



**PUBLIC MEETING  
OF THE BOARD OF EDUCATION**

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

Date: Wednesday, May 13, 2026  
Time: 6:00pm

**A G E N D A**

- A. OPENING PROCEDURES** ITEM 1
1. Territory Acknowledgement
  2. Call to Order
  3. Correspondence
  4. Approval of Agenda
  5. Invitation for Public Input to matters on the Agenda – *Members of the public can provide input on decision items on the public meeting Agenda in writing by no later than 30 minutes before the start of the meeting. All public input received will be shared with trustees electronically.*
  6. Approval of Minutes
- B. PRESENTATIONS** – *Individuals and groups invited by the Board to make presentations on any subject pertinent to Board business. Time limits for individual presentations will be established to allow all speakers to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*
1. Indigenous Student Voice ITEM 2
- C. DELEGATIONS** – *The Board will receive delegations on subjects pertinent to Board business if approved by the Agenda Preparation Committee. Each delegation is allotted time within a 20-minute total limit, including questions. Extensions are at the Board’s discretion. Delegations are typically received for information, and the Board may take action after due deliberation.*
- D. DECISION ITEMS**
1. Chairperson
  2. Superintendent of Schools
    - a) School Fees Schedule and Specialty Academy Fees for 2026/27 ITEM 3
    - b) Ridge Meadows College Review ITEM 4
  3. Secretary Treasurer
    - a) Eligible School Sites Proposal & School Site Acquisition Charge Bylaw ITEM 5
    - b) Pitt Meadows Secondary School Replacement Joint Use Statutory Right of Way in Favour of the City of Pitt Meadows ITEM 6
  4. Committees
    - a) Finance
      - i. Third Quarter Financial Statements for 2025/26 ITEM 7
    - b) Facilities Planning

- c) Board Policy Development
  - i. Policies for Approval ITEM 8
- d) Education Advisory
- e) Accessibility Advisory
- f) Ad Hoc Advocacy on Equitable Funding
  - i. MECC Response to Freedom of Information Request regarding CommunityLINK Funding Allocations ITEM 9
- 5. Indigenous Education Council
- 6. Trustee Motions and Notices of Motion
  - a) Trustee Motion: Correspondence Received from MLA Beare re Funding Inquiry Response ITEM 10

**E. INFORMATION ITEMS**

- 1. Chairperson
- 2. Superintendent of Schools
  - a) Board Engagement Summary with Secondary Students ITEM 11
  - b) Student Absence Notification ITEM 12
  - c) Superintendent's Update ITEM 13
- 3. Secretary Treasurer
- 4. Committees
  - a) Finance
  - b) Facilities Planning
  - c) Board Policy Development
    - i. Policies for Consultation ITEM 14
  - d) Education Advisory
  - e) Accessibility Advisory
    - i. Receiving Minutes of Meeting ITEM 15
  - f) Ad Hoc Advocacy on Equitable Funding
- 5. Indigenous Education Council

6. Trustee Reports

a) City of Maple Ridge Engaged, Healthy Community Advisory Committee      ITEM 16

b) Ridge Meadows Education Foundation      ITEM 17

**F. QUESTION PERIOD**      ITEM 18

*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

**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**

- 2026-05-04 Letter from MLA Beare to Members of the Board re Harry Hooge Elementary students Inquiry Project on Funding

**(Attachment A)**

**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 April 29, 2026 Public Board meeting be approved as circulated.*

**(Attachment B)**

## ATTACHMENT A

From: Beare.MLA, Lisa <Lisa.Beare.MLA@leg.bc.ca>  
Sent: Monday, May 4, 2026 3:36 PM  
To: [REDACTED] Elaine Yamamoto <Elaine\_Yamamoto@sd42.ca>; Mike Murray <Mike\_Murray@sd42.ca>  
Cc: [REDACTED]  
Subject: RE: Inquiry project

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

Good afternoon [REDACTED],

Thank your email. Please find attached a letter from MLA Beare in response to your inquiry project questions.

Kind regards,  
Thyra

Thyra Gillese she/her | Senior Constituency Advisor |  
Office of Lisa Beare, MLA Maple Ridge-Pitt Meadows  
104-20130 Lougheed Highway, Maple Ridge, BC V2X 2P7  
P: 604-465-9299 | F: 604-465-9294

With respect and gratitude to the Katzie and Kwantlen peoples on whose unceded and ancestral territories I am privileged to work, live and play.

Don't miss out on the essentials! Subscribe to The Beare Necessities today. <https://bit.ly/TheBeareNecessities>

CONFIDENTIALITY NOTICE: The above message contains confidential information intended for a specified individual and purpose. The information is private and protected by law. Any copying or disclosure of this transmission by anyone other than the intended recipient is prohibited. If you are not the intended recipient, please notify the sender immediately and delete this message and any attachments from your system. Thank you.



May 4, 2026

Dear [REDACTED]

Thank you for writing to me with your questions about school food programs and special grants for schools in British Columbia. I really enjoy hearing from students who want to learn more about how our education system works here in B.C.

We know that having healthy food is very important for learning. When students have enough good food to eat, it helps them focus, feel better, and do their best at school. That's why our government is working to make sure students can access the food they need.

In 2023, our government created the [Feeding Futures](#) fund. This program provided \$214 million over three years to school districts across B.C. This was the largest investment in school food programs in our province's history. Some schools were able to start food programs for the very first time, while others were able to offer more meals to more students.

In 2025, we partnered with the Government of Canada through the National School Food Program. This partnership added even more funding to Feeding Futures, helping more students get healthy snacks and lunches at school.

In British Columbia, public K–12 education is managed by the Ministry of Education and Child Care and by 60 local school boards, such as your school district, SD42. The Ministry sets education standards and provides funding, while local school boards decide how to use that funding to best support students in their communities.

Special grants, like Feeding Futures and the Community Link Fund you mentioned, are shared with school districts using funding formulas. These formulas consider things like how large a district is, whether it is rural or remote, and the needs of students and families. The formulas are developed with help from the [Funding Equity Committee](#), which includes people from many different types of school districts across the province.

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**Constituency Office**

104-20130 Lougheed Highway  
Maple Ridge BC V2X 2P7  
T 604-465-9299 F 604-465-9294  
Lisa.Beare.MLA@leg.bc.ca

**Legislative Office**

Parliament Buildings  
Victoria BC V8V 1X4  
T 250-387-3655 F 250-387-4680  
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Because B.C. is a very large province with many different communities, schools can have different needs. While people may have different ideas about how funding should be shared, we always work hard to make the system as fair and balanced as possible.

You can find more information about how your school district uses their Feeding Future's money through SD 42's [budget documents](#).

Thank you again for reaching out with your thoughtful questions, and important advocacy.

Sincerely,



Lisa Beare  
MLA Maple Ridge-Pitt Meadows

## ATTACHMENT B



**MINUTES OF THE  
PUBLIC BOARD OF EDUCATION MEETING  
Wednesday, April 29, 2026 (6:00 PM)  
Boardroom, District Education Office**

### **IN ATTENDANCE:**

#### BOARD MEMBERS:

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

#### STAFF:

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

### **ABSENT:**

Trustee – Gabriel Liosis

### **A. OPENING PROCEDURES**

#### 1. Territory Acknowledgement

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

#### 2. Call to Order

The Chairperson called the Public Board meeting to order at 6:00pm.

#### 3. Correspondence

#### 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.

Input was received relating to ITEM 2 Annual Budget Bylaw for 2026/27 – Second and Third Readings. The Chairperson confirmed that trustees had received the input electronically and had sufficient time to review it.

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

THAT the Minutes of the April 15, 2026, Public Board Meeting be approved as circulated.

**CARRIED****B. PRESENTATIONS****C. DELEGATIONS****D. DECISION ITEMS**

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

## a) Finance

i. Annual Budget Bylaw for 2026/27 – Second and Third Readings

The Secretary Treasurer presented the Annual Budget Bylaw for 2026/27 for second and third readings.

Discussion ensued.

**Moved/Seconded**

Extend the elementary band program for a second and final year and commit to healthy consultation with community, parents and school community, including teachers, to find what the next season in the band program looks like.

**DEFEATED****Moved/Seconded**

1. THAT the Annual Budget Bylaw for 2026/27, as presented on April 15, 2026, be read a second time on this 29<sup>th</sup> day of April, 2026.

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

2. THAT the Annual Budget Bylaw for 2026/27, as presented on April 15, 2026, be read a third time, passed and adopted on this 29<sup>th</sup> day of April, 2026.

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

3. THAT any additional available operating surplus from 2025/26 be transferred to the local capital fund and allocated as follows:

- a. First, to top up the contingency reserve held in local capital to 1.50% of budgeted operating expenses for 2026/27 (an increase of \$0.53M);
- b. Second, to increase temporary classrooms by up to \$0.65M;
- c. Third, any remaining available operating surplus be allocated as follows:
  - i. 50% to the IT capital plan,
  - ii. 25% to the facilities and equipment capital plan, and
  - iii. 25% to other facilities renewal.

**CARRIED**

- 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 Motions

**E. INFORMATION ITEMS**

- 1. Chairperson
- 2. Superintendent of Schools
- 3. Secretary Treasurer
- 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
  - a) Indigenous Education Council Meetings: 2026/27 Budget

The Deputy Superintendent presented the Indigenous Education Council’s approved 2026/27 spending plan for Indigenous Education targeted funding.

**Moved/Seconded**

THAT the Board receive the following Indigenous Education Council information:

- March 11, 2026 Indigenous Education Council Report confirming approval of the spending plan for Indigenous Education targeted funds
- March 11, 2026 Indigenous Education Council Meeting Minutes
- April 22, 2026 Indigenous Education Council Report

**CARRIED**

- 6. Trustee Reports and Motions

**F. QUESTION PERIOD**

Three questions were received and answered on the following topics:

- Tracking of legal expenses related to Section 11 appeals
- Policies and approval processes of legal expenses
- Responsibilities in the absence of a mentorship helping teacher

**G. OTHER BUSINESS**

**H. ADJOURNMENT**

**Moved/Seconded**

THAT the Board adjourn the meeting.

**CARRIED**

The Public Board Meeting adjourned at 6:51pm.

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Elaine Yamamoto, Chairperson

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Richard Rennie, Secretary Treasurer



**Public Board Meeting**  
**May 13, 2026**  
**Information Memo**  
**Item 2**

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**From:** Elaine Yamamoto, Chairperson  
**Topic: Presentation: Indigenous Student Voice**

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**BACKGROUND**

The following staff members have prepared a presentation on the Indigenous Student Voice event:

- Kathleen Anderson, District Principal, Indigenous Education

**RECOMMENDATION**

**THAT the Board receive the presentation on the Indigenous Student Voice, for information.**

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

**Topic:** **School Fees Schedule and Specialty Academy Fees for 2026/27**

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## **BACKGROUND**

### **School Act: Section 82 - Fees and Deposits**

Section 82 of the School Act states that:

- (1) A board must provide free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the board,
  - (a) instruction in an educational program sufficient to meet the general requirements for graduation,
  - (b) instruction in an educational program after the student has met the general requirements for graduation, and
  - (c) educational resource materials necessary to participate in the educational program.
- (2) For the purposes of subsection (1), a student is resident in British Columbia if the student and the student's guardian are ordinarily resident in British Columbia.
  - (2.1) Subject to subsection (2.2), if a board permits a student who is older than school age and is ordinarily resident in British Columbia to enroll in an educational program leading to graduation, the board must provide free of charge to that student
    - (a) instruction in an educational program sufficient to meet the general requirements for graduation, and
    - (b) educational resource materials necessary to participate in the educational program.
  - (2.2) Subsection (2.1) does not apply to a student who has
    - (a) already met the general requirements for graduation, or
    - (b) completed the requirements for graduation from a secondary school or high school in another jurisdiction.
- (3) Subject to subsections (1) and (2.1), section 82.4 and the orders of the minister, a board may charge fees for goods and services provided by the board.
- (4) A board may require a deposit for educational resource materials provided to students and to children registered under section 13.
- (5) If a board requires a deposit under subsection (4), it must refund all or part of the deposit to the student or child on return of the educational resource materials.
- (6) A board must publish a schedule of the fees to be charged and deposits required and must make the schedule available to students and to children registered under section 13 and to the parents of those students and children before the beginning of the school year.

(7) Except as provided in an agreement under section 75 (4.1), a board is not responsible to pay for any educational activity undertaken by a student that is not provided by the board.

**Elementary School Supplies**

The current and proposed elementary school supply fee is shown below and is proposed to remain the same for 2026/27.

<b>Fee Description</b>	<b>Proposed 2026/27 Rate</b>	<b>Current 2025/26 Rate</b>	<b>Change</b>
Elementary School Supplies	\$ 60	\$ 60	\$ -

The elementary school supplies fees cover the cost of standard grade-specific school supplies (crayons, pencils, binders, glue sticks, etc.) and student planners. An alternative school supplies list is also made available to parents so they can purchase their own supplies if they so wish. Elementary school principals will post the school supply lists on the school website prior to June 30<sup>th</sup> of each year.

**Secondary School Fee Schedule**

The current and proposed secondary school fees schedule is shown below and are proposed to be the same for 2026/27.

<b>Fee Description</b>	<b>Proposed 2026/27 Rate</b>	<b>Current 2025/26 Rate</b>	<b>Change</b>
Student Fee	\$ 35	\$ 35	\$ -
Athletics	\$ 35	\$ 35	\$ -
Yearbook	\$ 65	\$ 65	\$ -

The secondary student fee is collected from all students and is used to purchase goods and services for intramurals, student clubs, presentations, leadership activities, cultural activities, community fees, school app and field trips.

The secondary athletic fee introduced in 2017/18 is collected only from students participating in inter-school sports leagues and competitions and is used to purchase goods and services for association memberships, registrations, transportation, officials and referees, and medical and safety supplies.

**Continuing Education Fee Schedule**

The current and proposed continuing education fees schedule is shown below and are proposed to be the same for 2026/27.

<b>Fee Description</b>	<b>Proposed 2026/27 Rate</b>	<b>Current 2025/26 Rate</b>	<b>Change</b>
Student Fee	\$ 20	\$ 20	\$ -
Optional Grad Ceremony Fee	\$ 30	\$ 30	\$ -
Graduated Resident Course Fee	\$ 650	\$ 650	\$ -

**Summer Learning Refundable Deposits**

The current and proposed summer learning fee is shown below and is proposed to be the same for 2026/27.

Fee Description	Proposed 2026/27 Rate	Current 2025/26 Rate	Change
Textbook Deposit (Grade 10-12)	\$ 75	\$ 75	\$ -

**School Act: Section 82.1 - Specialty Academies**

Section 82.1 of the School Act states that:

- (1) In this section, "**specialty academy**" means an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations.
- (2) A board may offer a specialty academy if
  - (a) the board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and
  - (b) the board is of the opinion that there is sufficient demand for the specialty academy.
- (3) A board that offers a specialty academy must
  - (a) make available sufficient instruction for students enrolled in the specialty academy to meet the general requirements for graduation, and
  - (b) continue to offer a standard educational program in the school district.
- (4) Despite section 82, but subject to section 82.4, a board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard educational program.
- (5) On or before July 1 of each school year, a board that offers a specialty academy must
  - (a) establish a schedule of fees to be charged under subsection (4), and
  - (b) make the schedule of fees available to the public.
- (6) Before establishing a schedule of fees under subsection (5), a board must
  - (a) consult with the parents' advisory council for the school where the specialty academy is offered, and
  - (b) obtain the approval of that parents' advisory council for the schedule of fees.

The specialty academies offered by School District No. 42 (SD42) in 2026/27 for a fee are as follows:

Specialty Academy Program	School
Softball	Garibaldi Secondary
Interdisciplinary Arts	Garibaldi Secondary
Digital Arts	Maple Ridge Secondary
Soccer	Westview Secondary
Basketball	Westview Secondary

Pacific Rim Hockey Academy (PRHA) offers a hockey program to eligible SD42 students at Pitt Meadows Secondary and Samuel Robertson Technical schools. PRHA is charging a direct fee to students of \$2,120 for this program for 2026/27. Since there are no fees collected by the board for this program, it is not listed as a proposed fee.

**Specialty Academy Fees Schedule**

The current and proposed specialty academy fees schedule is shown below. These proposed fees have been approved by the parent advisory councils of the applicable schools.

<b>Fee Description</b>	<b>Proposed 2026/27 Rate</b>	<b>Current 2025/26 Rate</b>	<b>Change</b>
Basketball	\$ 800	\$ 800	\$ -
Interdisciplinary Arts	\$ 200	\$ 200	\$ -
Digital Arts *	\$ 75	\$ 75	\$ -
Soccer – Full-time Athlete	\$ 850	\$ 850	\$ -
Soccer – Part-time Athlete	\$ 450	\$ 450	\$ -
Softball	\$ 2,000	\$ 2,000	\$ -

\*Pending student enrolment

The above proposed fees apply to resident students. The Board approved the 2026/27 soccer academy, basketball academy, continuing education, online learning, and summer learning fees for non-resident students on February 12, 2025.

<b>Academy:</b>	<b>Basketball</b>
<b>School:</b>	<b>Westview Secondary</b>
<b>Projected Enrolment:</b>	60
<b>Projected Expenses:</b>	
Advertising	\$ 1,000
Clothing	21,000
Speakers and Training Services	8,500
Supplies	10,100
Videographer/Photographer	3,500
Transportation	3,500
	47,600
<b>Proposed 2026/27 Fee to cover Projected Expenses</b>	<b>\$ 800</b>

<b>Academy:</b>	<b>Interdisciplinary Arts</b>
<b>School:</b>	<b>Garibaldi Secondary</b>
<b>Projected Enrolment:</b>	50
<b>Projected Expenses:</b>	
Choreography	\$ 1,500
Sound Engineer	3,500
Technology - Set Design	5,000
	<hr/> 10,000
<b>Proposed 2026/27 Fee to cover Projected Expenses</b>	<b>\$ 200</b>

<b>Academy:</b>	<b>Soccer</b>
<b>School:</b>	<b>Westview Secondary</b>
<b>Projected Enrolment:</b>	
Full-Time Athletes	50
Part-Time Athletes	30
<b>Projected Expenses:</b>	
Instruction/Coaching Staff	\$ 22,000
Supplies/Equipment/Clothing	25,500
Transportation & Activities	7,500
	<hr/> 55,000
<b>Proposed 2026/27 Fee to cover full-time Projected Expenses</b>	<b>\$ 850</b>
<b>Proposed 2026/27 Fee to cover part-time Projected Expenses</b>	<b>\$ 450</b>

<b>Academy:</b>	<b>Softball</b>
<b>School:</b>	<b>Garibaldi Secondary</b>
<b>Projected Enrolment:</b>	20
<b>Projected Expenses:</b>	
Clothing	\$ 3,400
Instructors	31,875
Transportation	4,250
Supplies	475
	<hr/> 40,000
<b>Proposed 2026/27 Fee to cover Projected Expenses</b>	<b>\$ 2,000</b>

**School Act: Section 82.2 – Trades Programs**

Section 82.2 of the School Act states that:

- (1) In this section, "trades program" means an educational activity that is designed to certify a student for a particular occupation, and includes an apprenticeship for students registered with SkilledTradesBC under the Skilled Trades BC Act.
- (2) Despite section 82, but subject to section 82.4, a board may do the following in relation to a student enrolled in an educational program that has a trades program component:
  - (a) charge fees for the purchase or rental of tools, equipment and materials necessary for the student's participation in the trades program;
  - (b) require the student to provide his or her own tools, equipment and materials necessary for the student's participation in the trades program.

**Trades Program Fees Schedule**

Secondary schools charge fees for the purchase or rental of tools, equipment, materials and transportation necessary for the student's participation in the trades programs.

The current and proposed fees for the trades programs are shown below and are proposed to be the same for 2026/27.

<b>Fee Description</b>	<b>Proposed 2026/27 Rate</b>	<b>Current 2025/26 Rate</b>	<b>Change</b>
Automotive	\$ 275	\$ 275	\$ -
Carpentry	\$ 900	\$ 900	\$ -
Framing	\$ 900	\$ 900	\$ -
Metal Fabrication	\$ 600	\$ 600	\$ -

For 2026/27, the following trades programs continue to be available to eligible SD42 students, with fees charged directly by the institutions:

- Vancouver Community College: Culinary (\$1,036) and Hair Design (\$2,650), reduced from last year due to materials removed from kit, and
- Kwantlen Polytechnic University: Plumbing (\$350).

As no fees are collected by the Board, these are not listed as proposed fees.

**School Act: Section 82.31 – International Baccalaureate**

Section 82.31 of the School Act states that:

- (1) In this section and section 178, "International Baccalaureate program" means an educational program based on a curriculum developed and standards set by the International Baccalaureate Organization, a registered extraprovincial non-share corporation as defined in section 167 of the Societies Act.
- (2) A board that offers an International Baccalaureate program must
  - (a) make available sufficient instruction for students enrolled in the International Baccalaureate program to meet the general requirements for graduation, and
  - (b) continue to offer a standard educational program in the school district.
- (3) Despite section 82, but subject to section 82.4, a board may charge a student enrolled in an International Baccalaureate program fees relating to the direct costs incurred by the board in

providing the International Baccalaureate program that are in addition to the costs of providing a standard educational program.

- (4) If a board that offers an International Baccalaureate program charges fees under subsection (3), the board must, on or before July 1 of each school year,
- (a) establish a schedule of fees to be charged under subsection (3), and
  - (b) make the schedule of fees available to the public.

**International Baccalaureate Fees Schedule**

The current and proposed fees for the International Baccalaureate program are shown below and are proposed to be the same for 2026/27.

<b>Fee Description</b>	<b>Proposed 2026/27 Rate</b>	<b>Current 2025/26 Rate</b>	<b>Change</b>
Grade 11 Full Diploma Fee	\$ 600	\$ 600	\$ -
Grade 12 Individual Exam Fee	\$ 120	\$ 120	\$ -
Grade 12 Full Diploma Fee	\$ 600	\$ 600	\$ -

<b>Academy:</b>	<b>International Baccalaureate</b>
	<b>Diploma Program</b>
<b>School:</b>	<b>Garibaldi Secondary</b>
<b>Projected Enrolment:</b>	
Grade 11 projected full diploma graduates	23
Grade 12 certificate program	35
Grade 12 projected full diploma graduates	14
	72
<b>Projected Expenses:</b>	
Annual fee	\$ 15,730
Exam fees	37,255
BC Association annual fee	300
Software - Managebac	1,650
Training/Travel	15,500
Textbooks	5,000
Exam shipping costs	3,134
Gross Projected Expenses	78,569
Portion funded by the Board	(53,969)
Portion funded by fees	\$ 24,600
<b>Fee to break even</b>	
Grade 11 full diploma fee	\$ 1,382
Grade 12 individual exam fee	\$ 902
Grade 12 full diploma fee	\$ 1,382
<b>Proposed 2026/27 student fees</b>	
Grade 11 full diploma fee	\$ 600
Grade 12 individual exam fee	\$ 120
Grade 12 full diploma fee	\$ 600

**RECOMMENDATION**

**THAT the Board approve the following proposed fee schedule for the 2026/27 year:**

Fee Category	Fee Description	Proposed 2026/27 Rate
Elementary	School Supplies Fee	\$ 60
Secondary - School Fees	Student Fee	\$ 35
Secondary - School Fees	Athletics	\$ 35
Secondary - School Fees	Yearbook	\$ 65
Continuing Education	Student Fee	\$ 20
Continuing Education	Optional Grad Ceremony Fee	\$ 30
Continuing Education	Graduated Resident Course Fee	\$ 650
Summer Learning	Textbook Deposit (Grades 10-12)	\$ 75
Graduated Resident	Graduated Resident Student Fee	\$ 650
Secondary - Specialty Academies	Basketball	\$ 800
Secondary - Specialty Academies	Interdisciplinary Arts	\$ 200
Secondary - Specialty Academies	Digital Arts	\$ 75
Secondary - Specialty Academies	Soccer - Full-time Athlete	\$ 850
Secondary - Specialty Academies	Soccer - Part-time Athlete	\$ 450
Secondary - Specialty Academies	Softball	\$ 2,000
Secondary - Trade Program Course Fees	Automotive	\$ 275
Secondary - Trade Program Course Fees	Carpentry	\$ 900
Secondary - Trade Program Course Fees	Framing	\$ 900
Secondary - Trade Program Course Fees	Metal Fabrication	\$ 600
Secondary - International Bacculaureate	Grade 11 Full Diploma Fee	\$ 600
Secondary - International Bacculaureate	Grade 12 Individual Exam Fee	\$ 120
Secondary - International Bacculaureate	Grade 12 Full Diploma Fee	\$ 600



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

**Topic:** **Ridge Meadows College**

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### **PURPOSE**

The purpose of this memo is to provide the Board with information regarding the long-term sustainability of Ridge Meadows College (RMC) and to seek direction regarding the phased discontinuation of the program.

The memo summarizes the context, evidence, and considerations informing this recommendation, including program sustainability, fiscal constraints, evolving post-secondary delivery models, and the district's responsibility to prioritize its legislated K-12 mandate.

### **BACKGROUND**

The Ridge Meadows College (RMC) program was established in 1995 to provide alternative and flexible learning opportunities for adult learners and students seeking pathways toward employment and post-secondary transitions. Over many years, the program has served an important community need by increasing access to local post-secondary and continuing education opportunities within Maple Ridge and Pitt Meadows.

The Board has consistently advocated for expanded local post-secondary opportunities and infrastructure within the community. While advocacy efforts have continued over many years, these efforts have not resulted in the establishment of a local public post-secondary institution or expanded campus presence within the communities of Maple Ridge and Pitt Meadows. At the same time, the educational landscape has changed significantly. Learners now have increasing access to virtual course offerings and programs from institutions across British Columbia and beyond.

### **Ridge Meadows College Annual Review**

The Board engages in an annual review of RMC, which includes an assessment of enrolment projections, actual enrolment, budget projections, and quarterly financial statements. As part of this regular monitoring, in 2025, the Board engaged a consultant to review RMC. This review noted that RMC has provided meaningful opportunities for learners and operational benefits for the district, but also identified significant sustainability concerns. It cautioned that the long-term definition of the college as a "self-sufficient" entity remains unclear; that current operations depend on centralized district staffing, facilities, and administrative supports that are not directly charged to the college; and that additional staffing, facilities, and investment(s) would be required to support future growth or expansion. Any such expansion would therefore entail continued, and likely increased, reliance on district resources allocated primarily for K-12 education.

The review further identified that current staffing structures and Riverside Centre facility limitations significantly constrain the college's future sustainability. Staff were identified as already stretched

managing existing workloads, while the Riverside Centre site was described as effectively at capacity, limiting opportunities for future program growth.

Finally, the review concluded that pursuing accreditation or expansion into a larger post-secondary institution would require substantial additional investment, including expanded staffing, facilities, incorporation costs, and ongoing operational expenditures.

### **Fiscal Sustainability and District Priorities**

Like other school districts across British Columbia, the Maple Ridge – Pitt Meadows School District continues to face increasing fiscal pressures, including rising operational costs, declining projected enrolment, inflationary pressures, and ongoing structural funding challenges. As part of long-term sustainability planning, the district must increasingly focus its staffing, operational capacity, and financial resources on its legislated responsibility of supporting K–12 public education. This includes ensuring that available resources are prioritized, in alignment with the district’s strategic priorities and legislated mandate, toward direct services and supports for school-aged learners. While RMC has provided meaningful opportunities for learners and has positively impacted many individuals over time, the continuation of the program under the current operating model requires the ongoing diversion of district capacity and resources that are increasingly needed to support K–12 students. The current model is increasingly difficult to sustain within the district’s fiscal reality.

### **Evolution of Learning Opportunities**

At the same time, broader changes within the post-secondary sector continue to alter how learners access education and training opportunities. Post-secondary institutions have significantly expanded the availability of virtual and hybrid programming in recent years. Programs that historically required local, in-person delivery models, including Education Assistant, Early Childhood Education (ECE), health care, and other certification or diploma programs, are now increasingly accessible through online and blended learning environments. This shift has expanded access for learners within Maple Ridge and Pitt Meadows by reducing geographic barriers and increasing flexibility for individuals balancing employment, family responsibilities, or other commitments. As a result, access to post-secondary programs is no longer as dependent on local, district-operated delivery models. Learners now have greater ability to access post-secondary opportunities from institutions across British Columbia without requiring a locally operated district-based program model. As a result, many of the programs historically less accessible within the region are now increasingly available through external post-secondary institutions.

### **Ridge-Meadows Post-Secondary Feasibility Study Final Report May 2025**

The Ridge-Meadows Post-Secondary Feasibility Study identified that the current financial situation within the post-secondary sector itself creates significant challenges for expansion of in-person post-secondary programming and facilities. The report notes that public post-secondary institutions are facing increasing operational pressures, modernization costs, enrolment challenges, and broader provincial fiscal constraints. The feasibility study also concluded that a new campus or localized in-person model is not the only approach to increasing access to post-secondary education in Ridge Meadows. It identified alternative approaches including expanded online and blended programming, dual-credit opportunities, and regional partnerships as practical and potentially more sustainable methods of increasing access for learners.

## **Student and Employee Transition Considerations**

The district recognizes that the discontinuation of a long-standing program creates uncertainty and concern for learners and employees. It is important that any transition occur thoughtfully, respectfully, and in a manner that minimizes disruption for current learners.

Should the Board approve the recommendation, staff would implement a phased transition plan focused on:

- Ceasing future student recruitment and advertising for new programming;
- Allowing currently operating cohorts and contractual commitments to conclude in an orderly manner;
- Supporting currently enrolled learners in completing or transitioning within their programs;
- Individualized transition planning for learners where required;
- Ongoing communication with students, staff, and partner organizations; and
- Supporting employees through established district processes and applicable collective agreements.

The intent of the phased approach would be to ensure that students currently participating in programs are not negatively impacted while allowing the district to responsibly transition RMC to closure. The phased transition plan would be developed with the intention of winding down programming in a manner that minimizes disruption to currently enrolled learners and employees.

## **CONSIDERATIONS**

It is important to acknowledge that this recommendation is not a reflection of the commitment, professionalism, or impact of the employees who have supported students through RMC over many years. The program has served an important role within the community and has supported many learners in achieving educational and personal success.

Rather, this recommendation reflects:

- Increasing fiscal pressures and long-term sustainability challenges;
- The district's responsibility to prioritize K-12 public education;
- Expanded post-secondary online learning opportunities;
- Increasing access to online post-secondary education; and
- The need to align district structures and resources with current and future student needs.

Collectively, these factors indicate that the continuation of district-operated post-secondary programming through RMC is no longer aligned with the district's mandate, fiscal capacity, or long-term sustainability planning.

The recommendation to discontinue RMC should not be interpreted as a reduction in advocacy for improved local access to post-secondary education and training opportunities. Rather, it reflects a recognition that the direct operation of post-secondary programming is increasingly outside the district's primary mandate, while alternative and more sustainable access pathways continue to expand. The district will continue to support and advocate for expanded regional post-secondary opportunities through partnerships, dual-credit models, and other approaches aligned with district capacity.

**RECOMMENDATION**

**THAT the Board approve the phased discontinuation of the Ridge Meadows College program;**

**AND FURTHER THAT the Board direct staff to develop and implement a transition plan that:**

- **supports currently enrolled learners in completing or transitioning within their programs with minimal disruption;**
- **supports affected employees through established district processes and applicable collective agreements; and**
- **includes a communication plan for students, staff, and partner organizations regarding the transition process and timelines.**

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

**Topic:** **Eligible School Sites Proposal & School Site Acquisition Charge Bylaw**

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## **BACKGROUND**

### ***Purpose and Context***

The Eligible School Sites Proposal is a required component of the capital plan submission, which must be passed annually by Board resolution and referred to local governments in the District for acceptance under the Local Government Act.

This report estimates the number of school-age children generated by residential growth and the number of school sites needed for the School District. It includes information on the approximate number, locations, and costs of the proposed school sites to be included in the 2026/27 Capital Plan.

The Eligible School Sites Proposal was first included in the capital budget submission for 2001-2002. This process involved extensive consultation with the Cities of Maple Ridge and Pitt Meadows and the development community. Both municipalities have significantly revised their Official Community Plans and land use bylaws. They have also provided updated 10-year projections for residential development, which have been incorporated into these projections.

### ***School Site Acquisition Charge Bylaw and Supporting Analysis***

There is no proposed change to the School Site Acquisition Charge (SSAC) rates applicable to new development units. However, because the existing SSAC bylaw (Capital Bylaw No. 1A – 2007) must be replaced within the statutory timeframe following approval of the Capital Plan, a new School Site Acquisition Charge Capital Bylaw 2026 (**Attachment A**) must be read three times and adopted by the Board. The new bylaw continues the existing maximum SSAC rates permitted under the Local Government Act and Provincial regulations and gives effect to the updated Eligible School Sites Proposal.

The following information has been reviewed and is detailed in supporting schedules A and B (**Attachment B**):

1. Projections for Eligible School Sites have been discussed with planning department staff from the Cities of Pitt Meadows and Maple Ridge. They provided local government forecasts for new housing, which were included in the report covering 2026 to 2035 (see Schedule A).
2. A projection of the number of school-age children, as defined by the School Act, expected to be added to the school district because of the anticipated eligible development units for the period from 2026 to 2035 is included (see Schedule A).
3. An estimate of the size and number of school sites needed to accommodate the projected children mentioned in paragraph (2) is provided (see Schedule B).
4. The estimated location and value of the school sites referenced in paragraph (3) are also included (see Schedule B).

**RECOMMENDATION FOR ELIGIBLE SCHOOL SITES PROPOSAL**

**THAT the Board approve the following eligible school sites proposal:**

**WHEREAS the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) (the “Board”) has consulted with the City of Maple Ridge and the City of Pitt Meadows on these matters.**

**IT IS RESOLVED THAT:**

- 1. Based on information from local government, the Board estimates there will be approximately 6,747 new development units constructed in the School District over the next 10 years, as presented in Schedule 'A';**
- 2. These 6,747 new development units will be home to an estimated 1,014 school-age children, as presented in Schedule A;**
- 3. The Board expects one (1) new school site over the next ten years, which will be required due to this growth in the school district. The site acquisitions will generally be located as presented in Schedule B;**
- 4. According to the Ministry of Education Area Standards, the Board expects that the eligible school site will require a total acquisition of 3.42 hectares (8.45 acres) of land, as presented in Schedule B. This site should be purchased within the next year, and at current serviced land costs, the land will cost approximately \$24.16 million; and**
- 5. The adjusted Eligible School Sites Proposal should be incorporated into the 2026/27 Capital Plan and submitted to the Ministry of Infrastructure.**

**RECOMMENDATIONS FOR SCHOOL SITE ACQUISITION CHARGE BYLAW 2026**

- (1) THAT the School District No. 42 (Maple Ridge – Pitt Meadows) School Site Acquisition Charge Capital Bylaw 2026 be given three (3) readings at this meeting. (vote must be unanimous)**
- (2) THAT the School District No. 42 (Maple Ridge – Pitt Meadows) School Site Acquisition Charge Capital Bylaw 2026 be given first reading.**
- (3) THAT the School District No. 42 (Maple Ridge – Pitt Meadows) School Site Acquisition Charge Capital Bylaw 2026 be given a second reading.**
- (4) THAT the School District No. 42 (Maple Ridge – Pitt Meadows) School Site Acquisition Charge Capital Bylaw 2026 be given a third reading, passed and adopted on this 13<sup>th</sup> day of May, 2026.**

# ATTACHMENT A

## THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE – PITT MEADOWS) SCHOOL SITE ACQUISITION CHARGE BYLAW 2026

**WHEREAS** pursuant to Section 142(1) of the *School Act* (British Columbia), The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) (the “**Board**”) must, when required by the British Columbia Minister of Infrastructure (the “**Minister**”), prepare and submit to the Minister a capital plan;

**AND WHEREAS** the Board has consulted with stakeholders and local governments and passed the 2026/27 Eligible School Site Proposal, incorporated in the School District No. 42 (Maple Ridge – Pitt Meadows)’s 2026-2031 Five Year Capital Plan (the “**Capital Plan**”) submission to the British Columbia Ministry of Infrastructure (the “**Ministry**”);

**AND WHEREAS** the Board approved the 2026/27 Eligible School Site Proposal on May 14, 2025;

**AND WHEREAS** the Ministry provided notice that the Capital Plan, including the Eligible School Site Proposal included in the Capital Plan, was accepted by the Minister on March 27, 2026;

**AND WHEREAS** The Capital Plan approved by the Minister was adopted by the Board on April 15, 2026 as School District No. 42 (Maple Ridge-Pitt Meadows) Capital Plan Bylaw No. 2026/27-CPSD42-01;

**AND WHEREAS** School District No. 42 (Maple Ridge – Pitt Meadows) (the “**School District**”) is an eligible school district pursuant to Sections 571 to 581 of Division 20 of Part 14 of the *Local Government Act* (British Columbia) for which the Board has indicated an eligible school site requirement in its Capital Plan;

**AND WHEREAS** pursuant to Section 575(1) of the *Local Government Act* (British Columbia), the Board is required to set the school site acquisition charges applicable to prescribed categories of chargeable development in the School District (the “**SSACs**”) within 60 days of receiving approval of the Capital Plan under Section 142 of the *School Act* (British Columbia);

**NOW THEREFORE** the Board enacts as a Bylaw the following:

1. Subject to Sections 2, 3 and 4 below, pursuant to Section 575 of the *Local Government Act* (British Columbia), SSACs shall be charged on chargeable developments in the School District, in amounts determined as follows:

$$\begin{aligned}
 \text{SSAC} &= [(\text{Land Value} \times \text{Percentage}) \div \text{Chargeable Units}] \times \text{Prescribed Factor} \\
 &= [(\$26,090,000 \times 35\%) \div 11,775] \times \text{Prescribed Factor}
 \end{aligned}$$

Category of Eligible Development	Prescribed Factor	Calculated SSAC per Unit	Maximum SSAC per Unit	Approved SSAC per Unit
Low Density	1.250	\$1,567	\$1,000	\$1,000
Medium Low Density	1.125	\$1,410	\$900	\$900
Medium Density	1.000	\$1,253	\$800	\$800
Medium High Density	0.875	\$1,097	\$700	\$700
High Density	0.750	\$940	\$600	\$600

2. If at any time the SSAC amount prescribed hereunder does not comply with the requirements of the *School Act* (British Columbia), the *Local Government Act* (British Columbia) or *School Site Acquisition Charge Regulation* (British Columbia), or any other applicable law, as may be amended from time to time, then the SSAC amount

to be collected on behalf of the Board shall be the maximum amount of SSACs legally permitted.

3. The SSAC set out in this bylaw comes into effect 60 days after the adoption of this bylaw. The implementation date for the collection of the charges will be July 12, 2026. The school site acquisition charge set out in existing School District No. 42 (Maple Ridge – Pitt Meadows) Capital Bylaw No. 1A – 2007 continues in effect until July 11, 2026 and reflects the same SSAC rates as set out in this bylaw.
4. The Board may, in its discretion, agree to accept land in place of an SSAC or in partial payment of an SSAC.
5. This Bylaw replaces the School District No. 42 (Maple Ridge – Pitt Meadows) Capital Bylaw No. 1A – 2007 (Re: School Site Acquisition Charge Capital Bylaw).

**BE IT FURTHER** resolved that the Secretary Treasurer be and is hereby authorized on behalf of the Board to execute and deliver notice and a copy of this Bylaw to all local governments in the School District, and all related and ancillary documents as the Secretary Treasurer may, in their discretion, consider advisable.

This Bylaw may be cited as "School District No. 42 (Maple Ridge – Pitt Meadows) School Site Acquisition Charge Capital Bylaw 2026."

Read a first time this 13<sup>th</sup> day of May, 2026.

Read a second time this 13<sup>th</sup> day of May, 2026.

Read a third time, passed and adopted this 13<sup>th</sup> day of May, 2026.

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Board Chairperson

**CORPORATE SEAL**

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Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 42 (Maple Ridge – Pitt Meadows) School Site Acquisition Charge Capital Bylaw 2026, adopted by the Board on the 13<sup>th</sup> day of May, 2026.

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Secretary Treasurer

# ATTACHMENT B

## SCHEDULE A

### Ten Year Projections (2026-2035) - Eligible Development Units and School Age Children

Year:	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Total
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<b>Table 1 - Growth Forecasts - Housing Units Completions By Type (completions for previous school year by July 1)</b>											
<b>City of Maple Ridge</b>											
Single Detached	25	60	72	55	41	22	13	4	5	10	307
Row House	66	141	154	186	147	91	66	70	16	16	953
Low/High Rise Apartment	128	360	472	695	681	621	526	449	355	398	4,685
<b>Total</b>	<b>219</b>	<b>561</b>	<b>698</b>	<b>936</b>	<b>869</b>	<b>734</b>	<b>605</b>	<b>523</b>	<b>376</b>	<b>424</b>	<b>5,945</b>
<b>City of Pitt Meadows</b>											
Single Detached	6	6	-	-	-	-	-	-	-	-	12
Row House	20	20	25	25	35	55	55	55	55	55	400
Low Rise Apartment	-	115	30	35	35	35	35	35	35	35	390
<b>Total</b>	<b>26</b>	<b>141</b>	<b>55</b>	<b>60</b>	<b>70</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>802</b>
<b>Total Units Combined</b>	<b>245</b>	<b>702</b>	<b>753</b>	<b>996</b>	<b>939</b>	<b>824</b>	<b>695</b>	<b>613</b>	<b>466</b>	<b>514</b>	<b>6,747</b>

<b>Table 2 - SCHOOL DISTRICT 42 - ELIGIBLE DEVELOPMENT UNITS (annual totals by housing type)</b>											<b>Total</b>
Single Detached	31	66	72	55	41	22	13	4	5	10	319
Row House	86	161	179	211	182	146	121	125	71	71	1,353
Low Rise Apartment	128	475	502	730	716	656	561	484	390	433	5,075
<b>Total Units</b>	<b>245</b>	<b>702</b>	<b>753</b>	<b>996</b>	<b>939</b>	<b>824</b>	<b>695</b>	<b>613</b>	<b>466</b>	<b>514</b>	<b>6,747</b>

<b>Table 3 - PROJECTED SCHOOL AGE YIELD (from Eligible development unit projections)</b>											<b>Total</b>
Single Detached	17	36	40	30	23	12	7	2	3	6	175
Row House	28	52	57	68	58	47	39	40	23	23	433
Low Rise Apartment	10	38	40	58	57	52	45	39	31	35	406
<b>Total EDU Students</b>	<b>55</b>	<b>126</b>	<b>137</b>	<b>156</b>	<b>138</b>	<b>111</b>	<b>91</b>	<b>81</b>	<b>57</b>	<b>63</b>	<b>1,014</b>

<b>Table 4 - PROJECTED AVERAGE YIELD FACTORS</b>											
Single Detached	0.55	0.55	0.55	0.55	0.55	0.55	0.55	0.55	0.55	0.55	0.55
Row House	0.32	0.32	0.32	0.32	0.32	0.32	0.32	0.32	0.32	0.32	0.32
Low Rise Apartment	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08	0.08

**SCHEDULE B**

**School District No. 42 (Maple Ridge – Pitt Meadows)**

**ELIGIBLE SCHOOL SITES PROPOSAL - 2026/27 CAPITAL PLAN**

*(Does not include eligible sites already approved for acquisition)*

<b>Proposed Elementary School Sites General Location</b>	<b>Size (Ha)</b>	<b>Estimated Cost \$</b>
Silver Valley Area Elementary, Maple Ridge	3.42	\$ 24,160,000
<b>TOTAL (1 new school site)</b>	<b>3.42</b>	<b>\$ 24,160,000</b>

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

**Topic:** **Pitt Meadows Secondary School Replacement Joint Use Statutory Right of Way in Favour of the City of Pitt Meadows**

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### **SUMMARY**

The replacement of Pitt Meadows Secondary School will require the removal and relocation of the existing community artificial turf field. This report explains the agreements required with the City of Pitt Meadows to replace the field on the school site and allow continued shared school and community use. A bylaw is required to legally authorize these arrangements.

### **BACKGROUND**

The School District is building a replacement Pitt Meadows Secondary School on the current school site. Construction of the new school will take place in areas that currently include the existing artificial turf field, which is jointly used by the School District and the City of Pitt Meadows.

To allow construction to proceed, the existing turf field will need to be removed. As part of the replacement school project, a new artificial turf field will be constructed on another area of the school site.

The School District and the City of Pitt Meadows have worked together to ensure that public and school use of an artificial turf field will continue once the new school is completed. This will be addressed through updated agreements that set out how the new field will be shared, operated, and accessed.

### **WHY BOARD APPROVAL IS REQUIRED**

Under provincial legislation, a school board must approve a bylaw when granting long-term rights or access over school district property. The arrangements required to replace the artificial turf field include granting the City of Pitt Meadows access over a portion of the school site where the new field will be located.

The proposed bylaw titled "School District No. 42 (Maple Ridge – Pitt Meadows) Pitt Meadows Secondary School Replacement Joint Use Statutory Right of Way Bylaw 2026" (**Attachment A**) has been prepared for Board consideration and approval. This bylaw authorizes the School District to do the following:

- Enter into an agreement with the City to remove the existing field and construct a replacement field;
- Enter into a new operating agreement governing shared use of the new field; and
- Grant a new statutory right of way to the City once the replacement field is complete.

The detailed legal terms, authorities, and conditions are set out in the attached bylaw.

### **ALIGNMENT WITH BOARD POLICY**

The proposed bylaw aligns with Board Policy 6810 Disposal of Land or Improvements. Staff have determined that the replacement statutory right of way will benefit the School District, maintain shared school and community use of the site, and will not compromise the District's use of the property for educational purposes.

### **FINANCIAL IMPLICATIONS**

The agreements authorized by this bylaw support implementation of the approved Pitt Meadows Secondary School replacement project and do not create additional operating or capital costs beyond those already approved.

### **RECOMMENDATIONS**

- 1. THAT the School District No. 42 (Maple Ridge – Pitt Meadows) Pitt Meadows Secondary School Replacement Joint Use Statutory Right of Way Bylaw 2026 be given all three (3) readings at this one meeting. (vote must be unanimous)**
- 2. THAT the School District No. 42 (Maple Ridge – Pitt Meadows) Pitt Meadows Secondary School Replacement Joint Use Statutory Right of Way Bylaw 2026 be given first reading.**
- 3. THAT the School District No. 42 (Maple Ridge – Pitt Meadows) Pitt Meadows Secondary School Replacement Joint Use Statutory Right of Way Bylaw 2026 be given a second reading.**
- 4. THAT the School District No. 42 (Maple Ridge – Pitt Meadows) Pitt Meadows Secondary School Replacement Joint Use Statutory Right of Way Bylaw 2026 be given a third reading, passed and adopted on this 13<sup>th</sup> day of May, 2026.**

# ATTACHMENT A

## THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 42 (MAPLE RIDGE – PITT MEADOWS) PITT MEADOWS SECONDARY SCHOOL REPLACEMENT JOINT USE STATUTORY RIGHT OF WAY BYLAW 2026

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

AND WHEREAS Section 29 of the *Interpretation Act* (British Columbia) defines the word “dispose” to mean to transfer by any method and includes, among other things, grant and charge or an agreement to grant or charge;

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

AND WHEREAS section 96 (5) of the *School Act* (British Columbia) provides that a board of education may dispose of land or improvements, or both, subject to the orders of the minister responsible for the *School Act* (British Columbia) (the “**Minister**”);

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

AND WHEREAS:

A. The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) (the “**Board**”) is the registered owner of the land and improvements known as the Pitt Meadows Secondary School with a civic address of 19438 – 116B Avenue, Pitt Meadows, British Columbia and legally described as:

Parcel Identifier: 005-259-258

Legal Description: Parcel 310 Except; Part Dedicated Road on Plan 72877, District Lot 282 Group 1 New Westminster District Reference Plan 59157

(the “**Property**”);

B. the Property is Facility Number 04242003;

C. in August 2024, the British Columbia Ministry of Education and Child Care announced funding for the construction of a replacement school for Pitt Meadows Secondary School on the Property (the “**New School**”);

D. the New School will be constructed on all, or a portion of, the existing artificial turf field on the Property known as the “Pitt Meadows Community Field” (the “**Existing ATF Field**”) which area is currently encumbered by a Statutory Right of Way and Joint Use Agreement – Sports Field registered against title to the Property in favour of the City of Pitt Meadows (the “**City**”) under registration number BB1462986 (as amended by Modification of Statutory Right of Way CA4243881, the “**Existing Statutory Right of Way**”) and which Existing Field is currently governed by to an Artificial Turf Field Operating Agreement dated

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for reference March 15, 2010 (the "**Existing Operating Agreement**") between the Board and the City;

- E. to allow for construction of the New School, the Existing ATF Field will need to be removed, the Existing Operating Agreement will need to be terminated and the Existing Statutory Right of Way will need to be discharged from title to the Property;
- F. to facilitate the construction of the New School, which will include a new artificial turf field on a portion of the Property (the "**New ATF Field**"), the Board and the City are proposing to enter into a Construction, Replacement and Funding Agreement (the "**Construction and Replacement Agreement**") to deal with, among other things, the matters set forth above in Recital E;
- G. concurrently with execution of the Construction and Replacement Agreement, the Board and the City propose to enter into a new operating agreement for the New ATF Field to be constructed on a portion of the Property as part of the New School project (the "**New Operating Agreement**") and the Board and the City propose to settle the form of a new statutory right of way over a portion of the Property where the New ATF Field will be constructed to be granted by the Board to the City upon completion of the New ATF Field and the completion of a survey plan depicting the area of the New ATF Field (the "**New Statutory Right of Way**");
- H. the Board is satisfied that it would be in the best interests of the Board to enter into the Construction and Replacement Agreement, the New Operating Agreement and the New Statutory Right of Way and that the entering into the foregoing agreement and the granting of the New Statutory Right of Way to replace the Existing Statutory Right of Way will not interfere with the Board's use of the Property for educational purposes;
- I. the Board has determined and hereby confirms that the entering into the Construction and Replacement Agreement, the New Operating Agreement and the New Statutory Right of Way will neither conflict nor detract from the regular or extracurricular program of the New School or the current or future educational needs of School District No. 42 (Maple Ridge – Pitt Meadows);
- J. the Board has determined, in accordance with the Board's Policy 6810 Disposal of Land or Improvements, that the granting of the New Statutory Right of Way to replace the Existing Statutory Right of Way would benefit the Board and not compromise the Board's use of the Property for educational purposes;

NOW THEREFORE BE IT RESOLVED as a Bylaw of the Board that the Board enter into the Construction and Replacement Agreement, the New Operating Agreement and the New Statutory Right of Way and, upon completion of the New ATF Field, grant the New Statutory Right of Way to the City, all in the forms agreed to between the Board and the City, subject to such amendments thereto as the Secretary Treasurer may, in their discretion, consider advisable, and that the Board register the New Statutory Right of Way against title to the Property in the Land Title Office upon completion of the New ATF Field.

BE IT FURTHER RESOLVED as a Bylaw of the Board that the Secretary Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver the Construction and Replacement Agreement, the New Operating Agreement and, upon completion of the New ATF Field, the New Statutory Right of Way all in such forms and with such amendments thereto as the Secretary Treasurer may, in their discretion, consider advisable, and the Secretary Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver all related and ancillary documents required to complete all matters contemplated by the Construction and Replacement Agreement, the New Operating Agreement, the New Statutory Right of Way and, upon completion of the New ATF Field, the granting of the New Statutory

Right of Way to the City on such terms and conditions as the Secretary Treasurer may, in their discretion, consider advisable as witnessed by the signature of the Secretary Treasurer.

This Bylaw may be cited as "School District No. 42 (Maple Ridge – Pitt Meadows) Pitt Meadows Secondary School Replacement Joint Use Statutory Right of Way Bylaw 2026."

READ A FIRST TIME THIS 13<sup>th</sup> DAY OF MAY, 2026;

READ A SECOND TIME THIS 13<sup>th</sup> DAY OF MAY, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THIS 13<sup>th</sup> DAY OF MAY, 2026;

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Board Chairperson

**CORPORATE SEAL**

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Secretary Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 42 (Maple Ridge – Pitt Meadows) Pitt Meadows Secondary School Replacement Joint Use Statutory Right of Way Bylaw 2026, adopted by the Board on the 13<sup>TH</sup> day of May, 2026.

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Secretary Treasurer

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

**Topic:** **Third Quarter Financial Statements for 2025/26**

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### **BACKGROUND**

This quarterly report and the attached financial statements (**Attachment A**) present the operating, special purpose and capital fund actual financial results for the nine months ended March 31, 2026, the operating fund projected results to June 30, 2026, and comparative figures for the 2025/26 amended annual budget bylaw approved by the Board on March 4, 2026.

The format of the reports reflects the annual financial statements presentation as defined by the Ministry of Education and Child Care (MECC), specifically Schedules 2A and B, Schedule 3A and Schedule 4.

The following is a descriptive analysis of the projected changes to the revenue and expense estimates used in the 2025/26 amended annual budget to the end of the fiscal year and risks to projections. It also provides a summary of the spending in special purpose and capital funds during the first three quarters of 2025/26.

### **OPERATING FUND (Schedule 2)**

This section summarizes projected operating fund revenue and expense variances relative to the 2025/26 amended budget.

Projected year-end appropriations total \$3.65M and are shown in a separate column on Schedule 2. Of this amount, \$1.82M relates to operating budget allocations projected to remain unspent at June 30, 2026, including targeted Indigenous Education and Indigenous Education Council funding, school budget balances, the early career mentorship fund, and other contractual obligations and projects in progress. The balance of \$1.83M reflects the remaining available surplus to be transferred at year end to the Local Capital Fund in accordance with the following motion approved by the Board on April 29, 2026:

*THAT any additional available operating surplus from 2025/26 be transferred to the local capital fund and allocated as follows:*

- a. First, to top up the contingency reserve held in local capital to 1.50% of budgeted operating expenses for 2026/27 (an increase of \$0.53M);*
- b. Second, to increase temporary classrooms by up to \$0.65M;*
- c. Third, any remaining available operating surplus be allocated as follows:*
  - i. 50% to the IT capital plan,*
  - ii. 25% to the facilities and equipment capital plan, and*
  - iii. 25% to non-school facilities renewal.*

**OPERATING FUND REVENUE – \$0.40M increase**

**Ministry of Education and Child Care Operating Grants – \$0.48M increase**

The MECC recalculated operating grants for 2025/26 based on actual February 2026 student enrolment for continuing education, online learning, inclusive education levels 1, 2 and 3 and newcomer refugees which generates an increase of \$0.48M as detailed in the table on the next page.

MECC Operating Grant Funding Category	2025/26 Estimated February Operating Grant		2025/26 Actual February Operating Grant		Increase (Decrease)	
	FTE	Funding	FTE	Funding	FTE	Funding
Continuing Education - School Age	2.000	\$ 18,030	0.250	\$ 2,254	(1.750)	\$ (15,776)
Continuing Education - Adult	25.000	\$ 143,875	20.563	\$ 118,337	(4.438)	\$ (25,538)
Online Learning - Grade 10-12	20.000	\$ 145,600	22.000	\$ 160,160	2.000	\$ 14,560
Online Learning - Adult	5.000	\$ 28,775	6.563	\$ 37,767	1.563	\$ 8,992
	52.000	\$ 336,280	49.375	\$ 318,518	(2.625)	\$ (17,762)
Inclusive Education - Level 1	0.000	\$ -	0.000	\$ -	0.000	\$ -
Inclusive Education - Level 2	20.000	\$ 243,400	60.000	\$ 730,200	40.000	\$ 486,800
Inclusive Education - Level 3	13.000	\$ 79,950	8.000	\$ 49,200	(5.000)	\$ (30,750)
	33.000	\$ 323,350	68.000	\$ 779,400	35.000	\$ 456,050
Newcomer Refugees	-	\$ -	1.000	\$ 4,508	1.000	\$ 4,508
	0.000	\$ -	1.000	\$ 4,508	1.000	\$ 4,508
<b>Total for February Student Enrolment</b>	<b>85.000</b>	<b>\$ 659,630</b>	<b>118.375</b>	<b>\$ 1,102,426</b>	<b>33.375</b>	<b>\$ 442,796</b>
Youth Train in Trades			0.875	\$7,888	0.875	\$ 7,888
Health Careers Dual Credit			3.000	\$27,045	3.000	\$ 27,045
<b>Total MECC Operating Grant</b>	<b>85.000</b>	<b>\$ 659,630</b>	<b>122.25</b>	<b>\$ 1,137,359</b>	<b>37.250</b>	<b>\$ 477,729</b>

**Other Grants – \$0.03M decrease**

Other grants are estimated to be \$0.03M lower than budget primarily due to a reduction in Federal Corrections Canada grants at Ridge Meadows College.

**Other Revenue – \$0.05M decrease**

Tuition is expected to be \$0.05M above budget, driven by higher-than-budgeted international education tuition of \$0.13M, partially offset by \$0.07M lower tuition from Ridge Meadows College due to reduced enrolment.

Other revenue is projected to be \$0.11M below budget, primarily due to After School Program revenue being \$0.14M lower than expected as a result of lower-than-anticipated registration in the second half of the school year.

**OPERATING FUND EXPENSES – \$1.41M decrease*****Salaries and Benefits – \$1.21M decrease***

Teacher salaries are projected to be \$0.99M lower than budget, primarily due to vacancies and leaves (\$0.79M) and a lower average teacher salary (\$0.20M). This variance is offset by higher-than-budgeted TTOC costs of \$1.16M, reported separately under substitutes, reflecting coverage for these teacher vacancies and absences.

Principal and Vice Principal salaries are projected to be \$0.01M higher than budget due to timing of vacation usage.

Educational Assistant salaries are projected to be \$0.16M lower than budget due to vacancies and unpaid leaves exceeding estimates.

Support Staff salaries are projected to be \$0.33M below budget, primarily due to grounds and trades vacancies (\$0.10M), district and school clerical vacancies (\$0.09M), occupational therapist vacancies (\$0.07M), other net underutilized district support staff budgets (\$0.04M), and lunch hour supervisor vacancies (\$0.03M).

Other Professional salaries are projected to be \$0.12M below budget, primarily due to \$0.08M in reduced Ridge Meadows College instructor costs resulting from reduced enrolment, and \$0.04M in vacancies and leaves, mainly in finance and communications departments.

Substitute salaries are projected to be \$0.64M above budget, primarily due to higher-than-budgeted TTOC costs of \$1.16M to cover teacher vacancies and leaves. This pressure is partially offset by lower-than-anticipated utilization of Employment Standards Act 5-day sick leave for casual staff (\$0.08M) and lower-than-budgeted educational assistants replacement costs (\$0.43M).

Employee benefits are projected to be \$0.26M below budget, reflecting the salary variances noted above.

**Note regarding Labour Settlement for Teachers and Support Staff**

The collective agreement with the Maple Ridge Teachers' Association (MRTA) was ratified on March 6, 2026 and is effective from July 1, 2025 through June 30, 2029. The collective agreement with the Canadian Union of Public Employees Local 703 (CUPE) was ratified in 2023 and expired on June 30, 2025; however, its terms continue in effect until a new agreement is ratified.

While the collective agreements establish terms that result or may result in salary and benefit cost changes during the period from July 1, 2025 to June 30, 2029, any such increases relating to 2025/26 are not reflected in these projections. Such salary and benefit costs are recognized only when the related provincial funding has been confirmed and can be recognized in the same period. As the associated labour settlement funding from the MECC has not yet been confirmed, neither the costs nor the related revenue are included in these estimates.

***Services and Supplies – \$0.20M decrease***

Services and supplies are projected to be \$0.20M lower than budget due to underutilized departmental services and supplies budgets.

***Capital Assets – \$1.81M increase***

Capital assets purchases from operating funds are projected to be \$0.02M lower than budget.

Transfers to local capital are projected to increase by \$1.83M, reflecting the estimated 2025/26 surplus and its application to capital funding priorities, consistent with the April 29, 2026 Board motion.

**SPECIAL PURPOSE FUNDS (Schedule 3A)**

During the three quarters ended March 31, 2026, \$30.01M in special purpose fund restricted grants was received, \$27.45M was spent, and \$5.38M remains available as at March 31, 2026, to fund quarter four expenses.

**CAPITAL FUNDS (Schedule 4)**

During the first three quarters of 2025/26, \$5.25M of deferred capital revenue and \$8.16M amortization expense related to tangible capital assets were recorded. In addition, other revenue of \$0.08M was received to support local capital environmental sustainability initiatives.

Capital asset of \$1.2M were purchased from the Operating Fund (\$0.47M) and Special Purpose Funds (\$0.73M), and a further \$0.97M in capital assets were purchased from the Local Capital Fund.

**Local Capital Fund**

The following table details the Board-approved uses of the Local Capital Fund and related spending to March 31, 2026.

Local Capital Fund (\$ millions)	Balance July 1, 2025	Year to Date Spending	Balance March 31, 2026
Contingency reserve held in Local Capital	\$ 2.72	\$ -	\$ 2.72
IT capital plan	3.77	0.46	3.31
Facility equipment and vehicle capital plan	1.06	0.07	0.99
Child Care capital	0.71	0.02	0.69
Emergency preparedness	0.01		0.01
Boardroom enhancements	0.01		0.01
Strategic Facilities Plan implementation			
Temporary classrooms	1.80	0.30	1.50
Capital planning	0.30	0.08	0.22
Sustainability upgrades	0.93	0.04	0.89
Non-school facilities renewal	1.50		1.50
Capital cost share - Eric Langton Elementary	0.70		0.70
<b>Total Local Capital</b>	<b>\$ 13.51</b>	<b>\$ 0.97</b>	<b>\$ 12.54</b>

**Ministry-Funded Capital**

Capital asset spending from ministry-funded capital totaled \$31.25M for the three quarters ended March 31, 2026. The major projects are summarized in the following table.

CAPITAL PROJECTS IN PROGRESS (\$ millions)	
Seismic replacement and expansion (Eric Langton Elementary)	\$ 16.62
Seismic replacement (Pitt Meadows Secondary)	2.06
Prefabricated additions (Blue Mountain and Golden Ears Elementary)	6.93
HVAC upgrade SEP (Thomas Haney Secondary and Highland Park Elementary)	1.11
HVAC upgrade (Golden Ears and Edith McDermott Elementary)	0.87
Playground (Highland Park Elementary)	0.20
Food infrastructure program (food delivery vehicle)	0.12
Building envelope program (Fairview and Pitt Meadows Elementary)	0.04
Annual facility grant funded projects (various locations)	3.30
<b>Total</b>	<b>\$ 31.25</b>

## **RISKS TO PROJECTIONS**

### **Revenue**

The provincial operating grant included in these estimates may differ from the operating grant finalized by the MECC in June 2026. Key sources of potential variance include actual funded enrolment in May 2026, and any additional provincial funding announcements made during the remainder of 2025/26.

In addition, provincial funding for labour settlements has not yet been fully confirmed. While the Province has historically provided funding for negotiated wage increases, the timing and sufficiency of provincial funding for wage increases and other labour settlement costs remain uncertain and have not been reflected in the Q3 projections.

### **Expenses**

Salaries and benefit projections are based on estimated average teacher salaries, anticipated use of substitution budgets, and projected changes to benefit rates. Actual costs may vary from projections.

There is financial risk associated with potential general wage increases for employee groups that may not be fully funded by the MECC. If negotiated or mandated increases are not accompanied by sufficient funding, the district may be required to absorb additional costs within existing budgets, potentially resulting in budget reallocations, service reductions, or increased pressure on reserves.

Changes in weather patterns and unanticipated utility rate increases may also result in higher utilities costs. In addition, actual services, supplies and utilities expenses may exceed current projections and may require funding from the contingency reserve.

### **Capital Projects**

Due to their magnitude, capital projects have the potential to significantly impact the district's financial position. While there is no centralized assessment the risk across the entire capital program, individual project risk assessments are conducted on an ongoing basis. Project agreements with the ministry include contingencies intended to mitigate financial risk.

Smaller projects incorporate contingency planning within approved budgets and are managed internally. In addition, the contingency reserve held in local capital of \$2.72M is available to mitigate capital-related risks. Major capital projects in progress are valued at over \$200M.

### **Other Assets**

Current budget allocations are insufficient to fully support the acquisition, maintenance, and timely replacement of the district's tangible capital assets. As a result, deferred maintenance continues to grow, and the facility condition index continues to deteriorate. Replacement cycles for IT hardware, facilities equipment, and vehicles are dependent on the availability and Board appropriation of operating surplus to support multi-year capital plans. Any significant equipment failures during 2025/26 may require funding from the contingency reserve held in local capital.

### **Tariffs**

Recent U.S. tariffs are expected to increase the cost of goods and materials, particularly in construction, facilities maintenance, technology, and classroom supplies. Rising procurement and capital project costs may place additional pressure on district budgets, potentially requiring reallocation of funding or delays in planned upgrades and initiatives. Over the long-term, these pressures could reduce operational flexibility and constrain investment in educational priorities.

## **RECOMMENDATION**

**THAT the Board approve the financial statements for the third quarter ended March 31, 2026.**

**School District No. 42 (Maple Ridge-Pitt Meadows)**  
**Schedule of Changes in Operating Fund**  
**Period Ended March 31, 2026**

	A	B	C	D	E = C+D	F = A-E \$ Variance	G = F/A % Variance
	Amended Budget 2025/26	Actuals Jul 1, 2025 to Mar 31, 2026	Projections Jul 1, 2025 to Jun 30, 2026	Projected Year End Appropriations	Projected to Jun 30, 2026 + Appropriations	from Amended Budget	from Amended Budget
<b>Operating Revenue by Source</b>							
<b>Grants</b>							
Provincial Grants - MECC	\$ 198,796,333	\$ 139,156,823	\$ 199,274,063		\$ 199,274,063	\$ 477,730	0.24%
Local Education Agreement Recovery	(690,433)	(459,682)	(690,433)		(690,433)	-	0.00%
Other MECC Grants	3,173,120	1,274,738	3,173,120		3,173,120	-	0.00%
Provincial Grants - Other	405,600	305,888	400,825		400,825	(4,775)	(1.18)%
Federal Grants	378,080	212,130	356,630		356,630	(21,450)	(5.67)%
<b>Total Grants</b>	<b>202,062,700</b>	<b>140,489,897</b>	<b>202,514,205</b>	-	<b>202,514,205</b>	<b>451,505</b>	<b>0.22%</b>
Tuition	11,636,845	8,644,470	11,692,111		11,692,111	55,266	0.47%
Other Revenue	968,451	444,144	853,608		853,608	(114,843)	(11.86)%
LEA - Direct Funding from First Nations	690,433	579,484	690,433		690,433	-	0.00%
Rentals & Leases	997,336	776,674	1,004,205		1,004,205	6,869	0.69%
Investment Income	1,305,000	1,174,385	1,305,000		1,305,000	-	0.00%
<b>Total Other Revenue</b>	<b>15,598,065</b>	<b>11,619,157</b>	<b>15,545,357</b>	-	<b>15,545,357</b>	<b>(52,708)</b>	<b>(0.34)%</b>
<b>Total Operating Revenue</b>	<b>217,660,765</b>	<b>152,109,054</b>	<b>218,059,562</b>	-	<b>218,059,562</b>	<b>398,797</b>	<b>0.18%</b>
<b>Operating Expense by Type</b>							
<b>Salaries</b>							
Teachers	90,329,132	62,550,104	89,164,083	170,091	89,334,174	994,958	1.10%
Principals and Vice Principals	9,682,315	7,232,938	9,633,807	61,894	9,695,701	(13,386)	(0.14)%
Educational Assistants	26,897,824	18,264,869	26,701,343	38,272	26,739,615	158,209	0.59%
Support Staff	15,389,249	10,868,436	15,041,428	21,230	15,062,658	326,591	2.12%
Other Professionals	7,757,800	5,679,237	7,581,448	60,320	7,641,768	116,032	1.50%
Substitutes	7,017,656	5,294,637	7,435,325	217,906	7,653,231	(635,575)	(9.06)%
<b>Total Salaries</b>	<b>157,073,976</b>	<b>109,890,221</b>	<b>155,557,434</b>	<b>569,713</b>	<b>156,127,147</b>	<b>946,829</b>	<b>0.60%</b>
Employee Benefits	42,274,228	28,695,586	41,811,497	198,274	42,009,771	264,457	0.63%
<b>Total Salaries and Benefits</b>	<b>199,348,204</b>	<b>138,585,807</b>	<b>197,368,931</b>	<b>767,987</b>	<b>198,136,918</b>	<b>1,211,286</b>	<b>0.61%</b>
<b>Services and Supplies</b>							
Services	7,918,433	5,404,612	7,782,606	255,544	8,038,150	(119,717)	(1.51)%
Student Transportation	742,604	413,215	720,898	4,307	725,205	17,399	2.34%
Professional Development and Travel	1,470,676	770,130	1,111,414	299,741	1,411,155	59,521	4.05%
Rentals and Leases	9,407	6,515	9,407		9,407	-	0.00%
Dues and Fees	177,543	161,627	190,105		190,105	(12,562)	(7.08)%
Insurance	1,082,166	823,288	1,025,806	135	1,025,941	56,225	5.20%
Supplies	4,581,049	2,667,178	4,082,810	393,347	4,476,157	104,892	2.29%
Utilities	2,643,707	1,756,860	2,552,754		2,552,754	90,953	3.44%
<b>Total Services and Supplies</b>	<b>18,625,585</b>	<b>12,003,424</b>	<b>17,475,800</b>	<b>953,074</b>	<b>18,428,874</b>	<b>196,711</b>	<b>1.06%</b>
<b>Total Operating Expenses</b>	<b>217,973,789</b>	<b>150,589,230</b>	<b>214,844,731</b>	<b>1,721,061</b>	<b>216,565,792</b>	<b>1,407,997</b>	<b>0.65%</b>
<b>Capital Assets (Purchases &amp; Fund Transfers)</b>							
Tangible Capital Assets Purchased	950,227	473,032	829,326	93,276	922,602	27,625	2.91%
Transfer to Local Capital	1,347,851	1,347,851	1,347,851	1,834,419	3,182,270	(1,834,419)	(136.10)%
<b>Total Capital Assets</b>	<b>2,298,078</b>	<b>1,820,883</b>	<b>2,177,177</b>	<b>1,927,695</b>	<b>4,104,872</b>	<b>(1,806,794)</b>	<b>(78.62)%</b>
<b>Total Expenses</b>	<b>220,271,867</b>	<b>152,410,113</b>	<b>217,021,908</b>	<b>3,648,756</b>	<b>220,670,664</b>	<b>(398,797)</b>	<b>(0.18)%</b>
<b>Surplus (Deficit), before use of 2024/25 surplus</b>	<b>(2,611,102)</b>	<b>(301,059)</b>	<b>1,037,654</b>	<b>3,648,756</b>	<b>(2,611,102)</b>	-	
Use of 2024/25 Appropriated Surplus	2,611,102		2,611,102		2,611,102	-	
<b>Operating Surplus (Deficit)</b>	<b>\$ -</b>	<b>\$ (301,059)</b>	<b>\$ 3,648,756</b>	<b>\$ 3,648,756</b>	<b>\$ -</b>	<b>\$ -</b>	

**School District No. 42 (Maple Ridge-Pitt Meadows)**  
**Schedule of Changes in Special Purpose Funds**  
**Period Ended March 31, 2026**

	Annual Facilities Grant \$	Learning Improvement Fund \$	Scholarships and Bursaries \$	School Generated Funds \$	Strong Start \$	Ready, Set, Learn \$	OLEP \$	Community LINK \$	Classroom Enhancement Fund-Overhead \$	Classroom Enhancement Fund-Staffing \$	Classroom Enhancement Fund-Remedies \$
<b>Deferred Revenue, Jul 1, 2025</b>	-	11,116	217,068	1,328,169	-	5,942	2,109	-	-	-	-
<b>Add: Restricted Grants</b>											
Provincial Grants - MECC	517,597	479,227			190,400	39,445	305,597	445,794	580,323	17,405,130	3,034,921
Other			37,739	4,457,170							
Investment Income			-								
	517,597	479,227	37,739	4,457,170	190,400	39,445	305,597	445,794	580,323	17,405,130	3,034,921
<b>Less: Allocated to Revenue</b>	517,597	447,176	824	3,471,657	186,216	33,456	214,130	396,245	580,323	17,405,130	2,007,084
<b>Deferred Revenue, Mar 31, 2026</b>	-	43,167	253,983	2,313,682	4,184	11,931	93,576	49,549	-	-	1,027,837
<b>Revenue</b>											
Provincial Grants - MECC	517,597	447,176			186,216	33,456	214,130	396,245	580,323	17,405,130	2,007,084
Other			824	3,471,657							
Investment Income											
<b>Total Revenue</b>	517,597	447,176	824	3,471,657	186,216	33,456	214,130	396,245	580,323	17,405,130	2,007,084
<b>Expenses</b>											
Salaries											
Teachers						-	74,151	20,620	-	13,881,193	197,073
Principals and Vice Principals							51,498	27,990	167,815		
Educational Assistants	-	340,085		25,393	143,373	29,965	-	256,443	-	-	-
Support Staff	-			20,824	-			-	43,709		-
Other Professionals								-	-		
Substitutes	-			-	-	-	4,586	-	265,761	48,282	1,410,690
<b>Total Salaries</b>	-	340,085	-	46,217	143,373	29,965	130,235	305,053	477,285	13,929,475	1,607,763
Employee Benefits	-	107,091		7,017	42,844	3,492	34,251	86,010	103,038	3,475,655	399,321
Services and Supplies	44,051	-	824	3,396,762	-	-	49,644	5,183	-		-
<b>Total Expenses</b>	44,051	447,176	824	3,449,996	186,216	33,456	214,130	396,245	580,323	17,405,130	2,007,084
<b>Net Revenue before Interfund Transfers</b>	473,546	-	-	21,661	-	-	-	-	-	-	-
<b>Interfund Transfers</b>											
Tangible Capital Assets Purchased	(473,546)	-	-	(21,661)	-	-	-	-	-	-	-
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-	-	-

**School District No. 42 (Maple Ridge-Pitt Meadows)**  
**Schedule of Changes in Special Purpose Funds**  
**Period Ended March 31, 2026**

	First Nation Student Transportation \$	Mental Health in Schools \$	Early Childhood Education Dual Credit Program \$	ECL Early Care & Learning \$	Feeding Futures Fund \$	Health Career Grants \$	Dual Credit Program Expansion \$	Professional Learning Grant \$	National School Food Program \$	YES Foundation \$	Total \$
<b>Deferred Revenue, Jul 1, 2025</b>	-	115,519	22,417	24,734	-	65,253	36,641	225,605	197,936	564,816	2,817,324
<b>Add: Restricted Grants</b>											
Provincial Grants - MECC	158,850	51,000	-	175,000	1,318,075	-	-	-	316,890		25,018,249
Other										492,742	4,987,651
Investment Income											-
	158,850	51,000	-	175,000	1,318,075	-	-	-	316,890	492,742	30,005,900
<b>Less: Allocated to Revenue</b>	158,850	36,680	1,571	91,710	1,018,225	44,718	36,641	75,966	343,951	378,668	27,446,818
<b>Deferred Revenue, Mar 31, 2026</b>	-	129,839	20,846	108,024	299,850	20,535	0	149,639	170,875	678,890	5,376,406
<b>Revenue</b>											
Provincial Grants - MECC	158,850	36,680	1,571	91,710	1,018,225	44,718	36,641	75,966	343,951		23,595,669
Other										378,668	3,851,149
Investment Income											-
<b>Total Revenue</b>	158,850	36,680	1,571	91,710	1,018,225	44,718	36,641	75,966	343,951	378,668	27,446,818
<b>Expenses</b>											
Salaries											
Teachers	-	-	-	3,848	-	28,093		14,097	-	-	14,219,075
Principals and Vice Principals	-	-	-	-	-	-		-	-	-	247,303
Educational Assistants	-	-	-	-	214,949	8,320	5,807	-	-	-	1,024,335
Support Staff	-	-	-	-	-	-		-	-	-	64,533
Other Professionals	-	-	-	65,699	70,521			-	-	-	136,220
Substitutes	-	466	-	-	-			28,205	-	-	1,757,990
<b>Total Salaries</b>	-	466	-	69,547	285,470	36,413	5,807	42,302	-	-	17,449,456
Employee Benefits	-	106	(13)	20,538	68,136	8,305	834	8,464	-	-	4,365,089
Services and Supplies	158,850	36,108	1,584	1,625	664,619	-	30,000	25,201	150,992	335,487	4,900,930
<b>Total Expenses</b>	158,850	36,680	1,571	91,710	1,018,225	44,718	36,641	75,966	150,991	335,487	26,715,470
<b>Net Revenue before Interfund Transfers</b>	-	-	-	-	-	-	-	-	192,960	43,181	731,348
<b>Interfund Transfers</b>											
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	(192,960)	(43,181)	(731,348)
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-	-	-

**School District No. 42 (Maple Ridge-Pitt Meadows)**  
**Schedule of Changes in Capital Funds**  
**Period Ended March 31, 2026**

	2025/26	2025/26 Actual Results to Mar 31, 2026		
	Amended Budget	Invested in Tangible Capital Assets	Local Capital	Fund Balance
<b>Revenue</b>	\$	\$	\$	\$
Provincial Grants - MECC				-
School Site Acquisition Fees Spent				-
Other Revenue	69,772		79,272	79,272
Investment Income			-	-
Amortization of Deferred Capital Revenue	7,004,361	5,252,295		5,252,295
<b>Total Revenue</b>	<b>7,074,133</b>	<b>5,252,295</b>	<b>79,272</b>	<b>5,331,566</b>
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	11,013,613	8,159,456		8,159,456
<b>Total Expenses</b>	<b>11,013,613</b>	<b>8,159,456</b>		<b>8,159,456</b>
<b>Capital Surplus (Deficit) for the year</b>	<b>(3,939,480)</b>	<b>(2,907,161)</b>	<b>79,272</b>	<b>(2,827,889)</b>
<b>Net Transfers from other funds</b>				
Tangible Capital Assets Purchased	1,719,824	1,204,380		1,204,380
Local Capital	1,347,851		1,347,851	1,347,851
<b>Total Net Transfers</b>	<b>3,067,675</b>	<b>1,204,380</b>	<b>1,347,851</b>	<b>2,552,231</b>
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital		556,195	(556,195)	-
Tangible Capital Assets WIP Purchased from Local Capital		411,361	(411,361)	-
<b>Total Other Adjustments to Fund Balances</b>		<b>967,556</b>	<b>(967,556)</b>	<b>-</b>
<b>Total Capital Surplus (Deficit) for the period</b>	<b>(871,805)</b>	<b>(735,225)</b>	<b>459,566</b>	<b>(275,659)</b>
<b>Accumulated Capital Surplus, beginning of year</b>		<b>71,706,157</b>	<b>12,091,979</b>	<b>83,798,136</b>
<b>Accumulated Capital Surplus, Mar 31, 2026</b>		<b>70,970,932</b>	<b>12,551,545</b>	<b>83,522,477</b>

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

**Topic: Policies for Approval**

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## **BACKGROUND**

### ***Policies Presented for Consultation at the March 4, 2026 Public Board Meeting***

At the March 4, 2026 public board meeting, the Board Policy Development Committee (the "Committee") proposed updates to five existing policies, the establishment of three new policies, and the retirement of two existing policies and one board procedure as summarized below and as outlined in Item 15, and related attachments, of the [March 4, 2026 public board meeting agenda package](#).

- Policy Updates (Attachment A)
  - Policy 2920 Trustee Remuneration
  - Policy 4600 Procurement
  - Policy 7210 Workplace Discrimination or Bullying and Harassment
  - Policy 9415 Inclusive Schools
  - Policy 10310 Volunteers
- New Policies (Attachment B)
  - Policy 9100 Student Code of Conduct
  - Policy 10100 Parents, Guardians and Guests Code of Conduct
  - Policy 10900 Corporate Sponsorship, Partnerships, and Advertising
- Policy and Procedure Retirements (Attachment C)
  - Policy 9410 Safe, Caring and Healthy Schools (*retire on approval of new Policy 9100 Student Code of Conduct*)
  - Policy 9420 Dangerous Weapons (*retire on approval of new Policy 9100 Student Code of Conduct*)
  - Procedure 2920.1 Trustees' Remuneration (*retire on approval of proposed updates to Policy 2920 Trustee Remuneration*)

Input from education partners and the public was invited from March 5 to April 24, 2026. Feedback on Policies 7210, 9415, 10310, and 10900 was received and reviewed at the May 6 Committee meeting. This resulted in further revisions proposed by the Committee for policies 9415 and 10900, as presented in the related attachments to this memo. The remaining policies are presented for approval, with no further revisions recommended by the Committee.

### ***Additional Policies and Bylaw for Approval***

At its May 6, 2026 meeting, the Committee reviewed additional policies and bylaws and recommended board approval of updates to two additional existing policies, the establishment of an additional new policy and new bylaw as follows:

- Policy Updates (Attachment D)
  - Policy 2410 Board Correspondence
  - Policy 5780 Appropriate Use of Information Technology and Communication Systems
- New Policy and Bylaw (Attachment E)
  - Policy 2303 Role of the Trustee
  - Bylaw 2 Indemnification of Trustees and Officers

### **RECOMMENDATIONS**

#### **(1) THAT the Board:**

- **Approve the following updated policies:**
  - **Policy 2410 Board Correspondence**
  - **Policy 2920 Trustee Remuneration**
  - **Policy 4600 Procurement**
  - **Policy 5780 Appropriate Use of Information Technology and Communication Systems**
  - **Policy 7210 Workplace Discrimination or Bullying and Harassment**
  - **Policy 9415 Inclusive Schools**
  - **Policy 10310 Volunteers**
- **Approve the following new policies:**
  - **Policy 2303 Role of the Trustee**
  - **Policy 9100 Student Code of Conduct**
  - **Policy 10100 Parents, Guardians and Guests Code of Conduct**
  - **Policy 10900 Corporate Sponsorship, Partnerships, and Advertising**
- **Approve the retirement of the following existing policies:**
  - **Policy 9410 Safe, Caring and Healthy Schools**
  - **Policy 9420 Dangerous Weapons**
  - **Procedure 2920.1 Trustees' Remuneration.**

**(2) THAT Bylaw 2 Indemnification of Trustees and Officers be given three (3) readings at this meeting.** (vote must be unanimous)

**(3) THAT Bylaw 2 Indemnification of Trustees and Officers be given first reading.**

**(4) THAT Bylaw 2 Indemnification of Trustees and Officers be given second reading.**

**(5) THAT Bylaw 2 Indemnification of Trustees and Officers be given third reading, passed and adopted on this 13th day of May 2026.**



## SD42 POLICY 2920

### TRUSTEE REMUNERATION

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#### PHILOSOPHY

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

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

#### GUIDING PRINCIPLES

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

##### 1. Legislative Authority

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

##### 2. Fairness and Comparability

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

##### 3. Transparency and Accountability

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

##### 4. Predictability and Stability

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

#### TRUSTEE REMUNERATION

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

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

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

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

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

### **REVIEW AND ADJUSTMENT**

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

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

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

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

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

**APPROVED: January 29, 2014**

**UPDATED: May 13, 2026**

## SD42 POLICY 4600

### PROCUREMENT

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#### PHILOSOPHY

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

#### SCOPE

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

#### AUTHORITY

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

#### GUIDING PRINCIPLES

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

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

Canada to strengthen economic resilience, while ensuring such considerations do not compromise fairness, competition, or best value.

- 10. Compliance:** Procurement shall adhere to all applicable laws, trade agreements, and Board policies, and shall not compromise health, safety, or the learning environment.

**APPROVED: June 15, 2022**

**UPDATED: May 13, 2026**

## SD42 POLICY 7210

### WORKPLACE DISCRIMINATION OR BULLYING AND HARASSMENT

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#### **PHILOSOPHY**

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

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

#### **DEFINITIONS**

##### ***Bullying and Harassment***

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

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

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

##### ***Complainant***

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

##### ***Discrimination***

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

##### ***Person***

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

## ***Respondent***

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

## **RESPONSIBILITIES**

### ***School District Responsibility***

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

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

### ***Principal/Supervisor Responsibility***

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

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

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

### **Worker Responsibility**

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

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

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

### **FALSE ACCUSATIONS OR VEXATIOUS COMPLAINTS**

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

### **APPLICATION**

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

### **ANNUAL REVIEW**

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

**APPROVED: April 27, 2022**

**UPDATED: May 13, 2026**

## SD42 POLICY 9415

### INCLUSIVE SCHOOLS

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#### PHILOSOPHY

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

#### AUTHORITY

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

#### GUIDING PRINCIPLES

Inclusive schools:

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

**APPROVED: April 29, 2020**

**UPDATED: May 13, 2026**



## **SD42 POLICY 10310**

### **VOLUNTEERS**

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#### **PHILOSOPHY**

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

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

#### **AUTHORITY**

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

#### **GUIDING PRINCIPLES**

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

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

**APPROVED: April 27, 2022**

**UPDATED: May 13, 2026**



**SD42 POLICY 9100**

**STUDENT CODE OF CONDUCT**

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**PHILOSOPHY**

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

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

**COMMITMENT TO HUMAN RIGHTS AND EQUITY**

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

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

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

**AUTHORITY**

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

**GUIDING PRINCIPLES**

All students are expected to:

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

Students must refrain from behaviour that:

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

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

### **SHARED RESPONSIBILITY**

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

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

### **RESPONDING TO BEHAVIOUR**

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

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

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

**FOR APPROVAL ON: May 13, 2026**

## **SD42 POLICY 10100**

### **PARENTS, GUARDIANS AND GUESTS CODE OF CONDUCT**

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#### **PHILOSOPHY**

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

#### **SCOPE**

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

#### **GUIDING PRINCIPLES**

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

#### **STANDARDS FOR CONDUCT**

##### **Communicate with Respect**

Parents, guardians and guests are expected to:

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

##### **Contribute to a Positive Environment**

Parents, guardians and guests are expected to:

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

## **RESPONDING TO CONDUCT CONCERNS**

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

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

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

**FOR APPROVAL ON: May 13, 2026**



## SD42 POLICY 10900

### CORPORATE SPONSORSHIP, PARTNERSHIPS, AND ADVERTISING

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#### PHILOSOPHY

The Board of Education recognizes that community partnerships can enhance learning opportunities for students. From time to time, corporations, businesses, and service organizations may wish to support schools through financial or material contributions. The Board welcomes these opportunities when they align with the district's vision, mission, and values, and when they contribute meaningfully to student success and well-being. The Board encourages the development of transparent, equitable, and sustainable partnerships between schools and community organizations, including businesses, that strengthen public education and benefit the school community. Revenues acquired through sponsorships, partnerships or donations are intended to complement, and not replace, public funding for education.

#### AUTHORITY

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

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

#### GUIDING PRINCIPLES

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

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

#### DEFINITIONS

- Sponsorship – A financial or in-kind contribution from an external organization or individual in exchange for limited recognition, with no expectation of direct commercial benefit or influence.
- Partnership – A collaborative arrangement between the district and an external organization to advance shared educational or community goals, typically formalized through a memorandum of understanding.
- Advertising – Any paid message, display, or communication promoting a product, service, or organization within district facilities, publications, or digital platforms.

**FOR APPROVAL ON: May 13, 2026**



## SD 42 POLICY: 9410

### SAFE, CARING, AND HEALTHY SCHOOLS

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#### **1. PHILOSOPHY**

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

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

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

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

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

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

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

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

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

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

## ~~2. DISTRICT WIDE CODE OF CONDUCT~~

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

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

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

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

## ~~3. SCHOOL CODE OF CONDUCT~~

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

#### **4. IMPLEMENTATION GUIDELINES**

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

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

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

#### **5. SAFETY AND SECURITY**

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

## **6. GLOSSARY**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*With appreciation to:*

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

**APPROVED: February 27, 2013**

**NON-SUBSTANTIVE UPDATES: September 2024**

**PROPOSED TO BE RETIRED UPON APPROVAL OF NEW POLICY 9100 STUDENT CODE OF CONDUCT: May 13, 2026**



**SD 42 POLICY: 9420**

## **DANGEROUS WEAPONS IN THE SCHOOLS**

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### **PHILOSOPHY:**

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

### **DEFINITIONS:**

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

### **AUTHORITY:**

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

**APPROVED: June 15, 2022**

**PROPOSED TO BE RETIRED UPON APPROVAL OF NEW POLICY 9100 STUDENT CODE OF CONDUCT: May 13, 2026**

**SD 42 PROCEDURE: 2920.1**

**TRUSTEES' REMUNERATION**

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**~~1. TRUSTEE REMUNERATION REVIEW~~**

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

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

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

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

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

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

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

**~~3. PAYMENT~~**

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

**~~REVIEWED: APRIL 2021~~**

**PROPOSED TO BE RETIRED UPON APPROVAL OF PROPOSED UPDATES TO POLICY 2920 TRUSTEE REMUNERATION: May 13, 2026**



## SD42 POLICY 2410

### BOARD CORRESPONDENCE

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#### **PHILOSOPHY**

The Board of Education values open, respectful, and transparent communication as essential to effective governance and to sustaining public confidence in the Board and public education. Correspondence addressed to the Board of Education represents an important means by which students, families, staff, partner organizations, and community members engage with the Board, share perspectives, and seek information, or resolution.

#### **GUIDING PRINCIPLES**

##### ***Governance and Operational Clarity***

Correspondence directed to the Board of Education shall be managed in a manner that respects the distinct roles of governance and operations, consistent with the School Act and Board policy. Matters that fall within operational authority shall be referred to the Superintendent of Schools or designate for response.

##### ***Transparency and Accountability***

The Board values open and transparent communication. Correspondence received shall be acknowledged, documented, and addressed through established processes that promote public trust and confidence in Board governance and preserve the Board's ability to consider appeals and policy matters impartially.

##### ***Procedural Fairness and Established Processes***

Matters raised through Board correspondence shall be addressed in accordance with principles of procedural fairness. Where issues relate to operational decisions, established review, complaint, or appeal processes must be completed prior to Board consideration.

##### ***Privacy and Confidentiality***

Correspondence shall be managed in compliance with applicable privacy legislation, including the [Freedom of Information and Protection of Privacy Act](#) (FOIPPA). Personal information shall be collected, used, disclosed, and retained in accordance with legislative and records management requirements.

##### ***Timeliness and Agenda Planning***

The Board recognizes the importance of timely acknowledgment and response. Correspondence shall be processed in alignment with Board meeting schedules and agenda development timelines to ensure thoughtful review, appropriate referral, and accurate response.

#### **CORRESPONDENCE**

Correspondence (letters and emails) addressed to the Board of Education or Board of Trustees shall be included on the appropriate Board agenda in accordance with [Policy 2400 Board Meeting Proceedings](#).

- Correspondence received by the Board of Education at least fourteen days prior to a monthly Board meeting will be considered by Agenda Preparation Committee for placement on an appropriate Board agenda.
- Correspondence received by the Board of Education after the fourteen-day deadline but prior to the regularly scheduled Board meeting, and meeting and is deemed urgent or emergent by the Board Chair, may be considered for late placement on an appropriate Board agenda; otherwise, the correspondence will be considered for the following month's agenda.
- A trustee may, at any time, request the Agenda Preparation Committee consider any correspondence for placement on an agenda.

Correspondence addressed to an individual trustee or group of trustees does not constitute correspondence addressed to the Board. Individual trustee(s) may choose to bring such correspondence formally to the Board for receipt or consideration through the agenda preparation process.

Correspondence addressed to the Chair (whether or not all trustees are copied) shall be handled at the discretion of the Chair, in consultation with the Vice-Chair and/or staff, as appropriate.

Invitations addressed to all Trustees will not be included in a Board agenda and shall be forwarded to the Office of the Secretary Treasurer for event attendance coordination purposes.

Correspondence addressed to the Board of Education that relates to operational matters, or that is being addressed through other Board-authorized processes, will be referred to staff for the appropriate response.

## **RESPONSE TO CORRESPONDENCE**

All correspondence addressed to the Board of Education or Board of Trustees is acknowledged, reviewed, and responded to in a timely, consistent, and appropriate manner, while respecting the Board's governance role and the Superintendent of Schools operational authority.

### **1. Review of Correspondence**

All board correspondence will be reviewed by the Board Chair and Superintendent of Schools (or designate) to determine the appropriate classification and response pathway.

Correspondence will be categorized as one of the following:

#### **A. Governance Matters**

- Correspondence will be acknowledged, including an outline of next steps
- Agenda Preparation Committee will determine the appropriate agenda for the correspondence to be included in
- Formal response issued by the Board Chair (or designate) as determined by the Board

#### **B. Operational Matters**

- Acknowledged and referred to the Superintendent of Schools

- Superintendent of Schools will respond for forward to the appropriate staff for response
- The Board may be informed of response but does not direct the response

#### C. Individual Complaints or Concerns

- Response provided by staff, not the Board, unless within formal appeal process
- Acknowledged with direction to the appropriate process (e.g., school, district, or formal complaint process)
- Handled in accordance with applicable policies (e.g., Process for Raising a Concern, Appeal Bylaw)

#### D. General Inquiries and Information Requests

- Acknowledged and responded to by staff as appropriate

#### E. Inappropriate or Unactionable Correspondence

Correspondence that is anonymous (where follow-up is not possible), contains offensive or threatening language, or falls outside the Board's jurisdiction

- May be acknowledged at the discretion of the Board Chair or the Agenda Preparation Committee
- May not receive a response if it does not support respectful or constructive engagement

### **2. Response to Correspondence Timelines**

- Correspondence will be acknowledged within one week, where a response is appropriate
- Substantive responses will be provided in a timely manner after a response has been determined by the board or staff

**UPDATED: April-May 13, 2026**



## SD 42 POLICY: 5780

### APPROPRIATE USE OF INFORMATION TECHNOLOGY AND COMMUNICATION SYSTEMS

#### PHILOSOPHY

The Board of Education ("Board") provides information technology and communication systems ("ITCS") to support the delivery of educational programs, services and business operations of the district. ~~On-line resources include all material that is accessed through a district computer or via the district telecommunications network through a personal device.~~

#### SCOPE

~~This policy applies to all employees, students, and public users of the Board's information and communication systems and resources at schools, sites, and workplaces, and includes remote access, file and system backups, confidentiality, ownership, personal use, privacy, prohibited uses, resource approvals, security, and standards.~~

~~On-line resources include all material that is accessed through a district computer or via the district telecommunications network through a personal device.~~

#### AUTHORITY

~~The Board assigns the responsibility for the implementation of the Appropriate Use of Information Technology and Communication Systems to the Superintendent of Schools and authorizes them to establish procedures that will guide the implementation of this policy and ensure compliance.~~

#### CONDITIONS OF USE GUIDING PRINCIPLES

- ~~1. The Board recognizes the great potential social media may provide to enhance education, communication, and learning, and recognizes the potential dangers of such services if used inappropriately. Use of social media within the school community must be responsible and professional, ensuring confidentiality, respectful conduct, and compliance with laws and policies including this policy and associated procedures.~~

~~This policy applies to all employees, students, and public users of the Board's information and communication systems and resources at schools, sites, and workplaces, and includes remote access, file and system backups, confidentiality, ownership, personal use, privacy, prohibited uses, resource approvals, security, and standards.~~

- ~~1. Users may use the ITCS for incidental personal use, provided such use is not characterized as misconduct or does not violate any provision in this policy or any other policy of the Board.~~

2. Users are responsible for all activities carried out through their user accounts. All activities must be professional, respectful, and factual.
3. Users are solely responsible for the content they choose to access, send, or display while being mindful that the district's IT technology automatically generates a record of usage, including date, time, and type of access.
4. Users will not engage in any activities harmful to the ITCS, such as disrupting services or intentionally damaging equipment, software, or data belonging to the Board or other users.
5. Users will not use ITCS to bully, harass, intimidate, defame, or discriminate against students, parents, guardians, co-workers, or other members of the community.
6. Users will respect the privacy of others and not tamper with, open, or read other users' files, passwords, and/or accounts. Users must not put any personal or sensitive information into third-party applications or websites, which includes generative AI tools like ChatGPT, unless the application or website has been approved for use by the district.
7. Users will not use the ITCS to view or display material that contravenes district policy, the [BC Human Rights Code](#), [Criminal Code](#), [Freedom of Information and Protection of Privacy Act](#) or any other federal or provincial law including but not limited to material such as sexually explicit material, obscene or lewd material, or material promoting hate towards individuals or groups based on colour, race, religion, sex, sexual orientation, and ethnic origin or place of origin, unless for authorized academic purposes.
- ~~7.8.~~ Users may use the ITCS for incidental personal use, provided such use is not characterized as misconduct or does not violate any provision in this policy or any other policy of the Board.
- ~~8.9.~~ The Board believes that students' personal digital devices, used to communicate or to access the internet such as a cell phones or tablets, can play a vital role and can enhance and support the educational environment for students. The Board further believes that restricting students' personal digital devices in schools may be necessary to ensure students are safe from online harms and are focused on their learning with fewer distractions.

Decisions regarding the use or restriction of use shall be made at the school and classroom level.

Each school's code of conduct shall address all the following matters:

- a. restrictions on the use of students' personal digital devices during the hours of instruction
  - b. use of students' personal digital devices for instructional purposes and digital literacy
  - c. use of students' personal digital devices that is appropriate to their age and developmental stage
  - d. accessibility and accommodation needs
  - e. medical and health needs
  - f. equity to support learning outcomes
- 9.10. The Superintendent or designate may from time to time exempt a user or department from compliance with this policy where a valid business reason exists.

~~10. The Board recognizes the great potential social media may provide to enhance education, communication, and learning, and recognizes the potential dangers of such services if used inappropriately. Use of social media within the school community must be responsible and professional, ensuring confidentiality, respectful conduct, and compliance with laws and policies including this policy and associated procedures.~~

**AUTHORITY**

~~The authority to develop, communicate and implement procedures related to this policy is delegated to the Superintendent of Schools.~~

**APPROVED: January 29, 2014**

**UPDATED: ~~June 19, 2024~~**

**May 13, 2026**



## SD42 POLICY 2303

### ROLE OF THE TRUSTEE

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#### PHILOSOPHY

The Board of Education is committed to effective governance that serves the best interests of students and the community. Trustees are elected representatives who collectively govern the School District through ethical leadership, strategic direction, and policy-based decision-making.

#### ROLE OF THE TRUSTEE

A Trustee is a member of the Board of Education and derives authority only when acting collectively with the Board. Individual Trustees have no independent authority outside decisions of the Board.

The Board of Education acts as a corporate body, and decisions made by the Board at a properly constituted meeting are decisions of the corporation.

Trustees serve their communities as elected representatives while exercising their primary role as members of a corporate governing board.

Trustees are responsible for governing the School District by:

- Representing the interests of the community and acting in the best interests of all students;
- Establishing the vision, values, and strategic direction of the District through Board policies;
- Making informed decisions based on evidence, public input, and the long-term sustainability of public education;
- Ensuring accountability for student achievement, organizational performance, and financial stewardship.

#### GOVERNANCE AND MANAGEMENT

Trustees are responsible for governance, including setting direction, establishing policy, and ensuring accountability. Trustees are not responsible for the administration or management of the School District.

The Board delegates authority for all operational decisions to the Superintendent of Schools. Individual Trustees shall not direct staff, become involved in operational decisions, or request information or action from staff outside of established Board-approved processes.

#### COLLECTIVE RESPONSIBILITY

Trustees act as part of a governing body and support the decisions of the Board once made. Trustees contribute to Board deliberations respectfully and constructively and uphold the principle of collective accountability.

Trustees owe their fiduciary duty to the Board of Education, which is accountable to the electorate, and act in the best interests of the School District as a whole.

## **ETHICAL CONDUCT AND PUBLIC TRUST**

Trustees are expected to act with integrity, impartiality, and respect. Trustees adhere to the Board's [Trustee Code of Conduct](#), avoid conflicts of interest, and conduct themselves in a manner that maintains public confidence in the Board and the public education system.

## **LEARNING AND DEVELOPMENT**

Trustees commit to ongoing learning and professional development to strengthen governance effectiveness and fulfill their responsibilities as informed and capable governors, in accordance with Board policy governing trustee professional development and attendance at conferences.

## **RELATIONSHIP TO BOARD LEADERSHIP**

Trustees respect the distinct leadership roles of the Board Chair and Vice-Chair and work collaboratively to support effective Board governance.

**FOR APPROVAL ON: May 13, 2026**

## SD42 BYLAW 2

### INDEMNIFICATION OF TRUSTEES AND OFFICERS

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#### 1. DEFINITIONS

In this Bylaw:

- a) **"Board"** means The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows).
- b) **"Trustee"** means a person elected or appointed to serve as a member of the Board.
- c) **"Officer"** means a person appointed by the Board to an officer position, including the Superintendent of Schools and the Secretary Treasurer.
- d) **"Proceeding"** includes any civil, criminal, administrative, investigative, or other legal action or proceeding.

#### 2. INDEMNIFICATION

The Board shall indemnify a Trustee or Officer against all costs, charges, and expenses, including legal fees, reasonably incurred in connection with any Proceeding arising from the performance of their duties, provided the Trustee or Officer:

- a) acted honestly and in good faith;
- b) acted in the best interests of the School District; and
- c) acted within the scope of authority conferred by the Board or by law.

#### 3. EXCLUSIONS

Indemnification under this Bylaw does not apply where a Trustee or Officer:

- a) engaged in fraud, dishonesty, or willful misconduct;
- b) acted outside the scope of authority of the Board; or
- c) failed to act honestly, in good faith, or in the best interests of the School District.

#### 4. ADVANCEMENT OF EXPENSES

The Board may advance funds to a Trustee or Officer to cover reasonable legal expenses incurred in a Proceeding prior to its final disposition, provided the Trustee or Officer gives a written undertaking to repay such amounts if it is ultimately determined that they are not entitled to indemnification under this Bylaw.

#### 5. INSURANCE

The Board may purchase and maintain insurance, including Directors' and Officers' liability insurance, to support or supplement the indemnification provided under this Bylaw.

The existence of insurance does not limit or replace the Board's indemnification obligations under this Bylaw.

#### 6. CONTINUATION

Indemnification under this Bylaw continues to apply to a person who has ceased to be a Trustee or Officer, in respect of acts or omissions occurring while that person held office.

**7. RELATIONSHIP TO OTHER GOVERNANCE INSTRUMENTS**

Nothing in this Bylaw limits the application of the Trustee Code of Conduct or any other Board policy governing trustee or officer conduct, nor does it override applicable legislation.

**8. EFFECTIVE DATE**

This Bylaw comes into effect on the date of its adoption by the Board of Education.

**APPROVAL**

READ A FIRST TIME THIS **13<sup>TH</sup> DAY OF MAY, 2026;**

READ A SECOND TIME THIS **13<sup>TH</sup> DAY OF MAY, 2026;**

READ A THIRD TIME AND ADOPTED THIS **13<sup>TH</sup> DAY OF MAY, 2026.**

(Corporate seal)

\_\_\_\_\_  
Board Chair

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

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**From:** Ad Hoc Advocacy Committee of The Whole on Equitable Funding  
Mike Murray, Trustee

**Topic:** **MECC Response to Freedom of Information Request regarding  
CommunityLINK Funding Allocations**

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### **BACKGROUND**

At its January 14, 2026 meeting, the Board of Education passed a motion related to CommunityLINK funding allocations. The motion includes the submission of a Freedom of Information (FOI) request to the Ministry of Education and Child Care (MECC) for all records, reports and correspondence since inception of CommunityLINK funding to present relating to CommunityLINK funding allocations.

On January 16, staff submitted the FOI request to the MECC. The online submission form requires a specified date range, which was entered as January 1, 2000 to January 15, 2026.

On March 2, an FOI Operations representative with the Ministry of Citizens' Services advised that the MECC was actively searching for responsive records but required additional time. An extension of 30 business days was requested and approved.

On April 10 staff received the MECC response to the FOI request (**Attachment A**) which contained one single page of released records. The response letter indicates that questions regarding the request can be sent to the analyst assigned to the file. It further indicates that, pursuant to section 52 of the Freedom of Information and Protection of Privacy Act (FOIPPA), the District may request a review by the Office of the Information and Privacy Commissioner (OIPC) of any decision, act, or failure to act related to the request. The deadline to request a review is 30 business days, which ends on May 25, 2026.

On May 6, the Ad Hoc Advocacy Committee of the Whole reviewed the responsive record. At that meeting, committee members expressed concern that the response appeared to be incomplete, citing specific correspondence known to exist between boards of education and the MECC that was not included in the response. This includes a letter dated October 5, 2023 from the Minister of Education and Child Care Rachna Singh to MLAs Lisa Beare and Bob D'Eith, which stated:

*"Lastly, we agree that the funding allocations under CommunityLINK require revision as they are based on outdated socio-economic data and a historical grant application process, and therefore no longer address current inequities across the province. Internal discussions are taking place on how to address these inequities."*

### **RECOMMENDATION 1 (Committee Motion)**

**THAT the Board receive the Ministry of Education and Child Care's released records regarding CommunityLINK funding allocations, for information.**

**RECOMMENDATION 2 (Trustee Motion)**

**THAT the Board of Education direct staff to follow up with the analyst assigned to the District's freedom of information request (ECC2026-60292) to request a further search for and disclosure of Ministry of Education and Child Care records relating to CommunityLINK funding allocations, noting that the single document provided in the response does not include other documents the District itself is aware of;**

**AND FURTHER THAT, should additional responsive records not be disclosed following this follow-up, staff initiate a complaint with the Office of the Information and Privacy Commissioner.**

# ATTACHMENT A

**From:** [IAO.CommunityandHealthTeam@gov.bc.ca](mailto:IAO.CommunityandHealthTeam@gov.bc.ca)  
**To:** [Rebecca Lyle](#)  
**Subject:** Your FOI Request ECC-2026-60292  
**Date:** Friday, April 10, 2026 1:35:32 PM

**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***



File: 292-30/ECC-2026-60292

April 10, 2026

Sent via email: [Rebecca\\_Lyle@sd42.ca](mailto:Rebecca_Lyle@sd42.ca)

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

Re: Request for Access to Records

*Freedom of Information and Protection of Privacy Act (FOIPPA)*

I am writing further to your request received by the Ministry of Education and Child Care. Your request is for:

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

The ministry has advised that the responsibility for the CommunityLink funding came to the Ministry of Education and Child Care in 2004. Accordingly, records prior to 2004 may be held by The Ministry of Child and Family Development. If you have any questions about CommunityLINK funding, you may wish to contact staff at [educ.fundingandallocationunit@gov.bc.ca](mailto:educ.fundingandallocationunit@gov.bc.ca) .

Additional information about the CommunityLINK program is also available online at:

[CommunityLINK funding information - Province of British Columbia](#)

These records are provided to you in their entirety. Your file is now closed. These records will be published on the BC Government's Open Information website a minimum of ten business days after release. To find out more about Open Information, please access the Open Information website at: [www.gov.bc.ca/openinformation](http://www.gov.bc.ca/openinformation)

The records located in response to your request will be delivered through the BC Secure File Transfer Service. Separate emails will follow from the BC SFT Notification Service directing you how to set up an account and where to obtain your records. A guide for using the SFTS is available by clicking [here](#).

If you have any questions regarding your request, please contact Sarah Cook, the analyst assigned to your request, at [IAO.CommunityandHealthTeam@gov.bc.ca](mailto:IAO.CommunityandHealthTeam@gov.bc.ca) or 778-974-2885. This number can also be reached toll-free at 1 833 283-8200. Please provide the FOI request number, ECC-2026-60292, in any communications.

You have the right to ask the Information and Privacy Commissioner to review this decision. I have enclosed information on the review and complaint process. Sincerely,

Sarah Cook, Senior FOI Analyst  
FOI Operations

Enclosure

### **How to Request a Review with the Office of the Information and Privacy Commissioner**

If you have any questions regarding your request, please contact the analyst assigned to your file. The analyst's name and telephone number are listed in the attached letter.

Pursuant to section 52 of the Freedom of Information and Protection of Privacy Act (FOIPPA), you may ask the Office of the Information and Privacy Commissioner (OIPC) to review any decision, act, or failure to act regarding your request under FOIPPA.

Please note that you have 30 business days to file your review with the OIPC.

**In order to request a review with the OIPC please write to [info@oipc.bc.ca](mailto:info@oipc.bc.ca) or the address provided below:**

Information and Privacy Commissioner  
PO Box 9038 Stn Prov Govt  
4th Floor, 947 Fort Street  
Victoria, BC V8W 9A4  
Telephone: (250) 387-5629  
Fax: (250) 387-1696

**If you request a review, please provide the Commissioner's Office with:**

- A copy of your original request;
- A copy of the response from the public body; and
- The reasons or grounds upon which you are requesting the review.

**The OIPC website has additional information and forms about submitting requests for reviews or complaints: <https://www.oipc.bc.ca/for-the-public/how-do-i-request-a-review/>**

FOI Operations	Mailing Address:	Website: <a href="http://www.gov.bc.ca/freedomofinformation">www.gov.bc.ca/freedomofinformation</a>
Ministry of	PO Box 9569 Stn	Phone: (250) 387-1321
Citizens' Services	Prov Govt	Fax: (250) 387-9843
	Victoria, BC V8W	
	9V1	

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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](mailto:FOI.Requests@gov.bc.ca)



**Public Board Meeting**  
**May 13, 2026**  
**Decision Memo**  
**Item 10**

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**From:** Mike Murray, Trustee

**Topic: Trustee Motion: Correspondence Received from MLA Lisa Beare re:  
Funding Inquiry Response**

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**BACKGROUND**

On May 4, 2026, members of the Board received a response letter from MLA Lisa Beare regarding an email submitted from Harry Hooge Elementary students as part of an inquiry project related to school funding. This correspondence is included in this meeting's agenda package under Item 1 and was reviewed by the Ad Hoc Advocacy Committee on May 6, 2026.

**RECOMMENDATION**

**THAT the Board direct the Board Chair to forward a letter to MLA Lisa Beare requesting that her office provide the formula for the distribution of CommunityLINK funding referred to in her letter to local students completing research on this subject;**

**AND FURTHER THAT the letter request confirmation as to whether the Funding Equity Committee referenced in the same correspondence has endorsed that formula.**



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**From:** Teresa Downs, Superintendent of Schools  
**Topic:** **Board Engagement with Secondary Students**

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### **BACKGROUND**

Through the Board Annual Work Plan, the Board of Education commits to engaging with secondary students. This year, the Board engaged students from Pitt Meadows Secondary School.

The topics for the discussion were:

1. Budget Priorities
2. Our Mission in Action
3. Reflection and Looking Ahead

During the meeting, notes were taken at each table. These notes were collated and summarized. The meeting summary is provided to trustees as a record of the session (**Attachment A**). The document will also be shared with the school principal and members of the senior team to help inform our ongoing work for every individual to feel valued and for all learners to reach their potential.

### **RECOMMENDATION**

**THAT the Board receive the summary from the Board engagement with Pitt Meadows Secondary students for information.**

# ATTACHMENT A

## Board Meeting with Pitt Meadows Secondary Students Wednesday, February 4, 2026

Page 1 of 2

### Summary of Feedback Themes with PMSS Students

Based on the detailed feedback received the key themes from the PMSS Student Meeting with the Board of Education are as follows:

#### 1. Budget Priorities: What Students Need Most

##### Key Themes

More Learning and Mental-Health Support

- Students want more EAs, support teachers, counsellors, and accessible quiet spaces.

Modern, Reliable Technology

- Slow Wi-Fi, outdated laptops, and unreliable systems are major barriers to learning.

Improved Facilities and Maintenance

- Persistent issues with bathrooms, pests, broken equipment, and overcrowded support spaces.

Better-Funded Programs and More Hands On Learning Opportunities

- Theatre, sports, academies, and electives need more resources; students want more clubs and leadership opportunities.

Food Security Supports

- Requests for consistent breakfast programs and accessible snacks.

Equity, Inclusion, and Student Voice

- More Indigenous led learning, clearer access to supports, and stronger student leadership opportunities.

Strategic Budget Focus

- Prioritize widely used supports (WiFi, counsellors, EAs) and reduce spending on supports used by a few.

#### 2. Mission in Action: How Students Experience Support and School Culture

##### Key Themes

Inconsistent Learning Support

- Support varies widely by teacher; students without IEPs struggle to access help; FLEX time is overcrowded.

Limited Access to Supports

- Counsellors and support rooms are hard to reach; students want clearer communication, posted office hours, and a dedicated mental health space.

Need for Respectful, Compassionate Interactions

- Students want emotionally safe classrooms and more empathy, patience, and consistent expectations from teachers.

**Board Meeting with Pitt Meadows Secondary Students  
Wednesday, February 4, 2026**

Page 2 of 2

Equity and Fairness Concerns

- Unequal access to supports, inconsistent grading and discipline (especially around racism), and limited flexibility with deadlines.

Stronger Community and Student Voice

- Students want more mentorship, clubs, cross grade activities, better communication about opportunities, and clearer feedback loops.

Modernized Curriculum and Instruction

- Materials and teaching methods feel outdated; students want more active, hands on, and diverse learning opportunities.

Resource and Space Limitations

- Old computers, limited digital instruction, insufficient equipment, and requests for specialized spaces (e.g., female-only fitness).

**3. Reflection and Looking Ahead**

**Key Themes**

Students feel prepared in:

- Communication, teamwork, and social skills.
- Hands-on learning from shop, trades, leadership, and extracurriculars.
- Academic preparation in math, science, and English First Peoples.
- Building confidence through clubs, sports, and diverse school communities.

Areas of Under Preparedness

Students feel unprepared for:

- Financial literacy (banking, budgeting, taxes).
- Post-secondary applications, scholarships, and course planning.
- Study habits, writing skills, and managing academic workload.
- Careers education, which feels repetitive or unclear.

Recommendations for Improvement

Students suggested:

- Earlier life-skills education (financial literacy, practical courses).
- Stronger, more consistent Careers programming starting in Grades 8–9.
- More field trips, career panels, and real-world learning.
- More engaging, hands-on teaching across subjects.
- Better alignment between middle school and high school expectations.
- Later course selection with clearer guidance.

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

**Topic:** **Student Absence Notification**

**BACKGROUND**

At the March 4, 2026 public board meeting, trustees discussed the following proposed trustee motion focused on establishing consistent twice-daily attendance recording and parent/guardian notification across all secondary schools:

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

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

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

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

Following discussion, the following amended motion was carried:

*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.*

In response to Board direction, staff conducted a review focused on practices in other districts, and current practices within SD42 secondary schools.

**DISTRICT REVIEW**

**School Act**

Section 7(1)(a) *A parent is entitled to be informed of the student's attendance, behaviour, and progress in school in accordance with ministerial orders.*

**Current Practices Across Districts**

<b>School District</b>	<b>Notification Process at Secondary Schools</b>
Coquitlam	Once per day
Delta	Once per day
Langley	Once per day
Surrey	Once per day
Abbotsford	Once per day, twice per day with parent/guardian permission
Chilliwack	Twice per day
Fraser Cascade	Twice per day
Mission	Twice per day at middle schools Once per day at secondary schools
New West	At the secondary school level, it is the administrator's decision whether attendance notifications are sent in the morning and afternoon (AM and PM) or once per day

Across comparable districts, once-daily notification at the secondary level is the most common practice, with some variation based on local decisions or parent/guardian preferences.

***District Review with Secondary Principals***

Feedback from secondary principals indicates that the current absence notification system is functioning effectively across schools. Concerns are infrequent, have decreased over time, and are generally minor in nature.

There is minimal parent/guardian demand for increased notification frequency, and principals generally do not believe that additional automated notifications would meaningfully improve the system.

The primary area for improvement relates to data accuracy, particularly human error in enrolment information, contact information that has not been updated, and attendance entry (e.g., students marked absent who arrive late and are not updated). This represents the most common source of parent/guardian concern.

Schools report strong and consistent monitoring practices for student attendance, including the use of School Intervention Teams (SIT), use of MyEd reports, and daily review by administrators and support staff for students identified as at risk.

<b>Area of Inquiry</b>	<b>Summary of Responses / Findings</b>
Frequency of Concerns/Complaints	Principals report rare or no concerns. Complaints are infrequent across schools.
Trend Over Time	Majority indicate concerns have decreased compared to previous years.
Significance of Concerns	Concerns are generally viewed as low impact or minor in nature.
Common Complaint Themes	Attendance data inaccuracies ie. human error in attendance entry. Students marked absent but arrive late. Inaccurate reporting of absences/lates.
Parent Requests for More Notifications	Most schools report no or very few requests for increased notification frequency.
Value of Increased Notifications	Majority of principals believe additional notifications would not improve the current absence notification system.
School-Level Monitoring Practices	Strong, consistent monitoring approaches across schools, including: School Intervention Teams (SIT), Regular MyEd attendance reports, administrator, counsellor, and Youth Care Worker daily review of students considered to be at-risk with parent/guardian communication.

Overall, the review indicates that current practices in SD42 are consistent with those of comparable districts and are generally meeting the needs of students and families. The evidence does not suggest a system-wide need to increase notification frequency. Instead, opportunities for improvement are more closely related to enhancing the accuracy and consistency of attendance data entry.

**RECOMMENDATION**

**THAT the Board receive the review of student absence notification processes, for information.**



**Public Board Meeting**  
**May 13, 2026**  
**Information Memo**  
**Item 13**

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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):

- Artificial Intelligence (AI): Our Year of Learning

**RECOMMENDATION:**

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



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**From:** Board Policy Development Committee  
Teresa Downs, Superintendent of Schools

**Topic: Policies for Consultation**

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### **BACKGROUND**

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

On May 6, 2026, the Committee reviewed a number of board policies and bylaws, and is proposing updates to two existing policies and one bylaw for public consultation, as outlined below and in the attachments.

#### ***Proposed Policy and Bylaw Updates***

- Policy 7100 Employee Standards of Conduct
  - Proposed Updated Policy (**Attachment A**)
  - Existing Policy (**Attachment A1**)
- Policy 9550 Process for Raising Concerns (**Attachment B**)
- Bylaw 3 Board Appeal Policy and Procedure (**Attachment C**)

#### ***Consultation on Policy Changes***

Input from education partners and the public on the above noted policy and bylaw updates will be invited from May 14 to 27, 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 May 13, 2026.**

**SD42 POLICY 7100**

**EMPLOYEE STANDARDS OF CONDUCT**

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**PHILOSOPHY**

The Board of Education (“Board”) recognizes the profound impact that the conduct and work of District employees has on students, families, and the community. As stewards of learning and development, employees are expected to uphold the highest standards of professional conduct.

The Board is committed to fostering an inclusive culture of care and belonging where the well-being, diversity, identity, and success of all learners, both students and staff, are supported and celebrated. These Standards of Conduct are grounded in the following guiding principles.

**SCOPE**

This policy applies to all District employees. These standards are not exhaustive and represent the foundational expectations of employee conduct. Additional expectations in relation to employee conduct may be outlined in other applicable Board policies and District procedures.

Trustees are not employees, and their conduct is governed by [Policy 2919 Trustee Code of Conduct](#).

**AUTHORITY**

The Board assigns responsibility for the implementation of this policy to the Superintendent of Schools and authorizes the Superintendent to establish procedures to support its implementation.

**GUIDING PRINCIPLES**

- Employees share responsibility for creating and maintaining a safe, inclusive, and supportive learning and working environment.
- Employees act with professionalism, sound judgment, and integrity in all situations and are accountable for meeting the District’s standards of conduct and upholding the reputation of District.
- Employees carry out their duties responsibly and in alignment with District values and policies, and provide courteous, equitable, and responsive service.
- Employees communicate in ways that support respectful, transparent, and work-appropriate interactions, including electronic communications.
- Employees contribute to a positive, respectful, and inclusive workplace and treat others with dignity and respect. Employees must not engage in discriminatory conduct prohibited under the [BC Human Rights Code](#). Expectations related to workplace discrimination, bullying, and harassment are further outlined in [Policy 7210 Workplace Discrimination or Bullying and Harassment](#).

**STANDARDS OF CONDUCT**

**Loyalty and Accountability**

Employees must act in the best interests of the District, exercising honesty and care in all duties. Employees are accountable for their decisions and actions, including how they affect others.

## **Confidentiality and Privacy**

Employees have a duty to comply with all policies and procedures relating to maintaining the privacy and confidentiality of personal information, including [Policy 5700 Privacy Management Program](#), and related procedures. Employees must safeguard all personal, student, and confidential information obtained through employment, and must use information only for legitimate work purposes, consistent with privacy legislation and District policies.

## **Conflict of Interest**

Employees must identify, disclose, and avoid situations—real or perceived—where personal interests may conflict with their professional duties.

Any potential conflict must be disclosed promptly to a supervisor, and employees are required to cooperate fully in resolving it. Employees must not use their position, access, or influence for personal, family, or private benefit.

Employees in personal relationships must not work in arrangements where one has direct or indirect influence over the other's hiring, evaluation, discipline, assignment, scheduling, or other employment conditions, or where the relationship may reasonably create an opportunity for collusion or misuse of authority. Where a conflict exists, or develops, employees are expected to disclose the conflict without delay and cooperate with measures put in place to maintain impartiality and protect the District's interests, which may include reassignment or modified reporting structures.

Employees must disclose and seek guidance regarding any gifts, services, or benefits offered in connection with their work. Employees may accept modest, transparent, and infrequent tokens of appreciation or customary hospitality that do not create a real or perceived influence over their professional judgment.

## **Fitness for Duty**

The District is committed to maintaining a safe and productive work environment. Employees play a vital role in this commitment by reporting to work fit for duty, free from the effects of impairing substances.

Employees are responsible for ensuring they are capable of performing their tasks productively, competently, and safely. The use of impairing substances that impacts an employee's fitness for work will not be tolerated. Employees who are using prescription medications that may affect performance, or who have concerns about their fitness for duty, are expected to seek guidance or support before continuing or resuming work.

The District supports rehabilitation and provides opportunities for employees seeking assistance. Employees experiencing issues with substance use or abuse are strongly encouraged to proactively seek support as soon as possible.

## **Off Duty Conduct**

While the Board respects the privacy and autonomy of our employees in their personal lives, their actions, both in the workplace and outside it, have the potential to negatively impact the reputation of the District and its role in the public education system. Employees are expected to clearly distinguish personal views from those of the District when making public statements or comments. Employees whose personal conduct has the potential to harm the reputation of the District are accountable for their actions. This is particularly true if the conduct is contrary to a stated policy or position of the Board.

## **Use of District Resources**

Employees are to use District property, equipment, and information responsibly and only for authorized work-related purposes.

## **Legal or Regulatory Matters**

Employees who are contacted regarding legal proceedings or official matters related to District business, are to seek guidance from their supervisor before responding.

### **Motor Vehicle Use**

Employees who are required by the employer to operate a motor vehicle in the performance of their duties must hold a valid driver's license and must immediately inform their supervisor if their driving privileges have been revoked or suspended while on or off duty. Employees will not operate a motor vehicle in the performance of their duties if their driving privileges have been revoked or suspended.

### **Outside Employment and Volunteer Activities**

External work or volunteer activities are permitted when they:

- Do not conflict with or interfere with District duties or work schedules;
- Do not bring the District into disrepute; and
- Do not use District time, resources, or information for personal benefit or to the benefit of other organizations.

### **COMMITMENT TO STANDARDS**

Employees are expected to uphold the Standards of Conduct in all aspects of their work and to address interpersonal disputes constructively and in good faith. Employees must seek guidance from their supervisor should any clarification or support be needed to understand and/or meet these standards.

### **HOW TO RAISE CONCERNS/WHISTLEBLOWER PROTECTION**

Employees should first address concerns directly with the individual involved when it is feasible to do so. If the concern cannot be resolved directly, the matter should be brought to the employee's immediate supervisor to review and address in a timely and appropriate manner.

Employees are expected to report, in good faith, any conduct they reasonably believe may breach this policy or applicable law. Reports will be handled confidentially except where disclosure is required by law, and employees will not face reprisal for raising concerns.

Employees may also report serious wrongdoing under the [Public Interest Disclosure Act](#) in accordance with [Policy 7110 Whistleblower Protection](#) and [Procedure 7110.1 Whistleblower Protection](#).

**APPROVED: June 18, 2025**

**UPDATED: May 2026**



**SD42 POLICY 7100**

**EMPLOYEE STANDARDS OF CONDUCT**

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**PHILOSOPHY**

The Board of Education ("Board") recognizes the profound impact that the work performed by and conduct of School District employees has on the lives of our students, families, and the community at large. As stewards of learning and development, the Board embraces a shared philosophy that serves as the foundation for these Standards of Conduct.

The Board believes in fostering an inclusive culture of care and belonging where the well-being, diversity, identity and success of all learners (both students and staff) is supported and celebrated. The Board's commitment to the highest standards of professional conduct is grounded in the following principles.

**SCOPE**

This Standards of Conduct policy applies to all School District employees.

Trustees of the School District are not employees, and their conduct is governed by [Policy 2919 Trustee Code of Conduct](#).

**STANDARDS OF CONDUCT**

Employees are role models and need to exhibit the highest qualities of character, including honesty, integrity, trustworthiness, and compassion. Employees must act lawfully and in accordance with the privileged position of authority, trust and influence they hold with students. While the Board respects the privacy and autonomy of employees in their personal lives, their actions, both in the workplace and outside it, have the potential to negatively impact the reputation and credibility of the School District. Employees whose personal conduct has the potential to harm the reputation of the School District, including the Board of Education, are accountable for their actions.

Employees will act lawfully and be free from undue influence and not act, or appear to act, in order to gain financial or other benefits for themselves, family, friends or other business.

Employee Standards of Conduct are further detailed below.

**Loyalty**

Employees have a duty of loyalty to the Board as their employer. They must act honestly in good faith and, in the course of their duties, in the best interests of the employer.

**Accountability**

Employees are responsible for the duties entrusted to them and to take ownership for their decisions and actions. This includes being accountable for acts of commission (taking deliberate actions) and omission (choosing not to act when appropriate). Employees are encouraged to maintain clear and detailed records of their decisions, actions, and processes to support transparency and accountability.

## **Confidentiality**

Employees have a duty to comply with all policies and procedures relating to maintaining the privacy and confidentiality of personal information, including [Policy 5700 Privacy Management Program](#), and related procedures in the [Board Policy Manual](#). Confidential information, in any form, that employees receive through their employment must not be disclosed, released, or transmitted to anyone other than persons who are authorized to receive the information. Employees with care or control of personal or sensitive information, whether it is verbal, written in documents, on electronic media, or on electronic devices, must handle and dispose of the personal or sensitive information appropriately in accordance with [Procedure 5700.2 Personal Information Protection](#). Employees who are in doubt as to whether certain information is confidential must ask the appropriate authority before disclosing, releasing, or transmitting it.

The proper handling and protection of confidential information is applicable both within and outside of the workplace and continues to apply after the employment relationship ends.

Confidential information that employees receive through their employment must not be used by an employee for any purpose other than the performance of their duties, and never for the purpose of furthering any private interest or as a means of making personal gains.

## **Public Comments**

Employees are free to comment on public issues but must avoid engaging in activities or making public statements that could be perceived as an official act or representation of the School District unless authorized to do so in accordance with [Policy 10200 Communications](#).

## **Political Activity**

Employee conduct in relation to political activity is outlined in [Policy 10820 Political Activities](#).

## **Interactions with School Board Trustees**

Outside of Board meetings, an individual trustee has no more authority than any member of the community, except when explicitly delegated certain duties and powers by the Board. For this reason, employees should seek the advice and approval of the Superintendent or their designate before responding to or acting on any direct request from an individual trustee.

## **Providing Service**

Employees must provide service in a manner that is courteous, professional, and aligned with established standards. They are expected to be sensitive and responsive to the changing needs, expectations, and rights of a diverse public while performing their duties.

## **Workplace Behaviour**

Positive workplace behavior fosters a supportive and inclusive environment where everyone can thrive. Every employee plays a vital role in shaping and contributing to a respectful and collaborative workplace, making a meaningful impact on our shared success and well-being.

Employees must treat each other with respect and dignity and must not engage in discriminatory conduct protected by the BC [Human Rights Code](#). The protected grounds include Indigenous identity, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age, or conviction of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of an individual.

Further, employees must ensure their conduct in the workplace aligns with the standards of respectful and professional behaviour, contributing to a positive and inclusive work

environment. Bullying, harassment, or any other conduct that compromises the integrity of the School District will not be tolerated. These expectations are further outlined in [Policy 7210 Workplace Discrimination or Bullying and Harassment](#), which provides additional details on the School District's commitment to maintaining a respectful workplace.

Other inappropriate conduct includes any form of disorderly or misbehaving actions, including abuse of power, intimidation, verbal or physical abuse, deceit, or adverse treatment of others.

All employees may expect and have the responsibility to contribute to a safe workplace. Employees must comply with the School District's health and safety program, policies and related procedures while performing their duties. Employees must report any safety hazards or unsafe conditions and follow the provisions outlined in the [WorkSafeBC Occupational Health and Safety Regulations](#).

### **Use of Impairing Substances**

The School District is committed to maintaining a safe and productive work environment. Employees play a vital role in this commitment by reporting to work fit for duty, free from the effects of impairing substances.

Employees are responsible for ensuring they are capable of performing their tasks productively, competently, and safely. The use of impairing substances that impacts an employee's fitness for work will not be tolerated.

Supervisors have a responsibility to fulfill their duty to inquire and duty to accommodate when an employee has, or appears to have, challenges related to impairing substances. Similarly, employees are responsible for disclosing any circumstances that may affect their fitness for duty and for cooperating with any support or accommodations provided by the School District.

Impairing substances are any substances that, when ingested or consumed, negatively affect a person's cognitive, emotional, or physical functioning. This includes, but is not limited to, alcohol, cannabis, illicit drugs, and medications with impairing effects. The use or inappropriate consumption of these substances can have serious adverse impacts in the workplace and on others, in particular, students.

While engaged in School District business, working on School District property, or operating motor vehicles or equipment, all employees are expected to:

- Report to work fit for duty.
- Ensure their ability to perform job duties is not compromised by the use or after-effects of impairing substances.
- Consult with their physician or pharmacist to determine if their use of any impairing substance may affect their fitness for duty or the safety of any person at work or in the workplace.
- Inform their supervisor if they are taking or have taken an impairing substance that may negatively impact their fitness for duty while at work or the safety of any person at work or in the workplace. However, employees are not required to disclose a specific diagnosis related to the use of impairing substances.
- Take appropriate action and immediately inform their supervisor if they reasonably believe that another employee is on School District premises or carrying out School District work in an unfit condition that poses a danger to themselves or others.
- Remain fit for duty if working on-call or decline the call-in if unfit.

Furthermore, employees:

- May be requested to undergo testing if there is evidence, or a reasonable suspicion, that impairing substances may be affecting their performance, behaviour or attendance or compromise workplace safety.
- Will seek advice and comply with recommended treatment programs as prescribed by an addiction specialist physician should they have a current or emerging addiction to any impairing substances. In addition, employees will comply with any recommended medical monitoring programs as recommended by this physician. Human Resources provides confidential support for employees who voluntarily disclose an addiction diagnosis.

The School District supports rehabilitation and provides opportunities for employees seeking assistance. Any violation of this policy will be investigated with an emphasis on supporting employees who seek assistance.

### **Conflicts of Interest**

Employees, in the course of their duties, must prioritize the interests of the School District over personal interests and actively avoid situations that could lead to conflict of interests or the appearance of a conflict of interest.

A conflict of interest occurs when an employee's private affairs or financial interests are in conflict, or could result in a perception of conflict, with the employee's duties or responsibilities in such a way that:

- the employee's ability to act in the public interest could be impaired; or
- the employee's actions or conduct could undermine or compromise:
  - the public's confidence in the employee's ability to discharge work responsibilities; or
  - the trust that the public places in the School District.

While the Board recognizes the right of employees to be involved in activities as citizens of the community, conflict must not exist between employees' private interests and the discharge of their School District duties. At commencement of employment with the School District, employees must arrange their private affairs in a manner that will prevent actual or perceived conflicts of interest.

Employees must not expect or request preferential treatment for themselves or their families because of their position. They must also avoid any action that could lead members of the public to believe they are seeking such treatment.

Employees who find themselves in an actual, perceived, or potential conflict of interest must disclose the matter to their supervisor.

Examples of conflicts of interest include, but are not limited to, employees:

- Being indebted to a person who could benefit from or seek special consideration or favour.
- Giving preferential treatment in official duties to individuals, corporations, or organization, including non-profits, in which the employee their relatives or friends have an interest, financial or otherwise.
- Benefiting from or being reasonably perceived by the public to benefit from, information acquired solely through their employment.
- Benefiting from, or being reasonably perceived by the public to benefit from, a School District transaction that the employee can influence (e.g., investments, sales, purchases, borrowing, grants, contracts, regulatory or discretionary approvals, appointments).

### Personal Relationships Who Work Closely With One Another

Personal relationships, including romantic or familial connections, may create perceptions of favoritism, bias, or conflicts of interest. Employees involved in such relationships must disclose them to their supervisor. No reprisal will be taken against employees for disclosing these relationships in good faith. The supervisor will work with the employees to implement appropriate measures, such as reassignment or adjusted reporting structures, to maintain a professional and objective work environment.

For example, employees who are direct relatives—defined as spouses, domestic partners, parents, children, siblings, grandparents, grandchildren, in-laws, or any other familial relationship by blood, marriage, or legal arrangement—or who permanently reside together may not be employed in situations where:

- One employee has influence, input or decision-making power over the other employee's performance evaluation, salary, working conditions or similar human resource decisions.
- The working relationship affords an opportunity for collusion that may harm the School District's interests.

This restriction may be waived if the Superintendent determines that adequate safeguards are in place to protect the School District's interests.

### **Acceptance of Gifts and Other Complimentary Items**

The School District promotes integrity and transparency in all interactions. Employees are expected to adhere to ethical standards when it comes to accepting gifts and other complimentary items.

Employees shall not, either directly or indirectly, demand or accept for personal benefit a gift, favour or service from any individual, organization or corporation except for the following instances:

- The normal exchange of hospitality between persons doing business together.
- Tokens exchanged as part of protocol (e.g., Christmas, retirement, appreciation).
- The normal presentation of gifts to persons participating in public functions.

### **Legal Proceedings**

There may be times when an employee is requested or required to engage in a legal proceeding. When an employee receives such a request as it relates to their duties, they must notify their supervisor prior to acting on it.

Employees must not sign affidavits relating to facts that have come to their knowledge in the course of their duties for use in court proceedings unless the affidavit has been prepared or approved by a lawyer acting for the Board.

A written opinion prepared on behalf of the Board by any legal counsel is privileged and is, therefore, not to be released without prior approval of the Superintendent.

### **Outside Remunerative and Volunteer Work**

Employees may hold jobs outside the School District, carry on a business, receive remuneration from public funds for activities outside their position or engage in volunteer activities provided it does not:

- interfere with the performance of their duties as a School District employee;
- bring the School District into disrepute;
- represent a conflict of interest or create the reasonable perception of a conflict of interest;
- appear to be an official act or to represent the School District opinion or policy;
- involve the use of work time or the unauthorized use of School District premises, services, equipment, or supplies; or
- gain an advantage that is derived from their employment with the School District.

Employees must first obtain permission from the Superintendent or designate, if such permission is required by their employment contract, before engaging in outside business activities, work or employment.

### **Operation of a Motor Vehicle**

Employees who are required by the employer to operate a motor vehicle in the performance of their duties must hold a valid driver's license and must immediately inform their supervisor if their driving privileges have been revoked or suspended while on or off duty. Employees will not operate a motor vehicle if their driving privileges have been revoked or suspended.

### **Allegations of Misconduct**

Employees have a duty to report any situation they believe contravenes this policy, violates the law, misuses public funds or assets, or poses a danger to public health and safety or a significant danger to the environment. Reports should be directed to the School District. Such matters will be treated confidentially, except where disclosure is authorized or required by law (e.g., under the [Freedom of Information and Protection of Privacy Act](#)).

Employees will not be subject to discipline or reprisal for reporting, in good faith, allegations of misconduct in accordance with this policy.

Employees must report their allegations or concerns as follows:

- Employees belonging to a bargaining unit (MRTA or CUPE), must report breaches in accordance with the related article of their collective agreement if the agreement has explicit reporting requirements. Otherwise, they must report in writing to their supervisor, or the next level of management not involved in the matter, who will acknowledge receipt of the submission and have the matter reviewed in a timely manner.
- Excluded employees must report breaches in writing to their supervisor, or the next level of management not involved in the matter, who will acknowledge receipt of the submission and have the matter reviewed in a timely manner.

If a written report is not immediately possible, employees may report verbally, with a follow-up written report provided as soon as practicable.

Employees may also report serious wrongdoing under (and as defined in Division 2 of) the [Public Interest Disclosure Act](#) in accordance with [Policy 7110 Whistleblower Protection](#) and related [Procedure 7110.1 Whistleblower Protection](#).

## **Standards of Conduct Breaches**

Employees are to abide by the requirements of the Standards of Conduct and shall endeavour to resolve interpersonal disputes in good faith. Staff must speak to their supervisor if they require any clarity about the Standards of Conduct. Any breaches of this policy may result in disciplinary action up to and including dismissal.

## **RESPONSIBILITIES**

### **Superintendent of Schools or Designate**

- Provide timely policy orientation and advice to their respective teams to ensure all staff are regularly trained on the Standards of Conduct.
- Provide the district leadership team with guidance on an appropriate employer response to transgressions of the policy statement.
- Advise employees of the required Standards of Conduct.
- Promote a work environment that is free of discrimination.
- Deal with breaches of this policy statement in a timely manner, taking the appropriate action based upon the facts and circumstances.
- Seek out guidance and advice on issues that are complex and/or cannot be easily resolved.
- Delegate authority and responsibility, where applicable, to apply this policy statement within the district.

### **Human Resources**

- Provide new employees with an orientation on the Standards of Conduct.
- Provide advice on Standards of Conduct issues to employees and supervisors.
- Seek out legal guidance and advice on issues that are complex and/or cannot be easily resolved.
- Consult with the Superintendent on significant breaches of this policy.
- Provide guidance and support to the supervisor with the investigation of the alleged breach of this policy.

### **Supervisors**

- Provide an orientation to existing employees related to the Standards of Conduct and review the policy annually.
- Advise staff on Standards of Conduct issues, including assessing and addressing possible conflicts of interest.
- Take immediate action with reports of breaches of the Standards of Conduct, or breaches of other district policies and procedures and advise their immediate supervisor of the breach.
- With the support and guidance of the Human Resources department, investigate the alleged breach of this policy and provide a documented outcome to the employee(s) who has or has been alleged to have breached this policy.
- Ensure that applicable collective agreement provisions are adhered to with respect to any investigative processes and related disciplinary outcomes.

## **Employees**

- Understand their obligations under the Standards of Conduct and the requirement to comply with it.
- Check with their supervisor when they are uncertain about any aspect of the Standards of Conduct.
- Objectively and loyally fulfill their assigned duties and responsibilities, regardless of persons in power or their personal opinions.
- Disclose and cooperate with the employer to resolve situations in which they find themselves a party to a breach of this policy.
- Maintain appropriate workplace behaviour at all times.
- Report breaches of the Standards of Conduct to their supervisor, or to the next level of management not involved in the matter.

**APPROVED: June 18, 2025**

## SD42 POLICY 9550

### PROCESS FOR RAISING CONCERNS

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#### PHILOSOPHY

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

#### GUIDING PRINCIPLES

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

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

#### PROCESS

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

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

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

**Step 3:** Discuss the issue with the ~~assistant superintendent/director responsible~~ **Assistant Superintendent or Deputy Superintendent who serves as the zone lead** for the ~~zone in which your child's school is located where the concern originated~~. If ~~the matter is not solved,~~ ~~continue~~ **resolved, proceed** to the next step.

~~Step 4:~~ Discuss the issue with the deputy superintendent.

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

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

- Exclusion due to a medical condition that endangers others

If the matter does not meet the criteria for step 54, there are other options to pursue such as the Ombudsperson 1-800-567-FAIR (3247) or the Member of the Legislative Assembly.

**Step 65:** Decisions of the Board may be appealed to the Superintendent of Appeals of the Ministry of Education and Child Care (provincial appeal process).

**APPROVED: April 16, 2025**

**UPDATED: May 2026**

Proposed New Policy



**SD42 BYLAW 3**

**BOARD OF EDUCATION APPEAL POLICY AND PROCEDURES BYLAW**

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**POLICY**

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

The Board generally encourages complaints and disputes to be dealt with at the point closest to where the dispute first arises, in accordance with [Policy 9550 Process for Raising Concerns](#).

If the dispute or complaint is not resolved to the satisfaction of the student or the parent/guardian of the student affected, and the decision significantly affects the education, health or safety of the student, the Board recognizes the right of a student and/or their parents/guardians to appeal to the Board.

**AUTHORITY**

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

**DEFINITIONS**

"Decision" includes a failure to make a decision.

"Parent" is as defined in the [School Act](#), and includes a guardian.

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

**GUIDING PRINCIPLES**

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

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

4. A student or parent shall not be subjected to retribution by the Board, its officers or employees because an appeal has been made.

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

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

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

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

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

- whether the decision appealed is in accordance with legislation, Board policies and procedures;
- whether the decision appealed was reached through a process that was fair to the student and after consideration of relevant information;
- whether the evidence presented to the Board supports the decision or calls it into question;
- whether the decision is reasonable in the circumstances; and
- whether there are special circumstances that would warrant making an exception to a Board policy.

## **APPEAL PROCEDURES (BYLAW)**

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

### **1 PROCESS FOR RAISING CONCERNS**

- 1.1 The student and/or parent/guardian shall take the steps outlined in Policy 9550 Process for Raising Concerns to try to resolve the concern before filing an appeal to the Board.

### **2 STARTING AN APPEAL TO THE BOARD OF EDUCATION**

- 2.1 If the steps in Section 1 are not successful, a student and/or parent/guardian begins the Board appeal process by presenting a written [Notice of Appeal to the Board of](#)

[Education](#) to the Secretary Treasurer within fifteen (15) school days from the date of completion of step 34 of Policy 9550 Process for Raising Concerns referred to in 1.1.

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

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

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

- a) receive Notices of Appeal
- b) review Notices of Appeal for completeness and timeliness
- c) give any notices required under collective agreements
- d) receive and distribute documents relevant to an appeal
- e) communicate with appellants, the Board, and others on matters relating to an appeal hearing
- f) arrange for any accommodation required, and
- g) schedule hearings.

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

2.4 If the Secretary Treasurer is of the opinion that:

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

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

Prior to deciding on that issue, the Superintendent or a person designated by the Superintendent may request a meeting with the person bringing the appeal, who must attend the meeting, or the appeal will be dismissed. If the Superintendent or a person designated by the Superintendent determines the appeal not to be of a decision that significantly affects the education, health or safety of a student, was commenced out of time without reasonable excuse, or the person bringing the appeal has refused or

neglected to discuss the decision under appeal as directed by the school district, the person bringing the appeal shall be advised by the Superintendent or a person designated by the Superintendent to follow the steps for raising concerns as outlined in Board Policy 9550: Process of Raising Concerns.

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

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

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

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

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

### **3 PRE-HEARING RESPONSIBILITIES**

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

3.5 The appellant is notified of the date, time, and place for hearing of the appeal and of the requirement to provide any documents in advance.

#### **4 HEARING PROCEDURE**

4.1 The Board may, in its absolute discretion, determine whether an appeal shall be considered on the basis of written submissions or an oral hearing. The Board may determine rules of procedure, including imposing limits on time for presentations, the ability to call or question witnesses, and the receipt of evidence, whether sworn or unsworn, to facilitate the disposition of the appeal, and may adjourn the proceeding at the request of any party where there are reasonable grounds to do so.

4.2 The Board may establish a schedule for the exchange of documents or written submissions. At least seven (7) days prior to the date scheduled for the hearing of the appeal, or the exchange of initial written submissions in the cases of a written appeal, school district staff and the appellant must provide each other with any documents or information they intend to rely on for the appeal.

4.3 The Board may be advised in camera by legal counsel and by the Secretary Treasurer or designate in relation to the appeal provided they have not had prior involvement in the matter under appeal.

4.4 At any time the Board may request further information from the appellant or the Superintendent or designate and may adjourn in order that such information may be obtained.

4.5 The Board may make any interim decision it considers necessary pending the disposition of the appeal.

4.6 The Board may invite submissions from any person whose interests may be affected by the Board's decision on the appeal.

4.7 The Board may refuse to hear an appeal where:

- a) the appeal has not been commenced within the time set out under 2.1
- b) the appellant has refused or neglected to discuss the decision under appeal with the person(s) specified in the process for raising concerns under 1.1 or the Superintendent or delegate, or such other person as directed by the Board; or
- c) the decision does not, in the Board's opinion, significantly affect the education, health or safety of the student.

4.8 The Board may hear an appeal despite any defects in form or technical irregularities and may relieve against time limits.

4.9 School Act s.11 appeals are confidential. Appeals and decisions on appeals will be held in closed session. Information and documents about appeals may only be disclosed in accordance with the School Act, Freedom of Information and Protection of Privacy Act, and applicable Board policy.

4.10 The Board will ensure that each party has received all documentation provided by the other party prior to the hearing.

4.11 At the end of each party's submission, trustees may ask questions.

- 4.12 When questioning by trustees is complete, the parties leave and the Board deliberates how it will dispose of the appeal.
- 4.13 The Board must decide within 45 calendar days, or as soon as practicable and within 45 calendar days, from receiving the Notice of Appeal to the Board of Education.
- 4.14 The Board's decision is final, subject to any rights to appeal under the School Act.  
The Board may reconsider its decision only
- a) if it is satisfied that new evidence or information would have a material effect on the decision and the failure to present that evidence or information at the original hearing is satisfactorily explained;
  - b) the decision contravenes law; or
  - c) a reconsideration is directed or requested in connection with an appeal of the Board's decision under School Act s.11.1.
- 4.15 The parties will be promptly notified of the Board's decision. Written reasons will be provided as soon as practicable.
- 4.16 Appellants who have appeal rights under School Act s.11.1 will be advised of those rights when or before they are notified of the Board's reasons for decision.
- 4.17 Appellants to the Board must be informed of their right to appeal the Board's decision to the Superintendent of Appeals within the Ministry of Education and Child Care.

**REPEAL**

School District No. 42 (Maple Ridge – Pitt Meadows) Board of Education Appeals Policy and Procedures Bylaw dated April ~~17, 2019~~ 16, 2025, is hereby repealed.

**APPROVAL**

READ A FIRST TIME THIS ~~16<sup>TH</sup>~~ 17<sup>TH</sup> DAY OF ~~\_\_\_\_\_ JUNE~~ APRIL, ~~2026~~ 5; \_ \_

READ A SECOND TIME THIS ~~16<sup>TH</sup>~~ 17<sup>TH</sup> DAY OF ~~\_\_\_\_\_ JUNE~~ APRIL, ~~2026~~ 5; \_ \_

READ A THIRD TIME AND ADOPTED THIS ~~16<sup>TH</sup>~~ 17<sup>TH</sup> DAY OF ~~APRIL~~ \_\_\_\_\_ JUNE, ~~\_\_\_\_\_~~ 2025.

*(signed by Elaine Yamamoto)*

\_\_\_\_\_  
~~Chairperson of the Board~~ Chair

(Corporate seal)

*(signed by Richard Rennie)*

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



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

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

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**RECOMMENDATION**

**THAT the Board receive the Accessibility Advisory Committee minutes for the meeting held on April 10, 2026, for information.**

**(Attachment A)**



**Minutes of the Accessibility Advisory Committee**

**April 10, 2026**

**In Attendance**

Sherri Skerratt, Hilarie Ford, Amanda Reber, Trish Osmack, Michael Scarcella, Kristie Colpitts

**Regrets**

Cheryl Schwarz, Caroline Gaudet, Dana Sirsiris, Louie Giroto, Kim Dumore, Grant Frend

**1. Recognition of Traditional and Unceded Territories**

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

**2. Decision Items**

**a. Accessibility plan for 2026-2028**

*Committee members discussed accessibility goals for 2026-2028:*

- *Physical spaces – accessibility*
  - *Calming spaces/self-regulation*
  - *New builds*
- *Technology*
- *UDL*

**3. Information Items**

**a. Accessibility Updates – Michael Scarcella**

*Accessibility updates were provided to the committee.*

**b. 3-Year Plan Review**

- a. *Technology*
- b. *UDL*
- c. *Self-regulation/Calming spaces*

*The committee committed to a 3-year plan (see 2.a. above)*

**4. Other**

*The committee discussed who would partake in the committee during 2026-2027.*

**5. Adjournment**

*The meeting adjourned at 2:15.*

**Next Meeting:** Dates will be determined and sent to committee members in September 2026.

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**From:** Mike Murray, Trustee  
**Topic:** **Trustee Report:**  
**City of Maple Ridge Engaged, Healthy Community Advisory Committee**

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**Date of Meeting:** April 2, 2026

**Items Discussed:**

Facility Design Work

- City staff presented an update on the major recreation projects currently in the preliminary design phase. This followed extensive public engagement in which the projects were generally supported by the majority of residents. They include the two new arenas at the Albion Fairgrounds including one with a spectator seating capacity of 2000. Approval from the Agricultural Land Commission is currently being sought. The second project includes the new community centre and aquatic facility at what is presently known as Hammond Stadium. Staff reviewed the preliminary layout including a 35 metre pool (with bulkhead), a free form pool, fitness facilities and several multipurpose rooms including one with a moveable divider to allow for larger events. The discussion moved to a review of the Maple Ridge Golf Course which will become a community park including two ball diamonds, trails and other sports facilities. Design is in progress.

Events and Grants

- Staff also identified the neighbourhood small grants program with a deadline for applications at the end of April. Grants are available for up to \$500 for neighbourhood events or improvement projects. They also mentioned upcoming neighbourhood "Rock the Block" events with the first one scheduled for Pazarena park on May 8<sup>th</sup>. The Staff also advised the committee about a recent grant they received to host free world cup game viewing opportunities both outside and in the ACT.

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

- None

**Date of Next Meeting:** May 7, 2026



**Public Board Meeting**  
**May 13, 2026**  
**Information Memo**  
**Item 17**

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**From:** Mike Murray, Trustee

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

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**Date of Meeting:** April 14, 2026

**Items Discussed:**

School Grant Program

- The school grant program was reviewed with discussion about grant criteria. It was noted many more applications were received than last year and, consequently, broadening the criteria should not be considered at this time. A specific discussion about items RMEF will not fund occurred, specifically computer hardware, software and peripherals. It was noted David Vandergugten will be retiring this summer and a new representative of educators will need to be appointed by the Superintendent.
- The group discussed the recent update to the web site which needs to be fine tuned. Members were asked to visit the site and forward any suggestions to Cheryl Ashlie. There was further discussion about taking a generalized ad out in the same edition of the local paper that celebrates graduates. The intent is to congratulate scholarship and bursary winners with an indication of how much overall funding is provided each year in bursaries from funds administered by RMEF. Specific names and photos cannot be utilized without permissions being obtained.

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

- The Superintendent will appoint one of the senior staff to take David Vandergugten's place on the board.

**Date of Next Meeting:** May 19, 2026



**Public Board Meeting**  
**May 13, 2026**  
**Information Memo**  
**Item 18**

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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.