The Board of Education of
School District No.5 (Southeast Kootenay)
ALL COMMITTEES (PUBLIC)
AGENDA

August 31, 2026, 3:00 P.M.

Cranbrook Board Office

Members

Trina Ayling
Bev Bellina
Irene Bischler
Alysha Clarke
Nicole Heckendorf
Chris Johns
Doug McPhee
Sarah Madsen
Wendy Turner

Pages

1. COMMENCEMENT OF MEETING

1.1 Call to Order

1.2 Acknowledgement of Ktunaxa Territory

Acknowledgement that we have gathered on the Homelands of the Ktunaxa People.

1.3 Approval of the Agenda

1.4 Approval of the Minutes 5

Approval of the minutes from May 25, 2026

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Amy Woodland Elementary Update

3. PRESENTATIONS

4. REPORTS

4.1 Secretary Treasurer

4.1.1 **Mountain View Sparwood**

4.1.2 **Fernie Elementary School and Child Care**

4.1.3 **Traffic Safety Concerns and Responses** 10

4.2 **Superintendent**

4.2.1 **Indigenous Education Council (IEC)**

4.2.2 **Child Care** 13

4.2.3 **Framework for Enhancing Student Learning**

4.2.3.1 **Literacy Plan 2026** 51

5. **REPORTS FROM COMMITTEES**

5.1 **Advocacy Education**

5.1.1 **DSAC Report**

5.1.2 **DPAC Report**

5.1.3 **Letter from Minister Lisa Beare** 52

5.2 **Learning Services**

5.3 **Policy**

5.3.1 **Policy 2 Role of the Board** 53

RECOMMENDATION

THAT the Board of Education approve the revisions to Policy 2, Role of the Board, and direct that the revised policy be released for public consultation.

5.3.2 **Policy 7 Board Operations** 93

RECOMMENDATION

THAT the Board of Education approve the revisions to Policy 7, Board Operations, and direct that the revised policy be released for public consultation.

5.3.3 Policy 11 Board Delegation of Authority 142

RECOMMENDATION

THAT the Board of Education approve the revisions to Policy 11, Board Delegation of Authority, and direct that the revised policy be released for public consultation.

5.3.4 Policy 12 Role of the Superintendent 144

RECOMMENDATION

THAT the Board of Education approve the revisions to Policy 12, Role of the Superintendent, and direct that the revised policy be released for public consultation.

5.3.5 Policy 13 Role of the Secretary Treasurer 166

RECOMMENDATION

THAT the Board of Education approve the revisions to Policy 13, Role of the Secretary Treasurer, and direct that the revised policy be released for public consultation.

5.3.6 Amendments to the Child Care Ministerial Order 196

The Child Care Ministerial Order sets the requirements for what public boards of education must include in their child care policies. The Order has been removed and replaced with an updated version. Boards are now required to update their child care policies to include an annual process for identifying available space in elementary schools in their district to determine when and how space could be used for new or expanded child care programs.

RECOMMENDATION

THAT the Board of Education approve the revisions to Policy 22, Provision of Child Care, and direct that the revised policy be posted immediately.

5.3.7 Administrative Procedure 550 Facilities 203

5.4 Finance Operations Personnel

6. NEW BUSINESS

7. ACTION ITEMS FOR FUTURE MEETINGS

8. CORRESPONDENCE

8.1 **District Occupational Health and Safety Committee Minutes** 209

8.2 **Finance and Capital Analysis Report**

No report

8.3 **Trustee Professional Development** 210

8.4 **Staff Travel Summary** 211

8.5 **Report on the Budget 2027 Consultation** 217

8.6 **Ombudsperson British Columbia Report** 255

9. QUESTION PERIOD

10. ADJOURNMENT

The Board of Education of

School District No.5 (Southeast Kootenay)

MINUTES - ALL COMMITTEES (PUBLIC)

May 25, 2026, 3:00 p.m.
Cranbrook Board Office

Committee Members in Attendance:	Trustee Trina Ayling Trustee Bev Bellina (remotely) Trustee Irene Bischler Trustee Alysha Clarke Trustee Chris Johns (Co-Chair) Chairperson Doug McPhee Trustee Wendy Turner
Regrets:	Trustee Nicole Heckendorf Trustee Sarah Madsen (Co-Chair)
Board/District Staff in Attendance:	Superintendent Viveka Johnson Secretary Treasurer Nick Taylor Director of Instruction Human Resources Brent Reimer Director of Instruction Systems Leadership and Safe Schools Jason Tichauer Director of Instruction Curriculum and Assessment Michael Kelly Director of Operations Joe Tank District Principal Early Learning and Child Care Laura-Lee Phillips District Principal of Learning Services Kaley Wasylowich District Vice Principal Human Resources and Health & Safety Erin Boehm Manager of Board Office & Executive Services (recorder) Jane Nixon

1. COMMENCEMENT OF MEETING

1.1 Call to Order

Co-Chair Trustee Johns called the public All Committees meeting of May 25, 2026, to order at 3:11 p.m.

1.2 Acknowledgement of Ktunaxa Territory

Co-Chair Trustee Johns acknowledged that we have gathered on the Homelands of the Ktunaxa People.

1.3 Approval of the Agenda

Additions:

6.1 Pinewood Traffic Safety

6.2 Board Annual Self Evaluation

Moved/Seconded by Ayling/Turner:

THAT the All Committees public agenda of May 25, 2026, be approved as amended.

1.4 Approval of the Minutes

Moved/Seconded by Bellina/Bischler:

THAT the minutes of the public All Committees meeting of April 28, 2026, be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Amy Woodland Elementary Update

The completed PDR and business case have been submitted and are currently with the Ministry for review. Secretary Treasurer Taylor advised that comments on the submission are expected shortly.

The next step will be final submission to the Treasury Board, which will determine one of three options: full building replacement, repairs to the existing building, or expansion of space at an existing school.

3. PRESENTATIONS

3.1 District Resource Centre

Kylie Rodney presented on the District Resource Centre.

3.2 Teachers of Transformative Learning

Kim Froehler and Ryan McKenzie provided a presentation on the role of Teachers of Transformative Learning within the District.

3.3 Literacy

Laura-Lee Phillips presented from Sounds to Stories: Literacy growth in the District.

4. REPORTS

4.1 Secretary Treasurer

4.1.1 Mountain View Sparwood

Secretary Treasurer Taylor provided an update on the Mountain View facility. Treehouse Daycare plans to expand its child care options, while efforts continue to identify potential lessees for the facility.

District staff will also complete work on the gymnasium to restore it for community use.

4.1.2 Fernie Elementary School and Child Care

Secretary Treasurer Taylor reported that the Fernie Elementary project remains on track for groundbreaking in July 2026. The optional property purchase is expected to receive formal title by the end of June 2026. The building permit application has also been submitted and paid.

4.2 Superintendent

4.2.1 Indigenous Education Council (IEC)

Superintendent Johnson reported that acting IEC Chair Bonnie Harvey attended the provincial IEC Chairpersons' Meeting in Vancouver on May 13, 2026, and advised that the Indigenous Education Support Workers will participate in Mental Health First Aid training at the College of the Rockies on May 26.

4.2.2 Child Care

District Principal Phillips reviewed the report attached to the agenda package. She also noted that Ready Set Learn will take place at Rotary Park in Cranbrook on Wednesday, May 27, 2026.

4.2.3 Framework for Enhancing Student Learning

Superintendent Johnson reminded trustees that the Cranbrook Community Engagement Night will take place on May 26, 2026, and also provided a report from the Elkford Community Engagement Night held on May 19, 2026.

Director Kelly provided an update on assessments and growth plans.

5. REPORTS FROM COMMITTEES

5.1 Advocacy Education

5.1.1 DSAC Report

Director Tichauer reported that the final District Student Advisory Council meeting will be held in Elkford in June.

5.1.2 DPAC Report

Superintendent Johnson provided an update from the May District Parent Advisory Council meeting. The DPAC will be supplying school magnets and developing an engagement brochure for distribution by mail to help increase community engagement.

5.2 Learning Services

District Principal Wasylowich provided an update on the recent mock audit, including the follow up meetings with school administrators and learning services teachers.

5.3 Policy

Nil

5.4 Finance Operations Personnel

Nil

6. NEW BUSINESS

6.1 Pinewood Traffic Safety

Trustee Ayling raised concerns from the Pinewood PAC meeting that the speed reader sign does not appear to be effective in reducing speeding within the school zone. It was noted that the City will not permit temporary speed bumps.

Discussions included the possible use of parent volunteer crossing guards, additional reminders for drivers entering the school zone, and concerns regarding industrial traffic along the Cobham side of the school. It was also suggested that the Cobham area be designated as a school zone.

6.2 Board Annual Self Evaluation

The Board Annual Self Evaluation has been distributed. Trustees were asked to return evaluation forms to the Manager of Board Office and Executive Services by June 9, 2026.

7. ACTION ITEMS FOR FUTURE MEETINGS

Nil

8. CORRESPONDENCE

8.1 District Occupational Health and Safety Committee Minutes

District Vice Principal Boehm reviewed the District Occupational Health and Safety Committee minutes included in the agenda package.

8.2 Finance and Capital Analysis Report

Secretary Treasurer Taylor reviewed the Finance and Capital Analysis reports included in the agenda package.

8.3 Trustee Professional Development

8.4 Staff Travel Summary

8.5 June Calendar

9. QUESTION PERIOD

Nil

10. ADJOURNMENT

Moved/Seconded by Bischler/Clarke:

THAT the May 25, 2026, public All Committees meeting adjourn at 4:33 p.m.

What services and resources did we provide to which students at what cost and resulting in what benefits?

Start-of-School-Year Traffic Safety Information

Highlands Elementary School | 2026/27

Student safety around our school is a shared responsibility. Please review this information before the first day of school and follow the school-specific traffic flow plan below.

School Logistics and Traffic Flow

[Insert School-Area Map Here]

Show pick-up / drop-off areas, bus zones, visitor parking, accessible parking, crosswalks, walking routes, bike/scooter areas, no-stopping/no-parking areas, and traffic-flow arrows.

Key school-specific logistics

- Morning drop-off: 8:20 am - 8:40am
- All students that arrive after 8:40 am must report to the office
- Afternoon pick-up: 2:50pm
- Bus loading zone: Yellow Zone 7th Street
- Visitor parking: Along 7th Street and 34th Avenue
- Accessible parking for designated students and visitors with handicap parking signage only.
- Parents are encouraged to meet students on school grounds and walk students to their vehicle.

Traffic flow reminders

- NO STUDENTS IN STAFF PARKING LOT AT ALL TIMES.
- NO STUDENT DROP OFF IN STAFF PARKING LOT AT ALL TIMES.
- Students are discouraged from accessing the school grounds through the staff parking lot.
- Do not stop in crosswalks, bus zones or fire lanes.
- Be respectful of neighbours by not parking in driveways or blocking driveways.

Customize all bracketed fields before distribution. Print double-sided: one page, two sides.

Parent and Driver Safety Expectations

[School Logo] | Please review before the first day of school

These expectations help keep students, families, staff, and neighbours safe during the busiest parts of the school day. Please allow extra time, drive slowly, and model calm and courteous behaviour.

Area	Expectations for Parents, Guardians, Students, and Drivers
Biking and Scooters	• No biking or scootering on school grounds. • All bikes and scooters are to be parked and locked at bike racks on school grounds. • Children under the age of 16 years old must follow BC E-scooter/ E-Bike regulations (they cannot ride scooters or bikes that go faster than 25 km/hour) and therefore are not permitted on elementary school property. • Helmet must be worn when biking or scootering.
School-zone driving	• Follow the posted school-zone speed limit and slow down further when children are present. • Yield to pedestrians at crosswalks and obey school staff. • Do not pass vehicles stopped for pedestrians or students.
Parking	• Park only where permitted and observe posted time limits. • Do not stop or park in bus zones, no-stopping areas, no-parking areas, driveways, lanes, or neighbouring private property. • Do not park on or within 6 meters of crosswalks. • Keep intersections and sightlines clear so students can be seen by drivers.
School Bus rules when lights are flashing	• When a school bus has flashing red lights activated, stop and remain stopped until the lights are off and the bus begins to move. • Give buses extra space and never pull into or stop in the bus loading area. • Students should wait well back from the curb and board only when directed by the bus driver.
Walking and pedestrian safety	• Use sidewalks, marked crosswalks, and designated walking routes whenever possible. • Look both ways, make eye contact with drivers, and wait until vehicles have stopped before crossing. • Cross only at marked or supervised locations; avoid crossing between parked vehicles. • Use extra care in poor weather, low light, or icy conditions; bright or reflective clothing is recommended. • Crosswalks must be kept clear. Do not stop, stand, or park on a crosswalk or within 6 metres of the approach side of a crosswalk. This keeps sightlines clear so students and drivers can see each other.

Who to Contact With Concerns

Concern	Primary Contact
School pick-up / drop-off procedures, parent questions	Carlene Lochrie, Principal 250-489-4391 | carlene.lochrie@sd5.bc.ca

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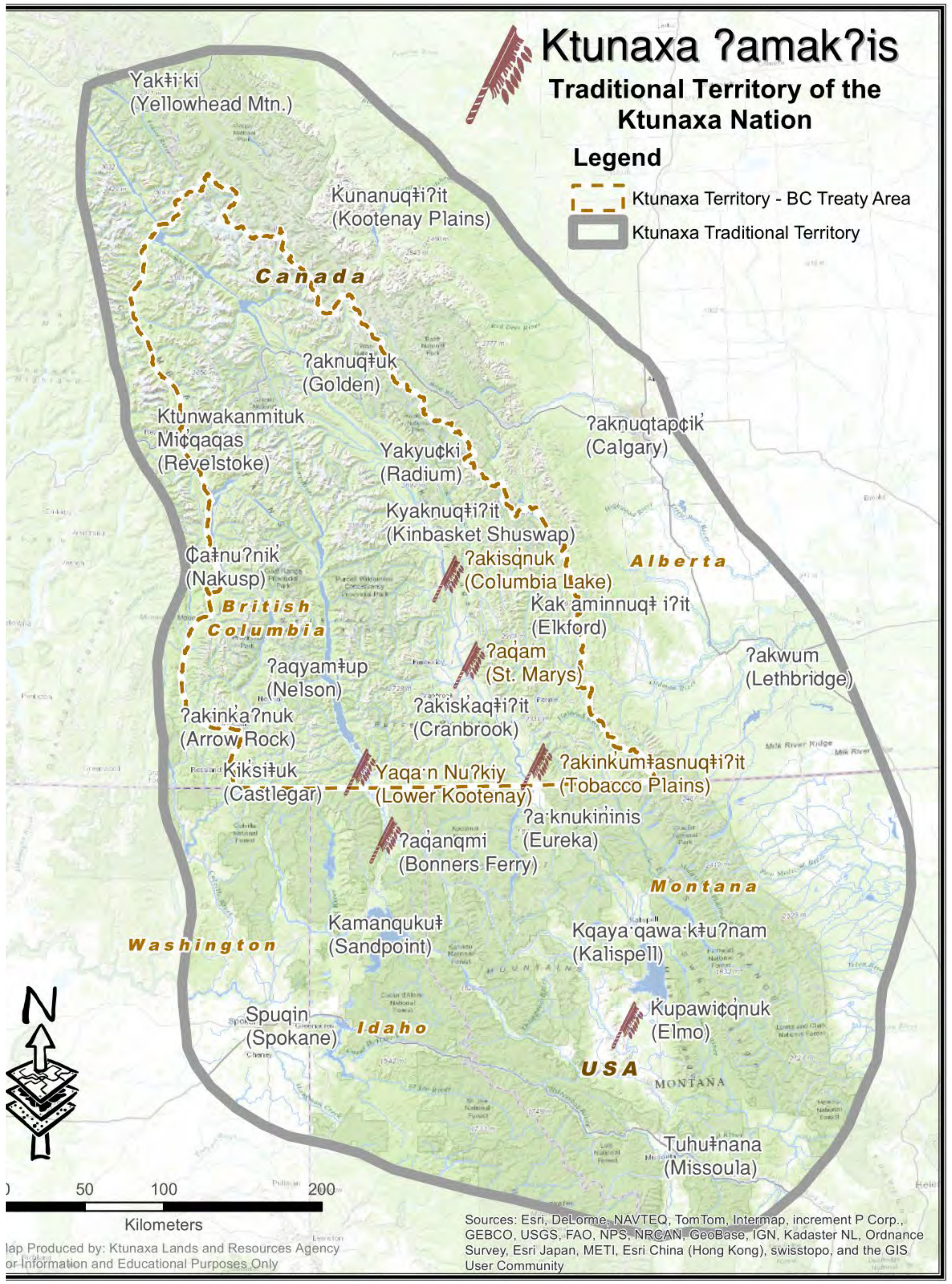
Concern	Primary Contact
Traffic enforcement or recurring unsafe driving concerns	**Carlee Monroe, RCMP** [phone] | [email]
Immediate danger or emergency	**Call 9-1-1**

Thank you for helping to keep our school community safe!

[ADD QR CODE TO SCHOOL WEBSITE]

Customize all bracketed fields before distribution. Print double-sided: one page, two sides.



I would gratefully like to acknowledge that we live, learn, play and work on the homelands of the Ktunaxa people, and the chosen lands of the Métis.

SCHOOL DISTRICT 5

SOUTHEAST KOOTENAY

EARLY LEARNING AND CHILD CARE

CHILD CARE UPDATE

245 current spaces

149 future spaces

=394 space

Child Care Non-Profit	Child Care Centr	School Location	Type of Child Care	Maximum Capacity	Occupied spa	T R
Community Connections Society 209 16th Ave. N. Cranbrook, BC V1C 5S8	**Just 4 Kids**	HES	Group Child Care (School Age Care on School Grounds)	24	space in school	
Bright Beginnings Society	**Bright Beginnings Preschool - FLC Side A**	FLC - Side A	Group Child Care (30 months to School Age), Preschool (30 Months to School Age)	25	stand alone building	
Elk Valley Kids Club Society	**FLC - Side B**	FLC - Side B	Group Child Care (School Age)	21		
Fernie Women's Centre 1592 10th Ave. Fernie, BC V0B 1M0	**South Country PreSchool**	Jaffray School (portable)	Preschool (2 full days/week)	20	portable	
Cranbrook Boys and Girls Club 1404 2nd St. N. Cranbrook, BC V1C 3L2	**Steeples Clubhouse**	SES	School Age Care on School Grounds	30	shared with StrongStart/st and alone building	$
Sand Creek Community Club – South Country Social Planning	**South Country Programs**	JEJSS	School Age Care on School Grounds	30	space in school	$
Stay n' Play Association 308 10th Ave. S. Cranbrook, BC V1C 2N6	**Stay n' Play After School Program**	GTES	School Age Care on School Grounds	30	space in school	
Elk Valley Women's Task Force PO Box 742, Elkford, BC V0B 1H0	**Griz Kids Care**	RMES	School Age Care on School Grounds	24	space in school	
Society for Kids' Care Elk Valley	**Sparwood Treehouse**	Mountain View Operations	Group Child Care (Under 36 months), Group Child Care (30 months to school age), Multi Age Child Care	41	Mountain View Operations	
Fernie New School - child care $7910000.00			12 IT Group Child Care (Under 36 months) 25 Group Child Care (30 months to school age)	37 spaces (0-5)		
MNBC Child Care		AW site	8 IT Group Child Care (Under 36 months) 16 Group Child Care (30 months to school age) 10 SAC	34 spaces		
Cbal (Columbia Basin Alliance for Literacy)	**StrongStart**	StrongStart FJMES, EIDES, SES				

MÉTIS NATION
BRITISH COLUMBIA

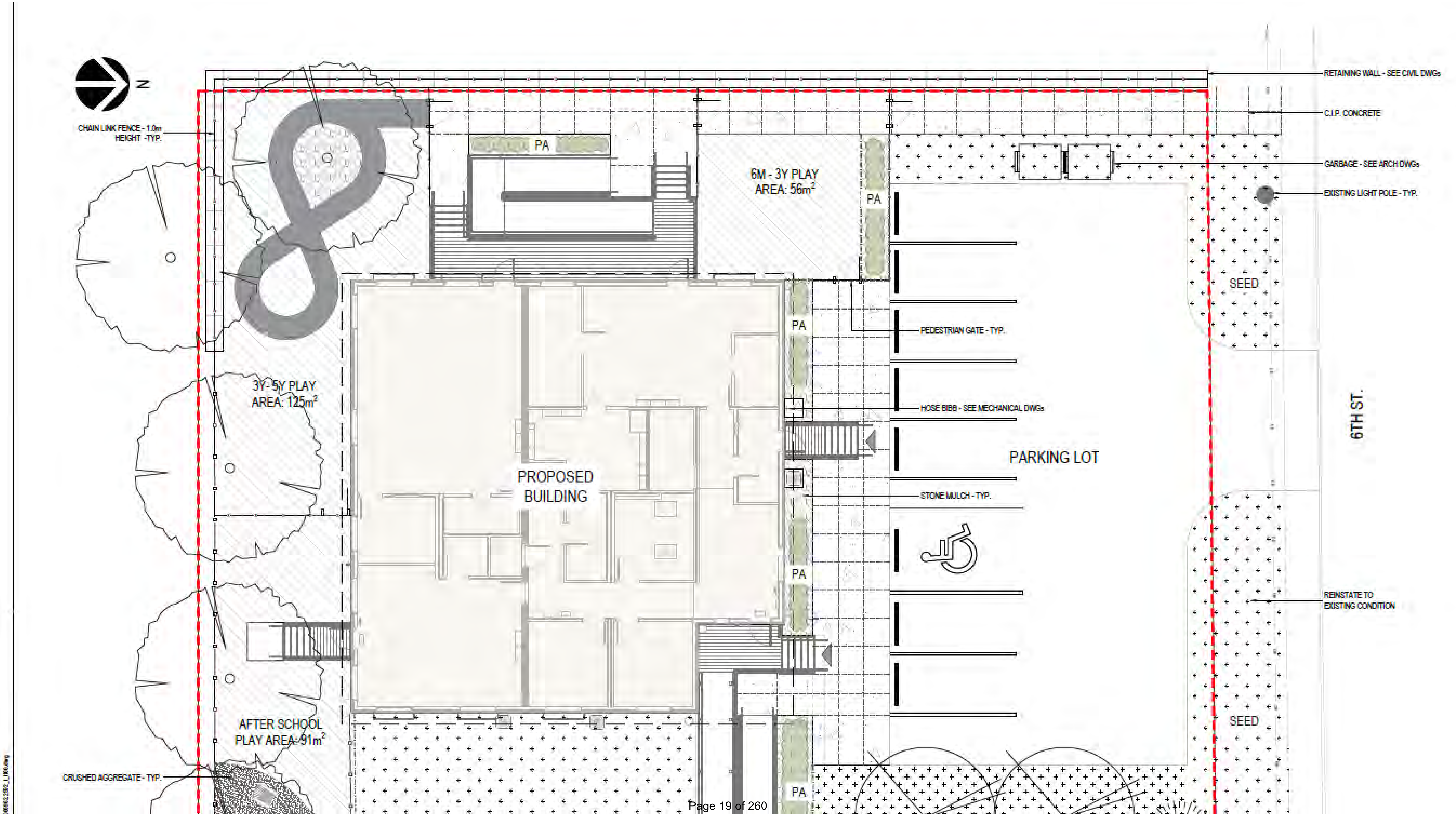
Rocky Mountain Métis Association

SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

Rocky Mountain Métis Association

Rocky Mountain Métis Association is a Chartered Community working with the Métis Nation of British Colombia, the only recognized Métis government in BC. Our Association was created to serve the needs of all our citizens in our designated boundaries. From Kimberley to Jaffray to Creston and Riondel we strive to service our communities needs. This is a non-political site with a heart for growing pride in the Métis culture.

DRAWING LIST

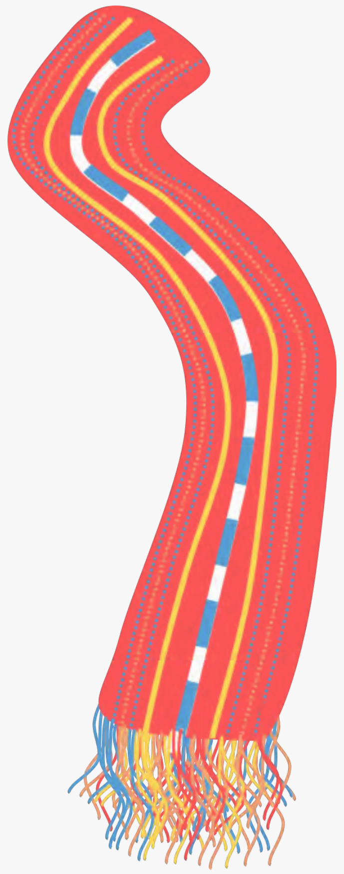

N
CHAIN LINK FENCE - 1.0m HEIGHT - TYP.
PA
6M - 3Y PLAY AREA: 56m²
PA
RETAINING WALL - SEE CIVIL DWGs
C.I.P. CONCRETE
GARBAGE - SEE ARCH DWGs
EXISTING LIGHT POLE - TYP.
SEED
PA
PEDESTRIAN GATE - TYP.
3Y- 5Y PLAY AREA: 125m²
HOSE BIBB - SEE MECHANICAL DWGs
6TH ST.
PARKING LOT
PROPOSED BUILDING
STONE MULCH - TYP.
PA
REINSTATE TO EXISTING CONDITION
AFTER SCHOOL PLAY AREA: 91m²
SEED
CRUSHED AGGREGATE - TYP.
PA

Freeport

4617 Greig Avenue
Terrace, BC.

PAT CALIHOU



MNBC will oversee the purchase and installation of the modular building and cover all eligible furnishings and related expenses.

What will the spaces look like?

- 8 Group Child Care (Under 36 months)
- 16 Group Child Care (30 months to school age)
- 10 Group Child Care (School age)

50% of the spaces for priority population.

This investment in MNBC Métis-led early learning and child care operating fund for 34 child care spaces. MNBC Métis-led Child Care Programming will:

· Provide Métis, First Nations, Inuit, and all children and families in Cranbrook and the surrounding area with an ongoing opportunity for affordable, accessible, high-quality, and offers improved access to Métis-designed and delivered learning and child care programming.

· Provide an important opportunity for MNBC to expand investments in community directed, culturally relevant programming that fosters healthy child and family development.

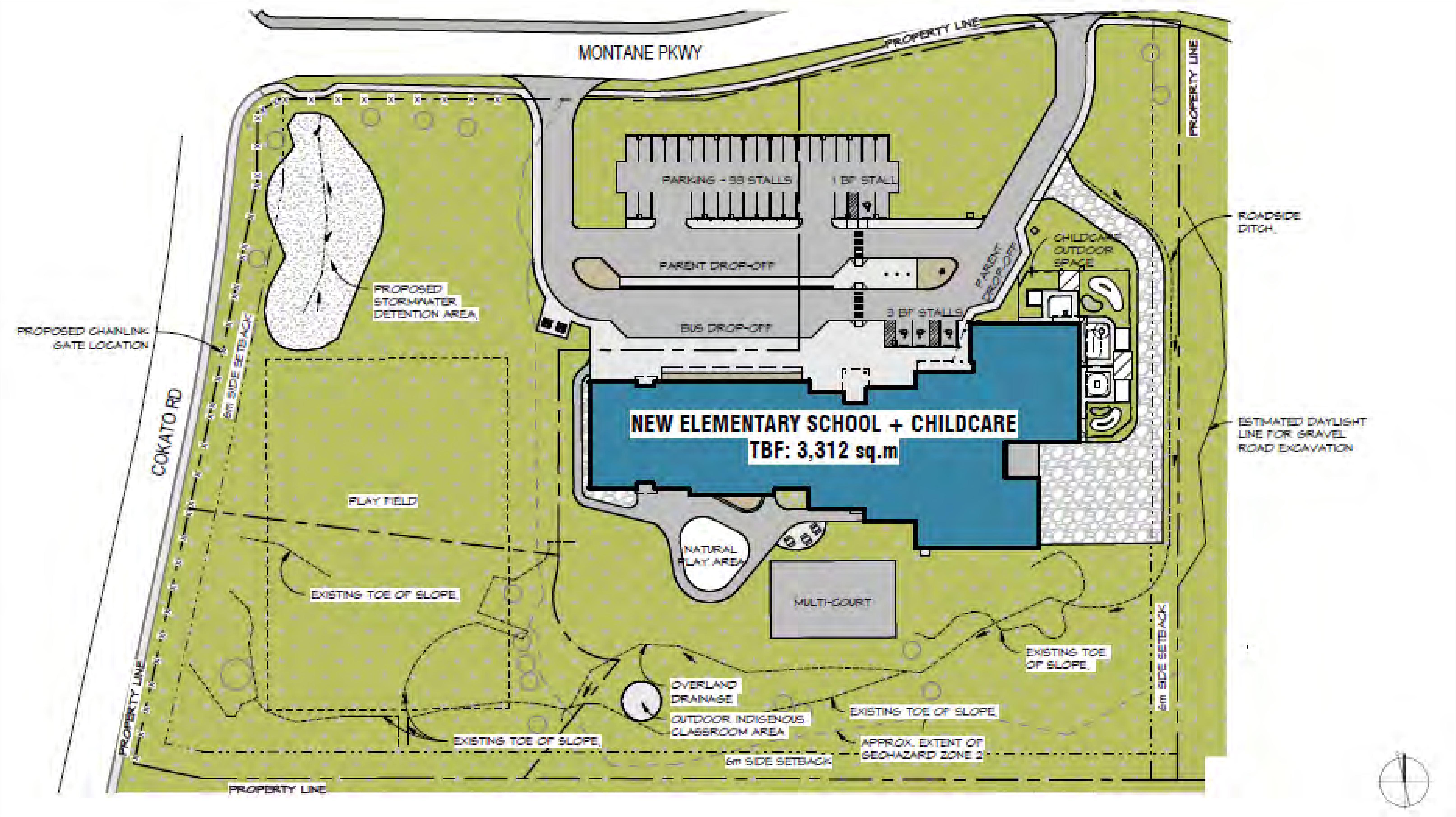
· Provides action to address the Declaration Act Action Plan Item 4.19 “As part of a commitment to an inclusive, universal childcare system, work in collaboration with BC First Nations, Métis, and Inuit Peoples to implement a distinctions-based approach to support and move forward jurisdiction over child care for First Nations, Métis and Inuit Peoples who want and need it in BC.”

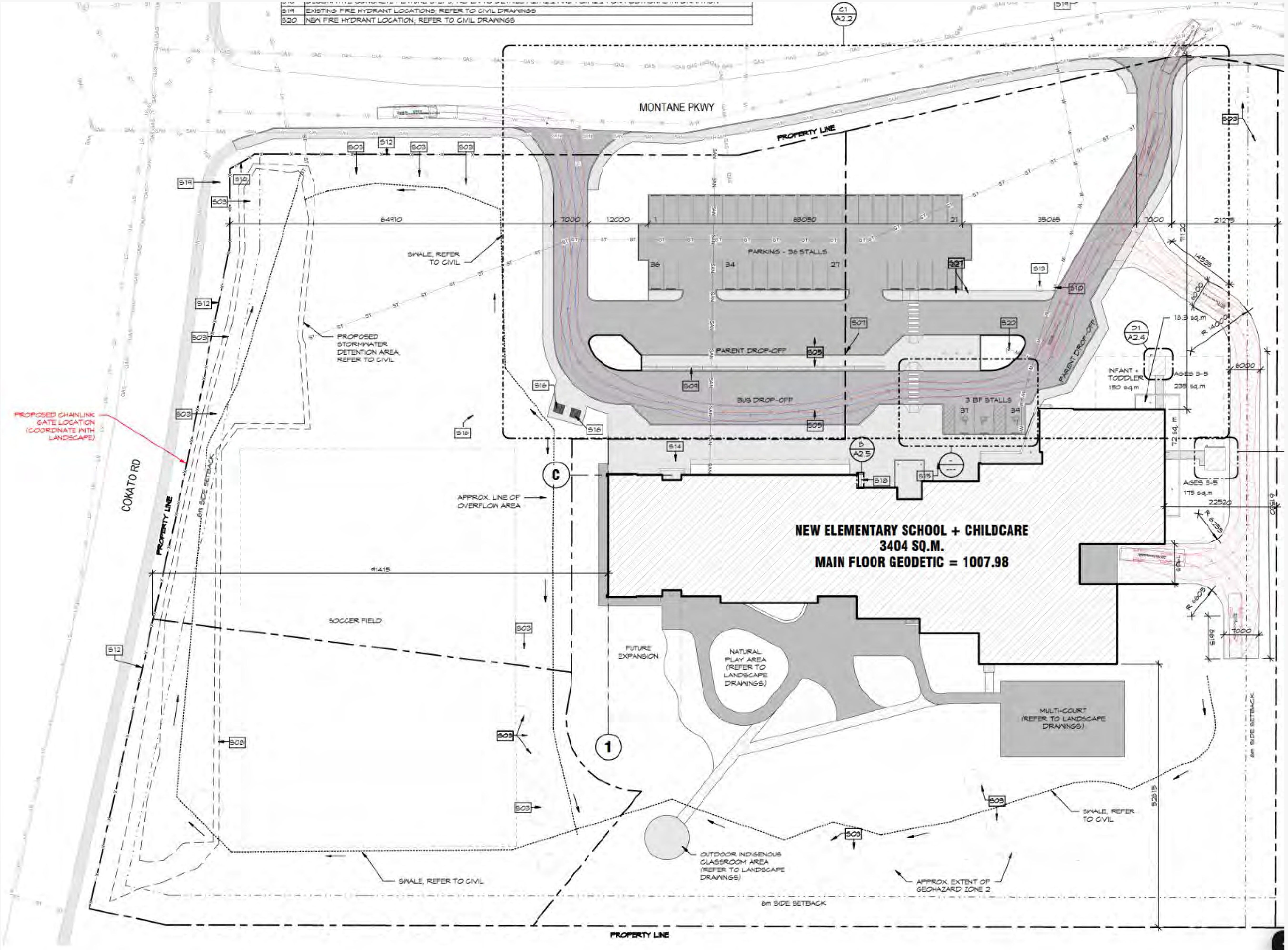
Fernie Child Care

37 new spaces 0 - 5

- 12 IT
- 25 Group 3 - 5


ChildCareBC
New Spaces Coming Soon
Canada
StrongerBC
for everyone
New Fernie
Elementary School
Creating 265 new student spaces
Completion: Fall 2027
StrongerBC
for everyone
Project partner


MONTANE PKWY
PROPERTY LINE
PARKING - 33 STALLS
1 BF STALL
PARENT DROP-OFF
BUS DROP-OFF
3 BF STALLS
PARENT DROP-OFF
CHILDCARE OUTDOOR SPACE
ROADSIDE DITCH
PROPOSED STORMWATER DETENTION AREA
PROPOSED CHAINLINK GATE LOCATION
6m SIDE SETBACK
COKATO RD
NEW ELEMENTARY SCHOOL + CHILDCARE
TBF: 3,312 sq.m
ESTIMATED DAYLIGHT LINE FOR GRAVEL ROAD EXCAVATION
PLAY FIELD
NATURAL PLAY AREA
MULTI-COURT
EXISTING TOE OF SLOPE
OVERLAND DRAINAGE
OUTDOOR INDIGENOUS CLASSROOM AREA
EXISTING TOE OF SLOPE
APPROX. EXTENT OF GEOHAZARD ZONE 2
6m SIDE SETBACK
PROPERTY LINE

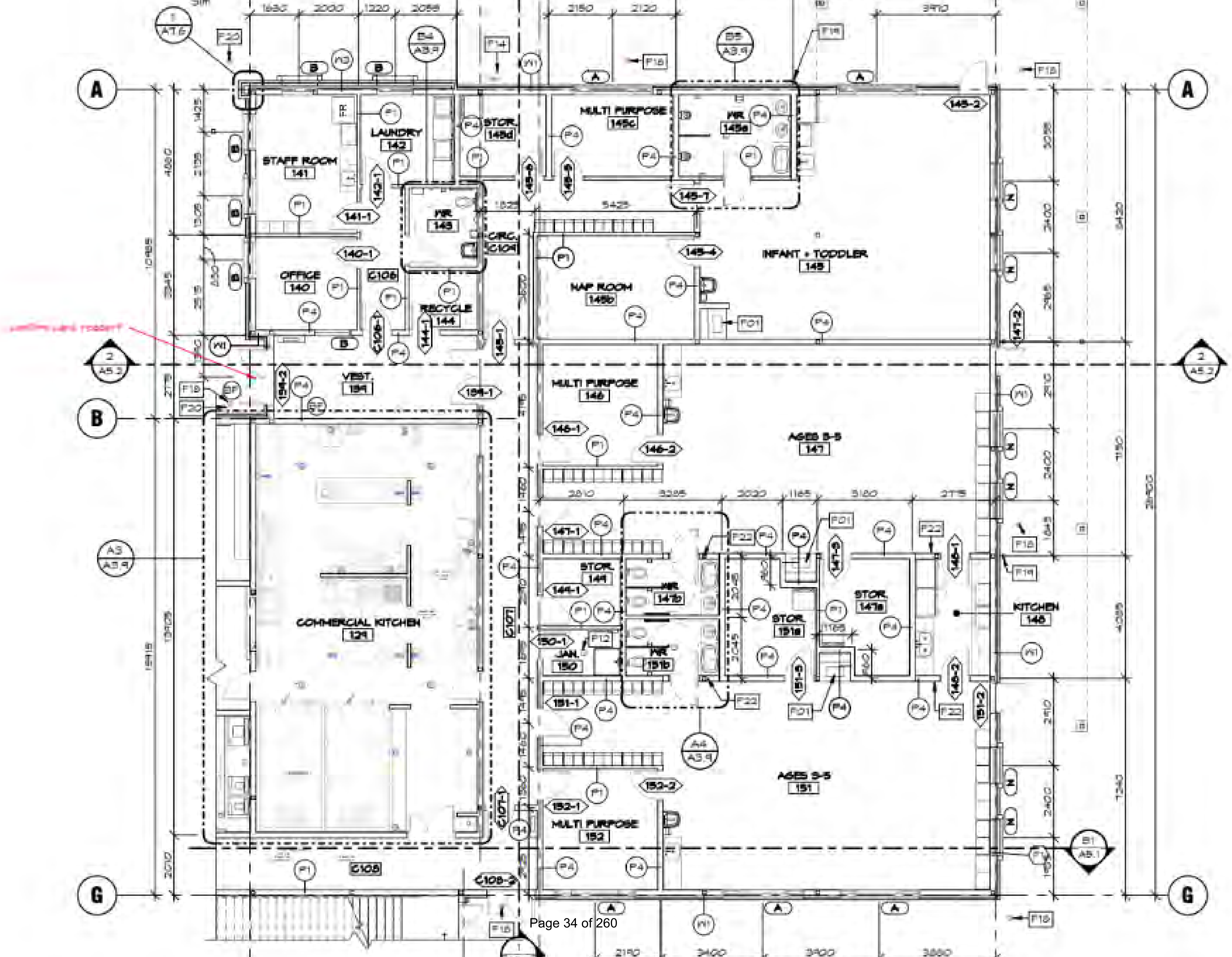


OVERALL NEW SITE PLAN

SCALE 1 : 400


Fernie (Ȼaqahak) Childcare
Neighbourhood Learning Centre


ELDER'S RM
CANOPY ABOVE
BOOT RM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
JAN
ELEC
WR
KINDERGARTEN
KINDERGARTEN
BOOT RM
MEDIA/ TECH
VEST.
STAFF LOUNGE
OFFICE
OFFICE
RECEP.
INF.
COPY
ELDER'S RM
NLC
STOR
METER RM
COMMERCIAL KITCHEN
RECYCLE
MECH. RM
STAFF ROOM
OFFICE
LAUNDRY
MULTI PURPOSE
STOR
INFANT + TODDLER
NAP ROOM
MULTI PURPOSE
AGES 3-5
KITCHEN
STOR
AGES 3-5
MULTI PURPOSE
MUSIC ROOM
SUPPORT WR
BREAKOUT
SUPPORT CLASSROOM
STOR
IT
STOR
STOR
GYM ANCILLARY
BREAKOUT
GYMNASIUM
SCHEMATIC DESIGN LEGEND
ADMIN / HEALTH
CHILDCARE
CLASSROOM
COMMERCIAL KITCHEN
ELECTRICAL / IT (DESIGN SPACE)
GEN. STORAGE
GYM ANCILLARY
GYMNASIUM (GYM ACTIVITY)
JANITOR (DESIGN SPACE)
KINDERGARTEN
MECHANICAL
MEDIA / TECH CENTRE
MUSIC ROOM (MULTI-PURPOSE)
NEIGHBOURHOOD LEARNING CENTRE
SPECIAL EDUCATION
SUPPORT SPACE
WASHROOMS (DESIGN SPACE)


STAFF ROOM
141
LAUNDRY
142
STOR.
145d
MULTI PURPOSE
145c
WR
145a
WR
143
CIRC.
C104
OFFICE
140
RECYCLE
144
NAP ROOM
145b
INFANT + TODDLER
145
VEST.
154
MULTI PURPOSE
146
AGES 3-5
147
COMMERCIAL KITCHEN
129
STOR.
149
WR
147b
STOR.
147a
STOR.
151a
KITCHEN
148
JAN.
150
WR
151b
AGES 3-5
151
MULTI PURPOSE
152
C108
C107
C106
C105
A
B
G

Fernie Daycare
Preliminary Concept Sketch

1. Entry / exits
2. Concrete pathways
3. Wood shade structure - 5m x 2.5m
4. Wood shade structure - 7m x 2.5m
5. Sandbox
6. Log tunnel feature
7. Balance beams
8. Artificial turf
9. Storage shed - 6m x 3m
10. Storage shed - 4m x 4m
11. Flexible sod play area
12. Earth play berm
13. Boulders
14. Deciduous trees
15. Coniferous trees

As part of the provincial direction in B.C. to expand school-aged care on school grounds, we are reviewing opportunities to include school-aged care needs in upcoming capital plan submissions for our schools.

We applied for capital funding available is for 24 school-aged care spaces in school facilities. Funding criteria may include the purchase and installation of fixtures, furniture, and equipment, as well as renovation or construction costs, including supplies and labour.

We are pleased to share an opportunity for students interested in careers working with young children. We are exploring the feasibility of offering an Early Childhood Education (ECE) Dual Credit cohort scheduled to run February–May 2027.

This dual credit program would allow secondary students to complete four ECE courses for both high school and post-secondary credit, providing an excellent pathway for students interested in careers in early learning and childcare.

Cohort details:
Four ECE courses delivered as a cohort from February to May 2027
Students earn both high school credits and college credits
Ideal for students interested in Early Childhood Education, childcare, or related fields
We are seeking a minimum of 10 students, with an ideal cohort size of 12–20 students.

Timeline: Confirmation of at least 10 students by June 2026 is required for the cohort to proceed

We would appreciate your support in sharing this opportunity with interested students and helping identify potential applicants. Early expressions of interest will help us determine whether we can move forward with offering this cohort.

If you have students who may be interested or would like additional information, please feel free to contact me.

Thank you for helping us support students interested in careers in early learning and childcare.

CHEQ THE CHILDHOOD EXPERIENCES QUESTIONNAIRE: OVERVIEW

Increasing our knowledge of children's early experiences and environments prior to kindergarten that play a critical role in shaping their healthy development.

EDi THE EARLY DEVELOPMENT INSTRUMENT: OVERVIEW

Measuring trends and patterns in children's physical, emotional, social and cognitive development at kindergarten for over two decades.

Amendments to the Child Care Ministerial Order 203/26

Assessing School Spaces

Principals should review and identify areas suitable for child care, including shared-use and long-term planning considerations.

Community Engagement

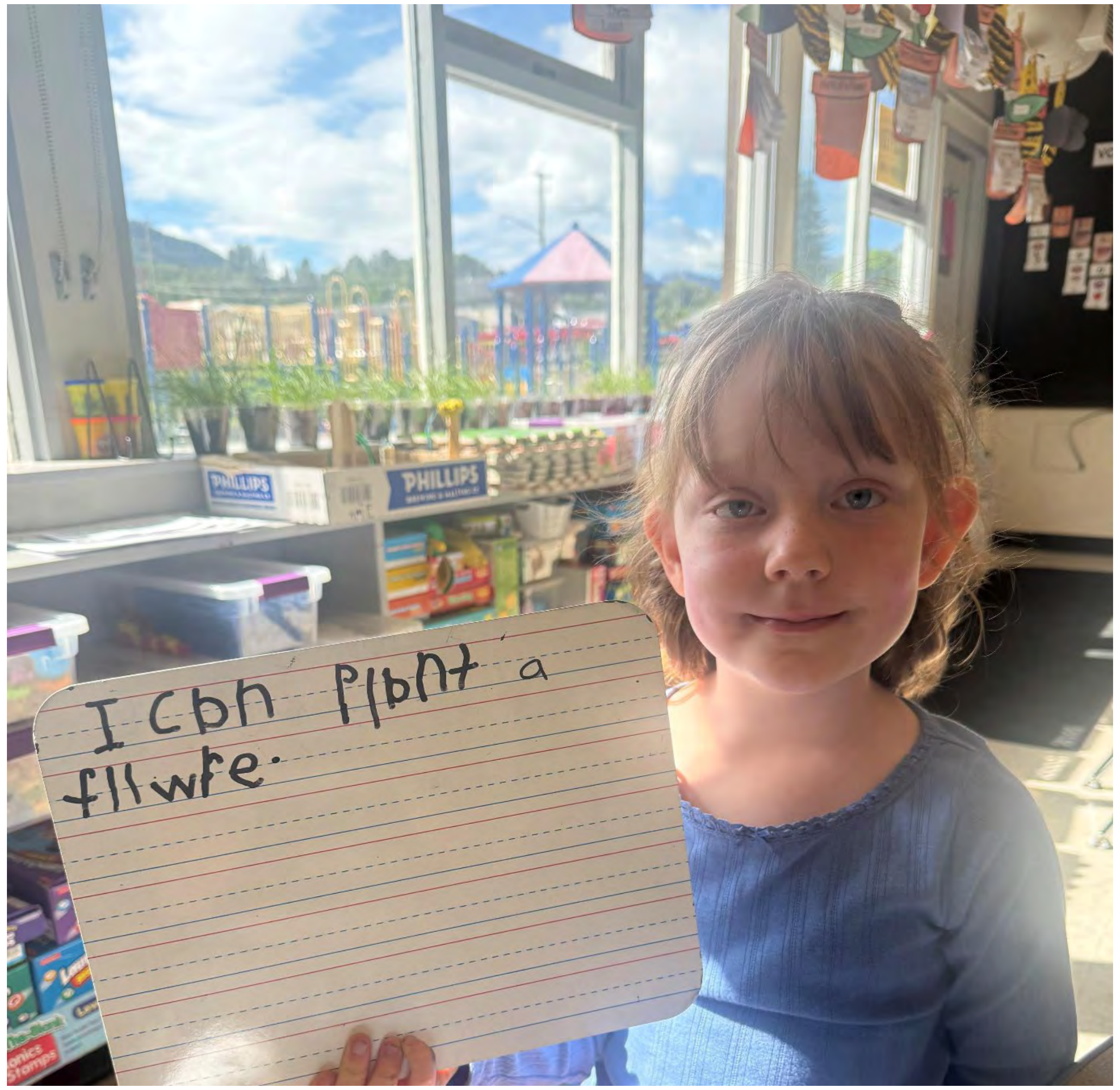
Engaging staff, families, and partners fosters trust and ensures child care plans meet community needs and priorities.

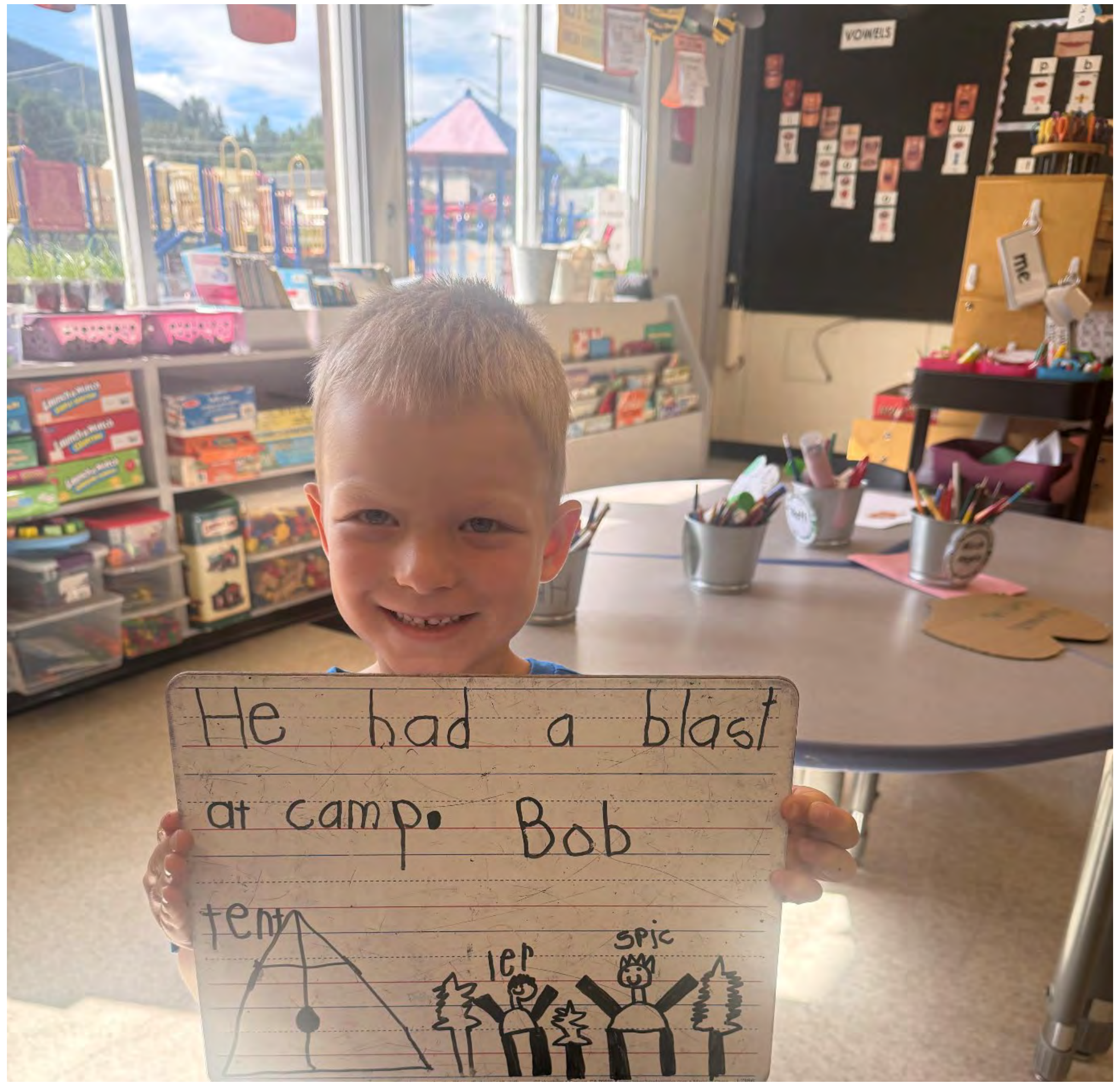
Strengthening Partnerships

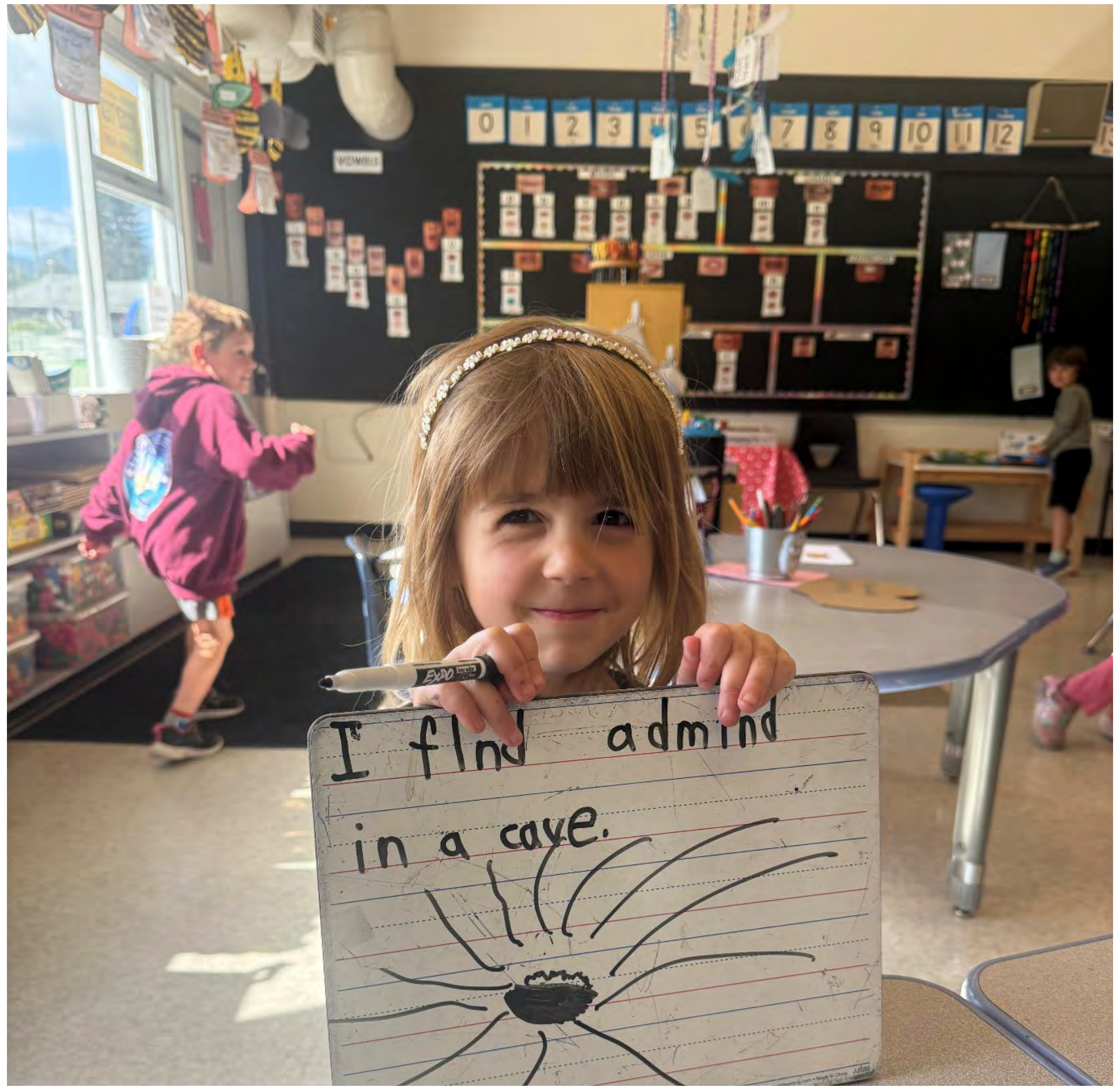
Building cooperative relationships with child care providers supports alignment with school values and operational realities.

Inclusive Communication

Maintaining clear, ongoing communication ensures transparency and keeps the school community informed about progress.







SD5 Literacy Update

K-12 Literacy Supports Initiative: 3 Priorities

Mandating Screening

- A new regulatory structure will be established to support a consistent approach to early literacy.
- All K-3 public school students will be screened:
  - ✓2025/26: Mandatory screening in K (at a minimum)
  - ▪2026/27: Mandatory screening in K-3
  - ▪2027/28: Mandatory screening in K-3 using the B.C. Early Literacy Screening Tool

B.C. Screening Tool

- The ministry is working with a team of researchers to develop the B.C. Early Literacy Screening Tool:
  - Will be available in both English and French for French immersion.
  - Provides a consistent, province-wide assessment for early literacy in K-3.
  - Will use norms derived from B.C. students and be reflective of B.C.'s curriculum and cultures.
- The B.C. Screening Tool will be ready and mandated for use at the start of the 2027/28 school year.

Teacher Capacity Building

- The ministry is investing in supports for current teachers working in the K-12 system and those in teacher education programs, including:
  - Developing a B.C. Early Literacy Screening Tool professional learning module.
  - Creating curriculum-aligned guides for literacy instruction and intervention.
  - Partnering with post-secondary institutions to pilot a Centre of Excellence and developing a literacy micro-credential.
  - Developing an open access, online series of literacy professional learning modules.

Timelines

School Year	Actions
2024-2025	• Over $15M in literacy professional learning grants provided to districts • Ministry criteria for early literacy screening tools established • Announcement of required screening in Kindergarten
2025-2026	• **Screening at Kindergarten (at a minimum)** is required, using a commercially available or locally developed screening tool that meets ministry criteria • Development begins on the B.C. Early Literacy Screening Tool • Development begins on literacy resources and supports for teachers *(will become available over the course of the next two school years)*
2026-2027	• **Screening expands to K-3**, using a commercially available or locally developed screening tool that meets ministry criteria • Development on the B.C. tool continues
2027-2028	• Launch of the B.C. Early Literacy Screening Tool • B.C. tool implementation supports available • **Screening K-3 using the B.C. Early Literacy Screening Tool**

Mandating Screening Updates

Screening expansion to K-3 for the 2026-27 school year:

- Guidance to be communicated via DM Bulletin
  - Updated FAQs to support district implementation and scaling up of literacy screening to K-3 this fall
- Districts to continue using commercially available or locally developed screening tools that meet ministry criteria
- Considerations for French Immersion

School Year	Screening
2025-2026	• K
2026-2027	• K-3
2027-2028	• K-3 (B.C. Tool)

Teacher Capacity Building Activities Updates

- The ministry is investing in teacher resources and training to support both current teachers working in the K-12 system and those in teacher education programs. This includes:
  - Creating curriculum-aligned guides for literacy instruction and intervention (K-4)
  - Partnering with post-secondary institutions to pilot a Centre of Excellence and developing a literacy micro-credential
  - Developing an open access, online series for literacy professional learning modules
- Contracts are currently being finalized across these projects, looking forward to sharing further details at the Fall 2026 CoP meeting

Teacher Capacity Building Activities Updates

K-4 guides to support classroom instruction and intervention:

- Alongside developing the B.C. tool, government is prioritizing enhancing literacy education across B.C. to continue to improve literacy outcomes.
- The ministry's Provincial Curriculum team is assembling development teams of educators and specialists to work on the creation of K-4 guides to support classroom instruction and intervention and suite of supporting materials.
- The teams will develop a variety of resources such as instructional videos, webinars and/or quick guides to support teachers in developing students' foundational literacy skills.
- The work is set to tentatively start August 2026. The call out for development teams will soon go live and will be available on the BCTF postings & opportunities web page.
- For more information, please contact Student.Learning@gov.bc.ca

Literacy Professional Learning Grant Expenditure Report

BRITISH COLUMBIA
Ministry of Education and Child Care

This form is intended to gather information about how School Districts are allocating and using their Literacy Professional Learning Grants, which were distributed in February 2025. This report should capture expenditures from February 2025 to June 30, 2026.

Please complete and send this form to Literacy.Supports@gov.bc.ca by **June 30, 2026.**

School District Information

School District Name: School District 5 (Southeast Kootenay)

School District Contact: Michael Kelly

Summary of Expenditures

- Total grant funding received: $225839.00
- Total expended to date: $135857.18
- *Remaining balance (if applicable): $89981.82

**If grant funding is not fully expended by June 30, 2026, remaining funds must be fully spent by June 30, 2027, and a second Expenditure Report is due to the ministry by July 15, 2027.*

SD5 LITERACY ASSESSMENT PLAN 2026 - 2027

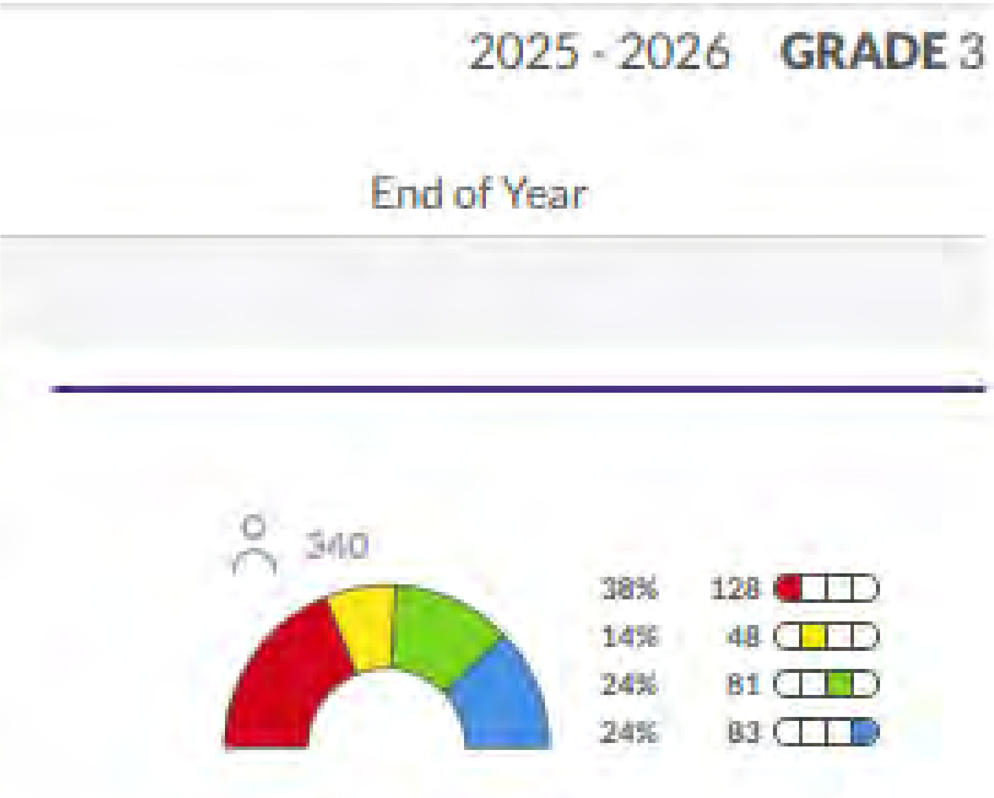
Latest News and Updates

The ministry has introduced mandatory early literacy screening to support the early identification of students who may benefit from additional reading support. Beginning this school year (2026-2027), screening is required from Kindergarten through Grade 3. We will continue to use the Acadience screening tool that aligns with ministry identified criteria.

Timeline for 2026/27 Screening

- **Beginning** of Year (Sept - Oct) District Data Collection: Scores entered on or before October 9, 2026
- **Middle** of Year (Jan - Feb) District Data Collection: Scores entered on or before February 5, 2027
- **End** of Year (May - June) District Data Collection: Scores entered on or before June 10, 2027

If you have any questions, email:
laura-lee.phillips@sd5.bc.ca



Literacy Goals and Strategies

Objective 1:	**To improve students' ability to be literate at each grade level with an initial focus on the primary years**

Target 1:	By spring 2027, 80% of students leaving the primary program (exiting grade 3) will be reading proficiently (at or above the Acadience Reading benchmark).

Spring 2026 48% of students leaving the primary program were reading proficiently.
Spring 2025 44% of students leaving the primary program were reading proficiently.
Spring 2024 43% of students leaving the primary program were reading proficiently.

Questions?

SD5 LITERACY ASSESSMENT PLAN 2026 - 2027

Latest News and Updates

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If you have any questions, email:
laura-lee.phillips@sd5.bc.ca

BRITISH
COLUMBIA

July 22, 2026

Ref: 319593

Dear Board Chairs and Superintendents:

I want to be very clear, my number one priority continues to be that schools are safe and welcoming environments for all students and staff. Unfortunately, over the past few days, we have seen misinformation circulating as a result of divisive and dangerous rhetoric. Our public education system must be one that is grounded in human rights and supports all students and staff.

As part of government's broader commitment to responsible expenditure management, funding provided to the ARC Foundation, the organization that originally developed SOGI 123 in collaboration with the Ministry of Education and Child Care, K-12 education partners, and other organizations, has been reduced over the last two years and will not continue in fiscal year 2026/27. I want to be clear that my expectations around safety and inclusion have not changed. Existing resources continue to be available to districts and schools and the Ministry's commitment to welcoming and inclusive schools and supporting 2SLGBTQIA+ students and staff remains steadfast.

Resources that support inclusive learning environments continue to be available to school districts and educators through both the provincial erase (expect respect & a safe education) website and the ARC Foundation's website. Since its introduction in 2016, SOGI 123 has remained an optional resource that schools and educators may choose to use to support safe, caring, and inclusive learning environments and to help address bullying and discrimination affecting students and staff.

I appreciate the significant contributions of the ARC Foundation in supporting educators across British Columbia, and would like to recognize them for their work. The ARC Foundation has been an important partner in developing resources and building the capacity of school communities to create inclusive environments where all students and staff feel safe, welcome, and respected.

I appreciate your ongoing leadership and dedication to supporting the success and well-being of all students and staff, regardless of how they look, how they dress, who they pray to, or how they identify. Your efforts help foster safe, inclusive, and respectful learning environments throughout British Columbia.

Sincerely,

Lisa Beare

Lisa Beare
Minister

Ministry of Education and Child Care
Office of the Minister
Mailing Address:
PO Box 9045 Stn Prov Govt
Victoria BC V8W 9E2
Location:
Parliament Buildings
Victoria

ROLE OF THE BOARD

The School Act requires that a Board must appoint a Superintendent of Schools and a Secretary Treasurer. The Act further provides that the Board may delegate specific and general administrative roles and management duties to one or more of its employees. The Board has adopted a dual authority model meaning the Superintendent of Schools and the Secretary Treasurer report directly to the Board.

The Board of Education of School District No. 5 (Southeast Kootenay) is the corporate entity established by provincial legislation and is given authority by the School Act and attendant Regulations to provide overall direction and leadership to the District. It is accountable for the provision of appropriate educational programs and services to enrolled students of the District to enable their success, in keeping with the requirements of government legislation.

The Board is charged with the responsibility for providing an education system that is organized and operated in the best interests of the students it serves. The BC School Act provides that the Board is responsible for the improvement of student achievement in the District.

Specific Responsibilities

1. Accountability to the Provincial Government

   The Board shall:

   1.1 Act in accordance with all statutory requirements of provincial legislation to implement educational standards and policies

   1.2 Perform Board functions required by governing legislation and existing Board policy

2. Developing and maintaining a Culture of Student Learning

   The Board shall:

   2.1 Ensure Board agendas reflect the Board's commitment to improving student success

   2.2 Ensure the District's strategic plan identifies student learning key results

   2.3 Ensure the Framework for Enhancing Student Learning is reviewed at least annually including identification of trends and issues, including supporting data where required

   2.4 Ensure resources for approved initiatives to improve student outcomes are included in the annual operating budget

   2.5 Annually approve and submit to the Ministry a report regarding the Enhancement of Student Learning

3. Employee Relations

   The Board shall:

   3.1 Establish processes and provide opportunities for ongoing dialogue with employee groups

4. Accountability to and Engagement of Community

   The Board shall:

   4.1 Make decisions that address needs for all district students

   4.2 Establish processes and provide opportunities for community engagement

   4.3 Establish processes and provide opportunities for Indigenous Education Council engagement

   4.4 Report District student learning outcomes annually to the communities of the District

   4.5 Develop procedures for and hear appeals as required by statute and/or Board policy

   4.6 Seek to meet regularly with municipal, Regional District of East Kootenay, First Nation Bands and provincial government representatives and as required with other entities to achieve desired educational outcomes

   4.7 Model a culture of respect and integrity

5. Strategic Planning

   The Board shall:

   5.1 Provide overall direction for the District by establishing foundational statements

   5.2 Annually review District priorities and key results as indicated in the District's Strategic Plan

   5.3 Annually ensure evaluation of the effectiveness of the District in achieving established priorities and key results

   5.4 Approve the District strategic plan and any adjustments thereto

6. Policy

   The Board shall:

   6.1 Identify how the Board is to function

   6.2 Delegate authority to the Superintendent and Secretary Treasurer and define commensurate accountabilities

   6.3 Identify the purpose to be achieved and the criteria for any new policies

   6.4 Make the final decision as to the approval of all policy statements

   6.5 Develop, assess, review and revise policies as required to ensure intended results are being achieved and that policies are consistent with legislation

   6.6 By motion, waive policy in exceptional circumstances when it is viewed to be in the best interest of the District to do so

   6.7 Ensure motions which are intended to have continuing effect are integrated into existing or new policy statements

7. Board/Superintendent Relations

The Board shall:

7.1 Select and hire the Superintendent

7.2 In accordance with the District's dual authority model, provide the Superintendent with clear Board direction within areas of assigned responsibility:

7.2.1 general supervision and direction of educational staff of the District as per Board approved organizational chart;

7.2.2 the improvement of student achievement;

7.2.3 the general organization, administration, supervision and evaluation of all educational programs provided by the Board; and

7.2.4 the duties articulated in legislation and in Board policy as amended from time to time.

7.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations

7.4 Evaluate the Superintendent every second year in accordance with a pre-established performance appraisal mechanism.

7.5 Annually review Superintendent compensation

7.6 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position

7.7 Ensure all Board members interact with the Superintendent in a respectful professional manner

8. Board/Secretary Treasurer Relations

The Board shall:

8.1 Select and hire the Secretary Treasurer

8.2 In accordance with the District's dual authority model, provide the Secretary Treasurer with clear Board direction within areas of assigned responsibility:

8.2.1 general supervision and direction of business-related staff of the District as per Board approved organizational chart;

8.2.2 fiscal management including but not restricted to operating and capital budget preparation, implementation and reporting;

8.2.3 facilities/maintenance;

8.2.4 transportation;

8.2.5 grounds;

8.2.6 custodial;

8.2.7 the general organization, administration, supervision and evaluation of all business related programs provided by the Board; and

8.2.8 the duties articulated in legislation and in Board policy as amended from time to time.

8.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations

8.4 Evaluate the Secretary Treasurer every second year in accordance with a pre-established performance appraisal mechanism. The Board may, by resolution, defer an evaluation for a period of one year (maximum)

8.5 Annually review Secretary Treasurer compensation

8.6 Respect the authority of the Secretary Treasurer to carry out executive action and support the Secretary Treasurer's actions which are exercised within the delegated discretionary powers of the position

8.7 Ensure all Board members interact with the Secretary Treasurer in a respectful professional manner

9. Political Advocacy/Influence

The Board shall:

9.1 Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public School Employers' Association (BCPSEA) issues

9.2 Advance District positions and priorities, including through BCSTA as applicable

9.3 Support the District's Strategic Plan

9.4 Promote timely and constructive communication with locally elected officials

9.5 Work collaboratively with elected provincial/federal government officials, Indigenous Education Council, and First Nations Bands to identify supports for the District's priorities and directions

10. Board Development

The Board shall:

10.1 Annually review Board development activities aligned with District priorities, Strategic Plan, and Board evaluation outcomes

10.2 Annually evaluate the Board's effectiveness

11. Fiscal Accountability

The Board shall:

11.1 Annually approve a budget process and timelines

11.2 In collaboration with the Secretary Treasurer and Superintendent, identify budget assumptions and priorities to be used in the creation of the annual operating budget

11.3 Approve the annual budget and allocation of resources to achieve desired results, including strategic priorities

11.4 Annually approve the District's Five-Year Capital Plan

11.5 Appoint the auditor and approve the terms of engagement

11.6 Select the firm to provide banking services

11.7 Review annually the audit report and management letter and approve those recommendations to be implemented

11.8 Recommend the acquisition and disposition of District land and buildings in collaboration with the Ministry

11.9 Approve the spending plan for the Annual Facilities Grant

11.10 Approve the amended annual budget

11.11 Annually approve exempt staff compensation

11.12 Monitor the fiscal management of the District through receipt of at least quarterly fiscal accountability reports

11.13 Recommend borrowing for capital expenditures within provincial restrictions in collaboration with the Ministry

11.14 Approve any purchase over $100,000 that has not been included in the approved operating or capital budget

Additional Responsibilities

The Board Shall:

1. Approve the Indigenous Enhancement Agreement and the Local Education Agreements
2. Approve the District calendar in accordance with legislation and collective agreements
3. Approve Board Authority / Authorized courses
4. Recognize students, staff, previous employees and community members
5. Approve contracts and agreements as required by legislation
6. Hear unresolved student or staff complaints of discrimination or harassment that cannot be heard by the Superintendent or Secretary Treasurer
7. Approve the initiation and cessation of programs of choice
8. Approve parameters for negotiations and ratify Memoranda of Agreement with bargaining units
9. Review and approve District expense rates annually
10. Review Board compensation following receipt of stakeholder representative recommendations at the end of each term
11. Approve changes to catchment areas for schools and District programs
12. Approve changes in grade configurations
13. Approve the reopening of a closed school
14. Approve Locally Approved Titles of learning resources
15. Approve partnership agreement with external organizations or entities in excess of one year
16. Approve field trips outside Canada and the continental USA
17. Approve exempt staff leaves to attend professional development outside of Canada

18. Provide direction at the commencement of a naming or renaming process and approve the naming or renaming off district facilities and land. When naming new district facilities, the Board will only consider place-based names.

Legal Reference: Sections 22, 23, 65, 74, 74.1, 75, 75.1, 76.1, 76.3, 76.4, 77. 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158 School Act

Revised: November 15, 2023, XXXX XX, 2026

BOARD ANNUAL WORK PLAN

August

Regular Board Meeting Agenda Items – Committee Meeting only

- Review roles, responsibilities, and appointments of Trustees
- Approve Committee meeting Chair and Co-Chair appointments
- Review list of calendar dates for deadlines, meetings, and required reporting for upcoming school year
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board

Events

- Review District Inclusive Education Calendar for events
- In election years, a Trustee Information session offered for new and returning trustees

September

Regular Board Meeting Agenda Items

- Indigenous Welcome
- Approve the audited financial statements, financial statement discussion and analysis, multi-year financial plan, and public sector executive compensation disclosure report
- Review the audit report and management letter and approve the recommendations of the auditor to be implemented
- Approve minor capital submission
- Approve the FESL
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)

Events

- Review District Inclusive Education Calendar for events

- Attend Committee Meetings: In-Camera and Public
- Attend BCSTA Kootenay Boundary Branch (KBB) meeting (this date may be changed to May)
- Review Board Annual Work Plan
- Recognize Truth and Reconciliation Day
- Review FESL initiatives

October

Regular Board Meeting Agenda Items

- Recognize World Teachers' Day
- Review enrollment report and staffing report
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: In-Camera and Public
- Attend and participate in BCSTA Provincial Council Meeting
- Attend and participate in BCPSEA Symposium
- Attend Ministry partner meetings/Board Chair's meeting
- BCSTA Board Chair meeting (monthly)
- Review FESL initiatives

November

Regular Board Meeting Agenda Items

- Inaugural Board meeting
- Elect Chair/Vice Chair (Vice Chair rotation)
- Assign trustee representatives to schools
- Approve committee/representative appointments
- Approve Committee Chair rotation
- Review Secretary Treasurer's Report to the Board
- Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: In-Camera and Public
- Attend BCSTA Trustee Academy
- Reminder that AGM motion timelines and deadlines (KBB)
- Attend Remembrance Day Ceremonies
- Review FESL initiatives

December

Regular Board Meeting Agenda Items

- BCPSEA Provincial Rep and BCSTA Provincial Councillor
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)
- Approve Statement of Financial Information (SOFI) report

Events

- Review District Inclusive Education Calendar for events
- Review FESL initiatives

January

Regular Board Meeting Agenda Items

- Approve budget development process and timelines for next year's annual budget
- Approve Transportation Accountability Report
- Provide direction through Board representative to BCSTA Provincial Council Meeting regarding provincial policy matters
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: In-Camera and Public
- Attend BCSTA Provincial Council

- Attend BCPSEA Annual General Meeting
- Submit Trustee financial disclosures to the Office of the Secretary Treasurer
- KBB motion building session
- Review FESL initiatives

February

Regular Board Meeting Agenda Items

- Approve Amended Annual Budget for Current Fiscal Year
- Review policy positions for submission to BCSTA Annual General Meeting
- Review Students Learning Surveys
- Review Secretary Treasurer’s Report to the Board
- Review Superintendent’s Report to the Board
- Review fiscal accountability report (Committee Meeting)

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: In-Camera and Public
- Stakeholder budget presentations
- Attend and participate in BCSTA Provincial Council Meeting
- Submit extraordinary motions
- Draft changes to AGM motions
- Review FESL initiatives

March

Regular Board Meeting Agenda Items

- Review budget assumptions, and Board priorities for the annual budget for the coming year, with consideration given to stakeholder input received
- Approval of District calendar for the next school year
- Approve proposed Trustee calendar for Board meetings and related functions for the coming year
- Review Secretary Treasurer’s Report to the Board
- Review Superintendent’s Report to the Board

Events

- Review District Inclusive Education Calendar for events
- BCSTA Branch Meeting

April

Regular Board Meeting Agenda Items

- Continue review of annual budget
- Approve first reading of the annual budget bylaw for next fiscal year
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: In-Camera and Public
- Attend BCSTA Annual General Meeting
- Attend KBB Branch Meeting
- Review FESL initiatives

May

Regular Board Meeting Agenda Items

- Approve the second reading of the annual budget bylaw
- Approve 5-year capital plan, major capital submission, and Annual Facilities Grant plan (AFG)
- Approve the Select Standing Committee presentation
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: In-Camera and Public
- Participate in school graduation ceremonies and awards nights
- Participate in district scholarship selection
- Community engagement nights
- Review FESL initiatives
- KBB Annual General Meeting (to be determined)

June

Regular Board Meeting Agenda Items

- Approve the final reading of the annual budget bylaw
- Recognize National Indigenous Day
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)
- Prepare budget/needs budget for Select Standing presentation

Events

- Review District Inclusive Education Calendar for events
- Host Retirement Recognition Awards Ceremony
- Participate in school graduation ceremonies
- Select Standing Committee presentation
- Review FESL initiatives

July

No duties assigned

ONGOING

- Continue recognition of achievements, goals, conferences and related items
- Continue to advocate for public education and the District's role in the community
- Acknowledge the contributions of students, employees and community on a monthly basis
- Advocate for PAC/DPAC/DSAC
- Attend school PAC meetings as assigned
- Attend special meetings of the Board
- Attend community consultation meetings
- Review health and safety governance
- Attend Trustee development/orientation sessions
- Attend school functions (as invited)
- Hear appeals as needed
- Approve contributions to the local capital reserve fund and accumulated operating surplus
- Approve purchase and disposition of real property (lands and buildings) in collaboration with the Ministry
- Advance Board positions through BCPSEA

- Purposefully meet with government MLA’s and Ministers, Regional District of East Kootenay, Indigenous Education Council, First Nation Bands, and municipal councillors
- In an election year in the first week of September host an information meeting for those who express interest in running for the position of Board Trustee
- Attend external meetings such as Cranbrook Chamber of Commerce and other organization meetings
- Respond to community groups, as required
- Indigenous Truth and Reconciliation
- Approve and authorize field trips outside of Canada/continental USA and include trips within Canada that have inherent risks (i.e., white water rafting)

Legal Reference: Sections 65, 74, 74.1, 75, 75.1, 76.1, 76.3, 76.4, 77, 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158 School Act.

Revised: September 23, 2021
Revised: February 14, 2023
Revised: November 15, 2023
Revised: XXXXX, 2026

FACILITATED BOARD SELF-EVALUATION PROCESS
SOUTHEAST KOOTENAY SCHOOL DISTRICT NO.5

Purpose

The purpose of the facilitated Board self-evaluation is to answer the following questions:

1. How well have we fulfilled each of our defined roles as a Board during the evaluation period?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent?
4. How would we rate our Board-Superintendent and Board Secretary Treasurer relations?
5. How well have we adhered to our governance policies?
6. What have we accomplished this past year to improve student learning? How do we know? What else have we accomplished this past year?
7. What actions shall the Board take during the next year to become more effective?

The answers to these questions provide the data for the development of a Positive Path Forward (PPF).

Evaluation principles

The following principles form the basis for the Board self-evaluation process:

1. A learning organization is focused on the improvement of student learning.
2. A commitment to continuous improvement is a sign of organizational health.
3. An effective evaluation process provides for growth and accountability.

The annual Board evaluation process shall model the Board's commitment to principles 1-3.

A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board and fosters an excellent Board/Superintendent and Board/Secretary Treasurer relationship. An evidence-based approach provides objectivity to supplement the subjectivity involved in evaluation processes.

Context

The Board has chosen to retain the ten areas of responsibility articulated in Policy 2 in order to carry out the Board's governance role. These include: Accountability to the Provincial Government, Development and Maintaining a Culture of Student Learning, Accountability to and Engagement of Community, Strategic Planning, Policy, Board/Superintendent Relations, Board/Secretary Treasurer Relations, Political Advocacy/Influence, Board Development, Fiscal Accountability. The annual facilitated Board self-evaluation process is focused on Board performance in relation to these nine areas.

Facilitated Self-Evaluation of Performance

Part 1: The Act provides the Board with significant authority including the authority to delegate. The Board must decide the authority it wishes to delegate and the authority to be retained. The Board is the only body in the District which can hold the Board accountable for performing its legally defined role.

With reference to Policy 2 Role of the Board, Policy 2 Appendix A Annual Board Work Plan, and the minutes from Regular, In-camera, and Special meetings held during the evaluation period, Trustees will assess the corporate Board's effectiveness relative to each role area. The objective is to identify areas of strength on which to build and specific changes the corporate Board is committed to make during the next evaluation period. The Board self-evaluation should be completed annually before the end of June.

Evaluation Tool: Collect, collate and analyze responses to a Role of the Board questionnaire completed by all Trustees.

Part 2: The Board functions as a corporate entity. Individual Trustees have only the authority granted them by the corporate Board. Therefore, the interpersonal working relationships between and among Trustees is vital to the effective functioning of the Board.

Evaluation Tool: Collect, collate and analyze responses to a Board Interpersonal Working Relationships questionnaire completed by all Trustees.

Part 3: The Board is elected for a four-year term. One key role is to represent the electorate within the boundaries of the District and effectively communicate to the electorate between elections in a manner which creates accountability and builds confidence in the work of the Board.

Evaluation Tool: Collect, collate and analyze responses to a Communications/Representation questionnaire completed by all Trustees.

Part 4: With reference to the functioning of the Board, Superintendent, and Secretary Treasurer during the evaluation period, Trustees will assess Board/Superintendent and Board/Secretary Treasurer relationships.

Evaluation Tool: Collect, collate and analyze responses to a Board/Superintendent and Board/Secretary Treasurer questionnaire completed by all Trustees.

Part 5: The Board's Policy role is critical to provide direction for the district, to delegate to and hold staff accountable through the offices of the Superintendent and Secretary Treasurer, and to promote and protect public education. Regular review of Board Policies is required to ensure the currency and effectiveness of such policies.

Evaluation Tool: Review the schedule of policy review to ensure the entire Handbook is subjected to review and revision once per term of office, identify any lack of alignment of practice with policy (e.g. from review of minutes) and make revisions as required in policy or practice as deemed appropriate.

Part 6: Reviewing Board actions at least annually to determine perceived corporate Strengths, Weaknesses, Opportunities and Threats (SWOT) can assist in defining a positive path forward and avoid repetition of less effective functioning.

Evaluation Tool: Conduct a Strengths, Weaknesses, Opportunities and Threats analysis in light of Board minutes and direct Board observations.

Part 7: Board approves of the directions to be taken during the next evaluation period to strengthen Board functioning.

Part 8: Board assesses success or lack thereof addressing the Positive Path Forward approved as a result of the last evaluation and includes any required actions in the current Positive Path Forward.

Part 9: Board reviews the process tools and process structure and identifies any changes desired for the next evaluation period.

Part 10: Board approves the Positive Path Forward by formal motion.

Note in the second and subsequent years the evaluation process will commence with an accountability review of the previous year's Positive Path Forward to ensure actions were taken as required and desired results achieved.

ROLE OF THE BOARD

The School Act requires that a Board must appoint a Superintendent of Schools and a Secretary Treasurer. The Act further provides that the Board may delegate specific and general administrative roles and management duties to one or more of its employees. The Board has adopted a dual authority model meaning the Superintendent of Schools and the Secretary Treasurer report directly to the Board.

The Board of Education of School District No. 5 (Southeast Kootenay) is the corporate entity established by provincial legislation and is given authority by the School Act and attendant Regulations to provide overall direction and leadership to the District. It is accountable for the provision of appropriate educational programs and services to enrolled students of the District to enable their success, in keeping with the requirements of government legislation.

The Board is charged with the responsibility for providing an education system that is organized and operated in the best interests of the students it serves. The BC School Act provides that the Board is responsible for the improvement of student achievement in the ~~school d~~District.

Specific Responsibilities

1. Accountability to the Provincial Government

   The Board shall:

   1.1 Act in accordance with all statutory requirements of provincial legislation to implement educational standards and policies

   1.2 Perform Board functions required by governing legislation and existing Board policy

2. Developing and maintaining a Culture of Student Learning

   The Board shall:

   2.1 Ensure Board agendas reflect the Board's commitment to improving student success

   2.2 Ensure the District's strategic plan identifies student learning key results

   2.3 Ensure the Framework for Enhancing Student Learning is reviewed at least annually including identification of trends and issues, including supporting data where required

   2.4 Ensure resources for approved initiatives to improve student outcomes are included in the annual operating budget

   ~~2.5 Ensure the effectiveness of the Superintendent's leadership in improving student outcomes is assessed annually as per Policy 12 Appendixes A and B~~

   ~~2.6~~2.5 Annually approve and submit to the Ministry a report regarding the Enhancement of Student Learning

DRAFT

3. Employee Relations

The Board shall:

3.1 Establish processes and provide opportunities for ongoing dialogue with employee groups

4. Accountability to and Engagement of Community

The Board shall:

4.1 Make decisions that address needs for all district students

4.2 Establish processes and provide opportunities for community engagement

~~4.2~~4.3 Establish processes and provide opportunities for Indigenous Education Council engagement

~~4.3~~4.4 Report District student learning outcomes ~~at least once~~ annually to the communit~~y~~ies of the District

~~4.4~~4.5 Develop procedures for and hear appeals as required by statute and/or Board policy

~~4.5~~4.6 Seek to meet regularly with municipal, Regional District of East Kootenay, First Nation Bands and provincial government representatives and as required with other entities to achieve desired educational outcomes

~~4.6~~4.7 Model a culture of respect and integrity

5. Strategic Planning

The Board shall:

5.1 Provide overall direction for the District by establishing foundational statements

5.2 Annually review District priorities and key results as indicated in the District's Strategic Plan

5.3 Annually ensure evaluation of the effectiveness of the District in achieving established priorities and key results

5.4 Approve the District strategic plan and any adjustments thereto

6. Policy

The Board shall:

6.1 Identify how the Board is to function

6.2 Delegate authority to the Superintendent and Secretary Treasurer and define commensurate accountabilities

6.3 Identify the purpose to be achieved and the criteria for any new policies

6.4 Make the final decision as to the approval of all policy statements

6.5 Develop, assess, review and revise policies as required to ensure intended results are being achieved and that policies are consistent with legislation

6.6 By motion, waive policy in exceptional circumstances when it is viewed to be in the best interest of the District to do so

6.7 Ensure motions which are intended to have continuing effect are integrated into existing or new policy statements

~~10.~~7. Board/Superintendent Relations

The Board shall:

~~10.1~~7.1 Select and hire the Superintendent

7.2 In accordance with the District's dual authority model, provide the Superintendent with clear Board direction within areas of assigned responsibility:

7.2.1 general supervision and direction of educational staff of the District as per Board approved organizational chart;

7.2.2 the improvement of student achievement;

7.2.3 the general organization, administration, supervision and evaluation of all educational programs provided by the Board; and

~~10.2~~7.2.4 ~~and~~ the duties articulated in legislation and in Board policy as amended from time to time.

~~10.3~~7.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations

~~10.4~~7.4 E~~Annually e~~valuate the Superintendent every second year in accordance with a pre-established performance appraisal mechanism. ~~The Board may, by resolution, defer an evaluation for a period of one year (maximum)~~

~~10.5~~7.5 Annually review Superintendent compensation

~~10.6~~7.6 Respect the authority of the Superintendent to carry out executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position

~~10.7~~7.7 Ensure all Board members interact with the Superintendent in a respectful professional manner

~~11.~~8. Board/Secretary Treasurer Relations

The Board shall:

~~11.1~~8.1 Select and hire the Secretary Treasurer

8.2 In accordance with the District's dual authority model, provide the Secretary Treasurer with clear Board direction within areas of assigned responsibility:

8.2.1 general supervision and direction of ~~business related~~business-related staff of the District as per Board approved organizational chart;

8.2.2 fiscal management including but not restricted to operating and capital budget preparation, implementation and reporting;

8.2.3 facilities/maintenance;

8.2.4 transportation;

8.2.5 grounds;

8.2.6 ~~and~~ custodial;

8.2.7 the general organization, administration, supervision and evaluation of all business related programs provided by the Board; and

8.2.8 the duties articulated in legislation and in Board policy as amended from time to time.

~~11.2~~

~~11.3~~8.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations

~~11.4~~8.4 ~~Bi-a~~~~Annually e~~Evaluate the Secretary Treasurer every second year in accordance with a pre-established performance appraisal mechanism. The Board may, by resolution, defer an evaluation for a period of one year (maximum)

~~11.5~~8.5 Annually review Secretary Treasurer compensation

~~11.6~~8.6 Respect the authority of the Secretary Treasurer to carry out executive action and support the Secretary Treasurer's actions which are exercised within the delegated discretionary powers of the position

~~11.7~~8.7 Ensure all Board members interact with the Secretary Treasurer in a respectful professional manner

~~12.~~9. Political Advocacy/Influence

The Board shall:

- ~~12.1~~9.1 Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public School Employers' Association (BCPSEA) issues
- ~~12.2~~9.2 Advance District positions and priorities, including through BCSTA as applicable
- ~~12.3~~9.3 ~~Annually develop an Advocacy Plan to s~~Support the District's Strategic Plan~~. Such an advocacy initiative shall identify the Board's preferred future relative to a specific matter, who needs to act in order to bring this about, and what actions the Board will take to increase the likelihood of achieving the desired result~~
- ~~12.4~~9.4 Promote timely~~, frank~~ and constructive communication with locally elected officials
- ~~12.5~~9.5 Work collaboratively with elected provincial/federal government officials, Indigenous Education Council, and First Nations Bands to ~~communicate and~~ identify supports for the District's priorities and directions

~~13.~~10. Board Development

The Board shall:

- ~~13.1~~10.1 Annually ~~develop~~ review Board development activities aligned with District priorities, Strategic Plan, and Board evaluation outcomes~~.~~
- ~~13.2~~10.2 Annually evaluate the Board's effectiveness

~~14.~~11. Fiscal Accountability

The Board shall:

- ~~14.1~~11.1 Annually ~~A~~approve a budget process and timelines ~~annually~~
- ~~14.2~~11.2 In collaboration with the Secretary Treasurer and Superintendent, identify budget assumptions and ~~draft~~ priorities to be used in the creation of the ~~draft~~ annual operating budget
- ~~14.3~~11.3 Approve the annual budget and allocation of resources to achieve desired results, including strategic priorities
- ~~14.4~~11.4 Annually approve the District's ~~updated~~ Five-Year Capital Plan
- ~~14.5~~11.5 Appoint the auditor and approve the terms of engagement
- ~~14.6~~11.6 Select the firm to provide banking services
- ~~14.7~~11.7 Review annually the audit report and management letter and approve those recommendations to be implemented
- ~~14.8~~11.8 ~~Approve~~ Recommend the acquisition and disposition of District land and buildings in collaboration with the Ministry
- ~~14.9~~11.9 Approve the spending plan for the ~~annual~~ Annual ~~f~~Facilities ~~g~~Grant
- ~~14.10~~11.10 Approve the amended annual budget
- ~~14.11~~11.11 ~~Approve salary grids for excluded staff~~Annually approve exempt staff compensation

~~14.12~~11.12 Monitor the fiscal management of the District through receipt of at least quarterly fiscal accountability reports

~~14.13~~11.13 ~~Approve~~ Recommend borrowing for capital expenditures within provincial restrictions in collaboration with the Ministry

~~14.14~~11.14 Approve any purchase over $100,000 that has not been included in the approved operating or capital budget

Additional Responsibilities

The Board Shall:

1. Approve the ~~Aboriginal~~ Indigenous Enhancement Agreement and the Local Education Agreements
2. Approve the District calendar in accordance with legislation and collective agreements
3. Approve Board Authority / Authorized ~~Courses~~courses
4. Recognize students, staff, previous employees and community members
5. Approve contracts and agreements as required by legislation
6. Hear unresolved student or staff complaints of discrimination or harassment that cannot be heard by the Superintendent or Secretary Treasurer
7. Approve the initiation and cessation of programs of choice
8. Approve parameters for negotiations and ratify Memoranda of Agreement with bargaining units
9. Review and approve District expense rates annually
10. Review Board compensation following receipt of stakeholder representative recommendations at the end of each term
11. Approve changes to catchment areas for schools and District programs
12. Approve changes in grade configurations
13. Approve the reopening of a closed school
14. Approve Locally Approved Titles of learning resources
15. Approve partnership agreement with external organizations or entities in excess of one year
16. Approve field trips outside Canada and the continental USA
17. Approve exempt staff leaves to attend professional development outside of Canada
18. Provide direction at the commencement of a naming or renaming process and approve the naming or renaming of~~ f d~~ d~~d~~istrict facilities and land. When naming new district facilities, the Board will only consider place-based names.

Legal Reference: Sections 22, 23, 65, 74, 74.1, 75, 75.1, 76.1, 76.3, 76.4, 77. 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158 School Act

Revised: November 15, 2023, XXXX XX, 2026

BOARD ANNUAL WORK PLAN

August

Regular Board Meeting Agenda Items – Committee Meeting only ~~(August)~~

- ~~Review and assess the audit report and management letter and Financial Statement Discussion and Analysis to ensure fiscal accountability quality indicators are met and assess that the following quality indicators are met;~~
  - ~~Quality Indicators relative to Fiscal Responsibility~~
  - ~~Ensures accepted (PSAB) accounting principles are being followed~~
  - ~~Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor~~
  - ~~Ensures adequate internal financial controls exist and are being followed~~
  - ~~Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made~~
  - ~~Ensures an internal audit process is developed and implemented regarding school-based funds and an annual report provided to the Board~~
  - ~~Acknowledge the contributions of students, employees and community on a monthly basis~~

- ~~Review fiscal accountability report. (Committee Meeting)~~
- ~~Conduct Superintendent evaluation and compensation review~~
- ~~Conduct Secretary Treasurer evaluation and compensation review~~
- ~~Complete facilitated Board self-evaluation~~
- ~~Review the Public Interest Disclosure Act (PIDA) accountability report (month to be confirmed)~~
- ~~Review all achievements of Framework for Enhancing Student Learning (FESL)~~
- ~~Review return to school operations (pandemic protocols)~~
- Review roles, responsibilities, and appointments of Trustees
- Approve Committee meeting Chair and Co-Chair appointments
- Review list of calendar dates for deadlines, meetings, and required reporting for upcoming school year
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board

Events~~ – None noted~~

- Review District Inclusive Education Calendar for events
- In election years, a Trustee Information session offered for new and returning trustees

- ~~Committee Meetings: Advocacy/Education, Student Services, Policy, Public Finance/Operations/Personnel, In-camera Finance/Operations/Personnel, Media/ Communications~~
- ~~Review list of calendar dates for deadlines, meetings and required reporting for upcoming school year~~

September

Regular Board Meeting Agenda Items

- Indigenous Welcome
- Approve the audited financial statements, financial statement discussion and analysis, multi-year financial plan, and public sector executive compensation disclosure report
- ~~Appoint an auditor and review the terms of engagement (3-year term)~~
- ~~Review and update any revisions to Annual Board Work Plan (including schedule of meeting dates)~~
- Review the audit report and management letter and approve ~~for implementation~~ the recommendations of the auditor to be implemented
- Approve minor capital submission
- ~~Review Superintendent Report on school start up~~
- ~~Review fiscal accountability report. (Committee Meeting)~~
- Approve the ~~Framework for Enhancing Student Learning~~FESL ~~for submission to the Ministry~~
- ~~Review or update major and minor capital timelines~~Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board ~~(including FESL update)~~
- Review fiscal accountability report (Committee Meeting)

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: ~~Advocacy/Education, Student Services, Policy, Public Finance/Operations/Personnel, In-camera Finance/Operations/Personnel, Media/Communications~~In-Camera and Public
- Attend BCSTA Kootenay Boundary Branch (KBB) meeting (this date may be changed to May)

- Review Board Annual Work Plan
- Recognize Truth and Reconciliation Day
- Review FESL initiatives ~~at Advocacy/Education meeting~~

October

Regular Board Meeting Agenda Items

- ~~Review fiscal accountability report (Committee Meeting)~~
- Recognize World Teachers' Day
- ~~Recognize Indigenous week~~
- Review enrollment report and staffing report
- ~~Review International student program report~~Review Secretary Treasurer's Report to the Board
- Review
- ~~Review Student Transportation accountability report~~ (This should be under January?)
- Superintendent's Report to the Board ~~(including FESL update)~~
- Review fiscal accountability report (Committee Meeting)
-

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: In-Camera and Public
- ~~Committee Meetings: Advocacy/Education, Student Services, Policy, Public Finance/Operations/Personnel, In-camera Finance/Operations/Personnel, Media/Communications~~
- Attend and participate in BCSTA Provincial Council Meeting
- Attend and participate in BCPSEA Symposium
- Attend Ministry partner meetings/Board Chair's meeting
- BCSTA Board Chair meeting (monthly)
- Review FESL initiatives ~~at Advocacy/Education meeting~~

November

Regular Board Meeting Agenda Items

- Inaugural Board meeting
- Elect Chair/Vice Chair (Vice Chair rotation)
- Assign trustee representatives to schools
- Approve committee/representative appointments
- Approve Committee Chair rotation
- ~~Review fiscal accountability report (Committee Meeting)~~Review Secretary Treasurer's Report to the Board
- ~~Review~~

- ~~Recognize World School Support Staff day~~
- ~~Recognize non-teaching staff~~
- Superintendent's Report to the Board ~~(including FESL update)~~

~~Review fiscal accountability report (Committee Meeting)~~

-

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: In-Camera and Public
- ~~Committee Meetings: Advocacy/Education, Student Services, Policy, Public Finance/Operations/Personnel, In-camera Finance/Operations/Personnel, Media/Communications~~
- Attend ~~and participate in~~ BCSTA Trustee Academy
- Reminder that AGM motion timelines and deadlines (KBB)
- Attend Remembrance Day ~~Celebrations~~Ceremonies
- Review FESL initiatives ~~at Advocacy/Education meeting~~

December

Regular Board Meeting Agenda Items

~~Inaugural Board meeting~~

~~Elect Chair/Vice Chair~~

- ~~Review fiscal accountability report (Committee Meeting)~~
- ~~Approve committee/representative appointments after chair's recommendation in an election year~~
- ~~Elect Chair/Vice Chair~~
- ~~Inaugural Board meeting~~
- BCPSEA Provincial Rep and BCSTA Provincial Councillor
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)
- Approve Statement of Financial Information (SOFI) report

~~Superintendent's Report to the Board (including FESL update)~~

Events

~~Acknowledge the contributions of students, employees and community on a monthly basis~~

- Review District Inclusive Education Calendar for events
- Review FESL initiatives
- ~~Review and approve SOFI report~~
- ~~Deadline for submission of financial disclosure (SOFI)~~
- ~~Deadline for submission of financial statements with auditors report for public~~
- ~~Review FESL initiatives at Advocacy/Education meeting~~

January

Regular Board Meeting Agenda Items

- ~~Review fiscal accountability report (Committee Meeting)~~
- Approve ~~Budget~~ budget development process and timelines for next year's annual ~~Budget~~budget
- ~~Review facilities report~~
- ~~Review~~Approve Transportation Accountability Report
- Provide direction through Board representative to BCSTA Provincial Council Meeting regarding provincial policy matters
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)
- ~~Superintendent's Report to the Board (including FESL update)~~

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: In-Camera and Public
- ~~Committee Meetings: Advocacy/Education, Student Services, Policy, Public Finance/Operations/Personnel, In-camera Finance/Operations/Personnel, Media/Communications~~
- Attend ~~and participate in~~ BCSTA Provincial Council
- Attend ~~and participate in~~ BCPSEA Annual General Meeting
- Submit ~~Review Amended Annual Budget (including enrolment changes~~
- ~~Submit~~ Trustee financial disclosures ~~received by~~to the Office of the Secretary Treasurer
- KBB motion building session
- Review FESL initiatives ~~at Advocacy/Education meeting~~
- ~~Kootenay Boundary Branch motion building session~~

February

Regular Board Meeting Agenda Items

- ~~Review fiscal accountability report (Committee Meeting)~~
- Approve Amended Annual Budget for Current Fiscal Year ~~and make any required adjustments~~
- Review policy positions for submission to BCSTA Annual General Meeting
- ~~Approve Board Authority Authorized Courses~~
- ~~Ensure all deficiencies identified in the management letter and audit report have been remediated to the satisfaction of the auditor~~
- Review ~~and assess~~ Students Learning Surveys
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)

~~Superintendent's Report to the Board (including FESL update)~~

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: In-Camera and Public
- ~~Committee Meetings: Advocacy/Education, Student Services, Policy, Public Finance/Operations/Personnel, In-camera Finance/Operations/Personnel, Media/Communications~~
- Stakeholder budget presentations
- Attend and participate in BCSTA Provincial Council Meeting
- Submit extraordinary motions
- Draft changes to AGM motions
- Review FESL initiatives ~~at Advocacy/Education meeting~~

March

Regular Board Meeting Agenda Items

- ~~Review fiscal accountability report (Committee Meeting)~~
- ~~Review and assess stakeholders input for forth coming budget~~
- ~~Approve~~Review budget assumptions, and Board priorities for the annual budget for the coming year, with consideration given to stakeholder input received

~~Superintendent's Report to the Board (including FESL update)~~

- Approval of District calendar for the next school year
- Approve proposed Trustee calendar for Board meetings and related functions for the coming year
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
-

Events

- Review District Inclusive Education Calendar for events
- BCSTA Branch Meeting
- ~~Review school projections for upcoming year~~

April

Regular Board Meeting Agenda Items

- ~~Review fiscal accountability report. (Committee Meeting)~~
- ~~Review~~Continue review of ~~draft~~ annual budget ~~for the upcoming year and provide any required direction regarding adjustments or further consultation prior to approval~~
- Approve first reading of the annual budget bylaw for next fiscal year
- ~~Approval of District calendar for the next school year~~
- ~~Approve school-based fees~~
- ~~Review and assess Personnel Management Accountability report~~
- ~~Review and approve Value for Money Accountability report~~
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)
- ~~Superintendent's Report to the Board (including FESL update)~~

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: In-Camera and Public
- ~~Committee Meetings: Advocacy/Education, Student Services, Policy, Public Finance/Operations/Personnel, In-camera Finance/Operations/Personnel, Media/Communications~~
- Attend ~~and participate in~~ BCSTA Annual General Meeting
- Attend KBB Branch Meeting
- ~~BCSTA Leadership workshop~~
- Review FESL initiatives ~~at Advocacy/Education meeting~~

May

Regular Board Meeting Agenda Items

- ~~Review fiscal accountability report (Committee Meeting)~~
- ~~Review annual staffing accountability report and assess Personnel Quality Indicators (re: Policy 12 and Policy 13)~~
- Approve the ~~final~~ second reading of the annual budget bylaw
- Approve 5-year capital plan, major capital submission, and Annual Facilities Grant plan (AFG)
- Approve the Select Standing Committee presentation
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)
- ~~Superintendent's Report to the Board (including FESL update)~~

Events

- Review District Inclusive Education Calendar for events
- Attend Committee Meetings: In-Camera and Public
- ~~Committee Meetings: Advocacy/Education, Student Services, Policy, Public Finance/Operations/Personnel, In-camera Finance/Operations/Personnel, Media/Communications~~
- Participate in school graduation ceremonies and awards nights
- Participate in district scholarship selection
- Community engagement nights
- Review FESL initiatives ~~at Advocacy/Education meeting~~
- KBB Annual General Meeting (to be determined)

June

Regular Board Meeting Agenda Items

- Approve the final reading of the annual budget bylaw
- ~~Review fiscal accountability report (Committee Meeting)~~
- ~~Review internal audit accountability report~~
- ~~Approve proposed Trustee calendar for Board meetings and related functions for the coming year~~
- ~~Approve 5-year capital plan and annual facilities grant plan (AFG)~~
- ~~Approve needs budget for submission to Ministry of Education~~
- ~~Approve the Select Standing Committee presentation~~

- Recognize National ~~Aboriginal~~ Indigenous Day
- Review Secretary Treasurer's Report to the Board
- Review Superintendent's Report to the Board
- Review fiscal accountability report (Committee Meeting)
- Prepare budget/needs budget for Select Standing presentation
- ~~Superintendent's Report to the Board (including FESL update)~~

Events

- Review District Inclusive Education Calendar for events
- Host Retirement Recognition Awards Ceremony
- Participate in school graduation ceremonies
- Select Standing Committee presentation
- Review FESL initiatives ~~at Advocacy/Education meeting~~

July

No duties assigned

ON-GOING

- Continue recognition of achievements, goals, conferences and related items
- Continue to a~~A~~dvocate for public education and the ~~School~~ District's role in the community
- Acknowledge the contributions of students, employees and community on a monthly basis
- Advocate for PAC/DPAC/DSAC
- Attend school PAC meetings as assigned
- Attend special meetings of the Board
- Attend community consultation meetings
- Review ~~H~~health and safety governance
- Attend Trustee development/orientation sessions
- Attend school functions (as invited)
- Hear appeals as needed
- Approve ~~disbursements from and~~ contributions to the ~~L~~local ~~C~~capital ~~R~~reserve ~~F~~fund and ~~Surplus operation fund~~accumulated operating surplus
- Approve purchase and disposition of real property (lands and buildings) in collaboration with the Ministry
- Advance Board positions through BCPSEA
- ~~Initiate meetings with other elected officials~~
- Purposefully meet with government MLA's and Ministers, Regional District of East Kootenay, Indigenous Education Council, First Nation Bands, and municipal councillors
- ~~Receive for information purposes Principal and Vice Principal transfer report~~
- In an election year in the first week of September host an information meeting for those who express interest in running for the position of ~~School~~ Board Trustee
- Attend external meetings such as Cranbrook Chamber of Commerce and other organization meetings ~~as approved~~
- Respond to community groups, as required ~~as approved~~
- Indigenous Truth ~~Work as a pathway to~~and Reconciliation
- Approve and authorize field trips outside of Canada/continental USA and include trips within Canada that have inherent risks (i.e., white water rafting)

Legal Reference: Sections 65, 74, 74.1, 75, 75.1, 76.1, 76.3, 76.4, 77, 79.2, 82, 82.1, 84, 85, 86, 96, 112, 112.1, 113, 145, 147, 158 School Act.

Revised: September 23, 2021
Revised: February 14, 2023
Revised: November 15, 2023
Revised: XXXXX, 2026

FACILITATED BOARD SELF-EVALUATION PROCESS
~~SCHOOL DISTRICT NO. 5 (~~SOUTHEAST KOOTENAY SCHOOL DISTRICT ~~NO. 5)~~NO.5

~~**Process**~~

~~The annual externally facilitated Board self-evaluation process shall be completed subsequent to the Superintendent evaluation and the Secretary Treasurer evaluation processes.~~

Purpose

The purpose of the facilitated Board self-evaluation is to answer the following questions:

1. How well have we fulfilled each of our defined roles as a Board during the evaluation period?
2. How do we perceive our interpersonal working relationships?
3. How well do we receive input and how well do we communicate with those we represent?
4. How would we rate our Board-Superintendent and Board Secretary Treasurer relations?
5. How well have we adhered to our governance policies?
6. What have we accomplished this past year to improve student learning? How do we know? What else have we accomplished this past year?
7. What actions shall the Board take during the next year to become more effective?

The answers to these questions provide the data for the development of a P~~p~~ositive ~~p~~Path ~~f~~Forward (PPF).

Evaluation principles

The following principles form the basis for the Board self-evaluation process:

1. A learning organization is focused on the improvement of student learning.
2. A commitment to continuous improvement is a sign of organizational health.
3. An effective evaluation process provides for growth and accountability.

The annual Board evaluation process shall model the Board's commitment to principles 1-3.

A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board and fosters an excellent Board/Superintendent and Board/Secretary Treasurer relationship. An evidence-based approach provides objectivity to supplement the subjectivity involved in evaluation processes.

Context

The Board has chosen to retain the ten areas of responsibility articulated in Policy 2 in order to carry out the Board's governance role. These include: Accountability to the Provincial Government, Development and Maintaining a Culture of Student Learning, Accountability to and Engagement of Community, Strategic Planning, Policy, Board/Superintendent Relations, Board/~~-~~Secretary ~~/~~Treasurer Relations, Political Advocacy/Influence, Board Development, Fiscal Accountability. The annual facilitated Board self-evaluation process is focused on Board performance in relation to these nine areas.

Facilitated Self-Evaluation of Performance

Part 1: The Act provides the Board with significant authority including the authority to delegate. The Board must decide the authority it wishes to delegate and the authority to be retained. The Board is the only body in the District which can hold the Board accountable for performing its legally defined role.

With reference to Policy 2 Role of the Board, Policy 2 Appendix A Annual Board Work Plan, and the minutes from Regular, In-camera, and Special meetings held during the evaluation period, Trustees will assess the corporate Board's effectiveness relative to each role area. The objective is to identify areas of strength on which to build and specific changes the corporate Board is committed to make during the next evaluation period. The Board self-evaluation should be completed annually before the end of June.

Evaluation Tool: Collect, collate and analyze responses to a Role of the Board questionnaire completed by all Trustees.

Part 2: The Board functions as a corporate entity. Individual Trustees have only the authority granted them by the corporate Board. Therefore, the interpersonal working relationships between and among Trustees is vital to the effective functioning of the Board.

Evaluation Tool: Collect, collate and analyze responses to a Board Interpersonal Working Relationships questionnaire completed by all Trustees.

Part 3: The Board is elected for a four-year term. One key role is to represent the electorate within the boundaries of the ~~district~~ District and effectively communicate to the electorate between elections in a manner which creates accountability and builds confidence in the work of the Board.

Evaluation Tool: Collect, collate and analyze responses to a Communications/Representation questionnaire completed by all Trustees.

Part 4: With reference to the functioning of the ~~First Team (~~Board, Superintendent, and Secretary Treasurer~~)~~ during the evaluation period, Trustees will assess Board/Superintendent and Board/Secretary Treasurer relationships. ~~In other words, is the Board effectively performing its role to make the First Team effective?~~

Evaluation Tool: Collect, collate and analyze responses to a Board/Superintendent and Board/Secretary Treasurer questionnaire completed by all Trustees.

Part 5: The Board's Policy role is critical to provide direction for the district, to delegate to and hold staff accountable through the offices of the Superintendent and Secretary Treasurer, and to promote and protect public education. Regular review of Board ~~policies~~ Policies is required to ensure the currency and effectiveness of such policies.

Evaluation Tool: Review the schedule of policy review to ensure the entire Handbook is subjected to review and revision once per term of office, identify any lack of alignment of practice with policy (e.g. from review of minutes) and make revisions as required in policy or practice as deemed appropriate.

Part 6: Reviewing Board actions at least annually to determine perceived corporate Strengths, Weaknesses, Opportunities and Threats (SWOT) can assist in defining a positive path forward and avoid repetition of less effective functioning.

Evaluation Tool: Conduct a Strengths, Weaknesses, Opportunities and Threats ~~(SWOT)~~ analysis in light of Board minutes and direct Board observations.

Part 7: Board approves of the directions to be taken during the next evaluation period to strengthen Board functioning.

Part 8: Board assesses success or lack thereof addressing the ~~Positive Path Forward (PPF~~Positive Path Forward~~)~~ approved as a result of the last evaluation and includes any required actions in the current ~~PPF~~Positive Path Forward.

Part 9: Board reviews the process tools and process structure and identifies any changes desired for the next evaluation period.

Part 10: Board approves the ~~Positive Path Forward (~~Positive Path Forward ~~PF)~~ by formal motion.

Note in the second and subsequent years the evaluation process will commence with an accountability review of the previous year's ~~Positive Path Forward (~~Positive Path Forward~~PF)~~ to ensure actions were taken as required and desired results achieved.

BOARD OPERATIONS

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the District, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of Trustees, must be present for every duly constituted meeting.

The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. All points of procedure not provided for in this Board Policy Handbook shall be decided in accordance with the most recent edition of Robert's Rules of Order.

The Board's fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when BC Freedom of Information and Protection of Privacy Act (FIPPA) legislation requires or when the Board determines that public interest is best served by private discussion of specific issues in in-camera sessions.

In order to carry out its responsibilities effectively, the Board will hold periodic meetings of several types. Formal meetings, at which all formal and legal business of the Board as a corporate body shall be done, may be designated as Inaugural, regular, or special meetings, or in-camera sessions.

The Board has adopted specific policy governing Board operation and the conduct of its formal meetings.

1. Board Composition and Elections

   In accordance with Policy 7 Appendix Elections Bylaw.

   1.1 Nine Trustees are elected from five electoral areas as follows:

      Trustee Electoral Area 1 – The Corporation of the City of Fernie – 1 Trustee

      Trustee Electoral Area 2 – District of Sparwood – 1 Trustee

      Trustee Electoral Area 3 – District of Elkford – 1 Trustee

      Trustee Electoral Area 4 (Electoral Area B of the RDEK) – Regional District of East Kootenay (Jaffray and South Country) – 1 Trustee

      Trustee Electoral Area 5 – The Corporation of the City of Cranbrook and the Regional District of East Kootenay (Electoral Area C of the RDEK) – 5 Trustees

2. Inaugural Board Meetings and Subsequent Annual Meeting

2.1 After the general local election of Trustees, the Secretary Treasurer for the District shall convene a first meeting of the Board as soon as possible, and in any event, within 30 days from the date that the new Board begins its term of office. [SA s.67(1)] The term of office "begins on the first Monday after November 1 following the election, or when the person takes office in accordance with section 50(3), whichever is later" (s.67).

2.2 An annual meeting of the Board shall be held each year at the time and place determined by the Board.

2.3 The Secretary Treasurer of the Board shall call the Inaugural meeting to order and shall preside at such meeting until the selection of Board Chairperson is completed. The presiding official shall report the returns of the election, if any, as certified by the Chief Election Officer and shall report whether or not the Trustees-Elect, if any, have completed the declarations required by the School Act, and confirm that all Trustees have taken the oath of office as required by the School Act, [SA s.50 (1)], or shall administer, or cause to be administered, the oath of office to Trustees present who have not taken it.

2.4 The Secretary Treasurer shall call for nominations for Board Chairperson (seconding is not necessary) and conduct a vote by ballot in which that person receiving a clear majority shall be elected Board Chairperson for the ensuing year. If no person receives a clear majority (five or more votes) further ballots shall be taken until the same is achieved or, if, after a second ballot, a tie shall occur, the election shall be decided by drawing of lots. A vote by ballot will not be required if only one candidate is nominated for the position of Board Chairperson.

2.5 The Chairperson so elected shall assume the chair for the remainder of the meeting.

2.6 A similar election shall then be conducted by the presiding official for the positions of Board Representative to the British Columbia School Trustees Association Provincial Councillor and alternate, the British Columbia Public School Employers Association Representative and alternate, and Board representative to CFTA and CUPE bargaining team (may be individuals or a team of individuals).

2.7 For each of the above elections balloting shall continue until one Trustee receives a clear majority. At each successive ballot the name of the Trustee receiving the least votes on the previous ballot shall be dropped. If two or more candidates are tied and no candidate received a majority of the votes cast, a second ballot will be taken. If after a second ballot two or more candidates receive an equal number of votes, lots will be drawn to determine which candidate is eliminated. If after lots are drawn, two or more candidates remain, voting will proceed with further ballots until one candidate receives a majority of the votes cast. Spoiled ballots will not be considered as cast ballots.

2.8 Following the elections, the passage of banking resolutions and appointments of signing officers will be completed as necessary.

3. Regular Meetings

3.1 A regular public meeting shall be held at least once a month, September to June, on the second Tuesday of the month or upon such other day as the Chairperson may decide.

3.2 A quorum of the Board is a majority of the Trustees holding office at the time of the meeting [SA s.66].

3.3 At the appointed time for commencement of a meeting, the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meetings shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with this bylaw.

3.4 After a meeting has commenced, if notice is drawn to a lack of quorum, the presiding officer shall ascertain whether there is a lack of quorum and, if determined, adjourn the meeting to the next regular meeting date or to another meeting called in accordance with this bylaw.

3.5 The agenda and notice of meetings shall be prepared by the Secretary Treasurer under the direction of the Chairperson who shall consult with the Secretary Treasurer and Superintendent. In developing the agenda primary consideration shall be given to the Board Annual Work Plan as approved by the Board. The agenda for each meeting shall specify those items of business which shall be dealt with in private session. Written notice of each meeting, together with the proposed agenda, shall be given at least forty-eight (48) hours in advance to each Trustee by delivery to the place designated by him or her. Non-receipt by a Trustee shall not void the proceedings. Whenever possible, Trustees wishing to have an agenda item or a motion placed on a Board meeting agenda shall submit their request to the Secretary Treasurer’s office.

3.6 The order of business at all regular public meetings shall be:

3.6.1 Commencement of Meeting

3.6.2 Call to Order

3.6.3 Greeting – “I want to acknowledge that we have gathered here in the Homelands of the Ktunaxa people.”

3.6.4 Chairperson’s Opening Remarks and Recognitions

3.6.5 Opening Round

3.6.6 Consideration and Approval of Agenda

3.6.7 Approval of the Minutes

3.6.8 Receipt of Records of Closed Meetings

3.6.9 Receiving of Delegations/Presentations

3.6.10 Committee Reports/Trustee Representative Reports

3.6.11 Secretary Treasurer’s Report to the Board

3.6.12 Superintendent’s Report to the Board

3.6.13 Chairperson’s Report

3.6.14 New Business

3.6.15 Items for Information/Correspondence

3.6.16 Question Period

3.6.17 Late Items

3.6.18 Closing Round

3.6.19 Adjournment

3.7 A change to the order of business may be proposed by any Trustee and shall require a minimum of a two-thirds majority vote.

3.8 Minutes of the proceedings of all meetings shall be maintained in electronic format and in a minute book, certified as correct by the Secretary Treasurer or another employee designated by the Board under Section 69(4) of the School Act, and signed by the Chairperson or other member presiding at the meeting or at the next meeting at which the minutes are adopted. [SA s.72 (1)(c)]

3.9 Except for minutes of a meeting or portion of a meeting from which persons other than Trustees or Officers of the Board, or both, were excluded, the minutes shall be open for inspection at all reasonable times by any person, who may make copies and extracts, on payment of a fee set by the Board [SA s.72(2)].

3.10 All meetings shall stand adjourned at three hours after their commencement unless a resolution is passed by a two-thirds majority vote to extend the hour of adjournment.

3.11 Meetings of the Board shall be open to the public unless, in the opinion of the Board, the public interest requires that persons other than Trustees be excluded. [SA s.69(2)]

3.12 The Secretary Treasurer, or another employee designated by the Board if the Secretary Treasurer is unable to attend the meeting or if the meeting concerns the work performance or employment of the Secretary Treasurer, must be present at the time a decision of the Board is rendered and must record any decision. [SA s.69(3)]

3.13 The Chairperson or other members presiding at a meeting may expel from the meeting a person, other than a Trustee, that the Chairperson or other members presiding at the meeting, whose conduct is considered inappropriate. [SA s.70(1)] A majority of the Trustees present at a meeting of the Board may expel a Trustee from the meeting for improper conduct. [SA s.70(2)]

3.14 Question Period

3.14.1 At the beginning of each question period the Chairperson shall determine how many people wish to present a question(s). If the number is high, one question shall be taken from each person, after which each person may present subsequent questions in turn.

3.14.2 All questions shall be directed to the Chairperson, who may refer the question to the appropriate committee Chairperson, Superintendent or Secretary Treasurer.

3.14.3 The response to a question will be made immediately, when possible, or deferred until a later date when information becomes available. If a Trustee wishes further debate on an issue, an appropriate opportunity will be scheduled by the Secretary Treasurer's office.

3.14.4 Although the Board welcomes questions of a general nature during this part of the meeting, this forum is for questions regarding policies or operations.

3.14.5 Questions regarding specific personnel or students must be raised with the Superintendent or Secretary Treasurer privately.

3.14.6 Individuals addressing the Board shall assume personal responsibility for all statements made to the Board.

3.14.7 The Chairperson may use discretion to terminate any speaker's privilege or exclude a speaker from the meeting if, after due warning, the speaker persists with conduct or remarks which damage the character or reputation of any employee or member of the public.

3.14.8 Comments that are critical of either the Board or a Trustee's Board-related action shall be accepted within reasonable limits. The Chairperson shall use judgment to stop such comments when they are considered to be extreme or would be better discussed in a different forum.

3.14.9 If the Chairperson accepts, during a public presentation, comments which are accusatory or highly critical of an individual Trustee's action, the Trustee can choose to respond at the same meeting or at a future meeting.

4. Special Meetings

4.1 A Special Meeting is any meeting of the Board which was not regularly scheduled..

4.2 Special meetings of the Board, or a Standing Committee, either public or in-camera, may be called in addition to the regular meetings to deal with emergency issues or items requiring considerable time for debate.

4.3 A special meeting of the Board may be called by the Chairperson or, upon written request by a majority of the Trustees, shall be called by the Secretary Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting.

5. In-Camera Session and Board's Duty of Confidentiality

5.1 If, in the opinion of the Board, the public interest so requires, persons other than Trustees may be excluded from a meeting or from part of a meeting. The Secretary Treasurer or other employee designated under Section 69(4) of the School Act must be present at the time that a decision of the Board is rendered and must record such decision. [SA s.69(2), (3) & (4)]

5.2 Regular in-camera meetings shall occur on the second Tuesday of the month prior to the regular public meeting of the Board. Additional meetings shall be held at the call of the Chairperson.

5.3 No Trustee shall disclose to the public the proceedings of an in-camera session unless a resolution has been passed at the in-camera meeting to allow such disclosure, except such as might be necessary to enforce the conflict-of-interest provisions of the School Act. (SA: Part 5)

5.4 The Board shall prepare a record containing a statement as to the general nature of the matters discussed at a meeting from which persons other than Trustees or Officers of the Board or both were excluded, and the record shall be presented at the next meeting of the Board open to the public and shall be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the Board. [SA s.72(3)]

5.5 All matters coming before the Board and its standing and ad hoc committees shall be considered public unless the public interest requires otherwise. Accordingly, the following matters shall be considered at an in-camera session unless the Board determines otherwise:

5.5.1 Personnel matters including contract and collective agreement negotiations; matters pertaining to individual employees including medical matters, appointment, promotion, discipline, suspension, termination or retirement; grievances and requests of employees, Board officers or their bargaining agents or representatives; plans that relate to the management of personnel or other administration of the Board and that have not yet been implemented or made public;

5.5.2 Legal matters: accident claims and other matters where Board liability may arise; legal opinions and advice respecting the liability or interest of the Board or respecting any matter to be considered at an in-camera session; information or action regarding legal actions brought by or against the Board;

5.5.3 Matters pertaining to individual students including medical matters and the conduct, discipline, suspension or expulsion of students;

5.5.4 Acquisition and disposition of real property prior to finalization including: future site planning and designation; negotiations regarding purchase, lease, sale or exchange of real property; purchase of real property; consideration of appraisal reports and claims by owners; determination of Board offers; expropriation procedures;

5.5.5 Matters pertaining to the safety, security or protection of Board property;

5.5.6 Other matters where the Board decides that the public interest so requires.

5.6 Notwithstanding any rule limiting reconsideration of the agenda, a Trustee may make a motion to move a matter from the agenda of an in-camera meeting or session to the agenda of the open meeting, or the reverse. The motion requires a seconder, is debatable and requires a simple majority to pass.

5.7 Agenda for in-camera meetings: Order of business at an in-camera meeting shall generally be as follows:

5.7.1 Adoption of previous Minutes

5.7.2 Adoption of Agenda

5.7.3 Appeals

5.7.4 In Camera Reports from Committees

5.7.5 Reports from Secretary Treasurer

5.7.6 Reports from Superintendent

5.7.7 Reports from the Chairperson

5.7.8 New Business

5.7.9 Trustee Inquiries

5.7.10 Correspondence

5.7.11 Adjournment

6. Minutes for Regular, Special and In-Camera Meetings

6.1 The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

6.1.1 The minutes shall record:

6.1.1.1 Date, time and place of meeting;

6.1.1.2 Type of meeting;

6.1.1.3 Name of presiding officer;

6.1.1.4 Names of those Trustees and senior administration in attendance and attendance of those Trustees attending via electronic means;

6.1.1.5 Names of Trustees absent or excused;

6.1.1.6 Approval of preceding minutes;

6.1.1.7 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;

6.1.1.8 Names of persons making the motions (mover and seconder as standard);

6.1.1.9 Appointments;

6.1.1.10 Receipt of reports of Committees;

6.1.1.11 Recording of the vote on all motions;

6.1.1.12 Trustee declaration of conflict of interest pursuant to the School Act;

6.1.1.13 Departure and re-entry times of Trustees and administration; and

6.1.1.14 The time of adjournment.

6.2 The minutes shall:

6.2.1 Be prepared as directed by the Secretary Treasurer;

6.2.2 Be reviewed by the Secretary Treasurer prior to submission to the Board;

6.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and

6.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.

6.3 The Secretary Treasurer shall ensure, upon acceptance by the Board, that appropriate signatures are affixed to the last page of the minutes.

6.4 The Secretary Treasurer will retain all Board minutes.

6.5 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board directs the Secretary Treasurer, in consultation with the Superintendent, to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.

6.6 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Secretary Treasurer is responsible to distribute and post the approved minutes.

7. Motions*:*

7.1 No act or proceeding shall be valid or binding upon the Board unless such act or proceeding was adopted at a meeting called and held as herein provided.

7.2 At all meetings of the Board, all questions shall be decided by a majority of the votes of the members present and voting except as otherwise provided by bylaw, by contracts approved by the Board or by the *School Act;*

7.3 In the event of an equality of votes for and against a motion, the question is resolved in the negative.

7.4 A motion, when introduced, brings business before the meeting for possible action. A motion should be worded in a concise, unambiguous and complete form and, if lengthy or complex, should be submitted in writing.

7.5 The Chairperson may divide a motion containing more than one subject and it shall be voted on in the form in which it is divided.

7.6 All motions shall be moved and seconded.

7.7 An amendment must be germane, meaning it must be relevant, appropriate, and closely related to the subject matter, purpose, or content of the original motion. A motion can be amended more than once; however, there can be only one amendment on the floor at a time and it shall be dealt with before another amendment is presented or the motion is decided. An amendment to an amendment must be germane to the first amendment and cannot be amended.

7.8 A motion to reconsider a decision can be made the day on which the original motion was voted upon, by a member who voted on the prevailing side. It may be seconded by any member. It is debatable if the motion proposed to be reconsidered is debatable and the debate can be on the merits of the original question. No question can be reconsidered twice.

7.9 Motions to rescind or to amend something previously adopted will be considered only if notice has been given at the previous meeting or in the call for the present meeting and if no action has been taken which it is too late to undo. Such motions are debatable and debate can go into the merits of the original question. There is no time limit for these motions and they can be moved by any member.

7.10 Motions to rescind or to amend something previously adopted for which notice has been given require a majority vote to pass. However, if the original motion required a two-thirds vote or a majority vote of the Board, the same vote is required on a motion to amend or rescind.

7.11 When the Board Chairperson, or other presiding officer, is called upon to decide a point of order or practice, the decision and the rule applicable to the case shall be given. An appeal from the ruling of the Board Chairperson shall be decided by a majority of the members of the Board present. When an appeal of a ruling of the Board Chairperson is raised, the question shall without debate be put in the following words: "Shall the ruling of the Chairperson be sustained?" and the Board Chairperson shall have the right to state reasons for the decision given.

7.12 No Trustee shall leave the Board Meeting before the close of the session without first notifying the Board Chairperson.

7.13 Any Trustee requesting extra data, reports, or services which would involve considerable work by the staff must do so by motion of the Board.

7.14 All rules and procedures not specifically covered in either the preceding or the School Act shall be determined as set out in the most recent edition of Roberts Rules of Order.

8. Bylaws

8.1 Unless expressly required by legislation to be exercised by bylaw, all powers of the Board may be exercised by bylaw or by motion.

8.2 The following matters shall be dealt with only by bylaw:

8.2.1 adoption of the budget, [SA s.113(1)];

8.2.2 any capital bylaw, [SA s.143(1)];

8.2.3 the acquisition or disposal of property, [SA s.96(2)];

8.2.4 ordinary rules of procedure of the Board and rules relative to the organization of meetings of the Board;

8.2.5 amendment to bylaws;

8.2.6 where required by the School Act.

8.3 Written notice of intention to propose a bylaw shall be given at the meeting prior to first reading and in the notice of the meeting where the bylaw is to be proposed.

8.3.1 Every bylaw shall be dealt with in the following stages:

8.3.2 First reading: no debate or amendment;

8.3.3 Second reading: discussion of the principle of the bylaw;

8.3.4 Committee stage: if the question for second reading passes, the bylaw may be referred to the Committee of the whole for detailed consideration unless a motion is passed for referral to a Standing Committee;

8.3.5 Third reading: consideration of amendments made in Committee and final decision.

8.4 When a bylaw has been amended in Committee, it shall be reprinted as amended and shall not be further proceeded with, except by a two-thirds majority vote, until the amended version has been distributed.

8.5 Subject to 8.7, at each of the three readings of a bylaw, the bylaw must be read in full. [SA s.68(2)].

8.6 A reading of a bylaw may, if a written or printed copy of a bylaw is in the possession of each Trustee and is available to each member of the public in attendance at the meeting at which the bylaw is to be read, consist of a description of the bylaw by (a) its title, and (b) a summary of its contents. [SA s.68(3)]

8.7 The Board shall not give a bylaw more than two readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the bylaw all three readings at the meeting. [SA s.68(4)]

8.8 The Secretary Treasurer shall certify on a copy of each bylaw the readings and the times thereof and the text of any amendment passed in Committee.

8.9 A bylaw may be withdrawn at any stage with unanimous consent of the Board.

9. Rules of Order

9.1 The current edition of Robert's Rules of Order shall govern points of order and procedures not provided for in the School Act or in this bylaw. Where there is an inconsistency between the School Act and this bylaw, the School Act shall apply.

9.2 The Board may adopt a procedural rule for one or more meetings by resolution approved by a two-thirds majority of the Trustees present at the meeting. A rule, other than the requirement for notice of meetings, may be suspended by unanimous consent of the Trustees present.

9.3 The rules contained in this bylaw may be amended by bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting and in the notice of the meeting.

9.4 The presiding officer's ruling on a point of order shall be based on rules of order as stated in paragraph 8.1. The ruling shall be subject to an appeal to the Board if requested by a Trustee immediately after the ruling and before resumption of business.

9.5 An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of the Trustees present. A successful appeal does not necessarily set a precedent.

9.6 A copy of the Board's procedural bylaw shall be available for inspection at all reasonable times by any person. [SA s.67(5)]

9.7 Should the Board Chairperson, during any meeting of the Board, desire to leave the chair for the purpose of taking part in debate or for any other reason acceptable to a majority of the Trustees present, the Vice Chairperson or in the absence of the Vice Chairperson, some other member of the Board shall be asked to take the Chair. Any member occupying the Chair temporarily shall discharge all duties of and enjoy the rights of the Board Chairperson.

9.8 The Secretary Treasurer or another employee designated by the Board must be present at the time that a decision of the Board is rendered and must record any decision. If the Secretary Treasurer is unable to attend a meeting or if the meeting concerns the work performance or employment of the Secretary Treasurer, the Board may designate another employee of the Board to attend the meeting in place of the Secretary Treasurer to perform the duties of the Secretary Treasurer at the meeting.

10. Debate

10.1 Debate shall be strictly relevant to the question before the meeting. The Chairperson shall warn speakers who violate this rule or who persist in tedious or repetitious debate.

10.2 Speakers shall be recognized by the Chairperson and shall address all remarks to the Chairperson.

10.3 Each Trustee has the right to speak twice on the same question on the same day but cannot make a second speech so long as any Trustee who has not spoken on that question desires to speak. No Trustee shall speak for more than five minutes at one time.

10.4 A matter of privilege (dealing with the rights or interests of the Board as a whole or of a Trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.

10.5 No Trustee shall interrupt another Trustee who has the floor except to raise a point of order, a point of privilege or to disclose a conflict of interest.

11. Voting

11.1 It is expected that all Trustees present at a meeting will vote on each issue. However, a Trustee has a right not to vote on any question. If a Trustee has a conflict of interest, the Trustee must not vote and such an abstention shall be recorded. If a Trustee wishes to abstain for any other reason or to have a negative vote recorded, he or she must so request before or immediately after the vote is taken.

11.2 Voting shall be by show of hands and only the results recorded unless a member requests recording of names before the vote is taken. Where names are recorded, both positive and negative votes shall be recorded.

11.3 All questions shall be decided by a majority of the vote of the Trustees present and voting unless otherwise provided by the School Act.

11.4 The Board Chairperson or Committee Chairperson is entitled to vote on all matters.

12. Conflict of Interest

12.1 If a Trustee has any pecuniary interest in any matter and is present at a meeting of the Board at which the matter is considered, the Trustee:

12.1.1 shall, at the meeting, disclose their pecuniary interest and the general nature of the pecuniary interest;

12.1.2 shall not take part in the discussion of or vote on any question in respect to the matter; and

12.1.3 shall not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter. [SA s.58(1)(c)]

12.2 If the meeting is not open to the public, in addition to complying with these requirements, the Trustee shall immediately leave the meeting or the part of the meeting during which the matter is under consideration. [SA s.58(2)]

12.3 If the pecuniary interest of a Trustee is not disclosed as required above by reasons of the Trustee's absence from the meeting, the Trustee shall disclose the pecuniary interest and otherwise comply with the requirements at the first meeting of the Board attended by the Trustee after the meeting referred to above. [SA s.58(3)]

12.4 The requirements of paragraphs 11.1-11.3 do not apply to any pecuniary interest referred to by the School Act as exempt from the disclosure requirements of the School Act. [SA s.60]

12.5 "Pecuniary interest" means, with respect to a Trustee, an interest in a matter that could monetarily affect the Trustee and includes an indirect pecuniary interest referred to in section 56 of the School Act.

12.6 The pecuniary interest of a spouse or of a parent or child of the Trustee shall, if known to the Trustee, be deemed to be also a pecuniary interest of the Trustee. [SA s.55]

12.7 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it shall be recorded in the minutes of the meeting. If a meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, shall be reported to and recorded in the minutes of the next meeting that is open to the public. [SA s.72]

12.8 The Trustee is expected to be conversant with Conflict of Interest Sections 55 to 60 of the School Act.

12.9 In accordance with the Financial Disclosure Act all Trustees shall file disclosure forms by January 15 of each year.

13. Delegations

13.1 General provisions

13.1.1 Individual or groups who wish to present to the Board must make the application through the appropriate presentation request form which addresses the following:

13.1.1.1 Preferred date of presentation (scheduled Board meeting date only)

13.1.1.2 Purpose of request to present (why is it important for you to present to the Board)

13.1.1.3 Overview of organization presenting (who do you represent)

13.1.1.4 Brief summary of content to be presented (what are the high-level themes you intend to present)

13.1.1.5 Intended outcomes from the presentation (what are you seeking from the Board)

13.1.1.6 The application shall be referred to the Secretary Treasurer for study and recommendation as to how it is to be handled but the Chairperson will retain authority to make the final decision on the application.

13.1.2 The presentation will be subject to approval of the Chairperson;

13.1.3 Authors of any written submissions shall assume personal responsibility for all statements in the submission to the Board. Each presenter or delegation will be limited to ten minutes, followed by questions and comments from Trustees.

13.1.4 Trustees who are asking questions must limit themselves to seeking clarification and must not engage in a debate on the merits of issues.

13.1.5 The Board normally will not make any decision in regard to a presentation at the same meeting where the presentation is made.

13.1.6 The request and supporting written documents must be provided to the office of the Secretary Treasurer by the end of the business day on the Wednesday preceding the Tuesday Board meeting.

13.2 Unacceptable topics

13.2.1 Topics that will not be permitted to be addressed by a delegation are bargaining, grievances, personnel matters and topics listed in the Rules of Order for discussion at in-camera Board meetings.

13.2.2 Presentations at regular meetings may include objective criticism of school operations and/or programs but may not include complaints about school personnel or other persons

14. Audio/Video Recording Devices

14.1 The Board requires that anyone wanting to use recording devices at a public Board meeting must obtain prior approval of the Board Chairperson. This shall be communicated by the Board Chairperson at the beginning of the Regular or Special Meeting.

15. Trustee Participation in Meetings through Electronic Means

A Trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the Trustees participating in the meeting and members of the public attending the meeting to hear each other.

15.1 Trustees participating in a meeting of the Board by electronic means or other communication facilities are deemed to be present at the meeting.

15.2 The Chairperson of the Board may refuse to allow a Trustee to participate in a meeting by electronic means or other communication facilities where the required electronic equipment is not available or where meetings are held in private and or for the purpose of hearing appeals or conducting hearings related to employee matters, or any Board matters which attract the principles of natural justice.

15.3 Trustees who connect to a meeting of the Board by video conference, teleconference or other means of electronic transmission will be considered in attendance at the meeting and form part of the quorum.

16. Trustee Remuneration

16.1 In accordance with the provisions of the *School Act*, Trustees shall receive an annual stipend paid on a monthly basis, the amount of which shall be set by Board resolution. Additional amounts, also set by Board resolution, shall be paid to the Chair and Vice Chair respectively.

A committee of stakeholders (the presidents of the three unions, the District Parent Advisory Council (DPAC) president and two representatives of the Principals/Vice Principals Association will study and recommend the stipend to be paid to Trustees, the Chair and Vice Chair).

17. Trustee Development

17.1 School Trustees, subject to budget limitations, shall be allowed to attend two (2) Trustee development seminars during each year of service with the District.

17.2 Attendance at the British Columbia School Trustees Association Annual General Meeting will be considered attendance at a Trustee development seminar.

17.3 Trustees shall be entitled to attend the British Columbia School Trustees Association’s "New Trustee Academy". Such attendance will not be considered attendance at a Trustee development seminar.

17.4 Attendance at the British Columbia School Trustees Association Branch meetings will not be considered attendance at a Trustee development seminar.

17.5 Additional attendance at Trustee development seminars may be approved by a two-thirds (2/3) majority vote of the Board.

17.6 Expenses related to attendance at Trustee development seminars shall be reimbursed in accordance with approved District rates.

17.7 Trustees are to provide the Board with a brief summary of the Trustee development sessions attended.

18. Trustee Expense Reimbursement

18.1 The Board shall establish all expense claim rates annually to be effective July 1. All reimbursements must be supported by a standard District Expense Claim Form.

18.2 The District expense reimbursement rates shall be reviewed by the Secretary Treasurer annually. Rate adjustments shall be approved by the Board.

18.3 Business use of private vehicles shall be reimbursed at a rate per kilometre that is inclusive of all costs incurred by the employee. The rate per kilometre will be established on July 1st of each year based on the federal government’s maximum allowable mileage rate, as defined under Regulation 7306 of the Income Tax Act.

18.4 Reimbursement of accommodation costs must be as evidenced by appropriate hotel receipts. Only standard level room costs and applicable taxes will be covered. A claim of $30.00 per day will be considered if the accommodation is at a friend's residence in lieu of a hotel room.

18.4.1 Other expenses supported by appropriate itemized receipts e.g. tolls, parking, ferry rates, taxis, etc.

18.4.2 Registration, course, or other fees supported by appropriate itemized receipts.

18.4.3 Per diem amounts will be reduced if meals are included or paid for by another individual, group, or company.

19. Travel/Expense allowances will be reviewed by the Board during the Annual Budget Process.

20. General

    20.1 Out of District travel within Canada must be approved in advance by the Board Chairperson for Trustees, Superintendent and Secretary Treasurer.

    20.2 District credit cards are not to be used for personal expenses.

    20.3 Business expenses for special circumstances involving visitors, guests or extraordinary meetings within or outside the District must be authorized by the Board Chairperson.

    20.4 Employees and Trustees are responsible for verifying and double checking their expenses claimed and expenses paid.

    20.5 All travel/expense claim reimbursement forms will be scrutinized and authorized for processing by the Secretary Treasurer and/or Board Chairperson.

    20.6 Alcohol expenses will not be reimbursed.

    20.7 Certified travel/expense claim forms must be submitted within 30 days of the function/event.

        20.7.1 An advance may be claimed for approved travel and is subject to the allowable rates in the policy. The accounting department requires two weeks-notice for processing advance cheques.

    20.8 In the event of travel/accommodation changes and/or cancellations due to emergency circumstances, all associated expenses will be reimbursed. Expenses that are claimed must include itemized receipts or invoices pertaining to the emergency circumstances.

    20.9 Receipts are required for all expenses claimed except for per diem meal, incidental and kilometre allowances.

21. Transportation (Personal Vehicle)

    21.1 When a person's privately owned vehicle is used for authorized School District business transportation expenses will be reimbursed at the District rate.

    21.2 Whenever possible every effort should be made by Trustees going on School District business to travel together with only one person reimbursed for the transportation expense.

    21.3 In the event a Trustee chooses to travel by personal car rather than air, the District will pay the most economical travel.

    21.4 The School District provides business use insurance coverage that will allow employees/Trustees to drive personal vehicles for business use.

    21.5 The School District will not reimburse anyone for losses incurred from accidents, parking violations, or traffic violations.

22. Transportation (Vehicle Rentals)

    22.1 Vehicle rentals are only acceptable in circumstances where it is the most economical option to travel to a meeting or event site.

    22.2 The most economical and appropriate option available should be rented.

    22.3 Receipts for the cost of the rental, the appropriate insurance and the cost of fuel must be included with the submitted expense claim.

23. Transportation (Other)

23.1 Other transportation such as ferries, bridge tolls, causeway tolls, bus transits, park fees and parking fares require receipts to be included with the submitted expense claim.

23.2 Cost of transportation to and from an airport to the meeting or event site may be claimed. It is expected that airport shuttles, airport bus or transits would be used with taxis as a last resort and preferably with other School District personnel. Consideration of employee safety is respected when choosing the transportation option. Applicable receipts must be included with the submitted expense claim.

24. Transportation (Air):

24.1 District air travel shall be in economy class at the lowest fares available.

24.2 Trustees must use the best method of travel to minimize time away and keep costs to the District at a minimum.

25. Per Diem Meals and Incidentals:

25.1 Trustees traveling out of the District on authorized District business may claim reimbursement for meals that are not otherwise provided or paid for by the program or covered by the registration fee.

25.2 Depending upon the Trustee's departure from home and arrival back home reasonable meal allowances may be claimed.

25.2.1 Breakfast will be paid when travel is required prior to 7:00 a.m.

25.2.2 Lunch will be paid when travel is required during the lunch period (11:00 a.m. to 1:00 p.m.)

25.2.3 Dinner will be paid when travel status ends after 6:00 p.m.

25.3 Trustees may claim an Incidental expense of $15.00 for each night of hotel accommodation.

25.4 Per diem rates are set by the District. Per diem meal and incidental allowances do not require receipts. Trustees claiming a per diem meal and/or incidental allowances must submit a travel claim form for reimbursement.

26. Accommodations:

26.1 Accommodation expenses include only the hotel rate taxes and fees.

26.2 Trustees shall stay at the designated accommodation sites with the most reasonable Ministry of Education and Child Care, BCSTA or School District rate. The cost of upgrading will be the responsibility of Trustees.

26.3 Depending on event scheduling and scheduled air flights it may be required to travel the evening before and/or travel the morning after the event. These circumstances require preauthorization of the Secretary Treasurer or Board Chairperson.

26.4 The allowance for overnight accommodation at the home of family or friends is $30.00.

Legal References: 50, 56, 57, 58, 59, 66-71, 71(1), 72 School Act
Financial Disclosure Act
Income Tax Act

Revised: XXXXXX, 2026

TRUSTEE ELECTION BYLAW

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other Trustee elections.

Preamble

Under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of Trustee elections.

In School District No. 5 (Southeast Kootenay) Trustee elections are held in the following Trustee electoral areas:

Trustee Electoral Area	# of Trustees	Trustee Electoral Area Description
Trustee Electoral Area 1	1	The Corporation of the City of Fernie
Trustee Electoral Area 2	1	District of Sparwood
Trustee Electoral Area 3	1	District of Elkford
Trustee Electoral Area 4 (Electoral Area B of the RDEK)	1	Regional District of East Kootenay
Trustee Electoral Area 5 (Corporation of the City of Cranbrook and Electoral Area C of the RDEK)	5	The Corporation of the City of Cranbrook and the Regional District of East Kootenay

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for Trustee elections.

[References: School Act, s.37, s.38(4)]

The Board of Education, in an open meeting of the Board, enacts as follows:

1. Definitions

   The terms used shall have the meanings assigned by the *School Act* and the *Local Government Act*, except as the context indicates otherwise.

   ‘Board or Board of Education’ means the Board of Education of School District No. 5 (Southeast Kootenay).
   'By-election' means a Trustee election to fill a vacancy on the school board.
   ‘Election’ means a Trustee election.
   'General Voting Day" means the date on which general voting for a Trustee election is to take place, whether part of the general school elections or a by-election.
   'Minister' means the Minister of Education.
   ‘Regional District’ means the Regional District of East Kootenay.

2. Application

This bylaw applies to both general elections and by-elections, except as otherwise indicated in this bylaw.

3. Order of Names on Ballot

The order of names of candidates on the ballot will be alphabetical.

[References: School Act s. 46(4), Local Government Act s. 116]

4. Resolution of Tie Votes After Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

5. Number of Nominators Required

As per Section 86(1)(a) of the *Local Government Act*, the minimum number of qualified nominators for a Trustee candidate in School District No. 5 (Southeast Kootenay) is two.

6. Trustee Elections Conducted by Local Governments

6.1 In Trustee Electoral Area 1, if the City of Fernie conducts all or a part of the Trustee election, the elections bylaws of the City of Fernie, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that Trustee election or part of the Trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a Trustee election.

6.2 In Trustee Electoral Area 2, if the District of Sparwood conducts all or a part of the Trustee election, the elections bylaws of the District of Sparwood, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that Trustee election or part of the Trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a Trustee election.

6.3 In Trustee Electoral Area 3, if the District of Elkford conducts all or a part of the Trustee election, the elections bylaws of the District of Elkford, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that Trustee election or part of the Trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a Trustee election.

6.4 In Trustee Electoral Area 4, if the Regional District of East Kootenay conducts all or a part of the Trustee election, the elections bylaws of the Regional District of East Kootenay, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that Trustee election or part of the Trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a Trustee election.

6.5 In Trustee Electoral Area 5, if the City of Cranbrook conducts all or a part of the Trustee election, the elections bylaws of the City of Cranbrook, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that Trustee election or part of the Trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a Trustee election.

7. Website Access to Candidate Nomination Documents and Campaign Financing Disclosure Statements

7.1. The Board authorizes public access, during the regular office hours at the Board's office, to nomination documents of Trustee candidates by internet or other electronic means until *30* days after declaration of the election results.

7.2. In accordance with the *Local Elections Campaign Financing Act*, the Board will make available to the public for inspection during the regular office hours of the Board's head office, the Trustee candidates' campaign financing disclosure statements and supplementary reports until 5 years after general voting day for the election to which the Trustee's campaign financial disclosure statements and supplementary report relate either by providing

(a) access by internet, or

(b) a copy of that information for inspection

7.3. Before providing the services under section 7, the Board, requires the person requesting the service to:

(a) satisfy the Board that any purpose for which personal information is to be used is permitted by section 63 of the *Local Elections Campaign Financing Act [restrictions on use of personal information]*, and

(b) provide a signed statement that

(i) the individual, and

(ii) if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting or obtaining the copy or other record will not use personal information included in the copy or other record except for a purpose permitted under the *Local Elections Campaign Financing Act*.

TRUSTEE ELECTION BYLAW - 2026

BOARD OF EDUCATION
Of
SCHOOL DISTRICT NO. 5 (SOUTHEAST KOOTENAY)

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

Preamble

Under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 5 (Southeast Kootenay) trustee elections are held in the in the following trustee electoral areas:

Trustee Electoral Area	# of Trustees	Trustee Electoral Area Description
Trustee Electoral Area 1	1	The Corporation of the City of Fernie
Trustee Electoral Area 2	1	District of Sparwood
Trustee Electoral Area 3	1	District of Elkford
Trustee Electoral Area 4 (Electoral Area B of the RDEK)	1	Regional District of East Kootenay
Trustee Electoral Area 5 Corporation of the City of Cranbrook and Electoral Area C of the RDEK)	5	The Corporation of the City of Cranbrook and the Regional District of East Kootenay

The Board of Education of School District No. 5 (Southeast Kootenay) wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.
[References: School Act, s.37, s.38(4)]

The Board of Education of School District No. 5 (Southeast Kootenay), in an open meeting of the Board, enacts as follows:

1. Definitions

The term used shall have the meanings assigned by the *School Act,* the *Local Government Act* and the *Local Elections Campaign Financing Act,* except as the context indicates otherwise.

'Board of Education' or "Board" means the Board of Education of School District No. 5 (Southeast Kootenay).

'by-election' means a trustee election to fill a vacancy on the Board in any of the circumstances described in section 36 of the *School Act*.

'election' means a trustee election.

‘General Voting Day’ means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.
‘Minister’ means the Minister of Education.
‘Regional District’ means the Regional District of East Kootenay.

2. Application

This bylaw applies to both general school elections and by-elections, except as otherwise indicated in this bylaw.

3. Order of Names on Ballot

The order of names of candidates on the ballot will be alphabetical.

[References: School Act s.46 (4), Local Government Act s. 116]

4. Resolution of Tie Votes After Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

5. Number of Nominators Required

As per section 86(1)(a) of the *Local Government Act*, the minimum number of qualified nominators for a trustee candidate in School District No. 5 (Southeast Kootenay) is two.

6. Trustee Elections Conducted by Local Governments

6.1. In Trustee Electoral Area 1, if the City of Fernie conducts all or a part of the trustee election, the elections bylaws of the City of Fernie, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

6.2. In Trustee Electoral Area 2, if the District of Sparwood conducts all or a part of the trustee election, the elections bylaws of the District of Sparwood, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

6.3. In Trustee Electoral Area 3, if the District of Elkford conducts all or a part of the trustee election, the elections bylaws of the District of Elkford, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

6.4. In Trustee Electoral Area 4, if the Regional District of East Kootenay conducts all or a part of the trustee election, the elections bylaws of the Regional District of East Kootenay, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

6.5. In Trustee Electoral Area 5, if the City of Cranbrook conducts all or a part of the trustee election, the elections bylaws of the City of Cranbrook, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

8. Website Access to Candidate Nomination Documents and Campaign Financing Disclosure Statements

7.1. The Board authorizes public access, during the regular office hours at the Board's office, to nomination documents of trustee candidates by internet or other electronic means until *30* days after declaration of the election results.

7.2. In accordance with the *Local Elections Campaign Financing Act*, the Board will make available to the public for inspection during the regular office hours of the Board's head office, the trustee candidates' campaign financing disclosure statements and supplementary reports until 5 years after general voting day for the election to which the trustee's campaign financial disclosure statements and supplementary report relate either by providing

(c) access by internet, or

(d) a copy of that information for inspection

8.3. Before providing the services under section 7, the Board, requires the person requesting the service to:

(a) satisfy the Board that any purpose for which personal information is to be used is permitted by section 63 of the *Local Elections Campaign Financing Act [restrictions on use of personal information]*, and

(b) provide a signed statement that

(iii) the individual, and

(iv) if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting or obtaining the copy or other record will not use personal information included in the copy or other record except for a purpose permitted under the *Local Elections Campaign Financing Act*.

This bylaw may be cited as 'School District No. 5 (Southeast Kootenay) Trustee Election Bylaw-2026.

School District No. 5 (Southeast Kootenay) Trustee Election Bylaw No 2022 is hereby repealed.

Read a first time the 12th day of May, 2026
Read a second time the 12th day of May, 2026
Read a third time, passed and adopted the 12th day of May, 2026

____
Chairperson of the Board Corporate Seal

____
Secretary Treasurer

I hereby certify this to be a true and original copy of School District No. 5 (Southeast Kootenay) Trustee Elections Bylaw adopted by the Board on the 12th day of May, 2026.

____
Secretary Treasurer

BOARD OPERATIONS

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the District, the Board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of Trustees, must be present for every duly constituted meeting.

The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. All points of procedure not provided for in this Board Policy Handbook shall be decided in accordance with the most recent edition of Robert's Rules of Order ~~(11th Edition)~~.

The Board's fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when BC Freedom of Information and Protection of Privacy Act (FIPPA) legislation requires or when the Board determines that public interest is best served by private discussion of specific issues in in-camera sessions.

In order to carry out its responsibilities effectively, the Board will hold periodic meetings of several types. Formal meetings, at which all formal and legal business of the Board as a corporate body shall be done, may be designated as Inaugural, regular, or special meetings, or in-camera sessions.

The Board has adopted specific policy governing Board operation and the conduct of its formal meetings.

1. Board Composition and Elections

   In accordance with Policy 7 Appendix Elections Bylaw.

   1.1 Nine Trustees are elected from five electoral areas as follows:

      Trustee Electoral Area 1 – The Corporation of the City of Fernie – 1 Trustee~~s~~

      Trustee Electoral Area 2 – District of Sparwood – 1 Trustee

      Trustee Electoral Area 3 – District of Elkford – 1 Trustee

      Trustee Electoral Area 4 (Electoral Area B of the RDEK) – Regional District of East Kootenay (Jaffray and South Country) – 1 Trustee

      Trustee Electoral Area 5 – The Corporation of the City of Cranbrook and the Regional District of East Kootenay (Electoral Area C of the RDEK) – 5 Trustees

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2. Inaugural Board Meetings and Subsequent Annual Meeting

2.1 After the general local election of Trustees, the Secretary Treasurer for the ~~School~~ District shall convene a first meeting of the Board as soon as possible, and in any event, within 30 days from the date that the new Board begins its term of office. [SA s.67(1)] The term of office "begins on the first Monday after November 1 following the election, or when the person takes office in accordance with section 50(3), whichever is later" (s.67).

2.2 An annual meeting of the Board shall be held each year at the time and place determined by the Board.

2.3 The Secretary Treasurer of the Board shall call the Inaugural meeting to order and shall preside at such meeting until the selection of Board Chairperson is completed. The presiding official shall report the returns of the election, if any, as certified by the Chief Election Officer and shall report whether or not the Trustees-Elect, if any, have completed the declarations required by the School Act, and confirm that all Trustees have taken the oath of office as required by the School Act, [SA s.50 (1)], or shall administer, or cause to be administered, the oath of office to Trustees present who have not taken it.

2.4 The Secretary Treasurer shall call for nominations for Board Chairperson (seconding is not necessary) and conduct a vote by ballot in which that person receiving a clear majority shall be elected Board Chairperson for the ensuing year. If no person receives a clear majority (five or more votes) further ballots shall be taken until the same is achieved or, if, after a second ballot, a tie shall occur, the election shall be decided by drawing of lots. A vote by ballot will not be required if only one candidate is nominated for the position of Board Chairperson.

2.5 The Chairperson so elected shall assume the chair for the remainder of the meeting.

2.6 A similar election shall then be conducted by the presiding official for the positions of Board Representative to the British Columbia School Trustees Association Provincial Councillor and alternate, the British Columbia Public School Employers Association Representative and alternate, and Board representative to CFTA and CUPE bargaining team (may be individuals or a team of individuals).

2.7 For each of the above elections balloting shall continue until one Trustee receives a clear majority. At each successive ballot the name of the Trustee receiving the least votes on the previous ballot shall be dropped. If two or more candidates are tied and no candidate received a majority of the votes cast, a second ballot will be taken. If after a second ballot two or more candidates receive an equal number of votes, lots will be drawn to determine which candidate is eliminated. If after lots are drawn, two or more candidates remain, voting will proceed with further ballots until one candidate receives a majority of the votes cast. Spoiled ballots will not be considered as cast ballots.

2.8 Following the elections, ~~the order of business shall include:~~ the passage of banking resolutions and appointments of signing officers will be completed as necessary.

~~3.0.0 passage of banking resolutions and appointments of signing officers;~~

~~4.0.0 appointment of time and place for meetings.~~

~~5.0.0 schedule of Regular meetings for the year including time and place~~

~~6.~~3. Regular Meetings

~~6.1~~3.1 A regular public meeting shall be held at least once a month, September to June, on the second ~~(2nd)~~ Tuesday of the month or upon such other day as the Chairperson may decide.

~~6.2~~3.2 A quorum of the Board is a majority of the Trustees holding office at the time of the meeting [SA s.66].

~~6.3~~3.3 At the appointed time for commencement of a meeting, the presiding officer shall ascertain

Formatted: Justified, Space After: 6 pt that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meetings shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with this bylaw.

~~6.4~~3.4 After a meeting has commenced, if notice is drawn to a lack of quorum, the presiding officer shall ascertain whether there is a lack of quorum and, if determined, adjourn the meeting to the next regular meeting date or to another meeting called in accordance with this bylaw.

~~6.5~~3.5 The agenda and notice of meetings shall be prepared by the Secretary Treasurer under the direction of the Chairperson who shall consult with the Secretary Treasurer and Superintendent. In developing the agenda primary consideration shall be given to the Board ~~annual~~ Annual ~~work~~ Work ~~p~~Plan as approved by the Board. The ~~Agenda~~ agenda for each meeting shall specify those items of business which shall be dealt with in private session. Written notice of each meeting, together with the proposed agenda, shall be given at least forty-eight (48) hours in advance to each Trustee by delivery to the place designated by him or her. Non-~~-~~receipt by a Trustee shall not void the proceedings. Whenever possible, Trustees wishing to have an agenda item or a motion placed on a Board meeting agenda shall submit their request to the Secretary Treasurer's office.

~~6.6~~3.6 The order of business at all regular public meetings shall be:

~~6.6.1~~3.6.1 Commencement of Meeting

~~6.6.2~~3.6.2 Call to Order

~~6.6.3~~3.6.3 Greeting – "I want to acknowledge that we have gathered here in the Homelands of the Ktunaxa people."

~~6.6.4~~3.6.4 Chairperson's Opening Remarks and Recognitions

~~6.6.5~~3.6.5 Opening Round

~~6.6.6~~3.6.6 Consideration and Approval of Agenda

~~6.6.7~~3.6.7 Approval of the Minutes

~~6.6.8~~3.6.8 Receipt of Records of Closed Meetings

~~6.6.9~~3.6.9 Receiving of Delegations/Presentations

~~6.6.10~~3.6.10 Committee Reports/Trustee Representative Reports

~~6.6.11~~3.6.11 Secretary Treasurer's Report to the Board

~~6.6.12~~3.6.12 Superintendent's Report to the Board

~~6.6.13~~3.6.13 Chairperson's Report

~~6.6.14~~3.6.14 New Business

~~6.6.15~~3.6.15 ~~Closing Round~~

~~6.6.16~~3.6.16 Items for Information/Correspondence

~~6.6.17~~3.6.17 Question Period

3.6.18 Late Items

~~6.6.18~~3.6.19 Closing Round

~~6.6.19~~3.6.20 Adjournment

~~6.7~~3.7 A change to the order of business may be proposed by any Trustee and shall require a minimum of a two-thirds majority vote.

~~6.8~~3.8 Minutes of the proceedings of all meetings shall be maintained in electronic format and in a minute book, certified as correct by the Secretary Treasurer or another employee designated by the Board under Section 69(4) of the School Act, and signed by the Chairperson or other member presiding at the meeting or at the next meeting at which the minutes are adopted. [SA s.72 (1)(~~C~~c)]

~~6.9~~3.9 Except for minutes of a meeting or portion of a meeting from which persons other than Trustees or Officers of the Board, or both, were excluded, the minutes shall be open for inspection at all reasonable times by any person, who may make copies and extracts, on payment of a fee set by the Board [SA s.72(2)].

~~6.10~~3.10 All meetings shall stand adjourned at three hours after their commencement unless a resolution is passed by a two-thirds majority vote to extend the hour of adjournment.

~~6.11~~3.11 Meetings of the Board shall be open to the public unless, in the opinion of the Board, the public interest requires that persons other than Trustees be excluded. [SA s.69(2)]

~~6.12~~3.12 The Secretary Treasurer, or another employee designated by the Board if the Secretary Treasurer is unable to attend the meeting or if the meeting concerns the work performance or employment of the Secretary Treasurer, must be present at the time a decision of the Board is rendered and must record any decision. [SA s.69(3)]

~~6.13~~3.13 The Chairperson or other members presiding at a meeting may expel from the meeting a person, other than a Trustee, that the Chairperson or other members presiding at the meeting, whose conduct is considered inappropriate. [SA s.70(1)] A majority of the Trustees present at a meeting of the Board may expel a Trustee from the meeting for improper conduct. [SA s.70(2)]

~~6.14~~3.14 Question Period

~~6.14.1~~3.14.1 At the beginning of each question period the Chairperson shall determine how many people wish to present a question(s). If the number is high, one question shall be taken from each person, after which each person may present subsequent questions in turn.

~~6.14.2~~3.14.2 All questions shall be directed to the Chairperson, who may refer the question to the appropriate committee Chairperson, Superintendent or Secretary Treasurer.

~~6.14.3~~3.14.3 The response to a question will be made immediately, when possible, or deferred until a later date when information becomes available. If a Trustee wishes further debate on an issue, an appropriate opportunity will be scheduled by the Secretary Treasurer's office.

~~6.14.4~~3.14.4 Although the Board welcomes questions of a general nature during this part of the meeting, this forum is for questions regarding policies or operations.

~~6.14.5~~3.14.5 Questions regarding specific personnel or students must be raised with the Superintendent or Secretary Treasurer privately.

~~6.14.6~~3.14.6 Individuals addressing the Board shall assume personal responsibility for all statements made to the Board.

~~6.14.7~~3.14.7 The Chairperson may use discretion to terminate any speaker's privilege or exclude a speaker from the meeting if, after due warning, the speaker persists with conduct or remarks which damage the character or reputation of any employee or member of the public.

~~6.14.8~~3.14.8 Comments that are critical of either the Board or a Trustee's Board-related action shall be accepted within reasonable limits. The Chairperson shall use judgment to stop such comments when they are considered to be extreme or would be better discussed in a different forum.

~~6.14.9~~3.14.9 If the Chairperson accepts, during a public presentation, comments which are accusatory or highly critical of an individual Trustee's action, the Trustee can choose to respond at the same meeting or at a future meeting.

~~7.~~4. Special Meetings

~~7.1~~4.1 A Special Meeting is any meeting of the Board which was not regularly scheduled. ~~at the inaugural meeting of the Board~~.

~~7.2~~4.2 Special meetings of the Board, or a Standing Committee, either public or in-camera, may be called in addition to the regular meetings to deal with emergency issues or items requiring considerable time for debate.

~~7.3~~4.3 A special meeting of the Board may be called by the Chairperson or, upon written request by a majority of the Trustees, shall be called by the Secretary Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting.

~~8.~~5. In-Camera Session and Board's Duty of Confidentiality

~~8.1~~5.1 If, in the opinion of the Board, the public interest so requires, persons other than Trustees may be excluded from a meeting or from part of a meeting. The Secretary Treasurer or other employee designated under Section 69(4) of the School Act must be present at the time that a decision of the Board is rendered and must record such decision. [SA s.69(2), (3) & (4)]

~~8.2~~5.2 Regular in-camera meetings shall occur on the second ~~(2nd)~~ Tuesday of the month prior to the regular public meeting of the Board. Additional meetings shall be held at the call of the Chairperson.

~~8.3~~5.3 No Trustee shall disclose to the ~~public,~~public the proceedings of an in-camera session unless a resolution has been passed at the in-camera meeting to allow such disclosure, except such as might be necessary to enforce the ~~conflict of interest~~conflict-of-interest provisions of the School Act. (SA: Part 5)

~~8.4~~5.4 The Board shall prepare a record containing a statement as to the general nature of the matters discussed at a meeting from which persons other than Trustees or Officers of the Board or both were excluded, and the record shall be presented at the next meeting of the Board open to the public and shall be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the Board. [SA s.72(3)]

~~8.5~~5.5 All matters coming before the Board and its standing and ~~ad hoc~~ad hoc committees shall be considered public unless the public interest requires otherwise. Accordingly, the following matters shall be considered at an in-camera session unless the Board determines otherwise:

~~8.5.1~~5.5.1 Personnel matters including contract and collective agreement negotiations; matters pertaining to individual employees including medical matters, appointment, promotion, discipline, suspension, termination or retirement; grievances and requests of employees, Board officers or their bargaining agents or representatives; plans that relate to the management of personnel or other administration of the Board and that have not yet been implemented or made public;

~~8.5.2~~5.5.2 Legal matters: accident claims and other matters where Board liability may arise; legal opinions and advice respecting the liability or interest of the Board or respecting any matter to be considered at an in-camera session; information or action regarding legal actions brought by or against the Board;

~~8.5.3~~5.5.3 Matters pertaining to individual students including medical matters and the conduct, discipline, suspension or expulsion of students;

~~8.5.4~~5.5.4 Acquisition and disposition of real property prior to finalization including: future site planning and designation; negotiations regarding purchase, lease, sale or exchange of real property; purchase of real property; consideration of appraisal reports and claims by owners; determination of Board offers; expropriation procedures;

~~8.5.5~~5.5.5 Matters pertaining to the safety, security or protection of Board property;

~~8.5.6~~5.5.6 Other matters where the Board decides that the public interest so requires.

~~8.6~~5.6 Notwithstanding any rule limiting reconsideration of the agenda, a Trustee may make a motion to move a matter from the agenda of an in-camera meeting or session to the agenda of the open meeting, or the reverse. The motion requires a seconder, is debatable and requires a simple majority to pass.

~~8.7~~5.7 Agenda for in-camera meetings: Order of business at an in-camera meeting shall generally be as follows:

~~8.7.1~~5.7.1 Adoption of previous Minutes

~~8.7.2~~5.7.2 Adoption of Agenda

~~8.7.3~~5.7.3 Appeals

~~8.7.4~~5.7.4 In Camera Reports from Committees

~~8.7.5~~5.7.5 Reports from Secretary Treasurer

~~8.7.6~~5.7.6 Reports from Superintendent

~~8.7.7~~5.7.7 Reports from the Chairperson

~~8.7.8~~5.7.8 New Business

~~8.7.9~~5.7.9 Trustee Inquiries

~~8.7.10~~5.7.10 Correspondence

5.7.11 Adjournment

~~8.7.11~~

~~9.~~6. Minutes for Regular, Special and In-Camera Meetings

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~~9.1~~6.1 The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

~~9.1.1~~6.1.1 The minutes shall record:

~~9.1.1.1~~6.1.1.1 Date, time and place of meeting;

~~9.1.1.2~~6.1.1.2 Type of meeting;

~~9.1.1.3~~6.1.1.3 Name of presiding officer;

~~9.1.1.4~~6.1.1.4 Names of those Trustees and senior administration in attendance and attendance of those Trustees attending via electronic means;

~~9.1.1.5~~6.1.1.5 Names of Trustees absent or excused;

~~9.1.1.6~~6.1.1.6 Approval of preceding minutes;

~~9.1.1.7~~6.1.1.7 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;

~~9.1.1.8~~6.1.1.8 Names of persons making the motions (mover and seconder as standard);

~~9.1.1.9~~6.1.1.9 Appointments;

~~9.1.1.10~~6.1.1.10 Receipt of reports of Committees;

~~9.1.1.11~~6.1.1.11 Recording of the vote on all motions;

~~9.1.1.12~~6.1.1.12 Trustee declaration of conflict of interest pursuant to the School Act;

~~9.1.1.13~~6.1.1.13 Departure and re-entry times of Trustees and administration; and

~~9.1.1.14~~6.1.1.14 The time of adjournment.

~~9.2~~6.2 The minutes shall:

~~9.2.1~~6.2.1 Be prepared as directed by the Secretary Treasurer;

~~9.2.2~~6.2.2 Be reviewed by the Secretary Treasurer prior to submission to the Board;

~~9.2.3~~6.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and

~~9.2.4~~6.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.

~~9.3~~6.3 The Secretary Treasurer shall ensure, upon acceptance by the Board, that appropriate ~~initials are affixed to each page of the minutes, and that appropriate~~ signatures are affixed to the last page of the minutes.

~~9.4~~6.4 The Secretary Treasurer will ~~establish and maintain a file of~~ retain all Board minutes.

~~9.5~~6.5 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board directs the Secretary Treasurer, in consultation with the Superintendent, to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.

~~9.6~~6.6 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Secretary Treasurer is responsible to distribute and post the approved minutes.

~~10.~~7. Motions*:*

~~10.1~~7.1 No act or proceeding shall be valid or binding upon the Board unless such act or proceeding was adopted at a meeting called and held as herein provided.

~~10.2~~7.2 At all meetings of the Board, all questions shall be decided by a majority of the votes of the members present and voting except as otherwise provided by bylaw, by contracts approved by the Board or by the *School Act;*

~~10.3~~7.3 In the event of an equality of votes for and against a motion, the question is resolved in the negative.

~~10.4 The Board Chairperson shall declare the result of all votes; the names of those who vote in the minority on a question shall be entered on the minutes and the nature of the minority vote indicated. In the event of an equality of votes, the negative votes shall be recorded.~~

~~10.5~~7.4 A motion, when introduced, brings business before the meeting for possible action. A motion should be worded in a concise, unambiguous and complete form and, if lengthy or complex, should be submitted in writing.

~~10.6~~7.5 The Chairperson may divide a motion containing more than one subject and it shall be voted on in the form in which it is divided.

~~10.7~~7.6 All motions shall be moved and seconded ~~except in Committee~~.

~~10.8~~7.7 An amendment must be germane, meaning it must be relevant, appropriate, and closely related to the subject matter, purpose, or content of the original motion.~~An amendment is a motion to modify the wording of a pending motion. An amendment must be germane, i.e. closely related to or having a bearing on the subject of the motion to be amended.~~ A motion can be amended more than once;~~,~~ however, there can be only one amendment on the floor at a time and it shall be dealt with before another amendment is presented or the motion is decided. An amendment to an amendment must be germane to the first amendment and cannot be amended.

~~10.9~~7.8 A motion to reconsider a decision can be made the day on which the original motion was voted upon, by a member who voted on the prevailing side. It may be seconded by any member. It is debatable if the motion proposed to be reconsidered is debatable and the debate can be on the merits of the original question. No question can be reconsidered twice.

~~10.10~~7.9 Motions to rescind or to amend something previously adopted will be considered only if notice has been given at the previous meeting or in the call for the present meeting and if no action has been taken which it is too late to undo. Such motions are debatable and debate can go into the merits of the original question. There is no time limit for these motions and they can be moved by any member.

~~10.11~~7.10 Motions to rescind or to amend something previously adopted for which notice has been given require a majority vote to pass. However, if the original motion required a two-thirds vote or a majority vote of the Board, the same vote is required on a motion to amend or rescind.

~~10.12~~7.11 When the Board Chairperson, or other presiding officer, is called upon to decide a point of order or practice, the decision and the rule applicable to the case shall be given. An appeal from the ruling of the Board Chairperson shall be decided by a majority of the members of the Board present. When an appeal of a ruling of the Board Chairperson is raised, the question shall without debate be put in the following words: "Shall the ruling of the Chairperson be sustained?" and the Board Chairperson shall have the right to state reasons for the decision given.

~~10.13~~7.12 No Trustee shall leave the Board Meeting before the close of the session without first notifying the Board Chairperson.

~~10.14~~7.13 Any Trustee requesting extra data, reports, or services which would involve considerable work by the staff must do so by motion of the Board.

~~10.15~~7.14 All rules and procedures not specifically covered in either the preceding or the School Act shall be determined as set out in the most recent edition of Roberts Rules of Order.~~,~~ ~~Newly Revised, 11th Edition, 2011.~~

~~11.~~8. Bylaws

~~11.1~~8.1 Unless expressly required by legislation to be exercised by bylaw, all powers of the Board may be exercised by bylaw or by motion.

~~11.2~~8.2 The following matters shall be dealt with only by bylaw:

~~11.2.1~~8.2.1 adoption of the budget, [SA s.113(1)];

~~11.2.2~~8.2.2 ~~a~~ any capital bylaw, [SA s.143(1)];

~~11.2.3~~8.2.3 the acquisition or disposal of property, [SA s.96(2)];

~~11.2.4~~8.2.4 ordinary rules of procedure of the Board and rules relative to the organization of meetings of the Board;

~~11.2.5~~8.2.5 amendment to bylaws;

~~11.2.6~~8.2.6 where required by the School Act.

~~11.3~~8.3 Written notice of intention to propose a bylaw shall be given at the meeting prior to first reading and in the notice of the meeting where the bylaw is to be proposed.

~~11.3.1~~8.3.1 Every bylaw shall be dealt with in the following stages:

~~11.3.2~~8.3.2 First reading: no debate or amendment;

~~11.3.3~~8.3.3 Second reading: discussion of the principle of the bylaw;

~~11.3.4~~8.3.4 Committee stage: if the question for second reading passes, the bylaw may be referred to the Committee of the whole for detailed consideration unless a motion is passed for referral to a Standing Committee;

~~11.3.5~~8.3.5 Third reading: consideration of amendments made in Committee and final decision.

~~11.4~~8.4 When a bylaw has been amended in Committee, it shall be reprinted as amended and shall not be further proceeded with, except by a two-thirds majority vote, until the amended version has been distributed.

~~11.5~~8.5 Subject to 8.7, at each of the three readings of a bylaw, the bylaw must be read in full. [SA s.68(2)].

~~11.6~~8.6 A reading of a bylaw may, if a written or printed copy of a bylaw is in the possession of each Trustee and is available to each member of the public in attendance at the meeting at which the bylaw is to be read, consist of a description of the bylaw by (a) its title, and (b) a summary of its contents. [SA s.68(3)]

~~11.7~~8.7 The Board shall not give a bylaw more than two readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the bylaw all three readings at the meeting. [SA s.68(4)]

~~11.8~~8.8 The Secretary Treasurer shall certify on a copy of each bylaw the readings and the times thereof and the text of any amendment passed in Committee.

~~11.9~~8.9 A bylaw may be withdrawn at any stage with unanimous consent of the Board.

~~12.~~9. Rules of Order

~~12.1~~9.1 The current edition of Robert's Rules of Order shall govern points of order and procedures not provided for in the School Act or in this bylaw. Where there is an inconsistency between the School Act and this bylaw, the School Act shall apply.

~~12.2~~9.2 The Board may adopt a procedural rule for one or more meetings by resolution approved by a two-thirds majority of the Trustees present at the meeting. A rule, other than the requirement for notice of meetings, may be suspended by unanimous consent of the Trustees present.

~~12.3~~9.3 The rules contained in this bylaw may be amended by bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting and in the notice of the meeting.

~~12.4~~9.4 The presiding officer's ruling on a point of order shall be based on rules of order as stated in paragraph 8.1. The ruling shall be subject to an appeal to the Board if requested by a Trustee immediately after the ruling and before resumption of business.

~~12.5~~9.5 An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of the Trustees present. A successful appeal does not necessarily set a precedent.

~~12.6~~9.6 A copy of the Board's procedural bylaw shall be available for inspection at all reasonable times by any person. [SA s.67(5)]

~~12.7~~9.7 Should the Board Chairperson, during any meeting of the Board, desire to leave the chair for the purpose of taking part in debate or for any other reason acceptable to a majority of the Trustees present, the Vice Chairperson or in the absence of the Vice Chairperson, some other member of the Board shall be asked to take the Chair. Any member occupying the Chair temporarily shall discharge all duties of and enjoy the rights of the Board Chairperson.

~~12.8~~9.8 The Secretary Treasurer or another employee designated by the Board must be present at the time that a decision of the Board is rendered and must record any decision. If the Secretary Treasurer is unable to attend a meeting or if the meeting concerns the work performance or employment of the Secretary Treasurer, the Board may designate another employee of the Board to attend the meeting in place of the Secretary Treasurer to perform the duties of the Secretary Treasurer at the meeting.

~~13.~~10. Debate

~~13.1~~10.1 Debate shall be strictly relevant to the question before the meeting. The Chairperson shall warn speakers who violate this rule or who persist in tedious or repetitious debate.

~~13.2~~10.2 Speakers shall be recognized by the Chairperson and shall address all remarks to the Chairperson.

~~13.3~~10.3 Each Trustee has the right to speak twice on the same question on the same day but cannot make a second speech so long as any Trustee who has not spoken on that question desires to speak. No Trustee shall speak for more than five minutes at one time.

~~13.4~~10.4 A matter of privilege (dealing with the rights or interests of the Board as a whole or of a Trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.

~~13.5~~10.5 No Trustee shall interrupt another Trustee who has the floor except to raise a point of order, a point of privilege or to disclose a conflict of interest.

~~14.~~11. Voting

~~14.1~~11.1 It is expected that all Trustees present at a meeting will vote on each issue. However, a Trustee has a right not to vote on any question. If a Trustee has a conflict of interest, the Trustee must not vote and such an abstention shall be recorded. If a Trustee wishes to abstain for any other reason or to have a negative vote recorded, he or she must so request before or immediately after the vote is taken.

~~14.2~~11.2 Voting shall be by show of hands and only the results recorded unless a member requests recording of names before the vote is taken. Where names are recorded, both positive and negative votes shall be recorded.

~~14.3~~11.3 All questions shall be decided by a majority of the vote of the Trustees present and voting unless otherwise provided by the School Act.

~~14.4~~11.4 The ~~presiding~~ ~~b~~Board ~~c~~Chairperson or ~~c~~Committee ~~c~~Chairperson~~officer~~ is entitled to vote on all matters.

~~15.~~12. Conflict of Interest

~~15.1~~12.1 If a Trustee has any pecuniary interest in any matter and is present at a meeting of the Board at which the matter is considered, the Trustee:

~~15.1.1~~12.1.1 shall, at the meeting, disclose their pecuniary interest and the general nature of the pecuniary interest;

~~15.1.2~~12.1.2 shall not take part in the discussion of or vote on any question in respect to the matter; and

~~15.1.3~~12.1.3 shall not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter. [SA s.58(1)(c~~C~~)]

~~15.2~~12.2 If the meeting is not open to the public, in addition to complying with these requirements, the Trustee shall immediately leave the meeting or the part of the meeting during which the matter is under consideration. [SA s.58(2)]

~~15.3~~12.3 If the pecuniary interest of a Trustee is not disclosed as required above by reasons of the Trustee's absence from the meeting, the Trustee shall disclose the pecuniary interest and otherwise comply with the requirements at the first meeting of the Board attended by the Trustee after the meeting referred to above. [SA s.58(3)]

~~15.4~~12.4 The requirements of paragraphs 11.1-11.3 do not apply to any pecuniary interest referred to by the School Act as exempt from the disclosure requirements of the School Act. [SA s.60]

~~15.5~~12.5 "Pecuniary interest" means, with respect to a Trustee, an interest in a matter that could monetarily affect the Trustee and includes an indirect pecuniary interest referred to in section 56 of the School Act.

~~15.6~~12.6 The pecuniary interest of a spouse or of a parent or child of the Trustee shall, if known to the Trustee, be deemed to be also a pecuniary interest of the Trustee. [SA s.55]

~~15.7~~12.7 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it shall be recorded in the minutes of the meeting. If a meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, shall be reported to and recorded in the minutes of the next meeting that is open to the public. [SA s.72]

~~15.8~~12.8 The Trustee is expected to be conversant with Conflict of Interest Sections 55 to 60 of the School Act.

Commented [JN1]: The link in 12.8 takes the reader directly to Conflict of Interest Section of the SA. I don't think we should include as an appendix as we have not in other policies.

~~15.9~~12.9 In accordance with the Financial Disclosure Act all Trustees shall file disclosure forms by January 15 of each year.

~~16.~~13. Delegations

~~16.1~~13.1 General provisions

~~16.1.1~~13.1.1 Individual or groups who wish to present to the Board must make the application through the appropriate presentation request form which addresses the following:

~~16.1.1.1~~13.1.1.1 Preferred date of presentation (scheduled Board meeting date only)

~~16.1.1.2~~13.1.1.2 Purpose of request to present (why is it important for you to present to the Board)

~~16.1.1.3~~13.1.1.3 Overview of organization presenting (who do you represent)

~~16.1.1.4~~13.1.1.4 Brief summary of content to be presented (what are the high-level themes you intend to present)

~~16.1.1.5~~13.1.1.5 Intended outcomes from the presentation (what are you seeking from the Board)

~~16.1.1.6~~13.1.1.6 The application shall be referred to the Secretary Treasurer for study and recommendation as to how it is to be handled but the Chairperson will retain authority to make the final decision on the application.

~~16.1.2~~13.1.2 The presentation will be subject to approval of the Chairperson;

~~16.1.3~~13.1.3 Authors of any written submissions shall assume personal responsibility for all statements in the submission to the Board. Each presenter or delegation will be limited to ten minutes, followed by questions and comments from Trustees.

~~16.1.4~~13.1.4 Trustees who are asking questions must limit themselves to seeking clarification and must not engage in a debate on the merits of issues.

~~16.1.5~~13.1.5 The Board normally will not make any decision in regard to a presentation at the same meeting where the presentation is made.

~~16.1.6~~13.1.6 The request and supporting written documents must be provided to the office of the Secretary Treasurer by the end of the business day on the Wednesday preceding the Tuesday Board meeting.

~~16.2~~13.2 Unacceptable topics

~~16.2.1~~13.2.1 Topics that will not be permitted to be addressed by a delegation are bargaining, grievances, personnel matters and topics listed in the Rules of Order for discussion at in-camera Board meetings.

~~16.2.2~~13.2.2 Presentations at regular meetings may include objective criticism of school operations and/or programs but may not include complaints about school personnel or other persons

~~17.~~14. Audio/Video Recording Devices

~~17.1~~14.1 The Board requires that anyone wanting to use recording devices at a public Board meeting must obtain prior approval of the Board Chairperson. This shall be communicated by the Board Chairperson at the beginning of the Regular or Special Meeting.

~~18.~~15. Trustee Participation in Meetings through Electronic Means

A Trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the Trustees participating in the meeting and members of the public attending the meeting to hear each other.

~~18.1~~15.1 Trustees participating in a meeting of the Board by electronic means or other communication facilities are deemed to be present at the meeting.

~~18.2~~15.2 The Chairperson of the Board may refuse to allow a Trustee to participate in a meeting by electronic means or other communication facilities where the required electronic equipment is not available or where meetings are held in private and or for the purpose of hearing appeals or conducting hearings related to employee matters, or any Board matters which attract the principles of natural justice.

~~18.3~~15.3 Trustees who connect to a meeting of the Board by video conference, teleconference or other means of electronic transmission will be considered in attendance at the meeting and form part of the quorum.

~~19.~~16. Trustee Remuneration

~~19.1~~16.1 In accordance with the provisions of the *School Act*, Trustees shall receive an annual stipend paid on a monthly basis, the amount of which shall be set by Board resolution. Additional amounts, also set by Board resolution, shall be paid to the Chair and Vice Chair respectively.

~~19.2 During the Board term of office ending November 2018, the Board established a~~A committee of stakeholders (the presidents of the three unions, the District Parent Advisory Council (DPAC) president and two representatives of the Principals/Vice Principals Association ~~to~~ will study and recommend the stipend to be paid to Trustees, the Chair and Vice Chair). ~~he annual stipends recommended and approved are as follows:~~

~~Year~~	~~Trustee~~	~~Chair Allowance~~	~~Vice Chair Allowance~~	~~Chair (Total)~~	~~Trustee (Total)~~
~~July 2020-2021~~	~~$ 14,629.00~~	~~$ 2,925.00~~	~~$ 146.00~~	~~$ 17,554.00~~	~~$ 14,775.00~~
~~July 2021-2022~~	~~$ 14,922.00~~	~~$ 2,984.00~~	~~$ 149.00~~	~~$ 17,906.00~~	~~$ 15,071.00~~

~~19.3 Prior to the conclusion of each subsequent four-year term, the Board shall establish a similar committee with the same Terms of Reference regarding remuneration for the following term of office.~~

~~20.~~17. Trustee Development

~~20.1~~17.1 School Trustees, subject to budget limitations, shall be allowed to attend two (2) Trustee development seminars during each year of service with the ~~School~~ District.

~~20.2~~17.2 Attendance at the British Columbia School Trustees Association Annual General Meeting will be considered attendance at a Trustee development seminar.

~~20.3~~17.3 Trustees shall be entitled to attend the British Columbia School Trustees Association's "New Trustee Academy"~~ –~~. Such attendance will not be considered attendance at a Trustee development seminar.

~~20.4~~17.4 Attendance at the British Columbia School Trustees Association Branch meetings will not be considered attendance at a Trustee development seminar.

~~20.5~~17.5 Additional attendance at Trustee development seminars may be approved by a two-thirds (2/3) majority vote of the Board.

~~20.6~~17.6 Expenses related to attendance at Trustee development seminars shall be reimbursed in accordance with approved District rates.

~~20.7~~17.7 Trustees are to provide the Board with a brief summary of the Trustee development sessions attended.

~~21.~~18. Trustee Expense Reimbursement

Commented [JN2]: Cycle of Adjustments?

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~~21.1~~18.1 The Board shall establish all expense claim rates annually to be effective July 1. All reimbursements must be supported by a standard District Expense Claim Form.

~~21.2~~18.2 The District expense reimbursement rates shall be reviewed by the Secretary Treasurer annually~~. –~~. Rate adjustments shall be approved by the Board.

~~21.3~~18.3 Business use of private vehicles shall be reimbursed at a rate per kilometre that is inclusive of all costs incurred by the employee~~. –~~. The rate per kilometre will be established on July 1st of each year based on the federal government's maximum allowable mileage rate, as defined under Regulation 7306 of the Income Tax Act.

~~21.4~~18.4 Reimbursement of accommodation costs must be as evidenced by appropriate hotel receipts~~. –~~. Only standard level room costs and applicable taxes will be covered~~. –~~. A claim of $~~50~~30.00 per day will be considered if the accommodation is at a friend's residence in lieu of a hotel room.

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~~21.4.1~~18.4.1 Other expenses supported by appropriate itemized receipts e.g. tolls, parking, ferry rates, taxis, ~~telephone calls,~~ etc.

~~21.4.2~~18.4.2 Registration, course, or other fees supported by appropriate itemized receipts.

~~21.4.3~~18.4.3 Per diem amounts will be reduced if meals are included or paid for by another individual, group, or company.

~~22.~~19. Travel/Expense allowances will be reviewed by the Board during the Annual Budget Process.

~~23.~~20. General

~~23.1~~20.1 Out of District travel within Canada must be approved in advance by the Board Chairperson for Trustees, Superintendent and Secretary Treasurer.

~~23.2~~20.2 District credit cards are not to be used for personal expenses.

~~23.3~~20.3 Business expenses for special circumstances involving visitors, guests or extraordinary meetings within or outside the District must be authorized by the Board Chairperson.

~~23.4~~20.4 Employees and Trustees are responsible for verifying and double checking their expenses claimed and expenses paid.

~~23.5~~20.5 All travel/expense claim reimbursement forms will be scrutinized and authorized for processing by the Secretary Treasurer and/or Board Chairperson.

~~23.6~~20.6 Alcohol expenses will not be reimbursed.

~~23.7~~20.7 Certified travel/expense claim forms must be submitted within 30 days of the function/event.

~~23.7.1~~20.7.1 An advance may be claimed for approved travel and is subject to the allowable rates in the policy. The accounting department requires two weeks-notice for processing advance cheques.

~~23.8~~20.8 In the event of travel/accommodation changes and/or cancellations due to emergency circumstances, all associated expenses will be reimbursed. Expenses that are claimed must include itemized receipts or invoices pertaining to the emergency circumstances.

~~23.9~~20.9 Receipts are required for all expenses claimed except for per diem meal, incidental and kilometre allowances.

~~24.~~21. Transportation (Personal Vehicle)

~~24.1~~21.1 When a person's privately owned vehicle is used for authorized School District business transportation expenses will be reimbursed at the ~~School~~ District rate.

~~24.2~~21.2 Whenever possible every effort should be made by Trustees going on School District business to travel together with only one person reimbursed for the transportation expense.

~~24.3~~21.3 In the event a Trustee chooses to travel by personal car rather than air, the District will pay the most economical travel.

~~24.4~~21.4 The School District provides ~~a~~ business use insurance coverage that will allow employees/Trustees to drive personal vehicles ~~up to 1600 km per year~~for business use.

~~24.5~~21.5 The School District will not reimburse anyone for losses incurred from accidents, parking violations, or traffic violations.

~~25.~~22. Transportation (Vehicle Rentals)

~~25.1~~22.1 Vehicle rentals are only acceptable in circumstances where it is the most economical option to travel to a meeting or event site.

~~25.2~~22.2 The most economical and appropriate option available should be rented.

~~25.3~~22.3 Receipts for the cost of the rental, the appropriate insurance and the cost of fuel must be included with the submitted expense claim.

~~26.~~23. Transportation (Other)~~:~~

~~26.1~~23.1 Other transportation such as ferries, bridge tolls, causeway tolls, bus transits, park fees and parking fares require receipts to be included with the submitted expense claim.

~~26.2~~23.2 Cost of transportation to and from an airport to the meeting or event site may be claimed. It is expected that airport shuttles, airport bus or transits would be used with taxis as a last resort and preferably with other School District personnel. Consideration of employee safety is respected when choosing the transportation option. Applicable receipts must be included with the submitted expense claim.

~~27.~~24. Transportation (Air):

~~27.1~~24.1 ~~School~~ District air travel shall be in economy class at the lowest fares available.

~~27.2~~24.2 Trustees must use the best method of travel to minimize time away and keep costs to the ~~School~~ District at a minimum.

~~28.~~25. Per Diem Meals and Incidentals:

~~28.1~~25.1 Trustees traveling out of the District on authorized ~~School~~ District business may claim reimbursement for meals that are not otherwise provided or paid for by the program or covered by the registration fee.

~~28.2~~25.2 Depending upon the Trustee's departure from home and arrival back home reasonable meal allowances may be claimed.

~~28.2.1~~25.2.1 Breakfast will be paid ~~in cases where~~when travel is required prior to ~~7~~~~9~~7:00 a.m. ~~or ends after 9:00 am.~~

~~28.2.2~~25.2.2 Lunch will be paid ~~in cases where~~when travel is required ~~prior to~~~~after~~during the lunch period (11:00 a.m. to 1:00 p.m.) ~~11:00 a.m. or and ends after 1:00 p.m.~~

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~~28.2.3~~25.2.3 Dinner~~s~~ will be paid ~~in circumstances where~~ when travel ~~is required prior to~~after ~~5:00 p.m. or and~~ status ends after ~~7~~6:00 p.m.

~~28.3~~25.3 ~~For each day or part day in travel status on authorized School District business,~~ Trustees may claim an Incidental expense of $15.00 for each night of hotel accommodation.

~~28.4~~ Per diem rates are ~~:~~

~~28.4.1~~25.4 ~~Breakfast: $20.00 Lunch: $25.00 Dinner: $35.00~~ ~~S~~set ~~as per~~by the District. Per diem meal and incidental allowances do not require receipts. Trustees claiming a per diem meal and/or incidental allowances must submit a travel claim form for reimbursement. ~~procedure~~

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~~28.4.2 Per diem meal and Incidental allowances do not require receipts. Trustees claiming a per diem meal and/or Incidental allowances must submit a per diem form for reimbursement.~~

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~~29.~~26. Accommodations:

~~29.1~~26.1 Accommodation expenses include only the hotel rate taxes and fees.

~~29.2~~26.2 Trustees shall stay at the designated accommodation sites with the most reasonable Ministry of Education and Child Care, BCSTA or School District rate. The cost of upgrading will be the responsibility of Trustees.

~~29.3~~26.3 Depending on event scheduling and scheduled air flights it may be required to travel the evening before and/or travel the morning after the event. These circumstances require preauthorization of the Secretary Treasurer or Board Chairperson.

~~29.4~~26.4 The allowance for overnight accommodation at the home of family or friends is $~~50~~30.00.

Legal References: 50, 56, 57, 58, 59, 66-71, 71(1), 72 School Act
Financial Disclosure Act
Income Tax Act

Revised: XXXXXX, 2026

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TRUSTEE ELECTION BYLAW

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other Trustee elections.

Preamble

Under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of Trustee elections.

In School District No. 5 (Southeast Kootenay) Trustee elections are held in the following Trustee electoral areas:

Trustee Electoral Area	# of Trustees	Trustee Electoral Area Description
Trustee Electoral Area 1	1	The Corporation of the City of Fernie
Trustee Electoral Area 2	1	District of Sparwood
Trustee Electoral Area 3	1	District of Elkford
Trustee Electoral Area 4 (Electoral Area B of the RDEK)	1	Regional District of East Kootenay
Trustee Electoral Area 5 (Corporation of the City of Cranbrook and Electoral Area C of the RDEK)	5	The Corporation of the City of Cranbrook and the Regional District of East Kootenay

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for Trustee elections.

[References: School Act, s.37, s.38(4)]

The Board of Education, in an open meeting of the Board, enacts as follows:

1. Definitions

The terms used shall have the meanings assigned by the *School Act* and the *Local Government Act*, except as the context indicates otherwise.

‘Board or Board of Education’ means the Board of Education of School District No. 5 (Southeast Kootenay).
'By-election' means a Trustee election to fill a vacancy on the school board.
‘Election’ means a Trustee election.
'General Voting Day" means the date on which general voting for a Trustee election is to take place, whether part of the general school elections or a by-election.
'Minister' means the Minister of Education.
‘Regional District’ means the Regional District of East Kootenay.

2. Application

   This bylaw applies to both general elections and by-elections, except as otherwise indicated in this bylaw.

3. Order of Names on Ballot

   The order of names of candidates on the ballot will be alphabetical.

   [References: School Act s. 46(4), Local Government Act s. 116]

4. Resolution of Tie Votes After Judicial Recount

   In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

5. Number of Nominators Required

   As per Section 86(1)(a) of the *Local Government Act*, the minimum number of qualified nominators for a Trustee candidate in School District No. 5 (Southeast Kootenay) is two.

6. Trustee Elections Conducted by Local Governments

   6.1 In Trustee Electoral Area 1, if the City of Fernie conducts all or a part of the Trustee election, the elections bylaws of the City of Fernie, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that Trustee election or part of the Trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a Trustee election.

   6.2 In Trustee Electoral Area 2, if the District of Sparwood conducts all or a part of the Trustee election, the elections bylaws of the District of Sparwood, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that Trustee election or part of the Trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a Trustee election.

   6.3 In Trustee Electoral Area 3, if the District of Elkford conducts all or a part of the Trustee election, the elections bylaws of the District of Elkford, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that Trustee election or part of the Trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a Trustee election.

6.4 In Trustee Electoral Area 4, if the Regional District of East Kootenay conducts all or a part of the Trustee election, the elections bylaws of the Regional District of East Kootenay, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that Trustee election or part of the Trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a Trustee election.

6.5 In Trustee Electoral Area 5, if the City of Cranbrook conducts all or a part of the Trustee election, the elections bylaws of the City of Cranbrook, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that Trustee election or part of the Trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a Trustee election.

7. Website Access to Candidate Nomination Documents and Campaign Financing Disclosure Statements

7.1. The Board authorizes public access, during the regular office hours at the Board's office, to nomination documents of Trustee candidates by internet or other electronic means until *30* days after declaration of the election results.

7.2. In accordance with the *Local Elections Campaign Financing Act*, the Board will make available to the public for inspection during the regular office hours of the Board's head office, the Trustee candidates' campaign financing disclosure statements and supplementary reports until 5 years after general voting day for the election to which the Trustee's campaign financial disclosure statements and supplementary report relate either by providing

(a) access by internet, or

(b) a copy of that information for inspection

7.3. Before providing the services under section 7, the Board, requires the person requesting the service to:

(a) satisfy the Board that any purpose for which personal information is to be used is permitted by section 63 of the *Local Elections Campaign Financing Act [restrictions on use of personal information]*, and

(b) provide a signed statement that

(i) the individual, and

(ii) if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting or obtaining the copy or other record will not use personal information included in the copy or other record except for a purpose permitted under the *Local Elections Campaign Financing Act*.

TRUSTEE ELECTION BYLAW - 2026

BOARD OF EDUCATION
Of
SCHOOL DISTRICT NO. 5 (SOUTHEAST KOOTENAY)

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

Preamble

Under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 5 (Southeast Kootenay) trustee elections are held in the in the following trustee electoral areas:

Trustee Electoral Area	# of Trustees	Trustee Electoral Area Description
Trustee Electoral Area 1	1	The Corporation of the City of Fernie
Trustee Electoral Area 2	1	District of Sparwood
Trustee Electoral Area 3	1	District of Elkford
Trustee Electoral Area 4 (Electoral Area B of the RDEK)	1	Regional District of East Kootenay
Trustee Electoral Area 5 Corporation of the City of Cranbrook and Electoral Area C of the RDEK)	5	The Corporation of the City of Cranbrook and the Regional District of East Kootenay

The Board of Education of School District No. 5 (Southeast Kootenay) wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.
[References: School Act, s.37, s.38(4)]

The Board of Education of School District No. 5 (Southeast Kootenay), in an open meeting of the Board, enacts as follows:

1. Definitions

The term used shall have the meanings assigned by the *School Act,* the *Local Government Act* and the *Local Elections Campaign Financing Act,* except as the context indicates otherwise.
'Board of Education' or "Board" means the Board of Education of School District No. 5 (Southeast Kootenay).
'by-election' means a trustee election to fill a vacancy on the Board in any of the circumstances described in section 36 of the *School Act*.
'election' means a trustee election.
'General Voting Day' means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.
'Minister' means the Minister of Education.

'Regional District' means the Regional District of East Kootenay.

2. Application

This bylaw applies to both general school elections and by-elections, except as otherwise indicated in this bylaw.

3. Order of Names on Ballot

The order of names of candidates on the ballot will be alphabetical.

[References: School Act s.46 (4), Local Government Act s. 116]

4. Resolution of Tie Votes After Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

5. Number of Nominators Required

As per section 86(1)(a) of the *Local Government Act*, the minimum number of qualified nominators for a trustee candidate in School District No. 5 (Southeast Kootenay) is two.

6. Trustee Elections Conducted by Local Governments

6.1. In Trustee Electoral Area 1, if the City of Fernie conducts all or a part of the trustee election, the elections bylaws of the City of Fernie, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

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6.3. In Trustee Electoral Area 3, if the District of Elkford conducts all or a part of the trustee election, the elections bylaws of the District of Elkford, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

6.4. In Trustee Electoral Area 4, if the Regional District of East Kootenay conducts all or a part of the trustee election, the elections bylaws of the Regional District of East Kootenay, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

6.5. In Trustee Electoral Area 5, if the City of Cranbrook conducts all or a part of the trustee election, the elections bylaws of the City of Cranbrook, as they may be amended from time to time (including bylaws that address the use of voting machines), apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

8. Website Access to Candidate Nomination Documents and Campaign Financing Disclosure Statements

7.1. The Board authorizes public access, during the regular office hours at the Board's office, to nomination documents of trustee candidates by internet or other electronic means until *30* days after declaration of the election results.

7.2. In accordance with the *Local Elections Campaign Financing Act*, the Board will make available to the public for inspection during the regular office hours of the Board's head office, the trustee candidates' campaign financing disclosure statements and supplementary reports until 5 years after general voting day for the election to which the trustee's campaign financial disclosure statements and supplementary report relate either by providing

(c) access by internet, or

(d) a copy of that information for inspection

8.3. Before providing the services under section 7, the Board, requires the person requesting the service to:

(a) satisfy the Board that any purpose for which personal information is to be used is permitted by section 63 of the *Local Elections Campaign Financing Act* [*restrictions on use of personal information*], and

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(iii) the individual, and

(iv) if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting or obtaining the copy or other record

will not use personal information included in the copy or other record except for a purpose permitted under the *Local Elections Campaign Financing Act*.

This bylaw may be cited as 'School District No. 5 (Southeast Kootenay) Trustee Election Bylaw-2026.

School District No. 5 (Southeast Kootenay) Trustee Election Bylaw No 2022 is hereby repealed.

Read a first time the 12th day of May, 2026
Read a second time the 12th day of May, 2026
Read a third time, passed and adopted the 12th day of May, 2026

____

Chairperson of the Board Corporate Seal

____

Secretary Treasurer

I hereby certify this to be a true and original copy of School District No. 5 (Southeast Kootenay) Trustee Elections Bylaw adopted by the Board on the 12th day of May, 2026.

____

Secretary Treasurer

~~Title~~

~~This bylaw may be cited as 'School District No. 5 (Southeast Kootenay) Trustee Election Bylaw-2018'.~~

~~School District No. 5 (Southeast Kootenay) Trustee Election Bylaw No 2014 is hereby repealed.~~

~~Read a first time the 10th day of April, 2018~~

~~Read a second time the 10th day of April, 2018~~

~~Read a third time, passed and adopted the 10th day of April, 2018~~

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~~Chairperson of the Board~~ ~~Corporate Seal~~

~~Secretary Treasurer~~

~~I hereby certify this to be a true and original copy of School District No. 5 (Southeast Kootenay) Trustee Elections Bylaw adopted by the Board on the 10th day of April, 2018.~~

~~Secretary Treasurer~~

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 and Secretary Treasurer to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated. This delegation of authority to the Superintendent and Secretary Treasurer specifically:

- Includes any authority or responsibility set out in the School Act and regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact administrative procedures required to carry out this authority; and ~~also~~
- Includes the ability to sub-delegate this authority and responsibility as required.

~~Notwithstanding the above, the Board reserves to itself the authority to make decisions on specific matters requiring Board approval. This reserved authority of the Board is set out in Board policies, as amended from time to time.~~

~~Further, t~~The Board requires that any ~~significant~~ new provincial, regional, or local initiatives must be ~~initially~~ brought ~~to the Board~~ forward for discussion and determination of ~~decision-making~~ authority.

~~Specifically~~

~~1.~~ The Board ~~expressly~~ delegates to the Superintendent and Secretary Treasurer ~~and~~or, at their discretion, a designate, the authority to discipline, suspend, or dismiss an employee~~,~~. This is subject to the limitations of legislation, collective or contractual agreements, ~~and~~ or Board ~~policy~~Policy.

~~2.~~ Where a Superintendent suspends or dismisses a teacher, the Board shall be promptly advised. Where the Secretary Treasurer suspends or dismisses a non-teaching employee, the Board shall be promptly advised.

~~3.~~ The Superintendent and Secretary Treasurer ~~are directed to~~will develop administrative procedures to fulfill ~~Board~~ District obligations ~~created by~~resulting from ~~any~~ federal or provincial legislation.

Legal Reference: Sections 22, 65(2)c, 74, 85 School Act

Revised: XXXXXX, 2026

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The Board authorizes the Superintendent and Secretary Treasurer to do any act or thing or to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with provincial legislation, cannot be delegated. This delegation of authority to the Superintendent and Secretary Treasurer specifically:

- Includes any authority or responsibility set out in the School Act and regulations as well as authority or responsibility set out in other legislation or regulations;
- Includes the ability to enact administrative procedures required to carry out this authority; and
- Includes the ability to sub-delegate this authority and responsibility as required.

The Board requires that any new provincial, regional, or local initiatives must be brought forward for discussion and determination of authority.

The Board delegates to the Superintendent and Secretary Treasurer or, at their discretion, a designate, the authority to discipline, suspend, or dismiss an employee. This is subject to the limitations of legislation, collective or contractual agreements, or Board Policy.

Where a Superintendent suspends or dismisses a teacher, the Board shall be promptly advised. Where the Secretary Treasurer suspends or dismisses a non-teaching employee, the Board shall be promptly advised.

The Superintendent and Secretary Treasurer will develop administrative procedures to fulfill District obligations resulting from federal or provincial legislation.

Legal Reference: Sections 22, 65(2)c, 74, 85 School Act

Revised: XXXXXX, 2026

ROLE OF THE SUPERINTENDENT

In accordance with the School Act, the Superintendent, under the general direction of the Board has general supervision and direction over the educational staff of the District and is responsible to the Board for the improvement of student achievement. Further, the Superintendent is responsible for the general organization, administration, supervision, and evaluation of all educational programs provided by the Board. The Superintendent shall perform the duties articulated in legislation and in Board policy as amended from time to time.

Specific Areas of Responsibility

1. Student Learning
   - 1.1 Provides leadership in all matters relating to education in the District.
   - 1.2 Implements directions established by the Minister.
   - 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and positive citizenship.
   - 1.4 Reports annually on student results achieved.

2. Student Well-Being
   - 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.

3. Fiscal Responsibility
   - 3.1 Works in a complementary and cooperative manner with the Secretary Treasurer to ensure financial management .

4. Personnel Management
   - 4.1 Provide supervisory oversight, coordination, and support for all staff within areas of assigned responsibility.
   - 4.2 Utilize education staff to maximum advantage of students.

5. Policy/Administrative Procedures
   - 5.1 Provide guidance, recommendations and support to the Board in their planning, development, implementation, evaluation and revision of policies.

6. Superintendent/Board Relations

   6.1 Respects and honours the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.

   6.2 Provides the information and counsel which the Board requires to perform its role.

   6.3 Attends all Board meetings and makes recommendations on educational matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

7. Strategic Planning and Reporting

   7.1 Leads the development and implementation of the strategic planning process in collaboration with the Secretary Treasurer.

   7.2 Involves the Board appropriately and collaboratively in the development of the Board’s Strategic Plan (Board identification of priorities and key results, and final Board approval of the plan in conjunction with the annual budget).

   7.3 Reports at least annually on results achieved.

8. Leadership Practices

   8.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

Legal Reference: Section 22, 85 School Act

SUPERINTENDENT EVALUATION PROCESS CRITERIA AND TIMELINES

Evaluation Process

Provides for accountability, growth, and the strengthening of the relationship between the Board and the Superintendent. The written evaluation report shall affirm specific accomplishments and identify growth areas where applicable. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the District's environment.

1. Provides for al written evaluation of the Superintendent's performance every two years.

2. Recognizes that the Superintendent is held accountable for work performed primarily by other senior administrators.

3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies quality indicators (QI), which describe expectations in regard to each assigned role expectation (RE).

4. Is aligned with and based upon the Superintendent's roles and responsibilities.

5. Is aligned with the District's Strategic Plan and the key results assigned to the Superintendent and contained therein.

6. Sets out standards of performance. The quality indicators (QI) in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.

7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations include an assessment of the Superintendent's success in addressing growth areas identified in the previous evaluation.

8. Uses multiple data sources.

9. Elicits evidence to support subjective assessments.

10. Ensures Board feedback is provided regularly. Such feedback normally will be provided annually and will focus on areas over which the Superintendent has authority.

The Superintendent will maintain an electronic evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide evidence that the quality indicators identified in Appendix B have been achieved. Therefore, evidence will be organized in regard to the quality indicators.

The Board and the Superintendent will be present during the facilitated evaluation session. The Superintendent will ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent will only be absent from the room just prior to the evaluation and for the period when the Board constructs the conclusion section. The evidence examined will be in the form of internal reports or external reports. An external report is one from an external source such as the consultant who would conduct Leadership Practices interviews. An internal report is one that comes through the Superintendent. An example would be a student learning accountability report. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Superintendent/Board Relations.

During the evaluation workshop, a written evaluation report will be prepared which will document:

- The evaluation process;
- Evaluation context;
- Assessments relative to the criteria (quality indicators) noted in Appendix B;
- An examination of progress made relative to any growth goals or redirections identified in the previous evaluation;
- Identification of any growth goals if deemed appropriate for the coming year; and
- A "conclusion" section, followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect only the Board position. This report will be approved by Board motion. The actual report is a confidential document. A copy signed by the Board will be provided to the Superintendent and a second signed copy will be placed in the Superintendent's personnel file held by the District.

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation "Leadership Practices", data may be collected relative to leadership practices by interviewing all principals and all "direct reports". "Direct reports" are defined to be those individuals who report directly to the Superintendent on the District's organizational chart. Collection of this assessment data from staff or direct reports will be done at the discretion of the Board.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent the performance expectations held by the Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted every two years.

Legal Reference: Section 22, 85 School Act

December 12, 2023

Revised: XXXX, 2026

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

1. Student Learning

Role Expectations:

RE 1.1 Provides leadership in all matters relating to education in the District.

RE 1.2 Implements directions established by the Minister.

RE 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.

RE 1.4 Reports annually on student results achieved.

Quality Indicators relative to Student Learning:

QI 1.1 Annually conducts an analysis of student success and ensures school principals develop action plans to address concerns.

QI 1.2 Identifies trends and issues related to student achievement to inform the strategic planning process, including the implementation of innovative means to improve measurable student achievement.

QI 1.3 There is measurable improved student achievement over time.

2. Student Well-Being

Role Expectations:

RE 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.

RE 2.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District.

RE 2.3 Ensures the facilities safely accommodate District students.

Quality Indicators relative to Student well-being:

QI 2.1 Develops measurements and monitors progress relative to providing a safe and caring environment.

QI 2.2 Provides an annual student well-being accountability report.

3. Fiscal Responsibility

Role Expectations:

RE 3.1 Ensures fiscally responsible management of budgets allocated to areas of assigned responsibility.

RE 3.2 Works in a complementary and cooperative manner to facilitate the Secretary Treasurer financial management role.

Quality Indicators relative to Fiscal Responsibility:

QI 3.1 Ensures value for money for allotted budgetary funds within areas of assigned responsibility.

QI 3.2 Provides the Secretary Treasurer with required financial information in a timely manner.

4. Personnel Management

Role Expectations:

RE 4.1 Provides supervisory oversight, coordination, and support for all staff within areas of assigned responsibility.

RE 4.2 Utilizes education staff to maximum advantage of students.

Quality Indicators relative to Personnel Management:

QI 4.1 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.

QI 4.2 Models commitment to personal and professional growth.

QI 4.3 Fosters high standards of instruction and professional improvement

QI 4.4 Provides for training of administrators and the development of leadership capacity within the District (e.g. mentorship).

5. Policy/Administrative Procedures

Role Expectations:

RE 5.1 Provides support to the Board regarding the planning, development, implementation and evaluation of Board policies.

RE 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

Quality Indicators relative to Policy/Administrative Procedures:

QI 5.1 Ensures system adherence to policies.

QI 5.2 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6. Superintendent/Board Relations

Role Expectations:

RE 6.1 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.

RE 6.2 Provides the information and counsel which the Board requires to perform its role.

RE 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

Quality Indicators relative to Superintendent/Board Relations

QI 6.1 Implements Board decisions with integrity in a timely fashion.

QI 6.2 Interacts with the Board in an open, honest, proactive and professional manner.

QI 6.3 Provides the Board with balanced, sufficient, concise information and clear recommendations.

QI 6.4 Collaborates with Secretary Treasurer, Board Chairperson, and/or Committee Chairperson, and Office Manager (Board Office and Executive Services) to ensure Board agendas are prepared and distributed to Trustees in sufficient time to allow for appropriate Trustee preparation for the meeting.

QI 6.5 Keeps the Board informed on sensitive issues in a timely manner.

QI 6.6 Ensures high-quality management services are provided to the Board.

7. Strategic Planning and Reporting

Role Expectations:

RE 7.1 Leads in collaboration with the Secretary Treasurer the development and implementation of the strategic planning process.

RE 7.2 Involves the Board appropriately and collaboratively in the development of the Board's Strategic Plan (Board identification of priorities and key results, and final Board approval of the plan in conjunction with the annual budget).

RE 7.3 Reports at least annually on results achieved.

Quality Indicators relative to Strategic Planning and Reporting:

QI 7.1 Ensures key results identified by the Board are achieved.

QI 7.2 Ensures the strategic planning process involves opportunity for stakeholder input.

8. Leadership Practices (Every Second Year Commencing with 2020-2021)

Role Expectations:

RE 8.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

Quality Indicators relative to Leadership Practices:

QI 8.1 Demonstrates a high commitment to meeting student needs.

QI 8.2. Provides clear direction.

QI 8.3 Provides effective educational leadership.

QI 8.4 Establishes and maintains positive, professional working relationships with staff.

QI 8.5 Unites people toward common goals

QI 8.6 I trust the Superintendent.

QI 8.7 Empowers others.

QI 8.8 Effectively solves problems.

Legal Reference: Section 22, 85 School Act

INTERVIEW GUIDE
SUPERINTENDENT LEADERSHIP PRACTICES

Perceptions of Principals and Superintendent "Direct Reports"

Please cite evidence to support or refute each of the following:

1. The Superintendent demonstrates a high commitment to meeting student needs
2. The Superintendent provides clear direction
3. The Superintendent provides effective educational leadership
4. The Superintendent establishes and maintains positive, professional working relationships with staff
5. The Superintendent unites people toward common goals
6. I trust the Superintendent
7. The Superintendent empowers others
8. The Superintendent effectively solves problems

What does the Superintendent do if anything that helps you do your job effectively

What does the Superintendent do, if anything, that makes doing your job more difficult to do effectively

SUPERINTENDENT ORGANIZATIONAL CHART

The Superintendent Organizational Chart may be found here.

ROLE OF THE SUPERINTENDENT

In accordance with the School Act, the Superintendent, under the general direction of the Board has general supervision and direction over the educational staff of the District and is responsible to the Board for the improvement of student achievement. Further, the Superintendent is responsible for the general organization, administration, supervision, and evaluation of all educational programs provided by the Board. The Superintendent shall perform the duties articulated in legislation and in Board policy as amended from time to time.

Specific Areas of Responsibility

1. Student Learning
    - 1.1 Provides leadership in all matters relating to education in the District.
    - 1.2 Implements directions established by the Minister.
    - 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and positive citizenship.
    - 1.4 Reports annually on student results achieved.

2. Student Well-Being
    - 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.
    - ~~2.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District.~~
    - ~~Ensures the facilities safely accommodate District students.~~

3. Fiscal Responsibility
    - ~~3.1 Ensures fiscally responsible management of budgets allocated to areas of assigned responsibility.~~
    - ~~3.2~~3.1 Works in a complementary and cooperative manner ~~to facilitate~~with the Secretary Treasurer to ensure financial management ~~role~~.

4. Personnel Management
    - 4.1 Provide supervisory oversight, coordination, and support for all staff within areas of assigned responsibility.

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4.2 Utilize education staff to maximum advantage of students.

5. Policy/Administrative Procedures

   5.1 Provide guidance, recommendations and support to the Board in their planning, development, implementation, evaluation and revision of policies.

6. Superintendent/Board Relations

   6.1 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.

   6.2 Provides the information and counsel which the Board requires to perform its role.

   6.3 Attends all Board meetings and makes recommendations on educational matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

7. Strategic Planning and Reporting

   7.1 Leads the development and implementation of the strategic planning process in collaboration with the Secretary Treasurer.

   7.2 Involves the Board appropriately and collaboratively in the development of the Board's Strategic Plan (Board identification of priorities and key results, and final Board approval of the plan in conjunction with the annual budget).

   7.3 Reports at least annually on results achieved.

8. Leadership Practices

   8.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

Legal Reference: Section 22, 85 School Act

SUPERINTENDENT EVALUATION PROCESS CRITERIA AND TIMELINES

Evaluation Process

Provides for accountability, growth, and the strengthening of the relationship between the Board and the Superintendent. The written evaluation report shall affirm specific accomplishments and identify growth areas where applicable. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the District's environment.

1. Provides for a~~n annua~~l written evaluation of the Superintendent's performance every two years.

2. Recognizes that the Superintendent is held accountable for work performed primarily by other senior administrators.

3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies quality indicators (QI), which describe expectations in regard to each assigned role expectation (RE).

4. Is aligned with and based upon the Superintendent's roles and responsibilities.

5. Is aligned with the District's Strategic Plan and the key results assigned to the Superintendent and contained therein.

6. Sets out standards of performance. The quality indicators (QI) in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.

7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations include an assessment of the Superintendent's success in addressing growth areas identified in the previous evaluation.

8. Uses multiple data sources.

9. Elicits evidence to support subjective assessments.

10. Ensures Board feedback is provided regularly. Such feedback normally will be provided annually and will focus on areas over which the Superintendent has authority.

The Superintendent will maintain an electronic evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide evidence that the quality indicators identified in Appendix B have been achieved. Therefore, evidence will be organized in regard to the quality indicators.

The Board and the Superintendent will be present during the facilitated evaluation session. The Superintendent will ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Superintendent will only be absent from the room just prior to the evaluation and for the period when the Board constructs the conclusion section. The evidence examined will be in the form of internal reports or external reports. An external report is one from an external source such as the consultant who would conduct Leadership Practices interviews. An internal report is one that comes through the Superintendent. An ~~prime~~ example would be a student learning accountability report. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Superintendent/Board Relations.

During the evaluation workshop, a written evaluation report will be ~~facilitated by the external consultant~~prepared~~,~~ which will document:

- The evaluation process;
- Evaluation context;
- Assessments relative to the criteria (quality indicators) noted in Appendix B;
- An examination of progress made relative to any growth goals or redirections identified in the previous ~~year's~~ evaluation;
- Identification of any growth goals if deemed appropriate for the coming year; and
- A "conclusion" section, followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect only the ~~corporate~~ Board position. This report will be approved by Board motion. The actual report is a confidential document. A copy signed by the Board will be provided to the Superintendent and a second signed copy will be placed in the Superintendent's personnel file held by the District.

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation "Leadership Practices", ~~an external consultant will collect~~ data may be collected relative to leadership practices by interviewing all principals and all "direct reports". "Direct reports" are defined to be those individuals who report directly to the Superintendent on the District's organizational chart. Collection of this assessment data from staff or direct reports will be done at the discretion of the Board.~~Leadership practices will normally be completed once in a Board term of office as determined by the Board.~~

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent the performance expectations held by the Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted ~~bi-annually~~every two years~~, commencing with the 2019-2020 year.~~.

Legal Reference: Section 22, 85 School Act

December 12, 2023

Revised: XXXX, 2026

SUPERINTENDENT PERFORMANCE ASSESSMENT GUIDE

1. Student Learning

   Role Expectations:

   RE 1.1 Provides leadership in all matters relating to education in the District.

   RE 1.2 Implements directions established by the Minister.

   RE 1.3 Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.

   RE 1.4 Reports annually on student results achieved.

   Quality Indicators relative to Student Learning:

   QI 1.1 Annually conducts an analysis of student success and ensures school principals develop action plans to address concerns.

   QI 1.2 Identifies trends and issues related to student achievement to inform the strategic planning process, including the implementation of innovative means to improve measurable student achievement.

   QI 1.3 There is measurable improved student achievement over time.

2. Student Well-Being

   Role Expectations:

   RE 2.1 Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.

   RE 2.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District.

   RE 2.3 Ensures the facilities safely accommodate District students.

   Quality Indicators relative to Student well-being:

   QI 2.1 Develops measurements and monitors progress relative to providing a safe and caring environment.

   QI 2.2 Provides an annual student well-being accountability report.

3. Fiscal Responsibility

   Role Expectations:

   RE 3.1 Ensures fiscally responsible management of budgets allocated to areas of assigned responsibility.

   RE 3.2 Works in a complementary and cooperative manner to facilitate the Secretary Treasurer financial management role.

   Quality Indicators relative to Fiscal Responsibility:

   QI 3.1 Ensures value for money for allotted budgetary funds within areas of assigned responsibility.

   QI 3.2 Provides the Secretary Treasurer with required financial information in a timely manner.

4. Personnel Management

   Role Expectations:

   RE 4.1 Provides supervisory oversight, coordination, and support for all staff within areas of assigned responsibility.

   RE 4.2 Utilizes education staff to maximum advantage of students.

   Quality Indicators relative to Personnel Management:

   QI 4.1 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.

   QI 4.2 Models commitment to personal and professional growth.

   QI 4.3 Fosters high standards of instruction and professional improvement

   QI 4.4 Provides for training of administrators and the development of leadership capacity within the District (e.g. mentorship).

5. Policy/Administrative Procedures

   Role Expectations:

   RE 5.1 Provides support to the Board regarding the planning, development, implementation and evaluation of Board policies.

   RE 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

Quality Indicators relative to Policy/Administrative Procedures:

QI 5.1 Ensures system adherence to policies.

QI 5.2 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6. Superintendent/Board Relations

Role Expectations:

RE 6.1 Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.

RE 6.2 Provides the information and counsel which the Board requires to perform its role.

RE 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

Quality Indicators relative to Superintendent/Board Relations

QI 6.1 Implements Board decisions with integrity in a timely fashion.

QI 6.2 Interacts with the Board in an open, honest, proactive and professional manner.

QI 6.3 Provides the Board with balanced, sufficient, concise information and clear recommendations.

QI 6.4 Collaborates with Secretary Treasurer, Board Chairperson, and/or Committee Chairperson, and Executive Assistant to ~~E~~ensure~~s~~ Board agendas are prepared and distributed to Trustees in sufficient time to allow for appropriate Trustee preparation for the meeting.

QI 6.5 Keeps the Board informed on sensitive issues in a timely manner.

QI 6.6 Ensures high-quality management services are provided to the Board.

7. Strategic Planning and Reporting

Role Expectations:

RE 7.1 Leads in collaboration with the Secretary Treasurer the development and implementation of the strategic planning process.

RE 7.2 Involves the Board appropriately and collaboratively in the development of the Board's Strategic Plan (Board identification of priorities and key results, and final Board approval of the plan in conjunction with the annual budget).

RE 7.3 Reports at least annually on results achieved.

Quality Indicators relative to Strategic Planning and Reporting:

QI 7.1 Ensures key results identified by the Board are achieved.

QI 7.2 Ensures the strategic planning process involves opportunity for stakeholder input.

8. Leadership Practices (Every Second Year Commencing with 2020-2021)

Role Expectations:

RE 8.1 Practices leadership in manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.

Quality Indicators relative to Leadership Practices:

QI 8.1 Demonstrates a high commitment to meeting student needs.

QI 8.2. Provides clear direction.

QI 8.3 Provides effective educational leadership.

QI 8.4 Establishes and maintains positive, professional working relationships with staff.

QI 8.5 Unites people toward common goals

QI 8.6 I trust the Superintendent.

QI 8.7 Empowers others.

QI 8.8 Effectively solves problems.

Legal Reference: Section 22, 85 School Act

INTERVIEW GUIDE
SUPERINTENDENT LEADERSHIP PRACTICES

Perceptions of Principals and Superintendent "Direct Reports"

Please cite evidence to support or refute each of the following:

1. The Superintendent demonstrates a high commitment to meeting student needs
2. The Superintendent provides clear direction
3. The Superintendent provides effective educational leadership
4. The Superintendent establishes and maintains positive, professional working relationships with staff
5. The Superintendent unites people toward common goals
6. I trust the Superintendent
7. The Superintendent empowers others
8. The Superintendent effectively solves problems

What does the Superintendent do if anything that helps you do your job effectively

What does the Superintendent do, if anything, that makes doing your job more difficult to do effectively

SUPERINTENDENT ORGANIZATIONAL CHART

The Superintendent Organizational Chart may be found here.

ROLE OF THE SECRETARY TREASURER

The Secretary Treasurer is the Chief Financial Officer and Secretary of the Board in accordance with the School Act and corresponding regulations. In accordance with the District's dual authority model, the Secretary Treasurer reports directly to the Board of Education. Areas of assigned responsibility include:

- general supervision and direction of business related staff as per Board approved organizational chart;
- fiscal management including but not restricted to operating and capital budget preparation, implementation, and reporting;
- facilities/maintenance;
- transportation;
- grounds;
- custodial;
- the general organization, administration, supervision, and evaluation of all business related programs provided by the Board; and
- the duties articulated in legislation and in Board policy as amended from time to time.

Specific Areas of Responsibility

1. Secretary Treasurer/Board Relations
   - 1.1 Establish and maintain positive, professional working relationships with the Board.
   - 1.2 Respect and honour the roles and responsibilities of the Board and facilitate the effective implementation of those roles and responsibilities.
   - 1.3 Provide the information the Board requires to effectively perform its role including the provision of regular fiscal accountability reports.
   - 1.4 Organize, as required, Trustee elections and referenda in accordance with the School Act and the Local Government Act.
   - 1.5 Perform such other duties as are assigned by the Board from time to time.

2. Fiscal Accountability
   - 2.1 Ensure the District operates in a fiscally responsible manner including adherence to recognized accounting procedures.

2.2 Ensure Board assignments, Ministry requirements and other regulatory body requirements are complied with in a timely and effective manner.

2.3 Ensure that the annual operating and capital budget processes and other financial planning activities are consistent with Board direction and comply with applicable statutes, and Ministry mandates.

2.4 Coordinate the annual District operating and capital budgeting processes including communicating the budget timetable and instructions to District staff, ensuring appropriate budget documentation from departments, analyzing departmental budget submissions, compiling the total District budget, and preparing budget summary reports for use by the District management team and the Board in its budget related decision-making.

2.5 Provide leadership and exercise overall responsibility for implementing capital projects approved by the Board.

2.6 Work effectively with the Ministry to the advantage of the District in regard to capital funding.

2.7 Develop recommended short-term and long-term capital plans to address the requirement for new facilities, renovations and up grading of facilities.

2.8 Ensure any deficiencies identified in the audit report and management letter are remediated in a timely manner and follow up reports that document the status of deficiencies and remediation efforts are provided to the Board.

3. Human Resources/Labour Relations

3.1 Provide supervisory oversight, coordination, and support for all staff within areas of assigned responsibility.

3.2 Act as the lead negotiator for support staff agreements.

3.3 Act as the District Management Representative at step three of the support staff grievance process providing advice and recommendations which are in accordance with the terms and spirit of the CUPE 4165 Collective Agreement and which maintain the integrity of the District.

3.4 Provide advice to principals and managers concerning the implementation, interpretation or administration of the support staff collective agreements and related labour legislation.

3.5 Liaise with the British Columbia Public School Employers' Association (BCPSEA) regarding bargaining and collective agreement administration and ensure that collective agreements (CFTA, CUPE) personal services contracts comply with BCPSEA policies and directives.

4. Organizational Management

4.1 Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates, community partnerships and timelines, including: ensuring the custody of deeds, leases, agreements, contracts, insurance policies, and other Board documents.

4.2 Ensure compliance with all Occupational Health and Safety requirements within areas of assigned responsibilities.

5. Leadership Practices

5.1 Practice leadership in a manner that is viewed positively and has the support of those supervised in carrying out the directives of the Board.

5.2 Work effectively with all District staff to make the Board's will a reality and to develop and maintain a positive productive work environment in the District.

5.3 Work effectively in the District's dual authority structure resulting in strong support for Board direction.

5.4 Develop positive working relationships with other members of District senior management and employee groups.

5.5 Develop effective and productive relationships with all agencies, organizations and institutions with common interests in the District including municipal and regional officials, auditors, bankers, ministries of the provincial government and other school Districts.

6. Communications and Community Relations

6.1 Take appropriate actions to ensure positive external and internal communication are developed and maintained within areas of assigned responsibility.

7. Strategic Planning and Reporting

7.1 Ensure the budget is developed in accordance with a timeline which ensures the Board's ability to provide informed decision making to support strategic priorities.

8. Policy and Administrative Procedures

8.1 Provide guidance, recommendations and support in the planning, development, implementation, evaluation and revision of policies and of administrative procedures within areas of assigned responsibility.

9. Transportation

9.1 Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviour while being transported to or from school programs on transportation provided by the District.

9.2 Ensure student transportation is provided with due regard for safety, efficiency and length of ride.

9.3 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District.

10. Facilities

10.1 Ensure facilities and grounds are provided and maintained in a timely manner with due regard for safety, accommodation of all students and program need.

10.2 Ensures the facilities safely accommodate District students.

Legal Reference: Section 22, 85 School Act

December 13, 2023
Revised: XXXX, 2026

SECRETARY TREASURER EVALUATION PROCESS CRITERIA AND TIMELINES

Evaluation Process

Provides for accountability, growth, and the strengthening of the relationship between the Board and the Secretary Treasurer. The written evaluation report shall affirm specific accomplishments and identify growth areas where applicable. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the District's environment.

1. Provides for a written evaluation of the Secretary Treasurer's performance every two years.
2. Recognizes that the Secretary Treasurer is also held accountable for work performed primarily by staff who report to the Secretary Treasurer.
3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies quality indicators (QI), which describe expectations in regard to each assigned role expectation (RE).
4. Is aligned with and based upon the Secretary Treasurer's roles and responsibilities.
5. Is aligned with the District's Strategic Plan and the key results contained therein.
6. Sets out standards of performance. The quality indicators (QI) in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations include an assessment of the Secretary Treasurer's success in addressing growth areas identified in the previous evaluation.
8. Uses multiple data sources.
9. Elicits evidence to support subjective assessments.
10. Ensures Board feedback is provided regularly. Such feedback normally will be provided every two years and will focus on areas over which the Secretary Treasurer has authority.

The Secretary Treasurer will maintain an electronic evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide evidence that the quality indicators identified in Appendix B have been achieved. Therefore, evidence will be organized in regard to these quality indicators.

The Board and the Secretary Treasurer will be present during the facilitated evaluation session. The Secretary Treasurer will ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Secretary Treasurer will only be absent from the room just prior to the evaluation and for the period when the Board constructs the conclusion section. The evidence examined will be in the form of internal reports or external reports. An external report is one from an external source such as an auditor. An internal report is one that comes through the Secretary Treasurer. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Secretary Treasurer/Board Relations.

During the evaluation workshop, a written evaluation report will be prepared which will document:

- The evaluation process;
- Evaluation context;
- Assessments relative to the criteria (quality indicators) noted in Appendix B;
- An examination of progress made relative to any growth goals or redirections identified in the previous evaluation;
- Identification of any growth goals if deemed appropriate for the coming years; and
- A “conclusion” section, followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect only the Board position. This report will be approved by Board motion. The actual report is a confidential document. A copy signed by the Board will be provided to the Secretary Treasurer and a second signed copy will be placed in the Secretary Treasurer’s personnel file held by the District.

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation “Leadership Practices”, data may be collected relative to leadership practices by interviewing selected staff who work closely with the Secretary Treasurer, those who report directly to the Secretary Treasurer on the Board approved organizational chart. Collection of this assessment data from staff or direct reports will be done at the discretion of the Board.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Secretary Treasurer the performance expectations held by the Board. This guide is also intended to be used by the Board to evaluate the performance of the Secretary Treasurer in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted every two years.

Legal Reference: Section 22, 85 School Act

December 13, 2023
Revised: XXXXX, 2026

SECRETARY TREASURER PERFORMANCE ASSESSMENT GUIDE

1. Secretary Treasurer/Board Relations

Role Expectations:

RE 1.1 Establish and maintain positive, professional working relationships with the Board.

RE 1.2 Respect and honour the roles and responsibilities of the Board and facilitate the effective implementation of those roles and responsibilities.

RE 1.3 Provide the information the Board requires to effectively perform its role including the provision of regular fiscal accountability reports.

RE 1.4 Organize, as necessary, Trustee elections and referenda in accordance with the School Act and the Local Government Act.

RE 1.5 Perform such other duties as are assigned by the Board from time to time.

Quality Indicators relative to Secretary Treasurer/Board Relations:

QI 1.1 Implements Board decisions with integrity in a timely fashion.

QI 1.2 Interacts with the Board in an open, honest, proactive and professional manner.

QI 1.3 In areas of assigned responsibility ensures matters are placed in agendas for Board approval in a timely manner and in such instances provides the Board with balanced, sufficient, concise information and clear recommendations.

QI 1.4 Collaborates with the Superintendent, Board Chairperson, and/or Committee Chairperson, and Executive Assistant to ensure Board agendas are prepared and distributed to Trustees in sufficient time to allow for appropriate Trustee preparation for Board meetings.

QI 1.5 Keeps the Board informed on sensitive issues within areas of assigned responsibility in a timely manner.

2. Fiscal Accountability

Role Expectations:

RE 2.1 Ensure the District operates in a fiscally responsible manner including adherence to recognized accounting procedures.

RE 2.2 Ensure Board assignments, Ministry requirements and other regulatory body requirements are complied with in a timely and effective manner.

RE 2.3 Ensure that the annual operating and capital budget processes and other financial planning activities are consistent with Board direction and comply with applicable statutes, and Ministry mandates.

RE 2.4 Coordinate the annual District operating and capital budgeting processes including communicating the budget timetable and instructions to District staff, ensuring appropriate budget documentation from departments, analyzing departmental budget submissions, compiling the total District budget, and preparing budget summary reports for use by the District management team and the Board in its budget related decision-making.

RE 2.5 Provide leadership and exercise overall responsibility for implementing capital projects approved by the Board.

RE 2.6 Work effectively with the Ministry to the advantage of the District in regard to capital funding.

RE 2.7 Develop recommended short- and long-term capital plans to address the requirement for new facilities, renovations and up grading of facilities.

Quality Indicators relative to Fiscal Accountability:

QI 2.1 Ensures Public Sector Accounting Board (PSAB) accounting principles are being followed.

QI 2.2 Adequate internal financial controls exist and are being followed.

QI 2.3 All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.

QI 2.4 Internal audits of school-based funds are conducted in a timely manner.

QI 2.5 Provides the Board with quarterly fiscal accountability reports in a format acceptable to the Board including variances, projections, accumulated surpluses, and fiscal issues.

QI 2.6 Reviews expenditures to ensure continuous improvement in terms of value for money.

QI 2.7 Any deficiencies identified in the audit report and management letter are remediated in a timely manner and a follow up report that documents the status of deficiencies and remediation efforts is provided to the Board.

QI 2.8 The Board is informed immediately regarding any litigation brought by or against the District.

3. Human Resources/Labour Relations

Role Expectations:

RE 3.1 Provide supervisory oversight, coordination, and support for all staff under the direction of the Secretary Treasurer.

RE 3.2 Act as the lead negotiator for support staff agreements.

RE 3.3 Act as the District Management Representative at step three of the support staff grievance process providing advice and recommendations which are in accordance with the terms and spirit of the CUPE 4165 Collective Agreement and maintain the integrity of the District.

RE 3.4 Provide advice to principals and managers concerning the implementation, interpretation or administration of the support staff collective agreements and related labour legislation.

RE 3.5 Liaise with the British Columbia Public School Employers' Association (BCPSEA) regarding bargaining and collective agreement administration and ensure that collective agreements and employment contracts comply with BCPSEA policies and directives.

Quality Indicators relative to Human Resources/Labour Relations:

QI 3.1 Works effectively with other District Human Resources personnel to ensure the CUPE 4165 Collective Agreement is interpreted and applied as negotiated.

QI 3.2 Collective agreements and employment contracts comply with BCPSEA policies and directives.

QI 3.3 Develops and effectively implements high quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes within areas of assigned responsibility.

4. Organizational Management

Role Expectations:

RE 4.1 Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines including: ensuring the custody of deeds, leases, agreements, contracts, insurance policies, and other Board documents.

RE 4.2 Ensure compliance with all Occupational Health and Safety requirements within areas of assigned responsibilities.

Quality Indicators relative to Organizational Management:

QI 4.1 The District is in compliance with Ministerial and Board mandates and timelines.

QI 4.2 The District is in compliance with Occupational Health and Safety standards.

5. Leadership Practices

Role Expectations:

RE 5.1 Practice leadership in a manner that is viewed positively and has the support of those supervised in carrying out the directives of the Board.

RE 5.2 Work effectively with all District staff to develop and maintain a positive productive work environment in the District.

RE 5.3 Work effectively in the District’s dual authority structure resulting in strong support for Board direction.

RE 5.4 Develop positive working relationships with other members of District senior management and employee groups.

RE 5.5 Develop effective and productive relationships with all agencies, organizations and institutions with common interests with the District including municipal and regional officials, auditors, bankers, ministries of the provincial government and other school districts.

Quality Indicators relative to Leadership Practices:

QI 5.1 Provides clear direction to those within areas of assigned responsibility.

QI 5.2 Provides effective leadership.

QI 5.3 Establishes and maintains positive, professional working relationships with Staff.

QI 5.4 Unites people toward achieving District/department goals.

QI 5.5 Is trusted by staff.

QI 5.6 Effectively solves problems.

6. Communications and Community Relations

Role Expectations:

RE 6.1 Take appropriate actions to ensure positive external and internal communications are developed and maintained within areas of assigned responsibility.

Quality Indicators relative to Communications& Community Relations:

QI 6.1 Represents the District in a positive, professional manner which maintains or enhances the public image of the District.

QI 6.2 Manages conflict effectively.

QI 6.3 Interacts with the Ministry of Education officials in a productive manner resulting in a positive professional working relationship between the District and the Ministry.

QI 6.4 Effectively acts as or designates the Freedom of Information and Protection of Privacy Act (FIPPA) Head for the District.

QI 6.5 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.

7. Strategic Planning and Reporting

Role Expectations:

RE 7.1 Ensure the budget to support strategic priorities is developed in accordance with a timeline which ensures the Board's ability to provide informed decision making.

Quality Indicators relative to Strategic Planning and Reporting:

QI 7.1 In areas of assigned responsibility ensure performance indicators approved by the Board are achieved.

QI 7.2 Ensure strategic priorities approved by the Board are addressed within the Board approved budget.

8. Policy and Administrative Procedures

Role Expectations:

RE 8.1 Provide guidance, recommendations and support in the planning, development, implementation, evaluation and revision of policies and administrative procedures within areas of responsibility.

Quality Indicators relative to Policy & Administrative Procedures:

QI 8.1 Appropriately involves individuals and groups in the administrative procedures and policy development and review processes.

QI 8.2 Ensures system adherence to policies and administrative procedures within areas of assigned responsibilities.

QI 8.3 Demonstrates a knowledge of and respect for the Board's responsibility and role in policy processes.

9. Transportation

Role Expectations:

RE 9.1 Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours while being transported to or from school programs on transportation provided by the District.

Quality Indicators relative to Transportation:

QI 9.1 Annually provides the Board with a transportation accountability report focused on student safety, fiscal efficiency, client satisfaction and length of ride.

10. Facilities

Role Expectations:

RE 10.1 Ensure facilities and grounds are provided and maintained in a timely manner with due regard for safety, accommodation of all students and program needs.

Quality Indicators relative to Facilities:

QI 10.1 Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

QI 10.2 Provides an analysis of incident reports related to student injuries and insurance claims including but not restricted to those involving facilities.

QI 10.3 Annually provides the Board with a facilities report including maintenance accountability report focused on student safety, fiscal efficiency, accommodation of students and programs.

Legal Reference: Section 22, 85 School Act

INTERVIEW GUIDE
SECRETARY TREASURER LEADERSHIP PRACTICES

Perceptions of selected supervised staff and selected co-workers:

Please cite evidence to support or refute each of the following:

1.0 The Secretary Treasurer provides clear direction

1.1 The Secretary Treasurer provides effective leadership in areas of assigned responsibility

1.2 The Secretary Treasurer establishes and maintains positive, professional working relationships with staff

1.3 The Secretary Treasurer unites people toward achieving District /departmental goals

1.4 I trust the Secretary Treasurer

1.5 The Secretary Treasurer effectively solves problems

2. What does the Secretary Treasurer do, if anything that helps you do your job effectively?

3. What does the Secretary Treasurer do, if anything, that makes doing your job more difficult to do effectively?

SECRETARY TREASURER ORGANIZATIONAL CHART

The Secretary Treasurer Organizational Chart may be found here.

~~SECRETARY TREASURER~~ ROLE ~~AND EVALUATION~~OF THE SECRETARY TREASURER

The Secretary Treasurer is the Chief Financial Officer and ~~Corporate~~ Secretary of the Board in accordance with the School Act and corresponding regulations. In accordance with the District's dual authority model, the Secretary Treasurer reports directly to the Board of Education. Areas of assigned responsibility include:

- general supervision and direction of business related staff as per Board approved organizational chart;
- fiscal management including but not restricted to operating and capital budget preparation, implementation, and reporting;
- facilities/maintenance;
- transportation;
- grounds;
- custodial;
- the general organization, administration, supervision, and evaluation of all business related programs provided by the Board; and
- the duties articulated in legislation and in Board policy as amended from time to time.

~~overall fiscal management including but not restricted to operating and capital budget preparation, implementation and reporting. Other areas of assigned supervisory responsibility include: facilities/maintenance, transportation, grounds, and Custodial.~~

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Specific Areas of Responsibility

1. Secretary Treasurer/Board Relations
   1.1 Establish and maintain positive, professional working relationships with the Board.
   1.2 Respect and honour the roles and responsibilities of the Board and facilitate the effective implementation of those roles and responsibilities.
   1.3 Provide the information the Board requires to effectively perform its role including the provision of regular fiscal accountability reports.
   1.4 Organize, as required, Trustee elections and referenda in accordance with the School Act and the Local Government Act.
   1.5 Perform such other duties as are assigned by the Board from time to time.

2. Fiscal Accountability

   2.1 Ensure the District operates in a fiscally responsible manner including adherence to recognized accounting procedures.

   2.2 Ensure Board assignments, Ministry requirements and other regulatory body requirements are complied with in a timely and effective manner.

   2.3 Ensure that the annual operating and capital budget processes and other financial planning activities are consistent with Board direction and comply with applicable statutes, and Ministry mandates.

   2.4 Coordinate the annual District operating and capital budgeting processes including communicating the budget timetable and instructions to District staff, ensuring appropriate budget documentation from departments, analyzing departmental budget submissions, compiling the total District budget, and preparing budget summary reports for use by the District management team and the Board in its budget related decision-making.

   2.5 Provide leadership and exercise overall responsibility for implementing capital projects approved by the Board.

   2.6 Work effectively with the Ministry to the advantage of the District in regard to capital funding.

   2.7 Develop recommended short-term and long-term capital plans to address the requirement for new facilities, renovations and up grading of facilities.

   2.8 Ensure any deficiencies identified in the audit report and management letter are remediated in a timely manner and follow up reports that document the status of deficiencies and remediation efforts are provided to the Board.

3. Human Resources/Labour Relations

   3.1 Provide supervisory oversight, coordination, and support for all staff within areas of assigned responsibility.

   3.2 Act as the lead negotiator for support staff agreements.

   3.3 Act as the District Management Representative at step three of the support staff grievance process providing advice and recommendations which are in accordance with the terms and spirit of the CUPE 4165 Collective Agreement and which maintain the integrity of the District.

   3.4 Provide advice to principals and managers concerning the implementation, interpretation or administration of the support staff collective agreements and related labour legislation.

   3.5 Liaise with the British Columbia Public School Employers' Association (BCPSEA) regarding bargaining and collective agreement administration and ensure that collective agreements (CFTA, CUPE) personal services contracts comply with BCPSEA policies and directives.

4. Organizational Management
    4.1 Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates, community partnerships and timelines, including: ensuring the custody of deeds, leases, agreements, contracts, insurance policies, and other ~~corporate~~ ~~b~~Board documents.
    4.2 Ensure compliance with all Occupational Health and Safety requirements within areas of assigned responsibilities.

5. Leadership Practices
    5.1 Practice leadership in a manner that is viewed positively and has the support of those supervised in carrying out the directives of the Board.
    5.2 Work effectively with all District staff to make the Board's will a reality and to develop and maintain a positive productive work environment in the District.
    5.3 Work effectively in the District's dual authority structure resulting in strong support for Board direction.
    5.4 Develop positive working relationships with other members of District senior management and employee groups.
    5.5 Develop effective and productive relationships with all agencies, organizations and institutions with common interests in the District including municipal and regional officials, auditors, bankers, ministries of the provincial government and other school Districts.

6. Communications and Community Relations
    6.1 Take appropriate actions to ensure positive external and internal communication are developed and maintained within areas of assigned responsibility.

7. Strategic Planning and Reporting
    7.1 Ensure the budget is developed in accordance with a timeline which ensures the Board's ability to provide informed decision making to support strategic priorities.

8. Policy and Administrative Procedures
    8.1 Provide guidance, recommendations and support in the planning, development, implementation, evaluation and revision of policies and of administrative procedures within areas of assigned responsibility.

9. Transportation
    9.1 Ensure that each student is provided with a safe and caring environment that

fosters and maintains respectful and responsible behaviour while being transported to or from school programs on transportation provided by the District.

9.2 Ensure student transportation is provided with due regard for safety, efficiency and length of ride.

9.3 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District.

~~9.2~~

10. Facilities

10.1 Ensure facilities and grounds are provided and maintained in a timely manner with due regard for safety, accommodation of all students and program need.

10.2 Ensures the facilities safely accommodate District students.

~~10.1~~

Legal Reference: Section 22, 85 School Act

December 13, 2023
Revised: XXXX, 2026

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SECRETARY TREASURER EVALUATION PROCESS
CRITERIA AND TIMELINES

Evaluation Process

Provides for accountability, growth, and the strengthening of the relationship between the Board and the Secretary Treasurer. The written evaluation report shall affirm specific accomplishments and identify growth areas where applicable. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the District's environment.

1. Provides for ~~an annual~~ a written evaluation of the Secretary Treasurer's performance every two years.
2. Recognizes that the Secretary Treasurer is also held accountable for work performed primarily by staff who report to the Secretary Treasurer.
3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies quality indicators (QI), which describe expectations in regard to each assigned role expectation (RE).
4. Is aligned with and based upon the Secretary Treasurer's roles and responsibilities.
5. Is aligned with the District's Strategic Plan and the key results contained therein.
6. Sets out standards of performance. The quality indicators (QI) in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations include an assessment of the Secretary Treasurer's success in addressing growth areas identified in the previous evaluation.
8. Uses multiple data sources.
9. Elicits evidence to support subjective assessments.
10. Ensures Board feedback is provided regularly. Such feedback normally will be provided ~~annually~~ every two years and will focus on areas over which the Secretary Treasurer has authority.

The Secretary Treasurer will maintain an electronic evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide evidence that the quality indicators identified in Appendix B have been achieved. Therefore, evidence will be organized in regard to these quality indicators.

The Board and the Secretary Treasurer will be present during the facilitated evaluation session. The Secretary Treasurer will ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Secretary Treasurer will only be absent from the room just prior to the evaluation and for the period when the Board constructs the conclusion section. The evidence examined will be in the form of internal reports or external reports. An external report is one from an external source such as an auditor. An internal report is one that comes through the Secretary Treasurer. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Secretary Treasurer/Board Relations.

During the evaluation workshop, a written evaluation report will be ~~facilitated~~prepared ~~by the external consultant,~~ which will document:

- The evaluation process;
- Evaluation context;
- Assessments relative to the criteria (quality indicators) noted in Appendix B;
- An examination of progress made relative to any growth goals or redirections identified in the previous ~~year's~~ evaluation;
- Identification of any growth goals if deemed appropriate for the coming years; and
- A "conclusion" section, followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect only the ~~corporate~~ Board position. This report will be approved by Board motion. The actual report is a confidential document. A copy signed by the Board will be provided to the Secretary Treasurer and a second signed copy will be placed in the Secretary Treasurer's personnel file held by the District.

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation "Leadership Practices", ~~an external consultant will collect~~ data may be collected relative to leadership practices by interviewing selected staff who work closely with the Secretary Treasurer, those who report directly to the Secretary Treasurer on the Board approved organizational chart. Collection of this assessment data from staff or direct reports will be done at the discretion of the Board. ~~Leadership practices will normally be assessed once in a Board term of office as determined by the Board.~~

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Secretary Treasurer the performance expectations held by the Board. This guide is also intended to be used by the Board to evaluate the performance of the Secretary Treasurer in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted ~~bi-annually, commencing with 2019-2020.~~every two years.

Legal Reference: Section 22, 85 School Act

December 13, 2023
Revised: XXXXX, 2026

SECRETARY TREASURER PERFORMANCE ASSESSMENT GUIDE

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1. Secretary Treasurer/Board Relations

Role Expectations:

RE 1.1 Establish and maintain positive, professional working relationships with the Board.

RE 1.2 Respect and honour the roles and responsibilities of the Board and facilitate the effective implementation of those roles and responsibilities.

RE 1.3 Provide the information the Board requires to effectively perform its role including the provision of regular fiscal accountability reports.

RE 1.4 Organize, as necessary, Trustee elections and referenda in accordance with the School Act and the Local Government Act.

RE 1.5 Perform such other duties as are assigned by the Board from time to time.

Quality Indicators relative to Secretary Treasurer/Board Relations:

QI 1.1 Implements Board decisions with integrity in a timely fashion.

QI 1.2 Interacts with the Board in an open, honest, proactive and professional manner.

QI 1.3 In areas of assigned responsibility ensures matters are placed in agendas for Board approval in a timely manner and in such instances provides the Board with balanced, sufficient, concise information and clear recommendations.

QI 1.4 Collaborates with the Superintendent, Board Chairperson, and/or Committee Chairperson, and Executive Assistant ~~E~~ to ensure~~s~~ Board agendas are prepared and distributed to Trustees in sufficient time to allow for appropriate Trustee preparation for Board meetings.

QI 1.5 Keeps the Board informed on sensitive issues within areas of assigned responsibility in a timely manner.

2. Fiscal Accountability

Role Expectations:

RE 2.1 Ensure the District operates in a fiscally responsible manner including adherence to recognized accounting procedures.

RE 2.2 Ensure Board assignments, Ministry requirements and other regulatory body requirements are complied with in a timely and effective manner.

RE 2.3 Ensure that the annual operating and capital budget processes and other financial planning activities are consistent with Board direction and comply with applicable statutes, and Ministry mandates.

RE 2.4 Coordinate the annual District operating and capital budgeting processes including communicating the budget timetable and instructions to District staff, ensuring appropriate budget documentation from departments, analyzing departmental budget submissions, compiling the total District budget, and preparing budget summary reports for use by the District management team and the Board in its budget related decision-making.

RE 2.5 Provide leadership and exercise overall responsibility for implementing capital projects approved by the Board.

RE 2.6 Work effectively with the Ministry to the advantage of the District in regard to capital funding.

RE 2.7 Develop recommended short- and long-term capital plans to address the requirement for new facilities, renovations and up grading of facilities.

Quality Indicators relative to Fiscal Accountability:

QI 2.1 Ensures Public Sector Accounting Board (PSAB) accounting principles are being followed.

QI 2.2 Adequate internal financial controls exist and are being followed.

QI 2.3 All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.

QI 2.4 Internal audits of school-based funds are conducted in a timely manner.

QI 2.5 Provides the Board with quarterly fiscal accountability reports in a format acceptable to the Board including variances, projections, accumulated surpluses, and fiscal issues.

QI 2.6 Reviews expenditures to ensure continuous improvement in terms of value for money.

QI 2.7 Any deficiencies identified in the audit report and management letter are remediated in a timely manner and a follow up report that documents the status of deficiencies and remediation efforts is provided to the Board.

QI 2.8 The Board is informed immediately regarding any litigation brought by or against the District.

3. Human Resources/Labour Relations

Role Expectations:

RE 3.1 Provide supervisory oversight, coordination, and support for all staff under the direction of the Secretary Treasurer.

RE 3.2 Act as the lead negotiator for support staff agreements.

RE 3.3 Act as the District Management Representative at step three of the support staff grievance process providing advice and recommendations which are in accordance with the terms and spirit of the CUPE 4165 Collective Agreement and maintain the integrity of the District.

RE 3.4 Provide advice to principals and managers concerning the implementation, interpretation or administration of the support staff collective agreements and related labour legislation.

RE 3.5 Liaise with the British Columbia Public School Employers' Association (BCPSEA) regarding bargaining and collective agreement administration and ensure that collective agreements and employment contracts comply with BCPSEA policies and directives.

Quality Indicators relative to Human Resources/Labour Relations:

QI 3.1 Works effectively with other District Human Resources personnel to ensure the CUPE 4165 Collective Agreement is interpreted and applied as negotiated.

QI 3.2 Collective agreements and employment contracts comply with BCPSEA policies and directives.

QI 3.3 Develops and effectively implements high quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes within areas of assigned responsibility.

4. Organizational Management

Role Expectations:

RE 4.1 Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines including: ensuring the custody of deeds, leases, agreements, contracts, insurance policies, and other Board ~~corporate~~ documents.

RE 4.2 Ensure compliance with all Occupational Health and Safety requirements within areas of assigned responsibilities.

Quality Indicators relative to Organizational Management:

QI 4.1 The District is in compliance with Ministerial and Board mandates and timelines.

QI 4.2 The District is in compliance with Occupational Health and Safety standards.

5. Leadership Practices

Role Expectations:

RE 5.1 Practice leadership in a manner that is viewed positively and has the support of those supervised in carrying out the directives of the Board.

RE 5.2 Work effectively with all District staff to develop and maintain a positive productive work environment in the District.

RE 5.3 Work effectively in the District's dual authority structure resulting in strong support for Board direction.

RE 5.4 Develop positive working relationships with other members of District senior management and employee groups.

RE 5.5 Develop effective and productive relationships with all agencies, organizations and institutions with common interests with the District including municipal and regional officials, auditors, bankers, ministries of the provincial government and other school districts.

Quality Indicators relative to Leadership Practices:

QI 5.1 Provides clear direction to those within areas of assigned responsibility.

QI 5.2 Provides effective leadership.

QI 5.3 Establishes and maintains positive, professional working relationships with Staff.

QI 5.4 Unites people toward achieving District/department goals.

QI 5.5 Is trusted by staff.

QI 5.6 Effectively solves problems.

6. Communications and Community Relations

Role Expectations:

RE 6.1 Take appropriate actions to ensure positive external and internal communications are developed and maintained within areas of assigned responsibility.

Quality Indicators relative to Communications& Community Relations:

QI 6.1 Represents the District in a positive, professional manner which maintains or enhances the public image of the District.

QI 6.2 Manages conflict effectively.

QI 6.3 Interacts with the Ministry of Education officials in a productive manner resulting in a positive professional working relationship between the District and the Ministry.

QI 6.4 Effectively acts as or designates the Freedom of Information and Protection of Privacy Act (FIPPA) Head for the District.

QI 6.5 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.

7. Strategic Planning and Reporting

Role Expectations:

RE 7.1 Ensure the budget to support strategic priorities is developed in accordance with a timeline which ensures the Board's ability to provide informed decision making.

Quality Indicators relative to Strategic Planning and Reporting:

QI 7.1 In areas of assigned responsibility ensure performance indicators approved by the Board are achieved.

QI 7.2 Ensure strategic priorities approved by the Board are addressed within the Board approved budget.

8. Policy and Administrative Procedures

Role Expectations:

RE 8.1 Provide guidance, recommendations and support in the planning, development, implementation, evaluation and revision of policies and administrative procedures within areas of responsibility.

Quality Indicators relative to Policy & Administrative Procedures:

QI 8.1 Appropriately involves individuals and groups in the administrative procedures and policy development and review processes.

QI 8.2 Ensures system adherence to policies and administrative procedures within areas of assigned responsibilities.

QI 8.3 Demonstrates a knowledge of and respect for the Board's responsibility and role in policy processes.

9. Transportation

Role Expectations:

RE 9.1 Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours while being transported to or from school programs on transportation provided by the District.

Quality Indicators relative to Transportation:

QI 9.1 Annually provides the Board with a transportation accountability report focused on student safety, fiscal efficiency, client satisfaction and length of ride.

10. Facilities

Role Expectations:

RE 10.1 Ensure facilities and grounds are provided and maintained in a timely manner with due regard for safety, accommodation of all students and program needs.

Quality Indicators relative to Facilities:

QI 10.1 Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

QI 10.2 Provides an analysis of incident reports related to student injuries and insurance claims including but not restricted to those involving facilities.

QI 10.3 Annually provides the Board with a facilities report including maintenance accountability report focused on student safety, fiscal efficiency, accommodation of students and programs.

Legal Reference: Section 22, 85 School Act

INTERVIEW GUIDE
SECRETARY TREASURER LEADERSHIP PRACTICES

Perceptions of selected supervised staff and selected co-workers:

Please cite evidence to support or refute each of the following:

1.0 The Secretary Treasurer provides clear direction

1.1 The Secretary Treasurer provides effective leadership in areas of assigned responsibility

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SECRETARY TREASURER ORGANIZATIONAL CHART

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The Secretary Treasurer Organizational Chart may be found here.

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PROVISION OF CHILD CARE PROGRAMS

The purpose of this policy is to provide guidance with respect to how the Board will promote the use of Board property for the provision of child care programs by either the Board or ~~third party~~third-party licensees.

The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Definitions

In this Policy, the terms "Board property," "business day," "child care program," "educational activities" and "licensee" have the meanings given to those terms in the School Act.

Direct and indirect costs shall be determined by the Secretary Treasurer, however, must include the following:

- Utilities;
- Maintenance and repair;
- An allowance for the cost of providing custodial services;
- An allowance for time school district administrators and other staff spend on matters relating to the use of Board property by licensed child care providers.

Specifically

~~1. The Board Chair in consultation with the Superintendent shall establish advisory (fact finding/information gathering) sub-committees in each of the following five communities: Cranbrook, Fernie, Elkford, Jaffray, and Sparwood in order to assess the need for before and after school child care programs, services and delivery. The sub-committees shall make recommendations to the Standing Finance and Operations Committee. The Standing Finance and Operations Committee shall make recommendations to the Board. The Superintendent shall designate individuals/groups to be consulted, and the District resource staff required to facilitate the recommendations to the Standing committee.~~

1. The Board shall establish and maintain a process for the provision of child care programs. The annual process will include:~~.~~
   1.1. Assessing community need for child care programs on Board property;
   1.2. Annually identifying appropriate available space and facilities for child care programs at each elementary school in the District;
   1.3. Determining, based on assessed need and available space, how and when identified spaces could be used for new or expanded child care programs;
   1.4. Considering whether the Board should seek to become a licensee to provide a child care program directly;
   1.5. Selecting a licensee to provide a child care program; and
   1.6. Determining whether the Board should renew a lease or other written agreement with a licensee providing child care on Board property.
2. The Board will support principles of Indigenous reconciliation and inclusive child care when assessing community need, identifying available space and facilities, considering direct Board operation, selecting licensees, and determining whether to renew a lease or other written agreement.~~:~~
   2.1. Engaging in an ongoing basis with the individuals and groups identified in ~~s~~Section 3 of this Policy and considering the results of that engagement when making decisions regarding the use of Board property for child care programs;~~.~~
   2.2. Considering Indigenous reconciliation and inclusive child care when assessing community need, identifying available space and facilities, considering direct Board operation, selecting licensees, and determining whether to renew a lease or other written agreement;~~.~~
   2.3. Giving special consideration to proposals that provided inclusive child care and foster Indigenous reconciliation in child care when selecting licensees;
   2.4. Including expectations for inclusive child care and Indigenous reconciliation in written contracts with licensees, including reporting and performance review expectations; and
   2.5. Ensuring that any child care program operated directly by the Board is inclusive, consistent with the principles of non-discrimination set out in the British Columbia Human Rights Code, and operated in a manner that fosters Indigenous reconciliation in child care
3. The Board will engage on an ongoing basis regarding the use of Board property for the purpose of providing child care programs with ~~Engaging with~~ individuals and groups having an interest in well being of students in the District, including:
   3.1. Employees of the Board;
   3.2. The Indigenous Education Council;
   3.3. Child care providers;
   3.4. Parents and families;
   3.5. First Nations, including Treaty First Nations;

3.6. Indigenous communities and service providers; and

3.7. Reporting the results of the annual review process to the Board through the All-Committees meeting. Or~~Or~~

3.8. The Superintendent will designate the individuals or groups to be consulted and the District resource staff required to support staff required to support the annual process. Findings and recommendations to the Board as required.

4. If the Board decides to change the use of the Board property that is being used for the purpose of providing a child care program, the Board will, without delay, provide the Minister with written notification of the decision in the form and with the information specified by the Minister.

5. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis and through the annual process, whether those programs are best provided by licensees other that the Board, the Board or a combination of both.

costs the Board incurs in providing the child care program.

7. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program.

~~3.~~8. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.

9. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to:

9.1. provide inclusive child care; and

9.2. foster Indigenous reconciliation in child care.

10. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:

10.1. Fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia Declaration on the Rights of Indigenous Peoples Act:

10.2. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and

10.3. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education; and

10.4. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and

10.5. is inclusive and consistent with the principles of non discrimination set out in the British Columbia Human Rights Code.

11. Any contract with a licensee other than the Board, to provide a child care program on Board property must be in writing and subject to review no less than every five years. The contract must contain standards for the written contractual relationship between the Board and the licensee, including:

11.1. A description of the direct and indirect costs for which the licensee is responsible;

11.2. An agreement by the licensee to comply with this policy and all other applicable policies;

~~4.~~

~~10.4.~~11.4. An allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;

~~10.5.~~11.5. A statement that the agreement can only be amended in writing, signed by the Board and the licensee;

~~10.6.~~11.6. A requirement for the licensee to maintain appropriate standards of performance; and

11.7. A requirement that the licensee must at all times maintain the required license to operate a child care facility.

11.8. Expectations for inclusive child care and Indigenous reconciliation in child care;

11.9. Reporting and performance review expectations, including review of the licensee's performance in providing inclusive child care and fostering Indigenous reconciliation in child care.

11.10. F~~f~~acility use expectations;

11.11. A~~a~~ requirement that the licensee comply with applicable law and Board policy.

12. Prior to ~~entering into~~entering or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:

~~10.7.~~12.1. Whether it is preferable for the Board to become a licensee and operate a child care directly;

12.3. Whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes Indigenous reconciliation in child care; and

12.4. The assessed community need for child care programs ~~services~~ and the appropriate availab le space and facilities identified through the annual ~~precess~~process at the relevant elementary school or schoolsi~~lity of appropriate space on Board property.~~

13. The Board will submit this policy respecting the use of Board property for the provision of child care to the Ministry of Education and Child Care on a date specified by the Minister.

~~11.1. Whether it is preferable for the Board to become a licensee and operate a child care program~~

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Legal References: British Columbia *Declaration on the Rights of Indigenous Peoples Act*
Freedom of Information and Protection of Privacy Act
School Act Sections 85.1, 85.2, 85.3, 85.4
Ministerial Order 203/26, Child Care Order
~~Ministerial Order M326, the Child Care Order~~

Revised: December 9, 2025
September 8, 2026

CHILD CARE ORDER

Authority: *School Act,* section 168.001

Ministerial Order 203/26 (203/26) ....Effective April 20, 2026
Repeals and Replaces M326/20
Order of the Minister of Education and Child Care

Definitions

1 In this order:

"**board**" includes a francophone education authority;

"**board property**" means board property as defined in section 85.1(1) *[policies respecting child care programs]* of the *School Act*;

"**licensee**" means a licensee as defined in section 85.1(1) of the *School Act*;

Use of board property for child care programs

2 If a board decides to change the use of board property that is being used for the purpose of providing a child care program, the board must, without delay, provide the minister with written notification of the decision in a form and with the information specified by the minister.

Board policies respecting child care programs

3 A board policy established under sections 85.1(2) or 166.4(2) of the *School Act* that promotes the use of board property by licensees for the purpose of providing child care must include the following:

(a) the board's process for
  (i) assessing community need for child care programs on board property,
  (ii) annually identifying appropriate available space and facilities for child care programs at each elementary school in the district,
  (iii) determining, based on assessed need and appropriate available space, how and when identified spaces could be used for child care programs,
  (iv) considering if the board should seek to become a licensee to provide a child care program directly,
  (v) selecting a licensee to provide a child care program, and
  (vi) determining if a board should renew a lease with a licensee providing child care on board property;

(b) a description of how the board will support
  (i) principles of Indigenous reconciliation in child care, and
  (ii) inclusive child care;

(c) standards for the written contractual relationship to be entered into between the board and a licensee providing a child care program on the property;

(d) a requirement for ongoing engagement with the individuals or groups described in section 4 regarding the use of board property for the purpose of providing a child care program.

Engagement on board policies respecting child care programs

4 For the purposes of establishing a policy referred to in section 3, a board must engage with and consider the results of the board's engagement with individuals or groups the board has identified as having an interest in the learning and well-being of students in the school district, including

(a) employees of the board,
(b) the Indigenous education council,
(c) child care providers,
(d) parents, and
(e) first nations, including treaty first nations, and Indigenous communities, families, and service providers.

Submission of board policies respecting child care programs

5 Boards must submit their policies respecting the use of board property for the provision of child care to the Ministry of Education and Child Care on a date specified by the minister.

PUBLIC USE OF SCHOOL FACILITIES

Background

School facilities exist primarily to support student learning, educational programming, school activities, Southeast Kootenay District (the District) operations, and approved Joint Use Agreements.

Where capacity exists, the District may permit community use of school facilities for educational, recreational, cultural, and community purposes. Community use is a discretionary service provided by the District and is subject to facility availability, operational requirements, staffing availability, maintenance requirements, and facility preservation considerations.

Community use shall be administered in a manner that minimizes administrative burden on District staff and operational impacts on schools.

Procedures

1. General Principles

1.1. The District's first priority for use of school facilities is to support students, educational programming, school activities, District operations, and approved Joint Use Agreements.

1.2. Community use of school facilities is a discretionary service provided by the District where capacity exists.

1.3. Approval of facility use does not establish entitlement to future access.

1.4. Approval of a facility rental request does not establish a precedent for future requests.

1.5. Community use shall not create unreasonable operational, staffing, custodial, maintenance, financial, or administrative impacts on the District.

1.6. The District reserves the right to approve, deny, modify, relocate, suspend, or cancel any facility use request.

1.7. The District's decision regarding facility use is final.

2. Facility Availability

2.1. The District shall determine which facilities are available for community use.

2.2. Community use shall be limited to approved facilities, approved spaces, and approved times.

2.3. The District may restrict facility availability due to:

2.3.1. educational programming;

2.3.2. school activities;

2.3.3. maintenance requirements;

2.3.4. custodial (or supervisory) staffing availability;

2.3.5. operational requirements;

2.3.6. facility condition or preservation needs;

2.3.7. safety considerations.

2.4. Community rentals may not be permitted during:

2.4.1. statutory holidays;

2.4.2. long weekends;

2.4.3. the last week of winter break;

2.4.4. the last week of spring break; and

2.4.5. the last three weeks before Labour Day.

2.5. The Director of Operations or designate may approve facility use during school closure periods where:

2.5.1. operational requirements permit;

2.5.2. custodial staffing is available;

2.5.3. maintenance schedules are not adversely affected;

2.5.4. the Principal or Vice Principal supports the request;

2.6. Approval of an exception does not establish a precedent for future requests.

3. Order of Preference

Where competing requests are received for the same facility, date, and time, priority may given in the following order:

3.1. District educational programs, school activities and District operations;

3.2. Approved Joint Use Agreement partners

3.3. Youth focused non-profit organizations serving the District's students and communities;

3.4. Community based non-profit organizations;

3.5. Adult-focused Cost-Recovery Sports Clubs

3.6. Local government and public sector organizations;

3.7. Commercial or for-profit organizations;

3.8. Private individuals.

3.9. The District reserves the right to consider facility suitability, operational impacts, historical use patterns, and community benefit when allocating facilities.

~~2.6.~~3.10. The Director of Operations or designate shall have final authority regarding facility allocation and scheduling decisions.

~~3.~~4. Application Requirements

~~3.1.~~4.1. All applicants shall complete the required District application forms and provide supporting documentation as required.

~~3.2.~~4.2. Incomplete applications will not be processed.

~~3.3.~~4.3. The applicant and on-site supervisor must be at least 19 years of age.

~~3.4.~~4.4. A responsible adult supervisor shall remain present throughout the activity.

~~3.5.~~4.5. Recurring facility rental requests shall only be accepted during District established intake periods.

~~3.6.~~4.6. The District shall establish recurring booking periods for:

~~3.6.1.~~4.6.1. October 1 to December 31, excluding Winter Break;

~~3.6.2.~~4.6.2. January 1 to March 31, excluding Spring Break;

~~3.6.3.~~4.6.3. April 1 to June 10.

~~3.7.~~4.7. Requests for recurring rentals received outside established intake periods will not be accepted.

~~3.8.~~4.8. One-time rental requests may be approved subject to facility availability and District requirements.

~~3.9.~~4.9. Approval is not effective until all required documentation has been received and confirmation has been issued by the District.

~~4.~~5. Insurance

~~4.1.~~5.1. User groups shall provide proof of insurance in a form and amount acceptable to the District.

~~4.2.~~5.2. School District No. 5 (Southeast Kootenay) shall be named as an additional insured where required by the District.

~~4.3.~~5.3. User groups shall indemnify and hold harmless the District, its trustees, employees, and agents from claims arising from facility use.

~~5.~~6. Fees and Charges

~~5.1.~~6.1. The Board shall establish a schedule of rental fees and charges.

~~5.2.~~6.2. User groups shall be responsible for all applicable rental fees, custodial costs, staffing costs, and additional charges established by the District.

~~5.3.~~6.3. An additional charge of up to two hours of custodial time may be applied when a booking extends beyond regular custodial working hours, including weekends.

~~5.4.~~6.4. Additional fees may apply for:

~~5.4.1.~~6.4.1. special event requirements;

~~5.4.2.~~6.4.2. setup or cleanup requirements; and

~~5.4.3.~~6.4.3. additional staffing requirements.

~~5.5.~~6.5. Deposits, advance payment, or pre authorized payment arrangements may be required.

~~6.~~7. Supervision and Conduct

~~6.1.~~7.1. User groups are responsible for the conduct and supervision of all participants and spectators.

~~6.2.~~7.2. Activities shall be limited to approved spaces and approved times.

~~6.3.~~7.3. User groups shall comply with all Board Policies, Administrative Procedures, municipal bylaws, safety requirements, and applicable legislation.

~~6.4.~~7.4. Alcohol, smoking, vaping, cannabis, illegal substances, and prohibited activities are not permitted on District property unless specifically authorized by the District.

~~7.~~8. Use of Facilities and Equipment

~~7.1.~~8.1. Use of facilities shall be restricted to approved spaces and approved times.

~~7.2.~~8.2. Equipment is not included unless specifically approved by the District.

~~7.3.~~8.3. School keys, security codes, and access credentials shall not be issued to user groups unless specifically authorized by the District.

~~7.4.~~8.4. The Principal or Vice Principal of the affected school shall review facility use requests to confirm facility availability and identify school based operational concerns, including educational programming, school activities, facility condition, and operational impacts

~~7.5.~~8.5. The Director of Operations or designate shall have final authority to approve, deny, modify, relocate, suspend, or cancel facility use requests.

~~8.~~9. School Grounds

~~8.1.~~9.1. Organized use of school grounds requires prior approval.

~~8.2.~~9.2. Use of specific school grounds will be restricted due to weather, maintenance requirements, safety concerns, or school activities.

~~8.3.~~9.3. User groups are responsible for restoring outdoor areas to their original condition following use.

~~9.~~10. Cancellations

~~9.1.~~10.1. User groups shall provide a minimum of fourteen (14) calendar days notice for cancellations.

~~9.2.~~10.2. Cancellations received with less than fourteen (14) calendar days notice may be charged all approved custodial, staffing, and other costs incurred by the District.

~~9.3.~~10.3. Repeated cancellations, no shows, underutilization of approved rental time, or failure to comply with District requirements may result in suspension or cancellation of current or future bookings.

~~9.4.~~10.4. User groups that repeatedly fail to comply with District requirements may lose facility rental privileges.

~~10.~~11. Damage and Liability

~~10.1.~~11.1. User groups are responsible for any damage, loss, theft, cleanup costs, repair costs, or replacement costs resulting from their use of District facilities.

~~10.2.~~11.2. The District assumes no responsibility for personal property brought onto District premises.

~~11.~~12. Administrative Authority

~~11.1.~~12.1. Community use of school facilities shall be administered in a manner that minimizes administrative burden on District staff and operational impacts on schools.

~~11.2.~~12.2. The Director of Operations or designate may establish application deadlines, booking periods, facility restrictions, cancellation requirements, and other administrative controls necessary to ensure efficient administration.

~~11.3.~~12.3. Requests that do not comply with the requirements of this procedure will not be processed.

Reference: Sections 22, 23, 65, 85 School Act

Approved: January 15,2018
Revised: August 15, 2021, June XX, 2026

District Occupational Health and Safety Advisory Committee – Agenda	
Date: June 18, 2026	Location: School District 5
Time: 1:00 p.m. – 3:00 p.m.	Place: B1
Co-Chair: Erin Boehm	Co-Chair: Rosalie Zhukrovsky and Janice Marscher
Mission Statement: *DOHSAC works closely with site-based JOHS committees to support a safer district. We examine information for trends across the district and our diverse workforce in an effort to identify and mitigate upcoming challenges.*	

Roll Call: Jason Tichauer, Erin Boehm, Bridget Fix, Rosalie Zhukrovsky, Denise Damstrom, Haley Culver, Joe Tank, Tanya Waugh, Cassandra Buch (CDTA), Jenn Johns (CDTA). Janice Marschner not in attendance

A. Unfinished Business:

Threat/Violence form updating

Trying to make it easier for staff to complete. We need to adjust the wording. Tier 1 add no meeting required; Tier 2 add was it an accident or intentional; Tier 3 should have would you like a conversation and/or investigation

Need to address the barrier wording to encourage staff to complete

B. New Business:

District wide surveys

Unions discourage staff from using Microsoft account for completing – staff may not trust and don't want to complete, can these surveys be done at a different level?

DoorDash/delivery

We are looking at mandatory visitor badge systems so we know who is coming and going in a school. Possibly locking some access points so people are forced to go to the main office before moving through the schools.

Address homeless camps near schools

Concern of urine/feces, fires and break-ins.

Emergency preparedness

Admin will be trained again in August PVP meeting and will be directed to ensure staff knows procedures when problems with electricity/water/heat/gas issues

C. Education:

Larry Dureski is available to train new members in the new school year (if needed)
Tentative JOHSC training at the end of November for the Valley and Cranbrook.
on how to fill out forms such as EIIR and threat/violence, standardizing minutes

D. Review of City Reporter Inspections

Next Meeting and Adjournment:

Next meeting: October 15, 1 pm
Adjournment: 2:40 pm

Trustee Professional Development

TRUSTEE NAME	KBB AGM	Trustee Academy	BCSTA AGM	Provincial Council	PRO-D AMOUNT	Budget Amount	PERCENT REMAINING
Doug McPhee	403.91	1,957.58	2,414.89		4,776.38		
Bev Bellina			-		-		
Wendy Turner			-		-		
Trina Ayling	233.03	2,085.92	2,476.26		4,795.21		
Chris Johns		2,191.42	2,511.14		4,702.56		
Nicole Heckendorf			2,513.92		2,513.92		
Irene Bischler	403.91		-		403.91		
Alysha Clarke		2,154.26	2,477.91		4,632.17		
Sarah Madsen			2,493.88		2,493.88		
					24,318.03	39,500.00	62.43%

TRUSTEE NAME	YTD TRAVEL AMOUNT	TOTAL PRO-D & TRAVEL	Budget Amount	PERCENT REMAINING	COMMENTS
Doug McPhee		4,776.38			KBB AGM, Trustee Academy, BCSTA AGM
Bev Bellina					
Wendy Turner					
Trina Ayling		4,795.21			KBB AGM, Trustee Academy, BCSTA AGM
Chris Johns		4,702.56			Trustee Academy, BCSTA AGM
Nicole Heckendorf		2,513.92			BCSTA AGM
Irene Bischler		403.91			KBB AGM
Alysha Clarke		4,632.17			Trustee Academy, BCSTA AGM
Sarah Madsen		2,493.88			BCSTA AGM
Totals		**24,318.03**	**39,500.00**	**38%**	

-

*No charge for Bev - Ktunaxa Language Class

SD5 Out of District Staff Travel Summary
2025-2026

Month	Last Name	First Name	Position	Conference	Travel Location	Total Expense	Monthly Total	Pro-D
Jul	Gruggen	Lauren	VP	BCPVPA Foundations	Vancouver	$ 3,860.56		
Jul	Sinclair	Sean	VP	BCPVPA Foundations	Vancouver	$ 3,644.80		
Jul	Pocha	Patti	Payroll and Benefits Manager	Ropin Results with Dayforce	Calgary	$ 1,136.43		
Jul	Reid	Eric	Assistant Manager Operations	ASTSBC Conference	Penticton	$ 2,071.03		
Jul	Wyatt	Dawn	Assistant Manager Operations	ASTSBC Conference	Penticton	$ 2,093.55		
Jul	Primeau	Dillen	Mechanic Foreperson	ASTSBC Conference	Penticton	$ 2,099.55		
Jul	Boehmer	Craig	Vice Principal	BCPVPA Foundations	Vancouver	$ 4,500.70		
Jul	Butler	Paul	Transportation Mechanic	ASTSBC Conference	Penticton	$ 1,895.75		
Jul	Whitlock	Gerry	Transportation Foreperson	ASTSBC Conference	Penticton	$ 2,048.55		
Jul	Tank	Joe	Director Operations	ASTSBC Conference	Penticton	$ 2,143.55		Yes
							$ 25,494.47	
Aug	Johnson	Viveka	Superintendent	Camp Courage	Kananaskis	$ 4,016.35		Yes
Aug	Boehm	Erin	District VP	BCSSA Conference	Whistler	$ 3,310.79		Yes
Aug	Johnson	Viveka	Superintendent	BCSSA Conference	Whistler	$ 3,276.74		
Aug	Tichauer	Jason	Director	BCSSA Conference	Whistler	$ 2,208.92		Yes
Aug	Reimer	Brent	Director	BCSSA Conference	Whistler	$ 2,855.61		Yes
Aug	Kaley	Wasylowich	District Principal	BCSSA Conference	Whistler	$ 2,941.13		Yes
Aug	Kelly	Michael	Director	BCSSA Conference	Whistler	$ 3,474.51		Yes
Aug	Whalen	Sean	Teacher	Justice Institute	New Westminister	$ 3,018.03		
Aug	Miller	John	Bus Driver	Think Driver Instructor Program	Williams Lake	$ 9,511.98		
							$ 34,614.06	
Sep	McPhee	Doug	Chairperson	KBB AGM	Invermere	$ 403.91		
Sep	Ayling	Trina	Trustee	KBB AGM	Invermere	$ 233.03		
Sep	Bischler	Irene	Trustee	KBB AGM	Invermere	$ 403.91		
Sep	Bottoni	Marzia	District Teacher	SILC Conference	Kelowna	$ 159.64		
							$ 1,200.49	
Oct	Sommerfeld	Jason	Principal	GEN AI Leadership Summit	Surrey	$ 1,276.55		
Oct	McKenzie	Ryan	District Teacher	GEN AI Leadership Summit	Surrey	$ 1,468.29		
Oct	Kelly	Michael	Director	GEN AI Leadership Summit	Surrey	$ 1,526.11		
Oct	Reimer	Brent	Director	Compassionate Systems Leadership	Nelson	$ 793.60		
Oct	Boehm	Erin	District VP	Compassionate Systems Leadership	Nelson	$ 924.96		
Oct	Legacy	Sara	YCW	Compassionate Systems Leadership	Nelson	$ 796.93		
Oct	Hamilton	Garrett	Teacher	Compassionate Systems Leadership	Nelson	$ 825.60		
Oct	Priore	Robin	YCW	Compassionate Systems Leadership	Nelson	$ 628.00		
Oct	Reid	Shari	YCW	Compassionate Systems Leadership	Nelson	$ 628.00		
Oct	Horvath	Jen	Teacher	Compassionate Systems Leadership	Nelson	$ 628.00		
Oct	Reid	Eric	Assistant Manager Operations	ASTSBC Executive Meeting	Kelowna	$ 66.64		
Oct	Pierre	Joe	Indigenous Education Coordinator	Outdoor Learning Leadership Conference	Banff	$ 1,736.46		Yes
Oct	Leeden	Amy	Vice Principal	Outdoor Learning Leadership Conference	Banff	$ 1,053.56		Yes
Oct	Hart	Carissa	Principal	Outdoor Learning Leadership Conference	Banff	$ 1,053.56		Yes
Oct	Shully	Leanna	Vice Principal	Outdoor Learning Leadership Conference	Banff	$ 1,547.64		Yes
Oct	Kelly	Michael	Director	Outdoor Learning Leadership Conference	Banff	$ 1,849.91		
Oct	Gaudet	Meghan	Accounting Clerk	KEV School Finance	Vancouver	$ 1,255.85		
Oct	Reid	Eric	Assistant Manager Operations	ASTSBC EFMA Zone Meeting	Nelson	$ 315.00		
Oct	Tank	Joe	Director	ASTSBC EFMA Zone Meeting	Nelson	$ 315.00		
Oct	Wyatt	Dawn	Assistant Manager Operations	ASTSBC EFMA Zone Meeting	Nelson	$ 315.00		
Oct	Tichauer	Jason	Director	Safe School Coordinator Meeting	Surrey	$ 1,005.42		
Oct	Wasylowich	Kaley	District Principal	Mock Audit	Rossland	$ 539.08		
Oct	Russchen	Julie	LST Coordinator	Mock Audit	Rossland	$ 234.44		
							$ 20,783.60	
Nov	Tichauer	Jason	Director	Threat Assessment Workshop	Nelson	$ 300.50		
Nov	Jeeves	Lonnie	IT Manager	IT K12 Conference	Vancouver	$ 2,199.55		
Nov	Bishop	Warren	IT Specialist	IT K12 Conference	Vancouver	$ 1,732.17		

SD5 Out of District Staff Travel Summary
2025-2026

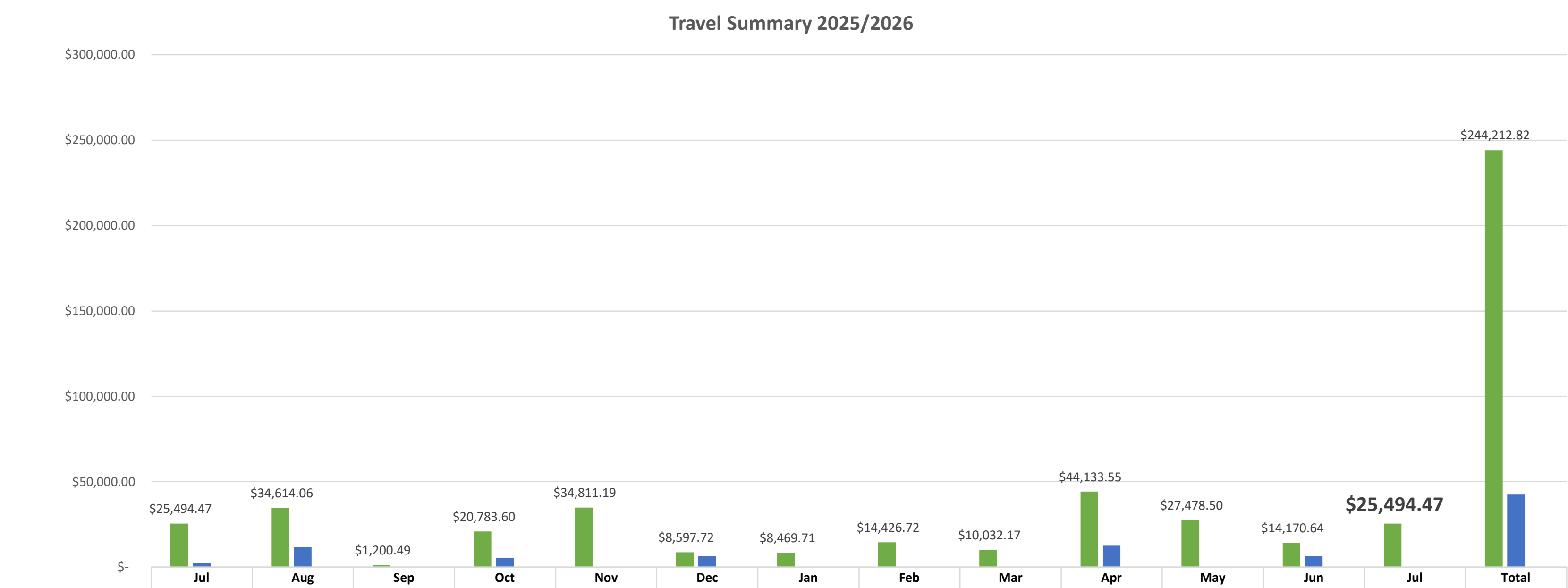
Month	Last Name	First Name	Position	Conference	Travel Location	Total Expense	Monthly Total	Pro-D
Nov	Girimonte	Vince	School Food Coordinator	Basin Food Summit	Nelson	$ 630.65		
Nov	Kelly	Michael	Director	Threat Assessment Workshop	Nelson	$ 507.05		
Nov	Johnson	Viveka	Superintendent	BCSSA Conference	Vancouver	$ 2,142.98		
Nov	Thorn	Aaron	Principal	Threat Assessment Workshop	Nelson	$ 300.50		
Nov	Leeden	Amy	Vice Principal	Threat Assessment Workshop	Nelson	$ 105.00		
Nov	Johnson	Christie	Principal	Threat Assessment Workshop	Nelson	$ 398.76		
Nov	Bailey	Deirdre	Vice Principal	Threat Assessment Workshop	Nelson	$ 300.50		
Nov	Conlin	Kathy	Vice Principal	Threat Assessment Workshop	Nelson	$ 105.00		
Nov	Jones	Erin	Vice Principal	Threat Assessment Workshop	Nelson	$ 834.84		
Nov	Spanos	Chris	Principal	Threat Assessment Workshop	Nelson	$ 594.26		
Nov	Sommerfeld	Christina	Counsellor	Threat Assessment Workshop	Nelson	$ 300.50		
Nov	Adams	Jennifer	Principal	BCPVPA Conference	Victoria	$ 2,029.12		
Nov	Attorp	Jennifer	Principal	BCPVPA Conference	Victoria	$ 1,846.25		
Nov	Leiman	Krysta	SEL Teacher	Mental Health Support	Nisku	$ 1,516.03		
Nov	Holt	Scott	Principal	Resiliency Destination	Victoria	$ 2,587.98		
Nov	Johnson	Viveka	Superintendent	BCSTA Trustee Academy	Vancouver	$ 1,794.12		
Nov	Taylor	Nick	Secretary Treasurer	BCASBO and BCSTA	Vancouver	$ 3,459.08		
Nov	Ayling	Trina	Trustee	BCSTA Trustee Academy	Vancouver	$ 2,085.92		
Nov	Johns	Chris	Trustee	BCSTA Trustee Academy	Vancouver	$ 2,191.42		
Nov	Clarke	Alysha	Trustee	BCSTA Trustee Academy	Vancouver	$ 2,154.26		
Nov	Kaushal	Vintee	Finance Manager	BCASBO	Vancouver	$ 2,737.17		
Nov	McPhee	Doug	Chairperson	BCSTA Trustee Academy	Vancouver	$ 1,957.58		
							$ 34,811.19	
Dec	Skene	Amanda	HR Coordinator	Career Fair	Lethbridge	$ 602.90		
Dec	Boehm	Erin	District VP	Career Fair	Lethbridge	$ 45.00		
Dec	Leduc	Terrace	IESW	FNESC	Vancouver	$ 1,429.69		
Dec	Hekker	Alexis	IESW	FNESC	Vancouver	$ 2,187.35		
Dec	Shatowsky	Teri	IESW	FNESC	Vancouver	$ 2,083.99		
Dec	Peters	Kerry	IESW	FNESC	Vancouver	$ 2,248.79		
							$ 8,597.72	
Jan	Skene	Amanda	HR Coordinator	Career Fair	Calgary	$ 1,595.03		
Jan	Skene	Amanda	HR Coordinator	Career Fair	Edmonton	$ 1,735.64		
Jan	Boehm	Erin	District VP	Career Fair	Calgary	$ 522.00		
Jan	Boehm	Erin	District VP	Career Fair	Edmonton	$ 728.17		
Jan	Boehmer	Craig	Vice Principal	Children's Autism Workshop	Edmonton	$ 2,403.27		
Jan	Bottoni	Marzia	District Teacher	Career Fair	Edmonton	$ 1,485.60		
							$ 8,469.71	
Feb	Wasylowich	Kaley	District Principal	Autism Conference	Edmonton	$ 1,544.95		
Feb	Reid	Eric	Assistant Manager Operations	ASTSBC Meetings	Vancouver	$ 100.00		
Feb	Tank	Joe	Director Operations	Management Workshop	Fairmont	$ 610.14		
Feb	Wyatt	Dawn	Assistant Manager Operations	Management Workshop	Fairmont	$ 610.14		
Feb	Reid	Eric	Assistant Manager Operations	Management Workshop	Fairmont	$ 610.14		
Feb	Runions	David	Buildig Services Foreperson	Management Workshop	Fairmont	$ 610.14		
Feb	Marshall	Jared	Maintenance Foreperson	Management Workshop	Fairmont	$ 610.14		
Feb	Wade	Greg	Maintenance Foreperson	Management Workshop	Fairmont	$ 610.14		
Feb	Lepine	Clint	Maintenance Foreperson	Management Workshop	Fairmont	$ 610.14		
Feb	Jones	Breanne	Payroll and Benefits Coordinator	PEBT Conference	Vancouver	$ 955.28		
Feb	Gaudon	Gizelle	Vice Principal	Reading for the Love of It	Toronto	$ 3,164.48		
Feb	Phillips	Laura-Lee	Principal	Reading for the Love of It	Toronto	$ 3,174.95		
Feb	Skene	Amanda	HR Coordinator	PEBT Conference	Vancouver	$ 1,216.08		
							$ 14,426.72	
Mar	Johnson	Viveka	Superintendent	All Superintendent Meeting	Vancouver	$ 1,177.40		
Mar	Whitlock	Gerry	Transportation Foreperson	Western Canada IC Bus Session	Castlegar	$ 422.65		
Mar	Skene	Amanda	HR Coordinator	CNEHRP	Montreal	$ 2,825.53		
Mar	Boehm	Erin	Vice Principal	CNEHRP	Montreal	$ 2,897.52		

SD5 Out of District Staff Travel Summary
2025-2026

Month	Last Name	First Name	Position	Conference	Travel Location	Total Expense	Monthly Total	Pro-D
Mar	Reimer	Brent	Director	CNEHRP	Montreal	$ 2,709.07		
							$ 10,032.17	
Apr	Taylor	Nick	Secretary Treasurer	BCASBO & BCSTA	Vancouver	$ 2,358.67		
Apr	Johnson	Viveka	Superintendent	BCSTA AGM	Vancouver	$ 2,061.40		
Apr	McPhee	Doug	Chairperson	BCSTA AGM	Vancouver	$ 2,414.89		
Apr	Ayling	Trina	Trustee	BCSTA AGM	Vancouver	$ 2,476.26		
Apr	Johns	Chris	Trustee	BCSTA AGM	Vancouver	$ 2,511.14		
Apr	Madsen	Sarah	Trustee	BCSTA AGM	Vancouver	$ 2,493.88		
Apr	Heckendorf	Nicole	Trustee	BCSTA AGM	Vancouver	$ 2,513.92		
Apr	Clarke	Alysha	Trustee	BCSTA AGM	Vancouver	$ 2,477.91		
Apr	Kelly	Michael	Director	Canadian Assessment Spring Conf.	Vancouver	$ 2,173.65		
Apr	Johnson	Viveka	Superintendent	BCSSA Conference	Vancouver	$ 1,603.61		
Apr	Tichauer	Jason	Director	BCSSA Conference	Vancouver	$ 1,360.14		
Apr	Reimer	Brent	Director	BCSSA Conference	Vancouver	$ 1,338.94		
Apr	Boehm	Erin	Vice Principal	BCSSA Conference	Vancouver	$ 1,359.74		
Apr	Fifield	Shane	Vice Principal	ULead Conference	Banff	$ 1,721.05		
Apr	Popoff	David	Teacher	Postiive Learning Environment	Vancouver	$ 2,813.01		
Apr	Bowker	Wanita	Teacher	Postiive Learning Environment	Vancouver	$ 3,062.54		
Apr	Thorn	Aaron	Principal	Canadian Assessment Spring Conf.	Vancouver	$ 1,897.02		
Apr	Gruggen	Lauren	Vice Principal	Canadian Assessment Spring Conf.	Vancouver	$ 1,806.22		
Apr	Giesbrecht	Laurel	Executive Assistant	MyEducation BC Academy	Vancouver	$ 738.39		
Apr	Kelly	Michael	Director	MyEducation BC Academy	Vancouver	$ 1,660.19		
Apr	Tyson	Brenda	Principal	Canadian Assessment Spring Conf.	Vancouver	$ 2,016.10		
Apr	Russchen	Julie	Learning Services Coordinator	POPFASD	Vancouver	$ 578.65		
Apr	McKeown	Kim	Learning Services Coordinator	POPFASD	Vancouver	$ 696.23		
							$ 44,133.55	
May	Wasylowich	Kaley	District Principal	BC CAISE Spring Conference	Vancouver	$ 2,190.62		
May	Russchen	Julie	Learning Services Coordinator	BC CAISE Spring Conference	Vancouver	$ 2,118.59		
May	Pierre	Joe	InEd Coordinator	TMO Conference	Banff	$ 685.00		
May	Taylor	Nick	Secretary Treasurer	BCASBO Spring Conference	Penticton	$ 2,411.27		
May	Tichauer	Jason	Director	BCSSA Spring Meeting	Rossland	$ 255.24		
May	Boehm	Erin	Vice Principal	BCSSA Spring Meeting	Rossland	$ 255.24		
May	Reimer	Brent	Director	BCSSA Spring Meeting	Rossland	$ 470.34		
May	DeBruyne	Melissa	Accounting Clerk	KEV School Funds Summit	Calgary	$ 964.88		
May	Pocha	Patti	Payroll and Benefits Manager	BCASBO Spring Conference	Penticton	$ 2,667.93		
May	Kaushal	Vintee	Manager of Finance	BCASBO Spring Conference	Penticton	$ 2,825.95		
May	Kelly	Michael	Director	BCSSA Spring Meeting	Rossland	$ 255.24		
May	Wasylowich	Kaley	District Principal	BCSSA Spring Meeting	Rossland	$ 559.88		
May	Tovee	Collette	Speech Language Pathologist	SAC OAC National Conference	Halifax	$ 2,701.72		
May	Minto	Adele	Speech Language Pathologist	SAC OAC National Conference	Halifax	$ 2,821.81		
May	Neufeld	Nicole	Principal	Canadian Principals Conference	Regina	$ 2,447.05		
May	McKeown	Kim	Learning Services Coordinator	BC CAISE Spring Conference	Vancouver	$ 2,139.24		
May	O'Neil	Faye	InEd Coordinator	TMO Conference	Banff	$ 1,708.50		
							$ 27,478.50	
Jun	Jeeves	Lonnie	IT Manager	CIO Meeting	Vancouver	$ 1,934.42		
Jun	Wyatt	Dawn	Assistant Manager Operations	EFMA Conference	Penticton	$ 1,638.30		
Jun	Tank	Joe	Director	EFMA Conference	Penticton	$ 1,624.30		
Jun	Reid	Eric	Assistant Manager Operations	EFMA Conference	Penticton	$ 2,636.52		
Jun	Girimonte	Vince	School Foods Coordinator	Nourishing Futures	Montreal	$ 2,452.56		Yes
Jun	Pocha	Patti	Payroll and Benefits Manager	NPI National Payroll Conference	Montreal	$ 3,884.54		Yes
							$ 14,170.64	
							$ 244,212.82	

SD5 Out of District Staff Travel Summary
2025-2026

Month	Last Name	First Name	Position	Conference	Travel Location	Total Expense	Monthly Total	Pro-D



	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Total
Grand Total Travel	$25,494.47	$34,614.06	$1,200.49	$20,783.60	$34,811.19	$8,597.72	$8,469.71	$14,426.72	$10,032.17	$44,133.55	$27,478.50	$14,170.64	$25,494.47	$244,212.82
Total Pro-D	$2,143.55	$11,529.02	$-	$5,391.22	$-	$6,481.35	$-	$-	$-	$12,577.79	$-	6337.1	$-	$42,316.48
% Pro-D	8%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		17%

Pro-D Allocation	Other Travel
$ -	$ -

Month	Total
Jan	8,469.71
Feb	14,426.72
Mar	10,032.17
Apr	44,133.55
May	27,478.50
Jun	14,170.64
Jul	25,494.47
Aug	34,614.06
Sep	1,200.49
Oct	20,783.60
Nov	34,811.19
Dec	8,597.72
Grand Total	**244,212.82**

Top 10

Name	Total	% of Total
Boehm	$ 10,043.42	10.82%
Boehmer	$ 6,903.97	7.43%
Johnson	$ 16,471.36	17.74%
Kelly	$ 11,446.66	12.33%
Miller	$ 9,511.98	10.24%
Pocha	$ 7,688.90	8.28%
Reid	$ 6,427.33	6.92%
Reimer	$ 8,167.56	8.80%
Skene	$ 7,975.18	8.59%
Taylor	$ 8,229.02	8.86%
Grand Total	$ 92,865.38	100.00%


Second Report
Second Session, 43rd Parliament

Report on the BUDGET 2027 CONSULTATION

Select Standing Committee
on Finance and Government Services

August 2026


LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

August 11, 2026

To the Honourable the
Legislative Assembly of the
Province of British Columbia

Honourable Members:

I have the honour to present herewith the Second Report of the Select Standing Committee on Finance and Government Services for the Second Session of the 43rd Parliament. This report covers the Committee's work in regard to the Budget 2027 Consultation as approved by the Committee.

Respectfully submitted on behalf of the Committee,

Paul Choi, MLA
Chair

CONTENTS

Composition of the Committee 4

Terms of Reference 5

Executive Summary 6

Consultation Overview 9

Budgetary and Fiscal Policy 12

Children and Youth 17

Culture, Tourism, and Sport 23

Environment and Parks 27

Health Care 34

Housing, Local Government, and Libraries 52

Infrastructure, Economic Growth, and Labour 60

K-12 Education 67

Natural Resources and Energy 73

Post-Secondary Education and Skills Training 80

Public Safety, Justice, and Emergency Preparedness 86

Social Services 95

Transportation and Transit 103

Summary of Recommendations 107

Appendix A: Consultation Participants 111

COMPOSITION OF THE COMMITTEE

MEMBERS

Paul Choi, MLA, Chair
Burnaby South-Metrotown

Donegal Wilson, MLA, Deputy Chair
Boundary-Similkameen

Rohini Arora, MLA
Burnaby East

Steve Morissette, MLA (*to March 31, 2026*)
Kootenay-Monashee

Bryan Tepper, MLA
Surrey-Panorama

Qwulti’stunaat / Debra Toporowski, MLA (*from March 31, 2026*)
Cowichan Valley

COMMITTEE STAFF

Darryl Hol, Committee Clerk

Katey Stickle, Senior Research Analyst

Natalie Beaton, Committee Research Analyst

Jared Brown, Committee Research Analyst

Mary Heeg, Committee Research Analyst

Hanna Kim, Committee Researcher

Danielle Migeon, Committee Researcher

Alexa Neufeld, Parliamentary Committees Officer

Sean Morgado, Committees Coordinator

Kayla Wilson, Committees Coordinator

TERMS OF REFERENCE

On February 19, 2026, the Legislative Assembly agreed that the Select Standing Committee on Finance and Government Services be empowered to exercise oversight of each of the following statutory officers: Auditor General, Chief Electoral Officer, Conflict of Interest Commissioner, Human Rights Commissioner, Information and Privacy Commissioner and Registrar of Lobbyists, Merit Commissioner, Ombudsperson, Police Complaint Commissioner, and Representative for Children and Youth. This includes:

1. considering and making recommendations on the annual reports, rolling three-year service plans, budgets, and any other matters respecting the effective and efficient administration of each statutory office;
2. inquiring into and making recommendations with respect to other matters brought to the Committee's attention by a statutory officer; and
3. considering and making decisions regarding the terms and conditions of employment of each statutory officer arising as a request of a statutory officer during their term of appointment.

That the Committee be designated as the Committee referred to in sections 6, 7, 19, 20, 21 and 23 of the *Auditor General Act* (S.B.C. 2003, c. 2) and that the report in section 22 of the Auditor General Act (S.B.C. 2003, c. 2) be referred to the Committee.

That the Committee be designated as the Committee referred to in sections 47.02 and 47.03 of the *Human Rights Code* (R.S.B.C. 1996, c. 210).

That the Committee be designated as the Committee referred to in section 3 of the *Budget Transparency and Accountability Act* (S.B.C. 2000, c. 23).

That the Committee be designated as the Committee referred to in section 21 of the *Economic Stabilization (Tariff Response) Act* (S.B.C. 2025, c. 11).

That, in addition to the powers previously conferred upon the Select Standing Committees of the House, the Select Standing Committee on Finance and Government Services be empowered to:

1. appoint of its number one or more subcommittees and to refer to such subcommittees any of the matters referred to the Committee and to delegate to the subcommittees all or any of its powers except the power to report directly to the House;
2. sit during a period in which the House is adjourned, during the recess after prorogation until the next following Session and during any sitting of the House;
3. conduct consultations by any means the Committee considers appropriate;
4. adjourn from place to place as may be convenient; and
5. retain personnel as required to assist the Committee.

That the Committee report to the House as soon as possible; and that during a period of adjournment, the Committee deposit its reports with the Clerk of the Legislative Assembly, and upon resumption of the sittings of the House, or in the next following Session, as the case may be, the Chair present all reports to the House.

EXECUTIVE SUMMARY

The Select Standing Committee on Finance and Government Services (the Committee) conducts an annual consultation on the upcoming provincial budget. British Columbians were invited to share their priorities for Budget 2027 between June 1 and June 19, 2026. The Committee received written input and held 16 public hearings across the province.

During the consultation period, the Committee received 387 presentations and 1,102 written submissions. The Committee acknowledges the significant input received from British Columbians, which reflected a broad range of priorities and needs across the province. Members extend their appreciation to the many organizations, communities, and individuals who took the time to participate in the consultation process and share their perspectives.

This report includes a comprehensive summary of the input shared by British Columbians during the consultation, the Committee's discussions which led to its recommendations, and the Committee's 81 recommendations. The report is organized by themes which are presented in alphabetical order; the numbering of recommendations does not indicate priority.

The Committee recognizes the challenging fiscal circumstances facing BC and the difficult decisions required to balance growing demands for public services, infrastructure, and affordability supports with responsible financial management. Members reflected on four overarching priorities: planning for the future through strategic and upstream investments, enabling sustainable economic growth, supporting communities and sector capacity through stable long-term investments, and maintaining the core services that British Columbians rely on.

Through its recommendations, the Committee seeks to identify key priorities for the next fiscal year based on the input it received through its consultation. Members anticipate that government will continue to work with the necessary sectors and organizations on how best to implement these recommendations in Budget 2027.

PLANNING FOR THE FUTURE

The Committee recognizes the importance of planning ahead to address future challenges and reduce costs over the long term. Members emphasize the value of strategic and upstream investments, early action, and preventative measures that improve long-term outcomes and help avoid more costly interventions in the future.

Members highlight the importance of forward-looking public infrastructure planning. In particular, the Committee recommends the development of a ten-year infrastructure plan to guide future investments by both government and the private sector. Members also emphasize the importance of investing in transportation and local infrastructure to support future population growth, facilitate the movement of goods and people, and strengthen long-term economic development throughout the province.

In health care, the Committee recommends targeted investments in disease prevention, including expanding access to vaccines and immunization programs. Members also emphasize the importance of helping seniors age at home and accelerating the development of long-term care capacity to address the needs of a growing and aging population.

Members further highlight the importance of long-term planning across a range of sectors, including the development of a strategic plan for BC's arts and culture sector and a multi-year strategy to expand public transit connections between regional hubs and rural and remote communities, helping to improve accessibility, connectivity, and economic opportunities throughout the province. The Committee also identifies opportunities for upstream investments to help prevent youth homelessness and reduce poverty over the long term.

Regarding emergency preparedness, the Committee emphasizes the need to strengthen resilience through preparedness and risk-reduction measures. Members call for the implementation of the BC Flood Strategy, investments to reduce wildfire risks, and the renewal of the Local Government

Climate Action Program, recognizing the importance of mitigating future costs and protecting communities.

ENABLING ECONOMIC GROWTH

The Committee emphasizes the importance of fostering economic growth and attracting investment to support BC's long-term prosperity and economic resilience. Members call for measures to strengthen the province's competitiveness and build greater economic independence by creating conditions that encourage business development, private sector investment, and job creation across a range of industries. The Committee further recognizes that sustained economic growth helps generate government revenues needed to maintain public services, invest in critical infrastructure, and address emerging provincial priorities.

The Committee highlights the importance of maintaining a competitive regulatory and tax environment that supports business growth, investment, and employment while preserving public confidence and accountability. Members recommend measures to improve competitiveness, including a regulatory reduction strategy, a review of certain Provincial Sales Tax policies, and a "Buy BC" procurement approach to support domestic production and local businesses.

Members also identify opportunities to strengthen resource-based economic development by improving permitting and regulatory processes, supporting First Nations' capacity to participate in project reviews, and reviewing forest tenure arrangements to ensure they are meeting their intended objectives. The Committee notes opportunities to support emerging and high-growth industries through investments in sectors such as quantum computing and policies that encourage the growth, retention, and commercialization of technology companies in BC.

Members further emphasize the importance of long-term workforce planning to ensure British Columbians have the skills needed to meet current and future labour market demands. Recommendations include improving alignment between post-secondary education and labour market needs, addressing barriers within immigration and international student systems, and strengthening supports that help immigrants and refugees integrate into BC's workforce.

Finally, the Committee notes the importance of sound fiscal management as a driver of economic growth and investment. Members recommend a disciplined fiscal framework that includes targeted spending reviews, transparent reporting, clear fiscal objectives, and measures aimed at improving the province's long-term financial sustainability.

SUPPORTING COMMUNITIES AND SECTOR CAPACITY

The Committee acknowledges the importance of supporting communities and building the capacity of different sectors through stable, predictable, multi-year investments that support long-term planning, organizational stability, and effective service delivery.

Members highlight the need to strengthen communities through investments in housing, public infrastructure, and local institutions. Recommendations include supporting the development of attainable housing, increasing funding for public libraries, and strengthening accountability and oversight mechanisms for local governments.

The Committee recognizes the critical services provided by social service and not for profit organizations, and supports multi-year funding agreements that provide greater certainty, reduce administrative burden, and strengthen service delivery. The Committee also highlights the importance of long-term investments in agriculture to support food security, economic development, and the sector's long-term competitiveness and resilience.

To ensure a strong and sustainable post-secondary sector, Members highlight the need to ensure post-secondary institutions, particularly those serving rural and remote communities, have sufficient resources to address rising costs while supporting local and regional workforce needs. The Committee also underscores the importance of maintaining the Tuition Limit Policy to ensure affordability and predictability for domestic students.

The Committee recognizes the importance of strengthening fish and wildlife conservation efforts and addressing the growing threat of invasive species. Members emphasize increasing dedicated conservation funding and directing revenues toward conservation initiatives. The Committee further highlights the need for stable core funding for invasive species operations, education, and awareness, alongside strengthened regulatory oversight, performance measurement, and enforcement.

MAINTAINING CORE SERVICES

The Committee recognizes the importance of maintaining and stabilizing core public services across BC, particularly in a challenging fiscal environment. Members note that requests for additional funding were received across virtually every sector, reflecting growing demands on public services, infrastructure, and community supports throughout the province. The Committee emphasizes the need to prioritize investments that maintain essential services while supporting long-term sustainability and positive outcomes for British Columbians.

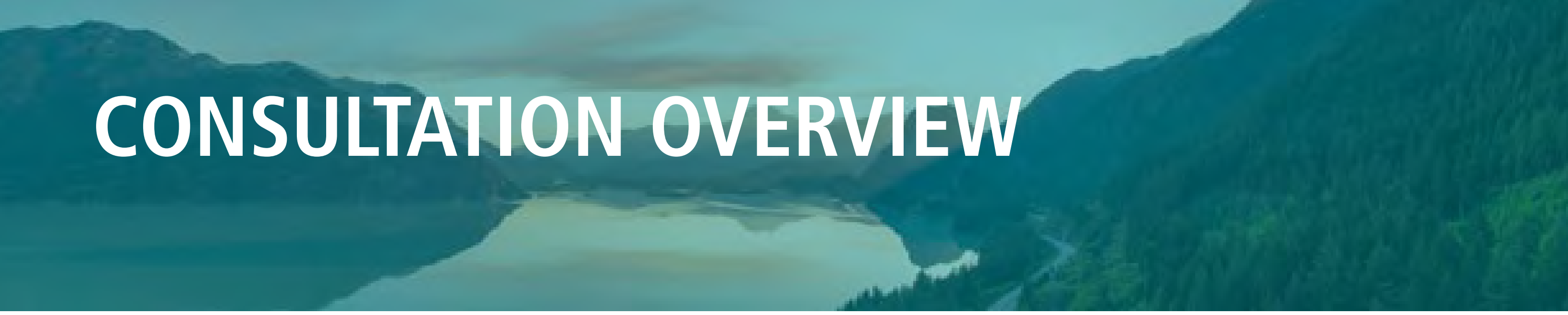
In health care, Members emphasize maintaining and expanding access to timely, high-quality care. Recommendations focus on strengthening health services throughout the province, increasing access for seniors and rural communities, addressing capacity pressures, reducing wait times, and supporting both preventative health initiatives and critical infrastructure investments.

The Committee emphasizes the importance of stable, long-term investments in services that support children, youth, and families. Members highlight the need for sustainable operational and capital funding for licensed childcare programs to support families and workforce participation, as well as improved coordination among service providers when responding to cases of child and youth abuse. The Committee also notes ongoing pressures facing the K-12 education system and advocates for revising education funding models to better reflect actual costs, increasing classroom supports, particularly in primary classrooms, and accelerating capital approvals and investments in school infrastructure to ensure safe and functional learning environments for students.

In public safety, the Committee emphasizes the need to address capacity pressures across the justice system to meet growing demand and respond effectively to complex community needs. Members call for measures to strengthen the capacity and effectiveness of public safety and justice institutions through investments in workforce capacity and modernized systems. The Committee also emphasizes the importance of coordinated planning and accountability across housing, justice, health, and community-based services to support integrated responses to intimate partner violence.

CONCLUSION

Despite ongoing fiscal and economic pressures, the Committee recognizes the importance of maintaining essential services while supporting long-term growth and resilience. The input received throughout the consultation process highlighted a broad range of priorities across the province. The Committee's recommendations reflect a shared emphasis on planning for the future through upstream investments, enabling sustainable economic growth, supporting strong and resilient communities, and maintaining the core public services that British Columbians rely on. Members also recognize that sustainable economic growth is critical to generating the revenues needed to support public services, infrastructure, and community wellbeing.



CONSULTATION OVERVIEW

BACKGROUND

The *Budget Transparency and Accountability Act* requires the Minister of Finance to publish an annual budget consultation paper outlining the main issues to be considered in preparing the next provincial budget. The paper must be referred to a select standing committee of the Legislative Assembly, which is responsible for carrying out a consultation and reporting on its results. The Legislative Assembly has assigned this duty to the Select Standing Committee on Finance and Government Services.

BUDGET CONSULTATION PAPER

The *Budget 2027 Consultation Paper* was released on May 11, 2026 and highlighted the provincial government's efforts to strengthen BC's economic independence while addressing current economic uncertainty. The paper identified government's priorities, including safeguarding critical services, investing in BC's future, updating the tax system, building sustainable capital plans, managing government expenses, and making safer communities. The paper also highlighted initiatives tied to these priorities, emphasizing government's ongoing work as well as its planned actions to address identified issues. The paper sought input from British Columbians on priorities for the 2027 provincial budget and how government can build a stronger future.

MINISTER OF FINANCE BRIEFING

On May 26, 2026, the Minister of Finance, the Honourable Brenda Bailey, appeared before the Committee to present the *Budget 2027 Consultation Paper.* In her remarks, the Minister highlighted the importance of the Committee's consultation as a key democratic process for hearing directly from British Columbians regarding the upcoming budget and as a tool for shaping informed and responsive government. The Minister also noted the economic uncertainty the province faces, such as ongoing trade tensions with the United States and geopolitical instability affecting global energy supply chains. She highlighted the importance of strengthening economic resilience and pursuing new opportunities within BC.

The Minister provided an overview of Budget 2026, stating that major priorities included funding services that people rely on and creating prosperity across BC. She further outlined investments in workforce development, such as increased funding for skilled trades training and support for highly qualified professionals. In addition, the Minister stated that Budget 2026 included a range of supports for business and industry, and funding for infrastructure with a capital plan supporting the construction and expansion of schools, hospitals, transportation systems, and student housing. To address fiscal pressures, the Minister explained that Budget 2026 introduced targeted revenue measures and expenditure management measures, such as reducing the size of the broader public sector workforce.

The Minister ended her presentation with an emphasis that government seeks to balance economic growth with the protection of essential services. She reaffirmed government's commitment to continued investment in core services and encouraged British Columbians to participate in the Committee's consultation to help inform the next provincial budget.

In response to questions from the Committee regarding the focus of the Budget 2027 consultation, the Minister answered that while many people approach government seeking additional funding, current fiscal constraints mean the focus must be on understanding public priorities, identifying tradeoffs, and finding inefficiencies so existing resources can be used more effectively. The Minister highlighted the importance of hearing directly from citizens and underscored the value of the Committee's work, and shared her Ministry's commitment to carefully review the Committee's report.

CONSULTATION PROCESS

The Committee's public consultation was held from June 1 to June 19, 2026. During this time, British Columbians were invited to provide input by appearing before the Committee at a public hearing or submitting written input. Participants were asked to focus their input on up to three recommendations for the next provincial budget.

Various approaches were used to encourage participation in the consultation, including media releases, radio and podcast advertisements, advertisements in local newspapers, online and social media advertisements, social media outreach, and direct engagement with Members of the Legislative Assembly, constituency offices, and other stakeholders.

The Committee received requests to present from over 500 organizations and individuals and was able to accommodate 387 presentations at its public hearings. Public hearings were held in a hybrid format with presenters appearing via Zoom videoconferencing and in-person in Victoria, Vancouver, Burnaby, Kelowna, Castlegar, Cranbrook, Kamloops, Prince George, Dawson Creek, Smithers, Mission, and Nanaimo. In addition to the presentations, the Committee received 1,102 written submissions.

A list of organizations and individuals that participated in the consultation is available in Appendix A.

MEETING SCHEDULE

2nd Session, 43rd Parliament

February 25, 2026	Planning
April 24, 2026	Planning
May 26, 2026	Presentation of the *Budget 2027 Consultation Paper*
June 1, 2026	Public Hearing (Victoria)
June 2, 2026	Public Hearing (Victoria)
June 3, 2026	Public Hearing (Victoria)
June 4, 2026	Public Hearing (Victoria)
June 5, 2026	Public Hearing (Victoria)
June 8, 2026	Public Hearing (Vancouver)
June 9, 2026	Public Hearing (Burnaby)
June 15, 2026	Public Hearing (Kelowna)
June 15, 2026	Public Hearing (Castlegar)
June 16, 2026	Public Hearing (Cranbrook)
June 16, 2026	Public Hearing (Kamloops)
June 17, 2026	Public Hearing (Prince George)
June 17, 2026	Public Hearing (Dawson Creek)
June 18, 2026	Public Hearing (Smithers)
June 18, 2026	Public Hearing (Mission)
June 19, 2026	Public Hearing (Nanaimo)
July 14, 2026	Deliberations
July 14, 2026	Deliberations
July 15, 2026	Deliberations
July 22, 2026	Deliberations
July 23, 2026	Deliberations
July 29, 2026	Deliberations
July 30, 2026	Deliberations; Adoption of Report


Dawson Creek
Smithers
Prince George
Vancouver
Kamloops
Cranbrook
Burnaby
Kelowna
Nanaimo
Mission
Castlegar
Victoria

BUDGETARY AND FISCAL POLICY

BUDGETARY POLICY

The Committee received a large volume of input related to balancing the budget and reducing provincial debt. Many participants recommended reducing government spending, with some advocating for debt reduction over a specific period or reducing discretionary or contingency spending. Other participants recommended increasing revenue, creating jobs, and attracting investment. The Greater Langley Chamber of Commerce emphasized the importance of prioritizing how government spending is managed, and the economic impacts and uncertainty related to a large deficit, noting that debt servicing costs take money away from other initiatives. The BC Chamber of Commerce stated that a predictable, fiscally sustainable government is essential for business confidence. The organization emphasized that fiscal choices should reinforce long-term productivity and economic growth to align with the realities facing local job creators.

With respect to strategies for reducing spending, some participants advocated for comprehensive spending reviews, some indicated specific priority areas, and others urged for more responsive budgets and public consultation. Noting increases in operating and capital spending, the provincial debt, and debt-servicing costs, as well as decreases in the province's credit rating, the Business Council of British Columbia recommended government review operating spending. Participants highlighted spending priorities including health care, education, emergency services, transportation, and climate resilience. Generation Squeeze recommended monitoring the balance of spending across age groups, as well as the ratio of spending on social supports relative to health care, noting that social supports are the building blocks of health and wellbeing. One organization suggested better cross-government collaboration. The Christina Gateway Community Development Association noted that when a funding decision is made within a single ministry, it may create an unwanted negative impact on other areas. The organization emphasized the need for a more coordinated, whole-of-government approach to budgeting, which evaluates the interconnected impacts, trade-offs, and long-term consequences of funding decisions, especially in rural communities.

Many participants highlighted a need for increased transparency with respect to government spending, with some noting that a lack of transparency contributes to distrust in public institutions. One participant called for a user-friendly public dashboard for all provincial spending that includes all ministry expenditures, procurement contracts, and discretionary grants within 30 days of payment. They stated that increasing transparency would reduce reliance on freedom of information requests. Other participants emphasized major projects, legislated accountability mechanisms, comprehensive evaluation frameworks, and timely reporting as areas for improvement.

PUBLIC SERVICE

The public service was a common theme across input related to fiscal policy, with several participants calling for a reduction in its size. The Committee heard a few recommendations to reduce compensation for both public servants and Members of the Legislative Assembly, with some calling for a wage freeze, and others for lower benefits. Conversely, a couple of participants advocated for an end to the hiring freeze in the public service and for more positions in statutory offices.

The Committee also heard about the need to improve administrative efficiencies within the public service. One participant expressed concern that public spending growth has not translated into improved service delivery, especially in health care. They called for reduced bureaucratic structures in all areas of government including hospital administration. Another participant pointed to duplication and redundancies in IT and software licensing that could be consolidated.

GENERAL TAXATION AND REGULATORY MEASURES

With respect to taxation, the Committee received many recommendations to cut taxes generally, with some participants advocating for reduced taxes for certain demographics including seniors, middle-income earners, and families. Other participants recommended broad tax reform. Highlighting the impact of tax increases on businesses, the Greater Vernon Chamber of Commerce recommended a comprehensive assessment of the cumulative tax impact on housing, construction, and commercial development. Similarly, the Kamloops & District Chamber of Commerce recommended establishing an independent commission to review the provincial taxation system. Noting concerns about affordability and the poverty rate, the BC Society for Policy Solutions recommended a number of tax reforms to reduce income and wealth inequality, increase provincial revenues, and ensure the public and First Nations get a fair return from the profits generated by natural resources, including convening a citizens' assembly on tax reform.

Several participants recommended increased taxes for wealthy individuals, with some outlining specific income or asset thresholds. Disability Action of Canada stated that wealth disparity should be addressed through measures such as tax incentives for wealthy individuals, targeted taxes on corporations, or financial transaction fees that would generate funding to reduce poverty and support disability income assistance. Similarly, East Kootenay Climate Hub noted that a wealth tax would help address increasing disparity by moving a modest share of extreme wealth into the public good.

The Committee also heard about industry specific impacts from taxes and policies. Restaurants Canada stated that labour-related policies have significantly increased restaurant operating costs in BC, where labour already represents a high share of revenues and profit margins are thin. The organization noted that targeted changes to employer-paid sick leave and the Employer Health Tax would give restaurants cost relief, support hiring and workforce participation, and help businesses reinvest in local economies.

Regarding regulations, some participants called for reducing the regulatory burden. Canadian Manufacturers & Exporters stated that manufacturers face a growing and often duplicative regulatory burden. The organization recommended adopting a formal regulatory reduction and competitiveness strategy that sets measurable reduction targets, accelerates approvals, limits duplication, and requires assessment of the economic impact of new regulations on investment and competitiveness before they are implemented. With respect to the financial industry, Vancity recommended streamlining the regulatory approval processes for credit union mergers, noting that a simplified process for smaller credit unions joining with larger, well-capitalized partners would support the overall health of the credit union sector. Highlighting the negative impact of fragmented regulatory regimes on product offerings and operational efficiencies, Canadian Bankers Association recommended harmonizing key financial-sector requirements across Canada, including privacy obligations, consumer market conduct protections, over-the-counter derivatives participation fees, account transfer frameworks, and rules supporting credit union amalgamations. Fidelity Investments Canada ULC recommended updating securities regulations to make electronic delivery of investment-related information the default method of communication, rather than mail delivery, to improve customer service. The Committee also heard from an individual who recommended conducting a feasibility study on establishing a public bank in BC, similar to those that exist in other countries including France, Norway, and Japan. The individual suggested that this model could generate net benefits annually for the public sector through a combination of lower financing costs, retained earnings, and public purpose lending.

The Committee also received recommendations to expand ICBC's mandate into additional lines of insurance, while conversely receiving recommendations to end its monopoly on vehicle repair.

PROVINCIAL SALES TAX (PST)

The Committee received many recommendations related to the PST. Chartered Professional Accountants of British Columbia stated that the PST places the province at a competitive disadvantage by taxing business inputs without offering broad input tax credits, leading to higher costs, tax cascading, and reduced investment. The organization recommended reforming the sales tax system to a value-added tax model to improve neutrality, simplify administration, enhance competitiveness, and better align with best practices for modern tax systems. Tax Executive Institute specifically recommended replacing the PST with a harmonized sales tax. The organization stated that harmonization would reduce costs for businesses by eliminating tax cascading, lowering the cost of capital investment, and removing interprovincial trade barriers.

Several participants recommended pausing or reversing the expansion of the PST on professional services, with many noting that this will have a negative impact on businesses which are already facing increased costs. The Canadian Federation of Independent Business shared that 80 percent of businesses surveyed by the organization are opposed to this expansion and 72 percent are likely to pass the cost on to customers. Similarly, Building Owners and Managers Association of British Columbia stated that these changes will add significant costs to operating existing commercial buildings and cost increases will be passed on to tenants. The organization also noted that the changes will add administrative complexity and confusion around definitions and unclear expectations, noting that unlike other provinces such as Ontario, BC businesses cannot recover these costs through tax credits. The Electrical Contractors Association of BC stated that applying PST to items like engineering and architectural services will make it more expensive to build projects in BC, including for the public sector. Similarly, BC Real Estate Association stated that applying the PST to commercial real estate services will increase costs at every stage of housing development, reducing project feasibility, leading to project delay or cancellation, and limiting supply. YRB Management Corp. recommended that the expansion should exempt related parties from charging PST on services provided to members of a group under common ownership and who do not offer fee for services to unrelated parties. The organization stated that the expansion doesn't apply to employees who do accounting and payroll work for the company they work for, and that similar work performed by employees whose wages are billed to companies under common ownership is not materially different from that. Further, the organization added that if this exemption is not provided, the accounting and payroll work it does for its companies will become seven percent more costly, but competitors who do this work as a single company will experience no change.

Some participants recommended changes to the PST with respect to car sales and vehicle rentals. The New Car Dealers of British Columbia noted that the luxury tax on new vehicles has remained at $55,000 for 20 years, while the average vehicle price is now $66,000. The organization recommended eliminating the luxury tax on vehicles or modernizing the policy to ensure it applies only to true luxury vehicles. Both the Associated Canadian Car Rental Operators and Enterprise Mobility recommended exempting short-term car rentals from the Provincial Sales Tax Bulletin 116, which they stated applies the luxury vehicle tax to these rentals. Turo, a car-sharing platform where people provide access to their personal vehicles, noted that when a host purchases a vehicle, they pay PST on that purchase, but when a large rental company purchases a vehicle, they do not. The organization stated that closing this loophole would level the playing field between car rental companies and average Canadians and could yield $100 million in tax revenue.

INDIGENOUS PEOPLES

With respect to Indigenous Peoples and reconciliation, the Committee heard from a few participants who supported funding related to Declaration on the Rights of Indigenous Peoples Act as well as from others who were opposed to the legislation and related funding. The Union of British Columbia Indian Chiefs stated that effective implementation of the Declaration on the Rights of Indigenous Peoples Act depends on First Nations governments and organizations participating fully in legislative alignment, policy development, governance initiatives, and government-to-government decision-making processes. The organization noted that the Declaration Act Engagement Fund provides important support to First Nations in BC; however, demand exceeds available resources, and without renewed investment, many Nations will continue to face barriers to participating in implementation efforts. Similarly, Kelly Lake Métis Settlement Society stated that without dedicated capacity, Métis communities cannot participate equally in consultation, recognition, or government-to-government processes. The organization stated that a $3 million investment would support the governance, research, legal, policy, and community capacity it needs for meaningful rights-based dialogue.

COMMITTEE DISCUSSION

Reflecting on the input received during the consultation, the Committee noted that the recommendations put forward exceed available government resources, highlighting the need for disciplined spending, clear priorities, and a focus on ensuring taxpayers receive value for money. The Committee acknowledged that communities want future spending to prioritize core public services while addressing affordability pressures facing British Columbians. Members discussed the importance of examining the full range of factors that influence the cost of living, exploring sustainable revenue options, and supporting economic growth through measures such as attracting international investment to help maintain service levels and strengthen the province's fiscal capacity.

The Committee highlighted the need for coordination in budgetary policy, discussing the benefits of taking a coordinated approach to budgeting and decision-making across government, including considering both financial and community impacts. Members highlighted the importance of using cross-ministry data to support decisions, planning for long-term costs and benefits, and ensuring programs are delivering the intended results. Members also emphasized the importance of regular spending reviews and implementing mechanisms to ensure investments are achieving intended outcomes. The Committee discussed the need for outcome-based funding models and evaluations of major investments, especially for multi-year funding agreements, to improve accountability, effectiveness, and long-term planning.

Regarding the public service, the Committee acknowledged the importance of the continued reduction of the provincial bureaucracy. Committee Members emphasized that these reductions should not impact positions responsible for core front-line service delivery.

The Committee noted that several participants highlighted a need for greater transparency regarding government spending and decision making. Committee Members suggested that increased transparency could support efforts to reduce spending, improve government efficiency, and optimize the use of public funds. Committee Members acknowledged that some government data is publicly available online but noted that it is not necessarily easy for people to search for specific information within documents. As such, the Committee agreed that a user-friendly single access point would improve the user experience and make it easier for people to search for and find information, including ministry expenditures, procurement contracts, and discretionary grants. Members also emphasized the importance of proactive data sharing to improve transparency, noting that this would help to reduce the need for freedom of information requests.

Turning to taxation and regulatory measures, the Committee emphasized the need to review the provincial taxation system through an independent examination of current tax policies and proposed reforms, with a focus on effectiveness, efficiency, and consultation with affected sectors. Further, the Committee agreed on the need for a strategy to cut red tape that sets measurable reduction targets, accelerates approvals, limits duplication, and requires the economic impact of new regulations on investment and competitiveness to be assessed before they are implemented. Reflecting on input from financial institutions, the Committee considered the positive impacts of harmonizing financial-sector requirements with other Canadian jurisdictions and removing unnecessary administrative obstacles to business activity, noting that these changes could improve productivity, competitiveness, and economic resilience. Also regarding interprovincial barriers, some Members highlighted the benefits of waiving the out-of-province vehicle inspection requirement for newer passenger vehicle rental cars being re-plated in BC. The Committee also noted the benefits of exploring new ways to fund public projects, including evaluating the feasibility of establishing a provincial public bank.

The Committee acknowledged repeated input from many participants on the expansion of the PST to certain professional services. Members reflected on concerns raised by businesses across several sectors who stated that the expansion would negatively impact them and how increased costs from the expansion would be ultimately passed on to consumers. The Committee also discussed how this may affect the treatment of accounting, bookkeeping, and payroll services provided between related entities. Members highlighted that exempting services provided within groups under common ownership, where the service provider does not offer services to external clients, could reduce administrative burden, simplify tax compliance, and better align tax policy with internal business operations.

Reflecting on input related to taxation on vehicles, the Committee highlighted that the luxury vehicle tax no longer reflects the current market for new vehicles and re-emphasized its recommendation from its *Report on the Budget 2026 Consultation* to raise the threshold of that tax, highlighting that this would help to improve affordability for British Columbians. Further, the Committee discussed the possible benefits of targeting a luxury tax to other luxury consumer items. Regarding rental vehicles, the Committee recognized the need to simplify taxes related to the initial purchase and rental costs, and noted the need to close the tax loophole that exempts car rental agencies from PST on vehicle purchases.

The Committee acknowledged receiving several submissions expressing anti-Indigenous sentiment, including objections related to the uncertainty around implementation of the *Declaration on the Rights of Indigenous Peoples Act*. Committee Members reiterated the importance of working together with Indigenous groups to ensure economic prosperity for all British Columbians.

RECOMMENDATIONS

The Committee recommends to the Legislative Assembly that the provincial government:

1. Establish a strong fiscal plan that includes targeted spending reviews, clear deficit reduction targets, a declining debt-to-GDP ratio, and transparent reporting to spur economic growth.
2. Continue to reduce the size of the provincial public service, while maintaining front-line service delivery.
3. Increase transparency by creating a more user-friendly public access point for government data and expanding proactive disclosure of information.
4. Adopt a formal regulatory reduction and competitiveness strategy for BC.
5. Repeal the planned Provincial Sales Tax expansion to professional services to simplify and streamline taxation systems.
6. Raise the threshold of the luxury vehicle tax to better reflect the average price of vehicles.
7. Revise Provincial Sales Tax treatment for vehicle rentals by closing existing tax exemptions and applying a flat seven per cent Provincial Sales Tax based on the rental cost rather than the value of the vehicle.

K-12 EDUCATION

CAPITAL FUNDING

Multiple school districts and individuals emphasized that safe, modern schools are essential learning environments and indicated that significant deferred maintenance and new construction needs remain unaddressed. School District No. 5 (Southeast Kootenay) stated that school districts are facing urgent challenges related to aging infrastructure, rising maintenance costs, outdated systems, and safety risks. The district called for accelerated investments in modern school facilities to ensure safe and functional learning environments and highlighted Mount Baker Secondary School as an example of a school requiring significant upgrades. Similarly, the District Parent Advisory Council from School District No. 73 (Kamloops-Thompson) noted that school facilities across the province are aging, overcrowded, and increasingly unable to meet the needs of growing communities. It recommended the development of a five-year plan to address the province's capital funding gap. Similarly, School District No. 39 (Vancouver) highlighted the need to accelerate capital approvals and increase investment, deferred maintenance, accessibility improvements, and climate-resilient school infrastructure.

Multiple participants also raised concerns about the growing reliance on portable classrooms. They explained that portables are increasingly being used as long-term learning spaces, while many associated costs continue to be absorbed through operating budgets. The District Parent Advisory Council from School District No. 73 (Kamloops-Thompson) recommended funding portables as capital expenditures, noting that although portables are intended as temporary structures, they often remain in service for extended periods and can involve substantial costs related to acquisition and maintenance.

Several participants noted that many schools remain at high seismic risk and emphasized the need for continued investment in seismic upgrades and high-priority projects. School District No. 38 (Richmond) recommended accelerating investment in the School Seismic Mitigation Program through predictable project approvals and funding and completing remaining high-risk upgrades by 2030. The district stated that accelerating seismic mitigation efforts would improve student safety, reduce long-term costs, and strengthen community resilience.

In addition to province-wide priorities, some districts identified local infrastructure needs. School District No. 38 (Richmond) requested capital funding for the new Richmond City Centre School to accommodate anticipated population growth and urban densification. The Nanaimo Ladysmith Public School Board outlined the urgent need to replace Nanaimo District Secondary School, noting that the facility no longer meets modern safety, capacity, or educational standards and faces structural and seismic risks.

OPERATIONAL FUNDING

The Committee also received extensive input regarding operational funding. Multiple participants indicated that operating funding has not kept pace with inflation, enrolment growth, negotiated wage settlements, and increasingly complex student needs. School District No. 23 (Central Okanagan) and School District No. 62 (Sooke) noted that districts are experiencing significant cost increases across all areas of operation, often requiring resources to be redirected from classrooms and student supports to address inflationary pressures. School District No. 6 (Rocky Mountain) and School District No. 42 (Maple Ridge – Pitt Meadows) recommended dedicated funding for technology infrastructure and cybersecurity to support digital learning, protect student information, and meet provincial information security requirements. In addition, several participants called for increased core funding, so that districts are not reliant on fundraising and external grants to deliver essential services.

Closely related to these concerns, the Committee received several recommendations regarding the base per-student funding model. The BC School Trustees Association noted that the base per-student funding should reflect the full cost of delivering education, including wage increases, technology needs, cybersecurity requirements, and facility maintenance. CUPE Local 606 recommended supplementing the per-student funding model with a block funding component to address structural funding challenges and fixed operational costs. The organization noted that a funding model based primarily on enrolment does not adequately account for aging infrastructure, inflationary pressures, and ongoing operating expenses.

Several organizations also called for reforms to the inclusive education funding model, including placement of one education assistant or support worker in every primary classroom, timely student assessments, and increased staffing levels. CUPE Local 723 noted that increasing demands on education assistants have been accompanied by higher rates of workplace violence, underscoring the need for additional staffing supports. School District No. 62 (Sooke) recommended modernizing the inclusive education funding model to recognize students requiring significant supports before formal diagnoses are obtained and to better reflect the number and complexity of students served. School District No. 5 (Southeast Kootenay) indicated that it currently supplements special education funding using general operating funds and recommended increased targeted funding for supports and services such as counselling, occupational therapy, physiotherapy, school psychology, speech language therapy.

Some participants also discussed legislative measures aimed at improving funding transparency, accountability, and predictability. One individual recommended establishing a legislated formula for determining the actual cost of educating each student, explaining that currently per-student funding allocations are announced before final enrolment figures are confirmed. Similarly, the District Parent Advisory Council from School District No. 41 (Burnaby) recommended legislating annual district-by-district reporting of per-student funding calculations to strengthen public accountability and transparency. Two individuals recommended establishing a legislated inflationary floor for operating funding increases to ensure annual funding adjustments keep pace with the Consumer Price Index.

The Committee also received some input on the impacts of federal immigration policy changes on school district finances. Multiple individuals noted that declines in international student revenue have affected programs and services such as counselling, arts programming, and other educational supports. They argued that the volatility of international student revenue makes it an unreliable source of funding for core services and recommended establishing a provincial stabilization fund. School District No. 39 (Vancouver) similarly recommended temporary stabilization funding for districts experiencing revenue losses due to enrolment declines and reduced international student enrolment.

Several participants further discussed funding associated with collective agreements. School District No. 23 (Central Okanagan), School District No. 41 (Burnaby), and two individuals recommended fully funding all costs arising from negotiated collective agreements, including salary and benefit increases. School District No. 23 (Central Okanagan) noted that while funding has been provided for wage settlements, districts continue to experience significant increases in benefit costs, including extended health, dental, pension and related expenses.

Multiple organizations also highlighted the need to review special-purpose funding models. School District No. 42 (Maple Ridge – Pitt Meadows) recommended reviewing the CommunityLINK funding formula to establish a more equitable, needs-based allocational model for students requiring additional supports. The BC Community Schools Alliance Society emphasized the role of Community School Coordinators in connecting schools with community services and recommended recognizing these positions as an eligible use of CommunityLINK funding to strengthen service integration and community partnerships.

Regarding rural and remote communities, some organizations emphasized that rural districts face unique challenges related to transportation, staffing, mental health service delivery, and fluctuating enrolment. School District No. 60 (Peace River North) highlighted persistent funding gaps affecting rural and remote districts, particularly in education and mental health supports. The district pointed to staffing shortages, inadequate transportation funding, limited access to mental health services, and the need for sustainable early learning funding, and called for increased and stabilized funding for rural and remote districts. School District No. 6 (Rocky Mountain) similarly noted that growing reporting, accountability, and compliance requirements place significant administrative demands on rural districts without corresponding funding increases. The district recommended providing funding to support compliance activities alongside core student support.

The Committee also received a number of area-specific and program-specific funding requests. Burnaby Neighborhood Works Society recommended increasing sustainable operating funding to support adequate staffing levels, student services, and school capacity in growing communities such as Burnaby. The Queensborough Residents Association requested a permanent provincial funding grant for the New Westminster Secondary School bus service, which currently relies on temporary provincial support. Conseil Scolaire Francophone de la Colombie-Britannique highlighted a gap between demand for French-language education and available funding and recommended creating a dedicated start-up fund to support the expansion of francophone educational services into underserved communities. School District No. 41 (Burnaby) highlighted the importance of provincially funded full-time custodial staff in every school, noting their role in maintaining the safety, cleanliness, and security of school facilities and emphasized that access to these services should not depend on local budget decisions.

STUDENT SUPPORT

Several recommendations highlighted the importance of student supports and the need to increase investments in mental health, accessibility, transportation, food security, and other supports that enable students to participate fully in education. The BC Confederation of Parent Advisory Councils raised concerns about growing economic barriers affecting students' access to education, including food insecurity, inadequate transportation, digital inequities, and the rising costs associated with extracurricular activities. The organization stated that these challenges disproportionately affect students from lower-income households, as well as those living in rural, remote, Indigenous and other underserved communities and recommended maintaining support for programs and infrastructure related to food security, transportation, technology, and extracurricular activities. Breakfast Club of Canada recommended strengthening school nutrition programs through expanded collaboration with existing student nutrition organizations. The organization suggested improving procurement efficiencies, increasing school district capacity, and developing mechanisms to assess the origins of food served in schools, including tracking the use of food produced in BC.

Some organizations discussed infrastructure and technology needs that support student learning and wellbeing. School District No. 39 (Vancouver) highlighted the need for significant investments in digital learning infrastructure, including assistive technologies, classroom technology renewal, and professional learning opportunities related to emerging digital tools. Pearson Canada recommended expanding funding for evidence-based digital literacy screening and interventions tools, including AI-enabled technologies, to support early reading success. The organization noted growing demand for psychoeducational, behavioural, and mental health assessments and suggested that digital tools could improve access, early identification, and operational efficiency. In addition, the BC Education Facilities Committee raised concerns about inadequate ventilation and poor indoor air quality in schools, noting potential impacts on student health. The organization recommended targeted investment in ventilation upgrades and low-cost filtration systems to improve learning conditions.

The Committee also heard recommendations relating to specific programs. One individual advocated for enhanced supports for Deaf and Hard of Hearing students and recommended establishing a Provincial Educational Language Access Fund for students who rely on American Sign Language (ASL) to access education. The individual also called for investments in intensive early language access services and measures to recruit and retain specialist educational interpreter positions. The English Language Learners Consortium (ELLC) and one individual provided input regarding supports for English language learners and newcomers. ELLC recommended removing the current five-year funding cap for English language learners, arguing that many students require longer than five years to fully access the curriculum. The organization also recommended supporting newcomer settlement services by making schools who participate in Settlement Workers in School (SWIS) programs eligible for provincial settlement grants, noting that SWIS programs have experienced recent reductions in federal funding.

EDUCATOR RECRUITMENT AND RETENTION

The Committee heard from multiple organizations and individuals about educator recruitment and retention. Participants generally emphasized the need to expand teacher and educational assistant training opportunities, improve recruitment incentives, increase staffing levels, and support employee retention through safer workplaces. Federation of Independent Schools Associations in BC (FISA) noted that teacher shortages are affecting schools across the province and recommended expanding capacity within post-secondary teacher education programs and increasing incentives for teacher certification, especially in rural and remote communities. The Institute for Public Education BC recommended increasing funding for staffing in public schools, including expanding teacher education and educational assistant training programs, especially through pathways serving rural, remote, northern, and Indigenous communities. Similarly, First Call Child and Youth Advocacy Society supported investments in recruiting teachers, education assistants, psychologists, and other support staff. The organization stated that schools are facing growing challenges in supporting students with diverse learning and mental health needs.

CUPE Local 5101 raised concerns about increasing incidents of violence in schools and noted that education workers are frequently exposed to physical incidents due to insufficient supports and advocated for investments in staffing and services. Similarly, CUPE Local 1260 explained that staff are facing increased safety risks, and recommended a more comprehensive response, including standardized post-incident supports and mental health services.

PROGRAMMING AND CURRICULUM

Participants emphasized the importance of preserving and enhancing educational programming and curriculum opportunities, with several individuals highlighting the value of a comprehensive education that supports creativity, leadership, and critical thinking. One individual also noted that many students face challenges transitioning from secondary school to post-secondary education and employment and recommended expanding regional work integrated learning opportunities involving schools, post-secondary institutions, and local employers.

Funding for arts and music education was frequently identified as priorities by participants. ArtStarts in Schools recommended reinvesting in arts education, describing it as a low cost, high impact investment that supports child development, mental health, cultural participation, and academic achievement. The BC Live Performance Network similarly emphasized the value of arts education and noted that previous funding delivered through ArtStarts has been paused.

The Committee additionally received some recommendations related to specialized programming. The Family Network for Deaf Children recommended investing in centralized, deaf-led secondary school ASL courses available across the province through online and blended delivery models, local school supports, and dual-credit opportunities with Vancouver Community College. The organization stated that such programs would provide opportunities for students to learn a new language, understand deaf culture, and explore related career pathways. The Science Fair Foundation of BC requested funding to develop a professional development course that would provide teachers with lesson plans, templates, practical tools, and resources to support science fair programming. The organization noted that science fair participation requires significant teacher time and there is currently limited curriculum support. Other recommendations included addressing artificial intelligence usage in schools, and incorporating digital literacy education focused on online harms, legal literacy education, climate change education, and maritime careers education into the K-12 curriculum.

PUBLIC SCHOOL ALTERNATIVES

The Committee received differing views regarding public funding for independent and private schools. Some, such as the BC Humanist Association advocated for a reduction or phasing out of funds to independent and private schools. The Vancouver Island North Teachers' Association and Mission Literacy in Motion argued that public funds could be better invested in strengthening the public education system while the Institute for Public Education BC stated that any redirected funds should be reinvested in staffing, inclusive education, mental health supports, arts and music programs, and trades education for the public school system. Regarding private schools, the BC Humanist Association and multiple individuals recommended phasing out public funding for elite and faith-based private schools. The Vancouver Island North Teachers' Association and Mission Literacy in Motion argued that public funds could be better invested in strengthening the public education system, and two individuals suggested gradually reducing or minimizing public funding for private schools.

In contrast, the Association for Reformed Political Action supported maintaining public funding for Group 1 independent schools, including schools with religious affiliations, arguing that this approach is cost-effective and reduces pressure on public education system. FISA similarly noted that students attending independent schools experience many of the same challenges as those in public schools, including learning disabilities, mental health concerns, and other inclusive education needs. The organization recommended continued operational funding and proportional access for independent schools to special purpose grants indexed to inflation.

The SelfDesign Learning Foundation suggested maintaining or increasing the funding rate for online schools, stating that this could strengthen the delivery of high-quality and inclusive learning environments. The organization shared that independent online schools receive lower levels of funding than public online schools despite meeting the same educational standards, supporting vulnerable students, and maintaining secure digital infrastructure.

INDIGENOUS PEOPLES

The Committee heard from Métis Nation British Columbia and the First Nations Education Steering Committee regarding the importance of investing in Indigenous education. Métis Nation British Columbia stated that pan-Indigenous approaches can overlook the distinct culture, language, and history of the Métis Nation, contributing to the continued marginalization of Métis students. The organization recommended increased funding to improve Métis-specific representation and supports within K-12 education, expanded data collection to inform evidence-based policy and programming, and improved learning outcomes through investments in early education and workforce development. The First Nations Education Steering Committee highlighted ongoing challenges facing First Nations students, including declining numeracy and literacy outcomes, low completion rates, and high levels of chronic absenteeism. The organization emphasized the importance of investing in Indigenous Education Councils and the First Nations Education Steering Committee to support improved educational outcomes for First Nations students.

COMMITTEE DISCUSSION

The Committee discussed the need for a five-year plan and continued investment in school infrastructure to address aging facilities and deferred maintenance, while also enhancing seismic mitigation, accessibility, and climate-resilience across BC. Members also acknowledged concerns around local school infrastructure and noted the need to prioritize schools requiring immediate attention and investment. Members recognized input received regarding several schools that were identified as priorities for replacement or significant upgrades, including Mount Baker Secondary School in School District No. 5 (Southeast Kootenay) and Nanaimo District Secondary School in School District No. 68 (Nanaimo-Ladysmith).

The Committee acknowledged the financial pressures facing school districts and discussed the need for increased operational funding for K-12 schools. Members noted cost pressures facing school districts related to enrolment growth, early learning and child care initiatives, negotiated collective agreements, and maintaining school infrastructure, including libraries and gyms. Committee Members also acknowledged concerns that per-student funding allocations are announced before final enrolment figures are confirmed, creating uncertainty and financial pressures for school districts when enrolment levels or student support needs change during the school year. In response, Members discussed the potential value of reviewing the current funding process and legislative framework to better align funding allocations with actual enrolment and operational costs. Additionally, Members recognized the unique challenges faced by rural and remote areas and emphasized the importance of ensuring funding models provide equitable support across the province. Furthermore, the Committee discussed the impacts of immigration policies on BC's education system. While acknowledging that immigration falls primarily within federal jurisdiction, Members noted its effects on K-12 education, particularly in communities where international student enrolment contributes significantly to student populations and school revenues.

Regarding inclusive education, the Committee emphasized the importance of ensuring all students have equitable access to learning opportunities and educational supports and discussed the need to modernize the inclusive education funding model to support that goal. Members noted the importance of supporting students who require assistance before a formal diagnosis is obtained and ensuring that funding reflects the actual number and complexity of students and families being served by school districts. Committee Members also emphasized the importance of ensuring adequate staffing levels to support diverse learning needs and discussed measures such as providing one education assistant or support worker per primary classroom. Members further discussed the need to provide ongoing supports for Indigenous students to ensure educational programs and services respond to their unique needs and priorities. The Committee also acknowledged the value of targeted supports for specific student populations, including deaf and hard-of-hearing students, international students, and students requiring specialized educational supports. For example, Members noted that the Provincial Educational Language Access Fund can support deaf and hard-of-hearing students who rely on American Sign Language to access education. Finally, the Committee acknowledged the input that school districts who support SWIS programs should be eligible for provincial settlement grants. unique needs and priorities. The Committee also acknowledged the value of targeted supports for specific student populations, including deaf and hard-of-hearing students, international students, and students requiring specialized educational supports. For example, Members noted that the Provincial Educational Language Access Fund can support deaf and hard-of-hearing students who rely on American Sign Language to access education. Finally, the Committee acknowledged the input that school districts who support SWIS programs should be eligible for provincial settlement grants.

The Committee reflected on educator recruitment and retention, including workforce challenges in the education sector. Committee Members discussed the need to support the recruitment and retention of education staff across the province noting the immediate need for more educational assistants. The Committee emphasized the importance of investing in the wellbeing of education workers, including access to post-incident supports and mental health services to help improve recruitment, retention, and overall workforce sustainability. Members also discussed the value of expanding capacity in post-secondary teacher education programs and increasing incentives that encourage individuals to pursue teacher certification, particularly to address staffing shortages in rural and remote communities.

Regarding programming and curriculum, Committee Members deliberated on the growing role of AI in education. Members acknowledged concerns about potential risks and impacts, emphasized the importance of teaching students about how to use AI responsibly, and recognized opportunities to utilize AI as a learning tool. Members noted the importance of ongoing consideration, planning, and evaluation to support the effective and responsible use of AI in educational settings.

Finally, the Committee reflected on public funding for independent and private schools. Members noted there was a range of views regarding the matter, including support for increased funding for these schools, and support to reduce or eliminate funding. Committee Members recognized the importance of parental choice in education and acknowledged that independent, public, private, and home-schooling options all contribute to BC's broader educational landscape. Members also acknowledged concerns that students attending independent schools may face challenges accessing special-purpose funding and support services. The Committee emphasized the importance of ensuring that all students can access appropriate supports based on their needs, regardless of the educational setting they attend.

RECOMMENDATIONS

The Committee recommends to the Legislative Assembly that the provincial government:

51. Accelerate capital approvals within a predictable timeline and increase investment in school infrastructure to ensure safe and functional spaces for students.
52. Revise the K-12 funding model to better reflect the actual costs incurred by school districts.
53. Provide one education assistant or support worker per primary classroom.

SUMMARY OF RECOMMENDATIONS

BUDGETARY AND FISCAL POLICY

1. Establish a strong fiscal plan that includes targeted spending reviews, clear deficit reduction targets, a declining debt-to-GDP ratio, and transparent reporting to spur economic growth.
2. Continue to reduce the size of the provincial public service, while maintaining front-line service delivery.
3. Increase transparency by creating a more user-friendly public access point for government data and expanding proactive disclosure of information.
4. Adopt a formal regulatory reduction and competitiveness strategy for BC.
5. Repeal the planned Provincial Sales Tax expansion to professional services to simplify and streamline taxation systems.
6. Raise the threshold of the luxury vehicle tax to better reflect the average price of vehicles.
7. Revise Provincial Sales Tax treatment for vehicle rentals by closing existing tax exemptions and applying a flat seven per cent Provincial Sales Tax based on the rental cost rather than the value of the vehicle.

CHILDREN AND YOUTH

8. Deliver long-term, stable operational and capital funding for licensed child care programs to expand capacity on and off school grounds.
9. Develop a policy to mandate coordination of services when responding to cases of child and youth abuse.
10. Provide additional funding to expand the Upstream Kelowna pilot project to a district-wide proof-of-concept aimed at preventing youth homelessness.

CULTURE, TOURISM, AND SPORT

11. Develop a provincial arts and culture action plan to maintain and encourage the growth of BC's arts, culture, and heritage sector.

ENVIRONMENT AND PARKS

12. Strengthen funding for fish and wildlife conservation by increasing fishing, hunting, and trapping licence fees and dedicating all related licence and violation fine revenues to conservation initiatives.
13. Provide stable core funding for invasive species operations, education, and awareness and create an invasive species fund to enable early detection, rapid response, outreach, and prevention.
14. Modernize the provincial invasive species' legislative and regulatory framework, including by updating the list of species and improving enforcement measures.
15. Invest in climate response and disaster prevention by renewing the Local Government Climate Action Program with long-term, predictable operational funding.
16. Review and strengthen British Columbia's parks and recreation funding model to provide predictable, dedicated funding that supports sector organizations and infrastructure, aligned with tourism priorities.
17. Provide dedicated funding to assess and protect high-value recreation access roads prior to deactivation where recreation, tourism, emergency access, or community value remains.

HEALTH CARE

18. Implement the Specialist Waitlist Management Proposal and develop a centralized database to support data collection.
19. Allow physicians to select allied health professionals to work within their clinics in team-based care settings.

20. Accelerate the construction of long-term care homes by establishing clear timelines for delayed projects and creating a capital funding program that supports non-profit and health authority operators to build and renovate long-term care homes.
21. Modernize the long-term care funding model to better reflect actual service delivery costs, including the increased costs associated with the expansion of provincial bargaining within the sector.
22. Invest strategically to support seniors to age at home safely by:
    a. Expanding access to publicly subsidized home support;
    b. Developing a cross-ministry mandate to prioritize the home health model, expanding workforce training, and integrating the equipment needed to keep seniors safe; and,
    c. Establishing a tax credit for seniors who are paying for their own home support.
23. Increase targeted investments in the prevention, early diagnosis, and effective treatment of chronic diseases and complex conditions.
24. Increase investments and set specific performance targets in cancer care to improve timeliness, quality of care, and patient outcomes.
25. Increase the involvement and scope of practice of allied health workforce professionals.
26. Advance the Nanaimo Regional General Hospital expansion.
27. Restore a clear construction timeline for the Burnaby Hospital Phase 2 redevelopment.
28. Provide funding to make the Public Safety Personnel Network mental health program available to all BC public safety personnel, and index ongoing funding to inflation.
29. Fund and prioritize high-barrier detoxification, addiction, and mental health treatment beds.
30. Provide multi-year funding to support the delivery of specialized mental health and grief support services for families experiencing pregnancy loss, stillbirth, and infant loss.
31. Strengthen disease prevention by expanding access to vaccines and immunization programs, including for shingles, RSV, and COVID-19.
32. Introduce financial disincentives to reduce the consumption of drinks with added sugar, except for fruit juice.
33. Expedite approval and prioritize a predictable timeline of coverage under BC PharmaCare for new medicines approved by Health Canada.
34. Review the funding model for medical equipment and devices to ensure it is meeting the needs of those who use the program, and make improvements including:
    a. Creating an adult medical equipment recycling and refurbishment pool, similar to the program that exists for pediatric equipment, and
    b. Including power-assist devices for wheelchairs as a funded mobility option.
35. Introduce dedicated public coverage for medically necessary devices and supplies, including for laryngectomees and people who require intermittent catheters.
36. Reduce the size of health care administration by combining health regions to spend more on direct services.
37. Provide long-term, consistent funding for the Provincial Rural Retention Initiative and the Rural and Remote Recruitment Initiative.

HOUSING, LOCAL GOVERNMENT, AND LIBRARIES

38. Prioritize investment in attainable housing by expanding financing programs, including access to low-cost construction financing, and temporarily freezing the BC Energy Step Code at Level 3 throughout the province to encourage new housing development.
39. Provide increased funding for local infrastructure and community amenities necessary to enable and accelerate housing development, including water and sewer systems, transportation networks, schools, parks, and community facilities.
40. Reinstate the Community Housing Fund and the Indigenous Housing Fund and prioritize applicants from the cancelled 2025 intakes.

41. Conduct a comprehensive review of the *Strata Property Act* and amend the Act to mandate training for strata owners and council members.
42. Revise recent changes to the property tax deferment program and ensure that any changes target those abusing the program.
43. Increase local government and regional district oversight and accountability by reestablishing the Office of the Auditor General for Local Government.
44. Increase core annual funding for public libraries and index it to inflation.

INFRASTRUCTURE, ECONOMIC GROWTH, AND LABOUR

45. Publish and regularly update a ten-year infrastructure plan, including information on new capital projects, capital maintenance projects, and funding status.
46. Implement a "Buy BC" procurement policy to support domestically manufactured products and services.
47. Review BC's business tax and regulatory framework, and reduce the small business tax rate to improve the competitiveness of small- and medium-sized enterprises relative to other jurisdictions.
48. Invest in BC quantum computing companies and support the adoption of quantum technologies.
49. Support BC-based technology companies by implementing a patent box and strengthening research and development incentives.
50. Increase funding for programs that support the integration of immigrants and refugees into BC's workforce to help address provincial labour market needs.

K-12 EDUCATION

51. Accelerate capital approvals within a predictable timeline and increase investment in school infrastructure to ensure safe and functional spaces for students.
52. Revise the K-12 funding model to better reflect the actual costs incurred by school districts.
53. Provide one education assistant or support worker per primary classroom.

NATURAL RESOURCES AND ENERGY

54. Expedite regulatory and permitting processes across all BC natural resource sectors to support economic growth.
55. Provide funding to First Nations to support their capacity to respond to referrals related to natural resource projects.
56. Explore incentive programs other than rebates that can encourage energy efficient building retrofits, including low-interest financing, on-bill financing, property-assessed clean energy (PACE) financing, and commercial property-assessed clean energy (C-PACE) financing.
57. Provide operating funding for the Agriculture Wildlife Program and ensure that the funding is available to properly manage the populations and impact of wildlife on privately owned agricultural land.
58. Provide annual funding dedicated to water storage infrastructure associated with food production, including engineering inspections, maintenance, and upgrades.
59. Significantly increase the budget of the Ministry of Agriculture and Food to ensure BC's agriculture funding is in line with other Canadian jurisdictions and provides sufficient capacity to respond to the sector's needs.
60. Reinstate fuel tax exemptions for seafood harvesters and commercial fishers.
61. Review and adjust forest tenures to see if they are working as intended, can be simplified, or can be made more responsive to local and industry needs.

POST-SECONDARY EDUCATION AND SKILLS TRAINING

62. Prioritize funding to support post-secondary institutions to meet local and regional workforce development priorities.
63. Advocate to the federal government to accelerate visa processing times and provide greater flexibility regarding Provincial Attestation Letters to help address labour shortages in high-priority sectors across the province.

64. Maintain the Tuition Limit Policy of two percent for domestic post-secondary education students and end fee circumvention.

65. Provide equitable operating funding to reflect the increased costs of delivering post-secondary education in rural and remote communities.

PUBLIC SAFETY, JUSTICE, AND EMERGENCY PREPAREDNESS

66. Increase funding to address staffing shortages in policing, Crown prosecution services, and the courts by accelerating hiring, training, and onboarding to ensure adequate staffing levels.

67. Provide funding to modernize data infrastructure within the Supreme Court of British Columbia, consistent with investments made in the Provincial Court, to improve efficiency and reduce delays.

68. Require coordinated planning and accountability across housing, justice, health, and community-based violence response services to support an integrated and timely response for people experiencing intimate partner violence.

69. Increase the maximum grant amount for the anti-hate stream of the Civil Forfeiture Grant Program to align with the other streams within the same program.

70. Align with Alberta, Ontario, and Saskatchewan to champion a coordinated national strategy against contraband tobacco.

71. Restore the Community Gaming Grant to a minimum baseline of $140 million and index it to inflation moving forward.

72. Implement BC's flood and wildfire response strategies by investing in risk reduction, preparedness, response, and recovery measures that help protect communities from natural disasters.

73. Implement a BC-wide emergency communication system by providing ongoing funding and developing a provincial framework with clear service standards.

SOCIAL SERVICES

74. Provide three- to five-year funding agreements for not for profit organizations, and review administrative cost restrictions in these agreements, to improve funding predictability and support long-term planning.

75. Allow immediate family members, including parents, to serve as Community Living BC home-share providers and receive corresponding supports.

76. Increase training capacity and provide dedicated funding to create, fill, and protect speech-language pathology and audiology positions in health and education settings, with a focus on addressing workforce shortages and improving access to services.

77. Fund a coordinated, cross-ministerial strategy to improve access to interpreters, intervenors, ASL-fluent educators, and trained support workers for deaf, hard of hearing, and deafblind children and adults.

78. Review earnings exemptions and benefit reduction rules for disability assistance to better support workforce participation, including by replacing dollar-for-dollar claw backs with a progressive sliding-scale model and indexing exemptions to inflation.

79. Provide predictable, multi-year funding to expand the BC Famers' Market Nutrition Coupon Program.

TRANSPORTATION AND TRANSIT

80. Accelerate the delivery of critical transportation infrastructure, including the Taylor Bridge, the Quesnel River Bridge, and a new Fraser River crossing between Richmond and Delta.

81. Create a multi-year strategy to expand public transit connections between regional hubs and rural, remote, and underserved communities.

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BC Brain Injury Association
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BC Care Providers Association
BC Cattlemen's Association
BC Centre for Women in the Trades
BC CEO Network
BC Chamber of Commerce
BC Chiropractic Association
BC Climate Emergency Campaign
BC Cochlear Implant Support Group
BC College of Family Physicians
BC Colleges
BC Common Ground Alliance
BC Community Schools Alliance Society
BC Complex Kids
BC Confederation of Parent Advisory Councils
BC Construction Association
BC Council of Forest Industries
BC Craft Brewers Guild
BC Cultural Space Operators Network
BC Dairy
BC Dental Association
BC Disability Collaborative
BC Education Facilities Committee
BC Federation of Labour
BC Federation of Students
BC Ferry and Marine Workers' Union
BC Foster Parents Association
BC Fruit Growers' Association
BC Gaming Industry Association
BC General Employees' Union
BC Grain Producers Association
BC Hotel Association
BC Humanist Association
BC Libraries Cooperative
BC Library Association
BC Library Trustees Association
BC Live Performance Network
BC Lung Foundation
BC Marine Parks Forever Society
BC Marine Terminal Operators Association
BC Marine Trails Network Association
BC Museums Association
BC Music Festival Collective
BC Naturopathic Doctors
BC Network of Child and Youth Advocacy Centres
BC Non-Profit Housing Association
BC Nurses' Union
BC People First Society
BC Pharmacy Association
BC Poultry Association
BC Poverty Reduction Coalition
BC Power Sports Coalition
BC Professional Fire Fighters' Association
BC Radiological Society
BC Real Estate Association
BC Recreation and Parks Association
BC Recreation and Parks Association
BC Road Builders and Heavy Construction Association Julia Hein
BC Rural Health Network
BC Salmon Farmers Association
BC School Trustees Association
BC Snowboard Association
BC Snowmobile Federation
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Canadian Cancer Society
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Canadian Council for Sustainable Aviation Fuels
Canadian Credit Union Association
Canadian Federation of Independent Business
Canadian Fertility and Andrology Society
Canadian Gaming Association
Canadian Groundfish Research and Conservation Society
Canadian Home Builders' Association of BC
Canadian Institute of Steel Construction - BC Region
Canadian Life and Health Insurance Association
Canadian Live Music Association
Canadian Lottery Coalition
Canadian Manufacturers & Exporters
Canadian Media Producers Association
Canadian Men's Health Foundation
Canadian Mental Health Association - Cowichan Valley Branch
Canadian Mental Health Association - Kamloops
Canadian Mental Health Association (BC Division)
Canadian Mortgage Brokers Association - BC
Canadian Online Gaming Association
Canadian Propane Association
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First Nations Summit
First Things First Okanagan
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Nature United
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North Thompson Communities Foundation
North-Coast Skeena First Nations Stewardship Society
Northern Confluence Initiative
Northern First Nations Alliance Society
Northern Lights Choral Society
NorthX Climate Tech
Office of the Seniors Advocate
Okanagan Basin Water Board
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Paul Beswetherick
Paul Doherty
Paul Forseth
Paul Kwon
Paul Parker
Paul Peterson
Paul Romein
Paul Sahota
Paula Craig
Paula Gordon
Pearson Canada
Pembina Institute
Penny Crawford
Penny Leclair
Perry Charlton
Peter Cawsey
Peter Chowne
Peter Creech
Peter Leckie
Peter Legun
Peter Rehmer
Pfizer Canada ULC
Phil Strange
Philip Trueman
Photonic
PHS Community Services Society
Physiotherapy Association of BC
Pi Theatre
Praxus Health
Preet Pall
Presentation House Cultural Society
Prince George Chamber of Commerce
Prince George Community Foundation
Prince George Downtown Business Improvement Association
Prince George Hospice Palliative Care Society
Prince George Public Library
Prince Rupert Port Authority
Priya Sami-Jin
ProArt Alliance of Greater Victoria
Prosthetic and Orthotics Association of BC
Public Health Association of BC
Pulmonary Hypertension Association of Canada
qathet Community Justice
Queensborough Residents Association
Quesnel Downtown Association
R R
Rachel Chuang
Rachel Taylor
Rachel Witt
Raelene Stevenson
Rahul Kumaar
Raj Jain
Ralph Baker
Randi Parsons
Randy McLean
Ranya Dube
RDN Taxpayers Alliance
READ Surrey/White Rock Society
Rebecca De Souza
Redd Fish Restoration Society
Regional District of Bulkley-Nechako
Regional District of East Kootenay
Regional District of Fraser-Fort George
Regional District of Okanagan-Similkameen
Renée Lukacs
Research Universities Council of BC
Resource Works Society
Restaurants Canada
Restorative Justice Program of the Sunshine Coast
Restorative Justice Victoria
Restore Island Rail Society
Restore the Vancouver Island Railway
Retail Council of Canada
Revelstoke Visual Arts Society
Richard Bell
Richard Chiap Fatt Chern
Richard Finney
Rick Walker
Rita Chudnovsky
Rivershed Society of British Columbia
Rob Jones
Robert Aikman
Robert Boone
Robert Hanna
Robert Lee
Robert Payne
Robert Sherwood
Roberta Olenick
Robin Dickey
Robin Fan
Robin Modesto
Robyn Goldsmith
Robyn Jacob
Rocky Blondin
Rod Larden
Roger Bryenton
Ron Armstrong
Ron Grenier
Rory Polson
Rose Stremick
Rothmans, Benson & Hedges Inc
Roy Pat
Royal Roads University
RS Jeffery
Rummit Laul
Runaway Moon Theatre Arts Society
Russ Etherington
Ruth Lloyd
Ryan Cope
Ryan Gurney
Ryan Holliday
Ryan Mruk
Saba Rancier
Sabrina Yang
Saeed Atashband
Safe Kids & Youth Coordinated Response - Kootenay Boundary Community Services Co-operative
Salal Sexual Violence Support Centre
Sally Emmerson
Salt Spring Arts Council
Salt Spring Island Salmon and Stream Enhancement Society
Sandra Neher
Sandra O'Connor
Sara Lindberg
Sarah Burris
Sarah LeSage
Sarah Nattrass
Sarah Pickering
Sarah Smith
Sareeta Lopez
Savage Society
Save Our Northern Seniors
Saverio Colasanto
School District No. 23 (Central Okanagan)

School District No. 38 (Richmond)
School District No. 41 (Burnaby)
School District No. 41 DPAC (Burnaby)
School District No. 42 (Maple Ridge - Pitt Meadows)
School District No. 46 Board of Education (Sunshine Coast)
School District No. 5 (Southeast Kootenay)
School District No. 59 (Peace River South)
School District No. 6 (Rocky Mountain)
School District No. 60 (Peace River North)
School District No. 62 (Sooke)
School District No. 63 (Saanich)
School District No. 73 DPAC
School District No. 79 (Cowichan Valley)
Science Fair Foundation of BC
Scott Cadillac
Scott Guffey
Scott Willis
Screen BC (MPPIA)
Sea to Sky Invasive Species Council
Sean Andernacht
Sean Sallis-Lyon
Sean Zimmer
Sebastian Kallos
Seismic Shift Arts Society
SelfDesign Learning Foundation
Selkirk College Student Union
Seniors Services Society of BC
SereneMind Consulting Inc.
Shaina Gleicher
Sharon Clark
Shauna MacKay
Shawn Bzowy
Shawn May
Sheila Harrington
Sheila Pratt
Shela Perreault Newcomb
Shelley Graffunder
Shelley Zhao
Shelley Zhao
Shelly Baker
Shelter Movers Vancouver
Sheri Walker
Sherry Durnford
Sheryl Smith
Shoutout BC News Society
Shuswap Watershed Council
Sibéal Clinton
Sienna Senior Living
Simon Fraser Student Society
Simon Fraser University
Simon Wu
Slocan Lake Arts Council
Small Housing BC
Small-Scale Meat Producers Association
Society for the Protection and Care of Seniors, Trail
Society of Richmond Children's Centres
Sooke Arts Council
Sophi Sanford
Sophia Wasylinko
Special Olympics British Columbia
Speech and Hearing BC
Speed Skating British Columbia
Sport BC
Sport Safeguarding BC
Spruce City Wildlife Association
Squamish Community Housing Society
Squamish Streamkeepers
Stan Chung
Stan Hutchings
Stand.earth
Stanislav Riha
Steph Nelson
Stephanie Friesen-Johnson
Stephanie Ko
Stephanie Moore
Stephanie Varasteh
Steve Bain
Steve Forseth
Steve Kellock
Steve Knoke
Steven Jones
Steven King
Storytellers' Society
Stuart Duncan
Stuart Maxwell
Students' Union of University of British Columbia Okanagan
Students' Union of Vancouver Community College
Sue Cairns
Summerland Community Arts Council
SUMS
Sunrise Family Services Society
Sunshine Coast Foundation
Surety Association of Canada
Surfrider Foundation Canada
Surrey & White Rock Board of Trade
Surrey Women's Centre
Susan Blacklin
Susan Eyre
Susan Rankin
Susan Roth
Susan Tucker
Susanna Shanakr
Susie Saunders
Suzanne Crawley
SWAN Vancouver
Take a Hike Youth Mental Health Foundation
Takeda Canada
Tamar Delorme
Tammi Tsang
Tannis Baker
Taryn Greig
Tash Cheong
Tasha Orchiston
Tax Executives Institute
Teng Fan
Terence Chandler
Teresa Brown
Teresa Deak
Teri McGrath
Terrence Ho
Terry Fellows
Terry Fox Humanitarian Awards Inc.
Terry Martens
Teruko Walker
Tessa Taylor
Thalia Malcolm
The Advocates' Society
The Belfry Theatre
The British Columbia Cycling Coalition
The Broadway Group
The Canadian Association of Retired Persons
The Canadian Centre to End Human Trafficking
The Capitol Theatre Restoration Society
The Centre for Epilepsy and Seizure Education in British Columbia
The Elizabeth Fry Society of Greater Vancouver
The Fertility Coalition of British Columbia

The Lower Fraser Floodplains Coalition
The Old School House Arts Centre
The Ragman Billiards Ltd.
The Realistic Success Recovery Society
The Royal Canadian Theatre Company
The Salvation Army
The Standing Committee on Environment and Economy
The Treehouse Vancouver Child and Youth Advocacy Centre
The Victoria Youth Empowerment Society
Theatre Conspiracy
Théâtre la Seizième
Theatre Replacement Society
Theatre SKAM Association
Theatre Terrific
Theresa Unger
Thomas Pater
Thompson Rivers University
Thompson Rivers University Students' Union
Threshold Housing Society
Tidemark Theatre
Tim Franko
Tim McCloskey
Timothy Garrish
Tina Camara
Tk'emlu'ps te Secwe'pemc
Todd Patola
Tom Major
Tom Williams
Tony Van Bergen
Tony Watson
Torill Gillespie
Tourism Industry Association of BC
Town of Smithers
Trails Society of British Columbia
Transition Kamloops
Traysea Stelmack
Trevor Mustatia
Trevor Wilson
Triathlon BC
Tru Cooperative Bank
Tunya Audain
Turo
Twyla Monasch
Tyler Bacon
Tyler Kronebusch
UBC Division of Otolaryngology
UBC Graduate Student Society
UBC Medicine Political Advocacy Committee (PAC)
Union Gospel Mission
Union of British Columbia Indian Chiefs
United Way British Columbia
University of British Columbia
University of Northern British Columbia
University of the Fraser Valley
University of the Fraser Valley Student Union Society
University of Victoria
Unlikely Allies
Urban Climate Leadership
Urban Development Institute
Val Martinick
Valerie O'Donnell
Vancity
Vancity Community Foundation
Vancouver Coastal Health
Vancouver Foundation
Vancouver Fringe Theatre Society
Vancouver Inter-Cultural Orchestra Society
Vancouver International Film Festival
Vancouver Island Human Rights Coalition
Vancouver Island North Teachers' Association
Vancouver Island Regional Library
Vancouver Island Strata Owners Association
Vancouver Island University Students' Union
Vancouver Island Water Watch Coalition
Vancouver Musicians' Association
Vancouver New Music
Vanderhoof Public Library
Vanessa Vandergaag
Vantage Point
VCC Faculty Association
Venson Wang
Vera Mirhady
Vernon Student's Association - Okanagan College
viaSport
Victoria Andrews
Victoria Arts Council
Victoria Child Abuse Prevention & Counselling Centre
Victoria Chinatown Museum Society
Victoria Enns-Lowes
Victoria Foundation
Victoria Innovation, Advanced Technology & Entrepreneurship Council
Victoria Residential Builders Association
Victoria Transit Riders Union
Victoria Women's Transition House Society
Vin Beauchamp-Walkey
Vision Loss Rehabilitation Canada
Vivien Gomes-Pollon
Wan Ting Law
Wanyi Lin
Warren Craig
Watershed Watch Salmon Society
Wayne Peace
Wendy Graves
Wesley Edwards
West Coast Environmental Law
West Kootenay Climate Hub
West Kootenay Cycling Coalition
West Kootenay Regional Arts Council
West Kootenay Transit Action
Western Community College
Western Marine Community Coalition
WestJet
Whistler Arts Council
Whistler Writing Society
White Ribbon
Wilderness Tourism Association BC
Wildsight
Wildsight Invermere
Will Ch
William Stannix
WISH Drop-In Centre Society
World Wildlife Fund Canada
Yellowhead Community Services
Yellowstone to Yukon Conservation Initiative
Yi Zhou
YMCAs of BC
Youth Climate Corps BC
YRB Management Corp.
YWCA BC
Zachary Wilson
Zaraya Brook
Zbigniew Markowicz
Zero Emissions Innovation Centre
Zero Waste BC

LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

July 31, 2026

Viveka Johnson
Superintendent of Schools
School District 05 (Southeast Kootenay)
Suite 1 - 940 Industrial Road
CRANBROOK BC V1C 4C6

Dear Viveka Johnson:

Re: Office of the Ombudsperson Quarterly Report for the period covering April 1 - June 30, 2026

This package of documents details the complaint files the Office of the Ombudsperson closed for School District 05 (Southeast Kootenay) between April 1 and June 30, 2026. Though no action is required on your part, we hope that you will find this information useful and share it within your organization.

These reports provide information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. Files currently open with the office are not included in these reports.

If you would like further information about the complaints our office received about your organization, or you have identified inaccuracies in the data, please contact our office's Policy, Research and Continuous Improvement team. They can provide further details upon request and can be reached at PRCI@bcombudsperson.ca or by phone at 250-953-4171.

Enclosed you will find detailed reports containing the following:

- A one-page report listing the number of files closed and the category under which they were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under our jurisdiction. A more detailed description of our closing categories is available on our website at: https://bcombudsperson.ca/assets/media/QR-Glossary.pdf.

- If applicable: Copies of closing summaries written about the complaint files we investigated. These summaries provide an overview of the complaint received, our investigation and the outcome. Our office produces closing summaries for investigated files only, and not for enquiries or those complaints we chose not to investigate.

- If applicable: A summary of the topics identified in the complaint files closed during the quarter. We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Our office tracks the topics of complaints we investigate and those we close without investigation, but not for enquiries. Because complaints to our office are confidential, we do not share complaint topic information if we received too few complaints to preserve the complainants' anonymity.

If you wish to update your organization's contact information, please contact us by email at info@bcombudsperson.ca.

To learn more about educational opportunities on administrative fairness provided by our office, or if you wish to consult with our office to enhance fairness within your organization's policies or procedures, our Public Authority Consultation and Training (PACT) Team can assist you. Please contact them by phone at 250-508-2950 or by email at consult@bcombudsperson.ca.

Yours sincerely,

SHermiston

Sandy Hermiston
Ombudsperson
Province of British Columbia

Enclosures

OMBUDSPERSON
BRITISH COLUMBIA

Type of complaint closure for Authority: School District 05 (Southeast Kootenay)	# closed
Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as *Enquiries* to distinguish them from *Complaints*, which are requests that our office conduct an investigation.	0
Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the *Ombudsperson Act*. We also have discretion to decline to investigate for other reasons specified in the *Ombudsperson Act*.	2
Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.	0
Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the *Ombudsperson Act*.	0
Reason for closing an Investigation	
Pre-empted by existing statutory right of appeal, objection or review.	0
Investigation ceased with no formal findings under the *Ombudsperson Act.*	
More than one year between event and complaint	0

Insufficient personal interest	0
Available remedy	0
Frivolous/vexatious/trivial matter	0
Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
Complaint settled in consultation with the authority – When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.	0
Complaint substantiated with formal findings under the *Ombudsperson Act.*	0
Complaint not substantiated under the *Ombudsperson Act.*	0
Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0

OMBUDSPERSON
BRITISH COLUMBIA

The tables below summarize the complaint topics we are tracking for your sector and/or authority and the number of times this topic was identified in the files (investigated and non-investigated complaints) that were closed in the most recent quarter.

If you would like more information on the types of complaints we receive, please contact our Public Authority Consultation and Training Team: email us at consult@bcombudsperson.ca or call us at 250-508-2950.

Sector-Specific Complaint Topics – All School Districts

Bans from School Property (Section 177)	2	3%
Enrolment/Registration	9	14%
Other	21	32%
Special Education	10	15%
Student Safety	15	23%
Student Suspension or Exclusion	9	14%

General Complaint Topics – All School Districts

Accessibility	3	3%
Administrative Error	3	3%
Communication	18	15%
Delay	3	3%
Disagreement with Decision or Outcome	33	28%
Discrimination	4	3%
Employment or Labour Relations	2	2%
Other	3	3%

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Process or Procedure	28	24%
Review or Appeal Process	2	2%
Treatment by Staff	19	16%