



**PUBLIC MEETING
OF THE BOARD OF EDUCATION**

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

Date: Wednesday, June 17, 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. Eric Langton Elementary – The building of our new school 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
 - a) Provincial Budget 2026 Consultation Opportunity ITEM 3
 2. Superintendent of Schools
 - a) Board/Authority Authorized Courses ITEM 4
 3. Secretary Treasurer
 - a) Five-Year Capital Plan for 2027/28 to 2031/32 - Major ITEM 5
 - b) Joint First Nation Student Transportation Plan for 2026/27 ITEM 6
 - c) Trustee Remuneration for 2026/27 ITEM 7
 4. Committees
 - a) Finance
 - b) Facilities Planning
 - c) Board Policy Development
 - i. Policies for Approval ITEM 8
 - ii. Policies to Retire and Replace with Administrative Procedures ITEM 9

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

E. INFORMATION ITEMS

1. Chairperson
 - a) Chairperson’s Update ITEM 10
2. Superintendent of Schools
 - a) District Operational Plan: Annual Report ITEM 11
 - b) School Growth Plan: Year End Reflections ITEM 12
 - c) Student Absence Notification ITEM 13
 - d) District Financial Allocation to DPAC ITEM 14
 - e) CommunityLINK Information Sheet ITEM 15
 - f) Superintendent’s Update ITEM 16
3. Secretary Treasurer
 - a) Environmental Sustainability Annual Report ITEM 17
 - b) Board and Committees Meeting Calendar for 2026-27 ITEM 18
 - c) Secretary Treasurer’s Update ITEM 19
4. Committees
 - a) Finance
 - b) Facilities Planning
 - c) Board Policy Development
 - d) District Student Advisory
 - e) Ad Hoc Advocacy on Equitable Funding
 - f) Education Advisory
 - g) Accessibility Advisory
5. Indigenous Education Council
6. Trustee Reports and Motions
 - a) City of Maple Ridge Engaged, Healthy Community Advisory Committee ITEM 20
 - b) City of Pitt Meadows Community Support & Accessibility Committee ITEM 21
 - c) District Parent Advisory Committee ITEM 22

F. QUESTION PERIOD

ITEM 23

Question period will be restricted to questions only – statements and debate will not be permitted. Questions, with the exception of trustee questions, will be limited to one question per person. Members of the public can submit questions for the Board in writing by no later than 30 minutes before the start of the meeting. Questions will be answered in the order they are received. This agenda item has a time limit of 10 minutes; extension is at the discretion of the Board.

G. OTHER BUSINESS

1. Public Record of Closed Meeting Business

ITEM 24

H. ADJOURNMENT

From: Elaine Yamamoto, Board Chairperson

Topic: **Opening Procedures**

1. TERRITORY ACKNOWLEDGEMENT

We would like to acknowledge that this meeting is taking place on the shared traditional and unceded territories of Katzie First Nation and Kwantlen First Nation. We welcome and recognize all First Nations, Métis, and Inuit students and families in our schools and community. We welcome and recognize the many different cultures that are represented in our schools and community.

2. CALL TO ORDER

3. CORRESPONDENCE

4. APPROVAL OF AGENDA

Recommendation:

THAT the Agenda be approved as circulated.

5. INVITATION FOR PUBLIC INPUT ON DECISION ITEMS

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

6. APPROVAL OF MINUTES

Recommendation:

THAT the Minutes of the May 13, 2026 Public Board meeting be approved as circulated.

(Attachment A)

ATTACHMENT A



**MINUTES OF THE
PUBLIC BOARD OF EDUCATION MEETING
Wednesday, May 13, 2026 (6:00 PM)
Boardroom, District Education Office**

IN ATTENDANCE:

BOARD MEMBERS:

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

STAFF:

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

GUESTS (in attendance for portions of the meeting):

Kathleen Anderson, District Principal, Indigenous Education
Ken Cober, Assistant Superintendent
Louie Giroto, Director, Facilities

ABSENT:

Trustee – Gabriel Liosis
Vice Chairperson – Kim Dumore

A. OPENING PROCEDURES

1. Territory Acknowledgement

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

2. Call to Order

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

3. Correspondence

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

Moved/Seconded

THAT the Board receive the correspondence, for information.

CARRIED

4. Approval of Agenda**Moved/Seconded**

THAT the Agenda be approved as circulated.

CARRIED5. Invitation for Public Input to matters on the Agenda

The Chairperson advised that members of the public were able to provide input on decision items on the Agenda by emailing board@sd42.ca by no later than 30 minutes before the start of the meeting.

Input regarding Item 4 – Ridge Meadows College was received and circulated to all trustees prior to the meeting.

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

THAT the Minutes of the April 29, 2026, Public Board Meeting be approved as circulated.

CARRIED**B. PRESENTATIONS**1. Indigenous Student Voice

The District Principal, Indigenous Education, presented to the Board on the Indigenous Student Voice event held at the Malcolm Knapp research Forest on April 30, 2026 and shared that the day was structured around three themes; creating safe spaces, exploring identity through story, and sharing experiences in education or a sense of belonging.

Moved/Seconded

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

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

1. Chairperson
2. Superintendent of Schools

a) School Fees Schedule and Specialty Academy Fees for 2026/27

Assistant Superintendent Ken Cober reported on school fees and specialty academy fees for 2026/27.

Moved/Seconded

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 Baccalaureate	Grade 11 Full Diploma Fee	\$ 600
Secondary - International Baccalaureate	Grade 12 Individual Exam Fee	\$ 120
Secondary - International Baccalaureate	Grade 12 Full Diploma Fee	\$ 600

CARRIEDb) Ridge Meadows College Review

The Board considered a recommendation for the phased discontinuation of the Ridge Meadows College program following an independent annual review that identified significant sustainability concerns and resource requirements not feasible within the current budget.

Discussion ensued.

Moved/Seconded

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.

DEFEATED

3. Secretary Treasurer

a) Eligible School Sites Proposal & School Site Acquisition Charge Bylaw

The Secretary Treasurer reported that the Eligible School Sites Proposal is a required component of the capital plan submission and includes estimates of school site needs based on residential growth.

Moved/Seconded

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 2027/28 Capital Plan and submitted to the Ministry of Infrastructure.

CARRIED

It was also reported that the School Site Acquisition Charge (“SSAC”) rates remain unchanged for new development units; however, the existing bylaw must be replaced following Capital Plan approval, requiring adoption of a new SSAC Capital Bylaw 2026. Secretary Treasurer presented an amendment to the SSAC Capital Bylaw 2026 to correct the land value and chargeable units value presented in section 1 of the bylaw.

Moved/Seconded

THAT the amended School District No. 42 (Maple Ridge – Pitt Meadows) School Site Acquisition Charge Capital Bylaw 2026 be given three (3) readings at this meeting.

CARRIED UNANIMOUSLY

Moved/Seconded

THAT the amended School District No. 42 (Maple Ridge – Pitt Meadows) School Site Acquisition Charge Capital Bylaw 2026 be given first reading.

CARRIED

Moved/Seconded

THAT the amended School District No. 42 (Maple Ridge – Pitt Meadows) School Site Acquisition Charge Capital Bylaw 2026 be given a second reading.

CARRIED

Moved/Seconded

THAT the amended 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 13th day of May, 2026.

CARRIED

- b) Pitt Meadows Secondary School Replacement Joint Use Statutory Right of Way in Favour of the City of Pitt Meadows

The Secretary Treasurer reported that a bylaw is required to legally authorize the removal and relocation of the existing community artificial turf field at Pitt Meadows Secondary School.

Moved/Seconded

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.

CARRIED UNANIMOUSLY

Moved/Seconded

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

CARRIED

Moved/Seconded

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.

CARRIED

Moved/Seconded

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 13th day of May, 2026.

CARRIED

4. Committees

a) Finance

- i. Third Quarter Financial Statements for 2025/26

The Secretary Treasurer reported that the financial statements for the quarter ended March 31, 2026, are presented to the Board for approval at the recommendation of the Finance Committee of the Whole.

The Secretary Treasurer and the Assistant Secretary Treasurer provided an overview of the major variances from the budget.

Moved/Seconded

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

CARRIED

- b) Facilities Planning
c) Board Policy Development

- i. Policies for Approval

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

Moved/Seconded

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.

CARRIED

Moved/Seconded

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

CARRIED UNANIMOUSLY

Moved/Seconded

THAT Bylaw 2 Indemnification of Trustees and Officers be given first reading.

CARRIED

Moved/Seconded

THAT Bylaw 2 Indemnification of Trustees and Officers be given second reading.

CARRIED

Moved/Seconded

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

CARRIED

- 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

Trustee Murray reported that the Committee reviewed the responsive records received from the Ministry of Education and Child Care and expressed concern that the response appeared incomplete, noting that certain correspondence known to exist between boards of education and the Ministry was not included.

Moved/Seconded

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

CARRIED**Moved/Seconded**

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.

CARRIED

g) District Student Advisory

5. Indigenous Education Council
6. Trustee Motions and Notices of Motions

- a) Trustee Motion: Correspondence Received from MLA Beare re Funding Inequity Response

Trustee Murray brought forward a motion requesting that the Board direct the Board Chair to write to MLA Lisa Beare to request the formula used to distribute CommunityLINK funding, as referenced in her letter to Harry Hooze students conducting research on this topic, which was received for information under Item 1 – Correspondence in tonight’s agenda package.

Moved/Seconded

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.

CARRIED**E. INFORMATION ITEMS**

1. Chairperson
2. Superintendent of Schools

- a) Board Engagement Summary with Secondary Students

The Superintendent provided a summary of feedback received during the February 4, 2026 engagement session with secondary students from Pitt Meadows Secondary and the Board of Education. Topics discussed were budget priorities, district mission in action, and reflection and looking ahead.

Moved/Seconded

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

CARRIED

b) Student Absence Notification**Moved/Seconded**

THAT Item 12 – Student Absence Notification, initiated by Trustee Dumore, be deferred to the June 17, 2026 public board meeting.

CARRIEDc) Superintendent’s Update

The Superintendent shared a presentation on Artificial Intelligence: Our Year of Learning.

Moved/Seconded

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

CARRIED

3. Secretary Treasurer
4. Committees

- a) Finance
- b) Facilities Planning
- c) Board Policy Development

i. Policies for Consultation

The Superintendent reported that on May 6, 2026, the Board Policy Development Committee met to review and propose updates to the following policies and bylaw: Policy 7100 Employee Standards of Conduct, Policy 9550 Process for Raising Concerns, and Bylaw 3 Board Appeal Policy and Procedure.

Input from education partners and the public is invited from May 14 to May 27, 2026. The Board Policy Development Committee will review all the input received before the proposed updated policies and bylaw are presented to the Board for approval.

Moved/Seconded

THAT the Board receive, for information and continuation of the consultation process, the proposed policy updates, as outlined in this Information Memo dated May 13, 2026.

CARRIED

- d) Education Advisory
- e) Accessibility Advisory

i. Receiving Minutes of Meeting**Moved/Seconded**

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

CARRIED

- f) Ad Hoc Advocacy on Equitable Funding
- g) District Student Advisory

5. Indigenous Education Council
6. Trustee Reports and Motions

City of Maple Ridge Engaged, Healthy Community Advisory Committee

Trustee Murray referred to the written report on the meeting held on April 2, 2026 and highlighted that 54 neighborhood grants that were issued.

Ridge Meadows Education Foundation

No further comments from Trustee Murray for the meeting held on April 14, 2026.

F. QUESTION PERIOD

Two questions were received and answered on the following topics:

- Board oversight of School Act procedural interpretation
- Board oversight of district officer correspondence

G. OTHER BUSINESS

H. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.

CARRIED

The Public Board Meeting adjourned at 8:36pm.

Elaine Yamamoto, Chairperson

Richard Rennie, Secretary Treasurer



Public Board Meeting
June 17, 2026
Information Memo
Item 2

From: Elaine Yamamoto, Chairperson

Topic: Presentation: Eric Langton Elementary – The building of our new school

BACKGROUND

The following staff members have prepared a presentation on Eric Langton Elementary School:

- Kyla Cameron, Principal, Eric Langton Elementary School
- Meghan Murden, Vice Principal, Eric Langton Elementary School

RECOMMENDATION

THAT the Board receive the presentation on Eric Langton Elementary School, for information.

From: Elaine Yamamoto, Chairperson
Topic: **Provincial Budget 2027 Consultation Opportunity**

BACKGROUND

The Select Standing Committee on Finance and Government Services (the Standing Committee) is inviting public input as part of its consultation process for the development of the Provincial Budget 2027.

The Committee, made up of members from both government and opposition parties, is mandated by the Legislative Assembly to conduct an annual public consultation and to provide recommendations to the Minister of Finance based on the feedback received.

Information on the consultation process is available at:

<https://consultation-portal.leg.bc.ca/>

Information on the province's fiscal forecast and key budget issues is available at:

<https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/government-finances/bc-budget/2027-budget-consultation.pdf>

The window for submitting written input is open from June 1 to June 19, 2026.

At the Finance Committee of the Whole meeting on May 6, 2026, Trustees requested that the Chairperson work with the Secretary Treasurer to draft a written submission reflecting the key advocacy themes identified at that meeting. A draft letter (**Attachment A**) has been prepared for the Board's review.

RECOMMENDATION

THAT the Board authorize the Chairperson to finalize the letter and submit it to the Select Standing Committee on Finance and Government Services by June 19, 2026.

June 17, 2026

Select Standing Committee on Finance and Government Services
Parliamentary Committees Office
Room 224, Parliament Buildings
Victoria, BC V8V 1X4

Email: FinanceCommittee@leg.bc.ca

Submitted via: [LABC Consultation Portal](#)

Dear Committee Members:

RE: Provincial Budget 2026 Consultation Opportunity

The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) appreciates the opportunity to contribute to the 2026 Provincial Budget consultation.

Our Board's advocacy priorities are informed not only by our operational experience, but also by extensive local public engagement. Feedback from our recent budget consultation confirms strong alignment between community priorities and the areas outlined below, particularly with respect to ensuring funding reflects actual costs, addressing growth and space pressures, and providing fair and modernized support for students with diverse needs.

Despite the critical role of public education in supporting healthy communities and a strong economy, current funding levels continue to fall short of the actual costs required to deliver services. As a result, school districts are required to absorb ongoing structural and inflationary pressures, limiting our ability to sustain core programs and supports.

To ensure all B.C. students can thrive, we recommend that the provincial government prioritize the following three areas:

1. Make K-12 Public Education a Provincial Budget Priority

School districts require stable and predictable operating funding that reflects the real cost of delivering public education. Current funding levels do not keep pace with inflationary pressures across supplies, services, employee benefits, and other non-salary expenses. In addition, districts continue to face increasing costs associated with collective agreements and benefit plans that are not fully funded.

Key Recommendations:

- Increase operational funding to reflect actual cost pressures, including inflation across supplies, services, and non-salary expenses.
- Fully fund the cost of collective agreement increases, including rising extended health and dental benefit premiums.
- Ensure funding models are responsive to changing cost structures and local operational realities.

2. Modernize and Strengthen Funding for Students with Diverse Needs

Funding models intended to support vulnerable learners require modernization to ensure they are equitable, flexible, and responsive to current student needs. In particular, CommunityLINK funding does not adequately reflect the level or distribution of need across school districts and does not provide sufficient flexibility to respond to local conditions.

The Board has previously identified the need for a more equitable and transparent funding model for vulnerable students. Current approaches do not ensure consistent access to supports and create inequities across districts.

Key recommendations:

- Modernize special purpose funding, including CommunityLINK, to establish a more equitable and needs-based allocation model.
- Provide stable and flexible funding that enables districts to deploy supports where they are most needed.
- Ensure funding models reflect the full range of student vulnerability, including socio-economic factors and changing community needs.

3. Invest in Capital, Technology, and Infrastructure

School districts are experiencing sustained pressures related to student growth, aging facilities, and the increasing role of technology in teaching and learning. Capital funding must address both physical infrastructure and the full scope of technology required to operate modern school systems.

In growing districts such as ours, capital funding has not kept pace with enrolment growth and the need for additional learning space. At the same time, expectations for technology in classrooms continue to expand, while funding for both classroom tools and underlying infrastructure remains insufficient.

Technology infrastructure extends beyond visible classroom devices and includes networks, servers, cybersecurity, and other foundational systems required for safe and effective operations. There is currently a lack of clarity regarding provincial expectations for technology in schools, and districts do not have sufficient resources to meet emerging requirements.

Key recommendations:

- Increase capital funding to address enrolment growth, space pressures, and the renewal of aging facilities.
- Establish clearer provincial expectations for technology in classrooms and school operations.
- Provide dedicated funding for both classroom technology and core technology infrastructure, including networks, servers, and cybersecurity.
- Increase capital and technology funding to reflect current expectations for learning environments and core infrastructure, including modern school design, digital connectivity, and system security.

The Board of Education of School District No. 42 appreciates the Committee's consideration of these recommendations. The Provincial Budget 2027 presents an important opportunity to align funding with actual costs, address inequities in support for vulnerable students, and invest in the infrastructure required to sustain high-quality public education across the province.

We would welcome the opportunity to provide further information or participate in future discussions.

Respectfully submitted,

Elaine Yamamoto
Chairperson
Board of Education

cc: The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)
The Honourable Lisa Beare, Minister of Education and Child Care and MLA Maple Ridge-Pitt Meadows
The Honourable Bowinn Ma, Minister of Infrastructure
The Honourable Brenda Bailey, Minister of Finance
The Honourable Diana Gibson, Minister of Citizen Services
Lawrence Mok, MLA Maple Ridge East
Teresa Downs, Superintendent of Schools
Richard Rennie, Secretary Treasurer
Martin Dmitrieff, President, Maple Ridge Teachers' Association
Jason Franklin, President, CUPE Local 703
Trish Coft, Chairperson, District Parent Advisory Council
Tracy Loffler, President, BCSTA

From: Education Advisory Committee
Teresa Downs, Superintendent of Schools

Topic: **Board/Authority Authorized Courses**

BACKGROUND

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

The Education Advisory Committee met and reviewed the BAAs on April 1, 2026, and the Committee recommends that:

- The following BAA courses be approved as revised:
 - Communications 10 - Immersion
 - H.O.P.E. for Boys Leadership 11
 - International Language, Culture and Travel 11
 - Languages for Travel 12
 - Link Crew 11
 - Link Crew 12
 - Peer Social Support 12
 - Sociology 12
 - Softball Skills 10
 - Softball Skills 11
 - Softball Skills 12

The courses were revised in one or more of the following ways: updated language (e.g., changing Aboriginal to Indigenous and boys to students), addition of course code, deletion of blank spaces, and formatting changes on the BAA template.

For reference, the BAAs can be viewed through the following link:

- [BAAs recommended to be approved as revised](#)

RECOMMENDATION

THAT the Board approve *Communications 10 – Immersion, H.O.P.E. for Boys Leadership 11, International Language, Culture and Travel 11, Languages for Travel 12, Link Crew 11 and 12, Peer Social Support 12, Sociology 12, Softball Skills 10, 11 and 12* Board Authority/Authorized Courses as revised.



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

Topic: **Five-Year Capital Plan for 2027/28 – Major Capital Projects**

BACKGROUND

The Ministry of Infrastructure (MOI) 2027/28 Capital Plan Instructions identify that the deadline for 2027/28 Major Capital Plan submission to the MOI is June 30, 2026. The MOI is seeking submissions for the following major capital programs applicable to SD42:

- Seismic Mitigation Program (SMP)
- School Expansion Program (EXP)
- School Replacement Program (REP)
- Rural Districts Program (RDP)
- Child Care (CC) – Major

The 2027/28 Minor Capital Plan submission deadline to the MOI is September 30, 2026. The MOI is seeking submissions for the following minor capital programs applicable to SD42:

- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Playground Equipment Program (PEP)
- Food Infrastructure Program (FIP)
- Building Envelope Program (BEP)
- Child Care (CC) – Minor

The proposed major capital projects to be submitted as part of the Five-Year Capital Plan for 2027/28 to 2031/32 are presented in this report and total estimated cost of \$487 million. Minor capital projects will be presented to the Board for approval in September 2026.

Strategic Facilities Plan

To ensure that future capital plan submissions to the MOI accurately reflect the priorities and needs of the school district, the [Strategic Facilities Plan](#), approved by the Board in March 2022 and updated in January 2026. The Strategic Facilities Plan identifies and rationalizes current and future capital requirements for school sites, new schools, and facility upgrades based on building conditions, seismic vulnerability, and ongoing maintenance/life cycle costs, as well as new initiatives.

MAJOR CAPITAL PROJECTS

Seismic Mitigation Program (SMP)

The MOI identifies the highest priority projects that should be considered for major capital investment. Critical to this identification is an assessment of current seismic risk. The seismic risk rating criteria established by Engineers and Geoscientists BC (EGBC) for public schools is as follows:

- **High 1 (H1):** Structures at highest risk of widespread damage or structural failure; not repairable after event. Structural and non-structural upgrades are required.
 - H1 ratings are further prioritized based on the probability of total damage in a moderate earthquake, with P1 being high and P4 being low.
- **High 2 (H2):** Structures at high risk of widespread damage or structural failure; likely not repairable after the event. Structural and non-structural upgrades are required.
- **High 3 (H3):** Isolated failure to building elements (such as walls) is expected, building likely not repairable after the event. Structural and non-structural upgrades are required.
- **Medium:** Isolated damage to building elements is expected; non-structural elements (such as bookshelves and lighting) are at risk of failure. Non-structural upgrades may be required.
- **Low:** Least vulnerable structure; isolated damage may be expected with the building probably repairable after the event. Non-structural upgrades may be required.

The school district engaged a structural engineer to conduct seismic rapid assessments to determine the current seismic risk of our facilities. As of 2020, twelve schools were identified as having H1 to H3 classifications. The schools listed below have been included and remain in our Capital Plan.

Program	Type	Priority	Facility/Site	Project Description	Estimated Cost
SMP	Upgrade	1	Maple Ridge Elementary	Seismic upgrade of 2 blocks H2 & 1 block H3	\$ 22,598,009
SMP	Upgrade	2	Highland Park Elementary	Seismic upgrade of 2 blocks H2 & 1 block H3 (to be combined with EXP project)	\$ 14,953,767
SMP	Upgrade	3	Pitt Meadows Elementary	Seismic upgrade of 2 blocks H1 (1-P2, 1-P4), 1 block H2 & 1 block H3 (to be combined with REP project)	\$ 25,190,003
SMP	Upgrade	4	Alouette Elementary	Seismic upgrade of 1 block H1 (P3) & 1 block H2 (to be combined with BEP project)	\$ 13,633,807
SMP	Upgrade	5	Glenwood Elementary	Seismic upgrade of 2 blocks H1 (P2)	\$ 14,488,977
SMP	Upgrade	6	Davie Jones Elementary	Seismic upgrade of 1 block H2 & 1 block H3	\$ 7,027,321
SMP	Upgrade	7	Albion Elementary	Seismic upgrade of 4 blocks H2	\$ 12,429,343
Program Total					\$ 110,321,227

School Expansion Program (EXP)

EXP projects include new schools, additions to existing schools, and site acquisitions for a new or expanded school to accommodate student enrolment in a permanent education setting.

The projected continued increase of enrolment over the next decade confirms the need for elementary and secondary school expansion for six projects as outlined in the following table.

Program	Type	Priority	Facility/Site	Project Description	Estimated Cost
EXP	Addition	1	Samuel Robertson Technical Secondary	Addition to increase capacity from 600 to 1,300 (700 new)	\$ 91,108,974
EXP	Addition	2	Highland Park Elementary	Addition to increase capacity from 395 to 660 (40K/225E addition to be combined with SMP project)	\$ 24,656,652
EXP	New Site	1	Silver Valley Elementary Site	Area land site for a new 660 capacity K-7 Elementary school	\$ 24,160,000
EXP	New School	1	Silver Valley Elementary	New Elementary School for 340 (40K/300E new with core for future capacity of 660)	\$ 66,343,871
EXP	New School	2	East Albion Elementary	New Elementary School for 390 (40K/350E new)	\$ 75,071,983
EXP	New School	3	Mount Crescent Elementary	New Elementary School for 390 (40K/350E new)	\$ 64,484,197
Program Total					\$ 345,825,677

School Replacement Program (REP)

REP projects include full or partial replacement or renovation of schools and must be supported by a recent building condition assessment and engineering reports substantiating that the school building or portion of a school has reached or will shortly reach the end of its expected useful life.

The following major renovation projects are included in the capital plan:

Program	Type	Priority	Facility/Site	Project Description	Estimated Cost
REP	Renovation	1	Golden Ears Elementary	Building Envelop Replacement	\$ 8,800,000
REP	Renovation	2	Blue Mountain Elementary	Building Envelop Replacement	\$ 2,200,000
REP	Renovation	3	Pitt Meadows Elementary	Major renovation for school with a high facility condition index (to be combined with SMP project)	\$ 14,850,000

				Program Total	\$ 25,850,000
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Rural Districts Program (RDP)

The RDP is available to target funding not typically included under other major or minor capital programs such as full or partial demolition of board-owned buildings as well as renovations associated with consolidation of under-utilized schools.

While the Maple Ridge – Pitt Meadows School District does not ordinarily meet the criteria for funding under the RDP, it is the only program available for demolition of board-owned buildings, and ministry staff have indicated that the following project may be considered for funding under this program:

Program	Type	Priority	Facility/Site	Project Description	Estimated Cost
RDP	Demolition	1	Mount Crescent Elementary	Demolition of closed school	\$ 4,500,000
				Program Total	\$ 4,500,000

Child Care Program (CC)

The CC program is available to provide funding to build new spaces or to convert existing underutilized spaces for Child Care programs.

Though no major CC projects have been identified for inclusion in the 2027/28 Capital Plan, major CC projects for the following school sites will be considered for inclusion in future capital plan submissions for integration with other major capital projects once feasibility can be confirmed:

- Pitt Meadows Secondary
- Silver Valley Elementary
- East Albion Elementary
- Mount Crescent Elementary
- Samuel Robertson Technical Secondary

RECOMMENDATION

THAT the Board approves the Major Capital Program projects for the Five-Year Capital Plan 2027/28 for submission to the Ministry of Infrastructure.

From: Richard Rennie, Secretary Treasurer
Cheryl Schwarz, Deputy Superintendent

Topic: **Joint First Nation Student Transportation Plan for 2026/27**

BACKGROUND

The BC Tripartite Education Agreement (BCTEA) is a collaborative agreement between the Government of Canada, the Government of British Columbia, and the First Nations Education Steering Committee (FNESC). It aims to improve educational outcomes of First Nations students in BC by providing funding, support, and resources while also respecting and promoting their languages, cultures, and traditions.

As part of the BCTEA commitments, Boards of Education and First Nations are required to work together to identify student transportation needs and co-develop Joint First Nation Student Transportation Plans. These plans are guided by principles and criteria established by the BCTEA Parties and ensure that all First Nation students living on-reserve have access to safe and reliable transportation to and from BC public schools.

The renewed BCTEA expired June 30, 2023 and the government of Canada, the government of British Columbia and FNESC are continuing negotiations towards a new BCTEA. While the negotiations proceed, the Ministry of Education and Child Care has confirmed that 2026/27 BCTEA First Nation Student Transportation funding will be based on approved 2025/26 to-and-from school transportation amounts. Additional transportation costs, including parental assistance and extracurricular transportation is not eligible to be funded through the 2026/27 BCTEA funding.

As outlined in the 2026/27 Joint First Nation Student Transportation Plan (**Attachment A**), Katzie First Nation is projecting transportation for 58 students during the 2026/27 school year. The operating cost to be funded by BCTEA in relation to this plan is \$151,245. This amount covers driver wages and benefits, fuel, inspections and maintenance, insurance, bus cleaning and supplies. While Katzie First Nation incurs the costs directly, the funding flows from BCTEA to the Ministry of Education and Child Care (MECC), then to the school district, and finally to Katzie First Nation.

RECOMMENDATION

THAT the Board approve the Joint First Nation Student Transportation Plan for 2026/27.

ATTACHMENT A

2026/27 Joint Transportation Plan Worksheet

Refer to the Instructions Tab for more details on each Step.

NOTE: For use in the planning of First Nation Student transportation. All parties should retain a copy for your records.			
First Nation:	Katzie	School District Number:	Maple Ridge-Pitt Meadows
First Nation Band Number:	563		42
Name:	Meghan Florence	School District Transportation Contact:	Kathleen Anderson
Contact phone number/Email address:	meghan@katzie.ca	Contact phone number/Email address:	604 466-6265 kathleen_anderson@sd42.ca

STEP 1
Estimate the number of First Nation Students attending public schools and requiring transportation.
58

STEP 1 - Continued			Transportation Services					
Name of School Attending	Number of First Nation Students living on reserve, using service	Transportation Service Category	STEP 2 – Transportation services in place that are not funded by the BCTEA First Nation Student Transportation Fund (BCTEA)		STEP 3 - Transportation Services Funded by BCTEA			STEP 4 - First Nation Schools of Choice
			STEP 2(a) Description of Transportation Services in place that are not funded by BCTEA.	STEP 2(b) - 2025/26 School district's financial contribution for Transportation Services in place for First Nation Students living on reserve that are not funded by BCTEA	STEP 3(a) - Description of Transportation Services	STEP 3(b) - Cost of Transportation Services	STEP 3(c) Are services pro-rated?	STEP 3(d) Describe calculation used for pro-rating services when students off-reserve are on the same bus. (e.g. cost of ridership or cost of service divided by distance)
Edith McDermott Elementary	26	To/From Bus	SD42 Investment of proxy	\$ 7,605	One Katzie First Nation bus for transportation 64 seats	\$ 151,245	No	<input checked="" type="checkbox"/>
Pitt Meadows Elementary	8	To/From Bus						<input checked="" type="checkbox"/>
Pitt Meadows Secondary	24	To/From Bus						<input checked="" type="checkbox"/>
Total Number of First Nation Students		58	Total School District Contribution		\$ 7,605	Total Cost of BCTEA Funded Transportation		\$ 151,245

STEP 5 - Breakdown of the available school district 2025-26 funding sources: Contained within the operating grant - for reference:	
Student Location Factor (SLF)	\$ 1,334,858
Supplementary Student Location Factor (SSLF)	\$ 1,244,000
Provincial Student Transportation Fund (STF)	\$ 185,990
Approximate Transportation Proxy: Derived from the Student Location Factor (SLF), Supplementary Student Location Factor (SSLF) and Provincial Student Transportation Fund (STF). This amount is the minimum of the FNSR that should be applied to the transportation of First Nations Students living on reserve attending public school.	\$ 7,605

STEP 6
Agreement of Joint Transportation Plan. Signature implies that pick-up and drop-off points have been reviewed for safety considerations.

 Chief of the First Nation (or delegate) Date Signed

 Board Chair (or delegate: Secretary Treasurer) Date Signed

From: Richard Rennie, Secretary Treasurer
Topic: **Trustee Remuneration for 2026-2030**

BACKGROUND

In accordance with Board Policy 2920 Trustee Remuneration, the Board may authorize trustee remuneration, reasonable allowances, and may adjust remuneration 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, rounded to the nearest \$100.

The Policy further requires that trustee remuneration be formally reviewed in the year prior to a general school election to ensure ongoing comparability and appropriateness for the upcoming term.

TRUSTEE TERM 2022-2026

On May 18, 2022, the Board approved trustee remuneration, effective November 1, 2022, at:

- \$28,200 for Trustees
- \$29,700 for the Vice-Chairperson
- \$31,200 for the Chairperson

These rates were established to align with the average remuneration of selected comparable school districts and are subject to annual adjustments effective July 1 based on the Metro Vancouver CPI differential.

As a result of subsequent CPI adjustments, trustee remuneration for 2025/26 (July 1, 2025 to June 30, 2026) is:

- \$32,200 for Trustees
- \$33,700 for the Vice-Chairperson
- \$35,200 for the Chairperson

Consistent with Policy 2920 and the trustee remuneration motion passed by the Board on May 18, 2022, a final CPI-based adjustment applies in the current term prior to the implementation of new term remuneration.

As the Metro Vancouver CPI differential for the calendar year ended December 31, 2025 is 2.1%, trustee remuneration will increase to the following, effective July 1 to November 3, 2026, prior to the implementation of the new term remuneration:

- \$32,900 for Trustees
- \$34,400 for the Vice-Chairperson
- \$35,900 for the Chairperson

TRUSTEE TERM 2026-2030

Consistent with Policy 2920, a review of trustee remuneration has been completed in the year prior to the general school election.

As part of this review, reference was made to the BC School Trustees Association (BCSTA) trustee compensation survey (March 2026), and remuneration practices were compared

across the following six comparable BC school districts, as identified in Policy 2920 and summarized below.

Board of Education	Student Enrolment	Trustee	Chairperson	Vice-Chairperson
SD34 (Abbotsford)	20,602	\$ 34,688	\$ 45,094	\$ 39,891
SD35 (Langley)	26,228	\$ 34,449	\$ 36,868	\$ 35,662
SD37 (Delta)	16,126	\$ 36,881	\$ 40,658	\$ 38,711
SD38 (Richmond)	23,594	\$ 33,064	\$ 36,536	\$ 34,737
SD41 (Burnaby)	28,593	\$ 34,202	\$ 36,602	\$ 35,403
SD44 (North Vancouver)	16,657	\$ 31,715	\$ 34,377	\$ 32,642
Average		\$ 34,167	\$ 38,356	\$ 36,174
SD42 (Maple Ridge-Pitt Meadows)	16,764	\$ 32,200	\$ 35,200	\$ 33,700
SD42 Variance from Average		-6%	-8%	-7%

Based on this comparison, trustee remuneration in SD42 for 2025/26 remains below the average of the identified comparable school districts.

Effective November 4, 2026, upon trustees taking the oath of office, the Board may apply the Policy 2920 framework to reset remuneration to the comparable average, adjusted for the most recent Metro Vancouver CPI, with amounts rounded to the nearest \$100.

Trustee Remuneration 2025/26	Trustee Remuneration Average of 6 Districts 2025/26	Metro Vancouver CPI Differential	Proposed Trustee Remuneration Effective November 1, 2026
\$ 32,200	\$ 34,167	2.1%	\$ 34,900

This approach reflects a reset to comparator levels followed by the continuation of annual CPI-based adjustments, rather than a change to the underlying methodology.

In accordance with Board Policy 2920, 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.

If approved, the resulting remuneration structure effective November 4, 2026, would be:

Trustee	Chairperson	Vice-Chairperson
\$ 34,900	\$ 39,088	\$ 36,994

In addition to base remuneration, trustees will continue to receive an annual automobile allowance of \$750 for in-district travel, consistent with past practice.

RECOMMENDATION

THAT the Board approve the increase of trustee remuneration effective November 4, 2026 to \$34,900 for trustees, \$39,088 for the Chairperson, and \$36,994 for the Vice-Chairperson;

AND FURTHER THAT the Board approve the application of annual cost-of-living adjustments effective July 1 of each year of the 2026-2030 trustee term, based on the Metro Vancouver CPI differential.

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

Topic: Policies for Approval

BACKGROUND

Policies Presented for Consultation at the April 15, 2026 Public Board Meeting

At the April 15, 2026 public board meeting, the Board Policy Development Committee (the "Committee") proposed updates to three existing policies as listed below and as outlined in Item 10 and its attachments in the [April 15, 2026 agenda package](#).

- Policy Updates (Attachment A)
 - Policy 2919 Trustee Code of Conduct
 - Policy 9325 Education Programs for Non-Resident Students
 - Policy 9801 Fees and Financial Hardship

Input from education partners and the public was invited from April 15 to May 22, 2026 and feedback was received on policy 9801. The policies are presented for approval. The Committee is not recommending further revisions except for policy 9801 which has been updated as outlined within Attachment A.

Policies Presented for Consultation at the May 13, 2026 Public Board Meeting

At the May 13, 2026 public board meeting, the Committee proposed updates to two existing policies and one bylaw as list below and as outlined in Item 14 and its attachments in the [May 13, 2026 agenda package](#).

- Policy Updates (Attachment B)
 - Policy 7100 Employee Standards of Conduct
 - Policy 9550 Process for Raising Concerns
- Bylaw Update (Attachment C)
 - Bylaw 3 Board of Education Appeal Policy and Procedures Bylaw

Input from education partners and the public was invited from May 14 to 27, 2026 and no feedback was received. The policies and bylaw are presented for approval, with no further revisions recommended by the Committee.

RECOMMENDATIONS

(1) THAT the Board approve the following updated policies:

- **2919 Trustee Code of Conduct**
- **7100 Employee Standards of Conduct**
- **9325 Education Programs for Non-Resident Students**
- **9550 Process for Raising Concerns**
- **9801 Fees and Financial Hardship**

- (2) THAT Bylaw 3 Board of Education Appeal Policy and Procedures Bylaw be given three (3) readings at this meeting. (vote must be unanimous)**
- (3) THAT Bylaw 3 Board of Education Appeal Policy and Procedures Bylaw be given first reading.**
- (4) THAT Bylaw 3 Board of Education Appeal Policy and Procedures Bylaw be given second reading.**
- (5) THAT Bylaw 3 Board of Education Appeal Policy and Procedures Bylaw be given third reading, passed and adopted on this 17th day of June 2026.**

ATTACHMENT A



SD42 POLICY 2919

TRUSTEE CODE OF CONDUCT

PHILOSOPHY

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

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

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

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

CODE OF CONDUCT

Collective Governance and Board Authority

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

Integrity, Ethics, and Conflict of Interest

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

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

Preparation, Participation, and Decision-Making

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

Confidentiality

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

Communications and Social Media

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

Professional Development

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

REVIEW

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

BREACHES

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

APPROVED: February 13, 2013

UPDATED: June 17, 2026

APPENDIX A: PROCESS FOR ADDRESSING TRUSTEE CODE OF CONDUCT CONCERNS

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

Informal Resolution

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

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

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

1. Submission of a Concern

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

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

The written submission must:

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

Anonymous complaints will not be considered.

2. Initial Review by the Chair

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

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

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

3. Informal Resolution

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

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

4. Consideration of Investigation

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

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

- A written report will be provided to the Chair.

5. Board Review and Decision

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

Notice and Materials

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

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

The agenda package for the meeting will include:

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

6. Meeting Procedure

At the in-camera meeting:

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

7. Outcome

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

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

Such actions may include:

Informal Resolution

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

Formal Direction or Warning

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

Requirement for Corrective Action

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

Censure

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

Restrictions on Trustee Responsibilities

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

Removal from Board Positions

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

Public Statement (if appropriate)

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

Other Actions Permitted by Legislation

- Any other action authorized under applicable legislation or Board policy

SD42 POLICY 9325

EDUCATION PROGRAMS FOR NON-RESIDENT STUDENTS

PHILOSOPHY

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

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

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

AUTHORITY

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

GUIDING PRINCIPLES

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

LEGISLATIVE CONTEXT

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

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

APPROVED: April 27, 2022

UPDATED: June 17, 2026

SD42 POLICY 9801

FEES AND FINANCIAL HARDSHIP

PHILOSOPHY

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

AUTHORITY

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

GUIDING PRINCIPLES

Access & Equity

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

Dignity, Privacy & Fairness

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

Scope & Stewardship

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

APPROVED: April 27, 2022

UPDATED: ~~April~~ June 17, 2026

SD42 POLICY 7100

EMPLOYEE STANDARDS OF CONDUCT

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: June 17, 2026

SD42 POLICY 9550

PROCESS FOR RAISING CONCERNS

PHILOSOPHY

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

GUIDING PRINCIPLES

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

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

PROCESS

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

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, 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, proceed to the next step.

Step 3: Discuss the issue with the Assistant Superintendent or Deputy Superintendent who serves as the zone lead for the school where the concern originated. If the matter is not resolved, proceed to the next step.

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 3 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 4, there are other options to pursue such as the Ombudsperson 1-800-567-FAIR (3247) or the Member of the Legislative Assembly.

Step 5: 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: June 17, 2026

SD42 BYLAW 3

BOARD OF EDUCATION APPEAL POLICY AND PROCEDURES BYLAW

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 3 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 16, 2025, is hereby repealed.

APPROVAL

READ A FIRST TIME THIS **17TH DAY OF JUNE, 2026;**
 READ A SECOND TIME THIS **17TH DAY OF JUNE, 2026;**
 READ A THIRD TIME AND ADOPTED THIS **17TH DAY OF JUNE, 2026.**

Board Chair

(Corporate seal)

Secretary Treasurer

From: Board Policy Development Committee
Richard Rennie, Secretary Treasurer

Topic: Policies to Retire and Replace with Administrative Procedures

BACKGROUND

On April 15, 2026, the Board received the British Columbia School Trustees Association (BCSTA) Policy Review Report, which supports boards in strengthening governance, clarifying roles, and improving accountability through effective policy frameworks.

A key theme in the report is the distinction between governance (board policy and accountability) and management (administrative procedures and operations). BCSTA notes that policies containing operational detail can blur this distinction.

As part of its Phase 1 recommendations, BCSTA encourages boards to streamline their policy manuals by retiring operational policies and addressing those matters through administrative procedures, with a target of October 2026.

The Board Policy Development Committee met on June 3, 2026, to consider these recommendations in the context of the district's policy framework.

The Maple Ridge–Pitt Meadows School District currently maintains 73 board policies, 4 bylaws, and 51 administrative procedures. For this review, trustees on the committee identified 23 policies (**Attachment A**), listed below, that are operational in nature and better addressed through administrative procedures.

This work represents a housekeeping and streamlining exercise to improve the organization of the district's policy framework while maintaining all existing requirements through updated administrative procedures.

Retiring these policies will:

- Streamline the policy manual by removing procedural and operational detail
- Clarify the distinction between governance and management
- Enable more timely updates through administrative procedures
- Align with BCSTA guidance and emerging provincial practice

All applicable requirements in the retiring policies will be incorporated into new or updated administrative procedures prior to their retirement.

RECOMMENDATION

THAT the Board approve the retirement of the following policies, effective upon their replacement with new or updated administrative procedures:

- **Policy 4101 General Banking**
- **Policy 4105 Investments**
- **Policy 4110 Revenue Generation**
- **Policy 4410 Travel Expenses**
- **Policy 4435 Scholarships, Bursaries and Awards**

- **Policy 4910 Financial Reporting and Administration of School Generated Funds**
- **Policy 5310 Disposal of Surplus Assets**
- **Policy 5400 Student Transportation Provided by the Board**
- **Policy 5401 Use of Board-Owned Buses**
- **Policy 5905 Alcohol - Consumption, Possession and Storage**
- **Policy 7710 Professional Development**
- **Policy 8801 Course Challenge**
- **Policy 8901 Field Trips including Extra Curricular Activities**
- **Policy 8912 Independent Directed Studies**
- **Policy 9325 Education Programs for Non-Residents**
- **Policy 9405 Unexpected Health Emergencies at Schools**
- **Policy 9601 Anaphylaxis**
- **Policy 9605 Provision of Menstrual Products to Students**
- **Policy 9610 Health Care Needs**
- **Policy 9611 Child Protection**
- **Policy 9705 Student Records**
- **Policy 10310 Volunteers**
- **Policy 10540 Financial or In-Kind Contributions**



SD42 POLICY 4101

GENERAL BANKING

PHILOSOPHY

The Board of Education ("Board") recognizes that consideration must be given to utilizing banking services in a financially responsible and administratively efficient manner to safeguard the Board's monetary assets. Funds raised and held by Parent Advisory Councils are not assets of the Board and, therefore, are not covered by this policy.

AUTHORITY

The Board assigns the responsibility for the implementation of the General Banking policy to the Secretary Treasurer.

The Secretary Treasurer or designate:

- Selects and appoints one or more financial institutions to provide general banking services for all bank accounts of the school district, including school-based accounts.
- Establishes the terms, conditions, operating arrangements and procedures for all district and school bank accounts.
- Maintains an inventory of all bank accounts of the school district.
- Has the authority to delegate the responsibility for the operation of bank accounts to district and school administrators.

GUIDING PRINCIPLES

1. Banking relationships shall be established with reputable financial institutions that offer competitive services and ensure the safety and security of funds.
2. The selection of financial institutions shall be based on factors such as the institution's reputation, financial stability, service quality, fees, and proximity to the district's location of administration.
3. Financial transactions shall be conducted in accordance with applicable laws, regulations, and board policies.
4. Authorization procedures shall be established to ensure that only authorized individuals are permitted to initiate, approve, or execute financial transactions on behalf of the Board.
5. All expenditures shall be supported by appropriate documentation, such as invoices, receipts, or purchase orders, and shall be reviewed and approved in accordance with established procedures.
6. The school shall maintain accurate and up-to-date financial records, including detailed ledgers, journals, and bank reconciliations, to facilitate financial reporting and auditing.
7. Investment of school district funds shall comply with Policy 4105 – Investments.

APPROVED: January 24, 2018

UPDATED: June 19, 2024

SD42 POLICY 4105

INVESTMENTS

PHILOSOPHY:

The Board of Education ("Board") believes that cash available for investment should be invested in minimal risk financial instruments to generate investment revenue based on the following order of priority:

- preservation of capital;
- assurance of liquidity;
- an appropriate return.

AUTHORITY:

The Board assigns the responsibility for the implementation of the Investments policy to the Secretary Treasurer.

The Board authorizes the Secretary Treasurer or designate to have responsibility over investments for the school district. The Secretary Treasurer is responsible for determining any specific procedures for managing and investing of surplus funds for the district and schools. Reasonable care and judgement shall be exercised in making investment decisions that are consistent with this policy.

The Secretary Treasurer or designate may seek professional investment advice to select appropriate investments as outlined above.

The Secretary Treasurer will:

- approve any investments that fall outside the guidelines of this policy;
- approve any investments with a maturity date greater than 5 years;
- maintain a listing of all school district and school investments;
- review this Policy periodically for suitability.

GUIDING PRINCIPLES:

1. Capital Preservation

Investment of funds shall only occur when the principal is guaranteed. This may be accomplished through the placement of funds with institutions that have achieved the highest creditworthiness in the marketplace and earned a public reputation as a good credit risk.

The following are eligible investments under this policy:

- Financial instruments are guaranteed as to repayment of principal and interest by:
 - The Government of Canada or by any of the Provinces of Canada
 - Chartered banks and trust companies incorporated under the laws of Canada
 - Credit unions incorporated under the [Credit Union Incorporation Act](#) of BC
- Interest-bearing cash and cash equivalents, including guaranteed investment certificates or term deposits with banks, credit unions or trust companies. Investments for operating cash requirements shall be in Canadian cash equivalents and short-term commercial paper rated (minimum rating R-1 Low by the DBRS Morningstar), an equivalent rating from another agency, or, where not rated, an equivalent level as determined by the market.
- Debt securities of Canadian issuers, issued in Canadian currency, including sovereign, provincial, municipal and corporate bonds, debentures, notes and other debt instruments. All investments in fixed income securities shall be in securities that are the subject of regular price quotations by recognized investment dealers and for which ratings are available for the borrower or the debt issuer. The corporate and government bond and debenture portfolio in aggregate shall contain only instruments assigned a minimum rating of R-1 low (short-term) or "A" (long-term) or equivalent by any major bond rating agency at the time of purchase.
- Any other investments approved by the Secretary Treasurer or designate.
- Credit risk minimization shall be achieved through diversification whenever possible and appropriate.

2. Liquidity Assurance

The assurance of liquidity is the ability to fund operating commitments through the drawdown of the investment portfolio.

3. Optimizing Returns

Optimizing returns is obtained through monitoring of marketplace opportunities and realigning investments accordingly, balanced with the Capital Preservation and Liquidity Assurance guidelines described above.

APPROVED: January 24, 2018

UPDATED: February 2024



SD42 POLICY 4110

REVENUE GENERATION

PHILOSOPHY

The Board of Education ("Board") actively pursues revenue generation and grant opportunities to supplement government funding. The Board is open to for-profit initiatives, public-private partnerships and joint-ventures, endorsements, sponsorships, and other types of business relationships that provide additional funding for the school district. These initiatives must align with the Board's mandate to provide a quality education for K-12 students and must protect the integrity of the public school system. Every initiative must respect the school district's privileged relationship with its students, parents, and staff.

AUTHORITY

The Board delegates implementation of this policy to the Superintendent and the Secretary Treasurer. The Superintendent and Secretary Treasurer shall establish procedures to guide its implementation.

GUIDING PRINCIPLES

1. **Alignment with District Values and Educational Goals:** All reasonable revenue generation and grant opportunities must align with the values and educational goals of the school district.
2. **Approval and Oversight:** All agreements must be approved by the Superintendent, the Secretary Treasurer or their Designate to ensure they meet the district's standards and objectives.
3. **Equitable Opportunities:** Except for initial pilot projects, opportunities must be offered equitably to a broad range of potential partners. A pilot project must not exceed 12 months in duration without the approval of the Superintendent or Secretary Treasurer.
4. **Ethical Standards:** All initiatives must adhere to the highest ethical standards and respect community norms and values.
5. **Prohibited Initiatives:** Initiatives involving alcohol, tobacco, cannabis, or materials inappropriate for children are strictly prohibited.
6. **Approval of Materials:** All materials distributed to students, staff and parents must receive prior approval by the Superintendent and Secretary Treasurer, or their Designate.
7. **Use of District Identity:** Any reference to or use of the school district's name, logo, motto, slogan, mission statement, or reputation must be approved by the Superintendent, the Secretary Treasurer, or their Designate.
8. **Quality Standards:** All sponsored products, materials and services must meet specifications and standards used by the school district for similar purchases.

APPROVED: January 24, 2018

UPDATED: September 18, 2024

TRAVEL EXPENSES

PHILOSOPHY

The Board of Education (“Board”) believes that travel may be necessary for employees and trustees and that appropriate expenses incurred during such travel must be reimbursed. In incurring expenses employees and trustees will be cognizant of their accountability for public funds and always utilize optimum discretion in ensuring the appropriateness and efficiency of expenditures.

AUTHORITY

The Board authorizes the Superintendent and the Secretary Treasurer to develop and implement all procedures related to travel expenses.

GUIDING PRINCIPLES

School district-issued credit card (“district credit card”) and direct billings to the school district should be used to pay for school district expenses whenever possible. Loyalty points earned on school district travel or other expenses are to be utilized for school district business only.

When choosing the means and route of transportation, the most direct or cost-effective option should be chosen.

Travel advances may be requested for items that cannot be paid for with a district credit card or through direct billing to the school district. The approval of the supervisor is required.

All expense claims must be submitted in a format prescribed by the school district immediately following the trip or no later than monthly.

Vehicle Travel

1. Employees and trustees who are required to use their personal vehicles to carry out school district business shall be reimbursed at the reasonable per kilometer allowance prescribed by the Canada Revenue Agency (CRA), or by the rate negotiated in the CUPE or MRTA collective agreement of the employee if higher.
 - a. For employees provided with a flat rate vehicle allowance for travel within Metro Vancouver, the per kilometer allowance will be limited to travel outside of Metro Vancouver.
 - b. For trustees provided with a flat rate vehicle allowance for travel within the school district, the per kilometer allowance will be limited to travel outside of the school district.
2. Business kilometers shall be calculated for travel between school district workplaces or for travel to an alternative workplace or for travel to meetings or other events required by the school district. When an employee is required to respond to an after-regular-business-hours emergency situation at a school district site other than their regular place of work, business kilometers shall be calculated between the employee’s home and the school district site they were called out to. Travel between the employee’s home and regular place of work will not be reimbursed. For travel outside the school district, business kilometers shall be calculated from the point of origin or the District Education Office, whichever is closest to the destination.

3. Employees and trustees who require the use of a rental vehicle for the purpose of conducting business, and if it is the most efficient and cost-effective means of transportation, should acquire the lowest-cost that meets the requirements for their business travel. Approval from the supervisor must be obtained prior to renting the vehicle, and the cost should be charged to a district credit card which provides insurance protections as outlined in the Purchasing Card Manual. Rentals not charged to a district credit card must be pre-approved from the Secretary Treasurer or designate.

Vehicle Insurance

4. Employees and trustees who utilize their personal vehicles for school district business must obtain business insurance with third-party liability insurance that is not less than \$1 million or the minimum negotiated in the CUPE or MRTA collective agreement of the employee if higher.
5. Claims for increased costs due to the upgrade from to-and-from-work insurance to business insurance must be made annually on the renewal of insurance. For trustees that do not have other employment requiring to-and-from-work insurance, the claim may be for the difference in cost between pleasure use insurance and business insurance.

Air Travel Expense

6. Air travel may be used when it is the most practical and cost-effective option considering distance, time, and workload. In all cases, economy class is to be used. Exceptions require the approval of the immediate supervisor.
7. Airline tickets must be billed directly to the school district or purchased through a district credit card. Employees requiring air travel are expected to book air travel as far in advance as feasible to secure the most economical fares.
8. Additional costs such as seat selection fees, priority boarding, and baggage charges beyond a single carry-on and checked bag will not be reimbursed unless pre-approved by the immediate supervisor.
9. All out-of-province travel must be pre-approved in writing by the employee's immediate supervisor or, in the case of the Superintendent, by the Board of Education, prior to the trip.

Hotel Accommodation

10. Hotel accommodation must be booked in hotels that offer a [BC government discounted accommodation rate](#), or the discounted conference rate negotiated with the conference organizer, wherever feasible. The choice of hotel and room must be economical and in close proximity to where the employee is travelling for business. The nightly rate should not exceed the discounted rate unless no suitable accommodation is available. Exceptions related to unavailability of discounted rate accommodation require pre-approval from the immediate supervisor.
11. Hotel costs should be billed directly to the school district or paid using a district credit card.
12. Employees and Trustees must book standard rooms, when available. Those desiring upgrades or additional amenities may purchase these at their own expense.

13. Employees and Trustees are responsible for cancelling hotel reservations they no longer require. The school district will not cover costs resulting from late cancellations or no-show fees unless approved by the supervisor for extenuating circumstances.
14. Hotel accommodation should be limited only to the time necessary to conduct school district business. If employees or trustees choose to stay longer than the time required to conduct business, the school district is not to be billed for this cost. Personal expenses are not reimbursable and must be settled directly by the employee/trustee.

Meals

15. While on travel for school district business, when meals are not provided as part of a course, meeting, or other event, employees and trustees may claim a per diem meal allowance as outlined in the table below. Itemized receipts are not required when claiming the per diem, and meal purchases that the per diem is being claimed for must be paid from personal funds.

Meal	Travel Within Canada	International Travel	Eligibility
Breakfast	\$15 CAD	\$15 USD	Travel starts before 6 am or ends after 8 am
Lunch	\$20 CAD	\$20 USD	Travel starts before 11 am or ends after 1 pm
Dinner	\$32 CAD	\$32 USD	Travel starts before 6 pm or ends after 6 pm

16. Meal costs and meal allowances for international travel will be reimbursed in Canadian dollars at the exchange rate established by the Secretary Treasurer or designate.

Miscellaneous Expenses

17. Costs for parking, internet, and other incidentals will be reimbursed at cost with the provision of a receipt. Employees desiring valet parking must pay the incremental cost at their own expense unless an alternative is not available.
18. Other transportation costs such as taxi, rideshare, ferry, and public transit will be reimbursed at cost with the production of receipts.
19. Extended stays for personal reasons may be attached to trips. However, these require the approval of the supervisor, must be reported as vacation days, must not add additional cost to the school district, and must not be charged to a district credit card.

Exceptional Circumstances – International Education Travel

20. Members of the International Education department who frequently travel on behalf of the school district may, due to the nature of international travel, require reasonable flexibility in the application of this policy with consideration to the Canadian Association of Public Schools International’s standards of practice for business travel.
21. Variations may include, but are not limited to, considerations related to:
 - a. Hotel safety and suitability for extended or working stays;
 - b. Compliance with federal government travel guidelines and use of approved travel agencies;
 - c. Currency-specific per diem adjustments based on destination country;
22. Such exceptions must align with the principles of this policy and be approved by the Superintendent or their designate.

APPROVED: February 13, 2013
UPDATED: May 14, 2025

SD42 POLICY 4435

SCHOLARSHIPS, BURSARIES AND AWARDS

The Board of Education ("Board") encourages students to pursue school programs to stimulate their levels of thought, productivity and citizenship. All student scholarships, bursaries and awards presented in the School District shall be granted strictly on the merits of the recipient and criteria determined by the donor/organization of the award.

The Board is appreciative of the community support given to students and encourages members of the public and community organizations to support the students of the School District by donating funds for scholarships, bursaries and awards.

DEFINITIONS

Award: A monetary or other value presented to a student in recognition of qualities or performance deemed important by the donor (e.g. volunteer service, community involvement, leadership, etc.) and may include but is not limited to academic achievement or financial need.

Note: The term "award(s)" is also used generically to describe scholarships, bursaries or awards proper.

Bursary: A monetary value given to a student based on demonstrated financial need and a minimum of satisfactory academic standing. Additional selection criteria may also be used.

Scholarship: A monetary value given to a student in recognition of academic achievement and may include, but is not limited to, financial need and qualities or performance deemed important by the donor (e.g. volunteer service, community involvement, leadership, etc.).

AUTHORITY

The Board authorizes the Superintendent to establish procedures that will guide the implementation of this policy and to maintain a set of criteria for presenting suitable scholarships, bursaries and awards.

SCHOOL DISTRICT FUNDED SCHOLARSHIPS, BURSARIES AND AWARDS

Each year, the Board establishes an operating funding allocation (Scholarship Fund) to support issuing awards to one graduate of each secondary school. These funds will be managed by the District Selection Committee and awarded based on the following criteria:

- the applicant is a student of the grade 12 secondary school graduating class who ordinarily resides in BC and has a Social Insurance Number;
- the academic achievement of the applicant;
- the non-academic qualities or performance of the applicant (e.g. volunteer service, community involvement, leadership, financial means); and
- the applicant is enrolled in a post-secondary institution at the time the award is claimed.

SCHOLARSHIP FUND REGULATIONS

A Scholarship Fund may be established and funded from donations and/or money designated for this purpose by the Board.

Scholarship Funds will be held and administered by the Board through the Superintendent and the Secretary Treasurer.

The following principles with respect to the awarding of scholarships and bursaries shall apply to all Scholarship Funds administered by the Board:

- a) The scholarship is available to students of the graduating class (Grade 12) of secondary schools who are ordinarily resident in British Columbia;
- b) The scholarship is intended for students going on to post-secondary studies, unless otherwise stated by the donor/organization of the award; and
- c) The scholarship is not intended to pay the total costs of the year of the studies but may reflect a significant portion of the costs.

The Board may review the overall intent and guidelines as necessary, recognizing that the primary goal is to support students who demonstrate strong potential for advancing their education.

When a new Scholarship Fund is established, the scholarship granting criteria, consistent with School District Policy and/or provincial guidelines, shall be documented in a Scholarship Agreement.

APPROVED: June 19, 2019

UPDATED: November 15, 2023



SD42 POLICY 4910

FINANCIAL REPORTING AND ADMINISTRATION OF SCHOOL GENERATED FUNDS

PHILOSOPHY

The Board of Education ("Board") provides, through the annual budget, financial support for school activities that are integral to the school's curricular program. Recognizing the value of additional activities that enrich the overall school program, the Board acknowledges that schools may need to undertake suitable fundraising activities. Funds generated through these activities must be managed responsibly.

AUTHORITY

The Board delegates the implementation of this policy to the Secretary Treasurer. The Secretary Treasurer, in consultation with the Superintendent, shall establish procedures to guide its implementation.

GUIDING PRINCIPLES

1. **Deposits:** All School Generated Funds must be deposited in a school bank account approved by the Secretary Treasurer or their designate.
2. **Oversight:** The principal has overall supervision of all School Generated Funds.
3. **Purpose:** The principal must ensure that funds raised are used for their intended purpose and maintain accurate financial records as per legislation, Board policy and procedures.
4. **Audits:** All financial transactions and statements for School Generated Funds are subject to audit in accordance with the [School Act](#) and the Board procedures.

DEFINITION

School Generated Funds – Funds collected by the school's student body and/or employees to be administered by the school principal to fund activities that directly benefit the students in the school. These funds are raised at the school level through fundraising, cafeteria revenue, school store revenue, and various other activities. School Generated Funds do not include funds raised by external parties, such as parent advisory councils, unless they are formally donated to the school for administration by the school principal.

APPROVED: January 24, 2018

UPDATED: September 18, 2024



SD42 POLICY 5310

DISPOSAL OF SURPLUS ASSETS

PHILOSOPHY

The Board of Education ("Board") is committed to managing its assets responsibly. Surplus assets that are no longer needed by the school district should be disposed of in a manner that is fair and beneficial to the school district.

AUTHORITY

The Board authorizes the Secretary Treasurer to develop, implement and oversee all procedures for the disposal of surplus assets, and to determine the appropriate method for disposal of such assets.

GUIDING PRINCIPLES

1. **Best Interests of the District:** The disposal of surplus assets should serve the best interests of the school district.
2. **Fair Market Value:** Surplus assets are to be disposed of at fair market value.
3. **Method of Disposal:** The Secretary Treasurer or Designate shall determine the appropriate method for disposal of such assets. When planning for the disposal of surplus assets, the Secretary Treasurer or Designate considers:
 - In cases of replacement, surplus assets may be offered for trade-in purposes with proceeds used to reduce the cost of the replacement items.
 - The disposal of a Medium with Information Capacity must be done in a manner to protect the privacy and security of the stored information.
 - If sale of the item has proven unsuccessful, it may be donated or recycled where practical, or otherwise discarded.
 - If the item has no residual value or the estimated cost (in time and resources) of selling it exceeds its estimated fair market value, it may be donated or recycled where practical, or otherwise discarded.
4. **Records:** The Secretary Treasurer shall maintain accurate records of all surplus asset dispositions.

DEFINITIONS

Assets – items with an initial cost over \$1,000 in the following categories: computer hardware, servers, photocopiers, related peripherals, vehicles, office furniture and equipment, classroom furniture and equipment, and shop equipment.

Medium with Information Capacity – Material capable of storing data, such as paper, magnetic tapes, hard drives, thumb drives, handheld devices, magnetic disks, optical disks, etc.

APPROVED: March 10, 2021

UPDATED: September 18, 2024

SD42 POLICY 5400

STUDENT TRANSPORTATION PROVIDED BY THE BOARD

PHILOSOPHY

the Board of Education ("Board") is committed to the ongoing provision of transportation to and from school for eligible students with disabilities and diverse abilities.

While there is no requirement within the [School Act](#) to provide school bus transportation service for students, the Board evaluates the provision of transportation for students without disabilities or diverse abilities annually during the preliminary budget process. Availability of this service is contingent upon budget considerations, and if approved for the next school year, additional eligibility criteria will be established and communicated.

SCOPE

This policy governs the transportation of students to and from school at the start and end of the school day using a contracted service provider. It does not apply to the ad hoc transportation of students between school and school-related functions such as fieldtrips or sporting events which commonly involves use of Board-owned 15-passenger vans/buses at secondary schools and is governed by [Policy 5401 Use of Board-Owned Buses](#).

AUTHORITY

The Board assigns responsibility for implementing this policy to the Secretary Treasurer who is authorized to develop procedures to guide its implementation.

GUIDING PRINCIPLES

1. Eligibility and Courtesy Riders

- Transportation services are prioritized for students with disabilities and diverse abilities identified by the Ministry of Education and Child Care as category A-G¹ and who:
 - live within the catchment area for their school but are unable to independently walk to school or use public transportation, or
 - are required by the School District to attend a specialized program and are unable to walk to school or use public transportation.
- Additional bus transportation services may be provided, at the Board's discretion, for students without disabilities or diverse abilities through the establishment of additional eligibility criteria (e.g. eligible catchment schools and minimum distances from the school) within the preliminary budget approved for the following school year. If established, the criteria will be communicated to parents/guardians during the registration period.
- Bus transportation service for ineligible students (courtesy riders) may be provided when there is sufficient available seating on the bus and no modifications to the existing bus route are required. When accommodating courtesy ridership, priority will

¹ A - Physically Dependent; B - Deafblind; C - Moderate to Profound Intellectual Disability; D - Physical Disability or Chronic Health Impairment; E - Visual Impairment; F - Deaf or Hard of Hearing; G - Autism Spectrum Disorder

be given to siblings of eligible students, students living furthest from the catchment school, and younger students.

2. Parental Responsibility

- Parents/guardians transferring their children to a non-catchment school are responsible for providing their own transportation.
- Parents/guardians must apply for transportation service for their children each year during the transportation application period and must include relevant safety and contact information.

3. General Conditions and Standards for School Bus Service

- Bus routes and schedules shall be established annually to accommodate eligible students effectively through route optimization and in compliance with safety standards and contractual obligations.
- Buses will only run on public roads maintained by appropriate authorities and will stop in the safest places regardless of possible inconvenience to individual students.
- Service is provided from and to the stop nearest to an eligible student's home address. Transportation may be provided to the stop nearest to either a daycare provider or a family member at a residence different than their home address if designated by the parent/guardian and only on an ongoing basis.
- Services may be suspended or modified in unsafe weather or road conditions.
- All transportation partners, including employees, contracted service providers, parents and students, must adhere to defined responsibilities, procedures and safety standards.

4. Fees

- A user fee structure for transportation services will be set by the Board and reviewed periodically to ensure it achieves operational cost recovery targets and aligns with financial accessibility goals.

APPROVED: June 12, 2013

UPDATED: April 16, 2025

SD42 POLICY 5401

USE OF BOARD-OWNED BUSES

The Board of Education (“Board”) may own and operate buses that are used primarily for transporting school district students to and from school and school-related functions. Only authorized drivers may operate Board-owned buses.

DEFINITIONS

Bus – Any vehicle with a seating capacity of more than ten persons including the driver is defined by the Motor Vehicle Act as a bus.

Board owned bus – A Board-owned bus is any vehicle that is the property of the school district with a seating capacity of more than ten persons including the driver.

AUTHORITY

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

GUIDING PRINCIPLES

1. A bus used to transport students is required to have a valid school bus permit.
2. All bus drivers of Board-owned buses must be authorized by the Superintendent or designate.
3. Drivers who are responsible for transporting students must be experienced, have a safe driving record and have a valid qualifying driver’s licence
4. Board-owned buses are used primarily for transporting school district students to and from school and school-related functions.
5. Board-owned buses may be made available, at the discretion of the Superintendent or Secretary Treasurer, for other occasional school district purposes.

APPROVED: June 19, 2019

UPDATED: March 2024



SD42 POLICY 5905

ALCOHOL – CONSUMPTION, POSSESSION AND STORAGE

Philosophy

The Board of Education (the “Board”) believes that the consumption and storage of alcohol on School District premises should be consistent with community norms and may only be allowed within the following guiding principles and approvals.

Authority

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

Guiding Principles

1. Consuming alcohol during school hours is not consistent with community norms and expectations and typically will not be permitted on school property during school hours.
2. Staff serving alcohol to staff on School District premises is not permitted as it puts the School District in a position of considerable liability.
3. The School District will only approve applications where appropriate steps have been taken to mitigate to the greatest extent possible the School District’s exposure to liability.
4. The applicant and the holder of the 'Serving It Right' certificate must recognize that in the event of any litigation or liability they will be solely responsible.

APPROVED: May 2023



SD42 POLICY 7710

PROFESSIONAL DEVELOPMENT

PHILOSOPHY

The Board of Education ("Board") recognizes professional development for all staff in support of attaining the School District's goals. The Board is committed to meeting all contractual requirements and providing additional support within available resources.

Professional development must benefit both the employee and the School District, with an emphasis on sharing acquired knowledge to foster collaboration and growth among colleagues.

AUTHORITY

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

APPROVED: September 28, 2005

UPDATED: October 16, 2024



SD42 POLICY 8801

COURSE CHALLENGE

PHILOSOPHY

The Board of Education (“Board”) supports the principles of learning that affirm that individuals learn in different ways and at different rates and that learning is both an individual and social process. Credit for learning that has been achieved outside the formal structure of the school or classroom will be recognized through a course challenge procedure.

Students can earn credits for Grade 10, 11, and 12 courses by demonstrating they’ve met the required learning outcomes. The challenge process is rigorous and the student will need to provide compelling evidence that they will likely succeed in the challenge. It is not the intent of the challenge process to be the means of improving course marks or of replacing the established re-examination processes available to students.

AUTHORITY

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

APPROVED: March 9, 2016

UPDATED: October 16, 2024

SD42 POLICY 8901

FIELD TRIPS (INCLUDING EXTRA-CURRICULAR ACTIVITIES)

PHILOSOPHY

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

AUTHORITY

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

GUIDING PRINCIPLES

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

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

APPROVED: April 27, 2022

UPDATED: March 4, 2026

SD42 POLICY 8912

INDEPENDENT DIRECTED STUDIES

PHILOSOPHY

The Board of Education (“Board”) recognizes that students learn in a variety of ways, including outside the regular secondary school program. Independent Directed Studies (IDS) offer opportunities for students to pursue learning outcomes beyond those normally taught in the classroom, and to earn credit for incomplete course outcomes.

AUTHORITY

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

GUIDING PRINCIPLES

IDS credits shall be awarded to students who have successfully completed independent work based on a subset of learning outcomes of Grade 10, 11 or 12 Ministry developed courses or Board/Authority Authorized courses. A student may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course.

APPROVED: February 8, 2017

UPDATED: October 16, 2024

SD42 POLICY 9325

EDUCATION PROGRAMS FOR NON-RESIDENTS

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

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

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

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

Authority

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

APPROVED: April 27, 2022

POLICY 9325

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

Non-Resident Fees – 10 month academic:

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

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

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

SD42 POLICY 9405

UNEXPECTED HEALTH EMERGENCIES AT SCHOOLS

PHILOSOPHY

The Board of Education (“Board”) is committed to ensuring the health and safety of all students, staff, and visitors in schools. A timely and effective response to unexpected health emergencies is essential to ensuring a safe school environment. Unexpected medical emergencies can arise without warning and require an immediate response.

AUTHORITY

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

GUIDING PRINCIPLES

- Each school must be prepared to act in the event of an unexpected health emergency by calling 911 and with clearly identified life-saving tools in accordance with applicable Ministerial Order(s) and Policies.
- All health emergency responses shall align with applicable legislation, including the School Act and relevant WorkSafeBC requirements.
- Tools must be accessible and provided in non stigmatizing ways.

APPROVED: November 12, 2025

SD 42 POLICY: 9601

ANAPHYLAXIS

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken.

The Board of Education ("Board") acknowledges its duty of care to students who are at risk from life-threatening allergic reactions while under school supervision and recognizes that this responsibility is shared among the students, parents/guardians, the school system and health care providers.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school. This policy is designed to ensure that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation. While the Board cannot guarantee an allergen-free environment, the Board will take reasonable steps to provide an allergy-safe and allergy-aware environment for students with life-threatening allergies.

The Board authorizes the Superintendent of Schools to create and implement all procedures and forms required under this Policy.

All schools within the district must implement the steps outlined in school district procedures on anaphylaxis, which include:

- (a) a process for identifying anaphylactic students;
- (b) a process for keeping a record with information relating to the specific allergies for each identified anaphylactic student to form part of the student's Permanent Student Record;
- (c) a process for establishing an emergency procedure plan, to be reviewed annually, for each identified anaphylactic student to form part of the student's student record;
- (d) an education plan for anaphylactic students and their parents/guardians to encourage the use by anaphylactic students of Medic-Alert identification;
- (e) procedures for storage and administering medications, including procedures for obtaining preauthorization¹ for employees to administer medication to an anaphylactic student²; and
- (f) a process for principals to monitor and report information about anaphylactic incidents to the board in aggregate form.

APPROVED: October 29, 2014

UPDATED: November 15, 2023

¹ Must be obtained from both the student's physician and the student's parents/guardians

² For students who have not been identified as anaphylactic, the standard emergency procedure is to call emergency medical care (911 where available) – school staff should not administer medication to unidentified students.

SD42 POLICY 9605

PROVISION OF MENSTRUAL PRODUCTS TO STUDENTS

PHILOSOPHY

The Board of Education (the "Board") is committed to providing menstrual products to students who may require them.

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.

GUIDING PRINCIPLES

The following principles shall guide the implementation of this policy:

- a. Menstrual products should be made available to all students of all gender identities of expressions in a manner that protects student privacy;
- b. Menstrual products should be provided at no cost to students;
- c. Menstrual products should be provided in school washrooms; and,
- d. Student feedback with respect to the provision of menstrual products will be considered in the implementation of this policy.

APPROVED: May 2023

SD42 POLICY 9610

HEALTH CARE NEEDS

The Board of Education ("Board") is committed to providing a safe environment for all students who have potential and identified health care needs.

GUIDING PRINCIPLES

1. The Board expects that the parent/guardian is the primary care giver to their child and is responsible for the child's health care needs.
2. The Board recognizes that there may be situations where health care needs must be supported during school hours and where a parent/guardian is not available.
3. The principal of the child's school, or designate, will implement the required medical intervention when:
 - A parent/guardian has given their written authorization on the appropriate medical procedure form, and
 - Staff have received adequate instruction from the parent/guardian and assistance from public health, where necessary, concerning the medical intervention.
4. More than one employee at a school will be adequately instructed in the medical intervention in order to provide an alternate person in case of absences or unavailability.
5. Every employee has a duty to render assistance to a student in emergency situations including medical interventions where necessary.
6. Every employee has a duty to maintain the confidentiality of students' personal health information.

APPROVED: February 13, 2013

UPDATED: November 15, 2023

SD42 POLICY 9611

CHILD PROTECTION

PHILOSOPHY

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

AUTHORITY

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

GUIDING PRINCIPLES

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

APPROVED: April 27, 2022

UPDATED: March 4, 2026



SD42 POLICY 9705

STUDENT RECORDS

PHILOSOPHY

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

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

AUTHORITY

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

GUIDING PRINCIPLES

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

References:

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

APPROVED: June 15, 2022

UPDATED: March 4, 2026



SD42 POLICY 10310

VOLUNTEERS

PHILOSOPHY

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

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

AUTHORITY

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

GUIDING PRINCIPLES

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

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

APPROVED: April 27, 2022

UPDATED: May 13, 2026



SD42 POLICY 10540

FINANCIAL OR IN-KIND CONTRIBUTIONS

Philosophy

The Board of Education (“the Board”) is committed to responsible stewardship of financial resources and ensuring that its financial and in-kind contributions align with its core functions. This policy will guide the Board's decision-making process and ensure that all requests for financial or in-kind contributions are reviewed in a fair and consistent manner.

Authority

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

Guiding Principles

The following principles will guide decision-making with regards to financial and in-kind contributions:

1. The Board will only provide financial or in-kind support to initiatives that are directly related to the core functions of the School District, which includes providing quality education to its students, supporting the professional development of its staff, and enhancing the learning environment.
2. The Board will not provide financial or in-kind support to any causes that fall outside its mandate or authority, even if such activities are deemed worthwhile by some members of the community.
3. The Board will not consider any requests for financial or in-kind contributions from organizations that are not directly connected with or contributing to the function of the School District.
4. The Board may provide financial or in-kind support to initiatives that are initiated by external organizations, as long as they are directly related to the core functions of the School District and align with its strategic priorities.
5. The Board will review all requests for financial or in-kind contributions on a case-by-case basis, taking into consideration the potential impact on the School District's resources and its ability to fulfill its core functions.

APPROVED: June 2023



Public Board Meeting
June 17, 2026
Information Memo
Item 10

From: Elaine Yamamoto, Board Chairperson
Topic: **Chairperson's Update**

BACKGROUND:

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

- 2025/26 School Year

RECOMMENDATION:

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



From: Teresa Downs, Superintendent of Schools
Topic: **District Operational Plan: Annual Report**

BACKGROUND

The 2025–2026 District Operational Plan established the intentional work would be undertaken in support of the strategic plan. It highlights the new initiatives and strategies being launched in pursuit of the strategic priorities and goals, while recognizing that it does not capture the full breadth of ongoing work happening every day across the district, departments, and schools.

At the September 17, 2025 meeting, the Board received the 2025–2026 District Operational Plan. This plan outlined the intentional work that would be occur this school year in support of the strategic plan.

On January 14, 2026 the Board received a progress report identifying the progress made at the time of reporting to achieve each annual objective.

The District Operational Plan: Annual Report (**Attachment A**) provides the Board with a report of the progress made towards each objective. Progress is reported as: Not Yet Started, In Progress, or Complete by the end of this school year.

This reporting provides the Board an opportunity to monitor achievement and establish accountability.

RECOMMENDATION:

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

2025-2026 District Operational Plan Annual Report

STRATEGIC GOAL / PRIORITY	Annual Objectives	Progress
LITERACY AND NUMERACY		
<i>Improved literacy and numeracy outcomes for students.</i>	Implement Kindergarten screener and associated assessments	Complete
	Provide training to support Kindergarten screener	Complete
	Implement Kindergarten to grade 3 literacy guide	Complete
	Develop primary literacy resources for parents/guardians	Complete
	Develop guidelines and expectations for graduation assessments	Complete
	Pilot a district numeracy assessment	In progress
	Develop a numeracy framework	In progress
	Provide and enhance spaces that support student learning	Complete
EQUITY		
<i>Improved learning outcomes and improved levels of safety, care and belonging for every learner. Equitable decision-making processes and resource allocation.</i>	Implement new referral process for district programs	Complete
	Strengthen accessibility at sites by investing in upgrades that remove barriers	Complete
	Provide artificial intelligence professional development for clerical staff	Complete
	Expand implementation of F.T.F. Behavior Intervention Strategies	Complete
	Facilitate the Indigenous Ways of Knowing learning series led by Carolyn Roberts	Complete
	Facilitate student voice sessions with priority populations to better understand the Student Learning Survey data	Complete
	Provide Mental Health First Aid Training for staff	Complete
	Support BIPOC student voice resource selection at secondary schools	Complete
	Provide Train the Trainer model of professional development on diversity, equity, inclusion, and belonging	Complete

	Explore further ways to enhance communication with English Language Learning families	Complete
	Facilitate an Indigenous Student Voice Forum	Complete
SOCIAL-EMOTIONAL LEARNING		
<i>Cultivate resilience, self-awareness, and interpersonal skills to improve the social and emotional well-being of all learners.</i>	Provide professional learning with vice principals in Compassionate Systems Leadership	Complete
	Implement the Framework for Responding to Disruptions	Complete
	Utilize \$5,000 budget allocation for elementary schools to support a universal SEL program/practice in each school	Complete
	Provide professional development with helping teachers using <i>Arise</i>	Complete
	Collaborate with KELTY mental health to develop and district mental health strategy	Complete
ASSESSMENT		
<i>Improved assessment practices to support personalized learning, inform instruction, and drive continuous improvement.</i>	Implement school-based data discussions with zone leads	Complete
	Introduce the Child Care Assessment Tool	Complete
	Implement year-end School Growth Plan document	Complete
	Complete assessment of IT infrastructure	Complete
	Implement security SIEM for detection and identification of risk	Complete
	Establish Budget Review Groups to support budget development	Complete
	Share findings and recommendations from secondary calendar engagement	Complete
INNOVATION		
<i>Expand and integrate innovative practices.</i>	Engage in Artificial Intelligence Year of Learning	Complete
	Offer computational thinking training sessions for teachers	Complete
	Provide BBC Microbit coding for students	Complete
	Utilize \$20,000 (one-time funding) to support innovation in secondary schools	Complete
	Provide professional learning in competency-based assessments	Complete
	Develop a structure and process to support innovation for 2026-2027	Complete

SUSTAINABILITY		
<i>Improved long-term system sustainability</i>	Commence a refresh of the Long-Range Facilities Plan	Complete for 2025/26
	Replace phone system	Complete
	Conclude local bargaining	Complete with MRTA In progress with CUPE
	Provide each school with IT supported technology carts based on FTE	Complete
	Present the Board of Education with a balanced 2026/2027 budget without a structural deficit	Complete
	Design and construct funded school replacements and additions, including: <ul style="list-style-type: none"> • Eric Langton Elementary seismic replacement and expansion • Golden Ears Elementary addition • Blue Mountain Elementary addition • Pitt Meadows Secondary seismic replacement 	In progress
	Implement environmental sustainability initiatives including: <ul style="list-style-type: none"> • Golden Ears Elementary boiler plant upgrade • Thomas Haney Secondary direct digital control system upgrade • Highland Park Elementary unit ventilator replacement (phase 1) • Glenwood Elementary lighting upgrades • District-wide Sugar Sheets paper implementation 	Complete



Public Board Meeting
June 17, 2026
Information Memo
Item 12

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

Topic: School Growth Plan: Year End Reflections

BACKGROUND

Each year, schools develop School Growth Plans aligned with the Board’s Strategic Plan and strategic priorities. These plans identify areas of focus, actions, and indicators of success intended to support improved outcomes for students.

As part of the district’s continuous improvement process, school teams have prepared School Growth Plan: Year-End Reflections (**Attachment A**) summarizing the work undertaken during the 2025/2026 school year in support of their identified goal(s). These updates provide the Board of Education with an opportunity to review the actions, learning, and progress occurring within schools prior to the completion of the school year.

The Board should note that these progress updates are being prepared before final year-end student achievement and outcome data is available. As a result, many of the indicators of success included in the updates are qualitative in nature and reflect evidence such as observations, staff collaboration, student engagement, implementation of strategies, and changes to instructional practice. Where available, schools have also incorporated quantitative data collected during the school year to support their reflections and demonstrate progress.

The School Growth Plan: Year-End Reflections are not intended to serve as final reports on goal attainment. Rather, they provide a snapshot of the work completed to date and the evidence currently available to schools. Final year-end data will continue to inform school and district planning as schools reflect on their progress and begin developing priorities for the upcoming school year.

RECOMMENDATION

THAT the Board receive the School Growth Plan: Year-End Reflections for information.

Albion Elementary
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

This year the goal is to increase the number of students meeting or exceeding expectations in writing by June 2026.

OUR KEY ACTIONS

- Working with district literacy helping teachers on writing
- Early primary grades meeting to discuss writing progress
- Classroom teachers using writing material from author, educator, and literacy mentor Adrienne Gear
- Classroom teachers meeting collaboratively on professional development days
- Small writing intervention groups
- Completion of a fall school wide write

OUR SIGNS OF SUCCESS

Report card literacy data in writing that was collected at of the second reporting term indicated that although we still have a number of students Developing in writing there has a been a decrease in the number of students who were Emerging in writing from 56 students to 37 students.

Teachers report that students are taking more risks and are willing to write more.

NEXT STEPS

- Continue to complete 2 school wide writes annually.
- Deepen staff collaboration on writing assessment practices.
- Continue to give students real life and practical opportunities to write (public speaking, inquiry projects, business plans).



Albion Elementary
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Increase the number of students who are meeting and exceeding expectations in numeracy in all grades by June 2026.

OUR KEY ACTIONS

- Staff Book Study on the book "Thinking Classrooms" by Peter Lijledahl
- Review of Grade level benchmarks (posted on SPARK) created by district helping teacher
- Sharing of professional learning at staff meetings
- Teachers are encouraging students to use their own strategies when solving math equations
- Teacher to teacher collaboration on math topics

OUR SIGNS OF SUCCESS

Teachers report students show more engaged in math and have increased confidence.

Report card numeracy data that was collected at of the second reporting term indicated that there was a decrease from in the number of students Emerging. At the end of the first term, teachers indicated that there were 22 students who were identified as emerging in numeracy and at the end of term 2 fourteen students were identified.

NEXT STEPS

- Continue to play with math
- In teacher grade groups work through the district scope and sequence (in more detail)
- Apply the Edwin resource to supplement classroom instruction
- Complete a manipulatives inventory
- Incorporate cross grade "math buddies"
- Create a common assessment across grades
- Model math thinking strategies at staff meetings



Albion Elementary SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

While last year’s social-emotional learning goal centered on resilience, we recognized the need to expand our focus. This year, our goal emphasizes creating a safe, inclusive, and emotionally supportive school environment where students strengthen self-regulation, resilience, and positive peer connections.

OUR KEY ACTIONS

- Implementing variety of Social Emotional Learning programs in the classrooms (Zones of Regulation, Little Spot, Mind Up, Superflex).
- Purchase of Second Step Program
- Small group social intervention groups
- Weekly Rise and Shine messages shared with students and families
- Delivery of the Kind Mind Program through Kelty Foundation in all classrooms
- Revised the use of the sensory room

OUR SIGNS OF SUCCESS

- According to the 2025/26 Middle Years Development Instrument (MDI) reports, there was a clear improvement in student well-being and mental health indicators. The proportion of students classified as thriving increased from 29% in 2024/25 to 38% in 2025/26, while those in the low well-being category decreased from 46% to 36%.
- Indicators related to a students' outlook and anxiety have also showed improvement: the percentage of students reporting high optimism rose from 52% to 56%, and those reporting a high absence of worries increased from 39% to 49%.
- Teachers have noticed that students are leaving the classroom less to regulate.

NEXT STEPS

Continue to develop school wide language though the use of Second Step.

Use the WITS program school wide

Parent Education about programs used in classrooms and school wide so follow through at home can occur.



Alouette Elementary School
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

To increase the percentage of students meeting or exceeding expectations in reading by implementing focused and systematic instruction in reading strategies, including phonemic and phonological awareness.

OUR KEY ACTIONS

- Used phonics-based interventions (e.g., Heggerty, University of Florida Literacy Institute Foundations, Rime Magic).
- Used a common resource for grade groups to support continuity of instruction, clear vocabulary and common screening tools (e.g., Words Their Way, Jerry Johns Reading Inventory).
- Monthly staff meetings dedicated to staff showcasing strategies and tools that helped support student growth and assessment.
- Staff lunch and learns focusing on revisiting our goals and next steps.

OUR SIGNS OF SUCCESS

- Data from the final reports (June 2025) compared to our Term 1 report cards indicates that 12% of our students moved from emerging or developing to fully meeting.
- Data from the final reports (June 2025) compared to our Term 2 report cards indicates an additional 5% of students moved from emerging or developing to fully meeting.
- Teachers shared that they have seen positive incremental changes.
- Additionally, teachers will be comparing this data to the final term in the fall.

NEXT STEPS

- Create collaborative opportunities for grade group meetings by adjusting lunch hour supervisor schedules.
- Teachers/admin to compare final term data to the data we have collected this year to help make further adjustments to literacy practices.
- In addition to resources that were requested in the fall, we have made additional purchases this spring to further support their practices and next steps.



Alexander Robinson Elementary
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Literacy - Primary Reading

To improve the percentage of students Not Yet Meeting (NYM) in the primary grades



OUR KEY ACTIONS

Engaged school-wide literacy activities (hallway reading by intermediate students to primary students, blanket fort reading, home reading programs, outdoor reading)

Small guided reading groups

Sharing research and practice by our literacy liaisons at staff meetings

Primary teachers using different instructional interventions such as UFLI and Heggerty

Homework Club offered individual reading sessions for students. Offering time to teachers for ongoing collaboration



OUR SIGNS OF SUCCESS

Primary teachers reporting reporting use of the K-3 district literacy guide in their classes

Kindergarten Screener results show improvement from term 1 to term 2

Teacher participation in small group and whole school reading activities and events

Family feedback

Signs of improvement based on assessments by teachers



NEXT STEPS

Continue reading intervention groups

Incorporating the strategies learned in the district primary literacy groups amongst all primary teachers

Purchasing the resources needed for reading intervention





Alexander Robinson Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

To improve student well-being (SEL), emotional resilience, and mindsets.



OUR KEY ACTIONS

- Kelty Foundation program focusing on mental health. 4-week program where students completed a weekly activity at home, supported by classroom teacher
- Admin workshop for education assistants to share literature, research and strategies regarding Growth Mindset
- Use of SEL-themed books from library during the library prep for students
- Trial and purchase of the Second Step SEL program

OUR SIGNS OF SUCCESS

- 13 (43%) of our teachers joined the SEL committee to come up with ideas and action plan for our school
- Anecdotal data from teachers regarding students showing some improvement resilience/mindset
- Increased use of a common language across all grades regarding self-regulation, mental health, and student well-being
- Assemblies hosted by leadership students for intermediate and primary students regarding mental health
- Teacher/class presentations at assemblies



NEXT STEPS

- Roll out Second Step Program
- Continue learning around growth mindset





Blue Mountain Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

- Blue Mountain Elementary (BME) staff wanted to strengthen numeracy and literacy instruction practices. The hope was to increase outcomes in reading and reading comprehension at both the primary and intermediate level
- BME staff also want to explore math concept retention through focused math instruction and collaboration with colleagues

OUR KEY ACTIONS

- Increased school wide literacy interventions. These included:
- Targeted one to one interventions in primary as supported by classroom teachers, education assistants, support teachers and our librarian
 - Targeted intervention groups in intermediate using Reading Simplified with a focus on comprehension skills in the classroom
 - Teachers engaged in district math supports and workshops, and collaborated in grade groups to support number sense and math fact retention

OUR SIGNS OF SUCCESS

- Primary reading interventions have shown success with many emerging students becoming developing or proficient over the course of the year
- Intermediate students are demonstrating an increase in reading comprehension skills after receiving targeted group intervention based on teacher assessments
- Teachers at BME have embraced the SD42 Literacy Guide and are utilizing it in their planning and teaching
- High engagement in teacher sponsored literacy clubs (Harry Potter, Authors corner and Reading Link)

NEXT STEPS

- BME staff are excited to explore the math resource
- Staff recognize that numeracy is an area of needed growth and attention at BME
- BME staff will continue with established literacy interventions as we now have a consistent, school wide approach that is making a difference in outcomes
- Staff would like to continue to develop artificial intelligence (AI) understanding to aid and support teaching and learning



Blue Mountain Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Blue Mountain Elementary (BME) staff continued to build their commitment to being a community of care, where connection and belonging remain a priority. We wanted to foster this goal by explicitly teaching social and emotional literacies in the classroom and beyond. Our goal was that every student can list 1-2 caring adults at BME by June 2026

OUR KEY ACTIONS

- Staff explicitly taught WITS, Zones of Regulation, and MindUp in the classroom and outside at recess and lunch
- Staff sponsored clubs (Games, Authors Corner, Sketchbook Club) that include a wide range of students and build connection across the school
- Approached challenges as problem solving and connection opportunities at recess, adults saying hello to unknown students
- Ensuring every student has someone to talk to when needed

OUR SIGNS OF SUCCESS

- Students are demonstrating increased competence at solving problems in peaceful ways, which results in fewer office referrals.
- WITS and Zones of Regulation language often used by both students and staff with an increase in emotional literacy across the school
- Reports home that demonstrate student growth in self-regulation and problem solving skills
- A welcoming and joyful school climate and culture

NEXT STEPS

- BME staff will continue to build on the emotional literacy language of WITS and Zones, as well as school specific initiatives that focus on fair play, collaborative games and working as a team
- BME staff will continue to explore the work of Professor Stuart Shanker and how self-regulation can be fostered and celebrated in the school context
- Continue to collectively build a culture of belonging, ensuring every child has a trusted adult they can connect with at school



c'usqunela Elementary
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

To improve foundational Literacy and Numeracy outcomes for all students from kindergarten through Grade 7 by implementing targeted early literacy interventions and enhancing intermediate numeracy instruction. This goal will be achieved through inclusive, culturally responsive practices, strengthened assessment tools, and collaborative professional development that supports both early reading and mathematical thinking.

OUR KEY ACTIONS

- Implemented early literacy screening in kindergarten to support timely identification and intervention.
- Provided staff development on evidence-based literacy practices, including tiered instruction, decodable texts, and oral language.
- Established a consistent numeracy scope and sequence for Grades K-1.
- Introduced numeracy benchmarks and increased use of hands-on learning resources.
- Strengthened staff collaboration and cross-grade support for instructional consistency.
- Connected literacy and numeracy instruction to relevant contexts to support engagement and understanding.

OUR SIGNS OF SUCCESS

- Earlier identification of students needing literacy support, with more targeted primary interventions.
- Improved student confidence in reading and mathematical thinking.
- Greater consistency in numeracy instruction across intermediate grades with clearer skill progression.
- Increased use of hands-on and oral language strategies to support understanding.
- Positive trends in assessment and survey data indicating growth in literacy and numeracy.
- Increased staff confidence in delivering instruction and using available supports.
- Improved family engagement in supporting student learning.

NEXT STEPS

- Refine early literacy interventions to support all students in meeting Grade 3 benchmarks.
- Continue building staff capacity through focused professional learning.
- Review and adjust the Grades 4–7 numeracy scope and sequence based on student data.
- Strengthen use of assessment data to guide instruction and timely support.
- Expand culturally responsive practices to support engagement and relevance.
- Maintain strong home-school connections to support literacy and numeracy learning.



c'usquenla Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Continuing Goal: To increase the social and emotional well-being of all learners by cultivating resilience, self-awareness, and interpersonal skills through collaborative experiences and outdoor education. This goal will be achieved by integrating Fine Arts-based multi-age collaboration and nature-based learning opportunities that promote connection, confidence, and emotional regulation across all grade levels.

OUR KEY ACTIONS

- Expanded Fine Arts opportunities through multi-age, collaborative events (e.g., Talent Show, Spring Musical).
- Increased inclusive participation, ensuring all students have access to creative expression.
- Enhanced outdoor learning by improving resources and increasing regular use of outdoor spaces.
- Incorporated Indigenous perspectives through land-based learning and nature-based experiences.
- Dedicated time for staff collaboration to plan, implement, and reflect on SEL through Fine Arts and outdoor learning.
- Used survey feedback from our Middle Development Index and Early Development Index and participation data to inform decisions and resource use.

OUR SIGNS OF SUCCESS

- Increased participation in Fine Arts, including among previously less-involved students.
- Improved student confidence, creative expression, and willingness to take risks.
- Stronger peer connections and sense of belonging through collaborative, multi-age activities.
- Better self-regulation and focus during and after outdoor learning.
- Increased awareness of environmental responsibility through experiential learning.
- Positive trends in survey and developmental data reflecting improved well-being, connection, and engagement.
- Greater staff confidence and consistency in integrating social-emotional learning into daily practice.

NEXT STEPS

- Continue offering multi grade opportunities in Fine Arts.
- Enhance outdoor learning through staff skill development.
- Strengthen connections between social-emotional learning, Fine Arts, and outdoor activities in planning and assessment.
- Use ongoing data to monitor impact and identify students needing greater connection.
- Increase opportunities for student voice and leadership.
- Align resources, professional learning, and scheduling to support sustainability.



OUR GOAL(S)

Numeracy:

To increase students' understanding and confidence in mathematics so that more students are fully meeting expectations.

OUR KEY ACTIONS

Our summative data from 2024-2025 shows that many students struggle to understand mathematical concepts, and 62% of students are fully meeting expectations in numeracy. We also know that math is not always a favourite subject for students. By grounding numeracy in inquiry, nature, and community, students will see math as part of real life.

OUR SIGNS OF SUCCESS

- Increased student confidence and willingness to engage with mathematical challenges.
- Improved student understanding as reflected in classroom assessments and teacher observations.
- Classroom and outdoor learning documentation (photos, journals, and student work) demonstrated math connected to place and inquiry.

NEXT STEPS

- Review summative data in June to analyze whether there was an increase in student progress and the percentage of students fully meeting expectations in numeracy.
- Increase collaboration among staff to share successful numeracy practices, outdoor learning ideas, and student engagement strategies.
- Further integrate manipulatives and hands-on learning experiences to support conceptual understanding in mathematics.



Davie Jones Elementary School
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

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

OUR KEY ACTIONS

- Collaboration with helping teacher to revise/train staff for Reading Club
- Joint Educational Change Implementation Committee (JECIC) research: Bringing Reading Assessment into the 21st century
- Compared June portal data with current literacy level for Reading Club and Lexia students
- Promotion of literacy focus (Guest Readers, Principal Story Time)
- Surveyed parents of Reading Club to assess their perception of the program and student progress
- Ran Reading Club and Lexia three times a week before school

OUR SIGNS OF SUCCESS

- Families of Reading Club students reported significant improvement in their child's reading fluency and confidence
- Learning Survey results show that 90% of the Grade 4s and 68% of Grade 7s agree or strongly agree they "Feel they are better readers"
- 100% Reading Club students have advanced their reading levels from where they started. On average, students increased 1-5 reading levels.

NEXT STEPS

- Increase staffing in Reading Club/Lexia to allow for 1-on-1 instruction and intervention as needed
- Classroom teacher involvement with Lexia and Reading Club to support their development
- Host parent information night on reading strategies and benefits of home reading



Davie Jones Elementary
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Social Emotional Learning (SEL) - To foster a school culture where students consistently demonstrate resilience in the face of challenges and empathy, through integration of social emotional learning practices across all grades and learning environments.

OUR KEY ACTIONS

- Assessed and selected the Umbrella Project SEL program for school wide implementation for the 2026-2027 school year
- Added additional teacher resources and picture books to our library with SEL focus aligned to the Umbrella Project
- Added Davie Jones Elementary (DJE) specific questions to the Student Learning Survey to guide our practice of SEL strategies school wide
- Daily student announcements with SEL focused messages

OUR SIGNS OF SUCCESS

- Fewer office referrals attributed to consistent messaging of expectations
- High staff engagement with the soft roll out of the The Umbrella Project
- High staff participation in Umbrella Project Dine and Dash professional development session
- DJE specific Learning Survey questions show favorable student responses for both Grade 4 and 7 on resiliency, problem solving, and emotional awareness

NEXT STEPS

- School wide full implementation of the Umbrella Project for the 2026-2027 school year
- SEL committee to determine the SEL books that will compliment the monthly skills to be read to primary and intermediate grades
- Classroom teacher sign up to help plan monthly assemblies with SEL themes
- Revised template for morning announcements to highlight SEL



Eric Langton Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Literacy: To reduce the number of students reading at an emerging level and improve achievement and confidence in literacy (reading and writing) in both English and French Immersion by developing strong skills in decoding, phonological awareness, comprehension, and oral language across all grade levels.

OUR KEY ACTIONS

- Implemented common literacy screening and progress monitoring using Dynamic Indicators of Basic Early Literacy Skills, or DIBELS (MAZE and ORF), Early Primary Reading Assessment, Intermediate Reading Assessment, a French science of reading supported literacy framework and screener, and classroom-based assessments
- Strengthened structured literacy practices, including explicit instruction in phonemic awareness and decoding
- Increased access to evidence-based resources, including decodable texts
- Provided targeted small group instruction and intervention for students below grade-level expectations
- Engaged in ongoing professional learning focused on the district literacy framework, screening, and instructional practices
- Prioritized oral language development in both English and French Immersion programs

OUR SIGNS OF SUCCESS

There is clear evidence of progress toward the school's literacy goals: Many students showed growth in fluency and moved from emerging to developing or proficient

- Targeted interventions led to strong gains for some students
- Increased consistency in structured literacy practices across classrooms
- Improved alignment of resources and instructional approaches
- Common assessments strengthened staff ability to monitor and respond to student needs

At the same time, not all students have reached proficiency, and results continue to vary across grades and classrooms.

NEXT STEPS

Based on this year's data and implementation, the following next steps have been identified:

- Strengthen a consistent, school-wide approach to structured literacy and tiered intervention
- Increase focus on early literacy (K-2) and continue building staff capacity through targeted professional learning
- Strengthen the use of data to monitor progress and adjust instruction
- Maintain a focus on oral language, particularly in French Immersion, and ensure access to high-quality literacy resources



Edith McDermott Elementary
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

- Literacy: To increase the number of K-3 students demonstrating proficiency in foundational literacy skills.
- Numeracy: To increase the number of K-3 students demonstrating proficiency in foundational numeracy skills.
- To build confidence and competence in every learner, fostering a resilient learning culture.

OUR KEY ACTIONS

- Implement consistent reading intervention supports such as Rainbow Words
- Use phonics-based interventions (UFLI)
- Professional collaboration through monthly staff meeting progress reports, ongoing collaboration of literacy committee, invitations to school-based literacy professional development facilitated by staff.
- Consistency in numeracy instructional resources

OUR SIGNS OF SUCCESS

- School-wide write data shows encouraging growth in grades 1-5, with population-weighted results indicating an increase in students demonstrating Proficient or Extending writing from 29.9% to 37.7%, while students in Emerging decreased from 27.7% to 17.4%.
- Kindergarten Screener data, summative literacy and numeracy assessment data will be forthcoming.
- Staff responses suggest students are developing positive learning dispositions, like help-seeking and a willingness to try challenging work.

NEXT STEPS

- Continued use of common reading intervention practice
- Continued development of literacy resource centre in school, as per work of the literacy committee
- Continued offering of school-based professional development in literacy practices
- Continued focus on developing confidence and resilience in learning
- Alignment of numeracy resources K-7, including Edwin.



OUR GOAL(S)

Improving reading comprehension for all learners by working on foundational skills and focusing on reading for meaning.



OUR KEY ACTIONS

- Daily core literacy instruction: reading strategies, explicit grammar, vocabulary, spelling, morphology, and structured writing
- Differentiated support through small groups and 1:1 instruction
- Use of varied assessments and adaptations to meet learner needs
- Collaboration with support staff and integration of literacy across subjects
- Strong home connections through literacy events and supported practices

OUR SIGNS OF SUCCESS

- Collaboration in grade groups to target reading skills and comprehension
- Intentional, explicit instruction and assessment being used
- Increased engagement by students and families
- Well over half of our learners are now fully meeting expectations in reading and a small reduction in those who are not yet meeting

NEXT STEPS

- Strengthening differentiation and interventions
- Increasing engagement through choice and creative projects
- Strengthening home-school connections as per our key actions
- Further exploration of literacy progressions and resources
- Accessing district workshops, supports and initiatives



Fairview Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

To create a more positive, supportive learning environment where students are confident, emotionally regulated, and able to handle challenges and peer interactions effectively.

OUR KEY ACTIONS

Across the school community, common strategies include the following:

- Direct instruction on self-regulation, emotional awareness, and peaceful problem solving.
 - Modeling positive behavior and maintaining clear, consistent boundaries and expectations.
 - Encouraging resiliency.
 - Building classroom and cross-grade community activities using social emotional learning (SEL) tools and structured programs.
- Promoting a common school language for expectations.

OUR SIGNS OF SUCCESS

- Happier, more confident students.
- Reduced behavioral incidents and office referrals. (Conduct tracking.)
- Stronger peer relationships and increased inclusivity.
- Students recognizing emotional needs and self-regulating
- Coordinated, school-wide approach to fostering emotional intelligence and social skills. This will be accomplished by proactive teaching, consistent school culture, and adult role modeling as foundations for long-term change. student well-being and school climate.

NEXT STEPS

Continue explicit instruction and reinforcement of SEL. Maintain consistent routines, boundaries, and adult expectations across classrooms. Strengthen community building and shared language for SEL. Refine systems for student recognition (e.g., positive acknowledgments, certificates). Support ongoing adult learning to ensure consistency.



Golden Ears Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Literacy: Improve literacy outcomes by strengthening consistent assessment, targeted instruction, and reduce the number of students not yet meeting expectations in reading.

OUR KEY ACTIONS

- Used literacy progressions for consistency.
- Provided small-group interventions and supported University of Florida Literacy Institute (UFLI) Foundations/early literacy practices in K-3 classrooms.
- Increased staff collaboration and focused on literacy during school-based professional development.
- Built family literacy supports by increasing library of take home reading materials for families
- Promoted reading culture, improved access to materials/technology

OUR SIGNS OF SUCCESS

- Engagement and confidence in staff use of UFLI and voluntary participation in next year's pilot program.
- Daily phonics focus in all primary classes.
- Increased student engagement with a weekly school-wide Mystery Word of the Week to build curiosity and promote engagement in literacy across the school.
- Daily library availability and engagement with book check-out.

NEXT STEPS

- Continue and expand small group interventions in September.
- Additional interventions supported with UFLI program beyond primary.
- Participation in pilot program for literacy assessment.
- Increase frequency of Drop Everything And Read (DEAR) from annual to monthly and invite caregivers in for reading sessions to expand school-home alignment.



Golden Ears Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Increase student sense of belonging, safety, and connection by strengthening culturally responsive practices and improving Middle Years Development Instrument indicators (connectedness, optimism, and self-esteem).

OUR KEY ACTIONS

-Strengthened adult-student connections; continued breakfast program; increased Parent Advisory Council (PAC)/community engagement; embedded belonging in assemblies/staff dialogue; staff learning on culturally responsive practice; expanded student voice (clubs and leadership); implemented school-wide social-emotional learning (SEL) focus by adding the Second Step Program to our school and continuing the use of the WITS program (Walk Away, Ignore, Talk it out, and Seek Help).

OUR SIGNS OF SUCCESS

-Improved student feedback, as reported on the Middle Years Development Instrument (MDI), included a 13% increase of students connecting with an adult at school, 5% increase in students reporting high levels of optimism, and 13% increase in students reporting a high level of self esteem.

-Continued strong participation in the breakfast program and student clubs; staff report stronger relationships and inclusion and observable positive peer interactions.

-Increased attendance of families at conferences, primary and intermediate musicals, and school events.

NEXT STEPS

-Implement the Second Step Program systematically across the school.

-Include a parent feedback opportunity in Fall and Spring.

-Continue to support parent community involvement in the school to increase their sense of belonging and community.



Glenwood Elementary School

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Improve literacy outcomes for all students by strengthening reading comprehension, oral language skills, and engagement through targeted instruction and inclusive practices.

OUR KEY ACTIONS

- Implemented guided reading in all classrooms.
- Used evidence based literacy programmes and targeted interventions (UFLI, Letterland, Heggerty, Lalilo).
- Used assessment data to plan and adjust instruction.
- Staff shared literacy glimmers at staff meetings and resources.
- School-wide Drop Everything And Read (DEAR) with families and morning family reading.

OUR SIGNS OF SUCCESS

- Significant increase in engagement in primary students with use of Letterland. Increase in the number of students knowing letter names and sounds in comparison to the previous school year. Students are excited and can recall the stories behind Letterland letters.
- Study Studio implementation has shown significant growth in student reading levels. Some students have increased by five reading levels.
- Student reading fluency has increased.

NEXT STEPS

- Continue with Study Studio and Letterland.
- Continue family read mornings.
- Starting a new targeted phonics program to close the gaps for grade 4 and 5 students not meeting expectations.
- Target intervention for Grade 2 and 3 students not yet meeting reading expectations.



Glenwood Elementary School

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Improve literacy outcomes for all students by strengthening reading comprehension, oral language skills, and engagement through targeted instruction and inclusive practices.

OUR KEY ACTIONS

- Implemented guided reading in all classrooms.
- Used evidence based literacy programmes and targeted interventions (UFLI, Letterland, Heggerty, Lalilo).
- Used assessment data to plan and adjust instruction.
- Staff shared literacy glimmers at staff meetings and resources.
- School wide Drop Everything and Read (DEAR) with families and morning family reading.

OUR SIGNS OF SUCCESS

- Significant increase in engagement in primary students with use of Letterland. Increase in number of students knowing letter names. Shows by numbers of letters /sounds that students know compared to last year. Students are excited and can recall the stories behind Letterland letters.
- Study Studio implementation has shown significant growth in student reading levels. Some students have increased by 5 reading levels.
- Student reading fluency has increased.

NEXT STEPS

- Continue with Study Studio and letterland.
- Continue family read mornings.
- Starting a new targeted phonics program to close the gaps for Grade 4 and 5 students not meeting expectations.
- Target intervention for Grade 2 and 3 students not yet meeting reading expectations.



HAMMOND ELEMENTARY SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

To increase the number of students achieving “Fully Meeting” or “Exceeding” Provincial Performance Standards in writing above 60% by the end of the 2026 school year as part of our comprehensive focus on improving literacy outcomes across all grade levels.

OUR KEY ACTIONS

We have purchased and distributed new full sets of decodable resources for every primary class in the school and implemented University of Florida Literacy Institute (UFLI) resources.

We have run monthly staff meeting updates/brainstorms on writing instruction and held focused strategy sessions on professional development days.

We have coordinated grade-wide and team-led writing activities.

OUR SIGNS OF SUCCESS

Classes have greatly expanded access to literacy resources compared to previous years.

Literacy is a regular professional development dialogue item.

Performance standard data will become available at the end of the year.

NEXT STEPS

- Research expansion of intermediate resources to complement the investment at the primary level.
- Evaluate performance standard data at the end of the year and use to focus professional development.
- Canvass staff, student, and parent communities for feedback.



HAMMOND ELEMENTARY SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

To increase the number of students achieving “Fully Meeting” or “Exceeding” Provincial Performance Standards in numeracy accuracy above 65% by the end of the 2026 school year as part of our comprehensive focus on improving academic outcomes across all grade levels.

OUR KEY ACTIONS

- We have used a new diamond assessment method school wide to drive our instructional strategy.
- We have brought in speakers and had whole-staff professional development on artificial intelligence (AI) use in math.
- We have provided collaborative time for teachers to work on regularizing assessment using the performance scale.

OUR SIGNS OF SUCCESS

Performance standard data will become available at the end of the year.

More students are able to complete the district numeracy diamond assessment independently.

Staff have been actively exploring multi-modal methods of instruction.

NEXT STEPS

Conduct a final school-wide diamond assessment in June.

Continue long-term planning of professional development.

Establish teacher working groups to explore and evaluate new resources.



Harry Hooge Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

New Literacy Goal:

By June 2026, increase the percentage of students at each grade level who are fully meeting or exceeding expectations in reading strategies by 5%.

OUR KEY ACTIONS

- * Followed District Literacy Guide scope and sequence.
- * Differentiated through UDL, core, small-group, and individual instruction.
- * Used multimodal resources and varied repetition to reinforce skills.
- * Used biweekly collaboration time to meet to review data, share strategies, and adjust plans
- * Created flexible reading groups across classes
- * Promoted a love of reading through joyful, meaningful activities.
- * Collaborated with our district literacy helping teacher and our school librarian

OUR SIGNS OF SUCCESS

- * Teachers have successfully incorporated many of the key actions identified into their classroom practice, specifically UFLI, Heggerty, Adrienne Gear book clubs/lit circles and Jan Richardson's small group reading instruction
- * Teachers report increased student engagement in reading lessons and activities
- * Teacher grade group biweekly collaboration time focused on literacy

NEXT STEPS

- * Continue to work towards increasing the number of students who are meeting and or exceeding in reading strategies at all grade levels
- * Create a list of students who require targeted intensive reading intervention and provide them with a 6 week reading intervention starting in September 2026
- * Continue to use and familiarize ourselves with the District Literacy Guide scope and sequence
- * Use Jen Serravallo's Self Reflection Tool to support student ownership over their reading growth





Harry Hooge Elementary School

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Social Emotional Learning (SEL):

By June 2026, increase the percentage of students with high well-being (thriving) on the Middle Years Development Instrument (MDI) by ten percent.

OUR KEY ACTIONS

- * Applied \$5000 towards a school-wide SEL program to develop a consistent school-wide SEL language
- * Whole class activities around wellness, Children of the Street presentations, Alouette Addictions presentations, school librarian to support with books for read alouds
- * Continued to offer morning clubs to help students develop connections and help build school community.
- * Created an SEL staff committee
- * Continued to encourage outside play and outside learning opportunities
- * Continued soft starts and offering calming corners in classroom and the use of the Haven (down regulating space)

OUR SIGNS OF SUCCESS

- * Class presentations on digital literacy and safety
- * Purchase of WITS and Mind Up programs
- * Soft starts across all classrooms in the morning
- * Clubs offered: gym, Haven, chess, library, Lego, breakfast, art club, crochet club
- * Created SEL staff committee
- * Student leadership opportunities (gr. 7 leadership, PE aides, library helpers, student announcers)
- * School wide assemblies and events like BC Lions and Jump Rope for Heart

NEXT STEPS

- * Wellness Wednesdays: a weekly wellness focus
- * Monthly "Living Well Series" for school wide wellness on the announcements as well as in our weekly newsletter around the theme of the month (connecting, active living, eating well, sleeping well, calming down, creating, relaxing, exploring and how to get help)



Highland Park Elementary
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Increase the percentage of students meeting or exceeding expectations in writing to above 65% by June 2026.

OUR KEY ACTIONS

- With support of the literacy helping teacher, familiarized ourselves with BC Learning Progressions.
- Implemented school-wide writes.
- Highlight student writing with writing challenges, awards, and displays.
- 1-1 Literacy Intervention.
- UFLI implemented across primary grades and purchased writing resources.

OUR SIGNS OF SUCCESS

Overall proficiency increased in Language Arts.

- 14 students progressed from Emerging in language arts (term 1 report card data to term 2 report cards) and 24 students progressed from Developing in language arts (term 1 report card data to term 2 report card data).
- Targeted interventions have resulted in strong progress, as evidenced by an average increase of 10 new skills on the Words Their Way spelling assessment (n=24) and a 35% increase in sight word recognition on the San Diego assessment (n=21) from the fall to the spring.

NEXT STEPS

- Continue to develop capacity around Learning Progressions.
- Consider screening criteria for 1-to-1 literacy intervention.





Highland Park Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

By June 2026, Highland Park Elementary (HPE) will have a greater percentage of students indicating that they are able to adapt their behaviour or emotions to meet an immediate goal.

OUR KEY ACTIONS

- Trialled a student survey with a primary classroom.
- Surveyed staff on student adaptive behaviour and emotional regulation.
- Explored a variety of social emotional learning (SEL) programs and purchased Second Step.
- Professional development (pro-d) offered at 2 pro-d days around self-regulation.
- Continued use of the NEST framework.
- Implemented a big body break room with a circuit for students.

OUR SIGNS OF SUCCESS

- Approximately 7-10 students using the NEST framework every day.
- Majority of classrooms implementing quiet corners in their classrooms.
- Successful use of the big body break room, for primary students.
- Increased use of class meetings as a tool for regulation.
- Improvements in adaptive behaviour and emotional regulation as shown by the teacher survey.

NEXT STEPS

- Professional development and opportunities to explore/collaborate using Second Step program.
- Look at programming of Big Body Break Room to make it more engaging for students.



Kanaka Creek Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

1. To improve the social connections for all learners at Kanaka Creek
2. To reduce the number of students in "not yet meeting" category in the reading and writing performance standards with a goal of under 5% each grade.

OUR KEY ACTIONS

- Acquired new social emotional learning resources
- Created clubs/ teams to build social connection
- Kanaka staff identified specific students for "connection groups"
- Librarian works daily with students identified with reading difficulties with a reading support program
- Support team identified all students with not yet meeting for writing/ reading and worked with classroom teachers for a plan of improvement
- K-3 literacy coordinators working with primary teachers to explore new district K-3 literacy planning guide
- Created a literacy morning club for K-3 students identified by teachers. Educational assistants facilitate the program using the Dandelion Readers and the strategies that focus on minimal written output

OUR SIGNS OF SUCCESS

- Recent Middle Years Development Instrument (MDI) results show 86% of Grade 5 students report the presence of the peer relationship asset and 77% of Grade 5s report the presence of the adult relationship asset
- Fewer office referrals from last year to this year
- K teachers are currently doing literacy screening and 72% of students have met expectations in 4 or more categories after 2 screenings
- Students in reading intervention program on average increase a half to a full grade level in reading competency on completion of the program.

NEXT STEPS

- Identify students who are not connecting with current structures and work to build connections.
- Provide further social emotional learning resources (WITS program)
- Review year end data for performance standards
- Literacy coordinators to work with district helping teachers and primary teams to continue to build literacy programs from K-3



OUR GOAL(S)

- Strengthen literacy across all grade levels through a comprehensive and inclusive approach.
- Focus on explicit instruction in foundational reading skills.
- Increase the number of students moving from emerging and developing to proficient, particularly in the primary grades.
- Support student voice, engagement, oral language, and confidence through authentic literacy experiences.

OUR KEY ACTIONS

- Implemented structured literacy approaches.
- Provided targeted reading interventions. (ex. Toe by Toe, Heggerty, Hoot)
- Utilized support teachers, EAs, French Monitor and reading buddies to increase reading practice.
- Continued to increase our decodable and high-interest book collection.
- Expanded multimodal literacy learning opportunities for students.
- Increased structured literacy practices consistently across classrooms.

OUR SIGNS OF SUCCESS

- School data shows progression across grades, with more students in emerging/developing in K–3 and a shift toward proficient in Grades 4–7.
- Increased student engagement and reading volume, particularly in intermediate grades.
- Staff report greater consistency in structured literacy practices across classrooms.
- Classrooms and shared spaces reflect authentic literacy learning and student voice.

NEXT STEPS

- Continue targeted interventions in primary grades.
- Strengthen early identification and support for foundational literacy skills.
- Continue implementation and refinement of structured literacy approaches.
- Develop a coordinated school-wide literacy approach and framework.
- Continue collaborative professional learning to support instructional alignment across classrooms.



OUR GOAL(S)

- Strengthen students' ability to demonstrate pro-social behaviour and self-regulation.
- Increase students' sense of belonging and connection across the school community.
- Foster inclusive, caring, and connected learning environments for all students.

OUR KEY ACTIONS

- Implemented consistent school-wide Social Emotional Learning (SEL) practices and common language including: WITS, Open Parachute, assemblies and school-wide expectations.
- Built school-wide culture and belonging through assemblies, spirit days, and community-building events.
- Expanded access to clubs and extracurricular opportunities.
- Integrated Indigenous perspectives, identity, and belonging through classroom learning and shared displays.
- Supported opportunities for student voice, leadership, and participation across the school community.

OUR SIGNS OF SUCCESS

- Increased participation in clubs, teams, and school-wide activities.
- Students tried new activities and connecting beyond their class groups.
- Increased sense of belonging and school spirit across the school community.
- Increased demonstration of pro-social behaviour, self-regulation, and student engagement.
- Students demonstrated increased confidence and participation.

NEXT STEPS

- Strengthen consistency of SEL practices and common language across classrooms.
- Monitor student voice and Middle Years Development Instrument (MDI) data to guide future planning and next steps.
- Continue growing extracurricular and leadership opportunities for students.
- Increase community and family engagement opportunities.
- Continue integrating Indigenous perspectives.



Maple Ridge Elementary
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Provide additional supports and targeted interventions to students who were not meeting grade level expectations in literacy.

Our goal aligned with BC's Literacy Curricular Competencies "comprehend and connect", as well as our district's strategic priorities of "literacy" and "equity".

OUR KEY ACTIONS

We focused our interventions on students in Grades 4-7 through small group guided reading, expanding decodable and leveled texts, using library support for targeted reading intervention (Amira), and increasing access to high interest texts for intermediate students.

We created opportunities for staff to learn alongside district literacy helping teacher, implementing school-wide celebrations of literacy and increasing collaboration time at staff meetings.

OUR SIGNS OF SUCCESS

- Term 2 report card data reflects an increased number of intermediate students who are now within grade level literacy expectations.
- Observations that students are demonstrating a positive attitude towards literacy.
- A record amount of funds raised during the book fair (students are buying and reading books).
- Feedback from parents that students have an increased sense of confidence and an overwhelmingly positive response to the Book Club.

NEXT STEPS

Continue to develop opportunities for school-wide celebrations of literacy including a primary family literacy evening in the fall.

Explore implementing multi-class guided reading time to encourage collaboration between classrooms.

Continue to offer staff pro-d opportunities including collaboration time at staff meetings and working with literacy helping teacher.



OUR GOAL(S)

Numeracy: To improve students' conceptualization of numeracy skills and the application of these skills throughout the grades (K-9).



OUR KEY ACTIONS

- Working with students during 1-1 time and small group sessions
- Dedicated working sessions with teacher or educational assistant
- Ongoing assessments and observations
- Incorporating visuals and manipulatives

OUR SIGNS OF SUCCESS

- Increased confidence and at home engagement with the math curriculum
- With some support, students can select and apply effective problem solving strategies across different contexts
- More independent problem solving

NEXT STEPS

- Continue with building strategies and confidence by collaborating and sharing resources
- Continue monitoring and assessing in different ways
- Further support independence by gradually releasing responsibility in strategy section and problem solving



Ecole Pitt Meadows Elementary
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

New Goal: To move primary students who are emerging or developing readers to proficient (fully meeting expectations) by Grade 3 through early intervention with researched, high-impact instructional 'learn to read' strategies.

OUR KEY ACTIONS

- Focused budget on purchase of decodable books and resources
- Built staff capacity through training of educational assistants (EAs) in specific strategies targeting phonemic awareness
- Used EA Lift-Up hours and Service Improvement Allocation (SIA) time to provide targeted, small group early intervention for emerging readers
- Supported requests for teachers to observe other teachers demonstrating high impact literacy strategies in their class

OUR SIGNS OF SUCCESS

- Focused budget on effective decodable books that are aligned with student needs and teacher literacy resources
- EA training and intervention program - strengthened staff skill sets, EAs feel valued and contributing to literacy goal
- Students are showing more confidence in reading and taking risks individually, in small group and in class
- Students chose one literacy goal to include as a goal in conferences

NEXT STEPS

- Develop and implement a reading confidence rubric to measure students confidence in literacy
- Implement a short pre/post literacy assessment to measure progress of students gains in targeted reading areas
- Provide ongoing professional development to all staff in quick and high impact literacy practice/strategies
- expand literacy intervention to intermediate students



Ecole Pitt Meadows Elementary
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

To strengthen students' resiliency so they can manage worries, persevere through challenges, and approach non-preferred tasks with focus, stamina and courage.

OUR KEY ACTIONS

- Purchased the Umbrella Project framework for 3 years.
- Staff professional development with the Umbrella Project in French and English.
- Launched The Umbrella Project to students at the last assembly.
- Primary classes are beginning to use the language of the Umbrella Project

OUR SIGNS OF SUCCESS

- Two primary classrooms have started early with introducing the common language of the Umbrella Project. They are using the shared vocabulary during class discussions and peer-to-peer interactions.
- Revised student incident reports, aligned with the Umbrella Project's focus on identifying the incident, reflecting on impact, and developing a positive plan forward. These incident reports are being collected for baseline data on number of referrals to the office to compare to numbers after full implementation.

NEXT STEPS

- Meet with social emotional learning committee to plan hard launch of Umbrella Project in September with monthly themes woven in class lessons, announcements, assemblies, staff meetings and parent advisory council meetings.
- Reach out to next year's principal at Davie Jones Elementary to share implementation ideas and plan forward for the 2026-2027 year and possibly plan some staff collaboration.



Webster's Corners Elementary SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Continuing Goal: We will continue with the goal of strengthening student literacy by focusing on the reading and thinking processes outlined in the SD42 Literacy Framework. We will build student engagement, motivation, word recognition, comprehension, and fluency through systematic, comprehensive and explicit instruction.

OUR KEY ACTIONS

We continued strengthening literacy through structured, evidence-based instruction that supported reading, writing, oral language, and student engagement across all grade levels.

- Strengthened writing and oral language development through explicit instruction, collaborative learning, and daily literacy routines.
- Expanded access to engaging texts and continued collaboration with the Webster's Corners Elementary (WCE) Literacy Committee, librarian, and district literacy supports while using assessment data to guide instruction.

OUR SIGNS OF SUCCESS

Improvement has been seen in the Early Primary Reading Assessment (EPRA), Intermediate Learning Assessment (IRA), Kindergarten Screener, and district reading and writing assessment data. More students in term 2 have met or are fully meeting expectations in literacy across grade levels. Students have begun to demonstrate increased confidence, engagement, and participation during literacy activities. Teachers have observed stronger reading and writing skills through classroom assessments, writing samples, and student self-reflections.

NEXT STEPS

- Continue using literacy assessment data to guide instruction and identify student needs.
- Expand collaboration around writing instruction and structured literacy practices through literacy committee meetings and staff meetings.
- Increase access to diverse, engaging classroom texts and literacy resources.
- Explore targeted intervention supports while aligning practices with current research and district priorities.



Webster's Corners Elementary SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Continuing Goal: We will continue with the goal of strengthening our school community by fostering meaningful multi-age connections and ensuring every student has supportive relationships with staff members. Our goal is to strengthen student attachment and emotional well-being by integrating a trauma informed approach, supporting staff in building secure, meaningful relationships that foster resilience, trust, and a sense of belonging for all learners.

OUR KEY ACTIONS

For our social emotional learning goal, we continued implementing PEAK multi-age groups, restorative practices, and relationship-building opportunities to strengthen student connection and belonging. Staff supported students through the "2 by 10" strategy, caring adult relationships, and trauma-informed practices. Opportunities for student leadership, collaboration, emotional regulation, problem-solving, and social-emotional learning were expanded across the school community.

OUR SIGNS OF SUCCESS

- Increased student reports of important adults at school, school belonging, and peer connectedness on the Middle Years Development Instrument (MDI). For example, Webster's data for 'number of important adults at school' is 83%, while the Maple Ridge average is at 56%.
- Improved student self-regulation, problem-solving skills, and confidence in identifying trusted adults and accessing supports.
- Increased participation in clubs, leadership, and school-wide activities, along with positive feedback from students, staff, and families.

NEXT STEPS

- Continue monitoring MDI data to identify strengths, areas for growth, and student well-being trends.
- Deepen staff understanding of trauma-informed and attachment-based practices while refining PEAK groups and multi-age connection opportunities, through Early Childhood Mental Health Clinician Andrea Chatwin reviews and staff meetings.
- Increase opportunities for student leadership, voice, and community involvement while exploring additional supports for optimism, emotional regulation, and wellness with our new student leadership club this year.



OUR GOAL(S)

Literacy: Improve literacy outcomes through targeted instruction and school-wide events

Numeracy: Improve numeracy outcomes for all learners; pilot of new online resource

OUR KEY ACTIONS

- Literacy Screener for kindergarten; literacy progressions to guide assessment
- University of Florida Literacy Institute (UFLI) resources, decodable readers, Secret Stories resources
- SD42 Literacy Guide
- Monthly literacy activities aimed to increase reading/writing enjoyment
- Piloted Edwin math resource
- Buddy class math games

OUR SIGNS OF SUCCESS

Staff observed reading skills gains across different grades

Gains observed in intermediate numeracy skills using piloted resource

Teacher collaboration and planning as grade groups; discussion of literacy and numeracy resources

NEXT STEPS

Review portal and report card data to confirm observed gains in literacy and numeracy performance

Middle Years Development Instrument data with respect to belonging and academic competence scales

Literacy screener data review



Yennadon Elementary SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

LITERACY

Enhance students' ability to decode, read fluently and demonstrate comprehension of grade level text, aiming to show an increase in proficiency by June 2026.

Enhance students' ability to write with clarity and elaboration using the writing process, aiming to show an increase in proficiency by June 2026.

OUR KEY ACTIONS

- School Literacy Team established to guide literacy initiatives and support staff collaboration
- Dedicated staff meeting time for literacy assessment, instructional practice/strategies, scope and sequence review, and resource alignment across grade levels.
- Targeted celebration of reading and writing (speeches, poetry displays, displaying stories).
- Ongoing collaboration with the district literacy helping teachers and learning support teachers.
- Home-to-school literacy connection through shared family literacy strategies and stories in weekly newsletters.
- Expansion of decodable readers, literacy kits and support materials.

OUR SIGNS OF SUCCESS

- Increased evidence of staff collaboration through meeting notes, shared resources, scheduled 'Literacy Team' meetings and literacy planning discussion notes.
- Increases targeted literacy resource kit implementation: decodable readers and literacy intervention resources.
- Full primary staff participation in the 'Primary Literacy Screener' pilot project.
- Literacy helping teacher after school session participation and engagement.
- Increased display of student writing over art examples.

NEXT STEPS

- Review of 2025-26 percentage of students moving from "Developing" to "Proficient" in targeted literacy domains.
- Primary team literacy pilot
- Continue implementation and refinement of school-wide literacy assessment practices.
- Establishment of common assessment language at the intermediate level.
- Continue targeted/scheduled time for staff collaboration focused on literacy instruction



Garibaldi Secondary School SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Social Emotional Learning, Resiliency, and Personal Wellness

Staff will continue the work empowering school community members to achieve their full potential as resilient, compassionate, and thoughtful citizens through resources, mentorship, trauma-informed practice, and positive relationships. We will support and emphasize the need for continuous growth and learning as individuals and as a community.

OUR KEY ACTIONS

- Teachers continued to design activities in Middle Years Programme (MYP) classes that allow students to try, reflect, and try again - emphasizing growth.
- The MYP with an upper-level thinking skills emphasis.
- This year there has been an expansion of interdisciplinary units.
- Increased participation in Grade 10 Personal Projects and the number of projects around wellness and mental health.

OUR SIGNS OF SUCCESS

Year over year, the incremental increase in selecting International Baccalaureate (IB) courses is an indicator of students choosing to seek challenge.

- The number of Certificate Students has increased. Additionally, we continue to see noticeable increases in more “path driven” course selection by students who are more goal focused.
- We offer a grad lanyard to students once they have completed a secondary transition plan/conversation with counseling, admin, or career planning staff. This has become a voluntary, formalized holistic exit planning structure for Grade 12 students. Grade 12 participation with a traditional Grad Lanyard Conversation exit strategy has increased.

NEXT STEPS

- We are entering the required five-year review for MYP. This will include reflective criteria in the MYP Staff Study Questionnaire. The five-year review will require staff to evaluate structures and strategies related to student social emotional leaning and personal wellness. This review will inform all staff on school wide next steps.
- The Grad lanyard initiative will continue. Staff will continue to support and empower Grade 12 students at a significant stage in their public education journey.





Garibaldi Secondary School SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Student Literacy

Garibaldi Secondary will improve student achievement in literacy by building a strong, inclusive culture that values all community members and by adapting opportunities in all subject areas to students' strengths and challenges. Specifically, our goal is to improve the current percentage of students receiving more than a 1 or 2 in the Grade 10 Literacy Assessment.

OUR KEY ACTIONS

IB Middle Years Programme (MYP) classrooms collected evidence of learning through differentiated instruction or UDL (Universal Design for Learning) strategies. We increased inclusion of diverse literacy activities across departments in all grade levels. We will continue to monitor and collect evidence of student literacy (i.e., writing samples, reading comprehension samples, oral communication collected tasks) and analyze student reflections and self-assessments. We have also piloted a Literacy 9 intervention class structure, which included up to 15 Grade 9 students.

OUR SIGNS OF SUCCESS

Student engagement and skills progression in the Literacy 9 intervention class have increased.

For the first year, we implemented an MYP interdisciplinary unit involving the English and Science department, which has improved student literacy across these disciplines.

NEXT STEPS

We will:

- Continue with the Literacy 9 intervention class structure and expand to a transition skills course offering for Grade 8.
- Continue with the MYP IDU for Science and English 8.
- We will review the 2026 Literacy assessment data to see where learning interventions can support growth.





Garibaldi Secondary School SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Anti-Racism and Inclusion

Garibaldi Secondary will continue to deepen the collective understanding of anti-racism pedagogy within the school setting and meaningfully engage in learning opportunities that foster understanding of ways of knowing and being, the histories and cultures of First Nations, Inuit, and Metis, as outlined in the 9th Professional Standard for BC Educators.

OUR KEY ACTIONS

- * Cultural events highlighting cultural history and hands on cultural activities. For example, Student Voice have highlighted the Dreidel game during Jewish Heritage Month, and celebrated various heritage events, including Black History Month and Black Excellence Day. The library supported cultural learning through the curation of diverse authors and stories. Indigenous Leadership continues to offer opportunities for students to learn.
- * Facilities renovation to expand the Indigenous space.
- * Invitation of keynote speakers to share a message of diversity and community.

OUR SIGNS OF SUCCESS

- * Overall student involvement and interest in the Student Voice Equity Committee events and information share outs.
- * Feedback from staff and students indicate that the renovation for the Indigenous space has enhanced the success of both formal and informal cultural learning.
- * Student feedback of the BC Lions, and Black History Month keynote speakers was positive.
- * The fourth year of the GSS Glow up event, organized by the Rainbow Rebels.

NEXT STEPS

- The library will continue to expand the collection of diverse authors and stories.
- The GSS Student Voice and Equity Committee will continue to offer cultural events and information that are student and staff led.
- GSS will continue to bring in a diversity of keynote speakers.
- We will provide more opportunities for staff professional development on diversity.
- We will continue to promote the use of the renovated Indigenous space and increase the overall number of GSS students accessing this space for cultural and curricular purposes.



Maple Ridge Secondary School

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

To decrease the percentage of students scoring a 1 on the Grade 10 Numeracy Assessment (2025 - 10%, 2024 - 11%, 2023 - 13%) and to reduce the percentage of students receiving a 2 (2025 - 40%, 2024 - 38%, 2023 - 48%), while increasing the number of students achieving a 3 or higher.

OUR KEY ACTIONS

- * Department Heads collaborated with staff to identify opportunities for cross-curricular numeracy integration in subject areas such as Science, Applied Design, Career Education, and Social Studies.
- * Math 10 teachers unpacked the structure and scoring rubrics of the Numeracy 10 Assessment with students to improve familiarity and confidence.
- * Practice Numeracy assessments (“practice writes”) were implemented to support student readiness and reduce assessment anxiety.

OUR SIGNS OF SUCCESS

- * Increased staff awareness and intentional integration of numeracy skills across multiple curricular areas.
- * Departments reported increased collaboration around numeracy-focused instructional strategies and assessment design.
- * Classroom evidence showed more frequent opportunities for students to engage in applied numeracy tasks and problem-solving activities.

NEXT STEPS

- * Continue embedding cross-curricular numeracy instruction across all departments with a focus on authentic real-world applications.
- * Expand opportunities for students to engage in practice Numeracy assessments earlier in Grade 10.
- * Continue using assessment data and student reflections to identify students requiring targeted intervention and support.
- * Review June 2026 Numeracy 10 assessment data looking for indicators of success and areas to improve.



Pitt Meadows Secondary School
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Equity – Continue to improve student engagement and sense of personal safety, care, and belonging for every learner by developing an inclusive, culturally responsive school across all curricular areas, and by widening our collective lens to recognize, embrace, and celebrate the numerous and diverse cultures within our school.

OUR KEY ACTIONS

- Worked with students involved in Black, Indigenous, People of Colour (BIPOC) Voice and Student Voice to learn where they see areas for improvement.
- Hosted class talks on topics such as prejudice, racism, and how to report such incidents in our school.
- Reminders to staff about cultural observances that impact attendance and engagement (e.g., Lunar New Year, Lent, Ramadan, etc.)
- Offered staff opportunities to engage in cultural teachings from authentic voices.

OUR SIGNS OF SUCCESS

- As part of various subject areas, with the support of teachers, students planned, implemented, and expanded the profile for Orange Shirt Day, Black Excellence Day, and Red Dress Day.
- With the support of PAC funding, international students had opportunities to present their cultures via food during Flex presentations that we open to students and staff. Room capacity was typically full.
- Students felt more confidence in reporting racism (actions, words, vandalism) throughout the building because they trust that there will be follow through.

NEXT STEPS

- Create kits to assist teachers with bringing more diverse voices (e.g., BIPOC) into their curricula.
- Support students in implementing the plan they created for a school-wide Multicultural Week.
- Provide ongoing resources to increase engagement from staff and students.
- Examine 2025/2026 Youth Development Instrument (YDI) and Student Learning Survey data regarding student engagement and sense of personal safety.



Pitt Meadows Secondary School
SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Numeracy - Students will develop and apply numeracy skills to confidently interpret, analyze, and communicate quantitative information in everyday life - from independent decisions to global issues.

Base Line Data:

2023/2024 Numeracy Results: 67% - score 1 or 2, 33% - score 3 or 4

2024/2025 Numeracy Results: 59% - score 1 or 2, 41% - score 3 or 4

OUR KEY ACTIONS

- Professional learning for staff to develop numeracy strategies.
- Implemented targeted numeracy interventions.
- Hosted in-class and Flex preparation sessions related to structure and navigation of Provincial Numeracy Assessment.
- Collaborative planning sessions for teachers to embed numeracy outcomes in all subjects.

OUR SIGNS OF SUCCESS

- Improved student confidence and positive attitudes towards numeracy tasks.
- Evidence of cross-curricular application of numeracy skills and tasks.
- Increased teacher collaboration around numeracy instruction and assessment practices.
- More consistent use of formative assessment and data-informed instruction related to reasoning, problem-solving, and application of numeracy skills.
- Results pending for the 2025/2026 Provincial Numeracy Assessment.

NEXT STEPS

- Provide ongoing professional learning opportunities on numeracy-rich instruction and application across curricular areas.
- Use data to target instruction. Analyze classroom and provincial assessment data from the 2025/2026 school year to identify gaps and adjust teaching.
- Create dedicated numeracy support time. Use Flex blocks to provide tutorials to support and reinforce key skills. Classroom teachers will continue to increase the use formative assessment and incorporate frequent check-ins to guide real-time instruction.



Samuel Robertson Technical Secondary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Samuel Robertson Technical Secondary (SRT) aimed to increase the percentage of students achieving Proficient (3) or Extending (4) on the Grade 10 Numeracy Assessment from 31% to 35%.

OUR KEY ACTIONS

- The SRT math department created and implemented common numeracy strategies and resources for all Grade 8 and Grade 10 students.
- Grade 10 math teachers implemented formative assessment practices.
- Math and trades teachers, along with several of our social studies teachers, implemented inquiry-based numeracy tasks with authentic contexts.

OUR SIGNS OF SUCCESS

- All Grade 10 students participated in cross-curricular numeracy activities.
- Grade 10 students completed multiple Numeracy 10 assessment preparation lessons and reported increased confidence.
- Students had more opportunities to solve complex, multi-step problems, strengthening persistence and resilience.
- Grade 10 Foundations of Math achievement increased by an average of 4% compared to last year among the same teachers.

NEXT STEPS

- To analyze school numeracy results in order to assess student progress and help guide our strategies for next year.
- To gather feedback from students and staff on the impact of our key actions and to identify opportunities for improvement next year.
- To explore the interactive resources, instructional tools, and student supports available through Edwin for Grade 8 and 9 learners.



OUR GOAL(S)

Enhance post-secondary and career readiness for all students by providing authentic, hands-on learning, mentorship opportunities, and explicit skill-building that connect classroom learning to future pathways.

OUR KEY ACTIONS

- SRT expanded career and post-secondary exposure, including the PNE Career Fair, for all Grade 10 students.
- All Grade 10 students participated in a community interview fair and received feedback.
- Flex-block guest speakers increased student exposure to diverse careers and mentorship opportunities.
- Career-Life Education (CLE) and Career-Life Connections (CLC) increased focus on financial literacy and future planning.
- CLE and CLC teachers increased their focus on financial literacy and near-future planning.

OUR SIGNS OF SUCCESS

- Guest speaker sessions were well attended.
- Students reported positive feedback on the interview fair and employer expectations.
- Career department staff reported increased student engagement in financial literacy and future planning.

NEXT STEPS

- Expand the range of community career speakers.
- Analyze Student Learning Survey data to assess student confidence in post-secondary readiness.
- Explore digital platforms that increase access to career and post-secondary opportunities.
- Collect student feedback on what was successful this year, what could be improved, and ideas for next year.



THOMAS HANEY SECONDARY SCHOOL SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

- Foster a culture of innovation, experiential learning, and artificial intelligence (AI) and Digital Literacy across all subject areas.
- Develop future-ready skills including critical thinking, creativity, collaboration, and problem-solving.
- Support students in using AI tools ethically, critically, and effectively as part of their self-directed learning journey.

OUR KEY ACTIONS

- Staff AI and Digital Literacy workshop during Growth Planning Day focused on responsible AI integration, ethical use, and media literacy.
- Delivered AI Media Literacy lessons for Grades 8–10
- Provided counsellor-led presentations connecting AI to youth mental health and digital wellness in Physical Education 8-9 and Careers 10.
- Offered an English Studies 12 course designed around ethical AI use, AI-assisted writing and analysis, digital storytelling, and media creation.

OUR SIGNS OF SUCCESS

- Students demonstrated stronger awareness of misinformation, AI-generated content and ethical concerns related to AI use.
- Students engaged in meaningful conversations around AI, mental health, identity, resilience, and healthy technology use.
- Students in the AI-integrated English 12 course reported increased confidence using AI transparently/responsibly while developing stronger critical thinking, communication, and digital literacy skills.

NEXT STEPS

- Continue expanding AI and Digital Literacy learning opportunities across subject areas and grade levels.
- Develop school-wide expectations around ethical AI use.
- Continue supporting staff professional learning around AI literacy, assessment practices and critical digital literacy.
- Continue counsellor-led conversations on AI and mental health in PE 8-9 and Careers 10.



Thomas Haney Secondary School

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

To continue to build and foster a positive learning community where students are invested and actively engaged in all aspects of school life and to ensure a school community grounded in diversity, equity and inclusion.

OUR KEY ACTIONS

- All events, opportunities, and announcements were shared daily during Teacher Advisory (TA)
- Organized school-wide events that brought the community together and offered a broad range of student clubs and intramural sports, ensuring representation across interests
- Invited students to use Great Halls and other common areas for collaboration, study, and socialization
- Invited Indigenous speakers, artists, and performers to share their lived experiences, teachings, and cultural knowledge with students, providing authentic opportunities to learn about and appreciate Indigenous histories, traditions, and perspectives

OUR SIGNS OF SUCCESS

Many of our students were involved in leadership, clubs, and sports teams throughout the school year. We also organized a variety of school-wide events, including Spirit Weeks, Gym Riot, Terry Fox Run, and the Hoe-Down.

In the spring, we had our students in grades 8, 9, and 10 complete a survey about the Self Directed Learning (SDL) model at Thomas Haney. When asked what is one thing about SDL that works really well for them, these were some of the most common responses:

- being able to work at their own pace
- working independently and making choices for themselves
- learning how to manage time and take responsibility for their own learning

NEXT STEPS

- Continue creating opportunities for students to build connection, belonging, and engagement through leadership, clubs, athletics, and school-wide events
- Continue supporting students in developing independence, time management, and self-regulation within the SDL model
- Review results from the 2026 Student Learning Survey and Youth Development Instrument (YDI) to help inform our thinking, planning, and supports for the 2026/2027 school year
- Continue exploring ways to increase student engagement and strengthen student connections to staff, peers, and the school community
- Continue providing opportunities for Indigenous learning and experiences that support diversity, equity, and inclusion within our school community



THOMAS HANEY SECONDARY SCHOOL SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

To foster confidence and increase numeracy skills in our students across all grades while developing increased resiliency working in the self-directed learning style at THSS. We will seek to expand students' abilities to access resources, seek out a variety of learning supports, and foster a growing sense of confidence and positivity.

OUR KEY ACTIONS

- Offered after-school Math support opportunities for students.
- Updated Math Learning Guides, instructional videos, and digital supports to better meet student needs.
- Celebrated Pi Day through engaging school-wide numeracy activities.
- Focused math department, math teacher, and student conversations on growth mindset and supporting independent learners.

OUR SIGNS OF SUCCESS

- Increased student engagement in numeracy-based activities.
- Increasing numbers of students working ahead in math courses.
- Students applied numeracy skills in experiential and hands-on learning opportunities across subject areas.
- Increased % of students moving from Emerging/Developing to Proficient/Extending on the Math 10 Numeracy Assessment. In 2024 34.2% and in 2025 45.4% were in Proficient/Extending range.

NEXT STEPS

- Staff collaborating to include more numeracy awareness and skills into all subject areas and highlight numeracy skills in their lessons.
- The math department is continuing to update their Learning Guides and videos to support student learning and keep it relevant
- Review April 2026 Numeracy 10 Assessment results to evaluate continued growth in the number of students achieving Proficient and Extending (Levels 3 and 4).



WESTVIEW SECONDARY SCHOOL SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Equity and Anti-Racism: Advance equity, inclusion, and anti-racism so all students, staff, and families feel safe, valued and connected to Westview.

OUR KEY ACTIONS

- Review of school mission and vision statements
- Engaged BIPOC (Black, Indigenous, and People of Colour) and Pride student groups to advise administration on school practices, including how to spend \$2,000 equity grant to purchase resources for students
- Student leadership in activities that promote kindness and inclusion: community clothing drive, community clean up day, and Orange Shirt Day school-wide activity
- Teacher collaboration on Universal Design for Learning (UDL) project; staff anti-racism group

OUR SIGNS OF SUCCESS

- Broader student engagement in community building activities including spirit weeks, and community action activities
- Collaboration with support teacher and classroom teachers to implement UDL strategies focused on improving classroom comfort and increasing student engagement in classrooms
- Identify and purchase resources that reflect our student population
- Increased student engagement and interest in developing and leading activities for peers through spirit days
- Students developed draft mission and vision statements

NEXT STEPS

- Staff engagement in equity and inclusion themed mission and vision statements with goal of implementing new statements next year
- Continue work with Katzie artist to develop new logo that aligns with mission and vision statements
- Expansion of UDL project through department head leadership to support equity and anti-racism across all curricular areas



WESTVIEW SECONDARY SCHOOL SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

Literacy: Increase the number of students earning a score of 3 (proficient) on their Graduation Literacy Assessments in both grades 10 and 12 to at least 60% in the next two years. In the 2024/25 school year, 57% of Grade 12s scored a 3 and 56% of Grade 10s scored a 3.

OUR KEY ACTIONS

- Collaboration with support teacher, librarian and district helping teacher to implement literacy assessment tools and interventions for Grade 8s
- Offered literacy assessment prep sessions
- School-wide literacy month activities that invited student and staff participation
- Used the \$2,000 equity grant to purchase resources that reflect the identities of students in our classrooms
- Promoted reading and writing strategies across curricular areas.

OUR SIGNS OF SUCCESS

- Librarian reported increased staff and student engagement in literacy month activities, including the writing contest and Shakespeare quote day
- Joy and love for literacy displayed in book buddies collaboration with feeder elementary schools
- 67% of Grade 12s achieved a score of 3 and 12% achieved a score of 4 on Graduation Literacy 12 Assessment
- 58% of Grade 10s achieved a score of 3 and 5% achieved a score of 4 on the Graduation Literacy 10 Assessment

NEXT STEPS

- Continue literacy assessment prep sessions
- Continue and expand Grade 8 intervention project
- Continue to monitor assessment results
- Continue staff activities that promote Noticing, Naming and Nurturing Literacy in all curricular areas
- Identify and purchase additional resources that reflect our student population
- Expand and promote literacy month activities



OUR GOAL(S)

Literacy - Improve general student functional literacy by utilizing the results from the 24/25 Literacy 12 Assessments (55% of students scored in the 1 or 2 range and 45% scored in the 3 or 4 range) and comparing the results of the Literacy 12 Assessments from this school year.

OUR KEY ACTIONS

- Reduced student anxiety around assessment (breathing exercises, meditation techniques). Used meta cognitive rubrics for students to improve their ability to self-assess areas of strength and areas where growth is needed.
- Reading intervention (HOOT Reading) to support literacy in struggling readers. We are currently following 8 students in this first year of a reading comprehension/fluency trial, which will end in June. We want to expand this to a larger group of students in the 26/27 year.

OUR SIGNS OF SUCCESS

- The Literacy 12 assessments from January 2026 and April 2026 show that 67% of students scored in the 1 or 2 range and 33% scored in the 3 or 4 range. We are still waiting for our June 2026 Literacy 12 assessment results to have the complete data set for the year.
- Reading intervention students (HOOT cohort) have improved by 13% from February to April. We are waiting for our June results.

NEXT STEPS

- Continue to embed meta cognitive rubrics when students are completing project based learning and academic assignments.
- Identify struggling readers and recruit these students to engage in the reading interventions (HOOT reading).
- Continue professional development on improving engagement in literacy, with a focus on educational AI tools such as Khanmigo.

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

School District	Notification Process at Secondary Schools
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.

Area of Inquiry	Summary of Responses / Findings
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
June 17, 2026
Information Memo
Item 14

From: Teresa Downs, Superintendent of Schools

Topic: **District Financial Allocation to DPAC**

BACKGROUND

The Board provides funds annually to DPAC to support activities for PACs and parents/caregivers. The funding is provided directly to DPAC to support parent engagement, PAC development, and activities that benefit parents, guardians, and school communities across the district. The funding allocation for 2025/26 was \$3,921.


As a condition of receiving funding, DPAC provides an annual report outlining the use of funds during the current year and submits a proposed spending plan for the upcoming year.

DPAC's 2025/26 funding report and proposed 2026/27 spending plan (**Attachment A**) are presented to the Board for information.

RECOMMENDATION

THAT the Board receive the District Parent Advisory Council's funding report for 2025/26 and proposed spending plan for 2026/27, for information.

ATTACHMENT A

		
District Parent Advisory Council Funding Report 2025-26 and Proposed Spending Plan for 2026-27		
	2025-26 Actuals	2026-27 Proposed
Carry Fwd	2,783	3,686
FY District Funding	3,921	
Expenditures		
<i>BCCPAC Memberships for SD42 PACs</i>	1,400	3100
<i>Education and Appreciation</i>	1,618	1600
Subtotal	3,018	4,700
FY District Funding Request	3921	3,000
<p>DPAC gratefully acknowledges the funding received from School District 42 for the 2025–26 fiscal year.</p> <p>These funds were allocated and made available to all Parent Advisory Councils within the Maple Ridge–Pitt Meadows School District to support the cost of BCCPAC memberships, which are ineligible expenses under Gaming for DPAC. For 2025–26, 14 of 31 PACs obtained BCCPAC memberships. These memberships continue to support parent advocacy and help advance the SD42 parent voice on issues that matter to families, students, schools, and the broader Maple Ridge–Pitt Meadows education community at the provincial level.</p> <p>DPAC is seeing a continued trend toward volunteer-led advocacy and support. Much of DPAC’s work over the past year has been advanced through significant volunteer hours, particularly in the areas of PAC governance, advocacy, information sharing, and parent engagement. In addition, DPAC continues to seek out no-cost or low-cost parent education opportunities wherever possible, including opportunities to partner with the District to provide parent education at no cost to families and PACs.</p> <p>Recognizing the District’s commitment in prioritizing student-facing supports, DPAC believes it is appropriate to reflect that same commitment and fiscal prudence at the DPAC level. Until there is broader uptake of BCCPAC memberships across all PACs, and given the continued reliance on volunteer advocacy and the opportunity to partner with the District on no-cost parent education, DPAC would like to request a reduced budget allocation for the upcoming fiscal year. This reduced request is intended to balance continued support for PAC advocacy and engagement with responsible use of District resources.</p> <p>DPAC remains committed to supporting PACs across SD42, strengthening the parent voice, and advancing priorities that benefit students and our school communities, while aligning its funding request with demonstrated need and prudent financial stewardship.</p>		



Public Board Meeting
June 17, 2026
Information Memo
Item 15

From: Teresa Downs, Superintendent of Schools

Topic: **CommunityLINK Information Sheet**

BACKGROUND

At its January 14, 2026 meeting, the Board of Education passed a motion regarding advocacy related to the CommunityLINK funding allocations. Among the actions authorized was the development of a parent information sheet to increase awareness of the district's concerns regarding CommunityLINK funding and the advocacy efforts underway to support a more equitable and transparent funding model.

The Board's Ad Hoc Advocacy Committee of the Whole on Equitable Funding has led the development of the CommunityLINK Information Sheet. The document has been refined through the committee's work and incorporates feedback received from the District Parent Advisory Council.

The information sheet is now complete (**Attachment A**) and available to support ongoing advocacy, engagement, and communication efforts.

RECOMMENDATION:

THAT the Board receive the CommunityLINK Information sheet, for information.

CommunityLINK Funding: What Families Need to Know

Public education in British Columbia is facing ongoing funding pressures that are affecting how school districts can support students. **CommunityLINK** — a provincial grant for meals, counselling, after-school programs, and other supports for students facing barriers — is one area where these pressures are felt most. The Board of Education believes a review of how this funding is distributed across school districts is long overdue. In 2023, then Minister Singh stated, “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.”

WHAT IS COMMUNITYLINK?

CommunityLINK (Community Learning, Inclusion, Nutrition & Kids) is a provincial grant that funds programs for students experiencing challenges such as food insecurity, mental health needs, or socioeconomic barriers. In SD42, this funding supports:

- Breakfast, lunch, and snack programs
- Counselling and youth support workers
- Before- and after-school programs
- Academic supports and learning resources

These needs in the school district are far greater than the funding provided.

WHY THIS MATTERS

Because SD42 receives less targeted funding, students in our community may not have access to the same level of support available in other districts. The district must often use general operating funds to fill gaps, reducing flexibility for other needs.

We want to ensure the allocation process is transparent, fair, and responsive to local needs across the province.

THE FUNDING GAP

SD42 serves **2.78%** of BC students but receives only about **1.05%** of total CommunityLINK funding. Combined with the Equity of Opportunity Supplement and the National School Food Program, here is how SD42 compares:



SD42 receives the lowest funding per student of all 60 school districts in BC — roughly half the provincial average.

Under a socioeconomic-based funding model, SD42 would receive 2.93% of provincial funding (nearly three times its current 1.05% share) suggesting the current allocation does not reflect actual student need. The Board has filed a Freedom of Information request to obtain the Ministry’s funding formula, which has not been shared despite repeated requests.

WHAT THE BOARD IS DOING

The Board of Education is advocating for:

- **Greater transparency** in how CommunityLINK funding is allocated across BC
- **More equitable funding** so that students in SD42 have access to comparable supports

The Board has raised these concerns directly with the Ministry of Education and Child Care and through provincial advocacy channels.

HOW YOU CAN HELP

- 1 **Contact your MLA and the Ministry of Education** to express concern about funding transparency and equity.
- 2 **Share this information** with other families to build awareness and collective voice.
- 3 **Raise it at your PAC or DPAC meeting** to keep the conversation going in our school community.

KEY CONTACTS

Minister of Education & Child Care
ECC.Minister@gov.bc.ca

Maple Ridge–Pitt Meadows MLA
 Find your MLA: leg.bc.ca/members

SD42 Board of Education
board@sd42.ca

The Board will continue to work towards improving students' access to the supports they need. Equitable, transparent funding benefits all students across British Columbia.

Board of Education
 Maple Ridge - Pitt Meadows School District No. 42
 Maple Ridge - Pitt Meadows



Public Board Meeting
June 17, 2026
Information Memo
Item 16

From: Teresa Downs, Superintendent of Schools

Topic: **Superintendent's Update**

BACKGROUND

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

- Opioid Response Plan Update
- 2025/26 School Year

RECOMMENDATION

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

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

Topic: Environmental Sustainability Annual Report

PURPOSE

To provide the Board with the annual update on implementation of the Environmental Sustainability Plan and progress toward the guiding principles established in [Policy 6530 Environmental Sustainability](#).

BACKGROUND

The Board’s Environmental Sustainability Policy (6530) establishes a commitment to minimizing resource consumption, reducing greenhouse gas emissions, and promoting environmental stewardship through operations and education.

The Environmental Sustainability Plan, approved in 2022, includes targets to reduce greenhouse gas emissions by 22 percent by 2026 compared to 2010 levels, and to improve overall building energy performance by 20 percent. These targets are supported through capital renewal, energy efficiency upgrades, and operational practices aimed at reducing emissions and improving system performance.

ANNUAL PROGRESS UPDATE

1. Strategic Resource Management

The district continues to monitor performance and implement initiatives to improve efficiency and reduce emissions.

Annual Performance (2025):

Metric	2025 Result	Change / Notes
Total emissions	3,738 tCO2e	—
Offsetable emissions	3,654 tCO2e	+1.89% vs. 2024
Electricity consumption	Decreased 0.81%	Year-over-year reduction
Natural gas and propane	Decreased 1.64%	Year-over-year reduction

Energy consumption declined modestly; however, emissions increased slightly due to external reporting and system factors rather than increased usage. In 2025, refrigerant emissions were included as a new reporting requirement, adding approximately 13.3 tCO2e to total emissions. In addition, changes in the emissions intensity of grid-supplied electricity, associated with periods where BC Hydro imported power from non-renewable sources, contributed to higher reported emissions despite reductions in electricity and natural gas consumption.

The district maintained carbon neutrality through the purchase of offsets in accordance with provincial requirements.

Multi Year Trends (Performance Monitoring):

Reviewing multi-year trends helps show whether the district is making sustained progress in reducing emissions and improving building performance over time. Variations year to year may also be influenced by external factors such as weather conditions, including extended heat waves or cold spells, as well as changes in enrolment and facility growth that affect overall energy demand.

Emissions by Source (tCO2e)	2021	2022	2023	2024	2025
Natural Gas and Propane	3,711	3,826	3,252	3,130	3,013
Electricity	89	103	103	90	263
Mobile Fuel Use (Vehicles)	147	134	228	173	197
Paper Consumption (Office Paper)	167	158	199	194	167
Fugitive Emissions (Refrigerants)	-	-	-	-	13
Total Reportable Emissions	4,114	4,222	3,783	3,586	3,654

2. Operational Commitment

The district continued to implement capital and operational improvements aligned with sustainability objectives:

- HVAC, boiler, and lighting upgrades across multiple sites, including boiler plant upgrades, heat pump installations, and ventilation system replacements at schools such as Edith McDermott Elementary, Golden Ears Elementary, and Highland Park Elementary.
- Continuous optimization of building systems, including optimization studies and implementation across multiple elementary schools to improve system performance and identify ongoing energy savings opportunities.
- Estimated annual energy savings of 1.11 million kWh and approximately \$0.05 million in utility savings, reflecting the combined impact of completed capital and operational initiatives.
- Expansion of low-emission fleet and supporting infrastructure, including the addition of electric vehicles to the district fleet and installation of EV charging stations to support ongoing fleet electrification.

These investments align with asset renewal priorities while supporting emissions reduction, improved system performance, and long-term operational efficiency.

3. Educational Integration and Engagement

The district continued to promote environmental stewardship through:

- Staff training and capacity-building initiatives, including targeted HVAC controls training for facilities staff to support improved understanding of building systems and identification of energy optimization opportunities.
- Student engagement and experiential learning opportunities, including district-supported tree planting initiatives in partnership with the City of Maple Ridge, providing hands-on environmental learning experiences.
- Ongoing communication and awareness efforts, including publication of the Energy Catalyst newsletter to share sustainability initiatives and promote conservation practices across schools.

- Support for sustainability-focused practices in schools, including district-wide initiatives that reinforce environmental awareness and encourage responsible resource use among students and staff.

4. Waste Reduction and Resource Use

The district continued to advance waste reduction and resource use practices through a combination of operational improvements, education, and system planning.

Key actions in 2025 included:

- Commencement of a waste assessment to evaluate current practices and identify opportunities to improve waste diversion and reduce contamination
- Staff engagement and education initiatives to support improved sorting practices and awareness

Paper-related emissions were reduced by 14 percent through operational changes, reflecting targeted efforts to reduce material consumption and improve procurement practices aligned with sustainability objectives.

In spring 2026, the district undertook a procurement process to support the delivery of integrated waste collection, recycling, and organics services across all sites. This process is intended to enable a more coordinated, system-wide approach to waste management that supports improved diversion performance, reduced contamination, and enhanced data reporting.

5. Communication and Transparency

The district continues to communicate sustainability performance through public reporting.

In May 2026, the district submitted its annual [2025 Climate Change Accountability Report](#) (CCAR) to the Province, in accordance with statutory reporting requirements. The CCAR provides detailed technical information on greenhouse gas emissions, energy consumption, and carbon offset obligations, and has been published on the district website for public access.

PLANNED FOCUS FOR 2026

The district will continue to implement the Environmental Sustainability Plan through:

- Targeted capital upgrades to building systems, including boiler replacements, HVAC controls upgrades, and continued optimization initiatives across multiple sites to improve energy efficiency and reduce emissions.
- Continued electrification of the fleet, including replacement of existing gasoline vehicles with electric alternatives and installation of additional EV charging infrastructure to support operations.
- Advancement of waste management practices, including a district-wide waste management survey, development of a comprehensive assessment report, and targeted training and education for custodial staff and school sites.
- Ongoing behavioural and engagement initiatives, such as energy conservation campaigns, sustainability education activities, and continued collaboration with local governments on initiatives such as tree planting.

Project prioritization will continue to be guided by asset conditions, operational requirements, and available funding, with a focus on integrating sustainability improvements into necessary system renewal and replacement initiatives.

CONCLUSION

The district continues to make progress in implementing the Environmental Sustainability Plan and advancing the guiding principles set out in Policy 6530.

Progress in 2025 includes modest reductions in energy consumption, continued investment in infrastructure renewal, and expanded engagement initiatives.

RECOMMENDATION

THAT the Board receive the Environmental Sustainability Annual Report for information.



Public Board Meeting
June 17, 2026
Information Memo
Item 18

From: Richard Rennie, Secretary Treasurer

Topic: **Board and Committees Meeting Calendar for 2026/27**

BACKGROUND

At the March 4, 2026, public board meeting, the Board approved the Regular Board Meeting Schedule for 2026/27, consisting of the following dates:

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

To support the Board Annual Work Plan (**Attachment A**), which was approved on November 12, 2025, a full calendar for the 2026/27 school year has been prepared (**Attachment B**) that includes public and closed board meetings for the dates above, along with planned committee meetings and workshops on alternate Wednesdays. The calendar further includes orientation sessions for the new Board from November to March.

Committee meetings and workshop dates and times may be adjusted by the Agenda Preparation Committee to align with the Board priorities and evolving timelines for bringing items to forward. These dates remain subject to change as circumstances require.

RECOMMENDATION

THAT the Board receive the Board and Committees Meeting Calendar for 2026/27, for information.

BOARD OF EDUCATION ANNUAL WORK PLAN

SEPTEMBER

- ☑ Approve Audited Financial Statements
- ☑ Approve Five-Year Capital Plan for Minor Capital Programs
- ☑ Approve Supporting All Learners: Enhancing Student Learning Annual Report
- ☑ Receive Audit Findings Report
- ☑ Receive Student Transportation Update
- ☑ Receive Summer Learning Update
- ☑ Receive District Operational Plan
- ☑ Receive Executive Compensation Disclosure Report
- ☑ Receive Board Policy Development Committee Work Plan
- ☑ Receive Whistleblower Protection Policy Annual Report
- ☑ Complete Conflict of Interest Declarations

OCTOBER

- ☑ Approve Statement of Financial Information
- ☑ Complete Board Self Evaluation
- ☑ Represent Board at BCSTA Provincial Council Meeting
- ☑ Consider Motions for BCSTA Annual General Meeting

NOVEMBER

- ☑ Issue Annual Chairperson Report
- ☑ Elect Board Chairperson and Vice Chairperson
- ☑ Receive Enrolment Update
- ☑ Represent Board at BCPSEA Symposium
- ☑ Attend BCSTA Trustee Academy

DECEMBER

- ☑ Approve First Quarter Financial Statements
- ☑ Approve Preliminary Budget Process and Consultation Timeline
- ☑ Approve School Growth Plans
- ☑ Receive Chairperson's Trustee Appointments to Committees and Community Liaison Groups
- ☑ Receive Enterprise Risk Management Update
- ☑ Consider Motions for BCSTA Annual General Meeting

JANUARY

- ☑ Approve Motions to BCSTA Annual General Meeting
- ☑ Receive Ministry Funding Update
- ☑ Receive Progress Report on District Operational Plan
- ☑ Complete Financial Disclosure Act Statement of Disclosure Forms
- ☑ Represent Board at BCPSEA Annual General Meeting

FEBRUARY

- ☑ Approve Board and Departmental Operational Plan Updates
- ☑ Approve Board/Authority Authorized Courses and Programs of Choice
- ☑ Approve Non-Resident Student Fees
- ☑ Approve Second Quarter Financial Statements
- ☑ Adopt Amended Annual Budget Bylaw
- ☑ Receive Three-Year Enrolment Projection
- ☑ Receive Enhancing Student Learning Feedback Report
- ☑ Receive Input from the Indigenous Education Council on Budget Priorities
- ☑ Receive Input from Partner Groups and Students on Budget Priorities
- ☑ Represent Board at BCSTA Provincial Council Meeting

MARCH

- ☑ Approve Facility Rental Fee Rates
- ☑ Approve Board Meeting Schedule
- ☑ Approve Trustee Remuneration
- ☑ Receive Ministry Funding Estimate for Upcoming Year
- ☑ Consider Updates to the Strategic Plan
- ☑ Represent Board at BCSTA Meeting
- ☑ Represent Board at Ministry of Education and Child Care Liaison Meeting

APRIL

- ☑ Receive Proposed Preliminary Budget
- ☑ Engage in Budget Consultation Process
- ☑ Approve Preliminary Budget Changes and Budget Bylaw
- ☑ Approve Annual Facilities Grant Spending Plan
- ☑ Attend the BCSTA Annual General Meeting

MAY

- ☑ Approve Third Quarter Financial Statements
- ☑ Approve School Fees and Specialty Academy Fees
- ☑ Approve Eligible School Sites Proposal
- ☑ Approve Joint First Nation Student Transportation Plan
- ☑ Approve Financial Statement Audit Plan
- ☑ Receive Environmental Sustainability Update and Climate Change Accountability Report

JUNE

- ☑ Approve Five-Year Capital Plan for Major Capital Programs and Building Envelope Program
- ☑ Complete Superintendent Evaluation and Growth Plan
- ☑ Receive Annual District Parent Advisory Council Report
- ☑ Receive Board and Committees Meeting Calendar
- ☑ Receive District Operational Plan Accountability Report
- ☑ Submit Input on Provincial Budget Consultation

Continued on next page.

ONGOING ENGAGEMENT AND ADVOCACY

- Engage in Trustee Professional Development
- Engage in Advocacy Initiatives
- Engage with Local Governments (municipal and first nations)
- Engage with Students, Staff, and School Communities
- Engage with Secondary Students for Input
- Prepare and Issue Advocacy Letters
- Represent Board at BCSTA Branch Meetings
- Represent Board in Committees and Community Liaison Groups
- Recognize Students and Staff
- Attend School and District Functions
- Attend Employee Recognition Events
- Attend Community Events

OTHER ITEMS SCHEDULED AS NEEDED

- Develop and Approve Board Policies and Bylaws
- Approve Ad Hoc Capital Project Bylaws
- Approve Budget Changes
- Approve Collective Bargaining Plans
- Approve Disposition of Real Property (land and buildings)
- Approve Exempt Compensation Framework
- Approve Local Education Agreements
- Approve Motions to BCSTA
- Approve School District Calendars
- Approve Strategic Facilities Plan
- Appoint Financial Statement Auditor
- Ratify Collective Agreements
- Ratify Principal and Vice Principal Appointments
- Receive Indigenous Education Council Advice
- Receive Operational Updates
- Receive Principal and Vice Principal Cohort Placements
- Receive Student and Staff Presentations
- Hear Appeals
- Issue Chairperson Updates

ATTACHMENT B

Board and Committees Meeting Calendar for 2026-27 (plan as of June 2026*)



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Canada Day	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

*Note: Committee meetings and workshop dates and times may be adjusted during the year to align with Board priorities and evolving timelines

August

2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 BC Day	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26 Trustee Candidate Information Session	27	28	29
30	31					

*Note: Committee meetings and workshop dates and times may be adjusted during the year to align with Board priorities and evolving timelines

September

2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 Agenda Prep	3	4	5
6	7 Labour Day	8	9 Facilities Planning COTW Finance COTW	10	11	12
13	14	15	16	17	18	19
20	21	22	23 Board Meetings: 2:00 Closed 6:00 Public	24	25 Agenda Prep	26
27	28	29	30 National Day for Truth and Reconciliation			

*Note: Committee meetings and workshop dates and times may be adjusted during the year to align with Board priorities and evolving timelines

October

2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Accessibility Advisory Committee	2	3
4	5	6	7 Board Term End Social Public Board Meeting	8	9	10
11	12 Thanksgiving Day	13	14	15	16	17 Local Election Voting Day
18	19	20	21	22	23	24
25	26	27	28	29	30	31

*Note: Committee meetings and workshop dates and times may be adjusted during the year to align with Board priorities and evolving timelines

November

2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Welcome New Board Lunch Orientation Photos Swearing in Reception	5	6	7
8	9	10	11 Remembrance Day	12	13	14
15	16	17	18 Board Meetings: 2:00 Closed 6:00 Public (Inaugural)	19	20	21
22	23	24	25 Agenda Prep	26 BCSTA Trustee Academy	27 BCSTA Trustee Academy	28 BCSTA Trustee Academy
29	30					

*Note: Committee meetings and workshop dates and times may be adjusted during the year to align with Board priorities and evolving timelines

December

2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 Finance COTW Orientation	3	4	5
6	7	8	9 Board Meetings: 2:00 Closed 6:00 Public	10	11 Accessibility Advisory Committee	12
13	14	15	16 Agenda Prep Orientation	17	18	19
20	21	22	23	24	25	26
					Christmas Day	Boxing Day (Observed)
27	28	29	30	31		
	Boxing Day (In Lieu)					

*Note: Committee meetings and workshop dates and times may be adjusted during the year to align with Board priorities and evolving timelines

January

2027

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 New Year's Day	2
3	4	5	6 Orientation	7	8	9
10	11	12	13 Orientation Workshop	14	15	16
17	18	19	20 Board Meetings: 2:00 Closed 6:00 Public	21	22	23
24	25	26	27 Agenda Prep Orientation BPDC	28	29	30
31						

*Note: Committee meetings and workshop dates and times may be adjusted during the year to align with Board priorities and evolving timelines

Board and Committees Meeting Calendar for 2026-27 (plan as of June 2026*)

February

2027

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5 Accessibility Advisory Committee	6
7	8	9	10 Orientation Finance COTW Workshop	11	12	13
14	15 Family Day	16	17 Board Meetings: 2:00 Closed 6:00 Public	18	19	20
21	22	23	24 Agenda Prep Orientation Finance COTW	25	26	27
28						

*Note: Committee meetings and workshop dates and times may be adjusted during the year to align with Board priorities and evolving timelines

Board and Committees Meeting Calendar for 2026-27 (plan as of June 2026*)

March

2027

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3 Orientation Workshop Facilities Planning COTW EAC	4	5	6
7	8	9	10 Board Meetings: 2:00 Closed 6:00 Public	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
					Good Friday	
28	29 Easter Monday	30	31 Agenda Prep Finance COTW Workshop BPDC			

*Note: Committee meetings and workshop dates and times may be adjusted during the year to align with Board priorities and evolving timelines

Board and Committees Meeting Calendar for 2026-27 (plan as of June 2026*)

April

2027

2027						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7 EAC	8	9	10
11	12 Workshop	13	14 Board Meetings: 2:00 Closed 6:00 Public	15 BCSTA AGM	16 BCSTA AGM	17 BCSTA AGM
18	19	20	21 Finance COTW	22 Finance COTW	23	24
25	26	27	28 Board Meeting: 6:00 Public	29	30	

*Note: Committee meetings and workshop dates and times may be adjusted during the year to align with Board priorities and evolving timelines

Board and Committees Meeting Calendar for 2026-27 (plan as of June 2026*)

May

2027

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5 Agenda Prep Finance COTW Workshop EAC	6	7	8
9	10	11	12	13	14	15
16	17	18	19 Board Meetings: 2:00 Closed 6:00 Public	20	21	22
23	24 Victoria Day	25	26	27	28	29
30	31					

*Note: Committee meetings and workshop dates and times may be adjusted during the year to align with Board priorities and evolving timelines

Board and Committees Meeting Calendar for 2026-27 (plan as of June 2026*)

June

2027

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 Agenda Prep Workshop BPDC	3 Accessibility Advisory Committee	4	5
6	7	8	9	10	11	12
13	14	15	16 Board Meetings: 2:00 Closed 6:00 Public	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

*Note: Committee meetings and workshop dates and times may be adjusted during the year to align with Board priorities and evolving timelines



Public Board Meeting
June 17, 2026
Information Memo
Item 19

From: Richard Rennie, Secretary Treasurer

Topic: **Secretary Treasurer's Update**

BACKGROUND:

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

- Freedom of Information Request re CommunityLINK Funding
- Labour Settlement Funding for Teachers

RECOMMENDATION:

THAT the Board receive the Secretary Treasurer's Update, for information.

From: Mike Murray, Trustee

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

Date of Meeting: May 7, 2026

Items Discussed:

Park Naming Policy

- The Manager of Parks Planning and Development presented the draft Park Naming Policy for feedback. The Policy was endorsed and will be brought to Council for adoption.

Accessibility and Inclusion Strategy

- Coordinator of Social Wellbeing presented the draft accessibility and inclusion strategy to the committee for review and endorsement. There were discussions about changing language in the strategy to reflect continuous improvement in the removal of barriers to accessibility rather than the impossible suggestion of the elimination of any barriers. There was also discussion about the lack of an implementation plan. It was noted that Council adopting the strategy would lead the way toward many more implementation steps. It was also shared that 33 actions have already taken place as a result of the draft strategy being in place without formal adoption. It was also noted that in the course of preparing the strategy, the Rick Hansen Foundation (RHF) was engaged in an accessibility review of three major facilities (The Leisure Centre, Planet Ice and the ACT) all of which passed the RHF standard. The strategy was endorsed by the committee.

Neighbourhood Small Grants Program

- Manager of Arts, Culture and Events brought the recommended list of neighbourhood small grants forward for review and endorsement. It was noted the list has grown significantly over the years to a total of 54 proposed for 2026. Grants range in value from \$350 to \$540. The City partners with the Vancouver Foundation on some of these projects. The total value of the program is \$20,000. The list includes 43 block parties and 11 matching grant projects. The list of grant applications was endorsed by the committee.

Action Items referred to the Board of Education:

- None

Date of Next Meeting: June 4, 2026

From: Katie Sullivan, Trustee

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

Date of Meeting: May 25, 2026

Items Discussed:

New Business

- Deputy Chief Election Officer facilitated a discussion on preliminary planning for the 2026 local government elections. Looking for feedback to enhance voter turnout and to make it more accessible. The website has undergone changes to increase accessibility (including font, layout of page and text to speech options). On July 9 there will be a candidate information session.
- City Planner presented an overview of the proposed amendments to the Zoning Bylaw that would require accessible parking spaces for commercial and residential developments. Asked for feedback.

Director of Planning and Development facilitated a discussion on volunteering in the community to gain input on the strengths and challenges, trends and general state of affairs with working and organizing volunteers within various organizations.

Updates from Community Outreach Agencies

- Community Services
 - Accreditation process beginning
 - Oct. 7 organizing "Twinkle Into Twilight" soiree in lieu of the Hospital Foundation Gala
- Ridge Meadows Seniors Society
 - Wellness and Foot Care clinics held 1st Wednesday of month at PM Seniors Center. Seniors need to register
 - Preparing for Seniors week. Strawberry Tea on June 4 at PM Seniors Centre
- Community Network Maple Ridge, Pitt Meadows & Katzie FN
 - Coupon program for Seniors to access food at Farmers Market
 - Senior Week will be hosting High Tea at MR Library and Silvertones performance
 - July 9 there will be a free online Anti Racism training session which is open to all
 - Working with City of PM on emergency preparedness for seniors
 - Arranging for seniors to have opportunity to visit the Country Fair before the crowds arrive
- Fraser Health
 - Can register on Health Care Connect to be matched with a family doctor or nurse practitioner

- Asked for feedback – concerns or suggestions on Best Beginnings Forum to take back
- Friends in Need Food Bank
 - Food Bank operates out of Grace Church on Tue/Wed, 9:00am-12:00pm
 - Usage is up during month of April
 - Should be finished with the accreditation process by the end of June
 - With donations from Telus, and various community service groups have purchased a new van
 - Can drop off garden produce on Monday mornings
- FVRL
 - Glassed in pod room for 1 person is now a bookable space. It is a quiet/calm space with sound barrier.
 - New borrowable equipment – ChompSaw to cut big pieces of cardboard
 - Len Pierre is coming back in July to give a presentation. His last one was very well received.

Action Items referred to the Board of Education:

- None

Date of Next Meeting: TBA



Public Board Meeting
June 17, 2026
Information Memo
Item 22

From: Elaine Yamamoto, Trustee
Topic: **Trustee Report: District Parent Advisory Committee - Annual General Meeting**

Date of Meeting: June 11, 2026

Items Discussed:

1. 2026/2027 Executive Election Results

Chairperson	Trish Coft
Vice Chairperson	Chris Schultz-Lorentzen
Treasurer	Amanda Woodhall
Recording Secretary	Paulette Pears
Communications Officer	Katie McElgunn-Jonas
Members at Large	Beth Evans Erin Goodman Amanda Griffin

2. DPAC 2025/2026 Budget was presented and adopted with updates.
3. DPAC 2026/2027 Proposed Budget was presented and adopted.

Action Items referred to the Board of Education:

- None

Date of Next Meeting: September 24, 2026, 7pm at Eric Langton Elementary



Public Board Meeting
June 17, 2026
Information Memo
Item 23

From: Elaine Yamamoto, Board Chairperson

Topic: **Question Period**

NOTICE TO THE PUBLIC

Question period is restricted to questions only – statements and debate will not be permitted. Questions, with the exception of Trustee questions, will be limited to one question per person.

Members of the public can submit questions for the board by emailing them to board@sd42.ca by no later 30 minutes before the start of the meeting. The email subject line should read: QUESTION PERIOD.

Questions will be answered in the order they are received. This agenda item has a time limit of 10 minutes; extension is at the discretion of the Board.



Topic: Public Record of Closed Meeting Business

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

May 13, 2026 Closed

Territory Acknowledgement	Delivered
Call to Order	Meeting called to order at 2:01pm
Motion of Exclusion	Approved
Correspondence	Received
Approval of Agenda	Approved
Approval of Minutes	Approved
Superintendent of Schools Decision Items	Approved
Superintendent of Schools Information Items	Received
Adjournment	Meeting adjourned at 4:43pm

May 27, 2026 Special Closed

Territory Acknowledgement	Delivered
Call to Order	Meeting called to order at 9:01am
Motion of Exclusion	Approved
Approval of Agenda	Approved
Information Item	Received
Adjournment	Meeting adjourned at 9:54am

June 3, 2026 Special Closed

Territory Acknowledgement	Delivered
Call to Order	Meeting called to order at 9:03am
Motion of Exclusion	Approved
Approval of Agenda	Approved
Decision Item	Approved
Adjournment	Meeting adjourned at 10:59am