



## AGENDA

### 1. CALL TO ORDER

With the intention of holding a safe, caring, and orderly meeting for all we pledge: To do our best to maintain a respectful and inclusive working environment. We will hold this meeting to the highest standard of civility and appropriate conduct so that we may attend to our business effectively and productively.

### 2. ADOPTION OF AGENDA

### 3. APPROVAL OF MINUTES

- (a) Minutes of the Regular Meeting, Public Session held 2023 11 08 (attachment)
- (b) Minutes of the Special Meeting, Public Session held 2023 11 13 (attachment)

### 4. IN-CAMERA SUMMARY

- (a) Summary of In-Camera meeting held 2023 11 08 (attachment)

### 5. BUSINESS ARISING

### 6. CORRESPONDENCE

### 7. DELEGATIONS

- (a) BAA Caring Careers Sampler (link)

### 8. CHAIRPERSON'S REPORT

- (a) Draft Calendar Feedback (attachment)
- (b) Lions and Assisted Living Societies request to serve alcohol on School District Property (attachment)

*Motion: that, in accordance with Policy 3100 Controlled and Intoxicating Substances, the Board approves the Lions and Assisted Living Society's request to serve alcohol during a fundraising cookoff event on February 17, 2024, at The Mayne Island School.*

- (c) Trustee annual declaration of commitment to the Code of Conduct ([link](#))
- (d) Phoenix School Uses



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**9. SUPERINTENDENT'S REPORT**

- (a) Staffing and Enrolment
- (b) Request for an extension on Motion 85/23 carried at the October 10, 2023, public board meeting.

Motion  
85/23

*Moved and seconded that the Board of Education request staff to report back on annual maintenance costs of the GISS playing fields and that they canvas for the cost to employ an expert opinion on how to improve the use of the fields to report at the February 14, 2024 board meeting.*

- (c) BAA Caring Careers Sampler (attachment)

*Motion: that the Board of Education approves Board/Authority Authorized Course: Care Economy Career Sampler 11.*

- (d) School District Completion Rates ([link](#))

**10. SECRETARY TREASURER'S REPORT**

- (a) Monthly Financial Report
- (b) BMO Signing Authority (attachment)

*Motion: The Board of Education approves the signing authorities as presented.*

- (c) Executive Compensation Disclosure ([link](#))
- (d) Schools Food Infrastructure Program Proposal (attachments)

*Motion: that, the Board of Education approves the Schools Food Infrastructure Program Proposal 2023/2024 as presented.*

**11. COMMITTEE REPORTS**

- (a) Committee of the Whole
- (b) Education Committee
- (c) Finance, Audit and Facilities Committee
- (d) Policy Committee – 2023 11 08 Summary & 2023 12 13 Summary (attachments)

- i. Bylaw #2 Board Procedures First Reading (attachment)

- ii. Animals in Schools

*Motion: that the Board repeals Policy and Procedure 3800 Animals in the Classroom in favour of an Administrative Practice.*

- iii. Policy 1.30 Trustee Code of Conduct (attachment)

*Notice of Motion: That the board adopts Policy 1.30 Trustee Code of Conduct.*



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- iv. Policy 1.31 Addressing Breaches of the Code of Conduct (attachment)  
Notice of Motion: *That the board adopts Policy 1.31 Addressing Breaches of the Code of Conduct*
  
  - v. Policy 1.32 Trustee Conflict of Interest (attachment)  
Notice of Motion: *That the board adopts Policy 1.32 Trustee Conflict of Interest*

The policies will be circulated for feedback and considered for adoption at the February 14, 2024, meeting of the board in public.

- 11. **TRUSTEE SCHOOL REPORTS**
  
- 12. **OTHER BUSINESS**
  
- 13. **QUESTION PERIOD**
  
- 14. **NEXT MEETING DATES**
  - (a) Regular Board Meeting – February 14, 2024
  - (b) Policy Committee Meeting – February 21, 2024
  
- 15. **ADJOURNMENT**

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**LOCAL SCHOOL CALENDAR CONSULTATION FOR 2025/26 – 2026/27**



<b>Present:</b>	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Jeannine Georgeson	Trustee
	Deborah Luporini	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Superintendent of Schools/ Acting Secretary
		Treasurer
	D'Arcy Deacon	Deputy Superintendent
	Boe Beardsmore	Associate Superintendent
Lori Deacon	Acting Director of Corporate Services	
Anna Szul	Executive Assistant	
<b>Guests:</b>	Ian Mitchell	GITA President
	Angel Thomas	CUPE Representative
	Kate Martinez	DPAC Representative
	Barb Aust/Rineke Jonker	Presented (former Phoenix Elem. Staff)
<b>Regrets:</b>	Gregory Lucas	Trustee

The meeting was called to order at 9:06 a.m. by Scott Benwell.

**1. CALL TO ORDER – Secretary Treasurer**

With the intention of holding a safe caring and orderly meeting for all, Scott Benwell pledged to do his best to maintain a respectful and inclusive working environment by holding this meeting to the highest standards of civility and appropriate conduct so that we may attend to our business in an effective and productive manner.

**2. BOARD ELECTIONS**

**(a) Board Chair/Vice/Chair**

Scott Benwell called for nominations, by ballot, for the position of Board Chair. Tisha Boulter and Chaya Katrensky were nominated. Ballots were cast and counted. Tisha Boulter accepted the position of Chair.

Tisha Boulter assumed the chair.

Chair Boulter called for nominations, by ballot, for the position of Vice Chair. Chaya Katrensky and Deborah Luporini were nominated. Deborah Luporini declined the nomination. Chaya Katrensky was acclaimed as Vice Chair.





(b) **BCSTA Provincial Council Representative**

Chaya Katrensky accepted as the BCSTA Provincial Council Representative by acclimation.

**BCSTA Provincial Council Alternate**

Rob Pingle accepted as the BCSTA Provincial Council Alternate by acclimation.

(c) **BCPSEA Representative**

Gregory Lucas accepted as the BCPSEA Representative by acclimation.

**BCPSEA Alternate**

Jeannine Georgeson accepted as the BCPSEA Alternate by acclimation.

(d) **Indigenous Education Committee Representatives**

Jeannine Georgeson, Tisha Boulter, and Deborah Luporini were nominated for the two positions.

Ballots were cast and counted. Jeannine Georgeson and Deborah Luporini accepted the positions of Indigenous Education Committee Representatives.

Moved and seconded that the election ballots be destroyed.

CARRIED 81/23

Chair Boulter recessed the meeting at 9:21 a.m.

Chair Boulter resumed the meeting at 1:00 p.m.

Trustee Luporini welcomed everyone to Mayne Island Elementary School on *SKATAC* (Mayne), *SKÁ, ETEM* (Otter Bay), and Pender Canal. Trustee Luporini expressed gratitude that we gather on the traditional territories of the Hul'qumi'num, *SENĆOŦEN*, and *W̱sáneć* speaking peoples – huy tseep q'u.

3. **ADOPTION OF AGENDA**

Add 8 (b) Police Liaison

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2023 11 08 be adopted as amended.

CARRIED 82/23

4. **APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2023 10 11 be approved as presented.

CARRIED 83/23

5. **IN-CAMERA SUMMARIES**

Moved and seconded that the Board of Education adopt the Regular In-Camera Summaries 2023 10 11, 2023 10 26, 2023 11 02 (noon), and 2023 11 03 (3:00 p.m.) by consensus.



CARRIED 84/23

4. BUSINESS ARISING

5. CORRESPONDENCE

6. DELEGATIONS

(a) **Phoenix Elementary School History – Barb Aust and Rineke Jonker**

As two of the original staff of Phoenix Elementary School, former principal Barb Aust and former teacher Rineke Jonker gave a moving presentation about the history and early years of the school. They shared many personal stories and spoke about the innovative features that made the school a unique educational environment at the time. Ms. Aust and Ms. Jonker expressed deep gratitude to those early parents and staff members for their vision and hard work, to the children who inspired them, and to the Board of the time for believing in them.

7. CHAIRPERSON’S REPORT

(a) **Board Election and Committee Representatives**

- Education Committee Membership: Nancy Macdonald (Chair), Jeannine Georgeson, Deborah Luporini
- Finance, Audit & Facilities Committee Membership: Greg Lucas (Chair), Jeannine Georgeson, Rob Pingle
- Policy Committee Membership: Deborah Luporini (Chair), Chaya Katrensky, Rob Pingle
- 64GO School Rep. Rob Pingle
- Fernwood School PAC Rep. Rob Pingle
- Fulford School PAC Rep. Tisha Boulter
- Galiano Island School PAC Rep. Jeannine Georgeson
- Gulf Islands Secondary School PAC Rep. Tisha Boulter
- Mayne Island School PAC Rep. Deborah Luporini
- Pender Islands School PAC Rep. Greg Lucas
- Phoenix School PAC Rep. Tisha Boulter
- Salt Spring Elementary School PAC Rep. Nancy Macdonald
- DPAC Rep. Nancy Macdonald

(b) **Superintendent Recruitment**

Jill Jensen has been selected to fill the position of Superintendent and Chief Executive Officer. Dr. Jensen is currently the Superintendent of Nisga’a School District No. 92 and will be officially joining the SD64 team on February 1, 2024. Scott Benwell will be the Acting Superintendent from January 1-31, 2024.



(c) **Draft 2025/2026 and 2026/2027 School Calendars**

The Board presented a School Calendar Consultation Schedule and Notice of Motion to consider the adoption of school calendars for 2025/26 and 2026/2027 as part of the district's 3-year calendar. The motion will be presented at the regular Public Board meeting on February 14, 2024. The Notice of Motion will be added to the website along with the draft calendars and an online comments form for public input.

Notice of Motion: The Board of Education adopt school calendars for the 2025/2026 and 2026/27 school years as part of the local three-year school calendar.

(d) **Civil Meetings (BCSTA Consultation)**

Scott Benwell and Chair Boulter met with representatives from the BCSTA about civil meetings. Disruptive activism has been on the rise in school board meetings across the province.

Scott Benwell stated the School Board delegates authority to a Superintendent and they share the responsibility to staff to have safe and respectful work environments. Districts across the province are developing site-based safety plans, communication protocols for meetings, and egress strategies. We will join these districts in accessing our facilities and looking at available responses. We hold meetings in places where access to a peace officer is not readily available and that should be considered when developing strategies for safe and respectful meetings. Chair Boulter underlined that we have an obligation to students and the public to provide a safe space since our meetings are occasionally held in elementary schools. Trustee Pingle brought up the *Accessibility Act* in considering meetings.

Moved and seconded that the Board of Education direct staff to create a report on recommendations for a district meeting safety plan for the April 10, 2024, public meeting.

CARRIED 85/23

(e) **Phoenix Elementary School Closure Consultation**

Chair Boulter spoke to her report on the feedback from the public consultation meeting about the Phoenix Elementary School Closure.

**8. SUPERINTENDENT'S REPORT**

(a) **Staffing**

D'Arcy Deacon gave a routine staffing update. We continue to actively recruit people. We foresee no need for reconfiguration at Winter break. Trustee Pingle expressed gratitude to D'Arcy Deacon for all his work in the district.



(b) **Police Liaison**

Scott Benwell gave background. On Nov 24, 2022, the BC Human Rights Commissioner wrote a letter to the BCSTA CEO. *“Out of respect for the rights of our students, I strongly recommend that all school districts end the use of school liaison officers until the impact of these programs can be established empirically. For school boards who choose not to take this step, it is incumbent on you to produce independent evidence of a need for school liaison officers that cannot be met through civilian alternatives and to explain the actions you are taking to address the concerns raised by Indigenous, Black, and other marginalized communities.”* This was a request to suspend policing, in our case RCMP presence in our schools from a human rights perspective. in schools. As a result, we do not have a formalized officer liaison program. However, we do have informal relationships with our RCMP detachments. RCMP involvement in our schools occurs with discretion and responsible programming guided by caution on a case-by-case basis.

**9. SECRETARY TREASURER’S REPORT**

(a) **Monthly Financial Report**

Lori Deacon presented the monthly operating expense report indicating expenses are currently within budget.

**10. COMMITTEE REPORTS**

(a) **Education Committee – 2023 10 11 Summary**

The Board of Education received the Education Committee Summary from 2023 02 22.

(b) **Policy Committee – 2023 11 08 Update**

Notice of Motion: The Board of Education repeal policy 3800 and its associated procedure regarding Animals in the Classroom. When it is repealed, it will be replaced with administrative practice.

The next meeting will include the first reading of Bylaw 2.

**11. TRUSTEES’ REPORTS**

Trustee Luporini participated in an online conversation with the Southern Gulf Island Justice program, whose focus has shifted from a restorative justice perspective to bringing people together. Trustee Luporini attended Sparking Inspiration, an Early Education Conference in Nanaimo partially organized by Amy Dearden and included a presentation by Samantha Creech.

Chair Boulter attended the VISTA Fall Conference and appreciated the impactful presentation by Scott Saywell about the idea of non-indigenous folks spending time landing themselves in their place of origin and reconciling with their own lands. Chair Boulter also attended Advocacy Day at the legislature.



Vice Chair Katrensky enjoyed VISTA and the Provincial Council. Particularly a presentation by the Metis Nations guest speaker. Vice Chair Katrensky gave a summary of the emergent motions put forward by the Provincial Council Committee to the BCSTA AGM.

Trustee Pingle met with the Fernwood PAC. At VISTA Trustee Pingle enjoyed the presentation by Julie McCray, *Governing For Results*. In the day-long BCSTA learning series, Dr. Jennifer Charlesworth the representative for Children and Youth in Care, presented authentic and non-identifying stories of the issues that can affect our students and our schools especially when they are in alternative care. Trustee Pingle connected with the “*How are we Doing*” report by FNEC and the Ministry of Education and Child Care. SD64 is the only school district without children on reserve. Trustee Pingle asked how we can get our heads around the challenges that presents. The recommendation was to read “*Valley of the Birdtail: An Indian Reserve, a White Town, and the Road to Reconciliation*” by Andrew Stobo Sniderman, Douglas Sanderson, et al.

Trustee Macdonald passed.

Trustee Georgeson passed.

**12. OTHER BUSINESS**

**13. QUESTION PERIOD**

**14. NEXT MEETING DATES**

- (a) Special Public Meeting – November 13, 2023, at 9:00 am Hybrid Meeting, Zoom and in person at the School Board Office
- (b) Policy Committee Meeting – December 13, 2023, via Zoom
- (c) Regular Board Meeting – January 10, 2024, at the School Board Office

**15. ADJOURNMENT**

Moved to adjourn at 2:47 p.m.

CARRIED 86/23

Date: \_\_\_\_\_

\_\_\_\_\_  
Chairperson

Certified Correct:

\_\_\_\_\_  
Acting Secretary Treasurer



<b>Present:</b>	Tisha Boulter	Board Chair
	Jeannine Georgeson	Trustee (zoom)
	Gregory Lucas	Trustee (zoom)
	Deborah Luporini	Trustee (zoom)
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Superintendent of Schools/ Acting Secretary
		Treasurer (zoom)
	D'Arcy Deacon	Deputy Superintendent
	Boe Beardsmore	Director of Instruction, Learning Services
Lori Deacon	Acting Director of Corporate Services	
Anna Szul	Executive Assistant	
<b>Regrets:</b>	Chaya Katrensky	Vice-Chair

Chair Boulter called the meeting to order at 9:00 a.m. and acknowledged that the meeting was held on the traditional territories of the Hul'qumi'num and SENĆOŦEN speaking peoples - huy tseep q'u.

**1. CALL TO ORDER**

With the intention of holding a safe caring and orderly meeting for all, Chair Boulter pledged to do her best to maintain a respectful and inclusive working environment by holding this meeting to the highest standards of civility and appropriate conduct so that we may attend to our business in an effective and productive manner.

**2. ADOPTION OF AGENDA**

Moved and seconded that the agenda for the Special Board Meeting, Public Session held 2023 11 13 be adopted as presented.

CARRIED 87/23

**3. CHAIRPERSON'S REPORT**

Moved and seconded that School Closure Bylaw No. 1–2023 receive three readings in one sitting.

CARRIED 88/23

Unanimous

Moved and seconded that School Closure Bylaw No. 1–2023 (Phoenix Elementary School) be read for the first time on November 13, 2023.

CARRIED 89/23



Phenix Elementary School PAC had \$20,000 in their bank account, the money is being dispersed amongst the PACs of the various schools that the children went to, and a portion is being allocated to the Indigenous Education Council. Quinten Harris has been carving a pole with the students at Phoenix Elementary School. The pole is currently at Phoenix School however there was a request that it be moved to be finished and installed with a plaque honoring Phoenix Elementary School.

Moved and seconded that School Closure Bylaw No. 1–2023 (Phoenix Elementary School) be read for the second time and passed on November 13, 2023.

CARRIED 90/23

Moved and seconded that School Closure Bylaw No. 1–2023 (Phoenix Elementary School) be read for the third time and passed on November 13, 2023, passed and adopted.

CARRIED 91/23

4. **ADJOURNMENT**

Moved to adjourn at 9:09 a.m.

CARRIED 92/23

Date: \_\_\_\_\_

\_\_\_\_\_  
Chairperson

Certified Correct:

\_\_\_\_\_  
Acting Secretary Treasurer

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BOARD OF EDUCATION, SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

Reference Section 72 (3) of the *School Act*

Record of Proceedings of the Special In-Camera Meeting held  
at Mayne Island School

2023 11 08

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<b>Present:</b>	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Jeannine Georgeson	Trustee
	Deborah Luporini	Trustee
	Rob Pingle	Trustee
	Nancy Macdonald	Trustee
	Scott Benwell	Superintendent / Acting Secretary-Treasurer
	D’Arcy Deacon	Deputy Superintendent
	Boe Beardsmore	Associate Superintendent
	Lori Deacon	Acting Director of Corporate Services
	Anna Szul	Executive Assistant
<b>Regrets:</b>	Gregory Lucas	Trustee

The meeting was called to order at 8:01 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2023 11 08 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2023 10 11 were approved as presented.

The minutes of the Special Board meeting, In-Camera session held 2023 10 26 were approved as presented.

The minutes of the Special Board meeting, In-Camera session held 2023 11 02 at noon were approved as presented.

The minutes of the Special Board meeting, In-Camera session held 2023 11 02 at 3 p.m. were approved as presented.

**Items:**

1. Partner Group Engagement
2. Repealing of Policy 6700 (Student Financial Assistance)
3. Personnel

D’Arcy Deacon, Boe Beardsmore, Lori Deacon, and Anna Szul left the meeting at 8:38 a.m.

Trustee Pingle declared himself in a potential conflict of interest and left the meeting at 8:39 a.m.

4. Senior Staffing Proposal

The Board of Education appointed Scott Benwell as Acting Superintendent between January 1 and January 31, 2024.

D’Arcy Deacon returned to the meeting at 8:51 a.m.

The meeting was recessed at 9:00 a.m. The meeting was restarted at 9:22 a.m.

Boe Beardsmore, Lori Deacon, Anna Szul, and Trustee Pingle rejoined the meeting at 10:15 a.m.



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BOARD OF EDUCATION, SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

Reference Section 72 (3) of the *School Act*

Record of Proceedings of the Special In-Camera Meeting held  
at Mayne Island School

2023 11 08

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5. Hydrofield
6. Superintendent Job Description

The Board of Education approved the Superintendent Job Description as presented.

7. Anti SOGI Protest September 20, 2023
8. Conflict of Interest
9. Staffing

The meeting adjourned at 11:04 a.m.

## January 10, 2024, Public Meeting

**Subject:** Draft Calendar Feedback

**Date:** December 27, 2023

**From:** Online Form

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ID	Your comments:
1 parent	This 4 day school week is a failed experiment that will negatively effect these kids subjected to having 3-4 days off per week. They will be ill equipped to be part of the work force that requires good work ethic and the expectation to work 5 days per week. It is also a burden for many of the parents having to accommodate child care for this 4 day school week situation. It is also not acceptable for the school district to steal a long weekend where parents want to have time with their kids (example is not observing the holiday Monday for Remembrance Day 2023). Please stop this 4 day school week non-sense, it is detrimental to the kids, expensive for the parents, and generally means less time is spent for families to be together.



MAYNE ISLAND SCHOOL FACILITY BOOKING FORM

APPLICATION TO SERVE ALCOHOL AT A COMMUNITY  
EVENT ON SCHOOL DISTRICT #64 PROPERTY

Date:

To whom it may concern:

On Feb 17, 2024 (date) the M.I. Lions + Assisted Living Society (organization) will be hosting a Fund-Raising Cook Off (type of event) in the gym at the Mayne Island School. We respectfully request your permission to provide a bar at this event. The appropriate licenses and insurance policies will be in place and copies of both, the liquor license and insurance certificate will be provided to Mayne Island School prior to the event. The bar will be run by experienced community members with serve it right certification throughout the evening.

If you require further information, please contact Alan Guy (name) at 250-539-9876 (phone number) and/or af15tbs@shaw.ca (email address) regarding this matter. As we are in the planning stage, we would appreciate a timely response to this request.

Respectfully yours,

A handwritten signature in blue ink, appearing to read 'Alan Guy'.



## GULF ISLANDS SECONDARY SCHOOL

112 Rainbow Road, Salt Spring Island, BC V8K 2K3 Tel: 537-9944 Fax: 537-9512

December 15<sup>th</sup>, 2024

Scott Benwell, Superintendent of Schools  
SD64 Gulf Islands

### Re: BAA Course Framework Care Economy Career Sampler

Dear Scott,

This letter is to inform you and provide some background and context for our submission of the proposed Board/Authority Authorized (BAA) Course Framework for the Care Economy Career Sampler Course. We hope that the Board will consider and potentially authorize this BAA Course Proposal in their January 2024 Board Meeting.

#### Background

The BC Ministry of Education and Childcare (MECC) is interested in creating educational pathways for secondary students to explore potential future careers in the Care Economy sector. Last year, they put out a call for district proposals to help meet this need. After consultation with SD64 Senior Leadership, Maggie Allison District Career Coordinator, prepared and submitted a proposal for consideration. This past summer, the MECC selected SD64's proposal and agreed to provide funds for two deliverables. First, to create a BAA Course Framework for a Care Economy focused course that could be accessed by school districts province wide. Second, to design a Course Guide to supplement and enhance the BAA Course Framework and could be shared with BC teachers to use as a resource.

#### Why the Care Economy and why now?

Care is a pressing issue in Canada, with important consequences for economic issues, societal inequalities, and the well-being of Canadians. Although issues of care have existed for decades, the COVID-19 pandemic intensified these issues and shone a light on the importance of the care economy for the wellbeing and economic prosperity of Canadians. Indeed, according to the Canadian Centre for Caregiving Excellence, the care economy is viewed by some as the next frontier of public policy.

#### Timeline

2022 – BC Cabinet approved a 10-year skills training policy framework and the implementation of a 3-year Future Ready Skills Plans (Future Ready.)

2022 - Future Ready program includes funding to develop a Care Economy Workforce Strategy

May 2023 – Ministry of Education and Childcare puts call out to districts to submit proposals for funding to develop a Care Economy Course focused BAA Course

July 2023 - Ministry selects SD64 proposal and funding for project received.

Sept 2023 - SD64 Team begins work on Curriculum Design.

Oct 2023 - Care Economy World Café Event held to gather Industry Expert Input.

Dec 2023 - Care Economy Draft complete for Expert feedback.

Dec 2023 - Care Economy BAA Course Framework submitted to Superintendent for consideration for Board consideration and authorization at SD64 January 2024 Board Meeting.

*Gulf Islands Secondary School is dedicated to the advancement of learning and social responsibility*

### **Proposed Future Timeline**

Jan 2024 – BAA Course Framework presented to Board of Trustees SD64

Jan 2024 – BAA Course Framework shared on provincial BAA Course Database on Focused ED website

May 2024 – Care Economy Course Guide submitted to MECC

Sept 2024 - Course offered at GISS in the 2024-25 School Year (pending course selection)

2024 and beyond - Course potentially picked up by additional BC Districts for Board/Authority Approval

### **Care Economy Sampler Course in SD64**

This course is not only interesting on a provincial level but on a local level as well. Here in SD64 we have the connections, resources, and interest for this course. In terms of connections and resources, our Career Programs Department has long standing and deeply rooted relationships with many Care Economy sector professionals and access to rich resources to support the development of the understandings, skills and knowledge described in the Care Economy Sampler Course Framework. In terms of interest, we currently have students that attend and participate in Care Economy focused offerings through our Career Programs Department at Gulf Island Secondary School. These include Work Experience program offerings in the Royal Canadian Marine Search and Rescue course and the Fire Cadet Camp, and our Career Spotlight Programs Mini-Med and Discovery Day at BC Children’s Hospital. We also have multiple students in Work Experience placements in assisted living, extended care homes, early learning and care, Pass it On Boys and Girls mentoring program, and even swimming lessons Instructors. Lastly, we have a well-established and popular Peer Tutoring program, where students support learning in classrooms with K-12 students.

### **Curriculum Design Process**

A curriculum design team of educators, including Ryan Massey, Gulf Islands Secondary School Principal, Shari Hambrook, Work Experience Teacher, and Maggie Allison, District Career Coordinator, commenced work on this project in September 2023.

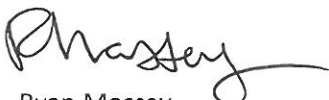
A first step was to establish a group of subject matter experts and working professionals in all sectors of the Care Economy. In a World Café style event held in October, experts were guided through activities that allowed them to brainstorm, discuss and share what students need to “know, do and understand” to be successful in the Care Economy sector. The team welcomed Deans from Vancouver Island University, Instructors from Camosun College, BC Ambulance, Royal Canadian Marine Search and Rescue, the Justice Institute of British Columbia, Vancouver Island Health Authority nursing staff, early learning and K-12 educators, social workers, and psychologists.

The curriculum design team met daily this fall using one block out of the high school schedule to fully develop the Curriculum Framework. Building on the foundation of input from the World Café Event, the team, over a period of 8 weeks, refined, distilled, supplemented, and organized the learning outcomes to create Big Ideas, Curricular Competencies, Content and Elaborations for the course, as per the Ministry of Education and Childcare’s BAA Course Framework requirements. The result of this work is the BAA Course Framework document included in this package.

### **BAA Course Authorization Process**

As per the Ministry BAA Course authorization process, we have also included in this package the BAA Course Form, which Superintendents and Boards complete and submit to the Ministry of Education. This form guides districts through the authorization process. We are ready to support the completion of this form and answer any questions the Superintendent or Board may have if needed.

We thank you for your attention to our request and look forward to answering any question you or the Board may have regarding the proposed Course Framework.



Ryan Massey  
Care Economy Sampler Course Curriculum Design Team  
SD64 Gulf Islands



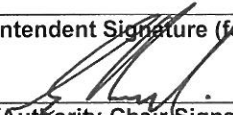
Maggie Allison,



Shari Hambrook



## Board/Authority Authorized Course Framework Care Economy Career Sampler Course

<b>School District/Independent School Authority Name:</b> Gulf Islands School District	<b>School District/Independent School Authority Number (e.g., SD43, Authority #432):</b> SD#64
<b>Developed by:</b> Ryan Massey, Shari Hambrook, Maggie Allison	<b>Date Developed:</b> September 6, 2023, to January 8, 2024
<b>School Name:</b> Gulf Islands Secondary School	<b>Principal's Name:</b> Ryan Massey
<b>Superintendent Approval Date (for School Districts only):</b> <i>January 9, 2024</i>	<b>Superintendent Signature (for School Districts only):</b> 
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Care Economy Career Sampler	<b>Grade Level of Course:</b> Eleven (11)
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s): None**

**Special Training, Facilities or Equipment Required: None**

**Course Synopsis:**

The Care Economy Career Sampler course offers curricular competencies and content which can be introduced through career specific modules. It features many jumping off points for inquiry activities, educating students on how to utilize critical thinking skills and analysis to solve scenarios. Students will learn what they need to **KNOW, DO** and **UNDERSTAND** to be successful pursuing careers in the Care Economy Sector.

This course is designed for face-to-face delivery in a classroom setting but also can be adapted to an online learning platform. Curriculum will come alive, delivered with plenty of hands-on activities and community involvement, guaranteeing relevant experiential learning. Students will be able to reflect and assess their progress as they build curricular competencies and skills and learn through specific occupational modules attached to the course.

The Care Economy is the umbrella under which many other sectors reside. These economic sectors involve paid and unpaid caregiving, including childcare, elder care and long-term care, allied health, education, and emergency response occupations. They represent the fastest expanding economic sectors globally and feature "in-demand" careers.

### **Occupational Modules Explored in the Course:**

- (1) Early Learning and Care/K-12 Educator
- (2) Life Skills Program Support/Education Assistant (both in school and community)
- (3) Emergency Response Careers (fire, paramedic, search, and rescue)
- (4) Health Care Assistant (elder care/support of vulnerable)
- (5) Allied Health Professions (practitioner, assistants, technicians)
- (6) Mental Health Support workers (counsellors, psychologists, social workers)

### **Goals and Rationale:**

Career life development relies on the ongoing cycle of exploration, planning, reflecting, adapting, and personalizing one's education and life options. Students will actively learn this strategy along with the importance of well-being and self-care as means of sustaining careers in the Care Economy sector.

For students who possess a desire to help and serve others, they will learn the importance of recognizing diverse world views and how that enables understanding and opens pathways to inclusivity and accessibility in communities.

The rationale behind the Career Sampler course is for students in the BC graduation program to gain a greater understanding of the breadth and depth of opportunities about "in demand" careers in the Care Economy. Career development is recognized as one of the 3 pillars of the educated citizen in British Columbia. There is room in the Care Economy sector to employ workers with a wide range of interests, skills, and expertise. Through this course, students will be able to explore, plan, apply and reflect on the attributes, skills and awareness needed for a successful career in the Care Economy.

Students learn to define who they are by what they value. One value common to all occupations in this sector is "care for the vulnerable." Students will come to understand how their values impact choices and outcomes in all areas of their lives.

Recognizing and adopting a balanced approach to personal well-being requires ongoing self-management. This course offers students tools and resources to acquire skills and apply strategies that increase their ability to think and act independently. And it helps students build confidence and trust in their abilities to plan and achieve their career development goals.

### **Indigenous Worldviews and Perspectives:**

- Student self-awareness, grounded in family origins, cultural background, place of origin, citizenship and other "identity markers," is encouraged. Self-expression and reflection will be recommended for students to be clear about their own thinking processes and transformations in their understanding.
- When referencing Indigenous content, learners will be given the chance to work with locally developed resources, data, and stories, including local knowledge keepers, wherever possible.
- Real-life connections, hands-on experiences and practical applications of concepts build personalized strengths-based, learner-centered education.

#### **Local Context:**

- The concepts introduced in this course will align with the SD64 Enhancement Agreement Goals, including a culture of care and respect, where all Indigenous learners feel a sense of belonging, learn about their culture, feel connected to local Indigenous communities and are well prepared for successful careers with the knowledge of post-secondary options, bursaries, scholarships, and funding. The course will have opportunities for learners to engage in and learn about local Indigenous content, culture, history and values through resources, guests, and activities that honor Aboriginal Worldviews and Perspectives.



**BIG IDEAS**

Career life development includes ongoing cycles of exploring, planning, reflecting, adapting, and personalizing one's education, experiences, and options.

Well-being and self-care support excellence, learning, and competence sustaining careers in the Care Economy sector.

Awareness of diverse world views enables understanding of complex communities and opens pathways to inclusivity and accessibility.

The desire to help and serve others is a value shared by all occupations in the Care Economy sector.

Focused exploration and real-life connections with campuses, worksites and career programs lead to informed post-secondary choices.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• Analyze <b>internal and external factors</b> that inform personal <b>career-life choices</b> for secondary and post-secondary planning, related to the Care Economy.</li> <li>• Recognize personal <b>world views</b> and <b>perspectives</b>, consider their influence on values, actions, and preferred futures as they relate to roles in the Care Economy.</li> <li>• Engage in <b>research</b> and <b>empathetic observation</b> to determine care or service opportunities and barriers.</li> <li>• Recognize the need for <b>trauma-informed practice</b> and <b>support strategies</b> when working with clients with historical, intergenerational, or current trauma.</li> <li>• Explore strategies for actively upholding <b>healthy boundaries, mental health, and self-care</b>.</li> <li>• Explore <b>essential skills</b> for roles in the Care Economy: thinking skills, collaboration, communication, and personal and social competencies.</li> <li>• Identify <b>models</b> used in the Care Economy to measure success when designing approaches and actions.</li> <li>• Explore existing, new, and emerging <b>tools and technologies</b> in the Care Economy sector.</li> </ul> <p><b>Plan</b></p> <ul style="list-style-type: none"> <li>• Plan multiple <b>problem-solving strategies</b> in real-life, applied, and conceptual situations.</li> <li>• Use <b>applied design</b> methods to understand problem solving and how to develop services and products for accessibility in the Care Economy.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Human Growth and Development</b></p> <ul style="list-style-type: none"> <li>• Human stages of physical growth and development as a means of understanding the people being served.</li> <li>• Human stages of brain development and social-emotional growth.</li> </ul> <p><b>Family Dynamics and Interpersonal Relationships</b></p> <ul style="list-style-type: none"> <li>• <b>Factors</b> involved in interpersonal relationships, including roles, functions, and challenges.</li> <li>• Specific <b>ACEs (Adverse Childhood Experiences)</b> or <b>challenges</b> can be triggers; recognize early signs of escalating behaviour and learn to use intervention strategies.</li> <li>• <b>Grief and loss support</b> for families, at the workplace, and in the community.</li> </ul> <p><b>Professional Communication Methods</b></p> <ul style="list-style-type: none"> <li>• The meaning of "professionalism."</li> <li>• Conflict resolution strategies.</li> <li>• Understand <b>Codes of Ethics and Procedures, Policies &amp; Regulations</b> for each sector.</li> <li>• <b>Collaboration</b> methods.</li> </ul>



- Design **safety plans** for potentially unsafe situations that incorporate Trauma Informed Practice and WorkSafe Policies, including **return to work plans**.
- Create personal wellness plans to set **healthy boundaries**, understanding personal limits and respecting those of others within the context of a career.
- Develop plans for **respectful** and **effective communication**, understanding of the population you are working with.

#### **Apply**

- Apply **First Peoples'** perspective and knowledge, ways of knowing, and local knowledge to sources of information.
- Visit post-secondary institutions (virtually or in person) to investigate a range of **learning opportunities** in the Care Economy.
- Practice communication skills such as **mirroring**, asking open questions, paying attention to body positioning/assertiveness and eye contact/respect.
- Practice precautionary, **safe**, and **supportive interpersonal strategies** and **communications**, both face-to-face and digital.
- When working collaboratively, **demonstrate professional ethics, confidentiality, and practice situational delicacy**.
- Apply understanding of **implicit bias** to the topics you chose to prioritize, research, and discuss.
- Use scientific methods and analysis to understand, share and present information.

#### **Reflect**

- Observe who/what is missing or gets missed, then make room/**build capacity, diversity, inclusion, and equity**.
- Contemplate dual relationships, the potential or **felt dissonance** between your values and/or methods and those of another.
- Note signs of burnout, stressors, triggers in yourself and others to protect your **mental health**.
- Consider strategies for **managing stress**, taking note of benefits and limitations.
- Identify skills to support change and growth including ongoing communication with self.
- Critically reflect on **cultural sensitivity and etiquette** skills to develop specific plans to learn or refine them over time.
- Notice methods of communication, specifically barriers and strategies to **enhance clear messaging**.
- Think about the emotional, psychological, intellectual, social, spiritual, and physical dimensions of health and how they are all essential in managing personal well-being.

#### **Understanding Populations**

- **Trauma informed practice** & training (TIP).
- **Cultural awareness** - marginalized communities, Indigenous communities, histories, cultures and perspectives, **cultural appropriation**.
- Community supports that help overcome limitations & barriers for students, teachers & care workers (i.e. **MECC & MCFD**)
- Understanding the impacts of **implicit bias** & privilege in the sectors.
- The benefits of experiences through **volunteering**.

#### **Personal Awareness and Self-regulation**

- How passion for helping people can be channeled into a **vocation**.
- **Personal learning styles**, interests, preferred ways of learning and knowing can lead to success in studies and work performance.
- Understanding your roles and **responsibilities** as a worker in each sector; knowing where the **boundaries** of work begin and end.
- How to comply with **WorkSafe BC** regulations in the Care Economy for violence prevention, emotional and physical safety.
- Understand how injured workers are supported and returned to work through the healthcare system in BC.
- Specific injury prevention techniques for caregivers, including specific safety practices, use of **PPE** and body mechanics when working with patients.
- Techniques for **stress management, self-care** & self-regulation of emotions in a healthcare setting.

#### **Pathways for Post-secondary and Continuing Education in the Care Economy**

- Required and suggested secondary school courses for Career Economy pathway.
- Gain required **certifications** for a variety of Care Economy sectors.
- **Pathways and requirements** for entry into Care Economy sectors in BC (and Canada).
- Perform an internal check to see if you feel drawn to serve and help others. Is this your **vocation/calling**?
- Opportunities to make friends with Care Economy professionals in other countries.

## Big Ideas – Elaborations

- Teachings will consider how **internal and external factors** inform personal **career-life choices** for secondary and post-secondary planning related to the Care Economy. These will be examined through the lenses of Explore, Plan, Apply, and Reflect.

### Inquiry Question Sample:

- How do we bring our knowledge of our personal values together with what issues are important to you?
- In what ways do personal values and strengths align with career choices that address global challenges?

- Lessons will focus on the importance of **wellbeing** and self-care, healthy boundaries, professional communication, mental health, and support strategies which are the backbones to sustaining a career in the Care Economy.

### Inquiry Question Sample:

- How can a person in the Care Economy understand themselves and unpack their own background, trauma, privileges and needs to be the one who cares?
- You are what you value. What components, strategies or inner-knowing does your self-care plan feature?

- Teachings will illuminate how personal **world views and perspectives**, impact and influence values, actions, and preferred futures of workers in the Care Economy sector. Recognizing and appreciating different perspectives is key to both interpreting and creating communication.

### Inquiry Question Sample:

- How have your personal worldviews & perspectives been nurtured through your own lived experience?
- What worldviews & perspectives are different to yours?
- In what way does understanding the lived experiences and worldviews of other people and cultures improve the ability to care?

- Teachings will help students examine their level of **commitment to serve others** by pursuing a career in the Care Economy. A strong commitment can be channelled into a **vocation**.

### Inquiry Question Sample:

- What is the impact of engaging with your work at the level of a job, a career, or a calling (where one serves a cause or the greater good)?

- Activities will focus on exploration and the pursuit of **real-life connections** with mentors, in person visits to campuses, worksites and programs that lead to a fuller, deeper knowledge and understanding of pathways to careers in the Care Economy sector.

### Inquiry Question Sample:

- In what ways does exposure to the community fill knowledge content gaps and open students to the world beyond the classroom?

## Curricular Competencies – Elaborations

### Explore

- **Internal factors** are those that you control, they come from within you. Internal factors are influenced by your feelings and thoughts. These can be positive or negative.
- **External factors** are those that stem from your surroundings. External factors may include expectations from your family, friends, cultural or gender stereotypes and family responsibilities.
- **Career life choices** - may include consideration of passions, preferences, strengths, education/work opportunities and well-being.
- **World view** - particular philosophies of life or conceptions of the world that underpin identity and the ways people interact with the world; for example, First Peoples, new immigrant, refugee, rural, urban, colonial, geocentric.
- **Perspectives** - attitudes of people according to their gender, race, sexual orientation and diverse abilities.
- **Research** - seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities.
- **Empathic Observation** - aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples' worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders.
- **Trauma Informed Practice** - is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma. It emphasizes physical, psychological, and emotional safety for everyone, and creates opportunities for survivors to rebuild a sense of control and empowerment.
- **Support strategies** - recognize the signs and symptoms of trauma, integrate knowledge about trauma into procedures and practices, seek to actively resist re-traumatization by avoiding creating environments that inadvertently remind clients of their traumatic experiences and causes them to experience emotional and biological stress.
- **Healthy Boundaries** - understanding personal limits and rules we set for ourselves within work and personal relationships.
- **Mental Health** - emotional, psychological, and social well-being.
- **Self-care** - the practice of individuals looking after their own health using the knowledge and information available to them.
- **Essential Skills** for the workplace are foundational & transferable skills that are important for social interactions, literacy and numeracy.
- **Types of communication** - compassionate, accountable, empathic, responsible, assertive.
- **Models** - metrics used in the Care Economy to evaluate approaches and actions.
- **Tools and Technologies** are used in all care sectors for diagnostics, treatment, and accessibility purposes.

### Plan

- **Problem solving strategies** - includes plans to assess behaviour and development.
- **Applied Design** - the phases of the design process, from inception to completion. Phases include understanding context, defining, ideating, prototyping, refining, making, and sharing.
- **Safety plans** - should focus on specific goals and objectives while minimizing key risk factors in care economy worksites.
- **Return to work plans** - through WorkSafe BC, are supported by many aspects of the care economy.
- **Healthy boundaries** - are an essential life skill, consisting of limits and rules we set for ourselves within relationships. They help us stand by values. Healthy boundaries allow the communication of wants and needs while also respecting those of others.
- **Respectful and effective** - avoid using personal characteristics unless relevant, use inclusive language and person-first construction, use preferred terms of clients.

### **Apply**

- **First Peoples** - refers to the Indigenous people of Canada including, Metis, Inuit, and First Nations peoples. Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments.
- **Learning opportunities** - at post-secondary includes certificates, diplomas, degrees as well as opportunities to tour, shadow and/or take continuing education courses.
- **Mirroring** - is a therapeutic technique where you repeat back to a client, usually in your own words but sometimes word for word, the idea that has just been expressed. It can literally be as simple as: Client: "I felt hurt and confused." Therapist: "You felt hurt and confused." Use critical thinking as a tool to inform reasoning and decision making when communicating.
- **Professional ethics** include respectful, and safe interactions in diverse career-life environments.
- **Situational delicacy** - if you say that a situation or problem is of some delicacy, you mean that it is difficult to handle and needs careful and sensitive treatment.
- **Implicit bias** - is an unconscious association, belief, or attitude toward any social group. It is important to remember that implicit biases operate almost entirely on an unconscious level.

### **Reflect**

- **Build capacity, diversity, and inclusion** - Explain how to make thoughtful choices and decisions considering the needs of self, others, and society.
- **Felt dissonance** - is inconsistency between the beliefs one holds or between one's actions and one's beliefs. Understand how various attitudes, values, world views and behaviours impact meaningful personal relationships.
- **Mental health support** - is accessible in all communities in BC. Many supports are targeted at students and care workers through the BC Government.
- **Stress** - has benefits and limitations. Stress management tools include addressing the physical, emotional, and spiritual self.
- **Cultural sensitivity** - means that you are aware and accepting of cultural differences. It implies that you withhold judgment of cross-cultural practices, and that you can deal effectively with these differences.
- **Etiquette** includes use of social media and the understanding that workers in the care economy are vetted and an individuals' personal actions on social media carry over to their professional reputation. Students recognize the consequences of their own actions and biases.
- **Clear communication** - conflict resolution and team-building skills help to support change and growth including ongoing communication with self that leads to well-being.

## Content – Elaborations

### ***Human Growth and Development***

- Each sector requires specific **knowledge of human development at different ages or stages**. i.e.: Childhood development, brain development, dementia or impacts of trauma.
- Social-emotional development includes the development of self or temperament and relationship to others or attachment.

### ***Family Dynamics and Interpersonal Relationships***

- **Factors** that influence family dynamics (**roles & responsibilities**), may include distribution and use of resources within a family, as well as needs and wants of all family members.
- **ACEs are Adverse Childhood Experiences** and include **challenges** that may include economic, social, displacement, health, emotional experiences.
- **Grief and loss services** could include victim services, grief counselling, the local Hospice branch, or the religious community.

### ***Professional Communication Methods***

- **Professionalism** in communication includes learning to exchange information respectfully purposefully and actively.
- Recognizing and appreciating **different perspectives** is key to both interpreting and creating communication.
- Each sector has a provincial body upholding a **code of ethics and values**.
- **Collaboration** involves building and sustaining relationships, interacting and problem solving, ethically.

### ***Understanding Populations***

- **Populations** refers to a community of people grouped by, for example, geography, ethnicity, age, religion, or culture; understand how diverse Populations offer contributions to society.
- Understanding the impact of trauma is an important first step in becoming a compassionate and supportive community of care. **Trauma informed practice (TIP)** recognizes that people often have had many different types of traumas in their lives. Trauma survivors can be re-traumatized by well-meaning caregivers and community service providers.
- **Trauma Care** refers to the immediate care of physical injuries by a medical team.
- **Cultural appropriation** is defined as the use of a motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.
- **MECC** (Ministry of Education and Child Care) and **MCFD** (Ministry of Children and Family Development) support the well-being of children, youth, and families in British Columbia by providing services, such as child protection, counselling, foster care, medical, dental and learning supports that are accessible, inclusive, and culturally respectful.
- **Implicit bias** is a **bias or prejudice** that is present but not consciously held or recognized. The first step to becoming a culturally effective healthcare provider is to be able to recognize and mitigate your own **implicit biases**.
- **Volunteering** with a range of community events and activities, including health care facilities, develops employability skills and social relationships.



## Content – Elaborations

### ***Personal Awareness and Self-Regulation***

- **Vocation:** a strong feeling of suitability for a particular career or occupation; understanding the difference between a job, vocation, or career.
- **Personal learning styles can be explored through MyBlueprint.ca or other surveys.**
- **Responsibilities of employees** in a work environment are limited to the training and job descriptions specific to each Care Economy sector.
- Students learn to **recognize behaviours** which without intent may cause bodily harm. Understanding that not every individual who acts out can understand the potential outcomes of behaviour.
- **Caregivers:** parents, grandparents, early childhood educators, babysitters, youth workers
- **PPE - Personal Protective Equipment** differs by sector, i.e., gloves, safety glasses, face masks, hearing protection, appropriate shoes.
- **Practice self-care and stress management** through awareness, self-control, and self-reliance to achieve or maintain balance and health. Self-care is the practice of taking action to preserve or improve one's own health.

### ***Pathways for Post-secondary and Continuing Education in the Care***

- **Certifications** are short, intensive programs resulting in an official document attesting to level of achievement. (examples include Emergency First Aid, Class 5 Driver's license, Radio Operator's license)
- Using MyBlueprint.ca or a similar platform, **pre-requisite courses and requirements** are outlined for each program at colleges and universities.
- **Vocation:** a strong feeling of suitability for a particular career or occupation; understanding the difference between a job, vocation, or career.

### **Recommended Instructional Components:**

The instructional component of this course:

- Draws from and builds on prior knowledge, skills, and understandings.
- Using that knowledge base as a springboard, students will be stimulated to explore and follow their curiosity and interests.
- Is student-centred and meets the needs of diverse learners.
- Focused on developing the Curricular Competencies through the Content Outcomes
- Uses varied approaches, including both innovate and "tried and true."
- Teachers and students will demonstrate a positive attitude towards learning by stretching themselves, taking risks, making mistakes.
- Perseverance will be rewarded and continually promoted by allowing time for difficult problems and revisiting scenarios.
- Values connections with field-expertise, including learning from Care Economy sector professionals.
- Supports a variety of learning styles.
- Utilizes First Peoples Principles of Learning
- Utilizes inquiry approaches, including problem-based, project-based and/or experiential learning.
- Builds skills, knowledge and understandings that are transferable to other contexts.
- Learners will be encouraged to reflect on and be clear about their own thinking processes and the transformations in their understanding.

## **Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

The assessment component of this course:

- Is fair, transparent, meaningful, and responsive to all learners.
- Focuses on all areas of the curriculum model, Big Ideas, Curricular Competencies and Content.
- Provides ongoing descriptive feedback to students.
- Is timely, specific, and embedded in day-to-day instruction.
- Provides varied and multiple opportunities for students to demonstrate their learning.
- Promotes development of student self-assessment and goal setting for next steps.
- Allows for a collection of student work to be gathered over time to provide a full profile of the learner and knowledge gained.
- Communicates clearly to the learner and parents where the student is, what they are working towards, and the ways that learning can be supported.

## **Learning Resources:**

Career exploration includes the three essential pillars of self-discovery, values, and hope. (Poehnell, G., Amundson, N., (2011) Hope-Filled Engagement. Richmond, BC.: Ergon Communications.)

The following is a non-comprehensive list of resources supporting exploration and deeper learning of the curricular competencies & content in career exploration related to the Care Economy. Ongoing opportunities for self-exploration, self-assessment and goal setting may happen at any point that seems appropriate for teachers and students during the learning process. A detailed list of resources and occupational profiles will be available as part of the Care Economy Sampler Course Guide.

- (Placeholder2)WorkBC.ca - [Plan a Career | WorkBC](#)
- Self-Assessment Strategies -Microsoft Word - [Supporting Self-Assessment.docx \(gov.bc.ca\)](#)
- Education Planner BC - [EducationPlannerBC](#)
- [My Guide Inside – Knowing Myself and Understanding my World \(Book III\)](#) by Christa Campsall & Kathy Marshall Emerson.
- WorkSafe BC - [Worker Orientation Checklist for Health Care | WorkSafeBC](#)
- [Accessibility and Inclusion Toolkit - Province of British Columbia \(gov.bc.ca\)](#)
- [First Peoples Principals of Learning](#)
- [Incorporating the First Peoples Principals of Learning in the Classroom](#)
- [How the Government of Canada is responding to the Truth & Reconciliation Commission's Calls to Action for Health](#)
- Implicit Bias Module Series by the Kirwan Institute for the study of Race and Ethnicity (2018). [Implicit Bias Module Series | Kirwan Institute \(osu.edu\)](#)
- [Understanding How Adverse Childhood Experiences \(ACEs\) Can Affect Children | HealthLink BC](#)
- Guest Speakers - [What the research says: Guest speakers in the classroom \(bctf.ca\)](#)
- *Hope Filled Engagement: New Possibilities in Life/Career Counselling* by Gray Poehnell & Norman E. Amundson (2011)

**Additional Information:**

This project would not have been possible without the energy, wisdom, and input from our stakeholder group of Subject Matter Experts. This group gathered in October for a day long World Café event where most of the content of this course was generated. They also vetted the draft framework document prior to submission.

**Stakeholders:**

Ellie Parks – Island Health (Social Worker)

Kate Martinez – private practice (Psychologist)

Kirsty Chalmers – Salt Spring Community Service (Counsellor)

Nicola Priestly - Camosun College (ELC)

Alex Purdy – Camosun College (Allied Health)

Tera Walsh – Island Health (HCA)

Cheryl Ruff – SD#64 (ECE Assistant)

Amy Dearden – SD#64 - (Early Learning Coordinator)

Rachel Moll – Vancouver Island University (Dean of Education)

Stacie Chappell – Vancouver Island University (Dean of Health and Human Services)

Deborah Roberts – Justice Institute/ BC Ambulance (EMR)

Jamie Holmes/Ella Baker – Salt Spring Fire Rescue (EMR)

Paul FitzZaland – Royal Canadian Marine Search and Rescue (EMR)





PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School, or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I \_\_\_\_\_ verify that I have reviewed the BAA Course to ensure that it is fully compliant with the School Act (if offered by a Board or Offshore School), the Independent School Act (if offered by an Independent School Authority), the Board Authorized Course Order, policy document Board/Authority Authorized Courses: Requirements and Procedures Guidebook, and for BAA ELL courses, the ELL Guidelines: Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels.

By signing below, I verify that the BAA Course:

- is not preparatory, remedial, or modified
does not significantly overlap with provincial curriculum Content
name reflects the subject area and includes the Grade level
assigned Grade reflects the appropriate level of instruction
credit value appropriately reflects the length and scope of the course
synopsis clearly outlines what a student has gained when the course is completed
goals are general statements of intention that give structure to the curriculum
rationale outlines the importance of the learning to the student and society
embeds Indigenous Worldviews and Perspectives
organizational structure outlines the Content, Curricular Competencies, and Big Ideas
learning standards are assessable and observable and can be understood by students and parents
recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
recommended assessment component aligns with the Principles of Quality Assessment
learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name:

Grade:

TRAX Code: (e.g. YVPA)

School District Name and Number:

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal:

Signature:

Date:

Course intended to satisfy the Grade 11 Arts Education/Applied Design, Skills, and Technologies Graduation Requirement.

Course intended to satisfy the Indigenous-focused Graduation Requirement.

For Indigenous-focused Graduation Requirement courses only: Formal letter(s) signed by an authorized representative of the local First Nation(s) (e.g. Chief, Band Councillor, Education Coordinator/Director) on whose territory(ies) the course will be offered, confirming support for and co-development of the course is/are attached to the Form.

**PART B: BAA COURSE AUTHORIZATION STATEMENT –** To be completed by Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education, Ministry of Education

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A signed copy of this document must be submitted to the ministry's Graduation Programs and Policy team. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

I declare that this BAA Course is approved by the Board/Authority or Executive Director.

**Name of Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education:**

**Signature:**

**Date:**

---

**PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –**

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

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A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the Independent School Act and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

**Name of Inspector of Independent Schools or Designate:**

**Signature:**

**Date:**

---

Send completed form to the Ministry of Education and Child Care's  
Graduation Programs and Policy team:

Email [EDUC.GradStandards@gov.bc.ca](mailto:EDUC.GradStandards@gov.bc.ca)

January 10, 2024

Bank of Montreal  
116 Fulford Ganges Road  
Salt Spring Island, B.C.  
V8K 2S4

To Whom It May Concern:

**Re: Signing Authority for the Educational Trust Fund Account (#1015 455), and Operating Bank Account (#1003 104)**

For your information, the Board of Education approved the following motions at its January 10, 2024 meeting:

***BE IT RESOLVED:***

*That, effective February 1, 2024, the Board of Education approves the changes to the signing authority for the Educational Trust Fund Account as presented in Appendix 'A',*

*And*

*That, effective February 1, 2024, the Board of Education approves the changes to the signing authority for the Operating Bank Account as presented in Appendix 'B'.*

Appendixes 'A' and 'B' are attached.

Yours truly,

---

Scott Benwell  
Acting Secretary Treasurer

---

Dawn Sawchuk  
Accounting

/ldd

Attach (4)

p.c. T. Boulter

## APPENDIX 'A'

Signing authority for the Educational Trust Fund Account #1015 455:  
**Effective February 1, 2024**

**1. For amounts up to and including \$10,000:**

Jill Jensen, Chief Executive Officer; or  
Boe Beardsmore, Associate Superintendent

*with*

Scott Benwell, Acting Secretary Treasurer, or  
Lori Deacon, Director of Corporate Services

**2. For amounts over \$10,000:**

Scott Benwell, Acting Secretary Treasurer, or  
Jill Jensen, Chief Executive Officer, or  
Lori Deacon, Acting Director of Corporate Services

*with either*

Tisha Boulter, Board Chair, or  
Rob Pingle, Trustee,

## APPENDIX 'B'

Signing authority for the Operating Bank Account #1003 104:  
**Effective February 1, 2024**

**1. For amounts up to and including \$10,000:**

Jill Jensen, Chief Executive Officer, or  
Boe Beardsmore, Associate Superintendent

*with*

Scott Benwell, Acting Secretary Treasurer, or  
Lori Deacon, Director of Corporate Services

*Except for Receiver General, Payroll Deductions, Utilities and yearly contracts  
signed or approved by the Board on behalf of the Board.  
(When signing authorities for amounts over \$10,000 apply).*

**2. For amounts over \$10,000:**

Scott Benwell, Acting, Secretary Treasurer,  
Jill Jensen, Chief Executive Officer, or  
Lori Deacon, Director of Corporate Services

*with either*

Tisha Boulter, Board Chair, or  
Rob Pingle, Trustee

## Staff Report to the Board of Education

**Subject:** Food Infrastructure Program (FIP)

**Date:** January 10, 2024

**From:** Colin Whyte, Director of Operations

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Below are the concept summaries for the three FIP projects that have been submitted to the ministry.

### GISS Kitchen Renovation – \$50,000

- We are planning on doing a minor renovation to the kitchen at GISS. We have recently replaced the grease trap, but the interior of the kitchen is aging and needs renovation. Stainless steel backsplashes, painting, and suspended ceiling replacements are planned. Appliance replacements and repairs are also planned, these include replacing the oven and work on the walk-in fridge.

### Galiano Kitchen Renovation – \$35,000

- We are planning on doing a substantial renovation of the kitchen in the community centre on Galiano. This will include painting and replacing countertops, cupboards, and appliances. All appliances that go in will be commercial grade. All renovations will meet food-safe standards.

### Appliance Replacements – \$9,500

- Several schools throughout the district have indicated a need for new appliances including:
  - 64GO: small fridge – \$1,000.
  - GISS: locking fridge – \$2,000.
  - Pender: stove, fridge, double sink – \$4,000.
  - Salt Spring Elementary: fridge/freezer, dishwasher – \$2,500.



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## Summary Policy Committee – SD 64 (Gulf Islands)

### In attendance

**Committee:** Rob Pingle (committee chair), Deborah Luporini, Chaya Katrensky, Tisha Boulter (board chair, ex-officio), Scott Benwell (superintendent/acting secretary-treasurer, ex-officio)

**Trustees:** Jeannine Georgeson, Nancy Macdonald

**Staff:** Lori Deacon (acting director of corporate services), Boe Beardsmore (associate superintendent), Anna Szul (executive assistant)

**Guests:** Kate Martinez (DPAC), Ian Mitchell (GITA), Anne Cooper (AZ Cooper Consulting), Angela Thomas (CUPE), Adrian Pendergast (District Principal of the Outer Islands)

**Regrets:** Greg Lucas

The meeting was called to order at 11:14 a.m. by Committee Chair Pingle. Chair Pingle acknowledged that this meeting is held on the territories of the HULCUMINUM and SCENTOSEN-speaking peoples – huy tseep q'u.

### 1. Adoption of Agenda

Adoption of agenda as presented by consensus.

### 2. Approval of Summary

Adoption of September 27, 2023, Summary by consensus.

### 3. Business Arising

#### a) Bylaw #2 Board Procedures

Continued review of draft amendments.

Conflict of interest reviewed. It does not include perceived conflict.

**Action:** Remove conflict of interest and make a separate policy.

Review 8.4 What can go in-camera. The list as presented is accepted.

11:31 Boe left the meeting.

**Action:** Take Bylaw #2 to the public meeting for a first reading.

#### b) Animals in Schools

Suggestion - That Board Policy No. 3800 and Procedure No. 3800 be considered by the Policy Committee with a recommendation to the Board for repeal, to be replaced by newly developed Administrative Practices on this matter.



Emotional Support animals are not covered in these documents because we have a current practice in place. DSMV5 diagnosis is required.

**Action:** Staff request a notice of motion to repeal.

4. **New Business**
5. **Other Business**
6. **Next Meeting:** December 13, 2023, Zoom
7. **Adjournment:** 11:58 a.m.





## Summary Policy Committee – SD 64 (Gulf Islands)

### In attendance

**Committee:** Deborah Luporini (committee chair), Rob Pingle, Chaya Katrensky, Tisha Boulter (board chair, ex-officio)

**Trustees:** Jeannine Georgeson, Nancy Macdonald, Greg Lucas

**Staff:** D'Arcy Deacon (deputy superintendent), Lori Deacon (acting director of corporate services), Anna Szul (executive assistant)

**Guests:** Anne Cooper (AZ Cooper Consulting), Angela Thomas (CUPE), Kate Martinez (DPAC), Ian Mitchell (GITA)

**Regrets:** Scott Benwell (superintendent/acting secretary-treasurer, ex-officio), Boe Beardsmore (associate superintendent)

The meeting was called to order at 9:00 a.m. by Committee Chair Luporini. Chair Luporini acknowledged that this meeting is held on the territories of the Coast Salish peoples. – huy tseep q'u.

### 1. Adoption of Agenda

Adoption of agenda as presented by consensus.

### 2. Approval of Summary

Amendments: correct spelling of Hul'q'umi'num and SENĆOŦEN in territorial acknowledgment.  
Adoption by consensus of November 8, 2023 summary as amended.

### 3. Business Arising

#### a. Public Interest Disclosure Policy 2.50

On November 27, 2023, the government passed amendments to the Government Body Designation (Public Interest Disclosure) Regulation. These amendments confirm that the *Public Interest Disclosure Act* will come into force for school districts on December 1, 2023, and contain a significant change that will affect the application of the Act for school districts. Specifically: Director within the meaning of the *Public Interest Disclosure Act* does not include a trustee of a board of education established under Part 4 of the *School Act*. The policy requires a housekeeping amendment to comply with the newly updated definition.

**Action:** The *Public Interest Disclosure Policy 2.50* will be updated to reflect the changes made by the province.

### 4. New Business

#### a. Anne Cooper - Section 100 Content Overview

##### i. Draft Policy 1.30 Trustee Code of Conduct



**Action:** As per *Policy 1.30 Trustee Code of Conduct*, Trustees will also annually indicate their commitment to this Code of Conduct during a regular meeting of the board post-annual elections.

**Action:** The draft *Policy 1.30 Trustee Code of Conduct* will be brought to the January 10, 2024, regular meeting of the board for notice of motion and circulated for feedback, with minor typographical corrections.

ii. *Draft Policy 1.31 Addressing Breaches of the Code of Conduct*

**Action:** Section 9.1 of *Policy 1.31 Addressing Breaches of the Code of Conduct* will be rewritten for clarity. The draft policy will be brought to the January 10, 2024, regular meeting of the board for notice of motion and circulated for feedback.

Chair called for pause 10:17 a.m. – 10:24 a.m.

iii. *Draft Policy 1.32 Trustee Conflict of Interest*

There was a discussion about how to handle breaches of conflict of interest or perceived conflict of interest. The process is covered in *Policy 1.30 Trustee Code of Conduct* and *Policy 1.31 Addressing Breaches of the Code of Conduct*.

**Action:** The draft *Policy 1.32 Trustee Conflict of Interest* will be brought to the January 10, 2024, regular meeting of the board for notice of motion and circulated for feedback, with minor typographical corrections.

iv. *Draft Policy 1.40 Board Committees*

There was a discussion about standing committees, working committees, how they are referenced in the policy, and where the terms of reference for those committees should be housed. There was a discussion about whether committee meetings should happen in-camera and how to increase accountability and transparency.

**Action:** Anne Cooper in consultation with staff will continue working on the draft *Policy 1.40 Board Committees* and the policy will be considered at a future Policy Meeting.

v. *Draft Policy 1.41 Board Liaison and Representation*

**Action:** Anne Cooper in consultation with staff will continue working on the draft *Policy 1.41 Board Liaisons and Representatives* and the policy will be considered at a future Policy Meeting.

5. **New Business**

6. **Other Business**

7. **Next Meeting:** February 21, 2024, Zoom

8. **Adjournment:** 11:45 a.m.



## BYLAW NO. 2 BOARD PROCEDURES

This bylaw establishes procedures governing Board of Education of School District No. 64 (Gulf Islands) (the "Board") meetings.

### **PREAMBLE:**

In accordance with the *School Act*, the Board must establish procedures governing the conduct of its meetings.

The Board is committed to conducting meetings in a consistent, efficient, and respectful manner, and in accordance with the requirements of the *School Act*.

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

### **1. DEFINITIONS**

- 1.1. The terms used in this bylaw shall have the meanings assigned by the *School Act* and Regulations made thereunder, except as when the context requires otherwise.

### **2. OATH OF OFFICE, INAUGURAL MEETING AND ELECTION OF BOARD OFFICERS**

- 2.1. A person elected or appointed as a trustee must take a prescribed oath of office, by oath or solemn affirmation, within the timelines outlined in the *School Act*, before assuming their role as a trustee on the Board.
- 2.2. As specified by the *School Act*, the term of office commences on the first Monday after November 1 following the election or when the person makes a prescribed oath of office, whichever is later.
- 2.3. After the general local election of trustees, the Secretary Treasurer shall convene a first meeting of the Board as soon as possible and, in any event, within 30 days from the date that the new Board begins its term of office.
- 2.4. The Secretary Treasurer shall announce the results of trustee elections and confirm that all trustees have completed the declaration and taken the oath of office as required by the *School Act*.
- 2.5. The Secretary Treasurer (or designate) shall call for nominations three times for the position of Board Chairperson.



- 2.5.1. Trustees may not nominate themselves.
  - 2.5.2. Nominations do not require a seconder.
  - 2.5.3. After each nomination, the Secretary Treasurer will request that each candidate accept or decline their nomination
  - 2.5.4. Once nominations are closed, trustees, who have accepted a nomination, may address their colleagues for two minutes
  - 2.5.5. Trustees who are not elected for one office may accept a nomination for another office.
- 2.6. The Secretary Treasurer will then conduct a vote, if necessary, by secret ballot. The Secretary Treasurer may designate one or more staff members as scrutineers to count the ballots. A person receiving a majority of the total votes cast will be elected Chair of the Board.
- 2.6.1. If no person receives a majority, further ballots will be taken.
  - 2.6.2. If more than two candidates are on a ballot and no majority is reached, the person with the least number of votes will be dropped from the nominees and a further ballot conducted.
  - 2.6.3. The Secretary Treasurer will declare the duly elected Chairperson of the Board for the ensuing year and will vacate the chair.
  - 2.6.4. Any vote involving only two trustees that ends in a tie vote will result in a further ballot and, if, after a second ballot, a tie shall occur, the election shall be decided by drawing of lots.
- 2.7. The Chairperson so elected shall assume the chair for the remainder of the meeting.
- 2.8. Upon assuming the chair, the Chairperson will call for nominations for Vice-Chairperson of the Board, and then for the BCSTA Provincial Council and alternate, BCPSEA Representative and alternate, and Indigenous Education Advisory Council Representatives (2) for the ensuing year and will conduct each election in the same manner as described in 2.4 above.
- 2.8.1. If the Chairperson is seeking the position in question, the Vice-Chairperson shall take the chair. If the Chairperson and Vice-Chairperson are both seeking the position, the Secretary Treasurer or designate shall chair the meeting.
- 2.9.
- 2.10. The Chair, Vice-Chair and Trustee Representatives serve in their roles at the pleasure of the Board or until the annual Special Meeting in the following November.



### **3. ANNUAL SPECIAL MEETING OF THE BOARD AND ELECTION OF BOARD OFFICERS**

- 3.1. In the years when no inaugural meeting is required, an annual Special Meeting of the Board will be held, in public, no later than the third Wednesday in November. The Secretary Treasurer will preside as Chair at the meeting to elect a Chair as per 2.5 above. When the Chair is elected, the Chair will then proceed as per 2.7 above.

### **4. MEETING SCHEDULE, QUORUM AND PROTOCOLS**

- 4.1. Annually, the Board will determine the schedule of meetings for the following school year and will publish the schedule prior to the beginning of each school year in non-general election years, and within sixty (60) days following the election date in general election years.
- 4.2. The agenda shall be prepared by the Secretary Treasurer under the direction of the Chairperson (or designate) who shall consult with the Superintendent.
- 4.3.** The proposed agenda will be provided to each trustee in an electronic format at least 48 hours in advance to each trustee. Non receipt by a trustee shall not void the proceedings.
- 4.4. Written notice of any meeting will be waived provided that reasonable steps have been taken to notify all trustees of the meeting and that the majority of the sitting trustees agree to waive written notice.
- 4.5. A quorum of the Board is a majority of the trustees holding office at the time of the meeting. Trustees may participate in or attend a meeting of the Board by telephone or video conference if all trustees and other persons participating in or attending the meeting are able to communicate with each other.
- 4.6. At the appointed time for commencement of a meeting the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with this bylaw.
- 4.7.
- 4.8. After a meeting has commenced, if notice is drawn to a lack of quorum, the presiding officer shall ascertain whether there is a lack of quorum and, if so found,



adjourn the meeting to the next regular meeting date or to another meeting called in accordance with this bylaw.

- 4.9. The Board will observe recognised national, provincial and First Nations protocols during meetings, on ceremonial occasions and, where flag protocols are concerned, when expressing a collective sense of sorrow and loss, or engaging in acts of remembrance.
- 4.10. Substantial issues affecting policies or procedures should be given as notice of motion at one meeting (requires no seconder and is not debatable) and be introduced by motion at a subsequent meeting.

## 5. REGULAR MEETINGS

- 5.1. The order of business at all regular meetings shall include:
  - 5.1.1. Call Meeting to Order and Territorial Acknowledgement
  - 5.1.2. Adoption of Agenda;
  - 5.1.3. Approval of Minutes;
  - 5.1.4. In-Camera Summary;
  - 5.1.5. Delegations/Presentations;
  - 5.1.6. Correspondence;
  - 5.1.7. Chairperson Report;
  - 5.1.8. Superintendent of Schools Report;
  - 5.1.9. Secretary Treasurer Report;
  - 5.1.10. Committee Reports;
  - 5.1.11. Trustee Reports;
  - 5.1.12. Other Business;
  - 5.1.13. Question Period;
  - 5.1.14. Date of Next Meeting(s);
  - 5.1.15. Adjournment.
- 5.2. Alterations to the order of business may be proposed by any trustee and shall require a two-thirds vote or unanimous consent.
- 5.3. Minutes of the proceedings of all meetings shall be legibly recorded in a minute book, certified as correct by the Secretary Treasurer or other employee designated by the Board under the *School Act*, and signed by the Chairperson or other member presiding at the meeting or at the next meeting at which the minutes are approved.



- 5.4. The minutes shall record the date, time and place of the meeting, the name of the presiding officer and a list of those attending.
- 5.5. Except for minutes of a meeting from which persons other than trustees or officers of the Board, or both, were excluded, the minutes shall be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the Board.
- 5.6. All meetings shall stand adjourned at three hours after their commencement unless a resolution is passed by a two-thirds vote to extend the hour of adjournment.
- 5.7. Meetings of the Board shall be open to the public unless, in the opinion of the Board, the public interest requires that persons other than trustees be excluded.
- 5.8. The Secretary Treasurer, or another employee designated by the Board if the Secretary Treasurer is unable to attend the meeting or if the meeting concerns the work performance or employment of the Secretary Treasurer, must be present at the time a decision of the Board is rendered and must record any decision.
- 5.9. The Board encourages the public and representatives of all partner groups and students to attend Board meetings:
  - 5.9.1. Canadian Union of Public Employees (C.U.P.E.)
  - 5.9.2. District Parents' Advisory Council (D.P.A.C.)
  - 5.9.3. Gulf Islands Principals' and Vice-Principals' Association (G.I.P.V.P.A.)
  - 5.9.4. Gulf Islands Teachers' Association (G.I.T.A.)
  - 5.9.5. Student representatives from district schools.
- 5.10. The Board expects all persons attending meetings to conduct themselves in a respectful manner. The Chairperson or other member presiding at a meeting may expel from the meeting a person, other than a trustee, that the Chairperson or other member presiding at the meeting considers guilty of improper conduct (e.g. disrespectful conduct, conduct which disrupts or interferes with the proceedings of the Board). A majority of the trustees present at a meeting of the Board may expel a trustee from the meeting for improper conduct.

## 6. RECOGNITION, PRESENTATIONS AND DELEGATIONS AT REGULAR MEETINGS

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- 6.1. Presentations, recognition and delegations comprised of an individual or groups of students, parents, staff, rightsholders, partners and others are welcome at regular meetings.
- 6.2. To ensure the Board is able to complete the business on the agenda, a maximum of 30 minutes per meeting is allotted for presentations, recognition and delegations, inclusive of questions and comments from trustees. A maximum of ten minutes will be allowed for each individual group.
  - 6.2.1. The Superintendent, or designate, will be responsible to schedule in-district presentations and district recognition activities.
- 6.3. A person or group wishing to address the Board as a delegation on an item not otherwise on the agenda will provide a written request outlining an overview of the item(s) they wish to present, those who will be in attendance and designating a spokesperson.
  - 6.3.1. Requests must be sent to the Chair at least 14 days prior to the date of a regular Board meeting,
  - 6.3.2. Consideration of the request is subject to article 4.2 of this bylaw for placement on the agenda of a Regular or In-Camera Meeting.
  - 6.3.3. The Board will not hear matters in a Regular meeting that include, but are not limited to:
    - 6.3.3.1. the subject of labour negotiations;
    - 6.3.3.2. the subject of contractual negotiations or service agreements with service providers;
    - 6.3.3.3. in relation to a specific client, child, student, employee or volunteer of the district.
- 6.4. A request to present at a Regular Meeting will require a brief written submission, including the purpose (information, request for action, etc.) of the presentation seven days in advance of the scheduled Regular Meeting for distribution to trustees as part of their agenda package.
- 6.5. Delegates are expected to conduct themselves in a respectful and constructive manner. Delegates may voice concerns but must not:
  - 6.5.1. Promote hate, harassment, or violate Board Bylaws and/or Policies;
  - 6.5.2. Use offensive, obscene, or defamatory language, gestures, or images;
  - 6.5.3. Use negative or derogatory personal references;
  - 6.5.4. Misuse personal information related to district students, staff, or Trustees;
  - 6.5.5. Discuss topics outside of their intended delegation;





- 6.5.6. Discuss matters related to litigation or potential litigation or any matter which is currently before any court or administrative tribunal affecting the district; or
- 6.5.7. Engage in debate with other delegates, staff, or Trustees.

- 6.6. The Chair will rule on the propriety of all presentations and comments and may terminate any presentation or comment or refer it to an In-Camera Meeting of the Board if that is deemed to be appropriate by the Chair.
- 6.7. The Board will hear the Delegation's presentation and the trustees may ask questions for clarification. The Board will ordinarily take the presentation under advisement and will only act after due deliberation, usually at a subsequent meeting.
- 6.8. A motion to vary the agenda to advance an item on the agenda so that it may be dealt with immediately following Delegations concerning that item will be in order.
- 6.9. A delegation that has been heard on an issue may not appear again on that same issue within the twelve months following the presentation; except that it may be given an opportunity to comment should the issue raised come back to the Board for a report following consideration of the initial representations.

## **7. SPECIAL MEETINGS**

- 7.1. A special meeting of the Board may be called by the Chair or, upon written request by a majority of the trustees, may be called by the Secretary Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting.
- 7.2. Written notice of a special meeting and an agenda shall be given to each trustee at least 48 hours in advance of the meeting. Delivery of a written notice and the agenda may be waived by a majority vote, provided all reasonable steps have been taken to notify all trustees of the meeting.

## **8. IN-CAMERA MEETINGS**

- 8.1. If, in the opinion of the Board, the public interest so requires, persons other than trustees may be excluded from a meeting. The Secretary Treasurer or other



employee designated under the *School Act*, must be present at the time that a decision of the Board is rendered and must record any decision.

- 8.2. No trustee shall disclose to the public the proceedings of an In-Camera Meeting unless a resolution has been passed at the In-Camera Meeting to allow such disclosure, except such as might be necessary to enforce the conflict of interest provisions of the *School Act*.
- 8.3. The Board shall prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than trustees or officers of the Board or both were excluded.
  - 8.3.1. The record shall be presented at the next meeting of the Board open to the public, in accordance with article 5.1.4 of this bylaw.
- 8.4. Unless otherwise determined by the Board, the following matters shall be considered in In-Camera session: [Drafting note – see comment for local government descriptions]
  - 8.4.1. salary claims and adjustments and consideration of requests of employees and board officers
  - 8.4.2. matters pertaining to labour relations and collective bargaining;
  - 8.4.3. accident claims and other matters where Board liability may arise;
  - 8.4.4. legal opinions respecting the liability or interest of the Board;
  - 8.4.5. the conduct, efficiency, discipline, suspension, termination or retirement of employees;
  - 8.4.6. medical reports;
  - 8.4.7. matters pertaining to individual students including the conduct, discipline, suspension or expulsion of students, truancy and indigent students;
  - 8.4.8. staff changes including appointments, transfers, resignations, promotions and demotions;
  - 8.4.9. purchase of real property including the designation of new sites; consideration of appraisal reports and accounts claimed by owners; determination of board offers and expropriation procedures;
  - 8.4.10. lease, sale or exchange of real property prior to finalization thereof;
  - 8.4.11. matters pertaining to the safety, security or protection of Board property.
  - 8.4.12. such other matters where the Board decides that the public interest so required.



- 8.5. Generally, the order of business at In-Camera Meetings will be set out in the agenda for that meeting under the following headings, as appropriate:
  - 8.5.1. Call Meeting to Order and Territorial Acknowledgement
  - 8.5.2. Adoption of Agenda
  - 8.5.3. Approval of Minutes
  - 8.5.4. Delegations
  - 8.5.5. Correspondence
  - 8.5.6. Superintendent Report
  - 8.5.7. Secretary Treasurer Report
  - 8.5.8. Chairperson Report
  - 8.5.9. Adjournment

## 9. RULES OF ORDER

- 9.1. The current edition of Robert's Rules of Order shall govern points of order and procedures not provided for in the *School Act* or in this bylaw. Where there is an inconsistency between the *School Act* and this bylaw, the *School Act* shall apply.
- 9.2. The Board may adopt a procedural rule for one or more meetings by resolution approved by two-thirds of the trustees present at the meeting. A rule, other than the requirement for notice of meetings, may be suspended by unanimous consent of the trustees present.
- 9.3. The rules contained in this bylaw may be amended by bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting and in the notice of the meeting.
- 9.4. The presiding officer's ruling on a point of order shall be based on rules of order as stated in paragraph 9.1. The ruling shall be subject to an appeal to the Board if requested by a trustee immediately after the ruling and before resumption of business.
  - 9.4.1. An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of the trustees present. A successful appeal does not necessarily set a precedent.
- 9.5. A copy of the Board's procedural bylaw shall be available for inspection at all reasonable times by any person.

## 10. BYLAWS AND RESOLUTIONS

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- 10.1. Unless expressly required to be exercised by bylaw, all powers of the Board may be exercised by bylaw or by resolution.
- 10.2. The following matters shall be dealt with only by bylaw:
  - 10.2.1. adoption of the budget
  - 10.2.2. a capital bylaw
  - 10.2.3. the acquisition or disposal of property
  - 10.2.4. ordinary rules of procedure of the Board and rules relative to the organization of meetings of the Board;
  - 10.2.5. amendments to bylaws;
  - 10.2.6. where required by the *School Act*.
- 10.3. All bylaws of the Board shall be established, amended or repealed as follows:
  - 10.3.1.
  - 10.3.2. Every bylaw shall be dealt with in the following stages:
  - 10.3.3. First reading: no debate or amendment;
  - 10.3.4. Second reading: discussion of the principle of the bylaw;
  - 10.3.5. Committee stage: If the question for second reading passes, the bylaw may be referred to the committee of the whole for detailed consideration or to a standing committee;
  - 10.3.6. Third reading: consideration of amendments made in committee and final decision.
- 10.4. When a bylaw has been amended in committee, it shall be reprinted as amended and shall not be further proceeded with, except by a two-thirds vote, until the amended version has been distributed.
- 10.5. The Board may not give a bylaw more than 2 readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the bylaw all 3 readings at that meeting. If a written or printed copy of a bylaw is in the possession of each trustee, and is available to each member of the public in attendance at the meeting at which the bylaw is to be read, then the reading may consist of a description of the bylaw by
  - 10.5.1. its title, and
  - 10.5.2. a summary of its contents.
- 10.6. The Secretary Treasurer shall certify on a copy of each bylaw the readings and the times thereof and the context of any amendment passed in committee.



10.7. A bylaw may be repealed at any stage with unanimous consent of the Board.

## **11. MOTIONS**

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

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

11.3. All motions shall be seconded.

11.4. An amendment is a motion to modify the wording of a pending motion. An amendment must be germane, i.e. closely related to or having a bearing on the subject of the motion to be amended.

11.4.1. A motion can be amended more than once; however, there can be only one amendment on the floor at a time and it shall be dealt with before another amendment is presented or the motion is decided.

11.4.2. An amendment to an amendment must be germane to the first amendment and cannot be amended.

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

## **12. DEBATE**

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

12.2. Speakers shall be recognized by the Chair and shall address all remarks to the Chair.



- 12.3. Each trustee has the right to speak twice on the same question on the same day but cannot speak a second time so long as any trustee who has not spoken on that question desires to speak. No trustee shall speak for more than five minutes at one time.
- 12.4. A matter of privilege (dealing with the rights or interests of the Board as a whole or of a trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.
- 12.5. No trustee shall interrupt another trustee who has the floor except to raise a point of order, a point of privilege or to disclose a conflict of interest.

### **13. VOTING**

- 13.1. All questions shall be decided by a majority of the votes of the trustees present and voting, unless otherwise provided by the *School Act*.
- 13.2. It is expected that all trustees present at a meeting, including the Chair, will vote on each issue.
  - 13.2.1. If a trustee has a conflict of interest, the trustee must not vote. The abstention shall be recorded and shall not affect the quorum.
  - 13.2.2. If a trustee wishes to abstain for any other reason he or she must so request before the vote is taken.
- 13.3. Voting shall be by show of hands and only the result recorded unless a member requests recording of names before the vote is taken.
  - 13.3.1. A trustee may have their negative vote recorded provided that they make that request before or immediately after the vote is taken.

### **14. Citation**

This bylaw may be cited as "School District No. 64 (Gulf Islands) Bylaw No. 2, Board Procedures Bylaw".

School District No. 64 Bylaw No. 2 Procedural Bylaw, dated May 13, 2020, and any precedents are hereby repealed.



Date of first reading: x day of x 2024.  
Date of second reading: x day of 2024.  
Date of third reading and adoption: x day of x 2024.

\_\_\_\_\_  
Board Chairperson

\_\_\_\_\_  
Secretary Treasurer

**[DRAFTING NOTE, when this bylaw is repealed, we need to also repeal a number of current Board policies]**

**Here are the policies to be repealed:**

- Policy 110 Meeting Procedures and Ceremonial Protocols [ *note Procedure 110 contains language needed for Ceremonial Protocols, do not repeal at this time*]
- Policy 111 Representation at Board Meetings
- Policy 111 *Representation at Board Meetings Procedure*
- Policy 115 Election to Board Positions
- Policy 115 *Election to Board Positions Procedure*



## Policy 1.30 Trustee Code of Conduct

The Board of Education recognises and accepts the trust placed in it, and commits to:

- the improvement of student achievement and the provision of appropriate and relevant educational programs to all school district learners, consistent with curricular expectations and guidelines established by the province, and in a way that reflects the values of the communities we serve;
- establishing and sustaining safe, secure and productive learning and working environments;
- developing a district staff with knowledge, skills and attitudes well-suited to the provision of such programs in such learning environments, as they occur in our school communities;
- fostering working partnerships with parents and community members, and directly involving them in the development and delivery of educational programs, where appropriate.

The Board and individual trustees will conduct themselves in an ethical and businesslike manner. This commitment includes proper use of authority and appropriate decorum when acting on behalf of the Board.

Specifically, trustees will:

1. commit to the Oath of Office at the start of a term and adhere to that Oath while in office;
2. abide by the policies of the Board and all applicable legislation and regulations, in particular the Criminal Code, Freedom of Information and Protection of Privacy Act, Human Rights Code, School Act, and Workers' Compensation Act;
3. accept and respect the fact that the Board exercises power only when meeting in legal session;
4. be a staunch advocate of high quality, free, public education for all students residing within the district;





5. demonstrate a commitment to diversity, inclusion, anti-racism, truth and reconciliation, and productive relations with First Nations;
6. do everything possible to maintain the integrity, confidence, and dignity of the office of school trustee, and be committed to responsible digital citizenship to minimize the risks associated with digital media;
7. endeavor to work in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate;
8. observe proper decorum and behavior; encourage full and open discussions in all matters; treat them with respect and consideration; and not withhold or conceal from them any information or matter with which they should be concerned;
9. represent and serve the interests of the entire district, rather than those of a particular interest group or geographic area;
10. avoid unwarranted criticism of trustees, the Board, or employees, both in and out of the boardroom;
11. devote time, thought and study to duties and responsibilities and consider information received from all sources;
12. maintain confidentiality of privileged information and respect the confidentiality of discussions that take place during in-camera sessions;
13. make and support majority decisions whilst valuing and respecting differences of opinion;
14. demonstrate discretion when making public statements so as to minimize the impression that such statements reflect the corporate opinion of the Board when they do not;
15. deal appropriately with sensitive issues;
16. abide by district policy and the *School Act* regarding conflict of interest;



17. as an elected official, have an obligation to attend all meetings of the Board unless unable to attend due to illness or other urgent circumstance. In such situations, the trustee will advise the Board Chair, as early as possible, of their expected absence and the circumstances preventing their attendance at the scheduled meeting.

Upon being elected to a term as trustee for the district, and as part of the inaugural meeting, trustees will commit to these statements by formally signing this Code of Conduct. Trustees will also annually indicate their commitment to this Code of Conduct.

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## Policy 1.31 Addressing Breaches of the Code of Conduct

Trustees are required to conduct themselves in an ethical and prudent manner in compliance with the Code of Conduct (the “Code”). The failure by trustees to conduct themselves in compliance with the Code may result in the Board instituting sanctions.

The Board believes that it is essential to have a clear, fair, and effective process for ensuring the adherence to and enforcement of the obligations established under the Code. Trustees also believe that trustee discipline processes must not be used for frivolous, vexatious, or bad faith reasons, or as a response to legitimate disagreements that have been expressed in a manner consistent with this Code on matters relating to the Board’s business.

A trustee who believes that a trustee has violated the Code is encouraged to seek resolution of the matter through the informal complaint process when possible, prior to commencing a formal complaint under the Code.

### 1. Conduct Constituting Breach of the Code of Ethics and Conduct

- 1.1. Allegations of breaches of the Code may arise in many diverse circumstances and it is not possible to exhaustively specify in advance what conduct constitutes a breach of this Code.
- 1.2. The Board recognizes that disciplinary proceedings concerning trustees are serious matters not to be taken lightly, having regard to the democratically elected nature of the trustee’s role and that such proceedings must not be utilized as a response to legitimate policy disagreements.
- 1.3. Notwithstanding the above, the following are provided as examples of conduct that could be subject to sanction or to proceedings:
  - 1.3.1. Where a trustee violates the law, or advocates the violation of a law;
  - 1.3.2. Where a trustee's conduct is a violation of expected standards of parliamentary decorum, is uncivil, or is otherwise disruptive of the meetings of the Board;
  - 1.3.3. Where a trustee breaches the confidences of the Board;



- 1.3.4. Where a trustee's conduct gives rise to a breach of the Human Rights Code;
- 1.3.5. Where a trustee's conduct is discriminatory or otherwise in breach of a policy of the Board;
- 1.3.6. Where a trustee fails to disclose a conflict of interest or acts while in conflict of interest;
- 1.3.7. Where a trustee harasses or otherwise engages in misconduct in relation to school district staff;
- 1.3.8. Where a trustee misuses social media;
- 1.3.9. Where a trustee engages in personal attacks on other trustee's or staff members' integrity or conduct or otherwise defames them;
- 1.3.10. Where the trustee's conduct exposes the Board to potential liability; or
- 1.3.11. Where the trustee's conduct is otherwise a clear breach of the trustee Code of Conduct.

## 2. Informal Complaint Process

- 2.1. It is recognized that a contravention of the Code may occur that is relatively minor, or committed inadvertently or due to an error of judgment made in good faith. In such instances the priority shall be to alert the offending trustee to the violation and their obligations under the Code. Only serious and/or reoccurring breaches of the Code should be investigated following the formal complaint procedure.
- 2.2. Any trustee, the Superintendent or the Secretary Treasurer who has reasonable grounds to believe that a trustee has breached the Code, shall seek resolution in an informal, cooperative fashion marked by mutual respect with an openness to growth and improvement.
  - 2.2.1. The party will engage in an individual private conversation with the trustee affected.
- 2.3. Failing resolution through the private conversation the parties will engage the Board Chair, Vice Chair or designate to gain resolution. If the concern is with the Board Chair, the concern should be raised with the Vice Chair.
  - 2.3.1. The Chair and at the Chair's option the Chair and Vice Chair will attempt to resolve the matter to the satisfaction of the trustees involved.



- 2.4. It is recognized that for reasons which may include the nature of the issue of concern or the way it has come to a trustee's attention, informal measures may not be appropriate.
- 2.5. If resolution through this informal complaint process is not possible, the formal complaint process, outlined below, will be followed.
- 2.6. All serious and/or reoccurring breaches of the Code by a trustee should be addressed following the formal complaint process.

### 3. Formal Complaint Process

- 3.1. Any trustee who has reasonable grounds to believe that another trustee has breached this Code, the Superintendent or the Secretary Treasurer may bring an alleged breach ("Complaint") to the attention of the Chair of the Board or designate.
- 3.2. Where an allegation is made against the Chair, all other references to the Chair in this Policy shall be deemed to read "Vice Chair."
- 3.3. Absent exceptional circumstances, an allegation of a breach of the Code must be brought to the attention of the Chair within 30 days after the breach comes to the knowledge of the complainant.
- 3.4. The Complaint shall be in writing, signed by the complainant advancing it, and shall contain:
  - 3.4.1. the name of the trustee who is alleged to have breached the Code;
  - 3.4.2. the alleged breach or breaches of the Code;
  - 3.4.3. information as to when the breach came to the complainant's attention;
  - 3.4.4. the grounds for the belief by the complainant that a breach of the Code has occurred; and
  - 3.4.5. the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.
- 3.5. A complainant may withdraw the Complaint, but if, in the opinion of the Chair, the interests of the Board so require, the Chair may proceed with the consideration of the Complaint in accordance with this Policy, notwithstanding the withdrawal.



#### 4. Notification of Trustees

- 4.1. A copy of the Complaint will be forwarded to all trustees, including the allegedly breaching trustee, the Superintendent and Secretary Treasurer, within seven (7) days of receiving it.
- 4.2. 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.
  - 4.2.1. Public disclosure of the Complaint and any resulting decision taken by the Board of Education may be disclosed by the Board Chair only at the direction of the Board of Education, following the disposition of the Complaint by the Board of Education at a Code hearing.

#### 5. Decision Not to Proceed on Complaint

- 5.1. If the Chair is of the opinion that the Complaint is out of time, trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds to proceed, the Chair shall prepare a confidential report to all trustees stating their opinion and its rationale. The trustees, excluding the trustee who is alleged to have breached the Code, shall determine by resolution whether, notwithstanding the Chair's opinion, to continue proceedings with respect to the Complaint.

#### 6. Investigation

- 6.1. The Chair may direct the appointment of an independent investigator to investigate the circumstances of the alleged breach and report to the Board. It is recognized that not all allegations of breach require the appointment of an independent investigator, but that allegations of a breach of this Code may be adequately addressed through the processes outlined below. If an independent investigator is appointed, the independent investigator shall determine their own investigative procedure within the scope of terms of reference established by the Chair with the assistance of counsel. The trustee who is the subject of the Complaint (the "Respondent Trustee") shall be provided a fair opportunity to respond to the Complaint to the independent investigator.



- 6.2. The independent investigator shall prepare a report that will be provided to the Board and the Respondent Trustee.

## **7. Processes may be Amended**

- 7.1. If, in the opinion of the Board, the circumstances of a particular Complaint so require, the Board may amend these processes, but in no case shall the Respondent Trustee be denied procedural fairness.

## **8. Inquiry Procedure**

- 8.1. All meetings in respect of trustee discipline will be conducted in a closed meeting.
- 8.2. The Secretary Treasurer is responsible to facilitate the Board's process and make any administrative arrangements for the Board's consideration of a Complaint against a trustee.
- 8.3. The complainant and the Respondent Trustee may make representations to the Board in respect of the Complaint.
- 8.4. A Complaint may be considered on the basis of written representations, oral representations or a combination of both, as determined by the Board. Where an independent investigation has occurred, the investigator's report shall be placed before the Board. The Secretary Treasurer will make arrangements to provide relevant documents to the Board and the trustee who has allegedly breached the Code.
- 8.5. The trustee may be represented by counsel or another representative, at their own expense, unless the Board determines otherwise, provided that counsel or representative agrees to maintain the confidentiality of the proceedings. The Board may have counsel to assist the Board with matters of procedure, law, and in respect of its deliberations.
- 8.6. Witnesses will not be called and cross examination will not be permitted at any meeting concerning a Complaint. The complainant and allegedly breaching trustee may be asked questions of clarification by the other trustees in respect of their written and oral representations.





- 8.7. The Board will endeavor to address any Complaint within 90 days of receipt by the Chair. Consideration of a Complaint may, if in the opinion of the Board circumstances so require, be deferred if the matter is subject to investigation by the police or to proceedings under any applicable legislation.

## 9. Trustee Deliberations and Decision

- 9.1. Following receipt of submissions by the Respondent Trustee and the complainant, along with any other information before the Board in accordance with this Policy, the trustees will deliberate in a closed session.
- 9.1.1. Deliberations will exclude the respondent trustee, and, if the alleged misconduct is directed at another trustee, excluding that other trustee
- 9.2. Trustees will reach a decision with respect to whether a breach of the Code of Conduct occurred, what that breach was, and what, if any, sanction will be imposed.

## 10. Sanctions

- 10.1. If the Board determines that there has been no breach of the Code of Conduct or that although a contravention occurred, the trustee took all reasonable measures to prevent it, or that the contravention was trivial or committed through inadvertence or an error of judgment made in good faith, no sanction shall be imposed.
- 10.2. Where a sanction is to be imposed, trustees will determine, by resolution, the appropriate level. Sanctions for a violation of the Code should be imposed in a remedial and restorative manner and should reflect the seriousness of the breach.
- 10.3. Sanctions may include:
- 10.3.1. having the offending trustee write a letter of apology;
  - 10.3.2. having the offending trustee participate in a restorative justice process;
  - 10.3.3. having the offending trustee participate in specific training, coaching or counselling as directed by the Board of Education;
  - 10.3.4. having the Board Chair write a letter of censure marked "personal and confidential" to the offending trustee;





- 10.3.5. having a motion to remove the offending trustee from one, some or all Board of Education committees or other appointments of the Board of Education, for a period of time, barring the trustee from sitting on one or more committees of the Board;
- 10.3.6. any other sanction the trustees consider appropriate in the circumstances.

10.4. A trustee who is barred from attending all or part of a meeting or meetings of the Board or a meeting or meetings of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to members of the public.

### **11. Publication of Decision**

- 11.1. The Board may, in its discretion and by resolution of the voting trustees, determine to publish any sanctions respecting a trustee, including disclosing the substance of the Complaint, the Board's decision and any sanction imposed.
- 11.2. Personal privacy of any affected third party will be protected in accordance with the *Freedom of Information and Protection of Privacy Act*.

### **12. Powers of Presiding Officer Preserved**

- 12.1. Nothing in this Policy prevents the Board from exercising its power pursuant to s. 70 of the *School Act* to expel or exclude from any meeting any trustee person who has been guilty of improper conduct at the meeting without the necessity of a Complaint or conducting an investigation or other inquiry before an expulsion or exclusion from a meeting.

### **13. Appeal of Decision**

- 13.1. Trustees who have been sanctioned or have had other measures imposed upon them by the Board of Education under this Policy can appeal those decisions through the legal system, at their own expense.



### Policy 1.32 Conflict of interest

A trustee is expected, and always required, to act in the best interest of the District, without regard to their personal interest. Trustees have an obligation to avoid conflicts of interest, to enable them to remain in a position to provide an unbiased and objective consideration of matters that come before the Board. A trustee must never use their position for personal benefit.

Conflicts of interest can arise in a variety of ways, including: a direct or indirect pecuniary conflict of interest, a conflict of interest arising by virtue of predetermination of a matter coming before the Board, and conflicts of interest arising because of a personal interest resulting from circumstances or relationships of individual trustees.

A pecuniary interest is an interest in a matter that could monetarily affect the trustee and includes an indirect pecuniary interest referred to in the *School Act*. Trustees are responsible to make themselves aware of the requirements of the *School Act* that relate to direct and indirect pecuniary interests. Should a trustee knowingly contravene the requirements of the *School Act*, the courts may declare the trustee's office vacant and require financial restitution.

A conflict of interest by reason of predetermination arises where the decision-maker has a "closed mind" and is unable to come to an issue willing to be influenced by facts or logic to make a decision. A predetermination conflict usually arises because of something that has been previously said or done.

In accordance with common law, a trustee is not qualified to vote on a matter in which they have a personal interest that could lead an informed person to think that the trustee's judgment could be influenced by that interest leading to a reasonable apprehension of bias.

If a trustee has a conflict of interest in any matter and is present at a meeting of the Board at which the matter is considered, the trustee must:

- at the meeting, disclose their conflict of interest and the general nature of the interest;
- not take part in the discussion of, or vote on any question in respect of the matter; and



- not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.

If the meeting is not open to the public, in addition to complying with these requirements the trustee shall immediately leave the meeting or the part of the meeting during which the matter is under consideration.

If the pecuniary interest of a trustee is not disclosed as required above by reason of the trustee's absence from the meeting, the trustee must disclose the interest and otherwise comply with the requirements at the first meeting of the Board attended by the trustee after the meeting referred to above.

A trustee's temporary absence or inability to vote due to a conflict of interest shall not affect the quorum of a meeting.

If a meeting is open to the public, every disclosure of a conflict of interest and the general nature of it must be recorded in the minutes of the meeting. If a meeting is not open to the public, the fact that a disclosure of a conflict of interest was made, but not the general nature of that interest, shall be reported to and recorded in the minutes of the next meeting that is open to the public.

As there are many individual considerations and variations when considering issues of conflict of interest, individual trustees or the Board may wish to seek external legal advice on such matters. In many situations, the individual circumstances must be considered before a determination of conflict can be made.