School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

PUBLIC MEETING OF THE BOARD OF EDUCATION

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

Date: Wednesday, September 23, 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. Integrated Child & Youth (ICY) Teams: Growth and Development Since 2023 — 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.*

1. BC Children & Youth Connection Society: Autism Awareness & Inclusion Survey — ITEM 3

D. DECISION ITEMS

1. Chairperson
2. Superintendent of Schools
   a) Supporting All Learners: Enhancing Student Learning Report — ITEM 4
3. Secretary Treasurer
   a) Five-Year Capital Plan for 2027/28 to 2031/32 for Minor Capital Programs — ITEM 5
   b) Board of Education Annual Work Plan — ITEM 6
   c) Board Committee Structure Revisions — ITEM 7
   d) Audited Financial Statements for 2025/26 — ITEM 8
4. Committees
   a) Finance
   b) Facilities Planning
   c) Board Policy Development

i. Policies for Approval ITEM 9

ii. Policies to Retire and Replace with Administrative Procedures ITEM 10

d) District Student Advisory

e) Education Advisory

f) Accessibility Advisory

5. Indigenous Education Council

6. Trustee Motions and Notices of Motion

E. INFORMATION ITEMS

1. Chairperson

2. Superintendent of Schools

   a) Whistleblower Protection Policy Annual Report for 2025/26 ITEM 11

   b) Summer Learning Update ITEM 12

   c) District Operational Plan ITEM 13

   d) Superintendent's Update ITEM 14

3. Secretary Treasurer

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 15

   b) City of Maple Ridge Municipal Advisory Committee on Accessibility & Inclusiveness ITEM 16

F. QUESTION PERIOD ITEM 17

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 18

H. ADJOURNMENT

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

Public Board Meeting
September 23, 2026
Decision Memo
Item 1

From: Elaine Yamamoto, Board Chairperson

Topic: **Opening Procedures**

1. TERRITORY ACKNOWLEDGEMENT

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

2. CALL TO ORDER

3. CORRESPONDENCE

- 2026-06-24 Letter from Min. Infrastructure to Board re Approval of Harry Hooge Seismic Upgrade (**Attachment A**)
- 2026-06-29 Letter from Ministry to the Board re FOI Request Fee Estimate (**Attachment B**)
- 2026-07-07 Letter from Board Chair to MLA Beare re CommunityLINK Funding Formula (**Attachment C**)
- 2026-07-09 Email from Board to Ministry re Revised FOI Request & Fee Waiver Request (**Attachment D**)
- 2026-09-09 Letter from Ministry to Board re Revised FOI Request Fee Estimate (**Attachment E**)
- 2026-09-11 Letter from Ministry to Board re Receipt of FOI Request Fee Payment (**Attachment F**)

Recommendation:

THAT the correspondence be received for information.

4. APPROVAL OF AGENDA

Recommendation:

THAT the Agenda be approved as circulated.

5. INVITATION FOR PUBLIC INPUT ON DECISION ITEMS

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

6. APPROVAL OF MINUTES

Recommendation:

THAT the Minutes of the June 17, 2026 Public Board meeting be approved as circulated.

(**Attachment G**)

ATTACHMENT A

BRITISH COLUMBIA

June 24, 2026
Our Ref: 27728

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

Email Address: elaine_yamamoto@sd42.ca

Dear Elaine Yamamoto:

I am pleased to advise the Maple Ridge – Pitt Meadows Board of Education of the approval for the seismic upgrade at Harry Hooge Elementary School.

The Harry Hooge Elementary School seismic upgrade may proceed using Ministry of Infrastructure (Ministry) capital funding up to a maximum of $1.526 million, with an additional $2.818 million held by the Ministry in project supplementary budget items, economic adjustment and risk reserves, to be allocated following sufficient justification and Ministry approval.

The following conditions apply to the funding approval:

1. The maximum project budget is $4.343 million, which is entirely funded by the Ministry;
2. The District is responsible for any cost overruns;
3. The procurement method is to be Construction Management;
4. The Ministry must approve any material changes to the approved scope, schedule, or budget;
5. Access to project reserves is based on Ministry approval and requires written justification, including any documentation required by the Ministry;
6. To improve consistency across capital projects and highlight the importance of this investment, the Province requires all partners to affix StrongerBC construction signs in a prominent place once site work on the project has begun.

…/2

Ministry staff will work with District staff to finalize the Capital Project Funding Agreement; this agreement will lay out the obligations of the Board and Ministry to deliver the capital project within the established scope, schedule, and budget.

Please treat this approval as confidential until the Ministry of Infrastructure has had the opportunity to coordinate a public announcement.

If you require further information, please contact Amy Miller, Assistant Deputy Minister, Capital Planning & Delivery, by email at Amy.Miller@gov.bc.ca or by phone at (778) 698-1544.

Sincerely,

Honourable Bowinn Ma
Minister of Infrastructure

cc: Teresa Downs, Superintendent, School District No. 42 (Maple Ridge – Pitt Meadows)

Richard Rennie, Secretary-Treasurer, School District No. 42 (Maple Ridge – Pitt Meadows)

Education and Child Care Capital Branch, Ministry of Infrastructure

ATTACHMENT B

BRITISH COLUMBIA

File: 292-30/ECC-2026-60292

June 29, 2026

Sent via email: Rebecca_Lyle@sd42.ca

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

Dear Rebecca Lyle:

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

Due to the size and scope of your request, the Ministry of Education and Child Care has estimated a fee of $1320.00, calculated as per the attached Fee Summary based on search time only.

If you choose to narrow your request, a revised fee estimate may be provided. Further fee estimates may be issued if you have directed your FOI request to multiple public bodies.

Your request is for:

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

Your request has been placed on hold; you have **20 business days** to respond to this letter. If we do not hear from you by 2026-07-28, we will consider your request abandoned and close the file.

Section 75(1) of FOIPPA provides that we may charge a fee for certain limited costs of processing your request. However, the first three hours to search for records and any time spent reviewing and/or severing information from the records is not charged to you. A copy of section 75 is enclosed for your reference. A complete copy of FOIPPA is available online at:

http://www.bclaws.ca/civix/document/id/complete/statreg/96165_00

There are three options to respond, detailed below.

1 - NARROW YOUR REQUEST TO REDUCE OR ELIMINATE FEES

Ministry of Citizens' Services Access & Information Management Branch
Mailing Address: PO Box 9569 Stn Prov Govt Victoria, BC V8W 9V1
Website: www.gov.bc.ca/freedomofinformation
Phone: (250) 387-1321
Fax: (250) 387-9843

You may wish to consider options to reduce or possibly eliminate the fee estimate, such as:

- Reducing the time period for which you have requested records, or
- Requesting records from specific staff members or program areas in the Ministry, or
- Requesting specific types of records (e.g. final versus draft, correspondence, briefing notes, reports).

A more comprehensive fee estimate reflecting all chargeable items may be provided at a later date. I will work with you to try to find an efficient and cost-effective method in which to provide records.

2 - PAY THE FEE ESTIMATE

Due to the amount of the estimate, we will require a deposit in the amount of $660.00. Where a balance of fees is owed, payment must be received prior to the release of the records. We will notify you if a balance is due. Your request will be placed on hold pending receipt of final payment.

For instructions on how to pay the fee estimate online, please watch this video:
https://www.youtube.com/watch?v=H6R2cFnlwQM

If the online payment option is not available to you, please contact Access & Information Management Branch to pay by phone. Fee payments are accepted 8:30 am to 4:30 pm PST Monday to Friday, excluding statutory holidays, by phone at 250-387-1321 option 2. If you are calling from outside of Victoria, please call toll-free at 833-283-8200 option 2. All major credit cards are accepted. Credit card payments will appear on your statement as “BC Gov - FOI”. If a refund is required, details will be provided at that time.

Alternatively, payments may be made by cheque or money order, payable to the Minister of Finance. Quote your file number and mail it to:

Attn: Sarah Cook
Access & Information Management Branch
Ministry of Citizens’ Services
PO Box 9569 Stn Prov Govt
Victoria BC V8W 9V1

Upon receipt of payment, we will resume processing your request. All reasonable efforts have been made to generate an accurate estimate.

You will be required to pay the actual cost whether it is higher or lower than the estimate. If it appears that the actual cost of processing the request will be different than the original fee estimate, we may issue a revised estimate.

3 - REQUEST A FEE WAIVER

In certain circumstances fees may be partially or entirely waived. We have enclosed a Fee Waiver Information Sheet for your convenience.

If you have any questions regarding your request, please contact Sarah Cook, the analyst assigned to your request, at IAO.CommunityandHealthTeam@gov.bc.ca or 778-974-2885. This number can also be reached toll-free at 1 833 283-8200. Please provide the FOI request number, found at the top right of the first page of this letter, in any communications.

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

Sincerely,

Ryan Schumm, Team Lead o.b.o
Sarah Cook, Senior FOI Analyst
Access & Information Management Branch

Enclosures

75 Fees

(1) The head of a public body may require an applicant who makes a request under section 5 to pay to the public body the following:

(a) a prescribed application fee;

(b) prescribed fees for the following services:

(i) locating and retrieving the record;

(ii) producing the record;

(iii) preparing the record for disclosure, except for time spent severing information from the record;

(iv) shipping and handling the record;

(v) providing a copy of the record.

(2) Subsection (1) (b) (i) does not apply to the first 3 hours spent on a request.

(3) Subsection (1) does not apply to a request for the applicant's own personal information.

(4) If an applicant is required to pay fees for services under subsection (1) (b), the head of the public body

(a) must give the applicant a written estimate of the total fees before providing the services, and

(b) may require the applicant to pay a deposit in an amount set by the head of the public body.

(5) If the head of a public body receives an applicant's written request to excuse payment of all or part of the fees required under subsection (1) (b), the head of the public body may excuse payment, if, in the head of the public body's opinion,

(a) the applicant cannot afford the payment or for any other reason it is fair to excuse payment, or

(b) the record relates to a matter of public interest, including the environment or public health or safety.

(6) The head of a public body must respond to a request under subsection (5) in writing and within 20 days after receiving the request.

(7) The fees that prescribed categories of applicants are required to pay for services under subsection (1) (b) may differ from the fees other applicants are required to pay for the services but may not be greater than the actual costs of the services.

Fee Waiver Information Sheet

You have the right to request a fee waiver. Section 75(5) of the *Freedom of Information and Protection of Privacy Act* (FOIPPA) sets out the rules regarding when a fee waiver may be granted by a public body. If you decide to request a fee waiver, you bear the burden of proof to establish that a waiver should be granted. You must demonstrate that:

- You cannot afford the payment or for any other reason it is fair to excuse payment, or
- The record relates to a matter of public interest, including the environment or public health or safety.

Please send your fee waiver request in writing and provide detailed evidence and reasons to support your case. You may mail or email this information to the analyst processing your request. Their contact information is provided in the body of the letter.

The Ministry will consider these factors when assessing whether or not to grant a fee waiver request:

1. Inability to pay:

In order for the head of a public body to consider waiving or reducing the fee for reasons of inability to pay, you must provide sufficient evidence to allow the public body to make a fair determination. Sufficient evidence could include a financial statement, pay stub, bank statement or Canada Revenue Agency Notice of Assessment. (Commissioner's Order 79-1996 and 2001-04).

2. Public Interest:

In order for the head of a public body to consider waiving or reducing the fee because the records relate to a matter of public interest, you must provide sufficient evidence in support of the following factors:

- Has the information been the subject of recent public debate?
- Does the subject matter of the record relate directly to the environment, public health, or safety?
- Would dissemination of the information yield a public benefit by
  - Disclosing an environmental, public health or safety concern
  - Contributing meaningfully to the development or understanding of an important environmental, health, or safety issue, or
  - Assisting public understanding of an important policy, law, program, or service?
- Do the records show how the public body is allocating financial or other resources?

If the head decides that the records do relate to a matter of public interest, then he or she must then determine whether you should be excused from paying all or part of the estimated fees. Factors that should be considered would include:

- Is your primary purpose to disseminate information in a way that could reasonably be expected to benefit the public, or to serve a private interest?
- Are you able to disseminate the information to the public?

If your primary purpose is to serve a private interest, then the head may be justified in refusing to waive fees, even where he or she is of the opinion that the records do relate to a matter of public interest. (Commissioner's Order 155-1997).

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

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

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

Please note that you have 30 business days to file your review with the Office of the Information and Privacy Commissioner. In order to request a review please write to:

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

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

1. A copy of your original request;
1. A copy of our response; and
2. The reasons or grounds upon which you are requesting the review.

Invoice

Invoice # 0000000388

Applicant Name	Rebecca Lyle	**Applicant Address**	22225 Brown Ave Maple Ridge British Columbia Canada V2X 8N6
Invoice Date	June 29, 2026		
Request ID	ECC-2026-60292		

FOI Processing Fee

Fee Description	Qty	Unit $	Total $	Waived $	Charged $
Locating & Retrieving	47	$30.00	$1,410.00	$90.00	$1,320.00
Producing a Record	0	$30.00	$0.00	$0.00	$0.00
Preparing a Record	0	$30.00	$0.00	$0.00	$0.00
Scanned copy of Paper Record	0	$0.10	$0.00	$0.00	$0.00

TOTAL AMOUNT:	**$1,320.00**
ADD'L AMOUNT WAIVED:	**$0.00**
AMOUNT PAID:	**$0.00**
BALANCE DUE:	**$1320.00**

Request Description

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

Invoice Memo

You have 20 business days to respond to this fee statement or your file will be closed as Abandoned. If the total estimate is over $200 you are only required to pay a 50% deposit, otherwise you are required to pay the full amount. The first 3 hours of 'Locating & Retrieving' are free and is represented as $90 in the 'Waived $' column.

Ministry of Citizens' Services
Access & Information Management Branch

Mailing Address:
PO Box 9569 Stn Prov Govt
Victoria BC V8W 9V1

Email: FOI.Requests@gov.bc.ca
Website: http://www.gov.bc.ca/freedomofinformation/

Phone: 250-387-1321
Toll Free: 1-833-283-8200
Fax: 250-387-9843

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

July 7, 2026

MLA Lisa Beare
Via Email: lisa.beare.mla@leg.bc.ca

Re: Clarification on CommunityLINK Funding Formula & Role of the Funding Equity Committee

Dear MLA Beare,

On behalf of the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows), I have been directed to respond to your May correspondence to local students regarding CommunityLINK funding and school food programs.

First, we would like to acknowledge and thank you for taking the time to respond to students engaged in inquiry and advocacy related to public education funding. Encouraging student voice, civic engagement, and curiosity about how public systems operate is important and valued.

At the same time, the Board wishes to express concern regarding portions of the response, particularly the reference to a CommunityLINK funding formula and that this formula has been developed with the support of the Funding Equity Committee. For several years, the Board has actively advocated for a more transparent, equitable, and reliable CommunityLINK funding model and has repeatedly sought clarification regarding the methodology used to determine district allocations. Despite this advocacy, the Board has not received a clear explanation of the specific formula or methodology being referenced.

As you are aware, SD42 has consistently raised concerns regarding the current allocation model and the significant disparities in CommunityLINK funding between districts across the province. Without a clear understanding of the funding formula and allocation methodology, the Board continues to believe that SD42 is significantly underfunded through CommunityLINK. Our advocacy has centered on seeking to understand the specific criteria, weighting, and rationale used in determining allocations.

The Board was therefore concerned to see the matter characterized to students in a manner that may suggest a level of transparency and clarity that has not been experienced by our district despite repeated efforts to seek this information directly.

The Board remains committed to respectful and constructive advocacy on behalf of students and families. We continue to believe that public confidence in provincial funding systems is strengthened when school districts, Boards of Education, and communities can clearly understand how decisions are made and how equity considerations are operationalized in practice.

Accordingly, the Board respectfully requests that you provide the Board of Education with:

- the CommunityLINK funding formula and methodology referenced in your correspondence;
- clarification regarding the role of the Funding Equity Committee in relation to CommunityLINK allocations; and
- confirmation as to whether the Funding Equity Committee has endorsed the current CommunityLINK allocation approach utilized by the Ministry.

The Board appreciates the government's investments in student well-being initiatives, including Feeding Futures, and recognizes the importance of targeted supports for vulnerable learners. Our continued advocacy is grounded in ensuring those investments are distributed in a manner that is transparent, equitable, and reflective of student need across all communities in British Columbia.

Thank you for your attention to this matter. We look forward to your response and to continued dialogue regarding equitable funding for students and families.

Sincerely,

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

CC: The Board of Education, School District No. 42 (Maple Ridge – Pitt Meadows)
Teresa Downs, Superintendent of Schools & CEO, SD42
Richard Rennie, Secretary Treasurer, SD42

School District No. 42 | Maple Ridge - Pitt Meadows
22225 Brown Avenue Maple Ridge, BC V2X 8N6
Phone: 604.463.4200 | Fax: 604.463.4181

ATTACHMENT D

From:	Rebecca Lyle
To:	IAO Community and Health Team CITZ:EX
Bcc:	All Trustees; Richard Rennie; Teresa Downs
Subject:	FW: Your FOI Request [ECC-2026-60292]
Date:	Thursday, July 9, 2026 2:36:00 PM
Attachments:	ECC-2026-60292 - Invoice.pdf ECC-2026-60292 fee letter.pdf

Re: FOI File No. 292-30/ECC-2026-60292 – Revised Request and Request for Fee Waiver

Dear Sarah,

Thank you for your June 29, 2026 letter providing the fee estimate for the Board of Education of School District No. 42 (Maple Ridge–Pitt Meadows) Freedom of Information request regarding CommunityLINK funding allocations.

The Board wishes to acknowledge that its original request which was first submitted on January 16, 2026, covered a lengthy period and appreciates the opportunity to refine the scope of the request to reduce the search burden.

Accordingly, the Board narrows its request to records relating to the establishment, development, and allocation of CommunityLINK funding, specifically:

- records relating to the 2003–2004 transfer of CommunityLINK funding responsibility from the Ministry of Children and Family Development to the Ministry of Education, including announcements, briefing materials, decision documents, reports, and correspondence;
- records relating to the 2004–2005 provincial announcement and allocation of the additional $10 million in CommunityLINK funding, including briefing notes, reports, and correspondence;
- records relating to the allocation of the 2012 Vulnerable Student Supplement, including briefing notes, reports, and correspondence; and
- Ministerial briefing materials, policy documents, reports, correspondence and decision records from January 1, 2020 to January 15, 2026 concerning the allocation, distribution methodology review, and administration of CommunityLINK funding to British Columbia school districts.

The Board also requests that the Ministry waive all applicable fees pursuant to section 75(5)(a) and (b) of the *Freedom of Information and Protection of Privacy Act*.

The requested records concern the development and administration of a significant provincial funding program supporting vulnerable children and youth in British Columbia's public schools. They relate directly to the allocation of public funds and the implementation of provincial education policy. Disclosure of these records would contribute meaningfully to public understanding of how CommunityLINK funding has evolved, how allocation decisions have been made, and how public resources are distributed among school districts.

The Board's purpose in seeking these records is not to advance a private or commercial interest. Rather, the information will be used to inform the Board's governance responsibilities, support evidence-based advocacy regarding equitable funding, and enhance public understanding of the CommunityLINK program and its administration. The Board intends to use the information in a manner that benefits students, families, and the broader public.

Given the clear public interest in the allocation of provincial education funding, the Board respectfully submits that it is fair to excuse payment of the fees and that the request satisfies the public interest considerations set out in section 75(5)(b) of FOIPPA.

The Board appreciates your consideration of this revised request and fee waiver application and looks forward to your response.

Respectfully submitted on behalf of the Board of Education,

Rebecca Lyle

Rebecca Lyle| Executive Coordinator
Board of Education and Secretary Treasurer
School District No. 42 (Maple Ridge-Pitt Meadows)
22225 Brown Avenue, Maple Ridge, BC V2X 8N6
Phone | 604-466-6232
www.sd42.ca

From: donotreply@gov.bc.ca <donotreply@gov.bc.ca>
Sent: Monday, June 29, 2026 10:23 AM
To: Rebecca Lyle <Rebecca_Lyle@sd42.ca>
Subject: Your FOI Request [ECC-2026-60292]

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

Request ID: ECC-2026-60292

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

Dear Rebecca Lyle

Please see the attached regarding your FOI Request. Please review the attached letter, as you have additional options outside of paying the fee including narrowing your request, or requesting a fee waiver.

If you would like to pay your estimate online, please click on this link:

Pay Online

Thank you,
Sarah Cook
Community and Health Team
IAO.CommunityandHealthTeam@gov.bc.ca

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

BRITISH COLUMBIA

File: 292-30\ECC-2026-60292

September 09, 2026

Sent via email: Rebecca_Lyle@sd42.ca

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

Dear Rebecca Lyle:

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

I am writing further to your request received by the Ministry of Education and Child Care. You narrowed your request on 2026-07-09 through email with Sarah. Your request is for:

Records relating to the establishment, development, and allocation of CommunityLINK funding, specifically:

- *records relating to the 2003–2004 transfer of CommunityLINK funding responsibility from the Ministry of Children and Family Development to the Ministry of Education, including announcements, briefing materials, decision documents, reports, and correspondence;*

- *records relating to the 2004–2005 provincial announcement and allocation of the additional $10 million in CommunityLINK funding, including briefing notes, reports, and correspondence;*

- *records relating to the allocation of the 2012 Vulnerable Student Supplement, including briefing notes, reports, and correspondence; and*

- *Ministerial briefing materials, policy documents, reports, correspondence and decision records from January 1, 2020 to January 15, 2026 concerning the allocation, distribution methodology review, and administration of CommunityLINK funding to British Columbia school districts.*

Ministry of Citizens' Services Access & Information Management Branch
Mailing Address: PO Box 9569 Stn Prov Govt Victoria, BC V8W 9V1
Website: www.gov.bc.ca/freedomofinformation
Phone: (250) 387-1321
Fax: (250) 387-9843

We are issuing you a revised fee estimate as a result due to revised understanding of the request description and the amount of time required to conduct a search.

The fee of 1710.00 has been calculated as per the attached Fee Summary.

Your request has been placed on hold; you have **20 business days** to respond to this letter. If we do not hear from you by 2026-10-08, we will consider your request abandoned and close the file.

Section 75(1) of FOIPPA provides that we may charge a fee for certain limited costs of processing your request. However, the first three hours to search for records and any time spent reviewing and/or severing information from the records is not charged to you. A copy of section 75 is enclosed for your reference. A complete copy of FOIPPA is available online at:

http://www.bclaws.ca/civix/document/id/complete/statreg/96165_00

There are three options to respond, detailed below.

1 – FURTHER NARROW YOUR REQUEST TO REDUCE OR ELIMINATE FEES

You may wish to consider additional options to further reduce or possibly eliminate the fee estimate, such as:

- Reducing the time period for which you have requested records, or
- Requesting electronic copies of the records - The Ministry has advised that the fee may be reduced if the request is limited to electronic records only. Please note that electronic records are only available from 2015 onward.

A more comprehensive fee estimate reflecting all chargeable items may be provided at a later date. I will work with you to try to find an efficient and cost-effective method in which to provide records.

2 – PAY THE FEE ESTIMATE

Due to the amount of the estimate, we will require a deposit in the amount of $855.00. Where a balance of fees is owed, payment must be received prior to the release of the records. We will notify you if a balance is due. Your request will be placed on hold pending receipt of final payment.

If you have received the option to pay a fee estimate for an FOI request online, watch this video to learn how to pay the fee estimate online: https://www.youtube.com/watch?v=H6R2cFnlwQM

If the online payment option is not available to you, please contact AIM to pay by phone. Fee payments are accepted 8:30 am to 4:30 pm PST Monday to Friday, excluding statutory holidays, by phone at 250-387-1321 option 2. If you are calling from outside of Victoria, please call toll-free at 833-283-8200 option 2. All major credit cards are accepted. Credit card payments will appear on your statement as “BC Gov - FOI”. If a refund is required, details will be provided at that time.

Alternatively, payments may be made by cheque or money order, payable to the Minister of Finance. Quote your file number and mail it to:

Attn: Sarah Cook
Access and Information Management Branch
Ministry of Citizens' Services
PO Box 9569 Stn Prov Govt
Victoria BC V8W 9V1

Upon receipt of payment, we will resume processing your request. All reasonable efforts have been made to generate an accurate estimate.

You will be required to pay the actual cost whether it is higher or lower than the estimate. If it appears that the actual cost of processing the request will be different than the original fee estimate, we may issue a revised estimate.

3 – REQUEST A FEE WAIVER

In certain circumstances fees may be partially or entirely waived. We have enclosed a Fee Waiver Information Sheet for your convenience.

If you have any questions regarding your request, please contact Sarah Cook, the analyst assigned to your request, at IAO.CommunityandHealthTeam@gov.bc.ca or 778-974-2885. This number can also be reached toll-free at 1 833 283-8200. Please provide the FOI request number, found at the top right of the first page of this letter, in any communications.

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

Sincerely,

Sarah Cook, Senior FOI Analyst
Access and Information Management Branch
Enclosures

75 Fees

(1) The head of a public body may require an applicant who makes a request under section 5 to pay to the public body the following:

(a) a prescribed application fee;

(b) prescribed fees for the following services:

(i) locating and retrieving the record;

(ii) producing the record;

(iii) preparing the record for disclosure, except for time spent severing information from the record;

(iv) shipping and handling the record;

(v) providing a copy of the record.

(2) Subsection (1) (b) (i) does not apply to the first 3 hours spent on a request.

(3) Subsection (1) does not apply to a request for the applicant's own personal information.

(4) If an applicant is required to pay fees for services under subsection (1) (b), the head of the public body

(a) must give the applicant a written estimate of the total fees before providing the services, and

(b) may require the applicant to pay a deposit in an amount set by the head of the public body.

(5) If the head of a public body receives an applicant's written request to excuse payment of all or part of the fees required under subsection (1) (b), the head of the public body may excuse payment, if, in the head of the public body's opinion,

(a) the applicant cannot afford the payment or for any other reason it is fair to excuse payment, or

(b) the record relates to a matter of public interest, including the environment or public health or safety.

(6) The head of a public body must respond to a request under subsection (5) in writing and within 20 days after receiving the request.

(7) The fees that prescribed categories of applicants are required to pay for services under subsection (1) (b) may differ from the fees other applicants are required to pay for the services but may not be greater than the actual costs of the services.

Fee Waiver Information Sheet

You have the right to request a fee waiver. Section 75(5) of the Freedom of Information and Protection of Privacy Act (the Act) sets out the rules regarding when a fee waiver may be granted by a public body. If you decide to request a fee waiver, you bear the burden of proof to establish that a waiver should be granted. You must demonstrate that:

1. You cannot afford the payment or for any other reason it is fair to excuse payment, or
2. The record relates to a matter of public interest, including the environment or public health or safety.

Please send your fee waiver request in writing and provide detailed evidence and reasons to support your case. You may mail or email this information to the analyst processing your request. Their contact information is provided in the body of the letter.

The Ministry will consider these factors when assessing whether or not to grant a fee waiver request:

1. Inability to pay:

In order for the head of a public body to consider waiving or reducing the fee for reasons of inability to pay, you must provide sufficient evidence to allow the public body to make a fair determination. Sufficient evidence could include a financial statement, pay stub, bank statement or Canada Revenue Agency Notice of Assessment. (Commissioner's Order 79-1996 and 2001-04).

2. Public Interest:

In order for the head of a public body to consider waiving or reducing the fee because the records relate to a matter of public interest, you must provide sufficient evidence in support of the following factors:

- Has the information been the subject of recent public debate?
- Does the subject matter of the record relate directly to the environment, public health, or safety?
- Would dissemination of the information yield a public benefit by
  - disclosing an environmental, public health or safety concern
  - contributing meaningfully to the development or understanding of an important environmental, health, or safety issue, or
  - assisting public understanding of an important policy, law, program, or service?
- Do the records show how the public body is allocating financial or other resources?

If the head decides that the records do relate to a matter of public interest, then he or she must then determine whether you should be excused from paying all or part of the estimated fees. Factors that should be considered would include:

- Is your primary purpose to disseminate information in a way that could reasonably be expected to benefit the public, or to serve a private interest?
- Are you able to disseminate the information to the public?

If your primary purpose is to serve a private interest, then the head may be justified in refusing the waive fees, even where he or she is of the opinion that the records do relate to a matter of public interest. (Commissioner's Order 155-1997).

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

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

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

Please note that you have 30 business days to file your review with the Office of the Information and Privacy Commissioner. In order to request a review please write to:

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

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

1. A copy of your original request;
1. A copy of our response; and
2. The reasons or grounds upon which you are requesting the review.

Invoice

Invoice # 0000000551

Applicant Name	Rebecca Lyle	**Applicant Address**	22225 Brown Ave Maple Ridge British Columbia Canada V2X 8N6
Invoice Date	September 09, 2026		
Request ID	ECC-2026-60292		

FOI Processing Fee

Fee Description	Qty	Unit $	Total $	Waived $	Charged $
Locating & Retrieving	60	$30.00	$1,800.00	$90.00	$1,710.00
Producing a Record	0	$30.00	$0.00	$0.00	$0.00
Preparing a Record	0	$30.00	$0.00	$0.00	$0.00
Scanned copy of Paper Record	0	$0.10	$0.00	$0.00	$0.00

TOTAL AMOUNT:	**$1,710.00**
ADD'L AMOUNT WAIVED:	**$0.00**
AMOUNT PAID:	**$0.00**
BALANCE DUE:	**$1710.00**

Request Description

Records relating to the establishment, development, and allocation of CommunityLINK funding, specifically: • records relating to the 2003–2004 transfer of CommunityLINK funding responsibility from the Ministry of Children and Family Development to the Ministry of Education, including announcements, briefing materials, decision documents, reports, and correspondence; • records relating to the 2004–2005 provincial announcement and allocation of the additional $10 million in CommunityLINK funding, including briefing notes, reports, and correspondence; • records relating to the allocation of the 2012 Vulnerable Student Supplement, including briefing notes, reports, and correspondence; and • Ministerial briefing materials, policy documents, reports, correspondence and decision records from January 1, 2020 to January 15, 2026 concerning the allocation, distribution methodology review, and administration of CommunityLINK funding to British Columbia school districts.

Ministry of Citizens' Services
Access & Information Management Branch

Mailing Address:
PO Box 9569 Stn Prov Govt
Victoria BC V8W 9V1

Email: FOI.Requests@gov.bc.ca
Website: http://www.gov.bc.ca/freedomofinformation/

Phone: 250-387-1321
Toll Free: 1-833-283-8200
Fax: 250-387-9843

Invoice

Invoice # 0000000551

Invoice Memo

You have 20 business days to respond to this fee statement or your file will be closed as Abandoned. If the total estimate is over $200 you are only required to pay a 50% deposit, otherwise you are required to pay the full amount. The first 3 hours of 'Locating & Retrieving' are free and is represented as $90 in the 'Waived $' column.

Ministry of Citizens' Services
Access & Information
Management Branch

Mailing Address:
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Website: http://www.gov.bc.ca/freedomofinformation/

Phone: 250-387-1321
Toll Free: 1-833-283-8200
Fax: 250-387-9843

ATTACHMENT F

From: donotreply@gov.bc.ca
To: Rebecca Lyle
Subject: Your FOI Request ECC-2026-60292
Date: Friday, September 11, 2026 10:19:48 AM
Attachments: Fee Estimate Payment Receipt 2026Sep111018AM.pdf

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

Request ID: ECC-2026-60292

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

Dear Rebecca Lyle,

The Access & Information Management Branch has received your payment for FOI request #ECC-2026-60292 on 2026-09-11.

FOI Request # ECC-2026-60292 is now due on 2026-06-29.

You have paid the full estimate of **$ 1710.00** on your request.

Fees are subject to changes based off of the actual amount of time it takes the Ministry to gather records for your request. If there are any additional fees, you will NOT receive your records until the remaining balance is paid in full.

Please also be advised that payments completed on holidays and weekends will be considered received the next business day.

Your request has been taken off hold, the Ministry is now continuing to work on your request and gather responsive records.

Thank you,

Sarah Cook

Community and Health Team

IAO.CommunityandHealthTeam@gov.bc.ca

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

RECEIPT

Transaction # FOI00012106

Applicant Name	Rebecca Lyle
Date Submitted	2026-09-11
Request ID	ECC-2026-60292

FOI Processing Fee

Fee Description	Qty	Unit $	Total $	Waived $	Charged $
Locating & Retrieving	60	$30.00	$1,800.00	$90.00	$1,710.00
Producing a Record	0	$30.00	$0.00	$0.00	$0.00
Preparing a Record	0	$30.00	$0.00	$0.00	$0.00
Scanned copy of Paper Record	0	$0.10	$0.00	$0.00	$0.00

TOTAL AMOUNT:	**$1710.00**
PREVIOUS AMOUNT PAID:	**$0.00**
AMOUNT PAID:	**$1710.00**

This is a confirmation of payment.

You will receive further correspondence once your request has been reviewed.

Payment Method: MC
Order ID: 2631717

Ministry of Citizens' Services
Access & Information
Management Branch

Mailing Address:
PO Box 9569 Stn Prov Govt
Victoria BC V8W 9V1

Email: FOI.Requests@gov.bc.ca
Website: http://www.gov.bc.ca/freedomofinformation/

Phone: 250-387-1321
Toll Free: 1-833-283-8200
Fax: 250-387-9843

MINUTES OF THE
PUBLIC BOARD OF EDUCATION MEETING
Wednesday, June 17, 2026 (6:00 PM)
Boardroom, District Education Office

IN ATTENDANCE:

BOARD MEMBERS:
Chairperson – Elaine Yamamoto
Vice Chairperson – Kim Dumore
Trustee – Hudson Campbell
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):
Kyla Cameron, Principal, Eric Langton Elementary School
Meghan Murden, Vice Principal, Eric Langton Elementary School
Louie Girotto, Director, Facilities

ABSENT:
Trustee – Gabriel Liosis
Trustee – Mike Murray

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

4. Approval of Agenda

Moved/Seconded
THAT the Agenda be approved as circulated.
CARRIED

5. Invitation for Public Input to matters on the Agenda

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

No input was received.

6. Approval of Minutes

Moved/Seconded
THAT the Minutes of the May 13, 2026, Public Board Meeting be approved as circulated.
CARRIED

B. PRESENTATIONS

1. Eric Langton Elementary – The building of our new school

The Principal and Vice Principal, Eric Langton Elementary school, presented to the Board on the Eric Langton Elementary Replacement and Expansion Project.

Moved/Seconded
THAT the Board receive the presentation on Eric Langton Elementary School, for information.
CARRIED

C. DELEGATIONS

D. DECISION ITEMS

1. Chairperson

   a) Provincial Budget 2026 Consultation Opportunity

The Chairperson and the Secretary Treasurer drafted a written submission to the provincial Select Standing Committee on Finance and Government Services outlining key advocacy themes discussed at the recent Finance Committee of the Whole meeting, in response to the Select Standing Committee's invitation for public input.

Trustees discussed the draft submission and provided suggested refinements.

Moved/Seconded
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.
CARRIED

2. Superintendent of Schools

   a) Board/Authority Authorized Courses

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

Moved/Seconded
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.
CARRIED

3. Secretary Treasurer

a) Five-Year Capital Plan for 2027/28 – Major Capital Projects

The Secretary Treasurer reported that the Ministry of Infrastructure 2027/28 Capital Plan Instructions identify that the deadline for the 2027/28 major capital programs submissions is June 30, 2026 and the deadline for the 2027/28 minor capital programs submission is September 30, 2026. The Director of Facilities presented on projects for the following major capital programs: Seismic Mitigation; School Expansion; School Replacement; Rural Districts; and Child Care.

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

b) Joint First Nation Student Transportation Plan for 2026/27

The Secretary Treasurer presented the Joint First Nation Student Transportation Plan with Katzie First Nation.

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

b) Trustee Remuneration for 2026/27

The Secretary Treasurer reported that on May 18, 2022, the previous Board approved annual adjustments to trustee remuneration for the 2022-2026 trustee term, effective on July 1 each year based on the Metro Vancouver Consumer Price Index differential for the prior year. Base Trustee Remuneration effective July 1 to November 3, 2026 is $32,900 for Trustees, $34,400 for Vice Chairperson, and $35,900 for Chairperson.

The Secretary Treasurer further reported that, in accordance with Policy 2920, a review of trustee remuneration was completed in the year preceding the general election. Based on the BCSTA trustee compensation survey and a review of remuneration practices across six comparable BC school districts, it was recommended that, effective November 4, 2026, when trustees take the oath of office, the Board apply the Policy 2920 framework to reset remuneration to the comparable average: $34,900 for Trustees, $36,994 for the Vice Chairperson, and $39,088 for the Chairperson.

In addition, all trustees will continue to receive an annual automobile allowance for in district travel of $750.

Moved/Seconded
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.
CARRIED

4. Committees

a) Finance
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:
- 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

CARRIED

Moved/Seconded
THAT Bylaw 3 Board of Education Appeal Policy and Procedures Bylaw be given three (3) readings at this meeting.
CARRIED UNANIMOUSLY

Moved/Seconded
THAT Bylaw 3 Board of Education Appeal Policy and Procedures Bylaw be given first reading.
CARRIED

Moved/Seconded
THAT Bylaw 3 Board of Education Appeal Policy and Procedures Bylaw be given second reading.
CARRIED

Moved/Seconded
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.
CARRIED

ii. Policies to Retire and Replace with Administrative Procedures

The Secretary Treasurer reported that on April 15, 2026, the Board received the BCSTA Policy Review Report, recommending retiring operational policies and addressing those matters through administrative procedures. On June 3, 2026, trustees on the Board Policy Development Committee identified 23 policies for potential retirement as part of this streamlining work.

Moved/Seconded
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

DEFEATED

Following the defeat of the motion, trustees discussed the matter further. It was agreed that the proposed policy retirements would be reviewed by the Board Policy Development Committee in September, with all trustees invited to attend, for further consideration.

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 Motions

E. INFORMATION ITEMS

1. Chairperson

a) Chairperson's Update

The Chairperson provided a year-end update, highlighting community engagement and key developments across the 2025/26 school year.

Moved/Seconded
THAT the Board receive the Chairperson's Update, for information.
CARRIED

2. Superintendent of Schools

a) District Operational Plan: Annual Report

The Superintendent provided the board with an annual report on the 2025/26 District Operational Plan.

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

b) School Growth Plan: Year End Reflections

The Superintendent provided the board with the School Growth Plan year-end reflections reviewing the actions, learning, and progress occurring within schools before the completion of the school year.

Moved/Seconded
THAT the Board receive the School Growth Plan: Year-End Reflections for information.
CARRIED

c) Student Absence Notification

The Superintendent provided the Board with a review of student absence-notification processes and reported that current practices align with those used in comparable districts.

Moved/Seconded
THAT the Board receive the review of student absence notification processes, for information.
CARRIED

d) District Financial Allocation to DPAC

The Superintendent shared the background on the approved allocation of funding to support Parent Advisory Councils (PACs) and the District Parent Advisory Council (DPAC) for DPAC organized activities for PACs and parents under the condition that DPAC submits an annual report to the Board in June on how these funds have been spent along with a request to the Superintendent for continued funding.

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

e) CommunityLINK Information Sheet

The Superintendent presented the Board with a CommunityLINK Information Sheet designed to support the Board's ongoing advocacy efforts and enhance awareness of the Board's concerns regarding CommmunityLINK funding.

Moved/Seconded
THAT the Board receive the CommunityLINK Information sheet, for information.
CARRIED

f) Superintendent's Update

The Superintendent provided updates on the district's Opioid Response Plan and the 2025/26 school year, highlighting ongoing implementation of opioid response initiatives and key accomplishments across a range of district priorities, including literacy, Indigenous education, artificial intelligence, numeracy, anti-racism, and student well-being.

Moved/Seconded
THAT the Board receive the Superintendent's Update, for information.
CARRIED

3. Secretary Treasurer

   a) Environmental Sustainability Annual Report

The Secretary Treasurer presented the Environmental Sustainability Annual Report to the Board; providing an update on progress toward the district's Environmental Sustainability Plan and the guiding principles set out in Policy 6530.

Moved/Seconded
THAT the Board receive the Environmental Sustainability Annual Report for information.
CARRIED

   b) Board and Committees Meeting Calendar for 2026-27

The Secretary Treasurer presented a calendar for 2026/27, outlining scheduled public and closed board meetings, committee meetings, and workshops; subject to change as circumstances require.

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

   c) Secretary Treasurer's Update

The Secretary Treasurer provided the Board with an update on the following topics:

- Freedom of Information Request re CommunityLINK Funding
- Labour Settlement Funding for Teachers for 2025/26 and 2026/27

Moved/Seconded
THAT the Board receive the Secretary Treasurer's Update, for information.
CARRIED

4. Committees

   a) Finance
   b) Facilities Planning
   c) Board Policy Development
   d) District Student Advisory
   h) Ad Hoc Advocacy on Equitable Funding
   i) Education Advisory
   j) Accessibility Advisory

5. Indigenous Education Council
6. Trustee Reports and Motions

City of Maple Ridge Engaged, Healthy Community Advisory Committee
No further comments were shared for the meeting held on May 7, 2026.

City of Pitt Meadows Community Support & Accessibility Committee
Trustee Sullivan had no further comments for the meeting held on May 25, 2026.

District Parent Advisory Committee
Chairperson Yamamoto highlighted the 2026/27 executive election results presented at the June 11, 2026 meeting and noted that the next meeting will take place at the new Eric Langton Elementary school in September.

F. QUESTION PERIOD

No questions were received.

G. OTHER BUSINESS

H. ADJOURNMENT

Moved/Seconded
THAT the Board adjourn the meeting.
CARRIED

The Public Board Meeting adjourned at 8:33pm.

Elaine Yamamoto, Chairperson	Richard Rennie, Secretary Treasurer

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

Public Board Meeting
September 23, 2026
Information Memo
Item 2

From: Elaine Yamamoto, Chairperson

Topic: **Presentation: Integrated Child and Youth (ICY) Teams: Growth and Development Since 2023**

BACKGROUND

The following staff members have prepared a presentation on Integrated Child and Youth Teams: Growth and Development Since 2023:

- Trisha Umlah, District Principal, Safe and Caring Schools
- Michael Scarcella, Director of Learning Services

RECOMMENDATION

THAT the Board receive the presentation on Integrated Child and Youth Teams: Growth and Development Since 2023.

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

Public Board Meeting
September 23, 2026
Information Memo
Item 3

From: Elaine Yamamoto, Chairperson

Topic: **Delegation: BC Children and Youth Connection Society: Autism Awareness and Inclusion Survey**

BACKGROUND

The following delegation has prepared a presentation on Autism Awareness and Inclusion:

- Grace Lee, Student Presenter, BC Children and Youth Connection Society
- Yunxi (Chelsea) Jiang, Student Presenter, BC Children and Youth Connection Society

RECOMMENDATION

THAT the Board receive the presentation from the BC Children and Youth Connection Society: Autism Awareness and Inclusion Survey for information.

Public Board Meeting
September 23, 2026
Decision Memo
Item 4

From: Teresa Downs, Superintendent of Schools

Topic: **Supporting all Learners: Enhancing Student Learning Report**

BACKGROUND:

The Ministry of Education and Child Care has implemented a province-wide public reporting and accountability framework for school districts known as the Framework for Enhancing Student Learning (FESL). FESL establishes planning, monitoring, and reporting expectations intended to support continuous improvement in student learning and success.

In alignment with FESL, the ministerial *Enhancing Student Learning Reporting Order* states boards must prepare and submit annual reports to the Minister of Education and Child Care. These reports must be completed in accordance with the order and submitted between June 30 and September 30, or a date otherwise determined by the minister. The *Supporting All Learners: Enhancing Student Learning Report* dated September 2026 (**Attachment A**) has been developed in alignment with both FESL and the Ministerial Order.

Consistent with the reporting requirements established in the Order, the report is organized into three sections: Intellectual Development, Human and Social Development, and Career Development. It includes currently available data, analysis of that data, and additional information of local significance that reflects the district's strategic plan, priorities, and goals. Since its introduction, the Ministry has continued to refine the Framework for Enhancing Student Learning to strengthen accountability and improve the usefulness of reporting for both school districts and the Ministry. In September 2025, the annual reporting process moved to a three-year reporting cycle. Under this model, districts submit a comprehensive Enhancing Student Learning Report in the first year, followed by condensed Snapshot Reports in each of the subsequent two years. Following the submission of a comprehensive report for the 2025/26 school year, the district will submit a Snapshot Report in September 2026.

Following Board approval, the report will be submitted to the Ministry of Education and Child Care and posted on the school district website.

RECOMMENDATION:

THAT the Board approve the Supporting All Learners: Enhancing Student Learning Report.

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

SUPPORTING ALL LEARNERS: ENHANCING STUDENT LEARNING REPORT

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

SEPTEMBER 2026

Maple Ridge – Pitt Meadows School District No. 42 is located on the traditional territories of the Katzie First Nation and Kwantlen First Nation. We are grateful for the opportunity to live, learn, and work on these lands and acknowledge the enduring connection of Indigenous Peoples to this place since time immemorial. We are committed to advancing reconciliation through relationships, learning, and action while honouring Indigenous histories, cultures, knowledge systems, and ways of knowing.

Preface

Serving the communities of Maple Ridge and Pitt Meadows, School District No. 42 is a district shaped by relationships, where students, families, staff, Rights Holders, Indigenous partners, and community partners work together to support the success, well-being, and potential of every learner. Our schools reflect the strengths of diverse communities that value learning, inclusion, innovation, and strong connections between schools, families, and community partners. Today, the district serves approximately 17,000 learners across a wide range of educational settings and pathways, supported by dedicated employees who are committed to ensuring every learner is known, valued, and supported.

Our vision is for every individual to feel valued and for all learners to reach their potential. Guided by our mission to support all individuals in their development as successful learners and as respectful, caring, and responsible members of society, we strive to create learning environments where students experience belonging, develop confidence in their abilities, and are prepared to contribute meaningfully to an increasingly complex and interconnected world. Our work is grounded in a culture of care, inclusion, high expectations, and a deep belief in the potential of every learner.

The district's strategic priorities and goals focus on literacy and numeracy, equity, social-emotional learning, assessment, innovation, and sustainability. These priorities reflect our commitment to improving learning outcomes, fostering belonging and well-being, supporting responsive and evidence-informed practice, and ensuring the long-term sustainability of our school system. The evidence and actions outlined throughout this report provide an opportunity to reflect on our progress toward these priorities and identify areas requiring continued focus and improvement.

The Framework for Enhancing Student Learning (FESL) provides an important opportunity to reflect on our progress toward these commitments and to identify where continued attention and effort are required. Through annual reviews of provincial and local data, student voice, Indigenous perspectives, and evidence gathered across our schools, we are able to better understand the experiences and outcomes of learners and ensure that our actions remain responsive to their needs.

While this report highlights many strengths across our district, it also reinforces the importance of maintaining a relentless focus on equity and ensuring that every learner experiences success, belonging, and meaningful pathways for the future. Across all three areas of development – intellectual, human and social, and career – we see common themes emerge: the importance of strong relationships, responsive learning environments, and targeted supports for students whose experiences and outcomes do not yet reflect the success we aspire to for all learners.

The evidence presented in this report demonstrates encouraging progress in several areas. Early literacy outcomes continue to improve, many students report positive experiences of belonging and connection, and students increasingly describe themselves as developing the personal, social, and life skills needed to navigate a rapidly changing world. At the same time, the data reminds us that achievement, well-being, and belonging are not experienced equally by all learners. Continued attention is required to improve outcomes for priority learner groups and to strengthen student confidence in their preparation for post-secondary education, employment, and life beyond graduation.

The actions outlined throughout this report reflect our commitment to continuous improvement. Whether through strengthening literacy and numeracy instruction, expanding culturally responsive learning opportunities, enhancing student leadership and voice, supporting a culture of belonging, or creating more purposeful pathways to graduation and post-secondary success, our work remains focused on improving outcomes for students. We are grateful to our students, families, staff, the Indigenous Education Council, Rights Holders, Indigenous partners, and community partners whose contributions continue to inform and strengthen this work.

As we move forward, we remain committed to using evidence, student voice, Indigenous perspectives, and collaborative inquiry to guide our decisions and actions. This report reflects our ongoing commitment to assessment, reflection, and continuous improvement in service of our vision that every individual feels valued and all learners reach their potential. Appendix A outlines the processes and actions the district uses to monitor progress, evaluate impact, and adjust strategies to better support student success.

Maple Ridge-Pitt Meadows

SD042

Interim Progress Report

September 2026

In Review of Year 2024/25 of Strategic Plan 2022/23 to 2026/27

Approved by Board on September 23, 2026

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A Note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas, the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development of this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

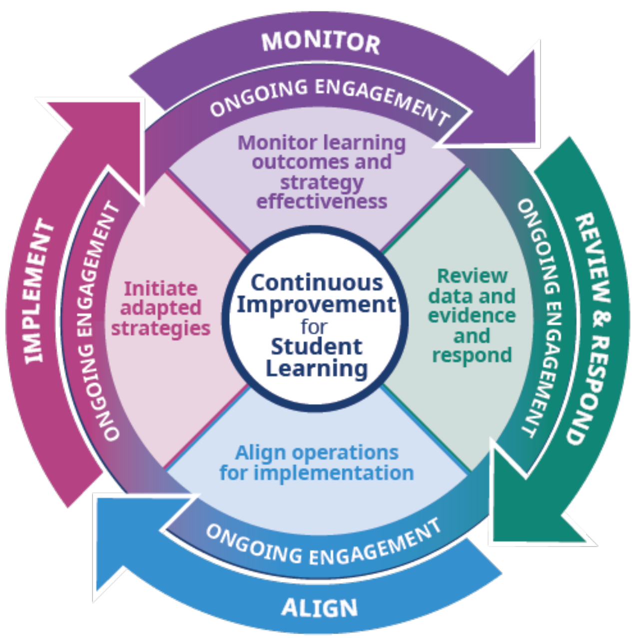
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:

For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the Enhancing Student Learning Reporting Order. These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the Protection of Personal Information when Reporting on Small Populations policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report here.

Interpreting the provincial data graphs

Masked	This marker indicates that the data is masked according to the above policy to protect student privacy.
No Data	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

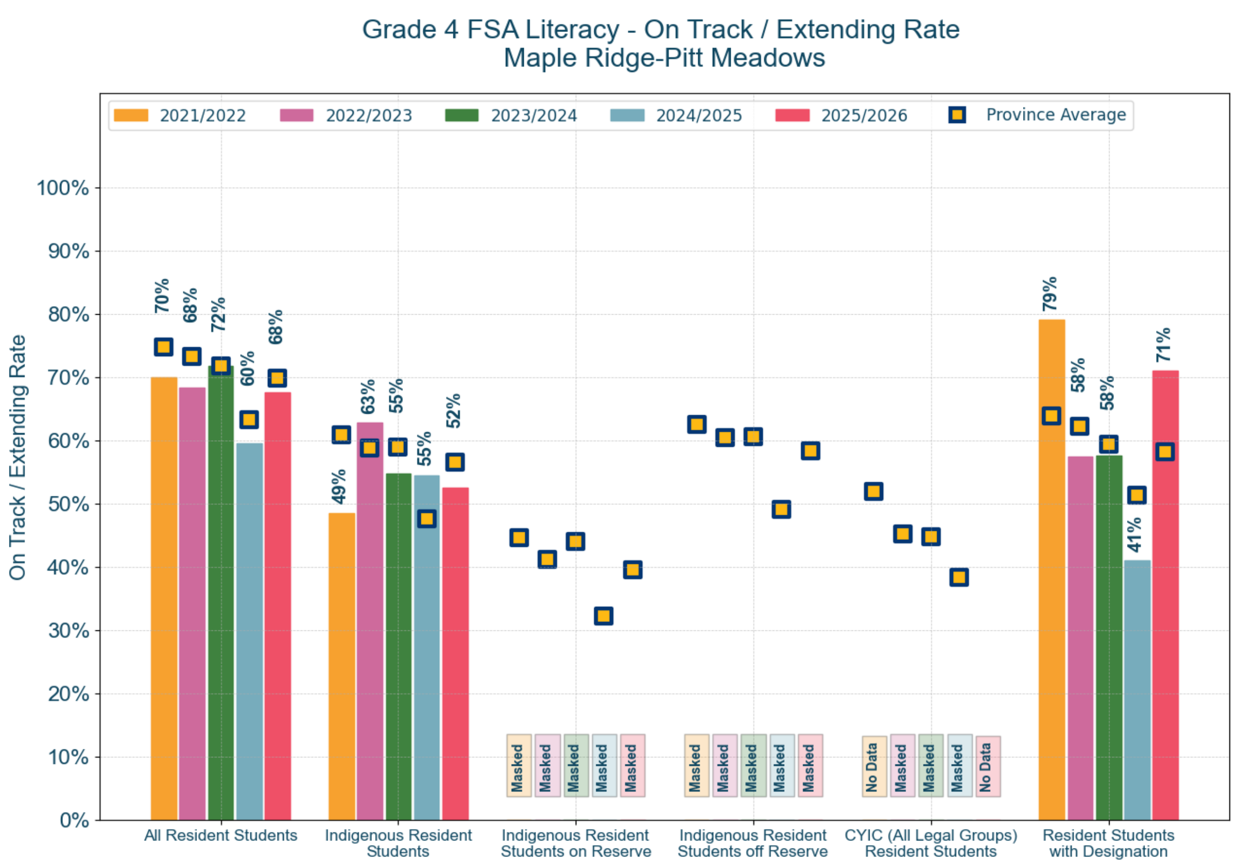
Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

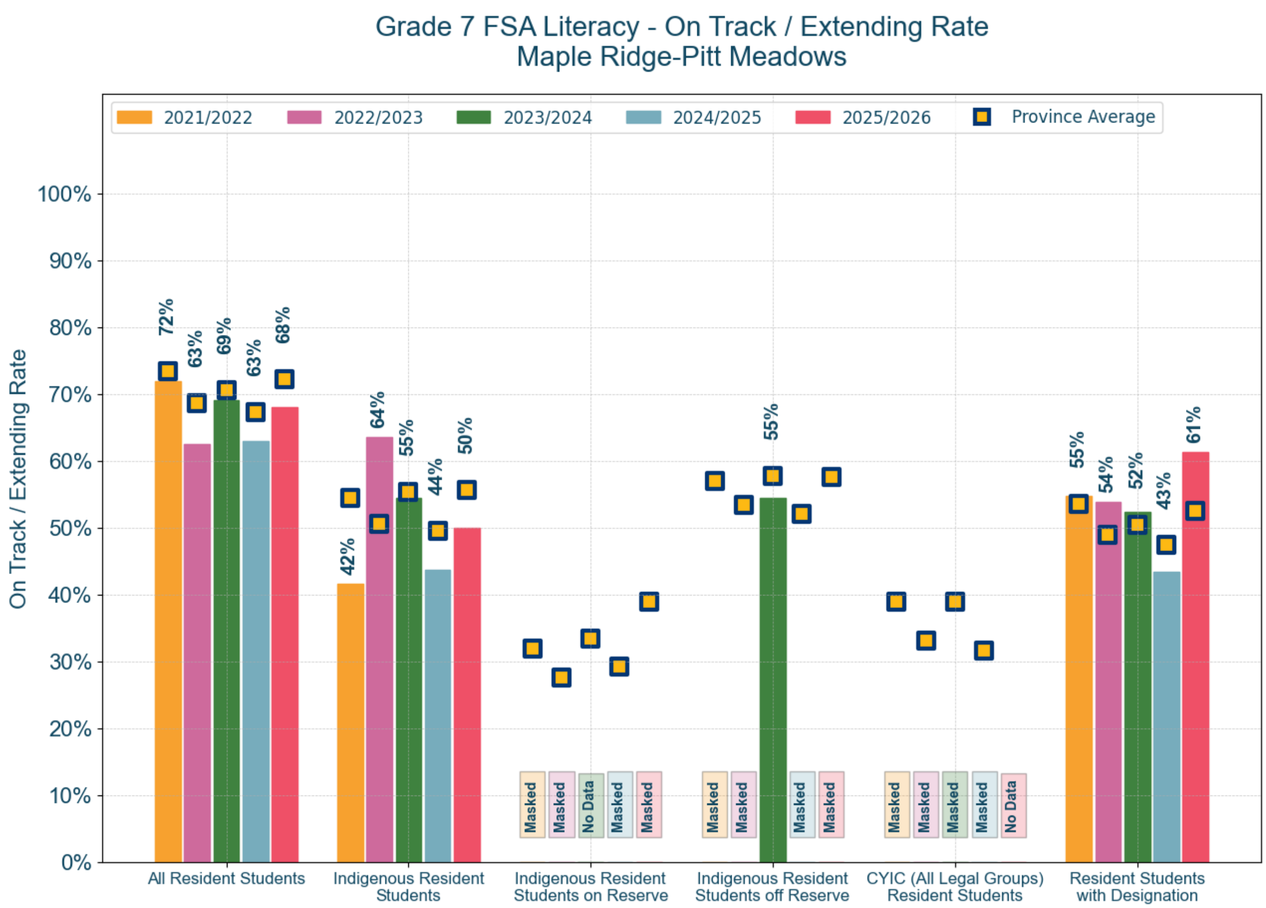
Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1148 | 30%	1204 | 35%	1257 | 33%	1339 | 37%	1298 | 38%
Indigenous Resident Students	129 | 27%	105 | 33%	124 | 25%	129 | 26%	118 | 34%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	156 | 15%	164 | 24%	184 | 14%	195 | 20%	206 | 22%



Grade 7 FSA Literacy - Expected Count | Participation Rate

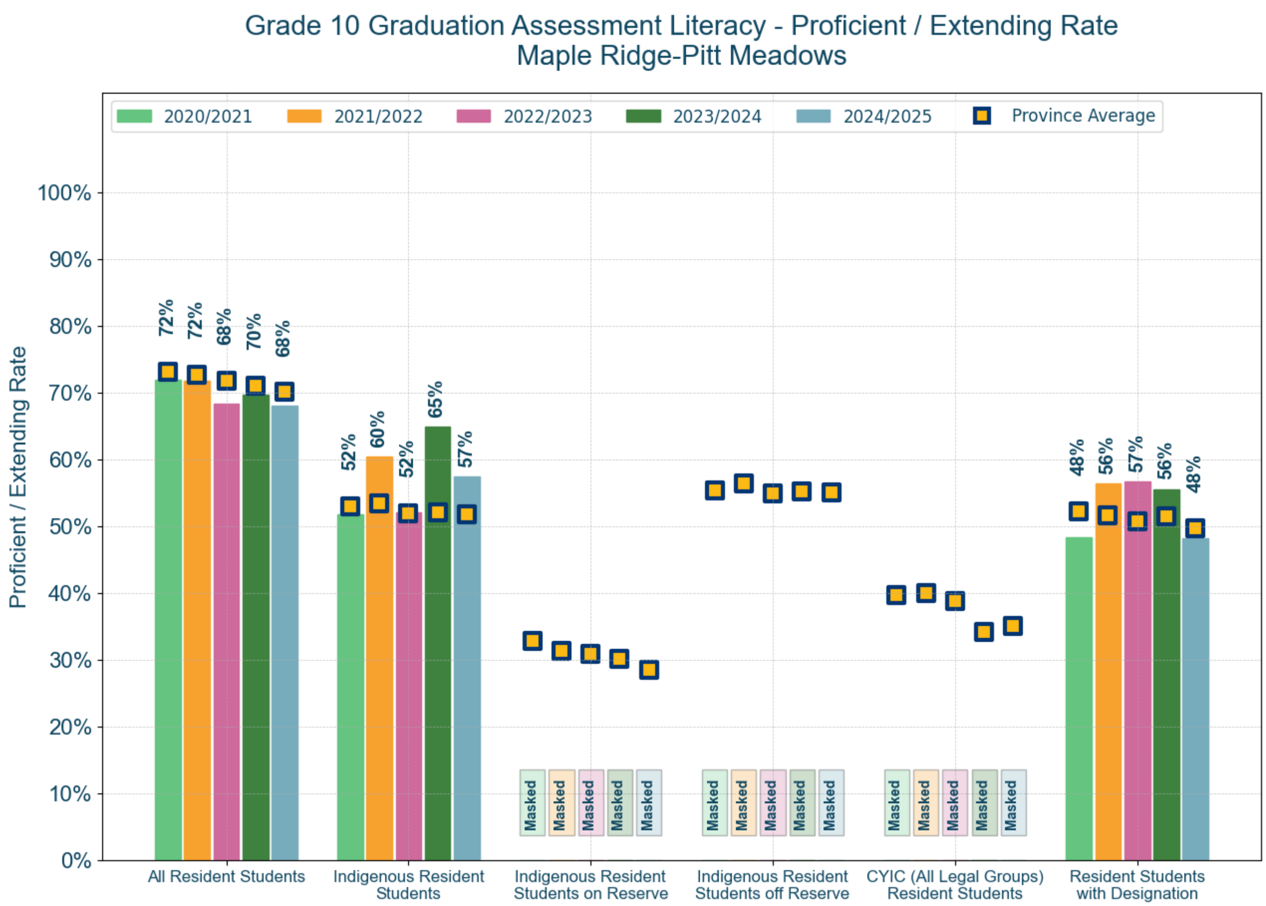
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1192 | 20%	1207 | 23%	1164 | 26%	1214 | 29%	1256 | 27%
Indigenous Resident Students	140 | 17%	117 | 28%	132 | 25%	121 | 26%	108 | 24%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	278 | 11%	279 | 19%	293 | 21%	271 | 25%	307 | 20%



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1014 | 86%	1159 | 88%	1148 | 90%	1226 | 90%	1219 | 90%
Indigenous Resident Students	128 | 71%	142 | 77%	129 | 78%	156 | 76%	139 | 82%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	20 | 65%	23 | 52%	15 | 67%	Masked	Masked
Resident Students with Designation	248 | 69%	280 | 75%	300 | 78%	312 | 76%	353 | 81%

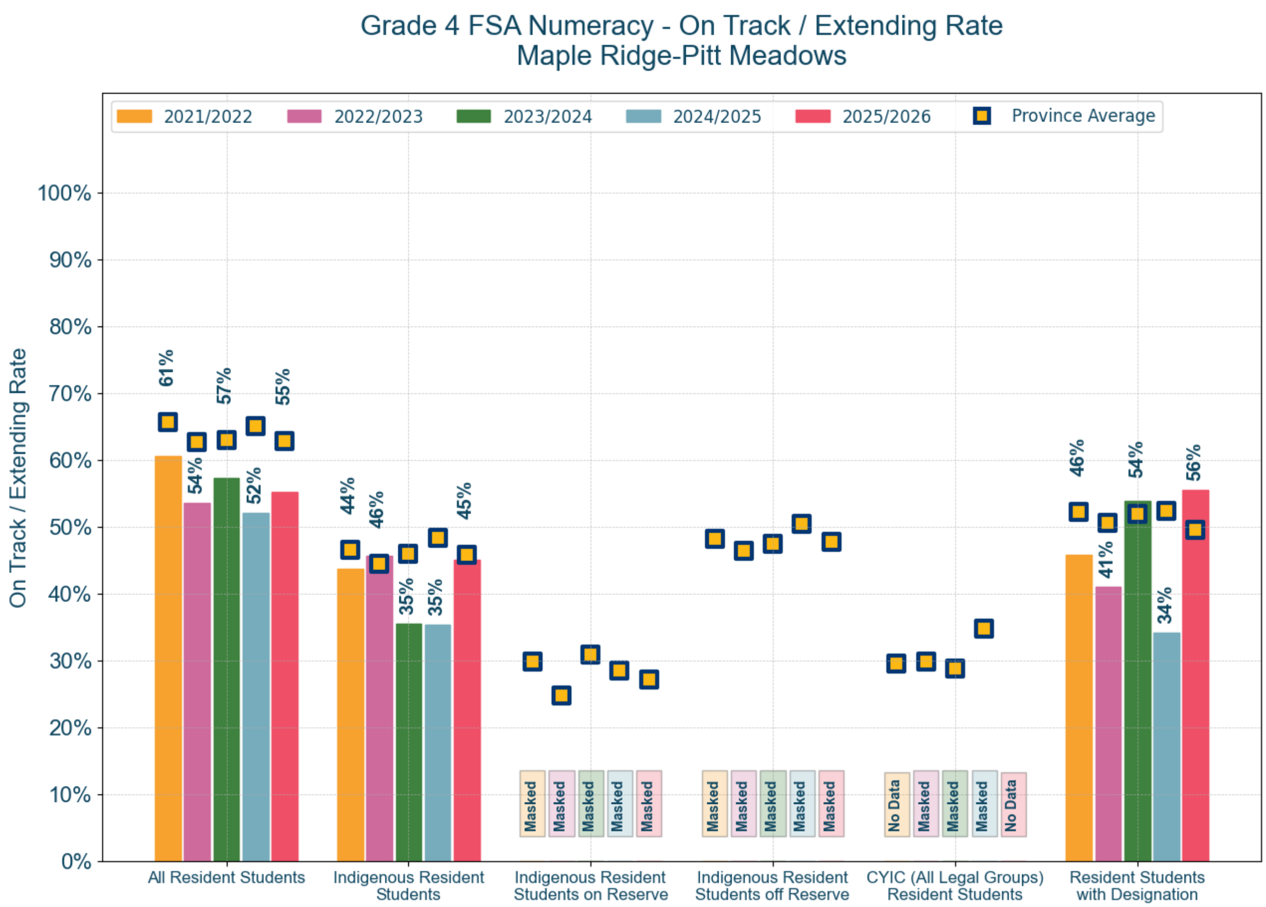


Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

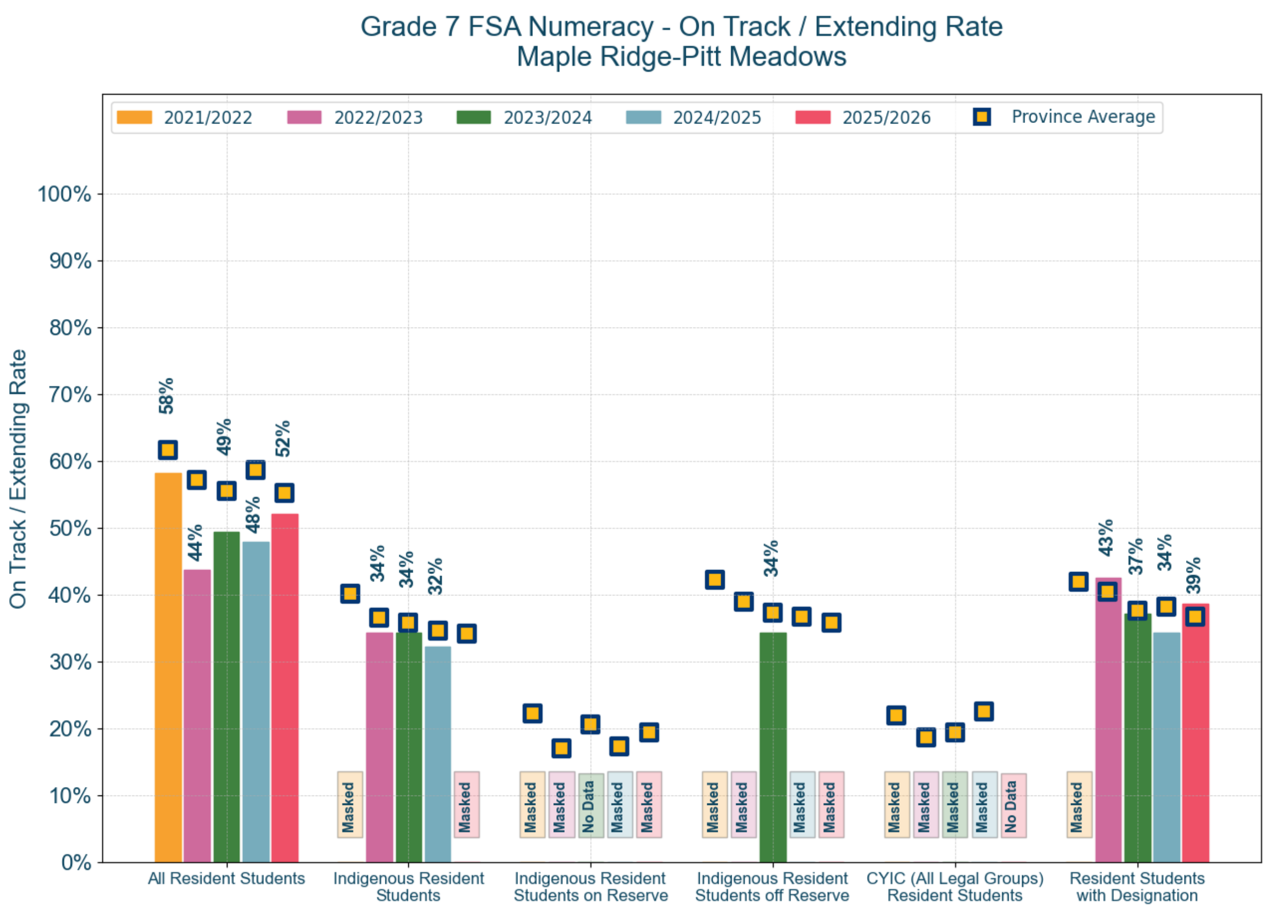
Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1148 | 30%	1204 | 35%	1257 | 33%	1339 | 37%	1298 | 38%
Indigenous Resident Students	129 | 25%	105 | 33%	124 | 25%	129 | 26%	118 | 34%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	156 | 15%	164 | 24%	184 | 14%	195 | 19%	206 | 22%



Grade 7 FSA Numeracy - Expected Count | Participation Rate

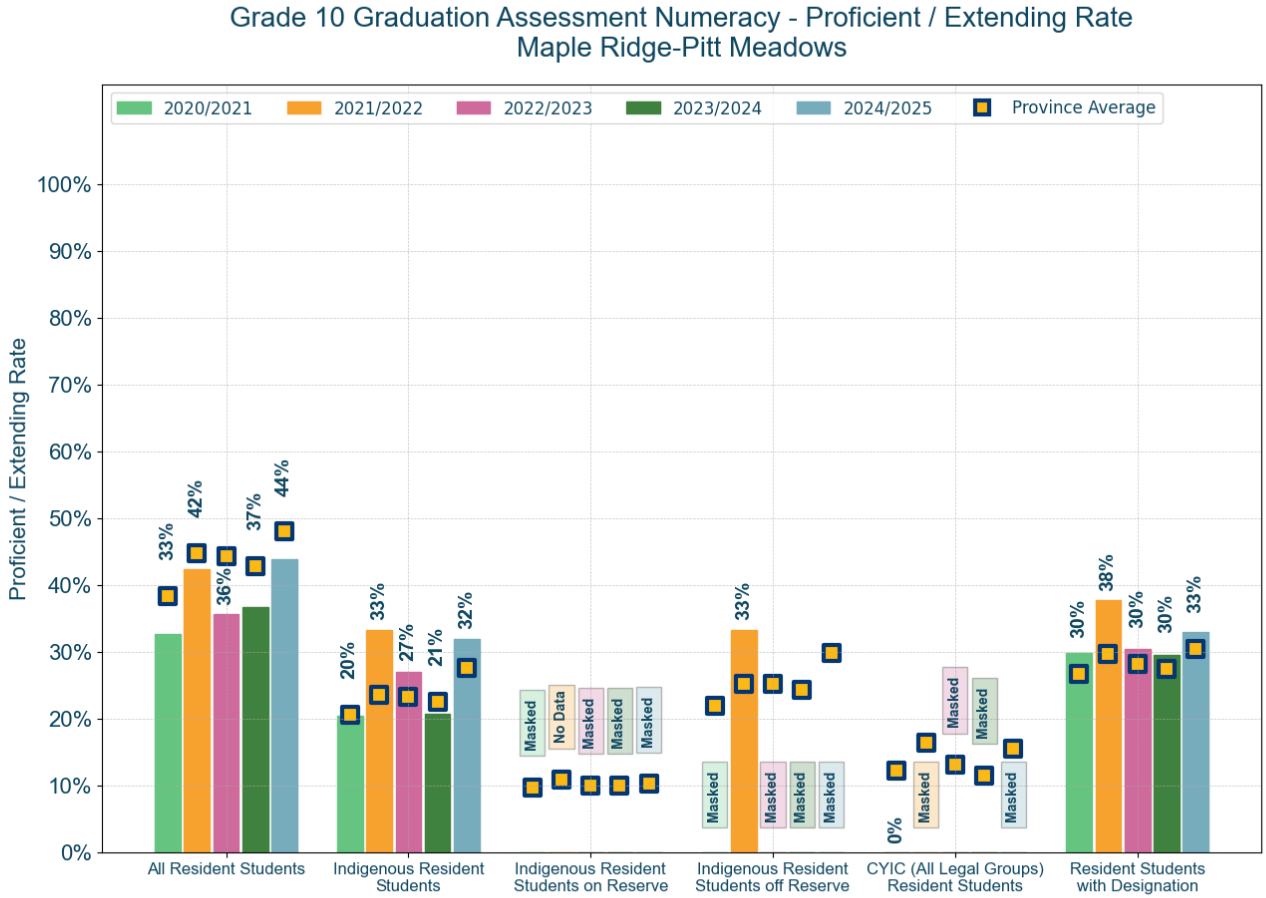
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1192 | 20%	1207 | 22%	1164 | 26%	1214 | 30%	1256 | 28%
Indigenous Resident Students	140 | 19%	117 | 27%	132 | 24%	121 | 26%	108 | 22%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	278 | 10%	279 | 19%	293 | 21%	271 | 26%	307 | 20%



Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

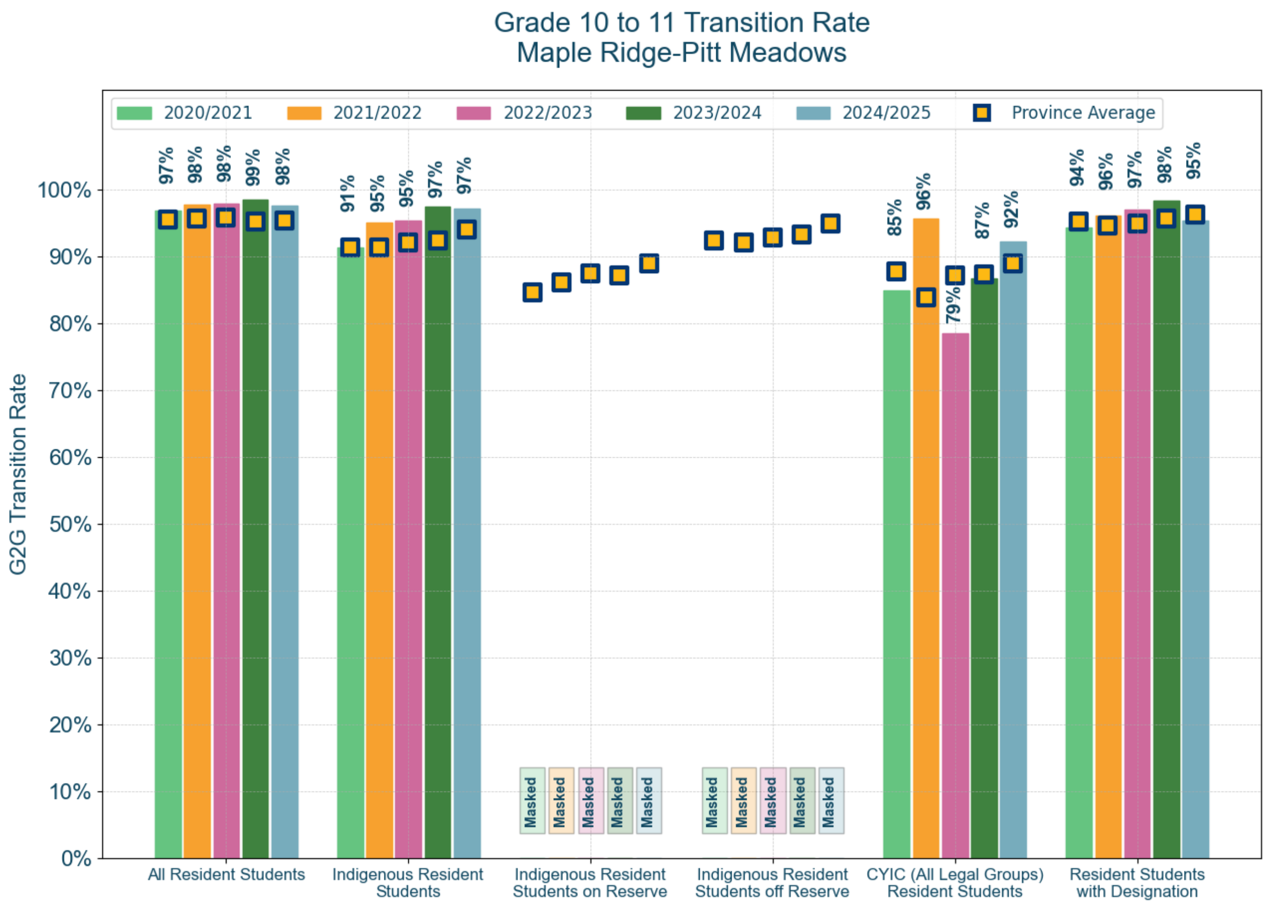
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1008 | 87%	1155 | 89%	1143 | 89%	1231 | 87%	1223 | 90%
Indigenous Resident Students	125 | 74%	141 | 78%	129 | 77%	155 | 72%	138 | 80%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	23 | 57%	Masked	Masked	Masked
Resident Students with Designation	245 | 74%	279 | 77%	298 | 78%	314 | 74%	353 | 79%



Measure 2.3: Grade-to-Grade Transitions

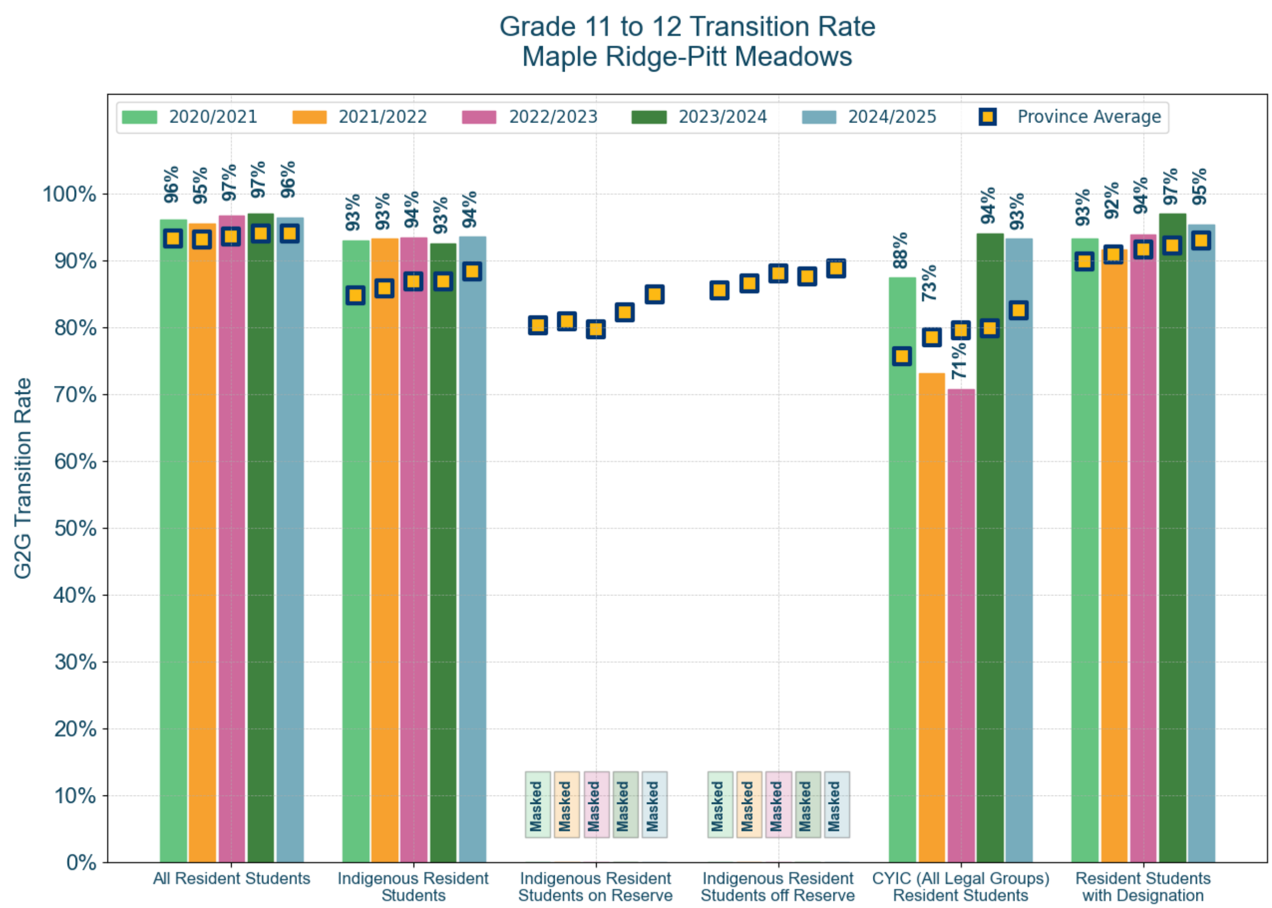
Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1013	1161	1148	1227	1218
Indigenous Resident Students	128	142	130	155	140
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	20	23	14	15	13
Resident Students with Designation	247	281	304	314	353



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1147	1017	1174	1161	1244
Indigenous Resident Students	130	120	139	122	155
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	24	26	24	17	15
Resident Students with Designation	287	250	299	299	325



Review Data and Evidence: Intellectual Development

So what?

Using a maximum of three to five bullet points, please respond to the question:
What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- **Early literacy evidence is encouraging, but system-level literacy gains need to be sustained through the grades.** Kindergarten screener results (Appendix B) show strong growth from January to June across foundational literacy skills, especially phonemic awareness. Cohort data also show sustained reductions in students not yet meeting expectations, suggesting that early literacy instruction, intervention, and district supports are having a positive effect.

- **FSA literacy outcomes are broadly aligned with provincial comparators.** Grade 4 and Grade 7 Foundation Skills Assessment (FSA) literacy results are close to provincial outcomes for participating students. However, low district participation means these results should be interpreted cautiously and triangulated with cohort, classroom, local screener, and secondary evidence before drawing system-wide conclusions.

- **Priority learners are making progress, but gaps remain persistent and most pronounced for students with disabilities and diverse abilities.** Indigenous learners and students with disabilities and diverse abilities show meaningful improvement in cohort data; however, they continue to have higher rates of students not yet meeting expectations than overall and remaining student groups. Across FSA, cohort, and secondary literacy measures, students with disabilities and diverse abilities experience the most persistent barriers.

- **Reading growth is stronger and more consistent than writing growth.** Reading data shows clearer improvement over time, while writing results are more variable, particularly for priority learners. This suggests the need for stronger coherence in writing instruction, assessment, intervention, and professional learning across the system.

- **Numeracy remains a significant area for improvement and requires stronger system coherence.** Numeracy results are flatter than literacy results, with less consistent growth over time and persistent disparities for priority populations. The evidence suggests that numeracy has not yet benefited from the same sustained district-wide focus, assessment alignment, or shared instructional framework as literacy.

Respond to Results: Intellectual Development

Now what?

Using a maximum of three to five bullet points, please respond to the question:
What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- **Deepen system coherence and instructional capacity in literacy and numeracy.** Continue to strengthen and scale core district structures, including the K–3 Literacy Guide, literacy liaisons, district recommended Grade 1 to Grade 9 numeracy resource, and Numeracy Exploration Teams, while intentionally building in-school expertise to sustain consistent, evidence-based practice across Tier 1, Tier 2, and Tier 3.

- **Strengthen data-informed decision-making and system monitoring.** Expand the use of formative and summative assessment evidence to guide instruction, professional learning, and resource allocation. Building on the Kindergarten Literacy Screener, strengthen early identification, classroom-based evidence collection, and system processes for tracking progress over time.

- **Scale and align numeracy resources, assessment practices, and professional learning.** Implementation of a curriculum-aligned Grade 1–9 numeracy resource for all teachers and continue refining proficiency-based assessment tools, numeracy descriptors, and progressions so instruction, assessment, and intervention are more coherent across classrooms and schools.

- **Advance equity through targeted, inclusive, and culturally responsive approaches.** Continue to focus intentionally on Indigenous students, students with disabilities and diverse abilities, and children and youth in care. Strengthen culturally responsive resources, family engagement, and monitoring processes to assess whether supports are improving engagement, attendance, achievement and learning outcomes.

Human and Social Development

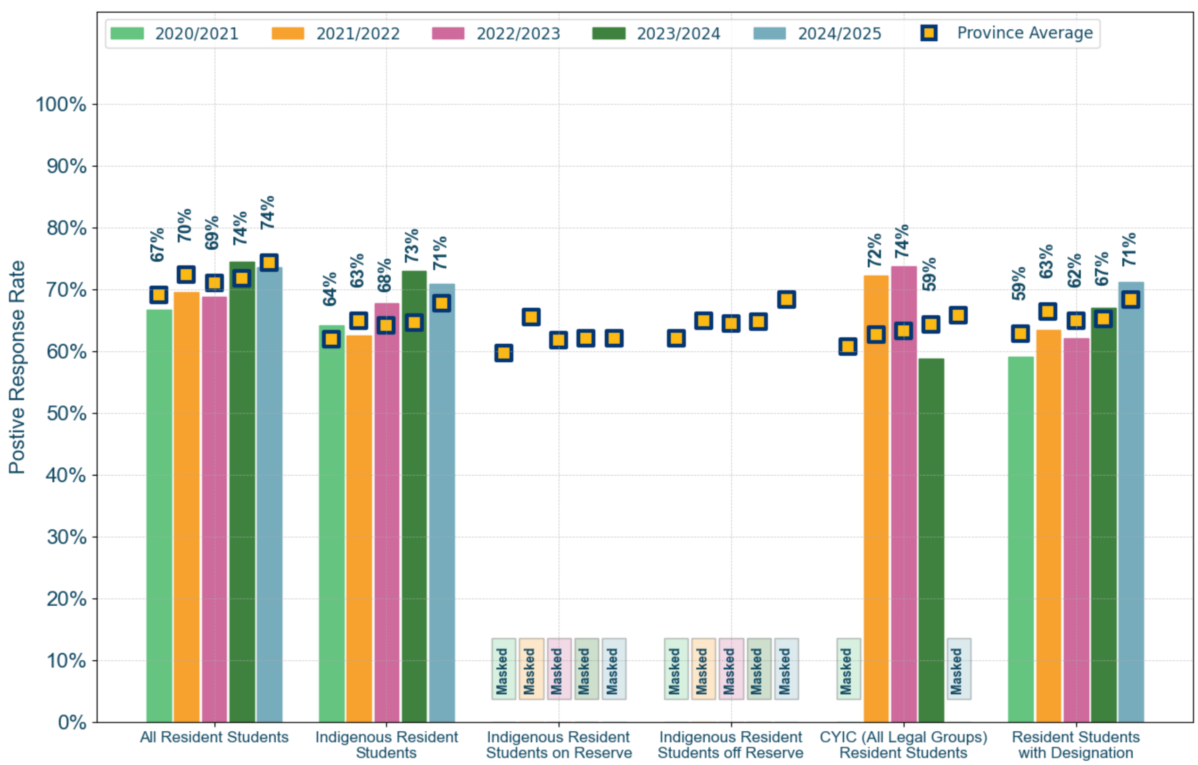
Educational Outcome 3: Feel Welcome, Safe, and Connected

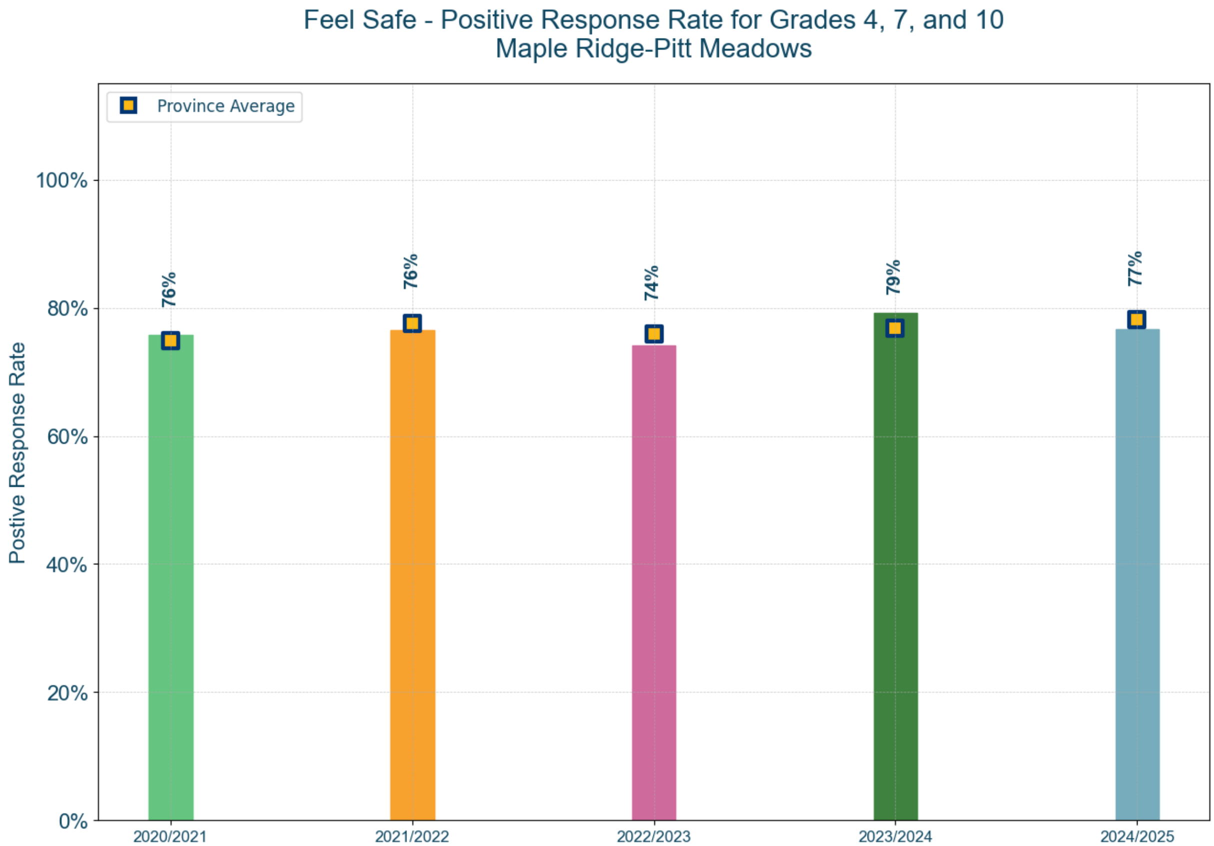
Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

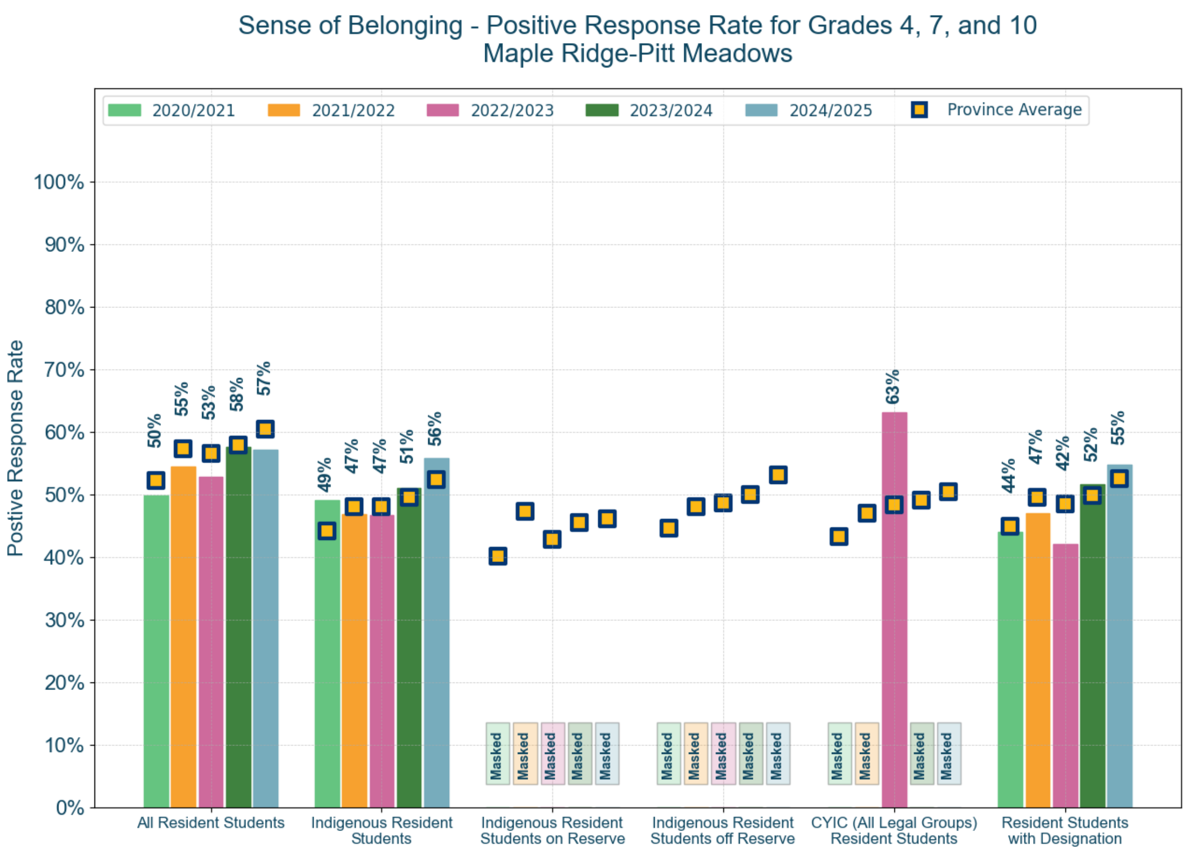
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3250 | 76%	3497 | 80%	3556 | 80%	3648 | 78%	3770 | 77%
Indigenous Resident Students	423 | 63%	411 | 70%	352 | 71%	411 | 67%	390 | 66%
Indigenous Resident Students on Reserve	Masked	14 | 71%	Masked	Masked	17 | 59%
Indigenous Resident Students off Reserve	Masked	397 | 70%	Masked	Masked	373 | 67%
CYIC (All Legal Groups) Resident Students	Masked	35 | 51%	32 | 59%	33 | 52%	Masked
Resident Students with Designation	644 | 63%	714 | 67%	747 | 68%	792 | 67%	819 | 63%

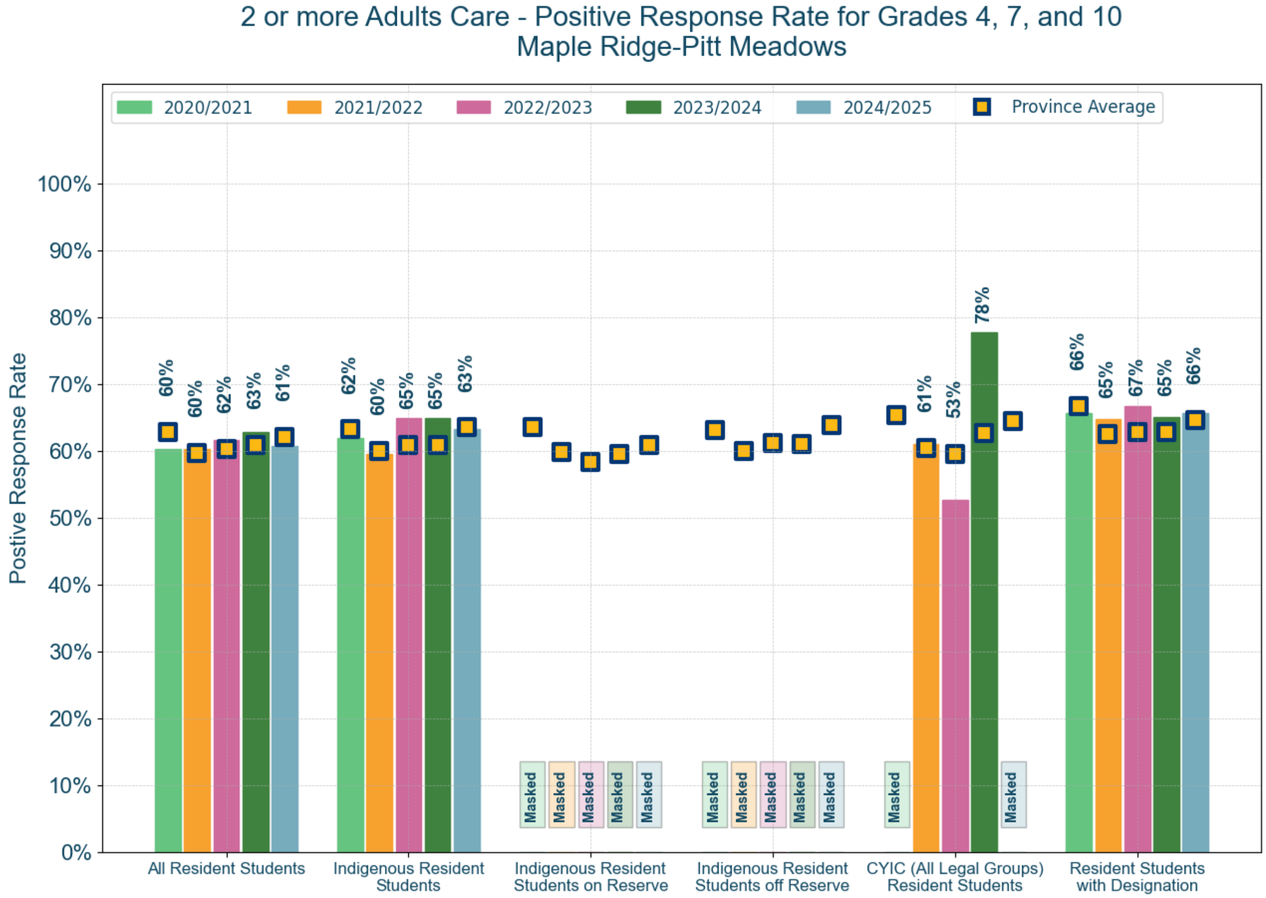
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Maple Ridge-Pitt Meadows




Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Maple Ridge-Pitt Meadows
Province Average
Postive Response Rate
100%
80%
60%
40%
20%
0%
76%
76%
74%
79%
77%
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Maple Ridge-Pitt Meadows
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Postive Response Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
50%
55%
53%
58%
57%
49%
47%
47%
51%
56%
63%
44%
47%
42%
52%
55%
Masked
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

Measure 3.2: Students Feel that Adults Care About Them at School



Review Data and Evidence: Human and Social Development

Analyze 1 | 2 Interpret

So what?

Using a maximum of three to five bullet points, please respond to the question:
What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- **Belonging and adult connection remain central protective factors, with results showing both strengths and persistent equity gaps.** The evidence continues to affirm the importance of safe, welcoming, culturally responsive school communities and strong adult-student connections. Elementary belonging is a relative strength, including positive results for Indigenous elementary learners; however, masked subgroup data point to areas requiring closer attention, particularly decreases in responses related to adult connection for children and youth in care and Indigenous students living on reserve, alongside a decrease in belonging for Indigenous students living on reserve.

- **Student voice adds important context and points to practices that are strengthening belonging and identity.** Indigenous student voice identifies leadership opportunities, Indigenous-led learning beyond trauma, land stewardship, student gatherings, Knowledge Carrier connections, and increased cultural learning as approaches that support belonging, pride, and identity-affirming experiences. These qualitative signals help explain areas of improvement and should continue to shape the district's response.

- **Belonging results are not consistent across grade levels or student populations.** Local Middle Years Development Instrument (MDI) belonging data indicates that many students experience positive belonging, while a meaningful proportion do not yet feel a strong sense of belonging at school. Gains appear stronger in some elementary and Grade 7 results than in secondary results, where Indigenous students in grades 10 and 12 and students with disabilities and diverse abilities in Grade 12 require continued attention.

- **The data suggests the need to strengthen relationship-rich, culturally responsive approaches in secondary settings.** Current evidence points to the importance of sustaining culturally responsive and identity-affirming practices while developing more targeted strategies for students who may experience barriers to participation, belonging, or cultural safety, particularly in the secondary years and for priority populations.

Respond to Results: Human and Social Development

Now what?

Using a maximum of three to five bullet points, please respond to the question:
What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- **Scale and monitor school-wide social-emotional learning (SEL) with attention to impact.** Elementary schools have allocated funding toward SEL programs and initiatives. As implementation moves forward, the district will monitor effectiveness using student belonging, adult connection, and local school evidence so that implementation moves beyond program adoption to measurable improvement.

- **Keep student voice central to equity, diversity, inclusion, and belonging strategies.** Secondary and alternate school resources that reflect student identities and lived experiences should continue to be informed by student voice, including BIPOC student forums and Indigenous student voice, so initiatives remain responsive to students' changing needs.

- **Expand Indigenous student leadership, connection, and culturally responsive learning opportunities.** Continue targeted Indigenous student leadership initiatives, engagement with Elders, Living Library experiences, Knowledge Carrier sessions, land-based and experiential learning, and post-secondary pathway exploration, in alignment with student voice and Indigenous Education Council direction.

- **Use the new alternate/alternative referral process to strengthen timely, equitable access to supportive learning environments.** The centralized process provides a structure for monitoring patterns, reviewing outcomes, and improving access for students experiencing disengagement, vulnerability, or unmet social-emotional needs, while supporting coherent decision-making with schools, families, and district teams.

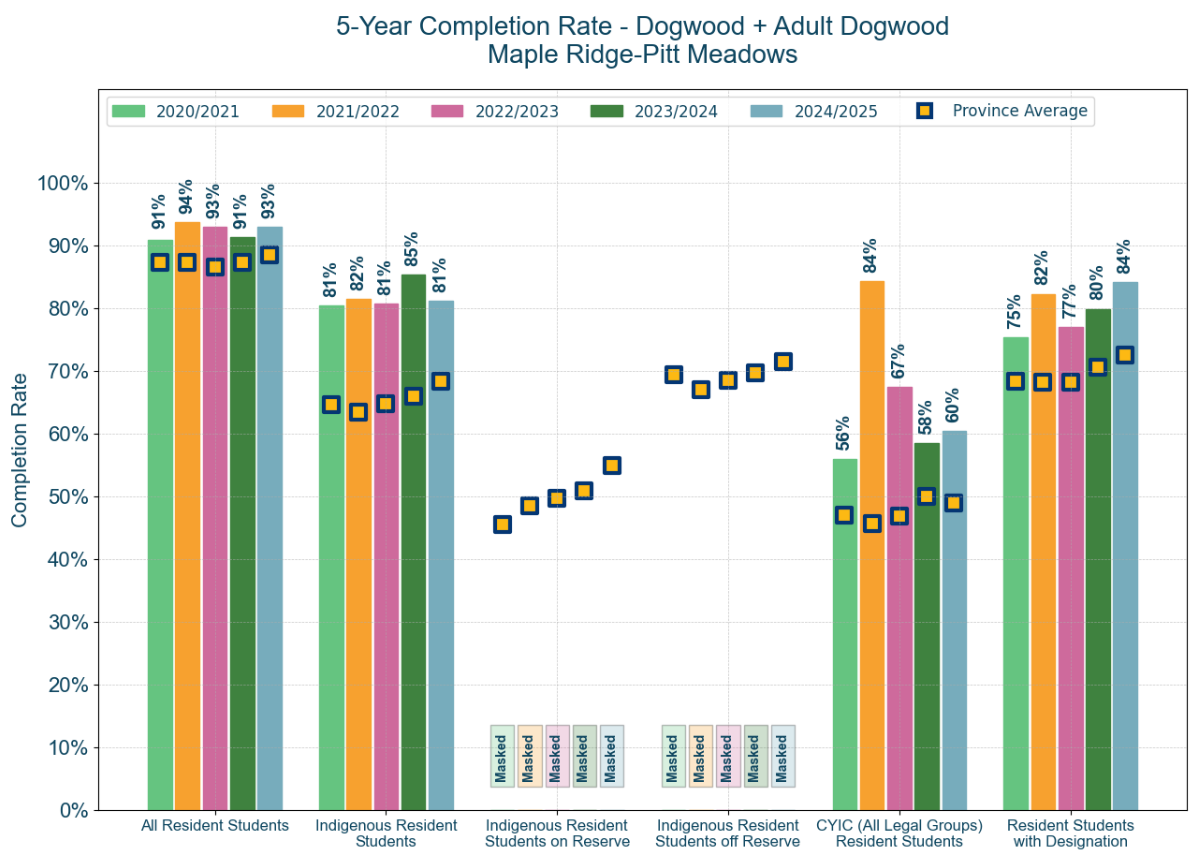
Career Development

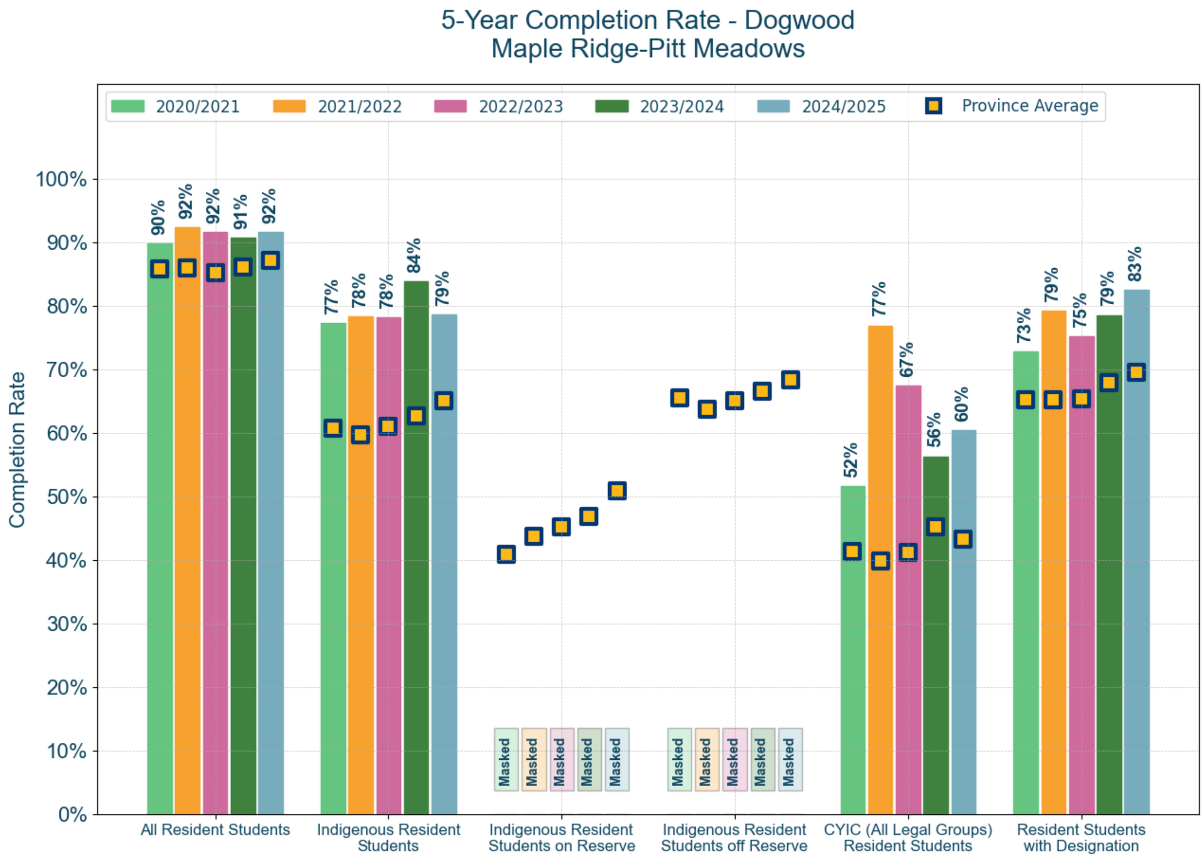
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1114 | 65	1159 | 72	1087 | 73	1218 | 86	1222 | 87
Indigenous Resident Students	132 | 8	133 | 8	124 | 8	136 | 10	127 | 9
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	50 | 4	43 | 3	49 | 3	50 | 4	43 | 3
Resident Students with Designation	291 | 17	313 | 19	290 | 19	321 | 22	335 | 24



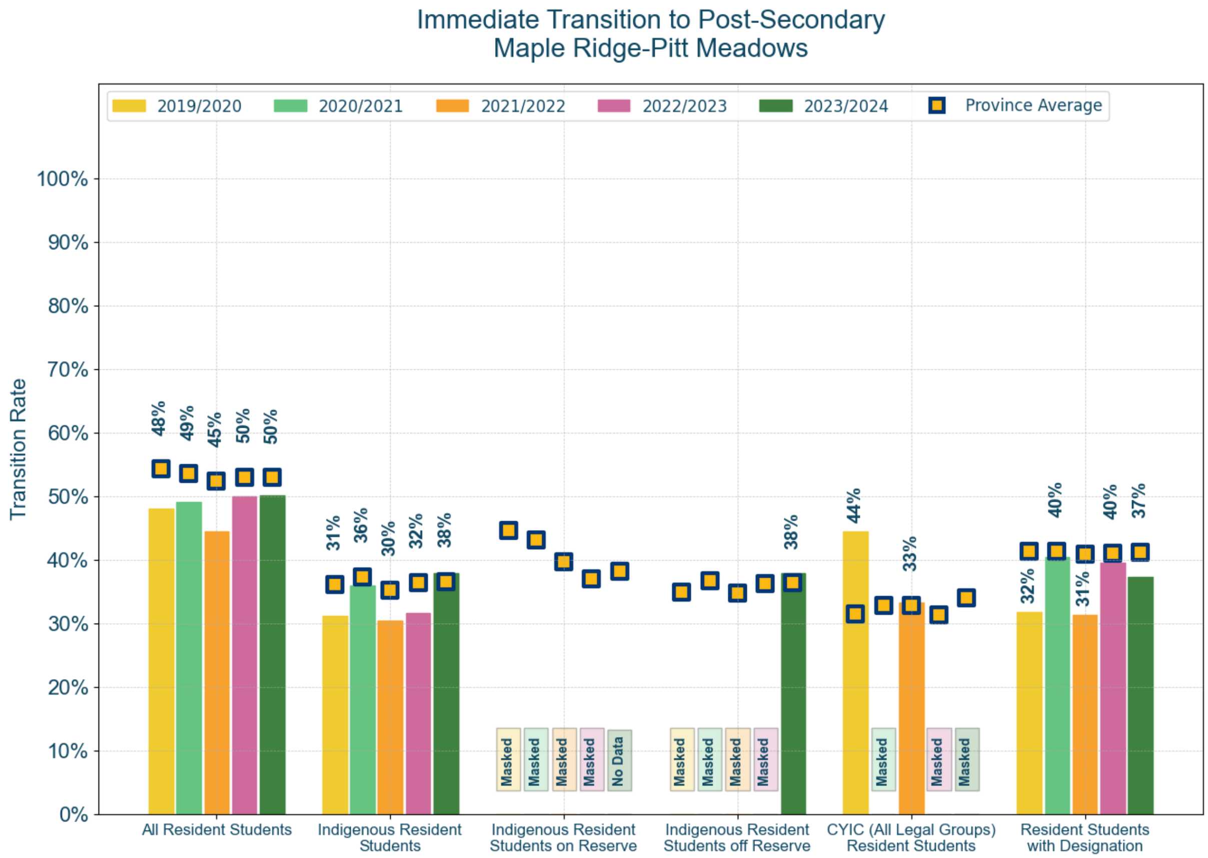


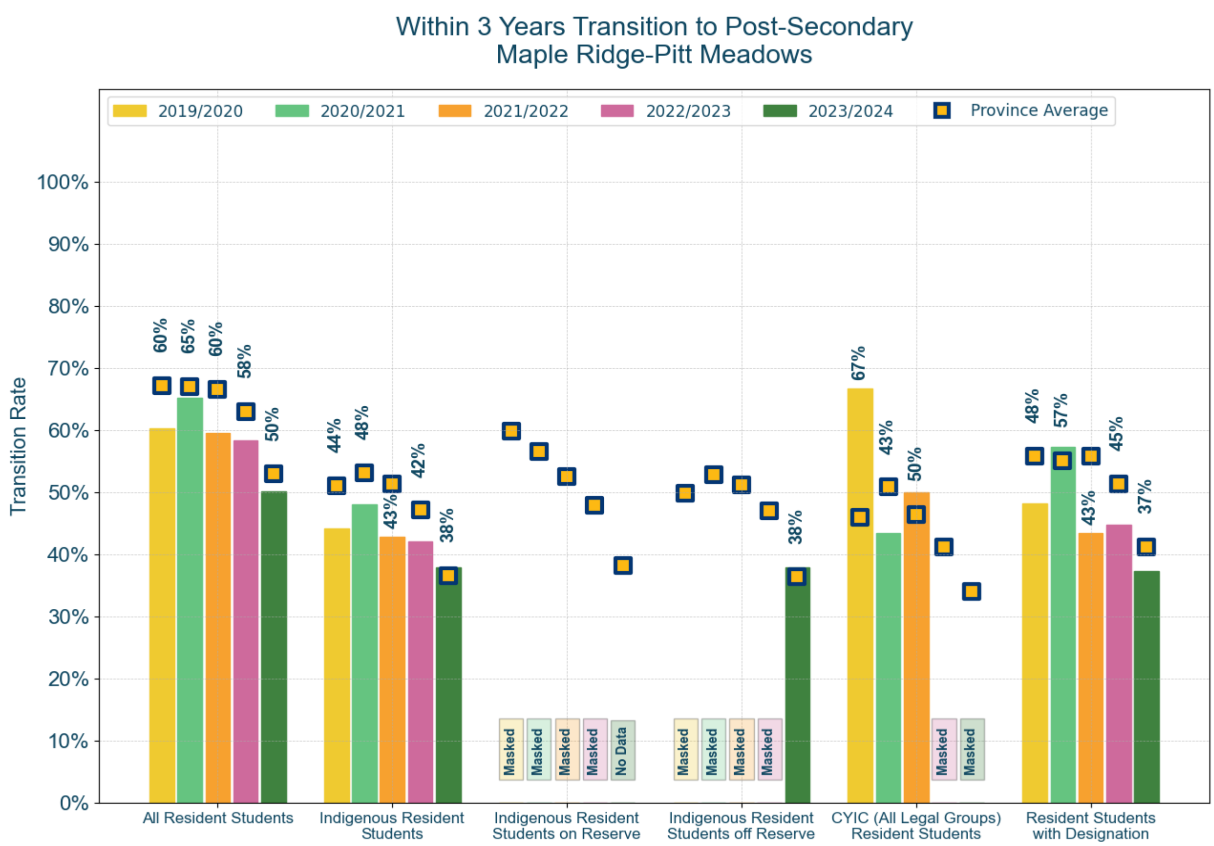
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	943	959	1040	952	1049
Indigenous Resident Students	77	100	105	95	108
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	108
CYIC (All Legal Groups) Resident Students	27	Masked	36	Masked	Masked
Resident Students with Designation	145	178	230	192	225


Immediate Transition to Post-Secondary
Maple Ridge-Pitt Meadows
2019/2020
2020/2021
2021/2022
2022/2023
2023/2024
Province Average
Transition Rate
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation
Masked
No Data


Within 3 Years Transition to Post-Secondary
Maple Ridge-Pitt Meadows
2019/2020
2020/2021
2021/2022
2022/2023
2023/2024
Province Average
Transition Rate
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation
Masked
No Data

Review Data and Evidence: Career Development

So what?

Using a maximum of three to five bullet points, please respond to the question:
What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- **Completion rates are generally stable, but stability should not be interpreted as sufficient progress for all learner groups.** The five-year and six-year completion rates have remained stable for all resident students at 93% and 97% comparably, while resident students with designations are the only noted subgroup showing an increase. Indigenous students, living on reserve and living off reserve, show consistent local success over the five-year period, but provincial averages for these groups appear to be improving slightly over the same period.

- **Student confidence in preparation for post-secondary and careers is declining and should be highlighted as a system signal.** Student Learning Survey (SLS) results suggest students are less satisfied that school is preparing them for either employment or post-secondary education when compared with the five-year trend. This is a notable contrast to more positive trends in life skills, social skills, and emotional well-being.

- **Positive life, social, and emotional well-being trends provide an important foundation for career development work.** The 2024/25 SLS results for life skills, social skills, and emotional well-being are at or near the highest levels of satisfaction over the five-year period, suggesting that broader competency and well-being work can be leveraged to strengthen student confidence in future pathways.

- **Post-secondary transition data requires careful interpretation because the most current transition data is not new.** The most current immediate and within-three-years post-secondary transition data available for this report is still from the 2023/24 school year, which limits the ability to evaluate recent impact and should be explicitly noted in the narrative.

- **Career development strategies should connect graduation, engagement, and transitions for priority populations.** The evidence points to the need for targeted attention to Indigenous students, children and youth in care, and students with disabilities and diverse abilities, with a focus on participation, graduation, transitions, and student confidence in post-secondary and employment readiness.

Respond to Results: Career Development

Now what?

Using a maximum of three to five bullet points, please respond to the question:
What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- **Continue targeted work with Katzie First Nation and Indigenous Education partners.** Sustain the collaborative work initiated with the Katzie First Nation Education liaison to support students and families living on reserve, with focused attention to participation, success, achievement, and culturally responsive pathway planning.

- **Use targeted Indigenous Education investments to strengthen engagement and transitions.** The 2026/27 Indigenous Education Council allocation for a Childcare Worker supporting Indigenous student engagement, alongside campus connections, post-secondary strengthening and connection programs, and Living Library events, will be positioned as part of a coherent strategy to strengthen pathway readiness.

- **Analyze CYIC exit interview data to inform focused next steps.** Exit interviews with children and youth in care graduating in June 2026 will be analyzed for themes that can inform adjustments to engagement, transition supports, and graduation-focused strategies for this subgroup.

- **Strengthen secondary pathway planning and school-based strategies for employment and post-secondary readiness.** Secondary educational leaders will continue working together to identify approaches that strengthen student confidence in how well school is preparing them for life after graduation, including clearer pathway planning, career learning, and transition supports.

- **Continue expanding dual credit and trades opportunities aligned with student interests and labour market pathways.** Maintain and strengthen dual credit offerings such as medical office assistant, emergency response, early childhood education, and the new nursing partnership with Kwantlen Polytechnic University as part of the district's broader strategy to expand relevant, accessible pathways.

APPENDIX A

Human and Social Development			
SOCIAL-EMOTIONAL LEARNING: Cultivate resilience, self-awareness, and interpersonal skills to improve the social and emotional well-being of all learners.			
Strategy What targeted actions are being taken?	**Area for Growth** What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	**Strategy Effectiveness** Based on the review of data, evidence, and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	**Adjustments and Adaptations** Based on their effectiveness, which strategies will the district team continue, discontinue, adapt, or introduce and implement?
Elementary schools allocated directed funding to implement social-emotional learning (SEL) programs.	While 61% of elementary students report a high sense of belonging, aligned with the provincial average, continued improvement is needed. Strengthening school-wide SEL practices was identified as a key strategy to enhance belonging.	Implementation is in its initial phase. Baseline data related to student belonging has been established to support future evaluation of program impact.	**Continue** • Implementation of selected SEL programs across elementary schools. **Introduce and Implement** • Ongoing evaluation processes to assess program effectiveness.
Secondary and alternate programs used targeted funding to procure culturally responsive resources informed by student voice.	Student voice data indicated that learning resources did not consistently reflect the identities and lived experiences of BIPOC students.	Student feedback indicates increased engagement, agency, and representation in learning environments where resources reflect diverse identities.	**Continue** • Student involvement in resource selection. **Adapt** • Expand student voice structures to inform broader decision-making processes.
Expanded leadership opportunities and culturally responsive learning experiences for Indigenous students, including engagement with Knowledge Carriers and participation in legacy projects.	Indigenous students identified a need for increased opportunities to engage with Elders and deepen connections to Indigenous knowledge and cultural learning.	Student feedback and participation data indicate strengthened connection, engagement, and sense of belonging among Indigenous learners.	**Continue** • Leadership initiatives and experiential learning opportunities. **Adapt** • Expand access to cultural learning opportunities across schools. **Introduce and Implement** • Enhanced Indigenous resource development. • Expanded supports for post-secondary pathway exploration.

Implemented a centralized district referral process for alternate programs.	Inconsistent referral practices previously limited equitable access to appropriate learning environments.	The centralized process has improved consistency, transparency, and collaboration in student placement decisions.	**Continue** • Centralized referral process and district working group. **Adapt** • Strengthen district monitoring of student outcomes following placement of a student in an alternate program. **Introduce and Implement** • Ongoing monitoring of referral data to inform system improvements.

Intellectual Development			
Foster consistent use of effective, evidence-based literacy and numeracy practices across K-12 to improve outcomes for all learners.			
Strategy What targeted actions are being taken?	**Area for Growth** What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	**Strategy Effectiveness** Based on the review of data, evidence, and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	**Adjustments and Adaptations** Based on their effectiveness, which strategies will the district team continue, discontinue, adapt, or introduce and implement?
• Developed a K-3 Literacy Guide to support classroom instruction in English and French. • Established literacy liaison teams at all 22 elementary schools to support implementation and communication of effective literacy practices. • Provided district-led professional learning to support shared understanding of	While effective literacy practices were present across schools, these approaches were chosen to strengthen alignment and shared understanding of evidence-based instruction across tiers of support. School growth plans identified a need for greater consistency in literacy language and practice, particularly to assist students requiring additional literacy support.	• Teachers reported positive use of the K-3 Literacy Guide and greater alignment of literacy practices within schools. • Participation in professional learning was high, with literacy liaisons actively engaged throughout the year. • School teams reported increased confidence in applying shared literacy practices.	**Continue** • The K-3 Literacy Guide. • Literacy liaison teams and ongoing professional learning. **Adapt** • Explore extending the literacy liaison model to intermediate grades. • Strengthen school-based capacity by identifying staff with expertise to support intervention programs. **Introduce and Implement** • Ongoing review of assessment data to inform

evidence-based literacy instruction across Tier 1, Tier 2, and Tier 3 supports.		• School growth plans showed evidence of a literacy focus and impact from use of the Literacy Guide and work with Literacy Helping Teachers. • Year-end reporting and assessment data will be used to further examine the impact on student literacy outcomes.	refinements to instructional supports and explore other data that can be used throughout the year to track the effectiveness of strategies.
• Developed and implemented a Kindergarten literacy screener. • Collected district-level data to support early identification and instructional planning.	Early identification of students who may require additional literacy support helps align Kindergarten literacy practices and supports timely instructional responses. **This strategy was chosen to:** • Provide consistent early literacy information across schools. • Support district-wide alignment of Kindergarten literacy instruction.	• The screener has supported greater alignment of Kindergarten literacy practices. • District data provides an initial baseline to inform next steps and indicates that Kindergarten students are showing improvements in the literacy areas identified through screener data.	**Continue** • Use of the Kindergarten literacy screener. **Introduce and Implement** • Review and analyze district-level data to inform professional learning and instructional adjustments. • Expand the literacy screener to other grades. • Increase training and resource supports related to literacy as a holistic, relational practice informed by Indigenous worldviews. • Strengthen communication with families about student learning and growth, including strategies to support literacy at home.
• Established Numeracy Exploration Teams (NET) across several school sites. • Supported instructional approaches emphasizing hands-on learning, inquiry-	There was variability in numeracy instructional approaches and assessment practices across classrooms. Schools identified a need for stronger alignment of instructional strategies, assessment, and shared	• Teacher feedback and classroom observations indicate increased teacher confidence with hands-on and inquiry-based numeracy approaches. • Numeracy Exploration Teams (NET) have	**Continue** • Numeracy Exploration Teams (NET) as a school-based professional learning focus, including in-class and district-wide supports for workshops and professional development.

based thinking, and multiple strategies to demonstrate learning. • Implemented common instructional routines, such as number talks and problem-based tasks. • Piloted proficiency-based assessment rubrics aligned with learning progressions. • Supported collaborative professional learning involving classroom and support staff. • Piloted a K-7 numeracy resource at one elementary school.	language to support conceptual understanding. **This strategy was chosen to:** • Strengthen consistency in numeracy instruction. • Support conceptual understanding alongside procedural fluency. • Build shared understanding of learning progressions. • Respond to teachers identifying the need for a common numeracy resource.	supported strong engagement and collaboration. • Teachers engaging with the pilot proficiency rubrics provided positive initial feedback. • Early evidence indicates increased student engagement and use of multiple strategies and representations. • Emerging shifts toward more conceptually focused instruction are evident in classrooms. • Ongoing collection of classroom-based evidence and district data will further monitor impact. • Regarding the numeracy resource pilot, teachers reported that the resources benefited student numeracy learning.	**Expand** • NET to additional school sites (currently implemented in 9 schools with 2 satellite schools). • District-wide implementation of the K-9 numeracy resource piloted at one school this year. **Adapt** • Establish a numeracy lead in each school to support ongoing professional learning and collaboration, similar to the literacy liaison model. **Refine** • Complete final revisions and proofing of proficiency-based assessment rubrics, with planned development of student work exemplars to support implementation across grade levels. **Strengthen** • Alignment between instruction and curriculum goals, using the BC Curriculum as the baseline for all and Foundational Learning Progressions for K-4.
• Indigenous Education Helping Teachers (IEHTs) provide direct supports in all schools, with a focus on students experiencing attendance gaps and those identified as priorities for additional services.	Some students and families require additional culturally responsive supports to strengthen engagement, attendance, and connection to learning in literacy and numeracy. Educators also identified a need for accessible, curriculum-aligned Indigenous	• IEHTs report improved alignment of supports through regular collaboration with classroom teachers. • Events have increased family and student engagement in literacy and numeracy in informal, community-centred settings.	**Continue** • IEHT supports focused on attendance, engagement, and priority learners. • Bannock & Books programming connecting students and families with Indigenous authors. • Ongoing expansion and use of Indigenous

• Attendance information is shared monthly with Indigenous education partners in response to requests, supporting collaborative planning. • Events are offered three times per year, bringing students and families together with local Indigenous authors to strengthen engagement in literacy and numeracy. • The Indigenous Education District Library continues to expand and update themed resource kits for all grade levels, including featured words in hən̓q̓əmin̓əm and QR codes to support accessibility and instructional relevance. • IEHTs report regular collaboration with classroom teachers to align supports and integrate culturally responsive resources into classroom practice.	resources to support inclusive instructional practices across all grade levels. **This strategy was chosen to:** • Strengthen engagement and connection for Indigenous learners and families. • Support culturally responsive literacy and numeracy practices across classrooms. • Increase access to Indigenous perspectives through high-quality instructional resources. • Strengthen collaboration with Indigenous education partners.	• Use and circulation of Indigenous Education District Library resources have increased, indicating growing integration into classroom practice. • Educators report that updated kits and language resources enhance relevance and engagement for both students and teachers. • Overall, feedback suggests these strategies are supporting engagement, cultural relevance, and alignment with literacy and numeracy goals across schools.	Education District Library resources. **Adapt** • Continue refining and updating resource kits to align with curriculum and classroom needs. • Strengthen communication and awareness to support consistent school-wide use of resources. **Introduce and Implement** • Continued development of culturally responsive resources that support literacy and numeracy instruction across all grade levels. • Ongoing collaboration with Rights Holders and Indigenous partners to inform next steps.

Career Development			
Eliminate variation in data between student subgroups when examining graduation rates, preparedness for life after graduation, and post-secondary engagement.			
Strategy What targeted actions are being taken?	**Area for Growth** What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	**Strategy Effectiveness** Based on the review of data, evidence, and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	**Adjustments and Adaptations** Based on their effectiveness, which strategies will the district team continue, discontinue, adapt, or introduce and implement?
• In 2025/26, district staff initiated collaborative work with the Katzie First Nation Education Liaison to support students and families living on reserve, including focused attention to school participation, success, and achievement.	• This work has been initiated for the purpose of reducing the discrepancy in graduation rates between on-reserve students and other students and other student subgroups. • The CYIC student subgroup graduation rate is below the graduation rate of other student subgroups. Improving CYIC student success and achievement is the goal.	This work is anticipated to have a longitudinal impact and will be monitored for success annually.	**Continue** • This approach will continue into the 2026/27 school year. **Introduce and Implement** • For the 2026/27 school year, the Indigenous Education Council has allocated funding for a Child and Youth Care Worker designated to support Indigenous students and families who are experiencing disengagement from school and difficulty with school transition stages. • Use data from CYIC exit interviews to inform decision-making for the 2026/27 school year.
• The Indigenous Education Department accesses targeted post-secondary campus connection opportunities offered for Indigenous students involving four local post-secondary schools: UBC, SFU, Douglas College, and Native Education College.	• The campus connection series is designed to support students in making informed decisions about their engagement with post-secondary education opportunities. • The Strengthening and Connection Series broadens students' understanding of potential life pathways.	• Student feedback regarding campus tour opportunities has been positive. • 2025/26 was the inaugural year for the district to access the Strengthening and Connection Series. • Anecdotal student feedback collected regarding the Living Library event each year is very positive and	**Continue** • Post-secondary campus connection activities. • Planning for the return of the Strengthening and Connection Series in the 2026/27 school year. • District staff efforts to maximize the number and diversity of representatives hosted as speakers and participants in the Living Library event.

• In 2025/26, the district participated for the first time in the provincial post-secondary marketing program, Strengthening and Connection Series, creating opportunities for Indigenous students to increase their knowledge and awareness regarding potential life pathways beyond high school. • The Indigenous Education Department continues to offer the Living Library event annually to Indigenous students enrolled in secondary programs. • An Indigenous student voice forum was scheduled for May 2026.	• The Living Library event was developed in response to data collected at the last Indigenous student voice forum. • The student voice forum creates a safe space for students with ancestry to engage in meaningful dialogue about their educational experience and explore additional ways to maximize student sense of belonging, purpose, and achievement.	encouraging for continuation of this initiative.	
In the 2024/25 school year, dual credit programming was made available to Grade 12 students in the areas of Early Childhood Education (ECE), Emergency Medical Responder (EMR), and nursing.	Dual credit programming introduces secondary students to post-secondary educational opportunities that can connect directly to potential employment and/or careers.	• Student feedback from participants in individual dual credit programs is extremely positive. • Six of the original 13 ECE students continued ECE coursework beyond the dual credit program commitment. • After completing the EMR dual credit coursework, three of the original 12 students in the program went on to successfully	**Continue** • For the 2025/26 school year, dual credit programming will be offered to Grade 12 students in the areas of ECE, EMR, and Medical Office Assistant (MOA). **Adapt** • Based on ministry compliance feedback, the dual credit nursing program will not be available to students in 2025/26. The district will explore its ability to

		complete the licensing assessments to earn their EMR certificate.	establish a post-secondary partnership that can offer a nursing program that meets ministry requirements, with the intention of offering nursing as a dual credit program in the 2026/27 school year.

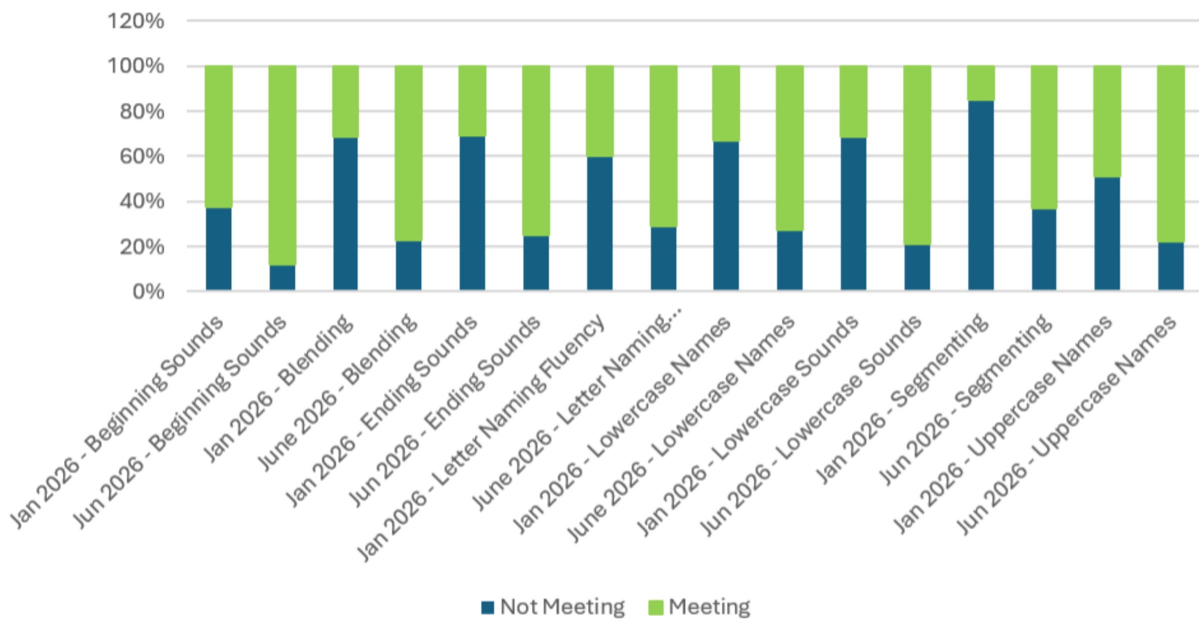
APPENDIX B

Note: Graph scales vary throughout Appendix B. Please refer to the axis labels when interpreting data.

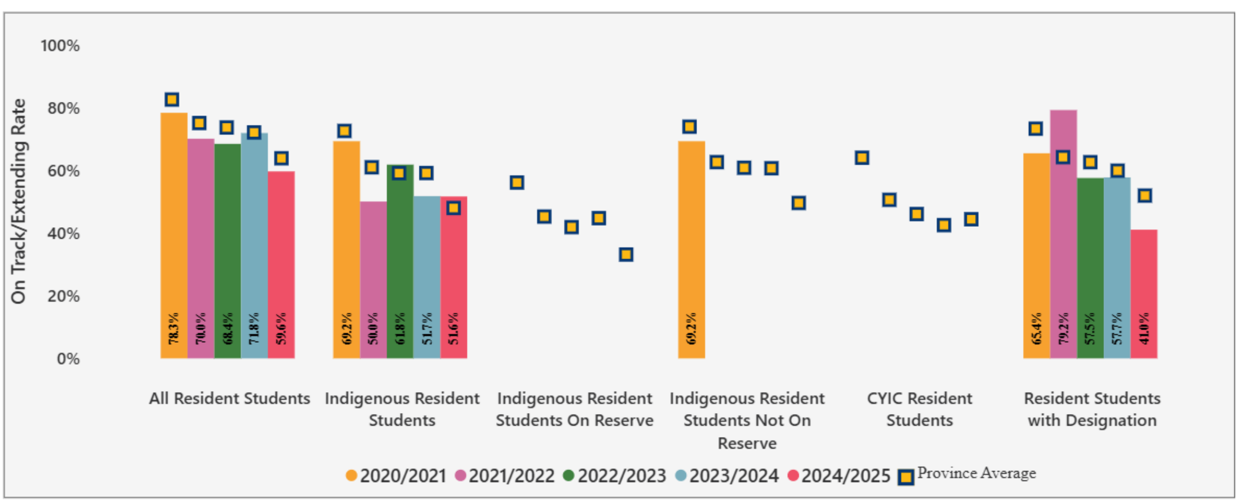
Intellectual Development

Literacy and Numeracy

Kindergarten – Literacy

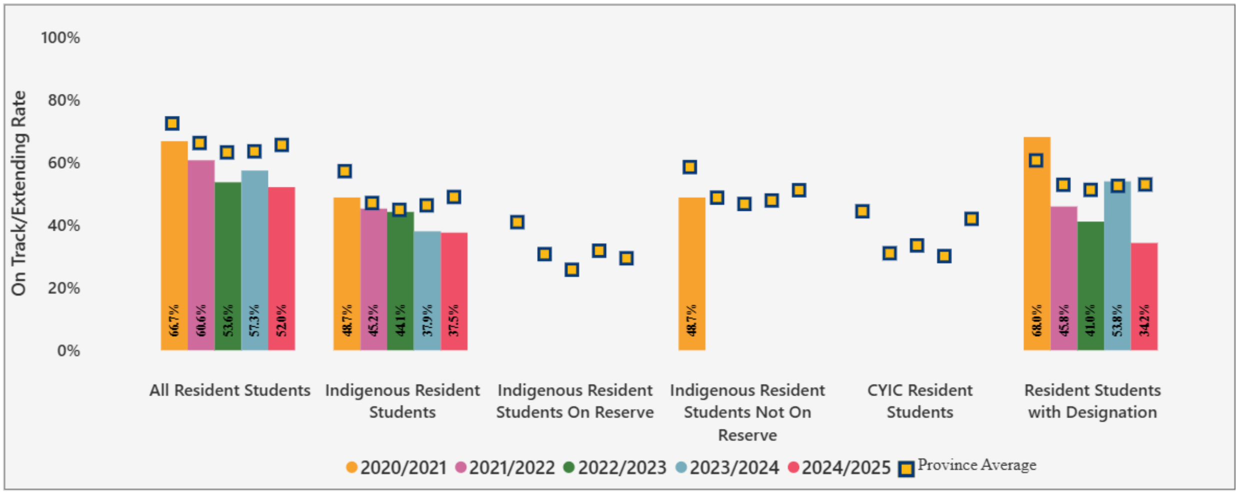


Grade 4 – Literacy



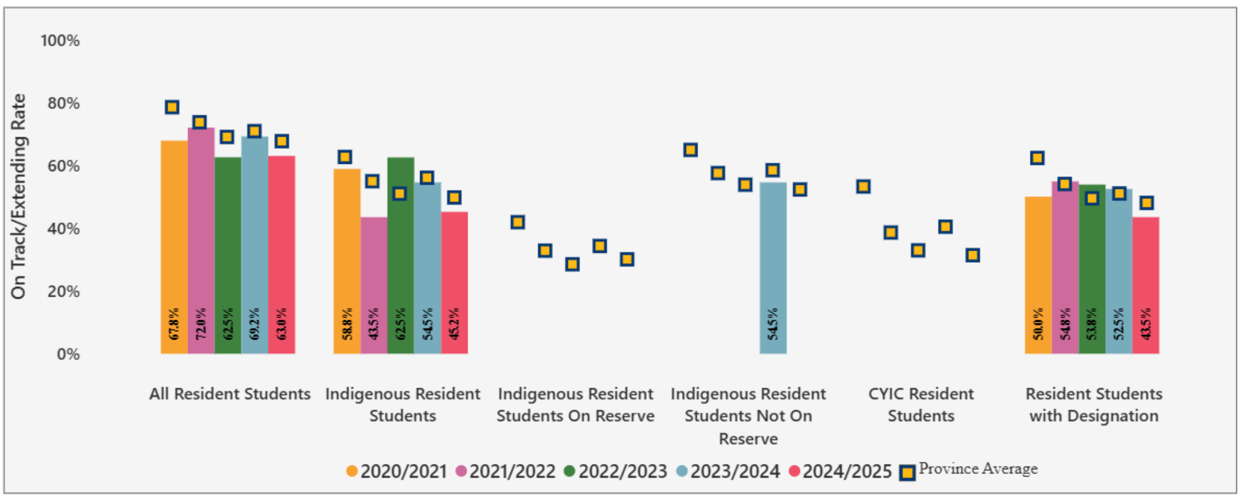
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Grade 4 – Numeracy



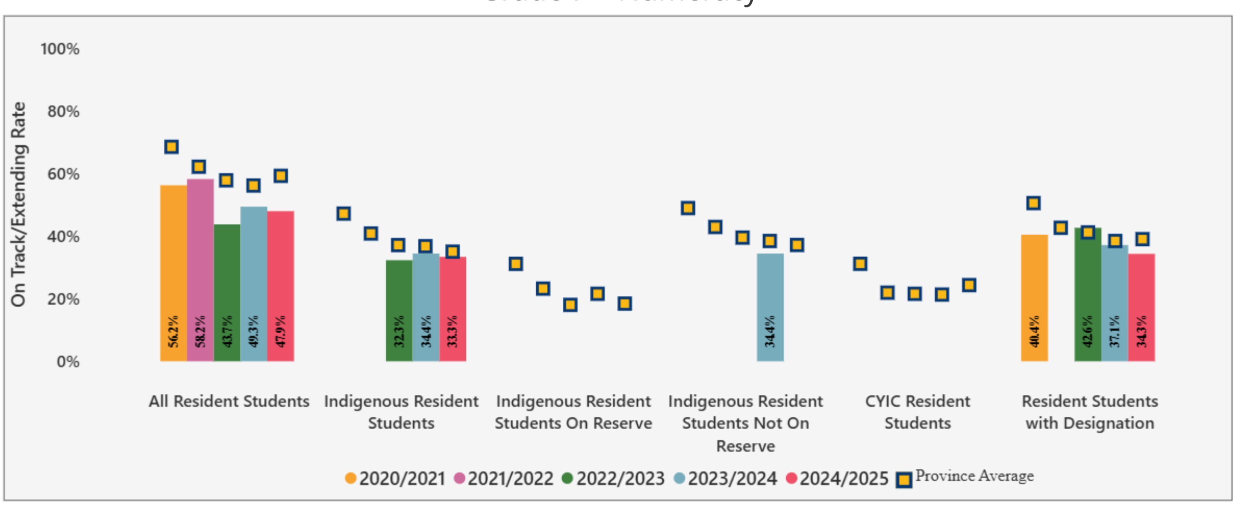
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Grade 7 – Literacy



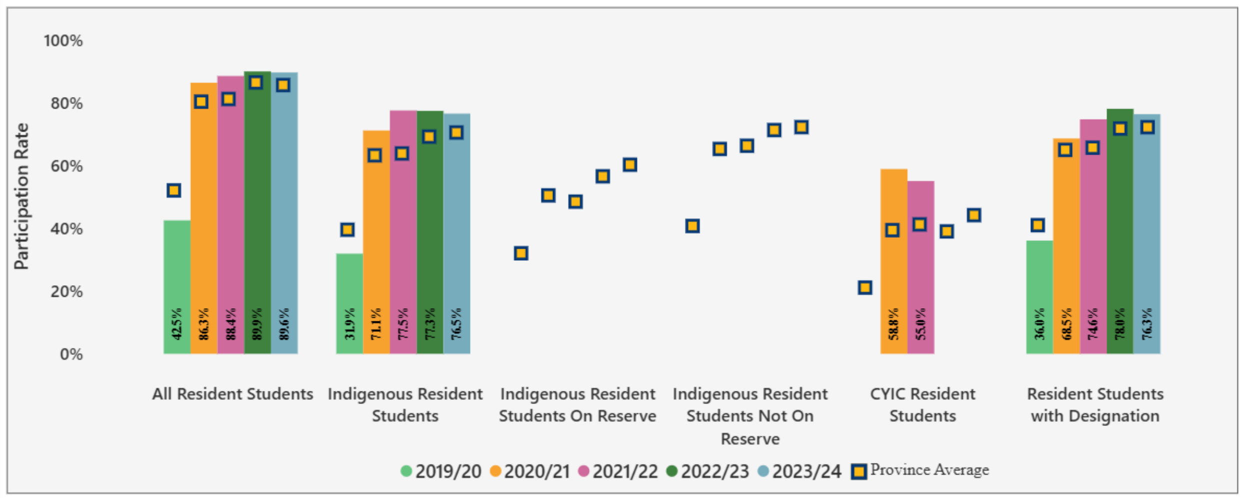
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Grade 7 – Numeracy



Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Grade 10 – Literacy



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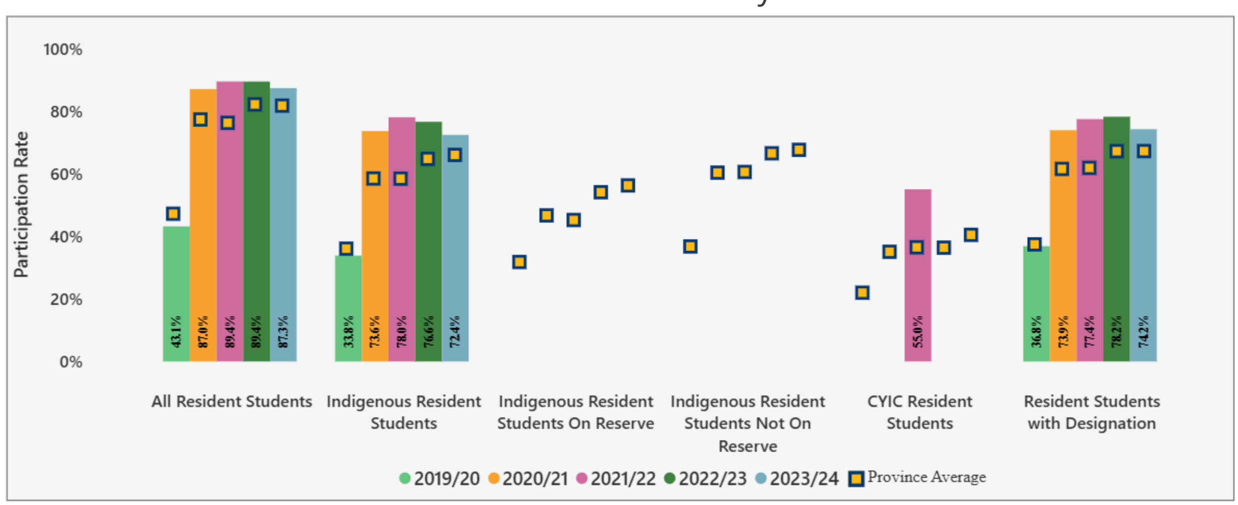
Grade 10 – Numeracy



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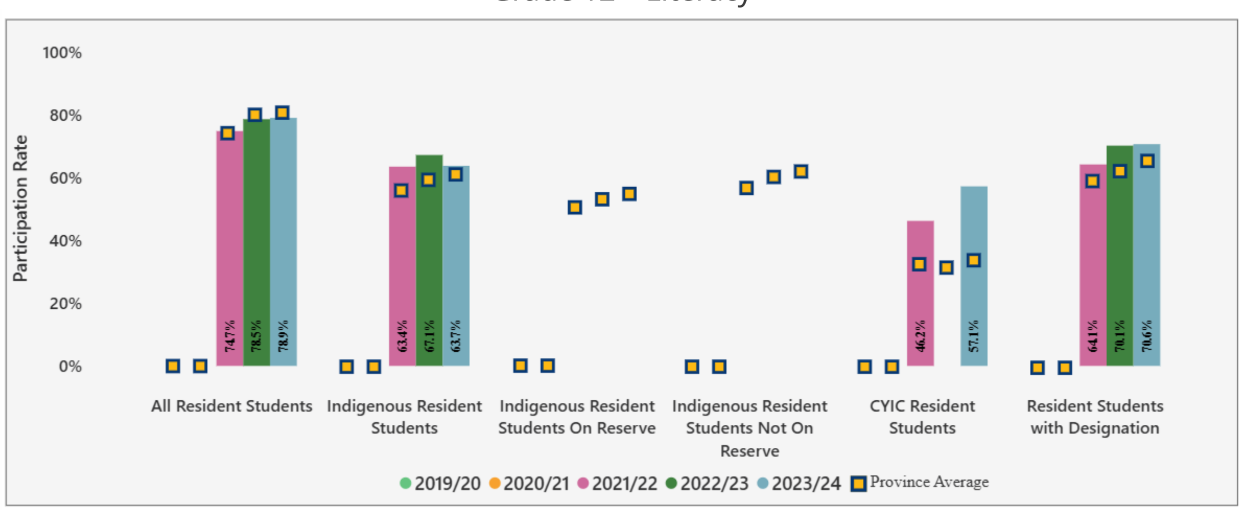
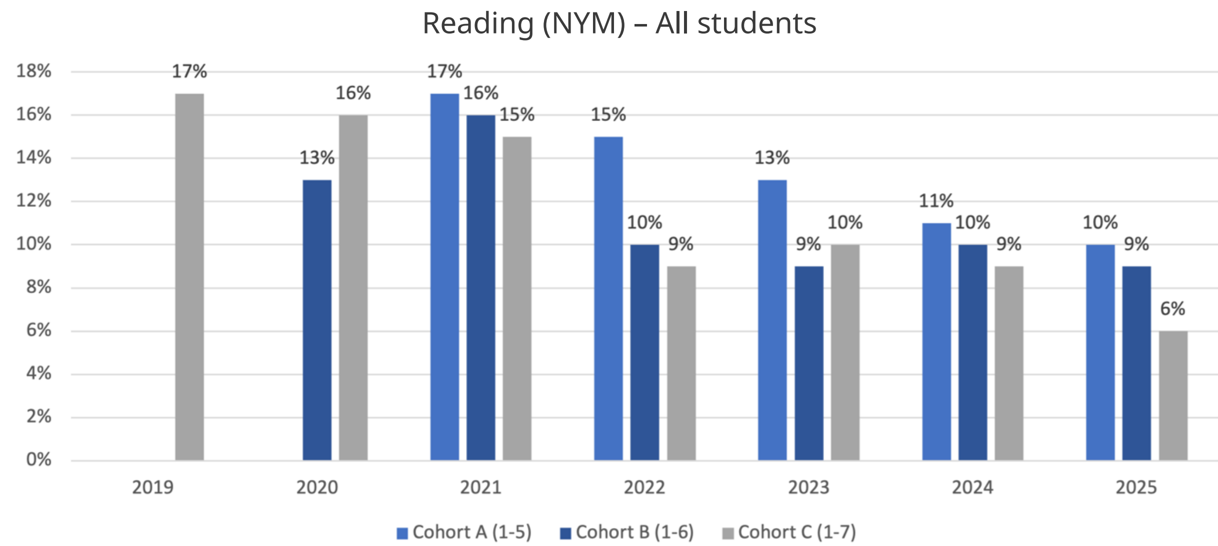
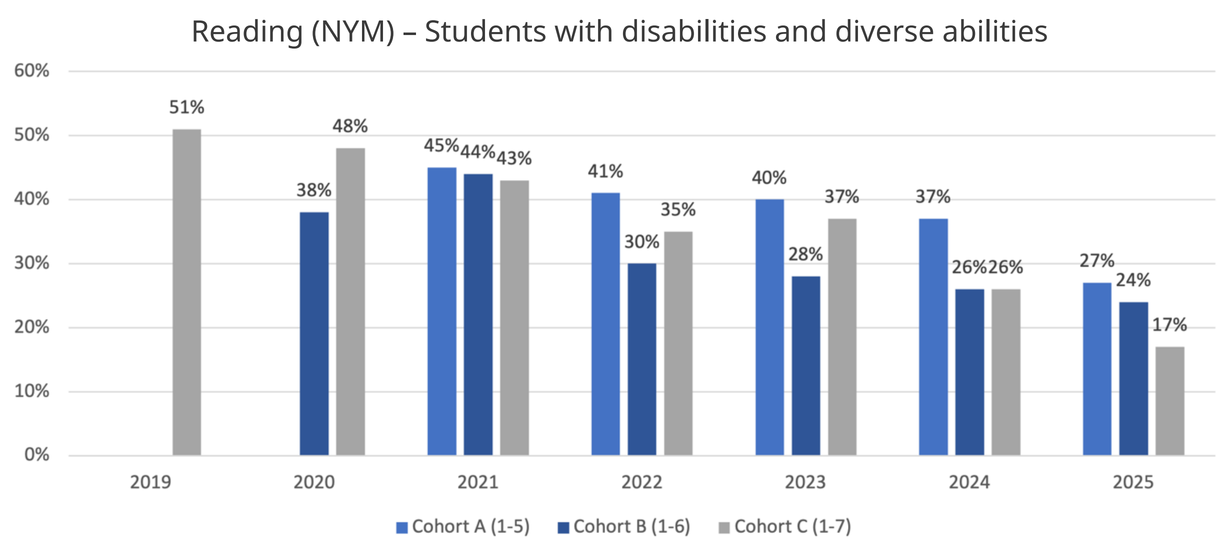
Grade 12 – Literacy

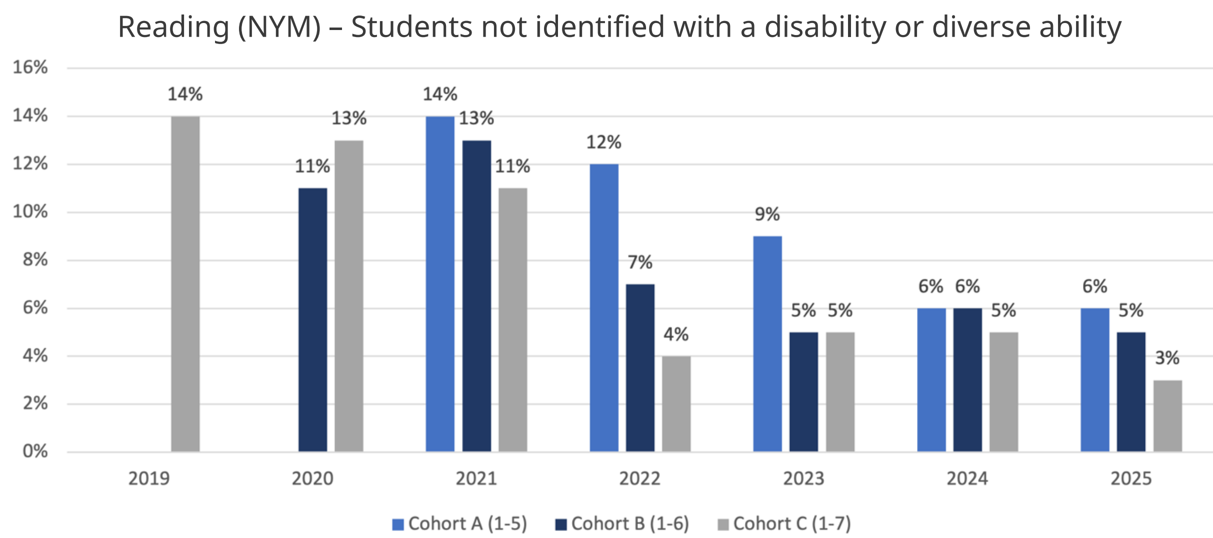


Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Not Yet Meeting (NYM): Reading, Writing, and Numeracy






Reading (NYM) – Students not identified with a disability or diverse ability
16%
14%
12%
10%
8%
6%
4%
2%
0%
14%
11% 13%
14% 13% 11%
12% 7% 4%
9% 5% 5%
6% 6% 5%
6% 5% 3%
2019
2020
2021
2022
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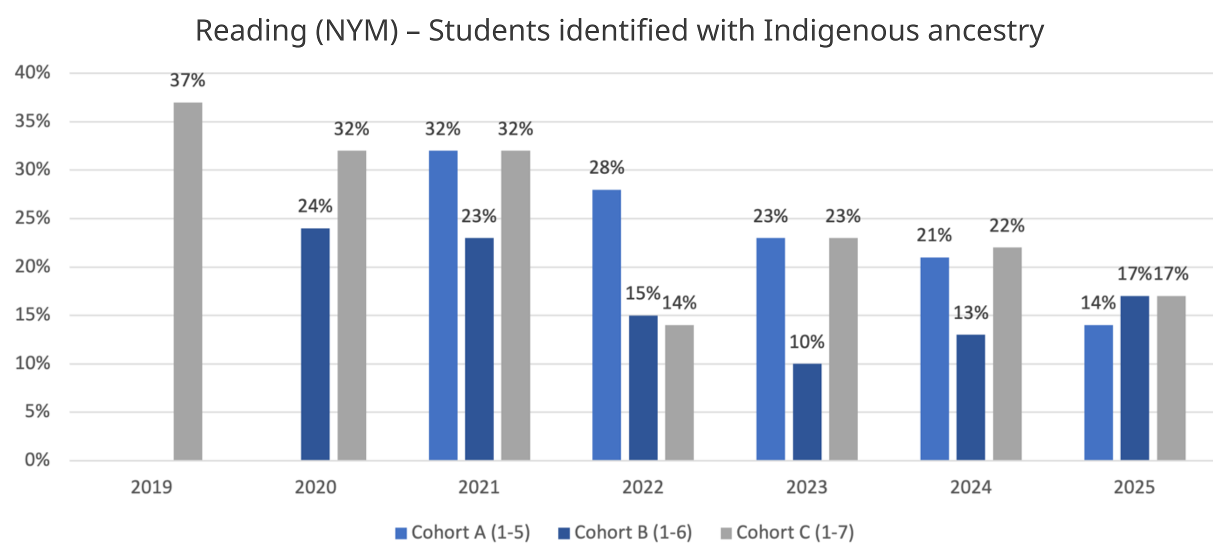
2024
2025
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)


Reading (NYM) – Students identified with Indigenous ancestry
40%
35%
30%
25%
20%
15%
10%
5%
0%
37%
24% 32%
32% 23% 32%
28% 15% 14%
23% 10% 23%
21% 13% 22%
14% 17% 17%
2019
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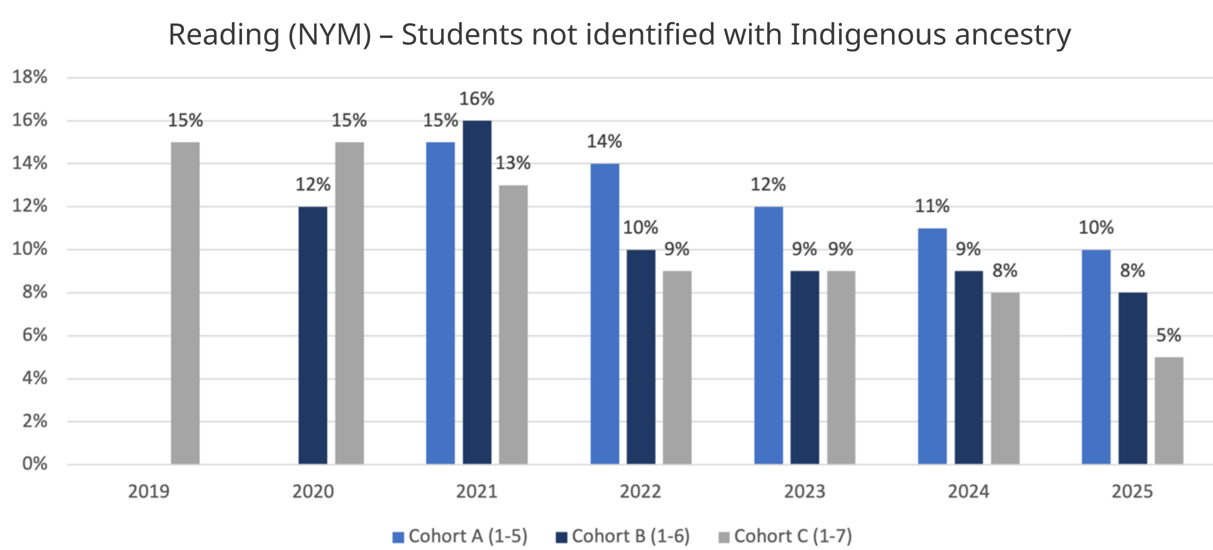
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)


Reading (NYM) – Students not identified with Indigenous ancestry
18%
16%
14%
12%
10%
8%
6%
4%
2%
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15%
12% 15%
15% 16% 13%
14% 10% 9%
12% 9% 9%
11% 9% 8%
10% 8% 5%
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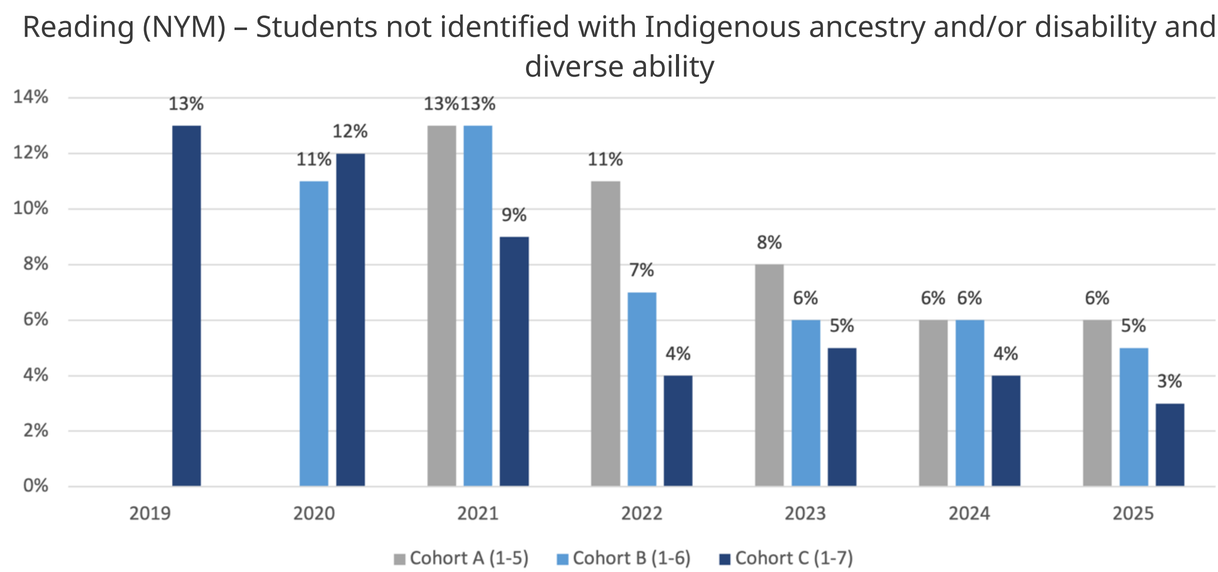
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)


Reading (NYM) – Students not identified with Indigenous ancestry and/or disability and diverse ability
14%
12%
10%
8%
6%
4%
2%
0%
13%
11%
12%
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7%
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6%
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5%
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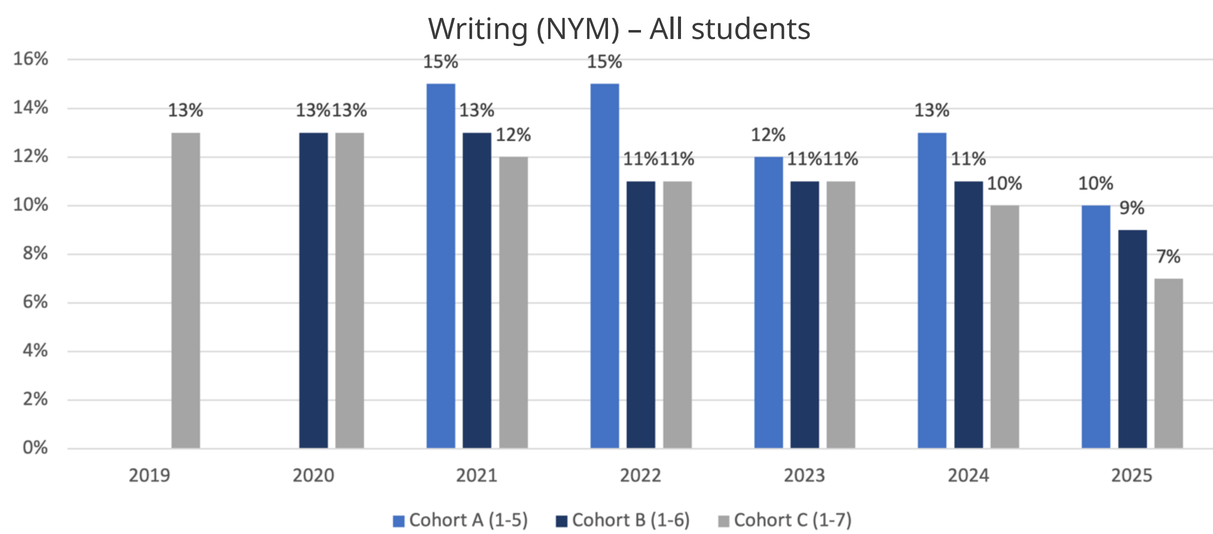
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)


Writing (NYM) – All students
16%
14%
12%
10%
8%
6%
4%
2%
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13%
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13%
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13%
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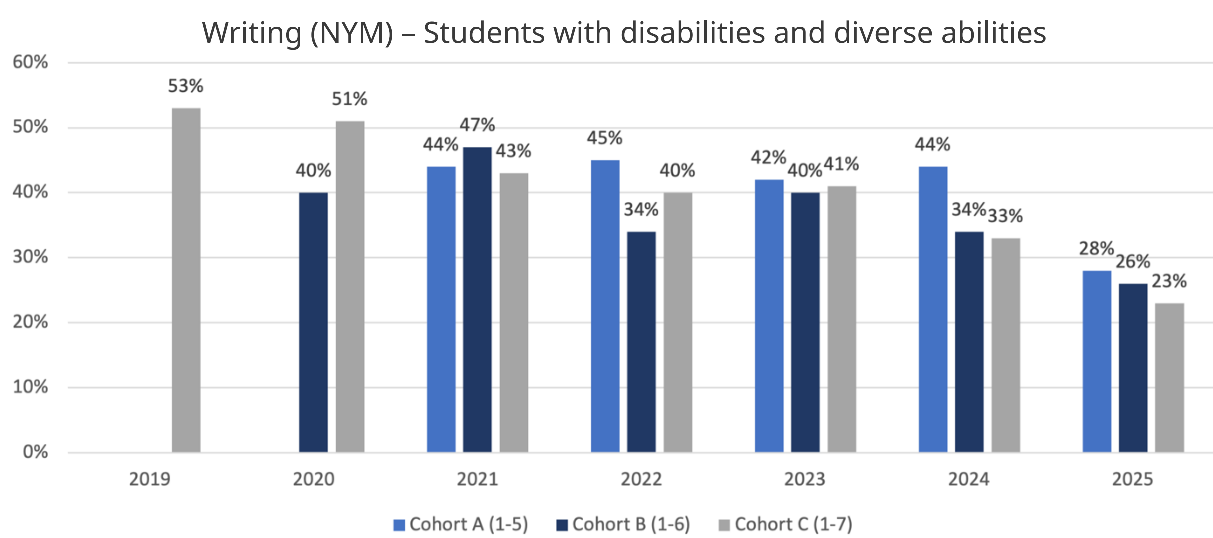
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)


Writing (NYM) – Students with disabilities and diverse abilities
60%
50%
40%
30%
20%
10%
0%
53%
40%
51%
44%
47%
43%
45%
34%
40%
42%
40%
41%
44%
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28%
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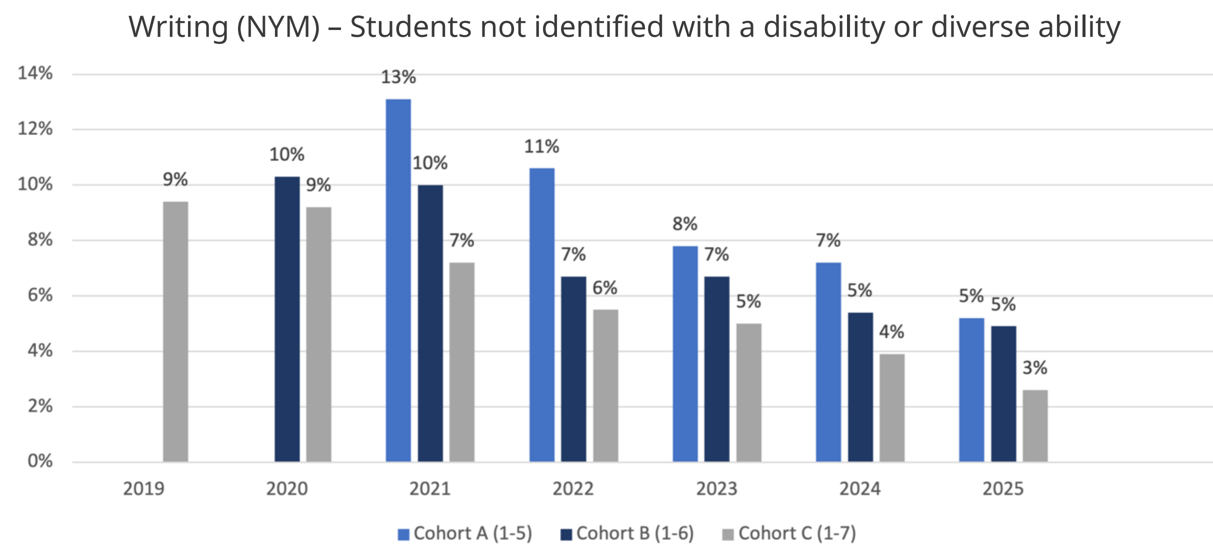
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)


Writing (NYM) – Students not identified with a disability or diverse ability
14%
12%
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8%
6%
4%
2%
0%
9%
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9%
13%
10%
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7%
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5%
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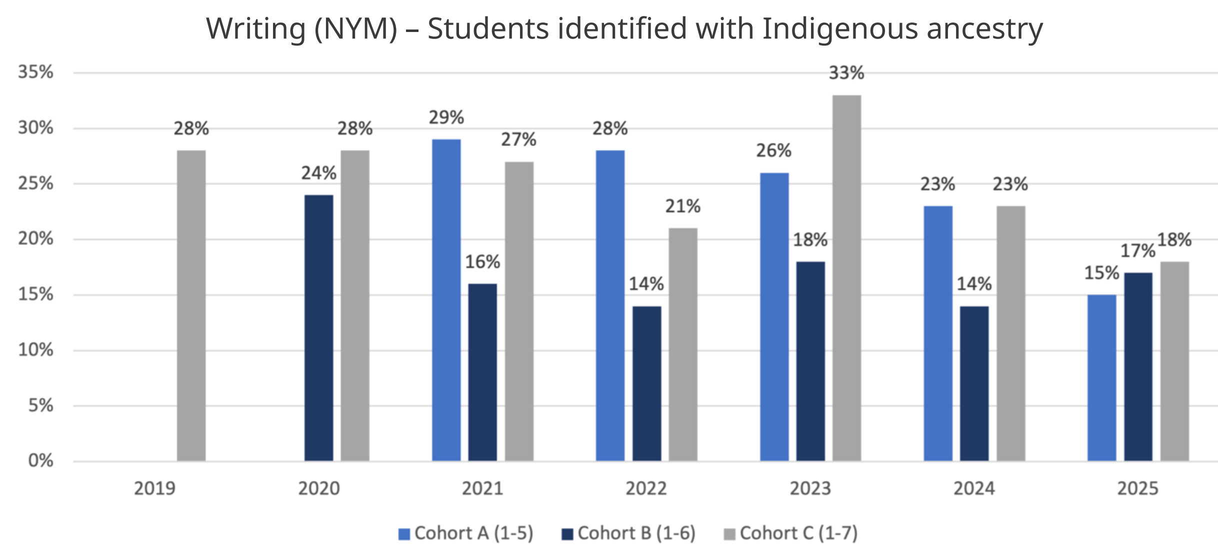
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)


Writing (NYM) – Students identified with Indigenous ancestry
35%
30%
25%
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15%
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16%
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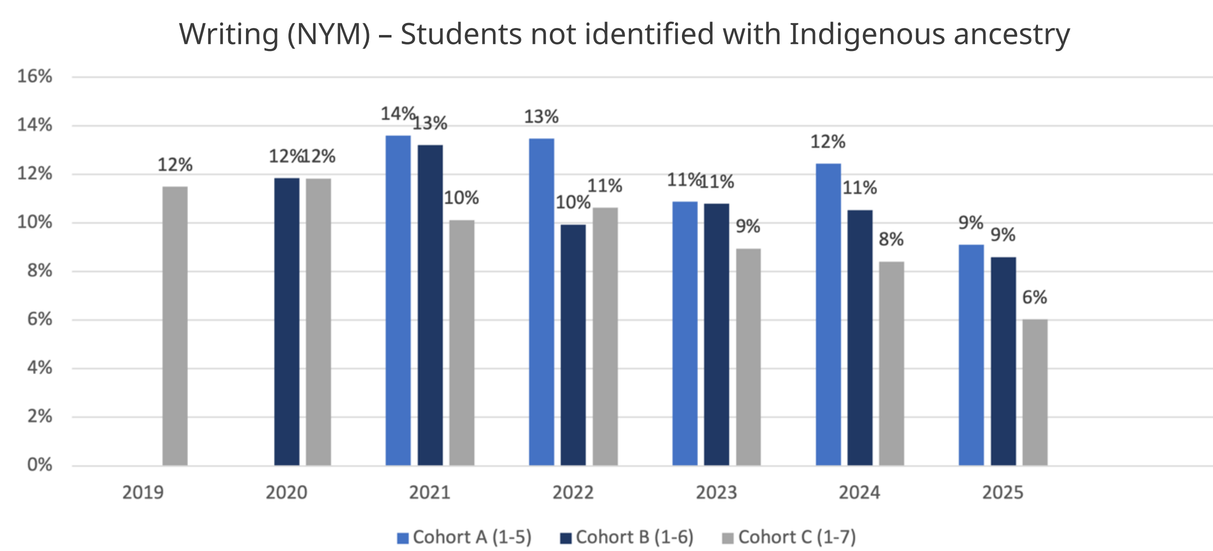
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)


Writing (NYM) – Students not identified with Indigenous ancestry
16%
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14%
13%
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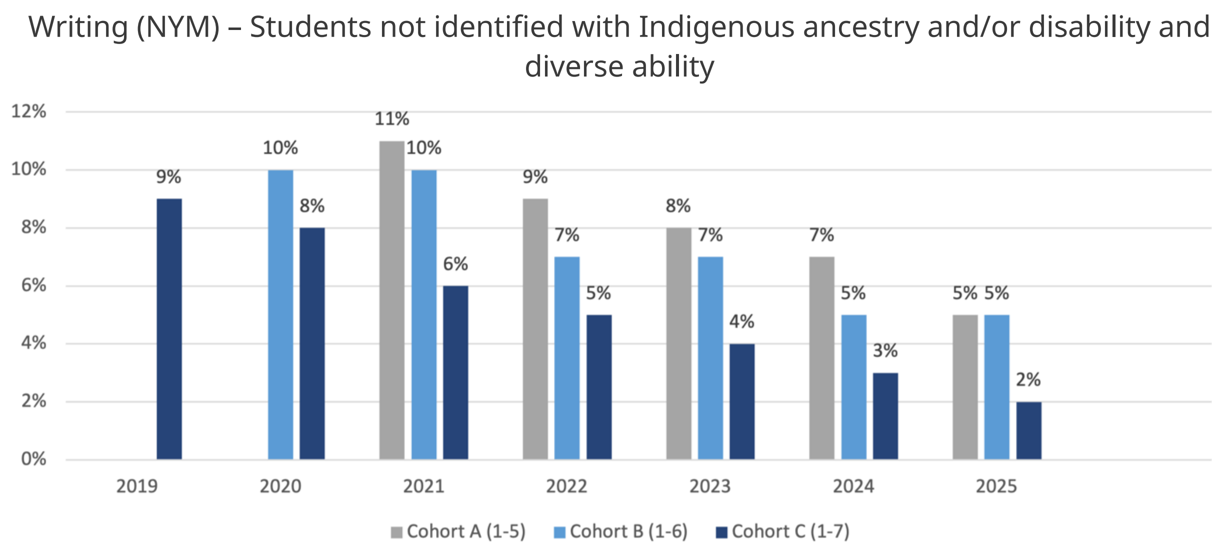
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)


Writing (NYM) – Students not identified with Indigenous ancestry and/or disability and diverse ability
12%
10%
8%
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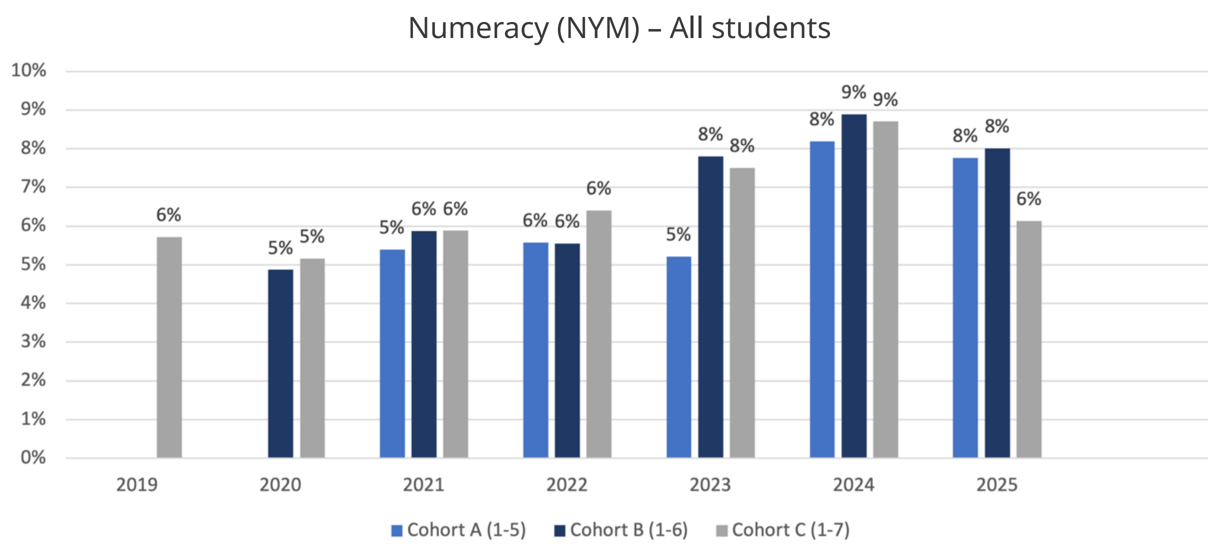
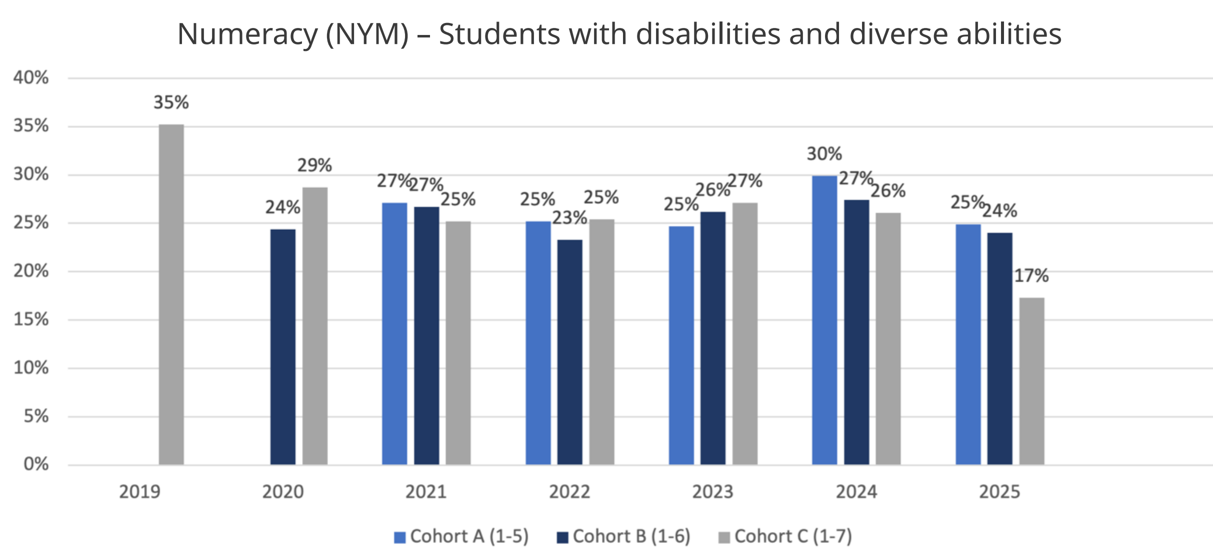
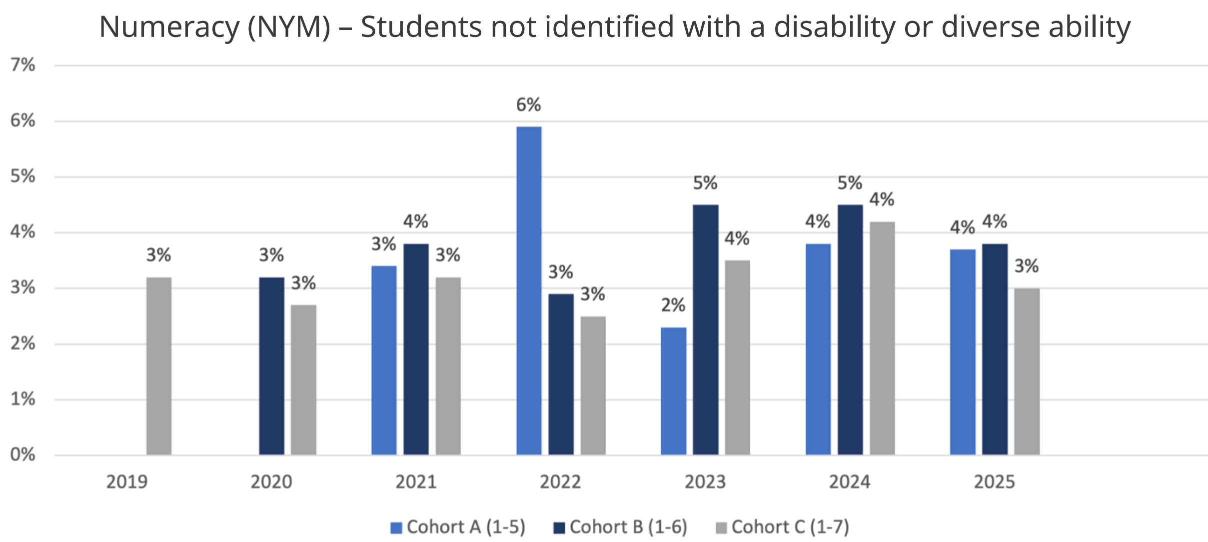
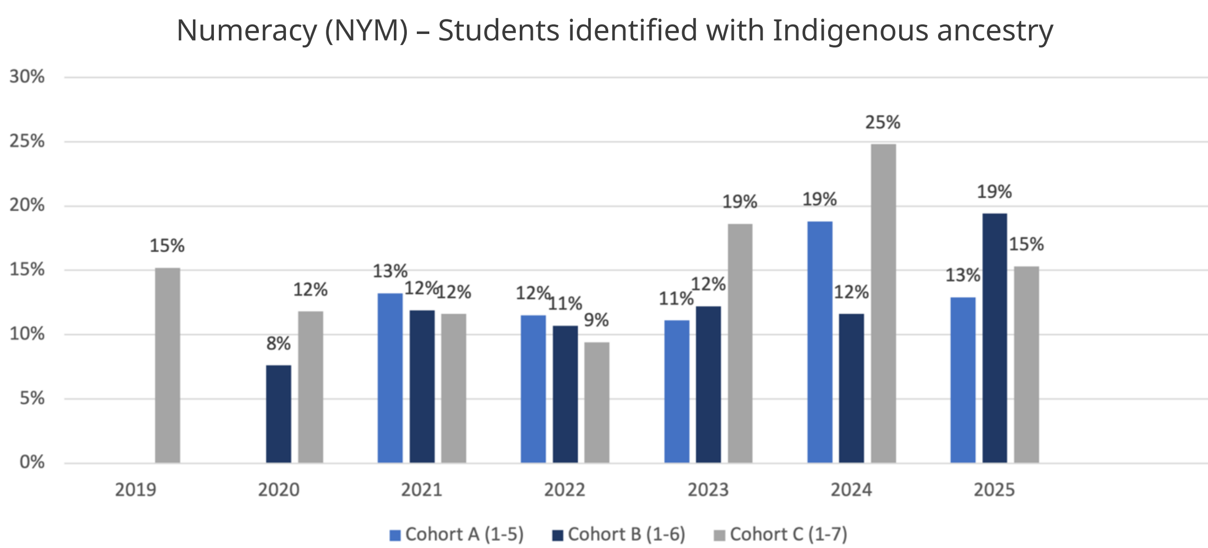
10%
8%
11%
10%
6%
9%
7%
5%
8%
7%
4%
7%
5%
3%
5%
5%
2%
2019
2020
2021
2022
2023
2024
2025
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)


Numeracy (NYM) – All students
10%
9%
8%
7%
6%
5%
4%
3%
2%
1%
0%
6%
5%
5%
5%
6%
6%
6%
6%
6%
5%
8%
8%
8%
9%
9%
8%
8%
6%
2019
2020
2021
2022
2023
2024
2025
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)

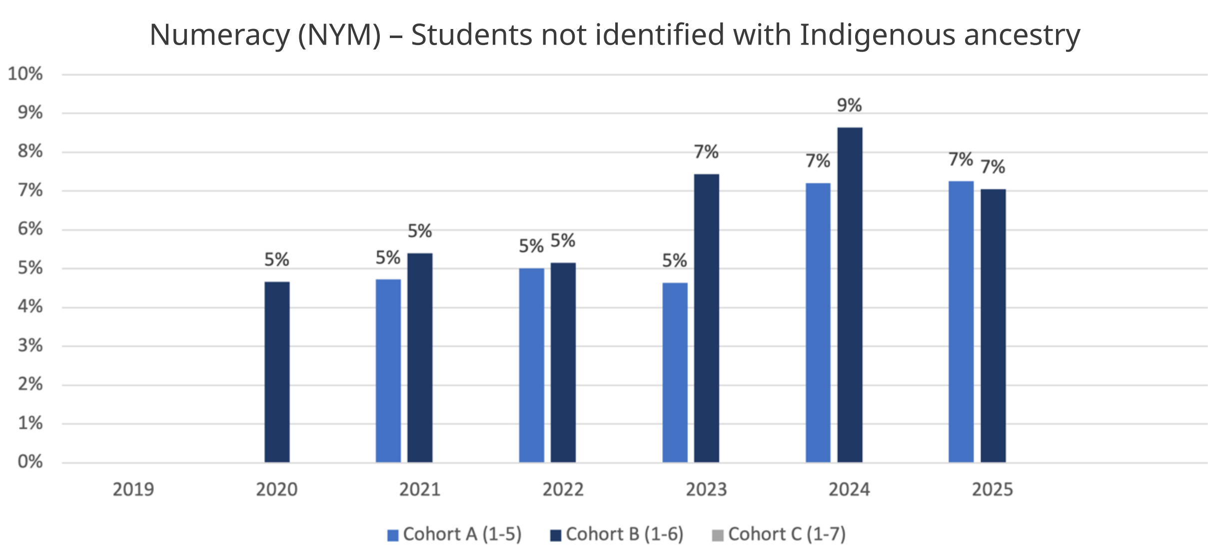

Numeracy (NYM) – Students with disabilities and diverse abilities
40%
35%
30%
25%
20%
15%
10%
5%
0%
35%
24%
29%
27%
27%
25%
25%
23%
25%
25%
26%
27%
30%
27%
26%
25%
24%
17%
2019
2020
2021
2022
2023
2024
2025
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)



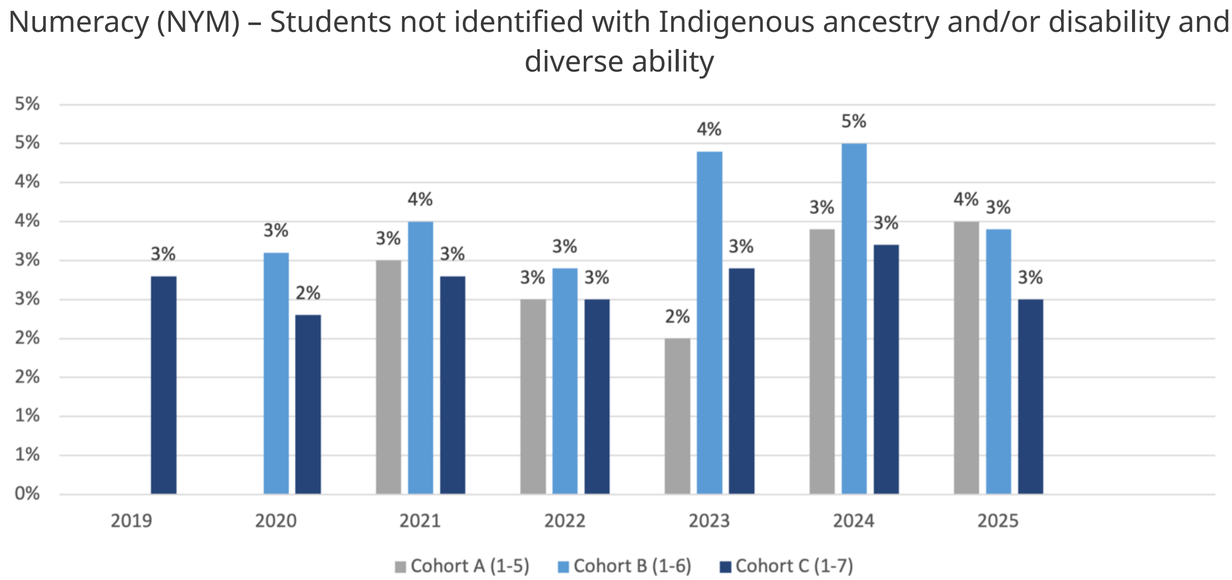
Numeracy (NYM) – Students not identified with a disability or diverse ability
7%
6%
5%
4%
3%
2%
1%
0%
3%
3%
3%
3%
4%
3%
6%
3%
3%
2%
5%
4%
4%
5%
4%
4%
4%
3%
2019
2020
2021
2022
2023
2024
2025
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)



Numeracy (NYM) – Students identified with Indigenous ancestry
30%
25%
20%
15%
10%
5%
0%
15%
8%
12%
13%
12%
12%
12%
11%
9%
11%
12%
19%
19%
12%
25%
13%
19%
15%
2019
2020
2021
2022
2023
2024
2025
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)



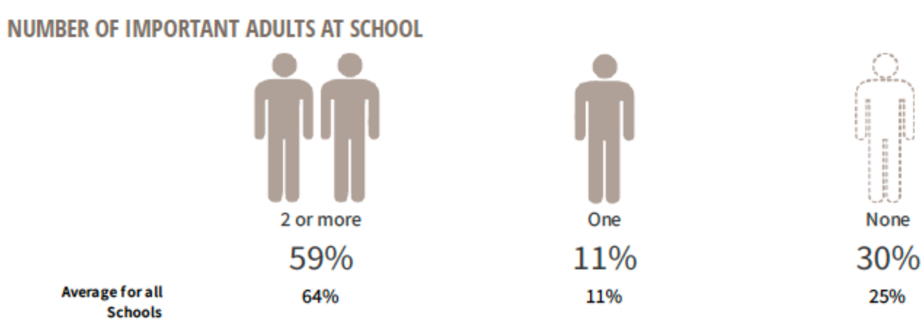
Numeracy (NYM) – Students not identified with Indigenous ancestry
10%
9%
8%
7%
6%
5%
4%
3%
2%
1%
0%
5%
5%
5%
5%
5%
5%
7%
7%
9%
7%
7%
2019
2020
2021
2022
2023
2024
2025
Cohort A (1-5)
Cohort B (1-6)
Cohort C (1-7)



Human and Social Development

2024/25 District MDI Data

Grade 5 2024/25 MDI Results: Number of Important Adults at School

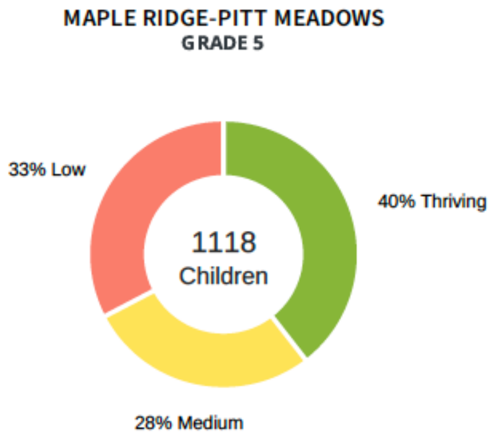


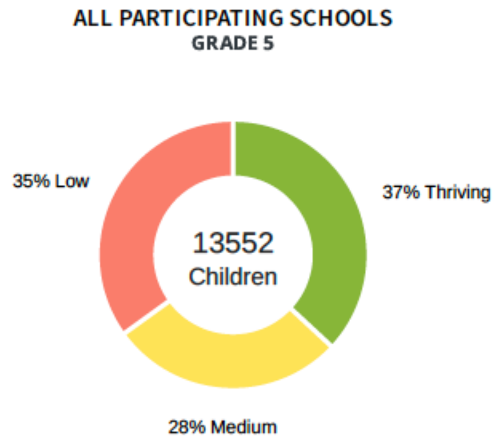
Grade 5 2024/25 MDI Results: Well-Being (Thriving)

High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.



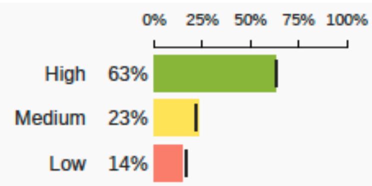


Grade 5 2024/25 MDI Results: School Belonging

Note: Black line is the provincial MDI average.

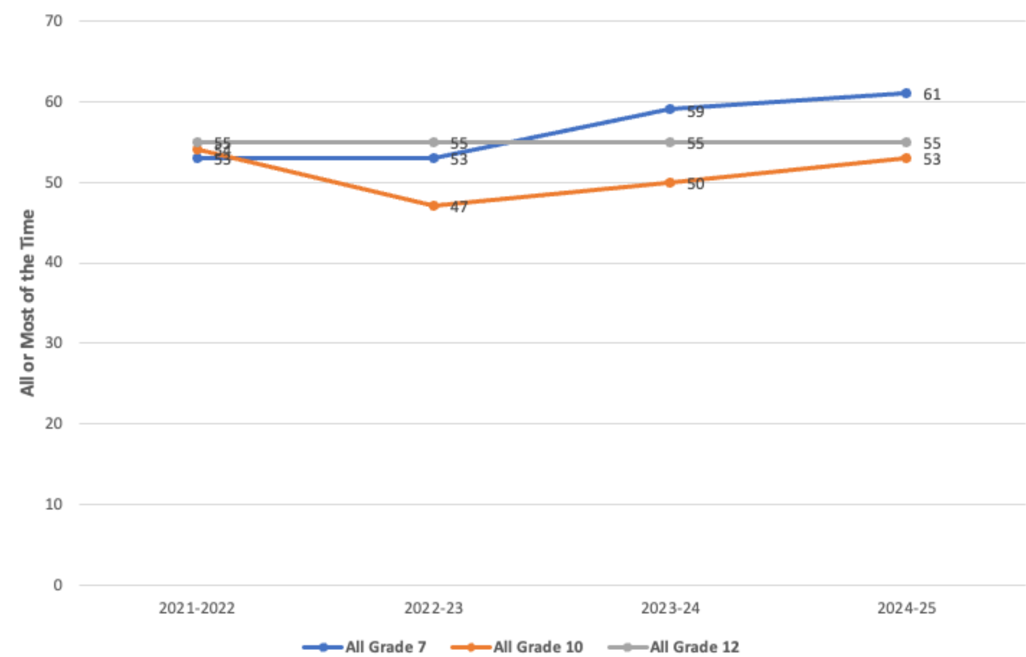
SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

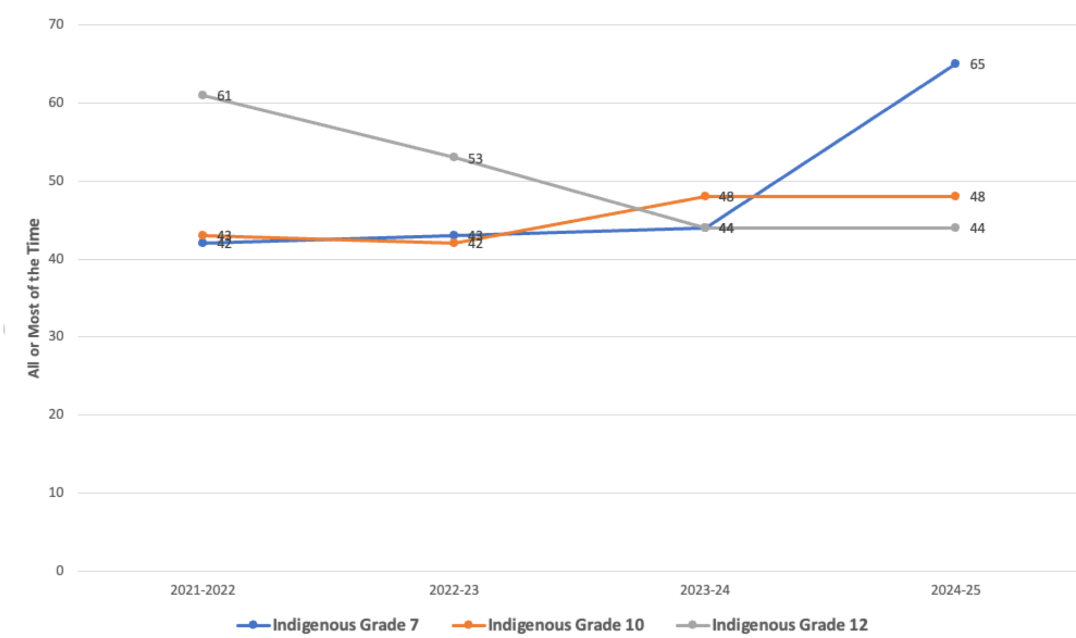


2024/25 Provincial Student Learning Survey Data

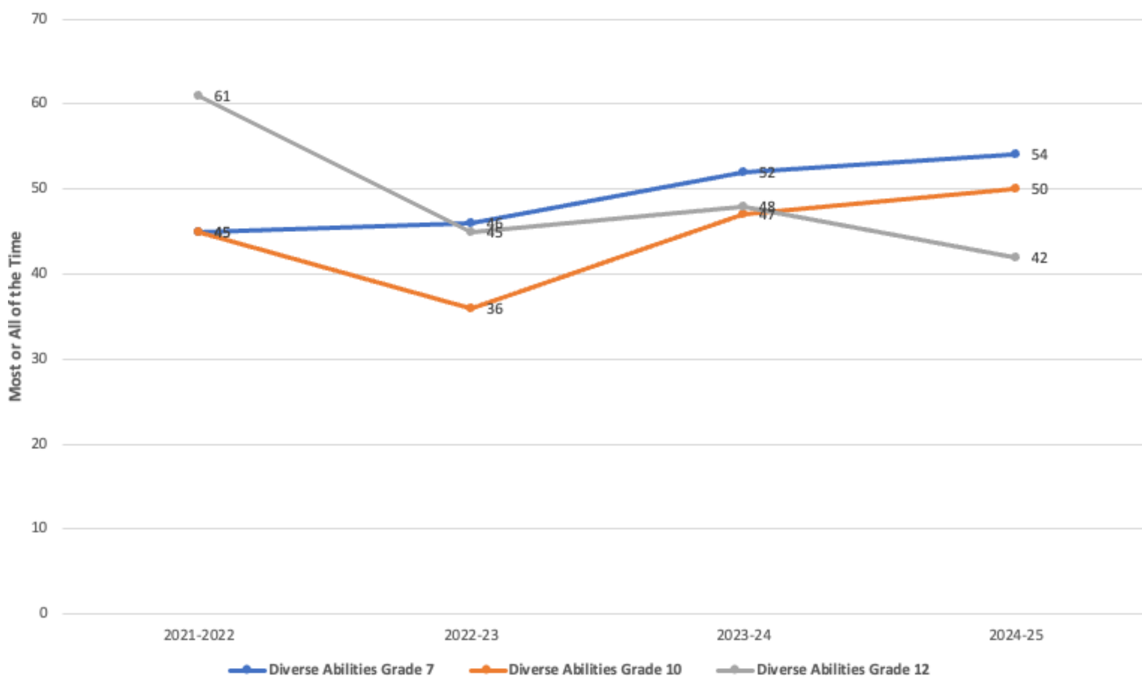
Is school a place where you feel like you belong? (% all or most of the time)
All students



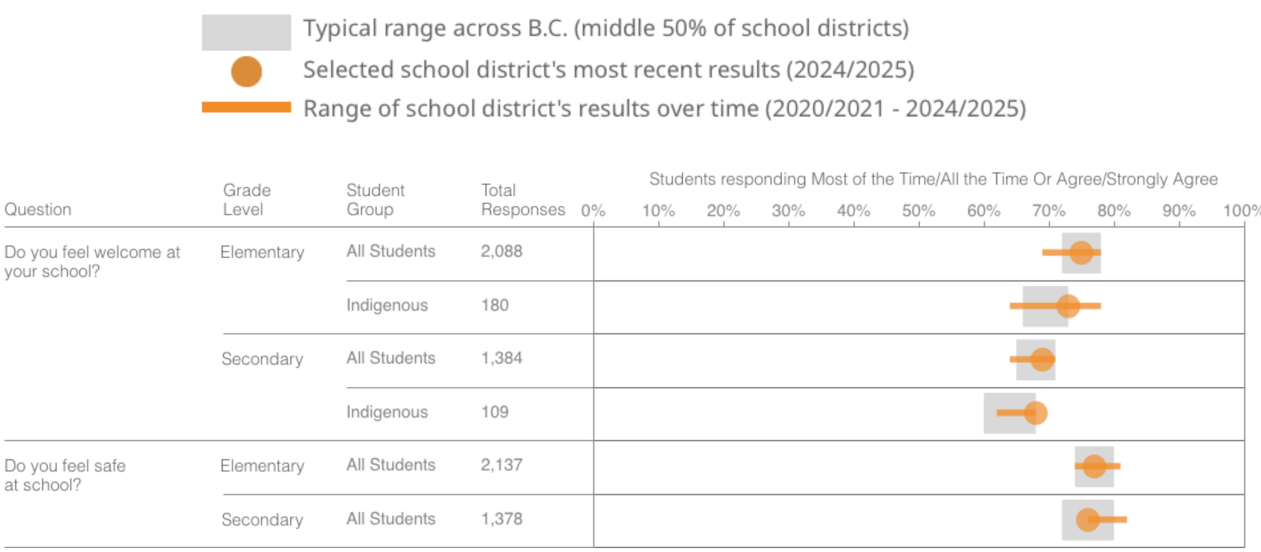
Is school a place where you feel like you belong? (% all or most of the time)
Indigenous students



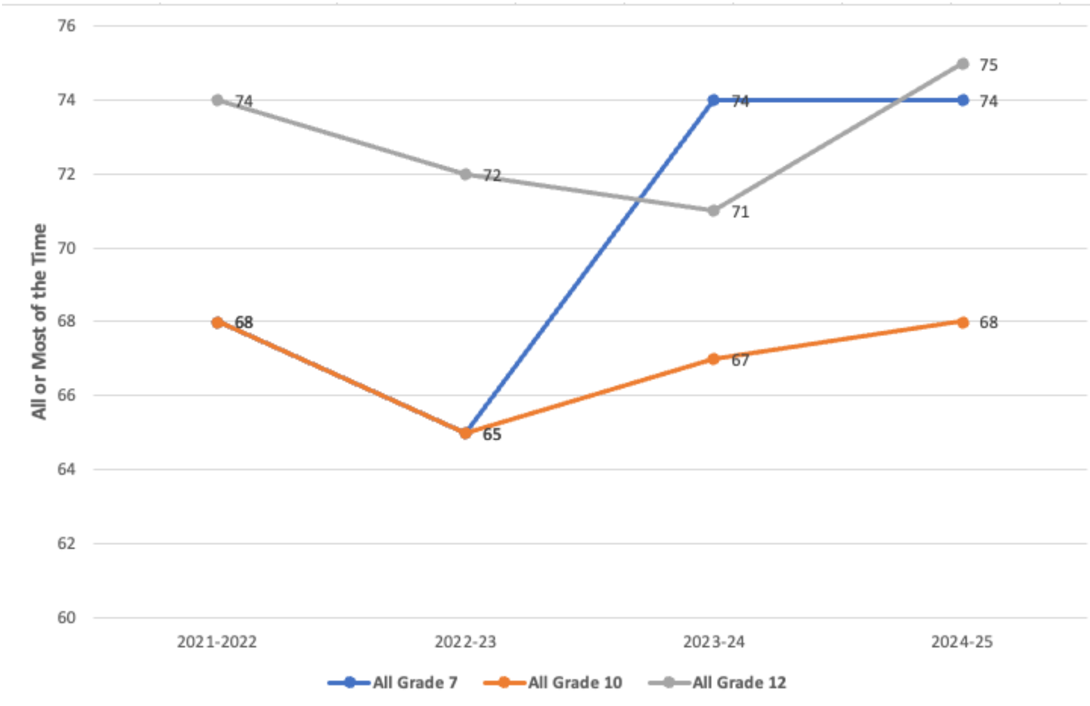
Is school a place where you feel like you belong? (% all or most of the time)
Students with diverse abilities



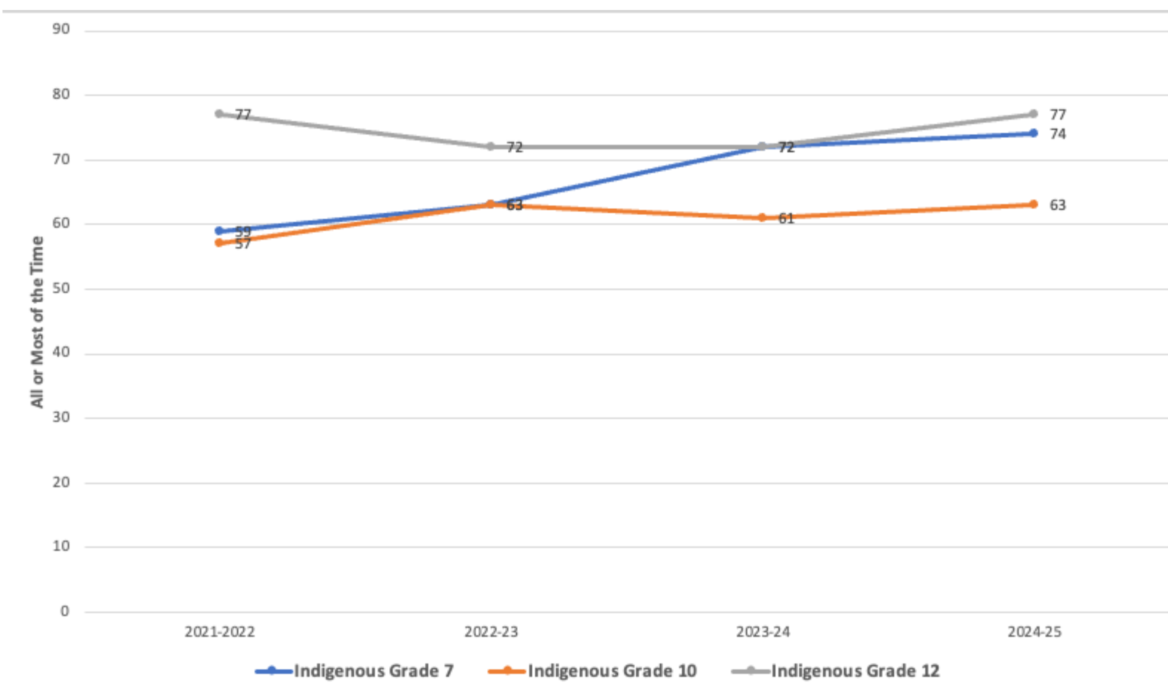
Student satisfaction and wellness (% all or most of the time)



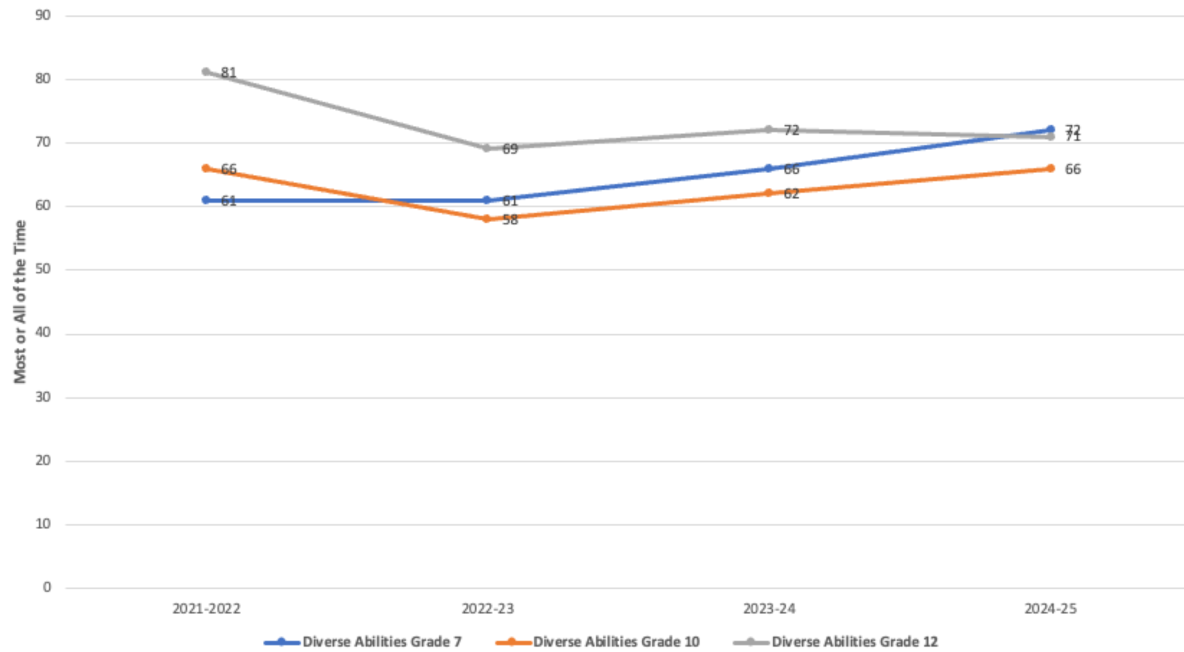
Feel welcome – Grades 4, 7 and 10 (% all or most of the time)
All students



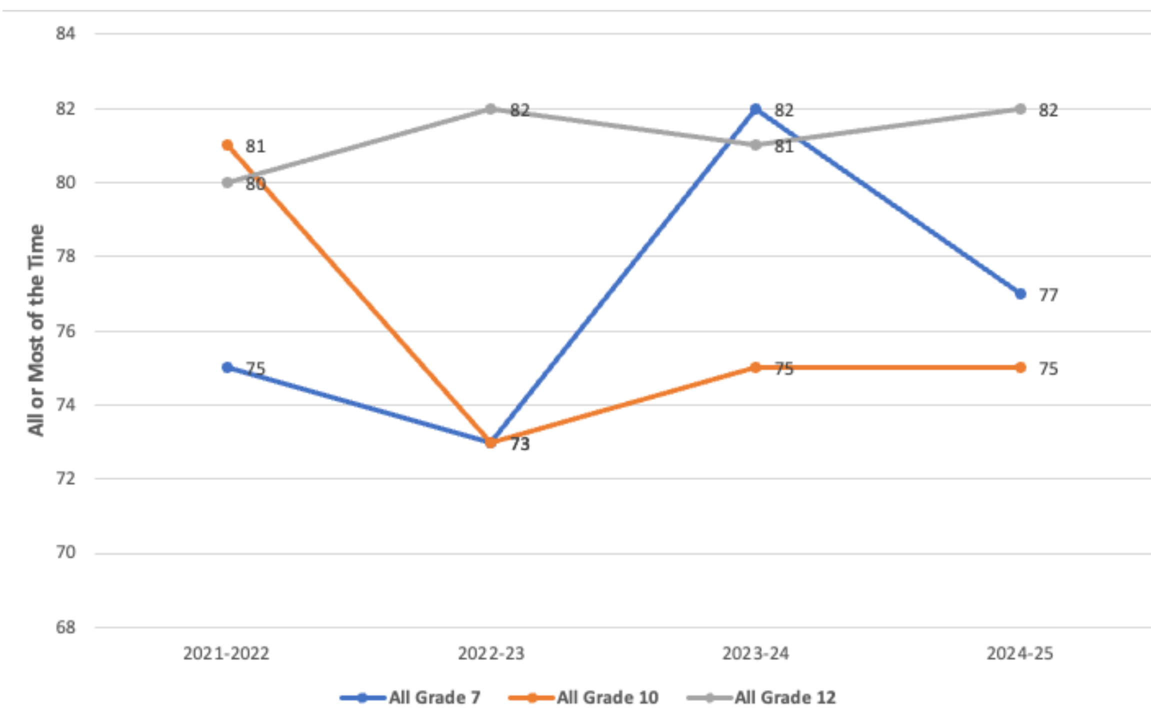
Feel welcome – Grades 4, 7 and 10 (% all or most of the time)
Indigenous students



Feel welcome – Grades 4, 7 and 10 (% all or most of the time)
Students with diverse abilities



Feel safe – Grades 4, 7 and 10 (% all or most of the time)
All students



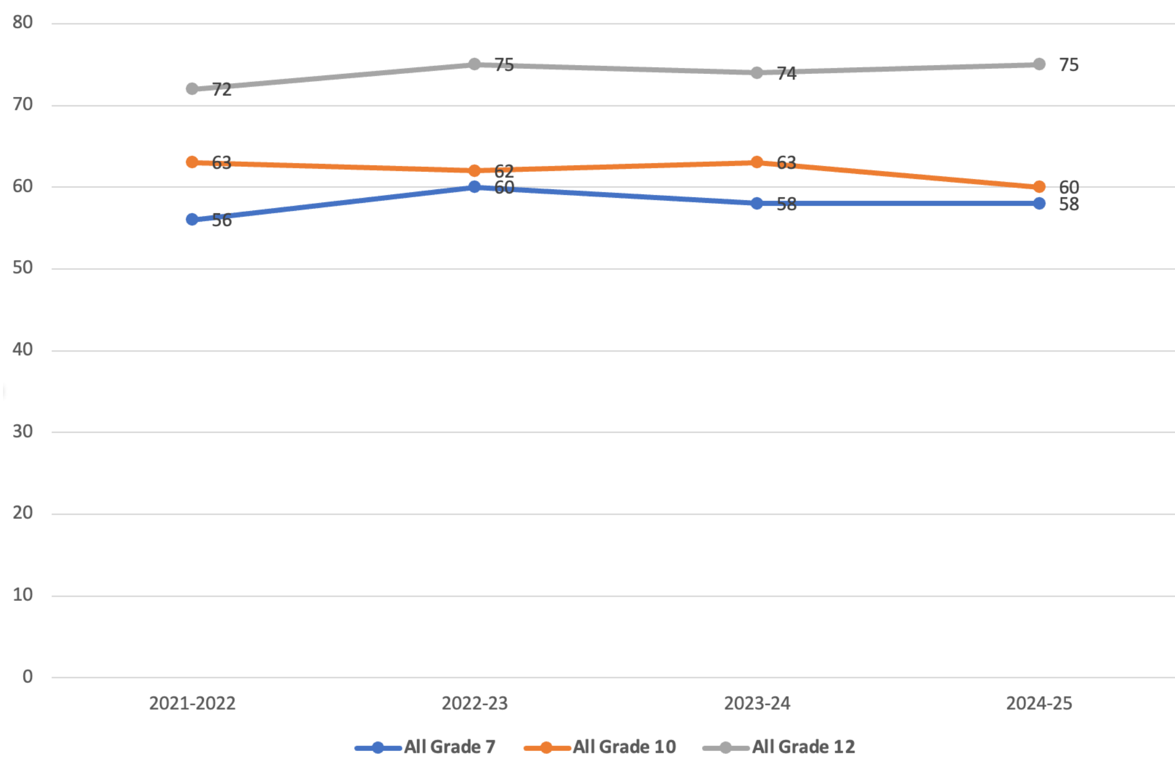
Feel safe – Grades 4, 7 and 10 (% all or most of the time)
Indigenous students

Masked

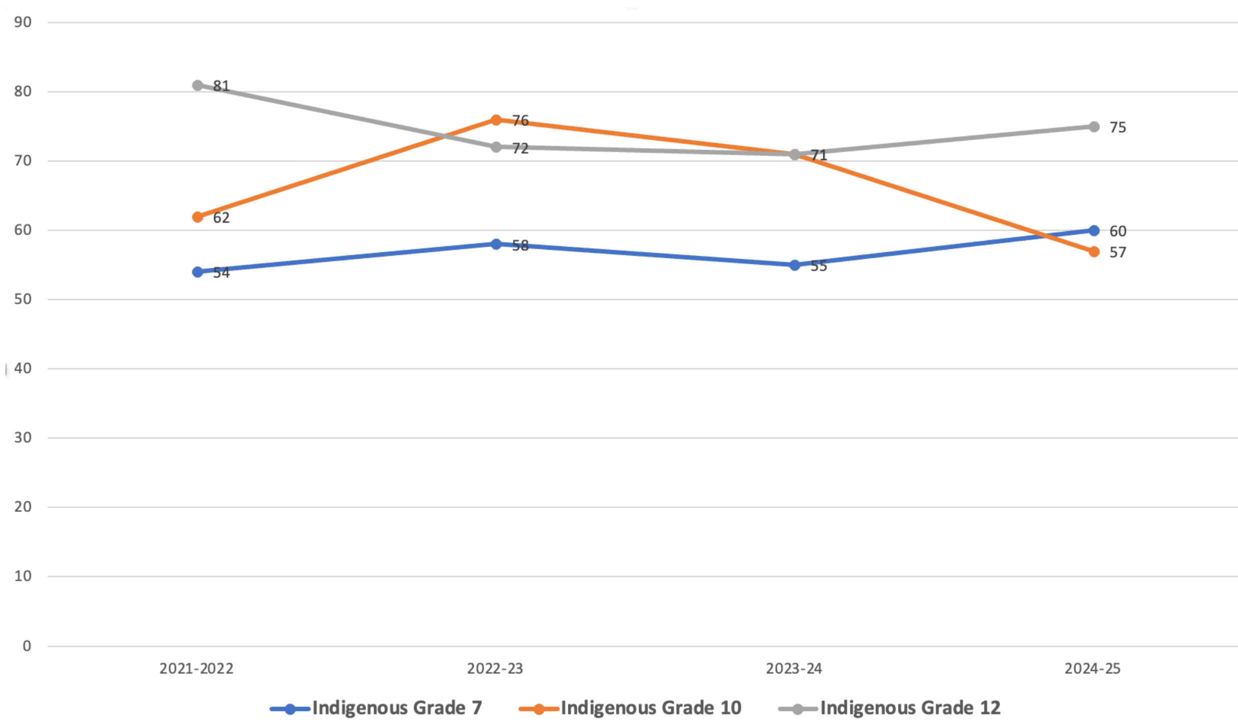
Feel safe – Grades 4, 7 and 10 (% all or most of the time)
Students with diverse abilities

Masked

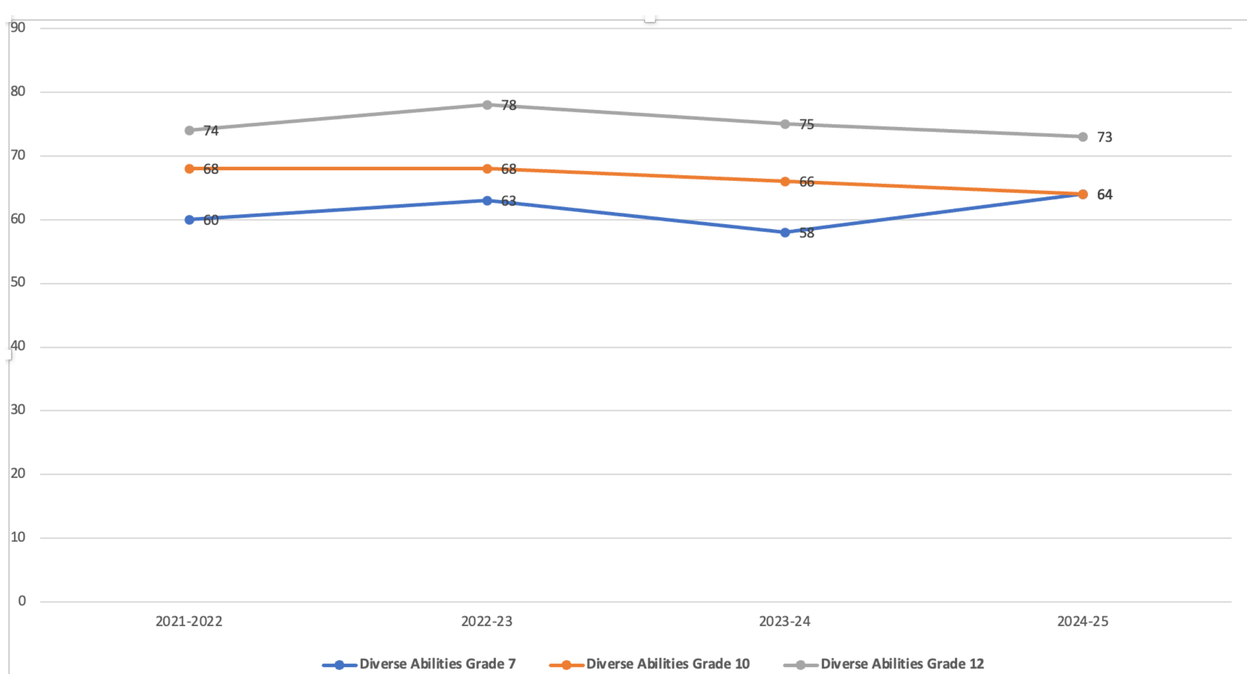
Adults care – Grades 4, 7 and 10 (% 2 or more)
All students



Adults care – Grades 4, 7 and 10 (% 2 or more)
Indigenous students

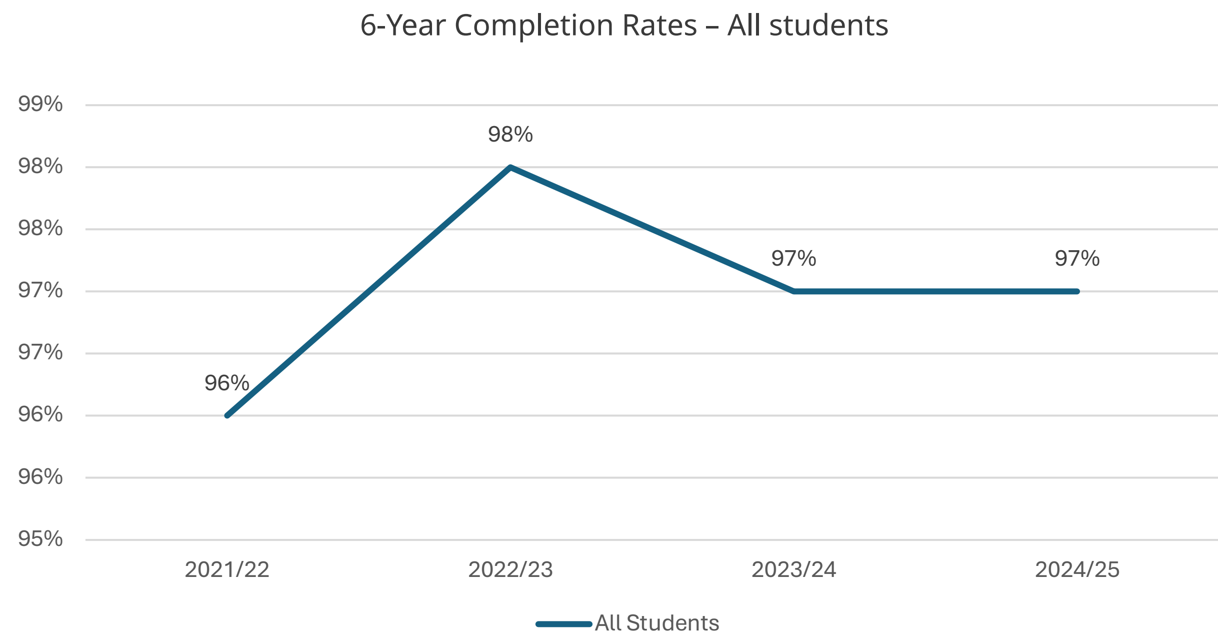


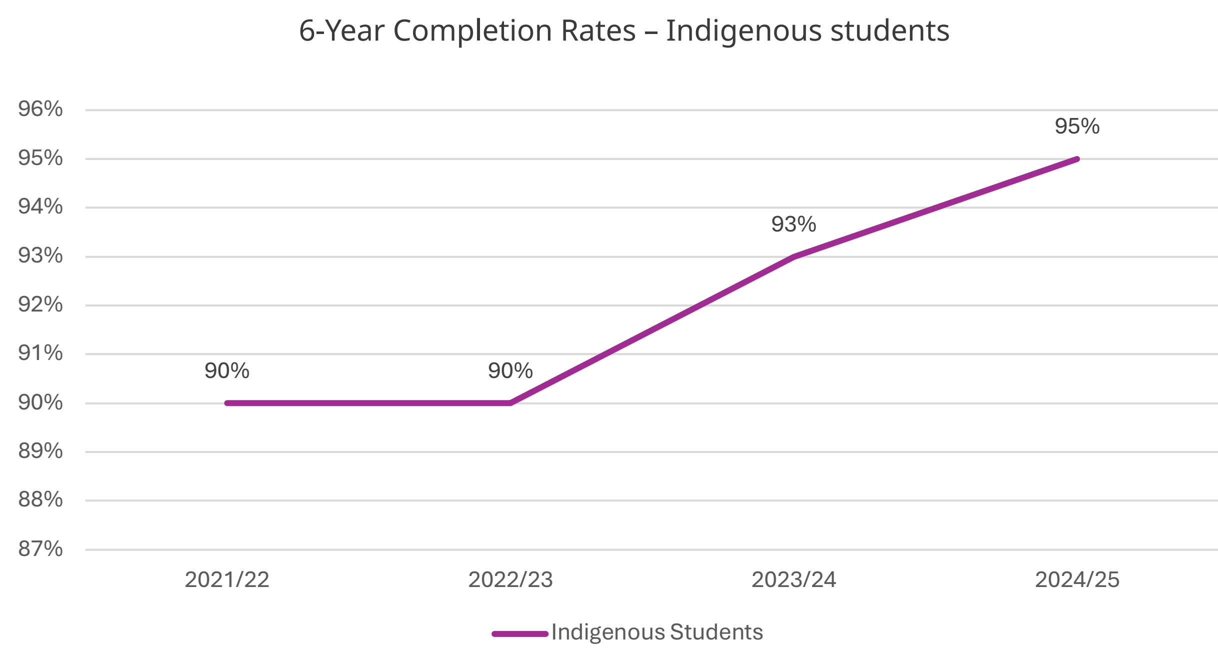
Adults care – Grades 4, 7 and 10 (% 2 or more)
Students with diverse abilities



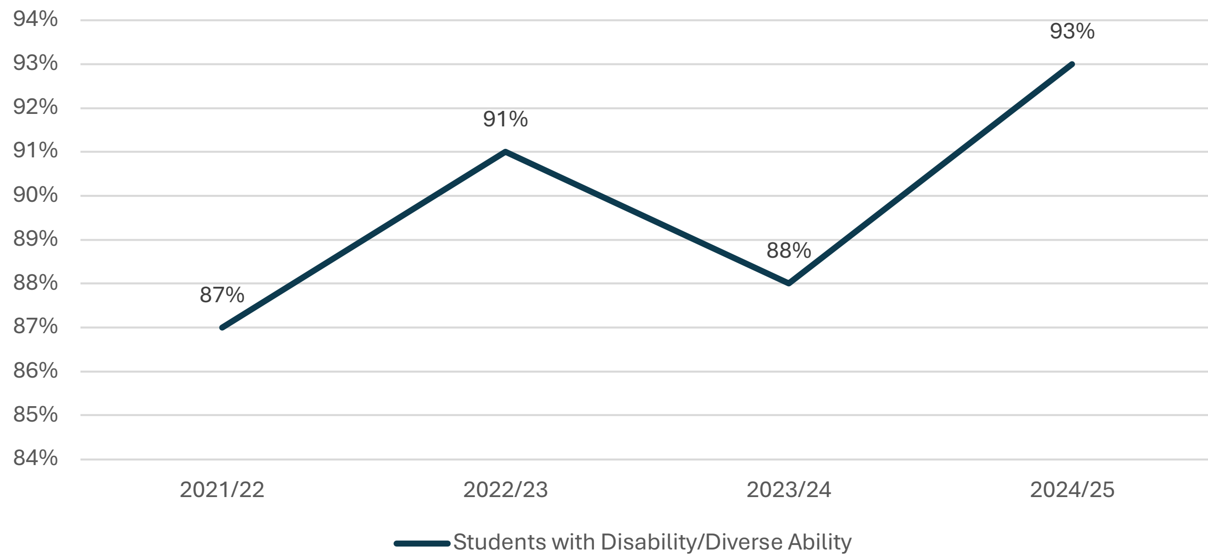
Career Development

Completion Rates





6-Year Completion Rates – Students with disabilities and diverse abilities



MAPLE RIDGE – PITT MEADOWS SCHOOL DISTRICT NO. 42
22225 Brown Avenue
Maple Ridge, BC
V2X 8N6

Public Board Meeting
September 23, 2026
Decision Memo
Item 5

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

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

BACKGROUND

The Ministry of Infrastructure (MOI) 2027/28 Capital Plan Instructions identify September 29, 2026 as the deadline for 2027/28 Minor Capital Programs submissions. 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)

The proposed minor 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 $24M.

Strategic Facilities Plan

The Board-approved Strategic Facilities Plan, approved in March 2022 and updated in January 2026, identifies and rationalizes the district's current and future capital requirements. The minor capital projects included in this plan have been identified and prioritized in accordance with the Strategic Facilities Plan, considering factors such as facility condition, seismic risk, utilization, energy performance, and educational and operational priorities.

MINOR CAPITAL PROJECTS

Each year, the district allocates its Annual Facility Grant funding to priority facility projects, such as roofing and exterior painting. The district's $3.8M allocation is insufficient to address all building upgrade needs identified through the provincial capital asset management system. Projects requiring significant capital investment must therefore be submitted to the ministry for consideration under the applicable minor capital program.

School Enhancement Program (SEP)

SEP projects improve the safety, facility condition, operational efficiency, and functionality of existing schools, to extend their useful physical life.

The following SEP projects are included in this capital plan:

Program	Priority	Facility/Site	Project Description	Estimated Cost
SEP	1	Westview Secondary	Replace Dust Collector for wood work shop.	$ 1,300,000
SEP	2	Thomas Haney Secondary	Replace Dust Collector for wood work shop.	$ 1,300,000
SEP	3	Samuel Robertson Secondary	Replace Dust Collector for wood work shop.	$ 1,300,000
SEP	4	Davie Jones Elementary	Replace Unit Ventilators in classrooms (1 to 8). Mechanical cooling/heat pumps will also be added to each of the unit ventilators.	$ 1,000,000
SEP	5	Harry Hooge Elementary	Phase 1 - Replace Unit Ventilators in classroom (1 to 10). Mechanical cooling/heat pumps will also be added to each of the unit ventilators.	$ 1,200,000
SEP	6	Harry Hooge Elementary	Phase 2 - Replace Unit Ventilators in classroom (11 to 20). Mechanical cooling/heat pumps will also be added to each of the unit ventilators.	$ 1,200,000
SEP	7	Harry Hooge Elementary	Phase 3 - Replace Unit Ventilators in classroom (21 to 30). Mechanical cooling/heat pumps will also be added to each of the unit ventilators.	$ 1,200,000
SEP	8	Golden Ears Elementary	Building envelope upgrade (not eligible under BEP).	$ 8,000,000
SEP	9	Blue Mountain Elementary	Building envelope upgrade (not eligible under BEP).	$ 2,000,000
			Program Total	**$ 18,500,000**

Carbon Neutral Capital Program (CNCP)

CNCP projects are for energy-efficiency projects that lower a school district's carbon emissions.

The following CNCP projects are included in this capital plan and are aligned with the school district's environmental sustainability plan:

Program	Priority	Facility/Site	Project Description	Estimated Cost
CNCP	1	Thomas Haney Secondary	Boiler Plant upgrade to replace end-of-life boilers with high efficiency boilers.	$ 650,000
CNCP	2	Maple Ridge Secondary	Boiler Plant upgrade to replace end-of-life boilers with high efficiency boilers.	$ 1,100,000
CNCP	3	Highland Park Elementary	Boiler Plant upgrade to replace end-of-life boilers with high efficiency boilers.	$ 675,000
CNCP	4	Blue Mountain Elementary	Boiler Plant upgrade to replace end-of-life boilers with high efficiency boilers.	$ 675,000
CNCP	5	Garibaldi Secondary	Boiler Plant upgrade to replace end-of-life boilers with high efficiency boilers.	$ 800,000
			Program Total	**$ 3,900,000**

Playground Equipment Program (PEP)

PEP projects are to provide playground equipment systems at schools that do not currently have one, or to replace aging playground equipment systems that may pose health and safety hazards. Districts may submit up to three PEP project requests each year.

The following PEP projects are included in this capital plan:

Program	Priority	Facility/Site	Project Description	Estimated Cost
PEP	1	Glenwood Elementary	Replace end-of-life playground equipment.	$ 200,000
PEP	2	Alouette Elementary	Replace end-of-life playground equipment.	$ 200,000
PEP	3	Kanaka Creek Elementary	Replace end-of-life playground equipment.	$ 200,000
			Program Total	**$ 600,000**

Food Infrastructure Program (FIP)

FIP projects are for creating, improving, or expanding infrastructure to feed students. The FIP is directly tied to the government's broader Feeding Futures program, which is a commitment to ensure students are properly fed for learning to enhance positive academic and healthy outcomes for students.

The following FIP projects are included in this capital plan:

Program	Priority	Facility/Site	Project Description	Estimated Cost
FIP	1	Davie Jones Elementary	Relocate kitchen to new location next to Multipurpose room.	$ 145,000
FIP	2	Maple Ridge Secondary	Replace old cafeteria equipment that has reached end of life (tilt kettle, steamer, Combi oven, dishwasher, walk-in cooler pack, ice machine, cooler).	$ 149,000
FIP	3	Thomas Haney Secondary	Replace old cafeteria equipment that has reached end of life (griddle, combi oven, hot table).	$ 40,000
			Program Total	**$ 334,000**

Building Envelope Program (BEP)

The BEP program is available to provide specific funding for remediation of known building envelope issues at schools that were built between the years of 1985 and 2000 that have undergone a Building Envelope Condition Assessment by BC Housing and that are on BC Housing's list of eligible schools.

The following BEP project is included in this capital plan:

Program	Priority	Facility/Site	Project Description	Estimated Cost
BEP	1	Alouette Elementary	Building envelope upgrade of 1992 & 93 additions (proposed to be combined with SMP project).	$ 856,680
			Program Total	**$ 856,680**

RECOMMENDATION

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

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

Public Board Meeting
September 23, 2026
Decision Memo
Item 6

From: Richard Rennie, Secretary Treasurer

Topic: **Board of Education Annual Work Plan**

BACKGROUND

The Board's annual work plan outlines, at a high level, its activities and their anticipated timing. These include decision and information items considered at public and closed board meetings, as well as engagement and advocacy activities undertaken outside of board meetings.

At the November 12, 2025 public board meeting, the Board approved the existing Annual Board Work Plan (**Attachment A**).

The proposed Board of Education Annual Work Plan (**Attachment B)** incorporates a number of amendments intended to improve alignment with board governance responsibilities and the board meeting schedule. Several items have been reclassified, relocated, added, or removed to better reflect the Board's governance role, ongoing advocacy activities, current terminology, external meeting schedules, and the timing of reports and discussions throughout the year. The updated work plan will provide a current governance framework for Board activities in the coming year. Key amendments are summarized in the table below.

Item	Work Plan Amendment
Receive Executive Compensation Disclosure Report	Moved from September to October
Represent Board at BCPSEA Symposium and General Meetings	Moved from November and January to Ongoing Engagement and Advocacy
Receive Ministry Funding Update	Removed from January (covered in February items)
Engage with Provincial Government	Added under Ongoing Engagement and Advocacy
Approve Board Operational Plan	Moved from February to Other Items Scheduled As Needed
Approve Board/Authority Authorized Courses and Programs of Choice	
Receive Input from the Indigenous Education Council on Budget Priorities	Removed from February (covered in Other Items Scheduled As Needed)
Receive Targeted Funds Spending Plan from Indigenous Education Council	Added to April
Receive Trustee Remuneration Update (March)	Changed from Approve (based on prior board motion)
Represent Board at Ministry of Education and Child Care Liaison Meeting	Removed from March (covered in Other Items Scheduled As Needed)
Consider Input on Provincial Budget Consultation	Changed from Submit and moved from June to May
Receive Environmental Sustainability Annual Report	Moved from May to June
Receive School Growth Plan Year End Reflections	Added to June
Approve Board Work Plan	Added under Other Items Scheduled As Needed
Approve Strategic Plan	

RECOMMENDATION

THAT the Board approve the proposed Board of Education Annual Work Plan for posting on the school district website.

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 (Proposed)

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 Board Policy Development Committee Work Plan
- ☑ Receive Whistleblower Protection Policy Annual Report
- ☑ Complete Conflict of Interest Declarations

OCTOBER

- ☑ Approve Statement of Financial Information
- ☑ Receive Executive Compensation Disclosure Report
- ☑ 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 Student Enrolment Update
- ☑ 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 Progress Report on District Operational Plan
- ☑ Complete Financial Disclosure Act Statement of Disclosure Forms

FEBRUARY

- ☑ 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 Partner Groups and Students on Budget Priorities
- ☑ Represent Board at BCSTA Provincial Council Meeting

MARCH

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

APRIL

- ☑ Receive Proposed Preliminary Budget
- ☑ Receive Targeted Funds Spending Plan from Indigenous Education Council
- ☑ Engage in Budget Consultation Process
- ☑ Approve Preliminary Budget Changes and Budget Bylaw
- ☑ Approve Annual Facilities Grant Expenditure 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
- ☑ Consider Input on Provincial Budget Consultation

JUNE

- ☑ Approve Five-Year Capital Plan for Major Capital Programs and Building Envelope Program
- ☑ Complete Superintendent Evaluation and Growth Plan
- ☑ Receive School Growth Plan Year End Reflections
- ☑ Receive Annual District Parent Advisory Council Report
- ☑ Receive Board and Committees Meeting Calendar
- ☑ Receive District Operational Plan Accountability Report
- ☑ Receive Environmental Sustainability Annual Report

Continued on next page.

ONGOING ENGAGEMENT AND ADVOCACY

- ☑ Engage in Trustee Professional Development
- ☑ Engage in Advocacy Initiatives
- ☑ Engage with Provincial Government
- ☑ 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 at BCPSEA Symposium and General 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 Board/Authority Authorized Courses and Programs of Choice
- ☑ Approve Strategic Plan
- ☑ Approve Board Work Plan
- ☑ Approve Board Operational Plan
- ☑ Approve Long Range 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

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

Public Board Meeting
September 23, 2026
Decision Memo
Item 7

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

Topic: Board Committee Structure Revisions

PURPOSE

The purpose of this memorandum is to present for Board approval revisions to the Board's committee structure and related Terms of Reference arising from the Board's June 24, 2026 workshop discussion regarding Board governance and committee effectiveness.

BACKGROUND

Policy 2320 Board Committees and Trustee Representation provides the Board with flexibility to amend its committee structure from time to time to ensure that its governance responsibilities are fulfilled effectively. As part of its ongoing governance review process, the Board participated in a workshop on June 24, 2026 to review and assess Board committee structures. Trustees considered the effectiveness of the existing committee structure, committees of the whole, the Board Policy Development Committee, the Board workshop structure, committee processes, and trustee representation, and discussed opportunities to improve governance effectiveness, trustee participation, committee reporting, and policy development processes.

The workshop identified a number of themes and opportunities for consideration, including:

- simplifying the overall committee structure;
- providing a committee for matters requiring discussion prior to Board decision-making;
- increasing trustee participation in the policy development process;
- improving consistency among committee structures and processes; and
- clarifying the distinction between Board workshops and Board committees.

Following the workshop, the Secretary Treasurer and Superintendent reviewed trustee feedback and developed proposed revisions to the Board's committee structure and committee Terms of Reference.

Related amendments to Policy 2320 Board Committees and Trustee Representation are being presented separately through the Board's policy approval process.

PROPOSED CHANGES

The proposed committee structure revisions are reflected in:

- the revised Finance Committee of the Whole Terms of Reference (**Attachment A**),
- the proposed Policy Committee of the Whole Terms of Reference (**Attachment B**),
- the proposed Committee of the Whole Terms of Reference (**Attachment C**), and
- the discontinuation of the Facilities Planning Committee of the Whole and retirement of its Terms of Reference (**Attachment D**).

Finance Committee of the Whole

The Finance Committee of the Whole would continue as a standing committee of the Board with responsibility for budget oversight, financial reporting, internal controls, auditor oversight, and related financial matters. Proposed revisions to the Terms of Reference are primarily administrative in nature and are intended to align the Committee's governance processes with the revised committee framework.

Policy Committee of the Whole

The existing Board Policy Development Committee would be replaced by a Policy Committee of the Whole. The revised structure would enable all trustees to participate directly in the review and development of Board policies and policy or procedural bylaws before recommendations are brought forward to the Board for approval.

The Committee would operate in accordance with Policy 2500 Board Policy Development and would be responsible for policy review, policy development, consultation recommendations, policy refinement, and policy recommendations to the Board.

Committee of the Whole

A standing Committee of the Whole would be established to provide a formal structure for matters that do not fall within the mandate of the Finance Committee of the Whole or the Policy Committee of the Whole. The Committee would provide a forum for trustee learning, discussion, exploration of alternatives, and the development of recommendations before matters are brought forward to the Board for decision-making.

Facilities Planning Committee of the Whole

The Facilities Planning Committee of the Whole would be discontinued.

Facilities planning, capital planning, and other governance matters previously considered through the Facilities Planning Committee may be considered by the Committee of the Whole when additional discussion or review is required before a recommendation or decision is presented to the Board.

BENEFITS

The proposed committee structure is intended to:

- simplify the Board's committee structure;
- increase trustee participation in Board policy development;
- provide a flexible governance forum for matters requiring additional discussion prior to Board decision-making;
- support consistent committee processes and reporting practices;
- improve administrative efficiency through a streamlined committee structure; and
- strengthen governance oversight while maintaining flexibility to address emerging Board priorities.

RECOMMENDATION

THAT the Board:

a) approve the revised Finance Committee of the Whole Terms of Reference;

b) approve the Policy Committee of the Whole Terms of Reference;

c) approve the Committee of the Whole Terms of Reference; and

d) discontinue the Facilities Planning Committee of the Whole and retire its Terms of Reference.

Finance Committee of the Whole
Terms of Reference

The Finance Committee of the Whole (the "Committee") is a committee of the whole of the Board of Education. The purpose of the Finance Committee is to oversee the School District's budget and financial reporting processes and internal control structure, make recommendations, ~~and~~ deliver reports to the Board of Education, and serve as the Board's audit committee.

Responsibilities

In carrying out its mandate, the Committee will:

- Oversee the annual budget process.
- Receive and consider budget input from education partners and the public.
- Review the preliminary budget and the final amended budget and recommend approval of the budgets by the Board.
- Review proposed budget changes, ensure proposed changes are aligned with the school district Strategic Plan, and recommend approval of supported budget changes by the Board.
- Review the audited financial statements and recommend approval of the audited statements by the Board.
- Review quarterly financial statements and recommend approval of the quarterly financial statements by the Board.
- Oversee the internal control structure with a focus on safeguarding district assets.
- Review the nature and extent of other services provided by the auditor in relation to auditor independence.
- Monitor the development of and changes to accounting principles and practices and financial reporting standards, and their impact on the School District's financial reporting.
- Oversee engagement of external auditors including the terms of the audit engagement and appropriateness of proposed fees.
- Review audit results with the external auditors and follow up on the implementation of auditor recommendations, if any.
- ~~May m~~Meet with the external auditors at an In-Camera Meeting~~,~~ without staff members present ~~.~~when the Committee considers it appropriate.

Confidentiality

Deliberations and information received at meetings of the Finance Committee shall be treated as private and confidential information, and shall not be published, released or disclosed in any manner to any persons other than to trustees of the Board, the Superintendent, the Secretary Treasurer, or, as determined by the Committee, or in pursuance of specified duties under the School Act or the Freedom of Information and Protection of Privacy Act.

Composition

The Finance Committee is a committee of the whole, assisted by the School District's Secretary Treasurer, Assistant Secretary Treasurer, and Superintendent of Schools.

The Committee Chair is the Board Chair or another~~a~~ trustee appointed by the Board Chair.

All committee members shall commit to ethical conduct, proper use of authority, decorum, and professional conduct.

~~A quorum at meetings of the Committee shall be a majority of its members.~~

Frequency of Meetings~~:~~

The Committee shall meet at least four times per year and additional special meetings may be called if required.

Minutes

Minutes of the Committee shall be kept by the Secretary Treasurer or designate. The minutes shall record recommendations of the Committee but not the contents of the discussion.

Recommendations of the Committee may be made by motion of the Committee. Such motions are advisory only and do not constitute decisions of the Board.

Minutes shall be presented to the Committee for approval. Recommendations approved by the Committee shall be presented to the Board of Education for consideration.

~~Minutes of recommendations made by the Committee shall be kept by the Secretary Treasurer. Such minutes are to record recommendations of the Committee but not the contents of speeches. Movers and seconders of motions shall not be recorded in minutes.Verbal reports made by Committee members, shall not be recorded in the minutes of the Committee meetings unless the Committee makes a recommendation as a result of such reports.~~All Committee meeting minutes shall be made available to the Board-~~-~~appointed auditors for review.

APPROVED: SEPTEMBER 20, 2017
UPDATED: SEPTEMBER ~~18, 2024~~2026

Policy Committee of the Whole
Terms of Reference

The Policy Committee of the Whole (the "Committee") is a committee of the whole of the Board of Education. The purpose of the Committee is to support the Board in establishing, evaluating, revising, and retiring Board policy in accordance with Policy 2500 Board Policy Development, make recommendations, and deliver reports to the Board of Education.

Responsibilities

The Committee will consider policy matters referred by the Board or identified through the Board agenda-setting process. The Committee will focus on governance direction and avoid operational detail.

- Review existing Board policies and policy or procedural bylaws for currency, relevance, clarity, legislative alignment, consistency, and alignment with the Strategic Plan.
- Consider the need for new Board policy, amendments to policy or procedural bylaws, or the amendment or retirement of existing Board policy.
- Obtain relevant information and consider policy alternatives, implications, and draft policy language.
- Recommend to the Board whether consultation is required and, if so, the purpose, participants, method, and timeline.
- Consider consultation feedback and direct appropriate revisions to draft policy.
- Recommend that the Board adopt, amend, or retire a policy.
- Review the Board-approved policy review schedule and identify priorities for future policy work.
- Conduct its work in accordance with Policy 2500 Board Policy Development.

Confidentiality

Deliberations and information received at meetings of the Committee shall be treated as private and confidential information, and shall not be published, released or disclosed in any manner to any persons other than to trustees of the Board, the Superintendent, the Secretary Treasurer, or, as determined by the Committee, or in pursuance of specified duties under the School Act or the Freedom of Information and Protection of Privacy Act.

Proposed policies and consultation materials may be made public through the Board agenda process as appropriate.

Composition

The Committee is a committee of the whole, assisted by the School District's Superintendent of Schools and Secretary Treasurer. Staff, legal counsel, Rights Holders, partners, students, or other persons may be invited to provide relevant information or advice.

The Committee Chair is the Board Chair or another trustee appointed by the Board Chair.

All committee members shall commit to ethical conduct, proper use of authority, decorum, and professional conduct.

Frequency of Meetings

The Committee shall meet as required.

Minutes

Minutes of the Committee shall be kept by the Secretary Treasurer or designate. The minutes shall record recommendations of the Committee but not the contents of the discussion.

Recommendations of the Committee may be made by motion of the Committee. Such motions are advisory only and do not constitute decisions of the Board.

Minutes shall be presented to the Committee for approval. Recommendations approved by the Committee shall be presented to the Board of Education for consideration.

DRAFTED: SEPTEMBER 2026

Committee of the Whole
Terms of Reference

The Committee of the Whole (the "Committee") is a committee of the whole of the Board of Education. The purpose of the Committee is to consider governance matters that require focused consideration by trustees and do not fall within the mandate of the Finance Committee of the Whole or the Policy Committee of the Whole, make recommendations, and deliver reports to the Board of Education.

Responsibilities

Matters may be referred to the Committee by the Board or the Agenda Preparation Committee when they require more detailed information, trustee learning, exploration of alternatives, or discussion.

The Committee can make recommendations to the Board for consideration and potential decision. Matters that are routine, time-sensitive, or sufficiently developed for Board consideration may proceed directly to the Board.

Confidentiality

Deliberations and information received at meetings of the Committee shall be treated as private and confidential information, and shall not be published, released or disclosed in any manner to any persons other than to trustees of the Board, the Superintendent of Schools, the Secretary Treasurer, or, as determined by the Committee, or in pursuance of specified duties under the School Act or the Freedom of Information and Protection of Privacy Act.

Composition

The Committee is a committee of the whole, assisted by the School District's Superintendent of Schools and Secretary Treasurer.

The Committee Chair is the Board Chair or another trustee appointed by the Board Chair.

All committee members shall commit to ethical conduct, proper use of authority, decorum, and professional conduct.

Frequency of Meetings

The Committee shall meet as required.

Minutes

Minutes of the Committee shall be kept by the Secretary Treasurer or designate. The minutes shall record recommendations of the Committee but not the contents of the discussion.

Recommendations of the Committee may be made by motion of the Committee. Such motions are advisory only and do not constitute decisions of the Board.

Minutes shall be presented to the Committee for approval. Recommendations approved by the Committee shall be presented to the Board of Education for consideration.

DRAFTED: SEPTEMBER 2026

ATTACHMENT D

Facilities Planning Committee of the Whole– Terms of Reference

The Facilities Planning Committee (the "Committee") is a committee of the whole of the Board of Education. The purpose of the Facilities Planning Committee is to oversee the School District's facilities planning process, make recommendations and deliver reports to the Board of Education.

The Facilities Planning Committee Responsibilities

- Oversee the long-range facilities planning process;
- Review the planning process for new construction;
- Review and ensure that proposed facilities projects are aligned with the school district Strategic Facilities Plan and recommend approval of proposed facilities projects to the Board;
- Receive facilities planning input from education partners and the public.

Confidentiality

Deliberations and information received at meetings of the Planning Committee shall be treated as private and confidential information, and shall not be published, released or disclosed in any manner to any persons other than to trustees of the board, the Superintendent, the Secretary Treasurer, or, as determined by the Committee, or in pursuance of specified duties under the School Act or the Freedom of Information and Protection of Privacy Act.

Facilities Committee Composition

- The Facilities Planning Committee is a committee of the whole, assisted by the School District's Secretary Treasurer, Superintendent of Schools and Director of Facilities.
- The Committee Chair is a trustee appointed by the Board.
- All committee members shall commit to: ethical conduct, proper use of authority, decorum and professional conduct.
- A quorum at meetings of the Committee shall be a majority of its members.

Frequency of Committee Meetings:

The Committee shall meet as required.

Minutes

Minutes of decisions made by the Committee shall be kept by the Secretary Treasurer. Such minutes are to record decisions of the Committee but not the contents of speeches. Movers and seconders of motions shall not be recorded in minutes.

Verbal reports made by Committee members, shall not be recorded in the minutes of the Committee meetings unless the Committee makes a decision as a result of such reports.

A copy of the Committee meeting minutes shall be provided to the Board of Education.

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

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

Topic: **Audited Financial Statements for 2025/26**

BACKGROUND

In accordance with the School Act, Boards of Education must prepare financial statements with respect to the preceding fiscal year and forward a copy to the Minister of Education and Child Care by September 30, 2026, together with the auditor's report contained therein.

The Financial Statements for the fiscal year ended June 30, 2026 (**Attachment A**) have been prepared by district staff, audited by KPMG, and recommended by the Finance Committee of the Whole for the Board's approval. The independent auditor's report is included within the Financial Statements.

The Financial Statements Discussion and Analysis report (**Attachment B**) has been prepared by school district management to highlight information and provide explanations that enhance the reader's understanding of the school district's financial statements and the factors that influenced the financial results presented in these statements.

USE OF 2025/26 AVAILABLE OPERATING SURPLUS

Contingency Reserve and Board Policy Context

The Board of Education is responsible for ensuring the district is protected financially from extraordinary circumstances that would negatively impact school district operations and the education of students. To discharge this responsibility, the board maintains a contingency reserve of at least 1% and not exceeding 3% of operating expenses to mitigate any negative impact such circumstances might cause. This contingency reserve is funded from available operating surplus and may be used for operating and/or capital expenditures under certain circumstances outlined in Policy 4204 Accumulated Surplus.

Capital Needs Overview

As reported in the 2026/27 Preliminary Budget approved on April 29, 2026, over the next five years, the district faces significant funding shortfalls across several key areas: $3.65M for the IT capital plan, $1.46M for facilities equipment and vehicles capital plan, $0.65M for temporary classrooms, and $1.30M for non-school facilities renewal.

Board-Approved Allocation (April 29, 2026)

Through its adoption of the 2026/27 Preliminary Budget on April 29, 2026, the Board approved that any available operating surplus from 2025/26 be transferred to the local capital fund and allocated as follows to support identified capital priorities:

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

Final Surplus Allocation Summary

The 2025/26 available operating surplus for the year, prior to considering year end transfers to local capital, is $1.82M. In accordance with the Board-approved allocation methodology, the full amount was transferred to Local Capital and is reflected in the Financial Statements as follows:

- $0.53M to the contingency reserve held in local capital
- $0.65M to temporary classrooms
- $0.32M to the IT capital plan
- $0.16M to the facilities equipment and vehicles capital plan
- $0.16M to non-school facilities renewal

RECOMMENDATION

THAT the Board approve the Audited Financial Statements of the School District for the fiscal year ended June 30, 2026 for submission to the Ministry of Education and Child Care.

ATTACHMENT A

Audited Financial Statements of

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

And Independent Auditors' Report thereon

June 30, 2026

September 02, 2026 8:34

School District No. 42 (Maple Ridge-Pitt Meadows)
June 30, 2026

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September 02, 2026 8:34

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

MANAGEMENT REPORT

Version: 2785-2039-9057

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 42 (Maple Ridge-Pitt Meadows) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a quarterly basis and externally audited financial statements yearly.

The external auditors, KPMG, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 42 (Maple Ridge-Pitt Meadows) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

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

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary Treasurer	Date Signed

KPMG LLP
3rd Floor, 8506 – 200 Street
Langley, BC V2Y 0M1
Canada
Tel 604 455 4000
Fax 604 881 4988

INDEPENDENT AUDITOR'S REPORT

To the Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows), and

To the Minister of Education and Child Care, Province of British Columbia

Opinion

We have audited the financial statements of School District No. 42 (Maple Ridge-Pitt Meadows) (the Entity), which comprise:

- the statement of financial position as at June 30, 2026 and June 30, 2025
- the statement of operations for the years then ended
- the statement of remeasurement gains and losses for the years then ended
- the statement of changes in net debt for the years then ended
- the statements of cash flows for the years then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended June 30, 2026 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the ***"Auditor's Responsibilities for the Audit of the Financial Statements"*** section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Basis Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes The applicable financial reporting framework and the significant differences between the financial reporting framework and the Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Other Information

Management is responsible for the other information. Other information comprises:

- Information, other than the financial statements and the auditor’s report thereon, included in the Financial Statement Discussion and Analysis document.
- Unaudited Schedules 1-4 attached to the audited financial statements.

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit and remain alert for indications that the other information appears to be materially misstated.

We obtained the information, other than the financial statements and auditor’s report thereon, included in the Financial Statement Discussion and Analysis document and the Unaudited Schedules 1-4 attached to the audited financial statements as at the date of this auditor’s report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditor’s report.

We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor’s Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

  The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor’s report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor’s report. However, future events or conditions may cause the Entity to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

DRAFT

Chartered Professional Accountants

Langley, Canada

September 23, 2026

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

Statement of Financial Position

As at June 30, 2026

	2026 Actual	2025 Actual
	$	$
Financial Assets		
Cash and Cash Equivalents	**47,888,514**	40,205,098
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	**5,500,200**	2,674,652
Due from Province - Other	**58,359**	113,186
Due from First Nations	**-**	98,177
Other (Note 3)	**1,518,976**	1,860,489
Portfolio Investments (Note 4)	**26,443,782**	29,446,462
Total Financial Assets	**81,409,831**	74,398,064
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Ministry of Education and Child Care	**-**	311,534
Other (Note 5)	**39,578,167**	35,875,082
Unearned Revenue (Note 6)	**8,824,095**	7,938,366
Deferred Revenue (Note 7)	**2,906,291**	2,817,322
Deferred Capital Revenue (Note 8)	**194,659,382**	158,064,991
Employee Future Benefits (Note 9)	**9,865,161**	9,645,102
Asset Retirement Obligation (Note 10)	**11,089,257**	11,307,530
Total Liabilities	**266,922,353**	225,959,927
Net Debt	**(185,512,522)**	(151,561,863)
Non-Financial Assets		
Tangible Capital Assets (Note 12)	**272,194,518**	237,396,737
Prepaid Expenses	**686,652**	612,729
Total Non-Financial Assets	**272,881,170**	238,009,466
Accumulated Surplus (Deficit) (Note 16)	**87,368,648**	86,447,603
Accumulated Surplus (Deficit) is comprised of:		
Accumulated Surplus (Deficit) from Operations	**87,299,692**	86,409,238
Accumulated Remeasurement Gains (Losses)	**68,956**	38,365
	87,368,648	86,447,603

Contractual Obligations (Note 21)

Contractual Rights (Note 22)

Measurement Uncertainty (Note 2 (p))

Contingent Liabilities (Note 23)

Approved by the Board

Signature of the Chairperson of the Board of Education | Date Signed

Signature of the Superintendent | Date Signed

Signature of the Secretary Treasurer | Date Signed

The accompanying notes are an integral part of these financial statements.

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

Statement of Operations
Year Ended June 30, 2026

	2026 Budget (Note 15)	**2026 Actual**	2025 Actual
	$	**$**	$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	237,073,105	**243,347,659**	232,013,444
Other	405,600	**382,118**	411,520
Federal Grants	378,080	**298,655**	345,570
Tuition	11,636,845	**11,707,993**	11,202,453
Other Revenue	6,923,656	**8,563,263**	8,358,058
Rentals and Leases	997,336	**1,030,446**	909,201
Investment Income	1,305,000	**1,531,882**	2,078,537
Amortization of Deferred Capital Revenue	7,004,361	**7,028,346**	6,878,052
Total Revenue	265,723,983	**273,890,362**	262,196,835
Expenses (Note 17)			
Instruction	227,623,974	**232,928,544**	222,163,933
District Administration	8,805,012	**7,968,257**	7,895,513
Operations and Maintenance	31,877,121	**31,235,277**	31,405,553
Transportation and Housing	900,783	**867,830**	889,317
Total Expense	269,206,890	**272,999,908**	262,354,316
Surplus (Deficit) for the year	(3,482,907)	**890,454**	(157,481)
Accumulated Surplus (Deficit) from Operations, beginning of year		**86,409,238**	86,566,719
Accumulated Surplus (Deficit) from Operations, end of year		**87,299,692**	86,409,238

The accompanying notes are an integral part of these financial statements.

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

Statement of Remeasurement Gains and Losses

Year Ended June 30, 2026

	2026 Actual	2025 Actual
	$	$
Accumulated Remeasurement Gains (Losses) at beginning of year	**38,365**	24,980
Unrealized Gains (Losses) attributable to:		
Portfolio Investments	**30,591**	13,385
Net Remeasurement Gains (Losses) for the year	**30,591**	13,385
Accumulated Remeasurement Gains (Losses) at end of year	**68,956**	38,365

The accompanying notes are an integral part of these financial statements.

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

Statement of Changes in Net Debt
Year Ended June 30, 2026

	2026 Budget (Note 15)	**2026 Actual**	2025 Actual
	$	**$**	$
Surplus (Deficit) for the year	(3,482,907)	**890,454**	(157,481)
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(46,786,043)	**(45,905,431)**	(28,356,593)
Amortization of Tangible Capital Assets	11,013,613	**10,889,377**	10,902,066
Asset Retirement Obligation Adjustment		**218,273**	
Total Effect of change in Tangible Capital Assets	(35,772,430)	**(34,797,781)**	(17,454,527)
Acquisition of Prepaid Expenses		**(856,681)**	(756,141)
Use of Prepaid Expenses		**782,758**	656,982
Total Effect of change in Other Non-Financial Assets	-	**(73,923)**	(99,159)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(39,255,337)	**(33,981,250)**	(17,711,167)
Net Remeasurement Gains (Losses)		**30,591**	13,385
(Increase) Decrease in Net Debt		**(33,950,659)**	(17,697,782)
Net Debt, beginning of year		**(151,561,863)**	(133,864,081)
Net Debt, end of year		**(185,512,522)**	(151,561,863)

The accompanying notes are an integral part of these financial statements.

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

Statement of Cash Flows
Year Ended June 30, 2026

	2026 Actual	2025 Actual
	$	$
Operating Transactions		
Surplus (Deficit) for the year	**890,454**	(157,481)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	**(2,331,031)**	(1,680,830)
Prepaid Expenses	**(73,923)**	(99,159)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	**3,391,551**	10,884,925
Unearned Revenue	**885,729**	(62,400)
Deferred Revenue	**88,969**	384,955
Employee Future Benefits	**220,059**	158,488
Amortization of Tangible Capital Assets	**10,889,377**	10,902,066
Amortization of Deferred Capital Revenue	**(7,028,346)**	(6,878,052)
Total Operating Transactions	**6,932,839**	13,452,512
Capital Transactions		
Tangible Capital Assets Purchased	**(2,541,112)**	(2,410,989)
Tangible Capital Assets -WIP Purchased	**(43,364,319)**	(25,945,604)
Total Capital Transactions	**(45,905,431)**	(28,356,593)
Financing Transactions		
Capital Revenue Received	**43,622,737**	21,935,463
Total Financing Transactions	**43,622,737**	21,935,463
Investing Transactions		
Investments in Portfolio Investments	**3,033,271**	(8,372,928)
Total Investing Transactions	**3,033,271**	(8,372,928)
Net Increase (Decrease) in Cash and Cash Equivalents	**7,683,416**	(1,341,546)
Cash and Cash Equivalents, beginning of year	**40,205,098**	41,546,644
Cash and Cash Equivalents, end of year	**47,888,514**	40,205,098
Cash and Cash Equivalents, end of year, is made up of:		
Cash	**47,888,514**	40,205,098
	47,888,514	40,205,098

Supplementary Cash Flow Information (Note 20)

The accompanying notes are an integral part of these financial statements.

NOTE 1 AUTHORITY AND PURPOSE

The School District, established on April 12, 1946, operates under authority of the School Act of British Columbia as a corporation under the name of "The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)", and operates as "School District No. 42 (Maple Ridge – Pitt Meadows)". A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the School District and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care (MECC). The School District is exempt from federal and provincial corporate income taxes.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the School District are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the School District are as follows:

a) Basis of Accounting

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers as set out in Notes 2(g) and 2(n).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in notes 2(g) and 2(n), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require these grants to be fully recognized into revenue.

b) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable, and accrued liabilities. Except for portfolio investments in equity instruments quoted in an active market, or items designated by management that are recorded at fair value, all financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition.

Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability. Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the Statement of Remeasurement Gains and Losses. Upon settlement, the cumulative gain or loss is reclassified from the Statement of Remeasurement Gains and Losses and recognized in the Statement of Operations. Interest and dividends attributable to financial instruments are reported in the Statement of Operations.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

b) Financial Instruments (continued)

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense. Unless otherwise noted, it is management's opinion that the School District is not exposed to significant interest, currency or credit risks arising from these financial instruments. The fair values of these financial instruments approximate their carrying value, unless otherwise noted.

All financial assets measured at amortized cost are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the Statement of Operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

c) Cash and Cash Equivalents

Cash and cash equivalents include cash in the bank and funds held with the Province in the Central Deposit Program that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. Cash equivalents are generally highly liquid, with a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

d) Accounts Receivable

Accounts receivables are measured at amortized cost and shown net of any allowance for doubtful accounts.

e) Portfolio Investments

The School District has investments in equity instruments with no maturity and bonds and term deposits with a maturity of greater than 3 months at the time of acquisition. Bonds and term deposits not quoted in an active market are reported at cost or amortized cost. Portfolio investments in equity instruments that are quoted in an active market are recorded at fair value and the associated transaction costs are expensed upon initial recognition.

The change in the fair value is recognized in the Statement of Remeasurement Gains and Losses as a remeasurement gain or loss until the portfolio investments are realized on disposal. Upon disposal, any accumulated remeasurement gains or losses associated with the portfolio investments are reclassified to the Statement of Operations.

f) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods, and other fees for services to be delivered in a future period. Revenue will be recognized in that future period when the services are provided.

g) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 2(n).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the Statement of Operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met, unless the transfer contains a stipulation that creates a liability, in which case the transfer is recognized as revenue over the period that the liability is extinguished.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

h) Employee Future Benefits

Post-employment benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to contracts and union agreements.

The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing.

The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARSL) of active employees covered under the plan. The most recent valuation of the obligation was performed as at March 31, 2025, and projected to March 31, 2028. The next valuation will be performed as at March 31, 2028, for use at June 30, 2028. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

Pension Plans

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

i) Asset Retirement Obligations

A liability for asset retirement obligation (ARO) is recognized when, as at the financial reporting date:

- there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- the past transaction or event giving rise to the liability has occurred;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability for the removal of asbestos and other hazardous material in several of the buildings owned by the School District has been recognized. The liability has been measured at current cost as the timing and amounts of future cash flows cannot be estimated. The resulting costs have been capitalized into the carrying amount of tangible capital assets and are being amortized on the same basis as the related tangible capital asset (Note 2(k)). Assumptions used in the calculations are reviewed annually.

j) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District is directly responsible or accepts responsibility for the contamination;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

k) Tangible Capital Assets

Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.

Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at carrying value.

Work in progress (WIP) is recorded as an acquisition to the applicable asset class at substantial completion. Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.

Buildings that are demolished or destroyed are written-off. Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.

The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful lives are as follows:

Buildings	40 years
Furniture and Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

l) Prepaid Expenses

Memberships and dues, software licenses, dental premium holidays, property taxes, utilities, maintenance agreements and other payments paid in advance are included as prepaid expense. Prepaid expenses are stated at acquisition cost and are expensed over the periods expected to benefit from it.

m) Internally Restricted Reserves

The Board of Education may internally restrict portions of accumulated surplus for items that are linked to multi-year strategic objectives and future operational and capital needs. Internally restricted amounts are established and reviewed in accordance with Board Policy 4204, Accumulated Surplus. The Board has established a contingency reserve to mitigate the impact of extraordinary circumstances that would negatively impact school district operations and the education of students.

By Board policy, a contingency reserve of at least 1% and not exceeding 3% of budgeted operating expenses shall be maintained ($2,172,246 to $6,516,738). The current balance of $3,258,368 contingency reserve held in local capital equates to 1.50% of 2026/27 annual budget operating expenses.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

n) Revenue Recognition

All revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues and when the amounts are considered to be collectible and can be reasonably estimated. Contributions received where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred;
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased; and
- Contributions restricted for tangible capital asset acquisitions other than sites are recorded as deferred capital revenue and amortized as revenue over the useful life of the related assets.

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished. Revenue from transactions with performance obligations is recognized when (or as) the performance obligation is satisfied (by providing the promised goods or service to a payor).

Revenue from transactions with no performance obligations is recognized when the District:

(a) has the authority to claim or retain an inflow of economic resources; and

(b) identifies a past transaction or event that gives rise to an asset.

Investment income is reported in the period earned. When required by the funding party or related legislation, investment income earned on deferred revenue is included in the deferred revenue balance until spent.

o) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Categories of Salaries

- Principals, Vice Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice Principals.
- Superintendents, Secretary Treasurers, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

o) Expenses (continued)

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, expenses are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and aboriginal education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

p) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in Note 2 requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Significant areas requiring the use of management estimates relate to rates for amortization, estimated employee future benefits, and asset retirement obligations. Actual results could differ from those estimates.

NOTE 3 ACCOUNTS RECEIVABLE – OTHER

	June 30, 2026	June 30, 2025
Due from the Government of Canada	$ 198,979	$ 193,135
Due from the City of Maple Ridge	135,200	35,200
Trade receivables	535,211	554,542
Tuition receivable	27,474	135,273
Other receivables	622,112	942,339
Total Accounts Receivable – Other	**$ 1,518,976**	**$ 1,860,489**

NOTE 4 PORTFOLIO INVESTMENTS

	June 30, 2026	June 30, 2025
Term deposits	$ 26,180,153	$ 29,223,009
Funds		
Core Bond Fund	86,962	85,459
Canadian Equity Fund	81,385	65,204
U.S. Equity Fund	43,809	33,980
International Pooled Fund	42,995	30,584
Short-Term Income Fund	8,478	8,226
Total Funds	263,629	223,453
Total Portfolio Investments	**$ 26,443,782**	**$ 29,446,462**

The portfolio investments mature in FY2027 (2025 - FY2026) with annual yields between 2.55% and 3.20% (2025 - 3.15% and 3.62%).

NOTE 5 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES – OTHER

	June 30, 2026	June 30, 2025
Trade payables	$ 19,624,712	$ 18,846,118
Salaries and benefits payable	17,166,874	14,232,536
Accrued vacation payable	1,901,244	2,004,210
Other	885,337	792,218
Total Accounts Payable and Accrued Liabilities – Other	**$ 39,578,167**	**$ 35,875,082**

NOTE 6 UNEARNED REVENUE

	Tuition	Facility Rentals	After School Programs	Career Prep Partnerships	Total Unearned Revenue
Balance at June 30, 2024	**$ 7,924,998**	**$ 24,388**	**$ 9,750**	**$ 41,630**	**$ 8,000,766**
Fees Received	11,182,060	895,724	160,670	138,083	12,376,537
Revenue Recognized	(11,202,453)	(909,201)	(159,035)	(168,248)	(12,438,937)
Balance at June 30, 2025	**7,904,605**	**10,911**	**11,385**	**11,465**	**7,938,366**
Fees Received	12,556,482	1,058,266	180,993	93,898	13,889,639
Revenue Recognized	(11,707,993)	(1,030,446)	(169,958)	(95,513)	(13,003,910)
Balance at June 30, 2026	**$ 8,753,094**	**$ 38,731**	**$ 22,420**	**$ 9,850**	**$ 8,824,095**

NOTE 7 DEFERRED REVENUE

Deferred revenue includes unspent special purpose fund grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board (i.e., the stipulations associated with those grants and contributions have not yet been fulfilled).

	Provincial Grants – MECC	Other Grants and Income	Investment Income	Total Deferred Revenue
Balance, June 30, 2024	**$ 518,278**	**$ 1,914,089**	**$ -**	**$ 2,432,367**
Contributions received	34,336,370	6,763,443	53,501	41,153,314
Revenue recognized	(34,151,693)	(6,567,273)	(49,393)	(40,768,359)
Balance, June 30, 2025	**702,955**	**2,110,259**	**4,108**	**2,817,322**
Contributions received	36,646,497	6,807,523	45,088	43,499,108
Revenue recognized	(36,606,505)	(6,758,546)	(45,088)	(43,410,139)
Balance, June 30, 2026	**$ 742,947**	**$ 2,159,236**	**$ 4,108**	**$ 2,906,291**

NOTE 8 DEFERRED CAPITAL REVENUE

Deferred capital revenue includes capital fund grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired.

	June 30, 2026	June 30, 2025
Deferred Capital Revenue – Subject to Amortization		
Balance, beginning of year	$ 130,441,227	$ 133,074,133
Transfers from deferred revenue – capital additions	6,191,611	4,245,146
Amortization of deferred capital revenue	(7,028,346)	(6,878,052)
Balance, end of year	**129,604,492**	**130,441,227**
Deferred Capital Revenue – Work in Progress		
Work in progress, beginning of year	23,941,829	3,574,891
Transfer in from deferred revenue – work in progress	42,697,614	24,612,084
Transfer to spent deferred capital	(6,103,371)	(4,245,146)
Balance, end of year	**60,536,072**	**23,941,829**
Deferred Capital Revenue – Unspent Portion		
Unspent deferred capital, beginning of year	3,681,935	6,358,556
Provincial grants – Ministry of Education and Child Care	40,682,550	21,444,593
Provincial grants – other	2,391,853	56,797
Investment income	101,084	120,823
School site acquisition fees	447,250	313,250
Transfer to deferred capital revenue	(88,240)	-
Transfer to deferred capital revenue – work in progress	(42,697,614)	(24,612,084)
Balance, end of year	**4,518,818**	**3,681,935**
Total Deferred Capital Revenue	**$ 194,659,382**	**$ 158,064,991**

NOTE 9 EMPLOYEE FUTURE BENEFITS

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	June 30, 2026	June 30, 2025
Reconciliation of Accrued Benefit Obligation		
Accrued benefit obligation – April 1	$ 9,495,992	$ 8,705,456
Service cost	632,863	657,087
Interest cost	380,912	381,152
Benefit payments	(779,694)	(674,057)
Actuarial (gain) loss	(717,023)	426,354
Accrued benefit obligation – March 31	$ 9,013,050	$ 9,495,992
Reconciliation of Funded Status at End of Fiscal Year		
Accrued benefit obligation – March 31	$ 9,013,050	$ 9,495,992
Market value of plan assets – March 31	-	-
Funded status – deficit	(9,013,050)	(9,495,992)
Employer contributions after measurement date	130,273	203,426
Benefits expense after measurement date	(255,174)	(253,444)
Unamortized net actuarial gain	(727,210)	(99,092)
Accrued Benefit Liability – June 30	**$ (9,865,161)**	**$ (9,645,102)**
Reconciliation of Change in Accrued Benefit Liability		
Accrued benefit liability – July 1	$ 9,645,102	$ 9,486,614
Net expense for fiscal year	926,600	886,298
Employer contributions	(706,541)	(727,810)
Accrued benefit liability – June 30	$ 9,865,161	$ 9,645,102
Components of Net Benefit Expense		
Service cost	$ 626,592	$ 651,031
Interest cost	388,913	381,092
Amortization of net actuarial loss	(88,905)	(145,825)
Net benefit expense	$ 926,600	$ 886,298

The significant actuarial assumptions adopted for measuring the School District's accrued benefit obligations are:

	June 30, 2026	June 30, 2025
Discount rate – April 1	4.00%	4.25%
Discount rate – March 31	4.50%	4.00%
Long-term salary growth – April 1	2.5% + seniority	2.5% + seniority
Long-term salary growth – March 31	2.5% + seniority	2.5% + seniority
EARSL – March 31	11.8 years	11.8 years

NOTE 10 ASSET RETIREMENT OBLIGATION

Legal liabilities exist for the removal and disposal of asbestos and other environmentally hazardous materials (e.g. lead paint) within some district-owned buildings that will undergo major renovations or demolition in the future. A reasonable estimate of the fair value of the obligation has been recognized. The obligation has been measured at current cost as the timing of future cash flows cannot be reasonably determined. These costs have been capitalized as part of the assets' carrying value and are amortized over the assets' estimated useful lives.

Asset retirement obligation	**June 30, 2026**	**June 30, 2025**
Balance, beginning of year	$ 11,307,530	$ 11,307,530
Change of accounting estimate	(218,273)	-
Settlements during the year	-	-
Balance, end of year	**$ 11,089,257**	**$ 11,307,530**

NOTE 11 CREDIT FACILITIES

The School District has an approved line of credit of $2.5 million bearing interest at the bank's prime rate plus 0.25%, a $5 million daylight facility to provide security for electronic fund transfers, and an $8 million fully cash-secured letter of credit facility. As of June 30, 2026, the School District had no borrowings under either the line of credit or the daylight facility (2025: $nil).

Letters of credit totaling $1.18 million (2025: $1.22 million) were supported by restricted term deposits. These letters of credit related to the Eric Langton Elementary seismic replacement and expansion project ($1.02 million; 2025: $1.22 million) and the Pitt Meadows Secondary replacement project ($0.16 million; 2025: $nil).

NOTE 12 TANGIBLE CAPITAL ASSETS

Tangible Capital Assets for the year ended June 30, 2026

Cost:	**Balance at June 30, 2025**	**Additions**	**Disposals**	**Transfers (WIP)**	**Balance at June 30, 2026**
Sites	$41,553,283	$ -	$ -	$ -	$ 41,553,283
Buildings	360,461,568	601,942	-	5,649,034	366,712,544
Buildings – WIP	24,290,246	42,780,303	-	(5,649,034)	61,421,515
Furniture & equipment	17,810,061	715,083	(1,654,351)	578,818	17,449,611
Furniture & equipment – WIP	-	584,016	-	(578,818)	5,198
Vehicles	1,909,895	442,230	(96,490)	-	2,255,635
Computer software	274,691	-	(49,075)	-	225,616
Computer hardware	4,374,695	563,584	(1,221,484)	-	3,716,795
Total Cost	**$ 450,674,439**	**$ 45,687,158**	**$ (3,021,400)**	**$ -**	**$ 493,340,197**

Accumulated Amortization:	**Balance at June 30, 2025**	**Amortization**	**Disposals**	**Balance at June 30, 2026**
Buildings	$ 200,721,641	$ 8,058,940	$ -	$ 208,780,581
Furniture & equipment	8,957,135	1,762,981	(1,654,351)	9,065,765
Vehicles	925,794	208,277	(96,490)	1,037,581
Computer software	176,226	50,031	(49,075)	177,182
Computer hardware	2,496,906	809,148	(1,221,484)	2,084,570
Total Accumulated Amortization	**$ 213,277,702**	**$ 10,889,377**	**$ (3,021,400)**	**$ 221,145,679**

NOTE 12 TANGIBLE CAPITAL ASSETS (continued)

Tangible Capital Assets for the year ended June 30, 2025

Cost:	**Balance at June 30, 2024**	**Additions**	**Disposals**	**Transfers (WIP)**	**Balance at June 30, 2025**
Sites	$ 41,553,283	$ -	$ -	$ -	$ 41,553,283
Buildings	354,721,342	253,514	-	5,486,712	360,461,568
Buildings – WIP	4,109,288	25,667,670	-	(5,486,712)	24,290,246
Furniture & equipment	17,373,061	1,133,708	(974,642)	277,934	17,810,061
Furniture & equipment – WIP	-	277,934	-	(277,934)	-
Vehicles	1,745,112	316,254	(151,471)	-	1,909,895
Computer software	269,388	35,262	(29,959)	-	274,691
Computer hardware	4,930,196	672,251	(1,227,752)	-	4,374,695
Total Cost	**$ 424,701,670**	**$ 28,356,593**	**$ (2,383,824)**	**$ -**	**$450,674,439**

	Balance at June 30, 2024	**Amortization**	**Disposals**	**Balance at June 30, 2025**
Buildings	$ 192,746,378	$ 7,975,263	$ -	$200,721,641
Furniture & equipment	8,172,622	1,759,155	(974,642)	8,957,135
Vehicles	894,514	182,751	(151,471)	925,794
Computer software	151,777	54,408	(29,959)	176,226
Computer hardware	2,794,169	930,489	(1,227,752)	2,496,906
	$ 204,759,460	**$ 10,902,066**	**$ (2,383,824)**	**$213,277,702**

Net Book Value of Tangible Capital Assets

	June 30, 2026	**June 30, 2025**
Sites	$ 41,553,283	$ 41,553,283
Buildings	157,931,963	159,739,927
Buildings – WIP	61,421,515	24,290,246
Furniture & equipment	8,389,044	8,852,926
Vehicles	1,218,054	984,101
Computer software	48,434	98,465
Computer hardware	1,632,225	1,877,789
Total Net Book Value	**$ 272,194,518**	**$ 237,396,737**

NOTE 13 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trusteed pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2025, the Teachers' Pension Plan has approximately 52,000 active members and 43,000 retired members in the plan. As at December 31, 2025, the Municipal Pension Plan has over 490,000 members in the plan.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry- age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent valuation report for the Teachers' Pension Plan completed as at December 31, 2023 showed that the plan had a $4,572 million surplus and was 112.8% funded. The next valuation will be at December 31, 2026, with results available in late 2027.

The valuation in 2024 for the Municipal Pension Plan showed the plan was fully funded with a ratio of 102.8%, a $2,675 million funding surplus for basic pension benefits. The next valuation for the Municipal Pension Plan is December 31, 2027.

The School District paid $18,624,974 for employer contributions to the plans for the year ended June 30, 2026 (2025: $17,794,741).

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

NOTE 14 RELATED PARTY TRANSACTIONS

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

NOTE 15 BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board through the adoption of the amended annual budget on March 4, 2026. As the 2025/26 Amended Annual Budget is used for comparative purposes, a reconciliation between the 2025/26 Annual Budget and the 2025/26 Amended Annual Budget is provided.

	Annual Budget	Amended Annual Budget	Change
Statement 2			
Revenues			
Provincial grants			
Ministry of Education and Child Care	$ 229,754,067	$ 237,073,105	$ 7,319,038
Other	417,800	405,600	(12,200)
Federal grants	362,900	378,080	15,180
Tuition	11,272,469	11,636,845	364,376
Other revenue	6,859,825	6,923,656	63,831
Rentals and leases	886,716	997,336	110,620
Investment income	1,105,000	1,305,000	200,000
Amortization of deferred capital revenue	7,011,541	7,004,361	(7,180)
Total Revenue	257,670,318	265,723,983	8,053,665
Expenses			
Instruction	219,173,611	227,623,974	8,450,363
District administration	8,152,447	8,805,012	652,565
Operations and maintenance	31,929,920	31,877,121	(52,799)
Transportation and housing	733,321	900,783	167,462
Total Expense	259,989,299	269,206,890	9,217,591
Deficit for the year	(2,318,981)	(3,482,907)	(1,163,926)
Budgeted allocation of surplus	119,072	2,611,102	2,492,030
Budgeted Surplus (Deficit) for the year	**$ (2,199,909)**	**$ (871,805)**	**$ 1,328,104**
Statement 4			
Deficit for the year	$ (2,318,981)	$ (3,482,907)	$(1,163,926)
Effect of change in tangible capital assets			
Acquisition of tangible capital assets	(53,076,087)	(46,786,043)	6,290,044
Amortization of tangible capital assets	11,013,648	11,013,613	(35)
Total effect of change in tangible capital assets	(42,062,439)	(35,772,430)	6,290,009
(Increase) Decrease in Net Financial Debt	**$ (44,381,420)**	**$ (39,255,337)**	**$ 5,126,083**

NOTE 16 ACCUMULATED SURPLUS

The operating fund accounts for the School District's operating grants and other operating revenues. Legislation requires that the School District present a balanced budget for the operating fund, whereby budgeted expenditures do not exceed the total of budgeted revenue plus any surplus in the operating fund carried forward from the previous year.

	June 30, 2026	June 30, 2025
Operating Fund Accumulated Surplus		
Internally Restricted/Appropriated by the Board for:		
Indigenous Education Council targeted funding	$ 118,809	$ 59,066
Indigenous Education targeted funding	160,284	-
Integrated Child and Youth grant	96,293	43,057
Early Career Mentorship grant	330,813	334,429
School budget balances	465,957	533,199
Contractual professional development	278,436	293,180
Financial contingencies	100,000	100,000
Purchase order commitments	52,543	158,715
Program and staffing initiatives	768,198	579,056
Technology and systems	200,282	211,896
Facilities and space planning	78,150	124,509
Total Internally Restricted Operating Surplus	**2,649,765**	**2,437,107**
Unrestricted Operating Surplus	-	173,995
Total Operating Fund Accumulated Surplus	**2,649,765**	**2,611,102**
Capital Fund Accumulated Surplus		
Internally Restricted (Appropriated) by the Board for:		
IT capital plan	3,460,372	2,909,084
Facilities equipment and vehicles capital plan	866,543	919,721
Child care capital	701,098	394,807
Emergency preparedness	9,719	10,730
Boardroom enhancements	8,494	9,284
Strategic facilities plan implementation		
Temporary classrooms	1,956,829	1,795,857
Capital planning	237,096	301,583
Sustainability upgrades	827,193	864,081
Non-school facilities renewal	1,659,512	1,498,675
Capital cost share – Eric Langton Elementary	700,000	700,000
Contingency reserve held in Local Capital	3,258,368	2,688,157
Total Internally Restricted Local Capital Surplus	**13,685,224**	**12,091,979**
Invested in Tangible Capital Assets	70,964,703	71,706,157
Total Capital Fund Accumulated Surplus	**84,649,927**	**83,798,136**
Total Accumulated Surplus from Operations	**87,299,692**	**86,409,238**
Accumulated Remeasurement Gains	**68,956**	**38,365**
Accumulated Surplus	**$ 87,368,648**	**$ 86,447,603**

NOTE 17 EXPENSES BY OBJECT – ALL FUNDS

	June 30, 2026	June 30, 2025
Salaries and benefits	$ 236,981,981	$ 225,621,282
Services and supplies	25,128,550	25,830,968
Amortization	10,889,377	10,902,066
	$ 272,999,908	**$ 262,354,316**

NOTE 18 ECONOMIC DEPENDENCE

The operations of the School District are dependent on continued funding from the Ministry of Education and Child Care and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

NOTE 19 RISK MANAGEMENT

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk. The Board ensures that the School District has identified its risks and ensures that management monitors and controls them. There have been no changes to risk exposure from 2025 related to credit, market, or liquidity risks.

a) Credit risk:

Credit risk is the risk of financial loss if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, amounts receivable and investments.

The School District is exposed to credit risk in the event of non-performance by a borrower. This risk is mitigated as most amounts receivable are due from the province, federal, or local government and are considered low risk.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in the Central Deposit Program with the Province and in recognized British Columbia institutions. The School District invests in various financial instruments including equity funds, bond funds certificates and term deposits to reduce the concentration of credit risk.

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its investments. It is management's opinion that the School District is not exposed to significant interest rate risk as it invests solely in the Province's Central Deposit Program, guaranteed investment certificates, equity funds and term deposits that have a maturity date of no more than 1 year.

The School District is monitoring the potential impacts of tariffs and cross-border trade and evaluating options to mitigate related risks. As at June 30, 2026, management had not identified any material financial impacts.

NOTE 19 RISK MANAGEMENT (continued)

c) Liquidity risk:

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due. The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance.

NOTE 20 SUPPLEMENTARY CASH FLOW INFORMATION

	June 30, 2026	June 30, 2025
Interest Recognized in the:		
Operating Fund	$ 1,486,794	$ 2,029,145
Special Purpose Fund	45,088	49,392
Land Capital Fund	101,084	120,823
Total Interest Income	**$ 1,632,966**	**$ 2,199,360**

NOTE 21 CONTRACTUAL OBLIGATIONS

The School District has entered into several multi-year contracts for the construction of tangible capital assets. These contractual obligations will become liabilities in future periods as the terms of the contracts are fulfilled. This disclosure relates to the unperformed portion of those contracts.

	2026/27	2027/28	2028/29
Annual Facility Grant projects	$ 223,333	$ -	$ -
Seismic replacement and expansion of Eric Langton Elementary	3,570,319	-	-
Replacement of Pitt Meadows Secondary	6,363,169	1,162,454	1,162,454
Prefabricated additions to Blue Mountain Elementary and Golden Ears Elementary	3,137,374	-	-
Capital planning	138,020	-	-
Temporary classrooms	593,084	265,908	-
Minor capital projects	1,548,359	-	-
Total Capital Commitments	**$ 15,573,658**	**$ 1,428,362**	**$ 1,162,454**

NOTE 22 CONTRACTUAL RIGHTS

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The School District's contractual rights arise because of contracts entered into for lease agreements and future funding from the Ministry of Education and Child Care for approved capital projects. The following table summarizes the contractual rights of the School District for future assets.

	2026/27	2027/28	Thereafter
Future funding for MECC approved capital projects	$ 54,399,676	$ 35,829,323	$ -
Future lease revenue	661,308	-	-
Total Contractual Rights	**$ 55,060,984**	**$ 35,829,323**	**$ -**

NOTE 23 CONTINGENT LIABILITIES

In the normal course of operations, lawsuits and claims have been brought against the School District. Management has recorded provisions, where appropriate, and believes that the ultimate resolution of any outstanding matters will not have a material effect on the financial position of the School District.

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

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

	Operating Fund	Special Purpose Fund	Capital Fund	2026 Actual	2025 Actual
	$	$	$	$	$
Accumulated Surplus (Deficit), beginning of year	2,611,102		83,798,136	**86,409,238**	86,566,719
Changes for the year					
Surplus (Deficit) for the year	3,788,352	868,566	(3,766,464)	**890,454**	(157,481)
Interfund Transfers					
Tangible Capital Assets Purchased	(574,794)	(868,566)	1,443,360	**-**	
Local Capital	(3,174,895)		3,174,895	**-**	
Net Changes for the year	**38,663**	**-**	**851,791**	**890,454**	**(157,481)**
Accumulated Surplus (Deficit), end of year - Statement 2	**2,649,765**	**-**	**84,649,927**	**87,299,692**	86,409,238
Accumulated Remeasurement Gains (Losses) - Statement 3		68,956		**68,956**	38,365
	2,649,765	**68,956**	**84,649,927**	**87,368,648**	86,447,603

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

Schedule of Operating Operations
Year Ended June 30, 2026

	2026 Budget (Note 15)	**2026 Actual**	2025 Actual
	$	**$**	$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	201,279,020	**206,741,154**	197,861,751
Other	405,600	**382,118**	411,520
Federal Grants	378,080	**298,655**	345,570
Tuition	11,636,845	**11,707,993**	11,202,453
Other Revenue	1,658,884	**1,710,150**	1,709,420
Rentals and Leases	997,336	**1,030,446**	909,201
Investment Income	1,305,000	**1,486,794**	2,029,144
Total Revenue	217,660,765	**223,357,310**	214,469,059
Expenses			
Instruction	187,887,590	**190,823,094**	182,571,710
District Administration	8,658,510	**7,849,448**	7,776,356
Operations and Maintenance	20,685,756	**20,179,831**	20,069,982
Transportation and Housing	741,933	**716,585**	793,273
Total Expense	217,973,789	**219,568,958**	211,211,321
Operating Surplus (Deficit) for the year	(313,024)	**3,788,352**	3,257,738
Budgeted Appropriation (Retirement) of Surplus (Deficit)	2,611,102		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(950,227)	**(574,794)**	(804,936)
Local Capital	(1,347,851)	**(3,174,895)**	(5,010,158)
Total Net Transfers	(2,298,078)	**(3,749,689)**	(5,815,094)
Total Operating Surplus (Deficit), for the year	-	**38,663**	(2,557,356)
Operating Surplus (Deficit), beginning of year		**2,611,102**	5,168,458
Operating Surplus (Deficit), end of year		**2,649,765**	2,611,102
Operating Surplus (Deficit), end of year			
Internally Restricted		**2,649,765**	2,437,107
Unrestricted			173,995
Total Operating Surplus (Deficit), end of year		**2,649,765**	2,611,102

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

Schedule of Operating Revenue by Source
Year Ended June 30, 2026

	2026 Budget (Note 15)	**2026 Actual**	2025 Actual
	$	**$**	$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	198,796,333	**199,149,854**	193,593,488
ISC/LEA Recovery	(690,433)	**(702,453)**	(690,433)
Other Ministry of Education and Child Care Grants			
Pay Equity	1,874,965	**1,874,965**	1,874,965
Funding for Graduated Adults	330,553	**337,717**	297,303
Student Transportation Fund	185,990	**185,990**	185,990
Support Staff Benefits Grant			311,629
Foundation Skills Assessment (FSA) Scorer Grant	15,693	**15,693**	15,693
Labour Settlement Funding		**5,113,469**	2,081,636
ICY Clinical Counsellor Funding	765,919	**765,919**	191,480
Total Provincial Grants - Ministry of Education and Child Care	201,279,020	**206,741,154**	197,861,751
Provincial Grants - Other	405,600	**382,118**	411,520
Federal Grants	378,080	**298,655**	345,570
Tuition			
Summer School Fees	51,800	**51,800**	44,650
Continuing Education	1,377,961	**1,338,999**	1,230,845
International and Out of Province Students	10,207,084	**10,317,194**	9,926,958
Total Tuition	11,636,845	**11,707,993**	11,202,453
Other Revenues			
Funding from First Nations	690,433	**702,453**	690,433
Miscellaneous			
Revenue Generation	54,000	**26,411**	62,675
Partnership Program	81,725	**95,513**	168,248
Transportation	74,371	**72,543**	109,284
After School Programming	312,160	**169,958**	159,035
Miscellaneous	358,907	**534,900**	413,946
Ridge Meadows College	21,288	**42,372**	39,799
BC Hydro Grant	66,000	**66,000**	66,000
Total Other Revenue	1,658,884	**1,710,150**	1,709,420
Rentals and Leases	997,336	**1,030,446**	909,201
Investment Income	1,305,000	**1,486,794**	2,029,144
Total Operating Revenue	217,660,765	**223,357,310**	214,469,059

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

Schedule of Operating Expense by Object

Year Ended June 30, 2026

	2026 Budget (Note 15)	**2026 Actual**	2025 Actual
	$	**$**	$
Salaries			
Teachers	90,329,132	**91,683,671**	89,190,993
Principals and Vice Principals	9,682,315	**9,794,344**	10,068,569
Educational Assistants	26,897,824	**27,362,548**	25,367,070
Support Staff	15,389,249	**15,391,213**	14,521,541
Other Professionals	7,757,800	**7,624,154**	7,589,303
Substitutes	7,017,656	**8,009,377**	6,816,926
Total Salaries	157,073,976	**159,865,307**	153,554,402
Employee Benefits	42,274,228	**43,161,814**	40,156,814
Total Salaries and Benefits	199,348,204	**203,027,121**	193,711,216
Services and Supplies			
Services	7,918,433	**7,583,154**	7,855,019
Student Transportation	742,604	**708,050**	791,764
Professional Development and Travel	1,470,676	**974,214**	1,049,737
Rentals and Leases	9,407	**9,048**	7,637
Dues and Fees	177,543	**178,629**	176,715
Insurance	1,082,166	**939,884**	998,011
Supplies	4,581,049	**3,504,626**	3,861,523
Utilities	2,643,707	**2,644,232**	2,759,699
Total Services and Supplies	18,625,585	**16,541,837**	17,500,105
Total Operating Expense	217,973,789	**219,568,958**	211,211,321

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

Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	$	$	$	$	$	$	$
1 Instruction							
1.02 Regular Instruction	70,109,964	402,427	66,313	560,317	-	5,156,334	**76,295,355**
1.03 Career Programs	415,262	34,257	588,024	-	7,207	24,666	**1,069,416**
1.07 Library Services	1,545,751	-	-	7,163	-	73,061	**1,625,975**
1.08 Counselling	2,355,639	-	-	-	-	26,550	**2,382,189**
1.10 Special Education	10,139,102	1,747,644	25,487,880	1,882,364	189,120	1,773,098	**41,219,208**
1.20 Early Learning and Child Care	-	-	-	3,969	-	-	**3,969**
1.30 English Language Learning	2,803,099	-	-	-	-	97,954	**2,901,053**
1.31 Indigenous Education	588,029	162,876	866,883	57,441	-	63,216	**1,738,445**
1.41 School Administration	-	6,925,667	-	3,245,021	-	209,566	**10,380,254**
1.60 Summer School	567,367	19,310	132,928	32,262	-	8,866	**760,733**
1.61 Continuing Education	-	17,481	-	135,623	855,721	-	**1,008,825**
1.62 International and Out of Province Students	3,109,486	311,351	-	528,856	284,550	149,439	**4,383,682**
1.64 Other	-	-	195,053	-	405,333	-	**600,386**
Total Function 1	**91,633,699**	**9,621,013**	**27,337,081**	**6,453,016**	**1,741,931**	**7,582,750**	**144,369,490**
4 District Administration							
4.11 Educational Administration			-	49,507	1,335,199	20,843	**1,405,549**
4.20 Early Learning and Child Care			-	-	-	-	**-**
4.40 School District Governance			-	503	425,491	-	**425,994**
4.41 Business Administration		173,331	11,638	754,974	2,103,174	70,347	**3,113,464**
Total Function 4	**-**	**173,331**	**11,638**	**804,984**	**3,863,864**	**91,190**	**4,945,007**
5 Operations and Maintenance							
5.20 Early Learning and Child Care	-	-	-	42,686	-	-	**42,686**
5.41 Operations and Maintenance Administration	49,972	-	13,829	197,032	1,458,108	35,549	**1,754,490**
5.50 Maintenance Operations	-	-	-	7,435,123	513,712	299,888	**8,248,723**
5.52 Maintenance of Grounds	-	-	-	434,164	-	-	**434,164**
5.56 Utilities	-	-	-	-	-	-	**-**
Total Function 5	**49,972**	**-**	**13,829**	**8,109,005**	**1,971,820**	**335,437**	**10,480,063**
7 Transportation and Housing							
7.41 Transportation and Housing Administration				24,208	46,539		**70,747**
7.70 Student Transportation							**-**
Total Function 7	**-**	**-**	**-**	**24,208**	**46,539**	**-**	**70,747**
9 Debt Services							
Total Function 9	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Functions 1 - 9	**91,683,671**	**9,794,344**	**27,362,548**	**15,391,213**	**7,624,154**	**8,009,377**	**159,865,307**

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

Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Actual	2026 Budget (Note 15)	2025 Actual
	$	$	$	$	$	$	$
1 Instruction							
1.02 Regular Instruction	**76,295,355**	19,563,426	**95,858,781**	2,544,711	**98,403,492**	95,801,145	95,004,164
1.03 Career Programs	**1,069,416**	302,888	**1,372,304**	677,481	**2,049,785**	2,002,921	2,123,953
1.07 Library Services	**1,625,975**	418,433	**2,044,408**	179,748	**2,224,156**	2,184,490	2,147,191
1.08 Counselling	**2,382,189**	578,474	**2,960,663**	55,252	**3,015,915**	3,169,097	2,887,854
1.10 Inclusive Education	**41,219,208**	12,023,855	**53,243,063**	726,847	**53,969,910**	53,067,396	49,689,907
1.20 Early Learning and Child Care	**3,969**	35	**4,004**	12,160	**16,164**	25,042	65,541
1.30 English Language Learning	**2,901,053**	758,658	**3,659,711**	32,241	**3,691,952**	3,646,815	3,093,185
1.31 Indigenous Education	**1,738,445**	439,397	**2,177,842**	239,035	**2,416,877**	2,586,482	2,954,194
1.41 School Administration	**10,380,254**	3,034,682	**13,414,936**	211,309	**13,626,245**	13,689,437	13,260,060
1.60 Summer School	**760,733**	167,550	**928,283**	15,874	**944,157**	942,957	862,270
1.61 Continuing Education	**1,008,825**	189,485	**1,198,310**	313,171	**1,511,481**	1,616,258	1,634,843
1.62 International and Out of Province Students	**4,383,682**	1,130,890	**5,514,572**	2,459,925	**7,974,497**	7,981,412	7,777,175
1.64 Other	**600,386**	170,388	**770,774**	207,689	**978,463**	1,174,138	1,071,373
Total Function 1	**144,369,490**	**38,778,161**	**183,147,651**	**7,675,443**	**190,823,094**	187,887,590	182,571,710
4 District Administration							
4.11 Educational Administration	**1,405,549**	423,801	**1,829,350**	379,436	**2,208,786**	2,244,077	2,305,202
4.20 Early Learning and Child Care	**-**	-	**-**	30	**30**	2,298	263
4.40 School District Governance	**425,994**	65,573	**491,567**	149,030	**640,597**	842,265	671,123
4.41 Business Administration	**3,113,464**	932,926	**4,046,390**	953,645	**5,000,035**	5,569,870	4,799,768
Total Function 4	**4,945,007**	**1,422,300**	**6,367,307**	**1,482,141**	**7,849,448**	8,658,510	7,776,356
5 Operations and Maintenance							
5.20 Early Learning and Child Care	**42,686**	11,425	**54,111**	12,596	**66,707**	88,878	91,521
5.41 Operations and Maintenance Administration	**1,754,490**	462,040	**2,216,530**	1,183,778	**3,400,308**	3,525,722	3,026,151
5.50 Maintenance Operations	**8,248,723**	2,367,695	**10,616,418**	2,275,938	**12,892,356**	13,001,569	12,802,136
5.52 Maintenance of Grounds	**434,164**	101,267	**535,431**	154,355	**689,786**	964,220	944,252
5.56 Utilities	**-**	-	**-**	3,130,674	**3,130,674**	3,105,367	3,205,922
Total Function 5	**10,480,063**	**2,942,427**	**13,422,490**	**6,757,341**	**20,179,831**	20,685,756	20,069,982
7 Transportation and Housing							
7.41 Transportation and Housing Administration	**70,747**	18,926	**89,673**		**89,673**	82,319	86,961
7.70 Student Transportation	**-**		**-**	626,912	**626,912**	659,614	706,312
Total Function 7	**70,747**	**18,926**	**89,673**	**626,912**	**716,585**	741,933	793,273
9 Debt Services							
Total Function 9	**-**	**-**	**-**	**-**	**-**	-	-
Total Functions 1 - 9	**159,865,307**	**43,161,814**	**203,027,121**	**16,541,837**	**219,568,958**	217,973,789	211,211,321

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

Schedule of Special Purpose Operations
Year Ended June 30, 2026

	2026 Budget (Note 15)	**2026 Actual**	2025 Actual
	$	**$**	$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	35,794,085	**36,606,505**	34,151,693
Other Revenue	5,195,000	**6,758,546**	6,567,273
Investment Income		**45,088**	49,393
Total Revenue	40,989,085	**43,410,139**	40,768,359
Expenses			
Instruction	39,736,384	**42,105,450**	39,592,223
District Administration	146,502	**118,809**	119,157
Operations and Maintenance	177,752	**166,069**	433,505
Transportation and Housing	158,850	**151,245**	96,044
Total Expense	40,219,488	**42,541,573**	40,240,929
Special Purpose Surplus (Deficit) for the year	769,597	**868,566**	527,430
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(769,597)	**(868,566)**	(527,430)
Total Net Transfers	(769,597)	**(868,566)**	(527,430)
Total Special Purpose Surplus (Deficit) for the year	-	**-**	-
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		**-**	-

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

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	$	$	$	$	$	$	$	$	$
Deferred Revenue, beginning of year	-	11,115	217,067	1,328,171	-	5,942	2,108	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	517,597	705,148			272,000	56,350	305,597	651,305	853,904
Other			37,869	6,162,815					
Investment Income			12,915						
	517,597	705,148	50,784	6,162,815	272,000	56,350	305,597	651,305	853,904
Less: Allocated to Revenue	517,597	679,591	42,437	6,191,973	272,000	62,292	307,705	651,305	853,904
Deferred Revenue, end of year	**-**	**36,672**	**225,414**	**1,299,013**	**-**	**-**	**-**	**-**	**-**
Revenues									
Provincial Grants - Ministry of Education and Child Care	517,597	679,591			272,000	62,292	307,705	651,305	853,904
Other Revenue			29,522	6,191,973					
Investment Income			12,915						
	517,597	679,591	42,437	6,191,973	272,000	62,292	307,705	651,305	853,904
Expenses									
Salaries									
Teachers						3,882	105,017	30,265	
Principals and Vice Principals							65,183	38,525	220,501
Educational Assistants		561,212		44,311	206,948	49,392		376,839	
Support Staff				38,328					99,653
Other Professionals									
Substitutes				181			5,158	8,143	388,799
	-	561,212	-	82,820	206,948	53,274	175,358	453,772	708,953
Employee Benefits		118,379		10,765	65,028	8,452	48,845	128,212	144,951
Services and Supplies	44,051		42,437	6,069,287	24	566	83,502	69,321	
	44,051	679,591	42,437	6,162,872	272,000	62,292	307,705	651,305	853,904
Net Revenue (Expense) before Interfund Transfers	473,546	-	-	29,101	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(473,546)			(29,101)					
	(473,546)	-	-	(29,101)	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

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

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Early Childhood Education (ECE) Dual Credit Program	Early Care & Learning (ECL)	Feeding Futures Fund	Health Career Grants	Dual Credit Program Expansion
	$	$	$	$	$	$	$	$	$
Deferred Revenue, beginning of year	-	-	-	115,519	22,416	24,735	-	65,253	36,641
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	25,610,406	4,734,486	158,850	51,000	5,000	525,000	1,882,964		
Other									
Investment Income				3,207		4,345			
	25,610,406	4,734,486	158,850	54,207	5,000	529,345	1,882,964	-	-
Less: Allocated to Revenue	25,610,406	4,734,486	151,245	106,457	22,416	123,239	1,882,964	65,253	36,641
Deferred Revenue, end of year	**-**	**-**	**7,605**	**63,269**	**5,000**	**430,841**	**-**	**-**	**-**
Revenues									
Provincial Grants - Ministry of Education and Child Care	25,610,406	4,734,486	151,245	103,250	22,416	118,894	1,882,964	65,253	36,641
Other Revenue									
Investment Income				3,207		4,345			
	25,610,406	4,734,486	151,245	106,457	22,416	123,239	1,882,964	65,253	36,641
Expenses									
Salaries									
Teachers	20,318,146	362,917				3,961		41,314	
Principals and Vice Principals									
Educational Assistants				8,015			339,667	10,091	5,642
Support Staff									
Other Professionals						88,741	98,662		
Substitutes	1,562	3,216,828		2,701			16,421		
	20,319,708	3,579,745	-	10,716	-	92,702	454,750	51,405	5,642
Employee Benefits	5,290,698	1,154,741		2,377	(13)	28,288	104,067	13,848	999
Services and Supplies			151,245	93,364	1,584	2,249	1,324,147		30,000
	25,610,406	4,734,486	151,245	106,457	1,571	123,239	1,882,964	65,253	36,641
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	20,845	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased					(20,845)				
	-	-	-	-	(20,845)	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

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

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Professional Learning Grant	National School Food Program	Youth Education Support Fund	TOTAL
	$	$	$	$
Deferred Revenue, beginning of year	225,605	197,937	564,813	2,817,322
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care		316,890		36,646,497
Other			606,839	6,807,523
Investment Income	4,227	4,387	16,007	45,088
	4,227	321,277	622,846	43,499,108
Less: Allocated to Revenue	103,418	441,752	553,058	43,410,139
Deferred Revenue, end of year	**126,414**	**77,462**	**634,601**	**2,906,291**
Revenues				
Provincial Grants - Ministry of Education and Child Care	99,191	437,365		36,606,505
Other Revenue			537,051	6,758,546
Investment Income	4,227	4,387	16,007	45,088
	103,418	441,752	553,058	43,410,139
Expenses				
Salaries				
Teachers	22,918			20,888,420
Principals and Vice Principals				324,209
Educational Assistants				1,602,117
Support Staff				137,981
Other Professionals				187,403
Substitutes	42,762			3,682,555
	65,680	-	-	26,822,685
Employee Benefits	12,538			7,132,175
Services and Supplies	25,200	172,471	477,265	8,586,713
	103,418	172,471	477,265	42,541,573
Net Revenue (Expense) before Interfund Transfers	-	269,281	75,793	868,566
Interfund Transfers				
Tangible Capital Assets Purchased		(269,281)	(75,793)	(868,566)
	-	(269,281)	(75,793)	(868,566)
Net Revenue (Expense)	-	-	-	-

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

Schedule of Capital Operations
Year Ended June 30, 2026

	2026 Budget (Note 15)	2026 Actual: Invested in Tangible Capital Assets	2026 Actual: Local Capital	2026 Actual: Fund Balance	2025 Actual
	$	$	$	$	$
Revenues					
Other Revenue	69,772		**94,567**	**94,567**	81,365
Amortization of Deferred Capital Revenue	7,004,361	**7,028,346**		**7,028,346**	6,878,052
Total Revenue	7,074,133	**7,028,346**	**94,567**	**7,122,913**	6,959,417
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	11,013,613	**10,889,377**		**10,889,377**	10,902,066
Total Expense	11,013,613	**10,889,377**	**-**	**10,889,377**	10,902,066
Capital Surplus (Deficit) for the year	(3,939,480)	**(3,861,031)**	**94,567**	**(3,766,464)**	(3,942,649)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	1,719,824	**1,443,360**		**1,443,360**	1,332,366
Local Capital	1,347,851		**3,174,895**	**3,174,895**	5,010,158
Total Net Transfers	3,067,675	**1,443,360**	**3,174,895**	**4,618,255**	6,342,524
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		**1,009,512**	**(1,009,512)**	**-**	
Tangible Capital Assets WIP Purchased from Local Capital		**666,705**	**(666,705)**	**-**	
Total Other Adjustments to Fund Balances		**1,676,217**	**(1,676,217)**	**-**	
Total Capital Surplus (Deficit) for the year	(871,805)	**(741,454)**	**1,593,245**	**851,791**	2,399,875
Capital Surplus (Deficit), beginning of year		**71,706,157**	**12,091,979**	**83,798,136**	81,398,261
Capital Surplus (Deficit), end of year		**70,964,703**	**13,685,224**	**84,649,927**	83,798,136

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

Tangible Capital Assets
Year Ended June 30, 2026

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	$	$	$	$	$	$	$
Cost, beginning of year	41,553,283	360,461,568	17,810,061	1,909,895	274,691	4,374,695	**426,384,193**
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw				88,240			**88,240**
Operating Fund		337,061	151,294	70,132		16,307	**574,794**
Special Purpose Funds		473,545	372,614	-		22,407	**868,566**
Local Capital		9,609	191,175	283,858		524,870	**1,009,512**
Transferred from Work in Progress		5,649,034	578,818				**6,227,852**
	-	6,469,249	1,293,901	442,230	-	563,584	**8,768,964**
Decrease:							
Deemed Disposals			1,654,351	96,490	49,075	1,221,484	**3,021,400**
Asset Retirement Obligation Adjustment		218,273					**218,273**
	-	218,273	1,654,351	96,490	49,075	1,221,484	**3,239,673**
Cost, end of year	41,553,283	366,712,544	17,449,611	2,255,635	225,616	3,716,795	**431,913,484**
Work in Progress, end of year		61,421,515	5,198				**61,426,713**
Cost and Work in Progress, end of year	41,553,283	428,134,059	17,454,809	2,255,635	225,616	3,716,795	**493,340,197**
Accumulated Amortization, beginning of year		200,721,641	8,957,135	925,794	176,226	2,496,906	**213,277,702**
Changes for the Year							
Amortization for the Year		8,058,940	1,762,981	208,277	50,031	809,148	**10,889,377**
		8,058,940	1,762,981	208,277	50,031	809,148	**10,889,377**
Deemed Disposals			1,654,351	96,490	49,075	1,221,484	**3,021,400**
Written-off During Year							**-**
							-
		-	1,654,351	96,490	49,075	1,221,484	**3,021,400**
Accumulated Amortization, end of year		208,780,581	9,065,765	1,037,581	177,182	2,084,570	**221,145,679**
Tangible Capital Assets - Net	**41,553,283**	**219,353,478**	**8,389,044**	**1,218,054**	**48,434**	**1,632,225**	**272,194,518**

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

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress
Year Ended June 30, 2026

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	$	$	$	$	$
Work in Progress, beginning of year	24,290,246				**24,290,246**
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	40,010,294	584,016			**40,594,310**
Deferred Capital Revenue - Other	2,103,304	-			**2,103,304**
Local Capital	666,705				**666,705**
	42,780,303	584,016	-	-	**43,364,319**
Decrease:					
Transferred to Tangible Capital Assets	5,649,034	578,818			**6,227,852**
	5,649,034	578,818	-	-	**6,227,852**
Net Changes for the Year	37,131,269	5,198	-	-	**37,136,467**
Work in Progress, end of year	**61,421,515**	**5,198**	**-**	**-**	**61,426,713**

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

Deferred Capital Revenue
Year Ended June 30, 2026

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	$	$	$	$
Deferred Capital Revenue, beginning of year	122,581,620	7,363,674	495,933	**130,441,227**
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	88,240			**88,240**
Transferred from Work in Progress	6,103,371			**6,103,371**
	6,191,611	-	-	**6,191,611**
Decrease:				
Amortization of Deferred Capital Revenue	6,761,179	252,792	14,375	**7,028,346**
	6,761,179	252,792	14,375	**7,028,346**
Net Changes for the Year	(569,568)	(252,792)	(14,375)	**(836,735)**
Deferred Capital Revenue, end of year	122,012,052	7,110,882	481,558	**129,604,492**
Work in Progress, beginning of year	19,981,682	3,960,147		**23,941,829**
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	40,594,310	2,103,304		**42,697,614**
	40,594,310	2,103,304	-	**42,697,614**
Decrease				
Transferred to Deferred Capital Revenue	6,103,371			**6,103,371**
	6,103,371	-	-	**6,103,371**
Net Changes for the Year	34,490,939	2,103,304	-	**36,594,243**
Work in Progress, end of year	54,472,621	6,063,451	-	**60,536,072**
Total Deferred Capital Revenue, end of year	**176,484,673**	**13,174,333**	**481,558**	**190,140,564**

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

Changes in Unspent Deferred Capital Revenue
Year Ended June 30, 2026

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	$	$	$	$	$	$
Balance, beginning of year		1,024	162,762	3,518,149		**3,681,935**
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	40,682,550					**40,682,550**
Provincial Grants - Other			2,391,853			**2,391,853**
Investment Income				101,084		**101,084**
School Site Acquisition Fees				447,250		**447,250**
	40,682,550	-	2,391,853	548,334	-	**43,622,737**
Decrease:						
Transferred to DCR - Capital Additions	88,240					**88,240**
Transferred to DCR - Work in Progress	40,594,310		2,103,304			**42,697,614**
	40,682,550	-	2,103,304	-	-	**42,785,854**
Net Changes for the Year	-	-	288,549	548,334	-	**836,883**
Balance, end of year	**-**	**1,024**	**451,311**	**4,066,483**	**-**	**4,518,818**

ATTACHMENT B

2025/26

Financial Statements: Discussion and Analysis

The following Financial Statement Discussion and Analysis should be read in conjunction with the audited financial statements and accompanying notes for School District No. 42 (Maple Ridge – Pitt Meadows) for the year ended June 30, 2026.

The purpose of the Financial Statement Discussion and Analysis is to highlight information and provide explanations that enhance the reader's understanding of the school district's financial statements and the factors that influenced the financial results presented in these statements.

While the preparation and presentation of the Financial Statement Discussion and Analysis is not a legislative requirement, the Financial Statement Discussion and Analysis is recommended by the Province of British Columbia's Ministry of Education and Child Care.

The preparation of the Financial Statement Discussion and Analysis is the responsibility of school district management.

ACCOUNTING POLICIES

The financial statements of School District No. 42 (Maple Ridge – Pitt Meadows) have been prepared in accordance with the Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

Significant accounting and reporting practices are summarized in Note 2 of the financial statements. These include the following:

- operating expenses are recorded in the year the good or service is received;
- operating grants are not restricted in use and are recorded as revenue when received or receivable;
- restricted contributions are recorded as deferred contributions until the funds are expended;
- contributions for capital projects are recorded as deferred capital contributions once they are invested in capital assets;
- capital assets and deferred capital contributions are amortized over the estimated useful life of the assets.

To meet reporting requirements, the following funds are utilized:

Operating Fund - The Operating Fund includes operating grants and other revenues used to fund instructional programs, school and district administration, facilities operations, maintenance, and transportation. In 2025/26, 92.56% of operating fund revenue came from the Ministry of Education and Child Care (MECC) and these grants are, for the most part, calculated on reported student enrolment.

Special Purpose Fund - The Special Purpose Fund is comprised of separate funds established to track revenue (and associated expenses) received from the MECC and other sources that have restrictions on how they may be spent. Pursuant to Sections 156(4) and (5) of the School Act, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund.

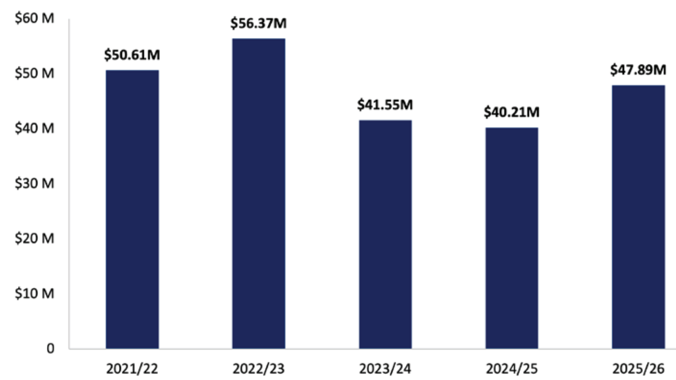
Capital Fund - The Capital Fund includes capital expenditures related to equipment and facility purchases and enhancements. The funding source of these purchases and enhancements determines to which capital fund the expenditures will be charged. Funding sources include MECC Bylaw Capital, MECC Restricted Capital, Other Provincially Restricted Capital, Land Capital, and Local Capital.

FINANCIAL ANALYSIS — ALL FUNDS

FIVE-YEAR TREND – STATEMENT OF FINANCIAL POSITION

Cash and cash equivalents, held to fund short-term liabilities, have fluctuated over the last five years in conjunction with changes in accounts receivable, prepaid expenses, accounts payable, unearned revenue, and deferred revenue. As of June 30, 2026, the school district reported $47.89M in cash and equivalents.

CASH AND EQUIVALENTS ($ millions)



LIQUIDITY

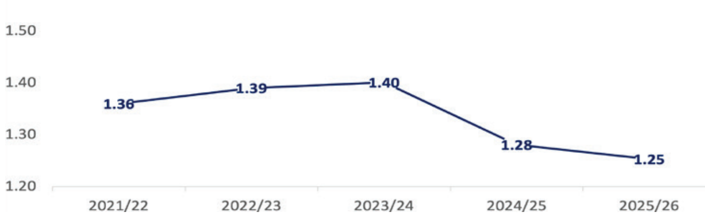
Liquidity, measured by the current ratio, is calculated as current assets divided by current liabilities. A ratio of 1 or higher indicates that the district has sufficient current assets to meet its current liabilities.

Current assets include cash, term deposits maturing within one year of acquisition, accounts receivable, and other assets that are expected to be converted into cash or used to settle liabilities within one fiscal year.

Current liabilities are financial obligations due within the same period, such as accounts payable, accrued liabilities, unearned revenue, and deferred revenue, as well as surplus balances anticipated to be spent within one year.

As of June 30, 2026, the district's current ratio of 1.25 reflects a healthy liquidity position, with adequate current assets to cover its short-term obligations.

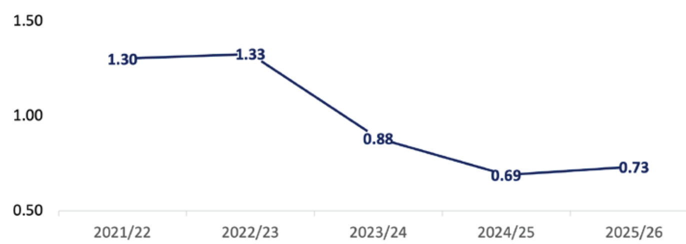
LIQUIDITY — CURRENT RATIO



CASH ASSET RATIO

The cash asset ratio is another measure of the district's ability to meet its current obligations using its most liquid assets. It is calculated by dividing cash and cash equivalents (including term deposits maturing within three months of acquisition) by current liabilities. As of June 30, 2026, the cash asset ratio was 0.73, indicating a healthy cash position to meet short-term obligations. The district also maintains access to term deposits within its portfolio investments to supplement its cash reserves when needed.

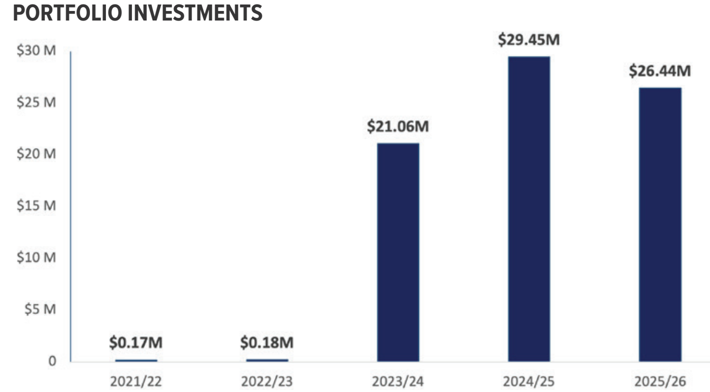
CASH ASSET RATIO



PORTFOLIO INVESTMENTS

The $26.44 million portfolio investments balance as of June 30, 2026, consists of $26.18M of term deposits purchased during 2025/26 that have not yet matured, and $0.26M in long-term investment held for scholarships and bursaries.

PORTFOLIO INVESTMENTS



Since 2023/24, the district has held term deposits as part of its investment strategy to optimize income available to support operating expenses, while maintaining sufficient cash to meet current obligations as they come due.

CASH AND INVESTMENTS SUMMARY

The following is a detailed analysis of cash and investments as of June 30, 2026.

CASH AND INVESTMENTS ALLOCATED PURPOSES	
Net working capital requirements	31,813,986
External restrictions (external contributions for a specific use)	
Deferred operating contributions – restricted for specific program delivery	11,730,386
Land capital – restricted for land purchases	4,066,483
Other provincial capital – restricted for specific capital projects	451,311
Long term liabilities - Employee future benefits	9,865,161
Accumulated remeasurement gain	68,956
MECC restricted capital	1,024
Local capital restricted for specific purposes (page 8)	13,685,224
Operating Fund accumulated surplus restricted for specific purposes (page 6)	2,649,765
Total cash and investments	**$74,332,296**

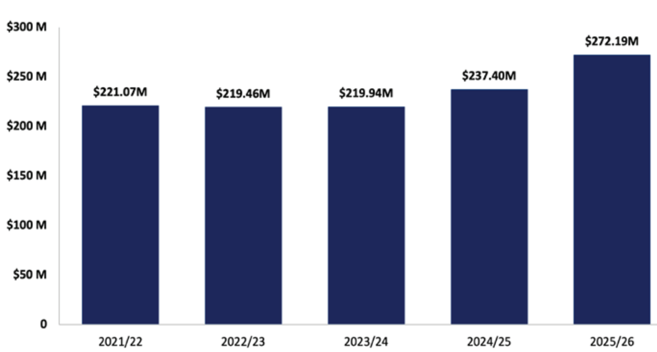
CASH AND INVESTMENTS CONSIST OF	
Cash and cash equivalents	$47,888,514
Portfolio investment	26,443,782
Total cash and investments	**$74,332,296**

While the district held $74.33M in cash and investments at June 30, 2026, the majority of these funds are restricted for specific operating, capital, employee benefit or other purposes

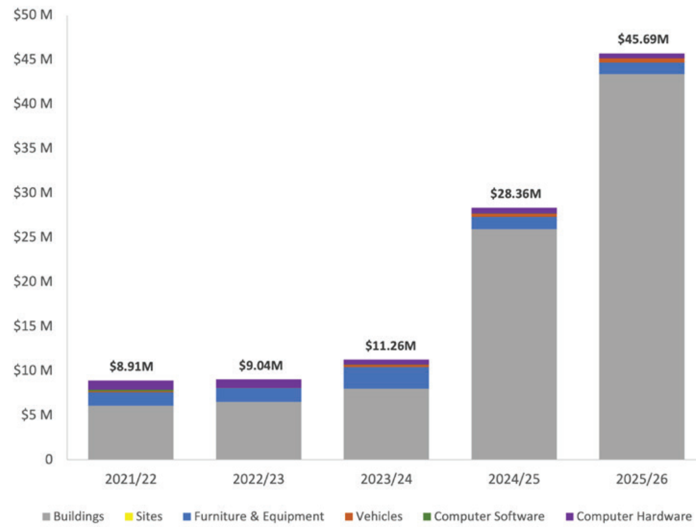
TANGIBLE CAPITAL ASSETS

In addition to current assets and current liabilities, the statement of financial position reports the total tangible capital assets of the district. The net book value, representing cost less accumulated amortization, of tangible capital assets as of June 30, 2026, is $272.19M.

TANGIBLE CAPITAL ASSETS



The following chart shows capital asset additions by type. Building additions are the most significant tangible capital asset addition in 2025/26 and include work in progress on new school replacements and additions, including Eric Langton Elementary, Golden Ears Elementary, Blue Mountain Elementary, and Pitt Meadows Secondary.



Capital asset additions fluctuate from year to year based on the capital funding provided by the MECC, as well as board-approved projects funded from local capital.

LIABILITIES

Total liabilities as of June 30, 2026, are $266.92M. Accounts payable and accrued liabilities increased by $3.39M from the prior year, primarily due to accrued retroactive compensation for support staff and increased holdbacks related to capital projects.

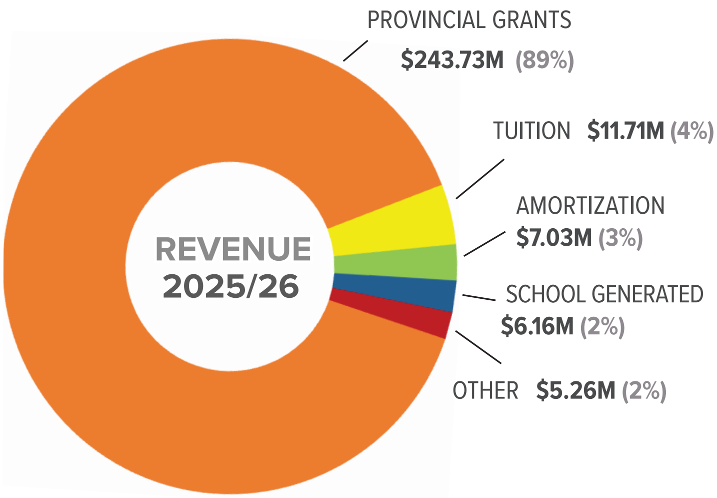
Other liabilities include unearned revenue collected for tuition and other fees (up $0.89M), deferred revenue for special purpose funds (up $0.09M), deferred capital revenue for capital projects (up $36.59M), employee future benefits (up $0.22M), and asset retirement obligations (down $0.22M).

Deferred capital revenue represents capital funding received or committed for school construction and other capital projects that will be recognized as revenue over the useful life of the related assets.

FIVE-YEAR TREND – STATEMENT OF OPERATIONS

REVENUE

While the district receives revenue from various sources, the majority reported on the statement of operations (Statement 2) comes from the MECC. For presentation purposes, certain Statement 2 revenue categories have been combined into broader revenue groupings.

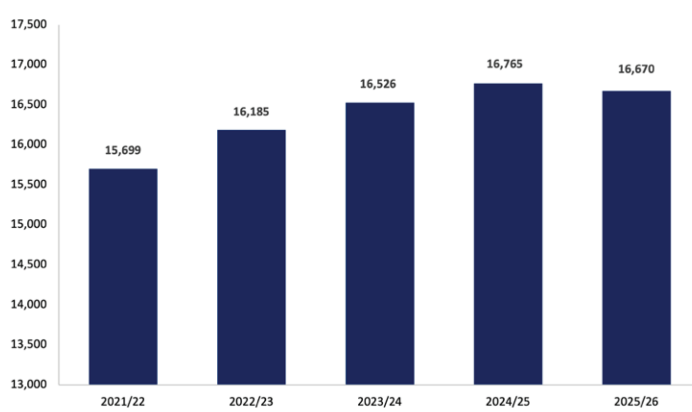


Tuition revenue is generated from non-resident students attending K-12 schools, as well as from students enrolled at Ridge Meadows College. Amortization of deferred capital contributions reflects the accounting recognition of provincial funding received for capital projects. School generated revenue includes funds raised through school-level activities such as fundraising, cafeteria and store sales, and other initiatives. Other revenue includes rental and investment income.

CORRELATION BETWEEN STUDENT ENROLMENT AND REVENUE

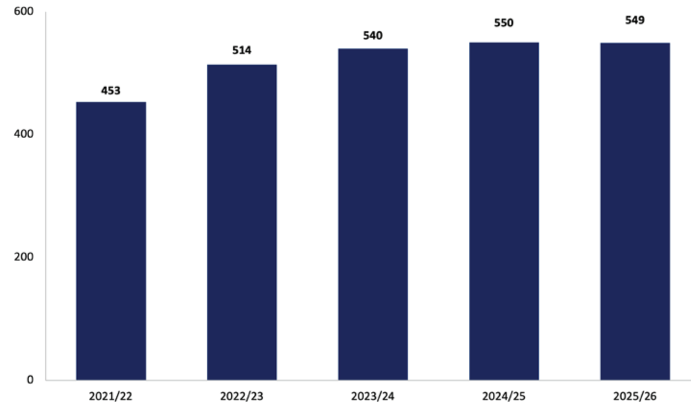
The most significant source of revenue for the district is MECC grants, followed by tuition from non-resident students. Both are significantly influenced by student enrolment, together with applicable funding and tuition rates.

RESIDENT STUDENT ENROLMENT (FTE)



The enrolment history for non-resident students is presented in the following chart.

NON-RESIDENT STUDENT ENROLMENT (FTE)



As MECC-funded enrolment increases and school utilization reaches or exceeds 100% in schools across the district, the space available for non-resident students becomes more limited. Without sufficient MECC funding for new schools and additions, opportunities to increase non-resident student enrolment may also be constrained.

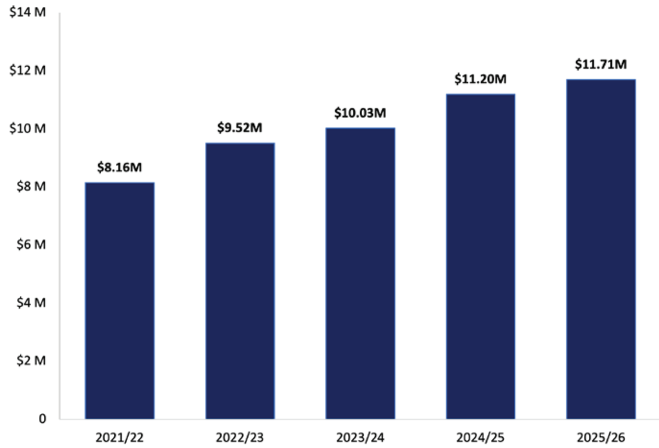
REVENUE BY TYPE

The following charts illustrate the five-year trend of revenues reported on the statement of operations.

MINISTRY OF EDUCATION AND CHILD CARE OPERATING GRANTS ($ millions)

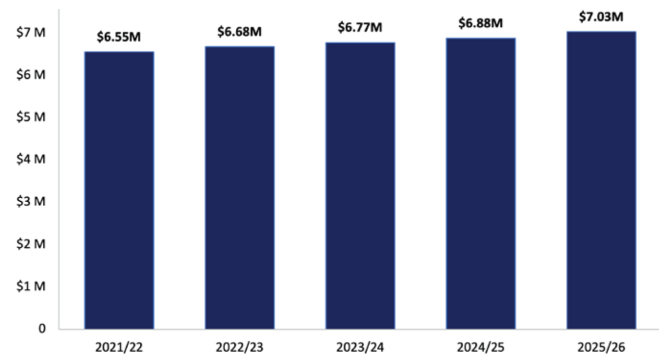
MECC operating grants have increased over the five-year period, reflecting changes in funded enrolment, funding rates and other grant adjustments; however, the MECC grant increases have not been sufficient to cover all cost increases such as inflation.

TUITION ($ millions)



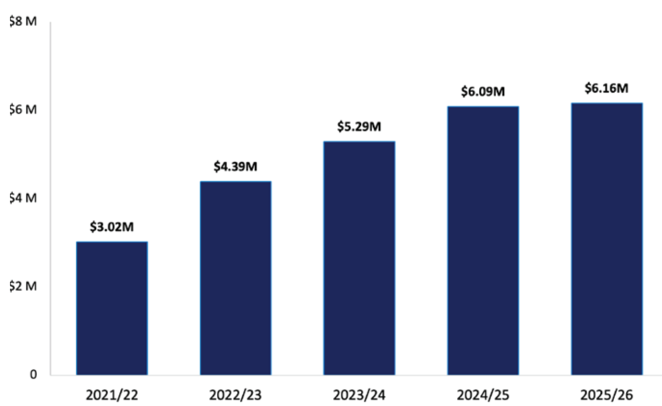
Tuition revenue increased despite relatively stable non-resident enrolment, reflecting changes in tuition rates and program activity.

AMORTIZATION OF DEFERRED CAPITAL REVENUE ($ millions)



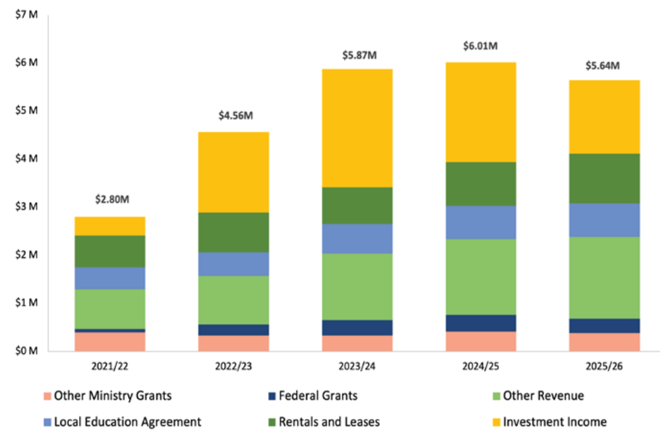
Amortization is a non-cash revenue item recognized in accordance with the Restricted Contributions Regulation 198/2011 issued by the Treasury Board.

SCHOOL GENERATED FUNDS ($ millions)



School generated funds are raised at the school level through fundraising, cafeteria sales, school store sales, and various other activities.

OTHER REVENUE ($ millions)



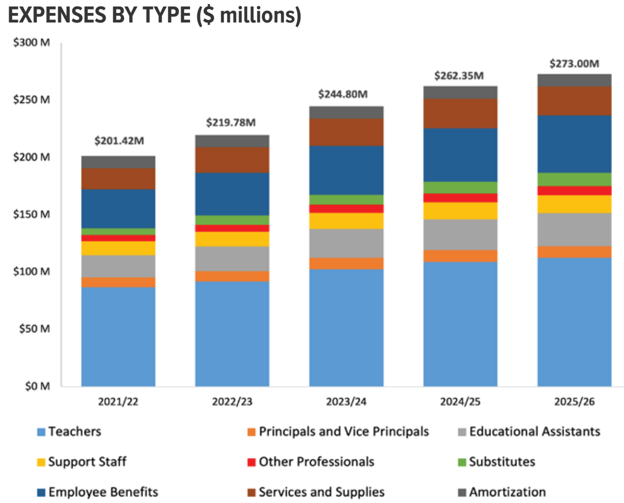
Investment income decreased from 2024/25 due to lower interest rates. Rental income increased, reflecting greater community use of facilities and higher rental rates. Other grants and revenue are project specific.

EXPENSES

Expenses are reported in two reporting structures: by object and by function. Expenses by object are categorized as salaries (with sub-categories by employee type), employee benefits, services and supplies, and amortization.

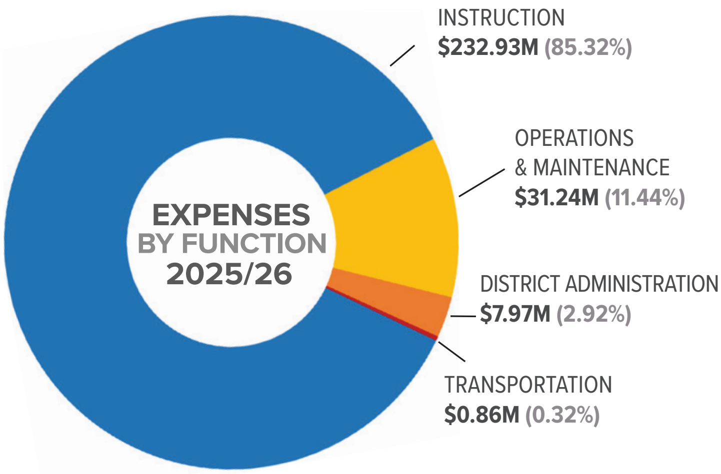
As shown in the following chart, the most significant expense on the statement of operations is teacher salaries, followed by employee benefits across all employee groups.

EXPENSES BY TYPE ($ millions)



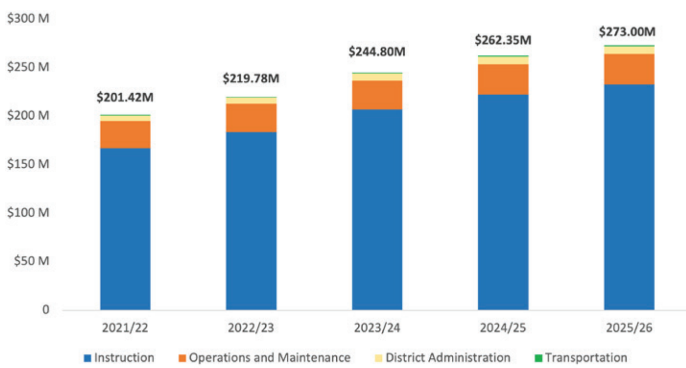
All salary sub-categories have increased due to rate adjustments. Teacher and educational assistant salaries represent the most significant portion of employee compensation and have risen further in response to increased student enrolment.

EXPENSES BY FUNCTION 2025/26



Expenses by function are categorized as instruction (85.32%), operations and maintenance (11.44%), district administration (2.92%), and transportation (0.32%).

EXPENSES BY FUNCTION — FIVE-YEAR TREND



Since 2021/22, total expenses have increased by $71.58M (36%). Increases during this period by function are: instruction $65.94M (39%), operations and maintenance $3.38M (12%), district administration $2.00M (34%), and transportation $0.26M (43%).

OPERATING FUND ANALYSIS

OPERATING FUND REVENUE

Operating fund revenue overall is $5.70M higher than budget. Key variances include:

- The MECC's operating grant is $0.35M higher, reflecting an increase from the combined enrolment count in February and May 2026.
- MECC labour settlement funding is $5.11M higher due to collective agreement general wage increases (GWI).

OPERATING FUND EXPENSES

Operating fund expenses overall are $1.60M higher than budget. Key variances include:

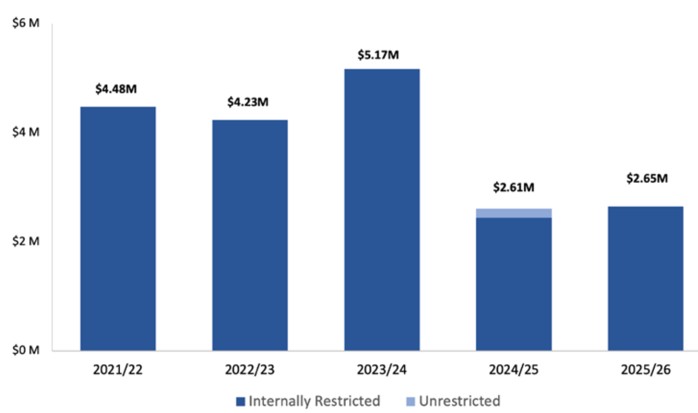
- Teacher salaries are $1.36M higher due to collective agreement GWI ($2.67M), offset by vacancies ($0.70M), lower average salary ($0.35M), and leaves ($0.26M).
- Educational assistant salaries are $0.46M higher due to collective agreement GWI ($0.80M), offset by vacancies and leaves ($0.34M).
- Support staff salaries are on budget overall with the collective agreement GWI ($0.45M) fully offset by vacancies and leaves ($0.45M).
- Other professional and principal/vice principal salaries are $0.02M lower due to vacancies.
- Substitute salaries are $0.99M higher, reflecting collective agreement GWI ($0.23M) and higher-than-anticipated costs for teacher contractual replacements ($1.32M), partially offset by lower-than-anticipated costs for departmental training ($0.31M) and casual salaries ($0.25M).
- Employee benefits are $0.89M higher, consistent with the above GWI.
- Services and supplies are $2.08M lower due to unspent budget allocations in services ($0.33M), professional development and travel ($0.50M), insurance ($0.14M), supplies ($1.08M), and other ($0.03M).

END OF YEAR OPERATING SURPLUS

As of June 30, 2026, the restricted operating surplus is $2.65M, representing budget allocation commitments for specific operating purposes.

As shown in the following chart, the operating surplus in 2024/25 and 2025/26 is significantly lower than prior years, reflecting three key factors: the ongoing trend of MECC funding being insufficient to fully address operating cost pressures, a reduced reliance on using the most recent year's surplus to fund the following year's operating expenses, and continued budget transfers to local capital to support capital expenditures and maintain a contingency reserve. These shifts reflect the district's commitment to financial sustainability.

OPERATING SURPLUS ($ millions)



Details of the end-of-year restricted surplus for 2025/26 are summarized in the following table, and further detailed in Note 16 of the financial statements.

OPERATING FUND ACCUMULATED SURPLUS

Operating surplus restricted for specific purposes	
Indigenous education council (targeted funding)	$118,809
Indigenous education (targeted funding)	160,284
Integrated child and youth grant	96,293
Early career mentorship grant	330,813
School budget balances	465,957
Contracted professional development	278,436
Financial contingencies	100,000
Purchase order commitments	52,543
Program and staffing initiatives	768,197
Technology and systems	200,282
Facilities and space planning	78,150
Total operating internally restricted	**$2,649,765**

In accordance with Policy 4204 Accumulated Surplus, the board may set aside a portion of the operating surplus for items that are linked to multi-year strategic objectives and future operational needs. Restrictions are made only for defined operational needs with defined timelines, including services or purchases that are directly related to the board's strategic plan, operational needs and enhanced educational outcomes for students.

Specific uses of appropriated surplus have been approved by the board as part of the approved 2026/27 Preliminary Budget available on the school district website.

USE OF AVAILABLE OPERATING SURPLUS

Available operating surplus of $1.83M was approved by the board for year-end transfer to local capital to support the capital budget. This allocation supports the following initiatives:

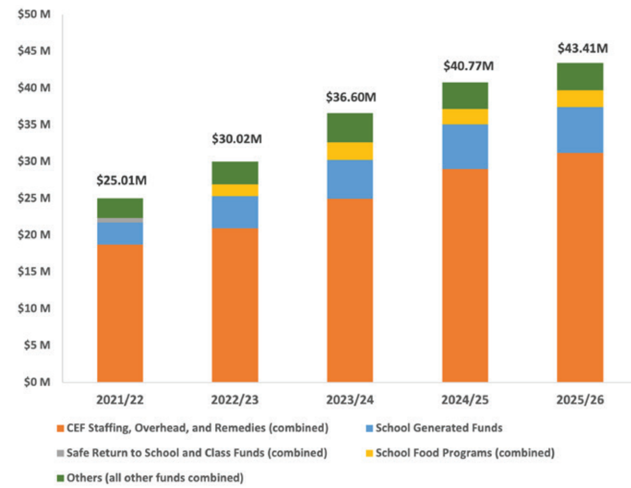
- contingency reserve – $0.54M
- temporary classrooms – $0.65M
- IT capital plan – $0.32M
- facilities equipment and vehicle capital plan – $0.16M
- non-school facilities renewal – $0.16M

SPECIAL PURPOSE FUNDS ANALYSIS

Special purpose funds include contributions from the MECC and other sources, designated for specific purposes.

During 2025/26, the district received $43.50M in special purpose fund contributions and spent $43.41M (see Schedule 3A).

SPECIAL PURPOSE FUNDS ANALYSIS ($ millions)



Special purpose fund expenses are contingent on the amount of revenue received for delivering specific services or programs. The chart above illustrates how these expenses have changed over the past five years. The most notable increase relates to the continued increase of CEF teacher staffing costs, driven by the restored teachers' collective agreement language.

CAPITAL FUND ANALYSIS

The net book value of capital assets is $272.19M at June 30, 2026 (see Schedule 4A), comprising:

- Sites – $41.55M
- Buildings – $219.35M
- Furniture, equipment, vehicles, computer software, and hardware – $11.29M

These net book values represent the historical cost less accumulated amortization and do not reflect current market value.

During 2025/26, the district recognized $40.68M in MECC funding for bylaw capital projects (see Schedule 4D).

CAPITAL PROJECTS IN PROGRESS

As of June 30, 2026, the following capital building projects remain in progress with accumulated costs totaling $61.43M (see Schedule 4B):

- Eric Langton Elementary seismic replacement and expansion – $41.08M
- Golden Ears Elementary addition – $8.90M
- Blue Mountain Elementary addition – $5.52M
- Pitt Meadows Secondary replacement – $4.60M
- Harry Hooge Elementary seismic upgrade – $0.37M
- Temporary classroom set ups – $0.48M
- Annual Facility Grant funded projects – $0.25M
- Other various projects – $0.23M

COMPLETED CAPITAL PROJECTS

During 2025/26, the following capital building projects were completed with accumulated costs totaling $6.47M (see Schedule 4A):

- Flooring upgrades at various schools – $0.61M
- Roofing upgrades at various schools – $1.52M
- HVAC upgrade at Edith McDermott Elementary – $0.37M
- HVAC upgrade at Highland Park Elementary - $0.67M
- HVAC upgrade at Thomas Haney Secondary - $0.51M
- HVAC upgrade at Golden Ears Elementary - $0.51M
- Minor HVAC upgrades at various sites – $0.91M
- Pavement projects at various sites – $0.15M
- Window replacements at various sites - $0.24M
- Plumbing at various sites - $0.18M
- Other minor projects – $0.80M

The Other Provincial Capital Fund totals $0.45M as of June 30, 2026 (see Schedule 4D). This balance represents accumulated interest allocated to the fund in prior years, which is restricted to child care capital projects ($0.16M), and funds received from the Ministry for the Eric Langton Elementary seismic replacement and expansion project child care space, which have not been spent yet ($0.29M).

The Land Capital Restricted Fund, which includes school site acquisition charges, received $0.55M of contributions and interest during 2025/26. The fund ended the year with a balance of $4.07M (see Schedule 4D).

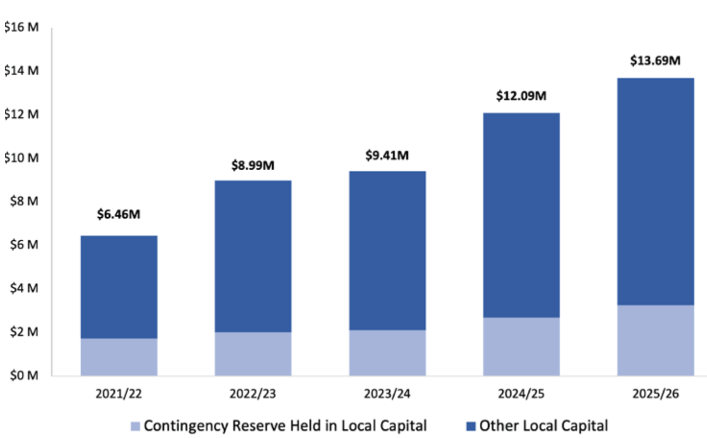
LOCAL CAPITAL

The board's Local Capital Fund consists of prior years' available operating surpluses that were transferred to local capital with board approval, along with proceeds from the disposal of land.

Capital asset additions funded through local capital are recorded in the Local Capital Fund.

The following chart illustrates the trend of total year end local capital appropriations over the past five years.

LOCAL CAPITAL FUND ($ millions)



As of June 30, 2026, the board has internally restricted $13.69M in local capital for future use, as outlined in the following table. This amount includes a contingency reserve of $3.26M.

LOCAL CAPITAL RESTRICTED FOR SPECIFIC PURPOSES	
Information technology capital plan	$3,460,372
Facilities equipment and vehicles capital plan	866,543
Child care capital	701,098
Emergency preparedness	9,719
Boardroom enhancements	8,494
Strategic facilities plan implementation	
Temporary classrooms	1,956,829
Capital planning	237,096
Sustainability upgrades	827,193
Non-school facilities renewal	1,659,512
Capital cost share	700,000
Contingency reserve held in local capital	3,258,368
Total local capital restricted for specific purposes	**$13,685,224**

CONTINGENCY RESERVE

The board of education is responsible for ensuring the school district is protected financially from extraordinary circumstances that would negatively impact school district operations and the education of students. To discharge this responsibility, the board maintains a contingency reserve of at least 1% and not exceeding 3% of operating expenses to mitigate any negative impact such circumstances might cause. This contingency reserve is funded from available operating surplus and may be used for operating and/or capital expenses under certain circumstances outlined in Policy 4204 Accumulated Surplus.

As of June 30, 2026, the contingency reserve held in local capital totals $3.26M, representing 1.50% of 2026/27 budget operating expenses.

RISKS AND UNCERTAINTIES

ENROLMENT AND FUNDING

The majority of the school district's revenue is derived from Ministry of Education and Child Care operating grants, which are largely driven by student enrolment. Changes in enrolment trends, student demographics, government policy, or provincial funding formulas may significantly affect future revenues. International student enrolment and tuition revenue are also subject to changes in immigration policies, global economic conditions, and market demand.

LABOUR COST

Salaries and benefits represent the largest component of the school district's expenses. Future increases in employee compensation, benefit costs, statutory payroll charges, and employee health benefit utilization may increase expenses beyond current projections. Recruitment and retention challenges and broader labour market pressures may also increase operating costs or affect service delivery.

INFLATION AND COST ESCALATION RISK

The school district continues to experience inflationary pressures affecting utilities, supplies, contracted services, technology, insurance, transportation, and facility maintenance costs. While inflation has moderated from recent peaks, future economic conditions, energy prices, tariffs, supply chain disruptions, and market conditions may result in expenditure growth exceeding funding increases. Sustained inflationary pressures could reduce the school district's financial flexibility and increase the need to draw upon reserves or implement expenditure reductions.

CAPITAL AND INFRASTRUCTURE

The school district manages a large portfolio of educational facilities and continues to undertake major capital projects. Construction cost escalation, supply chain disruptions, project delays, and ongoing infrastructure renewal requirements may increase future capital funding needs. In addition, certain capital priorities such as technology, equipment replacement, and temporary classrooms are not fully funded through provincial capital programs and may require funding from local capital.

Current funding levels may not fully address all asset renewal requirements, increasing the risk of deferred maintenance and deterioration in facility condition.

Replacement cycles for IT hardware, facilities equipment, and vehicles are dependent on the availability and board appropriation of operating surplus to fund the multi-year capital plans. Any significant equipment failures during 2026/27 may require use of the contingency reserve or reprioritization of other local capital funding.

FINANCIAL SUSTAINABILITY

The board maintains reserves, including a contingency reserve, to manage unforeseen events and financial volatility. However, future increases in enrolment-related pressures, unfunded cost increases, capital requirements, cybersecurity incidents, technology disruptions, or emergency events could affect the school district's long-term financial sustainability.

Overall, management believes the school district remains financially sound, with sufficient liquidity and reserves to meet current obligations while continuing to monitor and respond to emerging risks and uncertainties.

Public Board Meeting
September 23, 2026
Decision Memo
Item 9

From: Board Policy Development Committee
Richard Rennie, Secretary Treasurer

Topic: **Policies for Approval**

BACKGROUND

The Board Policy Development Committee (the "Committee") met on September 9, and recommends updates to two existing policies:

- Policy 2320 Board Committees and Trustee Representation
  - Updated Version (**Attachment A1**)
  - Existing Version (**Attachment A2**)
- Policy 2500 Board Policy Development
  - Updated Version (**Attachment B1**)
  - Existing Version (**Attachment B2**)

The revisions modernize the Board's governance framework by aligning committee structures with the Committee of the Whole model, clarifying committee roles and authority, and updating the policy development process to support broader trustee participation in policy review.

RECOMMENDATION

THAT the Board approve the following updated policies:

- **Policy 2320 Board Committees and Trustee Representation**
- **Policy 2500 Board Policy Development**

SD42 POLICY 2320

BOARD COMMITTEES AND TRUSTEE REPRESENTATION

PURPOSE

The Board of Education (the "Board") may establish committees and appoint trustee representatives to support the Board in fulfilling its governance responsibilities and achieving the goals set out in the Strategic Plan.

Committees and trustee representation support, but do not replace, the authority and responsibility of the Board.

BOARD COMMITTEES

The Board establishes the following standing committees:

- Finance Committee of the Whole;
- Policy Committee of the Whole; and
- Committee of the Whole.

Each committee shall operate in accordance with Board-approved Terms of Reference.

The Board may amend its committee structure from time to time to ensure its governance responsibilities are fulfilled effectively.

The Board may establish ad hoc committees for a specific purpose and period of time. When establishing an ad hoc committee, the Board shall determine its purpose, membership, Terms of Reference, reporting requirements, and duration.

Board Workshops may be conducted to support trustee orientation, professional development, and learning. Workshops are not Board committees and do not make recommendations to the Board.

COMMITTEE AUTHORITY

Board committees are advisory to the Board unless the Board expressly delegates authority in accordance with applicable legislation.

Committee recommendations may be adopted by motion of a committee and do not take effect unless approved by the Board.

Only trustees may vote on matters before Board committees.

COMMITTEE APPOINTMENTS AND CHAIRS

The Board Chair shall appoint trustees to Board committees, ad hoc committees, and trustee representative positions.

The Board Chair may appoint another trustee to chair a committee meeting or series of committee meetings.

In making appointments, the Board Chair should consider trustee interests, experience, workload, continuity, and opportunities for trustee development.

ADMINISTRATIVE SUPPORT

The Superintendent of Schools and Secretary Treasurer shall appoint resource personnel to support Board committees and determine the roles, responsibilities, and reporting requirements of those resource persons.

Resource personnel may provide research, advice, agenda support, technical expertise, minutes, and other administrative assistance as required.

COMMITTEE AGENDAS, MINUTES, AND REPORTING

Board committees shall maintain agendas and minutes and report to the Board in accordance with their Terms of Reference.

TRUSTEE REPRESENTATION ON STAFF COMMITTEES

The Board supports trustee participation on staff committees where trustee involvement contributes to Board governance and understanding of issues relevant to the Board's responsibilities.

The Board currently appoints trustee representatives to:

- Education Advisory Committee;
- Accessibility Advisory Committee; and
- District Student Advisory Committee.

Staff committees are chaired by staff designated by the Superintendent of Schools or Secretary Treasurer and operate under mandates established by administration.

Trustee participation on staff committees does not authorize an individual trustee to direct staff, commit the Board, or speak on behalf of the Board unless specifically authorized by the Board.

TRUSTEE REPRESENTATION ON EXTERNAL COMMITTEES AND ORGANIZATIONS

The Board may appoint trustee representatives to external committees and organizations where participation supports the Board's governance responsibilities, strategic priorities, advocacy efforts, or community relationships. The Board may appoint alternate trustee representatives where appropriate.

The Board Chair, in consultation with the Vice-Chair, Superintendent of Schools, and Secretary Treasurer, shall determine whether trustee or staff representation is appropriate when requests for representation are received.

ROLE OF TRUSTEE REPRESENTATIVES

Trustee representatives serve at the direction of the Board and shall:

- represent the interests and positions of the Board where such positions have been established;
- support the interests and priorities of public education and the Board;
- observe applicable confidentiality, conflict of interest, and conduct requirements; and
- report matters requiring Board awareness, discussion, direction, or decision.

REVIEW OF REPRESENTATION

Trustee appointments to committees and organizations shall be reviewed periodically to ensure they remain aligned with Board priorities and continue to provide value to the Board.

UPDATED: September 2026

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

SD42 POLICY 2320

BOARD COMMITTEES AND TRUSTEE REPRESENTATION

PHILOSOPHY

The Board of Education ("The Board") believes that the function of Board Committees is to help the Board fulfil its role. A Board Committee is a mechanism that permits deeper examination to be given to issues than could reasonably be given by the full Board. The role of Committees is to support, not replace, Board responsibility.

Each Board Committee shall operate according to a Board approved mandate outlining its membership, duties and responsibilities.

The Board of Education supports trustee participation on other committees and organizations that support the Board in fulfilling its governance role and supports the achievement of the goals set out in the Board's strategic plan.

BOARD COMMITTEES

The established Board Committees are the:

i) Finance and Audit Committee;

ii) Budget Committee;

iii) Facilities Planning Committee; and

iv) Board Policy Development Committee.

This structure is subject to change from time-to-time, as the Board considers which of its responsibilities will best be fulfilled through more detailed review by a Committee.

When necessary ad hoc Board committees may be established for specific purposes, and a specific length of time. When the Board establishes an ad hoc committee, it shall determine its membership, terms of reference and reporting out date.

TRUSTEE REPRESENTATION ON OTHER COMMITTEES AND ORGANIZATIONS

The Board shall appoint trustee representatives to other committees and organizations if the work of the committee or organization supports the Board in fulfilling its governance role and supports the achievement of the goals set out in the Board's strategic plan.

The Board Chairperson in consultation with the Vice-Chairperson, the Superintendent of Schools and the Secretary Treasurer shall determine if a Trustee representative or a staff representative is required for each non-board committee and organization that asks for school district representation.

COMMITTEE APPOINTMENTS

The Board Chairperson shall appoint Trustees to all Board Committees, and other Committees and Organizations where trustee representation is required.

The Superintendent of Schools and the Secretary Treasurer appoint resource personnel to work with board committees, and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

COMMITTEE MINUTES AND REPORTS

All committees of the Board, unless otherwise directed, shall prepare and submit minutes or a report to the Board to be included in the appropriate Agenda package.

ROLE OF TRUSTEES & CONDUCT OF BUSINESS

Board Committees

Although by nature, committees provide a forum for deliberation that is less formal than Board meetings permitting more latitude in discussion, it is expected that meetings will be conducted in accordance with *Robert's Rules of Order*.

Only Trustees may vote. Minutes will be kept of the committee deliberations and administrative resource persons will participate as required.

The Superintendent of Schools or the Secretary Treasurer may assign a chief resource person to the committee. Any research and correspondence necessary for the work of the Board committee will be conducted by the resource person on direction of the committee.

Staff Committees

Staff committees are always chaired by a staff member appointed by the Superintendent of Schools or by the Secretary Treasurer.

Committee meetings may be formal or informal. Variations might include:

- Voting (majority decision);
- Consensus (all agree);
- Chairperson (staff member) makes all decisions subject to whatever higher authority governs.

Trustees will act purely as observers and advisors, always reserving the right (and obligation) to speak and vote freely when matters arising from the committee are taken to the Board. A Trustee's commitment is, first and foremost, to the Board.

Decisions of the committee must always be made within the authority given (specific) or delegated (general) by the Board. All actions require prior Board approval if outside the committee's mandate.

The committee Chairperson (staff):

- Clarifies Terms of Reference for the committee;
- Ensures notification of meetings are sent and appropriate notes are kept;
- Provides all representatives with sufficient information to enable them to function as expected in their capacity as members of the committee;
- When there is voting or consensus, minutes must be kept and circulated to all members;
- Makes reports to the Board through the established senior management structure

Other Committees and Organizations

Trustees appointed to other committees and organizations may or may not participate as voting members, depending upon the nature and purpose of their involvement.

Trustees should be cautious not to put themselves into a conflict of interest situation. Their more common role will be as resource or liaison persons.

Regardless of the nature of Trustees' participation, they do not have the authority to act on behalf of, or commit the Board.

UPDATED: April 12, 2023

SD42 POLICY 2500

BOARD POLICY DEVELOPMENT

PURPOSE

The Board of Education (the "Board") is responsible for establishing, evaluating, revising, and retiring Board policy. Board policy provides governance direction and guidance for school district operations consistent with applicable legislation, ministerial requirements, and the Strategic Plan.

Policies will generally be broad enough to permit appropriate administrative discretion and specific enough to provide clear direction. Administrative procedures may be developed by the Superintendent of Schools and Secretary Treasurer under the authority of Board policy to support implementation.

The authority to adopt, amend, or retire Board policy remains with the Board.

POLICY COMMITTEE OF THE WHOLE

The Board assigns the ongoing review of existing policies and the development of new policies to the Policy Committee of the Whole ("Committee"). All trustees are members. The Superintendent of Schools and Secretary Treasurer attend as non-voting resource persons. The Committee operates in accordance with its Board-approved Terms of Reference.

The Committee may invite staff, legal counsel, Rights Holders, partners, students, or other persons to provide relevant information or advice.

The Board may modify the process in this policy for a particular policy when circumstances warrant.

POLICY DEVELOPMENT PROCESS

1. Initiation

The need for a new, revised, or retired policy may be identified by the Board, the Committee, the Superintendent of Schools, or the Secretary Treasurer through legislative or regulatory change, strategic planning, scheduled review, operational experience, risk assessment, governance review, or input from Rights Holders, partners, students, staff, or the public.

2. Development

The Committee will define the policy issue, obtain relevant information, consider alternatives and implications, and review draft policy language. Drafting will focus on governance direction and avoid operational detail. The Superintendent of Schools or Secretary Treasurer will arrange technical or legal review when appropriate.

3. Consultation and Refinement

The Committee will recommend to the Board whether consultation is required and, if so, its purpose, participants, method, and timeline, having regard to the nature and potential impact of the proposed policy. Consultation may involve those groups or individuals affected by or having an interest in the proposed policy. The extent of consultation will be proportionate to the nature, significance, and anticipated impact of the proposed policy. The Committee will consider the feedback received and direct appropriate revisions.

4. Recommendation and Approval

Upon completion of its review, the Committee may recommend that the Board adopt, amend, or retire a policy. The recommendation and proposed policy will be presented in a Board agenda package. A policy takes effect when approved by Board resolution unless the resolution or policy specifies another effective date.

5. Communication and Implementation

Approved policies will be published in the Policy and Procedure Manual and communicated to affected parties as appropriate. The Superintendent of Schools or Secretary Treasurer will ensure that required administrative procedures, practices, guidance, training, or other implementation measures are developed or updated.

6. Review and Maintenance

Board policies will be reviewed according to a Board-approved review schedule and when legislative, strategic, governance, risk, or operational changes indicate that an earlier review is appropriate. Minor housekeeping corrections that do not change policy intent may be processed in the manner authorized by the Board.

POLICY DRAFTING PRINCIPLES

Board policies should:

- state the Board's governance direction clearly and concisely;
- be consistent with applicable legislation and other Board policies;
- align with the Strategic Plan and the Board's governance role;
- distinguish policy direction from administrative procedure;
- use plain, inclusive, and accessible language;
- identify authority, accountability, or required action where necessary;
- avoid unnecessary duplication of legislation, regulation, or administrative procedure; and
- be reviewed for unintended effects, implementation implications, and consistency before recommendation to the Board.

UPDATED: September 2026

ATTACHMENT B2

SD42 POLICY 2500

BOARD POLICY DEVELOPMENT

The Board of Education ("The Board") of School District No. 42 (Maple Ridge-Pitt Meadows) believes that the establishment and evaluation of school district policy is a key responsibility of the Board.

The objective of the Board is to establish policies which provide direction and guidance for school district operations consistent with the School Act and its regulations, ministerial orders, other legislation, and the school district's Strategic Plan. Board policies assist staff in the development of procedures required to implement Board policy. Policies will generally be broad enough to allow discretionary action, yet specific enough to provide clear direction to those responsible for implementing policy decisions of the Board.

The Board delegates the responsibility for the review of existing policies for currency and relevancy and the development of new policies to the Board Policy Development Committee ("Committee"). The Committee shall be comprised of two Board appointed Trustees, the Superintendent of Schools and the Secretary Treasurer. The Committee is empowered to add other persons to the committee on a specific policy basis in order to ensure appropriate expertise and experience is available.

On a specific policy basis the Board reserves the right to modify the policy development process outlined in this policy.

The Board's policy making process consists of the following stages:

1. INITIATION

The need for a new or revised policy statement in a particular area is identified by the Board or the Board Policy Development Committee through review of the legislative framework, existing policies and school district strategic plan.

2. DEVELOPMENT

It is the responsibility of the Board Policy Development Committee to consider the issue in question, obtain necessary information, explore policy alternatives and draft the proposed policy. Frequently this will involve preliminary Board consideration of policy alternatives and draft policy statements. At times there may also be a need to explore policy alternatives with constituent groups.

The Committee will consider the effects on the various groups of people, including students, staff, senior management, trustees and the community at large, and for that reason, the Committee work involves appropriate consultation with interested parties before policy recommendations are made to the whole Board.

When appropriate, the Superintendent of Schools or Secretary Treasurer shall seek legal advice on the intent and the wording of the policy.

3. REFINEMENT

Consultation on the proposed policy is undertaken as appropriate, and the necessary revisions are made.

The Committee will determine appropriate timelines for each consultation process including the strategies for conducting the consultation process. Consultation may include written notification of the affected parties as well as other forms of processes which may include the use of meetings, focus groups, and written or oral presentations by interested parties.

Upon completion of the proposed draft policy the Committee will present it to the Board for information.

Following a Board determined public input period, the Committee will again consider feedback prior to making its final recommendation to the Board for policy adoption.

Upon completion of the work of the Committee, the policy will be recommended to the Board for adoption.

4. APPROVAL

In this stage, the Board formally adopts the policy as proposed or revised and the policy is effective immediately unless specified differently by the Board.

Adoption of a policy statement shall be by Board motion.

POLICY IMPLEMENTATION

It is the Superintendent of Schools responsibility as Chief Executive Officer of the Board to implement Board policy. To do so, the Superintendent of Schools will ensure distribution of the policy and, where necessary, issue administrative procedures and meet with affected groups to ensure understanding of Board intent.

POLICY EVALUATION

The quality of policy and the extent of its implementation should be systematically evaluated. The Superintendent of Schools is responsible for ensuring that policy is evaluated within one year of policy formulation and thereafter on regular basis as part of the review and revision process.

POLICY PUBLICATION

The Board's policy manual will be kept up to date in electronic format by the Office of the Secretary Treasurer. Appropriate notification of new policies and revised existing policies will also form part of the publication process.

ABSENCE OF POLICY

In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the school district. Such decisions carry the weight of policy until such time as specific written policy is developed.

UPDATED: April 12, 2023

Public Board Meeting
September 23, 2026
Decision Memo
Item 10

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 (**Attachment A**) dated January 2026, 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 those matters be addressed through administrative procedures, with a target of October 2026.

The Board Policy Development Committee met on June 3, 2026, and brought its recommendations to the June 23, Public Board Meeting. The matter was deferred, as it was determined that further discussion was required.

The Committee met on September 9, 2026, to consider the recommendations within the context of the Board's governance and policy framework. The Committee identified a set of policies that are operational in nature and better addressed through administrative procedures (**Attachment B**).

This work represents a housekeeping and streamlining exercise to improve the organization of the Board'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 operations
- 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 4410 Travel Expenses**
- **Policy 4435 Scholarships, Bursaries and Awards**
- **Policy 4910 Financial Reporting and Administration of School Generated Funds**
- **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 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**

ATTACHMENT A

British Columbia School Trustees Association

Policy Review for Boards of Education

BOARD POLICY REVIEW ADVISORY COMMITTEE

January 2026

Policy Review for Boards of Education

CONTRIBUTIONS FROM:

BCSTA British Columbia School Trustees Association

BCSSA British Columbia School Superintendents Association

BC ASBO BC Association of School Business Officials Education is our Business

bcpvpa

British Columbia Ministry of Education and Child Care

Policy Review for Boards of Education

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

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

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

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

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

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

COMMUNITY ENGAGEMENT: Encourages public input and builds trust.

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

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

Board Policy Review Advisory Committee

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

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

The committee:

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

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

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

PHASE 2: UPDATE AND DEVELOP THE REMAINING POLICIES.

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

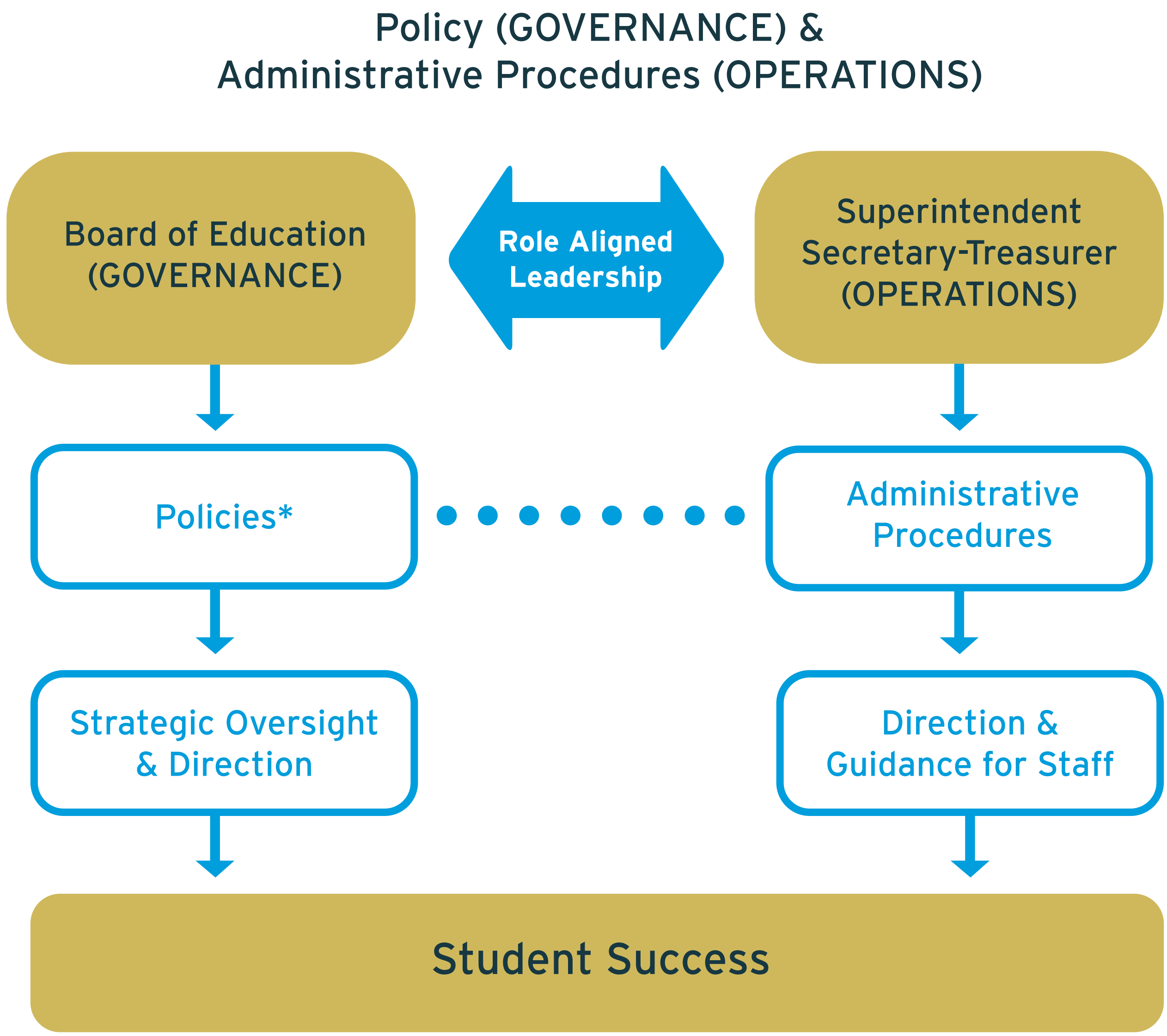
Note: Boards should follow their own Policy Development process as outlined in policy.

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

Board Policy Review Advisory Committee members:

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

Board Policy Review:



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

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

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

Definitions:
Policy, Bylaw and Administrative Procedure

WHAT IS SCHOOL BOARD GOVERNANCE?

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

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

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

Why This Distinction Matters

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

Policy vs. Admin Procedure Decision Matrix

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

Policy:

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

Administrative Procedure:

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

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

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

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

Exemplar Policies to Govern Effectively

Topics that should be covered in policies
(not necessarily individual policies, topics can be embedded in different policies)

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

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

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

Policy Category	Policies
Required by Legislation	• Bylaws: Appeals, Indemnification/Trustee Election* • Budget • Capital • Disposition of land • Child Care • Exempt Staff • Hardship • School Closure • Procedural bylaws
Suggested Policies to assist in effective decision making	• Trustee renumeration • Board evaluation and monitoring • Trustee professional development • School catchment
Examples of Local Policies reflecting unique community context	• Student trustee • Racial equity • Business companies
Examples of Policies that should be Administrative Procedures	• Anaphylaxis • Field trips • Video Surveillance • Provision of Menstrual Products to Students • Physical Restraint and Exclusion in Schools

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

Policy Development Process for Boards of Education

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

1. PURPOSE

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

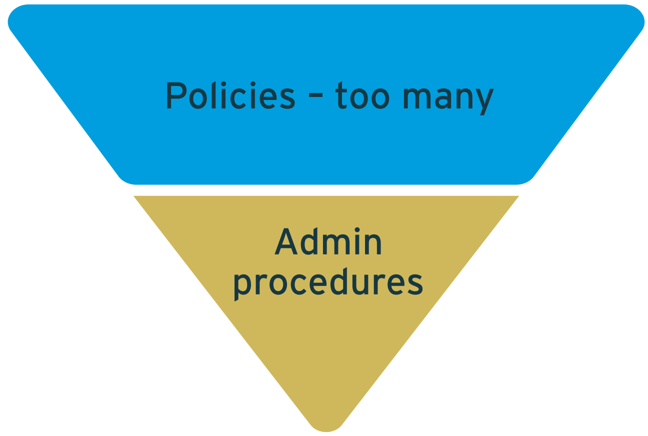
2. STRUCTURE

- Policy development is the work of the board of education, and it is solely the purview of the board.
    - Will the work be done by the whole board (committee of the whole) or by a sub-committee of the board?
    - They are the board's policies, so, as a group, decide IF, when, who, or how consultation might take place.
        - When appropriate, consider engaging partner groups.
        - When appropriate, may need community engagement.
- What is your board's structure for policy development/review?
    - Does the board have a good understanding of policy vs. administrative procedures (AP's)?
- What is your policy review process? (See point 3 below)
    - Which policies need to be deleted? Amalgamated? Revised?
    - Which policies should be administrative procedures?
- How will your new policies be updated?
    - Will a replacement policy manual be adopted all at once, by one motion?
    - Will you adopt one policy at a time?

3. POLICY REVIEW

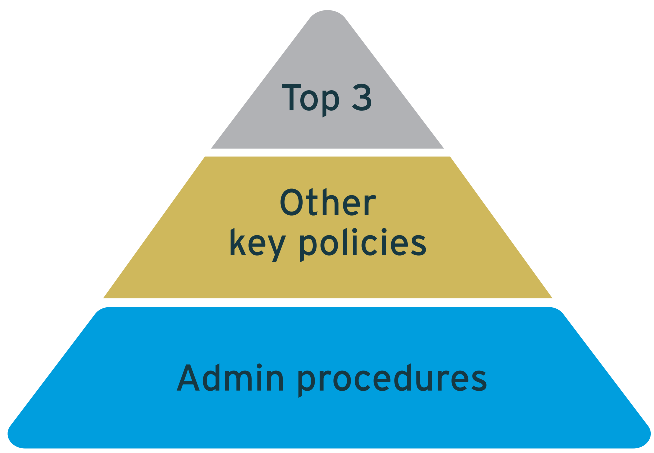
- When were your policies last reviewed?
    - Are they still relevant?
    - Have they recently been updated to modernize language, or has a full review taken place?
    - Should some policies be APs?
    - How will the trustees and senior staff identify what should be policy vs. an AP?

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



Unstable Governance Structure

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



Stable Governance Structure

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

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

APPENDIX A - BYLAW

<table>
<tr><th colspan="3">Bylaw</th></tr>
<tr><td>Definition</td><td colspan="2">

A formal board of education decision requiring three (3) separate readings before adoption under the School Act (Section 3, Joint Rights and Duties).
A standing (procedural) bylaw is a type of policy with a higher level of process attached to it.
A bylaw cannot be easily changed and requires a robust approval process as outlined in School Act.
Guide decisions mandated by law
Some decisions must be made by passing a bylaw
There are two different types of bylaws standing (procedural) bylaws and operational bylaws.

STANDING (PROCEDURAL) BYLAWS: Standing Bylaws are used to establish procedures to be followed for certain matters
OPERATIONAL BYLAWS: Operational Bylaws are bylaws adopted by the board to establish procedures and administrative requirements necessary to fulfill the board's legal and operational obligations under applicable legislation and regulations.

</td></tr>
<tr><td>Purpose</td><td colspan="2">Governs how the board itself operates</td></tr>
<tr><td>Focus</td><td colspan="2">How the board governs itself</td></tr>
<tr><td>Authority</td><td colspan="2">Approved by the board; may be required and must comply with legislation</td></tr>
<tr><td rowspan="6">Examples</td><td>Standing (Procedural) Bylaws</td><td>Exemplars</td></tr>
<tr><td>Appeals Bylaw (under section 11 of the School Act)</td><td>Delta – Policy 13 (LINK)</td></tr>
<tr><td>Indemnification (under section 95 of the School Act)</td><td>Langley – Policy 16 (LINK)</td></tr>
<tr><td>Trustee Elections Bylaw (under part 4 of the School Act)</td><td>Comox – Bylaw 1C (LINK)
Kootenay Lake – Bylaw 4 (LINK)</td></tr>
<tr><td colspan="2">Operational Bylaws (not necessarily listed in your District's Policy/Bylaws)</td></tr>
<tr><td colspan="2">

Acquisition or disposition of land by a board (School Act s. 65)
Adoption of a budget (School Act s. 113)
Certain other financial matters (Division 7 of Part 6 of the School Act)
School Closure (School Act s. 73)

Some operational bylaws such as school closure bylaws are embedded in a robust school closure policy.
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APPENDIX B - BEFORE POLICY RESTRUCTURE

BOARD OF EDUCATION
BURNABY
SCHOOL DISTRICT 41

POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

INDEX – NUMERICAL ORDER

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

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4.	**PERSONNEL**	
4.00	Collection, Management, Security of and Access to Information Records	Rev. Jan. 2016
4.05	Workplace Bullying and Harassment Prevention	Rev. Jan 2020
4.05.AP	Workplace Bullying and Harassment Prevention	Rev. Feb 2022
4.10	Access to Data on Staff and Students	May 1984
4.15	Healthy and Safe Environment	Apr. 1983
4.20	Worker's Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Maternity/Parenthood Leave	June 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sept. 2007
4.50	Administrative Staff: Performance of Evaluation	May 2018
5.	**STUDENTS**	
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5.05	Admission and Placement of Students into the Burnaby School System	Rev. Feb. 2016
5.08	Positive School Climate	Rev. Oct. 2017
5.09	Weapons	Rev. Jul. 1993
5.10	Violence, Threat and Intimidation	Rev. June 2019
5.11	Administration of Medication at School	Rev. Oct. 1997
5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.13	Anaphylaxis	Mar. 2000
5.14	Physical Restraint and Seclusion	June 2020
5.14.AP	Physical Restraint and Seclusion	June 2020
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Jan. 2016
5.20	Reporting Suspected Cases of Child Abuse	Rev. May 2000
5.25	Personal Costs to Students	June 1978
5.31	Substance Abuse	Nov. 2001
5.40	Student Choice – Animal Dissection	Jan. 2011
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5.45	Sexual Orientation/Gender Identity	Rev. Nov. 2019
6.	**INSTRUCTION**	
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6.10	Assessment of Students as Individuals	Rev. Jan. 1990
6.15	Assessment of Students as Members of a Group	Sept. 1980
6.20	Reporting to Parents	Oct. 1987
6.30	Grouping Students for Regular and Special Programs	Rev. June 1990
6.31	Alternative Delivery – Health and Career Education	June 2007
6.35	Program and School Consolidation	Mar. 1983
6.40	Multiculturalism and Race Relations	Mar. 1985
6.44	Portrayal of Violence	June 1990
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.55	Selection of Learning Resources	Sept. 1979

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

* IP = Interim Policy

Updated February 2022

APPENDIX C - AFTER POLICY RESTRUCTURE

BOARD OF EDUCATION
BURNABY
SCHOOL DISTRICT 41

POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

INDEX – NUMERICAL ORDER

POLICIES

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

ADMINISTRATIVE PROCEDURES

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

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

5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Nov. 2011
5.32	Research in Schools	Rev. Sep. 2007
5.40	Student Choice – Animal Dissection	Jan. 2011
6.05	School Calendars and Hours of Instruction	Rev. Apr. 2014
6.30	Grouping Students for Regular and Special Programs	Rev. May 2010
6.35	Program and School Consolidation	Mar. 1983
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.65	Physical and Healthy Education and Related Programs	Rev. Apr. 2011
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500	Naming or Remaining of District Facilities	Mar. 2025
501	Provision of Menstrual Products	Jan. 2020
502	Electric Vehicle Charging Stations	Feb. 2022
503	Snow Removal	Rev. Jun. 2025
504	Smoke & Vape Free Environment	Rev. Jun. 2025
7.15	Utilization of Space and Facilities	Sep. 1979
7.30	Maintenance of Order	Rev. Jun. 2017
7.70	Environmental Sustainability	Mar. 2010
7.80	Surveillance	Rev. May 2018
7.90	District Technologies and Information Systems	Apr. 2014

* IP = Interim Policy

Rev. Nov 27, 2025

Policy Review for Boards of Education

BOARD POLICY REVIEW ADVISORY COMMITTEE

SD42 POLICY 4410

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 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 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 preauthorization[1] for employees to administer medication to an anaphylactic student[2]; 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

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

School District 42 Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

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

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Item 11

From: Teresa Downs, Superintendent of Schools
Dana Sirsiris, Executive Director, Human Resources

Topic: **Whistleblower Protection Policy Annual Report for 2025/26**

BACKGROUND

Board Policy 7110 Whistleblower Protection requires that, each year, the Superintendent of Schools or designate shall prepare, in accordance with the requirements of the Public Interest Disclosure Act, and make available, a report concerning any disclosures received, investigations undertaken and findings of wrongdoing. All reporting under this policy will be in compliance with the requirements of the Freedom of Information and Protection of Privacy Act.

For the period July 1, 2025 to June 30, 2026, no disclosures were received, no investigations were undertaken, and no findings of wrongdoing were made under this policy.

RECOMMENDATION

THAT the Board receives the Whistleblower Protection Policy Annual Report for 2025/26, for information.

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Item 12

From: Teresa Downs, Superintendent of Schools

Topic: **Summer Learning Update**

BACKGROUND

Summer Learning is funded primarily by the Ministry of Education and Child Care and is tuition-free for eligible resident students, while international students pay tuition. Summer Learning 2026/27 was facilitated in two sites within the Maple Ridge and Pitt Meadows communities: Katzie Health Centre and Thomas Haney Secondary School during the month of July.

Katzie Health Centre

For the eighth year in a row, multi-grade students from Katzie First Nation participated in Summer Learning at the Katzie Health Centre. Elementary aged students at this site participated in activities that emphasized hands-on literacy and numeracy skills while integrating, wherever possible, traditional teachings such as bead work, plant talk and identification, salmon processing and canning, and outdoor physical activities. The summer program at Katzie Health Centre included secondary-aged students, whose leadership-based program focused on community connections, outdoor physical activities, and cultural enrichment. In coordination with Katzie First Nation Chief and Council, the community Youth Engagement Education team, and the Indigenous Education department, students were able to enjoy prepared meals and snacks in an engaging learning environment. Student learning was supported by education assistants, classroom teachers, an Indigenous support worker, Elders, and Knowledge Carriers.

Thomas Haney Secondary School

For the first year, the district summer learning program included an elementary band program of 24 grade 6-7 students.

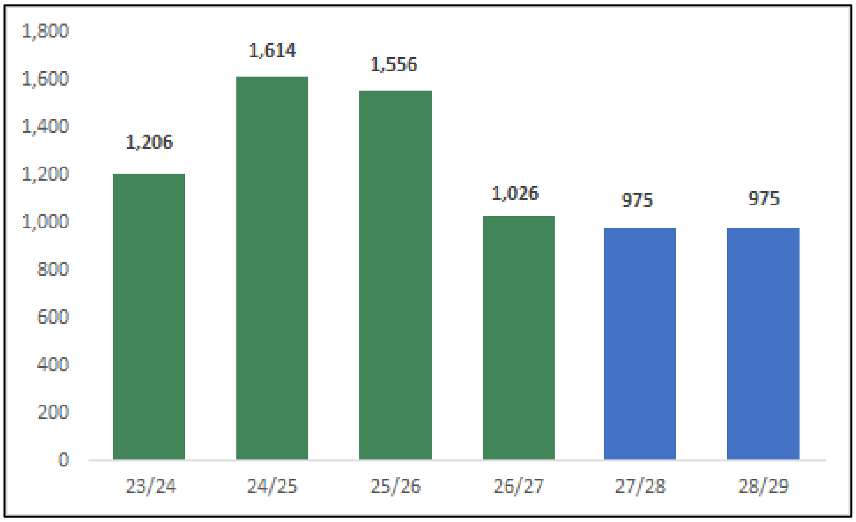
65 students, having completed grade 7 in June, participated in a grade 8 level secondary transition program offered at Thomas Haney Secondary. Students participated in a three-week Applied Design, Skills, and Technologies (ADST) program with a focus in woodwork, metal fabrication, drama and art, or computer and video game design.

83 students participated in a two-course grade 8 and 9 skill building program that emphasized literacy and numeracy skills delivered by an energetic and collaborative team of teachers for students.

827 students participated in grade 10-12 courses. The secondary Summer Learning vice-principal, along with a site-based secondary counsellor and an Indigenous support worker, provided the necessary supports and supervision for our secondary students and staff.

Once again, Summer Learning and District Alternate Education collaborated to provide the opportunity for the Train in Trades program students to accelerate their successful completion of the academic graduation requirements before the students officially start their designated Train in Trades program. The Summer Learning program enrolled and supported the successful completion of the English Studies 12 graduation requirement for over 50% of students enrolled in the 2026/27 Train in Trades program.

Enrolment Analysis



Summer Learning 2026/27 enrolment totaled 1,026 students, exceeding the projected enrolment of 975 students by 5%. Enrolment was 34% lower than the prior year, primarily reflecting the absence of elementary Summer Learning programming.

Financial Analysis

Total expenses finished $139K below budget as staffing requirements evolved during program delivery and were adjusted accordingly at the two Summer Learning sites. The program reported a net surplus of approximately $119K.

	2026/27 Preliminary Budget	2026/27 Actuals			Variance from Budget
		Elementary	Secondary	Total	
MECC Funded Enrolment					
Grades 1-7 headcount	0	29		29	29
Grades 8-9 course *	225		316	316	91
Grades 10-12 headcount	750		827	827	77
Total Enrolment	**975**	**29**	**1,143**	**1,172**	**197**
** Grades 8-9 enroled in the skill building remedial program take 2 courses*					
Revenue					
MECC grants					
Grades 1-7	$ -	$ 7,540		$ 7,540	$ 7,540
Grades 8-9	58,500		82,160	82,160	23,660
Grades 10-12	382,500		421,770	421,770	39,270
Supplemental funding	201,423	7,811	121,063	128,874	(72,549)
Total MECC grants	642,423	15,351	624,993	640,344	(2,079)
International tuition revenue	51,800	0	51,300	51,300	(500)
Total Revenue	**694,223**	**15,351**	**676,293**	**691,644**	**(2,579)**
Expenses					
Salaries and benefits	707,435	43,057	520,723	563,780	143,655
Services and supplies	5,042	280	9,045	9,324	(4,282)
Total Expenses	712,477	43,337	529,767	573,104	139,373
Net Revenue (Expense)	**$ (18,254)**	**$ (27,986)**	**$ 146,526**	**$ 118,540**	**$ 136,794**

RECOMMENDATION

THAT the Board receive the Summer Learning Update, for information.

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Item 13

From: Teresa Downs, Superintendent of Schools

Topic: District Operational Plan

BACKGROUND

The Board's Strategic Plan guides the work of the district and establishes the district's vision, mission, strategic directions, and priorities. The plan identifies six strategic priorities: literacy and numeracy, equity, social-emotional learning, assessment, innovation, and sustainability, which collectively support improved outcomes and success for all learners.

The 2026-2027 District Operational Plan (**Attachment A**) outlines the key initiatives, strategies, and actions that will be undertaken during the school year in support of these priorities. While the Operational Plan highlights areas of specific focus and investment, it does not reflect the full scope of ongoing work occurring across district departments, schools, and programs.

As part of the Board's monitoring role, progress toward the objectives identified in the Operational Plan will be reported through a mid-year monitoring report in January 2027 and a year-end report in June 2027.

RECOMMENDATION

THAT the Board receive the 2026-2027 District Operational Plan for information.

ATTACHMENT A

Annual District Operational Plan 2026-2027

STRATEGIC GOAL / PRIORITY	Annual Objectives
LITERACY AND NUMERACY	
Improved literacy and numeracy outcomes for students.	Expand the district-wide K literacy screener through to Grade 3, including the development of structures and supports for consistent administration, effective use of data, and instructional response.
	Establish and operationalize K–9 Literacy and Numeracy Helping Teacher roles to strengthen and support consistent, evidence-informed instructional practices across schools.
	Implement district's new standards and expectations for literacy and numeracy graduation assessments to ensure consistency, transparency, and improved student outcomes.
	Pilot targeted reading intervention strategies, monitor their impact on student achievement, and use findings to inform future district-wide approaches.
	Implement a district Grade 1 to 9 numeracy resource to support aligned instructional practices and strengthen student learning across grades.
	Establish a working group to determine the purpose and provision of technology devices K-12.
EQUITY	
Improved learning outcomes and improved levels of safety, care and belonging for every learner. Equitable decision-making processes and resource allocation.	Provide professional learning in Universal Design for Learning and differentiated instruction, with a focus on Tier 1 and Tier 2 strategies to support inclusive, responsive, and effective classroom practices.
	Implement the First Things First "train-the-trainer" model to support consistent, skills-based teaching practices and strengthen student learning experiences, including building staff capacity to respond to intensive and complex behavioural needs.

SOCIAL-EMOTIONAL LEARNING	
Cultivate resilience, self-awareness, and interpersonal skills to improve the social and emotional well-being of all learners.	Implement the Indigenous Child and Youth Care Worker role and assess its impact on student well-being, belonging, and engagement.
	Support elementary schools in assessing the impact of universal social-emotional learning (SEL) programs in elementary settings to inform ongoing practice and decision-making.
ASSESSMENT	
Improved assessment practices to support personalized learning, inform instruction, and drive continuous improvement.	Establish a Brightspace staff learning platform to support coordinated professional learning, resource sharing, and ongoing staff development across the district.
	Establish proficiency-based assessment and reporting expectations to support consistent, clear, and meaningful communication of student learning for implementation in 2027/28.
	Engage Budget Review Groups in the budget development process to support evidence-informed analysis, alignment with district priorities, and transparent decision-making.
INNOVATION	
Expand and integrate innovative practices.	Implement Microsoft Copilot as the district's AI platform to support productivity, teaching, and learning in alignment with district guidelines and values.
	Provide coordinated professional learning to support employees in the ethical, responsible, and effective use of Microsoft Copilot across roles and contexts.
	Establish an Innovation Grant to support staff-led innovation aligned with district priorities and student learning outcomes.
	Engage in an external review of current district processes for the creation, filing, and storage of records and the provision of recommendations for future platform(s), processes, and practices.

SUSTAINABILITY	
Improved long-term system sustainability	Commence the preparatory work to support the transition to a new Enterprise Resource Planning (ERP) system to modernize core business processes and improve operational efficiency.
	Establish a cross-functional working group to develop recommendations for the provision and use of technology for staff, aligned with operational needs and sustainability.
	Implement district-wide phishing awareness and cybersecurity education to support staff in recognizing, assessing, and reporting suspicious communications.
	Implement Positive Reporting timesheets to improve efficiency and accuracy in time reporting processes.
	Construct funded school replacements and additions, including: • Blue Mountain Elementary addition • Pitt Meadows Secondary replacement
	Implement environmental sustainability initiatives including: • HVAC Upgrades at Highland Park Elementary and Maple Ridge Elementary

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Item 14

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):

- 2026/27 School Year
- Extracurricular Elementary Band update

RECOMMENDATION

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

Public Board Meeting
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Item 15

From: Mike Murray, Trustee

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

BACKGROUND

Committee Meeting Date: June 4, 2026

Committee Meeting Agenda: June 4, 2026 Committee Agenda

ACTION ITEMS REFERRED TO THE BOARD FOR CONSIDERATION

None

RECOMMENDATION

THAT the Board receive the trustee report, including the agenda from the June 4, 2026 meeting of the City of Maple Ridge Engaged, Healthy Community Advisory Committee, for information.

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Item 16

From: Kim Dumore, Trustee

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

BACKGROUND

Committee Meeting Date: September 10, 2026

Committee Meeting Agenda: September 10, 2026 Committee Agenda

ACTION ITEMS REFERRED TO THE BOARD FOR CONSIDERATION

None

RECOMMENDATION

THAT the Board receive the trustee report, including the agenda from the September 10, 2026 meeting of the City of Maple Ridge Municipal Advisory Committee on Accessibility & Inclusiveness, for information.

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Item 17

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.

Public Board Meeting
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Item 18

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.

June 17, 2026 Closed

Territory Acknowledgement	Delivered
Call to Order	Meeting called to order at 2:04pm
Motion of Exclusion	Approved
Correspondence	Received
Approval of Agenda	Approved
Approval of Minutes	Approved
Superintendent of Schools Decision Item	Approved
Superintendent of Schools Information Item	Received
Adjournment	Meeting adjourned at 3:03pm