



**PUBLIC MEETING
OF THE BOARD OF EDUCATION**

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

Date: Wednesday, March 4, 2026
Time: 6:00pm

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 in writing by no later than 30 minutes before the start of the meeting. All public input received will be shared with trustees electronically.*
 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. First Things First (FTF) ITEM 2
- C. DELEGATIONS** – *The Board will receive delegations on subjects pertinent to Board business if approved by the Agenda Preparation Committee. Each delegation is allotted time within a 20-minute total limit, including questions. Extensions are at the Board’s discretion. Delegations are typically received for information, and the Board may take action after due deliberation.*
- D. DECISION ITEMS**
1. Chairperson
 2. Superintendent of Schools
 - a) 2022-2026 Board and Departmental Operational Plan Updates ITEM 3
 - b) Non-Resident Student Fees for 2027/28 ITEM 4
 - c) School District Calendars for 2026/27 ITEM 5
 3. Secretary Treasurer
 - a) Regular Board Meeting Schedule for 2026/27 ITEM 6
 4. Committees
 - a) Finance
 - i. 2025/26 Amended Budget Bylaw and Second Quarter Financial Statements ITEM 7
 - ii. Facility Rental and Licensing Fees for 2026/27 ITEM 8

- b) Facilities Planning
- c) Board Policy Development
 - i. Policies for Approval ITEM 9
- d) Education Advisory
 - i. Board/Authority Authorized Courses ITEM 10
- e) Accessibility Advisory
- f) Ad Hoc Advocacy on Equitable Funding
- 5. Indigenous Education Council
- 6. Trustee Motions and Notices of Motion
 - a) Trustee Motion: Attendance Reporting Standards and Student Well Being ITEM 11

E. INFORMATION ITEMS

- 1. Chairperson
- 2. Superintendent of Schools
 - a) Strategic Plan Update ITEM 12
 - b) Superintendent's Update ITEM 13
- 3. Secretary Treasurer
 - a) Enrolment Projections for 2026/27 to 2028/29 ITEM 14
- 4. Committees
 - a) Finance
 - b) Facilities Planning
 - c) Board Policy Development
 - i. Policies for Consultation ITEM 15
 - d) Education Advisory
 - i. Receiving Minutes of Meeting ITEM 16
 - e) Accessibility Advisory
 - i. Receiving Minutes of Meeting ITEM 17
 - f) Ad Hoc Advocacy on Equitable Funding
- 5. Indigenous Education Council
 - a) Report on November 28, 2025 Indigenous Education Council Meeting ITEM 18

6. Trustee Reports and Motions

- a) Amended Trustee Motion for BCSTA AGM: Strengthening Preservice Teacher Education in Literacy, Numeracy, and Inclusive Instruction in BC ITEM 19
- b) Amended Trustee Motion for BCSTA AGM: Review of Modular Plan and Costing to Meet Area Standards for Modular Additions ITEM 20
- c) City of Maple Ridge Municipal Advisory Committee on Accessibility & Inclusiveness ITEM 21
- d) District Parent Advisory Council - January ITEM 22
- e) District Parent Advisory Council – February ITEM 23
- f) BCSTA Provincial Council ITEM 24
- g) City of Pitt Meadows Community Support & Accessibility Committee ITEM 25

F. QUESTION PERIOD ITEM 26

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 in writing by no later than 30 minutes before the start of the meeting. Questions 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.

G. OTHER BUSINESS

- 1. Public Record of Closed Meeting Business ITEM 27

H. 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

- 2026-02-09 Letter from Ministry of Education and Child Care re the Board's Freedom of Information Request – CommunityLINK funding allocations
(Attachment A)

Recommendation:

THAT the correspondence be received, for information.

4. APPROVAL OF AGENDA

Recommendation:

THAT the Agenda be approved as circulated.

5. INVITATION FOR PUBLIC INPUT ON DECISION ITEMS

Members of the public can provide input on decision items on the public meeting Agenda by emailing board@sd42.ca by no later than 30 minutes before the start of the meeting. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically.

6. APPROVAL OF MINUTES

Recommendation:

THAT the Minutes of the January 14, 2026 Public Board meeting be approved as circulated.

(Attachment B)



File: 292-30/ECC-2026-60292

February 09, 2026

Sent via email: Rebecca_Lyle@sd42.ca

Rebecca Lyle
School District No. 42 (Maple Ridge - Pitt Meadows)
22225 Brown Ave
Maple Ridge BC V2X 8N6

Dear Rebecca Lyle:

**Re: Request for Access to Records
Freedom of Information and Protection of Privacy Act (FOIPPA)**

The Ministry of Education and Child Care received your request for access to information under FOIPPA on January 16, 2026. We understand your request to be for:

***All records, reports and correspondence relating to CommunityLINK funding allocations.
(Date Range for Record Search: From 1/1/2000 To 1/15/2026)***

FOIPPA allows 30 business days for public bodies to respond unless the nature of the request requires an extension per section 10 of FOIPPA. We will make every effort to respond to your request by **March 02, 2026**. We will notify you as soon as possible if there is a need to extend the time limit for responding to your request.

Please note that this is an acknowledgement of your request and that an assessment of potential fees specific to your request has not been made at this time. FOIPPA allows that we may charge a fee for certain limited costs of providing you with the requested information, such as locating, retrieving and copying a large volume of records. In the event that there is a fee associated with your request, you will be contacted at a later date with a fee estimate.

Please also be advised that the response to your request (subject to limited exemptions) will be published on the BC Government's Open Information website after its release to you. Your identity will be protected in the response. To find out more about Open Information please access the Open Information website at: <http://www.openinfo.gov.bc.ca/>.

Records located in response to your request(s) will be delivered through the BC Secure File Transfer Service (SFTS) (subject to limited exemptions). This service provides a quick, easy and secure way of delivering and accessing records. A guide for using the SFTS is available by clicking [here](#).

If you have any questions regarding your request, please call 250 387-1321 and ask to speak with the analyst assigned. This number can also be reached toll-free at 1 833 283-8200. Please provide the FOI request number, **ECC-2026-60292**, in any communications.

Regards,

Debby Schlutter
FOI Operations



**MINUTES OF THE
PUBLIC BOARD OF EDUCATION MEETING
Wednesday, January 14, 2026 (6:00 PM)
Boardroom, District Education Office**

IN ATTENDANCE:

Chairperson – Elaine Yamamoto
Vice Chairperson – Kim Dumore
Trustee – Hudson Campbell
Trustee – Mike Murray
Trustee – Pascale Shaw
Trustee – Katie Sullivan

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

ABSENT:

Trustee – Gabriel Liosis

GUESTS:

David Vandergugten, Assistant Superintendent
Tammy Maidment, Manager, Child Care
Ken Cober, Assistant Superintendent

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 6:00pm.

3. Correspondence

- 2025-12-24 Letter from Min. Sharma to Board Chair re: Tobacco Settlement Funds
- 2025-12-03 Letter from Member of Public to Board re: Student Safety and Accountability

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 30 minutes before the start of the meeting.

No public input was received.

6. Approval of Minutes

Moved/Seconded

THAT the Minutes of the December 3, 2025, Public Board Meeting be approved as circulated.

CARRIED

B. PRESENTATIONS

1. Child Care Quality Assessment Tool

Child Care Manager, Tammy Maidment presented the district's new Child Care Quality Assessment Tool for evaluating the 11 district-based child care centres currently operating on school district sites.

Moved/Seconded

THAT the Board receive the presentation on the Child Care Quality Assessment Tool, for information.

CARRIED

C. DELEGATIONS

D. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools

a) Superintendent's Update: 2026/2027 District Organizational Structure

The Superintendent presented the proposed 2026/27 District Organizational Structure to the Board, resulting in nearly \$250,000 in ongoing annual savings.

Moved/Seconded

THAT the Board of Education approve the 2026/2027 ongoing base budget changes resulting from the presented district organizational structure changes.

CARRIED

3. Secretary Treasurer
4. Board Committees
 - a) Finance
 - b) Facilities Planning

i. Residential Development Report

The Secretary Treasurer shared the Residential Development Report with the Board which outlines future residential developments in Maple Ridge and Pitt Meadows and provides key context for

enrolment projections, long-range facilities planning, eligible school site proposals, and capital plan submissions to the Ministry.

Moved/Seconded

THAT the Board approve appending the Residential Development Report to the Strategic Facilities Plan and authorize its publication on the school district website.

CARRIED

- c) Board Policy Development
 - d) Education Advisory
 - e) Accessibility Advisory
 - f) Ad Hoc Advocacy on Equitable Funding
- i. Freedom of Information Request & Engagement regarding CommunityLINK Funding Allocations

The Board Chairperson presented the motion for approval, as recommended at the Committee's first meeting on December 10, 2025.

Moved/Seconded

THAT the Board approve:

1. The submission of a Freedom of Information request to the Ministry of Education and Child Care for records from January 2021 to present relating to CommunityLINK funding allocations;
2. A parent information sheet describing our current problem with CommunityLINK funding allocations and our requested solution; and
3. The Chairperson engaging with chairs of other boards in a comparable situation.

DEFEATED

Discussion followed regarding amending the date range in the FOI request to include all records and reports since the inception of CommunityLINK funding.

Moved/Seconded

THAT the Board approve:

1. The submission of a Freedom of Information request to the Ministry of Education and Child Care for all records, reports and correspondence since inception of CommunityLINK funding to present relating to CommunityLINK funding allocations;
2. A parent information sheet describing our current problem with CommunityLINK funding allocations and our requested solution; and
3. The Chairperson engaging with chairs of other boards in a comparable situation.

CARRIED AS AMENDED

5. Indigenous Education Council
6. Trustee Motions and Notices of Motions
 - a) Trustee Motion for BCSTA AGM: Review of Modular Plan and Costing to Meet Area Standards for Modular Additions

Trustee Shaw presented the motion to the Board for approval.

Moved/Seconded

THAT the Board approve the following motion for submission to the 2026 B.C. School Trustees Association Annual General Meeting; and that the motion be presented to the BCSTA Fraser Valley Branch at the January 2026 AGM for co-sponsorship:

"BE IT RESOLVED:

THAT the BCSTA request the Ministry of Infrastructure and the Ministry of Education and Child Care to complete a review of the current modular plan and costing, to ensure sufficient funding is available to apply the same area standards to modular additions with respect to both classroom and ancillary areas as is standard in new school construction;

AND FURTHER THAT particular emphasis be given to alternate learning spaces to support diverse learners, to ensure we recognize the range of needs outside of the classroom, when preparing the formula for future modular classrooms additions."

CARRIED

- b) Trustee Motion for BCSTA AGM: Strengthening Preservice Teacher Education in Literacy, Numeracy, and Inclusive Instruction in British Columbia

Trustee Sullivan presented the motion to the Board for approval.

Moved/Seconded

THAT the Board approve the following motion for submission to the 2026 B.C. School Trustees Association Annual General Meeting; and that the motion be presented to the BCSTA Fraser Valley Branch at the January 2026 AGM for co-sponsorship:

"BE IT RESOLVED:

THAT the BC School Trustees Association advocate to the Ministry of Education and Child Care, the Ministry of Post-Secondary Education and Future Skills, and all British Columbia Faculties of Education to require mandatory preservice coursework in:

- 1. Evidence-based reading instruction;*
- 2. Foundational, evidence-based numeracy instruction; and*
- 3. Inclusive instructional approaches, including differentiation and Universal Design for Learning (UDL); as part of all initial teacher education programs in the province; and*

THAT BCSTA further request that Faculties of Education publish clear, transparent information on required coursework within their teacher education programs."

CARRIED

E. INFORMATION ITEMS

1. Chairperson
2. Superintendent of Schools

- a) District Operational Plan: Progress Report

The Superintendent presented a progress report on the 2025/26 District Operational Plan that documents the status of annual objectives identified for the current school year.

Moved/Seconded

THAT the Board receive the 2025-2026 District Operational Plan: Progress Report, for information.

CARRIED

- b) Extracurricular Elementary Band Program Update

Assistant Superintendent, Ken Cober, presented an update to the Board on the search for a cost-neutral model to operate the extracurricular elementary band program beyond the 2025/26 school year.

Moved/Seconded

THAT the Board receive the extracurricular elementary band program update, for information.

CARRIED

- c) School District Calendars for 2026/27 for Consultation

The Deputy Superintendent presented the proposed 2026/27 district school calendars to be shared with the public for consultation.

Moved/Seconded

THAT the Board receive for information the proposed district school calendars and approve the calendars to be shared with the public in order to receive public feedback.

CARRIED

- 3. Secretary Treasurer
- 4. Committee Business
 - a) Finance
 - b) Facilities Planning
 - c) Board Policy Development
 - d) Education Advisory
 - i. Receiving Minutes of Meeting

Moved/Seconded

THAT the Board receive for Education Advisory Committee minutes for the meeting held on December 10, 2025, for information.

CARRIED

- e) Accessibility Advisory
 - i. Receiving Minutes of Meeting

Moved/Seconded

THAT the Board receive Accessibility Advisory Committee minutes for the meeting held on December 12, 2025, for information.

CARRIED

- 5. Indigenous Education Council
 - a) Report on November 7, 2025 Indigenous Education Council Meeting

Moved/Seconded

THAT the Board receive the Report on the November 7, 2025 Indigenous Education Council Meeting, for information.

CARRIED

- 6. Trustee Reports
 - a) Ridge Meadows Education Foundation

Trustee Murray highlighted the Foundation’s new executive and approval of the Jones mental wellness bursary, referencing discussions from the November 17, 2025 committee meeting.

Moved/Seconded

THAT the Board receive the Ridge Meadows Education Foundation’s 2024/25 annual report on earnings, expenses, and distributions of the SD42 Fund, for information.

CARRIED

F. QUESTION PERIOD

Two questions were received and answered regarding the following matters:

- Procedural verification of the multi-step process for addressing concerns before matters advance to the Board
- Board oversight of staff communications with parents

G. OTHER BUSINESS

H. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board Meeting adjourned at 7:26pm.

Elaine Yamamoto, Chairperson

Richard Rennie, Secretary Treasurer



Public Board Meeting
March 4, 2026
Information Memo
Item 2

From: Elaine Yamamoto, Chairperson
Topic: Presentation: First Things First

BACKGROUND

The following presenters have prepared a presentation on First Things First:

- Tyla Frewing, Behaviour Analyst
- Michael Scarcella, Director, Learning Services

RECOMMENDATION

THAT the Board receive the presentation on First Things First for information.



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

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

BACKGROUND

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

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

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

Each Operational Plan outlines a set of goals and action plans developed and approved by the Board in 2023/24, and now includes details on progress up to December 31, 2025.

RECOMMENDATION

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



MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT

BOARD OF EDUCATION OPERATIONAL PLAN (2022-2026)

Student Learning is Our Central Purpose

Background

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

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



Vision

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

Key Strategies

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

Operational Goals

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



Board of Education

Elaine Yamamoto
Board Chairperson

Kim Dumore
Vice Chairperson

Hudson Campbell
Trustee

Gabriel Liosis
Trustee

Mike Murray
Trustee

Pascale Shaw
Trustee

Kathleen Sullivan
Trustee

MISSION

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

VISION

Every individual feels valued and all learners reach their potential.

GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>1. Continue to adopt, support, and strengthen innovative programs and learning options that enhance teaching and learning</p>	<ul style="list-style-type: none"> Review the <i>Supporting All Learners: Enhancing Student Learning</i> report and monitor progress Participate in Education Advisory Committee meetings Participate in meetings with Indigenous Education community members and Indigenous education events Monitor annually the outcomes of new initiatives and courses Monitor annually the performance of the Continuing Education program and Ridge Meadows College Ensure student engagement in the creation of new programs Monitor and support the provision of Substance Education curriculum Review, approve and monitor progress of school growth plans and the overall planning cycle Support the implementation and review of services, programs and spaces that ensure continued support for the success of diverse learners 	<ul style="list-style-type: none"> Reviewed the annual <i>Supporting All Learners: Enhancing Student Learning Report</i> for 2022/23, 2023/24, and 2024/25 Participated in Aboriginal Education Advisory Committee, Indigenous Education Community Gathering meetings and Indigenous Education Family Nights Monitored the performance of the International Education, Ridge Meadows College, Continuing Education and Online Learning programs Engaged students in the design of replacement schools for Eric Langton Elementary and Pitt Meadows Secondary Advocated to the provincial government, through the BC School Trustees' Association (BCSTA), to establish and fund the implementation of provincial guidance for substance education Reviewed, approved, and monitored progress of annual school growth plans Reviewed the district's Accessibility Plan and participated in Accessibility Advisory Committee meetings Supported recommendations of the District Working Group to improve programming supports for diverse learners including additional budget for staffing, training, and support spaces Approved additional budget for education assistant staffing to address emerging needs for diverse learners Advocated to the provincial government, through the BCSTA, to complete a review of the Area Standards for new school capital to ensure sufficient space is provided in schools to adequately address the diverse and changing needs of students
<p>2. Improve relationships and communication with partner groups, representatives of Indigenous peoples, all levels of government and the communities we serve</p> <p><i>"Partner groups" include Maple Ridge Teachers' Association, Canadian Union of Public Employees Local 703, Maple Ridge Principals/Vice Principals Association, District Parent Advisory Council, and Student Voice.</i></p> <p><i>"Representatives of Indigenous peoples" include the following communities and groups: Katzie First Nation, Kwantlen First Nation, Golden Ears Métis Society and Fraser River Indigenous Society.</i></p>	<ul style="list-style-type: none"> Establish opportunities for the board to share information and gather feedback on governance matters from representatives of Indigenous Peoples and partner groups Ensure the school district has a positive reputation in the community and continue to leverage trustee affiliation with various community partnerships, committees, and expanded relationships (as needed) to ensure the school district perspective is valued by the community Establish opportunities for the board to share information with government representatives and representatives of Indigenous peoples Review trustee representation on community committees to ensure appropriate and effective representation Support and monitor the implementation of the Declaration on the Rights of Indigenous Peoples Act ("DRIPA") and the recommendations for Deepening Indigenous Education and Equity Support the City of Maple Ridge with the organization and hosting of the 2024 BC Summer Games 	<ul style="list-style-type: none"> Engaged with representatives of Indigenous peoples through participation in Aboriginal Education Advisory Committee meetings, Indigenous Education Community Gathering meetings, Elders Dinners, and Indigenous Education Family Nights Approved terms of reference and member appointments for the Indigenous Education Council Held consultation meetings with First Nations and engaged with partner groups and the public for the following matters: <ul style="list-style-type: none"> 2023/24, 2024/25 and 2025/26 proposed preliminary budgets Eric Langton Elementary seismic replacement and expansion project design Pitt Meadows Secondary seismic replacement project design Involved First Nations and partner groups in the recruitment process for the new superintendent of schools Held meetings with the Minister of Education and Child Care, Minister of State for Child Care, Minister of Post-Secondary Education and Future Skills, and local members of the legislative assembly (MLAs) to advocate on various topics, including child care on school grounds, school design guidelines, funding for school food program spaces, funding for evolving technology including cyber security, the funding formula for CommunityLINK, early intervention/programming, expedited assessments for students with special needs, post-secondary assessment reporting, supporting vulnerable learners, funding for Silver Valley site acquisition, school area standards, and curriculum for opioid and comprehensive sexual health education

Continued on next page...

GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
		<ul style="list-style-type: none"> • Continued dialogue with local MLAs, local mayors and councils, and the Minister of Education and Child Care regarding school district highlights, priorities, and joint advocacy opportunities • Attended the 2023 provincial BCSTA Advocacy Day with board chairs and members of the legislative assembly to discuss relevant issues in education • Board chairperson attended a Ridge Meadows Community Leadership meeting with local mayors, MLAs and MP to discuss community priority updates • Represented the board through trustee participation on the following committees and community liaison groups: <ul style="list-style-type: none"> • City of Maple Ridge committees: <ul style="list-style-type: none"> » Parks, Recreation and Culture Advisory » Social Policy Advisory » Transportation Advisory Committee » Municipal Advisory Committee on Accessibility and Inclusiveness » Liveable Community Advisory » Engaged, Healthy Community Advisory • City of Pitt Meadows committees: <ul style="list-style-type: none"> » Community Support & Accessibility Committee » Community Service Awards Task Force • Culture Collective Network • District Parent Advisory Council • English Language Learners Consortium • Maple Ridge Pitt Meadows Arts Council • Ridge Meadows Education Foundation (RMEF) • Ridge Meadows Overdose Community Action Team • Ridge Meadows Youth Planning Table • Enhanced school district representation and presence through trustee participation at the following community events and meetings: <ul style="list-style-type: none"> • ABC of Substance Use Table • Building Safer Communities funding announcement • GEMS Harvest Dinner • Hometown Heroes Awards Banquet • Maple Ridge Community Foundation Awards Night • Maple Ridge Community Foundation Citizen of the Year • Canada Day • Remembrance Day • National Truth and Reconciliation Day • Overdose Awareness Day • Pride in the Park - Pride Crosswalk Unveiling • RMEF Annual Donor Recognition • Salvation Army Dignity Breakfast • uPlan Youth Tank • Youth Emergency Shelter Opening • YOLO event • Red Dress Day • Reviewed the annual Equity Action Plan Implementation Review report for 2022/23 • Supported the expansion of the Indigenous education leadership role from principal to district principal of Indigenous education, and time duration addition of a vice principal of Indigenous education, racial inclusivity and equity

Continued on next page...

GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
		<ul style="list-style-type: none"> Supported the work of the K-12 Anti-Racism Action Plan Committee Supported the Elders in Residence Program through the budget process Supported the City of Maple Ridge with organizing and hosting the 2024 BC Summer Games
<p>3. Advocate for the wellness, safety, and success of all learners</p>	<ul style="list-style-type: none"> Advocate for the update of legislation and provincial policies to incorporate the provincial level recommendations for Deepening Indigenous Education and Equity and DRIPA through motions to the BCSTA Annual General Meeting (AGM), meetings with MLAs and community agencies Advocate for enhanced support and funding for public education, including food security and poverty reduction initiatives through motions to the BCSTA AGM, meetings with member of Parliament (MP), MLAs and community agencies Advocate for the creation and implementation of a funding formula that reflects the needs of our school district through letters to government, meetings with MLAs, and full participation in consultation process Advocate for improved funding and supports for students with diverse needs through BCSTA motions, and meetings with MLAs and the Minister of Education and Child Care Advocate for improved education funding allocation in the provincial budget through annual submissions during the provincial budget process, letters and meetings with cabinet ministers, and meetings with local government Advocate for the development and implementation of a provincial Inclusive Education Framework that ensures the school district, Ministry of Health, Ministry of Children and Family Development, and the Ministry of Education and Child Care provide integrated supports for children and youth with diverse needs Advocate for the development and implementation of a provincial cyber security program Advocate for the development and implementation of a provincial risk management framework 	<ul style="list-style-type: none"> Advocated for and received provincial funding for the seismic replacement and expansion of Eric Langton Elementary Issued advocacy letters for: <ul style="list-style-type: none"> Budget 2024 Consultations to the Select Standing Committee on Finance and Government Services emphasizing additional budget allocations for food program spaces, renovations to older school facilities, portable classrooms, specialized spaces in schools, early intervention/programming, expedited assessments for students with special needs, enhanced access to community-based programs for students with diverse needs, adequate technology infrastructure, enhanced cyber security and artificial intelligence guidance Post-Secondary Feasibility Study to the Ministry of Post-Secondary Education and Future Skills City of Pitt Meadows Harris Road Underpass to the Minister of Transport (Canada) Local Immigration Partnership to Immigration, Refugees and Citizenship Canada Support for Equity, Diversity, and Inclusion to the Minister of Education and Child Care Support for Maple Ridge Youth Safe House to local MLAs Funding a national food program to the local MP Inequitable CommunityLINK and Equity of Opportunity funding to local MLAs and partner groups A review of the funding model for the BC Summer & Winter Games, in collaboration with boards of SD67 and SD73, to the Minister of Tourism, Arts, Culture and Sport Need for a more reliable and equitable funding model to the Minister of Education and Child Care Urgent need for site acquisition in Silver Valley to the Premier, Minister of Education and Child Care, Minister of Infrastructure, and local MLAs Budget 2026 Consultation to the Select Standing Committee on Finance and Government Services emphasizing three priorities: make K-12 public education a provincial budget priority, strengthen supports for students with diverse needs in the early years, and modernize capital and technology investments Utilization of tobacco litigation settlement for school-based programs that prevent or reduce youth nicotine use to the Minister of Attorney General National School Food Program and funding allocation inequities for supporting priority student populations to the Minister of Education and Child Care Update on Ridge Meadows Post-Secondary Feasibility Study to the Minister of Post-Secondary Education and Future Skills

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
		<ul style="list-style-type: none"> • Collaborated with the District Parent Advisory Committee on advocacy for CommunityLINK funding • Collaborated with other boards through the BCSTA on advocacy matters as outlined in the next goal • Approved a trustee motion in relation to opioid education for Grade 10 students and accessible naloxone training and access in all schools • Established an Ad Hoc Advisory Committee of the Whole on Equitable Funding and approved its Terms of Reference
<p>4. Collaborate with other boards through the BC School Trustees Association on advocacy matters of mutual interest and on strengthening a meaningful co-governance model with the provincial government</p>	<ul style="list-style-type: none"> • Advocate through motions to the BCSTA for: <ul style="list-style-type: none"> • Improved capital funding that supports the proactive creation of new spaces and adequate maintenance and upgrading of existing facilities • Capital design standards that support the building of schools that meet the needs of all learners • Funding to provide comprehensive early learning opportunities and assessments • Equitable funding (Community LINK, Equity of Opportunity supplement) • Memorandum of understanding between BCSTA and Métis Nation BC • Adequate teacher training/degree opportunities • Advocate through participation in BCSTA AGM, Provincial Council, committees, groups, and branch meetings on matters of mutual interest including student voice representation on governance matters 	<ul style="list-style-type: none"> • Submitted 12 motions to the BCSTA AGMs and branch meetings on the following topics: <ul style="list-style-type: none"> • Substance education and opioid overdose response in school settings • Ministry area standards for new school capital projects • Streamlining ministry reporting requirements • Equitable distribution of CommunityLINK and Equity of Opportunity funding • Special funding for adult graduation programs at correctional centres • Funding for StrongStart BC programs • Non-voting student delegates at BCSTA AGMs • Legislative framework for voting student trustees • Supporting families with equal parenting custodial arrangements in the provincial MyEd BC student information system • Establishing a student voice working group • Revising post-secondary transition rate criteria to be inclusive of certain post-secondary education that is currently excluded • Supporting boards with incorporating student voice in board governance structures • Revising substance education curriculum in response to the ongoing opioid crisis • Participated in BCSTA AGM and Provincial Council meetings and supported motions in alignment with this operational plan • Participated in annual Board Chairperson and Partner Liaison Meetings with BCSTA and the Ministry of Education and Child Care • Participated in BCSTA committees and groups: <ul style="list-style-type: none"> • Capital Working Group (Trustee Murray, Chairperson) • Comprehensive School Healthy Working Group (Trustee Dumore) • Ad Hoc Bylaw Review Committee (Trustee Liosis) • Fraser Valley Branch Association Executive • 2SLGBTQIA+ Affinity Group (Trustee Liosis, Lead Facilitator) • Participated in BCSTA Fraser Valley branch meetings and professional development opportunities • Hosted the BCSTA Fraser Valley 2024 AGM in the Maple Ridge-Pitt Meadows School District. • Contributed to the following BCSTA advocacy reports as BCSTA working group members: <ul style="list-style-type: none"> • Making Progress Toward Sustainable Schools (Capital Working Group) • One Province, One Plan (Comprehensive School Health Working Group)

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>5. Assess board performance on an annual basis and support trustee professional development by providing ongoing educational opportunities for trustees and by encouraging trustees to take advantage of these learning opportunities</p>	<ul style="list-style-type: none"> • Complete annual board self-evaluation using the most relevant evaluation tools with results used to guide the board growth plan and individual trustee learning plans for future years • Trustees attend and participate in appropriate professional development (conferences, seminars, workshops) that contribute to school trustee professional growth 	<ul style="list-style-type: none"> • Carried out annual board self-evaluations to assess governance effectiveness and identify areas for improvement • Participated in the following professional development hosted by BCSTA: <ul style="list-style-type: none"> • Climate Action Working Group Research Project - UBC • Delivering on BC Tripartite Education Agreement and Declaration Act Action Plan Commitments • Fentanyl Crisis • Financial and Resource Management • Good Governance in Complex Times • Improving Student Outcomes: Unpacking Evidence • Indigenous Relations and Reconciliation • Revisiting the learning from the Indigenous Day of Learning • School Governance in an AI World • Imagining the Next Generation of Education Model for Equity, Pedagogy, and School Transformation • Street Data, Changing Culture with Student Voice • Bargaining, Trustee Roles • Indigenous Education • Inclusion • HELPx - The Human Early Learning Partnership • Early Years Development Index • Middle Years Development Index • Youth Development Index • Aboriginal View on Health • Compassionate Leadership • School District Voice • Sustainable Futures and the Power of Youth for Social and Governance Initiatives • Governance 101 • Trustee Code of Conduct and Freedom of Expression • More than a Bystander; Human Rights & Equity • BCPSEA: History, how bargaining works, and where we are now • Chairing through Conflict • Privacy and Access to Information for School District Trustees • Building Inclusive and Accessible Education Settings • Writing a Great Motion • Working with People: Governing in Public Interest • Naloxone AND Training: The Importance of Both Kits and Teaching How to Use them in Schools • Update on First Nation Education Initiatives • Financial 101 • Working with People: Governing in Public Interest • Quality Decision Making and Governance • Update on First Nation Education Initiatives • What is PSEC and why does it matter to school trustees? • Putting the Trust in Trustees: Navigating the Ethical Landscape of Elected Officials • Ministry of Infrastructure Update

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
		<ul style="list-style-type: none"> • Participated in the following professional development hosted within the district: <ul style="list-style-type: none"> • School District Strategic Plan • School District Policies and Procedures • Trustee Code of Conduct • Deepening Indigenous Education and Equity • Information Technology • Human Resources • Facilities Planning and Operations • Business Operations • Budget and Financial Results • Provincial Funding • Funding Formula Review Process and Recommendations • Freedom of Information and Protection of Privacy • Introduction to Governance • Introduction to Board Meetings and Agenda Prep • Communications: Social Media Guide, Board Chair as Spokesperson, Media Relations • <i>Meetings, Rules and Effective Decision Making</i> facilitated by Eli Mina • <i>Universal Designs for Learning</i> (literacy) • Learning Services • <i>Working Smarter Together</i> facilitated by Peter Norman • Media training facilitated by Alyn Edwards • Public Interest Disclosure Act • Integrated Child and Youth Services Team • Indigenous-Focused Communication • <i>That's Just Crazy Talk</i> (mental health) • Creativity as a Catalyst for Courage and Change • Introduction to Katzie First Nation History, Culture, and People
<p>6. Review, create, retire, and update board policies and ensure that board policies meet legislative requirements and reflect school district values</p>	<ul style="list-style-type: none"> • Review and update board policies on a four-year cycle based on annual work plans developed by the Board Policy Development Committee and with consideration for emerging policy development needs that may arise • Create new policies, as needed, at the recommendation of the Board Policy Development Committee and with input from subject matter experts • Retire outdated policies when they are no longer relevant or have been replaced 	<ul style="list-style-type: none"> • Created and implemented Board Policy Development Annual Work Plans for 2022/23, 2023/24, 2024/25, and 2025/26 • Developed and approved updates to two bylaws and 57 policies: <ul style="list-style-type: none"> • Board Procedural Bylaw - Trustee Access to Information • Board of Education Appeal Policy and Procedures Bylaw • 2301 Role of the Board • 2302 Board Delegation of Authority • 2320 Board Committees and Trustee Representation • 2400 Board Meeting Proceedings • 2410 Board Correspondence • 2500 Board Policy Development • 2900 Trustee Pro-D and Attendance at Conferences • 2915 Board Chairperson – Election, Role and Responsibilities • 2918 Vice Chairperson – Election, Role and Responsibilities • 2919 Trustee Code of Conduct • 2925 Trustees - Provision of Resources • 3201 Role of the Superintendent of Schools • 3202 Role of the Secretary Treasurer • 3500 Enterprise Risk Management

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
		<ul style="list-style-type: none"> • 3901 Maintenance of Order in Schools • 4101 General Banking • 4105 Investments • 4110 Revenue Generation • 4203 Budget Planning and Reporting • 4205 Accumulated Surplus • 4410 Travel Expenses • 4435 Scholarships, Bursaries and Awards • 4910 Financial Reporting and Administration of School Generated Funds • 5310 Disposal of Surplus Assets • 5400 Student Transportation Provided by the Board • 5401 Use of Board-Owned Buses • 5700 Privacy Management Program • 5701 Records and Information Management – General • 5780 Appropriate Use of Information Technology and Communication Systems • 5905 Alcohol - Consumption, Possession and Storage • 6530 Environmental Sustainability • 6600 Naming of School District Facilities • 6801 School Closure • 6810 Disposal of Land or Improvements • 7100 Employee Standards of Conduct • 7110 Whistleblower Protection • 7201 Recruitment and Selection of District Leadership Personnel • 7230 Personal Full Time Leave of Absence • 7610 Compensation Administration for Excluded Employees • 7710 Professional Development • 7810 Performance Evaluation for Excluded Employees • 8330 Board Authority Authorized Courses • 8801 Course Challenge • 8912 Independent Directed Studies • 9400 Emergency Preparedness • 9405 Unexpected Health Emergencies at Schools • 9430 Physical Restraint and Seclusion in School Settings • 9500 Suspension and Exclusion of Students from School • 9510 Flags of Canada and British Columbia • 9550 Process for Raising Concerns • 9601 Anaphylaxis • 9605 Provision of Menstrual Products to Students • 9610 Health Care Needs • 10200 Communications • 10400 Community and Commercial Use of School Facilities and Grounds • 10540 Financial or In-Kind Donations • 10820 Political Activities

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>7. Continue to improve the board's communication plan to ensure increased awareness of the role and work of the board</p>	<ul style="list-style-type: none"> • Increase public awareness of board issues, function and accomplishments through the publishing of Board Highlights after each board meeting, using social media to publicize board meeting agendas, events, and announcements 	<ul style="list-style-type: none"> • Published public board meeting agendas at least 48 hours before meetings at https://www.sd42.ca/board-of-education/board-meeting-agendas/ • Published Board Meeting Highlights after each public meeting at https://www.sd42.ca/board-of-education/board-meeting-highlights/ • Published District Highlights annually, celebrating accomplishments of staff and students at https://www.sd42.ca/news/district-highlights/ • Published school district announcements and other news regularly at https://www.sd42.ca/news/ • Published trustee advocacy correspondence at https://www.sd42.ca/board-of-education/trustees-advocacy/ • Promoted board activities via social media • Invited public participation through meeting invitations and surveys for: <ul style="list-style-type: none"> • Preliminary budget proposals • New school designs for Eric Langton Elementary and Pitt Meadows Secondary capital projects • Provided presentations and updates to the District Parent Advisory Council • Responded to numerous information requests from local media
<p>8. Support public engagement in school district governance</p>	<ul style="list-style-type: none"> • Ensure increased meaningful engagement with students through district-wide student forum (2023 and 2025), Indigenous student forum, trustee meetings with secondary school students, trustee meetings with Indigenous students, and further engagement on governance matters as needed • Review the student governance model and ensure that the model implemented meets student needs and enables student voice engagement on governance matters • Ensure increased, open communication with parents and caregivers through regular trustee representation at District Parent Advisory Council (DPAC) meetings, trustee presentations of board work at Parent Advisory Council (PAC) and DPAC meetings • Ensure public engagement plans support increased public participation in governance matters • Ensure enhanced engagement with First Nations and Indigenous partners through the Aboriginal Education Advisory Committee, Indigenous Education Community Gathering, meetings with representatives of Indigenous peoples, and attendance at Indigenous events 	<ul style="list-style-type: none"> • Participated in district-wide student forum and Indigenous student forum with a focus on creating healthy school communities that foster a sense of wellbeing and belonging • Engaged Student Voice in budget discussions and the superintendent of schools recruitment process • Met with students at Thomas Haney Secondary, Westview Secondary, Garibaldi Secondary, Samuel Robertson Technical, Maple Ridge Secondary, and Connex schools to understand their current level of engagement, school experience and student voice • Approved trustee motion for staff to review the current district student governance model and explore the feasibility of implementing a student trustee in time for the 2026/27 school year • Approved terms of reference to support the establishment of a new Student Advisory Committee • Participated in DPAC meetings and provided periodic presentations and updates • Approved preliminary budget process and consultation timeline for 2026/27 that incorporates feedback received on the prior year process • Engaged with Indigenous peoples as outlined in goals listed above • Attended the Aboriginal Education Learning Series <i>Deepening Indigenous Ways of Knowing</i> • Approved terms of reference and member appointments for the Indigenous Education Council

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>9. Continue to celebrate success and recognize accomplishments and service of students, staff, and volunteers</p>	<ul style="list-style-type: none"> Schedule school visits to ensure that trustees have the opportunity to visit each school from 2022 to 2026 Include presentations from students and/or staff at each public board meeting Ensure that at least one trustee is present at every staff recognition event Ensure that the board acknowledges the contribution and accomplishments of students, staff, and volunteers Recognize staff, students, and volunteers for their contribution to the school district and education in general 	<ul style="list-style-type: none"> Participated in numerous elementary and secondary school visits Received presentations from staff at public board meetings on the following topics: <ul style="list-style-type: none"> After School Programming Student and Family Affordability Fund Integrated Child and Youth Teams Services Model Alternate Education Programs French Immersion Program Early Learning Programs Child Care Feeding Futures School Food Programs International Education Ridge Meadows College Building Safer Communities Program Inquiry Program Dual Credit Programs Trades Programs BIPOC Student Forum Certificate of Recognition for Occupational Health and Safety Student Voice Design Plans for Prefabricated Additions to Golden Ears Elementary and Blue Mountain Elementary Numeracy Malcolm Knapp Research Forest and c:tmæw Environmental Community Summer Learning 2025 Secondary Schedule Engagement Food Security K to 3 Literacy Initiatives Ensured one or more trustees attended staffing recognition events including the annual 25-year and 20-year employee recognition events, district retirement tea, and DPAC recognition dinner Recognized staff who completed their first year of service with signed letters Celebrated students at school district events including concerts, theatre productions, sporting activities, Youth Philanthropy Initiative presentations, Capstone Portfolio presentations, graduation ceremonies and Indigenous graduation awards events
<p>10. Support the superintendent by monitoring and providing feedback on their performance and growth planning</p>	<ul style="list-style-type: none"> Complete annual superintendent evaluation and growth plan 	<ul style="list-style-type: none"> Completed annual superintendent evaluation and growth plan with ongoing feedback on performance Approved the engagement of an external consultant to facilitate a 360 degree performance evaluation during 2025-26

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>11. Ensure continuity of leadership through robust succession planning for the superintendent and key leadership positions</p>	<ul style="list-style-type: none"> • Maintain a current superintendent role description • Create and implement a comprehensive succession plan for the superintendent • Review succession plans for other key leadership positions 	<ul style="list-style-type: none"> • Engaged a professional search firm to support the superintendent of schools position profile updates, recruitment plan development and execution in 2023/24 • Supported the superintendent of schools transition plan for 2024 • Received staff updates of succession plans for other key leadership positions including the secretary treasurer, deputy superintendent, assistant secretary treasurer, and principal and vice principal cohorts
<p>12. Monitor performance against the strategic plan, facilitate annual review of operational plans, and ensure that budget decisions reflect school district strategic priorities</p>	<ul style="list-style-type: none"> • Complete annual review and update of board and department operational plans • Ensure that the Human Resources Operational Plan includes strategies for improved recruitment, retention, capacity building, succession planning and occupational health and safety • Review and approve the annual Five-Year Capital Plan for submission to the Ministry of Education and Child Care (MECC) and ensure alignment with the <i>Strategic Facilities Plan</i> • Review and approve the annual budget for submission to the MECC • Ensure that the annual budget reflects priorities set in the <i>Strategic Plan</i> follows MECC guidelines and is developed through meaningful engagement with representatives of Indigenous peoples, partner groups and the public • Review the Enterprise Risk Management program and ensure that management has identified and is managing school district's principal risks • Review and approve quarterly and annual financial statements • Review and approve the <i>Supporting All Learners: Enhancing Student Learning</i> report prepared by the superintendent • Review and approve or receive for information reports regarding specific educational initiatives • Monitor the implementation of new financial management directives from the MECC 	<ul style="list-style-type: none"> • Reviewed and approved board and department operational plans for 2022-2026 • Reviewed the progress on board and department operational plans • Reviewed the district operational plan for 2025-26 outlining intentional work to support the board's revised <i>Strategic Plan</i> • Reviewed and approved the annual five-year capital plan for 2024/25, 2025/26 and 2026/27, ensuring alignment with the <i>Strategic Facilities Plan</i> • Approved the annual budget process and consultation timelines for 2023/24, 2024/25, 2025/26, and 2026/27 • Reviewed and approved the preliminary budgets for 2023/24, 2024/25, and 2025/26, and the amended budgets for 2023/24 and 2024/25, ensuring alignment with the <i>Strategic Plan</i> and its development through meaningful engagement • Participated in a risk identification workshop and reviewed management's enterprise risk management framework and 2024 risk assessment results • Reviewed the December 2025 annual report on enterprise risk management • Reviewed quarterly financial statements • Reviewed and approved the audited financial statements for 2022/23, 2023/24, and 2024/25 • Reviewed the annual <i>Supporting All Learners: Enhancing Student Learning Report</i> for 2022/23, 2023/24, and 2024/25 • Reviewed the annual <i>Environmental Sustainability</i> progress report and <i>Climate Change Accountability Report</i> for 2022, 2023, and 2024

Background

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

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



Vision

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

Key Strategies

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

Operational Goals

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



Education Leadership Contacts

Teresa Downs
Superintendent of Schools

Cheryl Schwarz
Deputy Superintendent

Jovo Bikic
Assistant Superintendent

Kenneth Cober
Assistant Superintendent

David Vandergugten
Assistant Superintendent

Michael Scarcella
Director, Learning Services

Irena Pochop
Senior Manager, Communications

Lena Frend
Office Manager, Office of the Superintendent

GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>1. Promote and enhance learning by aligning research informed practices, initiatives, resources, staffing, and supports</p>	<ul style="list-style-type: none"> • Collaborate with partner groups, leadership groups, and educators to align research-informed and effective practices that support all learners • Consult with educational researchers to guide dialogue and planning • Provide professional development opportunities aligned with strategic plan priority areas as informed by school growth plans (SGP), operational plans and the district's mission, vision, and values • Facilitate a collaborative and cohesive approach between school-based staff and district helping teachers 	<ul style="list-style-type: none"> • Collaborated with partner groups, leadership groups, and educators to align research-informed and effective practices that support all learners in literacy, numeracy, trauma informed practice and Universal Design for Learning • Used the research-based literacy framework to create a K to 3 Literacy Guide in English and French. Identified literacy liaisons in each elementary school to promote effective practices aligned with the Literacy Guide • Created and implemented a kindergarten screener for kindergarten students and provided training for teachers • Provided numeracy professional development across schools • Engaged with researchers on best practices to impact numeracy instruction and assessment • Expanded the numeracy network among several elementary schools to develop and trial research-based numeracy practices aligned with the provincial Learning Progressions • Provided professional development and in-class professional learning opportunities with Micro:Bit Coding, digital creative tools, and Minecraft for Education • Provided staff with training on how to effectively use artificial intelligence (AI) tools in the classroom • Supported alignment and collaboration opportunities through district systems and structures (e.g. superintendent, principal, vice principal, learning services, and helping teacher meetings) • Reviewed annual school growth plans (SGPs) to identify themes that informed operational planning in support of teaching and student learning
<p>2. Continue to adopt meaningful and effective district-wide assessment and reporting practices</p>	<ul style="list-style-type: none"> • Collaborate and co-plan with district helping teachers and reporting committees to create learning opportunities for teachers • Explore further integration of online platforms that are available to teachers and ensure that they meet current and future needs for sharing and saving of student work samples and illustrations of learning • Support ongoing professional development in the area of formative and summative assessment practices in alignment with Provincial Performance Standards • Facilitate and support active engagement with PowerBi data analytics at the provincial and school level to further enhance meaningful use of district elementary and secondary performance standards data • Monitor and report on the outcomes and measures outlined in the Framework for Enhancing Student Learning Reporting Order 	<ul style="list-style-type: none"> • Collaborated with district helping teachers and reporting committees to create learning opportunities for teachers focused on student inclusive conferences • The Secondary Assessment Committee championed school-based leadership in core competencies, proficiency scale, formative assessment and descriptive feedback • Provided ongoing professional development in the area of formative and summative assessment practices • Shared the provincial elementary Language Arts Learning Progressions through the English K to 3 Literacy Guide and through literacy liaisons • Expanded the elementary numeracy network by developing and testing research-based numeracy practices in alignment with the provincial Learning Progressions • Implemented a new alternate/alternative referral and review process • Facilitated and supported engagement with PowerBi data analytics at the school level to further enhance meaningful use of school, district, and provincial data • Worked with the Ministry of Education and Child Care to add enhancements to the Provincial PowerBi dashboards to further improve functionality • Monitored and reported on the outcomes and measures outlined in the Framework for Enhancing Student Learning Reporting Order

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>3. Identify and increase opportunities for student engagement with inclusive, innovative, purposeful, and personalized educational experiences aligned with the curriculum</p>	<ul style="list-style-type: none"> Facilitate ongoing opportunities for student voice by creating structures for staff and the Board of Education to meaningfully engage with students Support the development of cross curricular opportunities K - 12 Expand play-based learning opportunities in alignment with the curriculum Further support Universal Design for Learning and differentiated instruction in classrooms Explore models of classroom-based English Language Learners (ELL) instruction and support Provide after-school learning opportunities for teachers on ways to facilitate student engagement with coding activities Provide diverse summer learning opportunities to support continuity of student engagement and learning Support the growth and evolution of educational programs offered at Ridge Meadows College (RMC) and Continuing Education Expand our work with educational leaders to support their professional growth in exploring and leading effective practices as they relate to curriculum and assessment Implement the inclusive Competency-Based Individual Education Plan (CBIEP) with a focus on student strengths and aligning individual education plans (IEPs) with assessment, curriculum and reporting 	<ul style="list-style-type: none"> Facilitated opportunities for engagement with students: <ul style="list-style-type: none"> Student Voice meetings hosted at each secondary school Board of Education met with students during the budget development and consultation process Expanded the Cross Curricular eResource Sets in our online resource library Expanded play-based learning opportunities in alignment with the B.C. curriculum Created District Inquiry learning opportunities for Grade 6/7 teachers on: <ul style="list-style-type: none"> Digital Story Telling Creative Learning Series Community of Future Ready Citizens SEY2KT Community of Practice with 2 StrongStart Centres Offered weekly professional learning opportunities on Universal Design for Learning. Each session was presented in a learning series format at all levels for educators. Shared widely with educators through monthly calendar and uploaded online resources on SPARK Offered teacher professional development on brain-based research related to teaching and learning Developed resources and provided professional learning in inclusive literacy practices (i.e., the SD42 K to 3 Literacy Guide in English and French, and ongoing workshops for K to 7). Developed and offered kindergarten/Grade 1 Learning Opportunities: <ul style="list-style-type: none"> Navigating Numeracy in a K/1 Combined Class Ready Set Play Explored models of classroom-based ELL instruction and support Continued to offer training sessions focused on the implementation of competency-based IEPs for support teachers throughout the 2024-25 school year. Provided a range of learning opportunities, supports and learning resources for French Immersion educators and leaders in the area of effective inclusive and differentiated French instruction and assessment practices with a primary goal being to enhance retention of French students, recognizing the increased diversity of students enrolled in French Provided after-school learning opportunities for teachers on ways to facilitate student engagement with coding activities Provided diverse summer learning opportunities to support continuity of student engagement and learning Expanded dual credit programs to include partial or sample programs. Implemented a dual credit Early Childhood Educators (ECE) program in partnership with Ridge Meadows College (RMC) Supported Bridges Early Intervention Program for grades 5-8 Supported the growth and evolution of educational programs offered at RMC and Continuing Education Expanded our work with educational leaders to support their professional growth in exploring and leading effective practices as they relate to curriculum and assessment

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>4. Enhance literacy and numeracy outcomes for all learners</p>	<ul style="list-style-type: none"> Continue to collect and analyze literacy data to support ongoing review and development of the literacy framework based on the BC Performance Standards Deepen and expand the district literacy framework practices Work with literacy helping teachers to support the development of literacy interventions foundations and planning tools Continue to incorporate literacy-focused instruction in the elementary summer learning program Enhance literacy supports provided through school libraries with the support of district helping teachers Focus on effective instruction for writing practices through literacy helping teachers, professional learning opportunities and working with researchers Further analyze both district and provincial numeracy assessment data to guide planning and supports Support professional development at the school level with numeracy-related growth plan goals and more broadly at the district-level for all educators 	<ul style="list-style-type: none"> Changes made to the Early Primary and Intermediate Reading Assessments to support effective instruction and assessment to reflect the provincial Learning Progressions Expanded the district literacy framework practices in alignment with current research and in consultation with literacy leaders across the district through the K to 3 French and English Literacy Guides Identified literacy liaisons in every elementary school and provided professional learning for those liaisons on the K to 3 English and French Literacy Guides Created and implemented a Kindergarten screener. Provided training for every K and K/1 teacher in the implementation of the K screener Literacy helping teachers worked with I.T. to develop a system within the SD42 Portal to input K screener data in support of student literacy learning Incorporated literacy-focused instruction in the elementary summer learning program and explore ways to expand this opportunity Provided professional development and collaboration opportunities for secondary teachers in different literacy intervention systems Created structures to align the work of literacy helping teachers and school librarians through the SD42 Literacy Guide in English and French Provided workshops and offered resources in support of instruction for writing practices in collaboration with literacy helping teachers Consulted with provincial experts and researchers to support numeracy learning and assessment in the district Collaborated with Metro Vancouver district leaders and helping teacher groups to share effective practices and resources and explore initiatives in literacy and numeracy Offered classroom and support teachers opportunities for professional development and collaboration through the numeracy helping teacher Created district standards to support grade 10 and 12 students in preparing for the provincial graduation assessments Expanded the numeracy network of elementary schools to develop and trial research-based numeracy practices Uploaded new research-supported numeracy and literacy resources to SPARK and Helix for educators to access, including the K to 3 Literacy Guide Explored and developed French literacy resources, practices, and assessments to improve French literacy outcomes for French Immersion students
<p>5. Support the success and sense of belonging of every Indigenous learner as guided by the Declaration on the Rights of Indigenous Peoples Act (DRIPA) and informed by the Deepening Indigenous Education and Equity report</p>	<ul style="list-style-type: none"> Continue to build a sense of shared responsibility through creating awareness and providing opportunities for learning, dialogue, and action planning in relation to the DRIPA and the Deepening Indigenous Education and Equity report Support incorporation of First Peoples Principles of Learning and Indigenous Ways of Knowing into classroom practice and provide learning opportunities through collaboration between the Indigenous education department and educational researchers Align targeted support for Indigenous learners in the areas of early intervention, early literacy, and social emotional learning (SEL) within the broader context of district initiatives. 	<ul style="list-style-type: none"> Responded to student input by shifting the leadership program into schools. Large gatherings have shifted to a 'kick off' and a year-end 'wind up' with the opportunity to have Elders be part of the planning with students at the school level Expanded the circle with the addition of an Elder coordinator and cultural coordinator Hosted family gatherings for Indigenous students and their families to build community and share Indigenous Brilliance Facilitated collaboration between the Indigenous education department and educational researchers to support the incorporation of First Peoples Principles of Learning and Indigenous Ways of Knowing into classroom practice Provided professional learning for all helping teachers on the selection of authentic Indigenous resources Provided an Indigenous book as part of the Welcome to Kindergarten bag Indigenous Education staff attended the Welcome to Kindergarten school session with display, flyers, and program description

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
	<ul style="list-style-type: none"> Continue meeting with Knowledge Carriers and Elders and endeavor to establish a regular schedule of meetings with Katzie First Nation Chief and Council, Kwantlen First Nation Chief and Council, Golden Ears Métis Society leaders, and the Fraser River Indigenous Society leaders Consult with local First Nations, the Métis community, and urban Indigenous organizations regarding ways to support student learning Indigenous education team support for staff professional development in the area of Indigenous Ways of Knowing. This support is to be achieved through collaborative work with helping teachers and subject matter experts District professional development days to continue to include learning about and incorporating Indigenous perspectives, First Peoples Principles of Learning, and themes relating to reconciliation 	<ul style="list-style-type: none"> Supported the establishment of the Indigenous Education Council Shared a monthly Indigenous Curriculum newsletter Facilitated collaboration opportunities with Indigenous educational researchers such as Carolyn Roberts on ways to provide Indigenous Ways of Knowing learning to educators Summer learning program with Katzie First Nation in community Expanded the secondary summer learning courses offered to include Indigenous-focused courses recognized by the provincial graduation program District professional development days included learning on incorporating Indigenous perspectives and themes relating to reconciliation
<p>6. Ensure that all learners, regardless of ethnicity, sexual orientation, gender identity, ability, culture, religion, and family status have a voice and see themselves in our schools and learning activities</p>	<ul style="list-style-type: none"> Collaborate with partner groups to create awareness and plan next steps in the district's commitment to racial inclusivity Use information gathered at student forums and through student voice to set direction around learning and sense of belonging Create learning environments that reflect the diversity and identity of students, staff and community. Provide professional development opportunities on racial inclusivity and equity for all staff Continue to support positive behaviour plans that are supportive of proactive strategies, focus on students' unique strengths, and build skills with added attention and resources supporting early learning and intervention Support the review and updating of the Safe and Caring Schools Policy 	<ul style="list-style-type: none"> Facilitated 5-day Train the Trainer learning series on strategies for having courageous conversations about race Created kits requested by students through the 2023 District Student Forum, focused on creating learning environments that reflect the diversity and identity of students, staff, and community Engaged with librarians to ensure that library services at the district level and school level reflect current social and district values Provided professional development opportunities on racial inclusivity and equity for all staff during professional development days Supported the development of positive behaviour plans that are supportive of proactive strategies, focus on students' unique strengths, and build skills with added attention and resources supporting early learning and intervention Supported the purchase of authentic and diverse resources

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>7. Promote cultures of caring and belonging through our district-wide approach to Social Emotional Learning (SEL)</p>	<ul style="list-style-type: none"> • Create an integrated approach to embedding SEL and compassionate systems thinking across district initiatives and roles • Continue to provide opportunities for staff to learn about compassionate systems • Support a focus on the mental health and substance use components of the Physical and Health Education curriculum • Collaboratively work with community agencies to support our vulnerable students • Review counselling and child care worker (CCW)/ youth care worker (YCW) needs in our schools and provide training to build capacity • Actively engage staff to use the Guide for Emergency Procedures (Suicide Risk Training, Threat Assessments, Critical Incidence Response, Employee Safety Plans) and provide related training • Monitor attendance and progress of secondary school students who may be at-risk by using the PowerBi dashboard • Creating awareness across the system and maximizing the services available through the Integrated Child and Youth (ICY) Teams • Reviewing and implementing an updated district-wide mental health strategy 	<ul style="list-style-type: none"> • Created an integrated approach to embedding SEL and compassionate systems thinking across district initiatives and roles • Provided elementary schools with financial support to establish and implement a school-wide SEL Framework • Provided Foundations One compassionate systems training • Integrated compassionate systems check-ins and systems learning in principal, vice principal, and helping teacher meetings • Engaged in a book study with vice principals on Compassionate Leadership: How to do Hard Things in a Human Way • Engaged in a book study with district helping teachers: Arise: the Art of Transformational Coaching • Partnered with Alouette Addictions to provide substance use literacy to several intermediate classrooms • Facilitated Basic Digital Threat Assessment Training for administrators, counsellors and community partners • Monitored the attendance and progress of secondary school students who may be at-risk of not graduating by using the PowerBi dashboard • Implemented the Integrated Child and Youth (ICY) team as part of the Pathway to Hope • Collaborated with BC Children’s Hospital health promotion team to develop a 3-year mental health in schools strategy • Hosted a community partner fair that included the Integrated Child and Youth team • Facilitated a 4-part learning series about Decolonizing Mental Health between the Integrated Child and Youth team and Len Pierre Consulting
<p>8. Nurture a culture of inclusion and engagement that empowers staff and enables them to grow and succeed</p>	<ul style="list-style-type: none"> • Provide and enhance mentoring opportunities for teachers, principals, vice-principals, clerical staff, and instructional support staff • Grow the peer-to-peer clerical initiative through consultation with clerical staff • Offer the Foundations of Inclusive Education workshop series to support training for prospective support teachers • Continue to expand our partnerships with post-secondary institutions to provide formal learning opportunities to build skills and capacity and assist in recruitment and retention • Support human resources with strategic succession planning for both school-based and district leadership positions • Support and co-lead work to achieve WorkSafe BC’s Certificate of Recognition (COR) 	<ul style="list-style-type: none"> • Provided mentoring opportunities for teachers, principals, vice principals, clerical staff, and instructional support staff • Offered the Foundations of Inclusive Education workshop series to support training for prospective support teachers in the fall/winter of 2025 • Supported human resources with strategic succession planning for both school-based and district leadership positions • Expanded our partnership with post-secondary institutions to increase the number of practicum students in our district <ul style="list-style-type: none"> • Attended collaborative meetings with University of Fraser Valley (UVF) • Reviewed data regarding ELL and immigrant population growth and developed plans to respond to the growth and needs • Supported the engagement of helping teachers as part of the Metro Vancouver district leadership network and helping teacher network to learn about and share more inclusive practices and resources • Maximized additional funds allocated by the Board of Education, going beyond the staffing required by the collective agreement and what is generated through supplemental funding from the ministry. This supports the growth in percentage of students with diverse abilities • Trained staff in research-based and current approaches to work with diverse and complex learners • Engaged with provincial and international behaviour consultants to provide highly specialized training to staff working with complex learners • Modified facilities to create inclusive space for up and down regulation, as well as individualized programs

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>9. Support inclusive and effective engagement to enhance relationships and collaboration that informs sound decision making</p>	<ul style="list-style-type: none"> • Meet regularly with partner groups • Explore ways to enhance communication and collaboration with community partners, particularly in the area of mental health supports for students • Continue to participate in multidisciplinary working group with partner groups to review current processes that support staff and student safety and support the implementation of improved processes • Strengthen our relationship with the RCMP • Continue to explore ways to enhance our relationship with Ridge Meadows Child Development Center in support of transition to kindergarten 	<ul style="list-style-type: none"> • Engaged with partner groups (Canadian Union of Public Employees, Maple Ridge Teachers' Association, Maple Ridge Principals' and Vice Principals' Association, District Parent Advisory Council) • Explored ways to enhance communication and collaboration with community partners in consultation with ICY Teams, particularly the area of mental health supports for students • Participated in multidisciplinary working group sessions with partners to review current processes that support staff and student safety and support the implementation of improved processes • Strengthened relationships with the RCMP during a period of staffing changes • Engaged with Ridge Meadows Child Development Centre in support of positive transitions to kindergarten • Engaged with District Accessibility Committee
<p>10. Ensure that school district facilities best meet the educational needs of all learners</p>	<ul style="list-style-type: none"> • Implement new programs of choice that meet the needs of our learners in alignment with the Strategic Facilities Plan • Support the design of new educational facilities that best meet the needs of all learners • Work with the facilities department to conduct annual school space utilization reviews and make recommendations for the addition of classroom space and space to meet the programming needs of students • Continue to strategically manage student enrolment to maximize the use of existing facilities while accommodating enrolment growth • Work with community partners to coordinate and provide after school programming for students in SD42 	<ul style="list-style-type: none"> • Collaborated in the building of the new Eric Langton Elementary to meet the needs of all learners and incorporate Indigenous and community input • Worked with the facilities department to conduct annual school space utilization reviews, which have resulted in the retention and development of new spaces to meet the needs of diverse learners • Enhanced the student enrolment projections process by comparing Baragar data, roll forward projections, month by month growth, historical growth, and local knowledge, through a collaborative process across the education, finance and facilities departments • Engaged with the cities of Maple Ridge and Pitt Meadows regarding enrolment growth projections • Managed student enrolment strategically to maximize the use of existing facilities while accommodating enrolment growth • Worked with community partners to coordinate and provide expanded after school programming for students • Planned for the addition of prefabricated classrooms at Golden Ears Elementary and Blue Mountain Elementary • Developed a plan for the redistribution of portables at Golden Ears Elementary and Eric Langton Elementary to schools with anticipated growth



Background

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

Vision

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

Key Strategies

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

Operational Goals

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



Business Leadership Team

Richard Rennie

Secretary Treasurer and CFO

Iris Mo

Assistant Secretary Treasurer

Tara Wilson

Senior Manager, Finance

JT Mann

Manager, Budgets

Madison MacAulay

Manager, Accounting

Anna John

Manager, Payroll and Benefits

Nathan Hearts

Manager, Procurement Services

Louie Giroto

Director of Facilities

Wesley Fan

Senior Manager, Facilities Maintenance and Technical Services

Ashish Dev

Manager, Energy & Environmental Sustainability

Brad Sanders

Manager, Maintenance

Sam Elliott

Manager, Facilities Planning and Project Management

John Hayer

Manager, Operations & Transportation

David Levington

Custodial Supervisor

Rebecca Lyle

Executive Coordinator

GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>1. Ensure that annual Capital Plan submissions to the province and facilities spending plans reflect the priorities identified in the Strategic Facilities Plan and that facilities are strategically managed</p>	<ul style="list-style-type: none"> • Prepare capital plans that align with the Strategic Facilities Plan • Develop building standards and specifications for school district facilities and manage the design and construction of new schools and additions to existing schools • Conduct annual space utilization reviews and create the required new classroom spaces and spaces to meet the programming needs of diverse learners • Design and implement facilities-related engagement plans that are reflective of school district values, including the design and construction of school replacements and additions • Establish and implement a process for annual building inspections and assessments • Annually update the province's Capital Asset database with completed maintenance projects 	<ul style="list-style-type: none"> • Prepared and submitted capital plans for 2023/24, 2024/25 and 2025/26 • Updated enrolment projections and school capacity information • Developed and implemented three-year Annual Facility Grant (AFG) plan for all facilities • Completed over 40 AFG projects totaling \$2.6M for 2022/23, over 40 projects in 2023/24 totaling \$3.3M, and over 30 projects in 2024/25 totaling \$3.6M • Strengthened the internal processes for inclusion of <i>Standard Documents and Guidelines for a Stipulated Price Bid for On-line Bidding for use on Publicly Funded Building Projects in the Province of British Columbia</i> within SD42 procurement documents and specifications • Conducted annual space reviews in all elementary and secondary schools and created new educational space where required • Installed portables at Golden Ears Elementary (1) and Harry Hooqe Elementary (1) in 2022 • Installed portables at Yennadon Elementary (1), Golden Ears Elementary, (1) and Casqanele Elementary (2) in 2023 • Installed portables at Yennadon Elementary (1), Golden Ears Elementary (1) and Alexander Robinson Elementary (1) in 2024 • Created eight new flexible learning spaces that support educational programming for diverse learners in 2023 • Completed design and started construction of the seismic replacement and expansion of Eric Langton Elementary replacement school • Completed schematic design for the seismic replacement of Pitt Meadows Secondary school • Developed a draft business case for the seismic upgrade and addition to Harry Hooqe Elementary, and responded to ministry request in fall 2025 to add a seismic upgrade only option • Completed design and started construction of a prefabricated addition to Golden Ears Elementary • Completed design and mobilized for construction of a prefabricated addition at Blue Mountain Elementary • Completed infrastructure upgrades at Edith McDermott Elementary, including flooring, boilers & HVAC • Completed infrastructure upgrades at Highland Park Elementary, including unit ventilators and heat pumps • Engaged prime consultants to complete tender documents for building envelope (exterior component) upgrades at Fairview Elementary and Pitt Meadows Elementary • Completed site preparation and engaged architect to prepare permit drawings for the 2026 relocation of six existing portables from Eric Langton Elementary and Golden Ears Elementary • Provided annual facility maintenance data updates to the province, outlining completed projects (scope and value) • Completed a comprehensive report on residential developments for a 15-year period including a review of student enrolment yield rates • Held a grounds maintenance presentation for principals in June 2025 to increase awareness

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>2. Continue to lower climate-changing emissions, build cleaner buildings and prepare for our future climate</p>	<ul style="list-style-type: none"> • Continue to support the enhancement of the waste collection program with the goal of achieving an 84% clean diversion • Continue to maintain carbon neutrality and annually report on progress made and future plans • Explore and analyze any new technologies that would help result in carbon reductions through a robust, research-based and analytical fiscal and strategic lens • Continue to maximize provincial incentives and grants that will fund investments that support our carbon reduction goals 	<ul style="list-style-type: none"> • Completed annual waste audits (by GFL Environmental) at four schools in 2023, 2024, and 2025, to assess the rate of clean diversion, with follow-up presentations to school staff to identify waste stream contamination and opportunities to improve diversion rates • Implemented centralized recycling bins in hallways at eleven elementary schools (reducing the use of waste bags and increasing classroom space) • Delivered sustainability training to teachers on energy conservation, waste management, and BC Hydro Energy Wise resources including PowerSmart lesson plans, and alternate paper options • Completed and submitted the annual <i>Carbon Neutral Action Report</i> for 2023 and 2024 to BC Climate Action Secretariat that summarizes the school district's emissions profile, the total offsets to reach net-zero emissions, actions taken to reduce greenhouse gas emissions, and plans to continue reducing emissions in the future • Coordinated a joint tree plantation drive with the City of Maple Ridge at Alexander Robinson Elementary, educating students on the importance of trees • Delivered training in 2024 and 2025 to the maintenance team on HVAC control optimization (Reliable & Delta systems) • Piloted the use of low carbon alternate paper (Sugar Sheets) at the maintenance office in 2024, followed by district-wide implementation in 2025, expected to reduce emissions by 65 tCO₂e and lower costs by \$26,000 annually • Completed an energy retrofit at Whonnock Elementary, replacing carbon-intensive natural gas with renewable electricity for building heat • Upgraded three rooftop units at Garibaldi Secondary with new heat pump technology in 2023, switching from carbon intensive natural gas to electricity as the main energy source, and upgraded one rooftop unit with a heat pump at Laity View Elementary in 2024 • Completed the first fleet decarbonization study and implementation plan for the SD42 fleet in 2023 • Replaced a gasoline powered van with a battery powered (EV) van in 2023, and purchased a new EV truck in 2024 • Installed four fleet EV chargers at the maintenance office in 2024, three EV chargers at Edith McDermott Elementary in 2025, and one fleet EV charger at Riverside Centre in 2025 • Ordered four electric work vans at maintenance fleet to replace aging gas-powered vans in fall 2025 • Signed contract with an aggregator to sell Carbon Credits (earned from EV chargers) • Completed lighting study at six schools • Completed lighting upgrade at Glenwood Elementary in 2025 • Completed Continuous Optimization studies and implemented recommendations for Albion Elementary and Garibaldi Secondary resulting in projected annual electrical energy savings of 118,000 kWh and 1686 GJ of natural gas savings in 2024 • Completed Continuous Optimization studies and implemented recommendations for Maple Ridge Elementary, Yennadon Elementary and Westview Secondary, with projected annual electrical energy savings of 50,360 kWh and 866 GJ of natural gas savings in 2025 • Received over \$1 million in provincial incentives since 2014/15 and \$329,000 in direct financial incentives in 2024/25 from various agencies

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>3. Support the achievement of the board's strategic objectives and the sustainable allocation and use of resources through budget reviews and comprehensive annual budget processes</p>	<ul style="list-style-type: none"> Support a budget process that aligns with Ministry of Education and Child Care (MECC) guidelines and meaningfully engages students, partner groups, representatives of Indigenous peoples and the public in the budget development Ensure that proposed budget changes show alignment with school district strategic directions, Strategic Facilities Plan priorities, school growth plans and divisional operational plans Prepare budget documents that communicate the school district's goals and objectives clearly, are easy to understand, and reflect sound financial management and budget policies Ensure through monitoring of financial performance that budget sponsors administer the budget as approved by the board and that no deficits are incurred 	<ul style="list-style-type: none"> Completed consultations regarding proposals for 2023/24, 2024/25, and 2025/26 preliminary budget with Student Voice, partner groups, First Nations, Indigenous partners, and the public Developed a comprehensive Budget Development Plan for 2025/26 and 2026/27, outlining the internal and external processes, timeline, engagement, and deliverables, incorporating prior year feedback to improve next year's approach Engaged members of the district leadership team in collaborative analysis of programs and strategies to develop evidence-based recommendations that align with priorities and fiscal realities to support the creation of a balanced 2026/27 budget Prepared the Board's Budget Development Process and Timelines for 2026/27 and prior years, providing for continuation of meaningful public consultation Aligned proposed budget changes with strategic directions, plans, and priorities Earned the Meritorious Budget Award from the International Association of School Business Officials for excellence in the preparation and issuance of preliminary budget reports for all years from 2022/23 to 2025/26 Completed quarterly financial reports with projections to year-end informed by detailed review of spending with budget sponsors Completed detailed mid-year departmental reviews to monitor budget performance and achieve balanced budgets Developed a multi-year Facilities Equipment and Vehicle Capital Plan, providing a structured framework for the sustainable replacement and upgrade of essential facility maintenance equipment and fleet vehicles
<p>4. Design, review and implement internal controls and processes that support continuous improvement and ensure school district assets are safeguarded and that the school district's financial position is stable</p>	<ul style="list-style-type: none"> Continue to review business processes and internal controls to ensure efficient operations and adequate safeguarding of school district assets, and to implement improvements where necessary Continue to audit school finances to ensure compliance with established internal controls Continue to provide financial and facilities training to school staff and departmental staff Review guidelines for management and use of purchasing cards Review, update, and implement records management systems that ensure regulatory compliance and business continuity Implement new and upgrade existing business systems <ul style="list-style-type: none"> Procure and implement new facilities maintenance software Procure and implement software for streamlining the competitive procurement process Implement contract management process and systems Continue to implement new business intelligence software that improves access to relevant data for all decision makers Work with the information technology department (IT) to develop and implement a process for effective and secure data sharing and an electronic records management system for business operations Work with IT to develop and implement an effective, compliant, and collaborative process for the completion of privacy impact assessments (PIAs) and supplemental assessments 	<ul style="list-style-type: none"> Continued ongoing review, creation, and updating of various business processes and internal controls to ensure efficient operations and adequate safeguarding of school district assets Created new processes and procedures for school food programs Created an escalation matrix for after-hour callouts for urgent facility security and maintenance needs Upgraded the security card access system Improved accounting processes related to assets capitalization thresholds and donations Expanded debit/credit card payment system across secondary schools while enforcing Payment Card Industry Data Security Standard (PCI DSS) requirements Developed a Schools Protection Program (SPP) FAQ to support staff inquiries and incident reporting Developed an Employee Expenses and Statement of Financial Information (SOFI) Reporting guide Initiated updates to the district's records management framework Updated the district water testing program in 2024 and streamlined the testing schedule Completed 9 school audits for 2022/23, 12 school audits for 2023/24, 8 school audits in 2024/25, and 7 school audits in 2025/26, providing feedback for improvement of financial processes where required Continued cross training and procedure updates to strengthen capacity and resilience through staffing changes Provided finance orientation and training sections to 31 new managers/principals and 18 school/department support staff Provided dedicated financial training to all school accounting staff during professional development day

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
		<ul style="list-style-type: none"> • Strengthened the snow and ice control plan with annual updates and delivered training to school administrators • Streamlined the Purchasing Card Manual to improve user experience • Launched new facilities maintenance management system (Asset Planner) in 2024 to streamline and optimize maintenance operations including work orders and asset management • Updated float books for support staff and created a training manual for trades staff to guide use of Asset Planner • Launched new procurement system (Bonfire) in 2023, streamlining the competitive bid posting and evaluation process for procurement solicitations • Utilized the Bonfire contract module for sharing and monitoring contracts across departments • Reviewed digital record scanning process • Created a Use of Digital Tools Request form and revised the school district Privacy Impact Assessment (PIA) template to ensure compliance with Freedom of Information and Protection of Privacy Act (FIPPA) • Completed seven PIAs for digital tools, assessing and mitigating privacy risks to meet district obligations under FIPPA • Implemented a pilot project for custodial early start time at six elementary schools in response to input from partner groups • Installed two new brine tanks on grounds vehicles and have partnered with the City of Maple Ridge to procure brine for district property salting • Reconfigured the maintenance yard to accommodate large salt truck deliveries instead of pallets of bagged salt • Digitized over 1700 blueprint drawings • Supported asbestos management by: <ul style="list-style-type: none"> • providing asbestos awareness refresher training for trades • providing administrator training • updating the asbestos inventory
<p>5. Ensure that our departments have the organizational capacity (people and expertise) to manage all current and planned initiatives and projects, while maintaining effective regular operations</p>	<ul style="list-style-type: none"> • Review, create and update process documentation and administrative guidelines including procurement, budget preparation, and facilities management • Provide business perspective in bargaining • Review the organizational capacity (people and expertise) to manage all current and planned initiatives and projects 	<ul style="list-style-type: none"> • Reviewed, created, and updated various process and procedure documents with a focus on budgeting and facilities • Provided financial impact estimates on proposed collective agreement changes to the bargaining team to support negotiation of collective agreements with unions • Arranged an independent facilities department organization review conducted in 2024 and began implementing recommendations including staffing and system changes • Reorganized roles within the facilities and finance departments to strengthen expertise and opportunity for staff progression, and increased staffing capacity with four additional ongoing positions (senior accountant, maintenance coordinator, senior manager of facilities maintenance and technical services, senior payroll and benefits administrator) • Continued active recruitment and onboarding of new team members within the division • Participated in AI-focused learning for district leadership to enhance decision-making and operational efficiency • Joined a cross-sector AI leadership cohort with select representatives from the division to collaborate with peers across the K-12 education sector on learning and advancing AI use in business operations

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>6. Ensure business continuity through succession planning, strategic recruitment, retention, professional development and effective risk management</p>	<ul style="list-style-type: none"> • Build capacity through targeted professional development and cross-training • Clearly identify risks to plans and operations and develop contingency plans • Complete an annual review and update of the Enterprise Risk Registry • Develop departmental succession plans for all critical positions, that include: <ul style="list-style-type: none"> • Identification of existing qualified/interested staff members • Training and mentoring plan for existing staff • Recruitment plan if no internal candidates are identified • Work with the human resources department (HR) on improving the marketability of business division positions • Review department organizational structure and staffing levels (work load) to ensure staff have sufficient training, time, and supports to effectively perform regular tasks, suggest and implement process improvements, and take on new initiatives 	<ul style="list-style-type: none"> • Supported staff participation in job and sector-specific conferences and other professional development and cross-training opportunities • Engaged in quarterly business division leadership team meetings to review operational plan progress, identify risks to achieving plans, and develop contingency plans • Identified risks to capital projects, including the Eric Langton Elementary seismic replacement and expansion, Golden Ears Elementary and Blue Mountain Elementary prefabricated additions, and Pitt Meadows Secondary seismic replacement capital projects, implemented mitigation measures, and continued monitored progress, and adjusting plans where necessary • Developed policy and procedure for enterprise risk management, completed an assessment of enterprise risks in 2024 with risk identification input from management, employee partner groups and the board, established further risk mitigation initiatives for 2024/25 and 2025/26, and reported to the board on risk management activities • Planned succession for critical positions • Hired a new secretary treasurer, assistant secretary treasurer, director of facilities, procurement manager, budget manager, executive coordinator, energy and environmental sustainability manager, maintenance manager, accounting manager, facilities planning and project management manager, senior finance manager, facilities maintenance and technical services senior manager, and implemented transition plans for these critical leadership positions, as well as many support staff positions, to ensure business continuity and knowledge transfer • Worked with HR on updating job posting profiles and advertising plans for all business division positions requiring recruitment to strengthen marketability • Standardized the job profile template for all exempt positions across the organization to improve marketability • Reviewed organizational structure and staffing levels, requested and received board approval for the addition of a senior accountant, an assistant procurement manager (to replace the senior contracts administrator), a maintenance coordinator, a senior manager of facilities maintenance and technical services, and a senior payroll and benefits administrator to improve capacity
<p>7. Nurture a culture of inclusion and engagement that empowers employees and enables them to grow and succeed</p>	<ul style="list-style-type: none"> • Support staff professional growth planning and performance management, including annual performance reviews for all non-unionized staff that are aimed at identifying professional growth goals and ways to achieve them • Create cross-departmental mentorship networks and opportunities • Continue to support departmental staff participation in on-going learning and dialogue on matters relating to racial inclusivity and equity • Support and co-lead work to achieve WorkSafe BC's Certificate of Recognition (COR) 	<ul style="list-style-type: none"> • Completed annual performance reviews for all management staff including identification of professional growth goals and strategies to achieve them • Provided mentorship and support for new hires and continued cross-departmental mentorship networks for all staff • Participated in racial inclusivity and equity learning • Engaged employees to be involved in planning projects, identifying new Annual Facilities Grant (AFG) projects, and soliciting feedback on potential improvements to department, thus providing a culture of inclusion and engagement that empowers employees • Supported the WorkSafe BC's Certificate of Recognition initiative by updating documentation on safety board and in custodial closets; ensured that all chemical items are labelled and all safety binders up to date, and completed a tour of the maintenance facility with the auditor • Supported department leaders to participate in a 5-day Train-the-Trainer anti-racism seminar

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>8. Support our community of learners through inclusive and effective engagement that enables good decision making, fosters collaboration, continuous improvement and learning</p>	<ul style="list-style-type: none"> • Continue to improve communication with all internal and external stakeholders • Create opportunities for positive interactions with other groups and within our division • Communicate key messages to stakeholders in a timely and effective manner • Enhance protocols for communicating staffing changes, budget changes, and budget approvals • Develop and provide facilities management training for new school administrators • Develop specific forms and procedures related to district contracts that require a formal competitive process 	<ul style="list-style-type: none"> • Maintained and nurtured a robust professional network to address emerging issues promptly and efficiently • Fostered a close relationship with provincial government staff to stay current on provincial requirements and adjust our planning to respond to provincial priorities • Maintained positive relationships with stakeholders to maximize incentive programs (BC Hydro, FortisBC) • Created opportunities for collaboration/knowledge sharing: <ul style="list-style-type: none"> • Department staff meetings • Leadership team meetings • Intranet (SharePoint) • Videoconferencing (MS Teams) • School start-up communication with school administrators and staff • Leading enrolment projections committee (cross-divisional) • Leading budget working group (cross-divisional) • Participated in professional development both as attendees, and as presenters (BC Hydro, BC Association of School Business Officials - BCASBO) • Participated at provincial professional development conferences on use of systems, governance, budget planning, and financial reporting and facilitated seven BCASBO Finance Roundtable discussion sessions on hot topics • Participated in the BCASBO Leadership Series cohort to strengthen leadership skills, enhance collaboration across districts, and apply best practices in operational excellence • Enabled access to Microsoft Copilot Enterprise for leadership staff as part of a professional development strategy focused on leveraging AI for operational efficiency and innovation
<p>9. Effectively support the governance function of the Board of Education</p>	<ul style="list-style-type: none"> • Support trustee elections and organize the new trustee orientation • Prepare comprehensive board agendas that support effective decision making • Review, create, and update board policies and procedures on a four-year cycle based on the work plan developed by the Board Policy Development Committee • Support the development and implementation of new and updated board policy procedures with input from subject matter experts • Ensure that all staff have a strong understanding of the Freedom of Information and Protection of Privacy Act (FIPPA) through training, district form reviews, and process evaluations, and that the school district's data collection and management practices are fully compliant 	<ul style="list-style-type: none"> • Supported the 2022 trustee election by coordinating the creation of candidate orientation materials, election information page on the district website, and offering candidate orientation sessions prior to the election • Organized the 2022/23 trustee orientation program and presented sessions on strategic planning, governance, financial management, and facilities management • Prepared 259 agenda packages for board meetings, board committee meetings and board workshops • Assisted the board in the review and update and approval of two bylaws and 52 policies • Reviewed and developed or updated 30 administrative procedures, aligned with applicable board policies, with input from subject matter experts: <ul style="list-style-type: none"> • 2915.1 Trustee Elections for Chairperson and Vice-Chairperson • 3500.1 Enterprise Risk Management • 4435.1 Scholarships, Bursaries, and Awards for Students • 4600.1 Procurement – Methods to Acquire Goods, Services and Construction • 4600.2 Procurement – Product Standards • 4600.3 Procurement – Competitive Bidding and Evaluation • 5400.1 Contracted School Bus Transportation Services • 5400.2 Transportation Services, Registration and Fees Administration • 5700.1 Management of Information and Access Requests • 5700.2 Personal Information Protection • 5700.3 Privacy Breach Reporting • 5705.1 Video Surveillance

GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
		<ul style="list-style-type: none"> • 5780.1 Social Media Guidelines • 5780.2 Protection of School District Records When Working Away from the Workplace • 7110.1 Whistleblower Protection • 7710.1 Professional Development for Excluded Employees • 8330.1 Board Authority Authorized Courses • 8801.1 Course Challenge • 8912.1 Independent Directed Studies • 9410.1 Opioid Response • 9430.1 Physical Restraint and Seclusion in School Settings • 9510.1 Half-Masting of Flags • 9601.1 Anaphylaxis • 9610.1 Medical Intervention • 9610.2 Seizures • 9610.3 Type 1 Diabetes • 10400.1 Rental Fees • 10400.2 Use of School Facilities and Grounds for Licensed Child Care • 10600 Parent Advisory Councils • Provided new Public Interest Disclosure Act training with administrators and district managers to support the implementation of Whistleblower Protection policy and procedure, and to use as a training tool for their staff and for the onboarding of new staff • Provided FIPPA Amendment and Overview training with administrators and district managers to use as a training tool and refresher for their staff • Launched new FIPPA/Privacy online training videos to all staff in 2024/25 to reinforce staff awareness and accountability • Developed a new Privacy Breach Reporting procedure to meet the legislative requirements of FIPPA to ensure that incidents are identified, documented, and addressed promptly and effectively • Reviewed and updated the remaining privacy procedures with input from subject matter experts to align with the legislative requirements of FIPPA • Strengthened staff awareness of privacy obligations by launching a district-wide privacy refresher newsletter in fall 2025 • Launched a dedicated Privacy/FIPPA resource tile on the staff intranet to enhance district-wide awareness and centralize privacy resources, and updated OneDrive guidance to improve information sharing practices across the district • Demonstrated strong compliance and accountability by thoroughly investigating and resolving all reported privacy incidents and fulfilling FIPPA requests, reinforcing the district's commitment to protecting personal information

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>10. Continue to effectively represent the district perspective to the provincial government on business-related initiatives</p>	<ul style="list-style-type: none"> Continue to support provincial representative organizations, like the BC Association of School Business Officials (BCASBO), the Education Facilities Managers Association (EFMA), FocusEd, Education Council (EDCO) and BC Public School Employers' Association (BCPSEA) through participation on the board of directors, committees, zone meetings, conferences, and annual general meetings (AGMs) 	<ul style="list-style-type: none"> Supported provincial representative organizations (BCASBO, EFMA, EDCO, FocusEd, BCPSEA) through participation on committees, zone meetings, conferences, AGMs, and the following board of directors appointments: <ul style="list-style-type: none"> Assistant secretary treasurer: BCASBO director at large 2023 to present Director of facilities: EFMA director and chair of the EFMA Education Committee 2022 to 2024 Participated on a variety of provincial and local committees, including Capital Planning Software Orientation, Framework for Enhancing Student Learning Steering Committee and pilot project, BC Hydro Energy Managers roundtable, Climate Change Adaptation Community of Practice, the Maple Ridge Climate Action Task Force, MECC's Strategic Capital Working Sessions, MECC's Partner Liaison meeting, 2024 BC Summer Games Committee Delivered professional development to BCASBO members on a variety of finance and other business services topics

Background

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

Vision

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

Key Strategies

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

Operational Plan Goals

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



HR Leadership Team

Dana Sirsiris

Director, Human Resources

Gwyneth Dixon-Warren

District Principal, Human Resources

Angela Chung

Senior Manager, Human Resources

Amanda Reber

Manager, Occupational Health and Safety

Jessica Dolkhanian

Manager, Employment Services

Tess Rebbitt

Manager, Labour Relations

Dionne MacDonald

Human Resources Administrator

GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>1. Develop and implement best practices in recruitment and engagement strategies</p>	<ul style="list-style-type: none"> • Anticipate peak staffing needs and proactively recruit teaching and instructional support staff throughout the year to meet operational and educational needs • Develop and implement recruitment strategies to support attracting qualified candidates to the school district and continue to develop new and creative methods of reaching out to candidates • Develop specific recruitment strategies, including community outreach, to recruit and retain Indigenous employees • Apply for a Human Rights Special Program in 2023 in support of a district-wide exemption for providing hiring preference to candidates of Indigenous ancestry • Research and evaluate various recruitment assessment tools to help inform hiring decisions for key positions • Continue to participate in the provincial recruitment initiatives to enhance teacher recruitment and difficult-to-fill support staff positions within the province • Continue to enhance the post-secondary student experience for those participating in practicums within the school district to increase their interest in working in the school district • Continue to conduct onboarding and new employee orientation sessions to welcome new staff into the school district • Conduct an annual review of the Teachers Teaching On Call Handbook in collaboration with the Maple Ridge Teachers' Association (MRTA) to ensure that it is current and relevant • Review the Education Assistant Handbook in collaboration with learning services and Canadian Union of Public Employees (CUPE) to ensure it is current and relevant • Survey recently hired staff for feedback on their employment experience over the past year for retention and engagement purposes • Conduct exit interviews with staff who have resigned to seek feedback for continuous improvement and increased engagement of current employees • Seek to enhance/expand partnerships with the teacher training universities 	<ul style="list-style-type: none"> • Anticipated staffing needs and recruited to address operational and educational needs by: <ul style="list-style-type: none"> • attending career fairs at universities and within communities across Canada • promoting professional development opportunities for new teachers • engaging in strategies to support teacher migration from within B.C. and across Canada to the district, including opportunities of full-time employment • developing and implementing a hiring strategy for relief teachers • seeking feedback from principals and vice principals to enhance education assistant hiring • Developed and implemented recruitment strategies by: <ul style="list-style-type: none"> • offering permanent (perm) teacher teaching on call (TTOC) positions to teachers, including student teachers, looking to secure a position in our district • hosting TTOC "Paid Day of Learning," and connecting with new hires • engaging in established recruitment strategies and developing innovative methods of reaching out to potential candidates • leveraging social media (including Facebook, X, LinkedIn, Google Ads) to advertise opportunities • collaborating with Make A Future and Apply to Education with their recruitment support services to develop targeted advertising campaigns for key vacancies within the school district • supporting initiatives to recruit qualified French Immersion teachers • collaborating with Ridge Meadows College to establish a staggered graduation class for the Education Assistant and Building Service Worker programs • Posted teaching and support positions on job sites that have an Indigenous targeted audience including Indigenous Works, Indigenous Canada, Aboriginal Job Board and Indigenous Careers • Reviewed and implemented recruitment and retention related recommendations from the school district's Equity Scan • Received Human Rights Special Program approval through to October 2028 to provide exemption to give hiring preference to candidates of Indigenous ancestry in the Indigenous education department • Participated in the provincial Workforce Sustainability Committee coordinated by BC Public School Employers' Association (BCPSEA) to provide input into provincial recruitment strategies for enhancing teacher recruitment and difficult-to-fill CUPE positions within the province • Enhanced the student experience for those participating in practicums within the school district, which included the following: <ul style="list-style-type: none"> • a joint welcome letter from our partner groups and superintendent • provided an in-class information session for students about applying for work and working within the district • established the opportunity for full-time permanent TTOC employment for student teachers • hosted an in-person information session for students enrolled in the education assistant program at Ridge Meadows College, co-hosted by the manager of employment services and the senior manager of human resources

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
		<ul style="list-style-type: none"> • provided priority conditional offers of employment for student teachers • enhanced the new employee experience • established and enhanced relationships with academic institutions to promote SD42 • built partnerships with institutions – EA presentations to student cohorts throughout the year • created a more streamlined recruitment process that bridged the identified gaps throughout the hiring process • enhanced our social media (LinkedIn) followers • partnered with WorkBC and ISSBC to promote employment opportunities with the school district with a high focus on lunch hour supervisors, custodial, and clerical staff • Conducted new employee onboarding meetings throughout the year to provide new staff with essential information on school district policies and procedures • Hosted new employee orientation events throughout the year for new staff to share the school district’s mission, vision, values, and culture. Presenters included the superintendent, human resources, elementary and secondary principals, a representative from learning services, and partner groups • Promoted the “New to Your School” orientation toolkit to apply a consistent site-based orientation program for staff new to a location • Supported learning services with the revision of the Education Assistant Handbook • Surveyed new staff for feedback on their employment experience • Conducted exit interviews and collated feedback to support continuous improvements in the employee experience and celebrate the positive feedback received • Established Simon Fraser University (SFU) professional development program module at Westview Secondary • Participated with the University of Fraser Valley’s (UFV) Teacher Education Advisory Committee to leverage practicum placements for the school district • Presented to education assistant (EA) students at Ridge Meadows College and facilitated practicum placements
<p>2. Continuously review and improve succession planning models to support continuity of key leadership positions within the organization</p>	<ul style="list-style-type: none"> • Review and improve succession planning models on an ongoing basis by: <ul style="list-style-type: none"> • Conducting a capacity and needs assessment for critical and difficult to fill leadership positions • Identifying staff and any skill gaps; developing and implementing job-specific training, development, and mentoring plans to ensure staff have the skills, knowledge, and ability to step into key roles when vacancies arise 	<ul style="list-style-type: none"> • Coordinated quarterly special topics sessions for principals, vice principals, and district managers • Developed a principal and vice principal folder on SharePoint to act as a resource for administrators and support new administrators for success in their role • Facilitated recruitment campaigns for the principal and vice principal cohort to ensure there is an appropriate number of pre-selected qualified individuals ready to move into administrative vacancies as they arise

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>3. Promote joint initiatives, agreements, and collaborative problem-solving with local and provincial partner groups</p>	<ul style="list-style-type: none"> • Continue to collaboratively problem solve workplace issues with partner groups, ensuring issues are addressed first at the department/school level, where appropriate • Continue to collaborate with the MRTA to problem-solve unique issues arising out of remedy interpretation, calculation, or utilization • Continue to work with the MRTA in demonstrating best efforts have been achieved with teacher staffing • Continue to collaborate creatively with the MRTA on attraction, recruitment, and retention strategies • Continue to partner with CUPE to address job classification and/or evaluation issues. Implement the provincial joint job evaluation project in accordance with the provincial plan • Continue to work with CUPE to finalize the custodian job description as it applies to custodial responsibilities when disposing of various waste streams • Continue the consultation process with CUPE in allocating LiftUp funding to EA staffing and implementing local agreements reached for Service Improvement Allocations (SIA) and Local Table Money Allocations (LMA) initiatives • Finalize the new draft collective agreements and implement new language and related notice changes • Prepare for and facilitate 2025 round of contract negotiations with CUPE and MRTA 	<ul style="list-style-type: none"> • Concluded local bargaining with the MRTA for the 2025 round of collective agreement negotiations. • Collaborated with MRTA to develop letters of understanding (e.g. Remedy Other, Owed Prep Time, Committees Outside the School Day, Perm TTOC Prep Time, Self-Funded Leave, Tracking of Non-Enrolling Failures to Fill) • Reached Settlement Agreements on a variety of matters with MRTA • Engaged in weekly meetings with MRTA to discuss and problem-solve HR related matters • Reviewed and amended the Best Efforts process at schools (elementary and secondary) to include an overview of facilities • Collaborated with MRTA to ensure specialty positions filled (English language learner, support, Montessori, counsellors) and to maximize staffing and assignments • Reviewed and updated the Remedy Procedures Manual • Met with partner groups regarding the hiring of relief teachers • Updated CUPE job descriptions to ensure reflective of up-to-date work requirements. • Conducted a six-month review of all new CUPE positions and considered requests for reconsideration/reclassification • Worked with CUPE to finalize the custodian job description by providing advice to operations on reconfiguring custodial workloads to addressing the various waste streams • Fully met the 2024/25 and 2025/26 staffing allocations for the school year • Prepared for local bargaining with CUPE to commence in 2026 • Reached Settlement Agreements on a variety of matters with CUPE • Finalized melding of the 2022-2025 MRTA collective agreement • Participated in the provincial Exempt Compensation Working Group to review and provide feedback to BCPSEA on exempt compensation matters

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>4. Continue to promote the health, safety, and well-being of our employees and ensure continued compliance with the Workers' Compensation Act and Occupational Health and Safety regulations</p>	<ul style="list-style-type: none"> Review and revise school district health and safety program. Ensure staff training and communication about the program is regular and the manual is kept current. Include safe work procedures in the safety program Ensure the written health and safety program is signed or otherwise endorsed by the current superintendent to renew commitment for health and safety each year Provide health and safety “train-the-trainer” workshops to managers and principals to implement at their worksites (e.g. safe work procedures, discrimination, bullying and harassment policy) Provide support to managers/supervisors to ensure that they know what leading by example (Health and Safety) looks like within the context of their department Continue to deploy the school district’s stay at work program and gradual return to work plans as part of the district’s disability management and support program Develop standardized signage for all shops throughout the district to ensure that staff and students are aware of safety requirements Create Preventative Maintenance Programs in collaboration with facilities for the maintenance fleet and for district shop equipment; assign work to employees in district to ensure that the maintenance takes place Create a training matrix that specifies which employee groups are to be trained in which high hazard safety topics and at what frequency. Ensure that the training occurs at the specified frequency Update the safety program to include the requirement to provide visitors with safety orientation Ensure that Health and Safety metrics are communicated broadly across the departments and schools so that staff are aware of current trends and hazard reduction strategies Revise the Joint Health and Safety Committee (JOHSC) template forms to reflect formal recommendations, with an expectation of the recommendations being tracked and acted upon. Prevent and/or reduce staff injuries through education and training. Implement targeted safety training to proactively support staff where high injury rates occur Continue to participate in the multidisciplinary task force with our partner groups to review current processes that support staff and student safety and implements improvement to these processes Continue to promote the health, safety, and well-being of staff: <ul style="list-style-type: none"> Develop or revise, implement, and train staff on safe work procedures to reduce the frequency and impact of injuries on staff, and track health and safety compliance activities with a specific focus on providing guidance to facilities, maintenance, and custodial services to ensure that the department has reviewed and revised all safe work procedures for staff and has trained staff on safe work procedures. Develop safe work procedures for instructional 	<ul style="list-style-type: none"> Prepared for first Certificate of Recognition (COR) certification process. Worked with district managers, principals, vice principals, school/site staff and district health and safety committee to ensure readiness and demonstrate the school district’s proactive role in the occupational health and safety of employees COR Audit conducted by external auditor and received COR certification Implemented recommendations from COR auditor as part of the continuous improvement process Engaged in COR Maintenance Audit for the school district which was conducted by internal auditor Reviewed and revised the district health and safety program to include safe work procedures including revisions of the communicable disease procedures and provision of training to staff Developed safety talks and procedures for supervisors to use at staff meetings Developed and implemented maintenance safe work procedures and safety talks to prevent or reduce injuries Worked with the maintenance site-based Health and Safety Committee to make improvements Supported employees when they were absent due to illness or injury by facilitating modified duties, hours and accommodations for their return to work Engaged in Request for Proposals (RFP) process and launched new service provider of the employee and family assistance program Engaged in various working groups to support the overall well-being of staff including BC Teachers’ Federation (BCTF) Wellness Program, Joint Early Intervention Services Program, BC School District Disability/Health Wellness group, BCPSEA Wellness Committee, and Fraser Health Healthy Schools Partnership Held immunization clinics for Hepatitis B, hearing protection, and fit testing Conducted lockdown drills in collaboration with the RCMP Provided support to managers/supervisors with leading by example with Health and Safety initiatives at their worksites Revised the district’s stay-at-work program to ensure modified duties and hours are offered to workers within the first 48 hours after a workplace injury Developed district signage for placement on equipment that requires personal protective equipment in all shops Updated the Safety Program to reflect a visitor safety orientation Launched new employee and family assistance online platform Worked with schools to develop site-specific emergency response plans Provided health and safety “train-the-trainer” workshops to managers and principals (emergency preparedness, communicable diseases, employee health and safety orientation, etc.)

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
	<p>support staff</p> <ul style="list-style-type: none"> • Communicate with employees and provide supports for them when they are absent due to illness or injury. Engage in accommodation and return to work processes upon medical clearance to return to work • Launch new employee and family assistance online platform • Engage in programs that support the overall well-being of staff (Social Emotional Learning • Committee, employee assistance specific programs, BC Teachers' Federation Health and Wellness Program, Joint Early Intervention Services Program, trained mental health supports at all sites) • Develop or revise district-wide emergency preparedness and response plans • Apply for and achieve WorkSafeBC's Certificate of Recognition (COR) program to demonstrate the school district's proactive role in the occupational health and safety of employees • Coordinate preventative health support programs including immunization clinics for staff, testing for hearing protection, and respirator fit testing • Conduct school lockdown and fire drills throughout the year 	
<p>5. Continue to celebrate success through recognition of employee accomplishments and service to the school district</p>	<ul style="list-style-type: none"> • Engage in established employee service recognition programs 	<ul style="list-style-type: none"> • Engaged in employee recognition programs throughout the year to congratulate staff on their length of service milestones with the district • Merged the 20 and 25-year programs into a single event
<p>6. Support and facilitate leadership development, training, and mentorship throughout the school district</p>	<ul style="list-style-type: none"> • Continue to work with principals, managers and CUPE employee development committee to develop job-specific training for upcoming non-instructional days • Apply for and implement training through the Support Staff Education Committee (SSEC) framework for CUPE staff • Provide special topics or specialized training for principals, vice principals, and managers • Develop a district leadership program focusing on the critical non-educational aspects of leading and managing a school or department, including training specific to human resources, fiscal management, procurement, communications, et cetera. 	<ul style="list-style-type: none"> • Coordinated work-related training for CUPE staff for non-instructional days (NIDs) • Worked with the CUPE Employee Development Committee to develop CUPE training plans • Provided special topics workshops for principals, vice principals and managers throughout the year • Developed and co-facilitated a variety of leadership and management sessions at the district leadership team meetings • Developed and shared resources for the District Leadership Team on SharePoint • Supported the development of and co-facilitated the 360 performance review of the Superintendent of Schools
<p>7. Support the review and development of human resource related board policy and procedures that meet legislative requirements and reflect school district values and expectations/standards for employees</p>	<ul style="list-style-type: none"> • Support the Board Policy Development Committee in the development or revision of existing HR related policies • Annual report to the Board of Education under: <ul style="list-style-type: none"> • Whistleblower Policy • Exempt Performance Management Policy • Workplace Discrimination or Bullying and Harassment Reporting and Investigation Procedures • Exempt Compensation Reporting for the Public Sector Employers' Council (PSEC) secretariat 	<ul style="list-style-type: none"> • Conducted annual review and made recommendations for policy/procedure revisions of the following: <ul style="list-style-type: none"> • Whistleblower Policy • Exempt Performance Management Policy • Recruitment and Selection of District Leadership Personnel • Workplace Discrimination or Bullying and Harassment Reporting and Investigation Procedures • Exempt Compensation Reporting for the PSEC secretariat • Employee Standards of Conduct

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>8. Continue to apply a continuous improvement culture within the HR department and maximize the utilization of technology to deliver human resource services</p>	<ul style="list-style-type: none"> • Train staff and implement effective reporting for strategic data analysis • Continue to archive HR records electronically for efficient and effective access to historical information • Continue to provide HR staff with training on technology including PowerSchool, PowerBI and Excel to enhance technical capabilities • Work with a variety of HR information dependent departments (IT, maintenance, purchasing, finance) to utilize the Employee Information Extract module from PowerSchool to support the information sharing of new/terminated employees or employee movement • Annually review and communicate the new school year start-up checklist and discussion points for managers and principals on specific HR related matters to be addressed and/or discussed with all staff at the commencement of the new school year. For example: <ul style="list-style-type: none"> • HR policy review with staff • Health and safety procedures/protocols • New to Your School new employee orientation • Staffing processes • Remedy processes • Review and revise the HR Procedure Manual • Review HR related items on the internet and intranet to ensure relevant and current 	<ul style="list-style-type: none"> • Implemented a universal TTOC tracking sheet (document non-enrolling failure to fill and lost prep time) and collated data through to October 2025; conducted reconciliations using data extracts and internal system functionality (function line comparison) to ensure allocations are fully staffed and accounted to the correct funding resource • Enhanced the Automated Dispatch System (ADS) to support the daily callout of relief teachers • Updated the online component of the onboarding process • Streamlined the teacher/TTOC replacement request process • Improved notification process with clear guidelines and implications for district leaders and applicable staff in relation to CUPE and exempt probationary reviews • Reviewed and communicated the new school year start-up checklist and discussion points for managers and principals on specific HR-related matters to be addressed and/or discussed with all staff at the commencement of the new school year • Reviewed and revised HR department procedures, as needed • Reviewed HR department-related information on the internet and intranet to ensure relevant and current • Initiated a system upgrade feature to automatically remove denied leaves from the Absence/Replacement records
<p>9. Utilize human resource metrics to measure operational efficiency and effectiveness in order to plan for and support our school district's operational needs</p>	<ul style="list-style-type: none"> • Review the current performance review tool and implement any changes to the models • Support the assistant superintendents and managers with conducting annual performance reviews for all excluded staff to comply with PSEC compensation requirements • Analyze HR metrics including workforce age demographics to plan for staffing associated with significant anticipated retirement levels, WorkSafeBC injury claims patterns to target measures to reduce injuries and improve workplace safety, and absenteeism data to improve employee attendance and support replacement staffing efforts to meet coverage needs 	<ul style="list-style-type: none"> • Supported managers with conducting annual performance reviews for all excluded staff to comply with PSEC compensation requirements • Collected, collated and analyzed HR metrics, health and safety statistics and quarterly HR activity reports

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>10. Continue to grow our human resource expertise within our HR department and with key leadership positions within the school district</p>	<ul style="list-style-type: none"> • Review and implement consultant’s recommendations from HR Review • Provide professional development to HR staff on Indigenous Ways of Knowing, Being and Doing to support knowledge and understanding of Indigenous Ways of Knowing as they relate to HR practices • Provide new managers and administrators with HR 101 education sessions • Create opportunities both within HR and across the organization for skills development in mental health awareness and support for employees • Continue to meet with HR staff to plan for professional growth opportunities as a team or individually to increase capacity and competency • Support the assistant superintendents, principals and managers with performance management strategies including: <ul style="list-style-type: none"> • Conducting probationary reviews for support staff • Conducting annual reviews for support staff • Conducting annual performance reviews for all excluded staff to comply with Public Sector Employers’ Council (PSEC) compensation requirements • Supervision of teaching and student learning • Implementing and monitoring employee performance improvement plans • Conducting teacher evaluations to provide performance feedback to teaching staff 	<ul style="list-style-type: none"> • Reviewed, developed, and implemented plans resulting from the HR Review consultant’s recommendations, including: <ul style="list-style-type: none"> • Secured funding to establish the continuing manager, labour relations position • Secured funding to establish converting the temporary disability management administrator and dispatch coordinator to continuing positions • Secured funding for temporary staffing to extend the HR assistant position supporting Health and Safety to June 30, 2025 • Utilized existing funding from HR vacancies to support temporary funding of the recruitment specialist position • Developed succession plans within the HR department for existing staff to promote career progression within the department • Shifted reconciliation work HR has been performing in the past to finance in October 2024 • Supported district leaders with leading the interview and assessment process for their departments/schools • Provided new managers and administrators with HR 101 and Investigation Skills education sessions • Supported the HR team with relevant and timely HR related training • Developed guidelines for principals and district managers to use as a reference, including staff leave requests and how to address chronic tardiness • Supported principals and managers with performance management initiatives • Supported HR delegates to expand capacity in both Compassionate Systems and Generative AI integration into HR practices

Background

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

Vision

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

Key Strategies

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

Operational Goals

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



Information Technology Leadership Team

Kevin Abma
Director, Information Technology

Leah MacKenzie
Senior Manager, Information Technology

Matthew Froelich
Project Manager

Allan John
Systems Analyst

Kevin Pearson
Systems Analyst

Andrew Obertas
Systems Analyst

GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>1. Ensure that school district technology is strategically managed</p>	<ul style="list-style-type: none"> • Develop and implement an IT strategic plan that provides the prioritization framework for IT investments and service improvements • Utilize annual budget allocations to support IT strategic priorities • Ensure that IT policies and investments are aligned with educational priorities and support innovative educational practices • Apply a consistent prioritization framework for new IT initiatives 	<ul style="list-style-type: none"> • Defined work and project prioritization based on the number of users impacted, the business impact given an outage, and the phase of the strategy • Established prioritization queues to manage the work of repairing and setting up new devices • Calculated infrastructure costs for foundational IT services to be sustainable
<p>2. Ensure that the most important IT services are properly designed, resourced, and effectively utilized</p>	<ul style="list-style-type: none"> • Identify critical IT services by consulting with users and subject matter experts • Define IT service prioritization by consulting with users and subject matter experts • Define ticket prioritization and escalation processes for IT service requests • Engage users to identify, design, and implement IT services that meet the needs of our community of learners • Train users on district technology and IT processes to increase and improve usage of IT services 	<ul style="list-style-type: none"> • Implemented a student-to-printer ratio for district-wide printing • Developed a revised iPad one-to-one process for Grade 6/7 students to resolve usability issues • Defined project and service prioritization based on number of users impacted, the business impact given an outage, and the phase of the strategy • Defined and communicated to administrators a ticket escalation procedure • Improved management of all one-to-one iPads • Created an absence reporting dashboard in the Parent Portal • Adapted Parent Portal to allow for no-outage updates • Engaged administrators and user groups on phones in schools • Engaged with administrators regarding the optimal quantity of technology devices needed to support teaching and learning • Established an onsite technician schedule so schools can anticipate when a technician will be at their school • Developed an on-site IT ticket report with administrators so that they are notified the day before a technician visit to prioritize the most important issues • Redesigned MyCalculator to be adaptive to a mobile screen size • Replaced a physical computer lab with a mobile lab to support the creation of an additional classroom • Refreshed one cart of 30 devices in every school • Trained Secondary Administrators to do online class scheduling • Streamlined the MyClass and MyEd password resetting procedure • Replaced the faxing service • Created a system for teachers to input and track Kindergarten literacy screener data • Deployed a new auto dialer system that texts and emails absence notifications to parents/guardians • Refreshed the Parent Portal interface to improve user experience on a mobile device • Developed tools in the Remedy system to improve administrator ability to correct data issues • Hosted artificial intelligence training sessions for school administrators and clerical staff

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
3. Measure and report on the performance of IT services	<ul style="list-style-type: none"> Define and report on a regular basis on metrics for user satisfaction and IT service performance Monitor and report on the availability of core IT services 	<ul style="list-style-type: none"> Created a HelpDesk survey Implemented IT Outage Management response process Implemented an on-call rotation for IT analysts to monitor IT services after hours Redesigned IT monitoring service to be customer-focused Launched an IT availability dashboard for improved identification of issues Shifted HelpDesk agent working hours to start at 7:30 am start to ensure identification of any IT outages and coordination of staff response before school begins Created a dashboard to monitor the student registration process
4. Build a stable IT environment by focusing on staff, service support coverage, and resolution of IT architectural problems	<ul style="list-style-type: none"> Ensure ongoing IT system stability through investment in IT staff training, department culture, and supporting cross-coverage Measure, identify, and mitigate architectural problems within the IT services through the implementation of the Problem Management ITIL process Build capacity through targeted professional development and cross-training Design and implement succession plans for critical positions 	<ul style="list-style-type: none"> Established a mentorship program within the IT Department Reorganized roles within the department to improve the response to schools Defined primary and backup responsibilities for senior technicians and systems analysts Replaced or upgraded end-of-support servers Completed print server upgrades for all schools Implemented Jamf Connect for improved user password management and as a prerequisite to zero-touch laptop deployment Refreshed all photocopiers and established a new support agreement Replaced the server and storage infrastructure Provided training for IT staff on servers that run laptops and iPads Audited all configurations on servers that manage staff laptops Evaluated performance of wireless and implemented a fix to reduce interference, improve connectivity, and increase bandwidth Simplified desk phone server architecture by consolidating seven phone servers into one Invested in the training of six technicians on the server that manages iPads and MacBooks Installed specialized power bars in every school, allowing the network to come back online after a power outage without manual intervention
5. Ensure business continuity and continuity of instruction by focusing on quality backups for critical systems and disaster recovery	<ul style="list-style-type: none"> Protect data by making sure all systems are backed up and that core system backups are validated and tested Create, communicate, test, and annually update the IT disaster recovery plan for business-critical services 	<ul style="list-style-type: none"> Tested backup and restore system for most core IT services on premises and in the cloud Implemented and monitor daily reports on backup success Implemented cloud-based authentication for IT disaster recovery Developed a disaster recovery plan for the district's HR, finance, and payroll data infrastructure
6. Standardize district IT services, streamlining their delivery, support, and overall sustainability	<ul style="list-style-type: none"> Improve the sustainability of IT services through the implementation of the Service Catalog and Knowledge Management ITIL processes Review the financial and personnel requirements for each core and school-based IT service and adjust as needed to enhance their long-term sustainability 	<ul style="list-style-type: none"> Reduced the time to set up a student laptop by an estimated 50% Established equipment standardization for staff laptops, lab computers, cell phones, and classroom displays Created a process to streamline the intake, repair, and return of laptops Streamlined staff laptop deployment process Developed a more efficient process to (re)deploy student laptops Identified the most common IT ticket types and developed FAQ knowledge resources to support staff to resolve issues without IT assistance

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
		<ul style="list-style-type: none"> Refreshed all clerical computers Assessed the costs and maintenance support of phone vendors in preparation for the replacement of the current phone system Standardized how student-cart laptops are set up Collaborated with school administrators and computer lab teachers to identify and standardize what type of equipment is needed for different types of labs Collaborated with the ministry to support the upgrade of bandwidth speeds at 11 schools
<p>7. Develop and implement an IT governance framework to guide how IT services are implemented, supported, updated, or changed</p>	<ul style="list-style-type: none"> Strengthen district IT governance, ensuring decisions are managed at the appropriate level, through the implementation of the Change Management, Service Request Management, and Incident Management ITIL processes Improve the district's cybersecurity posture by implementing a security governance framework 	<ul style="list-style-type: none"> Implemented Incident Management Established Change Management for Windows and Apple products <ul style="list-style-type: none"> Created a Release Management process for operating system and driver updates Implemented security tools to improve the ability to identify compromises Established a division of labour in financial processing tools to establish a check-and-balance and ensure accountability
<p>8. Identify, effectively manage and mitigate IT related risks for the school district</p>	<ul style="list-style-type: none"> Protect district information and technology by properly resourcing and managing security mitigation Protect district information by establishing and implementing data classification and retention standards Manage IT risk using regular security audits and the maintenance of an IT risk register Maintain a secure environment by removing or replacing unsupported technology, and regularly updating software patches to current technology Safeguard sensitive information using privacy impact assessments and the implementation of other legislative requirements 	<ul style="list-style-type: none"> Redistributed analyst work to establish a 0.5 FTE focus on security Identified the data sensitivity level for every server in the district Implemented an IT Risk Register Microsoft audited our Active Directory environment for system security Microsoft completed a 3-day audit of security and compliance settings related to Office 365 Actively decommissioning 120 end-of-support servers Purchased wireless access points to replace our out-of-support wireless in 16 schools Drafted RFP to replace out-of-support server and storage environment Refreshed 25% of staff computers Assigned Privacy Impact Assessments (PIA) to the new security analyst Studied the FIPPA Act and reviewed PIA processes in other districts to effectively align our program with legislative requirements Drafted a new PIA process to improve its efficiency to increase compliance with FIPPA Received new server stack replacement equipment Evaluated printer service needs from district community and posted request for proposal (RFP) to replace the aging machines Replaced or upgraded 120 end-of-support servers Updated email address book to reduce exposure of student information Implemented a feature on the server that manages district software to auto-update select applications on MacBooks Upgraded firewalls at secondary schools Implemented a tool and refined procedures to rapidly identify and secure compromised accounts Deployed Multi-Factor Authentication (MFA) for all staff accounts Overhauled VPN architecture Defined and implemented security baselines for staff and student laptops

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GOALS	ACTION PLAN	PROGRESS UP TO DECEMBER 31, 2025
<p>9. Nurture a culture of inclusion and engagement that empowers employees and enables them to grow and succeed</p>	<ul style="list-style-type: none"> • Support staff professional growth planning and performance management • Continue to support departmental staff participation in on-going learning and dialogue on matters relating to racial inclusivity and equity • Support and co-lead work to achieve WorkSafe BC's Certificate of Recognition (COR) 	<ul style="list-style-type: none"> • Created a training and mentorship plan • Developed strategies to celebrate team successes • Hosted school startup workshops for the clerical team • Hosted a workshop in IT for the team to develop department norms • Hosted three IT professional development days, focused on developing a positive culture, teamwork, and emotional intelligence

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

Topic: **Non-Resident Student Fees for 2027/28**

BACKGROUND

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

MARKET ANALYSIS

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

10-Month Academic Program

The following table outlines the published 2026/27 fees for a 10-month academic program for our school district and neighboring school districts.

2026/27 International Education 10-month Academic Program Fees								
School District	Application Fee	Annual Tuition Fee	Homestay Admin Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance	Other Fees
Abbotsford	\$ 200	\$ 16,500	\$ 450	\$ 12,000	included	\$ 440	included	deferral/validation \$200 refund \$300
Burnaby	\$ 250	\$ 17,375	N/A	N/A	N/A	N/A	\$ 750	renewal \$250 refund/deferral \$600
Coquitlam	\$ 300	\$ 18,500	N/A	N/A	N/A	N/A	included	refund/deferral \$500 late application \$100 renewal \$100 late renewal \$500
Delta	\$ 200	\$ 17,500	\$ 500	\$ 13,000	\$ 500	included	included	orientation \$300 renewal \$100 summer medical \$260 refund/deferral \$500
Langley	\$ 200	\$ 16,500	\$ 350	\$ 12,000	\$ 100	\$ 300	included	refund \$500
Maple Ridge / Pitt Meadows	\$ 200	\$ 15,700	\$ 350	\$ 12,000	\$ 250	included	\$ 1,300	orientation \$150 refund \$200
Mission	\$ 350	\$ 15,000	\$ 550	\$ 11,500	\$ 125	\$ 500	\$ 1,750	orientation \$450 renewal \$350 summer medical \$175
New Westminster	\$ 200	\$ 15,000	\$ 500	\$ 11,000	included	\$ 100	\$ 1,100	validation \$250
North Vancouver	\$ 300	\$ 17,000	N/A	N/A	N/A	N/A	\$ 1,000	deferral \$500 renewal \$300
Surrey	included	\$ 17,500	N/A	N/A	N/A	N/A	included	validation \$250

To stay competitive, 2026/27 tuition fees have been set close to fees of neighboring school districts.

Continuing Education, Online Learning, and Summer Learning

For Continuing Education, Online Learning, and Summer Learning courses, 2026/27 non-resident fees charged by other local school districts for secondary school are as follows.

School District	Fees per Course
Burnaby	\$1,325
Coquitlam	\$1,850
Delta	\$1,250
Langley	\$1,350
North Vancouver	\$1,600
Surrey	\$1,200

PROPOSED FEES

The following table outlines the 2027/28 proposed fees compared to 2026/27 approved fees.

Fee Description	2026/27 Approved Fees	2027/28 Proposed Fees	Increase (Decrease)	
Application	\$ 200	\$ 250	\$ 50	25.00%
Annual Tuition - Elementary	\$ 16,200	\$ 16,600	\$ 400	2.47%
Annual Tuition - Secondary	\$ 15,700	\$ 16,100	\$ 400	2.55%
Annual Homestay Administration	\$ 350	\$ 350	\$ -	0.00%
Annual Homestay - Secondary	\$ 12,000	\$ 13,000	\$ 1,000	8.33%
Annual Homestay - Elementary	\$ 14,000	\$ 14,000	\$ -	0.00%
Custodianship (annual)	\$ 250	\$ 500	\$ 250	100.00%
10-month Medical Insurance	\$ 1,300	\$ 1,300	\$ -	0.00%
Secondary Student Orientation	\$ 150	\$ 200	\$ 50	33.33%
Soccer Academy (annual)	\$ 1,000	\$ 1,200	\$ 200	20.00%
Basketball Academy (annual)	\$ 1,000	\$ 1,200	\$ 200	20.00%
Soccer Academy (per semester)	\$ 550	\$ 650	\$ 100	18.18%
Basketball Academy (per semester)	\$ 550	\$ 650	\$ 100	18.18%
International Baccalaureate (per year for 2 years)	\$ 1,500	\$ 1,500	\$ -	0.00%
Special Diet Requests (monthly)	\$ 200	\$ 200	\$ -	0.00%
Validations	\$ 200	\$ 200	\$ -	0.00%
Summer Medical Insurance - Summer Learning (monthly)	\$ 120	\$ 130	\$ 10	8.33%
Summer Medical Insurance - MSP Extending Students	\$ 240	\$ 260	\$ 20	8.33%
Refund Processing	\$ 200	\$ 500	\$ 300	150.00%
Deferrals and/or Cancellations	\$ 500	\$ 500	\$ -	0.00%
Airport fee for Program Start and End	included	included		

To align the summer medical insurance with the approved 10-month medical insurance of \$1,300 for 2026/27, the following table outlines the proposed 2026/27 fee adjustments compared with the 2026/27 fees approved by the Board in February 2025.

Fee Description	2026/27 Approved Fees	2026/27 Proposed Fees	Increase (Decrease)	
Summer Medical Insurance - Summer Learning (monthly)	\$ 120	\$ 130	\$ 10	8.33%
Summer Medical Insurance - MSP Extending Students	\$ 240	\$ 260	\$ 20	8.33%

Continuing Education, Online Learning, and Summer Learning

The following table outlines the proposed 2027/28 fees for secondary Continuing Education, Online Learning, and Summer Learning compared to approved 2026/27 fees.

Continuing Education, Online Learning, and Summer Learning fees	2026/27 Approved Fees	2027-28 Proposed Fees	Increase (Decrease)	
Secondary	\$ 1,300	\$ 1,300	\$ -	0%

OTHER CONSIDERATIONS

The Consumer Price Index (CPI) increase for Metro Vancouver from 2020 to 2025 is 20%. The proposed tuition fees for 2027/28 are 14% higher for elementary and 11% higher for secondary compared to what the Board approved five years ago in February 2021 for 2022/23. After considering other budget impacts, including changes to inflation, enrolment, and management of costs for this program, the proposed fees are appropriate and sufficient to support the ongoing success of this program.

RECOMMENDATION

THAT the Board approve the following 10-month academic program fees for non-resident students for 2027/28:

Fee Description	2027/28 Proposed Fees
Application	\$ 250
Annual Tuition - Elementary	\$ 16,600
Annual Tuition - Secondary	\$ 16,100
Annual Homestay Administration	\$ 350
Annual Homestay - Secondary	\$ 13,000
Annual Homestay - Elementary	\$ 14,000
Custodianship (annual)	\$ 500
10-month Medical Insurance	\$ 1,300
Secondary Student Orientation	\$ 200
Soccer Academy (annual)	\$ 1,200
Basketball Academy (annual)	\$ 1,200
Soccer Academy (per semester)	\$ 650
Basketball Academy (per semester)	\$ 650
International Baccalaureate (per year for 2 years)	\$ 1,500
Special Diet Requests (monthly)	\$ 200
Validations	\$ 200
Summer Medical Insurance - Summer Learning (monthly)	\$ 130
Summer Medical Insurance - MSP Extending Students	\$ 260
Refund Processing	\$ 500
Deferrals and/or Cancellations	\$ 500
Airport fee for Program Start and End	included

AND FURTHER THAT the Board approve the following Continuing Education, Online Learning, and Summer Learning course fees for non-resident students for 2027/28:

2027/28 Proposed Fees per Course	
Secondary	\$1,300

AND FURTHER THAT the Board approve the following adjusted summer medical insurance fees for 2026/27:

Fee Description	2026/27 Proposed Fees
Summer Medical Insurance - Summer Learning (monthly)	\$ 130
Summer Medical Insurance - MSP Extending Students	\$ 260

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

Topic: **School District Calendars for 2026/27**

BACKGROUND

At the January 14, 2026, Board of Education meeting, the Board approved the release of the proposed 2026/27 School Calendars for public consultation. The proposed calendars were developed in accordance with Section 87.01 of the *School Act* and the *School Calendar Regulation* (B.C. Reg. 314/12).

All proposed calendars meet the instructional time requirements prescribed in the School Calendar Regulation. The development process included consultation with representatives of the Board's employee groups and careful consideration of relevant collective agreement provisions. In addition, staff reviewed feedback from previous calendar consultations, assessed financial implications for the district, and considered alignment with calendars in neighbouring school districts.

Public feedback on the proposed 2026/27 calendars was collected through an online survey hosted on the district website from January 15 to February 16, 2026. A total of 1,015 responses were received, with 829 respondents completing the survey and 186 opting not to continue. Of those who identified their role, 112 respondents identified as parents/guardians, 22 as teachers, and 14 as support staff. A small number of respondents identified as students, community members, other district staff, or principals/vice principals.

A summary of feedback for each proposed calendar is provided below.

2026/27 Proposed District School Calendar (Attachment A, B, and C):

- 436 respondents (61.76%) indicated support for the proposed calendar.
- 222 respondents (31.44%) indicated they were not in favour of the proposed calendar.
- 48 respondents (6.80%) indicated no opinion.

Three hundred respondents provided written comments, the key themes were:

- A preference for Spring Break to occur from March 8–19.
- A separation of the Easter long weekend and the two-week Spring Break.
- Interest in a later return to school following Winter Break.

2026/27 Proposed Calendar for Kanaka Creek Elementary (Attachment D and E):

- 89 respondents (66.92%) indicated support for the proposed calendar.
- 35 respondents (26.32%) indicated they were not in favour of the proposed calendar.
- 9 respondents (6.77%) indicated no opinion.

Fifty-three respondents provided written feedback, the key themes were:

- Support for the balanced calendar model, alongside concerns regarding instructional time distribution and scheduling logistics.
- Suggestions to review the number and placement of Professional Development Days within the extended break structure.

The survey feedback has been reviewed and considered. The requested adjustments to Spring Break and Winter Break cannot be accommodated to remain in compliance with the collective agreement. It is recommended that the Board proceed with the proposed calendars as presented.

RECOMMENDATION

THAT the Board approve the 2026/27 District School Calendar and Kanaka Creek School Calendar as presented.

PROPOSED SCHOOL DISTRICT 42: School Year 2026 to 2027

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
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21	22	23	24	25	26	27
28	29	30	31			

April 2027						
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May 2027						
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23	24	25	26	27	28	29
30	31					

June 2027						
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27	28	29	30			

July 2027						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Elementary hours 8:30 a.m. to 2:25 p.m. 300 instructional minutes per day
 Secondary hours 8:30 a.m. to 2:45 p.m. 325 instructional minutes per day

*Days of instruction = 176

	Opening Day
	Scheduled Vacation
	Statutory Holidays
	Professional Development Days
	Last Day for Students
	Administrative Day – no school
	School Growth Planning Day

2026-2027 PROPOSED DISTRICT SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 8, 2026
<i>Non-instructional day (School Growth Planning Day)</i>	<i>Monday, September 21, 2026</i>
National Day for Truth and Reconciliation	Wednesday, September 30, 2026
Thanksgiving Day	Monday, October 12, 2026
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 23, 2026</i>
Remembrance Day	Wednesday, November 11, 2026
<i>Non-instructional day (school-based)</i>	<i>Friday, November 27, 2026</i>
Schools close for break	Friday, December 18, 2026
Winter break	Monday, December 21, 2026 to Thursday, December 31, 2026
New Years Day	Friday, January 1, 2027
Schools reopen after break	Monday, January 4, 2027
<i>Non-instructional day (school-based)</i>	<i>Tuesday, January 26, 2027</i>
<i>Non-instructional day - Indigenous Focus (district based)</i>	<i>Friday, February 12, 2027</i>
Family Day	Monday, February 15, 2027
Schools close for break	Friday, March 12, 2027
Spring break	<i>Monday, March 15, 2027 to Friday, March 19, 2027</i>
<i>Schools not in Session</i>	<i>Monday, March 22, 2027 to Thursday, March 25, 2027</i>
Good Friday	Friday, March 26, 2027
Easter Monday	Monday, March 29, 2027
Schools reopen after break	Tuesday, March 30, 2027
<i>Non-instructional day (district-based)</i>	<i>Friday, May 14, 2027</i>
Victoria Day	Monday, May 24, 2027
Last day for students	Thursday, June 24, 2027
Year-end administrative day	Friday, June 25, 2027
Schools close for summer break	Friday, June 25, 2027

ELEMENTARY (K-7) DAILY SCHEDULE: 8:30am to 2:25pm. 300 instructional minutes per day; 176 days of instruction. Kindergarten gradual entry the first 2 weeks of September.

NB: *Kanaka Creek Elementary* will run its year-round calendar separate from this calendar.

SECONDARY (8-12) DAILY SCHEDULE: 8:30am to 2:45pm. 325 instructional minutes per day; 176 days of instruction.

Minimum number of hours of instruction that must be offered as per *School Act* and *Calendar Regulation*:

853 hours of instruction for students in kindergarten.

878 hours of instruction for students in grades 1 to 7

952 hours of instruction for students in grades 8 to 12

2026-2027 PROPOSED ONLINE LEARNING SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 8, 2026
<i>Non-instructional day (School Growth Planning Day)</i>	<i>Monday, September 21, 2026</i>
National Day for Truth and Reconciliation	Wednesday, September 30, 2026
Thanksgiving Day	Monday, October 12, 2026
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 23, 2026</i>
Remembrance Day	Wednesday, November 11, 2026
<i>Non-instructional day (school-based)</i>	<i>Friday, November 27, 2026</i>
Schools close for break	Friday, December 18, 2026
Winter break	Monday, December 21, 2026 to Thursday, December 31, 2026
New Years Day	Friday, January 1, 2027
Schools reopen after break	Monday, January 4, 2027
<i>Non-instructional day (school-based)</i>	<i>Tuesday, January 26, 2027</i>
<i>Non-instructional day - Indigenous Focus (district based)</i>	<i>Friday, February 12, 2027</i>
Family Day	Monday, February 15, 2027
Schools close for break	Friday, March 12, 2027
Spring break	<i>Monday, March 15, 2027 to Friday, March 19, 2027</i>
<i>Schools not in Session</i>	<i>Monday, March 22, 2027 to Thursday, March 25, 2027</i>
Good Friday	Friday, March 26, 2027
Easter Monday	Monday, March 29, 2027
Schools reopen after break	Tuesday, March 30, 2027
<i>Non-instructional day (district-based)</i>	<i>Friday, May 14, 2027</i>
Victoria Day	Monday, May 24, 2027
Last day for students	Thursday, June 24, 2027
Year-end administrative day	Friday, June 25, 2027
Schools close for summer break	Friday, June 25, 2027

PROPOSED SCHOOL DISTRICT 42 (KANAKA CREEK): School Year 2026 to 2027

August 2026						
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September 2026						
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October 2026						
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November 2026						
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December 2026						
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January 2027						
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February 2027						
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March 2027						
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April 2027						
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May 2027						
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June 2027						
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July 2027						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

Elementary hours 8:30 a.m. to 2:25 p.m. 300 instructional minutes per day
 Secondary hours 8:30 a.m. to 2:45 p.m. 325 instructional minutes per day

*Days of instruction = 176

	Opening Day
	Scheduled Vacation
	Statutory Holidays
	Professional Development Days
	Last Day for Students
	Administrative Day – no school
	School Growth Planning Day

2026-2027 PROPOSED KANAKA CREEK SCHOOL CALENDAR

Schools opening day for students	Tuesday, September 8, 2026
<i>Non-instructional day (School Growth Planning Day)</i>	<i>Monday, September 21, 2026</i>
National Day for Truth and Reconciliation	Wednesday, September 30, 2026
Thanksgiving Day	Monday, October 12, 2026
<i>Non-instructional day (province-wide)</i>	<i>Friday, October 23, 2026</i>
Remembrance Day	Wednesday, November 11, 2026
<i>Non-instructional day (school-based)</i>	<i>Friday, November 27, 2026</i>
Schools close for break	Friday, December 4, 2026
Winter break	Monday, December 7, 2026 to Thursday, December 31, 2026
New Years Day	Friday, January 1, 2027
Schools reopen after break	Monday, January 4, 2027
<i>Non-instructional day (school-based)</i>	<i>Tuesday, January 26, 2027</i>
<i>Non-instructional day- Indigenous Focus (district-based)</i>	<i>Friday, February 12, 2027</i>
Family Day	Monday, February 15, 2027
Schools close for break	Thursday, March 25, 2027
Good Friday	Friday, March 26, 2027
Easter Monday	Monday, March 29, 2027
<i>Spring break</i>	<i>Tuesday, March 30, 2027 to Friday, April 23, 2027</i>
Schools reopen after break	Monday, April 26, 2027
<i>Non-instructional day (district-based)</i>	<i>Friday, May 14, 2027</i>
Victoria Day	Monday, May 24, 2027
Canada Day	Thursday, July 1, 2027
Last day for students	Friday, July 23, 2027
Year-end administrative day	Monday, July 26, 2027
Schools close for summer break	Monday, July 26, 2027

ELEMENTARY (K-7) DAILY SCHEDULE: 8:30am to 2:25pm. 300 instructional minutes per day; 176 days of instruction. Kindergarten gradual entry the first 2 weeks of September.

Minimum number of hours of instruction that must be offered as per School Act and Calendar Regulation:

853 hours of instruction for students in kindergarten.
878 hours of instruction for students in grades 1 to 7
952 hours of instruction for students in grades 8 to 12

From: Richard Rennie, Secretary Treasurer
Topic: **Regular Board Meeting Schedule for 2026/27**

BACKGROUND

In accordance with [Policy 2400 School Board Meeting Proceedings](#), and taking into consideration the timing of the 2026 trustee election and the trustee orientation sessions planned following the election, the following schedule is proposed for the Board of Education's 2026/27 regular public and closed Board meetings.

- Wednesday, September 23, 2026
- Wednesday, October 7, 2026
- Wednesday, November 18, 2026
- Wednesday, December 9, 2026
- Wednesday, January 20, 2027
- Wednesday, February 17, 2027
- Wednesday, March 10, 2027
- Wednesday, April 14, 2027
- Wednesday, April 28, 2027
- Wednesday, May 19, 2027
- Wednesday, June 16, 2027

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

RECOMMENDATION

THAT the Board approve the regular Board meeting schedule for 2026/27 as proposed.

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

Topic: 2025/26 Amended Annual Budget and Second Quarter Financial Statements

BACKGROUND

On April 30, 2025, the Board approved the 2025/26 preliminary budget bylaw for the operating, special purpose, and capital funds. The preliminary budget was based on preliminary estimates of enrolment, funding and other revenue and expense factors.

The 2025/26 amended annual budget (**Attachment A**) has been prepared in accordance with Ministry of Education and Child Care (MECC) instructions. The second quarter financial statements showing actual revenue and expenses to December 31, 2025 are also provided (**Attachment B**).

This report provides an analysis of changes to revenue and expense estimates included in the 2025/26 amended annual budget. The updated revenue and expense estimates include revenue and expense changes resulting from changes to enrolment, MECC funding updates announced in December 2025, projected revenue and expense changes, and proposed additional budget changes to achieve a balanced budget.

OPERATING FUND

The following table summarizes the changes between the 2025/26 amended annual operating budget and the 2025/26 preliminary annual operating budget (**Amended Budget Schedule 2**).

2025/26 Operating Fund Budget			
(\$ millions)			
	Preliminary Budget	Amended Budget	Change
Revenue	\$ 216.28	\$ 217.66	\$ 1.38
Expense	(215.05)	(217.97)	(2.92)
Capital Assets Purchased	(0.29)	(0.95)	(0.66)
Transfer to Local Capital	(1.06)	(1.35)	(0.29)
Use of Prior Year Surplus	0.12	2.61	2.49
	\$ -	\$ -	\$ -

Operating Revenue - \$1.38M increase

Ministry of Education and Child Care Grants - \$0.71M increase

Based on the interim December operating grants announcement, total operating grant funding from the MECC is \$198.80M. This represents an increase of \$0.75M from the preliminary budget as detailed in the following table.

MECC Operating Grant	Preliminary Budget		Amended Budget		Change	
	Enrolment	Funding	Enrolment	Funding	Enrolment	Funding
July 2025 Enrolment Count						
Grade 1-7	525	\$ 136,500	511	\$ 132,860	(14)	\$ (3,640)
Grade 8-9	285	74,100	296	76,960	11	2,860
Grade 10-12	700	357,000	746	380,460	46	23,460
Supplemental		219,092		201,423	-	(17,669)
Cross-enrolment, grade 8-9		-	3	1,530	3	1,530
Total Summer Learning	1,510	786,692	1,556	793,233	46	6,541
September 2025 Enrolment Count						
Standard schools	16,234	146,351,854	16,062	144,801,747	(172)	(1,550,107)
Continuing education	2	18,030	5	47,329	3	29,299
Alternate schools	285	2,569,275	273	2,461,095	(12)	(108,180)
Online learning	20	145,600	12	86,450	(8)	(59,150)
Home schooling	21	5,250	29	7,250	8	2,000
Course challenges	37	10,434	17	4,794	(20)	(5,640)
Total September Enrolment Based Funding	16,599	149,100,443	16,398	147,408,665	(201)	(1,691,778)
September 2025 Unique Student Needs						
Inclusive education - Level 1	13	666,900	13	666,900	-	-
Inclusive education - Level 2	1,223	29,767,820	1,299	31,617,660	76	1,849,840
Inclusive education - Level 3	362	4,452,600	411	5,055,300	49	602,700
English language learning	1,866	3,386,790	1,782	3,234,330	(84)	(152,460)
Indigenous education	1,403	2,511,370	1,387	2,482,730	(16)	(28,640)
Adult education	26	149,630	20	116,539	(6)	(33,091)
Equity of opportunity (vulnerable students)		499,319		496,485	-	(2,834)
Total Supplement for Unique Student Needs	4,893	41,434,429	4,912	43,669,944	19	2,235,515
Salary differential supplement		2,715,135		2,915,194		200,059
Total MECC Operating Grant Change - December Interim Funding Announcement						\$ 750,337

The salary differential funding has increased by \$0.20M due to a higher-than-anticipated average educator salary for our school district compared to the provincial average (from \$296 lower than the annual provincial average to \$41 lower than the annual provincial average, per educator). At September 30, 2025, the average annual educator salary in our school district was \$98,509 compared to the provincial average educator salary of \$98,550.

Other Revenue - \$0.67M increase

Tuition revenue is projected to be \$0.36M higher than in the preliminary budget primarily due to increase of \$0.31M in international education application, custodian, orientation, validation fees, cultural program enrolment. Higher-than-expected enrolment of fee-paying students in Ridge Meadows College results in a further \$0.05M increase.

Rentals and leases revenue is projected to be \$0.11M higher than in the preliminary budget due to increased demand for community and filming rentals.

Other revenue is projected to be \$0.08M lower than the preliminary budget due to a decrease of \$0.13M resulting from lower career prep enrolment and more expenses being paid directly by students to the post-secondary institutions, offset by an increase in after school programming of \$0.05M.

Investment revenue is expected to be \$0.20M higher than the preliminary budget due to higher than anticipated interest rates.

The Local Education Agreement (LEA) funding within Other Revenue is receivable for First Nation students living on reserve. It increased \$0.08M and is offset by an equal reduction in MECC funding.

Expenses - \$2.92M increase

Salaries and Benefits - \$1.58M increase relating to full-time equivalent (FTE) staffing changes are summarized in the following table.

	Staff FTE			
	Preliminary Budget	Ongoing Change	One-Time Change	Amended Budget
Teachers	884.737	(9.500)	4.556	879.793
Principals/VPs	64.495	(0.007)	(1.000)	63.488
Educational Assistants	591.497	19.348	12.865	623.710
Support Staff	347.818	0.091	(0.340)	347.569
Other Professionals	53.800			53.800
	1,942.347	9.932	16.081	1,968.360

Teachers – Budget decrease of \$0.59M due to a net 4.944 FTE decrease in teacher staffing of \$0.49M mainly due to the ongoing transfer of teacher FTE from the operating fund to CEF based on September 2025 classroom size and composition, and \$0.11M reduction in teacher average salary, offset by other minor changes totaling \$0.01M.

Principals / Vice Principals – Budget decrease of \$0.15M is due to a 1.007 FTE decrease in admin teaching time.

Educational Assistants – Budget increase of \$1.44M is due to an enrolment-driven increase of \$1.35M (32.213 FTE) for Education Assistants (EA), plus a net increase of \$0.09M to EA staffing banks, to support students with disabilities and diverse abilities.

Support Staff – There are no net significant changes.

Other Professionals – Budget increase of \$0.07M is due to parental leave top-up of \$0.05M and other minor changes of \$0.02M.

Substitutes – The \$0.23M budget increase reflects a \$0.28M increase in the Teacher Teaching On Call (TTOC) daily salary rate, a \$0.24M teacher career mentorship fund carry-forward from the prior year, and \$0.07M in staffing and bank adjustments, partially offset by a \$0.36M transfer of Full Service Neighborhood Schools (FSNS) TTOC banks from the Operating Fund to the Classroom Enhancement Fund (CEF). These FSNS TTOC costs were confirmed as eligible CEF expenses by the MECC in June 2025 and reported to the Board in September 2025.

Benefits – Budget increase of \$0.58M is due to the above staffing changes, as well as an increase in the benefit rate for all employee groups of \$0.24M driven primarily by an increase in the WorkSafe BC rate.

The following table details the changes in salary and benefit costs.

Salary and Benefits Changes	
(\$ millions)	
Staffing changes:	
Decrease 4.944 FTE teachers	\$ (0.65)
Decrease 1.007 FTE principal/vice principal	(0.19)
Increase 32.213 FTE education assistants	1.84
Increase 0.091 FTE support staff	0.01
Decrease 0.340 FTE associated support staff	(0.04)
Other ongoing salary and benefit changes:	
Teacher average salary decrease	0.18
Benefit plan rate changes	0.24
Employee future benefits adjustment	0.03
Teacher medical leave of absence adjustment to match increased utilization	0.04
Move Full Service Neighbourhood Schools TTOC salary & benefits to CEF	(0.44)
Increase in Instructional bank from additional supplemental funding	0.81
Other miscellaneous ongoing adjustments	0.04
Other one-time salary and benefit changes:	
Prior year appropriated surplus for early career mentorship grant	0.31
Utilization of staffing bank for teachers and support staff	(0.65)
Other miscellaneous one-time adjustments	0.05
	\$ 1.58

Services and Supplies - \$1.34M increase

The services and supplies budget increase of \$1.34M is outlined in the following two tables and includes a net \$0.15M ongoing decrease, offset by a net \$1.49M one-time increase.

Services and Supplies Ongoing Expense Changes 2025/26	
(\$ millions)	
Enrolment driven expenses	
School budget allocations	\$ (0.02)
Inclusive Education	0.04
Indigenous Education	(0.03)
International Education	0.11
Ridge Meadows College	0.03
Career Prep Trades	(0.18)
After School Programming	0.03
Insurance	0.06
Departmental reallocations to capital and staffing banks	0.01
Snow removal adjustment	(0.03)
Mobile device plan adjustment	(0.07)
Utilities	(0.10)
TOTAL ONGOING CHANGES	\$ (0.15)

Services and Supplies One-Time Expense Changes 2025/26	
(\$ millions)	
Appropriated Funds from 2024/25	
Indigenous Education Council (targeted funding)	\$ 0.06
School budget balances	0.50
Contractual professional development	0.29
Financial provisions	0.10
Multi-year grants and projects in progress	0.11
Purchase order commitments	0.09
Support for school growth plans	0.21
Support for operational plans	0.35
Facility renovations and space review	0.02
	1.74
Other Changes	
Microsoft software voucher rebates	(0.19)
Utilities	(0.08)
School-based supplies reallocations to capital and TTOC staffing banks	(0.06)
Departmental reallocations and projection changes	(0.01)
Snow removal adjustment	(0.03)
Insurance	0.04
Emergent expenditure reserve	0.07
	(0.25)
TOTAL ONE-TIME CHANGES	\$ 1.49

Capital Assets Purchased - \$0.66M increase

The capital assets purchased budget has increased by \$0.66M as outlined in the following table.

Capital Assets Purchased Changes 2025/26	
(\$ millions)	
Funds for specific expenses carried forward from 2024/25	
School budget balances	\$ 0.03
Multi-year grants and projects in progress	0.10
Purchase order commitments	0.07
Support for operational plans	0.04
Facilities renovations and space review	0.04
One-time reallocation to capital	0.40
Ongoing reallocation adjustments	(0.02)
	\$0.66

Transfer to Local Capital

The transfer to local capital increased by \$0.29M of which \$0.25M reflects the increase from 10% to 50% of the estimated portion of child care licensing fees collected in 2025/26 that pertain to costs to be incurred in future years. The balance of \$0.04M is to maintain the 1.25% contingency reserve bringing the total contingency reserve to \$2.72M.

Budget Surplus (Deficit)

Ongoing revenue in the preliminary budget exceeded ongoing expenses by \$0.58M, reflecting a structural surplus in the Operating Fund. As shown in the following table, the structural surplus has been increased by amended budget changes of \$0.21M to \$0.79M. The ongoing surplus is budgeted to fund one-time expenses, resulting in a balanced budget.

2025/26 Operating Surplus (Deficit)			
Operating Revenue Less Expenses (\$ millions)			
	Ongoing	One-Time	Balance
Preliminary Budget Surplus (Deficit)	\$ 0.58	\$ (0.58)	\$ -
Amended Budget Changes	0.21	(0.21)	-
Amended Budget Surplus (Deficit)	\$ 0.79	\$ (0.79)	\$ -

SPECIAL PURPOSE FUND

The Special Purpose Fund includes funds received from the MECC and other sources that have been designated for specific purposes.

The following table summarizes the changes between the 2025/26 preliminary budget and the 2025/26 amended budget for special purpose funds. Additional information regarding special purpose funds can be found in **Amended Budget Schedules 3 & 3A**.

2025/26 Special Purpose Fund Budget			
(\$ millions)			
	Preliminary Budget	Change	Amended Budget
Deferred Revenue, beginning of year	\$ 1.91	\$ 0.91	\$ 2.82
Restricted Grants	34.38	5.90	40.28
Expenses	(33.92)	(6.30)	(40.22)
Capital Assets Purchased	(0.46)	(0.31)	(0.77)
Deferred Revenue, end of year	\$ 1.91	\$ 0.20	\$ 2.11

The amended budget includes the Classroom Enhancement Fund (CEF) allocation granted by the MECC based on the school district’s Fall 2025 report of CEF entitlements which amount to \$30.03M for the year (\$24.86M for 197.744 FTE teachers, \$0.83M for overhead, and \$4.34M for remedies). The amended budget also reflects an increase in National School Food Program revenue of \$0.31M, as reported to the Board on September 17, 2025.

The following table summarizes the budgeted changes in Special Purpose Funds revenue by fund, presented in the order that these funds appear in the amended annual budget.

2025/26 Special Purpose Fund Revenue Budget				
(\$ millions)				
	Preliminary Budget	Deferred Revenue from 2024/25	Other Changes	Amended Budget
Annual Facility Grant (AFG)	\$ 0.52	\$ -	\$ -	\$ 0.52
Learning Improvement Fund	0.68	0.01	-	0.69
Scholarships and Bursaries	0.04	0.21	-	0.25
School Generated Funds	4.80	1.33	-	6.13
StrongStart	0.25	-	0.02	0.27
Ready, Set, Learn	0.06	-	-	0.06
Official Languages in Education Protocol (OLEP)	0.31	-	-	0.31
CommunityLINK	0.64	-	-	0.64
CEF - Overhead	0.83	-	-	0.83
CEF - Staffing	23.68	-	1.18	24.86
CEF - Remedies	-	-	4.34	4.34
First Nation Student Transportation	0.08	-	0.08	0.16
Mental Health in Schools	0.05	0.12	-	0.17
Changing Results for Young Children - discontinued	0.01	-	(0.01)	-
Early Childhood Education Dual Credit Program	-	0.02	-	0.02
SEY2KT (Early Years to Kindergarten) - discontinued	0.02	-	(0.02)	-
Early Care and Learning (ECL)	0.17	0.03	-	0.20
Feeding Futures Fund	1.88	-	-	1.88
Health Career Grants	-	0.07	-	0.07
Dual Credit Program Expansion	-	0.04	-	0.04
Professional Learning Grants	-	0.23	-	0.23
National School Food Program	-	0.20	0.31	0.51
Youth Education Support (YES)	0.36	0.56	-	0.92
	\$ 34.38	\$ 2.82	\$ 5.90	\$ 43.10

CAPITAL FUND

The acquisition of tangible capital assets is summarized in **Amended Budget Statement 4**.

The tangible capital assets purchased budget of \$1.72M reflects the projected total tangible capital assets purchased from the Operating Fund \$0.95M and the Special Purpose Fund of \$0.77M.

The acquisition of tangible capital assets from deferred capital revenue of \$41.77M represents estimated spending for provincially funded capital projects as outlined in the following table.

Type	Facility Name	Project Description	Provincial Funding	Prior Years' Spending	2025/26 Spending Budget	Total Spending
			(\$ millions)			
Major	Blue Mountain Elementary	Prefabricated addition (5 classrooms)	7.50	0.62	4.89	5.51
Major	Eric Langton Elementary	Seismic replacement and expansion	53.06	21.25	20.52	41.77
Major	Golden Ears Elementary	Prefabricated addition (8 classrooms)	12.00	1.13	8.15	9.28
Major	Pitt Meadows Secondary	Seismic replacement	143.88	0.74	3.09	3.83
Minor	Fairview Elementary	Building envelope project	0.08		0.08	0.08
Minor	Golden Ears Elementary	Boiler upgrade	0.56	0.08	0.48	0.56
Minor	Highland Park Elementary	Universally accessible playground equipment	0.20	-	0.20	0.20
Minor	Highland Park Elementary	Ventilator upgrade	0.67	0.03	0.64	0.67
Minor	Pitt Meadows Elementary	Building envelope project	0.07		0.07	0.07
Minor	Various Sites	Food Infrastructure Program - Vehicle	0.12	-	0.12	0.12
Minor	Thomas Haney Secondary	Upgrade digital control (DCC)	0.51	0.04	0.47	0.51
AFG	Various Sites	Card access upgrade	0.20	0.02	0.18	0.20
AFG	Various Sites	Miscellaneous mechanical repairs	0.07		0.07	0.07
AFG	Various Sites	Portable ramp replacement (accessibility) - Phase 2: eight portables	0.13	0.01	0.12	0.13
AFG	Albion Elementary	Asphalt replacement - Parking and main driveway	0.12		0.12	0.12
AFG	District Education Office	Boiler replacement	0.07		0.07	0.07
AFG	Glenwood Elementary	Interior lighting and controls upgrade	0.09		0.09	0.09
AFG	Glenwood Elementary	Roof replacement - Sections 4, 7 & 10	0.18		0.18	0.18
AFG	Golden Ears Elementary	Roof replacement - Sections 7, 8, 11 & 12	0.40		0.40	0.40
AFG	Hammond Elementary	Replace gym rubber floor	0.07		0.07	0.07
AFG	Harry Hooqe Elementary	Roof replacement - Sections 2 & 14	0.26		0.26	0.26
AFG	Highland Park Elementary	Wall carpet removal - library and side rooms	0.02		0.02	0.02
AFG	Highland Park Elementary	Unit Ventilators	0.30	0.01	0.29	0.30
AFG	Laityview Elementary	Replace carpet in office and rooms	0.05		0.05	0.05
AFG	Maple Ridge Secondary	Replace elevator door system	0.03	0.01	0.02	0.03
AFG	Riverside Centre	Structural restoration of rotten beam	0.05		0.05	0.05
AFG	Samuel Robertson Secondary	Roof replacement - Portables 4, 9, 10, & washroom portable	0.14		0.14	0.14
AFG	Thomas Haney Secondary	Gym floor repair, and floor replacement change room corridors	0.26		0.26	0.26
AFG	Westview Secondary	Roof replacement - Sections 14 & 15	0.65		0.65	0.65
AFG	Westview Secondary	Replace carpet in rooms	0.02		0.02	0.02
Total			\$ 221.76	\$ 23.94	\$ 41.77	\$ 65.71

The capital revenue and expense amended budget (**Schedule 4**) includes changes to amortization of deferred capital revenue and amortization of tangible assets that reflect current increased projections for tangible capital assets purchased in 2025/26. The local capital amended budget for revenue and expenses is also included in Schedule 4.

The budget changes for the Local Capital Fund are outlined in the following table and total \$5.37M.

(\$ millions)	2025/26				
	Preliminary Budget	Budget Changes	Amended Budget	Budgeted Spending	Year-End Balance
Contingency reserve held in Local Capital	\$ 2.11	\$ 0.61	\$ 2.72	\$ -	\$ 2.72
IT capital plan	2.27	1.49	3.76	(1.49)	2.27
Facilities equipment and vehicles capital plan	0.14	0.92	1.06	(0.67)	0.39
Childcare capital	0.24	0.47	0.71	(0.04)	0.67
Boardroom enhancements	0.01	-	0.01	(0.01)	-
Strategic Facilities Plan Implementation					
New temporary classrooms	0.90	0.90	1.80	(0.90)	0.90
Capital planning	0.09	0.21	0.30	-	0.30
Sustainability upgrades	0.57	0.38	0.95	(0.18)	0.77
Other facilities Renewal	1.11	0.39	1.50	-	1.50
Capital cost share - Eric Langton Elementary	0.70	-	0.70	-	0.70
Total Local Capital	\$ 8.14	\$ 5.37	\$ 13.51	\$ (3.29)	\$ 10.22

The budgeted acquisition of tangible capital assets from local capital of \$3.29M reported in Schedule 4 represents estimated spending in 2025/26 for Board-approved uses of local capital.

The local capital budget changes for the year of \$5.37M are outlined in the following table.

(\$ millions)	2025/26 Preliminary Budget Transfers from the Operating Fund	Changes Approved by the Board on September 19, 2025		Additional Changes	Total Amended Budget Changes
		2024/25 Actual Spending Under (Over) Budget	2024/25 Year End Operating Surplus Transfer		
Contingency reserve held in Local Capital	\$ -	\$ -	\$ 0.58	\$ 0.04	\$ 0.62
IT capital plan	0.85	(0.13)	0.77		1.49
Facilities equipment and vehicles capital plan	0.15	(0.13)	0.91		0.93
Childcare capital	0.06	(0.08)	0.23	0.25	0.46
Boardroom enhancements	-	-			-
Strategic Facilities Plan Implementation					
New temporary classrooms	-	0.06	0.84	-	0.90
Capital planning	-	0.21	-	-	0.21
Sustainability upgrades	-	0.30	-	0.07	0.37
Other facilities Renewal	-	0.01	0.38	-	0.39
Capital cost share - Eric Langton Elementary	-	-	-	-	-
Total Local Capital	\$ 1.06	\$ 0.24	\$ 3.71	\$ 0.36	\$ 5.37

Contingency Reserve – Budgeted Accumulated Surplus

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 maintains 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 and may be used for operating and/or capital expenses under certain circumstances as outlined in Board Policy 4204 Accumulated Surplus.

As of December 31, 2025, the contingency reserve held in local capital totals \$2.72M, representing 1.25% of 2025/26 budget operating expenses.

RECONCILIATION OF ALL FUNDS

The following table shows the 2025/26 amended budget reconciliation between all funds.

(\$ millions)	Operating Fund	Special Purpose Fund	Capital Fund	All Funds
Revenues				
Provincial Grants - MECC	\$ 201.28	\$ 35.79	\$ -	\$ 237.07
Provincial Grants - Other	0.40			0.40
School Site Acquisition Fees				-
Federal Grants	0.38			0.38
Tuition	11.64			11.64
Other Revenue	1.66	5.20		6.86
Rentals and Leases	1.00			1.00
Investment Income	1.30			1.30
Amortization of Deferred Capital Revenue			7.07	7.07
	217.66	40.99	7.07	265.72
Expenses				
Salaries and Benefits	199.35	32.83		232.18
Services and Supplies	18.62	7.39		26.01
Amortization of Capital Assets			11.01	11.01
	217.97	40.22	11.01	269.20
Interfund Transfers	2.30	0.77	(3.07)	-
Surplus (Deficit) for the year	(2.61)	-	(0.87)	(3.48)
Accumulated Surplus, beginning of year	2.61		83.80	86.41
Accumulated Surplus, end of year	\$ -	\$ -	\$ 82.93	\$ 82.93

RISKS TO PROJECTIONS

Revenue

The provincial operating grant included in these estimates may not be the same as the operating grant finalized by the MECC in June 2026. The main factors that create variances of provincial funding are actual funded enrolment in February and May 2026, Classroom Enhancement Fund, labour settlement, and other provincial funding announcements made during the remainder of 2025/26.

Expenses

Estimates for salaries and benefits include projected average teacher salaries, utilization of substitution budgets, and anticipated changes to benefit rates. Actual costs may vary from projections. There is a financial risk associated with potential general wage increases for employee groups that may not be fully funded by the MECC. If such increases are negotiated or mandated, and insufficient corresponding funding is provided, the district may need to absorb the additional costs within existing budgets. This could result in budget reallocations, reductions in other areas, or increased pressure on reserves. Changes in weather patterns and unexpected rate increases may result in increased utilities costs. The actual services, supplies and utilities expenses may be higher than the current projections and may need to be funded from the contingency reserve.

Capital Projects

Due to their magnitude, capital projects have the potential to significantly impact the district's financial position. While there is no centralized process for assessing the risk of the entire capital program, individual project risk assessments are conducted on an ongoing basis. Project agreements with the MECC include contingencies to help mitigate financial risk. Smaller projects consider contingency planning within their overall budget and are managed internally. Additionally, the contingency reserve held in local capital of \$2.72M is available to mitigate risks associated with capital projects. Major capital projects in progress are valued at over \$200M.

Other Assets

Current budget allocations are insufficient to fully support the procurement, maintenance, and timely replacement of the district's tangible capital assets. As a result, deferred maintenance continues to grow, and the facility condition index continues to deteriorate. IT hardware, facilities equipment, and vehicles may not be refreshed regularly, depending on the availability and appropriation of operating surplus to fund the multi-year capital plans for these assets. Any major equipment failures during 2025/26 may need to be funded from the contingency reserve held in local capital.

Tariffs

Recent U.S. tariffs are expected to increase the cost of goods and materials, impacting expenses in areas such as construction, facility maintenance, technology, and classroom supplies. As procurement and capital projects become more expensive, the district may face additional budget pressures, potentially requiring the reallocation of funds or delays in planned upgrades and initiatives. Over the long-term, this may strain operational flexibility and limit investments in educational improvements.

RECOMMENDATION

- (1) THAT the School District No. 42 (Maple Ridge – Pitt Meadows) 2025/26 Amended Annual Budget Bylaw be given three readings at this meeting. (vote must be unanimous)**
- (2) THAT the School District No. 42 (Maple Ridge – Pitt Meadows) 2025/26 Amended Annual Budget Bylaw be given first reading.**
- (3) THAT the School District No. 42 (Maple Ridge – Pitt Meadows) 2025/26 Amended Annual Budget Bylaw be given a second reading.**
- (4) THAT the School District No. 42 (Maple Ridge – Pitt Meadows) 2025/26 Amended Annual Budget Bylaw be given a third reading, passed and adopted on this 11th day of February 2026.**

ATTACHMENT A

Amended Annual Budget

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

June 30, 2026

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

June 30, 2026

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE-PITT MEADOWS) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 42 (Maple Ridge-Pitt Meadows) Amended Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$274,219,829 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE 4th DAY OF MARCH, 2026;

READ A SECOND TIME THE 4th DAY OF MARCH, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 4th DAY OF MARCH, 2026;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 42 (Maple Ridge-Pitt Meadows) Amended Annual Budget Bylaw 2025/2026, adopted by the Board the 4th DAY OF MARCH, 2026.

Secretary Treasurer

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

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	16,386.438	16,575.260
Adult	82.250	88.000
Other	194.500	188.750
Total Ministry Operating Grant Funded FTE's	16,663.188	16,852.010
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	237,073,105	229,754,067
Other	405,600	417,800
Federal Grants	378,080	362,900
Tuition	11,636,845	11,272,469
Other Revenue	6,923,656	6,859,825
Rentals and Leases	997,336	886,716
Investment Income	1,305,000	1,105,000
Amortization of Deferred Capital Revenue	7,004,361	7,011,541
Total Revenue	265,723,983	257,670,318
Expenses		
Instruction	227,623,974	219,173,611
District Administration	8,805,012	8,152,447
Operations and Maintenance	31,877,121	31,929,920
Transportation and Housing	900,783	733,321
Total Expense	269,206,890	259,989,299
Net Revenue (Expense)	(3,482,907)	(2,318,981)
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,611,102	119,072
Budgeted Surplus (Deficit), for the year	(871,805)	(2,199,909)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(871,805)	(2,199,909)
Budgeted Surplus (Deficit), for the year	(871,805)	(2,199,909)

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

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	217,973,789	215,052,503
Operating - Tangible Capital Assets Purchased	950,227	289,962
Special Purpose Funds - Total Expense	40,219,488	33,923,148
Special Purpose Funds - Tangible Capital Assets Purchased	769,597	454,051
Capital Fund - Total Expense	11,013,613	11,013,648
Capital Fund - Tangible Capital Assets Purchased from Local Capital	3,293,115	3,658,183
Total Budget Bylaw Amount	274,219,829	264,391,495

Approved by the Board

Signature of the Chairperson of the Board of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer Date Signed

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

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(3,482,907)</u>	<u>(2,318,981)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(1,719,824)	(744,013)
From Local Capital	(3,293,115)	(3,658,183)
From Deferred Capital Revenue	<u>(41,773,104)</u>	<u>(48,673,891)</u>
Total Acquisition of Tangible Capital Assets	<u>(46,786,043)</u>	<u>(53,076,087)</u>
Amortization of Tangible Capital Assets	<u>11,013,613</u>	11,013,648
Total Effect of change in Tangible Capital Assets	<u>(35,772,430)</u>	<u>(42,062,439)</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u>(39,255,337)</u>	<u>(44,381,420)</u>

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

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2026

	Operating Fund	Special Purpose Fund	Capital Fund	2026 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	2,611,102		83,798,136	86,409,238
Changes for the year				
Net Revenue (Expense) for the year	(313,024)	769,597	(3,939,480)	(3,482,907)
Interfund Transfers				
Tangible Capital Assets Purchased	(950,227)	(769,597)	1,719,824	-
Local Capital	(1,347,851)		1,347,851	-
Net Changes for the year	(2,611,102)	-	(871,805)	(3,482,907)
Budgeted Accumulated Surplus (Deficit), end of year	-	-	82,926,331	82,926,331

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

Amended Annual Budget - Operating Revenue and Expense
 Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	201,279,020	200,571,868
Other	405,600	417,800
Federal Grants	378,080	362,900
Tuition	11,636,845	11,272,469
Other Revenue	1,658,884	1,664,825
Rentals and Leases	997,336	886,716
Investment Income	1,305,000	1,105,000
Total Revenue	217,660,765	216,281,578
Expenses		
Instruction	187,887,590	185,627,802
District Administration	8,658,510	8,042,999
Operations and Maintenance	20,685,756	20,728,879
Transportation and Housing	741,933	652,823
Total Expense	217,973,789	215,052,503
Net Revenue (Expense)	(313,024)	1,229,075
Budgeted Prior Year Surplus Appropriation	2,611,102	119,072
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(950,227)	(289,962)
Local Capital	(1,347,851)	(1,058,185)
Total Net Transfers	(2,298,078)	(1,348,147)
Budgeted Surplus (Deficit), for the year	-	-

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

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	198,796,333	198,045,996
ISC/LEA Recovery	(690,433)	(613,078)
Other Ministry of Education and Child Care Grants		
Pay Equity	1,874,965	1,874,965
Funding for Graduated Adults	330,553	296,383
Student Transportation Fund	185,990	185,990
FSA Scorer Grant	15,693	15,693
Integrated Child and Youth Team	765,919	765,919
Total Provincial Grants - Ministry of Education and Child Care	201,279,020	200,571,868
Provincial Grants - Other	405,600	417,800
Federal Grants	378,080	362,900
Tuition		
Summer School Fees	51,800	44,650
Continuing Education	1,377,961	1,332,784
International and Out of Province Students	10,207,084	9,895,035
Total Tuition	11,636,845	11,272,469
Other Revenues		
Funding from First Nations	690,433	613,078
Miscellaneous		
Revenue Generation	54,000	54,000
Partnership Program	81,725	208,190
Miscellaneous	358,907	357,707
Transportation	74,371	78,876
After School Programming	312,160	265,512
Ridge Meadows College	21,288	27,462
BC Hydro Grant	66,000	60,000
Total Other Revenue	1,658,884	1,664,825
Rentals and Leases	997,336	886,716
Investment Income	1,305,000	1,105,000
Total Operating Revenue	217,660,765	216,281,578

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

Amended Annual Budget - Schedule of Operating Expense by Object
 Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Salaries		
Teachers	90,329,132	90,921,352
Principals and Vice Principals	9,682,315	9,832,123
Educational Assistants	26,897,824	25,456,187
Support Staff	15,389,249	15,384,636
Other Professionals	7,757,800	7,688,323
Substitutes	7,017,656	6,791,114
Total Salaries	157,073,976	156,073,735
Employee Benefits	42,274,228	41,695,365
Total Salaries and Benefits	199,348,204	197,769,100
Services and Supplies		
Services	7,918,433	7,550,247
Student Transportation	742,604	729,890
Professional Development and Travel	1,470,676	1,094,648
Rentals and Leases	9,407	9,407
Dues and Fees	177,543	172,412
Insurance	1,082,166	976,972
Supplies	4,581,049	3,934,755
Utilities	2,643,707	2,815,072
Total Services and Supplies	18,625,585	17,283,403
Total Operating Expense	217,973,789	215,052,503

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

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	69,013,160	393,418	367,795	581,144	-	3,568,508	73,924,025
1.03 Career Programs	400,480	33,480	550,070	-	25,330	32,626	1,041,986
1.07 Library Services	1,514,413	-	-	6,306	-	69,836	1,590,555
1.08 Counselling	2,325,100	-	-	-	-	114,221	2,439,321
1.10 Inclusive Education	9,910,256	1,761,676	24,723,907	1,925,958	188,423	2,127,411	40,637,631
1.20 Early Learning and Child Care	-	-	-	8,450	-	-	8,450
1.30 English Language Learning	2,744,951	-	-	-	-	123,002	2,867,953
1.31 Indigenous Education	691,438	158,891	917,671	56,332	-	18,900	1,843,232
1.41 School Administration	-	6,825,342	-	3,176,262	-	369,744	10,371,348
1.60 Summer School	567,102	19,310	136,676	30,517	-	-	753,605
1.61 Continuing Education	-	16,740	-	132,561	922,048	9,209	1,080,558
1.62 International and Out of Province Students	3,116,872	306,056	-	505,935	262,184	164,691	4,355,738
1.64 Other	-	-	182,955	-	406,293	-	589,248
Total Function 1	90,283,772	9,514,913	26,879,074	6,423,465	1,804,278	6,598,148	141,503,650
4 District Administration							
4.11 Educational Administration				53,217	1,316,601	14,900	1,384,718
4.20 Early Learning and Child Care					-	-	-
4.40 School District Governance					455,519	-	455,519
4.41 Business Administration		167,402	2,750	737,830	2,178,794	53,962	3,140,738
Total Function 4	-	167,402	2,750	791,047	3,950,914	68,862	4,980,975
5 Operations and Maintenance							
5.20 Early Learning and Child Care				58,370	-	-	58,370
5.41 Operations and Maintenance Administration	45,360		16,000	209,755	1,469,763	58,254	1,799,132
5.50 Maintenance Operations				7,392,823	492,729	292,392	8,177,944
5.52 Maintenance of Grounds				490,250	-	-	490,250
5.56 Utilities				-	-	-	-
Total Function 5	45,360	-	16,000	8,151,198	1,962,492	350,646	10,525,696
7 Transportation and Housing							
7.41 Transportation and Housing Administration				23,539	40,116		63,655
7.70 Student Transportation							-
Total Function 7	-	-	-	23,539	40,116	-	63,655
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	90,329,132	9,682,315	26,897,824	15,389,249	7,757,800	7,017,656	157,073,976

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

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	73,924,025	18,665,908	92,589,933	3,211,212	95,801,145	95,322,835
1.03 Career Programs	1,041,986	288,887	1,330,873	672,048	2,002,921	2,150,136
1.07 Library Services	1,590,555	404,067	1,994,622	189,868	2,184,490	2,203,573
1.08 Counselling	2,439,321	618,931	3,058,252	110,845	3,169,097	3,125,935
1.10 Inclusive Education	40,637,631	11,683,957	52,321,588	745,808	53,067,396	51,401,639
1.20 Early Learning and Child Care	8,450	2,592	11,042	14,000	25,042	25,024
1.30 English Language Learning	2,867,953	728,040	3,595,993	50,822	3,646,815	3,808,687
1.31 Indigenous Education	1,843,232	518,965	2,362,197	224,285	2,586,482	2,617,092
1.41 School Administration	10,371,348	2,962,641	13,333,989	355,448	13,689,437	13,631,372
1.60 Summer School	753,605	177,940	931,545	11,412	942,957	851,801
1.61 Continuing Education	1,080,558	187,282	1,267,840	348,418	1,616,258	1,550,096
1.62 International and Out of Province Students	4,355,738	1,122,815	5,478,553	2,502,859	7,981,412	7,832,194
1.64 Other	589,248	161,888	751,136	423,002	1,174,138	1,107,418
Total Function 1	141,503,650	37,523,913	179,027,563	8,860,027	187,887,590	185,627,802
4 District Administration						
4.11 Educational Administration	1,384,718	442,133	1,826,851	417,226	2,244,077	2,216,766
4.20 Early Learning and Child Care	-	-	-	2,298	2,298	2,298
4.40 School District Governance	455,519	73,817	529,336	312,929	842,265	735,140
4.41 Business Administration	3,140,738	922,693	4,063,431	1,506,439	5,569,870	5,088,795
Total Function 4	4,980,975	1,438,643	6,419,618	2,238,892	8,658,510	8,042,999
5 Operations and Maintenance						
5.20 Early Learning and Child Care	58,370	17,908	76,278	12,600	88,878	88,755
5.41 Operations and Maintenance Administration	1,799,132	464,361	2,263,493	1,262,229	3,525,722	3,445,455
5.50 Maintenance Operations	8,177,944	2,661,331	10,839,275	2,162,294	13,001,569	12,911,683
5.52 Maintenance of Grounds	490,250	150,408	640,658	323,562	964,220	1,000,825
5.56 Utilities	-	-	-	3,105,367	3,105,367	3,282,161
Total Function 5	10,525,696	3,294,008	13,819,704	6,866,052	20,685,756	20,728,879
7 Transportation and Housing						
7.41 Transportation and Housing Administration	63,655	17,664	81,319	1,000	82,319	23,977
7.70 Student Transportation	-	-	-	659,614	659,614	628,846
Total Function 7	63,655	17,664	81,319	660,614	741,933	652,823
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	157,073,976	42,274,228	199,348,204	18,625,585	217,973,789	215,052,503

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

Amended Annual Budget - Special Purpose Revenue and Expense
 Year Ended June 30, 2026

	<u>2026 Amended Annual Budget</u>	<u>2026 Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	35,794,085	29,182,199
Other Revenue	5,195,000	5,195,000
Total Revenue	<u>40,989,085</u>	<u>34,377,199</u>
Expenses		
Instruction	39,736,384	33,545,809
District Administration	146,502	109,448
Operations and Maintenance	177,752	187,393
Transportation and Housing	158,850	80,498
Total Expense	<u>40,219,488</u>	<u>33,923,148</u>
Net Revenue (Expense)	<u>769,597</u>	<u>454,051</u>
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(769,597)	(454,051)
Total Net Transfers	<u>(769,597)</u>	<u>(454,051)</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

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

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year		11,115	217,067	1,328,171		5,942	2,108		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	517,597	684,610			272,000	56,350	305,597	636,848	829,033
Other			35,000	4,800,000					
	517,597	684,610	35,000	4,800,000	272,000	56,350	305,597	636,848	829,033
Less: Allocated to Revenue	517,597	695,725	35,000	4,800,000	272,000	62,292	307,705	636,848	829,033
Deferred Revenue, end of year	-	-	217,067	1,328,171	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	517,597	695,725			272,000	62,292	307,705	636,848	829,033
Other Revenue			35,000	4,800,000					
	517,597	695,725	35,000	4,800,000	272,000	62,292	307,705	636,848	829,033
Expenses									
Salaries									
Teachers				-		14,090	104,106	28,634	
Principals and Vice Principals				-			65,196	36,325	229,022
Educational Assistants		576,465		40,000	200,071	29,017		389,735	
Support Staff				25,000					94,924
Other Professionals				-					
Substitutes				20,000				21,651	358,253
	-	576,465	-	85,000	200,071	43,107	169,302	476,345	682,199
Employee Benefits		119,260		15,000	71,529	13,243	42,727	138,762	146,834
Services and Supplies	52,000		35,000	4,700,000	400	5,942	95,676	21,741	
	52,000	695,725	35,000	4,800,000	272,000	62,292	307,705	636,848	829,033
Net Revenue (Expense) before Interfund Transfers	465,597	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(465,597)								
	(465,597)	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

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

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Early Childhood Education Dual Credit Program	ECL Early Care & Learning	Feeding Futures Fund	Health Career Grants	Dual Credit Program Expansion
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year				115,519	22,416	24,735		65,253	36,641
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	24,864,472	4,335,603	158,850	51,000		175,000	1,882,964		
Other									
	24,864,472	4,335,603	158,850	51,000	-	175,000	1,882,964	-	-
Less: Allocated to Revenue	24,864,472	4,335,603	158,850	166,519	22,416	199,735	1,882,964	65,253	36,641
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	24,864,472	4,335,603	158,850	166,519	22,416	199,735	1,882,964	65,253	36,641
Other Revenue									
	24,864,472	4,335,603	158,850	166,519	22,416	199,735	1,882,964	65,253	36,641
Expenses									
Salaries									
Teachers	19,765,114	1,613,061				42,386		40,048	
Principals and Vice Principals									
Educational Assistants							319,950	11,385	5,082
Support Staff									
Other Professionals						95,000	93,492		
Substitutes	33,868	1,613,061					9,970		
	19,798,982	3,226,122	-	-	-	137,386	423,412	51,433	5,082
Employee Benefits	5,065,490	1,109,481				35,575	122,970	13,820	1,559
Services and Supplies			158,850	166,519	22,416	26,774	1,336,582	-	30,000
	24,864,472	4,335,603	158,850	166,519	22,416	199,735	1,882,964	65,253	36,641
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

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

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	Professional Learning Grant	National School Food Program	YES Foundation	TOTAL
	\$	\$	\$	\$
Deferred Revenue, beginning of year	225,605	197,937	564,813	2,817,322
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care		316,890		35,086,814
Other			360,000	5,195,000
	-	316,890	360,000	40,281,814
Less: Allocated to Revenue	225,605	514,827	360,000	40,989,085
Deferred Revenue, end of year	-	-	564,813	2,110,051
Revenues				
Provincial Grants - Ministry of Education and Child Care	225,605	514,827		35,794,085
Other Revenue			360,000	5,195,000
	225,605	514,827	360,000	40,989,085
Expenses				
Salaries				
Teachers	20,050			21,627,489
Principals and Vice Principals				330,543
Educational Assistants				1,571,705
Support Staff				119,924
Other Professionals				188,492
Substitutes	30,000			2,086,803
	50,050	-	-	25,924,956
Employee Benefits	11,100		-	6,907,350
Services and Supplies	164,455	210,827	360,000	7,387,182
	225,605	210,827	360,000	40,219,488
Net Revenue (Expense) before Interfund Transfers	-	304,000	-	769,597
Interfund Transfers				
Tangible Capital Assets Purchased		(304,000)		(769,597)
	-	(304,000)	-	(769,597)
Net Revenue (Expense)	-	-	-	-

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

Amended Annual Budget - Capital Revenue and Expense
 Year Ended June 30, 2026

	2026 Amended Annual Budget			2026 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Other Revenue		69,772	69,772	
Amortization of Deferred Capital Revenue	7,004,361		7,004,361	7,011,541
Total Revenue	7,004,361	69,772	7,074,133	7,011,541
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	11,013,613		11,013,613	11,013,648
Total Expense	11,013,613	-	11,013,613	11,013,648
Net Revenue (Expense)	(4,009,252)	69,772	(3,939,480)	(4,002,107)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	1,719,824		1,719,824	744,013
Local Capital		1,347,851	1,347,851	1,058,185
Total Net Transfers	1,719,824	1,347,851	3,067,675	1,802,198
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	3,243,115	(3,243,115)	-	
Tangible Capital Assets WIP Purchased from Local Capital	50,000	(50,000)	-	
Total Other Adjustments to Fund Balances	3,293,115	(3,293,115)	-	
Budgeted Surplus (Deficit), for the year	1,003,687	(1,875,492)	(871,805)	(2,199,909)

School District No. 42 (Maple Ridge-Pitt Meadows)
Schedule of Changes in Operating Fund
Period Ended December 31, 2025

	2025/26 Preliminary Budget	Actual to Dec 31, 2025	2025/26 Amended Budget	2025/26 Budget Change
	\$	\$	\$	\$
Operating Revenue by Source				
Grants				
Provincial Grants - Ministry of Education and Child Care	\$ 198,045,996	80,539,560	198,796,333	750,337
Local Education Agreement (LEA) Recovery	(613,078)	(249,274)	(690,433)	(77,355)
Other Ministry of Education and Child Care Grants	3,138,950	960,904	3,173,120	34,170
Provincial Grants - Other	417,800	162,745	405,600	(12,200)
Federal Grants	362,900	177,130	378,080	15,180
Total Grants	201,352,568	81,591,065	202,062,700	710,132
Tuition	11,272,469	5,513,534	11,636,845	364,376
Other Revenue	1,051,747	275,335	968,451	(83,296)
LEA - Direct Funding from First Nations	613,078	318,608	690,433	77,355
Rentals & Leases	886,716	532,128	997,336	110,620
Investment Income	1,105,000	771,586	1,305,000	200,000
Total Other Revenue	14,929,010	7,411,190	15,598,065	669,055
Total Operating Revenue	216,281,578	89,002,256	217,660,765	1,379,187
Operating Expense by Type				
Salaries				
Teachers	90,921,352	36,372,224	90,329,132	(592,220)
Principals and Vice Principals	9,832,123	4,908,785	9,682,315	(149,808)
Educational Assistants	25,456,187	11,363,428	26,897,824	1,441,637
Support Staff	15,384,636	7,051,880	15,389,249	4,613
Other Professionals	7,688,323	3,666,633	7,757,800	69,477
Substitutes	6,791,114	3,035,618	7,017,656	226,542
Total Salaries	156,073,735	66,398,568	157,073,976	1,000,241
Employee Benefits	41,695,365	16,637,234	42,274,228	578,863
Total Salaries and Benefits	197,769,100	83,035,802	199,348,204	1,579,104
Services and Supplies				
Services	7,550,247	4,175,460	7,918,433	368,186
Student Transportation	729,890	252,569	742,604	12,714
Professional Development and Travel	1,094,648	620,050	1,470,676	376,028
Rentals and Leases	9,407	2,897	9,407	-
Dues and Fees	172,412	138,873	177,543	5,131
Insurance	976,972	703,183	1,082,166	105,194
Supplies	3,934,755	1,737,490	4,581,049	646,294
Utilities	2,815,072	976,247	2,643,707	(171,365)
Total Services and Supplies	17,283,403	8,606,768	18,625,585	1,342,182
Total Operating Expenses	215,052,503	91,642,570	217,973,789	2,921,286
Interfund & Local Capital				
Tangible Capital Assets Purchased	289,962	206,542	950,227	660,265
Transfer to Local Capital	1,058,185	1,347,851	1,347,851	289,666
Total Interfund and Local Capital	1,348,147	1,554,393	2,298,078	949,931
Total Expenses	216,400,650	93,196,964	220,271,867	3,871,217
Surplus (Deficit) for the year, before appropriations	(119,072)	(4,194,708)	(2,611,102)	(2,492,030)
Use of 2024/25 Appropriated Surplus in 2025/26	119,072	2,611,103	2,611,102	2,492,030
Operating Surplus (Deficit)	-	(1,583,605)	-	-

School District No. 42 (Maple Ridge-Pitt Meadows)
Schedule of Changes in Special Purpose Funds
Period Ended December 31, 2025

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	Community LINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, Jul 1, 2025	-	11,116	217,068	1,328,169	-	5,942	2,109	-	-	-	-
Add: Restricted Grants											
Provincial Grants - MECC	517,597	273,844			190,400	39,445	305,597	254,739	331,613	9,472,381	-
Other			30,739	3,056,386							
Investment Income			-								
	517,597	273,844	30,739	3,056,386	190,400	39,445	305,597	254,739	331,613	9,472,381	-
Less: Allocated to Revenue	400,547	272,538	-	2,123,509	125,189	12,828	107,553	239,946	447,598	9,546,207	23,762
Deferred Revenue, Dec 31, 2025	117,050	12,422	247,807	2,261,046	65,211	32,559	200,153	14,793	(115,985)	(73,826)	(23,762)
Revenue											
Provincial Grants - MECC	400,547	272,538			125,189	12,828	107,553	239,946	447,598	9,546,207	23,762
Other			-	2,123,509							
Investment Income											
Total Revenue	400,547	272,538	-	2,123,509	125,189	12,828	107,553	239,946	447,598	9,546,207	23,762
Expenses											
Salaries											
Teachers	-	-	-	-	-	-	42,010	12,005	-	7,760,794	-
Principals and Vice Principals	-	-	-	-	-	-	19,773	18,988	112,862	-	-
Educational Assistants	-	206,454	-	10,663	95,444	12,805	-	154,327	-	-	-
Support Staff	-	-	-	10,184	-	-	-	-	29,143	-	-
Other Professionals	-	-	-	-	-	-	-	-	-	-	-
Substitutes	-	-	-	-	-	-	-	-	231,115	(21,497)	20,156
Total Salaries	-	206,454	-	20,847	95,444	12,805	61,783	185,320	373,120	7,739,297	20,156
Employee Benefits	-	66,084	-	3,525	29,745	23	15,358	52,108	74,478	1,806,910	3,606
Services and Supplies	44,051	-	-	2,097,575	-	-	30,412	2,518	-	-	-
Total Expenses	44,051	272,538	-	2,121,947	125,189	12,828	107,553	239,946	447,598	9,546,207	23,762
Net Revenue before Interfund Transfers	356,496	-	-	1,562	-	-	-	-	-	-	-
Interfund Transfers											
Tangible Capital Assets Purchased	(356,496)	-	-	(1,562)	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-	-	-

School District No. 42 (Maple Ridge-Pitt Meadows)
Schedule of Changes in Special Purpose Funds
Period Ended December 31, 2025

	First Nation Student Transportation \$	Mental Health in Schools \$	Early Childhood Education Dual Credit Program \$	ECL (Early Care & Learning) \$	Feeding Futures Fund \$	Health Career Grants \$	Dual Credit Expansion Fund \$	Professional Learning Grant \$	National School Food Program \$	Youth Education Support Fund \$	Total \$
Deferred Revenue, Jul 1, 2025	-	115,519	22,417	24,734	-	65,253	36,641	225,605	197,936	564,816	2,817,325
Add: Restricted Grants											
Provincial Grants - MECC	158,850	51,000	-	87,500	1,318,075	-	-	-	316,890		13,317,931
Other										258,814	3,345,939
Investment Income											-
	158,850	51,000	-	87,500	1,318,075	-	-	-	316,890	258,814	16,663,870
Less: Allocated to Revenue	-	18,945	4,318	59,596	549,245	31,685	30,000	67,650	216,436	314,998	14,592,550
Deferred Revenue, Dec 31, 2025	158,850	147,574	18,099	52,638	768,830	33,568	6,641	157,955	298,390	508,632	4,888,645
Revenue											
Provincial Grants - MECC	-	18,945	4,318	59,596	549,245	31,685	30,000	67,650	216,436		12,154,043
Other										314,998	2,438,507
Investment Income											-
Total Revenue	-	18,945	4,318	59,596	549,245	31,685	30,000	67,650	216,436	314,998	14,592,550
Expenses											
Salaries											
Teachers	-	-	-	3,848	-	15,994	-	8,047	-	-	7,842,698
Principals and Vice Principals	-	-	-	-	-	-	-	-	-	-	151,623
Educational Assistants	-	-	-	-	131,253	10,377	-	-	-	-	621,323
Support Staff	-	-	-	-	-	-	-	-	-	-	39,327
Other Professionals	-	-	3,136	41,623	44,851	-	-	-	-	-	89,610
Substitutes	-	466	-	-	-	-	-	27,832	-	-	258,072
Total Salaries	-	466	3,136	45,471	176,104	26,371	-	35,879	-	-	9,002,653
Employee Benefits	-	105	892	12,962	43,462	5,314	-	6,720	-	-	2,121,292
Services and Supplies	-	18,374	290	1,163	329,726	-	30,000	25,051	104,697	271,817	2,955,674
Total Expenses	-	18,945	4,318	59,596	549,292	31,685	30,000	67,650	104,697	271,817	14,079,619
Net Revenue before Interfund Transfers	-	-	-	-	(47)	-	-	-	111,739	43,181	512,931
Interfund Transfers											
Tangible Capital Assets Purchased	-	-	-	-	47	-	-	-	(111,739)	(43,181)	(512,931)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-	-	-

School District No. 42 (Maple Ridge-Pitt Meadows)
Schedule of Changes in Capital Funds
Period Ended December 31, 2025

	2025/26	2025/26 Actual Results to Dec 31, 2025		
	Amended Annual Budget	Invested in Tangible Capital Assets	Local Capital	Fund Balance
Revenue	\$	\$	\$	\$
Provincial Grants - MECC				-
School Site Acquisition Fees Spent				-
Other Revenue	69,772		69,772	69,772
Investment Income			-	-
Amortization of Deferred Capital Revenue	7,004,361	3,478,880		3,478,880
Total Revenue	7,074,133	3,478,880	69,772	3,548,652
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	11,013,613	5,391,702		5,391,702
Total Expenses	11,013,613	5,391,702		5,391,702
Capital Surplus (Deficit) for the year	(3,939,480)	(1,912,822)	69,772	(1,843,051)
Net Transfers from other funds				
Tangible Capital Assets Purchased	1,719,824	(442,909)		(442,909)
Local Capital	1,347,851		1,347,851	1,347,851
Total Net Transfers	3,067,675	(442,909)	1,347,851	904,942
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital		93,317	(93,317)	-
Tangible Capital Assets WIP Purchased from Local Capital		392,772	(392,772)	-
Total Other Adjustments to Fund Balances		486,089	(486,089)	-
Total Capital Surplus (Deficit) for the period	(871,805)	(1,869,642)	931,533	(938,108)
Accumulated Capital Surplus, beginning of year		71,706,157	12,091,979	83,798,136
Accumulated Capital Surplus, Dec 31, 2024		69,836,515	13,023,512	82,860,028

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

Topic: **Facility Rental and Licensing Fees for 2026/27**

BACKGROUND

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

[Procedure 10400.1: Rental Fees and User Information](#) specifies that full cost recovery rental rates are based on budgeted facilities operations and maintenance annual costs for regular hours of operations (6:00am to 4:00pm, 10 months/year) plus estimated deferred maintenance costs. The rental rates are calculated based on either the full cost recovery per square metre per hour or market rates. Market rental rates for private and commercial use are determined by conducting an annual market analysis.

PROPOSED RENTAL AND LICENSING FEES FOR 2026/27

Classrooms, Multi-Purpose Rooms, Libraries and Gyms

The rental rates for 2025/26 are summarized in the following table:

User Group	Rental Rate	2025/26 Hourly Rental Rate per Square Metre (sqm)
School Use	No Charge	
Licensed Childcare	Full cost recovery	10.65 cents
NPO Preferred	Full cost recovery	11.13 cents
NPO	Full cost recovery + 20%	13.36 cents
Private	Commercial Market Rate – 20%	Average of 26 cents
Commercial	Market Rate	Average of 33 cents

In January 2026, staff surveyed the hourly rental rates of the cities of Maple Ridge, Pitt Meadows and surrounding school districts. The proposed 2026/27 commercial market rates represent the average of these market rates for 2025/26, after excluding the highest and lowest values, plus a 2% inflation adjustment, and are as follows.

Commercial Market Rates			
Type of Room	2025/26 Current Rate	2026/27 Proposed Rate	Change
Classroom	\$ 35	\$ 36	2.9%
Multipurpose Room	\$ 50	\$ 50	0.0%
Library	\$ 62	\$ 62	0.0%
Small Gym	\$ 80	\$ 86	7.5%
Large Gym	\$ 164	\$ 164	0.0%

The rental rates for NPO-Preferred are proposed to increase by 2.7% from 11.13 to 11.43 cents per sqm per hour for 2026/27, based on the full cost recovery calculations prepared in accordance with Board procedure 10400.1 Rental Fees. When applied to NPO and combined with the proposed commercial rates above, the proposed rental rates to become effective July 1, 2026, are as follows.

Proposed Rental Rates 2026/27		
User Group	Rental Rate	Hourly Rental Rate per Square Metre (sqm)
School Use	No Charge	
NPO – Preferred	Full cost recovery	11.43 cents
NPO	Full cost recovery + 20%	13.72 cents
Private	Commercial Market Rate – 20%	Average of 27 cents
Commercial	Market Rate	Average of 34 cents

Proposed Rental Rates 2026/27						
Category	Regular Classroom	Large Classroom	Multi-purpose Room	Library	Small Gym	Large Gym
<i>Space Size (sqm)</i>	<i>80</i>	<i>100</i>	<i>151</i>	<i>180</i>	<i>375</i>	<i>750</i>
Cost Recovery	\$ 9.14	\$ 11.43	\$ 17.26	\$ 20.57	\$ 42.86	\$ 85.73
NPO Preferred	\$ 9.14	\$ 11.43	\$ 17.26	\$ 20.57	\$ 42.86	\$ 85.73
NPO	\$ 10.97	\$ 13.72	\$ 20.71	\$ 24.68	\$ 51.43	\$ 102.88
Private	\$ 28.80	\$ 36.00	\$ 40.00	\$ 49.60	\$ 68.80	\$ 131.20
Commercial	\$ 36.00	\$ 45.00	\$ 50.00	\$ 62.00	\$ 86.00	\$ 164.00

Filming

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

To ensure that rental rates for filming in our school district remain competitive, a review of rental rates as of January 2026 for filming on school property was completed. Based on this market analysis, it is proposed that rental rates for filming for 2026/27 remain unchanged from current 2025/26 rates as outlined in the following table.

Category for Filming	2025/26 Current Rate	2026/27 Proposed Rate	Change
Film Prep Day	\$ 1,300	\$ 1,300	\$ -
Film Day Interior	\$ 2,500	\$ 2,500	\$ -
Film Day Exterior	\$ 1,700	\$ 1,700	\$ -
Film Day Parking	\$ 550	\$ 550	\$ -

Parking Lots

In January 2026, a market analysis was conducted comparing rental rates for parking lots across neighboring school districts. Based on these findings, the proposed rental rates for exclusive-use parking lot rentals (other than filming rentals), shown in the following table, remain unchanged from 2025/26, with the private rate set at 20% below commercial rate, and NPO rentals continuing to be free of charge.

Parking (other than filming rentals)	Private	Commercial
Proposed Rate per Hour for 2026/27	\$ 58	\$ 72

These parking lot rentals apply when *only* the parking lot is being rented.

Garibaldi Theatre

The Board approved the 2025/26 rental rates for Garibaldi theatre. Since implementation of the approved rates for 2025/26, there have been no external theatre rentals. In early 2026, staff conducted a market analysis to evaluate the Garibaldi Theatre’s rental rates relative to comparable venues. The review included school-based and community theatres with similar seating capacity, technical capabilities, and audience scale. Based on this market analysis, it is proposed that the rental rate be reduced to \$130 per hour, with a two hour minimum booking and a maximum daily charge of \$1,100, effective for the remainder of 2025/26 and for 2026/27, as outlined in the following table.

Facility	Current Rate 2025/26	Proposed Rate 2026/27 & Adjusted 2025/26	Change
Rate Per Hour	\$ 220	\$ 130	\$ (90)
Rate Per Day	\$ 1,400	\$ 1,100	\$ (300)

Child Care Licensing

[Procedure 10400.2: Use of School Facilities and Grounds for Licensed Child Care](#) specifies that licensing fees charged to child care providers using Board facilities and grounds should cover all reasonable costs associated with providing access. These costs include facility operations and maintenance, administrative expenses, and estimated deferred maintenance and capital replacement costs.

To achieve full cost recovery in accordance with Procedure 10400.2, it is proposed that the 2026/27 rate be set at 11.15 cents per square metre per hour. This represents a 4.7% increase (0.5 cent per square meter per hour) over the 2025/26 rate, driven primarily by increased capital replacement costs.

RECOMMENDATION

THAT the Board approve the proposed facilities rental and licensing fees for 2026/27 and the adjusted Garibaldi Theatre rental rate for 2025/26, as presented.

From: Board Policy Development Committee
Richard Rennie, Secretary Treasurer
Teresa Downs, Superintendent of Schools

Topic: Policies for Approval

BACKGROUND

At the October 22, 2025 public board meeting, the Board Policy Development Committee (the "Committee") proposed revisions, as presented in the [October 22, 2025 agenda package](#), to the following policies:

- 5705 Surveillance (**Attachment A**)
- 9705 Student Records (**Attachment B**)
- 9925 Non-District Sponsored Activities Including Students (proposed to be retired) (**Attachment C**)

Input from education partners and the public was invited from October 23 to December 19, 2025. Feedback on Policy 5705 was received and reviewed at the January 21 Committee meeting and did not result in any further revisions proposed by the Committee.

At the November 12, 2025 public board meeting, the Committee proposed revisions, as presented in the [November 12, 2025 agenda package](#), to the following policies:

- 2900 Trustee Professional Development and Attendance at Conferences (**Attachment D**)
- 2925 Provision of Resources for Trustees (**Attachment E**)
- 4203 Financial Planning and Reporting (**Attachment F**)
- 8901 Field Trips (Including Extra-Curricular Activities) (**Attachment G**)
- 9611 Child Protection (**Attachment H**)

Input from education partners and the public was invited from November 13, 2025 to January 13, 2026. Feedback on policies 2900, 2925, 4203, 8901, and 9611 was received and reviewed at the January 21 Committee meeting. This resulted in further revisions proposed by the Committee for policies 2900, 4203, and 9611, as presented in the attachments to this memo. The remaining policies are presented for approval as previously consulted, with no further revisions recommended by the Committee.

At the February 18, 2026 Committee meeting, the Committee proposed revisions to Policy 2302 *Board Delegation of Authority* (**Attachment I**) for approval. The Committee also reviewed Policy 9200 *School Catchment Areas and Student Placement* (**Attachment J**) and is not recommending any changes.

RECOMMENDATION

THAT the Board:

- **Approve the following updated policies:**
 - **2302 Board Delegation of Authority**
 - **2900 Trustee Professional Development and Attendance at Conferences**
 - **2925 Provision of Resources for Trustees**
 - **4203 Financial Planning and Reporting**
 - **5705 Surveillance**
 - **8901 Field Trips (Including Extra-Curricular Activities)**
 - **9611 Child Protection**
 - **9705 Student Records**
- **Approve the retirement of Policy 9925 *Non-District Sponsored Activities Including Students*, and**
- **Receive for information the review of Policy 9200 *School Catchment Areas and Student Placement*, with no changes recommended.**



SD42 POLICY 5705

SURVEILLANCE

PHILOSOPHY

The Board authorizes the use of video surveillance where it is reasonable or necessary to enhance the safety of students, staff, volunteers and the general public, or to protect property.

The Board recognizes its legal obligations under the School Act to ensure student safety, while upholding the privacy rights of students and staff as required under the [Freedom of Information and Protection of Privacy Act](#) (FIPPA).

AUTHORITY

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

GUIDING PRINCIPLES

1. Surveillance will only be authorized where necessary to enhance safety or protect property.
2. Surveillance will be carried out in a manner consistent with privacy protections under FIPPA.
3. Administrative procedures will define the approval process, appropriate use, review, and storage of surveillance recordings.
4. The Superintendent of Schools will ensure regular review of procedures to monitor for compliance with legislation, policy(ies), and best practices.

APPROVED: April 27, 2022

UPDATED: March 4, 2026



SD42 POLICY 9705

STUDENT RECORDS

PHILOSOPHY

The Board of Education is required to establish and maintain a student record for each student registered with the Board's schools in accordance with the requirements of the [School Act](#), the [Freedom of Information and Protection of Privacy Act](#) (FIPPA), and other applicable legislation.

The Board recognizes the importance of privacy and confidentiality in relation to student records and has reasonable security measures in place to ensure they are appropriately accessed, used and disclosed, and securely maintained.

AUTHORITY

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

GUIDING PRINCIPLES

1. Student records contain sensitive personal information and must be managed in compliance with the School Act (s. 79), FIPPA, and other applicable legislation.
2. Access to student records by students, parents/guardians, and authorized service providers will occur in compliance with the School Act (s. 9), the FIPPA, other applicable laws and in accordance with the administrative procedures to this Policy.
3. Student records must be transferred, retained, and disposed of in accordance with legislative requirements and ministerial orders.

References:

- School Act, R.S.B.C. c. 412: ss. 1, 9, 79, 79.1, 168, 170
- Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. ss. 4, 26, 30
- Permanent Student Record Order, M082/09

APPROVED: June 15, 2022

UPDATED: March 4, 2026



SD 42 POLICY: 9925

NON-DISTRICT SPONSORED ACTIVITIES INCLUDING STUDENTS

~~No employee or person who works at a school shall take part in the organization or operation of non-district sponsored activities including students, unless it has been made clear that The Board of Education of School District No. 42 (Maple Ridge — Pitt Meadows) is in no way involved with the activity and it is not a school sponsored event.~~

~~If individuals undertake such activities, they must ensure that all potential users of the activity are aware that the School District is not involved with organizing the activity and clearly communicate that the School District cannot be held liable for any incidents related to the activity.~~

~~Individuals who arrange non-district sponsored activities which may involve students must take steps to make it clear the activity is not sanctioned by the School District and it is not in connection with school studies. Such steps include the following:~~

- ~~1.00 Letters of permission and advertising for the activity cannot be shared through school district communication systems or given to students at a school district facility.~~
- ~~1.01 Letters to parents must state that The Board of Education of School District No. 42 (Maple Ridge — Pitt Meadows) is in no way involved with the activity and that the activity is not a school sponsored event.~~
- ~~1.02 Activities are to be organized outside regular class time.~~
- ~~1.03 Meetings or other arrangements in connection with the planning of the activity are not to be held in school district facilities.~~
- ~~1.04 Trips are to depart from a location other than a school district facility.~~

APPROVED: June 15, 2022

PROPOSED TO BE RETIRED, MARCH 4, 2026



SD42 POLICY: 2900

TRUSTEE PROFESSIONAL DEVELOPMENT AND ATTENDANCE AT CONFERENCES

The role of trustees is increasingly demanding and complex. To fulfill this role effectively, trustees must recognize the importance of ongoing professional development and actively pursue opportunities to enhance their knowledge and skills.

It is the responsibility of the Board to ensure budgetary provisions are made to support Trustee professional development. The Superintendent of Schools and Secretary Treasurer are responsible for ensuring trustees are informed of relevant opportunities.

Professional development of trustees may include:

- Access to School District resources
- Participation in conferences, workshops, and training programs
- Memberships in educational associations
- Access to educational publications such as books, journals, and newsletters

1. PURPOSE OF ATTENDANCE

Trustees are encouraged—and have a responsibility—to attend and participate in appropriate conferences, conventions, seminars, workshops and other programs that contribute to their growth and effectiveness.

“Appropriate” conferences and programs may include, but are not limited to:

- Events where representatives of educational systems meet to debate and formulate positions to be taken and submissions to be made to higher levels of government regarding educational matters, such as:
 - Annual general meetings of the BC School Trustees’ Association (BCSTA) the Canadian School Board Association (CSBA), and the BC Public School Employers’ Association (BCPSEA)
 - Specially called BCSTA and BCPSEA conferences, called from time to time as issues arise, at which the School District should be represented
- Conferences and training workshop programs that support professional development and learning to assist trustees with meeting their responsibilities and duties.

2. BUDGETARY PROVISIONS & LIMITATIONS

Budgetary provisions will be made every four years to permit each trustee to attend BCSTA’s New Trustee Workshops, in the first year a trustee is elected to the Board. Attendance is strongly recommended for elected trustees.

Board-Recommended Professional Development

The Board will include, in its annual operating budget, an allocation for trustees to attend recommended professional development offered by the following organizations: BCSTA, CSBA, BCPSEA, School District-sponsored or hosted learning events, other conferences, conventions, etc., that the Board deems to be appropriate professional development opportunities for all trustees or for trustees appointed to specific roles (e.g. Chairperson) or committees as a representative of the Board.

Individual Trustee Professional Development

The Board will also include in its annual operating budget a professional development allocation for individual trustees that support their work as a trustee but is not covered by the Board-recommended allocation described above.

3. MEMBERSHIPS & PUBLICATIONS

In recognition of the fact that appropriate memberships and a variety of educational journals and publications are available and could provide trustees with valuable assistance in performing their role, the Board will make provision in the annual operating budget for the cost of providing this form of professional development.

4. EXPENSE REIMBURSEMENT

Trustees attending functions in accordance with this policy may claim reimbursement for necessary travel expenses as provided in [Policy 4410 Travel Expenses](#).

All trustee reimbursement claims will be reviewed and approved by the Secretary Treasurer.

In cases where the Secretary Treasurer has uncertainty regarding a trustee expense or a trustee disputes the Secretary Treasurer's determination, the matter will be referred to the Board Chairperson for determination. If the expense pertains to the Board Chairperson, the Vice Chairperson will make the determination.

5. FINANCIAL REPORTING

Trustees will receive a quarterly financial report detailing trustee expenses subject to reporting under the [Financial Information Act](#).

The Finance Committee of the Whole will receive a quarterly summary of Board-recommended professional development budget balances and utilization.

Quarterly reports will be provided within two months following each quarter and within three months following fiscal year end.

6. ANNUAL BUDGET LIMITS

The Board will set budget limits and carry-forward provisions for trustee expenses, by category, through the annual operating budget. These limits will be made available on the School District's website.

7. AUTHORITY

The Board authorizes the Secretary Treasurer to establish and maintain administrative procedures to support this policy, including procedures for budget allocation, expense reimbursement, and financial reporting.

UPDATED: ~~November 2025~~ March 4, 2026



SD42 POLICY 2925

PROVISION OF RESOURCES FOR TRUSTEES

PHILOSOPHY

The Board of Education recognizes that trustees require appropriate resources to fulfill their governance responsibilities effectively. The Board is committed to ensuring trustees have access to the tools, technology, support, and information necessary to carry out their duties, while ensuring that all use of resources is responsible, ethical, and in accordance with Board approval and established procedures.

AUTHORITY

The Board authorizes the Secretary Treasurer to establish and maintain administrative procedures to support this policy.

GUIDING PRINCIPLES

1. **Access to Resources:** Trustees will be provided with resources that enable them to perform their roles efficiently and securely.
2. **Stewardship & Accountability:** The provision and use of resources will be governed by principles of fiscal responsibility, transparency, and compliance with applicable laws and Board policies.
3. **Security & Support:** Trustees will receive technology and support that meets current standards for security, confidentiality, and productivity.
4. **Responsible Use:** Trustees will use School District resources only as authorized by the Board and in accordance with established procedures to ensure ethical and appropriate conduct.
5. **Reporting & Oversight:** Trustee expenses will be subject to regular financial reporting and oversight, in accordance with statutory requirements and Board direction.
6. **Budget Limits & Transparency:** Trustee expenses and resource allocations will be subject to budget limits set by the Board and these limits will be published on the School District website in administrative procedures.
7. **Reimbursement:** Reimbursement and reporting procedures for trustee expenses will be established and maintained in supporting administrative procedures.

UPDATED: March 4, 2026



SD42 POLICY 4203

FINANCIAL PLANNING AND REPORTING

PHILOSOPHY

The Board of Education ("Board") is committed to the responsible stewardship of public funds to provide education for all students in the communities it serves. The Board has a duty to govern the district in a fiscally responsible manner while setting strategic direction to achieve its goals.

The annual operating budget serves as a financial plan that supports the Board's educational and operational objectives. Budget allocations must align with the strategic directions outlined in the Board's Strategic Plan.

In accordance with the [School Act](#), the Board must not incur a deficit of any kind unless the Board has approval of the Minister of Education and Child Care (MECC) or meets criteria prescribed by order of the Minister of Education and Child Care. The School Act requires that the Board maintain budgetary control over expenses, develop an annual budget and submit it to the MECC in a prescribed form at the time required by the MECC.

The budget represents the best estimate of planned revenues and expenses at a given point in time. It must account for projected salary and benefit increases, inflation, and other anticipated changes, while incorporating all recurring and one-time revenues and expenses for the full fiscal year. The budget must also incorporate the estimated financial impact of contractual obligations, including negotiated agreements and any amendments that affect salaries, benefits, or other commitments throughout the fiscal year.

AUTHORITY

The Board authorizes the Superintendent of Schools and the Secretary Treasurer to develop and implement all procedures required for this policy.

Responsibilities for Managing the Budget

The Superintendent of Schools and the Secretary Treasurer are delegated responsibility for the overall management of the educational and operational programs that are supported by the annual budget. The Secretary Treasurer is specifically responsible for the financial management of the budget, and all financial reports.

GUIDING PRINCIPLES**Budget Development**

Annual budgets and multi-year financial plans shall be developed in accordance with instructions from the MECC, aligning with the district's strategic plan and long-term financial sustainability. At the start of each budget development cycle, the Secretary Treasurer, in collaboration with the Superintendent, shall prepare and present a budget development plan (i.e., budget process) to the Board for approval.

In developing the annual budget, the following principles must be upheld:

- The budget shall align with the Board's policies and strategic priorities.
- Ongoing aAnnual ~~recurring~~ expenses shall not be funded from one-time (non-recurring)-revenue success.

- Revenues and expenses must be managed to achieve fiscal stability and sustainability.
- Revenues from ancillary programs and activities must, at a minimum, cover all direct and indirect operating costs.
- The Board shall not proceed with major capital projects unless full funding for both capital and operating costs has been identified.
- Engagement and consultation shall be integral to the budget development process.

Budget Implementation, Monitoring and Reporting

The Superintendent of Schools and the Secretary Treasurer are responsible for the communication and implementation of the Board-approved budget.

The budget is a “living” document. The Board, through policy, provides appropriate flexibility in budget management to enable management to ensure effective use of fiscal resources while maintaining budgetary control.

The Secretary Treasurer or designate is authorized to approve budget transfers within the Board-approved budget to meet contractual obligations, statutory requirements, approved staffing complement, or approved educational/operational objectives.

Permanent budget transfers that are not formula-driven and impact staffing levels must be approved by the Board. Additionally, budget transfers that ~~would materially alter~~ substantially change the Board-approved fiscal plan must be approved by the Board.

With the Secretary Treasurer’s approval, expenses may exceed estimates if offset by related revenue sources.

Unless otherwise instructed by the Board, quarterly financial reports shall be presented to the Board providing a high level overview of the performance against budget. These reports will include an analysis of budget variances, with explanations for any variances exceeding 10% of the budgeted amount. Furthermore,

The Secretary Treasurer shall use the [MECC’s annual school district financial reporting framework](#), including a financial statement discussion and analysis report, to demonstrate progress toward financial and educational objectives.

The Board shall make financial plans and reports publicly accessible, ensuring stakeholders are informed about budget decisions, financial performance, and adjustments made throughout the year.

APPROVED: May 2023

UPDATED: ~~November 2025~~ March 4, 2026



SD42 POLICY 8901

FIELD TRIPS (INCLUDING EXTRA-CURRICULAR ACTIVITIES)

PHILOSOPHY

The Board recognizes the value of educational experiences that may be offered at locations other than the school. School and District personnel shall be permitted and encouraged to organize planned field trips that provide meaningful educational experiences and align with the provincial curriculum. Students will not be excluded from curricular field trips due to financial hardship or because of a disability or diverse ability.

AUTHORITY

The Board authorizes the Superintendent of Schools to establish procedures that will guide the implementation of this policy, approval levels for field trips, district practices and standards for the conduct of students during field trips; and assign responsibility and authority to oversee student field trips.

GUIDING PRINCIPLES

1. The following guiding principles apply to Curricular field trips:
 - are aligned to and enhance the BC Curriculum;
 - occur at a location other than the school;
 - inclusive of all students in the class/school for which the trip is being planned;
 - students with disabilities and diverse abilities must be provided with appropriate safety equipment and transportation;
 - adequate supervision is ensured;
 - are approved by an individual authorized by the Superintendent of Schools;
 - require the consent of parents/guardians.

2. The following guiding principles apply to Extra-Curricular activities:
 - are related to school approved or sanctioned clubs, teams or groups;
 - occur at a location other than the school;
 - adequate supervision is ensured;
 - are approved by an individual authorized by the Superintendent of Schools;
 - require the consent of parents/guardians.

APPROVED: April 27, 2022

UPDATED: March 4, 2026



SD42 POLICY 9611

CHILD PROTECTION

PHILOSOPHY

The Board of Education affirms its commitment to the safety and well-being of all students. The Board recognizes that preventing, identifying, and responding to child abuse and neglect is a shared responsibility requiring collaboration between schools, families, and community agencies.

AUTHORITY

The Board assigns the responsibility for the implementation of this policy to the Superintendent of Schools who is authorized to establish administrative procedures in accordance with the [Child, Family and Community Service Act](#), ministerial orders, and interagency protocols that will guide the implementation of this policy.

GUIDING PRINCIPLES

1. All employees, volunteers, and contract service providers comply with their legal obligation to promptly report suspected child abuse and neglect to a child welfare worker.
2. The district will collaborate with law enforcement and child protection agencies through established interagency protocols for reporting and investigation.
3. Child abuse prevention programs will be provided to students, consistent with provincial curriculum and ministry requirements.
4. Employees, volunteers, and contract service providers will receive training opportunities to recognize and appropriately respond to and report signs of abuse or neglect.

APPROVED: April 27, 2022

UPDATED: ~~November 2025~~ March 4, 2026



SD-42 POLICY: 2302

BOARD DELEGATION OF AUTHORITY

The [School Act](#) allows for the Board of Education (“Board”) to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent of Schools ~~or the Secretary Treasurer~~ to do any act or thing or exercise any power that the Board may do, or is required to do or exercise, except those matters which are outlined in this policy or which, in accordance with provincial legislation, cannot be delegated.

[The Secretary Treasurer acts as the Corporate Finance Officer of the Board in accordance with provisions of the School Act.](#)

Notwithstanding the above, the Board also reserves the authority to make decisions on specific matters requiring Board approval in accordance with Board policies. Further, the Board requires that any new provincial, regional or local strategic initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

In the absence of Board policy in cases where an immediate administrative response is required, the Superintendent will:

1. If time permits, consult with the Board Chairperson.
2. Act in alignment with the Board’s strategic direction.
3. Inform the Board as soon as is practicable and at the next regular meeting of the action taken and the nature of the emergent issue and, where warranted, the need for policy that will guide administrative response in the event of future occurrences.

APPROVED: April 30, 2014

UPDATED: ~~October 18, 2023~~ March 4, 2026

Legal Reference: Section 65, 85, School Act



SD42 POLICY 9200

SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT

PHILOSOPHY

A student may enroll in an educational program at any school in our school district, providing that the application to enroll is received by a specified date and there is space, as outlined by Sections 2(2) and 74.1 of the [School Act](#), this policy and its procedures.

The Board of Education will designate school catchment areas in the School District in order to:

- meet the program needs of the students as much as possible;
- make the best use of facilities, staff and transportation; and if possible,
- enable the school to develop a unique identity.

AUTHORITY

The Board authorizes the Superintendent to establish procedures that will guide the implementation of this policy and to establish school, grade, class, and program capacities in accordance with the School Act and Board policy and procedures.

GUIDING PRINCIPLES

The principles for setting/changing catchment areas should include, but is not limited to, the requirement for boundaries to:

- reflect traditional neighbourhoods, subdivisions and regions;
- minimize safety concerns for elementary students;
- reflect long-term development to minimize stress caused by frequently changing boundaries in rapidly growing/declining areas;
- maximize the efficiency of schools;
- maintain a cohort of students at each grade level offered at the school, to support the long-term sustainability of the school.

Where space permits, students should be allowed to remain in currently assigned schools and catchment area changes will apply only to new registrations.

In some situations, it may be necessary and desirable to relocate students from one school to another. The two most common reasons for relocation are capping and reassigning.

Capping occurs when a school, grade, class or program has reached capacity as determined by the school district. New students wishing to register in a capped school, grade, class or program will be directed to another school. When capping occurs:

- Students who have been directed to another school will have first option, based on a chronological list, of returning to their catchment area school when space becomes available during the year.
- Students will have the option of returning to their catchment area school at the beginning of the new school year if space is available or remaining at the school to which they were directed.

Reassigning occurs when a student transfers to a school outside their home catchment school area as a result of a request by the parent, student or administration.

A student placement decision made by the Superintendent or designate that significantly affects the student's education, health or safety may be appealed under the [Board of Education Appeal Policy and Procedures Bylaw](#).

APPROVED: October 29, 2014

REVIEWED: ~~January 2021~~ March 4, 2026

From: Education Advisory Committee
Teresa Downs, Superintendent of Schools

Topic: **Board/Authority Authorized Courses**

BACKGROUND

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

The Education Advisory Committee met on December 1, 2025 and January 28, 2026 the Committee recommends that:

- The following BAA courses be delisted (meaning they will no longer be course options starting 2026/27):
 - Applications for Learning 10
 - Applications for Learning 11
 - Applications for Learning 12
 - Digital Game Design 11
 - Digital Game Design 12
 - Golfing 10
 - Intramurals 11
 - Intramurals 12
 - Keyboarding 11
 - Principles of Social Interaction 10
 - Principles of Social Interaction 11
 - Principles of Social Interaction 12
 - Tabletop Game Design 11

These courses are recommended for delisting as the course content is available within a provincial course, the course content is available within another BAA course, the course is no longer used and there are no plans to use the course in the near future, or the course no longer meets audit criteria.

- The following BAA courses be approved as revised:
 - Advanced Basketball 10
 - Advanced Basketball 11
 - Advanced Basketball 12
 - Advanced Soccer 10
 - Advanced Soccer 11
 - Advanced Soccer 12
 - Athletic Leadership 11
 - Athletic Leadership 12
 - Community Service Learning 12

- Criminology 12
- Equestrian Studies 10
- Equestrian Studies 11
- Equestrian Studies 12
- Food Studies - Baking 10
- Food Studies - Baking 11
- Guided Inquiry 10
- Guided Inquiry 11
- Guided Inquiry 12
- Hockey Skills 10
- Hockey Skills 11
- Hockey Skills 12
- Leadership 10
- Leadership 11
- Leadership 12
- Library Science 11
- Outdoor Education Fishing 10
- Psychology 11
- Psychology 12
- Strength Training (Muscultation) 10
- Strength Training 11
- Strength Training 12
- Student Aide 11
- Student Aide 12
- Student Aide 12 Advanced
- Textile Arts and Crafts 10
- Textile Arts and Crafts 11
- Yoga 11
- Yoga 12

The revisions for courses included one or more of the following: updated language (e.g., changing Aboriginal to Indigenous), increased content on SMART goals, updates to assessment components, updated hours of instruction for consistency, and formatting changes on the BAA template.

- The following BAA courses be approved as reviewed with without revision:
 - ELL Academic Writing 11
 - ELL Canadian Studies 10
 - English Language Development 10
 - English Language Development 11

For reference the BAAs can be viewed through the following links:

- [BAAs recommended to be delisted](#)
- [BAAs recommended to be approved as revised](#)
- [BAAs recommended to be approved without revision](#)

RECOMMENDATION

THAT the Board approve delisting of *Applications for Learning 10, 11 and 12, Digital Game Design 11 and 12, Golfing 10, Intramurals 11 and 12, Keyboarding 11, Principles of Social Interaction 10, 11 and 12, and Tabletop Game Design 11* Board Authority/Authorized Courses;

AND FURTHER THAT the Board approve *Advanced Basketball 10, 11 and 12, Advanced Soccer 10, 11 and 12, Athletic Leadership 11 and 12, Community Service Learning 12, Criminology 12, Equestrian Studies 10, 11 and 12, Food Studies – Baking 10 and 11, Guided Inquiry 10, 11 and 12, Hockey Skills 10, 11 and 12, Leadership 10, 11 and 12, Library Science 11, Outdoor Education Fishing 10, Psychology 11 and 12, Strength Training (Musculation) 10, Strength Training 11 and 12, Student Aide 11 and 12, Student Aide 12 Advanced, Textile Arts and Crafts 10 and 11, and Yoga 11 and 12* Board Authority/Authorized Courses as revised;

AND FURTHER THAT the Board approve *ELL Academic Writing 11, ELL Canadian Studies 10, and English Language Development 10 and 11* Board Authority/Authorized Courses as presented.

From: Kim Dumore, Trustee

Topic: **Trustee Motion: Attendance Reporting Standards and Student Well-Being**

BACKGROUND/RATIONALE

The *British Columbia School Act* establishes both compulsory participation in an educational program and the authority of Boards of Education to create and enforce attendance policies that support student supervision and safety. The Board of Education for School District No. 42 affirms that student safety and well-being are of the highest priority.

Currently, inconsistencies in attendance reporting timelines may lead to delays in identifying student absences, especially at the secondary level, where students may leave campus, adjust schedules, or miss individual classes. Providing earlier and end-of-day notifications enables families and guardians to promptly verify a student's whereabouts, respond quickly to concerns, and support collective accountability for student safety.

Research and best practice in student supervision consistently show that early notification of unexplained absences reduces risk, supports student engagement, and allows schools to identify patterns of concern sooner. Implementing standardized attendance notifications before lunch and at the end of the day strengthens SD42's duty of care and enhances family-school communication.

REFERENCES

British Columbia School Act (RSBC 1996, c. 412)

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02 (See Sections 3, 6, and 7 – student participation, duties, and parent rights to attendance information)

School District No. 42 – Board Policy Manual

<https://www.sd42.ca/board-of-education/policy-manual/> (Attendance, student safety, and board authority policies)

School District No. 42 – School Safety

<https://www.sd42.ca/school-safety/> (District commitment to student safety and supervision)

RECOMMENDATION

THAT the Board of Education direct staff to review, amend, and implement relevant procedures and practices within School District No. 42 to ensure that clear expectations are established for student attendance to be recorded for both the morning and afternoon instructional sessions on each instructional day;

AND FURTHER THAT families and/or guardians are notified of student absences from the morning instructional session no later than 12:00 p.m. and of absences from the afternoon instructional session no later than 4:00 p.m., for all students;

AND FURTHER THAT these expectations are applied consistently on all instructional days and supported by appropriate communication systems to promote accuracy, timeliness, and student safety;

AND FURTHER THAT staff report back to the Board with recommended policy and procedural updates, including implementation timelines, budgetary considerations, and required supports.

From: Teresa Downs, Superintendent of Schools

Topic: **Strategic Plan Update**

BACKGROUND

The Board's annual work plan states that the Board will consider updates to the strategic plan at their March meeting.

Our strategic plan spans the period 2022/23 to 2026/27. It is based on a rolling four-year planning cycle that includes an annual review and update process.

The most recent update to the strategic plan was made in April 2025 when the strategic priorities and goals were updated based on system evidence and engagement with partners. The current strategic priorities and goals are:

- **Literacy and Numeracy**
Improve literacy and numeracy outcomes for students.
- **Equity**
Improve learning outcomes and levels of safety, care and belonging for every learner. Ensure equitable decision-making processes and resource allocation.
- **Social-Emotional Learning**
Cultivate resilience, self-awareness, and interpersonal skills to improve the social and emotional well-being of all learners.
- **Assessment**
Improve assessment practices to support personalized learning, inform instruction, and drive continuous improvement.
- **Innovation**
Expand and integrate innovative practices.
- **Sustainability**
Improve long-term system sustainability.

These changes have provided increased clarity and alignment and have resonated strongly across the district. Staff and school leaders have noted a sense of focus and coherence, with the priorities effectively guiding planning, decision-making, and resource allocation. Based on implementation experience and ongoing monitoring of system data and feedback, staff believe the current priorities and goals remain relevant, well understood, and well positioned to support continued progress. At this time, staff do not recommend further revisions. Maintaining stability will support deeper implementation and allow the system to continue building momentum toward the Board's intended outcomes.

RECOMMENDATION

THAT the Board receive the strategic plan update for information.



Public Board Meeting
March 4, 2026
Information Memo
Item 13

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):

- Parents, Guardians and Guests Code of Conduct

RECOMMENDATION:

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

From: Richard Rennie, Secretary Treasurer
Topic: **Enrolment Projections for 2026/27 to 2028/29**

BACKGROUND

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

ENROLMENT PROJECTION ASSUMPTIONS

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

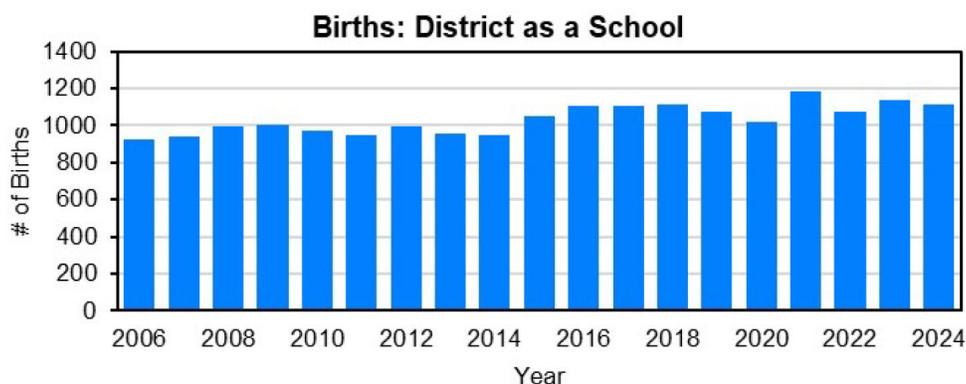
- Projections generated by Baragar Systems software
- Projections provided by the MECC
- Local District knowledge of recent and future enrolment trends

The enrolment estimates include an adjustment for grades 10 to 12 where it is estimated that the student full time equivalent (FTE) enrolment will exceed the estimated student headcount enrolment at the same rate as 2025/26. The ministry funding unit for full-time equivalent student enrolment is defined as a student enrolled in eight courses.

Baragar Projections

Baragar Systems is a specialized demographic and enrolment-forecasting platform used by school districts across BC to model future student populations. It integrates birth trends, migration patterns (students moving in and out of district schools), and capture rates (proportion of resident students enrolled in district schools) to produce data-driven projections and allows districts to test alternative scenarios and assumptions in support of evidence-based enrolment and facilities planning.

The children currently enrolled in grades K-12 were born from 2008 to 2020, during which time the number of births to families currently residing in the district per year averaged 1,022. Over the last 4 years, the births have averaged 1,129 per year which is expected to influence enrolment beyond the current three-year projection window.



Overall, Baragar is projecting enrolment growth over the next three years totaling 2%.

MECC Projections

The MECC projects a modest enrolment decline in September 2026 compared to September 2025, reflecting smaller incoming Kindergarten cohorts relative to graduating classes, despite births in 2021 being notably elevated. This pattern is driven primarily by shifts in federal immigration targets, which are reducing overall newcomer inflows, and broader national demographic trends.

Overall, MECC is projecting enrolment decline over the next three years totaling 2%.

District Projections

Although birth rates have increased, recent enrolment trends show short-term flattening. This is particularly evident in Kindergarten, where enrolment in September 2025 was lower than the number of resident children born in 2020.

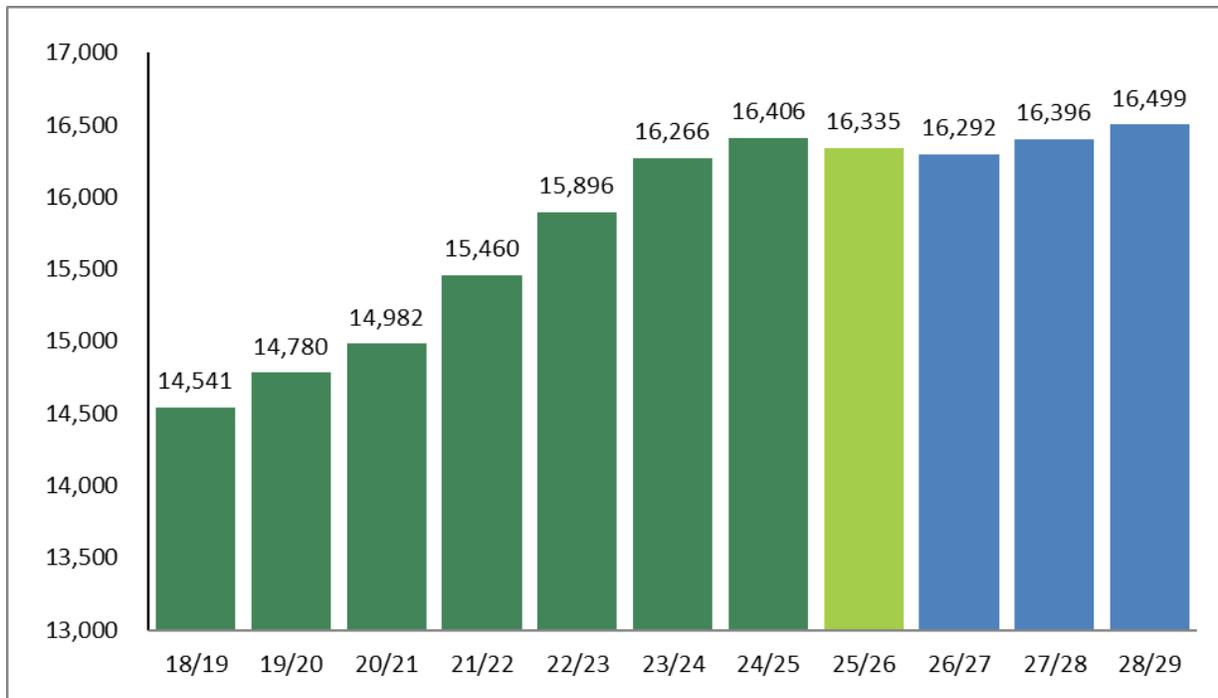
Overall, with the consideration of local knowledge, the District is projecting enrolment growth over the next three years totaling 1%, reflecting a decline of 0.3% in 2026/27 followed by growth of 0.6% in 2027/28, and a further increase of 0.6% in 2027/28.

While the District’s three-year projections indicate short-term enrolment flattening driven by smaller incoming Kindergarten cohorts and broader national demographic pressures, the District’s long-term enrolment outlook remains positive, supported by sustained residential growth identified in the Residential Development Report presented to Board and appended to the Strategic Facilities Plan in January 2026. While large-scale housing development is not expected to offset enrolment within the next three years, long-range projections reflecting new municipal plans and provincial housing initiatives suggest enrolment stabilization and eventual growth as additional housing stock attracts families over the next decade.

ENROLMENT PROJECTIONS

The enrolment information presented in this section is based on actual full-year enrolment for 2018/19 to 2025/26 and projections for 2026/27 to 2028/29.

The District’s projection ministry-funded school-age enrolment for regular and alternate is presented in the following chart.



Enrolment grew by 1,794 FTE (12.3%) over the eight years ending in 2025/26. Following several years of steady growth, enrolment dipped slightly by 71 FTE in 2025/26 and is

projected to decline further by 43 FTE in 2026/27, before returning to growth of 104 FTE in 2027/28 and 103 FTE in 2028/29.

2026/27 Projections

Ministry-funded student enrolment projected changes for 2026/27 are as follows:

- K-12 enrolment is projected to decrease by 50 FTE (16,012 FTE)
- Alternate school enrolment is projected to increase by 7 FTE (280 FTE)
- Continuing Education (school-age) enrolment is projected to decrease by 4 FTE (6 FTE)
- Online Learning (school-age) enrolment is projected to decrease by 5 FTE (37 FTE)
- Summer Learning is projected to decrease by 581 courses (975 courses)
- Non-Graduate Adult enrolment is projected to decrease by 16 FTE (67 FTE)
- Inclusive Education enrolment is projected to remain unchanged for Level 1 students (13 FTE), increase by 75 FTE for Level 2 students (1,394 FTE), and decrease by 27 FTE for Level 3 students (397 FTE)
- English Language Learners enrolment is projected to increase by 121 FTE (1,903 FTE)
- Indigenous Education student enrolment is projected to decrease by 78 FTE (1,309 FTE)
- Graduate Adult enrolment is projected to decrease by 29 FTE (86 FTE)

International Education enrolment for 2026/27 is projected to increase by 4 FTE (558 FTE).

2027/28 Projections

Ministry-funded student enrolment projected changes for 2027/28 are as follows:

- K-12 enrolment is projected to increase by 104 FTE (16,116 FTE)
- Inclusive Education enrolment is estimated to increase by 86 FTE for Level 2 students (1,480 FTE), and increase by 37 FTE for Level 3 students (434 FTE)
- English Language Learners enrolment is projected to increase by 39 FTE (1,942 FTE)
- Indigenous Education student enrolment is projected to decrease by 49 FTE (1,260 FTE)
- All other enrolments are projected to remain unchanged

International enrolment for 2027/28 is projected to increase by 5 FTE (563 FTE).

2028/29 Projections

Ministry-funded student enrolment projected changes for 2028/29 are as follows:

- K-12 enrolment is projected to increase by 103 FTE (16,219 FTE)
- Inclusive Education enrolment is projected to increase by 82 FTE for Level 2 students (1,562 FTE), and to increase by 9 FTE for Level 3 students (443 FTE)
- English Language Learners enrolment is projected to increase by 112 FTE students (2,054 FTE)
- Indigenous Education student enrolment is projected to decrease by 20 FTE (1,240 FTE)
- All other enrolments are projected to remain unchanged

International enrolment for 2028/29 is projected to remain unchanged (563 FTE).

RECOMMENDATION

THAT the Board receive the Enrolment Projections for 2026/27 to 2028/29 for information.

Enrolment Projections

Enter your school district number here:

42 Maple Ridge-Pitt Meadows

Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2025/26 Interim Base	Estimated Enrolment					
		2026/27		2027/28		2028/29	
		District	Ministry	District	Ministry	District	Ministry
July Enrolment Count							
Summer Learning: Grades 1-7 Headcount Enrolment	511	-	511	-	511	-	511
Summer Learning: Grades 8-9 Course Enrolment	299	225	296	225	296	225	296
Summer Learning: Grades 10-12 Course Enrolment	746	750	746	750	746	750	746
Grade 8 & 9 Cross-Enrolment Courses	-	-	3	-	3	-	3
September Enrolment Count - School-Age Basic Allocation							
K-12 Standard (Regular) Schools FTE (School-Age)	16,062.3130	16,011.6623	15,970.2196	16,116.3891	15,843.7081	16,218.7605	15,751.6152
Continuing Education FTE (School-Age)	5.3750	2.0000	5.2500	2.0000	5.2500	2.0000	5.2500
Alternate Schools FTE (School-Age)	273.0000	280.0000	273.0000	280.0000	273.0000	280.0000	273.0000
Online Learning FTE (School-Age)	11.8750	12.0000	11.8750	12.0000	11.8750	12.0000	11.8750
Total Estimated School-Age Enrolment	16,352.563	16,305.662	16,260.3446	16,410.389	16,133.833	16,512.761	16,041.740
Change from Previous Year		(46.901)	(92.218)	104.727	(126.512)	102.371	(92.093)
September Enrolment Count - Unique Student Needs							
Inclusive Education - Level 1	13.000	13.000	13.000	13.000	13.000	13.000	13.000
Inclusive Education - Level 2	1,299.000	1,374.000	1,464.000	1,460.000	1,650.000	1,542.000	1,859.000
Inclusive Education - Level 3	411.000	384.000	440.000	421.000	471.000	430.000	505.000
English Language Learning FTE	1,782.000	1,903.000	2,209.000	1,942.000	2,738.000	2,054.000	3,394.000
Indigenous Education FTE	1,387.000	1,309.000	1,402.000	1,260.000	1,418.000	1,240.000	1,434.000
Adult Education FTE (Non-Graduates only)	20.502	22.000	20.250	22.000	20.250	22.000	20.250
February Enrolment Count - Continuing Education, Online Learning, Special Needs Growth and Newcomer Refugees							
Continuing Education FTE - School-Age	2.250	2.000	2.000	2.000	2.000	2.000	2.000
Continuing Education FTE - Non-Graduate Adults	25.000	25.000	25.000	25.000	25.000	25.000	25.000
Online Learning FTE K-Grade 9 (School-Age)	-	-	-	-	-	-	-
Online Learning FTE Grades 10-12 (School-Age)	20.000	20.000	20.000	20.000	20.000	20.000	20.000
Online Learning FTE - Non-Graduate Adults	5.000	3.000	5.000	3.000	5.000	3.000	5.000
Inclusive Education - Level 1	-	-	-	-	-	-	-
Inclusive Education - Level 2	20.000	20.000	20.000	20.000	20.000	20.000	20.000
Inclusive Education - Level 3	13.000	13.000	13.000	13.000	13.000	13.000	13.000
Newcomer Refugees FTE (Standard & Alternate only)	-	-	-	-	-	-	-
ELL FTE (applies to Newcomer Refugees only)	-	-	-	-	-	-	-
May Enrolment Count - Continuing Education and Online Learning							
Continuing Education FTE - School-Age	2.000	2.000	2.000	2.000	2.000	2.000	2.000
Continuing Education FTE - Non-Graduate Adults	30.000	15.000	30.000	15.000	30.000	15.000	30.000
Online Learning FTE K-Grade 9 (School-Age)	-	-	-	-	-	-	-
Online Learning FTE Grades 10-12 (School-Age)	10.000	5.000	10.000	5.000	10.000	5.000	10.000
Online Learning FTE - Non-Graduate Adults	2.000	2.000	2.000	2.000	2.000	2.000	2.000
Additional Enrolment - Not included in Ministry of Education and Child Care Operating Grant							
Graduate Adults - FTE	115.000	86.000		86.000		86.000	
International Education - FTE	554.250	558.000		563.000		563.000	

From: Board Policy Development Committee
Richard Rennie, Secretary Treasurer
Teresa Downs, Superintendent of Schools

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 February 18, 2026, the Committee met, reviewed a number of board policies, and is proposing updates to five existing policies, the establishment of three new policies, and the retirement of two existing policies and one board procedure as outlined below and in the attachments.

Proposed Policy Updates

- Policy 2920 Trustee Remuneration
 - Proposed Updated Policy (**Attachment A**)
 - Existing Policy (**Attachment A1**)
- Policy 4600 Procurement
 - Proposed Updated Policy (**Attachment B**)
 - Existing Policy (**Attachment B1**)
- Policy 7210 Workplace Discrimination or Bullying and Harassment
 - Tracked Changes Version (**Attachment C**)
- Policy 9415 Inclusive Schools
 - Tracked Changes Version (**Attachment D**)
- Policy 10310 Volunteers
 - Tracked Changes Version (**Attachment E**)
 - Clean Version (**Attachment E1**)

Proposed New Policies

- Policy 9100 Student Code of Conduct (**Attachment F**)
- Policy 10100 Parents, Guardians and Guests Code of Conduct (**Attachment G**)
- Policy 10900 Corporate Sponsorship, Partnerships, and Advertising (**Attachment H**)

Proposed Policies and Board Procedure to Retire

The Committee proposes that the following policies be retired upon approval of proposed new Policy 9100 Student Code of Conduct:

- Policy 9410 Safe, Caring and Healthy Schools (**Attachment I**)
- Policy 9420 Dangerous Weapons (**Attachment J**)

The Committee further proposes that the following board procedure be retired upon approval of proposed updates to Policy 2920 Trustee Remuneration:

- Procedure 2920.1 Trustees' Remuneration (**Attachment K**)

Consultation on Policy Changes

Input from education partners and the public on the above noted policy changes will be invited from March 5, 2026, to April 24, 2026. After receiving input, the Committee will have another opportunity to review the proposed policies before they are presented to the Board for approval.

RECOMMENDATION

THAT the Board receive, for information and continuation of the consultation process, the proposed policy updates, proposed new policies, and proposed policy retirements as outlined in this Information Memo dated March 4, 2026.



SD42 POLICY 2920

TRUSTEE REMUNERATION

PHILOSOPHY

The Board of Education recognizes that Trustees elected to serve the School District carry significant responsibilities in representing the public interest, providing strategic leadership, and governing the public education system.

The Board believes that Trustees should receive fair and reasonable remuneration in recognition of the time commitment, responsibility, and accountability associated with the role, while maintaining public trust, transparency, and fiscal responsibility.

GUIDING PRINCIPLES

In fulfilling its responsibilities related to Trustee remuneration, the Board is guided by the following principles:

1. Legislative Authority

Trustee remuneration shall be established in accordance with section 71 of the [School Act](#), which authorizes Boards of Education to provide remuneration and reasonable expense allowances to Trustees.

2. Fairness and Comparability

Trustee remuneration should be fair and reflective of the size, complexity, and governance responsibilities of the School District. In setting remuneration, the Board will consider practices in comparable British Columbia school districts.

3. Transparency and Accountability

Decisions related to Trustee remuneration shall be made openly and reported publicly, ensuring accountability to the community.

4. Predictability and Stability

Trustee remuneration should be reviewed and adjusted through a consistent and understood framework that supports continuity across Board terms.

TRUSTEE REMUNERATION

The Board may authorize annually the payment of remuneration to the Chairperson, Vice-Chairperson, and other Trustees, and may authorize annually the payment of a reasonable allowance for expenses necessarily incurred in the discharge of Trustee duties.

In recognition of the additional responsibilities associated with their respective roles:

- the remuneration paid to the Chairperson shall be set at 12% above the base Trustee remuneration; and
- the remuneration paid to the Vice-Chairperson shall be set at 6% above the base Trustee remuneration.

Trustee remuneration and any annual adjustments shall be authorized by formal Board motion, duly recorded in the minutes.

Approved Trustee remuneration amounts, including any applicable allowances, shall be reported publicly through the Board's agenda materials.

REVIEW AND ADJUSTMENT

The Board shall review Trustee remuneration in the year prior to a general school election to ensure ongoing comparability and appropriateness for the upcoming term.

In conducting this review, the Board shall be guided by the remuneration practices of the following comparable British Columbia school districts:

- School District No. 34 (Abbotsford)
- School District No. 35 (Langley)
- School District No. 37 (Delta)
- School District No. 38 (Richmond)
- School District No. 41 (Burnaby)
- School District No. 44 (North Vancouver)

Trustee remuneration may be adjusted annually effective July 1, including through a cost-of-living adjustment, based on the Metro Vancouver Consumer Price Index (CPI) differential comparing the annual average indexes of the previous two years. Any cost-of-living adjustment will be rounded to the nearest \$100.

Any changes to Trustee remuneration shall be established by Board resolution.

APPROVED: January 29, 2014

UPDATED: March 2026

**SD 42 POLICY: 2920****TRUSTEES' REMUNERATION**

Trustees elected to serve on the Board of Education ("Board") are to be compensated for their work related to the business of the Board. The Board believes the size and complexity of the School District can reasonably be compared to other school districts in the Lower Mainland and as such, annual remuneration for Trustees should be similar to the remuneration paid to Trustees in other comparable districts.

The *School Act* stipulates that a Board may authorize annually the payment of remuneration to the Chairperson, Vice-Chairperson and other Trustees; and authorize annually the payment of a reasonable allowance for expenses necessarily incurred by Trustees in the discharge of their duties.

Trustee remuneration may be adjusted for a cost of living adjustment on July 1st each year, based on the Metro Vancouver Consumer Price Index (CPI) differential comparing annual average indexes of the previous two years. The cost of living adjustment will be rounded to the nearest \$100.

In recognition of the added responsibilities of the Chairperson and Vice-chairperson, the remuneration paid to the Chairperson and Vice-Chairperson will be set at respectively higher rates than the base rate.

APPROVED: January 29, 2014**REVISED: April 2021**



SD42 POLICY 4600

PROCUREMENT

PHILOSOPHY

Procurement is an essential function that ensures the School District obtains goods, services, and construction in a manner that supports educational excellence and operational efficiency. The Board is committed to principles of fairness, transparency, and value for money, while promoting ethical conduct, compliance with applicable laws, trade agreements, and Board policies. Procurement shall be conducted with integrity and openness, allowing all qualified vendors to compete fairly.

SCOPE

This policy applies to all procurement of goods, services, and construction undertaken by the School District, regardless of funding source or method of acquisition.

AUTHORITY

The Board delegates to the Secretary Treasurer the responsibility to establish and implement administrative procedures that ensure compliance with this policy, applicable legislation, trade agreements, and best practices.

GUIDING PRINCIPLES

All procurement activities within the School District shall be guided by the following principles:

- 1. Accountability:** Decisions shall be made at appropriate authority levels and documented to ensure responsible stewardship of public funds.
- 2. Transparency:** Processes shall be open and accessible, with procurement opportunities and outcomes communicated as required.
- 3. Fair and Competitive:** Vendors shall be treated equitably, and competitive bidding shall be promoted to achieve best value and comply with applicable trade agreements.
- 4. Value for Money:** Decisions shall consider overall benefit, including quality, reliability, sustainability, and long-term outcomes, not solely lowest price.
- 5. Ethical Conduct:** All procurement activities shall be conducted with integrity and in compliance with conflict-of-interest standards, including those outlined in [Policy 7100 Employee Standards of Conduct](#).
- 6. Confidentiality:** Sensitive information obtained during procurement shall be protected to prevent unfair advantage and maintain the District's negotiating position.
- 7. Demand Aggregation:** Where appropriate, procurement shall leverage opportunities for consolidated purchasing or cooperative arrangements to maximize value and efficiency for the District.
- 8. Vendor Eligibility:** The District shall not procure from any vendor, including its officers or directors, who has initiated direct or indirect legal proceedings against the Board within the previous two years.

- 9. Social Procurement:** Where consistent with District priorities, procurement may consider opportunities to support local and regional vendors within British Columbia and Canada to strengthen economic resilience, while ensuring such considerations do not compromise fairness, competition, or best value.
- 10. Compliance:** Procurement shall adhere to all applicable laws, trade agreements, and Board policies, and shall not compromise health, safety, or the learning environment.

APPROVED: June 15, 2022

UPDATED: March 2026

**SD 42 POLICY: 4600****PROCUREMENT OF GOODS AND SERVICES**

1. PHILOSOPHY OF PROCUREMENT

The Board values the district procurement services department's contribution to educational and operational programs through:

- Application of specialized professional knowledge
- Development of district-wide standards
- Utilization of public purchasing standards
- Efficiency of acquisition service
- Realization of the best value in acquiring goods and services

The Board understands that it is subject to applicable British Columbia and Canadian laws governing procurement, contracts, and other laws of general application, trade agreements, and the procurement policies and practices established by the provincial government.

The Board believes that all procurement should be conducted with the highest level of integrity and that procurement processes are to be open, competitive where appropriate, transparent, and fair, and that all qualified vendors are to be allowed to do business with the Board.

The Board will not procure goods, services, or construction from any party if the party has engaged directly or indirectly in legal proceedings initiated in any court or tribunal against the Board within a period of two years prior to the day tenders are offered in regards to any works or services provided to the Board. If an officer or director of a corporate party is engaged in such proceedings, the entire corporate party will be excluded from consideration.

The Board supports social procurement and strives to have a positive impact on the economic and social well-being of its community. It seeks to create this well-being while also benefiting – or at least without limiting benefits to – Indigenous communities.

The Board provides direction for procurement activities through the principles of procurement outlined below.

The Board recognizes that professional judgement must be exercised in order to achieve an appropriate balance between the Board's principles of procurement, and assigns to the Secretary Treasurer responsibility for those judgements. The Board states that its overriding procurement objective is to satisfy the operational needs of the school district while realizing the overall best value for the school district.

2. CONDUCT AND CONFLICT OF INTEREST

The school district's procurement activities must be conducted with integrity and the highest standards of ethical conduct. All individuals involved in the school district's procurement activities must act in a manner that is consistent with the principles and objectives of this policy and in accordance with *Policy 7213: Conflict of Interest – District Staff*.

3. PRINCIPLES OF PROCUREMENT

Procurement Services is responsible for the organization and administration of centralized procurement for the school district. Procurement is the acquisition, by any means, including by purchase, rental, lease, or conditional sale of, goods, services, and construction.

The goal of procurement services is to obtain all goods, services, and construction offering the best value for money to the school district.

The purchasing of goods, services, and construction will occur through open and fair competitive procurement processes, subject to the applicable procurement process limits, trade agreements, and procurement law.

The school district will follow accepted best practices for public sector procurement.

The school district will consider products and services from all qualified suppliers and will provide reasonable opportunities for them to seek its business.

The school district will cooperate with other public authorities when appropriate and will utilize corporate supply arrangements (CSA) or cross-institutional supply arrangements (CISA) identified or initiated by Procurement Services where those arrangements would provide the best value to the Board.

Procurement will be conducted efficiently and cost-effectively. Administrative effort and cost are to be commensurate with the value of the purchase.

Each school within the school district has the flexibility to apply the use of its funds provided it is done so in compliance with this policy.

The procurement of goods and services will occur without compromising a healthy, safe, relevant, and aesthetically acceptable learning and working environment.

4. AUTHORITY

The Board authorizes the Secretary Treasurer to commit the school district to purchase within the scope of this policy and to create all procedures required to support the implementation of this policy.

5. SCOPE AND LIMITS OF POLICY

This policy applies to all school district employees involved in the procurement of goods, services, or construction for the school district.

The scope of procurement addressed by this policy is to include all goods and services except for contracts which the Board specifically approve travel expenditures pursuant to Board *Policy 4410: Travel Expenses*.

APPROVED: June 15, 2022



SD42 POLICY 7210

WORKPLACE DISCRIMINATION OR BULLYING AND HARASSMENT

PHILOSOPHY

The Board of Education is committed to ensuring a respectful workplace, free from discrimination or bullying and harassment.

Discrimination or bullying and harassment is not acceptable or tolerated in this workplace. All workers will be treated in a fair and respectful manner.

DEFINITIONS

Bullying and Harassment

- (a) Includes any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated, but
- (b) Excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.

Examples of conduct or comments that might constitute bullying and harassment include verbal aggression or insults, calling someone derogatory names, harmful hazing or initiation practices, vandalizing personal belongings, and spreading malicious rumours. This also includes conduct through electronic communication.

Not every unpleasant interaction, instance of disrespectful behaviour, or workplace conflict constitutes bullying and harassment. Examples of behaviours that may not constitute bullying and harassment, if undertaken in an appropriate manner, include expressing differences of opinion, offering constructive feedback, guidance, or advice about work-related behaviour and performance, and making a legitimate complaint about someone's conduct through established procedures.

Complainant

A worker who believes ~~he or she has~~ they have been subjected to or observed discrimination or bullying and harassment in the workplace.

Discrimination

Discrimination is defined by the B.C. Human Rights Code and is specific to the Indigenous identity, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person.

Person

A person includes any individual, whether or not they are a workplace party. This means that a person could be a workplace party such as an employer, supervisor, or co-worker, or non-workplace party such as a member of the public, a student, or anyone a worker comes into contact with at the workplace.

Respondent

A person in the workplace against whom a complaint of discrimination and/or bullying and harassment has been made.

RESPONSIBILITIES

School District Responsibility

The School District will take reasonable steps to prevent where possible, or otherwise minimize workplace discrimination or bullying and harassment by:

- Promoting the district policy statement with respect to workplace discrimination or bullying and harassment not being accepted or tolerated.
- Taking steps to prevent where possible, or otherwise minimize, workplace discrimination or bullying and harassment.
- Maintaining procedures for workers to report incidents or complaints of workplace discrimination or bullying and harassment including how, when and to whom a worker should report incidents or complaints. Included must be procedures for a worker to report if the employer, supervisor or person acting on behalf of the employer, is the alleged bully or harasser.
- Maintaining procedures for how the employer will deal with incidents or complaints of workplace discrimination or bullying and harassment.
- Informing workers of the policy statement.
- Training supervisors and workers on:
 - Recognizing the potential for bullying, harassment and discrimination.
 - Responding to bullying, harassment and discrimination.
 - Procedures for reporting, and how the employer will deal with incidents or complaints of discrimination or bullying and harassment.
- Annually reviewing the policies and procedures.
- Not engaging in discrimination or bullying and harassment of workers and supervisors.
- Applying and complying with the School District's policies and procedures on bullying, harassment and discrimination.

Principal/Supervisor Responsibility

A supervisor has a duty to take all reasonable steps to ensure the health and safety of workers under their supervision, and as a result, a supervisor must take all reasonable steps to prevent where possible, or otherwise minimize workplace bullying, harassment and discrimination.

A supervisor's obligation to ensure the health and safety of workers includes:

- Not engaging in discrimination or bullying and harassment of workers, other supervisors, the employer or persons acting on behalf of the employer.
- Applying and complying with the School District policies and procedures on discrimination or bullying and harassment.
- Ensuring staff at their school/site have received the discrimination or bullying and harassment training and are aware of the requirements to comply with these policies and procedure.
- Liaising with Human Resources to undertake and participate in investigations.

Worker Responsibility

A worker has a duty to take reasonable care to protect the health and safety of themselves and other persons, and as a result, a worker must take all reasonable steps to prevent where possible, or otherwise minimize workplace bullying, harassment, and discrimination.

A worker's obligation to take reasonable care to protect the health and safety of themselves and others includes:

- Not engaging in discrimination or bullying and harassment of other workers, supervisors, the employer or persons acting on behalf of the employer.
- Reporting if discrimination or bullying and harassment is observed or experienced in the workplace.
- Applying and complying with the School District policies and procedures on discrimination and bullying and harassment.

FALSE ACCUSATIONS OR VEXATIOUS COMPLAINTS

Sometimes individuals make allegations about situations that are not discrimination or bullying and harassment. The accusation might be vexatious in intent, or a person might not understand the definition of workplace discrimination or bullying and harassment. False accusations can have a negative effect on the accused and the workplace overall. Complaints that are viewed to possibly be vexatious may be formally investigated as an act of misconduct.

APPLICATION

This policy statement applies to all workers, including permanent, temporary, and casual. It applies to interpersonal and electronic communication.

ANNUAL REVIEW

This policy will be reviewed on an annual basis and all workers will have access to an electronic copy.

APPROVED: April 27, 2022

UPDATED: March 2026



SD42 POLICY 9415

INCLUSIVE SCHOOLS

PHILOSOPHY

Consistent with the ~~School Act~~School Act, and Ministry of Education and Child Care policy, the Board believes that students benefit from learning together in an inclusive environment. Inclusive schools celebrate uniqueness and diversity and enhance the dignity and self-respect of all students. The Board is committed to providing every student with ~~the-an-most~~ inclusive learning environment ~~possible~~, consistent with their educational needs.

AUTHORITY

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

GUIDING PRINCIPLES

Inclusive schools:

- ~~Uphold the principles and protections of the BC Human Rights Code, which prohibits discrimination on the basis of characteristics such as ancestry, colour, race, Indigenous identity, place of origin, religion, marital or family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age, political belief, and source of income. Recognize equitable access to public education regardless of ability, family status, culture, ethnicity, religion, gender identity or sexual orientation;~~
- Ensure that the delivery of curriculum encompasses a variety of cultural perspectives consistent with the BC provincial curriculum, including the perspectives of local First Nations and indigenous-Indigenous peoples.†
- Develop and refine learning environments that are safe, flexible, provide for age-appropriate placement and support student learning and development.†
- Require a flexible and personalized learning environment where curricular accommodations are ~~assumed~~implemented, ensuring curricular relevance and accessibility for all students.†
- Ensure a variety of systems of assessment are in place that respect individual learning styles and needs of students.†
- Actively support educators to understand and accommodate the diverse learning needs of all students so that students are supported in the development of their personal and cultural identity, their social and emotional well-being and their academic, artistic and physical growth.†
- Have a variety of professional learning supports available for educators so that educators can respond knowledgeably to the diversity presented by our students.†
- Actively support, promote and welcome meaningful consultation with parents/guardians and all educational partners, and provide communication assistance to parents/guardians who speak other languages or otherwise face communication barriers.†
- Actively work with other agencies and community organizations to facilitate access to services for children and families.

APPROVED: April 29, 2020

UPDATED: March 2026



SD42 POLICY 10310

VOLUNTEERS

PHILOSOPHY:

The Board of Education defines a volunteer as an individual person who provides their services without any express or implied promise of remuneration, being paid or receiving goods, or services in exchange for their those duties services.

The Board of Education acknowledges recognizes that volunteers make provide significant contributions services to students learning and the school communities and authorizes the appropriate their use of volunteers in support of district programs and activities.

AUTHORITY:

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

GUIDING PRINCIPLES:

Involvement of volunteers is encouraged in activities for which they volunteer is are qualified, which that benefit the school, and which that do not interfere with employees in the performance of their regular duties or result in the displacement of an employees. The delivery of an effective use of volunteers is grounded in a respectful and collaborative program requires a harmonious relationship between school district staff and volunteers.

While encouraging the community context of schooling, the Board values community involvement in schools, it expects its all schools and district sites to be safe, secure, and caring environments for students. Therefore Accordingly, appropriate safeguards respecting the selection, roles, and supervision of volunteers must be supported by appropriate safeguards the use of volunteers. The Board of Education, through its employees, must maintain retains responsibility for and control over of school programs and school-sponsored activities.

APPROVED: April 27, 2022

UPDATED: March 2026



SD42 POLICY 10310

VOLUNTEERS

PHILOSOPHY

The Board of Education defines a volunteer as an individual who provides services without any express or implied promise of remuneration, goods, or services in exchange for those services.

The Board of Education acknowledges that volunteers make significant contributions to student learning and school communities and authorizes the appropriate use of volunteers in support of district programs and activities.

AUTHORITY

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

GUIDING PRINCIPLES

Involvement of volunteers is encouraged in activities for which they are qualified, that benefit the school, and that do not interfere with employees in the performance of their duties or result in the displacement of employees. The effective use of volunteers is grounded in a respectful and collaborative relationship between school district staff and volunteers.

While the Board values community involvement in schools, it expects all schools and district sites to be safe, secure, and caring environments for students. Accordingly, the selection, roles, and supervision of volunteers must be supported by appropriate safeguards. The Board of Education, through its employees, retains responsibility for and control over school programs and school-sponsored activities.

APPROVED: April 27, 2022

UPDATED: March 2026

**SD42 POLICY 9100****STUDENT CODE OF CONDUCT**

PHILOSOPHY

The Board of Education (“the Board”) is committed to ensuring that every student learns in a safe, caring, inclusive, and respectful environment. Consistent with the district’s mission, vision, and values, the Board believes that positive learning environments are foundational to student well-being, belonging, and success.

The purpose of this policy is to establish district-wide expectations for student conduct and to affirm the shared responsibility of the school community in supporting positive behaviour. Schools and district sites are places of learning and are strengthened when students demonstrate respect for themselves, for others, and for the learning environment.

COMMITMENT TO HUMAN RIGHTS AND EQUITY

The Board upholds the principles and protections of the BC Human Rights Code, which prohibits discrimination on the basis of characteristics such as ancestry, colour, race, Indigenous identity, place of origin, religion, marital or family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age, political belief, and source of income.

The Board further affirms its commitment to truth, reconciliation, and the ongoing work of decolonization within public education. Racism, discrimination, harassment, and hate in any form are fundamentally incompatible with the district’s mission, vision, and values.

The Board is committed to a school system in which all learners, particularly those from communities that have been historically and/or systemically marginalized, experience safety, dignity, belonging, and full engagement in their learning.

AUTHORITY

The Board assigns responsibility for implementing this policy to the Superintendent of Schools and authorizes them to establish administrative procedures that outline expectations for student conduct, school responses to behaviour, and processes for maintaining safe, caring, and inclusive learning environments.

GUIDING PRINCIPLES

All students are expected to:

- Attend school regularly and engage in their learning.
- Contribute to a safe and orderly environment.
- Demonstrate respect for themselves, for others, and for property.
- Model courtesy, compassion, and care for members of the school community.
- Value diversity and contribute to an inclusive culture.
- Conduct themselves in ways that support the physical, social, and emotional safety of others.

Students must refrain from behaviour that:

- Interferes with the learning or well-being of others.
- Involves bullying, harassment, intimidation, retaliation, discrimination, or violence.
- Is unsafe, unlawful, or involves the possession or use of illegal or restricted substances, weapons, or replicas.
- Targets others on the basis of a protected characteristic under the BC Human Rights Code.

Students are expected to comply with school and district expectations regarding the use of personal digital devices.

SHARED RESPONSIBILITY

A positive, respectful, and inclusive school culture is a shared responsibility.

- Students contribute by respecting the rights and dignity of others and engaging positively in the learning community.
- Staff contribute by fostering environments that support safety, structure, belonging, and self-regulation.
- Parents/guardians contribute by supporting their child's learning, maintaining open communication with the school, and reinforcing the district's values.

RESPONDING TO BEHAVIOUR

The Board believes that behaviour is best supported through understanding, relationship-building, education, and proactive intervention. Administrative procedures will guide school responses, which may include restorative practices, problem-solving conversations, counselling, support services, or other developmentally appropriate approaches.

Responses to behaviour will consider the severity, frequency, context, and the age, maturity, and developmental capacity of the student(s) involved. Progressive discipline may apply when necessary to ensure safety and uphold the learning environment.

The district will take steps to prevent retaliation against any student who reports concerns or a breach of expectations.

DRAFTED: March 2026



SD42 POLICY 10100

PARENTS, GUARDIANS AND GUESTS CODE OF CONDUCT

PHILOSOPHY

The Board of Education (“Board”) is committed to ensuring that all schools and district sites are safe, respectful, and caring environments that support student learning and staff well-being. The Board believes that respectful communication, collaborative problem-solving, and positive relationships are essential to fostering effective learning and working environments.

SCOPE

This policy applies to all parents, guardians, guests, volunteers, and service providers who visit or engage with schools, district sites, programs, or events.

GUIDING PRINCIPLES

Schools and district sites are both workplaces and places of learning. Creating and maintaining a safe, inclusive, and respectful environment is a shared responsibility. Parents, guardians and guests play a vital role in fostering this environment through conduct that upholds dignity, respect, and respectful communication.

STANDARDS FOR CONDUCT

Communicate with Respect

Parents, guardians and guests are expected to:

- Use respectful language in all forms of communications with staff and students.
- Seek to understand the circumstances underlying questions or concerns.
- Work collaboratively toward reasonable solutions, recognizing that perspectives may differ.
- Refrain from using social media platforms to address or escalate concerns regarding students, staff, or school/district operations.
- Raise concerns in accordance with [Policy 9550 Process for Raising Concerns](#).

Contribute to a Positive Environment

Parents, guardians and guests are expected to:

- Conduct themselves in a positive manner when visiting or engaging with a school or district site.
- Treat all members staff and students with dignity and respect.
- Contribute to an environment free from discrimination, harassment, bullying, intimidation, or hate.

RESPONDING TO CONDUCT CONCERNS

The district is committed to addressing conduct concerns in a fair, respectful, and progressive manner. When the behaviour of a parent, guardians or guest does not meet the expectations outlined in this policy, the school or district may implement one or more progressive measures, which may include:

- Requests for meetings to discuss and resolve concerns collaboratively.
- Verbal or written warnings outlining the behaviour of concern and expected change.
- Restrictions, limitations, or conditions on access to a school or district site, program, or event.
- Involvement of district leadership where conduct presents ongoing challenges or safety risks.
- When a situation requires external support or may involve a criminal matter, school or site staff may request assistance from the RCMP or other emergency services, as appropriate.
- Section 177 of the [School Act](#), which authorizes principals, district staff, or other designated officials to direct an individual to leave and/or prohibit them from entering school property when their presence poses a significant risk to student or staff safety or interferes with the safe and orderly operation of the school.

Where appropriate, schools will work with individuals to restore positive relationships and ensure future interactions reflect the expectations outlined in this policy.

DRAFT: March 2026



SD42 POLICY 10900

CORPORATE SPONSORSHIP, PARTNERSHIPS, AND ADVERTISING

PHILOSOPHY

The Board of Education recognizes that community partnerships can enhance learning opportunities for students. From time to time, corporations, businesses, and service organizations may wish to support schools through financial or material contributions. The Board welcomes these opportunities when they align with the district's vision, mission, and values, and when they contribute meaningfully to student success and well-being. The Board encourages the development of transparent, equitable, and sustainable partnerships between schools and community organizations, including businesses, that strengthen public education and benefit the school community.

AUTHORITY

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

The Superintendent of Schools shall report to the Board of Education on significant sponsorship or partnership agreements as appropriate.

GUIDING PRINCIPLES

Corporate sponsorships, partnerships, and advertising within the district shall:

1. Enhance student learning, well-being, or the overall educational experience.
2. Align with the district's vision, mission, values, and strategic goals.
3. Comply with ethical standards, are free from actual or perceived conflicts of interest, and do not compromise the impartiality of decision-making.
4. Promote equity, inclusion, and accessibility for all learners, ensuring no student or school community is disadvantaged, or stigmatized.
5. Follow transparent processes with clear documentation, defined terms, and appropriate oversight by district administration.
6. Require Board of Education approval when the cumulative value of a sponsorship, partnership, or donation exceeds \$25,000, or when the nature of the contribution warrants Board consideration.
7. Require Board of Education approval for permanent and/or high-profile naming opportunities associated with financial or in-kind contributions in accordance with [Board Policy 6600: Naming of School District Facilities](#).
8. Ensure recognition of donors or sponsors is carried out in a manner that is dignified, modest, factual, and reflects if the donor's preference regarding public recognition.

DEFINITIONS

- Sponsorship – A financial or in-kind contribution from an external organization or individual in exchange for limited recognition, with no expectation of direct commercial benefit or influence.

- Partnership – A collaborative arrangement between the district and an external organization to advance shared educational or community goals, typically formalized through a memorandum of understanding.
- Advertising – Any paid message, display, or communication promoting a product, service, or organization within district facilities, publications, or digital platforms.

DRAFTED: March 2026

Proposed New Policy



SD 42 POLICY: 9410

SAFE, CARING, AND HEALTHY SCHOOLS

1. PHILOSOPHY

~~The Board of Education ("Board") recognizes that each member of the school and community must share the responsibility for supporting all students in addressing and facing challenges, and that the School District ("District") is responsible for providing an educational system that is safe, welcoming, inclusive, and affirming for all students, families, and staff.~~

~~The Board recognizes and values the diversity found within its school communities and believes that each individual contributes to the strength of the District's culture.~~

~~The Board recognizes that students identifying as Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, plus ("2SLGBTQI+") face a unique set of challenges within our schools and communities including being targets for discriminatory behaviours.~~

~~Through ongoing educational initiatives and opportunities for all students and employees, the District is committed to raising awareness and improving the understanding of the lives of people who are identified above as well as all persons who experience challenges within our schools as a result of their race, religion, or other personal characteristics.~~

~~This policy is meant to be congruent with the *Canadian Human Rights Act*, BC Human Rights Code, and the Canadian Charter of Rights and Freedom.~~

~~The Board is committed to providing safe, caring and socially responsible school environments in which all learners can achieve academic excellence, personal growth and responsible citizenship.~~

~~Safe, caring and socially responsible school environments are free of acts of:~~

- ~~(a) Bullying, cyber bullying, harassment, threat and intimidation.~~
- ~~(b) Violence of any form.~~
- ~~(c) Verbal, physical or sexual abuse.~~
- ~~(d) Discrimination in any form.~~
- ~~(e) Theft.~~
- ~~(f) Vandalism.~~

~~Safe, caring and socially responsible school environments do not tolerate the presence of:~~

- ~~(a) Intoxicating or banned substances.~~
- ~~(b) Weapons (or replica weapons) and explosives.~~
- ~~(c) Intruders or trespassers.~~

~~2. DISTRICT WIDE CODE OF CONDUCT~~

~~The Board promotes a safe environment, free from harassment and discrimination to ensure that all members of our school community are equally welcomed and are included in all aspects of their educational and school life.~~

~~The Board promotes clearly defined behavioural expectations representing the highest standards of respectful and responsible citizenship leading to a culture of acceptance and tolerance among all persons in all schools and at all school authorized events and activities.~~

~~To this end, the Board expects persons will:~~

- ~~(a) Comply with all applicable federal, provincial, and municipal laws, and with District policy and procedures.~~
- ~~(b) Value and encourage learning and working environments that are inclusive and respectful of the diverse social and cultural needs of our community.~~
- ~~(c) Treat one another with dignity and respect.~~
- ~~(d) Refrain from engaging in, or encouraging any acts of bullying, discrimination, harassment, and violence of any form.~~
- ~~(e) Show care and regard for school property and the property of others.~~
- ~~(f) Take appropriate measures to help those in need.~~
- ~~(g) Respect those in positions of authority.~~

~~3. SCHOOL CODE OF CONDUCT~~

- ~~(a) Each school shall establish a School Code of Conduct including statements of expectations regarding behavior. These Codes of Conduct shall be displayed in a prominent area in the school visible to visitors and ambassadors of the school (e.g., coaches, volunteers).~~
- ~~(b) School Codes of Conduct shall be consistent with the *School Act* and relevant District policy and procedures.~~
- ~~(c) Behavioural expectations and Codes of Conduct shall be communicated and distributed to employees of the Board at the school, students, and parents/guardians in written form at the beginning of each school year.~~
- ~~(d) Any language (oral or written) or behaviour that deliberately degrades, denigrates, labels, stereotypes or incites hatred, prejudice, discrimination or harassment towards students or employees on the basis of their sexual orientation or gender identity will not be tolerated. Schools will be expected to specifically include the prohibition of such language and behaviour in their student Codes of Conduct.~~
- ~~(e) School Codes of Conduct shall be reviewed annually to assess the effectiveness and relevance in addressing current school safety issues with staff, parents, and students.~~
- ~~(f) Disciplinary actions arising as a result of persons not adhering to the School Code of Conduct shall be based on District policy and procedure.~~
- ~~(g) Each school shall adopt a dress code that attempts to balance individual liberty, social convention, functionality, and school community values.~~
- ~~(h) Schools should include in their Codes of Conduct, specific reference to discrimination on the basis of the following (but not limited to): appearance, capacity, disability, colour, ethnicity, religion, sexual orientation, gender identity, or gender expression.~~

4. IMPLEMENTATION GUIDELINES

This policy expects all members of the school community to model respectful and inclusive conduct and refuses to tolerate any form of discrimination.

The following guidelines will assist the District with the implementation of this policy:

- (a) The District should provide opportunities for school communities to increase awareness of the scope and impact of discrimination against 2SLGBTQI+ and to create an inclusive environment.
- (b) Schools are expected to ensure that students and staff are educated in and free to discuss the areas of understanding diversity, harassment, discrimination, anti-homophobia, anti-transphobia, and anti-heterosexism in ways that are relevant to the curriculum and age appropriate.
- (c) The schools should provide support or direct people to appropriate community support for any student or employee in their school communities.
- (d) The Board in the regular course of reviewing policy ensures language is representative of the diversity in our community.
- (e) The Board shall promote opportunities for staff to increase their knowledge and skills in promoting respect for human rights, supporting diversity, and addressing discrimination in schools.
- (f) In the interest of safe and supportive environments, the Board is committed to ensuring that the confidentiality of the sexual orientation and gender identity of students and employees will be protected.

5. SAFETY AND SECURITY

- (a) The Threat Risk Assessment ("TRA") shall be followed when anyone displays threat-making behaviour.
- (b) With the exception of peace officers, no person shall possess or use any weapon on any school premises or at any activity off school premises that is organized or sponsored by a school.
- (c) No person shall possess or use any replica or toy weapon on any school premises or at any activity off school premises that is organized or sponsored by a school, except as a prop in a theatrical production. If the replica or toy weapon is used in a school theatrical production, it shall be stored appropriately when not required for the production.
- (d) Students shall not attend school, or any school organized or sponsored event, while under the influence of alcohol or any other intoxicating or controlled substance.
- (e) No person shall buy, sell, distribute, or possess any intoxicating or controlled substances on or off school premises at any event that is organized or sponsored by a school.
- (f) Anyone violating this policy shall be subject to discipline in accordance with relevant District procedures and a school Code of Conduct established pursuant to this policy.
- (g) For purposes of enforcing school rules, Principals and Vice Principals may conduct searches of students, lockers, and any other property found on school premises in accordance with the procedures set out in relevant district regulations.
- (h) The procedures set out in relevant District regulations shall apply with respect to the presence of intruders or trespassers on school property.

6. GLOSSARY

Ally: An individual who is supportive of the 2SLGBTQI+ community. They believe in the dignity and respect of all people and are willing to stand up in that role.

Banned Substance: Any pharmacological substance with no current approval by any governmental regulatory health authority for human therapeutic use.

Bisexual: Generally used to describe people who are romantically and/or sexually attracted to people of more than one sex or gender.

Bully: One habitually cruel to others who are weaker; to treat abusively; to affect by means of force or coercion.

Bullying: Differs greatly from conflict as a confirmed incident of bullying will contain one or more of these specific elements: an imbalance of power, intention to harm, feelings of distress on the part of the victim, and repeated incidents over a certain period.

Conflicts: Generally, a disagreement or a difference of opinion between peers who typically have equal or close to equal power within their relationships.

Cyberbullying: The electronic posting of mean spirited messages about a person (as a student) often done anonymously.

Discrimination: The act, practice, or an instance of discriminating categorically rather than individually; prejudiced or prejudicial outlook, action, or treatment.

Gay: A man who is romantically and sexually attracted to other men. It is sometimes used to refer to the general 2SLGBTQI+ community, but most often refers to gay men.

Gender Identity: A person's gender identity is the way in which they define and act on their gender. Gender Expression is how they express their gender.

Genderism: Refers to the assumption that one's gender identity or gender expression will conform to traditionally held stereotypes associated with one's biological sex.

Harassment: To annoy persistently; to create an unpleasant or hostile situation for especially by uninvited and unwelcome verbal or physical conduct.

Heterosexism and Homophobia: The term heterosexism refers to the assumption that all people are heterosexual, and that heterosexuality is superior and more desirable than homosexuality. "Homophobia" is defined as "the irrational fear and hatred of homosexuals." Both of these are perpetuated by negative stereotypes and are dangerous to individuals and communities.

Heterosexual: Created around the same time as "homosexual" to describe individuals who are sexually attracted to the opposite sex/gender.

Homosexual: A scientific term invented in the 1800's to refer to individuals who are sexually attracted to their own sex/gender.

Inclusive: Broad in orientation or scope; all-embracing; complete; global; universal.

Intersex: An intersex individual may have biological characteristics of both the male and the female sexes.

Intimidation: To make timid or fearful; to compel or deter by or as if by threats.

Intoxicating: To stupefy or excite by the action of a chemical substance such as alcohol; to stimulate or excite; to poison.

Intruding: To thrust or force in or upon someone or something especially without permission, welcome, or fitness; to cause to enter as if by force.

Lesbian: A woman who is romantically and sexually attracted to other women. This term originates with the female poet Sappho who lived in a community comprised predominantly of women on the Isle of Lesbos in ancient Greece.

Liberty: The quality or state of being free; the power to do as one pleases; freedom from physical restraint; freedom from arbitrary or despotic control; the positive enjoyment of various social, political, or economic rights and privileges.

Queer: The term queer has a history of being used as a derogatory name for members of the 2SLGBTQI+ (and Ally) community and those whose sexual orientation is perceived as such. Many people use this word in a positive way to refer to the community; they have reclaimed the term as their own. Not everyone believes this, and sensitivity should be used when using or hearing it as there are still many negative connotations with this term and its use by anyone other than someone who is proud to identify as queer.

Questioning: People who are in the process of questioning their sexual orientation are often in need of support and understanding during this stage of their identity. They are seeking information and guidance in their self-discovery.

Sex & Gender: It is easy to confuse these two concepts and terms; however, they are different. Sex refers to the biological sex of a person. Gender refers to their social appearance, mannerisms, and roles.

Sexual Orientation: A personal characteristic that covers the range of human sexuality from gay and lesbian to bisexual, transgender and heterosexual orientations.

Social Convention: Accepted conduct; in a way in which something is usually done; behaviour that is considered acceptable or polite to most members of a society.

Straight: A slang word used to refer to the heterosexual members of our community.

Threat: an expression of intention to inflict injury or damage.

Threat Risk Assessment (“TRA”): Threat assessment is applicable if students or staff members are threatened. The role of the Administrator is to gather preliminary information in consultation with the school-based threat assessment team to determine if a more comprehensive assessment is warranted. Any District employee having knowledge of threat making behavior (either toward staff or students) will promptly report the information to the Principal or designate who will respond accordingly. School Based Threat Assessment Procedures will be followed.

Transgender: A person whose gender identity differs from the sex they were assigned at birth.

Transphobia: Is the irrational fear and/or hatred of, aversion to, and discrimination against people who are transgender or who otherwise transgress traditional gender norms.

Trespasser: An unlawful act committed on the person, property, or rights of another.

Two-Spirit: A term used within some Indigenous communities encompassing sexual, gender, cultural, and spiritual identities.

Vandalism: Willful or malicious destruction or defacement of public or private property.

Violence: An exertion of physical force so as to injure or abuse; injury by or as if by distortion, infringement, or profanation; intense, turbulent, or furious and often destructive action or force.

Weapons: ~~Any item used to injure, defeat, or destroy; a means of contending against another.~~

~~With appreciation to:~~

- ~~1. The Saanich Teachers' Association for providing these definitions based upon research done by various agencies and universities; and~~
- ~~2. Dictionary and Thesaurus — Merriam-Webster Online.~~

APPROVED: February 27, 2013

NON-SUBSTANTIVE UPDATES: September 2024

PROPOSED TO BE RETIRED UPON APPROVAL OF NEW POLICY 9100 STUDENT CODE OF CONDUCT: MARCH 2026

ATTACHMENT J



SD 42 POLICY: 9420

DANGEROUS WEAPONS IN THE SCHOOLS

PHILOSOPHY:

~~It is the policy of the school district to maintain a positive, safe, secure learning and working environment. In striving to attain such an environment, the district takes the position of no tolerance for weapons in our schools. All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school zone, except for educational purposes as authorized in advance by the school principal or designate. School environments include, but are not limited to, district-owned buildings; leased or rented facilities; school-sponsored activities; field trips; school vehicles and school buses rented or owned. Anyone found to be in possession of a weapon in any area defined in this policy, before, during, or after school hours is subject to administrative and/or legal action.~~

DEFINITIONS:

~~"Weapon" means any firearm whether loaded or unloaded; any chemical, substance, device, or instrument designed as a weapon or through its use capable of threatening or producing bodily harm or death; or any device or instrument that is used to threaten, intimidate, or cause bodily harm or death. This includes replicas and toys or bringing weapons on site for protection.~~

AUTHORITY:

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

APPROVED: June 15, 2022

PROPOSED TO BE RETIRED UPON APPROVAL OF NEW POLICY 9100 STUDENT CODE OF CONDUCT: March 2026



SD 42 PROCEDURE: 2920.1

TRUSTEES' REMUNERATION

~~1. TRUSTEE REMUNERATION REVIEW~~

~~Trustee remuneration shall be reviewed in the year prior to the general elections to ensure comparability with similar school districts.~~

~~The Board of Education in determining the comparability of trustee remuneration shall be guided by the remuneration received by the average Trustee, Chairperson and Vice-Chairperson, in the following School Districts:~~

- ~~• School District No. 34 (Abbotsford)~~
- ~~• School District No. 35 (Langley)~~
- ~~• School District No. 37 (Delta)~~
- ~~• School District No. 38 (Richmond)~~
- ~~• School District No. 41 (Burnaby)~~
- ~~• School District No. 43 (Coquitlam)~~
- ~~• School District No. 44 (North Vancouver)~~

~~Trustee remuneration may be adjusted for a cost of living adjustment on July 1st each year. The adjustment shall be based on the Metro Vancouver Consumer Price Index (CPI) differential comparing annual average indexes of the previous two years. The cost of living adjustment will be rounded to the nearest \$100.~~

~~Through this process trustee remuneration including cost of living adjustments shall be established for the upcoming term.~~

~~2. CHAIRPERSON AND VICE-CHAIRPERSON FINANCIAL RECOGNITION~~

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

~~3. PAYMENT~~

~~Trustees' remuneration will be paid on a bi-weekly basis and will be deposited directly into an account of a financial institution of their choice.~~

~~REVIEWED: APRIL 2021~~

**PROPOSED TO BE RETIRED UPON APPROVAL OF PROPOSED UPDATES TO POLICY
2920 TRUSTEE REMUNERATION: March 2026**



Public Board Meeting
March 4, 2026
Information Memo
Item 16

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

RECOMMENDATION

THAT the Board receive the Education Advisory Committee minutes for the meeting held on January 28, 2026, for information.

Attachment



Minutes of the Education Advisory Committee January 28, 2026

In Attendance:

Jovo Bikic, Susanne Bonny, Ken Cober, Trish Coft, Martin Dmitrieff, Leanne Dunbar, Teresa Downs, Jason Franklin, Joel Olsen, Darren Rowell, Chad Raible, Nicole Rowley, Cheryl Schwarz, Trustee Pascale Shaw, Michael Scarcella, David Vandergugten, and Amanda Woodhall.

1. Recognition of Traditional and Unceded Territories

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

2. Education Advisory Committee Minutes, December 10, 2025

The committee reviewed the minutes from the December 10, 2025 meeting.

3. Board Authority Authorized Courses

The committee reviewed the following BAA courses and the proposed changes:

- Applications for Learning 10
- Applications for Learning 11
- Applications for Learning 12
- Principles of Social Interaction 10
- Principles of Social Interaction 11
- Principles of Social Interaction 12
- Digital Game Design 11
- Digital Game Design 12
- Keyboarding 11
- Tabletop Game Design 11
- Intramurals 11
- Intramurals 12
- Golfing 10
- ELL Academic Writing 11
- ELL Canadian Studies 10
- English Language Development 10
- English Language Development 11
- Advanced Basketball 10
- Advanced Basketball 11
- Advanced Basketball 12
- Community Service Learning 12
- Criminology 12
- Food Studies- Baking 10
- Food Studies- Baking 11
- Hockey Skills 10

- Hockey Skills 11
- Hockey Skills 12
- Strength Training (Musculation) 10
- Strength Training 11
- Strength Training 12
- Student Aide 11
- Student Aide 12 Advanced
- Student Aide 12
- Textile Arts and Crafts 10
- *Textile Arts and Crafts 11*

Education Advisory Committee recommended that the Board of Education approve the revised Board Authority Authorized courses as presented.

4. Parents/Guardians and Guests Code of Conduct

The committee reviewed and provided feedback on the draft Parents/Guardians and Guests Code of Conduct. This feedback will inform the development of a Parents/Guardians and Guests Code of Conduct for schools

4. Framework for Responding to Disruptions

The committee engaged in a discussion on the Framework for Responding to Disruptions, including its implementation and application from the start of the school year to the present. The discussion identified opportunities to strengthen both the document and its implementation.

The meeting adjourned at 4:30pm



Public Board Meeting
March 4, 2026
Information Memo
Item 17

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

RECOMMENDATION

THAT the Board receive the Accessibility Advisory Committee minutes for the meeting held on February 6, 2026, for information.

Attachment

ATTACHMENT



Minutes of the Accessibility Advisory Committee

February 6, 2026

In Attendance

Cheryl Schwarz, Sherri Skerratt, Hilarie Ford, Grant Frend, Trish Osmack

Regrets

Michael Scarcella, Caroline Gaudet, Dana Sirsiris, Amanda Reber, Louie Giroto, Kim Dumore

1. Recognition of Traditional and Unceded Territories

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

2. Decision Items

a. Accessibility plan for 2026-2028

Committee members discussed accessibility goals for 2026-2027.

3. Information Items

a. Accessibility Updates – Cheryl Schwarz

Accessibility updates were provided to the committee.

b. 3-Year Plan Review

- Technology
- UDL
- Self-regulation/Calming spaces

The committee reviewed the 3-year plan.

4. Adjournment

The meeting adjourned at 2:15.

Next Meeting: Friday, April 10, 2026 (1:00 – 2:30 @ THSS)



Public Board Meeting
March 4, 2026
Information Memo
Item 18

From: Indigenous Education Council

Topic: **Report on November 28, 2025 Indigenous Education Council Meeting**

BACKGROUND

The Chairperson of the Indigenous Education Council has submitted a report on the Council's meeting held on November 28, 2025. The report is attached as follows:

- Cover Memo (**Attachment A**)
- November 28, 2025 Meeting Agenda (**Attachment B**)
- November 28, 2025 Meeting Minutes (**Attachment C**)

RECOMMENDATION

THAT the Board receive the Report on the November 28, 2025 Indigenous Education Council Meeting, for information.

ATTACHMENT A



KATZIE
FIRST NATION
...land of the sun

KWANTLEN
Qwá:ltlax — Q'wá:ken
FIRST NATION



From: Meghan Florence, Indigenous Education Council, Chairperson

Topic: **Indigenous Education Council Report, November 28, 2025**

BACKGROUND

The following staff member has prepared a report from the Indigenous Education Council:

- Kathleen Anderson, District Principal/Indigenous Education Council Secretariat

RECOMMENDATION

THAT the Board receive the report from the Indigenous Education Council for information.

ATTACHMENT B



KATZIE
FIRST NATION
Land of the sun



KWANTLEN
Qwóitfel — q'arínah
FIRST NATION



Indigenous Education Council Agenda

Date: November 28, 2025

Time: 9:00 a.m. – 11:30 a.m.

Location: Katzie First Nation Band Office Boardroom,
10946 Katzie Rd. Pitt Meadows

- | | | |
|----|---|------|
| 1. | CALL TO ORDER | Memo |
| | 1.1 The meeting was called to order at (TIME) | |
| | 1.2 Welcome | |
| | 1.3 Correspondence | |
| 2. | APPROVAL OF MINUTES | |
| | 2.1 Approval of Minutes | 1 |
| | Recommendation:
THAT the minutes be adopted as presented. | |
| 3. | APPROVAL OF AGENDA | 2 |
| | 3.1 Approval of Agenda | |
| | Recommendation:
THAT the minutes be adopted as presented. | |
| 4. | DECISION ITEMS | |
| | 4.1 Professional Development Day | 3 |
| | The Indigenous Education Council will review and discuss the professional development day plan for February 13, 2026 for all school district staff. | |
| | Recommendation:
THAT the Indigenous Education Council approve the plan for February 13, 2026 Professional Development Day. | |
| | 4.2 Indigenous Education Council Budget | 4 |
| | The Indigenous Education Council will review and discuss the Indigenous Education Council budget to determine spending priorities. | |
| | Recommendation: | |



KATZIE
FIRST NATION
Land of the sun



KWANTLEN
Qwóitfel — q'arínah
FIRST NATION



THAT the Indigenous Education Council approve the plan for the Indigenous Education Council budget spending.

5. **PRESENTATIONS- DATA ASSESSMENT**

5.1 2024-2025 FESL REPORT 5

The Indigenous Education Council will review the Framework for Enhancing Student Learning, FESL Report (achievement, graduation rates, transitions for Indigenous learners)

Recommendation:

THAT the Indigenous Education Council receive the 2024-2025 FESL Report for information.

5.2 Summer Learning Update 2025 6

The Indigenous Education Council will review the Summer Learning Update 2025.

Recommendation:

THAT the Indigenous Education Council receive the Summer Learning Update 2025 for information.

5.3 Feeding Futures Update 2024-2025 7

The Indigenous Education Council will review the Feeding Futures Update 2024-2025.

Recommendation:

THAT the Indigenous Education Council receive the Feeding Futures Update 2024-2025 for information.

5.4 Mental Health & Schools Strategy/Safe & Caring Schools 2025-2026 – Tabled to meeting three.

5.5 School Growth Plans 2025-2026 – Tabled to meeting three.

5.6 IED Program priorities update 8

The Indigenous Education Council will review the IED Program updates.



KATZIE
FIRST NATION
...land of the sun



KWANTLEN
Qwóit̓et̓et̓ — q̓'a:náak̓
FIRST NATION



Recommendation:

THAT the Indigenous Education Council receive the IED Program updates for information.

5.7 IED Budget update

9

The Indigenous Education Council will review the IED Budget updates.

Recommendation:

THAT the Indigenous Education Council receive the IED Budget updates for information.

6. INDIGENOUS EDUCATION COUNCIL REPORT TO THE BOARD OF EDUCATION

6.1 Indigenous Education Council Report to the Board of Education

The Indigenous Education Council will discuss the items from the November 28, 2025 meeting that require follow up with/from the Board of Education.

7. **ADJOURNMENT**

7.1 Adjournment

THAT meeting adjournment at (TIME).



KATZIE
FIRST NATION
...land of the sun



KWANTLEN
Qwóitfel — q'arínásh
FIRST NATION



Indigenous Education Council Minutes

Date: November 28, 2025

Time: 9:00 a.m. – 11:45 p.m. Hybrid meeting

Location: Katzie First Nation Band Office Boardroom,
10946 Katzie Rd. Pitt Meadows

IN ATTENDANCE

Katzie First Nation Representatives:

David Kenworthy, Councillor
Donna Leon, Katzie First Nation Parent
Meghan Florence, Youth Engagement &
Education Coordinator
Ed Pierre, Elder

Golden Ears Metis Society

Representative:
Lisa Shepherd, Elder

Fraser River Indigenous Society

Representative:
Glenda Morin, Program Manager, Early
Years (Alternate Rep)

ABSENT:

Travis Fillardeau, Post Secondary,
Kwantlen First Nation
Carrie Antone, Education & Community
Support Manager, Kwantlen First Nation
Linda Mitchell, Elder, Kwantlen First
Nation

GUESTS:

Kathleen Anderson, District
Principal/Secretariat
Cheryl Schwarz, Deputy Superintendent

- | | | |
|------|--|------|
| 1. | CALL TO ORDER | Memo |
| 1.1 | The meeting was called to order at 9:12 a.m. by Meghan Florence, Chairperson | |
| 1.2 | Welcome- David Kenworthy shared a welcome to the Nation. | |
| 1.3 | Correspondence- No correspondence | |
|
 | | |
| 2. | APPROVAL OF MINUTES | 1 |
| 2.1 | Approval of Minutes | |
| | Chair Meghan Florence recommended the approval of the minutes. | |
| | Moved
THAT the minutes be adopted as presented. | |
| | <u>CARRIED</u> | |
|
 | | |
| 3. | APPROVAL OF AGENDA | 2 |



KATZIE
FIRST NATION
...land of the sun



KWANTLEN
Qwóitfel — q'arínásh
FIRST NATION



3.1 Approval of Agenda

Chair Meghan Florence recommended the approval of the agenda.

Moved

THAT the agenda be adopted as presented.

CARRIED

4. **DECISION ITEMS**

4.1 Professional Development Day 3

Cheryl Schwarz presented the professional development day plan for February 13, 2026 for all school district staff.

Motion Moved by Meghan Florence

THAT the Indigenous Education Council approve the plan for February 13, 2026, Professional Development Day with the themes Family, Connections, Storytelling/Dance, Snow moon keeping it localized to Katzie First Nation, Kwantlen First Nation, Golden Ears Metis Society, Fraser River Indigenous Society.

SECONDED Lisa Shepherd

CARRIED

4.2 Indigenous Education Council Budget 4

Meghan Florence presented the Indigenous Education Council budget to determine spending priorities.

Motion Moved by Meghan Florence

THAT the Indigenous Education Council approve the plan for the Indigenous Education Council budget spending.

SECONDED Ed Pierre

CARRIED

5. **PRESENTATIONS- DATA ASSESSMENT**

5.1 2024-2025 Framework for Enhancing Student Learning , FESL REPORT 5

Cheryl Schwarz presented the Framework for Enhancing Student Learning, FESL Report (achievement, graduation rates, transitions for Indigenous learners)



KATZIE
FIRST NATION
...land of the sun



KWANTLEN
Qwóitfel — q'arínah
FIRST NATION



Motion Moved by Meghan Florence

THAT the Indigenous Education Council receive the 2024-2025 Framework for Enhancing Student Learning, FESL Report for information.

SECONDED Lisa Shepherd

CARRIED

5.2 Summer Learning Update 2025 6

Ken Cober presented the Summer Learning Update 2025.

Motion Moved by Meghan Florence

THAT the Indigenous Education Council receive the Summer Learning Update 2025 for information.

SECONDED Lisa Shepherd

CARRIED

5.3 Feeding Futures Fund Update 2024-2025 7

Jeannie Harnett presented the Feeding Futures Fund Update 2024-2025.

Motion Moved by Meghan Florence

THAT the Indigenous Education Council receive the Feeding Futures Fund Update 2024-2025 for information.

SECONDED Glenda Morin

CARRIED

5.4 Mental Health & Schools Strategy/Safe & Caring Schools 2025-2026 – Tabled to meeting three.

5.5 School Growth Plans 2025-2026 – Tabled to meeting three.

5.6 Indigenous Education Department Program Priorities Update 8

Kathleen Anderson presented the Indigenous Education Department Program Updates.

Motion Moved by Meghan Florence

THAT the Indigenous Education Council receive the Indigenous Education Department Program Updates for information.



KATZIE
FIRST NATION
...land of the sun



KWANTLEN
Qwóitfel — q'arínásh
FIRST NATION



SECONDED Glenda Morin

CARRIED

5.7 Indigenous Education Department Budget update

9

Kathleen Anderson presented the Indigenous Education Department Budget updates.

Motion Moved by Meghan Florence

THAT the Indigenous Education Council receive the Indigenous Education Department Budget updates for information.

SECONDED David Kenworthy

CARRIED

6. INDIGENOUS EDUCATION COUNCIL REPORT TO THE BOARD OF EDUCATION

6.1 Indigenous Education Council Report to the Board of Education

Meghan Florence presented the report to the Board of Education for November 28, 2025 Indigenous Education Council meeting. The report will include the regular agenda and minutes of the meeting.

RECEIVED

7. **ADJOURNMENT**

7.1 Adjournment

THAT meeting adjournment at 11:44 a.m. by Meghan Florence, Chairperson

From: Katie Sullivan, Trustee

Topic: **Amended Trustee Motion for BCSTA AGM: Strengthening Preservice Teacher Education in Literacy, Numeracy, and Inclusive Instruction in BC**

BACKGROUND

British Columbia's commitment to strong literacy, numeracy, and inclusive learning environments requires that new teachers enter the profession with a solid foundation in evidence-based instructional practices. Yet, teacher education programs across BC vary significantly in the amount, depth, and consistency of coursework in reading pedagogy, numeracy instruction, and inclusive design.

A review of programs at UBC Vancouver, UBC Okanagan, SFU, UVic, UNBC, TRU, UFV, VIU, and TWU shows that:

- Only UNBC clearly requires both literacy and numeracy coursework.
- Most programs offer related content, but it is often embedded within broader courses and not mandatory for completion.
- Requirements for coursework in differentiation or UDL are inconsistent.

These inconsistencies result in uneven teacher readiness, leaving districts responsible for extensive professional learning to ensure early-career teachers develop essential competencies.

RATIONALE

1. Literacy and numeracy are foundational. Research consistently demonstrates that explicit, systematic instruction in reading and mathematics improves outcomes for all students, especially those experiencing barriers to learning.
2. Inclusive instructional design supports diverse learners. Approaches such as UDL and differentiation are embedded in BC's curriculum and inclusive education policy, yet many new teachers report limited preparation in these areas.
3. Inconsistent preservice preparation increases district workload. Where essential competencies are not taught in teacher education, districts must provide significant professional development—diverting time and resources and contributing to uneven instructional quality.
4. Teacher preparation matters. National and international evidence shows that structured preservice preparation directly increases teacher effectiveness and student achievement.
5. Alignment with Ministry priorities. Mandating core coursework in literacy, numeracy, and inclusive instruction aligns post-secondary teacher education with provincial goals for improved student learning and equity.

REFERENCES

- Course calendars and program requirements from BC Faculties of Education (UBC, SFU, UVic, UNBC, TRU, UFV, VIU, TWU).
- National Reading Panel (2000). Teaching Children to Read.

- Ontario Human Rights Commission (2022). Right to Read Inquiry Report.
- National Council of Teachers of Mathematics. Principles to Actions.
- CAST. Universal Design for Learning Guidelines.
- BC Ministry of Education and Child Care. Inclusive Education Policy; Literacy and Numeracy Strategies.

ADDITIONAL BACKGROUND REGARDING AMENDMENT

The motion presented in this memo has BCSTA Fraser Valley Branch co-sponsorship and is substantively the same in intent and scope as the version approved by the Board on January 14, 2026. The revised motion includes a minor clarification by explicitly stating that the requirement for mandatory preservice coursework would apply within Faculties of Education's teacher education programs. This clarification does not change the purpose of the motion but provides greater precision regarding its application.

RECOMMENDATION

THAT the Board receive, for information, the following motion submitted to the 2026 B.C. School Trustees Association Annual General Meeting, reflecting the amendment to the version approved by the Board on January 14, 2026, as proposed for co-sponsorship by the BCSTA Fraser Valley Branch at its January 19, 2026 AGM:

"BE IT RESOLVED:

THAT the BC School Trustees Association advocate to the Ministry of Education and Child Care, the Ministry of Post-Secondary Education and Future Skills, the British Columbia Teachers Council, and all British Columbia Faculties of Education to require, in their teacher education programs, mandatory preservice coursework to include evidence-based reading instruction; foundational, evidence-based numeracy instruction; and inclusive instructional approaches, including differentiation and Universal Design for Learning (UDL) as part of all initial teacher education programs in the province."

From: Pascale Shaw, Trustee
Topic: **Amended Trustee Motion for BCSTA AGM: Review of Modular Plan and Costing to Meet Area Standards for Modular Additions**

BACKGROUND

In September 2024 the Ministry of Education and Child Care announced a \$133.5 million investment of 89 new classrooms, equivalent to 2,185 new seats, to 10 school districts. Additional modular commitments have been made in a further seven school districts with a total of 7,900 new student spaces.

RATIONALE

As the number of diverse learners continues to grow, school districts are having to find creative ways to meet their needs. Supply closets, paper rooms, hallways, stages, corners of the library and every single available space, many of which were never intended to house students or staff, are used daily in our school district for both students and staff.

The need for new schools has long since reached its tipping point. School districts do not have the money to build new schools but desperately need additional space for students. Schools in multiple districts around the province no longer have space on school grounds to add more portables. The announcement of modular units was expected to be a welcome relief, and we are optimistic that the cost will be fully funded. The funding has dictated that these modulars contain the bare minimum in terms of space, classroom and washrooms and do not address the additional needs of our students and staff. Inflation, tariffs and project delays are contributing to the additional costs school district are seeing with modular installations.

While classroom and washrooms may have been sufficient a few decades ago, we now have a much more diverse student population with many more needs. We also have a responsibility as per the Accessibility B.C. Act, which came into law September 1st, 2022. Not all children can be safe and successful in the classroom. Alternate learning spaces, sensory rooms, and spaces for support teachers, physiologist, occupational therapist and counsellors are required. Our commitment to Indigenous spaces and learning requires space. Increasing number of English Language Learner students, Strong Start and spaces for food preparation and storage for our food programs are also needed. The increase in student population these modular units create directly increases the need for more ancillary spaces.

ADDITIONAL BACKGROUND REGARDING AMENDMENT

The motion presented in this memo has BCSTA Fraser Valley Branch co-sponsorship and is substantively the same in intent and scope as the version approved by the Board on January 14, 2026. The revised motion includes a small clarification to improve clarity and consistency.

RECOMMENDATION

THAT the Board receive, for information, the following motion submitted to the 2026 B.C. School Trustees Association Annual General Meeting, reflecting the amendment to the version approved by the Board on January 14, 2026, as proposed for co-sponsorship by the BCSTA Fraser Valley Branch at its January 19, 2026 AGM:

"BE IT RESOLVED:

THAT the BCSTA request the Ministry of Infrastructure and the Ministry of Education and Child Care to complete a review of the current modular plan and costing, to ensure sufficient funding is available to apply the same area standards to modular additions with respect to both classroom and ancillary areas as is standard in new school construction;

And that the review give particular consideration to alternate learning spaces and support spaces required for diverse learners.”

From: Kim Dumore, Trustee
Topic: **Trustee Report: City of Maple Ridge Municipal Advisory Committee on Accessibility & Inclusiveness**

Date of Meeting: January 15, 2026

Items Discussed:

1. Chair / Vice-Chair Election

The committee conducted its annual election for the positions of Chair and Vice-Chair. Members discussed the roles and responsibilities associated with each position.

2. Accessibility Strategy and Implementation Plan – Final Review and Next Steps

The committee completed a final review of the Accessibility Strategy and its accompanying Implementation Plan. Discussion focused on confirming priorities, timelines, and accountability measures to support effective implementation.

3. Accessible Maple Ridge – Policy Creation Discussion

Members engaged in a discussion regarding the development of an “Accessible Maple Ridge” policy. The discussion emphasized the importance of embedding principles of accessibility, inclusion, adaptability, diversity, collaboration, self-determination, and universal design across all City policies, programs, and services. Committee members provided preliminary input on the policy’s scope and guiding principles, ensuring alignment with legislative requirements, best practices, and the diverse needs and lived experiences of the community.

4. Citizen Engagement / Survey Development

The committee discussed approaches to citizen engagement, including the development of a community survey to gather feedback on accessibility barriers and priorities. Emphasis was placed on ensuring the survey itself is accessible and inclusive, and that results will meaningfully inform future updates to the Accessibility Strategy.

5. Accessibility Strategy Update – January 2027

Initial discussion took place regarding the formulation of an accessibility strategy update targeted for January 2027. Members identified the need for ongoing monitoring, data collection, and community engagement to support a comprehensive and evidence-based update.

Action Items Referred to the Board of Education:

None

Date of Next Meeting:

May 14, 2026

From: Kim Dumore, Trustee
Topic: **Trustee Report: District Parent Advisory Council**

Date of Meeting: January 22, 2026

Items Discussed:

Updates:

- Superintendent – Teresa Downs
 - 2026/2027 District Organizational Structure
- School Board Trustees – Kim Dumore
 - Trustee Motion for BCSTA AGM: Review of Modular Plan and Costing to Meet Area Standards for Modular Additions
 - Trustee Motion for BCSTA AGM: Strengthening Preservice Teacher Education in Literacy, Numeracy, and Inclusive Instruction in British Columbia
 - 2026/27 School Calendar consultation is underway
- MRTA (Maple Ridge Teachers’ Association) - Joel Olsen
 - Bargaining update
- CPF (Canadian Parents for French) - Susana LM
 - Literacy Day, January 31st, 2026, information, including free skating at the Pitt Meadows Ice Rink
- DPAC Amanda Woodhall
 - Robust conversation about supporting treasurers to be successful with gaming applications, especially new treasurers coming in. As well, DPAC is looking for nominations for their Long-Term Service Award. This would be parents/ caregivers who have the last child in the home leaving school this year, who have dedicated themselves to service in schools or the community.

Action Items referred to the Board of Education:

- None

Date of Next Meeting: February 19, 2026

From: Katie Sullivan, Trustee
Topic: **Trustee Report: District Parent Advisory Council**

Date of Meeting: February 19, 2026

Item Discussed:

Updates:

- Superintendent – Teresa Downs
 - Parents/Guardians and Guests Code of Conduct shared. Posters to go out to schools after Spring Break
- School Board Trustee – Katie Sullivan
 - Shared thanks to the Board Chair for reaching out with condolences to the Tumbler Ridge district, as well as expressed appreciation to SD42 and Superintendent Downs for extending support and resources to the community of Tumbler Ridge
 - The Board continues to work on gathering information and clarity on the CommunityLINK funding allocations
 - Referenced motions proceeding to AGM
 - Reminder of Budget process and encouraged PAC and parent participation
- Maple Ridge Teachers’ Association – Joel Olsen
 - Presentation on how to use AI more effectively
 - Mentioned CUPE still in negotiations
- CUPE & MRPVPA – sent regrets
- Canadian Parents for French - Susana LM
 - Free skating event on Feb 16 at the Pitt Meadows rink was very successful
 - Gelato and Bowling Fundraiser information and coupon shared
 - Teacher award nominations
 - Painting workshop
- Upcoming Events
 - Gaming Webinar – Feb 25
 - DPAC Appreciation Dinner – April 8 @ GSS
 - Long Time Parent Service Award – submission deadline – May 1

Action Items referred to the Board of Education:

- N/A

Date of Next Meeting: March 12, 2026 @ District Education Office

From: Mike Murray, Trustee
Topic: **Trustee Report: BCSTA Provincial Council**

Date of Meeting: February 20, 2026

Items Discussed:

A more complete synopsis will be available in the next BCSTA newsletter. In the meantime the following highlights are offered:

President's Report

- Tumbler Ridge Acknowledgment – President Tracy Loffler expressed province wide support for the Peace River South school district in the face of the unimaginable loss of life in Tumbler Ridge.
- Provincial Budget – BCSTA lobbied for increases to non-targeted funding beyond those provided through collective bargaining. President Loffler shared her relief that the Premier acknowledged the K-12 system as a core service of government with some level of increased funding for students with diverse needs. She also expressed concern that areas of concern to boards of education raised previously with government remain underfunded.

CAO Report

- AGM procedures – CAO, Trevor Davies spoke about AGM format changes resulting from further discussions following the last PC meeting. He shared a Parliamentarian will chair the business session of the AGM. Debate will include pro and con microphones. Readers will move and second the motions and those submitting resolutions will be first to speak and will have the opportunity to close debate. He also advised the doors will be closed during vote counts on closely contested votes on substantive motions.
- Advocacy – The CAO referred to the budget submission needing to be used continuously and beyond a simple submission to the budget standing committee of the province. He spoke about focusing on resolutions and tracking. He also talked about engaging passionate advocates to share stories which illustrate the need for the changes being proposed. He also noted BCSTA is emphasizing the use of [LinkedIn](#) as a professional social media network as opposed to platforms like X which include questionable content.
- Cost Pressures report with BCASBO – The CAO referred to a cost pressures report currently being developed in concert with BCASBO. He asked all boards to use their networks to advocate for required funding to MLAs and others in their respective networks.
- Staff work – Staff continue to work on two major projects this year beyond the normal annual workload. They include the CSBA conference in Whistler and preparing materials for the Fall election.

Indigenous Education Committee Report

- IEC Chair, Vanessa Mitchell shared the committee's emphasis on making sure boards are receiving BCSTA IEC reports and that communications are robust between boards

of education and their mandated Indigenous Education Councils. In the face of an upcoming election the BCSTA IEC hopes for a comprehensive orientation to Indigenous Education for new trustees. She also spoke about their current work on knowledge keeper guidelines and on providing input to the AGM agenda and the CSBA agenda. Another topic for discussion at the committee has to do with student attendance trends, noting there is a current crisis with Indigenous students. The committee talked about the importance of land based and cultural learning.

Professional Learning Committee Report

- Chair Christine Lervold advised the committee has been focusing on the four year cycle of learning required during each term of office noting there is often a significant turnover of trustees. She also advised they could also serve as a conduit for learning at Branch meetings. She mentioned the AGM from April 9 – 11th including the preconference focusing on mental health.

Canadian School Boards Association

- President Tracy Loffler shared the CSBA strategic Plan is on their website and mentioned two representatives from each province meet four times per year. She also mentioned the focus on the importance of locally elected boards, especially given the current situation in Ontario where some boards have been taken over and English boards are under threat. The CSBA focus is on championing elected boards of education, strengthening federal advocacy, the importance of education in reconciliation and the context of public education's importance to health and wellness.

Finance and Audit Committee Report

- Chair David Swankey introduced his committee who proceeded to share the draft 26/27 budget which will be adopted in April. They indicated it is balanced and includes no fee increases despite some increased costs (offset by revenues primarily from the CSBA conference and reduced PC expenses). They mentioned inflationary increases will be covered by using a portion of member's equity while continuing to maintain an emergency reserve of six months operating. They also shared the savings from PC moving to an online format, other than at AGM, amount to approximately \$82,000. Budget input is due in from Boards by March 6th.

Legislative Committee Report

Chair Catherine Zaitsoff shared the committee is reviewing policies over two years with the foundational statements in the first year (likely to become policies). The remaining policies will be the focus of the second year. The staff liaison Deputy CAO Michael Rossi indicates there will be an extraordinary motion required to update Foundational statements. They are looking for input on the Foundational Statements by March 13th. <https://bcsta.org/wp-content/uploads/BCSTA-Policy-Book-2023.pdf>

Action Items referred to the Board of Education:

- Budget input is due by March 6.
- Input on the BCSTA Foundational Statements is due by March 13.

Date of Next Meeting: During 2026 AGM in April - time TBA

From: Katie Sullivan, Trustee

Topic: **Trustee Report: City of Pitt Meadows Community Support & Accessibility Committee**

Date of Meeting: February 23, 2026

Items Discussed:

Updates from Community Outreach Agencies

- Jeff Klochnyk, Emergency Program Manager
 - Just started with the City and has initiated emergency training exercises
- Kristy Rogge, Community Services
 - Coming to the end of the 3 year cycle of funding for Restorative Justice program. Unsure if funding will continue. Currently seeking alternate funding
 - Cythera House building occupancy hopefully to begin this month
 - Confirmed budget is in place for upcoming year. Gearing up for accreditation process which begins in June
- Amanda Norrie, Salvation Army
 - January 22 Open House with Community Partners and Donors went very well
 - Volunteer Appreciation Week is at the end of April. April 19th will be the brunch.
 - Expressed thanks to teacher at Edith McDermott Elementary who had her students make Valentines Day cards for their clients
 - Christmas Kettle Bell program raised \$79,000 but fell short of their goal of \$95,000 primarily due to restrictions imposed at Valley Fair Mall
- Maria Perrett, Ridge Meadows Seniors Society
 - Opening of Wellness Centre for seniors will include Foot Care Nurse for \$5
 - Creekside Day Care Program has closed. Society is looking for a building to expand their Engage Program as they have 45 people on the waitlist
 - Shuttle program is expanding. Offering more pickup stops.
- Christine Shearme, Community Network Maple Ridge, Pitt Meadows & Katzie FN
 - Planning for Seniors Week held in June
 - World Elder Abuse Awareness event is planned for June 15th in Spirit Square in Pitt Meadows
 - Preparing an anti-racism statement for community/businesses to use. Partnering with BC Spokes

Action Items referred to the Board of Education:

- N/A

Date of Next Meeting: May 25, 2026



Public Board Meeting
March 4, 2026
Information Memo
Item 26

From: Elaine Yamamoto, Board Chairperson

Topic: **Question Period**

NOTICE TO THE PUBLIC

Question period is 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 30 minutes before the start of the meeting. The email subject line should read: QUESTION PERIOD.

Questions 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 Record of Closed Meeting Business

Pursuant to the provisions of Section 72 of the [School Act](#), the following record provides a general statement as to the nature of the matters discussed and the general nature of decisions reached at the following meeting(s) from which persons other than trustees or officers of the Board, or both, were excluded.

January 14, 2026 Closed

Territory Acknowledgement	Delivered
Call to Order	Meeting called to order at 2:01pm
Motion of Exclusion	Approved
Correspondence	Received
Approval of Agenda	Approved
Approval of Minutes	Approved
Presentation	Received
Superintendent of Schools Information Item	Received
Secretary Treasurer Information Item	Received
Adjournment	Meeting adjourned at 3:04pm

February 11, 2026 Closed

Territory Acknowledgement	Delivered
Call to Order	Meeting called to order at 2:09pm
Motion of Exclusion	Approved
Approval of Agenda	Approved as amended
Approval of Minutes	Approved
Superintendent of Schools Decision Item	Approved
Superintendent of Schools Information Item	Received
Adjournment	Meeting adjourned at 2:43pm