



**PUBLIC MEETING  
OF THE BOARD OF EDUCATION**

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

Date: Wednesday, April 15, 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.*

**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.*

1. 2026 National Day of Mourning

ITEM 2

**D. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools
3. Secretary Treasurer
  - a) Proposed Preliminary Budget & Annual Budget Bylaw for 2026/27 ITEM 3
  - b) Capital Plan Bylaw for 2026/27 ITEM 4
  - c) Annual Facilities Grant Expenditure Plan for 2026/27 ITEM 5
  - d) Trustee Elections Bylaw ITEM 6
  - e) BCSTA Policy Review Report ITEM 7
4. Committees
  - a) Finance
  - b) Facilities Planning
  - c) Board Policy Development

- d) Education Advisory
  - e) Accessibility Advisory
  - f) Ad Hoc Advocacy on Equitable Funding
5. Indigenous Education Council
  6. Trustee Motions and Notices of Motion

**E. INFORMATION ITEMS**

1. Chairperson
2. Superintendent of Schools
  - a) Superintendent’s Update ITEM 8
  - b) Framework for Enhancing Student Learning: Feedback Report ITEM 9
3. Secretary Treasurer
4. Committees
  - a) Finance
  - b) Facilities Planning
  - c) Board Policy Development
    - i. Policies for Consultation ITEM 10
  - d) Education Advisory
    - i. Receiving Minutes of Meeting ITEM 11
  - e) Accessibility Advisory
  - f) Ad Hoc Advocacy on Equitable Funding
5. Indigenous Education Council
6. Trustee Reports and Motions
  - a) City of Maple Ridge Liveable Community Advisory Committee ITEM 12
  - b) Maple Ridge Pitt Meadows Arts Council ITEM 13

**F. QUESTION PERIOD ITEM 14**

*Question period will be restricted to questions only – statements and debate will not be permitted. Questions, with the exception of trustee questions, will be limited to one question per person. Members of the public can submit questions for the Board 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 15

**H. ADJOURNMENT**

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**From:** Elaine Yamamoto, Board Chairperson

**Topic:** **Opening Procedures**

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### **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.

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### **2. CALL TO ORDER**

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### **3. CORRESPONDENCE**

- 2026-02-24 Letter from Member of Public to Board of Education re Human Rights Tribunal Decision  
**(Attachment A)**
- 2026-03-05 Letter from Ministry of Education and Child Care re Extension to the Board's Freedom of Information Request – CommunityLINK funding allocations  
**(Attachment B)**

**Recommendation:**

*THAT the correspondence be received, for information.*

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### **4. APPROVAL OF AGENDA**

**Recommendation:**

*THAT the Agenda be approved as circulated.*

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### **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](mailto: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.

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### **6. APPROVAL OF MINUTES**

**Recommendation:**

*THAT the Minutes of the March 4, 2026 Public Board meeting be approved as circulated.*

**(Attachment C)**

## ATTACHMENT A

February 24, 2026

Maple Ridge Pitt Meadows School District (SD42) Board of Education,  
Mr. Barry Neufeld recently (February 2026) received a B.C. Human Rights  
Tribunal decision.

This is more than disappointing. It is morally shocking to me that major facts  
from over eight years (2017-2026) were not considered in Mr. Neufeld's so  
called sentence.

The material relating to SOGI 1 2 3 material offends our families (6  
grandchildren in Chilliwack, Maple Ridge & Surrey) and their neighborhoods  
throughout the lower mainland.

It offends us that sexual material such as "It's perfectly normal" is not  
considered pornography, but is actually accessible in school libraries.

Barry affirms his negative position on SOGI 1 2 3 stating there are only two  
sexes and that parents and therapists should be free to help children accept  
their bodies, not affirm a delusion.

To me it is criminal that puberty blockers, cross-sex hormones and surgical  
"transitions" for minors are available to minors without upholding parental  
rights. Bill C-4 (2021) must be repealed.

Let's have conversations, conversations which involve facts. Take a look for  
example of the "National Citizens Inquiry" 'Are Children Safe in Canada'—  
sworn testimony of Mr. Barry Neufeld under oath October 18 2024. This 1.5 hr.  
testimony is not a kangaroo court. It is "facts".

The \$750,000 fine which has been delivered to Mr. Neufeld (Feb. 2026) ...???  
What is happening in B.C. Canada regards to the Human Bills Tribunal???

Sincerely,

Sharon and Rob Armstrong, residents of Maple Ridge, Canadian citizens,  
grandparents of six.

# ATTACHMENT B

**From:** [IAOIntaketeam@gov.bc.ca](mailto:IAOIntaketeam@gov.bc.ca)  
**To:** [Rebecca Lyle](#)  
**Subject:** Your FOI Request ECC-2026-60292  
**Date:** Thursday, March 5, 2026 8:43:50 AM

**Caution:** This is an external email. Please take care when clicking links or opening attachments. When in doubt, contact the IT Help Desk.



**Request ID: ECC-2026-60292**

***Freedom of Information and Protection of Privacy Act  
(FOIPPA)  
Request for Records***

ECC-2026-60292

Dear Rebecca Lyle:

In limited circumstances, the time limit for responding to a request may be extended pursuant to section 10 of [FOIPPA](#).

**Thank you for consenting to an extension.** An extension of the time limit beyond the original due date will allow the public body to provide you with a complete response to your request. Therefore, **the new response due date for this file is April 15, 2026.** We will respond sooner if possible.

If you have any questions regarding your request, please contact Debby Schlutter, the analyst assigned to your request, at 250-387-1321 or toll-free at 1-833-283-8200. Please provide the FOI request number, found in the subject line, in any communications.

A complete copy of FOIPPA is available online at:  
[http://www.bclaws.ca/civix/document/id/complete/statreg/96165\\_00](http://www.bclaws.ca/civix/document/id/complete/statreg/96165_00)

Pursuant to section 52 of FOIPPA, you may ask the Office of the Information and Privacy Commissioner (OIPC) to review any decision, act, or failure to act with regard to your request. You have 30 business days to file your written request for review. Please provide OIPC with a copy of your original request, our response, and the reasons or grounds upon which you are requesting the review to the address below.

[Information and Privacy Commissioner](#)  
PO Box 9038 Stn Prov Govt

Victoria, BC V8W 9A4  
Telephone 250 387-5629 Fax 250 387-1696

Sincerely,

**Debby Schlutter**  
**FOI Operations | Ministry of Citizens' Services**

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**Ministry of Citizens' Services | FOI Operations**  
PO Box 9569 Stn Prov Gov't Victoria BC V8W 9V1  
<http://www.gov.bc.ca/freedomofinformation>  
FOI.Requests@gov.bc.ca  
250-387-1321 or 1-833-283-8200

# ATTACHMENT C



**MINUTES OF THE  
PUBLIC BOARD OF EDUCATION MEETING  
Wednesday, March 4, 2026 (6:00 PM)  
Boardroom, District Education Office**

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## **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:**

Michael Scarcella, Director, Learning Services  
Tyla Frewing, Behaviour Analyst  
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 6:01pm.

### 3. Correspondence

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

## **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](mailto: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 January 14, 2026, Public Board Meeting be approved as circulated.

### **CARRIED**

## **B. PRESENTATIONS**

### 1. First Things First

The Director of Learning Services, Michael Scarcella and Behaviour Analyst, Tyla Frewing presented to the Board on First Things First (FTF), a functional assessment and skill-based treatment process designed to safely and effectively reduce severe student behaviours and supports learners with complex needs, along with the staff who work with them. The district is in Phase 3 of implementation and will move to Phase 4 in 2026/27.

### **Moved/Seconded**

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

### **CARRIED**

## **C. DELEGATIONS**

## **D. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools

### a) 2022-2026 Operational Plan Updates

The Superintendent, Secretary Treasurer, and Board Chairperson presented a high-level overview of the operational plan updates on the progress completed up to December 31, 2025 and noted that the operational plans are aligned with the strategic priorities set by the board through the strategic plan.

### **Moved/Seconded**

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

### **CARRIED**

### b) Non-Resident Student Fees for 2027/28

Assistant Superintendent, Ken Cober, presented the non-resident student fees for the district's international education program for 2027/28 with a summary of market analysis done on 2026/27

non-resident fees charged by neighbouring school districts, and proposed fees for 2027/28 in comparison to approved 2026/27 fees.

**Moved/Seconded**

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

**CARRIED**

- c) School District Calendars for 2026/27

The Deputy Superintendent provided a summary of the feedback received for each proposed calendar through the online survey. The proposed calendars meet the required minutes of instruction, have been shared with the public and employee group representatives, and reflect considerations outlined in the collective agreements.

**Moved/Seconded**

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

**CARRIED**

3. Secretary Treasurer

a) Regular Board Meeting Schedule for 2026/27

The Secretary Treasurer shared the proposed schedule for the Board of Education's 2026/27 regular public and closed board meeting dates to support its work as outlined in the Board of Education Annual Work Plan:

- 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

**Moved/Seconded**

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

**CARRIED**

4. Board Committees

a) Finance

i. 2025/26 Amended Annual Budget and Second Quarter Financial Statements

The Secretary Treasurer reported that the 2025/26 Amended Annual Budget includes changes resulting from enrolment adjustments, revenue changes announced by the Ministry of Education and Child Care in December 2025, projected revenue and expenditure changes, and proposed additional budget changes to achieve a balanced budget.

**Moved/Seconded**

(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)

**CARRIED UNANIMOUSLY**

**Moved/Seconded**

(2) THAT the School District No. 42 (Maple Ridge – Pitt Meadows) 2025/26 Amended Annual Budget Bylaw be given first reading.

**CARRIED****Moved/Seconded**

(3) THAT the School District No. 42 (Maple Ridge – Pitt Meadows) 2025/26 Amended Annual Budget Bylaw be given a second reading.

**CARRIED****Moved/Seconded**

(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 4<sup>th</sup> day of March 2026.

**CARRIED**ii. Facility Rental and Licensing Fees for 2026/27

The Secretary Treasurer shared that, 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 as a result of making that use available.

The Secretary Treasurer reported that facility rental and licensing fee rates are calculated based on either the full cost recovery per square meter per hour or on market rates which are determined by conducting an annual market analysis.

Discussion ensued.

**Moved/Seconded**

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.

**CARRIED**

- b) Facilities Planning
- c) Board Policy Development

i. Policies for Approval

The Secretary Treasurer and Superintendent presented the policies for approval following consultation with education partners and the public.

**Moved/Seconded**

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.

**CARRIED**

## d) Education Advisory

i. Board/Authority Authorized Courses

The Superintendent reported that the Ministry of Education and Child Care mandated, effective July 2, 2019, that all grade 10, 11 and 12 Board Authority/Authorized courses align with revised Ministry requirements and be documented using the Ministry of Education and Child Care's "BC Graduation Program Board/Authority Authorized (BAA) Course Form". The Superintendent also noted that the Education Advisory Committee met on December 1, 2025, and January 28, 2026, and presented its recommendations accordingly.

**Moved/Seconded**

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 (Muscultation) 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.

**CARRIED**

- e) Accessibility Advisory
- f) Ad Hoc Advocacy on Equitable Funding

## 5. Indigenous Education Council

## 6. Trustee Motions and Notices of Motions

- a) Trustee Motion: Attendance Reporting Standards and Student Well Being

Trustee Dumore presented the motion to the Board for approval.

Discussion took place regarding the district's current attendance procedures, and it was recommended that the motion be amended to include a review of existing practices related to student attendance and report back to the Board.

**Moved/Seconded**

THAT the Board of Education direct staff to review current procedures and practices within School District No. 42 with regard to student attendance, and report back to the Board.

**CARRIED AS AMENDED****E. INFORMATION ITEMS**

1. Chairperson
2. Superintendent of Schools
  - a) Strategic Plan Update

The Superintendent reported that the Strategic Plan spans the period of 2022/23 to 2026/27 and is based on a rolling four-year planning cycle that includes an annual review and update process. No revisions were recommended by staff. The Board confirmed that current priorities and goals remain relevant and well-aligned with system needs.

**Moved/Seconded**

THAT the Board receive the strategic plan update for information.

**CARRIED**

- b) Superintendent's Update

The Superintendent shared an update on the district parent/guardian and guest code of conduct poster to be distributed to schools and district sites following spring break to support schools in reinforcing a culture of care, respect and collaboration across school communities. It was further shared that Policy 10100 Parents, Guardians and Guests Code of Conduct is currently posted for public consultation until April 24, 2026.

**Moved/Seconded**

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

**CARRIED**

3. Secretary Treasurer
  - a) Enrolment Projections for 2026/27 and 2028/29

The Secretary Treasurer reported the enrolment projections for 2026/27, 2027/28, and 2028/29. K-12 enrolment is projected to decrease by 50 FTE in 2026/27, increase by 104 FTE in 2027/28, and increase by 103 FTE in 2028/29.

The enrolment projections for 2026/27 to 2028/29 were submitted to the Ministry of Education and Child Care and will form the basis of preliminary operating grants to be announced by the Ministry of Education and Child Care later in March 2026.

**Moved/Seconded**

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

**CARRIED**

4. Committee Business
  - a) Finance
  - b) Facilities Planning
  - c) Board Policy Development

- i. Policies for Consultation

The Superintendent and Secretary Treasurer reported that the Board Policy Development Committee met to review and propose updates to the following policies: 2920 Trustee Remuneration, 4600 Procurement, 7210 Workplace Discrimination or Bullying and Harassment, 9415 Inclusive Schools, and 10310 Volunteers. The Committee also reviewed proposed new

policies: 9100 Student Code of Conduct, 10100 Parents, Guardians and Guests Code of Conduct, and 10900 Corporate Sponsorship, Partnerships, and Advertising. In addition, the Committee reviewed the proposal to retire Policy 9410, Safe, Caring and Healthy Schools, Policy 9420 Dangerous Weapons, and Procedure 2920.1 Trustees' Remuneration upon approval of policies 9100 and 2920.

Input from education partners and the public is invited from March 5 to April 24, 2026. The Board Policy Development Committee will review all the input received before proposed policy updates, proposed new policies, and proposed policy retirements are presented to the Board for approval.

**Moved/Seconded**

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.

**CARRIED**

d) Education Advisory

i. Receiving Minutes of Meeting

**Moved/Seconded**

THAT the Board receive for Education Advisory Committee minutes for the meeting held on January 28, 2026, 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 February 6, 2026, for information.

**CARRIED**

5. Indigenous Education Council

a) Report on November 28, 2025 Indigenous Education Council Meeting

**Moved/Seconded**

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

**CARRIED**

6. Trustee Reports and Motions

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

Trustee Sullivan reported that the revised motion includes a minor clarification by stating the teacher requirement for mandatory preservice coursework would apply within Faculties of Education's teacher education programs and does not change the purpose of the motion.

**Moved/Seconded**

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."*

**CARRIED**

- b) Amended Trustee Motion for BCSTA AGM:  
Review of Modular Plan and Costing to Meet Area Standards for Modular Additions

Trustee Shaw reported that the revised motion includes a small clarification to improve clarity and consistency.

**Moved/Seconded**

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."*

**CARRIED**

- c) City of Maple Ridge Municipal Advisory Committee on Accessibility & Inclusiveness

Trustee Dumore referred to the written report on the meeting held on January 15, 2026.

- d) District Parent Advisory Council – January

Trustee Dumore referred to the written report on meeting held on January 22, 2026.

- e) District Parent Advisory Council – February

Trustee Sullivan referred to the written report to the meeting held on February 19, 2026 and highlighted that the budget will be adopted at the next provincial council meeting and comments and concerns need to be presented by tomorrow.

- f) BCSTA Provincial Council

Trustee Murray referred to the written report to the meeting held on February 20, 2026 and highlighted the presentation on how to use AI more effectively.

g) City of Pitt Meadows Community Support & Accessibility Committee

Trustee Sullivan referred to the written report to the meeting held on February 23, 2026 and highlighted the new Emergency Program Manager that just started with the City.

**F. QUESTION PERIOD**

No questions were received.

**G. OTHER BUSINESS**

**H. ADJOURNMENT**

**Moved/Seconded**

THAT the Board adjourn the meeting.

**CARRIED**

The Public Board Meeting adjourned at 8:49pm.

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Elaine Yamamoto, Chairperson

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Richard Rennie, Secretary Treasurer



**Public Board Meeting**  
**April 15, 2026**  
**Information Memo**  
**Item 2**

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**From:** Elaine Yamamoto, Chairperson

**Topic:** **2026 National Day of Mourning Delegation**

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**BACKGROUND**

The following delegate is registered to present regarding the 2026 National Day of Mourning:

- Nicole Rowley, volunteer delegate with the New Westminster & District Labour Council

**RECOMMENDATION**

**THAT the Board receive the presentation on the 2026 National Day of Mourning, for information.**

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**From:** Richard Rennie, Secretary Treasurer

**Topic:** Proposed Preliminary Budget and Annual Budget Bylaw for 2026/27

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### **BACKGROUND**

The Annual Budget Bylaw for 2026/27 (**Attachment A\***) is presented to the Board of Education for first reading, and is supported by the following supplementary documents:

- Proposed Preliminary Budget 2026/27 (**Attachment B\***) which includes management's discussion and analysis of the changes reflected in the Annual Budget Bylaw, and the district's multi-year financial plans and projections
- Proposed Preliminary Budget 2026/27 Highlights (**Attachment C\***)
- Preliminary Public Engagement Summary for the 2026/27 Preliminary Budget (**Attachment D\***) which includes results from the first phase of the two-phase public consultation process.

### **HOW THE PUBLIC AND PARTNER GROUPS CAN PROVIDE FEEDBACK**

Individuals wishing to share their views on the proposed preliminary budget are invited to participate in part 2 of the online budget survey open from April 16 to noon on April 22.

In addition, opportunities for public and partner group input to the Board Finance Committee of the Whole on the proposed preliminary budget will be held on April 22, 2026 as follows:

- **Partner group input** on the proposed preliminary budget will be held at the District Education Office at 2:00pm, with up to three representatives from each of CUPE, MRTA, MRPVPA, and DPAC.
- **Public input** on the proposed 2026/27 preliminary budget will be held at the Thomas Haney Secondary School rotunda at 5:30pm. Delegations, which may include one or more speakers, are asked to keep their remarks brief and focused, with up to five minutes allotted per delegation, followed by any questions of clarity from trustees.

Individuals wishing to speak must register and submit any materials by email to [budget@sd42.ca](mailto:budget@sd42.ca) no later than 9:00am on April 20, 2026. All submissions are considered public documents and may be posted on the district website. Submissions must include the name and email address of the speaker(s), and the title and written explanation of the budget matter(s) to be addressed.

The Board is scheduled to conduct final deliberations and adopt the 2026/27 preliminary budget at the public board meeting on April 29, at which time the Final Public Engagement Summary will be presented.

### **RECOMMENDATION**

**THAT the Annual Budget Bylaw for 2026/27, as presented on April 15, 2026, be read a first time this 15th day of April 2026.**

**\* Note:** *Attachments to this memo will be published as an addendum to the April 15, 2026 public board meeting agenda package at or around noon on April 15, 2026.*

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

**Topic:** **Capital Plan Bylaw for 2026/27**

**BACKGROUND**

On June 18, 2025, the Board approved the Major Capital Program projects for inclusion in the Annual Five-Year Capital Plan submission to the Ministry of Infrastructure (MINF). On September 17, 2025, the Board approved the Minor Capital Program projects for inclusion in the Capital Plan submission to the MINF. This Capital Plan covers the five-year period beginning April 1, 2026 (2026/27 to 2030/31).

On March 27, 2026, the Ministry of Infrastructure issued a response letter to the Annual Five-Year Capital Plan submission (**Attachment A**) identifying:

- No new major capital projects proceeding to business case development at this time;
- A scope change for the Harry Hooge Elementary Seismic Upgrade/Addition supported capital project, removing the option to expand the school with an addition and requesting a final business case to the Ministry on the seismic upgrade;
- Funding allocation for minor capital projects, outlined in the following table, that may now proceed to design, tender and construction with completion required by March 31, 2027.

Facility Name	Program Project Description	Amount funded by Ministry
Highland Park Elementary	SEP - HVAC Upgrades	\$1,400,000
Maple Ridge Elementary	CNCP - HVAC Upgrades	\$675,000
Highland Park Elementary	FIP - Kitchen Equipment and Infrastructure Upgrades	\$100,000
Fairview Elementary	PEP - Universally Accessible Playground	\$200,000

To access funding for the approved projects, and in accordance with section 143 of the School Act and current Ministry of Infrastructure capital bylaw procedures, the Board must adopt a single Capital Bylaw authorizing an appropriate official to execute project agreements related to the approved capital plan. (**Attachment B**)

**RECOMMENDATIONS**

- (1) THAT the Capital Bylaw No. 2026/27-CPSD42-01 be given three (3) readings at this meeting.** (vote must be unanimous)
- (2) THAT the Capital Bylaw No. 2026/27-CPSD42-01 be given first reading.**
- (3) THAT the Capital Bylaw No. 2026/27-CPSD42-01 be given a second reading.**
- (4) THAT the Capital Bylaw No. 2026/27-CPSD42-01 be given a third reading, passed and adopted on this 15<sup>th</sup> day of April 2026.**

## ATTACHMENT A



March 27, 2026  
Our Ref. 27152

Teresa Downs  
Superintendent  
Maple Ridge-Pitt Meadows School District (SD42)

Email Address: Teresa\_downs@sd42.ca

Dear Teresa Downs:

Thank you for your organization's Capital Plan Submission, which was provided last year to the Ministry of Infrastructure.

This letter provides:

- 1) Direction for advancing supported capital projects in your submission (Appendix A).
- 2) Important information regarding your upcoming Capital Planning submission (Appendix B).

If you have questions about the information provided, please reach out to me or the contacts provided in the attached materials.

Sincerely,

A handwritten signature in black ink, appearing to read "Bobbi Plecas".

Bobbi Plecas  
Deputy Minister

pc: Richard Rennie, Secretary-Treasurer, Maple Ridge-Pitt Meadows School District (SD42)

Education and Child Care Capital Branch

## Appendix A: Direction for advancing supported capital projects

Capital Bylaw No.: 2026/27-CPSD42-01

### **Projects in Business Case Development**

#### **New Projects**

There are no new projects identified at this time to proceed to business case development.

### **Supported Capital Projects**

#### **Projects with adjusted timelines**

Following a review of government's capital plan, certain projects will see adjustments to their funding timelines, alongside additional direction as indicated below.

Project Number	Project Name	Project Type	Status
150372/150060	Harry Hooge Elementary	Seismic Upgrade/Addition	Scope Change
Additional Direction:	Please submit a final business case to the Ministry on the seismic upgrade as soon as possible. The scope to expand the school with an addition has been removed. If the addition project continues to be a priority, please submit it as part of your upcoming 5-year capital plan submission.		

#### **Minor Capital Projects**

The table below reflects minor capital projects that are approved for funding and can proceed to procurement in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

#### **Funding allocation for minor capital projects**

Facility Name	Program Project Description	Amount funded by Ministry
Highland Park Elementary	SEP - HVAC Upgrades	\$1,400,000
Maple Ridge Elementary	CNCP - HVAC Upgrades	\$675,000
Highland Park Elementary	FIP - Kitchen Equipment and Infrastructure Upgrades	\$100,000
Fairview Elementary	PEP - Universally Accessible Playground	\$200,000

These projects are now to proceed to design, tender and construction and to be completed by March 31, 2027.

An Annual Programs Funding Agreement (APFA) accompanies this Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2026/27 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at [CMB@gov.bc.ca](mailto:CMB@gov.bc.ca).

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw. A Capital Bylaw identifies the Board's acknowledgement of the approved project and its responsibility to meet capital projects scope, schedule, and budget. The template for the Capital Bylaw can be found on the Ministry's website in the [Publications and Resources](#) section. Please use the Capital Bylaw Number provided at the top of Appendix A for the supported and/or approved 2026/27 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

**Note on Public Announcements**

Prior to any public announcements pertaining to any of the projects identified in this document, please have your communications staff contact the Ministry of Infrastructure's communications lead - Preet Grewal, Communications Director, Ministry of Infrastructure Government Communications and Public Engagement, at [preet.grewal@gov.bc.ca](mailto:preet.grewal@gov.bc.ca).

**Project Signage**

Projects proceeding to construction require a BC Government '[StrongerBC](#)' construction sign. Signs should be affixed once fencing is up. Please connect with your Ministry of Infrastructure contact when you are ready to begin design work on the construction sign for the project.

**Terms on Management of Capital Projects**

Existing terms and conditions for capital projects remain in effect. For more information and resources, please visit the [Capital Management Site](#).

### **Capital Procurement**

Please ensure that all procurement is undertaken in accordance with the [Capital Asset Management Framework \(CAMF\)](#) for public sector bodies. Specifically, procurement must be fair, open, competitive, transparent, and must effectively manage budget and schedule risk. This includes conducting conflict of interest checks to identify any business or professional relationships between members of the capital project procurement team (and their advisors) and the proponents.

All priority investment projects require a procurement options analysis and may be audited to confirm that all procurement activities have been undertaken in accordance with CAMF.

### **School Site Acquisition Charge**

As part of the Board's 2026/27 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board after the Board's adoption of a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education.

Please contact [CMB@gov.bc.ca](mailto:CMB@gov.bc.ca) with any questions regarding School Site Acquisition Charges.

## Appendix B: Information for Annual Five-Year Capital Planning submissions

Updated Capital Plan Instructions for the Annual Five-Year Capital Plan submission process will be available on the Ministry's [Capital Management Site](#) in early April 2026.

School districts' capital plan submission deadlines are:

- **May 15, 2026**
  - 2026/27 Child Care Capital Program (SASG)
- **May 15, 2026**
  - 2026/27 Minor Capital Programs (AFG)
- **June 30, 2026**
  - 2027/28 Major Capital Programs (SMP, EXP, REP, RDP)
- **September 29, 2026**
  - 2027/28 Minor Capital Programs (SEP, CNCP, PEP, BUS, FIP, BEP)

For school district project planning purposes, the Annual Facility Grant (AFG) Allocation Table will be available on the Ministry's website in the [K-12 Capital Planning Resources](#) section in early April 2026.

The Ministry recommends school districts discuss draft versions of their intended capital projects requests with Child Care, Minor and Major [Capital Branch Staff](#) well in advance of the submission deadlines noted above.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the current and next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

## ATTACHMENT B

### CAPITAL PLAN BYLAW NO. 2026/27-CPSD42-01

WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) (hereinafter called the "Board") has submitted a capital plan to the Minister of Infrastructure (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the **2026/27** Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary Treasurer and Superintendent, dated **March 27, 2026**, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 42 (Maple Ridge-Pitt Meadows) Capital Plan Bylaw No. **2026/27-CPSD42-01**.

READ A FIRST TIME THE **15<sup>th</sup> DAY OF APRIL, 2026**;  
READ A SECOND TIME THE **15<sup>th</sup> DAY OF APRIL, 2026**;  
READ A THIRD TIME, PASSED THE **15<sup>th</sup> DAY OF APRIL, 2026**.

**CORPORATE SEAL**

\_\_\_\_\_  
Board Chairperson

\_\_\_\_\_  
Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 42 (Maple Ridge-Pitt Meadows) Capital Plan Bylaw No. **2026/27-CPSD42-01** adopted by the Board the **15<sup>th</sup> day of April, 2026**.

\_\_\_\_\_  
Secretary Treasurer

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

**Topic:** Annual Facilities Grant Expenditure Plan for 2026/27

---

## **BACKGROUND**

The Annual Facility Grant (AFG) was established to account for Ministry of Education and Child Care grants and expenditures relating to annual facility maintenance projects. The AFG allocation is comprised of two components: an operating component within the Special Purpose Fund, and bylaw capital component within the Capital Fund. The funding is first allocated to the provincial Capital Asset Management System (CAMS), and the balance is distributed to school districts.

The AFG special purpose funding allocation for SD42 for 2026/27 is \$520,619 of which \$44,308 is allocated to CAMS and retained by the ministry, leaving \$476,311 to be allocated by the board for facility maintenance projects. The AFG bylaw capital allocated to SD42 for 2026/27 is \$3,298,265 for a total AFG allocation of \$3,818,884. This includes an increase from the prior year allocation of \$186,896 (5%).

AFG funding supports projects required to maintain facility assets over their anticipated economic life and to mitigate premature deterioration. AFG funds may be spent for the purpose of:

- upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction and unsafe conditions;
- significantly lowering the associated operating costs of an existing capital asset; or
- extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

School districts are required to prepare an annual AFG expenditure plan identifying projects and expenses and submit it to the ministry for approval no later than May 15, 2026. The AFG expenditure plan is developed based on a review of deferred maintenance requirements. Priority funding is given to emerging maintenance requirements that must be addressed to ensure continued operations. As a result, planned maintenance for building components that remain functional may be deferred.

The table in **Attachment A** outlines the expenditure plan for projects to be funded from the AFG and completed between April 1, 2026, and March 31, 2027. It includes allocations for roofing (\$1.50M), mechanical (\$1.19M), exterior wall systems (\$0.37), flooring (\$0.28M), learning support spaces enhancements (\$0.10M), accessibility enhancements (\$0.09M) and other (\$0.29M).

The Board approved AFG expenditure plan will be incorporated in the 2026/27 Preliminary Budget Bylaw that will be approved by the Board.

## **RECOMMENDATION**

**THAT the Board approve the Annual Facility Grant Expenditure Plan for 2026/27 and authorize the Secretary Treasurer to submit it to the Ministry of Infrastructure.**

### Attachment A

Location	Project Description	Budget
District Wide	Accessibility enhancements	\$ 50,000
District Wide (All)	Portable ramp replacement (accessibility) - Phase 3	40,000
Thomas Haney Secondary	High voltage electrical vault cleaning	10,000
Westview Secondary	Flooring replacement - Rooms 1001, 1002, 1156A & 1058	34,504
Fairview Elementary	Flooring replacement - Rooms 1062, 1063 & 1064	28,891
Samuel Robertson Secondary	Flooring replacement - Portable 10	21,022
Yennadon Elementary	Flooring replacement - Main reception, offices & lunch room	20,394
Thomas Haney Secondary	Flooring maintenance - Gym	13,288
Laity View Elementary	Flooring replacement - Room 1011	8,632
Websters Corners Elementary	Flooring replacement - Room 1154	6,804
District Education Office	Flooring replacement - Room 2027	5,302
Albion Elementary	Flooring replacement - Room 1180A	2,889
Thomas Haney Secondary	Pump P-3 overhaul	20,000
District Wide	Support spaces enhancement	66,251
Maple Ridge Secondary	Flooring replacement - Rooms 2109 & 1022 (support spaces)	28,562
Highland Park Elementary	Flooring replacement - Room 1003 (support spaces)	3,011
Thomas Haney Secondary	Gym door replacement (4 doors and center mullions)	44,410
Westview Secondary	Gym door replacement (4 doors and center mullions)	44,410
District Wide	Ministry's Capital Asset Management System (CAMS)	44,308
Thomas Haney Secondary	Toilet partitions replacement - Washroom 1047	27,942
<b>Total AFG Special Purpose Fund</b>		<b>\$ 520,619</b>

Location	Project Description	Budget
Pitt Meadows Elementary	Building envelope upgrades that are out of scope for BEP funding (to be done in conjunction with BEP project PR207.001)	\$ 250,000
Fairview Elementary	Building envelope upgrades that are out of scope for BEP funding (to be done in conjunction with BEP project PR208.001)	125,000
Glenwood Elementary	Floor replacement - Phase 1 (main corridors, main admin area & classrooms)	133,523
Thomas Haney Secondary	Air handling unit heating control valves replacement and balancing	250,000
Thomas Haney Secondary	Make-up air units replacement (4 units)	250,000
District Wide (All)	Miscellaneous mechanical repairs	230,327
District Education Office	Boiler replacement	95,584
Maple Ridge Secondary	Elevator replacement and modernization	250,000
District Wide (All)	Painting (exterior and interior)	120,000
District Wide (All)	Plumbing repairs (including backflow preventers, domestic water lines, drinking fountains)	95,000
Kanaka Creek Elementary	Roof replacement - Section 5	910,755
Alexander Robinson Elementary	Roof replacement - Section 1	249,371
Samuel Robertson Secondary	Roof replacement - Portables 2, 7 & 8	238,705
James Best Centre	Roof replacement - Section 1	100,000
<b>Total AFG Capital Fund</b>		<b>3,298,265</b>
<b>Total Annual Facilities Grant</b>		<b>\$ 3,818,884</b>

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**From:** Richard Rennie, Secretary Treasurer

**Topic:** **Trustee Elections Bylaw**

---

### **BACKGROUND**

The School Act requires the Board to adopt a bylaw establishing procedures for trustee elections. In the Maple Ridge-Pitt Meadows School District, trustee elections are administered by the City of Maple Ridge and the City of Pitt Meadows under section 46 of the School Act.

The proposed Trustee Elections Bylaw (2026) (**Attachment A**) replaces Trustee Elections Bylaw No. 1-2021/22 and updates the Board's election bylaw to reflect current legislation and municipal administration practices.

The draft bylaw was shared with both municipalities for review, and revisions were made to avoid duplication of municipal election bylaws and to clearly reflect the division of responsibilities.

### **SUMMARY OF THE BYLAW**

The Trustee Elections Bylaw (2026):

- Confirms trustee electoral areas and number of trustees elected in each municipality
- Applies municipal election bylaws to trustee elections, except where they are not legally permitted to apply
- Establishes Board-determined election requirements, including:
  - Order of names on the ballot
  - Resolution of tie vote after judicial recount
  - No nomination deposit
  - Number of nominators
- Repeals the existing Trustee Elections Bylaw

Adoption of the bylaw ensures legislative compliance, reflects current election administration practices, and provides a clear and streamlined framework for future trustee elections and by-elections.

### **RECOMMENDATIONS**

- (1) THAT Bylaw 1 – Trustee Elections Bylaw (2026) be given three (3) readings at this meeting.** (vote must be unanimous)
- (2) THAT Bylaw 1 – Trustee Elections Bylaw (2026) be given first reading.**
- (3) THAT Bylaw 1 – Trustee Elections Bylaw (2026) be given a second reading.**
- (4) THAT Bylaw 1 – Trustee Elections Bylaw (2026) be given a third reading, passed and adopted on this 15<sup>th</sup> day of April 2026.**



**SD42 BYLAW 1**

**TRUSTEE ELECTIONS BYLAW (2026)**

*A bylaw to establish procedures for the conduct of trustee elections.*

The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) wishes to establish procedures for the conduct of trustee elections.

Accordingly, the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) in an open meeting, hereby enacts this Trustee Elections Bylaw (2026).

**1. Scope of Bylaw**

This bylaw applies to both general school elections and by-elections.

**2. Trustee Electoral Areas**

In School District No. 42 (Maple Ridge – Pitt Meadows), trustee elections are held in the following trustee electoral areas:

<b>TEA #</b>	<b>Trustee Electoral Area Description</b>	<b>Number of Trustees</b>
<b>1</b>	Municipality of Maple Ridge	Five (5)
<b>2</b>	Municipality of Pitt Meadows	Two (2)

**3. Definitions**

Terms used in this bylaw shall have the meanings assigned by the School Act, the [Local Government Act](#), and the [Local Elections Campaign Financing Act](#) except as the context indicates otherwise.

“**Board**” means the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows).

“**By-election**” means a trustee election other than one conducted as part of a general school election, to fill a vacancy on the Board in any of the circumstances described in section 36 of the School Act.

“**Chief Election Officer**” means the person appointed to perform the duties of chief election officer under the applicable legislation.

“**Local government**” means, as applicable, the City of Maple Ridge and the City of Pitt Meadows.

“**Minister**” means the Minister of Education and Child Care.

**4. Application of Local Government Bylaws**

In Trustee Electoral Area 1, the election bylaws of the City of Maple Ridge apply to trustee elections conducted by the City of Maple Ridge, except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which local government bylaws may not by law apply to a trustee election.

In Trustee Electoral Area 2, the election bylaws of the City of Pitt Meadows apply to trustee elections conducted by the City of Pitt Meadows, except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which local government bylaws may not by law apply to a trustee election.

**5. Required Advance Voting Opportunities**

Unless the Board is exempted from the requirement by Order of the Minister, an advance voting opportunity will be held on the tenth day before general voting day.

Unless the Board is exempted from the requirement for an additional advance voting opportunity by Order of the Minister, an additional advance voting opportunity will be held:

- in Trustee Electoral Area 1, on the date specified in the bylaws of the City of Maple Ridge; and
- in Trustee Electoral Area 2, on the date specified in the bylaws of the City of Pitt Meadows.

**6. Additional Advance Voting Opportunities**

The Chief Election Officer may establish additional advance voting opportunities for each election and may designate the voting places and voting hours for these voting opportunities.

**7. Additional General Voting Opportunities**

The Chief Election Officer is authorized to establish additional general voting opportunities for general voting day for each election and to designate the voting places and voting hours for such voting opportunities, within the limits set out in the Local Government Act.

**8. Order of Names on the Ballot**

The order of names of candidates on the ballot will be alphabetical by last name.

**9. Resolution of Tie Vote After Judicial Recount**

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the Local Government Act.

**10. Nomination Deposit**

No nomination deposit is required for nomination for the office of school trustee.

**11. Number of Nominators**

The minimum number of qualified nominators for a trustee candidate in each trustee electoral area is two (2).

**12. Title**

This bylaw may be cited as "Bylaw 1 – Trustee Elections Bylaw (2026)."

**13. Repeal**

School District No. 42 (Maple Ridge – Pitt Meadows) Trustee Elections Bylaw No. 1-2021/22 is repealed.

Date of first reading: \_\_\_\_\_

Date of second reading: \_\_\_\_\_

Date of third reading and adoption: \_\_\_\_\_

\_\_\_\_\_  
Chairperson of the Board

(Corporate seal)

\_\_\_\_\_  
Secretary Treasurer

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**From:** Richard Rennie, Secretary Treasurer  
**Topic:** **BCSTA Policy Review Report**

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## **BACKGROUND**

The British Columbia School Trustees Association (BCSTA) has completed a province-wide Policy Review Report for Boards (**Attachment A**), intended to support boards of education in strengthening governance practices, clarifying roles and responsibilities, and improving transparency and accountability in board policy frameworks.

The review identified significant variation across school districts in how board policies and administrative procedures are structured and applied, with particular concern about the blurring of governance and management responsibilities. BCSTA's work emphasizes the importance of ensuring that board policies focus on governance, direction-setting, and accountability, while operational matters are addressed through administrative procedures.

As part of this work, BCSTA has identified a Phase 1 set of "Policies to Govern Effectively", which are foundational governance instruments that support effective board functioning and role clarity. These include, among others, a clear Role of the Trustee policy and an Indemnification bylaw to protect trustees and officers acting in good faith within their authority.

The BCSTA Policy Review Report recommends that boards assess their existing policy frameworks against these foundational elements and prioritize updates where gaps or inconsistencies exist, while respecting local context and board autonomy.

## **RATIONALE**

The upcoming 2026 trustee election provides an important opportunity to ensure that the SD42's governance framework is current, clear, and aligned with recognized provincial best practices. Clear governance policies support effective trustee orientation, reinforce appropriate governance-management boundaries, and provide transparency to trustee candidates and the public regarding the Board's role and responsibilities.

A review of SD42's current policy framework indicates that two Phase 1 governance elements identified by BCSTA are not presently established as stand-alone instruments:

- A consolidated Role of the Trustee policy; and
- A formal Indemnification bylaw addressing trustees and officers.

Developing these in advance of the 2026 election would strengthen role clarity for both current and prospective trustees, support consistent governance practice, and align SD42 with the BCSTA Policy Review recommendations without expanding into operational detail.

Bringing this work forward through the Board Policy Development Committee (BPDC) allows for structured review, alignment with existing SD42 policies, and Board consideration within the normal governance process.

**RECOMMENDATION**

**THAT the Board receive the BCSTA Policy Review Report for information;**

**AND FURTHER THAT the Board direct the Board Policy Development Committee add the following items to its work plan, with the intent of supporting Board approval prior to the 2026 trustee election:**

- **Establishment of a new policy for Role of the Trustee; and**
- **Establishment of a new bylaw for Indemnification of Trustees and Officers.**

# Policy Review for Boards of Education

BOARD POLICY REVIEW  
ADVISORY COMMITTEE



# Policy Review for Boards of Education

CONTRIBUTIONS FROM:



## Policy Review for Boards of Education

Policy work is integral for boards of education to ensure effective governance. Policies provide strategic, values-based oversight and establish standards for the school district. They also ensure accountability to the local community and support the board's statutory role under the *School Act*.

Effective policies create strong governance by ensuring values-driven leadership that strengthens strategic oversight, supports sound decision-making, and creates conditions for student success.

**PURPOSE:** Policies serve as the board's primary resource expressing values and priorities while delegating implementation and operationalization to the superintendent. The board is responsible for developing, updating, and maintaining these policies.

**ROLE:** Policy development is about setting a board's governance framework and is solely the work of, and within the purview of, the board of education.

**CLARITY:** Policy defines roles and responsibilities, emphasizing the distinction between governance (policy and oversight) and operations (administrative procedures and day-to-day management).

**TRANSPARENCY AND ACCOUNTABILITY:** Policies require open decision-making and set measurable standards for ethical conduct and performance.

**COMMUNITY ENGAGEMENT:** Encourages public input and builds trust.

An effective policy manual is a living document that should be maintained and reviewed regularly to ensure it remains current, relevant and responsive to evolving needs.

In alignment with board policies, administrative procedures describe how the superintendent and staff implement board policy and other operational matters. Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guide the day-to-day operations of the school district.

## Board Policy Review Advisory Committee

In June 2025, the BCSTA and Ministry of Education and Child Care identified the need for boards of education to review and modernize their policy manuals. As a result, the Board Policy Review Advisory Committee was established to develop guiding documentation to support boards of education in this work.

The Advisory Committee members, who include representatives of education partner groups, were appointed in June 2025. The committee has met eight times from July 2025 to January 2026 to develop materials to support boards in their policy review. The documentation developed by the committee aims to assist boards in establishing their governance direction and strategic vision by formulating a comprehensive set of foundational policies. The committee also acknowledges the importance of local district autonomy when developing policies that align with each district's priorities.

The committee:

- identified exemplar policies for reference
- developed materials to support boards in policy work
- provided clarity between policy and administrative procedures
- suggested workflow over three phases

### **PHASE 1: REVIEW OF THE DISTRICT'S POLICY MANUAL.**

- Evaluate the structure used for policy manuals.
- Update and/or develop the core 13 foundational policies.
- Archive/delete any outdated policies.
- Identify policies that are operational and delegate to the superintendent to develop/update administrative procedures.

### **PHASE 2: UPDATE AND DEVELOP THE REMAINING POLICIES.**

### **PHASE 3: DEVELOP A WORKPLAN FOR ONGOING REVIEW AND UPDATE OF POLICIES.**

*Note: Boards should follow their own Policy Development process as outlined in policy.*

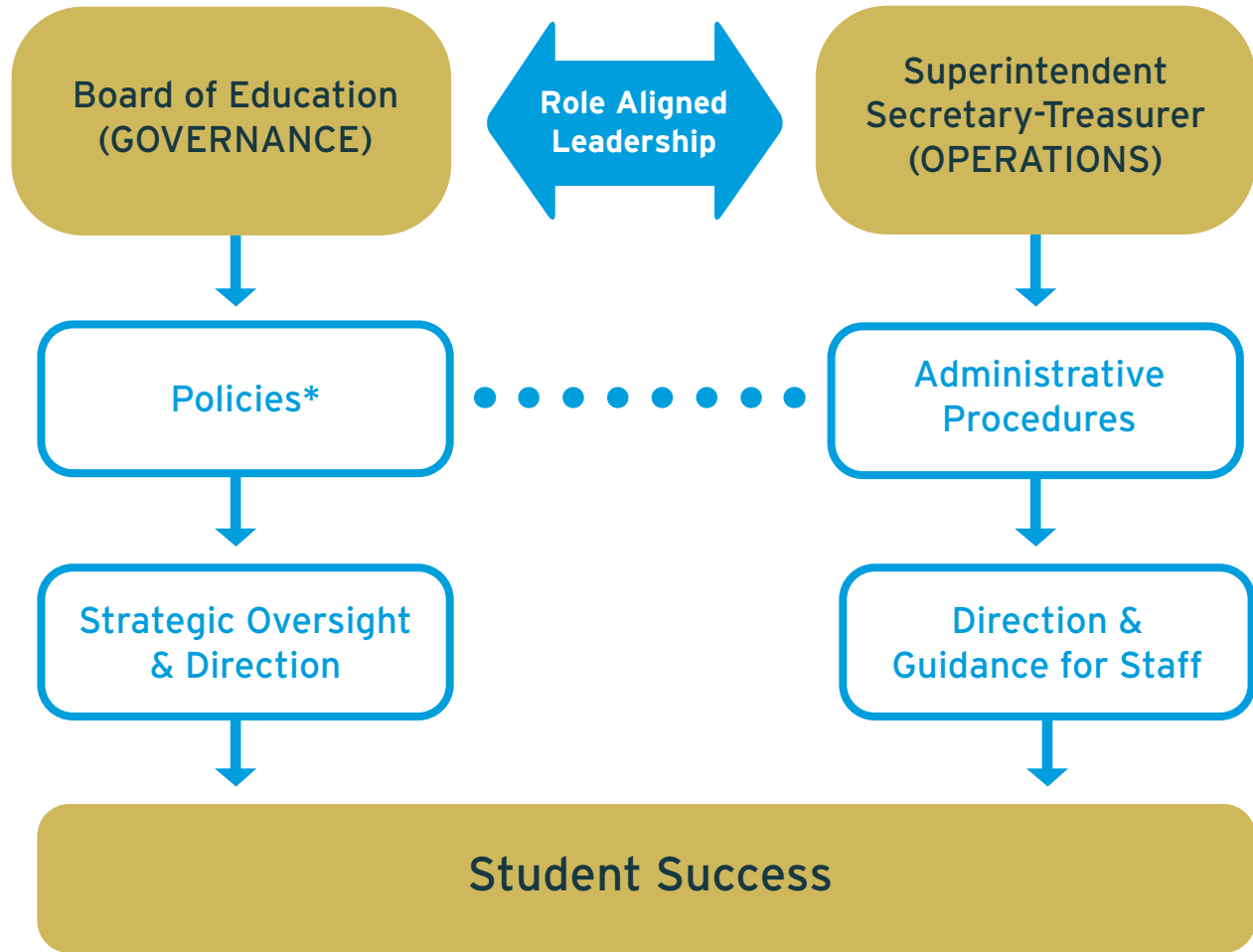
The goal is for boards of education to review and modernize board policies listed in Phase 1 of the documents by October 2026 and then continue updating policy manuals through the 2026-2030 term.

## **Board Policy Review Advisory Committee members:**

- **Carolyn Broady**, BCSTA Past President, Board Liaison and Committee Chair
- **Jen Mezei**, Burnaby, Vice-Chair
- **Kelli Sullivan**, Vernon, Chair
- **Sherri Bell**, Greater Victoria, Official Trustee
- **Pius Ryan**, North Vancouver, Superintendent, BCSSA Liaison
- **Jennifer Woollends**, Quesnel, Secretary-Treasurer, BCASBO Liaison
- **Connor Morris**, Director, Public K-12 Policy & Communications, FNEESC Liaison
- **David Nelson**, Director, Member Support Services, BCPVPA Liaison
- **Kiersten Fisher**, Executive Director, Governance and Legislation Branch, Ministry of Education and Child Care Liaison
- **Michael Rossi**, Deputy CEO, BCSTA
- **Maggie Yuen**, Executive Administrator, BCSTA
- **Suzanne Hoffman**, Consultant

# Board Policy Review:

## Policy (GOVERNANCE) & Administrative Procedures (OPERATIONS)



**POLICY** sets out the principles, expectations, and rules guiding how a school district is governed and operates.

**ADMINISTRATIVE PROCEDURES** are detailed rules, guidelines, and processes developed by the superintendent or senior administration in alignment with school board policies.

\*Some boards may have governance bylaws in their policy manual. Refer to *Appendix A* for more information about bylaws.

# Definitions:

## Policy, Bylaw and Administrative Procedure

### WHAT IS SCHOOL BOARD GOVERNANCE?

- A policy-based system through which the board establishes direction.
- Focusing the district on continuous, evidence-informed improvement in student learning and well-being.
- Ensuring clear delegation of authority with accountability.

Structures	Who's Responsible	What
<b>Policy</b>	Board	A policy sets out the principles, expectations, and rules guiding how a school district is governed and operates. A policy is not mandated but it articulates board values and guides decision making.
<b>Standing/ Operational Bylaw</b>	Board	A bylaw is a type of policy with a higher level of process attached to it. Refer to <i>Appendix A</i> for more information about bylaws.
<b>Administrative Procedure</b>	Staff	Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guides the day-to-day operations of the school district.

	Policy	Administrative Procedure
<b>Purpose</b>	States the principles, values, and expectations that guide the district.	Provides staff with rules, guidelines and processes to implement operational decisions.
<b>Focus</b>	The “ <b>why</b> ” and the “ <b>what</b> ” for boards of education	The “ <b>how</b> ” for staff
<b>Authority</b>	Created/approved by the board; publicly available	Created/approved by superintendent, may be connected to a board policy or stand alone.
<b>Examples</b>	Role of Board Chair, Role of Board, Role of Superintendent, Trustee Code of Conduct, Board Delegation of Authority, Recruitment and Selection of Personnel	Personnel practices, field trip approvals, student registration, emergency preparedness, provision of AED & Naloxone kits
<b>Change Process</b>	Formal board motion required, including notice of motion	Operational updates are communicated to the board by the superintendent.

## Why This Distinction Matters

- Keeps the board focused on strategy and outcomes
- Preserves administrative authority and flexibility
- Strengthens accountability and role clarity
- **POLICY:** *“The district will strive to ensure all students have equitable access to technology.”*
- **ADMINISTRATIVE PROCEDURE:** *“IT will assign devices through the district inventory system and monitor replacement cycles.”*

## Policy vs. Admin Procedure Decision Matrix

Question	Policy	Admin Procedure
Does it express a belief, value, or principle?	✓	
Is it required by Legislation?*	✓	✓
Does it direct day-to-day operations?		✓
Does it give strategic direction to the district?	✓	
Does it primarily involve detailed steps, timelines, or forms?		✓
Is it required to be approved by the board?	✓	
Can it be changed without board approval?		✓

### Policy:

**STUDENT HEALTH AND SAFETY:** *"The Board is committed to providing a safe, healthy, and inclusive learning environment for all students and staff."*

### Administrative Procedure:

**ANAPHYLAXIS MANAGEMENT:** *"School administrators will ensure individual care plans are in place for students with life-threatening allergies, including staff training and emergency response protocols."*

**ADMINISTRATION OF MEDICATION:** *"Designated staff will administer medication to students in accordance with medical authorization forms, storage requirements, and documentation standards."*

**CONCUSSION MANAGEMENT:** *"Staff will follow return-to-learn and return-to-play protocols for students who sustain a suspected concussion."*

**STUDENT MEDICAL CONDITIONS:** *"Schools will maintain records and implement supports for students with chronic or complex medical needs."*

# Exemplar Policies to Govern Effectively

Topics that should be covered in policies

(not necessarily individual policies, topics can be embedded in different policies)

Phase 1 Policies to Govern Effectively		
Policy	District	Policy
<b>Role of the Board</b>	Abbotsford	Policy 2 ( <a href="#">LINK</a> )
<b>Role of the Superintendent</b>	Delta	Policy 12 ( <a href="#">LINK</a> )
<b>Delegation of Authority</b> <i>(if not already incorporated in Role of the Superintendent) ** would be optimal to have a stand-alone policy</i>	West Vancouver	Policy 12 ( <a href="#">LINK</a> )
<b>Foundational Statements</b>	Langley	Policy 1 ( <a href="#">LINK</a> )
<b>Role of the Trustee</b>	Comox	Policy 3 ( <a href="#">LINK</a> , p12)
<b>Role of the Board Chair</b>	Okanagan Skaha	Policy 5 ( <a href="#">LINK</a> )
<b>Role of the Vice-Chair</b>	West Vancouver	Policy 7 ( <a href="#">LINK</a> )
<b>Trustee Code of Conduct (Includes Conflict of Interest)</b>	Abbotsford	Policy 6 ( <a href="#">LINK</a> )
<b>Recruitment and Selection of Personnel</b> <i>(if not already incorporated in Role of the Superintendent)</i>	Langley	Policy 15 ( <a href="#">LINK</a> )
<b>Policy Development</b>	Vancouver	Policy 10 ( <a href="#">LINK</a> )
<b>Indemnification (Bylaw)*</b>	* Please refer to Appendix A for more information about bylaws and exemplars	
<b>Trustee Election (Bylaw)*</b>		
<b>Appeals (Bylaw)*</b>		

\* ensure that they are in place as they are mandated by School Act. Refer to Appendix A for more information about bylaws.

Policies for future phase		
Policy	District	Policy
<b>Board Governance Operations</b>	Langley	Policy 7 ( <a href="#">LINK</a> )
<b>Board Committees</b>	Comox	Policy 8 ( <a href="#">LINK</a> , p52)
<b>Board Representation/ Representative</b>	Abbotsford	Policy 9 ( <a href="#">LINK</a> )
<b>Accumulating Operating and Surplus</b>	Vancouver	Policy 19 ( <a href="#">LINK</a> )
<b>Financial Planning and Reporting</b>	Cowichan	Policy 24 ( <a href="#">LINK</a> )
<b>School Closure Policy (and Bylaw) - Catchment/reconfiguration</b>	Langley Burnaby	Policy 14 ( <a href="#">LINK</a> ) Policy 12 ( <a href="#">LINK</a> )
<b>Child Care</b>	Kamloops Thompson	Policy 18 ( <a href="#">LINK</a> )
<b>Student Transportation</b>	Okanagan Skaha	Policy 18 ( <a href="#">LINK</a> , p81)
<b>Disposal of Land (Bylaw) and Improvements</b>	Abbotsford	Policy 20 ( <a href="#">LINK</a> )
<b>Trustee Renumeration and Professional Development - Includes Trustee expenses</b>	Maple Ridge Pitt Meadows	Policy 2920 ( <a href="#">LINK</a> )

Policy Category	Policies
<p><b>Required by Legislation</b></p>	<ul style="list-style-type: none"> <li>• Bylaws: Appeals, Indemnification/Trustee Election*</li> <li>• Budget</li> <li>• Capital</li> <li>• Disposition of land</li> <li>• Child Care</li> <li>• Exempt Staff</li> <li>• Hardship</li> <li>• School Closure</li> <li>• Procedural bylaws</li> </ul>
<p><b>Suggested Policies to assist in effective decision making</b></p>	<ul style="list-style-type: none"> <li>• Trustee remuneration</li> <li>• Board evaluation and monitoring</li> <li>• Trustee professional development</li> <li>• School catchment</li> </ul>
<p><b>Examples of Local Policies reflecting unique community context</b></p>	<ul style="list-style-type: none"> <li>• Student trustee</li> <li>• Racial equity</li> <li>• Business companies</li> </ul>
<p><b>Examples of Policies that should be Administrative Procedures</b></p>	<ul style="list-style-type: none"> <li>• Anaphylaxis</li> <li>• Field trips</li> <li>• Video Surveillance</li> <li>• Provision of Menstrual Products to Students</li> <li>• Physical Restraint and Exclusion in Schools</li> </ul>

*\* ensure that they are in place as they are mandated by School Act. Refer to Appendix A for more information about bylaws.*

# Policy Development Process for Boards of Education

(BOARD TO REVIEW WITH SR STAFF AND/OR CONSULTANT)

## 1. PURPOSE

- Why are we doing this review?
- Why is it important for your board?
- How does this help your board with your governance and how it operates?
- Determine your board's comfort level for what can be accomplished.
  - Can all the policies be updated/reviewed within a four-year term?
- How does this policy change help boards free up more time to strategically set a positive direction for the district instead of simply rubber-stamping decisions?

## 2. STRUCTURE

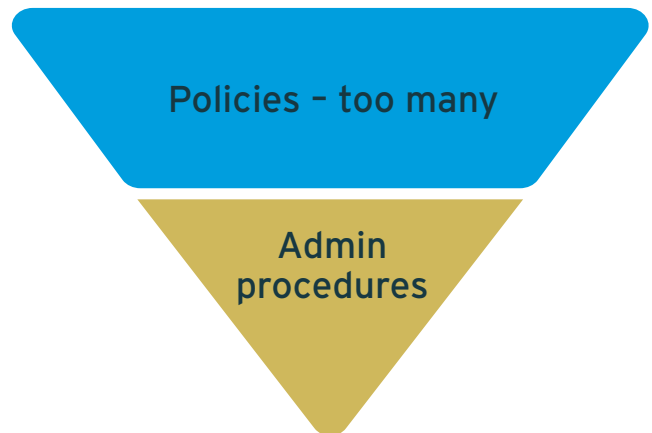
- Policy development is the work of the board of education, and it is solely the purview of the board.
  - Will the work be done by the whole board (committee of the whole) or by a sub-committee of the board?
- They are the board's policies, so, as a group, decide IF, when, who, or how consultation might take place.
  - When appropriate, consider engaging partner groups.
  - When appropriate, may need community engagement.

- What is your board's structure for policy development/review?
  - Does the board have a good understanding of policy vs. administrative procedures (AP's)?
- What is your policy review process? (See point 3 below)
  - Which policies need to be deleted? Amalgamated? Revised?
  - Which policies should be administrative procedures?
- How will your new policies be updated?
  - Will a replacement policy manual be adopted all at once, by one motion?
  - Will you adopt one policy at a time?

## 3. POLICY REVIEW

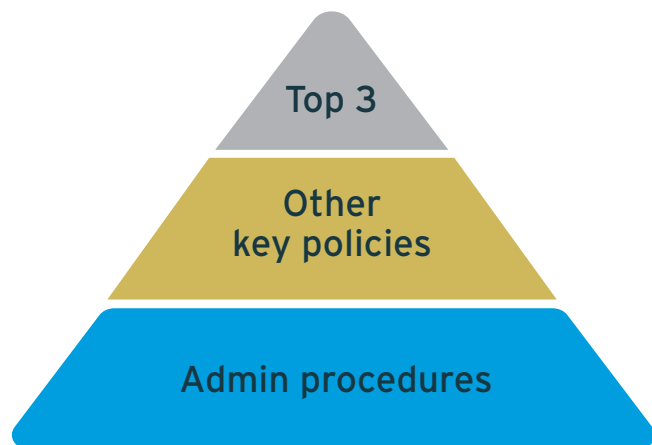
- When were your policies last reviewed?
  - Are they still relevant?
  - Have they recently been updated to modernize language, or has a full review taken place?
  - Should some policies be APs?
  - How will the trustees and senior staff identify what should be policy vs. an AP?

- After determining your comfort zone as a board, review bylaws and policies and categorize them
  - Identify if bylaw > policy > admin procedure.
    - Board to review bylaws and policies
    - Staff to review admin procedures
  - When Boards review bylaws and policies.
    - Are the policies required?
    - Can they be amalgamated?
    - Are they irrelevant? Can they be deleted?
- Identify the structure for your policy manual.
  - Boards may benefit from reorganizing their board policy manual so that it is easier to navigate, clearly focused on governance and aligned with how boards function.
  - Is there a clear delineation between board policy and administrative procedure?



### Unstable Governance Structure

**BEFORE POLICY RESTRUCTURE:  
86 Policies,  
6 Administrative Procedures**  
*Example: Refer to Appendix B*



### Stable Governance Structure

**AFTER POLICY RESTRUCTURE:  
21 Policies,  
70 Administrative Procedures**  
*Example: Refer to Appendix C*

- Review the proposed policies for deletion and approve at each board meeting.
- Amalgamated policies - thoughtfully review of policies that should be amalgamated
  - Once deleted and amalgamated, bylaws/policies are addressed, then align board policies with the BCSTA framework.
- How does your district indicate or note in the footer the work that has been done to your policies?
  - Best practice - clear definition of revise, review and update of a policy.
    - Need to be clear what is done and when it was done to the policy (in the footer)
    - REVIEW: review of policy, reviewed by board/consultant
    - UPDATE: language updates only
    - Examples of updates: When a district considers updating language (he/she → they) - not fully revised, only language updates
    - Modernizing language from regulations to administrative procedures
  - REVISE: fully reviewed, discussed, revised and approved by the board

## APPENDIX A - BYLAW

Bylaw		
<b>Definition</b>	<ul style="list-style-type: none"> <li>• A formal board of education decision requiring three (3) separate readings before adoption under the <i>School Act</i> (Section 3, Joint Rights and Duties).</li> <li>• A standing (procedural) bylaw is a type of policy with a higher level of process attached to it.</li> <li>• A bylaw cannot be easily changed and requires a robust approval process as outlined in <i>School Act</i>.</li> <li>• Guide decisions mandated by law               <ul style="list-style-type: none"> <li>• Some decisions must be made by passing a bylaw</li> </ul> </li> <li>• There are two different types of bylaws standing (procedural) bylaws and operational bylaws.               <ul style="list-style-type: none"> <li>• STANDING (PROCEDURAL) BYLAWS: Standing Bylaws are used to establish procedures to be followed for certain matters</li> <li>• OPERATIONAL BYLAWS: Operational Bylaws are bylaws adopted by the board to establish procedures and administrative requirements necessary to fulfill the board's legal and operational obligations under applicable legislation and regulations.</li> </ul> </li> </ul>	
<b>Purpose</b>	Governs how the board itself operates	
<b>Focus</b>	How the board governs itself	
<b>Authority</b>	Approved by the board; may be required and must comply with legislation	
<b>Examples</b>	<b>Standing (Procedural) Bylaws</b>	
	<b>Exemplars</b>	
	Appeals Bylaw (under section 11 of the <i>School Act</i> )	Delta - Policy 13 ( <a href="#">LINK</a> )
	Indemnification (under section 95 of the <i>School Act</i> )	Langley - Policy 16 ( <a href="#">LINK</a> )
	Trustee Elections Bylaw (under part 4 of the <i>School Act</i> )	Comox - Bylaw 1C ( <a href="#">LINK</a> ) Kootenay Lake - Bylaw 4 ( <a href="#">LINK</a> )
<b>Operational Bylaws (not necessarily listed in your District's Policy/Bylaws)</b>		
<ul style="list-style-type: none"> <li>• Acquisition or disposition of land by a board (<i>School Act</i> s. 65)</li> <li>• Adoption of a budget (<i>School Act</i> s. 113)</li> <li>• Certain other financial matters (Division 7 of Part 6 of the <i>School Act</i>)</li> <li>• School Closure (<i>School Act</i> s. 73)</li> </ul> <p>Some operational bylaws such as school closure bylaws are embedded in a robust school closure policy.</p>		

# APPENDIX B - BEFORE POLICY RESTRUCTURE



## POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

### INDEX – NUMERICAL ORDER

Policy Number	Title	Date Adopted/Revised
<b>1.</b>	<b>MANDATE AND GOVERNANCE</b>	
1.00	Foundational Statement	Rev. Apr. 2021
1.05	Trustee Code of Ethics	Rev. Apr. 2021
1.10	District Policy and Policy Development	Rev. Sept. 2007
1.15	Trustee-Effectiveness Activities and Representation of the Board	Jan. 1982
1.20	Appeal of Decisions Bylaw	June 1990
<b>2.</b>	<b>COMMUNITY</b>	
2.05	Community Relations and Public Information	Feb. 1977
2.10	Parent/Student Committees	Rev. June 1990
2.11	School Planning Councils	Rev. Nov. 2007
2.15	Volunteers in District Schools	Rev. Mar. 2003
2.20	Community Use of Schools: Serving and Consumption of Alcoholic Beverages	Feb. 1980
2.25	District Parents' Advisory Council	Rev. Feb. 2016
2.30	Home Education	Rev. Nov. 2007
2.40	Event Protocols	Rev. May 2015
2.50	Whistle-Blower Protection	June 2020
2.50.AP	Whistle-Blower Protection	June 2020
<b>3.</b>	<b>ADMINISTRATION</b>	
3.00	Financial Management	Nov. 2019
3.00.AP	Financial Management	Feb. 2022
3.05	Transportation of Students	Rev. May 2008
3.10	Securing Money Collected by Schools	Rev. May 2008
3.15	Commercialism in Schools	Nov. 1975
3.16	Fundraising Activities in Schools	Rev. Feb. 1992
3.17	Charitable Donations	Rev. Apr. 2009
3.18	Charitable Organizations – Access to Schools	May 1988
3.20	Closure of Schools by Reason of Weather or Other Causes	Rev. June 1990
3.25	Emergency Ambulance Service	Rev. Feb. 2003
3.30	Traffic and Pedestrian Safety for Students	Feb. 1982
3.35	Emergency Preparedness	Feb. 2016
3.40	Reporting Fires, Attempted Arson, Vandalism, and Breaking and Entering	Feb. 1960
3.50	Liability for Damage to Automobiles in School Automotive Shops	Oct. 1979
3.65	Fees and Deposits	Rev. Nov. 2007
3.80	Purchasing of Goods and Services	Rev. Feb. 2009

## APPENDIX B - BEFORE POLICY RESTRUCTURE

### 4. PERSONNEL

4.00	Collection, Management, Security of and Access to Information Records	Rev. Jan. 2016
4.05	Workplace Bullying and Harassment Prevention	Rev. Jan 2020
4.05.AP	Workplace Bullying and Harassment Prevention	Rev. Feb 2022
4.10	Access to Data on Staff and Students	May 1984
4.15	Healthy and Safe Environment	Apr. 1983
4.20	Worker's Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Maternity/Parenthood Leave	June 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sept. 2007
4.50	Administrative Staff: Performance of Evaluation	May 2018

### 5. STUDENTS

5.00	Promoting Student Health	Apr. 2011
5.05	Admission and Placement of Students into the Burnaby School System	Rev. Feb. 2016
5.08	Positive School Climate	Rev. Oct. 2017
5.09	Weapons	Rev. Jul. 1993
5.10	Violence, Threat and Intimidation	Rev. June 2019
5.11	Administration of Medication at School	Rev. Oct. 1997
5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.13	Anaphylaxis	Mar. 2000
5.14	Physical Restraint and Seclusion	June 2020
5.14.AP	Physical Restraint and Seclusion	June 2020
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Jan. 2016
5.20	Reporting Suspected Cases of Child Abuse	Rev. May 2000
5.25	Personal Costs to Students	June 1978
5.31	Substance Abuse	Nov. 2001
5.40	Student Choice – Animal Dissection	Jan. 2011
5.32	Research in Schools	Rev. Sept. 2007
5.45	Sexual Orientation/Gender Identity	Rev. Nov. 2019

### 6. INSTRUCTION

6.05	School Calendars and Hours of Instruction	Rev. June 1990
6.10	Assessment of Students as Individuals	Rev. Jan. 1990
6.15	Assessment of Students as Members of a Group	Sept. 1980
6.20	Reporting to Parents	Oct. 1987
6.30	Grouping Students for Regular and Special Programs	Rev. June 1990
6.31	Alternative Delivery – Health and Career Education	June 2007
6.35	Program and School Consolidation	Mar. 1983
6.40	Multiculturalism and Race Relations	Mar. 1985
6.44	Portrayal of Violence	June 1990
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.55	Selection of Learning Resources	Sept. 1979

## APPENDIX B - BEFORE POLICY RESTRUCTURE

6.65	Physical and Healthy Education and Related Programs	Aug. 1978
<b>7.</b>	<b>FACILITIES</b>	
7.05	School Keys and Building Security	Sept. 1973
7.10	Smoke & Vape Free Environment	Rev. Jan 2020
7.15	Utilization of Space and Facilities	Sept. 1979
7.15.AP	Provision of Menstrual Products	Jan. 2020
7.15.AP-2	Electronic Vehicle Charging Stations	Feb. 2022
7.20	Snow Removal	Jan. 1973
7.25	Parking on School Side of Streets	Jan. 1967
7.30	Maintenance of Order	Rev. June 2017
7.35	Bylaw No. 3 (Trespass)	Feb. 1972
7.40	Fire Prevention	Apr. 1960
7.50	School Closure	Feb. 2006
7.55	Disposal of Real Property and Improvements	Feb. 2006
7.60	Childcare Programs in District Facilities	Apr. 2014
7.70	Environmental Sustainability	Mar. 2010
7.80	Surveillance	Rev. May 2018
7.90	District Technologies and Information Systems	Apr. 2014

\* IP = Interim Policy

Updated February 2022

# APPENDIX C - AFTER POLICY RESTRUCTURE



## POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

### INDEX – NUMERICAL ORDER

#### POLICIES

Policy Number	Title	Date Adopted/Revised
<b>MANDATE AND GOVERNANCE</b>		
1	Foundational Statement	Rev. Nov. 2025
2	District Policy and Policy Development	Rev. Nov. 2024
3	Role of the Board	Rev. May 2025
4	Role of the Trustee	Sep. 2024
5	Trustee Code of Conduct	Rev. Jun. 2024
6	Delegation of Authority	Sep. 2024
7	Role of the Superintendent	Sep. 2024
8	Supporting Trustee Learning and Professional Development Opportunities	Rev. Nov. 2024
9	Appeal of Decisions Bylaw	Rev. Nov. 2024
10	Financial Management	Rev. Mar. 2025
11	Community Schools	Rev. Mar. 2025
12	Permanent School Closure	Rev. Mar. 2025
13	Child Care Programs in School District Facilities	Rev. Mar. 2025
14	Disposal or Lease of Real Property and Improvements	Rev. Mar. 2025
15	Trustee Accommodation	May 2025
16	Racial Equity	Rev. May 2025
17	Sexual Orientation, Gender Identity and Gender Expression	Rev. Mar. 2025
18	Physical Restraint and Seclusion	Rev. May 2025
19	Sanctuary Schools	May 2025
22	Public Interest Disclosure Policy	Jun. 2024
25	Burnaby School District Privacy Policy	Jun. 2024

#### ADMINISTRATIVE PROCEDURES

AP Number	Title	Date Adopted/Revised
<b>ADMINISTRATION</b>		
100	Development and Review of Administrative Procedures	Mar. 2025
101	Financial Management	Feb. 2022
102	School Fees	Rev. Jun. 2025
103	Fundraising Activities in Schools	Rev. Jun. 2025
104	Charitable Donations	Rev. Jun. 2025
105	Response to Unexpected Health Emergencies	Nov. 2025
3.05	Transportation of Students	Rev. May 2008
3.10	Securing Money Collected by Schools	Rev. May 2008
3.15	Commercialism in Schools	Nov. 1975
3.18	Charitable Organizations – Access to Schools	May 1988

## APPENDIX C - AFTER POLICY RESTRUCTURE

3.20	Closure of Schools by Reason of Weather or Other Causes	Rev. Nov. 2011
3.30	Traffic and Pedestrian Safety for Students	Feb. 1982
3.35	Emergency Preparedness	Rev. Feb. 2016
3.80	Purchasing of Goods and Services	Jan. 2007
<b>COMMUNITY</b>		
200	Whistle-Blower Protection	Rev. Jun. 2024
200	Whistle-Blower Protection – Appendix 1	Rev. Jun. 2024
2.10	Parent/Student Committees	Rev. Apr. 2021
2.11	School Planning Councils	Rev. Apr. 2021
2.15	Volunteers in District Schools	Rev. Apr. 2021
2.20	Community Use of Schools: Serving and Consumption of Alcoholic Beverages	Rev. Apr. 2021
2.25	District Parents' Advisory Council	Rev. Apr. 2021
2.40	Event Protocols	Rev. Nov. 2021
<b>PERSONNEL</b>		
300	Recruitment, Selection, and Transfer of Personnel	Mar. 2025
301	Privacy Breach Management Procedure	Jun. 2024
302	Privacy Management Program	Jun. 2024
303	Workplace Bullying and Harassment Prevention	Rev. Jun. 2022
4.15	Healthy and Safe Environment	Apr. 1983
4.17	Biohazards, Including Bloodborne Pathogens	Jan. 2011
4.20	Worker's Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Birthing/Parental/Adoption/Parenthood Leave	Jun. 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sep. 2007
4.50	Administrative Staff: Evaluation of Performance	Rev. Jan. 2023
<b>INSTRUCTION</b>		
400	Selection of Learning Resources	Rev. Mar. 2025
401	Field Experiences	Rev. Apr. 2025
402	Physical Restraint and Seclusion	Rev. Mar. 2025
403	Sexual Orientation, Gender Identity and Gender Expression	Mar. 2025
404	Weapons	Rev. Mar. 2025
405	Violence, Threat and Intimidation	Rev. Jun. 2025
406	Student Suspension & District Student Intervention Committee	Jun. 2025
407	Reporting Suspected Cases of Child Abuse and Neglect	Rev. Jun. 2025
408	Administration of Medication at School	Rev. Jun. 2025
409	Anaphylaxis	Rev. Jun. 2025
410	Alternative Delivery in the Physical Health & Education Curriculum	Rev. Jun. 2025
411	Assessment of Students & Reporting of Student Achievement	Rev. Jun. 2025
412	Admission and Placement of Students in the Burnaby School District	Rev. Nov. 2025
5.00	Promoting Student Health	Nov. 2011
5.08	Positive School and Work Climate	Rev. Oct. 2017

## APPENDIX C - AFTER POLICY RESTRUCTURE

5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Nov. 2011
5.32	Research in Schools	Rev. Sep. 2007
5.40	Student Choice – Animal Dissection	Jan. 2011
6.05	School Calendars and Hours of Instruction	Rev. Apr. 2014
6.30	Grouping Students for Regular and Special Programs	Rev. May 2010
6.35	Program and School Consolidation	Mar. 1983
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.65	Physical and Healthy Education and Related Programs	Rev. Apr. 2011

### **FACILITIES**

500	Naming or Remaining of District Facilities	Mar. 2025
501	Provision of Menstrual Products	Jan. 2020
502	Electric Vehicle Charging Stations	Feb. 2022
503	Snow Removal	Rev. Jun. 2025
504	Smoke & Vape Free Environment	Rev. Jun. 2025
7.15	Utilization of Space and Facilities	Sep. 1979
7.30	Maintenance of Order	Rev. Jun. 2017
7.70	Environmental Sustainability	Mar. 2010
7.80	Surveillance	Rev. May 2018
7.90	District Technologies and Information Systems	Apr. 2014

\* IP = Interim Policy

Rev. Nov 27, 2025

# Policy Review for Boards of Education



BOARD POLICY REVIEW  
ADVISORY COMMITTEE



**Public Board Meeting**  
**April 15, 2026**  
**Information Memo**  
**Item 8**

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**From:** Teresa Downs, Superintendent of Schools

**Topic:** **Superintendent's Update**

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**BACKGROUND:**

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

- A Story of Inclusion

**RECOMMENDATION:**

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

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**From:** Teresa Downs, Superintendent of Schools

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

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### **BACKGROUND**

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

“Boards of education will:

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

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

For the 2026/26 school year the board approved our Supporting All Learners: Enhancing Student Learning Report on September 17, 2025. The report was then submitted to the ministry. The district’s report was reviewed by a team of ministry and sector representatives. The review team assessed each district’s report based on established criteria and identified a strength and a consideration for each district in five focus areas:

1. Approach to Continuous Improvement
2. Data and Evidence Review
3. Reflect and Adjust
4. Alignment to Enhance Student Learning
5. Equity if Outcomes for Priority Populations

On February 27, 2026 members of the Senior Education Team had an opportunity to participate in a meeting with a member of the review team to receive and discuss the feedback as we continue our work *to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society*. On March 17, 2026 the district received a letter from the Deputy Minister (**Attachment A**) and Framework for Enhancing Student Learning 2025 Annual Review Feedback Report (**Attachment B**).

Next steps:

- Implement the Ministry's Report Template

In the February 27, 2026 meeting we were informed that the analysis of our report and resulting feedback was due to the district not using the ministry's recommended FESL report and pre-populated data template. The Annual Review Feedback Report indicates that district teams must use the templates for the upcoming report.

**RECOMMENDATION**

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

## ATTACHMENT A



March 17, 2026

Ref: 315952

Teresa Downs, Superintendent  
School District No. 42 (Maple Ridge-Pitt Meadows)  
**Email: [teresa\\_downs@sd42.ca](mailto:teresa_downs@sd42.ca)**

Dear Teresa Downs:

On behalf of the Ministry of Education and Child Care, I would like to thank you and your team for your work on and submission of School District No. 42 (Maple Ridge-Pitt Meadows)'s 2025 Enhancing Student Learning Report. As 2025 marks the first year of the three-year submission cycle, I would also like to thank district teams for their support and feedback regarding this change.

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

The 2025 Enhancing Student Learning Reports were reviewed with the same process and approach developed through engagement with education partners in 2022/23 and used in the 2023 and 2024 annual reviews. To honour the district teams' work, the review team continued to use a collaborative consensus process that integrated the varied perspectives of all team members. Using the published criteria for consistency, the review team provided feedback on district processes as they are reflected in the Reports. The team identified a strength and a consideration for each district in four areas:

1. Review data and evidence
2. Reflect and adjust
3. Create alignment to enhance student learning
4. Improve equity of learning outcomes for priority populations

Based on the feedback in these four areas, the team then determined strengths and considerations for the district's overall approach to continuous improvement.

2025 marks the fifth year of an annual review process for Enhancing Student Learning Reports. With report quality improving across the sector, the criteria for this year's report was refined with input from the sector, which enhanced expectations related to strategic planning and continuous improvement processes. District teams may see this increased rigour reflected in the feedback when compared to previous years.

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**Ministry of Education and Child Care**  
Office of the Deputy Minister

Mailing address:  
PO Box 9179 Stn Prov Govt  
Victoria BC V8W 9H8

Telephone: (250) 387-2026  
Facsimile: (250) 356-6007

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

The intent of this feedback is to support continuous improvement and to build upon what is already recognized as a deep commitment to improving student outcomes in your school district. In this light, the Ministry is pleased to share with you the attached 2025 feedback report.

Along with the annual review feedback report strengths and considerations, I would encourage you to also continue to use the “Aboriginal How Are We Doing?” Report data and your own local data and evidence as you undertake continuous improvement in the year ahead to improve outcomes for Indigenous learners.

As we work together on continuous improvement, the Ministry recognizes that district teams are identifying areas for growth and refining annual reports to best reflect district processes, successes, and opportunities. Similarly, the three-year cycle and annual review process continues to be refined to best support overall system improvement. We will be sending a survey to districts teams soon and your feedback will be essential as we look at adjustments for next year.

The outcomes of this year’s review process will inform and help to refine capacity building for our sector in the 2025/26 school year. Through this work, we continue to collectively build capacity within the education system and foster robust strategic and continuous improvement planning practices to support student outcomes.

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

Sincerely,



Kaye Krishna  
Deputy Minister

Attachment

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

REF: 315952

## Framework for Enhancing Student Learning 2025 Annual Review Feedback Report

### School District 42 – Maple Ridge-Pitt Meadows

**Please note:** The Review Team recognizes that operational methods and systems differ between districts depending on student population, rurality, and district staff numbers. The Review Team acknowledges that evidence of proficiency in small or medium districts will differ from larger districts and will take this into account during the review process.

#### Approach to Continuous Improvement

**To demonstrate proficiency, district teams must show that they have actioned a continuous improvement cycle, including ongoing engagement, allowing them to monitor, implement, review and respond, and align implemented strategies to improve student learning outcomes. The continuous improvement cycle should be operationalized through an implementation/operational plan.**

**To demonstrate proficiency, the Enhancing Student Learning Report should include:**

- Clear evidence that the district team is demonstrating continuous improvement by responding to the results of student learning outcomes as identified in the provincial data (i.e., literacy, numeracy, completion rates) by addressing:
  - gaps or areas for growth with intentionality through targeted interventions; and
  - inequities of student learning outcomes revealed in the data and evidence review.
- A brief overview of the district team’s approach to continuous improvement, including how the district team:
  - **Aligns** district implementation/operational plan to strategic priorities and school plans and operations to implement adapted strategies specific to student learning outcomes
  - **Reviews** and **responds** to data and evidence;
  - **Monitors** the effectiveness of implemented strategies and the school planning process;
  - **Implements and adjusts** strategies accordingly;
  - **Engages** with the Indigenous Education Council (IEC) and education partners.

- Clear evidence that feedback from the previous year’s review has been considered during district planning.
- A brief description of the district team’s strategic and deliberate processes for inclusive, ongoing, and meaningful engagement specific to the continuous improvement of student learning outcomes. This includes specific details on:
  - **Who** the district team engages, including:
    - District Indigenous Education Council;
    - First Nations and Indigenous parents/caregivers and students;
    - Students and parents/caregivers;
    - District committees (i.e., employee groups, DPAC); and
    - The local community.
  - **How** the district team engages the Indigenous Education Council and education partners. (This includes timing/frequency of engagement, level of engagement, and specific methods used to demonstrate an ongoing process.)

<b>Feedback from 2025 Annual Review – Continuous Improvement</b>
The report shows evidence of components of a continuous improvement approach.
<b>Strength</b>
The report shows evidence that the district team is committed to a continuous improvement cycle through ongoing strategic engagement.
<b>Consideration</b>
Future reports will benefit from indicating how the district team: <ul style="list-style-type: none"> <li>• reviews data and evidence to inform the selection of high-impact strategies,</li> <li>• monitors the effectiveness of implemented strategies, and</li> </ul> adjusts for impact on student learning.
<b>Feedback from 2024 Annual Review – Continuous Improvement</b>
The district’s report shows evidence of employing selected components of continuous improvement processes, while working to build upon their application.
<b>Strength</b>
The report shows that the district has a continuous improvement cycle in place, as indicated by the infographic.
<b>Consideration</b>
Future reports will benefit from a clear demonstration of the district’s continuous improvement approach, including how data informs the selection, implementation and adjustment of targeted strategies for cohorts of learners.
<b>Feedback from 2023 Annual Review – Continuous Improvement</b>
The district’s report shows evidence of employing selected components of continuous improvement processes, while working to build upon their application.
<b>Strength</b>
The report shows evidence of a continuous improvement cycle.
<b>Consideration</b>
Future reports would benefit from greater analysis of the efficacy of current strategies that respond to the emerging areas for growth.

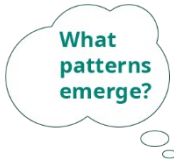
<b>Please note:</b> Ongoing Engagement was a focus area in the 2023 and 2024 Annual Review process. For 2025, it has been incorporated into the focus area “District Context for Continuous Improvement”.
<b>Feedback from 2024 Annual Review – Ongoing Engagement</b>
The district’s report shows evidence that the district has components of broad, meaningful, and ongoing engagement processes in place.
<b>Strength</b>
The report shows evidence of engagement specifically for restructuring district plans.
<b>Consideration</b>
Future reports will benefit from a clear explanation of how the engagement activities mentioned fit into a broader annual engagement cycle for the purpose of continuous improvement.
<b>Feedback from 2023 Annual Review – Ongoing Engagement</b>
The district’s report shows evidence that the district has components of broad, meaningful, and ongoing engagement processes in place.
<b>Strength</b>
The report provides evidence of a robust engagement process through Equity in Action and student voice.
<b>Consideration</b>
Future reports would benefit from a clearer articulation of how the annual engagement cycle is used to shape the district’s adjusted strategies.

## Data and Evidence Review

**To demonstrate proficiency, district teams must show evidence of analysis and interpretation by having gathered data and identified trends, correlations, outliers, and variations. They will have extracted meaning from the analysis results by examining them in district context.**

**To demonstrate proficiency, the Report should include:**

- Visual representations of all the student performance data required by the [Enhancing Student Learning Reporting Order](#), masked where necessary and disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse abilities, as provided in the Part 1: Review Data and Evidence (Pre-Populated Provincial Data Template). To reflect the [Educated Citizen](#), provincial data is organized into three pillars:
  - Intellectual Development,
  - Human and Social Development, and
  - Career Development.
- Concise, reflective analyses of all presented data for each measure, including a brief overview of:



- Clarifying information (i.e., masked data acknowledgements, participation rates/cohort sizes, demographic notes, and/or Provincial Online Learning School enrollment)
- Notable trends (i.e., trends over three or more years, trends for the priority populations)
- Relevant comparison (i.e., provincial averages/typical range, specific cohorts of students)
- Concise, reflective interpretation of presented data for each measure, including:
  - What new information emerged when comparing the provincial data with relevant local data?
  - What strengths and areas for growth were uncovered?
  - What inequities for the priority populations emerged?
- Identified areas for growth that are:
  - Connected to the data and evidence review
  - Identified for all priority populations
  - Focused on student learning outcomes and not implementation or capacity building
  - Distinguished as either existing or emerging
- As needed, concise, reflective triangulation that compares local data sets to provincial data sets and highlights notable trends and includes priority populations. (Where district teams are faced with lower FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps.) Local data sets may include:
  - Additional student performance data (e.g.: How Are We Doing Reports, attendance data, report card data, results from local assessments);
  - Middle Years Development Instrument (MDI)/ Youth Development Instrument (YDI)/Early Development Instrument (EDI);
  - BC Adolescent Health Survey (from McCreary Centre Society);
  - “Tell Them from Me” survey; and
  - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).



<b>Feedback from 2025 Annual Review – Data and Evidence Review</b>
The report shows limited evidence of a comprehensive data and evidence review process.
<b>Consideration</b>
For future report submissions, district teams must provide this information using the Pre-populated Provincial Data Template for analysis and interpretation of provincial data in comparison to district results.

<b>Feedback from 2024 Annual Review – Data and Evidence Review</b>
The district’s report shows evidence that the district engages in several components of comprehensive data and evidence review processes.
<b>Strength</b>
The report includes analysis and interpretation of local data sets.
<b>Consideration</b>
As per the Reporting Order, future reports will require disaggregation and triangulation of provincial data sets to enhance analysis and further interpretation of results (For example: FSA data sets).
<b>Feedback from 2023 Annual Review – Data and Evidence Review</b>
The district’s report shows evidence that the district engages in several components of comprehensive data and evidence review processes.
<b>Strength</b>
The report thoroughly analyzes local data, highlighting key takeaways.
<b>Consideration</b>
Future reports would benefit from inclusion of the FSA assessments to improve data triangulation.

## Reflect and Adjust

**To demonstrate proficiency, district teams will show evidence of reflection and adjustment by assessing results from the data and evidence review, ongoing engagement, and strategy impact on student learning outcomes. District teams will have determined targeted interventions to address inequities and areas for growth.**

**To demonstrate proficiency, the Report should include the following for each identified strategy:**

### Strategy Selection

- An explicit connection between the priority in the district’s Strategic Plan and the area for growth.
- An explicit connection between the area for growth (from the data and evidence review) and the selected strategy.
- An explicit connection between the selected strategy and the targeted learner (i.e., all learners, priority population)
- Includes universal (Tier 1) and targeted (Tier 2 and 3) strategies for cohorts of learners
- Strategies are evidence-based for impact on student learning
- Strategies are intentional

### Strategy Impact

- An explicit description of how effectively the strategy addresses the identified area(s) for growth to improve student learning outcomes, including:
  - Quantitative data: results from an assessment that shows the impact of the strategy on the identified area for growth for student learning (e.g., FSA, local assessments, etc.)



- Qualitative data: feedback received from ongoing strategic engagement that shows impact on student learning (e.g., IEC, student voice, teaching staff)

### Adjustments or Adaptations

- An explicit description of the district team’s next steps and targeted interventions to address inequities, including determining which strategies the district team will:
  - Continue
  - Discontinue
  - Adapt and/or adjust (e.g., how), and/or
  - Introduce and implement



Feedback from 2025 Annual Review – Reflect and Adjust
The report shows limited evidence that the district team has implemented processes to reflect on, monitor, and align/adjust targeted strategies to address identified areas for growth.
<b>Strength</b>
The report articulates a commitment to reflecting and adjusting Tier 1 strategies intended to improve student learning.
<b>Consideration</b>
<p>Future reports will benefit from including:</p> <ul style="list-style-type: none"> <li>• How the district team strategically selects high-impact strategies to address the areas for growth revealed in the data and evidence review.</li> <li>• quantitative and qualitative data to demonstrate the impact of each strategy on student learning.</li> <li>• Consider use of the Ministry provided Reflect and Adjust chart to clearly communicate the district’s approach to identifying, monitoring and adjusting high-impact strategies for cohorts of learners.</li> </ul>

### Alignment to Enhance Student Learning

**To demonstrate proficiency, district teams will identify necessary updates to the district’s Implementation Plan to achieve the district’s Strategic Plan priorities. District teams will show evidence of:**

- **vertical alignment of school plans and identified, targeted strategies within the implementation/operational plan (continuous improvement cycle) to operationalize the district strategic plan priorities (strategic plan)**
- **horizontal alignment of district operational plans to reflect the district’s strategic priorities.**

**To demonstrate proficiency, the Enhancing Student Learning Report should include:**

- A concise description of vertical alignment within the district, including:
  - Links to all current school plans
  - Evidence of connection between district priorities and identified strategies
  - A description of how school plans are aligned with educational objectives outlined in the district’s strategic plan (e.g., district-wide template for school plans)

- A description of how school plans address inequities identified in the data and evidence review
- A description of the district team’s mechanisms to monitor ongoing effectiveness and alignment of school plans
- A concise description of horizontal alignment within the district, including:
  - An explicit description of how district departments and schools are working in tandem to achieve district strategic plan priorities. (i.e., how are district operational/implementation plans and departments aligned to support the implementation of new, adapted/adjusted, or continued strategies.

<b>Feedback from 2025 Annual Review – Alignment</b>
The report shows evidence that the district team has components of vertical and horizontal alignment processes in place.
<b>Strength</b>
The report shows evidence that the district team has demonstrated a commitment to aligning identified strategies with strategic plan priorities.
<b>Consideration</b>
Future reports will benefit from articulating how the school plan review process supports the implementation and monitoring of targeted strategies to address the district’s priorities.
<b>Feedback from 2024 Annual Review – Alignment</b>
The district’s report shows clear evidence that the district has embedded vertical and horizontal alignment processes.
<b>Strength</b>
The report provides evidence of strong horizontal alignment, specifically between operational plans and the district strategic plan.
<b>Consideration</b>
Future reports will benefit from articulating the district’s approach to annually reviewing the alignment and progress of school plans for coherence.
<b>Feedback from 2023 Annual Review – Alignment and Adaptations</b>
The district’s report shows clear evidence that the district has embedded vertical and horizontal alignment processes.
<b>Strength</b>
The report provides evidence of a strong mechanism of overall alignment, including school plans.
<b>Consideration</b>
Future reports would benefit from a more explicit connection to how the district leverages resources to support annual adjustments to the strategic plan.

## Equity of Outcomes for Priority Populations

To demonstrate proficiency, district teams will show intentional focus and specific, targeted interventions to improve student learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

To demonstrate proficiency, the Report should include:

- Descriptions of how the district and school teams use data to track and support cohorts of priority learners, including cohorts represented in masked data sets.
- A description of the district and school teams' approach to address inequities in learning outcomes for identified priority populations, including:
  - Targeted, evidence-informed strategies implemented to address areas for growth for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.
- Descriptions of how the district team monitors the impact of implemented strategies on student learning outcomes and adjusts accordingly.
- Descriptions of how the district team incorporates ongoing engagement feedback into decision-making to address inequities for priority learners, including Indigenous Education Councils, education partners, student voice, parents/caregivers, and staff.

### Focus on Indigenous Learners:

Feedback from 2025 Annual Review – Indigenous Learners
The report shows evidence of a focus on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.
Strength
The report shows evidence of the district team's focus on Indigenous learners through a district wide commitment to Truth and Reconciliation.
Consideration
Future reports will benefit from continuing to refine specific targeted strategies for cohorts of Indigenous learners to address inequities revealed in the data review.
Feedback from 2024 Annual Review – Indigenous Learners
The district's report shows some evidence that the district focuses on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.
Strength
The report demonstrates a focus on Indigenous learners through local data analysis.
Consideration
Future reports will benefit from articulating the district's approach to addressing identified gaps for cohorts of Indigenous learners.

<b>Feedback from 2023 Annual Review – Indigenous Learners</b>
The district’s report shows some evidence that the district focuses on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.
<b>Strength</b>
The report identifies a considerable focus on Indigenous learners.
<b>Consideration</b>
Future reports would benefit from explicitly connecting targeted strategies to address the identified gaps.

### Focus on Children and Youth in Care:

<b>Feedback from 2025 Annual Review – Children and Youth in Care</b>
The report shows evidence of a focus on children and youth in care and is working to further improve equity of learning outcomes.
<b>Strength</b>
The report shows evidence of the district team’s focus on cohorts of children and youth in care through engagement with CYIC students to determine learning needs.
<b>Consideration</b>
Future reports will benefit from explicit identification of targeted strategies to address areas for growth for children and youth in care.
<b>Feedback from 2024 Annual Review – Children and Youth in Care</b>
The district’s report shows some evidence that the district focuses on children and youth in care and is working to further improve equity of learning outcomes.
<b>Strength</b>
The report shows promising growth and achievement results for children and youth in care within the district.
<b>Consideration</b>
Future reports will benefit from showing how district supports are contributing to the success of children and youth in care and how the district monitors the effectiveness of implemented strategies.
<b>Feedback from 2023 Annual Review – Children and Youth in Care</b>
The district’s report shows limited evidence that the district focuses on children and youth in care.
<b>Consideration</b>
Future reports would benefit from clearly identifying achievement gaps and articulating district strategies for improvement for children and youth in care.

### Focus on Students with Disabilities or Diverse Abilities:

<b>Feedback from 2025 Annual Review – Students with Disabilities or Diverse Abilities</b>
The report shows limited evidence of a focus on students with disabilities or diverse abilities.
<b>Consideration</b>
Future reports will benefit from articulating evidence-informed interventions for students with disabilities or diverse abilities to address inequities.

<b>Feedback from 2024 Annual Review – Students with Disabilities or Diverse Abilities</b>
The district’s report shows limited evidence that the district focuses on students with disabilities or diverse abilities.
<b>Consideration</b>
Future reports will benefit from clearly identifying achievement gaps and articulating targeted strategies to support students with disabilities or diverse abilities.
<b>Feedback from 2023 Annual Review – Students with Disabilities or Diverse Abilities</b>
The district’s report shows some evidence that the district focuses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.
<b>Strength</b>
The report identifies some focus on students with disabilities or diverse abilities.
<b>Consideration</b>
Future reports would benefit from identifying targeted strategies for students with disabilities or diverse abilities.

## Accessibility and Readability

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

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



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

**Topic: Policies for Consultation**

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**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 April 8, 2026, the Committee met to review board policies and is proposing updates to three existing policies, as outlined below and in the attachments.

***Proposed Policy Updates***

- Policy 2919 Trustee Code of Conduct
  - Proposed Updated Policy (**Attachment A**)
  - Existing Policy (**Attachment A1**)
- Policy 9325 Education Programs for Non-Residents
  - Proposed Updated Policy (**Attachment B**)
  - Existing Policy (**Attachment B1**)
- Policy 9801 Fees and Financial Hardship
  - Proposed Updated Policy (**Attachment C**)
  - Existing Policy (**Attachment C1**)

***Consultation on Policy Changes***

Input from education partners and the public on the above noted policy changes will be invited from April 16 to May 22, 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 as outlined in this Information Memo dated April 15, 2026.**



## SD42 POLICY 2919

### TRUSTEE CODE OF CONDUCT

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#### PHILOSOPHY

The Board of Education ("Board") recognizes that trustees are elected to serve the public interest and hold their responsibilities as a matter of public trust. In accordance with the [School Act](#), the rights, powers, duties, and liabilities of the Board reside with the Board acting collectively as a legally constituted body. Individual trustees do not exercise the authority of the Board except when the Board is in official session and acting through formal decisions.

While authority rests with the Board as a whole, trustees carry significant influence as elected representatives within the community. Public confidence in the district and its governance is strengthened when trustees demonstrate integrity, professionalism, respect, and accountability in the conduct of Board business and in their interactions with others.

The Board is committed to conducting its work in an ethical and respectful manner. Trustees are expected to model behaviours that reflect the Board's commitment to respectful dialogue, collaborative decision-making, and the fair treatment of students, staff, families, community members, and fellow trustees.

To support effective governance and maintain public confidence in the work of the Board, this Trustee Code of Conduct establishes and shares expectations for the professional and ethical behaviour of trustees.

#### CODE OF CONDUCT

##### ***Collective Governance and Board Authority***

- Trustees will seek to establish and maintain a district culture that supports the well-being, belonging, and success of all learners, where diversity, identity, and inclusion are respected and every learner is supported to reach their full potential.
- Trustees will do everything possible to maintain the integrity, confidence and dignity of the Corporate Board and their role as a Trustee.
- Trustees will treat students, staff, families, community members, and fellow trustees with respect and will always conduct themselves with professionalism and decorum.
- Trustees recognize that their authority rests only with the Board acting collectively and will not attempt to exercise individual authority over the organization, staff, or district operations.
- Trustees will respect the governance role of the Board and the operational responsibilities delegated to the Superintendent of Schools and district staff under the School Act.

##### ***Integrity, Ethics, and Conflict of Interest***

- Trustees will not use their position for personal gain or for the advantage of friends, family, associates, or organizations, and will avoid conflicts of interest in accordance with applicable legislation and Board policy.
- Trustees will recognize their responsibility to represent and advocate for the best interests of learners in the community, including Indigenous communities and First Nations on whose traditional territories the district and schools operate.

- Trustees will abide by Board policies and all applicable legislation, including the School Act, the [Freedom of Information and Protection of Privacy Act](#), and the Oath of Office.
- Trustees will declare any real or perceived conflict of interest and refrain from participating in discussion or decision-making on matters where such a conflict exists.
- A trustee who has declared a conflict of interest will not attempt to influence the outcome of the matter before, during, or after Board deliberations.

### ***Preparation, Participation, and Decision-Making***

- Trustees will keep an open mind when considering matters before the Board and will not prejudge issues prior to Board deliberation.
- Trustees will work collaboratively with fellow trustees, district staff, and community partners in a spirit of cooperation and mutual respect, recognizing that differences of opinion are a normal and constructive part of informed Board deliberations.
- Trustees will carefully review meeting materials and come prepared to participate constructively in Board and committee meetings.
- Trustees will devote the necessary time, preparation, and thoughtful consideration to their duties so they may render effective and responsible service to the Board and the community.
- Trustees will respect the decisions of the Corporate Board. Trustees may express disagreement with Board decisions but will do so respectfully and without disparaging other trustees or individuals, and without speculating on the motives of others.

### ***Confidentiality***

- Trustees will maintain the confidentiality of Board business, including matters discussed in closed meetings and privileged communications with staff, and will not disclose such information unless authorized by the Board.

### ***Communications and Social Media***

- Trustees will ensure their use of electronic communications and social media reflects the expectations of this Code of Conduct and supports responsible digital citizenship.

### ***Professional Development***

- Trustees will remain informed about developments in public education and will take advantage of professional learning opportunities to strengthen their governance responsibilities.
- Trustees are expected to engage in ongoing professional learning to enhance their understanding of public education, governance responsibilities, and emerging issues by participating in relevant conferences, workshops, and training opportunities offered by local or provincial affiliations.

### **REVIEW**

The Board will review this policy within six months of the Inaugural Board Meeting.

### **BREACHES**

Alleged breaches of this Code of Conduct and related procedures are addressed in [Appendix A](#) to this policy.

**APPROVED: February 13, 2013**

**UPDATED: April 2026**

## **APPENDIX A: PROCESS FOR ADDRESSING TRUSTEE CODE OF CONDUCT CONCERNS**

The Board of Education is committed to addressing concerns regarding trustee conduct in a fair, timely, and respectful manner. The following process outlines how concerns will be reviewed and addressed.

### **Informal Resolution**

The Board recognizes that many concerns regarding trustee conduct may be effectively addressed at an early stage through informal resolution.

Where appropriate, trustees are encouraged to address concerns directly and respectfully with one another in a timely manner, with the goal of clarifying expectations, supporting understanding, and resolving the matter.

If the concern is not resolved, or if the nature of the concern warrants, the matter may proceed with the submission of a concern.

#### **1. Submission of a Concern**

It is recognized, that for reasons which may include the nature of the issue of concern or the manner in which it has come to a trustee's attention, informal resolution may not be appropriate.

A concern regarding trustee conduct must be submitted in writing to the Board Chair within a reasonable period of time following the alleged incident or when the concern became known. If the concern is with the conduct of the Chair, the concern will be submitted in writing to the Vice Chair.

The written submission must:

- Clearly describe the nature of the concern; and
- Identify the specific section(s) of the Trustee Code of Conduct or Board policy that are alleged to have been breached.

Anonymous complaints will not be considered.

#### **2. Initial Review by the Chair**

The Chair will review the submission to determine whether the concern falls within the scope of the Trustee Code of Conduct.

If the concern does not fall within scope, the Chair may determine that no further action is required and will advise the individual who raised the concern. The Chair may, at their discretion, refer this determination to the Board for confirmation.

If the concern falls within the scope, the Chair will proceed to facilitate an informal resolution process.

#### **3. Informal Resolution**

The Chair will work with the trustee(s) involved to attempt to resolve the concern informally.

- If the matter is resolved, the Chair will report the resolution to the Board at an in-camera meeting.
- If the matter is not resolved, the Chair will proceed to the next step.

#### **4. Consideration of Investigation**

The Chair will determine whether there are disputed facts that require further review.

- Where appropriate, the Chair may appoint a trustee or an external investigator to conduct a review.
- The investigator will gather relevant information, including from individuals involved and any witnesses.
- A written report will be provided to the Chair.

### **5. Board Review and Decision**

The Chair will schedule an in-camera meeting of the Board to consider the matter.

#### Notice and Materials

The trustee whose conduct is under review (the "Respondent Trustee") will be provided with reasonable notice of the meeting. The notice will include:

- The nature of the concern;
- The investigation report (if applicable);
- Any supporting documentation; and
- The range of potential actions the Board may consider.

The agenda package for the meeting will include:

- The written complaint;
- The investigation report and supporting materials;
- Any written submissions from the Respondent Trustee; and
- Relevant Board policies.

### **6. Meeting Procedure**

At the in-camera meeting:

- a. The Chair will introduce the matter, outline the purpose of the meeting, and confirm that the Board will:
  - Determine whether a breach of the Trustee Code of Conduct or Board policy has occurred; and
  - Decide what action, if any, is appropriate.
- b. Trustees will declare any conflicts of interest.
  - The Respondent Trustee is considered to have a conflict of interest.
  - Any trustee directly involved in the matter may also be considered to have a conflict.
- c. The Respondent Trustee will be provided an opportunity to respond to the concern and make submissions, including on potential actions.
- d. Trustees may ask questions for clarification.
- e. The Respondent Trustee will be excused from the meeting. Any trustee with a conflict of interest will also be excused as appropriate.
- f. The remaining trustees will deliberate and determine:
  - Whether a breach has occurred; and
  - What action, if any, the Board will take.
- g. The Board will make its decision by resolution.

## **7. Outcome**

The Board's decision will be recorded in accordance with Board procedures and will be consistent with Board policy and applicable legislation.

Where the Board determines that a trustee has breached the Trustee Code of Conduct or Board policy, it may take one or more actions that are proportionate to the nature and severity of the breach, taking into account the context, intent, and any prior conduct.

Such actions may include:

### Informal Resolution

- Discussion facilitated by the Chair to address the concern and clarify expectations
- Verbal reminder of responsibilities under the Code of Conduct

### Formal Direction or Warning

- Formal direction from the Board to comply with the Code of Conduct
- Written warning outlining the nature of the breach and expectations for future conduct

### Requirement for Corrective Action

- Requirement for a written or verbal apology
- Requirement to participate in professional learning, coaching, or governance training
- Requirement to cease specific behaviours or actions

### Censure

- Formal motion of censure adopted by the Board
- A statement that the trustee's conduct is inconsistent with the expectations of the Board

### Restrictions on Trustee Responsibilities

- Removal from one or more Board committees or external appointments
- Restriction or removal of the trustee's ability to represent the Board in an official capacity
- Limitation on participation in certain Board activities, where appropriate

### Removal from Board Positions

- Removal from positions of responsibility, including Board Chair or Vice-Chair (where applicable and in accordance with Board procedures)

### Public Statement (if appropriate)

- Issuance of a public statement regarding the Board's decision, where the Board determines it is necessary to maintain public confidence

### Other Actions Permitted by Legislation

- Any other action authorized under applicable legislation or Board policy



**SD 42 POLICY: 2919**

**TRUSTEE CODE OF CONDUCT**

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**Philosophy**

The Trustee Code of Conduct is based on the respect and consideration for the responsibilities and rights of each Trustee. Trustees have the responsibility to know and observe the rules and regulations of the Board of Education as they carry out the work of the Corporate Board.

**Code of Conduct**

- 1.00 Trustees will seek to establish and maintain an inclusive culture of care and belonging where the well-being, diversity, identity, and success of all learners is supported and celebrated, and to foster student achievement and provide an environment in which every individual feels valued, and all learners reach their potential.
- 1.01 Trustees will do everything possible to maintain the integrity, confidence and dignity of the Corporate Board and their role as a Trustee.
- 1.02 Trustees will respect the decisions of the Corporate Board.
- 1.03 Trustees will preserve the confidential business of the Board, including information discussed in closed meetings and communications between trustees and staff, and shall not release privileged information in any format to the public until the Board has done so in an official capacity.
- 1.04 Trustees will carefully review all information packages in preparation for discussion at all scheduled meetings of the Board of Education and its committees.
- 1.05 Trustees will keep an open mind when considering matters before the Board and must not prejudice an issue.
- 1.06 Trustees will not use their position for personal advantage or for the advantage of their friends, associates, family or business and must avoid giving rise to a conflict of interest (direct or indirect; pecuniary or non-pecuniary; statutory or common law) with respect to their fiduciary responsibility.
  - (a) A Trustee must declare when a conflict of interest situation arises and disclose the general nature of interest before any consideration of the matter. The member must not take part in any consideration or discussion of, or vote on the matter, and must not attempt in any way before, during or after the meeting to influence the voting.
  - (b) If the meeting is not open to the public, the member must leave the meeting during the time the matter is under discussion. Note: Meeting is defined to "include any regular, special, committee or other meeting" of the Board.
  - (c) If absent from a meeting, members of the Board must disclose their interest at the first meeting attended after such meeting.
  - (d) Declarations of conflict of interest and the general nature thereof must be recorded in the minutes of the meeting. Declaration of conflict of interest made in closed board meetings, but not the general nature of the conflict, must be recorded in the public board record at the next public meeting.

- 1.07 Trustees will abide by the policies of the Board and all applicable legislation and regulations including the *School Act, Freedom of Information and Protection of Privacy Act* and the *Oath of Office*.
- 1.08 Trustees will not attempt to exercise individual authority over the organization.
- (i) Trustee interaction with the Superintendent of Schools and staff is encouraged; however, individual Board members or groups of Board members shall recognize authority over the Superintendent of Schools or staff is only through the corporate body.
  - (ii) Board members' interaction with the public, media or other entities shall recognize the same limitation and similar inability of any Board member or Board members to speak for the Board.
  - (iii) Board members will voice no judgments on individual staff performance except as that performance is assessed against explicit Board policies by the official process.
- 1.09 Trustees will at all times act with decorum and shall be respectful of students, parents, staff, members of the community and other Trustees.
- 1.10 Trustees will work with fellow board members, staff and others in a spirit of harmony and cooperation and be respectful of differences of opinion. Trustees will refrain from making discrediting comments about others, engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the Board.
- (i) A Trustee may comment on, or disagree with, a decision taken by the Board. In expressing such comment or disagreement, a Trustee may not make disparaging remarks about a Trustee(s), or individual, nor speculate on the motives of a Trustee or individual.
  - (ii) Any member who resists the rules of the Board, uses offensive language, disobeys the decision of the Chairperson of the Board on points of order, or makes any disorderly noise or disturbance may, by resolution of the Board, be ordered to leave for all or part of the remainder of the meeting. (Such removal is to be recorded in the minutes of the meeting).
- 1.11 Trustees will recognize their duty to represent and advocate for the best interests of learners in the community, including Indigenous communities and First Nations on whose traditional territories our schools operate.
- 1.12 Trustees are individually responsible for their use of social media and will ensure that any such use is consistent with this Trustee Code of Conduct.
- 1.13 The Board will review this policy within six months of the Inaugural Board Meeting.
- 1.14 Trustees will endeavour to take advantage of educational conferences, workshops, and training sessions made available by local or provincial affiliations. Through participating in professional development opportunities, Trustees can enhance their knowledge of Trustee roles and responsibilities and become acquainted with current educational topics and trends.

## **Breach of Conduct**

- 2.00 Process for Investigation of Allegations of Breach of Conduct
- (i) The Chairperson of the Board has the authority to investigate allegations of breaches of the Code of Conduct and shall, where appropriate, consult with the Vice Chairperson regarding course of action.
  - (ii) The Chairperson has the authority to invoke consequences 2.01 (a) and (b);

but consequences (c) and (d) require Board resolution. The consequences invoked will depend on the seriousness of the conduct or breach. Where the alleged breach of conduct has been committed by the Chairperson of the Board, the Board shall empower the Vice Chairperson to perform the above responsibilities of the Chairperson.

## 2.01 Consequences of Breach of Conduct

Consequences should be representative of the infraction and may include:

- (a) a verbal warning
- (b) a letter outlining the breach or concern
- (c) a recommendation for public censure of the Trustee
- (d) in respect of a Trustee's failure to comply with the duty of confidentiality the following additional sanctions may be pursued by the Board:
  - (i) The Board may pursue available legal avenues where a Trustee has breached his/her duty of confidentiality.
  - (ii) The Board will not compensate a Trustee for legal costs incurred in response to any action pursued as per (i).

Notwithstanding this procedure, it is the intent of the Board to provide a fair and just review of the concern respecting the Trustee's right to due process, including:

- being advised of the specifics of the allegations
- the right to make a presentation before the Board
- appropriate notice

An appeal to the Board of any consequences applied by the Chairperson may be made at the next Closed Meeting of the Board. Consequences applied by the Board are not subject to appeal.

## 2.02 Procedure to Invoke Consequences for Breach of Conduct

When appropriate, the Board may exercise its corporate authority over individual members. Accordingly:

- (i) The Board may, by special motion duly passed, declare the office of the Chairperson and/or Vice Chairperson to be vacant effective as of the date of passage of the resolution, where such person:
  - becomes disqualified by law as a Trustee;
  - deliberately breaches any relevant legislation or Board policy; and/or
  - acts in such a manner as to lose the confidence of the Board.

If such a resolution is passed, the Board shall, at the same meeting, elect a new Chairperson and/or Vice Chairperson respectively as the case may be following the election process as per *Board Policy 2400: School Board Meeting Proceedings, Board Policy 2915: Board Chairperson – Election, Role, Responsibilities*, and *Board Policy 2918: Vice-Chairperson – Election, Role, and Responsibilities*. The Board may, by special motion duly passed, remove a Trustee from a Board Committee. If such resolution is passed, the Board shall, at the same meeting, elect a new Trustee to fill the vacancy on that committee.

- (ii) The Board may, by special motion duly passed either in a Public Meeting, or a Closed Meeting, censure a Trustee for:
  - breach of Board bylaws and/or Board policies
  - breach of relevant legislation

Note: For the purpose of this section, a "special motion" is interpreted as a motion duly moved, seconded, and adopted by a two-thirds majority of the entire members present. The topic to be decided by "special motion" must appear on the distributed agenda for the meeting. For a special motion that has not been included in the distributed agenda to be considered at a board meeting, all Trustees must be advised of the motion at least 48 hours before the commencement of the meeting and two-thirds of trustees present at the meeting must agree to add the motion to the agenda.

**APPROVED: February 13, 2013**

**UPDATED: May 1, 2024**



## SD42 POLICY 9325

### EDUCATION PROGRAMS FOR NON-RESIDENT STUDENTS

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#### PHILOSOPHY

The Board of Education (the "Board") believes that welcoming international and out-of-province ("non-resident") students enriches the educational experience of the School District and contributes to a diverse and globally aware learning community. The presence of students from other jurisdictions provides opportunities for cultural exchange, broadens perspectives, and strengthens connections between the District and the global community.

The Board supports the participation of Board-authorized fee-paying international and out-of-province students in district schools in ways that enhance learning opportunities while ensuring that educational programs for resident students remain the primary priority of the School District.

The Board also recognizes that the International Student Program may generate revenue that can support educational services and programs within the district, provided the program operates in a financially responsible and sustainable manner.

#### AUTHORITY

The Board authorizes the Superintendent of Schools to establish procedures necessary to implement this policy, including procedures related to admissions, fees, program administration, homestay services, and operational requirements for non-resident students.

#### GUIDING PRINCIPLES

1. Non-resident students may be provided opportunities to participate in the educational and social environments of District schools and communities.
2. Programs for non-resident students should promote intercultural understanding and appreciation within schools and the broader community.
3. The International Student Program will be operated in a financially responsible manner, including the collection of fees and charges necessary to sustain the program.
4. The Board will approve the fees for non-resident education programs to ensure transparency, accountability, and alignment with financial sustainability of the program.
5. Participation of non-resident students should enrich the educational environment of district schools while minimizing impacts on space, resources, and instructional supports required for resident students.
6. The Board will receive an annual report on actual and projected non-resident student enrolment to support oversight, planning, and long-term sustainability of the program.

#### LEGISLATIVE CONTEXT

Section 82(1) of the [School Act](#), provides that boards of education must provide an educational program free of charge to students who are ordinarily resident in BC. Students who are not ordinarily resident in BC may be admitted to district schools on a fee-paying basis, in accordance with the School Act and applicable regulations.

The Board reserves the right to grant or refuse admission to any non-resident student.

**APPROVED: April 27, 2022**

**UPDATED: April 2026**



**SD 42 POLICY: 9325**

**EDUCATION PROGRAMS FOR NON-RESIDENTS**

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The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) promotes and values the attendance of Board authorized fee paying International and Out of Province students to fulfill the following objectives:

- To offer opportunities to graduate with a British Columbia “Dogwood” Diploma and gain entrance to university.
- To promote awareness of and appreciation in our communities for other cultures.
- To offer opportunities to participate in the learning and social environments of our communities.
- To generate revenue to enhance educational services and/or programs by levying fees, charges for services, including any refunds, in a manner that ensures the financial resources needed to operate a cost effective and efficient program for the benefit of all students in the School District.
- To add to the rich educational environment within the School District.
- To provide these services to international students with minimal impact on the resident students with respect to space or additional instructional support.

Section 82(1) of the School Act requires the District to provide resident students with an educational program free of charge. Under the *School Act*, a student is resident in British Columbia if the student **and** the guardian of the student are ordinarily resident in British Columbia.

If a student is not resident in British Columbia, the Board may charge fees for the provision of an educational program. The Board reserves the right to grant or refuse admission to any individual.

**Authority**

The Board authorizes the Superintendent to establish procedures that will guide the implementation of this policy.

**APPROVED: April 27, 2022**



**POLICY 9325**

**EDUCATION PROGRAMS FOR NON-RESIDENTS  
APPENDIX 1**

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**Non-Resident Fees – 10 month academic:**

School Year	Application Fee	Annual Tuition Fee	Homestay Registration or Placement Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance
2021/22	\$200	\$14,000	\$300	\$9,500	\$100	\$100	\$1,100
2022/23	\$200	\$14,500	\$300	\$9,500	\$100	Included	\$1,200
2023/24	\$200	\$14,500	\$350	\$10,500	\$50	Included	\$1,200

**Non-Resident Fees - continuing education, distributed learning and summer school course:**

School Year	Continuing Education Course	Distributed Learning Course	Summer School Course
2021/22	\$900	\$900	\$900
2022/23	\$900	\$900	\$900
2023/24	\$985	\$985	\$985



## SD42 POLICY 9801

### FEES AND FINANCIAL HARDSHIP

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#### PHILOSOPHY

The Board of Education ("Board") believes that financial hardship must not be a barrier to a student's access to their educational program, including participation in learning activities that are aligned with and enhance BC Curriculum.

#### AUTHORITY

The Board assigns the responsibility for the implementation of this policy to the Secretary Treasurer and authorizes the Secretary Treasurer to establish procedures to support consistent, fair, and respectful application of financial hardship supports. In exceptional circumstances, the Board authorizes the Secretary Treasurer (or designate) to approve financial hardship supports that vary from standard eligibility criteria, where doing so is consistent with the intent of avoiding barriers to student participation.

#### GUIDING PRINCIPLES

##### *Access & Equity*

- The District will provide a means for students to participate in District educational programs and learning activities when cost would otherwise prevent participation.
- Financial hardship support may include full or partial fee reduction, which may be applied on a graduated, proportional basis, and/or other reasonable arrangements, taking into account individual circumstances and available resources.

##### *Dignity, Privacy & Fairness*

- Requests for financial hardship support will be handled with confidentiality, fairness, sensitivity, dignity, and respect.
- Information about hardship supports will be communicated in a way that ensures charges are not a barrier to participation, including through communications about fees and permission materials for applicable activities.

##### *Scope & Stewardship*

- This policy applies to school-age students ordinarily resident in British Columbia who are enrolled in District educational programs.
- Financial hardship supports under this policy may apply to school-related fees associated with a student's participation in District educational programs and learning activities, where cost would otherwise be a barrier to participation.
- The student body will not be assessed a fee specifically to fund hardship supports, and the District will manage hardship supports responsibly and sustainably to avoid undermining the viability of programs and learning opportunities.

**APPROVED: April 27, 2022**

**UPDATED: April 15, 2026**



**SD 42 POLICY NO: 9801**

**FEES – HARDSHIP**

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**POLICY STATEMENT**

The Board believes that no student should be denied access to programs, events or field trips that are essential to meet prescribed learning outcomes of the BC Curriculum.

**AUTHORITY**

The Board assigns the responsibility for the implementation of this policy to the Secretary Treasurer and authorizes the Secretary Treasurer to establish procedures that will guide the implementation of this policy. For exceptional circumstances, the Board authorizes the Secretary Treasurer or designate to waive the low-income thresholds established in this policy

**GUIDING PRINCIPLES**

1. Hardship funding may be available for those occasions when a student or students are unable to attend programs, events or field trips.
2. Fees shall be waived for families with combined gross household income at or below the low-income thresholds established by Statistics Canada.
3. Individual dignity and respect must remain paramount in handling these matters.
4. The student body must not be assessed a fee to cover hardship funding.
5. Care must be taken to ensure that the viability of programs, events, and field trips are not jeopardized through the overuse of hardship payments.
6. Extra-curricular trips that are not part of the educational program (even if they are planned to include an educational component and to have a relationship to the curriculum) are not “field trips” for the purposes of this policy and fees may be charged for such activities. In those circumstances, fees are not limited to expenses and this hardship policy need not apply.
7. Each school must communicate the availability of hardship funding to parents.

**APPROVED: April 27, 2022**



**Public Board Meeting**  
**April 15, 2026**  
**Information Memo**  
**Item 11**

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

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**RECOMMENDATION**

**THAT the Board receive the Education Advisory Committee minutes for the meeting held on April 1, 2026, for information.**

(Attachment A)



**Minutes of the Education Advisory Committee  
April 1, 2026**

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**In Attendance:**

Jovo Bikic, Trustee Hudson Campbell, Ken Cober, Trish Coft, Teresa Downs, Jennifer Gallop, Darren Rowell, Nicole Rowley, Cheryl Schwarz, Trustee Pascale Shaw, Erin Smeed, David Vandergugten, and Amanda Woodhall.

1. Education Advisory Committee Minutes, January 28, 2026

*The committee reviewed the minutes from the January 28, 2026 meeting.*

2. Board Authority Authorized Courses

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

- Communications 10 - Immersion
- H.O.P.E. for Boys Leadership 11
- International Language, Culture and Travel 11
- Languages for Travel 12
- Link Crew 11
- Link Crew 12
- Peer Social Support 12
- Sociology 12
- Softball Skills 10
- Softball Skills 11
- Softball Skills 12

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

The meeting adjourned at 3:07

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**From:** Pascale Shaw, Trustee  
**Topic:** **Trustee Report: City of Maple Ridge Liveable Community Advisory Committee**

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**Date of Meeting:** February 26 and March 26, 2026

**Items Discussed:**

Amenity Cost Charges

- Presentation on the development of an Amenity Cost Change Program and Bylaw for the city.

Family Friendly Housing Policy

- Presentation on possible changes that may allow for additional space for family members in existing non single family structures.

Park Naming Policy

- The Manager of Parks, Planning and Development led a discussion on the development of a Park Naming Policy

Child Care – A Community Practice

- Staff reviewed how the housing landscape has changed as a result of recent provincial housing legislation, provided an overview of the exiting childcare landscape in the city, and outlined how the city is planning for childcare demand and supply.

**Action Items referred to the Board of Education:**

- None

**Date of Next Meeting:** April 23, 2026



**Public Board Meeting**  
**April 15, 2026**  
**Information Memo**  
**Item 13**

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**From:** Pascale Shaw, Trustee

**Topic:** **Trustee Report: Maple Ridge Pitt Meadows Arts Council**

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**Date of Meeting:** March 30, 2026

**Items Discussed:**

Update on Activities in SD42 schools

- An exciting update was given on the various programs being offered in our schools with Arts On. Spring break camps were completed and received some very positive feedback. Summer camps are being planned along with some professional day activities. A very promising start to the Art Educations Workshop program as a number of teachers signed up within an hour of the information about the program being send. Art educations workshop are an in-class opportunity for children to learn about art from Arts On Maple Ridge-Pitt Meadows.

**Action Items referred to the Board of Education:**

- None

**Date of Next Meeting:** April 23, 2026



**Public Board Meeting**  
**April 15, 2026**  
**Information Memo**  
**Item 14**

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**From:** Elaine Yamamoto, Board Chairperson

**Topic:** **Question Period**

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**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](mailto: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.



**Public Board Meeting**  
**April 15, 2026**  
**Information Memo**  
**Item 15**

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**Topic: Public Record of Closed Meeting Business**

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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.

**March 4, 2026 Closed**

Territory Acknowledgement	Delivered
Call to Order	Meeting called to order at 2:02pm
Motion of Exclusion	Approved
Approval of Agenda	Approved as Amended
Approval of Minutes	Approved
Superintendent of Schools Decision Items	Approved
Superintendent of Schools Information Items	Received
Adjournment	Meeting adjourned at 4:22pm

**March 11, 2026 Special Closed**

Territory Acknowledgement	Delivered
Call to Order	Meeting called to order at 9:03am
Motion of Exclusion	Approved
Approval of Agenda	Approved
Decision Item	Direction to Chair
Adjournment	Meeting adjourned at 11:20am