



School: Maple Ridge Secondary  
Principal: Cheryl Schwarz  
Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

Staff will continue to engage with learning about standards-based assessment.

## B. Rationale

Our curriculum is a competency based, inclusive framework that honours student choice. It is expected that the reporting order for grades 8 and 9 will be fully implemented during the 2022/23 school year. Many teachers at the grades 8 and 9 level expressed interest in using standards-based assessment in advance of the pending reporting order. Additionally, some teachers at the grades 10 to 12 level are exploring competency-based assessment.

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

- Invite our secondary helping teacher to assist teachers with their learning of competency-based assessment.
- Collaborative opportunities to explore assessment at department head meetings, staff meetings, and collaboration mornings. Invite guest presenters to our school.
- \* MRSS district assessment committee representatives to share current ideas at each staff meeting.

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

- Staff and student reflections
- Grades 10 and 12 Student Learning survey data
- Celebrations of learning

Principal:

Superintendent:

Board Chairperson:

Date:



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### A. Goal (One goal per page)

- Staff will continue to engage in learning about equity, diversity, and inclusion (anti-racism).

### B. Rationale

As the district and the province work toward creating a racial equity framework, staff felt it was important to begin this learning and listening stage. Teachers want to create inclusive spaces in their classrooms and school community by exploring ways to help create a more respectful, honouring, and re-affirming space for all.

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

- Work closely with Amelia Laidlaw (helping teacher) and Kenneth Headley (district vice principal of racial inclusivity and equity to develop learning opportunities for our staff
- Weekly learning pieces in MRSS Connect (staff weekly newsletter)
- Book club meetings regarding the book “So You Would like to Talk About Race” Ijeoma Oluo
- Provide staff with professional learning opportunities to begin the process of learning through racialized and BIPOC experiences and voices
- Work collaboratively with our Aboriginal Department to develop a response plan to support students

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

- Conversations with groups of students, staff survey
- Working with our Aboriginal Department to develop professional learning opportunities to discuss the importance of personal and collective stories
- Opportunities throughout the year for students and staff to learn about racialized experiences
- Indigenous education rotation class, JECIC-working to anti-racism learning for all students.

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