the appeal as is provided to the Board by administration and to have an opportunity to respond to it.
3. The Board accepts its responsibility to exercise its independent judgment when hearing appeals. In particular, ~~an~~ board officer of the Board who has participated in making the decision being appealed, who has attempted to mediate it or who has investigated it shall not be present for the Board ~~of Education's~~ -deliberations on the appeal.
4. A student or parent shall not be subjected to retribution by the Board, its officers or employees because an appeal has been made.

Appeal procedures shall be established by bylaw and shall be applied in accordance with the above principles.

The Board recognizes that whether a decision significantly affects a student's education, health, or safety is a matter for individual consideration. The following will normally ~~be considered to be~~ matters that significantly affect a student's education, health or safety:

- Expulsion from an educational program;
- Suspension from an educational program for more than five (5) school days;
- Suspension from an educational program where no other educational program is made available;
- ~~Distributed-Online~~ learning required as part of a disciplinary matter
- A decision not to provide a student with an Individual Education Plan (IEP);
- Consultation about placement of a student with ~~special needs~~ disabilities or diverse needs and the provision of an IEP;
- Bullying behaviours, including intimidation, harassment or threats of violence by a student against another student;
- Exclusion due to a medical condition that endangers others.

Decisions made on appeals are not precedential, and are not binding on future decision-makers.

In considering appeals of employee decisions, the Board shall consider, but shall not be limited to:

- whether the decision appealed is in accordance with legislation, ~~B~~board policies and procedures;
- whether the decision appealed was reached through a process that was fair to the student and after consideration of relevant information;
- whether the evidence presented to the Board supports the decision or calls it into question;

- whether the decision is reasonable in the circumstances; and
- whether there are special circumstances that would warrant making an exception to a Bboard policy.

•

APPEAL APPEAL PROCEDURES (BYLAW) PROCEDURES (BYLAW):

Procedures for hearing appeals shall be applied in accordance with the guiding principles in the Bboard's appeal policy.

1 PRE-APPEAL DISPUTE RESOLUTION PROCESS FOR RAISING CONCERNS

1.1 The student and/or parent/guardian shall take the ~~dispute resolution~~ steps outlined in the Bboard Policy 9550: Process for Raising Concerns ~~'s dispute resolution process or other applicable policy~~ to try to resolve the concern before filing an appeal to the Bboard. ~~If the applicable dispute resolution process does not resolve the concern, an appeal is normally from the decision of the highest supervisory officer who dealt with the matter in the dispute resolution process.~~

2 STARTING AN APPEAL TO THE BOARD OF EDUCATION

2.1 If the steps in Section 1 are not successful, a ~~parent and/or~~ student and/or parent/guardian begins the Board appeal process by presenting a written Notice of Appeal to the Board of Education to the Secretary Treasurer within fifteen (15) school days ~~after being informed of the decision that is being appealed, or~~ from the date of completion of step 4 of Board Policy 9550: Process for Raising Concerns ~~the dispute resolution steps~~ referred to in 1.1, ~~whichever is later.~~

2.2 The Notice of Appeal to the Board of Education ~~Notice of Appeal~~ must include:

- a) The name, address, and school placement of the student (including, where appropriate, grade level and home room teacher)
- b) The name and address of the appellant (the person(s) making the appeal)
- c) The decision that is being appealed
- d) The date on which the ~~student and/or parent/guardian bringing the appeal~~ appellant was/were informed of the decision
- e) The name of the Board employee(s) who made the decision being appealed
- f) Particulars of how the decision significantly the effects ~~on~~ the student's education, health or safety
- g) The grounds for the appeal and the action requested or relief sought
- h) A summary of the steps taken by the ~~student and/or parent/guardian~~ appellant to resolve the matter
- i) Whether the ~~person making an appeal~~ appellant is requesting an oral hearing
- j) Whether the ~~person making an appeal~~ appellant requires any special accommodation ~~in order to~~ proceed with the appeal (such as interpretation services at the hearing of the appeal-)

2.3 The Secretary Treasurer is responsible on behalf of the Board ~~to~~for:

- a) receiving Notices of Appeal
- b) reviewing Notices of Appeal for completeness and timeliness
- c) giving any notices required under collective agreements
- d) receiving and distributing documents relevant to an appeal
- e) communicating with ~~the~~ appellants, the Board, and others on matters relating to an appeal hearing
- f) arranging for any accommodation required, and
- g) scheduling hearings.

The Secretary Treasurer may designate another staff member to carry out these responsibilities. If the Secretary Treasurer has participated in the process for raising concerns~~dispute resolution steps under 1.1~~ or is the employee whose decision is being appealed, another staff member shall be designated.

2.4 If the Secretary Treasurer is of the opinion that:

- a) ~~an appeal is not timely~~the appeal has not been commenced within the time set out under 2.1;
- b) ~~an~~the appellant has refused to participate in the process for raising concerns under 1.1; or
- c) ~~the~~an appeal is not an appeal of a decision of a Bboard employee or the decision does not significantly affect the student's education, health or safety;

the Secretary Treasurer may refer the appeal to the Superintendent of Schools or a person designated by the Superintendent for a preliminary determination of that issue.

Prior to ~~making a determination~~deciding on that issue, the Superintendent or a person designated by the Superintendent may request a meeting with the person bringing the appeal, who must attend the meeting, or the appeal will be dismissed. If the Superintendent or a person designated by the Superintendent determines the appeal not to be of a decision that significantly affects the education, health or safety of a student, was commenced out of time without reasonable excuse, or the person bringing the appeal has refused or neglected to discuss the decision under appeal as directed by the school district, the person bringing the appeal shall be advised by the Superintendent or a person designated by the Superintendent to follow the conflict resolution steps for raising concerns as outlined in the Board's Dispute Resolution ProcessBoard Policy 9550: Process of Raising Concerns.

Where, in the opinion of the Superintendent or a person designated by the Superintendent, the decision does significantly affect the education, health or safety of a student, the appeal shall proceed.

In the event the person bringing the appeal disagrees with the determination of the Superintendent or a person designated by the Superintendent, that person may request the matter be referred to a quorum of the Board for a determination of that preliminary issue. The person requesting the Board determine this preliminary issue shall make that request in writing, delivered to the office of the Secretary Treasurer within 10 days of being advised of the decision of the Superintendent or a person designated by the Superintendent.

Appellants shall be notified of the preliminary hearing and provided with the opportunity to make written submissions on the preliminary issue to be determined.

Where the majority of a quorum of the Board determines that the decision ~~in~~issue being appealed does not significantly affect the education, health or safety of a student, that the appeal was commenced out of time without reasonable excuse, or that the student and/or parent/~~or~~ guardian has refused or neglected to discuss the decision under appeal as directed by the District, the appeal will be dismissed. That decision is final and may not be appealed

Where the quorum of the Board determines the appeal does involve a decision that significantly affects the education, health or safety of a student, was filed in time or with reasonable excuse, or that the person bringing the appeal did not fail to consult as directed by the District, the matter will be set ~~down~~ for a hearing.

3 PRE-HEARING RESPONSIBILITIES

- 3.1 Upon receipt of the Notice of Appeal to the Board of Education, the Superintendent shall be notified. The Superintendent or a person designated by the Superintendent to be responsible for investigation and presentation on the appeal will prepare a report for the Board concerning the matter under appeal and is responsible for gathering the information to be presented to the Board, other than the information to be presented by the appellant.
- 3.2 If the appellant is a student under the age of 19 and no parent/~~or guardian~~ is named as an appellant, a parent/~~or guardian~~ will be notified.
- 3.3 If the appellant has not met with the Superintendent during the process for raising concerns under 1.1~~dispute resolution process~~, at the Superintendent's request the appellant is required to meet with the Superintendent or a person designated by the Superintendent. A report of this meeting shall be included in the report prepared under 3.1. The report may include the Superintendent's recommendations as to whether the dispute should be referred to an outside mediator.
- 3.4 Any notices required under relevant collective agreements are given by the Secretary Treasurer or designate.
- 3.5 The appellant is notified of the date, time, and place for hearing of the appeal and of the requirement to provide any documents in advance.

4 HEARING PROCEDURE

- 4.1 The Board may, in its absolute discretion, determine whether an appeal shall be considered on the basis of written submissions or an oral hearing. The Board may determine rules of procedure, including imposing limits on time for presentations, the ability to call or question witnesses, and the receipt of evidence, whether sworn or unsworn, to facilitate the disposition of the appeal, and may adjourn the proceeding at the request of any party where there are reasonable grounds to do so.
- 4.2 The Board may establish a schedule for the exchange of documents or written submissions. At least seven (7) days prior to the date scheduled for the hearing of the appeal, or the exchange of initial written submissions in the cases of a written appeal, school district staff and the appellant must provide each other with any documents or information they intend to rely on for the appeal.
- 4.3 The Board may be advised in camera by legal counsel and by the Secretary Treasurer or designate~~s~~ in relation to the appeal provided they have not had prior involvement in the matter under appeal.
- 4.4 At any time the Board may request further information from the appellant or the Superintendent or designate and may adjourn in order that such information may be obtained.

- 4.5 The Board may make any interim decision it considers necessary pending the disposition of the appeal.
- 4.6 The Board may invite submissions from any person whose interests may be affected by the Board's decision on the appeal.
- 4.7 The Board may refuse to hear an appeal where:
- a) the appeal has not been commenced within the time set out under 2.1
 - b) the ~~student and/or parent or guardian appellant~~ has refused or neglected to discuss the decision under appeal with the person(s) specified in the process for raising concerns under 1.1 applicable dispute resolution process or the Superintendent or delegate, or such other person as directed by the Board; or
 - c) the decision does not, in the Board's opinion, significantly affect the education, health or safety of the student.
- 4.8 The Board may hear an appeal despite any defects in form or technical irregularities and may relieve against time limits.
- 4.9 ~~School Act Section s.11~~ appeals are confidential. Appeals and decisions on appeals will be held in closed session. Information and documents about appeals may only be disclosed in accordance with the School Act, Freedom of Information and Protection of Privacy Act, and applicable Board policy.
- 4.10 The Board will ensure that each party has received all documentation provided by the other party prior to the hearing.
- 4.11 At the end of each party's submission, trustees may ask questions.
- 4.12 When questioning by trustees is complete, the parties leave and the Board ~~meets to decide~~deliberates how it will dispose of the appeal.
- 4.13 The Board must ~~make a decision~~decide within 45 calendar days, or, as soon as practicable and within 45 calendar days, from receiving the Notice of Appeal to the Board of Education.
- 4.14 The Board's decision is final, subject to any rights to appeal under the School Act.
- The Board may reconsider its decision only
- a) if it is satisfied that new evidence or information would have a material effect on the decision and the failure to present that evidence or information at the original hearing is satisfactorily explained;
 - b) the decision contravenes law; or
 - c) a reconsideration is directed or requested in connection with an appeal of the ~~B~~board's decision under School Act s.11.1.
- 4.15 The parties will be promptly notified of the Board's decision. Written reasons will be provided as soon as practicable.
- 4.16 Appellants who have appeal rights under School Act s.11.1 will be advised of those rights when or before they are notified of the ~~B~~board's reasons for decision.

4.17 —Appellants to the Bboard must be informed of their right to appeal the Bboard’s decision to the Superintendent of Appeals within the Ministry of Education and Child Care.

REPEAL

School District No. 42 (Maple Ridge – Pitt Meadows) Board of Education Appeals Policy and Procedures Bylaw dated April 17, 2019, is hereby repealed.

APPROVAL

READ A FIRST TIME THIS XTH DAY OF MONTH, 2025

READ A SECOND TIME THIS XTH DAY OF MONTH, 2025

READ A THIRD TIME AND ADOPTED THIS XTH DAY OF MONTH, 2025

Chairperson of the Board

(Corporate seal) _____

Secretary Treasurer

**SD-42SD42 POLICY: 4204****ACCUMULATED SURPLUS****Policy statement****POLICY STATEMENT**

The ~~School Act~~School Act requires the ~~boards~~Board of ~~education (board)~~Education ("Board") to prepare a balanced annual budget. Estimated spending in the annual budget must not exceed estimated revenue plus accumulated operating surplus (operating surplus). Operating surplus, with consistent rules and guidelines in place, enables the ~~board~~Board to engage in long-term planning, mitigate financial risk and support consistent service to all students.

Purpose**PURPOSE**

The purpose of ~~the Accumulated Surplus Policy~~this policy is to ensure a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus, ~~contingency reserve and local capital surplus~~. It also allows the Board to restrict portions of the operating surplus for future use to address board priorities.

Authority**AUTHORITY**

The Board authorizes the Secretary Treasurer to develop and implement all procedures required for the implementation and management of the ~~Board's accumulated operating surplus~~this policy.

Appropriated Surplus**APPROPRIATED SURPLUS**

A board achieves an operating surplus when its annual revenue exceeds annual expenses. An operating surplus means that the ~~board~~Board has financial resources that can be used to operate schools for a period longer than one year. The ability to carry forward unspent funds enables the ~~board~~Board to effectively plan for future years.

Internally Restricted Operating Surplus**INTERNALLY RESTRICTED OPERATING SURPLUS**

The Board may set aside a portion of operating surplus for items that are linked to multi-year strategic objectives and future operational needs. Restrictions are made only for defined operational needs with defined timelines, including services or purchases that are directly related to ~~a boards~~the Board's strategic plan, operational needs, and enhanced educational outcomes for students.

To increase transparency, every appropriation requires a board motion. Approval of appropriations related to confidential matters or land, legal or personnel matters shall be considered in a closed board meeting.

Restrictions can be made for items that are identified by the Board, have defined timelines, are directly related to a Board's goals outlined in their strategic, operational and financial plans, or that meet the specified needs of the school district. The three streams of internally restricted operating surplus are:

- Restricted due to the nature of constraints on the funds
- Restricted for anticipated unusual expenses identified by the Board
- Restricted for operations spanning multiple school years

~~Contingency Reserve (Unrestricted Operating Surplus or Local Capital Surplus)~~

CONTINGENCY RESERVE

~~The Board of Education~~The Board is responsible for ensuring the district is protected financially from extraordinary circumstances which would negatively impact school district operations and the education of students. To discharge this responsibility, the Board shall maintain a contingency reserve of at least 1% of operating expenses and not exceeding 3% of operating expenses to mitigate any negative impact such circumstances might cause.

This contingency reserve is funded from available operating surplus, may be held in the Local Capital Fund, and may be used for operating and/or capital expenditures under the following circumstances:~~To discharge this responsibility, the Board will establish a contingency reserve from available operating surplus which would be used to mitigate any negative impact such circumstances might cause.~~

~~The Board shall maintain a contingency reserve of at least 1% of operating expenditures and not exceeding 3% of operating expenditures.~~

~~Use of Appropriated Surplus and Contingency Reserve~~

~~The Board may approve the use of appropriated surplus or contingency reserve under the following circumstances:~~

- ~~The elimination of~~To eliminate any deficit arising at the end of a fiscal year of operations;
- ~~The funding of~~To fund new cost pressures arising in a fiscal year that were not known at the time of budget development;
- ~~Extraordinary unknown utilities cost pressures;~~
- ~~The payment of~~To pay severances (wages and benefits) upon termination of employment;
- ~~The settlement of~~To settle any legal action that is not covered by insurance;
- ~~Initial~~To fund initial one-time cost outlays for new education programs;
- ~~Coverage~~To fund for disaster recovery ~~expenditures;~~expenses
- ~~Extraordinary~~To fund extraordinary expenses incurred to ensure business continuity;
- ~~Replacement of~~To replace equipment essential to the continuation of safe operations of school district facilities;
- ~~Coverage for~~To cover unexpected additional major capital project costs not funded by the province;
- To assist in balancing future ~~years~~years' budgets.

~~In recognizing that the~~As use of the contingency reserve represents a one-time source of funding, the Board will incorporate into its future budget planning processes, strategies to re-establish the contingency reserve. ~~Such strategies may be implemented over a period of two years.~~

~~Inter-Fund Transfers~~

INTERNAL RESTRICTED LOCAL CAPITAL RESERVE AND INTER-FUND TRANSFERS

Inter-Fund Transfers are funds transferred from one fund to another (e.g. ~~between~~from the Operating Fund and to the Local Capital Fund). ~~Inter fund transfers require~~ and must be made through board motion. Approval of interfund transfers related to confidential matters or land, legal or personnel matters shall be considered in a closed board meeting.

Available accumulated operating surplus may be transferred to the Local Capital Fund by specifying the capital projects and purchases for which these restricted funds will be used.

APPROVED: December 8, 2021

UPDATED: January 2025

**SD-42 POLICY: 6530****ENVIRONMENTAL SUSTAINABILITY****PHILOSOPHY:**

The Board of Education ("Board") defines Environmental Sustainability as ~~those business and individual~~ practices that minimize energy and water consumption, ~~and~~ maximize waste diversion, ~~and~~ ~~resulting in utility cost savings and a smaller~~ reduce the school district's carbon footprint, contributing to cost savings and environmental stewardship for the school district. These ~~savings~~ will be realized through initiatives aimed at creating a culture of conservation, guided by the three R's of sustainability: efforts align with the principles of Reduce, Reuse, and Recycle to foster a culture of conservation.

The Board of Education ~~recognizes the importance of e~~ Environmental sustainability ~~in-meeting the needs of the present~~ needs generation without compromising ~~the ability of~~ future generations ~~to meet their own needs.~~ Its success relies on collaboration among

The Board ~~acknowledges that environmental sustainability is a joint responsibility of Trustees, district leaders, administrators, teachers, support staff, and students and support personnel and its success is based on cooperation at all levels.~~

The Board supports ~~opportunities for the school district t~~ initiatives that e reduce operational and life cycle costs, ~~lessen the impact on our domestic energy infrastructure, increase waste diversion, and provide~~ enhance environmental stewardship and support through lower carbon emissions and ~~enhanced opportunities to advance student achievement while~~ .

The Board is ~~committed to environmental sustainability and ensures that every effort is made to conserving~~ energy and natural resources ~~while and~~ exercising sound financial management.

AUTHORITY:

The Board assigns ~~the responsibility for the implement~~ ingation of the Environmental Sustainability this policy to the Superintendent of Schools and the Secretary Treasurer and authorizes ~~Superintendent of Schools and the Secretary Treasurer~~ them to establish procedures ~~that will~~ to guide ~~the its~~ implementation ~~of this policy.~~

GUIDING PRINCIPLES:

The Board is committed to:

1. Strategic Resource Management

- Assessing baseline performance, setting goals, and creating an environmental sustainability plan.
- Monitoring and continuously improving the plan within available financial resources.

2. Educational Integration

- Supporting programs that build student skills, knowledge, and attitudes for a sustainability mindset.
- Encouraging awareness of sustainability practices among students and staff.

3. Operational Commitment

- Incorporating environmental and ethical considerations into district operations and decisions.
- Selecting equipment and systems aligned with sustainability goals and utility incentives.
- Engaging vendors to align with the district's sustainability objectives.

4. Communication and Engagement

- Sharing initiatives and consulting with partner groups on new projects, where appropriate.
- Promoting awareness of energy use, waste reduction, and material consumption among all stakeholders.

- ~~A strategic approach to resource management, including assessing baseline performance, setting goals and targets, creating an environmental sustainability plan, and tracking performance.~~
- ~~Monitoring the implementation of the environmental sustainability plan.~~
- ~~The review and continuous improvement of the school districts environmental sustainability plan within the limited financial resources available.~~
- ~~The development, support, and delivery of programs, activities, and initiatives that enable students to develop the skills, knowledge, confidence and attitudes that will help foster a sustainability mindset.~~
- ~~The encouragement of students and staff to be aware of the Environmental Sustainability policy and associated procedures, actions and results.~~
- ~~Communicating environmental sustainability initiatives, and consulting, where appropriate, with partner groups on the implementation of new initiatives.~~
- ~~The encouragement of students and staff to be cognizant of their energy use, waste generation, and material consumption.~~
- ~~The integration of environmentally sustainable and ethical considerations into the operations and business decisions of the school district.~~
- ~~The selection of equipment and systems in alignment with environmental sustainability goals, product incentives and rebates from utility providers.~~
- ~~Making vendors aware of the district's environmental sustainability goals and requiring them to provide evidence of their alignment with these goals, where deemed appropriate.~~

APPROVED: March 10, 2021
UPDATED: January 2025

**SD42 POLICY: 3500****ENTERPRISE RISK MANAGEMENT**

PHILOSOPHY

The Board of Education ("Board") is committed ensuring that the School District ("District") is prepared to address potential risks that could impact its operations, finances, human resources, compliance, reputation, and overall ability to meet its strategic plan. The strategic plan includes the District's vision, mission, values, and strategic priorities and goals.

The Board believes that fostering a culture of proactive risk awareness, mitigation, and resilience within an Enterprise Risk Management ("ERM") framework is integral to achieving its strategic goals and ensuring long-term success. A structured yet adaptive framework empowers informed decision-making, enhances governance, and strengthens the School District's ability to manage potential challenges.

SCOPE

This policy is applicable to the District's key plans including its strategic plan, operational plans for the Board, Business Division, Human Resources Department and Information Technology Department, and School Growth Plans. It shall be applied during the development and review of these key plans and in evaluating current operations, responding to new and emerging risks, and increasing risk management awareness among staff.

AUTHORITY

The Board assigns the responsibility for the implementation of this policy to the Superintendent and Secretary Treasurer. The Superintendent and Secretary Treasurer shall establish procedures to guide and facilitate its implementation while staying within the acceptable risk levels.

GUIDING PRINCIPLES

- 1. Risk Management Framework:** The risk management processes and practices shall be guided by a framework that aligns with recognized industry standards, enabling the District to systematically identify, assess, and manage risks. The framework shall be flexible to address new and emerging risks, allowing leadership to make informed decisions in a dynamic environment.
- 2. Strategic Alignment:** Risk management practices shall align with the District's strategic goals, ensuring that risk considerations enhance long-term success and contribute to the achievement of educational objectives.
- 3. Strengthened Governance:** Risk management shall be embedded into the District's governance and operational processes, ensuring that all levels of the organization are engaged in achieving the strategic plan.
- 4. Comprehensive Risk Management:** The District shall implement a structured, comprehensive approach to identifying and managing risks, ensuring a systematic and consistent process to mitigate potential challenges.

- 5. Proactive Risk Awareness:** The District shall foster a culture where all staff are encouraged to identify, assess, and address risks proactively, integrating risk awareness into everyday practices and decision-making.
- 6. Resilience:** The District shall build and maintain organizational resilience, ensuring its ability to adapt, respond, and recover from risks while maintaining its focus on student success.
- 7. Continuous Improvement:** The District will remain vigilant in addressing new and emerging risks, ensuring continuous improvement within the ERM framework.

APPROVED: TBD

DRAFT NEW POLICY



SD42 POLICY: 9550

PROCESS FOR RAISING CONCERNS

PHILOSOPHY

The Board of Education ("Board") is committed to fostering collaboration to support students' success. Recognizing that disputes may occasionally arise, this policy seeks to address and resolve concerns constructively.

GUIDING PRINCIPLES

The Board supports resolving complaints and disputes at the level closest to where they arise, promoting direct and constructive communication. This process is designed to be non-confrontational and welcoming to parents/guardians. Parents/guardians and/or students may bring a relative, trusted friend, or advocate to meetings at any step of the process.

The Board is committed to ensuring that employee decisions regarding individual students are guided by principles of fairness and respect.

PROCESS

The steps to follow for raising concerns are outlined below. These steps are also outlined on the district website (www.sd42.ca/raising-concerns) with contact information for steps 3 & 4.

Step 1: Discuss the issue with the person who made the decision or took the action you are concerned about (e.g. classroom teacher). Issues can usually be solved at this level but may involve ongoing dialogue. If not solved, continue to the next step.

Step 2: Discuss the issue with the school principal. The principal may involve appropriate resources/personnel as required. If not solved, continue to the next step.

Step 3: Discuss the issue with the assistant superintendent/director responsible for the zone in which your child's school is located. If not solved, continue to the next step.

Step 4: Discuss the issue with the deputy superintendent.

Step 5: If the decision significantly affects a student's education, health, or safety, the decision can be appealed to the Board within 15 school days of completion of step 4 in accordance with the [Board of Education Appeal Policy and Procedures Bylaw](#) using the [Notice of Appeal to the Board of Education Form](#). The following will normally be matters that significantly affect a student's education, health or safety:

- Expulsion from an educational program
- Suspension from an educational program for more than five (5) school days
- Suspension from an educational program where no other educational program is made available
- Online learning required as part of a disciplinary matter
- A decision not to provide a student with an Individual Education Plan (IEP)
- Consultation about placement of a student with disabilities or diverse needs and the provision of an IEP
- Bullying behaviours, including intimidation, harassment or threats of violence by a student against another student
- Exclusion due to a medical condition that endangers others

If the matter does not meet the criteria for step 5, there are other options to pursue such as the Ombudsperson 1-800-567-FAIR (3247) or the Member of the Legislative Assembly.

Step 6: Decisions of the Board may be appealed to the Superintendent of Appeals of the Ministry of Education and Child Care (provincial appeal process).

APPROVED: TBD

DRAFT NEW POLICY



Public Board Meeting
January 15, 2025
Information Memo
Item #11

From: Accessibility Advisory Committee
Topic: **Receive Minutes of Meetings**

RECOMMENDATION

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

Attachment

Accessibility Advisory Committee Minutes
Friday, Thursday December 5, 2024 - MRSS

In Attendance: Cheryl Schwarz, Micheal Scarcella, Hillaire Ford, Amanda Reber, Louie Giroto, LJ Whitford, Kim Dumore, Grant Frend

Regrets: Dana Sirsis, Sherri Skerratt, Caroline Gaudet

Guests: Michelle Davis, Aidan Kelly

Acknowledgement of Territory

New Business

- **Review Terms of Reference**

Accessibility Committee reviewed the Terms of Reference.

1. Survey Updates

- One email was received since last our meeting, which has been addressed.

2. Priorities (3 Year Plan)

a. Technology

- The committee agreed to connect with the IT department to share technology needs raised by principals.
- The committee recommended exploring accessibility needs through basic needs analysis

b. Self- Regulation/Calming Spaces

- Discussion of current renovations occurring and the funding needs for downregulating furniture in the school spaces.
- GSS counter adjustment in the cafeteria for accessibility is complete.

c. Universal Design for Learning

- Discussion of ways to support new teachers with UDL.
- An update will be provided at next meeting regarding potential learning opportunities.
- Concern raised with EA shortages.

4. Accessibility Concerns

a. Accessibility Buttons

- Tabled to next meeting

b. Family Outreach PAC/DPAC

- Tabled to next meeting

c. Secondary Schools Washrooms

- Discussion regarding a Secondary school single stall washroom that continues to be locked. Follow up with principal of the school.

Other

Follow up

- An update was provided to the committee regarding the City of Maple Ridge washrooms at the MRSS track.

Meeting Adjourned at 1:45pm

Next Meeting: Friday, February 7, 2025 (12:30-2:30) at MRSS

From: Gabriel Liosis, Trustee

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

BACKGROUND

MyEd BC is a provincially mandated platform for student information management used by all school districts in British Columbia. Currently, the system allows for only a single primary physical address to be recorded for each student, even in cases where court orders recognize equal parenting arrangements or students reside in multiple homes.

The current restriction inadvertently places school staff in a difficult position when trying to diligently comply with custodial agreements and court orders. It also fails to accurately reflect the living situations of many students, limiting the system's ability to support the diverse family circumstances present in our communities.

Notably, the underlying Aspen platform—used in other jurisdictions—allows for multiple primary addresses to be recorded. Adjusting MyEd BC's provincial configuration to include this feature would better align with the need to stay neutral in custodial disputes, ensuring schools can equitably serve all students and their families.

This resolution seeks to address this gap by advocating for a necessary update to MyEd BC, enabling it to represent multiple primary physical addresses for students where applicable.

RECOMMENDATION

THAT the BCSTA advocate to the Ministry of Education and Childcare 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.

From: Gabriel Liosis, Trustee
Topic: **Trustee Motion: Student Voice Working Group**

BACKGROUND

At the 2024 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.

RECOMMENDATION

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.

From: Kim Dumore, Trustee

Topic: Trustee Motion: Post-Secondary Transition Rates

BACKGROUND

Ministry of Education and Child Care has established the Post-Secondary Institute (PSI) Transition Rate as a measure of student success, as such districts are required to report the PSI through the Framework for Enhancing Student Learning Report.

The PSI Transition Rate:

- is limited to BC public post-secondary institutions
- excludes students transitioning to post-secondary institutions outside of British Columbia
- excludes students transitioning to private training institutions
- excludes students in dual-credit programs

Additional information from the 2023/24 FESL report:

As a school district, we have a very healthy Train in Trades program. In the 2022/23 school year, a total of 139 SD42 Grade 12 students were concurrently enrolled in first year post-secondary trades programs. It has been confirmed with the Ministry of Education and Child Care that the Grade 12 Train in Trades students are not included in the district's PSI transition data. Based on the 2022/23 subgroup size of 1,198 for all Grade 12 students eligible for graduation, our trades students represent 11.6% of the graduation class missing from this annual PSI transition data.

Resources:

- [transitions of bc high school graduates into bc public post-secondary education.pdf](#)
- [stp fast facts.pdf](#)

RECOMMENDATION

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.



Public Board Meeting
January 15, 2025
Information Memo
Item #15

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 January 15, 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

RECORD

Pursuant to provisions of 72 (1) of the *School Act*, the following report is a general statement of: (a) matters discussed; and (b) the general nature of decisions resolved at the following meetings from which persons other than Trustees or officers of the Board, or both were excluded:

November 13, 2024, Closed

Territory Acknowledgement	
Call to Order	Meeting called to order at 1:41pm
Motion of Exclusion	Approved
Approval of Agenda	Approved
Approval of Minutes	Approved
Superintendent Decision Items	Approved
Superintendent Information Items	Received
Secretary Treasurer Information Item	Received
Board Committees	Received
Adjournment	Meeting adjourned at 2:47pm