

BOARD OF EDUCATION REGULAR PUBLIC MEETING AGENDA

School District No. 43 (Coquitlam)
Education Learning Centre

June 16, 2026
7:00 p.m.

*Our mission is to ensure quality learning
opportunities for all students of all ages*

ACKNOWLEDGEMENT OF TERRITORY

Today We acknowledge we are on the ancestral unceded territory of the k^wik^wəłəm (Kwkwetlem First Nation). We thank the k^wik^wəłə'm who continue to live on these lands and care for them, along with the waters, and all that is above and below. We acknowledge, with gratitude, this beautiful place where we live, work, play, and learn. All My Relations

STATEMENT REGARDING NATIONAL INDIGENOUS PEOPLE'S DAY

A. ACCEPTANCE OF AGENDA

B. INTRODUCTIONS

- a) Partner Groups: CTA, CPVPA, CUPE 561, DPAC, SLC, IEC
- b) District Leadership Team

C. DELEGATIONS / PRESENTATIONS (7:15 pm)

- a) Directions 2030 Presentation
Presenters: Nadine Tambellini, Anthony Ciofitto *(Pages 4-10)*

D. EDUCATION

E. APPROVAL OF CONSENT AGENDA (7:45 pm)

- a) Approval of May 12, 2026 Regular Board Meeting Minutes
- b) Trustee Calendar Planning Report for Information *(Pages 11-12)*
- c) Trustee Reports for Information *(Pages 13-14)*
- d) Update to the Administrative Procedure Review *(Page 15)*

F. RESPONSE TO PREVIOUS DELEGATIONS

G. DISTRICT STAFF REPORTS (7:50 pm)

- a) Superintendent
 - i) Superintendent's Update Nadine Tambellini
(10 minutes)
(Verbal)

- b) Secretary-Treasurer
 - i) Enterprise Risk Management Update
(Pages 16-22) Nita Mikl
(10 minutes)
 - ii) Year End Financial Position
(Pages 23-26) Patricia Bigonzi
(10 minutes)

- H. **UNFINISHED BUSINESS (8:20 pm)**
 - a) Suspension of Question Period
(Page 27) Michael Thomas
(5 minutes)
 - b) Policy #2 – Role of the Board
(Pages 28-32) Michael Thomas
(5 minutes)
 - c) Policy #4 – Trustee Code of Ethics
(Pages 33-35) Michael Thomas
(5 minutes)
 - d) Policy #11 – Board Delegation of Authority
(Pages 36-37) Michael Thomas
(5 minutes)
 - e) Policy #12 – Role of the Superintendent
(Pages 38-42) Michael Thomas
(5 minutes)
 - f) Directions 2030 – Board Approval
(Verbal) Nadine Tambellini
(5 minutes)

- I. **QUESTION PERIOD (8:50 pm)**
(for questions that relate to agenda items only) (10 minutes)
 - a) Trustees
 - b) Gallery

- J. **NEW BUSINESS (9:00 pm)**
 - a) 2027-2028 Annual Five Year Capital Plan
(Pages 43-44) Ivano Cecchini
(10 minutes)
 - b) Finance and Audit Committee – Term of Reference
(Pages 45-49) Nita Mikl
(10 minutes)
 - c) 2025-2026 Surplus Allocation
(Page 50) Nita Mikl
(10 minutes)

- K. **NOTICES OF MOTION**

- L. **ITEMS OF TRUSTEE BUSINESS (9:30 pm)**
 - a) Trustee School Liaison Assignments
(Page 51) Michael Thomas
(10 minutes)

- M. QUESTION PERIOD** (9:40 pm) *(10 minutes)*
(for questions that relate to agenda items only)
- a) Trustees
 - b) Gallery

- N. ADJOURNMENT** (9:50 pm)
-

ANNOUNCEMENT

Next Public Board Meeting: September 22, 2026 – 7:00 p.m.

Location: Education Learning Centre

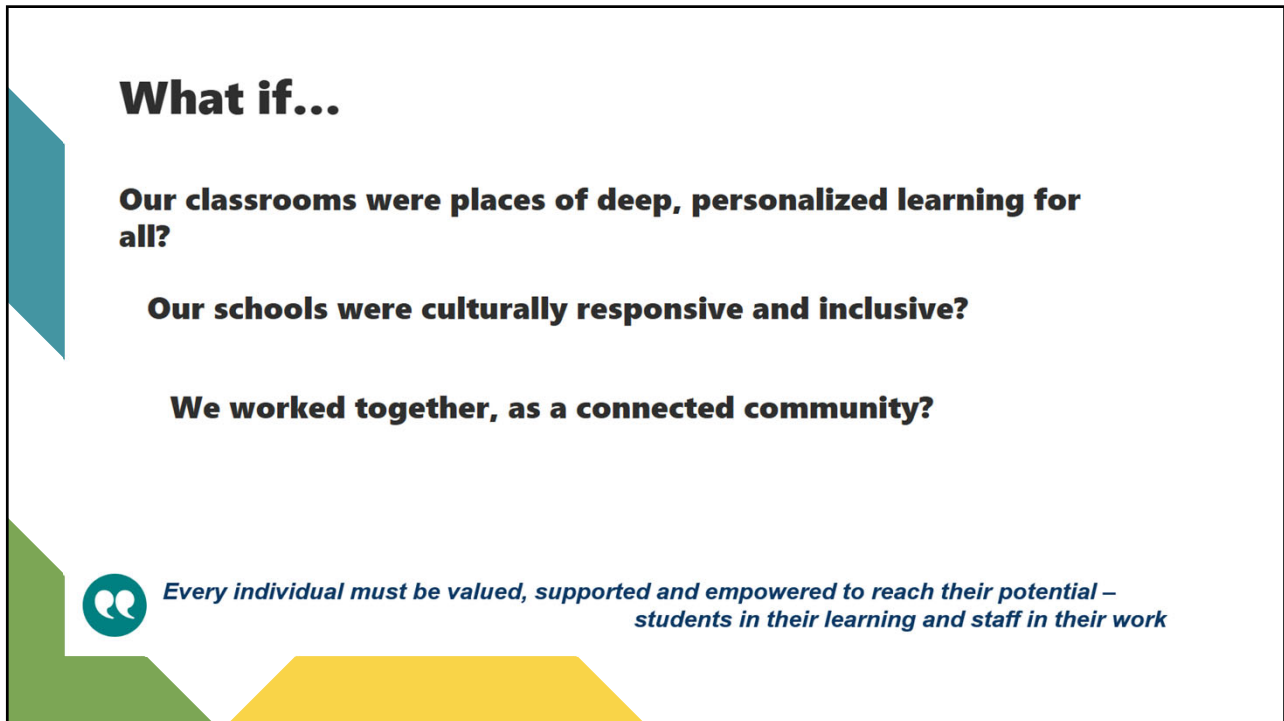
Contacts regarding agenda items: Michael Thomas, Chair – 604-939-9201

Nita Mikl, Secretary-Treasurer/CFO – 604-939-9201

Jennifer Toderas, Executive Assistant – 604-939-9201



1



2

We need to invest



In Our People

The people schools need, with the skills to achieve our dream



Embracing Technology

Innovations to support our dream with the skills to navigate it.



In Our Spaces

Innovative, flexible and efficient spaces to support both working and learning.



Acting Sustainably

Financially, environmentally, emotionally. Everything we do must last to 2030 and beyond.

3

In our work, we must be...



Capable

With knowledge and skill



Connected

To each other



Contributing

As members of a community



We need to harness our collective capacity to ensure the best learning experiences and success for all learners.

4

Informed by Our Changing Community Data

We need to:

- Continue to Address:
 - Reconciliation, Equity and Inclusion
 - Staffing and Capacity
- Increase Family and Community Engagement
- Renew focus on Instructional Supports
- Improve Communication and Articulation



5



Directions 2030

Is about reviewing the landscape, consciously removing pieces that don't provide value and cultivating what matters. We can do ANYTHING but not everything.

6



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SCHOOL DISTRICT 43
Learning for a Lifetime

Purpose
The Board of Education accepts its responsibility to provide a quality and equitable public education for the success of all learners, within the limits and resources available.

Mission
To ensure quality learning opportunities for all students of all ages.

CORE BELIEFS AND PRINCIPLES
The Board of Education believes in:

- Public education and the need to advocate on its behalf;
- Instilling a passion for learning;
- Learners as the most important focus;
- High quality and equitable learning opportunities;
- Innovation, creativity, problem solving, critical thinking and sustainability;
- The essential value of district, community and global partnerships;
- Safe, inclusive and socially responsible learning communities.

The Board of Education is committed to:

- Creating a culture of care and shared responsibility where every learner matters;
- Engaging and empowering lifelong learners;
- Providing flexible, integrated, diverse and active learning environments;
- Developing shared leadership through innovative, sustainable professional learning.

BOARD OF EDUCATION
The Board of Education of School District No. 43 (Coquitlam) is committed to the success and well-being of every student. Working in partnership with families, staff, and our community, we share a responsibility to continuously improve educational opportunities and outcomes for all learners.

Directions 2030 reflects our belief that strong public education is guided by a clear, shared vision. Built on the foundation of previous strategic plans and informed by extensive engagement with students, staff, families, and community partners, this framework provides clarity, alignment, and long-term direction for the district.

As our strategic guide, Directions 2030 will inform decision-making at all levels—from daily teaching and learning to school-based planning and district priorities. It supports our commitment to student success while ensuring our actions remain purposeful, responsive, and forward-looking.

The Board of Education extends its sincere appreciation to all who contributed to the development of Directions 2030 and to those who continue to support public education in our district. Together, we are shaping a strong and inclusive future for the learners of School District No. 43.

CONTEXT
School District No. 43 (Coquitlam) serves the combined population of 230,000 from the cities of Coquitlam, Port Coquitlam and Port Moody (Tri-Cities) and the villages of Anmore and Belcarra.

SD43 has 32,000 students, 4,500 employees, and 72 schools in 3 cities and 2 villages. It is the third largest district in BC in terms of student enrollment and our six-year graduation rate is among the top in Metro Vancouver and British Columbia.

The long-term Board of Education objective is to provide long-term stability and sustainability through multi-year financial planning over its \$522 million budget.

PARTNER GROUPS

- Coquitlam Principals' and Vice Principals' Association
- Coquitlam Teachers' Association
- Canadian Union of Public Employees (CUPE)
- District Parent Advisory Council
- Student Leadership Council
- Indigenous Education Council

Michael Thomas
Board Chair

Rosey Manhas
Vice Chair

Carol Brodie

Chuck Denison

Keri Palmer Isaak


Lisa Park

Christine Pollock

Craig Woods

School District No. 43 (Coquitlam) resides on the ancestral unceded territory of the kʷikʷəłəm (Kwkwetlem First Nation). We thank the kʷikʷəłəm who continue to live on these lands and care for them, along with the waters, and all that is above and below. We acknowledge, with gratitude, this beautiful place where we live, work, play, and learn.

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Thriving, Inspired, and Empowered Learners

- Strong foundational skills in literacy and numeracy
- Innovative instructional and assessment practices
- Future-ready technical, career, and life skills

CAPABLE. CONNECTED. CONTRIBUTING.

STRONG FOUNDATIONAL SKILLS IN LITERACY AND NUMERACY

Develop common understanding of foundational skills in literacy and numeracy

- Consolidate evidence-based knowledge of foundational literacy and numeracy skills to frame professional development.
- Align literacy and numeracy teams to strategize implementation models/instructional design for developing foundational literacy and numeracy skills.

Collection of district baseline data of foundational skills in literacy and numeracy for K-5

- Gather and track proficiency data in foundational numeracy and literacy skills using appropriate tools.

Build staff capacity through professional learning opportunities in targeted assessment and instructional practices to develop foundational skills in numeracy and literacy

- Utilize appropriate tools to assess foundational skills in literacy and numeracy that inform instruction.
- Establish school and district-based learning networks.
- Provide instructional coaching and co-planning through a mentorship structure.

INNOVATIVE INSTRUCTIONAL AND ASSESSMENT PRACTICES

Identify and define powerful instructional and assessment strategies that are universally accessible, culturally responsive, authentic, and transferable

- Focus on learning experiences that develop student agency, executive function, and social learning through collaboration and communication.

Develop organizational capacity to strengthen instructional and assessment strategies

- Create school and district based professional learning networks.
- Provide instructional coaching and mentoring.
- Offer professional training and in-service.

FUTURE-READY TECHNICAL, CAREER, AND LIFE SKILLS

Consolidate Technology and Career Support Teams

- Align structures to streamline educational and technical support for students and school programs.
- Develop team capacity to align with workforce trends.

Develop Technical and Career Pathways from K-Post Secondary

- Deepen partnerships with post-secondary to support K-12 exposure to pathways.
- Develop programs to support K-8 students' exposure to varied career options.


Foster Technology and AI Skills for Career, Life, Safety, and Citizenship

- Develop STEAM-based competencies and digital literacy with an emphasis on the impact of AI.
- Expand parent education through SD43s Family and Community Learning series to include focus on AI and career considerations.

Collect Baseline Technical and Career Education Data

- Identify trends in student choices.
- Analyze teacher, students, and parent perspectives on future ready and career skills.
- Review K-8 STEAM, Tech Ed, Career/Trade structures and offerings in schools.

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Interconnected Communities

- Family, caregiver, and community voice
- School, local, and global perspectives and engagement
- Indigenous ways of learning, knowing, and being

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FAMILY, CAREGIVER, AND COMMUNITY VOICE

Engage Partner and Community Groups

- Review strategic partner engagement structures and processes.
- Host annual intercommunity events to deepen understanding, connection, and collaboration on how we are doing and next steps.
- Support schools to increase engagement with their community.

Enhance Communication with the School Community and Public

- Redesign district and school websites with more accessible tools and information.
- Develop clear, visual, and user-friendly report-out tools to demonstrate progress toward our strategic goals.
- Review and align district communications with Directions 2030 priorities and community interests.

SCHOOL, LOCAL, AND GLOBAL PERSPECTIVES AND ENGAGEMENT

School Perspectives

- Analyze and share ways that schools are experiencing success building community.
- Engage Student Leadership Councils and student-based focus groups to understand how we can improve student connection to school.

Local Perspectives

- Support schools and students in connecting to meaningful community activities.
- Engage community partners to understand and communicate emerging cooperation opportunities.

Global Perspectives

- Ensure robust participation of international students in school activities to promote cultural diversity.
- Promote cultural understanding to build positive community relationships.
- Support schools with information to assist in understanding emerging global events.

INDIGENOUS WAYS OF LEARNING, KNOWING, AND BEING

Increase knowledge and awareness of Indigenous culture and perspectives

- Enhance staff and student understanding, appreciation, and respect for Indigenous histories and cultures.
- Embed Indigenous perspectives and ways of knowing across teaching.
- Expand opportunities for students to experience Kwikwetlem culture content.

Collect baseline data to support improved outcomes for Indigenous students

- Gather evidence to address the gap in Indigenous achievement in Numeracy and Literacy rates.

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Safe and Caring Environments

- Equity, inclusion, and diversity
- Resilient, courageous, and caring students
- Wellbeing and belonging

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EQUITY, INCLUSION, AND DIVERSITY

Review of Equity-Related Data

- Identify, analyze, and use multiple data sources to understand strengths, trends, gaps, and “wonders” related to equity, inclusion, and student well-being across the district.

Strengthen Professional Learning for Inclusive and Equitable Practice

- Develop Common Understandings of Equity, Inclusion, Diversity, and Accessibility.
- Support schools to reflect on practice through an equity lens.

Provide Opportunity for Student and Community Voice in Equity Work

- Provide students, families, and communities with meaningful opportunities to shape safe and caring environments.
- Engage families and community partners through surveys, forums, and advisory groups.

RESILIENT, COURAGEOUS, AND CARING STUDENTS

Embed social emotional learning and restorative practices within school culture and curriculum to support students

- Review current initiatives and build a district-wide network to expand student opportunities.
- Support student-led celebrations and peer recognition across schools.

Create conditions that foster student voice, leadership, and mentorship.

- Develop cross-grade leadership and mentorship opportunities.
- Ensure students have meaningful ways to be heard, lead, mentor, and advocate.
- Offer regular spaces for students to share their voices and experiences.

Embed social-emotional learning and restorative practices

- Provide focused professional learning on Self-Regulation approaches to understand behaviour and support co-regulation and relationship-building.
- Integrate restorative, relationship-based practices into classrooms and school culture, promoting student voice, accountability, and repair relationships.

WELLBEING AND BELONGING

Strengthen connections with adults/peers, and place through engagement and early intervention

- Develop an attendance framework focused on early intervention and coordinated support for families.
- Strengthen transition practices so every student is connected to a trusted adult and has a sense of peer belonging.
- Support students in building friendship and social communication skills for healthy peer relationships.

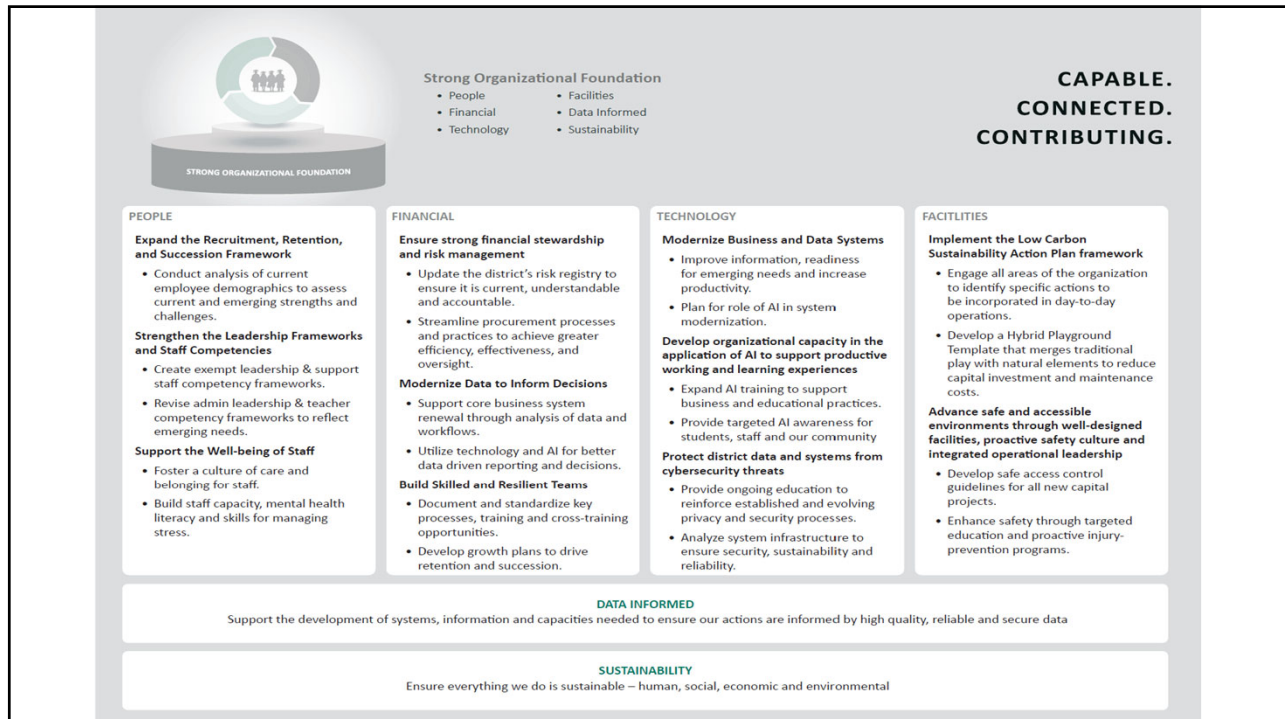
Support healthy decision-making that promotes physical, mental, and emotional well-being

- Provide instruction on healthy choices across all grades, including sexual health, abuse prevention, substance use, and mental health.
- Integrate learning that supports positive decision-making in both online and offline contexts, including digital citizenship.

Enhance risk prevention through proactive, responsive, and community-based strategies

- Expand accessible family and community learning opportunities across the district.
- Implement and scale evidence-informed prevention programs in all schools.
- Strengthen collaboration with community partners to align and coordinate prevention supports.

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Strong Organizational Foundation

- People
- Financial
- Technology
- Facilities
- Data Informed
- Sustainability

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PEOPLE

Expand the Recruitment, Retention, and Succession Framework

- Conduct analysis of current employee demographics to assess current and emerging strengths and challenges.

Strengthen the Leadership Frameworks and Staff Competencies

- Create exempt leadership & support staff competency frameworks.
- Revise admin leadership & teacher competency frameworks to reflect emerging needs.

Support the Well-being of Staff

- Foster a culture of care and belonging for staff.
- Build staff capacity, mental health literacy and skills for managing stress.

FINANCIAL

Ensure strong financial stewardship and risk management

- Update the district’s risk registry to ensure it is current, understandable and accountable.
- Streamline procurement processes and practices to achieve greater efficiency, effectiveness, and oversight.

Modernize Data to Inform Decisions

- Support core business system renewal through analysis of data and workflows.
- Utilize technology and AI for better data driven reporting and decisions.

Build Skilled and Resilient Teams

- Document and standardize key processes, training and cross-training opportunities.
- Develop growth plans to drive retention and succession.

TECHNOLOGY

Modernize Business and Data Systems

- Improve information, readiness for emerging needs and increase productivity.
- Plan for role of AI in system modernization.

Develop organizational capacity in the application of AI to support productive working and learning experiences

- Expand AI training to support business and educational practices.
- Provide targeted AI awareness for students, staff and our community

Protect district data and systems from cybersecurity threats

- Provide ongoing education to reinforce established and evolving privacy and security processes.
- Analyze system infrastructure to ensure security, sustainability and reliability.

FACILITIES

Implement the Low Carbon Sustainability Action Plan framework

- Engage all areas of the organization to identify specific actions to be incorporated in day-to-day operations.
- Develop a Hybrid Playground Template that merges traditional play with natural elements to reduce capital investment and maintenance costs.

Advance safe and accessible environments through well-designed facilities, proactive safety culture and integrated operational leadership

- Develop safe access control guidelines for all new capital projects.
- Enhance safety through targeted education and proactive injury-prevention programs.

DATA INFORMED

Support the development of systems, information and capacities needed to ensure our actions are informed by high quality, reliable and secure data

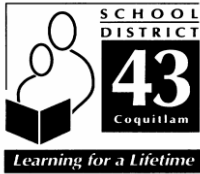
SUSTAINABILITY

Ensure everything we do is sustainable – human, social, economic and environmental

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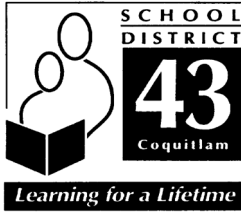
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BOARD OF EDUCATION Calendar Planning

June 16, 2026

JUNE 2026			
16	Board Meeting	ELC, Board Room	7:00pm
18	Continuing Education Commencement Ceremony (Trustee Thomas)	Inlet Theater	6:00pm
19	CABE Commencement Ceremony (Trustee Manhas)	CABE Secondary	10:00am
20	Heritage Woods Commencement Ceremony (Trustee Palmer Isaak)	Simon Fraser University	2:00pm
21	Riverside Commencement Ceremony (Trustee Thomas)	Simon Fraser University	11:00am
21	Gleneagle Commencement Ceremony (Trustee Woods)	Simon Fraser University	5:00pm
22	Centennial Commencement Ceremony (Trustee Denison)	Simon Fraser University	6:00pm
22	Inquiry HUB Commencement Ceremony (Trustee Palmer Isaak)	Inlet Theater	6:30pm
22	Port Moody Commencement Ceremony (Trustee Park)	Centre Church	7:00pm
23	SD43/City of Port Moody Liaison Meeting	Port Moody City Hall	4:00pm
23	Dr. Charles Best Commencement Ceremony (Trustee Brodie)	Simon Fraser University	6:00pm
24	Encompass/CLC Commencement Ceremony (Trustee Park)	Centennial Secondary Theatre	6:00pm



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education
FROM: Nita Mikl, Secretary-Treasurer/CFO
DATE: June 16, 2026
SUBJECT: Record of In Camera Meetings

As per Section 72(3) of the *School Act*, the Board of Education reports that the following items were addressed at in camera meetings:

In Camera meeting held on May 12, 2026:

1. Financial Matter
2. Other Matters

Special In Camera meeting held on June 2, 2026:

1. Personnel Matter

Special In Camera meeting held on June 9, 2026:

1. Land Matter

ELL Consortium Meeting

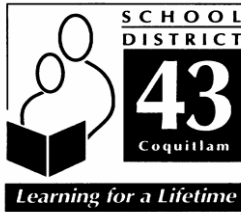
Trustee Christine Pollock

May 20, 2026

- Burnaby district has introduced MY ELL app. Initial assessments to include intermediate and secondary year end assessments. This allows for quicker initial assessments.
- Assessments of English language proficiency
- Instantaneous results
- Full alignment with B.C. ELL standards
- Can support multilingual families
- Google Translate supported
- Increase in non enrolling time to facilitate face to face ELL instruction

- There is not enough, and inequitable funding for ELL
- Teacher/student ratios differ from district to district
- ELL Consortium is advocating for lifting the 5 year cap on ELL funding.
- Tom Wynne will be participating in review of BAA and ELL courses.

Next meeting October 7,2026



**BOARD OF EDUCATION
TRUSTEE REPORT
June 16, 2026**

Vice-Chair Rosey Manhas participated in the following activities, events and meetings:

- April 24 - Excellence Breakfast at PMSS with guest speaker Doug Brown, former PMSS graduate and CFL/NFL football player.
- April 24 - Ministry open house for Moody Elementary with MLA Rick Glumac
- April 28 - National Day of Mourning event hosted by NWDLC at New Westminster Pier Park
- April 30 - SD43 Steam Challenge Day for middle schools hosted at Winslow Gymnasium.
- May 5 - Burke Mountain Parents Follow Up Meeting with regards to the new Secondary School
- May 6 - Gleneagle Secondary School's Musical Performance of Chicago
- May 9 - Coquitlam Public Library Science Expo at Douglas College
- May 9 - SD43 Music in the Park held at Lafarge Amphitheater
- May 11 - Ministry Announcement for Childcare Spaces held at Coast Salish Elementary
- May 24 - Crossroads Hike for Hospice at Riverside Secondary School
- May 28 - Centaur's Athletics Department Breakfast at Centennial Secondary School
- May 28 - Mic'd Up Public Speaking Event at Parkland Elementary School
- May 30 - Middle School Robotics Day at Port Coquitlam Rec Center
- June 1 - Pinetree Secondary School Graduation Ceremony at Queen Elizabeth Theatre
- June 2 - Indigenous Honoring Ceremony at the Show Theatre in the Great Canadian Casino
- June 3 - Coquitlam Foundation Awards Ceremony for Grants and Scholarships at Evergreen Cultural Center
- June 4 - SD43 Retirement Event at the Education Learning Centre
- June 5 - CPVPA Retirement Event at GreenTee Country Club
- June 6 - 808 Squadron 10th Annual Ceremonial Review at École Maillard Middle School
- June 7 - 754 Squadron 61st Annual Ceremonial Review at PMSS
- June 9 - Moody Elementary School Grand Opening Event
- June 10 - Coquitlam Sports Hall of Fame Induction Ceremony at Centennial Secondary School



School District No. 43 (Coquitlam)

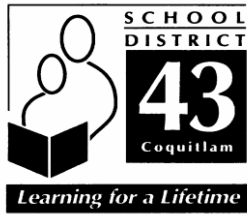
MEMORANDUM

TO: Nadine Tambellini, Superintendent
 FROM: Ken Hoff, Asst. Director, Communications and Community Relations
 DATE: June 16, 2026
 RE: **Update to the Administrative Procedures Review**

For the Board’s Information

Below is an update of the ongoing Administrative Procedures (AP) review. The APs below, and supporting forms if applicable, have been reviewed and subject to their review status, they remain unchanged, deleted, revised, rewritten or are new.

AP155	Event Protocol	Review	Reviewed
AP157	Graduation Ceremonies – Invited Guests	Review and revision	Revised
AP562	Community Use of School Facilities and grounds	Review and revision	Revised
AP567	Childcare	Review and revision	Revised



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Nita Mikl, Secretary-Treasurer/CFO

DATE: June 16, 2026

SUBJECT: **Enterprise Risk Management Update**

COPIED TO: District Leadership Team

Recommended Action: The following is provided for information.

Background: In 2017, the School District engaged KPMG to develop a risk register as part of its strategic planning process. The purpose of the risk register is to identify, assess, monitor, and manage risks that could affect the District's operations, objectives, or strategic priorities. It provides a structured framework to document significant risks, evaluate their likelihood and impact, identify mitigation measures, assign oversight responsibility, and support ongoing review.

The Risk Register is reviewed annually each June to support a proactive and consistent approach to risk management. This review includes updating existing risks, adding newly identified risks, removing risks that are no longer relevant, and adjusting rankings as circumstances change. This year's update also introduces a revised format, including the addition of a risk lead for each risk and an updated ranking system based on best-practice guidance provided by the BC Association of School Business Officials (BCASBO) and Focused Education Resources.

A risk lead has been identified and assigned to each risk. This ensures that a member of the District Leadership Team is responsible for monitoring the risk, supporting mitigation efforts, and helping ensure that appropriate plans are in place should the risk materialize. The role of risk lead is intended to align with an individual's existing responsibilities and is not meant to create a separate or additional function.

The ranking system has also been updated so that each risk is assessed using two 5-point scales: one for the likelihood of occurrence and one for the potential impact. Each risk in the register has been assigned both a likelihood score and an impact score based on the scales shown in the tables below. These scores are then multiplied to determine the overall risk level. This approach provides a more objective and consistent method of ranking risks and helps to support informed decision making and help ensure that attention is focused on the areas of greatest risk.


The tables below reflect the ranking system used to rank each identified risk.

LIKELIHOOD	RATING	CRITERIA	PROBABILITY
Almost certain	5	It is expected to happen. Will certainly happen in this fiscal year or during the next three years.	80% to 100% or once a year or more frequently
Likely	4	We expect it to happen. It would be surprising if this did not happen.	61% to 79% or once every 3 years
Possible	3	Just as likely to happen as not. We don't expect it to happen, but there is a chance.	40% to 60% or once every 5 years
Unlikely	2	Not anticipated. We will not worry about it happening.	11% to 39% or once every 15 years
Almost certain not to happen	1	It would be surprising if this happened. There would have to be a combination of unlikely events for it to happen.	0 to 10% or once every 25 years

CONSEQUENCE/IMPACT	RATING	CRITERIA/EXAMPLES
Catastrophic	5	<ul style="list-style-type: none"> * Major problem from which there is no recovery * Significant damage to organization credibility or integrity * Complete loss of ability to deliver a critical program
Major	4	<ul style="list-style-type: none"> * Event that requires a major realignment of how service is delivered * Significant event which has a long recovery period * Failure to deliver a major political commitment
Moderate	3	<ul style="list-style-type: none"> * Recovery from the event requires cooperation across departments * May generate media attention
Minor	2	<ul style="list-style-type: none"> * Can be dealt with at a department level but requires Executive notification * Delay in funding or change in funding criteria * Community or client would take note
Insignificant	1	<ul style="list-style-type: none"> * Can be dealt with internally at the business unit level * No escalation of the issue required * No media attention * No or manageable community or client interest

LIKELIHOOD SCORE		HEAT MAP				
5	80%-100% once a year +	MODERATE	MAJOR	MAJOR	SEVERE	SEVERE
4	61% to 79% once every 3 years	MODERATE	MODERATE	MAJOR	MAJOR	SEVERE
3	40% to 60% once every 5 years	MINOR	MODERATE	MODERATE	MAJOR	MAJOR
2	11% to 39% once every 15 years	MINOR	MINOR	MODERATE	MODERATE	MAJOR
1	0 to 10% once every 25 years	MINOR	MINOR	MINOR	MODERATE	MODERATE
IMPACT SCORE		1	2	3	4	5
		Insignificant	Minor	Moderate	Major	Catastrophic

The following table summarizes each active risk by category and risk score per above matrix

Risk #	 RISKS CATEGORY	Score
SEVERE ZONE (1 risk)		
1	• Cybersecurity Threats	20
MAJOR ZONE (3 risks)		
2	• Legacy ERP System	16
3	• Immigration Policy - Enrollment	16
4	• Cyber Breach Reputation	16
MODERATE ZONE (15 risks)		
5	• Student Special Needs Support	12
6	• Facilities Maintenance	12
7	• Political/Funding Shifts	12
8	• Recruitment & Retention	12
9	• Mental Health Supports	12
10	• International Student Diversification	12
11	• Student/Faculty Safety Incidents	12
12	• AI Tools Emerging Risks	12
13	• CEF Funding	9
14	• Ethical Misconduct	8
15	• Staff Absenteeism	6
16	• PSEC Restrictions	6
17	• Regulatory Compliance	6
18	• Board/Management Roles	6
19	• Emergency Continuity	5
MINOR ZONE (3 risks)		
20	• Organizational Capacity	4
21	• Fraud Risk	3
22	• Post-Pandemic Operations	2

The District currently has 22 active risks: 1 categorized as severe, 3 as major, 15 as moderate, and 3 as minor. These risks span a broad range of areas, including support (IT and administration), financial and funding, student and staff safety and wellbeing, facilities, human resources, strategic, operations, and reputation and community relations. The District's top four risks relate to cybersecurity threats, cybersecurity breaches, the functionality of the legacy Enterprise Resource Planning (ERP) system, and the financial impact of changes in federal immigration policy.

The District's highest-rated risk is cybersecurity threats and the potential impact on operations should such a threat occur. This risk has been rated high due to the increasing sophistication of cyber threats, including the growing use of AI, and the complexity of maintaining secure IT infrastructure and protecting sensitive data. To help mitigate this risk, the District has implemented multi-factor authentication, intelligent monitoring systems, and staff training.

Also ranked among the District's highest risks is the potential for a cybersecurity breach. This risk reflects the possibility of reputational harm, legal exposure, and other consequences arising from the loss of confidential or personal information.

The third highest risk relates to the District's legacy Enterprise Resource Planning (ERP) system. The system is aging and no longer provides the functionality, customer support, or modern integration capabilities needed to support efficient operations and informed decision-making. To address this risk, the District has allocated funding for a replacement system and has begun preliminary work, including documenting current processes and reviewing options suitable for K-12 operations.

The fourth highest risk relates to changes in federal immigration policy, which affect the District's ability to accurately project enrolment in both regular and international programs. This may result in budget shortfalls, staffing misalignments, and challenges in educational and resource planning. To help mitigate this risk, the District maintains a strong accumulated surplus policy and related reserves to offset potential financial impacts.

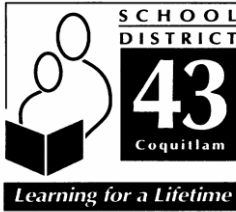
The remaining 18 risks fall within the moderate and minor categories, with scores ranging from 12 to 2. Key themes include service delivery pressures, funding and workforce challenges, student and staff wellbeing, governance and compliance, and emerging operational risks. While assessed as lower in priority than the District's top four risks, they remain important to the District's overall risk profile and are being addressed through regular operational and strategic planning.

In summary, the updated Risk Register provides a more structured and transparent approach to identifying, assessing, and monitoring the District's key risks. By assigning risk leads and applying a more objective ranking methodology, the District is better positioned to focus attention on the areas of greatest significance and to support informed planning and decision-making. Viewing risks by both severity and category also helps the Board and staff understand where risks are concentrated across the organization and where oversight and mitigation efforts may be most needed. The District Leadership Team will continue to monitor and update the Risk Register annually while addressing risks through ongoing operational and strategic planning.

Risk Lead	Risk Category	Risk Description	Likelihood	Consequence	Impact Score	Action to Prevent/Manage Risk	Comments
Stephen Whiffin	Support Areas (including IT & Admin)	Cybersecurity Threats - risk that compromise of SD43's IT infrastructure may result in service limitations and/or compromise of sensitive data	4	5	20	Commitment to a sustainable infrastructure funding model to ensure required equipment and system updates to address latest threats. Initiated a comprehensive digital records management and process automation initiative to improve data access and security. Further development of Privacy Management Program and training targeting improved process clarity and safe computing knowledge. Continued transition to modern security protocols, including expanding multi-factor authentication and intelligent monitoring system. Systematic decommissioning of legacy data systems.	IT infrastructure has faced exceedingly large inflationary pressures. Increasing cost of equipment and licensing challenge current sustainability funding levels. Further, the continued proliferation of cloud-based tools and IoT devices have increased complexity, creating need for more sophisticated network management as well as the development of IT staff skills are more important than ever, both to help prevent compromises and better position the organization to respond to compromises when they occur.
Stephen Whiffin	Support Areas (including IT & Admin)	SD43's legacy Enterprise Resource Planning (ERP) system is unable to offer sufficient functionality, availability, customer support and modernized data security leading to significant risk of disrupted operations and inadequate service to support critical decision making. Data security and cyber attack threats is also an increasing risk.	4	4	16	Investment in new MS Fabric data platform has created new opportunities to ensure needed data is available and secure. Continuing the process of determining a replacement for existing system. Targeted short-term funding has been allocated for this initiative.	It is now imperative for the District to begin the process of modernizing the existing system.
Nita Miki/ Anthony Cioffitto	Financial & Funding	The risk that instability in federal immigration policy, with frequent shifts between increasing and declining immigration targets, results in inaccurate enrollment projections, leading to budget shortfalls, staffing misalignments, and compromised educational programming and resource planning.	4	4	16	Board advocacy for more stable federal targets and to ensure that new immigrant students receive funding regardless of the timing of their arrival to the district. Continue using scenario based enrolment planning with high/medium/low projections and establish contingency reserves for volatility based on scenario chosen.	This issue is expected to continue for the next several years based on federal government policy. Uncertainty will continue to have a negative impact on budget forecasts.
Stephen Whiffin	Reputation, Community Relations	The risk that SD43 may be the subject of a cyber security breach or internal leak, resulting in the loss of confidential or personal information which leads to reputational damage, loss of credibility, and possible legal or regulatory action.	4	4	16	Substantial improvements have been made to network security infrastructure. Focus has shifted to utilizing new technical capabilities through user behavioral change to improve security practices	Security initiatives are ongoing but new specific risks in the form of user behavior (data handling and access security) as well as lack of current technical expertise have emerged as priority issues. The rapidly increasing knowledge-gap between existing IT roles and newly required IT security-driven specialization is emerging as a significant challenge
Andrea Hunter/ Michelle Daycock	Student and Staff Safety and Wellbeing	The risk that, due to limited Ministry funding, SD43 lacks sufficient resources or available positions to adequately support and provide a positive experience for its students with special academic or behavioral needs.	4	3	12	Hiring more EAs and other professionals to accommodate students with special needs. Allocation of resources based on needs.	Inadequate grant funding to cover imposed costs (EHT, CPP, etc.) and in particular the reduction of vulnerable student funding potentially limits overall support capacity. Need for more seats at post secondary for training purposes.
Ivano Cecchini	Facilities	The risk that unfunded inflationary pressures and insufficient funding prevent SD43 from adequately maintaining its schools and facilities, resulting in further facility degradation, a sub-optimal teaching environments, higher long-term capital costs for major repairs and reduced project completion under the deferred maintenance plan (doing less projects with the same amount of funding on a yearly basis).	3	4	12	Allocating a portion of financial reserves to facility maintenance improvements is a critical element to offset degradation. Planned / recent facility upgrades. An integrated and ongoing capital planning approach to identifying issues, needs and solutions in the allocation of scarce capital funds.	We have seen a significant increase in cost of building materials that we frequently use in our schools. Everything has increased from paint, lumber, glues, aluminum and steel, as well as many other products.
Nita Miki/ Patricia Bigonzi	Financial & Funding	The risk that shifts in the political and economic landscape may lead to reduced or redirected funding, and increased requirement to allocate financial reserves towards major capital projects, inflationary increases (e.g. Health and Dental premiums) and subsidize unfunded provincial initiatives (e.g., Employment Standards Act changes to 5 paid sick days for all employees.) resulting in cuts to staffing and programming, and diminished capacity for multi-year financial planning for sustainable decision making.	4	3	12	Implement and maintain a financial reserves policy to buffer against funding volatility and stabilize staffing and programming levels. Conduct multi-year financial scenario planning to anticipate potential budget impacts. Advocate to the Ministry for adequate and predictable funding. Monitor provincial policy changes proactively to enable early response and mitigation."	Continued uncertainty in provincial funding allocations and increasing unfunded costs (e.g., CPP increases, Employment Standards Act changes) create ongoing budget pressures. Multi-year financial planning remains challenging due to unpredictable government policy shifts.

Risk Lead	Risk Category	Risk Description	Likelihood	Consequence	Impact Score	Action to Prevent/Manage Risk	Comments
Michelle Daycock	Human Resources	The risk that SD43 is unable to recruit and retain enough highly skilled faculty and staff to replace potential vacancies within key management, teaching, support staff, and administrative positions, leading to potential loss of organizational knowledge and skills	4	3	12	The District continues to grow its strong brand. The District offers one of the best benefits package in the province. A continued focus on our mentorship and the leadership program are positive recruitment and retention features and help with succession planning and skill building. The District has a strong / engaging leadership team and a comprehensive training plan.	The labor market is very competitive for all positions, and it is taking longer to fill all positions. Specialized skilled positions are very difficult to fill and in some cases are left unfilled for periods of time (IT specialist, HVAC, etc.) There is a need for more seats at university and college levels. Increase in retirements requires continued and renewed focus on leader and key position succession planning and training.
Paul McNaughton/ Michelle Daycock	Student and Staff Safety and Wellbeing	The risk that SD43 is unable to provide sufficient or appropriate supports, in partnership with external agencies to address the mental health needs of students and families outside the school setting, resulting in inadequate care and potential negative impacts on student wellbeing and academic outcomes.	4	3	12	Continued advocacy for improved supports in our community from the Board and Management.	Navigating community supports and being placed on lengthy waitlists continues to be problematic for many students and families seeking supports. Evolution of the Foundry should remedy this somewhat.
Stephen Whiffin	Strategic	The risk that SD43 is unable to diversify its international student base, combined with political changes or deteriorating relationships with key source countries, results in reduced enrollment levels, leading to revenue shortfalls, program instability, and diminished cultural diversity within schools.	4	3	12	The District continues to grow its strong brand. Conducted a review to determine appropriateness of current program offerings for meeting changing demand. Results are now informing program adjustments.	SD43's robust international education program has been challenged by governmental actions with regards to immigration policy as well as shifting market demands.
Andrea Hunter/ Michelle Daycock	Student and Staff Safety and Wellbeing	The risk that incidents related to the safety of students and faculty, including violence and threats, increase in frequency or severity, resulting in physical or psychological harm, significant resource demands for prevention and response, and a diminished sense of safety within the school community.	4	3	12	Increased focus on health and safety through a number of District-wide initiatives. Creation of more site 'calm' rooms and mindfulness dedicated areas. Mentoring support and training to assist teachers in dealing with difficult situations. Establishing new partnerships and review current partnerships to adjust service and intervention	We have seen an increase in violent situations among early adolescents, mostly off site and off hours, which may add to feelings of unsafe school environment. Working with RCMP and some external agencies to intervene early with these students. Potential for reputational risk. i.e. video footage being shared on social media
Stephen Whiffin	Operations	The risk that rapid adoption of emerging AI tools create new organizational challenges including privacy and security issues, and quickly evolving employee skillset requirements resulting in data exposure, compliance violations, and workforce skill gaps.	4	3	12	The District is engaged in active, sector-wide planning initiatives to help anticipate and prepare for emerging AI tools. Maintain ongoing training programs to gradually increase staff knowledge and skills in the use of AI tools.	
Nita Miki/Michelle Daycock	Financial & Funding	The risk that the district's CEF (Classroom Enhancement Fund) submission is not fully funded by the Ministry, resulting in insufficient funding to support mandated class size and composition requirements, leading to inadequate tools and resources to address the needs of students and potential non-compliance with collective agreement obligations.	3	3	9	District staff carefully analyzes any additions to prior year CEF submissions to ensure that they are compliant. Consider allocating a portion of reserves to buffer against potential CEF funding gaps.	CEF funding is not announced until after the beginning of the school year and funds associated with the CEF have already been allocated and operationalized.
Nadine Tambellini	Reputation, Community Relations	The risk that ethical breaches or misconduct by SD43 staff or students results in legal liability, financial penalties, or reputational damage, leading to diminished public trust, decreased enrollment levels, and challenges in recruiting and retaining quality staff.	2	4	8	Heightened scrutiny around teacher/student conduct development and institution of policies (e.g. District Code of Conduct sent to all employees annually) and training programs.	
Michelle Daycock	Human Resources	The risk that increased staff absenteeism across all employee groups results in operational disruptions, increased workload for remaining staff, higher substitute costs, and diminished continuity of instruction and services for students and staff.	3	2	6	Supports in place for employees such as EFAP. Resources available on HR website. SD 43 Health and Wellness department. Joint Early Intervention Program (support staff). BCTF/SD43 Health and Wellness program (teachers). Attendance Promotion and Support Program	Absenteeism in all employee groups has gone up over the past several years.
Michelle Daycock	Human Resources	The risk that limitations imposed by PSEC restrict SD43's autonomy to implement required new roles or modify responsibilities within existing positions, resulting in an inability to adapt to changing operational needs, difficulty attracting competitive talent, and reduced organizational agility	2	3	6	The District has very little control or influence over provincial decision and mandated from PSEC. However, SD43 is advocating for transparency and autonomy towards decision making.	The labor market is very competitive for all positions and the district is restricted by rules imposed by PSEC.
Ivano Cecchini	Operations	The risk that SD43 does not adequately comply with regulatory requirements (e.g., OH&S rules, changing building codes, union requirements, privacy legislation), resulting in legal liability, financial penalties, workplace safety incidents, and reputational damage	2	3	6	Various programs in place throughout the School District that monitor compliance in areas such as OH&S. The District is prioritizing and addressed in a balanced manner. Yearly inservice plan developed	New regulatory requirements continue to develop at a rate that is difficult to manage.

Risk Lead	Risk Category	Risk Description	Likelihood	Consequence	Impact Score	Action to Prevent/Manage Risk	Comments
Nadine Tambellini	Strategic	The risk that a lack of clarity around roles and responsibilities between SD43's management and board leads to conflicts, ineffective governance, lack of objective oversight of management decisions, and poor working relationships, resulting in delayed decision-making, strategic misalignment, and diminished organizational effectiveness	3	2	6	SD43 provides training to the Trustees in certain areas as part of the onboarding process and further in-service presentations throughout the trustees 4-year term.	The Board and DLT have worked hard to make sure that communication is ongoing to build Board knowledge and understanding. With the trustee elections happening in the fall, there is the need and worry to bring any new trustees 'up to speed' to support understanding of roles and responsibilities.
Nadine Tambellini/ Nita Miki	Operations	The risk that SD43 may not be able to provide sufficient educational continuity or emergency response to manage plausible events (e.g., hazards, catastrophes, pandemics) resulting in prolonged disruption to student learning, compromised safety of students and staff, reputational damage and increased recovery costs.	1	5	5	High-level continuity plans have been developed in certain areas (e.g., IT). Site admin yearly inservice. Senior staff is currently engaging in refinement of continuity plans. EOC has been effective and utilized.	While no formal district continuity plan existed, SD43 performed very well in its pivot to online delivery of instruction in response to COVID-19, mitigating a fire at CABE, and the loss of Hazel Trembath Elementary. Approaches and learnings have been recorded. A cyber security plan is in development.
Nadine Tambellini/ Michelle Daycock	Strategic	The risk that SD43 lacks sufficient organizational capacity, including personnel and expertise, to manage all current and planned initiatives and projects while maintaining effective regular operations, resulting in project delays, compromised service delivery, staff burnout, and failure to achieve strategic objectives	2	2	4	SD43 has been successful in past and current recruitment initiatives - much of which is an aspect of SD43's positive culture and efficient recruitment and retention strategies	Grant Funding shortfalls, if they continue, could hamper initiatives and projects. There is a growing skill set shortage in some specialty areas. Mandate creep without adequate funding resources is a concern
Ivano Cecchini	Operations	The risk that Ministry-imposed requirements for post-pandemic operations (e.g., enhanced cleaning standards, ventilation standards, employment benefits) remain significantly underfunded, resulting in resource strain, diversion of funds from regular operations, and an inability to fully meet these standards.	1	3	3	Maintaining financial reserves. Redirecting financial and staffing resources from regular operations to support new requirements.	Recent changes to the FOI Act (e.g. enhanced measures for assessments and verification of applications) and Employment Standards Act for a minimum of 5 paid sick days for the calendar year all employees, including casual employees, exemplifies the post-COVID realities that have been mandated on school districts.
Nita Miki	Financial & Funding	The risk that fraudulent activities perpetrated by employees, affiliates, stakeholders, or students (e.g., misappropriation of financial, physical, or information assets) go undetected, resulting in financial losses, compromised data integrity, reputational damage, and erosion of school community trust.	1	2	2	Implementation of online payment system to reduce cash handling at schools. Increased focus on internal controls as well as segregation of duties as part of our training and internal review procedures. Provide training and awareness on fraud to staff on an ongoing basis.	Create training modules for admin and exempt staff that are accessible and easy to understand.



SCHOOL DISTRICT NO. 43 (COQUITLAM)
OFFICE OF THE SECRETARY-TREASURER

MEMORANDUM

TO: Board of Education

FROM: Nita Mikl, Secretary-Treasurer/CFO
 Patricia Bigonzi, Assistant Secretary-Treasurer

DATE: June 16, 2026

SUBJECT: **2025/26 Year End Financial Position**

COPIED TO: District Leadership Team

Recommended Action: The following is provided for information.

The Finance Department has started preparing for the fiscal year end, and with one month remaining, we are forecasting a surplus of approximately \$7.83 million, excluding the budgeted \$3.75 million of prior year surplus which will be designated to future budgets per Policy 23. The table below summarizes the components which make up the estimated surplus:

2025/26 Year End Financial Position (in \$000's)	Amended	Forecast	Variance
Revenues - Over/(Under) Budget			
Grant Funding	\$378.03	\$380.21	\$2.18
Labour Settlement Funding	\$0.00	\$7.04	\$7.04 *
Tuition (International and Continuing Education)	\$23.60	\$23.72	\$0.12
Rentals and Leases	\$2.67	\$2.98	\$0.31
Investment Income	\$4.52	\$4.58	\$0.06
Other Revenues	\$1.67	\$1.89	\$0.21
Total Revenues	\$410.48	\$420.41	\$9.92
Expenses - Under (Over) Budget			
Teachers	\$178.13	\$177.50	\$0.63
Teachers - Wage Increments	\$0.00	\$5.27	(\$5.27) *
Administrators & Other Professionals	\$29.78	\$28.97	\$0.81
Admin & Other Professionals - Wage Increments	\$0.00	\$0.87	(\$0.87) *
Education Assistants	\$31.82	\$31.21	\$0.61
Support Staff	\$33.22	\$30.90	\$2.31
Substitutes	\$17.53	\$16.92	\$0.61
Benefits	\$84.38	\$82.88	\$1.50
Benefits - related to Wage Increments	\$0.00	\$0.90	(\$0.90) *
Services and Supplies	\$36.10	\$33.63	\$2.47
Total Salaries, Benefits and Operating Expenses	\$410.95	\$409.04	\$1.91
Operating Surplus (Deficit) for the Year			
	(\$0.47)	\$11.36	\$11.83
Transfer to Capital - Tangible Capital Assets Purch	(\$2.50)	(\$2.50)	\$0.00
Transfers to Local Capital	(\$0.78)	(\$1.03)	(\$0.25)
Operating Surplus (Deficit) for the Year, Net of Transfers			
	(\$3.75)	\$7.83	\$11.58
Use of Prior Year Surplus	\$3.75	\$3.75	\$0.00
Total Forecasted Operating Surplus (Deficit) for the Year			
	(\$0.00)	\$11.58	\$11.58

OPERATING FUND REVENUES:

Grant Funding

Grant funding revenues, which are primarily based on enrolment and Ministry funding formulas, are projected to exceed the amended budget by \$2.18 million.

Of this increase, approximately \$1.21 million relates to higher February enrolment in Online Learning and Continuing Education, growth in Newcomer Refugee and ELL students, additional Inclusive Learning support, and funding for the Youth Train in Trades program.

Graduated Adult funding is currently \$970k above budget, largely reflecting Ministry catch-up funding for course completions, as well as increased enrolment. Under the funding model, 50% of this grant is based on enrolment, with the remaining 50% provided upon course completion.

The May count, estimated at \$725k remains as budgeted. We do not anticipate any negative deviation from this estimate.

Labour Settlement Funding

The Ministry provided \$7.0 million in labour settlement funding to support teacher collective agreement settlements and one-time wage increases for excluded staff. This funding was not included in the Amended Budget, as agreements had not yet been finalized. While the provincial CUPE agreement has been ratified, local bargaining remains ongoing, and related CUPE labour settlement funding has not yet been received.

Tuition Revenues (International and Continuing Education)

International Education revenue is expected to remain on budget despite enrolment of 1,134 FTE students, a decrease of 16 FTE from budget. This shortfall has been offset by higher summer school enrolment, and increased income from cancellation and course deferral fees, as well as administrative and processing charges.

Continuing Education tuition-based revenues are trending \$120k above budget due to increased enrolment in fee-based vocational programs and courses geared for adults looking to change careers or gain new job skills.

Other Revenues

Rental revenue is currently trending \$310k above budget, reflecting stronger demand for community school spaces across the district. In addition, the rentals team partnered with childcare operators to expand before- and after-school care at Glen Elementary and launch a new program at Smiling Creek Elementary.

Investment income is trending slightly above budget, supported by the District's ongoing investment in multi-year investment opportunities.

Miscellaneous revenues are trending approximately \$210k above budget, primarily due to the recognition of Terry Fox Theatre seat levy revenues. These levies were collected over several years and were specifically set aside for the theatre seat replacement project completed this past summer. Additional favourable variances relate to recoveries from the sale of maintenance vehicles and equipment.

OPERATING FUND EXPENSES:

Salary and benefit projections are influenced by staffing levels, recruitment timing, and recent updates to funding for wage increases received after the Amended Budget, which have contributed to both over- and under-spending across employee groups.

Salaries

Teacher salaries are projected to be over budget by \$4.64 million, primarily due to \$5.27 million in wage increments that were not included in the amended budget because the Ministry had not yet confirmed the funding amount. This has been partially offset by savings from hiring challenges in specialized Student Services positions and an unused contingency balance.

Administrator and Other Professional salaries are projected to be slightly above budget, primarily due to wage increments approved by BCPSEA. While these increments are now funded by the Ministry and recognized in revenues, a portion of the costs had already been built into the District's original budget, resulting in a minimal net impact on salary expenditures.

Education Assistant staffing costs are projected to be underspent to budget by \$610k. This is mostly due to slippage created by unpaid leave days taken, unpaid sick days, and lag time between assignments.

Support Staff salaries are trending \$2.31 million below budget due to staff turnover, unpaid leaves, and lag time between hiring replacements. These factors have also contributed to increased substitute costs for support staff. Budget savings include ongoing vacancies in certain maintenance positions (HVAC Mechanics) and hiring of other maintenance positions (Electricians and Carpenters) part-way through the year.

Substitute costs are projected to be underspent by \$610k. This is primarily driven by savings from permanent TTOC positions temporarily assigned to fill vacant teacher positions, along with savings from fewer administrator coverage requirements. These savings are partially offset by higher absences in educational assistant and school clerical positions.

Benefits

Benefit costs are projected to be underspent by \$600K, primarily due to salary savings noted above, partially offset by increased benefit costs related to wage increments. Final results may still be impacted by year-end reconciliations of employee future benefits, vacation liabilities, and other benefit-related accounts.

Services and Supplies

Service and supply expenses are trending \$2.47 million below budget year to date and are projected to be underspent for the year. The underspending is primarily driven by school-allocated budgets, lower utility costs, and reduced use of contingency budget. Additional savings include lower snow removal costs due to a milder winter, as well as reductions in professional services, professional development, supplies, insurance, and dues and fees.

INTERFUND TRANSFERS AND SURPLUS USAGE:

Transfers to the Capital Fund reflect the value of tangible capital assets acquired using operating funds. These amounts are transferred to the Capital Fund so the assets can be amortized over their useful lives. Tangible capital asset transfers are expected to remain within budget.

Transfers to Local Capital represent operating funds set aside to support capital initiatives that are not typically funded by the Ministry, such as portables and classroom conversions. A total of \$1.03 million is planned to support key initiatives, including:

- \$780k for the replacement and renewal of computer hardware to support classrooms and administrative operations; and
- \$250k for maintenance equipment and vehicle replacements to support facilities and operations.

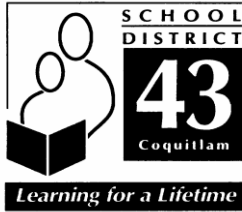
Surplus usage, in accordance with the Accumulated Operating Surplus policy, remains as budgeted at \$3.75 million.

OPERATING SURPLUS:

Final financial results for the year will be determined once all expenditure commitments and revenue opportunities are fully captured, reconciliations are complete, and the financial statements have been externally audited. The Accumulated Operating Surplus policy will then be applied once the final surplus has been confirmed, after all capital transfers and planned surplus usage have been accounted for.

Based on the projected operating surplus for the year ending June 30, 2026, the proposed allocation is as follows:

- In accordance with the Accumulated Operating Surplus policy, the first \$3.75 million will be allocated to the Staffing Stabilization Provision to support future operations and will be distributed equally over the subsequent three fiscal years, excluding the immediately following year;
- The remaining balance will be directed toward unfunded Enterprise Resource Planning (ERP) implementation costs.



SCHOOL DISTRICT NO. 43 (COQUITLAM)
Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Michael Thomas, Chair, Board of Education

DATE: June 16, 2026

SUBJECT: **Motion – Suspension of Question Period**

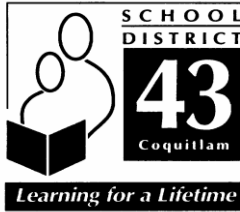
COPIED TO: Nadine Tambellini, Superintendent

Recommended Action: That the Board of Education suspend the application of section 7.3 in Policy 7, commencing the first day of the nomination period and continuing until general voting day for the 2026 school trustee elections in School District No. 43 (Coquitlam). During this time the Board will not hold public question periods during regular meetings of the Board. During this time the Board will accept written questions and inquiries from the public submitted to the Secretary-Treasurer.

Background:

At the direction of the Board of Education, staff sought legal advice regarding the suggested suspension of public question period during the upcoming election timeline. The motion noted above was proposed by legal counsel to suspend the public question periods in public board meetings to ensure they do not result in the inappropriate use of meeting time for partisan purposes, while ensuring that the public's right to seek information from the Board is not entirely shut down.

Following the May 12, 2026 Public Board Meeting, staff circulated the amended policy, to partner groups to solicit input. Two of the partner groups provided feedback to the Secretary-Treasurer about this proposed motion. There was no additional feedback received from Trustees.



SCHOOL DISTRICT NO. 43 (COQUITLAM)
Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Michael Thomas, Chair, Policy Review Committee

DATE: June 16, 2026

SUBJECT: **Policy 2 – The Role of the Board**

COPIED TO: Nadine Tambellini, Superintendent

Recommended Action: That the Board of Education consider and as appropriate adopt Policy 2 – The Role of the Board.

Background:

The British Columbia School Trustees' Association (BCSTA) has provided direction to Boards of Education to review their policies, and provided exemplar policies that Boards of Education were encouraged to model their own policies after. The Board Chair resurrected the ad-hoc Policy Review Committee to review existing Board policies to identify areas where revision is warranted, and to make revision recommendations to the Board of Education. Revisions have considered BCSTA's recommendations to provide clarity and consistency, legal and regulatory compliance, outline responsibilities and support accountability and transparency.

Policy 2 –Role of the Board was reviewed thoroughly by the Committee and a copy with redline changes is provided.

Following the May 12, 2026 Public Board Meeting, staff circulated the amended policy, to partner groups to solicit input. Two of the partner groups provided feedback which was considered by the Policy Review Committee and resulted in additional wording changes to the policy. These changes are indicated by boded text in the redline version attached. There was no additional feedback received from Trustees.

ROLE OF THE BOARD

As the ~~corporate body elected by the voters, elected community representatives,~~ the Board of Education is responsible ~~for the development of goals and policies to guide the provision of educational services to students attending District schools and programs to oversee the provision of educational services in the District,~~ in keeping with the requirements of government legislation and the values of the electorate.

Specific Areas of Responsibility

1. Accountability to the Provincial Government

The Board shall:

- 1.1 Act in accordance with all statutory requirements of the Government of British Columbia and federal legislation to implement educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to the Community

The Board shall:

- 2.1 ~~Make decisions that reflect community values and represent the interests of the entire District. Make decisions that reflect the District's mission, vision and values and belief statements and represents the broad interests of the community.~~ **Make decisions aligned with the District's mission, vision, and values, while representing the broad interests of the community.**
- 2.2 Establish processes and provide opportunities for community ~~input~~ engagement.
- 2.3 ~~Report District Directions, and performance results indicated by the Framework for Enhancing Student Learning at least annually. Report district results and performance outcomes at least annually.~~
- 2.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
- 2.5 Provide for two-way communication between the Board ~~and partner and stakeholder~~ groups including Indigenous Education Council, (Student Leadership Council, District Parent Advisory Council, Coquitlam Teachers Association, Coquitlam Principals and Vice Principals Association, and Canadian Union of Public Employees Local 561).
- 2.6 Model a culture ~~of respect and integrity~~ that reflects the Board's Code of Ethics, shared community values, respect and integrity.
- 2.7 Meet as appropriate with local governments including municipal and First Nations, other public or educational governing bodies to support District goals.

3. Strategic Planning

The Board shall:

- 3.1 ~~Provide overall direction for the District by establishing purpose, beliefs and values, mission statement, and guiding principles.~~ Provide overall direction for the District by establishing the mission, vision, values and strategic guiding principles.
- 3.2 Set District goals, monitor key results and govern the implementation of the Framework for Enhancing Student Learning (educational goals), the District Directions Document (overall goals) aligned with the District's Strategic Plan.
- 3.3 Approve the District's long term Strategic Plan.
- 3.4 ~~Annually approve the District Directions goal setting process and timelines~~ Approve strategic and operational plans as required by legislation.
- 3.5 ~~Monitor progress toward the achievement of student outcomes and other desired results as indicated in the Framework for Enhancing Student Learning.~~
- 3.6 ~~3.5~~ Annually evaluate the effectiveness of the District in achieving established goals and desired results Monitor and evaluate the effectiveness of the District in achieving established goals.
- 3.7 ~~3.6~~ Approve the District's Annual Report for distribution to the public.
- 3.8 ~~3.7~~ Annually approve school improvement plans. Action Plans for Learning.

4. Policy

The Board shall:

- 4.1 ~~Identify the purpose to be achieved and the criteria for a reason and intended purpose prior to creating a new policy.~~ Establish the purpose and guiding principles for policy development prior to creating a new policy.
- 4.2 Make the final decision as to the approval of all policy statements.
- 4.3 Evaluate policy impact to determine if policy has created the desired ~~change~~ result.
- 4.4 ~~Provide direction regarding the mandate for employee negotiations.~~
- 4.5 ~~4.4~~ Determine policies which outline how the Board and School District is to function.
- 4.6 ~~4.5~~ Delegate authority to the Superintendent and define commensurate responsibilities.

5. Board/Superintendent Relations

The Board shall:

- 5.1 Select the Superintendent.
- 5.2 Provide the Superintendent with clear corporate (Board) direction.
- 5.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 5.4 Evaluate the Superintendent annually and review the employment agreement as required. ~~annually review compensation.~~
- 5.5 Respect the delegated authority ~~and make effective the role~~ of the Superintendent and support actions taken within the scope of authority.

6. Political Advocacy and Responsibility

The Board shall:

- 6.1 ~~Annually develop a plan for advocacy including focus, key messages and mechanisms. Establish priorities, focus areas, key messages, and advocacy mechanisms.~~
- 6.2 ~~Meet as appropriate with federal, provincial and local governments, including municipal and First Nations with municipal governments and other educational/public service governing authorities as appropriate to achieve political ends~~ District and educational objectives.
- 6.26.3 ~~Provide input to and participate in the British Columbia School Trustee Association and British Columbia Public Sector Employers' Association.~~
- 6.36.4 ~~Advance District positions and priorities through BCSTA meetings and other appropriate forums.~~

7. Board Development

The Board shall:

- 7.1 ~~Conduct an Annual self-evaluate evaluation to evaluate the Board's performance and effectiveness with external support if needed.~~
- 7.2 ~~Annually develop a Board development plan aligned with District priorities~~ Actively participate in Board professional development aligned with District priorities.

8. Fiscal Accountability

The Board shall:

- 8.1 Approve the principles, decision-making criteria, and assumptions for the creation of the annual budget.
- 8.2 ~~Approve the annual budget which ensures resources available are allocated to achieve desired results as outlined in the District Performance Plan and District Directions document are aligned with strategic priorities and desired results.~~
- 8.28.3 ~~Approve the process and timelines for budget deliberations.~~
- 8.38.4 ~~Approve annually its five-year capital plan for submission to British Columbia Ministry of Education by the date due.~~
- 8.5 ~~At least once per trustee term, rReview the District's facilities planning documents to ensure the directions contained therein best meets the District's alignment with long term facility needs.~~
- 8.48.6 ~~Approve the acquisition and disposition of school district land and buildings.~~
 - 8.4.1 ~~Declare facilities surplus to general school needs in the District.~~
 - 8.4.2 ~~Lease of surplus school space for a period greater than one year.~~
 - 8.4.3 ~~Approve by bylaw disposition of land and buildings.~~
- 8.58.7 ~~Annually aA~~ppoint or reappoint the auditor and approve the terms of engagement.
- 8.68.8 ~~Review annually the audit report and management letter.~~
- 8.9 ~~Ensure CEO fiscal accountability quality indicators are met. Regularly monitor fiscal management, accumulated surpluses and reserve funds.~~
- 8.78.10 ~~Provide direction regarding the mandate for employee negotiations.~~

~~8.88.11~~ Make decisions regarding ratification of Ratify memoranda of agreement with bargaining units.

~~8.9~~ Make disbursements from the Capital Reserve Fund.

~~8.108.12~~ Approve the acquisition of school sites.

~~8.13~~ Approve tender selection for contracts over five million dollarsApprove major capital or construction projects in excess of Board-established thresholds.

~~8.14~~ Provide for adequate budget consultation processes with the community and partner groups.

~~8.15~~ Regularly monitor the Enterprise Risk Management Plan.

9. Selected-Additional Responsibilities

The Board shall:

~~9.~~

~~9.1~~ **Approve annually the “Board Annual Work Plan,” outlining the time frame for various actions.**

Establish parameters for early retirement incentive plans.

~~9.2~~ Approve annual District school calendars.

~~9.2~~

~~9.3~~ Approve Board/Authority aAuthorized courses.

~~9.3~~

~~9.4~~ Hear appeals on the reconsideration of resource materials which are challenged.

~~9.4~~

~~9.5~~ Approve the naming of educational facilities and land.

~~9.59.6~~ Approve other matters as required.

Legal Reference: Section 85, School Act

Board Minutes

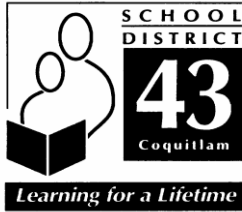
June 2005 Volume 47 Page 78 Policy 2

February 2006 Volume 48 Page 18

September 2008 Volume 50 Page 90

May 16, 2017 Board Meeting

Last Reviewed: May 16, 2017



SCHOOL DISTRICT NO. 43 (COQUITLAM)
Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Michael Thomas, Chair, Policy Review Committee

DATE: June 16, 2026

SUBJECT: **Policy 4 – Trustee Code of Ethics**

COPIED TO: Nadine Tambellini, Superintendent

Recommended Action: That the Board of Education consider and as appropriate adopt Policy 4 – Trustee Code of Ethics.

Background:

The British Columbia School Trustees' Association (BCSTA) has provided direction to Boards of Education to review their policies, and provided exemplar policies that Boards of Education were encouraged to model their own policies after. The Board Chair resurrected the ad-hoc Policy Review Committee to review existing Board policies to identify areas where revision is warranted, and to make revision recommendations to the Board of Education. Revisions have considered BCSTA's recommendations to provide clarity and consistency, legal and regulatory compliance, outline responsibilities and support accountability and transparency.

Policy 4 – Trustee Code of Ethics was reviewed thoroughly by the Committee and a copy with redline changes is provided.

Following the May 12, 2026 Public Board Meeting, staff circulated the amended policy, to partner groups to solicit input. Two of the partner groups provided feedback which was considered by the Policy Review Committee and resulted in additional wording changes to the policy. These changes are indicated by boded text in the redline version attached. There was no additional feedback received from Trustees.

TRUSTEE CODE OF ETHICS

The Board expects its members to demonstrate ethical and businesslike conduct. This commitment includes the proper use of authority and maintaining respectful behaviour in group, individual, and online environments.

Board members will:

1. Support and advance the mission and values of the Coquitlam School District and act in the best interests of students, families and the community.
2. Devote time, thought, and study to the duties of a trustee in order to be effective and provide credible service.
2. Consider information received from all sources and base personal decisions upon all available facts while maintaining confidentiality of privileged information.
3. Work with fellow trustees in a spirit of harmony and co-operation in spite of differences of opinion.
4. ~~Recognize that authority over the organization is only vested in the Board when it meets in legal session.~~ Recognize that, as a corporate board, authority to make decisions can only be made within an official meeting of the Board, respecting the established governance practices.
5. Maintain the integrity of the Board and the position of the trustee when communicating and interacting with outside individuals and agencies. This includes full disclosure to participants when attending meetings as an ordinary citizen.
6. Respect the majority decisions of the Board.
7. Be loyal to the interests of public education and the Board.
- 7-8. Treat fellow Trustees, staff, students, parents and community members with respect and dignity, fostering a positive and inclusive environment within the school district.
8. ~~Demonstrate discretion when making public statements in person, online or in other forums, so as to minimize the impression that such statements reflect the corporate opinion of the Board when they do not.~~ Exercise discretion in public communications to avoid implying that personal views represent those of the Board.
9. Maintain the highest standards of civility and respect accorded to public office through the absence of unwarranted criticism of fellow Board members, the Board, or employees, in or out of the Board room.
10. Deal appropriately with sensitive issues and respect the confidentiality of discussions that take place during in-camera sessions.
11. ~~Represent everyone the District serves, not a particular interest group or geographic area.~~ Represent the best interest of the entire District. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups, geographic area

and membership on other Boards, staffs or acting as an individual consumer of the district's services.

~~12. Declare any conflict of interest. A trustee will not participate in, vote on, or exert influence on, any decision in which the trustee has any interest. Be mindful informed of legislation governing conflict of interest and avoid placing themselves in positions of conflict of interest. A trustee will excuse themselves from the space and will not participate in, vote on, or exert influence on, any decision in which the trustee has any conflict of interest.~~

~~12.13. Comply with all applicable laws, regulations and policies of the district.~~

~~13.14. Trustees deemed to be in violation of the code of ethics may be subject to formal investigation and may ultimately face consequences up to and including exclusion from meetings, restriction of duties, and censure.~~

Board Minutes

June 2005 Volume 47 Page 78 Policy 4

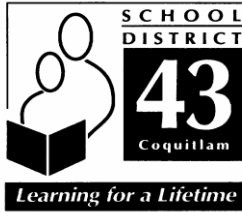
February 2006 Volume 48 Page 18

September 2008 Volume 50 Page 100

February 5, 2019 – Board Meeting

November 2023 – Board Meeting

Last Reviewed: November 1, 2023



SCHOOL DISTRICT NO. 43 (COQUITLAM)
Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Michael Thomas, Chair, Policy Review Committee

DATE: June 16, 2026

SUBJECT: **Policy 11 – Board Delegation of Authority**

COPIED TO: Nadine Tambellini, Superintendent

Recommended Action: That the Board of Education consider and as appropriate adopt Policy 11 – Board Delegation of Authority.

Background:

The British Columbia School Trustees' Association (BCSTA) has provided direction to Boards of Education to review their policies, and provided exemplar policies that Boards of Education were encouraged to model their own policies after. The Board Chair resurrected the ad-hoc Policy Review Committee to review existing Board policies to identify areas where revision is warranted, and to make revision recommendations to the Board of Education. Revisions have considered BCSTA's recommendations to provide clarity and consistency, legal and regulatory compliance, outline responsibilities and support accountability and transparency.

Policy 11 – Board Delegation of Authority was reviewed thoroughly by the Committee and a copy with redline changes is provided.

Following the May 12, 2026 Public Board Meeting, staff circulated the amended policy, to partner groups to solicit input. Two of the partner groups provided feedback which was considered by the Policy Review Committee and resulted in additional wording changes to the policy. These changes are indicated by boded text in the redline version attached. There was no additional feedback received from Trustees.

BOARD DELEGATION OF AUTHORITY

The School Act allows for the Board to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent to do any act or thing or exercise any power that the Board may do, or is required to do or exercise, except those matters which, in accordance with provincial legislation, cannot be delegated.

Notwithstanding the above, the Board also reserves ~~to itself~~ the authority to make decisions on specific matters requiring Board approval in accordance with Board policies. Further, the Board requires that any new provincial, regional or local ~~initiatives~~ obligations must be initially brought to the Board for discussion and determination of decision-making authority.

The Superintendent is directed to develop an administrative procedure to fulfill Board obligations created by any federal legislation or provincial legislation ~~other than the School Act~~.

In the absence of Board policy in cases where an immediate administrative response is required the Superintendent will:

1. ~~If time permits~~ When feasible, consult with the Board Chair.
2. Inform the Board as soon as is practicable and at the next regular meeting of the action taken and the nature of the emergent issue and where warranted, the need for policy in the event of future occurrences.
3. ~~The action must be taken in line with regard for the tenor of the Board's philosophy guiding principles.~~ Ensure actions are consistent with the Board's philosophy and guiding principles.

Legal Reference: Section 65, 85, School Act

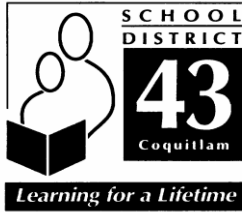
Board Minutes

June 2005 Volume 47 Page 78 Policy 11

April 2006 Volume 48 Page 51

November 2023 – Board Meeting

Last Reviewed: November 1, 2023



SCHOOL DISTRICT NO. 43 (COQUITLAM)
Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Michael Thomas, Chair, Policy Review Committee

DATE: June 16, 2026

SUBJECT: **Policy 12 – Role of the Superintendent**

COPIED TO: Nadine Tambellini, Superintendent

Recommended Action: That the Board of Education consider and as appropriate adopt Policy 12 – Role of the Superintendent.

Background:

The British Columbia School Trustees' Association (BCSTA) has provided direction to Boards of Education to review their policies, and provided exemplar policies that Boards of Education were encouraged to model their own policies after. The Board Chair resurrected the ad-hoc Policy Review Committee to review existing Board policies to identify areas where revision is warranted, and to make revision recommendations to the Board of Education. Revisions have considered BCSTA's recommendations to provide clarity and consistency, legal and regulatory compliance, outline responsibilities and support accountability and transparency.

Policy 12 – Role of the Superintendent was reviewed thoroughly by the Committee and a copy with redline changes is provided.

Following the May 12, 2026 Public Board Meeting, staff circulated the amended policy, to partner groups to solicit input. There was no feedback provided by partner groups regarding this policy. There was no additional feedback received from Trustees.

ROLE OF THE SUPERINTENDENT

The Board recognizes the need for one person to be in charge of the management of the District in order to provide coordinated leadership. Therefore, the Board designates the Superintendent as the Chief Executive Officer of the Board and the Chief Education Officer of the District and delegates to the Superintendent responsibility for overall effective administration of the District. The Superintendent ~~makes-ensures that leadership is the shared responsibility of everyone within the organization and builds leadership capacity in a team-oriented, collaborative environment. The Superintendent provides~~ reports which to the Board that focus on governance implications and is accountable to the corporate Board for the conduct and operation of the District, ~~for providing leadership in administration and instructional programs for students,~~ and for ensuring compliance with legislative requirements. All Board authority delegated to the staff of the District is delegated through the Superintendent.

Specific Areas of Responsibility:

1. Student Welfare/Well-Being:

The Superintendent shall:

- 1.1 Ensure that each student is provided with a safe, inclusive and caring environment that fosters and maintains respectful and responsible behaviors.
- 1.2 Ensure that learning environments contribute to the safety/development of skills and welfare-habits necessary for work life, of students while participating post secondary studies, in life-long learning school programs and citizenship, or while being transported to or from school programs on transportation provided by the District.
- 1.3 Ensure the facilities-safety and well-being of students while participating in school programs or while being transported to or from school programs on transportation provided by the District. adequately accommodate District students.

2. Educational Leadership

The Superintendent shall:

- 2.1 Provide leadership in all matters relating to education in the District.
- 2.12.2 Ensure students in the District have the opportunity to meet the standards of education set by the Minister.
- 2.22.3 Implement directions-education policies established by the Ministry and make the Board aware of any instances where this direction is not consistent with Board direction.
- 2.32.4 Engage in professional development activities to ensure currency in education practice. Provide support and advise principals on matters related to school operations.

3. Fiscal Responsibility

The Superintendent shall:

- 3.1 ~~Provide the Board with a recommended annual operating budget, such capital expenditures as may be required, and periodic statements of revenue and expenditures~~Ensure the fiscal management of the District by the Secretary-Treasurer is in accordance with the terms and conditions of funding received by the Board under the School Act or any other applicable Act or regulation.
- 3.2 Ensure the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

4. Personnel Management

The Superintendent shall:

- 4.1 Have ~~overall~~ authority and responsibility for all personnel-related issues, except: ~~the development of mandates for collective bargaining and for~~ those ~~personnel~~ matters precluded by Board policy, legislation or collective agreements.
- 4.2 Promote at all times a high standard of collaborative professional leadership, effective human relationships, and a spirit of educational innovation and advancement throughout the District.
- 4.24.3 Provide leadership in the supervision and evaluation of administrators, teachers and other staff, with the intention of improving performance.
- 4.34.4 Monitor and improve the quality of instruction and the performance of all staff. Establish organizational roles for staff and arrange the employment of staff necessary to conduct the affairs of the District.

5. Policy / Administrative Procedures

The Superintendent shall:

- 5.1 ~~Proactively facilitate~~Provide leadership in the planning, development, implementation and evaluation of Board policies.
- 5.2 ~~Provide leadership in the development, implementation, evaluation and editing of~~Develop, maintain and communicate aAdministrative Procedures that are consistent with Board and provincial policies, regulations and procedures.

6. Superintendent / Board Relations

The Superintendent shall:

- 6.1 Establish and maintain positive, professional working relations with the Board.
- 6.2 Respect and honor the Board's role and responsibilities, and facilitate the implementation of that role as defined in Board policy.
- 6.3 Keep the Board informed of all District matters, especially controversial and/or highly sensitive issues in a timely and through appropriate ~~monitoring reports which focus on governance implications of developments within the District~~manner.

~~6.36.4~~ Demonstrate mutual respect and support, which is conveyed to the staff and community, including Indigenous communities and First Nations on whose traditional territories our schools operate.

7. Strategic Planning and Reporting

The Superintendent shall:

~~7.1~~ Lead the District Performance Planning process and implement the plan as approved and involve the Board appropriately in this process (Board approval of process and timelines, Board identification of priorities, provision for Board input early in the process, and final Board approval). Strategic Planning process including the development of District goals, budget, facilities and transportation plans.

7.1.1 Implement plans as approved.

7.1.2 Report ~~annually~~ regularly on results achieved.

~~7.2~~ Lead the District Directions process culminating in Board approval of the District goals and key results.

~~7.37.2~~ Keep the Board informed through the presentation of a Superintendent's report at regular Board meetings and the District's Annual Report.

8. Organizational Management

The Superintendent shall:

8.1 Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines.

~~8.2~~ Report to the Minister with respect to matters identified in and required by the School Act. Build an organizational structure and promote a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

9. Communications And Community Relations

The Superintendent shall:

9.1 Take appropriate actions to ensure open, transparent positive external and internal communications are developed and maintained.

~~9.2~~ Develop and maintain positive and effective relations with provincial and regional government departments and agencies. Ensure that parents and students have a high level of satisfaction with the services provided and the responsiveness of the District.

~~9.3~~ Maintain effective relationships within the system and the community served by the system, including Indigenous communities and First Nations on whose traditional territory our schools operate.

~~9.4~~ Act as, or designates, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

~~9.5~~ Give continuing and regular attention to the promotion of good relations with staff and public, and act as one of the Board's spokespersons as required on District matters in concert with the Chair. In consultation with the Board Chair,

serve as a spokesperson for the District for the media and public in order to keep the District's messages consistent and accurate.

9.6 Act as an advocate for the District and for public education.

10. Leadership Practices

The Superintendent shall:

10.1 Practice leadership in a manner that is viewed positively and has the support of those with whom ~~he~~they works most directly in carrying out the directives of the Board and the Minister.

10.2 Develop and maintain positive and effective relationships with provincial and municipal governments, external agencies and provincial organizations.

10.3 Ensure that meaningful collaboration arises from relationships built on trust, honesty and respect.

Legal Reference: Section 22, School Act

Board Minutes

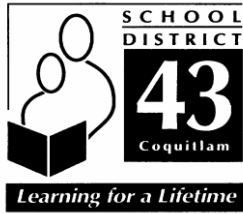
July 1990 Volume 38 Page 182 Policy I-D-1 Superintendent of Schools

June 2005 Volume 47 Page 78 Policy 12 Role of the Superintendent

April 2006 Volume 48 Page 51

April 2008 Volume 50 Page 36

Last Reviewed: April 2008



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Facilities Department

MEMORANDUM

TO: Nita Mikl - Secretary Treasurer/CFO

FROM: Ivano Cecchini, Executive Director, Facilities and Planning Services

DATE: June 16, 2026

SUBJECT: 2027/2028 Five Year Capital Plan

COPIED TO: District Leadership Team

Recommended Action:

That the Board of Education of School District No. 43 (Coquitlam) approve the proposed annual 2027/2028 Five Year Major Capital Plan for submission to the Ministry of Infrastructure.

That the Board of Education of School District No. 43 (Coquitlam) approve the proposed annual 2027/2028 Five Year Minor Capital Plan for submission to the Ministry of Infrastructure.

Background: The Five-Year Capital Plan is the mechanism for identifying and reporting the District's facility project needs and priorities to the Ministry of Infrastructure. Similar to past years, the Ministry has requested that separate motions be passed under the categories of major and minor capital projects. Project requests falling under the School Age Care on School Grounds Program were submitted in a prior process and are currently being reviewed.

Overview

Major Capital Projects

Since the last Capital Plan submission there has been a significant amount of major capital project activity. Some of this work includes:

- Occupancy of our new Moody Elementary School
- Construction of a new 12 classroom addition at Charles Best Secondary School with occupancy expected in upcoming days
- Final completion of a building envelope project at Roy Stibbs Elementary School
- On-going construction of building envelope projects at Mountain Meadows, Pinetree Way and Bramblewood elementary schools
- Construction underway for our Burke Mountain Secondary School
- Tendering to occur in upcoming days of our new Hazel Trembath Elementary School
- Tendering to occur once building permit is confirmed for our new Montgomery Middle School
- Selective demolition is presently occurring for our Ioco Childcare Facility with construction to occur once the Heritage Permit and Building Permit is issued by Port Moody

Minor Capital Projects

In March of 2026, the School District received funding through School Enhancement Projects (SEP), Carbon Neutral Capital Projects (CNCP), and Playground Equipment Program (PEP) totaling \$3 300 000 for four mechanical upgrades at Nestor Elementary, Blakeburn Elementary, Rochester Elementary and Glenayre Elementary. We also received funds for roofing upgrades for Como Lake Middle and playground upgrades for Panorama Heights Elementary and Ranch Park Elementary. All these projects are now being actioned. This work complements the Annual Facilities Grant work which will be reported on in the fall.

2027/2028 Plan Details

The format of the submission is categorized by type, such as Seismic Mitigation, Expansion (new school, addition, site acquisition), Replacement, School Enhancement, Carbon Neutral Capital Program and Playground Equipment Program. A motion is passed for the Capital Plan Submission as described above in the Recommendation Action, and a bylaw is passed when the Capital Plan response is received from the Ministry of Infrastructure in the spring of the following year.

Highlights of our highest priority projects include:

Seismic Mitigation Program Projects:

Maple Creek Middle

Dr. Charles Best Secondary (was supported but was deferred by the Province and has been put back on the plan for future consideration)

Expansion Projects:

New School

NE Coquitlam Middle

Marigold Elementary

Addition

Maple Creek Middle (in support of added capacity for the seismic project)

Moody Elementary

Site Acquisition

Fraser Mills Elementary (option to purchase agreement in place)

Replacement Projects:

Nestor Elementary

Como Lake Middle

Submission Summary

Submission Summary:	Major 2027/2028 2026-06-30 MAIN - K12
Submission Type:	Capital Plan
School District:	Coquitlam (SD43)
Open Date:	2026-04-24
Close Date:	2026-06-30
Submission Status:	Draft

Submission Category	Sum Total Project Cost
Addition	\$197,830,605
New School	\$191,223,675
Replacement/Renovation	\$375,695,763
Seismic	\$224,982,716
Site Acquisition	\$164,344,300
Total	\$1,154,077,059

ADDITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150080	Maple Creek Middle School	Addition	10 classroom addition that accompanies the 600 capacity seismic upgrade, replacement, or partial replacement (TBD). Costing and area are only for the addition.	\$30,110,572
2	171039	Moody Elementary	Addition	6-classroom addition (2 K and 4 General)	\$14,946,850
3	150041	Ecole Banting Middle	Addition	8 Classroom Addition or the District is open to a prefabricated modular addition subject to siting.	\$19,811,723
4	150109	Roy Stibbs Elementary	Addition	8 Classroom Addition	\$14,456,681
5	150108	Riverside Secondary	Addition	8 Classroom Addition	\$19,039,317
6	150100	Port Moody Secondary	Addition	12 Classroom Addition	\$39,701,902
7	150056	Gleneagle Secondary	Addition	8 Classroom Addition to be coordinated in tandem with the BEP.	\$15,685,387
8	150119	Smiling Creek Elementary	Addition	4 Classroom Addition	\$8,588,045
9	150018	Blakeburn Elementary	Addition	4 Classroom Addition (incl. 2 K classrooms)	\$8,634,837
10	150130	Terry Fox Secondary	Addition	8 Classroom Addition	\$17,480,248
11	150040	Eagle Mountain Middle School	Addition	4 Classroom Addition	\$9,375,043

Submission Summary

					Submission Category Total:	\$197,830,605
NEW SCHOOL						
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost	
1	150186	NE Coquitlam Middle	New (School)	New 600 Capacity Middle + NLC (with 700 core)	\$80,322,822	
2	150185	Marigold (Partington Creek) Elementary	New (School)	New 100K/450 Elementary + NLC	\$71,500,197	
3	171038	Port Moody Centre	New (School)	New 80K/375 Elementary & NLC	\$39,400,656	
					Submission Category Total:	\$191,223,675
REPLACEMENT/RENOVATION						
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost	
1	150269	Maple Creek Middle School	Full Replacement (Replace/Reno)	600 Capacity Middle School to be accompanied by a 10 classroom addition. Costing does not include the cost of the addition. Area of the addition and area of NLC also not included.	\$87,870,675	
2	150280	Nestor Elementary	Full Replacement (Replace/Reno)	100K/475 Capacity Elementary School (Replacement with Enhanced Capacity and With NLC)	\$68,850,874	
3	150248	Como Lake Middle School	Full Replacement (Replace/Reno)	Current Middle School (Replacement)	\$74,520,427	
4	150245	Cedar Drive Elementary	Full Replacement (Replace/Reno)	40K/275 Capacity Elementary School (seismic replacement with enhanced capacity and NLC/upgrade TBD)	\$50,046,156	
5	154901	Winslow Junior Secondary (old)	Full Replacement (Replace/Reno)	Phase 2 Replacement Building for Winslow Centre.	\$43,656,012	
6	153988	Montgomery Elementary	Full Replacement (Replace/Reno)	District Ed Centre (to replace Vanier Centre, Montgomery Centre, Millside Centre, and CLOC)	\$50,751,619	
					Submission Category Total:	\$375,695,763
SEISMIC						
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost	
1	150400	Maple Creek Middle School	Full Replacement (Seismic)	600 Capacity Middle School to be accompanied by a 10 classroom addition. Costing does not include the cost of the addition. Area of the addition and area of NLC also not included.	\$88,003,023	
2	127807	Dr. Charles Best Secondary	Upgrade	Seismic upgrade	\$60,683,458	
3	150328	Cedar Drive Elementary	Full Replacement (Seismic)	40K/275 Capacity Elementary School (seismic replacement with enhanced capacity and NLC/upgrade TBD)	\$50,046,156	

Submission Summary

4	150366	Glenayre Elementary	Upgrade	Seismic Upgrade	\$3,574,059
5	150404	Mary Hill Elementary	Upgrade	Seismic Upgrade	\$4,605,879
6	150430	Port Moody Secondary	Upgrade	Seismic Upgrade	\$3,106,543
7	150375	Hillcrest Middle School	Upgrade	Seismic Upgrade	\$3,979,204
8	150325	Cape Horn Elementary	Upgrade	Seismic Upgrade	\$10,984,394
				Submission Category Total:	\$224,982,716
SITE ACQUISITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150506	Fraser Mills Elementary	Site Acquisition	New 80K/375 Elementary & NLC (Land Acquisition Only)	\$26,000,000
2	150510	Hazel Coy Elementary	Site Acquisition	New 80K/375 Elementary & NLC (Land Acquisition Only)	\$28,380,000
3	150546	Riverwalk Elementary	Site Acquisition	New 80K/375 Elementary & NLC (Land Acquisition Only)	\$28,380,300
4	150545	Port Moody Waterfront Elementary	Site Acquisition	New 80K/375 Elementary & NLC (Land Acquisition Only)	\$35,864,000
5	150492	Coquitlam City Centre	Site Acquisition	New 80K/375 Elementary & NLC (Land Acquisition Only)	\$45,720,000
				Submission Category Total:	\$164,344,300

Submission Summary

Submission Summary:	Minor 2027/2028 2026-09-30 MAIN - K12
Submission Type:	Capital Plan
School District:	Coquitlam (SD43)
Open Date:	2026-04-24
Close Date:	2026-09-30
Submission Status:	Draft

Submission Category	Sum Total Funding Requested
PEP	\$600,000
CNCP	\$2,130,000
SEP	\$3,875,000
Total	\$6,605,000

CNCP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	174685	Alderson Elementary	HVAC (CNCP)	Phase 2. Heating plant upgrade. Replacement of 5 atmospheric boilers with 4 modern high efficiency condensing boilers plus all ancillary equipment including piping and insulation, pumps with VFDs, and water treatment station. - Current design consists of a single secondary loop circulating pump, no back up is available in event of pump failure. - Phase 1 included a full DDC upgrade and upgrade of 3 aging RTU's to heat pumps with gas back up. - Schematic design completed 2025 - Energy audit study completed 2025.	\$500,000
2	174686	Meadowbrook Elementary	HVAC (CNCP)	RTU upgrade and building management system upgrade - Replace failing gym AHU and RTU 8 with packaged heat pumps with gas back up. - Replacement of DDC panels, sensors, end devices, and actuators. - Addition of CO2 sensors to each classroom to prevent over ventilation of spaces resulting in wasted energy. Current minimum damper position fixed at 30 percent	\$450,000

Submission Summary

3	174687	Birchland Elementary	HVAC (CNCP)	RTU upgrade and heating plant upgrade - Upgrade aging multipurpose room RTU to packaged heat pump with gas back up. - Replacement of 4 unreliable high efficiency boilers and 1 atmospheric boiler with 6 new modern high efficiency condensing boilers, includes new piping, new pumps with VFD's, new chemical treatment station. - Energy audit study completed 2026	\$650,000
4	174688	Glen Elementary	HVAC (CNCP)	Building management system upgrade and domestic hot water system upgrade. - Replacement of DDC panels, sensors, end devices, and actuators. - Building to be programmed and commissioned to optimize efficiency. - Decouple heating hot water system from domestic hot water system by installing on demand water heaters. - Energy audit completed 2024	\$400,000
5	174689	Baker Drive Elementary	HVAC (CNCP)	Air handling unit upgrade - Replace aging hydronic roof top mounted air handling unit with packaged heat pump with gas back up - Recommissioning study completed 2026 - Tender ready	\$130,000
Submission Category Total:					\$2,130,000

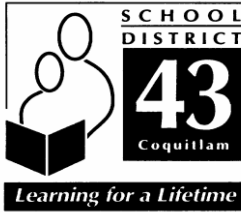
PEP

SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	174697	Cape Horn Elementary	Replacement (PEP)	Two playgrounds at the school are at the end of life and need to be decommissioned as parts are longer available . The structures have multiple worn parts and several elements have been removed due to safety concerns. One play structure is predominantly used by primary students and the other by intermediate students.	\$200,000
2	174698	Lord Baden-Powell Elementary	Replacement (PEP)	The two playgrounds at the school are due for decommission. Both playground structures have multiple worn parts and several elements have been removed due to safety concerns. Parts for the playgrounds are difficult to locate and come with a higher expense to repair.	\$200,000
3	174699	Cedar Drive Elementary	Replacement (PEP)	Three playgrounds at the school are at the end of life. One playground is a wood structure that needs to be decommissioned now. The two other playground structures have multiple worn parts and several elements have been removed due to safety concerns. Parts for the playgrounds are difficult to locate and come with a higher expense to repair.	\$200,000
Submission Category Total:					\$600,000

SEP

Submission Summary

SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	174690	Ecole Porter Street Elementary	HVAC (SEP)	Heating plant upgrade - Replacement of 4 unreliable high efficiency boilers and 1 atmospheric boiler with 5 modern high efficiency condensing boilers plus all ancillary equipment including piping and insulation, pumps with VFDs, and water treatment station. - Energy audit study completed 2026	\$500,000
2	174691	Kwayhquitlum Middle School	HVAC (SEP)	Heating plant upgrade and testing and balancing TAB - Replacement of 2 high mass mid efficient boilers with 8 modern high efficiency condensing boilers plus all ancillary equipment including piping and insulation, pumps with VFDs, and water treatment station. - Add VFD's to any existing pumps and fans that are not being replaced. - COP completed 2026	\$750,000
3	174692	Castle Park Elementary	HVAC (SEP)	Heating plant upgrade and full building management system recommissioning. - Replacement of 3 aging atmospheric boilers with modern high efficiency condensing boilers plus all ancillary equipment including piping and insulation, pumps with VFD's, and water treatment station. - Full building management system recommissioning to optimize efficiency. - Heating plant upgrade design ready	\$550,000
4	174693	Citadel Middle School	HVAC (SEP)	Heating plant upgrade and full building management system upgrade. - Replacement of 2 high mass mid efficient boilers with modern high efficiency condensing boilers plus all ancillary equipment including piping and insulation, pumps with VFD's, and water treatment station. - Add VFD's to any existing pumps and fans that are not being replaced. - COP completed 2026	\$975,000
5	174694	Walton Elementary	HVAC (SEP)	Phase 2. Furnace upgrade and DDC expansion - Replacement of 12 of 22 classroom gas fired furnaces with gas fired vertical unit ventilators with built in economizers to provide free cooling and improved ventilation. - Expansion of DDC to these spaces - Phase 1 replaced 7 failing gas fired vertical unit ventilators with new gas fired unit ventilators. - Final phase # 3 will involve replacing remaining 10 furnaces and gym ahu, also further expansion of DDC to these spaces. - Schematic design completed 2025 - Energy audit study completed 2021.	\$1,100,000
Submission Category Total:					\$3,875,000



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO: Finance & Audit Committee

FROM: Nita Mikl, Secretary-Treasurer/CFO

DATE: June 16, 2026

SUBJECT: Finance & Audit Committee Terms of Reference

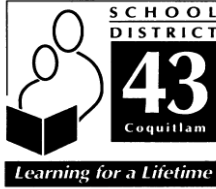
COPIED TO: DLT

Recommended Action: That the Board of Education pass a motion to adopt the recommended changes to the Finance and Audit Committee Terms of Reference.

Background: The Finance & Audit Committee Terms of Reference are reviewed on an annual basis.

The Finance and Audit Committee has reviewed its Terms of Reference and is recommending amendments to better reflect the Committee's current practices and strengthen alignment with governance best practices.

Please find attached the Finance & Audit Committee Terms of Reference with tracked changes.



FINANCE & AUDIT COMMITTEE TERMS OF REFERENCE

PURPOSE

The purpose of the Finance and Audit Committee ~~of the Board of Education is to help~~ is to assist the Board of Education in fulfilling its governance and oversight responsibilities in the areas of ~~oversee the budget and monitor financial management and reporting, external audit process, risk management, internal controls and compliance matters, making recommendations and delivering reports to the Board of Education in accordance with these terms of reference.~~ and provide a more focused and ongoing discussion of District financial accountability, risk assessment and mitigation strategies and the budget process, controls, monitoring and reporting, within the Board approved strategic vision and plan.

COMPOSITION

The Committee shall be a Board of Education Committee of the Whole and will consist of all Trustees ~~and select excluded staff members, which will include~~ and assisted by the School District's ~~the~~ Superintendent, Secretary-Treasurer, Assistant Secretary-Treasurer Corporate and Finance Services, and one member of the District Leadership Team (DLT).

In terms of the DLT, it is recommended that they select a member with a financial background and/or experience where possible. The DLT member appointed to the role will be selected for a period of one year which will run from ~~January July~~ July 1st to December 31st, June 30th. The DLT member will be appointed in ~~June December~~ of each year.

The Finance and Audit Committee will be chaired by the Vice Chair of the Board of Education.

DUTIES AND RESPONSIBILITIES

General Responsibilities:

- Schedules regular meetings; additional meetings may be called at the request of the Committee Chair;
- Appoints a Secretary who shall record the proceedings of all meetings.

General Financial Oversight:

- Advises on financial policy issues;
- Makes financial recommendations to the Board of Education;
- Complies with statutory requirements and any other relevant government regulations.

Audit Committee:

At least twice annually, the Committee will convene as an Audit Committee with the following duties:

- Liaises with the District's Auditor or other financial audit institutions on behalf of the District;

- ~~Manages the selection of the Auditor, reviewing their services to the District and r~~Recommends the appointment of the external auditor and their services to the Board of Education~~ing their appointment to the Board of Education;~~
- ~~Meets with the external auditor to review and approve the annual audit plan, including scope and materiality levels, areas of audit risk and timelines;~~
- ~~Reviews the engagement letter and confirms independence of the external auditors;~~
- ~~Ensures that direct and open communications exist among the committee, management and the external auditor;~~
- ~~R~~reviews the audit findings report with the external auditor, financial statements including management letter and management responses; and discusses them with the Auditor as required;
- ~~Reviews the district's audited financial statements before such statements are submitted to the Board of Education for approval;~~
- ~~Ensures the Auditor is providing an adequate level of advice to the District which is agreed and set out in the Auditor's Management Letter;~~
- ~~Meets with the Auditor to approve the audit plan, including scope and materiality levels, receives and reviews the audit report including noted management letter areas, and reports out annually to the Board of Education on the audit results;~~
- ~~Receives summary reports on internal compliance audits; these will be reviewed, and recommendations made for changes to processes or procedures.~~Reviews other direct or indirect external audit reports (e.g. Office of the Auditor General) toward making recommendations to policy or procedural changes

Financial Planning Budgeting and Reporting:

- ~~Each year setting a budget target, ensuring the budget is delegated to specified persons who will be accountable for their specific portion of the budget, monitoring budget performance and taking appropriate action if required, based on budget information;~~Oversees the annual budget process;
- ~~Reviews the proposed Annual and Amended budgets before they are submitted.~~Presenting budgets to the Board of Education for approval;~~for approval;~~
- ~~Receives and R~~reviews~~ing the operating budget results after each quarter~~forecast, including business risks and explanations of variances between budgets and actual results and proposed actions;
- ~~Advis~~es~~ing on Board priorities when faced with in-year budget pressures or during budget formulation;~~
- ~~Receiving and reviewing information prepared by staff related to the District's financial position and reporting this to the Board of Education.~~

Treasury Management, Bookkeeping and Recordkeeping:

~~Although the Finance and Audit Committee will not be involved with the daily tasks of banking, bookkeeping and recordkeeping, it is responsible for:~~

- ~~Advising on the process for choosing which banks or other financial institutions the District should use and what type of bank accounts it should have;~~
- ~~Approving any changes of signatory for the District's bank accounts;~~
- ~~Reviewing and updating delegated authorities as required;~~
- ~~Reviewing recommendations relating to internal controls;~~
- ~~Ensuring appropriate cash management and cash investing protocols are in place and adhered to.~~

Control of Fixed Assets and Risk Management Oversight:

- ~~Ensuring that the District keeps proper financial records of its fixed assets, equipment and property;~~
- ~~Ensuring that the District is adequately insured and that the policies are regularly reviewed to ensure that the coverage is adequate and the premiums competitive;~~
- Annually receives and reviews a summary of ~~Annually reviews open~~ insurance claims and determines if the necessary risk management practices are in place;
- ~~Assesses District risk matters~~ Reviews the risk assessment and risk management activities of the district and determines the adequacy of risk mitigation strategies implemented by management.
- Receives and reviews summary reports on internal compliance audits; and recommendations made for changes to processes or procedures.
- Reviews reports, if any, concerning any significant fraud or non-compliance events and provides recommendations for strengthening internal controls to reduce risk of a similar event in the future;

Financial Systems:

- Enables accountability and transparency in all financial systems and processes;
 - Ensures that financial systems incorporate adequate risk considerations in recommendations;
- ~~Determines changes to segregation of duties as appropriate.~~

Legal Compliance:

- On an annual basis, reviews any legal matters that could have a significant impact on the District's financial statements, the District's compliance with applicable laws and regulations, and inquires received from regulators or government agencies;
- ~~Receives an annual report on updates to the Standards of Conduct for Employees.~~

ACCOUNTABILITY

The Finance and Audit Committee will report its deliberations to the Board of Education at its next ~~in-camera~~ regular meeting.

The Finance and Audit Committee will review these Terms of Reference at its final meeting in each fiscal year and recommend changes to the Board of Education.

MEETINGS OPERATIONS OF THE COMMITTEE

In order to discharge its responsibilities, the Finance and Audit Committee shall each year establish a schedule of meetings. Additional meetings may be scheduled as required.

A quorum at any Committee meeting shall be a majority of its members. All determinations of the Committee shall be made ~~by either~~ at a meeting duly called and held, at which a quorum was present and acting, ~~or by a written consent to actions taken and signed by all of the members of the Committee.~~

The Secretary-Treasurer shall be responsible for establishing the agendas for meetings of the Committee in consultation with the Committee Chair. Trustees can also request agenda items which will be reviewed by the Committee Chair. An agenda, together with materials relating to the subject matter of each meeting, shall be sent to members of the Committee prior to each meeting.

Minutes for all meetings of the Committee shall be prepared to document the Committee's discharge of its responsibilities. The minutes shall be circulated in draft form to all Committee members to ensure an accurate final record, shall be approved at a subsequent meeting of the Committee and shall be distributed to the Board of Education.

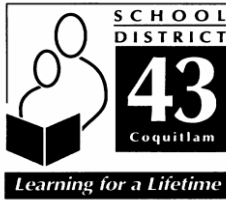
BOARD OF EDUCATION APPROVAL

Adopted by the Board March 2014

Amended by the Board June 2017

Amended by the Board June 2019

Amended by the Board June 2026



SCHOOL DISTRICT NO. 43 (COQUITLAM)

CORPORATE and FINANCIAL SERVICES DEPARTMENT

MEMORANDUM

TO: Board of Education

FROM: Nita Mikl, Secretary-Treasurer/CFO
Patricia Bigonzi, Assistant Secretary-Treasurer

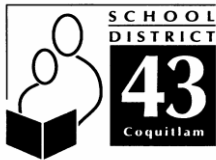
DATE: June 16, 2026

SUBJECT: **2025/26 Surplus Allocation**

COPIED TO: District Leadership Team

Recommended Action: That the Board of Education pass a motion to designate Fiscal 2025/26 surplus funds remaining after Policy 23 prescribed allocations to be placed into the Business Systems Initiatives Reserve.

Background: The replacement of the District's aging Enterprise Resource Planning (ERP) system has been identified as a major corporate risk in the District's Risk Registry. The current legacy system is increasingly unable to meet the District's operational, reporting, service, and security needs. It provides limited functionality, relies on diminishing vendor support, and does not offer the level of modernization required to support efficient business processes, informed decision-making, and strong data protection. As a result, the District faces growing risks related to service disruption, reduced reliability of critical business information, inefficiencies across departments, and increased exposure to cybersecurity and data privacy threats. Replacing the ERP system will be a significant and costly multi-year undertaking that will require substantial financial investment for software, implementation, data migration, training, and change management. For this reason, it is recommended that any Fiscal 2025/26 surplus remaining after allocations required under Policy 23 be put towards the Business Systems Initiative Reserve to help build the financial capacity needed to support this important initiative.



Learning for a Lifetime

GROUP	TYPE	SCHOOL	Trustee 2025-26
1	Secondary	Port Moody	Lisa Park
	Middle	Hillcrest, Scott Creek	
	Elementary	Central, James Park, Roy Stibbs, Westwood, Aspenwood	
2	Secondary	Heritage Woods, Inquiry Hub, Suwa'lkh,	Kerri Palmer Isaak
	Middle	Como Lake, Summit	
	Elementary	Eagle Ridge, Lord Baden-Powell, Porter Street, Walton, Bramblewood	
3	Secondary	Customized Learning Centre, Encompass, Riverside	Chuck Denison
	Middle	Citadel, Eagle Mountain	
	Elementary	Anmore, Meadowbrook, Miller Park, Pinetree Way, Rochester	
4	Secondary	Dr. Charles Best	Carol Brodie
	Middle	Banting, Maillard, Moody	
	Elementary	Castle Park, Irvine, Leigh, Panorama Heights, R.C. MacDonald, Coast Salish	
5	Secondary	Continuing Education, Coquitlam Open Learning, Gleneagle	Craig Woods
	Middle	Kwayhquitlum, Maple Creek	
	Elementary	Baker Drive, Birchland, Glen, Hazel Trembath, Ranch Park	
6	Secondary	Centennial	Michael Thomas
	Middle	Minnekhada	
	Elementary	Blakeburn, Cedar Drive, Glenayre, Kilmer, Moody, Mountain Meadows, Pleasantside, Hampton Park	
7	Secondary	Pinetree	Rosey Manhas
	Middle	Montgomery	
	Elementary	Alderson, Coquitlam River, Mountain View, Mundy Road, Nestor, Parkland, Riverview Park	
8	Secondary	CABE, Terry Fox	Christine Pollock
	Middle	Pitt River	
	Elementary	Cape Horn, Harbour View, Heritage Mountain, Mary Hill, Seaview, Smiling Creek	