

Board of Education

Regular Public Meeting

June 22, 2022



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

School District No. 57 (Prince George)

BOARD OF EDUCATION

CHARTER

Our mission, as a Board of Education, is to create a culture of trust and integrity by adhering to the highest standards of ethical behaviour and fiduciary responsibility.

We, the Board of Education, individually and collectively, in the conduct of our duties, will be:

- Transparent
- Open-minded
- Consultative
- Committed
- Respectful of Diversity

BOARD OF EDUCATION AND SENIOR ADMINISTRATION

GUIDING PRINCIPLES

The Board of Education and senior administration believe we are accountable to the families and communities we serve. We respect their diversity and support their involvement.

We further believe that all children can learn, achieve and succeed, and that by working together with our employees, students, parents, and our communities, we will enable our students to reach their greatest academic potential.

We believe our students have the right:

- To a safe and respectful learning environment.
- To be valued.
- To have the opportunity to explore and develop their potential.
- To have their intellectual, emotional, physical and social needs met

We also believe that with these rights come responsibilities with respect to their school, classroom and work habits.

We believe our employees have the following rights and responsibilities:

- To be treated fairly and work in a safe environment.
- To be respected, trusted, included and valued.
- To explore, collaborate and develop to their potential.
- To treat others fairly, work cooperatively, and create a safe working and learning environment.

Together, we affirm that these guiding principles provide the foundation for the decisions we make in School District No. 57.

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)
REGULAR PUBLIC MEETING
6:00 p.m., Wednesday, June 22, 2022
Boardroom – 2100 Ferry Avenue

A G E N D A

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

3. APPROVAL OF AGENDA

4. PUBLIC INPUT

Thirty minutes maximum; limit of five minutes per speaker

5. PRESENTATIONS

- Local Schooling, Tiiu Noukas

6. SCHOOL DISTRICT NEWS

7. MINUTES OF PREVIOUS MEETINGS

7.1 Regular Public Meeting of May 31, 2022 Page 1

7.2 Record of Minutes of Regular In Camera Meeting of
May 30, 2022 and Special In Camera Meetings of May
30 at 4 p.m. and 4:10 p.m., June 6 and 9, 2022 Page 14

8. BUSINESS ARISING FROM THE MINUTES

9. NEW BUSINESS

- 9.1 Draft Framework for Enhanced Student Learning Report
2022-2023 (C. Heitman) Page 16

10. EDUCATION PROGRAMS AND PLANNING COMMITTEE

- 10.1 Committee Report (R. Polillo)
- 10.2 Choice Management Committee – Spruceland
Traditional School
- Shannon Daines,
Principal, Spruceland Traditional Elementary*

11. MANAGEMENT AND FINANCE COMMITTEE

- 11.1 Committee Report (T. Bennett) Page 27

12. EDUCATION SERVICES COMMITTEE

- 12.1 Committee Report (B. Thompson)
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- 13.2.1 Policy 1120 - Access to the Board Page 33
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Expenses Page 38
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17. **CORRESPONDENCE**

- 17.1 Letter dated June 10, 2022 to the Minister of Finance
and Minister of Education and Child Care regarding
Funding for the 2022/23 School Year

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18. **ADJOURNMENT**

DRAFT
Minutes
Regular Public
Meeting

Board of Education
School District No. 57 (Prince George)
2100 Ferry Avenue, Prince George, B.C.

2022.05.31
6:00 p.m.

Present:

Sharel Warrington, Chair
Ron Polillo, Vice Chair
Betty Bekkering, Trustee
Tim Bennett, Trustee
Milton Mahoney, Trustee
Bob Thompson, Trustee
Rachael Weber, Trustee (By Zoom)

Cindy Heitman, Superintendent of Schools
Darleen Patterson, Secretary Treasurer
Diane Nygaard, Executive Assistant (Recorder)

In Attendance:

Lee Karpenko, Assistant Superintendent
Kap Manhas, Assistant Superintendent
Pam Spooner, Indigenous Assistant Superintendent

1. **CALL TO ORDER**

The meeting was called to order at 6:00 p.m.

2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Trustee Polillo provided a formal acknowledgement of the ancestral lands, culture and people of the Lheidli T'enneh First Nation, McLeod Lake Indian Band and Simpcw Nation.

Trustee Polillo commented on the one-year anniversary since the detection of unmarked graves at the former residential school site in Kamloops, BC.

3. **APPROVAL OF AGENDA**

The agenda was approved as published.

4. PUBLIC INPUT

Joanne Hapke representing the Prince George District Teachers' Association acknowledged the one-year anniversary since the detection of unmarked graves at the former residential school site in Kamloops, BC. Ms. Hapke commented on the draft 2022-2023 annual budget and noted a reduction in the operating expenses. She asked, how the Trustees will ensure that there will not be reduced services for students? Ms. Hapke acknowledged the last school shooting in Texas and asked, what is your plan to ensure the safety of our schools? She recommended that the Trustees review its existing District Code of Conduct to ensure that it is relevant to the world that we live in today. Ms. Hapke requested a response to her two questions.

Laura Weller representing the District Parent Advisory Council acknowledged the one-year anniversary since the detection of unmarked graves at the former residential school site in Kamloops, BC. Ms. Weller spoke in support of the Indigenous Education Leadership Table and noted the theme of "Truth and Reconciliation" at their June meeting. She thanked the Board for keeping cuts away from students when balancing the draft 2022-2023 annual budget. Ms. Weller acknowledged outgoing CUPE 3742 President Karen Wong and PGDTA President Joanne Hapke for their commitment to the school district. She also thanked DPAC past President Andrea Beckett and Director Gillian Burnett for their time and energy.

5. PRESENTATION

5.1 District Student Advisory Council

Victoria Joiner and Harsh Dhaliwal representing the District Student Advisory Council with Teacher Dylan Clifford and Vice Principal Katie Marren in attendance provided a PowerPoint presentation titled "District Student Advisory Council 2021/2022". The presentation included the following:

- Valemount "School Presentation"
- Live Event on June 9th "Online Anti-Racism Discussion"
- Ron Brent Elementary Street Data
- Things to Consider

5.2 Trustee Bennett – 10 Year Pin

The Board Chair presented Trustee Bennett with a pin in recognition of 10 years of service to the school district.

6. SCHOOL DISTRICT NEWS

Pam Spooner, Indigenous Assistant Superintendent advised that June 21st is National Indigenous Peoples' Day. Ms. Spooner provided an overview of the plans for how the school district's intermediate elementary students will participate in the celebrations at Lheidli T'enneh Memorial Park hosted by the Lheidli T'enneh First Nation.

Trustee Bennett commented on the success of the following:

- Annual Shakespeare Event held at Polaris Montessori Elementary.
- Southridge Elementary Family Barbecue
- Welcome to Kindergarten throughout the District

Trustee Polillo congratulated the Rocky Mountain Rangers B Company on their 10 year anniversary in Prince George. Mr. Polillo also commented on the success of the Northern BC Crime Stoppers "Shred It Event" held on April 30th.

The Board Chair extended the Board's congratulations to the graduating students of 2021-22. Ms. Warrington thanked all the teachers, principals, vice principals, parents and guardians that have supported the students.

7. MINUTES OF THE PREVIOUS MEETINGS

7.1 Regular Public Meeting of April 26, 2022

The minutes of the regular public meeting of April 26, 2022 were adopted as published.

7.2 Special Public Meeting of May 16, 2022

The minutes of the special public meeting of May 16, 2022 were adopted as published.

7.3 Record of Minutes of Regular In Camera Meeting of April 25, 2022 and Special In Camera Meetings of April 25, May 5, May 11, May 13 and May 16, 2022

The report on the items discussed and decisions made at the regular in camera meeting of April 25, 2022 and Special In Camera Meetings of April 25, May 5, May 11, May 13 and May 16, 2022 were approved.

8. BUSINESS ARISING FROM THE MINUTES**8.1 Public Feedback – 2022-2023 Draft Annual Budget**

Trustee Bennett stated that as announced at the special public meeting of May 16, 2022, the school district provided opportunities for additional feedback on the draft 2022-23 annual budget following the first and second reading of the draft Annual Budget Bylaw at the May 16th Special Public meeting.

Mr. Bennett advised that an overview of the public feedback received during the period of May 17 to May 27, 2022 is included in the PowerPoint presentation related to the 2022-2023 Annual Budget – Third and Final Reading.

9. MANAGEMENT AND FINANCE COMMITTEE**9.1 2022-2023 Annual Budget – Third and Final Reading**

Trustee Bennett noted that at the special public meeting held on May 16, 2022 the Board approved the first and second reading of the 2022-2023 Annual Budget Bylaw.

Trustee Bennett reviewed the recommendation and rationale that was included in the agenda package.

The Secretary Treasurer provided a PowerPoint presentation titled “2022-23 Draft Annual Budget Third and Final Reading” that was provided as a handout.

The Secretary Treasurer responded to questions from the Trustees.

MOVED and SECONDED

That Annual Budget Bylaw 2022-2023 be given third and final reading.

CARRIED

Trustee Mahoney voted in opposition to the motion.

A recess was called at 8:45 pm and the meeting was reconvened at 8:50 pm.

10. EDUCATION PROGRAMS AND PLANNING COMMITTEE**10.1 Committee Report**

Trustee Polillo reviewed the May 2022 Education Programs and Planning Committee report that was included in the agenda package.

MOVED and SECONDED

That the report of the Education Programs and Planning Committee meeting held on May 17, 2022 be received.

CARRIED

10.2 Schedule of Fees and Deposits

Trustee Polillo reviewed the recommendation and rationale that was included in the agenda package. Mr. Polillo reviewed the revisions to the schedule of fees and deposits that was also included in the agenda package.

The Superintendent responded to questions from the Trustees.

The Superintendent will clarify the language regarding the deposit required for Center for Learning Alternatives and District Learner Support textbooks in the schedule of fees and deposits.

MOVED and SECONDED

That, in accordance with section 82(6) of the School Act and Ministerial Order 236/07, the Schedule of Fees and Deposits for 2022 - 2023 be approved and published.

CARRIED

11. EDUCATION SERVICES COMMITTEE**11.1 Committee Report**

Trustee Thompson reviewed the May 2022 Education Services Committee report that was included in the agenda package.

MOVED and SECONDED

That the report of the Education Services Committee meeting held on May 9, 2022 be received.

CARRIED

11.2 2022-23 Annual Facility Grant Plan

Trustee Thompson reviewed the recommendation and rationale that was included in the agenda package.

The Secretary Treasurer responded to questions from the Trustees.

MOVED and SECONDED

That the 2022/23 Annual Facility Grant Plan be received.

CARRIED

11.3 Child Care Capital Funding Bylaw

Trustee Bennett excused himself from the meeting for this item due to a conflict of interest.

Trustee Thompson reviewed the recommendation that was included in the agenda package.

MOVED and SECONDED

That, in accordance with Section 68 (4) of the *School Act*, all three readings of Child Care Capital Funding Bylaw C2254060011986 be given at tonight's meeting.

CARRIED

Trustee Thompson reviewed the recommendation that was included in the agenda package.

MOVED and SECONDED

That the Child Care Capital Funding Bylaw C2254060011986 be given first reading.

CARRIED

Trustee Thompson reviewed the recommendation and rationale that was included in the agenda package.

The Secretary Treasurer responded to questions from the Trustees.

MOVED and SECONDED

That the Child Care Capital Funding Bylaw C2254060011986 be given second reading.

CARRIED

Trustee Thompson reviewed the recommendation that was included in the agenda package.

MOVED and SECONDED

That the Child Care Capital Funding Bylaw C2254060011986 be given third and final reading.

CARRIED

Trustee Bennett re-joined the meeting.

12. **POLICY AND GOVERNANCE COMMITTEE**

12.1 Committee Report

Trustee Bekkering reviewed the May 2022 Policy and Governance Committee report that was included in the agenda package.

MOVED and SECONDED

That the report of the Policy and Governance Committee meeting held on May 10, 2022 be received.

CARRIED

12.2 Provision of Child Care

Trustee Bennett excused himself from the meeting for this item due to a conflict of interest.

12.2.1 Draft Policy 25 - Provision of Child Care

Trustee Bekkering reviewed the recommendation and drew attention to the rationale that was included in the agenda package.

MOVED and SECONDED

That the draft Policy 25 - Provision of Child Care be approved in principle and distributed for 60-days consultation to Stakeholder and Rightsholder groups for input.

CARRIED

12.2.2 Administrative Procedures 551 – Provision of Child Care

Trustee Bekkering reviewed the recommendation and drew attention to the rationale that was included in the agenda package.

MOVED and SECONDED

That the Board of Education receives Administrative Procedure 551 - Provision of Child Care as presented.

Trustee Warrington requested that Trustee Polillo assume the Chair.

Trustee Polillo assumed the Chair.

Trustee Warrington brought forward the following proposed amendment to the main motion.

MOVED and SECONDED

That the Board of Education approves Administrative Procedure 551 - Provision of Child Care as presented.

Trustee Warrington provided a verbal rationale in support of the amended motion.

Trustee Warrington responded to questions from the Trustees.

All Trustees that were presented voted in favour of the amendment to the main motion.

Trustee Bennett was absent for the vote.

All Trustees that were presented voted in favour of the amended motion.

Trustee Bennett was absent for the vote.

Trustee Warrington assumed the Chair.

Trustee Bennett re-joined the meeting.

12.3 Anti-Racism, Anti-Discrimination and Cultural Safety and Indigenous Racial Reconciliation

Trustee Bekkering drew attention to the information included in the agenda package.

12.3.1 Policy 4116.14 Multiculturalism, Racial Harmony and Anti-Racism

Trustee Bekkering reviewed the recommendation and rationale that was included in the agenda package.

MOVED and SECONDED

That the Board of Education rescind Policy 4116.14 Multiculturalism, Racial Harmony and Anti-Racism effective May 31, 2022

CARRIED

12.3.2 Draft Policy 23 - Anti-Racism, Anti-Discrimination, and Cultural Safety

Trustee Bekkering reviewed the recommendation and drew attention to the rationale that was included in the agenda package.

MOVED and SECONDED

That the Board of Education approves in principle Policy 23 - Anti-Racism, Anti-Discrimination, and Cultural Safety and distributes it for 60-days consultation to Stakeholder and Rightsholder groups for input.

CARRIED

12.3.3 Draft Policy 24 - Indigenous Racial Reconciliation

Trustee Bekkering reviewed the recommendation and rationale that was included in the agenda package.

MOVED and SECONDED

That the Board of Education approves in principle Policy 24 - Indigenous Racial Reconciliation and distributes it for 60-days consultation to Stakeholder and Rightsholder groups for input.

CARRIED

12.3.4 Administrative Procedures 170 - Anti-Racism, Anti-Discrimination, Cultural Safety and Indigenous Racial Reconciliation and 202 - Multicultural Recognition

Trustee Bekkering reviewed the recommendation and drew attention to the rationale that was included in the agenda package.

MOVED and SECONDED

That the Board of Education receives the following Administrative Procedures effective May 31, 2022 as presented:

- AP 170 - Anti-Racism, Anti-Discrimination and Cultural Safety
- AP 202 - Multicultural Recognition

Trustee Warrington requested that Trustee Polillo assume the Chair.

Trustee Polillo assumed the Chair.

Trustee Warrington brought forward the following proposed amendment to the main motion.

MOVED and SECONDED

That the Board of Education approves the following Administrative Procedures effective May 31, 2022 as presented:

- AP 170 - Anti-Racism, Anti-Discrimination and Cultural Safety
- AP 202 - Multicultural Recognition

Trustee Warrington provided a verbal rationale in support of the amended motion.

The Trustees discussed the proposed amendment to the main motion.

Trustees Bekkering, Bennett, Mahoney and Polillo voted in opposition to the amendment of the main motion.

The discussion returned to the main motion which was carried.

Trustee Weber voted in opposition to the main motion.

Trustee Warrington assumed the Chair.

12.4 Student Transportation Services

Trustee Bekkering drew attention to the information included in the agenda package.

12.4.1 Policy 3541 - Student Transportation – Home and School

Trustee Bekkering reviewed the recommendation and drew attention to the rationale that was included in the agenda package.

MOVED and SECONDED

That the Board of Education rescind Policy 3541 - Student Transportation – Home and School and Policy 5131.1 – Bus Conduct effective May 31, 2022.

CARRIED

12.4.2 Policy 5131.1 Bus Conduct

This item was included in the above motion.

12.4.3 Draft Policy 17 - School District Transportation Services

Trustee Bekkering reviewed the recommendation and drew attention to the rationale that was included in the agenda package.

The Secretary Treasurer responded to questions from the Trustees.

MOVED and SECONDED

That the Board of Education approves in principle Policy 17 – School District Transportation Services and distributes it for 60-days to Stakeholders and Rightsholders for input.

CARRIED

12.4.4 Administrative Procedures – Student Transportation Services

Trustee Bekkering reviewed the recommendation and drew attention to the rationale that was included in the agenda package.

MOVED and SECONDED

That the Board of Education receives the following Administrative Procedures effective May 31, 2022 as presented:

- AP 351 – Bus Conduct;
- AP 351 – Appendix – Code of Conduct for Bus Students;
- AP 560 – Student Transportation – Home and School; and
- AP 561 – Accessible Transportation for Students

CARRIED

13. **OLD BUSINESS**

None.

14. NEW BUSINESS**14.1 Notice of Motion – Advocacy for Funding**

Trustee Bennett reviewed the recommendation and rationale that was included in the handout provided to the Trustees and the gallery.

MOVED and SECONDED

That the Board of Education write a letter to the Minister of Finance and Minister of Education and Child Care to fully fund all incremental payroll and other inflationary costs that have not been covered in the K-12 estimated operating grants announced for the 2022/23 school year.

And

Ask that the per-pupil funding in the K12 operating block funding announced for the 2022/23 school year be adjusted to cover all incremental payroll increases and other inflationary cost pressures being experienced by districts.

And

Ask that the Ministry of Finance and the Ministry of Education and Child Care notify all districts prior to June 30 2022, of changes in the K-12 estimated operating grant for the 2022/23 school year that will cover incremental payroll and other inflationary cost pressures.

CARRIED

The Trustee requested that a copy of the letter also be sent to the opposition parties and the Members of the Legislative Assembly.

15. DISTRICT ADMINISTRATION REPORTS**15.1 Superintendent of Schools**

The Superintendent provided a PowerPoint presentation related to the Ministry of Education and Child Care's Peer Review Feedback on the school district's 2021/22 Framework for Enhancing Student Learning report.

The Superintendent responded to questions from the Trustees.

16. TRUSTEE REPORTS

16.1 BC School Trustees' Association

Trustee Polillo drew attention to the report that was included in the agenda package.

16.2 BC Public School Employers' Association

Trustee Bekkering advised that BCPSEA provides regular updates related to provincial bargaining. Ms. Bekkering noted that BCPSEA has requested that Boards complete their satisfaction and strategic planning survey by the end of day on June 9, 2022.

16.3 District Parent Advisory Council

Trustee Bekkering provided an overview of the discussion related to the monthly theme "Extracurricular Activities" at the May 9th District Parent Advisory Council meeting.

16.4 District Student Advisory Council

Trustee Polillo drew attention to the report that was included in the agenda package.

16.5 Indigenous Education Advisory Committee

Trustee Polillo drew attention to the report that was included in the agenda package.

16.6 Various Trustee Reports

16.6.1 Trustee Polillo

Trustee Polillo drew attention to the report included in the agenda package.

16.6.2 Other Trustees

None.

17. ADJOURNMENT

The meeting adjourned at 9:32 p.m.

Chairperson

Secretary Treasurer

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

RECORD PURSUANT TO SECTION 72 OF THE SCHOOL ACT

MATTERS DISCUSSED AND DECISIONS REACHED AT THE SPECIAL AND
REGULAR IN CAMERA MEETINGS HELD SINCE THE LAST SUCH REPORT

May 30, 2022 Special In Camera Meeting

1. Acknowledgement of the Traditional Territories.
2. Approval of the agenda.
3. Adoption of the minutes of the special in camera meeting of May 5, 2022.
4. Adoption of the minutes of the special in camera meeting of May 13, 2022.
5. Discussion regarding a governance matter.

The meeting was called to order at 4:00 p.m. and adjourned at 4:17 p.m.

May 30, 2022 Special In Camera Meeting at 4:10 p.m.

6. Acknowledgement of the Traditional Territories.
7. Approval of the agenda.
8. Adoption of the minutes of the special in camera meeting of April 25, 2022.
9. Adoption of the minutes of the special in camera meeting of May 11, 2022.

The meeting was called to order at 4:19 p.m. and adjourned at 4:20 p.m.

May 30, 2022 Regular In Camera Meeting

1. Acknowledgement of the Traditional Territories.
2. Approval of the agenda.
3. Adoption of the minutes of the regular in camera meeting of April 25, 2022.
4. Adoption of the minutes of the special in camera meeting of May 16, 2022.
5. Discussion regarding a governance matter.

The meeting was called to order at 4:21 p.m. and adjourned at 4:45 p.m.

June 6, 2022 Special In Camera Meeting

1. Acknowledgement of the Traditional Territories.
2. Motion to Waive Written Notice.
3. Approval of the agenda.
4. Discussion related to a British Columbia Public School Employers Association matter.
5. Discussions regarding governance matters.

The meeting was called to order at 4:43 p.m. and adjourned at 6:10 p.m.

June 9, 2022 Special In Camera Meeting.

1. Acknowledgement of the Traditional Territories.
2. Approval of the agenda.
3. Discussion regarding a governance matter.

The meeting was called to order at 4:10 p.m. and adjourned at 5:12 p.m.

FRAMEWORK FOR ENHANCED STUDENT LEARNING REPORT

2022-2023

Year 1 Summary of the 5-year Strategic Plan

We respectfully acknowledge School District 57, resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation. It is our honour to walk alongside the Indigenous communities in the education of the students.

Preamble:

School District No. 57, has completed its first year of the new 5-year Strategic Plan. This plan is reviewed on an annual basis and adjusted based on the data presented in this report. The data is extracted from the 2020-21 and the 2021-22 school years. Some of the information has been masked as per the Protection of Personal Information when Reporting on Small Populations Policy. Numbers that are masked will not appear on the charts.

Annually the Strategic Plan, Implementation Plan and the Framework for Enhanced Student Learning (FESL) Report, is reviewed through an engagement process with our rightsholders, stakeholders, students, staff, parents and community. The purpose of the engagement process is to evaluate the impact of the implemented strategies and identify the adjustments needed in response to student outcomes.

About our District:

School District No.57 resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nations. Geographically we expand from Mackenzie BC, through Prince George BC to McBride and Valemount BC. We serve 41 schools: 32 Elementary schools, 8 Secondary schools and 1 District Learning Support center for alternative and alternate learning opportunities. We provide educational programs for approximately 13000 students inclusive of early learning, after school art and sports programming, trades programs, and dual credit programs with our local post-secondary schools. We support Lheidli T'enneh students, McLeod Lake students and Takla students living on reserve through our [Local Education Agreements](#). With each Nation we co-construct the educational services provided to the students while attending a school within our school district and the results.

Continuous Improvement Consultation and Engagement Cycle:

Through the strategic planning process, School District No. 57 focuses on a holistic approach to supporting students reaching their goals and increasing academic results. The directions focused on Truth and Reconciliation, Equity for Access, Wellness and Learning provides us with the road map towards increasing results for our learners. By creating specific goals and measured objectives in our implementation plan, we will use this data to track our progress

The Engagement Process for the 2021-22 School year included:

Our engagement process was designed to gather feedback from our community on a continuous basis to review what was important for the students to learn, what is valued in education and what our priorities should be based on the student outcomes. The engagement process provided us with input from over 500 people and we recorded specific ideas from our staff, students, parents, rightsholders, stakeholders and community at large. Our process included 3 online exchanges of ideas and thoughts, 2 parent focus group conversations, 3 community focus groups (one in the fall and 2 in the spring) 1 review with the IELT (Indigenous Education Leadership Table) and 1 with senior staff.

All engagement sessions were open to those who could attend and results were shared on the Website and at the Public Board meetings. This information was used to make changes to the Implementation plan for the upcoming school year.

	Number of Participants		
	Fall Strategic Plan	Budget Consultation	Spring Strategic Plan
Online Engagement			
Rightsholder/Stakeholder	5	3	4
Student	10	0	3
Parent/Caregiver/Guardian	89	64	145
Principal/Vice Principal	5	0	33
Teacher/Associates	31	22	43
Interested Community Member	10	4	3
Support Staff	0	2	19
Exempt Staff	2	4	9

As outlined in the Workplan for the Special Advisors Recommendations an additional engagement happened with the Indigenous Community.

The question we asked " What are the best ways for us to communicate and engage with you to ensure your voice is heard and a part of the success planning for Indigenous children? Tell us how we can support Indigenous children, within School District 57, on their pathway to success."

We heard from 253 parents, grandparents, guardians and community members.

2021-2022 Framework for Enhanced Student Learning
Student Outcomes Report
School District No. 57 Prince George

June 22, 2022

School District 57 Strategic Plan 2021-2026

"The Pathway to a Diverse Learning Community with Purpose, Options and Choices for all"
Skeh Huhoont'i hodul'eh ti.

Our Vision:

All students are prepared for each step of their life's journey with the skills, knowledge, options and choices to be successful.

Our Mission:

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Strategic Plan District Directions and Goals 2021-2026

District Directions

School District No. 57 has identified 4 district directions that set our priorities for the next 5 years. These directions will guide our work.

Year 1 and 2 Goals

Truth and Reconciliation

Truth and Reconciliation Calls to Action are implemented throughout our system.

Equity of Access

Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for the Indigenous learners, children and youth in care and the students with diverse abilities/disabilities.

Wellness

Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.

Learning

Engaging, innovative, learning communities with options and choice for all students to be successful. The explicit intention of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support the Indigenous learners, children and youth in care and the students with diverse abilities/disabilities.

Truth and Reconciliation:

- ♦ Create a systems approach to ensure our staff and students know and understand the TRC Calls to Action as they are implemented in our system
- ♦ Enhance trauma informed and resilience approaches in our schools

Equity of Access

- ♦ Create a continuum of support throughout the district to ensure all students have access to personalized learning.
- ♦ Enhance our learning environments to build diverse supports for students to feel connected, engaged and safe to take learning risks.

Wellness

- ♦ Create a systems approach to support equity, diversity, inclusion and belonging
- ♦ Enhance Mental Health Literacy understanding and its implementation.

Learning

- ♦ Increase literacy, numeracy and graduation rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.
- ♦ Create a system where all students develop a graduation success plan before leaving elementary school.
- ♦ Enhance the districts academic learning opportunities connected to people, place and land.

2021-2022 Framework for Enhanced Student Learning
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Results Review

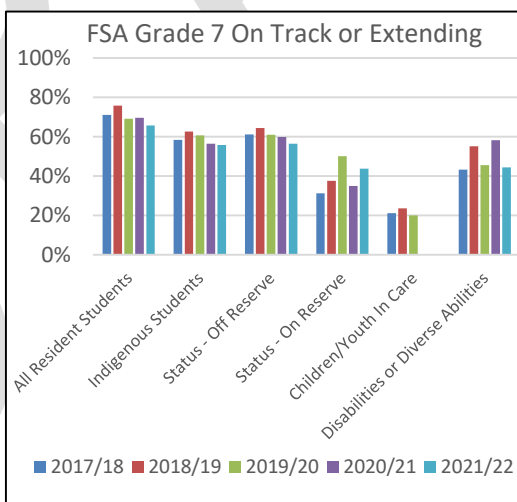
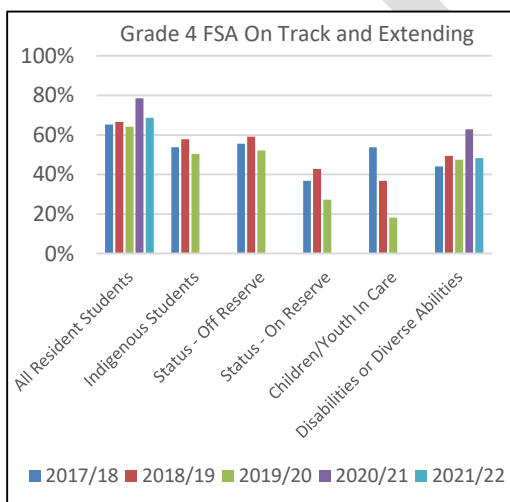
Intellectual Development

Educational Outcome: Students will meet or exceed literacy and numeracy expectations for each grade level.

Strategies to support increased literacy and numeracy outcomes:

- ♦ Evidence-based Assessment professional learning sessions with Sandra Herbst for school leaders and teachers
- ♦ Implementation of “Grad Coaches” at all secondary schools to track, monitor and support Indigenous students through their grad program to graduation.
- ♦ Focus on balanced literacy strategies in the classrooms at all grade levels and targeting literacy intervention using programs such as Fountas and Pinnell
- ♦ Utilize BC performance standards to support student learning in literacy and numeracy
- ♦ Increased culturally responsive resources in classrooms, support by district team (Review resources for literacy in all schools to ensure current and culturally responsive resources are being used with students)
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- ♦ Exploration of land based, project based instruction for literacy and numeracy
- ♦ Focus on transitions into our schools, from grade to grade, between elementary and secondary school and from secondary to post-secondary
- ♦ Implemented a District Numeracy Advisory Committee
- ♦ Focus on data dialogue with schools move from information to action
- ♦ Collected literacy data using a district assessment beyond the FSA
- ♦ Implement a Rural Schools Network Project to build on educator’s literacy instruction capacity
- ♦ Implemented English First Peoples 10 as a required 2 credit course as part of the grade 10 English Language Arts requirement

Literacy Outcomes 2021-22 (Additional 2021-22 data will be available in the 2022-23 school year)



FSA cohort data gives us a literacy story of the learners in the district. This data tells us we are not effective in our intervention strategies for struggling readers.

Cohort	Grade 4	Grade 7
All Learners		
2017/18	65%	70%
2018/19	67%	66%
Indigenous Learners		
2017/18	54%	56%
2018/19	58%	56%

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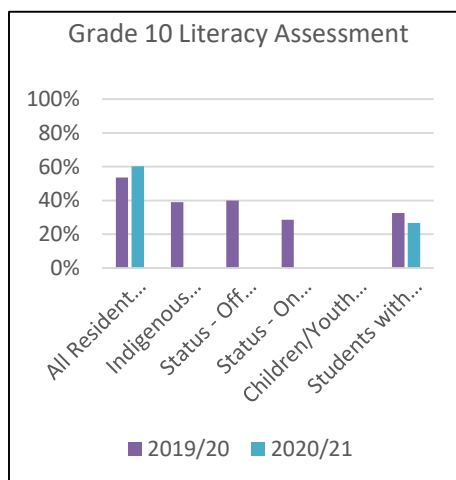
2022 Benchmark Assessment –Literacy Independent Reading

Grade	All On Track	Indigenous On Track	Non Indigenous On Track	Metis On Track	First Nations On Track	Diverse Abilities On Track
1	34%	26%	38%	31%	23%	17%
2	58%	66%	55%	66%	66%	67%
3	44%	30%	51%	39%	28%	25%
4	43%	31%	49%	38%	28%	17%
5	37%	30%	40%	41%	26%	15%
6	34%	26%	37%	32%	25%	13%
7	43%	38%	46%	37%	39%	26%

We continue to notice our reading results as measured by the FSA and Gr. 10 Literacy Graduation Assessment indicate a large percentage of learners are not reading at grade level. We are most concerned with the results of the Indigenous learners and CYIC and students with diverse abilities/disabilities. Due to lower populations some data has been masked.

We have set a target to increase the % of students reading at grade level by 10% in two years of our new strategic plan.

We utilized a district collection of the BAS (Benchmark Assessment System) to look at another source of reading levels. This data is consistent with what we are noticing with the exception of Grade 2 results. More inquiry is required in this area.



As this is the first year of the strategic plan we are monitoring the impact the strategies will have on learners over the next five years.

We focused on the collection of evidence and building plans based on the results.

Grad Coaches have been working to support Indigenous students to achieve a Regular Dogwood. We are monitoring students at risk of not graduating in 5 years RED and building supports at the school level to see them transition to GREEN, on track to graduation with a Regular Dogwood.

Early Year Evaluation (EYE) Assessment 2021-22 (research has shown that the skills in the domain assessed are related to children's literacy development and their success at school)

Overview of EYE Results	Significant Difficulty		Some Difficulty		Appropriate Development	
	Fall	Spring	Fall	Spring	Fall	Spring
Awareness of Self and Environment	8	4	23	6	85	109
Social Skills and Approaches to Learning	29	9	42	30	58	81
Cognitive Skills	28	9	47	26	42	84
Language and Communication	23	5	44	23	61	92
Physical Development- Fine Motor	22	6	48	20	49	94
Physical Development-Gross Motor	8	2	53	19	57	99

We have been focusing on the Early Years as students enter Kindergarten as we know that early intervention is critical for the success of students. The results of the EYE assessment in 5 of our most vulnerable schools indicate that we are supporting students develop the necessary skills to be successful in school. Large decreases in the number of students demonstrating significant difficulty with the skills is observed. However, this data tells us that additional strategies in the areas of Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication need to be developed and implemented.

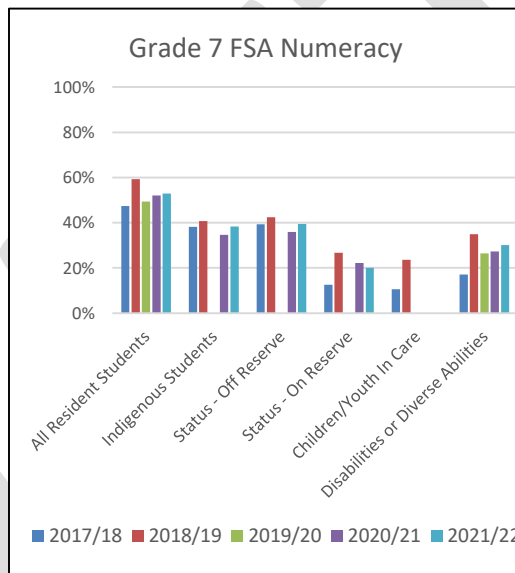
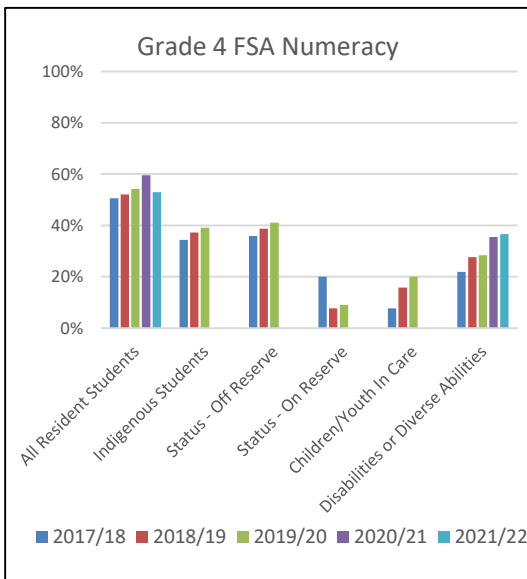
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Adjustments to Literacy strategies for the 2022-23 school year:

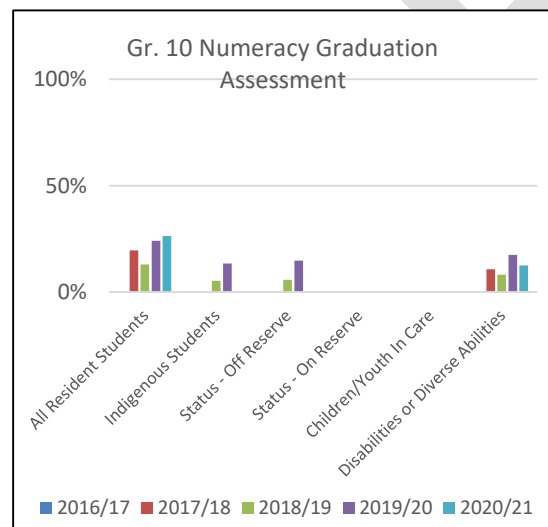
In addition to continuing with the strategies from year 1 of the implementation plan, the following adjustments will be made:

- ♦ District-wide professional learning plan to support equity in our schools with professional development and supports for teachers to provide intervention in both literacy and numeracy- focus
- ♦ Additional Grad Coach time to offer more support for Indigenous students and guide additional academic support should it be needed.
- ♦ Professional development for literacy instruction beyond the primary grades for classroom teachers, non-enrolling support teachers and education assistants

Numeracy Outcomes 2021-2022 (Additional 2021-22 data will be available in the 2022-23 school year)

FSA cohort data gives us a numeracy story of the learners in the district. This data tells us we are not effective in our intervention strategies for struggling learners.

Cohort	Grade 4	Grade 7
All Learners		
2017/18	51%	52%
2018/19	52%	53%
Indigenous Learners		
2017/18	34%	35%
2018/19	37%	38%



While looking at our 5-year trends, our Numeracy results have shown a slight increase, but significant work needs to happen to support student learning in all areas of Numeracy. A deeper dive into classroom instruction from grades k-12 will be explored through the newly formed Numeracy Advisory Committee.

This exploration will include a review of resources, instructional strategies and priorities of the BC Curriculum Learning Standards for Numeracy.

There is evidence that we need to shift what we are doing if we are going to increase Numeracy results in the district. We also have a hunch that so much of this work includes mindsets around Numeracy as we shift from Mathematics to Numeracy and the understanding of Numbers

With this focus and additional strategies, we have set a target of increasing the % of students at grade level in numeracy by 10%.

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2022 SNAP Numeracy Assessment (Understanding and Solving)

Grade	All On Track	Indigenous On Track	Non Indig On Track	Metis On Track	First Nations On Track	Diverse/Disability
1	59%	55%	61%	64%	52%	37%
2	63%	56%	66%	57%	56%	50%
3	56%	47%	59%	57%	44%	31%
4	57%	41%	64%	47%	38%	45%
5	49%	41%	51%	54%	35%	32%
6	51%	40%	56%	49%	38%	24%
7	54%	43%	58%	45%	43%	30%
8	55%	65%	51%	61%	68%	39%

Further Question to explore

What schools have demonstrated promising practice in Numeracy and how can we replicate it?

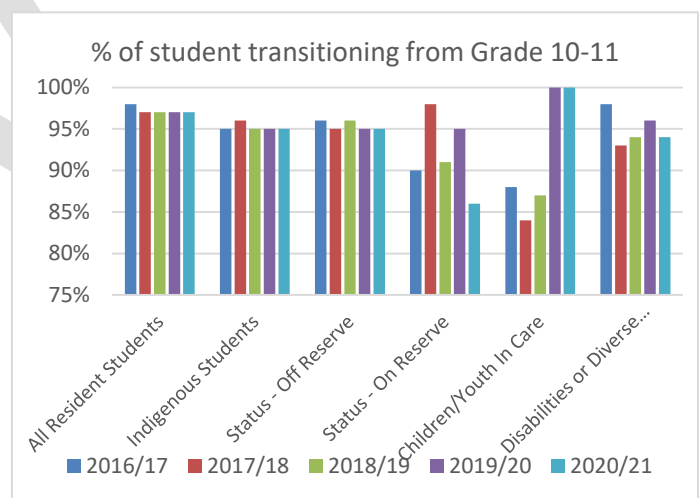
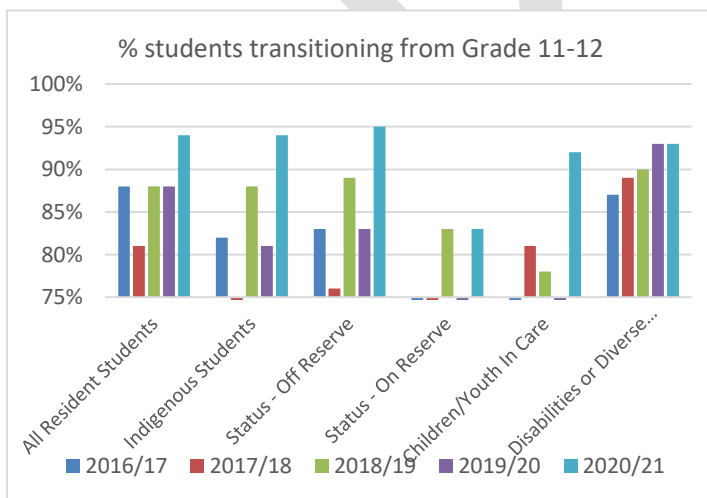
How do we shift mindsets around Numeracy to move from Mathematics to Numeracy?

Adjustments to Numeracy strategies for the 2022-23 school year:

In addition to continuing with the strategies from the 2021-22 school year, we will amplify the following:

- ♦ Focus on data dialogue to move from information to actions
- ♦ Further development of differentiated instruction using UDL will be a focus for classroom teachers
- ♦ Administer a district numeracy assessment, SNAP (Student Numeracy Assessment & Practice) at grades K-8 to monitor students' progress and identify areas requiring further instruction
- ♦ Support the District Numeracy Advisory Committee to examine Numeracy Instruction in the district
- ♦ Engage in a focused 2022.2023 District Numeracy Inquiry Project K-8, with additional supported professional learning by Dr. Marion Small.

Grade to Grade Transitions 2020-2021 (2021-22 data will be available in the 2022-23 school year)



Keeping the students in school is important for the success of each learner. Over the past 2 years we have been working to determine where the students go and why they leave our schools. We know that many students are leaving our schools as a result of mental health and not feeling successful. Our focus on Wellness and belonging is important work.

We are pleased with the increase for the 2020-21 year in students transitioning from grade 11 to 12. We had set a target of a 10% increase in student transitioning from grade 11 to 12. Although the target was not met, we are encouraged to see this increase. Our next step is looking beyond transition to students completing grade 12 with a Dogwood Certificate of Graduation.

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Adjustments to grade to grade transition strategies for the 2022-23 school year:

In addition to continuing with the strategies from the 2021-22 school year, in alignment with the district strategic plan we will:

- ♦ Focus on Equity and Wellness for student learning, look to ensure we know the learners and have provided the appropriate supports for student success
- ♦ Provide professional learning to staff about Continuums of Support at the school and district level
- ♦ Provide additional staff training in trauma informed practices and Compassionate Systems supports to keep students in school leading to increased student outcomes.
- ♦ Increase the use of the MyBluePrint Education Planner to support students developing their graduation pathway before entering secondary.
- ♦ Continue to develop and refine District Learners Supports to provide alternative learning opportunities and interventions for students to personalize their learning paths
- ♦ Expand the district partnership with the YMCA- Alternate to Suspension program for students
- ♦ Use the Grad Coach data and Equity Learner Profile tool to learn the education story of the Indigenous students, relationships matter

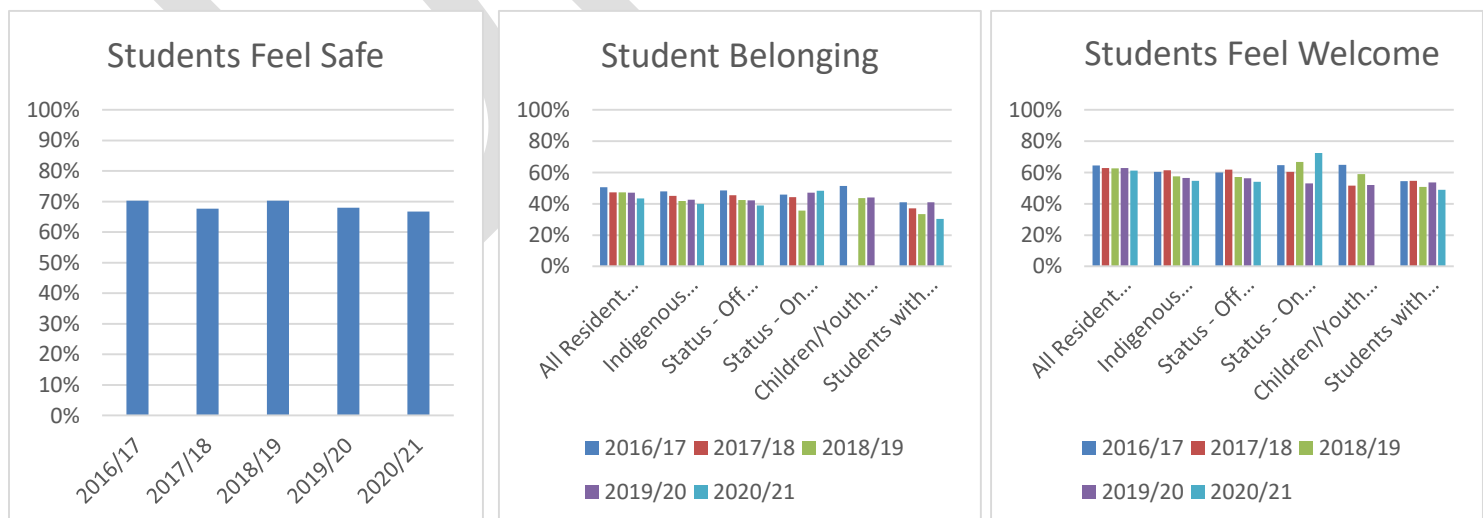
Human and Social Development

Educational Outcome: Students will feel welcome, safe and connected to their school.

2021-22 strategies to support:

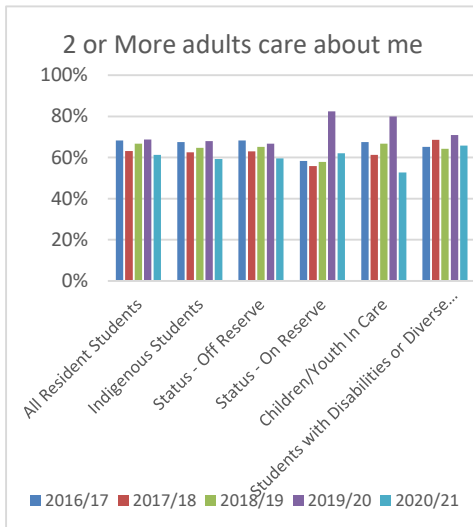
- ♦ Increase community partnerships to support students' wellness in our schools
- ♦ District Mental Health Clinic for students to access supports
- ♦ Building Strong Schools Project focused on Compassionate Systems and Ensouling our Schools
- ♦ Robust Afterschool Sports and Arts Initiatives in 8 elementary schools and 3 secondary schools
- ♦ District anti-racism projects lead by the District Student Advisory Council.
- ♦ Monthly meetings with Ministry of Children and Families to increase the working relationship in support of students living in care.
- ♦ Pilot partnership with Big Brothers and Big Sisters to provide program support to rural schools where access is a need
- ♦ Intentional focus on Truth and Reconciliation in all of our schools as outlined in the District's Strategic Plan and Special Advisors Recommendation Work-plan.
- ♦ Additional evidence collection using MDI (Middle Years Instrument) at the Grade 5 and 8 levels
- ♦ Survey of Indigenous families to measure how our parents feel in our schools

Student Learning Survey Grades 4, 7, 10, 12 -2021-2022 (Additional 2021-22 data will be available in the 2022-23 school year)



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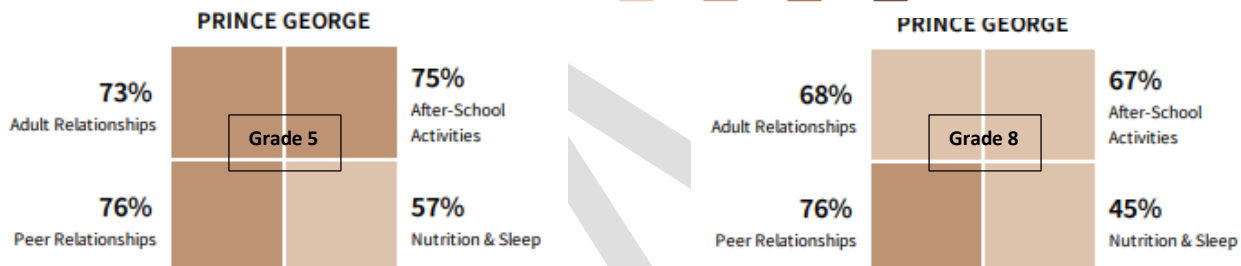
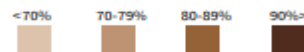
The most current data continues to show we are not making progress in the area of Human and Social Development. Over the past 2 years we have increased our attention to student wellness, however we are not making the gains we would like to see.

Our target for improvement is a 10% increase in students feeling like they belong for the 2021-22 school year. We will also be looking for an increase in students knowing that at least 2 adults care about them and they have systems for support. Our overall measure of success will be students feeling safe at school. **We expect a 10% increase in all students feeling safe within 2 years.**

Middle Years Instrument (MDI) Grades 5 & 8

In order to review in more detail, the human and social development in the district, we administered the [MDI at the Grade 5 and 8 levels](#). This data gives us detailed information school by school on the assets that help promote positive development and well-being. This data provides the school and the district with valuable information to use as we look to provide resources and supports to schools and students.

Percentage of children reporting the presence of an asset



Grade 8 School Experience as measured by MDI

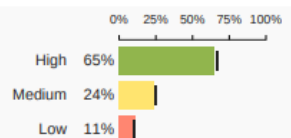
Children's sense of safety and belonging at school has been shown to foster their school success in many ways. When children have positive experiences at school, they are more likely to feel they belong within their school, feel more motivated and engaged, and have higher academic achievement (Wang & Degol, 2016). Children who feel a sense of connection and belonging to school are also less likely to engage in high-risk behaviours (Eccles & Roeser, 2011). Understanding children's school experiences improves the ability to both create and cultivate school environments that are safe, caring, and supportive.

RESULTS FOR PRINCE GEORGE

Average for all Districts

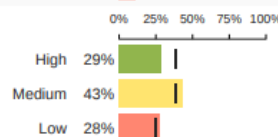
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



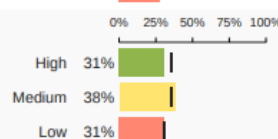
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

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



Through our work this year, we have identified that students seem to "fall off track" when they enter high school. This provides us with evidence that the school experience for grade 8 students is of concern. More analysis of school based data will be required for the 2022-23 school year to assist in the development of school and district based supports

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Adjustments to our strategies for the 2022-23 school year:

In addition to continuing with the strategies from the 2021-22 school year:

- ♦ Continue work towards schools that provide a sense of belonging for all students through various strategies
 - Diversity audit of resources, Afterschool Art and Sport Programming, etc.
- ♦ implementation of a new course on Identity at the grade 8 level
- ♦ Develop an EDIB (equity, diversity, inclusion and belonging) team in each school to address racism and support anti-racism initiatives
- ♦ Provide professional learning to staff about Compassionate Systems Leadership at the school and district levels
- ♦ Continue to provide instruction for Mental Health Literacies to staff and students
- ♦ Continue to partner with Northern Health to develop stronger supports for students struggling with mental health and/or addictions
- ♦ Adopt the Dakeelh Holistic Lifelong Learning Model and work with our other local First Nations to develop a model to support learners
- ♦ Delve into the data from the MDI report with schools to review the effectiveness of the strategies in the School Plans

Career Development

Educational Outcome: Students will Graduate with Purpose, Options and Choice.

2021-2022 strategies to increase graduation rates:

- ♦ School Plans included a goal with a focus on Indigenous learners and students with diverse abilities/disabilities
- ♦ Regular Local Education Agreement meetings to identify students needing additional supports
- ♦ Review of school programs with an equity lens
- ♦ the creation of a District Learner Support team to examine practices in the school that
- ♦ introduction of Indigenous Grad Coaches in secondary schools with a member of the Senior team monitoring and supporting each School. Identification of students who are not “on track” to graduate and plans to support were created
- ♦ Utilize the MyBlueprint to support students developing their graduation pathway before entering secondary school
- ♦ Continue to develop District Learners Supports to provide alternative learning opportunities for the students to personalize their learning paths
- ♦ Work with our Post-Secondary institutions on seamless transitions out of our system
- ♦ Partner with the newly formed Indigenous Education Leadership Table (IELT) to support Indigenous Education in School District 57
- ♦ Implement a Framework Implementation Team (FIT) in our secondary schools to focus instruction on Literacy, Numeracy, Indigenous Education and Inclusive Education at the grades 8-12 level

Number of students accessing MyBlueprint Education Planner

Grade	% of students using the Planning Tool as of May 2022
6/7	40%
8/9	27%
10	66%
11	76%
12	54%

The use of the MyBlueprint Planning tool has been positive in the district. Students are engaged and starting to see themselves past high school. This also helps support the transition to the next grade. Our goal is to have all students using the Planning Tool to help them see their pathway to success.

We are looking at all options for students to participate in skills trades and careers. We celebrate our CTC program in partnership with CNC and are working too develop a Technology Dual Credit Program with both CNC and UNBC for the 2022-23 school year.

We would like to see more students accessing the programs in future years. Equity of access needs further exploration as we have a hunch that these programs have barriers resulting in not all students having access.

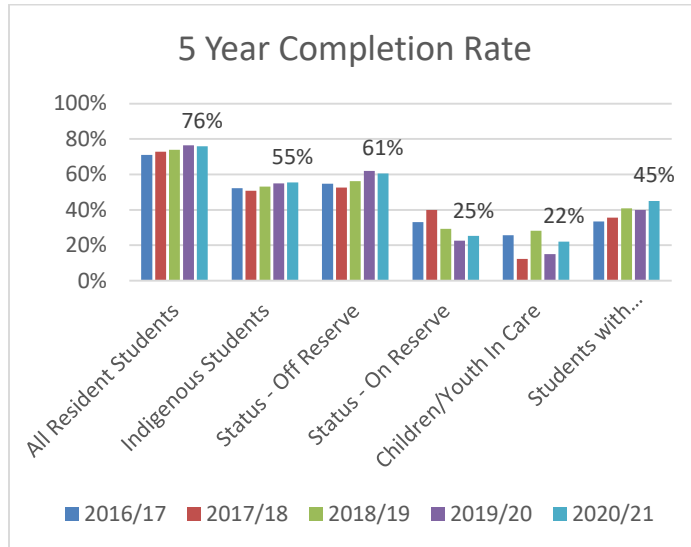
Skills, Trades, Career Programs	Number of Participants
Trades Dual Credit with CNC (CTC)	77
Work Experience	188
Careers Exploration Events	28
Trades Sampler	64

2021-2022 Framework for Enhanced Student Learning

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Students Graduate with a Dogwood Certificate within 5 years of entering Grade 8, 2020-21 (2021-22 data will be available in the 2022-23 school year)

** Status on Reserve includes all students who have ever lived on Reserve attending our schools.

We see a slight upward trend when looking at the 5-year completion rates, but the gap still exists for Indigenous students, students in care and students with diverse abilities. We do acknowledge that more students are graduating with a regular Dogwood as opposed to the Adult Dogwood as reported in the [How Are We Doing Report](#).

With the addition of Indigenous Grad Coaches we would like to see more students graduating within the 5 year cohort.

The collection of progress of students moving from RED (at risk) to GREEN (on track) is encouraging.

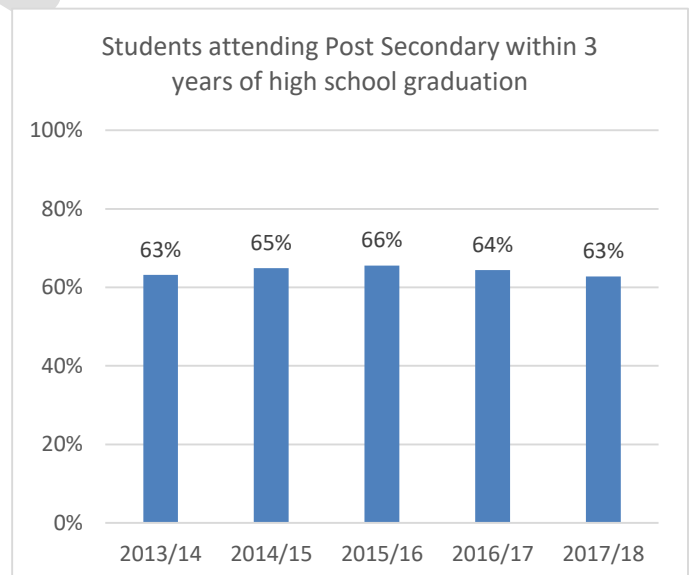
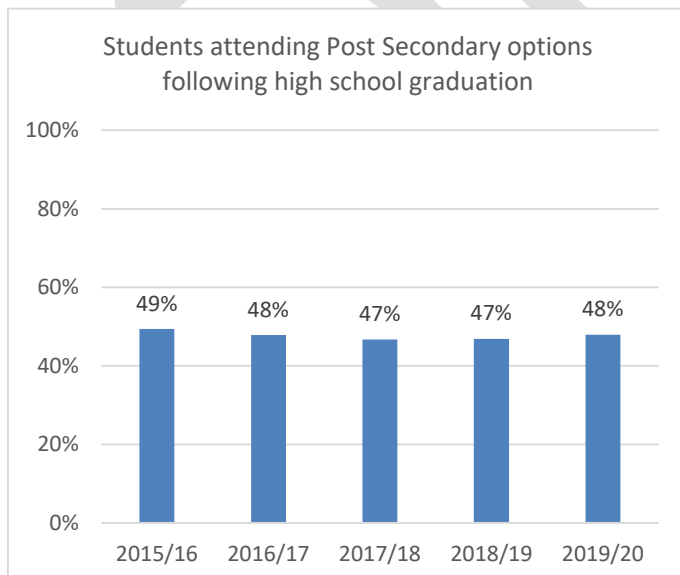
We are examining the courses students are taking in their Graduation Program years. Many courses, although meet graduation requirements, limit students access to post-secondary options.

We see an over representation of Indigenous students in courses that limit options.

Course	Indigenous	Non Indigenous
Workplace Math 10	50%	20%
Found. and Pre- Calc 10	25%	62%
Pre- Calculus 11	22%	43%

Grad Coach Data: moving from RED (At risk) to GREEN (On Track)

Grade 10			Grade 11			Grade 12		
Fall 2021	Spring 2022		Fall 2021	Spring 2022		Fall 2021	Spring 2022	
72	50	↓22	92	65	↓27	133	73	↓60
55	50	↑5	32	28	↓4	54	54	0
150	177	↑27	144	175	↑31	137	175	↑38
						Extra year	22	↑22
Total: 277			Total: 268			Total: 324		

Post-Secondary Transitions (PSI) -2019-2020 (2020-21 data will be available in the 2022-23 school year)

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Although we are making slight gains as indicated by our 3 year trends, we continue to fall below the desired outcome of 100% of the students graduating. There is an indication that more students enter post-secondary within 3 years of graduating as opposed to attending immediately following high school. We do not know the reason and will be exploring that in the 2022-23 school year.

We will closely monitor the success of our goals. We will pay attention to the result of the students living in care, the students with diverse abilities/disabilities and the Indigenous learners. ***By the end of year 2 of the strategic plan, we expect to see a 10% increase in the students who graduate with a Dogwood Certificate after 5 years of starting grade 8.***

Adjustments to our strategies for the 2022-23 school year:

In addition to continuing with the strategies from the 2021-22 school year we will amplify our work to:

- ♦ Increase our communication with students and families while developing personalized learning supports to remove barriers for their success
- ♦ Focus on data dialogue to move from data as information to data that informs actions.
- ♦ More use of the MyBluePrint to support students developing their graduation pathway before entering secondary school
- ♦ Continue to identify systems and structures that are not equitable and adjust or create systems and structures of equity
- ♦ Continue to develop District Learners Supports to provide alternative learning opportunities for the students to personalize their learning paths
- ♦ Additional Indigenous Grad Coach time has been added for more support
- ♦ Additional Skills, Trades and Careers Programs through partnerships with post-secondary schools

Additional Links and Documents

School District 57 Strategic Plan and Implementation Strategies
School District 57 Annual Budget
School District 57 Special Advisors Work-plan
School District 57 Local Education Agreements
School District 57 Department Operational Plans

Continuous Improvement Cycle

Annually the Strategic Plan, Strategies and Results will be reviewed to ensure systems alignment is supporting the district directions.

September 2022

- ♦ School Plans and Operation Plans will be published
- ♦ Education Council with First Nations leaders begins

October 2022

- ♦ Engagement with Stakeholders and Rightsholders to review data and revised strategies for the 2021-22 year

November 2022

- ♦ Review of the 2021-22 data (tentative)

January 2023

- ♦ Board of Education review of progress to date
- ♦ Engagement with Stakeholders and Rightsholders to review progress to date

March/April 2023

- ♦ Begin the budget consultation process to set priorities in alignment with the strategic plan
- ♦ School budgeting and staffing plans

May 2023

- ♦ Engagement with Stakeholders and Rightsholders to review progress to date and suggested updates for the next school year

June 2023

- ♦ Budget approved by the Board of Education
- ♦ Framework for Enhancing Student Learning Report approved by the Board of Education

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 13, 2022

MEMORANDUM

TO: Board of Education

FROM: Tim Bennett, Trustee
Management and Finance Committee

SUBJECT: **COMMITTEE REPORT – JUNE 2022**

RECOMMENDATION

That the report of the Management and Finance Committee meeting held on June 13, 2022 be received.

* * * * *

REPORT:

- 1) The Management and Finance Committee met on June 13, 2022.
- 2) The Management and Finance Committee meeting's agenda items were:
 - a) **Minutes of the Previous Meeting** – The minutes of the previous meeting were approved as corrected.
 - b) **Staffing Update** – The Director of Human Resources provided a staffing update and responded to questions from to the Committee. The update included an update on the daily absence tracking within the school district.

Mr. Norum responded to questions from the Committee.

- c) **Financial Update to May 31, 2022** - The Committee received a financial update from the Director of Finance for the first nine months of the school year to May 31, 2022.

Ms. Brown also provided an overview of the costs related to the following:

- COVID Expenditures to March 31, 2022
- Food Supports for Vulnerable Students
- Scholarship Fund Investments

The Secretary Treasurer and Director of Finance responded to questions from the Committee.

- d) **Select Standing Committee on Finance and Government Services –**
The Committee reviewed and discussed the school district's draft submission to the Select Standing Committee on Finance and Government. Trustee Bennett will present the school district's submission to the Select Standing Committee on June 20th.
- e) **June 21st National Indigenous Peoples Day - Transportation** – The Secretary Treasurer provided an overview of the plans for how grade 6 and 7 students will participate in the National Indigenous Peoples Day celebrations at Lheidli T'enneh Memorial Park on June 21st. Ms. Patterson advised that the Board has made to a commitment to cover the cost for the bussing of students.
- f) **Analysis of Trustee Travel** - A report was presented to the Committee on expenditures and/or reimbursements to date.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 6, 2022

Memorandum

TO: Board of Education

FROM: Education Services Committee

SUBJECT: **2023/24 FIVE-YEAR MAJOR CAPITAL PLAN**

RECOMMENDATION

That the 2023/24 Five-Year Major Capital Plan
Submission be approved as presented.

* * * * *

RATIONALE:

1. The Ministry of Education requires school districts to prepare five-year capital plans.
2. The district's 2023/24 Major Capital plan must be submitted to the Ministry by June 30, 2022, 2021 and must contain an Approved Board Resolution.
3. The 2022/23 five-year capital plan again addresses capacity challenges through a replacement project at DP Todd Secondary School.
4. This submission once again includes the demolition of the closed Mackenzie Elementary School.
5. Included in this submission are 3 addition projects which contemplate the addition of 4 classrooms, a daycare and a multipurpose room at each of Malaspina Elementary School, Edgewood Elementary School and Springwood Elementary School.

DP/jc

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 7, 2022

MEMORANDUM

TO: Board of Education

FROM: Betty Bekkering, Chair
Policy and Governance Committee

SUBJECT: **COMMITTEE REPORT – JUNE 2022**

RECOMMENDATION

That the report of the Policy and Governance Committee meeting held on June 7, 2022 be received.

* * * * *

REPORT:

- 1) The Policy and Governance Committee met on June 7, 2022.
- 2) The meeting's agenda items were:
 - a) Approval of the minutes of the previous meeting held.
 - b) **Board Governance** – This item appears on this evening's agenda.
 - c) **Role of the Board** – This item appears on this evening's agenda.
 - d) **Role of the Trustee** – This item appears on this evening's agenda.
 - e) **Role of the Superintendent**– This item appears on this evening's agenda.
 - f) **Bylaw 2 - Indemnification**– This item appears on this evening's agenda.
 - g) **Bylaw 3 Elections**– This item appears on this evening's agenda.
 - h) **Policy and Delegation of Authority**– This item appears on this evening's agenda.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 7, 2022

Memorandum

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **BOARD GOVERNANCE**

RECOMMENDATION

That the Board of Education rescind Policy - 1120 Access to the Board, Policy 8230 Trustee Remuneration and Expenses and Bylaw No. 1 - "A Bylaw to provide for the organization and operation of the Board" effective June 22, 2022.

And

That the Board of Education approves in principle Policy 1 – Foundational Statements; Policy 7 – Board Operations; Policy 8 – Board Committees and Policy 9 Board Representatives and distributes them for 60-days to Stakeholders and Rightsholders for input.

And

That the following Ad Hoc Committee's convened by the Board during the 2021/22 school year continue and report to the Advisory Committee in alignment with Policy 8 – Board Committees:

- Ad Hoc Language Planning Committee;
- Ad Hoc Long Range Facility Use Committee; and
- Ad Hoc Committee on Trustee Remuneration.

And

That the following Working Group convened by the Policy and Governance Committee during the 2021/22 school year continue and report to the Advisory Committee in alignment with Policy 8 – Board Committee:

- Whistleblower Policy Development Working Group

* * * * *

RATIONALE:

1. Under Section 85(2)(a) of the *School Act*, Power and Capacity, the Board has the power and capacity, subject to the School Act and Regulations, determine local policy for the effective and efficient operation of schools in the school district.
2. Policy 8310 Policy and Policy Development states, "The Board has the sole authority to approve new policies, to make changes to existing policies and to rescind policies."

3. In accordance with Policy 8310, Regulation 8. By separate motion, the Board may, if it deems necessary, approve a policy in principle, for implementation while the input process occurs. In these circumstances, the policy may be amended and must be approved by the Board following the conclusion of the consultation prior. The 60-day consultation period for a draft policy does not include the summer break.
4. On July 3, 2019 the Board of Education approved moving forward with a review and revision process related to school district policies.
5. Draft Policy 1 – Foundational Statements; Draft Policy 7 – Board Operations; Draft Policy 8 – Board Committees and Draft Policy 9 Board Representatives were developed as part of that process.
6. In Draft Policy 11 - Board Delegation of Authority, also being reviewed tonight, 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.

DP/dln



BOARD OF EDUCATION
School District No. 57
 2100 Ferry Avenue
 Prince George, B.C. V2L 4R5
 (250) 561-6800

POLICY 1120

ACCESS TO THE BOARD

APPROVED: 1981.11.18

REVISED: 1995.09.12

1999.01.26

2001.11.27

2002.11.26

2003.09.30

2012.10.30

2020.09.29

2022.03.08

POLICY

Opportunities will be provided for public access to the Board of Education.

DEFINITIONS:

“Ad hoc committees” are appointed by the Board to conduct research into specific issues.

“Formal presentations” are oral or written submissions arranged in advance and presented to Board or committee meetings.

“Regular meetings” are regularly scheduled public Board meetings.

“Rightsholder and Stakeholder groups” are:

- Indigenous Education Advisory Committee
- CUPE Local 3742
- CUPE Local 4991
- District Parent Advisory Council
- District Student Advisory Council
- Lheidli T'enneh First Nation
- McLeod Lake Indian Band
- Metis Nation
- Prince George District Teachers' Association
- Prince George Principals' and Vice-Principals' Association
- Simpcw First Nation
- Takla Nation



ACCESS TO THE BOARD

“**Special meetings**” are Board meetings called to deal with specific items.

“**Standing committees**” are regular committees of the Board, which are generally comprised of three trustees, appointed annually, who meet with staff and representatives of Rightsholder and Stakeholder to receive information, review and make recommendations to the Board as per Bylaw No. 1

Responsibility Centre: Superintendent of Schools & Secretary Treasurer
References: *School Act*, Section 85, Bylaw No. 1



ACCESS TO THE BOARD

PREAMBLE

Practices and procedures need to be in place to facilitate effective public access to the Board.

Approved: 1999.01.26



ACCESS TO THE BOARD

REGULATIONS:1. Formal Presentations

- 1.1. Individuals or groups may make presentations to the Board or its committees
- 1.2. The Board Chairperson, in consultation with trustees, may direct any formal presentation to one of the Board's committees.
- 1.3. The Board Chairperson, or the chairperson of a committee, in consultation with trustees, reserves the right to decline any request to make a formal presentation.
- 1.4. Generally, the Board will defer any decision on a presentation until trustees have had sufficient time for study and discussion. Presenters will be informed by the office of the Secretary Treasurer when the topic will be placed on a future Board meeting agenda.

2. Informal Presentations

- 2.1. One half hour at the beginning of any regular or special public Board meeting, except an inaugural meeting, will be set aside to receive informal public input. In compliance with the *School Act*, in camera items such as land, legal, contractual and personnel issues, and those defined by Bylaw No. 1, Section 1.3, must not be addressed during this time period.
- 2.2. Time will be set aside to receive informal input from Rightsholder and Stakeholder groups during or immediately following the public input session. In compliance with the *School Act*, in camera items such as land, legal, contractual and personnel issues and those defined in Bylaw No. 1, Section 1.3, must not be addressed during this time period.

Approved: 1981.11.16

Revised: 1995.09.12, 2001.11.27, 2002.11.26, 2003.09.30, 2020.09.29



ACCESS TO THE BOARD***ADMINISTRATIVE PROCEDURES:*****1. Formal Presentations**

- 1.1. Individuals or groups wishing to make a formal presentation to the Board of Education must contact the Secretary Treasurer's office.
- 1.2. Individuals or groups wishing to make a formal presentation to one of the Board's standing committees must contact the chair of the committee.
- 1.3. Presenters shall make themselves known by name.
- 1.4. The Secretary Treasurer's office will notify the individual or groups of their inclusion on a Board agenda.
- 1.5. The committee chairperson, or designate, will notify the individual or group of their inclusion on a committee agenda.
- 1.6. An individual or group making a presentation to the Board or a committee may do so in writing, although a written submission is not required.
- 1.7. Once the presentation is completed and trustees have had an opportunity for questions, it is in order for the group to remain or leave the meeting.

2. Informal Presentations

- 2.1. Individuals or groups wishing to make an informal presentation to the Board at the beginning of a regular or special Board meeting must identify themselves and the issue(s) to be presented on a speakers' list posted 15 minutes prior to the Board meeting.
- 2.2. Each speaker from the public will be allowed five minutes to make comments, to a maximum of 30 minutes. At the discretion of the Chairperson, additional time may be allotted.
- 2.3. One representative from each Rightsholder and Stakeholder groups will also be allowed five minutes to make comments.

Approved: 1981.11.16

Revised: 1995.09.12, 2001.11.27, 2002.11.26, 2003.09.30, 2020.09.29





BOARD OF EDUCATION
School District No. 57
2100 Ferry Avenue
Prince George, B.C. V2L 4R5
(250) 561-6800

POLICY 8230

TRUSTEE REMUNERATION AND EXPENSES

APPROVED: 1975.02.18

REVISED: 1999.01.26

2004.10.26

2006.10.10

2008.09.23

2013.10.29

2015.06.23

2018.02.27

2018.04.10

2019.04.30

2019.06.18

2020.07.01

2020.11.24

2021.07.01

POLICY

Appropriate financial recognition shall be provided to trustees as remuneration for their services. This remuneration shall be reviewed by the Management and Finance Committee on an annual basis. Trustees shall also be reimbursed for expenses necessarily incurred in the discharge of their duties.

Responsibility Centre: Secretary-Treasurer

References: *School Act*, Sections 71 and 85
Income Tax Act, Section 81(3)

TRUSTEE REMUNERATION AND EXPENSES

PREAMBLE

Section 71 of the *School Act* provides for an annual remuneration to be paid to trustees.

Approved: 1999.01.26
Revised: 2004.10.26



TRUSTEE REMUNERATION AND EXPENSES**REGULATIONS:**

1. The annual remuneration for trustees, as of July 1, 2021, shall be as follows:
 - 1.1 Chairperson \$23,115
 - 1.2 Vice-Chairperson \$21,615
 - 1.3 Trustees \$20,115
2. The annual remuneration for trustees will be reviewed by the Management and Finance Committee on an annual basis prior to March 31, commencing in 2019, within the following guidelines:
 - 2.1 Remuneration for the Chairperson will be increased based on the same increment as the grid lift directed by the British Columbia School Employers' Association (BCPSEA) for exempt staff.
 - 2.2 Remuneration for the Vice-Chairperson will be \$1,500 less than that of the Chairperson.
 - 2.3 Remuneration for trustees will be \$3,000 less than that of the Chairperson.
3. Trustees will be reimbursed for in-district travel, in accordance with district policy, for attendance at meetings.
 - 3.1 Mileage may be claimed for attendance at regular and special board meetings.
 - 3.2 Mileage may be claimed for attendance at committee meetings, liaison meetings or other school district functions at which trustee representation is required or requested.
 - 3.3 Optional trustee travel, including school visits, parent advisory council meetings and meetings of committees of which the trustee is not an appointed member will not be eligible for reimbursement.
4. Trustees will be reimbursed for out-of-district travel in accordance with Policy 4133.1 (Reimbursement of Travel and Meeting Expenses).



TRUSTEE REMUNERATION AND EXPENSES

5. An annual budget will be established for trustee professional development.
 - 5.1 Each trustee will be entitled to \$3,500 for his or her own professional development. Trustees will be encouraged to attend:
 - The B.C. School Trustees Association's annual general meeting
 - The B.C. School Trustees Association's trustee academies
 - The BC. School Trustees Association's Northern Interior Branch meetings
 - Off-site working sessions as organized by the school district
 - 5.2 An additional \$3,500 will also be used for trustee professional development at the discretion of, and as directed by, the Board of Education
6. Trustees will be reimbursed for the following expenses:
 - 6.1 Printer paper, to be obtained upon request from the reception desk.
 - 6.2 Consumable printer supplies to be reimbursed upon presentation of a receipt.
7. Trustees will be provided with district owned communication devices for school district business.

Approved: 1975.02.18

Revised: 2004.10.26, 2006.10.10, 2008.05.27 (effective June 1, 2008), 2008.09.23, 2013.10.29, 2015.06.23, 2018.02.27, 2018.04.10, 2019.04.30, 2019.06.18, 2020.07.01, 2020.11.24, 2021.07.01





BOARD OF EDUCATION
School District No. 57
2100 Ferry Avenue
Prince George, B.C. V2L 4R5
(250) 561-6800

BYLAW NO. 1

BYLAW NO.1

“A bylaw to provide for the organization and operation of the Board”

1. BOARD MEETINGS

- 1.1 The Board will publish a calendar of regular meeting dates at the beginning of each school year. Regular meetings shall be scheduled not less than once each month while district schools are in session.
- 1.2 One regular Board meeting per year shall be held outside the city of Prince George, within the geographic region of School District No. 57.
- 1.3 In all meetings of the Board of Trustees, procedures shall be guided by Robert's Rules of Order, except where provisions of the bylaws of the Board or the *School Act* may conflict, in which case the latter shall prevail. Details regarding meeting procedures are outlined in the School Board Meeting Handbook.
- 1.4 The Chairperson may enter into debate and vote as any other trustee.
- 1.5 A special meeting of the Board may be called by:
 - 1.5.1 The Chairperson.
 - 1.5.2 The Secretary-Treasurer, upon written request of a majority of the trustees holding office.
 - 1.5.3 A majority of the Board at a meeting of the Board.
- 1.6 No business other than that for which the meeting was called shall be conducted at a special meeting.
- 1.7 The Board shall provide an opportunity at regular and special public meetings for formal public presentations and informal community input.
- 1.8 Prior to a decision being made on an issue, a trustee may make a motion requesting that a public hearing, forum, focus group, task force, survey or poll or an ad hoc committee be formed to address the specific issue.

BYLAW NO.1

- 1.9 Forty-eight hours' notice in writing shall be given of each special meeting of the Board, which notice must be given to each trustee by delivery of the same at the place designated by him or her for notice, or failing any such designated place, then at the trustee's address as set out in the trustee's nomination paper.
- 1.10 Written notice of any special meeting of the Board may be waived provided that reasonable steps shall have been taken to notify all trustees of the meeting and that not less than the number of trustees required to make a quorum agree to the waiving of the written notice.
- 1.11 A quorum shall be a majority of trustees holding office at the time of the meeting. No decision may be made in the absence of a quorum except to adjourn or recess the meeting or to take steps to establish a quorum.
- 1.12 A trustee may participate in or attend a meeting of the Board by telephone or other means of communication if all trustees and other persons participating in or attending the meeting are able to communicate with each other.
- 1.13 All matters coming before the Board shall be considered in public sessions except the following:
 - 1.13.1 Personnel matters
 - a) Salary claims and negotiations
 - b) Efficiency, discipline or retirement of employees
 - c) Employee promotion or termination
 - 1.13.2 Legal matters
 - a) Accident claims
 - b) Legal actions brought by or against the Board
 - c) Legal opinions respecting any matters which are to be considered in private session
 - 1.13.3 Student matters
 - a) Indigent students
 - b) Student discipline



1.13.4 Property matters

- a) Negotiations regarding purchase, lease or sale of property
- b) Future site planning and designation

1.13.5 Investigations regarding possible school closures

1.13.6 Auditors' management letter

1.13.7 Medical matters respecting individual students or employees

1.13.8 Other matters that the Chairperson considers appropriate for initial discussion in camera

1.13.9 Such matters as the Board may determine

1.14 No trustee shall disclose to the public the proceedings of an in camera meeting unless a motion has been passed at the meeting to allow such disclosure.

1.15 A trustee may make a motion to place an in camera item of business onto the agenda of the public session and, upon the motion being seconded and discussed, a simple majority vote in favour of the motion shall be sufficient cause to move the item into the public session.

1.16 Subject to appropriate sections of the *School Act*, its attendant regulations, and existing contracts, the Board may exclude from attendance at an in camera meeting an employee under consideration by the Board relative to the employee's salary, promotion or termination, efficiency, discipline, retirement or any other matter directly concerning the employee.

2. INAUGURAL AND ANNUAL MEETINGS

2.1 The inaugural meeting of the Board shall be held in November of each year at the time, place and date determined by the previous Board. In the event that the board has not determined a time, place and date, then such meeting shall be held at the hour of 6:00 p.m. in the board room of the administration building on the first Tuesday after the first Monday following November 1, in accordance with Sections 49 and 67 of the *School Act*.

2.2 In a non-election year, an annual meeting may be followed by a regular public meeting.



BYLAW NO.1

- 2.3 The Superintendent of Schools or, in the Superintendent's absence, the Secretary-Treasurer, shall call the meeting to order and shall preside at such meeting until a chairperson shall have been elected. In an election year, the presiding official shall proceed to read to the Board the results of the election as certified by the returning officer or city clerk, and shall then report whether or not the trustees-elect have completed the declarations required by the *School Act*.
- 2.4 A trustee-elect shall become a trustee upon the signing of the Declaration with respect to qualifications to hold office and the Trustees' Code of Ethics attached hereto as Appendix "A".
- 2.5 The presiding official shall then conduct the election of a chairperson according to the rules provided herein.
- 2.6 Nominees for all positions will have up to three minutes each to comment on their reasons for accepting the nominations.
- 2.7 Upon election, the Chairperson shall assume the chair and shall immediately conduct the election of the Vice-Chairperson, the B.C.S.T.A. Provincial Councillor, B.C.S.T.A. Provincial Alternate Councillor, representative to the B.C. Public School Employer's Association and an alternate representative to the B.C. Public School Employer's Association.
- 2.8 Prior to the next regularly scheduled board meeting following the inaugural or annual meeting, the Chairperson, Vice-Chairperson and Superintendent of Schools shall meet to appoint one trustee to serve as chairperson and two trustees to serve as members of each of the Board's standing committees and shall name the Board's appointees to liaison schools and other boards and organizations as are required. The appointments shall be made by the Chairperson only after trustees have had an opportunity to make their preferences known.
 - 2.8.1 In order to assist the Chairperson, Vice-Chairperson and Superintendent of Schools in making the appointments required under Part 2, Section 6 above, trustees will be provided with a list of the standing committees and other appointments and asked to notify the Chairperson of their preferences for these appointments.
 - 2.8.2 A trustee shall not be appointed as liaison to a school attended by his or her child or a child in his or her care or at which an immediate family member is employed.



BYLAW NO.1

- 2.9 The announcement of the appointments made by the Chairperson, Vice-Chairperson and Superintendent of Schools shall be subject to the approval of the Board at the next regularly scheduled board meeting following the inaugural or annual meeting.
- 2.10 The procedure for election of Chairperson, Vice-Chairperson, B.C.S.T.A. Provincial Councillor and representative to the B.C. Public School Employers' Association, and such other Board officer as may be required from time to time, shall be as follows:
 - 2.10.1 Any other trustee may nominate any trustee and no seconder shall be required.
 - 2.10.2 Nominations shall be called three times.
 - 2.10.3 All voting shall be by ballots.
 - 2.10.4 Should more than two nominations be received, balloting shall continue until one trustee receives a clear majority of the votes. The name of the trustee receiving the least number of votes shall be dropped from the list of nominees for each succeeding ballot. In the event of two trustees being tied for the least number of votes, a special ballot shall be taken for the purpose of determining which name shall be dropped.
- 3. STANDING COMMITTEES
 - 3.1 The standing committees of the Board shall be as follows:
 - 3.1.1 The Education Programs and Planning Committee
 - 3.1.2 The Education Services Committee
 - 3.1.3 The Management and Finance Committee
 - 3.1.4 The Policy and Governance Committee
 - 3.2 Trustees are appointed to standing committees as outlined in Clause 2.8 above.
 - 3.3 The Education Programs and Planning Committee shall meet with the Superintendent of Schools or designate, other members of senior administration as required, one representative from each Rightsholder and Stakeholder group, and other appropriate persons to receive information, review and make recommendations to the Board on any issue relating to the development of, review of, or change to an education program or policy, and specifically on the following:



BYLAW NO.1

- 3.3.1 Student learning initiatives
 - 3.3.2 Curriculum implementation and program requirements
 - 3.3.3 School learning resources and supplies
 - 3.3.4 Indigenous Education
 - 3.3.5 Inclusive Education
 - 3.3.6 Assessment, evaluation and reporting
 - 3.3.7 Career preparation programs
 - 3.3.8 Distributed Learning
 - 3.3.9 Career Technical Centre
 - 3.3.10 Continuing Education
 - 3.3.11 Distance Education
 - 3.3.12 Locally developed and Board authorized courses
 - 3.3.13 Other matters referred by the Board.
- 3.4 The Education Services Committee shall meet with the Secretary-Treasurer, other members of senior administration as required, one representative from each Rightsholder and Stakeholder group, and other appropriate persons to receive information, review, and make recommendations to the Board on any issue relating to services that support an education program, or to the implementation of a policy, and specifically on the following:
- 3.4.1 Facilities, planning and utilization
 - 3.4.2 Capital planning
 - 3.4.3 Enrolment
 - 3.4.4 School boundaries
 - 3.4.5 Accommodation
 - 3.4.6 Student transportation and district administrative services
 - 3.4.7 Property maintenance services
 - 3.4.8 Technology
 - 3.4.9 Other matters referred by the Board.



BYLAW NO.1

- 3.5 The Management and Finance Committee shall meet with the Superintendent of Schools and the Secretary-Treasurer, and other members of senior administration as required, to receive information, review and make recommendations to the Board in the following areas:
 - 3.5.1 Personnel
 - 3.5.2 Labour relations
 - 3.5.3 Legal and audit
 - 3.5.4 Corporate sponsorships, donations and partnerships
 - 3.5.5 Office of the Superintendent
 - 3.5.6 Office of the Secretary Treasurer
 - 3.5.7 Budget review
 - 3.5.8 Liaison with other levels of government
 - 3.5.9 Other matters as referred by the Board.
- 3.6 The Policy and Governance Committee shall meet with the Superintendent of Schools or designate, one representative from each Rightsholder and Stakeholder group, and other appropriate persons to receive information, review and make recommendations as directed by the Board in the following governance areas:
 - 3.6.1 Bylaw revision
 - 3.6.2 Policy revision
 - 3.6.3 Upon request, the Policy and Governance Committee may also assist the other standing committees in the development of new policies or the revision of current policies that are within the jurisdiction of that standing committee.
 - 3.6.4 Other matters as referred by the Board.
 - 3.6.5 Notwithstanding Clause 3.6, at the discretion of the chair of the committee, or as per Section 69 (2) of the *School Act*, partner group representatives and/or other persons may be excluded from meetings when issues related to personnel matters or other in camera or sensitive items, as listed in Clause 1.12, are discussed.
- 3.7 Standing committees shall meet as required.
- 3.8 Standing committees may not exercise any of the rights, duties or powers of the Board.



BYLAW NO.1

- 3.9 For all standing committees, a quorum shall consist of a majority of the trustee members of the committee.
 - 3.9.1 The Board Chairperson, or in the Board Chairperson's absence, the Board Vice-Chairperson, may be called upon and counted along with trustee members of a committee in forming a quorum, except on committees on which they are appointed members.
- 3.10 Trustees may attend meetings of any standing committee of the Board as observers and may ask questions and provide input to the committee members on the topics being considered.
- 3.11 A meeting of any standing committee shall be called by the chairperson of the committee, but any two trustees on a committee may request that the chairperson call a meeting.
- 3.12 After two hours have passed, any standing committee meeting may be continued, with the agreement of the trustees present.
- 3.13 The procedures applying to Board meetings shall be observed in standing committee meetings so far as they are applicable.
- 3.14 Should a vacancy occur on any standing committee, the Chairperson of the Board shall appoint a successor.
- 3.15 All standing committee chairpersons shall report to the Board on a regular basis.
- 3.16 Standing committees shall consider and make recommendations to the Board in matters assigned to them or in other matters within their jurisdiction. No action shall be taken on the report of any committee until the Board has formally approved the report.
- 3.17 The Superintendent of Schools and/or the Secretary Treasurer and/or the Deputy Superintendents shall confer with and keep all chairpersons of standing committees informed on matters within the jurisdiction of the committee, and shall meet with the committee at such times as the committee may desire.
- 3.18 No trustee shall serve as chairperson of more than one standing committee. The Chairperson of the Board may not be the chair of any standing committee.
- 3.19 Each trustee except the Board Chairperson must be appointed to no more than two standing committees, except in extraordinary circumstances. The Board Chairperson may be appointed to no more than one standing committee, except in extraordinary circumstances.



BYLAW NO.1

- 3.20 Opportunities may be provided for Rightsholders, Stakeholders and members of the community to place items on the agendas of the Board's standing committees.
- 3.21 An opportunity shall be provided, at the beginning of each standing committee meeting, for committee members to comment on or question items considered by the Board.
- 3.22 At the discretion of the Board Chairperson, policies, major presentations and significant reports may be referred directly to the Board without discussion at committee level.

4. AD HOC COMMITTEES

- 4.1 Ad hoc committees may be appointed for any purpose by the Board.
- 4.2 The mandate and membership of each ad hoc committee will be determined by the Board and announced at a public meeting.
- 4.3 When an ad hoc committee has been appointed by the Board, all information pertaining to the issue before that committee shall be directed to the committee chairperson.
- 4.4 No business other than that for which an ad hoc committee was appointed shall be conducted by that committee.
- 4.5 The final report of an ad hoc committee will be received by the Board at a public meeting, unless the subject matter of the report is such that it may not be made public.

5. FORUMS

- 5.1 The Board may schedule a forum to receive information on a specific issue.
- 5.2 Forums may be public or by invitation.
- 5.3 Notice of public forums will be given in the form of advertisements in the local media.



BYLAW NO.1

6. CONFLICT OF INTEREST

- 6.1 The Board considers conflict of interest to include:
 - 6.1.1 Pecuniary interest –a matter that could monetarily affect a trustee.
 - 6.1.2 Indirect pecuniary interest – where the trustee is a shareholder, officer or employee of a firm with a pecuniary interest in the matter.
 - 6.1.3 Deemed pecuniary interest – a matter in which the trustee knows that his spouse, parent or child has a pecuniary interest.
- 6.2 A trustee with a conflict of interest in a matter, who is present at a Board or committee meeting at which the matter is to be considered, must, at that meeting:
 - 6.2.1 disclose the general nature of the interest;
 - 6.2.2 refrain from any discussion or vote on the matter;
 - 6.2.3 not attempt in any way, before, during or after the meeting, to influence any vote relating to the matter.
- 6.3 If the meeting at which a trustee discloses a conflict of interest is an in camera meeting, the trustee, in addition to the requirements of 6.2 above must leave the meeting during the Board's consideration of the matter.
- 6.4 If a trustee's conflict of interest is not disclosed at a meeting because the trustee is not in attendance at the meeting, the trustee shall disclose the interest at the next Board meeting and also comply with 6.2.2 and 6.2.3 above.
- 6.5 The duty to disclose a pecuniary, deemed pecuniary or indirect pecuniary interest does not apply where the interest is of a general, widespread or insignificant nature.
- 6.6 A trustee with a direct or indirect pecuniary interest in teacher or support staff collective bargaining shall not participate or represent the Board in those activities.

(Reference: *School Act*, Sections 55-59)



7. PASSAGE OF BYLAWS

7.1 Bylaws will be read in accordance with Section 68 of the *School Act*.

7.2 The first reading of a bylaw is not debatable.

8. AMENDMENT OF BYLAWS

8.1 Bylaws may be amended by a two-thirds vote of the trustees present at any regular meeting of the Board, provided the amendment was submitted in writing at the previous regular meeting.

8.2 Insubstantial amendments to a bylaw or to an amendment to a bylaw may be made by a majority vote of the trustees present.

8.3 Notwithstanding Section 1, a substantial amendment to a bylaw shall be permitted, provided written notice of proposed amendments is waived by a two-thirds vote of the trustees present and provided the amendment is approved by a majority of the trustees constituting the Board.

This Bylaw may be cited for all purposes as "School District No. 57 (Prince George) Bylaw No. 1 - a Bylaw to provide for the organization and operation of the Board" and is in all respects in accordance with the provisions of the *School Act*.

Read a first time the 10th day of July, 1984.

Read a second time the 10th day of July, 1984.

Read a third time the 10th day of July, 1984.

Reconsidered, finally passed and adopted the 10th day of July, 1984.

Amended by Bylaw No. 10 the 5th day of November, 1985.

Amended by Bylaw No. 11 the 8th day of November, 1988.

Further amended by the Board on the eighth day of November, 1988.

Further amended by the Board on the 20th day of November, 1990.

Further amended by the Board on the 15th day of December, 1992.

Further amended by the Board on the 22nd day of September, 1998.

Further amended by the Board on the fifth day of December, 2000.

Further amended by the Board on the 15th day of May, 2001.

Further amended by the Board on the 25th day of June, 2002.

Further amended by the Board on the 26th day of November, 2002.

Further amended by the Board on the 24th day of February, 2004.

Further amended by the Board on the 29th day of June, 2004.

Further amended by the Board on the 15th day of March, 2005.

Further amended by the Board on the 28th day of November, 2006.

Further amended by the Board on the 29th day of March, 2011.

Further amended by the Board on the 24th day of April, 2012.

Further amended by the Board on the 27th day of November, 2012.

Further amended by the Board on the 29th day of May, 2018

Further amended by the Board on the 4th day of December, 2018

Further amended by the Board on the 29th day of September, 2020



Policy 1

FOUNDATIONAL STATEMENTS

Foundational statements speak to who we are and what we stand for as a school district and represent the foundation that guides Board of Education (the “Board”) and administrative decision-making.

The Board of Education respectfully acknowledges the ancestral lands of the Lheidli T’enneh First Nation, McLeod Lake Indian Band and the Simpcw First Nation on whose lands we live, work and play.

Our Vision – All students are prepared for each step of their life’s journey with the skills, knowledge, options and choices to be successful.

Our Mission – Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident and engaged lifelong learners.

Our Values – Together these ways of thinking and acting help form the culture of our schools and workplaces. By upholding these values, we can build an environment that will lead to the fulfilment of our mission and vision.

Transparency We are open, honest and accountable for the decisions we make

Integrity We are ethical, fair and follow through on our commitments.

Equity We create systems where every student has opportunities and supports to be successful.

Inclusion We ensure all students contribute and participate in all aspects of school life

Respect We demonstrate kindness and care for ourselves, others and the environment.

Community We engage all members of our learning community through open and respectful relationships.

Our District Directions:

✓ Truth and Reconciliation

Truth and Reconciliation Calls to Action are implemented throughout our system.

Policy 1

✓ **Equity of Access**

Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.

✓ **Wellness**

Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.

✓ **Learning**

Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.

The Logo Design and Use

The school district logo is the property of the Board of Education of School District No. 57 (Prince George) and shall only be used by external organizations with prior approval of the Superintendent.

Legal Name

The Board of Education of School District No. 57 (Prince George)

Operational Names

School District No. 57

SD 57

Legal Reference: *School Act* Sections 65, 75 and 85
Order in Council No. 597, November 9, 2018

Related Policies:

Policy 7 – Board Operations

Policy 8 – Board Committees

Policy 9 – Board Representatives

Approved: June XX, 2022

Policy 7

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 organizational 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 Policy Handbook shall be decided in accordance with 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 and a number of committee 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 British Columbia Freedom of Information and Protection of Privacy Act 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, special, or in-camera meetings. The Board may also hold informal meetings from time to time for the purposes of general discussion, workshops, meetings with other individuals or groups, or for information gathering and sharing.

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

1. Board Composition and Elections

1.1. By Ministerial Order dated April 6, 2018 School District No. 57 (Prince George) Board of Education consists of seven Trustees elected from three Trustee Electoral Areas see Appendix A Electoral Map as follows: five from the Prince George Trustee Electoral Area, one from the Mackenzie Trustee Electoral Area and one from the Robson Valley Trustee Electoral Area.

1.2. Trustees on the SD57 Board of Education represent all students in the district regardless of the Trustee Electoral area in which they are elected.

Policy 7

2. Inaugural and Subsequent Annual Meetings of the Board

2.1. Inaugural Meeting

- 2.1.1. 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 in accordance with Sections 49 and 67 of the School Act and, in any event, within thirty (30) days from the date that the new Board begins its term of office.
- 2.1.2. At the first meeting of the Board, the Superintendent shall announce the results of trustee elections and confirm that all trustees have taken the Oath of Office as required by the *School Act*, or cause to be administered, the Oath of Office for trustees present who have not taken it, attached hereto as Appendix B.
- 2.1.3. At the first meeting of the Board, the Superintendent shall cause to be administered the Trustee Code of Ethics for all trustees present who have not taken it, attached hereto as Appendix C.
- 2.1.4. At the first meeting of the Board, the Superintendent shall call for nominations for Board Chair, and, if there is more than one nominee, a vote by secret ballot will be conducted. If more than two nominations are made and if from the first ballot no nominee receives a clear majority, the nominee receiving the fewest votes shall be eliminated from the ballot. This procedure shall be continued until one candidate receives a clear majority, and that person shall preside for the ensuing year or until a new Chair is elected.
 - 2.1.4.1. Any other Trustee may nominate any Trustee and no seconder shall be required.
 - 2.1.4.2. Nominations shall be called three times.
 - 2.1.4.3. All voting shall be by ballots, except where Trustees are attending the meeting through electronic means which would necessitate electronic voting.
- 2.1.5. The Chair so elected shall assume the chair for the remainder of the meeting.
- 2.1.6. The Board shall proceed to elect a Vice-Chair, a British Columbia School Trustees Association Provincial Councillor, a British Columbia School Trustees Association Provincial Alternate Councillor, a representative to the B.C. Public School Employer's Association and an alternate representative to the B.C. Public School Employer's Association in the same manner as the election of the Chair.
- 2.1.7. Following the elections of the Chair and Vice-Chair the order of business shall include:
 - ~~2.1.7.1. Passage of banking resolutions and appointment of signing officers;~~
 - ~~2.1.7.2. Setting of Regular Board Meeting dates; and,~~
 - 2.1.7.3. Preliminary discussion of appointments of trustees to committees and as representatives to outside organizations.

Policy 7

2.2. Annual Meeting

- 2.2.1. Each year thereafter during the term of office the Board shall hold an annual meeting in November. The order of business shall include:
 - 2.2.1.1. Election of Chairperson and Vice Chairperson;
 - 2.2.1.2. Upon election, the Chairperson shall assume the chair and shall immediately conduct the election of a British Columbia School Trustees Association Provincial Councillor, British Columbia School Trustees Association Provincial Alternate Councillor, representative to the B.C. Public School Employer's Association and an alternate representative to the B.C. Public School Employer's Association in the same manner as the election of the Chair.

3. Regular Board Meetings

- 3.1. The Board will publish a calendar of regular public meeting dates at the beginning of each school year. Ten regular meetings shall be scheduled throughout the year, beginning at 4:00 p.m. and ending at 6:00 p.m., while district schools are in session. After two hours have passed, the regular public meeting may be continued for up to two 30 minute periods with unanimous agreement of the trustees present.
- 3.2. In all meetings of the Board, procedures shall be guided by Robert's Rules of Order, except where provisions of the bylaws of the Board or the *School Act* may conflict, in which case the latter shall prevail.
- 3.3. All meetings of the Board will be recorded and recordings will be maintained for a period of twelve (12) months. Recordings of regular and special public meetings will be posted on the website.
- 3.4. A Trustee who states an intention to propose a motion at the next meeting, shall submit a recommendation and rationale, in the form of a proper written motion prior to the regular Board meeting it is to be debated at in order that it may be included in the agenda package for the meeting.
- 3.5. If a Board decision must be made urgently, a Trustee shall at the time provide a recommendation and rationale, in the form of a proper written motion to the Secretary Treasurer to be shared with Trustees for consideration to include the item in an amended agenda.
- 3.6. The Chairperson may enter into debate and vote as any other Trustee.
- 3.7. Prior to a decision being made on an issue, a Trustee may make a motion requesting that a public hearing, forum, focus group, task force, survey or poll or an ad hoc committee be formed to address the specific issue, or that the matter be referred to staff or the appropriate Committee.
- 3.8. Forty-eight hours' notice in writing shall be given of each special meeting of the Board, such must be given to each Trustee by delivery to their school district email. ~~of the same at the place designated by him or her for notice, or failing any such designated place, then at the Trustee's address as set out in the Trustee's nomination paper.~~

Policy 7

- 3.9. Written notice of any special meeting of the Board may be waived provided that reasonable steps have been taken to notify all Trustees of the meeting and that not less than the number of Trustees required to make a quorum agree to the waiving of the written notice.
- 3.10. A quorum shall be a majority of Trustees holding office at the time of the meeting. No decision may be made in the absence of a quorum except to adjourn or recess the meeting or to take steps to establish a quorum.
- 3.11. All matters coming before the Board shall be considered in public sessions except the following:
 - 3.11.1. Personnel matters
 - 3.11.1.1. Salary claims and negotiations
 - 3.11.1.2. Efficiency, discipline or retirement of employees
 - 3.11.1.3. Employee promotion or termination
 - 3.11.2. Legal matters
 - 3.11.2.1. Accident claims
 - 3.11.2.2. Legal actions brought by or against the Board
 - 3.11.2.3. Legal opinions respecting any matters which are to be considered in private session
 - 3.11.3. Student matters
 - 3.11.3.1. Indigent students
 - 3.11.3.2. Student discipline
 - 3.11.4. Property matters
 - 3.11.4.1. Negotiations regarding purchase, lease or sale of property
 - 3.11.4.2. Future site planning and designation
 - 3.11.5. Investigations regarding possible school closures
 - 3.11.6. Auditors' management letter
 - 3.11.7. Medical matters respecting individual students or employees
 - 3.11.8. Other matters that the Chairperson considers appropriate for initial discussion in camera
 - 3.11.9. Such other matters as the Board may determine
- 3.12. No Trustee shall disclose to the public the proceedings of an in camera meeting unless a motion has been passed at the meeting to allow such disclosure.
- 3.13. A Trustee may make a motion to place an in camera item of business onto the agenda of the public session and, upon the motion being seconded and discussed, a simple majority vote in favour of the motion shall be sufficient cause to move the item into the public session.

Policy 7

3.14. Subject to appropriate sections of the [School Act](#), its attendant regulations, and existing contracts, the Board may exclude from attendance at an in camera meeting an employee under consideration by the Board relative to the employee's salary, promotion or termination, efficiency, discipline, retirement or any other matter directly concerning the employee.

3.15. Development of Regular Public Meeting Agenda (Open)

- a) Call to Order
- b) Ancestral Land Acknowledgement
- c) Approval of Agenda
- d) School District News
- e) Presentations
- f) Minutes of Previous Meetings
- g) Business Arising from the Minutes
- h) Old Business
- i) ~~Business Arising from the Minutes~~
- j) Business and Operations Committee
- k) Board Education Committee
- l) Advisory Committee
- m) New Business
- n) District Administration Reports
- o) Trustee Reports
- p) ~~New Business~~
- q) Correspondence
- r) Adjournment
- s) Public Remarks Related to the Board Meeting

4. In-Camera Board Meetings (Closed)

- a) Call to Order
- b) Ancestral Land Acknowledgement
- c) Adoption of Minutes of Previous Meetings
- d) Special Meeting Topic
- e) Adjournment

Policy 7

5. Special Meetings (Open) and Special Confidential (Closed / In-Camera) Meetings

A special meeting of the Board may be called by:

- a) The Chairperson.
- b) The Secretary-Treasurer, upon written request of a majority of the Trustees holding office.
- c) A majority of the Board at a meeting of the Board.
- d) No business other than that for which the meeting was called shall be conducted at a special meeting.

6. Board Minutes

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

6.1. The minutes shall record:

- a) Date, time and place of meeting;
- b) Type of meeting (public or in-camera; inaugural, annual, regular or special);
- c) Name of presiding officer;
- d) Names of those Trustees and administration in attendance;
- e) Approval of preceding minutes;
- f) Only motions will be recorded in the minutes. Preamble, rationale, or discussions will not be recorded in the minutes, unless directed by the Board through resolution;
- g) Points of order;
- h) Appointments;
- i) Recommended motions proposed by Committees; and,
- j) Trustee declaration pursuant to Section 56, 57 or 58 of the [School Act](#).

6.2. The minutes shall:

- a) Be prepared as directed by the Secretary Treasurer;
- b) Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
- c) 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 that, upon acceptance by the Board, appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the District are affixed to the concluding page of the minutes.

Policy 7

- 6.4. The Secretary Treasurer shall establish a codification system for resolutions which will:
 - a) Provide for ready identification as to the meeting at which it was considered;
 - b) Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings; and
 - c) Establish and maintain a file of 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 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 public 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.
- 6.7. Upon adoption by the Board, the minutes of meetings other than Closed meetings shall be open to public scrutiny.

7. Public Participation

7.1. Formal Presentations

- 7.1.1. Individuals or groups may make presentations to the Board or its committees
- 7.1.2. The Board Chairperson, in consultation with Trustees, may direct any formal presentation to one of the Board's committees.
- 7.1.3. The Board Chairperson, or the chairperson of a committee, in consultation with Trustees, reserves the right to decline any request to make a formal presentation.
- 7.1.4. Generally, the Board will defer any decision on a presentation until Trustees have had sufficient time for study and discussion. Presenters will be informed by the office of the Secretary Treasurer when the topic will be placed on a future Board meeting agenda.
- 7.1.5. Individuals or groups wishing to make a formal presentation to the Board must contact the Secretary Treasurer's office.
- 7.1.6. The Secretary Treasurer's office will notify the individual or groups of their inclusion on a Board agenda.
- 7.1.7. Once the presentation is completed and Trustees have had an opportunity for questions, it is in order for the group to remain or leave the meeting.

Policy 7

7.2. Informal Presentations

- 7.2.1. There shall be a public remarks period of up to 30 minutes following the adjournment of every regularly scheduled public Board meeting, to provide an opportunity for members of the public to make comments to the Board. Public remarks shall be relevant to items on the evening's approved regular public agenda. The Board will listen respectfully to comments, however may not respond to questions during this time.
 - 7.2.1.1. Members of the public may submit written comments relevant to items on the evening's approved regular public agenda to the Board Chair by email at publicinput@sd57.bc.ca for consideration by the Board. Written submissions must be received by 5 p.m. on the Monday prior to the regular public meeting.
- 7.2.2. Individuals or groups wishing to make public remarks must identify themselves and the issue(s) to be presented on a speakers' list which will be available following the adjournment of the regular public meeting.
- 7.2.3. Each speaker from the public will be allowed five minutes to make comments. At the discretion of the Chairperson, additional time may be allotted.

8. 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.

- 8.1. The Chair 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 Special 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.
- 8.2. 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.
- 8.3. Trustees attending a meeting remotely have full voting privilege, electronic votes shall be submitted to the Secretary Treasurer via text or alternate electronic arrangement.

9. Trustee Remuneration

Appropriate financial recognition shall be provided to Trustees as remuneration for their services.

Section 71 of the [School Act](#) provides for an annual remuneration to be paid to Trustees.

Policy 7

- 9.1. The annual remuneration for Trustees, as of July 1, 2021, shall be as follows:
 - 9.1.1. Chairperson \$23,115
 - 9.1.2. Vice-Chairperson \$21,615
 - 9.1.3. Trustees \$20,115
- 9.2. The annual remuneration for Trustees will be reviewed by the Business and Operations Committee on an annual basis prior to March 31, commencing in 2021, within the following guidelines:
 - 9.2.1. Remuneration for the Chairperson will be increased based on the same increment as the grid lift directed by the British Columbia School Employers' Association (BCPSEA) for exempt staff.
 - 9.2.2. Remuneration for the Vice-Chairperson will be \$1,500 less than that of the Chairperson.
 - 9.2.3. Remuneration for Trustees will be \$3,000 less than that of the Chairperson.
- 9.3. Trustees will be reimbursed for in-district travel, in accordance with Appendix D, for attendance at meetings.
 - 9.3.1. Mileage may be claimed for attendance at regular and special board meetings.
 - 9.3.2. Mileage may be claimed for attendance at committee meetings, liaison meetings or other school district functions at which Trustee representation is required or requested.
 - 9.3.3. Optional Trustee travel, including school visits, parent advisory council meetings and meetings of committees of which the Trustee is not an appointed member will not be eligible for reimbursement.
- 9.4. Trustees will be reimbursed for out-of-district travel in accordance with Appendix D.
- 9.5. While Trustee remuneration is intended to recognize the services of Trustees, from time to time Trustees may be required to attend exceptional, non-optional meetings (ie: Board Chair / Superintendent / Secretary Treasurer meetings called by the Ministry of Education). In the event the Trustee loses a day of pay or must use a vacation day, the Trustee may apply through the Secretary Treasurer to be appropriately compensated as approved by the Board.
- 9.6. An annual budget will be established for Trustee professional development.
 - 9.6.1. Each Trustee will be entitled to \$3,500 for their own professional development. Trustees will be encouraged to attend:
 - 9.6.1.1. The B.C. School Trustees Association's annual general meeting
 - 9.6.1.2. The B.C. School Trustees Association's Trustee Academies
 - 9.6.1.3. The BC. School Trustees Association's Northern Interior Branch meetings
 - 9.6.1.4. Off-site working sessions as organized by the school district

Policy 7

- 9.6.2. An additional \$3,500 will also be used for Trustee professional development at the discretion of, and as directed by, the Board.

10. Trustee Expense Reimbursement

Trustees can recover reasonable out-of-pocket expenses when traveling on school district business in accordance with Appendix D.

11. Trustees will be provided services, materials and equipment in accordance with Appendix E.

12. Trustee Conflict of Interest

12.1. The Board considers conflict of interest to include:

- 12.1.1. Pecuniary interest – a matter that could monetarily affect a Trustee.
- 12.1.2. Indirect pecuniary interest – where the Trustee is a shareholder, officer or employee of a firm with a pecuniary interest in the matter; or in which the Trustee is a partner of a person, a member of a firm or is in the employment of a person or firm that has a pecuniary interest in the matter. ~~Indirect pecuniary interest – where the Trustee is a shareholder, officer or employee of a firm with a pecuniary interest in the matter.~~
- 12.1.3. Deemed pecuniary interest – a matter in which the Trustee knows that ~~his~~ their spouse, parent or child has a pecuniary interest.
- 12.1.4. Non-pecuniary conflict of interest – a matter in which the Trustee's interest in the matter is immediate and distinct from the public interest; where it can be reasonably determined that the Trustee's private interest in the matter will influence their vote on the matter; and where the Trustee's relations or associates stand to realize a personal benefit from a favourable decision on the matter.

12.2. A Trustee with a conflict of interest in a matter, who is present at a Board or committee meeting at which the matter is to be considered, must, at that meeting:

- 12.2.1. Disclose the general nature of the interest;
- 12.2.2. Refrain from any discussion or vote on the matter;
- 12.2.3. Not attempt in any way, before, during or after the meeting, to influence any vote relating to the matter.

12.3. If the meeting at which a Trustee discloses a conflict of interest is an in camera meeting, the Trustee, in addition to the requirements of 12.2 above must leave the meeting during the Board's consideration of the matter.

12.4. If a Trustee's conflict of interest is not disclosed at a meeting because the Trustee is not in attendance at the meeting, the Trustee shall disclose the interest at the next Board meeting and also comply with 12.2.2 and 12.2.3 above.

12.5. The duty to disclose a pecuniary, deemed pecuniary or indirect pecuniary interest does not apply where the interest is of a general, widespread or insignificant nature.

12.6. A Trustee with a direct or indirect pecuniary interest in teacher or support staff collective bargaining shall not participate or represent the Board in those activities.

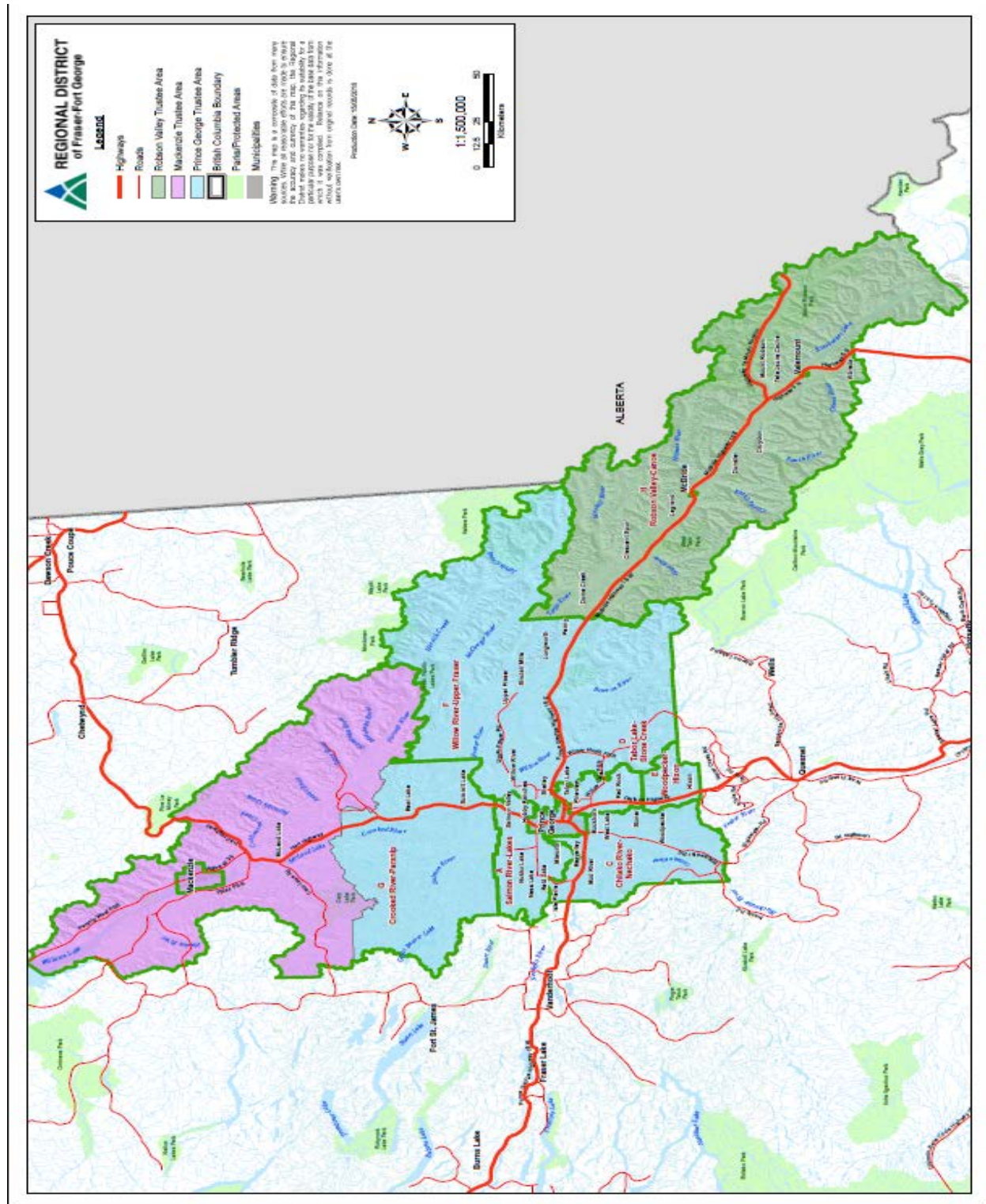
Policy 7

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

Related Policies:
Policy 1 – Foundational Statements
Policy 8 – Board Committees
Policy 9 – Board Representatives
Policy 16 – Indemnification Bylaw

Approved: 2022.XX.XX

Policy 7 Appendix A



Policy 7 Appendix B

OATH OF OFFICE FOR SCHOOL TRUSTEES

I, «Name», do «SwearAffirm» that:

- I am qualified to hold office as a trustee in School District No. 57 (Prince George) and meet the trustee qualification requirements set out in the *School Act*;
- I have not, by myself or any other person, knowingly contravened the *School Act* respecting vote buying, intimidation or other election offences in relation to my election as a trustee;
- I will abide by the *School Act* and will faithfully perform the duties of my office, and I will not allow any private interest to influence my conduct in public matters;
- I will comply with the requirements of the [School Act](#) that relate to conflict of interest and, in particular, I will comply with the requirements relating to disclosure of pecuniary and indirect pecuniary interest in a matter.

«Name»

«SwornAffirmed» before me in the City of Prince George, in the Province of British Columbia, this ____ day of November 20__.

Policy 7 Appendix C

CODE OF ETHICS

As an elected trustee on the Board,

I will devote time, thought and study to the duties and responsibilities so that I may render effective and creditable service.

I will recognize that the expenditure of school funds is a public trust and I will endeavour to see that all such funds shall be expended efficiently, economically and for the best interest of the students.

I will endeavour to work with my fellow trustees in a spirit of harmony and cooperation in spite of difference of opinion that may arise during debate. I will observe proper decorum and behaviour, encourage full and open discussions in all matters with my fellow trustees and treat them with respect and consideration and I will not withhold or conceal from them any information or matter with which they should be concerned.

I will base my personal decision upon all available facts in each situation, vote my honest conviction in every case, unswayed by partisan bias of any kind, and thereafter abide by and uphold the final majority decision of the board.

I will not use the schools or any part of the school program for my own personal advantage or for the advantage of my friends, I will do everything possible to maintain the integrity, confidence and dignity of the office of school trustees and I will resist every temptation and outside pressure to use my position as a trustee to benefit either myself or any other individual or agency.

I will remember at all times that as an individual, I have no legal authority outside the meetings of the board, unless the board has so delegated. My relationships with the school staff, the local citizenry and the media will be conducted on the basis of this fact.

I will not discuss the confidential business of the board outside of a school board meeting or a committee meeting thereof.

I will always bear in mind that the primary function of the board is to establish the policies by which the schools are to be administered, and that the daily administration of the educational program and conduct of school business shall be the responsibility of the Superintendent of Schools and staff.

I will attempt to understand the needs and aspirations of the entire school system and do my best to support effective educational programs for the students.

Signed November __, ____

Policy 7 Appendix D

REIMBURSEMENT OF TRAVEL AND MEETING EXPENSES

The Board requires an orderly procedure for ensuring that representatives of the Board and Trustees can recover reasonable out-of-pocket expenses when traveling on school district business.

Representatives of the Board and Trustees who are required to travel on school district business shall be reimbursed for appropriate expenses incurred in accordance with [Administrative Procedure 513 Travel Expenses- Policy 4133.1 Reimbursement of Travel Expenses](#).

Policy 7 Appendix E

SERVICES, MATERIALS AND EQUIPMENT PROVIDED TO TRUSTEES

1. A District owned cell phone and laptop in accordance with the following parameters:
 - The school district owns this equipment
 - The computer/peripherals will be used predominately for school district work/business.
 - All systems will be configured and maintained in accordance with the current district technology standards document.
 - The use of the computer will align with School District No. 57 (Prince George) [Administration Procedure 140-Digital Citizenship](#)-Policy 6179 Acceptable Use of Networks related to acceptable use of network.
 - Data contained on the computer could be subject to a Freedom of Information and *Protection of Privacy Act* request.
 - The Trustee to whom this equipment is assigned is responsible for its safekeeping off school property. Any loss or damage to the equipment may result in the Trustee being responsible for up to 50% of the replacement cost. It is therefore strongly suggested that Trustees investigate coverage of equipment through their home insurance policy. This normally requires a rider to the existing policy. The school / department funding the purchase of the equipment is not responsible for any additional insurance costs incurred.
2. District Email Account
3. Access to the Central Administration Office is provided to Trustees from all electoral areas. Additionally, access to Mackenzie and Robson Valley Schools is provided to Trustees from those electoral areas. Access to facilities is provided in order for Trustees to discharge their duties under the role of a Trustee.
4. Supply of paper from the Central Administration Office and the ability to claim expenses for printer ink.

Approved: 2022.XX.XX

Policy 8

BOARD COMMITTEES

As much as possible, the Board of Education (the “Board”) business of governance will be conducted by the full Board. The Board may establish committees of the Board when necessary to assist with governance functions. Committees of the Board shall never interfere with delegation of authority from Board to Superintendent. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the [School Act](#).

The primary purpose of all committees of the Board shall be to act in an advisory capacity to the Board. Unless specific powers have been delegated by the Board the power of all committees shall be limited to making recommendations to the Board and shall not include that of acting on behalf of the Board unless specifically authorized for individual issues. The Chair of the committee shall place all recommendations of the committee before the Board at a regular business meeting of the Board in the form of a proper written motion.

Trustees not appointed to a committee may attend meetings of any committee of the Board and may be allowed to take part in any discussion or debate by permission of a majority of the committee, but may not vote. The Chair of a committee may make motions and speak to any question during committee meetings without leaving the chair. The rules applying to regular or special meetings of the Board shall be observed in ad-hoc and in standing committees so far as they are applicable and not altered by the provisions of this policy.

General Requirements

1. The Board may appoint Standing Committees and Ad Hoc Committees, for which the Board shall prescribe the terms of reference.
2. The Board Chair shall be an ex-officio non-voting member of all Board committees to which the Board Chair has not been appointed.
3. The Board Chair shall recommend the Chair of any standing committee of Policy 8 appendix, only after Trustees have an opportunity to make their preferences known.
 - 3.1. The recommendation of the appointments made by the Chairperson, shall be subject to the approval of the Board at the next regularly scheduled board meeting following the inaugural or annual meeting.

Policy 8

Standing Committees

Standing committees are established to assist the Board with work of an ongoing or recurring nature.

Standing committees are usually established or confirmed annually. The appointed member shall serve on the committee until they are unable to perform the duties assigned or until replaced by a subsequent appointment.

Standing Committees shall not constitute a decision making body of the Board, recommendations from Standing Committees will be debated at the Board table.

For all standing committees, a quorum shall consist of a majority of the trustee members of the committee.

After two hours have passed, any standing committee meeting may be continued for up to two 30 minute additional periods, with the unanimous agreement of the Trustees present.

1. Advisory Committee

1.1. Purpose

To provide perspective and advice to Trustees on matters referred to it by the Board, staff or by a ~~partner~~ Rightsholder or Stakeholder group. These matters may be related to any area of the District's operation and Board Policy.

1.2. Powers and Duties

To receive the perspective and advice of the ~~partner~~ Rightsholder and Stakeholder group representatives in attendance and to ask for clarification.

The committee may convene working groups for the purpose of researching and preparing information about a particular issue or topic to bring forward to the Board through this committee.

1.3. Membership

All Trustees are members of the committee and the Chair of the Board shall appoint the chair of the committee.

1.4. Meetings

1.4.1. Meetings of the Advisory Committee will be open to the public as observers.

1.4.2. Advisory Committee meetings shall be held from ~~3:30-4:00~~ p.m. to ~~5:30-6:00~~ p.m. generally on the ~~first~~ third Tuesday of each month except for July and August.

Policy 8

- 1.4.3. The Superintendent and Secretary Treasurer will be in attendance at meetings of the committee to assist with process and to be a resource to the committee.
- 1.4.4. Each of the following **Rightsholder and Stakeholder partner** groups will be invited to send two representatives to attend the advisory committee meetings: CUPE 3742, CUPE 4991, District Parent Advisory Council, District Student Advisory Committee, Exempt Staff, Prince George District Teachers' Association, Prince George Principals and Vice Principals Association, Elders Advisory Council, **Indigenous Education Advisory Committee**, Lheidli T'enneh First Nation, McLeod Lake Indian Band, **Metis Nation**, **Simpchw Nation** and **Takla Nation**.
- 1.4.5. **Rightsholder and Stakeholder partner** group representatives are encouraged to provide perspective and advice from the vantage point of the group they represent.
- 1.4.6. **Rightsholder and Stakeholder partner** groups referring a matter to the committee must provide sufficient detail in advance to be included in the agenda for Trustees and other **Rightsholder and Stakeholder partner** groups to understand the scope of the matter being referred. Such items will be considered in the creation of the agenda.
- 1.4.7. The agendas and notice of meetings will be prepared by the Secretary Treasurer, under direction of the Chair of the Advisory Committee who shall consult with the Chair of the Board and the Superintendent. The agenda will be circulated to the committee members and **Rightsholder and Stakeholder partner** group representatives in advance of the meeting.
- 1.4.8. The Secretary Treasurer will produce written minutes of the committee meeting and will present the minutes to the committee for approval.

2. **Board Education Committee**

2.1. Purpose

The purpose of the Board Education Committee is to provide a forum for in-depth discussion of issues referred to it by the Board, the Chair or the Superintendent and to make recommendations to the Board as the Board Education Committee deems appropriate regarding any issue relating to the development of, review of, or change to an educational program, and specifically on the following:

- Student learning initiatives
- Curriculum implementation and program requirements
- School learning resources and supplies
- **Aboriginal-Indigenous** education
- **Special Inclusive** education
- Assessment, evaluation and reporting
- Career preparation programs
- District Resource Centre

Policy 8

- Career Technical Centre
- Continuing Education
- Distance Education
- Locally developed and Board authorized courses
- Other matters referred by the Board.

2.2. Powers and Duties

The Board Education Committee is also a forum to receive presentations and reports and for Trustees to hear, by invitation, perspectives of senior staff, Rightsholder and Stakeholder partner groups and other community representatives on matters being considered by the Board Education Committee.

2.3. Membership

All Trustees are members of the committee and the Chair of the Board shall appoint the chair of the committee.

2.4. Meetings

- 2.4.1. Meetings of the Board Education Committee will be open to Rightsholder and Stakeholder partner groups and the public as observers.
- 2.4.2. Board Education Committee meetings generally shall be held from 3:30-4:00 p.m. to 5:30-6:00 p.m. on the third first Tuesday of each month except for July and August.
- 2.4.3. The Superintendent and Secretary Treasurer will be in attendance at meetings of the committee to assist with process and to be a resource to the committee.
- 2.4.4. The agendas and notice of meetings will be prepared by the Secretary Treasurer, under direction of the Chair of the Board Education Committee who shall consult with the Chair of the Board and the Superintendent. The agenda will be circulated to the committee members in advance of the meeting.
- 2.4.5. The Secretary Treasurer will produce written minutes of the committee meeting and will present the minutes to the committee for approval.

3. Business and Operations Committee

3.1. Purpose

To monitor, evaluate, advise or make recommendations on matters related to the following:

- Bylaw development and review
- Corporate sponsorships, donations and partnerships
- Detailed budget review
- Employee accommodation

Policy 8

- ~~Facilities, planning and utilization~~
- Legal and audit
- Liaison with other levels of government
- Office of the secretary-treasurer
- Office of the superintendent
- Other matters as referred by the Board
- Personnel and labour relations
- Property and capital planning
- ~~Property maintenance services~~
- ~~School boundaries~~
- ~~Student Enrolment~~
- ~~Student transportation and district administrative services~~
- ~~Technology~~

3.2. Powers and Duties

3.2.1. Powers:

- To make recommendations to the Board where deemed appropriate in relation to duties as prescribed in the collective agreements relative to Human Resources matters and the grievance procedure.
- To review and recommend the terms of engagement for the external auditor and to review progress relative to the remediation of any deficiencies identified in the external audit report or management letter.

3.2.2. Primary Duties:

- The primary duties of the Business and Operations Committee include, but are not limited to the following:
- Assessing the processes related to identification of the District's risks and effectiveness of its control environment;
- Overseeing financial reporting;
- Evaluating the District's internal control systems for financial reporting;
- Evaluating the internal and external, and any special audit processes;
- Providing an avenue of communication amongst the external auditor, management, and the Board, and
- Making recommendations to the Board as to potential policy or procedural changes arising out of audit recommendations.
- The Committee has the authority to retain, at the expense of the District, outside advisors and consultants within the District's reasonable availability of financial resources.

3.2.3. Specific Duties:

Audit Committee Responsibilities

- Review and assess the adequacy of these terms of reference annually in May and submit any recommended changes to the terms of reference to the Board for approval.

Policy 8

- Review the District's annual audited financial statements before such statements are submitted to the Board for approval.
- Review shall include discussion with management and the external auditors of significant issues regarding accounting principles, practices and judgements. Consideration shall also be given as to whether they are complete and consistent with information known to Committee members.
- In consultation with management and the external auditors consider the integrity of the District's financial reporting processes and controls including information technology security and control.
- Discuss significant financial risk exposures and the steps management has taken to identify, monitor, control and report such exposures. Review significant findings prepared by the external auditors together with management responses.
- Review the financial consent and completeness of information of the District's public disclosure documents of a financial nature which require approval by the Board, before release.
- Review with management, the external auditors, and, if necessary, legal counsel any material litigation claim or other contingency that could have a material effect upon the financial situation or operation results of the District and the manner in which these will be disclosed in the financial statements.
- Monitor the appropriateness of accounting policies especially critical accounting policies and financial reporting used by the District to review any actual and perspective changes in financial reporting and accounting policies and practices to be adopted by the District and to review and assess any new or proposed developments in accounting and reporting standards that may affect or impact on the District.
- Review other direct or indirect external audit reports (e.g. Office of the Auditor General) toward making recommendations to the Board for policy or procedural changes for the school District.

Risk Management Oversight

Risk Management Oversight means identifying and analyzing and managing risks that may prevent the District from achieving its objectives. The Committee's oversight responsibilities for risk management is primarily concerned with financial risks that may affect financial reporting.

Assess whether management has implemented policies ensuring that the District's financial risks are identified and that controls are adequate, in place and functioning properly.

- Assess whether management has implemented policies and controls to prevent, detect, and deter fraud.
- Review all reports concerning any significant fraud or non-compliance that occurs in the District. This review shall include consideration of the internal controls that are to be strengthened to reduce the risk of a similar event in the future.
- Assess compliance with specific regulations pertaining to the District.
- After Committee assessment, appropriate recommendations will be made to the Board if required.

Policy 8

Legal Compliance

On at least an annual basis, review with the District's appointed legal counsel any legal matters that could have a significant impact on the District's financial statements, the Districts compliance with applicable laws and regulations, and inquiries received from the regulators or government agencies.

External Audit Responsibilities

Role of the Audit Committee with the External Auditor:

- Review the appointment of the external auditor, for recommendation to the Board for approval giving consideration to matters such as:
 - o Independence and whether to retain such auditor after consultation with appropriate management.
 - o The fees paid to the external auditor on an annual basis and any non-auditing services performed by the external auditor.
- On an annual basis, review and discuss with the external auditor all significant relationships with the District that could impair such auditor's independence.
- Review the planning and results of the external audit, including:
 - o The auditor's engagement letter.
 - o The reasonableness of the estimated audit fees.
 - o The scope of the audit, including materiality, audit reports required, areas of audit risk, deadlines and coordination with internal audit staff.
 - o The post audit management letter together with management's responses.
 - o Any other matters the external auditor brings to the attention of the Committee.
- Meet with the external auditor at least annually, or as requested by the auditor without management representatives present.
- Receive and review all follow up action or status reports relating to the recommendations of the external auditor.

Financial Reporting

- Review the Board's annual financial statements, and all other financial monitoring reports required by the Board, Ministry of Education, or other agencies.
- Recommend to the Board, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements and any other financial monitoring report.

Policy 8

External Audit Process

- Recommend to the Board the appointment of the external auditor for a term not exceeding four years. The selection process must also be in accordance with Board procurement procedures.
- Review the external auditor's audit plan and audit findings, including:
 - o The external auditor's engagement letter and independence letter.
 - o Any management representations made to the external auditor and those representations not obtained from management, if any.
- Meet on a regular basis with the external auditor to discuss any matters that the audit committee or the external auditor believes are important to be discussed.
- Review, at least once in every fiscal year, the performance of the external auditor and make recommendations to the Board on the appointment, replacement or dismissal of the external auditor, and on the fee and fee adjustment for the external auditor.
- Work to resolve any disagreements between management and the external auditor about financial reporting.
- Recommend to the Board the pre-approval of all audit and non-audit services to be performed by the external auditor.
- Review other direct or indirect external audit reports (e.g. Office of the Auditor General) toward making recommendations to the Board for policy or procedural changes for the District.

Compliance Matters

- Review the effectiveness of the Board's system for monitoring compliance with legislative requirements and with the Board's policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by management to address the non-compliance.
- Review any significant findings of regulatory entities, and any observations of the external auditor related to those findings.
- Obtain regular updates from management and legal counsel regarding compliance matters.
- Obtain confirmation by management that all statutory requirements have been met.

Reporting and Communication

- The Audit Committee is accountable to the Board representing the interests of all stakeholders.
- Maintain an effective communications policy, including disclosure of the Audit Committee's Terms of Reference.

Policy 8

Other

- Periodically perform a self-assessment of committee performance.
- Review financial and accounting succession planning within the District.
- Perform any other activities consistent with these terms of reference, the District's bylaws and governing policies as committee or the Board deems necessary or appropriate.
- Establish procedures for receiving, retaining and responding to complaints relating to accounting or auditing matters, on a basis that protects the confidentiality of the complainer.

3.3. Membership

All Trustees are members of the committee and the Chair of the Board shall appoint the chair of the committee. (Note: resource personnel shall be assigned by the Superintendent as required and shall normally include the Secretary Treasurer and a recording secretary).

3.4. Meetings

- 3.4.1. Meetings of the Business and Operations Committee will be closed committee meetings and will not be open to Rightsholder and Stakeholder partner group and public observers.
- 3.4.2. Business and Operations Committee meetings generally shall be held from 3:30 4:00 p.m. to 5:30 6:00 p.m. on the second Tuesday of each month except for July and August.
 - 3.4.2.1. The Audit Committee, as a sub-committee of the Business and Operations Committee shall meet at least three times per year. Additional meetings may be scheduled at the call of the Chairperson if deemed necessary to carry out its responsibilities effectively and efficiently.
- 3.4.3. The Superintendent and Secretary Treasurer will be in attendance at meetings of the committee to assist with process and to be a resource to the committee.
- 3.4.4. The agendas and notice of meetings will be prepared by the Secretary Treasurer, under direction of the Chair of the Business and Operations Committee who shall consult with the Chair of the Board and the Superintendent. The agenda will be circulated to the committee members in advance of the meeting.
- 3.4.5. The Secretary Treasurer will produce a written summary of the minutes of the committee meeting and will present them to the committee for approval.

Policy 8

- 3.4.6. Information received from the attendance at Business and Operations Committee meeting will be treated as private and confidential information, and shall not be published, released or disclosed in any manner to any persons other than to Trustees of the Board, the Superintendent, or, as determined by the Committee, or in pursuance of specified duties under the School Act, the District's Organizational Bylaw or the Freedom of Information and Protection of Privacy Act.

Ad Hoc Committees

Ad hoc committees may be established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation. Such ad hoc committees shall cease to exist when the purpose has been achieved. The Chair of the Board shall appoint the Chair and additional members of the ad hoc committee.

Forum

The Board may schedule a forum to receive information on a specific issue. Forums may be public or by invitation.

Working Group

A working group may be convened by a committee of the Board for the purpose of researching and preparing information about a particular issue or topic to be brought back to the committee before being recommended to the Board.

The working group will be led by the Superintendent and membership will be determined by the committee based on the work being undertaken by the group.

Resource Personnel

The Superintendent shall appoint resource personnel to work with all standing and ad hoc committees and the Superintendent shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

Legal Reference: *School Act* Sections 50, 56, 57, 58, 59, 65, 66, 67, 68, 69, 70, 71, 72, 85
Financial Disclosure Act
Income Tax Act

Related Policies:

Policy 1 – Foundational Statements
 Policy 7 – Board Operations
 Policy 9 – Board Representatives
 Policy 16 – Indemnification Bylaw

Approved: 2022.XX.XX

Policy 8 Appendix

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

TRUSTEE COMMITTEE APPOINTMENTS

Advisory Committee	Chair All Trustees
Board Education Committee	Chair All Trustees
Business and Operations Committee	Chair All Trustees

Policy 9

BOARD REPRESENTATIVES

The Board will give consideration to naming representatives to various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the District and other organizations.

The Board will determine the terms of reference for each representative. The Board shall be guided by the following principles when naming representatives to other organizations:

- The Board's decision-making role can be exercised only by the Board as a whole, not by an individual Trustee or committee;
- The Board's function is governance, rather than administration;
- Responsibilities placed on Trustees are to be closely related to the Board's central role as per [Policy 2 Role of the Board](#).

The Superintendent may appoint staff to work with the representative and shall determine the roles, responsibilities and reporting requirements of resource personnel.

The following organizations/committees of Policy 9 appendix will have Board representation as identified normally at the Inaugural Meeting or alternatively at a subsequent annual meeting of the Board.

External Appointments

1. British Columbia School Trustees Association (BCSTA) Provincial Council

1.1. Purpose of the Provincial Council

- 1.1.1. Act as a forum for discussion of relevant, timely and emerging issues identified from individual Boards, BCSTA Board of Directors, Ministry of Education and other sources.
- 1.1.2. Discuss, and/or develop, policy issues for submission at the Annual General Meeting.
- 1.1.3. Establish interim policies of the Association between general meetings.
- 1.1.4. Address matters as outlined in BCSTA bylaws, including Association budget approval.
- 1.1.5. Act on action requests from BCSTA Board of Directors.

Policy 9

1.2. Powers and Duties of the Board BCSTA Provincial Council Representative

- 1.2.1. Attend Provincial Council meetings.
- 1.2.2. Represent the Board's positions and interests at the provincial level.
- 1.2.3. Communicate to the Board the work of the Provincial Council.
- 1.2.4. Bring recommendations to the Board as and when necessary.
- 1.2.5. Build positive relationships.

1.3. Membership

- 1.3.1. One (1) Trustee; one (1) alternate.

1.4. Meetings

- 1.4.1. As called by Provincial Council. (Usually 4 per year, one at the AGM)

2. British Columbia Public School Employers' Association (BCPSEA)

2.1. Purpose of the BCPSEA

- 2.1.1. Act as the accredited bargaining agent for the BCSTA's members.
- 2.1.2. Assist in carrying out any objectives and strategic directions established by the Public Sector Employers' Council.
- 2.1.3. Coordinate collective bargaining objectives, benefit administration, human resource practices and out-of-scope compensation matters amongst members.

2.2. Powers and Duties of the Board BCPSEA Representative

"The liaison and communications conduit between Boards of Education and BCPSEA on human resources matters, including distribution of BCPSEA communications to Board members while ensuring their Board's voice is heard by BCPSEA."

- 2.2.1. Attend the BCPSEA meetings as required.
- 2.2.2. Represent the Board's positions and interests at BCPSEA meetings.
- 2.2.3. Communicate to the Board the work of BCPSEA.
- 2.2.4. Bring recommendations to the Board as and when necessary.
- 2.2.5. Build positive relationships.

Policy 9

2.3. Membership

- 2.3.1. One (1) Trustee; one (1) alternate. (Trustees holding this position will need to ensure that they are not in a conflict of interest position with respect to collective bargaining)

2.4. Meetings

- 2.4.1. As called by BCPSEA.

Other Community Involvement

As active community members Trustees are frequently requested to sit on various community committees or be involved in community organizations such as the local Chamber of Commerce. The trustee shall make clear that their presence is as a community member and not as a School District No. 57 trustee and therefore the views expressed are those of the individual and not those of the Board or School District.

From time to time the Board may wish to send a representative to other external organizations or committees established by such an external organization. Should the Board choose to do so the Board shall appoint a trustee by Board motion. Should the Board not have a relevant position the representative shall seek one from the Board and refrain from expressing a personal opinion. In addition, such a representative is required to provide the Board with timely reports.

School Liaison Trustee Role

The Chair shall make School Liaison assignments.

The role of liaison trustee is to provide visible support for school activities including but not limited to athletic competitions, fine arts performances and displays, school celebrations, and recognition events. The role allows Trustees to become knowledgeable of public school activities and events and understand the culture of schools in the School District. Trustee attendance at liaison schools shall be managed individually, taking into consideration the availability of the individual trustee to attend such events throughout the school year.

School liaison responsibilities shall not:

- Inhibit or circumvent administrative authority or responsibility
- Include any decision-making authority
- Involve the assignment of Trustees in conflict, or perceived conflict, of interest

Policy 9

Parent Advisory Council

Parent Advisory Councils as per section 8 of the *School Act* may advise the Board and the principal and staff of a school respecting any matter relating to the school. The role of school liaison trustee does not include attendance at Parent Advisory Council meetings. If these Councils wish to advise the Board corporate, that communication advice may is to be sent to the Board in writing.

Members of Parent Advisory Councils may participate in the District Parent Advisory Council.

District Parent Advisory Council

District Parent Advisory Councils as per section 76 (5.1) 8.5 (1) of the *School Act* may advise the Board on any matter relating to education in the school district . A trustee of the school district may attend any meeting of the District Parents Advisory Council. The Board recognizes that the DPAC serves in an advocacy role for parents of students in the district. If this Council wish to advise the Board corporate, that communication advice may is to be sent to the Board in writing.

District Student Advisory Council

A District Student Advisory Council shall be established to advise the Board of Education of student opinions on educational and operational policies and procedures. The District Student Advisory Council will serve in an advocacy role for the district's student population and will identify and bring to the attention of the Board of Education issues and concerns affecting students.

Legal Reference: *School Act* Sections 8.4, 8.5, 22, 65, 74, 85
Ministry of Education website

Related Policies:
Policy 1 – Foundational Statements
Policy 7 – Board Operations
Policy 8 – Board Committees
Policy 16 – Indemnification Bylaw

Approved: 2022.XX.XX

Policy 9 Appendix

BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

TRUSTEE COMMITTEE AND LIAISON APPOINTMENTS – DECEMBER XXXX

Elected Positions

BCSTA Provincial Councillor	Trustee Alternate Trustee
BCPSEA Representative	Trustee Alternate Trustee

District Committee Representatives

Indigenous Education Advisory Committee	Vice Chair Alternate Trustee
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Liaison Appointments

District Parent Advisory Council	Alternating Schedule
District Student Advisory Council	Alternating Schedule

Policy 9 Appendix

School Liaisons

FAMILY OF SCHOOLS	Liaison Trustee
College Heights Secondary School	Trustee
Duchess Park Secondary School John McInnis Centre	Trustee
Shas Ti Kelly Road Secondary School	Trustee
Prince George Secondary School	Trustee
D. P. Todd Secondary School	Trustee
Mackenzie Secondary School	Trustee
McBride Secondary School Valemount Secondary School	Trustee

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

AD HOC LANGUAGE PLANNING COMMITTEE

TERMS OF REFERENCE

Purpose

The committee is being formed in response to the following motion, adopted by the Board at its public meeting of January 25, 2022. “that the Board of Education establishes a Language Planning Committee to review the resource needs of the French Immersion program in relation to current staffing challenges”.

The committee will gather information and provide feedback and recommendations through the Management and Finance Committee to the Board of Education on the following relevant sections of Bylaw 1 contained in the mandates for both the Education Programs and Planning Committee and the Management and Finance Committee:

- Curriculum implementation and program requirements
- School learning resources and supplies
- Personnel

The committee’s feedback and recommendations to the Board will also inform the work of the 2022/2023 Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee.

The committee will consider the 2021-2026 Strategic Plan, including the district Directions of Truth and Reconciliation, Equity of Access, Wellness, and Learning as well as the district Values of Transparency, Integrity, Equity, Inclusion, Respect and Community in their discussions.

Scope

1. To receive information provided to the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee considered during meetings of the committee.
2. To review and discuss the report of the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee received by the Board of Education January 25, 2022.
3. To identify trends, challenges and emergent issues based on the information received.
4. To make recommendations to the Board of Education, through the Management and Finance Committee on options for addressing the identified trends, challenges, and emergent issues.

Membership

Trustees (2) (Chair Management and Finance, Chair Education Programs and Planning)
Metis Nation (2)
Simpco First Nation (2)
Takla First Nation (2)
Indigenous Education Advisory Committee (2)
Assistant Superintendent
CUPE 3742 (2)
CUPE 4991 (2)
Director of Human Resources
Director of Instruction, Curriculum and Innovation
District Parent Advisory Council (2)
District Principal, Human Resources
District Student Advisory Council (2)
District Vice Principal, Curriculum and Innovation
Prince George District Teachers' Association (2)
Prince George Principals and Vice Principals Association (2)
Secretary Treasurer
Superintendent

Chair

Superintendent of Schools

Reporting

The Ad Hoc Language Planning Committee will report to the Board of Education, through the Management and Finance Committee, no later than December 31, 2022.

Meetings

The Ad Hoc Language Planning Committee will meet as required between March 31, 2022 and December 31, 2022 - meeting dates to be determined.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)
AD HOC LONG RANGE FACILITY USE COMMITTEE
TERMS OF REFERENCE

Purpose

The committee is being formed in response to the following motion, adopted by the Board at its public meeting of January 25, 2022. "That the Board of Education establishes a Long Range Facility Use Committee to consider many of the challenges identified during the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee meetings".

The committee will gather information and provide feedback and recommendations through the Education Services Committee to the Board of Education on the following relevant sections of Bylaw 1:

- Facilities, planning and utilization
- Capital planning
- Enrolment
- School boundaries

The committee's feedback and recommendations to the Board will also inform the development of a new Long Range Facility Plan ("LRFP") for the district through the development of a wide-ranging vision for the use of the Board's current and potential future inventory of capital assets; a broad set of strategies for the most-effective delivery of education programs; and recommendations for the alternative community use of space in open schools and closed schools, as well as the use of school property.

The committee will consider the 2021-2026 Strategic Plan, including the district Directions of Truth and Reconciliation, Equity of Access, Wellness, and Learning as well as the district Values of Transparency, Integrity, Equity, Inclusion, Respect and Community in their discussions.

Scope

1. To receive information provided to the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee considered during meetings of the committee.
2. To review and discuss the report of the Expanded Committee of the Whole Catchment and Capacity Review Rightsholder and Stakeholder Advisory Committee received by the Board of Education January 25, 2022.
3. To identify trends, challenges and emergent issues based on the information received.
4. To make recommendations to the Board of Education, through the Education Services Committee on options for addressing the identified trends, challenges, and emergent issues.

Membership

Trustees (Chair Education Services Committee)

Metis Nation (2)

Simpcw First Nation (2)

Takla Nation (2)

Indigenous Education Advisory Committee (2)

Assistant Superintendent

CUPE 3742 (2)

CUPE 4991 (2)

Director of Facilities Services

District Parent Advisory Council (2)

District Student Advisory Council (2)

Energy and Sustainable Conservation Coordinator

Manager of Capital Planning and Projects

Prince George District Teachers' Association (2)

Prince George Principals and Vice Principals Association (2)

Secretary Treasurer

Superintendent

Chair

Secretary Treasurer

Reporting

The Ad Hoc Long Range Facility Use Committee will report to the Board of Education, through the Education Services Committee, no later than April 20, 2023.

Meetings

The Ad Hoc Long Range Facility Use Committee will meet as required between March 31, 2022 and April 30, 2023 - meeting dates to be determined.

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)
AD HOC COMMITTEE ON TRUSTEE REMUNERATION
TERMS OF REFERENCE

Purpose

The purpose of the Ad Hoc Committee on Trustee Remuneration will be to provide a recommendation to the Board of Education regarding proposed changes to Trustee remuneration rates and the process for annual remuneration review outlined in Policy 8230 Trustee Remuneration and Expenses, Regulation 2.

Scope

1. To review and discuss historical information related to Trustee remuneration in School District No. 57;
2. To review and discuss historical information regarding general wage increases provided to teachers, support staff, principals and vice-principals and exempt staff;
3. To review and discuss information from the 2021 Survey of Remuneration compiled by the British Columbia Association (BCSTA); and
4. To review and discuss Policy 8230 Trustee Remuneration and Expenses, Regulation 2.

Membership

Former Trustee (1)
Lheidli T'enneh Nation (1)
McLeod Lake Indian Band (1)
Simpco First Nation (1)
CUPE 3742 (1)
CUPE 4991 (1)
District Parent Advisory Council (1)
District Student Advisory Council (1)
Indigenous Education Advisory Committee (1)
Prince George District Teachers' Association (1)
Prince George Principals and Vice Principals Association (1)
Secretary Treasurer
Director of Finance

Chair

Secretary Treasurer

Reporting

The Ad Hoc Committee will report to the Board of Education through the Management and Finance Committee no later than June 13, 2022.

Meetings

The Ad Hoc Committee on Trustee Remuneration will meet as required between February 1, 2022 and June 10, 2022.

School District No. 57

WHISTLEBLOWER POLICY DEVELOPMENT WORKING GROUP

TERMS OF REFERENCE

Purpose

To develop a draft Whistleblower policy in response to the implementation of the Public Interest Disclosure Act ("PIDA") which requires school districts to have implemented PIDA policies by December 31, 2023. The purpose of PIDA is to establish whistleblower protection for public sector employees.

Scope

- Review the Public Interest Disclosure Act: Policy Toolkit
- Prepare a draft Whistleblower Policy to take forward to the Policy and Governance Committee for recommendation to the Board.

Membership

Trustee (1)
CUPE 3742 (1)
CUPE 4991 (1)
Exempt Staff (1)
Prince George District Teachers' Association (1)
Prince George Principals and Vice Principals Association (1)
Director of Human Resources
Human Resources Manager
Privacy Compliance and Risk Management Advisor
Secretary Treasurer
Assistant Superintendent (1)

Chair

Chairperson, Secretary Treasurer

Staff Responsible

Secretary Treasurer
Executive Assistant to the office of the Secretary Treasurer

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 7, 2022

Memorandum

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **ROLE OF THE BOARD**

RECOMMENDATION

That the Board of Education rescind Policy - 1160 Role of the Board effective June 22, 2022.

And

That the Board of Education approves in principle Policy 2 – Role of the Board; Policy 5 – Role of the Board Chair and Policy 6 – Role of the Vice-Chair and distributes them for 60-days to Stakeholders and Rightsholders for input.

* * * * *

RATIONALE:

1. Under Section 85(2)(a) of the *School Act*, Power and Capacity, the Board has the power and capacity, subject to the School Act and Regulations, determine local policy for the effective and efficient operation of schools in the school district.
2. Policy 8310 Policy and Policy Development states, “The Board has the sole authority to approve new policies, to make changes to existing policies and to rescind policies.
3. In accordance with Policy 8310, Regulation 8. By separate motion, the Board may, if it deems necessary, approve a policy in principle, for implementation while the input process occurs. In these circumstances, the policy may be amended and must be approved by the Board following the conclusion of the consultation prior. The 60-day consultation period for a draft policy does not include the summer break.
4. On July 3, 2019 the Board of Education approved moving forward with a review and revision process related to school district policies.
5. Draft Policy 2 – Role of the Board; Draft Policy 5 – Role of the Board Chair and Draft Policy 6 – Role of the Vice-Chair were developed as part of that process.
6. In Draft Policy 11 - Board Delegation of Authority, also being reviewed tonight, 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

DP/dln



BOARD OF SCHOOL
School District No. 57
 2100 Ferry Avenue
 Prince George, B.C. V2L 4R5
 (250) 561-6800

POLICY 1160

ROLE OF THE BOARD

APPROVED: 2016.12.13

REVISED: 2018.04.10

2019.04.30

2021.11.02

POLICY

As per section 30 of the *School Act* each school district in British Columbia is required to have a Board of Education comprised of trustees locally elected or appointed by the Minister of Education. The number of trustees on each board is determined by the Lieutenant Governor in Council which effectively means the provincial cabinet.

By Ministerial Order dated April 6, 2018 the School District No. 57 (Prince George) Board of Education consists of seven Trustees elected from three Trustee Electoral Areas as follows: five from the Prince George Trustee Electoral Area, one from the Mackenzie Trustee Electoral Area and one from the Robson Valley Trustee Electoral Area.

The Board of Education of School District No. 57 (Prince George) functions as a corporate body and exercises those mandatory (must) and optional (may) powers granted or implied by the *School Act* and Regulations. As a corporate entity its rights duties and powers reside with the Board and not individual trustees.

The Board is committed to making decisions in the best interest of the students it serves.

The *School Act* provides for the Board of Education to delegate specific and general administrative and management duties. The Board has chosen to retain in its role the following duties.

Specific Areas of Responsibility

1. Accountability to Governments

The Board shall:

- 1.1 Act in accordance with all applicable requirements of federal and provincial legislation.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to and Engagement of Community

The Board shall:

- 2.1 Within available resources make decisions that best address the needs and demands of the school district in service of students.
- 2.2 Establish processes and provide opportunities for community engagement.
- 2.3 Report school district outcomes to the community at least annually.
- 2.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
- 2.5 Meet as deemed appropriate with municipal governments and other educational/public service or business governing authorities to achieve educational ends.
- 2.6 Model a culture of respect, transparency and integrity.

3. Strategic Planning and Reporting

The Board shall:

- 3.1 Provide overall direction for the school district by establishing foundational statements.
- 3.2 Annually approves school district priorities and key results and the school district's strategic directions.
- 3.3 Annually evaluate the effectiveness of the school district in achieving established priorities and key results.

4. Policy

The Board shall:

- 4.1 Identify how the Board is to function.
- 4.2 Delegate authority to the Superintendent and define commensurate accountabilities.
- 4.3 Identify the purpose to be achieved and the criteria for any new policies.
- 4.4 Make the final decision as to the approval of all policy statements.
- 4.5 Develop/assess/revise policies as required to ensure intended results are being achieved and that policies are consistent with legislation.
- 4.6 Ensure motions which are intended to have continuing effect are integrated into existing or new policy statements.
- 4.7 Review all policies at least once in a term of office, to ensure currency and relevancy.
- 4.8 Annually review the school district's Central Administration Office Organization Chart, prepared by the Superintendent, and assume responsibility for granting prior approval of the addition of new positions or the deletion of existing positions.



5. Board/Superintendent Relations

The Board shall:

- 5.1 Select the Superintendent.
- 5.2 Provide the Superintendent with clear corporate direction.
- 5.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 5.4 Annually evaluate the Superintendent in accordance with a pre-established performance appraisal mechanism.
- 5.5 Annually review Superintendent Compensation.
- 5.6 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.

6. Political Advocacy

The Board shall:

- 6.1 Make decisions regarding British Columbia School Trustee Association and British Columbia Public School Employers' Association issues.
- 6.2 Advance school district positions and priorities through relevant provincial organizations and associations.
- 6.3 Act as an advocate for public education and the school district.
- 6.4 Develop an annual plan for advocacy including focus, key messages, relationships and mechanisms.
- 6.5 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials including representation on municipal committees.
- 6.6 Arrange meetings with elected provincial government officials to communicate and garner support for education.

7. Board Development

The Board shall:

- 7.1 Annually conduct an externally facilitated self-evaluation the Board's effectiveness in keeping with the British Columbia School Trustees Association's guidelines and standard.
- 7.2 Annually develop a Board development plan aligned with school district priorities.



8. Fiscal Accountability

The Board shall:

- 8.1 Approve budget process and timelines at the outset of the budget process.
- 8.2 In collaboration with the Superintendent, identify budget assumptions and draft Board priorities to be used in the creation of the annual operating budget.
- 8.3 Approve the annual budget and allocation of resources to achieve desired results.
- 8.4 Annually approve the school district's updated Five Year Capital Plan.
- 8.5 Annually appoint or reappoint the auditor and approve the terms of engagement.
- 8.6 Review annually the audit report and management letter and specify those recommendations to be implemented by the Superintendent.
- 8.7 Approve the annual audited financial statements.
- 8.8 Make decisions regarding ratification of memoranda of agreement with bargaining units.
- 8.9 Approve the acquisition and disposition of land and buildings; ensure titles to or enforceable long-term interests in land are in place prior to capital project construction.
- 8.10 Approve amended annual budget
- 8.11 Monitor the fiscal management of the school district through receipt of monthly financials and quarterly accountability reports including variance analyses and year-end projections.
- 8.12 Approve borrowing for capital expenditures within provincial restrictions.
- 8.13 Approve transfer of funds to/from reserves.
- 8.14 Approve signing authorities for the school district.

Selected Responsibilities

1. Approve annual school district calendar in accordance with legislation and collective agreements February consultation and March approval.
2. Annually approve the Board's yearly work plan including schedule of meetings.
3. Approve Board Authority Authorized Courses.
4. Approve the naming of educational facilities and land.
5. Recognize students, staff and community members.
6. Hear unresolved student or staff complaints of discrimination or harassment that cannot be heard by the Superintendent.



7. Approve parameters for negotiations after soliciting advice from the Superintendent and ratify Memoranda of Agreement with bargaining units.
8. Annually Review and approve Board compensation and expense rates.
9. Approve catchment areas for schools and special programs.
10. Approval of and cessation of academies and programs of choice.

Responsibility Centre: Board Chairperson and Superintendent of Schools
References: *School Act* Sections 77, 85



Policy 2

ROLE OF THE BOARD

As per section 30 of the [School Act](#) each school district in British Columbia is required to have a Board comprised of Trustees locally elected or appointed by the Minister of Education. The number of Trustees on each board is determined by the Lieutenant Governor in Council which effectively means the provincial cabinet.

By Ministerial Order dated April 6, 2018 the School District No. 57 (Prince George) Board of Education consists of seven Trustees elected from three Trustee Electoral Areas as follows: five from the Prince George Trustee Electoral Area, one from the Mackenzie Trustee Electoral Area and one from the Robson Valley Trustee Electoral Area.

The Board functions as a corporate body and exercises those mandatory (must) and optional (may) powers granted or implied by the *School Act* and Regulations. As a corporate entity, its rights duties and powers reside with the Board and not individual Trustees.

The Board is committed to making decisions in the best interest of the students it serves.

The [School Act](#) provides for the Board to delegate specific and general administrative and management duties. The Board has chosen to retain in its role the following duties.

Specific Areas of Responsibility

1. Accountability to Governments

The Board shall:

- 1.1 Act in accordance with all applicable requirements of federal and provincial legislation.
- 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 planning documents, including such things as the Framework for Enhancing Student Learning, Local Education Agreements and Strategic Planning documents are reviewed at least annually, including identification of trends and issues.

Policy 2

- 2.4 Ensure resources for approved initiatives to improve student outcomes are aligned to the annual operating budget.
- 2.5 Ensure the effectiveness of the Superintendent's leadership in improving student outcomes are assessed annually.

3. Accountability to and Engagement of Community

The Board shall:

- 3.1 Model a culture of respect, transparency and integrity.
- 3.2 Within available resources make decisions that best address the needs and demands of the school district in service of students.
- 3.3 Establish processes and provide opportunities for community engagement.
- 3.4 Report school district outcomes to the community at least annually.
- 3.5 Develop procedures for and hear appeals as required by statute and/or Board policy.
- 3.6 Meet as deemed appropriate with Chief and Council of Lheidli T'enneh First Nation, McLeod Lake Indian Band and Simpcw First Nation.
- 3.7 Meet as deemed appropriate with municipal and local governments and other educational/public service or business governing authorities to achieve educational ends.
- 3.8 Annually conduct public engagement opportunities in each of Mackenzie, McBride, Prince George and Valemount.

4. Strategic Planning and Reporting

The Board shall:

- 4.1 Provide overall direction for the school district by establishing foundational statements.
- 4.2 Annually approve school district priorities, key results and the school district's strategic directions.
- 4.3 Annually evaluate the effectiveness of the school district in achieving established priorities and key results.

5. Policy

The Board shall:

- 5.1 Identify how the Board is to function.
- 5.2 Delegate authority to the Superintendent and define commensurate accountabilities.
- 5.3 Identify the purpose to be achieved and the criteria for any new policies.
- 5.4 Make the final decision as to the approval of all policy statements.

Policy 2

- 5.5 Develop/assess/revise policies as required to ensure intended results are being achieved and that policies are consistent with legislation.
 - 5.6 Ensure motions which are intended to have continuing effect are integrated into existing or new policy statements.
 - 5.7 Review all policies at least once in a term of office, to ensure currency and relevancy.
 - 5.8 Annually review the school district's Organization Chart, prepared by the Superintendent and assume responsibility for granting approval regarding the addition or removal of positions.
6. Board/Superintendent Relations
- The Board shall:
- 6.1 Select the Superintendent of Schools.
 - 6.2 Provide the Superintendent with clear corporate direction.
 - 6.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
 - 6.4 Annually evaluate the Superintendent in accordance with a pre-established and mutually agreed upon performance appraisal mechanism in accordance with [Policy 12 Appendix](#).
 - 6.5 Annually review the Superintendent's compensation.
 - 6.6 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. Political Advocacy
- The Board shall:
- 7.1 Make decisions regarding British Columbia School Trustee Association and British Columbia Public School Employers' Association issues.
 - 7.2 Advance school district positions and priorities through relevant provincial organizations and associations.
 - 7.3 Act as an advocate for public education and the school district in a non-partisan way.
 - 7.4 Develop an annual plan for advocacy including focus, key messages, relationships and mechanisms.
 - 7.5 Promote regular meetings and maintain timely, frank and constructive communication with locally elected officials including representation on municipal committees.
 - 7.6 Arrange meetings with elected provincial government officials to communicate and garner support for education.

Policy 2

8. Board Development

The Board shall:

- 8.1 Annually conduct an externally facilitated self-evaluation of the Board's effectiveness in keeping with the British Columbia School Trustees Association's guidelines and standard as outlined in Appendix A.
- 8.2 Annually develop a Board development plan aligned with school district priorities.

9. Fiscal Accountability

The Board shall:

- 9.1 Approve budget process and timelines at the outset of the budget process.
- 9.2 In collaboration with the Superintendent, identify budget assumptions and draft Board priorities to be used in the creation of the annual operating budget.
- 9.3 Approve the annual budget and allocation of resources to achieve desired results including strategic priorities.
- 9.4 Annually approve the school district's updated Five Year Capital Plan.
- 9.5 Annually appoint or reappoint the auditor and approve the terms of engagement.
- 9.6 Review annually the audit report and management letter and specify those recommendations to be implemented by the Superintendent.
- 9.7 Approve the annual audited financial statements.
- 9.8 Make decisions regarding ratification of memoranda of agreement with bargaining units.
- 9.9 Approve the acquisition and disposition of land and buildings; ensure titles to or enforceable long-term interests in land are in place prior to capital project construction.
- 9.10 Approve the amended annual budget.
- 9.11 Monitor the fiscal management of the school district through receipt of monthly financials and quarterly accountability reports including variance analyses and year-end projections.
- 9.12 Approve borrowing for capital expenditures within provincial restrictions.
- 9.13 Approve transfer of funds to/from reserves.
- 9.14 Approve signing authorities for the school district.
- 9.15 Approve changes to the schedule of student fees and deposit and ensure that procedures are in place to address financial hardship in Administrative Procedure 506 Financial Hardship.

Policy 2

Selected Responsibilities

1. Approve annual school district calendar in accordance with legislation and collective agreements.
2. Approve anaphylaxis protection procedures established in accordance with legislation under Ministerial order M234/09 included in Administrative Procedure 317 Anaphylaxis/Life Threatening Allergies.
3. Approve provision of menstrual products to students established in accordance with legislation under Ministerial order M149/89 Support Services for Schools included in Administrative Procedure 313 Provision of Menstrual Products to Students.
4. Annually approve the Board's Annual Work Plan included in Appendix B including the schedule of meetings.
5. Approve Board Authority Authorized Courses.
6. Approve the naming and renaming of educational facilities and land.
7. Recognize students, staff and community members.
8. Hear unresolved student or staff complaints of discrimination or harassment that cannot be heard by the Superintendent.
9. Approve parameters for negotiations after soliciting advice from the Superintendent and ratify Memoranda of Agreement with bargaining units.
10. Annually Review and approve Board compensation and expense rates.
11. Approval of and cessation of academies and programs of choice.
12. Annually approve continuing with British Columbia School Trustees' Association membership.
13. Approve catchment areas and changes thereto.
14. Approve Local Education Agreements with local First Nations.

Policy 2 Appendix A

FACILITATED BOARD SELF-EVALUATION PROCESS

PROCESS

The annual externally facilitated Board self-evaluation process shall be completed subsequent to the Superintendent evaluation process described in the appendixes to [Policy 12 Appendix](#) and entitled, *Superintendent Evaluation Guiding Principles*. The two evaluation processes are complementary in nature.

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 well do we perceive that we are performing as a corporate entity in terms of fiduciary, strategic, generative and ethical governance?
5. How would we rate our Board-Superintendent relations?
6. How well have we adhered to our governance policies?
7. What have we accomplished this past year? How do we know?
8. 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.

EVALUATION PRINCIPLES

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

1. A learning organization is focused on the improvement of practice.
2. A commitment to continuous improvement is a sign of organizational health.
3. An effective evaluation process provides for growth and accountability.
4. The annual Board evaluation process shall model the Board's commitment to principles 1-3.
5. A pre-determined process for evaluation strengthens the governance function, builds credibility for the Board and fosters an excellent Board- Superintendent relationship.
6. An evidence-based approach provides objectivity to supplement the subjectivity involved in evaluation processes.

Policy 2 Appendix A

CONTEXT

The Board is a corporate entity created by provincial legislation and given authority by the School Act and the attendant Regulations. The Board exercises its authority through a democratic process.

The duty of the Board is to represent its electors and advocate for publicly funded education in a broader context.

The Board is charged with the responsibility of providing, for its students and their parents/guardians, an education system organized and operated in their best interests. It exercises this responsibility through setting of clear strategic direction and the wise use of resources.

Approved 2016.12.13

Revised: 2022.XX.XX

Policy 2 Appendix B

BOARD ANNUAL WORK PLAN

September

Regular Board Meeting Agenda Items:

- Review the audit report, management letter and Management's internal report to ensure fiscal accountability quality indicators are met and assess Fiscal Quality Indicators (QI) re Policy
- Review and approve the audited financial statements
- Review Financial Statement Discussion and Analysis document
- Review and approve 5 year Minor Capital Plan
- Review and approve catchment and capacity ad hoc committee terms of reference
- Review and approve proposed Trustee calendar for partner meetings, Board meetings and related functions
- Review Superintendent compensation

Events:

- BCSTA Northern Interior Branch – Education Meeting (September or October)
- Recognize National Day for Truth and Reconciliation

October

Regular Board Meeting Agenda Items:

- Complete Superintendent/CEO evaluation and Board evaluation
- Review and approve Board Annual Work Plan (including schedule of meetings)

Events

- Represent Board at BCPSEA Symposium
- Represent Board at BCSTA Provincial Council Meeting
- Recognize World Teachers' Day

November

Inaugural or Annual Board Meeting Agenda Items

- Elect Chair/Vice-Chair, BCSTA Provincial councillor and alternate, BCPSEA representative and alternate
- Make Trustee appointments to committees, and community liaison groups, and Approve Trustee school liaison assignments

Events

- BCSTA Trustee Academy (November or December)

December

Regular Board Meeting Agenda Items

- Review report on school district enrollment
- Review and approve budget consultation ad hoc committee terms of reference

Events

Policy 2 Appendix B

January

Regular Board Meeting Agenda Items

- Review progress re Strategic Planning results
- Review and approve Amended Annual Budget for Current Fiscal Year
- Review and approve draft Budget Development Process and Circulate to stakeholders
- Receive the Report of the catchment and capacity committee
- Provide direction through ~~our~~ SD57 Board representative to BCSTA Provincial Council Meeting regarding provincial policy matters

Events

- Represent Board at BCPSEA AGM
- BCSTA Northern Interior Branch AGM

February

Regular Board Meeting Agenda Items

- Review recommended school district calendar
- Review and approve Budget development process for upcoming year's Budget
- Review and approve Budget assumptions for the upcoming years budget
- Review the school district's Organization Chart
- Review policy positions for submission to BCSTA Annual General Meeting
- Review and approve Board Authority Authorized Courses
- Review Student Learning accountability report and assess Student Learning QI's re Policy (Framework for Enhancing Student Learning).

Events

- BCSTA Provincial Council Meeting
- Long Service Recognition Ceremony

March

Regular Board Meeting Agenda Items

- Review and approve school district calendar
- Review preliminary budget revenue information for the upcoming year's budget including the Ministry of Education funding announcement

April

Regular Board Meeting Agenda Items

- Receive the Report of the ~~Expanded Committee of the Whole~~ Budget Consultation Committee
- Review preliminary draft budget for the upcoming year

Events

- Attend and participate in BCSTA AGM

Policy 2 Appendix B

May

Regular Board Meeting Agenda Items

- Review and approve Annual Facility Grant Expenditure Plan
- Review and approve terms of engagement and appoint or reappoint auditor
- ~~Receive the Report of the Expanded Committee of the Whole – Budget Consultation~~
- Review and approve annual budget for upcoming fiscal year
- Review and approve schedule of fees and deposits

June

Regular Board Meeting Agenda Items

- Review and approve 5 year Major Capital Plan for submission to BC Ministry of Education
- Review and approve Board Development Plan
- Review Fiscal accountability report
- Review and approve Framework for Enhancing Student Learning Annual Report
- Review and approve Strategic Plan – Annual Progress Report

Events

- Employee Retirement Dinner and Recognition
- Recognize National Indigenous Peoples Day

Ongoing

- Attend Trustee development/orientation sessions (when available)
- Attend school functions (as invited)
- Review the School District Strategic Plan
- Hear appeals (as required)
- Ratify memoranda of agreement with bargaining units
- Declare facilities surpluses to general school district needs
- Approve disposition of real property (lands and buildings)
- Attend Board Liaison meetings (as scheduled)
- Advance Board positions through BCPSEA
- Represent Board at BCSTA Northern Interior Branch Meeting
- Meet with elected officials (as scheduled)
- Engage in policy review
- Public engagement

Legal References: *School Act* 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

Related Policies:

Policy 3 – Role of the Trustee
 Policy 4 – Trustee Code of Conduct
 Policy 5 – Role of the Board Chair
 Policy 6 – Role of the Vice-Chair
 Policy 7 – Board Operations
 Policy 8 – Board Committees
 Policy 9 – Board Representatives
 Policy 10 – Policy and Policy Development

Policy 2 Appendix B

Policy 11 – Board Delegation of Authority

By-Law 1 – Appeals

By-Law 2 – Indemnification

By-Law 3 – Trustee Elections

Approved: 2016.12.13

Revised: 2017.10.30, 2018.04.10, 2019.04.10. 2022.XX.XX

DRAFT

Policy 5

ROLE OF THE BOARD CHAIR

The Board shall at its inaugural and annual meeting elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board.

The Chair has no authority to either make decisions beyond policy created by the Board or to supervise or direct staff.

Specific Responsibilities

The Board delegates and assigns to the Chair the following powers and duties:

1. Prior to each Board meeting, review the Board Annual Board Work Plan, meet with the Vice Chair, the Superintendent and Secretary Treasurer to determine the items to be included in the agenda, and to become thoroughly familiar with them.
2. To preside over all public Board meetings and ensure that such meetings are conducted in accordance with the [School Act](#), the bylaws, policies and procedures as established by the Board.
3. To perform the following duties during Board meetings:
 - 3.1. Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
 - 3.2. Ensure that issues being presented for the Board's consideration are clearly articulated and explained.
 - 3.3. Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration in order that a Board decision can be reached
 - 3.4. Direct the discussion by Trustees to the topic being considered by the Board.
 - 3.5. Decide questions of order and procedure, subject to an appeal to the rest of the Board. They will speak to points of order in preference to other members.
 - 3.6. Determine disposition of each motion by a formal show of hands or secret ballot if required.
4. To convey directly to the Superintendent any concerns or questions as are related to the Chair by Trustees, parents, students or employees which may significantly affect the administration of the District.
5. To be in regular contact with the Superintendent to maintain a working knowledge of current issues and events within the District.

Policy 5

6. To bring to the Board all matters requiring a corporate decision of the Board.
7. To act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies (except for those instances where the Board has delegated this role to another individual or group).
8. To attend all regularly called Board Chair meetings of the British Columbia School Trustees Association and Ministry of Education and Child Care.
9. To act as an ex-officio non-voting member of all committees appointed by the Board.
10. To act as a signing authority for Board minutes.
11. To act as a signing authority for the District as follows:
 - 11.1. As required by the government of B.C.
 - 11.2. As required by financial institutions.
12. To represent the Board, or arrange alternative representation, at Board events, meetings with other levels of government or other organizations or at hearings. When representing the Board at official meetings or in an official function, the Chair is limited to speaking for positions the Board has determined through approved motions. The Chair will bring back issues to the Board for consideration if the Board has not yet adopted motions on the matter or provided direction. The Chair will share with the Board all information from meetings with other levels of government or external organizations at which the Chair attended as the Board's representative.
13. To ensure that the Board engages in regular assessments of its effectiveness as a Board.
14. To recommend to the Board Trustee appointments to:
 - 14.1. Standing committees Chairs
 - 14.2. School liaison appointments;
 - 14.3. Representative to external organization; and
 - 14.4. Other Board committees, e.g. ad hoc committees.
15. Address inappropriate behaviour on the part of a Trustee as per [Policy 4 Appendix Trustee Code of Conduct Sanctions](#).
16. Assist with the Board orientation program for new Trustees.
17. Manage the Superintendent of Schools/Chief Executive Officer contract on the Boards behalf by bringing any relevant matters to the Board's attention in a timely manner. In addition, each month the Chair shall sign off on the Superintendent's expenses as well as vacation and sick leave, days earned, taken and accumulated.

Policy 5

Legal Reference: *School Act* Sections 65, 67, 69, 70, 85

Related Policies:

Policy 2 – Role of the Board
Policy 3 – Role of the Trustee
Policy 4 – Trustee Code of Conduct
Policy 6 – Role of the Vice-Chair
Policy 7 – Board Operations
Policy 8 – Board Committees
Policy 9 – Board Representatives
By-Law 1 – Appeals
By-Law 2 – Indemnification
By-Law 3 – Trustee Elections

Approved: 2022.XX.XX

Policy 6

ROLE OF THE VICE CHAIR

The Board shall at its inaugural and annual meeting elect one of its members to serve as Vice Chair, to hold office at the pleasure of the Board. If the Vice Chairperson vacates the office or ceases to be a member of the Board, the Board shall elect a Vice Chairperson to serve at the pleasure of the Board.

Specific Responsibilities

1. The Vice Chair shall act on behalf of the Board Chair, in the latter's absence and in such an event shall have all the duties and responsibilities of the Board Chair.
2. The Vice Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. Prior to each Board meeting, the Vice Chair shall review the Board Annual Work Plan, meet with the Chair, the Superintendent and the Secretary Treasurer and become thoroughly familiar with items included in the agenda.
4. The Vice Chair shall be an alternate signing officer of the Board Chair for the District as outlined in 9 and 10 of [Policy 5 Role of the Board Chair](#).

Legal Reference: *School Act* Sections 65, 67, 85

Related Policies:

Policy 2 – Role of the Board
Policy 3 – Role of the Trustee
Policy 4 – Trustee Code of Conduct
Policy 5 – Role of the Board Chair
Policy 7 – Board Operations
Policy 8 – Board Committees
Policy 9 – Board Representatives
By-Law 1 – Appeals
By-Law 2 – Indemnification
By-Law 3 – Trustee Elections

Approved: 2022.XX.XX

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 7, 2022

Memorandum

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **ROLE OF THE TRUSTEE**

RECOMMENDATION

That the Board of Education rescind Policy - 1170 Rights and Responsibilities of Trustees effective June 22, 2022

And

That the Board of Education approves in principle Policy 3 – Role of the Trustee and Policy 4 – Trustee Code of Conduct and distributes them for 60-days to Stakeholders and Rightsholders for input.

* * * * *

RATIONALE:

1. Under Section 85(2)(a) of the *School Act*, Power and Capacity, the Board has the power and capacity, subject to the School Act and Regulations, determine local policy for the effective and efficient operation of schools in the school district.
2. Policy 8310 Policy and Policy Development states, "The Board has the sole authority to approve new policies, to make changes to existing policies and to rescind policies.
3. In accordance with Policy 8310, Regulation 8. By separate motion, the Board may, if it deems necessary, approve a policy in principle, for implementation while the input process occurs. In these circumstances, the policy may be amended and must be approved by the Board following the conclusion of the consultation prior. The 60-day consultation period for a draft policy does not include the summer break.
4. On July 3, 2019 the Board of Education approved moving forward with a review and revision process related to school district policies.
5. Draft Policy 3 – Role of the Trustee and Draft Policy 4 – Trustee Code of Conduct were developed as part of that process.
6. In Draft Policy 11 - Board Delegation of Authority, also being reviewed tonight, 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

DP/dln



BOARD OF EDUCATION
School District No. 57
2100 Ferry Avenue
Prince George, B.C. V2L 4R5
(250) 561-6800

POLICY 1170

RIGHTS AND RESPONSIBILITIES OF TRUSTEES

APPROVED: 2000.02.29

POLICY

Subject to the *School Act* and regulations, the *Elections Act* and other relevant government legislation, district bylaws and policies and collective agreements, trustees have certain rights and responsibilities, which provide a framework for carrying out their responsibilities as elected representatives of the public.

DEFINITIONS:

"Rights" are certain basic tenets that trustees are entitled to as partners in the public education system.

"Responsibilities" are the obligations necessary for trustees to remain accountable and maintain their rights.

"Trustee" is an elected member of the Board of Education.

Responsibility Centre: Board Chairperson and Superintendent of Schools

References: *School Act*, Parts 4, 5 and 6, Sections 30-95

Elections Act

Board bylaws

Board policies

Collective agreements

RIGHTS AND RESPONSIBILITIES OF TRUSTEES

PREAMBLE

This policy outlines the basic rights and responsibilities of trustees as they work to ensure the school district's operations are progressive, economical, efficient, effective and responsive to parents' and students' needs and accountable to the public.

Approved: 2000.02.29



RIGHTS AND RESPONSIBILITIES OF TRUSTEES**REGULATIONS:****1. RIGHTS OF TRUSTEES**

Subject to the *School Act* and regulations, the *Elections Act* and other relevant government legislation, district bylaws and policies and collective agreements, the district believe that trustees have, but are not limited to, the right to be:

- 1.1 Treated by other trustees, management, employees, students, parents and the public with respect and courtesy, in an atmosphere of mutual respect.
- 1.2 Informed about the organization and operations of the district, the responsibilities of being a trustee and the time commitment required to conduct Board business.
- 1.3 Informed about the affairs of the school district by receiving accurate financial and management reports and thorough briefings by staff and other trustees.
- 1.4 Consulted in the assignment of responsibilities according to their skills, interests, background and training and be able to decline an assignment if it is felt the match of skills and interests is not appropriate.
- 1.5 Recognized appropriately for their leadership work and involvement as members of the Board.
- 1.6 Working in a safe and healthy environment, free from sexual and/or personal harassment.
- 1.7 Able to appeal decisions that deal with disciplinary matters concerning the trustee.
- 1.8 Given access by district administration staff to all federal and provincial government legislation, district bylaws, policies and procedures and any other information relevant to trusteeship.
- 1.9 Provided with regular reports from district administration staff that show the district is adhering to the province's required financial reporting systems and that the district's financial, personnel and other records are in order.

2. RESPONSIBILITIES OF TRUSTEES

Subject to the *School Act* and regulations, the *Elections Act* and other relevant government legislation, district bylaws and policies and collective agreements, the district believes that trustees have, but are not limited to, the responsibility to:

- 2.1 Make learning and academic achievement of students and the support of public education the prime focus of the district.
- 2.2 Be familiar with the bylaws and policies of the Board and the requirements of the *School Act*, regulations and ministerial orders and other relevant government legislation.



RIGHTS AND RESPONSIBILITIES OF TRUSTEES

- 2.3 Demonstrate honesty, integrity, courtesy and respect in their actions.
- 2.4 Contribute to the positive climate and reputation of the school district and public education.
- 2.5 Serve the district to the best of their ability, irrespective of their own beliefs.
- 2.6 Be respectful, sensitive and responsive to the diversity and rights of others.
- 2.7 Hire, evaluate and monitor the activities of the Superintendent of Schools.
- 2.8 Approve, revise and monitor policies consistent with the district's philosophy and goals, beliefs and values statements and the public's trust.
- 2.9 Actively participate in the Board's planning and goal-setting sessions and communicate the district's goals, directions and action plans clearly to employees, parents and the community.
- 2.10 Ensure the district runs as efficiently and effectively as possible within established Ministry and Board policies and procedures and the prevailing financial environment.
- 2.11 Ensure a district budget development process is followed that allows for input from parents, staff, administration and students.
- 2.12 Attend all Board and committee meetings or, when unable to attend a meeting, advise the Board or committee chair or the recording secretary in advance of the meeting.
- 2.13 Be informed about the items on the agenda prior to each meeting and ask questions to clarify issues they do not understand.
- 2.14 Inform the chairperson in a timely manner of items they wish placed on the agenda and provide relevant written reports to the recording secretary in time for them to be included in the agenda package.
- 2.15 Serve on a minimum of one committee of the Board and as the liaison trustee to a zone of schools.
- 2.16 Freely contribute their knowledge and experience during Board and committee meetings, respect divergent opinions and strive to reach consensus in decision making.
- 2.17 Declare when they are in a conflict of interest and remove themselves from the room while discussion and voting takes place on that issue.



RIGHTS AND RESPONSIBILITIES OF TRUSTEES

3. CODE OF ETHICS

Trustees have the responsibility to read, understand and abide by the Trustee Code of Ethics. Trustees will be asked to endorse the Trustee Code of Ethics and a signed copy will be filed with each trustee's records at the central administration office.

Trustees will:

- 3.1 Devote time, thought and study to the duties and responsibilities so that they may render effective and creditable service.
- 3.2 Recognize that the expenditure of school funds is a public trust, and they will endeavour to see that all such funds shall be expended efficiently, economically and for the best interest of students.
- 3.3 Endeavour to work with their fellow trustees in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate. They will observe proper decorum and behaviour, encourage full and open discussions in all matters with their fellow trustees, treat them with respect and consideration and will not withhold or conceal from them any information or matter with which they should be concerned.
- 3.4 Base their personal decisions upon all available facts in each situation, vote with honest conviction in every case, unswayed by partisan bias of any kind, and thereafter, abide by and uphold the final majority decision of the Board.
- 3.5 Not use the schools or any part of the school program for their own personal advantage or for the advantage of their friends. They will do everything possible to maintain the integrity, confidence and dignity of the office of school trustee, and they will resist every temptation and outside pressure to use their positions as trustees to benefit either themselves or any other individual or agency.
- 3.6 Remember at all times that as individuals they have no legal authority outside the meetings of the Board, unless the Board has so delegated. Their relationships with school staff, the local citizenry and the media will be conducted on the basis of this fact.
- 3.7 Not discuss the confidential business of the Board outside of Board meetings or committee meetings thereof.
- 3.8 Always bear in mind that the primary function of the Board is to establish the policies by which the schools are to be administered, and that the daily administration of the educational program and conduct of school business shall be the responsibility of the superintendent of schools and his or her staff.
- 3.9 Attempt to understand the needs and aspirations of the public school system and do their best to support effective educational programs for the students.

Approved: 2000.02.29



Policy 3

ROLE OF THE TRUSTEE

The role of the Trustee is to contribute to the Board as it carries out its legislated mandate. The oath of office taken by each Trustee when they assumes office binds that person to work diligently and faithfully in the cause of public education. A Trustee must first and foremost be concerned with the interests of the Board.

The Board is a corporate body. The Trustee's primary responsibility is to act as a member of a corporate Board. Trustees collectively and individually must carry out their responsibilities, and the work of the Board, in good faith and with reasonable diligence. A Trustee's fiduciary duties are owed to the Board which is, in turn, accountable to the electorate.

Only a Trustee who is specifically authorized to act on behalf of the Board may act as an agent of the Board. In such cases, the actions of the Trustee are those of the Board, which is then responsible for them. A Trustee acting individually has only the authority and status of any other citizen of the District.

The Board shall indemnify a Trustee in accordance with [Bylaw 2 - Indemnification](#).

Subject to the *School Act* and regulations, the *Elections Act* and other relevant government legislation, collective agreements and district bylaws and policies, trustees have certain rights and responsibilities, which provide the framework for carrying out their responsibilities as elected representatives of the public.

Specific Rights of Individual Trustees

The Trustee shall:

1. Be treated by other trustees, management, employees, students, parents and the public with respect and courtesy, in an atmosphere of mutual respect.
2. Be provided all information pertinent to the organization and operation of the district through Trustee Orientation sessions.
3. Be provided accurate information regarding the operations of the district at regular meetings of the Business Committee.
4. Be consulted in the assignment of responsibilities according to their skills, interests, background and training and be able to decline an assignment if it is felt that the match of skills and interests is not appropriate.
5. Be recognized appropriately for their leadership work and involvement as members of the Board.
6. Work in a safe and healthy environment, free from sexual and/or personal harassment.
7. Be able to appeal decisions that deal with disciplinary matters concerning themselves.

Policy 3

Specific Responsibilities of Individual Trustees

The Trustee shall:

1. Make learning and academic achievement of students and the support of public education the prime focus of the district.
2. Become familiar with district bylaws, policies and procedures, meeting agendas, materials and reports in order to effectively participate in Board business.
3. Become familiar with the requirements of the School Act, regulations and ministerial orders and other relevant government legislation.
4. Support motions carried by the Board to advance the work of the Board and monitor progress to ensure decisions are implemented.
5. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.
6. Refer operational and administrative matters to the Superintendent.
7. Refer requests for information or action by staff through the Board Chair to the Superintendent.
8. Upon receiving a complaint or inquiry from a parent, student, staff member, or community member, refer the inquiry back to the Teacher, Principal, or appropriate District Office personnel and will inform the Superintendent of this action.
9. Keep the Board and the Superintendent informed in a timely manner of all matters coming to their attention that might affect the District.
10. Provide the Superintendent with information, giving the benefit of the Trustee's judgment, experience and familiarity with the community.
11. Attend all meetings of the Board; participate in, and contribute to, the decisions of the Board in order to provide the best opportunities possible for the education of children within the District, when unable to attend a meeting advise the Board, committee chair or recording secretary in advance of the meeting.
12. Attend committee meetings or meetings as a Board representative, as assigned, and report to the Board in a timely manner, when unable to attend a meeting advise the Board, committee chair or recording secretary in advance of the meeting..
13. When delegated responsibility, exercise such authority within the defined terms of reference in a responsible and effective way.
14. Participate in Board/Trustee orientation and development sessions so that the quality of leadership and service in the District can be enhanced.

Policy 3

15. Participate in British Columbia School Trustees Association events as they are able.
16. Strive to develop a positive and respectful learning and working culture both within the Board and the school district.
17. Contribute to the positive climate and reputation of the school district and public education.
18. Demonstrate honesty, integrity, courtesy and respect in their actions and interactions.
19. Serve the district to the best of their ability, irrespective of their own beliefs.
20. Be respectful, sensitive and responsive to the diversity and rights of others.
21. Declare when they are in a conflict of interest, pecuniary and non-pecuniary, and remove themselves from the room while discussion and voting takes place related to the matter.
22. Become familiar with, and adhere to, the Trustee Code of Conduct.

Orientation

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate a smooth transition from one Board to the next following an election, Trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and approved plans.

1. The District will offer an orientation program for all Trustees following an election that provides information on:
 - 1.1. Role of the Trustee and the Board;
 - 1.2. Organizational structures and procedures of the District;
 - 1.3. Board bylaws, policy, agendas and minutes;
 - 1.4. Existing District initiatives, strategic plan, annual reports, budgets, financial statements and long-range plans;
 - 1.5. District programs and services;
 - 1.6. Board's function as an appeal body;
 - 1.7. Statutory and regulatory requirements, including responsibilities with regard to conflict of interest;
 - 1.8. Trustee remuneration and expenses; and
 - 1.9. Review established process and opportunities for community engagement.
2. The District will provide financial support for Trustees to attend British Columbia School Trustees Association sponsored orientation seminars.

Policy 3

3. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the District's orientation program for Trustees. The Superintendent shall ensure each Trustee has access to the Board Policy Handbook and Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.

Legal Reference: *School Act* Sections 49, 50, 52, 65, 85

Local Government Act

A Guide for School Trustee Candidates 2018 BCSTA

[Provisions of the *School Act*, RSBC 1996, c.412, relevant to the enactment of this regulation:
section 175(2)(i)]

School Trustee Oath of Office Regulation BC reg. 382/93 O.C.1548/93

Related Policies:

Policy 2 – Role of the Board

Policy 4 – Trustee Code of Conduct

Policy 5 – Role of the Board Chair

Policy 6 – Role of the Vice-Chair

Policy 7 – Board Operations

Policy 8 – Board Committees

Policy 9 – Board Representatives

Bylaw 2 – Indemnification

Approved: 2022.XX.XX

Policy 4

TRUSTEE CODE OF CONDUCT

Trustees as members of the corporate Board shall act prudently, ethically and legally, in keeping with the requirements of provincial legislation. This includes proper use of authority and appropriate decorum in terms of group and individual behaviour.

Guidelines and Procedures

1. Code of Ethics

Trustees have the responsibility to read, understand and abide by the Trustee Code of Ethics. Trustees shall will:

- 1.1 Devote time, thought and study to Trustee the duties and responsibilities so that they may render effective and meaningful creditable service.
- 1.2 Recognize that the expenditure of school funds is a public trust, and they will shall endeavour to ensure see that all such funds shall be expended efficiently, economically and for in the best interest of students.
- 1.3 Endeavour to work with their fellow Trustees in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate. They will Observe proper decorum and behaviour, encourage full and open discussions in all matters with their fellow Trustees, treat them with respect and consideration and will not withhold or conceal from them any information or matter with which they should be concerned.
- 1.4 Base their personal decisions upon all available facts in each situation, vote with honest conviction in every case, unswayed by partisan bias of any kind, and thereafter, abide by and uphold the final majority decision of the Board.
- 1.5 Not use the schools or any part of the school program for their own personal advantage or for the advantage of their friends. They will do everything possible to maintain the integrity, confidence and dignity of the office of school Trustee, and they will resist every temptation and outside pressure to use their positions as Trustees to benefit either themselves or any other individual or agency.
- 1.6 Have no legal authority outside the meetings of the Board, unless the Board has so delegated. Their relationships with school staff, the local citizenry and the media will be conducted on the basis of this fact.
- 1.7 Not discuss the confidential business of the Board outside of Board meetings or committee meetings thereof.
- 1.8 Acknowledge that the daily administration of the educational program and conduct of school business shall be the responsibility of the Superintendent of Schools and staff.
- 1.9 Support effective educational programs for the students.

Policy 4

1. The Board is committed to ethical conduct and to the responsibility of trustees to properly discharge their duties and to conduct themselves with decorum and professionalism.

Specifically, trustees will:

- 1.1 Carry out their responsibilities as detailed in Policy 3 – Role of the Trustee with diligence.
- 1.2 Keep confidential any personal, privileged, or confidential information obtained in their capacity as a trustee (the “Confidential Information”) and not disclose the Confidential Information except when authorized by law or by the Board to do so. Trustees shall not divulge the contents of private meetings, recognizing that all information disclosed in private meetings is Confidential Information and that such disclosure could seriously harm the Board’s ability to conduct its business.
- 1.3 Comply with Part 5 (sections 55 to 64) of the *School Act* regarding Trustee conflict of interest.
- 1.4 Prior to discussion of any matter at a public meeting where a trustee has a real or perceived, pecuniary or non-pecuniary, conflict of interest, declare that conflict or perceived conflict and not take part in the discussion on the matter or vote on it. The trustee must not discuss the matter outside the meeting with other trustees or exert influence on the decision in which the trustee has a conflict or perceived conflict of interest.
- 1.5 If the subject matter with respect to which the trustee has a real or perceived conflict of interest is to be discussed in a private meeting, the Trustee will immediately declare the conflict and leave the meeting.
2. Other Trustees, the Superintendent, and the Secretary Treasurer, may bring forward to a Trustee a concern with respect to a real, potential, or perceived conflict of interest both pecuniary and non-pecuniary in nature.
3. A Trustee may request guidance from other Trustees, the Superintendent, and the Secretary Treasurer in regard to conflict of interest matters.
4. Any declaration of conflict of interest at a public meeting must be recorded in the minutes of the meeting. Any declaration of conflict of interest at a private meeting shall be recorded in the minutes of the next public meeting.
5. A Trustee will not use their influence to obtain employment within the District for family members or friends and will not use their position for personal advantage or the advantage of friends and/or family.

Policy 4

6. Trustees will not attempt to exercise individual authority with respect to Board matters, except as explicitly permitted by policies of the Board.
7. Trustees recognize that only the Board and not individual Trustees, may assess the Superintendent's performance.
8. Trustees will:
 - 8.1 Abide by the policies of the Board, all applicable legislation and regulations, in particular the School Act, and the Oath of Office.
 - 8.2 Respect and abide by the majority decisions made by the Board in legally constituted meetings.
 - 8.3 Endeavour to work with fellow Board members in a spirit of harmony and cooperation even when there are differences of opinion which may arise during debate.
 - 8.4 Ensure that their comments are issue based and not personal, demeaning, derogatory or disparaging with regard to Board staff or fellow trustees, including comments made to media or news outlets.
 - 8.5 Ensure fiduciary responsibility to the Board supersedes any conflicting loyalty such as that to their employer, advocacy or interest groups, and membership on other boards.
 - 8.6 Represent the Board in all Board related matters with proper decorum and respect for others.
 - 8.7 Be aware of their obligations as outlined in the BC Human Rights Code.
 - 8.8 Use discretion at all times to minimize the impression that the individual trustees' statements reflect the position of the Board.
 - 8.9 Ensure the use of electronic devices do not adversely affect the business of a meeting.
 - 8.10 Ensure staff are able to provide objective reports and guidance to the Board without pressure or influence.
 - 8.11 Protect and enhance the reputation of the District and Board.
9. Trustees are individually responsible for the content of their comments, posts and "likes" on social media and must ensure that their use of social media is consistent with the Trustee Code of Conduct.

Policy 4

10. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in [Policy 4 Appendix – Trustee Code of Conduct Sanctions](#)

Legal Reference: *School Act* Sections 49, 50, 55, 56, 57, 58, 59, 62, 65, 85, 94, 95

Approved: 2022.XX.XX

Policy 4 Appendix

TRUSTEE CODE OF CONDUCT SANCTIONS

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board imposing sanctions.
 - 1.1. Code of Conduct Sanctions other than a Breach of Board Confidences
2. A trustee who believes that a fellow trustee has violated the Code of Conduct shall report such violation in writing (the "Violation Notice") to the Board Chair (or Vice-Chair if the complaint pertains to the Chair) and permit the Board Chair to seek resolution of the matter through conciliatory measures prior to commencing an official complaint under the Code of Conduct. The Board Chair must notify the allegedly offending trustee of the reported violation within three (3) business days of receiving the Violation Notice.
3. It is recognized that from time to time a contravention of the Code of Conduct may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting the allegedly offending trustee to a possible breach of the Code of Conduct is to assist the trustee in understanding and discharging their obligations under the Code.
4. The conciliation process will begin within seven (7) business days of receipt of the Violation Notice, as follows:
 - 4.1. The Board Chair (or the Vice-Chair if the complaint pertains to the Chair) will engage in a private conversation with the allegedly offending trustee, the purpose of which is to discuss, among other things, the nature of the alleged violation of the Code of Conduct and to provide the allegedly offending trustee with an opportunity for explanation and to learn from their actions, if appropriate.
 - 4.2. Following the private conversation between the Board Chair or Vice Chair and the allegedly offending trustee, the Board Chair or Vice Chair will act as conciliator in a meeting between the complainant and the allegedly offending trustee in an effort to seek resolution of the matter to the satisfaction of the trustees involved.
 - 4.3. If a satisfactory resolution is reached through the conciliation process, the Board Chair shall report to the Board that a complaint of a breach of the Code of Conduct had been made, and that it had been resolved informally through the conciliation process. All discussions through the conciliation process, the content and nature of the alleged violation, and any terms of resolution, will be kept confidential, and the public disclosure of which shall be deemed to be a violation of the Code of Conduct without the written consent of the complaining and offending trustees.

Policy 4 Appendix

5. If a resolution is not reached to the satisfaction of the complainant, the complainant may commence an official complaint to the Board by filing a letter of complaint (the "Complaint") with the Board Chair (or Vice-Chair if the Complaint pertains to the Chair) within thirty (30) days of the conclusion of the conciliation process. The Complaint shall indicate the nature of the violation of the Code of Conduct and the section or sections of the Code of Conduct that are alleged to have been violated by the allegedly offending trustee and provide all relevant information relating to the complaint.
6. The allegedly offending trustee and all other trustees shall be forwarded a copy of the Complaint by the Board Chair, or where applicable the Vice-Chair, within five (5) business days of receipt by the Board Chair of the Complaint.
7. When a Trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all trustees; the filing, notification, content, and nature of the Complaint shall be deemed to be Confidential Information, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the Complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the Complaint by the Board.
8. To ensure that the Complaint has merit to be considered and reviewed, at least one (1) other Trustee must provide to the Board Chair (or Vice-Chair where the Complaint pertains to the Chair) within three (3) business days of receipt of the Complaint, a letter indicating support for having the Complaint heard at a private Board meeting (the "Code of Conduct Hearing"). Any trustee who forwards such a letter of support shall not be disqualified from attending at, and deliberating upon, the Complaint at a Code of Conduct Hearing
9. Where no letter of support is received by the Board Chair within three (3) business days, the Complaint shall not be heard. The Board Chair shall notify all other trustees in writing that no further action of the Board shall occur.
10. Where a letter of support is received by the Board Chair in the three (3) business days referred to in section 8 above, the Board Chair shall convene, as soon as practicable, a Code of Conduct Hearing to consider the alleged violation of the Code of Conduct by the allegedly offending trustee. At the Code of Conduct Hearing, the presiding trustee shall indicate, at the commencement of the meeting, the nature of the business to be transacted.
11. The presiding trustee shall ensure fairness in dealing with the Complaint by adhering to the following procedures:
 - 11.1 All preliminary matters, including whether one (1) or more trustees may have a conflict of interest in hearing the presentations regarding the Complaint, shall be dealt with prior to the presentation of the Complaint by the complainant. No trustee shall be deemed to have a conflict of interest simply for the reason that they are affiliated with the same political party.

Policy 4 Appendix

11.2 The sequence of the Code of Conduct hearing shall be:

11.2.1 The complainant, with or without the assistance of legal counsel, may provide a presentation to the Board which may be written or oral or both. In the absence of a presentation from the complainant, the Complaint shall stand as the presentation.

11.2.2 The allegedly offending trustee, with or without the assistance of legal counsel, shall then be given an opportunity to provide a responding presentation to the Board which may be written or oral or both.

11.2.3 The complainant shall then be given an opportunity to reply to the allegedly offending trustee's response.

11.2.4 The allegedly offending trustee shall then be provided a further opportunity to respond to the complainant's reply.

11.2.5 The remaining trustees of the Board shall be given the opportunity to ask questions of both parties. The allegedly offending trustee has the right not to answer any questions.

11.2.6 The complainant shall be given the opportunity to make final comments to the Board; and

11.2.7 Finally, the allegedly offending trustee shall be given the opportunity to make final comments to the Board.

11.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution(s).

11.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened, and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct Hearing to a later date.

11.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct Hearing may take place until the meeting is reconvened.

Policy 4 Appendix

- 11.6 Following deliberation by the remaining trustees, the presiding Chair shall reconvene the parties to the Code of Conduct Hearing. The presiding Chair shall then call for a resolution(s) to be placed before the Board. Any resolution(s) of the Board at a Code of Conduct Hearing requires a two-thirds majority vote.
- 11.7 All documentation that is related to the Code of Conduct Hearing shall be returned to the Superintendent immediately upon conclusion of the Code of Conduct Hearing and shall be retained in accordance with legal requirements.
- 11.8 The presiding Chair shall declare the private Board meeting adjourned.
12. A violation of the Code of Conduct may result in the Board instituting, without limitation, any or all of the following sanctions:
- 12.1 Privately censuring the offending trustee
 - 12.2 Removing the offending trustee from some or all Board committees or other appointments of the Board; and
 - 12.3 Suspending the trustee from participation in private board meetings if appropriate.
13. The Board may, by resolution and in its discretion, determine to make public its findings with respect to a Code of Conduct Complaint to the extent trustees consider appropriate.
- 13.1. Breach of Board Confidences
14. The Trustee Code of Conduct requires that trustees protect all Confidential Information obtained in their capacity as a trustee. Willful failure to comply with this requirement where the disclosure of information pertains to matters of a sensitive nature constitutes a breach of confidentiality. For clarity, matters of a sensitive nature include but are not limited to: (1) the personal information of students, including sexual orientation and gender identities; (2) information that is subject to solicitor-client privilege; (3) information related to appeals under section 11 of the School Act; (4) and any other matter that is deemed to be sensitive at the sole discretion of the Board. No trustee shall be in contravention of the requirement to protect all Confidential Information if the disclosure of information was done inadvertently or because of an error in judgment made in good faith.

Policy 4 Appendix

15. If an individual trustee or the Superintendent become aware of a suspected breach of the confidences of the Board, they may bring the suspected breach to the attention of the Board Chair (or Vice-Chair if the suspected breach relates to the Chair) to be discussed, at a private meeting of the Board. At such private meeting, the Chair (or Vice-Chair as applicable) shall present the nature and circumstances of the suspected breach of confidence and the allegedly offending trustee, or their agent or representative, may respond to the allegations verbally or in writing or both. After hearing all of the circumstances of the suspected breach any trustee may place a motion concerning the alleged breach before the Board.

If a breach is confirmed, the Board may confirm a breach of the Board's confidences and impose, without limitation, any of the sanctions set out in paragraph 12, above, or such other sanction as the trustees determine appropriate.

If the Board is unable to make a determination whether a breach of the Board's confidences occurred and further information is required before that determination can be made, the Board may direct that the Superintendent (as head of the District under the *Freedom of Information and Protection of Privacy Act*) to appoint an independent investigator to review the alleged breach of the Board's confidences. In such a case, the following procedure shall be followed:

15.1 The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair (or Vice-Chair as applicable) and to the Superintendent.

15.2 The Board Chair shall present at a private meeting of the Board, the report of the independent investigator. At this time, the trustee in question, with or without the assistance of legal counsel, shall have an opportunity to present any additional, relevant information.

15.3 If it is determined by a two-thirds majority vote of the Board that a willful breach of the Board's confidences has occurred, the Board may impose, without limitation, any of the sanctions set out in paragraph 12, above, or such other sanction as the trustees determine appropriate.

16. The Board may, with approval of two-thirds of trustees present at a private board meeting, make public its findings where a trustee has committed a willful breach of the Board's confidences.

~~Trustees shall conduct themselves in an ethical and prudent manner in compliance with the [Policy 4 Trustee Code of Conduct](#). The failure by Trustees to conduct themselves in compliance with this policy may result in the Board instituting sanctions.~~

~~Code of Conduct Sanctions other than a Failure of Security~~

Policy 4 Appendix

1. A Trustee who believes that a fellow Trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
2. Conciliatory measures will normally include:
 - 2.1 The Trustee who believes a violation has occurred will engage in an individual private conversation with the Trustee affected.
 - 2.2 Failing resolution through the private conversation, the parties will engage the Board Chair or Vice Chair to gain resolution. If the concern is with the Board Chair, the concern is to be raised with the Vice Chair.
 - 2.3 The Chair and at the Chair's option the Vice Chair will attempt to resolve the matter to the satisfaction of the Trustees involved.
3. A Trustee who wishes to commence an official complaint, under the Code of Conduct shall file a letter of complaint with the Board Chair copied to the Secretary Treasurer within thirty (30) days of knowledge of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the Trustee. The Trustee who is alleged to have violated the Code of Conduct and all other Trustees shall be forwarded a copy of the letter of complaint by the Board Chair, or where otherwise applicable in what follows, by the Vice Chair, within five (5) days of receipt by the Board Chair of the letter of complaint. If the complaint is with respect to the conduct of the Board Chair, the letter of complaint shall be filed with the Vice Chair.
4. When a Trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all Trustees and the Secretary Treasurer; the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.
5. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other Trustee must provide to the Board Chair within three (3) days of the notice in writing of the complaint being forwarded to all Trustees, a letter indicating support for having the complaint heard at a Code of Conduct hearing. Any Trustee who forwards such a letter of support shall not be disqualified from attending at and deliberating upon, the complaint at a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.
6. Where no letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The Board Chair shall notify all other Trustees in writing that no further action of the Board shall occur.

Policy 4 Appendix

7. Where a letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the Board Chair shall convene, as soon as is reasonable, a closed (in-camera) meeting of the Board to allow the complaining Trustee to present their views of the alleged violation of the Code of Conduct.
8. At the closed (in-camera) meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted. Without limiting what appears below, the Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:
 - 8.1 The Code of Conduct complaint shall be heard at a Code of Conduct hearing, at a closed (in-camera) Board meeting convened for that purpose. All preliminary matters, including whether one (1) or more Trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining Trustee.
 - 8.2 The sequence of the Code of Conduct hearing shall be:
 - 8.2.1 The complaining Trustee shall provide a presentation which may be written or oral or both;
 - 8.2.2 The respondent Trustee shall provide a presentation which may be written or oral or both;
 - 8.2.3 The complaining Trustee shall then be given an opportunity to reply to the respondent Trustee's presentation;
 - 8.2.4 The respondent Trustee shall then be provided a further opportunity to respond to the complaining Trustee's presentation and subsequent remarks;
 - 8.2.5 The remaining Trustees of the Board shall be given the opportunity to ask questions of both parties;
 - 8.2.6 The complaining Trustee shall be given the opportunity to make final comments; and
 - 8.2.7 The respondent Trustee shall be given the opportunity to make final comments.

Policy 4 Appendix

- 8.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining Trustees and Secretary Treasurer, who do not have a conflict of interest shall be required to leave the room, and the remaining Trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution(s).
- 8.4 If the remaining Trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.
- 8.5 In the case of an adjournment, no discussion by Trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.
- 8.6 The remaining Trustees in deliberation may draft a resolution(s) indicating what action, if any, may be taken regarding the respondent Trustee.
- 8.7 The presiding Chair shall reconvene the parties to the Code of Conduct hearing.
- 8.8 All documentation that is related to the Code of Conduct hearing shall be returned to the Secretary Treasurer immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.
- 8.9 The presiding Chair shall call for a resolution(s) to be placed before the Board.
- 8.10 The presiding Chair shall declare the closed (in-camera) Board meeting adjourned.
9. A violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:
- 9.1 Having the Board Chair write a letter of censure marked "personal and confidential" to the offending Trustee, on the approval of a majority of those Trustees present and allowed to vote at the closed (in-camera) meeting of the Board;
- 9.2 Having a motion of censure passed by a majority of those Trustees present and allowed to vote at the closed (in-camera) meeting of the Board;
- 9.3 Having a motion to remove the offending Trustee from one (1), some or all Board committees or other appointments of the Board passed by a majority of those Trustees present and allowed to vote at the closed (in-camera) meeting of the Board.
10. The Board may, in its discretion, make public its findings where the Board has not upheld the complaint alleging a violation of the Board's Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.

Policy 4 Appendix

Failure of Security

11. The Trustee Code of Conduct requires that Trustees shall respect the confidentiality appropriate to issues of a sensitive nature. Failure to comply with this requirement constitutes a failure of security. An individual Trustee may bring a suspected breach of security to the attention of the Board, at a closed meeting of the Board. If by majority vote the Board agrees that a failure has occurred, the failure shall be recorded by the Board and the following procedure shall be invoked:

11.1 The Board Chair shall request that the Superintendent (as head of the District under the Freedom of Information and Protection of Privacy Act), appoint an independent investigator to review this matter. This request may occur only after such a motion has been discussed and agreed to by a majority of Trustees present at a closed meeting of the Board. This decision shall immediately be approved in a public meeting of the Board.

11.2 The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair and to the Superintendent.

11.3 The Board Chair shall present at a closed meeting of the Board, the report of the independent investigator. At this time, the Trustee in question shall have an opportunity to present any additional, relevant information.

11.4 If it is determined by a majority vote of the Board that a willful violation of security has occurred, for a first occurrence, a motion to write a letter of censure marked "Personal and Confidential" is required to be discussed and agreed upon by a majority of Trustees present at a closed meeting of the Board. This decision requires immediate approval by a majority vote of Trustees at a public meeting of the Board.

11.5 For subsequent occurrences, a motion of censure against the Trustee in question may be brought directly to a public meeting of the Board. This motion shall be approved by a majority vote of Trustees present at such a meeting.

Legal Reference: *School Act* Sections 49, 50, (Part 5 Sections 55-64), 65, 85, 94, 95

Related Policies:

Policy 2 – Role of the Board
 Policy 3 – Role of the Trustee
 Policy 5 – Role of the Board Chair
 Policy 6 – Role of the Vice-Chair
 Policy 7 – Board Operations
 Policy 8 – Board Committees
 Policy 9 – Board Representatives
 Bylaw 2 – Indemnification

Approved: 2020.XX.XX

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 7, 2022

Memorandum

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **ROLE OF THE SUPERINTENDENT**

RECOMMENDATION

That the Board of Education rescind Policy - 2111 Role of the Superintendent effective June 22, 2022

And

That the Board of Education approves in principle Policy 12 – Role of the Superintendent and distribute it for 60-days to Stakeholders and Rightsholders for input.

* * * * *

RATIONALE:

1. Under Section 85(2)(a) of the *School Act*, Power and Capacity, the Board has the power and capacity, subject to the School Act and Regulations, determine local policy for the effective and efficient operation of schools in the school district.
2. Policy 8310 Policy and Policy Development states, “The Board has the sole authority to approve new policies, to make changes to existing policies and to rescind policies.
3. In accordance with Policy 8310, Regulation 8. By separate motion, the Board may, if it deems necessary, approve a policy in principle, for implementation while the input process occurs. In these circumstances, the policy may be amended and must be approved by the Board following the conclusion of the consultation prior. The 60-day consultation period for a draft policy does not include the summer break.
4. On July 3, 2019 the Board of Education approved moving forward with a review and revision process related to school district policies.
5. Draft Policy 12 – Role of the Superintendent was developed as part of that process.
6. In Draft Policy 11 - Board Delegation of Authority, also being reviewed tonight, 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

DP/dln



BOARD OF SCHOOL
School District No. 57
 2100 Ferry Avenue
 Prince George, B.C. V2L 4R5
 (250) 561-6800

POLICY 2111

ROLE OF THE SUPERINTENDENT

APPROVED: 2016.12.13

REVISED: 2018.04.10

POLICY

Background

The Superintendent is the Chief Executive Officer of the school district. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the school district. All Board authority delegated to the staff of the school district is delegated through the Superintendent.

Specific Areas of Responsibility

1. Student Learning

- 1.1 Provides leadership in all matters relating to education in the school 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 Welfare

- 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 school district.
- 2.3 Ensures the facilities safely accommodate school district students.

3. Fiscal Responsibility

- 3.1 Ensures the fiscal management of the school district is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act or regulation.
- 3.2 Ensures the school district operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.3 Prepares and presents the budget which reflects Board priorities.
- 3.4 Ensures the Board has current and relevant financial information.

ROLE OF THE SUPERINTENDENT

4. Personnel Management

- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

5. Policy/Administrative Procedures

- 5.1 Provides support to the Board regarding the planning, development, implementation and evaluation of Board policies.
- 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

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 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.
- 7.2 Involves the Board appropriately (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. Organizational Leadership and Management

- 8.1 Demonstrates effective organizational skills
- 8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation.
- 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
- 8.4 Presents the school district's Central Administration Office Organization Chart annually to the Board and seeks prior approval for any modifications including the addition of new positions or the deletion of existing positions.
- 8.5 Acts as or assigns the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIPP) Act and adopt the schedule of fees in the FOIPP Regulation as permitted under Section 75(1) of the Act.



ROLE OF THE SUPERINTENDENT

9. Communications and Community Relations

- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Takes appropriate actions to ensure parents have a high level of satisfaction with the services provided and the responsiveness of the school district within policy and budgetary constraints
- 9.3 Maintains effective relationships within the school district and the community served.
- 9.4 Keeps the Board informed through the provision of appropriate accountability reports.

10. Leadership Practices

- 10.1 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.

Responsibility Centre: Board Chairperson and Superintendent of Schools

References: *School Act*, Sections 22 and 85



ROLE OF THE SUPERINTENDENT**SUPERINTENDENT EVALUATION PROCESS,
CRITERIA AND TIMELINES****Evaluation Process**

Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written evaluation report will 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 environment.

1. Provides for an annual written evaluation of the Superintendent's performance.
2. Highlights the key role of the Superintendent to enhance student learning and success for all children.
3. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
4. 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).
5. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy (Role of the Superintendent) is consistent with this evaluation document.
6. Is linked to the School District's Strategic Plan and the key results contained therein.
7. 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.
8. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations also include an assessment of the Superintendent's success in addressing growth areas identified in the previous evaluation.
9. Uses multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with more subjective data.
10. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.



ROLE OF THE SUPERINTENDENT

11. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annually, supported by specific examples and will focus on areas over which the Superintendent has authority. The Superintendent cannot be held accountable for areas over which authority has not been granted.

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 be invited to 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 an auditor or the consultant who would conduct Leadership Practices interviews. An internal report is one that comes through the Superintendent. A prime example of an internal report would be a personnel Management 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 corporate 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, 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 signed copy will be provided to the Superintendent and a second signed copy will be placed in the Superintendent's personnel file held by the school district.



ROLE OF THE SUPERINTENDENT**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 relative to leadership practices by interviewing one third of the 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.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Superintendent the performance expectations held by the corporate 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 annually.

Responsibility Centre: Board Chairperson and Superintendent of Schools
References: *School Act*, Section 22 and 85



ROLE OF THE SUPERINTENDENT**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 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.
- QI 1.4 Ensures the District's academic results are published.

2. Student Welfare

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 Welfare:

- QI 2.1 Develops measurements and monitors progress relative to providing a safe, inclusive and caring environment.
- QI 2.2 Provides an annual student welfare accountability report.



ROLE OF THE SUPERINTENDENT3. Fiscal Responsibility

Role Expectations:

- RE 3.1 Ensures the fiscal management of the District is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.
- RE 3.2 Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- RE 3.3 Prepares and presents the budget which reflects Board priorities.
- RE 3.4 Ensures the Board has current and relevant financial information.

Quality Indicators relative to Fiscal Responsibility:

- QI 3.1 Ensures accepted (PSAB) accounting principles are being followed.
- QI 3.2 Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.
- QI 3.3 Ensures adequate internal financial controls exist and are being followed.
- QI 3.4 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.
- QI 3.5 Ensures an internal audit process is developed and implemented in regard to school based funds and an annual report provided to the Board.
- QI 3.6 Provides the Board with at least quarterly financial accountability reports
- QI 3.7 Ensures the Board is informed immediately regarding pending litigation.

4. Personnel Management

Role Expectations:

- RE 4.1 Has overall authority and responsibility for all personnel-related matters, except setting the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

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.



ROLE OF THE SUPERINTENDENT5. 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 Administrative Procedures that are consistent with Board policy and provincial policies, Regulations and procedures.

Quality Indicators relative to Policy/Administrative Procedures:

- QI 5.1 Appropriately involves individuals and groups in the administrative procedures development process.
- QI 5.2 Takes leadership in bringing policies to the Board for review.
- QI 5.3 Ensures staff adherence to policies and administrative procedures.
- QI 5.4 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 in agendas.
- QI 6.4 Ensures 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.
- QI 6.7 Acts in accordance with all provisions of the Board-Superintendent/CEO contract



ROLE OF THE SUPERINTENDENT7. Strategic Planning and Reporting

Role Expectations:

- RE 7.1 Leads the development and implementation of the Strategic planning process.
- RE 7.2 Involves the Board appropriately (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.
- QI 7.3 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

8. Organizational Management

Role Expectations:

- RE 8.1 Demonstrates effective organizational skills
- RE 8.2 Reports to the Minister with respect to matters identified in and required by the School Act and provincial legislation.
- RE 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
- RE 8.4 Acts as or delegates the head of the District for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act and adopt the schedule of fees in the FOIPP Regulation as permitted under Section 75(1) of the Act.

Quality Indicators relative to Organizational Management:

- QI 8.1 Ensures District compliance with all Ministry mandates (timelines and quality).
- QI 8.2 Identifies trends and issues related to organizational effectiveness and makes recommendations for the implementation of innovative means to improve effectiveness.



ROLE OF THE SUPERINTENDENT9. Communications and Community Relations

Role Expectations:

- RE 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- RE 9.2 Takes appropriate actions to ensure parents have a high level of satisfaction with the services provided and the responsiveness of the District within policy and budgetary constraints
- RE 9.3 Maintains effective relationships within the District and the community served.
- RE 9.4 Keeps the Board informed through the provision of appropriate accountability reports.

Quality Indicators relative to Communications and Community Relations:

- QI 9.1 Facilitates effective home-school relations.
- QI 9.2 Manages conflict effectively.
- QI 9.3 Ensures information is disseminated to inform appropriate publics.
- QI 9.4 Works cooperatively with the media to represent the Board's views/positions.
- QI 9.5 Promotes positive public engagement in the District.
- QI 9.6 Represents the District in a positive, professional manner.

10. Leadership Practices (Every second Year commencing with 2016-2017)

Role Expectations:

- RE 10.1 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 10.1 Provides clear direction.
- QI 10.2 Provides effective educational leadership.
- QI 10.3 Establishes and maintains positive, professional working relationships with staff.
- QI 10.4 Unites people toward common goals
- QI 10.5 Demonstrates a high commitment to meeting student needs.
- QI 10.6 I trust the Superintendent.
- QI 10.7 Empowers others.
- QI 10.8 Effectively solves problems.

References: School Act, Section 22 and 85

Freedom of Information Protection of Privacy Act, Section 75(1) and 77



ROLE OF THE SUPERINTENDENT**INTERVIEW GUIDE
SUPERINTENDENT LEADERSHIP PRACTICES**

Perceptions of Principals and Superintendent "Direct Reports"

1. What evidence can you cite to support or refute the following:
 - 1.1 The Superintendent provides clear direction?
 - 1.2 The Superintendent provides effective educational leadership?
 - 1.3 The Superintendent establishes and maintains positive, professional working relationships with staff?
 - 1.4 The Superintendent unites people toward common goals.
 - 1.5 The Superintendent demonstrates a high commitment to meeting student needs?
 - 1.6 I trust the Superintendent?
 - 1.7 The Superintendent empowers others?
 - 1.8 The Superintendent effectively solves problems?
 2. What does the Superintendent do, if anything that helps you do your job effectively?
 3. What does the Superintendent do, if anything, that makes doing your job more difficult to do effectively?
-

Approved 2016.12.13



Policy 12

ROLE OF THE SUPERINTENDENT

Background

The Superintendent is the Chief Executive Officer of the school district. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the school district and will be evaluated annually in accordance with Policy 12 Appendix. All Board authority delegated to the staff of the school district is delegated through the Superintendent.

Specific Areas of Responsibility

1. Student Learning
 - 1.1 Provides leadership in all matters relating to education in the school 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 Welfare
 - 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 school district.
 - 2.3 Ensures the facilities safely accommodate school district students.
3. Fiscal Responsibility
 - 3.1 Ensures the fiscal management of the school district is in accordance with the terms or conditions of any funding received by the Board under the [School Act](#) or any other Act or regulation.
 - 3.2 Ensures the school district operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
 - 3.3 Prepares and presents the budget which reflects Board priorities.
 - 3.4 Ensures the Board has current and relevant financial information.

Policy 12

4. Personnel Management

- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

5. Policy/Administrative Procedures

- 5.1 Provides support to the Board regarding the planning, development, implementation and evaluation of Board policies.
- 5.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

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 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.
- 7.2 Involves the Board appropriately (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. Organizational Leadership and Management

- 8.1 Demonstrates effective organizational skills
- 8.2 Reports to the Minister with respect to matters identified in and required by the *School Act* and provincial legislation.
- 8.3 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
- 8.4 Annually provides the school district's Organization Chart to the Board for review and approval of the addition or removal of positions.
- 8.5 Acts as or assigns the head of the organization for the purposes of the [Freedom of Information and Protection of Privacy \(FOIPP\) Act](#) and adopt the schedule of fees in the FOIPP Regulation as permitted under Section 75(1) of the Act.

Policy 12

9. Communications and Community Relations

- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Takes appropriate actions to ensure parents have a high level of satisfaction with the services provided and the responsiveness of the school district within policy and budgetary constraints
- 9.3 Maintains effective relationships within the school district and the community served.
- 9.4 Keeps the Board informed through the provision of appropriate accountability reports.

10. Leadership Practices

- 10.1 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 References: *School Act* Sections 22 and 85

Related Policies:

Policy 2 – Role of the Board
 Policy 3 – Role of the Trustee
 Policy 4 – Trustee Code of Conduct
 Policy 5 – Role of the Board Chair
 Policy 6 – Role of the Vice-Chair
 Policy 7 – Board Operations
 Policy 8 – Board Committees
 Policy 10 – Policy and Policy Development
 Policy 11 – Board Delegation of Authority
 Bylaw 1 – Appeals
 Bylaw 2 – Indemnification

Approved: 2022.XX.XX

Policy 12 – Appendix

SUPERINTENDENT EVALUATION GUIDING PRINCIPLES

The Superintendent evaluation process is intended to provide for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written evaluation report will 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 environment.

1. Provides for an annual written evaluation of the Superintendent's performance.
2. Highlights the key role of the Superintendent as the educational leader of the district, to enhance student learning and success for all children.
3. Recognizes that the Superintendent is the Chief Executive Officer, and the Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
4. 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.
5. Aligns with and is based upon the Superintendent's roles and responsibilities.
6. Is linked to the District's Strategic Priorities and the key results contained therein.
7. Sets out standards of performance.
8. 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 as indicated in the annual growth plan.
9. Uses multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with more subjective data.
10. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
11. Ensures that at a minimum Board feedback is provided annually. Such feedback will be timely, supported by specific examples and will focus on areas over which the Superintendent has authority. The Superintendent cannot be held accountable for areas over which the Superintendent has not been given authority.

Legal Reference: *School Act* Section 22 and 85

Approved: 2022.XX.XX

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 7, 2022

Memorandum

TO: Board of Education
FROM: Policy and Governance Committee
SUBJECT: **BYLAW 2 - INDEMNIFICATION**

RECOMMENDATION

1. That Bylaw 2 - Indemnification be given first reading.
2. That Bylaw 2 - Indemnification be given second reading and distributed for 60-days to Stakeholders and Rightsholders for input prior to third and final reading.

* * * * *

RATIONALE:

1. Under Section 85(2)(a) of the *School Act*, Power and Capacity, the Board has the power and capacity, subject to the School Act and Regulations, determine local policy for the effective and efficient operation of schools in the school district.
2. Policy 8310 Policy and Policy Development states, "The Board has the sole authority to approve new policies, to make changes to existing policies and to rescind policies.
3. In accordance with Policy 8310, Regulation 8. By separate motion, the Board may, if it deems necessary, approve a policy in principle, for implementation while the input process occurs. In these circumstances, the policy may be amended and must be approved by the Board following the conclusion of the consultation prior. The 60-day consultation period for a draft policy does not include the summer break.
4. On July 3, 2019 the Board of Education approved moving forward with a review and revision process related to school district policies.
5. Draft Bylaw 2 – Indemnification was developed as part of that process.

DP/dln

Bylaw 2

BYLAW 2 - INDEMNIFICATION

A bylaw to provide that the Board shall indemnify a trustee, an officer or an employee of the Board against a claim for damages arising out of the performance of their duties; and for an inquiry or proceeding involving the administration and conduct of the business of the District; and will pay legal costs incurred in a court proceeding arising out of the claim or the legal costs arising from such inquiries or proceedings.

Bylaw:

1. The Board will indemnify a Trustee, an officer or an employee of the Board
 - 1.1. Against a claim for damages against the Trustee, officer or employee arising out of performance of their duties; or
 - 1.2. Where an inquiry under Part 2 of the [Public Inquiry Act](#) or other proceeding involves the administration and conduct of the business of the School District and, in addition, the Board may pay legal costs incurred in proceedings arising out of the claim, inquiry or other proceeding.
2. The Board may, by affirmative vote of a majority of not less than 2/3 of all its members, pay
 - 2.1. Any sum required to indemnify a Trustee, an officer or an employee of the Board where a prosecution arises out of the performance of their duties with the Board; and
 - 2.2. Costs necessarily incurred;
3. The Board shall not pay a fine imposed on a Trustee, an officer or an employee as a result of their conviction. The Board shall not seek indemnity against a Trustee, an officer or an employee of the Board in respect of any action by the Trustee, officer or employee that results in a claim for damages against the Board except
 - 3.1. Where the claim for damages arises out of the gross negligence of the Trustee, officer or employee; or
 - 3.2. Where, in relation to the action that gave rise to a claim for damages against an officer or employee, the officer or employee willfully acted contrary to:
 - 3.2.1. The terms of their office or employment, or
 - 3.2.2. An order of a superior.
4. The Board's obligation to indemnify a Trustee, an officer or an employee in respect of matters occurring during their term of office or employment shall continue, notwithstanding that the term of office or employment, as the case may be, has ended.

Bylaw 2

5. Where the Board decides to pay legal costs incurred in proceedings out of a claim, inquiry under Part II of the Public Inquiry Act or other proceedings, the Board has the right to conduct the defense of the matter and, in its discretion, to compromise and/or settle the claim.
6. The Board shall not indemnify a Trustee, officer or employee against:
 - 6.1. Liability and legal fees incurred as a result of an action or other proceeding taken by the Board against the Trustee, officer or employee, or as a result of an action or proceeding taken by the Trustee, officer or employee against the Board;
 - 6.2. Liability to pay a fine, penalty or order imposed as a result of the conviction for an offence.
 - 6.3. Legal fees incurred as a result of a prosecution where the Trustee, officer or employee is convicted of an offence or obtains a conditional discharge;
 - 6.4. Legal fees incurred in an appeal of any conviction, sentence, judgment or order, unless the Board, by an affirmative vote of a majority of its members, so agrees;
 - 6.5. Liability and legal fees incurred by a Trustee where the Court determines that the Trustee knowingly contravened the [School Act](#);
 - 6.6. Liability incurred by a Trustee, officer or employee where the Court determined that the Trustee, officer or employee knowingly permitted or authorized an expenditure not authorized by an enactment;
 - 6.7. Liability incurred by a Trustee as a result of any restitution ordered pursuant to Section 62 of the [School Act](#); and
 - 6.8. Those matters for which the Board may seek indemnity from an employee pursuant to its authority under Section 95 of the [School Act](#).
7. The Board may enter into individual indemnity agreements with its officers and employees not inconsistent with provisions of the [School Act](#).

Legal Reference: *School Act* Section 95

Related Policies:

Policy 1 – Foundational Statements
 Policy 2 – Role of the Board
 Policy 3 – Role of Trustees
 Policy 4 – Trustee Code of Conduct
 Policy 7 – Board Operations
 Policy 8 – Board Committees
 Policy 9 – Board Representatives

Approved: 2022.XX.XX

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 7, 2022

Memorandum

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **BYLAW 3 - ELECTIONS**

RECOMMENDATION

That the Board of Education rescind Bylaw No.5 Elections – “A bylaw to provide for the determination of various procedures for the conduct of trustee elections” effective June 22, 2022.

And

1. That, in accordance with Section 68 (4) of the *School Act*, all three readings of Bylaw 3 - Elections be given at tonight’s meeting.
2. That Bylaw 3 - Elections be given first reading.
3. That Bylaw 3 - Elections be given second reading.
4. That Bylaw 3 - Elections be given third and final reading.

* * * * *

RATIONALE:

1. Bylaw No.5 Elections – “A bylaw to provide for the determination of various procedures for the conduct of trustee elections” was last modified and approved by the Board at a Special Public meeting held October 12, 2021 specifically for that purpose – no changes have been made to the Bylaw other than formatting and renumbering.
2. Under Section 85(2)(a) of the *School Act*, Power and Capacity, the Board has the power and capacity, subject to the School Act and Regulations, determine local policy for the effective and efficient operation of schools in the school district.
3. Policy 8310 Policy and Policy Development states, “The Board has the sole authority to approve new policies, to make changes to existing policies and to rescind policies.
4. On July 3, 2019 the Board of Education approved moving forward with a review and revision process related to school district policies.
5. Draft Bylaw 3 – Elections was developed as part of that process.

DP/dln



BOARD OF EDUCATION
School District No. 57
2100 Ferry Avenue
Prince George, B.C. V2L 4R5
(250) 561-6800

BYLAW NO. 5

BYLAW NO. 5

“A bylaw to provide for the determination of various procedures for the conduct of 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.

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

Definitions:

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

"Board" or **"School Board"** means the Board of Education of School District No. 57 (Prince George).

"Election" means a trustee election or a trustee by-election.

"Other local government" means, as applicable, the City of Prince George, the Regional District of Fraser-Fort George, the District of Mackenzie, the Corporation of the Village of McBride and/or the Corporation of the Village of Valemount.



BYLAW NO. 51. Application

This bylaw applies to all elections conducted by the Board of Education of School District No. 57 (Prince George).

2. Agreements with Other Local Governments

Pursuant to section 38 of the *School Act*, the Board authorizes the Secretary-Treasurer and/or the Chief Election Officer to enter into agreements on its behalf with other local governments for the purpose of conducting trustee elections.

Pursuant to section 38 (5) of the *School Act*, when a trustee election is conducted by another local government or in conjunction with another local government, the bylaws of the other local governments will apply to the trustee election in conjunction with this bylaw, except where otherwise specified in this bylaw.

3. Nomination of Candidates

A candidate for the office of school trustee must be nominated by at least two qualified resident or non-resident property electors of School District No. 57 (Prince George), in accordance with the *Local Government Act*, regardless of whether the trustee election is conducted by the Board of Education, by another local government or in conjunction with another local government.

4. Mandatory Advance Voting Opportunities

When a trustee election is held in conjunction with other local government elections, the bylaw of the other local government establishing advance voting opportunities under Section 107 of the *Local Government Act* will apply to the trustee election.

In the case of a trustee by-election that is not held in conjunction with other local government elections, an advance voting opportunity as required under Section 107 (2) (b) of the *Local Government Act* is hereby established on the fourth day before general voting day.

5. Additional Advance Voting Opportunities

As authorized under section 108 of the *Local Government Act* and section 38 of the *School Act*, the Board authorizes the Chief Election Officer to establish additional advance voting opportunities for each election to be held in advance of general voting day and to designate the voting places and establish the date and the voting hours for these voting opportunities.

6. Additional General Voting Opportunities

As authorized under section 106 of the *Local Government Act*, the Board authorizes the Chief Election Officer to establish additional general voting opportunities for general voting day for each election and to designate the voting places and voting hours for such voting opportunities.



BYLAW NO. 57. Special Voting Opportunities

As authorized under section 109 of the *Local Government Act*, the Board hereby establishes a special voting opportunity for each election or other voting and authorizes the Chief Election Officer to designate the location, the date and the voting hours for the special voting opportunity.

8. Mail Ballot Voting

When a trustee election is held in conjunction with other local government elections and a local government provides access to mail ballot voting for its qualified electors in its election bylaw, the Board adopts the local government bylaw as it applies for Board electors who are also electors of the local government.

Pursuant to section 110 of the *Local Government Act*, in the case of a trustee by-election that is not held in conjunction with other local government elections, the Board authorizes the Chief Election Officer to establish procedures and time limits in relation to voting by mail ballot.

9. 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 conducting a lot in accordance with section 151 of the *Local Government Act*.

10. Voters' Lists

Pursuant to section 69 of the *Local Government Act*, in the case of a trustee by-election that is not held in conjunction with other local government elections, the Board authorizes limiting registration of electors to registration at the time of voting. This registration is effective only for the election for which the voting is being conducted at that time.

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

11.1. The Board authorizes posting of nomination documents of trustee candidates on the website of School District No. 57 (Prince George) and on the websites of the City of Prince George, the Regional District of Fraser-Fort George, the District of Mackenzie, the Corporation of the Village of McBride and/or the Corporation of the Village of Valemount until thirty (30) days after declaration of the election results.

11.2. The Board authorizes, but does not require, the Chief Election Officer to post nomination documents of trustee candidates for public access on any or all of the websites the City of Prince George, the Regional District of Fraser-Fort George, the District of Mackenzie, the Corporation of the Village of McBride and/or the Corporation of the Village of Valemount until such time as established by the bylaws of the relevant local government.



BYLAW NO. 5

- 11.3. 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 five (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.
- 11.4. Before providing the services under section 11, 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*.

This Bylaw may be cited for all purposes as "School District No. 57 (Prince George) Bylaw No. 5 - a Bylaw to provide for the determination of various procedures for the conduct of trustee elections" and is in all respects in accordance with the provisions of the *School Act*.

Read a first time the 30th day of August 1993

Read a second time the 30th day of August 1993

Read a third time the 30th day of August 1993

Reconsidered, finally passed and adopted the 30th day of August 1993

Amended the 13th day of September 1993

Further amended on the 27th day of June 2000

Further amended on the 27th day of May, 2008

Further amended on the 29th day of May, 2018

Further amended on the 12th day of October, 2021



Bylaw 3

BYLAW 3 - ELECTIONS

A bylaw to provide for the determination of various procedures for the conduct of trustee elections.

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.

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

Definitions:

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

"Board" or "School Board" means the Board of Education of School District No. 57 (Prince George).

"Election" means a trustee election or a trustee by-election.

"Other local government" means, as applicable, the City of Prince George, the Regional District of Fraser-Fort George, the District of Mackenzie, the Corporation of the Village of McBride and/or the Corporation of the Village of Valemount.

Bylaw 3

By-law:

1. Application

This bylaw applies to all elections conducted by the Board of Education of School District No. 57 (Prince George).

2. Agreements with Other Local Governments

Pursuant to section 38 of the *School Act*, the Board authorizes the Secretary-Treasurer and/or the Chief Election Officer to enter into agreements on its behalf with other local governments for the purpose of conducting trustee elections.

Pursuant to section 38 (5) of the *School Act*, when a trustee election is conducted by another local government or in conjunction with another local government, the bylaws of the other local governments will apply to the trustee election in conjunction with this bylaw, except where otherwise specified in this bylaw.

3. Nomination of Candidates

A candidate for the office of school trustee must be nominated by at least two qualified resident or non-resident property electors of School District No. 57 (Prince George), in accordance with the *Local Government Act*, regardless of whether the trustee election is conducted by the Board of Education, by another local government or in conjunction with another local government.

4. Mandatory Advance Voting Opportunities

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In the case of a trustee by-election that is not held in conjunction with other local government elections, an advance voting opportunity as required under Section 107 (2) (b) of the *Local Government Act* is hereby established on the fourth day before general voting day.

5. Additional Advance Voting Opportunities

As authorized under section 108 of the *Local Government Act* and section 38 of the *School Act*, the Board authorizes the Chief Election Officer to establish additional advance voting opportunities for each election to be held in advance of general voting day and to designate the voting places and establish the date and the voting hours for these voting opportunities.

Bylaw 3**6. Additional General Voting Opportunities**

As authorized under section 106 of the *Local Government Act*, the Board authorizes the Chief Election Officer to establish additional general voting opportunities for general voting day for each election and to designate the voting places and voting hours for such voting opportunities.

7. Special Voting Opportunities

As authorized under section 109 of the *Local Government Act*, the Board hereby establishes a special voting opportunity for each election or other voting and authorizes the Chief Election Officer to designate the location, the date and the voting hours for the special voting opportunity.

8. Mail Ballot Voting

When a trustee election is held in conjunction with other local government elections and a local government provides access to mail ballot voting for its qualified electors in its election bylaw, the Board adopts the local government bylaw as it applies for Board electors who are also electors of the local government.

Pursuant to section 110 of the *Local Government Act*, in the case of a trustee by-election that is not held in conjunction with other local government elections, the Board authorizes the Chief Election Officer to establish procedures and time limits in relation to voting by mail ballot.

9. 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 conducting a lot in accordance with section 151 of the *Local Government Act*.

10. Voters' Lists

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

11.1. The Board authorizes posting of nomination documents of trustee candidates on the website of School District No. 57 (Prince George) and on the websites of the City of Prince George, the Regional District of Fraser-Fort George, the District of Mackenzie, the Corporation of the Village of McBride and/or the Corporation of the Village of Valemount until thirty (30) days after declaration of the election results.

Bylaw 3

- 11.2. The Board authorizes, but does not require, the Chief Election Officer to post nomination documents of trustee candidates for public access on any or all of the websites the City of Prince George, the Regional District of Fraser-Fort George, the District of Mackenzie, the Corporation of the Village of McBride and/or the Corporation of the Village of Valemount until such time as established by the bylaws of the relevant local government.
- 11.3. 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 five (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.
- 11.4. Before providing the services under section 11, 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*.

Approved: 2022.XX.XX

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 7, 2022

Memorandum

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **POLICY AND DELEGATION OF AUTHORITY**

RECOMMENDATION

That the Board of Education rescind Policy - 8310 Policy and Policy Development effective June 22, 2022.

And

That the Board of Education approves in principle Policy 10 – Policy and Policy Development and Policy 11 – Board Delegation of Authority and distributes them for 60-days to Stakeholders and Rightsholders for input.

* * * * *

RATIONALE:

1. Under Section 85(2)(a) of the *School Act*, Power and Capacity, the Board has the power and capacity, subject to the School Act and Regulations, determine local policy for the effective and efficient operation of schools in the school district.
2. Policy 8310 Policy and Policy Development states, “The Board has the sole authority to approve new policies, to make changes to existing policies and to rescind policies.
3. In accordance with Policy 8310, Regulation 8. By separate motion, the Board may, if it deems necessary, approve a policy in principle, for implementation while the input process occurs. In these circumstances, the policy may be amended and must be approved by the Board following the conclusion of the consultation prior. The 60-day consultation period for a draft policy does not include the summer break.
4. On July 3, 2019 the Board of Education approved moving forward with a review and revision process related to school district policies.
5. Draft Policy 10 – Policy and Policy Development (formerly Policy Making) and Draft Policy 11 – Board Delegation of Authority were developed as part of that process.
6. In Draft Policy 11 - Board Delegation of Authority, also being reviewed tonight, 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

DP/dln



BOARD OF EDUCATION
School District No. 57
 2100 Ferry Avenue
 Prince George, B.C. V2L 4R5
 (250) 561-6800

POLICY

8310

POLICY AND POLICY DEVELOPMENT

APPROVED: 1981.10.26

REVISED: 2001.10.30
 1983.12.20 2002.10.01
 1985.09.03 2011.11.22
 1991.03.12 2013.10.29
 1998.04.14 2020.09.29

POLICY

The governance and management of public education that is within the jurisdiction of the school district is directed and guided by the policies of the Board of Education.

The Board has the sole authority to approve new policies, to make changes to existing policies and to rescind policies.

Administrative procedures, including appendices, are the jurisdiction of the Superintendent of Schools. They are included with policies for the purposes of transparency, clarity and ease of use.

Employees have the responsibility to implement and to adhere to the policies of the Board. Students, parent and the public have the responsibility to adhere to the policies of the Board while on school district property and/or while under school district jurisdiction.

DEFINITIONS:

“Administrative procedures” set out the specific management actions necessary at the school or department level to ensure that the policy and regulations are fully implemented.

“Minor updates” are factual changes, including district information and titles of individuals, organizations or legislation, etc. that do not change the intent of the policy.

“Policy” is the statement of the beliefs and /or intents of the Board relative to specific topics, issues, concerns or problems as expressed through a policy statement and attendant regulations and administrative procedures (if applicable).



POLICY AND POLICY DEVELOPMENT

“**Preamble**” is short explanation of the reason(s) for the development of the policy.

“**References**” include, but are not limited to, responsibility centre, approval and revision dates, legal citations and other references, collective agreement provisions, district publications and cross-references to other policies.

“**Regulations**” are specific statements of actions required to ensure that the beliefs and/or intents of the policy are realized.

“**Responsibility centre**” is the administrative position responsible for the implementation of and adherence to the policy.

Responsibility Centre: Superintendent of Schools

References: *School Act*, Section 81, Collective agreements



POLICY AND POLICY DEVELOPMENT

PREAMBLE

The responsibilities and obligations of this school district to provide educational and support services to students and to manage the schools and the school district are set out in relevant legislation such as the *School Act* and attendance regulations, Ministerial Orders and other federal, provincial and municipal legislation.

Policy statements, regulations and administrative procedures are also aspects of the Board's governmental authority.

Policies are developed as statements of principle and rules of action for the school district. Policies should govern and direct decision-making in all areas of jurisdiction.

Approved: 1998.04.14



POLICY AND POLICY DEVELOPMENT**REGULATIONS:**

1. All policies must conform to a template consisting of the policy statement, definitions, a preamble, references and, if applicable, regulations, administrative procedures and appendices.
2. All policies and bylaws must be posted on the district website.
3. Suggestions for new policies or revisions to existing policies may be brought forward by employees, Rightsholder groups, Stakeholder groups the general public or trustees. Such requests, with accompanying rationale, should be submitted in writing to the chair of the Policy and Governance Committee. At the discretion of the chair, the request may be placed on an agenda of a Policy and Governance Committee meeting or may be forwarded to the appropriate standing committee or to the Superintendent of Schools.
4. When a new policy is developed, a review must be done to ensure that it is not in conflict with existing policies, legislation or collective agreements.
5. A new policy or major revisions to an existing policy must be reviewed by senior administration, by the appropriate committee of the Board, if applicable, and by the Policy and Governance Committee before being presented to the Board [in draft] for consideration.
6. Once a new policy or a major revision to an existing policy has been approved by the board for consideration, it must be distributed for a 60-day public consultation period prior to final approval by the Board. During this period, the policy must be posted on the district website and distributed to trustees, Rightsholder and Stakeholder groups, schools and Principals in order for them to provide input. The policy may be distributed to other applicable standing committees, organizations or individuals for input at the discretion of the Superintendent of Schools or the Board.
7. The 60-day consultation period for a draft policy shall not include the summer break.
8. By separate motion, the Board may, if it deems necessary, approve a policy in principle, for implementation while the input process occurs. In these circumstances, the policy may be amended and must be approved by the Board following the conclusion of the consultation period.
9. If, after receiving input regarding a draft policy, the Board makes changes to a draft policy, the Board may seek further input before final approval of the policy.



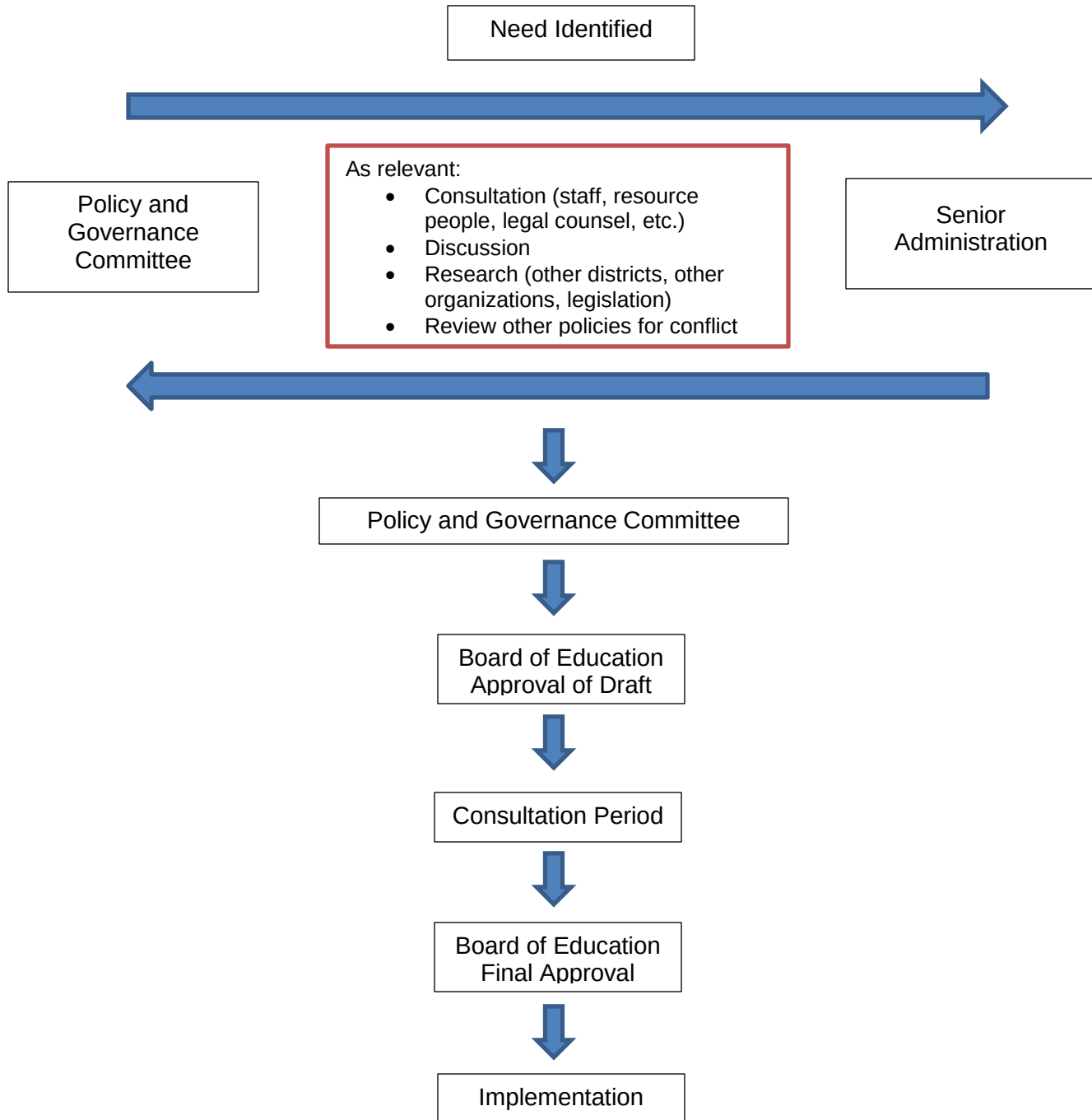
POLICY AND POLICY DEVELOPMENT

10. At its discretion, the Board may engage in consultation prior to approving revisions to a policy.
11. Revisions to administrative procedures that are approved by senior administration must be reported to the Board at a public meeting.
12. Minor updates to policies may be presented directly to the Board for immediate approval.
13. Policies will be reviewed by the Policy and Governance Committee on a seven-year cycle.
14. A report will be made annually to the Board regarding the status of policy development and revision.

Approved: 1981.10.26

Revised: 1985.09.03, 1991.03.12, 1998.04.14, 2001.10.30, 2002.10.01, 2011.11.22, 2013.10.29, 2020.09.29



POLICY AND POLICY DEVELOPMENT**POLICY DEVELOPMENT AND REVISION PROCESS**

Approved: 1981.10.26

Revised: 1983.12.20, 1985.09.03, 1991.03.12, 1998.04.14, 2001.10.30, 2011.11.22, 2013.10.29



Policy 10

POLICY AND POLICY DEVELOPMENT

Policy development is a key responsibility of the Board. Policies constitute the will of the Board in determining how the District will be operated and communicate the Board's values, beliefs and expectations. Policies provide direction and guidelines for the action of the Board, Superintendent, staff, students, electors and other agencies. Adoption of new Board policies or revision of existing policies is solely the responsibility of the Board.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements of the [School Act](#) and provincial as well as federal legislation.

Board policies shall provide an appropriate balance between the responsibility of the Board to govern and the Superintendent to administer.

The Board shall adhere to the following steps in policy making:

1. Planning

The Board, in cooperation with the Superintendent, shall assess the need for a policy, as a result of its own monitoring activities or on the suggestion of others, and identify the critical attributes of each policy to be developed.

2. Development

The Board may develop the policy itself or delegate the responsibility for its development to the Superintendent.

3. Implementation

The Board is responsible for the implementation of policies governing its own processes. The Board and Superintendent share the responsibility for implementation of policies relating to the Board and Superintendent relationship. The Superintendent is responsible for the implementation of all other policies.

4. Evaluation

The Board, in cooperation with the Superintendent, shall evaluate each policy in a timely manner in order to determine if it is meeting its intended purpose. The Board shall review its policies following a schedule that results in all policies in the Board Policy Handbook being reviewed at least once in a Board's term of office.

Policy 10

Specifically

Need identified:

1. Any Trustee, employee, parent, student or other community member may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Superintendent. The proposal shall contain a brief statement of purpose or rationale.

Policy development/revision:

2. The Superintendent will inform the Advisory Committee Board of the request for policy development/revision. The Advisory Committee Board will determine the action, if any, to be taken, and may include convening a working group or ad hoc committee.
3. In accordance with the letter of understanding signed December 9, 2020 between the Board and the Prince George District Teachers' Association, the Prince George District Teachers' Association will be provided opportunity for input on new and revisions to Policies and Regulations which impact teachers prior to final adoption.
4. New policy, major policy revisions, and minor revisions requiring further consultation will be presented forwarded to the Advisory Committee for comments and suggestions on the policy draft.
5. When appropriate, the Superintendent shall seek legal advice on any policy matter.
6. Policy drafts shall be brought by the Superintendent to the Board for consideration and possible approval.

Policy approval/implementation:

7. Once considerations and are satisfied, the policy will be recommended to the Board for approval by the Advisory Committee.
8. The Board will determine whether further information or consultation is required for minor revisions to policies which do not substantively impact the policy, including housekeeping revisions.
9. New policy, major policy revisions, and minor revisions requiring further consultation will be distributed for feedback on the policy draft for a 60 days.
10. Consultation feedback will be forwarded to the Advisory Committee prior to final policy recommendation to the Board

Policy 10

Other:

11. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
12. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the District. Such decisions carry the weight of policy until such time as specific written policy is developed.
13. If the Board adopts a motion which has continuing applicability the Board shall seek means to include the direction of such motion as part of an existing policy or to develop a free-standing policy to reflect the direction contained in the motion.
14. The Superintendent shall develop administrative procedures as specified in Policy 11 – Board Delegation of Authority and may develop such other procedures as deemed necessary for the effective operation of the District.
15. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
16. The Superintendent must inform the Board of any substantive changes to administrative procedures as an information item in a Board agenda.
17. The Board shall evaluate administrative procedures to determine their capacity to carry out the intention and spirit of the relevant policy.
18. The Board may request the Superintendent to change an administrative procedure to a draft Board policy and will in such an instance provide the rationale for same.
19. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the District's website, in a timely manner, for staff and public access.
20. The Board shall review and revise its policies on a rotational basis which provides for all policies being reviewed at least once per term of office.

Legal Reference: *School Act* Section 65, 74 and 85

Related Policies:

Policy 8 – Board Committees

Policy 11 – Board Delegation of Authority

Related Administrative Procedures:

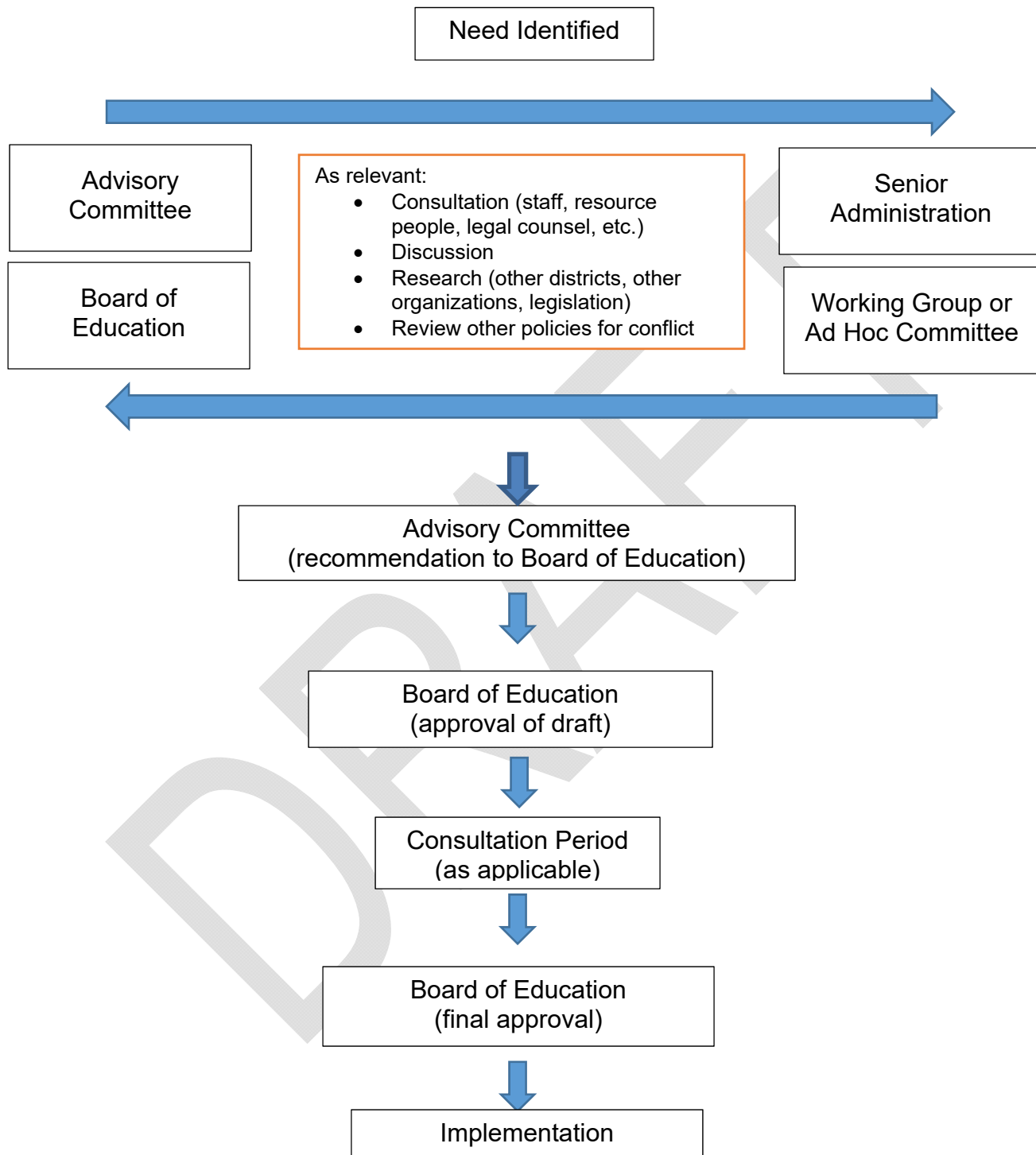
AP 120 – Policy and Procedures Dissemination

AP 121 – Development and Review of Administrative Procedures

Approved: 2022.XX.XX

Policy 10

POLICY DEVELOPMENT AND REVISION PROCESS



Policy 11

BOARD DELEGATION OF AUTHORITY

The [School Act](#) allows for the Board to delegate certain of its responsibilities and powers to others.

The Board authorizes the Superintendent to do any act or thing or 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 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 develop, implement, approve and evaluate ~~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, the Board requires that any significant new provincial, regional or local initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

Specifically

1. The Board expressly delegates to the Superintendent and, at their discretion, a designate, the authority to discipline or dismiss an employee, subject to the limitations of legislation, collective or contractual agreements and Board policy.
2. Where a Superintendent dismisses an employee, the Board shall be promptly advised.
3. The Superintendent is directed to develop ~~an~~ Administrative Procedures related to the daily operations of the district to ~~enact the Board's vision and~~ fulfill Board obligations created by any federal or provincial legislation.

Legal Reference: *School Act* Sections 22, 65(2)c, 74, and 85

Related Policies:

Policy 10 – Policy and Policy Development

Related Administrative Procedures:

AP 120 – Policy and Procedures Dissemination

AP 121 – Development and Review of Administrative Procedures

Approved: 2022.XX.XX

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

June 7, 2022

Memorandum

TO: Board of Education

FROM: Policy and Governance Committee

SUBJECT: **ADMINISTRATIVE PROCEDURES – POLICY AND ADMINISTRATIVE
PROCEDURE DEVELOPMENT AND DISSEMINATION**

RECOMMENDATION

That the Board of Education receives the following
Administrative Procedures as per Policy 10 – Policy and Policy Development
effective June 22, 2022 as presented:

- AP 120 – Policy and Procedures Dissemination; and
- AP 121 – Development and Review of Administrative Procedures.

* * * * *

RATIONALE:

1. In accordance with Policy 10 Policy and Policy Development:

The Board shall evaluate administrative procedures to determine their capacity to carry out the intention and spirit of the relevant policy.

The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the District's website, in a timely manner, for staff and public access.

2. In accordance with Policy 11 Board Delegation of Authority:

The delegation of authority to the Superintendent specifically includes the ability to develop, implement, approve and evaluate Administrative Procedures.

The Superintendent is directed to develop an Administrative Procedures related to the daily operations of the district to enact the Board's vision and fulfill Board obligations created by any federal or provincial legislation.

3. On July 3, 2019 the Board of Education approved moving forward with a review and revision process related to school district policies.
4. Draft AP 120 – Policy and Procedures Dissemination and Draft AP 121 – Development and Review of Administrative Procedures were developed as part of that process

Administrative Procedure 120

POLICY AND PROCEDURES DISSEMINATION

Background

The Superintendent has been given the responsibility for implementing policy and procedures, which includes maintaining the Board Policy Manual and the Administrative Procedures Handbook and disseminating them to the appropriate members of the District.

Procedures

1. The Superintendent will ensure that the Board Policy Manual and the Administrative Procedures Handbook, where appropriate, will be available on the District website, so that all trustees, staff members, students, parents and members of the general public have ready access to all Board policies and administrative procedures.
2. When updates to the Board Policy Manual and the Administrative Procedures Handbook are made, the Superintendent will ensure that Department Supervisors, Principals and appropriate partner groups are advised in a timely manner. These individuals are responsible to advise the appropriate education stakeholders/rights holders as required.
3. It shall be the responsibility of the Office of the Superintendent, Directors, Principals, and Managers to convey and interpret policy and administrative procedures to their respective staff members.
4. The Secretary Treasurer has been delegated the responsibility of working with the Board to maintain and update the District's Board Policy Manual.
5. The Superintendent's Office has been delegated the responsibility of maintaining and updating the District's Administrative Procedures Handbook.

Reference: *School Act* Sections 20, 22, 65, 85
School Regulation 265/89

Administrative Procedure 121

DEVELOPMENT AND REVIEW OF ADMINISTRATIVE PROCEDURES

Background

The Superintendent has been given responsibility for implementation and review of the Administrative Procedures Manual. Regular review of administrative procedures, with opportunities for input from appropriate stakeholders/rights holders, leads to effective operations with the District.

Procedures

1. A regular review of the administrative procedures shall be conducted through the Office of the Superintendent.
2. This review will provide opportunities for input from Rightsholders and stakeholders as appropriate.
3. In accordance with the letter of understanding signed December 9, 2020 between the Board and the Prince George District Teachers' Association, the Prince George District Teachers' Association will be provided opportunity for input on new and revisions to Administrative Procedures which impact teachers.
4. Reviews shall ensure that each administrative procedure meets the following criteria:
 - 4.1 Each procedure is the responsibility of administration as delegated by the Board or as defined by legislation;
 - 4.2 Each procedure is consistent with Board Policy;
 - 4.3 Each procedure is consistent with other Administrative Procedures;
 - 4.4 Each procedure is consistent with the District's strategic direction as outlined in the Strategic Plan; and
 - 4.5 Each procedure ensures clear and consistent direction for the District.
 - 4.6 Each procedure can be applied on an equitable basis.
5. Development or review of a specific administrative procedure may be initiated by any stakeholder/rights holder at any time through a formal request to the Superintendent.
 - 5.1 The request will be expected to detail the issues and concerns associated with the Administrative Procedure and if possible, offer suggestions for revision.
 - 5.2 The [Administrative Procedure Feedback Form](#) shall be used to facilitate this process.
6. All newly developed administrative procedures and changes based on reviews of current administrative procedures shall be communicated expeditiously to all stakeholders/rights holders.

Administrative Procedure 121

7. Upon receiving a formal request for development or review, the Superintendent will determine the appropriate process for developing and reviewing the specific Administrative Procedure to ensure that reasonable consideration is given to the request.

- 7.1 It is expected that in most instances such a review will be carried out by the Superintendent, a district office staff member administrator with direct responsibility in that area, and a school-based principal selected by the Superintendent.

Reference: [School Act](#) Sections 8, 22, 65, 85
[School Regulation 265/89](#)



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

2100 Ferry Avenue, Prince George, B.C. V2L 4R5

Phone: (250) 561-6800 • Fax (250) 561-6801

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Administrative Procedure Feedback Form

This form is to be used when Stakeholders would like to request the development or review of an Administrative Procedure.

Requested by: _____ Date: _____

☐ Individual ☐ Organization: _____

☐ I/We would like Administrative Procedure No. _____ reviewed as per the following details

☐ I/We would like a new Administrative Procedure developed as per the following details

Detail of issues and concerns are:

I/We make the following suggestion for revision or development:

Reviewed By: _____ Position: _____

Reviewed By: _____ Position: _____

Reviewed By: _____ Position: _____

Date: _____

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

June 22, 2022

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **BRITISH COLUMBIA SCHOOL TRUSTEES' ASSOCIATION**

BCSTA advocacy this month includes the letters below:

[BCSTA to Minister Whiteside and CSBA President French re: advocacy on the Truth and Reconciliation Calls to Action](#)

[BCSTA to Minister Whiteside re: attributes of a BC graduate review process](#)

[BCSTA to Minister Whiteside re: traditional territory acknowledgment in the *School Act*](#)

BCSTA's Guide for School Trustee Candidates outlines how to run in the upcoming elections and the important impact Trustees have on their communities. It is available on the BCSTA website, the local Election will take place on October 15, 2022.

The official summary of the BCSTA 2022 Annual General Meeting can be found on the BCSTA website. As I reported during April's Board meeting it was a great learning experiencing for all the Trustee that attended!

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

May 31, 2022

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **DISTRICT PARENT ADVISORY COUNCIL**

We meet at the outdoor Indigenous Learning space at Ecole Lac des Bois (Rainbow Drive and Ospika Blvd.) for drumming, connection, discussion and refreshments. We had an informal meeting in the sunshine that was enjoyed by all who attended!

Representatives from the Indigenous Education Department and SD57's new Indigenous Assistant Superintendent, Pam Spooner, were on hand to share updates on the great work happening in our district! We also discussed the new policies on Anti-Racism, Anti-Discrimination, and Cultural Safety and Indigenous Racial Reconciliation which are open for public feedback on the SD 57 website through October 12. It was an enjoyable and successful format that hopefully will be done again next school year!

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

June 22, 2022

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **INDIGENOUS EDUCATION ADVISORY COMMITTEE**

I attended the Indigenous Education Advisory Committee meeting on Monday June 13th at the Van Bien Training and Development Centre. We heard committee reports from SD 57 Board of Education for Policy and Governance, Education Services and Education Programs and Planning.

Partner Roundtable reports were presented by Takla Nation, Metis Nation BC, Prince George District Teachers Association, CUPE, District Student Advisory Council, District Parents Advisory Committee and UNBC.

We had an update on National Indigenous Peoples' Day celebration at Lheidli T'enneh Memorial Park, a presentation on the remaining IEAC budget and a robust discussion on implementing a new structure. Starting in the new school year, IEAC meetings will be less formal and a new structure was agreed on. More details coming soon!

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

MEMORANDUM

June 22, 2022

TO: Board of Education

FROM: Trustee Polillo

SUBJECT: **TRUSTEE REPORT – JUNE 2022**

June 3rd - Shaḡ Ti Kelly Road Graduation- Represented SD 57 Board of Education

June 6th - Education Services Committee at 4 p.m.

June 6th - DPAC Meeting at Ecole Lac De Bois Outdoor Learning Centre

June 7th - Policy and Governance Committee at 4 p.m.

June 9th - District Student Advisory Council Anti-Racism Live Stream Learning Series

June 13th - Indigenous Education Advisory Committee Meeting at 9 a.m.

June 13th - Agenda Setting Meeting at 2:30pm

June 13th - Management and Finance Committee at 4 p.m.

June 14th - Education Programs and Planning Committee at 4 p.m.

June 15th - Indigenous Education Leadership Table 9 a.m.

June 17th - Meet with Mayor and Council at 11 a.m.

June 17th- Heather Park Parent Advisory Council Community BBQ at 5 p.m.

June 20th – Trustee / Senior Administration Meeting at 4 p.m.

June 21st - National Indigenous People Day Celebrations

June 22nd - Public Board Meeting at 6 p.m

June 23rd - 25 Year and Retirement Celebration at 6 p.m.



SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

2100 Ferry Avenue, Prince George, B.C. V2L 4R5

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June 10, 2022

The Honourable Selina Robinson
Minister of Finance
PO Box 9048, Stn Prov Govt
Victoria, B.C. V8W 9E2

The Honourable Jennifer Whiteside
Minister of Education and Child Care
PO Box 9045, Stn Prov Govt
Victoria, B.C. V8W 9E2

Dear Minister Robinson and Minister Whiteside:

The Board of Education of School District No. 57 (Prince George) respectfully requests that the Ministries fully fund all incremental payroll and other inflationary cost pressures that are not currently being covered by the K-12 estimated operating grants announced for the 2022/23 school year. We suggest that this funding be in the form of an adjustment to the per pupil funding in the K-12 operating block funding announced for the 2022/23 school year. Additionally, we request that this incremental funding is announced and communicated to School Districts prior to the end of the current school year, June 30, 2022.

The only adjustments contemplated in the K-12 operating funding for the 2022/23 school year will be driven by changes in enrolment. No changes have been made to the 2022/23 per-pupil allocation amounts despite significant inflationary pressures being felt by School Districts.

According to BC Stats on the recent Consumer Price Index Report (May 18, 2022).

"British Columbia's consumer price index (CPI) in April 2022 was 6.7% higher (unadjusted) than in April 2021. On a monthly basis, the CPI was up 0.8% from March 2022. The year-over-year inflation rate was 5.3% with food and energy excluded from the index"

Some other factors also impacting the sector:

- The cost of food climbed 8.1% from April of 2021. The largest increases in price were for fresh vegetables (+10.6%), fresh fruit (+10.0%), and meat (+9.8%)
- The cost of fuel oil and other fuel (+48.7%), piped gas (+18.3%), and electricity (+1.0%) all increased. As the price for gasoline (+32.8%) climbed, the cost of private (+9.9%) and public (+2.3%) transportation rose in the past 12 months

While funding in the district has been predicted to be relatively flat for the 2022/23 school year expenses have not. Although budgets were developed under Budget Assumptions that assumed no significant changes to how the district organizes budget challenges were identified during the process related to increases in unionized staff step increments, a new student transportation services contract, increases in utilities costs, increased demand for mental health supports, implementation of *Employment Standards Act* paid sick days and rate increases in a variety of district contracts. While a number of the increases can be attributed to significant inflation, others are linked to collective agreement language, lingering impacts from the COVID19 Pandemic and newly passed government legislation.

No additional funds have been included in the 2022/23 estimated operating grant allocation to districts to fund incremental payroll costs. Examples of incremental costs relate to employees moving up steps on payroll grids based on seniority in collective agreement language and changes in the employer portion of benefits,

No additional funds have been included in the 2022/23 estimated operating grant allocation to districts to cover inflationary costs of utilities, transportation, exempt staff wage increases, and other cost pressures faced by school districts.

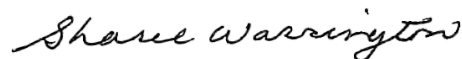
Although no additional funds have been included in the 2022/23 estimated operating grant allocation to districts for the provision of negotiated collective agreement costs for the 2022/23 school year there is an understanding that labour settlement funding will be allocated to districts once the negotiated changes to the collective agreements have been ratified. In prior years this has not covered the actual costs in many districts.

Additionally, as a result of the COVID19 pandemic many communities are struggling to provide sufficient health and welfare supports to their residents and this is even more challenging in rural and remote communities. In rural and remote communities such as those in SD57 the economic viability of the community is often dependent upon the existence of a school offering a complete educational program for students and more recently providing health and welfare supports which are not otherwise available in the community.

As districts are required to develop and adopt a balanced budget for the 2022/23 school year by June 30, 2022 with unknown coverage of collective agreement costs and known inflationary pressures not funded in the 2022/23 estimated operating grants as at March 2022, school district budget deliberations and operational decisions for the 2022/23 school year are significantly impacted.

Thank you for considering our request to provide sufficient funding to school districts for the 2022/23 school year given the current economic climate.

Sincerely,



Sharel Warrington, Chair
Board of Education

cc: Indigenous Education Leadership Table
Simpw First Nation
Karin Kirkpatrick, MLA, West Vancouver-Capilano,
Critic for Education, Children, Family Development, & Childcare
Christina Zacharuk, Deputy Minister of Education and Child Care
Shirley Bond, MLA, Prince George-Valemount
Mike Morris, MLA, Prince George-Mackenzie
Dan Davies, MLA, Peace River North
Carolyn Broady, President BCSTA
BCSTA Boards of Education
Karen Wong, President, CUPE 3742
Brian Larsen, President, CUPE 4991
Laura Weller, President, DPAC
Joanne Hapke, President, PGDTA
Kelly Johansen, President, PGPVPA

BE/dln