

PRELIMINARY PUBLIC ENGAGEMENT SUMMARY
FOR THE 2026/27 PROPOSED PRELIMINARY BUDGET

April 15, 2026

2026/27 PRELIMINARY BUDGET PROCESS TIMELINE

PUBLIC BOARD MEETING Wednesday, June 18, 2025	<ul style="list-style-type: none"> • Presentation and approval of 5-year capital plan for major capital projects for 2026/27
PUBLIC BOARD MEETING Wednesday, September 17, 2025	<ul style="list-style-type: none"> • Presentation and approval of 5-year capital plan for minor capital projects for 2026/27
PUBLIC BOARD MEETING Wednesday, December 3, 2025	<ul style="list-style-type: none"> • Presentation and approval of the proposed budget process and consultation timeline for the 2026/27 preliminary budget
ONLINE PUBLIC BUDGET SURVEY PART 1 Thursday, January 29 to Wednesday, February 18, 2026	<ul style="list-style-type: none"> • Consultation with the public on budget priorities through an online budget survey
BOARD FINANCE COMMITTEE OF THE WHOLE MEETING WITH PARTNER GROUPS AND STUDENT VOICE Wednesday, February 25, 2026	<ul style="list-style-type: none"> • Presentation of the 2026/27 draft preliminary budget estimates • Consultation with partner groups on budget priorities • Consultation with students on budget priorities
PUBLIC BOARD MEETING Wednesday, March 4, 2026	<ul style="list-style-type: none"> • Presentation and approval of the 2025/26 amended annual budget
PUBLIC BOARD MEETING Wednesday, March 4, 2026	<ul style="list-style-type: none"> • Presentation of 3-year projected enrolments for 2026/27
INDIGENOUS EDUCATION COUNCIL (IEC) BUDGET CONSULTATION Wednesday, March 11, 2026	<ul style="list-style-type: none"> • Presentation of the 2026/27 draft preliminary budget estimates • Co-construction of spending plans for targeted Indigenous Education funds • Consultation on budget priorities for non-targeted funds
BOARD FINANCE COMMITTEE OF THE WHOLE MEETING WITH PARTNER GROUPS Wednesday, April 1, 2026	<ul style="list-style-type: none"> • Presentation of the updated 2026/27 draft preliminary budget estimates • Presentation of the budget survey part 1 results
PUBLIC BOARD MEETING Wednesday, April 15, 2026	<ul style="list-style-type: none"> • Presentation of the proposed 2026/27 preliminary budget (first reading), including public survey part 1 results
ONLINE BUDGET SURVEY PART 2 Thursday, April 16 to Wednesday, April 22, 2026	<ul style="list-style-type: none"> • Public input on the proposed 2026/27 preliminary budget through online survey
INDIGENOUS EDUCATION COUNCIL MEETING Wednesday, April 22, 2026	<ul style="list-style-type: none"> • IEC approval of the proposed 2026/27 spending plans for targeted funds • IEC input on the proposed 2026/27 preliminary budget non-targeted funds
BOARD FINANCE COMMITTEE OF THE WHOLE WITH PARTNER GROUPS Wednesday, April 22, 2026	<ul style="list-style-type: none"> • Partner group input on the proposed 2026/27 preliminary budget
BOARD FINANCE COMMITTEE OF THE WHOLE Wednesday, April 22, 2026	<ul style="list-style-type: none"> • Public input on the proposed 2026/27 preliminary budget
PUBLIC BOARD MEETING Wednesday, April 29, 2026	<ul style="list-style-type: none"> • Receipt of IEC-approved 2026/27 spending plans for targeted Indigenous Education funds • Presentation of the public engagement summary • Adoption of the 2026/27 preliminary budget and annual budget bylaw

PURPOSE OF ENGAGEMENT

Each year, the Maple Ridge – Pitt Meadows School District develops a budget to support student learning and well-being while meeting the legislative requirement to adopt a balanced budget. For the 2026/27 budget cycle, the school district is using a two-phase public engagement process to gather early input on budget priorities and later feedback on the proposed preliminary budget. Input received through this process was considered alongside the district's strategic and operational goals in the development of the proposed 2026/27 preliminary budget.

WHAT WE HEARD – PHASE 1 (EARLY INPUT)

Phase 1 input was gathered between January 29 and March 11, 2026 through an online public survey, a meeting of the Indigenous Education Council, Finance Committee of the Whole board meetings with Student Voice and partner groups, and a district leadership team staff meeting.

Indigenous Education Council

The Indigenous Education Council (IEC) provided input on budget priorities at the March 11, 2026, meeting.

The IEC emphasized the importance of strengthening Indigenous Education staffing through the addition of an Indigenous Education Child and Youth Care Worker for a full-year trial. Feedback highlighted strong support for programs that preserve and strengthen local Indigenous language and cultural knowledge, including the annual awards event and the Artist-in-Residence and Elder-in-Residence programs, which support intergenerational learning and cultural mentorship. The IEC also emphasized the importance of food sovereignty initiatives in schools, cultural gatherings that bring families together, continued support for summer learning programs hosted at Katzie First Nation, and ongoing training and capacity building for Indigenous Education staff.

Student Voice

The board received input from Student Voice representatives through its Finance Committee of the Whole meeting on February 25, 2026. Students consistently identified mental health and well-being as foundational to learning success and emphasized the need for timely access to counselling and calm, supportive spaces in schools. Students also highlighted the importance of reliable learning technology, and equity, diversity and representation in learning. Extracurricular activities, clubs, and sports were identified as essential to student belonging and engagement. Students supported practical cost-saving measures, such as reducing paper use by increasing digital communication and sharing resources where feasible.

Partner Groups

The board received input from the Maple Ridge Teachers' Association (MRTA), Canadian Union of Public Employees, Local 703 (CUPE), Maple Ridge Principals' and Vice-Principals' Association (MRPVPA), and District Parent Advisory Council (DPAC) through its Finance Committee of the Whole meeting on February 25, 2026.

Partner groups shared strong alignment in their feedback on prioritizing frontline, student-facing supports. Participants highlighted that student needs are increasing in complexity, intensity, and frequency, and that early, school-based supports are critical. Participants identified education assistants, counselling and Safe and Caring Schools supports, early literacy and numeracy intervention, Indigenous Education, clerical support, reliable technology, facilities and maintenance, and trades staffing as key priorities.

District Leadership Team

The district leadership team provided input to senior staff on February 26, 2026, through breakout groups comprised of elementary and secondary principals and vice principals, district managers, and district principals and vice principals.

Feedback focused on protecting front-line, school-based staffing and services that directly impact students, including education assistants, learning services and mental health supports. They noted increasing pressures related to growing complexity of student needs, aging facilities, and technology demands, and supported efforts to improve efficiency through reduced paper use, streamlined processes, and more equitable approaches to resource allocation. Overall, input emphasized long-term stability, fairness, and student well-being.

Online Budget Survey Part 1

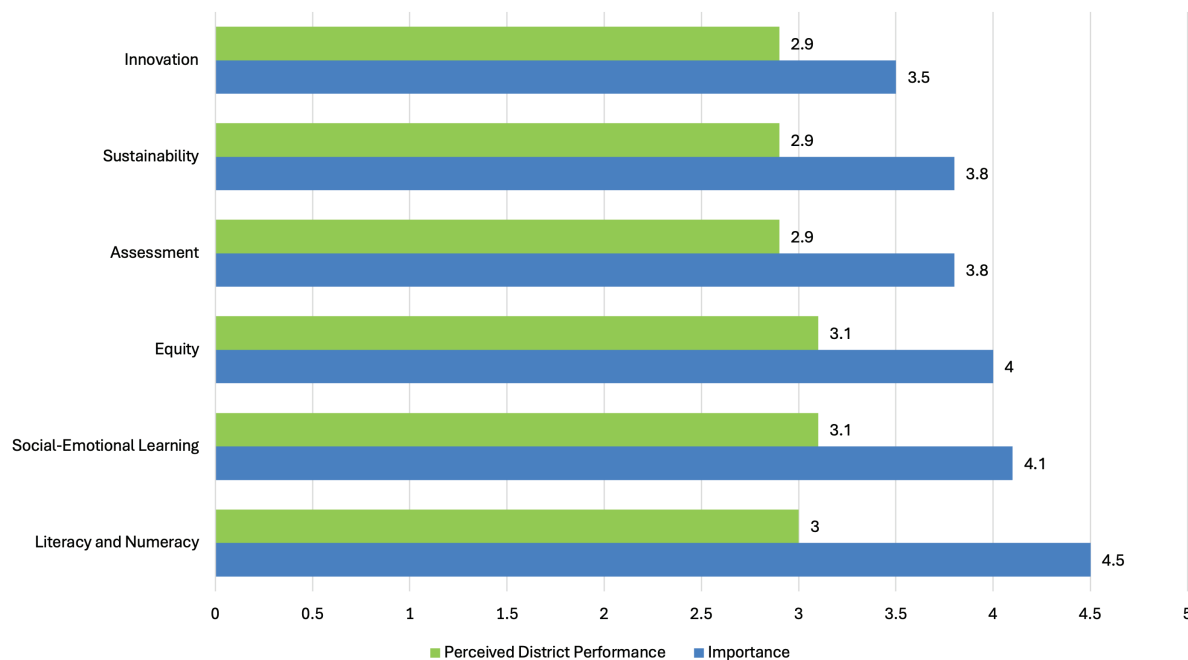
The district launched part 1 of the online public survey on January 29, 2026, to gather early input on budget priorities before proposed budget changes were developed. The survey was open for three weeks and received 840 responses from the community providing feedback on strategic priorities, one-time investment preferences, and advocacy priorities.

Survey results demonstrate strong alignment with the district's strategic plan. Literacy and numeracy, student well-being, and equity were identified as the highest priorities. While respondents generally rated current district performance as moderate across all areas of the strategic priorities, importance ratings exceeded perceived performance in all areas, indicating a desire for continued improvement. For one-time funding, respondents prioritized investments in curricular and learning resources and facility maintenance, and there was strong support for continued advocacy to ensure provincial funding reflects the true cost of operating schools.

Survey questions were evaluated by respondents on importance and/or performance on a scale of 1 to 5, where 1 is low and 5 is high. Results presented in the graphs below represent weighted averages of all ratings.

Importance of Strategic Priorities - Perceived Importance and Performance

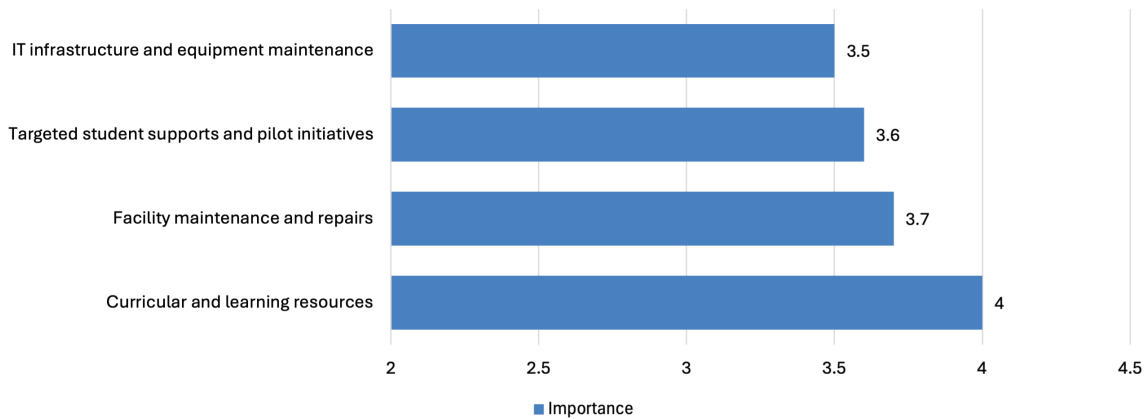
For each of the following district strategic priorities, please rate how important it is to you and how well the district is currently performing in that area.



Respondents rated all six strategic priorities as important, with the highest ratings assigned to core learning and student well-being. The highest rated priorities were literacy and numeracy, social-emotional learning, and equity. These results indicate broad support for maintaining focus on foundational learning outcomes and student well-being, consistent with the district's strategic plan.

One-Time Investment Priorities

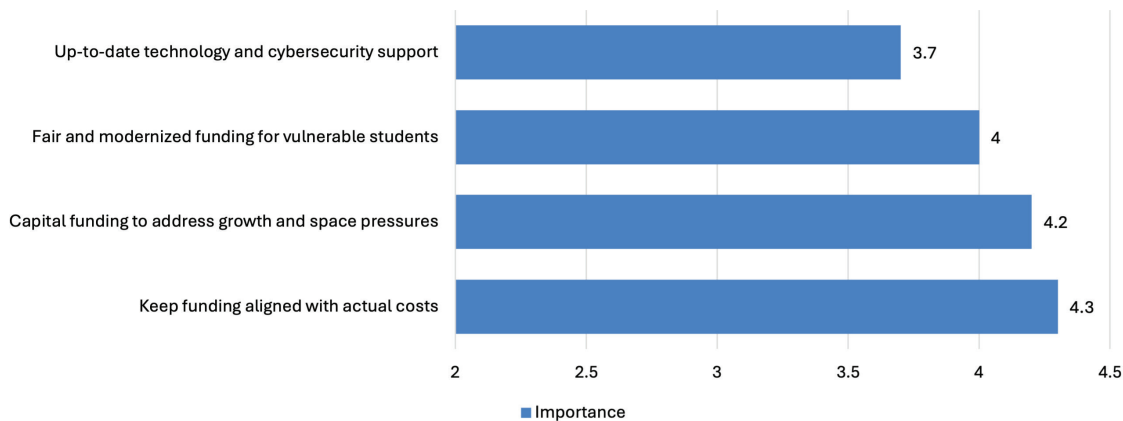
Please rate the importance of these one-time investment categories to help us understand community priorities for these restricted funds.



Respondents indicated if one-time funding is available, investments that support teaching and learning should be prioritized. Curricular and learning resources had the highest importance rating, followed by facility maintenance and repairs. Targeted student supports and pilot initiatives were rated as moderately important, while IT infrastructure and equipment received the lowest rating.

Board Advocacy Priorities

Please rate how important it is for our Board of Education to prioritize the following advocacy themes when addressing unfunded inflationary and structural cost pressures with the Ministry of Education and Child Care and Ministry of Infrastructure.



Respondents indicated strong support for continued board advocacy to address inflationary and structural cost pressures. Highest advocacy priorities included keeping funding aligned with actual costs and securing capital funding to address growth and space pressures. Fair and modernized funding for vulnerable students was also rated as important, while technology and cybersecurity support received a comparatively lower rating.

Additional Feedback on Advocacy Priorities

151 respondents provided feedback on other areas for board advocacy priorities. Common themes identified are as follows: advocacy for more education assistants; advocacy for additional supports for students with designations and diverse needs; advocacy for funding support in the areas of mental health, counselling, and student well-being; advocacy for the funding of music, art, and band programs; advocacy for additional funding

to support facilities and grounds maintenance; advocacy for more staffing of various school-based roles; and advocacy for provincial funding of regular student transportation.

NEXT STEP – PHASE 2 (FEEDBACK ON THE PROPOSED PRELIMINARY BUDGET)

A final public engagement summary report will be presented on April 29, 2026 that incorporates phase 2 input to be gathered from April 16 to 22, 2026.